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The Effect of Positive Behavioral Intervention and Supports (PBTS) on Elementary School Student Academic Performance and Behaviors

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The Effect of Positive Behavioral Intervention and Supports (PBIS) on Elementary School Student Academic Performance and Behaviors

By

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An Honors Project Submitted in Partial Fulfillment

of the Requirements for Honors in the

Department of Elementary Education

The Feinstein School of Education & Human Development

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Abstract

Positive Behavioral Intervention and Supports (PBIS) is a school-wide management program designed to improve student academic performance by providing a positive behavioral environment. Research was conducted to determine if there were any direct correlation between proper and consistent implementation of the PBIS framework and an overall increased student achievement on assessments such as the New England Common Assessment Program (NECAP). Test results were examined and 12 interviews were conducted with principals, teachers, and PBIS coordinators from six different Rhode Island public schools. The results demonstrated that a majority of the schools have improved over the last few years on the NECAP testing and positive student behavior as well. However, PBIS is fairly new within Rhode Island. It is still too early to tell whether or not this change in academics and behavior is a direct effect of PBIS.

Acknowledgements

I want to thank the principals, teachers, and PBIS coordinators who I interviewed in this project. Without them, I would not have had the opportunity to gather proper data. I want to thank Dr. Anthony Antosh for providing data from the Paul V. Sherlock Center. And, I want to thank Dr. MacGregor Kniseley for providing support and advice throughout gathering evidence and formulating a finished product.

Chapter 1 – Statement of Problem

Positive Behavioral Intervention and Supports (PBIS) is a school-wide management initiative that serves the purpose of teaching the students in an entire school community behavioral expectations in the same manner as teaching any other core curriculum subject. This is done by providing students with the best evidence-based academic and behavioral practices for improving the academic and behavioral outcomes for all students. The purpose of this research is to find out whether or not there is a correlation between implementation of PBIS and improved academics and behavior within a school. I believe that there is a correlation between the two but for schools that have recently begun to implement this initiative, there will probably be inconclusive results.

Introduction

Being an effective teacher requires a number of individual characteristics. One should be patient, caring, knowledgeable, and organized. Organization is a key factor to the success of a class. The best way to organize your classroom is to implement effective rules and procedures. The rules and procedures should be grade level appropriate, use positive language, and demonstrate appropriate behavior that is to be expected within the classroom. For example, if one teacher effectively implements a list of rules and procedures with a class of 20 students, then would the same method work in all classrooms in a school?

School-wide management initiatives implement a list of rules and procedures that are followed by all students in all areas of the school. This includes but is not limited to the classrooms, hallways, cafeterias, and playgrounds. Positive Behavioral Intervention and Supports (PBIS) is one such initiative. Researchers and educators from the Technical Assistance

Center on Positive Behavioral Interventions and Supports website (2010) claim the purpose of PBIS is to teach the students in an entire school community behavioral expectations in the same manner as teaching any other core curriculum subject (PBIS.org, 2010). A team of teachers and professionals who are associated within that school are trained to create a behavioral curriculum that includes rules which are positively stated and easy to remember. These rules, procedures, and expectations are applied to all areas of the school and are expected to be followed at all times throughout the school day. If the rules and procedures are followed there may be some sort of reward for an individual, a class of students, or the entire school.

PBIS is implemented in order to improve academic achievement and social behaviors of all students. The framework also allows for the opportunity for all students within a school environment to be exposed to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Therefore, it is not a program but a decision-making framework that includes the best evidence-based academic and behavioral practices for improving the academic and behavioral outcomes for all students (PBIS.org, 2010). The ideas involved within PBIS are very flexible and therefore the implementation of rules and programs within specific schools may vary but the outcomes remains the same.

Purpose of the Project

I first became aware of the PBIS school-wide management framework when conducting observations for my first class in the elementary education program at Rhode Island College. I observed a fourth grade classroom at a school in a rural district. I was amazed at how smoothly the class was transitioning from activity to activity without a trace of behavioral disturbance. The classroom teacher and my professor explained that this particular school was implementing

PBIS, which provided a number of expectations and rules in the area of behavior so that there was less time spent on disciplining and more time spent on learning. All of the students in the school were aware of what was expected of them at any time during the day and in any location within the school. Having been exposed to the concepts so often, the students knew of the consequences when an expectation was broken. Moreover, students were keenly aware of the rewards they would receive when their behavior was appropriate and exceptional. Immediately I was impressed by the organization and appropriateness of the expectations and procedures. I knew I wanted to conduct more research.

PBIS is not a new concept. Many states have already been using this program throughout the United States, but it is has only been active in the state of Rhode Island since 2005. Therefore, I was very curious to research the progress that the program had made since its beginnings in Rhode Island public schools. Most importantly, I wanted to see if there was any improvement in student behavior and academics since the purpose of implementation is to squash bad behavior and increase academic achievement.

To collect this data, I knew I needed to research PBIS and observe it in action. Therefore, I decided to observe and interview students, teachers, and administrators in six different Rhode Island public schools. I also wanted to collect statistical data regarding academics and behavior over the period of time in which PBIS had been implemented in the school. By collecting this information and comparing data, I hoped to determine whether or not the framework behind PBIS is working within these six particular Rhode Island schools.

Research Question/Hypothesis

By conducting research, I wanted to find out whether or not the school-wide management PBIS program had a positive impact on student academics and behavior. If all of the students within the school follow the same rules and expectations, then disciplinary actions and consequences should be swift and consistent. By having this structure, there is less time spent on disciplining behavior and more time spent on academics.

Before I began my investigation, I believed that the schools that have been practicing PBIS from its infancy in Rhode Island have found a positive impact on the students whether it's solely academics, just behavior, or a combination of the two. I also theorized that the schools that had been using PBIS for a year would have little to no impact on the students because the students and staff would be adjusting to the changes or they would not be fully implemented. However, I hoped that all of the students and staff at these schools would be gaining a positive experience from this evidence-based framework in order to improve themselves, their peers, and their community.

Chapter 2 – Review of Related Literature

There are many different methods and strategies to managing a classroom but rules, procedures, and structure are essential to all students. Students need feedback, clear expectations, and a schedule to follow throughout the day so that teachers spend less time directing behavior and more time is spent teaching and learning. There should be more time spent reinforcing positive behaviors and less on the negative. PBIS is a school-wide management system that works as a solution to this problem.

It is designed for all students but can be viewed in a tertiary system. There are three tiers behind the PBIS framework, with each tier gradually becoming more intensive in terms of management and individualized behavior plans. In Rhode Island, PBIS has been implementing within a variety of schools across the state for the last five years. New schools are continuing to begin training.

School-wide Management Programs

Classroom management is an essential component to every classroom. It includes creating a set of rules and clear expectations that all students follow. This helps to organize the classroom for both the teacher and students allowing for a smooth, effective, and educational environment. When the students are aware of what is expected, they are motivated in order to achieve the goals assigned by the teacher. Some students are intrinsically motivated and want nothing more than to exceed goals for the sake of accomplishment and pleasing the teacher. Other students need extrinsic motivation in order for them to become engaged in learning.

Many management programs include extrinsic motivators and offer rewards to students who are prepared, well behaved, and academically successful. PBIS is a school-wide program that uses rewards and praise to encourage students to behave. If this program is implemented

correctly, all students are given equal opportunities to succeed inside and outside of the classroom.

According to Paul R. Burden (2006), rewards should be given early in the learning experiences so that students will apply more effort for additional rewards in the future. These rewards could come in the form of praise or something tangible such as stickers, pencils, homework passes, gift certificates, etc… All of the students within a classroom environment or school which is the case for a school-wide program should be given equal opportunity to earn rewards. Tangible rewards can be used as incentives. However, they are not always necessary. If they are used excessively, students would not receive the satisfaction of wanting to learn for the sake of learning and behave only for the rewards. In this case, if the rewards are taken away completely, the students would most likely quit behaving and trying because the incentive is gone (Burden, 2006).

In a tangible reward system, the rewards should distributed frequently in the beginning of the school year. This models for other students an incentive for better behavior and student work. As the students react to the program and the year progresses, the rewards should be slowly withdrawn so that the students work harder to receive an award. By the end of the school year there should be little or no tangible rewards. Instead, praise and feedback should be given. This allows for students to be intrinsically motivated while accomplishing academic goals and behaving appropriately. The rewards should be something that the student wants to receive or the program would be ineffective. A menu of rewards could be given to the entire classroom. When an individual receives a reward, he/she could pick out of the list of prizes what he/she would enjoy.

Feedback is important when managing students. Ruth Sidney Charney (2002) states that feedback can occur in positive and negative situations but should always be stated positively when speaking to the student. Charney (2002) also declared that feedback should be encouraging, specific, and positive. This allows for the opportunity for students to understand the problem without being reprimanded or uncomfortable. At the same time, the teacher can use this opportunity to redirect the student and inform him/her of what he/she should have done instead. Praise is a type of feedback that should be given when a student has behaved appropriately. This allows for other students to direct their attention to what the teacher expects. It also encourages the particular student that is being praised to continue to positively behave. Praise helps instill intrinsic motivation, but too much praise can be ineffective (Burden 2006).

When creating rules, teachers should ensure that students are aware of rewards and consequences for each rule. There also needs to be mild, moderate, and severe consequences depending upon the occurrence (Burden, 2006). For example, if there is a serious problem within the classroom such as stealing it should not be treated the same way as calling out, for example. If a student misbehaves, it is essential that the teacher immediately acts upon it. The problem needs to be addressed with a consequence so that the offending students and all of the peers know that the behavior or action is inappropriate and will not be tolerated.

Rules need to be concise, simple, and stated positively (Charney 2002). Enforcing the rules consistency is extremely important because all of the students need to be treated equitably or the rules will be ineffective.

Classroom and school-wide management of PBIS is an ongoing process. The first few weeks of each school year should be dedicated to repeating procedures, expectations, and

rewards so that students always know what is expected and realize the importance of this process. Managing a classroom or school is an ongoing process. With time, the effects will help the individual student, class, and entire school to achieve goals while behaving appropriately.

What is Positive Behavioral Intervention and Supports?

PBIS is a management framework that is used throughout an entire school. The purpose of the implementation is to improve student academic and behavior outcomes by giving all students access to the most effective and accurate instructional and behavioral practices and interventions as possible (SWPBIS, 2010). According to PBIS.org (2010), it is a decision making framework that helps guide selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

PBIS enhances the education of all students. Especially those with challenging social behaviors because it establishes clearly defined outcomes that relate to academic and social behavior, systems that support faculty efforts, practices that allow for student success, and data used to guide decision making (RI PBIS 2010). Prosocial skills and behavior are taught and encouraged in order to decrease inappropriate behavior. When inappropriate behavior is present within a school environment, the negative climate is often linked to loss of instruction, poor academic achievement, poor standardized test performance, and increased dropout rates (Paul V. Sherlock Center, 2010).

When implemented correctly, PBIS helps create learning environments that are less reactive, aversive, dangerous, and exclusionary by promoting positive behavior through a reward system. The school environment, in turn, becomes more engaging, responsive, and productive

(SWPBIS, 2010). If there are problems within the classroom, they will be dealt with immediately by the classroom teacher or principal. Supports are provided for the students who require more specialized behavioral assistance (SWPBIS, 2010). Referral forms and the referral process is something that the PBIS team discusses with the faculty prior to implementation so that all school faculty is on the same page when it comes to deciphering the appropriate time to refer a student to the principal without causing too much attention to the negative behavior (SWPBIS, 2010).

In order to determine the correct supports for the students, there are three different tiers of instruction (See Appendix C). The primary tier is the prevention method for all students and consists of routines, rules, and particular physical arrangements that are developed by a team and taught to the school staff in order to prevent negative behavior (SWPBIS, 2010). Research has shown that three to five behavioral expectations that are positively stated, easy to remember, and appropriate to the environment are the most effective. If implemented correctly, more than 80% of the students at the end of the school year should be able to discus and explain the expectations to an outsider (SWPBIS, 2010).

In order to understand which behaviors are accepted and which are considered to be inappropriate, the team and faculty should post a matrix or graph, listing the behavioral expectations in all areas of the school. The students should be exhibiting positive behavior in every area of the school including the classroom, cafeteria, hallways, playground, and the bathroom. Therefore, in order to understand how teachers and other school personnel expect students to act, the expectations should be listed and taught. The expectations will be taught to students in the appropriate locations by the teachers and team members who developed the rules. Once the behavior is modeled, most students demonstrate the behavior before moving on to the

next location. The students are taught the positive behaviors for about seven hours while the faculty is trained by the PBIS team on an average of nine hours. The team visits throughout the school year to check up and provide new ideas for successful implementation (SWPBIS, 2010).

After explaining the rules to all of the students, the reward system should also be explained. At the primary tier, all of the students are given the same rewards and praise for positive behavior. When "caught" in a situation where a student is demonstrating positive behavior, most schools decide to pass out slips that explain this particular student has been recognized. All of the staff must participate in recognizing and passing out the slips whether the student is in that teacher's classroom or not. All of the PBIS schools follow the same guidelines but the implementation looks completely different at each school because the program is based on the needs of the school or student body and the data that has been collected about the school. About 80% of the school population usually responds to the primary tier (OSEP, 2010). For those students that need more support, there is the secondary level.

The secondary level is designed for intensive or targeted interventions to support individual students or groups that do not respond to the primary tier. These students are those that are at risk of engaging in challenging problem behavior (OSEP, 2010). The students included in the secondary level are any student that visits the principal's office between two and five times per school year which usually consists of about 15% of the school population (OSEP, 2010). Students at the secondary level are assessed through a Functional Behavioral Assessment (FBA). The purpose of the FBA is to teach the students new skills in order to replace the problem behavior, to rearrange the physical environment to help eliminate problems and encourage the positive behavior, and to monitor, evaluate, and reassess the student over a period

of time (OSEP, 2010). The FBA will help monitor students' progress in the area of behavior and if the individual plan works the student could be considered a part of the primary level.

The secondary level is the middle tier on the pyramid of behavior and therefore these students are given more attention than those on the primary level but less attention than the students included in the tertiary level. The tertiary level is the top of the pyramid and addresses the final 5% of the student body. The students included in the tertiary prevention level constantly exhibit patterns of problem behaviors that are dangerous, highly disruptive, and impede learning (OSEP, 2010). Also, students with developmental disabilities, autism, and emotional or behavioral disorders are included in this level of targeted instruction.

All of the faculty and staff need to be aware of the students in the tertiary level so that the students are always receiving constant and effective implementation of their individualized plans. Similar to the students in the secondary level, students in the tertiary level are given Functional Behavioral Assessments (FBA) to determine the cause of the problem behavior, frequency, and to help the student learn a new and more positive behavior. In addition, the individual students are also given a Behavioral Intervention Plan (BIP) that dictates goals to achieve along the way and a monitoring system that is individualized for each student depending upon the behavior (OSEP, 2010). For example, if a student's problem behavior is disrupting the class frequently throughout the school day, the teacher may give a reward if the student goes three hours with having two or fewer outbursts.

The individualized plans at the tertiary level are focused on meeting individual needs of the student and changing the behavior in a flexible and personalized approach (OSEP, 2010). While the individualized plans are implemented, the students are exposed constantly to the

primary level of implementation. This allows the students to understand the importance of the principles and expectations the school has for all students. The goals for students in the tertiary level include increasing participating in the school or community, gaining and maintaining significant relationships, expressing and making choices independently, demonstrating and experiencing respect, and developing personal skills (OSEP, 2010). Although there are certain guidelines for each level of behavior, implementation for each individual will be different depending upon student needs and goals.

PBIS in Rhode Island

The Paul V. Sherlock Center for Disabilities, at Rhode Island College, brought Positive Behavioral Interventions and Supports to the state of Rhode Island in 2005. Cohort I began implementation in November 2005 and consisted of a list of 16 schools scattered throughout the state (RI PBIS, 2010). Cohort II introduced PBIS to an additional 25 schools that began training in May 2006. At that point there was a total of 41 schools in 19 different districts participating. Among the 41 schools, there were 34 elementary schools, 2 middle schools, 1 high school, 3 charter schools, 2 private schools, and 3 early childhood centers (RI PBIS, 2010).

By the spring of 2007, Cohort III included 17 more schools from nine different districts, two of them being middle schools and one high school (RI PBIS, 2010). The Sherlock Center is now working on introducing teams to the Cohort IV schools.

To qualify as a member of a cohort, a Rhode Island school must demonstrate a list of criteria to the PBIS coordinators at the Paul V. Sherlock Center for Disabilities. The list of criteria includes a list of the “leadership team” which must include an administrator, teacher, other school personnel, and parents; commitment that the entire leadership team will participate

in three two day trainings during the first year and at least two more days of training during the second and third years. Also, a commitment that the leadership team will meet at least monthly during the three years, and commitment letters from the leadership team, superintendent, and a letter from the faculty signed by at least 80% of the staff (RI PBIS, 2010).

Chapter 3 – Methodology

To find the best results, the data needed to be gathered from a wide variety of Rhode Island schools. Two schools were chosen from each cohort. Two schools came from rural communities, two from urban communities, and two from suburban communities. All teachers and administrators were asked the same questions (see Appendix A) and were expected to answer based on the individual information for that particular school. Along with the interviews, research was gathered from test scores from the NECAP.

Selection of Schools

In order to understand PBIS's influence in Rhode Island schools, I chose six schools from various districts and cohorts. A cohort in this case classifies the number of years the schools have been implementing PBIS. For example, the schools in cohort I were a part of the first group of schools to implement PBIS and have been using it for about four to five years. Cohort II schools followed Cohort I. Cohort III is the newest set of schools using PBIS.

By interviewing two schools from each cohort, I could gather more information about schools that track progress, schools that are beginning to see progress, and schools that may still be working towards full implementation. Nonetheless, I felt it was also important to interview schools in rural, suburban, and urban communities. Two schools from each of those locations were also chosen in combination with two schools from each cohort. Therefore, it limited the selection of schools drastically but still left me with a handful of options.

I chose six schools because it allowed for a wider variety regarding the cohorts, districts, and overall it allowed for greater comparisons in implementation methods. Due to confidentiality, I will not name the schools or districts. Instead, I will refer to the school as such;

rural/cohort II, rural/cohort III, suburban/cohort II, suburban/cohort III, urban/cohort I (A), and urban/cohort I (B).

Three of the schools [rural/cohort III, suburban/cohort II, and urban/cohort I (A)] were also schools that I was assigned for various practicum classes during my semester of research. Therefore, I was able to use those three schools and spend adequate time in each. The three schools included one from each cohort and one from each district. Other schools were selected through familiarity [urban/cohort I (B)], contacts (suburban/cohort III), and whatever requirements needed to be filled based on the remaining cohorts and districts (rural/cohort II).

Protocols for Observing/Interviewing

To gather insight on a broader level, I decided to interview the school principal and a classroom teacher. The three schools I worked in were the easiest because I asked the classroom teachers whom I worked with during the semester and then found time to also stop in and speak with the principal. In order to set up a meeting date for the remaining three schools, I either phoned or emailed each school. Each school was very receptive to have a Rhode Island College student drop by to visit and interview. I often spoke directly with the principal when setting up an initial date to interview. The principal would recommend a particular teacher who was the most involved with the implementation of PBIS, a teacher who is the PBIS school representative, or an actual PBIS trainer who visited the school to check progress.

I used the same list of interview questions for each principal and a separate list of questions for the six teachers/PBIS representatives (see Appendix A). For the principals, there were a few background questions regarding the professionals but the remaining questions addressed how PBIS is implemented within the school, how long the school has been using

PBIS, its effect on referrals to their office, the effects on the academic performances of students, effects on attendance rates, and the interviewee's thoughts and prior experiences with a school-wide management system. The teacher questions addressed the same topics but on a classroom-level. For example, the teachers were asked how PBIS affects his/her classroom specifically, how the students react to the system, and how the other teachers feel about PBIS. There were also some similar questions such as some basic background questions on the interviewee, how long he/she has had experience with PBIS, how it effects his/her students academically and how the interviewee feels about the system personally.

I used the same list of questions for each school because it would be easier to compare among levels of implementation and effects on students. The interviews were often conducted before or after school when there was enough free time to be spent focusing on the questions and not on the students.

When questioning the principals, the interviews often took place in their offices. Teachers preferred speaking in the comfort of their own classrooms. On some occasions I had the opportunity to speak with both the principal and the teacher/professional at the same time. All interviewees were informed that their names, names of the school, and even the districts would not be mentioned within my report.

Selection of Research Reports

While conducting research, confidentiality was constantly a looming thought. I needed to collect data that would be public information and use these statistics to make my own inferences while also using the interview information. I initially contacted the Paul V. Sherlock Center on Disabilities located on the Rhode Island College campus because the Sherlock Center was the

institution which brought PBIS to Rhode Island in 2005. Therefore, I was hoping there would be records on each school's current progress in academics or behavior. However, after contacting the center, it was found that they do not track schools year to year and a number of files at the center were confidential.

I used Information Works! (2010), a website with annual reports of public education categorized by school, district, and the state. Since I was concentrating on particular schools, I was able to research each school and study that school's performance on state testing the previous year in reading, writing, and math. The website also provides relevant data such as attendance rates, referrals to office, and suspensions. Other valuable data included the percentage of students within the school receiving specialized education, the percentage of students eligible for reduced or free lunch programs, and the percentage of students receiving English as a Second Language (ESL) services.

Information Works! has been providing Rhode Island with public records on all of the state's public schools since 1999. All previous assessment data remains on the website under a separate link. Therefore, it was easy to access records from each school prior to the implementation of PBIS from 2005 to 2009. I studied the state assessment results from each school in reading, mathematics, and writing. I also viewed and noted the attendance rate at the school, number of suspensions, reasons for suspensions, and how the school compares with the state's average scores and progress on the New England Common Assessment Program (NECAP). Information Works! is the sole source of assessment data I used while conducting this project.

Chapter 4 – Analysis of Results

After all interviews were conducted and the data was gathered, all interviewees had explained how PBIS affected their teaching, students, and school community. Although PBIS is implemented differently in all six schools, all professionals agreed that this framework has positively affected students' behaviors and motivation. Several of the schools followed similar rules such as "being responsible, having respect, being ready and prepared for school," but every school varied in methods of implementation and rewarding the students. This demonstrates how flexible, yet effective the PBIS concept can be.

Individual Interviews and Observational Data

Below are the results of observing the six schools and interviewing representatives.

Rural/Cohort III

In April 2010, I conducted my first interview in the rural/cohort III school in which I was completing one of my practicum classes at the time. With this advantage, I spent several weeks within the classroom getting to know the procedures. Mrs. A taught first grade for 22 years of 23 years of teaching. She taught at the rural/cohort III school throughout its entire implementation of PBIS which began 3 years prior to the interview.

When I asked Mrs. A. how PBIS affects the academic performances of her students, she replied that there is less time spent on discipline which leaves time for more academics. She liked the PBIS method and said it was similar to the reward system she had created and used previously. However, by making the system school-wide it helped to connect the students and give them a sense of constant responsibility for their own actions. If given the opportunity to improve PBIS, Mrs. A. stated that she would use more rewards but overall, she found the

students responded very well to it. The majority of students enjoyed the attention when a behavior was rewarded. However, there were unfortunately a few students who don't seem to care and were numb to the consequences.

Since I was unable to schedule an appointment to speak with the principal at the rural/cohort III school, I asked Mrs. A. a few more questions about the implementation of PBIS. Similar to many PBIS schools, rural/cohort III school posted cafeteria, hallway, and classroom rules in the appropriate locations so all students are able to view the rules at all times. The "rules" were usually behavioral expectations and included simple sentences that were positively worded. For example, in the cafeteria students should "line up in a silent, single file line." There was also a matrix of expectations all students should follow during arrival/dismissal, and in classrooms, hallways, on the playground, and in the bathrooms.

All of these rules relate to five basic principles followed by the students at the rural/cohort III school; tolerance, enthusiasm, achievement, citizenship, and hard work. These principles are otherwise referred to as the acronym, "T.E.A.C.H". Students caught by any faculty or staff using T.E.A.C.H values receive a slip for their good behavior. Students can also receive slips for completing their homework throughout each week and for not earning any discipline forms. The slips are named after the school mascot. On the last Wednesday of every month all of the students throughout the school who have earned slips are invited to participate in a fun activity which changes monthly.

Students who misbehave receive a discipline form. The discipline form is used universally throughout the school so that all of the students always know the exact consequences of their actions. Also, the misbehaving student's classroom teacher doesn't necessarily have to

be the person to reprimand. On the discipline form, the name, grade, and teacher are noted along with the date because each student may only receive one discipline form per day. The document lists a number of problem behaviors, possible instigators, and consequences. For each offense, the behavior, motivation, and consequence must be checked off. Some of the consequences for misbehavior include time spent in the principal's office, loss of recess, loss of a fun activity, contact with a parent, and suspension.

Suburban/Cohort II

The next interview was also conducted in April 2010. This school was located in a suburban district and is a Cohort II school. Therefore, it has been implementing PBIS for about four years. The teacher who I was working with, Mrs. B. had been teaching for seven years in a middle school setting and in the second grade. The middle school in which she formerly taught also used PBIS but she informed me that it was not implemented fully there and it was not working as intended.

Mrs. B. said PBIS affected the academic performances of her students in a positive manner because it allowed them to feel more confident. They were aware of the responsibilities and consequences that were directly connected with their behavior. She worked in the special education setting so it was especially important for students receiving special services to understand that they should always try their best and behave appropriately. When they behaved as they were expected, they were immediately rewarded. The immediate reward worked as an incentive.

When asked about how PBIS directly affected her classroom, Mrs. B. again stressed the importance of having the students being accountable for their actions. Although the behavior has

not diminished, it has decreased and the students often show Mrs. B. that they understand the expectations. She enjoyed the PBIS method because everyone in the building, students and teachers alike, are on the same page. When the method was enforced fully, it worked the best because the students relied on consistency. She said the students love PBIS because they love being rewarded for their actions. Much like rural/cohort III school, suburban/cohort II school passes out slips to students, again with the school mascot, that have demonstrated appropriate behavioral expectations. In the beginning of the year, if a class of students acquires 25 slips, they would vote on the reward. As the school year progresses, the number of slips increases before a reward is presented. Some of the rewards for a classroom include a movie or having permission to wear pajamas to school for the day.

I spoke with Principal B. to gain more insight about the school-wide applications of PBIS. She has been principal at the suburban/cohort II school for six years and believed that management is key to ensuring that PBIS is implemented accurately throughout the entire school. She believed that the students really enjoy the rewards, which is why the attendance rates do not seem to be a problem at her school. She reported that more time is spent on learning and less time is spent on disciplining so the teachers and students both gain from the method.

Principal B. said that she did not regularly keep track of the number of infractions and students sent to her office but now uses referral slips for each misbehavior. The referral slips are usually only given out in the classroom setting after a student has received a warning or two. The classroom teacher determines whether it is a minor behavior (e.g., inappropriate language, disruption, tardiness) or major behaviors (e.g., physical aggression, vandalism, theft). Principal B. used a computer program to chart in which grade levels the behaviors were occurring, the location of behaviors, and the degree of seriousness of each infraction. For example, when using

this information, she informs the faculty to monitor the baseball fields at recess for grades 4 and 5 more often because there have been a lot of fights there lately.

Any inappropriate behavior violated the five principles the suburban/cohort II school. These principles include "safety first, try your best, act responsibly, respect all, and show self-control." Classroom behaviors included pushing chairs in when getting up, completing assignments, and raising your hand. Throughout the hallway, the students were expected to walk on the right side of the hall, maintain personal space, and use inside voices. Proper behavior such as cleaning up, minding privacy, and using property correctly were all behaviors expected in the bathrooms. During lunch, students were expected to walk, clean up, and listen to the adults in the cafeteria. At recess the students must use equipment properly, stay within the recess zones, and be friendly to peers. During dismissal, there were a set of rules such as; "be prepared, listen to directions, and leave the classroom quietly."

Whenever students demonstrated these behaviors, they were rewarded with a slip. Each classroom displayed their slips and agreed on a benchmark and reward as a group. Once the benchmark was met, the class will earn their reward. The slips were then taken down and the cycle begins again. The faculty were required to hand out a certain number of slips per week but were recommended not to distribute them to the students they were working with at the time. For example, each special subject teacher, secretary, and principal must distribute 10 slips per week. Custodians and the teacher assistants are required to distribute five slips per week.

Slips were distributed during arrival/dismissal time and during lunch periods. Each lunch had assigned tables for each grade. Therefore, every day the students sat at the same tables within the cafeteria. Tables of students can earn slips and if a particular lunch table earned

enough positive behavior slips the entire group at that table is rewarded at the next lunch period with fancy tablecloths and dishes. During arrival and dismissal times, students who were assigned to a particular bus or even the students who were picked up from their parents could be rewarded as a group. If one of the arrival/dismissal groups earned enough slips to receive a reward, they earned the red carpet treatment. An actual red carpet was rolled out of the entrance of the school and the students walked on the red carpet while being cheered on by teachers and cardboard cutouts of their favorite movie stars.

Principal B reported that the PBIS system is great because behaviors are stated in a positive manner and allowed the students to take their own responsibility. The students loved the rewards. She stated that the best part about the PBIS system is that it is customized to the school. The concepts are usually the same but the school staff could make the decisions about rewards and consequences.

Urban/Cohort I (A)

In early June of 2010, I visited the urban/cohort I (A) school to interview Mrs. C, a 6th grade teacher, and Principal C. This school is one of the first schools to implement PBIS in Rhode Island. Interestingly, it was one of the six schools that did not initially strike me as a PBIS school. Unlike the majority of the schools I visited, this school had very few rules and expectations listed on the walls in the hallways and classrooms. I spent several days at this school for one of my practicum classes and throughout that time I was never aware this was a PBIS school.

It wasn't until I spoke with Principal C and Mrs. C that I learned more about the implementation at this particular school. The urban/cohort I (A) school had been using PBIS for

four years. The school pledge promoted respect, honesty, and cooperation which were all behaviors the students are expected to follow. The students recited the pledge every morning as a part of their morning exercises. By reciting these characteristics every day, it reminded the students how they should behave when they begin their academic day.

Similarly, this school also distributed slips with the school mascot in recognition of positive behavior. These slips were collected individually and were brought to the Redemption Center where students used the slips they earned to "buy" school supplies, books, toys, and school paraphernalia. Principal C explained that the PBIS system affected the academic performances of her students by rewarding them for their positive behaviors. By rewarding the positive, those students were role models. The role models set an example for all of the other students who in turn, want to earn the same rewards. Therefore, the overall classroom demeanor is improved and the students focused more on academics.

Principal C also reported that there used to be a lot of referrals to her office but with PBIS, many of the minor infractions were being addressed within the classroom. Only the major issues were directed to her office and even in those cases, there were fewer and fewer problems. Students were expected to work out their problems immediately through several different methods including resolving through conversation and conflict resolution. Depending on the situation, students could lose particular privileges like the slips, recess, and free time in the classroom.

Attendance rates were high (95%) at the urban/cohort I (A) school. Principal C also said that by this point the students are accustomed to the PBIS system and know the expectations. She agreed that the system was effective, organized, and allowed everyone in the school to be on

the same level. This created a sense of community. The only way Principal C said she would improve the PBIS framework would be to include parents more. She was always looking for ways to involve the students' parents in their academic careers and building a positive school community.

Mrs. C had been teaching at this school since PBIS has begun. Therefore, she saw its progress over the past four years. She felt that the students' academics are influenced because of the structure. The organization of the system allowed for expectations and rules to transcend across grades and classrooms. This allowed a community to be built. With a sense of community within the school, there were less behavioral disturbances.

Mrs. C says that the sixth graders were accustomed to the PBIS system and currently there were no behavior plans. Behavior is no longer a problem because the students know what is expected. The slips, called "dollars," were incentive for students to act appropriately and have a healthy competition with their peers. She felt the system was mostly effective with a few students that do not participate. But those who participate are mature and independent. She stated PBIS was great for the students because it provides the consistency they need in their lives. If they could find that consistency at school, they could feel more comfortable and safe in their learning environment. It also treated all of the students equally. The students who behaved appropriately were rewarded and Mrs. C feels that is a much more effective way to diminish negative behavior than solely focusing on the negative behavior within a classroom when it occurs. Although she recognized many benefits to PBIS, she felt that there were several students who were not affected by this system. Therefore, she would like to find some way of reaching these students and motivating them to behave appropriately and focus on their academic careers.

At the school, there are many different projects and programs occurring simultaneously. PBIS was not the sole behavior management system implemented with the students. Therefore, this could be the reason there was not a huge emphasis on posting the rules and expectations. It seemed as though the students understood what was expected of them but throughout the entire time I spent in this school, I never witnessed a student earning a "dollar" or even speaking about this type of reward system. Perhaps it was due to students and teachers using this system for more than four years or due to the time of the school year (i.e., mid-year) and there were less "dollars" being passed out for demonstrating positive behavior. Nonetheless, in order for PBIS to be somewhat effective, it needed to be implemented consistently.

Suburban/Cohort III

Also in June 2010, I visited the suburban/cohort III school and I had the opportunity to interview a second grade teacher, Mrs. D, and the school principal, Principal D, simultaneously. The school has been implementing PBIS for the past three years and this past year PBIS was implemented district wide for the first time. Similar to other PBIS schools, the suburban/cohort III school taught students three main principles called the three "R's" (Respect others, Responsibility, and Ready to learn).

The three R's were posted in the hallway, cafeteria, playground, bathrooms, and at assemblies. When creating the rules, the PBIS team and the faculty listed examples of the three R's in different locations throughout the school. In the hallway being respectful meant being calm, while in the cafeteria being responsible meant eating your food safely. While the students are on the playground, being ready to learn means being aware of their environments. Responsibility in the bathroom meant that the students should be timely and always remember to

flush. At assemblies, students should be respectful by entering and exiting quietly. After having learned the rules and expectations, the students also knew that success comes with being respectful, responsible, and ready to learn.

The positive behaviors were reinforced with a slip that was presented to the child immediately after the behavior was exhibited. The slips were designed after the school mascot and each student collected the slips every week. At the end of the week, the student with the most slips received a certificate. That student could cash in the slips at the school store or contribute to the class collection. If the class as a whole collected a specified amount of slips, the class could earn a magic show, performances, or opportunities to participate in activities outside.

Overall, Mrs. D and Principal D both agreed that the students reacted very well to the PBIS system. They were excited to receive slips and earn rewards. Within the classroom it provides opportunities for community building because the students must work together to earn rewards by being respectful and responsible. Principal D reported there had been large improvements in behavior and academics. Over the past three years the school had been considered one of the lower performing schools within the state and they are finally observing improvement.

Principal D informed me that as soon as the team initially created the rules for the school, she was apprehensive because the initial implementation was really hard for both the students and teachers to get used to. Now that three years have passed, all of the students and teachers seemed to be on the same page. They understood what was expected and how the system worked so it all ran smoothly. The teachers at the school had mixed feelings about the PBIS

system. Some faculty and staff embraced the system at the beginning of the year but did not follow through as the months passed. Consistency is important for PBIS because the students will not continue to behavior in a positive manner if their peers are being rewarded for the same behavior while they are not.

After discussing the system on a classroom level, Principal D explained how PBIS affected the school as a whole. She said the number of referrals to her office had actually increased. This was not because of more negative behaviors occurring but because the faculty and staff were on constant watch for positive behavior so the negative behavior was noticed more often. That negative behavior was then immediately addressed by the principal. Depending upon the offense, consequences include time-out, suspension, and community service. Similar to the urban/cohort I (A) school, minor offenses were addressed in the classroom. Once students committed three minor offenses, they were sent to the principal.

When students met with the principal, they talked about the expectations and cause of negative behavior. For the students with regular visits to Principal D's office, the principal and teachers worked together to formulate a plan to diminish the students' negative behaviors. The student could receive positive reinforcement more often than his/her peers, so that the expectations were instilled within that student and he/she was more motivated to earn the rewards. Other ways to redirect a student's behavior used by teachers would be changing seats, individual conferences with the student, loss of a privilege, contacting parents, or time-out.

Attendance rates were high at the suburban/cohort III school. The school had a 96.5% attendance rate. There were few outlying students but mostly the students were excited and "ready to learn." Both Mrs. D and Principal D agreed that the PBIS system was evolving within

their school. However, they had already seen improvements and were planning on continuing to implement the strategies and reward the students for positive behavior.

Urban/Cohort I (B)

At the urban/cohort I (B) school I had a joint interview with Principal E and one of the PBIS trainers for the district, Trainer E. Principal E had only been principal at this school for three years while the school had been implementing PBIS since 2005. Although she had no previous experience with PBIS or other school-wide classroom management programs prior to this school, she had no problem implementing and adjusting to this system of management.

Similar to the suburban/cohort III school, the school applied the three R's (be responsible, be respectful, and be ready to learn). These expectations were posted in the hallways, classrooms, and outside for recess. The PBIS team assigned to the school created the expectations and they were then presented to the faculty and staff. Using the PBIS framework, positive behavior was rewarded with a "Gotcha!" slip. A "Gotcha!" slip acknowledged that the student was caught in the act of behaving positively by a faculty member. The students could collect the slips or donate to the classroom collection jar. Individual students could be rewarded with items from the school store, the prize of the week (which changed weekly), and other rewards listed on a menu. If an entire class gathered enough slips for that month (which changed monthly), they could receive a reward such as a pizza party, movie, or assembly.

The number of slips gathered before a reward changed monthly depended on the time of school year. If it were the beginning of the school year, students were encouraged more to act in a positive manner which sets the tone for the rest of the school year. Therefore, the number of slips was relatively low. This also helped the students become comfortable with the rules and

expectations. As the school year progressed, the number of slips required before earning a reward increased so that the students were given fewer slips when demonstrating positive behavior. Students of all ages learned to behave positively without always depending upon a reward.

Principal E states that PBIS affected the students' academic performances because there was a very clear understanding of behavior. Students knew what was expected of them. Consequently, there was less time spent on disciplining and more time spent on the academics. Trainer E agreed that there had been a change in attitude but she also stated that statistically, she did not think that the evidence could be analyzed at that point in time. She was one of the trainers to bring the implementation of PBIS to the school and one other school in the district.

Principal E stated that within the last year the school has welcomed more than 100 or more new students due to the closing of a neighboring school. She said there was a noticeable difference in behavior between these new students and the students who had been exposed to PBIS. Whenever there was a major problem with a student, she met with the student in her office. Most of the major behavioral problems stemmed from these new students. They were not accustomed to the rules and needed more exposure before the negative behavior diminished. Principal E also reported that the teachers in the classroom often addressed the minor behavioral issues. For students who violated a major rule, the principal met with students using individual interviews and behavior plans.

PBIS improved social skills because the students should work as a class and school community to demonstrate positive behavior. Attendance was also not a problem at the school because students with perfect attendance were also rewarded with a "Gotcha!" slip. Therefore,

the slips were used as incentive to arrive at school on time and prepared for the school day. The children loved the rewards and the management system and it was helping the 100 plus new students who were having a hard time transitioning to a new school. The consistency of the rules and rewards gave them something to work towards.

Principal E and Trainer E both agreed that PBIS was a great system of management due to structure and organization. This benefited both the students and the teachers. However, teachers needed to communicate with one another, their students, and the PBIS team. Communication was key to full implementation and essential to the success of the program.

Rural/Cohort II

I met with Principal F at the rural/cohort II school in October 2010. I interviewed one of the PBIS trainers for that particular district about the school's implementation. Trainer F had been training in two Rhode Island schools for the past five years. The rural/cohort II school had been implementing PBIS for the past three years.

The theme for expectations of the students at the rural/cohort II school was respect. Their motto was "respect others, respect self, and respect property." Students who demonstrated this respect received a slip. All grades had a different colored slip. The students could earn rewards individually, as a class, or as an entire grade. The rewards were typical of other PBIS schools such as opportunities for activities outside, movie, and games. However, the biggest and newest reward was a class or grade to adopt a farm animal from a local farm to support and visit. The students loved the new reward and were used to the system of management at this point in time. The reinforcement encouraged their positive behavior. At the beginning of the school year, the fifth graders were even allowed to take part in teaching the kindergarteners and first graders

about the rules of respecting oneself, respecting others, and respecting property. This gave the fifth graders the opportunity to share responsibility in implementation of the rules and reinforced to the younger students the importance of following the rules.

In this particular district, Trainer F reported that there were currently no substantial behavioral issues. However, there weren't a lot of behavioral issues prior to the implementation either. She estimated that 90% of the students were not referred to the office. However, the remaining 10%, the tier III children, always have referrals. That was what Trainer F found lacking with the PBIS program. There were few options for the tier III children. If they did not respond to the initial rewards, there were not a lot of options for the tier III students. However, when students were referred to the principal's office, they received a written referral that was sent home to the student's parents.

The school's PBIS team met at least once a week to revise and discuss new methods for implementation at the school. Although the school had no problem since beginning implementation in 2007, the team always looked for new ways to motivate the students to be respectful, lifelong learners.

Summary of Interviews

The six schools I visited throughout this project were in different regions within the state of Rhode Island. No two schools were in the same city and the surrounding communities were different as well. Some of these schools were located directly on the major streets in Rhode Island, while others were nestled away in a collection of oak trees and small family homes.

However, I clearly observed that each school was highly involved in the implementation of PBIS. The expectations were posted and the organization within the schools was very consistent. There was little room for behavioral disturbances.

Most of the schools reinforced similar expectations such as respect, responsibility, and being lifelong learners. The students were motivated through the rewards and attention they received through the program and the school was shaping behavior. Similar methods were implemented and worked among diverse students and faculty.

Summary of Other Data

After interviewing teachers, principals, and trainers at six different schools implementing Positive Behavioral Interventions and Supports (PBIS), the general consensus of teachers, principals, and members of PBIS teams was that the framework is having a positive effect on student academics. When observing the information compiled from InformationWorks! (see Appendix) most of the schools have drastically improved in the areas of academics, mainly the reading, writing, math portions of the Rhode Island standardized tests that are issued yearly. There were only two schools, the urban/cohort I (A) and suburban/cohort III school that are, as of 2009, below the state standard in terms of school average tests scores in reading, writing, and math. This could be because urban/cohort I (A) was one of the six schools that were not particularly consistent with the implementation of PBIS. If there is no consistency, there will be no results.

Although the urban/cohort I (A) and suburban/cohort III school may not be performing at or above state standards at the moment does not mean that they haven't improved since the beginning of implementation. The framework could be instilling a more positive attitude about

school in general which, in time, will help the students feel more comfortable learning together as a school community. I also examined the test scores from the years in which PBIS was initially implemented. It was hard to generate actual percentages for the years of 2005 and 2006. Instead, I found brief statements about that school's yearly progress. Most of the schools such as the rural/cohort III, suburban/cohort II and the urban/cohort I (A) school were all considered as "making (insufficient) progress and in need of improvement." By 2009, the rural/cohort III and suburban/cohort II school were both considered to be above the state average standard for the standardized testing. The suburban/cohort II and rural/cohort II school were considered schools that were, "making adequate yearly progress" as of 2006, the first year of full implementation for each school. By 2009, both schools were also above the standard in test scores.

I also examined the attendance rates of each school from the year of initial implementation and from 2009, the most recent school year with available information. During the interviews, I asked principals about the attendance rates of students. Most agreed that there was no real issue of poor attendance school-wide before PBIS but PBIS is a motivator for students to attend school because of the rewards. The two cohort I schools barely changed in terms of average percentage of school attendance. Both cohort II schools increased slightly, as did the rural/cohort III school. The suburban/cohort III school saw no change in attendance percentage between the years of 2006 and 2009.

In dealing with the negative behaviors, I also asked principals about the number of referrals to the office. Most of the principals agreed that there has been a decrease in the number of referrals to the principal because of the referral forms and processes. The PBIS team discusses during training how to recognize negative behaviors, which ones are minor and can be handled within the classroom, and which are major that need to be addressed by the principal.

Because a number of classroom teachers have been dealing with the minor infractions within their own classrooms, the principals have seen a decrease in referrals. The referrals also help to see which students need more intensive support when it comes to PBIS, what the negative behaviors are, and where they are occurring most often.

There are no statistics on InformationWorks! directly dealing with the number of referrals to the principal's office. The next closest statistic available was number of suspensions and reasons for the punishment. Half of the schools in which I interviewed showed a decrease in suspensions between the year of initial implementation and the 2009 school year. The suburban/cohort II had 14 suspensions in the year 2005 for reasons such as assault, threats, and larceny. In 2009, there were zero suspensions, which shows that there has been a change in the negative behaviors in the students at that particular school. At the rural/cohort III there was only one suspension for weapons possessions in 2006 and by 2009 there were zero suspensions. As for the suburban/cohort III, there were 27 suspensions in 2006 for a variety of different reasons including arson, sexual harassment, and hazing. Out of the six schools, this was the greatest number of suspensions in one year. By 2009, it had decreased to 6 suspensions. This information may demonstrate the fact that PBIS has had a positive influence on student behavior within three or four years causing the students to redirect their negative behaviors into positive ones that results in a safer and more enjoyable community for all.

The second half of the six schools saw the opposite effect when dealing with suspensions. The urban/cohort I (A) school had 1 suspensions in 2005 and it increased drastically to 17 suspensions in 2009. The urban/cohort I (B) school dealt with 7 suspensions in 2005 and by 2009 there were 16 suspensions. The rural/cohort II school had 0 suspensions in 2006 and in 2009 only had one. Both rural schools stated that behavior never really is or was ever an issue at

the schools. As for the other two schools, the increase in suspensions could have to do with the fact that teachers and staff are better able at recognizing negative behavior and attempt to put a stop to it as quickly as possible. When interviewing, a principal did mention that she thought referrals to her office had increased because negative behavior was receiving more consequences than it was prior to the implementation of PBIS. Overall, I found that most of the information that I compiled through interviews matched with what was found on InformationWorks!.

Chapter 5 – Conclusion

After researching a topic on a national, state-wide, and school-wide level, I learned the basic concepts behind the program were simple but at the same time in need of constant reinforcement and implementation by all members of the staff. Positive behavior was taught through a list of rules and expectations and was recognized with both tangible rewards and praise. The purpose of the framework was to motivate students extrinsically initially to eventually move towards motivating intrinsically. Negative behaviors were diminished through this method so that there was more time devoted to instruction and less time spent disciplining.

After researching in six different schools in Rhode Island that implement PBIS, I found that there has been an increase in test scores in almost all of the schools. Although it is still early to determine if the increase was random or an effect of PBIS, all of the schools embraced the framework. The attitudes of the students, faculty, and staff changed for the better. They were looking to improve individual students, the school, and the community. The program instilled positives practices that allowed for a more positive way of thinking.

Although the evidence was inconclusive, the urban/cohort I (A) school implemented the least consistently but was using the program longer than most schools. However, while I visited in three different classrooms within this school, I never heard a student or teacher mention anything about the PBIS system or any type of reward. While examining assessment information from InformationWorks! for the urban/cohort I (A) school during the first year of implementation, the school was underperforming and in desperate need of change. Four years later the school is still underperforming.

The suburban/cohort III school was the only other school that was underperforming. When interviewing the teachers and principal about the effects of PBIS on academics, both professionals stated that the school was considered to be underperforming at the start and improving a great deal. The students responded well to the rewards program and they were very motivated to behave and learn. All of the interviewees I talked to agreed that PBIS is a great idea and the students love it.

Although it cannot be proven PBIS has single-handedly caused positive effects on student achievement, the program has helped school personnel cause students to behave positively to improve their education. Therefore, I think more time is needed before evidence is gathered in terms of seeing a change in academics. The change in behavior is evident and almost immediate if the program is implemented correctly and consistently. PBIS is a program that makes a difference in academic and social aspects of all students' lives.

Recommendations for Further Research

In the future, another topic of possible investigation in regards to PBIS would be to compare a school that has been implementing the program for several years to a school that may follow a different school-wide management program. It would be interesting to observe the similarities and differences. Another possible research topic would be investigating methods of reward programs for the tier III students because several of the interviewees felt this was one of the flaws of PBIS.

At this point in time, actual data and information was hard to come by because it simply had not been collected yet. There is information about PBIS schools at the Paul V. Sherlock Center but it is not available to the public. When conducting further or future research, it is

important to be aware of confidentiality concerns and to keep this in mind when collecting data. When visiting schools, call early to ensure an appointment and be sure to carry an updated background check.

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Appendix A: List of Teacher and Principal Interview Questions

Here are questions I used to interview teachers and principals:

Teacher Interview Questions

- How long have you been teaching?
- What districts have you worked in?
- What grades have you taught?
- How long have you taught in a school/classroom that uses the PBIS management system?
- How long has this school been practicing the PBIS management system?
- How does the PBIS system influence academic performances of your students?
- How does the PBIS system affect your classroom specifically?
- How do the children react to this system of management?
- How do you think the teachers react to the system of management? Do they act differently?
- What are your thoughts on the PBIS system?
- How would you improve the PBIS system?
- What other school wide management systems have you used in this school or past schools? How does it compare to PBIS?

Principal Interview Questions

- How long have you been principal at this school?
- What other districts have you worked in?
- How long has this school been practicing the PBIS management system?
- What are some of the rules/procedures here at your school that follow the PBIS system?
- Who created the rules?
- How does the PBIS system influence academic performances of students?
- How does the PBIS system influence the amount of referrals to your office?
- Are there consequences for misbehavior?
- How does the PBIS system influence the attendance rates of students?
- How do the children react to this system of management?
- What are your thoughts on the PBIS system?
- How would you improve the PBIS system?
- What other school wide management systems have you used in this school or past schools? How does it compare to PBIS?

Appendix B: Data Tables

Table 1: Urban/Cohort I (A)

	2005 (Began PBIS)	2009
Reading	"This school is making **insufficient progress** and is **in need of improvement."**	(All Grades Performance Progress) **Below Standard** 40% (compared to state 68%)
Writing	"This school is making **insufficient progress** and is **in need of improvement."**	(All Grades Performance Progress) **Below Standard** 42% (compared to state 58%)
Math	"This school is making **insufficient progress** and is **in need of improvement."**	(All Grades Performance Progress) **Below Standard** 35% (compared to state 61%)
Attendance	93.2%	93% *(compared to state 95%)*
Suspensions	1 suspension (assault of student)	17 suspensions (2 – assault of student, 3 – assault of teacher, 3 – disorderly conduct, 3 – fighting, 3 – disrespect, 1 – threat, 1 – vandalism, 1 – weapons possession)
Grade Levels	2 – 6	Pre-Kindergarten - 6
# of Students	614	486
# of Teachers	45	32

Table 2: Urban/Cohort I (B)

	2005 (Began PBIS)	2009
Reading	"This school is **high performing** and **improving.**"	(All Grades Performance Progress) **Above Standard** 71% (compared to state 68%)
Writing	"This school is **high performing** and **improving.**"	(All Grades Performance Progress) **Above Standard** 73% (compared to state 58%)
Math	"This school is **high performing** and **improving.**"	(All Grades Performance Progress) **Above Standard** 63% (compared to state 61%)
Attendance	95.9%	95.8% *(compared to state 95%)*
Suspensions	7 suspensions (2 - assault of student, 2 -verbal harassment, 3 - disrespect)	16 suspensions (3 - assault of student, 1 - left school grounds, 1 - fighting, 8 - disrespect, 2 - threat, 1 -trespassing)
Grade Levels	Pre-Kindergarten – 6	Pre-Kindergarten - 6
# of Students	361	343
# of Teachers	21	36

Table 3: Suburban/Cohort II

	2005 (Began PBIS)	2009
Reading	"This school is making **insufficient progress** and is **in need of improvement**. This school has been identified for improvement for the first year"	(All Grades Performance Progress) **Above Standard** 76% (compared to state 68%)
Writing	"This school is making **insufficient progress** and is **in need of improvement**. This school has been identified for improvement for the first year"	(All Grades Performance Progress) **Above Standard** 71% (compared to state 58%)
Math	"This school is making **insufficient progress** and is **in need of improvement**. This school has been identified for improvement for the first year"	(All Grades Performance Progress) **Above Standard** 76% (compared to state 61%)
Attendance	95.8%	96% *(compared to state 95%)*
Suspensions	14 Suspensions (2 – assault of student, 3 – disorderly conduct, 1 – sexual harassment, 3 – larceny, 1 – obscene/abusive language toward teacher, 2 – threat, 2 – other infractions)	0 suspensions
Grade Levels	2 – 6	2 - 5
# of Students	379	248
# of Teachers	17	31

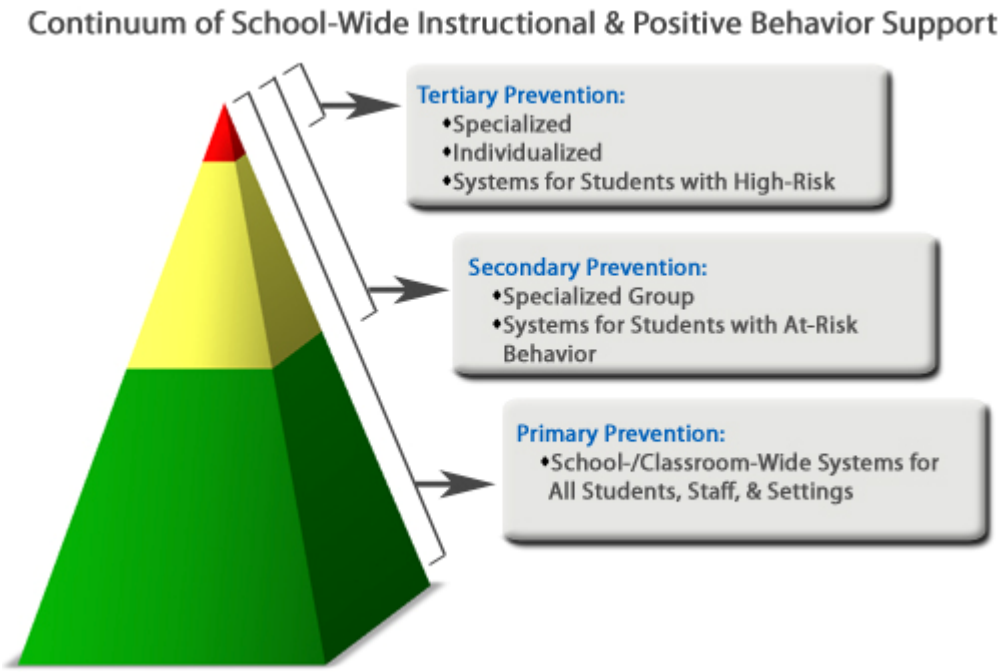
Table 4: Rural/Cohort II

	2006 (Began PBIS)	2009
Reading	"This school made **adequate yearly progress**."	(All Grades Performance Progress) **Above Standard** 79% (compared to state 68%)
Writing	"This school made **adequate yearly progress**."	(All Grades Performance Progress) **Above Standard** 80% (compared to state 58%)
Math	"This school made **adequate yearly progress**."	(All Grades Performance Progress) **Above Standard** 77% (compared to state 61%)
Attendance	95%	96% *(compared to state 95%)*
Suspensions	0 suspensions	1 suspensions (assault of student)
Grade Levels	Pre-Kindergarten - 5	Kindergarten – 5
# of Students	332	272
# of Teachers	35	31

Table 5: Rural/Cohort III

	2006 (Began PBIS)	2009
Reading	"Making **progress** but in **need of improvement**"	(All Grades Performance Progress) **Above Standard** 77% (compared to state 68%)
Writing	"Making **progress** but in **need of improvement**"	(All Grades Performance Progress) **Above Standard** 77% (compared to state 58%)
Math	"Making **progress** but in **need of improvement**"	(All Grades Performance Progress) **Above Standard** 69% (compared to state 61%)
Attendance	95.7%	96% *(compared to state 95%)*
Suspensions	1 suspension (weapons possession)	0 suspensions
Grade Levels	Kindergarten – 5	Pre-Kindergarten - 5
# of Students	602	542
# of Teachers	27	46

Table 6: Suburban/Cohort III

	2006 (Began PBIS)	2009
Reading	"This school has made **adequate yearly progress**"	(All Grades Performance Progress) **Below Standard** 55% (compared to state 68%)
Writing	"This school has made **adequate yearly progress**"	(All Grades Performance Progress) **Below Standard** 23% (compared to state 58%)
Math	"This school has made **adequate yearly progress**"	(All Grades Performance Progress) **Below Standard** 43% (compared to state 61%)
Attendance	96%	96% *(compared to state 95%)*
Suspensions	27 Suspensions (1 – Arson, 7 – Assault of student, 6 – Assault of teacher, 1 – Bomb threat, 2 – Sexual Harassment, 1 – Hazing, 7 – Threat, 2 – Other Infractions)	6 suspensions (1 – Physical Harassment, 3 - Insubordination/ Disrespect, 1 – Threat, 1 – Vandalism)
Grade Levels	Kindergarten – 5	Kindergarten - 5
# of Students	364	322
# of Teachers	41	41

Appendix C: PBIS Intervention Pyramid