# IMPLEMENTING THE UNIVERSAL TIER OF SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

by

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A dissertation

submitted in partial fulfillment

of the requirements for the degree of

Doctor of Education in Curriculum and Instruction

Boise State University

December 2013

BOISE STATE UNIVERSITY GRADUATE COLLEGE

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Dissertation Title: Implementing Schoolwide Positive Behavior Interventions and Supports

Date of Final Oral Examination: 17 October 2013

The following individuals read and discussed the thesis submitted by student Katie Bubak, and they evaluated her presentation and response to questions during the final oral examination. They found that the student passed the final oral examination.

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# DEDICATION

This dissertation is dedicated to my family.

Grandma Bette, although you have not been with us for some time, I am so blessed with all of the life lessons you wove into our times together. Thank you for modeling for me and teaching me how to deeply and genuinely listen to others. Your love and sincerity are greatly missed. Grandpa Bill, thank you for always being one of my biggest supporters. No matter if it was in the gym or at the arena, I have always been able count on your encouragement.

Mom and Dad, you have been my educators on the deepest level. Thank you for instilling in me the significance of hard work and perseverance. Mom, thank you for always believing in me with 100% certainty. Dad, thank you for constantly holding high expectations for me and demonstrating the value of mental toughness. The culmination of your love and support has enabled me to continually raise the bar without limits.

Jena, you are the rock I am always able to depend on. You have enriched my life by diversifying my perspectives. Thank you for being my role model and representing the epitome of what a teacher should be, an advocate for all children.

My best friend and future husband, Matt - thank you for always encouraging me to pursue my dreams. Your relentless patience, your witty sense of humor, and the

limitless love you show me every day are defining factors in what I have been able to accomplish. I look forward to all that we will be able to achieve, together, in the future.

ACKNOWLEDGEMENTS

It is with much gratitude that I wish to acknowledge Dr. William Parrett. Although Dr. Parrett chairs my dissertation committee, he can more aptly be characterized as my mentor, both academically and professionally. Dr. Parrett has been a pivotal guide in expanding my writing and communication capacity. I am also grateful for the constructive feedback provided by Dr. Kelly Cross, the qualitative expertise of Dr. Sara Fry, Dr. Lori Lynass's wealth of knowledge on Positive Behavior Supports and Interventions, and Dr. Evelyn Johnson's essential questions.

Recognition must also be given to Larry Burke, who assisted me in refining the final product, while simultaneously teaching me a great deal about the art of writing. Jodi Chilson was great help from start to finish. I could always count on her for logistical answers and unwavering encouragement.

# AUTOBIOGRAPHICAL SKETCH

Katie Bubak is currently serving as the Special Education Statewide Technical Assistance (SESTA) Coordinator at Boise State University's Center for School Improvement and Policy Studies (CSI&PS). Katie has worked in education for more than ten years, holding a variety of positions such as a classroom teacher, instructional coach, professional development facilitator, and consultant. Stemming from a long lineage of educators, Katie's focus is to promote learning environments through academic and behavioral strategies that increase the learning and achievement of all students.

As the SESTA Coordinator, Katie manages the Schoolwide Positive Behavior Interventions and Supports (SWPBIS) program for the state, in partnership with the Idaho State Department of Education. As the lead for Idaho's SWPBIS program, Katie is responsible for marketing the system, creating training materials, facilitating trainings, providing and coordinating technical assistance to Idaho public schools implementing SWPBIS, as well as extending the program so it reaches all students in all Idaho schools.

## ABSTRACT

Public schools are confronted with establishing productive teaching and learning environments. Not only can students' challenging behavior soak up educators' time and resources, but these behaviors may also rob the pupils of critical academic instructional time. Schools need the tools and skills to identify and implement effective solutions to problem behavior. Schoolwide Positive Interventions and Supports (SWPBIS) has been shown to optimize the capacity of schools to address schoolwide, classroom, and individual student problem behavior through research-validated practices.

This multiple-case study investigated the practices that have led one school to execute the SWPBIS's critical features as they were intended to be employed. This school was measured against a comparable school, which received similar treatment and achieved a low level of implementation fidelity. Four fundamental questions framed this research: (1) Why was one Idaho school able to implement the Universal Tier of SWPBIS with a high degree of fidelity, while a comparable school achieved only a low level of implementation fidelity?; (2) How do practices compare at a school implementing with high fidelity to a school implementing with a low level of fidelity of SWPBIS?; (3) What are the barriers the schools faced in implementing SWPBIS?; and (4) What are the facilitators for the schools in implementing SWPBIS? For this study, *barriers* are defined as the components of the implementation process that inhibited the successful application of the Universal Tier of SWPBIS. Implementation *facilitators* are

the elements that worked as catalysts to positively affect the successful implementation of the SWPBIS framework.

This study has resulted in two major conclusions. First, there are six primary elements of practice needed to implement the Universal Tier of Schoolwide Positive Behavior Interventions and Supports. These elements of practice include: (a) strong leadership, (b) regular SWPBIS Meetings, (c) use of data, (d) continuously revisiting the system, (e) focus on the Universal Tier, and (f) working proactively as a team. Second, SWPBIS implementation requires strong leadership from the building principal. This leadership represents the most critical SWPBIS implementation component. Efficient, effective leadership provides the foundation in which all other elements of implementation are cultivated.

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# CHAPTER ONE: INTRODUCTION

## Behavior Issues in Schools

Schools are vital environments in which children, families, educators, and community members have opportunities to learn, teach, and grow. Our schools should be safe havens for teaching and learning, free of crime and violence. School personnel face daily and continuous challenges in efforts to establish and maintain safe and orderly environments where teachers can teach and students can learn (Algozzine et al., 2012). For nearly 180 days each year and six hours each day, educators strive to provide students with learning environments that are stable, positive, and predictable. Yet, despite decades of efforts to improve student behavior in schools, many continue to be negatively impacted by a range of issues.

### School Crime and Safety

In examining indicators of school crime and safety, Robers, Zhang, and Turman (2010), for The National Center for Educational Statistics, reported:

> In the 2008-2009 school year an estimated 55.6 million students were enrolled in prekindergarten through grade 12. Preliminary data show that among youth ages 5-18, there were 38 school-associated violent deaths from July 1, 2008 through June 30, 2009. In 2008, among students ages 12-18, there were about 1.2 million victims of nonfatal crimes in school, including 619,000 thefts and 629,800 violent crimes (simple assaults and serious violent crime). In 2009, eight percent of

> students reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property. (p. iii)

With such statistics, violence and antisocial behavior are commonly associated with the youth who populate our public school system.

Osher, Dwyer, Jimerson, and Brown (2012) contend that, "within the context of high-stakes testing, too often, resources are only invested in those programs that purport to directly impact student achievement" (p. 38). As a result, factors related to student behavior, safety, and support have historically been shoved off of the agenda and replaced with discussions on test scores. More recently, as an outcome of the sporadic rate of high-profile violent acts occurring in schools paired with an increasing frequency of students' anti-social conduct, educators and stakeholders are amplifying their focus on student behavior and school safety.

## Creating Safe and Effective Learning Environments

Students who engage in violent, disruptive, and dangerous behavior compromise the fundamental ability of our schools to educate children, making violent, defiant, disruptive, and dangerous behaviors an issue for all students and all schools (Crone & Horner, 2003). In order to foster learning, all members of a school need to feel safe and supported. Parrett and Budge (2012) noted, "Without these conditions, the mind reverts to a focus on survival" (p. 110). Creating safe and effective learning environments for all students is a critical factor influencing student outcomes.

Youths engaged in these antisocial and aggressive behaviors represent a heterogeneous group of students. Jimerson, Hart, and Renshaw (2012) argue,

> Given that both the presence and potential for school violence hampers the educational environment, it is imperative that educators and scholars are equipped with current empirical information that will help them better understand, intervene with, and prevent antisocial and aggressive behaviors among youth. (p. 10)

Educating large populations of students exhibiting challenging behavior intensifies the workload of today's teachers. Educators are given the challenge of aligning student safety, support, and achievement through the use of research-validated strategies.

According to Sugia et al. (2000), "limited resources, diverse students, families and neighborhoods; increases in school violence; and increased social responsibilities have decreased the efficiency and effectiveness of many schools" (p. 139). Crone and Horner (2003) believe that many schools, whether because of a lack of training or a lack of resources, do not have the tools or skills to identify and implement effective solutions to behavior problems. A full spectrum of challenging student behavior, from mild forms of anti-social behavior to students engaging in violent acts, must be managed by well-informed educators.

## Anti-Social and Challenging Student Behavior

Problem behaviors are a major barrier to the social, vocational, and physical success of each individual (Dunlap, Sailor, Horner, & Sugia, 2009). Maag (2006) highlighted the importance of identifying and assisting school-age children and adolescents exhibiting antisocial behaviors due to the fact,

> youths who lack social competence have been at risk for many difficulties, including, but not limited to, aggression, rejection by peers, academic failure,

loneliness, social dissatisfaction, difficulty maintaining employment and relationships with others, mental illness, and contact with the legal system. (p. 4)

Students with problem behavior are also more likely than students without problem behavior to drop out before completing high school; to be suspended, expelled, or placed in alternative school settings; to commit crimes against individuals or the community; to have difficult relationships with their parents and siblings; and to have a higher probability of being arrested (Crone & Horner, 2003). According to Dunlap et al. (2006), if left untreated, challenging behavior will most likely get worse.

Dunlap and colleagues (2006) define challenging behavior as "any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in prosocial interactions with peers and adults" (p. 30). According to Scott (2001), students' challenging behavior can consume up to 80 percent of a teacher's instructional time. In 2007-2008, 34 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching and a lower percentage of secondary school teachers than elementary school teachers agreed that school rules were enforced by teachers (56% versus 79%) and by the principal in their school (86% versus 89%) (Robers et al., 2010). In order to capitalize on and regain prime instructional time, teachers must be equipped with tools and strategies to contend with students' wide variety of conduct.

## Student Behavior and Negative Academic Outcomes

Loss of instructional time is only one of many negative academic outcomes of student misbehavior. In examining the effects of student behavior on instruction, Fosco, Frank, and Dishion (2012) consistently found, "students who exhibited more problem

behavior were less involved in academic interactions with teachers and were typically provided less, and less effective, instruction than were students who did not exhibit problem behavior" (p. 74). Although student support, school safety, and academic achievement are often discussed independently, they are interactive and often interdependent.

Two risk factors for students struggling with disruptive behavior, outlined by Jimerson et al. (2012), are: (1) teachers lacking strategies for addressing students' developmental delays and (2) the increase of negative teacher-attention that hampers the development of positive student-teacher relationships. Protective factors for students include: (1) teachers employing effective instructional techniques; (2) reinforcement of student strengths and behaviors; (3) early interventions for learning problems; (4) positive regard for students and student-teacher relationships (Jimerson et al., 2012). These findings indicate that teachers play a persuasive role in shaping the learning environments. In turn, these educational contexts can exacerbate or curtail students' development of inappropriate and ineffective behaviors.

In order to improve the adverse student behavior, all students need to be explicitly taught a positive behavior pattern, be given opportunities to practice and display what they have learned, and receive feedback regarding the effectiveness of their efforts (Walker et al., 1996). As "classroom architects," the demands on educators extend immeasurably beyond the scope of merely covering the necessary curriculum. Working proactively and preventatively, administrators, teachers, and additional staff are responsible for educating today's youth in contexts where students feel safe and have a deep understanding of the appropriate and expected behaviors.

## Focus on Prevention

Educators often rely on established forms of discipline to improve student behavior. According to Sugai and Horner (2009), "Most schools develop an overreliance on reactive schoolwide discipline codes that rely on reprimands and punishers to inhibit rule-violating behaviors and actually hinder the establishment of a positive school social culture" (p. 311). In essence, rule-breaking behavior is frequently answered with some means of punishment. "Such perceptions often result in extremely punitive school discipline policy as well as delimiting the range of options pursed by school personnel" (Council for Children with Behavioral Disorders, 1990, p. 57). "The question then becomes, what is the purpose of discipline in schools?" (Parrett & Budge, 2012, p. 108). Is it to teach or to punish?

Many students fail because of unclear expectations, poorly planned routines and a lack of consistency, and/or inadequate physical arrangements. The Council for Children with Behavioral Disorders (1990) recommends that schools create flexible, unified school discipline policies that include:

1. A major discussion of the desired school climate and its elements.
2. A set of expectations regarding the types of behaviors necessary to achieve the school climate.
3. A delineation of the instructional methods that will be used to teach those expectations, including a school's response to the acquisition of the expectations.
4. A section addressing the responses that might be taken to the violation of the expectations.

5. A delineation of the procedure to implement those responses, which treat all students in an individualized fashion.
6. A requirement that administrators keep records concerning the strategy selection for expectation violations. (p. 60)

Schools must transition from a reactive stance, where staff responds after the fact, to an anticipatory system that utilizes integrated, comprehensive approaches to prevent antisocial behavior in the context of schooling (Walker et al., 1996). This is a shift from "putting out fires" to committing to counteract problem behavior before it develops.

Preventative Behavior Support

The idea behind behavior support is that predictable problem behaviors are preventable problems. When proactive systems are in place, the number of problem behaviors that occur due to inadequate or poorly designed rules, routines, and/or physical arrangements will be reduced through prevention (Scott, 2001). This concept represents a departure from a more traditional reactive model in which systems simply wait for, identify, and then respond to failures.

The prevention model is not always an easy one to bring to fruition. Muscott, Mann, and LeBrun (2008) expand on this in stating, "Supporting systemic change in behavior support practices from an overreliance on punishment to comprehensive, positive, and preventive approaches is a long-term journey requiring considerable support" (p. 192). This journey, moving away from reactive practices towards preventative strategies, requires stakeholders to gain the necessary knowledge framed within a formal and systematic implementation process.

## History and Rationale for Positive Behavior Interventions and Supports

Positive Behavior Support originated in the 1980s (Dunlap et al., 2009) due to the identified need for improved selection, implementation, and documentation of effective behavioral interventions for students with behavior disorders. Sugai and Simonsen (2012) elaborate on the foundation of Positive Behavior Support in stating:

> Researchers at the University of Oregon began a series of applied demonstrations, research studies, and evaluation projects. These efforts indicated that greater attention should be directed toward prevention, research-based practices, data-based decision-making, schoolwide systems, explicit social skills instruction, team-based implementation and professional development, and student outcomes. (p. 1)

Positive Behavior Support (PBS) emerged as an approach to produce consistent, socially acceptable behavior changes.

PBS is based on the assumption that human behavior, while affected by a complex mix of biological, societal, and learning factors, can change as a function of certain actions performed by others in a supportive, caregiving role for people from all cultures, ages, and levels of competence (Dunlap et al., 2009). Osher et al. (2012) explain,

> PBS is based on research grounded in applied behavioral analysis (ABA) and environmental design that demonstrates: (a) how teachers and schools can proactively reduce the incidence of problem behavior and respond in a proactive manner, (b) the ineffectiveness of punishment as an intervention, (c) the impact of

> environment, and (d) how schools can successfully use alternatives to punishment. (p. 34)

According to Dunlap et al. (2009), "The application of Positive Behavior Supports should not only result in reduction in problem behavior, but also include the development of positive behaviors that have substantive lifestyle impact for the individual" (p. 5). The support provided is measured by the quality of life experienced by the participant.

Within the past two decades, PBS grew into the title of Positive Behavior Interventions and Supports (PBIS). Today PBS and PBIS are used synonymously. PBIS has become increasingly recognized as a distinctive approach with a widespread base of practitioners, proponents, and constituencies and as a means of improving the general public's access to the ABA technology (Dunlap et al., 2009).

In the Reauthorization of the Individuals with Disabilities Act of 1997, a grant to establish a national Center on Positive Behavioral Interventions and Supports was legislated to disseminate and provide technical assistance to schools on evidence-based practices for improving supports for student with behavior disorders (Sugai & Simonsen, 2012). The National Technical Assistance (TA) Center on PBIS is currently in Year 15 and has assisted in shaping the PBIS framework (also referenced "Schoolwide Positive Behavior Supports"), and in providing direct professional development and technical assistance to more than 16,000 schools (Sugai & Simonsen, 2012).

The professional periodical, the *Journal of Positive Behavior Interventions* (JPBI), initiated operations in 1999. With the increase in attention towards and the use of Positive Behavior Interventions, this journal, through the Association for Positive Behavior Support (2011), offers sound, research-based principals of positive behavior

support for use in school, home, and community settings with people with challenges in behavioral adaptation. Positive Behavior Supports has increased its audience from those residing in the niche of behaviorism, focusing mainly on students with behavior disorders, to larger more diverse settings such as public schools, where the objective is to increase pro-social behavior.

## Overview of Positive Behavior Interventions and Supports

PBIS is a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavior change (Sugia et al., 2000). As a result, PBIS is defined, "as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students" (Sugai et al., 2000). Within this definition, the mutually beneficial relationship between academic student success and social behavior student success is highlighted.

Dunlap et al. (2009) describe PBIS as, "a broad approach for organizing the physical, social, educational, biomedical, and logistical supports needed to achieve basic lifestyle goals" (p. 3). PBIS is about using the understanding of human behavioral science to organize supports that result in more productive, preferred, and healthy lives (Dunlap et al., 2009; Sugai & Horner, 2009). Outlined in Table 1, PBIS is the integration of (a) behavioral science, (b) practical interventions, (c) social values, and (d) a systems perspective (Sugai et al., 2000).

**Table 1: Foundation and Features of Positive Behavior Support (Sugia et al., 2001)**

| Behavioral Science | Practical Interventions | Lifestyle Outcomes | Systems Perspective |
|---|---|---|---|
| • Human behavior is affected by behavioral, biobehavioral, social, and physical /environmental factors.<br>• Much of human behavior is associated with unintentional learning opportunities.<br>• Human behavior is learned and can be changed. | • Functional behavioral assessments are used to develop behavior support plans.<br>• Interventions emphasize environmental redesign, curriculum redesign, and removing rewards that inadvertently maintain problem behavior.<br>• Teaching is a central behavior change tool.<br>• Research-validated practices are emphasized.<br>• Intervention decisions are data based. | • Behavior change must be socially significant, comprehensive, durable, and relevant.<br>• The goal of PBS is enhancement of living and learning options.<br>• PBS procedures are socially and culturally appropriate. Applications occur in least restrictive natural settings.<br>• The fit between procedures and values of students, families, and educators must be contextually appropriate.<br>• Nonaversive interventions (no pain, tissue damage, or humiliation) are used. | • The quality and durability of supports are related directly to the level of support provided by the host environment.<br>• The implementation of practices and decisions is policy driven.<br>• Emphasis is placed on prevention and the sustained use of effective practices.<br>• A team-based approach to problem solving is used.<br>• Active administrative involvement is emphasized.<br>• Multisystems (district, schoolwide, nonclassroom, individual student, family, community are considered.<br>• A continuum of behavior supports is emphasized. |

One of the defining and appealing features of Positive Behavior Support is that it fits individual contexts. As a result, the model's expansion has led to the implementation of Schoolwide Positive Behavior Interventions and Supports (SWPBIS), which is utilized at the systemic level of schools. The application of SWPBIS results in socially important behavior change. Scott (2007) describes SWPBIS as,

> Neither a curriculum nor a program of prescribed strategies. Rather, SWPBIS can be conceptualized as a framework, under which stakeholders in the system identify problems, select agreeable strategies to improve important outcomes, facilitate consistent implementation, and use data to evaluate their success. Schoolwide systems of PBIS are focused on changing the environment in a manner that predicts positive outcomes for the stakeholders. (p. 106)

SWPBIS advocates that schools develop, teach, and encourage positive behaviors and values as a school community.

The framework is flexible, and therefore compatible with the culture and climate of each implementing school (Bradshaw & Pas, 2011). As seen in scaling-up research, when implementing a new process, the local contextual factors matter (Klingner, Boardman, & McMaster, 2013). "Every educational environment is unique, and matching intervention to the features of the context is key to ensuring a program is successfully implemented and sustained" (Harn, Parisi, & Stoolmiller, 2013, p. 184). PBIS implemented at the schoolwide level offers the necessary flexibility to fit each unique context.

According to the OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports (2010), "The mission of schools is to maximize opportunities

for students to achieve three primary and inter-related competence areas, academic, social skills, and life skills, that enable the participation, contributions, and success in schools and larger communities" (p. 9). Schoolwide Positive Behavior Interventions and Supports creates systemic structure for addressing problem behavior through proactive approaches, enabling schools to achieve their mission.

## Statement of the Problem

Schools are confronted with establishing productive teaching and learning environments. Not only does students' challenging behavior soak up educators' time and resources, these behaviors also rob pupils of critical academic instructional time. Schools need the tools and skills to identify and implement effective solutions to problem behavior. The goal is to turn students' predictable behavior problems into preventable behavior problems.

Positive Behavior Support (PBS), which has been refined and is referred to by the Office of Special Education Programs (OSEP) as Positive Behavioral Interventions and Supports (PBIS), has evolved to meet the needs at individual school levels. This program, known as Schoolwide Positive Interventions and Supports (SWPBIS), stands as the only schoolwide behavior program endorsed by OSEP. SWPBIS is currently applied in more than 18,200 schools (www.pbis.org). This positive behavior framework optimizes the capacity of schools to address schoolwide, classroom, and individual student problem behavior through research-validated practices.

A plethora of research findings exist indicating that SWPBIS elicits positive outcomes, not only for students but also for the staff working in these schools. However, just because something is "proven" does not necessarily mean it reaches the needed

consumers. Often, there seems to be a gap from research to practice. SWPBIS requires a formal and systematic implementation process. In order to see the desired results of increases in student achievement, SWPBIS must be implemented with fidelity. A reduction in accuracy of implementation will result in a loss of effects.

Currently the state of Idaho is focusing on scaling up the implementation of SWPBIS throughout the state. Specifically, Idaho is working towards the objective to increase the number of schools successfully implementing SWPBIS with fidelity. In order for Idaho schools to successfully implement SWPBIS with fidelity, stemming from the goal of increasing student achievement, implementers must be armed with knowledge of the essential practices required by the school staff. Although there has been plethora of investigations on the implementation of SWPBIS at the state and district level, the research base is lacking specific details on the mandatory steps and strategies linked to producing the essential implementation practices critical at the school level.

## Purpose of the Study

I investigated how a school was able to implement the program of SWPBIS with fidelity. Through this multiple-case study, I uncovered the practices that have led one school to execute the program's critical features as they were intended to be employed. This school was measured against a comparable school, which received similar treatment and achieved a low level of implementation fidelity.

The investigation and analysis focused on the SWPBIS team's practices, which were the "coordinated activities of individuals and groups in doing their 'real work' as it is informed by a particular organizational or group context" (Cook & Brown, 1999, p.

386). Data was collected to identify each school's overarching theory or framework and the SWPBIS implementation practices applied in each setting.

## Research Questions

In order to identify the necessary school practices mandatory for a high level of implementation fidelity of SWPBIS, this study answered the following research questions:

1. Why was one Idaho school able to implement the Universal Tier of SWPBIS with a high degree of fidelity, while a comparable school achieved only a low level of implementation fidelity?
2. How did practices compare at a school implementing with high fidelity to a school implementing with a low level of fidelity of SWPBIS?
3. What were the barriers the schools faced in implementing SWPBIS?
4. What were the facilitators for the schools in implementing SWPBIS?

For this study, *barriers* are defined as the components of the implementation process that inhibited the successful application of the Universal Tier of SWPBIS. Implementation *facilitators* are the elements that worked as catalysts to positively affect the successful implementation of the SWPBIS framework.

Findings from this study will aid in informing the continued development and refinement of the implementation of SWPBIS in Idaho. Use of these findings may enable SWPBIS state-level leadership team members to gain a deeper understanding of how to support schools and promote the successful adoption and implementation of SWPBIS in Idaho's schools. Research outcomes may be utilized to promote a more effective structure of support, training, coaching, and technical assistance to support high quality

implementation to optimize student and staff outcomes. Findings of this research also have the potential to assist in the development of material and approaches to guide, train, replicate, extend, and scale-up current SWPBIS practice throughout the state.

## Scope of the Study

This multiple-case study involved the collection of a substantial amount of data on the implementation practices of SWPBIS in the two participating schools. The two participating schools were chosen out of the pool of 20 schools currently participating in Idaho's SWPBIS program. The two schools were identified, one for its high fidelity of implementation and the other for its low fidelity of implementation, based on the outcomes of the Schoolwide Evaluation Tool version 2.1 (SET 2.1, Sugai, Lewis-Palmer, Todd, & Horner, 2005).

In alignment with Bogdan and Biklen's (2007) recommendations, multiple sources of data were utilized to form an in-depth understanding of the schools' practices. The data was collected over an extended period of time, with several methods of data collection (Gall, Gall, & Borg, 1999). Interviews served as critical data sources. Archived information was also retrieved and reviewed, including discipline data, school plans for improvement, school handbooks, SWPBIS action plans, and additional information collected through the completion of Team Implementation Checklist version 3.1 (TIC 3.1, Sugai, Horner, Lewis-Palmer, Rossetto-Dickey, 2012) and the Schoolwide Evaluation Tool (Sugai et al., 2005).

## Definition of Terms

*Barrier* – Barriers are the components of the implementation process that inhibited the successful application of the Universal Tier of SWPBIS.

*Center for School Improvement and Policy Studies (CSI&PS)* – Established in 1997 at Boise State University, and housed in the College of Education, CSI&PS has worked to assist educational and public entities through the development of partnerships designed to improve schools and increase student achievement.

*Facilitator* – Facilitators are the elements that worked as catalysts to positively affect the successful implementation of Tier 1 interventions of the SWPBIS framework.

*Office Discipline Referral (ODR)* **–** An ODR is the process for handling problem behavior events and to document the information.

*Office of Special Education Programs (OSEP)* – OSEP is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. OSEP administers the Individuals With Disabilities Education Act (IDEA). IDEA authorizes formula grants to states and discretionary grants to institutions of higher education and other nonprofit organizations to support research, demonstrations, technical assistance and dissemination, technology, personnel development, parent-training, and information centers. These programs are intended to ensure that the rights of infants, toddlers, children, and youth with disabilities and their parents are protected.

*Positive Behavior Interventions & Supports (PBIS)* – PBIS is an implementation framework designed to enhance academic and social behavior outcomes for all students

by (a) emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices; and (b) organizing resources and systems to improve durable implementation fidelity.

*Positive Behavior Supports (PBS)* – PBS is a broad approach for organizing the physical, social, educational, biomedical, and logistical supports needed to achieve basic lifestyle goals while reducing problem behaviors that pose barriers to these goals.

*Response to Intervention (RTI)* – RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems.

*Schoolwide Positive Behavior Interventions and Supports (SWPBIS)* **–** This framework or approach is comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students.

*Schoolwide Evaluation Tool version 2.1 (SET)* – The SET is a tool created to assess the degree to which schools are implementing the key features of SWPBIS.

*Schoolwide Information System (SWIS)* – This web-based information system collects, summarizes, and uses student behavior data for decision making.

*Special Education Statewide Technical Assistance (SESTA)* – SESTA is housed at Boise State University in the Center of School Improvement and Policy Studies. The mission of the project is to provide statewide coordinated technical assistance and high-quality professional development opportunities to Idaho special education personnel. Project activities will build capacity and maximize school improvement efforts by

bringing special education personnel and regular education personnel together to integrate services for students with disabilities.

*Team Implementation Checklist 3.1 (TIC 3.1)* – This is a progress-monitoring measure for assessing Universal Tier SWPBIS practices.

## Summary

This chapter has introduced the current issue of problem behaviors in public schools and the remedy of utilizing Positive Behavior Interventions and Supports. I have presented the purpose of this study, the guiding research questions, and the scope of my investigation. Chapter Two will provide the literature base for this study.

# CHAPTER TWO: REVIEW OF LITERATURE

This literature review will explore rationale and construct of Schoolwide Positive Behavior Interventions and Supports specifically in relation to the implementation processes and guidelines, SWPBIS professional development, and the barriers and facilitators involved in the process.

## Overview of Schoolwide Positive Behavior Interventions and Supports

Maximizing academic achievement and preparing a skilled and knowledgeable society are the two primary goals of the American public school system. Lipman (2009) affirms,

> All students need an education that is intellectually rich and rigorous and that instills a sense of personal, cultural, and social agency. Students need both the knowledge and skills traditionally associated with academic excellence and a curriculum that is meaningfully related to their lives. Students need an education that instills a sense of hope and possibility that they can make a difference in their own family, school, and community and in the broader national and global community while it prepares them for multiple life choices. (p. 373)

With an increasingly heterogeneous population of students, educators are being asked to achieve new and more results while being held responsible to work under already established initiatives (Sugai et al., 2000). The curricular responsibilities of schools have become broader, larger, and more sophisticated as families, communities, and cultures

have matured and become more complex (Sugai & Horner, 2009). Local school and district administrators are increasingly turning to schoolwide prevention models to promote a positive school climate and reduce discipline problems.

Bradshaw et al. (2010) state, "Whole-school programs are attractive to local school systems because they are believed to foster an optimal learning environment for all students and encourage the use of additional supports for children with greater social-emotion and behavioral needs" (p. 133). When educators experience increased rates of student misbehavior (both on the minor and major behavior level), attention shifts to regaining classroom harmony, eliminating disruptive student conduct, and increasing compliance to school expectations (Sugia & Horner, 2009). From this perspective, the focus highlights establishing productive teaching and learning environments where prosocial behaviors are endorsed, and misbehavior is handled consistently and effectively by all school personnel across all school settings.

Simply stated, creating safe, supportive, and effective schools will reduce school violence. Similar to the influence of individual educators, schoolwide influences can also help exacerbate or curb students' development of antisocial and aggressive behaviors (Jimerson et al., 2012). Osher et al. (2012) expounded on the power of schoolwide influences in stating,

> In schools that lack community and positive behavioral supports, it is more likely that the enacted curriculum will be a curriculum of control or teaching for order (what some call defensive teaching), where teachers lower the academic press and accept disengagement as long as it is not disruptive. (p. 34)

Schools are faced with the long-standing challenge of efficiently and effectively addressing problem behavior without overreliance on reactive and punitive disciplinary responses (Muscott et al., 2008).

According to the OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports (2009), "Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible" (para. 1). In order for these evidence-based interventions to produce the desired outcomes, they must be housed in safe, preventative, and positive schools.

In alignment with positive behavior supports, Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) is not a curriculum, intervention, or practice. SWPBIS was initiated in the late 1980s and early 1990s in response to renewed interest in improving student behavior development and implementing effective behavior management practices (Sugai & Horner, 2009). SWPBIS, a decision-making framework, guides the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2009). This framework is an approach designed to improve the adoption, accurate implementation, and sustained use of evidence-based practices related to behavior, classroom management, and school discipline systems.

Represented in Figure 2, SWPBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that

efficiently and effectively support implementation of these practices (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2009).

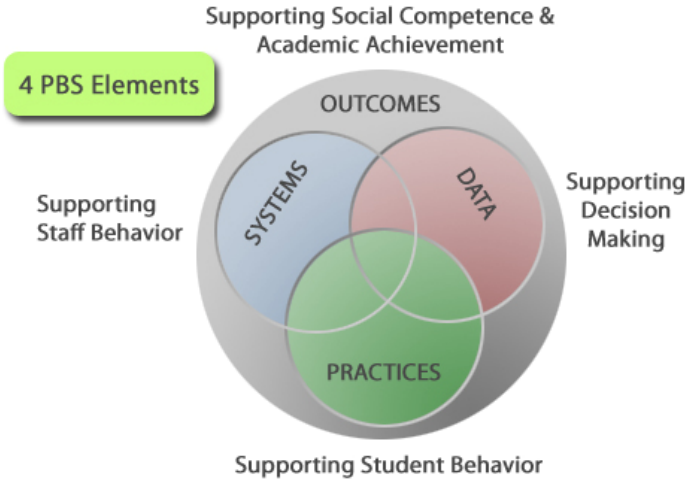



**Figure 1: Elements of SWPBIS (www.pbis.org)**

Successful SWPBIS systems link process, practice, and outcomes.

## Impact and Evidence Base

### Facilitating Academic Achievement through SWPBIS

Unfortunately, problems in academic achievement and appropriate behavior rarely exist in isolation (McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008). According to McIntosh and colleagues (2008), "Students with early difficulties in behavior are at great risk for developing academic problems, and students with early difficulties with academics are at greater risk for developing problems in social behavior" (p. 245). In their 2008 study, examining the relationship between academics and problem behavior, McIntosh and colleagues found, "the presence of low academic skills often interferes with social behavior, but the presence of problem behavior nearly always

interferes with academic learning (p. 251). McIntosh et al. (2008) reported that 82 percent of the students they studied with academic challenges also struggled behaviorally and 95 percent of the students with challenges in behavior also struggled academically. Student behavior and academic performance are interactive and often interdependent.

Academic and behavioral challenges "are too closely linked to approach and intervene separately" (McIntosh, Chard, Boland, & Horner, 2006, p. 152). Possible explanations for this relationship include an interruption of the learning process because of attention problems, disruptive behavior, or escape from aversive academic tasks.

According to McIntosh and colleagues (2008), "If teachers are expected to provide successful academic instruction, it may be necessary to provide behavior instruction to lay the groundwork for effective teaching to take place without distraction" (p. 252). The logic is straightforward, it is difficult to learn when the majority of instructional time is consumed with discipline-related interactions. The goal is to decrease students' misbehavior, resulting in increased student academic engagement.

Children must be receiving effective academic and behavior instruction to achieve important outcomes in school (Algozzine et al., 2012). Schoolwide PBIS is intended to improve the overall effectiveness of schools as learning environments by increasing (a) the amount of time students are in school, (b) the proportion of minutes that classrooms are engaged in instruction, and (c) the level of student academic engagement during instruction (Horner et al., 2009). Students' academic and behavioral performance go hand in hand.

Rescued Time for Administrators and Student Engagement

Working from the foundation that the application of positive behavioral interventions and systems have been defined to achieve socially important behavior change, Scott and Barrett's (2004) research measured the amount of administrator time and student learning time that could be rescued as a result of the implementation of SWPBIS.

Fidelity of implementation of SWPBIS was closely measured in Scott and Barrett's (2004) study, in order to correlate administrators and student's regained time to the implementation of SWPBIS. Perlman and Redding (2009) describe implementation fidelity as "the adherence to both the proper execution of the specific practices and the effective coordination of all the practices as they are intended to be combined" (p. 81). Mellard and Johnson (2008) reason, "Fidelity of implementation is arguably the most important component of a process because it serves as the means by which a school can evaluate and respond to professional development needs, resource acquisition and distribution, and infrastructure development" (p. 126).

The School-Wide Evaluation Tool (SET) was used to monitor the fidelity of implementation occurring at the research site (Scott & Barrett, 2004). The SET evaluation for Scott and Barrett's (2004) participating school, an urban Maryland elementary school, showed SWPBIS was being applied in a reliable manner.

The school began using a database for tracking student misbehaviors (Scott & Barrett, 2004). Steps were taken to discuss and define student behavior, creating a common and understood language (Scott & Barrett, 2004). In order to determine the average durations of various incidents in terms of time lost by adults and students,

analysis of the past year's discipline records were performed. Focus was placed on Office Discipline Referrals (ODRs) and suspensions, which according to experts in the field, are valid ways of tracking school behavior patterns (Scott & Barrett, 2004; George, Kincaid, & Pollard-Sage, 2009; Sugia & Horner, 2009).

It was found that processing a typical Office Discipline Referral translated into an average of 10 minutes of administrator time and processing a typical suspension took 45 minutes of administrator time (Scott & Barrett, 2004). The average Office Discipline Referral translated to an average of 20 minutes of student time spent out of the classroom and a typical suspension represented a loss of six hours of instructional time (Scott & Barrett, 2004).

Scott and Barrett's (2004) findings of decreased Office Discipline Referrals and Suspensions resulting from the implementation of SWPBIS are exhibited in Table 2.

**Table 2: Decrease in ODRs and Suspensions (Scott & Barrett, 2004)**

| **Decreased Number of Office Discipline Referrals** | | |
|---|---|---|
| Baseline Year | Year 1 | Year 2 |
| 608 | 108 | 46 |
| **Decreased Number of Suspensions** | | |
| Baseline Year | Year 1 | Year 2 |
| 77 | 32 | 22 |

Table 3 shows the decrease of administrator time dedicated to office referral processing and disciplinary suspensions, based on an eight hour workday. According to Scott and Barrent (2004), "Taken together, decreases in office discipline referrals and disciplinary suspensions saved the school administrators 14.6 days over baseline in the first PBIS year and 16.8 days over baseline during the second PBIS year" (p. 23).

**Table 3: Decrease in Administrator Time Dedicated to Office Referral Processing and Disciplinary Suspensions (Scott & Barrett, 2004)**

| **Administrator Time Dedicated to Office Referral Processing** | | |
|---|---|---|
| Baseline Year | Year 1 | Year 2 |
| 6,080 minutes | 1,080 minutes | 460 minutes |
| **Administrator Time Dedicated to Disciplinary Suspensions** | | |
| Baseline Year | Year 1 | Year 2 |
| 3,465 minutes | 1,440 minutes | 990 minutes |

Table 4 displays the instructional minutes students miss due to office discipline referrals and disciplinary suspensions in relation to a typical six hour school day. Scott and Barrett concluded, "Taken together, decreases in office discipline referrals and disciplinary suspension accounted for a gain of 71.7 days over baseline in the first PBIS year and a gain of 86.2 days over baseline in the second PBIS year" (p. 24).

**Table 4: Decrease in Instructional Minutes Students Miss to Office Referral Processing and Disciplinary Suspensions (Scott & Barrett, 2004)**

| **Instructional Minutes Students Miss Due to Office Referral Processing** | | |
|---|---|---|
| Baseline Year | Year 1 | Year 2 |
| 12,160 minutes | 2,160 minutes | 920 minutes |
| **Instructional Minutes Students Miss Due to Disciplinary Suspensions** | | |
| Baseline Year | Year 1 | Year 2 |
| 462 minutes | 192 minutes | 132 minutes |

The administrator time accumulated from having to react to fewer behavior issues is time that can be dedicated to other administrative duties (Scott & Barrett, 2004). With a decrease in student misbehavior, positive academic engagement is likely to increase.

Demonstrating the extent to which SWPBIS has a significant impact on improving academic performance is not easy because multiple factors play a role in academic outcomes (Algozzine & Algozzine, 2009). McIntosh et al. (2008) confirm, "Focusing on social behavior alone is not expected to improve academic outcomes, but

improving the social behavior of students combined with effective curriculum and instruction is expected to result in better academic outcomes" (p. 140). New Hampshire's study on student discipline and academic achievement, performed by Muscott et al. (2008) also indicated that the implementation of SWPBIS resulted in regaining time for the students to learn in the classroom, teachers to teach, and administrators to engage in educational leadership activities.

The OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports (2010) reason that academic reforms and behavior support efforts should be integrated in stating,

> Research increasingly is demonstrating a relationship between academic and behavior success. When students have successful social skills, their academic engagement improves and teachers can teach. When students are academically successful, their social engagement is enhanced, and teachers' classroom management implementation is improved. (p. 94)

In addition, resources, such as time, personnel, and money, can be used more effectively and efficiently by integrating both academic and behavior support efforts.

Increase in Organizational Health

Bradshaw, Koth, Thornton, and Leaf (2009) studied the impact of implementing SWPBIS in 37 Maryland schools, using the SWPBIS Implementation Blueprint, over a five year trial. Their focus was to explore the influence of implementation on school climate, specifically, organizational health. Bradshaw et al. (2009) described *organizational health* to include an emphasis on academic achievement, friendly and collegial relationships among staff, respect for all members of the school community,

supportive administrative leadership, consistent discipline policies, attention to safety issues, and family and community involvement.

Their analysis revealed a significant effect of SWPBIS on the schools' overall organizational health, resource influence, staff affiliation, and academic emphasis (Bradshaw et al., 2009). According to Bradshaw and associates (2009), "This study indicated that changes in school organizational health are important consequences of the PBIS whole-school prevention model, and may in turn be an optional mediator of the effect of PBIS on student performance" (p. 100).

### SWPBIS Teachers' Well-Being

Ross, Romer, and Horner (2012) working from the position that SWPBIS is effective at improving the overall social culture of a school, hypothesized that schools implementing SWPBIS with high fidelity would be more likely to have teachers with higher self-efficacy and lower burnout. The findings indicated a strong relationship between SWPBIS implementation and teacher perceptions of efficacy and burnout (Ross et al., 2012). Ross et al. (2012) elaborated in stating,

> At the mesosystem level, by changing the culture of a school through systems and data usage, SWPBIS improves teaming structures, opportunities for collaboration, and positive interactions with adults and students. At the microsystem level, SWPBIS increases evidence-based practices, such as the teaching of expectations and the delivery of positive reinforcement. It is likely that both levels of intervention affect teacher well-being, and results highly encourage their adoption. (p. 125)

According to Ross and colleagues (2012), this information may be especially valuable where teachers are reluctant to implement new initiatives because "effective and efficient implementation of SWPBIS may reduce the amount (of problem behavior) on teachers' plates and may even increase the size of those plates" (p. 126).

Taking a cumulative look at the results, published in peer-reviewed journals and outlined in this section, we are led to the verdict that Schoolwide Positive Behavior Interventions and Supports have positive effects not only on student outcomes but on administrator and teacher outcomes as well.

## Theoretical and Conceptual Characteristics of SWPBIS

There are six theoretical and conceptual characteristics of SWPBIS.

### (1) Behavioral Theory and Applied Behavior Analysis

SWPBIS stems from the perspective of behavioral theory and applied behavioral analysis. According to Binnendyk et al. (2009), "Behavioral theory offers a comprehensive set of empirically validated principles or laws of behavior for understanding how individual behavior changes over time in interaction with one's environment" (p. 76). Derived from behavioral theory, applied behavioral analysis (ABA) utilizes these principles to improve socially significant behavior and experimentation is used to identify the variables responsible for the improvement in behavior (Cooper, Heron, & Heward, 2007).

Working from the conceptual foundation of behavioral theory and ABA, SWPBIS focuses on the design of environments that promote desired behaviors and minimize the

development and support of problem behaviors (Dunlap et al., 2009). The creators of SWPBIS, Sugai and Horner (2009) explain,

> SWPBIS emphasizes that observable behavior is an important indicator of what individuals have learned and how they operate in their environment, behavior is learned and rule governed, environmental factors (antecedent and consequence events) are influential in determining whether a behavior is likely to occur, and new and alternative prosocial behaviors can be taught. (p. 310)

The strength of behavior science is that problem behaviors become more understandable, and as our understanding grows, so does our ability to teach more socially appropriate and functional behavior (Sugai et al., 2000).

(2) Multi-Tiered Continuum

The second characteristic of SWPBIS is that it is established on a multi-tiered continuum, based on a public health model of intervention. A *tier* refers to intervention provided in response to increasing needs of students (Algozzine et al., 2012, p. 46). SWPBIS is structured in a three-tiered system, paralleling the overarching umbrella of PBIS and that of Response to Intervention (RTI). The National Center on Response to Intervention (2007) described RTI in stating,

> Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Mellard and Johnson (2008) defined RTI as a "promising process of instruction, assessment, and intervention that allows schools to identify struggling students early, provide appropriate instructional interventions, and increase the likelihood that the students can be successful and maintain their class placement" (p. 1). The core requirements of RTI are: (a) high-quality, research-based classroom instruction; (b) universal screening; (c) progress monitoring; (d) research-based interventions at tiers two and three; and (e) fidelity measures (Mellard & Johnson, 2008).

Mirroring the RTI model, shown in Figure 1, SWPBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems (Sandomierski, Kincaid, & Algozzine, 2008).

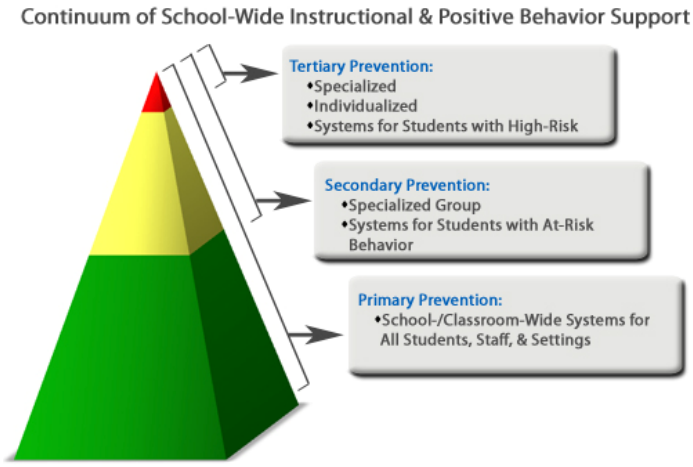



**Figure 2: Continuum of Schoolwide Instructional & Positive Behavior Support (www.pbis.org)**

According to McIntosh et al. (2006), "The three-tiered model is not a multiple gated system, but rather a model of delivering support along a continuum" (p. 148). This

structure, outlined in Table 2, acts as a continuum of supports that promote desired behavior outcomes (Skiba, Shure, Middleberg, & Baker, 2012). Interventions are provided in a fluid manner so that students receive support only when it is required.

**Table 5: Tiered Continuum of Support for SWPBIS (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2009)**

| Prevention Tier | Core Elements |
|---|---|
| Primary | Behavioral expectations defined<br>Behavioral expectations taught<br>Reward system for appropriate behavior<br>Continuum of consequences for problem behavior<br>Continuous collection and use of data for decision making |
| Secondary | Universal screening<br>Progress monitoring for at-risk students<br>Systems for increasing structure and predictability<br>Systems for increasing contingent adult feedback<br>System for linking academic and behavioral performance<br>System for increasing home/school communication<br>Collection and use of data for decision making |
| Tertiary | Functional behavioral assessment<br>Team-based comprehensive assessment<br>Linking of academic and behavior supports<br>Individualized intervention based on assessment information focusing on:<br>• Prevention of problem contexts<br>• Instruction on functionally equivalent skills and instruction on desired performance skills<br>• For enhancing contingence reward of desired behavior<br>• Use of negative or safety consequences if needed<br>Collection and use of data for decision making |

Whether tackling academic or behavioral issues, integrated three-tier models target students who lack the necessary resources for a successful education (Stewart, Benner, Martella, & Marchand-Martella, 2007). The system is designed to prevent the development of new problem behavior, to prevent the triggering occurrences of problem

behavior, and to prevent the increase of the intensity of existing problem behaviors (Sugia & Horner, 2009).

(3) Instructional Focus

Instructional focus is the third defining characteristic of SWPBIS. Whether considering individual students or all students in school, flowing through all three tiers, priority is given to directly teaching social behaviors that increase social and academic success (Sugai & Horner, 2009). Osher et al. (2012) argue,

> Prevention efforts that target risks are most successful when they are coordinated with explicit attempts to enhance children's competence, connection to others, and ability to contribute to their community. Just as most students need to learn how to read in school, they must also learn how to interact appropriately with peers and adults and how to address academic challenges and interpersonal conflicts. (p. 31).

According to Algozzine and colleagues (2012), this three-tiered prevention approach " is based on the critical but simple belief that quality instruction must be in place for all before it can be said that some have special problems" (p. 46). One important contribution of SWPBIS has been its proponents' efforts to increase behavior curricula and instruction to levels mirroring those of academic instruction (Sandomierski et al., 2008). Within the SWPBIS framework, educators are focused on explicitly teaching the desired behavior skills, just as they would in academic content areas.

(4) Research-Based Practices

The fourth defining characteristic of Schoolwide Positive Interventions and Supports is that it emphasizes the use of practices that have been tested, replicated, and applied through experimental and quasi-experimental research designs (Sugai & Horner, 2009). Cook, Cook, and Landrum (2013) affirm, "The argument is simple: by researchers clearly identifying practices shown by trustworthy bodies of research to be effective, practitioners can know and implement what really works, thereby improving student outcomes" (p. 164).

The No Child Left Behind Act (NCLB, 2001) and Individuals with Disabilities Education Act (IDEA, 2004) emphasize accountability and the use of scientifically based curricula. The NCLB Act (2001) defines *scientifically based research* as "research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs" (NCLB, 2001, (37)(A), p. 540).

Research-based practices, also tagged evidence-based practices (EBPs), are shown by high-quality research to have meaningful effects on student outcomes (Cook & Odom, 2013). Typical guidelines for a practice to be labeled an EBP are that it must be supported by multiple, high-quality, experimental or quasi-experimental (often including single-case research) studies, demonstrating that the practice has a meaningful impact on consumer (e.g., student) outcomes (Cook & Odom, 2013). Conversely, educators sell themselves short and do a disservice to the students they serve by settling for practices with limited effects (Cook & Odom, 2013). Students need to be given the best possible chance for succeeding by receiving instruction and supports that have an evidence base.

(5) Systems Perspective

A fifth defining characteristic of SWPBIS is the adoption of a systems perspective when selecting and implementing a behavioral intervention. The systems-level approach to proactive schoolwide discipline is designed to increase the capacity of schools to adopt and sustain research-validated practices for all students (Barrett, Bradshaw, Lewis-Palmer, 2008). Sugai and Horner (2009) explain,

> Rather than disseminating a new practice through a typical professional development model consisting of a series of group training events, a SWPBIS systems perspective gives priority to establishing local capacity and expertise, majority agreements and commitments, high levels of implementation readiness, high fidelity of implementation, continuous implementation and outcome evaluation, and more. (p. 310)

This systems approach provides support for the adoption and ongoing use of effective practices. The support and input from multiple sources, shared leadership and responsibility, and broader knowledge base will lead to sustainability of the established behavior framework.

The three basic features of an organization following a systems approach are common language, common vision/values, and common experience. The OSEP Technical Assistance Center on Positive Behavior Interventions & Supports (2010) expounded on these three areas with the following definitions:

> *Common Vision*. The organization has a mission, purpose, or goal that is embraced by the majority of members of the organization and serves as the basis for decision making and action planning.

> *Common Language*. The organization establishes a means of describing its vision, actions, and operations so that communications are informative, efficient, effective, and relevant to members of the organization.
>
> *Common Experience*. The organization is defined by a set of actions, routines, procedures, or operations that is universally practiced and experienced by all members of the organization and that also includes a data feedback system to link activities to outcomes. (p. 44)

McIntosh and colleagues (2006) assert that investing in a systems approach, "one in which all students are provided with preventive interventions and screened for additional needs, in both academics and behavior" (p. 146), will save schools from wasting resources on interventions that are either ineffective or inefficient. The three-tiered continuum model has shown to be both effective and efficient because it is designed to serve the vast majority of students at minimal costs (McIntosh et al., 2006). This comes at a time when there are current drastic nationwide budget cuts and dwindling resources.

(6) Data-Based Decision Making

And lastly, the systems that support SWPBIS practices revolve around continual collection of data to determine if defined practices are being implemented with fidelity and if defined practices are having a positive impact on student outcomes (Sugai & Horner, 2009). Without the use of meaningful data, educators are unable to analyze student proficiency and prescribe effective interventions (Parrett & Budge, 2012). SWPBIS leadership teams must continually review valid and reliable data to assess students' responsiveness and the effectiveness of behavior interventions. Algozzine and

colleagues (2010) explain, “In the world of evidence-based practice, data-based decision making defines the potential, promise, and path for positive outcomes that are justifiable, replicable, and sustainable” (p. 40).

The six components of SWPBIS, built on the foundation of behavior theory and ABA, established on a multi-tiered continuum, instructionally focused, emphasis on research-based practices, adoption of a systems perspective, and the use of data-based decision making, support safe and effective teaching and learning environments. These productive learning environments emphasize prevention where schools and classrooms experience a social culture where consistent positive language and communication are established across students, staff members, and additional stakeholders.

## The Three Tiers of SWPBIS

Schools that have effective and complete systems of behavior support and interventions in place to address three levels of behavioral need: (1) Universal support (Primary – Tier 1): All students must have proactive classroom management procedures in place; (2) Targeted group interventions (Secondary – Tier 2): Students who are at risk of developing patterns of problem behavior must have a system for reducing behavior before it becomes worse over time; and (3) Individualized student interventions (Tertiary – Tier 3): Student with serious problem behavior must receive intensive, individualized behavior support (Crone, Hawken, & Horner, 2010). This well-crafted approach to prevention improves the efficiency and effectiveness with which school, classroom, and individual behavior support systems operate.

Primary-Tier SWPBIS Interventions

A prerequisite for a successful large-scale multi-tiered system is the implementation of universal evidence-based interventions designed to increase student success and reduce the number of students referred for evaluation (McIntosh et al., 2006). Tier 1 interventions of SWPBIS are not individual strategies or practices. Instead, they are a set of interventions that are optimized to foster a comprehensive and positive culture for all students and staff and community members across all school settings (Sandomierski et al., 2008; Sugia & Horner, 2009). The primary tier is designed to support all students in all settings.

At this level, preventative supports are established to encourage prosocial behaviors, maximize learning time, and decrease common behavior challenges for all students, including the creation and adoption of schoolwide behavior expectations that are explicitly taught and reinforced by all staff members (Skiba et al., 2012). These universal approaches create the schoolwide foundation (Osher et al., 2012). Horner and colleagues (2009) believe, "students should experience the school context as socially predictable, consistent, safe, and positive" (p. 134).

Working from a prevention standpoint, schools are able to effectively identify the at-risk student after all students are provided the maximum and most effective prevention procedures (Scott, 2001). This universal prevention, provided at the first tier, is intended to reach approximately 80 to 90 percent of the students who do not have serious behavior problems or mental health needs (Muscott et al., 2008). Osher and colleagues (2012) declare, "a reduction in problematic behaviors at a universal level will free adults to teach and connect with students, while reducing the likelihood that they will respond to

students in a counter-aggressive manner, which would reinforce inappropriate behaviors" (p. 35).

Six Features of the Universal Tier of SWPBIS

The six major features that characterize the primary tier of SWPBIS are: staff agreement, schoolwide expectations, instruction of expectations, acknowledgements, consequences, and data for decision making.

Staff Agreement. Sugai and Horner (2009) describe the first feature in stating, "A majority of the staff agrees to embrace a common approach to discipline that is positive, comprehensive, formal, and ongoing. This approach is behaviorally oriented, research based, culturally/contextually appropriate, and instructional based" (p. 312). This systems approach is led by the appointed school leadership team members. The SWPBIS leadership team provides the vision, leadership, and resources necessary for initiating and sustaining primary-tier interventions in a school.

George and colleagues (2009) define the three most critical variables to the success of the primary tier are administrator commitment, staff buy-in, and leadership team functioning, with team functioning the most critical. With emphasis on the team's commitment to the process, "the individuals who are selected to actively participate on the leadership team must be carefully chosen, dedicated to long-term systems change, well-respected among colleagues, and involved in the development, implementation, and monitoring of the primary-tier plan" (George et al., 2009, p. 378).

The ongoing tasks of the SWPBIS leadership team include: (1) developing an action plan; (2) monitoring and analyzing existing behavior data; (3) holding regular team

meetings; (4) maintaining communication with staff and SWPBIS coach/facilitator; (5) evaluating progress; and (6) reporting outcomes to staff, students, parents, SWPBIS coach/facilitator, and district/state coordinator (George et al., 2009).

In order to initiate the systems-change process, the commitment level among stakeholders must be measured. Implementing SWPBIS and scaling it up are not simply a matter of doing more of the same, but for large-scale implementation to occur, there must be buy-in at multiple levels (Klingner et al., 2013). When working to achieve consensus, George and colleagues (2009) believe at least 80 percent of the school's staff members must show buy-in and commitment. Schools staffed with a majority of individuals who have not bought into the SWPBIS process are simply not ready and will be unable to make progress (Scott & Martinek, 2006). According to George et al. (2009), possible solutions to prevent resistance to the primary-tier plan include:

1. Develop a common understanding across all faculty and staff.
2. Enlist leaders with integrity, authority, resources, and willingness to assist.
3. Expect, respect, and respond to resistance (i.e., encourage questions and open discussion).
4. Clarify how changes will align with other initiatives.
5. Emphasize clear and imminent consequences for not changing.
6. Emphasize the benefits (conservation of time and efforts, greater professional accountability).
7. Stay in touch with peer leaders during the change process. (p. 379)

These solutions will aid in the process of systemic change. Such strategies are critical for teams to utilize in order to sustain the established supports and continue to expand.

Schoolwide Expectations. Second, students and staff and community members identify a set of schoolwide expectations. According to the Council for Children with Behavioral Disorders (1990), "An approach relying on the elimination of undesired behavior will not necessarily result in desired behaviors" (p. 59). Instead, a sound school discipline policy should begin with clear statements of desired behaviors. These expectations for behavior are not prohibitive rules, but rather proactive statements about desirable ways to achieve a positive learning climate (Council for Children with Behavioral Disorders, 1990).

Schoolwide expectations are grounded in the following guidelines: (a) are few in number (i.e., three to five); (b) are stated positively and succinctly; (c) focus on all staff, all students, and all settings; (d) emphasize support for academic and behavioral outcomes; and (e) are contextually/culturally appropriate (Sugai & Horner, 2009). These expectations must be specific to the school and based on the school's discipline data and the values of the stakeholders.

Horner et al. (2009) explain, "Schoolwide behavior expectations are defined, taught, and rewarded within a management system that also includes a continuum of consequences for behavioral errors, and continuous collection and use of data for decision making" (p. 134). In order to improve student behavior, all students need to be explicitly taught the expectations, given opportunities to practice the skills, and receive feedback regarding the effectiveness of their efforts.

Instruction of Expectations. The third major intervention feature of the primary tier of SWPBIS is that the outlined schoolwide expectations are taught directly and continuously in the same manner as academic skills. A result of explicitly teaching

behavior expectations is a student body that is able to regulate its own behavior in accordance with the stated expectations.

In a synthesis of more than 800 meta-analyses relating to achievement, Hattie (2009) uncovered direct instruction to have a very high level of the desired effect on student success (d = .59). Hattie (2009) states,

> The teacher needs to invite the students to learn, provide much deliberative practice and modeling, and provide appropriate feedback and multiple opportunities to learn. Students need opportunities for independent practice, and then there need to be opportunities to learn the skill or knowledge implicit in the learning intention in contexts other than those directly taught. (p. 207)

Effective direct instruction involves the use of precorrection, reminders, visual prompts, clear routines, and well-considered physical layouts to increase the probability of success (Scott, 2007). Paralleling the direct instruction of academics, we must take the same deliberate and thoughtful approach to teaching the behavioral expectations. These expected social skills must be modeled, students must be provided with time to practice these skills in authentic situations, and provided concrete feedback on their performance.

Archer and Hughes (2011) affirm the correlation of, “how well you teach = how well they learn” (p. ix). The combination of quantity and quality of instruction is the key to student success (Archer & Hughes, 2011). Archer and Hughes (2011) warn against committing “assumicide” where educators merely assume, hope, or even pray that student will exhibit the desired behaviors. Instead, schoolwide expectations must be instructionally delivered by clear descriptions and demonstrations, followed by supported practice and timely feedback.

In SWPBIS, the expectations are defined, modeled, practiced, given corrective and positive feedback, and encouraged in the natural and applied setting (Sugai & Horner, 2009). It is imperative these expectations are explicitly taught using local and real behavioral examples and non-examples in real contexts (Archer & Hughes, 2011; Sugai & Horner, 2009). The unambiguous instruction and modeling of the expectations enables consistent communication and support resulting in a community where all members have clear understandings of what is expected of themselves and others.

Acknowledgement. The fourth feature of primary-tier interventions requires a continuum of procedures for regular acknowledgements or positive feedback for students who display the schoolwide behavioral expectations. In reaction to this feature, Sugai and Horner (2009) argue, "If newly taught and acquired behaviors are to be strengthened, occur more often in the future, and maintained over time, students must receive positive feedback/acknowledgements for their displays of those behaviors" (p. 313). Sugai and Horner (2009) provide the following guidelines to used when developing and implementing primary-tier acknowledgement interventions:

1. Move from other to self-delivered, frequent to infrequent, predictable to unpredictable, and tangible to social reinforcers.
2. Individualize and contextualize as much as possible to accommodate student and community characteristics.
3. Build on positive person-to-person relationships.
4. Strive for giving acknowledgements and rewards at rates higher than consequences for rule violations (e.g., four to eight positives for each negative).

5. Emphasize and label the behavior being displayed and for which the positive acknowledgement is intended. (p. 313)

George and colleagues (2009) believe an effective acknowledgement system will increase the likelihood that desired behaviors will be repeated, focus staff and students' attention on the desired behaviors, foster a positive school climate, and reduce the need for engaging in time-consuming disciplinary measures.

For many implementing schools, this requires a shift from a reactive mindset where adults are constantly trying to catch students misbehaving to looking for students behaving in a positive manner. Working from this preventative and positive stance, educators acknowledge the students who are meeting and exceeding the established behavior expectations.

Consequences. Teaching and acknowledging positive behavior is paramount, however; SWPBIS tier-one interventions must also be accompanied by the fifth feature, which is developing a continuum of consequences for responding to rule violations. George et al. (2009) define consequences as "actions that are taken after a behavior, that are related to the function of that behavior, and that change that behavior" (p. 387).

Procedures for responding to problem behaviors are designed to communicate to and teach students and staff and family members which behaviors represent violations of the schoolwide behavioral expectations (Sugai & Horner, 2009, p. 313). Sugai and Horner (2009) recommend the following guidelines when developing the continuum of consequences:

1. Define rule violations in observable terms and teach directly and explicitly with a contextually relevant and representative set of behavior examples.

2. Develop clear distinctions between problem behaviors that are managed by a staff/classroom teacher and by office/administrative staff and establish agreed-on strategies for handling problem behaviors across classroom and administrative settings.
3. Develop an office discipline referral (ODR), behavior incident recording sheet, or tracking system that provides minimum information about (a) who violated rule (name, grade); (b) who observed and responded to the rule violation; (c) when (day, time) the rule violation occurred; (d) where the rule violation occurred; (e), who else was involved in the problem situation; (f) what was the possible motivation or purpose of the problem behavior; and (g) which schoolwide behavioral expectation was violated.
4. Establish procedures for preventing and responding to students with repeated rule violations that include (a) prereferral intervention or behavior support team; (b) data-decisions rule for initiating positive behavior support (e.g., three ODRs for major rule-violating infraction); (c) precorrection intervention to prevent future occurrences of problem behavior; (d) formal procedures for teaching, practicing, and reinforcing positively prosocial behaviors to replace problem behavior; and (e) adult mentor/advocate.
5. Assign corrective consequences based on the purpose/motivation (function) of the problem behavior, that is, access/get (attention, activities, objects, etc.) or escape/avoid (attention, activities, tasks, etc.).

6. Establish secondary and tertiary practices and systems for students who are not responsive to schoolwide discipline system. (p. 315)

It is imperative to match the response to the violation so it is most likely that the response will result in learning on the student's part and not disrupt the school climate.

The goal is for all students to have at least equal, but preferably more, opportunities and experiences with the prosocial aspects of SWPBIS (Sugai & Horner, 2009). Bradshaw et al. (2010) elaborate on preventive versus "get tough" strategies in stating,

> Rather than habitually relying on reactive schoolwide discipline codes which lead to reprimands and punishments, schools' focus should turn towards creating and teaching appropriate social behavior development in all environments of the school for all students by emphasizing prevention, an instructional perspective, evidenced-based interventions, and a systems perspective. This schoolwide prevention strategy leads to the enhancement of the school's capacity to avert disruptive behavior. (p. 107)

Sugai and Horner (2009) specify that having more intensive interventions for students who do not respond will help to prevent the tendency to "get tough" or overly repeat ineffective consequences. The goal is to move more quickly to more supportive and constructive specialized interventions that consider the function, or factors, that maintain problem behavior and actively teach effective and efficient alternative behaviors.

Data for Decision Making. The final feature of primary tier SWPBIS interventions is accurate, timely, and easily available information to guide decision making. Prior to making systemic changes within a school, it is important to know what

needs to be changed. In response to the importance of data-based decision making, George and colleagues (2009) state,

> By making decisions from accurate data, interventions are more likely to be implemented and effective. Not only is it important to collect data for accuracy in decision making, but also the data collected must be meaningful or functional and available on an ongoing basis throughout the school year to monitor student behavior change across campus. (p. 384)

This decision-making system must have structures and routines for data collection, mechanisms for data entry, storage, and manipulation, and procedures and routines for review and analysis of data (Sugai & Horner, 2009).

Sugai and Horner (2009) provide the following guidelines to summarize how record-keeping and data decision-making systems can be effective, efficient, and relevant:

1. Develop data collection procedures that are integrated into typical routines (e.g., ODRs, attendance rolls, behavior incident reports).
2. Regularly assess the accuracy of data collection procedures.
3. Limit data collection to information that answers important student, classroom, and school questions.
4. Establish specific structures and routines for staff members to receive weekly/monthly data reports about the status of schoolwide discipline.
5. Precede all decision-making efforts with, “What do data suggest/indicate?”
6. Use teams to review data and develop data-based action plans.

7. Establish specific data-decision rules to guide review of data.
8. Develop data storage and management procedures that (a) can be managed accurately by two or three staff members at any time; (b) consume no more than one percent of the time available in a school day; and (c) can summarize data in an efficient, timely, and graphically informative manner. (p. 316)

It is critical for schools to agree on the outcomes that are to be measured, a criteria for success by which they can evaluate their practice, and to make a commitment to use data to inform future planning decisions (Scott, 2007). The data-based decision making of a SWPBIS leadership team is referenced as one of the core outcomes targeted by a school (Newton, Horner, Algozzine, Todd, & Algozzine, 2009).

Once the six features of tier one interventions (staff agreement, establishment and instruction of schoolwide expectations, acknowledgements, continuum of consequences, and data systems) are founded and carried out with fidelity, schools can begin to identify students who are in need of additional supports.

## Secondary-Tier SWPBIS Interventions

Only after tier one interventions are in place, Crone et al. (2010) recommend the addition of a secondary tier system to support students who continue to engage in frequent problem behavior. The secondary tier is established to provide more intensive behavioral supports for students whose behaviors are not responsive to primary-tier interventions. According to Sandomierski et al. (2008), “It is only after high-quality academic and behavior instructions and interventions are established at both the

schoolwide and classroom levels that schools can conclude that a student has a need for additional services" (p. 2).

Muscott and colleagues (2008) explain, "the goals of secondary prevention are to decrease opportunities in which high-risk behaviors might be fostered and establish effective and efficient prosocial repertoires that would increase student responsiveness to universal interventions" (p. 191). Sugai and Horner (2009) characterize Secondary-Tier SWPBIS interventions as: (a) more intensive in terms of effort, resources, and frequency of implementation activity; (b) applied to a subset of a larger population of students; (c) comprised of research/evidence-based practices; and (d) involve a team of staff members who have more frequent and ongoing interaction with the student.

Secondary-tier interventions are implemented as an integrated component of a comprehensive SWPBIS approach, especially in connection with Primary-Tier interventions. Following are the six common implementation features of secondary-tier interventions as defined by Sugai and Horner (2009):

1. The implementation process is guided by a schoolwide intervention team whose members coordinate who, when, where, and how secondary-tier interventions might be implemented.
2. There is a regular and frequent (e.g., monthly) screening for a identification of students whose behaviors have been unresponsive to primary-tier interventions and might benefit for a more intensive intervention approach.

3. Students stay connected with the schoolwide positive expectations, which serve as the focus of behavior feedback, social skills instruction, positive reinforcement, and data-based decision making.
4. A regular (daily, weekly, quarterly) system of communication is established with students, parents, faculty, and administration. Students are scheduled one or more times each day to evaluate their individual behaviors against the schoolwide expectations.
5. Interventions emphasize the use of a range of positive reinforcement procedures.
6. Data-based decisions are made on a regular basis to make adjustments for individual students. (pp. 317-318)

These prevention methods are aimed at roughly five to ten percent of students considered at risk (Muscott et al., 2008) for having behaviors that are unresponsive to effective and accurately implemented primary-tier SWPBIS interventions (Sugai & Horner, 2009).

Secondary interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions. Without these Tier 2 interventions, students with challenging behaviors risk continued school failure and discipline problems.

Tertiary Tier SWPBIS Interventions

If students' behavior is unresponsive to the best efforts to provide primary- and secondary-tier interventions, a shift to more specialized and individualized interventions should be considered (Sugai & Horner, 2009). In the third tier, also referred to as the tertiary tier, supports are provided for students who require highly intensive and often

individualized plans (Skiba et al., 2012), addressing the remaining one to five percent of students who display symptoms or behaviors related to an emotional and behavioral disorder or mental illness (Muscott et al., 2008). These intensive individual plans may include additional instruction, one-on-one instruction, and more opportunities to practice skills (McIntosh et al., 2006).

At this individual student level, more in-depth functional behavior analysis (FBA) is conducted and family and community support are utilized. The goal of interventions presented at this level is to reduce the frequency, intensity, and complexity of students' maladaptive behavior patterns and provide them with suitable, efficient, and effective replacement behaviors that will compete with their more maladaptive ones (Muscott et al., 2008).

Tier-three interventions are characterized as function based and team driven. *Function based* refers to a careful and specific consideration of the environmental condition (function) that occasion (antecedent) and maintain (consequence) occurrences of problem behavior when developing individualized behavior intervention plans (Sugia & Horner, 2009). *Effective* refers to occurrences of the replacement behavior being more likely to result in reinforcing consequences than occurrences of the problem behavior (Sugai & Horner, 2009). *Efficiency* refers to the extent that replacement behaviors require less effort to emit than problem behaviors, and *relevance* is related to the extent to which antecedent events that previously occasioned problem behaviors are more likely to occasion replacement behaviors (Sugai & Horner, 2009).

According to Sugai and Horner (2009), these interventions are less connected to schoolwide primary-tier interventions than secondary-tier interventions, in part because

they are more individualized to the specific conditions that are associated with the problem behavior. Sugai and Horner (2009) explain, “A function-based approach is dependent on having a team that has: (a) high levels of behavioral competence and fluency; (b) an efficient, data-based, and outcome-based approach to problem solving and behavior intervention planning; (c) a collaborative and participatory approach to conducting business; and (d) participation by key individuals who know, relate to, and interact with the students” (p. 318). In summary, the tertiary tier is intended to deliver the most intensive, scientifically based instructional programs to address individual student needs.

In order for SWPBIS leadership teams to obtain successful student outcomes, a proactive (positive and preventative) three-tiered model must be implemented. A culmination of this multi-tiered continuum will be learning and teaching environments that support and encourage adaptive behavior and lessen the usefulness of problem behavior (Sugai et al., 2000). The goal is for these redesigned environments to be effective, efficient, relevant, and durable for all students, families, and educators (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010).

Working proactively, instead of “waiting for students to fail” as with traditional discipline programs, all students are taught the expected behaviors as part of the core curriculum. Behaviors are frequently assessed, and student meeting the expectations are acknowledged and rewarded. When students do not display appropriate behavior, they are provided with scientifically validated interventions with increased time and support until they achieve success.

## Implementation Processes and Guidelines

Instead of engaging in "train-n-hope" efforts, the SWPBIS approach gives priority to problem solving and action planning that emphasizes accurate, durable, and expanded implementation coupled with technical assistance and coaching (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010). In order to establish and sustain a system of positive interventions and supports, Sugai and Horner (2009) argue,

> Having evidence-based interventions organized in a common and comprehensive schoolwide discipline system is necessary but not sufficient to ensure that these interventions will be adopted by a majority of the staff, implemented with fidelity, and sustained over time. The SWPBIS approach also requires a formal and systematic implementation process. (p. 319)

Above, Sugai and Horner (2009) are referencing what is known as the "research-to-practice" gap (Cook & Odom, 2013). This gap represents the difficulty in translating research findings to the everyday practices of teachers in typical classrooms. Implementation is the critical link between research and practice (Cook & Odom, 2013). Cook and Odom (2013) explain this dynamic with the illustration of the equation, "effective interventions x effective implementation = improved outcomes" (p. 138). In essence, with the absence of "implementation," even the most effective intervention will not yield desired outcomes.

The implementation process, involves state-, regional-, district-, and school-level organization. Captured in Table 3, systems-level implementation of SWPBIS emphasizes establishment of capacity for (a) local team-based leadership and coordination, (b)

facilitation or coaching assistance, (c) local training fluency, (d) on-going and meaningful evaluation, (e) long-term funding, (f) formalized political support and visibility, and (g) exemplar demonstrations of school-level implementation (Sugai & Horner, 2009).

**Table 6: Elements of systems implementation of SWPBIS (Sugai & Horner, 2009)**

| Element | Description |
|---|---|
| Leadership Team | Group of key stakeholders and implementers works together to collectively develop data-based action plans for systems-level implementation of SWPBIS interventions and practices.<br>Action plan is based on data from careful self-assessments, determination of measureable outcomes, links to research-based interventions, and support for implementers.<br>Activities of the group are managed by a coordinator who has dedicated FTE and resources. |
| Coaching Capacity | State or district resources and structures are dedicated for monitoring and guiding SWPBIS implementation by school teams.<br>Coaching responsibilities include, for example, giving program and task reminders, providing positive acknowledgements, and assisting in data management and fidelity of implementation. |
| Training Capacity | State or district personnel are trained to high fluency on the background, features, evidence-based practices, implementation, and evaluation of SWPBIS implementation. |
| Evaluation Capacity | Formative and summative information are collected to answer evaluation questions related to student outcomes, fidelity of implementation, program enhancements, and future action planning. |
| Funding | SWPBIS implementation is linked to sufficient, recurring, and stable funding for 2-3 years. |
| Political Support & Visibility | Linkages, endorsements, and supports by policymakers and systems leaders are in place and formalized.<br>Outcomes and processes from successful demonstrations, exemplars, and implementations are presented regularly to the larger community. |
| Demonstrations | Self-sustaining, effective, relevant, and efficient implementation examples are documented to showcase outcomes and processes. |

In order to create a social culture in which a continuum of effective academic and social behavior practices and interventions are implemented schoolwide for all students and staff, the SWPBIS implementation at the school level must include these five base components: (a) schoolwide leadership team, (b) schoolwide agreements and resource management, (c) data-based action plan, (d) implementation supports, and (e) ongoing evaluation (Sugai & Horner, 2009). The goal is to base the sustained accurate implementation on local data, culture, and context.

Schoolwide Leadership Team

The systems-level implementation of SWPBIS is led by the school leadership team, as mentioned earlier in the *Primary-Tier SWPBIS Interventions* section. This team assumes the responsibility and authority to organize, integrate, and coordinate implementation of effective behavior interventions and practices (Sugai & Horner, 2009). The objective of this team is to establish membership and routines where communication and representation are efficient and maximized.

As stated in the SWPBIS Implementation Blueprint and Self-Assessment (2010), the school leadership team works to increase the capacity of the whole system in five primary areas:

1. *Training*: System's ability to self-assess for specific programmatic and staff development needs and objectives, develop training action plan, invest in increasing local training capacity, and implement effective and efficient training activities.

2. *Coaching*: System's ability to organize personnel and resources for facilitating, assisting, maintaining, and adapting local school implementation efforts for both initial training and on-going implementation support.
3. *Evaluation*: System's ability to establish measurable outcomes, methods for evaluating progress toward these measurable outcomes, and modified or adapted action plans based on these evaluations.
4. *Coordination*: System's ability to establish operational organizational and "rhythm" that enables effective and efficient utilization of materials, time, and personnel in implementation of action plan.
5. *Content*: System's ability to demonstrate expert knowledge, procedural fluency, and implementation competence with specific practice. (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010, p. 65)

With the leadership team serving as the guiding force in the schools' reliance on PBIS practices, it is essential that these members build and maintain competencies in PBIS knowledge and skills (Handler et al., 2007). The SWPBIS Leadership Team provides the vision, leadership, and resources necessary for initiating and sustaining the positive behavior framework.

Administrative Involvement

Implementation of SWPBIS will occur with high fidelity and sustained impact only with active leadership and support from the district and/or building administration (Algozzine et al., 2010; Richter, Lewis, & Hagar, 2012). Handler and colleagues (2007) found,

> The schools that had better administrative support and teams that completed more action-plan steps had 10% fewer out-of-school suspensions during the implementation of their SWPBIS program. Therefore, when administrators participated in and monitored implementation of SWPBIS practices, there was an increased likelihood that these practices would be implemented with fidelity by other staff, as evidenced by the greater precision with which behavior support action-plan goals were achieved. (p. 36)

Administrators must consider the SWPBIS initiative a priority, be knowledgeable about PBIS practices and systems change, participate in leadership meetings, and support implementation of new practices by modeling and reinforcing staff as they implement SWPBIS (Handler et al., 2007). The administrator must actively model the practices staff members are expected to implement and take responsibility for holding staff accountable for implementation (Handler et al., 2007). Coffey and Horner (2012) describe the principal as "the most critical player" and the "gatekeeper of change."

Administrators' consistent participation is monumental because these team members have the decision making capacity and control, and access to necessary resources (Sugai & Horner, 2009). Administrative leaders must be included to enhance (a) political support and influence, (b) decision making, (c) resource management, (d) relevant action planning, (e) durable and expanded implementation, and (f) policy development and implementation (Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010). Principals' participation and leadership on the SWPBIS Leadership team is a nonnegotiable component to the implementation process.

Schoolwide Agreements and Resource Management

Once the necessary schoolwide leadership team is established, agreements about the purpose and activities of the team and school's staff must be secured (Sugai & Horner, 2009). With the finalization of the schoolwide agreements, the team then shifts its attention to resource management and operation logistics. According to Sugai and Horner (2009), "The team establishes a meeting schedule (at least monthly) and procedures for conducting meetings, communicating with school staff, and arranging professional development opportunities that are embedded in the typical routines and activities of the school" (p. 321). The decisions defined by the school leadership team are shaped by the implementation efforts and activities guided by the district, regional, and/or state leadership teams (Sugai & Horner, 2009).

Data-Based Action Planning

Data, such as (a) extant or historical data; (b) discipline data (e.g., attendance, ODRs, in and out-of-school suspensions); (c) student and staff/community member perceptions (e.g., surveys, focus groups); (d) referrals for specialized assistance (e.g., special education, mental health, counseling); and (e) observation data (e.g., academic engagement, tardies, behavioral incidents) must be collected in relation to students and staff (Sugai & Horner, 2009). This information is used to direct action planning in areas of concern and to contextualize intervention and implementation features.

The OSEP Technical Assistance Center of Positive Behavioral Interventions & Supports (2010) define *action planning* as the "process of organizing and using resources to enable individuals to engage in activities designed to achieve specific and important outcomes" (p. 55). The process of action planning is guided by the following principles:

a) Align with district goals
b) Focus on measurable outcomes
c) Base and adjust decisions on data and local context characteristics
d) Give priority to evidence-based practices
e) Invest in building sustainable implementation supports
f) Formalize assessment of implementation integrity (OSEP Technical Assistance Center on Positive Behavioral Interventions &
g) Supports, 2010, p. 55).

In order to develop action plans that are relevant, data types must be carefully defined and result in collected information that is accurate, efficient, and consistent.

Both summative and formative data is gathered continuously. Spaulding and Smith (2012) explain, "Data are used throughout the entire process, guiding every step of the way. Data are used to inform what is being done as it is being done" (p. 39). The effectiveness of the SWPBIS implementation process is related to the extent that common vision and a set of principles are used to guide data-based decision making and implementation efforts.

Implementation

After the school leadership team has devised an action plan, based on their local data and achieved staff buy-in (a minimum of 80 percent of staff), the action plan is initiated, focusing on high fidelity of implementation, sustained implementation, and continuous improvement (Sugai & Horner, 2009). In order to maximize the outcomes, all staff members must be trained to fluency, the necessary resources are allotted to support implementation, the activities enacted are culturally and contextually relevant, data are

continuously collected to enable timely adaptations, and reinforcements and acknowledgements are implemented accurately and consistently (Sugai & Horner, 2009). The goal for implementation is to create a cohesive and efficient system of behavior support.

### Fidelity of Implementation

Bradshaw and colleagues (2009) found most schools are implementing multiple programs simultaneously, yet few prevention programs are implemented with high quality. “Even schools that have been able to implement reforms successfully find that sustaining them is difficult when the schools confront competing priorities, changing demands, and teacher and administrator turn over” (Klingner et al., 2013, p. 196). The cycle of implementing new practices, as opposed to sustaining effective ones, is not a new phenomenon.

As mentioned earlier, implementation fidelity, the degree to which a treatment/intervention is implemented as intended, is a critical issue for the successful implementation of evidence-based practices (Harn et al., 2013). To maximize effects or outcomes, an intervention must be implemented with fidelity or accuracy (McIntosh, Horner, & Sugai, 2009). Any reduction in accuracy of implementation risks loss of effects. Common indicators of fidelity include program adherence, dosage, quality of program delivery, and participant responsiveness (Bradshaw et al., 2009).

## Evaluation

Ongoing evaluation and assessment of the SWPBIS implementation process is a critical element of application. The evaluation of SWPBIS implementation and impact

should occur continuously. The goal of every evaluation is to assess the worth of a program and to help it improve. Effective evaluation directs action. According to Algozzine and colleagues (2010), "It informs decisions, clarifies options, focuses strengths and weaknesses, and provides information for improvements as well as policies and practices" (p. 38). The OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports (2010) declare that leadership teams should conduct assessments for three main reasons:

> First, assessment information is used to examine the extent to which teams are accurately selecting and implementing the SWPBIS systems and practices. Second, assessment information allows teams to determine the extent to which targeted student outcomes are being and/or likely to be achieved. Third, assessments are conducted to determine if teams are accurately and consistently implementing activities and practices specified in their individualized action plan. (p. 90)

Algozzine and colleagues (2010) encourage the use of the following evaluation questions:

Context

1. What are/were the goals and objectives for SWPBIS implementation?
2. Who provided support for SWPBIS implementation?
3. Who received support during SWPBIS implementation?

Input

4. What professional development was part of SWPBIS implementation support?

5. Who participated in the professional development?
6. What was the perceived value of the professional development?

Fidelity

7. To what extent was SWPBIS implemented as designed?
8. To what extent was SWPBIS implemented with fidelity?

Impact

9. To what extent is SWPBIS associated with changes in student outcomes?
10. To what extent is SWPBIS associated with changes in academic performance, dropout rates, and other areas of schooling?

Replication, Sustainability, and Improvement

11. To what extent did SWPBIS implementation improve capacity for state/region/district to replicate SWPBIS practices, sustain SWPBIS practices, and improve social and academic outcomes for students?
12. To what extent did SWPBIS implementation change educational/behavioral policy?
13. To what extent did SWPBIS implementation affect systemic educational practice? (p. i)

A system of context, input, fidelity, impact and replication, sustainability, and improvement indicators is essential to answering these questions and documenting the value of SWPBIS (Algozzine et al., 2010). Similar to school-level data management and decision making, evaluation questions need to be clear and specific, measures need to be observably defined, data collection tools and procedures need to be efficient, and the

technology must be user friendly in its summarizations and reporting (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010).

The promised or expected outcomes of evidence-based practices will not be achieved if the practice is not implemented with integrity and fidelity (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010). In order to increase the impact and outcomes of the best evidence-based practices, these practices must be housed in systems that support full adoption, accurate implementation, sustained use, and a focus on continuous improvement.

Klingner et al. (2013) argue that the implementation of SWPBIS be one "of the most widely scaled-up practices" to date. SWPBIS factors that promote the scale-up and sustainability are:

- Maximizing the contextual fit between the evidence-based practice and school needs
- Promoting the evidence-based practice as a priority among implementers and stakeholders
- Promoting effectiveness by ensuring fidelity of implementation
- Increasing efficiency by integrating the evidence-based practice into daily school operations
- Using data for continuous decision making to improve the fit, effectiveness, and efficiency of the evidence-based practice (Klinger et al., 2013, p. 198)

In summary, the essential elements to the system-level implementation of SWPBIS include a representative leadership team, team and staff agreement on a

behavior priority, a data-based action plan, support for accurate and sustained implementation, and continuous evaluation for effectiveness, efficiency, and relevance. Handler et al. (2007) argues, "These practices yield expert systems within the school, thereby increasing internal capacity for long-term implementation and sustainability" (p. 31). As agents of systems change, the stakeholders must focus on these essential elements of structure and support to implement with sustained fidelity.

## School Improvement and Professional Development

According to Nehring (2009), **"**Good ideas for school reform are easy to come by. The greater challenge lies in translating good ideas into practice and getting them to stick" (p. 79). When analyzing school reform, we must investigate the issue in context. Elmore (2008) defines school improvement as a process, not an event. Fullan (2005) expounds on this in stating,

> Sustainability is very much a matter of changes in culture: powerful strategies that enable people to question and alter certain values and beliefs as they create new forms of learning within and between schools, and across levels of the system. (p. 60)

In order to foster sustainable change, we must do things differently on a very large scale, with consistency, and with the majority's buy-in.

Carefully crafted and well-supported professional development is an essential element of comprehensive "systemic" reform (American Federation of Teachers, 2008; Garet et al., 2001). Learning Forward (2012), the international nonprofit association of learning educators, defines *professional development* as "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student

achievement." Professional development and learning links SWPBIS theory and research to organizational practice and outcomes.

Education leaders understand that significant, far-reaching improvements in schools require them to support schools in new ways. According to Neufeld and Roper (2003), districts and schools are recognizing,

> Enabling all students to learn at high levels requires professional development on a large-scale and a new way of delivering it. Leaders know that the traditional workshops, conferences, and courses do not provide ongoing, context-sensitive support that teachers and principals need to improve teaching and learning substantially. (p. iii)

Investing in high-quality professional development is the most effective way to transform schools and is a crucial step in improving academic and behavior achievement (Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009). Improvement in student outcomes is anchored in teacher learning.

Although we understand the importance of professional learning opportunities for educators, professional development trainings oftentimes carry a negative stigma. Darling-Hammond and colleagues (2009) describe some educator training as "episodic, myopic, and often meaningless, while spending millions of dollars" (p. 2). David and Cuban (2010) associate *professional development* with a dirty word among teachers because it has been associated with "wasted hours spent in 'spray and pray' or 'sit-n-git' workshops" (p. 145). These ineffective approaches, which have typically entailed training teachers to implement new practices through brief one-time workshops, are generally insufficient for effecting meaningful, sustained changes.

Sykes (1999) makes the connection between "superficial and fragmented" professional development and a lack of commitment and belief in the power of professional learning. Many teachers view new initiatives and policies as another swing of the pendulum, responding by saying, "This too will pass" (Darling-Hammond, 2010). McIntosh and colleagues (2011) captured this mentality in stating,

> When implementation is abandoned, there is a draining effect on enthusiasm for implementing change, and this energy can be replaced with cynicism when the next program is introduced. Eventually, hesitant staff realize that if they wait long enough, it is only a matter of time before the new program will join the others in a virtual graveyard of discontinued innovation. (p. 208)

Teachers are frequently accused of being resistant to change; however, is that such an irrational response?

Darling-Hammond (2010) identifies with teachers hesitant toward change in stating,

> We throw so many changes at teachers with such blistering speed that mandated changes come and go in the blink of an eye. And then the changes change – based on who the current superintendent is, which company came and sold the latest product, what the school board has decided to do now, what money is coming into the system and so on. So, for teachers who know that the latest change is only temporary, resistance is a rational response. (p. 43)

The goal is to strengthen the capacity of educators to deliver higher standards for every child. In order to improve student outcomes, both academic and behavior, we must bolster teacher skills, knowledge, and dispositions to ensure that every teacher is able to

teach increasingly diverse learners through skillful and effective instruction (Darling-Hammond & Sykes, 1999; The Teaching Commission, 2004).

Hawley and Valli (1999) describe the old versus the new (the ineffective versus the effective) paradigm of professional development in stating,

> In-service workshops that emphasize private, individual activity; are brief, often one-shot sessions; offer unrelated topics; rely on an external expert presenter; expect passive teacher-listeners; emphasize skill development; are atheoretical; and expect quick visible results. In contrast, in the new paradigm, staff development is a shared, public process; promotes sustained interaction; emphasizes substantive, school-related issues; relies on internal expertise; expects teachers to be active participants; emphasizes the why as well as the how of teaching; articulates a theoretical base; and anticipates that lasting change will be a slow process. (p. 134)

Comprehensive and supportive professional learning systems are needed to ensure that teachers understand and can implement core components of new practices with fidelity, adapt the practices to their specific contexts, and sustain them over time in real-world conditions.

## Elements of Effective Professional Development

The integrity of the implementation of a new process is highly related to the nature and quality of the professional development provided (Algozzine et al., 2012). In 2001, Garet and colleagues claimed, “Although lists of characteristics [of effective professional development] appear in the literature, there is little empirical evidence on the

extent to which these characteristics relate to positive outcomes for teachers and students" (p. 917).

In the spring, summer, and fall of 1998, Garet and colleagues surveyed a nationally representative sample of 1,027 teachers from 358 districts. The purpose of this study was to examine the relationship between features of professional development that had been identified in the literature and self-reported change in teachers' knowledge and skills and classroom teaching practices. The researchers (Garet et al., 2001) concluded, professional development's effectiveness increases when it is sustained over time and involves a substantial number of hours.

Garet et al. (2001) explained the culmination of these factors leads to higher levels of coherence, including connections to a teacher's goal and experiences, alignment with the standards, and professional communication with other teachers. This on-going teacher learning provides an opportunity for in-depth discussion of content, student conceptions and misconceptions, and pedagogical strategies. Professional development activities extended over time also allow teachers to plan for classroom implementation, to try out new practices in the classroom while being observed, to obtain feedback on their teaching, and to review student outcomes.

The study also concluded that activities that give greater emphasis on content and that are better connected to teachers' other professional development experiences and other reform efforts are more likely to produce enhanced knowledge and skills (Garet et al., 2001). Garet et al. (2001) claimed, "Teachers who experience professional development that is coherent – that is, connected to their other professional development experiences, aligned with standards and assessments, and fosters professional

communication – are more likely to change their practice" (p. 934). Teacher training that gives educators opportunities for hands-on work that is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively influence change in teacher practice.

Darling-Hammond and colleagues (2009) agreed with the findings of the study *What Makes Professional Development Effective* (Garet et al., 2001) in stating,

> Professional learning can have a powerful effect on teacher skills and knowledge and on student learning if it is sustained over time, focused on important content, and embedded in the work of professional learning communities that support ongoing improvements in teachers' practice. (p. 7)

Hawley and Valli (1999) outline eight characteristics of effective professional development. They believe professional development is more likely to result in substantive and lasting changes in knowledge, skills, and behaviors of educators and strengthen student learning when the teacher learning activities include these characteristics:

> *Principle One: Goals and Student Performance*. Professional development should be driven by analysis of the differences between goals and standards for student learning and student performance.
>
> *Principle Two: Teacher Involvement*. Professional development should involve learners (such as teachers) in the identification of what they need to learn and, when possible, in the development of the learning opportunity and the process to be used.

*Principle Three: School Based*. Professional development should be primarily school based and integral to school operations.

*Principle Four: Collaborative Problem Solving*. Professional development should provide learning opportunities that relate to individual needs but for the most part are organized around collaborative problem solving.

*Principle Five: Continuous and Supported*. Professional development should be continuous and ongoing, involving follow-up and support for further learning, including support from sources external to the school that can provide necessary resources and an outside perspective.

*Principle Six: Information Rich*. Professional development should incorporate evaluation of multiple sources of information on outcomes for students and processes that are involved in implementing the lessons learned through professional development.

*Principle Seven: Theoretical Understanding*. Professional development should provide opportunities to engage in developing a theoretical understanding of the knowledge and skills to be learned.

*Principle Eight: Part of a Comprehensive Change Process*. Professional development should be integrated with a comprehensive change process that deals with impediments to and facilitators of student learning. (Hawley & Valli, 1999)

Fogarty and Pete (2010) created the *Syllabus of Seven*, for professional learning. The authors indicate that the *Syllabus of Seven* "provides the heart and soul of sound, productive, professional learning that moves from the staff room to the classroom. These

seven protocols call for professional learning that is sustained, job-embedded, collegial, interactive, integrative, practical, and results-oriented" (Fogarty & Pete, 2010, p. 32). Fogarty and Pete (2010) state,

> When support is visible, available, and accessible all day, every day, the rate of success for implementing new initiatives increases phenomenally. When learners know that they can always find someone with the time and commitment to talk things through, when there is immediate and consistent help, the learners' efforts become more deliberate and focused. This support is the critical factor in maintaining the sustained efforts necessary for lasting change. (p. 33)

This job-embedded professional development can be realized through on-site peer coaching, expert coaching, teacher facilitators, and lead teachers.

Job-Embedded, Sustained Professional Development Provided by Coaches

In response to the urgent demand of quality instruction, schools across the nation are hiring instructional coaches to provide effective, job-embedded, and sustained professional learning opportunities (Knight, 2005). According to Neufeld and Roper (2003), to improve teachers' learning – and, in turn, their own practice and their students' learning – it requires professional development that is closely and explicitly tied to teachers' ongoing work. Coaching addresses that requirement.

Skiffington, Washburn, and Elliott (2011) elaborated on how coaching can fill the gap that exists in many professional development training in stating,

> Coaching has qualities lacking in other forms of professional development that are essential for teacher learning: it is practice-based, ongoing, individualized,

> reflective, and intensive, and it actually supports the translation of research into practice. It leads to measurable changes in teachers' practice and improvements in children's learning. (p. 13)

Coaching is considered practice-based and job-embedded professional development because it fosters local learning with structures and practices that are built into the on-going work of educators (Borman & Feger, 2006). Utilizing a coach to provide professional development also leads to differentiated learning opportunities based on the coachee's needs.

Definition of a Coach

What is an instructional coach? In reviewing the wide scope of literature, the definition of an instructional coach fluctuates. Coaching programs can be extremely varied because they tend to be designed to meet the contextual needs using local resources.

Knight (2005) defines an instructional coach as, "an on-site professional developer who teaches educators how to use proven teaching methods" (p. 17). Kester and Mann (2008) interpret the focus of a coach to be,

> On supporting teachers as they apply knowledge, develop skills, polish techniques, and deepen their understanding of content and instructional practices. Coaches help other teachers expand their teaching strategies, reflect on student thinking, design effective lessons for all the students in their classes, and use a variety of feedback on assessment data to assess and revise continuously. (p. 3)

Kinkead (2007) identifies the primary goal of a coach as "developing the capacity of teachers to implement best-practices instruction to meet the learning needs of all students

and to attain the school's goal" (p. 4). Spaulding and Smith (2012) describe a coach as "an on-site professional developer who works directly with teachers and staff on how to go about implementing research or evidence-based strategies and technique into their everyday classrooms" (p. x). In summary, an instructional coach facilitates differentiated professional development, working from individual's strengths, providing a vehicle for reflection with the goal of improvement in implementing evidence-based strategies to improve student outcomes.

Rationale for Coaching Programs

Joyce and Showers (1982) affirm the need for continuous professional refinement in comparing athletes and educators in stating,

> Perhaps the striking difference in training athletes and teachers is their initial assumptions. Athletes do not believe mastery will be achieved quickly or easily. They understand that enormous effort result in small increments of change. We, on the other hand, have often behaved as though teaching skills were so easily acquired that a simple presentation, one-day workshop, or single videotaped demonstration were sufficient to ensure successful classroom performance. (p. 8)

Showers and Joyce are considered the pioneers on the topic of peer and instructional coaching. They began their research by studying types of professional training. According to Joyce and Showers (1980), "Modeling, practice under simulated conditions, and practice in the classroom, combined with feedback, was the most productive training design" (p. 384).

In the early 1980s, Showers and Joyce investigated the hypothesis that coaching, following initial training, would result in much greater transfer than would training alone.

The results of their studies showed that teachers who had a coaching relationship, defined as teachers who shared aspects of teaching, planned together, and pooled their experiences, practiced new skills and strategies more frequently and applied them more appropriately than did their counterparts who worked alone to expand their skill set (Showers & Joyce, 1996).

In studying the various methods of training, Showers and Joyce (1996) focused on teacher outcomes. They found, exhibited in Table 4, that when training was provided through a presentation model, teachers left with an understanding of the content at 85 percent, a skill attainment of 15 percent, and they applied the content presented at the training in their own classrooms at a level of only five to ten percent. When the demonstration was provided in addition to the presentation, the understanding level stayed idle and skill attainment grew to 18 percent; however, only five to ten percent of the information was applied in their classroom settings. With a presentation, demonstration, and the supplement of practice and feedback, the understanding level was identical to the two previous methods, skill attainment grew to 80 percent, but the classroom application only rose to ten to 15 percent. A significant increase at all three levels, understanding, skill attainment, and application, was finally reached when training was comprised of a presentation, demonstration, and the opportunity for participants to practice and receive feedback and to obtain coaching. With the addition of a coaches' support, skills learned were implemented at a level of 80 to 90 percent. It is important to note that coaching in isolation will not produce the results above. Coaching has the highest impact when it is in addition to other methods of professional development training.

**Table 7: Impact of Various Methods of Training on Outcomes (Hattie, 2012, p. 64)**

| Component of Training | Understanding | Skill Attainment | Application |
|---|---|---|---|
| Presentation | 85% | 15% | 5-10% |
| Demonstration | 85% | 18% | 5-10% |
| Practice & Feedback | 85% | 80% | 10-15% |
| Coaching | 90% | 90% | 80-90% |

Joyce and Showers (1982) give a synopsis to their findings in stating,

> The development of skill by itself does not ensure transfer, relatively few teachers, having obtained skill in a new approach, will then transfer that skill into their active repertoire and use the new approach regularly and sensibly unless they receive additional information. However, when the coaching component is added and implemented effectively, most (probably nearly all) teachers will begin to transfer the new model into their active repertoire. (p. 5)

Hattie (2012) agrees with Showers and Joyce's (1996) results in defining coaching as, "The deliberate actions to help the adults to get the results from the students – often by helping teachers to interpret evidence about the effect of their actions, and providing them with choices to more effectively gain the effects" (p. 64). Coaches provide objective feedback needed to nourish teachers' growth.

Knight and Cornett (2009) conducted a study to evaluate instructional coaches' impact on teachers implementing the proven practices they learned in a professional development workshop and if instructional coaches impacted the quality of teacher implementation of new teaching practices. Knight and Cornett (2009) found the following:

> Teachers who were supported by an instructional coach used the teaching routines more than teachers who only attended a professional development workshop. Also, teachers who were supported by an instructional coach demonstrated the four teaching practices of high quality implementation more frequently than teachers who were not supported by an instructional coach. (p. 14)

The use of effective coaching systems can lead to higher implementation fidelity to scientifically proven instructional practices and promote positive conversations in schools, making an important contribution to school reform.

### The Work and Characteristics of Coaches

Just as the definitions of a [instructional] coach vary, so do the programs in which they work. Local officials define coaches' goals differently, depending on their unique context and their reform and professional development goals (Kowal & Steiner, 2007). In some cases, the coach remains a part-time teacher and may be viewed more as a teacher-leader to his or her peers.

Generally, a coach is responsible for: (a) providing instruction and modeling appropriate instructional techniques in the process, (b) leading teacher meetings and facilitating professional learning communities, (c) providing his or her own and facilitating teachers' feedback to other teachers, (d) leading group evaluation of the evidence of effectiveness, and (e) instituting continuous improvement practices (Kester & Mann, 2008). The guiding goals for coaches are to:

- Build trusting relationships to open possibility for new learning

- Develop safe environments for collegial conversations on teaching practices
- Build teacher understanding and use of highly effective, research-based instructional practices
- Support teachers as they implement new instructional practices
- Promote schoolwide common experiences, knowledge, vision, and language
- Facilitate instructional alignment
- Facilitate implementation of the School Improvement Plan
- Develop leadership skills in others to sustain achievement of academic goals
- Provide professional development activities for teachers (Kinkead, 2007)

Kinkead (2007) outlines the following necessary characteristics for a coach to embody in order to be effective:

a) Dedicated to lifelong learning and continued personal and professional growth
b) Believes all staff seek to make positive differences in their students' education
c) Believes everyone the capacity and desire for growth
d) Acts as a facilitative growth agent and an equal partner in learning
e) Holds high expectations for self and others
f) Maintains focus on "positive" and on "potential"
g) Recognizes that all learners benefit from reflection and feedback

h) Seeks feedback on practice; is reflective and coachable

i) Accepts responsibility to effect change

j) Manages time effectively (p. 6)

Spaulding and Smith (2012) explain, “The instructional coach is truly a facilitator and not the dispenser of knowledge” (p. 87). Lines between the role of a coach, a consult, and a collaborative relationship must be clearly defined, as actions of the instructional specialist are often mislabeled.

Lipton and Wellman (2003) make the clear delineation between the focus when consulting, collaborating, and coaching in stating, “In the consulting stance, the instructional specialist supplies information, identifies and analyzes gaps, suggests solutions, thinks aloud about cause-and-effect relationships, and makes connections to principles of practice” (p. 32). The consultant serves as the information specialist about the content and/or process based upon their greater experience, broader knowledge, and wider repertoire (Costa & Garmston, 2002). The consultant stance must be used cautiously because with overuse it can build dependency on the consultant to do the problem solving rather than increasing the capacity of the teacher.

Lipton and Wellman (2007) describe the collaborative stance as one where “the instructional specialist and teacher co-develop ideas and co-analyze situations, work products, and other data, once they have clarified the problem” (p. 32). In collaboration, both parties are equally involved in shared analysis, problem-solving, decision-making, and reflection (Lipton & Wellman, 2010).

Distinctive from both the consultant and collaborative stance, in a coaching relationship the teacher is the primary source of information and analysis, while the coach

supports the teacher's awareness, idea production, and the exploration of choices, possibilities, and connections (Lipton & Wellman, 2007). Scott and Martinek (2006) mimic this perspective in stating, "The role of the coach is not to rescue but to provide support in a manner that creates capacity within the school" (p. 166). The outcomes of coaching is to increase the teacher's expertise in planning, reflecting on practice, and decision making (Lipton & Wellman, 2003, 2010).

It is not the responsibility of the coach to "fix" the teacher or to give the answers. Spaulding and Smith (2012) explain when mandates are given by the coach and undertaken by the teacher, the changes are not sustainable. "They are done to appease someone else, and the moment that individual is out of the picture, the original practice returns" (Spaulding & Smith, 2012, p. 83). Consultants and coaches work at opposite ends of the spectrum. Consultants issue information while coaches encourage reflection and problem solving.

### The Importance of Administrative Support

Coaching does not occur in a vacuum. It must be embedded in the district's overarching reform strategy and professional development plan for increasing the quality of teaching and learning. It is the local administrators' responsibility to design coaching programs that have the greatest potential to improve classroom instruction and, in turn, increase student learning (Kowal & Steiner, 2007). Neufeld and Roper (2003) believe, "Only if the district shapes the coaches' role, focuses the coaches' work around the district's goals, and articulates the connection between that work and the schools' overall reform strategy can coaching be effective" (p. 15). Coaching is not a Band-Aid to cover

ineffective practices. Coaching must reside in a system where all partners understand the blueprint and its rationale and overarching objective.

According to Neufeld and Roper (2003), in order for coaching to be effective, district leaders need to:

a) Provide a clear, explicit, and continuing support for the coaching program
b) Understand the reform in which schools are engaged and possess the knowledge and skill with which to support schools in implementing them
c) Ensure that the coaches have well-specified roles and make coaches' roles and responsibilities clear to all of the districts' educators
d) Provide principals with professional development that enables them to create a school culture in which coaching is both routine and safe
e) Ensure that the process of selecting coaches at the district and school levels is rigorous and fair and results in hiring of coaches who will be credible to the teachers and principals with whom they work

Saphier and West (2010) confirm, "The role of the coach must be construed as a change agent and culture builder for professional learning of all adults in the building" (p. 50). Administrators must clarify to teachers that their interactions with the coach are focused on improving practice. Faculty perception of the purpose of the instructional coach is vital to the success of the initiative (Spaulding & Smith, 2012). There must be a clear understanding that coach-teacher interactions are in no way evaluative, and the information developed in the coaching relationship between the coach and teacher will not be communicated outside that circle.

Schoolwide changes take time and sustained commitment. According to Kinkead (2007), “Determining well-defined roles and responsibilities from the outset will support coaches’ work by ensuring additional responsibilities are not included that would dilute the instructional focus and collaborative time” (p. 12). If administrators or decision makers do not understand how to establish effective coaching systems, they risk spending precious dollars that have little or no effect on staff performance and student achievement.

### Professional Development for Coaches

Coaching, like teaching, is not a routine activity. Neufeld and Roper (2003) reason, “To accomplish such work, coaches require professional development of their own so that they can improve their knowledge and skills to tailor their coaching to the needs of the teachers and schools with which they work” (p. 11). The work of coaches must parallel the established goals and be responsive to the diverse needs of the learners, who in this case, are the teachers.

Effective professional development for coaches must include time for coaches to network with other coaches and practice the coaching skills introduced at the training (Kester & Mann, 2008). In order to increase coaching capacity, it essential for these professional learning events to: (a) enhance coaching skills, remaining current with content reform, (b) enhance collegial support, and (c) offer the opportunity for peer observations of coaching practices, which includes time for reflection on personal growth (Kinkead, 2007).

Effective professional development opportunities for the coach is one critical element in creating a coaching system where the coach serves as a conduit for

information, ideas, and materials consistent with the school's mission and efforts to improve.

## Professional Development for Sustainable SWPBIS Implementation

The basic logic of SWPBIS and essential features within, such as teaching expected behaviors and providing high rates of positive feedback, have been clearly linked to improved student outcomes. The remaining challenge is to build capacity within school buildings to assist with the development, implementation, problem solving to overcome implementation barriers, and maintenance of school team efforts to allow schools to build a complete continuum of behavioral supports (Lewis, Barrett, Sugai, & Horner, 2010). As mentioned previously, good ideas are easy to come by; the challenge is getting them to stick.

High quality implementation of SWPBIS begins with professional development and focused support (Algozzine et al., 2010). Rather than following the long-standing model within education of relying on outside "experts" to deliver training and provide on-going technical assistance, SWPBIS stresses building "expertise" and capacity across all educators within a school through the problem solving team model (Lewis et al., 2010). Klingner et al. (2013) pronounce, "Ownership of the practice must shift so that others no longer perceive it to be an extremely driven initiative that outsiders control; but it instead becomes an internally managed effort, maintained by the districts, schools, and teachers who are implementing it" (p. 196).

In order to build expertise across a wide range of teachers, administrators, and staff, schools must build a corresponding process that has the capacity to deliver quality training and provide on-going technical assistance (Lewis et al., 2010). This professional

development is outlined in the SWPBIS Implementation Blueprint (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010). The SWPBIS Implementation Blueprint guides districts and states in supporting schools as they scale up their implementation.

Phases of Implementation

Prior to providing training or technical assistance to a school team, the school's level of readiness for the content and process must be assessed. Fixsen, Naoom, Blasé, Friedman, and Wallace (2005) affirm that the successful implementation of a complex process like SWPBIS involves school teams progressing through five phases (Lewis et al., 2010). Below, in Table 5, is an overview of the phases of implementation linked to the continuum of SWPBIS implementation with examples of professional development focal points.

**Table 8: Stages and Focal Points of SWPBIS Professional Development (Lewis et al., 2010)**

| ***Phase of Implementation*** | ***School Team Implementation Target*** | | |
|---|---|---|---|
| | **Universal** | **Tier II** | **Tier III** |
| Exploration and Adoption | *What is SWPBIS and how will it address our concerns?* | *What do we need to have in place to start a Tier II system?* | *What do we need to have in place to start a Tier III system?* |
| Installation | *What are the essential features of SWPBIS and how do we put SWPBIS in place?* | *Tier II team established and interventions based on data targeted.* | *Tier III team established and assessment intervention development process developed.* |
| Initial Implementation | *Put minimal features in place such as teaching expectations.* | *One or two Tier II interventions in place.* | *Basic FBA- PBS process in place with some community connections.* |
| Full Implementation | *All components of universals in place.* | *Tier II process and range of interventions in place.* | *Tier III process and range of interventions in place.* |
| Innovation & Sustainability | *Universal process and supports annually reviewed and revised based on data.* | *Tier II process and supports annually reviewed and revised based on data.* | *Tier III process and supports annually reviewed and revised based on data.* |

Lewis and colleagues (2010) elaborate on each phase in stating,

> *Exploration and Adoption* focuses on gaining agreement within the school to pursue a change in practice and self-assessment capacity to implement. *Installation* focuses on initial systems, data-decisions, and practices that will be required to implement SWPBIS to the degree change in student behavior is evident. *Initial Implementation* typically targets an element within the tier to

> allow all within the school to begin implementation on a manageable scale. *Full Implementation* translates into all systemic components and a range of interventions are in place and that are responsive to patterns noted within the school's data. *Innovation and Sustainability* reflects the school team's ability to continue to revise and update practices and systems to sustain student outcomes within each tier in response to changes in student behaviors, significant staff or administration turn-over, or other challenges that often derail school implementation efforts. (p. 6)

The focus across all professional development activities is on providing school teams with the core knowledge across the continuum to foster implementation fidelity and measureable student outcomes.

Information gleaned from implementation science on the adoption of practices in real work settings needs to be utilized when creating professional learning opportunities. Odom, Cox, and Brock (2013) assert,

> Blending knowledge about efficacious intervention practices available from the science literature with knowledge from implementation science that supports the adoption and use of innovation in real work settings can establish an enlightened system of professional development. Such a system requires planning for and commitment to an infrastructure of support at the state and community levels, direct training for service providers, and ongoing coaching and technical assistance to support teachers in their quality improvement. (p. 248)

Cook and Odom (2013) identify a direct correlation between the attention shown to the principles of intervention science and SWPBIS's extensive, sustained, and effective application.

SWPBIS Professional Development: Delivery and Content

Regardless of the phase of implementation, SWPBIS professional development should include effective practices that promote understanding and implementation in the school setting. However, SWPBIS professional development and technical assistance may vary due to the size of the initial and ongoing implementation efforts, funding sources, types of resources available, level of involvement of the state and local agencies, individuals leading technical assistance efforts, and local and state policies and procedures (Freeman et al., 2009). Although variations exist, Freeman and colleagues (2009) identify the following five common SWPBIS professional development features:

1. Identifying a process to carefully screen and secure commitment of key personnel involved in professional development training and implementation activities
2. Building a network of professionals who provide local expertise and follow-up support over time, contributing to a sustainable professional development infrastructure at the school/district level
3. Designing professional development strategies that are based on the SWPBIS systems established within the school/district
4. Distributing training opportunities over time

5. Providing professional development using adult learning strategies and a curriculum that includes easy-to-access tools, materials, and processes (p. 617)

All professional development activities should produce measureable outcomes that reflect fidelity of implementation and desirable student outcomes. Lewis and colleagues (2010) believe,

> Failure to take into account these two fundamental professional building blocks, will most likely result in school teams taking on too much too soon, losing interest among teams if training does not move them forward when they are ready, or failing to follow-through with essential features all resulting in limited implementation integrity and limited student benefit. (p. 7)

Florida's Positive Behavior Support Project (2011) recommends interactive training methods such as role playing and modeling, experiential activities in a wide variety of settings, coaching and performance feedback, and the linking of practices to student outcomes with ongoing support. The goal is for professional development participants to acquire the needed skills and the ability to transfer those skills to daily use.

The content of the training varies and is dependent on the level or tier being implemented within the school. At Tier1, the Universal Tier, professional development training content should include the following:

- Team training of specific primary components of Tier 1
- Practicing data-based problem solving
- Assessing "readiness" for implementation
- Progress monitoring and modifying interventions schoolwide

- Measuring outcomes and fidelity of Tier 1 implementation (Florida's Positive Behavior Support Project, 2011; Lewis et al., 2010)

At Tier 2, training content should build on Tier 1 content but expand to include the following:

- Identification of students
- Advanced progress monitoring
- Identification of interventions that match the functions of behavior and the individual needs of students
- Specific training on identified interventions
- Measuring outcomes and fidelity of Tier 2 implementation (Florida's Positive Behavior Support Project, 2011; Lewis et al., 2010)

At Tier 3, training content and intensity are contingent upon the unique roles of personnel in the implementation of individualized interventions. Tier 3 models should build on Tier 2 but expand to include, at a minimum, the following:

- Principles of theory underlying intervention (e.g., applied behavior analysis principles for function-based behavior intervention plans)
- Completion of functional behavior assessments (FBAs) and behavior intervention plans
- Monitoring and evaluating intervention plans and modifying or extending the plan based on data
- Coaching skills to support implementation
- Methods of measuring fidelity at two levels: (1) Tier 3 process and activities are implemented as intended by the Tier 3 team, and (2)

Intervention plan the team developed is implemented with the student as intended (Florida's Positive Behavior Support Project, 2011; Lewis et al., 2010)

The content for all three tiers should be organized in short modules with clearly defined outcomes and follow the basic steps of (1) definition, key components of essential features, (2) range of examples of essential features, (3) opportunity for general questions/clarifications, and (4) opportunity for school team to apply information through a structured activity that leads to clear outcome (Lewis et al., 2010).

SWPBIS Professional Development Trainers

It is imperative that the SWPBIS professional development trainers develop fluency with the essential content features of the behavior framework (Lewis et al., 2010). Beyond the content, trainers must have articulacy with presentation skills, such as facilitating active learning activities and team work time, fostering community building, and nurturing the sustained use of adopted practices (Klingner et al., 2013; Lewis et al., 2010). To optimize effectiveness and usefulness, Freeman and colleagues (2009) argue SWPBIS professional development providers must understand,

(a) Foundational principles that define high-quality professional development
(b) Need to match professional development based on the roles of the SWPBIS implementers and the contextual features (resources, skills, and values) of each school, district, state, or region
(c) How to differentiate the training based on the needs of the school-based team implementing SWPBIS

It is the trainer's responsibility to design and facilitate professional learning opportunities that lead teams to building their own internal capacity to implement SWPBIS with fidelity.

SWPBIS Coaches

A core feature of SWPBIS implementation is development of the coaching and training capacity needed to ensure high fidelity of implementation, SWPBIS adaptation to local culture, and sustained implementation within on-going educational advances (Algozzine et al., 2010). The role of a coach, one who provides contextualized and embedded support, has been documented as an important support to enable quality implementation of research-based practices (Fixsen et al., 2005; Harn et al., 2013; Knight & Cornett, 2009).

Coaching capacity refers to the system's ability to organize personnel and resources for facilitating, assisting, maintaining, and adapting local school training implementation efforts (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010). The OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports (2010) outlines the following guiding principles for establishing coaching capacity:

- Each school team should have access to coaching support.
- On-going district support is needed to maintain coaching activities.
- Coaches must have experience with school team implementation and problem solving.

- Coaches' training and experiences must be linked with school team training and implementation. (p. 88)

The coach's primary function is to maintain fidelity of implementation following SWPBIS professional development training (George et al., 2009). Within the SWPBIS professional development process, two types of technical assistance or "coaching" are recommended: external and internal coaches. The primary role of external coaches is to provide individual school teams with technical assistance. Typically, external coaches, similar to the role of a consultant, have experience with the SWPBIS process and encompass behavioral expertise beyond most district faculty and staff.

Internal coaches are school building-based personnel who receive additional training to serve as a direct resource to his/her colleagues on the SWPBIS leadership team (Lewis et al., 2010). Internal SWPBIS coaches generally engage in coaching activities as a part-time or sideline function of their primary position (Scott & Martinek, 2006). These school-based coaches serve as information sources for the school team during SWPBIS meetings, the point person between the school team and external coach, and a spokesperson to ask for additional assistance. They provide SWPIS leadership within the school building and assist with problem solving.

Coaching is a critical process essential to sustaining the accurate implementation of SWPBIS. Florida's Positive Behavior Support Project (2011) has designated the following responsibilities for coaches:

- Creating a positive, supportive environment for the team to function
- Creating and ensuring structure in the school and team system
- Gaining team consensus for decision making

- Ensuring development and implementation of an SWPBIS action plan
- Guiding the problem solving process
- Providing tools for training, evaluation, and monitoring

Promoting active learning by using probes to assess understanding, modeling actions/activities, role-playing, providing scripts and detailed action plans of implementation and providing feedback, and providing scaffolded support that builds on current knowledge with the goal of increasing skill capacity are all examples of strategies employed by SWPBIS coaches (Florida's Positive Behavior Support Project, 2011).

Handler and colleagues (2007) describe the SWPBIS coach as "someone with technical skills and as a cheerleader who helps remind teams of the overall vision and specific details necessary for the team to stay on track" (p 36). It is also important to remember that the coach is not there to "fix" the system, but to provide support in a manner that creates capacity within the school (Scott & Martinek, 2006).

Barrett et al. (2008) link Maryland's success with SWPBIS implementation to the state's "coaching capacity" and elaborate in stating,

> The onsite technical assistance and staff development activities provided by the PBIS behavior support coaches have been essential to the development of high-fidelity implementation of the schoolwide program as well as more intensive group- and individual-level services, programs, and supports. This investment in the universal systems of support and behavior support coaches has resulted in a sustainable schoolwide PBIS infrastructure and the scaffolding for future school-based prevention efforts focused on students with higher needs. (p. 113)

When coupled with a systems-approach, coaching can lead to sustainable improvements across a school.

Barriers and Facilitators in Implementing SWPBIS

According to Kincaid, Childs, Blasé, and Wallace (2007), although there is a rich research base on factors affecting the successful implementation of evidence-based programs, there is a lack of research related to factors affecting the successful implementation of SWPBIS strategies. Generalizable implementation factors are not yet fully understood. As a result, "Understanding variables related to implementation will be useful not only for SWPBIS scale-up but also for other evidence-based prevention and intervention programs that are being broadly implemented" (p. 175).

A common question found in recent literature is, "Why is SWPBIS successfully implemented in one school but not in another?" (Kincaid et al., 2007). Kincaid and colleagues (2007) believe, "High-implementing (HI) and low-implementing (LI) schools may experience different barriers and facilitators, or they may experience very similar barriers and facilitators but may differ in their use in effective strategies to overcome barriers and maximize facilitators" (p. 175).

Kincaid et al. (2007) set out to uncover data to more effectively align their resources to address the issues and needs identified by schools, for targeting their support to the differing issues faced by HI and LI schools, and to learn more appropriate ways to impact the implementation efforts in a variety of school environments. Their findings indicated that staff buy-in, data, inconsistency, and reward systems were the top four barrier themes (Kincaid et al., 2007). District support, SWPBIS support, use of data,

school-level trainings, and communication were the top five facilitator themes for SWPBIS implementation (Kincaid et al., 2007).

Lohrmann, Forman, Martin, and Palmieri (2008) focused their research on understanding school personnel's resistance to the adoption of the Universal Tier of SWPBIS. Lohrmann and colleagues (2008) feel that although there is a large number of schools implementing SWPBIS, there is little research examining the process and critical features of implementation. More specifically, these researchers were interested in how SWPBIS was being accepted and adopted by school personnel or what contributes to or inhibited sustainability (Lohrmann et. al., 2008).

Lohrmann and colleagues (2008) found the following the following barriers led to staff resistance in implementing SWPBIS: (1) lack of administrative direction and leadership, (2) skepticism amongst staff that the universal intervention is needed, (3) a sense of hopelessness among staff about the possibility of improvement, (4) staff's philosophical differences with SWPBIS, and (5) staff lacked the degree of comfort and security necessary to be willing to risk making any kind of change. Although this information adds the growing body of research supporting SWPBIS implementation, Lohrmann and colleagues (2008) feel future research should address: (a) what strategies would be beneficial for preventing and transforming resistance, and (b) how does the team work together in productive ways, even when they are faced with barrier conditions?

Recently, in 2013, Lohrmann, Martin, and Patil analyzed external and internal SWPBIS coaches' perspectives about overcoming barriers to the implementation of

universal behavior interventions. In analyzing their data, Lohrmann and colleagues (2013) found the following emerging barriers:

- Implementation was not worth the effort. Staff felt this implementation was "one more thing that had to be done without the value of a meaningful payoff" (p. 30).
- Teaching and reinforcing social barriers were not acceptable. Staff perceived students, particularly at the middle level, as being old enough to know what is expected of them (p. 31).
- Administrative participation was a problem. The work of the team was complicated because administrative support was a "moving target" (p. 32).
- Staff and administrators did not sufficiently understand PBIS. The result of not having a strong foundation of knowledge was that the basic principles of PBIS were not well understood, misconceptions were formed, and implementation suffered (p. 33).
- Climate of low morale and motivation. Low staff and morale and motivation contributed to why staff expressed resistance to implementation (p. 33).
- The administrator indirectly sanctioned "opting out." Administrator support (or lack thereof) seems to play double duty also serving as a contributor to why staff fail to consistently implement (p. 33).

Overall, the lack of administrative support rose to the number one barrier encountered by participants. Lohrmann et al. (2013) suggest the need for further research to establish guidance for how to provide implementation support with schools that are high risk for poor implementation outcomes. "The amount, type, and intensity of support needed to

overcome pervasive and enduring obstacles remains an important questions for future research" (Lohrmann et al., 2013, p. 37)

## Summary

Schools need practical and proven methods for improving academic and social behavior. It is difficult for teachers to teach and for children to learn when problem behavior interferes with instruction (Algozzine et al., 2012). Schoolwide Positive Behavior Interventions and Supports is a contextually flexible, research-based decision-making framework that, when implemented with fidelity, remedies the current concerns of educators.

Shown to result in the desired changes in student and staff behavior, SWPBIS is a systems-level, positive, and preventative approach (Simonsen et al., 2012). This prevention model draws upon behavioral, social learning, and organizational principles. It is conceptualized as the redesign of environments, rather than the redesign of individuals (McIntosh et al., 2006). SWPBIS schools focus on creating improved systems (e.g., discipline, reinforcement, and data management) and procedures (e.g., office referrals, training, leadership) to promote positive changes in staff and student behavior in all school contexts, classroom and nonclassroom (Bradshaw & Pas, 2011). Following the three-tiered instructional model, the goal is to prevent disruptive and problem behavior by developing universal, targeted, and intensive systems of interventions and positive behavior support. Children who do not respond adequately to the universal system will be supported with more individualized interventions to meet their needs.

Successful application of SWPBIS by administration, staff, and a leadership team requires both effective professional development training and technical assistance

provided by SWPBIS coaches. This approach is currently being implemented in over 18,200 schools (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2013).

In order to implement SWPBIS with fidelity, scale-up the process, and sustain the effective practices, a system must be established and continuously verified through data-based decision making. This is system must be grounded in effective and research-validated practices at each system's level. The following chapter will provide an explanation of the research methods utilized to uncover the school level practices performed at the two research sites.

# CHAPTER THREE: METHODS

This chapter provides a basis and description of the methods utilized in this research design. The role of the researcher and the rationale for chosen research sites is described, along with procedures used for data collection and analysis.

The purpose of this study was to identify why one school was able to implement the Universal Tier of SWPBIS with fidelity while another school struggled to do so. Using qualitative methods, four fundamental questions framed my research:

1. Why was one Idaho school able to implement the Universal Tier of SWPBIS with a high degree of fidelity, while a comparable school achieved a low level of implementation fidelity?
2. How did practices compare at a school implementing with high fidelity to a school implementing with a low level of fidelity of SWPBIS?
3. What were the barriers the schools faced in implementing SWPBIS?
4. What were the facilitators for the schools in implementing SWPBIS?

For this study, *barriers* are defined as the components of the implementation process that inhibited the successful application of the Universal Tier of SWPBIS. Implementation *facilitators* are the elements that worked as catalysts to positively affect the successful implementation of the SWPBIS framework.

As a qualitative researcher, I worked under the paradigm that social reality is constructed by the participants in it (Gall et al., 1999). According to Hancock and

Algozzine (2011), “Qualitative research attempts to explore a host of factors that may be influencing a situation” (p. 9). As a case study, this research is conducted to shed light on a particular phenomenon (Bogdan & Biklen, 2007). The phenomenon I investigated is the implementation of SWPBIS with high fidelity.

In alignment with Bogdan and Biklen’s (2007) recommendations, multiple sources of data were utilized to form an in-depth understanding of the schools’ practices. The data was collected over an extended period of time using several methods of data collection (Gall et al., 1999). Interviews served as critical data sources. Archived documents were also retrieved, including discipline data, staff behavioral data, school plans for improvement, school handbooks, SWPBIS action plans, behavioral lesson plans and matrixes, Office Discipline Referral documents, and additional information collected through the completion of the Team Implementation Checklist (TIC 3.1) and the Schoolwide Evaluation Tool 2.1. Information gained through my experiences in working with the schools and visiting the school sites was obtained to paint a more comprehensive picture of each school’s implementation process.

The analysis focused on implementers’ practices, which are the “coordinated activities of individuals and groups in doing their ‘real work’ as it is informed by a particular organizational or group context” (Cook & Brown, 1999, p. 386). Data was collected at the macro-level, considered “zooming out,” to identify the overarching implementation practices of SWPBIS being applied in the schools (Little, 2012).

Micro-level data, associated with “zooming in,” was collected and analyzed to expose the actual practices staff employ to implement SWPBIS (Little, 2012). To shine light on these micro-level practices, it was critical to expose the implementation *barriers*,

elements inhibiting the process, and the *facilitators*, components promoting the process. In "zooming in," it was my objective to "overcome the limitations of focusing solely on discrete events by locating them within the broader landscape of activity and relationships within the school" (Little, 2012, p. 162).

## The Qualitative Paradigm

Different types of research questions are best answered by different types of study employing appropriate methods (Leitch, Hill, & Harrison, 2010). The status of the implementation of SWPBIS is a practice-based discipline and its knowledge is bounded by it contextual nature. In alignment, qualitative research was the most effective and efficient methodology to utilize in this investigation. Qualitative research aims to help us understand the world in which we live and why things are the way they are (Joubish, Khurram, Ahmed, Fatima, & Haider, 2011). According to Joubish et al. (2011), "The reasoning process used in qualitative research involves perceptually putting pieces together to make wholes. From this process meaning is produced" (p. 2082).

As a qualitative researcher, I investigated utilizing a specific paradigm that matched my objective and provided a framework to address the research questions. Taking the interpretative (also labeled "constructivist") position, I have worked in the realm of pluralistic, interpretive, open-ended, and contextualized (e.g., sensitive to place and situation) perspectives toward reality (Creswell & Miller, 2000). This has enabled me to look at the variables, the implementation practices, in their natural setting.

Multiple-Case Study

Under the umbrella of qualitative research, researchers conduct case studies in order to describe, explain, or evaluate particular social phenomena in their natural setting (Gall et al., 1999). Yin (2009) defines a case study as an empirical inquiry that "investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). Yin (2009) elaborated on case studies in stating,

> The case study inquiry: (a) copes with the technically distinctive situation in which there will be many more variables of interest than data points, (b) relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and (c) benefits from the prior development of theoretical propositions to guide data collection and analysis. (p. 18)

The use of case studies has a distinct advantage over other methods if the research questions are asking "how" or "why" (Yin, 2009), which aligned with this study's questions. Through this study, I explored and depicted the settings with the intention of advancing the understanding of both research sites.

I included the study of two units of analysis (the practices of two schools), making it a multiple-case study. I studied each school individually for emerging themes. I compared and contrasted those themes resulting in a theory that may aid in the prediction of why a school may have certain results, whereas another school with diffing practices will have contrasting results in the implementation of SWPBIS. This multiple-case study may also be labeled a "two-tailed" design in which cases from both extremes of

implementation fidelity, offering contrasting situations, have been chosen (Yin, 2009). Yin (2009) advocates the use of multiple-case studies in stating,

> Even if you can do a 'two-case' case study, your chances of doing a good case study will be better than using a single-case design. Single-case designs are vulnerable if only because you will have put 'all of your eggs in one basket.' Analytic conclusions independently arising from two cases, as with two experiments, will be more powerful than those coming from a single case (or single experiment) alone. (p. 61)

In summary, evidence from multiple cases is often considered more compelling, and the overall study is therefore regarded as being more robust.

As the researcher, I have provided a rich description of the phenomenon, the implementation of SWPBIS, through recreating the two modes of implementation as it was established in its context. With the description, I have looked for emerging themes as to how and why each school was able to implement with or without fidelity. As themes emerged, patterns of practice began to take shape to create a theory of macro- and micro-level practices that lead to high implementation fidelity of SWPBIS. The goal was to illustrate a case study capable of giving the readers the vicarious experience of "being there" so that they can share in the interpretation of the case (Cousin, 2005).

Working from the interpretivist perspective, I have embraced the complex world of the two participating schools, viewing the research environments holistically to gain access to the participants' realities and perceptions. According to Guba and Lincoln (1994), qualitative research is considered to be a "human construction" and "no construction is or can be incontrovertibly right" (p. 108). Hancock and Algozzine (2011)

agree with this characteristic of qualitative research in stating, “Case study research is generally more exploratory than confirmatory; that is, the case study researcher normally seeks to identify themes or categories of behavior and events rather than prove relationships or test hypothesis” (p. 16). I relied on persuasiveness and utility rather than proof in arguing the findings, aspiring to predict probability in the terms of “may” rather than “will” (Cousin, 2005).

Following the guidance of Bogdan and Biklen (2007), my steps of developing this theory were,

1. Begin collecting data.
2. Look for key issues, recurrent events, or activities in the data that become categories of focus.
3. Collect data that provide many incidents of the categories of focus, with an eye to seeing the diversity of the dimensions under the categories.
4. Write about the categories expored, attempting to describe and account for all incidents in the data while continually searching for new incidents.
5. Work with the data and emerging model to discover basic social processes and relationships.
6. Engage in sampling, coding, and writing as the analysis focus on the core categories. (p. 75)

This process was organic and continual, with the analysis doubling back to more data collection and coding. Throughout the process, I worked as the primary collector, measurer, and analyzer of the incoming information.

## The Researcher's Role

In qualitative research, the investigator's role is one of an active learner who tells the story from the participants' view rather than as an expert who passes judgment on participants (Joubish et. al., 2011). Furthering this view, Gall and colleagues (1999) suggest, "Researchers themselves are the primary measuring instruments, relying heavily on personal observation, empathy, intuition, judgment, and other psychological processes to grasp the meaning of the phenomenon as it is experienced by the individuals and groups in the field" (p. 298). Working as the key instrument, I constantly made decisions about what is, or is not, within the constructed bounds of relevancy (Dyson, 1995).

As the researcher, I have practiced reflexivity – the analysis of my own role as the constructor and interpreter of the social reality being studied (Gall et al., 1999). Through reflexivity, I was able to better untangle my personal and theoretical commitments in order to scrutinize ethics and epistemology (Kleinsasser, 2000). Bogdan and Biklen (2007) advise,

> Acknowledge that no matter how much you try, you cannot divorce your research and writing from your past experiences, what you believe, and what you value. Being a clean slate is neither possible nor desirable. The goal is to become more reflective and conscious of how who you are may shape and enrich what you do, not to eliminate it. (p. 38)

Recognizing my stance and my role as the sole instrument of this qualitative inquiry, I realized the quality of this research heavily resided on my shoulders. My goal was to better understand the human behavior and experience of implementing SWPBIS. I have pursued to grasp and explain the processes by which people construct meaning and to

describe what those meanings are (Bogdan & Biklen, 2007). This procedure was inductive, with a descriptive outcome.

Differing from the quantitative paradigm of research, where the researcher takes an objective, detached stance toward research participants and their setting (Gall et al., 1999), I have been personally involved with the research participants. This not only aligned with my personality and chosen epistemology, but also with the position I currently hold in the field of education.

I have worked in education for more than ten years, holding a variety of positions such as a classroom teacher, instructional coach, professional development facilitator, and consultant. Presently, I work at Boise State University for the Center of School Improvement and Policy Studies, housed in the College of Education. As the Special Education Statewide Technical Assistance (SESTA) Coordinator, I manage the Schoolwide Positive Behavior Interventions and Supports (SWPBIS) program for the state of Idaho. I lead Idaho's PBIS state leadership team and am responsible for marketing the program, creating all training materials, facilitating trainings, providing and coordinating technical assistance to Idaho schools implementing SWPBIS, and scaling-up the program to where it reaches all students in all Idaho schools. To summarize, I am deeply vested in the implementation process of SWPBIS.

I am quick to admit my bias towards the importance of implementing SWPBIS, for both students and staff. Although I could swiftly identify the outcomes I would prefer to see, I entered this research as an active learner. In order for Idaho schools to successfully implement SWPBIS, we must be armed with knowledge of the essential practices required by school staff. I was committed to investigate how a school is able to

implement the program with fidelity. I sought to understand the practices, both in theory (macro-level) and application (micro-level), that have led one of the participating schools to execute the program's critical features as they were intended to be employed. I believe just as much can be learned from the school that has struggled with implementation. What practices was it lacking or unable to exercise?

## Context of SWPBIS in Idaho

SWPBIS was first established in the state of Idaho in 2008 by the Special Education State Director, and funded through the Office of Special Education Programs (OSEP). SWPBIS was housed at the Center on Disabilities and Human Development (CDHD) at the University of Idaho. This project was funded through money received from the U.S. Department of Education, routed through OSEP.

In 2009, Directors from the Idaho State Department of Education sought to improve the quality of PBIS services and the number of schools and districts supported by the project. Later that year, the PBIS project was incorporated into the newly formed Special Education Statewide Technical Assistance (SESTA) program at the Center of School Improvement and Policy Studies at Boise State University. Today, the project continues to be funded through Part B of the IDEA Grant and is a project of the SESTA branch of the Center of School Improvement and Policy Studies.

Executives from the Idaho State Department of Education felt housing the PBIS project at the Center of School Improvement and Policy Studies was a much better fit than routing it directly through the Department of Education. Since its beginning in 1997, the Center for School Improvement and Policy Studies (CSI&PS) has worked to assist educational and public entities through the development of effective partnerships

designed to improve schools and increase student achievement (Center for School Improvement & Policy Studies, 2013).

Within CSI&PS, the Special Education Technical Assistance project is responsible for PBIS reaching Idaho schools. The mission of SESTA is to,

> Provide statewide coordinated technical assistance and high-quality professional development opportunities to Idaho special education personnel. Project activities will build capacity and maximize school improvement efforts by bringing special education personnel and regular education personnel together to integrate services with disabilities. (Center of School Improvement & Policy Studies, 2013)

With SESTA's mission being to provide high-quality technical assistance to Idaho's educators (both special educators and general educators), they were the chosen entity to bridge PBIS research with practitioners' implementation practices.

Currently, the number one long-term goal of this project is to increase Idaho's student achievement through creating an integrated system of sustainable support at the school level to meet every student's needs. The project also strives to continue to offer SWPBIS supports and training and to increase the number of schools successfully implementing SWPBIS. This in turn will help to increase students' engagement in academics and improve the schools' culture and climate.

In early spring of 2012, applications (see Appendix A) for participation in Cohort One for Tier One training of SWPBIS were sent out via email and hard copies to every principal and Special Education director in the state of Idaho. This time around, Idaho had redesigned how they would provide services, training, and support to participating schools. The state leadership team discontinued the use and work of external level

coaches and decreased the amount of funds devoted to individual supports. With an evaluative eye geared toward outcomes, the state leadership team realized what had been done in the way of training and implementation in the past had not worked. A large amount of funds had been used to train district level teams in the aspiration that those teams would take the training back to their district and scale up the PBIS framework in their schools. Although there were a few pockets of excellence, few systems of tiered instruction were created and little of the effort was sustained.

SESTA sought to change its focus from the district level to the school level. As a requirement to participate in the program, each school had to identify a school-level coach. This individual had to hold an Idaho teaching certificate, have high interest and agency in students' behaviors, be dedicated to the role for a minimum of three years, and be a respected member of the school culture.

The remainder of the team was made up of one building administrator (the decision maker) and three additional school staff members. It was explicitly stated that all team members must attend all required trainings and identify the implementation of SWPBIS as a priority initiative.

With 27 schools accepted into the program, the state of Idaho was divided up into three regions to bring the locations closer to their home base, making the process more consumer-friendly. In each region, a total of six days of training took place (see Appendix B. There was careful consideration of the content and delivery of each training/learning opportunity. Although the SWPBIS content followed the guidelines of the Implementation Blueprint (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010), much of the delivery of the professional development

was revamped from previous years. The state leadership team had an invested interest in providing meaningful, effective, and efficient professional learning opportunities that followed research-based guidelines. Trainings evolved from previous "sit-n-git" sessions to hands-on activities where collaboration was emphasized, all in the midst of support from both the teams' internal coaches and training facilitators.

The first two days of training were held in June of 2012. The internal coach from each school attended his or her team. The goal was to provide the necessary background and rational of the importance of the coaches' role in leading the implementation process. The content of these two days was focused on arming coaches with the necessary coaching skills and strategies, enabling them to facilitate critical conversations and problem-solving techniques with their team members and school staff. As a result of volunteering two additional days of their summer vacation, each coach received a stipend. They were also given supplementary resources (see Appendix C), such as membership to the Association for Positive Behavior Support, three books on the coaching process, a flip camera, and bag filled with additional office supplies. The supplement of the two days allowed for networking among internal school coaches and time for rapport and relationship building between each school's point person, the coach, and the state leadership team members.

In August of 2012, teams experienced their first two days of SWPBIS content training. Teams spent much of this time collaborating and building a framework for the Universal Tier of SWPBIS to take back to their building. Interwoven throughout the content was an emphasis on teaming practices, eliciting change, and creating buy-in among the staff, students, and other stakeholders in each unique context.

The final two days of the training were divided up, the first held in December of 2012 and the concluding day in March of 2013. Each of these sessions began with a review of previous content, a celebration of the successes at each site, and the opportunity to voice and problem solve any implementation barrier the schools were encountering. The teams were supported throughout the entire year by the state leadership team. The coaches attended monthly webinars and were also afforded the luxuries of attending Washington State's Northwest PBIS conference held in Bellevue, Washington, in November of 2012 and a SWIS Facilitator training held in Boise, Idaho, in February of 2013. Through this network of support, coaches and team members were in constant communication with each other and members from the state leadership team.

One barrier the state leadership team faced was the difficulty of obtaining buy-in from school teams' administrators. Teams were taken out of the program if their administrator made the choice not to attend a required training. As a result, Cohort One of Idaho's SWPBIS ended the year with 20 teams, which was down from the initial 27 teams accepted into the program.

## Research Sites

### Selection Criteria

As a research-validated and reliable measure of the extent to which SWPBIS is being implemented with fidelity, the Schoolwide Evaluation Tool 2.1 was performed at all 20 schools participating in Idaho's training of the Universal Tier of SWPBIS (see Appendix D). Following the recommendations of the *Evaluation Blueprint for School-*

*wide Behavior Support* (Algozzine et al., 2010), trained SET evaluators visited each site and completed the evaluation tool in late April and early May of 2013.

The SET is used to assess the critical features of the universal tier of SWPBIS implementation quality for each school year in the following areas: behavior expectations defined, behavior expectations taught, ongoing behavior reward system, system for responding to behavior violations, monitoring and decision making, management, and district level support. Bradshaw and colleagues (2009) describe the SET in stating,

> During the assessment, the external observer assess the degree to which a school has each of the model's seven critical features in place by reviewing written materials and established discipline procedures; noting visual displays of expected behaviors posted in various locations throughout the school; and interviewing administrators, teachers and students about school procedures, policies, standards, and consequences for positive behavior and rule infractions. The SET has strong psychometric properties, including high internal consistency (Cronbach's alpha = .96), high inter-observer reliability, and strong test-retest reliability. The developers of PBIS posited that the intended benefits of the program occur when the overall summary school on the SET (average score for all seven key features) reaches 80 percent. (p. 104)

Considered the gold standard of SWPBIS implementation, schools with SET scores of 80 percent or better are considered to be implementing an effective schoolwide discipline system (Muscott, Mann, & LeBrun, 2008).

The primary units of analysis in this multiple-case study are the practices of the study's two participating schools, with an evaluative eye geared toward the

implementation barriers and facilitators. Barriers are the components of the implementation process that inhibited the successful application of the Universal Tier of SWPBIS. Implementation facilitators are the elements that worked as catalysts to positively affect the successful implementation of the SWPBIS framework. The two comparable participating schools were recruited for participation in this study because they fell at opposite ends of the implementation continuum, one showing high implementation fidelity and the other showing low implementation fidelity.

Data gathered from the SET also helped to provide a rich description of the practices of the school implementing the universal tier of SWPBIS with high fidelity and the practices of the school implementing at a low level of SWPBIS. This data directly assisted me in answering my research questions. Data obtained from the SET results included information gathered through observations, document reviews, and interviews with the administrator, staff members, and students.

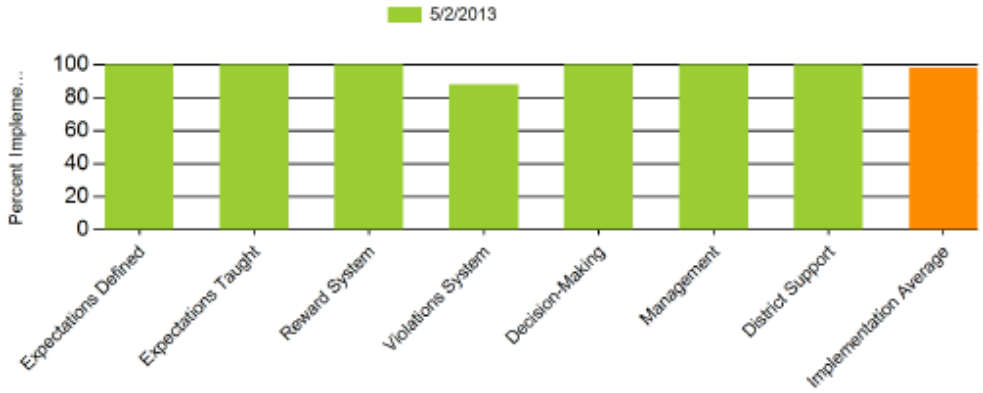
## School A and School B

The two participating schools, School A and School B, were selected because they were common in student population and were both newcomers to the process of implementing the Universal Tier of SWPBIS. Although School A and School B were comparable in student population, background knowledge of Positive Behavior Interventions and Supports, and staff quantity, they fell on opposite sides of the continuum of implementation fidelity.

School A

School A is a rural elementary school. Ranging from kindergarten to sixth grade, 265 students make up School A's population. This elementary school is one of four in a district that spans eight communities. School A employs 13 certified staff members and five paraprofessionals for their four day school week. During the previous year, while implementing the universal tier of SWPBIS, School A reported an average of 55 percent of their student body qualify for free and reduced lunch.

Before participating in Idaho's SWPBIS program and attending the training institutes, School A staff were unaware of the existence of PBIS, specifically at the school level. In essence, they entered this process in the *Exploration and Adoption* phase (Lewis et al., 2010). Although they were complete novices to the process, School A was able to implement the Universal Tier of SWPBIS with an average implementation fidelity of 98% by the end of the first year of application, as shown in Figure 3.




| | Expectations Defined | Expectations Taught | Reward System | Violations System | Decision-Making | Management | District Support | Implementation Average |
|---|---|---|---|---|---|---|---|---|
| 5/2/2013 | 100.00% | 100.00% | 100.00% | 87.50% | 100.00% | 100.00% | 100.00% | 98.00% |

**Figure 3: SET Results for School A**

School A's Research Participants

All research participants were given pseudonyms. Nancy is School A's principal. Working as the only official administrator in the building, Nancy splits her time evenly between working as the on-site principal and as a classroom teacher. This was Nancy's second year as a building administrator. Ron works as an upper grade classroom teacher, but prides himself on his role as their SWPBIS team coach. Lucy is the third member of SWPBIS leadership team and spends her days as a primary classroom teacher.

Although most SWPBIS teams are comprised of five members, Nancy chose to create a team of three members including the addition of Ron and Lucy. Nancy felt this team enlisted a suitable representation of her staff. Each of these individuals was interviewed independently, in person, and in a location of his or her choice.

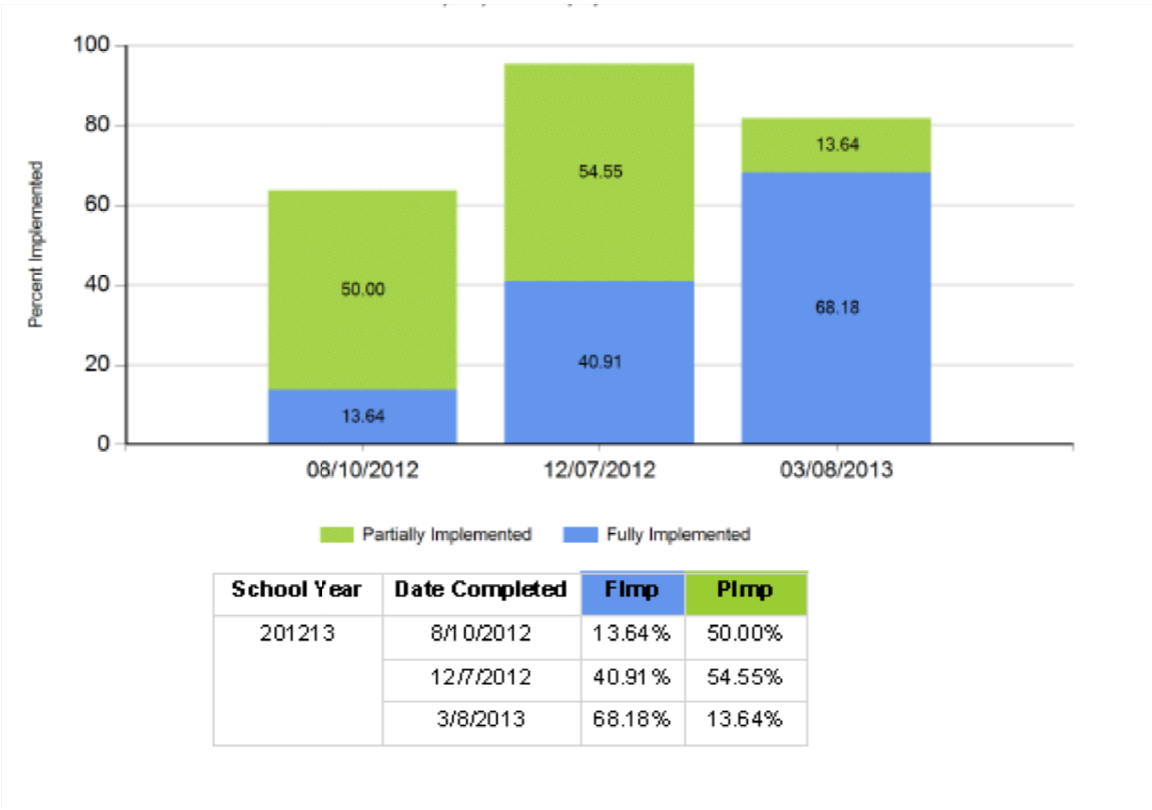
The Team's Evaluation of Their Practices and Implementation Level

Throughout the series of trainings, participating teams were constantly asked to reflect on the practices. The Team Implementation Checklist version 3.1 (shown in Appendix E) was a tool used three times throughout the year, enabling teams to self-assess their progress (Sugai, Horner, Lewis-Palmer, & Rossettoo, 2012). Algozzine and colleages (2010) describe the tool as,

> A progress-monitoring measure for assessing Universal SWPBIS practices. The TIC 3.1 is a 22 item self-assessment measure completed by a school team with their coach. The TIC 3.1 produces a "total" and "subscale" scores. A Total score of 80% on the TIC 3.1 is considered to index implementation of Universal SWPBIS. Each time the TIC 3.1 is used, the team assesses performance compared

to absolute (e.g. 80%) and previous scores, and uses this information to build an action plan for improving implementation fidelity. (p. 17)

This documented information assists the research process by creating a clear picture of the participants' perspective of the implementation process as it took place. The tool also holds valuable information about what practices and activities were "completed," "in progress," or "not yet started" by each team, measured on three different intervals throughout the first year of implementing the universal tier of SWPBIS.




| School Year | Date Completed | FImp | PImp |
|---|---|---|---|
| 201213 | 8/10/2012 | 13.64% | 50.00% |
| | 12/7/2012 | 40.91% | 54.55% |
| | 3/8/2013 | 68.18% | 13.64% |

**Figure 4: TIC 3.1 Results for School A**

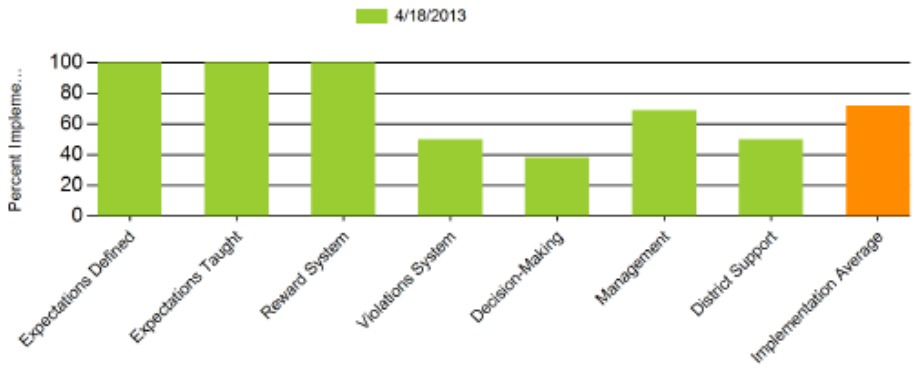
Figure 4 exhibits the implementation process for School A from the perspective of the SWPBIS Leadership Team members, the key informants.

At the first training, held before the school year initiated, School A's SWPBIS Team members felt they had just over 13 percent of the components implemented (shown in blue), with an additional 50 percent of the aspects of SWPBIS system partially in place (shown in green). Four months later their implementation rose to just under 41 percent, with an additional 54 percent of the required elements partially in place. At the final Idaho SWPBIS Institute, held in March of 2013, the SWPBIS initiators perceived they had reached an implementation level of just over 68 percent, with almost 14 percent of needed components nearing completion.

School B

Similar in many ways to School A, School B is also a rural elementary school. School B enrolls kindergarten through fifth grade students and is staffed by 14.5 certified employees and eight classified staff members. School B resides in a small district that is made up of one elementary school and one secondary school, all which share the same roof. Similar to School A, School B functions on a four day school week. An average of 70 percent of School B's student body qualifies for free and/or reduced lunch.

Equivalent with School A, School B had very little, if any, background knowledge on the framework, purpose, or implementation of SWPBIS. They also entered the process at the *Exploration and Adoption* phase (Lewis et al., 2010). However, in the end, they had dissimilar results in comparison with School A. By the end of their first year of implementation, School B averaged only 72 percent of fidelity of implementation (shown in Figure 4).




| | Expectations Defined | Expectations Taught | Reward System | Violations System | Decision-Making | Management | District Support | Implementation Average |
|---|---|---|---|---|---|---|---|---|
| 4/18/2013 | 100.00% | 100.00% | 100.00% | 50.00% | 37.50% | 68.75% | 50.00% | 72.00% |

**Figure 5: SET Results for School B**

School B's Research Participants

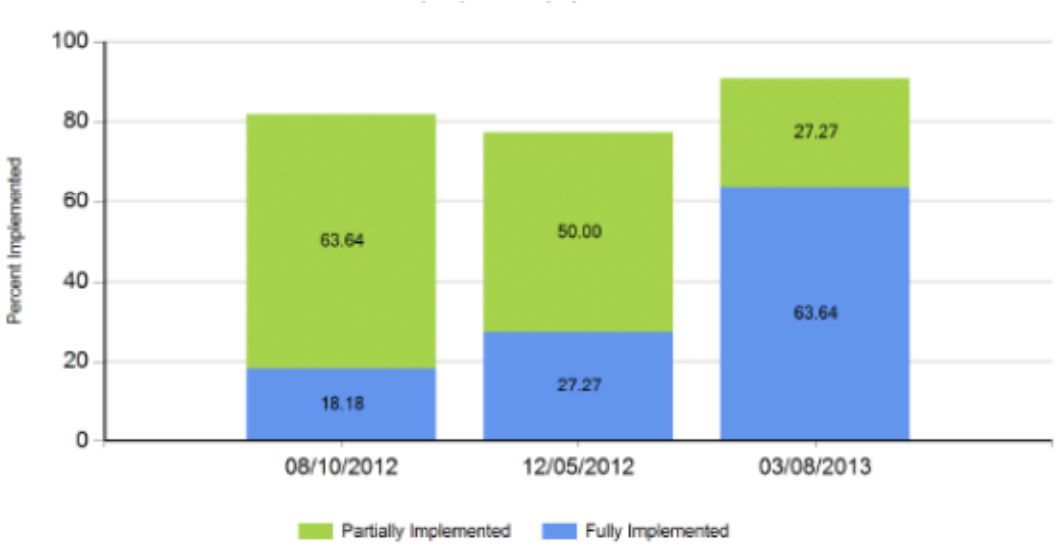
Nelly is employed as School B's principal and only administrator. However, differing from Nancy, Nelly is able to devote 100 percent of her day to her principal duties. Nelly has been a principal for School B for six years.

Kay, the school's sole special education teacher, also fills the role of the SWPBIS team coach. Jodi is a member of the team, representing the primary teachers. Kris is the fourth member of School B's SWPBIS leadership team, giving insight from working as a classroom teacher in the upper grades. Following the same protocol, each of these individuals was interviewed independently, in person, and in a location of their choice.

The Team's Evaluation of Their Practices and Implementation Level

Identical to the process School A experienced, School B was asked to persistently reflect on their practices and level of implementation level during Idaho SWPBIS Training Institutes. Figure 6 displays the implementation process for School B from the

perspective of the SWPBIS Leadership Team members, the individuals leading the implementation process.




| School Year | Date Completed | FImp | PImp |
|---|---|---|---|
| 201213 | 8/10/2012 | 18.18% | 63.64% |
| | 12/5/2012 | 27.27% | 50.00% |
| | 3/8/2013 | 63.64% | 27.27% |

**Figure 6: TIC 3.1 Results for School B**

At the kickoff training, held before the school year initiated, School B team members felt they had just over 18 percent of the components implemented, with an additional 64 percent of the aspects of SWPBIS system partially in place. Four months later their perceived implementation rose to just over 27 percent, with an additional 50 percent of the required elements partially in place. At the final Idaho SWPBIS Institute, held in March of 2013, School B's SWPBIS initiators reported they had reached an implementation level of just over 60 percent, with almost 27 percent of needed components nearing completion.

## Data Collection

Hancock and Algozzine (2011) affirm, "Case study research is richly descriptive because it is grounded in deep and varied sources of information" (p. 16). As the researcher, I gathered information that addressed the four fundamental research questions. Through the use of case study research methods, my investigation captured multiple realities that are not easily quantifiable.

### Building on Existing Research

This research study expands on the previous research on the barriers and facilitators of SWPBIS implementation. Kincaid et al. (2007) worked to identify the barriers and facilitators in implementing SWPBIS by tapping into the experiences of participants who were rooted in varied districts. Lohrmann and colleagues (2008) investigated school personnel's resistance to adopting SWPBIS at the universal level. However, their major research limitation was that the data was based on the third person perspectives of a handful of technical assistance providers. According to Lohrmann and colleagues (2008), their findings must be interpreted cautiously because no school personnel were interviewed. In 2013, Lohrmann et al. followed up their research of SWPBIS implementation barriers by interviewing external and internal SWPBIS coaches who aided in the SWPBIS implementation process.

In attempts to get a more in-depth data set, I interviewed SWPBIS team members at the school level. They are the key informants to the implementation process as they are responsible for bridging the gap between research and practice through the "real-life" implementation progression.

Interviews

Interviews were the primary data collection method for this study. These interviews enabled me to attain rich, personalized information (Hancock & Algozzine, 2011). Yin (2009) endorses the use of interviews in stating, "interviews are an essential source of case study evidence because most case studies are about human affairs or behavioral events" (p. 108). As a qualitative researcher, I strived to build rapport with the interviewees, practicing active listening to gain information from the spoken word and also from what remained unsaid, and created a safe environment as a result of my nonjudgmental behavior.

Although the process was exploratory, I have used the study's research questions as the guiding compass. I utilized open-ended questions (see Appendix F) to create guided conversations rather than structured queries (Yin, 2009). Using semi-structured interviews, I asked predetermined but flexibly worded questions (Hancock & Algozzine, 2011). This interview structure invited interviewees to express themselves openly and freely and to define the implementation process from their own perspectives, not solely from the perspective of the researcher (Hancock & Algozzine, 2011).

In the process of implementing SWPBIS, the SWPBIS team members are the key informants. These team members embodied the knowledge and opinions that provided important insights regarding the research questions (Hancock & Algozzine, 2011). As a result, these are the individuals I chose to interview. These team members provided me with perceptiveness into the practices utilized to implement SWPBIS. The key informants also helped initiate access to corroboratory or contrary sources of evidence (Yin, 2009).

Participants were asked one month in advance of the interview if they would be interested in participating. All individuals who were asked agreed to take part. In order to best meet the educators' needs, I allowed them to choose the location of the interview. Participants were interviewed individually and in-person. The interviews averaged a duration of 30 minutes.

I began each interview by attaining the consent of the interviewee to proceed with the interview. I also clarified issues of anonymity and confidentiality and defined the purpose of the interview. Each interview was audio recorded to ensure accurate transcription. During the interview, I took brief notes to track key points to return to later in the interview and to highlight ideas of particular interest and importance.

As the researcher, I had the benefit of a pre-established relationship with each interviewee, having closely worked with him or her throughout the year. Recordings of each interview were transcribed in a timely fashion while the experience was still fresh in my mind. Interviewees were allowed to review the transcriptions to ensure accuracy and increase the construct validity of the study (Yin, 2009).

The data gathered from the interviews has been "thickened" by the additional data collected through archived information and the review of related documents. I viewed the data collected through interviews to be summative data, whereas the evidence gathered by way of archived documents to work as formative indicators, telling a the story of how things emerged over time.

Documents

Gathering information from school documents provided a rich source of information to supplement the data collected through interviews (Hancock & Algozzine, 2011). Yin (2009) concludes, “For case studies, the most important use of documents is to corroborate and augment evidence from other sources” (p. 103).

The documents reviewed include the school’s Schoolwide Evaluation Tool results, Team Implementation Checklist 3.1, SWPBIS Action Plan, school handbook, school improvement plan, behavioral lesson plans and matrix, Office Discipline Referral documents, SWIS student behavioral data, and staff behavioral data. Together, the information indicated the level of priority the implementation of SWPBIS was given. The data, with the addition of the information I gained working with the teams and visiting the schools during the year-long process, created a clearer picture of the macro-practices, the overarching theories and agreements, of each school.

Triangulation

In researching the phenomenon of why one school was able to implement the Universal Tier of SWPBIS with high fidelity, while another school struggled, the multiple sources of evidence were triangulated. Hancock and Algozzine (2011) define triangulation as, “the application and combination of several research methodologies in the study of the same phenomenon” (p. 93).

The use of multiple sources of evidence led to a confirmed chain of evidence, increasing the construct validity of the study (Yin, 2009). Yin (2009) declares, “any case study finding or conclusion is likely to be more convincing and accurate if it is based on several different sources of information” (p. 116) all triangulating on the same set of

research questions. Employing several methods also cancels out the bias of any one method by the use of others (Seale, 1999), eliminating rival explanations and increasing the validity of the research findings (Mathison, 1988).

## Data Analysis

Hancock and Algozzine (2011) declare, "A key aspect of doing case study research is summarizing and interpreting information as a basis for understanding the topic being investigated" (p. 63). As the researcher, I synthesized the many disparate pieces of information acquired during the research process in order to identify and report meaningful findings.

The data collection and data analysis proceeded at the same time. Making sense of the data from multiple sources was a recursive procedure in which I interacted with the information throughout the investigative process (Hancock & Algozzine, 2011). Meaning emerged from the progression, while my research questions served as a compass for direction.

Qualitative analysis is a form of intellectual craftsmanship. It is the process of making meaning. Working from the interpretivist perspective, I diligently worked to see what the data was telling rather than asking those data to yield responses required by the issues or hypothesis that guided my collection (Cousin, 2005).

The data collected (the transcriptions of the interviews and the archived documents) were used to categorize information into a coding scheme. An inductive, iterative process of reading and rereading the information was used to produce subcategories for data analysis within the context of the research areas of interest. Using

constant comparative analysis, plausibility of subcategories was established by testing them with new information units until all relevant information had been assigned a category (Hewitt-Taylor, 2001).

During the repetitive and ongoing review of information, tentative answers were categorized into themes. Hancock and Algozzine (2011) elaborate in stating "Once information from all sources is thoroughly reviewed, themes for which the preponderance of information supports a tentative answer are retained and reported as findings" (p. 67). Hancock and Algozzine (2011) define the criteria for developing accurate and comprehensive themes as,

> First, the themes must reflect the purpose of the research and respond to the questions under investigation. Second, the themes must evolve from a detailed analysis of the collected information. In other words, in his or her creation of themes, the researcher must exhaust all information gathered in the study that is relevant to the research questions. Third, although themes are sometimes hierarchical and interconnected, researchers should seek to develop themes that represent separate and distinct categories of findings. Fourth, each theme should be as specific and explanatory as is allowed by the data. Finally, themes should be of comparable complexity. (p. 67)

An open-coding process, were themes surfaced as data was analyzed, was utilized (Ryan & Bernard, 2003). Following the model of constant comparative analysis, findings emerged from the following process outlined by Hewitt-Taylor (2001):

1. I reviewed each document and attributed a code, or theme, to sentences, paragraphs, or sections. The codes represented a theme or idea with which each part of the data was associated.
2. The codes were written on hard copies of each document next to the related section. The codes and their definitions were recorded in a separate file. A separate file was used to ensure the use of each code remained consistent and to establish a clear decision trail that could be used by auditors or future researchers. This audit trail helped establish the conformability of the research.
3. After coding the hard copy of each document, the copy was highlighted, cut and pasted.
4. After final coding was completed, code files were printed and stored in files with each code name. Established coded sections were compared with other similarly coded segments to ensure consistency of application, as well as adherence to the definition of the code.
5. Once coding was completed, the codes that had common elements were placed in categories. This was performed electronically; files were created for each category, containing copies of the codes that merged to form the category. The definitions of the categories and the codes placed in these were recorded in the same way as codes. Some codes were in more than one category. The categorized data was then printed and stored manually in files with the name of each category.
6. The categories derived from each data collection method were then clustered around each research question they contributed to answering.

7. Once all of the research questions had been allotted input from the categories, the information pertaining to each question was examined and reviewed to compile a report.

In summary, once I coded the data by themes, the themes were pieced together to form patterns of practice. I focused on avoiding seeing only what I wanted to see in favor of attaining a more reflexive distance from the data (Cousin, 2005). With identified patterns of practice, focusing in on implementation barriers and facilitators, I carefully extracted meaning from the findings to determine recommendations for practice and future research.

## Summary

This chapter has introduced, described, and provided the rational for the qualitative research methods used in this multiple-case study. I have expanded on my role as the researcher and the rationale behind the selected research sites for the study. In order to demonstrate the quality of the study, I have provided a detailed sketch of the data collection and data analysis process employed to gain access to the information needed to respond to this investigation's research questions. Chapter Four presents the findings of the study based on the analysis of the multiple data sources and the limitations of this multiple-case study.

# CHAPTER FOUR: FINDINGS

The purpose of this study was to identify the reasons why one school effectively implemented the Universal Tier of SWPBIS with fidelity while another school struggled to do so. The following research questions informed this study: (1) Why was one Idaho school able to implement the Universal Tier of SWPBIS with a high degree of fidelity, while a comparable school achieved a low level of implementation fidelity?; (2) How did practices compare at a school implementing with high fidelity to a school implementing with a low level of fidelity?; (3) Were are the barriers the schools faced in implementing SWPBIS?; and (4) What were the facilitators for the schools in implementing SWPBIS?

During in-depth interviews, study participants described their perceptions and experiences in their initial year of implementing the Universal Tier of SWPBIS. The focus of these conversations were the practices employed, and the identified barriers and facilitators to the implementation process.

The findings were based on analysis of the following data sources: semi-structured interviews, archived documents, and my experiences in working with the two SWPBIS leadership teams throughout their first year of implementing the behavior framework in their school.

## School A

### Implementation Barriers

In order to better understand the successful adoption and implementation of the Universal Tier of Schoolwide Positive Behavior Interventions and Supports, it was necessary to unearth the barriers to the process.

#### Gaining Buy-in and Creating a Mental Shift

All three members mentioned gaining staff buy-in as an obstacle to implementation. Throughout the conversations, I did not get the sense that School A's PBIS leaders characterized their colleagues as unwilling or resistant. Instead, they understood and showed compassion for their fellow staff members' workload. Lucy, a SWPBIS Leadership Team member and primary teacher, characterized the situation as her colleagues, "already having too much on their plate." Ron, the SWPBIS school coach, explained,

> Staff are so gun-shy because everything changes all of the time. They don't want to pick up a new program because they think it is going to be gone in two years. They feel like, 'Why would I take the time to learn this and implement it when they are going to change their minds in two years anyway?'

Ron felt it was a challenge to overcome the fear that SWPBIS was going to be just another passing fad.

Gaining buy-in went beyond gaining consensus that all staff members were willing to try this. According to School A's leadership team, they needed staff members to change their mindsets on how to deliver an effective and efficient schoolwide behavior

program. It was an uphill battle for the adults in the building to focus on looking for students behaving appropriately compared to the constant game of trying to catch students being bad. Teachers were also inexperienced with the philosophy of a schoolwide system. Staff members' responsibilities were no longer bound by the four walls of their classroom, attending to only their classroom roster of students. The adults in the school now shared the responsibility for all students in all locations.

This implementation barrier was exemplified in the staff's approach to using the Office Discipline Referral (ODR). This was the first time the school had a uniform ODR form they were required to fill out. At first, many adults did not always see the value in filling out the ODR in its entirety and were unclear of the objective behind the process. Lucy explained, "We had some using them as a consequence, instead of data to be collected." This barrier was not identified immediately. The leadership team was unaware the staff were misconstruing the use of the ODRs until they got further into the process of data collection. A sample of School A's Office Discipline Referral Form, Behavior Documentation Form Key, and Behavior Definitions can be viewed in Appendix G, H, and I.

Data

Idaho's SWPBIS Team Training Institute initiated in August of 2012, kicking off before to the beginning of the school year. Later that year, school team coaches were given the opportunity to attend a Schoolwide Information System (SWIS) training. "SWIS is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making" (SWIS Suite, 2013). The state leadership team chose to provide the SWIS training to all internal school SWPBIS team

coaches in mid-February of 2013. The timing of the training was decided on in relation to SWIS's free trial period, which initiated in March. School A identified that this sequence of events, waiting until March for the SWIS training, did not match their needs. The SWIS training was overdue and late in the process, which impeded the implementation process. As the coach, Ron also took on the responsibility of collecting, organizing, and inputting the discipline data for his school. Reflecting, Ron commented:

> I spent the first couple of months creating my own spreadsheets to try and handle the data and ended up probably tripling my work load by doing that. If I had the SWIS training up front, before the PBIS training, it would have been a different world.

Ron's frustrations compounded due to his inability to show his colleagues the data. Ron expanded in stating,

> I was unable to show the faculty what I was seeing. Where I was the one processing all of the data, I saw who was doing all of the referrals, what time the referrals were coming in, what children were floating to the top. I don't think I did a good job of communicating that to staff. I think the buy-in would have been even higher if I would have been able to pull up the *Big 5 Report* one month in and say here's what we've got. They didn't realize the importance of doing everything because they couldn't see it. I didn't paint a good enough picture for them with the tools I had.

After receiving the SWIS training, Ron was still left with the time-consuming duty of going back through all of the previous data collected throughout the school year and

inputting it into the software program in order to paint a clear and comprehensive picture of student and staff behavior.

District Support

All three team members mentioned a lack of support from the district administrators. The district leaders seemed to embrace the work School A was doing; however, the leaders were reluctant to encourage other schools in the district to participate due to the cost associated with implementing SWPBIS. Although all trainings were free of charge, along with the materials provided, the lack of budget to secure substitute teachers while team members are at the trainings was a challenge.

While at a district administrator meeting, Nancy, School A's principal, expressed the success they had with SWPBIS and its positive impact on students. She encouraged her surrounding schools to join the program with Cohort Two. The superintendent, however, was less than supportive, expressing it would only cost the district more money to hire additional substitutes. Knowing the district's superintendent was not advocating additional participation in Idaho's SWPBIS program, Nancy still chose to move forward with the implementation of the behavior framework, sticking to the team's action plan to build the program.

Staff Training

Closely associated with the barrier of "buy-in" was the team's ability to take the information gained at the Idaho SWPBIS Training Institutes and distribute it with fidelity to the rest of their staff. In order for adults to shift their mindset, they must be well informed of the rationale and practices associated with a positive behavior system. Lucy

pointed out that the school employees did not receive the same training as the leadership team members who attended the Idaho SWPBIS Training Institutes. Lucy explained this barrier in stating, “They don’t get the same training that we do. We try to get it back to them but it is not as pure as when we get it the first time from you guys.” With the Leadership Team being responsible to training their staff, staff expertise is extremely influential factor on the adoption and implementation of SWPBIS with fidelity.

## Implementation Facilitators

Just as it was critical to identify the emerging themes of implementation barriers the SWPBIS Leadership Team members experienced, it was equally important to ascertain the implementation facilitators. Implementation facilitators are the factors affecting the successful implementation of SWPBIS elements (Kincaid et. al., 2007).

### Strong Leadership

School A was led by a very intelligent, strong-willed, energetic, and creative principal. Not only is this School A’s first year of SWPBIS implementation, but they were led through this transformation by a second-year principal. Although Nancy has worked in the school for quite some time, she has done so as a classroom teacher. In her new role, as with many other small rural schools, Nancy wears many hats and is tethered to a wide variety of responsibilities. Her workload is compounded due the fact that she splits each contract day. Half of the day she fills the shoes of the school principal and the remainder of the day she works as a classroom teacher.

From an outside perspective, Nancy seemed to have the cards stacked against her. Through hard work and perseverance, she tipped that notion upside down and used it to

her advantage. With her new role as principal, she has been a guiding light, leading her staff towards a new way of doing business. Nancy explained her vision and motivation in stating,

> I wanted to build up a positive culture. These kids are with us eight hours a day. We need to be their cheerleading team. They need to come to school and feel like someone actually believes in them and cares about them. The parents have entrusted us to accomplish this. Some students are with us longer than they are with their own family. I want that culture to be positive. I want to set high expectations both behaviorally and academically.

Nancy has placed the bar high for the staff and students and is laboring right beside each of them.

Ron felt that Nancy has been very successful in holding the adults accountable throughout the implementation process by holding herself more accountable than anyone else. According to Ron, Nancy managed the implementation process with the sentiment, "This is what we are doing and we are going to do it because this is what is best for kids." The school's ambition to create a system of positive behavior support is exemplified in their documented School Improvement Plan Goals (see Appendix J).

Aside from continuously modeling the desired behaviors, Nancy also took the time to work one-on-one with resistant staff members. In making the Universal Tier of SWPBIS a top priority, staff members were more able to see this is not a fad, this was not something that is going away. Nancy also prided herself on providing transparent data on student behavior and staff follow-through to paint a clear picture and provide rationale for the system.

Buy-in

All three of School A's SWPBIS Leadership Team Members identified the element of staff buy-in as both a barrier and facilitator to the implementation of the Universal Tier of SWPBIS. Nancy, Lucy, and Ron felt that the staff members were initially excited about creating a positive behavior system for students because they currently lacked the resources and knowledge to deal with students' challenging behavior.

According to the interviewees, School A's employees were interested in creating a positive approach to dealing with difficult students and were also in favor of generating a schoolwide plan to enhance consistency. When asked if the level of initial buy-in came by surprise, Lucy responded with, "not from this staff." Nancy matched this sentiment in describing the school personnel as, "a very supportive team."

Ron did mention that he was hesitant when thinking about some of the teachers who were very rooted in their reactive practices. In reflection, Ron explained,

> Instantly my blood level began rising. 'So and so is never going to get on board with this. They're so entrenched and I can already feel their negative vibes.' As the presenter was speaking, I was already undoing this in my mind. I was picturing the sabotage that's going to take place at home when we try to implement this. However, the trainer agreed that there would be some difficult staff members and we should shoot for 80 percent. It was calming for the whole team. I remember us sitting at the training and looking at each other thinking, okay we can do this. We can do 80 percent.

Following the advice given at the SWPBIS Training Institutes, Nancy, Lucy, and Ron geared their efforts towards gaining 80 percent of the staff to come on board with the implementation of the positive behavior system. With this achievable goal in mind, the team started problem solving from the get-go. Together they created a plan of how to introduce the implementation of the Universal Tier of SWPBIS in feasible steps. They understood this plan for *change* had to be non-threatening for staff.

The level of success School A's has achieved through the implementation of SWPBIS has only heightened the level of buy-in. Ron explained,

> I don't think you can be involved in it and not see the positives it has for kids. Right now we're only seeing the tip of the iceberg. Before we created the system, everything was kind of willy nilly. We were having some success but we had no way to tell you why or what was successful and what wasn't. It was just kind of hit or miss, like we were playing darts. SWPBIS enables us to show what's working and what's not.

Lucy has observed some of her most challenging students benefit from the universal interventions in place. Also, staff members who have historically been very entrenched in negativity have utilized the simple positive strategies provided by the team to realize immediate success.

Trainings & Support from State Leadership Team

The three team members were in consensus that the Idaho SWPBIS trainings they attended were facilitators to the implementation process. Before they left the kick-off training in August, the team was able to create a plan of how to roll the information out to their peers. More specifically, they were able to create specific tasks for the teachers and

the rationale behind these assignments. Ron explained that the tools presented in the trainings were utilized to validate the process with his colleagues.

The interviewees also expressed their appreciation for being able to attend more than one training and the fact that the trainings were staggered throughout the year. This allowed the implementers to revisit, discuss, and collaborate over the materials on a continual time line. Nancy explained,

> All of the trainings have been incredibly helpful. They are the type of trainings where you can't wait to get back to the classroom or the school to try what was presented. We've come back from every training with things that are useful.

As they saw the training content come to fruition in their school, they were able to raise questions and celebrate their successes with a larger audience.

Attending the trainings with a larger audience was also a key ingredient to their successful implementation. The team members appreciated being able to network with and learn from other participating schools. The principal, Nancy, elaborated,

> I really liked attending those trainings with other schools which were at the same level of implementation as we were. We can see how they're doing it or even get ideas and take a different twist on it. That allowed us to take the information and run with it. It's been really nice to see how other people are doing and exactly what they are doing to implement it.

Ron found it especially helpful to model their ODRs after the ones that had already been created.

Ron felt the real-life scenarios shared by the state leadership team members at the training helped to bring "humanity" to the process. Ron also appreciated that the process and resources had been streamlined. If he had a question, he knew right where to go and the state leadership team provided quick responses. In the spring of 2013, a state representative visited School A. Ron believes this follow-up also helped to validate the work of the staff and increase buy-in.

SWPBIS Meetings

School A's SWPBIS Leadership Team members prided themselves on meeting every first and third Thursday of the month. With the recommendation of meeting a minimum of once a month, School A increased their meeting time. Ron explained, "We meet every two weeks. Monthly isn't enough for us to accomplish our goals. When you're only in school nine months, it would only be nine meetings. We took it upon ourselves to meet more often."

Finding the time to meet was also a strategic decision. According to Nancy, "We have our meetings before school from 7:30-8:00 am. Each of us came to school 30 minutes before our contract time to make that happen because we know the importance of it." This choice of the team members to use their own personal time is a clear indicator that School A has made the implementation of SWPBIS a priority.

Ron characterized the SWPBIS Leadership Team Meetings as "very productive." He believes this is a result of the team members having a shared vision and a set of goals geared toward student success. All three team members agreed that data was the driving force of the meetings. Lucy explained that the majority of their meetings were centered around,

> data, what we're doing, where the problem areas are, what we can do to improve, and what we can do to get the word out to the rest of the teachers that is a problem area and a problem time. We also discussed the ODRs and how we're using them and if we're using them properly, and how to best educate the rest of the staff on how to use them.

Within these meetings, tasks were delegated so no one person felt overwhelmed.

The implementation of SWPBIS was discussed schoolwide at staff meetings a minimum of once a month. Lucy explained that the process was discussed in more detail within smaller collaborative groups weekly.

Data

Data seemed to be the axis around which School A's behavior system revolves. Data, in one form or another, was a part of every conversation. According to Ron, "At some level the data is integrated into everything we do. Whether it is reviewing the data that has been sent in by the faculty or looking at the data process itself."

A lot of work has been accomplished in the way of educating the staff about the ODR process. School A's team quickly learned that if their tracking device, the ODR, was not being utilized correctly and consistently by all staff, their data would not be valid or reliable.

Ron attributed much of the school's success with the use of SWIS. Although he was unable to utilize the program until the spring, with all of their year's behavior data inputted he was now able to paint a clearer picture of School A's student behavior for the staff. Ron explained in stating, "SWIS is such a large part of it because it enables you to

look at your data in ways that you couldn't if you merely had a stack of ODRs." Ron constantly challenged himself to make the data come alive for the stakeholders.

Ron gave examples of when he was able to share the *Big 5* (see in Appendix K) for his colleagues, allowing them to clarify student conduct and problem solve effectively. The *Big 5* are five basic reports from SWIS that frame the context within which problem behaviors occur at school (SWIS Suite, 2013). These reports help school teams answer (a) How often do referrals occur?; (b) What problem behaviors occur most frequently in our building?; (c) Where are problem behaviors most likely to occur?; (d) When are problem behaviors most likely to occur?; and (e) Which students are involved in referrals (SWIS Suite, 2013)?

Nancy, the principal, took the collection of data one step farther. Instead of merely focusing on student behavior data, Nancy worked diligently to collect information on staff behavior. An example of School A's Staff Behavior Data can be viewed Appendix L.

As part of School A's student acknowledgement system, students received Bonus Bucks and Mustang Bucks when their behavior exceeded the expectations. Nancy tracked the staff members who were distributing the positive feedback to students. Nancy explained, "At our staff meetings, we would go over the distribution of Bonus Bucks. This made our data very transparent." With the data in front of them, the staff would discuss the ratio of acknowledgements given by each teacher. In identifying the staff members who were looking for good behaviors, or were not, everyone was held accountable for implementing the system. As buy-in and implementation improved, they celebrated their successes.

Explicitly Teach Schoolwide System

During the first two days of team training in August, Nancy, Lucy, and Ron created the schoolwide expectations and acknowledgement system for School A. This system was introduced to the staff during the professional development days held before the students were back in session. Nancy explained,

> I introduced the program and outlined it. I presented what we were going to do and our goals. To create our desired culture, our three schoolwide expectations were 'be respectful, be prepared, and be positive.' I didn't want a school with an exhaustive set of rigid rules. The fewer rules the better. The expectations were the overarching umbrella for the desired behaviors we expected students to exhibit.

A large emphasis was placed on the educators phrasing the expectations in a positive form, rather than constantly telling students what not to do. It was also crucial for the staff to seize moments where students were exhibiting exceptional behavior, differing from the mindset of catching students misbehaving and being reactive.

The first two weeks of school were focused solely on teaching students the desired behaviors, which are documented in School A's Behavior Matrix shown in Appendix M. During this time, staff did not fill out any ODRs. Instead, if a student misbehaved the adults used this time as a teachable moment where they explained to the student why his or her actions did not meet the schoolwide expectations. They also explained what the consequence would be. Staff shifted from only being responsible for the students in their homeroom to being responsible for all students in all locations.

Continuously Revisiting the System

Using data as their guiding light, School A's staff regularly revisited the implementation process. Issues that arose were put on the staff meetings' agendas and discussed. The leadership continuously reiterated the goals. Lucy explained the importance of this in stating,

> When you get into the jumble of your everyday teaching, it is easy to fall back to what you have always done in the past. You need constant reminders. It is important to not fall back or get stuck only talking about what you can't do, what's out of your control. We worked to stay focused on the positives, on always moving it forward rather than falling backwards.

In revisiting the schoolwide goals for implementing PBIS, there was a steady regeneration of the implementation process.

As the leader, Nancy guided the staff members into teams before spring break. Within these teams, the educators created model lesson plans to teach the desired behaviors for specific areas of the school. To ensure consistency and accountability, each team presented their lesson to the entire staff. Once students were back in session, they rotated in groups to the specific areas for explicit instruction on the acceptable conduct for that location. Following the "Teach-To's" sessions, each staff member received a hard copy of each of the lesson plans (see Appendix N) to use as a future resource and to ensure implementation fidelity. Nancy found this activity further increased the level of buy-in and ownership among staff and escalated the positive relationships between the students and educators schoolwide.

Focus on the Universal Tier

Once the implementation was initiated, it became clear that the early buy-in level was an outcome of teachers wanting interventions and strategies to use with their most difficult and challenging students. The SWPBIS Leadership Team focused on creating the universal schoolwide tier first. According to Lucy, "they wanted Tier 2 and Tier 3 immediately." As a team, they explained to the staff that they had to create a system to prevent challenging behavior first. Ron routinely reminded his colleagues that they were focusing on the behaviors, not the student, and "you can't say who is going to need the Tier 2 and Tier 3 interventions until you have the Universal Tier in place."

Working Proactively as a Team

Due to a lack of resources, it was a necessity for School A's SWPBIS Leadership team to work proactively and be creative with their time, use of staff, and fiscal funds. With the implementation of SWPBIS set as a priority, Ron declared, "It comes down to how important it is to you." The team members have used the personal time to ensure the system was created and sustained.

Nancy characterized the team's use of time as "inventive." As the school leader, she understood the importance of data collection and analysis. She also recognized that this process takes time. Although Ron is the SWPBIS school coach and responsible for the data input and output process, he is also a full-time teacher. Nancy tweaked the school schedule to allow for him to have time for this additional duty.

This past school year, School A changed to a four-day school week, operating Monday through Thursday. With most of the Idaho SWPBIS Training Institutes running Thursday through Friday, the team's creativity allowed them to shorten the amount of

time they contracted for substitute teachers down to a half day on Thursday. In partnering with his team teacher, Ron explained,

> On the Thursdays when we had trainings, I would only get a half-day substitute for the morning. Two to three parent volunteers come in for an hour and a half after lunch recess to do art with my class. Following the afternoon recess, my team teacher will take the kids for the last portion of the day and do science with them. I teach social studies on Monday and Tuesday and she teaches science on Wednesday and Thursday. So even though I'm gone all day to the training, the district only has to pay for a substitute teacher for four hours.

Ron elaborated the importance of creating a system where there is trust and support amongst colleagues. He explained that all staff members must work as a team and understand the rationale for such practices and "that you're not just dumping extra work on them." The SWPBIS Leadership Team members conveyed that they had established a system that supported both the students and staff.

## School B

### Implementation Barriers

The following themes of implementation barriers were identified. The key informants reported these elements of the implementation process to inhibit the successful application of the Universal Tier of SWPBIS.

#### Principal Accountability

The element of principal accountability became an evident barrier early in the implementation process. Of the four days of team training for Idaho's SWPBIS Institute,

Nelly, the principal, was in attendance for less than 40 percent of the required time. In order to set School B up for success, the state leadership team accommodated the team and the principal by allowing them to attend trainings outside of their region. A state leadership team member also visited Nelly at her school site to provide a make-up session for the training she was unable to attend.

The additional three team members interviewed were all in agreement that their principal was supportive of the implementation of the Universal Tier in their school. However, she lacked the necessary follow-through to fully initiate and sustain the process. The team members felt Nelly was grateful for the program because the staff experienced less challenging student behavior. However, she did not stick to the created system. Jodi felt Nelly followed the sentiment of, "Yes, I'm only on board if it doesn't create a whole bunch of more work for me and I don't have to completely change what I'm doing."

Kris described a situation where a parent called and complained that the principal was not following the discipline procedure. When an upper grade student was written up for fighting at recess, Nelly chose to give that student lunch detention, which was not in agreement with the school's set protocol. Kay agreed with Kris in stating, "Under administrative action, most things are given the consequence of either lunch detention or a phone call to the parents." According to Kris, "If the administrator won't stick to the rules and discipline procedures we have set, buy-in with staff decreases."

The team expressed that one outcome of the lack of principal accountability was the move for teachers to try to handle all behavior issues within their classroom. Teachers and students alike work under the assumption that if a child is sent to the office not a

whole lot is going to happen. Kris stated, “The kids would rather deal with our principal than their teacher because the consequence is less serious.”

In visiting the school on two different occasions, I was able to witness the principal’s lack of accountability. In one instance Nelly was facilitating the school store, where students were able to use the tokens they were awarded for good behavior to purchase items of their choice. In observing Nelly’s reaction to one student who was caught stealing items, it became clear that she was very reactive instead of relying on School B’s set continuum of consequences. On another visit to the school, Nelly made the morning announcement of, “If you’re going on the field trip, have a great time and remember you are representing our school and I would like you to be good.” In Nelly’s announcement, there was no mention of the schoolwide expectations or a description of what “being good” entailed.

In her honest reflection, Nelly identified that she had fallen into a pattern of not focusing on the implementation of the Universal Tier of SWPBIS. Nelly explained,

> It is easy to let things fall off my plate. It is hard for me to keep PBIS at the forefront because so much is always coming at me. PBIS tends to fall off my plate because it is a non-academic thing even though it hugely affects academics. It’s not test scores, so it’s easier to let it slide.

Nelly also explained, as the only administrator for her small rural school, it was very difficult to attend all of the trainings and meetings. Nelly expressed that having an administrator attend team trainings provided by the State Department of Education is a trend that started the last couple of years.

Failing to Hold Regular SWPBIS Team Meetings

Throughout the interviews, there was very little agreement as to how often the team members were able to convene for an official SWPBIS Team Meeting. Jodi recalled only meeting on three occasions throughout the school year. Kay estimated that team meetings were held only in vicinity to the SWPBIS Institutes provided by the state leadership team. Nelly defended the lack of SWPBIS meetings in stating,

> We were unable to meet once a month as suggested because we also have grade level meetings that we try to do in the evenings, every month to six months. I try to be respectful of teachers' time. I can remember being a classroom teacher where there were all of these important meetings and there was no time to do anything except to go to the meetings.

Although the exact number of meetings was unclear, there was consensus that the team was unable to achieve the set minimum requirement of holding monthly SWPBIS Leadership Team meetings.

The limited team meetings that did come to fruition were focused on "putting out fires." Jodi characterized the team meetings as being very "reactive." Much of the meeting time was spent gathering information needed to attend the state trainings. Jodi felt the team would have functioned more effectively if they had met more often. Kris sensed the teams' outcomes would have also increased if they focused on meeting face-to-face versus communicating via email.

Team members conveyed that it was beyond the scope of their role as a non-administrator to set the meeting schedule. Jodi expounded on this in stating, "If it's not going to be an administrator responsibility, the administrator needs to delegate the duty of

scheduling meetings so that individual doesn't feel like they are stepping over boundaries by initiating the process." Kris also felt that as a team, they needed to rethink the time of day the meetings were held. According to Kris, "The meetings were held after school and not very many people wanted to stay long past their contract time. We were just trying to get things done so we could leave for home."

Lack of Teachers' Understanding

Although the staff members of School B were quick to buy-in to the implementation of positive behavior supports (which will be discussed more in-depth in the "facilitator" section), their buy-in seemed to reside at a superficial level. All four team members interviewed agreed that their staff was ready for something to aid in improving student behavior. However, due to a lack of knowledge and understanding, most were simply nodding their heads yes and waiting for that silver bullet of a quick fix. According to Jodi, "Teachers underestimated what implementing SWPBIS would entail."

Although the certified staff members were introduced to the system (the schoolwide expectations, the progress monitoring tool, and overall implementation process) before school commenced by the SWPBIS team leaders, teachers lacked a deep understanding of the big picture. Kris felt the information was introduced; however, the presentations were not followed up with enough brainstorming, discussion, and practice. To further the lapse in understanding, the classified staff did not participate in the schoolwide introduction of the system. Kris also conveyed it would be beneficial to have all of the school staff receive the information at the same time, as it was presented at the Idaho SWPBIS Training Institutes, instead of transferring the information through the leadership team to the school employees.

Jodi identified many gaps in the staff's knowledge. One outcome of the lack of a deep understanding of positive behavior supports was teachers' use of the established progress monitoring tool. In order for students to be aware of and monitor their behavior, they were each given clips that resided on a color-coded scale. As their actions moved further from the desired and expected behavior, they moved their clip from green to yellow to red. Jodi revisited this process in stating,

> This is a progress monitoring tool. This is not a punishment. When you move a child's clip from green to yellow, you are not punishing them. You are reminding them that they are not following the expectations and they need to improve their behavior. I think that was a big "a-ha" moment for me. I explained to my students that when I move your clip from green to yellow, I'm reminding you to improve your behavior to meet the expectations. And all of a sudden it changed for them too. They realized that if they made a mistake and moved to yellow, it wasn't the end of the world. It was just a reminder to improve their behavior.

Educating students and staff on the behavior monitoring tool is an area Jodi wished to focus on next year. She hoped to help elevate her colleagues understanding to where they utilize the system for progress monitoring, not for punishment.

In considering School B's first year of implementing SWPBIS, Jodi feels that the workload was not the most challenging element for staff. Instead, the real work resided in changing one's mindset of how they would approach student behavior. Jodi explained,

> It's not a lot of work. But when you're changing your whole philosophy, yes that's a lot of work. Reward kids when they are doing what you want them to do

and reteach them when they are not do what you want them to do. It's just that easy, but yet, you have to change your mindset.

Kay expressed that the lack of adult consistency and understanding was rooted in the school's failure to continually revisit the behavior system throughout the year on a schoolwide scale. This also played a role in students' buy-in and understanding of the system. At the time of the interview, Kay pointed out that the expected behaviors had not been re-examined with the students in the past six months. By the end of the school year, many of the adults had also fallen back into their old habits of knee-jerk responses with students. Kay also explained these reactive responses were not curbed because the staff was not held accountable by the administrator.

Creating Tier 1 Interventions in Tandem with Tier 2 Interventions

Similar to School A, School B's workforce were most interested in "fixing" their most difficult students. Without a clear understanding of the vital step of first creating the Universal Tier of SWPBIS to establish a system, teachers yearned for the interventions that would remedy students' most challenging conduct.

Working against the recommendations of established research (Crone, Hawken, & Horner, 2010), School B chose to implement Tier 1 interventions in tandem with the Tier 2 intervention.

Skipping ahead to the "yellow zone," the staff of School B chose to implement the Tier 2 intervention of Check-in-Check-out (CICO), which is also referred to as a Behavior Education Program (BEP). Crone et al. (2010) describe a BEP as

> A school-based program for providing daily support and monitoring to students who are at risk for developing serious or chronic problem behavior. Students who fail to respond to schoolwide approaches and who receive several office discipline referrals (ODRs) per year may benefit from a Tier 2 intervention like the BEP. It is based on the daily check-in/check-out system that provides the student with immediate feedback on his or her behavior and increased positive adult attention. (p. 2)

Instead of working from the premise of doing a few things well, the staff took on more than they were ready for. After attending Washington State's Northwest PBIS conference in Bellevue, Washington, Kay soon came to understand that the Tier 2 interventions, enacted at School B, were not properly established. According to Kay, "We were not checking in with kids at the points in the school day that the data supported."

Jodi expressed that as time went on, teachers were surprised as to what Tier 2 interventions entailed, and even more so with the student population who required these more targeted strategies. Jodi inferred that it was a revelation for teachers when they realized, "I'm going to have to do things a little bit differently, more scaffolded. I thought you were going to fix my problem by removing those students, not have me fix my problem."

Data

Just as with School A, School B's internal SWPBIS coach found the lack of a behavioral database for much of the year to be an immense hurdle. In retrospect, Kay learned that before the training and implementation of SWIS, her data was documented at a more detailed level than needed. Collecting the data at a minute level and lacking an

established electronic system, the coach's workload was vastly extended. Kay calculated using four hours per week of her personal time to gather, organize, track, and graph the data.

In taking advantage of SWIS's free trial period, Kay was left with the task of going back through the behavioral data for the entire year and inputting into the SWIS program. A summary of this data can be viewed in Appendix O. Although the behavior data was up to date and accessible, it was rarely visited by the team or at the school level. This behavior information was rarely utilized to identify students, staff practices, or needed interventions. There was not consistency among the interviewees on the rate behavior data was discussed or used in the problem-solving process to make decisions.

Jodi called attention to the fact that although School B's student behavior was being tracked, the information was not valid or reliable. With a lack of understanding came a deficiency in staff consistency in the completion of their school's Office Discipline Referral Form (shown in Appendix P). In elaborating on the inconsistency, Kay explained, "What might be a 'major' student misbehavior to one teacher, may be viewed only as a 'minor' misbehavior by another teacher." The staff was not on the same page or working from equivalent definitions of student behavior.

Jodi felt that the ODR data did not represent the student behavior at School B. As teachers' confidence in their principal's follow-through decreased, the staff began deal to with all students' challenging behavior autonomously. This approach did not require teachers to document the students' behavior through the tracking device of the ODR. In summary, although student behavior issues were occurring, they were not being documented.

Lack of District Support and Resources

Although School B resides in the same building as the district's secondary school, the two entities seem to be very detached, with the district administrators focusing the majority of their attention on the secondary school. In reference to district support, Nelly explained, "Nobody understands, or cares to understand, the elementary. What the elementary implements is not attractive for the secondary school." The team members were in agreement that the district was uninterested in the elementary school's implementation of the Universal Tier of SWPBIS.

Inadequate resources were also mentioned in the discussions on implementing SWPBIS. The team members wished they had protected time set aside within their contract hours to work on creating this positive behavior support system. Kay explained her frustration in stating, "The teachers, myself included, work really hard on the program and exhaust themselves, working extra days. They are rarely acknowledged for this."

The key informants also considered the absence of a substantial budget to be an obstacle in the process. An increase in financial resources would aid in the team's travel cost to attend trainings, in purchasing incentives for students and staff, and to cover the costs of hiring substitute teachers to cover for teams members while they are attending Idaho SWPBIS Training Institutes.

Implementation Facilitators

Implementation facilitators are the elements of the process that aided in the progression. These facilitators worked as catalysts to positively affect the successful implementation of the SWPBIS framework for School B.

Initial High Level of Staff Buy-in

Each of the interviewees mentioned that there was a very high level of staff buy-in during the initial stages of implementation. Kay feels the teachers lacked the knowledge and strategies to deal with students' challenging behavior. They were in need of answers. Jodi furthered this in stating, "I think the teachers were buying in in the sense that if there is something out there that can improve the overall behavior quality of our students, we're in." Emily contributed in affirming, "I think our school was at that spot where we were ready. I think everyone had had enough of our current discipline system, so we were ready to do something different." Based on need, staff members of School B were quick to jump on board, initially supporting the creation and application of Schoolwide Positive Behavior Interventions and Supports in their school.

Idaho SWPBIS Training Institutes

Each of School B's SWPBIS team members designated the Idaho SWPBIS Institute trainings as facilitators in the implementation process. Kay stated, "The trainings gave us a foundation to grow from." Jodi felt, "The information we received at all of the trainings seemed to coincide with what we needed in the school." Nelly, the principal of School B explained,

> The trainings have been awesome. They are very user friendly. You can take the information back and we're seeing kids respond to it. It's not wasted time at all, which is a real plus. There's good professional development and there's not so good professional development, and the professional development we received has been excellent.

Three out of the four team members considered the element of attending the trainings with other teams from other schools and districts as a vital facilitator to their implementation process. Kris commented, “It’s great to go and learn from other schools.” Jodi expounded on this facilitator in stating,

> It was great to see how others were teaching the expectations for PBIS. It was an “a-ha” moment, there’s all these different ways that you can make the teaching part of the expectations more fun. You can make it more engaging. You can involve the students in teaching it. They can teach each other. You can use technology. You can make posters. You can make it very student-driven. I thought that was really good information.

Kay appreciated that her team was able to bounce ideas off of schools from other districts. Kay explained, “In addition, we made friends with some of the other team members. We could share ideas, forms, and what it looks like in other settings.”

Nelly, the principal, had a very diverse view from her fellow team members. She elaborated in stating,

> Actually for us, I feel like it has been relatively easy to implement. I almost felt like we were way ahead of the other teams who attended the trainings. I can’t put my finger on it. I just don’t feel like we were having the same issues teams were experiencing in implementing the framework.

This reaction may be due to the fact that Nelly failed to attend the majority of the training sessions her team participated in, leaving her with an artificial sense of success.

A High Level of Student Buy-in

Although School B was only able to reach a 72 percent level of implementation fidelity (based on SET results), in contrast to the comparable school that reached a 98 percent fidelity outcome (based on SET results), the student body seemed to take a firm ownership of the schoolwide expectations. While visiting School B to complete the Schoolwide Evaluation Tool, 100 percent of the students interviewed were able to identify the established behavior expectations. With this being the initial year of implementation, the data collected is considered benchmark data. Without comparable information, it is still important to note that the team members all commented that overall they have observed an improvement in student conduct.

In an effort to teach the schoolwide expectations, teachers created video clips exhibiting students showing their "best behavior" on the bus, in the hallways, in the lunchroom, in the restroom, and in the classroom. The school held a movie premiere night where students were accompanied by their families to view their short cinematic creations. Not only did this feed the students' comprehension of the expectations, it also increased the knowledge base of the system for stakeholders such as parents and community members.

The videos were eventually housed on the school's website. Students were more than thrilled to visit the website, and encourage others to do so as well, to witness themselves and their peers acting as role models who were meeting the established behavioral expectations. This process helped School B overcome the barrier of a lack of financial resources. The school was able to spread the message through this free information vehicle. Kris mentioned that she used the videos as a resource throughout the

school year, pulling up the clips to remind and reteach her students the schoolwide expectations.

## Limitations

Given the nature of this multiple case study, limitations of this research exist. While the rational for using qualitative methodologies has been established, this research does present limitations due to the lack of traditional quantitative measures. The following limitations are addressed in this section: low level of generalizability of results, findings and conclusions based on perceptual data, a lack of member checking, and researcher's relationship to the program and the participants.

### Low Level of Generalizability of Results

I chose to investigate two comparable schools at opposite ends of the implementation continuum. School A and B were both small rural elementary schools in their initial year of implementing the Universal Tier of SWPBIS.

This purposeful sampling procedure, in choosing School A and School B, decreases the generalizability of findings of this study to other diverse settings (such as urban schools, schools with large populations, alternative settings, secondary schools, and schools well into the implementation process). However, through qualitative measures I have investigated and analyzed the data to provide a rich description of the implementation process. Following the genre of case studies, this research is more exploratory than confirmatory focusing on the two research sites.

Findings and Conclusions Based on Perceptual Data

With interviews being the primary data collection for this study, the majority of information collected must be considered perceptual data. However, the interview participants were carefully chosen. This perceptual data stemmed from the key informants, the SWPBIS Leadership Team members. These were the individuals residing in the research setting who had the best information with which to address the study's research questions (Hancock & Algozzine, 2011).

Findings Lacked Member Checking

As the researcher, it was my objective to represent the emic perspective–the reality as constructed by the individuals who were studied. This emic perspective can be solidified through member checking, which is the process of having the participants review the statements in the report for accuracy. Each participant was granted access to the transcription of their interview; however, no participants chose to participate in the review of their interview transcript. In order to verify any information I was uncertain on or needed more details about, I did contact participants to confirm data used in the analysis.

Researcher's Relationship to the Program and Participants

As the researcher, I played a dual role as the primary measuring instrument. As previously stated in the chapter, qualitative research relies heavily on the personal observations, empathy, intuition, judgment, and other psychological processes of the researcher. In this case, I also serve as the state of Idaho's Coordinator for PBIS where I am responsible for marketing the program, creating all training materials, facilitating

trainings, providing and coordinating technical assistance to Idaho schools in the project, and scaling-up the program to reach all students in Idaho's public schools. While there are many benefits of a research study written from this position of working from within the system, bias from this viewpoint must be acknowledged. Although I work as a key player in the implementation of SWPBIS in the state of Idaho, I did not influence the interviewees' statements to sway the data or findings of this study.

## Summary

Chapter Four has provided a description of the findings based on the data collected from interviews, archived documents, and my experiences in working with the two SWPBIS leadership teams throughout their first year of implementing the behavior framework in their school. The teams' self-assessment of their implementation practices and the emerging themes of implementation barriers and facilitators dissected from the interviews and document review from each school have also been presented along with the limitations of my research. Chapter Five will discuss the findings in relation to each research question. Chapter Six will draw conclusions based on the examination of the study results and current research in the field, discuss the implications of the study for practice, and make recommendations for further research.

# CHAPTER FIVE: DISCUSSION

Chapter Four outlined the findings of this study. Chapter Five reviews, analyzes, and discusses (in light of the relevant literature) the findings of this study. Four fundamental questions framed this research:

1. Why was one Idaho school able to implement the Universal Tier of SWPBIS with a high degree of fidelity, while a comparable school achieved only a low level of implementation fidelity?
2. How did practices compare at a school implementing with high fidelity to a school implementing with a low level of fidelity of SWPBIS?
3. What were the barriers the schools faced in implementing SWPBIS?
4. What were the facilitators for the schools in implementing SWPBIS?

In examining the findings, these questions will be discussed in reverse sequence in order to build on the micro practices to form a well-defined depiction of the macro-practices employed. For the purpose of this study, *practices* are defined as the "coordinated activities of individuals and groups in doing their 'real work' as it is informed by a particular organization or group context" (Cook & Brown, 1999, p. 386). In essence, the findings related to Question 3 and Question 4 are the building blocks which generate the discoveries associated with Question 1 and Question 2.

In "zooming in" on micro-level practices, data was collected and analyzed to expose the actual practices staff employed to implement SWPBIS (Little, 2012). To

uncover this information, data was coded to identify emerging trends of implementation *facilitators* and *barriers* in executing the Universal Tier of SWPBIS with fidelity.

### Question 4: What are the Facilitators for the Schools Implementing SWPBIS?

Facilitators are elements of the progression that aided the implementation process and worked as catalysts.

Implementation Facilitators for School A

As themes emerged, facilitators to School A's implementation of the Universal Tier of SWPBIS are: (a) strong leadership, (b) staff buy-in, (c) training and support from the state leadership team, (d) regular SWPBIS meetings, (e) use of data, (f) explicitly teaching the schoolwide system, (g) continuously revisiting the system, (h) focusing solely on the implementation of the Universal Tier, and (i) working proactively as a team.

Implementation Facilitators for School B

In comparison, elements that facilitated the process for School B were: (a) an initial high-level of staff buy-in, (b) the Idaho SWPBIS Training Institutes, and (c) a high level of student buy-in.

**Table 9: Identified Implementation Facilitators for School A and School B**

| Implementation Facilitators | |
|---|---|
| **School A** | **School B** |
| • Strong Leadership<br>• Staff Buy-in<br>• Training and Support from the State Leadership Team<br>• Regular SWPBIS Meetings<br>• Use of Data<br>• Explicitly Teaching the Schoolwide System<br>• Continuously Revisiting the System<br>• Focusing Solely on the Implementation of the Universal Tier<br>• Working Proactively as a Team | • An Initial High Level of Staff Buy-in<br>• Idaho SWPBIS Training Institutes<br>• A High Level of Student Buy-in |

Both School A and School B experienced the catalysts of staff buy-in (though on different levels) and training received from the State Leadership Team. In correlation to the level of implementation fidelity achieved, School A's list of facilitators outnumbers School B's recorded facilitators.

School A's identified facilitators also coincided with Kincaid et al. (2007), where their findings indicated the top five facilitator themes to be administrator support, SWPBIS project support, the use of data, school-level training, and strong communication.

Shown in the identified facilitators, School A seemed to follow the Lohrmann et al. (2013) recommendations for implementation and sustainability. As indicated by the research data, School A was able to achieve the following strategies: (a) keep the universal intervention out in front through updates at staff meetings, sharing data, and providing formal and informal professional development sessions, (b) promote staff involvement in planning and coordination through the recruitment of pivotal staff to

participate on the SWPBIS Leadership Team, (c) make implementation as easy as possible by simplifying the implementation process and providing modeling and coaching, and (d) build the effectiveness of the system through retraining the staff on universal intervention strategies, focusing on doable action plans, and increasing the access to resources. These strategies were present in the emerging themes of implementation facilitators for School A.

School B was unable to accomplish these strategies in their implementation process. Many of these strategies that align with the Lohrmann et al. (2013) findings emerged as implementation barriers for School B.

**Questions 3: What are the Barriers the Schools Faced in Implementing SWPBIS?**

In order to create a better description of the conditions that inhibit the implementation of SWPBIS, obstacles commonly experienced by School A and School B were identified. According to Lohrmann and colleagues (2008),

> Ultimately, sustainability of the universal intervention rests with the willingness of staff to invest their time and effort into implementation. Therefore, understanding the barriers that inhibit school personnel from investing their time and effort is essential to preventing and transforming the resistance often encountered with new initiatives. (p. 258)

Lohrmann et al.'s (2008) findings suggest that technical assistance should directly address organizational barriers of implementation as opposed to just knowledge and skills of positive behavior support. The recognition of implementation barriers will assist state leadership teams in providing the necessary and specific assistance and information for facilitating the implementation of the Universal Tier of positive behavior supports at the

schoolwide level. The following elements were identified as barriers inhibiting the successful implementation of the Universal Tier of Schoolwide Positive Behavior Interventions and Supports in the first year of application.

Implementation Barriers for School A

School A experienced the subsequent inhibiting elements during their SWPBIS application process: (a) gaining a deep level of buy-in and creating a mental shift, (b) data collection and analysis, (c) lack of district support, and (d) staff training/knowledge of SWPBIS.

Implementation Barriers for School B

In contrast, School B experienced the following implementation barriers: (a) lack of administrator accountability, (b) failure to hold regular SWPBIS team meetings, (c) teachers' lack of understanding of SWPBIS, (d) creating Tier 1 interventions in tandem with generating Tier 2 interventions, (e) lack of a data system and use of data to make decisions, and (f) lack of district support and resources.

**Table 10: Identified Implementation Barriers for School A and School B**

| Implementation Barriers | |
|---|---|
| **School A** | **School B** |
| • Gaining a Deep Level of Buy-in and Creating a Mental Shift<br>• Data Collection and Analysis<br>• Lack of District Support<br>• Staff Training/Knowledge of SWPBIS | • Lack of Administrator Accountability<br>• Failure to Hold Regular SWPBIS Team Meetings<br>• Teachers' Lack of Understanding of SWPBIS<br>• Creating Tier 1 Interventions in Tandem with Generating Tier 2 Interventions<br>• Lack of Data System and Use of Data to Make Decisions<br>• Lack of District Support and Resources |

Both School A and School B suffered inhibiting elements in their implementation process. However, parallel to the facilitators, the two schools were dissimilar in the extent in which these components of their system impeded their application of SWPBIS. School B seemed to be influenced by and suffer from more implementation barriers than School A experienced.

### Question 2: How do Practices Compare at a School Implementing with High Fidelity to a School Implementing with a Low Level of Fidelity of SWPBIS?

Implementation practices led School A to execute SWPBIS critical features as they were intended to be employed. School B was a comparable school that entered the process at the same level of expertise as School A and received similar treatment and training. However, School B was unable to achieve a similar high level of implementation fidelity due to their practices, or lack thereof.

In analyzing the findings, School A's implementation facilitators were three times greater in number than the quantity of catalysts identified in School B's implementation process. In relation, School B encountered implementation barriers at a much magnitude than School A. However, it is not enough to ascertain the practices and parts that determine the properties of the system. Deeper understanding comes from analyzing the way these practices, embedded in the contextual whole system, interact with one another (Tucker, 2009).

Through the interview process with School A, when an implementation barrier emerged in the conversation, interviewees were quick to follow the identified obstacle with the strategy they employed to overcome the hindrance. Table 8 highlights the implementation barriers School A experienced and the strategies used to overcome the hindrance.

**Table 11: School A's Identified Implementation Barriers and Strategies to Overcome the Implementation Barrier**

| Implementation Barrier | Strategy to Overcome the Implementation Barrier |
|---|---|
| Gaining a Deep Level of Buy-in and Creating a Mental Shift | • Strong Leadership<br>• Explicitly Teaching the Schoolwide System<br>• Utilizing Training and Support from the State Leadership Team<br>• Use of Data<br>• Continuously Revisiting the System<br>• Focusing Solely on the Universal Tier<br>• Working Proactively as a Team |
| Data Collection and Analysis | • Use of Data through the Application of SWIS |
| Lack of District Support | • Strong Leadership<br>• Working Proactively as a Team |
| Staff Training/Knowledge of SWPBIS | • Strong Leadership<br>• Explicitly Teaching the Schoolwide System<br>• Utilizing Training and Support from the State Leadership Team<br>• Use of Data<br>• Continuously Revisiting the System<br>• Focusing Solely on the Universal Tier<br>• Working Proactively as a Team |

In order to increase the level of staff buy-in at School A, the school principal set the implementation of SWPBIS's Tier One interventions as a top priority. The SWPBIS Leadership Team explicitly taught and revisited the behavior framework and leaned on the State Leadership for guidance. School A's Leadership Team created an action plan for the staff to roll SWPBIS out in manageable steps. With the application of SWIS, data was used to make decisions and measure all outcomes. Throughout the process, all staff members leaned on one another for support to achieve their desired targets.

School B seemed to lack the necessary resources to problem solve the implementation obstructions they experienced. Although School B was able to create a system that collected, analyzed, and produced student behavior reports, the data was viewed as unreliable and invalid because teachers had stopped recording student behavior issues on the tracking device, the ODR forms. This breakdown was a result of the lack of administrator accountability and follow-through. Even with School B's initial high level of staff buy-in and students' excitement with the framework, the school was unable to implement with fidelity because they were unable to overcome the implementation barriers they faced.

School A effectively dealt with the implementation barriers, leading to the successful application of SWPBIS. School B failed to deal with the obstacles, resulting in a negative impact on the SWPBIS implementation process.

## Question 1: Why was One Idaho School Able to Implement the Universal Tier of SWPBIS with a High Degree of Fidelity, While a Comparable School Achieved Only a Low Level of Implementation Fidelity?

In this study, data was collected to identify each school's overarching SWPBIS implementation practices applied in each setting. "While research and diagnostic work can focus on practice, design work has to focus on the people performing the practice and those situational aspects that enable and constrain practice" (Spillane, 2009, p. 212). As the researcher, I sought to detect the emerging themes of implementation practices present in each research site in relation to the implementers and contextual elements that permitted and limited the application of SWPBIS.

Table 8 highlights six common elements that emerged from the data for both research sites. These six practices were identified on opposite sides of the continuum of the implementation process for the two comparable schools. The six elements were categorized as implementation facilitators for School A and, in contrast, were classified as implementation barriers for School B. School A utilized these practices as catalysts resulting in a high level of implementation fidelity, while School B identified these practices as barriers in the application process. Therefore, the six implementation practices of *strong leadership*, *regular SWPBIS meetings*, *use of data*, *continuously revisiting the system*, *focusing on the Universal Tier*, and *working proactively as a team* were key ingredients to implementing Schoolwide Positive Behavior Supports and Interventions with a high degree of fidelity.

**Table 12: Comparing School A's Facilitators to School B's Barriers**

| School A's Facilitators | School B's Barriers |
|---|---|
| Strong Leadership | Lack of Administrator Accountability |
| Regular SWPBIS Meetings | Failure to Hold Regular SWPBIS Team Meetings |
| Use of Data | Failure to Use Data to Make Decisions |
| Continuously Revisiting the System | Teachers' Lack of Understanding of SWPBIS |
| Focus on the Universal Tier | Creating Tier 1 Interventions in Tandem with Generating Tier 2 Interventions |
| Working Proactively as a Team | Lack of District Support and Resources |

Strong Leadership

Effective leaders know that it is essential to have a small number of key goals. "All kinds of pressures surface around things other than the priorities, and leaders find their time taken up with everything but the things they want to focus on" (Levin, 2009, p.

268). Educational leadership must accept the reality of this opposition and distraction, in order to manage change (Levin, 2009).

The principal is seen as the most critical player in implementing the Universal Tier of SWPBIS (Coffey & Horner, 2012; Lohrmann et al., 2008; Lorhmann et al., 2013; Richter et al., 2012). Coffey and Horner (2012) describe the principal's role as "the gatekeeper to change" (p. 408). It is essential for the administrator to actively model the practices staff are expected to implement and own the responsibility of holding staff accountable for implementation. It is also necessary for the principal to attend all SWPBIS trainings and meetings to indicate support for the initiative and to give the required input regarding changes to discipline policies and school procedures.

In School A, the principal, Nancy, was the driving force for implementing the behavioral interventions on a schoolwide level. She established SWPBIS implementation as the top priority for her school. Always keeping the SWPBIS action plan goals in mind, she worked alongside her colleagues and students, modeling the expected behavior, while holding all staff members and students of the elementary school accountable for their role in the implementation of the behavior framework.

Juxtaposed with School A, Nelly, the principal from School B, did not provide the leadership necessary to support the process of implementing SWPBIS. Nelly was quick to admit she had descended into the habit of letting SWPBIS "fall off of her plate." Nelly's actions did not signify SWPBIS as a priority for her staff. As key member of School B's SWPBIS Leadership Team, Nelly was only in attendance with her team for less than half of the Idaho SWPBIS Training Institutes. The staff of School B also turned away from sending students to the office, even when exhibiting major challenging

behavior, because they lacked confidence in their leader's follow through with the set continuum of consequences.

Regular SWPBIS Meetings

The regularity of effective and efficient SWPBIS meetings will solidify a school's shared vision. There must be "an agreement between school personnel about the core components of the innovation and what implementation of those core components will look like, as well as the teachers' desired outcomes for innovation" (Coffey & Horner, 2012, p. 408). The SWPBIS Leadership Team should establish a routine that enhances predictability, organizational efficiency, administrative status, and coordinated capacity.

School A's Leadership Team chose to double the occasions they met, up from the recommendation of once per month. With the scarcity of the resource of time, Nancy, Lucy, and Ron chose to meet before school, off contract time, every other week in order to achieve their desired outcomes.

In contrast, the interviewees from School B were not in consensus on the number of times they were able to hold an official SWPBIS Leadership Team Meeting. However, they did agree on the fact that they did not achieve the bare minimum. Kay, Jodi, and Kris all felt that increasing the number of meetings and focusing on content would only improve the implementation process. Stemming back to the previous element, Nelly was quick to defend their lack of meetings as a result of the quantity of staff meetings and her being "respectful of teachers' time."

Use of Data

In order to implement SWPBIS Tier 1 interventions with fidelity, explicit durable systems to collect and share the data with the entire school staff must be established (Coffey & Horner, 2012). George et al. (2009) expands on the importance of data in stating,

> Creating an efficient and durable data-based decision making system is essential to develop accurate solutions and conveys professional accountability. By making decisions from accurate data, interventions are more likely to be implemented and effective. Not only is important to collect data for accuracy in decision making, but also the data collected must be meaningful or functional and available on an ongoing basis throughout the school year to monitor student behavior change across campus. (p. 384)

In summary, data must be accurate, timely, and easily available to guide decision making. Schools must move beyond depending on a data system that merely collects data, to a system that may be effectively and efficiently utilized to provide the necessary information in functional forms.

School A depended on data to make all schoolwide decisions. Data, in some form or another, was included in all SWPBIS Leadership Team Meetings and other unofficial conversations. Transparent student behavior data, as well as staff behavior data, was shared with all of the stakeholders throughout the application process.

Both research sites struggled initially with the lack of a database system. After the installation of the SWIS program, School B's coach diligently worked to collect, input, and analyze the data. However, most likely a result of the lack of sanctioned SWPBIS

meetings, this up-to-date and accessible behavior information was rarely visited by the team or at the school level. Jodi, Kay, and Kris also felt that, although they had a wealth of data, it was not valid. By the end of the school year, teachers had stopped sending students to the office because of the absence of the principal's accountability. Therefore, teachers were no longer completing the Office Discipline Referral Forms. Although students' challenging behavior was occurring, documentation of that behavior had ceased.

Continuously Revisiting the System

Coffey and Horner (2012) identify this element as *continuous regeneration*, where, "regeneration is the set of procedures that allow a system to continuously compare valued outcomes against current practice and modify practices to continue to achieve these outcomes as the context changes over time" (409). Regeneration is necessary to prevent or remedy a decrease in implementation fidelity.

School A fell into the effective pattern of continuously revisiting their SWPBIS framework in order to assess where they were at and where they needed to make improvements. Lucy explained that it is easy to fall back into old patterns of practice if you are not provided with constant reminders. Students were also regularly retaught the behavior expectations, acknowledged for meeting and exceeding the expectations, and reminded of the continuum of consequences.

The key informants for School B identified one major barrier to implementing SWPBIS was the deficiency in staff's knowledge level of the behavior framework. Several other barriers such as, a lack of administrator accountability and SWPBIS Leadership Team meetings, spiraled in to hinder the application for School B. Numerous

staff members were hoping for a quick fix to their tireless battle with student misbehavior. Many of the educators were unable to shift their mindset to working preventatively rather than reactively. Although School B kicked off SWPBIS at the beginning of the year with a high level of excitement and buy-in, it was not re-examined throughout the year. Kay felt this led to the lack of adult understanding and consistency.

Focus on the Universal Tier

The majority of students (80-85%) will respond well to simple, universal interventions. George et al. (2009) argue, " Without first establishing implementation fidelity at the primary tier, interventions introduced at the secondary or tertiary tiers may have a higher likelihood of failure due to a poor foundation on which they are implemented" (p. 377). Crone et al. (2010) recommend establishing an effective Universal Tier of behavior interventions in place before establishing Tier 2 and Tier 3 practices. Tier 1 interventions, provided to all students, must be established in order to identify which students are not responding to the supports and need more targeted assistance.

School A's team members focused on solely implementing the Universal Tier of SWPBIS. Although several of the staff members wanted "more," the implementers were relentless in explaining and modeling to their colleagues that they had to build the core system first. Ron explained to his coworkers they would be unable to determine which students needed more extensive supports until they had Tier 1 interventions implemented with fidelity.

School B was primarily interested in remedying their most challenging students. This elementary school took a different approach by creating the framework for Tier 1

interventions while additionally working to establish the Tier 2 intervention of Check-in-Check-out. In moving beyond the core program before it was created with fidelity, School B's SWPBIS coach later learned from her experience in attending Washington's Northwest PBIS Conference that their Secondary Tier intervention was not designed accurately.

Working Proactively as a Team

According to the OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports (2010), the purpose of the team is:

> To provide overall leadership related to assessing, developing, implementing, managing, and evaluating a comprehensive system of SWPBIS for all students. The team is responsible for the coordination of training, coaching, and evaluation activities related to SWPBS implementation. (p. 75)

In essence, SWPBIS is a team sport, relying on all stakeholders to participate and contribute. Led by the team, all members of the school must be active participants in order to overcome contextual and implementation impediments to create a level of consistency.

The elementary school successful in implementing the Universal Tier of SWPBIS, School A, worked collaboratively to overcome the obstacles set in their path. Nancy, their principal, characterized their methods as "inventive." All members of the school community worked as a team pushing forward, stemming from the same mission of doing what was best for the students and the staff in implementing positive behavior supports schoolwide.

School B's Leadership Team and staff were much more disenfranchised, working reactively to "put out fires." Differing from the proactive stance, School B's implementation practices seemed to always be running behind, trying to catch up. Rather than experiencing barriers and collaboratively working to problem solve toward solutions, they were entrenched in the lack of resources they were afforded. This may have been a consequence of the absence of monthly SWPBIS team leadership meetings resulting lack of problem solving opportunities.

## Summary

This chapter has provided discussion on the findings of this study in relation to the relevant research. This study found six implementation practices to lead one of the sites to implement the Universal Tier of SWPBIS with fidelity: *strong leadership*, *regular SWPBIS meetings*, *use of data*, *continuously revisiting the system*, *focusing on the Universal Tier*, and *working proactively as a team*. These six practices were not present in School B, which was unable to meet a satisfactory level of SWPBIS implementation fidelity.

Chapter Six offers conclusions, recommendations, and the implications resulting from this study for current practice and endorsements for future research.

# CHAPTER SIX: CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

This chapter offers conclusions for the study and outlines the implications of the findings for State PBIS Leadership Teams and training facilitators, administrators, and school implementers. This chapter concludes with recommendations and the implementations for practice and further research.

## The SWPBIS Implementation Process

Schools are confronted with the challenge of establishing productive teaching and learning environments. In an effort to decrease challenging student behavior, resulting in an increase of academic instructional time, many schools are working proactively to implement Schoolwide Positive Behavior Interventions and Supports. The *Implementation Blueprint and Self-Assessment for Positive Behavioral Interventions and Supports* defines SWPBIS as,

> A framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning, and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010, p. 13)

SWPBIS requires a formal and systematic implementation process. “Systemic interventions in school settings, whether academic, behavior, or social, each have their own culture of implementation and involves a complex interaction of personal and

organizational dynamics" (Lohrmann et al., 2013, p. 35). The objective is to ensure the adoption is widespread and consistent, the application is accurate and sustainable, and the framework is based on local data and context. In order to implement the Universal Tier of SWPBIS with fidelity, several elements must be in place. A reduction in fidelity will result in a decrease of desired outcomes.

According to Reeves (2009), "Change in education is easy to propose, hard to implement, and extraordinary difficult to sustain" (p. 238). While on the journey towards application fidelity and sustainability, implementers of SWPBIS are challenged with the task of building internal capacity required to assist with the development and implementation of the behavior framework. As this fundamental capacity ensues, efficient and effective problem solving necessary to overcome implementation barriers must be established and the team's efforts to build a complete continuum of supports must be generated.

## Conclusions

This study has resulted in two major conclusions. First, there are six primary elements of practice needed to implement the Universal Tier of SWPBIS. Second, SWPBIS implementation requires strong leadership from the building principal.

### Conclusion 1: There are Six Primary Elements of Practice Needed to Implement the Universal Tier of Schoolwide Positive Behavior Interventions and Supports

In this multiple case study examining School A and School B's implementation practices, six primary elements of practice emerged to be key ingredients to the application of Tier 1 interventions of SWPBIS: *strong leadership*, *regular SWPBIS*

*Meetings*, *use of data*, *continuously revisiting the system*, *focus on the Universal Tier*, and *working proactively as a team.*

These six elements of practice emerged from the data for both research sites; however, these elements fell at opposite ends of the implementation continuum, either as factors impeding the implementation process or as features that expedited the application of SWPBIS. The six primary practices were identified as implementation facilitators, utilized as catalysts resulting in a high level of implementation fidelity, for School A and, in contrast, were categorized as implementation barriers in the application of SWPBIS for the low implementing school, School B.

Conclusion 2: SWPBIS Implementation Requires Strong Leadership from the Building Principal

In prioritizing, *strong leadership from the building principal* materialized as the most crucial of the implementation components. "Even when organizations have the same budget, clientele, regulatory environment, physical facilities, infrastructure, and in economic terms, 'externalities,' leadership makes a profound difference in organizations' performance" (Reeves, 2009, p. 243). As "gatekeepers of change," it is a necessity for principals to provide the vision, pursue the buy-in of stakeholders, hold the adults and students accountable, and contribute necessary resources. Their full participation on the SWPBIS Leadership Team is a nonnegotiable component to the application process.

As the most critical player in the process of implementing SWPBIS, efficient and effective principals are the foundation in which all other elements of implementation are cultivated. The six critical features of the Universal Tier of SWPBIS include: defining the behavior expectations, teaching the behavior expectations, acknowledging appropriate

behavior, creating and utilizing a system for responding to behavior violations, monitoring behavior and making decisions based on data, managing the behavior framework through team meetings and collaboration, and obtaining active administrator support. The successful implementation and integrity of these features is securely attached to the leadership provided by the building principal.

## Recommendations

Evidence from this multiple case study may be used by state-level leadership team members to gain a deeper understanding of how to support schools and promote the successful adoption and implementation of SWPBIS in public school settings. These findings can be utilized to promote a more effective structure of support, training, coaching, and technical assistance to support high-quality implementation to optimize students and staff outcomes. The internal insight gained through the interview process of the key informants and document review may be capitalized on to assist in the development of materials and approaches to guide, train, replicate, extend, and scale-up current SWPBIS practices on a larger scale.

The findings of this study point to four recommendations for addressing and improving the implementation process of the Universal Tier of SWPBIS: (1) Support implementing school teams through trainings that are facilitated throughout the year where teams attend with other school teams; (2) Provide implementing school teams with training and access to a data system early in the implementation process; (3) Provide additional support to principals of schools implementing the Universal Tier of SWPBIS; and (4) Support individual school-level scale-up processes through training, access to resources, and technical assistance.

Recommendation 1: Support Implementing School Teams through Trainings that are Facilitated Throughout the Year Where Teams Attend with Other School Teams

Professional learning opportunities should be on-going and distributed throughout the year. Freeman et al. (2009) affirm, "Comprehensive, longitudinal professional development systems are better able to address the development pace of learning and provide opportunities for school staff to engage in collaborative dialogue, feedback, and reflection about their practices" (p. 620). This on-going learning provides an opportunity for in-depth discussion of content, conceptions and misconceptions, and strategies. The adult learning increases in settings where teams are able to collaborate, network, and problem solve with additional teams, bringing in fresh ideas and different perspectives.

Recommendation 2: Provide Implementing School Teams with Training and Access to a Data System Early in the Implementation Process

Educators are more apt to make more effective and efficient decisions when they have the right data in the right form at the right time. Without the use of meaningful data, educators are unable to analyze student outcomes and prescribe effective interventions (Parrett & Budge, 2012).

Schools have the tendency to be data rich, yet analysis poor. A fundamental component to aiding school teams in implementing SWPBIS with fidelity is assisting them in creating a system that has structures and routines for data collection, mechanisms for data entry, storage, and manipulation, and procedures and routines for review and data analysis (Sugai & Horner, 2009). As an integral part of the process, the knowledge of and availability to such systems must be established in the initial stages of implementation.

Recommendation 3: Provide Additional Support to Principals of Schools Implementing the Universal Tier of SWPBIS

According to Richter et al. (2012), "Public school principals are on the frontline of those being held responsible for the educational progress of all students and for maintaining safe school environments" (p. 69). Lorhmann et al. (2008) recommend the following:

- Spend time with the administrator up front to establish rapport and expectations.
- Touch base with the administrator to provide quick updates, reminders, and encouragement.
- Provide coaching to anticipate and handle specific situations. (p. 262)

Setting up these school leaders for success is the linchpin to creating and intensifying organizational performance and outcomes.

Recommendation 4: Support Individual School-Level Scale-up Processes through Training, Access to Resources, and Technical Assistance

The team's ability to take the information gained at the Idaho SWPBIS Training Institutes and distribute it with fidelity to the rest of their staff is a critical factor in the successful adoption of the behavior framework. Lohrmann et al. (2008) named staff expertise as an influential factor on the adoption and implementation of the new practice. SWPBIS Leadership Teams must have the local capacity to build and sustain SWPBIS practices. The *SWPBIS Implementation Blueprint* describes "local training capacity" as,

- Demonstrated fluency with key concepts/features, practices, and systems of SWPBIS.

- Participated in full training sequence for school leadership teams, which was led by a competent and experienced SWPBIS trainer.
- Have successful experiences in providing training workshops to adult learners, especially in school leadership team formats.
- Direct experience with implementation of SWPBIS practices and systems in multiple schools. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2010, p. 87)

In order for adults to shift their mindset, they must be well informed of the rationale and practices associated with a positive behavior system.

As shown in this study, both School A and School B struggled with taking the information presented at the Idaho SWPBIS Training Institutes and transferring it to their colleagues in a meaningful and untainted form. A key function of the SWPBIS professional development system should be to unite the Leadership Team members to their colleagues as they work together to implement positive change (Freeman et al., 2009). As a result of the information gathered through this research study, revisions have been made to the support given to teams participating in the Tier 1 Idaho SWPBIS Training Institutes.

## Implications

In order to achieve accurate, durable, and expanded implementation, practitioners need support and information on how to build capacity, account for changes in context, and participate in and facilitate professional learning activities that provide support resulting in long-term success (Klingner et al., 2013). This investigation of the practices

essential for a high level of implementation fidelity of SWPBIS confirms the existing research base of implementation science (Cook et al, 2013; Cook & Odom, 2013; Cook & Brown, 1999; Fixsen et al., 2005; Harn et al., 2013; Klingner et al., 2013; Odom et al., 2013) described in detail in Chapter Two. These findings and conclusions corroborate with what we know about effective implementation of evidence-based practices and more specifically the factors critical to the application of SWPBIS such as a schoolwide leadership team, schoolwide agreements and resource management, a data-based action plan, implementation supports, and ongoing evaluation (Algozzine et al., 2010; Barrett et al., 2008; Bradshaw & Pas., 2011; Coffey & Horner, 2012; Handler et al., 2007; Kincaid et al., 2007; Lewis et al., 2010; Lorhmann et al., 2013; McIntosh et al., 2009; Muscott et al., 2008; Richter et al., 2012; Simonsen et al., 2012; Sugai & Horner, 2009; OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2010).

The majority of existing research is focused on exploring SWPBIS implementation and scale up at the leverage points of the state and district level from the perspective of external consultants and technical assistance providers. This study drilled down to dissect and describe the process at the school level, utilizing the key informants who were responsible for the creation, execution, and maintenance of their behavior program in their specific context. In doing so, explicit details related to the essential strategies linked to producing critical implementation practices at the school level were revealed. School A exhibited the following particular strategies to overcome implementation barriers: strong leadership provided by the SWPBIS team and building principal, explicitly teaching and revisiting the schoolwide system with staff and students, effectively utilizing support and materials from the state leadership team,

incorporating valid and reliable data into discussions and decisions, and working proactively as a team to focus solely on the Universal Tier of SWPBIS. In utilizing qualitative measures, this study provided a rich description of each strategy in context.

## Implications for School-Level Implementation and State-Level Guidance

Over 18,000 schools are currently implementing SWPBIS nationwide. Findings from this study will aid in informing the continued development and refinement of the effective implementation of SWPBIS at the school level. Based on a deeper understanding of the implementation barriers and facilitators practitioners experienced, SWPBIS state leadership authorities may utilize this information to better support schools and promote the successful adoption and implementation of SWPBIS. The outcomes and recommendations revealed and presented may be employed to promote a more effective structure of support, training, coaching, and technical assistance to better support high quality implementation to optimize student and staff outcomes. Findings of this research also have the potential to assist in the development of material, tools, and approaches to guide, train, replicate, extend, and scale-up current SWPBIS practices in public schools.

## Implications for Future Research

With the abundance of schools implementing Schoolwide Positive Behavior Interventions and Supports, there is still much work to be done in the arena of providing the necessary support to make this implementation come to fruition. Schools, districts, and state systems must be cognizant of the systemic factors that influence the degree to which SWPBIS can be effectively implemented.

Replications of This Study in Diverse Settings with Larger Samples

In order to increase generalizability, replications of this multiple case study in diverse settings would be helpful to establish the universality of barriers and facilitators experienced and what it takes to move a school forward. Such findings could lead to descriptors of the conditions that maximize or inhibit the adoption of practices among educators and, subsequently, the sustainability over time.

Research Focusing on the Role of the Principal in the SWPBIS Implementation Process

With administrators working as the "gatekeeper" to successful implementation, it would be advantageous to address the qualities and practices of leadership that lead to the successful adoption of SWPBIS systems and practices (Muscott et al., 2008). A need exists for for reliable and valid instruments capable of assisting the development of research related to principal leadership skills, how the implementation of SWPBIS is affected by those skills, and how SWPBIS training can better address the needs of educational leaders (Richter et al., 2012). With this study working as a springboard, future studies should address the possible options for schools when the administrator is the impediment to the implementation process and how state initiatives can best help schools through this obstacle (Lohrmann et al., 2013).

## Summary

Currently the state of Idaho has been successful in its journey to scale-up the implementation of Schoolwide Positive Behavior Interventions and Supports throughout the state with 20 schools participating in Cohort 1 and an additional 30 teams participating in Cohort 2. The purpose of this study was to investigate how a school is

able to implement SWPBIS with fidelity. More specifically, this multiple case-study explored the practices that led one Idaho public school to execute the program's critical features as they were intended to be employed in comparison to a similar Idaho public school that was only able to achieve a low level of implementation fidelity.

The results of this study suggest the key ingredients to successfully implementing the Universal Tier of SWPBIS are *strong leadership*, *regular SWPBIS meetings*, *use of data*, *continuously revisiting the system*, *focus on the Universal Tier*, and *working proactively as a team*. In order for public schools to successfully implement Schoolwide Positive Behavior Interventions and Supports with fidelity, stemming from the goal of increasing student achievement, research and practice must be bridged. It is a necessity for leaders and implementers to be armed with the knowledge of the essential practices required by school staff.

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APPENDIX A

# Idaho SWPBIS Application

## Idaho SWPBIS Training Institute

### School Coach Application

| Project Summary |
| --- |
| School-wide Positive Behavior Support (SWPBS) is:<br><br>▪ a systems approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students;<br>▪ a team-based process for systemic problem solving and planning;<br>▪ an approach to creating an environment within which school-based teams of educators create system change for effective management; and<br>▪ school-based teams applying research and validated instructional and management practices.<br><br>Each selected coach will receive knowledge and skills of a tiered system of research validated instruments and management practices through standardized training, professional development and practice. In collaboration with school and district staff, parents, community members, and with the assistance of outside resources, the coach will facilitate the development and implementation of the SWPBS model, assess training needs and connect with the PBIS Coordinator, support the research of the state's PBIS blueprint, provide technical assistance to SWPBIS teams and individual supports as necessary, collaborate with the PBIS Coordinator to connect to students, families, service organizations, and schools to meet student and family needs. This project will provide the school sites with six days of high quality technical assistance to support the implementation of the SWPBS model. |

| Coach's - Role, Qualifications, and Expectations |
| --- |
| The coach's role is to support their school-based team(s) by assisting efforts by providing hands-on technical assistance, guiding problem solving, providing local training, help with school team implementation and sustainability, PBIS public relations, supporting local leadership, help coordinate local resources and providing prompts and "reinforcers" that support the system. The school-based coaches will receive standardized PBIS training to provide training and professional development opportunities throughout the year to school teams. Coaches will be expected to attend the training at their district's expense.<br><br>The coach's role requires a high degree of integrity and diplomacy, an in-depth knowledge and fluency of SWPBIS concepts, experience conducting small group skill training sessions with adults, familiarity with general discipline, classroom, behavior and instructional management, and curriculum. Additionally, the coach will need a history of consistent, accurate, and effective follow through with commitment to the fidelity of the project. Successful experience working with adult learners along with strong interpersonal and communication skills is also an area of needed expertise.<br><br>Successful candidates must have demonstrated ability to work with groups to deliver training and guidance materials with fidelity, experience with facilitating team meetings, computer hardware and software skills to support data collection and presentation needs, and ability to support several schools in the project. |

Minimum Qualifications:
In order to be considered as a PBIS School Coach, the applicant must meet the following minimum qualifications:

- Idaho State certification (or able to provide proof of other comparable State certification/eligibility to attain certification).
- Be an employee of the school that is sending a school team, with the intent to implement or expand SWPBIS during the following school year.
- Experience as an educator, preferably within the last three years and demonstrated knowledge of SWPBIS program components, both school-wide and individualized, function-based interventions.
- Knowledge of current educational practice and educational reform and understanding of the federal *Individuals with Disabilities Education Act* mandates.
- Agree to attend the entire six day training institute. Willingness to attend related mandatory training sessions offered through the PBIS project at district's cost.
- Commitment to accept up to a 3-year assignment, through Tiers 1-3.

Staff being considered as Coaches should have the following experiences and skills:

- Ability to conduct small group training sessions with adults.
- Familiarity with typical classroom structures, operations, policies etc.
- Familiarity with general behavior and instructional management and curriculum.
- History of consistent follow-through with tasks.
- Experiences with individuals or groups from diverse backgrounds (e.g. parents, students, agency representatives, community members, educators.)
- Ability to facilitate team members.
- Basic to intermediate computer skills.

Administrative Commitment:

- Administrator agrees to adequate release time for Coach to perform duties related to SWPBIS.
- Administrator agrees to assume any necessary costs related to implementing PBIS (including SWIS training).
- Administrator agrees to require all team members to attend all necessary trainings and to meet regularly with the Coach.
- Administrator agrees all PBIS related data and monthly Coaches' reports will be shared with the Idaho PBIS.

*For more information on School-wide Information System (SWIS) please visit http://www.swis.org/.

## Process

Interested educators should complete the following information which must be received no later than noon, on **March 30, 2012**, in order to be considered to participate in the training.

- Letter of Interest. In the letter please describe your experience in working with groups to develop and implement special education programming and training, experience with school-wide and individual PBIS, knowledge of systems change, and the specific skills you possess that would enable you to be successful as a Coach. (Maximum two pages in length, 12pt type, double-spaced.)
- Written references from at least two educators (one must be your current building principal) who are familiar with your work. Please use the Coach Recommendation Form attached. Written references are to be sent directly to the address below and must be received by our office on March 30th for your application to be considered complete. (Two forms attached to application.)
- Résumé citing education, work history and professional experiences that would support involvement in this program. Include the names and contact information of two people who will be submitting reference materials for you.
- Completed Coach's Skill Inventory. (Attached to application.)
- Submit to:

Katie Bubak
Special Education Statewide Technical Assistance, Coordinator
Boise State University, Center for School Improvement and Policy Studies
1910 University Drive
Boise, ID 83725-1740
Fax: (208) 426-4907
Phone: 208-426-4613
Email: katiebubak@boisestate.edu

Applications will be reviewed April 6th & April 9th. Each candidate will be notified via a phone call or email of their selection or non-selection to participate in the PBIS Coaching Institute.

## Questions

If you have questions regarding this application, please contact:

Katie Bubak
Special Education Statewide Technical Assistance,
Coordinator
Phone: (208) 426-4613
katiebubak@boisestate.edu

# PBIS School Coach Recommendation Form

Please send this completed form directly to the address below or fax it to 208-426-4907.

Katie Bubak
Special Education Statewide Technical Assistance, Coordinator
Boise State University, Center for School Improvement and Policy Studies
1910 University Drive
Boise, ID 83725-1740

Name of Candidate: _____

Name of person completing this form: _____

Title/Position: _____

Work Address: _____

_____

Work Phone: _____ Email Address: _____

Relationship to candidate: _____ How long have you known the candidate? _____

Please rate the candidate in the following areas:

O = Outstanding S = Satisfactory U = Unsatisfactory NS = Not Sure

| Skill Area / Dimension | O | S | U | NS |
|---|---|---|---|---|
| Professional attitude/judgment | | | | |
| Leadership | | | | |
| Organization | | | | |
| Written communication | | | | |
| Motivation | | | | |
| Sensitivity to others | | | | |
| Time management | | | | |
| Oral communication/presentation skills | | | | |
| Stress management | | | | |
| Knowledge and Skills relating to PBIS program, implementation, evaluation and planning | | | | |
| Diplomacy | | | | |
| Conflict resolution | | | | |
| Ability to work with diverse groups | | | | |
| Ability to analyze and interpret assessment and other data | | | | |
| Working with parents and community | | | | |
| Facilitation | | | | |
| Presentations | | | | |
| Work ethic | | | | |
| Aligning curriculum/instruction/assessment with standards | | | | |
| Use of technology | | | | |

APPENDIX B

## Flier for Idaho's 2012-2013 SWPBIS Training Institute

### IDAHO SWPBIS TRAINING INSTITUTE

### APPLICATION DEADLINE: MARCH 30, 2012

| Moscow & Coeur d'Alene | | Boise & Nampa | | Pocatello & Twin Falls | |
|---|---|---|---|---|---|
| **Coach Training** | **Team Training** | **Coach Training** | **Team Training** | **Coach Training** | **Team Training** |
| **Jun. 11-12, 2012: Moscow, ID** University Inn, Best Western | | **Jun. 14-15, 2012: Boise, ID** Yanke Center | | **Jun. 21-22, 2012: Pocatello, ID** Clarion Inn | |
| **Aug. 1-2, 2012: CDA, ID** Hampton Inn | **Aug. 1** (afternoon only) - **2, 2012: CDA, ID** Hampton Inn | **Aug. 6-7, 2012: Nampa, ID** Hampton Inn | **Aug. 6** (afternoon only) - **7, 2012: Nampa, ID** Hampton Inn | **Aug. 9-10, 2012: Twin Falls, ID** Herrett Center | **Aug. 9** (afternoon only) - **10, 2012: Twin Fall, ID** Herrett Center |
| **Dec. 3, 2012:** TBA | **Dec. 3, 2012:** TBA | **Dec. 5, 2012:** TBA | **Dec. 5, 2012:** TBA | **Dec. 7, 2012:** TBA | **Dec. 7, 2012:** TBA |
| **Mar. 4, 2013:** TBA | **Mar. 4, 2013:** TBA | **Mar. 6, 2013:** TBA | **Mar. 6, 2013:** TBA | **Mar. 8, 2013:** TBA | **Mar. 8, 2013:** TBA |

*The objective of this institute is to build the capacity within schools to carry out Schoolwide Positive Behavioral Interventions & Supports (SWPBIS). This is all done through the framework of RTI; however, this time we are focusing on behavior instead of academic systems (which we know are closely linked). The application (which is attached) needs to be completed and submitted by March 30, 2012. The identified coach will attend the first portion of the training (Day 1, 2, and the morning of Day 3) on his/her own. During this time, we will be focusing solely on coaching strategies (bringing in much of the work of Knight, Cognitive Coaching, Kise, Hall, Simeral…). On the afternoon of Day 3 the team, (2 additional teachers and an administrator) will join the coach and everyone will complete the rest of the training together –focusing on PBIS content.*

**Contact Information:**

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**David klungle@boisestate.edu**

PBIS IDAHO

DEPARTMENT OF EDUCATION STATE OF IDAHO

BOISE STATE UNIVERSITY COLLEGE OF EDUCATION CENTER FOR SCHOOL IMPROVEMENT & POLICY STUDIES

APPENDIX C

**Congratulations Letter to Appointed Team Coach**

# Congratulations!!!

You have been selected as a Coach to participate in the 2012-2013 Idaho SWPBIS Training Institute!

In SESTA's effort to best assist you in your role as a Coach, we will be providing you with the following:

- Supply kit
- $400 stipend for your attendance at the June training
- Membership registration to Association for Positive Behavior Support (APBS)
- Registration, travel expenses, and lodging for SWIS training (Date & location: TBA)
- Registration, travel expenses, and lodging for Washington State's Northwest PBIS Conference held November 5-6, 2012 in Bellevue, Washington

Thank you for your participation in the program. We are thrilled to see you in June.

Katie Bubak
Coordinator, Special Education Statewide Technical Assistance (SESTA)
Center for School Improvement & Policy Studies
Boise State University, College of Education
1910 University Drive
Boise, Idaho 83725-1740
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APPENDIX D

# Schoolwide Evaluation Tool

## 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 | |
| | 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 | |

| Feature | Evaluation Question | Data Source (circle sources used) P= product; I= interview; O= observation | Score: 0-2 |
|---|---|---|---|
| | 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, P Interview Other _____ I | |
| | 2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%) | Interviews Other _____ I | |
| | 3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes) | Interview Other _____ I | |
| | 4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%) | Interviews Other _____ I | |
| | 5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes) | Interview Other _____ I | |
| | 6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly) | Interview 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 | | |

APPENDIX E

# Team Implementation Checklist 3.1

## PBIS Team Implementation Checklist (TIC 3.1)

This checklist is designed to be completed by the PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. The team should complete the **Action Plan** at the same time to track items that are In Progress or Not Yet Started items.

School: Coach: Date of Report:

District: County: State:

Person Completing Report:

PBIS Team Members:

| Complete & submit to coach quarterly.<br>Status: **A** = Achieved, **I** = In Progress, **N** = Not Yet Started | | | | | |
|---|---|---|---|---|---|
| **Date:** | | | | | |
| **ESTABLISH COMMITMENT** | | | | | |
| **1. Administrator's Support & Active Involvement**<br>• Admin attends PBIS meetings 80 % of time<br>• Admin defines social behavior as one of the top three goals for the school<br>• Admin actively participates in PBIS training | Status: | | | | |
| **2. Faculty/Staff Support**<br>• 80% of faculty document support that school climate/discipline is one of top three school improvement goals<br>• Admin/faculty commit to PBIS for at least 3 years | Status: | | | | |
| **ESTABLISH & MAINTAIN TEAM** | | | | | |
| **3. Team Established (Representative)**<br>• Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors.<br>• Team has established clear mission/purpose | Status: | | | | |
| **4. Team has regular meeting schedule, effective operating procedures**<br>• Agenda and meeting minutes are used<br>• Team decisions are identified, and action plan developed | Status: | | | | |
| **5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support**<br>• Team has completed the "Working Smarter" matrix | Status: | | | | |

**Complete quarterly with your PBIS Coach**

Team Implementation Checklist, Version 3.1, August, 2012
Sugai, G., Horner, R., Lewis-Palmer, T., & Rossetto Dickey, C.
Adapted from Sugai, Horner, Lewis-Palmer, 2001
Educational and Community Supports, University of Oregon

Complete & submit to coach quarterly.
**Status: A = Achieved, I = In Progress, N = Not Yet Started**

| | | Date: | | | |
|---|---|---|---|---|---|
| **SELF-ASSESSMENT** | | | | | |
| **6. Team completes self-assessment of current PBIS practices being used in the school**<br>• The team has completed the TIC (progress monitoring), BoQ (annual assessment) or SET. | Status | | | | |
| **7. Team summarizes existing school discipline data**<br>• The team uses office discipline referral data (ODR), attendance, & other behavioral data for decision making. | Status | | | | |
| **8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)**<br>• The team has an Action Plan guiding implementation of PBIS with specific actions scheduled to be performed. | Status: | | | | |
| **ESTABLISH SCHOOL-WIDE EXPECTATIONS: PREVENTION SYSTEMS** | | | | | |
| **9. 3-5 school-wide behavior expectations are defined and posted in all areas of building**<br>• 3-5 positively and clearly stated expectations are defined.<br>• The expectations are posted in public areas of the school. | Status: | | | | |
| **10. School-wide teaching matrix developed**<br>• Teaching matrix used to define how school-wide expectations apply to specific school locations.<br>• Teaching matrix distributed to all staff. | Status: | | | | |
| **11. Teaching plans for school-wide expectations are developed**<br>• Lesson plans developed for teaching school-wide expectations at key locations throughout the school.<br>• Faculty is involved in development of lesson plans. | Status: | | | | |
| **12. School-wide behavioral expectations taught directly & formally**<br>• Schedule/plans for teaching the staff the lessons plans for students are developed<br>• Staff and students know the defined expectations.<br>• School-wide expectations taught to all students<br>• Plan developed for teaching expectations to students to who enter the school mid-year. | Status: | | | | |

**Complete quarterly with your PBIS Coach**

Team Implementation Checklist, Version 3.1, August, 2012
Sugai, G., Horner, R., Lewis-Palmer, T., & Rossetto Dickey, C.
Adapted from Sugai, Horner, Lewis-Palmer, 2001
Educational and Community Supports, University of Oregon

| Complete & submit to coach quarterly.<br>**Status:** A = Achieved, I = In Progress, N = Not Yet Started | | | | | |
|---|---|---|---|---|---|
| | **Date:** | | | | |
| **13. System in place to acknowledge/reward school-wide expectations**<br>• Reward systems are used to acknowledge school-wide behavioral expectations.<br>• Ratio of reinforcements to corrections is high (4:1).<br>• Students and staff know about the acknowledgement system & students are receiving positive acknowledgements. | Status: | | | | |
| **14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed**<br>• Major & minor problem behaviors are all clearly defined.<br>• Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used.<br>• Procedures define an array of appropriate responses to minor (classroom managed behaviors).<br>• Procedures define an array of appropriate responses to major (office managed) behaviors. | Status: | | | | |
| **CLASSROOM BEHAVIOR SUPPORT SYSTEMS** | | | | | |
| **15. School has completed a school-wide classroom systems summary**<br>• The teaching staff has completed a classroom assessment (Examples: SAS Classroom Survey, Classroom Systems Survey, etc.) | Status: | | | | |
| **16. Action plan in place to address any classroom systems identified as a high priority for change**<br>• Results of the assessment are used to plan staff professional development and support. | Status: | | | | |
| **17. Data system in place to monitor office discipline referral rates that come from classrooms**<br>• School has a way to review ODR data from classrooms to use in data based decision making. | Status: | | | | |

**Complete quarterly with your PBIS Coach**

Team Implementation Checklist, Version 3.1, August, 2012
Sugai, G., Horner, R., Lewis-Palmer, T., & Rossetto Dickey, C.
Adapted from Sugai, Horner, Lewis-Palmer, 2001
Educational and Community Supports, University of Oregon

APPENDIX F

# Interview Questions

**Interview Questions**

Ask the participant to reconstruct their experience supporting universal tier intervention implementation.

- Provide examples
- Discuss observations and reflections

What have been the barriers/challenges to implementing schoolwide positive behavior support in your school?

What has facilitated the implementation of schoolwide positive behavior support at your school?

How would you rate staff buy-in? How does this compare to the beginning of the year? Reason for the change?

What % of your day/week/year was dedicated to coaching/guiding the SWPBIS implementation process?

How would you rate your building principal's support?

How would you rate you district-level administrators' support?

What elements of the professional development and technical assistance provided did you view as valuable/beneficial?

How did you/your team disseminate the information you gained from the trainings?

What do you identify as your major success(s)?

In a retrospect, is there anything you would have done differently?

How often was your SWPBIS team able to meet throughout the year?

- Were you able to meet consistently?
- Were all team members present at every meeting?
- Did your meetings stay on-topic?
- Did you discuss the Action Plan?
- How often was discipline data brought into the conversation? What data was discussed and why?
- What were the outcomes of your meeting?

What school-level and district-level resources were you able to tap into to aid the implementation process?

How were schoolwide _____ designed and taught to the students and staff?

- Expectations
- Acknowledgements
- Consequences

APPENDIX G

## School A: Office Discipline Referral Form

**Name:** _____ **Location:**

**Date:** _____ **Time:** _____ ☐ Playground ☐ Library ☐ Bus

**Teacher:** _____ ☐ Cafeteria ☐ Bathroom

**Grade:** K 1 2 3 4 5 6 ☐ Hallway ☐ Arrival/Dismissal

**Referring Staff:** _____ ☐ Classroom ☐ Other _____

| Minor Behavior | Major Behavior | Possible Motivation |
|---|---|---|
| ☐ Inappropriate language | ☐ Abusive language | ☐ Obtain peer attention |
| ☐ Physical contact | ☐ Fighting / Physical Agg. | ☐ Obtain adult attention |
| ☐ Defiance / Disrespect | ☐ Defiance / Disrespect | ☐ Obtain items / activities |
| ☐ Dress Code (1st offense) | ☐ Harassment/Bullying | ☐ Avoid Peer(s) |
| ☐ Property misuse | ☐ Inappropriate Display Aff. | ☐ Avoid Adult |
| ☐ Lying / Cheating | ☐ Dress Code (Multiple) | ☐ Avoid task or activity |
| ☐ Electronic Violation | ☐ Forgery / Theft | ☐ Don't know |
| ☐ Disruption | ☐ Property Damage / Vandalism | ☐ Other _____ |
| ☐ Other _____ | ☐ Disruption (repeated or excessive) | |
| | ☐ Other _____ | |

| Teacher Resolution | Administrative Resolution |
|---|---|
| ☐ Conference with student | ☐ Time in office / Individualized direction |
| ☐ Loss of privilege | ☐ In-school suspension (____hours/ days) |
| ☐ Parent Contact | ☐ Out of school suspension (_____ days) |
| ☐ Other _____ | ☐ Other _____ |

**Others involved in incident:** ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Sub. ☐ Unknown

**Other comments:**

**Student Comments:**

**Student Signature:** _____ **Date:** _____

APPENDIX H

## School A: Behavior Documentation Form Key

**Location:**

**(P)** Playground **(L)** Library **(BUS)** Bus **(C)** Cafeteria **(B)** Bathroom
**(H)** Hallway **(A)** Arrival/Dismissal **(CLASS)** Classroom **(O)** Other _____

| Minor Behavior | Major Behavior | Possible Motivation |
|---|---|---|
| **1.** Inappropriate language<br>**2.** Physical contact<br>**3.** Defiance / Disrespect<br>**4.** Dress Code (1st offense)<br>**5.** Property misuse<br>**6.** Lying / Cheating<br>**7.** Electronic Violation<br>**8.** Disruption<br>**9.** Other _____<br>**10.** _____ | **11.** Abusive language<br>**12.** Fighting / Physical Agg.<br>**13.** Defiance / Disrespect<br>**14.** Harassment/Bullying<br>**15.** Inappropriate Display Aff.<br>**16.** Dress Code (Multiple)<br>**17.** Forgery / Theft<br>**18.** Property Damage / Vandalism<br>**19.** Disruption (repeated or excessive)<br>**20.** Other _____<br>**21.** _____ | **22.** Obtain peer attention<br>**23.** Obtain adult attention<br>**24.** Obtain items / activities<br>**25.** Avoid Peer(s)<br>**26.** Avoid Adult<br>**27.** Avoid task or activity<br>**28.** Don't know<br>**29.** Other _____<br>**30.** _____ |

| Teacher Resolution | Administrative Resolution |
|---|---|
| **A.** Conference with student<br>**B.** Loss of privilege<br>**C.** Parent Contact<br>**D.** Other _____<br>**E.** _____ | **F.** Time in office / Individualized direction<br>**G.** In-school suspension (____hours/ days)<br>**H.** Out of school suspension (_____ days)<br>**I.** Other _____<br>**J.** _____ |

**Others involved in incident:** **(N)** None **(P)** Peers **(S)** Staff **(T)** Teacher **(SUB)** Sub. **(U)**Unknown

APPENDIX I

## School A: Behavior Definitions

| Minor Behavior | Definition |
|---|---|
| Inappropriate Language | Student engages in low-intensity instance of inappropriate language. |
| Physical Contact | Student engages in non-serious, but inappropriate physical contact. |
| Defiance / Disrespect | Student engages in brief or low-intensity failure to respond to adult requests. |
| Dress Code Violation (1st offense) | Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. |
| Property Misuse | Student engages in low-intensity misuse of property. |
| Lying / Cheating | Student delivers message that is untrue and/or deliberately violates rules. |
| Electronic Violation | Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer. |
| Disruption | Student engages in low-intensity, but inappropriate disruption. |
| Other Behavior | Student engages in any other minor problem behaviors not listed |

| Major Behavior | Definition |
|---|---|
| Abusive / Inappropriate Language / Profanity | Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way. |
| Fighting | Student is involved in mutual participation in an incident involving physical violence. |
| Physical Aggression | Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). |
| Defiance/Disrespect/ Insubordination/ | Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions. |
| Harassment/Bullying | Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. |
| Inappropriate Display of Affection | Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult. |
| Dress Code Violation (Multiple) | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. |
| Forgery / Theft | Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without permission. |
| Property Damage / Vandalism | Student participates in an activity that results in destruction or disfigurement of property. |
| Disruption (repeated or excessive) | Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. |
| Other Behavior | Student engages in major problem behavior not listed |

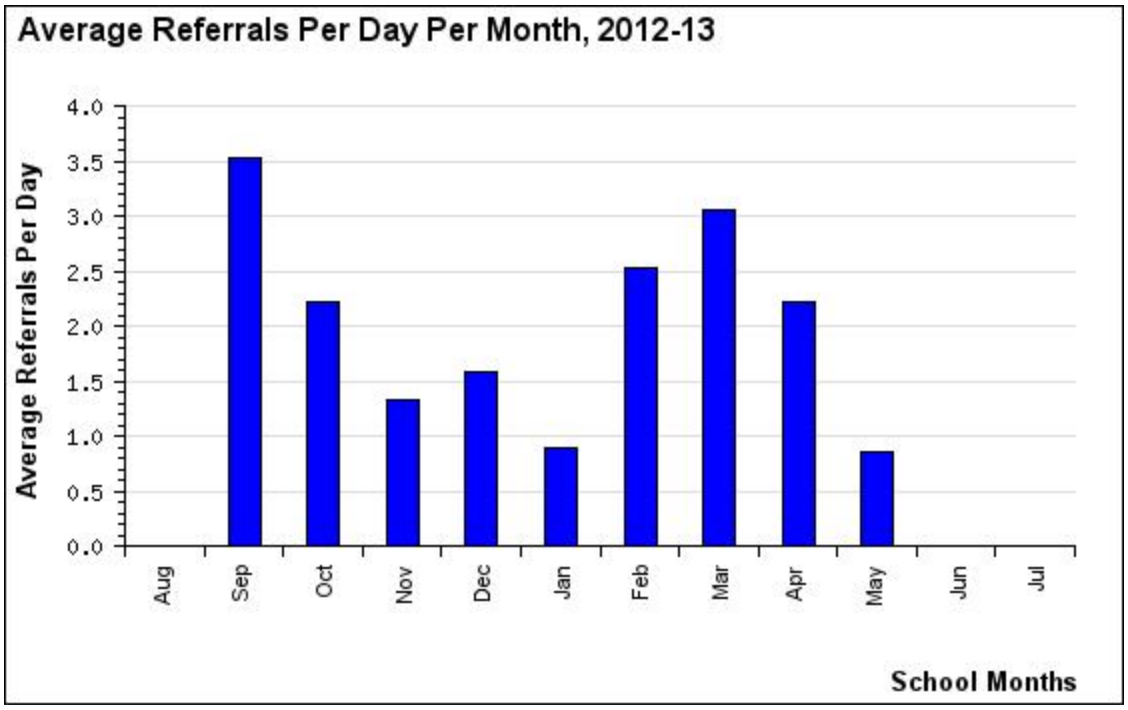
APPENDIX J

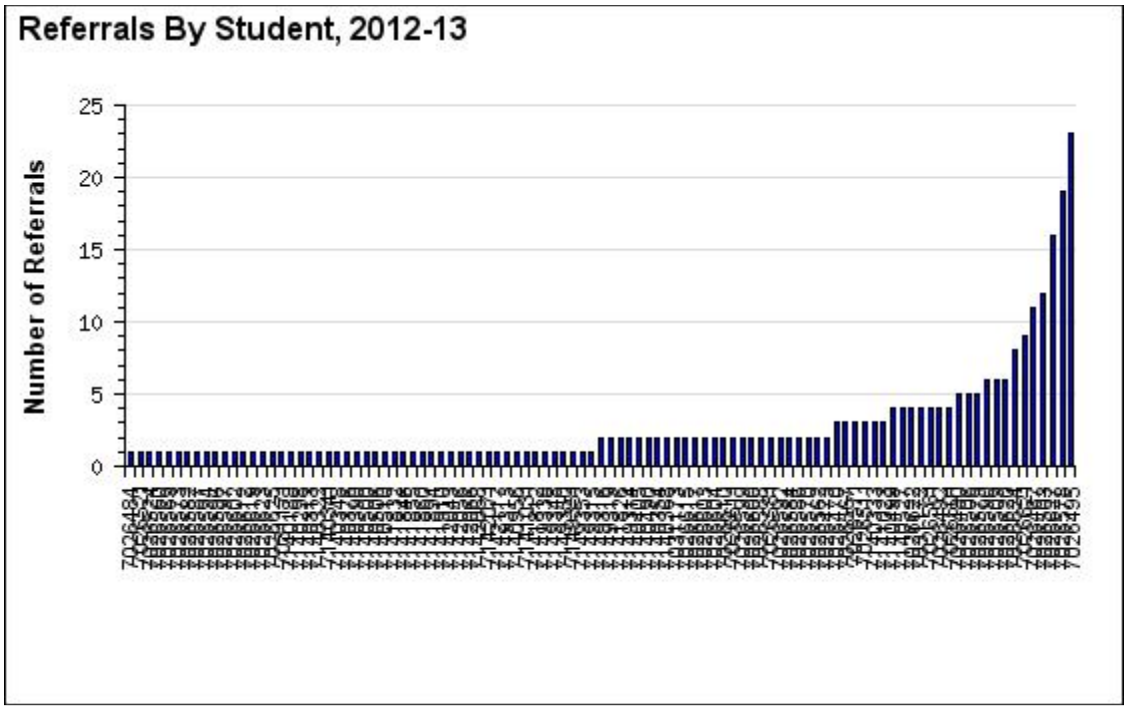
**School A: School Improvement Plan Goals (2012-2013)**

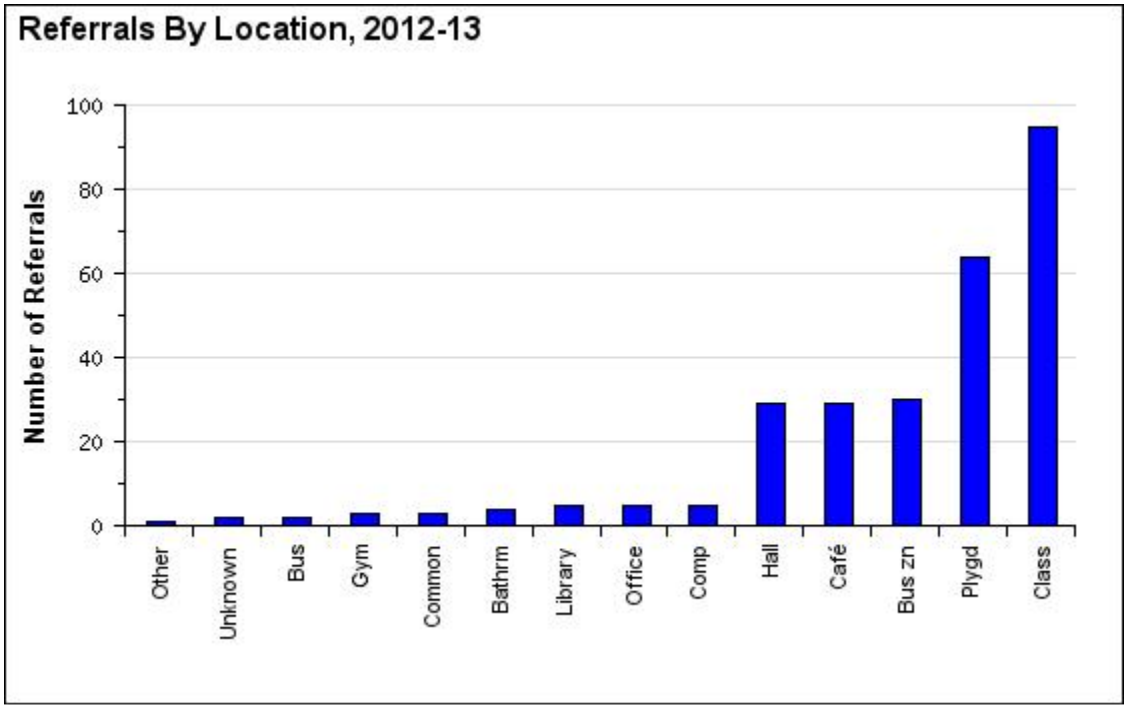
1. Establish a culture that focuses on positive behavior.
2. Establish a set of school-wide rules (3 to 5) that are known by students staff, and parents.
3. Establish a data tracking system for behavior incidents.
4. Allow for data to be transparent and celebrate our successes.
5. Develop a plan of action with target dates.
6. Conduct on-going Teach-To's for specific areas of our school with staff and student involvement.

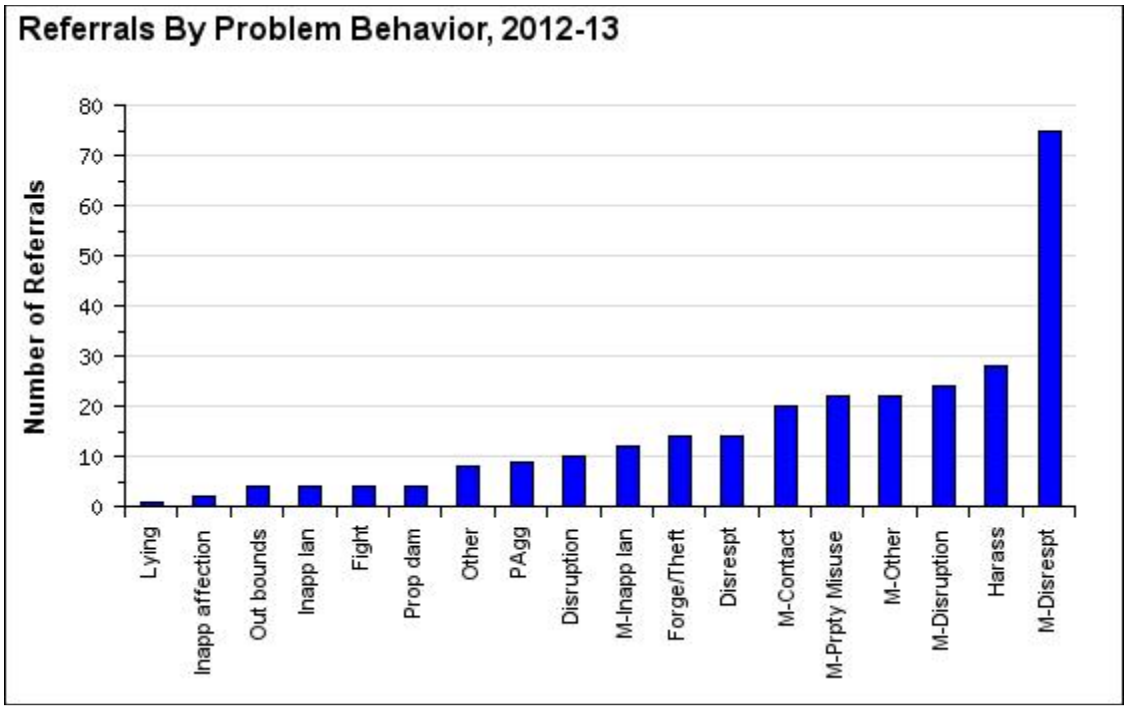
APPENDIX K

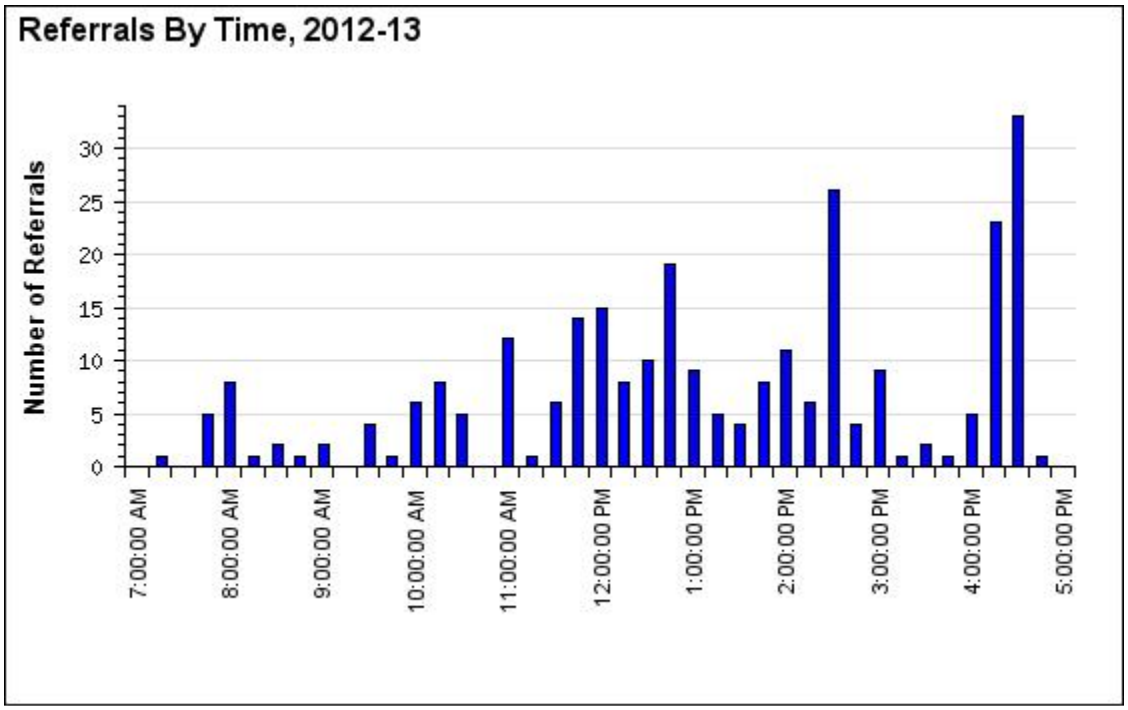
**School A: Big 5**




Referrals By Student, 2012-13
Number of Referrals
25
20
15
10
5
0


Referrals By Location, 2012-13
Number of Referrals
100
80
60
40
20
0
Other
Unknown
Bus
Gym
Common
Bathrm
Library
Office
Comp
Hall
Café
Bus zn
Plygd
Class


Referrals By Problem Behavior, 2012-13
Number of Referrals
80
70
60
50
40
30
20
10
0
Lying
Inapp affection
Out bounds
Inapp lan
Fight
Prop dam
Other
PAgg
Disruption
M-Inapp lan
Forge/Theft
Disrespt
M-Contact
M-Prpty Misuse
M-Other
M-Disruption
Harass
M-Disrespt


Referrals By Time, 2012-13
Number of Referrals
30
25
20
15
10
5
0
7:00:00 AM
8:00:00 AM
9:00:00 AM
10:00:00 AM
11:00:00 AM
12:00:00 PM
1:00:00 PM
2:00:00 PM
3:00:00 PM
4:00:00 PM
5:00:00 PM

APPENDIX L

## School A: Example of Staff Behavior Data Collected and Shared

Teachers' Distribution of Bonus Bucks

| September 2012 | |
|---|---|
| Teacher | Number of Students Rewarded Bonus Bucks |
| 1 | 4 |
| 2 | 9 |
| 3 | 6 |
| 4 | 2 |
| 5 | 2 |
| 6 | 6 |
| 7 | 10 |
| 8 | 6 |
| 9 | 15 |
| 10 | 2 |
| 11 | 7 |
| 12 | 19 |

| October 2012 | |
|---|---|
| Teacher | Number of Students Rewarded Bonus Bucks |
| 1 | 10 |
| 2 | 11 |
| 3 | 3 |
| 4 | 9 |
| 5 | 10 |
| 6 | 4 |
| 7 | 8 |
| 8 | 11 |
| 9 | 18 |
| 10 | 9 |
| 11 | 9 |

Distribution of Bonus Bucks by Location and Classified Staff

| September 2012 | |
|---|---|
| Locations | Number of Students Rewarded Bonus Bucks |
| Office | 2 |
| Kitchen | 7 |
| Title 1 | 7 |
| SPED | 1 |
| Custodian | 6 |
| Staff 1 | 6 |
| Staff 2 | 7 |
| Staff 3 | 6 |
| Staff 4 | 1 |
| Library | 0 |

| October 2012 | |
|---|---|
| Locations | Number of Students Rewarded Bonus Bucks |
| Office | 0 |
| Kitchen | 8 |
| Title 1 | 7 |
| SPED | 7 |
| Custodian | 4 |
| Staff 1 | 3 |
| Staff 2 | 6 |
| Staff 3 | 2 |
| Staff 4 | 7 |
| Library | 3 |

APPENDIX M

## School A: Behavior Matrix

| | Be Respectful | Be Prepared | Be Positive |
|---|---|---|---|
| **Classroom** | *Work quietly<br>*Keep arms, legs, and negative comments to yourself<br>*Keep room clean | *Organize desk area<br>*Turn in homework on time<br>*Have needed supplies | *Do your best work with your best effort<br>*Expect the best of other students |
| **Hallway** | *Walk quietly<br>*Keep arms, legs, comments to yourself<br>*Enjoy others' displays by looking, not touching<br>*Pick up litter | *Be on time for class<br>*Allow yourself enough time that you don't need to run in the halls | *Smile<br>*Pick up any garbage (even if it's not yours) |
| **Library** | *Quietly look for books<br>*Treat books kindly<br>*Put books back in proper place | *Bring library card<br>*Return books by due date<br>*Bring library books to your library time | *Use kind words to everyone<br>*Help keep your library clean and organized |
| **Lunch Room** | *Stand in line quietly<br>* Keep arms, legs, and negative comments to yourself<br>*Use proper manners | *Bring lunch card<br>*Remember to pay lunch money | *Say thank you to the lunch helpers<br>*Clean up messes or spills (even if it's not yours) |
| **Computer Lab** | *Treat computers and equipment with care<br>*Keep settings as they are<br>*Leave lab clean | *Bring all needed supplies to the lab | *Patience with technology<br>*Pick up items left by other classes |
| **Bathroom** | *Use toilets and urinals properly<br>*Flush toilets<br>*Make sure used paper towels get in garbage can | *Use restroom during your breaks (recess & lunch) | *Be polite<br>*Wipe off counters/keep the bathrooms looking clean |
| **Playground** | *Treat equipment kindly<br>*Play nicely with others<br>*Pick up litter | *Bring in toys and equipment that were taken out<br>*Return to class when bell rings | *Help others who are sad or hurt<br>*Pick up trash (even if it's not yours) |
| **Bus** | *Talk in a quiet, inside voice<br>*Keep arms, legs, and negative comments to yourself | *Be on time at your bus stop<br>*Be ready to get off at your stop | *Good attitude<br>*Listen to the bus driver<br>*Be considerate |

APPENDIX N

**School A: Behavior Lesson Plans**

Learning Activity Plan – Bathroom Behavior

Special Planning/Preparation (i.e., safety concerns, etc.):

| Procedures | Time | Materials | Adaptations for Diverse Learners |
|---|---|---|---|
| What behaviors have you seen that are not appropriate?<br>• Wait for responses | | | **separate boys and girls to discuss specific issues with urinals and feminine hygiene |
| What are some good behaviors you have seen?<br>• Wait for responses | | | |
| Review expectations:<br>1. Respect property: counter tops, paper towels in garbage, feminine hygiene products disposed of properly, graffiti, standing on toilets or urinals, plugging toilets, leaving water running, wash down sinks<br>2. Respect others: Mr. [] has to clean up the mess students make. Noise level: classrooms are disrupted if you are noisy.<br>3. Respect privacy: slamming open doors, teasing | | | |
| Expectations for teachers:<br>1. Bathroom checks: check after your class has been in the bathroom washing up before lunch<br>2. Check after art projects, please make sure all pain and other materials are cleaned up | | | |

227

Learning Activity Plan – Citizenship in Computer Lab

Estimated Time: 15 minutes
Grade Level(s): 1-6
Achievement Target: Student responsibility and behavior will help maintain an effective learning environment in the computer lab
Assessment: Observation of student performance in the lab
Special Planning/Preparation (i.e., safety concerns, etc.):
1)Take pictures of the Computer Lab in proper order and order that is not acceptable; 2) Prepare *CIA Chant Chart* and record students saying it in a video clip; 3) Prepare PowerPoint with handout slides; 4) Prepare and post a *CIA in the Computer Lab* Chart; 5) Make a set *of What Would I Do* Activity Cards (set of 15 different computer setting situations on both the primary and secondary grade levels); 6) Get a copy of *Student Computer Use Contract*

| Procedures | Time | Materials | Adaptations for Diverse Learners |
|---|---|---|---|
| Anticipatory Set:<br>1. Show the CIA video clop as students walk into the lab<br>2. Show the students a copy of the *Student Computer Use Contract*<br>3. Pose the question: *Why do students and teachers not have personal settings or download privileges?* | 3 min. | • *CIA Chant Chart*<br>• Video set up<br>• Projector setup<br>• *Student Computer Use Contract* | • Handout with chant |
| Model:<br>1. Explain what the contract means and why it is necessary to have each student and adult in our district read and sign it<br>2. Show the PPT<br>3. Discuss *Why the RESPECT of the CIA*<br>4. Brainstorm how breaching the contract may effect a student's education | 7 min. | • Projector system<br>• PPT presentation<br>• PC with PPT software<br>• *Student Computer Use Contract* | • Seating new instructor for individualized assistance |
| Guided Practice:<br>1. Student draws a card from the stack and reads it out loud or hands it to the instructor | 5 min. | • *What Should I Do When* activity cards? | • Peer partners sit close to one of the instructors |
| Assessment:<br>1. Teacher observation of student conduct and use in the computer lab | | | |

Integration of Technology: PPT Presentation or Moodle Presentation
Outreach to Families: Slide handout notes given to students to take home. The handouts will be returned with the data, parent signature, and student signature

228

## Learning Activity Plan – Bus Behavior

Estimated Time: 15 minutes
Grade Level(s): K-6

Achievement Target: Students will understand proper bus behavior and why it is needed
Assessment: Observation and informal questioning

Special Planning/Preparation (i.e., safety concerns, etc.):

| Procedures | Time | Materials | Adaptations for Diverse Learners |
|---|---|---|---|
| Students line up in bus lines as they would at the end of the day | 2 min. | | |
| Role play getting on a bus. Discuss with students the rules and expectations of riding on a bus | 5 min. | Chairs set up in rows like seats on a bus | |
| Review district bus rules and consequences | | Copy of bus rules projected on white board | |
| Watch youtube video on bus safety | | Computer and projector | |
| Have students get off the bus safely and role play how to wait for cares safely | | | |

Integration of Technology: YouTube video

Outreach to Families: Distribute a copy of the District Bus Policy to families (and rules and consequences)

229

Learning Activity Plan – Hallway Behavior

Estimated Time: 15 minutes
Grade Level(s): K-6

Achievement Target: Orderly transition from one area of the school to another without disturbing other classes
Assessment: Observe students as they rotate to the next activity and discuss

Hallway Rules:

1. Walk in a single line
2. No passing
3. Hands/feet to yourself
4. Mouth quiet
5. No running
6. Walk on the right hand side of the hallway

Special Planning/Preparation (i.e., safety concerns, etc.)

| Procedures | Time | Materials | Adaptations for Diverse Learners |
|---|---|---|---|
| Opening activity: Teacher choose a few students to "goof off" in the hallway in front of the rest of the group | 2 min. | Willing students to act out goofing off | |
| Demonstration: Proper hallway behavior using "I Do" "We Do" & "You Do" | 10 min. | Willing students to act out good and bad behavior | |
| Have students ask questions they may have concerning the rules | 3 min. | Possible chart paper or white board to record questions | |

Integration of Technology:

Outreach to Families:

Reflection: Will we see a quieter atmosphere in our school that reflects a place of learning? Do students understand the need for a quieter learning place?

230

Learning Activity Plan – Library Behavior

Estimated Time: 10-15 minutes
Grade Level(s): K-6

Achievement Target: SW know and understand CIA library regulations
Assessment: Performance Assessment

Special Planning/Preparation (i.e., safety concerns, etc.): Chair will be placed on top of tables as they are first thing in the morning

| Procedures | Time | Materials | Adaptations for Diverse Learners |
|---|---|---|---|
| Pick out an exemplary student to demonstrate how to properly pull down a chair in the morning. Remind students to push chairs under the table | 3 min. | Table with chairs on top | |
| Hand another student a baby doll. Explain to students that books are like babies. We take care of the books. We take care of the books. We don't throw books on the floor. We use kind hands. When we are around babies, we also quiet. (Introduce noise level) | 5 min. | Baby doll from Preschool room, book | |
| Our noise level should always be at a green. Your teachers will move the level if the noise begins to rise to an inappropriate level. Model appropriate noise level. Consequences will be handed out according to teachers' classroom rules. | 5 min. | Noise level chart | |
| Now about the Pit. The Pit is only allowed with special permission from your teachers. | 2 min. | | |

Integration of Technology:

Outreach to Families:

231

Learning Activity Plan – Lunchroom Behavior

Estimated Time: 15 minutes
Grade Level(s): K-6

Achievement Target: Students will be able to consistently demonstrate proper cafeteria social etiquette. Students will demonstrate respect for their surroundings through simple acts (i.e. picking up spilled food)
Assessment: Observation of student performance in the cafeteria

Special Planning/Preparation (i.e., safety concerns, etc.):

| Procedures | Time | Materials | Adaptations for Diverse Learners |
|---|---|---|---|
| Anticipatory Set:<br>1. Run through CIA's<br>2. Ask students: What is expected in the cafeteria? | 2 min. | CIA Poster | |
| Model:<br>1. Demonstrate proper and improper cafeteria behavior<br>2. Ask students to identify which actor was in the right and why<br>3. Run through basic rules and expectations<br>4. Discuss how showing simple respect can make lunch more enjoyable for everyone | 7-10 min. | Expectations Posters or Slides | Have peer aid in conversations |
| Guided Practice:<br>1. Have students practice from line up to sit down and getting ready for recess | 3-5 min. | | Peer guide |
| Assessment:<br>2. Teacher observation | | | |

Integration of Technology: PPT slides

Outreach to Families: Expectations sent home in Monday news letters

232

Learning Activity Plan – Playground Behavior

Estimated Time: 15 minutes
Grade Level(s): K-6

Achievement Target: Students will learn how to be respected on the playground
Assessment: Observation

Special Planning/Preparation (i.e., safety concerns, etc.):

| Procedures | Time | Materials | Adaptations for Diverse Learners |
|---|---|---|---|
| Students will learn how to be respectful to the playground and equipment | 3 min. | Pictures of the big toy | |
| Students will learn how to be respectful to others when outside | 3 min. | | |
| Students will learn to be respectful to themselves when outside | 3 min. | | |
| Students will learn to be respectful to teachers when outside | 3 min. | | |
| Students will talk about different ways that weather will change the playground rules | 3 min. | | |

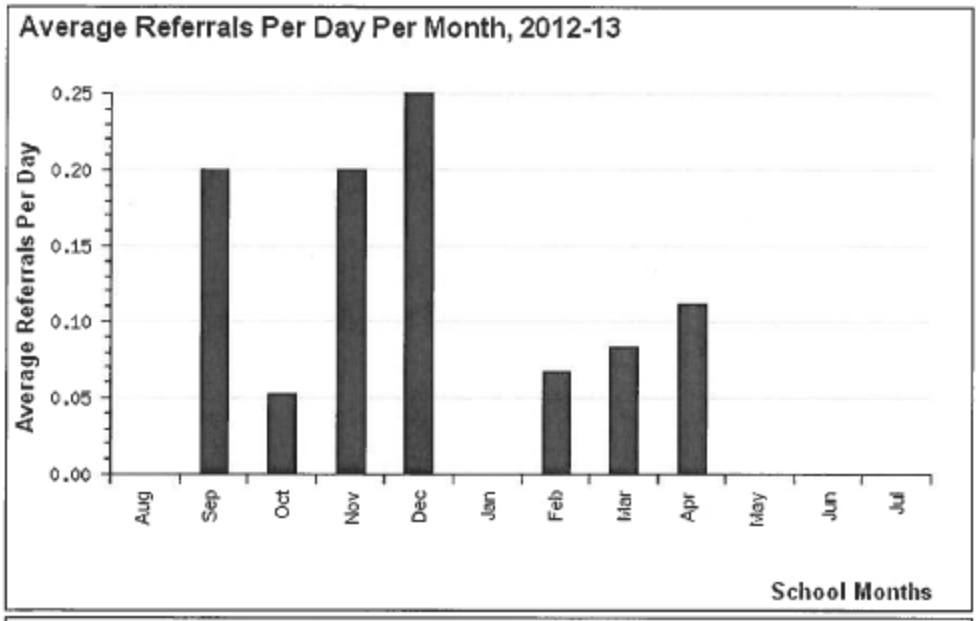
Integration of Technology:

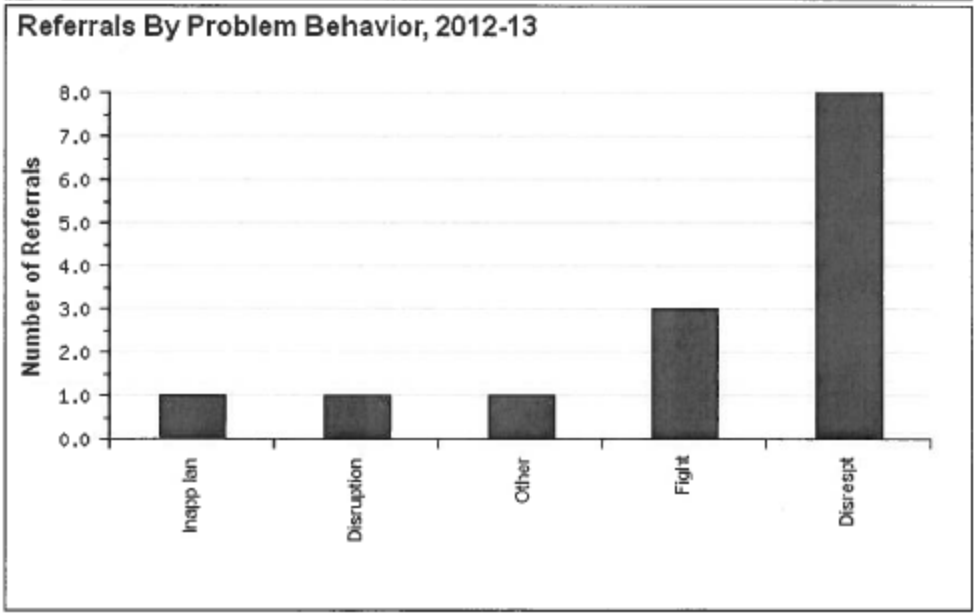
Outreach to Families: Send a note home in Monday's packet that explains the playground rules

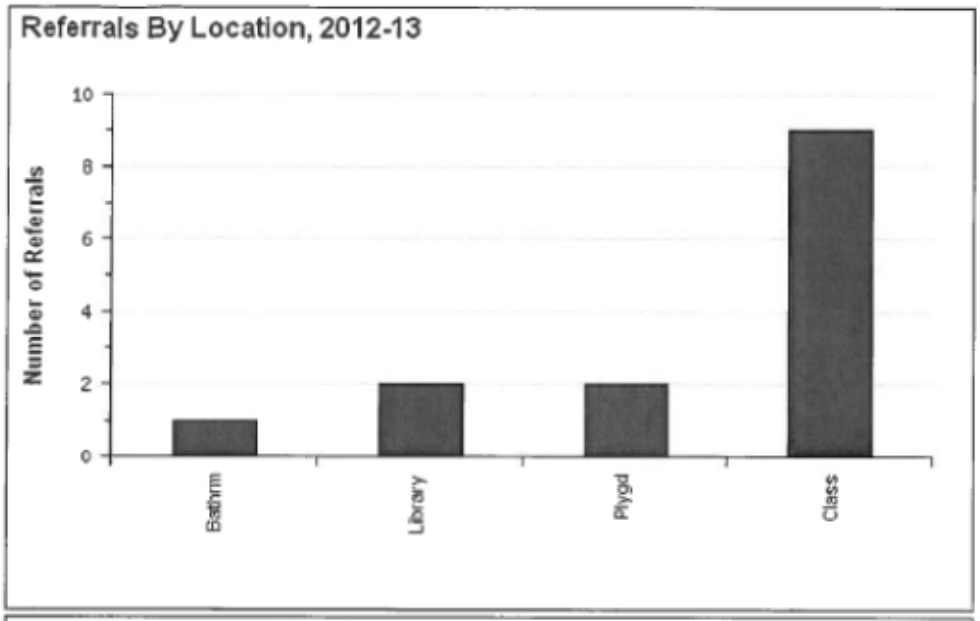
233

APPENDIX O

**School B: Big 5**

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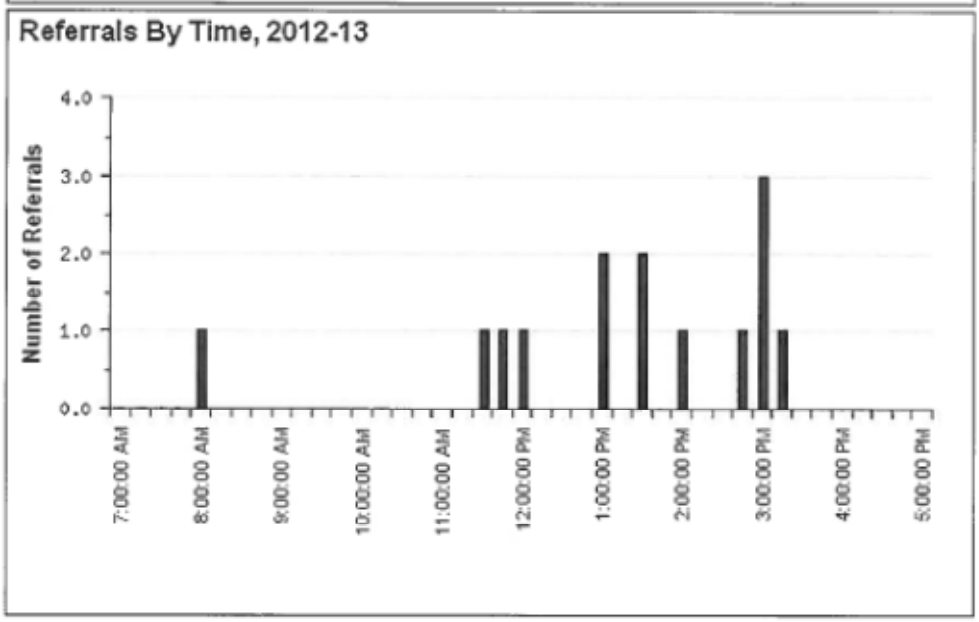
4
2
0
Bathrm
Library
Plygd
Class


Referrals By Time, 2012-13
Number of Referrals
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10:00:00 AM
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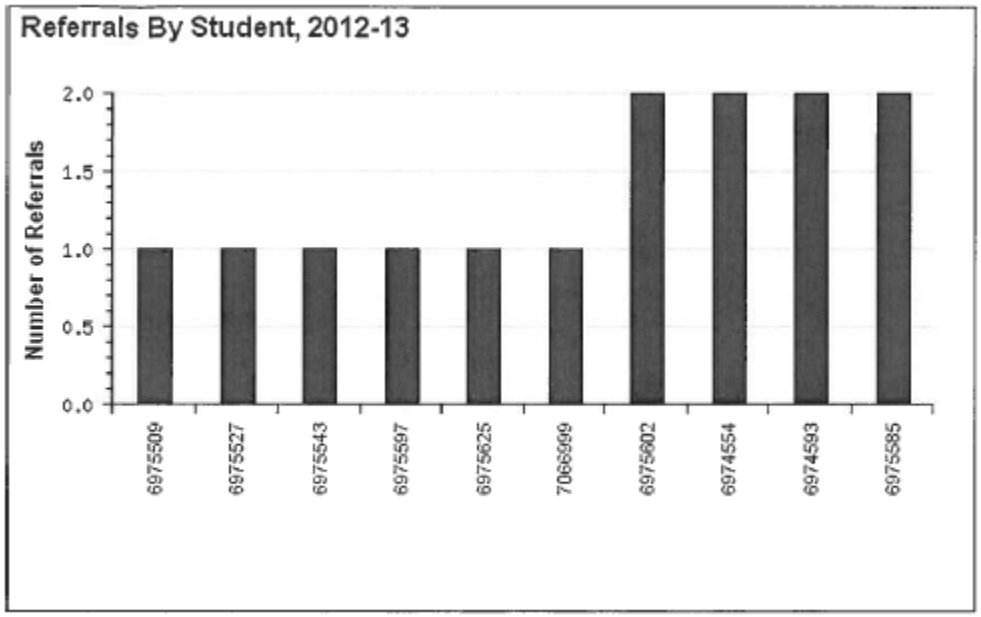
3:00:00 PM
4:00:00 PM
5:00:00 PM


Referrals By Student, 2012-13
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6975602
6974554
6974593
6975585

APPENDIX P

## School B: Office Discipline Referral Form

### Office Referral Form

Name:_____ Location:

Date:_____ Time:_____ ___ playground ___library

Teacher:_____ ___lunchroom ___bathroom

Grade: K 1 2 3 4 5 ___hall ___bus

Referring Staff: _____ ___classroom ___other_____

| Minor Behavior Problem | Major Behavior Problem | Possible Motivation |
|---|---|---|
| o Inappropriate language<br>o Physical contact<br>o Defiance<br>o Disruption<br>o Property misuse<br>o Electronic violation<br>o Other_____ | o Abusive language<br>o Fighting<br>o Physical aggression<br>o Defiance\disrespect<br>o Harassment\bullying<br>o Inappropriate display of affection<br>o Electronic violation<br>o Lying\cheating<br>o Skipping class<br>o Other_____ | o Obtain peer attention<br>o Obtain adult attention<br>o Obtain items/activity<br>o Avoid peers<br>o Avoid adult<br>o Avoid task\activity<br>o Don't know<br>o Other_____ |
| Administrative\Teacher Action | | |
| o Warning<br>o Loss of privilege<br>o Conference with student<br>o Parent contact<br>o Lunch detention | o Loss of privilege<br>o Conference with student<br>o Parent contact<br>o Lunch detention<br>o Friday school<br>o Suspension<br>o Expelled | Comments:_____ |

Others involved in incident: ___None ___Peers ___Staff ___Teacher ___Substitute

___Unknown ___Other_____

___ I need to visit with students' teacher ___ I need to visit with administrator

Parent Signature:_____ Date: _____