

TIPPING POINT OF RESISTANCE: A MULTI-CASE STUDY OF THE INFLUENCE OF
SCHOOL CULTURE ON CLASSROOM POSITIVE BEHAVIOR INTERVENTIONS AND
SUPPORT PRACTICES

by

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Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT

Public schools have seen an increase in the use of school-wide positive behavior intervention supports (SWPBIS) to address the emotional and behavioral needs of students. While SWPBIS is a validated, evidence-based practice, teachers often resist the use of this proactive intervention model claiming that they do not have the time or skills to develop interventions to address the students' challenging behaviors. The purpose of this instrumental multi-case study was to systematically explore and compare the personal experiences of staff who ended their resistance to SWPBIS and successfully implemented at the classroom level. A Georgia middle school implementing SWPBIS at the operational level with identified staff who successfully made the paradigm shift to embrace SWPBIS was selected for this study using maximum variation of sampling. Site selection was based on school size, geographic location, Title I status, and inclusion practices. Triangulated data collection methods included semi-structured interviews, *Collaborative School Culture Survey* (CSCS), direct observations, and field notes. Initial data analysis used research questions as themes along with open coding of emergent themes. Pattern matching techniques allowed cross analysis within case findings using replication techniques and worksheets provided by Stake (2006). Teachers indicated a willingness to turn from resistance to SWPBIS when their administration models the tenants of SWBPIS. The greatest professional development need existed in understanding the basic principles of ABA. Recommendations for future research are given.

Keywords: School-Wide Positive Behavior Supports, school culture, teacher resistance, classroom management, instrumental multi-case study.

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List of Abbreviations

Classroom Management Self-Assessment Tool (CMSAT)

Collaborative School Culture Survey (CSCS)

Department of Education (DOE)

Georgia Department of Education (GADOE)

Georgia Network of Educational and Therapeutic Supports (GNETS)

Individuals with Disabilities Education Act (IDEA)

No Child Left Behind (NCLB)

Positive Behavior Interventions and Supports (PBIS)

Response to Intervention (RtI)

Response to Intervention for Academics (RtI-A)

Response to Intervention for Behavior (RtI-B)

School-wide Positive Behavior Interventions and Supports (SWPBIS)

CHAPTER ONE: INTRODUCTION

Fueled by federal legislation, including both the No Child Left Behind Act of 2001 (NCLB), and the Individuals with Disabilities Act of 2004 (IDEA, 2004), two major multi-tiered programs have begun to make way in schools across the nation. First, response to Intervention for academics (RtI-A), and Response to Intervention for behavior (RtI-B), have emerged as a tiered approach to maximize student academic success and minimize behavior through screening and progress monitoring of student responses to targeted interventions driven by individual student needs in the general education setting (National Center for Response to Intervention, 2012; Reinke, Herman & Stormont, 2013). Second, supported by studies illuminating the negative relationship between student behavior and academic achievement (see for example, Lassen, Steele, & Sailor, 2006; Reinke et al., 2013; Sugai, 2007), the use of school-wide positive behavior intervention supports (SWPBIS) is quickly growing as a system wide approach in revamping classroom practices to monitor student responses to teaching strategies that promote positive, pro-social, behavior-protective factors in an effort to improve student achievement, post-secondary outcomes, and long term quality of life (Albin et al., 2010; Fairbanks, Sugai, Guardino, & Lathrop, 2007; George, White, & Schlaffer, 2007; Hieneman, Dunlap & Kincaid, 2005; Lohrmann, Martin, & Patil, 2013; Tillery, Varjas, Meyers, & Collins, 2010).

SWPBIS, a system approach aimed at prevention and tiered interventions, incorporates the shared components of RtI-A and RtI-B, which are growth-oriented interventions driven by assessment data, implemented with fidelity, and monitored for effectiveness as determined by a student's responses to the interventions (National Center for Response to Intervention, 2012; Solomon, Klein, Hintze, Cressey, & Peller, 2011; Sugai & Horner, 2009).

Accepted as common practice, dealing with student behavior is often immersed in identifying “problems” with the student without considering the environmental context in which a behavior occurs (Sailor, Stowe, Turnbull, & Kleinhammer-Trammill, 2007) or the role of the teacher in initiating/maintaining inappropriate behavior (Long, Wood, & Fescer, 2001). These practices are often exacerbated by deficient teacher classroom management skills illuminated in the negative reinforcement teachers receive for imposing aversive punishments and exclusionary practices with progressive frequency, intensity, and duration (Anderson, 2009; Lassen et al. 2006), all of which have been proven ineffective in increasing desired behavior. In fact, these practices serve to encourage the undesired student behavior (Alvarez, 2007; Long, 1995; Marchant et al., 2009; Noguera, 1995), thereby unintentionally diminishing the integrity of classroom instruction (Blum & Cheney, 2009).

Not surprisingly, teachers identify discipline as a top concern and cite their lack of knowledge about effective classroom management practices, including SWPBIS and the application of behavior management techniques (O’Neil & Stephenson, 2012; Reinke, Stormont, Herman, Puri, & Goel, 2011), as the broadest and most critical barrier to teaching and learning efforts (Chitiyo & Wheeler, 2009; Kincaid, Childs, Blasé, & Wallace, 2007; Reinke et al., 2013). Despite these concerns, many teachers tend to resist the implementation of preventative positive behavior supports primarily due to a lack of on-site support and practical know how (Bambara, Nonnemacher, & Kern, 2009; Bambara, Goh, Kern, & Caskie, 2012).

While teacher resistance to implementation at the classroom level has been the focus of much research (see for example, Bambara et al., 2009; Bambara et al., 2012; Blum & Cheney, 2009; Dunlap, Iovannone, Wilson, Kincaid, & Strain, 2010; Kincaid et al., 2007; Reinke et al., 2013; Saville, Lambert, & Robertson, 2011), minimal attention is given to what is needed to

coach the paradigm shift from resistance to embracing and implementing SWPBIS; attention is also lacking in regards to the influence of school culture on classroom management practices (Fallon, O’Keefe, & Sugai, 2012; Peshak-George & Kincaid, 2008; Sugai, O’Keefe, & Fallon, 2012). Thus, the purpose of this instrumental multi-site case study was to systematically explore and compare the personal experiences of staff that have turned from resistance to positive behavior supports and the influence of school culture on making the paradigm shift to implementation and practicing SWPBIS at the classroom level. For the purpose of this study, teacher resistance was generally defined as self-reported unwillingness to engage as an active participant in the PBIS implementation process at the classroom level.

First, it is important to understand the intrinsic nature of the particular culture, or context, in which resistant behavior occurred prior to taking on a larger scope of inquiry; ergo, the research site and cases served as an exploratory model of the phenomenon under study. Understanding the particulars of each case was important solely for the purpose of developing and understanding the more general phenomena of transforming from resistance to implementation which came from comparisons of case findings across cases, making this research well-suited as an instrumental multi-case study. By illuminating how school personnel actually experienced a transformation in their attitudes, this study strove to identify strategic support structures previously unknown to SWPBIS implementers. Participants’ reports regarding the reason(s) why they were resistant to implementing SWPBIS and what was pivotal to their transformation from resistance to adoption of SWPBIS may help future implementers glean insight into how to predict and prevent teacher resistance to other change initiatives in education.

Background

The primary goal of educational institutions has become bi-dimensional to include a focus on both academics and behavior (IDEA, 2004; Sugai, 2007; Tillery et al., 2010). Previous research and common knowledge indicate that students who perform well on standardized tests spend more time in class engaged in tasks than do their lower-performing peers (Sailor et al., 2007). Misbehaving students are often removed from the classroom for extended periods of time without scientific support for doing so (Mathur, 2007) and without employing interventions aimed at preventing, teaching, and expecting appropriate behavior in schools (Clonan, 2007; Lohrmann, Forman, Martin, & Palmieri, 2008; Noguera, 1995). Most teachers lament having to deal with challenging student behavior and report negative student behavior as a primary reason for leaving education much sooner than anticipated at the onset of their teaching career (Chitiyo & Wheeler, 2009; Reinke et al., 2013). Students who exhibit challenging behavior often experience difficulty keeping a job, engage in drug use, and show higher dropout and incarceration rates (Flower, McDaniel, & Jolivette, 2011). Striving to address these issues, SWPBIS, encompassing RtI-B, produces generalizable results across settings in improving the quality of life of individuals with challenging behavior (Albin et al., 2010; Carr et al., 1999). Moreover, SWPBIS has gained exponential adoption both nationally and internationally by proactively responding to and dealing with challenging behavior through data-driven decision making, resulting in more positive post-secondary outcomes for students (George et al., 2007; Tillery et al., 2010; Lohrmann et al., 2013; Reinke et al., 2013; Solomon et al., 2011; Sugai, 2013).

In January 2014, the U.S. Department of Education published federal guidelines for improving school climate and reducing problem behaviors. Three guidelines of relevance to this

study were aimed at: purposefully creating a positive climate and process of prevention, clear and positively-framed expectations, and equity in implementation and continuous improvement (U.S. Department of Education, 2014), each of which are basic tenants of SWPBIS. The Governor's Office of Student Achievement for the State of Georgia followed the federal directive with the distribution of a memo to Georgia schools in January indicating that youth who appear before the court on school-related charges will not be adjudicated without documentation of a functional behavior assessment having been conducted and documented interventions having been implemented to teach replacement behaviors. In addition, Georgia redefined the definitions of state reportable behaviors to align with federal definitions and better meet the federal requirements outlined in Safe and Drug Free Schools.

School-Wide Positive Behavior Interventions and Supports

Essentially, RtI requires progressive interventions of increasing frequency, intensity, and duration in order to bring about the desired outcome. More importantly, RtI requires documentation of the implemented intervention's frequency, intensity, and duration coupled with documentation (progress monitoring) of student responses to the interventions implemented.

The National Center for Response to Intervention (2012) defined RtI as:

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning or other disabilities. (p. 2)

Mirroring the essential components of RtI’s individual student approach, SWPBIS is a system approach to school improvement based on valued outcomes of high quality leadership, high quality instruction, and continuous student support geared toward preventing behavior that disrupts the teaching and learning process for student groups school-wide.

The prevention strategies used in SWBPS or SWPBIS are grounded in research-based practices such as applied behavior analysis (see Figure 1) and valid instructional practices to develop interventions matched to student need (Horner, Sugai, & Anderson, 2010; Bambara et al., 2009; Tillery et al., 2010), as well as procedures for more effective teacher practices through data-driven decision making (Bradshaw, Koth, Thornton, & Leaf, 2008; Stormont, Reinke, & Herman, 2011; Sugai, 2007). Proven effective in schools and other settings when implemented with consistency and fidelity (Albin et. al., 2010; Carr et. al., 1999; Hieneman et al., 2005; Peshak-George & Kincaid, 2008), the ultimate goal of SWPBIS is to improve the long-term quality of life of individuals and their families by preventing undesired behaviors and providing direct instruction of socially appropriate behaviors (Solomon et al., 2011).



Figure 1. Theoretical framework for the behavior analytic approach. Reproduced with permission from *Implementing School-wide Positive Behavior Support: Tier 1 Overview*, by G. Sugai, 2013, OSEP Center on PBIS. Center for Behavioral Education and Research, University of Connecticut. Retrieved from http://www.pbis.org/common/cms/files/pbisresources/SWPBIS_Getting_Started_ver_27_28_Aug_2013_HAND.ppt.

SWPBIS Triangle. The adopted visual representation of progressive prevention interventions is a three tiered triangle and is shared between SWPBIS and RtI (Figure 2). Tier I (the base) represents the universal level of prevention aimed at all students, to which 80-90% of the student population are responsive. Tier II represents 10-15% of the student population who exhibit higher frequency and intensity behavioral problems. More intensive targeted intervention such as small group social skills instruction, or daily check-in, check-out monitoring is common at this level. The vertex represents 1-5% of the student population. Interventions at this level are the most specific and intensive. While data are often collected weekly in Tier I, data collection is more frequent, day-to-day, in Tier II. Class-by-class monitoring of student behavior is typical of Tier III (George et al., 2007; Lassen et al., 2006; Sailor et al., 2007; Sugai, 2007).

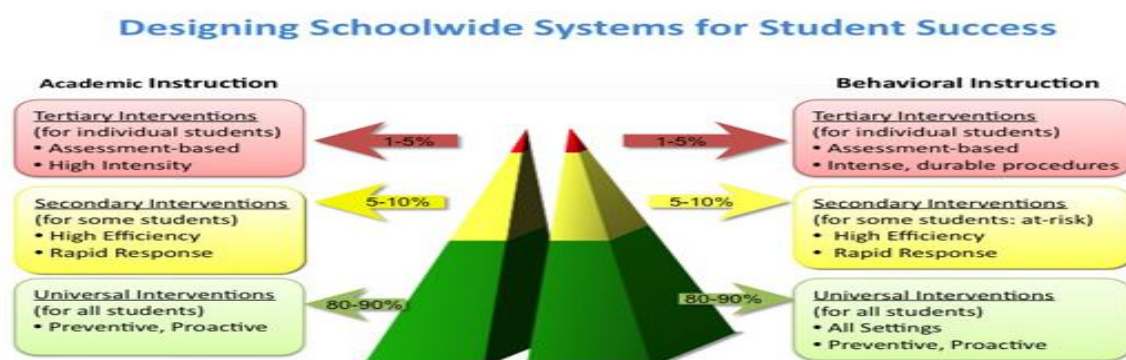


Figure 2. Shared Visual of RtI and SWPBIS. Reproduced with permission from “Response to Intervention (RTI) & PBIS,” Positive Behavioral Interventions & Supports, 2014. Retrieved from <http://www.pbis.org/school/rti.aspx>.

Despite the federal mandates and proven ineffectiveness of traditional practices (Alvarez, 2007; Long, 1995; Noguera, 1995), many teachers resist the implementation of preventative behavior supports in the classroom (Bambara et al., 2009; Bambara et al., 2012) while continuing to identify behavior management as the most critical barrier to teaching and learning efforts (Chitiyo & Wheeler, 2009; Flett & Hewitt, 2013; Reinke et al., 2013). Resistance to SWPBIS at the classroom level has been the focus of much research (Bambara et al., 2009; Bambara et al.,

2012; Blum & Cheney, 2009; Dunlap et al., 2010; Lohrmann et al., 2013) with an emphasis on why teachers resist. In fact, evidence suggest that teachers regard the two most prevalent barriers to garnering support for full implementation of SWPBIS to be the existing school culture, and professional development needs exceeding resources available to coach the paradigm shift (Bambara et al., 2009; Bambara et al., 2012; Caldarella, Shatzer, Gray, Young, & Young, 2011; Lohrmann et al., 2013; Pyle, 2011). Minimal attention has been given, however, to understanding the influence of school culture on classroom management practices (Fallon et al., 2012; Sugai et al., 2011) and what it takes to get resistant staff to commit (Lohrmann et al., 2013). This study was aimed at filling the gap in current research to discover how existing school cultures influence teacher willingness to actively participate in implementation efforts and what structures can be established to predict and prevent resistance for future implementers.

Situation to Self

My previous experiences in the classroom as a lead behavior therapist and reading specialist, as well as my experiences outside the classroom—across counties—as the curriculum coach for GNETS facilities influenced the development of this topic and study. Within a Georgia middle school general education setting, I served as the on-site parent liaison, Title I instructional coach, RtI intervention data collection support, behavior support coach, and I assisted staff in interpreting student performance data. As a side interest, I have privately served families as a consultant working to implement positive behavior supports for specific children exhibiting challenging behaviors across child care facilities/settings. Relevant professional activities included implementing SWPBIS over a five-year period, partnering with a colleague to develop a cost-effective intervention and behavior database, and serving as a special educator in targeted classrooms experiencing significant behavior management concerns. I have also

presented the intervention database at the state level, and I plan to also present it at the national level. With that said, I disclose at the onset of this research that I fully embrace the tenets of RtI and SWPBIS at each of the three Tiers and have first-hand knowledge of the ill preparedness of even the most stellar educators in dealing with challenging behavior, as well as the influence a school's culture can have on the implementation of change initiatives; particularly SWPBIS. To ensure accuracy of data interpretation and that open coding procedures have not been influenced by my own, albeit unconscious, preconceptions, I utilized an external auditor, frequent member checks, and continuous data analysis and code refinement.

Problem Statement

In the United States, one in five middle school-aged adolescents cross the criteria threshold for diagnosis of mental disorders (anxiety, mood disorder, attention deficit-hyperactivity disorder, behavior disorders, conduct disorder, and oppositional defiant disorder) that cause severe lifetime impairment (Flett & Hewitt, 2013; Merikangas et al., 2010). Less than half of these adolescents ever receive treatment, and those who do seek intervention services report having less than six intervention sessions (Merikangas et al., 2011). It is important to note, moreover, that families living in the American South are less likely to seek treatment services for their child's behavior/mental health compared to those living in the western regions of the United States (Flett & Hewitt, 2013; Merikangas et al., 2011). Thus, students—both within and outside of the south—with significant negative behaviors that disrupt the teaching and learning process are sitting in classrooms with insufficient support to optimize their educational experience even under normal circumstances (Reinke et al., 2011). Opportunities to improve the lifelong outcomes for all students abound in general education settings and should include research-based effective practices for behavior (Flower, McDaniel, & Jolivette, 2011).

In Georgia, a separate system known as the Georgia Network for Educational and Therapeutic Supports (GNETS) is fully funded to provide special education services under the federal emotional and behavioral disorder (EBD) eligibility criteria to children ages 3-21 who have made limited academic gains and who exhibit chronic behavior that may warrant residential or more restrictive placements. For those served through GNETS, effective strategies such as highly structured classrooms that embed positive behavior management techniques and low pupil-to-teacher ratios are standard practice. Less than one-half of one percent of students identified under EBD criteria are eligible for GNETS placement. The push for inclusion and lack of resources thus inevitably keeps students with significant behaviors that fragment the teaching and learning process inside the general education setting classroom without needed services.

Students served through GNETS are most often housed in separate facilities and provided services by separate staff. While small group instruction in a GNETS classrooms is an effective instructional strategy, housing these small groups in separate facilities does not support students exhibiting challenging behavior in larger general education settings, inadvertently denying them access to non-disabled peers, typical peer social interactions, and more importantly, highly qualified educational practitioners (Forness, Kim, & Walker, 2012; Hieneman et al., 2005). One conflict that emerges from the segregation of students with severe behaviors stems from the lack of scientific research to support exclusion coupled with the mounting evidence of the intense services this student population desperately needs (Mathur, 2007).

Learning and behavior are now best understood to be inextricably linked to each other; yet, educators often misinterpret or fail to recognize the influence they have on student behavior (Lohrmann et al., 2008; Lohrmann et al., 2013; Long et al., 2001). Thus, collectively sharing a

predisposition toward exclusionary practices helps teachers feel in control rather than empowering students to be in control or becoming resilient enough to overcome the adversity they face (Marchant et al., 2009; Tillery et al., 2010). Exclusionary practices are a common approach to behaviorally challenging students, but are directly antithetic to the tenets of SWPBIS—the intended long-term change language of RtI (Burns, Riley-Tillman, & VanDerHeyden, 2012), and the overall purpose of meaningful education. Establishing PBIS in school environments provides trajectories for students into lives as resilient, productive citizens equipped with the social emotional skills to resolve conflict, self-advocate, problem solve, and experience improved quality of life (Bambara & Lohrmann, 2006; Carr et al., 2002). For teachers, reducing the frequency, intensity, and duration of disruptive behaviors helps to ensure maximized instructional time, closes the achievement gap, supports flex grouping, and allows the attention of teachers and other students to remain where it needs to be, on teaching and learning in the classroom.

The problem at hand is that there exists little to no information to help us understand the influence of school culture on adopting SWPBIS (Fallon et al., 2012). By gathering information on this issue, this study strove to discover ways to address teachers' technical assistance needs related to classroom management and to identify a means for overcoming teacher resistance to SWPBIS. In order to gain insight into how to establish effective means of overcoming teacher resistance, a comprehensive exploration of teacher resistant behavior within the cultural and contextual situation of the school and classroom is necessary (Sugai et al. 2012). By recruiting school personnel who have actually experienced a transformation in their attitudes, this study was aimed at identifying tacit strategic support structures. Through participants' reports on the reason why they were resistant and what was pivotal to their transformation, the researcher

aimed to glean insight into how to construct strategic support structures that aid in predicting, preventing, and overcoming resistance to implementation at the classroom level for both current and future SWPBIS implementers (Bambara et al., 2009; Fallon et al., 2012; Tillery et al., 2010).

Purpose Statement

The purpose of this instrumental multi-case study was to systematically explore and compare the experiences of teachers who turned from their resistance to SWPBIS to successfully implement universal interventions at the classroom level, as well as the cultural conditions that supported the transformation within and across settings. Georgia middle schools identified from the Georgia Department of Education (GADOE) 2012-2013 list of schools implementing SWPBIS at an operational level were selected and solicited as case sites for participation (see Georgia Department of Education 2012-2013 list of schools implementing, n.d.). Within the case site, eight nested cases (i.e., participating teachers) were selected using purposive, criterion and maximum variation sampling methods (Merriam, 2009). While on site conducting interviews, three administrators were added as a separate group of nested cases. With the help of an on-site administrator, the researcher used a case-selection process to solicit teachers for voluntary participation. A structured questionnaire was sent to their work email asking the following question:

As a classroom teacher, how would you describe your willingness to engage as an active participant in positive behavior support implementation efforts?

1. I have always actively participated in PBIS implementation efforts in my classroom.
2. I initially resisted implementation of PBIS tenets such as providing reinforcement for desired behaviors in my classroom. However, since that time, I have become an active participant in implementing the tenets of PBIS in my classroom.

3. I am resistant to PBIS implementation efforts in my classroom.

Only teachers selecting the “I initially resisted implementation...” response choice were invited to participate in this study. Eight teachers with this response were selected from within the case site to compose a participant group of teachers. Responses with choice one and three were excluded from the participation selection pool since the focus of this study was to understand the experiences of teachers who turned from resistance to SWPBIS to embracing and implementing it in their classrooms.

Illuminating school personnel who have actually experienced a transformation in their attitudes, this study had the potential to identify effective means of overcoming teacher resistance. Existing school cultures have been found to be one of the most influential factors of implementation as both enablers and barriers (Lohrmann et al., 2008; Peshak-George & Kincaid, 2008). Organizational culture and resistance to change initiatives have been studied in other disciplines such as business with limited focus on the influence of culture on the adoption of school improvement initiatives (Fallon et al., 2012). Thus, a comprehensive exploration of teacher resistant behavior within the cultural and contextual situation of the school and classroom is necessary (Sugai et al., 2012).

Significance of the Study

A meta-analysis and other current research in the field of school-wide positive behavior supports indicated that the most prominent weakness in the field of SWPBIS research is the over-use of single-case study design, and that SWPBIS research is conducted at the elementary level four times more often than in middle or high schools (Kincaid et al., 2006; Lassen et al., 2007; Lohrmann et al., 2008, 2013; Marchant, 2009; Pyle, 2011; Solomon et al., 2011). In support of previous findings, the review of literature for this study found seven studies that

addressed the reasons teachers resist implementation (Bambara et al., 2009, 2012; Blum & Cheney, 2009; Chitiyo & Wheeler, 2009; George et al., 2007; Handler et al., 2007; Kincaid et al., 2007; Lohrmann et al., 2008, 2013). However, no studies of any design were found to examine *how* the individual teachers were able to turn from resistance to embracing SWPBIS within the context of school culture. Several researchers included this topic as a recommendation for future research aimed at increasing the generalizability of SWPBIS as an evidence-based practice (cf. Bambara et al., 2012; Blum & Cheney, 2009; Caldarella et al., 2011; Lohrmann et al., 2013; Reinke et al., 2011; Stormont et al., 2011).

To empirically strengthen existing knowledge and broaden the field of SWPBIS, a multi-case design was selected and conducted at the middle school level. Recommendations for future research to fill the gaps in SWPBIS literature point to understanding the factors associated with the pivotal turning point of teacher resistance and the influential factors of school culture on classroom level practices at each grade level, as well as the demographic differences between implementers (Fallon et al., 2012; Lohrmann et al., 2013; Reinke et al., 2013; Sugai & Horner, 2009).

When establishing a theoretical frame, decisions that bind the focus of the study are made, such as choice of design, research questions, data collection sources, and data analysis methods (Creswell, 2013; Merriam, 2009). The overarching theory that supported this study was Skinner's (1953) behaviorism. An extension of behavioral theory and a theoretical undergirding of the study was applied behavior analysis (ABA, see Figure 1), which views behavior as something that is learned for application within a social context or condition and can be replaced with more socially acceptable, effective, mature responses (Carr et al., 1999; Sailor et al., 2007). This study focused on understanding what motivates teachers resisting PBIS to embrace and

implement it, and the cultural influences within the school's social context that support the transformation.

To enhance the theoretical application of SWPBIS, Bambara et al. (2012) suggested that researchers “collect information on professional's experiences implementing SWPBIS relative to school characteristics (e.g., grade level, school size, geographic location, inclusion practices) and school-wide applications of SWPBIS at the universal level for finer analysis” (p. 239). Thus, maximum variation sampling methods applied to site selection in this study assisted in identification of critical variables associated with school size and geographic location.

Maximum variation sampling methods applied to participant selection allowed for identification of critical variables associated with teacher demographics, years of experience, grade level, and inclusion practices as well. Given that there is a solid gap in current literature, it is critical to gain insight into how teachers make the shift from resistance to implementation of SWPBIS at the classroom level, given that this is where the greatest potential for impact exists. This study aimed to contribute further knowledge in this area to aid current and future implementers in developing strategies that promote fidelity as part of the implementation process.

To increase the generalizability and breadth of SWPBIS as an evidence-based practice, this study was designed to capture the experience of teachers who turned from resistance to acceptance of SWPBIS within the confounding influences of different school cultures that are identified as already implementing SWPBIS at an operational level. Given the high frequency of single-case study use in current research, conducting this study in a middle school with school staff of varied age, years of experience, gender, and inclusion practices aimed to expand SWPBIS research beyond a more limited, single-case focus to the problem under investigation.

Selecting a middle school as a research site helped to balance the four-to-one ratio of elementary school to middle and high school research site selection in existing SWPBIS research.

Considering that no SWPBIS studies of any design were found to examine teachers' experiences with turning from resistance to embracing SWPBIS within the context of school culture (Bambara et al., 2012; Blum & Cheney, 2009; Caldarella et al., 2011; Lohrmann et al., 2013; Reinke et al., 2011; Stormont et al., 2011), focusing the study to examine teachers' experiences aimed to broaden current research in the field of SWPBIS. Highlighting recurring themes and issues identified by teachers as impedances to implementation allowed future implementers to make informed decisions on how to structure the presentation of SWPBIS and facilitate successful implementation (Lohrmann et al., 2008; Peshak- George & Kincaid, 2008). By limiting the selection of participants to school personnel who have actually experienced a transformation in their attitudes, this study had the potential to identify strategic support structures previously unknown to SWPBIS implementers. Based on participants' reports regarding the reason(s) they were resistant to implementing SWPBIS and the factors that brought about their transformation from resistance to adoption of SWPBIS, this study hoped to glean insight into how to predict and prevent teacher resistance to other change initiatives in education. Reporting "sufficient descriptive data" (Merriam, 2009, p. 225) from the accumulated findings of this study and previous research, transferability from this study to other situations and practitioners was increased.

Research Questions

Given the existing gap in research literature, the focus of the study was to answer the following research questions:

Research question 1: What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?

Question 1 was designed to capture the essence of what was pivotal in the individual experiences of having turned from resistant to SWPBIS implementation, which is the central phenomenon under study in the current investigation and was recommended for exploration by Bambara et al. (2012); as well as Lorhrmann et al. (2013). Data was collected for question one in the form of a face-to-face interview. As data was collected, demographic descriptors were listed on each interview face sheet to form initial categorical codes that were used descriptively in analysis and reporting. Enumeration of word occurrence (frequency of word in text) was used to identify emergent themes in the voice and language of participants reporting having made the transformation away from resistance. For example, if eight teachers identified collegial support as an influential factor in their paradigm shift, then that information was sorted under number of years of experience, teacher gender, and education level, to determine patterns that emerged between and among participants. Participant responses were transcribed, analyzed, and coded as patterns emerged within and across cases through interim analysis.

Research question 2: What are subsequent implications for strategic implementation support structures?

Question two was designed to elicit detailed information from participants regarding what they believed to be important to supporting the SWPBIS implementation efforts of other teachers. This information was collected in the face-to-face interviews, transcribed, analyzed, and coded as themes emerged from the transcribed text. For example, if eight participants reported having the opportunity to witness classroom interventions in a college classroom, then a potential emerging theme was teacher partnership or teacher collaboration. When identified and

addressed appropriately, factors that impede implementation can be structured to facilitate successful implementation (Lohrmann et al., 2008; Peshak-George & Kincaid, 2008), thereby supporting the need for question two.

Research question 3: What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?

Question three was designed to identify school-based cultural factors inherent in middle schools that could circumvent resistance (Lohrmann et al., 2013) and are critical to implementation success. Ten of the cited 27 barriers to SWPBIS implementation were directly related to current shared practices and beliefs (Bambara et al., 2012), which is the simplest definition of culture (Fallon et al., 2012) and was foundational to the purpose of this study.

Participating staff from the school site were administered the CSCS (Gruenert & Valentine, 1998) in order to assess their perceptions about cultural factors operating at their school. Item responses were revisited in face-to-face interviews with participants to provide a deeper level of interview questioning and to solicit richer descriptions of the influence of school culture on the transformation experience. For example, teachers indicating collaborative leadership as highly influential to the transformation were asked to give an example of types of activities that were made available to them that supported their transformation. Research suggest that failed initiatives may be the result of fragmented or subculture values that impede improvement (Lindahl, 2006), such as inertia, or opposition that preexists within an organization's culture (Neagu & Nicula, 2012). In contrast, these same studies emphasize the ability of the organization to work collaboratively as the single most influential condition impacting implementation efforts (Gruenert & Valentine, 1998; Lindahl, 2006; Neagu & Nicula, 2012).

Research Plan

This study was a holistic-inductive naturalistic inquiry, aimed at illuminating discovered relationships between the how and why (Merriam, 2009; Yin, 2009) of teachers having turned from resistance to embracing SWPBIS. The study aimed to specifically highlight the influence of school culture on the SWPBIS implementation practices of teachers at the classroom level within the real life context of a situation (Stake, 2010) or “bounded system” (Smith, 1978). Stake (2006a) described the power of case study to lie in the researcher’s situational attentiveness and the purpose of multi-case research to illuminate contextual problems while constructing experiential knowledge. Hence, the most appropriate research approach for adding confidence and generalizability of findings is a multi-case study design (Creswell, 2013; Stake, 2010; Yin, 2009). To this end, a defined set of interview and probing questions were constructed for use in this study in order to support or influence comparisons of findings across cases, making this study instrumental to the field of SWPBIS.

The selection of research sites and participants is critical to identifying rich resources. To get at the heart of the phenomenon under study, middle schools that met the pre-established state criteria and were identified as fully operational in SWPBIS implementation were contacted for participation as research sites. At the time of the study, there were 75 schools identified as implementing SWPBIS at an operational level on the 2012-2013 GADOE SWPBIS implementers list located on the Georgia Department of Education Website. Of the 75 operational schools, 17 were identified as middle schools, and they represented 10 counties across the state of Georgia. Counties listed as implementing at an operational level that did not indicate participation by a middle school were not considered as potential participants as they did not meet the participation criteria set forth in this study of being an operational middle school.

For this reason, purposeful sampling (Patton, 2002) of multiple cases—defined as the bounded schools—that varied by school size, geographic location, student population demographics, and Georgia school status designation, provided maximum variation to increase the potential transferability of this study’s findings. Sampling sites with purpose allows for the greatest opportunity to capture recurring or shared experiences within and among the sites and cases under study.

The selection of participants who turned from resistance to SWPBIS constrained the focus of the study to the “quintain” (Stake, 2006a, p. 4), or phenomenon of interest. Cases (teachers) that identify themselves as initial resisters with at least 5 years of teaching experience and have been on site for at least three years were solicited for participation via an initial survey. As an incentive for participation, those accepting solicitation for participation had their name placed in a hat for a drawing to receive one of six gift cards valued at either: \$5, \$10, or \$15. Participants who completed the study had an opportunity to win a \$50.00 gift card. Variation by teacher demographic descriptors such as age, grade level, race, gender, and number of years’ experience as an educator increased the analytical transferability of the empirical research findings in the field.

Following initial introductions, potential participants received a link to an online survey via email that included a statement of consent to participate, a brief description of the study’s purpose, an explanation of how participant data would be kept private and secured, a statement of the risk/benefits to the participants, an explanation of how the participant would be compensated, and an option to withdraw without penalty (Bickman & Rog, 2009; Stake, 2010; Yin, 2009). As part of the initial participant selection pool survey, following acceptance of informed consent, a preliminary questionnaire aimed at gathering demographic data of accepting

participants was presented that included the researcher's contact information to schedule a face-to-face interview. At the time of face-to-face interview scheduling, participants were given a link to an online version of the CSCS to be completed prior to the scheduled interview time.

The data collection process included multiple forms of evidentiary artifacts as recommended by Merriam (2009), Stake (2010), and Yin (2009). Data collection was in the form of face-to-face interviews, a CSCS survey, and observations of participants within their site. The interview questions were piloted with critical colleagues following IRB approval to ensure clarity of intent and ease of understanding. Interviews were conducted face-to-face using the piloted research questions and were audio taped with anticipated time to complete at approximately 45-60 minutes. Moreover, I took field notes as the interviews transpired, in which I recorded casual observations, additional questions, thoughts, or ideas as they were presented. Verbatim transcription occurred following each interview with interim analysis running concurrent with data collection.

Data analysis began with a pre-established set of themes identified from the research questions (see Appendix D). Transcribed text was cut and clustered into units of meaning under each theme and marked with a code or descriptor that were established later as categories (see Appendix E), which is a data entry and storage procedure for qualitative data (Miles & Huberman, 1994; Miles, Huberman, & Saldana, 2014). Each code was added to a master list of codes with detailed descriptors for each code. The list was further analyzed at a later time for themes within each initial code and broken down into smaller units of analysis (Merriam, 2009). Demographic descriptive data of participants was reported in table form and used to construct relationships between data and participant characteristics that could easily be compared across

cases. This process allowed me to discover influential factors that are needed to ensure successful implementation with specific practitioner characteristics.

In line with the criteria of trustworthiness in qualitative research as prescribed by Lincoln and Guba (1985), Creswell (2013), Rossman and Rallis (2003), and Yin (2009, 2012), establishing the credibility and dependability of this multi-case study was achieved using measures such as multiple methodology for sampling of participants, multiple sources of data collection, and multiple sources of analysis as identified in Bickman and Rog (2009), Lincoln and Guba (1985), Patton (1990), Stake (2010), and Yin (2012). Trustworthiness in qualitative research is comparable to validity and reliability of quantitative research (Patton, 1990).

Within any study, the issue of ethical conduct on behalf of the researcher must be considered (Creswell, 2013; Moustakas, 1994; Rossman & Rallis, 2003). Stake (2010, p. 29) stated that qualitative studies involve “the issues of other human beings,” noting that “privacy is always at risk [and] entrapment is regularly a possibility.” The protection of participants’ confidentiality and the acquisition of informed consent were consequently fundamental to this research. Confidentiality was ensured by replacing personally identifiable information with alphanumeric identifiers. For example: “School 1, Case A” represents a participant from the first site. “School 1, Case B” represents the second participant from the same site, etc.

Ethical considerations are the pillar of quality research and they guided this study from inception to conclusion. I maintained the integrity of participants and their confidentiality at all times. Data reporting was conducted in aggregate to further protect those informing the study. Most importantly, abided by the requirements for research set forth by the Internal Review Board.

Delimitations

Delimitations of this study were that only middle schools identified on Georgia's 2012-2013 lists of schools implementing SWPBIS at an operational level were solicited for participation as bounded systems or situations wherein each case exists. This decision was made to narrow the focus of the study to those sites most capable of informing the current study. Middle schools that were implementing below the operational level or were not identified as a Georgia middle school implementing at the operational level were excluded from the study as implementation efforts were expected to be inconsistent in schools where the SWPBIS change initiative was emerging. Within the research site, only staff self-reporting a turn from resistance to adoption of SWPBIS at the classroom level, having five or more years of experience, and having been on site for at least three years were approached as potential participants in this study.

Summary

Growing numbers of public schools are adopting SWPBIS as an innovative strategy to improve outcomes for students. Disruptive student behavior is common to the field of education, and leads many educators to leave the field sooner than anticipated. In fact, recent research shows the prevalence of behavior disorders to be greater than the number of students actually identified. Despite the wealth of research supporting SWPBIS as an effective evidence-based strategy for reducing problem behavior, many teachers continue to resist implementation. To understand how to predict, prevent, and overcome teacher resistance to SWPBIS implementation, this study engaged teachers who have successfully made the paradigm shift away from resistance and explored the influence of the existing school culture in supporting the shift toward adoption. The researcher hoped that understanding how and why resistant teachers

were able to make the transformation would provide insight for implementers in predicting, preventing and overcoming resistance from educators.

To structure a study of this magnitude, a strategic approach to existing literature, a review of current research, and a solid grounding in theory are necessary. Conceptualizing a study in this way guides the extensive review of literature to form a general understanding of the problem and support the research questions proposed as the focus of the study. Chapter two addresses the strategy behind the approach to locating current literature in the field of SWPBIS, the prevalence of risk factors associated with problem behavior, Georgia's approach to challenging student behavior, components of school culture, and the currently identified strategic support structure for SWPBIS implementers.

CHAPTER TWO: LITERATURE REVIEW

To gain insight into how to establish effective means of overcoming teacher resistance to implementing SWPBIS at the classroom level, a comprehensive exploration of teacher resistant behavior within the cultural and contextual situation of the school and classroom is necessary prior to performing a larger cross-case inquiry (Sugai et al., 2012). The purpose of this instrumental multi-case study was to systematically explore the experiences of teachers who have turned from their resistance to SWPBIS to successfully implement universal interventions at the classroom level, as well as the existing cultural conditions that supported the transformation from resistance to adoption.

Method for Finding Relevant Articles Included in the Literature Review

To address the issue of teacher resistance to SWPBIS and to substantiate the need to explore the quintain of teacher resistance to implementation within the complex and confounding school culture, a review of both qualitative and quantitative studies was conducted using Liberty University's computer-based Summon online library. In order to find relevant studies, a search of the top multidisciplinary databases was conducted. These databases include: *Academic Search Complete*, *Academic One File*, *Lexis Nexis Academic*, *Proquest*, *JSTOR*, and *Science Direct College Edition*, with dissertations and thesis as potential results. Keywords and title searches yielded a significant number of articles. Using the keywords "School-Wide Positive Behavior Supports," or "positive behavior support implementation," within parameters of peer-reviewed scholarly journals revealed 568,720 articles. Limiting results to full text availability reduced the results to 361,360. Decreasing the search publication date range to 2000-2013 reduced the number of results to 303,673. Modifying the publication date range to 2009-2013 resulted in 123,583 results. Further modifying the keyword search terms to include "resistance

and teachers” exposed 26,094 results. Using “resistance,” “positive behavior support,” “teachers,” and “general education” as additional search modifiers resulted in 20,034 results. A second search using only the term “school-wide positive behavior supports” in full text availability of scholarly, peer-reviewed articles published between 2009 and 2014 resulted in 2,479 articles. Adding “school climate” or “school culture” as advanced search modifiers yielded 437 results. Within these results, adding “teacher” or “classroom and resistance” resulted in 82 articles. A third search using “SWPBIS,” or “PBIS and barriers” as modifiers yielded 11 additional articles.

In regards to school culture, a Summon search of the top multidisciplinary databases was conducted using the keywords “school culture” and “survey” with research parameters of scholarly peer-reviewed, full text availability, and written in English. The results of this search provided 30,579 items. When the term “effective” was added to the title field of the search, 96 results were shown. Given the vast difference in search results, a second search was conducted using full text availability, scholarly peer-reviewed, with search terms “effective school culture” and “survey.” The results of this search yielded 8,124 articles. The search was refined to include “student achievement” as a modifier and resulted in 15 publications meeting the search parameters. Review of all 15 publications resulted in the selection of one survey in which measured factors were aligned with the tenets of SWPBIS implementation.

Coupled with these searches, a manual search examined the text and reference pages of relevant publications found in the computer search. A search by author name was conducted on the most frequently cited researchers, namely, Sugai, Kincaid, Horner, and Bambara to check for additional research associated with the SWPBIS variable of interest in the online library Summon, and in Google-Scholar. In each of the searches described above, results were

populated in order of relevance. In considering the order of relevance generated using keywords “effective school culture and survey” with student achievement in the title, Gruenert (2005) was listed first and author search was conducted using his name. Articles were included in this review if they met any of the following criteria:

1. The article addressed the topic of SWPBIS implementation strategies, barriers to the implementation, lessons from the field of PBIS, teacher attitudes towards SWPBIS, teacher retention, and student behavior, or classroom behavior support practices, either individually or in combination.
2. The article addressed organizational culture, readiness for and resistance to change, and characteristics of effective school culture, or organizational change impedances, either individually or in combination.
3. The article addressed the development or implementation of SWPBIS or organizational change processes in other settings.
4. The article addressed or utilized a means of assessment examining multiple facets of the SWPBIS process or was potentially useful in generating data pertinent to a study correlating the influence of organizational culture on change initiative processes meeting with success.
5. The article presented validated measures of school culture or was potentially useful in generating data pertinent to a study correlating the influence of organization culture on change initiative processes.

Articles culled were compared based on study properties, and organized by topic relevance: Prevalence of students with challenging behavior severe enough to impede the teaching and learning process and the under treatment of adolescents in general as well as in the

south, were topics of most relevance. The ensuing idea of SWPBIS as an evidence-based practice resulting in positive long-term outcomes and the phases of SWPBIS implementation were followed by the importance of school culture. A solid behavior analytic definition of school culture brought to light the complex influence of school culture and subcultures on the SWPBIS implementation process and overall organizational health. The next topics explored were teacher perceptions of preparedness and training needs for implementation with fidelity. These ideas were followed by what is currently known in regards to barriers and enablers of implementation efforts. A logical flow into what has been sustaining factors, resolutions to barriers, and recommendations that led to the aim of this study looks directly into the experiences of teachers who have let go of traditional philosophies and adopted SWPBIS in their classrooms.

Given the complexity of the SWPBIS initiative, schools often face common impedances to implementation (Handler, Rey, Connell & Their, 2007). According to Lohrmann et al. (2008), and Peshak-George and Kincaid (2008), when sufficiently secured, these same contributing impedance factors become the pillars of successful implementation. Fundamental to the success of any deployed initiative is the establishment of a supportive, collaborative culture within the organization (Bambara et al., 2012; Fallon et al., 2012; Gumuseli & Eryilmaz, 2011; Lohrmann & Bambara, 2006; Neagu & Nicula, 2012), defined for this study as each school. Application of collaborative culture was explained well by Mark Wilson, superintendent of Morgan County School System in Georgia, speaking in a GADOE (2008) webinar wherein he described the school as a body (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Recorded%20Webinars.pdf>). In order to operate as a unified body, a characteristic deemed essential to collaborative school culture (Neagu & Nicula, 2012), leadership—internal and external—must recognize each of the three basic “body” parts: the

head, the heart, and the hand. The head is the cognitive piece or the curriculum, which encompasses the “what” that gets taught. The heart is the undercurrent, encompassing the cohesive “how” we teach. The hand is the observable experience of both the heart and head working collaboratively and consistently to cultivate success and achieve the goal of educating students through shared attitudes and beliefs; ergo, the collaborative culture.

Of interest to this study is the influence of school culture on PBIS implementation efforts of teachers at the classroom level. To gain greater insight into the focus of this research, a theoretical framework was established to support the review of literature in regards to school culture, SWPBIS, identified barriers to implementation, and strategic support structures that have been found effective in the deployment of other department of education initiatives.

Theoretical Framework

The relationship between effective instruction and effective classroom behavior management techniques has been recognized for centuries by philosophers such as Comenius and Mann (Gutek, 2011), and by researchers (Axelrod, Moyer, & Berry, 1990; Horner et al., 2010; Kauffman, 1999; Sailor et al., 2007). Philosopher Johann Amos Comenius’s school improvement plan of the 1600s, as described in Gutek (2011), was grounded in the idea that “schools were made for children—children are not made for schools” (p. 135). Horace Mann (cited in Gutek, 2011, p. 241) highlighted the need for teachers to embody expert knowledge in content, instructional methods, and classroom management that recognizes that student interest is more motivating than fear. For these philosophers and others, teaching valued behaviors such as “hard work, effort, honesty, diligence... respect for property and reason” (Gutek, 2011, p. 239), along with personal responsibility embedded in academics was critical for educated citizenry and peaceful humankind (Gutek, 2011; Horner et al., 2010; Sailor et al., 2007).

Remaining current with effective research-based instructional practices within the field of education demands acknowledgment of the psychological processes that simultaneously occur with and in support of learning and readiness to learn. When academic learning does not occur, psychological assessments can be utilized as screeners to aid in determining the root cause of learning inhibitors and potential interventions for continued academic growth to ensue. When behavior prevents learning, functional behavior assessments (behavior analysis) are initiated to determine the purpose of the behavior and potential interventions (teaching of replacement behaviors) that support learning and behavior specific to environmental context or situation. Academic achievement and positive behaviors go hand in hand, reciprocally impacting one another. Yet, interventions are often withheld until problem behaviors become pervasive, making successful interventions unlikely in a situation that could have been prevented (Kauffman, 1999). It is possible that classroom teachers minimize the usefulness of PBIS and resist implementation in favor of more punitive exclusionary practices simply because they are unaware of the prevalence and severity of multiple student risk factors, many of which are untreated and increasingly common in their classrooms (Gonzalez, Gutkin, Nelson & Shwery, 2004). Furthermore, American culture advocates for the rights of individuals, including children, to be protected, often placing higher value on personal freedoms over the common welfare of the whole (Kauffman, 1999), which inadvertently causes communication barriers. Barriers to communication, such as confidentiality of student records, and privacy protections bind critical information—or at best inhibit sharing of information—that may motivate teachers to implement interventions with greater fidelity.

When establishing a theoretical frame, decisions that bind the focus of the study are made such as choice of design, research questions, data collection sources, and data analysis methods

(Creswell, 2013; Merriam, 2009). The overarching theories that support this study are Skinner's (1953) behaviorism, under which is applied behavior analysis, which undergirds the focus of this study in understanding what motivates teachers resisting PBIS to embrace and implement.

Behaviorism

By emphasizing the connection between what is happening socially in the environment before, during, and after a learned behavior becomes of interest, behaviorism posits that a change in one influences change in the other. Skinner (1953) developed this idea as operant conditioning. Operant conditioning assumes that all behavior is learned, serves a purpose, and is influenced by positive or negative reinforcements. Thus, using the idea of operant conditioning, teaching individuals to replace negative behavior with more appropriate, long-term protective behaviors is possible (Miller, 2002; Moore, 2011; Sugai, 2007).

An example of operant conditioning could be described in the following scenario. A student blurts out repetitively despite posted, taught, and retaught expectations. Following this behavior, the teacher stops teaching and addresses the student. The consequence for blurting out was twofold: the teacher stopped instruction, thus negatively reinforcing the behavior (if the function of the behavior was task avoidance), or positively reinforcing the behavior by giving one-on-one teacher attention (if the goal was to gain adult attention). In either case of response, the blurting out behavior was reinforced to continue. The idea of behavior management in the classroom is complex and warrants development. To change a behavior, environmental reinforcements must change.

Positive behavior supports are an extension of behaviorism in systematically teaching and reinforcing desired behaviors. Moore (2011) stated, "A comprehensive science of behavior is concerned with accounting for, predicting, controlling, influencing, explaining, and

understanding behavior. This is the province of behavior analysis” (p. 460). The goal is to acknowledge appropriate behaviors and reinforce those desired behaviors while ignoring or extinguishing undesirable [maladaptive coping] behaviors (Miller, 2002; Moore, 2011). The philosophic argument of Robert Owen that “*character is taught, developed and shaped by the environment in which we function*” succinctly summarizes the basic tenets of SWPBIS (Gutek, 2011, p. 252, emphasis added). Investing in desired behaviors by explicitly teaching expectations, routinely reviewing expectations, supporting and rewarding proximity as behavior is shaped, and reinforcing those who are meeting behavior expectations, is necessary to develop the character of students and promote societal values through education.

While traditionally focused solely on the student, behavioral interventions have evolved to encompass a broader view of behavior in context of the environment in which it occurs (Conroy, Daunic, Haydon, & Stichter, 2008; Handler et al., 2007; Sugai, 2007). Of increasing interest is the role of the teacher in predicting, influencing, and reinforcing positive behavior within the context of the classroom in schools that have adopted a school-wide approach (Blum & Cheney, 2009; Chitiyo & Wheeler, 2009; Stormont et al., 2011; Sugai, 2007). With a goal of shifting teacher beliefs and resistant behavior that undermines instructional best practices, SWPBIS will only be sustainable when implemented with fidelity at the classroom level where reluctance to implementation continues to surface as an impedance to school-wide efforts in the form of teacher resistance (Bambara et al., 2009; Bambara et al., 2012; Dunlap et al., 2010; Reinke et al., 2013). For the purpose of this research, a basic assumption is that children and even adults will engage in desired behavior when they are reinforced for doing so, essentially extending the tenets of SWPBIS from students to staff.

Using the tenets of behaviorism, teachers can be reinforced for actively engaging the principles of SWPBS. Consider this scenario: Schools provide in-depth training (teaching of teacher expectations) on the essential elements and implementation procedures of SWPBS. On-site team members conduct classroom walkthroughs for evidence of classroom implementation (monitor application of expectations through direct observation of physical classrooms and teacher practices). Immediate feedback is given in the form of praise (reinforcement) for the teacher meeting expectations; or the expectations are retaught (re-teaching of teacher expectations) to teachers who have not met the essential element expectations. Teachers who post and consistently teach, review, monitor, and reinforce positive behavior could be reinforced for doing so by receiving a monthly early release, gift card, public recognition for their consistent performance, flowers, or even a simple thank you card (Bohanon-Edmonson, Flannery, Eber, & Sugai, 2004). Of greater reward to the teacher and students are the benefits of increased engagement and decreased time spent on addressing disruptive behavior.

Disruptive behavior is defined for this study as “any psychological, social, emotional, or behavior problem that interferes with the students’ ability to function” (Reinke et al., 2011, p. 4), or interrupts the learning process, environment, or the learning of others. Understanding behavior through a systematic process is foundational to developing interventions with an intended outcome of reducing undesired behavior and increasing replacement behavior. The process of analyzing behavior to construct appropriate interventions is called applied behavior analysis and is an extension of Behaviorism.

Applied Behavior Analysis

SWPBIS is a behavior analytic process (Sailor et al., 2007; Solomon et al., 2011) through which schools provide T-L-C, defined as (a) Teaching of behavior expectations; (b) Looking for

students to exhibit the desired behavior; and (c) Consequencing (Reinforcing) those behaviors with positive or negative reinforcement designed to increase the occurrence of the desired action—including social and emotional responses to environmental stimuli. An extension of behavioral theory and a theoretical undergirding of the current study is Applied Behavior Analysis (ABA), which views “behavior as learned in a social context” and can be replaced with more socially acceptable, effective, mature, responses (Carr et al., 2002; Sailor et al., 2007). Part of analyzing behavior is understanding why (the function) a behavior is happening in a particular setting and is essential to developing effective interventions driven by student needs in general education settings (Goh & Bambara, 2010). The acceptability of an intervention by teachers often determines the degree to which the teacher is willing to implement the intervention with fidelity. A teacher’s willingness to accept an intervention is largely determined by the level of understanding he or she possesses and his or her perceived effectiveness of the intervention (Elliot, 1998). Assisting teachers in adopting a positive approach to framing instruction to support student social, emotional and behavioral resilience/protective factors is critical to reaching academic goals. Understanding how to help teachers make the transformation of ineffective practices toward long-term, post-secondary outcome improvements for students is essentially an application of ABA; identifying a problem, seeking to understand why the behavior is occurring, teaching a replacement behavior, and reinforcing teachers for engaging in the desired behavior.

As recent research indicates, a void exists in understanding the influence of school culture on actual classroom practices (Bambara et al., 2009, 2012; Fallon et al., 2012; Lohrmann & Bambara, 2006; Reinke et al., 2013; Sugai & Horner, 2009). To increase the generalizability and breadth of SWPBIS as an evidence-based practice, this study was constructed to capture the

experience of turning from resistance to SWPBIS to actively implementing at the classroom level within the confounding influences of the school culture. To enhance the theoretical application of SWPBIS, maximum variation sampling methods applied to site and participant selection were deployed for this study, as suggested by Bambara et al. (2012). Gaining insight into confounding influences of culture on classroom practices and the tipping point of resistance aimed to inform the strategic efforts of present and future implementers looking to predict, prevent, and overcome resistance to implementation of SWPBIS at the classroom level where the greatest potential for impact exists.

Review of the Literature

Traditional practices of excluding students with disabilities, including those with challenging behavior, have been thwarted by the inclusion mandates of recent federal legislation (IDEA, 2004) in a good faith effort to improve the educational provisions and long-term outcomes for students with disabilities. States have focused so much attention on the end result of schooling in terms of graduation rates that in many ways, they have neglected the process of education as meaningful to students, schools, and the communities they serve. An unwritten assumption in education is that students enter school equally abled and ready to learn, unaffected by the realities of our society. The truth, however, is that many children suffer the consequences of multiple forms of abuse and neglect, caregiver substance abuse and terminal illness, untreated mental illness, the influential components of poverty, and increasing incidents of disabilities that impact student behavior. The other side of these issues is the idea that teachers leave pre-service training with a desire to teach but ill-equipped to face the realities of modern classrooms. Clearly, an evidence-based, whole-school approach is needed to meet current significant support needs for both teacher and students.

Prevalence of Student Risk Factors that Impair Behavior

The situations children face outside the school environment often impair their ability to maximize their potential. Child abuse, mental health, and poverty are just a few of the social realities that can have a significant impact on a child's ability to perform in school and in life. Recognizing the influence these social realities can have on the teaching and learning process is essential to building meaningful learning experiences throughout a child's school years and into post-secondary life.

Child Abuse

The consequences of child abuse are felt across the U.S., with approximately 9.4 substantiated reports of child abuse per 1,000 children in 2011 ($n = 672,824$) of which more than half were reported by educators, social service workers, and physicians. Children of all socio-economic and demographic levels are potential victims of abuse. Statistical data collecting and reporting organizations indicate that white children comprise nearly half of the reported cases of abuse and that approximately 75% of perpetrators are custodial parents, about 7% are relatives, and 10% are caregivers assigned parental responsibilities, for example, foster care, daycare, or legal guardianship (Kids Count Data Book, 2013; Child Trends, 2009; National Exchange Club Foundation, 2012). Children of abuse have higher rates of identification for learning and behavior disorders, miss more days of school, experience frequent illnesses or injuries, repeat grades, drop out of school, and often are unemployed as a result of coexisting academic and social skill deficiencies despite ongoing outside agency interventions (Kids Count Data Book, 2013). Providing a school-wide approach to student behavior allows all students to experience direct instruction of appropriate behaviors, thereby improving the likelihood of positive outcomes for students of various circumstances.

Mental Health

Advances in research science have led to increased awareness of youth with significant impairments and earlier identification and general acceptance of disabilities as a lifelong circumstance. Researchers have responded to the Surgeon General's recommendations to fill the lack of mental health statistics on children. For example, in a first-of-its kind study of lifetime prevalence of mental disorders among adolescents in the United States, Merikangas et al. (2010) professional interviewers conducted a survey of 10,123 teens 13-18 years old in a nationally representative sample. With the goal of addressing the recommendations of the Surgeon General's mental health report and the National Institute of Mental Health, a dual frame household and school subsample were the focus of inquiry into the prevalence of mental illness in youth. Each of the participating adolescents and their parent or surrogate ($n = 6,491$) responded. A poverty threshold was established and reported, along with socio-demographic data. Males comprised 51.3% of the sample. The largest number of youth fell between the ages of 13-14 years (36.2%), with an even distribution of teens aged 15-19. White participants encompassed 65.6%, Black 15.1%, and 14.4% of participants were Hispanic. Participants reaching the poverty threshold of less than or equal to 1.5 (family size to income) was 14.7% with half living in metropolitan areas. More than half of the teen participants reported cohabitating or married parents who had completed high school. The World Health Organization Composite International Diagnostic Interview (CIDI) was used by trained interviewers to generate diagnoses based on the medically-established diagnosis criteria for severe impairment in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

More than 28% of adolescents interviewed by Merikangas et al. (2010) cross the criteria threshold for diagnosis of mental disorders (anxiety, mood disorder, attention deficit-

hyperactivity disorder, behavior disorders, conduct disorder, and oppositional defiant disorder) that cause severe lifetime impairment. For severe behavior, the onset age was noted at 11 years, followed by 13 years for mood disorders. These findings are supported by other researchers (Flett & Hewitt, 2013; Forness et al., 2012; Pastor, Reuben, Duran, 2012) who also assert Attention Deficit Hyperactivity Disorder (ADHD) prevalence to be 8.7% of the general population and occurring three times more frequently in adolescent males than females. These researchers also purport that ADHD is nominally represented compared to oppositional defiance and conduct disorders, which represented 19.4% of the surveyed sample. The comorbidity of behavior issues with other mental illness affected at least 24%, with 18% experiencing three or more classes of disorder. Compounding these findings, Merikangas et al.'s (2011) team of researchers followed their own cutting edge research with a service utilization study and found that less than half of diagnosed adolescents ever receive any treatment, and those who do seek intervention services report having less than six intervention sessions (Merikangas et al., 2011).

These findings were echoed in another nationally representative non-institutionalized civilian population sample of approximately 11,500 children each year between 2001 and 2007 conducted by Pastor et al. (2012). The researcher found that 7% of school aged children, most of who lived in single parent households, meet the criteria for serious emotional and behavior disorders, and do not receive treatment even when the family holds a medical insurance policy (Pastor et al., 2012). As discussed earlier, a finding of importance to the current study indicates that, compared to western regions of the United States, families living in the south are less likely to seek treatment services for their child's behavior/mental health, and tend to avoid seeking treatment even when privately insured (Flett & Hewitt, 2013; Merikangas et al., 2011; Pastor et al., 2012).

Based on the findings outlined above, we can conclude that students across the nation who exhibit behaviors severe enough to undermine the integrity of the teaching and learning process are sitting in general setting classrooms without sufficient support to optimize their educational experience, or even be successful under normal circumstances (Flett & Hewitt, 2013; Mathur, 2007; Merikangas et al., 2010; Merikangas et al., 2011; Reinke et al., 2011).

Poverty

The child poverty rate increased to 23% in 2011, two years after the recession had ended. Even more disturbing is the fact that the poverty rate for very young children—those under 3 years old—was 26% (Kid Count Data Book, 2013). Reflecting on the work of several researchers (for example: Burns et al., 2012; Fallon et al., 2012; Jensen, 2009; Payne, 2005; Sugai et al., 2012), a contextual consideration of poverty as an environmental and cultural influence on the teaching and learning process, as well as on student behavior, is paramount. First, a lack of resources often limits the amount of background knowledge for both academic and behavioral skills that students living in poverty bring to the education setting. Background knowledge is also referred to as exposure to prerequisite skills that aid in the acquisition of academic skills, development of proficiency through opportunities to practice acquired skills, and then demonstration of skill mastery through generalized application of what has been learned (Burns et al., 2012; Jensen, 2009; Payne, 2005). An assumption in education is that all students desire to learn, win in life (Jensen, 2009; Payne, 2005), and can do so when educators meet them where they are and guide them where they need to go.

In Payne's (2005) ethnographic study, several instructional and learner trait mismatches emerged for students coming from generational poverty. Children with limited resources develop strong survival skills—most of which are immediate, concrete, hands-on reactions in

crisis situations—leaving little room for exposure to and practice of verbal or abstract reasoning. Decision making is limited to alleviating immediate discomfort. Relationships with people are prized possessions for children living in poverty; hence, students work for teachers with whom they have a positive relationship (Payne, 2005). Herein rests a cultural conflict.

Middle class values ask “What’s in it for me?” Work, achievement and material security influence decisions based on social, financial and political gains. Poverty, on the other hand, predominantly values luck in the moment. When resources are scarce, children learn to survive by allowing the end to justify the means (Jensen, 2009; Payne, 2005). For example, if you get caught doing something, you deny it to avoid the immediate consequence; if you are harshly punished, then you are justified to engage in the behavior again. Students living in poverty typically think concretely and have few experiences from which to draw abstract conclusions (Jensen, 2009; Payne, 2005), which is a prerequisite skill for predicting, organizing, and planning ahead—all critical components of developing comprehension skills and determining an appropriate course of action in the social/behavioral responses involved in problem solving. Moreover, when few people in your neighborhood work, getting a higher paying job by finishing your high school education may not seem like a logical path to pursue. Going to college is implausible when your primary focus is to get food on the table, clothes on your back, and transportation to meet urgent needs. As a result, students from generational poverty, migrant working families, or students who are experiencing a crisis in poverty often do not see school as relevant outside the social realm of opportunity and reject what educators—often middle class—propose to be “valuable” to their future (Fallon et al., 2012; Payne, 2005; Sugai, 2012).

In combination, the effects of abuse, lack of mental health services, and poverty on children’s ability to learn and behave in socially appropriate ways make a school-wide tiered

approach to addressing needs critical to student success. Undeniably, some children misbehave simply because they do not know how to behave appropriately (Burns et al., 2012). Providing positive relationships, structured environments, clear expectations, and ongoing data-driven support—each of which are core components of SWPBIS—enhances student opportunities to engage in learning (Burns et al., 2012; Fallon, 2012; Jensen, 2009; Payne, 2005; Sugai, 2012).

Georgia’s Approach to Challenging Behavior

Since the early 1970s, the state of Georgia has fully funded a separate system known as the Georgia Network for Educational and Therapeutic Supports (GNETS). This system was designed to educate students’ ages 3-21 who are receiving special education services under the umbrella of EBD, who have made limited academic gains, and who exhibit chronic behavior that may warrant residential or more restrictive placements. Students who become eligible for services through GNETS constitute less than one half of one percent of students receiving special education services for EBD, and are an invisible faction compared to the needs of the general student population. Furthermore, as a separate special education service facility, GNETS is not a support source for students exhibiting challenging behavior in larger general education settings (Forness et al., 2012), and has not proven effective in increasing Georgia’s graduation rate, which is a primary factor in improving the long-term outcomes for students. This factor is especially critical among students with mental illness (56.1% dropout rate) or EBD (23.7% dropout rate) who have the highest dropout rate by population (National Center for Education Statistics [NCES], 1995). The opposite side of this practice is that students served through GNETS are inadvertently denied access to non-disabled peers, typical peer social interactions, and, more importantly, highly qualified content rich instructional practitioners (Hieneman et al., 2005; Mathur, 2007).

The conflict that emerges in segregating students with severe behaviors lies in the lack of scientific research to support exclusion, coupled with the mounting evidence of the intense services that this student population needs (Mathur, 2007). The push for inclusion and lack of resources keep students with severe behaviors that fragment the teaching and learning process inside the general education setting classroom, regardless of labels which can support supplementing but do not change classroom instruction. Clearly, school-wide integration of implementation efforts to promote socially competent behaviors in general education settings are of critical importance to meet student academic, social, emotional, and behavioral needs (Lassen et al., 2006).

General Education Classroom

A significant concern to research and school improvement is understanding what is happening in the complex environment of schools that supports and maintains teacher willingness to either adopt or resist SWPBIS implementation in the classroom (Bambara et al., 2012; Dunlap et al., 2010; Lohrmann et al., 2008; Sailor et al., 2007; Tillery et al., 2010; Reinke et al., 2013). Bambara et al. (2012) surveyed 293 school-based practitioners, most of whom where Caucasian (78%) and female (87.4%) with more than one year of experience implementing PBIS (82.2%) and were working in the classroom (53.6%). The participants from Georgia made up 27% of respondents and were second only to the number of West Virginia respondents. Findings from Bambara et al.'s (2012) study noted the top three barriers to successful implementation to be, in order: (a) school culture: practices and beliefs (91.7%); (b) professional development to fill research to practice gap (91.6%); and (c) organizational structure insufficient to support planning for implementation (89.2%). These findings reflect previous research conducted by Bambara et al. (2009) wherein the most pervasive themes were

existing school culture (92%), professional development needs exceed resources (92%), and structure of time (88%). The work of Kincaid et al. (2007), and Blum and Cheney (2009) echoed these findings.

Kincaid et al. (2007) surveyed 70 school based participants across 18 districts in Florida in an effort to understand why PBIS was established in some schools but not others. Blum and Cheney (2009) sought to identify teacher knowledge and skills of PBIS implementation using the Teacher Knowledge and Skills Survey of 479 educators serving in a variety of roles in Washington. Quantitative analysis of results in both studies (Blum & Cheney, 2009; Kincaid et al., 2007) indicated that failure to garner staff buy-in within the environmental context (culture) of the school posed the most serious threat to implementation and warranted further study as to what influenced adoption over resistance. Across all studies reviewed, classroom practitioners were predominately Caucasian females with approximately 13-15 years of experience.

The classroom consists of complex interactions among the teacher, students, content, environment (Conroy et al., 2008; Lohrmann et al., 2008), and intended outcomes. In an effort to understand and establish effective means of overcoming teacher resistance, a comprehensive exploration of teachers' experience of turning from resistant behavior to implementing at the classroom level within the cultural and contextual situation of the school and classroom is necessary (Gonzalez et al., 2004; Lohrmann & Bambara, 2006; Sugai et al., 2012). In understanding the identified barriers to implementation at the classroom level and strategic support structures that have been effective in the deployment of other initiatives, the establishment of support structures for the implementation of SWPBIS can be constructed to prevent and overcome resistance in current and future implementers (Bambara et al., 2009; Tillery et al., 2010).

School-wide Positive Behavior Supports

The adopted visual representation of progressive prevention interventions is a triangle shared between SWPBIS and RtI (see Figure 2) based on a medical model of intervention. Tier I are strategies aimed at preventing negative behaviors for all students and reflects 80-90% of the student population. Tier II represents 10-15% of the student population who makes up the majority of discipline referrals and who lose a significant amount of instructional time due to excessive nuisances and behaviors. This group of students exhibit patterns of behavior and will be responsive to targeted interventions such as class-wide or small group social skills instructions, or daily check-in, check-out monitoring. Tier III, the vertex of the triangle, is comprised of 1-5% of the student population who present chronic, intense behaviors that require psycho-educational assessment to determine whether referral for special education evaluation, or individualized Behavior Intervention Plan (BIP) when students do not respond to lesser tiered interventions. While data are often collected weekly in Tier I, data collection is more frequent, day-to-day, in Tier II, and Tier III typically prescribes class-by-class monitoring of student behavior data (Burns et al., 2012; George et al., 2007; Lassen et al., 2006; Sailor et al., 2007; Sugai, 2007, 2013).

Using a systems approach (see Figure 1 and Figure 2), SWPBIS is based on valued outcomes that incorporate research-based practices, such as ABA (see Figure 1), and valid instructional practices to develop multi-tiered interventions matched to student need, as well as procedures for more effective teacher practices through data-driven decision making (Bambara et al., 2009; Burns et al., 2012; George et al., 2007; Sugai, 2007; Tillery et al., 2010). In a longitudinal study of 21 participants ranging in age from 3-39 and from five different geographic locations who had engaged in serious behavior problems that negatively affected their quality of

life for more than 12 months, Albin et al. (2010) found the implementation of positive behavior supports to significantly improve and sustain the quality of life for 17 of the participants. The ultimate goal of SWPBIS is to improve the long-term quality of life of individuals and their families, and it has been proven effective in teaching behavioral expectations that are generalizable across settings (e.g., mental health, correctional facilities, daycares, schools, residential facilities, and in families) when implemented with consistency and fidelity. SWPBIS has also been found to support desired educational and long-term outcomes for students and teachers nationally and internationally (Albin et al., 2010; Carr et al., 1999; Horner et al., 2010; Lohrmann et al., 2013; Reinke et al., 2013; Sugai, 2007).

SWPBIS: Evidence-Based Practice

Teachers' desire to teach is often stifled by one of our nation's greatest challenges to educating youth: discipline. Establishing positive learning environments with clear expectations and teaching those valued expectations builds protective factors in children and enhances their personal resiliency to face challenging situations responsively with proactive, growth-minded behaviors (Marchant et al., 2009). To separate SWPBIS from pendulum fads in education reform, several researchers have begun to apply evidence-based criteria for SWPBIS practice. Horner et al. (2010) evaluated SWPBIS against the criteria for establishing a specific practice as "evidence-based" in 13,000 schools implementing in August of 2010 across the United States. Using six criteria, evidence-based educational practice is defined as:

a procedure designed for use in a specific context by a specific set of users to achieve a defined outcome for a defined population SWPBIS meets each of the six criteria in that is grounded in theory, operationally defined within the bound environment where core element effectiveness is expected with an identified

group when implemented by qualified staff to improve social, emotional, and behavioral outcomes for youth. (Horner et al., 2010, p. 1)

Conducting a meta-analysis of qualitative review (Horner et al., 2010; Solomon et al., 2011) also demonstrated SWPBS as “evidenced-based” using the six established criteria for evidence-based determination. Research in SWPBIS is rich with precise operational definitions of practice and participants, along with reliable procedures in previous studies (Sugai, 2009). A review of 20 comprehensive studies that included the five features of SWPBIS reported effect size by category (Solomon et al., 2011). As noted in “Texas Education Agency: Best Practices Clearinghouse” (n.d.), Cohen (1988) puts forth an understanding of effect sizes: a “small” effect size is .20, a “medium” effect size is .50, and a “large” effect size is .80 as a rule, but must be interpreted in terms of sample size. Studies with large samples can yield small effect sizes and still be considered significant because the effect size actually measures the magnitude of the difference between mean scores. Or, if correlations are reported, then it measures the proportion of variance explained between the variables. Smaller sample sizes can yield significant results but should be interpreted with care given that the small sample is likely not as representative of the whole population as a larger sample size would be. Moreover, a statistically significant result is no guarantee that findings are actually practically significant, which is why effect sizes should always be reported.

Solomon et al. (2011) conducted the first meta-analysis of SWPBIS implementation using a single-case synthesis of 20 studies that reported effects of SWPBIS implementation. The dependent variables of interest were office discipline referrals and problem behavior. Under the category of setting, unstructured and classroom environments were included in the analysis. The duration of SWPBIS was split into less than one year and one to two years. The grade level

category was divided as elementary (k-5) and middle (6-8). The demographic variables considered were urban, rural, and suburban. Dependency of variables in Solomon et al. (2011) was avoided by using each study only once in each category which was reported as 95% confidence intervals. The largest effect of SWPBIS was evident in reducing problem behavior ($ES=.44$), in unstructured settings ($ES=.51$), after at least one full year of implementation ($ES=.50$), at the middle school level ($ES=.60$), and in urban schools ($ES=.56$). These findings suggest that implementation of SWPBIS at the middle school level has a highest score for effectiveness on average, using the studies selected for review and analysis. These findings enhance the need for understanding teacher resistance to classroom management procedures that reduce problem behavior.

Reliable measures in SWPBIS research are evident (Horner et al., 2010) and are rigorous in research design, as is demonstrated in Bradshaw et al.'s (2008, 2010) longitudinal group randomized effectiveness trials. Bradshaw et al. (2008) conducted a multilevel analysis of 2,596 staff across 21 intervention schools and discovered a positive relationship between SWPBIS and overall school climate, with greatest effect clustered at year 3 of implementation. The effect sizes for organizational health improvement was .29, staff affiliation was .24, and .22 for improved academic emphasis. The findings of Solomon et al.'s (2011) meta-analysis and Bradshaw et al.'s (2008, 2010) study are important for Georgia schools as they highlight two critical components of the new rules for measuring school effectiveness—discipline and school climate—under the College and Career Readiness Performance Indicators.

As a result of the increasing federal demands on schools to develop positive learning environments and minimal examination of the influence of contextual factors, Bradshaw et al.'s (2010) randomized controlled study was conducted to measure the effectiveness of SWPBIS

implementation on improving school climate. With implementing schools as the unit of analysis ($N = 21$) and 16 schools held as comparison, Bradshaw et al. (2010) found the three greatest effect sizes at the third year following SWPBIS implementation training time frame. Bradshaw et al. (2010) found significant decreases in the number of suspensions over time ($Z = -2.17, p = .03, d = .27$), as well as a decrease in the number of office referrals from 18.8% to 18.1%, Wilks's $\Lambda = .67, F(1, 14) = 6.99, p = .019, \eta^2 = .33, d = .08$. Important to the purpose of the current study is Bradshaw et al.'s (2010) finding indicating that the implementation of SWPBIS had a positive effect on student achievement in the area of fifth grade math compared to the control schools ($t[35] = -1.67, p = .105, d = .54$).

Of significance to the present study, Stormont et al. (2011) investigated general educators' knowledge of evidenced-based interventions and resources available in their elementary school for use as behavior interventions. General educators ($N = 239$) across five districts were unaware or had never heard of nine out of the 10 research-based interventions available to them for use in the classroom. Demographic descriptors showed 97% of participants to be both white and female with an average number of years' experience at 13.2 ($SD = 8.83$) and 66% holding advanced degrees. The specific intervention most recognized by participants (78%) was PBIS. No more than 10 participants recognized any other evidence-based intervention available to them for classroom use, indicating a strong need to further develop the knowledge and skills of current classroom practitioners in school-wide implementation efforts (Burns et al., 2012; Stormont et al., 2011).

SWPBIS: Phases of Implementation

SWPBIS is a multi-tiered system approach to preventing inappropriate behavior in schools, classrooms, and individual students, and is the sole evidence-based whole-school

approach (Burns et al., 2012). Sugai et al. (2010) states that implementation is not a static process, but rather occurs in a series of stages or phases. Phase I entails exploration and a determination that SWPBIS is needed. Decisions to make commitments for funding, planning time, and support implementation occur during Phase I, along with a description of how the school will obtain everyone's commitment to become an active participant and work toward the target goal. Phase II requires schools to complete self-assessments aimed at determining the school's readiness for implementation, and establishing internal and external support for implementation. Phase III is the application launch stage wherein visual changes in practice occur and outcomes are documented (Sugai et al., 2010). Phase IV of implementation, called "trying it out" (Lohrmann & Bambara, 2006), is where many schools begin to see the implementation waiver for lack of buy-in (Flannery et al., 2009; Kincaid et al., 2007).

When classroom practitioners fail to take responsibility for each child and ignore reinforcement schedules for appropriate behavior, their reluctance is rooted in an unwillingness to take responsibility for being the source of change in the school (Lohrmann et al., 2013). In doing so, they break the initiative's momentum and squelch the school's ability to take the SWPBIS to scale (Lohrmann et al., 2008; Reinke et al., 2013). In a study designed by Lohrmann et al. (2008) to explore the perspectives of technical assistance providers, purposive sampling was used to select participants that had witnessed implementation barriers across schools. Using four methods of participant identification, 24 individuals were queried for participation, to which 16 responded and 14 contributed from 10 different states. The average years of teaching experience for the sample was 14 and the average age was 38. All participants held advanced degree—more than half at the doctorate level—and had an average of seven years of experience with PBIS. A series of three interviews, observations, and reflections were used as data

collection. Only one participant was African American; the rest were Caucasian, a common limitation to SWPBIS research. Five barrier conditions emerged: lack of administrative directions, skepticism, and hopelessness about change, philosophical differences, and disenfranchisement of staff. Strategies to transform resistance were provided. Lohrmann and Bambara (2006) noted that 10 out of 14 participants vocalized reluctance to adopt PBIS and attributed their resistance to lack of training and experience with PBIS. With further investigation, the researchers noted the absence of a collegial atmosphere to be the glass barrier to successful implementation.

Using a study-specific survey, Flannery et al. (2009) received 43 responses across 12 different states from 11 urban, 17 suburban, and 15 rural schools. Positive reinforcement appeared to be ignored in favor of old values and teachers commented, “at this age, students should not be rewarded for doing the right thing” (p. 180). In a study of 932 schools that had utilized the Team Implementation Checklist and 429 schools that had utilized the SET to evaluate their sustainability over three years, team members discovered that resistant classroom practitioners often attempt to adapt their personal behavior management preferences to look like positive behavior supports in lieu of fully adopting the implementation of PBIS evidence-based practices (Coffey & Horner, 2010), thereby undermining implementation integrity. A classroom that halts implementation in this phase may have all the physical evidence of implementation but will lack the internal integrity of the initiative. In fact, only 25% of implementers actually reach the goal of full implementation (George et al., 2007). For example, the teacher may post expectations and even teach them, but not reinforce performance of desired expectations consistently, in intervals, or even intermittently, as Flannery et al. (2009) discovered. The fifth and final stage of implementation is the innovation and sustainability of the initiative. This is

where the school begins to build capacity through data-driven decision making, purposeful planning, and progress monitoring the effectiveness of the school's implementation efforts. Both staff and student behaviors are transformed and aligned with SWPBIS tenets at this phase of implementation, and regeneration-continuous implementation with greater degrees of fidelity makes the initiative sustainable (Sugai et al., 2007; Sugai et al., 2013).

School Culture

Current debates surrounding the definition of organization climate versus culture are relevant to the grounding of this study and worthy of addressing here. Educational sociologists McDill et al. (1967) noted the understanding that perceptions (feelings) associated with school climate or school personality are not the same as the characteristics associated with culture (Van Houtte & Van Maele, 2011) and the actual observable behaviors that occur in a setting. The results of climate measures are often skewed, perceptual, and difficult to associate with school structural features (Van Houtte & Van Maele, 2011). For this reason, the term "culture" has been clearly defined from a behavior analytic perspective and will be used to describe the shared beliefs and values that determine behavior norms among staff within a school setting.

"Culture" Defined

According the Merriam Webster Dictionary, "culture" concerns the beliefs, customs, arts, etc., of a particular society, group, place, or time: a way of thinking, behaving, or working that exists in a place, or the routine of everyday existence shared by people in a place or time, or the set of shared attitudes, values, goals, and practices that characterizes an institution or organization. For the continuity and applicability of this study to SWPBIS, a definition of culture from a behavior analytic perspective posited by Sugai et al. (2012) was adopted. Sugai et al. (2012) stated:

culture is defined as the extent to which a group of individuals engage in overt and verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, and predicting how individual's within the group act in specific setting conditions. That is "culture" reflects a collection of common verbal and overt behaviors that are learned and maintained by a set of similar social and environmental contingences (i.e. learning history), and are occasioned (or not) by actions and objects (i.e stimuli) that define a given setting or context. (p. 200)

Collaborative "Effective" Culture

As noted by Scott et al. (2005) and Gatongi (2007), coaching a paradigm shift from punitive, exclusionary practices, to individual positive behavior support is more difficult than previous research indicates. For the shift to occur, the organization must develop a collaborative culture (Bambara et al., 2012; Gumuseli & Eryilmaz, 2011; Van Houtte & Van Meale, 2011) as illuminated in recent research, indicating the positive relationship between healthy school cultures and the performance of both teachers and students (Caldarella et al., 2011). Using a quasi-experimental design, Caldarella et al. (2011) investigated the effect of SWPBIS on the overall climate of two middle schools located in the western United States and operating with fidelity at the universal level. The study included a treatment group ($n = 4,826$) and a control group ($n = 5,940$). Data was collected from 300 teachers and 10,000 students over four years. Findings indicated small effect sizes on student achievement outcomes; however, raised interaction effect sizes on grade point averages ($F=.03$, $d=.14$, $p<.05$), coupled with a decrease in discipline referrals ($F=14.01$, $d=-0.14$, $p<.001$), tardiness ($F=77.51$, $d=-0.32$, $p<.001$), and absences ($F=12.04$, $d=-0.11$, $p<.001$) indicate an overall significant increase in school

effectiveness during the study. These effect sizes are most likely explained by the benefits of SWPBIS; a reduction in discipline and tardiness (time out of class, missed instruction) means an increase in time in class, exposure to instruction, and opportunities to respond (improved learning outcomes). Medium to large effect sizes on the overall climate of the school were noted: parent support ($d=.43$), teacher excellence ($d=.46$), student commitment ($d=.74$), school leadership ($d=1.13$), resource management ($d=.72$), and school safety ($d=.15$). The largest effect size was related to the development of student pro-social behavior ($F=16.25$, $d=1.51$, $p<.001$). Given the positive climate outcomes of long-term implementation, the question becomes, “What cultural influences—specific shared behaviors—have supported and sustained implementation efforts?”

Gumuseli and Eryilmaz (2011) conducted a quantitative study of collaborative school cultures in 756 schools. Six themes emerged as necessary for the establishment of a collaborative school culture. The most essential component of a collaborative culture was identified as professional development to sustain currency of knowledge. The second most essential component was collegial support, or the ability of staff to trust and help each other accomplish school goals. The third component was collaborative leadership, followed by unity of purpose, teacher collaboration, and learning partnerships, each of which are essential components of school-based SWPBIS teams (Bambara et al., 2009). Given that teachers often teach in isolation behind the closed door of their classrooms, it is interesting that teachers reported trust and support from their peers in the implementation process to be equally as important as professional development (Gumuseli & Eryilmaz, 2011). Perhaps there is an interpersonal support construct in collaborative cultures not currently identified in research.

School Culture as a Barrier to SWPBIS Implementation

In Bambara et al.'s (2009) study of barriers to implementation, 92% of respondents noted two primary barriers to implementing with fidelity, which were also supported by the findings of Chitiyo and Wheeler (2009), Kincaid et al. (2007), as well as Lohrmann et al. (2008). The first was the importance of establishing a school culture that supports buy-in from staff, which involves a slow and arduous process (Bambara et al., 2012) to establish a common understanding and appreciation for positive behavior supports. The second was the acknowledgement that the professional development needs of the staff to make the paradigm shift from punitive to preventative supports at the classroom far exceeds the school resources. Thus, many schools fail to implement SWPBIS (Kincaid et al., 2007; Sugai, 2007), or implement a limited number of SWPBIS features. Other barriers noted by teachers were lack of understanding on how to collect and record data to develop interventions (Chitiyo & Wheeler, 2009; Kincaid et al., 2007; Lohrmann et al., 2008). At the district level, Peshak-George and Kincaid (2008) enhanced the implementer's blueprint to describe specific activities that support implementation; database usage, school level training resources, and communication facilitation between schools and consultants with expertise in SWPBIS hold primacy.

Another well-known, long-standing barrier to any successful behavior management initiative is teacher preparation programs. Aspiring educational practitioners receive minimal, if any, courses in modifying student behavior (Clement, 2010), or they are allowed to substitute the sole required behavior management course with developmental psychology, exacerbating the need for on-site behavior management coaching, with specific feedback to teachers to adequately respond to behavior challenges (Blum & Cheney, 2009; Clement, 2010; Handler et al., 2007; Tillery et al., 2010). Limited pre-service training and on-site coaching resources to respond to

challenging behavior leaves practicing educators to draw on limited personal discipline experiences that may conflict with SWPBIS initiatives (Blum & Cheney, 2009). Despite the inherent impedances, schools implementing SWPBIS with fidelity are making great strides—both immediate and post-secondary—in improving outcomes for students (Handler et al., 2007; Lassen et al., 2006). For researchers and school improvement endeavors, of significant concern is teacher resistance to implementation at the classroom level, where the most potential exists for positive impact (Lohrmann et al., 2008; Reinke et al., 2013; Tillery et al., 2010).

Strategic Support Structures

Teachers

Recognizing that teachers are the crux of reform and their full participation in legislated DOE reforms—often at odds with current practices—is essential for sustainable change to occur, mandates are meaningless without teacher leadership (Thornton, 2010). Furthermore, research has shown that teachers prefer the support of other teachers when developing new skills or attempting to improve instructional practices (Gumuseli & Eryilmaz 2011; Hopkins-Thompson, 2000; Thornton, 2010). Using Lambert’s (2003) four quadrant teacher leadership matrix, exemplar schools utilize place skilled teachers in participatory leadership roles as part of the leadership team to provide coherence in vision to practice, and inform decisions with reflective practice, all of which leads to consistent school improvements and student achievements (Thornton, 2010).

Administration

Establishing professional learning communities focused on identifying student learning needs, making instructional improvements to meet students’ needs, and capitalizing on highly skilled staff as professional development facilitators is essential to implementing sustainable

changes. Thornton's (2010) study found that schools operating in other less than exemplar quadrants utilized highly-skilled teachers in "rubber stamp" roles without participatory leadership activity. The result was fragmentation of communication due to teacher leaders' establishing close-knit identities with grade-specific units rather than continued focus on the needs and concerns of the whole school. Lohrmann et al. (2008) recommended on-site coaching of administrators and staff to gain momentum, build the connection between appropriate behavior and academic achievement, show staff they have something to gain by supporting behavior, establish conceptual common ground, and unite the staff as participatory leaders in the initiative.

Summary

In sum, reflecting the essential tenets of RtI, SWPBIS is a value-based, tiered, systems approach that incorporates research-based practices such as ABA and valid instructional practices to develop interventions matched to student need (Bambara et al., 2009; George et al., 2007; Tillery et al., 2010). The task of implementing at the classroom level is more challenging than previous literature suggests (Gatongi, 2007; Scott et al., 2005) and many schools fall short of full implementation due to resistance within the boundaries of the school; namely, from classroom practitioners.

Moreover, the classroom consists of complex interactions between the teacher, students, environment, content, and intended outcomes (Conroy et al., 2008; Lohrmann et al., 2008). In an effort to understand the interplay and establish effective means of predicting and preventing resistance, a comprehensive exploration of teacher resistance within the cultural situation of the school and classroom is imperative (Bambara & Lohrmann, 2006; Fallon et al., 2012; Sugai et al., 2012; Tillery et al., 2010; Van Houtte & Van Meale, 2011).

Of the literature culled and reviewed for this study, the majority was qualitative in nature (e.g., descriptive, surveys and questionnaires administered through the mail, over the phone or online, using a case study approach), conducted in elementary schools and included some form of interview and survey using single-case study design. Research recommendations suggested considering the use of multiple case studies, and future research suggestions indicated the need for middle and high school representation to expand the generalizability of SWPBIS findings. Of the few quantitative studies available, effect sizes were large across variables and supported SWPBIS as an evidenced-based approach to whole-school discipline prevention. No other whole-school approaches were indicated in the review of literature as evidenced-based. Regardless of research design, the influence of school culture was paramount to the fidelity of implementation and was identified in more than 28 studies as a variable to consider in understanding how to transform resistance to implementation. Sensitive to the nature of this study, Mitchell, Bradshaw, and Leaf (2010) found teacher perceptions of school climate to be centered around what happens in the classroom, while student perceptions of school climate focused on what happens in less structured environments (e.g. hallway, gym, cafeteria).

In light of these findings, the current study is aimed at understanding the “why” teachers turned from resistance to SWPBIS, and the “how” they made the transformation from resistance to embracing and adopting the tenets of SWPBIS at the classroom level within the bounds of middle schools who are operationally implementing in Georgia. As outlined in Stake (2010), studies that are interpretive, experiential, situational, and personal are characteristic of qualitative research. When conducted well, qualitative research like the current study is “methodologically competent” to inform the field of research in which a study is conducted (Stake, 2010, p. 16). Chapter Three addresses the methodology of this study.

CHAPTER THREE: METHODOLOGY

The purpose of this instrumental multi-case study was to systematically explore and compare the experiences of teachers who have turned from resistance to SWPBIS to successfully implementing universal interventions at the classroom level, as well as the cultural conditions that supported the transformation within and across settings. Georgia middle schools identified from the Georgia Department of Education 2012-2013 list of schools implementing SWPBIS at an operational level were selected for solicitation as case sites for participation (see Georgia Department of Education 2012-2013 list of schools implementing SWPBIS, n.d.). Within the case site, eight cases (i.e. participating teachers) were selected using purposive, criterion and maximum variation sampling methods (Merriam, 2009). At the time of on-site face to face interviewing, three administrative staff volunteered and were accepted as participants. With the help of an on-site administrator, I used a case-selection process to solicit teachers for voluntary participation. Teacher resistance was generally defined as self-reported unwillingness to engage as an active participant in the PBIS implementation process at the classroom level.

Understanding and shaping school culture has been an ongoing concern for research in education (Gruenert, 2000; Peterson & Deal, 2002, 2010). School culture has been found to be an influential factor as both an enabler and a barrier to SWPBIS implementation efforts (Lohrmann et al., 2008; Peshak-George & Kincaid, 2008). While organizational culture and resistance to change initiatives have been studied in other disciplines such as business, there has been a limited focus on culture's influence on the adoption of school improvement initiatives (Fallon et al., 2012). In light of these findings, the participants in this study responded to the CSCS developed by Gruenert and Valentine (1998, see Appendix B) and expanded their responses in the face-to-face, semi-structured interviews to elicit a thick description of their

experiences turning from resistance to adoption within the existing culture of each research site. The CSCS measures six factors of school culture: collaborative leadership, teacher collaboration, professional development, unity of purpose, and learning partnerships, each of which have been identified as critical facilitators, or enablers, of SWPBIS implementation efforts (Bambara et al., 2009; Lohrmann et al., 2013; Reinke et al., 2013). By gaining a better understanding of how each aspect of culture influenced the shift toward adoption of SWPBIS, this researcher strove to provide future implementers guidance in two critical areas aimed at preventing resistance: how to cultivate the organization's readiness for SWPBIS implementation, and where to focus implementation support efforts.

Design

Given that the research has two aims—understanding the lived experiences of a phenomenon in bounded systems within the context of live situations, and comparatively examining those findings across cases—the most appropriate research approach is qualitative using an instrumental multi-case study design (Stake, 2010; Yin, 2009). Stake (2010), explained that intrinsic study to be exploratory in nature and restrict the focus of research to the case; however, “when the purpose of case study is to go beyond the case, we call it “instrumental” case study” (p. 8). Stake (2010) went on to describe the power of a case study to be in the researcher's situational attentiveness, and sees the purpose of multi-case research as illuminating contextual problems while constructing experiential knowledge. The current study's exploration of the case is secondary to understanding the phenomena of how and why teachers are able to turn from resistance to SWPBIS. The purpose of this study was pre-established and guided by existing theory and methods making the current research an instrumental study (Stake, 2010). Considering the time available to conduct to the research, the availability of instruments, and the

extended time needed for analysis, the study was pre-structured to facilitate the process of addressing the current gap in SWPBIS literature by answering three specific research questions. Because the phenomenon under study was the personal experiences of staff who turned from resistance and purposed to generalize beyond the case itself, an instrumental case study was the most appropriate design.

Yin (2009) provided a twofold definition of a case study that informs the use of this methodology in the current study:

A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and larger bounded system are not clearly evident. The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis. (p. 18)

In this study, individuals who have experienced the phenomenon of transforming from resistance to embracing SWPBIS at the classroom level are the central phenomenon embedded in the context of the larger school culture. Thus, the maximum variation selection of multiple cases (teachers) within a bounded system—defined as the school—provided triangulation of data within and across cases, constrained the focus of the study to the phenomenon of interest, and increased the transferability of the empirical research findings in the field (Bickman & Rog, 2009; Patton, 1990).

As discussed earlier, recent meta-analysis and other current research in the field of SWPBIS indicated two main weaknesses in the field of SWPBIS research. The first weakness was the overuse of single case study design. The second weakness was the fact that the majority of SWPBIS research was conducted at the elementary level—four times more often than in middle or high schools (Solomon et al., 2011). In support of previous findings, the review of literature for this study revealed seven case studies conducted primarily at the elementary level that addressed the reasons teachers resist implementation of SWPBIS. However, no studies were found to examine the individual teacher’s experiences in turning from resistance to embracing SWPBIS, despite research recommendations to do so (Bambara et al., 2012; Blum & Cheney, 2009; Caldarella et al., 2011; Lohrmann et al., 2013; Reinke et al., 2011; Stormont et al., 2011). Therefore, with the goal of empirically strengthening existing knowledge and broaden knowledge in the field of SWPBIS, this study employed a multi-case design to examine teachers’ experience of turning from resistance to implementation of SWPBIS in their classrooms at the middle school level.

Data collection and analysis associated with multi-case studies corresponds with those of other qualitative research designs: interviews, observations, surveys/questionnaires, existing/archived documents, and researcher-created materials (Merriam, 2009; Patton, 2002; Stake, 2010; Yin, 2009). Data collection methods for this study were triangulated to enhance the reliability of findings and included face-to-face interviews—a pillar of qualitative research—as well as a collaborative school culture survey, along with direct observations of participants where the most meaningful information is derived (Patton, 2002; Stake, 2006a). Deploying a survey allows researchers to quantify large amounts of information from numerous informants that can be reported in aggregate to support qualitative case studies (Stake, 2010). Thus, the

CSCS (Gruenert & Valentine, 1998) was used to gather individual data related to which aspect of school culture those who have made the transformation from resistance associate most with influencing their willingness to make the shift. These data informed this research both within and across cases, strengthening the instrumental nature of this study.

Data analysis included a thick description (Patton, 1990) of each case as data was collected and transcribed, writing down thoughts, ideas, reminders, and member checking throughout the data collection process. The research questions were used as initial themes under which responses were collected, broken down, and coded. As the transcribed interviews were read, interim analysis (collecting and analyzing data recursively) text was segmented into clusters under each theme and analyzed for additional emerging themes. Then, as additional interviews were conducted, findings of each case were compared across cases and analyzed for emerging patterns prior to the case site summary report. As each activity was completed, data was recursively analyzed within each case and then replicated across each case, ultimately resulting in a comparison within and across the cases (Yin, 2009, 2012). Through the process of clustering and coding emerging themes and adding additional themes, leveled coding occurred (Merriam, 2009; Yin, 2009). The format for data analysis was taken from Miles, Huberman and Saldana (2014) as well as the worksheets provided by Stake (2006b, see Appendices C, D, G, H, I, J).

Trustworthiness was ensured through mixed sampling methods, prolonged engagement with the data, frequent member checking throughout the data collection and analysis process, and external audits (Creswell, 2013; Lincoln & Guba, 1985; Rossman & Rallis, 2003; Schwandt, Lincoln, & Guba, 2007; Yin, 2009, 2012). Ethical considerations for the protection of participants' right to confidentiality, and their right to make an informed decision in regards to

participation, were addressed and complied with the research standards set forth by the Institutional Review Board, as well as adhering to recommendations for ethical research suggested by Creswell (2007), Merriam (2009), and Patton (2002).

Research Questions

Research has shown failed change initiatives to be the result of fragmented or subculture values that impede improvement (Lindahl, 2006), inertia, or opposition that preexist within the bounds of an organization's culture (Neagu & Nicula, 2012). From a behavioral analytic perspective, culture is basically defined as the interplay between shared practices, beliefs, and attitudes bound by social, or—for this study—organizational context (Sugai et al., 2013). Both culturally and contextually, learning and behavior are interdependent; yet, educators often misperceive or struggle to identify the influence they have on student behavior (Lohrmann et al., 2008; Long et al., 2001). Thus, judging misbehavior to be a problem solely within students without consideration of the role of the teacher or environment is ineffective and garners a predisposition toward exclusionary practices rather than empowering students to be in control of their learning (Long et al., 2001; Sailor et al., 2007; Tillery et al., 2010). Shifting one's thinking from traditional, punitive views and responses regarding student behavior toward SWPBIS, which is proactive—predicting and preventing—and provides direct instruction for behavioral expectations, is more difficult than researchers and early implementers envisioned (Gatongi, 2007; Scott et. al., 2005).

To capture the essence of individual teachers' experiences turning from resistance to embracing SWPBIS within the context of school culture, this research, as recommended for exploration by researchers (e.g. Bambara et al., 2012; Blum & Cheney, 2009; Caldarella et al.,

2011; Lohrmann et al., 2013; Reinke et al., 2011; Stormont et al., 2011), sought to answer the following research questions:

1. What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?
2. What are subsequent implications for strategic implementation support structures?
3. What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?

Research Site and Participants

Participant selection for this case study employed a mixed method approach, a practice often used to enhance trustworthiness, which is the validity and reliability standard of qualitative research (Merriam, 2009). Participants were purposefully selected based on specific criteria for their potential to make richly informed contributions to the study (Patton, 1990). Maximum variation of sampling of participants may significantly increase the transferability of case study research (Merriam, 2009), allowing for the sifting, inclusion, and exclusion of purposefully selected participants based on pre-established criteria, and was therefore used to vary the selection of cases in the current study. The use of maximum variation sampling methods allows for diversity of participant selection and is critical to discovering generalizable patterns. Carefully selecting the cases in this way allows the researcher to gain an in-depth description of subgroups (Patton, 1990) that have experienced the quintain of the study. Using multiple methods of sampling allows for flexibility to meet multiple needs of the study and support triangulation, a component of qualitative trustworthiness comparable to the validity and reliability of quantitative studies (Bickman & Rog, 2009; Patton, 1990).

In selecting sites and participants, Yin (2009) and Creswell (2013) recommend two or three cases to achieve literal replication, and five or six for theoretical replication. The term replication simply means to follow the same methodology procedures with each case. When cases are selected using the exact same criteria for selection in an effort to “predict similar results,” they are considered a literal replication (Yin, 2009, p. 54). When cases are selected because they are anticipated to provide different results, they are considered a theoretical replication. To achieve both literal and theoretical replication, this study was conducted at a middle school in Georgia that was identified on the GADOE 2012-2013 SWPBIS operational implementers list and multiple cases were selected for their potential to provide different results.

Eight teachers were selected within the research site and three administrative staff were added at the time of face to face interviewing totaling 11 participants as required to meet the threshold of rigorous research and to add confidence to the findings of research (Miles et al., 2014).

Research Site Selection

State

Georgia is identified as a Positive Behavior Support initiative adoption state (GADOE, n.d.). Only Georgia middle schools identified as implementing SWPBIS at an operational level were selected for potential participation. The Georgia recognition process for SWPBIS implementation designation provides the following rationale for state implementer list inclusion:

Schools in Georgia that have been trained in School-Wide Positive Behavioral Interventions and Supports (SWPBIS) have active district leadership support, an action plan, and district coordinator, in addition to having met the basic six state established criteria for

implementation are identified on the 2012-2013 list of implementers. Schools that demonstrate the following six criteria for at least one year are considered as SWPBIS implementers:

1. Integrating PBIS into daily activities across all settings,
2. Utilization of data-based decisions to better serve their stakeholders,
3. Creative and engaging teaching and acknowledgement systems,
4. Collaboration with all stakeholders including parents, and
5. Successful behavior outcomes to support academic engagement.
6. Each school identified as operational has also met the criteria in Table 1.

Table 1

Additional Criteria for Schools Identified as Implementing at an Operational Level

Basic Criteria	Additional Criteria for Operational Level
Systems	School has: attended School-Wide (SW) training covering the 10 Critical Elements of SW-PBIS An active PBIS Team is in place Active Administration and Coach
Practices	A score of 80% or above on the BoQ Tier 1: 70-80% of students have 0-1 Office Discipline Referral (ODR) All Critical Elements developed and verified by DC
Submissions	Electronically send End of Year (EOY) report, 1-3 SW-Artifacts of your choice (unless submitted in prior yr.) and narrative to your GaDOE PBIS Technical Assistant
Recognition	Inclusion on the PBIS GaDOE web page status: OPERATIONAL Recognized during first GaPBIS August Webinar and during following FY

Note. Adapted from “Georgia Department of Education 2012-2013 list of School-Wide Positive Behavior Support Implementers,” Georgia Department of Education, 2013, p. 4. Retrieved from http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/Emergent_Operational%20Final%20List_FY2013%2020Sept.pdf

Currently, there are 2,286 schools in Georgia. At the time of the review of literature for the current study, 350 schools had been trained in SWPBIS implementation, and 154 schools were participating in implementation activities, yet only 75 schools across 12 districts were identified as implementing SWPBIS at an operational level on the 2012-2013 GADOE SWPBIS

implementers list located on the Georgia Department of Education Website. Of the 75 operational schools, 17 were identified as middle schools and they represented 10 counties across the state of Georgia. Counties listed as implementing at an operational level that did not indicate participation by a middle school were not considered as potential participants as they did not meet the participation criteria set forth in this study of being an operational middle school. Similarly, schools identified as an academy, program, or GNETS facility were not included as potential participants as they did not meet the general education setting criteria. The 46 schools identified as emergent in SWPBIS implementation were excluded as potential participants as they did not meet the criteria of implementing SWPBIS at an operational level.

The research site was selected using purposeful, maximum variation coupled with criterion sampling methods (Patton, 1990) and described in “thick description” (Merriam, 2009) to increase the potential transferability of this study’s findings. Site selection was purposeful given that only Georgia middle schools identified by the state as implementing SWPBIS were considered. Variation in site selection was expected to be in terms of school size, geographic location, Georgia’s socio-economic identifier for schools (full Title I status), and academic achievement (e.g., reward school, progress school, and needs improvement). The pre-established criterion for site selection was that potential sites needed to be implementing at an operational level as defined by the GADOE implementers’ identification process. The counties listed below were solicited for research. Representing North Georgia: Murray County, including Bagley Middle, Gladden Middle; and Floyd County, including Armuchee Middle, Coosa Middle, Model Middle, and Pepperell Middle. Representing Central Georgia: Newton County, including Clements Middle; Griffin-Spalding, including Cowan Rd Middle; and Gwinnett County, including Metro Atlanta and encompassing Dacula Middle, and Richards Middle. Representing

South Georgia: Lee County, including Lee County Middle (first cohort trained in Georgia); Glynn County, including Glynn Middle, and Needwood Middle.

Upon IRB approval, I followed my chain of command in seeking the assistance of my district superintendent to contact potential districts and schools for permission to conduct research. Once permission was received from both the participating district and my own superintendent, I followed the policies and instructions provided by the accepting districts to contact potential schools. Two schools agreed to participate. Lee County Middle School had only one participant volunteer. Contact was made with the single volunteer from Lee County Middle. He declined participation as the sole representative from his school. For this reason, only one school was selected as a research site. Within the research site, cases (teachers) were solicited for participation with assistance from on-site administrators.

District

Districts around the state were solicited for participation to represent varied regions of the state (see Table 2).

Table 2

Fully Operational Districts Solicited for Participation

Regions	County	SWPBIS Trainings	Schools
North Georgia	Floyd	Cohort 1 2008-2009	Armuchee Middle, Coosa Middle, Model Middle, Pepperell Middle
		Cohort 2 2009-2010	
		Cohort 3 2010-2011	
Central Georgia	Barrow	Cohort 1 2008-2009	Russell Middle
	Madison	Cohort 2 2009-2010	Madison County Middle
	Murray	Cohort 1 2008-2009	Gladden Middle, New Bagley Middle
	Griffin-Spalding	Cohort 2 2009-2010	Cowan Road Middle
	Newton	Cohort 4 2011-2012	Clements Middle
	Burke	Cohort 2 2009-2010	Burke Middle
Metro Atlanta	Gwinnett ^a	Cohort 3 2010-2011	Dacula Middle, Richards Middle
South Georgia	Lee County ^b	Cohort 1 2008-2009	Lee County Middle School East, Lee County Middle School West
		Cohort 3 2010-2011	Glynn Middle, Needwood Middle
	Glynn	Cohort 4 2011-2012	

Note ^a Denotes largest district commitment to SWPBIS in Georgia.

^b Denotes the first County in Georgia trained in SWPBIS.

To keep the study within the one-year window of IRB, maximum variation of sampling sites was discarded. The initial university IRB application submitted in January 2014 required multiple submissions with corrections. The last request for corrections stated Liberty University IRB required permission letters from participating schools prior to issuing approval. To obtain permission letters from schools, solicited districts required a district-level IRB application on district-specific forms, for district review and approval prior to contacting principals of each school. District-level IRB reviews were conducted differently in each district ranging from every eight weeks to every sixteen weeks.

Madison County's IRB review timeline of 20 days following packet completion was well outside the potential for data collection during the 2013-2014 school year. Floyd County and Griffin-Spaulding County districts did not respond to multiple written, electronic, and phone requests from the researcher, the researcher's principal, and one of the researcher's district level administrators. Barrow County did not respond to written or electronic communication. Newton County declined without a written reason but stated in a follow-up phone inquiry that the district does not approve research that has not yet received full university IRB approval prior to submitting a district-level IRB application for review. Glynn County declined participation because they were under accreditation review and noted that the timing of the research request conflicted with accreditation deadlines. Gwinnett County declined participation for two reasons: (a) because the data collection window stated in the informed consent document was noted to begin prior to the date that the district would review the IRB application; and (b) the research had not yet received full university approval. Both Murray and Lee County districts allowed direct communication with their schools. One school in Murray County and one school in Lee County accepted participation in writing.

The written permission letters from both schools were forwarded to Liberty IRB, and university IRB approval was obtained on March 21, 2014. At that time, Georgia's statewide assessment window was open. During testing situations, administrators and teachers commonly seek to maximize and protect the integrity of the assessment environment as well as minimize the anxiety often associated with high stakes school accountability measures. In doing so, both schools were operating on a modified schedule and sought to inform staff of the opportunity to participate via email rather than adding an additional whole faculty meeting time. To facilitate faster response times, the recruitment letter was sent as a mass communication message to each school's staff via the on-site principal.

Responses to the surveys were slow and a follow-up contact was made to schedule a face-to-face meeting between the researcher and the faculty of both schools. Lee County forwarded the recruitment message to staff and provided links to the screener and school culture survey a second time. The first opportunity for a face-to-face meeting with the faculty of Lee County occurred on May 13, 2014, which was during the last week of school. Lee County staff stated in our face-to-face meeting that they had only four days of school left and asked if the research could be done in those four days. The researcher gave an affirmative yes and offered to interview survey respondents via Skype, or at a location convenient to the potential participant. The researcher and Lee County Middle principal provided the links to the screener and collaborative survey again in an electronic communication that day. As of June 9, 2014, Lee County had only one participant complete the online surveys. He was contacted to schedule an interview time but declined participation as a sole representative of his school.

In contrast, one of the PBIS team members of the participating school in Murray County reached out to the researcher in response to the mass email from the principal. That team

member asked about the purpose of the study and why his school had been selected to participate. After receiving an explanation, he agreed to participate and to “have a few of his colleagues” participate as well. The assistant principal agreed to allow the researcher to meet with the PBIS team face-to-face. The first opportunity to meet with the PBIS team was May 5, 2014 during their monthly PBIS team meeting following cessation of the statewide assessment administration.

The researcher traveled to Murray County to meet with the team. The team listened to the purpose of the study and unanimously agreed to participate as a team and to encourage other staff whom they represent. An on-site PBIS team member who had initially reached out was appointed as the communication facilitator between the researcher and the participating school. The accepting school in Murray County is referred to using the pseudonym “Best Middle School.”

Participant Selection

The selection of case participants also employed multiple sampling methods: purposive, criterion-based, and maximum variation. Using a purposive approach, I solicited teachers for voluntary participation in the study via an online questionnaire structured as follows:

As a classroom teacher, how would you describe your willingness to engage as an active participant in positive behavior support implementation efforts?

1. I have always actively participated in PBIS implementation efforts in my classroom.
2. Initially resisted implementation by adopting the physical evidence of PBIS but not the core components such as providing reinforcement for desired behaviors in my classroom. However, since that time, I have become an active participant in teaching

behavior expectations and reinforcing students for meeting those expectations in my classroom.

3. I am resistant to PBIS implementation efforts in my classroom.

Only teachers selecting “I initially resisted implementation...” response choice were invited to participate, as they had the most potential to inform the purpose of this study. Those who responded with choice one or three were excluded from the participant selection pool as they did not meet the criteria of having experienced the phenomena under study. For the purpose of this study, turning from resistance was generally defined as self-reported previous unwillingness to engage as an active participant in the PBIS implementation process at the classroom level. Variation in participant teachers (cases) that experienced a turn from resistance was expected in grade level placement, gender, race, age, years of experience, and level of inclusion practice, as these variations (differences among teachers) are common in general education settings and most likely to provide transferable findings. Table 3 depicts variation among participants.

Table 3

Demographics of participants identified as having turned from resistance

Demographics	Answer Choices	Response	
		%	Count
Race	White	100.00%	8
	Black or African-American	0.00%	0
	American Indian or Alaskan Native	0.00%	0
	Asian	0.00%	0
	Native Hawaiian or other Pacific Islander	0.00%	0
	From multiple races	0.00%	0
Gender	Male	37.50%	3
	Female	62.50%	5
Highest Level of Certificate	T-4	12.50%	1
	T or L-5	37.50%	3
	T or L-6	50.00%	4
	T or L-7	0.00%	0
Number years teaching experience	1-3	0.00%	0
	4-6	25.00%	2
	7-9	0.00%	0
	10+	75.00%	6
Current Position	Administrator	0.00%	0
	Regular/General Education Teacher	75.00%	6
	Special Education Teacher	25.00%	2
	Paraprofessional	0.00%	0
	Counselor	0.00%	0
Number of years teaching in this school	1-3	0.00%	0
	4+	100.00%	8
Instructional Delivery Model	Regular/general education setting only	71.43%	5
	Collaborative-one full period certified general education teacher and one less than full period special education teacher or paraprofessional	0.00%	0
	Co-teaching-one full period certified general education teacher and one full period special education teacher	42.86%	3
	Resource setting only	0.00%	0

The on-site facilitator was given the names of the eight individuals who had completed the online screener survey and would need time away from the classroom to participate in the face-to-face interview. During that discussion, the decision was made to conduct the interviews during the school day. An interview sign-up list with the first interview scheduled for 7:15am was provided to staff, and interviews were conducted on May 15, 2014. Upon arrival at Best Middle, the researcher received an interview sign-up sheet with 19 names that included the individuals who had completed the screener survey and additional participation volunteers who had not completed the survey. Between scheduled interviews, administrative personnel (principal, administrative instructional coach, and school counselor), and six other staff who had not signed up for an interview, stepped into the room and offered to participate. They were accepted as participants and asked to complete the screener survey and Collaborative School Culture Survey following the face-to-face interview. Twenty-two interviews ranging in length between six and nineteen minutes were conducted throughout the day. At the conclusion of the interviews, out of gratitude for a larger participant turnout than expected and in line with the tenants of SWPBIS, the researcher provided positive reinforcement to participants by making a donation to the PBIS team reward resource fund to be used for gift card drawings.

Procedures

According to Moustakas (1994) and Merriam (2009), to conduct a systematic study, one must first identify the topic of interest and thoroughly review the current literature in scientific and professional peer-reviewed sources. Following the review of literature, an outline of the study must be constructed and include each of the methodologies the researcher proposes to deploy (Merriam, 2009; Patton, 1990, 2002; Yin, 2009, 2012). For example, a study outline might include a design, theoretical framework, purpose of inquiry, research question(s),

determination of the criteria for participant selection, data collection and analysis, risk/benefit analysis, etc. The next step I took was to secure proposal approval, and submit an application to conduct the proposed research to the Institutional Review Board (IRB) of the Liberty University, Lynchburg, Virginia. Approval from IRB to conduct the research was secured before any further steps were taken (Bickman & Rog, 2009; Stake, 2010; Yin, 2009). After securing IRB approval, I field/pilot tested (Yin, 2009) the proposed survey questions and interview questions at my employment site with critical colleagues to ensure the clarity of presentation and minimize ambiguity of interpretation by participants (Bickman & Rog, 2009; Yin, 2009). Once interview question refinement was complete, I utilized my administrative chain of command (e.g., principal, superintendent) for guidance in contacting districts/schools implementing SWPBIS at an operational level described in the participants and site sampling section of this chapter. Responses from districts initially narrowed the focus of my study to two Georgia middle schools varied by school size, geographic location, Title I, and state recognized achievement status. The administrators of each school agreeing to participate were asked for permission to distribute the initial questionnaire and to facilitate contact between potential participants and myself for introductions.

Following initial introductions, potential participants received an on online survey link via email that included a statement of consent to participate, a brief description of the study's purpose, an explanation of how participant data will be kept private and secured, a statement of the risk/benefits to the participants, an explanation of how the participant will be compensated, and an option to withdraw without penalty (Bickman & Rog, 2009; Stake, 2010; Yin, 2009). As part of the initial participant selection pool survey, following acceptance of informed consent, a preliminary questionnaire aimed at gathering demographic data of accepting participants was

presented that included the researcher's contact information to schedule a face-to-face interview. At the time of face-to-face interview scheduling, participants were given a link to an online version of the CSCS to be completed prior to the scheduled interview time. As an incentive for participation, teachers who agreed to participate had their name placed in a hat for a drawing to receive one of six gift cards valued at \$5, \$10, or \$15. Teachers who completed the study had an opportunity to win one of two \$50.00 gift cards.

Each teacher who participated in this study provided demographic data, as well as survey and interview responses. The demographic data included grade level placement, gender, race, age, years of experience, and level of inclusion practice. Inclusion practices were listed and described as: general education (1 teacher full instructional time), Co-teaching (2 certified teachers full instructional time), or Collaborative (1 certified teacher and 1 certified teacher or para professional less than full instructional time). Survey responses were collected into an excel spreadsheet. Interviews were recorded and transcribed for analysis.

Data collection and analysis ran concurrently (Merriam, 2009); thus, each case defined as teachers was analyzed as a stand-alone case study, followed by pattern matching across each case for emergent themes and codes. As is characteristic of qualitative research, a thick description (Patton, 2002) of each case, participant, evidentiary documents, and cross-case analysis was developed throughout the study. To ensure accuracy of analysis, an external auditor was solicited to review ongoing data collection and analysis, and to provide me with questions to consider that may not have occurred independent of auditor examination. Data reporting is described in Chapter Four, which presents the study findings. Upon completion of the study, the completed document was submitted for editing and then to my dissertation chair for review.

Reciprocity of participants was provided as a copy of the completed dissertation project upon participant request.

The Researcher's Role

As the human instrument (Lincoln & Guba, 1985) in this study, my primary role was to secure voluntary informed consent and protect the rights, anonymity, and confidentiality of participants, as well as collect and analyze the data (Bickman & Rog, 2009), and report findings. From initial development, IRB application, and approval, I assumed responsibility for ensuring the security and integrity of data in collection, analysis, and reporting (Creswell, 2013). As researcher best practices, I was responsible for initiating and maintaining professional working relationships with research site administration/staff and participants throughout the research, and debriefing with stakeholders at the conclusion of the study (Bickman & Rog, 2009). The collection of multiple data sources, direct observations, member check facilitation, data analysis, and accurate reporting of research findings were my sole responsibility. I also assumed responsible for reciprocity to participants with provision of a copy of this study upon dissertation completion and participant request. Given that the research was conducted outside my employment district, researcher bias was minimized.

Data Collection

The goal of multi-case research is to sift through the uniqueness of several cases to discover what is common to all. Data collection and analysis for this study followed guidelines for ensuring trustworthiness, transferability, and dependability outlined by Stake (2006a), and Yin (2009, 2012). To increase the trustworthiness—including the credibility, transferability, and dependability of the findings—multiple forms of data were collected for analysis as guided by Lincoln and Guba (1985), Merriam (2009), Patton (2002), Stake (2010), and Yin (2009). The

methods of data collection and analysis selected for this study were typical of multi-case research and included interviews, observations, coding, and interpretation (Stake, 2006a). While surveys are more typical of quantitative research, they hold a place in qualitative research by providing large amounts of data in aggregate form that can be used to enhance descriptive techniques of data collection, analysis and reporting. For this reason, the CSCS was included to support interview data and aid in case site description of existing school culture as described by participants.

Interviews

Semi-structured interviews—a pillar of qualitative data collection (Creswell, 2013; Merriam, 2009; Patton, 2002; Stake, 2010; Yin, 2009)—were conducted with participants to capture the essence of the lived experiences (Moustakas, 1994) of cases (teachers) (Merriam, 2009) who identified themselves as having turned from initial resistance toward implementation of SWPBIS at the classroom level. As part of both the data collection and analysis process, field notes were kept that memo researcher thoughts, questions, and reflections to further support analysis and maintenance of records.

Interviews lasted approximately 45-60 minutes. To capture the spoken and non-verbal language of interviewees, the interview was recorded via audio-visual taping, a strategy recommended for the inexperienced in research by Stake (2010). Verbatim transcription of the interviews was kept for review of the interview session and constantly reviewed for new codes and meaning development. Participants responded to the following interview questions (see Table 4).

Table 4

Standardized Open-Ended Interview Questions

Questions
Cultural influence on teacher implementation of SWPBIS
1. How would you describe the culture of your school? a. A. Can you give examples how your culture is positive or negative?
2. What do you see as the most influential aspect of your schools culture in regards to implementing school-wide positive behavior supports?
3. Reflecting on your experience in implementing SWPBIS, what support strategies would you recommend to your administrators in assisting staff in adopting SWPBIS at the classroom level? a. Can you place each of these in order from having the most influence to having the least influence: Collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, learning partnership?
Teacher experience of turning from resistance
4. What do you attribute to your willingness to overcome resistance in adopting SWPBIS? a. A. At what point do you think you began to make the paradigm shift? b. When did you begin to believe PBIS might work for you? c. What did your initial attempts at implementation look like? d. What were you thinking and feeling as your took those first steps toward implementation? e. What kinds of things did you quickly realize you needed but did not have? f. What kinds of things were easier than you expected?
Identification of strategic supports
5. Reflecting on your experience in implementing SWPBIS, what support strategies would you recommend to your administrators in assisting staff in adopting SWPBIS at the classroom level? a. What do you think your administrators could have done to help you to begin implementation of PBIS tenets in your classroom sooner?
6. Reflecting on your experience in implementing SWPBIS, what support strategies would you recommend to future implementers in preventing resistance to adoption? a. Is there anything (training, support, skills, opportunity to see what PBIS looks like in other classrooms, etc.) that you think might have prevented your resistance? b. Are there any other areas that you would like to discuss or believe would be relevant to this study?

Questions 1 and 2 structure the interview within the context of each site selected for participation and serve to establish a personal attitude/belief about the culture of the school (Van Houtte & Van Maele, 2011) with regard to the culture factors measured by the CSCS. The internal consistency coefficients indicate the CSCS to be less reliable ($r = .91$, $r = .83$, $r = .82$, $r = .86$, $r = .79$, $r = .65$) than desired for the last two factors; collegial support, and learning partnership. For this reason, Questions 1 and 2 were included to enhance the reliability of the survey findings by providing an extra layer of response for analysis. Research has shown learning and behavior to be inseparably interdependent, yet educators often fail to recognize the influence they have instructionally and relationally on student behavior (Lohrmann et al., 2008; Long et al., 2001). Asking participants to describe specific examples of how their school culture influences teacher willingness to adopt SWPBIS therefore allows greater insight into specific activities that future implementers may consider to develop a culture conducive to implementation of SWPBIS.

Questions 3, 4, and 5 were the crux of this research and they were focused to draw out the sources and means of overcoming one of the most significant concerns to research and school improvement—teacher resistance to implementation at the classroom level, which is where the most potential exists for impact (Lohrmann et al., 2008; Tillery et al., 2010; Reinke et al., 2013). Teacher training needs must be met in context to the environment in which they are teaching in order to be accepted and implemented with fidelity (Elliot, 1988). The purpose of these questions was to gather the perspectives of classroom practitioners on the type, frequency, and duration of supports teachers need to implement SWPBIS at the classroom level, and to understand why teachers resist adoption of research-based strategies that prevent, teach, and reinforce positive behavior (Axelrod et al., 1990; Dunlap et al., 2010; Elliot, 1988) in favor of

more traditional (punitive) approaches that have proven less effective (Bambara et al., 2009). Barriers to implementation efforts, and philosophical conflict with SWPBIS preclude the implementation of SWPBIS at the universal level (Bambara et al., 2012; Chitiyo & Wheeler, 2009) and should be clarified from the experiences of implementing teachers in context of the classroom and within the culture of the larger school setting to allow implementers a window into opportunities for influence, and to develop strategic teacher supports necessary for full implementation (Reinke et al., 2013).

Surveys/Instruments

One of the purposes of the survey was to establish the characteristics of the existing culture. To this end, participants described the existing culture of each research site by responding to the CSCS developed by Gruenert and Valentine (1998, see Appendix B) and by responding to interview probing questions. The CSCS measures six factors of school culture: collaborative leadership, teacher collaboration, professional development, unity of purpose, and learning partnerships, each of which have been identified as critical facilitators, or enablers of SWPBIS implementation efforts (Bambara et al., 2009; Lohrmann et al., 2013; Reinke et al., 2013). The CSCS survey overview describes the construct of the survey to highlight shared values and beliefs, behavior patterns, and critical relationships that exist within a school. The constructed measures of the CSCS are closely aligned with the behavior analytic definition of “culture” (Sugai et al., 2012), which was used to describe the shared beliefs and values that determine behavior norms among staff within a school setting. McDill et al. (1967) described perceptions associated with school climate to be less reliable than the actual observable behaviors that occur in a setting and are associated with culture (Van Houtte & Van Maele, 2011). For this reason, responses to interview questions 1 and 2 were used to cross check the

accuracy of findings from the survey. Each collaborative factor measured is described in detail in the survey summary made available with permission to use the instrument. Permission to use Gruenert and Valentine's (1998) CSCS for schools was received via email (see Appendix L). The researcher aimed for the responses associated with this survey to inform each of the research questions by identifying the essential components of a collaborative culture and the existence of a relationship between the school's culture and classroom practices.

CSCS administration and technical evidence. Administration of the CSCS was simple and most participants completed it within 10-15 minutes. Respondents indicated the degree to which each statement describes conditions of his or her school using a Likert type scale: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree. The CSCS measures six components of collaborative school cultures and moderate internal consistency (see Table 5). The survey was developed for an unpublished dissertation by the Middle Level Leadership Center (MLLC), a service of the Department of Educational Leadership and Policy Analysis (ELPA) and the College of Education at the University of Missouri-Columbia. MLLC offers a number of school improvement resources in addition to the CSCS, which continues to be accessed and reproduced for school improvement initiatives. Valentine (2006) described the instrument as "valid and reliable," citing several research studies that used the instrument to document relationships between school effectiveness variables and the measured CSCS factors (p. 4). To be clear, in an electronic communication with the researcher (July 8, 2013), Dr. Gruenert stated: "there has been no revision to the instrument since we developed it in 1998." The CSCS reports internal-consistency reliability coefficients (Cronbach's alpha) for the instrument's subscale/domains (see Table 5).

Per Cohen, Swerdlik, and Sturman (2013):

As a rule of thumb, it may be useful to think of reliability coefficients in a way that parallels many grading systems: In the .90s rates a grade of A (with a value of .95 higher for the most important types of decisions), in the .80s rates a B (with below .85 being a clear B-), and anywhere from .65 through the .70s rates a weak, “barely passing” grade that borders on failing (and unacceptable). (p. 160)

Overall, the CSCS shows good levels of internal consistency for the first four components or domains of the instrument (see Table 5). Despite Valentine’s (2006) claim that the CSCS is valid and reliable, the internal consistency/reliability between items in the last two components/domains rates as “barely passing” when using Cohen et al.’s (2013) criteria. Regarding the CSCS’s validity, the survey was developed using a sample size of 632 Missouri teachers. The initial items were developed using nine theoretical constructs found in the review of literature conducted for the sole purpose of the survey’s construction. At the time of development, validity was noted as having been established using: (a) Factor analysis, and (b) Correlational analysis (Gruenert, 1998). However, as Clark and Watson (1995) point out, a large heterogeneous sample group representative of the target population, which was unavailable at the time of Gruenert’s dissertation research to develop the CSCS, is required for determining construct validity because the construct of focus may take on different characteristics with different populations across different school culture settings.

For these reasons, interview questions 1 and 2 were included to extend/enhance the measurement of “culture” in this study. The use of this particular instrument was the most logical because of its alignment with the goal of this study; however, it is recommended that future research be conducted on the CSCS in order to improve the instrument’s technical

adequacy in the areas of test-retest reliability, criterion-related validity, and that a more representative norming sample be developed.

Table 5

Factor Definitions and Coefficient Alphas for the Collaborative School Culture Survey

Component	Measures	Number of items	Cronbach's alpha
Collaborative leadership	School leaders establish and maintain collaborative relationships with school staff.	11	.910
Teacher collaboration	Teachers engage in constructive dialogue that furthers the educational vision of the school	6	.834
Professional development	Teacher's value continuous personal development and school-wide improvement.	5	.867
Unity of purpose	Teachers work toward a common mission for the school	5	.821
Collegial support	Teachers work together effectively	4	.796
Learning partnership	Teachers, parents, and the students work together for the common good of the student.	4	.658

Note: Adapted from "Middle Level Leadership Center (MLLC)," by S. Gruenert and J. Valentine, 1998, *School culture survey*. Developed as part of dissertation, unpublished. See <http://www.mllc.org>.

Scoring of the survey is straightforward and conducted using the Excel spreadsheet provided by the developers of the survey. According to the directions on the scoring template, each teacher's responses are entered into each appropriate cell for items 1 through item 35, working from left to right. The average score for each factor will automatically appear in the spreadsheet and in Excel-generated tables each response is entered. The spreadsheet has the capacity to calculate responses for up to 200 completed surveys (Gruenert & Valentine, 1998).

Observations

Patton (2002) suggested using existing/created records and documents or artifacts of "material culture" as information-rich resources (p. 293). To capture the material culture, an informal observation of each case site and each teacher's instructional environment (classroom)

was conducted once in the form of a 3-5 minute walkthrough for the purpose of direct observation data collection (Stake, 2010). Classroom walkthroughs of each participant's instructional environment allowed for quick attention to ensure the basic components of SWPBIS were present as required for implementation. Clearly posted classroom expectations that are positively stated with intent to prevent and teach classroom behavioral expectations and are reinforced at the classroom level were the focus of the walkthrough. The behavior management section of Lewis's (2007) *Environmental Checklist* (see Appendix M) was used to replicate collection of observed data in the classroom and to jot field notes. To support myself as a novice researcher, I used a portable device such as an iPad or android to photograph the environment without students present in the room, and a handheld voice recorder to ensure I retained the nuances often excluded in brief observations, as recommended by Merriam (2009).

Data Analysis

When information gathered during data collection begins to satiate, new information no longer surfaces and data begins to replicate. At this point, analysis of interview transcripts, direct observations, labeling of descriptive chunks followed by detailed data coding, and interpretation begins to take on more focus and shape (Miles et al., 2014; Stake, 2006a). Analyzing data within and across each case for commonalities and differences in each piece of data collected is characteristic of qualitative research. While analysis of each set of data collection was addressed individually in this study, analysis was not considered complete until the data triangularly converged (Yin, 2009, 2012); that is, the data from each method of collection provided assurance that important meanings had not been overlooked and that "the right information and interpretations have been obtained... and verified as replicable" (Stake, 2006a, pp. 35, 37).

Within Case Analysis

To ensure the highest quality data analysis, I engaged frequent member checks with participants, external auditors—namely my dissertation chair and research consultant—as well as Yin’s (2009) four strategies for high quality analysis: “attending to all the evidence”, addressing “rival interpretations”, focusing on “the most significant aspect” of my case study, and drawing on my “own expertise, prior knowledge, and experiences” in the field of SWPBIS (p. 161). Focusing on one case at a time and then comparatively across cases helped to triangulate the data ensuring important themes were identified and could be replicated (Stake, 2006a; Yin, 2009, 2012).

To begin, a descriptive contextual overview associated with the participating site was collected and written up as the situation in which the phenomenon occurred (Miles et al., 2014). At the conclusion of each case analysis, a summary report was written up and used for comparison across each of the cases. Data analysis procedures used for each type of data collected are described below.

Interviews. Interviews allow the researcher to view a phenomenon through the eyes of participants; essentially they serve as a window into another’s personal experience that cannot be discerned from observation or document analysis alone (Lincoln & Guba, 1985; Merriam, 2009; Patton, 2002). Using a standardized semi-structured approach, the interviewer captures the spontaneity of informal conversation, the descriptive elements of research participants in their own words, and maintains the structure, or systematic presentation (order, wording, probing), of questions to each participant (Merriam, 2009; Patton, 2002; Yin, 2012). The key component of qualitative analysis is the use of words as data. Following the first interview, verbatim transcriptions were completed and analyzed in a “first cycle” coding process (Miles et al., 2014).

In first cycle coding, transcribed texts are broken down into bits of information that can be clustered under each initial theme derived from the research questions (see Appendix D) and analyzed for additional emerging themes to be used in second cycle coding. The first round of coding allowed for descriptive codes to be developed that indicate the core meaning of text displayed in a word or phrase. To preserve the voice of participants and more easily identify patterns common to each site, In Vivo codes—words used by participants—were selected and placed in quotation marks. As participants describe their experience of turning from resistance, process codes—words indicating action—were selected to provide a rich description of how participants made the paradigm shift. After the first round of data was collected and analyzed, the next participant’s data was then collected and analyzed using a replication of process from the first participant’s data. The same process was followed with each participant’s data. As a novice researcher, a start list of codes was created using research questions as initial themes and probing interview questions as priori codes (see Appendix E).

Surveys. The use of surveys is most often associated with quantitative research, but they do hold a place in qualitative research for gathering large amounts of descriptive data in a short amount of time and with minimal if any physical presence of the researcher (Stake, 2010). The initial staff survey was aimed at identifying potential participants, which was then followed by a second survey that included informed consent and demographic data, and provided participants with contact information to schedule face-to-face interviews. This data was used to maximize variation in participant selection, which is critical in discovering the commonalities among those who have made the transformation and is instrumental in broadening current knowledge in the field of SWPBIS. The data analysis of the collaborative culture survey was conducted using the Excel spreadsheet for scoring provided by the survey developers. The Excel program quantified

the data by predetermined measure factors (Gruenert & Valentine, 1998). However, the purpose of survey data in qualitative studies including this one is to report large amounts of data with a single focus (Stake, 2010). For this study, the researcher aimed for the aggregate survey data to provide insight into the characteristics of collaborative cultures that exist in schools successfully implementing SWPBIS as perceived by individuals who have turned from resistance, thereby confirming and enhancing the depth of participants' responses collected in face-to-face interviews.

Observation. Observation in qualitative research is used to provide a rich source of information about the context in which a particular phenomenon occurred and should serve to supplement the study with thick description of the setting, or context in which the phenomenon was experienced (Patton, 2002). Merriam (2009) described four relationships between the observers and observed, in which I played the role of observer. I was in the room with the observed, who were aware of my activity, with a goal of information gathering. However, my role was outside the group and I did not share information with the observed. Merriam (2009) suggested that the presence of an observer minimally influences well-established beliefs and practices; however, the observer must be aware of the minimal influence they may have on the observed (Patton, 2002). The observations were conducted informally (standing against the wall watching the transition during the school day) in the main hall and throughout the school and classrooms after students had left the building using the *Environmental Checklist* developed by Lewis (2007) to structure the focus of the observation and for future replication purposes.

Using the behavior management section of Lewis's (2007) *Environmental Checklist* (see Appendix M), observations focused on whether or not the teacher had a universal system of PBIS in place as evidenced by seven points: Rules are posted, rules are referred to at appropriate

times, students receive verbal praise for following rules, corrections are made by restating the rule/expectation and stating the appropriate replacement behavior, a continuum of consequences for encouraging expected behaviors, a continuum of consequences for discouraging expected behaviors, and teacher maintains a 4:1 ratio of positive to negative statements. Magnitude codes were assigned to each classroom observation: $\sqrt{\sqrt{}}$ = yes, $\sqrt{}$ =partially, 0=no, or not observed. This data also served as confirmation of data collected in interviews. To be clear, teachers who reported having made the transformation from resistance who showed no physical evidence of implementation in the classroom indicated a negative case example for this study and a potential future research study.

Open coding. Coding of the first participant's responses was conducted in cycles. Following the first round of data collection, initial codes were revised to more accurately reflect interpretation of meaning, and to identify overarching initial themes (Yin, 2009) unidentified at the onset of data collection, and develop subsequent levels of coding (Merriam, 2009) for the second cycle. The protocol for analysis of the initial case began with the first participant's interview, survey, and observations. The initial themes for coding were: experience of turning, strategic supports, and teacher perceptions of cultural influence. Under each research question, used as an initial theme, the participants' responses were tagged. Each individual participant case culminated in a summary report that was presented to the participant for verification of interpretation. After initial analysis of the first participant, reasons why teachers resist was added as an overarching theme. As analysis continued across individual cases, the differences between the initial eight participants and the administrative team were also added as an emergent theme.

Across Case Analysis

Upon completion of analysis of data from the first participant, replication of methods was used on the next participant's data for analysis, and so on for each of the eight initial and three added participants in the research site. Through this ongoing process of collecting and analyzing data recursively, pattern matching, a technique suggested by Yin (2009), was employed to segment and reconstruct codes within and across cases to establish a comprehensive synthesis of textual data and strengthen the credibility of the study. Given the comprehensiveness and complexity of variables under study, the use of Stake's (2006b) worksheets was necessary to assist in multi-level coding, analysis, and reporting throughout the research process (see Appendices D, G, H, I, J). While each piece of collected data was analyzed separately, the ultimate goal was to identify recurring themes until the data began to synthesize within each case as single units, and then across cases, comparatively. An important piece of cross-case analysis was jottings, analytic "Memoing" (Miles et al., 2014), and marginal notes of what information came as a surprise, raised questions, or potentially established a relational link between clusters to analyze as if-then scenarios.

Interviews. Once each of the interviews were conducted and analyzed independently, the findings were then compared across each of the cases (Merriam, 2009). Using the data analysis worksheets found in Stake (2006b), findings within each case site were compared for across each case by merging themes and using replication techniques to identify overt literal and theoretical replications of patterns (Stake, 2006a; Yin, 2009). Frequently referring back to the purpose of the study, and enveloped in data, I attempted to build an understanding of how and why the experiences of turning from resistance to SWPBIS implementation can be influenced by school culture as well as what strategic steps schools can take to assist educators in overcoming

their resistance. This is the essence of qualitative research—taking apart the data into segments and rebuilding it to form new meaning.

Surveys. Each case's (teacher's) response total for each subscale was compared to the subscale totals of other teachers' responses in an effort to identify a pattern of responses. An inquiry of which, if any, component of school culture was found to be more influential than others in making the paradigm shift was important to the focus of this study. It was hoped that understanding the least influential cultural component would also provide future implementers insight into where they may want to focus available resources in the implementation process. Asking teachers which of the measured cultural domains were important at different phases of the implementation process, and to teachers of varied experience, gender, etc., aimed to allow implementers a window into how they might want to structure their school to forge the way to successful implementation. Furthermore, establishing rating averages and factor scores that could be compared across cases intensified the transferability of findings.

Observations. Each observation was conducted as an informal walkthrough of the instructional environment. Walking through the halls of each site and through classrooms of each participating teacher allowed for data collection of physical evidence as well as a deeper understanding of the nuances of the culture. Replicating the procedure for conducting the walkthrough (informal, 3-5 minutes) observations was used across cases. To enhance the transferability of findings, data collection methods remained stable and were applied in the same process as in the first round. Given that the data were concurrently collected as analysis was conducted, a continued search for new and repeated findings was underway as the focus shifted from a case-oriented view to a variable-oriented view of the data (Miles et al., 2014).

Open coding. Stake (2006a) presented three tracks for cross-case analysis. The first track is focused on each case individually; both the particular and unique situation of the case and the quintain require attention. Then, analysis activity is focused on reading the findings of each case as they apply to the guiding research questions (Stake, 2006a, p. 47). Stake (2006b) provided analysis worksheets that are appended to this study as they should appear in the final report with the exception of worksheet 5B. Worksheet 1 is a graphic design of a Case study (see Appendix C). Worksheet 2 established the overarching themes of this study (see Appendix D). Worksheet 3 is provided to assist researchers in taking notes while reading a case report (see Appendix G). Note that Worksheet 3 is appended following the pre-structured case outline and coding start list that was developed to assist me in attending to the focus of the study as data was collected and analyzed within and across cases. Worksheet 4 was included to assist in determining the weight of each case in informing the findings of each theme (see Appendix H). Worksheet 5A was included to assist in generating theme-based assertions within each case (see Appendix I). However, Worksheet 4 was coded by grayscale patterns to identify developing assertions from merged findings. Worksheet 6 was appended to allow the ongoing creation of assertions for the final report (see Appendix J). Worksheet 7 is the planning guide and was appended for future use (see Appendix K).

Trustworthiness

In line with the criteria of trustworthy qualitative research as prescribed by Lincoln and Guba (1985), Creswell (2013), Rossman and Rallis (2003), and Yin (2009, 2012), establishing the trustworthiness of a multi case study was achieved using measures such as multiple methodology for sampling of participants, multiple sources of data collection, and multiple sources of analysis, as identified in Bickman and Rog (2009), Lincoln and Guba (1985), Patton

(1990), Stake (2010), and Yin (2012). Trustworthiness in qualitative research is comparable to validity of quantitative research (Patton, 1990). The related issues of credibility, transferability, and dependability and confirmability are discussed below.

Credibility

Credibility, comparable to reliability of quantitative research, was ensured through prolonged engagement with the data, triangulation of the cases, as well as the use of member checking for accuracy of interpretation as data was collected and interpreted. Inherent in any study is the potential for researcher bias. A suggested procedure for establishing validity in qualitative research (Moustakas, 1994) that was discussed in earlier sections of this dissertation is self-disclosure of the researcher's position in regards to personal experiences with the topic, established beliefs, and existing assumptions with potential to bias the study. As recommended in Patton (1990), the data was cyclically reviewed for emerging themes, completeness, and disconfirming (Miles & Huberman, 1994) evidence.

Transferability

The transferability, comparable to the generalizability of quantitative research, measures employed in this study included triangulation, thick descriptions of site situations for readers to discern transferability, and confirmatory member checks of raw data and interpretations to ensure accurate reporting. Participants were selected for their ability to maximize the variation among participants for transferability. The final report included participant sampling limitations and the procedures used in this research for replication of the study in comparable settings.

Dependability and Confirmability

The dependability of the study was secured through an ongoing rigorous audit trail of research process and product by the dissertation committee. The dissertation committee

members are recognized as experts in both qualitative methods and the topic under study as evidenced in extensive juried journal publications and national presentations. The external auditor conducting peer debriefing for this study—also recognized as an expert in the field of Positive Behavior Supports—was within geographic proximity to both the researcher and the research site, which allowed for close supervision of the study. Her role as it unfolded, and described as a method of increasing research credibility (Lincoln & Guba, 1985), was to support by encouraging challenges, pushing to the next level, and constructively infusing tough considerations of methodology and interpretation into the study through close and frequent interactions with the researcher throughout the research process.

Ethical Considerations

Within any study, the issue of ethical conduct on behalf of the researcher must be considered (Creswell, 2013; Moustakas, 1994; Rossman & Rallis, 2003). Stake (2010, p. 29) stated that qualitative studies involve “the issues of other human beings,” noting that “privacy is always at risk [and] [e]ntrapment is regularly a possibility.” After successfully defending and receiving proposal approval for the present study, an application to conduct the proposed research was submitted to the Institutional Review Board (IRB) of the Liberty University, Lynchburg, Virginia. The Internal Review Board is the main ethical governing body. The study procedures were reviewed for protection of human subjects and ethical conduct of research. The researcher received approval from IRB to conduct the research before any further steps were taken in the research process (Bickman & Rog, 2009; Stake, 2010; Yin, 2009).

The protection of participants’ confidentiality and the acquisition of informed consent preceded and were fundamental to this research. Confidentiality was ensured by replacing personally identifiable information with alphanumeric identifiers. For example: “School 1, Case

A” represents a participant from the first site. “School 1, Case B” represents the second participant from the same site, etc.

Confidentiality

To provide maximum protection of participants’ confidentiality and minimize risk, the interview recordings did not contain any personally identifiable information (Bickman & Rog, 2009) and were stored on a removable data storage USB drive (Merriam, 2009). The transcribed interviews contained two alphanumeric identifier values; one is the case number (i.e. Case-1, Case-2, Case-3), and the other is the participant (i.e. participant-a, participant-b, participant-c) to assist in the organization of collected data. The evidentiary documents were secured in separate drawers of a locked file cabinet and they had all identifiable information replaced with alphanumeric values that represent the pseudonyms used for each school and participant. All information stored on a computer was password protected and made available to the researcher and, as needed, to the dissertation committee only.

Informed Consent

All participants were asked to provide informed consent that met the criteria checklist in Patton (2002). The consent documents provided participants with a statement of purpose for collecting information, and explained who would use the information and for how long, and what was expected of participants. The consent documents also included a description of how the data would be handled, and the ways that participant privacy and confidentiality would be protected, along with the potential risks and benefits of participation for the participant (Yin, 2009). Appended to the consent was an option to withdraw from the study at any time without any penalty and an acknowledgement statement that the participants would receive a copy of the

study following completion and upon written request sent to the author. The findings of this study are presented in Chapter Four.

CHAPTER FOUR: FINDINGS

The current study was designed to explore the experiences of individual teachers who turned from initial resistance to implementing SWPBIS to embracing and implementing SWPBIS. The purpose of this study was to understand how initially resistant teachers were able to make the transformation from resistance to embracing SWPBIS and what influenced their willingness to make the paradigm shift within the context of the existing school culture. In particular, this study was conducted to fill the current gap in SWPBIS research. Several studies highlight the effectiveness of SWPBIS in reducing problem behavior, and the frequent inability of schools to reach full implementation due to teacher resistance (Axelrod et al., 1990; Bambara et al., 2009, 2012; Elliot, 1998; Gonzalez et al., 2004). Though a few studies highlight the reasons why teachers resist implementation, none address how to prevent and overcome resistance of SWPBIS implementation by classroom practitioners (Bambara et al., 2009; Bambara et al., 2012; Chitiyo & Wheeler, 2009; Lohrmann et al., 2008; Lohrmann et al., 2013).

This chapter provides a comprehensive description of the site as background information that may prove insightful for future implementation efforts, generalizability, and transferability of findings. Following a thick description of the case site, the results of the on-site observations conducted using the behavior management section of the Environmental Checklist (Lewis, 2006) and the CSCS (Gruenert & Valentine, 1998) are reported in aggregate. Analysis of data collected through face-to-face interviews with participants in response to research questions are then presented in order of collection. The following research questions were the focus of this study:

1. What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?

2. What are subsequent implications for strategic implementation support structures?
3. What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?

Interim analysis began with the first interview by jotting notes and inserting probing questions to ensure deep understanding. Several cycles of coding were conducted by recursively reviewing verbatim interview transcripts one at a time and then collectively to discover the uniqueness and commonalities of the data. Direct quotes from the participant interviews were used in second cycle coding for identifying emerging themes from the start list of priori codes developed from the research questions.

Participant and site selection for this case study employed a combined sampling approach, which is a practice often used to enhance trustworthiness—the validity and reliability standard of qualitative research (Merriam, 2009). Participants and site were purposefully selected for their potential to make richly informed contributions to the study (Patton, 1990). Teachers who were initially resistant to the implementation of SWPBIS were selected for their ability to inform the research on how and why they were able to turn away from resistance to adopt and implement SWPBIS in their classrooms, as well as on the influence of the existing culture wherein a transformation was supported. Participants were also selected for their ability to maximize the variation among participants. For example, while the majority of participants were white females, they varied in their number of years' experience, their typical instructional delivery model, and their primary role on site (e.g. general education, special education, connection teacher, and dual role teacher/bus driver). Additional participants selected for the study, but who did not meet the initial participant selection criteria of being a teacher, comprised

the on-site administrative team including the principal, administrative instructional coach, and school counselor.

Situation of Case

Murray County Schools serve 7,718 students in grades Pre-Kindergarten through twelve in six elementary schools, two middle schools, two high schools, and one alternative school. The two middle schools are within four miles of each other and serve approximately 555 students in each school. Murray County school district is one of five school districts within Georgia that participated in the first PBIS district training conducted for the 2008-2009 school year and are on the Georgia list of schools identified as fully operational in implementing SWPBIS. For this reason, both Murray County middle schools were solicited for participation in this study. Best Middle promptly responded in writing, agreeing to participate in the study. No response was received from the second middle school in Murray County; however, two of the staff from the second middle school attended a presentation by the researcher at the 2014 Georgia Middle School Association conference. An informal conversation revealed the second middle school to be seeking additional resources for enhancing their SWPBIS implementation efforts.

Best Middle School is located in the northern most part of Georgia in Murray County. The 2010 U.S. Census indicates the total population of Murray County to be 39,628 and to include 8,976 school-age children. The average household has 2.8 members and the average household income is just over \$24,000 (Georgia Statistics, 2013). The estimated percentage of all persons living below the poverty level is nearly 20% of the total population, and 27.3% of these are children age 0-17 (Georgia Statistics, 2013).

The U.S. Census American Fact Finder for Murray County indicates that more than 40% ($n = 1,369$) of families with children under 18 years of age ($n = 3,387$) live in single parent

households (see Table 4), and 19.8% of families with school-age children live below the poverty threshold for both Georgia and the United States (see Table 6).

Table 6

Murray County Demographic Data by Household Type

Household by type	Number	Percentage
Total households	14,080	100.0
Total family households	10,677	75.8
Families with own children under 18 years	4,756	33.8
Husband-wife family	7,975	56.6
Husband-wife families with own children under 18 years	3,387	24.1
Male householder, no wife present	900	6.4
Male householder, no wife with own children under 18 years	430	3.1
Female householder, no husband present	1,802	12.8
Female householder with own children under 18 years	939	6.7

Note. Data taken from the U.S. Census Bureau, 2010.

The demographic breakdown of Murray County indicates that the participants selected for this study represent the larger population. The data shown in Table 7 was extracted as an excerpt from the U.S. Census Bureau Quick Facts (2010) to provide a brief demographic description of Murray County as it compares to the state of Georgia.

Table 7

Demographic Description of Murray County and Georgia

People Quick Facts	Murray County	Georgia
Population, 2013 estimate	39,267	9,992,167
Population, 2012 estimate	39,371	9,915,646
Population, 2010	39,628	9,687,653
Persons under 5 years, percent, 2012	6.8%	6.8%
Persons under 18 years, percent, 2012	26.3%	25.1%
Persons 65 years and over, percent, 2012	12.0%	11.5%
Female persons, percent, 2012	50.3%	51.1%
White alone, percent, 2012	96.0%	62.8%
Black or African American alone, percent, 2012	1.1%	31.2%
American Indian and Alaska Native alone, percent, 2012	1.0%	0.5%
Asian alone, percent, 2012	0.4%	3.5%
Native Hawaiian and Other Pacific Islander alone, percent, 2012	0.3%	0.1%
Two or More Races, percent, 2012	1.2%	1.8%
Hispanic or Latino, percent, 2012	13.6%	9.2%
White alone, not Hispanic or Latino, percent, 2012	84.0%	55.1%
Living in same house 1 year & over, percent, 2008-2012	88.1%	83.3%
Foreign born persons, percent, 2008-2012	7.9%	9.7%
Language other than English spoken at home, percent. children age 5+, 2008-2012	13.1%	13.1%
High school graduate or higher, percent of persons age 25+, 2008-2012	68.8%	84.4%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	8.3%	27.8%
Housing units, 2013	15,689	4,109,896
Homeownership rate, 2008-2012	70.4%	66.0%
Housing units in multi-unit structures, percent, 2008-2012	5.4%	20.5%
Median value of owner-occupied housing units, 2008-2012	\$98,400	\$156,400
Households, 2008-2012	14,302	3,508,477
Persons per household, 2008-2012	2.76	2.70
Per capita money income in past 12 months (2012 dollars), 2008-2012	\$16,821	\$25,309
Median household income, 2008-2012	\$36,928	\$49,604
Persons below poverty level, percent, 2008-2012	19.8%	17.4

Note. Data taken from the U.S. Census Bureau, 2010.

A review of Best Middle School's longitudinal academic achievement data posted on the Georgia Department of Education website shows a steady increase in student performance across content areas since the 2008-2009 SWPBIS implementation school year. Data trends highlight Best Middle outperforming both state and district averages in all content areas, as well as closing the achievement gap between high- and low-performing students, and reducing the number of low-performing students. This particular finding holds significant value for one main reason. Georgia has adopted a College and Career Readiness Performance Index (CCRPI) that is based on a growth model, in lieu of the low bar cut score based annual yearly progress model outlined in No Child Left Behind (2001). The CCRPI includes a minimum cut score but schools earn the greatest number of points on the amount of growth students' show from year to year, closing the achievement gap in the number of students lagging, and the size of the gap between low and high performers. The 2011-2012 school year was the first year the growth measure was applied to schools. The average CCRPI score for middle schools across Georgia in 2012 was 73.8 in 2012 and 74.6 for 2013. The CCRPI for Best Middle School exceedingly outperformed the state and district with a score of 81.5 in 2012 and 83.2 in 2013, with the highest number of points realized in the areas of achievement and progress. A connection between the fidelity of SWPBIS implementation and student achievement has been discovered in other studies, making this finding important to mention. However, no clear connection has been established in the present study.

Findings

The informed consent and participant screener survey response results from Best Middle as of June 9, 2014 indicated that 47.06% ($n = 8$) respondents identified themselves as initially resistant to SWPBIS but have since made the paradigm shift to implement the tenants of

SWPBIS in their classrooms, and 52.94% ($n = 9$) of respondents indicated they have always actively participated in PBIS in the classroom (see Table 8).

Table 8

Participant Screener Survey Item Responses

Survey Items	Response %	Count
I have always actively participated in the PBIS implementation effort in my classroom.	52.94%	9
I initially resisted implementation of PBIS tenets such as providing reinforcement for desired behaviors in my classroom. However, since that time, I have become an active participant in implementing the tenets of PBIS in my classroom.	47.06%	8
I am resistant to PBIS implementation efforts in my classroom	0.00%	0
Total		17

As of June 9, 2014, nine individuals who accessed the screener survey did not complete the screener entirely because they did not answer all of the demographic screener questions and/or did not provide contact information. An abbreviated participant screener that included only the missing data needed was constructed from the initial screener and forwarded to the nine individuals who joined the study on the day of interviewing. As of June 21, 2014, there were no responses posted on the abbreviated screener survey. The richness of the interviews with three of those nine individuals has been included in the findings of this study. Moreover, the demographic data for all participants inclusive of the nine who did not complete the initial screener has been reported separately (see Table 9).

Demographic Description of Participants

Demographic data inclusive of all participants is reported by race, gender, highest certificate level, number of years teaching, current position, number of years teaching on-site, and typical instructional delivery model (see Table 9). The demographic data is missing

responses from one candidate, and the screener survey is void of two responses on two questions. None of the additional nine participants completed the contact information question on the survey, and one participant did not indicate current position. The interview data revealed the school counselor to have overlooked questions on the participant screener, but to have fully completed the CSCS. The researcher wonders if those nine participants believe the face-to-face interview and signed consent could be used in lieu of completing the participant screener survey.

Table 9

Demographics of All Study Participants

Demographics	Answer Choices	Responses %	Count
Race	White	100.00%	16
	Black or African-American	0.00%	0
	American Indian or Alaskan Native	0.00%	0
	Asian	0.00%	0
	Native Hawaiian or other Pacific Islander	0.00%	0
	From multiple races	0.00%	0
Total			16
Gender	Male	43.75%	7
	Female	56.25%	9
Total			16
Highest Level of Certificate	T-4	18.75%	3
	T or L-5	37.50%	6
	T or L-6	37.50%	6
	T or L-7	6.25%	1
Total			16
Number years teaching experience	1-3	0.00%	0
	4-6	18.75%	3
	7-9	6.25%	1
	10+	75.00%	12
Total			16
Current Position	Administrator	6.25%	1
	Regular/General Education Teacher	75.00%	12
	Special Education Teacher	18.75%	3
	Paraprofessional	0.00%	0
	Counselor	0.00%	0

(continued)

Table 9 (continued)

Demographics	Answer Choices	Responses %	Count
Total			16
Number of years teaching in this school	1-3	13.33%	2
	4+	86.67%	13
Total			15
Instructional Delivery Model	Regular/general education setting only	63.64%	7
	Collaborative-one full period certified general education teacher and one less than full period special education teacher or paraprofessional	9.09%	1
	Co-teaching-one full period certified general education teacher and one full period special education teacher	54.55%	6
	Resource setting only	0.00%	0
Total			15

Note. “T” indicates certification in teaching, “L” indicates certification in leadership.

The demographic data of participants who meet the pre-established criteria of being a teacher who has made the transformation from resistance to implementation of SWPBIS in the classroom was disaggregated by race, gender, highest certificate level, number of years teaching, current position, number of years teaching on site, and typical instructional delivery model (see Table 10).

The racial demographic breakdown shows that 100% of respondents ($n = 8$) racially identified themselves as White, indicating the participants represent the majority of the student body and Murray County community population. Gender responses given by teacher participants who have turned from resistance show 37.50% ($n = 3$) to be male, with 62.50% ($n = 8$) female. The highest level of certification reported by most teacher participants who have turned from resistance show 50% ($n = 4$) to hold a specialist degree or six-year leadership degree certification, followed by 37.50% ($n = 3$) at master's degree level, and 12.50% ($n = 1$) with a four-year degree. The number of years of teaching experience varied less than expected among teachers who had turned from resistance to SWPBIS. The majority (75%) of participants reported having ten or more years of teaching experience, while 25% ($n = 2$) reported having four to six years of experience. Of the eight participants who indicated having turned from resistance, 75% ($n = 6$) identified themselves as general education teachers, and 25% ($n = 2$) identified as special education teachers, and 100% indicated they had been teaching at Best Middle School for more than four years. Most of the participants, 71.43% ($n = 5$) reported teaching in a regular or general education setting only, and 42.86% ($n = 3$) reported the typical instructional delivery model to be co-teaching. None of the participants reporting teaching in a collaborative setting-one full period certified general education teacher and one less than full

period special education teacher or paraprofessional, or using a resource setting-small group with only a special education teacher (see Table 10).

Table 10

Demographics of participants identified as having turned from resistance

Demographics	Answer Choices	Response %	Count
Race	White	100.00%	8
	Black or African-American	0.00%	0
	American Indian or Alaskan Native	0.00%	0
	Asian	0.00%	0
	Native Hawaiian or other Pacific Islander	0.00%	0
	From multiple races	0.00%	0
Gender	Male	37.50%	3
	Female	62.50%	5
Highest Level of Certificate	T-4	12.50%	1
	T or L-5	37.50%	3
	T or L-6	50.00%	4
	T or L-7	0.00%	0
Number years teaching experience	1-3	0.00%	0
	4-6	25.00%	2
	7-9	0.00%	0
	10+	75.00%	6
Current Position	Administrator	0.00%	0
	Regular/General Education Teacher	75.00%	6
	Special Education Teacher	25.00%	2
	Paraprofessional	0.00%	0
	Counselor	0.00%	0
Number of years teaching in this school	1-3	0.00%	0
	4+	100.00%	8
Instructional Delivery Model	Regular/general education setting only	71.43%	5
	Collaborative-one full period certified general education teacher and one less than full period special education teacher or paraprofessional	0.00%	0
	Co-teaching-one full period certified general education teacher and one full period special education teacher	42.86%	3
	Resource setting only	0.00%	0

Interviews

Face-to-face interview questions with participants were designed to answer the three research questions proposed in this study. While each case, or participant, in this study described his or her unique experience of turning from resistance independent of all other cases, a few common themes emerged under each priori code. The following priori codes, aligned with each research question, were developed prior to data collection:

1. Teacher experience of turning from resistance;
2. Identification of strategic supports;
3. Cultural influence on teacher implementation of SWPBIS

First, each interview was analyzed in its entirety followed by line-by-line analysis. Then, each case was compared to the next case cumulatively. Recurring themes emerged and are reported using in vivo coding, with the participants' words in quotes, under the findings of each research question. A brief case description is provided in Table 11.

Table 11

Brief Participant Description

Case	Race	Gender	Certification	Experience	Position	Delivery Model
2	White	Female	T or L 5	7-9	Special Education	Co-teach
3	White	Female	T or L 6	10+	Counselor	School-wide
5	White	Female	T or L 5	4-6	General education	Co-teach
6	White	Male	T or L 6	10+	Instructional Coach	School-wide
8	White	Female	T or L 6	10+	General Education	General setting
9	White	Female	T or L 5	10+	General education	General setting
11	White	Female	T or L 5	10+	General education	Co-teach
13	White	Male	T or L 6	10+	Principal	School-wide
15	White	Female	T or L 5	10+	Special Education	Co-teach
16	White	Male	T or L 6	10+	General Education	General setting
17	White	Male	T or L 6	10+	General Education	General setting

Before looking to the research findings of each priori code, it should be noted that without solicitation, seven participants provided a reason for their resistance. Seven participants

indicated that their reason for being resistance to SWPBIS implementation was solely grounded in lack of understanding about how to implement SWPBIS and a general misperception that using positive reinforcements meant students are “bribed for doing what they should already be doing.” For this reason, an additional code labeled “reason for resistance” was added to the priori code list. For example, participant 5 stated, “starting my first year I really didn't have a lot of knowledge of PBIS and what it actually was ... we used a lot of positive, you know, reinforcements for the kids.” Participant 2 described his resistance in the following way:

It took a little bit of time because at first my personal opinion is that, okay, we're going to bribe kids to do something. I came out of a generation where you were told what to do and that's what you did and these were the expectations and that was just the bottom line. And so now that was my point of view, was, okay, now we're going to bribe children to do their work, we're going to bribe children to behave.

Participant 5's response echoed the response of participant 2:

I had to be sold because I was like no, I'm not bribing anybody because, like I said, my generation, what was said you did it and that was just the end of it. No question. There were no more questions.

Participant 9 also echoed the experiences of participants 2 and 5: “... Being in the south you sort of just expect students do what you tell them to do. You don't bribe them to do it.”

A summary of priori codes and themes from the initial group of eight teachers who identified themselves as initially resistant is presented in Table 12.

Table 12

Summary of Priori Codes and Frequency of Themes among Initially Resistant Teachers

Priori Codes	Themes	Frequency	Percentage
Reason for Resistance (N=8)	Belief that reinforcing appropriate behavior is Bribery	7	88%
	No Information	1	13%
	Total	8	100%
Turning from Resistance (N=8)	Observation and Personal Experience (Modeling by Administration)	8	100%
	Observation and Mentor	3	38%

Themes and responses to research question 1. Participants were asked, “What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?” All eight participants who identified themselves as having made the shift from resistance to adoption and implementation gave three overarching reasons, or themes, regarding how and why they were able to make the shift. A fourth theme common to the initial eight participants was identified as a specific need in the area of professional development for staff regarding how to use reinforcements correctly.

Theme 1. The first theme that emerged centered on having positive personal experiences with administrative modeling of the tenants of SWPBIS. When initial attempts made by participants to implement the intervention were coupled with feedback and support, participants reported a sense of competency and willingness to implement in their classroom. For example, participants commented on the principal’s purposeful activities of modeling PBIS for staff. Participant 4 stated:

Well, initially [our] administrator began with positively encouraging teachers. Here's your rain drop. We have a little notecard and show them a rain drop. Here's what you're doing well [specific praise], good job. You know, positively rewarding the teachers.

And I think that's what -- that bought me in. I'm like you know, you're right. Instead of

hearing here's what you're doing wrong, wrong, wrong, here's what you're doing right, good job. And I think that's how it got started so well and that's what got me to buy in so quickly. It made me feel good. If it makes me feel good it's going to make the children feel better about themselves. That helped.

Triangulation of the data supporting theme 1 was established by two means. First, triangulation was established through participants as a data source when all eight teachers who had turned from resistance identified observation and personal experience as a primary reason they were able to make the paradigm shift away from resistance. The second data source, the administrative group recursively identified strategic modeling SWPBIS implementation techniques. The administrative team also provided a description of how they used the most resistant staff member as a model of success for other staff to observe. A more in depth description is provided in the additional interview section of these finding. The second means of triangulation for theme 1 was the use of multiple methods. The two groups of participants as data sources and the material culture discovered in the observation supported these findings. The material culture yielded pictures of staff hung in the main hall who were being recognized for their success in implementation of SWPBIS. The material culture also revealed discipline data posted on the wall by teacher highlighting teachers with the lowest number of discipline referrals. The school's PBIS team also included a list of identified staff to whom other staff could seek out for assistance in implementing SWPBIS.

Theme 2. The second emerging theme was “meaningful observation opportunities” for staff on or off campus, and was noted by participants as critical in assisting them in making the paradigm shift towards accepting SWPBIS. Participant 4 stated: “...allowing teachers and/or administrators see how it's working in a school that has implemented it well...of course, that

helped us as well. We've gone to PBIS conferences and seen how it's working. We've seen it in other schools.”

Participants described the internal structure of how teachers were able to leave their classrooms to observe in other schools and to observe in classrooms within their school.

Participant 3 echoed those statements by stating:

And I think a lot of it is modeling, too. You have to go in and show them, okay, you know, try to spend more time praising those who are doing it right so that the others will see, and they will come along pretty quickly. You know, maybe even pick one teacher who's really on board with it and let them start ahead of time and get some experience so they can share, you know, some stories with them. But just it needs to be positive. It can't be brought out as one more thing to do because we all have so many things to do.

Triangulation for the findings of theme 2 is supported by multiple data sources; namely both interview groups (teachers who have turned from resistance and the administrative team) identifying opportunities to observe as critical to a school's successful implementation. In addition to both data sources supporting theme 2, methodological triangulation occurred through the observation of the material culture and the survey results. Observing the administrative team supervising the main hall transitions and providing specific praise for students who were meeting the posted expectations for transitioning from class to class provided additional support for this theme by modeling for teachers how to implement SWPBIS in less structured environments. The CSCS culture survey findings also support theme 1. Teacher collaboration factor analysis indicates an overall mean score of 3.88, a median of 4, a mode of 4, a low score of 1 and high score of 4, and a range of 3. The teacher collaboration factor, however, included question 15, which was skewed by two responses, and question 33, which showed 11 agrees/strongly agree,

10 undecided, and 2 disagree. This finding demonstrates that perceptions of teacher collaboration is likely higher than what is reported here.

Theme 3. The third theme is summarized by participant 2, who noted the on-site mentoring to be the primary reason she was able to make the paradigm shift. She provided a description of how the mentoring relationship assisted her in making the change:

Well, my lead teacher, he was basically the biggest support that I had. He, you know, explained everything to me and showed me how it worked and he made this checklist for me, and as a team we collectively said this is what we're going to do. And I think just being on the same page- [with him] that made a major difference. Because I have worked on teams where that's not the case, you know....

Triangulation of data for theme 3 occurred through participant responses on the CSCS suggesting that collaborative leadership, professional learning, and collegial support were of equal importance to each other (see Figure 4) and in support of theme 3, onsite mentoring. Observation of Best Middle school also support theme 3 in that each teaching team has been strategically structured to include a PBIS mentor who also serves on the PBIS team. Thus, data source and methodological triangulation support theme 3.

Theme 4. The fourth and most critical theme that emerged centered on the use of reinforcements to support appropriate behavior. All eight participants specifically noted the need for training in understanding “how to use rewards.” For example, participant 2 stated: “I discovered the difference between reinforcement and bribery, but it took a while.” Participant 8 indicated an awareness of misapplication of reinforcements and a self-correction after discussing the topic with the PBIS team. Participant 9 simply stated a general need for all staff to gain a better understanding of how to use reinforcements; whereas participant 11 was clear in

describing the initial misapplication of reinforcements. Participant 11 stated, “At first the bad kids got rewarded all the time and the good kids got ignored.” Participant 16 expressed appreciation for implementation support from the superintendents. He commented that other teachers “would like more structure in understanding how to implement and the anticipated outcomes.” For theme 4, the divergence among data sources revealed this finding. For example, none of the initial 8 teachers who had turned from resistance were able to accurately articulate appropriate use of reinforcements. In contrast, all three of the administrative team members were fluent in the basic principles of behaviorism and the application of reinforcements. This finding was also supporting in methodological triangulation. The survey results highlighted a contradiction among respondents. Teacher collaboration factor analysis indicates an overall mean score of 3.88, a median of 4, a mode of 4, a low score of 1 and high score of 4, and a range of 3. The teacher collaboration factor, however, included question 15, which was skewed by two responses, and question 33, which showed 11 agrees/strongly agree, 10 undecided, and 2 disagree. This finding demonstrates that perceptions of teacher collaboration is likely higher than what is reported here.

Theme 5. Worth mentioning as a fifth theme in encouraging the paradigm shift toward SWPBIS implementation is the recognition by teachers of the need for administration to “hire the right people.” While this finding was not consistent across participants, the two who vocalized the issue spoke in a tone of conviction and were veterans to the implementation of SWPBIS in their school. After clustering data under priori codes, “hiring the right people” was moved to priori codes labeled strategic supports and is addressed in response to Research Question 2. In addition to the participants in the initial group identifying the need to hire the right people, the second group, the administrative team, spoke at length in regard to moving the right people into

positions as they come open. The administrative team also discussed the importance of teaming teachers with a mentor. Observations of Best Middle school did not reveal evidence that mentoring relationships existed and did not reveal evidence that they did not exist either.

Themes and responses to research question 2. Participants were asked interview questions designed to elicit participants' thoughts on Research Question 2: "What are subsequent implications for strategic implementation support structures necessary to prevent and overcome resistance?" Participants responded unanimously, listing administrator buy-in, and internal support for training as necessary support structures. They specified that implementation of these structures was necessary in the form of colleagues modeling techniques with opportunities to discuss what worked and what did not. Participant 5 summed it up this way:

I definitely think there should be like the team leader or another person on the team, which we do, we have a PBIS person on our team that new teachers can go to or people who are struggling with what to do, you know, have that one person being designated as the person....[to help you].

Participant six offered:

I think they need to, you know, either allow teachers to be able to see or maybe -- like I know our staff went and visited, you know, different school systems and saw things. I think it would have been nice if they had been able to like video and see it in progress so you could actually see it for yourself, you know. Maybe they could have brought it back and actually showed us video instead of just coming back and telling us sometimes.

Like the other participants, participant six also commented on the need for reward resources:

...and I think that just the fact of, you know, making sure that they're willing to, you know, have things for the kids...the kids are going to respond. I mean it's not just material things either. I mean its things like, you know, the kids being able to do things, you know.” I think it starts with leadership and then teacher collaboration. That's my opinion. They're [administrators] the best I've ever had. They do walk-throughs. They'll question teachers about the model [how they are doing in the classroom]. They'll question the kids [have you earned any Best Bucks? If so, what for?] They'll look for your - what am I trying to say? Expectations ... yeah. And I think, too, and I guess I'm speaking on behalf of a lot of people who are teachers, they demand and demand and demand but they don't give you what's necessary to perform what they're demanding. And if they're going -- and it's working for us, don't get me wrong, but there are some schools I think the resistance is you're going to make me do another program, well give me the funding that I need to supply it. You know what I mean? ...

Themes and responses to research question 3. Participants were asked interview questions geared toward Research Question 3: “What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?” In response, participants remarked that a positive school culture was both necessary to begin implementation and the result of implementation with fidelity. Participants were unanimous in describing their culture as positive in terms such as “positive,” “warm,” “welcoming,” “team-oriented,” “united,” “collaborative,” and “working together,” to name a few. Participants also provided specific examples of the existing culture in terms of “helping each other out,” “sharing what is working and isn’t working,” and “informal communication gets the job done.” One example was described by participant 3:

Our culture is really positive. We don't really have -- I mean we're treated with respect as teachers. We're given the freedom to make choices in our classrooms and given any support that we need. So we -- I feel like that, you know, they have our back I guess so to say. And so most of us are really willing to try new things because we feel like it's for the betterment of the school. And -- So we haven't really had a lot of, or I personally haven't had a lot of experience with any negativity, you know.

Other examples of resistant staff were noted by participant 4: "I know there is one teacher in particular who said he was against it. He said he thought, 'this is the craziest thing I ever heard,' until he saw it in action and the results were good." Participant 8 also identified resistant staff:

I think there's just a select handful of teachers at every school that are going to refuse to buy in to anything. And so I think our school has done steps necessary to get this thing completely working, and our administration, if they see that people are resisting, they're not -- afraid to confront them. We have one or two here that I don't think came to sit at the table today. But, you know, if you can have, even if it's just one per team, you're going to have the majority kind of take over.

Research question 3 was also addressed in the Collaborative School Culture Survey.

Additional Interviews

In addition to the eight initial participants, nine individuals signed up for and attended an interview session. Of the nine additional interviews, only three were included in this study as an administrative group. The additional nine participants' demographic survey data was incomplete. The face-to-face interviews identified one of the incomplete surveys to be matched to the school counselor. The school counselor was a white female in her nineteenth year of

education and had experience across academic levels, including elementary, middle, and high school. She identified herself as having grown up in a neighboring community, and as working closely with the families of students she serves. Interviews with the school counselor, the administrative instructional coach, and the school's principal were included because of the richness of their responses to the face-to-interview questions. The other six additional interviewees' transcripts were discarded as their responses served to confirm the responses of the initial eight participants without providing depth or breadth to the original finding.

The findings from the school counselor, administrative instructional coach, and principal evoked immediate reactions of surprise by the researcher. Each of the administrative group responses mirrored the statements of the initial eight participants, and expanded on previously identified themes with more depth and breadth (see Table 13). When presented with a request to describe the existing school culture, each described their culture to be positive as a result of the initial SWPBIS implementation roll out activities. Using words such as “self-circular” [meaning creating a culture conducive to implementation of SWPBIS strengthened and sustained the positive school climate], “the change in one caused a change in the other,” and “...then the culture change came when we saw [results].”

When asked to identify strategic support structures necessary to predict and prevent resistance to SWPBIS, each of the three additional interviewees provided descriptions of purposeful and specific actions they took to create a culture conducive to implementing SWPBIS rather than describing the influence of the existing culture at the time of implementation. One participant stated: “...we want teachers to fully understand what PBIS is. We're going to have to do some professional learning about ...changing culture, changing behaviors, and this is 'how' we're changing behavior.” The most strategic descriptions came from the principal in his

articulation of the strategies that he used to ready himself for SWPBIS implementation and his strategic approach to potentially resistant staff. The principal described a deep exploration of existing data on the district's graduation rate among subgroup identifiers, and extensive research of risk factors associated with the students who failed to meet high school graduation requirements. With his own school's data and associated risk factors in the forefront, the decision was made to implement SWPBIS as an evidence-based strategy in an effort to improve graduation rates. The principal purposefully selected, recruited, trained, and coached a staff member who was anticipated to be the most rigidly resistant and potentially damaging to the initiative. The principal spoke: "...what helped us.... I started with a teacher that I knew to be resistant to it.... in the school year we started it... and he did, helped us." When that staff member saw positive results in his classroom on the second day of implementation, the principal was able to garner significant buy-in with the rest of the staff. Also, all three additional participants to the study indicated they had purposefully modeled implementation of PBIS in faculty meetings and throughout each day with teachers and students in their statements such as "I do examples [of PBIS] with adults," and "I would go into a teacher's classroom and model teaching with PBIS strategies." All three additional participants reported that providing observation experiences was valuable in conceptualizing SWPBIS in site-specific settings, a finding supported by teachers who had turned from resistance.

The school counselor's responses stood out profoundly in that she articulated an emergent issue identified as theme three in the analysis of transcripts from the initial eight participants: "Coming from a counseling background... through school... I understand about rewards and how reward systems work. Not everybody [teachers] know all that." The counselor also suggested that teacher resistance is simply a conditioned response to fear and lack of

confidence, a concept Elliot (1988) described in his findings that teachers with minimal knowledge of basic behavioral principles are less accepting of programs aimed at modifying behaviors. A summary of the Priori Codes and Theme frequency for all participants is presented in Table 13.

Table 13

Summary of Priori Codes and Theme Frequency All Participants

Culture	Respectful Communication	5	45%
	Information/Data Sharing	6	55%
	Total	11	100%
Strategic Support	Observation	4	36%
	Observation and On-Site Mentoring	7	64%
	Hiring the Right People	4	36%
	Modeling of Expected Teacher Behavior by Administration	11	100%
Professional Development	Understanding Basic Behavior Principles	7	64%
	Correcting Misapplication of Reinforcements	4	36%
	Total	11	100%
Reason for Resistance	Belief that reinforcing appropriate behavior is Bribery	7	88%
	Total	8	100%
Turning from Resistance	Observation and Personal Experience (Trying it Out)	8	100%
	Observation and Mentor	2	63%
	Mentor and Personal Experience	1	13%

Surveys

An online version of the Collaborative School Culture Survey was developed and used with permission from the author, S. Gruenert (see Appendix M). Twenty-three participants responded to the survey, including the initial eight participants, the nine additional interviewees, and five staff who signed up to interview but were unable to attend. Participants responded to the survey on a Likert-type scale with a rating of 1 indicating strongly disagree, 2 indicating disagree, 3 indicating undecided, 4 indicating agreement, and a rating of 5 indicating strong agreement. A summary of participants' responses to the CSCS is provided in Figure 3.

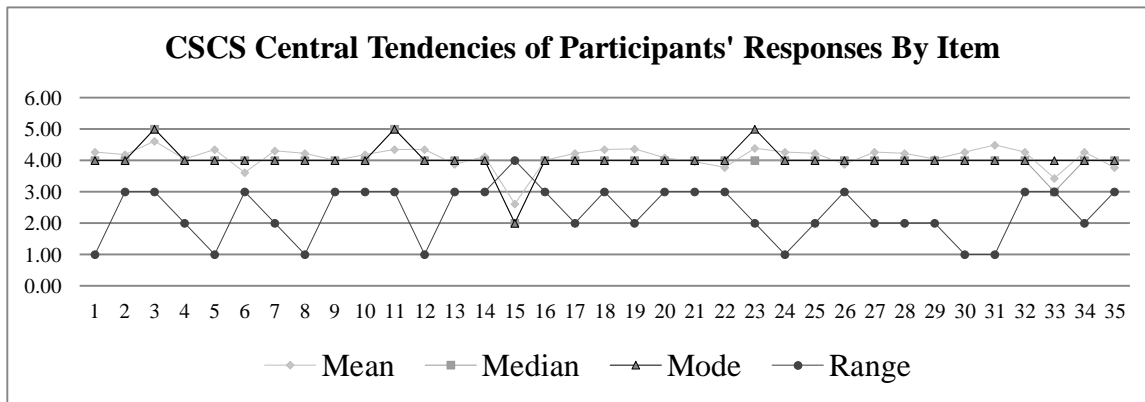


Figure 3. CSCS Central Tendencies of Participants' Responses.

Questions 1, 5, 8, 12, 24, 30, and 31, had the highest consistency of responses with a range of 1 and also held an equal mode of 4 with a Mean score between 4.2 and 4.48, respectively. Questions 4, 7, 17, 19, 23, 25, 27, 28, 29, and 34 had a range score of 2, a median and mode score of 4, and average scores ranging from 4.04-4.39. Questions 2, 3, 6, 9, 10, 13, 14, 16, 18, 20, 21, 22, 26, 32, and 35 had a range of 3, a median and mode score of 4, and average scores ranging from 3.61-4.35. Item 11 stood out because it had a range of 3, a median and mode of 5, and an average score of 4.35. Further analysis revealed two of the twenty-three respondents gave question 11 a 2 (Disagree), skewing the results of this item. Question 33 also

raised concern with a range of 3, a median of 3, and a mode of 4, with an average score of 3.43. Teacher responses to question 33, “Teaching practice disagreements are voiced openly and discussed,” reveal 0 participants strongly disagree, 2 participants disagree, 10 are undecided, 10 agree, and 1 strongly agrees.

The face-to-face interview responses reflect that teachers appreciate and would like more opportunities to collaborate with their peers. Face-to-face interviews also reveal that the principal privately addresses disagreements among staff. Question 15, “Teachers take time to observe each other teaching,” conflicted with the data collected in the face-to-face interviews. Teacher responses yielded a range of 4, a median of 2, a mode of 2, and an average score of 2.61. Responses to Question 15 reveal 1 participant to strongly disagree, 11 participants disagree, 8 are undecided, 2 agree, and 1 strongly agrees.

The CSCS also measures teacher perceptions of influential school cultural factors, as described in Chapter Three. Participant responses indicated the highest level of agreement regarding the perception that the existing school culture has a unified purpose. Collaborative leadership, professional learning, and collegial support were believed to be equally established by the degree of agreement among respondents. Learning partnerships were found to have the greatest differences of agreement among respondents, followed by teacher collaboration.

Collaborative Leadership is inclusive of questions 2, 7, 11, 14, 18, 20, 22, 26, 28, 32, and 34. Collectively, these questions yield an average score of 4.16, a median of 4, a mode of 4, and a range of 3. Teacher collaboration factor analysis indicates an overall mean score of 3.88, a median of 4, a mode of 4, a low score of 1 and high score of 4, and a range of 3. The teacher collaboration factor, however, included question 15, which was skewed by two responses, and

question 33, which showed 11 agrees/strongly agree, 10 undecided, and 2 disagree. This finding demonstrates that perceptions of teacher collaboration is likely higher than what is reported here.

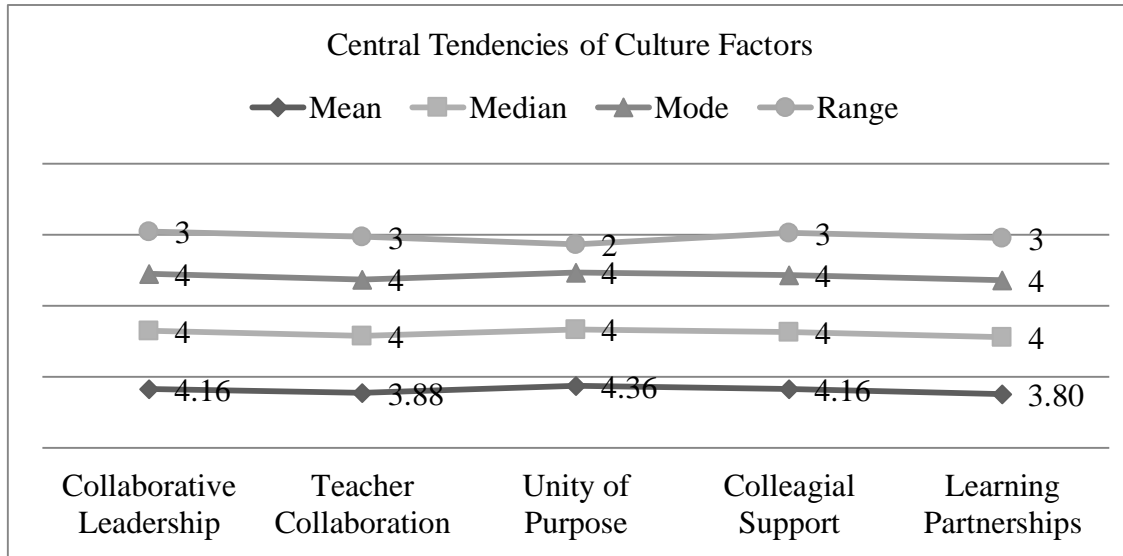


Figure 4. Central Tendencies of Culture Factors.

Observations

Best Middle School serves seventh and eighth grade with two teams of teachers in each grade. There are twenty academic teachers, five special education teachers, four full time, and one half time elective teachers. Informal observations of the “material culture” of Best Middle were conducted at the conclusion of all face-to-face interviews as a single 3-5 minute walkthrough of the school to allow quick attention to the presence of SWPBIS basic components throughout the school and in each participant’s classroom. Intermittently throughout the school day between interviews, the staff of Best Middle were observed interacting with students at the top of the main hallway during transitions. Students were observed meeting the expectations posted on the walls of the halls without prompts or praise. A portable blackberry device was used to photograph the environment at the conclusion of the interview day without students present in the school.

Clearly posted classroom expectations that are positively stated with intent to prevent and teach classroom behavioral expectations and are reinforced at the classroom level were present in the front office, main hall, cafeteria, grade level halls, and each classroom. A wall size display of multiple years of discipline referral data, and photographs of SWPBIS teacher of the month from previous years, was present in the main hall. Each observed component of Lewis's (2007) *Environmental Checklist* was present and aligned with previous and current research in SWPBIS best practices. The findings of the observation walkthrough confirmed the findings of the face-to-face interviews and survey.

Triangulation

Embedding in the description of each theme, a discussion of data triangulation has been included. Since the primary findings are reported in extensive detail, additional triangulation discussion occurs here. Triangulation of data is necessary to ensure the findings of a qualitative study can be validated (Miles et al., 2014). For this study, triangulation was secured through two groups of participants as data sources as well as through methodological triangulation of semi structured face to face interviews, the administration of the CSCS survey, and a 3-5 minute walk through observation.

Summary

After scouring current research, no studies of any design were found that examined the experiences of teachers who had turned from resistance to implementation of SWPBIS within the context of school culture, a research gap which was indicated by Bambara et al. (2012), Blum and Cheney (2009), Caldarella et al. (2011), Lohrmann et al. (2013), Reinke et al. (2011), and Stormont et al. (2011). To fill the gap in SWPBIS research, the following research questions were addressed by the current study:

1. What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?
2. What are subsequent implications for strategic implementation support structures?
3. What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?

Data collected in the face-to-face interviews, CSCS survey, and walkthrough observations reported separately to illuminate detail in the thick description of data sources and methods of data collection have converged to create a comprehensive understanding of what aspects of school culture factors influence teacher willingness to turn from resistance toward implementing SWPBIS at the classroom level. Personally experiencing the results of SWPBIS implementation was identified as a primary influence in motivating resistant staff to buy in. Developing a culture of respectful, open, information sharing supported teacher willingness to attempt implementation. Administrative modeling of teacher behavior expectations was noted as critical for garnering staff buy in. The approaches of engaging in collaborative and collegial observations followed by informal conversations about what worked and how to improve, were found to be a pillar of successful implementation in both the interviews and the survey. Observations of routine student transitions and a brief walk through the school and classrooms supported the findings of the interviews and survey. Chapter Five shifts from data analysis and reporting to synthesis and interpretation of findings and presents recommendations for future research in relation to the focus of this study.

CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS

The credibility of this study was established by the researcher's investment of several months engaged in the data, triangulating sampling methods, data collection sources, theoretical grounding, and auditing resources. Triangulation of multiple methods and sources of data ensured the trustworthiness of this study, which is equal to validity in quantitative research (Creswell, 2007; Lincoln & Guba, 1985; Stake, 2006a). This chapter begins by summarizing the data collection findings, then presents a discussion of the findings related to the focus of this study. Finally, new possibilities for future research are recommended, a practice of ethical validation of research (Creswell, 2007).

Summary of Findings

This study focused on three questions for research that were aimed at enhancing the field of SWPBIS including: (1) What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?; (2) What are subsequent implications for strategic SWPBIS implementation support structures?; and (3) What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation? Multiple sampling methods were employed to ensure selection of a research site and participants with the greatest potential to inform the study. Only Georgia schools identified as implementing SWPBIS at an operational level were solicited for site selection. Teachers who identified themselves as having overcome resistance were accepted as participant volunteers. During the face-to-face interviews, an administrative group (a principal, administrative instructional coach, and school counselor) volunteered to participate and their responses were included for the richness of their responses. All participants

participated in a face-to-face interview, completed a CSCS survey, and agreed to allow a 3-5 minute observation walkthrough.

Site Demographic Overview

The selected site for this study was the first cohort trained in the implementation of SWPBIS in the state of Georgia. The demographic description of the district indicated that approximately 20% of families with school age children in the district were living below poverty level, with 40% of school age children living in single parent households. Both poverty and single parent households' percentages were higher than the state average. In regards to high school completion and post-secondary outcomes, Murray County demographics indicated that 68.8% of the population completed high school, and only 8.3% had a college degree. Compared to state of Georgia's high school completion rate of 84.4%, and college degree completion rate of 27.8%, Murray County schools are disadvantaged at best. The fact that this population is particularly underserved when it comes to high school completion rate indicates that schools in Murray County are in urgent need of successful SWPBIS interventions or other types of interventions aimed at improving student behavior and performance in order to decrease high school dropout rates and increase completion rates.

Participant Overview

The majority of participants in this study were veteran teachers with more than ten years of teaching experience. All participants were white and held graduate degrees at a Master's or doctoral level. The participants consisted of four males and seven females. Six of the initial eight participants were general education teachers and only two of the six worked in a co-teaching situation at least one period of the day. Two of the initial eight participants were special education teachers, and one worked in a dual role as a teacher and elementary bus driver. The

additional participants formed part of an administrative team including a principal, school counselor, and instructional coach. Each of the additional participants mirrored the responses of the eight teachers and provided significant depth and breadth to understanding the phenomena under study. Participant demographics are similar to the participants of Bambara et al. (2012), who surveyed 293 school-based practitioners, most of whom were Caucasian (78%) and female (87.4%) who worked in the classroom (53.6%), and had more than one year experience implementing PBIS (82.2%). Across all studies reviewed for this dissertation, classroom practitioners were predominately Caucasian females with approximately 13-15 years of experience. One strength of this study is the fact that it was conducted at the middle school level, which contributes valuable new data to a corpus of extant SWPBIS research that is heavily concentrated at the elementary level (Solomon et al., 2011; Kincaid et al., 2006; Lassen et al., 2007; Lohrmann et al., 2008, 2013; Marchant, 2009; Pyle, 2011). By conducting the present study in a middle school setting, the researcher consequently expanded the focus of current SWPBIS research to emphasize the middle school levels more heavily.

Key Themes

Interview findings indicate that 88% of participants were initially resistant to implementing SWPBIS because they believed that providing reinforcements for appropriate behavior (something students should already be doing) is akin to bribery. All participants in both groups interviewed unanimously identify this misunderstanding to be pervasive among resisters of SWPBIS. The two data sources were used to validate this finding in support of theme 1. Of the eight participants who made the transformation from resistance, 100% indicated that having personally experienced modeling of PBIS implementation by the administrative team, having had an opportunity to observe on or off campus, and/or having access to an on-site mentor was

critical to their willingness to make the paradigm shift. Triangulation of methods using the results of the CSCS survey and the walk through observation validate these findings. The CSCS results indicate collaborative leadership, teacher collaboration, and collegial support common to classroom observations and mentoring support this finding. A summary of interview data (see Table 13) indicates that a structured culture of sharing information and respectful communication was foundational to successful implementation and was also supported in the survey findings, as well as in the observation of interactions among staff during the observation.

In regards to strategic supports for implementation, 100% of participants indicated that the resources for reinforcements and modeling of expected teacher behavior by administration were critical. Providing on-site mentoring with feedback was identified by 64% of participants, followed by opportunities to observe (36%) PBIS implementation on or off campus, in person or via video. A pillar of sustainability identified by 64% of participants was the need for professional development related to behavior principles (e.g. appropriate use of reinforcements). The initial eight participants, as well as the additional three participants, unanimously identified two primary support structures that were necessary for successful implementation, both of which facilitated understanding: (a) opportunities to observe, and (b) constructive feedback. The information in the interviews regarding school culture was measured again in the CSCS survey and highlighted one significant cultural factor and three supporting factors, as discussed below.

Support for Key Findings Indicated by the CSCS

The teacher perceptions of influential school cultural factors measured using the CSCS that yielded the highest score among participants was the perception that the existing school culture has a unified purpose. Participant responses suggested that collaborative leadership, professional learning, and collegial support were of equal importance to each other. Learning

partnerships were found to have the greatest degree of divergence among respondents, followed by teacher collaboration. Of interest was the fact that teachers indicated in the face-to-face interviews that receiving feedback from supervisors and colleagues was critical to support a transformation from resistance.

Support for Key Finding Indicated by the Observation

Photographs taken on a single 3-5 minute walkthrough of the school inclusive of the administrative and front office, main hall, and participants' classrooms using Lewis's (2007) *Environmental Checklist* (see Appendix M) allowed quick attention to the presence of SWPBIS basic components. There were clearly posted classroom expectations that are positively stated with intent to prevent and teach classroom behavioral expectations, and are reinforced at the classroom level throughout the school. A wall-size display of multiple years of discipline referral data, and photographs of SWPBIS teachers of the month from previous years were posted in the main hall. This type material culture supports the findings that modeling by administration of expected teacher behavior to be important to teacher willingness to buy in to SWPBIS implementation. Additionally, students who were recognized in each grade for demonstrating appropriate behavior throughout the 2013-2014 school year earned an end of the year field trip.

Discussion of Findings

A review of current literature in the field of SWPBIS indicated that a prominent weakness in the field of SWPBIS research is the fact that SWPBIS studies are conducted at the elementary level four times more often than at the middle or high school level (Kincaid et al., 2006; Lassen et al., 2007; Lohrmann et al., 2008, 2013; Marchant, 2009; Pyle, 2011; Solomon et al., 2011). To strengthen the field of SWPBIS research, this researcher addressed the

disproportionate ratio of research in elementary versus middle and high schools by conducting the study at a rural middle school in the northern most part of Georgia. While this study was proposed as a multi-site study, participation was minimal and solicited districts were slow to respond. For this reason, a single middle school site was selected for the current study.

The seven studies found in the review of literature for this study indicated that the reasons *why* teachers resist implementation include existing school culture, philosophical conflicts, and resources insufficient to coach implementation (Bambara et al., 2009, 2012; Blum & Cheney, 2009; Chitiyo & Wheeler, 2009; George et al., 2007; Handler et al., 2007; Kincaid et al., 2007; Lohrmann et al., 2008, 2013). Bambara et al. (2012) noted that the top three barriers to successful implementation were, in order: (a) school culture: practices and beliefs (91.7%), (b) professional development to fill research to practice gap (91.6%), and (c) organizational structure insufficient to support planning for implementation (89.2%). These findings reflect previous research conducted by Bambara et al. (2009) wherein the most pervasive themes were existing school culture (92%), professional development needs exceed resources (92%), and structure of time (88%). The work of Kincaid et al. (2007), and Blum and Cheney (2009), moreover, indicated that a failure to secure staff buy-in to SWPBIS was a major barrier to implementation.

Interview findings of the current study broaden existing research to include as another reason for initial teacher resistance to implementing SWPBIS teachers' belief that providing reinforcements for appropriate behavior (something students should already be doing) is akin to "bribery." Interestingly, bribery is enticing someone with money (or special privileges/favors) to do something illegal. Despite the acknowledgement that their paycheck is "positive reinforcement" for doing work, participating teachers did not regard appropriate student behavior as something worthy of being reinforced. This finding is supported by previous research,

including the work of Flannery et al. (2009), Lohrmann et al. (2008, 2013), and Long et al. (2001). For example, Flannery et al. (2009) found that many teachers resist positive reinforcement in favor of old values, commenting: “at this age, students should not be rewarded for doing the right thing” (p. 180). Furthermore, as Lohrmann et al. (2008, 2013), and Long et al. (2001) point out, educators often fail to recognize the influence they have on student behavior. This finding is also supported by Wolf’s (1978) research on the social validity of behavior interventions. Wolf’s (1978) study found that practitioners would accept behavior interventions when three criteria were present: (a) the intervention is socially goal oriented, (b) the procedures are socially appropriate, and (c) the effects are socially important. Moreover, Elliot (1988), as well as Hans and Weiss (2005), found that teachers’ willingness to accept behavior interventions was correlated with teacher understanding of basic intervention principles. While teachers with high knowledge of behavior principles are most willing to attempt positive interventions, teachers with low knowledge of behavior principles are less likely to accept interventions. Of interest to the findings of the current study is that Elliot (1988) attributed teacher resistance to behavior interventions to be the result of changes in three areas: (a) pre-service training, (b) “societal expectations about what teachers should do,” and (c) teacher’s experiences learning interventions (p. 10). The findings in this study mirror Elliot’s (1988) work in that teachers who made the transformation from resistance to interventions were able to make the change only when they had experienced the effectiveness of the intervention for themselves, had received training with feedback as they began to implement interventions, and when they accepted responsibility for changing student behavior for the better.

Research Question 1

A significant concern to research and school improvement is understanding what is happening in the complex environment of schools that supports and maintains teacher willingness to either adopt, or to resist SWPBIS implementation in the classroom (Bambara et al., 2012; Dunlap et al., 2010; Lohrmann et al., 2008; Sailor et al., 2007; Tillery et al., 2010; Reinke et al., 2013). Axelrod et al. (1990) emphasized that in order for teachers to develop and increase their use of ABA, modeling, coaching, and feedback are essential strategies for achieving this goal.

Participants in this study unanimously indicate that the most influential factor in their willingness to transform away from resistance was personally experiencing administrative modeling of PBIS implementation. Participants also report that having an opportunity to observe implementation techniques in a classroom on or off campus, and/or having access to an on-site mentor for feedback dialogue was critical to their willingness to make the paradigm shift. This finding is supported by previous research on teacher implementation of SWPBIS (cf. Axelrod et al., 1990; Bambara et al., 2012; Dunlap et al., 2010; Kincaid et al., 2007; Lohrmann et al., 2008; Sailor et al., 2007; Tillery et al., 2010; Reinke et al., 2013) and serves to answer Research Question 1. Moreover, these findings assist in filling the gap in current research by contributing data on what influences teachers' willingness to adopt and implement SWPBIS in their classrooms.

Research Question 2

As queried in Research Question 2 of this study, identifying strategic implementation support structures that foster SWPBIS adoption and implementation among teachers is critical to the success of current, emergent, and future implementers. Several studies have highlighted the

need for understanding internal support structures necessary to increase the use of ABA in schools (Bear, 2013; Elliot, 1990; Gonzalez et al., 2004; Wolf, 1978). Gaining a deeper understanding of the barriers to successful SWPBIS implementation will aid administrators and implementers in facilitating this process for their staff, with the hopes of increasing the number of schools nationwide who achieve effective implementation, and continuing to curb high school dropout rates as a result. Participants in this study stated that personally witnessing the *effectiveness* of SWPBIS implementation was the primary reason they were willing to buy into SWPBIS implementation. This finding addresses the gap in current research regarding what it takes to get resistant staff to commit to such interventions and is supported by the work of Wolf (1978) and Elliot (1988), discussed earlier.

The participants in this study identified their willingness to turn from resistance as having come from personally witnessing their administrative team and colleagues modeling interventions with positive effects. When they personally witnessed the positive effects of implementation, they became more willing to “buy in.” This study contributes new data regarding the structures that can be established to support implementation of SWPBIS, thus informing the work of current, emergent, and future implementers. By further examining the practices that can be used to predict and prevent teacher resistance, the current study consequently fills a gap in extant literature within the field of SWPBIS research.

In regards to strategic supports for professional development, participants in this study stated and underscored their greatest professional development need as gaining a deeper understanding of how to use SWPBIS reinforcements. This finding is supported by the results of several other researchers (e.g. Reinke et al., 2011, 2013; Stormont et al., 2011). Stormont et al. (2011) studied 235 general education teachers selected from five districts and found teachers

were aware of only 1 out of 10 research-based intervention programs available to them and were uncertain of how to implement the only one they knew about. Reinke et al. (2013), moreover, highlighted teacher needs for additional training regarding how to implement interventions coupled with onsite supports. While other studies have highlighted the need for technical support throughout the SWPBIS implementation process (Peshak-George & Kincaid, 2008), the stark difference in the understanding of basic “rules” or principles of applied behavior analysis between the administrative implementers and the classroom practitioners make this study the first to identify a lack of understanding of basic principles of ABA to be the greatest professional development need for teachers. The administrative group of interviewees clearly understood and were able to explain and model how to teach a behavior and provide an appropriate reinforcement—or “Reward,” as one participant called it—for specific behaviors. On the other hand, seven of the eight teacher participants struggled to describe appropriate reinforcement situations, instead describing scenarios in which students expected a reward for every action, which made the reinforcement lose its value over time. The only participants to acknowledge the difference between natural and material reinforcements, tiered reinforcements, or scheduled and differential reinforcements were on the administrative team. In contrast, the teacher group repeatedly noted the need for a budget to purchase larger items to be used as rewards, and gave concrete examples of how they rewarded everybody for the same behavior, only recognizing in hindsight the ineffectiveness of that practice. To highlight this finding further, as an example of a “positive” reinforcement, three teachers indicated a common practice of rewarding appropriate behavior with homework passes (students do not have to turn in an academic task) when in fact, removal of an undesired stimulus (academic task to be completed at home) is a negative reinforcement process aimed at increasing the likelihood that the appropriate-desired behaviors

will increase. This finding raises concern about the misunderstanding of the basic principles of ABA and the negative academic impact misapplication of reinforcements may have on student achievement.

To dig further into the findings of this study, a discussion of the central principles of ABA is warranted. An undergirding assertion of Skinner's behaviorism theory is the belief that behavior is purposeful and goal-oriented. Behavior is developed as a result of creating an environment conducive to behavior change. In his book, *Beyond Freedom and Dignity*, Skinner (1971) explains the principles of ABA. Skinner points out that the mind of a person cannot be changed, but creating a better environment influences better behavior by making undesired behavior less rewarding and more appropriate behavior more reinforcing to individuals. Despite the concerns raised, two primary strategic implementation support structures that foster adoption and implementation have been identified: (a) modeling of expected teacher behavior, on-site coaching/mentoring, and opportunities for feedback, and (b) professional development training on basic behavior principles of ABA. Research Question 2 is critical to the success of current, emergent, and future implementers of SWPBIS and has contributed to filling the gap in existing research regarding what strategic supports can be utilized to predict and prevent teacher resistance to SWPBIS.

Research Question 3

Participants' responses in face-to-face interviews addressed Research Question 3, "What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?" Additional data pertaining to this question was yielded through the utilization of the CSCS and an on-site observation. The work of Blum and Cheney (2009), and Kincaid et al. (2007) emphasized that failure to garner staff buy in within the

environmental context (culture) of a school posed the most serious threat to implementation and warranted further study. The researcher thus strove to delve further into this issue with this final research question.

Teacher participants in this study indicated that the administrative team set a positive tone for the school's culture, and that the implementation of SWPBIS served to sustain an overall positive climate not only among staff but with students and families of students as well. Interestingly, the administrative team's discussion of purposeful planning of SWPBIS implementation and specific activities were the key to establishing a culture conducive to SWPBIS implementation, thereby supporting Skinner's (1953, 1971) theoretical notion of creating better environments to improve the behavior of individuals. By examining professionals' experiences implementing SWPBIS, the current study has enhanced the theoretical application of SWPBIS, filled the gap in research suggested by Bambara et al. (2012), and successfully answered Research Question 3.

Implications

In addition to the clear voices of participants indicating a strong need for professional development prior to SWPBIS implementation, Elliot (1988) suggested that teachers with more years of instructional experience tend to be unaccepting of behavior interventions that challenge them to move away from traditional punitive practices. To combat this, Elliot, (1988) as well as Han and Weiss (2005), recommended training teachers in fundamental behavior principles with the idea that increased knowledge will increase treatment acceptability. A successful SWPBIS implementation process requires training in such behavioral principles, as Elliot (1988), and Han and Weiss (2005) suggested. It appears the strong knowledge of ABA principles evident in the administrative team, combined with their purposeful planning of activities prior to rolling out

SWPBIS, and in conjunction with modeling of expected teacher behaviors, significantly influenced teacher willingness to accept and apply SWPBIS components with fidelity.

Recommendations for future implementers begin with this study's finding that administrative leaders involved in SWPBIS implementation have a strong conceptual understanding of the underpinnings of SWPBIS and possess the ability to model application of basic behavior analytic concepts. A finding of this study that participants particularly emphasized is the need for specific professional development to aid them in understanding practical applications of basic behavior principals and various reinforcement techniques. From these conclusions, recommendations for future research have been developed.

Limitations

Conducting research outside the researcher's county of employment seemed to negatively impact district willingness to participate. For example, one district stated rather bluntly that they do not allow graduate research from individuals outside the district. Other solicited districts demonstrated an apprehension to undergo the arduous district level IRB application process. However, the greater than expected number of participants, and variances among participants outweighed the single site selection for this multi-case research project.

Another limitation of this study is the timing of the data collection window. March and April are typically statewide assessment months, making the timing of data collection an impedance to potential participants' willingness to engage in research at this time of year. In hindsight, it is possible that the wording in the title of this research study may have deterred certain individuals from participating: "Tipping Point of Resistance: A Multi-Case Study of The Influence of School Culture on Classroom Positive Behavior Interventions and Support Practices." Some people may have interpreted the word *resistance* as having a negative

connotation. Using the word *apprehension* or *hesitance* instead may have been more accepted by potential participants.

Concerning site selection, of the 75 schools in Georgia implementing SWPBIS at an operational level, only middle schools were selected for this study, thereby limiting generalization to middle schools only. Readers should be cautious in generalizing to settings outside the scope of this study. However, given the richness of research in regards to positive behavior supports in schools, understanding strategic supports of middle school implementation will likely promote successful implementation efforts at other levels of schooling.

In regards to the CSCS survey, self-reported instruments should always be interpreted with caution, especially in light of the fact that the CSCS internal item consistency for domains (i.e., Cronbach's alpha coefficients) range widely from borderline poor (i.e., .60 range) to acceptable, with only one domain in the excellent range (i.e., >.90). Instruments with reliability coefficients below the "excellent" range should not be used for programmatic decision-making (Cohen et al, 2013). However, the researcher found that no other school culture survey—including the Positive Behavior Support-Supplemental Questionnaire (Calderella et al., 2011) found in the current review of literature—measured the tenets of SWPBIS implementation efforts more closely than the CSCS instrument. To reduce the limitations of the survey, face-to-face interview questions were performed that replicate the central goal of the survey—a practice recommended by Brinkworth and Gehlbach (2011)—in order to gather descriptive information about the existing school culture.

In conducting interviews, a limitation to the current study was my inexperience as an interviewer for data collection purposes. To offset this limitation, audio-visual recording devices were used. Regarding observations, the observations conducted for this study were one 3-5

minute walkthrough per participant with a focus on the presence or absence of physical evidence that SWPBIS was being implemented in the classroom as reported by the participating teacher.

A limitation regarding the observations conducted for this study is that the walkthrough utilized the PBIS Environmental Checklist only. Observations of the routine interactions between staff and students in the same environments may yield better evidence of SWPBIS implementation. In addition to further classroom observation during instruction time, interviews with students about their experiences of reinforcement by teachers for following SWPBIS rules may also generate more insightful data.

Recommendations for Future Research

A recommendation regarding the timing of a qualitative inquiry is to schedule the data collection window to align with academic calendar months with fewer extra activities for staff. March and April are typically statewide assessment months, making the timing of data collection an impediment to potential participants' willingness to engage in research at this time of year. The greater than expected number of participants, and variances among participants offset the single site selection for this multi-case research project and may have been exponentially varied had the timing of research been different.

While the current study provided answers to the three research questions, room for improvement in the field of SWPBIS research still exists. Georgia's *Race to the Top* initiative requires schools to survey teachers and students in an effort to measure the school climate as one of the mandated performance indicators. *Race to the Top* also allows schools to receive additional challenge points for implementing innovative practices. One innovative practice suggested by the state for schools to consider is SWPBIS implementation. As SWPBIS implementation moves forward in this way, there is concern that SWPBIS implementation will

become little more than the completion of required documents to receive challenge points for an innovative strategy. A recommendation for research is that future researchers identify schools reporting implementation as an innovative strategy, and explore the fidelity of implementation as compared to actual implementation. Another recommendation for future research is to observe schools reporting implementation, interview and survey students, and look for evidence of practical application under routine circumstances. For example, this might involve conducting interviews with students regarding the use of positive behavior supports, and observing teacher-student interactions during routine instruction.

A third recommendation for future research is the comparison of administrative teams' knowledge of ABA principles to teacher knowledge of ABA principles. This study left the current researcher wondering what phenomena underlie this finding and what type of training might lead teachers to a deeper understanding of ABA principles. Lastly, given the unanimous responses by participants indicating their personal experiences of observing colleagues, the field of SWPBIS research would benefit from examining the effect of taking "on the fence" or SWPBIS neophytes on a tour of a "gold-standard" SWPBIS school to observe and talk to teachers and staff about behavior-related approaches. A question to consider is whether or not this approach would break down some barriers to implementation.

Conclusion

To fill the gap in SWPBIS research, the following three research questions were addressed in this study: (a) What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?, (b) What are subsequent implications for strategic implementation support structures?, and (c) What school

cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?

To strengthen the field of SWPBIS research, this researcher addressed the disproportionate ratio of research in elementary versus middle and high schools by conducting the study at a rural middle school in the northern most part of Georgia. For this reason, a single middle school site was selected for the current study. The site selected for this study was the first district cohort trained in the state of Georgia to implement SWPBIS.

No studies of any design were found to examine the experiences of teachers who had turned from resistance to implementation of SWPBIS within the context of school culture, a research gap which was indicated by Bambara et al. (2012), Blum and Cheney (2009), Caldarella et al. (2011), Lohrmann et al. (2013), Reinke et al. (2011), and Stormont et al. (2011). The interview findings of the current study broaden existing research to include teachers' belief that providing reinforcements for appropriate behavior (something students should already be doing) is akin to "bribery" as another reason for initial teacher resistance to implementing SWPBIS.

Data analysis of interview transcripts, survey results, and observations resulted in the development of five themes. Unanimously, participants indicated that the most influential factor in their willingness to transform away from resistance was personally experiencing administrative modeling of PBIS implementation. Participants also reported that having an opportunity to observe implementation techniques in a classroom on or off campus, and/or having access to an on-site mentor for feedback via dialogue was critical to their willingness to make the paradigm shift. These findings assist in filling the gap in current research by contributing data on what influences teachers' willingness to adopt and implement SWPBIS in their classrooms.

Participants in this study stated that personally witnessing the *effectiveness* of SWPBIS implementation was the primary reason they were willing to buy into SWPBIS implementation. Strategic supports identified by participants as necessary in preventing and overcoming resistance were: opportunities to observe SWPBIS implementation in a classroom either on or off campus, coupled with time to debrief about what was observed to be effective or ineffective, and the administration's modeling of expected teacher behavior as a routine experience among staff. This finding addresses the gap in current research regarding the efforts that are necessary to get resistant staff to commit to such interventions. By further examining the practices that can be used to predict and prevent teacher resistance, the current study consequently fills a gap in extant literature within the field of SWPBIS research.

This study had identified two primary strategic implementation support structures that foster adoption and implementation: (a) modeling of expected teacher behavior, on-site coaching/mentoring, and opportunities for feedback, and (b) professional development training on basic behavior principles of ABA. Critical to the success of current, emergent, and future implementers of SWPBIS, research question 2 has contributed to filling the gap in existing research regarding what strategic supports can be utilized to predict and prevent teacher resistance to SWPBIS.

Finally, this researcher found that the administrative team's discussion of purposeful planning of SWPBIS implementation and specific activities were the key to establishing a culture conducive to SWPBIS implementation, thereby supporting Skinner's (1953, 1971) theoretical notion of creating better environments to improve the behavior of individuals. By examining professionals' experiences implementing SWPBIS, the current study has enhanced

the theoretical application of SWPBIS and filled the gap in research suggested by Bambara et al. (2012).

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Appendix A

Informed Consent for Adults

Participation in this study is entirely voluntary. If you choose to answer the survey, you are providing your consent to participate. Your responses are completely confidential, as only the researcher will have access to your returned survey responses, walkthrough protocol and interview responses. Reporting of results will refer to data at the group level, guaranteeing that individual responses are not identifiable. If you have questions regarding participation, please contact the researcher, Angela Shoemake (770-714-0389) graduate student at Liberty University. Her supervising dissertation chair is Dr. Rollen Fowler and is available at rcfowler@liberty.edu.

The purpose of this instrumental multi-site case study is to systematically explore the personal experiences of staff that have turned from resistance to SWPBIS to become successful with implementing universal interventions at the classroom level and the influence of cultural conditions that supported the paradigm shift. Georgia middle schools implementing SWPBIS at the operational level wherein identified staff has successfully made the paradigm shift to embrace SWPBIS will be selected as research sites. The data collection window for this study is January 15, 2013 through March 28, 2013. All responses will be kept confidential. Estimated time for survey completion: 10 minutes. Estimated time for interview completion: 50-60 minutes. Estimated time for member check completion: 50-60minutes.

How to withdraw

You may withdraw your consent to participate at any time without question. All data collected and result reporting will be provided to you for critique of thoroughness, and accuracy prior to submission. Your participation is respected and appreciated.

Appendix B

Collaborative School Culture Survey

Indicate the degree to which each statement describes conditions in your school.

Please use the following scale:

1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
Teachers utilize professional networks to obtain information and resources for classroom instruction.	①	②	③	④	⑤
Leaders value teachers' ideas.	①	②	③	④	⑤
Teachers have opportunities for dialogue and planning across grades and subjects.	①	②	③	④	⑤
Teachers trust each other.	①	②	③	④	⑤
Teachers support the mission of the school.	①	②	③	④	⑤
Teachers and parents have common expectations for student performance.	①	②	③	④	⑤
Leaders in this school trust the professional judgments of teachers.	①	②	③	④	⑤
Teachers spend considerable time planning together.	①	②	③	④	⑤
Teachers regularly seek ideas from seminars, colleagues, and conferences.	①	②	③	④	⑤
Teachers are willing to help out whenever there is a problem.	①	②	③	④	⑤
Leaders take time to praise teachers that perform well.	①	②	③	④	⑤
The school mission provides a clear sense of direction for teachers.	①	②	③	④	⑤
Parents trust teachers' professional judgments.	①	②	③	④	⑤
Teachers are involved in the decision-making process.	①	②	③	④	⑤
Teachers take time to observe each other teaching.	①	②	③	④	⑤
Professional development is valued by the faculty.	①	②	③	④	⑤
Teachers' ideas are valued by other teachers.	①	②	③	④	⑤
Leaders in our school facilitate teachers working together.	①	②	③	④	⑤
Teachers understand the mission of the school.	①	②	③	④	⑤
Teachers are kept informed on current issues in the school.	①	②	③	④	⑤

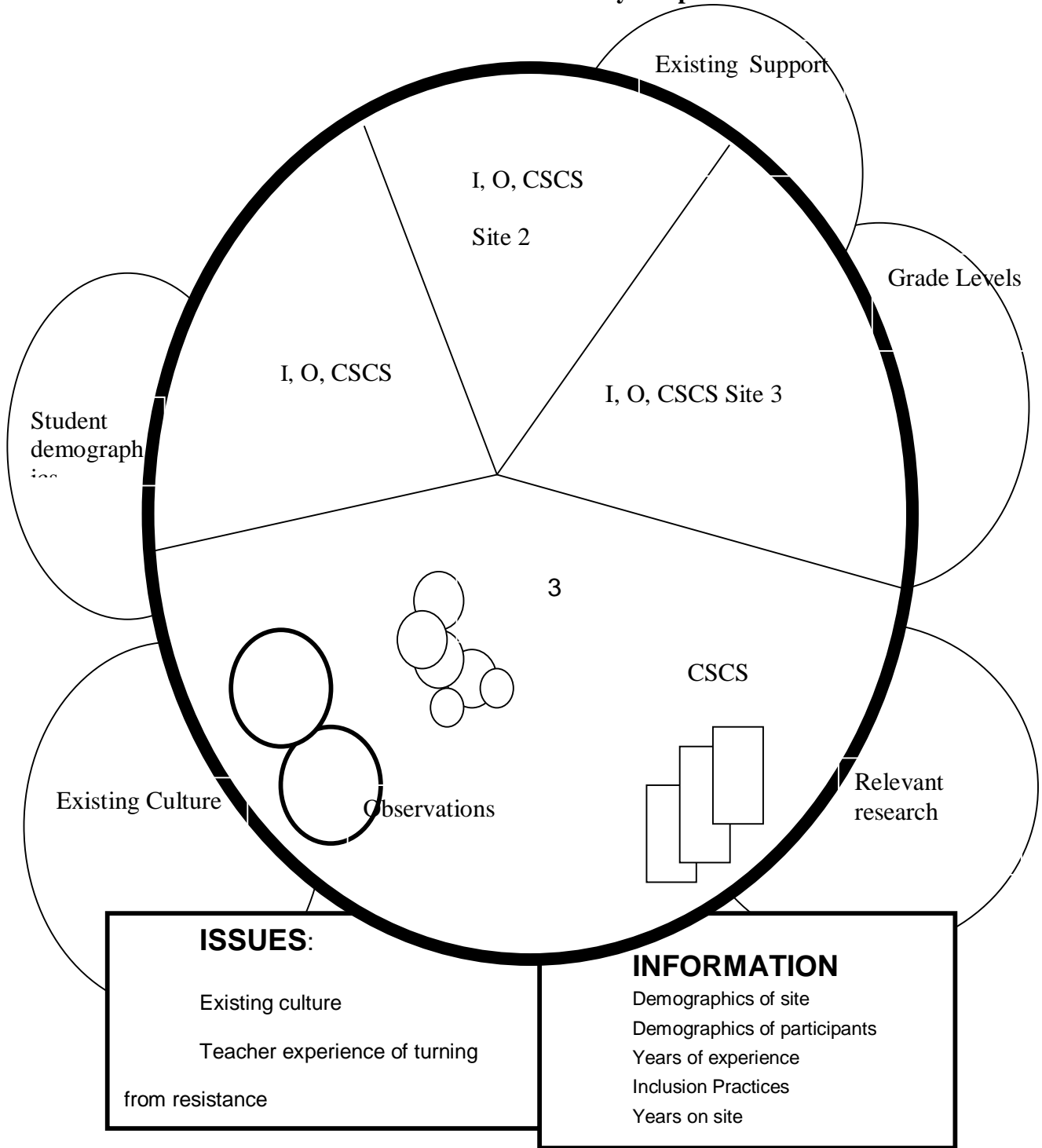
Please continue on the back of this survey.

1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Undecided</i>	<i>Agree</i>	<i>Strongly Agree</i>
Teachers and parents communicate frequently about student performance.	①	②	③	④	⑤
My involvement in policy or decision making is taken seriously.	①	②	③	④	⑤
Teachers are generally aware of what other teachers are teaching.	①	②	③	④	⑤
Teachers maintain a current knowledge base about the learning process.	①	②	③	④	⑤
Teachers work cooperatively in groups.	①	②	③	④	⑤
Teachers are rewarded for experimenting with new ideas and techniques.	①	②	③	④	⑤
The school mission statement reflects the values of the community.	①	②	③	④	⑤
Leaders support risk-taking and innovation in teaching.	①	②	③	④	⑤
Teachers work together to develop and evaluate programs and projects.	①	②	③	④	⑤
The faculty values school improvement.	①	②	③	④	⑤
Teaching performance reflects the mission of the school.	①	②	③	④	⑤
Administrators protect instruction and planning time.	①	②	③	④	⑤
Teaching practice disagreements are voiced openly and discussed.	①	②	③	④	⑤
Teachers are encouraged to share ideas.	①	②	③	④	⑤
Students generally accept responsibility for their schooling, for example they engage mentally in class and complete homework assignments.	①	②	③	④	⑤

Appendix C

Worksheet 1. Case Study Graphic



Appendix D

Worksheet 2. The research questions or Themes of the multi-case study and

Factors that might be used in a more quantitative study

<p>Theme 1: What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?</p> <p>Teacher experience of turning from resistance</p>
<p>Theme 2: What are subsequent implications for strategic implementation support structures?</p> <p>Identification of strategic supports</p>
<p>Theme 3: What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?</p> <p>Cultural influence on teacher implementation of SWPBIS</p>
<p>Theme 4: Professional Development for understanding the basic tenants of behaviorism; particularly on the use of reinforcements.</p>
<p>Theme 5:</p>

Appendix F

Pre-structured Case Outline

Taken from Miles et al. (2014). *Qualitative Data Analysis: A methods sourcebook* (3rd Ed.), Thousand Oaks, CA: SAGE Publication.

1. Case Site -The school overview (Context See Appendix K)
 - a. District
 - b. Location
 - c. Demographic of student population (include a teacher to student ratio)
 - d. Title I status
 - e. State designation status
2. Case 1
 - a. Demographic information (to be reported in table form)
 - i. Gender
 - ii. Age
 - iii. Number of Years' Experience
 - iv. Years on site
 - b. CSCS survey Response
 - c. Interview transcription
 - d. Observation notes
 - e. Case Summary and worksheet 3
3. Case 2
 - a. Demographic information (to be reported in table form)
 - i. Gender

- ii. Age
 - iii. Number of Years' Experience
 - iv. Years on site
 - b. CSCS survey Response
 - c. Interview transcription
 - d. Observation notes
 - e. Case Summary and worksheet 3
- 4. Case 3
 - a. Demographic information (to be reported in table form)
 - i. Gender
 - ii. Age
 - iii. Number of Years' Experience
 - iv. Years on site
 - b. CSCS survey Response
 - c. Interview transcription
 - d. Observation notes
 - e. Case Summary and worksheet 3

5. Estimates of Ordinarity of the Situation of Each Case and

Estimates of Manifestation of Multi-case Themes in Each Case (Worksheet 4)

- 6. Summary of Case-Site findings using Worksheet 5
- 7. Multi-case Assertions for the final report Worksheet

Appendix G

Worksheet 3. Analyst's Notes while reading a case report Case ID

Original blank worksheet

Synopsis of case:	Case Findings: I. II. III. IV.
Uniqueness of case situation for program/phenomenon:	
Relevance of case for cross-case Themes: Theme 1 _____ Theme 2 _____ Theme 3 _____ Theme 4 _____ Theme 5 _____ Theme 6 _____	Possible excerpts for cross-case report: Page Page Page
Factors (optional):	
Commentary:	

Adapted version of completed worksheet (one per case)

Synopsis of case: 15

Sped W F T-5 10+ 4+ special education

Case Findings:

- I. Positive culture
- II. Admin presented to staff-Staff response was apprehensive-admins remained very positive
- III. Observations in different classrooms was helpful
- IV. Believed it work by observing student responses in different classroom.
- V. Initially implemented with a small group-resource-positive results
- VI. Turned from resistance- seeing results both academic and behavioral
- VII. Strategic supports-show data-use your data-
- VIII. provide observation opportunities either real time or video
- IX. Training is required...not specific

Uniqueness of case situation for program/phenomenon: reg ed and sped

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X (understanding reinforcements and how to use them.)

Theme 5 X (no vocabulary indicating a basic level of reinforcements as a concept...however...clearly indicate an application of the skill.

Theme 6 _____

Possible excerpts for cross-case report:

It will be good if it works.

I got to see it in different classrooms and I was able to see the difference in how the kids responded to the different ways that the teacher used it [pbis] was kind of an eye-opener for me.

I bought it because I got to see it working.

Commentary:

Teacher apprehension is not resistance. It boils down to misconceptions. Training on behavior theory with real time examples may prove helpful. Observations (opportunities) in and out of the school are clearly something for future implementers to consider prior to rolling out the initiative. Teacher support via PBIS team and mentorship appear to have made the most impact as recursively reported. Predetermine what behaviors will be reinforced and at what frequency (initially) to minimize confusion and maximize implementation consistency.

Synopsis of case: 16

Sped W M T-6 10+ 4+ regular ed only

Case Findings:

- I. Administration is approachable, open minded, and flexible, team atmosphere
- II. Superintendent monitors implementation by doing walk troughs and interviewing students
- III. Mentorships-Committee PBIS information sharing
- IV. Willing to turn-influence by kids motivation
- V. Believed it would work-when we saw the results
- VI. Need financial resources for rewards.
- VII. No vocabulary indicating an understanding of reinforcement levels, satiation, types of reinforcement- clearly indicate an application of the skill.
- VIII. Recommend administrative buy in- would like more structure in understanding how to implement and the anticipated outcomes
- IX. Recommends mentors for new teachers –teacher how to teach behavior
- X. Need resources for reinforcements
- XI. Preventing resistance...
- XII. PBIS works well on the bus with young children.

Uniqueness of case situation for program/phenomenon:

reg ed and elementary bus driver

Superintendent monitors implementation.

Hiring good people

Discussed satiation descriptively but didn't indicate understanding of the vocabulary involved in behaviorism.

Evidence of conceptual and skill application errors.

Hire people to implement...burn out resistance.

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X (understanding reinforcements and how to use them.)

Theme 5 X (no vocabulary indicating a basic level of reinforcements as a concept...however...clearly indicate an application of the skill.

Possible excerpts for cross-case report:

You've got fresh people coming in who are open-minded and ready to jump on board and deal with what's expected.

Each new teacher is assigned another teacher that they work with as a mentor that help them with everything and we have a PBS committee from each team that helps too...

Get a team of the most positive [teacher] leaders in your school. Make sure they can sell it to everyone else.

Budget plays a big role. Some teachers are resistant to spending their own money for student rewards. It gets expensive.

"I would also have a training on how to use them [rewards]...this is a weakness for us. ...some teachers bankrupt the whole system...others...barely...I mean they [kids] have to perform a miracle like Jesus would to get two."

Commentary:

Mentorship is critical to engage new teachers from the beginning on what is expected and how to meet those expectations. Vocabulary for behavioral theory is absent across participants. It appears they worked together to discuss how to use reinforcements and still have pockets of staff discovery how frequently to administer a reinforcement...not a single person spoke of negative reinforcements to encourage appropriate behavior but several mentioned a "homework pass" –an academic 'homework' task is removed from the student for exhibiting appropriate classroom behavior.

Synopsis of case: 2

Sped W F T-5 7-9 4+ Coteach

Case Findings:

- I. Positive culture warm, inviting, everyone treated equally
- II. Unity of purpose priority-all have one goal-student success
- III. Willing to turn-saw it working-promoting self esteem
- IV. Misunderstanding-pbis is bribery
- V. Discovery the difference between a bribe and a reinforcement
- VI. Discovering how to use reinforcements different types of reinforcement-
- VII. No vocabulary indicating an understanding of reinforcement levels, satiation, types of reinforcement
- VIII. Show data-show where it has worked

Uniqueness of case situation for program/phenomenon: N/A

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 _____ (understanding reinforcements and how to use them.)

Theme 5 _____

Theme 6 _____

Possible excerpts for cross-case report:

-think the number one priority is the unity of purpose.

-It took a little bit of time because at first my personal opinion is that, okay, we're going to bribe kids to do something.

- if I implement this and help them in meeting this goal in learning, then the behavior also comes up.

-administration and everybody is supportive

- I think what was the change in behavior where I didn't think -- I didn't think -- I really did not expect the change in behavior to happen

- You have to do the positive, just verbal positive and uplifting, and then in the end, surprise the reward I think has worked the best for me.

Have a positive attitude yourself

Commentary:

Saw it working. As behavior decreased, academics increased. Win win-Be positive yourself. Use it to make success where there hasn't been success by providing rewards.

It sounds as though the struggle in implementing was not so much in "knowing what PBIS is but in knowing how and when to use incentives to influence appropriate behavior.

Synopsis of case: 9

Sped W F T-5 10+ 4+ regular ed only

Case Findings:

- I. Positive culture
- II. Administrative support and modeling-admin gave “rain drops in teachers’ bucket”
- III. Willing to turn-administrative modeling-and specific praise-teacher felt ‘good’
- IV. Believed it would work when the strategy worked on her.-personal experience
- V. Discovering how to use reinforcements
- VI. Observations of other schools and teachers was powerful.
- VII. No vocabulary indicating an understanding of reinforcement levels, satiation, types of
 - a. reinforcement- clearly indicate an application of the skill.
- VIII. Recommend administrative buy in-can’t be done because you’re told to do it.
- IX. Recommends a team member on each team.

Uniqueness of case situation for program/phenomenon: reg ed only

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X (understanding reinforcements and how to use them.)

Theme 5 X (no vocabulary indicating a basic level of reinforcements as a concept...however...clearly indicate an application of the skill.

Possible excerpts for cross-case report:

-initially saw it as something else we had to do

-most positive culture in Murray county

Synopsis of case: 5

Sped W F T-5 4-6 4+ regular ed only

Case Findings:

- I. Positive culture
- II. Administrative support in understanding why we should implement
- III. Willing to turn-modeling and observation-coaching
- IV. Discovering how to use reinforcements with support from teacher
- V. No vocabulary indicating an understanding of reinforcement levels, satiation, types of reinforcement- clearly indicate an application of the skill.
- VI. Recommend organize implementation and model it as a leader

Uniqueness of case situation for program/phenomenon: coteach, poverty training

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X (understanding reinforcements and how to use them.)

Theme 5 X (no vocabulary indicating a basic level of reinforcements as a concept...however...clearly indicate an application of the skill.

Possible excerpts for cross-case report:

Poverty training....really helped me understand...more.

I really saw that it worked and really understood that PBIS....our kids were getting it.

M lead teacher was the biggest support...he explained everything to me and how it worked and hegave me checklist....just being on the same page made a major difference.

Change your mindset.

Commentary:

Understanding student perspectives is just as important to understanding PBIS the support should match student need.

Learned to praise other students in proximity of inappropriate behavior.

Synopsis of case: 8

Sped W F T-6 10+ 4+ regular ed only

Case Findings:

- I. Positive culture
- II. Administrative support
- III. Willing to turn-mindset change-conscious effort to recognize appropriate behavior=results=buy in –collaborative...help from teachers.
- IV. Discovering how to use reinforcements
- V. No vocabulary indicating an understanding of reinforcement levels, satiation, types of reinforcement- clearly indicate an application of the skill.
- VI. Recommend keeping it on the forefront

Uniqueness of case situation for program/phenomenon: reg ed only

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X (understanding reinforcements and how to use them.)

Theme 5 X (no vocabulary indicating a basic level of reinforcements as a concept...however...clearly indicate an application of the skill.

Possible excerpts for cross-case report:

-Once I made that mindset change myself, then it sort of did kind of fall in place a little bit more. It was something I have to be very conscious of.....

-Once I started making the shift, the kids did too.

-What teachers are saying is that they knew they were going to reward but they didn't quite know how to do it. We reward for everything, at first.

-Pbis became part of the daily culture.

-People have good intentions but then it kind of gets put on the back burner.....keep it fresh in everyone's mind because it is easy to get overwhelmed at certain times of the year especially, and just forget, you know, to keep it going {in the classroom}

Synopsis of case: 11

Sped W F T-5 10+ 4+ regular ed only

Case Findings:

- I. ...understanding reinforcements...
- II. Administrative support and modeling-admin gave “rain drops in teachers’ bucket”
- III. Willing to turn-kids got excited about it
- IV. Believed it would work-when we saw the results
- V. Show data to solicit buy in and strengthen efforts show it every month
- VI. No vocabulary indicating an understanding of reinforcement levels, satiation, types of reinforcement- clearly indicate an application of the skill.
- VII. Recommend administrative buy in- would like to hear or see other teachers implementing
- VIII. Recommends training on the use of rewards
- IX. Discovering how to use reinforcements

Uniqueness of case situation for program/phenomenon: reg ed and special education. token economy

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X (understanding reinforcements and how to use them.)

Theme 5 X (no vocabulary indicating a basic level of reinforcements as a concept...however...clearly indicate an application of the skill.

Possible excerpts for cross-case report:

- it took me buying into it before the kids would... when the kids got excited about it I was like, okay, well let’s see how this works
- At first, bad kids got rewarded good kids got ignored-I had to change that
- when we saw the results it was like, oh wait a minute, I need more Bagley bucks.....grades went up, participation went up, ...it’s been a win-win for my class.

-“it was hard to decide what to reward /when to use reinforcements”
“Just seeing ‘the Proof’s in the Pudding”.

Commentary:

One cannot impose a positive attitude in another. One can only model what they want to see in others. Teacher indicates her participation in PBIS team makes her feel important to the task/mission of implementation. Recognized a teacher in the school who was openly resistant as having been selected to see another school and pilot implementation. Note: Risky on admins part. What if his experience had not been positive? Principal noted that he worked hand in hand with the teacher who had the most potential to squelch the initiative.

Synopsis of case: 17

Sped W M T-6 10+ 4+ regular ed only

Case Findings:

- I. Team oriented
- II. Administrative support and modeling-hiring practices-
- III. Apprehension abounded Needed more structure for understanding pbis...how to..
- IV. Willing to turn-influence by kids motivation
- V. Believed it would work-when we saw the results
- VI. Need financial resources for rewards.
- VII. No vocabulary indicating an understanding of reinforcement levels, satiation, types of reinforcement- clearly indicate an application of the skill.
- VIII. Recommend administrative buy in- would like more structure in understanding how to implement and the anticipated outcomes
- IX. Recommends mentors for new teachers –teacher how to teach behavior
- X. Need resources for reinforcements
- XI. Preventing resistance...

Uniqueness of case situation for program/phenomenon: reg ed

Administrative hiring practices have helped implementation efforts. Fresh paces. Etc
Education and Mentorship

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X (understanding reinforcements and how to use them.)

Theme 5 X (no vocabulary indicating a basic level of reinforcements as a concept...however...clearly indicate an application of the skill.

Theme 6 _____

Possible excerpts for cross-case report:

- I could see where we were not bribing but rewarding has a great influence on kids motivation
- administration pushed that “we” were going to be on board...now....not when everyone feels good about it. Top down.
- system wide effort minimizes back lash
- administrative “goose pass” leave early
- I think you have to have education and mentorship-two things. That’s your best shot at starting. It is. And they’ve got to be supported 100% by that staff [mentor].
- Make sure the resistant teachers are the outsiders and they’ll either come on board or they’ll be those outsider that you aren’t going to listen to.it come down to more than attitude...it’s effort

Commentary:

Administrative hiring practices have helped implementation efforts. Fresh paces. Etc Mentorship is critical to engage new teachers from the beginning on what is expected and how to meet those expectations.

Synopsis of case: 6

Case Findings:

- I. Traditional philosophy: kids should do what we tell them.
- II. Professional learning for teachers was key to our success.
- III. Building positive relationships with each other and with kids that supported collegial conversations.
- IV. PBIS cannot be mandated. Most administrators don't understand what is involved to implement PBIS with fidelity. Others will likely fail or only implement on paper.
- V. Opportunities for teachers to observe and experience [with positive results] PBIS for themselves is essential.

Uniqueness of case situation for program/phenomenon: **Administrative Instructional Coach**

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X

Theme 5 X

Possible excerpts for cross-case report:

We played a few hands helping teachers understand what we were asking them to do and how to do it. BIG initiative. Teachers need to see this isn't something else we are going to do... it's just how we do things.

This is high poverty farming area. Kids slump and enjoy fighting. We had to excite them with something to look forward to.

Funding for incentives and rewards is an issue. We have to be able to refill our buckets.

Commentary:

Modeling, observing, and coaching teachers is critical. Admin must have a strong understanding of PBIS principles. Teachers get caught up in thinking and incentive or a reward is bribe and they resist. It's really a misunderstanding. Naysayers against PBIS need to see it modeled...they need to see it work the right way. Seeing results was key to getting our most resistant staff to get on board. We have to keep things in the forefront or we wane on our PBIS efforts; especially right before testing in the spring.

Synopsis of case: 3

19+ experience

Other districts

Other grade levels

Other schools

Grew up in the surrounding community

Invests in parent involvement-includes parents in scheduling reinforcements for kids.

Case Findings:

I. Admin camaraderie toward the mission starts with our superintendent all the way down. They [district] support us.

II. Principal modeled for staff and strategically placed teachers on teams to minimize resistance-one bad apple...

III. Staff development-teach them what it looks like. Let them see it in action. Support them as they attempt interventions. Debrief with them on what worked/didn't

IV. The hardest part was helping them understand reinforcements.

Uniqueness of case situation for program/phenomenon: Counselor

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X

Theme 5 X

Possible excerpts for cross-case report:

Page People don't understand reward systems and how they work or how to work them. You have to explain reward systems, teach it, model it, collect data for them to see growth, let them self reflect and talk about it. Tokens are a good place to start. Talk about the outcome.

Page Identify behavior-affective education is lost after elementary school-teachers resist because they are scared or not confident about how to implement. You can't mandate a pbis. You have to coach them through a change.

Page Misapplication of reinforcements is challenge. Sometimes teachers bribe: do this (bring in hwk) and you'll get that (buck). You know they understand when they reinforce for being responsible.

Commentary:

Admin team gets together "camaraderie" toward the mission. Listen to input sustains a positive culture and supports buy in. teachers were placed on teams to encourage a positive mindset for those who don't like change. Admin has to be excited about it. Be sure teachers know this is not "just for sped". Teacher leaders are the ones who really work with other teachers. We set the stage and they look to each other for help.

Synopsis of case: 13 (admin team)

Case Findings:

- I. Supportive admin must have deep understanding of behavioral principals and practical application skills
- II. Staff need understanding-observing-teaching-coaching-etc,
- III. Staff need to see successes-simple interventions first.
- IV. Buy-in comes after they see success

Uniqueness of case situation for program/phenomenon: Principal

Relevance of case for cross-case themes:

Theme 1 X

Theme 2 X

Theme 3 X

Theme 4 X understanding reinforcements and how to use them

Theme 5 X vocabulary matches the language of reinforcement use and application

Possible excerpts for cross-case report:

Page I think it's important that I believe in the program and can teach it.

Page presenting at national conferences 20 or so participants. Now, room is full-standing room only. Most do it for the wrong reasons (CCRPI Points)

Page I began by modeling...rewarding teachers with recognition and incentives...always track data...never go to your favorite teachers first.

Allow teachers to see PBIS in action in another school or system novelty generates conversation...hire flexible people

Commentary:

We started PBIS as a dropout prevention program...looking at risk factors. "Let me tell you how I got us over the hump in securing buy-in. I started with the teacher that I knew to be resistant to it and had him observe in the school that implemented before us. Then I coached him with one intervention. He saw success within two day. When he said, 'Yeah, this really works.' Everyone started to come along. I'm skeptical that SWPBIS will be successful in GA because people are doing it for the wrong reason without looking at data....because they have to do something....it will be on paper only.

Appendix H

Worksheet 4. Estimates of Ordinariness of the Situation of Each Case and

Estimates of Manifestation of Multicase Themes in Each Case

W = highly unusual situation, **u** = somewhat unusual situation, blank = ordinary situation
M = high manifestation, **m** = some manifestation, blank = almost no manifestation

	Case 2	Case 5	Case 8	Case 9	Case 11	Case 15	Case 16	Case 17
Ordinariness of this Case's situation:	Sped W F T-5 7-9 4+ Coteach	Sped W F T-5 4-6 4+ co teacher in reg ed setting only No resource	Sped W F T-6 10+ 4+ regular ed only	Sped W F T-5 10+ 4+ regular ed only	Sped W F T-5 10+ 4+ regular ed and special education	Sped W F T-5 10+ 4+ special education	Sped W M T-6 10+ 4+ regular ed only and elementary bus driver	Sped W M T-6 10+ 4+ regular ed only
Original Multicase Themes								
Theme 1 What individual personal factors and experiences do school personnel give to explain their paradigm shift from resistance to acceptance of SWPBIS?	Self esteem Saw it working Discovered the difference between reinforcement and bribery	modeling and observation-coaching by mentor PD training on Understanding Poverty Saw it working	Loyalty to admin for suport Mindset Conscious effort to recognize something positive, kids caught it and it worked.	Initially saw it as "something else we had to do" administrative modeling-and specific praise-teacher felt 'good' Believed it would work when the strategy worked	kids got excited about it I was like, okay, well let's see how this works "Just seeing the Proof's in the Pudding	Observations in different classrooms was helpful Believed it work by observing student responses in different classroom. Turned from resistance-	Willing to turn-influence by kids motivation Believed it would work-when we saw the results	Believed it would work-when we saw the results system wide effort minimizes back lash

Teacher experience of turning from resistance				on her.- personal experience		seeing results both academic and behavioral		
What are subsequent implications for strategic implementation support structures? Theme 2 Identification of strategic supports	Education about the theoretical grounding of PBIS Modeling by admin	Organize implementation and model it as a leader Mentors are critical to appropriate application	Saw it work in another classroom, tried it, kids bought in –win win Misapplication of schedule of reinforcement	administrative modeling team member on each team as support for others how to use reinforcements	Admin rain drops (modeling) Discovering how to use reinforcements Recommends training on the use of rewards At first, bad kids got rewarded good kids got ignored would like to hear or see other teachers implementing	show data-use your data- observation opportunities either real time or video our data- Training	Mentorships- Committee PBIS information sharing Superintendent monitors would like more structure in understanding how to implement and the anticipated outcomes resources for reinforcements administrative buy in	Administrative support and modeling- hiring practices Mentorship is critical
What school cultural factors are important to understand in predicting, and preventing resistance to universal intervention implementation?	Positive open, teacher support, open frequent communication	Assign mentors to new staff, provide a reason for why to implement Show data	Positive Treated with respect Open communication Show data	Most positive culture in the county	No verbatim statement General description of positive culture	Positive Supportive teachers and admin	team atmosphere open minded flexible Hire people to implement...burn out resistance.	Team oriented

Cultural influence on teacher implementation of SWPBIS Theme 3								
Added Multicase Themes	Color codes above do not apply to themes below							
Theme 4	Void of evidence indicating understanding of behavior theory Vocabulary, reinforcement +,-, frequency of use, etc	Void of evidence indicating understanding of behavior theory Vocabulary, reinforcement +,-, frequency of use, etc	Void of evidence indicating understanding of behavior theory Vocabulary, reinforcement +,-, frequency of use, etc	Void of evidence indicating understanding of behavior theory Vocabulary, reinforcement +,-, frequency of use, etc	Void of evidence indicating understanding of behavior theory Vocabulary, reinforcement +,-, frequency of use, etc	Void of evidence indicating understanding of behavior theory Vocabulary, reinforcement +,-, frequency of use, etc	Void of evidence indicating understanding of behavior theory Vocabulary, reinforcement +,-, frequency of use, etc	Void of evidence indicating understanding of behavior theory Vocabulary, reinforcement +,-, frequency of use, etc

High manifestation means that the Theme is prominent in this particular case study.

A highly unusual situation (far from ordinary) is one that is expected to challenge the generality of themes.

As indicated, the original themes can be augmented by additional themes even as late as the beginning of the cross-case analysis. The paragraphs on each Theme should be attached to the matrix so that the basis for estimates can be readily examined.

Appendix I

Worksheet 5. A Map on which to make Assertions for the Final Report

	Themes				
	1 ET	2 SS	3 C	4 UR	5 L
Case 2					
Finding I + warm culture , inviting everyone treated equally			H		
Finding II unity of purpose-one goal		L	H		
Finding III Saw it working-promoting self esteem	H		H		
Finding IV misunderstanding-PBIS is bribery				H	
Finding V Prof. development on difference between reinforcement and bribery.		H		H	
Finding VI discovering how to use reinforcements		H		H	
Finding VII no vocabulary indicating understanding of reinforcement levels, satiation, types of reinforcement				H	
Finding VIII Show data-show where is has worked		H			
Case 5					
Finding I positive culture			H		
Finding II Admins support in teaching and understanding why we should implement	L	L	L	L	L
Finding III Willing to turn-modeling by administration-opportunity to observe- mentor coaching	H	H			
Finding IV-discovering how to use reinforcements with support from teacher mentor			H	H	
Finding V-no no vocabulary indicating understanding of reinforcement levels, satiation, types of reinforcement, clearly indicates and application of the skills without a language to articulate practices.				H	
Finding VI-organize implementation and modeling by administration-teach teachers what to do by doing it...show data	H	H	H		
Finding VIII understanding poverty training-student perspective-understanding risk factors		L	L		
Case 8					
Finding I + culture			H		
Finding II Admins support	H	H	H		
Finding III Willing to turn-mindset change-consistent effort to recognize inappropriate and appropriate behavior	H		L	L	
Finding IV Saw results	H	H			

Finding V discovering how to use reinforcements. Misapplication of scheduled reinforcements			H	H	
Finding VI no vocabulary indicating understanding of reinforcement levels, satiation, types of reinforcement				H+	
Finding VII keep it on the forefront-debrief regularly to discuss what is working or not		H			H
Case 9					
Finding I Positive culture			H		
Finding II Admin support and modeling of expected teacher behavior gave (raindrop in teacher bucket)	H	H	H	H	
Finding III Willing to turn-admin modeling and specific praise to teacher made teacher feel good. Teacher became willing to try specific praise.	H	H	H	H	
Finding IV Believed it would work when intervention worked on her...personal experience of success	H	H	H	H	
Finding V discovered how to use reinforcements		H		H	
Finding VI observing other schools and teachers was powerful	H	H		H	
Finding VIII no vocabulary indicating understanding of reinforcement levels, satiation, types of reinforcement				H	
Finding IH-recommendation-cannot be mandated					H
Finding X-recommendation-a practicing PBIS team member on each instructional team		H			L
Case 11					
Finding I Understanding reinforcements and how to use them		H		H	
Finding II Admin support and modeling by admin of expected teacher behavior.	H	H	H		
Finding III willing to turn when kids got excited about what was happening	L	L	L		
Finding IV Believed it would work when we saw results "proof is in the pudding"	H	H	H	H	
Finding V-discovering how to use reinforcements through trial and error		H		H	
Finding VI Show data to solicit buy in and strengthen implementation efforts. Show data on a regular/monthly basis		H		H	
Finding VII no vocabulary indicating understanding of reinforcement levels, satiation, types of reinforcement		H		H	
Finding VIII-recommend Admin buy in first	H	H		H	H
Finding IX would like to see others teacher implementing	H	H		H	

Finding X recommends training on the use of rewards.		H		H	
Case 15					
Finding I Positive Culture			H		
Finding II Admin presented to staff-apprehension-Admin remained very positive (admin modeling of expected behavior)	H	H	H	H	H
Finding III Observations in different schools/classrooms was helpful	H	H	H	H	H
Finding IV Believed it worked by observing student responses in different classrooms.	H	H		H	
Finding V Initially implemented with a small group-resource with positive results	L	L		L	L
Finding VI turned from resistance in seeing results in both academics and behaviors	H	H		H	
Finding VII strategic supports...show data routinely, use your data to drive intervention decisions	H	H			H
Finding VIII provide observation opportunities for teachers either real time or video	H	H		H	H
Finding IH training is required...not specific. Teachers need to know the purpose of PBIS, and how to reinforce behaviors without satiation.	H	H		H	
Case 16					
Finding I Admin is approachable, open minded, flexible, team atmosphere		L	L		
Finding II superintendent monitors implementation by doing walkthroughs and interviewing students		L			L
Finding III mentorship-committee PBIS-information sharing school wide both formal and informally	H	H		H	H
Finding IV Willing to turn-influences by kids motivation	L	L	L	L	L
Finding V Believed it would work when we saw results.	H	H		H	
Finding VI need financial resources for rewards-we use our own money					L
Finding VII no vocabulary indicating understanding of reinforcement levels, satiation, types of reinforcement		H		H	
Finding VIII Recommend admin buy in ---would like more training in how to reinforce and predict anticipated outcomes of reinforcement strategies/schedules.	H	H		H	
Finding IX Recommends mentors for new teachers...teach teacher how to teach behavior....how to reinforce desired behaviors	H	H		H	H
Finding X need resources for reinforcement					L
Finding XI Preventing resistance-		H		H	

Finding XII PBIS works well on the bus with young children. Parents like to see their children be rewarded for good things.	L	L	L	L	L
Finding XIII Mentorship is critical to engage new teachers from the beginning on what is expected and how to meet those expectations.		H		H	
Finding XIV-Vocabulary for behavioral principals is absent across teacher participants. It appears they work together to discover how to use reinforcement appropriately.		H		H	H
Case 17					
Finding I Team Oriented	H	H	H		
Finding II Admin support and modeling of implementation techniques	H	H	H	H	H
Finding III Hiring the right people has helped		H			H
Finding IV Need for structure for understanding PBIS how to use reinforcements		H		H	H
Finding V Willing to turn was influenced by kid's motivation to do better. Kids bought in and then teacher bought in.	L	L	L	L	L
Finding VI Believed it would work when we saw the positive results	H	H		H	
Finding VII Need financial resources for rewards					L
Finding VII no vocabulary indicating understanding of reinforcement levels, satiation, types of reinforcement		H		H	
Finding VIII Recommends Admin buy in and would like more structure in understanding how to implement and anticipate outcomes.	H	H		H	
Finding IX recommends mentors for teachers....teach teachers how to change behaviors using PBIS...has helped new teachers understand what is expected and how to meet those expectations		H		H	H
Finding X need financial resources for replenishing tangible reinforcements					L
Finding XI Preventing resistance	L	L	L	L	L
Case 3 Counselor					
Finding I Admin camaraderie-district staff support us.			H		
Finding II Principal modeled for staff and strategically placed teachers on teams to minimize resistance "one bad apple spoils the bunch"	H	H	H	H	H
Finding III Staff development-teach them what it looks like. Let them see it action. Support them as they attempt implementation and work with them on what worked and what didn't.		H		H	H

Finding IV the hardest part of implementation is helping teachers understand reinforcements		H		H	H
Finding V Admin team works well together to help teachers implement. Listening to input helps.		H		H	
Finding VI train staff on student risk factors		L		L	L
Finding VII clearly understood and articulated the basic components of ABA	H	H	H	H	H
Case 6 Admin Instructional Coach					
Finding 1 Traditional philosophy “kids should do what we tell them”	H	H		H	
Finding II Professional learning for teachers was key....poverty and how to use reinforcements	L	L		L	L
Finding III Building positive relationships with each other and with kids			H		
Finding IV-most admin do not understand what all is involved in implementing PBIS with fidelity. It cannot be mandated. Others will likely fail or only implement on paper.		H		H	H
Finding V-opportunities for teachers to observe and experience PBIS with positive results for themselves is essential. Modeling, observing, coaching, admin must have a strong understanding of pbis principals. Teachers get caught up thinking incentives and rewards are bribes. Naysayers need to see pbis modeled. They need to see it work the right way. Seeing results was key to getting our most resistant staff on board. Keep things in the forefront or we wean on our implementation efforts.		H	H	H	H
Case 13					
Finding I Administrative support must have deep understanding of behavioral principals and practical application skills.		H		H	H
Finding II Staff need understanding, observation, teaching, coaching etc support to be successful....mentors are critical		H		H	H
Finding III staff need to see success-simple interventions first		H		H	H
Finding IV buy-in comes after they experience/see success for themselves		H	H	H	H
We started as a dropout prevention...risk factors. We got over the hump in securing buy in by starting with the most resistant teacher we have on staff. I coached one intervention. He had success within two days. When he said it works....everyone got on board. I am skeptical about PBIS in GA because people will do it for the wrong reasons and without looking at data.					

Appendix J

Worksheet 6. Multi-case Assertions for the Final Report

	Assertion	Evidence in Which Cases
	Positive Culture	
	Affective description of Culture	(5) 2, 5, 8, 9, 15
	Information/Data sharing	(6) 11, 15, 13, 16, 6, 3
	Strategic Support	
	Observation	(4) 9, 15,
	Observation and On site mentoring	(7) 17, 6,
	Hiring the right people	(4) 8, 9, 16, 3
	Modeling of expected teacher behavior by administration	(11) all cases
	Professional Development	
	Understanding Behavior Principals	(7) 2, 5, 8, 9, 15, 16, 17
	Correcting Misapplication of reinforcements	(4) 13, 3, 11, 6
	Reason for Resistance	
	Belief that reinforcing appropriate behavior is akin to bribery. Out of 8 that gave a reason.	(7) 2, 5, 8, 9, 15, 16, 17
	Turning from resistance	
	Observation and Personal Experience (Trying it Out)	(8) 2, 5, 8, 9, 15, 3, 13, 11
	Observation and Mentoring	(2) 16, 6
	Mentor and Personal Experience	(1) 17

Appendix K

Worksheet 7. Planning the Multi-case Final Report

Worksheet 7 was discarded as inappropriate for the task. A side-by-side comparison of Worksheets 4, 5 and 6 along with frequency counts for each emergent code as it appeared were utilized. Only one participant indicated professional development on the risk factors associated with the youth at this school was helpful. Thus, the assertion was identified as low and a mention was included but a theme was not developed.

Planning Assembly of the FINAL REPORT													Single mention Topics	Quotes, Impressions	
			Main Topics												
	Reason for Resistance														
	Belief that reinforcing appropriate behavior is akin to bribery. Out of 8 that gave a reason.														
	Positive Culture														
	Affective description of Communication														
	Inform/Data share														
	Strategic Support														
	Observ														

	Observe & On site mentoring															
	Hiring the right people															
	Modeling by admin															
	PROF DEV															Ruby Payne Poverty
	Understand Behavior Principals															
	Correcting Misapplication of reinforcer															
	Turn from resist															
	Observe and Personal Experience (Trying it Out)															
	Observe and Mentoring															

Appendix L

Permission to use and reproduce Collaborative School Culture Survey

From: Steve Gruenert [Steve.Gruenert@indstate.edu]
Sent: Thursday, June 06, 2013 9:01 PM
To: Shoemake, Angela Regina
Subject: RE: Request of Use of School Culture Survey

Thank you for taking the time to complete the information requested.

You have permission to use the instrument. Good luck with your studies.

Steve Gruenert
Chair, Educational Leadership
Indiana State University
812-237-2902

Appendix M

Environmental Inventory with permission to use and reproduce

Based on the observation, summarize strengths and weaknesses of universal PBIS implementation in the classroom.

Rate each feature using the following scale:

1 = inconsistent or unpredictable5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
Work centers are easily identified and corresponds with instruction	1 2 3 4 5
Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
Materials are prepared and ready to go.	1 2 3 4 5
Pre-corrects are given prior to transitions.	1 2 3 4 5
Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
Students engaged at high rates during individual work	1 2 3 4 5
Down-time (including transitions) is minimal	1 2 3 4 5
Behavior Management: Does the teacher have universal systems of PBIS in place?	
Rules are posted	1 2 3 4 5
Rules are referred to at appropriate times	1 2 3 4 5
Students receive verbal praise for following rules	1 2 3 4 5
Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
Continuum of consequences for encouraging expected behaviors	1 2 3 4 5
Continuum of consequences for discouraging expected behaviors	1 2 3 4 5
Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
Routines: Does the teacher have procedures and routines that are clear and consistently followed?	
Start of class	1 2 3 4 5
Working in groups	1 2 3 4 5
Working independently	1 2 3 4 5
Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
Obtaining materials and supplies	1 2 3 4 5

Using equipment (e.g. computer, tape players)	1 2 3 4 5
Managing homework and other assignments	1 2 3 4 5
Personal belongings (e.g. coats, hats)	1 2 3 4 5
Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 5
Curriculum and Content: Does the teacher implement effective instruction strategies?	
Assignments can be completed within allotted time period	1 2 3 4 5
Content presented at student level resulting in high rates of engagement	1 2 3 4 5
Frequently checks student learning for understanding	1 2 3 4 5
Instructional focus builds on student's current and past skills	1 2 3 4 5
Gives clear set-up and directions for task completion	1 2 3 4 5

Appendix N

Permission to use and reproduce images, checklist, and survey.

sugai.george@gmail.com on behalf of [george sugai \[george.sugai@uconn.edu\]](mailto:george.sugai@uconn.edu)

Actions

To:

M

[Shoemake, Angela](#)

Inbox

Wednesday, October 22, 2014 10:09 AM

Angela,

Yes, permission to use.

Our standard request is (a) cite website and/or specific document as source, (b) do not sell, and (c) secure approvals if modifications are made to originals. I don't recall if direct URL to presentations.

And, congrats on defense of your dissertation.

George

George

George Sugai, Ph.D.
Professor & Carole J. Neag Endowed Chair
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860-486-0289

Co Director, OSEP Center on Positive Behavioral Interventions & Supports (www.pbis.org)
Director, Center for Behavioral Education and Research in Neag School of Education
(www.cber.org)

.

[Shoemake, Angela](#)

To:

M

'George.Sugai@uconn.edu'

Sent Items

Tuesday, October 21, 2014 9:22 AM

Good Morning, Dr. Sugai.

I recently defended my dissertation “Tipping point of resistance: A multi-case study of the influence of school culture on classroom positive behavior interventions and support practices.” As part of my theoretical framework, I used two of your images. The first image is the SWPBIS triangle and I copied it from www.pbis.org/school/rti.aspx. The second image is slide 14 on your SWPBIS_Getting_Started_ver_27_28_Aug_2013_Hand.ppt. The ppt is linked on <http://www.pbis.org/resource/962> May I have permission to use and reproduce these two images in my manuscript? Is there a direct URL to the presentation? The dissertation publication reviewers would like me to include a direct link if possible.

Angela Shoemake, Ed.D
Title I Instructional Coach/Parent Liaison
Arnall Middle School
770-254-2765
angela.shoemake@cowetaschools.org

“Educating the mind without educating the heart is no education at all.” ~Aristotle

Lewis, Timothy J. [LewisTJ@missouri.edu]

Actions

To:

M

[Shoemake, Angela](#)

Attachments:

Inbox

Tuesday, October 21, 2014 8:58 AM

You replied on 10/21/2014 9:09 AM.

Angela

Absolutely, simply cite the source – congratulations on defending your dissertation

--

Tim Lewis, Ph.D.

Professor, Special Education
Co-Director, OSEP Center for PBIS <pbis.org>
Co-Director, Center for Adolescent Research in Schools <ies-cars.org>
Director, MU Center for School-wide PBS <pbissmissouri.org>
303 Townsend
University of Missouri
Columbia, MO 65211
(573) 882-0561

Shoemake, Angela

To:

M

'lewistj@missouri.edu'

Sent Items

Tuesday, October 21, 2014 8:53 AM

Good Morning, Dr. Lewis.

I recently defended my dissertation “Tipping point of resistance: A multi-case study of the influence of school culture on classroom positive behavior interventions and support practices.”

As part of my dissertation data collection, I used a section of the Environmental Inventory Checklist. May I have permission to use and include your Environmental Inventory Checklist in the publication of my manuscript?

Angela Shoemake, Ed.D
Title I Instructional Coach/Parent Liaison
Arnall Middle School
770-254-2765

angela.shoemake@cowetaschools.org

“Educating the mind without educating the heart is no education at all.”
~Aristotle

RE: Request of Use of School Culture Survey

Steve Gruenert <Steve.Gruenert@indstate.edu>

Sun 10/26/2014 6:51 PM

To:

Shoemake, Angela Regina;

...

You replied on 10/28/2014 6:59 PM.

Yes, you have permission to reproduce it for your study.

good luck.

Steve Gruenert
Chair, Educational Leadership
Indiana State University
812-237-2902

From: Shoemake, Angela Regina [arshoemake@liberty.edu]
Sent: Sunday, October 26, 2014 10:23 AM
To: Steve Gruenert
Subject: Re: Request of Use of School Culture Survey

Dr. Gruenert,

I successfully defended my dissertation recently. I used your survey as a data collection instrument in my research. The Proquest dissertation portal reviewers have asked that I receive permission to reproduce the Collaborative School Culture Survey that is included as an appendix to my study. May I have permission to reproduce the survey?

Angela Shoemake, Ed.D

