INTEGRATING BULLYING AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT STRATEGIES IN AN ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study was to assess the impact of the impact of the School-wide Positive Behavior Support (SWPBS) process on bullying behaviors in an elementary school. Participants completed a pre and post-bullying assessment (Safe School Survey adapted from the Canadian Public Health Association and the National Crime Prevention Strategy; Totten, Quigley & Morgan, 2004) to assess the impact of bullying in their school system. Additionally, existing school data (e.g., office referrals, behavioral infractions, in-school suspension, and buddy rooms) and direct observations conducted within targeted settings were used to measure intervention impact. Specifically, the study (a) focused on the process the SWPBS team went through and (b) explored the SWPBS team’s efforts at Tier I, II, and III levels of student support through pre-post-surveys, school team observations, on-going analysis of school data, and a multiple-baseline-across-students design with students who engaged in bullying behavior through data triangulation. Post-assessment data were collected and used to measure the impact of each strategy to decrease bullying behaviors in their school system. Analyses include mixed methods with qualitative and quantitative data. Qualitative data highlighted the school counselor’s and SWPBS team’s positive outlook on collecting and using bullying data in the future. Quantitative data revealed non-significant outcomes in decreasing bullying behaviors when using standalone programs.