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Dedication

This dissertation is dedicated to my family. Thank you for your support, encouragement, and sacrifice throughout this process. Hank, you have been such a wonderful example to our children of a truly supportive life partner. From the excitement of each new semester to the frustrations in the middle of them, you've encouraged me to press on and learned with me along the way. You are probably the most knowledgeable non-educator I know when it comes to PBIS. Our kids are lucky to have you as a father and role model. Haley, Hannah, and Hank, you all have been my driving force in completing this dissertation. I hope my efforts can serve as an example for you all that you can do anything your hearts desire with hard work and supportive people by your side. I love you all more than words on this page could ever express!

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Abstract

Positive behavior interventions and supports (PBIS) is a framework for organizing evidence-based interventions into a unique curriculum that enhances the academic and social behavior outcomes for all students. This study explores the role of leadership in promoting a school climate that supports PBIS and the extent, effect, and challenges faced upon implementation of PBIS policies in one urban secondary setting. Successful implementation requires administrative support and teacher buy-in. This mixed methods research design provides a more complete understanding of secondary teacher implementation of PBIS through the creation of professional development opportunities on the topic and through the promotion of a school culture that supports PBIS. Pre-test and post-test surveys were conducted using the School-wide Evaluation Tool and the PBS Teacher Satisfaction Survey along with a researcher reflection and discipline data collection to increase the richness of data. High turnover in administration and school staff just prior to the beginning of the study limited the success of year one PBIS implementation. While gains were made in the level of implementation the lack of support from new school administration counteracted any progress made by the Behavior Intervention Team. Open response items were collected to determine areas where school leaders could make improvements in leadership practices and professional development offerings to better support PBIS. The findings indicate that lack of consistency among administrators and staff led to lowered teacher satisfaction with the process.

Keywords: positive behavior interventions, professional development, leadership

The Role Of Leadership in Promoting Positive Behavior Interventions in Urban Secondary Settings: A Dissertation

Chapter 1

In recent years, schools across the nation have been scrutinized for excessive and disproportionate discipline practices. Nationwide, news releases frequently highlight the need for changes to current discipline practices. In September 2016 the Office of the Press Secretary at the White House (2016) released information for school districts to help ensure safe and supportive schools for all students because of the disproportionately high suspension rates of girls of color, along with considerations for school district sexual misconduct policies. Locally, Oklahoma City Public Schools reached a settlement in April 2016 with the U.S. Education Department to address the disproportionate discipline of black students within the district. As part of the agreement, the district is now required to train teachers and administrators to support positive student behavior (Press Office, 2016). News releases like these have been happening across our nation at an increasing rate. In efforts to be preemptive, schools have started making a shift from traditional reactive strategies in regard to student discipline, such as detention and suspension, to more positive and proactive approaches that address the entire school as well as individual students (Flannery, Sugai, & Anderson, 2009). A major goal of this shift in handling problem behaviors is to reduce or prevent as many of the problem behaviors as possible. For many school districts, a more systematic approach of addressing the school environment to make them more predictable and to acknowledge a wide range of appropriate behaviors is desired (Bohanon, Flannery, Malloy, & Fenning, 2009).

Background of the Problem

Discipline policies across the nation are often exclusionary, result in lowered student achievement because of missed instruction in the classroom, and create environments of authoritarian control that reinforce antisocial problematic behaviors (Gregory, Skiba, & Noguera, 2010; Sugai, G. & Horner, R., 2002; Fallon, O'Keeffe, & Sugai, 2012). Secondary schools are generally focused on punitive consequences as opposed to positive consequences (Sugai, O'Keeffe, & Fallon, 2012; The Civil Rights Project, 2000; Feuerborn, Wallace, and Tyre, 2013). Urban secondary schools often experience higher rates of student discipline and greater gaps in student achievement, undermining the teachers' and administrators' abilities to form trusting relationships with students (Sugai, O'Keeffe, & Fallon, 2012; The Civil Rights Project, 2000). According to The Civil Rights Project (2000), secondary school age students prefer more individualized discipline as opposed to strict zero tolerance policies.

To lessen the gaps in student discipline and achievement, positive behavior interventions and supports, also known as PBIS, have increased in popularity and were included as a recommendation in the1997 reauthorization of the Individuals with Disabilities Act (IDEA) and remain in place in the 2004 reauthorization (20 U.S.C. § 1401(c)(5)(F)) as an approach to modify behavior proactively and prevent excessive exclusionary practices for special education students (OSEP, 2014). The recommendation includes the training necessary for successful use by all school personnel (20 U.S.C. §1464 (a)(6)(D), (f)(2)(A)(iv)(I), (b)(2)(H), & 20 U.S.C. §1483(1)(C & D)). Positive behavior interventions and supports are an applied behavioral

science approach that utilizes educational methods to improve life skills and decrease behavior problems within social and learning contexts in a systematic yet individualized manner to meet the needs of both the adults and the students (Carr, E. G. et al., 2002; Sugai, G. & Horner, R., 2002). This approach builds trust between students, teachers, and administrators as students view the teachers and administrators as trustworthy and legitimate authority figures that are fair and work to diffuse disciplinary interactions (Gregory & Ripski, 2008).

At the same time, pro-social education and school climate reform have increased in popularity. According to Cohen (2014), schools that work to improve the school climate through pro-social competencies promote success in schooling and in life. Pro-social competencies involve learning social, emotional, and civic skills along with ethical dispositions to enable students to become responsible and engaged citizens at school and into adulthood. An example of school climate reform and pro-social education is the Character Education Partnership (Lickona, Schaps, & Lewis, 1995). To truly be effective, school climate reform and pro-social education must be school-wide and systematic as well. According to Cohen (2014), 6 processes promote school-wide improvement. Measurement, accountability, community engagement, school-home-community partnerships, codes of conduct, utilization of teachable moments, and supporting adult learning are the 6 processes that drive school reform and pro-social education (Cohen, 2014). According to Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013), a positive school climate is associated with and/or promotes safety, healthy relationships, engaged learning, and school improvement efforts. Strong pro-social skills and a positive school

climate have been shown to positively influence academic, health, and social outcomes in students (Kaplan, Deblois, Dominguez, & Walsh, 2016). However, these approaches focus on universal curriculums and interventions as opposed to multi-tiered approaches to meet individual student and adult needs. The multi-tiered approach in positive behavior interventions takes the universal approach presented in pro-social education and school climate reform to the next level.

Positive Behavior Intervention Supports

Positive Behavior Interventions and Supports (PBIS) when applied school-wide are referred to as School-wide Positive Behavior Supports (SWPBS or SW-PBIS). The terms PBIS and SWPBS are often used interchangeably. The language for PBIS comes directly from the 1997 reauthorization of the Individuals with Disabilities Education ACT (IDEA) (OSEP, 2014). According to Turnbull, Stowe, and Huerta (2007), "IDEA allows school districts to use interventions other than positive ones in developing an IEP, but it clearly gives preference to the positive ones. Given IDEA's provisions for the use of positive behavioral interventions and supports, school districts will be hard-pressed not to use positive interventions" (p. 102-103). Positive behavior interventions and supports are a framework for organizing evidence-based interventions (as directed by IDEA) into a unique curriculum that enhances the academic and social behavior outcomes for all students. It is a prevention-oriented way for school personnel to improve the implementation of these interventions to benefit all students (OSEP, 2014).

Positive behavior interventions and supports take the view that socially appropriate behaviors can be learned like any other skill taught in our schools. The goal

is to promote a positive social climate that increases positive behavior and academic achievement. The process is a multi-tiered approach to intervention, similar to Response to Intervention (RtI), which was designed to increase the academic success of all students. Tier 1 has a focus on all students. Tiers 2 and 3 narrow the focus to smaller groups and individual students for more intensive instruction with the behavior interventions (Savage, Lewis, & Colless, 2011). Both PBIS and RtI rely heavily on data to guide decision-making and use evidence-based research practices. Both PBIS and RtI are based on a team problem-solving model to identify problems and interventions (Miramontes, Marchant, Heath, & Fischer, 2011).

History, Legal Issues, and Policy

The language of positive behavioral interventions and supports was first introduced at the federal level in the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) and was reinforced within the 2004 reauthorization of the same with the addition of functional behavior assessments and behavior intervention plans (34 CFR 300.530-.536). According to the Individuals with Disabilities Education Improvement Act of 2004, "(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by – (F) providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children" (20 U.S.C. § 1401(c)(5)(F)). Included in IDEA is a specific call for appropriate training of all necessary school employees in the use of

positive behavioral interventions and supports to improve student behavior within the classroom setting (20 U.S.C. §1454(a)(3)(B)(iii)(I)).

Aligned with the regulations set forth in IDEA, the U.S. Department of Education developed guiding principles for improving school climate and discipline. The principles center around: climate and prevention; consistent expectations and consequences; and continuous improvement. The first guiding principle suggests schools foster positive school climates by preventing student misbehavior and intervening effectively with at-risk or struggling students. The second guiding principle suggests that schools have clear discipline policies that will help students improve behavior and boost achievement. The third guiding principle suggests that schools build staff capacity and continuously evaluate discipline practices to ensure they promote achievement for all students (ED, 2014).

In Oklahoma, the current discipline policy is found within the Oklahoma School Bullying Prevention Act and other state statutes (70 O.S. 24-100.4 and 70 O.S. 24-101.3). These policies align with the federal regulations regarding discipline of special education students and non-special education students alike. The Special Education Handbook (OSDSES, 2014) does an excellent job of aligning the Oklahoma regulations with the federal regulations. Within each section of the handbook there are references to the regulations at each level and links to applicable letters and policy guidance from the Office of Special Education Programs (OSEP) within the United States Department of Education. As an educator, the hyperlink capabilities within the handbook are beneficial to quickly identify the regulations and statutes along with further guidance from OSEP.

Oklahoma's model that addresses both academic and behavioral supports is the Oklahoma Tiered Intervention System of Supports (OTISS). It is a blend of PBIS and Response to Intervention (RtI). It was developed and is supported through the 2011 Oklahoma State Personnel Development Grant (SPDG II). The goal of OTISS is to increase the emphasis on proactive approaches to discipline rather than reactive behavior management. This approach could include positive reinforcers, rewards, or consequences provided for specific instances of behavior that impede learning or the learning of others (OSDSES, 2014). The Oklahoma Tiered Intervention System of Supports (OTISS) offers a variety of tools and information online, located at otiss.net.

At a local level, the policy implementation within Cityscape School District, a pseudonym, follows federal and state regulations in regard to positive behavioral interventions and supports. According to the Executive Director of Special Education Services for the district (S. McCall, personal communication, March 1, 2015) the district uses state and federal regulations identified within the Special Education Handbook to meet the needs of special education students appropriately within the district. The district provides administrators and special education personnel with condensed versions of the policies for ease of use. Regarding training for positive behavioral interventions and supports, Cityscape utilizes the OTISS framework along with more intensive training in PBIS and RtI through Solution Tree, Inc. Each year the district sends many educators from within the district to training in PBIS, RtI, OTISS, and other behavioral intervention strategy trainings such as Capturing Kids' Hearts, a relational strategy used to build positive proactive relationships with students developed by The Flippen Group.

Prior to the implementation of federal and state regulations in regard to positive behavioral interventions and supports, there were many court cases that impacted the direction of student discipline to a more proactive and positive approach. In Mills v. Board of Education of the District of Columbia it was determined that the exclusion of students with disabilities from a school setting based on their behavior is not appropriate when the behavior is directly related to their disability (348 F. Supp. 866 (D.D.C. 1972)). In Honig v. Doe schools were stripped of their unilateral ability to exclude students with disabilities from the school setting based on their behavior related to their disabilities (484 US 305 (1988)). In Community Consolidated Sch Dist #93 v. John F. (TL) it was determined the school district had not followed the student's individualized education plan (IEP) nor had the behavioral goals for the student been appropriately set to reduce the behaviors that were negatively impacting the student's academic and behavioral success at school. These cases along with many others led to the inclusion of positive behavioral interventions and supports in the 1997 Reauthorization of the Individuals with Disabilities Education Act and the state statutes that were created to meet the federal regulations.

Problem Statement

Because this policy seeks to change the school climate from one that is traditionally focused on punitive consequences to one that is proactively seeking positive outcomes, there are several potential shortcomings that should be mentioned and considered prior to and during implementation of PBIS. The feasibility of implementation and the resources needed for implementation are two potential

shortcomings already mentioned here briefly. Shifting the ideology of teachers from a punitive to positive mindset along with the power struggle between students and teachers as the shift in ideology occurs are two other shortcomings or hindrances that should be considered as PBIS policy is implemented in a school or district setting. Teachers should receive continual training in positive behavior interventions to assist in this shift in ideology. This training and shift in ideology should be supported and led by school administration to be successful.

Teachers are often required to participate in professional development and implement initiatives or innovations they do not understand. Teachers who do not perceive the initiatives or innovations as meaningful or have not taken ownership of their learning on the initiatives or innovations will be less engaged in the professional development related to them (Jansen in del Wal et al., 2014). One way to increase ownership of professional development is by expanding leadership roles to experienced teachers during professional development activities. This can be accomplished by having teachers share research-based practices they effectively use in their classrooms, having them lead book studies, or having them lead group discussions in the feedback cycle. This can further develop experienced educators while supporting teacher knowledge of the initiative or innovation, as teacher-leaders are a credible source of professional development to their peers (Taylor, Yates, Meyer, & Kinsella, 2011). Professional educators should engage in professional development that is self-directed, collaborative, and empowering (Beavers, 2009) to build a culture that links teaching practice to scholarship within the school setting (Gallagher et al., 2011). Training in positive

behavior interventions that is well-understood and conducted with teacher-leaders should increase teacher ownership and buy-in of the process and shift in ideology.

When implemented with fidelity, in a way that encourages teacher ownership and buy-in of the practice, schools that utilize positive behavior interventions and supports have witnessed a decrease in discipline and an increase in student achievement (Savage, Lewis, & Colless, 2011; Tyre, Feuerborn, & Pierce, 2011). When done school-wide, the framework of positive behavior interventions and supports enhances the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students (OSEP, 2010). The implementation of PBIS, however, is not always easy or feasible due to the time, money, and other resources needed for successful implementation and training.

Research shows that securing support and participation from staff for positive behavior interventions is often a challenge in secondary settings (Flannery, Sugai, & Anderson, 2009). Secondary education teacher training, at the pre-service and in-service levels, often focuses on content, not behavior (Bohanon et al., 2006). This gap in training effects the successful implementation and sustainability of PBIS in secondary settings. Sustainability of the program is most likely to occur when staff view PBIS as a priority that is effective and efficient. Knowledge building, training, commitment and support are factors that increase sustainability (McIntosh et al., 2013; Coffey & Horner, 2012; Sugai & Horner, 2006; Feurerborn, Wallace, & Tyre, 2013).

Though training is recommended through IDEA for all necessary staff, positive behavior interventions and supports are not present in all schools. Elementary and

suburban school districts have implemented PBIS more than secondary and urban school districts. Significant findings from research in elementary and secondary school settings suggest that positive behavior interventions and supports could be used to reduce disciplinary and achievement gaps between minority and non-minority students, especially in urban secondary settings where little research in this area has been conducted (Bohanon, et al., 2006).

Purpose of the Study

The purpose of this study is to explore the role of leadership in promoting a school climate that supports positive behavior interventions in an urban secondary setting. Furthermore, the study will explore the extent, effect, and challenges faced upon implementation of positive behavior interventions and supports policies in an urban secondary setting. A mixed methods research design is used within the current evaluation study to answer the research questions. This mixed methods research design will provide a more complete understanding of secondary teacher implementation of behavioral interventions through the creation of professional development opportunities for teacher ownership of learning and practice on the topic and through the promotion of a school culture that supports behavioral interventions to make it sustainable within the given setting.

The worldview in which this study is situated is dialectical pluralism, a combination of post-positivism and constructivism. This worldview recognizes the differences of each worldview and uses those differences to intentionally gain a broader picture of the situation to drive the study (Greene & Caracelli, 2003). Framed within a

transformational change model built with the theories of adult learning theory, social learning theory, and transformational leadership and learning theories in mind, this study focuses on addressing teacher ownership, buy-in, and use of behavioral interventions through intentional professional development. In social learning theory, learning occurs through observation of modeled behaviors and consequences of others, positive reinforcement, and eventually internal motivation. This can occur even with adults (Aderibigbe & Ajasa, 2013; Bandura, 1971). In adult learning theory, learning occurs in self-directed experiences that are problem-centered and relevant to their lives or jobs (Cox, 2015; Smith, 2002). This transformational change model should encourage the successful implementation of positive behavior interventions and a school culture that supports this change.

Research Questions

From the perspective of educational leadership the implementation and sustainability factors related to positive behavior interventions and supports, such as teacher ownership, buy-in, and the promotion of a supportive school culture must be addressed before the benefits of the process can be witnessed. This process and outcomes-based effectiveness quasi-evaluation study will address this purpose by answering the following five research questions using mixed methods:

1) To what extent, if any, has Positive Behavior Interventions and Supports been implemented at the current urban high school? (Quantitative)
2) How effective is the leadership of the current urban high school in promoting a school culture that supports positive behavior interventions? (Mixed)

3) How does teacher use of behavioral interventions at the current high school change when provided intentional professional development on the topic? (Mixed)
4) How do teachers at the current high school own professional development when empowered to do so? (Qualitative)
5) How effective is the current use of positive behavior interventions in reducing problematic behaviors in students at the urban high school within the study? (Quantitative)

Change Model/Theoretical Perspectives

The study is framed within a transformational change model built with three theoretical perspectives in mind: transformational leadership and learning theory, adult learning theory, and social learning theory. Transformational change involves a shift in how members of an organization think and behave at work (Cummings & Worley, 1997). Because positive behavior interventions and supports are not typically used in urban secondary settings, transformational change is essential for successful implementation. This change will bring about a shift in the overall perception of discipline while supporting a positive school climate. Transformational change focuses on change at the organizational level while transformational learning focuses on change at the individual level. Transformational change and transformational learning are both initiated at the individual level, according to Argyris (1999), and then spread to the organizational level. All change theorists believe that a change or transformation at the individual level is essential within the organizational change process. However, change at the individual

level will produce either commitment or conformity. Commitment implies a decision to participate in a change, not based on directives from authority, whereas conformity involves being compliant with requests from authority (Henderson, 2002).

Transformational learning has roots in adult learning theory (Beavers, 2009). Adult learning theory, according to Knowles (1984) suggests that five assumptions can be made about the characteristics of adult learners. Adults become more self-directed in learning, have a growing reservoir of experience on which to base learning, orient learning to role development and problem-solving application, and become internally motivated to learn (Smith, 2002).

Social learning theory, according to Bandura (1971) and Aderibigbe & Ajasa (2013), suggests that people learn from each other via observation, imitation, and modeling. It explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Within social learning theory attention, retention, reproduction, and motivation are essential for effective modeling of desired behaviors (Aderibigbe & Ajasa, 2013; Bandura, 1971).

Social Learning Theory

Positive behavior interventions and supports rely heavily on social learning theory. Social learning theory, according to Bandura (1971), holds that learning does not occur merely through rewarding and punishing consequences as it would be extremely laborious for learning to occur in this manner for every individual in society. Instead, learning also involves observation of modeled behaviors and consequences of others. Social learning theory involves four subprocesses as observers acquire symbolic

representations of the modeled activities. The four subprocesses include attentional processes, retention processes, motoric reproduction processes, and reinforcement and motivational processes. Attentional processes involve the observer noticing the essential functions of the modeled activities. Simply exposing the observer to the modeled behaviors will not guarantee the behaviors are learned. Attention must be drawn to the essential functions of the modeled behavior for it to have maximum impact. Retention processes include imaginal and verbal processes to ensure the observer moves the learned behaviors into long-term memory. Of the two, verbal processing is more significantly involved in the speed and retention of learning observed behaviors than is imaginal. Motoric reproduction processes include the ability for the observer to transform symbolic representations of the modeled behaviors into overt actions. This includes the correct and appropriate ordering of component subskills involved in the modeled behavior. The final subprocess, reinforcement and motivational processes, involves creating within the observer the desire to display the desired behavior. Simply learning the modeled behavior will not move it into overt action, especially if negative or unfavorable outcomes are expected (Bandura, 1971).

Continuing with Bandura's study of social learning theory, positive reinforcement is needed to motivate a learner to action with the modeled behavior until internal motivation is reached. Within social learning theory reinforcement includes those from directly experienced consequences, vicariously reinforced consequences, and self-reinforcement. The ultimate goal is self-reinforcement, when an observer can perform the behaviors without the need for external reinforcement. However, direct and vicarious

reinforcement are needed as observers mature in cognitive and emotional development. The degrees of reinforcement vary significantly within direct and vicarious reinforcement. Those who oppose the idea of positive reinforcement often have a misunderstanding of the complexity that lies within the realm of reinforcement (Bandura, 1971).

Adult Learning Theory

Adult learning theory, according to Knowles (1984), holds that adults learn differently than children. More specifically, as people mature their learning styles change toward more self-directed learning. Because this study focuses on helping educators successfully implement positive behavior interventions and supports it is essential to have an understanding of how adults learn. Knowles' theory of andragogy is based on five assumptions about the characteristics of adult learners. First, is the assumption of that as a person matures their self-concept moves from being a dependent personality to one that is self-directed. Second, is the assumption that a maturing individual gains a growing reservoir of experience that is a resource for learning. Third is a readiness to learn that is oriented more toward the development of social role tasks. The fourth assumption is that adults become more interested in the immediate application of knowledge with a learning orientation on problem-solving. The last assumption for adult learners, according to Knowles (1984), is that the motivation to learn becomes internalized as a person matures.

Malcolm Knowles is credited with being the "father of adult learning theory"; however, his work is not without critics (Smith, 2002; Merriam, 2001). The criticisms include the idea that his thoughts on adult learning are more a model of assumptions

about learning than a theory and that the model is more a continuum of learning from teacher-directed to student-directed learning than from child to adult learning differences (Merriam, 2001). Knowles acknowledged these claims himself and his work remains a strong guide to practice in adult learning. Knowles' work in self-directed learning focuses on the humanistic philosophy that the developmental goals should be the learner's capacity to be self-directed, to foster transformational learning, and to promote emancipatory learning and social action (Merriam, 2001).

Transformational Leadership and Learning Theories

Self-directed learning fosters transformational learning. This type of learning is essential in the transformational change model presented in this study to create a school climate that is conducive for the successful implementation of positive behavior interventions and supports. According to Mezirow (1997), "transformational learning is the process of effecting change in a frame of reference" (p. 5). Frames of reference include habits of mind and points of view and are the result, primarily, of cultural assimilation and influences of primary caregivers. These frames of reference can be transformed through critical reflection of the assumptions upon which our habits of mind or points of view are based (Cox, 2015). Mezirow (1997) asserts there are four processes to transformational learning. The first process is to elaborate on an existing point of view by building an evidence base. The second process is to establish new points of view by creating negative meaning schemes based on perceived shortcomings of the new points of view. The third process is to transform our point of view after critically reflecting on a misconception of a particular group. The fourth process is to transform a habit of mind by

becoming critically aware of the deficiencies in our current way of thinking (Mezirow, 1997). According to Mezirow (1997), transformative learning occurs when educators help learners critique their own assumptions, practice seeing problems from different perspectives, and participate in effective discourse. It is a social process. In fostering self-direction, the educator functions as a facilitator, modeling the critically reflective role expected rather than acting as an authority on the subject.

According to Bass (1999), transformational leadership refers to the leader moving the follower beyond immediate self-interests. This is displayed through vision building, example setting, setting high standards, development of innovation and creativity in followers, support and coaching of followers to meet their developmental needs, and delegation of assignments as growth opportunities for followers. Transformational leaders care about others, intellectually stimulate and inspire others, and promote empowerment of others in the organization. Transformational leaders enhance commitment, involvement, loyalty, and performance of followers (Bass, 1999). Transformational leaders create high expectations in performance while building teams and inspiring stakeholders (McCarly, Peters, & Decman, 2016).

Significance of the Study

This study adds to the literature base on the role of leadership in promoting a school culture that is supportive of positive behavior interventions. It also adds to the literature base on teacher ownership of professional development. The purpose of this study is to explore the implementation of positive behavioral interventions and supports in urban secondary settings along with the challenges that would be faced upon

implementation of the program. Because secondary schools are larger and more complex than elementary schools, they must be more proactive in their implementation of practices such as PBIS. Teacher buy-in and administrative support are key factors in the sustainability of any program. This is especially true for secondary schools with a larger number of faculty and administrators. Culturally diverse populations in urban settings add another layer to the implementation of PBIS. As Bohanon et al. (2006) said, "The larger the ship the farther in advance you have to plan for turns" (p. 143). Effective implementation and sustainability of any practice takes planning, collaboration, and support. For PBIS, this is most evident in urban secondary settings.

Chapter 2

Literature Review

As districts across the nation are scrutinized for disproportionate discipline practices and academic achievement gaps, many school districts are actively looking for ways to remedy this issue. Proactive approaches to discipline, in lieu of punitive practices, are desired as a means of alleviating the disproportionate discipline rates among subgroups of students. Positive behavior interventions and supports (PBIS) is a framework for organizing evidence-based interventions into a unique curriculum that enhances the academic and social behavior outcomes for all students. It is a prevention-oriented way for school personnel to improve the implementation of these interventions to benefit all students (OSEP, 2014). Positive behavior interventions and supports take the view that socially appropriate behaviors can be learned like any other skill taught in our schools. The goal is to promote a positive social climate that increases positive behavior and academic achievement.

A review of literature on positive behavior interventions and supports reveals that these interventions are effective in reducing discipline and increasing student achievement. As a more systematic approach of addressing school environments to make them more predictable and to acknowledge a wide range of appropriate behaviors, positive behavior interventions and supports are beginning to be implemented by leadership in many school districts (Bohanon, Flannery, Malloy, & Fenning, 2009). This review will begin by looking at the literature on the benefits and challenges to implementation and the sustainability factors associated with PBIS, particularly in urban

secondary settings. Next, the review will address the role of leadership in developing a school climate that promotes positive behavior interventions within urban secondary settings. Lastly, this study's contribution to the literature on this topic will be discussed.

Discipline

According to The Civil Rights Project (2000), the harsh consequences that are typically assigned during middle school and high school years more often undermine the teachers' and administrators' abilities to form trusting relationships with students and instead transmit negative messages in regard to justice, fairness, and equity. These actions have resulted in the increased criminalization of children and loss of educational opportunities for students who are suspended or expelled (The Civil Rights Project, 2000). In recent years, many schools have started making the shift from traditional reactive strategies in regard to student discipline, such as detention and suspension, to more positive and proactive approaches that address the entire school as well as individual students (Flannery, Sugai, & Anderson, 2009). A major goal of this shift in handling behavior problems is to reduce or prevent as many of the problem behaviors as possible. In their study, Bohanon et. al (2006) indicated a reduction in office referrals by 20 percent over the period of the study with the implementation of positive behavior interventions and supports. A follow-up study by Bohanon et. al (2009) showed that preventative strategies such as PBIS within high school settings can improve high school completion rates for students with high incident conditions. Throughout the implementation process and study done by Tyre, Feuerborn, and Pierce (2011), there was a 67% decrease in average daily tardy rates.

Benefits of PBIS

Adolescence is a time when students are looking for a voice in their lives. Studies have shown that student voice and choice in their work at this age increases academic achievement (Bohanon et al., 2009). A relational approach to behavior management that emphasizes positive reinforcement to strengthen cooperative behaviors includes connecting with students about their lives and building trust through meeting their emotional needs and allowing them to have a voice (Gregory & Ripski, 2008). The use of positive reinforcement when behavioral expectations are met is a key part of the philosophy of PBIS and social learning theory. This approach builds trust between students and teachers when students view the teachers as trustworthy and legitimate authority figures that are fair and work to diffuse disciplinary interactions. Students consider themselves more cooperative and engaged in the activities in class when teachers build relationships with the students to reduce behavioral problems (Gregory & Ripski, 2008).

Positive behavior interventions and supports maintain a person-centered focus in that the goal is to increase a student's quality of life through appropriate social competencies. Students, including those with disabilities, become empowered in the area of self-determination as social competencies increase. Increased self-determination skills include problem solving, decision-making, and self-advocacy (Carr et al., 2002). Because of this valuable impact it is rapidly expanding into other subgroups as well. The self-determination skills that are developed as social competencies increase are skills identified as self-directed learning skills within the adult learning theory. School-wide

PBIS has also emerged as a viable framework for enhancing the academic and social competency of all students (Fallon, O'Keeffe, and Sugai, 2012). While much of the research conducted has been focused on elementary and middle school students, the emerging research of PBIS in high schools shows that similar successes are being witnessed at this level as well, including increased completion rates for high school students with high-incidence disabilities (Bohanon, Flannery, Malloy, & Fenning, 2009).

Context of Culture, Diversity, and Urban Settings Related to PBIS

Within urban settings, for PBIS to be implemented appropriately the cultural context must be addressed. The goal is to establish a working understanding of culture that improves our ability to assess and teach in applied ways that maximize academic and social behavior competence of all students (Sugai, O'Keeffe, & Fallon, 2012). "Many students do not experience schools as culturally and contextually relevant and, as a result, are at high risk of lower academic achievement, more frequent and negative disciplinary consequences, and more deleterious social behavioral outcomes" (Fallon, O'Keeffe, & Sugai, 2012, p. 211). Disproportionate discipline outcomes for students from culturally and linguistically diverse backgrounds suggest that many schools may find it challenging to meet the social and emotional support needs of students from different cultural backgrounds (Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011). Perceptions of appropriate behavior can be distorted by cultural expectations.

In urban settings where diverse student populations are common, school personnel need to be culturally responsive. "To facilitate all students' social success in school, then, behavior support delivery needs to bridge various degrees of divergence

between students' cultural identities and the school environment" (Vincent et al., 2011, p. 221). To support student behavior in a culturally responsive manner, school districts can enhance staff members' cultural knowledge and cultural self-awareness, validate others' cultures, increase cultural relevance, establish cultural validity, and emphasize cultural equity (Vincent et al., 2011).

Fallon, O'Keeffe, & Sugai (2012) found the following:

> Educators are encouraged to define, describe, justify, interpret, and teach what they do and see from the perspective of their own culture or learning history, and in the context of the learning histories of the individuals or groups with whom they interact and are responsible. (p. 217)

Positive behavior interventions and supports provide best practice guidelines for enhancing school climate and classroom management; however, the actual process of what and how the guidelines are taught varies based on contexts and learning histories of students and staff and family members (Sugai, O'Keeffe, & Fallon, 2012, p. 204). The process described here is necessary for transformational learning to occur.

Context of Secondary School Culture Related to PBIS

As complex organizations, secondary schools differ from elementary schools in how staff work together, how they relate to their community, and how policies and procedures are followed (Flannery, Sugai, & Anderson, 2009). Increased accountability through the No Child Left Behind Act (2001) often forces secondary schools to consider ways to increase the time that students are engaged in academics and to revisit their curriculum and instructional delivery systems to increase student success (Tyre,

Feuerborn, & Pierce, 2011). This accountability continues through the Every Student Succeeds Act (2015), which replaced the No Child Left Behind Act (2001). The pressure to prepare students to be college, career, and citizenship ready has created large impersonal institutions that have hindered the full participation of students (Bohanon et al., 2006). This impersonal institutionalized feel for schooling requires a transformational change to occur in order for positive behavior interventions and supports to be successfully implemented.

Examples of successful implementation are limited but do exist in secondary settings. For example, Bohanon et al. (2006) conducted a case study of an urban high school in Chicago Public Schools. The school had a culturally diverse student body of which 89% qualified for free or reduced lunches and 20% of the students received special education services. The school district implemented SWPBS over a period of more than two years. Data was collected, evidence-based practices were selected, and the faculty was trained for implementation of the PBIS strategies. The four school expectations were "Be Respectful, Be Responsible, Be Academically Engaged, and Be Caring". Staff development activities, communication of expectations, and school-wide celebrations when students met expectations were implemented. The study presented the data, perceptions, limitations, future priorities, and challenges to implementation in the urban high school. The study indicated a reduction in office referrals by 20 percent over the period of the study.

Bohanon et al. (2009) followed this study with supporting evidence from several studies of PBIS in high school settings. There was a focus on utilizing PBIS to improve

high school completion rates for high school students with high incident conditions. The study focused on students who required more intensive interventions than the universal interventions provided to all students.

According to Bohanon et al. (2009):

> School-wide and individual supports are highly related in that we are most likely to be successful with our individual students when effective school wide and classroom levels of support are in place. We can be more efficient and better trained to handle the most intensive behavioral needs of students when we are working in schools that have systems in place for handling behavioral concerns at all ends of the continuum. (p. 38)

Bohanon et al. (2009) believe that preventative strategies such as PBIS within high school settings can improve high school completion rates for students with high incident conditions.

Tyre, Feuerborn, and Pierce (2011) studied the use of school-wide interventions to reduce tardiness. The participating school was a combined middle and high school in the state of Washington. The school was 98% Native American, although many students were multiethnic. All students received free or reduced lunches and 16% received special education services. The school implemented a school-wide intervention plan to reduce student tardiness and created lessons to teach the expectations to the students. There were also consistent consequences for tardies included in the plan, but no positive incentives for punctuality, a key part of PBIS. Throughout the implementation process and study, there was a 67% decrease in the average daily tardy rates.

Implementation, Training, and Challenges

To make gains in student achievement and decreases in negative behaviors, administrators must effectively train teachers in the process of PBIS. As the demands on teachers have increased over time, it is imperative that implementation of any program be done with fidelity. Schools implementing school-wide positive behavior interventions and supports with fidelity have lower levels of teacher burnout and higher levels of teacher self-efficacy. Teachers within low-socioeconomic status schools benefit the most from SWPBIS implementation (Ross, Romer, & Horner, 2012). The contextual variables within a school climate and environment influence implementation. School leaders must build the climate that supports implementation processes and create systems to support implementation. The systems that school leaders must create include behavioral expertise, training, coaching, and evaluation. These systems then support implementation of strategies for behavior and consequences (McIntosh, Lucyshyn, Strickland-Cohen, & Horner, 2015).

One of the greatest challenges to PBIS is the feasibility of implementation, especially in high school settings. Gaining teacher support and buy-in, dealing with the logistics of the intervention process, maintaining accurate and timely data, and finding appropriate resources needed for implementation are some of the challenges associated with PBIS (Bohanon et al., 2006; McIntosh et al, 2013; Feuerborn, Wallace, & Tyre, 2013). According to McIntosh et al. (2013), "Effectiveness depends on both the quality of the practice itself and the quality of implementation" (p. 295). The ongoing

implementation and sustainability of PBIS is dependent on securing resources such as administrative support, funding, and time (Feuerborn, Wallance, & Tyre, 2013).

The failure of some teachers to change from a punitive mindset to an ideology based on trust and proactively working with students can be a hindrance to the success of positive behavioral interventions and supports. The lack of buy-in is a critical barrier to school-wide success with positive behavior interventions and supports. Many teachers, especially at the high school level, still emphasize punitive responses over proactive ones and are opposed to providing rewards for behaviors (Feuerborn, Wallace, & Tyre, 2013). However, trust in the teacher's authority and their relational approach to discipline are directly associated with lowered student defiance, especially in secondary school settings (Gregory & Ripski, 2008).

A number of factors can affect the implementation and use of effective intervention practices. According to Sugai and Horner (2006), recent mandates to meet all students' needs in a safer learning environment while resources are shrinking, initiatives are overlapping, and qualified personnel are decreasing are a few of the factors that affect implementation (p. 246). Many schools struggle with implementation when the complexity of school-wide reform is not appreciated and the need to actively foster the readiness and support from the staff is underestimated (Feuerborn, Wallace, & Tyre, 2013). Teachers who emphasize punitive responses rather than proactive ones and are opposed to rewarding positive behaviors are considered the most pervasive barriers to implementation, according to Feuerborn, Wallace, and Tyre (2013).

Securing support and participation from school faculty and staff is often a significant challenge for secondary schools (Flannery, Sugai, & Anderson, 2009). Because of the secondary educators' focus on content, it could be argued that a consistent system of behavioral expectations might be challenging for secondary teachers who often have less pedagogical training than their elementary counterparts (Bohanon et al., 2006). The use of explicit teaching and reinforcement of a small number of behavioral expectations, implementation of consistent consequences for violations of school rules, and the use of data to drive intervention planning and monitoring of outcomes will help secondary faculty members with buy-in and participation in PBIS when they recognize the reduction in discipline problems, the increase in instructional engagement, and the potential increase in academic achievement (Tyre, Feuerborn, & Pierce, 2011). These tools provide the structure outlined within adult learning theory and transformational learning theory to help educators transition the school culture from one that is punitive to one that is positive and proactive in dealing with student behaviors. When a common set of expectations is implemented across environments, as done in PBIS, it improves the development of positive bonds between students and teachers (Bohanon et al., 2009).

Sustainability Factors

Once positive behavior interventions and supports are implemented there can be just as many issues with sustainability of the framework. The development of a leadership team, secured funding, visibility, political support, training, coaching, and evaluation of School-wide Positive Behavioral Supports (SWPBS) are essential factors in sustaining the framework, according to Sugai and Horner (2006). Feuerborn, Wallace,

and Tyre (2013) suggest that considering the unique needs of the staff for professional development within SWPBS and viewing the resistance to the framework as functional and purposeful communication of those staff needs and concerns can increase the chances of successful implementation. Coffey and Horner (2012) identified several factors that affect sustainability of any implemented practice and related them to PBIS. The factors they identified were a contextually appropriate innovation, staff buy-in, a shared vision, administrative support, leadership at various levels, ongoing technical assistance, data based decision making and sharing, and continuous regeneration. Teacher buy-in and commitment were the most frequently reported factors leading to sustainability according to the research conducted by Coffey and Horner (2012) along with administrative support.

Similarly, McIntosh et al. (2013) stated that the factors, which enhance or impede sustainability are priority, effectiveness, efficiency, and continuous regeneration. The key variables in priority are creating staff commitment, providing administrative support, integrating PBIS into existing and new efforts, and providing ongoing resources. Important considerations for effectiveness are perceived staff effectiveness, faculty knowledge and skill of PBIS, and teaming.

According to McIntosh et al (2013):

> Efficiency is a straightforward factor that includes consideration of the resources needed to implement the practice. Continuous regeneration includes collecting fidelity and outcomes data regularly and using data to adapt practices to make

them more relevant, efficient, and effective, as well as building the capacity of school personnel to implement and adapt the practice effectively. (p. 296)

Professional development needs to be differentiated depending on implementation phase and levels of teacher understanding. A positive relationship between professional satisfaction and teacher input in setting the priorities of professional development exists, according to Taylor et al. (2011). Providing differentiated professional development opportunities build leadership capacity and professional satisfaction (Taylor, Yates, Meyer, & Kinsella, 2011). Authentic conversations about practice encourage educators to remain committed to their role and help to shape and reshape their professional knowledge bases (Gallagher et al., 2011). Teachers experience multiple extents of motivation for engaging in professional development. School environments need to be more supportive of teachers' basic psychological needs in order to more actively engage teachers in professional development (Jansen in del Wal et al., 2014).

Arguments against PBIS

Discipline policies and practices across the nation are often exclusionary and include zero tolerance policies (Gregory, Skiba, & Noguera, 2010). Federal and state disciplinary laws allow school districts to use their discretion when handling discipline. This discretion determines the extent of zero tolerance usage and harsh discipline practices that is often overused (The Civil Rights Project, 2000). Teachers who emphasize punitive responses similar to zero tolerance policies or harsh discipline practices are considered the most pervasive barriers to implementation (Feuerborn,

Wallace, and Tyre, 2013). Positive behavior interventions and supports have increased in popularity over the last two decades. Research studies have been increasing in number to demonstrate how PBIS reduces challenging behavior in schools and promotes academic achievement of students. However, some researchers have questioned the validity of the evidence behind SWPBS and found limitations to the methodology used in some research supporting this framework (Chitiyo, May, & Chitiyo, 2012). The review conducted by Chitiyo, May, and Chitiyo (2012) examined the evidence base for SWPBS and determined that the research behind SWPBS is still weak in the area of methodological rigor. For this reason future research should pay particular attention to research design, operational definitions, and validity measures. According to Miramontes et al. (2011), an accurate determination of improvement over time for PBIS cannot be made without a complete and accurate set of data. For this reason, future research should emphasize the need for accurate data keeping within a methodologically sound research design.

Limitations to the Literature on PBIS

Little research has occurred in settings that are both urban and secondary in regard to positive behavior interventions and supports. More research in the area of PBIS implementation should include supports, training, and coaching for small groups and individuals and sustainability within secondary settings (Bohanon, et al., 2006). Diversity within urban settings is a significant factor when discussing behavior, discipline, and achievement. There is a well-documented racial gap in academic achievement for Black, Latino, and American Indian students, specifically for Black and Latino students who are overrepresented in urban settings. The use of school exclusion

as a discipline practice may contribute to the achievement gap as students who face these disciplinary actions miss out on valuable class instruction (Gregory, Skiba, & Noguera, 2010). Behavior management practices and discipline are frequently discrepant among cultural groups and disproportionate suspension rates can be independently predicted by race (Fallon, O'Keeffe, & Sugai, 2012). A disproportionate number of ethnic and racial minority students are also placed in special education programs and into more restrictive environments due to the achievement and discipline gaps faced by these students (Vallas, 2009).

Secondary schools are generally larger than their elementary counterparts, and high schools more so than middle schools. The organizational structure by content area and the large number of staff make high schools distinctly different from middle schools and elementary schools and communication between educators becomes more difficult (Bohanon et al., 2009). Discipline problems are positively related to school size. Middle schools are more likely to report racial tensions, bullying, and verbal abuse of teachers. High schools have higher incidents of gang and extremist cult activity (Bohanon et al., 2006). The mentioned at-risk behaviors and the pressure for improved academic outcomes in secondary settings, especially urban secondary settings, lend themselves to implementation of positive behavior interventions and supports. According to Bohanon et al. (2006), more research in the area of high school PBIS implementation should include supports for small groups and individuals and sustainability within the high school setting in general. Tyre, Feuerborn, and Pierce (2011) stated that more research

was needed investigating the outcomes of interventions in secondary settings during transition periods for inappropriate behaviors such as tardiness.

In urban settings with diverse cultures, it seems the next logical step for research in PBIS is to explore how PBIS might support culturally responsive behavior supports. Practical steps in this area could include staff training in cultural self-awareness, routine involvement of culturally and linguistically diverse backgrounds, and validation of all student cultures through a review and identification of appropriate and inappropriate behaviors (Vincent et al., 2011). Fallon, O'Keeffe, and Sugai (2012) believe that more research is needed to identify specific strategies within PBIS that will provide the most gains in the area of cultural and contextual relevance. There exists a general need for more research on the implementation of PBIS in secondary settings, especially urban settings with culturally diverse populations.

Role of Leadership

The review of literature on positive behavior interventions and supports shows the benefits and challenges to implementation and sustainability of the system within urban secondary educational settings. A major factor in the successful implementation and sustainability of the system is the leadership within the organization in developing a culture and climate that promotes positive behavior interventions and supports. According to Whitaker (2012), a school leader's focus becomes the school's focus and the ability to keep a school in a positive cycle will improve the entire culture. The need for leadership within the organization was addressed within the previous sections of implementation challenges and sustainability factors. It is the leadership within the

organization that provides the support, professional development, resources, and direction for the process to be successful. However, not all leadership styles are conducive to promoting successful changes in school culture. According to Goldman (1998), a leader's deep-seated beliefs and values regarding education are mirrored in the culture of the school, so in a learning environment leadership style is important. As leaders examine their own values and practices, they can rethink their leadership style as necessary to bring change to the organization (Goldman, 1998). This section of the review will briefly focus on educational leadership styles followed by a more specific focus on transformational leadership.

Charismatic leaders influence others through their ability to inspire others, articulate a vision, and spur others to action toward their own goals. Charismatic leaders gain loyal followers quickly through high levels of trust. A team's success is often directly related to a charismatic leader's presence. If focused on the team, charismatic leaders tend to be altruistic and serve the collective interest of the group. However, these types of leaders can, at times, overestimate their own abilities causing harm to the organization as a whole by focusing on their own interests, exploiting others, and rejecting those that do not comply with the vision (Nielson, Marrone, & Slay, 2010). Charismatic leadership does not develop the ownership and buy-in from team members needed to successfully implement lasting change. Conversely, laissez-faire leaders offer very little guidance to followers and allow complete freedom for followers to make their own decisions while providing the resources needed. This leadership style is effective when team members are highly skilled and intrinsically motivated. However, laissez-faire

leaders are often completely disengaged from followers, providing little feedback, creating a lack of cohesiveness in the group (Jackson, Meyer, & Wang, 2013). Laissez-faire leadership does not provide the support and structure needed to successfully implement lasting change.

Authoritarian leadership provides a highly structured, controlled environment with an emphasis on punishments for people who do not comply with orders. The authoritarian leader determines the policies, procedures, and rules of the organization and controls the flow of information. These leaders are rigid in their thinking and provide minimal opportunities for input and personal development of team members. This leadership style minimizes trust of team members (Schuh, Zhang, & Tian, 2013). Authoritarian leadership brings compliance but change would not last because trust is missing. Alternately, democratic leadership encourages decision-making through collaboration and group discussion. Shared knowledge and responsibility are vital in democratic leadership. Team members know their responsibilities under democratic leadership. However, group consensus can be a slow process leading to frustration at times (Woods, 2005). Democratic leadership can be extremely successful in healthy functioning organizations, but coming to group consensus would stall the process of change.

Servant leaders always work to make things better by giving freely to everyone involved in the organization. Servant leaders show kindness and compassion to those they lead. They benefit from gaining important contacts and information making them effective in their roles. However, servant leaders can be seen as weak or naïve (Grant,

2013). Situational leaders change styles as necessary to meet the needs of the organization or individual followers (Sergiovanni & Starratt, 1993). Situational leaders use a variety of techniques to direct, support, empower, and guide team members. It is a complex leadership style, which can be effective in high turnover organizations. However, this leadership style can cause confusion if changes occur too often or unpredictably. Misreading followers' needs can cause poor leadership to occur (Thompson & Glasø, 2015). Situational and servant leadership styles could be used to promote a school culture that supports positive behavior interventions. However, each of these leadership styles are lacking the structure needed to successfully implement the process.

Transactional leadership is also known as managerial leadership. Transactional leaders focus on supervision, organization, and performance using rewards and punishments to motivate team members. Transactional leaders provide a clear chain of command and expect instructions to be followed. These leaders maintain the status quo and ensure tasks are done well by monitoring for compliance (Moolenaar, Daly, & Sleegers, 2010; Antonakis, Avolio, & Sivasubramaniam, 2003). They provide critique for team members to improve their performance on assigned tasks. However, this leadership style does not encourage problem-solving or creative thinking by team members. Transactional leaders do not act as catalysts for growth or change within an organization. They are good at setting expectations and maximizing productivity of the organization, not in bringing about and sustaining change through relationships and personal development (Shuck & Herd, 2012).

Transformational Leadership

According to Bass (1991), transformational leadership occurs when leaders stir team members to look beyond their own interests to the interests of the whole group. Transformational leaders bring awareness and acceptance of the purpose and mission of the group. Transformational leaders have the ability to inspire team members, to meet the emotional needs of team members, and to intellectually stimulate team members. This process increases team members' commitment and motivates them to surpass original expectations through extra effort and greater productivity (Moolenaar, Daly, Sleegers, 2010). Transformational leaders provide a clear vision and sense of mission while instilling pride and gaining trust. They communicate high expectations while coaching and advising team members to help them meet the expectations. They promote rational thinking and problem-solving (Bass, 1991).

Upper and lower level leadership roles require transformational leadership skills. These skills can be developed among leaders. The sharing of information, capacity building of team members, and decentralization of decision-making are examples of skills necessary for effective and sustained leadership. Because higher-level leaders do not often have interaction with team members on a daily basis, it becomes the responsibility of the lower-level leaders to illicit change through the transformational process (Lowe, Kroeck, & Sivasubramaniam, 1996). Transformational leadership at multiple levels within an organization builds trust and job satisfaction among followers as individuals and as teams (Braun, Peus, Weisweiler, & Frey, 2013).

Transformational leadership is currently regarded as one of the most influential leadership models in the field of education administration. This leadership style is viewed to be most effective due to the change-oriented educational policy environment currently found in the field of education administration, which emphasizes restructuring and continually adjusting to meet twenty-first century schooling requirements (Berkovich, 2016). For these reasons, transformational leadership is the ideal model to use in the implementation of positive behavior interventions and supports in urban secondary settings.

Transformational leadership in PBIS. Leaders within schools working toward change, especially behavioral changes for students and teachers, must provide enough support to move the culture forward, but not so much the implementation falls solely on their shoulders. Those they lead must consider these leaders partners in change. Effective principals, according to Whitaker (2012), accept responsibility for the school's performance and empower teachers to accept responsibility for their classroom performance as well. This focus and acceptance of responsibility on self can lead to success in any profession (Whitaker, 2012). According to McCamish et al. (2015), leaders that have been involved in successful implementation of PBIS perceive themselves more as transformational leaders than as transactional leaders. These leaders, through coaching, were less likely to use compliance through rewards and punishments and more likely to work toward change through consideration and support of others and their opinions. Richer, Lewis, and Hagar (2011) found that leaders in schools successfully implementing school wide PBIS received higher ratings by staff on behavior

management effectiveness and that staff members in these schools had significantly higher job satisfaction rates than did staff in non-PBIS schools. The leadership traits identified by leaders in these schools were transformational and managerial. Sugai et al. (2012) noted that in creating a culture change for successful use of PBIS in schools included effective leadership through instructional and transformational leadership practices.

Contribution to Literature

Transformational leadership that builds capacity, knowledge sharing, and encourages problem-solving among team members is essential to promoting a school culture that is open to change. The literature on the role of leadership in promoting a school culture that supports the successful implementation of positive behavior interventions is limited in secondary settings. Likewise, the literature on positive behavior interventions and supports in urban secondary settings is scarce. This study will add to the literature in these areas through a process and outcomes-based evaluative model of positive behavior interventions in urban secondary settings.

Chapter 3

Methodology and Research Design

In this chapter the methods used to investigate the proposed research questions are discussed. First, a review of the study and research questions is provided, as well as information on process and outcomes-based evaluation studies and mixed-methods research designs. Next, a section on the specific research design documenting the key study components, such as data context, participant sampling, data collection, method components, and instrumentation is included. Lastly, a brief section on the role of the researcher is included.

Purpose and Research Questions

The current quasi-evaluation study addresses five research questions during the 2017-2018 school year at a local urban high school. It is a combination of process and outcomes-based effectiveness evaluations. The purpose of this study is to explore the role of leadership in promoting a school climate that supports positive behavior interventions in an urban secondary setting. Furthermore, the study explores the extent, effect, and challenges faced upon implementation of positive behavior interventions and supports policies in an urban secondary setting. A mixed methods research design is used within the current evaluation study to answer the research questions. This mixed methods research design will provide a more complete understanding of secondary teacher implementation of behavioral interventions through the creation of professional development opportunities for teacher ownership of learning and practice on the topic

and through the promotion of a school culture that supports behavioral interventions to make it sustainable within the given setting.

From the perspective of educational leadership, the implementation and sustainability factors related to positive behavior interventions and supports, such as teacher ownership, buy-in, and the promotion of a supportive school culture must be addressed before the benefits of the process can be witnessed. This process and outcomes-based effectiveness quasi-evaluation study will address this purpose by answering the following five research questions using mixed methods:

1) To what extent have Positive Behavior Interventions and Supports been implemented at the current urban high school? (Quant)
2) How effective is the leadership of the current urban high school in promoting a school culture that supports positive behavior interventions? (Mixed)
3) How does teacher use of behavioral interventions at the current high school change when provided intentional professional development on the topic? (Mixed)
4) How do teachers at the current high school own professional development when empowered to do so? (Qual)
5) How effective is the current use of positive behavior interventions in reducing problematic behaviors in students at the urban high school within the study? (Quant)

Research Design and Methodology

This study utilizes a combination of process and outcomes-based evaluation studies with mixed-methods research design. This section provides background information on each to support the use of these design methods in the current study.

Process evaluation studies. Process evaluation studies, also known as implementation evaluations or program fidelity monitoring, determine whether program activities were implemented as intended (CDC, 2016). Process evaluations describe how well the program is working or the extent to which the program has been implemented as designed. This type of evaluation provides an early warning for any problems that may occur during implementation and use of a program. Process evaluations determine if errors occur during implementation. Identifying fidelity issues during implementation enhances the ability to attribute changes in program outcomes due to intervention or to the absence of intervention (Helitzer & Yoon, 2002). A program's overall effectiveness is influenced by implementation fidelity, therefore it is important to monitor how and if the program is being implemented as intended. According to Kim et. al (2015), a process evaluation measures four common elements of implementation fidelity: adherence to intervention design, whether the intervention was implemented fully, quality of intervention application, and participant responsiveness. Based on the literature review on positive behavior interventions it is evident that implementation fidelity is an issue (Bohanon et al., 2006; McIntosh et al, 2013; Feuerborn, Wallace, & Tyre, 2013) and that a process evaluation is necessary in this study. Administrative support offered by transformational leaders setting high expectations for performance, developing

innovation, coaching through professional development, and delegating leadership assignments for teacher leaders should be observed in the process evaluation cycle (Bass, 1999; McCarly, Peters, & Decman, 2016).

Outcome-based evaluation studies. Outcomes-based evaluation studies, also known as objectives-based evaluations, measure how the program is effecting the target population (CDC, 2016). Outcomes-based evaluations determine whether the program is meeting its objectives and the degree to which the program is having an effect on the target population's behaviors. According to Schalock (2001), a methodologically pluralistic view of program evaluation provides a more complete picture of the outcomes desired through a mixed-methods approach. An outcomes-based evaluation determines the program's value and worth at an individual and organizational level. To guide organizational improvement, Schalock (2001), suggests establishing a baseline of performance standards, determining the desired outcomes, and then aligning services with the desired outcomes. Formative feedback within the outcomes-based evaluation study naturally creates program improvement as evaluation activities lead to performance reports, which lead to change. This formative feedback cycle, provided by Schalock (2001), ties together the process and outcomes-based evaluation portions of this study.

Mixed-methods research design. Mixed methods research design is viewed as the third type of research design. It emerged as an alternative to the well-documented dichotomy of qualitative and quantitative research methods in the last 20 years (Teddlie & Tashakkori, 2009). Mixed methods designs utilize both qualitative and quantitative methods to answer research questions in a single study. Although still relatively new in

practice, there as been an increase in mixed methods use as an accepted research design (Leech & Onwuegbuzie, 2009). A mixed methods approach provides a better understanding of the research problem than either quantitative or qualitative methods alone. The interpretation of the combined methods allows for richer inferences on the topic (Creswell, 2015). Researchers must have a solid foundation in qualitative and quantitative methods when using a mixed methods approach, causing this method to be more extensive and time-consuming than either qualitative or quantitative methods alone (Teddlie & Tashakkori, 2009). According to Newman et al. (2003), the purpose of the research and the research questions are key to deciding what methods to use within a study. The purpose and questions cannot be interpreted separately as methods are considered and developed. For this study the purpose of the research is to explore the role of leadership in promoting a school culture that supports positive behavioral interventions through intentional professional development and to measure the effects and use of those interventions during the period of the study. To be effective, transformational leadership qualities of vision casting, empowerment, and coaching should be evident (Bass, 1999). This naturally leads to the mixed methods research design that is described in the next section (Newman, Ridenour, Newman, & DeMarco, 2003).

Research Design

This process and outcomes-based evaluation study utilizes an instrumental case study mixed methods design. The instrumental case study approach is used to gain insight into an issue (Stake, 1995). The specific mixed methods approach used in this process and outcomes-based effectiveness evaluation study is defined as an intervention within an

explanatory sequential design. In this design, the quantitative phase precedes an intervention cycle, which includes embedded qualitative and quantitative portions to drive the intervention process, based on findings from the quantitative phase (Creswell, 2015). The intervention phase of the design is where the process evaluation occurs through implementation of positive behavior interventions and the professional development for teachers in the process. A final qualitative phase follows the intervention cycle and post-intervention quantitative data collection. The intervention phase has priority in this study with the qualitative data being used to support, further explain, or help us better understand the quantitative results from the intervention phase (Creswell, 2015). Figure 1 illustrates the relationship between the quantitative and qualitative data collection and the importance of the intervention explanatory sequential mixed methods design used in this process and outcomes-based effectiveness evaluation study. Using this approach allows for triangulation of data from multiple sources, including questionnaire data with open-ended questions and quantitative data results to provide a more comprehensive understanding of the research questions within the study (Mertens, 2004).

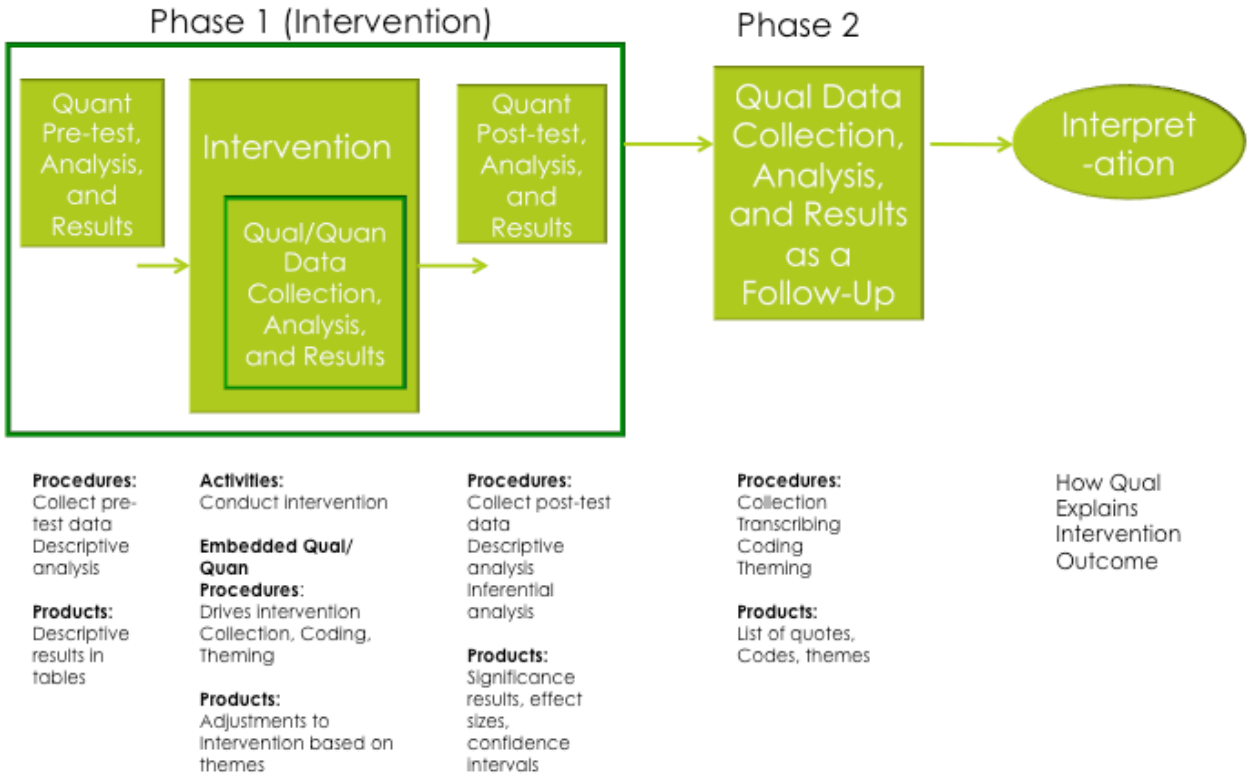

Figure 1 Intervention design within an explanatory sequential mixed methods design.

Data Context

Cityscape School District, a pseudonym, is the oldest consolidated school district in the state of Oklahoma. According to the district website, Cityscape School District currently educates nearly 20,000 students in 27 schools. At a local level, the policy implementation within Cityscape School District follows federal and state regulations in regard to positive behavioral interventions and supports. According to the Executive Director of Special Education Services for the district (S. McCall, personal communication, March 1, 2015) the district uses state and federal regulations identified within the Special Education Handbook to meet the needs of special education students appropriately within the district. In regard to training for positive behavioral interventions

and supports, Cityscape utilizes the OTISS framework along with more intensive training in PBIS and RtI through Solution Tree, Inc. Each year the district sends many educators from within the district to training in PBIS, RtI, OTISS, and other behavioral intervention strategy trainings such as Capturing Kids' Hearts. Capturing Kids' Hearts is a relational strategy used to build positive proactive relationships with students developed by The Flippen Group.

The district implements portions of positive behavior interventions and supports within the elementary school settings and provides training opportunities; however, the implementation process and training are not monitored for effectiveness. More opportunities are provided for special education teachers within the district in order to meet state and federal guidelines in regard to training necessary personnel in positive behavior interventions and supports. There is little to no implementation or training in the secondary settings within the school district outside of special education teachers. The challenges to implementation identified at a quick glance in the district are similar to the challenges addressed in the literature review. Challenges include teacher buy-in, commitment, and adequate professional development. This study focuses on one particular high school within the district, Cityscape East High School, a pseudonym, during the 2017-2018 school year. Cityscape East High School staff includes 6 administrators, 7 counselors, and over 120 teachers and support staff. During the summer prior to the study year there was a tremendous amount of turnover in the staff. The head principal and two assistant principals left and were replaced by administrators with a difference in philosophy regarding discipline not in line with positive behavior

interventions. Four of the seven counselors left and were replaced along with the athletic director and several teachers. This type of turnover in a secondary setting is one of the challenges to successful implementation of positive behavior interventions. The researcher, as one of the remaining assistant principals, was granted permission to implement PBIS and conduct the study, but support from the administrative staff was never fully established. The staff at Cityscape East High School support over 1700 students. Most of the student population is comprised of Hispanic (40%), black (20%), and other minority students (12%). Likewise, as a Title I school most of the student population is from low-income families. During the 2016-2017 school year, the assistant principal over the freshmen class informally implemented portions of positive behavior interventions and supports; however, the process was limited due to lack of training and research. This assistant principal was also one of the administrative staff that left the building. This trial year allows for a more comprehensive look at the implementation process in a more structured manner during the 2017-2018 school year and is the focus of this process and outcomes-based evaluation study. This study highlights the difficulties and challenges of implementation in the midst of high turnover and changes.

Site Selection and Sampling

In this study, the participants are limited to all teachers and staff in the participating school during the school year in which the study occurs. This study focuses on the process of PBIS implementation within a selected school, Cityscape East High School, a pseudonym. Because an intervention cycle within an explanatory sequential research design is used for this study, the samples are different within the phases of the

research design yet are drawn from the same sample (Creswell, 2015). For the quantitative sections of the intervention phase, all teachers within the participating school are included in the process. During the intervention cycle, teachers are included through purposeful sampling determined by those participating in the professional development activities. During the final qualitative section of the design, a purposeful sampling of teachers is used to gain a more in-depth understanding of the findings from the intervention. For descriptive purposes, the quantitative and qualitative sections of the design have the same population database but unequal sample sizes (Creswell, 2015).

Data Collection

Because this study is a process and outcomes-based evaluation study using an intervention cycle within an explanatory sequential research design, a wide variety of data are collected to gain a more complete picture of the program's implementation and effectiveness of meeting its desired entry year goals. Quantitative measures use convenient sampling techniques. The subjects are all members of the participating school faculty and as such are easily accessible for data collection purposes. One measure is completed at the beginning and ending of the school year within the study by school staff choosing to participate in the study and another measure is compiled by the student information system at the beginning of the year as a baseline and again at the end of the study year. The surveys/questionnaires are distributed to all participating school staff at the beginning and ending of the study year. All surveys/questionnaires are de-identified to protect participants' anonymity (Havercroft, 2012). The survey/questionnaire is used to collect information about the implementation of PBIS at the participating school site

(Hoyle, 2011). The open-ended questions included within the surveys/questionnaires for the qualitative portions of the study are with a convenient sampling of participating members of the professional development sessions within the intervention cycle choosing to participate in the survey/questionnaire portion of the study (Havercroft, 2012). The university's Internal Review Board placed limitations on the study because the researcher is an assistant principal at the selected study site. The study was approved using a pre-test and post-test survey with open-ended questions that were originally intended to be interview questions. The implementation of PBIS and the connected professional development were expected of the selected school site staff. In order to reduce coercion for the study, the Internal Review Board limited the process of PBIS professional development implementation as part of the school programming only. For purposes of the study, the researcher was given permission to reflect on the professional development implementation process, but not to include monthly survey questions or interview questions of staff. These limitations, though necessary for the study, reduced the richness of data available to answer research questions three and four.

Measures and Instrumentation

Quantitative phase. The quantitative data collection includes pre and post-tests by survey on teacher use of behavioral interventions in their classrooms and larger settings at the participating school, perception of leadership in creating a climate supportive of PBIS, and overall school culture. Participants include the teachers within the school setting choosing to participate in the study. The quantitative portions of the intervention cycle include pre-tests and post-tests using the PBS Staff Satisfaction Survey

and the SET (School-wide Evaluation Tool) provided by the Technical Assistance Center on Positive Behavioral Interventions and Supports. The PBS Staff Satisfaction Survey measures teacher satisfaction with PBIS on a Likert rating scale. The SET measures the degree of implementation of PBIS based on faculty perception. These instruments are used as pre-tests and post-tests at the beginning and ending of the school year, intervention cycle. For the purpose of this research, the two tools are combined into one survey for use before and after the intervention cycle. Questions within the SET for student input are omitted because this study focuses on the teacher and administrative implementation of PBIS. Additional questions are added to reference the role of leadership and the overall school culture. The results from the pre-tests are used to design the professional development for the first month of the intervention cycle. The professional development for subsequent months is based on the written feedback from teachers and staff. The second quantitative portion of data is basic demographic and discipline data gathered from the student information system at the beginning and ending of the school year, intervention cycle, to determine effectiveness.

Qualitative phases. The qualitative data collection includes open-ended questions within the pre-test and post-test surveys of the intervention cycle. Written feedback from teachers and staff during the intervention period drive the intervention, which is professional development on behavioral interventions and classroom management. The responses drive the professional development opportunities designed for the following month, making it intentional and teacher-driven. Because the professional development is required for staff, the researcher reflected upon the

experiences of the intervention cycle to provide the qualitative data needed. During the final qualitative phase of the study, open-ended questions on the role of leadership are added to the survey/questionnaire to gain a more in-depth understanding of the findings from the intervention phase.

Survey. This study combines the PBS Staff Satisfaction Survey and the School-wide Evaluation Tool, also known as the SET. Because the researcher is in a supervisory leadership role within the participating school and to address the possibility of coercion, the pre-test and post-test surveys are voluntary and completed online without collecting identifiable information from participants. Items within the SET that were originally intended to be interview questions are reformatted into survey questions to address the possibility of coercion. The response selections from the PBS Staff Satisfaction Survey include five choices from which respondents chose their level of agreement or disagreement with 14 statements. The scale choices are: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). These questions are on both the pre-test and the post-test for the intervention cycle. The SET portion of the survey is a combination of yes/no questions followed by open-ended questions for administrators, staff members, and PBIS team members opting to participate in the survey. The responses from these questions are used to figure an implementation percentage of PBIS in the participating school. Questions from the SET evaluate discipline procedures, school rules, and PBIS team meeting procedures. Open-ended questions related to the ongoing professional development for PBIS and the roles of leadership within the

intervention cycle are designed by the researcher and added to the post-test to gain a deeper understanding of teacher satisfaction with the intervention process and leadership.

Observation and outcomes measures. The School-wide Evaluation Tool requires a collection of products and information to determine the level of PBIS implementation within a selected school. Along with the survey questions, observations and documentation are gathered through the student handbook, office referral forms, site improvement plans, and behavioral incident summaries. These products provide a richer understanding of the level of implementation in the selected school in seven areas: 1) defined expectations, 2) behavioral expectations taught, 3) ongoing system for rewarding behavioral expectations, 4) system for responding to behavioral violations, 5) monitoring and decision making, 6) management, and 7) district level support.

Research Procedures

In order to conduct this study, Internal Review Board approval from the researcher's university account, approval from the school district, and approval from the selected school were obtained. Products were collected to complete portions of the SET and surveys were sent to the staff for voluntary participation at the beginning and end of the 2017-2018 school year. Once all survey information and products were collected, data analysis and interpretation of results were conducted. Finally, recommendations and final conclusions were drawn from the results of the study.

In both the fall of 2017 and spring of 2018, a recruitment email was sent to all current staff members of the participating school. The survey containing qualitative and quantitative style questions was sent to staff members through their school district email

accounts from the participating school secretary. The recruitment email included an introduction of the researcher, how to contact the researcher, the purpose of the study, and online consent to participate in the research. The IRB and district approval information were also included in the recruitment email. A link was included in the email to the survey. Staff members were first asked online if they consented or declined participation in the study. If they consented to participation, they were directed to the survey. The online consent to participate in the research included an introduction, title of the research project, the reason the person was selected to participate in the study as well as the requirements for participation. Also included in the online consent was the estimated time to fill out the survey, potential risks and benefits for participation, and confidentiality information. The initial recruitment email was sent to solicit participation in the study. The school secretary sent a follow-up email approximately two weeks after the initial recruitment email in both semesters.

The behavioral incident summary for the year prior to the intervention year was collected as a baseline for student behavioral outcomes. At the end of each semester in the intervention cycle, the 2017-2018 school year, behavioral incident information was gathered as a second source of data for the study.

Analysis and Interpretation

Answers from the PBS Satisfaction Survey and SET were used to answer research question one, "To what extent have Positive Behavior Interventions and Supports been implemented at the current urban high school?" Descriptive statistics were run to determine the levels of agreement and degree of implementation on the pre-test and post-

test of the intervention cycle. Answers from the Likert-style questions on the surveys along with the open-ended questions within the surveys were used to answer research questions two, three, and four, “How effective is the leadership of the current urban high school in promoting a school culture that supports positive behavior interventions?”, **“**How does teacher use of behavioral interventions at the current high school change when provided intentional professional development on the topic?”, and “How do teachers at the current high school own professional development when empowered to do so?” The open-ended questions provided richer answers than the Likert-style questions alone. Common themes were found among the answers to the open-ended questions. Research question five, “How effective is the current use of positive behavior interventions in reducing problematic behaviors in students at the urban high school within the study?”, was answered by comparing the data from the behavior incident summaries obtained during the pre-test and post-test of the intervention cycle.

Quantitative Phase. Microsoft Excel was used for analysis comparing pre-test and post-test results. Percentages were calculated for each of the items and categories on the surveys to determine levels of satisfaction and implementation. Descriptive statistics were rcomputed to compare the means of implementation level and satisfaction level from the beginning and end of the study year (Havercroft, 2012).

Qualitative Phases. During the intervention cycle, written feedback was received from teachers participating in the professional development. Open coding was used to find meaningful themes. The themes found in the written feedback were used to drive the professional development for the next month. This pattern recurred throughout the school

year, intervention cycle; however, the participant researcher reflected on this process solely since the professional development was required for teachers and staff. During the final qualitative phase of the study design, open-ended questions were added to the survey/questionnaire for the convenient sample to gain a more complete understanding of the findings from the intervention cycle. Open coding was used to identify themes from the open-ended questions.

Data Integration. Key to conducting mixed methods research was the integration of quantitative and qualitative data. During the intervention phase, both quantitative and qualitative data were gathered. The surveys included both closed and open-ended questions. Embedded qualitative data was used within the intervention cycle to augment the professional development (Creswell, 2015). During data analysis, the qualitative data will further explain the findings from the intervention cycle and quantitative survey results. Discussion of the findings from both the quantitative and qualitative findings will provide a richer understanding of how teacher satisfaction and use of behavior interventions changes through intentional professional development. Open-ended questions on the surveys/questionnaires for faculty will also provide insight into how ownership of professional development empowers teachers and how the role of leadership in the participating school influences a culture that supports positive behavior interventions and supports.

Threats to Internal/External Validity

The current evaluation study focuses on one specific program in one selected school setting. There is a selection bias in this study, but that is because it is intended to

specifically assess the implementation of PBIS in the participating school. The survey instruments, SET and the PBS Staff Satisfaction Survey, have been used in many studies and have been shown to have internal reliability, test-retest reliability, and high validity (Havercroft, 2012). The additional survey questions created to answer specific research questions within the study are supported by data within the other two surveys providing validity to the questions. Generalizability and transferability are not a concern because the study focuses on one particular setting. However, the use of a mixed methods research design provides internal validity or trustworthiness to the study and increases the validity through triangulation of the data and results (Mertens, 2004). The evaluation does add to the current research on the implementation of positive behavior interventions within urban secondary settings and the role of leadership in creating a climate that is supportive of the program.

Researcher Role and Lens

Multiple roles are held by the researcher, including doctoral student at the University of Oklahoma and lead implementer for the program within the study. The researcher's focus is on the leadership necessary to implement programs well through professional development of staff, as well as positive behavior interventions and supports in urban secondary settings. The role of the researcher in this study is both participant member and reflective participant; these roles are typical roles for the portions of the study, which are qualitative in nature within a case study (McMillan & Schumacher, 2006). The researcher has a possible conflict of interest due to the role of leadership as an

assistant principal within the building and as lead implementer within the program of study.

As a former teacher, the researcher worked with at-risk students in many of the schools in which employed. Students at risk of dropping out often have problematic behaviors that lead to a high rate of discipline. The researcher struggled to help students remain in school despite their behaviors so they would not fall further behind academically. As a principal, the researcher works with many students sent to the office with referrals due to problematic behaviors in classrooms. The researcher recognizes the need to support teachers in the learning and implementation of behavior intervention skills to improve the classroom experience for both the student and the teacher. The researcher's years in education have instilled a natural tendency toward practitioner thinking. Research is a means to improve practice and policy in real settings through evidence-based practices.

Summary

This chapter detailed the procedures and methodology for this study. Attention was given to the two phases within the explanatory sequential research design of the process and outcomes-based evaluation model that includes an intervention cycle. The research questions, population and sampling, measures and instrumentation were also given attention. Procedures were described for data collection, analysis, and addressing threats to validity. The next chapter will report the results of the evaluation study and the results from the analysis of data that address each of the research questions that guided this study.

Chapter 4

Results

Introduction

The theory surrounding Positive Behavior Interventions and Supports (PBIS) holds that socially appropriate behaviors can be taught just like any other skill given a school climate that promotes this process in a person-centered environment. Implementation of PBIS is encouraged within IDEA for educators at all levels to help students achieve success both academically and behaviorally. Although PBIS has been studied, tested, and implemented for many years the results have varied. Elementary and suburban settings have found more success with this process than have secondary and urban settings. More studies have been conducted in lower grades and in suburban settings to document the success of PBIS. Studies related to PBIS in secondary settings and urban settings have been limited with results demonstrating the need for fidelity during implementation, buy-in among staff, and continued training for sustainability. This study investigated the implementation process of PBIS in year one at an urban secondary setting and the role of leadership in this process. To measure this, a pre-implementation survey and a post-implementation survey were conducted. Additionally, data regarding student discipline was gathered at the beginning, middle, and end of the year for comparison. Information from researcher observations and documentation were used as well to inform results to the research questions. The findings of the study based on the research questions are presented in this chapter.

Research Questions

For the purpose of this study, data were collected in order to answer five research questions.

1) To what extent were Positive Behavior Interventions and Supports implemented at the current urban high school? (Quantitative)
2) How effective was the leadership of the current urban high school in promoting a school culture that supported positive behavior interventions? (Mixed)
3) How did teacher use of behavioral interventions at the current high school change when provided intentional professional development on the topic? (Mixed)
4) How did teachers at the current high school own professional development when empowered to do so? (Qualitative)
5) How effective was the current use of positive behavior interventions in reducing problematic behaviors in students at the urban high school within the study? (Quantitative)

Participants

The researcher conducted the study in the school where she served as a building leader and assistant principal during the 2017-2018 school year. As a school-wide initiative, all teachers and staff participated in the implementation of PBIS at the building level and in the professional development related to PBIS. However, for the study, participation in the surveys were voluntary and conducted online to reduce the possibility

of coercion. The school involved in the study was Cityscape East High School, a pseudonym. Cityscape East High School staff included 6 administrators, 7 counselors, and over 120 teachers and support staff. The staff at Cityscape East High School support over 1700 students. For the study, 22 staff members agreed to participate in the pre-implementation survey. Twenty of the 22 staff members completed the survey. Fourteen staff members agreed to participate in the post-implementation survey. Thirteen of the 14 staff members answered questions on the survey. However, fewer than the 13 staff members answered the open-ended questions in most cases.

Data Analysis Programs

This study utilized two existing tools for data collection, the PBS Staff Satisfaction Survey and the School-wide Evaluation Tool (SET), from the U.S. Department of Education's Office of Special Education Programs and the Technical Assistance Center. The survey questions and SET interview questions were entered into the program Qualtrics along with additional questions for leadership and professional development feedback written by the researcher. The researcher input the survey results into Microsoft Excel with the StatPlus package in order to conduct data analysis and create tables and graphs for data display. For the open-ended questions, common themes were identified and coded.

Research Question One

Research question one asked: To what extent were Positive Behavior Interventions and Support implemented at the current urban high school? To answer this question, results were analyzed from the online surveys composed of the PBS Staff

Satisfaction Survey and the School-wide Evaluation Tool for the pre-implementation and post-implementation data collection. The results from the surveys are found in the tables and figures in this section. A comparison of results are also included to determine the extent to which implementation occurred during the study year. The SET has a specific rubric for compilation of an overall implementation percentage. This rubric is included in Appendix A. Table 1 and Figure 2 contain the descriptive statistics and percentages of agreement/disagreement during the pre-implementation phase at the beginning of the study year on the PBS Staff Satisfaction Survey questions. The questions to the survey are listed in Figure 2 for easy reference.

Table 1

PBS Staff Satisfaction Survey Pre-Implementation Descriptive Statistics

Survey Question	N	Min	Max	Mean	SD
Q1	20	1	5	3.55	1.203
Q2	20	3	5	4.40	0.583
Q3	20	1	5	3.40	1.114
Q4	20	1	5	3.15	1.014
Q5	20	1	5	3.35	1.152
Q6	20	2	5	3.45	1.071
Q7	20	2	5	4.20	0.872
Q8	20	1	4	2.30	1.054
Q9	20	1	5	3.65	1.108
Q10	20	2	5	4.15	1.062
Q11	20	2	5	3.65	0.853
Q12	20	2	5	3.50	0.975
Q13	20	2	5	3.30	0.781
Q14	20	2	5	3.45	0.805

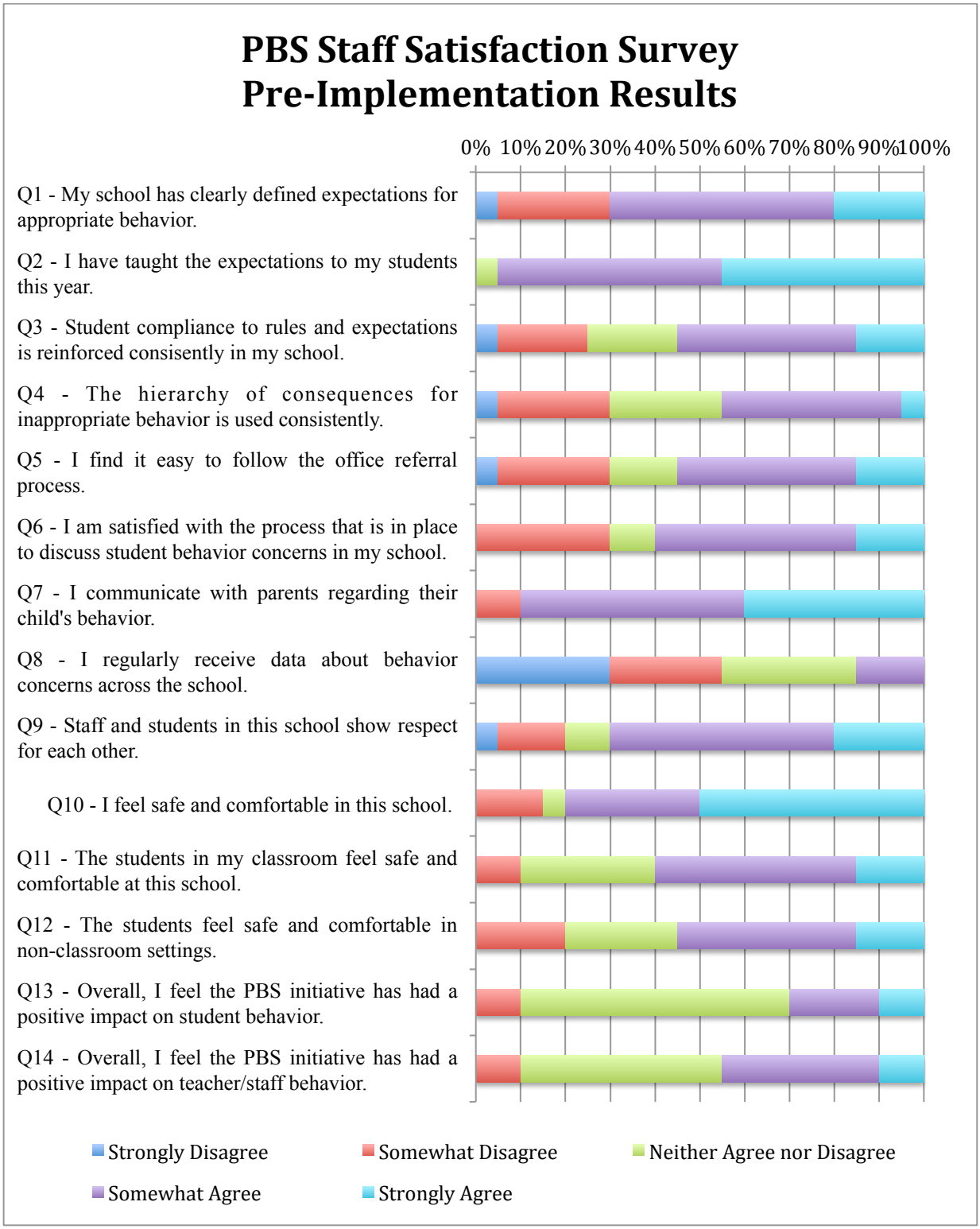

Figure 2 Results from the Pre-Implementation survey for PBS Staff Satisfaction

Table 2 and Figure 3 contain the descriptive statistics and percentages of agreement/disagreement during the post-implementation phase at the end of the study year on the PBS Staff Satisfaction Survey questions. The questions are listed in Figure 3 for easy reference.

Table 2

PBS Staff Satisfaction Survey Post-Implementation Descriptive Statistics

Survey Question	N	Min	Max	Mean	SD
Q1	13	1	5	3.308	1.435
Q2	13	2	5	4.231	0.890
Q3	13	1	5	2.615	1.389
Q4	12	1	5	3.083	1.498
Q5	13	2	5	4.000	0.877
Q6	13	1	5	3.231	1.250
Q7	13	4	5	4.615	0.487
Q8	13	1	5	2.385	1.496
Q9	13	2	4	3.385	0.836
Q10	13	1	5	4.077	1.071
Q11	13	1	5	3.462	1.082
Q12	13	1	4	2.538	0.843
Q13	13	1	5	3.231	1.120
Q14	13	1	5	3.385	1.273

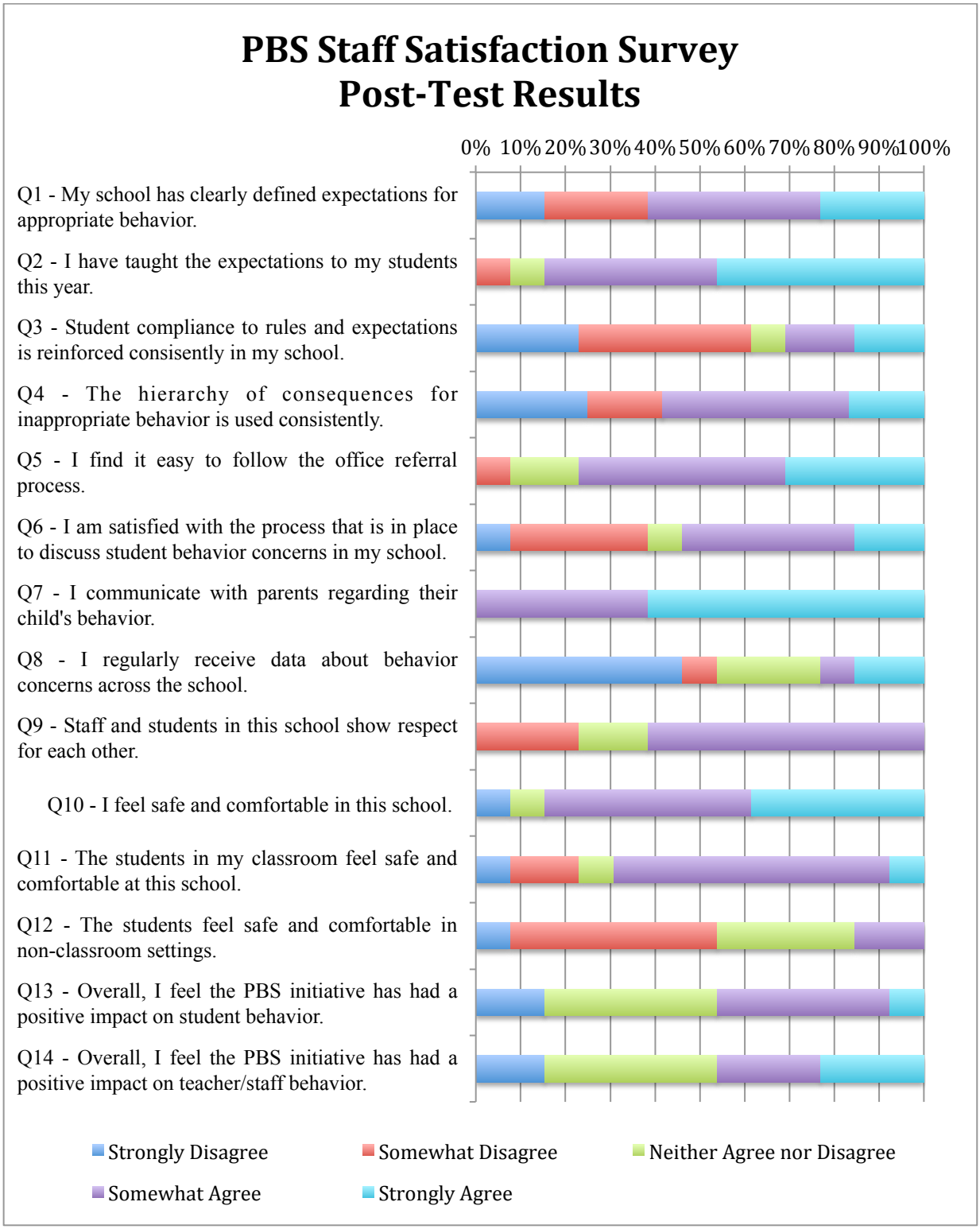

Figure 3 Results from the Post-Implementation Survey for PBS Staff Satisfaction

The categories of somewhat agree and strongly agree were combined in Table 3 to determine the overall level of agreement for each question on the pre-implementation and post-implementation surveys. This allowed for the comparison of the level of overall satisfaction of PBIS during the study year. It is evident that the overall satisfaction remained close to the same throughout the year, though some questions had larger increases/decreases than others. Questions 2, 3, and 12 decreased by more than 10% indicating that teachers taught the expectations less throughout the year, reinforced less consistently student compliance of the rules and expectations, and that students felt less safe in non-classroom settings. Questions 4, 5, 7, and 13 increased by more than 10% indicating that the hierarchy of consequences was used more consistently, the teachers found it easier to follow the office referral process, the teachers communicated with parents regarding student behavior more often, and that the PBIS initiative had a positive impact on students.

Table 3

PBS Staff Satisfaction Agreement Level Descriptive Statistics

Survey Question	Pre Mean	Agree %	Post Mean	Agree %
Q1	3.55	70	3.308	61.538
Q2	4.4	95	4.231	84.615
Q3	3.4	55	2.615	30.769
Q4	3.15	45	3.083	58.333
Q5	3.35	55	4.000	76.923
Q6	3.45	60	3.231	53.846
Q7	4.2	90	4.615	100.000
Q8	2.3	15	2.385	23.077
Q9	3.65	70	3.385	61.538
Q10	4.15	80	4.077	84.615
Q11	3.65	60	3.462	69.231
Q12	3.5	55	2.538	15.385
Q13	3.3	30	3.231	46.154
Q14	3.45	45	3.385	46.154
Overall Satisfaction		58.929		58.013

The questions following the PBS Staff Satisfaction portion of the survey come from the School-wide Evaluation Tool (SET). To reduce the possibility of coercion the questions were turned into a survey instead of face-to-face interviews as suggested in the instructions for the tool. The SET calls for school-wide observations and a documentation review by the researcher along with input from an administrator, staff, and students. For the purpose of this study the student portion of the SET was eliminated. The SET calls for a minimum of ten staff interviews in addition to one administrator interview. The researcher in this study is one of the administrators in the building. However, for the purpose of this study one of the other five administrators completed the survey. Open-

ended questions allowed for richer input since the interview was changed to a survey format to reduce the possibility of coercion. Figures 4, 5, and 6 display the results of the administrator, staff, and team member answers of the SET portion of the pre-implementation survey that were answered with "yes" or "no." These results along with researcher observations, documentation review, and identified themes within the open-ended questions on the survey allowed the researcher to complete the rubric to formulate an implementation level at the beginning of the study year.

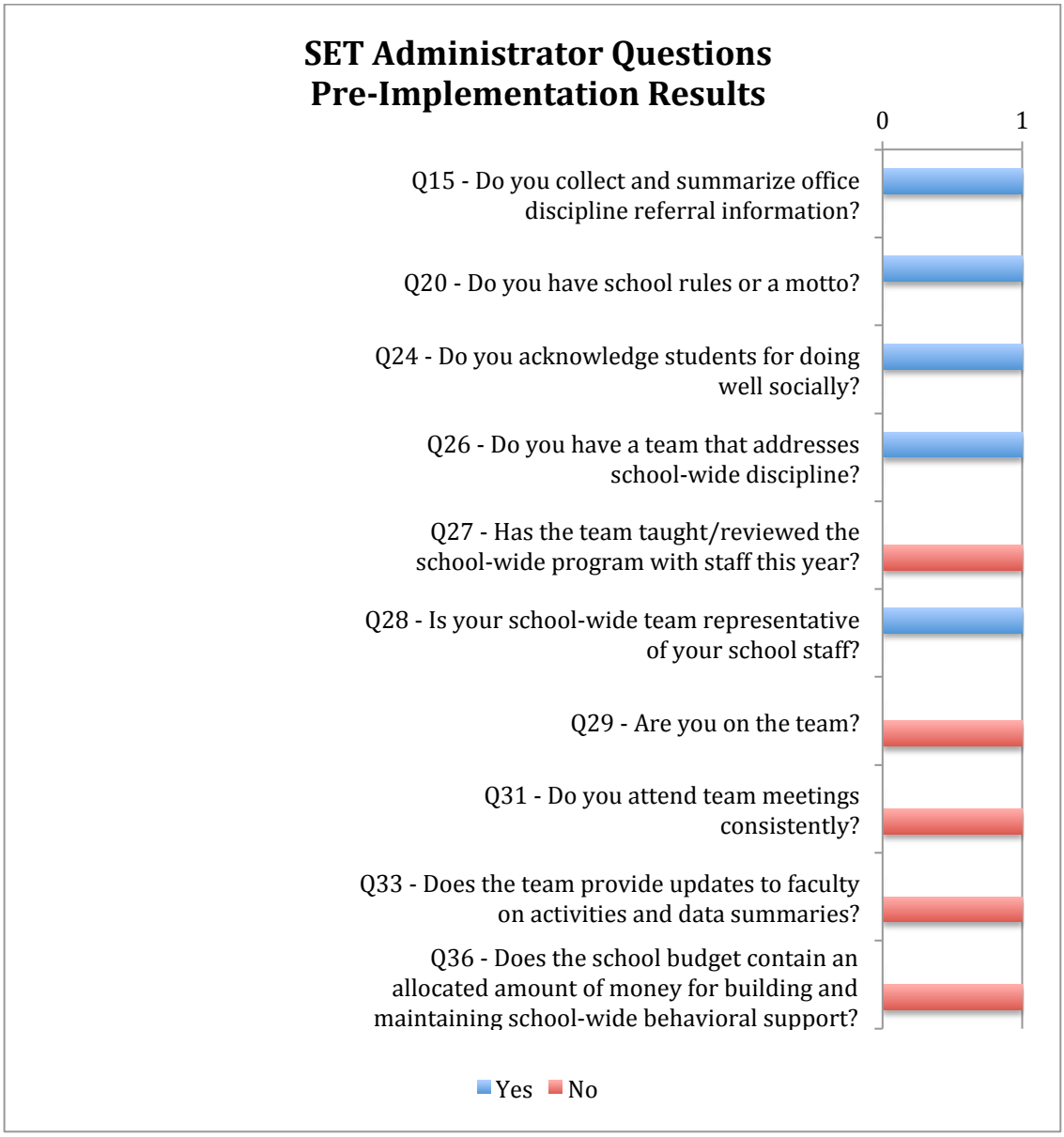

Figure 4 Results from the SET Administrator Questions on Pre-Implementation Survey

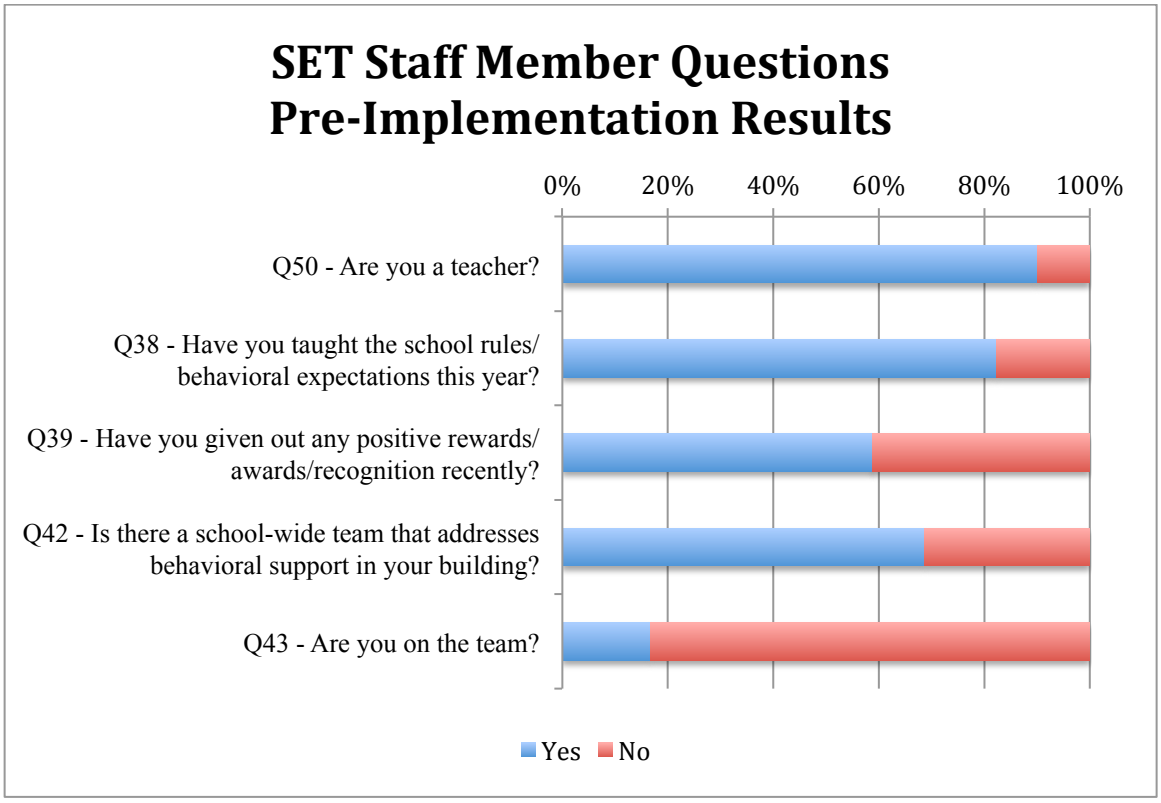

Figure 5 Results from the SET Staff Member Questions on Pre-Implementation Survey

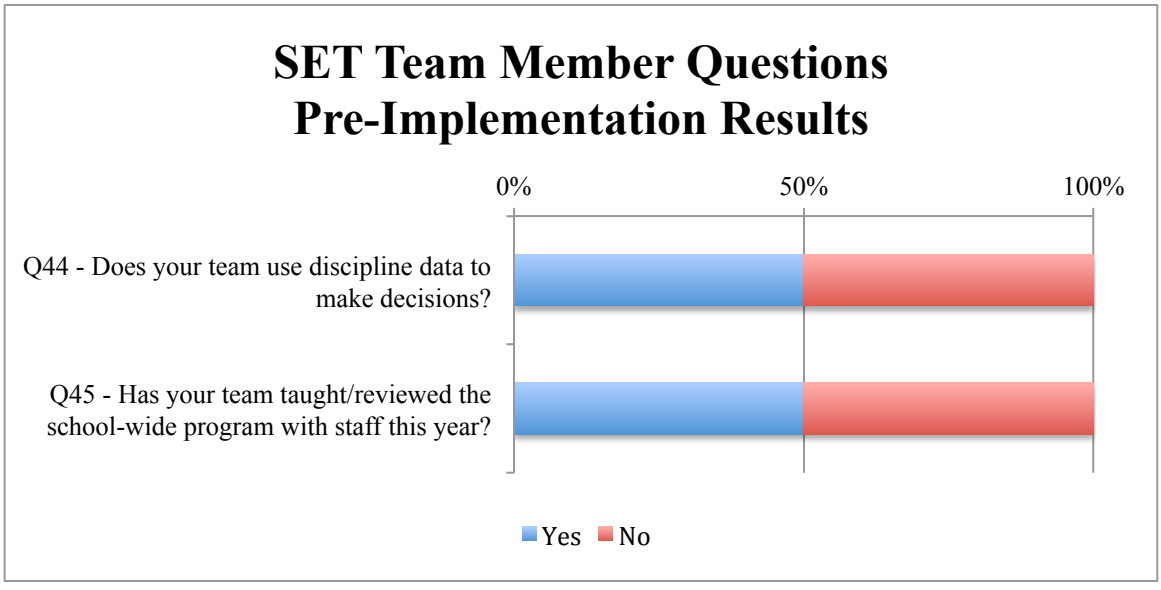

Figure 6 Results from the SET Team Member Questions on Pre-Implementation Survey

The SET calls for only one administrator to answer questions to develop a level of implementation. For the administrator portion of the pre-implementation survey questions 16, 17, 18, 19, 21, 22, 23, 25, 30, 32, 34, and 35 allowed additional feedback regarding PBIS implementation beyond the "yes" or "no" questions. Questions 16, 17, 18, and 19 referred to discipline procedures in the building. Question sixteen asked, "What system do you use to collect and summarize office discipline referrals? What data is collected? Who enters data?" The administrator answered "Hardcopy referrals and soft copy email referrals are collected. Information is collected regarding the behavior event. Both the admin and teacher enters data." Questions seventeen asked, "What do you do with the office discipline referral information? Who looks at the data? How often do you share it with other staff?" The administrator left this question blank. Question eighteen asked, "What type of problems do you expect teachers to refer to the office rather than handling in the classroom/specific setting?" The administrator answered "repeated offense, violence, and repeated non-compliance." Question nineteen asked, "What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)?" The administrator answered "Each room has a safety folder with procedures for such a situation. Drills are conducted every year to practice what to do in such a situation."

Questions 21, 22, and 23 referred to school-wide rules and behavior expectations. Question twenty-one asked, "How many rules/mottos are there?" The administrator did not answer this question. Question twenty-two asked, "What are the rules/motto?" The administrator answered, "show respect, follow rules and procedures." Question twenty-three asked, "What are they called?" The administrator left this question blank. Question

25 referred to positive rewards asking, “What are the social acknowledgements/activities/routines called (student of the month, positive referral, letter home, stickers)?” The administrator answered “positive referral”.

Questions 30, 32, 34, and 35 referred to the PBIS school-wide discipline team. Question thirty asked, “How often does the team meet?” The administrator left the question blank. Question thirty-two asked, “Who is your team leader/facilitator?” The administrator left the question blank. Question thirty-four asked, “Do you have an out-of-school liaison in the state or district to support positive behavior support systems development? If yes, who?” The administrator answered, “no.” Question thirty-five asked, “What are your top 3 school improvement goals?” The administrator answered, “To improve in a positive way the climate of the school, to provide support for teachers and to provide a safe, welcoming environment for students.”

Questions 37, 40, 41 were open-ended questions for teachers in the building. Of the twenty staff members completing the survey one was an administrator, one was a staff member, and the other 18 were teachers. Of the 18 teachers, eleven answered question thirty-seven, fifteen answered question forty, and fifteen answered question forty-one. The answers for each question were coded for themes and the results are listed in Tables 4, 5, and 6. Question forty-six was to be answered by PBIS team members. It asked, “Who is the team leader/facilitator?” No team members answered this question.

Table 4

Survey Question 37 -What are the school rules?

Result Themes	N
Too many to list	4
Not sure	3
Follow directions	2
Be respectful	2
Policies changes, so unsure	1
Series of regulations	1
Be in class on time	1
See handbook/syllabus	1

Table 5

Survey Question 40 - What types of student problems do you or would you refer to the office?

Result Themes	N
Threats to harm/Aggression/Violence	6
Disruption to learning	5
Repeated non-compliance	4
Disrespect to teacher/Insubordination	4
Fighting	4
Ditching/Roaming the halls	3
Drugs/Suspicion of drugs	2
Bullying	2
Weapon	1
Dress code	1
Theft	1
Cell phone usage	1
Extreme cases beyond parent contact	1
Profanity	1
Try not to send to build trust	1
Don't send because of inconsistency among admin	1

Table 6

Survey Question 41 - What is the procedure for dealing with a stranger with a gun?

Result Themes	N
Established lock down procedures described	12
No policy	1
Unsure	1
Admin and police handle it	1
Remove students from school building	1

Thirteen staff members took the post-implementation survey. Of the thirteen, one was an administrator and the other twelve were teachers. The SET requires at least ten teachers to answer the questions along with one administrator. Figures 7, 8, and 9 display the results of the administrator, staff, and team member answers of the SET portion of the post-implementation survey that were answered with "yes" or "no." These results along with researcher observations, documentation review, and identified themes within the open-ended questions on the survey allowed the researcher to complete the rubric to formulate an implementation level at the end of the study year.

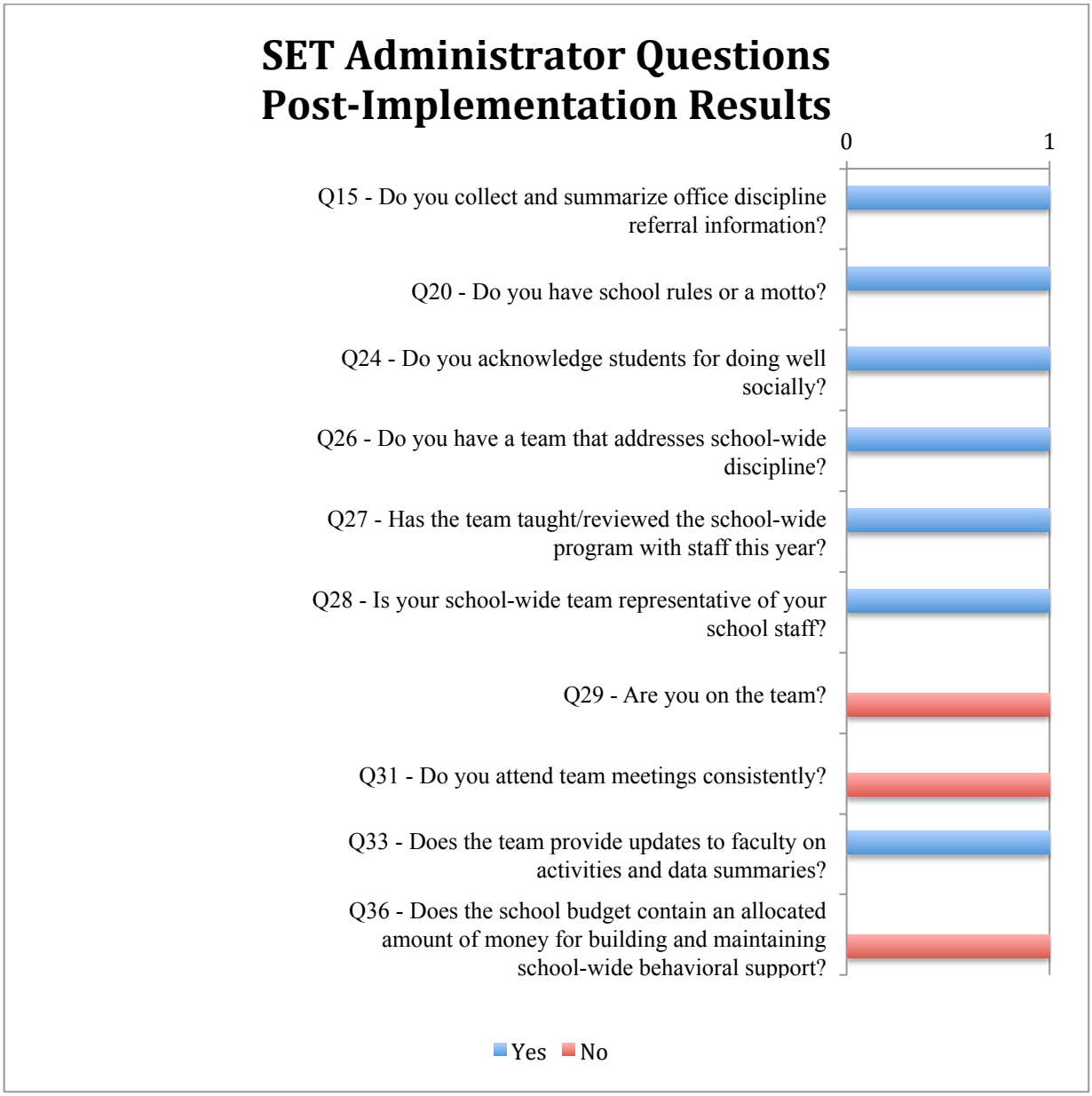

Figure 7 Results from the SET Administrator Questions on Post-implementation Survey

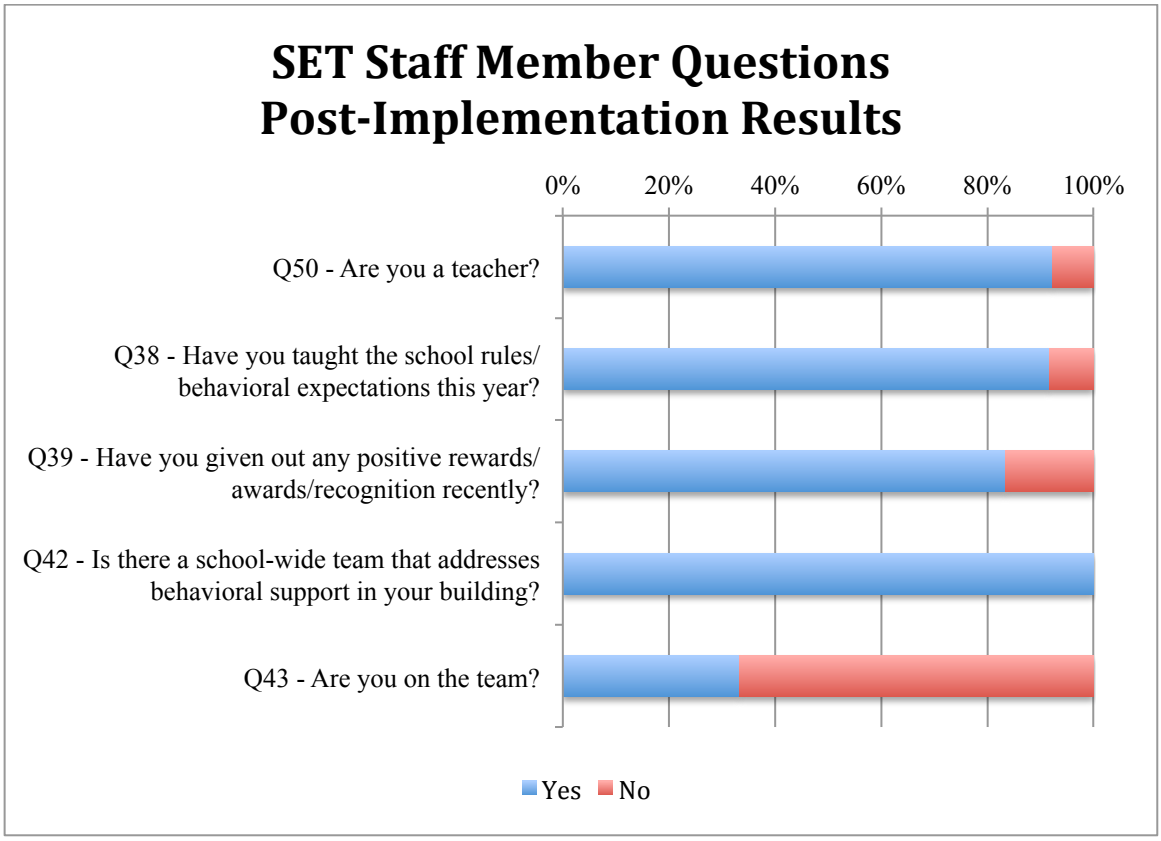

Figure 8 Results from SET Staff Questions on Post-implementation Survey

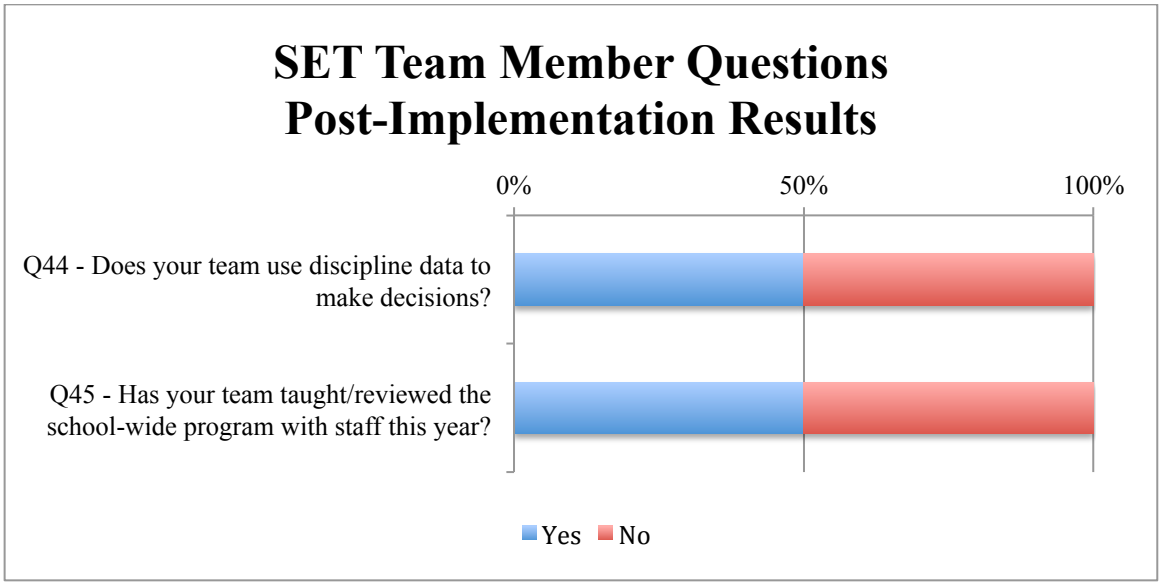

Figure 9 Results from SET Team Member Questions on Post-implementation Survey

The SET calls for only one administrator to answer questions to develop a level of implementation. For the administrator portion of the pre-implementation survey questions 16, 17, 18, 19, 21, 22, 23, 25, 30, 32, 34, and 35 allowed additional feedback regarding PBIS implementation beyond the "yes" or "no" questions. Questions 16, 17, 18, and 19 referred to discipline procedures in the building. Question sixteen asked, "What system do you use to collect and summarize office discipline referrals? What data is collected? Who enters data?" The administrator answered, "PowerSchool is the system to record data about student discipline. I (principal) enter the data. The types of data are student(s)/staff involved in the discipline issue, the issue itself and consequences that are assigned as well as any details regarding the issue." Questions seventeen asked, "What do you do with the office discipline referral information? Who looks at the data? How often do you share it with other staff?" The administrator answered, "The information is stored in students accounting. Don't know who else looks at the discipline data other than the administrative team, building level and district level as well as the state department. I do not often share the data with other staff unless it is another administrator for advisement." Question eighteen asked, "What type of problems do you expect teachers to refer to the office rather than handling in the classroom/specific setting?" The administrator answered, "Non-compliance to a point of class learning disruption, aggression physical/verbal and disrespect to a point of class learning disruption." Question nineteen asked, "What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)?" The administrator answered "Emergency procedures are in place that are communicated to each staff member and practiced throughout the year."

Questions 21, 22, and 23 referred to school-wide rules and behavior expectations. Question twenty-one asked, "How many rules/mottos are there?" The administrator answered, "How many rules? I don't know specifically." Question twenty-two asked, "What are the rules/motto?" The administrator answered, "Where everyone succeeds together." Question twenty-three asked, "What are they called?" The administrator left this question blank. Question 25 referred to positive rewards asking, "What are the social acknowledgements/activities/routines called (student of the month, positive referral, letter home, stickers)?" The administrator answered "positive referrals & positive phone calls home."

Questions 30, 32, 34, and 35 referred to the PBIS school-wide discipline team. Question thirty asked, "How often does the team meet?" The administrator left the question blank. Question thirty-two asked, "Who is your team leader/facilitator?" The administrator answered the question with the researcher's name. Question thirty-four asked, "Do you have an out-of-school liaison in the state or district to support positive behavior support systems development? If yes, who?" The administrator answered, "don't know." Question thirty-five asked, "What are your top 3 school improvement goals?" The administrator answered, "Attendance, graduation rate, ACT."

Questions 37, 40, 41 were open-ended questions for teachers in the building. Of the thirteen staff members completing the survey one was an administrator and the other 12 were teachers. Of the 12 teachers, seven answered question thirty-seven, twelve answered question forty, and eleven answered question forty-one. The answers for each question were coded for themes and the results are listed in Tables 7, 8, and 9. Question

forty-six was to be answered by PBIS team members. It asked, "Who is the team leader/ facilitator?" The four team members answering the survey responded with the researcher's name.

Table 7

Survey Question 37 - What are the school rules?

Result Themes	N
Written in the handbook	2
CARE - Community, Accountability, Respect, Empathy	2
Recently defined behavior expectations	1
Write all the rules?	1
Listing a handful of various rules	1

Table 8

Survey Question 40 - What types of student problems do you or would you refer to the office?

Result Themes	N
Disrespect to teacher/insubordination	6
Fighting	5
Repeated Profanity	4
Disruption to learning	3
Bullying	3
Tardiness	3
Ditching class/Roaming halls	2
Repeated non-compliance	2
Violence/Aggression/Threats to harm	2
Drugs/Suspicion of drugs	2
Dress code	1
Sexual harassment	1
Don't refer, counterproductive	1

Table 9

Survey Question 41 - What is the procedure for dealing with a stranger with a gun?

Result Themes	N
Established lockdown procedures described	10
Specific details unknown	2

Using the School-wide Evaluation Tool (SET) Implementation Scoring Guide, the information from the surveys found in the tables and figures above, and documentation observed in the building by the administrator led to overall implementation percentages for the school. The scoring guide is divided into seven categories based on the survey questions. The categories are A) Expectations Defined, B) Behavioral Expectations Taught, C) On-going System for Rewarding Behavioral Expectations, D) System for Responding to Behavioral Violations, E) Monitoring & Decision-Making, F) Management, and G) District-Level Support. Data from the beginning of the year and the end of the year were compiled to determine the levels of implementation and the amount of change occurring throughout the year. Table 10 shows the categorical and overall implementation percentages for both the pre-implementation survey and the post-implementation survey.

Table 10

SET Scoring Guide

Category	Pre	%	Post	%
Expectations Defined	1/4	25.00	1/4	25.00
Behavioral Expectations Taught	1/4	25.00	1/2	50.00
On-going System for Rewarding Bhvr. Exp.	3/4	75.00	3/4	75.00
System for Responding to Bhvr. Violations	3/8	37.50	5/8	62.50
Monitoring & Decision-Making	3/8	37.50	1/2	50.00
Management	1/5	18.75	5/8	62.50
District-Level Support	0/4	0.00	0/4	0.00
Summary Scores by Percentage		31.25		46.43

Research Question Two

Research question two asked: How effective was the leadership of the current urban high school in promoting a school culture that supported positive behavior interventions? To answer this question, results from the PBS Satisfaction Survey and the SET were used. These overall results were found in Tables 3 and 10. Open-ended questions fifty-five, fifty-six, and fifty-eight on the Post-implementation survey were also used to answer the question. The results of each of these questions were coded for themes. Question fifty-five was answered by seven staff members and asked, “In what ways do you feel leadership in the building supported growth toward a more positive school climate this year in regard to behavioral interventions?” Question fifty-six was answered by eight staff members and asked, “How could leadership have been more supportive in developing a more positive school climate this year in regard to behavioral interventions?” Question fifty-eight was answered by four staff members and asked,

"What were the characteristics or noticed differences in leadership styles that caused you to feel more or less supported in this area?" The answers for each question were coded for themes and the results are listed in Tables 11,12, 13. The positive attributes from the three questions are combined and listed in Table 11. The negative attributes from the three questions are combined and listed in Table 12. The suggestions for improvement from the three questions are combined and listed in Table 13. Question 57 indicated that 40% of the staff answering the question felt that certain leaders within the building were more supportive of the PBIS growth than others.

Table 11

Survey Questions 55, 56, and 58 Positive Leader Attributes

Result Themes	N
Coming up with ideas to change climate	4
Supporting initiative well	2
Embraced the approach	1
Dealt with small behavior issues well	1

Table 12

Survey Questions 55, 56, and 58 Negative Leader Attributes

Result Themes	N
Extreme behavior issues not handled	2
No communication	2
No support	2
Not treated as an initiative	1
No consistency	1
Assigned discipline doesn't work	1

Table 13

Survey Questions 55, 56, and 58 Suggestions for Improvement

Result Themes	N
Set consistent expectations	3
Handle extreme behaviors more harshly	2
Hold teachers accountable for consistency	2
Offer more positive consequences	2
Focus more on expectations	1

The results from the PBS Satisfaction Survey, the SET, and the open-ended questions show that the leaders made little gains in promoting a school culture that supported positive behavior interventions. While there were gains in the level of implementation, the results of the open-ended questions show that leadership attributes were more negative and required suggestions for improvement.

Research Question Three

Research question three asked: How did teacher use of behavioral interventions at the current high school change when provided intentional professional development on the topic? To answer the question, the results from questions 49, 50, 51, 52, 53, and 54 were utilized. Questions 49 and 52 provided numerical feedback. Questions 50, 51, 53, and 54 provided responses to open-ended questions. Question forty-nine indicated that 10 out of 13 staff members, approximately 77%, felt that the professional development in behavioral interventions supported growth toward a more positive school climate. Question fifty-two indicated that 7 out of 12 staff members felt that differentiated professional development in behavior interventions did not address their individual

needs. Question fifty was answered by eight staff members and asked, “In what ways did the professional development provide support toward a more positive school culture?” Question fifty-one was answered by eleven staff members and asked how the professional development could have been improved. Question fifty-three was answered by three staff members asking them to provide examples of how the differentiated professional development met their individual needs. Question fifty-four was answered by nine staff members and asked, “How could the professional development have been done differently to better meet your individual needs?” The results to these questions were coded for themes and listed in Tables 14, 15, 16, and 17.

Table 14

Survey Question 50 - In what ways did the professional development provide support toward a more positive school culture?

Result Themes	N
Discussion by teachers/having a say	3
Clearly defined teaching points for teachers to use	2
No change	1
Working for all students together	1
PBIS training and PD have a large impact on student behavior	1

Table 15

Survey Question 51 - How could the professional development have been improved?

Result Themes	N
Hold all staff accountable to expectations and consistency	4
Teach from the beginning of the year	3
Reduce the expectations even further	2
Promote expectations more	2
Address coarse language	1
Felt channeled/led	1
Stronger consequences for bad behavior	1

Table 16

Survey Question 53 - Please provide examples of how differentiated PD met your needs.

Result Themes	N
Address multiple personalities of students	1
Met weekly	1
Understood expectations and what needed to be enforced	1

Table 17

Survey Question 54 - How could differentiated PD have better met your individual needs?

Result Themes	N
Not sure	2
Teach from the beginning of the year	4
Limited communication - increase it	1
Limited input - increase feedback opportunities	1
Clearer expectations from administration	1

Research Question Four

Research question four asked: How did teachers at the current high school own professional development when empowered to do so? To answer this question, results from open-ended question sixty were coded for themes and listed in Table 18. Five staff members answered this question. Of the 13 staff members that completed the post-implementation survey, ten answered question fifty-nine. Of those ten, 60% indicated that teacher leaders in the building provided additional supports in the area of behavioral interventions.

Table 18

Survey Question 60 - What were the benefits of using teacher leaders for training?

Result Themes	N
Allows for viewpoints other than admin	2
Not sure	2
Support for growth	1
Peer training supports buy-in	1

Research Question Five

Research question five asked: How effective was the current use of positive behavior interventions in reducing problematic behaviors in students at the urban high school within the study? To answer this question, discipline data from the end of the fall semester of the study year and the end of the spring semester of the study year were to be compared to determine if there was a significant change in discipline assigned to students for problematic behaviors. However, the school district implemented a new process for

entering discipline data into the student information system at the beginning of the 2017-2018 study year. Several of the administrators at the high school participating in the study entered discipline data incorrectly throughout the study year; therefore, discipline data was not thorough. A comparison of available data from the study year is provided in Table 19, but understood to be limited in scope due to the inaccuracy of some of the data. A comparison to the year prior to implementation was eliminated from the research because the discipline data entry process was different and because there were so many discrepancies during the study year. Discipline data is for suspension types only because those required a specific process for data entry. Suspension types include, in school suspension, after school suspension, suspension from the bus, out of school suspensions, and out of school suspensions greater than 10 days in length. Other discipline types were excluded from the research because of the discrepancies in data entry. The other discipline types included lunch detention, after school detention, parent contact, warnings, and loss of privileges.

Table 19

Discipline Data Comparison of S1 and S2 of Study Year 2017-2018

Discipline Assigned	Semester 1	Semester 2
OSS > 10 consecutive days	3	6
Suspension after school	6	16
Suspension in school	257	346
Suspension from bus	1	2
Suspension out of school	129	180
Total	396	550

Summary of Results

The purpose of this study was to examine the role of leadership in building a school culture that promoted positive behavior interventions in an urban secondary setting and to explore the extent, effect, and challenges faced upon implementation of positive behavior interventions and supports policies in an urban secondary setting. This chapter presented the findings from the data analysis portion of the study. Survey data, open-ended questions, and discipline data were shared. For research question one, no significant change was found in the teacher satisfaction with PBIS and a small increase in the level of implementation was noted. For question two, the qualitative data from the open-ended questions indicated more suggestions for improvement for leadership and leadership attributes of a non-supportive nature than of a supportive nature. The survey results used in question one were also used to support the null effect of leadership. For question three, open-ended question results were coded for themes. The themes showed an inclination or desire to continue into year two with suggestions for continued professional development and specific ways in which the professional development was beneficial. For question four, results indicated that teacher led professional development provided additional supports to administrative led professional development. For question five, results indicated that discipline increased throughout the study year. However, data was not thorough so the results are limited in scope. The next chapter will interpret the findings along with researcher reflection as participant in the study, make connections to literature, and make recommendations for future research.

Chapter 5

Discussion

This study examined one school through year one implementation of positive behavior interventions. The purpose of this study was to explore the role of leadership in promoting a school climate that supported positive behavior interventions in an urban secondary setting. Furthermore, the study explored the extent, effect, and challenges faced upon implementation of positive behavior interventions and supports policies in an urban secondary setting. The final chapter of this study contains an overview and interpretation of the findings, a reflection from the researcher as participant, implications for practice, recommendations for further study, and limitations of the research. The following questions guided this study:

1) To what extent were Positive Behavior Interventions and Supports implemented at the current urban high school?
2) How effective was the leadership of the current urban high school in promoting a school culture that supported positive behavior interventions?
3) How did teacher use of behavioral interventions at the current high school change when provided intentional professional development on the topic?
4) How did teachers at the current high school own professional development when empowered to do so?
5) How effective was the current use of positive behavior interventions in reducing problematic behaviors in students at the urban high school within the study?

Positive Behavior Interventions and Supports (PBIS) is a tremendous undertaking requiring a shift in ideological thinking, as educators, from a mindset that is punitive to one that is based on a proactive view of discipline. This transformational change involves a shift in how members of an organization think and behave at work (Cummings & Worley, 1997). The process of PBIS implementation builds a framework for organizing evidence-based interventions (as directed by IDEA) into a unique curriculum that enhances the social behavior outcomes for all students. It is a prevention-oriented way for school personnel to improve the implementation of these interventions to benefit all students (OSEP, 2014). When implemented with fidelity, in a way that encourages teacher ownership and buy-in of the practice, schools that utilize positive behavior interventions and supports have witnessed a decrease in discipline (Savage, Lewis, & Colless, 2011; Tyre, Feuerborn, & Pierce, 2011) Because positive behavior interventions and supports are not typically used in urban secondary settings, transformational change is essential for successful implementation and sustainability. However, research shows that securing support and participation from administration and staff for positive behavior interventions is often a challenge in secondary settings (Flannery, Sugai, & Anderson, 2009). Sustainability of the program is most likely to occur when administration and staff view PBIS as a priority that is effective and efficient. Knowledge building, training, commitment and support are factors that increase sustainability (McIntosh et al., 2013; Coffey & Horner, 2012; Sugai & Horner, 2006; Feurerborn, Wallace, & Tyre, 2013). Transformational leaders enhance commitment, involvement, loyalty, and performance of

followers while creating high expectations in performance, building teams, and inspiring stakeholders (Bass, 1999; McCarly, Peters, & Decman, 2016).

In order for a district or school site to successfully implement PBIS, leadership must show active support throughout the process and provide meaningful professional development that goes beyond building awareness to creating change through action. A process evaluation, like the SET used in this study, provides a guide to monitor implementation fidelity issues. Without this evaluation process, district or school sites will not know how effectively they are implementing PBIS. Schools implementing school-wide positive behavior interventions and supports with fidelity have lower levels of teacher burnout and higher levels of teacher self-efficacy (Ross, Romer, & Horner, 2012). A survey tool like the PBS Satisfaction Survey used in this study provides meaningful feedback from staff on their satisfaction with the process in their setting. School leaders must build the climate that supports implementation processes and create systems to support implementation. The systems that school leaders must create include behavioral expertise, training, coaching, and evaluation. These systems then support implementation of strategies for behavior and consequences (McIntosh, Lucyshyn, Strickland-Cohen, & Horner, 2015). A positive relationship between professional satisfaction and teacher input in setting the priorities of professional development exists, according to Taylor et al. (2011). Providing differentiated professional development opportunities build leadership capacity and professional satisfaction (Taylor, Yates, Meyer, & Kinsella, 2011). This study examined the role of leadership in creating and

sustaining a culture that promotes positive behavior interventions implementation and professional development through support, training, and evaluation.

Interpretation of Findings

Research question one asked, "To what extent were Positive Behavior Interventions and Supports implemented at the current urban high school?" To answer this question a pre-implementation survey and a post-implementation survey were conducted, composed of questions from the PBS Satisfaction Survey and the School-wide Evaluation Tool for PBIS. This portion of the study sought to determine the level of implementation that occurred throughout year and the amount of teacher satisfaction with the use of PBIS. Results were displayed in figures and tables for individual survey questions from the pre-implementation survey and the post-implementation survey. Overall, the PBS Satisfaction Survey portion of the pre-implementation and post-implementation surveys showed that the average positive agreement ratings remained the almost constant at 58.929% ad 58.013%, respectively. The overall implementation level, based on the SET, rose slightly from 31.25% to 46.43% from the beginning of the study year to the end of the study year.

Results from research question one support an overall impression that more work is needed to successfully implement PBIS at the selected school site. Though the school made strides toward implementation it did not reach an implementation level significant enough to increase teacher satisfaction with PBIS. Though the overall satisfaction levels remained near constant, there were questions with more significant increases or decreases noted. School administrators and staff should recognize that they teach and reinforce the

expectations less throughout the year causing students to feel less safe in non-classroom settings. The school administrators and staff need to continually teach, reteach, and reinforce the expectations of the school considering the high mobility of the student population and the need for modeling and reinforcement as recommended through social learning theory. Staff did begin to feel more comfortable with the changes in the referral process and hierarchy of consequences as the year progressed though the percentages of agreement were still not high. Gaining teacher support and buy-in, dealing with the logistics of the intervention process, and maintaining accurate and timely data, are some of the challenges associated with PBIS (Bohanon et al., 2006; McIntosh et al, 2013; Feuerborn, Wallace, & Tyre, 2013). According to McIntosh et al. (2013), "Effectiveness depends on both the quality of the practice itself and the quality of implementation" (p. 295).

Research question two asked, "How effective was the leadership of the current urban high school in promoting a school culture that supported positive behavior interventions?" To answer this question results from the surveys were also used, along with additional questions on the post-implementation survey designed to gain richer feedback regarding leadership effectiveness. This portion of the study sought to determine the level of leadership effectiveness in supporting the implementation process throughout year one. Results were displayed in figures and tables for individual survey questions and through written responses from open-ended questions that were coded for themes. Results from the PBS Satisfaction Survey comparison in Table 3 indicated that staff felt less satisfied with the consistency in reinforcing expectations, the availability to

discuss student behaviors with administration, and the lack of data or feedback on disciplinary actions taken on behavioral concerns. It was evident from the SET implementation comparison in Table 10 that school administration should work to make gains in defining and teaching behavioral expectations to staff and students, monitoring progress through data in decision-making, and in gaining district-level support.

Results from the open response questions to answer research question two indicate that leadership did a good job of coming up with ideas to change the climate of the school and supporting those ideas. However, there are more critiques of leadership and suggestions for leadership improvement as a whole. Critiques indicate that leadership needs to handle extreme behaviors more effectively, be more consistent, show more support, and communicate more with staff. Suggestions by staff for leadership indicate that administrators need to set consistent expectations, hold teachers accountable consistently, and offer more positive reinforcement. The use of explicit teaching and reinforcement of a small number of behavioral expectations, implementation of consistent consequences for violations of school rules, and the use of data to drive intervention planning and monitoring of outcomes will help secondary faculty members with buy-in and participation in PBIS (Tyre, Feuerborn, & Pierce, 2011).

Research question three asked, "How did teacher use of behavioral interventions at the current high school change when provided intentional professional development on the topic?" To answer this research question specific questions from the surveys were used, along with open-ended questions designed to gain richer feedback regarding the professional development provided throughout the implementation year for teachers. This

portion of the study sought to determine how intentional professional development might impact the implementation of a process at the teacher level. Results were displayed in figures and tables for the individual survey questions and through written responses to open-ended questions that were coded for themes. Seventy-seven percent of participants responded that professional development in behavior interventions supported growth toward a more positive school climate by allowing teachers a voice in the discussion and clearly defining teaching points for teacher use during lessons. Results from research question three also indicate that the school could further improve teacher use of behavioral interventions by holding all staff accountable to the expectations consistently, teaching and promoting the expectations from the beginning of the year, and reducing the expectations further. When educators engage in professional development that is self-directed, collaborative, and empowering (Beavers, 2009) it should build a culture that links teaching practice to scholarship within the school setting (Gallagher et al., 2011). Training in positive behavior interventions that is well-understood and conducted with teacher-leaders should increase teacher ownership and buy-in of the process

Research question four asked, "How did teachers at the current high school own professional development when empowered to do so?" To answer this question two questions on the post-implementation survey were used, including one open-ended question designed to gain richer feedback regarding the usage of teacher leaders during professional development. This portion of the study sought to determine how teachers took ownership of professional development when given the opportunity to do so. However, the limitations set to reduce coercion during the study eliminated the

possibility of follow-up interview questions to provide deeper understanding. Sixty percent of the survey participants indicated that teacher leaders in the building provided additional supports in the area of behavioral interventions by allowing for viewpoints other than administration during professional development and supporting growth through peer training to support buy-in of PBIS. The reflection from the researcher participant in the next section does provide insight into how teacher leaders took ownership of professional development throughout the course of the study year. The school should plan to increase ownership of professional development by expanding leadership roles to experienced teachers during future professional development activities. This could further develop experienced educators while supporting teacher knowledge of the initiative or innovation, as teacher-leaders are a credible source of professional development to their peers (Taylor, Yates, Meyer, & Kinsella, 2011).

Research question five asked, "How effective was the current use of positive behavior interventions in reducing problematic behaviors in students at the urban high school within the study?" To answer this question discipline data from the study year was used to determine if the use of positive behavior interventions reduced the need for consequences from school administration. Discipline data from the fall and spring semesters were analyzed. The information was provided in a table. This portion of the study sought to determine if positive behavior interventions was impacting student behaviors throughout year one of implementation. There are limitations to the data because of data entry errors by some administrators within the building. However, clearly, discipline increased from semester 1 to semester 2. A further breakdown of the

data would not be appropriate due to the discrepancy in the data entry process by administrators, nor is it appropriate to compare data from the previous year due to the change in data entry methods. Results from research question five suggest that the inconsistencies in implementation and support at the administration level negatively impacted the outcomes for student discipline. Teachers felt that problematic behaviors were not handled well or were handled inconsistently according to responses on previous questions. School administration would be wise to implement PBIS at greater levels with more consistency. Changes in student discipline will not occur until implementation is done with fidelity.

Researcher Reflection as Participant

Because the researcher was in a leadership role within the selected school site during the implementation year, efforts were made to reduce the possibility of coercion for the research portion of the study. Because of the restrictions made to reduce coercion, the data was limited to that from the pre-implementation and post-implementation surveys. The Institutional Review Board at the university approved the process, recognizing what would be considered program implementation at the school level separate from the research portion of the study through the surveys. What would have originally been interview questions from the SET and post-implementation follow-up interviews were turned into open-ended questions on the surveys, limiting the richness of data. In order to restore some richness to the data in the study, the decision was made to add a reflection component from the researcher as participant. According to Creswell (2015), the collective strength found in combining statistical trends with personal

experiences provides a better understanding of the research problem than either form alone. This section will elaborate on the process of implementation throughout the year from the perspective of the researcher as participant and building leader. It is the researcher's hope that this section brings clarity to areas of weaknesses in the survey data.

District administration and the school principal gave written permission for the study to be conducted within the chosen school site. District administration showed support for the use of positive behavior interventions at the district level by offering professional development on behavior interventions for any interested district employees during the summer prior to the study year. At least five employees from the selected school site chose to attend this professional development on their own time. The researcher invited those employees and several others showing an interest in behavior interventions to be members of the Behavior Intervention Team throughout the year as teacher leaders in the implementation process. According to Taylor, Yates, Meyer, & Kinsella (2011), teacher leaders are a credible source of professional development for peers as they support teacher knowledge and expand development of an initiative if given leadership roles to do so. All site school administrators, six in total, were also invited to be active members of the Behavior Intervention Team. Ten school employees accepted the invitation to join the Behavior Intervention Team, including the researcher, the instructional coach, school psychologist, three special education teachers, and four regular education teachers. Though the researcher was the only administrator on the

committee, the other administrators were invited to each meeting and notes from the meetings were always provided to them afterward.

The committee met prior to school starting to discuss the 8 key areas of the building and the expected student behaviors in each of those areas. The committee also reviewed the 3-5 expectations that other high school campuses use as their guiding expectations. According to Tyre, Feuerborn, & Pierce (2011), the use of explicit teaching and reinforcement of a small number of behavioral expectations, implementation of consistent consequences for violations of school rules, and the use of data to drive intervention planning and monitoring of outcomes will help secondary faculty members with buy-in and participation in PBIS. The committee agreed that the researcher should conduct the August professional development meeting to introduce the concept and theory behind positive behavior interventions and supports to the staff, present discipline data from the previous year, and describe the process moving forward into the school year in order to create staff buy-in. After the first required professional development session, the PBIS professional development became an optional meeting each month instead of a mandated meeting. Because administrative support and teacher commitment are among the most frequently reported factors leading to sustainability, according to Coffey and Horner (2012), this decision to make training optional had immediate ramifications for buy-in from the staff.

In order to create faculty interest in behavior intervention professional development from the start, Google Forms were sent out to staff on a monthly basis to determine what topics or behaviors were of most importance to be addressed by the

Behavior Intervention Team. These Google Forms were not part of the research, but were part of the PBIS implementation process. The results each month from the Google Form were used to provide differentiated professional development, sometimes teacher led, on behavior interventions in order to create consistency among staff and a deeper understanding of the expected student behaviors within the school setting. According to Beavers (2009) and Gallagher et al (2011), teachers should engage in professional development that is self-directed, collaborative, and empowering to build a culture that links teaching practice to scholarship within the school setting. The committee met, identified the three main topics addressed in the Google Form, decided which teacher leaders would present on these topics, and also discussed the importance of consistency among teachers, staff, and administration. The September professional development, based on the results from the Google Form, was teacher led and focused on tardiness, dress code, and hall passes. Roughly a third of the staff came to this professional development since it was now optional. The information from this professional development session, along with the next Google Form, was emailed to all school site teachers, staff, and administration so that there would be consistency in the message delivered to students.

The committee met in late September to discuss the results of the first targeted professional development and the information gathered in the most recent Google Form. There were common themes among the ideas presented for professional development from the staff. The team agreed to four main expectations after looking over the samples from other schools and the needs of the selected school site based on the information

gathered in the Google Form and the committee's discussions. The committee agreed to use the acrostic C.A.R.E. representing Community, Accountability, Respect, and Empathy. Each month the PBIS professional development would focus on these main expectation areas. The October professional development was differentiated by topic in separate classrooms and led by various committee members. The topics chosen included redirecting off-task behaviors, cell phone usage in the classroom, quality versus quantity work, and diversity training on implicit bias. Roughly a fourth of the staff showed up for the professional development, but the information from each of the presentations was provided to the entire school staff to build consistency. When done school-wide, the framework of positive behavior interventions and supports enhances the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students (OSEP, 2010). Though not mandated, the availability of the information to all staff was an attempt to build school-wide support for an initiative no longer mandated or supported by all administrative staff.

The follow-up Google Form was sent out and the teachers indicated they wanted to attend another one of the previously offered sessions in November. The committee agreed to offer the same sessions in November. During the committee meeting in late October, the Behavior Intervention Team began creating their own matrix of behavioral expectations based on the four behavior expectations of community, accountability, respect, and empathy. The matrix included the eight critical areas of a high school: classrooms, hallways, cafeteria, restrooms, gym/assemblies, auditorium/assemblies, bus/car loops, and outside events/community. Though the committee was in agreement

on the topics and the process moving forward, only one other administrator had shown up for a committee meeting to provide input or joined in the professional development sessions. The faculty mentioned the differences in administrative discipline procedures and lack of consistency among administrators in the Google Forms. The administrators that were not involved in the initiative were displaying characteristics of laissez-faire leadership. According to Jackson, Meyer, & Wang (2013), laissez-faire leaders are often completely disengaged from followers, providing little feedback, creating a lack of cohesiveness in the group. During the November professional development only two teachers showed up to the offered training.

In late November the researcher met with the main principal to discuss the lack of consistency among administrators and the low turn out to professional development that had become optional. The main principal expressed that the researcher had not adequately trained or provided information to the other administrators so they were not familiar with PBIS despite all that had been sent out via email and communicated in presentations to staff. According to Feuerborn, Wallace, & Tyre (2013), the ongoing implementation and sustainability of PBIS is dependent on securing resources such as administrative support, funding, and time. Knowing this, the researcher opted to not have a December professional development session for faculty, but instead provided a thirty-minute overview of PBIS, the theories to support it, benefits and challenges of implementation, discipline data from semester 1, and the progress and steps of the Behavior Intervention Team throughout semester 1 to the school administration team.

During this session with administrators, the researcher presented several concerns and suggestions moving forward. The researcher described the inaccuracy of discipline data having moved from one process to another within the district and suggested that data be entered consistently and appropriately moving forward. The researcher also provided each administrator with a listing of all discipline data that was entered incorrectly for correction in the system, though fellow administrators did not complete the corrections in data entry. Based on the presentation of research on implementation and sustainability factors, the decision was also made at this time to return PBIS training to a required format for the spring semester and to use a twenty-minute portion of instructional time each month to train the students on the four expected behaviors of community, accountability, respect, and empathy.

During the January professional development session, the presentation made to administrators was made to the rest of the faculty. The faculty was given the opportunity to add behavioral expectations to the critical area matrix through discussion. According to Cox (2015) and Smith (2002), learning for adults occurs through self-directed experiences that are problem-centered and relevant to their jobs. The presentation, a Google Doc of the matrix for additions of behavioral expectations, and the Google Form for feedback were sent to staff via email. Due to time commitments three committee members stepped down, but one new member joined the Behavior Intervention Team. The committee met in late January to narrow down the behavioral expectations by combining similar items or eliminating unnecessary comments. The committee also decided on the main topics for the next professional development session. The February

professional development session was teacher led and focused on mutual respect from teacher to student and on diversity training.

During the February committee meeting, the group finalized the matrix of behavioral expectations, approved the student artwork for the C.A.R.E. theme throughout the building, chose topics for the next professional development session, and planned the instructional session dates to introduce the behavioral expectations to students in an organized manner. The plan would provide an initial introduction of PBIS to the students followed by sessions on community, accountability, respect, and empathy. Each session would be developed by the Behavior Intervention Team and include a presentation, discussion questions, activities, and an opportunity for feedback. According to Mezirow (1997), transformative learning occurs when educators help learners critique their own assumptions, practice seeing problems from different perspectives, and participate in effective discourse. It is a social process. In fostering self-direction, the educator functions as a facilitator, modeling the critically reflective role expected rather than acting as an authority on the subject. During the March professional development session topics of appropriate touch, appropriate language, and increasing student academic accountability were discussed to build consistency in how teachers approached these topics. The plan moving forward for student lessons was also discussed since administration began changing instructional plans due to weather and scheduling changes at the district level. The post-implementation survey was sent out early as well with anticipation of an extended school cancellation.

Upon return from Spring Break the faculty introduced the first lesson on community. The lesson went well and many students and staff provided positive feedback regarding the session. Sessions after this were pushed back due to scheduling changes based on the extended cancellation of school for multiple weeks. Once school returned to session the lessons on accountability, respect, and empathy were fit into the schedule as time allowed. The post-implementation survey was sent out a second time as well to gain more feedback. Throughout the last two months of school the Behavior Intervention Team did not meet. Teachers were planning and pacing instruction to complete course content in a timely manner, so the researcher made the decision to coordinate the student lessons independently. The Behavior Intervention Team agreed to this process. Acting as a transformational leader, the researcher throughout this process sought to inspire team members and meet the emotional needs of team members (Moolenaar, Daly, Sleegers, 2010). According to Bass (1991), transformational leaders provide a clear vision, communicate high expectations , and promote rational thinking and problem-solving. The researcher, acting as a transformational leader, promoted the vision through high expectations while understanding the limitations of the team members after an extended cancellation of school. The researcher acted as a team member to move the vision forward through rational thinking and problem-solving so that teachers could use their time effectively and lessons for students on PBIS would still be presented.

At the end of May the researcher requested discipline data be compiled by district administration for research purposes. Because some administrators at the selected school

site were still entering data in two places within the student information system, the data is not complete. The researcher recognized this and made every effort to increase the accuracy of data entry through multiple conversations with administrators throughout the year. However, not all administrators at the building level made adjustments to correct the process.

Implications for Practice

Implications for practice based on the results from this study go beyond the selected school site. Each year districts are identified as having disproportionate discipline practices among student minority groups compared to those of non-minority groups. Because IDEA calls for training in discipline practices that are proactive in nature over punitive discipline practices, districts would be wise to begin steps toward implementation of PBIS at all grade levels. District and building level leadership should be aware that consistency and fidelity of process implementation for PBIS could determine the success or lack of success of the program in any given setting. Leadership styles make a huge difference in the successful implementation of PBIS, especially in urban high school settings where the student body is diverse and the staff is large. Sugai et al. (2012) noted that in creating a culture change for successful use of PBIS in schools included effective leadership through instructional and transformational leadership practices. Transformational leaders provide a clear vision and sense of mission while instilling pride and gaining trust. They communicate high expectations while coaching and advising team members to help them meet the expectations. They promote rational thinking and problem-solving (Bass, 1991). School leaders must be intentional about

fully supporting a process as a united front in order to create the consistency needed to successfully implement a program. The use of teacher leaders in professional development will help create buy-in among staff and ownership of the process. Gains in student achievement and decreases in student behaviors will most likely not occur until desired implementation levels are over 75% and greater consistency among staff occurs.

Recommendations for Further Study

Several recommendations for further research exist. This study was conducted in a selected school site that happened to have a tremendous amount of turnover after the site was selected and approved for the study. The researcher would recommend duplicating this study in other urban secondary settings that have not had as much turnover in leadership. Additionally, with the small sample size for the surveys, it would be beneficial to repeat the study with a larger sample size. It would also be beneficial to remove the researcher from the role of participant, if possible, in order to gain richer qualitative data via interviews as opposed to open-ended survey questions. Deeper exploration into professional development opportunities that are led by teacher leaders in PBIS would add to the literature on the topic. Extending the research beyond year one implementation would allow the process to take root at higher levels and provide greater amounts of data for analysis. One area that should be explored more extensively is district level support of PBIS in urban settings. This study focused solely on one site and did not explore the district level impact on implementation.

Limitations of Research

This study had several limitations. The university's Internal Review Board placed limitations on the study because of the role of the researchers as a key leader in the selected study site. The researcher acted in the role of participant researcher, limiting the types of data that could be gathered in order to reduce the possibility of coercion. The researcher did take the necessary steps to assure confidentiality and limit coercion. Second, the survey format of the SET, forced by the Internal Review Board, limited the richness of data compared to the interview process intended by its original format. Third, the changes in the data entry process by the school district for discipline forced a limited set of data for analysis by the researcher. According to Miramontes et al. (2011), an accurate determination of improvement over time for PBIS cannot be made without a complete and accurate set of data.

Final Conclusions

This study was conducted to explore the role of leadership in supporting positive behavior interventions in urban secondary settings and to explore the extent, effect, and challenges faced upon implementation of PBIS in a given urban secondary setting. It is evident from the research that leadership styles and support significantly impact the successful implementation of PBIS. While gains were made in the level of implementation, the lack of support from school administration counteracted any progress made by the Behavior Intervention Team. Open response items were collected to determine areas where school leaders could make improvements in leadership practices and professional development offerings to better support PBIS. The findings

indicate that lack of consistency among administrators and staff led to lowered teacher satisfaction with the process. These results can help urban districts and secondary schools implementing PBIS navigate problematic issues before they arise.

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Appendix A

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**	
	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**	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
	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 = /7			