Positive Behavior Interventions and Supports and how has Implementation Affected
Discipline Referrals within an Elementary Building, Playground, School Buses, and
Gender
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Abstract

The purpose of this study was to determine how Positive Behavior Interventions and Supports (PBIS) affects the number of office discipline referrals within a rural southeast Missouri school district. The researcher studied discipline referrals within an elementary building, the school’s playground, school buses, and discipline referrals for males and females. This study determined whether or not PBIS had enough positive results from school’s students and staff to warrant spending professional development stipends for training.

The study was designed as a correlational study to determine the relationship between the independent variables of office discipline referrals in an elementary building, office discipline referrals on the playground of an elementary building, office discipline referrals on the buses serving an elementary building, office discipline referrals of males in an elementary building, and office discipline referrals of females in an elementary building and how the implementation of Positive Behavior Interventions and Supports (PBIS) affected office discipline referrals. The dependent variable is the number of student discipline referrals, therefore it was used to determine effectiveness in this study. Data were available on one elementary school in southeast Missouri, so sampling was not necessary. To analyze the data, Chi Square was conducted using SPSS software and Microsoft Excel. A 95% confidence interval was used to determine statistical significance.
The null hypothesis for research questions one, three, four, and five were rejected because a significant relationship existed. For research question two, the null hypothesis was confirmed because there was no significance of PBIS implementation and office discipline referrals on the playground of an elementary building. For research questions one, three, four, and five an additional follow-up test was conducted and indicated that homogeneous subsets were necessary.

The debate of whether or not the implementation of PBIS decreases office discipline referrals was confirmed. The data proved that the professional development stipends spent in this one elementary building towards PBIS is necessary and should continue due to the proven positive effects.