School-Wide Positive Behavior Supports: Fidelity of Implementation in Urban Schools

by

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ABSTRACT

The purpose of this study was to implement Tier 1 universal expectations and Tier 2 secondary preventions, using a School-wide Positive Behavior Supports (SWPBS) problem-solving framework with fidelity in a culturally and linguistically diverse urban elementary school. A mixed-method design was used to address the following three research questions. How can school leadership teams design and implement Tier 1 and Tier 2 supports with fidelity in an urban elementary school? In what ways can Tier 1 and Tier 2 interventions, designed and created by a school leadership team, reduce disruptive student behaviors? How satisfied were staff members with implementation of the Tier 1 and Tier 2 preventions? Data collection was completed using office discipline referrals (ODRs), the School-wide Evaluation Tool (SET 2.0), the Benchmarks of Quality (BoQ), staff surveys, and interviews to aid researchers and educational leaders in urban schools in identifying successes, pitfalls, and areas needing improvement in the implementation of Tier 1 and Tier 2 supports in urban schools.

DEDICATION

To my wife and best friend Katherine Colcord for her encouragement, support, and her endearing love. We have taken this journey together and throughout it all you believed in me. You are the reason I am here today. Thank you. To Leah and Elizabeth, you are the joy of my life and I look forward to spending more time with you. To my grandparents, Norma and Edwin "Bud" Howell, who have been gone many years, but whose memories help guide my way. Bob and Nancy Unferth who have helped me throughout this journey, without question, every step of the way, thank you. To Deb Olin Unferth and Matt Evans for their unwavering support from the first day of graduate school to the on-campus interviews to negotiating of job offers, thank you. For Rob Nelson and Margaret Olin for also supporting my interest in graduate school and for their continued support in reviewing letters of application and discussing job options, thank you. Thank you Amy Stuht Colcord my wonderful cousin, educator, writer, and administrator. I look forward to working together again. To my editor, I couldn't have done it without you and I look forward to working together for many years to come, Kristen Foht. To my friends, fellow graduate students, and Ph.D.'s, Rebecca Neal, Katie Sprouls, Taucia Gonzales, David Isaac Hernandez, Heather Pacheco, Lisa Lacy, Laura Atkinson, and the Equity Alliance team of old Kathleen King, Federico Waitoller, JoEtta Gonzales, Jennifer Huber, Shaunna Price, and Elaine Mulligan. I learned so much from each of you. Thank you!

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CHAPTER 1—INTRODUCTION

Background

In school districts, schools, and classrooms across the country, student behavior continues to draw high levels of concern from both parents and educators alike (Rose & Gallup, 2005). Student behavior and discipline have also been identified in the federal legislation of *No Child Left Behind* (2002), which mandates the use of preventative disciplinary practices for all students across campus settings. However, many schools, especially schools in urban settings, continue to struggle to reduce undesired student behavior (Luiselli, Putnam, Handler, & Feinberg, 2005). In 2012, the *Indicators of School Crime and Safety* published by the National Center for Educational Statistics (NCES) reported that students in urban schools have higher rates of safety and health risks and are more likely to engage in aggressive behavior, such as fighting, physical attacks, weapon possession, or defiant behavior (Robers, Kemp, & Truman, 2013). Walker, Ramsay, and Gresham (2004) have also identified that higher levels of aggressive, disruptive, and defiant behaviors in children in urban schools interfere with the academic achievement of all students on school campuses.

To help reduce aggressive, defiant, and disruptive student behavior in urban schools, universal expectations for student conduct have been widely used as part of a larger School-wide Positive Behavior Supports (SWPBS) program (Bradshaw, Reinke, Brown, Bevans & Leaf, 2008). SWPBS has been identified as a successful framework for the design and delivery of a tiered system of school-wide interventions and reductions of undesired and harmful student behaviors in public schools (Sugai & Horner, 2006). SWPBS has also been recognized as a move away from reactive management practices

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toward a systemic approach for the creation of universal expectations and the design of individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students (Lane, Kalberg, & Menzies, 2009).

Grounded in behaviorism theory and deeply rooted in the philosophical and ethical principles of applied behavior analysis, SWPBS can be conceptualized as a three-tiered framework of preventative measures used in school systems as a means for reducing unacceptable reoccurring student behaviors (Dunlap & Fox, 2009). As a solution to the reactive nature of public education and in response to undesired student behavior, SWPBS offers state education agencies, school districts, and schools a way to promote the inclusion of students with disabilities by designing preventative and proactive procedures and policies that clearly outline behavior expectations across campus settings (Algozzine, Algozzine, & O'Donoghue, 2006).

One important aspect of SWPBS is the creation of universal expectations. Universal expectations or primary preventions fall under the umbrella of Tier 1 supports. These include the creation of school-wide behavior expectations for all students across campus settings. According to Sugai and Horner (2006) school-wide campus expectations are typically created by school personnel such as school leadership teams. The school-wide expectations are also often made up of three to five school expectations (e.g., be safe, be respectful, be responsible). School-wide behavior expectations should also be customized to meet the unique needs of individual school sites.

Another vital component to the implementation of universal expectations requires that all members of the school staff explicitly teach students the expected behaviors across contexts and in different settings such as in classrooms, on the bus, and in the

cafeteria. Lane, Oakes, and Menzies (2010) agree with this stating that by taking the time to teach students each expectation and what each expectation looks like in different areas of the school, we begin to operationally define desired behaviors in each school setting across the campus for all students. Once the universal expectations have been created and adopted at a school site, it is important that students are provided with opportunities to practice the new expectations and that once students begin to demonstrate the new skills, they are immediately reinforced. For example, classroom teachers will often model behaviors that represent a specific universal expectation, such as being respectful, and then coach students to acquire this skill and demonstrate it across various campus settings. If a student demonstrates respect to another person, then that student's behavior can be reinforced by awarding the student with different types of tangible reinforcers, such as stickers or raffle tickets. Universal expectations typically meet the needs of 80% of a school's student population (Vaughn et al., 2010). However, for reoccurring behavior problems, Tier 2, secondary preventions are often needed to teach students pro-social behaviors.

One particular practice often used in urban schools as a Tier 2 secondary intervention is social skills interventions. Social skills instruction is a widely accepted intervention for teaching children how to successfully engage in simple to complex social interactions in schools (Gresham, Sugai, & Horner, 2001; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Lo, Loe, & Cartledge, 2002; Sugai & Lewis, 1996). For children with and without disabilities, social skills instruction offers a chance to learn many of the subtle ways in which children form social groups and interact and engage in playful friendship building activities. Much of the research on social skills instruction

over the course of the last two decades examines social skills instruction delivered in a variety of settings. For instance, Lo, Loe, and Cartledge (2002) examined the effects of a classroom-based social skills instruction program on the social behaviors of five third and fourth grade students at risk for emotional or behavioral disorders. The students received teacher-directed social skills instruction in their general education classroom in small groups focusing on reducing the frequency of antisocial behaviors across two settings (i.e., classroom, lunchroom).

In addition to social skills interventions delivered in general education settings, other researchers have reviewed the delivery of social skills instruction in more restrictive settings. Miller, Lane, and Wehby (2005) studied the use of a classroom-based social skills intervention in a self-contained special education classroom with seven students. The authors reported that the target behavior—inappropriate classroom behavior—had been decreased between baseline and intervention phases for all seven students, as evidenced by mean scores and effect size values. Social skills instruction is needed in urban schools, because nearly 15% of the school-aged population in these schools has demonstrated antisocial behavior and conduct problems (Juvonen & Graham, 2013). However, many educators lack experience in developing and teaching social skills, which presents a serious challenge to the successful implementation of such interventions.

According to Singer and Wang (2009), a cornerstone of SWPBS takes into account the cultural context in which behaviors occur. To do this, one must recognize that student behaviors can best be appreciated when they are defined and understood in the context of the culture of the student. For urban schools with high numbers of culturally diverse students, SWPBS can be used as a resource to aid in the development and design

of specific, preventative measures that are tailored to meet the needs of all students. The goal of this study is to examine the fidelity of implementing Tier 1 and Tier 2 interventions in an urban elementary school by recognizing the unique cultural backgrounds of the faculty, staff, students, and families who live and work together in a culturally diverse urban school and neighborhood in the southwestern United States.

Most principals recognize the fact that urban elementary and secondary schools have been identified in the literature as places that have higher levels of inappropriate student behaviors (Cauce, Stewart, Rodriguez, Cochran, & Ginzler, 2003; Netzel & Eber, 2003). However, what is vitally important for these leaders is to recognize that reactive, punitive procedures, such as enacting zero tolerance policies, employing resource officers to work on campuses, or using expulsions, suspensions, and private alternative educational agencies to intimidate and reduce undesired student behaviors, often fail to effectively change or shape student behavior (Lassen, Steele, & Sailor, 2006). As a result, an ethical decision was made early in the adoption of the SWPBS program that this project would stand in stark opposition to zero tolerance policies, positions, and disciplinary practices that are currently being used in some urban schools.

Research examining the use of punitive measures as a means to reduce disruptive student behaviors argues that such practices disproportionately affect culturally and linguistically diverse students through higher rates of office and discipline referrals (ODRs), suspensions, and expulsions when compared to Caucasian students (Berger, 2002; Giroux, 2003; Hirschfield, 2008; Irwin, Davidson, & Hall-Sanchez, 2013). Furthermore, a new body of research examining discipline trends consistently documents disproportional discipline practices between Caucasian students and Black, Hispanic, and

American Indian students and adds that a student's race is a far greater predictor of disproportionate discipline practices than family income (Eitle & Eitle, 2004; Goldstein & Noguera, 2006; Skiba et al., 2008; Wallace, Goodkind, Wallace, & Bachman, 2008). Therefore, in place of punitive disciplinary practices, this project relied on the creation of a socially just program that moved beyond punitive disciplinary practices by emphasizing the importance of a system that was proactive in planning and designing systematic responsive practices that outlined behavior expectations to treat behavior infractions in an equitable and unbiased manner.

Statement of the Problem

Urban school principals have the overwhelming responsibility to report to district superintendents, families, community members, students, and teachers. They are the primary person responsible for standardized test scores and if a school scores high or low, it often reflects on the ability of the school's principal. Principals in some urban school also face higher attrition rates of teachers, fellow administrators, and support staff (Béteille, Kalogrides, & Loeb, 2012). These challenges, in the face of standards-based reform have made the role of the school principal in these settings much more difficult.

Assistant principals, especially those working in large urban schools, also face challenging situations as they complete their apprenticeship. At the time of this study, statewide budget cuts had forced the school district to release the school's assistant principal. Although the role of the assistant principal was mainly that of an apprentice to the principal, the responsibilities of dealing with school discipline were often assigned to the assistant principal. Without an assistant principal, the school did not have anyone at the site to help address and manage student behavior, and, as a result, although discipline

problems were noted by classroom teachers in the form of office discipline referrals, inconsistent consequences for reoccurring disruptive student behaviors only led to more behavior problems for the school. Additional problems facing the school included having a first-year principal as the school administrator, high teacher attrition rates, and low parent involvement. For instance, at the beginning of the first year of this study, the school had seven new teachers (one Kindergarten, one first grade, one second grade, one third grade, one fourth grade, and two fifth grade teachers).

Another problem facing the school was that the school did not have a set of school-wide expectations or rules. There were no school rules outlining how students should act or school policies posted that clarified how teachers should respond to aggressive or disruptive student behavior. Instead, each teacher created his or her own set of rules or classroom expectations, and each teacher taught his or her students to model the expected behaviors in the classroom. This was problematic because once students left their classrooms; they often demonstrated undesired behaviors, perhaps as a result of there being no school-wide rules or expectations. Consequently, a high number of students demonstrated aggressive behaviors during recess, while at lunch, and while leaving the campus after school. Unfortunately, several factors may have contributed to this such as teachers and paraprofessionals inadvertently reinforcing undesired behaviors by giving students inconsistent consequences for their behaviors.

After an initial inspection of the raw discipline referral data from Year 1, a total of 142 separate ODRs were identified that had been issued to 75 students. A closer inspection of the data revealed several interesting patterns among different groups of students. For instance, 62 male students received 119 ODRs. In comparison, 13 female

students received 23 ODRs during the first year of the study. A closer look at student groups also revealed that there were 60 students without disabilities who received 97 ODRs. However, there were 15 students with disabilities that received 45 ODRs. In comparison, 80% of the student population (students without disabilities) received 68% of the ODRs during Year 1 while another 20% of the student population (students with disabilities) received 32% of the ODRs. Furthermore, individual students with disabilities were identified as receiving more ODRs than students without disabilities.

Student behaviors ranged from defiance to assault. The researcher, who was also a teacher and a behavior coach at the time of this study, developed an action plan aimed at reducing disruptive student behavior that called on the leadership team to implement an SWPBS program at the school. The researcher then presented the action plan to the school's principal. The principal agreed that student behavior had reached unacceptable levels and that there was a tremendous need for an SWPBS program in the school. After the proposal was accepted by the school's principal, the principal and the researcher presented the proposal to the school's leadership team, along with student behavior data collected during Year 1. This data, gathered in the form of ODRs, highlighted a need to reduce disruptive student behavior. Following a proposal presentation, each member of the leadership team voted in favor of implementation.

Purpose

The purpose of this study was to evaluate the effectiveness of Tier 1 and Tier 2 behavior supports as part of an SWPBS program in order to better understand how urban schools and school districts in large urban areas can implement such programs with fidelity. An urban school's leadership team jointly designed and implemented Tier 1 and

Tier 2 behavior supports for a Kindergarten through fifth grade elementary school using the *Implementation Blueprint and Self-Assessment for Positive Behavioral Interventions and Supports* created by the Technical Assistance Center on Positive Behavioral Interventions and Supports and the United States Department of Education, Office of Special Education Programs (Lewis, Barrett, Sugai, & Horner, (2010). The team used the implementation blueprints as a guide to design primary and secondary prevention tiers as part of a school-wide system for the purpose of reducing undesired, reoccurring student behaviors across grade levels without outside funding, technical support, or professional development from outside agencies.

SWPBS have been implemented in hundreds of different schools with most of the studies indicating findings of significant improvement after just one year of implementation. However, literature on the implementation of SWPBS in urban schools reveals little in regards to measures of treatment fidelity. To help fill this gap in the literature, two unique assessment instruments were used to measure the fidelity of implementing the SWPBS program in an urban elementary school. The first was the School-wide Evaluation Tool (SET) (Horner et al., 2004). This instrument is used to observe the overall implementation of the key components of SWPBS. The second instrument was the Benchmarks of Quality (BoQ). The BoQ uses self-report measures to assess the implementation of school-wide expectations and interventions by using a self-evaluation tool that allows school teams to review their progress toward implementing critical elements of SWPBS. Self-report measures have been identified in the literature as valid ways to assess the implementation of organizational interventions (Ponti, Zins, & Graden, 1988).

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Research Questions

Three research questions guided this study.

- How can school leadership teams design and implement Tier 1 and Tier 2 supports with fidelity in an urban elementary school?

- In what ways can Tier 1 and Tier 2 interventions designed and created by a school leadership team reduce disruptive student behaviors?

- How satisfied were staff members with implementation of the Tier 1 and Tier 2 preventions?

Significance of the Study

Urban schools are unique in that they have higher populations of students living in poverty, larger populations of culturally and linguistically diverse students, and higher levels of students at risk for educational failure (Markey, Markey, Quant, Santelli, & Turnbull, 2002). Additional problems just add to the complexities facing urban schools. For instance, administrators in urban schools have more problems locating and hiring new teachers who are highly qualified. More often than not, new graduates seek positions in largely middle class suburban neighborhoods near their homes or near the neighborhoods in which they grew up (Darling-Hammond, 2010).

In addition to recruiting and retaining highly qualified teachers, teachers of color continue to be highly underrepresented in urban schools where they could have a significant impact on student learning and achievement (Ingersoll & Connor, 2009). To combat this problem, Brown (2004) suggests that urban school leaders should provide supports to new teachers by having master teacher mentors who can teach the beginning teachers how to respond to the cultural and ethnic characteristics of urban students.

Researchers have identified several behavior patterns that are unique to urban schools. These include increased anti-social behavior, increased levels of fighting, and higher levels of bullying in urban schools and school districts (McCurdy, Mannella, & Eldridge, 2003). Several studies have identified high levels of student absences and low standardized test scores that also contribute to a reduction of funding, materials, and resources (Netzel & Eber, 2003; Turnbull et al., 2002; Warren et al., 2003).

With urban schools facing such complex problems, this study aims to contribute to the literature by examining how urban schools can begin to develop and implement Tier 1 and Tier 2 supports as part of a larger SWPBS program to meet the unique needs of urban school systems. The study examined how teachers in one urban elementary school shifted away from reactive, punitive consequences for students with reoccurring disciplinary infractions through the implementation of Tier 1 and Tier 2 behavior supports. The findings indicated how teachers could adopt a more proactive, problem-solving agenda that recognized the uniqueness of students from diverse cultural and economic backgrounds. Furthermore, this study adds to the present knowledge base for administrators, teachers, students, parents, community members, and researchers working in and for urban public school systems by examining the steps that school teams need to take to ensure that such programs are implemented with fidelity.

Chapter 2—LITERATURE REVIEW

SWPBS have been identified as a successful framework for the design and delivery of school-wide interventions, prevention, and reduction of undesired and harmful student behaviors in public schools (Sugai & Horner, 2006). As a solution to the reactive nature of public education, the SWPBS framework provides schools and school districts with ways to design progressive and preventative measures aimed at reducing the occurrence of problematic student behaviors. However, the literature on applied "Do it yourself" models of implementing SWPBS in urban elementary schools is scarce. Some researchers have identified difficulties of implementing SWPBS in urban schools (Markey et al., 2002; McCurdy, Kunsch, & Reibstein, 2007; Netzel & Ebner, 2003), but although investigators have closely examined best practices related to SWPBS implementation and identified common misconceptions as well as difficulties, only a few authors examined schools that created and launched their own self-guided behavior support urban-school programs in the United States (Bohanon et al., 2006; Kincaid, Childs, Blasé, & Wallace, 2007; Lietz & Gregory, 1978; Sugai & Horner, 2008). Perhaps one reason that the literature on applied SWPBS programs in urban schools is so scarce is that urban school leadership teams that start their own SWPBS programs often do so without fidelity, and, as a result, programs tend to disband.

Another possible issue lies in the ability of schools or districts to receive outside supports like staff development, the use of professional behavior coaches, and funding that would stimulate higher levels of fidelity for urban schools implementing SWPBS. This review synthesizes the findings from state education agencies, school districts, schools, and programs created and used in student households that have identified best

practices for launching a tiered behavior supports program. Next, the author reviews the literature on practices used in urban schools as part of an SWPBS. Finally, the author reviews the literature on primary and secondary expectations and interventions and evidence-based practices on the implementation of such systems in urban elementary schools.

State Implementation of SWPBS

Several studies looked at the work of state education agencies that have taken on the task of starting tiered behavior supports in multiple school districts and schools. For instance, Barrett, Bradshaw, and Lewis-Palmer (2008) examined a state-wide systems approach toward the creation of SWPBS conducted in 467 schools in Maryland. As part of their analysis, the authors suggest that without a state-wide approach toward implementing SWPBS, school and district-level structures would be unable to support implementation, and, as a result, the fidelity of the implementation would be low. Furthermore, the authors identified the importance of state-wide leadership teams that actively coordinate and support the implementation of SWPBS. According to Barrett et al. (2008), state leadership teams also "support the implementation, training, and sustainability of positive behavior supports (PBS) on both the district and school levels" (p. 106). However, many urban schools, including the one selected for this study, simply could not wait for state education agencies to implement technical support for schools and the school and school district did not have enough resources to hire a professional organization to help train them to implement an SWPBS.

Elliott and Mihalic (2004) also argue that state education leadership teams should provide technical assistance to school districts to help ensure that SWPBS programs are

implemented with fidelity. The authors add that by providing technical assistance to school districts, state leadership teams can better prepare leadership at individual school sites. This would be done by training SWPBS coaches or behavior coaches in the use of advanced training on SWPBS concepts, behavior-coaching strategies, and the use of instruments used to evaluate systems for continuous improvement. Furthermore, Barrett et al. (2008) added that SWPBS coaches can also "serve as the liaison between the school and the region and state" (p. 107).

District Implementation of SWPBS

The literature on SWPBS implementation at the school district level identifies several practices that increase the fidelity of implementation in urban school districts. Bradshaw et al. (2008) examined 21 urban schools chosen to receive training in SWPBS and 16 schools randomly chosen not to receive training in SWPBS. Data was collected over the course of three years using the SET. The authors reveal that the 21 schools that received training had significantly higher levels of implementation fidelity in comparison to the non-trained schools. According to the authors, "The findings of the study suggest that program trainers and behavior support coaches should concentrate initial efforts on strategies for defining and teaching expectations, whereas less time may be needed for developing systems for responding to violations" (p. 1).

George and Kincaid (2008) expand on SWPBS implementation by arguing that greater fidelity in SWPBS implementation can be achieved by following the nine implementation elements outlined in the *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment* (Sugai & Horner, 2006). These include establishing a leadership team, selecting an SWPBS coordinator, locating and securing

school and district-level funding, maintaining administration visibility, locating political support, increasing training capacity as well as additional training for behavior coaches, creating a successful demonstration school in the district, and conducting frequent evaluations for continuous improvement. The authors contend that school leaders should also maintain enthusiasm, seek district and site funding for SWPBS, navigate the waves of policy and personnel changes, and get district-level administrators to make a commitment to a comprehensive and strategic approach of adopting SWPBS.

High School Implementation of SWPBS

Several case studies gleaned from the literature examined the implementation of SWPBS in urban high schools. For instance, Bohanon et al. (2006) examined the subtle nuances of implementing an SWPBS program in an urban high school setting by using interviews, observations, the SET, and office and disciplinary referrals. The authors reported that implementation of the SWPBS program in the high school had experienced success as a result of using these tools. The authors stated that, "The overall level of implementation of PBS reached 80% as measured by the SET" (p. 131). The findings of this study indicate that SWPBS can improve outcomes for all shareholders in urban high school systems.

Furthermore, several important features of SWPBS have been identified in the literature that can be used as a guideline for school teams attempting to implement SWPBS in high school settings. Flannery, Sugai, and Anderson (2009) surveyed SWPBS team members in 12 states to identify common priorities. The results reveal that many SWPBS teams in high schools place a high priority on formally teaching the expectations and ensuring SWPBS programs are implemented consistently (p. 180). The SWPBS

teams also recognized the need for administrator supervision support that is clearly visible to all stakeholders. In addition, teachers who responded to the survey identified the importance of frequent team meetings to review behavior and school data in order to develop plans that would further decrease undesired student behavior and address implementation problems in urban schools.

Middle School, Elementary School, and Preschool Implementation of SWPBS

Several studies examined the implementation of tiered interventions as part of an SWPBS in urban middle schools, elementary schools, and preschools. At the middle school level, Handler, Rey, Thier, Connell, Feinberg, and Putnam (2007) examined the impact of teaching school-wide behavior expectations as a means for building and supporting the pro-social skills of students in eight middle schools and two elementary schools in urban school districts. The authors noted increases in student knowledge of the school-wide expectations as well as increases in improved student behavior as a result of the implementation.

In addition to teaching students the school-wide expectations and desired behaviors, other researchers examined the results of teacher and staff training in the delivery of an SWPBS program in schools. Bradshaw, Mitchel, and Leaf (2010) examined the impact of training for teachers and administrators on increasing the fidelity of implementation for an SWPBS program at 37 rural and suburban elementary schools. Using a five-year longitudinal randomized controlled effectiveness trial of SWPBS, the researchers examined suspension, referral, and academic achievement data. The authors' analysis showed that schools that properly trained and prepared staff members in SWPBS

had the highest levels of fidelity and significant reductions in student suspensions and office referrals.

Fallon, McCarthy, and Sanetti (2014) conducted a similar study in which they surveyed 171 school personnel in Connecticut urban, suburban, and rural schools on the implementation fidelity of classroom teachers who started using SWPBS practices, such as positive reinforcement in the classroom. The authors indicated that the majority of respondents implemented SWPBS practices consistently. Some teachers indicated that managing disruptive behavior in a way that is consistent with school-wide practice was challenging to implement.

In addition to elementary schools, SWPBS implementation was examined in the context of preschool settings. Benedict, Horner, and Squires (2007) studied the impact of SWPBS at 15 early childhood settings by providing four classroom teachers at a preschool with classroom-based consultation on the use of different ecological arrangements and teaching strategies associated with improved social and emotional functioning. The authors found that a functional relationship existed between SWPBS consultation and teachers' implementation of universal SWPBS practices. Using Horner, Benedict, and Todd's (2005) *Preschool-wide Evaluation Tool* (Pre-SET), the findings indicated that only few features of SWPBS (30.79%) were implemented with fidelity indicating the need for further training.

Case studies were also identified in SWPBS literature as a method of interpreting the implementation of SWPBS. For instance, McCurdy, Mannella, and Eldridge (2003) conducted a case study of a School-wide Positive Behavior Supports model implemented in an ethnically and racially diverse urban elementary school. Using expert behavioral

consultants from a local behavioral health-care agency, the researchers were able to significantly reduce office discipline referrals (ODRs), as well as more serious infractions like assaults. Warren et al. (2003) also conducted a case study that examined the effects of an SWPBS program that was implemented for two years in an urban middle school. Following the collection of ODRs, and suspension data at the end of Year 2, the researchers discovered that office and discipline referrals had decreased by 20%.

Classroom Implementation of SWPBS

A critical aspect of the successful implementation of SWPBS relies heavily on the effectiveness of classroom teachers to efficiently manage the behavior of their students. As a result, teachers require regular professional development focusing on the use of positive reinforcement used to redirect and manage student behavior in positive, proactive manners. Another important aspect of successful classroom implementation is relying on classroom teachers to teach their students the school-wide expectations. Oftentimes, teachers can model the expectations, develop lessons and units on the school-wide or individual classroom expectations, and have students demonstrate what does and does not constitute an expectation by acting out, drawing pictures or posters, or sharing in the creation of classroom expectations with teachers, other classes, parents, and community members. However, classroom teachers are often the ones called on to actively monitor student behavior, to provide reinforcement for students meeting the expectations, and to provide effective classroom instruction for all students (Putnam, McCart, Griggs, & Choi, 2011).

Home-Based Implementation of SWPBS

Markey et al. (2002) studied the effects of Operation Positive Change—a training curriculum and train-the-trainer model for parents living in New Orleans, Louisiana. The parents in this study gathered data about their child's strengths, needs, likes, and dislikes and then collaborated with an outside consultant on the development of a functional assessment for their child. The parents also participated as full partners in the development of an SWPBS plan using best practices for dealing with the problem behavior of their young child. In addition to challenging behavior, the parents were also facing complicated problems surrounding issues like poverty, race, and language barriers. This study highlights the ways SWPBS approaches are being used outside of schools and government-run institutions.

McCart, Wolf, Sweeney, and Markey (2009) researched best practices for the use of Positive Behavior Supports for families in traditionally underserved, urban settings through family support agencies. The authors conceptualized that schools should strengthen the communities they serve by moving away from a strictly school-based support system toward a PBS system that is directly linked with the community using "culturally and contextually responsive interventions" in the direction of a systematic approach about preventions and interventions that is guided by data-based decision making and local family support (p. 260).

Implementation of Responsive Practices with SWPBS

The changing demographics of the United States of America have ignited an interesting turning point in K-12 education. Although the United States has always been an economically and culturally diverse country, in 2010, 21% of the people in households

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in the United States spoke a language other than English (Robers, Kemp, & Truman, 2013). Furthermore, the 2012 Census reports estimate that more than 25% of the total population in the United States of America is made up of culturally and linguistically diverse people. Given the changing demographics of the United States, it is clear that the student population in K-12 schools across the country is also shifting. According to U.S. Department of Education's National Center for Education Statistics (Robers, Kemp, & Truman, 2013),

> From fall 2001 through fall 2011, the number of White students enrolled in prekindergarten through 12th grade in U.S. public schools decreased from 28.7 million to 25.6 million, and the enrollment of White students decreased from 60 to 52 percent. In contrast, public school enrollment of Hispanics during this period increased from 8.2 million to 11.8 million students. The overall percentage of public school students in the U.S. who were Hispanic increased from 17 to 24 percent (p. 4).

The growing diversity in the United States presents an interesting change for a public school system that was designed to teach children from predominantly western European countries (Margolis, 2001). The cultural norms that outline expected social behaviors from all students taking part in school are clear and abundant. Students should walk in straight lines, follow the bell schedule, and raise their hands before they speak, exercise restraint, and learn to wait quietly (Apple, 2004). The dominant cultural norms that are embedded within the school system overshadow the culturally centered behaviors of children and families from more diverse backgrounds. As a result, these opposing values create tensions between the mainstream behavior practices of schools and the cultural and family-based behavior practices taking place in the homes and communities in inner-city neighborhoods across the country. As a result, there is a growing need in schools for a multilayered system of supports that recognizes and values alternative behavior patterns.

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Furthermore, students from culturally and linguistically diverse backgrounds experience disproportionate disciplinary consequences compared to White students (Bradshaw, Mitchell, O'Brennan, & Leaf, 2010; Lo & Cartledge, 2006; Skiba, Michael, Nardo, & Peterson, 2002) as a result of coming from cultural backgrounds with opposing cultural norms. For example, Black students are two to four times more likely to be referred to the office, suspended, or expelled from schools for classroom behavior than White students (Achilles, McLaughlin, & Croninger, 2007; Krezmien, Leone, & Achilles, 2006).

Disproportionality is further evidenced by the fact that Latino students are also suspended and expelled at rates much higher than their White counterparts, especially in secondary education settings (Skiba, Simmons, Ritter, Kohler, & Wu, 2003). As a result of the high number of office referrals, suspensions, and expulsions, schools must find paths to meet the unique needs of their minority students in ways that are equitable and forthright. One of the ways in which schools have started addressing this problem is by using culturally responsive practices.

Vincent, Randall, Cartlege, Tobin, and Swain-Bradway (2011) argue that teachers working with culturally diverse students must develop an understanding of how "the general dimensions on which cultures tend to differ include collectivistic versus individualistic orientations, expressiveness, communication styles, interactions between generations, the role of status and authority, and language" (p. 221). The researchers offer a unique framework for the creation of a culturally responsive school-wide positive behavior system that draws on the foundations of School wide Positive Behavior Supports, data, systems, and evidence-based practice and cements these seminal ideas

with innovative culturally responsive practices, including cultural equity, cultural validity, cultural relevance and validation, and cultural knowledge and self-awareness.

Vincent et al. (2011) offer a framework for the creation of a Culturally Responsive SWPBS by combining the core feature of SWPBS with culturally responsive practices, such as enhancing the cultural knowledge of the school's staff, enhancing cultural awareness, establishing cultural validity, validating other cultures, increasing cultural relevance, and emphasizing cultural equity. Such an approach offers diverse urban schools with an innovative method with which to design and implement effective practices aimed at reducing and preventing disruptive student behavior by embedding the unique cultural makeup of a school into the creation and delivery of positive behavior support practices. Duda and Utley (2004) examined the use of PBS as behavior management interventions that enabled the development of appropriate and positive behavior for culturally and linguistically diverse children in urban schools. The researchers identify and recommend the use of culturally influenced social behaviors in the delivery of positive behavior management interventions that are responsive and contextually fit with the values and beliefs of the school. According to the researchers, such an approach helps align the unique behavior expectations of the school with the creation of a shared vision from which a school team can develop goals and implement systematic change.

To address the growing diversity of schools and classrooms across the country, Jones, Caravaca, Cizek, Horner, and Vincent (2006) examined ways in which schools can embed cultural responsiveness in the implementation of a SWPBS program for culturally diverse students. The researchers argue that when culturally responsive practices are

aligned with SWPBS school leadership teams must gather input from the families of the students as well as community members to develop school-wide expectations that identify the unique backgrounds of the students' culture and home life. Jones et al. (2006) also urge a team-based approach during the implementation phase of a culturally responsive SWPBS program to ensure that every member of the school community is involved in the process.

Another important aspect of implementing a culturally responsive SWPBS program according to Jones et al. (2006) is that the entire student body should receive "evidence-based instruction on specific behaviors" that link the school-wide expectation with the daily lives of the students outside of the school (p. 116). The researchers continue stating that both school personnel (i.e., teachers, administrators, paraprofessionals, etc.) as well as family members should continue to recognize, celebrate, and reinforce students who demonstrate the desired behaviors in positive ways.

Lastly, researchers advise the creation of a school team made up of teachers, counselors, behavior coaches, family members, and administrators that will maintain a consistent method of collecting and reviewing data on student behavior to better the impact of the SWPBS and to help ensure continuous improvement in fidelity of the implementation phase and as evidenced in outcomes (Jones et al., 2006; Mathur & Nelson, 2013; Sugai & Horner, 2006).

Perceived Barriers to SWPBS Implementation

Several studies have identified persistent barriers to the effective implementation of SWPBS across schools and state education agencies. One of the most important aspects of creating an SWPBS program lies in the ability of the school administrator to

support implementation. According to Handler et al. (2007), school administrators should not only demonstrate a commitment to school-wide changes, but they must also help create a dedicated team that will be trained by consultants or district coaches with expertise in behavior support practices. School administrators must also support continuous training, provide coverage for teachers, set aside funds for professional development, and facilitate decision making around the school's discipline policies.

In addition to administrative support, teachers were found to be a critical component to the successful creation and application of SWPBS in urban schools. An examination of staff buy-in regarding school-wide change revealed that several factors are needed to increase the fidelity of implementation. These include providing staff members, including paraprofessionals, cafeteria staff, and bus drivers, with consistent training and professional development (Putnam et al., 2007). Another barrier identified in the literature was that teachers need consistent coaching. In spite of receiving professional development on positive reinforcement and behavior change, teachers acknowledged the importance of providing behavior coaches who could model behavior management and reinforcement (Handler et al., 2007).

Teacher turnover also contributed heavily to the ability of schools to successfully implement SWPBS because new teachers require training on the basic features of SWPBS, such as the use of positive reinforcement, classroom management, and data collection. New teachers also require additional supports from administrators, master teachers, and grade-level peers (Sailor et al., 2006). According to Putnam, McCart, Griggs, and Choi (2007) a national survey titled *Barriers to Implementation and Sustainability of School-wide PBS in Urban School Systems*, teacher turnover was ranked

as the largest barrier to the successful implementation of SWPBS in urban schools. The survey also identified an inadequately prepared teaching workforce, high bureaucratic complexity, continuous change in district leadership and priorities, and administrator turnover as the top five barriers to the successful implementation of SWPBS in urban schools.

Another barrier to the implementation of SWPBS is staff resistance. According to Flannery et al. (2009), some classroom teachers feel that students should not be rewarded for meeting the school-wide expectations. Instead, students should behave in spite of the use of reinforcers. Without consistent levels of support, training, coaching, and a role in the decision making process, staff members are likely to resist buy-in and ownership of SWPBS (Handler, et al. 2007). Furthermore, Lohrmann, Forman, Martin, and Palmieri's (2008) research on teacher resistance to SWPBS found that significant barriers contributing to varying levels of resistance to the school-wide change arise from a lack of leadership, skepticism that universal expectations are truly needed, a sense of hopelessness from teachers, opposing philosophical differences, and a sense of subjugation amongst teachers.

Tier 1-Primary Preventions

Primary interventions are the universal behavior expectations that are adopted by schools as either positively stated behavior expectations or school rules. According to Burke et al. (2012) approximately 80% of the student population at a school is projected to benefit from primary (i.e., Tier 1) behavioral supports. Before discussing key aspects of the delivery of Tier 1 expectations, it is important to identify the key components needed to successfully apply Tier 1 behavior expectations in urban schools. One of the

largest factors identified in the literature on primary level supports is the creation and maintenance of a school leadership team that can meet on a regular basis to examine behavior-related data and to collectively development research-based interventions in hopes of reducing reoccurring student behaviors (Bohonan et al., 2006). Another factor identified in the literature is establishing buy-in from classroom teachers, students, families, and community members in an attempt to create a collaborative effort aimed at developing common goals that focus on reducing undesired student behaviors and increasing desired student behaviors (Luiselli, Putnam, Handler, & Feinberg, 2005). The creation and maintenance of a school's leadership team and the continued support of school personnel establish a foundation from which members of the team can work together to identify core expectations (primary preventions) needed across a school campus.

The implementation of primary preventions has been widely studied. Burke, Davis, Hagan-Burke, Lee, and Fogarty (2014) examined how directly teaching school wide behavior expectations to all students on a campus can promote social competence. The authors also examined how teachers can reinforce school wide expectations across campus settings using a variety of different strategies. Strategies such as using positive reinforcement to recognize when students meet expectations, directly teaching expectations to students, and using behavior data to help better inform decision making.

These ideas are directly aligned with the plans of the school's leadership team to provide training to all personnel in order to help them learn how to teach students the school wide expectations. Walker and Horner (1996) add to this idea of preparing teachers to teach and model school wide expectations to students and add that teachers

can also post clear behavioral expectations in their classrooms and can even post Tier 1 expectations across the school's campus. This includes the cafeteria, gym, library and any other location on campus that is frequented by students (Walker & Horner, 1996).

Another way to help teach students the school wide expectations is to physically teach students the school wide expectations in various school settings. For example, Todd et al. (2002) conducted a study in which they clearly defined and taught students in an elementary school the expectations, safety rules, and routines during recess. Teachers and school behavior coaches can also teach students how to properly board and sit on a school bus, how to go to the cafeteria, how to get lunch, and find a seat in a safe and effective manner. Also, since most behavior problems occur in the classroom, schools can provide support for teachers in their classrooms. Scott (2001) added that the use of consistent reinforcement and the commitment to teach and reteach the school wide expectations, especially to students who fail to comply with the expectations will help improve outcomes for all students. Reinke, Herman, and Stormont (2013) studied the use of classroom behavior management strategies that aligned with primary preventions and recommend that teachers be trained to use strategies such as the use of positive and negative reinforcement, differential reinforcement, and positive and negative punishment as a way to help teach students the school wide expectations.

Several researchers identified the use of discipline data of students who fail to comply with school wide expectations. Burke et al. (2012) investigated the validity of using universal expectations as a screening instrument for predicting and identifying students who may be at risk for behavior difficulties. According to the authors, "The results revealed a strong association between the extent of students' adherence to SWPBS

expectations and the adaptive, externalizing, and school problem constructs derived from the norm-referenced screener items" (p.112). Sugai and Horner (2002) also identify the use of data to inform decision making across campus settings, from the individual, to classroom, grade level, or school level as an assurance of the effectiveness and overall quality of implementation.

<div align="center">**Tier 2-Secondary Preventions**</div>

For students who do not respond to primary or school-wide expectations, secondary-tier interventions and supports should be created that help reduce the occurrence of undesired student behaviors. According to Fairbanks, Sugai, Guardino, and Lathrop (2007), approximately 10-15% of the student population at a school will be unresponsive to primary level expectations. Secondary or targeted interventions are a vital part of a school's SWPBS program in supporting students at risk of academic and social problems (Hawken, O'Neil, & MacLeod, 2008). Targeted intervention strategies are typically designed for students designated at-risk for more intense needs by the PBS team or leadership team at a school. The interventions themselves tend to include social, Horner, & Hawken, 2003; Hawken & Horner, 2003; Lewis & Sugai, 1999; Walker et al., 1998). For example, Todd, Campbell, Meyer, and Horner (2008) examined the implementation of a check-in/check-out (CICO) program for four elementary school-aged boys in a rural elementary school to see if a functional relationship existed between the use of CICO and a reduction in problem behaviors. The authors reported that the use of CICO with four elementary school-age boys was functionally related to a reduction in problem behavior.

The successful implementation of secondary-tier interventions and supports in urban schools requires extensive time commitments from behavior coaches, administrators, and staff to receive adequate training. Furthermore, the role of the behavior coach is vital in the creation of secondary-tier interventions and supports that should rely on evidence-based practices to improve student outcomes (Hawken, Adolphson, Macleod, & Schuman, 2009; Scott & Martinek, 2006). In addition to professional development, there are sufficient costs associated with the creation of secondary interventions. For instance, according to Crone, Horner, and Hawken (2004), the creation and maintenance of secondary-interventions relies heavily on having access to adequate personnel, such as a behavior coach, psychologist, administrator, and teachers, to successfully monitor and adjust secondary interventions to meet the individual needs of students. In addition to personnel, Crone et al. (2004) state that secondary intervention teams will need to understand federal and state policies, as well as district policy to support the implementation of secondary interventions.

A third resource identified by Crone et al. (2004) is the use of positive reinforcement in the form of token economies, social praise, access to a variety of activities and/or tangible rewards to increase desired student behaviors and to reduce or replace undesired ones. Finally, attempts by school leaders to develop secondary-tiered interventions should recognize that without access to resources (personnel, materials, and rewards for students) in urban schools, the likelihood of successful implementation and maintenance of Tier 2 interventions are reduced substantially.

Tier 3-Tertiary Interventions

Tertiary or Tier 3 behavior supports are traditionally conducted with individual students and they should only be implemented after primary and secondary tier interventions have failed to help change student behavior. According to Fairbanks, Simonsen, and Sugai (2008), Tier 3 behavior supports include the use of functional behavior assessments (FBA). The purpose of an FBA is to identify common antecedents that trigger aggressive behaviors so that behavior intervention plans (BIP) can be created to effectively reduce the occurrence of the target behavior. Once a behavior intervention plan (BIP) is in place, teachers and/or behavior coaches can begin to teach students behaviors that are designed to replace or reduce the more aggressive student behaviors. Small group or one on one instruction of functional based interventions is often required to successfully shape student behavior over time. Oftentimes, instruction at this level requires the use of a token economy or points based system, positive reinforcement, social skills instruction, continuous progress monitoring of behavior, and pairing tasks with preferred activities to stimulate task completion (Blair, Liaupsin, Umbreit, & Kweon, 2006; Kamps, Wendland, & Culpepper, 2006).

Tertiary interventions should only be implemented when evidence exists that student behavior is continuously demonstrating severe enough behaviors that cause property damage, or if the behavior is self-injurious and harmful, or if it causes harm to other students and staff. Tier 3 behavior interventions are created for students with the most extreme problem behaviors and disabilities (Sugai, Horner, & Anderson, 2010).

Students with Disabilities

Providing behavior support interventions, especially Tier 2 and Tier 3 interventions to students with and without disabilities should always be based on data that supports the justification for such interventions. Often data in the form of ODRs is ample justification for enrolling a student into a behavior supports program, but a careful analysis of ODRs is needed to make sound ethical decisions. As a result, it may be necessary to analyze the ODRs of specific subgroups of students, such as students with and without disabilities, male and female students, and/or students with different ethnic backgrounds to better understand why some students receive more ODRs and what can be done to help particular groups of students. School personnel often examine the discipline patterns of subgroups of students using ODR data to make decisions about student support needs (Hawken, Vincent, & Schumann, 2008; Wright & Dusek, 1998).

Conclusion

Student discipline and the disciplinary practices in urban schools is an area in need of further research. Topics such as the overrepresentation of students from culturally diverse backgrounds receiving much higher than average ODRs, suspensions, and expulsions continues to drive the need for further examination of culturally responsive behavior management and instructional practices in schools with high numbers of culturally and linguistically diverse students. Multi-tiered systems of support continue to be the delivery mechanism driving instructional and behavior management reform and the use of culturally responsive practices as outlined in the literature by Banks (1998), Darling-Hammond (2010), and Bal, Kozleski, Schrader, Rodriguez, & Pelton (2014) warrant the need for research that examines how urban schools design and implement Tier 1 and Tier 2 supports that meet the unique needs of individual schools, classrooms,

and students. High attrition levels, funding difficulties, and large populations of students living in low socioeconomic conditions only add to the complex problems currently facing many urban schools. An urgent need exists for research that examines how teachers, administrators, parents, and community members can work together to begin to solve some of these problems in responsive, socially sound manners.

Chapter 3—METHODS

The following section outlines the method and design that was followed in this study. The process and implementation phases for Tier 1 and Tier 2 interventions are documented, and the periods of time from the initial proposal phase to the final data collection phase are all also included. In an effort to answer each research question, including understanding issues of implementation and the effects of the SWPBS program on student behavior outcomes, the method outlines specific tools that were used to gauge these outcomes.

Phase I: Design and Implementation of Tier 1 and Tier 2

This study proposed the creation and implementation of Tier 1 and Tier 2 interventions as part of an SWPBS program in an urban elementary school as a means of reducing undesired student behaviors and office discipline referrals (ODRs). The following sections discuss the study participants, needs assessment, timeline, program development, and the process for acquiring permission to conduct the study.

Participants and Setting

An urban Kindergarten through fifth grade elementary school located in the southwestern United States of America was the site selected for implementation of this program, and data was collected over the course of two years. The data included information on the student population at the school over the course of the two years. Descriptive statistics such as total student populations during Year 1 and Year 2; grade level populations for both years; gender populations for both years; descriptive data on race, age, and disability categories; and behaviors of all students who received an ODRs for both years were also collected.

Seven hundred and eighty-four students attended the school during the first year of the study. This included 414 male students and 370 female students. All of the students attending the school during the first year qualified for Free Reduced Lunch. Of the 784 students who attended the school during Year 1 of the study, 237 were labeled as still in the process of learning the English language, and another 77 students qualified for special education. During Year 2 of the study, the student enrollment decreased slightly to 765 students. This included 393 males and 372 female students, all of whom qualified for a Free Reduced Lunch. Of the 765 students who attended the school during Year 2, 265 were still in the process of learning the English language, and 65 were placed in a special education program.

According to the school district, 69% of the families who live in the neighborhoods surrounding the school were Spanish speaking, with 29% of the population around the school speaking English and another 2% speaking a language other than English. Furthermore, according to crime statistics available through public records, the neighborhood surrounding the school was also laden with high rates of theft and burglary, as well as high unemployment, high poverty rates, gang violence, and alcohol and drug abuse. Data collected from the school district's main office revealed that the school's demographic breakdown is 93% Hispanic, 3% Caucasian, 2% African American, 1% American Indian, and 1% Asian. In addition to the student and family population data, the school had twenty seven teachers, 10 paraprofessionals, two academic coaches, and one school administrator. The leadership team at the school consisted of eight teachers, two academic coaches, the school counselor, a parent, and the school administrator (n = 13).

Needs Assessment

After discussing possible solutions to reduce the high rates of aggressive, disruptive, and defiant student behavior with the school's administrator, the researcher created an action plan aimed at creating and initiating an SWPBS program at the school. The action plan also included a timeline with six phases toward implementing the SWPBS program and called for the leadership team to use the *Implementation Blueprint and Self-Assessment for Positive Behavioral Interventions and Supports* created by the Technical Assistance Center on Positive Behavior Interventions and Supports and the United States Department of Education, Office of Special Education Programs (Office of Special Education Programs Center on Positive Behavior Support, 2004).

Following the creation of the action plan, the school's principal recommended that the researcher meet with the school's leadership team, so they could review, vote on, and start the plan immediately. The action plan was presented to the school leadership team during the third week of July, two weeks before the start of school. The team reviewed the plan and voted in favor of the initiative.

Program Development

The researcher recommended using the *Implementation Blueprint and Self-Assessment for Positive Behavioral Interventions and Supports* as a guide for the creation of a Tier 1 and Tier 2 behavior supports as part of a SWPBS program that would help the team develop a plan to create clear, universal expectations across grade levels and campus settings for all students and staff as a Tier 1 intervention (Office of Special Education Programs Center on Positive Behavior Support, 2004). The researcher also emphasized the importance of holding the leadership team responsible for reviewing,

analyzing, and developing behavior interventions based on evidence-based best practices and data obtained from the office and discipline referrals. The leadership team agreed and together decided to meet twice a month on Wednesday afterschool from 3:15 to 4:15 p.m. During that time, the team decided that eight-week Tier 2 interventions would be designed to focus on teaching students specific skills identified in the analysis of the office and discipline referrals. To identify the unique needs of each child, the behavior coach would also interview the students' parents and teachers to determine possible causes for reoccurring behaviors. In addition to the Tier 1 interventions, eight-week Tier 2 interventions would be provided to students already placed in a special education program who also demonstrated reoccurring behavior problems. These interventions would be designed by the team based on evidence-based practices and implemented by the special education teachers (Colcord, 2015).

Timeline

After the leadership team accepted the proposal and the team agreed to work together as the school's behavior analysis team, the researcher and leadership team began developing a timeline to create the school's universal expectations (See Table 1). After a review of the action plan, the team decided to use the acronym C.O.B.R.A.S. for the creation of the expectations based on the school's mascot. The team felt that by using the school's mascot as the acronym for the school-wide expectations the students and staff would be more likely to buy in to the change initiative. The team created a ballot that included the acronym C.O.B.R.A.S on it with a blank space next to each letter. The team felt that it was important to include families in the creation of the school-wide expectations because they recognized that each family may have different or even

opposing expectations for their children. Therefore, in addition to the school's classroom

teacher, the team asked each family to contribute to the creation of the universal

expectations by writing in their own values and expectations on the ballots using the

acronym C.O.B.R.A.S.

Table 1

Timeline for Behavior Supports Implementation

Planning Dates	Task	Date Completed
06/03/13	Create action plan	07/20/13
06/03/13	Create a behavior team	07/20/13
07/20/13	Develop school expectations	08/10/13
07/20/13	Poster contest/Rallies	08/10/13
08/10/13	Design and implement interventions	2013-2014 school year
2013-2014 School Year	Deliver professional development seminars	2013-2014 school year

Two weeks after they were sent home, the ballots were returned and counted, and

the expectations with the highest number of votes were selected. The results of the ballot

initiative led to the identification of the following terms that would be used as the

school's Tier 1 school-wide behavior expectations for all students. The words Caring,

Organized, Be honest, Respectful, Accountable, and Safe were mutually selected by the

students, parents, families, and leadership team as the primary descriptors of expected

student behavior across the school campus.

To celebrate the school's collaboration with families and students during the

creation of the universal expectations, the leadership team decided to hold a poster

contest in which students across grade levels could design a poster with their families for

a chance to win a new bicycle. The winner's poster would also be used as the official

school-wide expectation poster to be placed in each classroom on campus, in the

cafeteria, on school buses, and in the front office. The entire leadership team, including the grade-level chairs and the school administrator, were very excited about the change. The team created a grading rubric for the posters and shared it with each teacher on campus.

The poster contest, which was developed as a means for promoting the school-wide expectations, took three weeks. In that time, students and their families had turned in over 100 posters. It was clear that the students and their families were excited about this change. During the third week of school, four school rallies were scheduled (two rallies for grades K-2 and two for grades 3-5). Two were held after school so that parents, governing board members, and special guests could attend. Two more rallies were scheduled during the school day to announce the poster contest winner and introduce the new school-wide expectations to students and their families.

The four school-based rallies were planned as a launching point for the new school-wide expectations. The evening rallies were scheduled in fourth week of school in late August. The office staff and teachers made phone calls informing families that a rally was being held to introduce the new school-wide behavior expectations and that food and drink would be served at no cost. Over 100 parents attended the first rally, and many of the parents were excited to hear of the new school-wide expectations. The school made copies of the new expectations in Spanish and English and even created a magnetic leaflet so that parents could hang the expectations on their refrigerator and periodically discuss them with their children.

The following week, the two school-day rallies were held to introduce the new school-wide expectations to the students and to announce the poster winner, as well as

runners up from each grade level. The leadership team invited community members, such as a local wrestling champion, local business owners, and the community's political leaders, to speak and take part in the celebration. Several community members attended along with more parents and family members, and the initial school rally was considered a huge morale booster for the entire school.

An incentive that had already been in place at the school was used to reinforce desired student behavior. The incentives were called Happy Grams and they were given out by staff members when a student was seen demonstrating one of the school's expectations. Happy Grams were little notes that teachers used to write the student's name and specific behavior demonstrated by the student. Happy Grams had a white cover sheet followed by a carbon copy. The students turned in their yellow carbon copy into the office drop box and were then included in the weekly raffle for prizes and recognition. The white copy went home with the students so that he or she could show it to his or her parents.

As shown in Table 2, the leadership team agreed to provide teachers with six, one-hour professional development seminars on the basic tenets of School wide Positive Behavior Supports. The seminars were scheduled to take place on Wednesday afternoons after school. The school's principal also agreed to pay teachers one hour beyond their contract pay to attend the seminars.

The professional development seminar session topics were as follows: what is SWPBS, using universal expectations and modeling them, acknowledging appropriate student behavior, being consistent, using positive reinforcement in your class, and how and when to write office referrals. In addition to the teacher professional development

seminars, two one-hour professional development seminars were designed for the

school's paraprofessionals. The topics for these seminars included using positive

reinforcement while on duty to redirect and manage student behavior and using

technology to recognize and acknowledge appropriate student behavior (See Table 2).

Table 2

Professional Development Seminars

Seminar topic	Date	Audience	Number in attendance
What is SWPBS?	09/11/2013	Teachers	7
Using universal expectations	10/09/2013	Teachers	4
Using positive reinforcement while on duty	10/10/2013	Paraprofessionals	8
Recognizing appropriate student behavior	11/20/2014	Teachers	7
Using positive reinforcement in the classroom	01/15/14	Teachers	10
Using technology to reinforce positive behavior	01/16/14	Paraprofessionals	8
Using positive reinforcement across the campus	02/20/2014	Teachers	10
How and when to write office referrals	03/13/2014	Teachers	6

Research Permission

The process for Institutional Review Board (IRB) approval was comprised of

submitting a completed Human Subjects Institutional Review Board application, which

included writing an abstract of the study; completing the Collaborative Institutional

Training Initiative (CITI) for Human Subject Research specifically for research on social,

behavioral, and educational disciplines; and acquiring an approved school district letter of

collaboration. The researcher submitted the application and documents to the university's

IRB and was granted approval to conduct the study.

The process used to acquire school district approval included scheduling a

meeting with the assistant superintendent and school administrator of the school district

to review the abstract and outline of the research protocol. The researcher also submitted

each of these documents to the district's assistant superintendent and received approval from both him/her and the school administrator to conduct research in the participating school district.

Phase 2: Evaluation of Implementation and Outcomes

The effectiveness of the Tier 1 and Tier 2 programs was evaluated using five different tools. These include the School-wide Evaluation Tool (SET), the Benchmarks of Quality (BoQ), student discipline data in the form of office discipline referrals (ODRs), a teacher survey and face-to-face interviews. According to the Office of Special Education Programs the SET is designed to evaluate a "school's fidelity of implementation on school-wide discipline practices and systems" (Gresham, Sugai, Horner, Quinn, & McInerney, p. 1, 1998). In addition to the SET, the BoQ is recognized by the OSEP Technical Assistance Center on School-wide Positive Behavior Supports as a valid and reliable self-assessment that helps teams identify areas of success as well as those in need of improvement (Algozzine et al., 2010). Furthermore, ODRs have been identified as a reliable source of data to evaluate the effectiveness of an SWPBS program (McIntosh, Campbell, Carter, & Zumbo, 2009). Lastly, a survey was used to evaluate teacher "buy-in" to the SWPBS and to determine steps to improve the system for the second year of implementation.

School-wide Evaluation Tool (SET)

To evaluate the effectiveness of the implementation of the SWPBS program at the school site, the researcher used the School-wide Evaluation Tool (SET). The SET is a research instrument that is used specifically for gauging the effectiveness and fidelity of implementation of key aspects of SWPBS such as Tier 1 and/or Tier 2 supports in K-12

schools or school districts. According to Horner et al. (2004), the SET 2.0 is a 28-item research-based observation and interview instrument. It contains seven subscales that evaluate defined expectations, student behavioral expectations, and to what extent the expectations have been taught to the students. The SET also evaluates any ongoing systems for rewarding students for demonstrating behavioral expectations and can be used to evaluate whether or not the school has a system for responding to behavioral violations, as well as a system for continuous monitoring and decision making, management, and district-level support for the program (Cohen, Kincaid, & Childs, 2007).

According to Todd et al. (2012), the procedures used to conduct the SET includes conducting a 30 minute interview with the school administrator, conducting interviews with at least 10 randomly selected staff members and at least 10 randomly selected students who are not actively engaged in academic instruction. Next, a tour of the school campus must be completed, along with a review of discipline records such as ODRs, social skills or behavior intervention instructional materials, and a review of the school's current school improvement and action plan.

Some of the questions listed on the SET are in place to identify specific aspects of SWPBS such as defining the school-wide behavioral expectations; teaching the school-wide expectations to all children enrolled in the school; recognizing and rewarding students for following the expectations; creating a range of supports for children with reoccurring problem behavior; recording, monitoring, and using student behavior data to drive decision making and interventions; offering ongoing administrative involvement

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and support; district level support that transforms into policy change; professional

development; and improved data collection techniques.

The reliability of the SET has also been well documented. According to Vincent,

Spaulding, and Tobin (2010) the SET consistently results in an overall alpha of .96 and

reliably meets and exceeds standard psychometric criteria for discriminability, internal

consistency, and test–retest reliability in instrumentation used primarily for research

purposes.

Benchmarks of Quality (BoQ)

Another instrument used by the researcher to evaluate the fidelity of

implementation of the SWPBS program at the school site was the Benchmarks of Quality

(BoQ). The Benchmarks of Quality has been identified as a reliable method for

evaluating the implementation of SWPBS in a K-12 school or school district. According

to Childs, George, and Kincaid (2011), "The BoQ was found to be a valid instrument

even when it is administered in diverse methods adding confidence to the utility of the

BoQ" (p. 1). The BoQ has been recognized as a dependable instrument for evaluating the

fidelity of the implementation of universal school-wide expectations as a Tier 1

intervention. For example, Cohen, Kincaid, and Childs (2007) state that the "BoQ for

SWPBS is a reliable, valid, efficient, and useful instrument for measuring the fidelity of

implementation of the primary or universal level of PBS application in individual

schools" (p. 203). The OSEP Technical Assistance Center on PBS also recognizes the

BoQ as a valid and reliable progress monitoring self-assessment for Tier 1

implementation (Algozzine et al., 2010).

The BoQ was also completed by the school leadership team which at the time consisted of eight teachers, two academic coaches, the school counselor, a parent, and the school administrator (n=13). To complete the BoQ, several steps were outlined in the *BoQ Scoring Guide*. The first step required the leadership team to work together with guidance and support from the behavior coach. To complete the scoring guide, individual team members had to determine the appropriate point values for all 53 items on the *BoQ Scoring Form*. Once each member completed the BoQ, individual team members were also instructed to place check marks next to the items identified as areas of strength and areas in need of development. Each member took turns to share their responses. Once the leadership team talked and came to a consensus on each item, including identifying areas of strength and areas in need of development, each response was recorded on a separate scoring form.

Discipline Data (Office and Discipline Referrals)

The next instrument used to measure the effectiveness of the SWPBS program was data collected from office and discipline referrals (ODRs). ODRs were collected during both Year 1 and Year 2 and compared. To prepare the school's staff to use ODRs effectively, the school administrator provided all members of the staff with professional development on the first day of school aimed at training teachers how to correctly use the office and discipline referral forms and the system in place at the school site. Major behavior infractions had been operationally defined by a district-level behavior team and recorded in a student behavior referral handbook, which made using the school's referral forms easier for teachers. Clear descriptions and examples of major behavior infractions were noted in the district referral handbook, and this made it possible for the school

administrators and teachers, once they were trained, to carefully describe student behaviors in observable and measurable terms. According to McIntosh, Campbell, Carter, and Zumbo (2009), when ODRs are systematically defined, through the use of clear behavior definitions and ongoing training that includes the identification of behaviors that result in automatic referrals, they are valid measures used to identify students who demonstrate high levels of externalizing behavior.

Staff Survey

To answer the third research question, a Likert scale survey was created to evaluate how satisfied staff members were with implementation of the Tier 1 and Tier 2 preventions. The survey was created using Survey Monkey. Survey Monkey is an online web-based survey design tool that allows users to create multiple kinds of surveys. Once a survey is completed it is emailed to participants as a hyperlink and the survey participants simply complete the survey online. This study used a Likert scale to assess varying degrees of satisfaction of staff members at the school in relation to the behavior supports program. The Likert scale survey used the following options as answer choices to the survey, strongly disagree, disagree, neutral, agree, and strongly agree. The survey consisted of 10 questions that were made up of key elements in both the SET and the BoQ. The survey was completed on a voluntary basis by teachers, paraprofessionals, administrators, and support staff who had been working at the school during Year 2 of the study.

Staff Interviews

Face-to-face interviews were also used to understand how satisfied staff members were with implementation of the Tier 1 and Tier 2 preventions at their school site. Interviews have a long history of being used to evaluate organizational change (Clough & Nutbrown, 2007). Unlike focus groups, individual face-to-face interviews provide interviewees with the discretion to speak honesty about their thoughts in regards to the interview topic, and they often reveal additional insight into the phenomenon that is being investigated. According to Dwyer and Buckle (2009), interviews also provide observers with unique insight into the inner workings of organizations and their cultures. Interviews are optimal tools for collecting data on individual perspectives and experiences, particularly when sensitive topics are being explored.

Individual semi-structured interviews were conducted in an attempt to better understand if school personnel were satisfied following the implementation of Tier 1 and Tier 2 behavior supports within the school. Selective sampling was used to identify interview participants who were employed at the school during the first and second year of the study. By selecting participants that had been employed at the school for both years, it would be easier for interview participants to make comparisons and contrast differences between the first year, when there were no behavior supports at the school, and the second year, when Tier 1 and Tier 2 behavior supports were implemented across the school campus.

Five participants volunteered that met the selective sampling criteria. No participants volunteered that didn't meet the selective criteria. Three 30-minute interviews were conducted during the week of June 2nd, 2014, two back to back

interviews with participant #1 and one interview with participant #2. Four more interviews took place during the week of June 9th. One interview with participant #2, two interviews with participant #3, and one interview with participant #4. The last three interviews were completed during the week of June 16th 2014, one with participant #4, and two with participant #5. The researcher used the same interview protocol for each interview and each interview lasted approximately 30-minutes. All interviews were conducted in the school's library after summer school between the hours of 1:30pm-3:00pm.

As shown in Appendix Interview B and C, two interview protocols were used, but each relied on the same set of ten questions. This was done purposely in an attempt to record the most sincere responses to the interview questions. One unintended consequence of using the same set of interview questions twice was that it may have given the interview participants time to accept staff changes and as a result, the interview participants may have been more prone to answer each question without preconceived responses. Both interview protocols were used to guide the administration of the pre-interview questions and subsequent interview questions. Both also included a guide of what the researcher should say when setting up and conducting the interview and also included probes for asking more clarifying types of questions. The interview protocol also contained instructions on collecting data using notes.

Interview Participants

The first two interviews were with a third grade teacher who had been at the school for nine years. This teacher was a soft-spoken Hispanic woman who stated that she was determined to improve the academic achievement of all of her students. She was

observed walking across the school campus carrying a stack of papers to her class, and during one of the interviews, she was seen with a curriculum map that plotted out her plans to teach reading and math for the first quarter of the upcoming school year.

The next two interviews were conducted with a fourth grade teacher who had been at the school for three years but had worked for the district for a number of years prior. This teacher was a tall Hispanic male who appeared at ease in his role as a teacher. As he approached the library, he was observed smiling and shaking hands with students, teachers, and administrators at the school. He spoke openly and nonchalantly about the current state of the school, and he presented several ideas to improve the school.

The next two interviews were with a special education paraprofessional who had been at the school for over 20 years. She was a Caucasian woman who lived in the neighborhood and who had also had children attend the school. She seemed content with the current state of the school as well with her role in the school.

The next two interviews were with a first grade teacher who had been at the school for over 20 years. The teacher, a Caucasian woman, was a member of the school's leadership team as well as a member of the school district's curriculum adoption and curriculum mapping team. She worked primarily with students who were still in the process of acquiring the English language. She was a well-spoken woman who appeared to be a mentor to several other teachers at the school.

The last two interviews were conducted with a Hispanic male paraprofessional who had been at the school for two years. During that time, he had worked closely with the reading interventionist to help struggling readers. On several occasions, he worked as

a substitute teacher, and he had a strong rapport with the students and teachers on the campus. He was a tall slender man who appeared at ease at the school.

Researcher Identity

The researcher at the time of this study was employed at the school as a special education teacher. He was also the volunteer behavior coach. In this role, the researcher was an elementary school teacher, an advocate for children with disabilities, a parent liaison, a grade level representative, a member of the school leadership team, and a lead special education teacher. These responsibilities did grant the researcher insider status into the organization. However, the researcher's identity as a Caucasian male in an organization composed primarily of Hispanic and African American adults and children, as well as his role as a researcher both within and outside of the organization, situated him as an outsider to the organization. Through these different relationships with school and district personnel, students, and community members, the researcher was an insider, but, being a member of graduate school, a researcher, a husband, and a father, the role as an outsider and the space between became more and more apparent (Grbich, 2012).

Research Design

A pre-treatment/post-treatment design was used to compare data collected between a pre-treatment Year 1 group and a post-treatment Year 2 group. To answer the first research question, how can school leadership teams design and implement Tier 1 and Tier 2 supports with fidelity in urban elementary schools was evaluated using the School-wide Evaluation Tool (SET) and Benchmarks of Quality (BoQ) to determine if the tiered supports were implemented with fidelity. To answer the second research question, data in

the form of ODRs were collected following the completion of Year 1 and Year 2. The statistical procedures used to analyze the significance of the data included a one-way ANOVA and an independent and dependent *t*-test. To answer the third research question concerning the satisfaction of the school staff in regards to the Tier 1 and Tier 2 behavior supports program, a staff survey made up of 10 questions was used using a Likert scale. The survey was given to all staff members at the school at the end of Year 2. Finally, qualitative data was collected through semi-structured interviews with school staff members that also addressed the third research question.

Data Analysis Procedures

SET

Data analysis procedures relied on several instruments. The SET was used to analyze the responses from the school administrator, 10 random staff members, and fifteen students. Each of the 28 items was assigned a value of 0, 1, or 2 (0 = not implemented, 1 = partially implemented, 2 = fully implemented). Five questions were not answered with a yes or no response, therefore to calculate an accurate score, the researcher recorded the number of school rules that each staff member and student knew out of the total number of school rules, for example, a recording of 3 out of 6 documents that a person knew 50% of the school expectations or rules (The SET questions and instruments are listed in Appendix F). After completing the calculations, the numbers were totaled to identify the percentage of rules known by staff and students.

A similar procedure was used to analyze the responses of SET question D2, question D4, and question F4. For question D2, the researcher simply asked staff members what problems they would send to the office rather than dealing with on their

own. Responses were calculated by simply record a + if the response was in agreement with administrators response or a 0 for disagreement on the *Interview and Observation Form*. Question D4 asked "What is the procedure for dealing with a stranger with a gun?" To correctly score this question, a response that was in agreement with the administrators received a + and responses that were in disagreement with the administrators response received a 0 for disagreement. Question F4 asked "Who is the team leader/ facilitator?" If staff could identify that the school administrator was the team leader or facilitator. If 90% of team members asked can identify the team leader, two points are awarded. If 51-89% can identify the team leader, one point is awarded. If 0-50% of those asked can identify the team leader, zero points are awarded.

Two SET questions (A2 and D3) require observations of posted school rules and the school crisis intervention plan in seven to ten locations. The suggested locations are listed at the bottom of the *Interview and Observation Form*. For example, the school's expectations should be posted in at least three classrooms, within three hallways, one should be posted in the cafeteria, in the library, one in the front office, and another one in a different setting (i.e., gym, lab, etc…).

Next, a tour of the school campus was conducted to see if the school expectations were posted in ten separate places around the campus. For example, the school's expectations should be posted in at least three classrooms, within three hallways, one should be posted in the cafeteria, in the library, one in the front office, and another one in a different setting (i.e., gym, lab, etc…).

To answer the question regarding the campus observation, one had to compare the observed number of recommended places in which the expectations were posted and

compared that with the minimum of ten separate places that they should be posted at. For example, to calculate a percentage, if the observer saw the expectations posted in seven out of the 10 recommended places, the percentage would be equivalent to 70%.

Afterwards, a review of school-wide discipline records including office discipline referral records and forms, instructional materials for teaching and correcting behavioral expectations, and the current school improvement plan was evaluated using a yes or no response on *the Interview and Observation Form, which is listed under APPENDIX F.*

BoQ

Data analysis procedures for the BoQ were completed as follows. First, the researcher, who at the time of this study was also the behavior coach, scored each of the 53 items on the *Benchmarks of Quality Scoring Form*. No items were left blank. Next, the *Benchmarks of Quality Scoring Form* was completed at a leadership team meeting with all members reaching consensus on the appropriate score for each item using the *Scoring Guide* rubric. The team identified areas of strength and need. The team then compared their responses to the behavior coach responses.

ODRs

Descriptive statistics were also computed to identify trends in ODR data from Year 1 and Year 2. Mean (*M*) scores were examined for Year 1 and Year 2 to determine if a difference existed between the average numbers of ODRs during both years. Standard deviations (*SD*) were also analyzed for Year 1 and Year 2 to determine how far apart the numbers of ODRs were between students in both years.

An independent-samples *t*-test was conducted to evaluate whether the school-wide behavior support program reduced the number of ODRs in Year 2 for students who received ODRs in either Year 1 or Year 2 (unique-ODR-sample). After the independent *t*-

test was completed, a dependent sample *t*-test was conducted to evaluate whether the school-wide behavior support program reduced the number of ODRs for the ten students who received ODRs in Year 1 and Year 2 (repeated-ODR-sample).

A one-way analysis of variance (ANOVA) was also conducted to identify changes in student behaviors as a result of the implementation of Tier 1 and Tier 2 interventions. Using a one-way ANOVA, students were sorted into two groups, students with disabilities and students without disabilities. The justification for the sorting of students into groups of students with and without disabilities was based on an initial examination of the data where it was discovered that students with disabilities were receiving high numbers of ODRs. Therefore, in order to determine whether or not the treatment had an effect on reducing ODRs between the first and second year of the study, students disability status was used as a grouping variable in the analysis.

Next, a Likert survey was used to assess the satisfaction of the implementation of tiered behavior supports of school personnel. Likert data was retrieved from the staff survey and an initial analysis of individual Likert questions was conducted to report the descriptive statistics (e.g., means, standard deviations, frequencies/percentages by category). After the initial analysis, sets of items were compared and the data was summarized as percentages occurring in the various response categories. This information helped the researcher interpret general levels of satisfaction among the school staff.

Finally, two 30-minute face-to-face interviews were conducted with five staff members in the school library during the first three weeks of summer school. After a response to a question, the researcher typed the exact responses of each participant. Once

the researcher recorded each response, the researcher read back his notes to the participant to make sure the notes were an accurate representation of the participants' responses. An open coding analysis of the initial data was conducted immediately after the interviews. After the initial open coding and organization of the data was completed, the researcher read through the data several times to get a better sense of the information and to reflect on the overall meaning of the data. At the conclusion of the interviews, the raw data was transcribed into a Microsoft Excel Spreadsheet. Next, an initial examination of the data was completed using an open-coding system that broke the smaller chunks of text into sentences and even just a few words. Finally, three columns were created in a Microsoft Excel spreadsheet. The first column stored the participant's complete response to each question. Questions were separated by rows. The second column was dedicated to the initial open codes and the third column was a dedicated space to record refined focused codes. This procedure was used for each participant. After an initial set of codes was identified, comparisons were drawn between participants to identify potential themes. The collection and subsequent analysis of data relied on the use of several different research instruments. These instruments provided the researcher with a richer understanding of the perceptions of staff members in regards to the adoption of the school wide behavior change program. For a list of research instruments used in this study see Table 3.

Table 3

Research Instruments

Instrument	Data type	Timing
Office and discipline referrals	Quantitative	Pre-treatment and Post-treatment
School-wide Evaluation tool (SET)	Quantitative	At the conclusion of Year 2 (post-treatment)

Benchmarks of Quality (BoQ)	Quantitative	At the conclusion of Year 2 (post-treatment)
Staff Survey	Quantitative	At the conclusion of Year 2 (post-treatment)
Face-to-Face Interviews	Qualitative	At the conclusion of Year 2 (post-treatment)

Triangulation

The justification for collecting and analyzing multiple forms of data in a single study is grounded in the idea that the results from one method will better develop and inform the results of the other method (Greene, Caracelli, & Graham, 1989). In other words, combining research methods offers researchers an opportunity to learn more about the phenomenon that is being studied. The same can be said of triangulation. One way to describe triangulation is by comparing the results of two different research instruments to get a clearer picture of the phenomenon. For example, several instruments can be used to measure length. A ruler could be used to measure the length of a pencil in either inches or centimeters. However, a digital caliper could be used to measure the same pencil in millimeters. Both instruments can be used to answer the question, "how long is the pencil", but both instruments give different answers.

In this study, data was triangulated by comparing the results of the survey with the results of the face-to-face interviews in an attempt to better understand if staff members were satisfied with the implementation of the Tier 1 and Tier 2 behavior supports. If the results from both instruments are similar, then it can be concluded that both instruments worked well to assess the satisfaction of staff members, but if the results differ, it may be possible that the research instruments did not work well to assess staff satisfaction.

Conclusion

The implementation of Tier 1 and Tier 2 behavior supports in an urban elementary school was completed in two phases. Phase one included a justification for the design and implementation of behavior supports in the school which included a needs assessment, a description of the collaboration between the leadership team and families living in the community to develop the program, an implementation timeline as well as a timeline to deliver professional development seminars for teachers and paraprofessionals, and permission to conduct the study from both the university's institutional review board, the school district, and school.

Phase two described the instruments and how they will be used to collect and analyze data. The SET and BoQ will be used to assess the fidelity of implementing the behavior supports program during Year 1 and Year 2 of the study. A statistical analysis of ODRs for Year 1 and Year 2 were conducted to identify changes in the numbers of student behavior infractions. Next, a staff survey and face-to-face interviews were conducted to assess the satisfaction of staff members towards to adoption and implementation of the behavior support system.

Chapter 4— RESULTS

Chapter 4 presents the results from this study. First, the results of SET and BoQ are examined to address research question one: How can school leadership teams design and implement Tier 1 and Tier 2 supports with fidelity in an urban elementary school? Next, the statistical instruments used to determine the significance that the interventions had on reducing disruptive student behavior are presented. with Results of survey and face to face interview that measured staff satisfaction are presented. Lastly, there is an overall summary of the findings this study generated.

Research Question One

To determine how school leadership teams can design and implement Tier 1 and Tier 2 preventions with fidelity in an urban elementary school, the Set was used to measure the fidelity of the implementation of Tier 1 and Tier 2 supports.

School-wide Evaluation Tool (SET)

The SET was used to assess and evaluate the critical features of school-wide behavior supports across each academic school year. During the first and second year of the study, 15 students, one principal, and 10 staff members, including eight teachers and two paraprofessionals, were interviewed using the questions in the SET.

SET Results

The results from data collected during Year 1 of this study reveal several areas in need of improvement. Twenty seven percent of the staff interviewed using the SET indicated that they had given out incentives to students. Only 53% of the school's staff knew the procedure for dealing with a stranger with a gun on campus and only 7% stated that there was a team on the campus to address school-wide student behavior. Because

there was not a school-wide behavior team at the school site, all questions regarding the behavior team could not be answered, but the questions were shared with the school's principal.

Fifteen students were asked to recall the school's universal expectations or school rules. Eight of the students were able to identify two to three rules. The remaining seven students were able to answer between one or two school rules. When asked if they had received a Happy Gram within the past two months, two out of 15 students (13% of the students' interviewed) stated that they had received a Happy Gram in the prior two months for demonstrating appropriate behaviors in their classroom.

Year 2 SET Results

Data collected during the second year of the study revealed that 88% of the staff at the school were able to state all of the school expectations or rules. Eighty seven percent of those interviewed stated that they taught the school rules during Year 2 of the study, and 80% of the staff indicated that they had given out incentives to students within the prior two months. A separate set of fifteen students was again interviewed and when asked to recall all of the school's universal expectations or rules, 12 of the students identified 80-100% of the school's expectations, and three students were able to correctly identify 40-60% of the school's expectations. As a result, 80% of the students interviewed were able to correctly identify four out of the six school-wide expectations. When asked if they had received a Happy Gram within the prior two months, 12 out of 15 students (80% of the students' interviewed) stated that they had received a Happy Gram in the prior two months for demonstrating appropriate student behavior expectations.

Improvements from Year 1 to Year 2

Finally, major improvements were identified when comparing first and second year SET data from staff members. As indicated in Table 4, during the second year of the study, the percent of staff members indicating implementation of SWPBS increased for each of the following features, defined universal expectations, teaching behavioral expectations, and having an ongoing system for rewarding behavioral expectations showed marked improvement. Features such as continuous monitoring and decision-making saw moderate increases from 50% in Year 1 to 100% in Year 2, and having a system in place to respond to behavioral violations increased only slightly. The percentage of staff indicating district-level supports were in place increased from none to 50% in year 2.

Table 4

Percentage of Staff Reporting SWPBS Features during Year 1 and Year 2

Features of SWPBS	Year 1 SET	Year 2 SET
Expectations Defined	0%	75%
Behavioral Expectations Taught	0%	90%
Ongoing System for Rewarding Behavioral Expectations	33%	100%
System for Responding to Behavioral Violations	75%	88%
Monitoring & Decision-Making	50%	100%
Management	50%	100%
District-Level Support	0%	50%
Mean Scores	30%	86%

Benchmarks of Quality (BoQ)

The second instrument used to evaluate the implementation of Tier 1 and Tier 2 supports was the Benchmarks of Quality (BoQ). Like the SET, the BoQ identified and evaluated critical elements that corresponded to 10 subscales of the instrument. These

included the SWPBS team, faculty commitment, effective discipline procedures, data entry, expectations, reward systems, lesson plans, implementation plans, crisis plans, and continuous evaluation plans.

The BoQ was completed by members of the thirteen members of the school's leadership team during the spring of Year 2 using the steps outlined in the *BoQ Scoring Guide* (See Appendix G). The first step required the leadership team to work together with guidance and support from the behavior coach who was also the researcher. To complete the scoring guide, individual team members had determined the appropriate point values for all 53 items on the *BoQ Scoring Form*. Once each member completed the BoQ, individual team members were also instructed to place check marks next to the items identified as areas of strength and areas in need of development. Each member took turns to share their responses.

After the team had completed recording the responses, the team shared their findings with the behavior coach. These results are shown Table 5. Several of the most critical elements for implementing SWPBS had matching scores between the behavior coach and the leadership team. The behavior coach compared the leadership team's scores to the behavior coach's scores using an electronic scoring form made with a Microsoft Excel spreadsheet. The leadership team's total score was 83%, and the behavior coach's score was 82%. Scores of 70% or above indicate that the teams have implemented SWPBS with fidelity.

Table 5

Results of Benchmarks of Quality

Critical Elements	Leadership Team Score	Behavior Coach Score
PBIS Team	4/6	4/6
Faculty Commitment	4/6	4/6
Effective Procedures for Dealing with Discipline	8/11	8/11
Data Entry & Analysis Plan Established	4/8	5/8
Expectations & Rules Developed	10/11	11/11
Reward/Recognition Program Established	12/16	13/16
Lesson Plans for Teaching Expectations/Rules	8/9	5/9
Implementation Plan	12/13	12/13
Classroom Systems	14/14	14/14
Evaluation	13/13	12/14
Benchmark Scores	89/107= 83%	88/107= 82%

Inter-observer Reliability

During the course of this study, two people were in charge of scoring the SET simultaneously. The researcher, who was also the behavior coach at the time of this study, was the first person in charge of scoring the SET. The behavior coach's job was to be the primary data collector and to score the SET. The second person, a classroom teacher and member of the behavior intervention team, was also responsible for reviewing records and recording responses from interviews and observations. The second teacher was added as recommended by the BoQ guidelines as a checks and balances system to help ensure the reliability of the data collection phase. Both members of the team scored responses separately. Afterward, they calculated a percent of matched scores for the SET's 28 evaluation questions and determined an inter-observer reliability rating of 93%. The BoQ was completed by individual teachers, school administrators, and the behavior coach. Individual teacher and administrator scores were compared to the scores

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of the behavior coach, and a percent was calculated to determine an inter-observer reliability rating of 99%.

Research Question Two

To answer research question two, ODRs were compared to one another during Years 1 and 2. Next, descriptive statistics were used to analyze the mean and standard deviations of ODRs for both years. An independent *t*-test was used to determine if the behavior support program reduced the number of ODRs in Year 2. A dependent *t*-test was conducted to determine if a reduction in ODRs existed for a group of ten students who received ODRs during Year 1 and Year 2. A one-way analysis of variance was also completed to evaluate the relationship between the student's disability status and the number of ODRs students with disabilities received as compared to students without disabilities.

Year 1 and Year 2 Student Behaviors

During the first year of the study, 75 students were responsible for a total of 142 behavior infractions. During the second year, 46 students were responsible for 75 different major behavior incidents at the school resulting in an ODR. This represents a 47% decrease in the number of ODRs and a 39% decrease in the number of students who received an ODR between the first and second year of the study. As shown in Table 6, between the first and the second year of the study, the total student population deceased by 19 students.

Table 6

Year 1 and Year 2 Student Demographics

	Student Population	Male Students	Female Students	Students with IEPs	Students labeled as ELL
Year 1	784	414	370	77	237
Year 2	765	393	372	65	265

Grade Level. A review of ODRs for specific behavior infractions across grades

levels yielded the following information: In Kindergarten, three students received ODRs

for behavior infractions such as hitting, disorderly conduct, and defiance. In first grade,

ODRs increased from Year 1 to Year 2 by 50%. Common behavior infractions in first

grade included, bullying and hitting. In Kindergarten and first grade, the total number of

ODRs received by students after the implementation of Tier 1 and Tier 2 behavior

supports increased. This may be an indication that younger children require different

types of universal behavior expectations. It may also indicate that perhaps six universal

expectations may be too many expectations for younger children to remember and/or

demonstrate. It may be necessary for schools in the process of implementing Tier 1

supports to develop a different set of universal expectations using just a few words so that

younger students have a better chance to understand and demonstrate the expectations.

For students in 2nd through 5th grade, the total number of ODRs decreased on average by

45%. See Table 7 for a comparison of grade level ODRs.

Table 7

Year 1 and Year 2 Frequency of ODRs by Grade Level

Grade Levels	Year 1	Year 1 Percent	Year 2	Year 2 Percent
Kindergarten	1	0.7	3	4.0
1st Grade	3	2.1	6	8.0
2nd Grade	44	31.0	20	44.0
3rd Grade	43	30.3	18	24.0

4th Grade	31	21.8	16	21.2
5th Grade	20	14.1	12	16.0
Total	142	100.0 *	75	100.0*

* Errors in addition due to rounding

In second grade, the number of ODRs for committing major behavior infractions decreased by 55%. In third grade, the total number of ODRs also decreased by 53% from 43 during the first year to 18 ODRs during the second year of the study. The most common behavior infractions in third grade during the second year were defiance, assault, and disorderly conduct.

In fourth grade, the number of ODRs decreased by 53%. ODRs were received for behaviors such as assault, hitting, and defiance. In fifth grade, the number of ODRs decreased from Year 1 to Year 2 by 60%. Common behavior infractions such as assault, defiance, threatening other students were identified in the grade during the second year. Between second and fifth grade, the total number of ODRs during the second year of the study started to decrease as grade levels increased. This could be a sign that as students mature, they tend to be more responsive to meeting classroom expectations.

Gender. As shown in Table 8, a comparison of ODRs by gender is used to determine if the behavior supports system decreased ODRs from Year 1 to Year 2 for male and female students. During the second year of the study, 44 male students were identified as receiving 71 ODRs, representing a 29% decrease from year 1, when 62 males received 119 ODRs. Furthermore, 71 ODRs compared with the 119 during the first year represents a 40% decrease for all male students. For male students, defiance was the most reoccurring behavior with 20 different infractions. Assault was second with 17 infractions across grade levels. Decreases in the number of ODRs written for defiance and assault were also noted during the second year of the study.

For female students during second year of the study, only three—one in Kindergarten, one in third grade, and one in fifth grade—were identified as receiving ODRs for defiance, lying, and causing a classroom disruption. Compared to the first year of the study when 13 female students received ODRs, three female students represent a 77% decrease of female students across grade levels.

Table 8

Year 2 Frequency of ODRs by Gender

Gender	Frequency	Percent	Valid Percent
Male	43	93.5	93.5
Female	3	6.5	6.5
Total	46	100.0	100.0

Ethnicity. During the second year of the study, the ethnic composition of students who received ODRs was as follows. Thirty-four Hispanic students made up 73.9% of the student population that received ODRs during the second year of the study. The most common behavior infractions demonstrated by this group of students was assault, defiance, and disorderly conduct. When compared to data collected at the end of the first year of the study, the number of ODRs received by Hispanic students decreased by 25%. Interestingly, 12 Hispanic female students received 12 ODRs during the first year, but during the second year, only one Hispanic female student received an ODR, which represents a decrease of 92%.

Seven Caucasian students (five male and two female, making up 15.2% of the student population) received 15 ODRs during the second year of the study. At the time of the study, five out of the seven students had been identified as students with disabilities, and one student had been referred for testing by the school's Child Study Team. The

highest occurring behavior infractions for Caucasian students during the second year of the study were assault and defiance. Three students also received ODRs for disorderly conduct, lying, and bullying. In the first year, a total of five Caucasian students received 14 ODRs. All but one of the Caucasian students had disabilities during the first year of the study. In the second year, five out of seven of the students that received ODRs had been identified as being disabled.

Four African American students represented 8.7% of the population and received an ODR during the second year of the study. Three of the students were male and one was female. Each student received one ODR, one for BB gun possession, one for hitting, one for classroom disruption, and one for assault. When compared to data collected during the first year of the study, the total number of African American students who received ODRs between both years was reduced by 57%. A comparison of the total number of ODRs received by African American students between the first and second year of the study reveals a decrease of 60%.

One Native American student with a disability received a total of nine ODRs during the second year of the study. The student received seven ODRs for defiance, one for assault, and one for inappropriate language. At the beginning of the second year of the study, this student had been placed in a general education second grade classroom. Such a placement clearly didn't provide the student with the level of supports he needed to succeed in spite of his behavior.

Disability. During the second year of the study, 14 students with disabilities were responsible for 39 ODRs. This represents 52% of all of the ODRs during the second year. During the first year of the study, 14 students with disabilities were responsible for 44

ODRs. The data from both years is nearly identical with the only exception being a mild 11% decrease in the total number of ODRs from the first to second year of the study. As shown in Table 9, students with a variety of disabilities received ODRs during Year 2. A closer look at the gender of students with disabilities revealed that just one female with a disability had received an ODR during the first year, but no female students with disabilities received ODRs during the second year. Again, this represents a minimal decrease of one student between the first and second year of the study.

Table 9

Year 2 Frequency of ODRs by Students with Disabilities

Primary and Secondary Disabilities	Frequency	Percent	Valid Percent
Learning Disabilities	8	61.5	61.5
Emotional/Behavioral Disorder	4	30.5	30.5
Autism	1	7.7	7.7
Total	13	100.0 *	100.0 *

Analysis

Several statistical tests were used to answer the second research question. As shown in Table 10, the descriptive statistics were calculated by looking at the mean number of ODRs received by students during Year 1 ($M = 1.78$) and then compared to the mean number of ODRs received by students in Year 2 ($M = 1.58$). The mean ODR number for Year 2 ($M = 1.58$) is slightly smaller than the mean ODR number ($M = 1.78$) for Year 1, indicating that implementing Tier 1 and Tier 2 behavior interventions reduced ODRs. The variability of Year 1 and Year 2 appears similar, the standard deviations, ranges, and interquartile ranges for the two groups are also very similar.

Table 10

Year 1 and Year 2 Descriptive Statistics

Year 1			Year 2		
Mean	1.7826		Mean	1.5870	
95% Confidence Interval for Mean	Lower Bound	1.2980	95% Confidence Interval for Mean	Lower Bound	1.1245
	Upper Bound	2.2672		Upper Bound	2.0495
Variance	2.663		Variance	2.426	
Std. Deviation	1.63181		Std. Deviation	1.55744	
Interquartile Range	1.00		Interquartile Range	.00	
Skewness	2.805		Skewness	3.576	

As shown in Figure 1, Boxplots are useful for identifying outliers and for comparing distributions. An examination of the boxplot for the ten students that received ODRs during Year 1 and Year 2 reveals that the Year 2 distribution appears to be more symmetrical. The whisker length of the Year 1 boxplot goes up to above 5 meaning that the ten students in Year 1 received, on average more ODRs and those is Year 2. The Year 2 boxplot goes to about three and a third, meaning that it appears based on this visual depiction that students in Year 1 received more ODRs and that there was one student who received significantly higher ODRs that any of the students in Year 2. This is depicted by the longer tail from the top of the Year 1 box which would generally be consistent with positive skewness but, the median shift towards the top is generally consistent with negative skewness, so, we can't say with much certainty whether any skewness is present. However, the boxplot is helpful because it allows for the study of the distributional characteristics between Year 1 and Year 2.
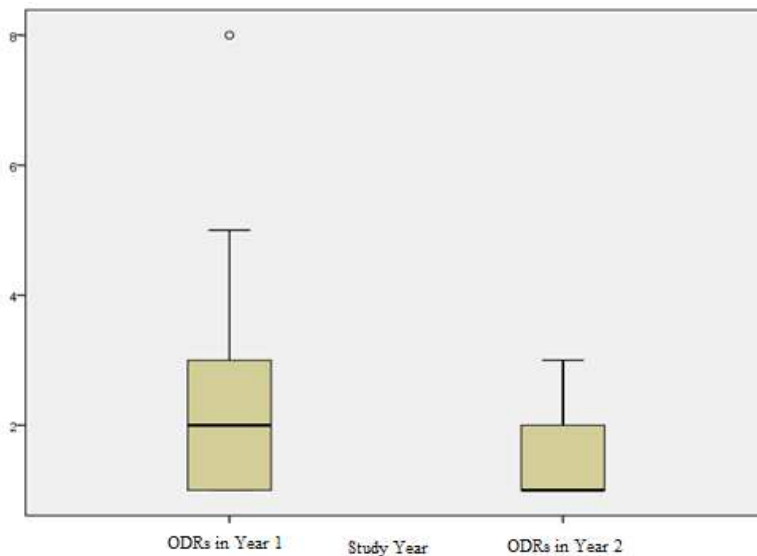
Figure 1. Boxplot of the number of ODRs for the repeated-ODR-sample

The study sample included students who received ODRs in either Year 1 or Year 2 (unique-ODR-sample), and students who received ODRs in both years (repeated-ODR-sample). In order to address the second research question of whether or not the treatment had an effect on reducing ODRs between the first and second year of the study, two *t*-tests were conducted. The differences in the study sample warranted two separate *t*-tests; an independent sample *t*-test for the unique-ODR-sample, and a paired sample *t*-test for the repeated-ODR-sample. Having these two different groups created a unique opportunity to test how the program works for students who have repeated ODRs, and also how the school level ODRs were influenced by the behavior support program. A one way analysis of variance was the last instrument used to determine whether or not the treatment had an effect on reducing ODRs between the first and second year of the study. Student disability status was used as a grouping variable in the analysis. The next section provides the descriptive statistics and the results of the two *t*-tests.

Descriptive statistics for ODRs for both samples

The descriptive statistics were used to compare the mean scores for the number of ODRs during Year 1 and Year 2 of the study. As seen in Table 11, there are ten students who received ODRs in both years (grouped as repeated-ODR-sample). These students received 2.8 ODRs on average in the first year of the study. The same ten students received 1.5 ODRs on average in the second year. The variability of number of ODRs reduced considerably from Year 1 (*SD*=2.20) to Year 2 (*SD*=0.85). In summary, the descriptive analysis showed that the number of ODRs and the variability of ODRs reduced from Year 1 to Year 2 for the repeated-ODR-sample.

Table 11

Year 1 and Year 2 Subgroup Comparison of ODRs

	M	N	SD
The first year of the study	2.80	10	2.201
The second year of the study	1.50	10	.850

The descriptive statistics as displayed in Table 12 provide the means and standard

deviations for the number of ODRs in the unique-ODR-sample. As seen in Table 12,

there are 75 students who received ODRs in Year 1, and 46 students who received ODRs

in Year 2. In Year 1, the 75 students were responsible for 142 separate office and

discipline referrals, averaging 1.87 ODRs, on average. In the second year, the 46 students

were responsible for 75 ODRs, averaging 1.59 ODRs each. As a result, the average

number of referrals reduced by 0.28 in Year 2 of the study.

Table 12

Year 1 and Year 2 Comparison of ODRs

Number of Students Who Received ODRs	N	M	SD
Year 1	75	1.87	1.605
Year 2	46	1.59	1.557

Similar to the repeated-ODR-sample, the variability of number of ODRs reduced

from Year 1 (*SD*=1.60) to Year 2 (*SD*=1.56). In summmary, the descriptive analysis

showed that the number of ODRs, and the variability of ODRs reduced from Year 1 to

Year 2 for the unique-ODR-sample. A paired-samples *t*-test was conducted to evaluate

whether the school-wide program reduced the number of ODRs in Year 2. The results

indicated that the mean ODRs for Year 1 ($M = 2.8$, $SD = 2.20$) was not significantly greater than the mean ODRs for Year 2 ($M = 1.5$, $SD = 0.85$), t (9) = 2.18, $p > .05$. The standardized effect size index, d, was .69, with considerable overlap in the distributions for the number of ODRs, as shown in Figure 1. The 95% confidence interval for the mean difference between the Year 1 and Year 2 ODRs is -.05 to 2.65.

Independent Sample t-test results for the unique-ODR-sample

An independent-samples t-test was conducted to evaluate whether the school-wide program reduced the number of ODRs in Year 2. The results indicated that the mean differences in ODRs between Year 1 and Year 2 was not significantly different, t (98) = 0.05, $p > .05$. The 95% confidence interval for the mean difference between the Year 1 and Year 2 ODRs is -.58 to 0.60.

ANOVA Results

A one-way analysis of variance (ANOVA) was used to evaluate the relationship between the student's disability status and the number of ODRs students with disabilities received as compared to students without disabilities. The ANOVA was also used to see if changes in the numbers of ODRs for both groups occurred as a result of the implementation of Tier 1 and Tier 2 interventions. The students' disability status variable included two levels: students with disabilities and students without disabilities. The dependent variable was the change in the number of ODRs in the both years.

Tier 1 and Tier 2 supports contribute to reducing the number of behavior infractions between the first and second year of the study, but that effect differs across groups of students. The number of ODRs for both years was subjected to a one-way

analysis of variance with two groups, students with disabilities and students without

disabilities, during the first two years of the study. All effects were statistically

significant at the .05 significance level. As shown in Table 13, the main effect of

implementing Tier 1 expectations and Tier 2 interventions yielded an F ratio of ($F(1, 31)$

$=23.31, p < 0.05$.), which indicates that the Tier 1 and Tier 2 changes were significantly

greater for students without disabilities ($M = 1.04, SD = .189$) than for students with

disabilities ($M = 3.62, SD = 2.93$). Students without disabilities showed significantly

lower levels of office and discipline referrals ($F(1, 31) =23.31, p < 0.05$).

Table 13

ANOVA of Year 1 and Year 2 of Students without Disabilities

Tests of Between-Subjects Effects
Dependent Variable: Number of ODRs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	41.716[b]	1	41.716	23.313	.000
Intercept	135.161	1	135.161	75.534	.000
Students without disabilities	41.716	1	41.716	23.313	.000
Error	60.839	31	1.789		
Total	196.000	32			
Corrected Total	102.556	31			

b. R Squared = .407 (Adjusted R Squared = .389)

As shown in Table 14, the reduction of ODRs was statistically significant for

students without disabilities, but the decrease in ODRs for students with disabilities was

not statistically significant. In response to the second research question, the results of this

study support the hypothesis that the implementation of Tier 1 and Tier 2 interventions

does reduce disruptive student behaviors. However, not all student behaviors across grade

levels decreased significantly from the first to the second year of the study.

Table 14

ANOVA of Year 1 and Year 2 ODRs of Students with Disabilities

Tests of Between-Subjects Effects

Dependent Variable: Number of ODRs

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17.278[b]	5	3.456	1.216	.326
Intercept	84.568	1	84.568	29.750	.000
Students with disabilities	17.278	5	3.456	1.216	.326
Error	85.278	30	2.843		
Total	196.000	14			
Corrected Total	102.556	13			

b. R Squared = .168 (Adjusted R Squared = .030)

Research Question 3

To answer the third research question, how satisfied were staff members with the implementation of the Tier 1 and Tier 2 preventions, two research instruments were used that relied on both quantitative and qualitative approaches to better understand and improve implementation procedures and design.

Staff Satisfaction

One instrument used to indicate the satisfaction of school personnel towards the implementation of Tier 1 and Tier 2 supports were garnered through the use of a staff survey. Results from the 10-question survey, as depicted in Table 15 revealed that most staff members who took the survey said that they strongly agreed that the implementation of the tiered supports was being applied with fidelity across the school campus. One staff member stated that he strongly disagreed that the tiered supports were being implemented with fidelity and two other staff members answered that they also disagreed. Overall, the average rating for the first question was 3.42, which indicated that most (54.17%) of the staff members believed that the team had clearly defined the expectations for appropriate behavior to all students at the school. When asked if they had taught the expectations to their students during the second year of the study, 87% of staff answered either agree or strongly agree, which indicated that they were teaching their students the expected behaviors.

Table 15

Staff Satisfaction Ratings

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My school has clearly defined expectations for appropriate behavior.	4.17%	20.83%	20.83%	37.50%	16.67%
	1	5	5	9	4
I have taught the expectations to my students this year.	4.17%	0.00%	8.33%	54.17%	33.33%
	1	0	2	13	8
Student compliance to the expectations is reinforced consistently at my school.	4.17%	33.33%	20.83%	41.67%	0.00%
	1	8	5	10	0
I find it easy to follow the office referral process.	12.50%	20.83%	25.00%	29.17%	12.50%
	3	5	6	7	3
I am satisfied with the process that is in place to discuss student behavior concerns in my school.	3.04%	26.09%	34.78%	17.39%	8.70%
	3	6	8	4	2
I regularly receive data about behavior concerns across the school.	16.67%	33.33%	33.33%	12.50%	4.17%
	4	8	8	3	1
I feel safe and comfortable in this school	8.33%	8.33%	8.33%	62.50%	12.50%
	2	2	2	15	3
The students in my classroom feel safe and comfortable at this school.	4.17%	8.33%	20.83%	50.00%	16.67%
	1	2	5	12	4
Overall, I feel the PBS initiative has had a positive impact on teacher/staff behavior.	4.17%	12.50%	41.67%	33.33%	8.33%
	1	3	10	8	2
Overall, I feel the PBS initiative has had a positive impact on student behavior.	4.17%	12.50%	41.67%	33.33%	8.33%
	1	3	10	8	2

Following the completion of the staff survey, five staff members took part in face-to-face interviews. Participant responses were initially subjected to an open coding analysis. Upon completion of the open coding analysis, data was recorded using focused coding of the individual utterances of the interview participants. The process of breaking data down into smaller, more manageable parts that were then reexamined and compared to identify more commonalities and discords initially yielded 23 codes with four major themes Open codes were interpreted based on individual responses for each question. For example, in response to the first question, in what ways did the Tier 1 and Tier 2 behavior supports help the school? A response such as "they helped reduce disruptive student behavior" was analyzed using open coding. Afterwards, the utterance was assigned a short interpretation such as "they helped".

Focused coding analysis took the shorter open codes such as "they helped" and expanded them based on the question, for example, a focused code of "they helped" turned into "The Tier 1 and Tier 2 supports improved outcomes". Based on the results of the open and focused coding scheme, themes were identified by deconstructing and interpreting focused codes as themes. So the focused code "The Tier 1 and Tier 2 supports improved outcomes" was interpreted as an Improvement theme.

Four themes were identified, Improvement, Inconsistency, Resistance, and Outsider. 12 focused codes aligned with the improvement theme, four focused codes aligned with the inconsistency theme, three focused codes aligned with the resistance theme, and one focused code was aligned with the outsider theme. The percentage of themes was determined by dividing the number of focused codes that aligned with a particular theme by twenty, the total number of focused codes.

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As presented in Table 16, the results of the interviews revealed that the majority of participants considered the implementation of the Tier 1 and Tier 2 behavior supports as having a positive outcome on the school. Interview participants were noted as being upset at the news of changes in staff during the interviews and this news may have had an effect on the responses of the participants.

Table 16

Major Themes of Face-to-Face Interviews

Major Themes	Definition	Percent of coded responses	Example Statements
Improvement	Improving school conditions, school safer, reducing referrals, increasing academic achievement	60%	It helped reduce student behavior problems by creating universal expectations, something the school never had before.
Inconsistency	Administrators and staff leaving, teachers not teaching the expectations, teachers and paraprofessionals not following through on behavior	20%	Some of the para's don't follow through when they see students acting disrespectfully. I just found out that out principal and assistant principal are leaving. We are also losing ten teachers. How can we have consistent expectations for our students when we have such high staff turnover? I have my own rules and expectations that I teach. So, I didn't teach any.
Resistance	Staff members not supported by administrators, high attrition rates, too much change at once	15%	It didn't help. We need administrators that are willing to work with teachers to support them. We don't have that here. We will never be successful if we continue to lose our leaders, great teachers, and fail to get parents involved. There is too much change happening to keep up with it all. I am just going to do my own thing. What I have always done.
Outsider	Staff members don't feel like part of the team. People feel unwelcome and want to leave.	5%	I feel like I didn't have any say in the creation of the expectations. I have only been here at the school for a couple of years, but I feel that I have so much to add, and I am not given a chance to participate.

Face to Face Interviews

The results of the face-to-face interviews yielded several important findings. First, the majority of staff members interviewed felt that the implementation of Tier 1 and Tier 2 behavior supports improved conditions at the school. Most of the participants stated that the school was safer, and office and discipline referrals had been reduced as a result

of the change. Some of the participants stated that the decrease in student behavior infractions resulted in increased academic achievement. Although this has not been confirmed quantitatively, participants did mention it.

Another previously unknown finding, as identified by the interview participants, was inconsistency across the school campus. This may have resulted from the fact that all of the school administrators were leaving the school. Several teachers and paraprofessionals were also leaving the school. In addition to staff turnover, another problem was that some teachers and paraprofessionals were not teaching the new school-wide expectations. There was also inconsistency in the ways that teachers and paraprofessionals dealt with student misconduct. One participant identified teachers who were not following through on the use of office and discipline referrals, and in some instances, the participant stated that this teacher would "look the other way" when students began to misbehave.

Interview participants also identified instances of resistance to the change in the school system. They cited too much change across the school and school district as one of the primary reasons for their resistance. One teacher stated that the school has adopted change every year only to dismiss it the following year. As a result, she stated that she was no longer "buying-in" to school-wide change initiatives and that she will continue to do her own thing in spite of the recommendations of site administrators. Another factor widely discussed by the participants was the high turnover rates of school staff. As part of the resistance to the change theme, teachers and paraprofessionals were discouraged by the high levels of teacher turnover, but most of the teachers and paraprofessionals that I interviewed were angered by the sudden loss of the school's principal and assistant

principal. "We will never be successful if we continue to lose our leaders, great teachers, and if we fail to get parents involved" stated one teacher who had learned about her principal and assistant principal leaving only a week before the interview. Teachers and paraprofessionals also identified instances in which they felt like outsiders in the school. One teacher shared her experiences stating that she felt like she didn't have a role outside of the classroom. Although she did state that she worked closely with her grade level team, she said that she felt very much like an outsider and that she was not able to contribute or share her ideas to make the school a better place for everyone. One paraprofessional simply stated that she was not a member of the "inner circle" and that she would not participate in the politics involved in the school.

Summary

The implementation of Tier 1 and Tier 2 interventions revealed important findings. The following sections conclude the analysis of the fidelity of implementing Tier 1 and Tier 2 interventions in a large culturally diverse urban elementary school, the reduction of office discipline referrals, and the satisfaction of school personnel toward this change.

Research Question One: The results of this collaborative effort on the part of the school's administrator, teachers, parents, and members of the community to cohesively design a set of school-wide expectations to decrease the rate of office and discipline referrals appears to have been implemented with fidelity. Based on the results of the School wide Evaluation Tool (SET 2.0), significant gains across all subscales between the first and second year of the study were identified. These included gains (+68%) in defining and teaching behavior expectations for all students and using an on-going

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system of rewarding students who demonstrate the behavior expectations. Gains were also identified in the areas of responding to behavior violations, monitoring and decision making, and management, and increases were identified in the area of district-level support.

The Benchmarks of Quality (BoQ) was also used to evaluate the fidelity of implementing Tier 1 and Tier 2 supports as part of an SWPBS program. Based on the results of the comparison of scores, a strong correlation was noted with 99% accuracy in support of a successful implementation of the Tier 1 and Tier 2 interventions. Additional elements of the BoQ also supported the fidelity of implementation with 100%. These included the 10 subscales of the instrument that recognized strengths in the creation of a SWPBS team, the commitment of the faculty, the design of new and effective procedures used to deal with student discipline, and the plan to implement the system. Differences were noted between the leadership team's responses and the behavior coach's responses, but these differences were never less than 95%. Lastly, inter-observer reliability was completed to assess the fidelity of implementing the Tier 1 and Tier 2 supports. The results identified an overall percentage of matched scores of 93% as well as an inter-rater reliability rating of 99% for the Benchmarks of Quality. Based on these findings, Tier 1 and Tier 2 supports were implemented with fidelity.

Research Question Two: To determine the effectiveness of Tier 1 and Tier 2 behavior supports in reducing disruptive student behaviors, an examination of ODRs was conducted to identify the significance of these decreases. Based on the results of a year to year comparison, descriptive statistics, *t*-tests, and one way ANOVA, Tier 1 and Tier 2 behavior supports were identified as being statistically significant at reducing the

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disruptive student behaviors of students without disabilities in grades two, three, four, and five. However, discrepancies were noted in Kindergarten and first grade where disruptive student behaviors actually increased from Year 1 to Year 2. This difference may have resulted for a variety of different reasons. For instance, perhaps the Tier 1 and Tier 2 behavior supports were not implemented properly in these grade levels or classrooms. The increases in disruptive student behavior in these two grade levels may have also resulted from individual teacher "buy-in" to the adoption of the behavior supports or perhaps these specific behavior supports were not aligned closely enough with effective behavior practices in early childhood contexts. However, the findings in Kindergarten and first grade will help the leadership team to identify specific information that they will be able to use to implement new practices in these grade levels and/or specific classrooms to improve outcomes for the following school year.

A general comparison of ODRs with the statistical analysis of ODRs uncovered that the implementation of Tier 1 and Tier 2 behavior supports did not significantly reduce the disruptive behaviors of students with disabilities. However, there were reductions in the total number of behavior infractions of students with disabilities.

Research Question Three: A ten question survey and face-to-face interviews were the instruments used to examine the satisfaction of school personnel towards the implementation of Tier 1 and Tier 2 behavior supports. The results of the survey indicate that most staff members who took the survey (75%) were satisfied that the implementation of the tiered behavior supports was being applied with fidelity across the school campus. Disagreements between three staff members who took the survey stated that the tiered supports were not being implemented with fidelity. In spite of these

disagreements, 74% of the staff members who completed the survey believed that the team had clearly defined the expectations for appropriate behavior to all students at the school.

To get a better understanding of the results of the survey and specifically the variations in responses, face-to-face interviews were conducted with three teachers and two paraprofessionals to better understand the staff's satisfaction with the implementation of Tier 1 and Tier 2 behavior supports. Upon completion of the interviews, staff members stated that they were satisfied with the implementation of Tier 1 and Tier 2 behavior supports. Some participants even stated that the interventions improved conditions at the school by reducing disruptive student behaviors. One interesting finding based on the results of the interviews was that some participants did identify inconsistencies that resulted from factors previously were mentioned such as attrition, the varying manners in which some teachers and paraprofessionals dealt with student misconduct, the overall resistance by a few teachers to the behavior support change in the school system, and the feeling of being an outsider and not included in the adoption of the Tier 1 and Tier 2 supports. In response to the research question, each of these factors contributed to the overall satisfaction of school personnel with implementation of the Tier 1 and Tier 2 preventions.

Chapter 5—DISCUSSION

The results of this study generated meaningful findings. A summary of the main findings from the previous chapter will be presented. Next, I will discuss the limitations of this study. The final section of this chapter will include suggestions for future research and end with a conclusion and a reflection by the researcher.

Summary of Findings

Over the course of two years, this study examined the fidelity of implementing Tier 1 and Tier 2 behavior supports for students in an urban elementary school. Several findings can be gleaned from the results of this study. In response to the first research question, how can school leadership teams design and implement Tier 1 and Tier 2 supports with fidelity in an urban elementary school, this study suggests that the successful design and implementation of behavior support practices in schools requires the assistance and support of teachers, parents, students, community members, and school administrators. The initial creation of universal expectations in schools necessitates collaboration. Every effort should be made between school personnel and the parents or guardians of the students to create student behavior expectations that align the expectations of the home with that of the school. This merger of behavior expectations across home and school settings help reaffirm ties between schools and the communities in which they serve.

Several scholars have identified the importance of including family members as well as members of the community in school leadership teams (Colvin, Kameenui, & Sugai, 1993; Lewis & Sugai, 1999). According to Sugai and Horner (2006), school leadership teams can often include the representation of key stakeholders—members of

the state education agencies, superintendents, and school board members, as well as members of the community, political leaders, business owners, and local program directors from juvenile justice and mental health specialists—to help design and identify meaningful behavior expectations for all students. Furthermore, the inclusion of historically underserved families through authentic collaborative endeavors with school and district personnel deconstructs hegemonic structural barriers by promoting shared power and decision-making (Hynds, 2010). The results of this study affirm the important roles that family and community members play in the design and implementation of universal school wide expectations.

A collaborative approach can also be used to develop Tier 3 tertiary behavior supports. In this study, the reduction of disruptive behavior for students with disabilities in Year 2 was an interesting finding that supports the claim that Tier 3; tertiary interventions are required to effectively reduce the disruptive behavior of students with disabilities (Fairbanks, Simonsen, & Sugai, 2008; Fairbanks, Sugai, Guardino, & Lathrop, 2007; Horner & Carr, 1997). According to Burke et al. (2012), normally schools will have a smaller population of students (approximately 5%–10%) that will fail to respond to both Tier 1 and Tier 2 behavior supports and these students typically respond to tertiary tier behavioral supports.

To address this, families and school personnel can collaborate on the completion of functional behavior assessments, and create behavior intervention plans that that are much more individualized and focused on meeting the needs of the individual child. According to Fairbanks et al. (2007), Tertiary or Tier 3 behavior supports often include a variety of assessments to identify the individual skill deficits and to assist in the design of

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an individual intervention. These may include evaluations to determine eligibility in a special education program and functional behavior assessments (FBA). According to Eber, Sugai, Smith, and Scott (2002), another unique and collaborative approach often used to help students with persistent behavior problems is wraparound services. Wraparound services are family-centered and rely on a philosophy of care to guide services and strategies to meet the individual needs of students and their families. Tier 3 tertiary interventions could have been dedicated to conducting functional behavioral assessments, continuous progress monitoring of students with reoccurring behavior infractions, or offering access to behavior experts to help guide the design of behavior interventions.

In response to the second research question, in what ways can Tier 1 and Tier 2 interventions designed and created by a school leadership team reduce disruptive student behaviors, this study revealed that following the implementation of Tier 1 and Tier 2 behavior supports, significant reductions in the numbers of ODRs occurred as well as reductions in the number of students that received ODRs for committing major behavior infractions. Significant reductions in the total number of ODRs received by students occurred during the second year of the study in second, third, fourth, and fifth grade. ODRs in these grade levels were reduced, on average by 40%. When student gender was examined, meaningful reductions in the number of ODRs received by both male and female students were observed. An examination of ODRs based on the ethnicity of the students also revealed sizeable reductions. For instance, from Year 1 to Year 2 the total numbers of ODRs received by Hispanic students was reduced from to 83% of the total ODRs during the first year of the study from 62 ODRs during the first year to 34 ODRs

during the second year of the study.

The third research question focused on understanding the satisfaction of staff members that took part in the implementation of Tier 1 and Tier 2 supports during the second year of the study. The satisfaction of the administrators, teachers, and support staff in relation to the behavior supports change initiative is helpful in determining if the professional development training sessions, school rallies, and classroom supports provided for teachers were effective at increasing "buy-in" from all employees at the school.

Along the continuum of complex mixed methods designs, the triangulation of data used as multiple measures allows for a richer understanding of the phenomenon from multiple perspectives that warrants for new or deeper dimensions to emerge (Jick, 1979). It is with this mind that the results of the survey and face-to-face interviews are discussed. Overall, most staff members agreed that the behavior supports program did improve outcomes at the school. However, there were some staff members who strongly disagreed on several fronts that the behavior supports had helped the school. For instance, one person on the survey strongly disagreed that the school had clearly defined expectations for appropriate behavior. Another person marked strongly disagrees when asked is they had taught the expectations to their students. These responses align with some of the responses of the face-to-face interviews and can also be associated with the major themes that were derived from the interviews.

Like the survey, the interviews also suggested that there were levels of inconsistency, resistance, and the feeling of being an outsider at the school. This was especially relevant given that several key personnel involved in the implementation of the

Tier 1 and Tier 2 supports had left the school. The results of this incident most likely caused higher levels of anxiety and uncertainty among staff members and are likely to have an impact on the school.

In spite of the fact that the SET and BoQ indicated high levels of fidelity with the implementation of the behavior change system, the results of the interviews and survey appear to indicate the presence of a previously unknown undercurrent of resistance. Such findings not only represent the conditions in the school at the time of the study, but they may also be indicative of a larger problem that exists in some urban schools where high levels of staff turn-over, low levels of academic achievement, and higher than average levels of ODRs add to the already complex problems that exist in such schools.

Limitations

Several factors limited the accuracy of the conclusions of this study. Factors such as the design and development of universal expectations, some issues with the collection, interpretation, and analysis of ODRs, the slight differences in student population from the first to the second year of the study, issues of scheduling, and attrition, are all identified and discussed.

Universal Expectations

The initial mission statement of the Tier 1 supports was that all COBRAS should be Caring, Organized, Be honest, Respectful, Accountable, and Safe. Having so many expectations has been found to be problematic according to the literature on the design and adoption of universal expectations, (Ervin, Schaughency, Matthews, Goodman, & McGlinchey, 2007; Sugai, Horner, & Lewis-Palmer, 2002). Although too many expectations may make it more difficult for students to remember desired behaviors, in

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this study, the use of the school mascot was the basis for the acronym. The use of the word Cobras made it easier for students to memorize and demonstrate the school wide expectations.

Software for ODRs Inputs

The researcher collected all hardcopies of ODRs from the school for Year 1 and Year 2 and made copies of each document. Data was then transferred from the copies of ODRs and entered by the researcher into an Excel spreadsheet. The justification for transferring the data into a spreadsheet is based on the ease of data examination and analysis in a spreadsheet. Microsoft Excel was used to organize ODRs based on year, grade level, gender, disability, and race. Excel was also used during team meetings to prepare graphs and to share data with school personnel. However, using Microsoft Excel as the only instrument to analyze ODR data may have been another shortcoming for this particular study. Excel was selected and used based simply on its availability within the school district. The team made requests at the school district level to purchase the School wide Information System (SWIS), but was told that funds were not available at that time to purchase the software. According to Bradshaw, Mitchell, and Leaf (2010) SWIS is a web-based data management system used by school behavior teams during the implementation of SWPBS to record and organize ODRs. Use of SWIS during the implementation phase of the Tier 1 and Tier 2 may have improved the data collection and subsequent analysis of the study.

Student Population Differences

Differences in student population were noted between the first and second year of the study. For instance, 784 students were enrolled at the school during the first year of

the study while 765 were enrolled during the second year for a difference of 19 students. Statistically, this was not problematic because the analysis identified differences between each mean. However, during the first year of the study 77 students with disabilities were enrolled at the school, but during the second year of the study there were 65 students with disabilities. This represents a decrease of only 12 students with disabilities, but because students with disabilities were responsible for so many behavior infractions during both years, this may have skewed the data slightly.

Schedules of Meetings

On several occasions, the regularly scheduled meetings with the behavior team were canceled or rescheduled. This was partially because members of these teams were also full-time classroom teachers or administrators and they were assigned other duties that called them away from attending the behavior team meetings on a regular basis. That the behavior team struggled to meet on a consistent basis to review ODRs may have negatively impacted the ability of the team to effectively analyze behavior-related data. The limitations of this study may have significantly influenced the negative responses of some of the teachers who may have felt that the use and access of regular behavior data was limited. Future work should consider conducting regular monthly meetings that include all shareholders. Perhaps a behavior team could be designed with two regular members and include eight week rotation responsibilities for all teachers at the school site. Also, behavior data could be shared with teachers and discussed at weekly grade level meetings.

Attrition

The attrition of school administrators and teachers was another factor that may have had some effect on the study as was identified toward the end of the second year. At the end of the second year, the principal, assistant principal and 10 classroom teachers decided to leave the school and the school district for various reasons. The news of so many staff members leaving may have had a detrimental effect on the morale of the staff at the time of the survey and interviews.

<div align="center">

Future Research

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This study evolved from the urgent need to decrease major student behavior infractions in a culturally and linguistically diverse Kindergarten through fifth grade urban elementary school. The results of this study indicate that schools can implement behavior supports for children by designing universal expectations that are aligned with the expectations of families and the surrounding community. Collaboration between schools, parents, and the community, helps school behavior teams design and implement behavior expectations. However, additional research is needed that examines complex behavioral practices of families with children that attend urban schools. By aligning universal expectations with the behavioral practices of families, especially families that come from culturally and linguistically diverse backgrounds, schools can strengthen their relationship with the community and at the same time improve outcomes for culturally and linguistically diverse students.

Several researchers have already identified key concepts to include in the design of culturally appropriate behavior interventions (Klingner & Edwards, 2006). However,

more research is needed that examines the use of responsive behavior interventions with culturally and linguistically diverse students specifically in urban schools.

Future research should look not just at the ability of urban school leadership teams to implement behavior supports systems, but should also consider looking more closely at the types of interventions that are being used specifically at the secondary and tertiary levels with students from culturally and linguistically diverse backgrounds and document these results so that data bases of evidence-based behavior interventions that work can be added to the working toolboxes of behavior teams. Another area of future research could blend school with home-based interventions to help students with reoccurring discipline infractions.

Furthermore, schools and school districts currently face significant challenges in the adoption of multiple change systems. Changes such as the implementation of the common core standards, new teacher and administrator evaluations, and on-going systems of accountability and reform continue to reshape public education programs. In spite of such changes, additional research is needed that looks at how administrators and school leaders include the voices, opinions, and concerns of school personnel who are most responsible for school-level implementation. Several researchers agree with this line of thinking by stating that getting teachers to buy-in to school-wide changes not only increases the likelihood of successful implementation of interventions, particularly at the school-wide level, but were also found to be more socially valid or accepted and embraced by all shareholders (Biggs, Vernberg, Twemlow, Fonagy, & Dill, 2008; Marchant, Heath, & Miramontes, 2012; Stauffer, Heath, Coyne, & Ferrin, 2012).

Conclusion

The results of this study provide educational leaders as well as researchers new insight into the design and implementation of multi-tiered systems of support. Specific aspects of implementing tiered behavior supports in urban schools were examined to better understand how school leadership teams can design and implement Tier 1 and Tier 2 behavior supports with fidelity, to learn how Tier 1 and Tier 2 interventions can reduce disruptive student behaviors as well as ODRs, and to take into account the perceptions of staff members during the implementation process of adopting a systematic behavior change imitative within the context of an urban school system.

Researcher Reflection

This study resulted from my experiences as a special education teacher in a large urban elementary school that was desperately in need of a way to reduce high numbers of major behavior infractions by students. The elementary school had been plagued with students fighting one another, stealing, vandalism, and a variety of other unacceptable behaviors. After learning that one of my students had been involved in a fight, I decided to try to find a way to help prevent him and others from fighting in the future. At the time, I was also a graduate student and fortunately for me, I worked with professors and colleagues who had extensive knowledge and experience in the areas of urban schools, responsive practice, behavior, and multi-tiered systems of supports to help guide my own understanding of behavior support practices and specifically SWPBS. Through a careful review of the literature on SWPBS as well as long conversations with my advisor, I began to understand the importance of the principles of applied behavior analysis and the design of universal expectations as well as the need for secondary interventions focused

on teaching students pro social behaviors.

Based on these findings, over the course of several weeks, I created a proposal to design and implement Tier 1 and Tier 2 behavior supports at the school. Once completed, I shared the idea with my principal and she agreed that we should share this proposal with the school's leadership team. In many ways this study should be considered a participatory action research project because the research was designed and conducted in a collective manner by the participants in partnership with the researcher.

Once the initial results of the second year of the study became clearer, data was presented to the school district executive team as a way to inform and celebrate the success of the study. Based on this presentation, the school district made several decisions, including attempting to acquire a grant to fund a pilot study at two schools within the school district. The district level administrators also made a commitment to purchase the School-wide Information System to improve the behavior support in the elementary and middle schools.

As with all research, there are things that I would change if I could do it over again. For instance, I learned the importance of organizing raw data during the data collection phase through the use of an organization chart or by date or alphabet. I also think that it would have been beneficial to have interviewed the parents who were at each of the school rallies and who were involved in the creation of the school's expectations, to learn more about their experiences and feelings about their participation in the development of this program.

This study adds to the literature on the design and implementation of Tier 1 and Tier 2 behavior supports in urban school by promoting for collaboration between schools

and parents in the adoption of universal expectations. This work also adds to the literature by sharing the results of implementing Tier 1 and Tier 2 behavior supports in an urban elementary school and by identifying how the behavior support program help improve student outcomes. The study also identifies areas in need of improvement as identified in the survey and face-to-face interviews. Issues such as inconsistency, resistance, and feeling like an outsider were all discussed in an attempt to improve outcomes at the school the following year. Finally, this study will bring awareness and stimulate current and future educational leaders to take part in professional development and training and to face the challenge of adopting and implementing responsive School wide Positive Behavior Supports.

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APPENDIX A

STAFF SURVEY

1. My school has clearly defined expectations for appropriate behavior.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

2. I have taught the expectations to my students this year.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

3. Student compliance to the expectations is reinforced consistently in my school.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

4. I find it easy to follow the office referral process.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

5. I am satisfied with the process that is in place to discuss student behavior concerns in my school.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

6. I regularly receive data about behavior concerns across the school.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

7. I feel safe and comfortable in this school

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

8. The students in my classroom feel safe and comfortable at this school.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

9. Overall, I feel the PBS initiative has had a positive impact on teacher/staff behavior.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

10. Overall, I feel the PBS initiative has had a positive impact on student behavior.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

APPENDIX B

INTERVIEW PROTOCOL 1

Script

Hello. Thank you for agreeing to participation in this interview today. My name is Cean Colcord and I am a graduate student at Arizona State University and I am conducting this study on School wide Positive Behavior Supports in partial fulfillment of the requirements for the degree of doctor of philosophy in curriculum and instruction. Thank you for completing the surveys, this follow-up interview will take about 30 minutes and will include 10 questions regarding your experiences and perspectives in regards to recent changes in the school. I would like your permission to record your responses to the questions on my laptop computer, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the interview or the use of the word processor used to record your responses, please feel free to let me know. All of your responses are confidential. Your responses will remain confidential and will be used to develop a better understanding of how you and your colleagues perceive recent changes in the school. The purpose of this study is to decrease office and discipline referrals in an equitable and collaborative manner by implementing two components of a School wide Positive Behavior Supports program.

At this time I would like to remind you of your written consent to participate in this study. You and I have both signed and dated each copy, certifying that we agree to continue this interview. You will receive one copy and I will keep the other under lock and key, separate from your reported responses. Thank you.

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, or return a page, please let me know. You may also withdraw your participation at any time without consequence. Do you have any questions or concerns before we begin? Then with your permission we will begin the interview.

1. In what ways did the Tier 1 and Tier 2 behavior supports help the school?

   Initial Response:

   Probe 1—Can you tell me exactly how you saw the behavior supports help the school?

2. In what ways did the Tier 1 and Tier 2 behavior supports help improve student outcomes?

   Initial Response:

   Probe 1—Can you give me an example of a specific outcome that was improved?

   Initial Response:

3. In what ways can we improve the behavior supports program to help the school?

   Initial Response:

4. In what ways was the Tier 1 and Tier 2 supports a collaborative effort between students, families, and staff?

   Initial Response:

5. In what ways can we make the Tier 1 and Tier 2 behavior supports program more collaborative with students, families, and staff?

   Initial Response:

   Probe 1—Thinking about your answer, what factors then would you specifically identify as promoting more collaboration between teachers and families? Please explain why you think these are factors. (List responses, assess if positive or negative influences, and reasons why):

6. How did you use the Tier 1 and Tier 2 supports in your classroom this year?

   Initial Response:

7. How did the Tier 1 and Tier 2 supports help improve student behavior?

Initial Response:

8. What expectations did you teach in your classroom this year?

Initial Response:

Probe 1—Thinking about your answer to my previous question, would you please tell me more about how you felt?

Ask for clarification and probe for deeper answers if possible:

9. Which expectations didn't you teacher, why?

Initial Response:

10. How can we improve our Tier 1 and Tier 2 supports for next year?

Initial Response:

APPENDIX C

INTERVIEW PROTOCOL 2

Script

Hello, it is nice to see you again. Thank you for agreeing to participate in this second interview today. My name is Cean Colcord and I am a graduate student at Arizona State University and I am conducting this study on School wide Positive Behavior Supports in partial fulfillment of the requirements for the degree of doctor of philosophy in curriculum and instruction. Thank you for completing the surveys and the first part of the interview. This follow-up interview will take about 30 minutes and will include 10 questions regarding your experiences and perspectives in regards to recent changes in the school. I would like your permission to record your responses to the questions on my laptop computer, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the interview or the use of the word processor used to record your responses, please feel free to let me know. All of your responses are confidential. Your responses will remain confidential and will be used to develop a better understanding of how you and your colleagues perceive recent changes in the school. The purpose of this study is to decrease office and discipline referrals in an equitable and collaborative manner by implementing two components of a School wide Positive Behavior Supports program.

At this time I would like to remind you of your written consent to participate in this study. You and I have both signed and dated each copy, certifying that we agree to continue this interview. You will receive one copy and I will keep the other under lock and key, separate from your reported responses. Thank you.

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, or return a page, please let me know. You may also withdraw your participation at any time without consequence. Do you have any questions or concerns before we begin? Then with your permission we will begin the interview.

4. In what ways did the Tier 1 and Tier 2 behavior supports help the school?

    Initial Response:

    Probe 1—Can you tell me exactly how you saw the behavior supports help the school?

5. In what ways did the Tier 1 and Tier 2 behavior supports help improve student outcomes?

    Initial Response:

    Probe 1—Can you give me an example of a specific outcome that was improved?

    Initial Response:

6. In what ways can we improve the behavior supports program to help the school?

    Initial Response:

5. In what ways was the Tier 1 and Tier 2 supports a collaborative effort between students, families, and staff?

    Initial Response:

5. In what ways can we make the Tier 1 and Tier 2 behavior supports program more collaborative with students, families, and staff?

    Initial Response:

    Probe 1—Thinking about your answer, what factors then would you specifically identify as promoting more collaboration between teachers and families? Please explain why you think these are factors. (List responses, assess if positive or negative influences, and reasons why):

    11. How did you use the Tier 1 and Tier 2 supports in your classroom this year?

    Initial Response:

12. How did the Tier 1 and Tier 2 supports help improve student behavior?

Initial Response:

13. What expectations did you teach in your classroom this year?

Initial Response:

Probe 1—Thinking about your answer to my previous question, would you please tell me more about how you felt?

Ask for clarification and probe for deeper answers if possible:

14. Which expectations didn't you teacher, why?

Initial Response:

15. How can we improve our Tier 1 and Tier 2 supports for next year?

Initial Response:

APPENDIX D

IRB CONSENT FORM

ASU Knowledge Enterprise Development

EXEMPTION GRANTED

Sarup Mathur
Division of Educational Leadership and Innovation - Tempe
480/965-6893
SARUP.MATHUR@asu.edu

Dear Sarup Mathur:

On 3/5/2014 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	School-wide Positive Behavior Supports in Inner City Schools
Investigator:	Sarup Mathur
IRB ID:	STUDY00000727
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Letter of Collaboration, Category: Consent Form; • Mathur and Colcord Social Behavioral, Category: IRB Protocol;

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (1) Educational settings on 3/5/2014.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Cean Colcord
        Cean Colcord

APPENDIX E

SET IMPLEMENTATION GUIDE

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: _____

APPENDIX F

SET SCORING GUIDE

School-wide Evaluation Tool
(SET)

Scoring Guide

School _____   Date _____

District _____   State _____

Pre _____   Post _____   SET data collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. **Expectations Defined**	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials **P** Other _____	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters **O** Other _____	
B. **Behavioral Expectations Taught**	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials **P** Other _____	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews **I** Other _____	
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews **I** Other _____	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews **I** Other _____	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews **I** Other _____	
C. **On-going System for Rewarding Behavioral Expectations**	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, **P** Interviews Other _____	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews **I** Other _____	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews **I** Other _____	
D. **System for Responding to Behavioral Violations**	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials **P** Other _____	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom–managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews **I** Other _____	
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls **O** Other _____	
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews **I** Other _____	
E. **Monitoring & Decision-**	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form (circle items present on the referral form) **P**	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
Making	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview Other **I** _____	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interview Other **I** _____	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other **I** _____	
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0=no; 1= 4th or lower priority; 2 = 1st- 3rd priority)	School Improvement Plan, **P** Interview Other **I** _____	
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other **I** _____	
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview Other **I** _____	
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other **I** _____	
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview Other **I** _____	
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview **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 _____	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
	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 Other _____ **P**	
G. **District-Level Support**	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview Other _____ **I**	
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview Other _____ **I**	

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

APPENDIX G

ADMINISTRATIVE INTERVIEW GUIDE

Let's talk about your discipline system

Do you collect and summarize office discipline referral information? Yes   No   If no, skip to #4.

What system do you use for collecting and summarizing office discipline referrals? (E2)

What data do you collect? _____

Who collects and enters the data? _____

What do you do with the office discipline referral information? (E3)

Who looks at the data? _____

How often do you share it with other staff? _____

What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)

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

Do you have school rules or a motto? Yes   No   If no, skip to # 10.

How many are there? _____

What are the rules/motto? (B4, B5)

What are they called? (B4, B5)

Do you acknowledge students for doing well socially? Yes   No   If no, skip to # 12.

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

Has the team taught/reviewed the school-wide program with staff this year? (B3)   Yes   No

Is your school-wide team representative of your school staff? (F3) Yes   No

Are you on the team? (F5) Yes   No

How often does the team meet? (F6) _____

Do you attend team meetings consistently? (F5) Yes   No

Who is your team leader/facilitator? (F4) _____

Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes
No

If yes, how often? _____

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? _____

What are your top 3 school improvement goals? (F1)

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

APPENDIX H

ADDITIONAL QUESTIONS

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

Staff Interview Questions
Interview a minimum of 10 staff

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

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

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

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

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

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

7) Are you on the team?

Team Member Interview Questions

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

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

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

Student interview Questions
Interview a minimum of 15 students

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

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

APPENDIX I

INTERVIEW AND OBSERVATION FORM

Interview and Observation Form

	Staff questions (Interview a minimum of 10 staff members)							Team member questions			Student questions	
	What are the school rules? Record the # of rules known.	*Have you taught the school rules/ behave. exp. to students this year?*	Have you given out any _____ since _____? (2 mos.)	*What types of student problems do you or would you refer to the office?*	*What is the procedure for dealing with a stranger with a gun?*	*Is there a team in your school to address school-wide behavior support systems?*	Are you on the team? If yes, ask team questions	*Does your team use discipline data to make decisions?*	*Has your team taught/ reviewed SW program w/staff this year?*	*Who is the team leader/ facilitator?*	*What are the (school rules)?* Record the # of rules known	*Have you received a _____ since _____?*
1		Y N	Y N				Y N	Y N	Y N	Y N		1	Y N
2		Y N	Y N				Y N	Y N	Y N	Y N		2	Y N
3		Y N	Y N				Y N	Y N	Y N	Y N		3	Y N
4		Y N	Y N				Y N	Y N	Y N	Y N		4	Y N
5		Y N	Y N				Y N	Y N	Y N	Y N		5	Y N
6		Y N	Y N				Y N	Y N	Y N	Y N		6	Y N
7		Y N	Y N				Y N	Y N	Y N	Y N		7	Y N
8		Y N	Y N				Y N	Y N	Y N	Y N		8	Y N

9		Y	N	Y	N				Y N	Y	N	Y	N	Y	N		9	Y N
10		Y	N	Y	N				Y N	Y	N	Y	N	Y	N		10	Y N
11		Y	N	Y	N				Y N	Y	N	Y	N	Y	N		11	Y N
12		Y	N	Y	N				Y N	Y	N	Y	N	Y	N		12	Y N
13		Y	N	Y	N				Y N	Y	N	Y	N	Y	N		13	Y N
14		Y	N	Y	N				Y N	Y	N	Y	N	Y	N		14	Y N
15		Y	N	Y	N				Y N	Y	N	Y	N	Y	N		15	Y N
Total																	Total	

Location	Front hall/ office	Class 1	Class 2	Class 3	Cafeter ia	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3
Are rules & expectations posted?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Is the documented crisis plan readily available?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	X	X	X

APPENDIX J

BENCHMARKS OF QUALITY SCORING FORM

School-wide Positive Behavior Support

Benchmarks of Quality: Facilitator SCORING SHEET

School Name: _____ District:_____

Person Completing Form: _____ Date: _____

Critical Elements	Benchmarks of Quality	**Directions:** Use Scoring Guide to assist in determining most appropriate point value. **Circle Only One.**				Most Frequent
PBS Team	1. Team has broad representation			1	0	
	2. Team has administrative support	3	2	1	0	
	3. Team has regular meetings (at least monthly)		2	1	0	
	4. Team has established a clear mission/purpose			1	0	
Faculty Commitment	5. Faculty aware of behavior problems across campus (regular data sharing)		2	1	0	
	6. Faculty involved in establishing goals		2	1	0	
	7. Faculty feedback obtained throughout year		2	1	0	
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format		2	1	0	
	9. Process includes documentation procedures			1	0	
	10. Discipline referral form includes information useful in decision making		2	1	0	
	11. Behaviors defined	3	2	1	0	
	12. Clearly identified major/minor behaviors		2	1	0	
	13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			1	0	
	14. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0	
Data Entry & Analysis Plan Established	15. Data system to collect and analyze ODR data	3	2	1	0	
	16. Additional data collected (attendance, grades, faculty attendance, surveys)			1	0	
	17. Data entered weekly (minimum)			1	0	

Critical Elements	Benchmarks of Quality	Directions: Use Scoring Guide to assist in determining most appropriate point value. Circle Only One.				Most Frequent
	18. Data analyzed monthly (minimum)		2	1	0	
	19. Data shared with team and faculty monthly (minimum)		2	1	0	
Expectations & Rules Developed	20. 3-5 positively stated school-wide expectations posted around school	3	2	1	0	
	21. Expectations apply to both students and staff in all settings	3	2	1	0	
	22. Rules developed for specific settings (where problems are prevalent)		2	1	0	
	23. Rules are linked to expectations			1	0	
	24. Staff feedback/involvement in expectations/rule development		2	1	0	
Reward/ Recognition Program Established	25. A system of rewards has elements that are consistent across campus	3	2	1	0	
	26. Rewards are available at a variety of levels (hierarchical, tangible, intangible)		2	1	0	
	27. Rewards are linked to expectations	3	2	1	0	
	28. Rewards are varied to maintain student interest.		2	1	0	
Reward/ Recognition Program Established	29. System includes opportunities for naturally occurring reinforcement			1	0	
	30. Ratios of reinforcement to corrections are high	3	2	1	0	
	31. Students are involved in identifying/developing incentives			1	0	
	32. The system includes incentives for staff/faculty		2	1	0	
Lesson Plans Developed for Teaching Expectations/ Rules	33. A behavioral curriculum includes concept and skill level instruction		2	1	0	
	34. Lessons include examples and non-examples			1	0	
	35. Lessons use a variety of teaching strategies		2		0	
	36. Lessons are embedded into subject area curriculum		2	1	0	

Critical Elements	Benchmarks of Quality	Directions: Use Scoring Guide to assist in determining most appropriate point value. Circle Only One.				Most Frequent
	37. Strategies for use by families/community are developed			1	0	
	38. Faculty/staff and students are involved in development			1	0	
Implementation Plan	39. Schedule/plans for teaching staff the discipline and data system are developed		2	1	0	
	40. Schedule/plans for teaching staff the lesson plans for students are developed		2	1	0	
	41. Schedule/plans for teaching students expectations/rules/rewards are developed	3	2	1	0	
	42. Boosters sessions for students and staff are scheduled/planned		2	1	0	
	43. Schedule for rewards/incentives for the year is planned			1	0	
	44. Plans for orienting incoming staff and students are developed		2	1	0	
	45. Plans for involving families/community are developed			1	0	
Crisis Plan	46. Faculty/staff are taught how to respond to crisis situations			1	0	
	47. Responding to crisis situations is rehearsed			1	0	
	48. Procedures for crisis situations are readily accessible			1	0	
Evaluation	49. Annual surveys of students and staff are collected/ reviewed		2	1	0	
	50. Students and staff know expectations and rules		2	1	0	
	51. Staff use discipline system/documentation appropriately	3	2	1	0	

Critical Elements	Benchmarks of Quality	**Directions:** Use Scoring Guide to assist in determining most appropriate point value. **Circle Only One.**				Most Frequent
	52. Staff use reward system appropriately	3	2	1	0	
	53. Outcomes (behavior problems, attendance, morale) are documented	3	2	1	0	
TOTALS						