FIDELITY OF THE INITIAL IMPLEMENTATION OF UNIVERSAL EXPECTATIONS OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (SWPBS)

A Dissertation

presented to

the Faculty of the Graduate School

at the University of Missouri-Columbia

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

By

Nadia Wrosch

Dr. Cynthia MacGregor, Dissertation Supervisor

May 2012

The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

FIDELITY OF THE INITIAL IMPLEMENTATION OF UNIVERSAL EXPECTATIONS OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (SWPBS)

---

presented by Nadia Wrosch,

a candidate for the degree of doctor of education,

and hereby certify that, in their opinion, it is worthy of acceptance.

_____
Professor Cynthia MacGregor

_____
Professor Robert Watson

_____
Professor Jeffrey Cornelius-White

_____
Assistant Professor Kim Finch

ACKNOWLEDGEMENTS

I would like to acknowledge Dr. MacGregor for assisting me throughout this process. The time she made available to meet and talk about the dissertation helped me tremendously. I would also like to thank Central Intermediate staff, which participated in the study. They were cooperative and were willing to assist me in this study.

Dr. Watson, Dr. Cornelius-White, and Dr. Finch did an amazing job as my dissertation committee. The feedback and suggestions made for a better study. I am thankful for the time they gave to assist me in this process.

TABLE OF CONTENTS

APPENDIX

LIST OF TABLES

LIST OF FIGURES

Figures Pages

LIST OF ABBREVIATIONS

Office Discipline Referrals……...……ODRs

School-wide Evaluation Tool…….SET

School-wide Information System……SWIS

School-wide Positive Behavior Support…….SWPBS

Self-Assessment of Contextual Fit in Schools…….SACFS-R

Self-Assessment Survey……..SAS

Team Implementation Checklist……....TIC

ABSTRACT

The study addressed two research questions. The first research question was to what the extent Central Intermediate Leadership Team implemented evidence-based practices of School-wide Positive Behavior Support (SWPBS) universal expectations. The second research question was to what extent teachers used the evidence-based practices from the SWPBS leadership team with fidelity. A mixed method design was used to report on the research questions. The quantitative portion included SWPBS archival evaluations, office discipline referrals (ODRs), and a revised survey created by the researcher called Self-Assessment of Contextual Fit in Schools (SACFS-R). The qualitative piece used three open-ended questions from the SACFS-R, interview with the leadership coach, and two focus groups with grade level teachers.

The Central Intermediate Leadership team was found to use data to support decision making, support student behavior with data, and support staff behavior with data with fidelity. The teachers were found to use common SWPBS language throughout the day and identification of student behaviors as minor and major challenging behaviors with fidelity. However, the researcher did not find fidelity practiced by the teachers for (a) teaching identified behavior lessons in their classrooms and (b) identifying positive student behaviors and rewarding the students with an incentive.

CHAPTER ONE

INTRODUCTION TO THE STUDY

Background

Federal education legislation of *American Recovery and Reinvestment Act of 2009 (ARRA), No Child Left Behind of 2002 (NCLB),* and the reauthorized *Individuals with Disabilities Education Improvement Act of 2004 (IDEA),* are policies that have shifted a focus to outcomes based education by requiring public schools to implement evidence-based practices (Bouck, 2009). *ARRA* provided money to schools through a competitive grant fund called *Race to the Top*. Money was awarded to States that designed student outcome systems to improve student achievement (U.S. Department of Education, 2009). *NCLB* and *IDEA* policy structures are set in place for all students to succeed by states having to meet necessary features. The features include setting measureable goals for student improvement, using effective educational practices based on scientifically based research, ensuring that every student participate in state assessments, making adequate yearly progress (AYP), and hiring and retaining highly qualified teachers (Rosenburg, Sindelar, & Hardman, 2004). Schools are under pressure to follow these requirements to make AYP or be labeled as "in need of improvement" (Massachuetts Department of Education, 2003, para. 16). The pressure is not limited to academics. Social behavior of students in schools affects the academic realm directly and can impede AYP results significantly.

The challenges of the accountability-driven public education system are in need of restructuring. Public school staffs have been working on meeting the needs of an increasingly diverse student population (Kratochwill & Roach, 2004). According to

Lewis, Sugai, and Colvin (1998), public schools have had an increase in problem behavior, which concerns teachers, families, and the community. They found, "Unfortunately, evidence also suggests that current school discipline practices further exacerbates and contribute to children's and youths' patterns of challenging behavior" (Lewis et al., 1998, p.446). The schools that have become tougher on behaviors have had an increase in aggression, vandalism, truancy, and tardiness.

According to Henault (2001), the term "zero tolerance" is defined as any policy that dispenses severe consequences for all offenses. The consequence is the same for all cases to be dealt with equally, no matter how small or large the infraction may be. Martinez (2009) shared the United States began zero tolerance with the U.S. Customs Agency in the 1980's to help combat the increasing drug trade. America's schools were introduced to this policy with Congress' passing of PL 103-382, the Gun-Free Schools Act of 1994. This act required public schools to expel for a minimum of one year students who bring a firearm to school. In 1995, the definition changed from firearm to weapon. Most schools have also decided to add the component of zero tolerance for student behavior (Martinez, 2009).

According to Martinez (2009), the best type of intervention is an early intervention. Using school wide preventive strategies for student behavior will help develop a positive school climate and culture. Schools and communities want safe schools. Rice (2009) stated the following:

> Zero tolerance policies often situate adults in adversarial relations with students and beyond that, all but require adults to "model" intolerance when, for example, every rule infraction calls for a swift, no-questions-asked punishment rather than,

say, discussion, negotiation, and other exchanges, aimed at understanding. (p. 569)

Schools are moving past methods that are not yielding results and are looking more carefully at scientifically based research methods to implement. Simonsen, Sugai, and Negron (2008) expressed student behaviors have an impact in the public schools. School-wide Positive Behavior Supports (SWPBS) provide schools a proactive approach to support student and staff members. "SWPBS is a set of intervention practices and organizational systems for establishing the social culture and intensive individual behavior supports needed to achieve academic and social success for all students" (Horner, Sugai, & Anderson, 2010, p. 4). SWPBS is not a formal curriculum but a process for a school using designated outcomes, evaluations, data for decision making, and consistency throughout the school.

SWPBS uses a three-tier system as a preventive framework for student behaviors. The first tier, the primary level, incorporates universal expectations for all students school-wide. The second tier, the secondary level setting, is for some students who do not respond to the universal guidelines. The third tier, the tertiary level, is for a few students who exhibit a pattern of problem behavior and need continued support. SWPBS success is based from the whole school participation in the implementation of the framework (Horner, Sugai, & Anderson, 2010).

The implementation of SWPBS is provided in a blueprint for schools to follow for guidance. SWPBS depends on the school's needs of how their framework will be practiced (National Technical Assistance Center on PBIS, 2010). The guidelines require the schools to follow "a team-based approach, develop data based decision-making

processes, identify and teach expectations and rules, develop a school-wide reward and reinforcement system, and implement and evaluate the school-wide plan" (Kincaid, Childs, Blasé, & Wallace, 2007, p.174). The implementation process may be similar in schools across the nation, but no two schools are exactly the same. Implementation fidelity is essential for this evidence-based practice.

Conceptual Underpinnings for the Study

Public schools are making the decision to incorporate evidence-based practices to assist in accountability measures. This study examined the use of SWPBS, an evidence-based practice that was implemented at Central Intermediate. The SWPBS framework has critical features that are needed to sustain implementation fidelity (McIntosh, MacKay, Hume, Doolittle, Vincent, Horner, & Ervin, 2010).

SWPBS is described as "A framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students" (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p.13). Four interactive elements are necessary during implementation: outcomes, practices, data, and systems; these elements allow for "continuous monitoring, informed decision making, and continuous self-enhancement" during the implementation process (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 28).

In the first element of implementation, outcomes are defined as "academic and behavior targets" identified by school stakeholders (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 28). Involving the

stakeholders in implementation and evaluation is crucial for SWPBS to be a success (Upreti, Liaupsin, & Koonce, 2010). A leadership team is established in the school to "achieve the goals" of the implementation process and they are required to train, coach, evaluate, coordinate, and have a content knowledge of SWPBS (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 65). The leadership team must first "gain staff support" before they can move into determining which areas in the school SWPBS would be most beneficial (Nelson, 2008, p. 7). Getting the support and incorporating the feedback of teachers allow each educator the ability to provide their first hand perspective on what issues need to be addressed in the school system and in what ways they would best be implemented.

The second element of implementation involves proper practices. Practices are the evidence based interventions and strategies used for "achieving desired outcomes" (Nelson, 2010, p. 5). Identification of the practices to implement requires stakeholder involvement. An emphasis in utilizing the "whole school" during implementation creates an overall consistency to the process (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 64). SWPBS practices are implemented not only in the classroom, but also in the hallways, on the bus, and in the restrooms. Instructional lessons are given in the classrooms periodically through the school year, and teachers are required to use "effective behavior management practices" (Nelson, 2010, p. 6).

Thirdly, data are utilized to determine "status, need for change, and effects of interventions" (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 28). Data-based decision making is an integral part

of proper implementation as the interventions identified have been tested in other school settings (Nelson, 2008). Measurements are taken throughout the school setting, including interviewing teachers and observations of students' behaviors (Upreti et al., 2010).

Finally, systems of support are required to "enable the accurate and durable implementation of the practices" of SWPBS (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 28). In SWPBS, there are multiple sources of support funneling from the state, district, school, classroom teacher, and finally the student (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010). Support systems are needed for the sustainment of SWPBS over multiple years.

The Center on Positive Behavioral Interventions and Supports communicated implementation fidelity by the development of the four interactive elements. The document, or Implementation Blueprint and Self-Assessment (2010), was intended to guide users to implement with high accuracy. Implementation success is measured by the following criteria: effectiveness through documentation, efficiency by action taken by implementers, relevance by being culturally appropriate, sustainability through lasting implementation, scalability by being generalizable, and defendable by being conceptually sound (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010).

SWPBS is an evidence-based intervention practice for schools to implement to improve school climate. The implementation of a school-wide system allows for common practices throughout the school building to be implemented with a common purpose (Cohen, Kincaid, & Childs, 2007). The staff agrees to the common school-wide practices,

such as, expectations, discipline procedures, and preventive and proactive practices. The leadership team is continually reviewing these common practices by collecting data. The action of data collection guides the leadership team to make data driven decisions, which enables the modification of outcomes or creation outcomes. The four interactive elements of implementation were created to help sustain implementation fidelity. Fidelity during the implementation process will assist in the identification of outcomes and the sustainment of SWPBS. (McIntosh et al., 2010).

Statement of the Problem

Schools are working with students from a variety of learning and behavioral backgrounds. SWPBS has been identified as a method in *IDEA* for schools to implement as an early intervention method for prevention of serious behavior in students (Gagnon, Rockwell, & Scott, 2008). The implementation process is based on guidelines of procedures and processes from the SWPBS framework. Schools implementing SWPBS are required to change how they have been practicing discipline to actively practice in a proactive approach towards social behavior (Gartin & Murdick, 2001). The proactive approach towards behaviors is emphasized in behavior expectations and routines for the students and staff (Lewis & Sugai, 1999).

In 2007, SWPBS was implemented in 4,000 schools nationwide (Cohen, Kincaid, & Childs, 2007) and now is currently being implemented in over 10,000 schools nationally and internationally (PBIS, 2011b). The increase of implementation brings about the need to research the integrity of outcomes in SWPBS (Cohen, Kincaid, & Childs, 2007). There is research to show using proactive practices have decreased problem behavior after implementing SWPBS (Gartin & Murdick, 2001; Safron &

Oswald, 2003). More research is needed to understand the fidelity of the implementation process and the impact of documenting practices (Cohen, Kincaid, & Childs, 2007; Horner, Sugai, & Anderson, 2010). The need for continued research focusing on implementation of the base tier, which focuses on whole school expectations also known as universal practices, is needed. There is little research focusing on what features leadership teams have used to support sustainability and effectiveness of SWPBS that assist in their implementation fidelity of SWPBS (Lohrmann, Forman, Martin, & Palmieri, 2008; Sugai & Horner, 2006). There is also limited support showing how classroom teachers contribute to the implementation fidelity of SWPBS.

Purpose of the Study

The implementation of SWPBS takes time, planning, funding, and dedication from all staff members (McIntosh et al., 2010). Central Intermediate had spent a year planning and training a leadership team to prepare to implement SWPBS. This study was proposed as a possible source for the school to use for future planning. The study could assist other schools who are considering SWPBS or who are currently implementing SWPBS. In addition, the study would add to the limited amount of literature about fidelity and SWPBS.

Given the need for research in the areas of leadership team integrity and implementation fidelity with teachers, the researcher examined SWPBS through a case study. The purpose of this study was to identify to what extent Central Intermediate had implemented the SWPBS universal expectations. This study examined the leadership team's implementation decision making by reviewing SWPBS documents and evaluations. Also, the purpose of this study was to determine the teachers' perception

about their experience with implementing SWPBS and the extent the practices were implemented with fidelity. The researcher conducted two focus groups of classroom teachers, an interview with the leadership coach, and an online survey for classroom teachers, which assisted in the reporting of the teachers' perceptions of SWPBS and the reporting of implementation of SWPBS with fidelity.

Research Questions

The primary research questions are as follows:

1. To what extent has the Central Intermediate Leadership Team implemented evidence-based practices of universal expectations of SWPBS?
    a. Supported decision making with data.
    b. Supported student behavior with data
    c. Supported staff behavior with data.
2. To what extent are the teachers using the evidence-based practices from the SWPBS leadership team to implement the universal expectations with fidelity?
    a. Teaching identified behavior lessons in their classroom.
    b. Using common SWPBS language throughout the school day.
    c. Identifying positive student behaviors and rewarding the students with an incentive.
    d. Identifying student behaviors as minor or major challenging behaviors.

Limitations, Assumptions, and Design Controls

This study used a mixed methods approach to broaden the understanding of the SWPBS implementation at Central Intermediate (Cresswell, 2009). The timing of the

descriptive case study allowed for archival and non-archival quantitative data to be gathered through the school via data collected on student behavior through office discipline referrals (ODRs). The SWPBS required several evaluations, and these were reviewed to complete the quantitative portion.

The qualitative data were gathered after the quanititative data for further explanation of the research questions (Creswell & Clark, 2011). The researcher implemented two focus groups designated by grade level; the first was the fifth grade teachers and the second was the sixth grade teachers. The case study is a descriptive study in which the qualitative results were based from the interviewees' personal opinion. The researcher in the qualitative approach was the instrument by using questioning protocol, collecting data, and reporting data for the study (Mertens, 2005).

There were several limitations and assumptions during this study. The study used design controls to make note of the limitations and assumptions. The following section will be an overview of limitations and assumptions.

Limitations

A limitation was the demographic location of the intermediate school. The location of Central Intermediate school was from one geographic area in rural southwest Missouri. The study used purposeful sampling at one intermediate school with 560 students grades fifth and sixth (Creswell, 2007). The application of a mixed methods approach allowed for a better understanding of the research questions (Creswell & Plano Clark, 2011).

The researcher was limited on time. The study was for the first year of implementation of SWPBS. A longitudinal study would provide more detail and information (Mertens, 2005).

Maintaining the validity and reliability of the qualitative data was a limitation. Creswell (2009) described qualitative validity and reliability as not meaning the same as quantitative validity and reliability. Documentation steps were set up in place to reinforce validity and reliability of qualitative research. The use of multiple sources of data allowed for triangulation to ensure consistent and dependable data (Merriam, 2009).

Assumptions

The researcher was familiar with the SWPBS implementation process through past professional experience. The observations of the researcher are described as participant observations (Yin, 2009). Participant observation allowed for the ease of the archival data collection and convening of participants for non-archival data collection (Yin, 2009). The researcher was the instrument and created the questions for the focus group interviews and leadership coach interview (Mertens, 2005). It was assumed the responses from the focus group interviews, leadership coach interview, and survey were honest answers. The researcher worked throughout the study to stay objective.

Design Controls

There were limitations to the study and appropriate actions were taken to address each limitation. The intermediate school using the findings for future planning addressed the limitation of demographics and studying one school. The concentration of reviewing the school's SWPBS data and focus group data allowed for the school to be the center of attention.

The researcher took steps throughout the study to stay objective. Triangulation of different data sources was practiced to check information through the review of archival data, transcription of two focus groups and an interview, and analysis of survey results (Mertens, 2005). Working to limit bias for the focus groups and interview, the researcher took the following steps for validity and reliability. Validity was established through member checks and thick description.

The member checks had the researcher share the data collected for comment by the two focus group participants and interview participant (Mertens, 2005). The participants had the ability to remark on the researcher's interpretation and suggest if a change was needed for an accurate interpretation (Merriam, 2009). The use of thick description was exemplified in describing the time, place, content, and culture of the intermediate school (Mertens, 2005). By providing a thick description, the study was able to define the research questions (Merriam, 2009). A dependability audit was used as a means of reliability by maintaining a detailed case study protocol (Mertens, 2005).

Definition of Key Terms

The following terms are used throughout the case study. The terms are specific to either SWPBS or Central Intermediate School.

Common SWPBS Language. Common SWPBS language is an effective systems approach for schools to practice. The school establishes a vision and actions that are applicable to the school. This form of communication is effective and efficient for school-wide implementation (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010).

Evidence-based Practices. SWPBS emphasizes for all practices be based from research-validated practices. The evidence-based practices are to be implemented and data are to be kept and reviewed knowing which practices will achieve the desired outcomes (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010).

Identified Behavior Lessons. This is a preventive approach of SWPBS. Teaching social skills is seen as an effective and proactive way to reduce undesirable behavior (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010). The term is used at Central Intermediate to describe social skills lessons taught in the classroom. The leadership team designates the social skills addressed for lessons.

Implementation. Implementation refers to guidelines of the procedures and processes of the SWPBS framework stressing the systems at initial application for accuracy, durability, and scalability (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010).

Implementation Blueprint and Self-Assessment. The authors of this document describe the intention of the blueprint. "The blueprint is intended to make the conceptual theory, organizational models, and practices of SWPBS more accessible for those involved in enhancing how schools, districts, and state education systems operate" (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 6).

Incentive. SWPBS asks for schools to create a desired reward for students. Central Intermediate uses the term incentive to reward students for following their schoolwide

expectations. The incentive program for Central Intermediate includes long term and short term rewards.

Initial Implementaion. The school is currently adopting and making changes to practice SWPBS practices. Initial implementation uses the following practices: use of data is used for decision making, documentation of outcomes, and attention to implementation with fidelity (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010).

Leadership Team. "Leadership team is established with representation from appropriate range of stakeholders (e.g. special education, general education, families, mental health, administration, higher education, professional development, evaluation & accountability)" (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 70). The leadership team develops school-wide expectations, uses data for decision making, and communicates outcomes to the school. For the purpose of this study the leadership team consists of the principal, speech language pathologist, technology teacher, reading specialist, counselor, two fifith grade teachers, and three sixth grade teachers.

Major Behaviors. This term is used at Central Intermediate to describe student behaviors that are dealt with in the office. The staff member fills out an office discipline referral for the school principal to then commnicate with the student about the behavior and a consequence may be given. These behaviors include the following: bullying, stealing, cheating, weapons, forgery, threatening gestures or comments, vandalism, major disruption, physical aggression, continued or chronic refusal, and escalted aruging.

Minor Behaviors. This term is used at Central Intermediate to describe student behaviors that are to be dealt with by the teachers. These include the following behaviors: tardiness, not following directions, off task behavior, excessive noise, dress code compliance, playing in the bathroom, out of seat, lack of manners, minor disruption, physical contact, and brief refusal.

Office Discipline Referrals (ODRs). ODR is an occurrence where a student has been seen or reported of a major behavior. The occurrence is written down by a school staff member and then reported to the school principal. The school principal decides the consequence and records the ODR (Irvin, Tobin, Sprague, Sugai, & Vincent, 2004).

Outcomes. Outcomes are data based academic and behavior targets that are created by the leadership team, which are endorsed and emphasized by students, families, and educators in the school (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010).

Positive Student Behavior. This term is used by Central Intermediate school to identify a student who displays a behavior that is followed from their school-wide behavior matrix and warrants an incentive.

School-wide Evaluation Tool (SET). This 28-item tool is used by an outside data collector to rate the implementation of SWPBS. The tool is then used by the leadership team to assist in decision-making (Horner, Todd, Lewis-Palmer, Irvin, Sugai, & Boland, 2004).

School-wide Information System (SWIS) A web-based data systems that allows schools to record ODRs to assist in the design of school wide outcomes.

School-wide Positive Behavior Supports (SWPBS). A school discipline system defining, teaching, and supporting positive student behavior. "SWPBS is a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students" (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010, p. 13).

Self-Assessment of Contextual Fit in Schools-Revised (SACFS-R). The purpose of this assessment tool is to rate the extent in which the participants support the behavior support plan of the school. It is a 27-item survey for the participants to rate their knowledge, perception, and school's ability to support implementaiton ofthe plan (Horner, Salentine, & Albin, 2003). The information from the survey will assist the leadership team to create or adapt practices for the school.

Self-Assessment Survey (SAS). The SAS is a 46-item action planning tool. This survey is to be given before implementation of SWPBS and annually following implementation. The purpose of the survey is to assist the leadership team in decision making (Safran, 2006).

Team Implementation Checklist (TIC). The TIC is a monthly evaluation tool for the leadership team to complete to guide SWPBS implementation. The leadership team completes the checklist together and rates their progress from "Achieved," "In Progress," and "Not Started". The completed 22-item checklist is then sent to the SWPBS coordinator.

Summary

Increases in disruptive and probem behavior in schools caused many school districts to implement a zero tolerace policy. Unfortunately, this policy did not show evidence of decreasing disruptive and problem behavior (Safran, 2006). The federal and state governments began embracing a new outlook for educational practices called evidence-based practices. Evidence-based practices are to assist school districts to continue to strive to make AYP. School districts have responded by recognizing the increased student behavior problems and have looked at their behavior policies and implemented a more proactive approach toward dealing with student behavior (Lewis, Sugai, & Colvin, 1998).

SWPBS was intended to improve school climate by using a system-wide approach with using proactive interventions and clear expectations. The three tiers of SWPBS allow for all students to be identified for a positive approach towards their school. SWPBS implementation process asks schools to use outcomes, practices, data, and systems to guide the implementation process. By implementing this process, it supports the staff and the students (Cohen, Kincaid, & Childs, 2007).

The descriptive case study used a mixed method approach to describe the process of the first year of SWPBS implemenation at Central Intermediate school. Chapter Two begins with a review of historical literature of educational practices, then the influence of federal legislation on school accountability, and ends with an overview of SWPBS and fidelity research. Chapter Three details the design of the mixed method approach to the study. The research questions and design are reported in detail in this chapter. Chapter

Four reports the results and findings of the quanitative and qualitative approach. The summary and recommendation for future research are described in Chapter Five.

CHAPTER TWO

REVIEW OF THE RELEVANT LITERATURE

Introduction

There has been an increase to improve accountability, school climate, and discipline systems in the public school. Schools have been looking for a new approach to discipline (Frey, Lingo, & Nelson, 2008). School-Wide Positive Behavior Support (SWPBS) has been seen as a preventative, positive, and proactive approach of effective behavior practices for all students. All members of the school staff are asked to be committed and actively implement SWPBS by practicing evidence-based behavior interventions school-wide (Lewis & Sugai, 1999; Safran & Oswald, 2003; Sugai & Horner, 2006).

The review of relevant literature will include four themes, specifically, (a) history of school practices, (b) influence of federal legislation on school accountability, (c) overview of School-Wide Positive Behavior Support, and (d) fidelity research of SWPBS. This first theme of the literature review describes a brief history of school practices in the United State's (U.S.) public schools. The school practices mentioned impacted the structure of education in the U.S. by traces of their practices being seen in schools today. The identification of current practices in public schools completes this theme. The importance of understanding the past practices in education is essential for the continued improvement of public schools and understanding the implementation practices of SWPBS.

The second theme of the literature review describes the influence the federal government has on school accountability. The theme includes historical accounts of the

Elementary and Secondary Act (ESEA), which reported the federal government's involvement in public education. An overview of the initial ESEA instituted and the main focus includes how the Title I fund evolved throughout the years of ESEA. Information about *No Child Left Behind (NCLB)* focuses on the following three components: assessment, qualified teachers, and scientifically based research. Then the history of *Individuals with Disabilities Act (IDEA)* and the connection of *IDEA* and *NCLB* in their similarities are discussed. Next a description of the grant *Race to the Top* is given. This theme is concluded with the impact of federal safety mandates on public schools.

The third theme of the literature review describes SWPBS. This section describes the four guiding elements of SWPBS. The four elements of SWPBS description leads to the explanation of leadership team and what expectations the leadership team has for school-wide implementation of SWPBS.

The fourth theme of the literature review reports on fidelity research of SWPBS. This theme is separated into two parts. The first part reports how the use of office discipline referrals recorded as data can be reviewed by the leadership team for decision making purposes. The second part reports the use of SWPBS evaluations used as decision making tools for the leadership team.

Each theme supports the understanding of SWPBS. The first theme reviews the literature of school practices. The second theme examines the influence of the federal government on school accountability. The third theme defines SWPBS. The fourth theme identifies past research on the fidelity of SWPBS.

History of School Practices

There have been changes in the U.S. public education system throughout time. The changes are in response to the different education philosophy of the time. This section will establish a number of changes in school practices throughout the years. The section has five school practices that will be defined, beginning with monitorial reform, then New England pedagogy, next post Civil War, followed by Progressive Era, and finished with U.S. public education system.

Monitorial Reform

In the early 1800's, the most common school practice was monitorial reform. This was used mostly in urban settings, which was also know as Lancasterian, named after Joseph Lancaster the main proprietor of monitorial reform (Butchart & McEwan, 1998). This practice was viewed as advantageous for the students who came from low economic standing by allowing larger numbers of students to attend school with only one classroom teacher. The practice of the monitorial reform was for at least thirty students to be grouped and monitored by a more advanced student. The advanced student was responsible for monitoring the academic growth of their group (Burchart & McEwan, 1998; Newman, 1998). Lancaster rewarded students with prizes and promotions within the group by status. Students may be promoted by wearing a badge to signify their rank within the class.

This reform practiced public humiliation to discourage misbehavior. Lancaster (1810) encouraged the practice of when a student was talking excessively they stood and sucked their fingers with a label posted on them reading "Noisy" or "Suck finger Baby" (p. 74). If a student needed a severe punishment, they wore the "fool's coat" (Lancaster,

1810, p.75). The coat had the student's name spelled out with the label "Bashaw of three tails" (p.75) with three birch rods hanging from the end of the coat. Lancaster did not use corporal punishment on the students. The use of public embarrassment and shame was used to keep the students in order, along with student monitors who constantly regulated other students' behavior. Lancasterian schools were beginning to be challenged from a different frame of thought.

Hogan (1990) acknowledged the pedagogical change of the time of the 1830's. Lancaster, like generations of pedagogues before him, had constructed the mind, in the terms of a highly popular metaphor of the time, as "a storehouse of knowledge," and learning as a process in which the teacher force-fed information to passive minds. (pp. 2-3)

New England Pedagogy

A new practice was constructed in the 1820's, referred to as New England pedagogy (Hogan, 1990). The practice labeled the role of the teacher as affectionate (Butchart & McEwan, 1998; Hogan, 1990). The New England practice was driven from the thought.

They claimed the mind was not only a storehouse of knowledge but a "garden" or an ensemble of faculties as well, and that education not only involved acquiring useful information but also developing understanding and cultivating the faculties or powers of the mind (Hogan, 1990, p. 3).

One of the first published texts of the New England practice was by Samuel R. Hall. He published *Lectures on Schoolkeeping* in 1829. Samuel R. Hall was a minister and founder of the first teacher's seminary in the United States (Hogan, 1990). Hall

(1829) stressed the importance of teacher training, "There is a very general belief, one of the most common defects is the improper character and superficial qualifications of teachers" and "but let the characters of teachers be improved, and the improvement of the schools will follow of course" (p. iv). The role of the teacher as affectionate was meant to promote internalization authority (Butchart & McEwan, 1998; Hogan, 1990).

The New England practice boasted tolerance of individual differences. Teachers believed the relationship between the student and teacher should be strong, which allowed for teachers to be sympathetic to the needs of the student (Hogan, 1990). It was the teacher's responsibility to make school a pleasurable place for learning to occur (Butchart & McEwan 1998; Hogan, 1990). This reform practice continued affection from the teacher to reduce misbehavior from students. Corporal punishment was not a practice suggested for teachers to use. The importance of maintaining the teacher-student relationship was the key to obedience as viewed by the New England practice (Butchart & McEwan 1998; Hogan, 1990).

Post Civil War

The end of the Civil War introduced a new aspect into the U.S. education practices. People who were once categorized as slaves were now gaining acceptance to get an education. Samuel Chapman Armstrong assisted in leading the new practices in the South for newly freed slaves. Armstrong did not apply monitorial or the New England practices. He focused on industrial education by opening a school called Hampton Institute (Abbott, 1921; Butchart & McEwan, 1990). Armstrong knew it was going to take more then past practices used in the U.S. to begin learning. The Hampton Institute had the students work in the morning and study in the afternoon. The students were not

paid, but their work covered the cost of school expenses (Abbott, 1921). According to Butchart and McEwan (1990), discipline shifted, "Boarding schools expanded surveillance into the private lives of students, extending the disciplinary power to nearly twenty-four hours a day" (p. 30).

Progressive Era

The nineteenth-century allowed for different practices to be introduced into schools. Schools began moving toward what Butchart and McEwan (1990) called the new form of authority of schools the "Progressive Era" (p. 31). The teacher training was beginning to focus on psychology and scientific study; this began the change in teaching, which involved self-direction, learning by doing, and movement in activities. Discipline was embedded into activity-centered instruction. The "Progressive Era" stressed the importance of the student's interest. The thinking at the time was if the student was involved in learning then discipline was not necessary (Butchart & McEwan,1990; Dewey, 1944). John Dewey (1944) stated, "Interest and discipline are correlative aspects of activity having an aim" (p. 137). Dewey (1944) also shared the teacher needed to identify the interests of the students to engage them in their learning while providing purposeful learning.

The twenty and twenty-first century introduced school psychologists and counselors into schools. The addition of these positions into schools began a new viewpoint towards discipline. Butchart and McEwan (1990) shared the idea that behavior began to be seen differently as "mental maladjustment", and therapeutic interventions could be considered toward discipline issues (p. 33). School counselors focused on the child's development and well-being and are aware of the contributing factors school-

based practices have on students (Cameron, 2006). Cameron (2006) identified a need for change as most schools utilized disciplinary practices that have been around for centuries. Schools around the U.S. have begun a movement of looking at student behavior beyond a surface issue and using data to begin preventive intervention practices (Horner, Sugai, & Anderson, 2010). Teachers' views and interactions with student behavior have been different due to the promoting of effective behavior practices and the reduction of punitive school discipline practices (Cameron, 2006; Denney & Van Gorder, 2004).

U.S. Public Education System

The aforementioned practices have impacted the U.S. public education system. The practices have indirectly been continued throughout the years in combination with other practices that have affected the discipline practices in schools. Joseph Lancaster's monitorial model has had some embedded structures into the public school setting. Butchart and McEwan (1998) identified some structures, which can be recognized in some present public schools, "These include continuous competitive, normative examinations and promotions, and the meritocratic structure of the school, its classes, and its reward system" (p. 25).

Traces of the New England practice can be seen in public schools today by schools practicing a loving culture. The viewpoint of students being active participants in their learning has been a current practice in most public schools. Wanting students to enjoy learning and for teachers to not view their students as empty vessels to be filled by the teacher are practices that can also be seen throughout the U.S. public school system (Butchart & McEwan, 1998; Hogan, 1990).

Samuel Armstrong influenced many people throughout his time at Hampton Institute. Booker T. Washington was one of the many who crossed Armstrong's path, which led to the prolific Tuskegee Institute (Harlan, 1986). The work of Armstrong expanded into the education of Native American education. The recognition of other racial cultures began changes in the education of all U.S. citizens (Butchart & McEwan, 1998). This expansion of allowing all to be educated can be viewed today with the inclusion of all students through federal mandated legislation.

The "Progressive Era" today makes it mark by focusing on scientific practices such as measurable and tractable practices. Two ways this can be identified in today's schools has been by how students learn and school discipline. When students were not actively involved, the higher probability of discipline issues occurred (Dewey, 1944). Most public schools practice reporting discipline issues by documenting the problem using a discipline referral. This practice allows teachers and administrators to keep track of student behavior problems by recording and reviewing individual discipline referrals (Tidwell, Flannery, & Lewis-Palmer, 2003).

The twenty and twenty-first century made its impression on public schools by focusing on the school culture. School psychologists and school counselors began sharing their professional specialty of understanding students from the mental health perspective. Schools had begun to recognize the importance of changing school culture. Making a safe and orderly school environment assisted in successful academic students (Cameron, 2006).

The contrast between each of these five practices demonstrated the change in wide spread philosophy practiced during the time periods mentioned. The monitorial

reform of the early 1800's had the teacher as the center of learning and students feelings were not taken into consideration (Butchart & McEwan, 1998). New England Pedagogy had the philosophy of the teacher being supportive of their students' needs. This philosophy allowed for the student and teacher to build a relationship (Hogan, 1990). The post Civil War reform introduced the surge of industrial education; along with building the understanding all Americans should receive an education (Butchart & McEwan, 1990). The Progressive Era still recognized the student as being an individual, but it stressed the importance of keeping the student interested, with belief if the student is engaged, then discipline would not be an issue (Dewey, 1944). The U.S. public education system began looking at the mental health perspective of students. The influence school counselors and school psychologists had on informing school staff about the importance of school culture allowed for a new point of view to public education practices (Cameron, 2006). The current U.S. public education system still has traces of those five practices incorporated in schools across the nation.

Federal Influences on School Accountability

The federal government has passed several policies which have affected schools. The policies set in place were to improve the overall performance of public schools. Three policies mentioned in this literature review that impact public schools by accountability are *No Child Left Behind (NCLB)*, the reauthorization of the *Individuals with Disabilities Education Act of 2004 (IDEA)*, and safe school federal mandates. This section has five subsections: history of *The Elementary and Secondary Act*, *NCLB*, the history of *IDEA*, *NCLB* and the alignment of *IDEA*, and safe school federal mandates.

Each subsection leads into the next policy and interconnects how the policies support each other.

History of The Elementary and Secondary Act (ESEA)

In 1964, President Lyndon Johnson commenced a group led by John W. Gardener that began proposing education aid for the underprivileged (Osborne, 1965; Standerfer, 2008; Thomas & Brady, 2005). The driving force behind the education aid was to begin to close the achievement gap between students with different backgrounds (Osborne, 1965; Standerfer, 2008). On April 11, 1965, President Johnson signed the *ESEA of 1965*, which was the first major federal legislation to allocate funds for schools in need. The funding of federal aid to schools was allotted in five different areas. Thomas and Brady (2005) described the amount of funding this act entitled schools to:

> In 1965, *ESEA* channeled approximately $1 billion in funds directly to school districts and schools. While distribution of *ESEA* federal funds was based largely on child poverty data, *ESEA*-related services were made available to children on the basis of educational need. Therefore, a child who attended a school receiving *ESEA* federal aid (statistics indicate that, during the 1970's, approximately 94% of all school districts received some sort of *ESEA* aid) and whose parents were not poor could still receive services if he or she was not doing well academically. (p. 52)

The first area of designated funds was to schools with low-income families. The schools had an eligibility process they applied for to qualify for funds in five areas. The first area was Title 1 funds were schools were required to create an education plan on how the funds were to be used to benefit the students' academic progress, and the plan

had to be approved before funding was granted (Osborne, 1965). Title I funds are the largest financial component of the *ESEA* (McDonnell, 2005; Thomas & Brady, 2005).

The second area is Title II funds for library resources. Osborne (1965) stated, "Congress recognized that most public schools have inadequate library resources and that 70% of the nation's elementary schools have no library facilities at all" (p. 191). Each state was designated a budget, and school districts outlined how funds were to be spent for resources for students and teachers (Osborne, 1965).

Supplementary education centers are the basis of the funding for Title III. The purpose was to allow for planning for pilot programs, remedial instruction, school health, and any other specialized instruction to fall under the guidelines. Funds could also be used to build, remodel, and equip buildings to implement the programs (Osborne, 1965).

Title IV and Title V funds were meant for other related educational organizations to be funded. Title IV specifically granted funds to higher education and non-profits that designated programs to benefit elementary and secondary schools. The funds went directly to the organization bypassing the school to assist in creation of the program. Title V funds were reserved to strengthen state departments of education. Funds were made available to improve existing projects and begin new projects (Osborne, 1965).

The *ESEA* was under scrutiny by organizations that reported funds were not focusing on the educationally disadvantaged. Prior to 1969, reports of the misuse of Title I funds had been made. The most common misuse was funds being used for general population students instead of focusing on the educationally disadvantaged (McDonnell, 2005). In 1969, Ruby Martin of the Washington Research Project and Phyllis McClure of the National Association for the Advancement of Colored People Legal Defense and

Educational Fund authored a report listing the misuses of Title I funds. The report stated the U.S. Department of Education had knowledge of misuse of funds from their own auditors and had taken no action (McDonnell, 2005; Thomas & Brady, 2005). Between 1965-1980, Congress amended the *ESEA* four times (McDonnell, 2005). With each reauthorization, the federal monitoring of funds increased. McDonnell (2005) stated, "However, it is important to note that these were administrative regulations emphasizing fiscal accountability, not programmatic substance" (p. 24).

The election of President Ronald Reagan in 1980 had the federal government take a more hands-off approach with the *ESEA*. State departments of education became regulators to put the federal regulations into effect (McDonnell, 2005; Thomas & Brady, 2005). Title I funds were renamed Chapter I under the *Omnibus Budget Reconciliation Act*. This piece of legislation reduced the federal funding, which consequently lowered the number of students who could be serviced with the limitation of Chapter I funds (McDonnell, 2005; Thomas & Brady, 2005).

During Reagan's administration, the public schools were identified as making poor academic performance, and students were not going to be able to compete in a global society. This identification of poor academic performance was from a commission planned by the Secretary of Education, Terrell Bell. The National Commission on Excellence in Education in 1983 published a report entitled *A Nation at Risk* (McDonnell, 2005). The report made a number of recommendations which included the following pieces: increased course requirements for high school graduation, higher standards, longer school year and school day, and new approaches in training teachers (McDonnell, 2005; Thomas & Brady, 2005). The report asked for states to begin reforming their

education system. The Reagan Administration did not enact any federal policies for reform (McDonnell, 2005; Thomas & Brady, 2005). McDonnell and Fuhrman (1986) reported, "By the mid-1980's 41 states had adopted increased academic requirements for high school graduation, and 29 states required teachers to pass a mandatory, standardized test to gain certification" (p. 54). The promotion of *A Nation at Risk* did cause an amendment to Title I requiring states to define levels of academic achievement and document the results of students receiving Title I services (McDonnell, 2005). Public schools were also required to annually assess student academic progress using standardized tests. The shift of *ESEA* funds began to be decided on by the academic achievement level of the educationally disadvantaged students (Thomas & Brady, 2005).

George H. W. Bush was the only president who did not include a reauthorization of *ESEA* during his presidency (McDonnell, 2005). He did try another education reform called *America 2000* that did not get passed. Even though it failed, the idea of education reform to use the same academic standards for all students had been discussed in the federal government and later was seen in the reauthorizations of *ESEA* (McDonnell, 2005; Thomas & Brady, 2005).

Bill Clinton's presidency reauthorized the ESEA in 1994 with the *Improving America's Schools Act* (*IASA*). The *IASA's* intention was "to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in challenging State content standards and to meet the challenging state performance standards developed for all children" (Public Law 103-328, Section 1001[d]). The understanding to states was to ensure students who received Title I services meet the same standards all other students met. Schools were expected to set learning goals,

academic expectations, and curriculum standards for all students to meet (McDonnell, 2005; Thomas & Brady, 2005). Title I funds were dependent on the challenging content, state assessments, and reporting the results. States were responsible for holding districts accountable through them reporting adequate yearly progress (AYP). *IASA* allowed the states six years to fully implement reporting. Throughout this time, schools were to have performance standards and final assessments aligned by 2000-2001. Most schools met the requirement of creating performance standards, but only 17 states met the 2000-2001 deadline of having aligned assessments (McDonnell, 2005).

According to McDonnell (2005), states varied greatly in their interpretation of the features of *IASA*. States had defined performance standards differently, and student performance ranges were varied from state to state. Some states required 90%-100% of students meet standards while others met proficiency with 50% of students passing with proficiency (McDonnell, 2005). The future of *EASA* began its change during the presidency of George W. Bush's Administration.

NCLB

The *ESEA* was reauthorized in 2001 and became law in 2002 and known as *NCLB*. This legislation expanded the role of the federal government in elementary and secondary education by setting specific implications for states. Federal funding was now tied to student performance (Shaul & Ganson, 2005; Thomas & Brady, 2005). According to Shaul and Ganson (2005), the National Assessment of Educational Progress showed a significant gap between the educationally disadvantaged students and other students. During that time, education research was focusing on teacher qualification in disadvantaged schools. Some teachers in schools were not certified in the area they were

teaching. Also, schools were not identifying and implementing strategies to help students improve (Shaul & Ganson, 2005).

The intention of *NCLB* was to bring accountability to state and local educational agencies by the federal government, ensuring all students make grade level proficiency by the 2013-2014 school year (Bloomfield & Cooper, 2003; Doan, 2008; Shaul & Ganson, 2005; Thomas & Brady, 2005). Accountability, for positive academic outcomes, was to be demonstrated through schools making Adequate Yearly Progress (AYP). AYP was shown through standardized testing, with each state developing a standardized test along with test standards for making AYP (Hunt, Afolayan, Byrd-Blake, Fabunmi, Pryor, & Aboro, 2009). All students were tested from grades 3-8 in reading and math and certain grades tested in science. The results of the tests were reported by subgroups. The subgroups include ethnicity, social-economic, special education, and limited English proficiency (Bloomfield & Cooper, 2003; Shaul & Ganson, 2005; Simpson, LaCava, & Graner, 2004; Thomas & Brady, 2005). *NCLB* required districts publicly to report their scores in an easy to read form for parents (Massachusetts Department of Educations, 2003). When school passed AYP, depending on the state and local educational agency, there were recognition awards to the school.

If a school did not pass their state's AYP criterion for two consecutive years the school becomes labeled as "in need of improvement" (Simpson et al., 2004, p. 69; Shaul & Ganson, 2005). After this label was given to schools, the schools had to develop a plan for improvement. Districts were required to communicate the current status of the school, and the district gave the option to parents for their child to transfer to a school that had made AYP (Bloomfield & Cooper, 2003; Shaul & Ganson, 2005; Thomas & Brady,

2005). If a school did not make AYP for three consecutive years, the students had the option to transfer to a school that was meeting AYP, as well as receive supplemental or tutorial services (Shaul & Ganson, Thomas & Brady, 2005). When schools continued not to make AYP, the school faced the replacement of staff, possible reduction in administrative expenses, or the state stepped in to take over and reorganize the school (Thomas & Brady, 2005).

Accountability through highly qualified teachers was another component of *NCLB*. School districts were required to have highly qualified teachers in every classroom by the 2005-2006 school year. All teachers were to be fully certified with a bachelor's degree or higher in their subject area. This also included paraprofessionals who had to have a high school diploma and an associate's degree, or either two years of college, or pass a state or local academic test (Massachusetts Department of Education, 2003 & NCLB, 2001; Thomas & Brady, 2005). The use of annual measurable evaluations of teachers and high quality professional development provided to teachers and paraprofessionals were required to maintain the status of a highly qualified teacher (Thomas & Brady, 2005; Wanker & Christie, 2009).

Scientifically based research practices, which have also been called evidence-based practices, are to be practiced in schools in support of schools making AYP. The reference of the word, scientifically based research, was mentioned over 100 times in the law relating to student improvement (Shaul & Ganson, 2005). This was defined as "Methods that have met rigorous standards and that have been shown, when correctly applied, to reliably yield positive results. Typically, such practices have been subjected to rigorous peer-review standards" (Simpson et al., 2004, p. 69). States and local education

agencies were encouraged to use funds to support research-based interventions and partner with higher education to assist in improving instruction (Thomas & Brady, 2005). The U.S. Department of Education created a website in 2002 called the What Works Clearinghouse. This website, administrated by the U.S. Department of Institute of Education Sciences, serves as a source of scientific evidence research (Simpson et al., 2004; U.S. Department of Education, 2011). The description of the website acknowledged the overwhelming choices schools had to make to meet high standards (U.S. Department of Education, 2011). What Works Clearinghouse described itself as "trusted sources of scientific evidence for what works in education" (U.S. Department of Education, 2011, p.1). The website includes reviews of studies, education programs, products, and policies.

Increased accountability through assessment, recruitment and sustainment of highly qualified teachers, and the application of scientifically based practices are steps toward transforming the public education system. With the new requirements, the federal government had a greater role than ever before in the state and local education agencies (Shaul & Ganson, 2005; Thomas & Brady, 2005). The focus was still to close the achievement gap between educationally disadvantaged students and continue progress academically with more accountability.

History of IDEA

Prior to 1975, one in five children with disabilities educated in U.S. public schools continued to exclude most students with disabilities from the classroom. Children with moderate disabilities were referred to state institutions for their education (U.S. Department of Education, 2000; Valentio, 2006). In the 1950's and 1960's strong support

from advocacy groups began to implement effective practices and programs through the assistance of the federal legislation such as, The *Training of Professional Personnel Act of 1959,* which helped train educational leaders to educate children with mental retardation, the *Teachers of the Deaf Act of 1961,* which trained educational leaders to educate children who were deaf or hard of hearing, and the *ESEA in 1965* granted assistance to help educate children with disabilities (U.S. Department of Education, 2000).

Along with federal legislation, court cases set in motion the inclusion of students with disabilities in schools. In 1971, the court case *Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania* found children with disabilities had a right to a free and appropriate public education (U.S. Department of Education, 2000; Valentino, 2006). The court case in 1972 *Mills v. Board of Education of District of Columbia* found no public schools could deny placement unless adequate alternative educational services were offered to meet the needs of the child including a periodical review of the child's status (Valentino, 2006; U.S. Department of Education, 2000). The federal government responded by enacting *The Education for All Handicapped Children Act (EHA) in 1975*.

EHA was created to ensure all children with disabilities had the opportunity to a free appropriate public education, assure the rights of children with disabilities, assist states to provide for students with disabilities, and assess the effectiveness of educating students with disabilities (Valentino, 2006; U.S. Department of Education, 2000). Advocacy groups in the 1980's had concern about the services for non-school age children and early intervention, and in 1986, the *EHA* mandated states to provide

programs from birth. Continued assessment found students with disabilities were not being educated up to standards according to the *EHA*, and in 1990, the reauthorized legislation became *IDEA* (U.S. Department of Education, 2000; Valentino, 2006).

The *1990 IDEA* required all public schools to provide a free appropriate public education depending on the student's specific needs; this was done by an individualized education program (IEP). The IEP identified and defined the educational services the student received, along with education goals and assessment processes for meeting the education goals. Review and revision of the IEP were annual. Parents gained rights to request an impartial hearing before a state administrative hearing officer if their child's rights have been violated under *IDEA* (U.S. Department of Education, 2000; Valentino, 2006).

In 1997, *IDEA* was amended to focus on the IEP, emphasizing increased educational achievement through educational outcomes, because students with disabilities were not succeeding as expected. The increase in evaluation procedural requirements was added to gain a better service for the child by schools complying to follow the IEP (Valentino, 2006). The movement toward inclusion of children with disabilities into the general education classroom was beginning to be developed (Howard, 2004). The 1997 *IDEA* introduced the requirement for least restrictive environment (LRE). The LRE required for students with disabilities to be placed within the general education classroom, unless their education could not be achieved satisfactorily due to their disability (Howard, 2004; Palley, 2006).

NCLB and Alignment of IDEA

The recent reauthorization of *IDEA* was signed in 2004 and became effective in 2005. Turnbull (2005) stated, "When Congress reauthorized IDEA in 2004, it aligned IDEA with the Elementary and Secondary ACT (1965), as amended by the No Child Left Behind Act (NCLB). The most obvious ... is accountability for the outcomes (results) of education" (p. 320). The following section describes the coordinated points *NCLB* and *IDEA* had in common for public schools to demonstrate accountability. The use of assessment to be evidence for growth, highly qualified teachers, and scientifically based research practices are the similarities focused in this section (Bouck, 2009; Office of Special Education Programs, 2007; Turnbull, 2005).

IDEA provided students with disabilities the right to participate in state and district assessments. Students with disabilities were required to take the general state assessment. One percent of the total school population could take an alternate assessment and have it reported towards AYP (Bouck 2009; Turnbull, 2005). The alternate assessment was designated for students with severe disabilities. Students identified with learning or mild disabilities did not qualify for the alternate assessment (Bouck 2009; Turnbull, 2005). Individual states have different assessments and each state must follow their standards for assessment accommodations. A student's IEP stated if testing accommodations or alternative assessment was needed (Technical Work Group, 2005).

Requiring highly qualified teachers in special education was a way to improve student outcomes (Turnbull, 2005). Rosenburg, Sindelar, and Hardman (2004) stated, "Federal policies have always recognized the importance of teachers in student achievement … recent initiatives represent the first time the federal government has

defined what it means to be a highly qualified teacher" (p. 266). Special education teachers needed to be trained in diverse specializations to accommodate all students with disabilities in the public school. The classroom teacher was also affected by having knowledge of best teaching practices working with all students.

Schools are being held accountable for curriculum, instruction, and assessment. Accountability for schools has begun the shift to scientifically based research practices (Bouck, 2009). According to federal legislation, pre-service and professional development for schools should only be based from evidence-based practices.

Race to the Top

President Obama in February 2009 signed into law the *American Recovery and Reinvestment Act (ARRA).* The purpose of this law was to stimulate the economy, support job creation, and invest in education (U.S. Department of Education, 2009). The *ARRA* supported States willing to be innovators, demonstrating results, and maintain long term gains. The *ARRA* provided $4.35 billion for the *Race to the Top Fund* (U.S. Department of Education, 2009). This fund was a competitive grant program that rewarded States in the four areas described in the *ARRA* which were, enhancing standards and assessments, improving the collection and use of data, increasing teacher effectiveness and achieving teacher retention in designated areas, and turning around struggling schools (U.S. Department of Education, 2009). *Race to the Top* funds were rewarded to States through an application process. The applications were reviewed using a scoring rubric and points were given in selected categories. There were two phases for receiving funds, the first was in spring 2010 and the second in September 2010 (U.S. Department of Education, 2010b). The States that demonstrated success in raising student achievement will have

their design used as a model for others to replicate throughout the U.S. (U.S. Department of Education, 2009).

Safe School Federal Mandates

School safety has been recognized by federal legislations throughout the last two decades. Yell and Rozalski (2000) stated, "The federal government's powers, however, are limited by the U.S. Constitution. According to the Tenth Amendment, the powers not delegated to the federal government by the Constitution are reserved to the states" (p.188). The federal government can influence state legislation by tying federal funds to legislation (Sughrue, 2003; Yell & Rozalski, 2000). *The Gun-Free Schools Act of 1994* asked for schools that received federal funding through the *Improving America's Schools Act of 1994* to participate in a zero tolerance policy by expelling a student for one year if the student brought a weapon to school (Yell & Rozalski, 2000).

The federal legislations of *IDEA 1997* and *IDEA 2004* called for the school safety prevention method by recommending the use of Positive Behavior Intervention and Supports also known as SWPBS in a student's IEP to address behavior. SWPBS was an evidence-based practice to proactively address behavioral needs. The use of SWPBS was also used school-wide for early interventions and to assist in the prevention of identifying a student with behavioral issues (PBIS, 2011a).

The following section described the history of *ESEA*, which was the predecessor to *NCLB*. *NCLB* and *IDEA* are two federal policies to ensure schools are using accountability measures. These measures demand for schools to apply evidence-based practices, hire highly qualified teachers, use assessment for evidence of growth, and make AYP (Bouck, 2009). *Race to the Top* gave an opportunity for States to apply for a

grant focused in raising student achievement in four education areas and then to become models for others States to follow. School safety has also been impacted by evidence-based practices. *IDEA's* purpose is for schools to recognize students with individual needs and recommends Positive Behavioral Interventions and Supports (PBIS) as a school-wide proactive and preventive intervention (PBIS, 2011a).

School-Wide Positive Behavior Supports (SWPBS)

The demand for schools to prevent disruptive and violent behavior has made SWPBS an option for implementation in public schools. SWPBS focuses to prevent disruptive behavior and increase proactive practices school-wide (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008). SWPBS allows for the creation of a comprehensive system to support staff, students, parents, and community to interact with students with diverse needs. The following section begins with the examination of a report of disciplinary actions taken in 2007-2008. Next the definition of SWPBS is defined, followed by the framework of SWPBS, and concluded by the elements that make up SWPBS.

The U.S. Department of Education (2010) surveyed 38,500 schools, and they reported 767,900 serious disciplinary actions for the 2007-2008 school year. In 2007-2008, 271,800 disciplinary actions were for physical attacks or fights, and 327,100 actions for insubordination to authority. These students received either multiple day suspension, expulsion for the rest of the school year, or were transferred to a specialized school (U.S. Department of Education, 2010). The concern for school safety to reduce disruptive and aggressive behaviors in school has been a national, state, and local concern. Efforts have been made by federal legislation by enforcing zero tolerance

disciplinary actions, but changing the overall school disciplinary climate could contribute to the prevention of inappropriate and violent behaviors (Skiba & Peterson, 2000).

Turnbull (2005) stated, "It is important at the outset to recognize that law is a form of behavior modification. It regulates the behaviors between the government and the governed, and it shapes the behavior of both" (p. 320). The law has assisted and guided the public schools on their process of student improvement, while schools have assisted and guided students through their venture of academic success. Schools are required to have evidence-based practices to comply with federal legislations. SWPBS was a way to move towards a solution by being proactive, through focusing on prevention, instruction, and evaluating practices (Lewis, 2006).

The SWPBS Implementation Blueprint (Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010) defined SWPBS as "… a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students" (p. 13). It is a proactive system approach to school-wide discipline and followed three systems of principle, which are prevention, evidence based, and systems implementation (Lewis, 2006; Sugai & Horner, 2006). SWPBS uses prevention strategies by the use of three-tiered continuum.

The base of the tier is the primary prevention tier for all students across all school settings. Teaching of social skills, providing positive feedback with incentives for expected behaviors, and teaching and learning environments are proactive (Horner, Sugai, & Anderson, 2010; Lewis, 2006; Safran & Oswald, 2003; Sugai & Horner, 2006). The secondary tier prevention is for a specialized group of students who need more than

primary preventions. This tier has the students receiving more adult attention and being monitored by the specific need that drives their behavior (Horner et al., 2010; Lewis, 2006; Safran & Oswald, 2003; Sugai & Horner, 2006). The top tier is the tertiary prevention tier. This tier focuses on targeted students who need individualized support, because they did not respond to the first two prevention tiers. At this tier, specialized staff such as special educators, school psychologists, school counselors, and behavior interventionists work together to develop behavior plan to meet the need of the student (Horner et al., 2010; Lewis, 2006; Safran & Oswald, 2003; Sugai & Horner, 2006).

Systems implementation of SWPBS is guided by four elements that work together to assist in maintaining changed behavior (Sugai & Horner, 2006; National Technical Assistance Center for Positive Behavioral Interventions and Supports, 2010). First, data are used to develop measurable behavior and academic outcomes. The school staff, students, and families support the outcomes. Second, the practices are evidence-based by using behavioral and biomedical sciences (National Technical Assistance Center for Positive Behavioral Interventions and Supports, 2010). Third, research-validated interventions are given emphasis for implementation for the staff to achieve the designated outcomes (National Technical Assistance Center for Positive Behavioral Interventions and Supports, 2010). Data are collected and reviewed to help implementation change. This allows evidence-based practices to take precedence. Lastly, the school develops a support system of personnel, funding, and training to implement the practices of SWPBS (Horner et al., 2010; Lewis, 2006; Safran & Oswald, 2003; Sugai & Horner, 2006; National Technical Assistance Center for Positive Behavioral Interventions and Supports, 2010).

It is essential for the leadership team representatives within the building to be coordinated for the implementation of SWPBS. The established leadership team in a school has representatives from special education, general education, families, and administration (Technical Assistance Center for Positive Behavioral Interventions and Supports, 2010). The leadership team develops an action plan to guide implementation by coordinating six areas: funding, visibility, political support, training, coaching, and evaluation (Sugai & Horner, 2006).

Funding for SWPBS was established based on the activities in the action plan. Visibility has been linked with sustained implementation of stakeholders knowing SWPBS activities and accomplishments (Sugai & Horner, 2006). The importance of political support maintained that SWPBS continued to be a high priority (Sugai & Horner, 2006). Internal training by the leadership team established the reduction to use external trainers. Coaching linked an impact to trainers and SWPBS effective practices at schools (Sugai & Horner, 2006). Evaluations began with the leadership team focusing on measurable outcomes, knowing what data to be used, and data assisted in adding, eliminating, or modifying any practices. The evaluation process used must be effective, efficient, relevant, and durable (Lewis, 2006; Sugai & Horner, 2006).

Federal legislations of *IDEA* and *NCLB* support the accountability SWPBS has aligned by the use of evidence-based practices (Bouck, 2009; Turnbull, 2005). SWPBS, described as a comprehensive systems approach, has assisted schools to use preventive intervention practices to counter the ever growing challenges of U.S. public schools. The implementation and sustained practices are the responsibility of the leadership team and stakeholders (Horner et al., 2010).

Research from the U.S. Department of Education (2010) reported high numbers of disciplinary actions in 2007-2008 where students had received multiple day suspensions or expulsions. Skiba and Peterson (2000) suggested the need for a change from zero tolerance disciplinary action to a change in school climate that could reduce inappropriate and violent behaviors. SWPBS focuses on proactive and preventive interventions. SWPBS is not a program but a framework of practices (Bradshaw et al., 2008). The three-tiered approach allows for the student's specific needs to be met into one of the tiers. SWPBS established four elements that are data, practices, outcomes, and systems. The elements are used to give guidance to the leadership team during implementation (Horner et al., 2010). The leadership team must have funding, provide training, and complete evaluations as a necessary part of the implementation and sustainability of SWPBS (Sugai & Horner, 2006).

Research on the Fidelity of SWPBS

The Positive Behavioral Interventions and Supports website has research available for the public to review. The website has five empirical studies which are primary tier measures for documenting SWPBS fidelity. The research on fidelity of SWPBS can be categorized into two sections. The first section is the explanation of how office discipline referrals (ODRs) are used as a decision making tool for the SWPBS leadership team. The second section is SWPBS evaluations for assessing the implementation of SWPBS.

Office Discipline Referrals and Decision Making

Two studies were focused on ODRs as a decision making tool for the leadership team. The first study by Irvin, Tobin, Sprague, Sugai, and Vincent (2004) reviewed

relevant literature for the usage of ODRs as an indicator for improving the school climate and reported their interpretation of the findings. Irvin et al. (2004) used the definition of ODR from Sugai, Sprague, Horner, and Walker (2000):

> An office discipline referral represents an event in which (a) a student engaged in a behavior that violated a rule or social norm in the school, (b) the problem behavior was observed or identified by a member of the school staff, and (c) the even resulted in a consequence delivered by administrative staff who produced a permanent (written) product defining the whole event. (p. 96)

Irvin et al. (2004) identified when an increase of ODRs exist they are likely to persist. "The evidence supports the interpretation of ODRs as school-wide behavioral climate indicators" (p. 138). They found ODR validity for assessing school climate, school behavior intervention programs, and developing positive behavior climate in the school. The authors noted ODRs are a "stream or sequence of events" (Irvin et al., 2004, p. 132). The ODR was based from the reaction of the student to an event, a staff member's reaction to the event, and the administrator's reaction to the event. The reactions are derived from the value system of the school.

From the review of literature, Irvin et al. (2004) recommended for schools to standardize and triangulate ODRs. A recommendation for schools to standardize their measures included creating school wide expectations, establish categories for inappropriate behavior, define consequences, and regularly review behavioral data to review and make changes to the school climate. The use of ODRs can be triangulated with other evaluation methods such as interviews or surveys of the staff, students,

administrators, and parents. This would assist in seeing patterns or discrepancies in the data (Irvin et al., 2004).

The second study by Irvin, Horner, Ingram, Todd, Sugai, Sampson, and Boland (2006) focused on how leadership teams used, experienced, and perceived the ODRs data used in the School Wide Information System (SWIS). The definition the study used for ODR was information given in written form stating the student name, referring teacher, time of day, location, and the description of the problem behavior. SWIS as described by Irvin et al. (2006) is a web-based computer application used to organize ODRs, and the electronic record then may be organized and viewed as a source of data.

The researchers surveyed 22 elementary schools and 10 middle schools (Irvin et al. 2006). Elementary school and middle school staff reported using ODR data and SWIS as being useful in four areas for decision making. The four areas included early identification of problem behavior, identification of specific problem behavior, development of interventions, and monitor of interventions (Irvin et al., 2006) . The impact of using ODR data was reported as increasing efficiency and effectiveness in decision making in both elementary schools and middle schools. This led to accountability to school districts as rated useful by both elementary schools and middle schools. The authors concluded the use of a SWIS as an organization tool for data can assist leadership teams in reviewing ODR data at least monthly or more frequently and can assist in the progress of decision making.

Evaluations for Assessing Implementation of SWPBS

This section will review three studies reporting on three evaluation tools of SWPBS. The first study by Horner, Todd, Lewis-Palmer, Irwin, Sugai, and Boland

(2004) presented data from the School-Wide Evaluation Tool (SET), which is an instrument for measuring implementation of SWPBS. The SET has 28 items categorized into seven subscales focusing on seven features: school wide expectations are defined, expectations are taught, rewards are provided for following expectations, consistent consequences are in place, problem behaviors are monitored and data are used in decision making, building administrator is actively involved, and the school district supports the school in training and data collection (Horner et al., 2004). The SET is scored by outside data collectors. When the data collectors are visiting the school to collect data, they interview the building administrator, students, teachers, and staff members. They also walk around the school to observe SWPBS interactions. The time a data collector spends at a school can range from one to two hours to be able to score items on a scale from 0-2. The school receives a zero if an item is not implemented, a one if it is partially implemented, and a two for full implementation (Horner et al., 2004).

In their study, Horner et al. (2004) visited 45 schools and interviewed at least 15 students and at least 10 staff members at each site. The authors found the SET demonstrated high test-restest reliability. They found the SET to be an effective evaluation for assessing the need for training, assessing the impact of staff development in SWPBS, assessing the procedures in SWPBS, and assessing effective strategies for SWPBS outcomes (Horner et al., 2004). The authors noted limitations of the SET with the focus on the physical setting, active instruction, positive reinforcement, consistent consequences, and data being used in decision making. SWPBS is a three-tiered system, and the SET focuses only on the primary tier outcomes (Horner et al. 2004).

The second study is by Safran (2006) and evaluated the The Self-Assessment Survey (SAS) to review the use of the evaluation tool in school wide planning. The SAS survey is to be completed by the school staff before SWPBS is implemented in the building and then taken annually. SAS has four sections totaling 46 questions as follows: schoolwide systems with 18 questions, nonclassroom settings systems with 9 questions, classroom systems with 11 questions, and individual student systems with 8 questions (Safran, 2006). The staff member evaluates the status of the designated system items by choosing from three options: in place, partially in place, and not in place. Then they evaluate the priority of the designated system items by choosing from three options: high, medium, and low (Safran, 2006). The results of the SAS are to be used to drive decision making towards creating an action plan.

Safran (2006) evaluated the study in two elementary schools from grades preschool through fifth grade and one middle school with the SAS survey being taken for the first time, and SWPBS had not been implemented. The study found the schools used the survey results to identify the areas of need in their building. The schools found this information critical to support decision making. The schools were made aware of what areas were needed for immediate intervention and could prioritize to assist in the planning of strategies to reduce problem behavior in the designated area (Safran, 2004).

The third study by Cohen, Kincaid, and Childs (2007) evaluated the School-wide Benchmarks of Quality (BoQ). The authors looked at the framework of the evaluation tool and reported on the utility of the BoQ for the leadership team. The BoQ is taken by the leadership team, which scores 53 items not in place, needs improvement, or in place. The 53 items are separated within 10 subdivisions: leadership team, faculty commitment,

effective discipline procedures, data entry, expectations and rules, rewards system, lesson plans, implementation plans, crisis plans, and evaluation. There are three documents to the BoQ. First the leadership team coach takes the BoQ individually without asking for input from the leadership team members. Secondly, the leadership team takes the BoQ individually and reports back to the leadership team coach. Finally, the leadership team coach compares her BoQ with the leadership team members' BoQ and reports discrepancies in a Team Summary Report (Cohen, Kincaid, & Childs, 2007). The leadership team reviews the Team Summary Report with the leadership team coach reporting the strengths and weakness to assist with action planning.

The BoQ study included 91 schools from Florida and 14 schools from Maryland. Cohen, Kincaid, and Childs (2007) found high test-retest reliability and a high interrater reliability allowing for consistent scoring with different evaluators. The authors reported PBIS leadership teams found the Team Summary Report was useful as a self-reporting tool to view their strengths and weaknesses. Limitations noted by Cohen, Kincaid, and Childs (2007) are the possibility of rater bias and the lack of on-site observation.

This section reported on research studies on the fidelity of SWPBS. The two studies on ODRs recognized schools used the data for decision making purposes to create or support the designated outcome. The recommendation by Irvin et al. (2004) to triangulate data to assist in any discrepancies in data was emphasized to support fidelity. The data collection tool SWIS was concluded by Irvin et al. (2006) as an effective decision making organizer for leadership teams. The next three studies focused on three SWPBS evaluations of implementation. The SET was found to be an effective evaluation tool by Horner et al. (2004) for reporting the implementation of SWPBS practices,

particularly as a decision making tool for leadership team to know the area of high priority and where to begin intervention practices. Safran (2006) evaluated the SAS and reported leadership teams used the data as a decision making tool to plan outcomes from the areas prioritized from the evaluation. The BoQ self-reporting form was found to be useful to note areas of strengths and weaknesses. Cohen, Kincaid, and Childs (2007) noted leadership teams used the evaluation tool to identify their progress.

Summary

Chapter Two was an account of literature related to four themes, which are connected to public school practices. The chapter began with the report of the history of school practices. The five school practices covered in this theme reported on the educational philosophies over time. The monitorial reform had the teacher reward students by status and discipline by public humiliation (Butchart & McEwan, 1998; Newman, 1998). The next practice was the New England Pedagogy, which the teacher practiced understanding and sympathizing with the students (Hogan, 1990). Following the New England Pedagogy was the post Civil War time period. This time period promoted the philosophy to educate all students in the U.S. The progressive era followed next with the practice for teachers to engage students to decrease discipline problems (Dewey, 1944). The final practice is the U.S. public education system, which incorporated the hiring of school counselors and school psychologists. The introduction of school counselors and school psychologists in schools has contributed to the philosophy of student mental development (Cameron, 2006).

The second theme reviewed federal influences on accountability. The history of the *ESEA*, which later was renamed *NCLB*, began this section by noting the influence

former presidents have had on modifying this legislation for public schools to be more accountable. *NCLB* had three notable accountability factors for schools to implement (Shaul & Ganson, 2005). The first factor was for schools to be academically accountable by testing annually and making AYP. The second factor was for schools to hire highly qualified teachers for every classroom. The third factor was to incorporate evidence-based practices to support accountability. This historical account of *IDEA* was given in support of the reauthorization of *IDEA in 2004*, which requires school to be more accountable. *IDEA* requires schools to hire highly qualified teachers, use assessment data to drive instructions, and implement evidenced-based practices (Turnbull, 2005). *IDEA* impacted the safe school federal mandates by recommending the interventions of PBIS. *ARRA* provided funding to States through the *Race to the Top* grant program. States applied for funds under the criteria of improving student achievement in four areas: enhancing standards and assessments, improving the collection and use of data, increasing teacher effectiveness and achieving teacher retention in designated areas, and turning around struggling schools (U.S. Department of Education, 2009).

The third theme described SWPBS. The focus of SWPBS is the preventive and proactive three-tiered intervention approach for school-wide practices. The practices of SWPBS follow a framework of four elements. These four elements assist the leadership team in the implementation process: outcomes, data, practices, and systems.

The fourth and final theme reported on five fidelity research studies of SWPBS. The first two studies focused on the use of ODRs as a decision making tool. Irvin et al. (2004) found the use of ODRs was valuable along with the support of other data. The study recommended the use of interviews or surveys to assist in triangulating the data in

reducing discrepancies. The second study found ODR data were found to be efficient and effective for leadership teams (Irvin et al., 2006). The use of the online tool called SWIS was reported as being helpful for leadership teams to organize data for decision making. The next three studies focused on evaluation tools for SWPBS. Horner et al. (2004) reported the SET was a valuable tool for assessing certain aspects, but it was limited on the physical characteristics of SWPBS. The next study by Safran (2006) evaluated SAS, and the research found this was an effective tool for schools to quickly identify areas of concern. The final study by Cohen, Kincaid, & Childs (2007) evaluated the BoQ as a useful self-reporting tool to identify strengths and weaknesses.

The final three chapters of the paper detail the research methodology, data analysis and findings, and recommendations for future study. Chapter Three includes a rationale for the study, additional explanation of the use how the research questions are addressed, and data collection methods. Chapter Four provides the data analysis to the research questions followed by the findings. Chapter Five discusses the research findings, conclusions, and future research.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

Accountability for public schools has come to the forefront with federal mandates for public schools to follow such as *Individuals with Disabilities Education Act of 2004 (IDEA)* and *No Child Left Behind of 2001 (NCLB)*. *IDEA* emphasizes the importance for students with disabilities to have access to the least restrictive environment (LRE) in schools (Bouck, 2009). LRE looks different from student to student depending on the individual student's needs. This may include the student in all general education classes or limited time in general education classes. *IDEA* does not safeguard students who are covered under *IDEA* from the mandated annual state assessment. Annual state assessments are all inclusive. Federal policy does allow for up to 1% to take an alternative state assessment and the selection of students is decided by the school. (Bouck, 2009). All students are involved in high stakes testing. The pressure is high for teacher performance, which brings an elevated stress when students come from diverse backgrounds (Mooney, Denny, & Gunter, 2004).

NCLB was signed into law in 2002. This federal mandate has a provision that measures public schools by using adequate yearly progress (AYP) to assist in schools being more accountable (Simpson, LaCava, & Graner, 2004). AYP requires schools to continue to make progress each year by meeting designated percentage requirements. The end of the 2013-2014 school year is when all student subgroups must pass AYP with 100% success (Hunt, Afolayan, Byrd-Blake, Fabunmi, Pryor, & Aboro, 2009; Mooney et al., 2004). When a schools fails to make AYP for two continuous years, they are labeled

as “in need of improvement” (Simpson, LaCava, & Graner, 2004, p, 59). This label then allows parents to choose to transfer their child to a school that is making AYP. If further failure of making AYP continues, the school will be taken over by the state for a staff overhaul (Bloomfield & Cooper, 2003).

IDEA and *NCLB* are federal mandates that require provisions to increase the accountability for student performance. Both of these mandates are asking for schools to implement scientifically based researched practices to improve student performance. Schools have noted student social behavior has impacted student performance by affecting school safety (Lohrmann, Forman, Martin, & Palmieri, 2008). This has led schools to look at preventive evidence-based practices, which Lohrmann et al. (2008) describe Schoolwide Positive Behavior Support (SWPBS) base tier as:

> The universal intervention applies to all students, all staff, and all settings. The focus of the universal intervention is to prevent problems by defining and teaching consistent behavioral expectations across the school while also recognizing students for expected behaviors and appropriate behavior. (p. 256)

The purpose of the study describes the implementation process at Central Intermediate school. This includes the description of implementation fidelity of evidence-based practices from the leadership team and teacher implementation of universal expectations. The duration of the study was the first year of implementation. The intention of this chapter is to give detail to the research design and methodology of the study. First, the research questions are presented. Then an overview of approach and

design of the study is outlined. Finally, the description of how the data were collected and data analysis methods were taken is explained, followed by a summary.

Research Questions

The primary research questions are as follows:

1. To what extent has the Central Intermediate Leadership Team implemented evidence-based practices of universal expectations of SWPBS?
    a. Supported decision making with data.
    b. Supported student behavior with data
    c. Supported staff behavior with data.
2. To what extent are the teachers using the evidence-based practices from the SWPBS leadership team to implement the universal expectations with fidelity?
    a. Teaching identified behavior lessons in their classroom.
    b. Using common SWPBS language throughout the school day.
    c. Identifying positive student behaviors and rewarding the students with an incentive.
    d. Identifying student behaviors as minor or major challenging behaviors.

Design for the Study

The research questions were addressed through the use of a mixed methods research design. The mixed methods design as described by Mertens (2005) incorporates the use of both quantitative and qualitative methods to answer research questions. There are several different approaches a researcher may take in a mixed method approach. This study utilized the sequential explanatory strategy, "characterized by the collection and analysis of quantitative data in a first phase of research followed by the collection and

analysis of qualitative data in a second phase that builds on the results of the initial quantitative results" (Creswell, 2009, p. 211).

This study used a case study format. Creswell (2007) gave a description of a case study as an exploration of an issue to be studied through a case. This is a single instrumental case study where the researcher chooses one issue to focus on and one site to describe the issue (Creswell, 2007). The use of archival data and non-archival data described to what extent the teachers implemented SWPBS with fidelity.

The intent of this two-phase, sequential mixed methods study was used to assist in answering the research questions. The first phase was quantitative by collecting archival and non-archival data to be analyzed. Information from the first phase was explored further in a second qualitative phase. The second phase was qualitative by collecting archival and non-archival data collection to be analyzed. The reason for following up with qualitative research in the second phase was to better understand and explain the quantitative results (Creswell, 2009).

The use of a process or implementation evaluation was used to check the quality of SWPBS implementation at Central Intermediate school. According to Rossi, Lipsey, and Freeman (2004) "A stand-alone process evaluation might be appropriate for a relatively new program, for instance, to answer questions about how well it has established its intended operation and services" (p. 175). A required whole staff survey by SWPBS and another SWPBS evaluation tool was reviewed for description of the implementation process and the identification of evidence based practices. Central Intermediate's leadership team archival data were used to describe the process during the first year of the implementation of SWPBS.

Population and Sample

Central Intermediate school (pseudonym) faculty decided in May 2008 to become a SWPBS school. The first step toward implementation was taking a year to plan implementation schoolwide during the 2009-2010, and then fully implement SWPBS for the 2010-2011 school year. Central Intermediate was selected for the study because of their recent implementation of year one SWPBS in 2010-2011. The school's decision to plan for a prior year of implementation allowed for training, planning, data collection, and a SWPBS universal action plan to be designed before implementation.

Central Intermediate was selected from a district located in southwest Missouri that has 10 schools and a student population of 5,641; there are five elementary buildings kindergarten-fourth grade, two intermediate buildings grades fifth-sixth, one junior high grades seventh-eighth, and one high school grades ninth-twelfth. (State Education Department website, 2011). As a district, they did not meet AYP in the 2009-2010 or 2010-2011 school year (State Education Department website, 2011).

Central Intermediate demographics for the 2009-2010 school year included an enrollment of 501 students and a prominent ethnicity of 92.4% White, 0.8% Asian, 3% Black, 3% Hispanic, and 0.8% Indian. This year they had 31.6% of their students qualifying for free and reduced lunch. Central Intermediate did make AYP in 2009-2010 school year in communication arts, but they did not make AYP in mathematics (State Education Department website, 2011).

Central Intermediate demographics for the 2010-2011 school year portrayed an enrollment of 560 students and a continued prominent ethnicity of 92.1% White, 1.1% Black, 5% Hispanic, and 1.2% Indian. This year 38.8% of their students qualified for free

and reduced lunch. Central Intermediate did not make AYP in 2010-2011 in communication arts or mathematics (State Education Department website, 2011).

The population demographics have stayed fairly constant at Central Intermediate. This consistency assisted the researcher in choosing this school as a target population for the study. Mertens (2005) mentioned, "When the accessible population represents the target population, this establishes population validity" (p. 309).

Convenience sampling was used for the participants of the two focus groups and survey participants. The participants were readily available and volunteered their time to take part in the focus group (Creswell, 2005; Fink, 2009). The focus groups were a homogenous group focusing on teachers who implemented SWPBS practices. This met the suggested three criteria of Krueger and Casey (2009) who suggested focusing on the purpose of the study, choosing a homogenous audience, and being conscious of the budget when choosing participants for a focus group. The first focus group had nine participants, all of were fifth grade teachers. The second focus group had eight participants, all of whom were sixth grade teachers. The participant numbers constituted a focus group according to Krueger and Casey (2009). Convenience sampling was used for the survey participants (Mertens, 2005; Fink, 2009). The participants did volunteer to take the online self-administered survey.

Data Collection and Instrumentation

The first phase of data collection was the quantitative data in which archival and non-archival data were obtained through the school district. SWPBS surveys and office discipline referrals (ODRs) were used to gather information for the implementation process and evidence based practices. The second phase was the qualitative data for the

study, which was obtained through archival and non-archival data. The qualitative data were gathered by the use of focus group interviews with the fifth and sixth grade teachers, open-ended survey questions to teachers, document review, and interview with leadership team coach.

Archival Data

The approval of using the school's records was established through gaining permission from the central office of the district. The archival data of ODRs were retrieved from the School-wide Information System (SWIS) a web-based organizational tool used for schools to organize, manage, and report ODRs. The Self-Assessment Survey (SAS) was required annually for the whole staff; the School-wide Evaluation Tool (SET) was an onsite evaluation given by an outside evaluator rating the implementation of SWPBS at Central Intermediate. The Missouri SWPBS Emerging Phase Checklist (EPC) was a self-evaluation tool taken by leadership team members to assess the implementation progress of SWPBS.

Missouri SWPBS Emerging Phase Checklist (EPC). The purpose of the EPC (see Appendix A) self-evaluation is for leadership team members to identify areas of accomplishment and areas to be improved with the implementation of SWPBS. The EPC has 47-items for the leadership team to complete. The leadership team rates their experience by completing the EPC. The coach scores the self-evaluations. The rating scale of, in place, partially in place, and not in place, is given a point value. The coach used the point system to complete a team report to review by having a discussion of strengths and weaknesses of implementation of SWPBS practices. This assisted the team

in action planning for the future (Missouri Positive Behavior Support, 2010). The researcher received the EPCs addressing the team's implementation progress.

Self-Assessment Survey (SAS). Fink (2006) stated a way to make sure one has a reliable and valid survey is to use one someone else has prepared and demonstrated to be reliable and valid through careful testing. SAS (see Appendix B) was used to develop a school-wide action plan. The data assisted schools in decision-making, assessment of programs in the implementation of SWPBS, and increased self-awareness of behavior issues (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010). The data gave information of how the outcomes were identified by the leadership team. As an evaluation component of SWPBS, this survey was a requirement given at the end of each school year. The years of data analyzed consisted of three years. The first year was May 2009, which was the first year of agreeing to be a SWPBS. The second year was May 2010, which was the end of the first year of planning, and the third year was May 2011, which was the end of the first year of implementation.

The SAS survey included 46 questions which covered four sections: School-wide Systems with 18 questions, Non-classroom Settings Systems with 9 questions, Classroom Systems with 11 questions, and Individual Student Systems with 8 questions. Each section had two rating systems evaluating the current status of the designated area. First, the staff member marked one of three choices: in place, partially in place, or not in place. Second, the staff member marked from another three choices: high, medium, or low need for improvement. The results were tallied on a blank survey; each tally was counted in each section of the evaluation, percentage of each question was calculated, and then a bar graph was created to view the current status and the priority of need to begin planning an

action plan (Sugai, Horner, & Todd, 2000). The researcher received the results on a color-coded sheet. The percentage results were computed for each question. Safron (2006) found, using Cronbach's alpha for the eight subscales and total scale scores, that the total scale reliability had a current status of .85 and the total scale improvement was .94, which was moderate to high reliability. Current status subscale coefficient alpha levels ranged from .60 to .75, which was unacceptable to acceptable. There was a higher relation to internal consistency for improvement priority compared to current status (Safron, 2006).

School-wide Evaluation Tool (SET). The purpose of the SET (see Appendix C) was to evaluate a school implementing SWPBS each school year. The evaluation tool is to be conducted before SWPBS implementation, conducted 6-12 weeks after implementation, and annually after implementation. The results are used to assess SWPBS features in place, determine annual goals, evaluate on-going practices, create and revise practices, and note the growth of SWPBS from year to year (Sugai, Lewis-Palmer, Todd, & Horner, 2001).

An outside evaluator conducts SET. The school contacts the evaluator when they are ready to be evaluated. The school has to have several items in place before the evaluator can visit the school. The products the school needs to have ready are the discipline handbook, school improvement plan, SWPBS action plan, social skills instructional materials and time lines of when lesson will be taught, office discipline referral data, office discipline referral form, and any other related information (Sugai et al., 2001).

On the day of the SET, the evaluator has an implementation guide, scoring guide, and interview questions. The evaluator has 28 items; these items are broken into categories of how to retrieve the information, 6 questions deal with school created products to be visible, 2 questions deal with observations from the evaluator, 19 questions are based on interview questions, and 1 question is both product and interview based. The 28 items are broken into 7 areas, which are as follows: expectations defined, behavioral expectations taught, on-going system for responding to behavioral violations, monitoring and decision making, management, and district level support. The evaluator must interview at least 10 staff members, 15 students, and the administrator to complete the evaluation (Sugai et al., 2001).

The scoring of the SET has the evaluator score each item 0, 1, or 2, which is dependent on the criteria listed on the scoring guide. Each area is calculated and then a percentage is found. This percentage tells what the implementation is for each area. To find the total SET percentage for the all areas, first, all the areas are added and then divided to find the total SET percentage. The creators of the SET found high reliability, high test-retest reliability, and high construct validity (Sugai et al., 2001). The researcher received a copy of the scoring guide the outside evaluators scored Central Intermediate. Horner, Todd, Lewis-Palmer, Irvin, Sugai, and Boland (2004) used Cronbach's coefficient alpha to find the internal consistency reliability and found an overall alpha of .96, which was acceptable.

School-wide Information System (SWIS). The National Technical Assistance Center on Positive Behavioral Interventions and Supports (2010) described SWIS as "a web-based computer application for entering organizing, managing, and reporting ODRs

data for use in decision making by teachers, administrators, and other staff" (p.25). When a problem behavior occurs with a student or with a group of students, the teacher fills out an ODR. The ODR is turned in to the office. The principal then meets with the student to discuss the specific situation written on the ODR by the teacher. The principal records the incident into the SWIS database to be documented. This management tool allows the leadership team to see where and when students are obtaining ODRs. The ODRs are used as an indicator of school climate (The National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010). The researcher received copies of SWIS data called the Quick Big 5 Report from the 2010-2011 school year. The report was broken into five sections, specifically, average referrals per day per month, referrals by behavior, referrals by location, referrals by time, and referrals by student.

Central Intermediate's ODR (see Appendix D) form has five sections to the one page triplicate form. The first section has the following to be completed: name, date of previous referrals, grade, date of incident, time, classroom teacher, referred by, location of incident, and narrative of incident. The second section has the reasons for the referral by checking the behaviors that were reported in the incident. The third section has a box to choose from a checklist of possible motivations for the incident and record if anyone else was involved. The fourth section has a checklist to record the teacher's action taken prior to completing the ODR. In the fifth section the administrator records the type of disciple assigned to the student.

Non-archival Data

The approval to conduct research at Central Intermediate was done by permission from the building administrator. A letter was then sent to district's central office stating

the agreement between the researcher and building administrator to protect the identity of the school building and classroom teachers. The researcher conducted three forms of research that needed participant consent. First, the researcher conducted two focus groups with fifth and sixth grade classroom teachers. Second, an interview was conducted with the leadership team's coach. Third, an online survey was conducted with fifth and sixth grade classroom teachers.

Focus groups. The researcher conducted two focus groups. The first focus group was with nine fifth grade teachers, and the second focus group was with eight sixth grade teachers. Participants in the focus groups were interviewed using focus group procedures. The interviews consisted of a questioning route (see Appendix E) to ease the participants into descriptions and explanations (Krueger & Casey, 2009). The focus group interviews were used as feedback to the second research question. Feedback from the teachers gave insight to the implementation process and extent of SWPBS designated practices. The focus group interview was located at Central Intermediate to have a familiar and comfortable environment for the participants (Krueger & Casey, 2009). A tape recorder was used, which gave the researcher the ability to take field notes. Field notes (see Appendix F) were taken to contribute to the focus group interview by democratically viewing each person's viewpoint and not taking one person's view as the overarching view (Emerson, Fretz, & Shaw, 1995). The interview lasted about an hour with eight open ended questions. Following the focus group, the interview was transcribed.

Interview with leadership team coach. The interview with the leadership team coach was held at Central Intermediate in the leadership team coach's classroom to allow for the participant to feel at ease. The interview was recorded to allow the interviewer to

focus on the participant. The planning coach signed the consent letter and was made aware the interview could be stopped at anytime (Merten, 2007). Some of the interview questions (see Appendix G) were open-ended dealing with the implementation process and some of the questions were opinion questions of the leadership team coach's perception of staff behavior toward implementation of the implementation process.

Self-Assessment of Contextual Fit in Schools-Revised (SACFS-R). This assessment tool was originally created as an interview. For the purpose of this study, the researcher changed the interview format to a survey format. There were only slight modifications. Horner, Salentine, and Albin (2003) created this interview tool, "The purpose of this interview is to assess the extent to which the elements of a behavior support plan fit the contextual features of your school environment" (p. 1). The purpose of this interview has not changed for this study; the format has changed from interview to a survey format. The interview has 16 questions with a rating scale from strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree.

The researcher modified the survey by adding in 11 questions that were school specific practices. There were 27 questions in all and eight categories to the SACFS-R (see Appendix H). The categories were knowledge of elements in the behavior support plan, skills needed to implement the behavior support plan, values consistent with elements of the behavior support plan, resources available to implement the plan, administrative support, effectiveness of behavior support plan, behavior support plan in the best interest of the students, and the behavior support plan efficient to implement. The Horner's et al. (2003) rating scale was used in the modified survey of the participants.

The researcher used an online survey tool, called Survey Monkey, for participants to record their responses. Survey Monkey calculates the results into a Microsoft Excel spreadsheet to export into Statistical Package for the Social Sciences (SPSS) program.

Generalizability, according to Mertens (2005), is "the researcher's ability to generalize from the sample to the population from which it was drawn" (p.4). The SACFS-R had closed-ended survey questions and open-ended survey questions. The responses from both types of questions were compared to assist in generalization of the participants experience with the implementation of SWPBS

Human Subject Protection

A one page typed cover letter (see Appendix I) was sent directly to the district superintendent and participating building principal to keep them both involved in the study. Once the administration from the school agreed to participate in the study the researcher explained the study and reassured them their answers would remain confidential and would only be used for this study. A consent letter was given to the focus group participants (see Appendix J), interview participant (see appendix K), and survey participants (see Appendix L) of the participating school. The consent letter informed the participants of the basis of the study, their rights as participants, and contact information of the researcher. Through the consent letter, the participants were made aware of the focus group interview allowing them to have confidentiality (Creswell, 2009). This project was reviewed and approved by the University of Missouri-Columbia Institutional Review Board (IRB). The IRB believes the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights.

Data Analysis

Creswell (2009) described data analysis as having a deeper understanding and representing data into a larger meaning. The use of descriptive statistics was used to describe the quantitative data (Mertens, 2003). Codes, patterns, and themes were also used to describe the qualitative data. The use of these two data analysis techniques allowed for the following plan to address the two research questions.

Research Question One

To determine the extent Central Intermediate's leadership team implemented evidence-based practices of universal expectations of SWPBS the use of document review of the archival data was utilized, along with the non-archival data of the interview of leadership team coach. Utilizing the quantitative data and qualitative data allowed for the researcher to better understand and describe the implementation process and the identification of the practices. The sequential explanatory strategy had the researcher analyze quantitative data first then qualitative data (Creswell, 2009).

Quanitative Analysis. The EPC results, SAS results, SET results, and ODR data were organized in chronological order by the date of the evaluations. The data from each evaluation were analyzed by using SPSS to find the frequencies and percentages of relevant items. The frequencies and percentages allowed for the determination of the extent the leadership team implemented evidence-based practices using data.

Qualitative Analysis. An interview with the leadership team coach was used in addition to the archival data. The leadership team coach gave the researcher the perception of how data were used to support decision making in the implementation process, decision making with student behavior, and decision making with staff behavior.

The leadership team coach interview was transcribed for the highest level of analysis. The transcripts were analyzed to capture detail (Krueger & Casey, 2009). The leadership team coach interview was coded by applying open coding and axial coding. Open coding gave the researcher the ability to break down the data into parts, examine, and compare for similarities and differences (Mertens, 2005). Open coding then allowed for axial coding. Axial coding made available the data to begin to fit into categories to formulate connections (Mertens, 2005).

Question Two Research

To determine the extent the teachers used the designated practices from the SWPBS leadership team to implement the universal expectations with fidelity, the use of the two focus groups and SACFS-R survey data were utilized. The uses of quantitative and qualitative methods were used to elaborate and describe the findings for research question two. The analysis of quantitative data was completed first, then the analysis of qualitative data to expand on the findings of the quantitative data.

Quantitative Analysis. The first section had seven sub-sections of the SACFS-R survey. The data were analyzed by using SPSS. Descriptive statistics described the characteristics common to the sample through the use of numerical data (Mertens, 2005). Descriptive statistics analysis used frequency and percentage analysis in the seven sub-sections. Frequencies and percentages were determined for the participants knowledge of SWPBS, their perception of SWPBS, and perception of the school's ability to support them implementing SWPBS.

Qualitative Analysis. The second section of the SACFS-R was analyzed. The open-ended responses were organized. Themes were organized from the data (Mertens,

2007). These themes were then compared with the themes from the focus groups and leadership team coach interview. This assisted the researcher in forming an understanding of the extent of the teachers' implementation fidelity of SWPBS.

The two focus groups data were transcript-based and supplemented with field notes for accuracy (Krueger & Casey, 2009). Reviewing the field notes assisted in developing concepts and insights from the focus group (Emerson, Fretz, & Shaw, 1995). The focus group transcripts began with open coding, which the data were broken down into parts and compared for similarities and differences. The researcher began using axial coding to begin connections and relationships about implementation fidelity (Mertens, 2005).

Role of the Researcher

The researcher has had prior first hand experience with SWPBS. The first encounter for the researcher with SWPBS was at a rural elementary school as an employee. The employment with the school was for three years as a primary grade teacher. The last year of employment was the first year of implementation of SWPBS at the rural elementary school. The researcher was not on the leadership team at the rural elementary school, but did become familiar with SWPBS strategies during this time. The employment at a nearby district allowed for the researcher to be on Central Intermediate's SWPBS leadership team. Knowing the process of implementation gave the researcher some bias. Attending SWPBS summer conferences also gave the researcher an inside perspective of other schools' processes with implementation. The interpretation of the data by the participants helped ensure accuracy of the study (Creswell, 2009).

Trustworthiness

The following strategies were practiced to ensure creditability, dependability, transferability, and confirmability. The collection from multiple sources included the focus group interviews, field notes, interviews, and document reviews (Creswell, 2009). Member checks were done after the focus group by summarizing what was said. The member check also incorporated the draft of the research for the SWPBS leadership team to review (Mertens, 2005). The use of progressive subjectivity was practiced with researcher's dissertation advisor. This practice allowed the researcher to discuss the findings with an objective opinion to keep the researcher unbiased from previous experience (Mertens, 2005).

Summary

This chapter presented a brief background of the federal policies of *NCLB of 2002* and *IDEA of 2004* requiring schools to raise student achievement for all students. SWPBS has been recognized by *IDEA* as being a scientifically based research method to help ensure student achievement for all students. *IDEA* recognized SWPBS as a proactive and preventive system to assist in managing the behaviors for all students. SWPBS is a three tiered intervention system. The system has four elements for schools to use which are to identify measurable academic and behavior outcomes, decide on evidence-based practices, use data to evaluate practices, and have system supports.

The study had two research questions. The first question addressed to what extent Central Intermediate leadership team implemented evidence-based practices and the second question addressed to what extent the teachers used the evidence-based practices from the leadership team. The design of the study was a mixed method approach to

answer the research questions by utilizing a case study format. The participants were from Central Intermediate a fifth and sixth grade building with the participants being the leadership team coach, fifth grade teachers, and sixth grade teachers.

The data was collected in two parts. The first part was the archival data, which consisted of ODRs organized through SWIS records and Central Intermediate's SWPBS evaluation tools: SAS, SET, and the EPC. The second data collection part was non-archival data were two focus groups were conducted with fifth grade teachers and sixth grade teachers, interview with the leadership team coach, and SACFS-R a online survey. The data analysis was organized by research questions. The two research questions used both quantitative and qualitative analysis depending on the data analyzed. The first research question used quantitative analysis to find the frequency and percentages of the SWPBS evaluation tools and ODR. The interview with the leadership coach had the researcher use qualitative analysis to find codes and connections to the research question. The second research question used quantitative analysis to find the frequencies and percentages from the SACFS-R survey. Qualitative analysis was used to for the open-ended questions of the SACFS-R survey along with the two focus groups of the fifth grade teachers and sixth grade teachers.

The researcher had prior experience with SWPBS by attending two summer conferences designated for SWPBS practices. The use of multiple data sources to ensure trustworthiness was practiced in this study. Member checks of the focus groups and interview transcriptions were done to make certain participants agreed.

CHAPTER FOUR

RESULTS

Introduction

Many schools around the U.S. are experiencing an impact from increased problem student behavior. Also these schools experience the pressure to perform at an exceeding high level to make adequate yearly progress (Simonsen, Sugai, & Negron, 2008). Schools across the U.S. have been implementing School-wide Positive Behavior Supports (SWPBS) as an intervention to assist meeting the needs of students by using evidence-based practices based from data to improve school climate (Simonsen, Sugai, & Negron, 2008). There is a need for more research to understand what schools are doing to implement evidence-based practices with fidelity (Cohen, Kincaid, & Childs, 2007; Horner, Sugai, & Anderson, 2010).

The purpose of this study was guided by two research questions. The first question was to determine the extent Central Intermediate Leadership Team implemented evidence-based practices of universal expectations of SWPBS. The researcher reviewed archival data and interviewed the leadership team coach to determine the extent the leadership team, (a) supported decision making with data, (b) supported student behavior with data, and (c) supported staff behavior with data. The second research question was to determine the extent the teachers at Central Intermediate used the evidence-based practices from the SWPBS leadership team to implement the universal expectations with fidelity. To attain information, the researcher had two focus groups, one with the fifth grade teachers and another with the sixth grade teachers. An anonymous online survey also allowed for the classroom teachers' perceptions to be reported about how they

participated with the following: (a) taught identified behavior lessons in their classrooms, (b) used common SWPBS language throughout the school day, (c) identified positive student behaviors and rewarded the students with an incentive, and (d) identified student behaviors as minor or major challenging behaviors.

Central Intermediate a fifth grade and sixth grade school was chosen for this study specifically for the recent implementation of SWPBS in the 2010-2011 school year. The leadership team used the 2009-2010 as a planning year before implementing SWPBS at Central Intermediate. A mixed methods design was utilized by obtaining the leadership team's archival data of SWPBS evaluations and Central Intermediate's office discipline referrals (ODRs). Convenience sampling was practiced in this study. The participants in this study were the leadership team coach, all eight fifth grade teachers, and all seven sixth grade teachers from Central Intermediate. The leadership team coach was interviewed and the 15 classroom teachers participated in a focus group designated by grade level along with 100% of teacher participation in an anonymous online survey.

In this chapter, the research findings are presented. The findings are reported by research questions. Each research question has three parts: quantitative, qualitative, and integrated findings. The researcher used descriptive statistics by using the statistical software SPSS version 17.0 to find frequencies and percents for quantitative analysis. Also, the use of an online chi-square calculator (Physics, 2012) was utilized depending on the data. The qualitative data were coded to make connections. A summary concludes the chapter.

Research Question One

Research question one looked at the extent Central Intermediate Leadership Team implemented evidence-based practices of universal expectations of SWPBS. The researcher was given permission by the Central Intermediate principal to review the archival data. The archival data consisted of SWPBS evaluations and office discipline referrals (ODRs). Depending on the SWPBS evaluation, the researcher had one or two years of data from 2009-2010 school year, 2010-2011 school year, or both school years. The ODRs were only from the 2010-2011 school year.

Quantitative Findings

The researcher used research question one to guide the extent Central Intermediate Leadership Team implemented evidence-based practices. For this question to be fully addressed the researcher had three sub-categories for research question one. The first was how the leadership team supported decision making with data. The second was how the leadership team supported student behavior with data. The third sub-category was how the leadership team supported staff behavior with data. These three sub-categories are analyzed in the following sections.

Supported decision making with data. The 2009-2010 and 2010-2011 Team Implementation Checklist (TIC) was used to identify the extent the leadership team used to support their decision making with data. The leadership team completed the TICs together and turned in one evaluation for Central Intermediate Leadership Team. The TIC had three choices for the leadership team to choose from, "Not Started," "In Progress," and "Achieved." The statement on the TIC asked the leadership team to rate their perception of summarizing existing school discipline data. The rating the leadership team

gave themselves was “In Progress” in November 2009 for summarizing school discipline data. In May 2010, the leadership team responded to the same TIC question about the leadership team summarizing existing school discipline data and the leadership team rated their implementation as “Achieved.” The leadership team took the TIC again in February 2011 and responded “Achieved” for summarizing school discipline data.

The School-wide Evaluation Tool (SET) was an evaluation tool used by an outside evaluator to rate the implementation of Central Intermediate on March 25, 2011. The evaluator rated the leadership team from three choices “0” not in place, “1” in the planning phase, or “2” as having a documented system in place for teaching behavioral expectations yearly. The leadership team received ratings of “2” for completing this documentation (Table 1).

The SET evaluator rated if an ongoing system for rewarding student behavior was in place at Central Intermediate. The response choices for the SET evaluator were “0,” “1,” or “2.” The leadership team received a rating “2” for having an ongoing system for rewarding student behavior (Table 1).

The implementation of having a documented system for rewarding student behavior in place was rated by the SET evaluator. The SET evaluator response choices were “0,” “1,” or “2.” The leadership team was rated a “2” for having a system for rewarding student behavior in place (Table 1).

The SET evaluator reviewed if Central Intermediate had a documented system for reporting behavioral violations. The SET evaluator had two choices to rate “0,” “1,” or “2.” The leadership team received a “2” rating for having documented system in place (Table 1).

The ODR form was evaluated by the SET evaluator to assess if it had the following items: student/grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation, and administrative decision. The evaluator had the choices of "0-3", "4-6," or "7-9." The leadership team received the highest rating of "7-9 items" as listed on the ODR form (Table 1).

Table 1

SET Results for Expectations Taught, System for Rewarding Behavior, System for Reporting Behavior, and ODR Form Features

	Frequency	Rating
Behavior Expectations Taught	1	2
System for Rewarding Behavior	1	2
System for Reporting Behavior	1	2
ODR Form Features	1	7-9 items

Note. Rating 2 means a documented system in place.

The leadership team in November 2009 was beginning to summarize ODR data. By May 2010, the leadership team increased the use of ODR data and sustained the use of reviewing ODRs. A SET evaluator reviewed the implementation process at Central Intermediate and found there were many evidence-based practices in place, such as, student behaviors being taught, a system in place to reward student behavior, a system for reporting behavior, and ODR form having identifying features.

Supported student behavior with data. Central Intermediate made use of the online tool SWIS in the 2010-2011 implementation school year. The principal used SWIS to create a monthly report. The report had the average referrals per day per month,

problem behaviors, location, time, and referrals by student. In the 2010-2011 school year, there were 173 ODRs. Figue 1 reports the dates and frequencies of the ODRs on the designated day. From August to December, there were 47 date entries with 101 ODRs total during those months. For the months January to May, there were 42 date entries with 72 ODRs. The two highest months for the 2010-2011 school year with ODRs recorded were September, at 40 ODRs, and November, at 38 ODRs. For the school year, there were 47 date entries with only one ODR reported and 42 date entries with more than ODRs reported.

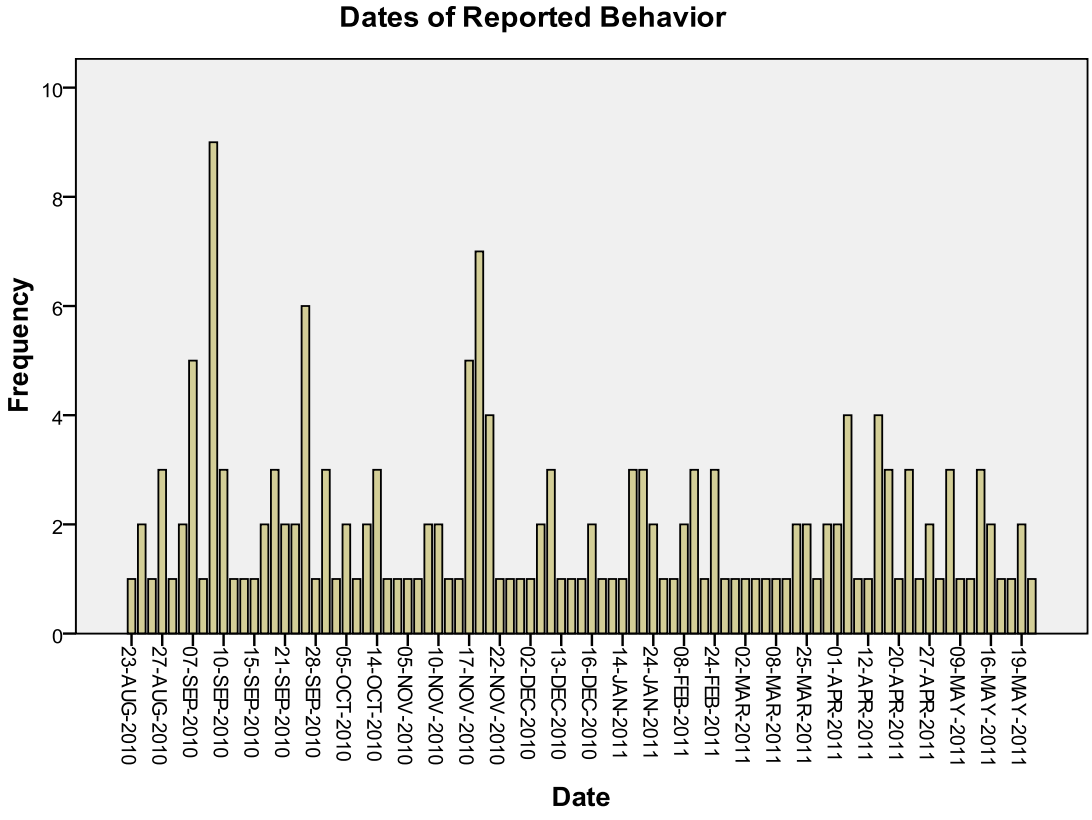


Figure 1. Dates of ODRs at Central Intermediate during the 2010-2011 school year

Table 2 illustrates the problem behaviors of Central Intermediate in 2010-2011. SWIS has a list of problem behavior choices for the principal to choose from to record

the ODR in SWIS. The problem behaviors are listed in order of frequency and tell the frequency and percent of each behavior. The two highest problem behaviors were disrespect at 25.4% and physical aggression at 18.5%.

Table 2

ODRs by Problem behaviors of 2010-2011

Problem Behavior	Frequency	Percent
Disrespect	44	25.4
Physical Aggression	32	18.5
Inappropriate Language	23	13.3
Other	23	13.3
Disruption	13	7.5
Harrassment	11	6.4
Forgery/Theft	6	3.5
Lying	6	3.5
Property Damage	5	2.9
Inappropriate Affection	3	1.7
Fighting	2	1.2
Technology	2	1.2
Drugs	1	0.6
Gang Display	1	0.6
Weapons	1	0.6

Table 3 reports the location of the problem behavior in 2010-2011. The frequency and percent are recorded for each location. The bus had the highest location where

problem behavior occurred, at 42.8%, followed by the classroom with second highest location at 29.5%.

Table 3

Location of Problem Behavior 2010-2011

Location	Frequency	Percent
Bus	74	42.8
Classroom	51	29.5
Cafeteria	17	9.8
Playground	11	6.4
Gym	6	3.5
Hallway	6	3.5
Bathroom	3	1.7
Off-Campus	2	1.2
Art	1	1.6
Computer	1	1.6
Other	1	1.6
Total	173	100.0

Figure 2 displays the time of day the problem behavior happened for 2010-2011. Central Intermediate dismisses at 2:25. The highest frequencies for problem behaviors are reported after school. The times recorded for highest rate for ODRs are 2:30 PM and 3:00 PM. This corresponds with the location of the problem behavior with the highest percentage of ODRs on the bus.

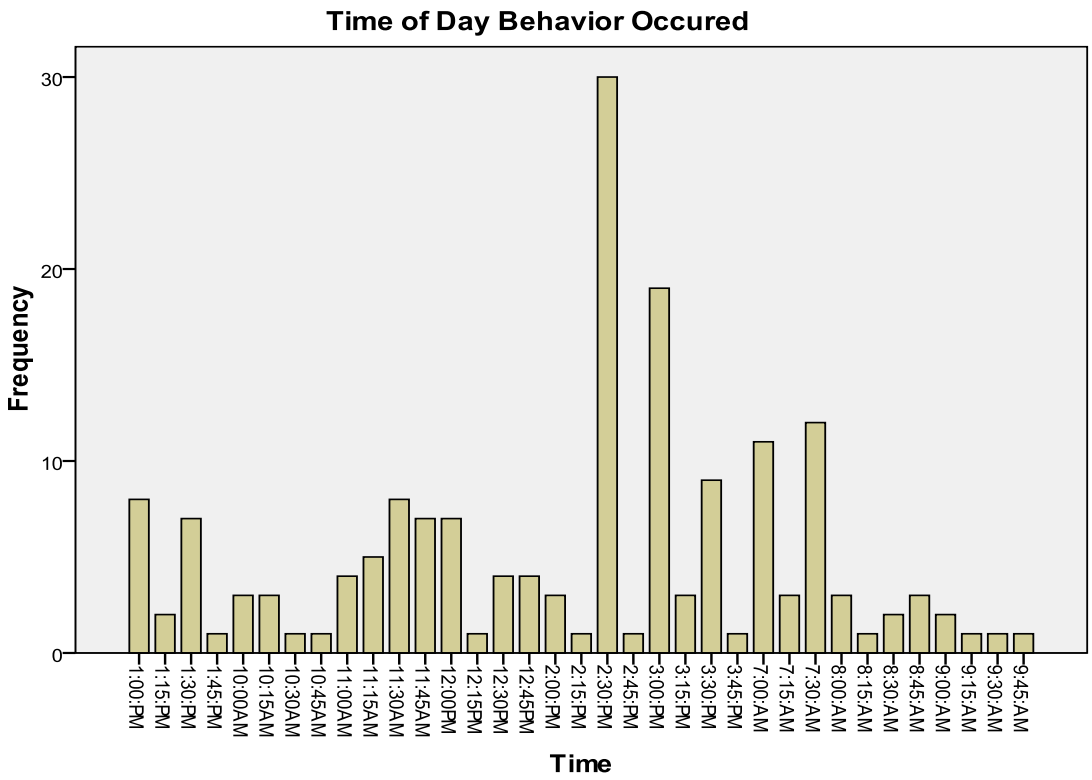


Figure 2. Time of day the ODRs are reporting problem behavior in 2010-2011

There were 11 students who received four or more ODRs in 2010-2011. At Central Intermediate, three students received four ODRs, two students received five ODRs, one student received seven ODRS, two students received eight ODRs, two students received 11 ODRs, and one student received 12 ODRs. The 11 students made up 27.2% percent of the ODRs at Central Intermediate during the 2010-2011 school year. The leadership team had the online tool SWIS to interpret ODRs by reports given to them by the principal. The reports had ODRs broken down by average referrals per day per month, problem behaviors, location, time, and referral by student.

Supported staff behavior with data. The SWPBS evaluation tool called the Self-Assessment Survey (SAS) was analyzed to distinguish the extent the leadership team

used data to support staff behavior. In May 2010, the school year before implementation, the whole school staff took the SAS to record their perceptions of Central Intermediate. At the end of the SWPBS 2010-2011 implementation year, the staff took the SAS in May 2011 to record their perceptions of Central Intermediate. The staff had the choice of three choices "not in place," "partial in place," or "in place." Illustrated in Table 4 is the faculty's perception of stated student expectations in May 2010. The table shows the faculty's perception as "partial in place" at 39.5 % and "in place" at 60.5%. The faculty's perception of stated student expectations in May 2011 was "in place."

Table 4

SAS Results from May 2010 and May 2011on Student Expectations, Behaviors Taught, Expected Behaviors Taught, and Office and Classroom Managed Behaviors

SAS Question	Not In Place	%	Partial in Place	%	In Place	%
Stated Expectations: 2010	0	0.0	17	39.5	26	60.5
Stated Expectations, 2011	0	0.0	0	0.0	36	100.0
Behavior Taught: 2010	1	2.2	21	46.7	22	48.9
Behavior Taught: 2011	0	0.0	1	2.8	35	97.2
Behavior Rewarded: 2010	5	11.1	25	55.6	13	28.9
Behavior Rewarded: 2011	0	0.0	0	0.0	36	100.0
Office/Classroom: 2010	6	13.3	23	51.1	14	31.1
Office Classroom: 2011	0	0.0	6	16.7	30	83.3

The results of the stated expectations for May 2010 and May 2011 were compared using an online chi-square calculator (Physics, 2012). The May 2010 frequency only used the "partial in place" and "in place" frequencies, because there were no staff ratings for "not in place." A significant relationship was found (chi-square (1) = 18.1, $p < .001$). The frequency in May 2011 has all staff reporting "in place," which is different from May 2010. In May 2010, 17 staff reported "partial in place" and 26 staff reported "in place."

The SAS in May 2010 reported the results of the staff perceiving the status of taught behaviors illustrated in Table 4, as one staff person reported this as "not in place," 21 staff reported this as "partial in place," and 22 staff members reported this as "in place." In May 2011, the staff reported results for the status of taught behaviors as one staff person reported as "partially in place" and 35 staff reported as "in place".

A chi-square test of independence was calculated using an online calculator (Physics, 2012) comparing the frequency of staff perceptions of behaviors taught for the May 2010 SET results and the May 2011 SET results. The "not in place" and "partial in place" were combined together for analysis. A significant relationship was found (chi-square (1) = 21.6, $p < .001$). The May 2010 SAS results were different, specifically in May 2011 by only one staff member reporting a "partial in place" and rest of the staff reporting "in place."

The SAS revealed in May 2010, the Central Intermediate staff perception of rewarding expected behaviors illustrated in Table 4, as five staff members reported "not in place," 25 staff members reported "partial in place," and 13 staff members reported "in place". In May 2011, all 36 staff members reported "in place".

To calculate a categorical comparison between perceptions of rewarding expected behavior for May 2010 and May 2011, an online chi-square calculator (Physics, 2012) was used. The ratings results of "not in place" and "partial in place" were merged together for analysis. A significant relationship was found (chi-square (1) = 40.5, $p < 0.001$). The frequency in May 2010 is significantly different from May 2011. In May 2010, most of the staff reported "partial in place," and in May 2011, all staff reported "in place."

In May 2010, the SAS data revealed the staff perception of office managed versus classroom managed behaviors illustrated in Table 4. Six staff members felt this was "not in place," 23 staff thought "partial in place," and 14 reported this was "in place." In May 2011, six staff members felt this was "partial in place" and 30 staff members reported as "in place."

A chi-square test of independence was calculated comparing the frequency of staff perceptions of office managed and classroom managed behaviors in May 2010 and May 2011. The rating results of May 2010 "not in place" and "partial in place" were combined for analysis. A significant relationship was found (chi square (1) = 20.5, $p < 0.001$). The difference in May 2010 to May 2011 was by the frequencies recorded by staff. Specifically, in May 2011, no staff reported "not in place," a few staff reported "not in place," and over half the staff reported "in place."

Summary

The quantitative data of research question one used the statistical software SPSS. An online chi-square calculator (Physics, 2010) was used for a portion of the quantitative data to report the findings of the extent the leadership team supported staff behavior with

data. The TIC and the SET were analyzed to report quantitative findings for how the leadership team supported decision making with data. The TIC revealed the leadership team perceived they had progressed in the way they summarized school discipline data.

The SET ratings disclosed the SET evaluator's perception of implementation at Central Intermediate. The SET evaluator recorded the leadership team with either a "yes" or "no" rating. The leadership team received all "yes" ratings for implementation at Central Intermediate

The 2010-2011 ODRs were analyzed to communicate the extent the leadership team supported student behavior with data. The use of the online tool SWIS was used by the principal to communicate to the leadership team ODRs for the month. The ODRs were broken into categories for the leadership team to review.

The SWPBS evaluation tool called the SAS was analyzed to discover the extent the leadership team supported staff behavior with data. There were four SAS questions compared that showed staff rating differences. The May 2010 and May 2011 SAS staff perceptions were recorded by frequencies and percentages. Utilizing the chi-square online calculator (Physics, 2012) found significance between SAS May 2010 ratings and May 2011 ratings indicating significantly higher proportions of "in place" ratings for May 2011.

Qualitative Findings

The researcher was able to ask the leadership team nine questions about the 2010-2011 SWPBS implementation year at Central Intermediate. The interview with the leadership coach was tape recorded and transcribed to allow for coding. The researcher used open coding to start, then began grouping comments together, which led to axial

coding. The researcher met with the leadership team coach at her school building in her classroom. The interview was tape recorded and transcribed for detail and accuracy.

Supported decision making with findings. The leadership team coach was asked what data the leadership team use to support decision making. She responded, "We looked at office discipline referrals to see our problem areas and where to focus." The use of SWIS in 2010-2011 was mentioned as a tool used by the principal to assist in getting ODRs to the leadership team for planning. The use of the TIC was a data resource the leadership team incorporated for decision making. The leadership team coach stated, "The TIC is also another survey that we take, which gives us data. It drives our decisions as far as what we need to focus on or what we feel like we're doing well, and what we feel we still need to work on." She went on to share how the TIC is used for future planning and the SET evaluator who visited Central Intermediate in March 2011 reviewed the leadership team's results of the TIC focusing on the what the leadership team saw as things they did well and what items on the TIC were no yet implemented.

Supported student behavior with data. The leadership team made use of ODRs to review at monthly meetings. The leadership team coach stated, "We targeted our problem areas in our building and then we addressed certain issues that we wanted to be our expectations in those areas." She continued to share, "We wanted the lessons to cover the things that we felt like our expectations were asking of our students."

Supported staff behavior with data. The leadership team coach stated, "We have a lesson plan schedule and it's got the name of the lesson for the week that should be taught with a line after that and once you've taught it you initial it and date it." The teachers have the option of turning in the lesson plan sheet. If they turn in the sheet they

are given a gift certificate, but the return rate of lesson plan sheets are about 50%. This led the leadership team to speak with grade levels during their Friday afternoon collaboration time. The leadership team coach shared, “Conversations with our staff about what areas they would like to see addressed. Just because they don’t show up on an office discipline referral, they know what areas as a teacher should be addressed.”

The leadership team coach was asked how the leadership team knew classroom teachers were rewarding expected behavior. She stated, “The amount of SOAR cards (incentive) that get turned in and it’s obvious you can look at the cards and see that they are being signed quite often. There are a lot of them that get turned in.” Teachers are asked at the end of every quarter to fill out a slip stating they have signed SOAR cards. Filling out the slip is optional. If a staff members turns in a slip their name is put into a drawing and three names are pulled and they receive a gift certificate. The leadership team coach shared, “About 80% of teachers turn in a slip they have signed SOAR cards.”

The leadership coach was asked to describe how the decision of office managed and classroom managed was decided upon at Central Intermediate. Central Intermediate does use the terminology of “major behaviors” and “minor behaviors.” The leadership coach shared, “We started with having an extensive conversation with the principal about what she saw get reported as ODRs. We brought this to the whole faculty to make a list of what is a major and what is a minor and narrowed it down.” She elaborated, “Some very clearly majors, some very clearly minors and then in collaboration we took a couple of collaborations to have conversations and voted. This was a longer process than other stuff we made decisions about.”

Summary

Research question one was analyzed with qualitative analysis. The data were from an interview with the leadership team coach. The interview with the leadership coach was used to give support to the quantitative findings for research question one. The researcher asked the leadership team coach nine open-ended questions. The responses were coded by the researcher and reported in the qualitative findings.

The use of the TIC was a way of providing information to the leadership team of what areas needed more development or what needs to continue. The online SWIS tool aided the principal in reporting ODRs to the leadership team. The summarizing of ODRs throughout the year was a way the leadership team used to target behaviors for lessons.

The leadership team reviewed ODRs monthly. The focus of reviewing the ODRs monthly was to target problem areas at Central Intermediate. The leadership team used the problem areas in their decision making to address certain issues. The expectations the leadership team decided were then shared with classroom teachers in the form of a behavior lesson to teach to their students.

The classroom teachers were given a lesson plan schedule from the leadership team. If the teacher turned in their lesson plan schedule signed identifying they had taught the lessons they were given a gift certificate. Turning in the signed lesson plan schedule was optional for the teacher. The leadership coach reported they only received "50 %" of the lesson plan sheets back from the teachers. With the low percentage of returned lesson plans, the leadership team decided to speak with grade level teachers during their weekly collaboration time to determine what student behaviors should be addressed.

The teachers had the option to sign a slip of paper identifying if they rewarded students with SOAR signatures. The return rate of signed teachers' slips for signing SOAR cards was about 80%. The teachers' names were then put in a drawing with three names chosen to receive a gift certificate.

The decision making process for assigning behaviors as major and minor started with speaking to the principal. The leadership team conversed with the principal about ODRs turned into the office. This conversation led to speaking with the faculty to make a list. The list was then revisited several times with the faculty to make a decision on the final list.

Integrated Findings

Research question one used both quantitative data and qualitative data to report findings. The use of SWPBS evaluations was analyzed along with Central Intermediate's ODRs to examine the extent the Central Intermediate's Leadership Team used evidence-based practices. This section will incorporate both quantitative findings and qualitative findings for research question one.

Supported decision making with data. The use of the TIC was incorporated as a tool for the leadership team to review progress. The TIC also was used to assist in creating the leadership team's action plan of implementation. Central Intermediate's implementation progress was rated by an outside evaluator in March 2011. The evaluator reported back to the leadership team they had received 100% on the SET evaluation, meeting the highest rating for each question. According to the leadership team coach, the SET evaluator reviewed the TIC evaluations to examine the leadership team's progress. The leadership team used fidelity to support decision making with data.

Supported student behavior with data. The use of SWIS assisted the principal in reporting ODRs to the leadership team. The leadership team used the ODRs to review the location, type of behavior, time of day, date, and student frequency to support their planning of student expectations. The expectations decided on by the leadership team were then used to plan lessons. The leadership team used fidelity to support student behavior with data.

Supported staff behavior with data. The SAS was used to allow the staff to share their perception of Central Intermediate. The SAS recorded the staff as rating themselves for taught behaviors in May 2011 as one staff person rating "partial in place" and 35 staff rated "in place". The use of the chi-square test of independence showed significance from the May 2010 to May 2011. The leadership coach reported about 50% of teachers turn in an optional lesson plan form stating they had taught lesson plans. The low percentage of return had the leadership team communicate with teachers during their collaboration time to ask them what they saw as areas of need. Another rating from SAS in May 2011 found all staff perceived themselves as rewarding expected behaviors. This showed significance from the May 2010 SAS to the May 2011 SAS by using the chi-square test of independence. The interview with the leadership coach revealed 80% of teachers returned an optional form stating they had signed SOAR cards for expected behaviors. The leadership team also asked the staff to help create a list of minor and major challenging behaviors. The staff decided on a list after several discussion sessions of revising the list. The leadership team used fidelity to support staff behavior with data.

Research Question Two

Research question two was to determine what extent the teachers used the evidence –based practices from the leadership team. This research question focused on the teachers teaching behavior lessons, the teachers use of SWPBS language throughout the school day, identification of positive student behaviors and rewarding the students with an incentive, and the teachers identifying student behavior as minor or major behaviors. The eight fifth grade teachers and seven sixth grade teachers at Central Intermediate were asked to take an anonymous online survey centralized around the 2010-2011 implementation of SWPBS in March 2012. The survey was called Self-Assessment of Contextual Fit in Schools-Revised (SACFS-R). The researcher used the website Survey Monkey to organize the questions and collect responses. The researcher e-mailed an internet link to the participants and the responses were recorded on the Survey Monkey website.

Quantitative Findings

The guiding question of research question two was to report on the extent the teachers used evidence-based practices with fidelity. The researcher had four sub-categories to assist in reporting the information for research question two. The first sub-category was examining if teachers teach behavior lessons in their classroom. Next, do teachers use common SWPBS language throughout the school day? Third, are teachers identifying positive student behaviors and rewarding the students with an incentive? Lastly, do teachers identify student behaviors as minor or major challenging behaviors.

Teaching identified behavior lessons in their classroom. A question asked on the March 2012 SACFS-R survey was about teaching the weekly behavior lesson. Classroom

teachers were to rate their perception about teaching the weekly behavior lesson. The answer choices the participants had to choice from were strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, and strongly agree. Table 5 illustrates the teachers had various responses to this question. The extent the teachers are teaching the evidence-based practice of teaching behavior lesson plans are varied. The teachers identified they mostly agree with teaching identified behavior lessons in their classroom.

Table 5

Self-rating of Weekly Lesson Plan Taught (SACFS-R)

Rating	Frequency	Percent
Moderately Disagree	3	20.0
Slightly Disagree	1	6.7
Slightly Agree	3	20.0
Moderately Agree	5	33.3
Strongly Agree	3	20.0

Using common SWPBS language throughout the school day. The teachers were asked three questions to encompass their perception of using SWPBS language throughout the school day. The first question asked them to record if they perceived themselves as referring to the SOAR matrix at appropriate times to reinforce student behavior. Table 6 illustrates all 15 teachers rated their perception along the scale of agreement of either “slightly,” “moderately,” or “strongly.” The second question asked the teachers if they verbally praised students for following the SOAR matrix. Illustrated

in Table 6, the majority of teachers agreed "moderately" or "strongly" with verbally praising students. The third question asked the teachers to rate if they corrected students by restating the SOAR expectations and stating the appropriate replacement behavior. Table 6 illustrates over half the teachers perceived themselves as "moderately agree" for restating the SOAR expectations. The teachers at Central Intermediate are using the common SWPBS language. The extent the teachers are using common SWPBS language overall has teachers in a form of agreement of using common SWPBS language.

Table 6

SACFS-R Questions Related to the SOAR Matrix: Referring, Verbally Praising Students, and Restating and Correcting

SACFS-R Question	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
Referring to SOAR	0 (0.0%)	4 (26.7%)	3 (20.0%)	8 (53.3%)
Verbally Praising	0 (0.0%)	1 (6.7%)	5 (33.3%)	9 (60.0%)
Restating/Correcting	1 (6.7%)	3 (20.0%)	8 (53.3%)	3 (20.0%)

Note. Frequency is given and in ( ) is percent.

Identifying positive student behaviors and rewarding the students with an incentive. The SACFS-R survey asked the teachers if they praised students by following the SOAR matrix and signed student SOAR cards. Illustrated in Table 7, all the teachers perceived themselves in some form of agreement to signing SOAR cards. Almost half the teachers "strongly agree" to signing SOAR cards. Central Intermediate teachers are identifying positive student behaviors and rewarding the students. The extent teachers are

identifying positive student behaviors and rewarding the students with an incentive are high, with all teachers in agreement of some form.

Table 7

Self-rating of Signing SOAR Cards for following the SOAR Matrix

Rating	Frequency	Percent
Slightly Agree	1	6.7
Moderately Agree	7	46.7
Strongly Disagree	7	46.7

Identifying student behaviors as minor or major challenging behaviors. The SACFS-R survey asked the teachers if they understood the meaning of the major and minor behaviors. The teachers responded (as Table 8 illustrated) with one teacher in disagreement and the other teachers in some form of agreement with identifying student behaviors as minor or major behaviors. Over half of the teachers with 66.7% rated they "strongly agree" with understanding major and minor behaviors. The teachers are almost all in agreement with understanding major and minors. A small percentage reported "slightly disagree" when 93.3% agreeing in some format with understanding major and minors.

Table 8

Self-rating of Understanding Major and Minor Behaviors

Rating	Frequency	Percent
Slightly Disagree	1	6.7
Slightly Agree	2	13.3
Moderately Agree	2	13.3
Strongly Agree	10	66.7

Summary

The SACFS-R was analyzed in March 2012 to report quantitative findings for research question two. Eight fifth grade teachers and seven sixth grade teachers at Central Intermediate were asked to participate in an anonymous survey about their perceptions of SWPBS implementation during the 2010-2011 school year. All 15 teachers participated. The researcher used the online tool from Survey Monkey to collect the anonymous survey results.

A range of responses were recorded for how the teachers perceived themselves teaching the weekly lesson. The variety of responses had most of the teachers in agreement to teaching a weekly behavior lessons. The evidence-based practice of teaching a behavior lesson plans was not seen as in agreement according to the SACFS-R survey.

There were three questions asked on the SACFS-R survey, which allowed the teachers to share their perception of using common SWPBS language. The three

questions overall had teachers in agreement of using common SWPBS language. The SACFS-R survey has shown teachers where using common SWPBS language.

The teachers identified positive student behaviors and rewarded the students with an incentive. The SACFS-R survey asked teachers if they signed SOAR cards for following the SOAR matrix. All the teachers were in agreement for participating in this evidence-based practice.

The SACFS-R survey asked teachers if they understood minor and major behaviors. Teachers at Central Intermediate perceived themselves as knowing the minor and major behaviors. According to the results of the SACFS-R survey, the teachers had participated with this evidence-based practice.

Qualitative Findings

Two focus groups were conducted. The first focus group was with eight fifth grade teachers, and the second focus group was with seven sixth grade teachers. Both focus groups were held at Central Intermediate in a classroom. The grade level teachers were asked the same eight questions. The focus groups were tape recorded and then transcribed for accuracy to assist the researcher with open coding and then axial coding of the focus groups. The reporting of the teachers' perceptions will be represented by the letter "T" for teacher, the number "5" or "6" for grade of the teacher, and a dash with a corresponding number to represent which teacher shared their perception. The SACFS-R survey had three open-ended questions for teachers to make responses and will be represented by stating it is as a survey response.

Teaching identified behavior lessons in their classrooms. The teachers were asked how they incorporated the behavior lesson plans in their classroom and how they

perceived they taught them throughout the year. T5-1 stated, “I taught one and had a really good class so I don’t feel the need to teach character ed. over academics.” Two fifth grade teachers shared the feeling of being overwhelmed to teach the lessons. T5-3 shared, “I think the lessons were planned out and we knew what was expected, but I don’t have much time to do it. It just seemed like another thing we had to do.” T6-1 stated, “I try to do them weekly, but then I also try to incorporate them into teachable moments and natural times in the day.” T5-5 shared the lessons were taught weekly, but more as a class discussion and related them to problems in the classroom.

Several sixth grade teachers shared they modeled the lessons at the beginning of the year and then had students take over teaching the lessons. T6-4 shared, “I started out modeling those weekly. Then, after I had class officers, I assigned them and they started doing the lessons, and it was kind of nice for peers to be doing it with peers.” T6-3 stated, “During our weekly class meeting, the students teach the class the expectation. I’ll talk to them about how to approach it, but once they got used to the rotation. They really come up with neat ways to start a conversation.” T6-5 assigned her class officers to incorporate a PowerPoint presentation into their class meeting about the weekly expectation.

A few teachers shared their thoughts about the lessons repeating. A survey response shared “I feel frustrated to reteach lessons over and over. Once at the beginning of the year seems appropriate to remind students of the expectations.” A fifth grade teacher shared the same sentiment about repeated lessons by having the students presenting the materials by creating a video, PowerPoint, or play.

Using common SWPBS language throughout the school day. A few teachers shared it was a “gradual” process to begin using the common language. A teacher shared

using the common language was “another thing added to our plate.” T6-1 and T6-3 were “thankful for common language across the building.” A sixth grade teacher felt increased accountability across the building by using the same language. T6-4 stated, “I think it’s good throughout the year that we recognize them and we’re pointing out to them, hey you’re being a really respectful student and giving a specific example.” A survey response shared, “I appreciate the procedures and terminology being the same all over the building. That is the best part of all.” Two survey responses shared, “the implementation process was slow as we all learned the verbiage” and “good to see consistency in using the same terms and encouragement.”

Identifying positive student behaviors and rewarding the students with an incentive. Several teachers shared reluctance to rewarding students with an incentive. T5-3 shared, “I had a hard time giving signatures. I wasn’t going to give out a signature because they got their pencil out when I asked. I had a problem because I didn’t want to sign it for every little thing.” Two sixth grade teachers agreed they rewarded students who went “beyond” what was asked. A survey response stated, “Hard to think beyond the fact that we should not always reward students for things they should be doing anyway.” Two teacher survey responses related to them not remembering their statements were, “constantly needed to remind myself to sign cards” and “forgot to sign cards.”

T6-6 shared, “I used the rewards as a way of teaching routine. If I had given a direction and they followed it right away I rewarded them.” T6-2 stated, “I use rewards to motivate. When I quickly see there are some who are doing what I asked and follow my instructions, then I think perfect timing for a reward.” A sixth grade teacher shared the

reward allowed her to focus on the positive and recognizing those that have positive behavior.

Identifying student behaviors as minor or major challenging behaviors. The teachers were asked to list major behaviors and the teachers responded, "physical aggression," "physical fighting," "major class disruption," "repeated behavior," "repeated disrespect," and "defiant." The teachers were asked to list minor behaviors and they stated, "inappropriate language," "completing homework on time," "not doing homework," "talking out of turn," "not being quiet in line," "being responsible in general." T6-2 stated, "It seems like maybe the word irresponsible is what makes it a minor."

Several teachers felt minors are to be taken care of in the classroom. T6-5 shared, "I would rather deal with it myself, unless it is a real major." T5-5 and T6-6 shared they use the major and minors as a "guideline". T5-4 felt, "I'm not going to lay down one policy and say if this, then this, because each kid is going to be treated individually as far I can expect from them. Some kids just behave better than others."

Summary

The qualitative data were gathered through multiple sources. The SACFS-R survey had three open-ended questions at the end of the survey for teachers to write their perceptions. The researcher also had two focus groups. One focus group was with eight fifth grade teachers and the second focus group with seven sixth grade teachers. These sources of data were analyzed using qualitative analysis and reported in the findings.

The teachers had a variety of ways they incorporated the behavior lessons in their classroom. A teacher shared she had only taught one lesson all year, because she felt her

class was really good. A few teachers felt they did not have time during the day to teach lessons. Some teachers used the lesson format more as a discussion with their class and tried to incorporate them into "teachable moments." There were several teachers who allowed the students to teach the lesson to the class.

Using common SWPBS language throughout the day was a gradual process for a few teachers. One teacher did feel it was another thing to be done and overwhelming. Many teachers were thankful for the consistency throughout the building.

Identifying positive student behaviors and rewarding students with an incentive was responded to in several ways. The first way teachers identified and rewarded students was by using the incentives as a way to teach routine. Another way was by using incentives to motivate students to follow directions. A third way for teachers was not rewarding students with an incentive for completing an expected behavior. These teachers did not feel the students should get an incentive for what they asked them to do. They did reward students for what they perceived was over and beyond expected behaviors.

The teachers identified minor and major behaviors by sharing. Most teachers felt they prefer taking care of their minor behaviors in their classroom. Teachers reported they used the minor and majors behaviors as guidelines.

Integrated Findings

Research question two used a mixed method approach to find the extent teachers used the evidence-based practices from the SWPBS leadership team. The quantitative data were collected by using the SACFS-R survey. The researcher also conducted two

focus groups and used three open ended questions from the SACFS-R survey to collect qualitative data. The integrated findings are shared in this section.

Teaching identified behavior lessons in their classrooms. The Central Intermediate teachers reported in the SACFS-R survey their self-rating of teaching the weekly SWPBS lessons was 73.3% of teachers had agreement in some manner they taught behavior lessons. The focus group responses shared the teachers did not all agree to teaching the lessons weekly. Along with not teaching the lesson weekly, the teachers did not teach them in the same manner. The results of the SACFS-R survey and the focus groups does not demonstrate Central Intermediate teachers are teaching identified behavior lesson in their classroom with fidelity.

Using common SWPBS language throughout the school day. The researcher had three questions on the SACFS-R survey to determine the extent the teachers used SWPBS common language throughout the school day. Most of the teachers agreed with the first question about referring to the SOAR matrix to reinforce student behavior. The second question received similar results of agreement for verbally praising students for following the SOAR matrix. The third question asked the teachers if they restated and corrected student behavior using the SOAR matrix. The majority of teachers were in agreement. The SACFS-R three survey questions correspond with the focus groups responses. Teachers felt overall they like using the common language throughout the school day. The researcher identified the teachers using common SWPBS language with fidelity.

Identifying positive student behaviors and rewarding the students with an incentive. The SACFS-R survey asked the teachers if they signed SOAR cards for

following the SOAR matrix. The results reported from the survey had the teachers in agreement with 46.7 % "moderately agree" and 46.7% who "strongly agree". The focus groups responses were mixed in the signing of SOAR cards. Some teachers felt it was difficult for them to reward students for behaviors they should already expect from students. Other teachers used the reward incentives by recognizing students who quickly follow directions and use this to teach routine, while others use the reward incentives to motive students to follow instructions. The use of the reward incentives were practiced differently from teacher to teacher. The differences reported from the SACFS-R survey and the focus group does not have this evidence practice adopted by the teachers with fidelity.

Identifying student behaviors as minor or major challenging behaviors. Identifying student behaviors as major and minor challenging behaviors was asked to the teachers in the SACFS-R survey. This question had a high percentage of teachers "strongly agree" with 66.7% indicating they understand the minor and major challenging behaviors. A few teachers shared the minor and major behaviors were used as guidelines. The SACFS-R survey responses and focus group responses concur to support the fifth and sixth grade teachers were able to identify major and minor behaviors with fidelity.

Summary

Chapter Four described the analysis of the data for this mixed methods case study. The two research questions used both quantitative data and qualitative data. The researcher reviewed Central Intermediate's archival data, which included SWPBS evaluations and ODRs to retrieve information for research question one. The qualitative portion of research question one was an interview with the leadership team coach.

The integrated findings for research question one found the TIC was used by the leadership team to guide their progress. The use of the online tool SWIS allowed the leadership team to review ODRs monthly. The leadership team was able to use the information from the ODRs to plan lessons. The teachers had a chance to have input on the lessons by the leadership team discussing with the teachers their perceptions of the lessons. The leadership team also spent several discussion sessions with the staff deciding on minor and major challenging behaviors. The SAS was taken in May 2010 and May 2011 and was used by the leadership team to view how the staff perceived Central Intermediate. There was an increase in how the staff perceived themselves from teaching behavior lessons in May 2010 to May 2011. The staff also increased how they perceived themselves with rewarding students for expected behavior from May 2010 to May 2011. The differences in the four SAS questions from May 2010 and May 2011 were tested for significance. By using the chi-square test of independence for the four SAS questions, there was significance from the differences of perceptions from May 2010 to May 2011.

Research question two integrated findings revealed teachers mostly taught the behavior lesson plans, but there were variations in style of presenting the behavior lessons to students. The use of common SWPBS language was practiced with fidelity by almost every teacher in the sample. Identifying positive student behaviors and rewarding students with an incentive had diverse responses from the teachers. Some teachers perceived rewarding students as a motivation tool. Others perceived rewarding students with an incentive as a way of teaching routines. Another set of teachers perceived rewarding students with an incentive must be given to a student who has gone beyond their expected behavior. The teachers utilized the incentives for rewarding students

differently. Teachers were able to clearly identify minor and major behaviors with fidelity. The behaviors were used as guidelines for some teachers.

Chapter Five includes a summary of the study and findings. Limitations, discussion, and implications for future research are presented. A recommendation of future research concludes the chapter.

CHAPTER FIVE

DISCUSSION

Introduction

U.S. public schools are guided by federal education legislation. *American Recovery and Reinvestment Act of 2009, No Child Left Behind of 2002,* and the reauthorized *Individuals with Disabilities Education Improvement Act of 2004* are policies, which are driven by evidence-based practices (Bouck, 2009). Evidence-based practices are for all students attending public schools. The challenges public schools face are meeting the standards of federal legislation and attending to the diverse needs of every student (Kratochwill & Roach, 2004). The federal government has recognized the need for changes. Teachers, families, and communities have also noted a need for change with an increase of problem behavior in schools (Lewis, Sugai, & Colvin, 1998).

The purpose of this study was to determine the extent Central Intermediate implemented School-wide Positive Behavior Support (SWPBS) during their initial year of implementation in 2010-2011. Two research questions were developed and analyzed using a mixed methods approach. Chapter Five contains the discussion of the findings as presented in Chapter Four.

Summary of Findings

Research question one asked to what extent has the Central Intermediate Leadership Team implemented evidence-based practices of universal expectations of SWPBS. This research question had three sub-categories to better understand the extent the leadership team implemented evidence-based practices: (a) supported decision making with data, (b) supported student behavior with data, and (c) supported staff

behavior with data. The use of quantitative and qualitative data was utilized to report on the findings. Research question one had the researcher use SWPBS evaluations called the Team Implementation Checklist (TIC), School-wide Evaluation Tool (SET), Self Assessment Survey (SAS), and Central Intermediate's office discipline referrals (ODRs). This archival data were used for quantitative data. An interview with the leadership team coach allowed for qualitative data to be recorded. This section will report the integrated findings.

Supported decision making with data. The leadership team used fidelity to support decision making with data. The TIC supported decision making for the leadership team by recording their progress on the TIC. Reviewing the results allowed the leadership team to use the information to plan their action plan of implementation. As part of the SET evaluation in May 2011, the SET evaluator reviewed the TIC evaluations looking for progress from the leadership team. The leadership team coach expressed an importance of the TIC being a guiding factor for the leadership team.

Supported student behavior with data. ODRs were reviewed monthly by the leadership team. The principal used the online SWIS tool to be able to break down information into categories location, time of day, behavior, date, and student frequency. With the specific categories, the leadership used this to plan lessons by looking at the needs of the students. The ODRs were a relevant feature for the leadership team to know where to focus lessons, which was then communicated to teachers. The leadership team used fidelity to support student behavior with data.

Supported staff behavior with data. The leadership team used fidelity to support staff behavior with data. The SAS was used in May 2010 and May 2011 to allow staff to

share their perceptions of Central Intermediate. The researcher used the chi-square test of independence on the following SAS questions from 2010-2011: staff perceptions of stated student expectations, staff perceptions of behaviors taught, staff perception of expected behavior rewarded, and staff perception of office managed and classroom managed behaviors. These questions did show significance by the differences in perceptions from May 2010 to May 2011. There were specifically more teachers who moved along the response scale toward features being progressed in implementation. Speaking with the leadership coach, her data showed only half of the teachers were turning in an optional lesson plan form stating they were teaching the behavior lessons. This allowed the leadership coach to have discussions with the teachers about the behavior lessons. Most of teachers were turning in an optional form stating they had signed SOAR cards. The leadership team spent several discussion sessions with the staff deciding on the minor and major challenging behaviors.

Research question two asked to what extent the teachers used the evidence-based practices from the SWPBS leadership team to implement the universal expectations with fidelity. There are four sub-sections to this question: (a) teaching identified behavior lessons in their classroom, (b) using common SWPBS language throughout the school day, (c) identifying positive student behaviors and rewarding the students with an incentive, and (d) identifying student behaviors as minor or major challenging behaviors. The researcher used both quantitative data and qualitative data to obtain information for this research question. For the quantitative data, the researcher used a survey called Self-Assessment of Contextual Fit in Schools-Revised (SACFS-R). The qualitative portion was collected by e-mailing the 15 classroom teachers the online SACFS-R survey. There

were three open-ended questions at the end of the survey. Along with the survey, the researcher had a focus group with the eight fifth grade teachers and a focus group with seven sixth grade teachers. The following section will share the integrated findings.

Teaching identified behavior lessons in their classrooms. Most of the teachers were in agreement of teaching behavior lessons according to the SACFS-R. Teachers in the focus group shared they were not teaching the lesson plans weekly and teaching them when time allowed. The focus group responses found many teachers taught the lessons differently. The teachers were not implementing the identified behavior lessons in their classroom with fidelity.

Using common SWPBS language throughout the school day. There were three questions on the SACFS-R related to using common SWPBS language. The first question asked if teachers referred to the SOAR matrix to reinforce student behavior. Most of the teachers agreed with this. The second question asked teachers if they verbally praised students for following the SOAR matrix. Most teachers also agreed. The third question asked teachers if they restated and corrected student behavior using the SOAR matrix. Teachers also agreed to practicing this, too. The focus group responses also mirrored the same by most teachers using common SWPBS language throughout the day. Using common SWPBS language seemed to be a strength of almost all the teachers, and the researcher identified almost all the teachers used fidelity implementing this evidence-based practice. The teachers were implementing common SWPBS language throughout the school day.

Identifying positive student behaviors and rewarding the students with an incentive. The SACFS-R survey revealed almost all teachers agree with signing SOAR

cards. The responses from the focus group shared teachers' perceptions of how they sign SOAR cards. Some teachers shared they had an issue with rewarding students with an incentive for expected behaviors. These teachers gave incentives for student behaviors, which they viewed as beyond expected behaviors. Other teachers shared they used the incentives to teach expected routines. Also, teachers shared they reward students with an incentive to motive students. The teachers have varied ways of identifying positive student behaviors and rewarding students with an incentive differently. The teachers did not have fidelity with this evidence-based practice.

Identifying student behaviors as minor or major challenging behaviors. The teachers almost all understand minor and major behaviors. The researcher asked in the focus group for a list of minor and major behaviors. The teachers listed them off with no hesitation. A few teachers shared they use the minor and major behaviors as guidelines. The identification of minor or major behaviors was a strength most teachers perceived capable of exhibiting, and the researcher identified this evidence-based practice was met by almost all teachers with fidelity.

Research question one found the leadership team used the evaluations and tools they had available to implement evidence-based practices. They used the TIC results and SET results, which supported their decision making with data. They supported student behavior with data by using the online tool SWIS and reviewing ODRs. The SWPBS evaluation SAS supported staff behavior with data.

The researcher utilized the results from the SACFS-R survey and focus groups to support the findings for research question two. The results from the SACFS-R survey and focus group responses identified teachers were not teaching identified behavior lessons in

their classrooms with fidelity. The use of common SWPBS language throughout the school day was identified as teacher implementing with fidelity. The SACFS-R survey and focus group supported this claim. The identification of positive student behaviors and rewarding the students with an incentive were not implemented by teachers with fidelity. There was not consistency between the SACFS-R survey results and the focus group responses on how the teachers rewarded student behavior. Identifying student behaviors as minor and major challenging behaviors were implemented with fidelity. Similarity in responses between the SACFS-R survey and focus group supported the finding of implementation fidelity.

Limitations

There were limitations in this study. The limitations included the location of the study, the time, and reliability and validity of the qualitative data. The following section will cover the limitations.

The location of the study was one intermediate school. The limitation of sample size and population was a concern to make sure enough data were available to answer the research questions. The use of archival data assisted in the collection of data. The researcher made sure to personally contact each of the 16 participants for the qualitative portion of data collection. This allowed for the researcher to have all 16 participants agree to participate in the study.

This study covered the first year of implementation of SWPBS. The researcher was aware for the need to have data saturation to be able to report on the research questions. The use of qualitative data to support the quantitative data assisted in this process. An anonymous survey was created for teachers to report their true perceptions of

implementation without a concern of repercussions. The focus groups and interview with the leadership team coach allowed for a better description to be reported of the 2010-2011 implementation of SWPBS. An interview with the leadership team coach gave the ability to share the perceptions and reflection of the implementation year. The focus groups with the fifth grade teachers and sixth grade teachers permitted the teacher to have a discussion of the implementation year of SWPBS.

Maintaining consistency and dependability of the qualitative data were a limitation. This study had two focus groups and an interview. The uses of these qualitative practices were analyzed using qualitative methods. The researcher used open coding and axial coding to allow for themes to emerge. Additionally, the researcher used the quantitative responses from the SACFS-R, TIC, and SAS to support the responses of the qualitative data for reliability and validity.

Discussion

The framework of SWPBS follows the four elements of data, practices, outcomes, and systems (National Technical Assistance Center for Positive Behavioral Interventions and Supports, 2010). Schools implementing SWPBS are asked to use these four elements as a guideline throughout implementation. SWPBS has an implementation blueprint for schools to use, which are guidelines and not examples of how the process should be implemented at a school. The SWPBS evaluations are available online for convenience with no charge for leadership team members to obtain when they are ready. SWPBS does have features available for schools to utilize for initial implementation.

Previous research focused on utilizing ODR data to assist schools to evaluate their school climate. Irvin, Tobin, Sprague, Sugai, and Vincent (2004) suggested analyzing

ODRs along with staff interviews and staff surveys. The study found through the analysis of the TIC and interview with the leadership team coach Central Intermediate Leadership Team reviewed ODR data regularly, supported behavior lessons with ODR data, and had categories for behavior. The results of the study did not indicate the leadership team utilized staff interviews or staff surveys other than reviewing ODR data.

Another research study focusing on ODR from Irvin, Horner, Ingram, Todd, Sugai, Sampson, and Boland (2006) found the online tool SWIS to be instrumental with success for understanding ODRs. The results of this study did support SWIS as a useful tool to understanding ODRs. The principal of Central Intermediate used SWIS to break down data for the leadership team by time, date, location, frequency, and problem behavior. ODRs were used as a guiding measurement at the monthly meetings to know where to focus and address certain issues. The leadership team then used the data at their monthly meetings to plan evidence-based practices. The cycle of reviewing ODRs, creating evidence-based practices, continuing or modifying practices were maintained throughout the implementation year for the leadership team.

The SET evaluation has been researched to be an evaluation tool to show if there is a need for training, need for staff development, assess the procedures in SWPBS, and assess effective strategies for SWPBS outcomes (Horner, Todd, Lewis-Palmer, Irwin, Sugai, and Boland, 2004). The study showed the responses of the evaluator were limited to choices “0” not in place, “1” in the planning phase, or “2” as having a documented system in place. Horner et al. (2004) did note the limitation of surface responses from the SET are hindering to this evaluation tool. The SET evaluator did present the scores in a written form to the leadership coach. Central Intermediate did receive all “2” responses

on the SET evaluation. However, there were no additional comments to expand on strengths and weaknesses. The researcher agreed with the research about the limitation to provide feedback to the leadership team.

The SAS evaluation was identified as a tool to allow the leadership teams to identify areas of need in their building, assist in decision making, and prioritize their needs (Safran, 2006). The researcher did analyze the results of the SAS to identify the extent the leadership team used evidence-based practices to support staff behavior with data. The results indicated a consistent progression of implementation fidelity from the May 2010, SAS results to the May 2011, SAS results. However, this study recognized the leadership team coach did not make mention of using the SAS results as an integral part of their decision making process for implementation.

The four interactive elements of SWPBS are data, practices, outcomes, and systems. These elements blend together to fuse implementation at a school (National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010). This study confirmed the use of ODRs as an integral part of the SWPBS implementation at Central Intermediate. The ODRs were one piece of data utilized by the leadership team to begin creating evidence based practices. The leadership team also incorporated the SWPBS evaluation tools of the SET and TIC as a gauge of implementation effectiveness.

Evidence-based practices were created by using the data of the ODRs, SET, and TIC. The leadership team coach commented on the importance of receiving the ODR reports from the principal. The ODR reports were created by the principal using SWIS, which assisted the leadership team in understanding what problem behavior was happening when, where, and who was identified as creating the problem behavior. This

information led the leadership team to plan behavior lessons, common SWPBS language, identifying and rewarding positive student behavior, and identifying minor and major challenging behaviors.

The outcomes were the evidence-based practices the Central Intermediate Leadership Team asked the staff to implement. The successes of outcomes school implement are based from the involvement of the staff (Nelson, 2008). The researcher focused on the teachers' implementation of fidelity of the evidence-based practices. It was found in the results the leadership team needed to incorporate more teacher feedback on their practices of teaching behavior lessons and identifying and rewarding students with an incentive.

Lastly, the systems of support at Central Intermediate are apparent from the SWPBS evaluation tool SAS. There was significant difference of staff perspective of Central Intermediate's practices from the year before SWPBS implementation to the year after SWPBS implementation. The support system in place was the the principal reporting to the leadership team the ODR data, which assisted in the leadership team in planning evidence-based practices for the staff, and then allowed the teachers to practice with fidelity using common SWPBS language and identifying minor and major behaviors. The four interactive elements were practiced from the Central Intermediate Leadership Team.

Implications for Practice

This case study was to report on the extent Central Intermediate's Leadership Team implemented evidence-based practices of universal expectations of SWPBS and the extent teachers used the evidence-based practices from the SWPBS leadership team to

implement the universal expectations with fidelity. The two research questions findings allowed for several implications to emerge in the two research questions sub-categories. This section will address the strengths and weaknesses for the sub-categories of research question one and research question two.

Research Question One

Supported decision making with data. The leadership team used the Team Implementation Checklist (TIC) as a guide to throughout the planning year of 2009-2010 and throughout the implementation year of 2010-2011. The TIC did show progress during the year with movement of the response scale from being moved from "not yet implemented," "partially implemented," and "fully implemented." The movement of summarizing office discipline referrals (ODRs) was noted as progress improvement from November 2009 to May 2010. The leadership team's progress was documented by the movement along the response scale of the TIC. The leadership coach's responses validated this point of the importance of the TIC as an evaluation tool to guide their decisions. The leadership team took the TIC all together at one time, which may limit the perceptions the individual members of the leadership team have about questions since only one response can be marked for each question. The leadership team needs to continue to take the TIC with each team member completing the TIC individually and having a discussion if there are any discrepancies before turning in the TIC. The TIC should be taken monthly. The previous month's TIC should be reviewed to recognize if needs are being addressed and regulate the progress of the evidence-based practices being implemented.

Supported student behavior with data. The online tool School-wide Information System (SWIS) was noted by the leadership team coach as a tool the principal used to get the leadership team ODRs. The leadership team used the ODRs information to plan where to focus their attention. The SWIS tool allowed for the leadership team to view ODRs in categories of location, time, date, behavior, and student frequency. This allowed for the leadership team to communicate with teachers regarding why certain behavior lessons were to be taught. There does not seem to be a drawback to the online tool SWIS. The leadership team reviewed ODRs successfully to plan throughout the implementation year. The use of the online tool SWIS needs to continue to be practiced to understand ODRs information. The reports SWIS can generate are helpful for all staff to review at a monthly faculty meeting. Sharing with the staff either monthly or bimonthly could have the staff connect to the emphasis of teaching behavior lessons.

Supported staff behavior with data. The Self-Assessment Survey (SAS) reported definite improvement of more items moving along the response scale from the initial evaluation in May 2010 before implementation and May 2011 the end of the first year of implementation. Four of the SAS questions: staff perceptions of stated student expectations, staff perceptions of behaviors taught, staff perceptions of expected behavior rewarded, and staff perception of office managed and classroom managed behaviors, were tested for significance using the chi-square test of independence and all four questions results had significance. The leadership team coach did not mention reviewing the SAS results to assist in creating an action plan. The leadership team needs to review the SAS results to understand the current reality the staff perceives Central Intermediate. The SAS results will be another evaluation tool to assist in planning an action plan. The

leadership team can use the SAS results to create surveys throughout the school year to continue to evaluate the staff's perception of the school climate.

The leadership coach asked teachers to complete a form if they taught lessons and another form if they rewarded students. About half of the teachers did not return the slip if they taught lessons. This led the leadership team to talk with the teachers about their thoughts of the behavior lessons. Most teachers returned the slip if they rewarded students. Both forms were optional for teachers to complete, which may give the leadership team an inaccurate account of the amount of teachers teaching lessons and rewarding students. The leadership team spent several sessions with the staff discussing their thoughts of minor and major challenging behaviors. This allowed for a staff created list of minor and major behaviors. The time spent with the staff to have them create and discuss a minor and major list allowed them to be part of the SWPBS planning process. This strategy needs to be practiced with the teachers turning in slips to confirm if they taught behavior lessons or signed SOAR cards. The optional choice needs to be removed because SWPBS is not an optional practice at Central Intermediate. A slip can still be used with a comment box to state why they did not teach the lesson, or the comment box can be used for stating anything about the behavior lessons. This could be completed at a faculty meeting or during grade level collaboration to help guarantee feedback.

Research Question Two

Teaching identified behavior lessons in their classroom. The Self-Assessment of Contextual Fit in School-Revised (SACFS-R) survey reported three-fourths of teachers agree to teaching lessons. This does match with the focus group responses sharing some teachers did not always teach lessons due to teachers feeling their class had no behavior

issues, time restraints during the week, feeling overwhelmed, or lesson repeated. Other teachers taught lessons, but presented them various ways by having a class discussion, student-driven presentation on the weekly behavior lesson, or the teacher teaching the lesson. There was not a standardized way of presenting the behavior lesson, which teachers had multiple viewpoints on what it meant to teach a behavior lesson in their classroom. A continued practice is to have the behavior lesson plans. A discussion is needed to determine effective ways to present a behavior lesson. A resource file can be created online for teachers to place the students' behavior lesson presentations for others to use. This would allow for others to retrieve ideas or use as a guide for having students plan a presentation.

Using common SWPBS language throughout the school day. According to the SACFS-R survey and focus group responses, the use of common SWPBS language throughout the school day was an evidence-based practice the staff implemented with fidelity. All of the staff on the SACFS-R rated themselves in agreement of referring to the SOAR matrix to reinforce student behavior and verbally praising students for following the SOAR matrix. All but one teacher rated themselves in agreement with restating and correcting student behavior using the SOAR matrix. The teachers reiterated their practice of using SWPBS common language by sharing their enthusiasm of having a common language building wide. The researcher found this evidence-based practice practiced by almost all the teachers with fidelity. The leadership team needs to continue to support this practice of common SWPBS language throughout the implementation process.

Identifying positive student behaviors and rewarding the student with an incentive. Teachers were all in agreement on the SACFS-R for rewarding the student with

an incentive. The teachers had different practices of identifying positive student behaviors. Some teachers identified expected behaviors as positive student behaviors. Other teachers did not identify expected student behaviors as positive student behavior. There was not a consistent method of practice between the teachers in the identification of positive student behaviors and rewarding the student with an incentive. The different practice methods of rewarding students from teacher to teacher may lead students to be confused of what are expected behaviors. A discussion is needed faculty wide regarding when to reward a student with an incentive. A discussion can be started in the same format as the creation of minor and major behaviors. The faculty can make a list of behaviors that warrant an incentive. This will allow for discussion and the staff to come to a consensus of how the students receive an incentive.

Identifying student behaviors as minor and major challenging behaviors. All teachers but one reported on the SACFS-R survey they are in agreement of having an understanding of minor and major behaviors. The focus group responses were consistent with the SACFS-R survey with almost all teachers understanding minor and major behaviors. This strong agreement between the SACFS-R survey and focus group responses demonstrated the teachers were identifying student behaviors as minor and major challenging behaviors with fidelity. The leadership team needs to continue to support the teachers in recognition of these behaviors. Reviewing the ODRs monthly or bimonthly may assist in the continued practice of identifying these behaviors.

Recommendations for Future Research

This study focused on the leadership team integrity and teacher fidelity with the implementation of SWPBS. The study looked explicitly at what the leadership team used

to support their decision making to provide evidence-based practices for Central Intermediate. The decisions the leadership team made were then communicated to the teachers to implement. This study had findings to show the leadership team used the following with fidelity: (a) support decision making with data, (b) support student behavior with data, and (c) support staff behavior with data. The findings also found the teachers used two of the four evidence-based practices with fidelity. The teachers were using common SWPBS language throughout the school day and identifying student behavior as minor or major challenging behaviors. There is need for further study with more research on leadership teams, teachers, and students. The stakeholders of a school who are implementing SWPBS are all responsible for the success of implementation (Cohen, Kincaid, & Childs, 2007).

A recommendation of future research would be to study other schools in the same district as Central Intermediate who are implementing SWPBS. The multiple sites would give a viewpoint from a multisite case study. This would allow for a larger population and sample and different data to be analyzed to form possible generalizations to be made between sites.

Additionally, a longitudinal study would allow for more data to be analyzed. The longer time period would allow the researcher to view the progress of SWPBS over multiple years. The multiple years would allow for more test of significance to be done to report the implementation of SWPBS. The longitudinal study would all for insight of the following: (a) how a leadership team sustains implementation over time, (b) how the leadership team maintains stakeholders' motivation, and (c) how the leadership team builds relationships with families to incorporate evidence-based practices at home.

Further research needs to be conducted to determine the impact implementation has on the students. Following the students at an elementary school or high school would allow for multiple years to be reviewed. The focus of research would be the impact of evidence-based the SWPBS school has on students' behavior and academics.

Research needs to be done on the implementation of SWPBS and the implementation of Response to Intervention. There is a need to evaluate the similarities and differences of these two processes simultaneously being implemented at schools. The focus on research would inform educators how well they work together.

This study has expanded the research on SWPBS implementation fidelity. Future research on SWPBS implementation fidelity needs to be continued. The role of the leadership team and staff with applying evidence-based implementation practices with fidelity are paramount to the extent of implementation and sustainment of SWPBS.

References

Abbott, L. (1921). *Silhouettes of my contemporaries.* Garden City, NY: Doubleday Page & Company.

Bloomfield, D. C., & Cooper, B. S. (2003). NCLB: A new role of the federal government, *T.H.E. Journal, 30*(10), 6-10.

Bouck, E. C. (2009). Education and training in developmental disabilities. *Education and Training in Developmental Disabilities, 44*(1), 3-13.

Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Educations and Treatment of Children, 31*(1), 1-26.

Butchart, R. E., & McEwan, B. (1998). *Classroom discipline in American schools: Problems and possibilities for democratic education.* Albany, NY: State University of New York Press.

Cameron, M. (2006). Managing school discipline and implications for school social workers: A review of the literature. *Children and Schools, 28*(4), 219-227.

Cohen, R., Kincaid, D., & Childs, K. E. (2007). Measuring School-wide Positive Behavior Support implementation: Development and validation of the Benchmarks of Quality. *Journal of Positive Behavioral Interventions, 9*(4), 203-213. Denney, K. A., & VanGorder, C. H. (2004). A team approach to exclusionary sanctions. *Principal Leadership, 4*(5), 52-55.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Denney, K. A. & Van Gorder, C. H. (2004). A team approach to exclusionary sanctions. *Principal Leadership, 4*(5). 52-55.

Dewey, J. (1944). *Democracy of education: An introduction of the philosophy of education.* New York: The MacMillian Company.

Doan, K. P. (2008). No Child Left Behind waivers: A lesson in federal flexibility or regulatory failure? *Administrative Law Review, 60*(1), 211-227.

Emerson, R. M., Fretz. R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes.* Chicago, IL: The University of Chicago Press.

Fink, A. (2009). *How to conduct surveys a step-by-step guide* (4th ed.). Thousand Oaks, CA: Sage.

Frey, A. J., Lingo, A., & Nelson, C. M. (2008). Positive behavior support: A call for leadership. *Children & Schools, (30)*1, 5-14.

Gagon, J. C., Rockwell, S. B., & Scott, T. M. (2008). Positive behavior supports in exclusionary schools: A practical approach based on what we know. *Focus on Exceptional Children, 41*(1), 1-20.

Gartin, B. C. & Murdick, N. L. (2009). A new IDEA mandate. The use of functional assessment of behavior and positive behavior supports. *Remedial and Special Education, 6,* 344-349.

Hall, S. R. (1829). *Lectures on schoolkeeping.* Boston: Richardson, Lord, & Holbrook.

Harlan, L. R. (1986). *Booker T. Washington: The wizard of Tuskegee, 1901-1915.* New York: Oxford University Press.

Henault, C. (2001). Zero tolerance in schools. *Journal of Law and Education, 30,* 547-553.

Hogan, D. (1990). Modes of discipline: Affective individualism and pedagogical in New England, 1820-1850. *American Journal of Education, 99*(1), 1-56.

Horner, R. H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J. B. (2004). The School-Wide Evaluation Tool (SET): A research instrument for assessing School-Wide Positive Behavior Support. *Journal of Positive Behavioral Interventions, 6*(1), 3-12.

Horner, R., Salentine, S., & Albin, R. (2003). *Self-Assessment of Contextual Fit in Schools.* Retrieved: http://www.pbis.org/school/primary_level/default.aspx

Horner, R. H., Sugai, G., & Anderson C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children, 42*(8), 1-14.

Howard, P. (2004). The least restrictive environment: How to tell?. *Journal of Law and Education, 33*(2), 167-180.

Hunt, J. W., Afolayan, M., Byrd-Blake, M., Fahunmi, M., Pryor, B., & Aboro, P. (2009). The impact of the pressures to make adequate yearly progress on teachers in a midwest urban school district: A Qualitative analysis. *Journal of Thought, 44*(3), 63-75.

Irvin, L. K, Tobin, J. J., Sprague, J. R., Sugai, G., & Vincent, C. G. (2004). Validity of

office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavioral Interventions, 6*(3), 131-147.

Irvin, L. K., Horner, R. H., Ingram, K., Todd, A. W., Sugai, G., Sampson, N. K., & Boland, J. B. (2006). Using office discipline referral data for decision making about student behavior in elementary and middle schools: An empirical evaluation of validity. *Journal of Positive Behavioral Interventions, 6*(1), 10-25.

Kincaid, D. Childs, K., Blasé, K. A., & Wallace, F. (2007). Identifying barriers and facilitators in implementing schoolwide positive behavior support. *Journal of Positive Behavior Interventions, 9*(3), 174-184.

Kratochwill, T. R., & Roach, A. T. (2004). Evaluating school climate and school culture. *Teaching Exceptional Children, 37*(1), 10-17.

Krueger, R. A. & Casey, M.A. (2009). *Focus groups: A practical guide for applied research* (4th ed.). Thousand Oaks, CA: Sage.

Lancaster, J. (1810). *The British system of education: Being a complete epitome of the improvements and inventions practiced at the Royal free schools.* Southmark, London: Longman.

Lewis, T. (2006). School-wide positive behavior support: Building the foundation of MBI. Retrieved from: http://opi.mt.gov/pdf/mbi/MTnewteamsLewis.pdf Lewis,

T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children, 31,* 1-17.

Lewis, T. J., Sugai, G., & Colvin, G. (1998). Reducing problem behavior through a

school-wide system of effective behavioral support: Investigation of a school-wide social skills training program and contextual interventions. *The School Psychology Review, 27*(3), 446-459.

Lohrmann, S., Forman, S., Martin, S., & M., Palmieri. (2008). Understanding school personnel's resistance to adopting schoolwide positive behavior support at a universal level of intervention. *Journal of Positive Behavior Interventions, 10*(4), 256-269.

Martinez, S. (2009). A system gone berserk: How are zero tolerance policies really affecting schools? *Preventing School Failure, 53,* 153-157.

Massachusetts Department of Education. (2003). No Child Left Behind: A parent's guide. Retrieved from http://www.doe.mass.edu

McDonnell, L. M. (2005). No Child Left Behind and the federal role in education: Evolution or revolution?. *Peabody Journal of Education, 80*(2), 19-38.

McDonnell, L. M., & Fuhrman, S. (1986). The political context of reform. In V. D.

McIntosh, K., MacKay, L. D., Hume, A. E., Doolittle, J., Vincent, C. G., Horner, R. H., Ervin R. A. (2010). Development and initial validation of a measure to assess factors related to sustainability of school-wide positive behavior support. *Journal of Positive Behavior Interventions, 13*(4), 208-218.

Mertens, D. M. (2005). *Research and evaluation in education pshychology: Integrating diversity with quantitative, qualitative, and mixed methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Missouri Positive Behavior Support (2010). Missouri SW-PBS emerging phase checklist. Retrieved from: http://pbismissouri.org/tier_1/E1_Team.html

Mooney, P., Denny R. K., & Gunter. P. L. (2004). The impact of NCLB and the reauthorization of IDEA on academic instruction of students with emotional or behavioral disorder. *Behavioral Disorders, 29*(3), 237-246.

Mueller & M. P. McKnown (Eds.). *The fiscal and political aspects of state reform of elementary and secondary education* (pp. 43-64). Cambridge, MA: Ballinger.

National Technical Assistance Center in Positive Behavioral Interventions and Supports. (2010, September 25). Implementation blueprint and self-assessment: Positive behavioral interventions and supports. Retrieved from http://www.pbis.org/common/pbisresources/publications/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf

National Technical Assistance Center in Positive Behavioral Interventions and Supports. (2011). Positive Behavioral Supports and the law. Retrieved from: http://www.pbis.org/school/pbis_and_the_law/default.aspx

Nelson, M. C. (2008). Positive behavior support: A call for leadership. *Children & Schools, 30*(1), 5-14.

Newman, N. F. (1998). Shapes and spaces: Inside Joseph Lancaster's monitorial "laboratory". *Journal of Educational Thought, 32*(2), 139-168.

No Child Left Behind Act of 2001, Public Law 107-110, 115 Stat. 1425 (2002).

Office of Special Educaiton Programs. (2007). Alignment with No Child Left Behind

(NCLB) Act. Retrieved from http://www.wrightslaw.com/idea/osep/nclb.align.pdf

Osborne, B. (1965). The Elementary and Secondary Act of 1965. *The Clearning House, 40*(3), 190-192.

Palley, E. (2006). Challlenges of rights-based law. *Journal of Disability Policy Studies. 16*(4), 229-235.

PBIS, (2011a). Positive behavioral supports and law. Retrieved from http://www.pbis.org/school/pbis_and_the_law/default.aspx

PBIS, (2011b). School-wide PBIS. Retrieved from http://www.pbis.org/school/default.aspx

Physics. (2012). R x c contingency table: How many rows? columns?. Retrieved from http://www.physics.csbsju.edu/stats/contingency.html

Public Law 103-328, Section 1001 [d].

Rice, S. (2009). *Education for toleration in an era of zero tolerance school policies: A Deweyan analysis*. Philadelphia, PA: Taylor & Francis Group.

Rosenburg, M. S., Sindelar, P. T., & Hardman, M. L. (2004). Preparing high qualified teachers for students with emotional or behavioral disorders: The impact of NCLB and IDEA. *Behavioral Disorders, 29*(2), 266-278.

Rossi, P. H., Lipsey, M. W., & Freeman, H. E., (2004). *Evaluation: A systematic approach* (7th ed). Thousand Oaks, CA: Sage.

Safran, S. P. (2006). Using the Effective Behavior Supports Survey to guide development of Schoolwide Positive Behavior Support. *Journal of Behavioral Interventions, 8*(3), 3-9.

Safran, S. P. & Oswald, K. (2003). Positive behavor supports: Can schools reshape disciplinary practices? *Exceptional Children, 69,* 361-373.

Simonsen, B., Sugai, G., & Negron, M. (2008). Schoolwide postive behavior supports: Primary systems and practices. *Teaching Exceptional Children, 30*(6), 32-40.

Shaul, M. S., & Ganson, H. C. (2005). The No Child Left Behind Act of 2001: The federal government's role in strengthening accountability for student performance. *Review of Research in Education, 29*(1), 151-165.

Simpson, R. I., LaCava, P. G., & Graner, P.S. (2004). The No Child Left Behind Act: Challenges and implications for educators. *Interventions in School Culture, 40*(2), 67-75.

Skiba, R. J., & Peterson, R. L. (2000). School discipline at a crossroads: From zero tolerance to early response. *Exceptional Children, 66*(3), 335-346.

Sugai, G., & Horner, R. H. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology Review, 35*(2), 245-259.

Sugai, G., Horner, R. H., & Todd, A. W. (2000). *Effective Behavior Supports: Self-assessment survey.* Eugene: University of Oregon.

Sugai, G., Horner, R. H., & Walker, H. M. (2000). Preventing school violence: The use of office discipline referrals to assess and monitor school-wide interventions. *Journal of Emotional and Behavioral Disorders, 8*(2), 94-101.

Sugai, G., Horner, R. H, & Lewis-Palmer, T. (2001). *Team Implementation Checklist.* Eugene: University of Oregon.

Sugai, G., Lewis-Palmer, T., Todd, A., & Horner, R. H. (2001). *School-wide evaluation tool.* Eugene: University of Oregon.

Sughrue, J. A. (2003). Zero tolerance for children: Two wrongs do not make a right. *Education Administration Quarterly, 39*(2), 238-258.

Standerfer, L. (2008). Before NCLB the history of ESEA. *Principal Leadership, 8*, 26-27.

Technical Work Group. (2005). *Including students with disabilities in large-scale assessment: Executive Summary.* Washington, DC: U.S. Department of Education

Tidwell, A., Flannery, K. B., & Lewis-Palmer, T. (2003). A description of elementary classroom discipline referral patterns. *Preventing School Failure, 48*(1), 18-26.

Thomas, J. Y., & Brady, K. P. (2005). The Elementary and Secondary Education Act at 40: Equity, accountability, and the evolving federal role in public education. *Review of Research in Education, 29*(1), 51-67.

Turnbull, H. R. (2005). Individuals with Disabilities Education Act Reauthorization: Accountability and personal responsibility, *Remedial and Special Education. 26*(6), 320-326.

Upreti, G., Liaupsin, C., & Koonce, D. (2010). Stakeholder utility: Perspectives on school-wide data for measurement, feedback, and evaluation. *Education and Treatment of Children, 33*, 497-511.

U.S. Department of Education. (2000). Archived: A 25 year history of the IDEA. Retrieved from http://www2.ed.gov/policy/speced/leg/idea/history.html

U.S. Department of Education (2009). Race to the Top program: Executive Summary. Retrieved from http://www2.ed.gov/programs/racetothetop/index.html

U. S. Department of Education. (2010a). Indicators of school climate and safety: 2010. Retrieved from: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011002

U.S. Department of Education (2010b). Race to the Top program: Guidance and frequently asked questions. Retrieved from http://www2.ed.gov/programs/racetothetop/index.html

U.S. Department of Education. (2011). What Works Clearinghouse: About us. Retrieved from http://ies.ed.gov/ncee/wwc/aboutus.aspx

Valentino, A. (2006). The Individuals with Disabilities Education Improvement A Changing what constitutes an "appropriate" education. *Journal of Law and Health, 20*(1), 139-168.

Wanker, P. W., & Christie, K. (2009). State implementation of the No Child Left Behind Act. *Peabody Journal of Education, 80*(2), 57-72.

Yell, M. L., & Rozalski, M. E. (2000). Searching for safe schools: Legal issues in the prevention of school violence. *Journal of Emotional and Behavioral Disorders, 8*(3), 187-196.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Appendix A

Positive Behavior Support (PBS) Team Implementation Checklist Version 3.0

Data Collection Protocol

✓ Used by teams to guide activities.

✓ Updated monthly during initial implementation process.

Approval Date

SWIS/EBS database meeting, March 12, 2002.
Revised October 30, 2007
Revised August 15, 2009
.

Revision History

1. Phillips 8/13/02 – Added "County" to better identify schools. Changed all references of "Monthly" to "Quarterly". Added Sep., Dec, Mar. and May as months to complete. Made minor changes to format of columns.
2. Boland 3/13/02 – Added "District" and "State" to better identify schools. Removed our fax number. Made minor changes to format of instructions. Added Teri Palmer to copyright holders. Put Sugai first in list (as per decision of 3/12/02).
3. Boland 3/11/02 – Added revision history, database structure, modified footer (copyright notice, logo), removed blank rows.
4. Boland 3/6/02
5. Boland 2/27/02
6. Sugai 11/28/01
7. Horner 10/13/01
8. Horner, 10/30/07
9. Horner, 8/15/2009

Database structure

Please see the "Team Checklists" page in the EBS2_DB_model.pdf file in the following folder:

\\Coe-dean\sys\EBS\EBS_Database\Research_Tools\Supporting_Documents

PBIS Team Implementation Checklist Version 3.0

School_____ **Date of Report** _____

District_____ **County** _____ **State** _____

INSTRUCTIONS: The EBS team should complete both checklists monthly to monitor activities for implementation of EBS in the school. Completed forms can be faxed (_____) or emailed (_____) by the first of each month to_____.

EBS Team Members _____

_____

_____

Person(s) Completing Report _____

Checklist #1: Start-Up Activity					
Complete & submit **Monthly.**		**Status:** Achieved, In Progress, Not Started			
	Date:				
	(MM/DD/YY)				
Establish Commitment 1. Administrator's support & active involvement.	Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				
Establish & Maintain Team 3. Team established (representative).	Status:				
4. Team has regular meeting schedule, effective operating procedures.	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				

Self-Assessment 6. Team/faculty completes the Team Checklist or Benchmarks of Quality self-assessment	Status:				
7. Team summarizes existing school discipline data.	Status:				
8. Team uses self-assessment information to build implementation action plan.	Status:				
Establish School-wide Expectations: Prevention Systems 9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Classroom Behavior Support Systems 15. Team has completed a school-wide classroom systems summary	Status:				
16. Action plan in place to address any classroom systems identified as a high priority for change.	Status:				
17. Data system in place to monitor office discipline referral rates that come from classrooms.	Status:				

Establish Information System 18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty.	Status:				
19. Discipline data are available to the Team at least monthly in a form and depth needed for problem solving.	Status:				
Build Capacity for Function-based Support 20. Personnel with behavioral expertise are identified & involved.	Status:				
21. At least one staff member of the school is able to conduct simple functional behavioral assessments.	Status:				
22. Intensive, individual student support team structure in place to use function-based supports	Status:				

Additional Observations/Comments/Questions:

Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
1. **Establish Commitment** • Administrator • Top 3 goal • 80% of faculty • Three year timeline	a.		
	b.		
	c.		
	d.		
	e.		
2. **Establish Team** • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives	a.		
	b.		
	c.		
	d.		
	e.		
3. **Self-Assessment** • Team Checklist completed. • Discipline data • Identification of strengths, focus • Action Plan developed • Action Plan presented to faculty	a.		
	b.		
	c.		
	d.		
	e.		

4. **School-wide Expectations** • Define 3-5 school-wide behavioral expectations • Curriculum matrix • Teaching plans • Teach expectations • Define consequences for problem behavior	a.		
	b.		
	c.		
	d.		
	e.		
5. **School-wide Classroom Behavior Supports** * Expectations taught * Routines established *Reward System	a.		
	b.		
	c.		
	d.		
	e.		
6. **Establish Information System** • System for gathering useful information • Process for summarizing information • Process for using information for decision-making	a.		
	b.		
	c.		
	d.		
	e.		

7. **Build Capacity for Function-based Support** • Personnel with behavioral expertise • Time and procedures for identification, assessment, & support implementation	a.		
	b.		
	c.		
	d.		
	e.		

Appendix B

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

Data Collection Protocol

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

EBS Self-Assessment Survey version 2.0 August 2003

University of Oregon
Revised 08/27/03 DP

Effective Behavior Support (EBS) Survey

Assessing and Planning Behavior Support in Schools

Purpose of the Survey

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

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

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

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

Conducting the EBS Survey

Who completes the survey?

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

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

When and how often should the survey be completed?

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

How is the survey completed?

1. Complete the survey independently.

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

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

4. Mark (i.e., "√" or "X") on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e., *high, medium, low*) (right hand side of survey).

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

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

b. For each feature rated partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"

Summarizing the Results from the EBS Survey

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

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

Phase 1: Summarize the results

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

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

Example 1a.

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

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

Example 1b.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High	Med	Low
√√√√√ √√√√ 9	√√√√√ √√ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	2. Expected student behaviors are taught directly.	√√√√ √√√√ √√ 10	√√√√ 4	√√√ √√√ 6
√√√√√ √√ 7	√√√√√ √√√√ 9	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√√ √√ 6	√√√√√ √ 6	
√√√√√ √√ 7	√√√√√ √√√√ √ 11	√√√ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√√√ √√ 6	√√√√ 4	√√√ √ 4
	√√√√√ √√√ 8	√√√√√ √√√√ 9	5. Consequences for problem behaviors are defined clearly.	√√√√ √√√√ √√√ 11	√√√ 3	√√√ 3

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

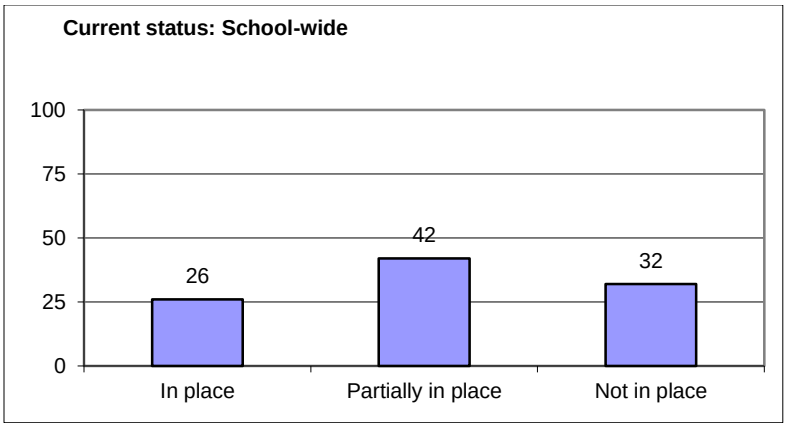
Example 1c.

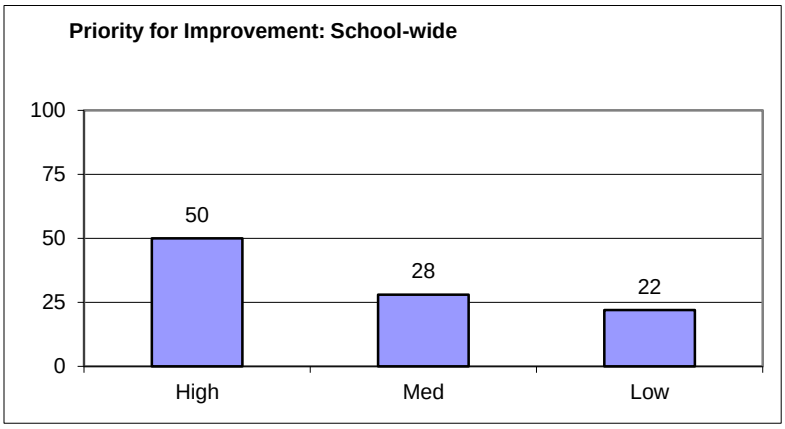
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High	Med	Low
√√√√√ √√√√ 9	√√√√√ √√ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√ 4	√√√ √ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√ √√√√ √√ 12	2. Expected student behaviors are taught directly.	√√√√ √√√√ √√ 10	√√√ √ 4	√√√√√ 6
√√√√√ √√ 7	√√√√√ √√√√ 9	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√√ √√ 6	√√√ √√√ 6	
√√√√√ √√ 7	√√√√√ √√√√ √ 11	√√√ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√√√ √√ 6	√√√√ 4	√√√√ 4
	√√√√√ √√√ 8	√√√√√ √√√√ 9	5. Consequences for problem behaviors are defined clearly.	√√√√ √√√√ √√√ 11	√√√ 3	√√√ 3

Totals
25 + 41 + 31 = 97
37 + 21 + 16 = 74

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

Example 1d.





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

Phase 2: Analyze and Prioritize the Results

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

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

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

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

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

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

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

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

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

Effective Behavior Support (EBS) Survey

Assessing and Planning Behavior Support in Schools

Name of school _____ Date

District _____ State

Person Completing the Survey:

· Administrator · Special Educator · Parent/Family member

· General Educator · Counselor · School Psychologist

· Educational/Teacher Assistant · Community member · Other

1. Complete the survey independently.

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

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

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

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

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

4. Return your completed survey to _____by_____

SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8.Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			

			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			

			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Name of School _____

Date _____

NONCLASSROOM SETTING SYSTEMS

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

			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School _____

Date _____

CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**Classroom settings** are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are			

			acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success (≥ 75% correct).			
			10.Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School _____

Date _____

INDIVIDUAL STUDENT SYSTEMS

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

			feedback provided regularly to the behavior support team & relevant staff.			

Appendix C

School-wide Evaluation Tool (SET) Version 2.1

Data Collection Protocol

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

School-wide Evaluation Tool version 2.1, June 2005

Educational and Community Supports
University of Oregon
Revised 06-29-05 NKS

School-wide Evaluation Tool

(SET)

Overview

Purpose of the SET

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

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

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

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

Using SET Results

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

School-wide Evaluation Tool (SET)

Implementation Guide

School _____ **Date** _____

District _____ **State** _____

Step 1: Make Initial Contact

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

Name_____ Phone_____

Email _____

Products to Collect

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

Step 2: Confirm the Date to Conduct the SET

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

Step 3: Conduct the SET

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

Step 4: Summarize and Report the Results
A. Summarize surveys & complete SET scoring. B. Update school graph. C. Meet with team to review results. Meeting date & time: _____

School-wide Evaluation Tool (SET) Scoring Guide

School _____ **Date** _____

District _____ **State** _____

Pre _____ **Post** _____ **SET data collector** _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation		Score: 0-2
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 Other _____	**P**	
	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 Other _____	**O**	
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 Other _____	**P**	
	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 Other _____	**I**	
	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 Other _____	**I**	
	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 Other _____	**I**	
	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 Other _____	**I**	
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____	**P**	
	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 Other _____	**I**	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation		Score: 0-2
	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 Other _____	**I**	
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 Other _____	**P**	
	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 Other _____	**I**	
	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 Other _____	**O**	
	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 Other _____	**I**	

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

	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)			Annual Plan, calendar 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 = /16	G = /4	Mean =		

Administrator Interview Guide

Let's talk about your discipline system

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

5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

Let's talk about your school rules or motto

6) Do you have school rules or a motto? Yes No If no, skip to # 10.
7) How many are there? _____
8) What are the rules/motto? (B4, B5)

9) What are they called? (B4, B5)

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

11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

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

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

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

Additional Interviews

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

Staff Interview Questions
Interview a minimum of 10 staff

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

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

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

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

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

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

7) Are you on the team?

Team Member Interview Questions

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

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

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

Student interview Questions
Interview a minimum of 15 students

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

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

Appendix D

– Discipline Referral

Student:	IEP- Y or N *Behavior Plan --Y or N*	Date: ___ 1st ___ 2nd ___ 3rd ___ Other # of Incident
Grade: 5 6		Date of Incident: Time:
Classroom Teacher:		Referred By:
Location of Incident: *(please check)* ___bathroom ___specials ___playground ___hallway ___bus ___cafeteria ___classroom ___assembly _____other		*Narrative of Incident (use back if necessary):*

REASON(S) FOR THE REFFERRAL

Safety	Respect	Responsibility
3rd ___Parent Contact Date_____ 4th ___	3rd ___Parent Contact Date_____ 4th ___	3rd ___Parent Contact Date_____ 4th ___
Minor - Physical Contact (KHFAOOTY) - Horse Play **Major (severe)** - Hit/Pinch/Bite—Intent to Cause Bodily Harm - Bullying/Harassment - Danger to Self or Others - Threaten to Use/Bring a Weapon - Other _____	**Minor** - Inappropriate Language - Disruption to the Learning Process - Property Misuse **Major (severe)** - Refusal/Defiance/Disrespect Toward Adult - Cursing/Vulgar Language - Damage/Destruction of School Property - Other_____	**Minor** - Misuse of Personal/School Property - Tardiness/Loitering - Unprepared/Incomplete Work (8 second chances) - Bringing Toys/Electronics to School **Major (severe)** - Stealing other's personal/school property - Technology violation - Other_____

Possible Motivation:			Others Involved			
___Attention from Peer(s)	___Attention from Adult(s)		___None	___Staff	___Teacher	___Substitute
___Avoid Peer(s)	___Avoid Adults		___Student(s)	Names_____		
___Avoid Work	___Obtain Item	___Wanting Control	_____			

Teacher Action Taken Prior to Referral:

Except for the most serious disciplinary matters, this step should be followed prior to an office referral. Please note the dates each intervention was given.

_____ Consulted Counselor _____Alternate Placement _____ Other (Please Specify)_____

_____ Conferred Privately with Student _____ Consulted Principal _____

_____ Time Out in the Classroom

_____ *Contact Parent/Guardian date contacted: _____phone ____email ____ note ____conference

TYPE OF DISCIPLINE ASSIGNED BY ADMINISTRATOR:

- Time Out in Buddy/Resource Room - Loss of Privilege - Conference w/ student - Recess suspension - Assigned seating in cafeteria - Help in cafeteria - Bus suspension	- OSS (___ Days) - ISS (___Days) - P/T Conference Requested - IEP Conference Requested - Referral to Care Team - Other _____ - Restitution	- **Conference w/ student** - **Parent Contact** ___Call ___Email ___Message ___Conference
Additional Administrator Comments:		

All minor infractions are filed with classroom teacher. After three minor infractions, the infraction may be considered a major offense. All major infractions require administrator consequence, parent contact and/or parent signature.

White- Office; Yellow- Home; Pink- Teacher

*acher's Signature/Date*_____ *Principal's Signature/Date*_____

*rent's Signature/Date*_____ *Student's Signature/Date*_____

Appendix E
Focus Group Protocol
For
SWPBS Implementation

Welcome, thank you for joining in this focus group discussion about your school's first year of implementation of SWPBS during the 2010-2011 school year.

I will present and review the informed consent form making you aware of your rights during this focus group.

(Researcher presents and reviews informed consent form. Participants sign and focus group begins. Researcher places tape recorder in center of table and begin recording.) Alright, let's begin. The questions for our focus group deal specifically with your experience of the first year of implementation of SWPBS.

Questions:

1. What were your thoughts of SWPBS as a classroom teacher at the beginning of implementation?

2. Part of your designated practices was to teach behavior lesson plans. Tell how you incorporated this into your classroom with your students. To what extent do you feel you taught the designated lessons throughout the year?

3. The SOAR matrix emphasizes the words SAFE, OUTSTANDING LEARNER, ALWAYS RESPECTFUL, and RESPONSIBLE. During the school day how did you incorporate these words with your students? To what extent do you feel you used the SOAR language throughout the year?

4. The students received SOAR cards to be recognized for following the SOAR matrix. During the school day how did you use the SOAR cards with your students? To what extent do you feel you used the SOAR cards throughout the year?

5. The classroom teachers were asked to know and to put into practice what behaviors were major and minor behaviors by students. What are major behaviors? What are minor behaviors? To what extent do you feel you practiced knowing what student behaviors was major and minor throughout the 2010-2011 school year?

6. What role has the principal had with SWPBS during the first year of implementation?

7. Were there any other ways you emphasized SWPBS with your class during the 2010-2011 school year that were not mentioned? If so, tell us about them.

8. Are there any other comments you would like to share, which would tell how SWPBS was practiced during the first year of implementation?

Appendix F

FIELD NOTES

FOCUS GROUP FIELD NOTES

Question	Field Notes
1. What were your thoughts of SWPBS as a classroom teacher at the beginning of implementation?	
2. Part of your designated practices was to teach behavior lesson plans. Tell how you incorporated this into your classroom with your students. To what extent do you feel you taught the designated lessons throughout the year?	
3. The SOAR matrix emphasizes the words SAFE, OUTSTANDING LEARNER, ALWAYS RESPECTFUL, and RESPONSIBLE. During the school day how did you incorporate these words with your students? To what extent do you feel you used the SOAR language throughout the year?	
4. The students received SOAR cards to be recognized for following the SOAR matrix. During the school day how did you use the SOAR cards with your students? To what extent do you feel you used the SOAR cards throughout the year?	
5. The classroom teachers were asked to know and to put into	

practice what behaviors were major and minor behaviors by students. What are major behaviors? What are minor behaviors? To what extent do you feel you practiced knowing what student behaviors was major and minor throughout the 2010-2011 school year?	
6. What role has the principal had with SWPBS during the first year of implementation?	
7. Were there any other ways you emphasized SWPBS with your class during the 2010-2011 school year that were not mentioned? If so, tell us about them.	
8. Are there any other comments you would like to share, which would tell how SWPBS was practiced during the first year of implementation?	

INTERVIEW FIELD NOTES

Question	Field Notes
1. As the SWPBS coach how did your leadership team begin planning for implementation? What data was used to support the leadership team's decision making?	
2. Part of the designated practices was for the classroom teachers to teach behavior lesson plans. Tell how the leadership team came about to know what lessons to choice? What data was used to support the leadership team's decision making? How were the lessons provided to the staff?	
3. The SOAR matrix emphasizes the words SAFE, OUTSTANDING LEARNER, ALWAYS RESPECTFUL, and RESPONSIBLE. How did these words come about to be part of the matrix? What data was used to support the leadership team's decision making?	
4. The students received SOAR cards to be recognized for following the SOAR matrix. What data was used to know if this recognition was successful with students? What data was used to know if classroom teachers were recognizing students?	

5. The classroom teachers were asked to know and to put into practice the behaviors identified as major and minor behaviors by students. What data did the leadership team use to designate major and minor behaviors?	
6. What role has the principal had with SWPBS during the first year of implementation?	
7. How was the staff made aware of this being a SWPBS practice that needed to be actively incorporated? What data was used to know if classroom teachers practiced this?	
8. Were there any other ways you emphasized SWPBS with your class during the 2010-2011 school year that were not mentioned? If so, tell us about them.	
9. Are there any other comments you would like to share, which would tell how SWPBS was practiced during the first year of implementation?	

Appendix G
SWPBS Coach Interview Protocol
For
SWPBS Implementation

Welcome, thank you for letting interview you about your school's first year of implementation of SWPBS during the 2010-2011 school year.

I will present and review the informed consent form making you aware of your rights during this interview.

(Researcher presents and reviews informed consent form. Participant sign's and interview begins. Researcher places tape recorder in center of table and begins recording.)

Alright, let's begin. The questions for this interview deal specifically with your experience of the first year of implementation of SWPBS.

Questions:

1. As the PBIS coach how did your leadership team begin planning for implementation? What data was used to support the leadership team's decision making?

2. Part of the designated practices was for the classroom teachers to teach behavior lesson plans. Tell how the leadership team came about to know what lessons to choice? What data was used to support the leadership team's decision making? How were the lessons provided to the staff?

3. The SOAR matrix emphasizes the words SAFE, OUTSTANDING LEARNER, ALWAYS RESPECTFUL, and RESPONSIBLE. How did these words come about to be part of the matrix? What data was used to support the leadership team's decision making?

4. The students received SOAR cards to be recognized for following the SOAR matrix. What data was used to know if this recognition was successful with students? What data was used to know if classroom teachers were recognizing students?

5. The classroom teachers were asked to know and to put into practice the behaviors identified as major and minor behaviors by students. What data did the leadership team use to designate major and minor behaviors?

6. What role has the principal had with SWPBS during the first year of implementation?

7. How was the staff made aware of this being a SWPBS practice that needed to be actively incorporated? What data was used to know if classroom teachers practiced this?

8. Were there any other ways you emphasized SWPBS with your class during the 2010-2011 school year that were not mentioned? If so, tell me about them.

9. Are there any other comments you would like to share, which would tell how SWPBS was practiced during the first year of implementation?

Appendix H

The SACFS-R

Revised from the
Self-Assessment of Contextual Fit in Schools
Horner, Salentine, & Albin, 2003

The information you provide will be maintained and reported in a confidential manner. You will never be identified.

Thank you for your contribution and assistance.

Description: In the 2010-2011 school year your school implemented Positive Behavioral Interventions and Supports (PBIS). During the school year the classroom teachers were asked to implement universal practices. You are to rate your experience about the 2010-2011 implementation of SWPBS universal practices.

Demographic Information:

1. In the 2010-2011 school year how many years had you taught? _____

2. What grade level did you teach in the 2010-2011 school year? _____

Knowledge of elements in the Behavior Support Plan.

1. I was aware of the elements of the SOAR matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

2. I know I was expected to implement the SOAR matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

Skills needed to implement the Behavior Support Plan

3. I had the skills needed to implement the SOAR Matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

4. I had received training to implement the SOAR Matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

5. I used a continuum of proactive practices for encouraging expected behaviors.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

6. I used a continuum of consequences for discouraging expected behaviors.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

7. I understood what major behaviors and minor behaviors were.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

8. I practiced the “Give Me Five” attention signal.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

9. I practiced a 4:1 ratio of positive to negative statements with students.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

Values are consistent with elements of the behavior support plan

10. I was comfortable implementing the elements of the SOAR matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

11. The elements of the SOAR matrix are consistent with the way I believe students should be treated.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

Resources available to implement the plan

12. My school provided the faculty/staff time needed to implement the SOAR matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

13. My school provides the funding, materials, and space needed to implement the SOAR matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

Administrative Support

14. I believe the PBIS team provided the support needed for effective implementation of the SOAR matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

15. I believe the PBIS team was committed to investing in effective design of the SOAR matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

Effectiveness of Behavior Support Plan

16. I believe the SOAR matrix was effective in achieving targeted outcomes for students.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

17. I believe the SOAR matrix did help prevent future occurrence of problem behaviors for students.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

Behavior Support Plan is in the best interest of the students

18. I believe the SOAR matrix was in the best interest of students.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

19. I believe the SOAR matrix was able to assist students to be more successful in school.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

The Behavior Support Plan is efficient to implement

20. Implementing the SOAR matrix was not stressful.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

21. The amount of time, money and energy needed to implement the SOAR matrix was reasonable.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

22. The SOAR matrix was posted in my classroom.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

23. I referred to the SOAR matrix at appropriate times.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

24. I verbally praised the students for following the SOAR matrix.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

25. I praised students for following the SOAR matrix by signing students SOAR cards.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

26. I corrected students by restating the SOAR expectations and stating the appropriate replacement behavior.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

27. I taught the weekly PBIS lesson to my class.

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

---

28. During the 2010-2011 school year your school implemented SWPBS. What was your overall view of the implementation process in your classroom?

29. During the 2010-2011 school year, what was your overall view of the SWPBS implementation process outside of your classroom?

30. Is there any other information you would like to share about the 2010-2011 SWPBS implementation process at your school?

Appendix I

March 1, 2012

[redacted]

Please note that Nadia Wrosch, UM Graduate Student, has permission to conduct research at Inman Intermediate for her study, "Fidelity of the Initial Implementation of Universal Expectations of School-wide Positive Behavior Support (SWPBS)".

Mrs. Wrosch will conduct her research by reviewing Positive Behavioral Interventions and Supports (PBIS) documents, conducting two focus groups with classroom teachers, an interview with the PBIS coach, and an online survey for classroom teachers. She will plan to distribute consent forms to all perspective participants for their approval to participate in the study. Mrs. Wrosch will complete her research by March 23, 2012.

Mrs. Wrosch has agreed to keep all information confidential and no individual's identifying data will be taken off of the school property. Mrs. Wrosch has also agreed to provide to my office a copy of the University of Missouri IRB-approval, stamped consent document before she begins to conduct her research with participants.

If there are any questions, please contact my office.

Sincerely,

[redacted]

Appendix J

Informed Consent Form: Focus Group

Dear Participant:

Thank you for considering participation in the study "Fidelity of the Initial Implementation of Universal Expectations of School-wide Positive Behavior Support (SWPBS)." This study is being conducted in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership and Policy Analysis at the University of Missouri-Columbia.

The purpose of this study is the focus of two research questions, the first is to describe the extent Inman Intermediate leadership team used evidence-based practices during the initial implementation process of SWPBS. The second research question is to describe what extent teachers at Inman Intermediate used the designated SWPBS practices with fidelity.

Before you make a final decision about participation, please read the following about how your input will be used and how your rights as a participant will be protected:

- Participation in the study is completely voluntary. You may stop participating at any point without penalty.
- You need not answer any or all of the questions during the focus group.
- Your responses will be kept confidential. Results will be presented to others in summary form only, without names or other identifying information.
- Your participation will take approximately forty-five (45) minutes. During this time you will be asked to respond to open-ended questions as well as encouraged to respond to comments made by other focus group members.
- The data collected will be held in a locked file cabinet in the researcher's office and disposed of at the conclusion of the study.
- The interview will be recorded (audio) with your permission, for transcription use only.

You may contact the Campus Institutional Review Board if you have questions about your rights, concerns, complaints or comments as a research participant. You can contact the Campus Institutional Review Board directly by telephone at (573)885-9585 or email to umcresearchcirb@missouri.edu to voice or solicit any concerns, questions, input or complaints about the research study at 573.882.9585. The project is being supervised by Dr. Cindy MacGregor, Professor, CLSE, Missouri State University (417.836.6046).

If at this point you are still interested in participating and assisting with this important research project please fill out the consent form below. Keep the top of this letter for future reference. You can contact me at 417.693.7629 if you have questions or concerns about your participation. Thank you very much for your time and consideration.

Sincerely,
Nadia Wrosch
University of Missouri-Columbia

You, _____, agree to participate in the study of "Fidelity of the Initial Implementation of Universal Expectations of School-wide Positive Behavior Support (SWPBS)." conducted by Nadia Wrosch. You understand that:

- Your answers will be used for educational research.
- Your participation is voluntary.
- You may stop participation at any time without penalty.
- You need not answer all of the questions.
- Your answers and identity will be kept confidential.

You have read the information above and any questions your questions asked have been answered to your satisfaction. You agree to participate in this activity, realizing that you may withdraw without prejudice at any time.

Signed:_____ Date:_____

Appendix K

Informed Consent Form: Interview

Dear Participant:

Thank you for considering participation in the study "Fidelity of the Initial Implementation of Universal Expectations of School-wide Positive Behavior Support (SWPBS)." This study is being conducted in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership and Policy Analysis at the University of Missouri-Columbia.

The purpose of this study is the focus of two research questions, the first is to describe the extent Inman Intermediate leadership team used evidence-based practices during the initial implementation process of SWPBS. The second research question is to describe what extent teachers at Inman Intermediate used the designated SWPBS practices with fidelity.

Before you make a final decision about participation, please read the following about how your input will be used and how your rights as a participant will be protected:

- Participation in the study is completely voluntary. You may stop participating at any point without penalty.
- You need not answer any or all of the questions during the focus group.
- Your responses will be kept confidential. Results will be presented to others in summary form only, without names or other identifying information.
- Your participation will take approximately forty-five (45) minutes. During this time you will be asked to respond to open-ended questions.
- The data collected will be held in a locked file cabinet in the researcher's office and disposed of at the conclusion of the study.
- The interview will be recorded (audio) with your permission, for transcription use only.

You may contact the Campus Institutional Review Board if you have questions about your rights, concerns, complaints or comments as a research participant. You can contact the Campus Institutional Review Board directly by telephone at (573)885-9585 or email to umcresearchcirb@missouri.edu to voice or solicit any concerns, questions, input or complaints about the research study at 573.882.9585. The project is being supervised by Dr. Cindy MacGregor, Professor, CLSE, Missouri State University (417.836.6046).

If at this point you are still interested in participating and assisting with this important research project please fill out the consent form below. Keep the top of this letter for future reference. You can contact me at 417.693.7629 if you have questions or concerns about your participation. Thank you very much for your time and consideration.

Sincerely,
Nadia Wrosch
University of Missouri-Columbia

You, _____, agree to participate in the study of "Fidelity of the Initial Implementation of Universal Expectations of School-wide Positive Behavior Support (SWPBS)." conducted by Nadia Wrosch.You understand that:

- Your answers will be used for educational research.
- Your participation is voluntary.
- You may stop participation at any time without penalty.
- You need not answer all of the questions.
- Your answers and identity will be kept confidential.

You have read the information above and any questions your questions asked have been answered to your satisfaction. You agree to participate in this activity, realizing that you may withdraw without prejudice at any time.

Signed:_____ Date:_____

Appendix L

Informed Consent Form: Survey

Dear Participant:

Thank you for considering participation in the study "Fidelity of the Initial Implementation of Universal Expectations of School-wide Positive Behavior Support (SWPBS)." This study is being conducted in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership and Policy Analysis at the University of Missouri-Columbia.

The purpose of this study is the focus of two research questions the first, is to describe the extent Inman Intermediate leadership team used evidence-based practices during the initial implementation process of SWPBS. The second research question is to describe what extent teachers at Inman Intermediate used the designated SWPBS practices with fidelity.

Before you make a final decision about participation, please read the following about how your input will be used and how your rights as a participant will be protected:

- Participation in the study is completely voluntary. You may stop participating at any point without penalty.
- You need not answer any or all of the questions during the focus group.
- Your responses will be kept confidential. Results will be presented to others in summary form only, without names or other identifying information.
- Your participation will take approximately fifteen (15) minutes. During this time you will be asked to respond to rated choice questions as well as encouraged to respond to open-ended questions.
- The data collected will be held in a locked file cabinet in the researcher's office and disposed of at the conclusion of the study.

This project has been reviewed and approved by the University of Missouri-Columbia Campus Institutional Review Board (IRB). The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights, and may be contacted at 573.882.9585. The project is being supervised by Dr. Cindy MacGregor, Professor, CLSE, Missouri State University (417.836.6046).

If at this point you are still interested in participating and assisting with this important research project please fill out the consent form below. Keep the top of this letter for future reference. You can contact me at 417.693.7629 if you have questions or concerns about your participation. Thank you very much for your time and consideration.

Sincerely,
Nadia Wrosch,
University of Missouri-Columbia

Vita

Nadia Wrosch has been an educator for 12 years. She has had vast experience teaching several different grade levels. She has enjoyed her time as an educator and is looking forward to career possibilities. Her research interests include school administration, school climate, and reading initiatives.