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# Beliefs on Behavior: The Influence of Constructed Beliefs of Discipline on School-Wide Positive Behavior Interventions and Supports (PBIS) Fidelity of Implementation

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Beliefs on Behavior: The Influence of Constructed Beliefs of Discipline on School-Wide  
Positive Behavior Interventions and Supports (PBIS) Fidelity of Implementation

By  
Elizabeth Baynes Johnson

A Dissertation Submitted to the  
Gardner-Webb University School of Education  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Education

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2016

## Approval Page

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## **Abstract**

Beliefs on Behavior: The Influence of Constructed Beliefs of Discipline on School-Wide Positive Behavior Interventions and Supports (PBIS) Fidelity of Implementation.  
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This dissertation explores the association between teacher perceptions of behavior and teacher implementation of PBIS. Adding to previous research on various links between teacher demographics and behavior approaches, this research aims to provide an analysis of any such association to enlighten teacher knowledge and inform potential behavior change.

The quasi-experimental quantitative approach utilized in this study identifies any statistically significant correlations between approach to behavior and implementation fidelity. Quantitative data compiled via surveys and data collection analyzed by behavior approach are explained as well as analyzed in terms of predictability based on the independent variable of teacher behavior approach as shown through descriptive statistics, Fisher's exact test, and Multinomial Logistic Regression.

Thirty-eight participants completed surveys. Behavior and instructional management style and beliefs were dependent on the situation at hand. Styles allowing for more student input and control were more likely to predict higher fidelity of implementation in PBIS than styles utilizing only teacher control. Through awareness of behavior beliefs and management styles, educators can analyze which of their own behaviors and beliefs impede or facilitate PBIS implementation in hopes to make a positive behavior change themselves.

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## Chapter 1: Introduction

### Introduction

“Violence among youth always has been a concern among educators. However, recent increases in the frequency and intensity in youth violence has left . . . people seeking solutions” (Lewis-Palmer, Sugai, & Larson, 1999, p. 47). “The increase in disruptive and dangerous behavior in schools has reached alarming proportions” (Safran, 2006, p. 3). Along with youth violence and disruptive school behavior, high school dropout rates have risen. According to Doll, Eslami, and Walters (2013), “A student is *pushed out* when adverse situations within the school environment lead to consequences, ultimately resulting in dropout. These include tests, attendance and discipline policies, and even consequences of poor behavior” (p. 2). Problem behaviors prevent students from acquiring a successful education and, therefore, impede productive citizenship and employment (Carr et al., 1999). Furthermore, many school districts have resorted to punitive practices including that of “zero tolerance” to try to control these problems, which may exacerbate the problem (Lewis-Palmer et al., 1999).

“Given the increased emphasis on accountability . . . resulting from the No Child Left Behind Act, local school districts and administrators are increasingly turning to schoolwide prevention models to promote a positive school climate and reduce discipline problems” (Bradshaw, Mitchell, & Leaf, 2010, p. 133). According to Martin and Sass (2009), “The term discipline typically refers to the structures and rules describing the behavior expected of students and teacher efforts to ensure that students comply with those rules” (p. 1124). In contrast, “Literature generally defines classroom management as an umbrella term that encompasses teacher efforts to oversee the activities of the classroom including student behavior, student interactions and learning” (Martin & Sass,



2009, p. 1124). With all of the literature on using positive behavior management techniques to decrease problem behaviors, the question remains: Why do some educators continue to have trouble implementing such techniques into their daily classroom and behavior management routines?

This chapter explores the foundations of Positive Behavior Interventions and Supports (PBIS) and how staff fidelity of implementation can affect outcomes. The chapter also explores various alternative methods of behavior management and discipline which help shape staff members' views on discipline. Finally, the ways beliefs inform practices and how changes in beliefs and, thus, practice are explored. The researcher also defines the purpose of this study, the research questions, the researcher's role in this study, and the significance of this study.

## **Background**

In the 1980s, in response to the need for improved behavioral interventions for students with behavior disorders, the University of Oregon began research studies working to create an approach to a school-wide, data-driven decision-making process for preventing behavioral problems and increasing positive student behavioral and social outcomes. Later, in the 1990s, the Individuals with Disabilities Act of 1997 (IDEA) created a Center on PBIS to support improvements for students with behavioral disorders. Based on their research, the University of Oregon received the opportunity to work with individuals from other universities around the United States to work on creation of these supports through their organization, The National Technical Assistance (TA) Center on PBIS (Sugai & Simonsen, 2012).

According to Sugai and Simonsen (2012), "Although initially established to disseminate evidence-based behavioral interventions for students with BD, the National

TA Center on PBIS shifted focus to the school-wide behavior support of all students, and an emphasis on implementation practices and systems” (p. 2). Positive behavior support is defined as a framework consisting of

an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research validated practices and the environments in which teaching and learning occur. (Sugai, Horner, Dunlap, et al., 2000, p. 2)

According to Carr et al. (1999), “Positive behavior support (PBS) is an approach for dealing with problem behavior that focuses on the remediation of deficient contexts” (p. 1). Furthermore, “the goal of positive behavior support (PBS) is to apply behavioral principles in the community in order to reduce problem behaviors and build appropriate behaviors that result in durable change and a rich lifestyle” (Carr et al., 1999, p. 3). The PBIS framework includes several defining characteristics. First, student outcomes are the starting point for selected practices, methods of data collection, and evaluating those practices and interventions. Second, the framework utilizes evidence- and research-based strategies that support students in various settings within the academic setting: school-wide expectations, nonclassroom, classroom, and individual student. Next, as with other response-to-intervention (RtI) approaches, the PBIS framework utilizes a continuum of behavior support practices including screenings, progress-monitoring, team-based decision-making processes, and monitoring of fidelity of implementation. Lastly, data-driven decision making is essential to guiding the framework and process. Data enable the PBIS team at a location to clarify priorities and needs, connect needs to practices and strategies, evaluate these strategies, determine student response and outcomes, and adjust implementation (Sugai & Simonsen, 2012).

With increasing expectations and constant changes in education, the ability to be flexible as an educator is becoming a job requirement. “Even so, many teachers remain within their comfort zones, admitting that their instructional practices do not change much as a result of professional development activities” (Hunzicker, 2004, p. 44).

Kohlberg (1981) described three distinct stages of moral development that may influence change: preconventional, conventional, and postconventional. Throughout these stages, individuals grow from being concerned with just their own needs and focusing on being obedient in order to avoid punishment or gain reward to conforming to a group and authority in order to be accepted by society and maintain order. Finally, they develop an understanding that rules are created for the common good while realizing that they are ultimately in charge of their own decision making. However, if an educator has a fixed mindset (one that rejects the ability to grow and change) based on preconceived beliefs and experiences, it is possible that this mindset could impact the educator’s ability to implement new programs and ideas. According to Martin and Sass (2009), “Teacher’s beliefs and attitudes regarding the nature of student behaviors and how to manage classrooms vary and can play an important role in determining their behavior” (p. 1124). If a teacher is responsible for precorrecting potential misbehavior as well as modeling and positively reinforcing appropriate behavior, this teacher, whose foundational beliefs about behavior and its management are fixed, may be unable to implement PBIS with fidelity.

### **Statement of the Problem**

Entrenched beliefs can be difficult to change, but what if these beliefs or the inability to change them caused a teacher to be less likely to use best practices in the classroom? According to Glickman and Tamashiro (1980), “Self-concept theorists posit

that individuals strive for consistency and unity in their values and beliefs, and threats to this consistency produce feelings of distress” (pp. 495-496). As a result, one could conclude that some teachers may have trouble implementing the School-Wide PBIS (SWPBIS) framework because it goes against their beliefs on discipline, while others may easily implement it to fidelity because it aligns with their beliefs. While studies have been conducted on teacher perceptions of behavior, teacher response to behavior, and PBIS success, the researcher has found no studies linking teacher perceptions and management styles to the ability to implement PBIS to fidelity, especially if the teacher’s current management style differs from the PBIS framework’s expectations of classroom management.

### **Purpose and Significance of the Study**

The purpose of this quasi-experimental, quantitative study was to examine this self-concept theory by assessing the teacher-constructed views on discipline as shown through the Behavior and Instructional Management Scale (BIMS) developed by Martin and Sass (2009) and fidelity of implementation of PBIS through the Effective Behavior Support Self-Assessment Survey (EBSSAS) developed by Sugai, Horner, and Todd (2000) and the School-Wide Evaluation Tool (SET) developed by Sugai, Lewis-Palmer, Todd, and Horner (2001). The first part of the study involved elementary educators in a large school system in North Carolina involved in implementing SWPBIS completing the BIMS developed by Martin and Sass. This step determined the staff member’s approach to teacher-student interaction based on his or her beliefs regarding discipline constructed from child development views. Four possible outcomes existed for this survey: non-interventionist, interactionalist, interventionist, or eclectic. Second, the researcher examined EBSSAS data collected from a SWPBIS program evaluation where the phase

of implementation ranges from “not in place” to “partially in place” to “in place.”

Performing a Chi-Square Test of Independence would enable the researcher to “examine the association between two nominal variables, particularly whether such an association is statistically significant” (Butin, 2014, pp. 86-87); however, due to a small sample size, the statistician used Fisher’s exact test to meet the same end.

Martin and Sass (2009) stated,

There can be little doubt that teachers encounter a variety of experiences in the classroom. Their beliefs regarding these experiences, and the manner in which they approach them, work together to create a unique and individual style of classroom management. (p. 1133)

Therefore, this study was significant because if an association was found between teacher-constructed beliefs on discipline and a teacher’s ability to implement PBIS with fidelity, then teachers may, once having identified their own approach to teacher-student interaction, be able to examine these beliefs on discipline and work to change them, if necessary, to be able to implement best practices such as PBIS to create a positive classroom environment.

### **Research Questions and Hypothesis**

For this study, three variables existed to help answer the research questions: the BIMS score for each participant, the EBSSAS for each participant, and the SET score for each participant’s school of employment. The variables were examined to answer the main research question: To what extent do teacher-constructed beliefs on discipline affect a teacher’s fidelity of implementation with the SWPBIS framework? This question was broken into three subquestions: (1) How can behavioral and instructional beliefs in PBIS schools be characterized; (2) What is the association between teacher-constructed beliefs

on discipline and teacher perceptions of SWPBIS implementation according to SAS; (3) What is the association between teacher-constructed beliefs on discipline and fidelity of implementation according to SET?

### **Theoretical and Conceptual Frameworks**

For this research study, the researcher chose the Self-Concept Theory as the theoretical lens through which to view and explore the problem of study. Scientists such as Lecky, Kelley, Snygg, and Combs, discussed in the literature review, were phenomenologists who considered the self-concept to be the principal concept in all of psychology as, according to Epstein (1973), “it provides the only perspective from which an individual’s behavior can be understood” (p. 404). Environmental factors are absorbed into personality; thus, experiences affect belief and behavior. Furthermore, according to Creswell (2014), “Social constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences” (p. 8). In conjunction with the self-concept theory, the researcher used this framework to build this research study. If experiences help individuals construct meaning and beliefs, a person’s experiences with behavior management, including the techniques one’s parents used, help to shape that person’s entrenched beliefs regarding behavior management. These beliefs become part of the person’s self-concept; and thus, information that goes against those personal beliefs (a different method of behavior management, for example) will cause cognitive dissonance as, according to Epstein (1973), “threat to the organization of the self-concept produces anxiety [and leads to] catastrophic disorganization” (p. 406).

### **Definition of Terms**

**BIMS.** An evaluation tool which provides “the ability to identify, define, and

measure the facets of classroom control [and] the means to address a variety of research questions” related to teacher attitudes and beliefs regarding classroom management (Martin & Sass, 2009, p. 1124).

**Eclectic.** An approach to teacher-student interaction in which individuals “may act on the basis of situational cues, age or developmental stage of the students, the teacher’s own immediate inclination, or some other undetermined criteria” (Glickman & Tamashiro, 1980, p. 463).

**EBSSAS.** A survey used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of three behavior support systems: (a) school-wide discipline, (b) nonclassroom management systems, and (c) systems for individual students engaging in chronic behaviors. (Sugai, Horner, & Todd, 2000, p. 1)

**Interventionist.** An approach to teacher-student interaction which emphasizes “what the outer environment does to shape the human organism in a particular way” (Martin & Sass, 2009, p. 1125).

**Interactionalist.** An approach to teacher-student interaction which focuses “on what the individual does to alter the external milieu, as well as what the environment does to shape the individual” (Martin & Sass, 2009, p. 1125).

**Non-interventionist.** The non-interventionist assumes the child has an inner drive that needs to find its expression in the real world (Martin & Sass, 2009, p. 1125).

**SWPBIS, also known as PBS or PBIS.** “A broad range of systemic and individualized strategies for achieving important social and learning outcomes in school communities while preventing problem behavior. The key attributes of PBIS include

preventive activities, data-based decision making, and a problem solving orientation” (Ohio Department of Education, 2015, p. 1)

**SET.** An evaluation tool “designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year” (Sugai, Lewis-Palmer, Todd, & Horner, 2005, p. 1).

### **Nature of the Study**

This quasi-experimental study incorporated data from three sources: SET (used to measure PBIS implementation fidelity in various school settings), the Self-Assessment Survey (SAS; used to measure teacher/staff perceptions of PBIS implementation), and BIMS (used to measure teacher attitudes and beliefs regarding classroom and behavior management). These scales created the three variables for the study as well. Data were collected by surveying teachers using SAS and BIMS. SET data were reported by teachers via the survey. Data were to be analyzed using the Chi-Square Test of Independence to “examine the association between two nominal variables, particularly whether such an association is statistically significant” (Butin, 2014, pp. 86-87). This test would determine the level of association among variables; but due to a small sample size, the statistician utilized Fisher’s exact test to achieve the same result.

### **Assumptions**

The researcher made several assumptions when developing this study. One assumption was that teachers would be willing to complete the surveys needed to collect data. Next, it was assumed that the school system would be willing to allow such surveying to take place and for information regarding SET for schools involved to be used. Also, the researcher assumed that teachers surveyed would have some training and knowledge of the PBIS framework and that it was being implemented at least in portion



in their school. Lastly, the researcher assumed that teacher responses to the surveys would be honest to the best of each teacher's knowledge. These assumptions impacted the researcher's ability to collect valid information.

### **Scope**

The original plan for this study was that it would be conducted throughout 89 elementary schools in the school system of study which had been identified as schools participating in the SWPBIS framework. These schools were chosen from 106 elementary schools in the system based solely on their PBIS status. Only elementary schools were chosen for consistency of program implementation, schedules, and results; however, due to the county's review board refusing the research proposal, the survey was distributed via Facebook and Twitter.

### **Delimitations**

Several factors constituted the delimitations in this study. First, the study was to be conducted in one school system in North Carolina; but instead, it was distributed through social media, reaching an unknown number of people. The study involved only elementary schools participating in PBIS. Furthermore, the instruments used to collect data and measure variables were delimited in this study as SET and SAS are part of the PBIS blueprint for implementation, but the BIMS is one of many scales created to assess teacher approaches to behavior and instructional management. These delimitations defined the scope and boundaries of the study.

### **Limitations**

The researcher acknowledged several limitations for this study. First, this study had possible limitations because of human subjects. The participants' honesty (or lack thereof) could have caused biased in the results. The study's perceived usefulness was

also a limitation; if the participants did not feel the study was important, they would not complete the survey or may not have taken it seriously, resulting in skewed data. The participants' perceptions of their own participation in the PBIS program itself could also have limited the study, as their perceptions may not have reflected reality. These limitations were accounted for in the explanation of the review of results.

### **Significance**

This study was intended to further explore and expand the knowledge of teacher beliefs and how they impact behavior and classroom management. Research included in the literature review suggests that each of the various management styles on the student-centered to teacher-centered continuum has a foundational basis for beliefs on behavior and that these beliefs ultimately impact a teacher's methods for and attitudes regarding behavior management and discipline. This study intended to analyze these various styles and whether or not each style impacts a teacher's ability to implement PBIS to fidelity.

To determine any link between teacher perceptions of student behavior and PBIS implementation fidelity, the researcher utilized several valid instruments: BIMS (Martin & Sass, 2009), EBSSAS (Sugai, Horner, & Todd, 2000), and SET (Sugai et al., 2005). By employing three forms of data collection and statistically analyzing the data collected, the study provided insight into any potential relationship between teacher beliefs on behavior and ability to implement PBIS to fidelity.

### **Summary**

Each day, educators are faced with challenges surrounding not only academic performance but behavior and social issues as well. How teachers perceive these behaviors and their responses to the behaviors and students exhibiting them can ultimately affect both academic performance and the classroom environment. PBIS was

created in response to IDEA and aims to produce positive behavior change for staff and students alike. Through positive reinforcement, modeling, and precorrection, students learn how to behave in a socially acceptable and responsible manner in various settings. Studies of teachers who are successful with the framework show increased academic gains.

This study examined teacher perceptions of behavior and methods of classroom management and the impact, if any, of those perceptions on implementation of PBIS. Through data collection and examination found through teacher surveys and statistical analysis, the researcher worked to find an association among variables to determine if these perceptions impacted a teacher's ability to implement PBIS, especially if PBIS strategies differed from the teacher's normal management style.

The next chapter, the review of literature, explores research surrounding these variables including PBIS history, PBIS framework (tiers, implementation, sustainability, assessments of fidelity), traditional methods of behavior management, teacher perceptions, and self-concept theoretical framework. Through this literature review, the researcher built a case for the research study and the framework upon which it is built. The researcher also explained the history behind the methods and variables used within the study.

## **Chapter 2: Review of Literature**

To better understand traditional approaches to school discipline and how they could potentially relate to implementation of PBIS, the researcher provides an overview of these traditional approaches and PBIS principles and background in general. This chapter examines the literature surrounding traditional behavior management and/or discipline approaches and how they compare to PBIS. The chapter examines theories related to self-concept and creating belief systems and how these theories could potentially impact a teacher's ability to implement a behavior management system that creates dissonance with his or her constructed beliefs. Through the literature review, the researcher hoped to provide insight into the issues surrounding three research questions.

### **Research Questions**

To examine the topic, the researcher examined the following research questions.

1. How can behavioral and instructional beliefs in PBIS schools be characterized?
2. What is the association between teacher-constructed beliefs on discipline and teacher perceptions of SWPBIS implementation according to SAS?
3. What is the association between teacher-constructed beliefs on discipline and fidelity of implementation according to SET?

To help answer these research questions, the researcher completed this literature review to explore the factors creating teacher-constructed beliefs on discipline and teacher perceptions of SWPBIS that impact fidelity. Furthermore, the researcher explored traditional approaches to school discipline and the research that supports the use of SWPBIS based on its creation due to IDEA regulations.

### **Literature Search Strategy**

To research literature and studies related to teacher-constructed beliefs of discipline on SWPBIS implementation, the researcher used the Gardner-Webb University library electronic search resources to gather articles relevant to the topic of study. These databases included ProQuest for model dissertations, Bulldog OneSearch, ERIC, and EBSCOhost. The search terms used included PBIS, SWPBIS, behavior management, self-concept theory, teacher beliefs on discipline, behavior management scales, and approaches to discipline. Numerous articles were helpful from these searches. These articles and texts used in the literature review dated back to 1907 to ensure inclusion of information pertaining to the development of theories, certain scales, and PBIS itself. All of the literature originated in the United States. Themes from the literature included PBIS history, PBIS framework (tiers, implementation, sustainability, assessments of fidelity), and self-concept theoretical framework. These themes were used to scaffold the literature review.

### **Traditional Approaches to School Discipline**

According to Schmidt (1982), “The use of punishment as a means of disciplining children has been debated since early times” (p. 43). At the beginning of the 20th century, Bagley (1907) wrote of behavior management techniques as those that would “slowly [transform] the child from a little savage into a creature of law and order, fit for the life of civilized society” (p. 35). He found that students could be trained to exhibit desired behaviors by training them to do so. These habits could be “ingrained by the law of habit-building” by which “whatever is to become a matter of invariable custom must be made conscious to the students at the outset, then drilled explicitly and held to rigidly, until all tendency to act in any other way has been overcome” (Brophy, 2006, p. 20).

Furthermore, he believed that teachers should exercise authority over the classroom without concern for being liked or disliked by students. Should the need for punishment arise from a lack of overcoming tendencies to misbehave, these punishments should serve the greater good of the classroom and should strive to, in as mild a way as possible, suppress the urge to behave in an unacceptable way. Bagley felt that “corporal punishment often [met] this criteria, especially with elementary students, because it [could] be more humane than scolding” (Brophy, 2006, p. 20). Bagley stated, however, that such punishment should not be public or while the teacher was angry and that preventative measures were best, including rewards and other forms of extrinsic motivation.

According to Brophy (2006), traditional methods of classroom and behavior management such as Bagley’s are rooted in applied behavioral analysis in which operant conditioning and reinforcement are used to control behavior through a series of cues. Positive cues reinforce behaviors which the teacher wishes to have continue, while nonreinforcement is used to extinguish negative behavior. If nonreinforcement is ineffective, punishment is used to suppress these negative behaviors (Brophy, 2006).

Maag (2001) stated that many educators may “embrace punishment because it is easy to administer, works for many students without challenging behaviors, and has been part of the Judeo-Christian history that dominates much of our society” (p. 173). Research shows that positive reinforcement techniques can be misunderstood based on the cultural thought that living in a society where citizens do as they wish without pressure from outside sources can cause people to behave inappropriately due to internal motivation. Furthermore, Maag purported that “punishment, which is the opposite of positive reinforcement, appears much more acceptable because of the perception that it

does not threaten individuals' autonomy;" in other words, if people act responsibly, they will be able to avoid punishment (p. 175). In 1971, Skinner discussed this opinion of linking punishment and motivation by saying,

The trouble is that when we punish a person for behaving badly, we leave it up to him to discover how to behave well, and he can then get credit for behaving well.

. . . At issue is an attribute of autonomous man. Men are to behave well only because they are good. (p. 62)

According to Schmidt (1982), "Punishment, by itself, does not teach new appropriate behaviors. If a misbehavior is extinguished by punishing and no appropriate behavior is reinforced, the old misbehavior can return or be replaced by a new undesirable behavior" (p. 45). This research further suggests that children tend to avoid contact with adults who punish them. If a child cannot escape this contact, the child may resort to passive behavior or avoidance, damaging the child's growth and relationship with the adult.

For years, discipline has been an issue to the general public, especially educators. According to Cotton (1995), "During most of its . . . existence, the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools has identified 'lack of discipline' as the most serious problem facing the nation's educational system" (p. 1). Even as late as 2015, the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools have highlighted "lack of discipline" as one of the top four biggest issues in education today (Phi Delta Kappa International, 2015). This "lack of discipline" and the ability to deal with problem behaviors "has drawn increased attention from schools, families, and communities" (Sugai & Horner, 2002, p. 25). Sugai and Horner's (2002) research suggested that when educators are faced with discipline problems, especially those that

disrupt the learning of other students, they may react with punishment for the aforementioned reasons.

According to Sugai and Horner (2002),

Most school conduct codes and discipline handbooks detail consequence sequences designed to “teach” these students that they have violated a school rule, and that their “choice” of behaviors will not be tolerated. When occurrences of rule-violating behavior increase in frequency and intensity,

- a. monitoring and surveillance are increased to “catch” future occurrences of problem behavior,
- b. rules and sanctions for problem behavior are restated and re-emphasized,
- c. the continuum of punishment consequences for repeated rule-violations are extended,
- d. efforts are directed toward increasing the consistency with which school staff react to displays of antisocial behavior,
- e. “bottom-line” consequences are accentuated to inhibit future displays of problem behavior. (p. 25)

These punishment-based responses to misbehavior are common but frequently create only a temporary solution, furthering a decrease in learning and teaching opportunities in schools. Sugai and Horner stated, “By themselves, these reactive responses are insufficient to meet the challenge of creating safe schools and positive school climates, and maximizing teaching time and learning opportunities” (p. 26).

If punishment is undesirable, then why is it still used as a method of behavior management? Schmidt (1982) stated, “Child-rearing approaches and discipline attitudes are influenced by a number of social and cultural factors” including socioeconomic



status, religion, and ethnicity (p. 45). Furthermore, parents model behavior management practices, attitudes, beliefs, and behaviors used by their own parents. Maag (2001) found that “mild forms of punishments, such as the use of verbal reprimands, fines, or occasional removals from the classroom, typically control most students’ behaviors” (p. 177). Since this type of behavior management works for most students, teachers would then assume that the other students who exhibit the most challenging behaviors should be punished more severely and more often than the other students. Magg further suggested that some people may have trouble understanding data collected proving punishment as an ineffective method of behavior management because such would not match their own expectations, perceptions, and beliefs (p. 177).

Schmidt (1982) suggested that “if punishment is to be better understood and eventually diminished . . . extensive parent, teacher, and family education efforts will be needed to change traditional beliefs and approaches to discipline” (p. 45). Schmidt purported that a more constructive approach is to give the child consequences that help to teach appropriate behaviors, the ultimate goal of behavior management. Children must be taught how to be responsible through adult-modeled, well thought out, appropriate behaviors rather than reactive methods of control. Sugai and Horner’s (2002) research concurred with these views. They stated, “In the long term, reactive and punishment-based responses create a false sense of security. Environments of authoritarian control are established. Antisocial behavior events are inadvertently reinforced” (Sugai & Horner, 2002, p. 26).

According to Kohn (1995), many articles and research on behavior management “offer an assortment of tricks to get the students to comply with [the teacher’s] wishes. In fact, the whole field of classroom management amounts to techniques for manipulating

student behavior” (p. 1). Kohn continued that “threats and bribes can buy a short-term change in behavior, but they can never help kids develop a commitment to positive values” (p. 1). Furthermore, “All of these ‘doing to’ strategies are about demanding obedience, not about helping kids think their way through a problem—or pondering why what’s happening might even be a problem in the first place” (Kohn, 1995, p. 1). The result becomes that the need for control over the students never ends.

Kohn (1995) continued that “working with students to build a safe, caring community takes time, patience, and skill” (p. 1). Building relationships with students and helping them reflect on their choices help students learn to make decisions about their learning and choosing wisely through practice and this reflection (Kohn, 1995). Using positive feedback, which is specific and timely, can actually help students learn how to be reflective and help them consider the classroom environment in which they would like to learn. By enabling the students in this manner, the students become intrinsically motivated to create such an environment, therefore enabling the teacher to understand what motivates each individual child (Brandt, 1995).

### **Teacher Beliefs and their Impact on Discipline**

According to Martin and Sass’s (2009) research, “Teachers’ beliefs and attitudes regarding the nature of student behaviors and how to manage classrooms vary and can play an important role in the determination of their behavior” (p. 1124). Furthermore, Martin and Sass proposed that “it seems feasible that a link exists between teacher beliefs and perceptions regarding classroom management style and proclivity to behavior” (p. 1124). In their research for the 2009 validation of their BIMS, Martin and Sass stated that behavior and instructional management “is operationalized as behavioral tendencies that teachers utilize to conduct daily instructional activities. These tendencies reflect the

teacher's discipline, communication, and instructional styles. All of these aspects manifest in the teacher's preferences and efforts to attain desirable educational goals" (p. 1124).

Onwuegbuzie et al. (2003), reviewing the research of Wolfgang and Glickman (1986), stated, "Using various psychological frameworks of child development, Wolfgang and Glickman (1986) operationalized the following viewpoints that encompass [various] discipline strategies: Relationship-Listening, Rules/Rewards -Punishment, and Confronting-Contracting" (p. 36).

Relationship-Listening has its roots in humanistic and psycho-analytical thought, positing that the child develops from an "inner unfolding of potential";

Rules/Rewards-Punishment is based on behavioral learning theory, in which the child develops as a result of external conditioning; and Confronting-Contracting stems from social learning theory (e.g., Bandura, 1969), whereby the child develops from the interaction between internal and external forces.

(Onwuegbuzie et al., 2003, p. 36)

These viewpoints each hold important implications for educators. To further explain these viewpoints, Wolfgang and Glickman named these strategic viewpoints (previously mentioned as relationship-listening, rules/rewards-punishment, and confronting-contracting) non-interventionists, interventionists, and interactionalists, respectively (Onwuegbuzie et al., 2003). "Non-interventionists believe that students are capable of managing their own behavior [and] believe that all students want to do well and experience success in school" (Onwuegbuzie et al., 2003, p. 36). These teachers are supportive and empathetic and practice student-centered techniques to encourage students to self-correct their behavior. "Interventionists stress teacher authority and practice

behavior modification strategies to shape student behavior [and] do not recognize students' inner emotions or their ability to come to rational decisions on their own" (Onwuegbuzie et al., 2003, p. 36). For these teachers, rules and consequences are important; and techniques are teacher-centered and may include physical restraint, isolation, and/or reinforcement. Lastly, "interactionalists focus on what the student does to modify the external environment, as well as on what the environment does to develop the student [and] maintains constant interaction with the student[, believing] that both must be willing to compromise" (Onwuegbuzie et al., 2003, p. 36). These teachers lie in the middle of the teacher-centered/student-centered continuum and may employ techniques from the other styles depending on the situation.

Maag (2001) suggested that "the solution [to helping educators understand the importance of positive behavior management] is to describe positive reinforcement in a way that is congruent with teachers' existing notions about behavior management and present techniques as easy to apply" (p. 178). According to Brophy (2006), "Teachers seeking to establish learning communities [. . . need . . . ] the familiar management strategies of articulating clear expectations, modeling or providing instruction in desired procedures . . . and applying sufficient pressure to [change behavior] when students have failed to respond to more positive methods" (p. 37).

Based on this research, there is a connection between teacher views on discipline and management style. Positive behavior reinforcement has become a popular method of behavior management. PBIS is closely related to the ideas included in Brophy's (2006) ideas of modeling, setting clear expectations, directly instructing students on desired behavior, and further interventions (Tier II and III) when positive methods are not effective.

## **PBIS History**

According to Gresham (1991), Sugai and Horner (1999), and Walker et al. (1996), “During the 1980s, a need was identified for improved selection, implementation, and documentation of effective behavioral interventions for students with behavior disorders (BD)” (as cited in Sugai & Simonsen, 2012, p. 1). Most significantly, amendments to IDEA codified “positive behavioral interventions and supports,” “functional behavioral assessment” (FBA), and “positive behavior supports” (PBS) into policy and practice and into the business of discipline and classroom and behavior management in every school in America (as cited in Sugai & Horner, 2002, p. 24).

According to Sugai and Horner (2002),

As schools have moved beyond simply excluding children with problem behavior to a policy of active development of social behaviors, expectations for discipline systems have changed. Research indicates that

- a. punishment and exclusion are ineffective when used without a proactive support system (Gottfredson, Karweit, & Gottfredson, 1989; Mayer, 1995; Tolan & Guerra, 1994),
- b. behavioral principles exist for organizing successful support for individual students with problem behavior (Alberto & Troutman, 1999; Kazdin, 1982; Kerr & Nelson, 1983; Vargas, 1977; Wolery, Bailey, & Sugai, 1988),
- c. effective instruction is linked to reduced behavior problems (Becker, 1971; Heward, Heron, Hill, & Trap-Porter, 1984; Jenson, Sloane, & Young, 1988; Lee, Sugai, & Horner, 1999; Sulzer-Azaroff & Mayer, 1986), and
- d. school-wide systems of behavior support can be an efficient system for

reducing the incidence of disruptive and antisocial behavior in schools (Chapman & Hofweber, 2000; Colvin & Fernandez, 2000; Horner & Sugai, 2000; Lohrman-O'Rourke et al., 2000; Nakasato, 2000; Nelson, in press; Nersesian et al., 2000; Sadler, 2000; Taylor-Greene et al., 1997; Taylor-Greene & Kartub, 2000; Walker et al., 1996). (p. 28)

For these reasons, the “intent of IDEA 1997 [was] that school districts must make safe school environments a priority” (Conroy, Clark, Gable, & Fox, 1999, p. 69). “Positive behavioral interventions have been demonstrated to reduce challenging behaviors” (Conroy et al., 1999, p. 69). Thus, PBIS was created based on IDEA as a framework to help change behavior through modeling and precorrection.

### **What is PBIS?**

PB[I]S is an approach [to behavior management] that emphasizes teaching as a central behavior change tool and focuses on replacing coercion with environmental redesign to achieve durable and meaningful change in the behavior of students. As such, attention is focused on adjusting adult behavior (e.g., routines, responses, instructional routines) and improving learning environments. (Sugai, Horner, Dunlap et al., 2000, p. 131)

According to Stormont, Lewis, and Covington-Smith (2005), “Many schools acknowledge the importance of supporting appropriate behavior and use systems of positive behavior support in their schools. Schoolwide systems of PB[I]S build a continuum of behavior support designed to meet the needs of all students” (p. 2).

PB[I]S emphasizes consideration of social values in both the results expected from behavioral interventions and the strategies employed in delivering the interventions. A central PB[I]S tenet is that behavior change needs to be socially

significant. Behavior change should be (a) comprehensive, in that all relevant parts of a student's day are affected, (b) durable, in that the change lasts for long time periods, and (c) relevant, in that the reduction of problem behaviors and increases in prosocial behaviors affect living and learning opportunities. (Sugai, Horner, Dunlap et al., 2000, p. 9)

PBIS contains four components: data, measurable outcomes, practices, and systems. SWPBIS uses data to guide the decision-making process at various levels (across all systems, all contexts, and with various individuals in the setting). These data guide changes in current structures as well as evaluation of these practices and structures. Outcomes such as academic achievement and social competence are considered as they are important to various groups of stakeholders—teachers, students, and family alike. These outcomes are necessary to utilize various resources, assessments, and curricula to create a positive school climate and environment. Lastly, SWPBIS considers the process, routines, and supports needed to ensure the utilization of the first three components (Sugai & Horner, 2002).

Lewis, Colvin, and Sugai (2000) explored the effects of precorrection and active supervision on behavior during recess, as playground injuries were on the rise, to analyze the effectiveness of these strategies in curbing problem behaviors. “Pre-correction strategies are described as antecedent manipulations designed to prevent the occurrence of predictable problem behavior and facilitate the occurrence of more appropriate replacement behavior” (Lewis et al., 2000, p. 110), while “active supervision is defined as those behaviors displayed by supervisors designed to encourage more appropriate student behavior and to discourage rule violations” (Lewis et al., 2000, p. 110). This examination looked at three strategies—reviewing social skills used during recess,

precorrecting behaviors while prompting the use of these skills, and actively supervising recess to observe behavior. Researchers found positive results related to teaching prosocial behavior and encouraging active supervision in this area as well. Could the same be true for other areas of a school that have yet to be studied? Because of the relationship between unstructured time and time-on-task and the correlation between PBIS and smooth transitions, one can infer that PBIS would have a positive impact on learning opportunities. “Schools are reporting 20% to 60% reductions in office discipline referrals, improved social climate, and improved academic performance when they engage in school-wide PB[I]S procedures” (Horner et al., 2004, p. 3).

**Tier I support.** According to Simonsen, Sugai, and Negrón (2008), “The primary tier is designed to support all students and staff across all settings in the school” (p. 33). In this tier, the focus is on preventing misbehaviors in all settings for all students by establishing five or fewer school rules or behavioral expectations, teaching various social skills, and creating a universal reward system for positive behavior reinforcement throughout the school.

**Tier II support.** When describing this tier, Simonsen et al. (2008) stated, “The secondary tier is designed to support a targeted group of students who have not responded to primary tier interventions, but whose behaviors do not pose a serious risk to themselves or others” (p. 33). Various methods such as behavior contracts and point systems can be used to track data to measure progress toward behavior goals based on the designated behavior change needed. “Practices typically focus on intensifying the supports provided in the primary tier . . . ; and systems . . . are established to ensure that adopted practices are implemented with fidelity and that data are regularly collected, reviewed, and used to make decisions” (Simonsen et al., 2008. p. 34).



**Tier III support.** “Tertiary tier interventions are designed to support individual students (a) who require additional support to benefit from secondary or primary tier intervention . . . or (b) whose behaviors are serious enough to require more immediate and intensive support” (Simonsen et al., 2008, p. 34). In this tier, multiple strategies are needed to support individual student outcomes.

### **The teacher’s role in implementing and sustaining PBIS.**

The three-tiered model of school wide PB[I]S proposed by Walker et al. (1996) advocates the defining, teaching, and rewarding of school-wide behavioral expectations as the primary prevention (first tier) approach. The focus of the effort is on changes in the physical setting (displays of behavioral expectations), active instruction (teaching the behavioral expectations), positive reinforcement (reward of appropriate behavior), extinction/punishment (continuum of consequences for behavioral errors), and ongoing use of data for decision-making. (Horner et al., 2004, p. 10)

Given the increased emphasis on accountability for student achievement and discipline problems resulting from the No Child Left Behind Act, local school districts and administrators are [using programs such as PBIS] to promote a positive school climate and reduce discipline problems. (Bradshaw et al., 2010, p. 133)

Schools create a list of appropriate behaviors and rewards and work to change mindsets and environmental factors to succeed with PBIS, but how long and under what conditions can a school sustain PBIS?

In a study conducted by Bambara, Nonnemacher, and Kern (2009), educators using PBIS discussed perceived barriers and enablers to the PBIS process and program.

These researchers grouped barriers and enablers into five categories: school culture, administrative support, structure and use of time, professional development and support for professional practice, and family and student involvement. “Overall, the findings reflect the multidimensional and interrelated nature of the factors perceived to either impede or enhance the implementation of [PBIS], and all factors, to a certain extent, were interconnected” (Bambara et al., 2009, p. 173). The researchers found that the most ubiquitous idea encompassing all categories was

that the adoption of [PBIS] requires a substantial shift in thinking about behavioral interventions and about the students who present very difficult problem behaviors [, meaning] the acceptance of [PBIS] requires letting go entrenched beliefs and practices and accepting those that emphasize prevention rather than consequences, individualization rather than standard disciplinary interventions, and inclusion rather than the exclusion of students. (Bambara et al., 2009, p. 173)

Sugai and Simonsen (2012) reported that schools that are effective with PBIS implementation have several things in common. First, more than 80% of their students and staff can explain the desired positive behavioral expectations for the various school settings. Next, these schools see high percentages of positive feedback for contributing to a positive, safe school setting. These schools see that more than 70-80% of their students do not incur office discipline referrals for an undesirable behavior. Furthermore, the staff in these schools detect and implement more intensive behavior supports for necessary students more quickly than non-PBIS schools. Lastly, the PBIS teams in these schools participate in regular data review to help make decisions and plan for the future (Sugai & Simonsen, 2012). “The key to implementation is a collaborative, schoolwide

approach to discipline that provides the supports that teachers need to implement successful disciplinary strategies that meet the needs of individual students” (Conroy et al., 1999, p. 69).

### **Application to Current Research—Assessments of Fidelity**

**SET.** According to Horner et al. (2004), “The *School-Wide Evaluation Tool* (SET; Sugai et al., 2001) was created to provide a rigorous measure of primary prevention practices within school-wide behavior support” (p. 3). According to Horner et al., “Sugai and his colleagues developed a synthesis of the research on school-wide behavior support efforts and identified seven key practices that distinguish schools that are successful at implementing school-wide PBS” (p. 4). These practices are based upon the assumptions that students are more likely to behave in an appropriate manner when school staff explicitly define, teach, and reward appropriate behavior and that a school climate is affected by both peer and staff-student interaction. This assessment, conducted by an external evaluator, measures the main features of SWPBIS once per academic year to determine the level of fidelity within the setting. The SWPBS Evaluation Blueprint describes that results from the SET are used to

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year. (Algozzine et al., 2010, p. 13)

The information for this tool is gathered through a record review, observations, and staff and student interviews and surveys. In gathering this information, observers

look for written behavioral expectations and the follow-through of those expectations and analyze the monitoring of problem behaviors through reported behavior infractions, team minutes, and other available data.

According to Horner et al. (2004),

The SET consists of 28 items organized into seven subscales that represent the seven key features of school-wide PBS:

- a. school-wide behavioral expectations are defined;
- b. these expectations are taught to all children in the school;
- c. rewards are provided for following the expectations;
- d. a consistently implemented continuum of consequences for problem behavior is put in place;
- e. problem behavior patterns are monitored and the information is used for ongoing decision- making;
- f. an administrator actively supports and is involved in the effort; and
- g. the school district provides support to the school in the form of functional policies, staff training opportunities, and data collection options. (p. 5)

To score the SET, a value of 0, 1, or 2 is assigned to each of the items. A score of 0 indicates that a feature is not implemented, while a 1 indicates a score of partially implemented, and a score of 2 indicates that a feature is fully implemented. After scores are tallied for each subscale, the total score of the total possible score is used to create a percentage to determine the level of fidelity of implementation within the setting.

Horner et al. (2004) analyzed the psychometric adequacy of the SET. “SET scores demonstrated adequacy of central tendencies and variability for sensitivity at all three levels: item, subscale, and total” (Horner et al., 2004, p. 5). According to this

research, the SET's correlational structure "meets and exceeds standard psychometric criteria for discriminability, internal consistency, and test-retest reliability in instrumentation used primarily for research purposes" (Horner et al., 2004, p. 6). "Messick's (1998) unified construct validity framework" was used to assess overall validity as well to determine the instrument's usability in measuring the level of implementation of SWPBIS programs (Horner et al., 2004, p. 7).

**EBSSAS.** According to Saffron (2006), "The EBS Survey was originally developed as an action-planning document to solicit input from educators about their views on PB[I]S" (p. 5). This survey uses data to address systems in place and includes a section for each system: school-wide systems (15 related items), nonclassroom setting systems (nine related items); classroom systems (11 related items); and individual student systems (eight related items), totaling 43 items. Within each section, participants evaluate their perception of this system's current status in their setting/school, choosing from in place, partially in place, or not in place. After assessing each item's current status, the participant assigns a priority (high, medium, or low) to determine the item's priority for improvement.

Safran (2006) analyzed the validity and reliability of this instrument and effectiveness of using the EBS survey in action planning. The scale for current status and improvement priority reflects a "moderate to high reliability, suggesting that the instrument does assess the cohesiveness of two sets of items that measure components of PB[I]S" (Safran, 2006, p. 7). Safran's work, however, does suggest that some inconsistencies in the current status subscales could be due to disagreements across raters when considering which behavior managements are in place. For example, if a respondent is not assisting in the effort to keep the cafeteria safe and orderly, he or she

may be unaware of efforts in that location. In such cases, the PB[I]S team in that location would need to analyze the reasons for such inconsistencies. Another point of note is that Safran found the classroom systems to be considered more in place based on the stage of implementation. In total, however, “per Messick’s (1994) framework, intervention effectiveness and positive student outcomes are the ultimate evidence supporting the validity of the EBS Survey” (Safran, 2006, p. 8).

### **Theoretical Framework–Self-Concept Theory**

According to Epstein (1973), “there are a number of behavioral scientists, representing a variety of schools of thought, who believe that the self-concept is . . . a useful explanatory construct [and] a necessary one” (p. 404). Among these scientists are Lecky, Kelley, Snygg, and Combs, whose research will be discussed in this literature review. Epstein’s research stated that these “self-theorists identified as phenomenologists consider the self-concept to be the most central concept in all of psychology, as it provides the only perspective from which an individual’s behavior can be understood” (p. 404). Furthermore, “there is a basic need to maintain and enhance the self. Threat to the organization of the self-concept produces anxiety [and leads to] catastrophic disorganization” (Epstein, 1973, p. 406).

**Prescott Lecky.** According to Lecky (1945), “Life and activity are coexistent and inseparable. We do not have to explain why the organism acts, but only why it acts in one way rather than another” (p. 151). Stimulation causes an organism to act. The organism ultimately desires to maintain unity (as opposed to conflict) in thoughts and behavior. Lecky further explained, “Although we [are constantly] striving for unity, we do not assume that the . . . striving is necessarily successful. The environment sets the conditions of the problem which must be met, and [sometimes] an adequate solution may

not be forthcoming” (p. 152). Lecky’s research purported that personality is an organization of values that remain consistent with each other. When an organism behaves in a certain way, it is expressing its “effort to maintain the integrity and unity of the organization” (Lecky, 1945, p. 152). This organization creates values and standards to which an individual must adhere. People may or may not accept societal or other forms of external standards or values into their own system of organization.

Individuals, therefore, have two sets of problems—to maintain inner harmony and to maintain external harmony with the environment. Interpreting the environment is, then, consistent with experience but is organized to create internal consistency. The organization assimilates experience into the personality, so only situations the individual actually experiences can be integrated into the personality. Children identify with their parents in an effort to unify or organize their ideas with that of their parents to create unified relationships, thus assimilation and identification are connected. Lecky (1945) continued that “resistance is the opposite of assimilation and learning, and represents the refusal to reorganize the values, especially the ego values . . . which become more firmly established” and less adaptable with age (p. 162). Furthermore, Lecky stated, “To the educator it appears as an obstacle to learning,” supporting the idea that the inability to adopt a foreign method of behavior management, for example, would be met with resistance (p. 162).

**Donald Snygg and Arthur W. Combs.** Snygg and Combs’ (1949) views were similar to Lecky’s (1945). Their work suggested that “self concept serves as a kind of shorthand approach by which the individual may symbolize and reduce his own vast complexity to workable and usable terms” (Snygg & Combs, 1949, p. 127). According to Epstein (1973), “they viewed the self-concept as the nucleus of a broader organization

which contains incidental and changeable as well as stable personality characteristics” (p. 406). Their work suggested that important events have a greater impact on the self. Thus, the closer an experience or event is perceived as related to the self, the greater the impact the experience will have on a person’s behavior. The desire to have a stable self-concept

makes change difficult by causing us (1) to ignore aspects of our experience which are inconsistent with it or (2) to select perceptions in such a way as to confirm the concepts of self we already possess. As a result, changes produced by events inconsistent with well-differentiated self concepts are likely to be slow and laborious, if indeed they occur at all. (Snygg & Combs, 1949, p. 159)

**Link to previous research.** According to Glickman and Tamashiro (1980), “Self-concept theorists . . . posit that individuals strive for consistency and unity in their values and beliefs, and threats to this consistency produce feelings of distress” (pp. 459-460). Furthermore, “we can infer that teachers hold hypotheses about discipline, and that they desire to behave towards students in ways to validate or reject their hypotheses” (Glickman & Tamashiro, 1980, p. 460). In response to this inference, Glickman and Tamashiro developed “a way for teachers to clarify their beliefs on discipline so they can select strategies with which they are comfortable” (p. 459). Wolfgang and Glickman’s (1986) Teacher-Student Control Continuum described three levels (“schools of thought”) to identify a teacher’s beliefs on discipline and behavior management in the classroom. First, the non-interventionists, grounded in psychoanalysis and humanism, believe in high student control and low teacher control. “They believe that misbehavior is the result of unresolved inner conflicts [and that] individuals who are given the opportunity and appropriate support will be able to bring to the conscious level their inner difficulties” to,



ultimately, resolve their own behavior problems (Glickman & Tamashiro, 1980, p. 460). Thus, teachers should allow students to use their intrinsic know-how to solve their own conflicts and problems. Next, the interactionalists, based on social and developmental psychology, believe in sharing equal control with students. “They believe that students learn to behave as a result of encountering the outside world of objects and people” (Glickman & Tamashiro, 1980, p. 460). Students learn to respond to behavior appropriately based on their relationships with the teacher and other classmates. Mutual rules are important to all involved. Lastly, the interventionists, based on experimental psychology, believe that behavior is due to external circumstances and conditioning. “Students learn to behave only as certain behaviors are reinforced, so a student’s misbehavior is the result of inadequate rewards or punishments” (Glickman & Tamashiro, 1980, p. 460). Teachers teach standards of behavior in order to shape appropriate behavior; thus, the teacher has a high level of control over the student.

To further assist teachers in determining their own belief system based on the continuum, Glickman and Tamashiro (1980) developed the Beliefs on Discipline Inventory: “a self-administered, self-scored instrument that can be used to make a general assessment of a teacher’s beliefs on discipline according to the three schools described above” (p. 460). The inventory is divided into three parts which represent a teacher’s perceived thoughts or beliefs about discipline and his or her actual beliefs, determined by choosing actions from multiple choice items. Once questions are answered, the teacher scores the results to determine which school of thought most closely matches his or her own. In some cases, a teacher may be classified as “eclectic” in that he or she depends on situations, student characteristics, or some other gages to determine individual actions to take when dealing with behavior issues.

**BIMS.** According to Martin and Sass (2009), teacher beliefs regarding how children grow and develop determine how they interact with their students on a daily basis. The teacher's objectives and approach will vary depending on the theoretical lens through which he or she views their students. To examine this thought, Martin and Sass created the BIMS to provide "the ability to identify, define, and measure the facets of classroom control [and] the means to address a variety of research questions" related to teachers' attitudes and beliefs regarding classroom management (p. 1124). Martin and Sass linked Glickman and Tamashiro's (1980) as well as Wolfgang's (1995) conceptualized framework scale to explain teacher beliefs regarding child development. Based on an integration of theoretical perspectives, the underlying continuum of control underlies the dimensions within the BIMS and hypothesizes three approaches to teacher-student interaction: non-interventionist, interventionist, and interactionist (Martin & Sass, 2009, p. 1125). This scale is used to determine the teacher's approach to interaction with students with regard to both behavior and instructional management. Variables are assigned according to a scale developed and explained by Glickman and Tamashiro.

**Rationale for theoretical framework choice.** This theory of self-concept related closely to the research questions for this dissertation. First, when considering teacher-constructed beliefs on discipline, BIMS, scored using Glickman and Tamashiro's (1980) Beliefs on Discipline Inventory Scale, teachers assessed their underlying perceptions of constructed beliefs on discipline. To analyze any possible association between these perceptions and PBIS, teachers also completed the EBSSAS to rate their perceptions of fidelity levels of implementation to the SWPBIS framework. Afterwards, the researcher used the SET to further assess overall fidelity. Through association of the variables, the researcher could potentially prove or challenge that self-concept theory, in terms of

preconceived perceptions of behavior, was connected to level of ability to implement SWPBIS to fidelity.

### **Summary and Conclusion**

This literature review was designed to show the reasons and evidence behind the researcher's theoretical framework, instrumentation, and rationale for this study. To accomplish this task, the researcher examined the literature on themes such as traditional approaches to discipline in schools, the effect of teacher beliefs on discipline and classroom management strategies, PBIS history, PBIS framework (tiers, implementation, sustainability, assessments of fidelity), and self-concept theoretical framework. The literature cited provided insight to document the background for the researcher's research questions as well as suggested a link between teacher perceptions of behavior and the techniques used to manage behavior.

**Preview of Chapter 3.** Based on the information gained through the literature review, the researcher chose the quasi-experimental study design to conduct research on this topic. This type of research allowed the researcher to potentially determine statistically significant conclusions regarding questions regarding the relationship between variables. According to Butin (2014), this design “can describe the relationship between variables [. . . and . . .] explain whether a specific variable . . . is predictive of another variable” (p. 85). By using a combination of data sources in the form of three survey instruments, (SET, SAS, and BIMS), the researcher sought to determine if there is an association between behavior management style and ability to implement PBIS to fidelity through a Chi-Square Test of Independence to “examine the association between two nominal variables, particularly whether such an association is statistically significant” (Butin, 2014, p. 86); however, due to a small sample size, Fisher's exact test

was used instead. Furthermore, a Multinomial Logistic Regression, which “is used to predict a nominal dependent variable (with more than two categories) given one or more independent variables,” was performed to determine if the independent variable (behavior management style) was a predictor of the dependent variable (implementation fidelity) (Laerd Statistics, 2015b).

## **Chapter 3: Method**

### **Overview**

In this chapter, the researcher describes the methodology used in this quasi-experimental study. The researcher describes various aspects of the study such as the research design and procedures, variables, data collection, and analysis.

### **Research Design and Procedures**

For this quantitative study, the researcher chose the quasi-experimental research design. Butin (2014) stated that quasi-experimental research designs “can describe the relationship between variables” and “can explain whether a specific variable . . . is actually predictive of another variable” (p. 85). Although Butin and Huck (2011) both stressed that “correlation is not causation,” statistical procedures such as the Chi-Square Test of Independence can “examine the association between two nominal variables, particularly whether such an association is statistically significant” (Butin, 2014, pp. 86-87). This notion further supports the researcher’s work using Laerd Statistics (2015a) site, which recommended the Chi-Square Test as well, along with the Multinomial Logistic Regression, which “is used to predict a nominal dependent variable (with more than two categories) given one or more independent variables” (p. 1). Because the final population size was small, the statistician running analysis found Fisher’s exact test more appropriate and exact for the sample size than the Chi-Square Test.

### **Population**

According to the request for research policies implemented by the school board in the intended county of study, this study was classified as external research; thus, the researcher applied for permission to complete this study in the county. Following the Gardner-Webb University Instructional Review Board approval of this exempt study, the

researcher completed the appropriate application to conduct research within the county of study. Studies benefiting the school system are more readily accepted, so the researcher aligned information included in the application with the system's strategic plan and vision. Furthermore, studies with sound research design as shown in this study through validated surveys and those providing benefits of understanding personal discipline beliefs in order to potentially change these beliefs to implement county-wide initiatives, if necessary, would be more readily accepted as well. This benefit would come with minimal cost (time) to the participants. Participants' personal or identifying information would not be collected, so this study posed no potential risk to participants.

Unfortunately, the data and accountability research team declined the researcher's request to conduct a study in the intended county based on the fact that the county was not accepting studies that researched teachers, changing the possible participants. Whereas individuals participating in this study would have included certified staff responsible for managing student behavior in the 89 elementary schools implementing PBIS in the county school system of study, the study, instead, was distributed through Facebook and Twitter to reach an unknown number of possible participants throughout the country. Using the Survey Systems Sample Size Calculator, the researcher inputted a 95% confidence level and a confidence interval of 5 to determine a sample size of 384 participants when the population was unknown. The researcher created a website explaining the purpose of this study as well as the survey link for potential study participants to access. The researcher first created a website to gather participants and advertised that site via Twitter and Facebook. After waiting nearly a month and getting only 25 responses, the researcher created a Facebook page explaining the survey and including a link to the survey website. The researcher invited all Facebook friends to like

the page and requested that they share the page as well. After 4 weeks, the researcher had gathered data from 38 participants, the majority of whom represented North Carolina school systems.

### **Variables in the Study**

For this study, the researcher analyzed the problem and research questions using three variables. First, teacher-constructed beliefs on discipline were assessed through BIMS. With this instrument, each participant received a score linking him or her to a response to adult-student interaction as described in the variables section to come. Next, teacher perceptions of PBIS implementation were assessed through EBSSAS. This survey also created a score for each participant, rating the fidelity of implementation in certain areas of the school and practice. Lastly, actual fidelity of implementation for each school site was assessed through SET. These data, as stated by each participant, included a score for each participant's school of employment based on observed characteristics of implementation and fidelity.

Butin (2014) stated, "If you are using a premade survey that has already been validated and used in other studies, it may be extremely easy to make minor modifications and appropriate it for your own research study" (p. 91). The researcher found two surveys that were used to try to find a relationship between two variables—teacher beliefs regarding child development (and subsequent approaches to teacher-student interaction) and ability to implement PBIS with fidelity.

Main research question: To what extent do teacher constructed beliefs on discipline affect a teacher's fidelity of implementation with the School-wide Positive Intervention and Supports (SWPBIS) framework?

This question will be broken into three sub-questions:

Research Question	Tools/Instruments	Data Collected	Method/s of Analysis
(1) How can behavioral and instructional beliefs in PBIS schools be characterized?	Behavior and Instructional Management Scale (Independent Variable) <ul style="list-style-type: none"> <li>developed by Martin and Sass (2009)</li> </ul>	assesses the teacher's constructed views on discipline; classifies as: Non-interventionists, Interactionalists, or Interventionists	Descriptive Statistics
(2) What is the association between teacher constructed beliefs on discipline and teacher perceptions of SWPBIS implementation according to the SAS?	Behavior and Instructional Management Scale (Independent Variable) <ul style="list-style-type: none"> <li>developed by Martin and Sass (2009)</li> </ul> Effective Behavior Support Self-Assessment Survey (Dependent Variable) <ul style="list-style-type: none"> <li>developed by Horner, Sugai, and Todd (2000)</li> </ul>	assesses the teacher's constructed views on discipline; classifies as: Non-interventionists, Interactionalists, or Interventionists  assesses teacher perception of fidelity of implementation of Positive Behavior Interventions and Support (PBIS) -- "in place," "partial in place," or "not in place"	Fisher's exact test (because of small number of participants) to examine the association between teacher constructed beliefs on discipline and teacher perceptions of SWPBIS implementation according to the SAS  Multinomial Logistic Regression, to determine if behavior management style is a predictor of the dependent variable implementation fidelity.
(3) What is the association between teacher constructed beliefs on discipline and fidelity of implementation according to the SET?	Behavior and Instructional Management Scale (Independent Variable) <ul style="list-style-type: none"> <li>developed by Martin and Sass (2009)</li> </ul> School-wide Evaluation Tool (Dependent Variable) <ul style="list-style-type: none"> <li>developed by Sugai, Lewis-Palmer, Todd, &amp; Horner (2001)</li> </ul>	assesses the teacher's constructed views on discipline: Non-interventionists, Interactionalists, or Interventionists  assesses school-wide implementation of PBIS in the manual: 0 = 0-50% (not implemented) 1 = 51-89% (partially implemented) 2 = 90-100% (fully implemented)	Fisher's exact test (because of small number of participants) to determine the association between teacher-constructed beliefs on discipline and fidelity of implementation according to the SET  Multinomial Logistic Regression to determine if behavior management style is a predictor of implementation fidelity.

*Figure 1.* Dissertation Methods.

## Instrumentation and Materials--BIMS

**Survey design.** According to Creswell (2014), the purpose of a research survey “is to generalize from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of this population” (p. 157). With this purpose in mind, the researcher conducted a cross-sectional survey of staff in the county of study using the survey questions put into a Google form. The purpose of completing the survey online was to hopefully increase participation as it was anonymous and easy to complete. Furthermore, online survey methods were convenient for both participants and the researcher, free, and accurate in creating results.

**Instrumentation.** The purpose of BIMS (Appendix A) is that it provides “the ability to identify, define, and measure the facets of classroom control [and] the means to address a variety of research questions” related to teacher attitudes and beliefs regarding



classroom management (Martin & Sass, 2009, p. 1124). Martin and Sass (2009) created and validated this scale to measure teachers' various approaches to both behavioral and instructional management (subscales of the overall BIMS). Martin and Sass conducted three studies to determine the validity and reliability of this instrument; therefore, the researcher will not validate it further. According to Martin and Sass,

The three studies . . . provide evidence for a brief, psychometrically sound instrument designed to measure the aspects of teachers' beliefs toward managing behavior and instruction. Study 1 utilized EFA to examine the 24-item version of the BIMS and reduce it to 12 items. The second and third studies examined the validity (via factorial, discriminant [sic], & convergent validity) and reliability estimates of the shortened version. Collectively, these studies provided evidence of adequate psychometric properties. (p. 1132)

The instrument, which was approved for use via email correspondence with the author, includes 24 items rated on a Likert scale which give information about both behavioral management and instructional management, although they are not marked as such on the actual survey. The survey items ask questions regarding methods and instructions teachers would use to manage behavior and instruction (see Figure 2). Martin and Sass have bolded the questions that could be given if the user wanted to shorten the survey. For the purposes of this study, the researcher used the shortened version. The researcher solicited participation via Facebook and Twitter.

Directions: For each statement below, please mark the response that best describes what you do in the classroom. There are no right or wrong answers, <b>so please respond as honestly as possible.</b>	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1. <b>I nearly always intervene when students talk at inappropriate times during class. (BM1)</b>	6	5	4	3	2	1
2. I use whole class instruction to ensure a structured classroom. (IM1)	6	5	4	3	2	1
3. <b>I strongly limit student chatter in the classroom. (BM2)</b>	6	5	4	3	2	1
*4. <b>I nearly always use collaborative learning to explore questions in the classroom. (IM2)</b>	6	5	4	3	2	1
5. I reward students for good behavior in the classroom. (BM3)	6	5	4	3	2	1
*6. <b>I engage students in active discussion about issues related to real world applications. (IM3)</b>	6	5	4	3	2	1
7. If a student talks to a neighbor, I will move the student away from other students. (BM4)	6	5	4	3	2	1
8. I establish a teaching daily routine in my classroom and stick to it. (IM4)	6	5	4	3	2	1
*9. I use input from students to create classroom rules. (BM5)	6	5	4	3	2	1
*10. <b>I nearly always use group work in my classroom. (IM5)</b>	6	5	4	3	2	1
*11. I allow students to get out of their seat without permission. (BM6)	6	5	4	3	2	1
*12. <b>I use student input when creating student projects. (IM6)</b>	6	5	4	3	2	1
13. I am strict when it comes to student compliance in my classroom. (BM7)	6	5	4	3	2	1
*14. I nearly always use inquiry-based learning in the classroom. (IM7)	6	5	4	3	2	1
15. <b>I firmly redirect students back to the topic when they get off task. (BM8)</b>	6	5	4	3	2	1
16. I direct the students' transition from one learning activity to another. (IM8)	6	5	4	3	2	1
17. <b>I insist that students in my classroom follow the rules at all times. (BM9)</b>	6	5	4	3	2	1
*18. <b>I nearly always adjust instruction in response to individual student needs. (IM9)</b>	6	5	4	3	2	1
19. I closely monitor off task behavior during class. (BM10)	6	5	4	3	2	1
20. I nearly always use direct instruction when I teach. (IM10)	6	5	4	3	2	1
21. <b>I strictly enforce classroom rules to control student behavior. (BM11)</b>	6	5	4	3	2	1
22. I do not deviate from my pre-planned learning activities. (IM11)	6	5	4	3	2	1
23. <b>If a student's behavior is defiant, I will demand that they comply with my classroom rules. (BM12)</b>	6	5	4	3	2	1
*24. <b>I nearly always use a teaching approach that encourages interaction among students. (IM12)</b>	6	5	4	3	2	1

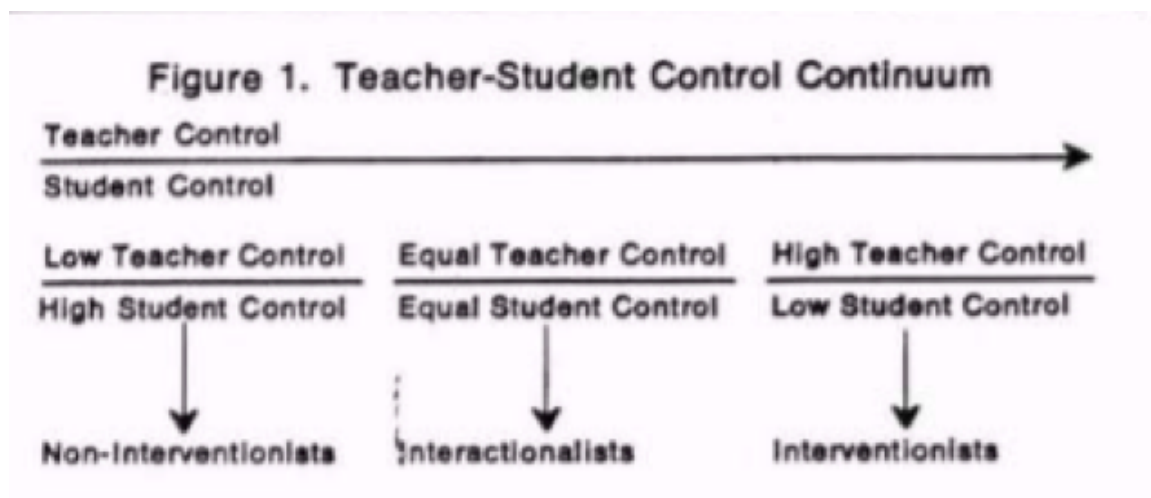
Note. Bolded items represent the 12 items used for the abbreviated scale. Although items are labeled here as BM and IM, these markers did not appear on the version completed by the subjects.  
 \* = item is reverse scored.

Figure 2. BIMS.

**Variables.** According to Martin and Sass (2009), how teachers interact with students is based on their personal set of beliefs regarding how children develop. The teacher's objectives and approach will vary depending on the theoretical lens through which he or she views their students. Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a framework to explain teacher beliefs regarding child development. Based on an integration of theoretical perspectives, the underlying continuum of control underlies the dimensions within the BIMS and hypothesizes three approaches to teacher-student interaction: non-interventionist, interventionist, and interactionalist (Martin & Sass, 2009, p. 1125).

The scale, then, is used to determine the teacher's approach to interaction with students with regard to both behavior and instructional management (see Figure 2 or Appendix A for behavior management and instructional management questions). Therefore, the three aforementioned approaches were three variables of the survey.

Variables were assigned according to a scale developed and explained by Glickman and Tamashiro (1980) (see Figure 3).



*Figure 3.* Glickman and Tamashiro's (1980) Scale of Teacher-Student Control.

### **Instrumentation and Materials–EBSSAS**

**Survey design.** For this survey, and with permission from Dr. Rob Horner and Dr. George Sugai (Appendix B), the researcher transferred effective behavior support questions (Appendix C) into a Google form to submit it electronically to participants. This method allowed participants to complete these questions in conjunction with BIMS questions to ensure effective and correct data comparisons were possible without assigning numbers or other possible identifying information to participants.

**Instrumentation.** School staff members utilize the Effective Behavior Support (Appendix C) to assess effective behavior support systems in their school. According to survey developers Sugai, Horner, and Todd (2000),

The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) nonclassroom

management systems, (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems. (p. 2)

**Variables.** EBSSAS assesses teacher perceptions of fidelity of implementation of PBIS. According to Safran (2006), “The EBS Survey was originally developed as an action-planning document to solicit input from educators on their views on PBS” (p. 5). Respondents self-assess fidelity by rating support systems as “in place,” “partial in place,” or “not in place” and rate supports needing further development and perceived priority for improvement (1 for low, 2 for medium, and 3 for high).

### **Instrumentation and Materials–SET**

**Survey design.** In the school system of study, SET (Appendix D) is performed yearly by a group of external evaluators usually consisting of staff from the school system’s team of PBIS coaches and other trained personnel. Information needed for this tool is gathered through a records review, observations, and staff (at least 10) and student (at least 15) interviews. The records reviewed in this process include the school’s discipline handbook, the School Improvement Plan, PBIS Action Plan, social skills training materials, and behavior incident data (referral forms, suspension records).

**Instrumentation.** The purpose of SET is to evaluate each feature of SWPBIS during each academic year. According to Sugai et al. (2005),

The SET results are used to

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

5. compare efforts toward school-wide effective behavior support from year to year. (p. 1)

**Variables.** SET assesses fidelity of implementation of PBIS throughout the different systems within a school. Developed by Sugai et al. (2001), it assesses school-wide implementation of PBIS. This evaluation tool provides “schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to school-wide effective behavior support” (Sugai et al., 2005, p. 1). This assessment rates the fidelity of implementation with a numeric score.

### **Data Analysis**

To analyze the data collected from the three sources described, the researcher enlisted the help of Hsin-Ro Wei, a second year doctoral student in the Research and Evaluation Methodology Department of the School of Human Development and Organizational Studies in Education at the University of Florida, to run the statistical analysis required for this study. Hsin-Ro Wei was under the advisement of Corinne Huggins-Manley, Assistant Professor of Research and Evaluation Methodology and Program Coordinator of Research and Evaluation Methodology in the School of Human Development and Organizational Studies in Education in the College of Education at the University of Florida. In conjunction with these individuals, the researcher used descriptive statistics to explain how behavioral and instructional management strategies within PBIS schools can be categorized.

Originally, the researcher also chose to analyze data using the Chi-Square Test of Independence. According to Butin (2014), the Chi-Square of Independence is used to “examine the association between two nominal variables, particularly whether such an

association is statistically significant” (pp. 86-87). The researcher originally chose this test to accomplish three tasks. First, the researcher wanted to determine the association between teacher-constructed beliefs on discipline and teacher perceptions of SWPBIS implementation according to SAS. Second, the Chi-Square Test was used to determine the association between teacher-constructed beliefs on discipline and fidelity of implementation according to SET. Last, it was used to determine the association between teacher perceptions of implementation according to SAS and fidelity of implementation as measured by SET. These measures and analysis helped the researcher determine if there is an association between teacher attitudes and beliefs regarding classroom management (measured through BIMS) and their ability to implement PBIS. This method was changed to Fisher’s exact test because of the small number of participants.

Along with descriptive statistics and Fisher’s exact test, the researcher also conducted a Multinomial Logistic Regression which “is used to predict a nominal dependent variable (with more than two categories) given one or more independent variables” (Laerd Statistics, 2015b, p. 1). According to Statistics Solutions (2015), “Like all linear regressions, the multinomial regression is a predictive analysis. Multinomial regression is used to describe data and to explain the relationship between one dependent nominal variable and one or more continuous-level (interval or ratio scale) independent variables” (p. 1).

## **Conclusion**

This quasi-experimental research study was created to determine if there is an association between teacher beliefs and attitudes regarding classroom management and teacher ability to implement PBIS. To address this problem and the associated research questions, the researcher utilized three premade assessment tools: BIMS, EBSSAS, and

SET. The researcher then used descriptive statistics along with the Fisher's exact test to determine the association among the three variables: teacher-constructed beliefs on discipline, assessed through BIMS; teacher perceptions of PBIS implementation, assessed through EBSSAS; and finally, actual fidelity of implementation for each school site, assessed through SET. The researcher also utilized the Multinomial Logistic Regression to determine if the type of behavior management style is predictive of ability to implement PBIS to fidelity. These variables, when compared, lead to an understanding of how teacher-constructed beliefs on discipline are associated with PBIS implementation.

## **Chapter 4: Results**

### **Overview**

In this chapter, the researcher describes the methodology used in this quasi-experimental study and the results of the data analysis. The researcher reports the results of each method of statistical analysis completed and compiled by Hsin-Ro Wei, University of Florida doctoral student, and how the data relate to each research question.

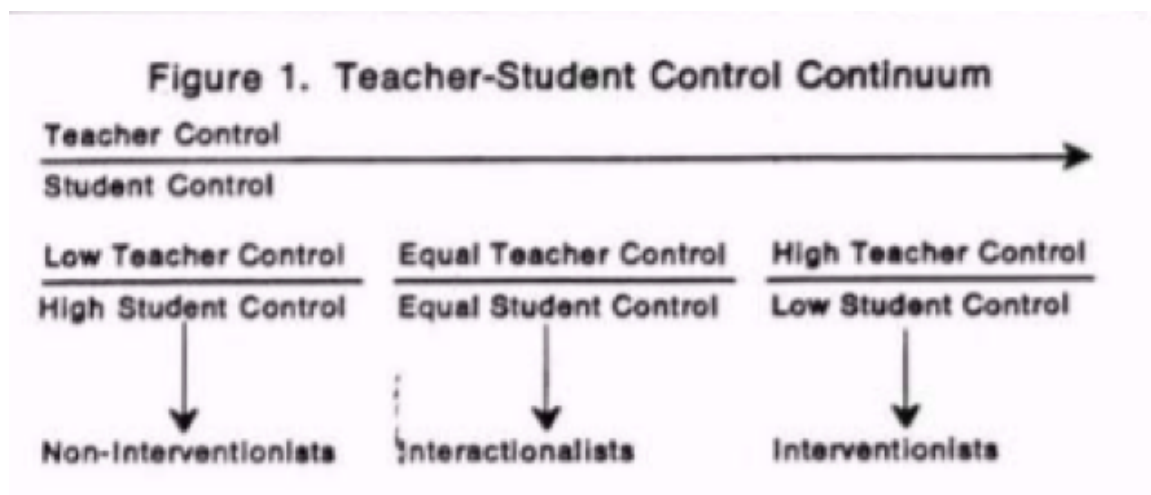
### **Demographics of the Sample**

Individuals invited to participate in this study included certified staff responsible for implementing PBIS in elementary school classrooms. Participants were invited via Facebook and Twitter, first by the researcher's invitation and then shared further by the researcher's acquaintances. An unknown total population of potential survey participants was used to calculate sample size, and the researcher inputted a 95% confidence level and a confidence interval of 5 to determine a sample size of 384 participants. The combined number of actual participants totaled 38, representing seven school districts of the 116 North Carolina districts as well as three participants from unidentified districts outside North Carolina.



## Research Question 1

How can behavioral and instructional beliefs in PBIS schools be characterized?



*Figure 3.* Glickman and Tamashiro's (1980) Scale of Teacher-Student Control (p. 460).

**Descriptive statistics.** Scores of items 3, 4, 5, 6, 9, and 12 were reversed in BIMS as they are reversed-score items.

Table 1 presents the descriptive statistics of BIMS. There are 38 valid observations in each question without missing value in all observations. Question 9 has the lowest maximum value and mean value among all questions. Question 10 has the relatively higher minimum, maximum value, and the highest mean value among questions. The highest mean question implied the teacher is more interventionist in this question than the rest, and the lower mean question implied the teacher is more non-interventionist in this question than the rest.

Table 1

*Descriptive Statistics*

	N	Min	Max	Mean	Std. Deviation
1. I nearly always intervene when students talk at inappropriate times during class.	38	1.0	6.0	4.263	1.2452
2. I strongly limit student chatter in the classroom.	38	1.0	6.0	2.974	1.2409
3. I nearly always use collaborative learning to explore questions in the classroom.	38	1.0	4.0	2.474	.9223
4. I engage students in active discussion about issues related to real world applications.	38	1.0	4.0	2.000	.9300
5. I nearly always use group work in my classroom.	38	1.0	5.0	2.263	.9777
6. I use student input when creating student projects.	38	1.0	5.0	3.079	1.1942
7. I firmly redirect students back to the topic when they get off task.	38	2.0	6.0	4.237	1.1954
8. I insist that students in my classroom follow the rules at all times.	38	2.0	6.0	4.447	1.2670
9. I nearly always adjust instruction in response to individual student needs.	38	1.0	3.0	1.816	.6516
10. I strictly enforce classroom rules to control student behavior.	38	2.0	6.0	4.500	1.2025
11. If a student's behavior is defiant, I will demand that they comply with my classroom rules.	38	1.0	6.0	3.658	1.5295
12. I nearly always use a teaching approach that encourages interaction among students.	38	1.0	4.0	1.947	.7693

**Findings and discussion.** According to the descriptive statistic result of BIMS, teachers tended to choose the non-interventionists (high student control) style in

questions 4, 9, and 12 as their ranges are focused on 1 to 3 or 1 to 4 and means are below 2. They tended to agree with interactionalists (shared student and teacher control) style in questions 2, 3, 5, 6, and 11 with means of questions located between 2 and 4. Also, they tended to be classified interventionists (high teacher control) in questions 1, 7, 8, and 10 with means of questions above 4.

## **Research Question 2**

**What is the association between teacher-constructed beliefs on discipline and teacher perceptions of SWPBIS implementation according to SAS?**

**Fisher's exact test.** Instead of using the Chi-Square Test, Fisher's exact test was used due to the violation of assumption of Chi-Square with expected cell frequencies less than 5. A standard and conservative rule of thumb is to avoid using the Chi-Square Test for contingency tables with expected cell frequencies less than 1 or when more than 20% of the contingency table cells have expected cell frequencies less than 5. In Fisher's exact test, the significance of the deviation from a null hypothesis (e.g.,  $p$  value) can be calculated exactly, rather than relying on an approximation that becomes exact in the limit as the sample size grows to infinity. Although in practice Fisher's exact test is employed when sample sizes are small, it is valid for all sample sizes.

Independent variables were recoded: responses 1 and 2 to 0 as non-interventionists (high student control), responses 3 and 4 to 1 as interactionalists (shared teacher and student control), and responses 5 and 6 to 2 as interventionists (high teacher control). The dependent variable was the average score of all questions in EBSSAS, and the average score was rounded as an integer for each respondent. The dependent variable value 0 meant "not in a place," value 1 meant "partial in place," and value 2 meant "in place." Table 2 shows  $\chi^2(2)=7.924, p=.009$  for question 6, meaning it was the only

independent variable with a significant association with the dependent variable. Question 6 was used as the independent variable in the multinomial logistic regression.

Table 2

*Fisher's Exact Test Result of Independent Variables and Dependent Variables*

	Fisher's Exact Test	df	<i>p</i> value
1. I nearly always intervene when students talk at inappropriate times during class.	4.734	2	0.085
2. I strongly limit student chatter in the classroom.	0.898	2	0.757
3. I nearly always use collaborative learning to explore questions in the classroom.	0.000	1	0.999
4. I engage students in active discussion about issues related to real world applications.	1.293	1	0.279
5. I nearly always use group work in my classroom.	1.615	2	0.626
6. I use student input when creating student projects.	7.924	2	0.009*
7. I firmly redirect students back to the topic when they get off task.	3.332	2	0.174
8. I insist that students in my classroom follow the rules at all times.	2.440	2	0.369
9. I nearly always adjust instruction in response to individual student needs.	0.549	1	0.446
10. I strictly enforce classroom rules to control student behavior.	2.857	2	0.264
11. If a student's behavior is defiant, I will demand that they comply with my classroom rules.	0.401	2	0.999
12. I nearly always use a teaching approach that encourages interaction among students.	0.042	1	0.999

*Note.* \* *p* value less than 0.05 means significant.

**Multinomial logistic regression.** Table 3 shows the frequency of the dependent variable and independent variable. There is no observation of “not in place” level in the

dependent variable; the multinomial logistic regression will be able to regress the case of “partial in place” and “in place” in the analysis.

Table 3

*Frequency of Dependent and Independent Variables*

Variable	Response level	N	Marginal Percentage
Dependent variable: EBSSAS	Not in a place (0)	0	0.00%
	Partial in place (1)	4	10.5%
	In place (2)	34	89.5%
Independent variable: 6. I use student input when creating student projects.	Non-interventionists(0)	13	34.2%
	Interactionalists (1)	19	50.0%
	Interventionists (2)	6	15.8%
Total		38	

Table 4 presents the estimation of the multinomial logistic regression result. The  $B$  represents the estimated multinomial logistic regression coefficients for the model. The Wald was used to determine statistical significance for each of the independent variables. The statistical significance of the test is found in the “ $p$  value” column. Non-interventionists ( $p=.000$ ) and interactionalists ( $p=.028$ ), and interventionists ( $p=.000$ ) are added significantly to the model. The logistic regression used to estimate the dependent variable response was Partial in place =  $-21.318 * \text{Non-interventionists} - 2.890 * \text{Interactionalists}$ .

Coefficient of non-interventionists estimates for participant response to non-interventionists for “partial in place” relative to “in place” given the other variables in the model are held constant. Equation 1 showed that when participants responded as both

non-interventionists and interactionalists, they had the higher possibility to choose “in place” than “partial in place.” The participants in the group of non-interventionists (high student control) had the higher chance to choose “in place” than participants in the group of interactionalists (shared teacher and student control). When participants responded to interventionists (high teacher control), they had an equal chance to choose “in place” and “partial in place.”

Table 4

*Parameter Estimates*

		<i>B</i>	Std. Error	Wald	df	<i>p</i> value	Exp(B)	95% Confidence Interval for Exp(B)	
								Lower Bound	Upper Bound
Partial in place	Intercept	.000	.816	.000	1	1.000			
	Non- interventionists	-21.318	.000	.	1	.	5.519E- 10	5.519E- 10	5.519 E-10
	Interactionalists	-2.890	1.312	4.851	1	.028	.056	.004	.727
	Interventionists	0	.	.	0	.			

**Findings and discussion.** SAS was used to assess teachers’ perceptions of their implementation of PBIS. According to Fisher’s exact test, question 6, “I use student input when creating student projects,” from the BIMS was the only variable associated with the average score of EBSSAS. Therefore, multinomial logistic regression used question 6 to predict the nominal dependent variable (average score of EBSSAS).

The multinomial logistic regression could only predict “partial in place” and “in place,” but not “not in a place” in EBSSAS due to a sample lack case of “not in place.” When teachers constructed their beliefs on discipline in non-interventionists or interactionalists at question 6, “I use student input when creating student projects,” their perceptions of SWPBIS implementation possibility ordered from high to low was “in

place” > “partial in place.” When teacher perceptions of SWPBIS implementation was “in place,” the possibility ordered from high to low of their beliefs on discipline at question 6, “I use student input when creating student projects,” was “non-interventionists” > “interactionalists.” When teacher beliefs on discipline were in interventionists at question 6, “I use student input when creating student projects,” their perceptions of SWPBIS implementation were about the same in “in place” and “partial in place.”

### **Research Question 3**

**What is the association between teacher-constructed beliefs on discipline and fidelity of implementation according to SET?**

**Fisher’s exact test.** Independent variables were recoded: responses 1 and 2 to 0 as non-interventionists (high student control), responses 3 and 4 to 1 as interactionalists (shared teacher and student control), and responses 5 and 6 to 2 as interventionists (high teacher control). The dependent variable was the response of school-wide implementation of PBIS; SET Score of 0-50 was coded as 0, SET Score of 51-89 was coded as 1, and SET Score of 90-100 was coded as 2. Table 5 shows  $\chi^2(4)=8.866$ ,  $p=.036$ , meaning question 6 was the only independent variable with a significant association with the dependent variable (school-wide implementation of PBIS). Question 6 was used as the independent variable in the multinomial logistic regression.

Table 5

*Fisher's Exact Test Result of Independent Variables and Deponent Variables*

	Fisher's Exact Test	df	<i>p</i> value
1. I nearly always intervene when students talk at inappropriate times during class.	2.709	4	0.663
2. I strongly limit student chatter in the classroom.	2.833	4	0.574
3. I nearly always use collaborative learning to explore questions in the classroom.	1.637	3	0.603
4. I engage students in active discussion about issues related to real world applications.	1.354	2	0.539
5. I nearly always use group work in my classroom.	1.671	4	0.999
6. I use student input when creating student projects.	8.866	4	0.036*
7. I firmly redirect students back to the topic when they get off task.	1.746	4	0.844
8. I insist that students in my classroom follow the rules at all times.	1.098	4	0.999
9. I nearly always adjust instruction in response to individual student needs.	0.623	2	0.999
10. I strictly enforce classroom rules to control student behavior.	2.658	4	0.610
11. If a student's behavior is defiant, I will demand that they comply with my classroom rules.	1.573	4	0.893
12. I nearly always use a teaching approach that encourages interaction among students.	1.463	2	0.595

*Note.* \* *p* value less than 0.05 means significant.

**Multinomial logistic regression.** Table 6 shows the frequency of the dependent variable and independent variable. The SET Score of 90-100 had the most frequencies in the dependent variable.



Table 6

*Frequency of Dependent and Independent Variables*

	Response level	N	Marginal Percentage
Dependent variable: school-wide implementation of PBIS	SET Score of 0-50 (0)	5	13.2%
	SET Score of 51-89 (1)	7	18.4%
	SET Score of 90-100 (2)	26	68.4%
Independent variable: 6. I use student input when creating student projects.	Non-interventionists(0)	13	34.2%
	Interactionalists (1)	19	50.0%
	Interventionists (2)	6	15.8%
Total	38	38	

Table 7 shows the presented estimation of the multinomial logistic regression result. The Wald is used to determine statistical significance for each of the independent variables. The statistical significance of the test is found in the “*p* value” column. From these results we can see that non-interventionists ( $p=.183$ ) and interactionalists ( $p=.993$ ), and interventionists ( $p=.000$ ) added to the SET scores of 0-50 model. SET scores of 51-89 is another model with the non-interventionists or high student control ( $p=.000$ ) and interactionalists or shared teacher and student control ( $p=.000$ ), and interventionists or high teacher control ( $p=.000$ ) added significantly to the model. Both equations are compared to the SET score of 90-100 case. Therefore, SET Score of 51-89 =  $-18.485 + 16.98 * \text{Non-interventionists} + 17.455 * \text{Interactionalists}$  (Equation 2) and SET Score of 0-50 =  $-1.504 * \text{Non-interventionists} - 17.818 * \text{Interactionalists}$  (Equation 3).

Coefficient of non-interventionists (high student control) estimates for participant response to non-interventionists for “SET Score of 0-50” relative to “SET Score of 90-

100” given the other variables in the model are held constant. Equation 2 showed that when participants responded to both non-interventionists and interactionalists (shared teacher and student control), they had the higher possibility to choose “SET Score of 90-100” than “SET Score of 0-50.” The participants in the group of interactionalists had the higher chance to choose “set score of 90-100” than participants in group of non-interventionists. When participants responded to interventionists, or high teacher control, they had the equal chance to choose “SET Score of 0-50” and “SET Score of 90-100.”

A different situation resulted in the “SET Score of 51-89” relative to the “SET Score of 90-100” case. Equation 3 showed that when participants responded to both non-interventionists and interactionalists, they had the higher possibility to choose “SET Score of 51-89” than “SET Score of 90-100.” The participants in the group of interactionalists (shared teacher and student control) had the higher chance to choose “SET Score of 90-100” than participants in the group of non-interventionists (high student control). When participants responded to interventionists (high teacher control), they had the equal chance to choose “SET Score of 51-89” and “SET Score of 90-100.”

A different result occurred in the “SET Score of 0-50” relative to “SET Score of 51-89” case. Implemented equations 2 and 3 showed that when participants responded to both non-interventionists (high student control) and interactionalists (shared student and teacher control), they had the higher possibility to choose “SET Score of 51-89” than “SET Score of 0-50.” The participants in the group of interactionalists had the higher chance to choose “SET Score of 51-89” than participants in the group of non-interventionists. When participants responded to Interventionists (high teacher control), they had the equal chance to choose “SET Score of” 0-50 and “SET Score of 51-89.”

Table 7

*Parameter Estimates*

		<i>B</i>	Std. Error	df	<i>p</i> value	Exp(B)	95% Confidence Interval for Exp(B)	
							Lower Bound	Upper Bound
SET Score of 0- 50	Intercept	0	0.816	1	1			
	Non-interventionist	-1.504	1.13	1	0.183	0.222	0.024	2.037
	Interactionalist	-17.818	1977.475	1	0.993	1.83E-08	0	.
	Interventionist	0	.	0	.	.	.	.
SET Score of 51- 89	Intercept	-18.485	0.521	1	0			
	Non-interventionist	16.98	0.939	1	0	23688376	3757388.1	149342880
	Interactionalist	17.455	.000	1	.	38070604	38070604	38070604
	Interventionist	0	.	0	.	.	.	.

**Findings and Discussion**

According to the result of Fisher's exact test, question 6, "I use student input when creating student projects," from BIMS was the only variable associated with assessed school-wide implementation of PBIS. Therefore, multinomial logistic regression used question 6 to predict the nominal dependent variable (response of assessed school-wide implementation of PBIS).

**"SET Score of 90-100" vs. "SET Score of 0-50."** The multinomial logistic regression can predict the "SET Score of 0-50," "SET Score of 51-89," and "SET Score of 90-100" of assessed school-wide implementation of PBIS.

When teachers constructed their beliefs on discipline in non-interventionists (high student control) or interactionalists (shared teacher and student control) at question 6, "I use student input when creating student projects," their implementation fidelity had a

higher possibility of “SET Score of 90-100” than “SET Score of 0-50” at the assessed school-wide implementation of PBIS. When teachers’ implementation fidelity was “SET Score of 90-100,” the possibility order from high to low of their beliefs on discipline at question 6, “I use student input when creating student projects,” was interactionalists > non-interventionists. When teacher beliefs on discipline were in interventionists, their implementation fidelity in “SET Score of 0-50” and “SET Score of 90-100” was about the same.

**“SET Score of 90-100” vs. “SET Score of 51-89.”** When teachers constructed their beliefs on discipline in non-interventionists or interactionalists at question 6, “I use student input when creating student projects,” their implementation fidelity had a higher possibility of being in “SET Score of 51-89” than “SET Score of 90-100” at the assessed school-wide implementation of PBIS. If the teachers’ implementation fidelity was “SET Score of 90-100,” the possibility order from high to low of their beliefs on discipline at question 6, “I use student input when creating student projects,” was interactionalists > non-interventionists. When teacher beliefs on discipline were in interventionists, (high teacher control) their implementation fidelity was about the same in “SET Score of 51-89” and “SET Score of 90-100.”

**“SET Score of 0-50” vs “SET Score of 51-89.”** When teachers constructed their beliefs on discipline in non-interventionists or interactionalists at question 6, “I use student input when creating student projects,” their implementation fidelity had a higher possibility of “SET Score of 51-89” than “SET Score of 0-50” for the assessed school-wide implementation of PBIS. If the teachers’ implementation fidelity was “SET Score of 51-89,” the possibility order from high to low of their beliefs on discipline at question 6, “I use student input when creating student projects,” was interactionalists (shared

teacher and student control) > non-interventionists (high student control). When teacher beliefs on discipline were in interventionists (high teacher control), their implementation fidelity was about the same in “SET Score of 0-50” and “SET Score of 51-89.”

**Comparing of “SET Score of 0-50,” “SET Score of 51-89,” and “SET Score of 90-100.”** When teachers constructed their beliefs on discipline in non-interventionists or interactionalists at question 6, “I use student input when creating student projects,” their implementation fidelity possibility order from high to low was “SET Score of 51-89” > “SET Score of 90-100” > “SET Score of 0-50.” When teacher beliefs on discipline was in interventionists, their implementation fidelity was about the same in “SET Score of 0-50,” “SET Score of 51-89,” and “SET Score of 90-100.”

### **Summary**

Through statistical descriptions and analysis, the independent variable of behavior management style (ranging from non-interventionist with high student control to interventionist with high teacher control) as reported through the BIMS was compared to PBIS fidelity of implementation as self-assessed through SAS and observed through SET. Descriptive statistics were used to describe how behavior and instructional beliefs in PBIS schools are characterized.

An association between BIMS score and SAS was found by using Fisher’s exact test rather than the Chi-Square Test because of the small number of participants. This method gives an exact deviation from a null hypothesis rather than an approximate deviation. As question 6 from BIMS was the only question considered statistically significant, this question was used as the independent variable for looking at associations between behavior management style and PBIS fidelity when the dependent variable was the SAS score. Multinomial logistic regression was used to regress SAS scores of

“partially in place” and “in place” only as “not in place” was not observed.

For SET, an association between BIMS score and SET was found by using Fisher’s exact test rather than the Chi-Square Test because of the small number of participants. As question 6 from the BIMS was the only question considered statistically significant, this question was used as the independent variable for looking at associations between behavior management style and PBIS fidelity when the dependent variable was the SET score. Multinomial logistic regression was used to regress SET scores of “0-50,” “51-89,” and “90-100.”

## **Chapter 5: Conclusions and Recommendations**

### **Overview**

“Frequently, the question is asked, ‘Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?’” (OSEP, 2016, p. 1). Questions such as these display the historical approach to school-wide discipline—one that focuses “mainly on reacting to specific student misbehavior by implementing punishment-based strategies” (OSEP, 2016, p. 1). Research suggests, however, that punishment, especially without positive strategies or modeling of appropriate behavior, is ineffective. PBIS was created to help schools create a safe and effective learning climate where appropriate behavior is not only taught and rewarded but also an expected norm. “The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures” and focuses on changing adult behavior (approaches to behavior management) to, in turn, change student behavior (OSEP, 2016, p. 1).

This quasi-experimental research study sought to identify a potential association between teacher beliefs and attitudes regarding classroom management and teacher ability to implement PBIS. To study the potential association and research questions, the researcher utilized three premade assessment tools: BIMS, EBSSAS, and SET. Upon gathering 38 participant surveys, the researcher then, aided by a trained statistician, used descriptive statistics along with Fisher’s exact test to determine the association among the three variables: teacher-constructed beliefs on discipline, assessed through BIMS; teacher perceptions of PBIS implementation, assessed through the EBSSAS; and finally, assessed fidelity of implementation for each school site, assigned through SET. The researcher then utilized Multinomial Logistic Regression to determine that, according to this study,

behavior management style is predictive of ability to implement PBIS to fidelity.

The PBIS framework focuses attention “on adjusting adult behavior (e.g., routines, responses, instructional routines) and improving learning environments” (Sugai, Horner, Dunlap et al., 2000, p. 8). Thus, based on the present study, if a teacher’s management style is more interventionist than non-interventionist or interactionalist, identification of this style and adjustment of the related adult behaviors would be necessary to increase PBIS fidelity. Professional development could be used to aid in such a style and behavior change. This chapter discusses the study’s results, those implications, and recommendations based on those results.

### **Discussion of Results**

Through considering the findings from the statistical analysis performed, this study shows that most teachers studied use an eclectic behavioral management style. Their actions depend on student actions and on the situation at hand. Based on the data, it is reasonable to conclude that an overall non-interventionist (high student control) or interactionalist (shared teacher and student control) style would, however, have a higher possibility of fidelity than interventionist (high teacher control).



Table 8

BIMS versus SAS results

	Situation	Data Results	Explanation
Question 2: BIMS relation to SAS	Non-interventionists and Interactionalists	“In place” > “Partial in place”	These styles have a higher chance of “In place” than “Partial in place”
	Non-interventionist and Interactionalists regarding “In place”	Non-interventionists > Interactionalists	Non-interventionists have the higher chance of “In place”
	Interventionists	“In place” = “Partial in place”	This style has an equal chance of either scenario

Also, it is appropriate to conclude that the interactionalist style would have a better chance of overall fidelity than non-interventionist when the dependent variable is fixed at “SET Score of 0-50,” “SET Score of 51-89,” and “SET Score of 90-100” separately. If the high fidelity is “SET Score of 90-100,” the interactionalist has the higher chance over non-interventionist and interventionists for high fidelity. The non-interventionist would also have a higher chance of fidelity than the interventionist.

Table 9

## BIMS versus SET Results

	Situation	Data Results	Explanation
Question 3: BIMS relation to SET	SET Score of 0-50 versus SET Score of 90-100	Non-interventionists and Interactionalists possibility to choose SET Score of 90-100 > to choose SET Score of 0-50	These styles have a higher chance of SET Score of 90-100 than SET Score of 0-50
		Interactionalists > Non-interventionists in choosing SET Score 90-100	Interactionalists have the better chance of choosing SET Score 90-100
		Interventionists chance SET Score of 0-50=SET Score of 90-100	Style equally likely to choose either response
	SET Score of 51-89 versus SET Score of 90-100	Non-interventionists and Interactionalists possibility to choose SET Score of 51-89 > to choose SET Score of 90-100	These styles have a higher chance of SET Score of 51-89 than SET Score of 90-100
		Interactionalists > Non-interventionists in choosing SET Score 90-100	Interactionalists are more likely to choose SET Score of 90-100 than Non-interventionists
		Interventionists chance SET Score of 51-89=SET Score of 90-100	Style equally likely to choose either response
	SET Score of 0-50 versus SET Score of 51-89	Non-interventionists and Interactionalists possibility to choose SET Score of 51-89 > to choose SET Score of 0-50	These styles have a higher chance of SET Score of 51-89 than SET Score of 0-50
		Interactionalists > Non-interventionists in choosing SET Score 51-89	Interactionalists are more likely to choose SET Score of 51-89 than Non-interventionists
		Interventionists chance SET Score of 51-89=SET Score of 0-50	Style equally likely to choose either response

The behavioral management style variable of interactionalist, being in the middle

range of the teacher-student control spectrum, would have the best chance of high fidelity (in place); thus, the eclectic style of the mixture teacher-controlled situations and student controlled situations (balance) provides the greatest chance of fidelity. As Kohn (1996) suggested, the only way to reach the goal of creating ethical, reflective, communicative students “is to give up some control, to facilitate the tricky, noisy, maddening, unpredictable process whereby students work together to decide what respect means or how to be fair” (p. 3).

### **Implications of Findings and Recommendations**

Although the present study was small, its findings are relevant to current professional practice. Because this study identified teachers with a balanced style of teacher-controlled and student-controlled management (interactionalist) and those with a more student-controlled approach to management (non-interventionist) as more likely to have a higher fidelity of PBIS implementation than teachers with a solely teacher-controlled (interventionist) approach to classroom management, self-reflection and identification of personal management style would be an appropriate first step toward increasing implementation fidelity. Once a teacher identified his or her management style, school systems or administrators could use this information to determine differentiated staff development to strengthen and/or change that style, thus changing the possibility of high implementation fidelity.

According to Guskey (1986), “Staff development programs are a systematic attempt to bring about change-change in the classroom practices of teachers, change in their beliefs and attitudes, and change in the learning outcomes of students” (p. 5). Furthermore, “Significant change in the beliefs and attitudes of teachers is contingent on their gaining evidence of change in . . . students” (Guskey, 1986. p. 7). If teachers can

see that a behavior management style is more effective in promoting appropriate behaviors and increasing PBIS implementation fidelity and that student behavior is connected to student success, they, in turn, could be more likely to change their management style to facilitate student success. As asserted in the review of literature, Maag (2001) suggested that enabling educators to understand the effectiveness of positive reinforcement requires professional development to describe this method in a way that aligns with teacher beliefs. Furthermore, as Martin and Sass (2009), creators of BIMS, concluded that beliefs about behavior and classroom management can affect teacher behavior. Kohn (1996) described his own realization about this matter, stating,

It occurred to me that books on discipline almost never raise the possibility that when a student doesn't do what he is told, the problem may be with what he has been told to do—or to learn. Of course, none of this would make sense to someone who believed the only alternative to control was chaos. Even if such a teacher found continuing problems in a strictly controlled classroom—especially when she was absent—that might lead her to blame the students and to answer with more discipline, tougher consequences, tighter regulation. And the worse things got, the more “unrealistic” it would seem to her to give up control, the less likely that she would consider bringing the students in on the process of thinking about the kind of classroom that they would like to have, and how to make that happen.

(pp. 2-3)

What if, however, a teacher is resistant to change or does not realize that his or her management techniques are, in fact, the issue? Hunzicker (2004) stated, “One reason why teachers may resist change is lack of motivation” (p. 45). This lack of motivation, albeit temporary, is frequently caused by negative past experiences, uncomfortable

environment or situations, or negative self-perceptions about ability to implement a particular strategy or skill. Next, teachers' experience and comfort (or lack thereof) can cause change resistance. While experienced teachers can move quickly from developing awareness to gathering necessary information to implementing a new belief or strategy, teachers with less experience may be slower to do so. Third, as referenced in the literature review, Kohlberg's stages of moral development posited that "teachers with underdeveloped ego tend to devalue the viewpoints of others and often require coaxing to express opinions or make independent decisions" (Hunzicker, 2004, p. 45). This view aligns with the description of Lecky's work which found established beliefs created during moral development can be difficult to change and grow harder with age.

The Organisation for Economic Co-operation and Development's (OECD, 2009) Teaching and Learning International Survey (TALIS) drew several conclusions regarding the relationship between professional development and teaching practices. First, "professional development is generally associated with more (reported) use of specific instructional practices. This means that teachers who engage in professional learning tend to use specified practices more often" (OECD, 2009, p. 117). Next, "the kind of professional development a teacher participates in is more important than the amount of time invested [. . . as . . .] indicators of participation in networks and mentoring . . . have significant and stronger net associations with teaching practices in a majority of countries" (OECD, 2009, p. 117). Furthermore, the report found that professional development that occurs "at regular intervals and involve teachers in a rather stable social and collaborative context (i.e., networks or mentoring) have a significantly stronger association with teaching practices than regular workshops and courses" (OECD, 2009, p. 117).

Professional development regarding mindset could be an appropriate place to start transforming resisters of change to proponents of change. According to Dweck (2006), “people with a growth mindset are . . . constantly monitoring what’s going on, but their internal monologue [. . . is . . .] attuned to its implications for learning and constructive action: What can I learn from this? How can I improve?” (p. 215). Furthermore, Dweck stated that “change isn’t like surgery. Even when you change, the old beliefs aren’t just removed [. . . instead . . .] the new beliefs take their place alongside the old ones, and as they become stronger, they give you a different way to think, feel, and act” (p. 214). This notion would relate back to the TALIS conclusion that continued intervals of professional development in a supportive environment create lasting changes in practice. Through continued mindset professional development and support (derived from cognitive therapy), staff could determine the basis of their beliefs on discipline which impact their behavior management style. Once staff determined their foundational beliefs, mentors and coaches could teach staff to pay attention to their beliefs and guide staff toward changing these beliefs. However, Dweck stated that creating a “growth mindset is a starting point for change, but people need to decide for themselves where their efforts toward change would be most valuable” (p. 51).

Throughout the process of PBIS implementation, coaches and PBIS teams provide specific methods and resources for professional development and create buy-in which is necessary for PBIS sustainability. Through data-sharing, discussion, and shared experiences, PBIS leadership can create this buy-in, thus enabling people to decide that their behavior management method change could be valuable in handling classroom behavior and, therefore, increasing student learning. The leadership or PBIS team as well as school system officials will facilitate professional development over a span of several

years, implementing one part at a time, to create continuous improvement. If at this point leadership can get most or all teachers onboard with implementation, adult behavior change can begin and positive student outcomes will increase.

### **Summary**

For this study, the researcher examined the problem of entrenched beliefs and their potential to cause a teacher to be less likely to use best practices in the classroom. Referencing Glickman and Tamashiro (1980), “Self-concept theorists posit that individuals strive for consistency and unity in their values and beliefs, and threats to this consistency produce feelings of distress” (pp. 495-496). As a result, the researcher posited that some teachers might have trouble implementing the SWPBIS framework due to its methods going against teacher beliefs on discipline, while others could find implementation to fidelity a simple task as it aligns with their beliefs. Although numerous studies have been conducted on teacher perceptions of behavior, teacher response to behavior, and PBIS success, the researcher found no studies linking teacher perceptions and management styles to the ability to implement PBIS to fidelity, especially if the teacher’s current management style differs from the PBIS framework’s expectations of classroom management, resulting in the idea and problem of study.

A quasi-experimental research study was used to determine if an association exists between teacher beliefs regarding classroom management and teacher ability to implement PBIS. The researcher utilized three premade assessment tools: BIMS, EBSSAS, and SET. After data collection, the researcher enlisted assistance from a statistician who utilized descriptive statistics along with the Fisher Exact Test to determine the association among the three variables: teacher-constructed beliefs on discipline, assessed through BIMS; teacher perceptions of PBIS implementation, assessed

through the EBSSAS; and finally, actual fidelity of implementation for each school site, assessed through SET. The statistician also utilized the Multinomial Logistic Regression to determine if the type of behavior management style is predictive of ability to implement PBIS to fidelity.

This research and analysis found that behavior and instructional management style and beliefs were dependent on the situation at hand. Styles allowing for more student control (non-interventionist and interactionalist) were more likely to predict higher fidelity of implementation in PBIS than styles utilizing only teacher control (interventionist). Through awareness of behavior beliefs and management styles, educators can determine how their own management choices can affect successful PBIS implementation and consider changing their own behaviors and beliefs to ultimately change their students' behavior.



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## Appendix A

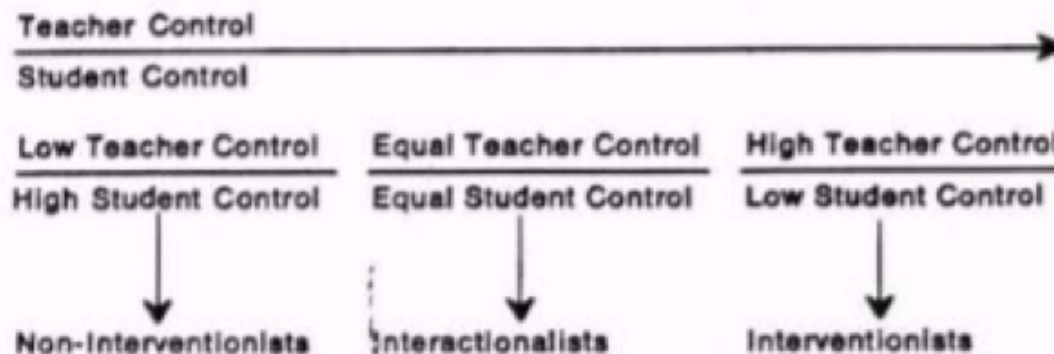
### BIMS and Permission

Directions: For each statement below, please mark the response that best describes what you do in the classroom. There are no right or wrong answers, so please respond as honestly as possible.	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1. I nearly always intervene when students talk at inappropriate times during class. (BM1)	6	5	4	3	2	1
2. I use whole class instruction to ensure a structured classroom. (IM1)	6	5	4	3	2	1
3. I strongly limit student chatter in the classroom. (BM2)	6	5	4	3	2	1
*4. I nearly always use collaborative learning to explore questions in the classroom. (IM2)	6	5	4	3	2	1
5. I reward students for good behavior in the classroom. (BM3)	6	5	4	3	2	1
*6. I engage students in active discussion about issues related to real world applications. (IM3)	6	5	4	3	2	1
7. If a student talks to a neighbor, I will move the student away from other students. (BM4)	6	5	4	3	2	1
8. I establish a teaching daily routine in my classroom and stick to it. (IM4)	6	5	4	3	2	1
*9. I use input from students to create classroom rules. (BM5)	6	5	4	3	2	1
*10. I nearly always use group work in my classroom. (IM5)	6	5	4	3	2	1
*11. I allow students to get out of their seat without permission. (BM6)	6	5	4	3	2	1
*12. I use student input when creating student projects. (IM6)	6	5	4	3	2	1
13. I am strict when it comes to student compliance in my classroom. (BM7)	6	5	4	3	2	1
*14. I nearly always use inquiry-based learning in the classroom. (IM7)	6	5	4	3	2	1
15. I firmly redirect students back to the topic when they get off task. (BM8)	6	5	4	3	2	1
16. I direct the students' transition from one learning activity to another. (IM8)	6	5	4	3	2	1
17. I insist that students in my classroom follow the rules at all times. (BM9)	6	5	4	3	2	1
*18. I nearly always adjust instruction in response to individual student needs. (IM9)	6	5	4	3	2	1
19. I closely monitor off task behavior during class. (BM10)	6	5	4	3	2	1
20. I nearly always use direct instruction when I teach. (IM10)	6	5	4	3	2	1
21. I strictly enforce classroom rules to control student behavior. (BM11)	6	5	4	3	2	1
22. I do not deviate from my pre-planned learning activities. (IM11)	6	5	4	3	2	1
23. If a student's behavior is defiant, I will demand that they comply with my classroom rules. (BM12)	6	5	4	3	2	1
*24. I nearly always use a teaching approach that encourages interaction among students. (IM12)	6	5	4	3	2	1

Note. Bolded items represent the 12 items used for the abbreviated scale. Although items are labeled here as BM and IM, these markers did not appear on the version completed by the subjects.

\* = item is reverse scored.

Figure 1. Teacher-Student Control Continuum



**To:** Nancy Martin  
**Subject:** ABCC-R

Dr. Martin,

My name is Elizabeth Johnson, and I am a doctoral student in Education (Curriculum and Instruction) at Gardner-Webb University in North Carolina. I am beginning dissertation work and want to look at how teachers' beliefs on and experiences with discipline impact their ability to utilize various behavior management programs. I believe that your ABCC-R would be a valuable tool for my work, but I am having trouble finding the actual questions online. I have read The Attitudes & Beliefs on Classroom Control Inventory-Revised and Revisited and see the questions in a mixed order according to your purpose. I am a little confused, however, as to which questions were deleted and/or changed and was wondering if you would consider sending me the revised inventory or guiding me to find it elsewhere.

Thanks in advance for any help and/or advice you can offer, and I look forward to reading more of your work!

Best,  
 Elizabeth Johnson

**From:** Nancy Martin  
**Sent:** Tue 5/27/14 11:00 AM  
**To:** Elizabeth Johnson  
**Cc:** Daniel Sass  
 1 attachment  
 TATE1395-Final-Version.pdf (634.2 KB)

Elizabeth,  
 Thank you for your interest in our work. I no longer provide permission to use the ABCC or the ABCC-R. However, I am happy to provide permission to use the Behavior & Instructional Management Scale (BIMS). The BIMS a more recently created instrument (2010) and psychometrically superior to either version of the ABCC. I believe your purposes will be better served by using the BIMS instead.

I have attached the article describing the BIMS' development, psychometric properties and scoring information. You will find a copy of the instrument in the appendix at the end of the article.

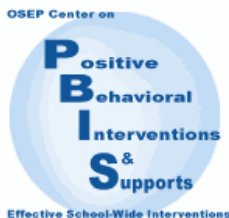
Best of luck with your study.

--

Nancy K. Martin, Ed.D.

Appendix B  
SET/SAS Permission





DATE: June 20, 2014

Elizabeth Johnson,

RE: Permission to use information from [www.pbis.org](http://www.pbis.org) for educational citations:

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

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

Caveats for using the above images are as follows:

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

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

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

Sincerely,

Dr. Rob Horner and Dr. George Sugai

Technical Assistance Center on Positive Behavioral Interventions and Supports  
1235 University of Oregon  
Eugene, Oregon 97403-1235  
[www.pbis.org](http://www.pbis.org)

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

Appendix C  
SAS Instrument

## **Effective Behavior Support (EBS) Self-Assessment Survey Version 2.0**

Data Collection Protocol

- ü Conducted annually, preferably in spring.
- ü Completed by all staff.
- ü Use results to design annual action plan.

### **Assessing and Planning Behavior Support in Schools**

#### **Purpose of the Survey**

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see “Developing an EBS Annual Action Plan”).

#### **Conducting the EBS Survey**

#### **Who completes the survey?**

Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

## **When and how often should the survey be completed?**

Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.

## **How is the survey completed?**

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. Mark (i.e., “Ö” or “X”) on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e., *high, medium, low*) (right hand side of survey).

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

- a. “What is the current status of this feature (i.e. *in place, partially in place, not in place*)?”
- b. For each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”

## **Summarizing the Results from the EBS Survey**

The results from the EBS Survey are used to (a) determine the status of EBS in a school and (b) guide the development of an action plan for improving EBS. The resulting action plan can be developed to focus on any one or

combination of the four EBS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

### Phase 1: Summarize the results

The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of EBS features and (b) improvement priorities.

Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Example 1a.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>School-wide</b> is defined as involving all students, all staff, & all settings.	High	Med	Low
ÖÖÖÖÖ ÖÖÖÖ	ÖÖÖÖ ÖÖÖ	ÖÖÖÖ		ÖÖÖÖ	ÖÖ ÖÖ	ÖÖÖ
			1. A small number (e.g. 3-5) of positively & clearly			

			stated student expecta tions or rules are defined .			
00	0000 00	00000000 0000	2. Expect ed student behavio rs are taught directly.	000000 0000	00 00	000 000

Step 1b. Total the number of responses by all staff for each of the six possible choices. As illustrated in example 1b.

**Example 1b.**

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>School- wide</b> is defined as	High	Med	Low

			involvin g all student s, all staff, & all settings .			
ÖÖÖÖÖ ÖÖÖÖ 9	ÖÖÖÖÖÖ Ö 7	ÖÖÖÖ 4	1. A small number (e.g. 3- 5) of positivel y & clearly stated student expecta tions or rules are defined.	ÖÖÖÖ 4	ÖÖ ÖÖ 4	ÖÖ Ö 3
ÖÖ 2	ÖÖÖÖÖÖ 6	ÖÖÖÖÖÖÖ ÖÖÖÖÖ 12	2. Expecte d student behavio rs are taught directly.	ÖÖÖÖÖÖ ÖÖÖÖ 10	ÖÖ ÖÖ 4	ÖÖ ÖÖ ÖÖ 6
ÖÖÖÖÖ ÖÖ 7	ÖÖÖÖÖÖ ÖÖÖ 9	ÖÖÖ 3	3. Expecte d student behavio rs are rewarde d	ÖÖÖÖÖÖ 6	ÖÖ ÖÖ ÖÖ 6	

			regularly.			
ÖÖÖÖÖ ÖÖ 7	ÖÖÖÖÖÖ ÖÖÖÖÖ 11	ÖÖÖ 3	4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.	ÖÖÖÖÖÖ 6	ÖÖ ÖÖ 4	ÖÖ ÖÖ 4
	ÖÖÖÖÖÖ ÖÖ 8	ÖÖÖÖÖÖÖ ÖÖ 9	5. Consequences for problem behaviours are defined clearly.	ÖÖÖÖÖÖ ÖÖÖÖÖ 11	ÖÖ Ö 3	ÖÖ Ö 3

Step 1c. For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 + ..... ) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place) as illustrated in example 1c.

Example 1c.

Current Status			Feature	Priority for Improvement		
In Place	Partial in	Not in Place	<b>School-wide</b> is	High	Med	Low



	Place		defined as involving all students, all staff, & all settings.			
<p>ÖÖÖÖÖ ÖÖÖÖ 9</p>	<p>ÖÖÖÖÖÖ Ö 7</p>	<p>ÖÖÖÖ 4</p>	<p>1. A small number (e.g. 3-5) of positively &amp; clearly stated student expectations or rules are defined.</p>	<p>ÖÖÖÖ 4</p>	<p>ÖÖÖ Ö 4</p>	<p>ÖÖ Ö 3</p>
<p>ÖÖ 2</p>	<p>ÖÖÖÖÖÖ 6</p>	<p>ÖÖÖÖÖÖÖÖ ÖÖÖÖÖ 12</p>	<p>2. Expected student behaviours are taught directly.</p>	<p>ÖÖÖÖÖÖÖ ÖÖÖÖ 10</p>	<p>ÖÖÖ Ö 4</p>	<p>ÖÖ ÖÖ Ö 6</p>
<p>ÖÖÖÖÖ ÖÖ 7</p>	<p>ÖÖÖÖÖÖ ÖÖÖ 9</p>	<p>ÖÖÖ 3</p>	<p>3. Expected student behaviours are rewarded</p>	<p>ÖÖÖÖÖÖ 6</p>	<p>ÖÖÖ ÖÖÖ 6</p>	

			d regularl y.			
ÖÖÖÖÖ ÖÖ 7	ÖÖÖÖÖÖ ÖÖÖÖÖ 11	ÖÖÖ 3	4. Problem behavio rs (failure to meet expecte d student behavio rs) are defined clearly.	ÖÖÖÖÖÖ 6	ÖÖÖ Ö 4	ÖÖ ÖÖ 4
	ÖÖÖÖÖÖ ÖÖ 8	ÖÖÖÖÖÖÖ ÖÖ 9	5. Conseq uences for problem behavio rs are defined clearly.	ÖÖÖÖÖÖ ÖÖÖÖÖ 11	ÖÖÖ 3	ÖÖ Ö 3

Totals

$$\begin{array}{rcl}
 25 & + & 41 & + & 31 = & 97 \\
 37 & + & 21 & + & 16 = & 74
 \end{array}$$

Step 1d. Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of six choices and divide by the total number of responses) as illustrated in example 1d. using results from example 1c.. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d. has created the graph for the example data presented and summarized in example 1c.

### Example 1d.

Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.

#### **Phase 2: Analyze and Prioritize the Results**

The objective of this phase is for teams to narrow the focus of Action Plan activities. Teams also may want to include other data or information (e.g., office discipline referrals, behavior incident reports, attendance) to refine their decisions. Use the EBS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

Step 1. Using the EBS Survey Summary Graph results, rate the overall perspective of EBS implementation by circling High, Med., or Low for each of the four system areas.

Step 2. Using the EBS Survey Tally pages, list the three major strengths in each of the four system areas.

Step 3. Using the EBS Survey Tally pages, list the three major areas in need of development.

Step 4. For each system, circle one priority area for focusing development activities.

Step 5. Circle or define the activities for this/next year's focus to support the area selected for development

Step 6. Specify system(s) to sustain (S) & develop (D).

#### **Phase 3: Use the EBS Survey Summary Information to Develop the EBS Annual Action Plan**

The objective of this phase to develop an action plan for meeting the school

improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The EBS Survey Summary page summarizes the EBS Survey information and will be a useful tool when developing the EBS Annual Action Plan. The EBS Annual Action Plan process can be obtained by contacting the first author of this document.

## **Effective Behavior Support (EBS) Survey**

### **Assessing and Planning Behavior Support in Schools**

Name of school

Date

District

State

Person Completing the Survey:

- Administrator
- Special Educator
- Parent/Family member
- General Educator
- Counselor
- School Psychologist
- Educational/Teacher Assistant
- Community member
- Other

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.

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

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

a. “What is the current status of this feature (i.e. *in place, partially in place, not in place*)?”

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

4. Return your completed survey to  
by .

### SCHOOL-WIDE SYSTEMS

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

			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior			

			support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_

### NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>Non-classroom settings</b> are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively			

			supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_



### CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>Classroom settings</b> are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom			

			instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ( $\geq$ 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School \_\_\_\_\_  
Date \_\_\_\_\_

### INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	<b>Individual student systems</b> are defined as specific supports for students who	High	Med	Low

			engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			

			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			
--	--	--	---	--	--	--

Name of School \_\_\_\_\_

Date \_\_\_\_\_

## EBS Survey Summary Graph

School: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>Current Status</b>
100	
90	
80	
70	
60	
50	
40	
30	

20	
10	
0	

In placepartialnotIn placepartialnotIn placepartial

notIn placepartialnotSchool wide SystemsNon-classroom SystemsClassroom SystemsIndividual

Student Systems

	<b>Priority for Improvement</b>
100	
90	
80	
70	
60	
50	
40	
30	
20	
10	

0	
---	--

High Med Low  
 Med Low  
 School wide Systems

High Med Low  
 Non-classroom Systems

High Med Low  
 Classroom Systems

High Med Low High  
 Individual Student Systems

### EBS Survey Summary

School: \_\_\_\_\_

Date: \_\_\_\_\_

Use the EBS Survey Tally page and the EBS Survey Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use <i>EBS Survey Summary Graph</i> to rate overall perspective of EBS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>EBS Survey Tally Pages</i> , list three major strengths	a.  b.  c.	a.  b.  c.	a.  b.  c.	a.  b.  c.
3. Using the <i>EBS Survey Tally pages</i> , list three	a	a.	a.	Targeted group or Individual interventi

<p>major areas in need of development.</p> <p>4. For each system, circle one priority area for focusing development activities</p>	<p>b.</p> <p>c.</p>	<p>b</p> <p>c</p>	<p>b.</p> <p>c.</p>	<p>ons</p> <p>a.</p> <p>b.</p> <p>c.</p>
<p>5. Circle or define activities for this/next year's focus to support area selected for development</p>	<p>a. Organize a team</p> <p>b. Define/teach school rules</p> <p>c. Define consequence systems for appropriate &amp; inappropriate behavior</p> <p>d. Define a measurement system linked to school improvement goal</p> <p>e. Establish communication cycles with other school teams</p> <p>f. Develop implementation plan</p>	<p>a. Define/teach routines</p> <p>b. Supervisor booster training &amp; feedback sessions</p> <p>c. Data management</p> <p>d. Maintain team &amp; communication cycle with other school teams</p> <p>e. Develop implementation plan</p>	<p>a. Define/teach routines/ link with school wide rules</p> <p>b. Classroom staff boosters &amp; feedback sessions for creating effective strategies/materials</p> <p>c. Data management</p> <p>d. Maintain team &amp; communication cycle with other school teams</p> <p>e. Develop implementation plan</p>	<p>a. Process for referral &amp; support plan design, implementation &amp; monitoring</p> <p>b. Plan to develop &amp; use FBA to support skills</p> <p>c. Data management</p> <p>d. Maintain team &amp; communication cycle with other school teams</p> <p>e. Develop implementation plan</p>

6. Specify system(s) to: sustain (S) & develop (D).				
7. Use the EBS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				



Appendix D  
SET Instrument

# School-wide Evaluation Tool (SET) Version 2.1

## Data Collection Protocol

- P      Conducted annually.
- P      Conducted before school-wide positive behavior support interventions begin.
- P      Conducted 6-12 weeks after school-wide positive behavior support interventions are implemented.

## School-wide Evaluation Tool (SET)

### Overview

#### Purpose of the SET

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

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

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

#### Using SET Results

The results of the SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of

development toward a systems approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

## School-wide Evaluation Tool (SET)

### Implementation Guide

School \_\_\_\_\_

Date \_\_\_\_\_

District \_\_\_\_\_

State \_\_\_\_\_

#### Step 1: Make Initial Contact

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

Name \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_

#### Products to Collect

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

#### Step 2: Confirm the Date to Conduct the SET

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

#### Step 3: Conduct the SET

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

#### Step 4: Summarize and Report the Results

- A. Summarize surveys & complete SET scoring.

- B. Update school graph.  
 C. Meet with team to review results. Meeting date & time: \_\_\_\_\_

### School-wide Evaluation Tool

(SET)

### Scoring Guide

School \_\_\_\_\_

Date \_\_\_\_\_

District \_\_\_\_\_

State \_\_\_\_\_

Pre \_\_\_\_\_ Post \_\_\_\_\_

SET data collector \_\_\_\_\_

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
<b>A. Expectations Defined</b>	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2=yes)	Discipline handbook, P Instructional materials Other _____	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters O Other _____	
<b>B. Behavioral Expectations Taught</b>	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1=states that teaching will occur; 2= yes)	Lesson plan books, P Instructional materials Other _____	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews I Other _____	
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews I Other _____	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews I Other _____	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews I Other _____	
<b>C. On-going System for</b>	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, P Lesson Plans, Interviews Other _____	

<b>Rewarding Behavioral Expectations</b>	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews _____ I Other _____	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____	
<b>D. System for Responding to Behavioral Violations</b>	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2=yes)	Discipline handbook, _____ P Instructional materials Other _____	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____	
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls _____ O Other _____	
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____	
<b>E. Monitoring &amp; Decision-Making</b>	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form _____ P (circle items present on the referral form)	
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview _____ I Other _____	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interview _____ I Other _____	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____	
<b>F. Management</b>	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 <sup>th</sup> or lower priority; 2=1 <sup>st</sup> - 3 <sup>rd</sup> priority)	School Improvement Plan, _____ P Interview Other _____ I	
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____	
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview _____ I Other _____	

	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I	Other _____		
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2=yes)	Interview _____ I	Other _____		
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview _____ I	Other _____		
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interview _____ I	Other _____		
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar _____ P	Other _____		
<b>G. District-Level Support</b>	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview _____ I	Other _____		
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview _____ I	Other _____		
<b>Summary Scores:</b>	A= _____ /4	B= _____ /10	C= _____ /6	D= _____ /8	E= _____ /8
	F= _____ /16	G= _____ /4	Mean= _____ /7		

### Administrator Interview Guide

#### *Let's talk about your discipline system*

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

#### **Let's talk about your school rules or motto**

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

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

- 12) Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes      No
- 13) Is your school-wide team representative of your school staff? (F3) Yes      No
- 14) Are you on the team? (F5) Yes      No
- 15) How often does the team meet? (F6) \_\_\_\_\_
- 16) Do you attend team meetings consistently? (F5) Yes      No
- 17) Who is your team leader/facilitator? (F4) \_\_\_\_\_
- 18) Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes      No    If yes, how often? \_\_\_\_\_
- 19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes      No  
If yes, who? \_\_\_\_\_
- 20) What are your top 3 school improvement goals? (F1)
- 21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes      No

## Additional Interviews

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

### Staff Interview Questions

*Interview a minimum of 10 staff*

- 1) What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (B5)  
(Define what the acronym means)
- 2) Have you taught the school rules/behavioral expectations this year? (B2)
- 3) Have you given out any \_\_\_\_\_ since \_\_\_\_\_? (C3)

(rewards for appropriate behavior)

(2 months ago)

- 4) What types of student problems do you or would you refer to the office? (D2)
- 5) What is the procedure for dealing with a stranger with a gun? (D4)
- 6) Is there a school-wide team that addresses behavioral support in your building?
- 7) Are you on the team?

#### **Team Member Interview Questions**

- 1) Does your team use discipline data to make decisions? (E4)
- 2) Has your team taught/reviewed the school-wide program with staff this year? (B3)
- 3) Who is the team leader/facilitator? (F4)

#### **Student interview Questions**

*Interview a minimum of 15 students*

- 1) What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (B4)  
(Define what the acronym means.)
- 2) Have you received a \_\_\_\_\_ since \_\_\_\_\_? (C2)  
(reward for appropriate behavior) (2 months ago)