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Positive Behavior Interventions and Supports in Transitional Kindergarten through Second Grade Classrooms: Year three and beyond

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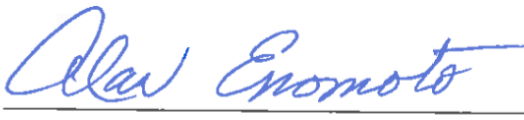
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ABSTRACT

Positive Behavior Interventions and Supports in Transitional Kindergarten through
Second Grade Classrooms: Year three and beyond

by Anne Driscoll-Mink

Purpose: The purpose of this mixed-methods study was to examine the effects of
Positive Behavior Interventions and Supports (PBIS) on students in transitional
kindergarten (TK) through second grade before implementation and after implementation
of PBIS at platinum level elementary schools.

Methodology: A mixed-methods study will be used to examine the effects of PBIS on
students in TK through second grade before implementation and after implementation of
PBIS at platinum level elementary schools in southern California. The quantitative
method was used to gather archival data on pre PBIS implementation and post PBIS
implementation to determine if there was a difference in student behavior incidences.
The qualitative method was used to gather data from the four platinum level school site
administrators on pre PBIS and post PBIS implementation to find if they believe student
behaviors were impacted. The qualitative data was gathered during semi-structured
interviews by the researcher.

Findings: Findings from the quantitative and qualitative research showed a significant
difference in the number of referrals written pre- implementation to post implementation
of PBIS at four TK through second grade platinum level elementary schools. All four
site administrators believe that PBIS has positively impacted behaviors on their school
sites.

Conclusions: Based on the findings from this study and the increase in the number of referrals written it can be concluded that PBIS is providing a comprehensive and consistent system of recording data that is then used to help support student needs.

Recommendations: It is recommended that further studies be conducted to find if PBIS is truly helping to improve student behaviors, success, and emotional wellbeing.

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CHAPTER I: INTRODUCTION

Violence and disruptive behaviors, issues that provoke negative thoughts and uncomfortable images, are increasing at an alarming rate worldwide, wreaking havoc on society and schools (Ohsako, 1997). Disruptive, violent behaviors in the classroom have escalated greatly over the last few years while funding cuts for mental health services have decreased worldwide (U.S Department of Education [USDE], 2008). These violent, disruptive behaviors cannot be dismantled through avoidance; they must be dealt with by teaching students how to behave properly (Ohsako, 1997).

Nationwide, schools are experiencing high levels of disruptive behavior issues and socially inappropriate conduct from students which are impeding other students from learning (G. Sugai et al., 2002). These disrespectful actions are costly to schools in financial, academic, and social terms (Gulchak, 2013; Ohsako, 1997). Bullying, disrespect, shouting out, tardiness, rowdiness, and rudeness are destroying the atmosphere in our schools. Hoyle, Marshall, and Yell (2011) explain that concerns about school violence and discipline problems with students have propelled efforts to create safe school environments.

Schools were originally designed to provide students the opportunity to succeed, academically and socially with their peers while teaching students how to survive in society (G. Sugai et al., 2002). Schools also provided the most important steady influence, besides family, in a student's life and have a great impact on future life development (PBIS.org, 2012). Unfortunately, schools are struggling to meet these demands due to disruptive student behaviors in the classroom and on campus. According to the Townsend (2013), the deterioration of student behavior stems from a lack of

structure at home, set parental boundaries, a lack of positive role models, the media, and the breakdown of the family structure. Chen (2017) stated that parental viewpoints toward school, economic stability, changes in family relationships, incidence of child abuse, and lack of family rules influence a student's behavior.

Student discipline concerns are often impeding academic achievement levels and social skill acclimation, causing concern for teachers, administrators, and parents (Luiselli, Putnam, & Sunderland, 2002). According to R. Horner and Sugai (2000), schools are struggling to find ways to reduce student behavior issues while meeting student needs. Student misbehavior can have an adverse effect on student learning and a teachers' ability to present information (Luiselli, Putnam, & Sunderland, 2002; G. Sugai et al., 2002).

Schools nationwide are focusing on improving the school environment by implementing school-wide discipline systems that decrease disruptive behaviors (Reinke, Herman, & Stormont, 2012). Some of the programs being used nationwide are Safe and Civil Schools, Cognitive Behavioral Intervention for Trauma in Schools, Restorative Justice, Trauma Sensitive Schools, and Positive Behavior Interventions and Supports (PBIS). PBIS, which was adopted in 1998 by the state of California, provides a framework that helps promote proactive strategies in a systematic manner, enhancing academic and social behaviors for all students (PBIS.org, 2017). According to the Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports (2015) schools that replaced punitive student punishments with evidence based preventive practices have seen great results.

Background

Schools across the nation are experiencing high levels of socially inappropriate conduct and disruptive behavior from students, impeding others from learning by hindering teachers from delivering curriculum (Luiselli et al, 2002; G. Sugai et al, 2002). According to Chen (2017) the 10 biggest challenges public schools face today are

- over-crowded classrooms

- student poverty levels

- family factors

- technology

- bullying

- poor student attitudes

- behaviors

- lack of parental involvement

- student health concerns

- budget cuts

Chen (2017) also states that all of these factors contribute to the disruptive, undesirable student behaviors, which may include shouting out, tardiness, disrespect, bullying, cyber bullying, rudeness, and rowdiness towards teachers and classmates. Concerns about violence and student safety have propelled schools and teachers to seek new systematic methods of creating a safe environment for students and staff on campus (Hoyle, Marshall, & Yell, 2011; Luiselli et al., 2002). Aleu (2006) and Flint (2008) confirm research supporting a relationship between behavior problems and academic achievement further state that negative behaviors affect the academic outcomes for all

students in classroom setting. For these reasons, California and other states across the nation are gathering support from diverse stakeholders, to implement PBIS as a means for delivering equitable, culturally responsive disciplinary systems that provide opportunities for academic and behavioral success (Kelley, Gonzales, Immekus, Wilkins, & Horner, 2014).

Classroom Management

Classroom management is a skill, talent, and gift all teachers must strive to acquire and develop in order to maintain appropriate behavior in the classroom (Brophy, 2006). The purpose of quality classroom management is to enhance social behavioral skills while increasing academic achievement for all students (Emmer & Sabornie, 2015; Everston & Weinstein, 2006; Reinke et al., 2012). According to Chen (2017) effective classroom management practices work across all curriculums and students thrive in a classroom environment that has an established, orderly learning environment that facilitates social, emotional, and academic learning opportunities for all. Brophy (2006) and the American Psychological Association (2013) agree that behavior management systems are most effective when they emphasize student expectations, promote active student learning and involvement, and identify and praise student behaviors that leading to success. Chaotic classrooms, that permit negative student behaviors, decrease the amount of time a teacher can spend on academic instruction, and lead to stress, burning out, and loss of teachers in the profession (Brophy, 2006; Kratochwill, DeRoos, Baer, 2017). Reinke, Herman, and Stormont (2012) confirm that early signs of negative behaviors in elementary students, that are not corrected, lead to maladjusted adults who struggle with social behaviors. Therefore, it is extremely important for schools to

implement a school-wide behavior management system that supports universal

prevention and intervention, tiered strategies that promote positive outcomes for student

learning (Kratochwill et al., 2017). Some of the programs being used nationwide are

Safe and Civil Schools, Cognitive Behavioral Intervention for Trauma in Schools,

Restorative Justice, Trauma Sensitive Schools, and PBIS.

Positive Behavior and Interventions Background

In 1997 the Individuals with Disabilities Education Act (IDEA) was implemented

nationally into the public school systems as an attempt to ensure students with disabilities

the same rights as other students (G. Sugai et al., 2002). Positive Behavior Support

(PBS) was an amendment by Congress to the IDEA 1997 that addressed behavioral

issues and required schools to proactively address student needs. PBS is a framework for

teaching students appropriate behavior while providing the supports necessary to sustain

that behavior (PBIS.org, 2012). The PBS term is now referred to as PBIS.

PBIS is the application of evidence-based strategies and systems to assist schools

with increasing academic performance, increasing student safety, and decreasing problem

behaviors while establishing a positive school culture for all students (R. Horner & Sugai,

2000; PBIS.org, 2017). R. Horner and Sugai (2000) further states that PBIS creates a

common language, common experience, and common vision/values for students,

teachers, families, and administrators. PBIS.org (2012) emphasizes four integrated

elements for the success of the program: (a) data collection for decision making; (b)

measurable outcomes supported and evaluated by data; (c) practices with evidence that

these outcomes are achievable; (d) systems that efficiently and effectively support

implementation of these practices (see Figure 1). PBIS.org (2012) and OSEP Technical

Assistance Center on PBIS (2015) additionally states that these four elements are guided by seven important principles:

- We must teach and encourage pro-social skills and behaviors

- We need to arrange the environment to prevent the development and occurrence of problem behaviors

- We must intervene early using scientific based interventions and supports

- We need to use data to make decisions and solve problems

- We must monitor student progress and develop purposeful interventions to meet the student's needs

- We need to implement evidence based behavioral practices with fidelity and accountability

- We must screen universally and monitor student progress and performance three times per year
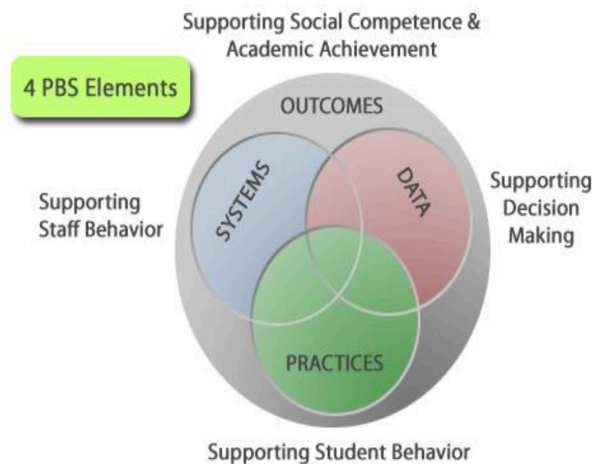
Figure 1. Four PBS Elements. Adapted from "Positive 'Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1- Foundations and Supporting Information," by Office of Special Education Programs, Technical Assistance Center on Positive Behavioral Interventions and Supports, 2015, p. 17. Copyright by University of Oregon.

Schools that replaced punitive student punishments with evidence-based preventive practices have seen great results (Center of Positive Behavioral Interventions and Supports, 2011). The positive behavioral outcomes that are associated with the implementation of PBIS are more engaging, responsive students who are achieving higher academic levels with a reduction in truancy and other behavioral issues. A bonus to the positive behavioral outcomes is that teachers have higher levels of job satisfaction (PBIS.org, 2012).

Teacher training. Teachers must receive explicit training on the implementation of PBIS and attend professional development trainings that focuses on the multi-leveled (a) high quality coaching, (b) supplemental supervisory coaching, and (c) hands-on coaching for teachers to be successful (Olsen, 2015); PBIS.org, 2017; G. Sugai & Horner, 2009). PBIS.org (2017) as well as G. Sugai and R. H. Horner et al. (2009) clearly state that establishing consistency of common goals, practices, and strategies early on in a student's life matter and can be achieved by forming clear foundational practices; applying consistent planned, preventative, positive messages; and establishing specific strategies to use in response to a student's problem behaviors on campus. This is especially true for elementary grade students who are learning and forming basic, foundational skills that will carry on throughout their life. It is important to provide students with the general knowledge of behavior expectations in life situations (PBIS.org, 2017).

Data collection. Carr et al. (2002) along with the U.S. Department of Education (USDE) (2010) state the main goal of the PBIS framework is to reduce, minimize, and extinguish problematic behaviors while improving a student's quality of life. In order to

achieve the desired outcome, data collection on student behavior school-wide is required. The data is analyzed for patterns in frequency, locations and time of occurrences, and systems of dealing with problematic behaviors. After analyzing the data, supports are designed to enhance specific students, grade levels, or school-wide behaviors through tiered systematic interventions that purposely focus on positive outcomes (Office of Special Education Programs [OSEP] Technical Assistance Center on Positive Behavioral Interventions & Supports, 2012).

Reducing Behavior Problems in California Elementary Schools

In the early 1990s, the framework of PBIS was introduced nationwide along with the IDEA, and placed an emphasis on a school-wide system of proactive strategies to teach students desirable behaviors and enhance academic outcomes (PBIS.org, 2012). The PBIS Framework was developed to provide students and schools with an approach to reducing unruly behaviors in elementary school children by addressing problem behaviors through a multi-tiered intervention framework that teaches students desirable behaviors by rewarding good choices and correcting or re-directing undesirable choices (C. P. Bradshaw, Waasdorp, & Leaf, 2012; G. Sugai et al., 2002). To additionally support the PBIS framework implementation, Governor Jerry Brown signed bill AB 420 in 2014, which bans suspending students in the kindergarten through third grades for willful defiance (Frey, 2014).

School-wide PBIS began in Orange County, California in 1998 and this grass-roots movement started with 15 schools from five school districts. The districts originally had to share resources, practices, and expertise on implementing the three-tiered, evidence-based practice of PBIS since PBIS was new to California (Olsen, 2015).

According to Olsen (2015) the goal of adopting PBIS was to address the educational needs for students with emotional disorders and behavioral disorders (EBD). After PBIS implementation, general and special education students were placed into classrooms that provide equally positive services to all students. Other districts in California began to explore and research the PBIS approach to school-wide discipline due to the continual increase in inappropriate behavioral conduct from students.

Kelley, Gonzales, Immekus, Wilkins, and Horner (2014) confer that by the 2010-2011 school year, California had a total of 335 Pre-K through eighth grade schools, 30 high schools, and 23 alternative/juvenile justice schools implementing PBIS on their campuses. This was the first school year data was collected, reviewed, and discussed at the first ever PBIS Statewide conference at the Orange County Department of Education. Since then, the California PBIS Coalition (2017) reports that over 2500 schools are now implementing PBIS will fidelity.

Kelley et al. (2014) share that California's community stakeholders, parents, and educators have a vested interest in improving the educational system in California. Since the implementation of PBIS, a steady decrease of 15% to 20% in out of school suspensions and expulsions has occurred, which reflects a change in discipline policies at schools. Schools are now identifying and supporting alternative discipline practices to correct student misbehaviors (Kelley et al., 2014; PBIS.org, 2017).

The Importance of PBIS in Schools

The PBIS framework offers students and schools with an approach to reducing problem behaviors in elementary school children by addressing problem behaviors through a multi-tiered intervention framework that teaches students desirable behaviors

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by rewarding good choices (C. P. Bradshaw et al., 2012; G. Sugai et al., 2002). A reduction has been found in office discipline referrals, on site suspensions, and total suspensions has been found to decrease on school campuses that have implemented PBIS with fidelity in randomized control trials (C. P. Bradshaw, Mitchell, Leaf, 2010; C. P. Bradshaw, Reinke, Brown, Bevans, Leaf, 2008; R. H. Horne et al., 2009). According to Yeung, Mooney, Barker, and Dobia (2009) positive student engagement and motivation in schoolwork, derived from the implementation of PBIS practices, directly influences learning and leads to better academic achievement in school.

The implementation of PBIS in elementary schools, strongly indicate the framework is providing younger students with a positive approach to reducing problem behaviors by encouraging school children to make good choices (C. P. Bradshaw et al., 2010; C. P. Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; C. P. Bradshaw et al., 2012; R. H. Horner et al., 2009; G. Sugai et al., 2002; Yeung, Mooney, Barker, & Dobia, 2009). Research also indicates that continual efforts to reduce behavioral issues will provide students with greater learning opportunities, teach proper social skills, and prepare students for the future (G. Sugai et al., 2002).

Research Problem

Elementary schools are responsible for providing all students with academic learning opportunities and social development each day (G. Sugai et al., 2002). As teachers strive to meet the rigorous academic needs of all students, they are encountering more and more behavioral issues from students.

Elementary schools nationwide are experiencing an increase in problematic behaviors from students that include bullying, vandalism, disrespect, violence, and

disruptive behaviors in the classroom (PBIS.org, 2017; G. Sugai et al., 2002). Typically, in the past these problematic behaviors were disciplined through the use of loss of privileges, time-outs, detention, referrals, or suspension (PBIS.org, 2017). Sulzer-Azaroff and Mayer (1991) suggest that punishing elementary students without a universal system to support desirable behaviors increases aggression, vandalism, tardiness, expulsion, or drop-out rates amongst students. According to research conducted in 2015 by the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports punishment is ineffective and frequently leads to more disruptive behaviors and possibly leading to the school-to-prison pipeline that is impacting society as whole (Amurao, 2013).

Research conducted by R. H. Horner, Sugai, Todd, Lewis-Palmer (2005) and Luiselli, Putnam, Sunderland, (2002) indicates that positive behavior is linked to a decline in punitive and reactive discipline practices, an increase in overall student satisfaction and improved perceptions of student safety on school campuses (Lewis-Palmer, Horner, Sugai, Eber, & Phillips, 2002). Furthermore, research findings suggest that an increase in overall academic achievement in elementary students is a result of improved behavior, which allows teachers more minutes of instructional time compared to schools where PBIS was not implemented (R. H. Horner et al., 2005). Elementary students who develop good social-emotional skills at young ages tend to have a higher academic performance level compared to those who do not engage in programs like PBIS or Second Step (Low, Cook, Smolkowski, & Buntain-Ricklefs, 2015).

Elementary schools have the prime opportunity to teach younger students positive social skill experiences, which include self-awareness, self-management, social

awareness, decision-making, and relationship skills (Schwartz, 2012). According to the American Academy of Pediatrics (2015) these crucial social and emotional learning skills will be used throughout their life.

In spite of all the research being done on the success of PBIS, an area that needs further examination is the transitional kindergarten (TK) through second grade student's acclimation to PBIS. Current research examines PBIS in elementary schools but does not specifically identify students in TK through-second grade. Data collection does begin in first grade (PBIS. org. 2017) but does not provide quantitative data suggesting that PBIS is making an impact on student behaviors. According to Low, Cook, Smolkowski, and Buntain-Ricklefs, (2015) and the OSEP (2011), providing younger students with solid foundational skills at a younger age will have a positive effect.

Purpose Statement

The purpose of this mixed-methods study was to examine the effects of PBIS on students in TK through second grade before implementation and after implementation of PBIS at platinum level elementary schools.

Research Questions

Research questions were developed to guide this study and are as follows:

1. What was the incidence of behavioral referrals prior to the implementation of PBIS in transitional kindergarten through second grade students in platinum level elementary schools that have implemented PBIS for a minimum of three years?

2. What was the incidence of behavioral referrals after the implementation of PBIS in transitional kindergarten through second grade students in platinum

level elementary schools that have implemented PBIS for a minimum of three

years?

3. What differences exist in behavioral referrals before implementation and after

   implementation of PBIS for three years in transitional kindergarten through

   second grade students in platinum level elementary schools?

4. How do site administrators in California, platinum level elementary schools

   who have implemented PBIS for three years or more, describe the impact of

   the framework on student behaviors?

Significance of the Study

Educating students in the 21st century with the skills and knowledge needed to succeed in life is one of the most critical issues facing society today. Creating a safe environment for students to thrive academically and socially is proving to be more challenging than ever before due to behavioral issues. Concerns about school violence and student discipline problems have resulted in educational leaders seeking out more effective methods to maintain safe school environments (Franks, 2017). A program used to address some of the pressing issues that over 2500 schools in California has adopted, is PBIS, which uses a positive tiered intervention framework to offer support to students.

This study will be the first to review the impact of PBIS on platinum level elementary schools in California, which have implemented the tiered framework for three years or more. The results from this study will provide evidence of the impact of PBIS at the TK through second grade level.

Most research on PBIS focuses on increases in academic level at the middle and high schools due to a decrease in behavioral issues. An area that needs further

investigation is the TK through second grade referral data to see if implementation is decreasing behavioral issues at a younger age. The purpose of this mixed-methods study is to determine the incidence of behavioral referrals in TK through second grade students before implementation of PBIS and after implementation of PBIS.

Schools across the nation are implementing PBIS to create a positive school environment that is beneficial to learning and begins by examining and improving the entire school climate (G. Sugai et al., 2002). The PBIS framework is a tiered system that delivers a proactive and preventive system for addressing undesirable behaviors (PBIS.org, 2017). Students and schools are provided with a positive approach to reducing problem behaviors in elementary school children by addressing problem behaviors through a multi-tiered intervention framework that teaches students desirable behaviors by rewarding good choices (C. P. Bradshaw et al., 2012; G. Sugai et al., 2002). The PBIS team uses data gathered from office discipline referrals to examine reasons for behavioral issues and then implements interventions such as check in-check out, peer leaders, and wrap around support, which are designed to address and alleviate problem behaviors (PBIS.org, 2017). PBIS focuses on preventive and proactive methods of addressing discipline problems through fair and consistent discipline and reward practices instead of using punitive punishments. Teachers and staff acknowledge appropriate behavior and teach expected behaviors to students.

Educators must be able to manage student behaviors in order to provide a safe learning environment for all. According to Sulzer-Azaroff and Mayer (1991), punishing elementary students without a universal system to support desirable behaviors will only increase aggression, vandalism, tardiness, expulsion, or dropout rates amongst students.

Research indicates that continued efforts to reduce behavioral issues, through the use of PBIS, will provide students with greater learning opportunities, teach proper social skills, and prepare students for the future (C. P. Bradshaw et al., 2010; C. P. Bradshaw et al., 2012; C. P. Bradshaw, Koth et al., 2008; R. H. Horner et al., 2010; G. Sugai et al., 2002; Yeung et al., 2009). However, previous research does not address the impact of PBIS on young children of the TK through second grade age group. This study will investigate the impact of PBIS on platinum level schools who have been implementing PBIS for three or more years to reveal the long-term effects on student behaviors. Information obtained from this research will help guide local, county, and state education policymakers understand the importance of providing students with positive support. Professional organizations, such as the Association of California School Administrators (ACSC), American Federation of Teachers, California Federation of Teachers, and PBIS.org may be interested in the results of this study since these groups are continually looking for ways to further improve programs, supports, and offerings.

Definitions

Behavioral Disorder. Refers to a category of mental disorders that include persistent, compulsive, repetitive behaviors in children that are uncommon in other children of the same age. Three well know behavioral disorders include: (a) attention deficit hyperactivity disorder (ADHD), (b) oppositional defiant disorder (ODD), and (c) conduct disorder (CD) (Council for Exceptional Children, n.d.).

Behavior Referrals. Behavioral referral refers to the written documentation of behavioral or academic infractions that are turned into the teacher and office due to habitual occurrences (PBIS.org, 2017; G. Sugai & Horner, 2009).

Classroom management. Classroom management is the ability of the classroom teacher to maintain and teach appropriate behaviors to students while delivering classroom instruction (Brophy, 2006).

Disruptive student behaviors. Disruptive student behavior refers to unacceptable behaviors exhibited by students both in and out of the classroom (Luiselli et al., 2002; PBIS.org.2012; G. Sugai et al., 2002).

Emotional disorder. A condition that impedes a child's educational performance over a sustained period of time and may include one or more of the following characteristics: (a) an inability to learn that cannot be explained, (b) an inability to build or maintain relationships, (c) inappropriate behaviors or feelings under normal circumstances, (d) a tendency to develop physical symptoms or fears regarding school (Council for Exceptional Children, n.d.).

Individuals with Disabilities Education Act. A 1997 law that was implemented nationally into the public school systems as an attempt to ensure students with disabilities the same rights as other students (G. Sugai et al., 2002).

Office discipline referrals. Office discipline referrals refer to the written documentation of behavioral or academic infractions that are turned in to the teacher and office due to habitual occurrences. The data from such referrals provide the fundamental measure of tracking student behaviors and opportunities to reteach desirable behaviors (PBIS.org, 2017; G. Sugai & Horner, 2009).

Platinum level school. A California statewide recognition system that awards schools with the highest level of acknowledgment, for implementing the PBIS framework with fidelity (California PBIS Coalition, 2017).

Positive Behavior Intervention and Supports. A research-based systems approach designed to establish positive social and behavioral supports needed for all children to achieve social and academic success in school (R. H. Horner et al., 2005; pbis.org, 2017).

Student behaviors. Student behaviors refer to the manner in which a student conducts oneself in and out of the classroom (OSEP, 2015; PBIS.org, 2017).

Safe environment. Safe environment refers to a school campus that provides all students with the opportunity to feel secure, protected, and free from bullying or an unsafe environment while allowing them to learn (USDE, National Center for Education Statistics, 2007).

School climate. School Climate refers to the feeling or atmosphere on the school campus based upon student and teacher behaviors (OSEP, 2015; PBIS.org, 2017).

School discipline. School discipline refers to the practices used by the teachers or school administration to handle disruptive student behaviors at school (R. H. Horner et al., 2005).

School environment. School environment is defined as a positive, safe, predictable, consistent environment that provides all students with the opportunity to learn (PBIS.org, 2017).

School-Wide Information System (SWIS). SWIS is a confidential, reliable web-based data collection system used in the PBIS program at schools that collects and summarizes student behaviors (PBIS.org. 2017).

Teacher Training. Teacher training is explicit, consistent professional development on the implementation of PBIS that focuses on the multi-leveled (a) high

quality coaching, (b) supplemental supervisory coaching, and (c) hands-on coaching for teachers to be successful (PBIS. org, 2017; Olsen, 2015; G. Sugai & Horner, 2009).

Transitional kindergarten. A grade in California public schools that was created by the Kindergarten Readiness Act (SB 1381) which seeks to bridge the gap between preschool and kindergarten. Students must be born between September 1 and December 1 to qualify for this grade level (California Kindergarten Association, 2018).

Delimitations

This study was delimited to platinum level elementary schools in southern California that have implemented PBIS for three or more years.

Organization of the Study

The study is organized into five chapters that address the gap in the elementary PBIS system. Chapter I explores the overview, background, research problems and questions, and the significance of the study. Chapter II is an overview of the literature review. Chapter III explains the methodology chosen for the study. Chapter IV provides information on data collection, data analysis and interviews conducted. Chapter V wraps up the study, discusses the findings, and provides suggestions for future research.

CHAPTER II: REVIEW OF THE LITERATURE

The National Education Association (NEA) (2014) explains PBIS as a systematic, researched based, framework implemented at schools nationwide to help develop social, emotional, and cognitive behavioral competencies in students. PBIS was originally developed to meet the behavioral needs in special education classrooms. But in 1977 and again in 2004, amendments to the IDEA were enacted to help teachers manage unruly behaviors that were occurring in general education classrooms. The continuum was developed to help recognize and address both positive and negative student behaviors that are occurring daily on school campuses. This chapter will examine the historical background of classroom discipline, school discipline legislation, and systematic behavior systems that have been used in the past. It will also look at the classroom discipline practices of zero tolerance, office discipline referrals, suspensions, and the impact of school climate and culture. The literature will also review the theoretical foundation of behaviorism, which PBIS is based on and builds the framework around. This chapter will also review the importance of PBIS in schools by examining interventions, roles of the leadership, the muti-tiered systems, the impact it has on students and schools, and the barriers to PBIS. In closing, the chapter will identify the gap in current research.

Schools nationwide are experiencing high levels of deviant behavior issues and socially inappropriate actions from students, which are hindering other students from learning (PBIS.org. 2012; G. Sugai et al., 2002). According to a report published in 2012 by the Bill & Melinda Gates Foundation titled, *Primary Sources: America's Teachers on the Teaching Profession*, 68% of elementary teachers have seen an increase in

problematic behaviors in students over the last few years. Current demands and social pressures of the world are affecting the youth of our country, quite possibly causing more mental stress issues and inappropriate behaviors of our youth (D. Meador, 2017a).

Disruptive discipline concerns in the school setting are impeding academic achievement levels and social skill acclimation, causing concern for teachers, administrators, and parents (Luiselli et al., 2002). These disruptive, ongoing challenges have provoked schools, districts, and states to identify various behavior strategy models that will help provide a safe and orderly learning environment for all students (Lane, Beebe-Framkemberger, 2004).

In the early 1990s the framework of PBIS was introduced to the educational world by Horner, Sugai, and Lewis from the University of Oregon (PBIS.org, 2017). PBIS placed an emphasis on a school wide system of proactive strategies to teach students desirable behaviors and enhance academic outcomes (PBIS.org, 2017). R. Horner and Sugai (2000) assert that a systematic approach to a school wide, research based, behavior system that promotes a safe learning environment is critical to creating a positive school culture that supports student learning. The PBIS framework of tiered interventions offers structures of support to all students in and out of the classroom (G. Sugai & Horner, 2009).

The purpose of this literature review is to examine the effectiveness of PBIS in elementary schools by defining and explaining supports and the impact it has on the school environment. Understanding the components of PBIS will help to determine its effectiveness in schools. This literature review will add to research previously conducted by looking at the population of TK through second grade that has not yet been studied.

Introduction

Historical Background of Classroom Discipline

Early forms of classroom discipline date back to the early 1800s and included methods of corporal punishment, which meant disruptive students were often being hit with a ruler, cane, strap, paddle, or yardstick. Educators were perceived as, in loco parentis, to take the place of the parent while children were at school allowing them all the "normal" forms of parental discipline, which many found to be abusive in nature. In the late 1800s a movement to eliminate corporal punishment was started in many countries and was replaced with positive reinforcement behavior programs and a more agreeable form of discipline such as detention, loss of privileges, suspension or expulsion (K12Academics, n.d.; PBIS.org, 2017).

In the early 1900s theorist Phillip Emanuel von Fellenberg proclaimed that learning at higher rates would occur if students received encouragement and kindness from their teachers (Starkey, 2013). Since then psychologists and educators have developed numerous approaches that include positive reinforcement and teacher training programs. Research done by the NEA in 2014 and 2018 has also shown that students that are suspended or expelled are more likely to end up in the criminal justice system than those who are taught how to behave. The 'school to prison pipeline' theory states that harsh discipline policies leading to suspension or expulsion of students is increasing socially inappropriate behaviors and depriving students from an education (National Education Association [NEA], 2018).

Changing the mindset of punitive discipline in the classroom to one that promotes a more desirable, nurturing, compassionate approach towards children has

occurred due to formal teacher training, family and community engagement, and the

credential program that teaches classroom management (Marzano, Marzano, & Pickering,

2003; Starkey, 2013). The NEA (2018) believes that incorporating these five guiding

principles and changing the mindset of educators through awareness and advocacy will

further help create a more positive approach to education.

The PBIS framework supports this more humanistic, nurturing approach that

provides students with learning opportunities through making good behavioral choices

that lead to more instructional time, less disruptions, and improved academic levels in the

classroom (C. P. Bradshaw et al., 2010; R. H. Horner et al., 2005; PBIS.org, 2017). See

Table 1 for a summary of the differences between PBIS discipline practices and the

traditional model used at schools not implementing PBIS.

Table 1

Differences in Discipline Practices

In a School with PBIS	In a School with Traditional Discipline
A positive school environment is evident.	Staff and students are reactive and negative toward inappropriate behavior.
Educators teach, monitor, and acknowledge appropriate behavior before relying on punishment.	Parents and students are provided with the Code of Conduct and the consequences if students violate the rules.
Adhering to school-wide expectations and rules are taught and recognized.	Inappropriate behavior is more likely to be acknowledged than positive behavior.
A predictable, consistent, fair, and equitable disciplinary system is the norm.	Disciplinary practices, which are not based on data or research, are inconsistent. Consequences often lead to ISS/OSS (loss of instruction).
The school has a tiered support system to meet the needs of all students.	A system for providing students with a continuum of support is not present.

Note. PBIS = Positive Behavior Intervention and Supports. Adapted from "Addressing Climate, Safety, and Discipline in Georgia Schools," by Georgia Department of Education, 2013, p. 5. Retrieved from https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/PBIS/PBIS% 20Final%20 white%20paper_%20Sept%204.pdf

School Discipline Legislation

The California School Board Association (CSBA) (2010) clearly states that school discipline is appropriate and necessary at all schools in order to keep a safe and orderly climate that allows students to learn and flourish. Unfortunately, many schools believe that suspending or expelling students for disruptive, defiant actions will solve the behavioral problems. Research findings from the American Academy of Pediatrics (2013) indicate that students who are removed from school for disruptive or defiant behaviors tend to fall behind academically, raising the likelihood of becoming underachievers. California suspends and expels more students than it graduates each year due to this "push-out" punitive policy (California School Board Association [CSBA], 2010).

In order to curtail this practice and provide students with the support they need, legislative bill AB 420, was passed. This bill eliminated the right of the school district to suspend students in grades Kindergarten through third for disruptive or willful defiance behaviors (ACLU, 2010; CSBA, 2010). AB 420 also provides students with more quality learning time, adult supervision, and an environment that models the importance of education by keeping students in the classroom. Research conducted by Belfield and Levin (2007) shows that keeping students in school is more effective at reducing violent or disruptive behaviors by providing positive modeling of behaviors while also offering a safe learning environment with their peers.

Previous Systemic Behavior Management Systems

Problematic behaviors in the classroom disrupt lessons, decrease instructional time, and cause stress for the teacher and students on a daily basis (Parsonson, 2012). In

the past, schools have focused primarily on removing the disruptive students from the classroom through suspension, expulsion or by enforcing punitive punishments that did not change the behaviors. The removals only caused students to fall further behind academically and lose valuable instructional time from teachers, which further exasperated the problem (ACLU, 2010). Another issue with past behavior management systems was that each teacher had their own set of rules for their classroom, there were no universal rules for the entire school. Students were expected to behave by following a patchwork of individual behavioral management plans created by individual teachers, which lead to a disorganized, unmanageable array of disruptive behaviors. Schools and teachers were struggling to find a universal behavior management system that provided students with a clear, comprehensive plan that clearly balanced consequences and rewards for behaviors.

Developing and implementing a behavior management system that provides students with a safe, caring, organized learning environment is important to the success of the classroom (Marzano et al., 2003). Marzano, Marzano, and Pickering (2003) further state that teacher's actions greatly impact student learning in the classroom and creating an environment that supports student learning should be the goal of all teachers. Furthermore, research done by Wang, Haertel, and Walberg (1993) found that good classroom management practices greatly increased student learning and overall achievement. Schools and teachers must provide students with a clear management plan that outlines consequences for unacceptable behavior and rewards good choices. The PBIS framework, which was introduced in the early 1990s, is an evidence based support

system that provides students, teachers, and schools with tiered level of positive interventions to reinforce student success.

Discipline in Schools

Student safety is at the forefront of the USDE agenda due to the increase of violence on school campuses (USDE, National Center for Education Statistics, 2007). Schools across the country are experiencing problematic behaviors from students that include bullying, vandalism, disrespect, violence, and disruptive behaviors in the classroom (PBIS.org, 2017; G. Sugai et al., 2002). The National Association of School Psychologist (NASP) (2002) state that educators find disciplining students with behavior problems to be a long standing challenge and teachers must balance the needs of the individual student and the entire classroom when choosing discipline practices.

Typically, these troublesome, challenging behaviors were disciplined through the use of loss of privileges, detention, referrals, or suspension (PBIS.org, 2017). The 'zero tolerance' polices that lead to suspension proved to be highly ineffective and counterproductive to student learning and lacked acclimation to behavioral skills (NASP, 2002). According to research done in 2015 by the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports punishment is ineffective and frequently leads to more disruptive behaviors (NASP, 2002). Educators must choose alternative best practices that support student learning and address the problematic behaviors, while providing long-term positive outcomes and improving behavioral skills (NASP, 2002).

In the early 1990s schools introduced the PBIS framework along with the IDEA, to provide a tiered intervention system to identify student needs, develop strategies to reduce issues, and evaluate practices for success in behaviors (PBIS.org, 2017). A

reduction in office discipline referrals, on site suspensions, and total suspensions have been found to decrease on school campuses that have implemented PBIS with fidelity in randomized control trials (C. P. Bradshaw, Reinke et al., 2008; C. P. Bradshaw et al., 2010; R. H. Horner et al., 2010). Furthermore, research indicates that PBIS helps foster student and educator relationships by providing nurturing opportunities to occur (NASP, 2002).

Zero Tolerance

The zero tolerance policy was created in the early 1990s in response to school shootings that were plaguing the country. The policy was implemented statewide in schools and districts with the overarching goal of ensuring safety on school campuses. The notion behind the creation of the policy was to expel any student who willingly violated a school rule in hopes to deter violations from occurring (Gjelten, 2015). Under the zero-tolerance policy, students who received infractions ranging from weapons to defiance or tardiness received the same consequence of suspension. This practice increased the annual percent of student suspensions to 10% in 2009, the highest it had ever been nationwide (Berwick, 2015; NCES, 2009).

The zero tolerance policy proved to be exceedingly ineffective and counterproductive to increasing student academic levels and deficient in helping students acquire positive behavioral skills (NASP, 2002). Research clearly suggests that suspension or expulsion clearly disrupts a student's progress in academic achievement by displacing them from their peers and negatively impacting their self-esteem (Kang-Brown, Trone, Fratello, Daftary-Kapur, 2013). Additionally, Kratochwill, DeRoss, and Bear (2017) as well as Kang-Brown, Trone, Fratello, and Daftary-Kapur (2013) confer

that suspension and expulsion are strongly connected with the school to prison pipeline and increases a student's chance of ending up in juvenile justice system.

Office Discipline Referrals

Office discipline referrals are frequently used at schools nationwide as a form of documenting discipline issues on campus and may lead to the removal of chronic disruptive problems in the classroom (G. Sugai et al., 2002). This documentation is a great source of data that is a vital part of the PBIS program that allows the PBIS team to examine problematic areas on campus and find ways to amend the problems (PBIS.org, 2017; G. Sugai & Horner, 2009). The PBIS team also uses the collected data to guide decisions and provide support for individual student needs. According to R. H. Horner, Sugai, Smolkowski, Eber, and Nakasto (2009) by examining data collected from office discipline referrals and amending problematic issues a reduction may occur on campus, allow more instructional time to occur, decreasing behavioral problems on campus, all of which are the main goal of the PBIS (R. H. Horner et al., 2009). Ultimately, decreasing the amount of office discipline referrals written and handled by the administration is the goal of PBIS. According to NASP (2002) schools implementing positive, effective, behavior strategies experience a decline in office discipline referrals ranging from 20 to 60% while improving academic achievement and engagement in students. Teaching students how to properly behave by making good choices will allow for more instructional time in the classroom, raising the academic opportunities of all students.

Suspensions

Suspension typically refers to "a short-term removal of a student from the school due to a disciplinary infraction" (R. Skiba & Sprague, 2008, p. 38). Historically,

suspension from school had been used to punish a student for reoccurring physical aggression, violent outbursts, selling drugs, carrying a weapon, or for frequent discipline issues that have escalated. Research indicates that students who receive out of school suspensions are more likely to continue with the behaviors, fall behind academically, drop out of school, or become involved with the juvenile court system (NASP, 2002; PBIS.org, 2017; G. Sugai et al., 2002). Students who are suspended, are being restricted from appropriate access to school as well (NASP, 2002). Additionally, research indicates that suspending dangerous students does not cure the problem, it only exasperates the problem often resulting in further aggression (NASP, 2002).

In-school suspensions may be the better alternative than suspending students to unsupervised homes where they have more opportunities to get in trouble. Schools have the potential of engaging students in academics during the school day. In order for in-school suspension to be successful, the suspension must address the student's social and academic needs by providing opportunities to resolve issues, complete assignments, and build relationships with staff to create a nurturing environment that is inviting to the student (Emmer & Sabornie, 2015; NASP, 2002). According to R. J. Skiba and Peterson (2000) suspension does not lead to changed behaviors, teaching positive behavioral expectations and rewarding students for making good choices have a greater impact (OSEP, 2015; PBIS.org, 2017).

School Climate and Culture

The climate of the school plays a chief role in teacher, student, and parent perception and how they feel about arriving to school each day; it is the attitude of the organization. The climate refers to the nature of interactions between students, parents,

and teachers while the school's culture refers to the beliefs, values, and traditions that the school embodies (C. P. Bradshaw et al., 2010). Both the culture and climate have a dominant position in the success or failure of the school. A negative atmosphere can have a damaging effect leaving students, teachers, and parents yearning for a better place to go each day. A positive atmosphere helps promote learning, encourages academic achievement, and the psychological well-being of both teachers and students. A positive ambiance will produce happier teachers, students, parents, and a community that will thrive. According to the National School Climate Council (2007), schools that have a positive climate must have: (a) norms, values, and expectations that support social, emotional, and physical safety; (b) people must feel engaged and respected; (c) students, families, and educators must work together to develop and live a shared school vision; (d) educators must model and nurture attitudes that emphasize the benefits gained from learning; and (e) each person must contribute to the operations of the school and the care of the physical environment.

A positive school culture and climate is based upon trust. Establishing a well-developed systematic program that guides students to make good choices, builds their trust through common language and a consistent message that will create a positive culture and climate on campus. The purpose of PBIS is to create an atmosphere where appropriate behavior is the norm, which leads to a climate and culture of positivity (OSEP, 2015; PBIS.org, 2017).

PBS and Interventions Background

School based behavior management styles have changed drastically over the last 40 years. Typically, ways of handling problematic behaviors on campus were reactive

and punitive in nature. The same students were often "frequent flyers," receiving

referrals for the same problematic behaviors with the same results while taking up

valuable time from school administrators (G. Sugai, 2002). In the 1980s teachers,

principals, and schools collectively identified a need for improved support for students

with behavioral disorders (Gresham, 1991; G. Sugai & Horner, 1999; Walker et al.,

1996). Researchers at the University of Oregon conducted studies, applied theories, and

assessed the outcomes of the various program attempts to support behavioral disorders.

The researchers found that systematic explicit social skill instruction, based on preventive

research strategies, along with data-based decision making, while implementing practices

school wide and providing professional development for staff, all make a difference in

student outcomes (Biglan, 1995; Colvin, Kame'enui, & Sugai, 1993; R. H. Horner, Sugai,

& Anderson, 2010; Lewis & Sugai, 1999; Mayer, 1995; G. Sugai & Horner 2002). The

systematic approach had an impact on student behaviors, as well as the culture of the

school, and was also linked to academic gains by students (Biglan, 1995).

    In the 1990s the PBIS framework was introduced along with the IDEA, to

provide a tiered intervention system to identify student needs, develop strategies to

reduce issues, and evaluate practices for success in behaviors (PBIS.org, 2017). A grant

was given by the National Technical Assistance Center to support the implementation of

the framework. Although PBIS was originally developed to support students with

behavioral disorders, the emphasis shifted to offer school wide support for all students

(G. Sugai & Simonsen, 2012).

    The improvement of behaviors and academics is the focus of PBIS and is

achieved through evidence and research based tiered intervention practices (G. Sugai &

Horner, 2009). The tiered intervention practices are being implemented in 23,363

schools nationwide and focus on supporting students in and out of the classroom, school-

wide, and individually by clearly establishing specific rules, guidelines, expectations, and

routines (PBIS.org, 2017; Sprague et al., 2001). The use of a systems approach that

focuses on the four key elements of: (a) outcomes, (b) data, (c) practices, and (d) systems

that strengthen the supports for students and provide great learning opportunities

(PBIS.org, 2017; G. Sugai & Horner, 2009). Each individual school can modify the

interventions to meet the student needs, based upon data collection, offering students the

support they need.

PBIS Leadership Roles

The success of an organization hinges on the ability of the employees to work

efficiently, effectively, and cooperatively together. This holds true for the PBIS team as

well. Team members must keep fellow staff members informed by sharing information

regularly, lead the staff in professional development, attend monthly state, district, or

team meetings and provide support through decision making, presentation preparation,

and data collection. G. Sugai (2014) describes as an organization as a "group of

individuals whose collective behaviors are directed toward a common goal and

maintained by a common outcome" (slide 8). The roles of members of the PBIS team

should be clearly defined and outlined. PBIS.org (2017) clearly specifies the roles of

each PBIS team member which need to be established and include: (a) administrator, (b)

facilitator, (c) data analyst, (d) communication director, (e) coaches, (f) note taker, and

(g) team members.

Additionally, OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2015) state that effective organizations should have four defining features to help establish a systematic procedure and for creating a well-defined plan for addressing student behaviors. The four features to a systematic PBIS program include (a) common vision/values, (b) common language, (c) common experiences, and (d) quality leadership. Table 2 provides the description for each feature.

Table 2

Effective Organizations

Feature	Description
Common Vision/Values	A mission, purpose, or goal that is embraced by the majority of members of the organization, reflects shared needs, and serves as the basis for decision-making and action planning.
Common Language	The terminology, phrases, and concepts that describe the organization's vision, actions, and operations so that communications are understood, informative, efficient, effective, and relevant to members of the organization.
Common Experience	A set of actions, routines, procedures, or operations that are practiced and experienced by all members of the organization and include data feedback systems or loops to assess the quality of implementation and link activities to outcomes.
Quality Leadership	Personnel, policies, structures, and processes that are organized and distributed to achieve and sustain the organization's vision, language, and experience.

Note. Adapted From "Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1Foundations and Supporting Information," by Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports, 2015, p. 9. Copyright Eugene, OR: University of Oregon

Administrator and Teacher Training

According to Meador and Derick (2017) behavior management is one of the biggest obstacles administrators and teachers face daily on school campuses. Both

administrators and teachers must work together to ensure all students are provided a safe learning environment, free from behavioral disruptions (R. Horner & Sugai, 2000). Implementing the PBIS framework, which uses common language, vision, and experiences to reduce behavioral incidences on school campuses through positive, proactive practices is an approach used by many schools (PBIS.org, 2017). Providing ongoing training is a critical component to the success of PBIS for both administrators and teachers (R. Horner & Sugai, 2000; PBIS.org 2017).

Administrators provide the support link to the district, county, and state which helps enhance resources, contacts, and community involvement. They are also an integral part of the PBIS team and their presence at all meetings provides guidance, visibility, funding, and political support (PBIS.org, 2017). An administrator's key roles include (a) participation, (b) supporting the PBIS team, (c) fostering communication, (d) creating a positive school climate, (e) helping to establish a vision, and (f) adhering to district policies and procedures (Kincaid, Childs, Wallace, & Blasé, 2007).

Administrators must attend yearly conferences that review current implementation practices while continually working with the district, county, and state to ensure they are meeting the needs of their students and staff members.

Teachers must receive initial and ongoing training in PBIS in order to fully support proper implementation practices (Reinke et al., 2012; Sayeski & Brown, 2012). Trainings are provided by the schools PBIS coach, lead team, district or county office (Olsen, 2015). While some teachers are naturally strong with behavior management and do well with implementation, others must work hard at it to be an effective teacher. It takes time and practice to figure out which PBIS strategies will work with a particular set

of students, allowing for optimal teaching time, and provide the best, desired atmosphere for all (Goodman & Theisz, 2015). This shows there is a need to help prepare teachers on how to handle problematic classroom issues that exist today by developing a teacher's skill set and classroom management skills through a systematic approach like PBIS. Findings from C. P. Bradshaw, Koth, Bevans, Ialongo, and Leaf (2008) indicate that providing teachers with training in PBIS has a positive impact in creating a collaborative work environment.

Teachers, administrators, aides, and all adults who work on the school campus must receive explicit training on the implementation of PBIS (PBIS.org, 2017, G. Sugai & Horner, 2009) and attend professional development trainings that focus on the multi-leveled (a) high quality coaching, (b) follow-up supervisory coaching, and (c) side-by-side coaching for teachers to be successful. Professional development must include in-service and on-going follow-up support for teachers, staff, and administrators. It is essential to have strong administrative leadership, staff buy-in, and collaboration of the behavior model (C. P. Bradshaw, Koth, et al., 2008). PBIS.org (2017), and G. Sugai and Horner (2009) clearly state that consistency of common goals, practices, and strategies matter and can be achieved by establishing clear foundational practices, applying consistent planned, preventative, positive messages, and establishing specific strategies to use in response to a student's problem behaviors.

In the study done by C. P. Bradshaw, Koth et al. (2008), findings suggest that schools that did not receive formal training in PBIS mixed traditional discipline approaches with PBIS approaches, leading to punitive punishments instead of positive reinforcement for students. The school wide team of teachers must focus on motivating

incentives that inspire students to make good choices, creating a positive climate on

campus (see Figure 2).
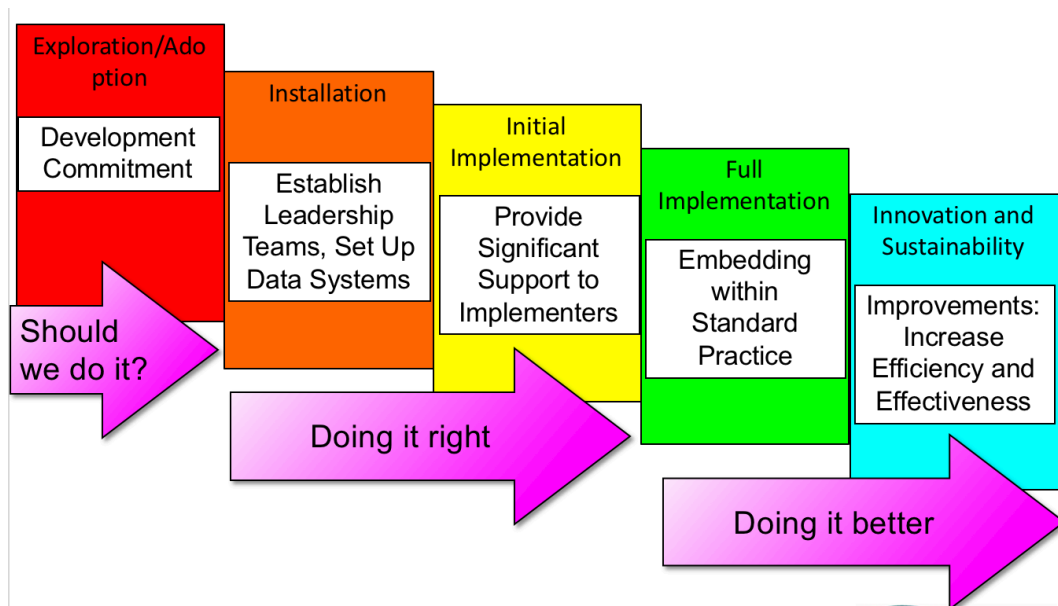
Figure 2. Stages of Implementation. Adapted from "OSEP Technical Assistance Center
on Positive Behavioral Intervention & Supports," 2012. Retrieved from
http://www.pbis.org/

Theoretical Framework

The basic principle and foundation of PBIS is based upon the theoretical concept

of behaviorism. Behaviorism started in the 20th century and became popular with the

refinement of behavioral psychology conducted by Watson (1913) and Skinner (1953).

Watson and Skinner both view behavioral psychology as natural science that is extremely

complex, hard to predict or control due to human behavior variables.

The behavioral approach of PBIS is concerned with the observable stimulus-

behavior response that all behaviors are learned through observation. Watson (1913)

believed that we were all born with 'tabula rasa' or a blank slate. Therefore, students

learn how to behave by watching others and mimicking. G. Sugai and Horner (2009)

developed PBIS to be a school-wide program that provides students with a common

vision, language, and experiences that encourages positive displays of behavior that others will imitate. Additionally, PBIS was designed to be a framework that helps and enhances a school's ability to handle all student behaviors using a multi-tiered support system that addresses each student's specific needs (PBIS.org, 2017). Students receive additional support or interventions to meet their specific needs.

PBIS creates a school-wide, social culture that involves students, teachers, and parents in the development of expected, learned social skills. By creating the school wide system, students know the school environment is safe, predictable, positive, and consistent in practices and feel the support both at school and home (G. Sugai & Horner, 2009). The framework of PBIS, therefore, is based on Watson (1913) and Skinner's (1953) claim that behavior is determined by a person's surrounding environment and is a response to stimuli.

The Importance of PBIS

Schools around the nation are implementing PBIS as a way to promote a positive school environment that provides students with a way to learn both academics and social skills. In the past, students received punitive punishments like loss of privileges, referrals, suspension, or expulsion for misbehaving in school (PBIS.org, 2017). Sulzer-Azaroff and Mayer (1991) suggest that punishing students without a universal system to support desirable behaviors increases aggression, vandalism, tardiness, expulsion, or dropout rates amongst students. The purpose of PBIS is to teach students desirable behaviors both in and out of the classroom, encouraging and promoting students to continue to make good choices that carry on into everyday life (PBIS.org, 2017). PBIS.org (2017) confirms that PBIS is important to schools because the framework

teaches students socially appropriate behaviors that become the norm and are carried with the student throughout their life.

Implementation of PBIS

The implementation of PBIS on an elementary campus must start by developing expectations and rules for the whole school that focus on instruction and prevention of undesirable behaviors (R. Horner, Sugai, Lewis, 2015; PBIS.org, 2017). Teaching students how to properly behave by using positive reinforcement is the goal of PBIS. The development of a logical multi-tiered-prevention system that follows the guiding principles of PBIS and emphasizes consistency across the whole school, embracing fidelity by staff members, data collection and decisions based upon data, support to students and staff is necessary (PBIS.org, 2017). According to Education World (n.d.), the emphasis of PBIS is to create and sustain primary (school-wide), secondary (classroom), and tertiary (individual) systems of support for positive behavior on school campuses.

Multi-Tiered Systems

The PBIS multi-tiered framework was designed to meet the needs of all students by providing support both academically and socially (OSEP, 2015). Furthermore, the framework is based on evidence-based instruction for all students and includes a universal screening tool, a progress-monitoring tool, formative assessments, and research-based interventions to support all student's needs (PBIS.org, 2017). The multi-tiered framework was developed to improve behaviors, expand social skills, and support academic learning while creating a positive atmosphere in the classroom. Each level of

the multi-tiered system must be supported by all staff members and implemented school

wide (see Figure 3).
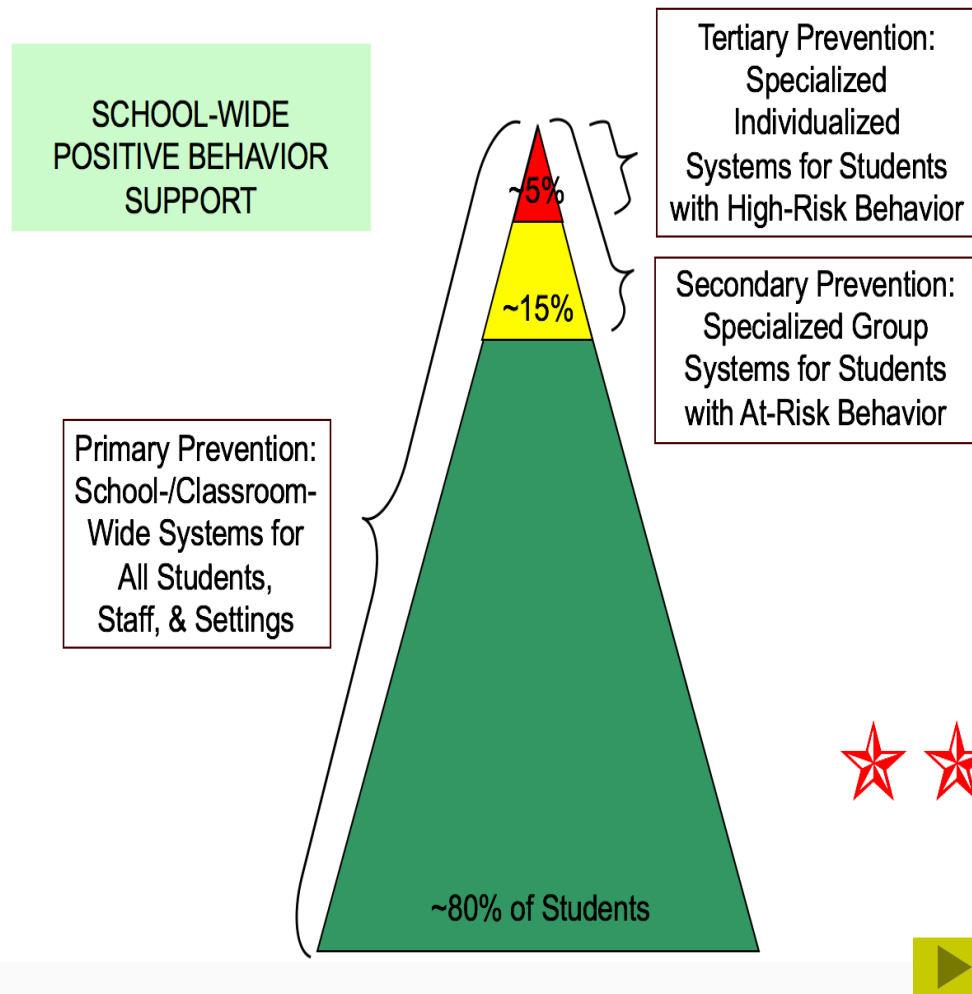
Figure 3. School-Wide Positive Behavior Support Tiered Intervention. Adapted from "Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part I- Foundations and Supporting Information," by Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports, 2015, p. 5, Eugene, OR: University of Oregon.

Tier I Primary Prevention

The first level of support is used school-wide, meets the needs of all students, and

provides support throughout the campus (PBIS.org, 2017; G. Sugai et al., 2005). Early

invention, targeting the lowest levels of inappropriate behaviors before they escalate is

the idea behind Tier I interventions (NASP, 2002). This level provides clear definitions

of rules and expectations of student behaviors that are taught and retaught often. It consists of understanding the physical arrangement of the classroom and expectations from the teacher, frequent reviewing of the rules and routines, and daily modeling of good choices. Proper desirable behaviors are explicitly modeled during behavior rotation stations at the start of the school year in hallways, cafeteria, classrooms, library, playground, and car procedures. This level of explicit instruction reaches 80% of the student population who will not need any further interventions or supports (R. Horner et al., 2015; G. Sugai et al., 2005). The overarching goal of Tier I is 100% of students achieve academically and socially at high levels, yet Tier II interventions are in place if needed. Teachers monitor student progress, noting changes in student behaviors, and determine if a student needs a Tier II intervention based on data collection and observations (see Figure 4).

Figure 4. Tier I: Core, Universal. Retrieved from "Positive Behavior Support and Response to Intervention for Behavior: Systems Level Planning," by H. P. George and S. Goodman, n.d., slide 18. Retrieved from http://www.pbis.org/common/cms/files/ pbisresources/8APBS_SWK109_RtI_Systems_Workshop.pdf (osep technical assistance center on pbis, 2012)

Tier II Secondary Prevention

      The second tier provides targeted support and interventions to approximately 15% of the student population who are considered at risk for developing problem behaviors (PBIS.org, 2017; G. Sugai et al., 2005). These students typically visit the office two to five times a year (PBIS.org, 2017). Supports provided at this level may include counseling sessions, peer-tutoring, social skill groups, peer/buddy support, check-in-check-out, check and connect, or after school homework club. Tier II provides support to students who are not responding to Tier I interventions and may just need gentle reminders on desirable behaviors. The PBIS lead team discusses student behaviors in order to find the best solution to support the student and individualized programs are created. Parents, staff members, or any other adult that interacts with the child and may offer support is included in the individualized plan. Documentation and data collection regarding student behaviors will help identify if the student is further developing positive behaviors and can be moved to tier I or if they are not responding and will need Tier III support (see Figure 5).

TIER II: *Supplemental, Targeted*

Tier III Tertiary Prevention

The third-tier service approximately 5% of the student population and who have shown a history of behavioral issues according to data. This is the most intensive level of support and is designed to address students with significant behavioral needs through highly intense, evidence based, individualized or specialized services. Students may receive wraparound services, which involve family, friends, or other close adults; individualized educational plan that address a specific need; behavior contracts that focus on a specific change in behavior; or a support plan that offers emergency services to ensure safety or de-escalate a problem. Many students at this level may also receive special education services. According to G. Sugai and Horner (2009), PBIS is a valuable

tool that offers researched based tiered interventions for supporting students and preventing problem behaviors in schools (see Figure 6).

TIER III:
Intensive, Individualized
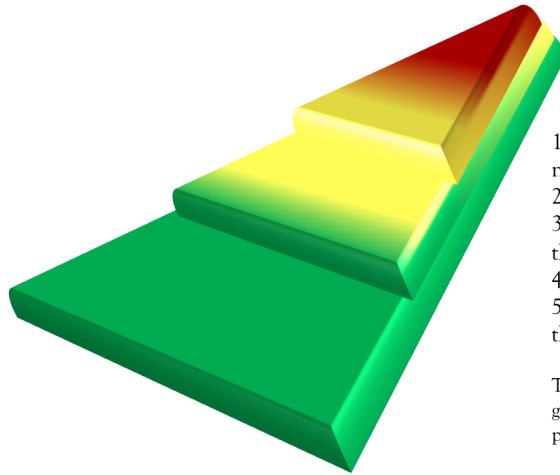
Tier III
For Approx 5% of Students
Core

+

Supplemental

+

Intensive Individual Instruction
...to achieve benchmarks

1. Where is the students performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
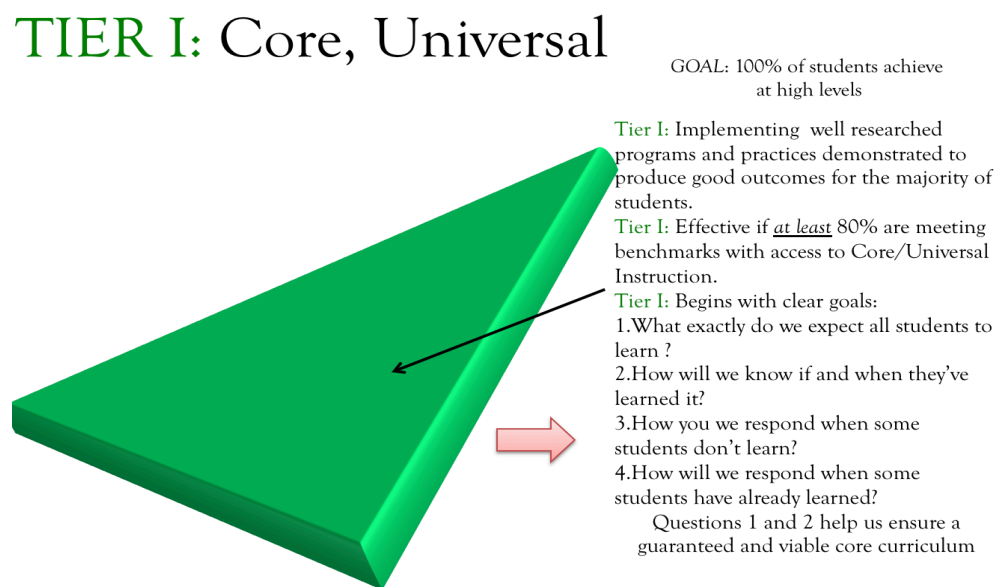
Figure 6. Tier III Intensive, Individualized. Retrieved from "Positive Behavior Support and Response to Intervention for Behavior: Systems Level Planning," by H. P. George and S. Goodman, n.d., slide 19. Retrieved from http://www.pbis.org/common/cms/files/ pbisresources/8APBS_SWK109_RtI_Systems_Workshop.pdf (osep technical assistance center on pbis, 2012)

Impact of PBIS

Research conducted by R. H. Horner et al. (2005) and Luiselli et al. (2002) indicates that PBIS is associated with declined punitive and reactive discipline practices, an increase in student safety, and a higher level student satisfaction on campus (Lewis-Palmer et al., 2002). In addition, research findings suggest that an increase in overall academic achievement in students is due to improved behavior, which allows teachers more minutes of instructional time compared to schools where PBIS was not

implemented (R. H. Horner et al., 2005). PBIS schools use common language, practices, and experiences to help the school climate create a more positive, cohesive, and structured environment for students to thrive in daily.

The implementation of PBIS also provides benefits to school districts by providing consistency of practices across the school campuses. The universal practice of PBIS helps reduce costs in data collection systems, recreating individual site programs, or retraining staff members that move from one school to another (G. Sugai & Horner, 2009).

Impact of PBIS in Schools

PBIS positively impacts the climate and social culture of a school by improving the behavioral atmosphere, leading to enhanced academic opportunities for students (PBIS.org, 2017). Schools that develop and implement PBIS, which focuses on a student's health, mental health, and wellness, beginning in preschool and continuing through high school have an overall better rating on school climate than those that do not (NEA, 2014). The achievement of creating a positive school climate occurs due to clearly defining behavioral expectations, posting them around the school, teaching and re-teaching the expectations while acknowledging good choices.

Additionally, C. P. Bradshaw et al., (2010) state that schools that provide staff members with training in PBIS report positive perceptions in growth in behavior management and academic excellence. Furthermore, schools that have implemented PBIS for three years or more tend to show a significant improvement in collaboration among staff members, an increase in effectiveness of addressing problems, a stronger consistency with practices for students, an increase in faculty retention due happiness at

work, and friendlier environment for parents and the community (C. P. Bradshaw et al., 2010; G. Sugai & Horner, 2009). Participation in high quality training for staff, regularly scheduled PBIS team meetings, consistent implementation of discipline through the use of the matrix, and fidelity to the PBIS program contributes to positive outcomes for students, teachers, and the school (Barrett et al., 2008; C. P. Bradshaw et al., 2010).

Schools that implement PBIS and have regular team meetings to review data are more impactful to student success (G. Sugai & Horner, 2009). Teams use the data to determine if practices are being used properly and are able to identify the smallest changes that have the greatest impact on students.

Impact of PBIS on Students

Teachers in elementary classrooms often deal with disruptive behaviors that impede student learning and reduce instructional time (Luiselli et al., 2002; PBIS.org, 2017; G. Sugai et al., 2002). The implementation of PBIS in schools addresses these issues through the use of a multi-leveled tiered intervention framework that supports students through positive interventions (C. P. Bradshaw, Koth et al., 2008; Luiselli et al., 2002; G. Sugai et al., 2002). C. P. Bradshaw, Waasdorp, and Leaf (2012) and G. Sugai and Horner (2009) state students that attend schools who implement PBIS beginning in kindergarten are 33% less likely to receive office discipline referrals, suspensions, or expulsions. Teaching student's foundational behavioral skills that leads to improvement in academics and social acclimation positively impacts student development through increased engagement (Snyder, Cramer, Afrank, & Patterson, 2005).

The goal of PBIS is to develop a student's behavioral skills by teaching them how to properly use interpersonal communication skills, conflict resolution, and social

problem solving skills both in and out of the classroom (NEA, 2014). Teaching students how properly use social, emotional, and cognitive behavioral competencies like collaboration, communication, conflict prevention, interpersonal skills, emotional self-awareness skills, and conflict resolution skills while developing a positive self-concept will greatly benefit students throughout their life (NEA, 2014; PBIS.org, 2017).

Students who have learned the clearly defined behavioral expectation are able to identify and share behavioral expectations with their peers, teacher, parents, and other adults in the community (G. Sugai & Horner, 2009). Students feel safe in this fair and predictable environment.

<div align="center">**Barriers to PBIS**</div>

The implementation and sustainability of PBIS are the two overarching barriers schools face in the development of PBIS on campuses. Despite the knowledge gathered from researched based practices on the positive outcomes of PBIS, inconsistent implementation and sustainability are hindering schools and students from full progression (C. P. Bradshaw et al., 2010; C. P. Bradshaw et al., 2012; R. H. Horner et al., 2009).

Barrier of Implementation

The first barrier, implementation, is a broad term that requires schools and districts to embrace the PBIS framework and integrate it into daily practices. Implementation encompasses numerous facets that include: (a) financial resources, (b) administrative and teacher support, (c) program logistics, (d) competing priorities, and (e) parental engagement. Financial resources must be continually included in the budget. Prior research indicates that a lack of consistent resources is the most detrimental barrier

to sustainability after initial implementation (Forman, Olin, Hoagwood, Crowe & Saka, 2009; Kincaid et al., 2007; Massatti, Sweeney, Panzano, & Roth, 2008; K. McIntosh et al., 2014; Sanford DeRousie & Bierman, 2012; Seffrin, Panzano, & Roth, 2009; Tyre, Feuerborn, & Lilly, 2010). Lack of full support derails the entire framework and limits teachers and administrators from experiencing the benefits of student outcomes (Langley, Nadeem, Kataoka, Stein, & Jaycox, 2010). The logistics of data collection, time, money, and school climate are impeding factors. The data collection process takes a full year to properly implement and disruptive behaviors will continue during the period of time it takes for schools to become acclimated and efficient with the framework. The time and money needed to facilitate data collection makes PBIS time consuming and costly to schools and districts. Consistent execution of the systematic PBIS framework takes two to four years to achieve and must follow the prescribed order of exploration, installation, implementation, and finally full implementation (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). The climate of the school is considered a logistical barrier due to the challenges faced by staff due to changes in current practices and schedules (Langley et al., 2010).

Barrier of Sustainability

The second barrier of sustainability encounters issues with leadership, continual professional development, financial resources, and competing priorities. Passive leadership that claims to support but does not follow through on further learning or implementation also produces a barrier (Forman et al., 2009). Continual staff development and review of implementation practices are needed to sustain good practices.

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In order to overcome these barriers, school districts need to have a highly organized, strategic plan that is efficient and effective for administrators and teachers. K. McIntosh et al. (2013) believed that two issues that decrease a schools ability to fully implement or sustain effective new practices include lack of resources for sustainment or friction between two program practices. According to Adelman and Taylor (2003) schools must often implement new interventions that compete with already existing practices to keep up with state testing requirements. It is essential for districts to work hand in hand with administrators and teachers when choosing how much to implement at one time in order to meet the student's overall needs.

Literature Gap

Current research suggests the PBIS framework is providing students and schools with an approach to reducing difficult and disruptive behaviors in elementary school children by addressing problem behaviors through a multi-tiered intervention framework that teaches students desirable behaviors by rewarding good choices (C. P. Bradshaw et al., 2012; G. Sugai et al., 2002). In spite of all the research being done, an area that needs additional investigation is the TK through second grade student's acclimation to the program. Currently, there is no documentation or data on their ability to understand the current behavior matrices or desirable behaviors. This population was chosen because there is a gap in the research regarding the success with implementation on students in TK through second grade.

Existing research examines PBIS in elementary schools but does not specifically identify students in TK through second grade. Data collection does begin in first grade but does not consider non-reading, English language learners, or special needs students

who have not been taught socially appropriate behavior skills. Research confirms that teaching socially desirable behaviors through positive reinforcement at early ages will help to establish a solid foundation yet, the PBIS framework being used nationwide creates a barrier for younger, English language learners, and special needs students who are unable to grasp the written concepts due to the lengthy nature of the matrices designed at each school (OSEP, 2011; PBIS.org, 2017). Further research and documentation needs to be conducted and reviewed regarding the impact of PBIS on students in TK through second grade.

Summary

This literature review examined the effectiveness of PBIS in elementary schools. This review will add to research previously conducted by looking at the population of TK through second grade that has not yet been studied. This review explored the background of PBIS, its role in education, the need for teacher training, the population that is affected by PBIS, and the key terms used to research. This review also identified the practices used in the implementation of Tier I, Tier II, and Tier III strategies that support students. The review looked at the impact PBIS has on both students and the school. The review also included methods of evaluation, barriers in the research, and identified the theoretical framework, which PBIS is based. A gap in the literature was also identified.

A synthesis matrix is provided and references the investigation conducted during the research of PBIS in TK through second grade classrooms: Year three and beyond (see Appendix A).

CHAPTER III: METHODOLOGY

Overview

Chapter III reviews the methodology used to conduct this study, which investigates the impact of PBIS on student behaviors at platinum level PBIS schools that have implemented the framework for three years or more on school campuses. A brief review of the purpose statement and research questions are included along with a detailed description of the research method. This chapter also describes the population and sample selection chosen for the research as well as the research design, data collection process, and the limitations of the study. An overview of the methodology for this study will conclude the study. Approval for the study was granted from Brandman University's Institutional Review Board (BUIRB) prior to beginning (see Appendix B).

Purpose Statement

The purpose of this mixed-methods study was to examine the effects of Positive Behavior Interventions and Supports (PBIS) on students in transitional kindergarten (TK) through second grade before implementation and after implementation of PBIS at platinum level elementary schools.

Research Questions

Quantitative Research Questions

1. What was the incidence of behavioral referrals prior to the implementation of PBIS in transitional kindergarten through second grade students in platinum level elementary schools that have implemented PBIS for a minimum of three years?

2. What was the incidence of behavioral referrals after the implementation of

PBIS in transitional kindergarten through second grade students in platinum
level elementary schools that have implemented PBIS for a minimum of three
years?

3. What differences exist in behavioral referrals before implementation and after
    implementation of PBIS for three years in transitional kindergarten through
    second grade students in platinum level elementary schools?

Qualitative Research Question

4. How do site administrators in California, platinum level elementary schools
    who have implemented PBIS for three years or more describe the impact of
    the framework on student behaviors?

Research Design

A mixed-methods study will be used to examine the effects of PBIS on students in
TK through second grade before implementation and after implementation of PBIS at
four platinum level elementary schools in southern California. A mixed methods
approach was chosen because it provides both numerical data collection and investigates
the meaning people give to events they experience, offsetting the strengths and
weaknesses found in both quantitative and qualitative research (Creswell, 2013;
McMillan, Schumacher, 2010; Tashakkori & Teddlie, 2009).

Quantitative Research Design

According to Patten (2012) the collection of quantitative data is used to
summarize findings that can be easily understood. This study will gather quantitative
archival data from all four, platinum level elementary schools, located in southern
California, that have implemented PBIS for three years or more. Archival data on office

discipline referrals from the SWIS program will be used to gather a mean score for pre and post PBIS referrals to compare and determine if an impact has been made on student behavior.

Qualitative Research Design

Qualitative data will be collected through semi-structured interviews with four platinum level elementary school administrators from these four platinum level schools in Southern California who have implemented PBIS for three years or more. The semi-structured interviews will explore participant's experiences and perceptions of PBIS on the impact of student behaviors by using in-depth questions that focus on how site administrations feel PBIS has impacted behaviors of TK through second grade students at their schools (Patten, 2012). Triangulation of data will occur in order to create validity of research findings (McMillan & Schumacher, 2010).

<div align="center">

Population

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McMillan and Schumacher (2010) state that a population is a group of individuals, objects or events that conform to the specific criteria, which is used to generalize results of research. The population for this study will be all elementary schools in California who have implemented PBIS for three years or more. According to the California Department of Education (2017) and the California PBIS Coalition (2017), there were 5,868 elementary schools in California and 567 were implementing PBIS during the 2014-2015 school year.

Target Population

Creswell (2013) states that the target population is the sample from which the group is chosen. The target population for this research will be all platinum level

elementary schools in California who have implemented PBIS for three years or more. According to the California PBIS Coalition (2017), qualifications for platinum level must meet the following criteria:

- Schools must score 70% or higher in the Tiered Fidelity Inventory (TFI).

- Provide office discipline referrals percentages and suspension percentages meeting goals.

- Provide an action plan that shows improvement in three areas:

  - implementation of two new interventions

  - show evidence of academic impact

  - provide advanced tiered interventions

- pass school and classroom walkthrough in at least four classrooms by external examiner.

There are 17 platinum level schools in the state of California in the 2016-2017 school year.

Sample

McMillan and Schumacher (2010) define a sample as a collective group of participants from whom data is collected. The quantitative sample population will be all four platinum level elementary schools in southern California who have implemented PBIS for three years or more. Purposeful sampling will be used for the qualitative sample population, which selected specific PBIS administrators from the four elementary schools in southern California to partake in semi-structured interviews (Patton, 2015). The sample for this study included convenience methods which McMillan and Schumacher (2010) define as selecting subjects based on convenience. Due to

convenience and access for the researcher the schools chosen for the qualitative sample are those in the southern California region from San Bernardino to Orange County. There were four schools that qualified in this qualitative sample.

Quantitative Sampling

Quantitative, archival, data was gathered directly from four southern California elementary schools that received platinum level status from the California PBIS Coalition in 2016 and 2017. The data gathered was received directly from each school site administrator and is available for the public to access directly. The archival referral data was used for the sample population for this study.

The four schools selected for this study from the southern California region met the following criteria:

1. Public elementary school

2. Located in southern California

3. Implemented PBIS for three or more years

Qualitative Sampling

Qualitative data will be collected through semi-structured interviews with four platinum level elementary school administrators who have implemented PBIS for three years or more and were identified by using purposeful sampling. The semi-structured interviews will explore participant's experiences and perceptions of PBIS on the impact of student behaviors by using in-depth questions that focus on how site administrations feel PBIS has impacted behaviors of TK through second grade students at their schools (Patten, 2012). The criteria for selecting site administrators to participate in the qualitative study were:

1. Public elementary school site administrator

2. Located in southern California

3. Site administrator of a school that implemented PBIS for three years or more

   a) Has the ability to provide office discipline referrals data for both pre-implementation and post

   b) Has been recognized by California PBIS Coalition for three or more successful years of implementation

   c) Has been recognized as a platinum level PBIS recipient

Sample Selection Process

The sample selection process included the following steps:

1. Site administrators from all four platinum level elementary schools in southern California that met the criteria were contacted, informed, and agreed to participate in the study

2. A list of schools and site administrators willing to participate in the study was created

3. The researcher selected four participants based upon access to and convenience for the researcher

4. Participants were provided an Informed Consent (see Appendix C), Letter of invitation (see Appendix D), and Participant Bill of Rights documents (see Appendix E).

5. Interviews were scheduled and administered.

Instrumentation

The researcher used a mixed-methods design study as the instrument to collect data. The researcher collected quantitative archival data from various SWIS from the four platinum level schools, which provided descriptive statistics. The researcher, as the instrument of data collection, gathered qualitative data through semi-structured interviews with site administrators (see Appendix F).

Quantitative Instrumentation

The collection of archival data from various data collection systems used by the four schools was the instrument used for the study. The numerical data collected was converted to a descriptive statistic chart that compared the impact of pre-implementation and post-implementation of PBIS. The researcher conducted a t-test to find the significance in the change using Megastat for calculation. Pre and post scores were measured to find if PBIS is truly making an impact on student behaviors on the four campuses.

Qualitative Instrumentation

The qualitative instrument (Patton, 2002) used to collect data through semi-structured interviews was the researcher. Interviews were conducted with all four, site administrators regarding their perception on how they perceive PBIS is impacting student behaviors on their specific campus. Semi-structured questions were used to gather the qualitative data, which was documented and later reviewed by the researcher (Patten, 2012).

When piloting qualitative research, the researcher is known as the instrument (Patten, 2012; Patton, 2015). Due to the researcher being the instrument in a qualitative study, Pezalla, Pettigrew, and Miller-Day (2012) contended that the unique personalities, characteristics, and interview techniques of the researcher may influence how the data is collected. As a result, the study may contain some biases based on how the researcher influenced the interviewee during the qualitative interview sessions.

For this study, the researcher was employed as an elementary school teacher in a local platinum level school. As a result, the researcher brought a potential bias to the study based on personal experiences in a similar setting to those which were studied. The researcher conducted qualitative interviews with the research participants. The interview questions and responses were conducted over the phone and were recorded digitally via a hand held recording device and laptop computer.

Reliability

According to McMillan and Schumacher (2010) reliability refers to the quality of consistent and reliable measurement that produces similar results using the same instrument during data collection. The researcher, who is also the data collection instrument, will conduct semi-structure interviews using the exact same questions during each interview.

Field Test

A field test will be conducted to protect against researcher bias and assure reliability. The researcher will perform the following steps to ensure integrity during the data collection process:

1.   Field test interviews will be conducted with two non-participating site

administrators and their feedback will help to further clarify directions and questions used during interviews.

2. The researcher will be observed while administering the interview and will receive feedback regarding perceived biases or behaviors that may lead to bias.

3. Additional field test interviews will be conducted to eliminate bias if necessary.

4. Adjustments will be made to the instrument and process if needed.

Validity

McMillan and Schumacher (2010) explain that validity, in qualitative research, refers to the correctness or accuracy in findings during data collection. In this research, the validity of findings will be based on the expertise opinion of the interviewed site administrators. Before participating in site interviews, each site administrator had to meet the specified criteria of working at a platinum level school that had implemented PBIS for three years or more. Patton (2002) suggests that triangulation of information gathered from interviews be done to reinforce the validity of data.

<div align="center">Data Collection</div>

Approval from the BUIRB was received prior to beginning any data collection for this research. Additionally, the necessary course work was completed and authorization was granted by the National Institutes of Health prior to data collection (see Appendix G). Participant's privacy and rights were protected and respected during this study. An interview protocol was created and followed during the study (see Appendix H).

Quantitative Data Collection

Quantitative archival data was collected from all four platinum level PBIS schools to produce pre and post descriptive statistical figures. The data was charted and compared using a t-test to find any significance or change. The archival data answered Research Questions 1, 2, and 3 for this research. Each school site agreed to release archival data to the researcher for this study, received information and the confidentiality clause prior to administration of the study.

Qualitative Data Collection

Qualitative data was gathered during semi-structured interviews with all four platinum level PBIS site administrators. Interviews were conducted over the phone for the convenience of the site administrator. The interviews answered Research Question 4 which measured the impact of PBIS at each school site according to the site administrator. All participants received and signed an Informed Consent, which allowed the researcher to conduct the interviews.

<div align="center">

Data Analysis

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Quantitative and qualitative data was analyzed to produce a mixed methods study. Quantitative data was analyzed and collected first and then qualitative data. The pre and post archival data on office discipline referrals produced a mean score and was charted, while the qualitative interviews produced information that was coded using NVIVO.

Quantitative Data Analysis

Quantitative data analysis is the method of collecting numerical data to be analyzed. A mean score and standard deviation of the pre and post data on incident referrals will be calculated and placed into a table. The mean score allows the researcher

to compare the before and after results. The observed differences in pre and post mean scores and standard deviation will be recorded, placed in a table, and used to determine the changes in pre and post implementation. The standard deviation allows the researcher to observe and comment upon the variance in the scores that are combined to form the mean.

Qualitative Data Analysis

Qualitative data analysis is the method of collection and coding data from interviews. Analysis of the interviews with site administrators will be coded and placed into a data frequency matrix that will show common themes, patterns, or similarities in findings. According to Patton (2015), inter-coder reliability referred to the extent to which two or more independent coders agreed on the coding of the characteristics of the interviews or artifacts and reached the same conclusion. Ten percent of the data collected from the interviews, artifacts, and observations were presented to an outside researcher, who was also a doctoral candidate, who confirmed the themes, trends, and frequency counts of the data collection. According to Neuendorf (2002), "given that a goal of content analysis is to identify and record relatively objective characteristics of messages, reliability is paramount. Without the establishment of reliability, content analysis measures are useless" (p. 141). Triangulation of data will occur in order to validate research findings (Roberts, 2010).

<div align="center">

Limitations

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According to Roberts (2010), "all studies have some limitations and it is important that you state them openly and honestly so that people reading your dissertation can determine for themselves the degree to which the limitations seriously

affect the study" (p. 162). This study contains five noted limitations that could influence the discoveries.

The first limitation to this study is the amount of time between the pretest and posttest data collection. Statistical information gathered from the data will be on different sets of students due to matriculation in grade and may influence the results. The second limitation is that qualitative data will only be gathered from school site administrators.

The third limitation is that the sample size of the schools is small and only focuses on platinum level elementary schools in southern California. This is due to time constraints and the amount of travel required to complete an entire state of California study. The fourth limitation that could affect the results is the level of fidelity each campus has to the PBIS program. In order to avoid discrepancies in fidelity, the researcher chose to only include platinum level elementary schools recognized by the California PBIS Coalition. The fifth limitation is the researcher's ability to conduct both quantitative and qualitative research. The researcher must be skilled in the mixed method approach in order to not negatively impact the results.

Summary

In this study a mixed-methods approach will be used to examine the effects of PBIS on students in TK through second grade before implementation and after implementation of PBIS at platinum level elementary schools in southern California. Archival quantitative data will be gathered from four platinum level elementary schools in southern California. Qualitative interviews will be conducted with site administrators at the same four platinum level elementary schools. This chapter reviewed the purpose

statement, research questions, and methods used to gather data. It also reviewed the

population, target population, and sample size chosen for the study. Furthermore, the

chapter revealed how data was gathered and analyzed to answer the research questions.

Chapter IV will provide the research findings from the quantitative and qualitative

data collected during this research. Chapter V will discuss the researcher's findings,

conclusion, and recommendations for future studies.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Chapter IV presents an analysis of the data collected in the study that compared pre-implementation referral data and post-implementation referral data in TK through second grade students. This chapter also describes the impact PBIS has made on school sites based on the site-administrators perception. Chapter IV reviews the purpose of the study, the research questions, methodology, population, sample, and presents the data findings based upon the research questions.

Purpose Statement

The purpose of this mixed-methods study was to examine the effects of Positive Behavior Interventions and Supports (PBIS) on students in transitional kindergarten (TK) through second grade before implementation and after implementation of PBIS at platinum level elementary schools.

Research Questions

Quantitative Research Questions

1. What was the incidence of behavioral referrals prior to the implementation of PBIS in transitional kindergarten through second grade students in platinum level elementary schools that have implemented PBIS for a minimum of three years?

2. What was the incidence of behavioral referrals after the implementation of PBIS in transitional kindergarten through second grade students in platinum level elementary schools that have implemented PBIS for a minimum of three years?

3. What differences exist in behavioral referrals before implementation and after implementation of PBIS for three years in transitional kindergarten through second grade students in platinum level elementary schools?

Qualitative Research Question

4. How do site administrators in California, platinum level elementary schools who have implemented PBIS for three years or more describe the impact of the framework on student behaviors?

Methodology

A mixed-methods study will be used to examine the effects of PBIS on students in TK through second grade before implementation and after implementation of PBIS at four platinum level elementary schools in southern California. A mixed methods approach was chosen because it provides both numerical data collection and investigates the meaning people give to events they experience, offsetting the strengths and weaknesses found in both quantitative and qualitative research (Creswell, 2013; McMillan & Schumacher, 2010; Tashakkori & Teddlie, 2009).

Prior to beginning the research, the researcher asked permission to conduct research from the appropriate district office or school site administrators at each of the 17 school sites. Four of the 17 PBIS platinum level schools agreed to participate in the research. Once consent was received from all four site administrators and IRB, the researcher contacted each school site administrator via email to arrange an appointment to conduct the qualitative research. The archival, quantitative data was collected first for this study. Both pre and post PBIS referral data for students in TK through second grade

was collected from the four schools that had received platinum level status recognition from the state of California in 2016-2017. The qualitative data was gathered by the researcher conducting semi-structured interviews over the phone with the site administrators from the four platinum level schools. The time and date of the interviews were arranged for the convenience of the site administrator. All four interviews were conducted during the month of October 2018 and were recorded on two electronic devices. Recordings were downloaded and sent to Rev Transcription services via email. Transcriptions were reviewed by the researcher and sent to the interviewees for review and editing. Transcriptions were checked for accuracy of content and meaning by the participants and approval was granted by all four interviewees. Each interview was read and coded by the researcher, to identify themes, patterns, and similarities in qualitative data. A matrix was created to display the data in an organized, efficient matter so analysis could occur. A master matrix was developed so common themes, patterns, and similarities from the four site administrators could be identified. A comment that was only mentioned once during the interviews was not included in research findings. Inter coder rating was done by colleagues to ensure reliability in the interpretation of the data and to keep researcher bias at a minimum. Triangulation of the quantitative and qualitative data was used to determine the difference and impact PBIS has made on schools.

Population ad Sample

McMillan and Schumacher (2010) state that a population is a group of individuals, objects or events that conform to the specific criteria, which is used to generalize results of research. The population for this study will be all elementary

schools in California who have implemented PBIS for three years or more. According to

the California Department of Education (2017) and the California PBIS Coalition (2017),

there were 5,868 elementary schools in California and 567 were implementing PBIS

during the 2014-2015 school year. The target population for this research will be all

platinum level elementary schools in California who have implemented PBIS for three

years or more. Creswell (2013) states that the target population is the sample from which

the group is chosen. According to the California PBIS Coalition (2017), qualifications

for platinum level must meet the following criteria:

- Schools must score 70% or higher in the Tiered Fidelity Inventory (TFI).

- Provide office discipline referrals percentages and suspension percentages
  meeting goals.

- Provide an action plan that shows improvement in three areas:

  o implementation of two new interventions

  o show evidence of academic impact

  o provide advanced tiered interventions

- pass school and classroom walkthrough in at least four classrooms by external
  examiner.

There are 17 platinum level schools in the state of California in the 2016-2017

school year. The target population further reduced the number to seven schools located

in southern California. The target population for this study was any elementary school in

southern California that met the following criteria:

1. Public elementary school

2. Located in southern California

3. Implemented PBIS for three years or more

4. Received platinum level status from California PBIS Coalition

The sample population for this study was four elementary schools and their site administrators in southern California. One elementary was located in San Bernardino County, California and three were in Orange County, California. The researcher received consent and permission from the four site administrators or their districts to conduct the research. All four schools were recognized by the California PBIS Coalition as a platinum level school in 2016-2017.

<div align="center">**Major Findings**</div>

The major findings in this study are organized below according to research questions.

Research Question 1

Research Question 1 asked: *What was the incidence of behavioral referrals prior to the implementation of PBIS in transitional kindergarten through second grade students in platinum level elementary schools that have implemented PBIS for a minimum of three years?*

This research question is answered with the quantitative referral data gathered from the four schools. Referral data from pre-implementation of PBIS indicates a low statistical number of referrals written at each school site, with a mean of 18. Site 1 wrote 35 referrals in in 2011-2012; Site 2 wrote six referrals in 2010-2011; Site 3 wrote 12 in 2012-2013; and Site 4 wrote 19 in 2013-14 which indicates a standard deviation of 12.52 (see Table 3).

Table 3

Pre PBIS Implementation Referral Data

School	School Year prior to implementation	Pre PBIS Implementation Referrals
1	2011-2012	35
2	2010-2011	6
3	2012-2013	12
4	2013-2014	19
Standard Deviation		12.52

Research Question 2

Research Question 2 asked: *What was the incidence of behavioral referrals after the implementation of PBIS in transitional kindergarten through second grade students in platinum level elementary schools that have implemented PBIS for a minimum of three years?*

This research question is answered with the quantitative referral data gathered from the four schools. Referral data from post-implementation of PBIS indicates a high statistical number of referrals written at each school site, with a mean of 108. Site 1 wrote 124 referrals in in 2014-2015; Site 2 wrote 59 referrals in 2013-2014; Site 3 wrote 154 in 2015-2016; and Site 4 wrote 94 in 2016-2017 which indicates a standard deviation of 40.70 (see Table 4).

Table 4

Post PBIS Referral Data

School	Third Year of PBIS Implementation	Number of Post PBIS referrals
1	2014-2015	124
2	2013-2014	59
3	2015-2016	154

4	2016-2017	94
Standard Deviation		40.70

Research Question 3

Research Question 3 asked: *What differences exist in behavioral referrals before implementation and after implementation of PBIS for three years in transitional kindergarten through second grade students in platinum level elementary schools?*

This question was answered by taking the quantitative data gathered from study and comparing pre and post referral numbers to find the difference. The data showed a significant increase in the number of referrals written at each of the four school sites. The calculated mean for referrals written during the year prior to implementation of PBIS was 18, while three years after implementation the mean was 108. The results indicate a significant increase in the number of referrals written at the four school sites. Six times as many referrals were written on average at each school site three years after implementation began (see Table 5 and 6).

Table 5

Referral Raw Data

School	Pre-Number of Referrals	Post-Number of Referrals
1	35	124
2	6	59
3	12	154
4	19	94

Table 6

Referral Data Paired t-Test Results

		Pre	Post		
	n	Mean (SD)	Mean (SD)	t	P
Schools	4	18.0 (12.52)	107.75 (40.70)	-4.74	$< .05$*

Note. * = Significant

Research Question 4

Research Question 4 asked: *How do site administrators in California, platinum level elementary schools who have implemented PBIS for three years or more describe the impact of the framework on student behaviors?*

Site administrators were asked a total of 10 questions during the interview to gather qualitative data for Research Question 4. Four questions were identified as background questions with the intended outcome of gathering professional qualifications as well as personal feelings about the participants' greatest professional challenges and those that are the most rewarding.

Six questions were identified as content questions which answered Research Question 4.

Interviews were conducted with four platinum level elementary school site administrators who have implemented PBIS for three years or more to gather qualitative data for this study. The qualitative data was reviewed for trends in answers to Research Question 4 coding the results from the interviews with site administrators exposed reoccurring themes throughout the qualitative study.

Key expectations. The first content question asked site administrators to share the key expectations for PBIS at their school for TK through second grade students. After analyzing the data, the following information was revealed. All four site administrators agreed that teaching behavioral expectations to students in TK through second grade was crucial to student's future behavioral success. Each school site provides students with explicit instruction in desirable behaviors by creating behavior stations that explains good

behavioral choices in designated areas on campus, helping to create a predictable

environment. Furthermore, site administrators all felt that this environment gave students

a sense of structure, frontloading them on expectations. Reward tokens/tickets are

introduced to students during the behavior stations and are given our to students who are

observed making good behavioral choices. Two sites have behavior matrices posted

throughout the campus, which listed good behavior choices in specific areas on campus.

Two sites focused a lot on developing social emotional and self-regulation skills in TK

through second grade by teaching a program called *Second Step* which focuses on these

specific skills and teaches ways to handle situations amongst kids. All four site

administrators overall key expectations were that behavioral incidences would be reduced

because they provide students with an explicit, predictable environment that taught

desirable behaviors at an early age (see Table 7).

Table 7

Key Expectation for Transitional Kindergarten through Second Graders

Theme	Frequency
Teaching Expectations	3
Introducing the Matrices	2
Predictable environment	2
Social Emotional Skills	2
Self-regulation	2

Impact of PBIS over the last several years. The second content question asked

site administrators to share their thoughts on the impact PBIS had made on their school

site over the last several years in TK through second grade. Analysis of the data found

that all four site administrators felt that the implementation of PBIS on their school site

had positively impacted student behaviors by providing support in behaviors through

common language and practices on campus. Each of the four school sites administrators

stated that the school had created a positive culture on campus by using explicit

instruction and included parents, teachers, and all adult staff members on campus.

Teachers and adult staff members all use the same common language and explicit rules,

focusing on praising students for making good behavioral choices. Expectations of

student behaviors are taught, posted, and retaught in order to provide students with a

predictable environment across the school (see Table 8).

Table 8

Impact of PBIS on the School Site

Theme	Frequency
Positive impact	4
Positive Culture	4
Expectations continually taught	4

Impact of PBIS on student behaviors. The third content question asked site

administrators to describe in detail the impact PBIS had made on TK through second

grade student behaviors. Upon completion of analyzing the data collected from the third

question, it was discovered that all four schools focus on the social and emotional

wellbeing of the student by providing a tiered support system that meets the needs of

each individual student. The goal is to not let students fall through the crack. Each

school site offered mentoring, small group instruction on social skills, mindfulness

practices, and rewards for students making good choices. These practices also included

check in check out, check and connect, and individual mentors for students who needed

extra support. All four site administrators also confirmed the practice of continually

delivering explicate instruction to all students. Desirable behaviors are talked about and

recognized daily by teachers and other staff members. Students receive tokens/rewards

on a daily basis for following behavioral guidelines while other students who do not

follow the rules receive redirection from teachers, aides, peers, parents, and other staff

members (see Table 9).

Table 9

Impact of PBIS on Student Behaviors

Theme	Frequency
Social Emotional Wellbeing of Student	4
Explicit instruction	4
Rewards are offered	4

Other factors impacting student behaviors. The analyzed data from Content

Question 3a indicates that the level of commitment by teachers, parents, and the local

community plays a role in further developing PBIS on school campuses according to site

administrators. Furthermore, providing students with supplementary support programs

like small focus groups, behavior support teams, school psychologists, and individual

counseling have helped further develop social and behavioral skills of students. Layering

the levels of support for students reinforces the multi-tiered framework that provides

students with skills they need to succeed (see Table 10).

Table 10

Other Factors Impacting Student Behaviors

Theme	Frequency
Level of Commitment by teachers, parents, community	4
Providing Supplemental programs to support	4

Experience improvement or decline in student behaviors. The fourth content question specifically asked the site administrators if they had experienced an improvement or decline in student behaviors. The quantitative data analyzed for each school site indicated an increase in the number of written referrals, but site administrators believed the increase was due to the fact that all teachers are now using the same behavioral framework. All four sites use the PBIS framework of common practices, common language, and a data collection system that provides schools with clear, concise information on factors that impact student behaviors. The four sites also use the gathered data to analyze behaviors and provide specialized support to meet each student's individual needs (see Table 11).

Table 11

Improvement or Decline in Behaviors

Theme	Frequency
Improved behaviors	4
Common language, practices	4
Data collection system	4

Other possible attributes for change in behaviors. The fifth content question asked what site administrators attribute the change in student behaviors to at their school. Analysis of the transcripts overwhelmingly indicate that site administrators believe that teachers are making better connections with students. All four site administrators also believe that by providing students with a multi-leveled framework of interventions that meet specific needs has helped focus more on each child, improving more behaviors campus wide. Two site administrators indicated that students are learning to take

responsibility for their actions through the use of restorative practices and circles.

Students are learning to make amends instead of being punished for poor choices.

Shaming students through punishment is being replaced with teaching students how to

accept responsibility for their actions, developing accountability in students (see Table

12).

Table 12

Other Possible Attributes for Change in Behaviors

Theme	Frequency
Teacher connection to students	4
Multi-leveled Framework of supports	4
Restorative Practices	2

Shared practices, success, or needs for improvement. The last content question

allowed site administrators to share their opinions about practices, successes or areas that

needed improvement. Data analysis derived from the transcripts indicate that all four site

administrators believe they have a lot more work to do to continue to make their school a

platinum level contender. Two site administrators want to further develop their

restorative practices on campus. Two believe they need to continue to collect data

through the use of the functional behavior assessment that analyzes internal and external

behaviors and use it to further support students need. All four site administrators believe

PBIS is an amazing program that makes school a positive, great place to learn (see Table

13).

Table 13

Shared Practices, Success, or Needs for Improvement

Theme	Frequency
Continue to develop PBIS at their site	4

Restorative Practices/Circles	2
Data Collection	2
PBIS is amazing program	4

Summary

Chapter IV reviewed the data collected and the findings from the four research questions that guided this study. Although findings in the first three research questions showed a significant increase in referral data at each school, site administrators believe that an increase in positive student behaviors have occurred over the three years of PBIS implementation due to explicit instruction and providing a predictable environment for students.

The fourth research question provided qualitative data from site administrators that explained the reason for the increase in referral data. Triangulation of both the quantitative and qualitative data provided comprehensible information to show the true impact of PBIS.

Chapter V will discuss the data in more detail by revealing unexpected findings, conclusions, implications for action and recommendations for further research. Chapter V will also contain concluding remarks and the researchers' reflections.

CHAPTER V: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND

RECOMMENDATIONS

Chapter V delivers a summary of the research study by restating the purpose

statement, research questions, methods, population, and sample. The chapter also

includes findings, unexpected findings, conclusions, implications, recommendations for

further studies, and concluding remarks.

Purpose Statement

The purpose of this mixed-methods study was to examine the effects of Positive

Behavior Interventions and Supports (PBIS) on students in transitional kindergarten (TK)

through second grade before implementation and after implementation of PBIS at

platinum level elementary schools.

Research Questions

Quantitative Research Questions

1. What was the incidence of behavioral referrals prior to the implementation of

   PBIS in transitional kindergarten through second grade students in platinum

   level elementary schools that have implemented PBIS for a minimum of three

   years?

2. What was the incidence of behavioral referrals after the implementation of

   PBIS in transitional kindergarten through second grade students in platinum

   level elementary schools that have implemented PBIS for a minimum of three

   years?

3. What differences exist in behavioral referrals before implementation and after

   implementation of PBIS for three years in transitional kindergarten through

second grade students in platinum level elementary schools?

Qualitative Research Question

4. How do site administrators in California, platinum level elementary schools who have implemented PBIS for three years or more describe the impact of the framework on student behaviors?

Methodology

A mixed-methods study was used to examine the effects of PBIS on students in TK through second grade before implementation and after implementation of PBIS at four platinum level elementary schools in southern California. A mixed methods approach was chosen because it provides both numerical data collection and investigates the meaning people give to events they experience, offsetting the strengths and weaknesses found in both quantitative and qualitative research (Creswell, 2013; McMillan, Schumacher, 2010; Tashakkori & Teddlie, 2009).

Prior to beginning the research, the researcher asked permission to conduct research from the appropriate district office or school site administrators at each of the seventeen school sites. Four of the 17 PBIS platinum level schools agreed to participate in the research. Once consent was received from all four site administrators and IRB, the researcher contacted each school site administrator via email to arrange an appointment to conduct the qualitative research. The archival, quantitative data was collected first for this study. Both pre and post PBIS referral data for students in TK through second grade was collected from the four schools that had received platinum level status recognition from the state of California in 2016-2017. The qualitative data was gathered by the researcher during semi-structured interviews conducted over the phone with the site

administrators from the four platinum level schools. The time and date of the interviews were arranged for the convenience of the site administrator. All four interviews were conducted during the month of October 2018 and were recorded on two electronic devices. Recordings were downloaded and sent to Rev Transcription services via email. Transcriptions were reviewed by the researcher and sent to the interviewees for review and editing. Transcriptions were checked for accuracy of content and meaning by the participants and approval was granted by all four interviewees. Each interview was read and coded by the researcher, to identify themes, patterns, and similarities in qualitative data. A matrix was created to display the data in an organized, efficient matter so analyses could occur. A master matrix was developed so common themes, patterns, and similarities from the four site administrators could be identified. A comment that was only mentioned once during the interviews was not included in research findings. Inter coder rating was done by colleagues to ensure reliability in the interpretation of the data and to keep researcher bias at a minimum. Triangulation of the quantitative and qualitative data was used to determine the difference and impact PBIS has made on schools.

Population

McMillan and Schumacher (2010) state that a population is a group of individuals, objects or events that conform to the specific criteria, which is used to generalize results of research. The population for this study will be all elementary schools in California who have implemented PBIS for three years or more. According to the California Department of Education (2017) and the California PBIS Coalition (2017),

there were 5,868 elementary schools in California and 567 were implementing PBIS during the 2014-2015 school year.

Creswell (2013) states that the target population is the sample from which the group is chosen. The target population for this research will be all platinum level elementary schools in California who have implemented PBIS for three years or more. According to the California PBIS Coalition (2017), qualifications for platinum level must meet the following criteria:

- Schools must score 70% or higher in the Tiered Fidelity Inventory (TFI).

- Provide office discipline referrals percentages and suspension percentages meeting goals.

- Provide an action plan that shows improvement in three areas:

  o implementation of two new interventions

  o show evidence of academic impact

  o provide advanced tiered interventions

- pass school and classroom walkthrough in at least four classrooms by external examiner.

There are 17 platinum level schools in the state of California in the 2016-2017 school year.

McMillan and Schumacher (2010) define a sample as a collective group of participants from whom data is collected. The quantitative sample population will be all four platinum level elementary schools in southern California who have implemented PBIS for three years or more. Purposeful sampling will be used for the qualitative sample population, which selected specific PBIS administrators from the four elementary

schools in southern California to partake in semi-structured interviews (Patton, 2015). The sample for this study included convenience methods which McMillan and Schumacher (2010) define as selecting subjects based on convenience. Due to convenience and access for the researcher the schools chosen for the qualitative sample are those in the southern California region from Bakersfield to Orange County. There were seven school that qualified in this qualitative sample, four agreed to participate in the study.

Major Findings

The major findings from this research are found in the section and are organized by individual research question.

Research Question 1

Research Question 1 asked: *What was the incidence of behavioral referrals prior to the implementation of PBIS in transitional kindergarten through second grade students in platinum level elementary schools that have implemented PBIS for a minimum of three years?*

The quantitative and qualitative data gathered from the four schools that had implemented PBIS for three years or more was triangulated to answer Research Question 1 in this the study. All four schools had a low number of behavioral referrals prior to the implementation of PBIS. The calculated mean for the number of referrals written prior to PBIS implementation was 18 with a standard deviation of 12.52.   The numerical data reflects that each school had a low number of behavioral incidences being documented prior to the implementation of PBIS or its data recording system known as SWIS. Many schools did not have a standardized data collection system in place and if they did it was

only used to document suspension or major incidences on school campuses. The site administrators believe that PBIS has positively impacted their campus because the framework provides a school-wide system that uses common language and practices along with a data collection system that helps teach and support student's social and emotional skills.

Research Question 2

Research Question 2 asked: *What was the incidence of behavioral referrals after the implementation of PBIS in transitional kindergarten through second grade students in platinum level elementary schools that have implemented PBIS for a minimum of three years?*

This question was answered by using the quantitative and qualitative data from this study and triangulating the findings. All four schools had a high number of behavioral referrals after three years implementing PBIS. The calculated mean for the number of referrals written after the implementation of PBIS was 107.75 with a standard deviation of 40.7. The numerical data reflects that each school had a higher number of behavioral incidences being documented at each school site due to a school-wide approach to documentation of behavioral incidences using the SWIS program. Site administrators felt that the increase in behavioral referrals was due to the entire school using the PBIS framework and teacher compliance, utilizing a common language, practice, and data collection system. According to site administrators, in the past each teacher had their own certain behavior management systems which did not provide explicit, consistent rules and was based on punishment. By providing the entire school with a school-wide positive behavioral intervention and support program, all teachers

were using the common practices, language, and data collection system that was explicit and universal. Furthermore, documentation in the form of a referral or positive behavior cards were now being used across the entire school which produced rich data. This data is reviewed by the PBIS lead team to look for patterns in behaviors and allows the staff to address specific behavioral issues. The increase in data referral reflects the staffs desire to teach, reteach, and support the development of every student's behavioral, social, and emotional needs.

Research Question 3

Research Question 3 asked: *What differences exist in behavioral referrals before implementation and after implementation of PBIS for three years in transitional kindergarten through second grade students in platinum level elementary schools?*

Findings for this question are based on the quantitative data gathered for this study. The findings of pre PBIS implementation reflected a very low number while the post implementation of PBIS reflected a significant difference of 4.74. The numerical findings and beliefs from site administrators indicate that referrals written before PBIS were only documentation of major violations on school campus that may have included weapons, drugs, threats, or major violence. Site administrators also believed that there was no school wide behavioral program in place to help deal with behavioral issues. The number of referrals written after PBIS reflect a school-wide implementation of the framework that uses data, in the form of referrals, to track and correct students behaviors. By documenting behavioral issues, teachers are better able to serve the individual student's needs and teach them the skills they need in the classroom and life. Additionally, data gathered from referral data can be used as part of the Universal

Screener that each teacher completes three times a year. Universal Screening is a

document that tracks every student and is filled out by individual teachers. The Universal

Screener helps determine if effective practices are being used to support students while

also identifying the need for professional development support. The Universal Screener

identifies the three additional behaviors which include untreated emotional issues,

bullying, and depression that are sometimes overlooked.

Research Question 4

Research Question 4 asked: *How do site administrators in California, platinum*

level elementary schools who have implemented PBIS for three years or more describe

the impact of the framework on student behaviors?

Interviews were conducted with four platinum level site administrators that have

implemented PBIS for three years or more and their insight was used for this study.

Trends from the interviews were coded and reviewed to help answer this research

question. All four site administrators believe that teaching behavioral expectations to

students in TK through second grade has an extraordinary impact to student's future

behavioral success. Furthermore, they believe PBIS makes a positive impact on TK

through second grade students because the framework and tiered interventions provide

support, teach and encourage pro-social skills and behaviors that students of this age are

still developing. Site administrators believe that the explicit use of common language,

practices, and data collection system has also helped teachers make better connections to

students, building a greater sense of community on campus. Site administrators also

believe that by implementing the PBIS tiered interventions and documenting incidents

using the SWIS program, students receive more social and emotional support that is fine

tuned to meet each student's specific need. The data that is collected through referrals is not a negative practice, it provides insight to the PBIS lead team with crucial information like recurring infractions, time of day, location, or perceived motivation for the behavior. This data is then used to help the student learn how to handle situations by teaching them social or behavioral skills.

Unexpected Findings

The first unexpected finding was the large discrepancy in the number of referrals written pre-PBIS and post PBIS implementation at all four school sites. One would have believed that the number of referrals would decline once the PBIS framework was implemented at each school because behavioral skills were being taught. This unexpected finding led the researcher to believe that only large behavioral infractions such as drugs, weapons, major threats, or violence were being documented. These major violations of school behavior codes were handled in the form of referrals or suspensions. The researcher also believes each teacher was using their own form of behavior management and nothing was unified. Once PBIS began at each school and students were taught the expectations over the three year span and the referrals increased because the entire school was using the same behavioral framework that required teachers to document behavioral incidences so that data could be collected and reviewed in order to support the individual student needs. In addition, the researcher believes that the increase in documented referrals does not indicate more disruptions at school, it merely provides support that the entire school is using PBIS as a tool to help teach and develop social and emotional skills in students.

The second unexpected finding was the reluctance of platinum level elementary schools site administrators who were willing to participate in this research. In the state of California there were 17 schools who received the platinum level recognition in 2016-2017. Of those schools only seven were in southern California. The researcher attempted numerous times through emails and phone calls to elicit the help those seven schools. It was an unpleasant surprise that only four site administrators agreed to assist with the research. The three site administrators that were contacted numerous times were less than helpful and clearly stated they did not have time. This unexpected finding led the researcher to believe that they were unwilling to share numerical data or personal views because they were struggling with meeting the criteria for achievement of a platinum level award. Regardless of the lack of support from three site administrators, the four site administrators that did help in the research all share a commonality. Each of those site administrators believe in PBIS, felt it is a wonderful program that was helping their students, and were truly invested in ensuring its continued success.

Conclusion

The conclusion derived from the findings of this study were gathered through data collection and a review of the literature on PBIS. Based on the increase of referrals, the researcher concludes that PBIS provides a comprehensive and consistent system to record and deal with disciplinary actions as opposed to past practices that were unorganized and individually driven. The results of this study clearly indicate that site administrators who have faithfully implemented PBIS is making a significant impact on the development of TK through second grade student behaviors because it provides explicit instructions, tiered interventions, and support to meet student's individual needs. Additionally, PBIS

is providing a school-wide behavioral support program that helps teach and reteach social skills, further developing emotional support for students, and helps to build student-teacher relationships on campus. Site administrators believe that the positive cultural shift of supporting a student's social and emotional development is greatly impacting the success of their school. This study concludes that implementation of PBIS at the four school sites is producing positive results in the development of students social and emotional skills.

Implications for Action

State Level Support

The state of California PBIS Coalition needs to continue to build and support implementation of PBIS statewide by continuing to offer support through professional learning community that offer guidance and support for the implementation of PBIS. The state also needs to continue to develop the website that offers resources for district, school, and teacher implementation practices. Furthermore, the state needs to continue to recognize schools for quality efforts in supporting student success through the State Recognition Program that awards schools platinum, gold, silver, and bronze identification based on superior implementation of PBIS. The California PBIS Coalition needs to continue to enroll more schools in PBIS, surpassing the current number of 2250 schools in the 2016-2017 school year, by visiting and sharing the positive impact that PBIS is making on student success. State financial support should also be designated for schools that implement PBIS on their campus.

District Level Support

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Based on conclusions drawn from this study, the researcher recommends that school districts receive state level support for the implementation of PBIS. Districts need to recognize the significant impact PBIS is making on students behavioral, emotional, and social well-being by reviewing data from school districts that are experiencing success with PBIS. Additionally, districts need to create a district level position that supports PBIS implementation at all schools in the district. The PBIS lead person would need to hold monthly meetings with the PBIS lead from each school site, visit schools to support implementation, attend and provide trainings for further development, and oversee the success of PBIS district wide. Districts that provide support through their schools should also receive state recognition for implementing better practices and ways of meeting student's needs.

Site Level Support

Based on the conclusions from this study, it is recommended that a site level PBIS lead team be established to support student success at each school. The PBIS lead team, administration, teachers, and all staff members should receive initial and continual training on the techniques and practices of implementing PBIS. A long range, three year plan, should be developed that identifies strategies, resources, and further development of PBIS on the school site. The lead team would create a monthly meeting schedule to discuss current practices and review implementations. The entire staff needs to develop a working behavior matrices that identifies explicit desirable behaviors and post it throughout the campus so students are aware of desired behaviors. Furthermore, behavior rotation stations that provide explicit instruction on desirable behaviors need to be developed and conducted at least twice during the school year. A monthly newsletter

needs to be created and would be dispersed by the lead team to all staff to ensure

information is being disseminated properly and that everyone is using the common

language, practices, and data collection system.

Recommendations for Further Research

Recommendations for further research on the impact PBIS is making on students

in TK through second grade behaviors are based on the findings from this study.

The first recommendation is to continue monitoring the progress of students in

TK through second grade over the next three years at these specific four school sites, to

see if behaviors have improved. This could be done through a longitudinal study that

focuses on this specific groups of students at each school site. Findings would be

extremely beneficial to the improvement, refinement, or continued implementation of

PBIS.

The second recommendation would be to replicate this study on middle school

students who have only been involved in PBIS for three years to see if behaviors are

being positively impacted by the implementation of PBIS. The findings would further

validate the implementation of PBIS at schools.

The third recommendation would be to implement PBIS in pre-schools and track

student behaviors over the next three years to see if current, continual problematic

behaviors are reduced due to PBIS. The findings would confirm or deny the impact of

PBIS on correcting problematic behaviors in students as they begin school.

The fourth recommendation would be to compare platinum, gold, silver, and

bronze level school site administrator's views on the success of PBIS on their school

campuses. The findings would help identify which practices within the PBIS framework are being used successfully at schools and which ones need to be further developed.

The fifth recommendation would be to implement PBIS at all elementary, middle, and high schools nationwide. The researcher believes that implementing PBIS nationwide would better serve the behavioral, social, and emotional needs of all students.

A sixth recommendation would be to gather data on the teacher perspective on the implementation of PBIS. Findings would verify how teachers truly feeling about the impact of PBIS on their school site.

A seventh recommendation would be to gather data on the parent viewpoint regarding PBIS and how they feel about the implementation of the framework at their child's school. Research findings would reveal if parents believe in the use of the framework and how they feel it is impacting their child's development.

An eighth recommendation would be to offer parenting classes that support the PBIS framework and practices at school sites. Research could then be conducted to find if parenting classes are impacting the overall success of PBIS on the campus.

A ninth recommendation would be to review the current practies and criteria used to award platinum level status to schools. The research from this study could be used to improve or change current practices, ultimately making PBIS a more desirable attribute to the overall school system.

The tenth recommendation would be that platinum level schools share their expertise with other schools to ensure all students are receiving proper behavioral support. Platinum level schools should mentor other schools, further developing the proper implementation of PBIS statewide.

The final recommendation would be to conduct and replicate this mixed methods research with the same site administrators to find if they are having continued success with PBIS. Findings would be beneficial in continued use or further development of PBIS at each school site.

Concluding Remarks and Reflections

The implementation of a school-wide behavioral support program, at school sites provides students with the structure and guidance they need to be successful in life. The PBIS framework that uses common language, common practices, and a data collection system that is used to support individual students through the use of a tiered intervention system provides students with the structure they need. This guidance and support is especially true in TK through second grade. Teaching students desirable social and emotional skills at an early age prepares them for dealing with events throughout their future.

As I reflect upon this study, I believe that teaching social and emotional skills to students is as important as academia. Students are the future and it is our responsibility to fully prepare them for life. This study truly motivated me to keep teaching and working with the younger students, who are depending on teachers to guide, teach, reteach and instruct them on how to succeed in life.

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  &bdata=JkF1dGhUeXBlPWlwLHVpZCZzaXRlPWVkcy1saXZl#AN=1859974&db

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   =x28rrqiFDVqpM1FczGbniLBJUIYcE_WrskfYFyXqzKs&v=1&r=https://www.

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URroPfE_XHMiSBq6g4QTReu4&v=1&r=http://www.pbis.org/common/cms/file

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APPENDICES

APPENDIX A

Synthesis Matrix

Concept Idea Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
Akey, T.M. (2006). School context, student attitudes and behavior, and academic achievement: An exploratory analysis. New York: William T. Grant Foundation and Bill and Lelinda Gates Foundation.	√	√	√			√	
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American Academy of Pediatrics, (2009). http:www.dbpeds.org/articles/detail.cfm		√	√			√	
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Anderson, D. & Anderson, L..	√						√
Barrett, S., Bradshaw, C. P., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative: Systems, evaluation, and next steps. Journal of Positive Behavior Interventions, 10, 105–114.	√	√	√				
Beck, A. * Muschkin, C (2012)			√				
Belfield, C. R. and Levin, H. M. (2007). The economic losses from high school dropouts in California. UC Santa Barbara: California Dropout Research Project.	√	√					
Benchmarks to promote effective teaching, learning and comprehensive school improvement. (n.d.). Retrieved February 22, 2018, from https://schoolclimate.org/climate/standards.php	√	√					
Boardman, A. G., Arguelles, M.E., & Vaughn, S. (2005)				√			√
Boulden, W. T. (2010)			√			√	
Bradshaw CP, Waasdorp TE, Leaf PJ (2010)		√	√		√	√	
Bradshaw, C. P., Koth, C.W., Bevans, K. B., Ialongo, N., & Lear, P.J. (2010)	√				√		

Concept Idea Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010).			√				
Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions, 12(3), 133-148.			√	√		√	
Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008					√	√	
Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of School-Wide Positive Behavioral Interventions and Supports (PBIS) in Elementary Schools: Observations from a Randomized Trial. Education and Treatment of Children, 31(1), 1-26. doi:10.1353/etc.0.0025	√		√			√	
Bradshaw, C., Mitchell, M., & Leaf, P. (2010). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. Journal of Positive Behavior Interventions, 12, 133–148.	√		√			√	
Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. Education and Treatment of Children, 31, 1-26.		√	√		√	√	

Concept Idea Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
Bradshaw, C.P., Waasdorp TE, Leaf PJ. (2010) Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. Pediatrics. 2012; 130(5):e1136-e1145. doi: 10.1542/peds.2012-0243.		√	√		√		
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California Department of Education. (2017, October 19). Retrieved February 14, 2018, from http://www.cde.ca.gov/		√				√	
California Department of Education. (2017, October 19). Retrieved February 14, 2018, from http://www.cde.ca.gov/							√
California PBIS Coalition (2018) Placer County Office of Education. (n.d.). Retrieved February 14, 2018, from http://www.placercoe.k12.ca.us/		√	√			√	
California PBIS Coalition (2018) Placer County Office of Education. (n.d.). Retrieved February 14, 2018, from http://www.placercoe.k12.ca.us/							√
Carr, E.G., Dunlap, G., Horner, R., Koegel, R.L., Turnbull, A.P., Sailor, W., …Fox, L. (2002)	√	√					
Chen, G. (2008, December 15). Promoting Positive Behaviors in Elementary Ages. Retrieved January 26, 2018, from https://www.publicschoolreview.com/blog/promoting-positive-behaviors-in-elementary-ages		√				√	
Colvin, G. & Kame'enui, E. J., Sugai, G (1993)		√	√	√	√	√	
Coyle, L.A. (2014)						√	

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Concept Idea Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.							√
Discipline in california schools - ACLU of Northern CA. (2010, March). Retrieved from https://www.bing.com/cr?IG=439C4135EC1C4187A88CCAE5D6B96E8F&CID=06618CDAC3016B8D155080FEC2FC6A71&rd=1&h=VgYHi8Cc3dIaCLR5IX7kuram9oES6DhWSN1W25vlioY&v=1&r=https://www.aclunc.org/sites/default/files/discipline_in_california.pdf&p=DevEx.LB.1,5506.1	√	√					
Emmer, E. T. & Sabornie, E. J. (Eds.) (2015). Handbook of classroom management (2nd ed.). New York: Routledge.		√				√	
Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http:// ies.ed.gov/ncee/wwc/publications/practiceguides.		√				√	
Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds.), Handbook of classroom management: Research, practice, and contemporary issues (pp. 3-16). Mahwah, NJ: Lawrence Erlbaum Associates.		√				√	
Fagas, A., Hanson, K. Briney, J. (2012)				√			√
Filter, K.J. & Horner, R.H. (2009)	√			√		√	

Concept Idea Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). (PDF) Implementation Research: A Synthesis of the Literature. Retrieved from https://www.bing.com/cr?IG=EBAF5C1D8C9A4AFCBC01068E00C2B582&CID=03099ADB2B9E67A0054696F82A636674&rd=1&h=Iefa-29YRfX31lenBGtSWaPVbLfTzzC5SXKzZqE61Mw&v=1&r=https://www.researchgate.net/publication/283997783_Implementation_Research_A_Synthesis_of_the_Literature&p=DevEx.LB.1,5252.1				√			√
Flint, C.J. (2008). Predicting academic achievement from classroom behavior (Doctoral dissertation). Retrieved from http://scholar.lib.vt.edu/theses/available/etd-09162008-100711/unrestricted/dissetation4.pdf		√				√	
Franks, Jeffrey, "Impact of Positive Behavioral Interventions and Supports in California Middle Schools: Year Three and Beyond" (2017). Dissertations. 121.	√	√	√	√	√	√	√
Freeman, R., Eber, L., Anderson, C., Irvin, L., Horner, R., Bounds, M., & Dunlap, G. (2006)			√		√	√	√
Frey, S. (2014, September 28). New Law Limits Student Discipline Measure _ EdSource. Retrieved January 28, 2018, from https://www.scribd.com/document/310856258/New-Law-Limits-Student-Discipline-Measure-EdSource		√				√	
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Concept Idea Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
Governance and Policy ResourcesResearch, guidance and services for effective school board governance. (2010). Retrieved from https://www.csba.org/GovernanceAndPolicyResources/ConditionsOfChildren/SafeSupportiveSchlEnvironment/SuspensionAndExpulsion.aspx		√				√	
Governance and Policy ResourcesResearch, guidance and services for effective school board governance. (2010). Retrieved from https://www.csba.org/GovernanceAndPolicyResources/ConditionsOfChildren/SafeSupportiveSchlEnvironment/SuspensionAndExpulsion.aspx	√	√					
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Gunbayi, I. (2007)			√	√			
Hawken, L.S., & Horner, R. H. (2003)	√					√	√
Heineman, M. (2015)	√						
Historical Attitudes to School	√	√					
Horner, R. H., (2000)	√	√	√	√	√	√	
Horner, R. H., Sugai, G., & Vincent, C. (2005)		√		√	√		
Horner, R. H., Sugai, G., Smolko	√		√			√	
Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005)		√		√	√	√	√
Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005)	√			√	√		
Horner, R., & Sugai, G. (2000). Schoolwide behavior support:An emerging initiative. Journal of Positive Behavior Interventions. Retrieved February 22, 2018.	√	√	√		√		
Horner, R.H., Sugai, G., & Anderson, C.M. (2010)	√		√	√	√	√	

Concept Idea / Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
Kelley, B., Gonzales, S., Immekus, J. C., Wilkins, S., & Horner, R. (2014). School-wide Positive Behavior Interventions and Supports ... Retrieved January 26, 2018, from https://www.bing.com/cr?		√				√	
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Lewis-Palmer, T., Horner, R. H., Sugai, G., Eber, L., & Phillips, D. (2002).	√	√		√	√	√	√
Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015).		√			√	√	
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Marzano, R.J., Marzano, J.S. & Pickering, D.J. (2003). Classroom Management That Works. Retrieved June 14, 2010, from http://www.ascd.org/publications/books/103027.aspx	√	√				√	
McIntosh, K., Mercer, S. H., Hume, A. E., Frank, J. L., Turri, M. G., & Mathews, S. (2013).					√	√	
Meador, Derrick. (2017, November 28). Issues That Negatively Impacts Student Learning in Schools. Retrieved from https://www.thoughtco.com/issues-that-negatively-impacts-student-learning-3194421	√	√				√	

Concept Idea Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
National Association of School Psychologists- (NASP). (2002). Retrieved from http://www.nasponline.org/	√	√	√		√	√	
Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports (2015).	√	√	√	√	√	√	√
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Oshako, T. (1997). Tackling school violence worldwide: A comparative perspective of basic issues and challenges. Violence at school: Global issues and interventions, Paris: UNESCO/IBE.	√					√	
Patten, M.L. (2012)							√
PBIS Rules, Rewards Boost School-Wide Behavior and Academics, E. R				√	√	√	
PBIS.org. (2017).	√	√	√	√	√	√	√
PBIS.org. (2017). Positive behavior supports and the law. Retrieved from http://www.pbis.org/school/pbis_and_the_law/default.aspx							
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SecondStep.org.(2013).		√			√		
Skiba, R. J., & Peterson, R. L. (2000)			√				
Skinner, B. F. (1953).	√		√				√

Concept Idea Author & Date	Historical Perspective of Classroom Discipline	Discipline in Schools	PBIS Background	Theoretical Framework	Multi-tiered Systems	School Climate and Culture	Methodology
Snyder, Kramer, Afrank, & Patterson, (2005).	√	√					
Social-Development in Preschoolers. (2015, November 21). Retrieved February 01, 2018, from https://www.healthychildren.org/English/ages-stages/preschool/Pages/Social-Development-in-Preschoolers.aspx	√					√	
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Starkey, S. (2013, September 23). History of Classroom Discipline. Retrieved February 22, 2018, from https://prezi.com/dgrpueartmny/history-of-classroom-discipline/	√	√					
Sugai, G., & Horner, R. H. (2009).	√	√		√	√	√	
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U.S. Department of Education. (2010). Implementation Blueprint and Self-Assessment School-Wide Positive Behavioral Supports and Interventions, 1-111.	√	√				√	
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Watson, J. B. (1913).	√			√			√
Yeung, A. S., Mooney, M., Barker, K., & Dobia, B. (2009). Does School-Wide Positive Behaviour System Improve Learning in Primary Schools? Some Preliminary Findings. New Horizons in Education, 57 (1), 17-32.	√		√			√	

BUIRB Approval

Subject:

From: To: Cc: Date:

BUIRB Application Approved: Anne Driscoll-Mink

my@brandman.eduadrisco1@mail.brandman.eduddevore@brandman.edu;
pendley@brandman.edu; buirb@brandman.edu Tuesday, September 18, 2018, 7:56:37
PM PDT

Dear Anne Driscoll - Mink,

Congratulations! Your IRB application to conduct research has been approved by the
Brandman University Institutional Review Board. Please keep this email for your
records, as it will need to be included in your research appendix.

If you need to modify your BUIRB application for any reason, please fill out the
"Applica on Modifica on Form" before proceeding with your research. The Modifica on
form can be found at IRB.Brandman.edu

Best wishes for a successful completion of your study. Thank You,

BUIRB Academic Affairs **Brandman University** 16355 Laguna Canyon Road Irvine,
CA 92618 buirb@brandman.edu.www.brandman.edu A Member of the Chapman
University System

This email is automated. If you have questions please email us at buirb@brandman.edu.

APPENDIX C

Informed Consent

Informed Consent

RESEARCH STUDY TITLE: Positive Behavior Interventions and Supports in Transitional Kindergarten through Second Grade Classrooms: Year three and beyond

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

RESPONSIBLE INVESTIGATOR: Anne Driscoll-Mink, Doctoral Candidate

TITLE OF CONSENT FORM: Research Participant's Informed Consent Form

PURPOSE OF THE STUDY: The purpose of this study is to understand the impact of PBIS on Transitional Kindergarten through second grade students who have implemented the framework for three or more years. This study explores the data from Transitional Kindergarten through Second grade student's behavioral referrals before and after three years of implementation and their site administrator's belief on the impact the PBIS has had on student behaviors. Results from the study will be summarized in a doctoral dissertation.

In participating in this research study, you agree to partake in an interview. The interview will take about an hour and will be audio-recorded. The interview will take place at the school you are currently attending or by phone. During this interview, you will be asked a series of questions designed to allow you to share your experiences as to how PBIS has impacted your school.

I understand that:

a) There are no known major risks or discomforts associated with this research.

b) There are no major benefits to you for participation, except for the opportunity to share your experience with PBIS.

c) Money will not be provided for my time and involvement: however, a $10.00 gift card will be provided with a thank you note.

d) Any questions I have concerning my participation in this study will be answered by Anne Driscoll-Mink, Brandman University Doctoral Candidate. I understand that Mrs. Driscoll-Mink may be contacted by phone at [redacted] or email at adrisco1@mail.brandman.edu.

e) I understand that I may refuse to participate or withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.

f) I understand that the study will be audio-recorded, and the recordings will not be used beyond the scope of this project.

g) I understand that the audio recordings will be used to transcribe the interview. Once the interviews are transcribed, the audio, and interview transcripts will be kept for a minimum of five years by the investigator in a secure location.

h) I also understand that no information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call of the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, and 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641. I acknowledge that I have received a copy of this form and the Research Participant's Bill of Rights.

I have read the above and understand it and hereby voluntarily consent to the procedures(s) set forth.

_____   _____
Signature of Participant or Responsible Party   **Date**

_____   _____
Signature of Witness (if appropriate)   **Date**

_____   **10/18**
Signature of Principal Investigator   **Date**
Brandman University IRB August 2018

APPENDIX D

Letter of Invitation

Letter of Invitation

July 7, 2018

Dear Prospective Study Participant:

You are invited to participate in a research study about the impact that PBIS has. The main investigator of this study is Anne Driscoll-Mink, Doctoral Candidate in Brandman University's Doctor of Education in Organizational Leadership program. You were chosen to participate in this study because you are a site administrator that has implemented PBIS for three or more years. Approximately six principals will participate in this study. Participation should require about an hour of your time and is entirely voluntary. You may withdraw from the study at any time without consequences.

PURPOSE: The purpose of this study is to understand the impact of PBIS on Transitional Kindergarten through second grade students who have implemented the framework for three or more years. This study explores the data from Transitional Kindergarten through Second grade student's behavioral referrals before and after three years of implementation and their site administrator's belief on the impact the PBIS has had on student behaviors. Results from the study will be summarized in a doctoral dissertation.

PROCEDURES: If you decide to participate in the study, you will be interviewed by the researcher. During the interview, you will be asked a series of questions designed to allow you to share your experience as to how PBIS has impacted your site. The interview sessions will be audio-recorded for transcription purposes.

RISKS, INCONVENIENCES, AND DISCOMFORTS: There are no known major risks to your participation in this research study. It may be inconvenient for you to arrange time for the interview questions.

POTENTIAL BENEFITS: There are no major benefits to you for participation, but your feedback could impact other school sites. The information from this study is intended to inform researchers, policymakers, administrators, and educators.

ANONYMITY: Records of information that you provide for the research study and any personal information you provide will not be linked in any way. It will not be possible to identify you as the person who provided any specific information for the study.
You are encouraged to ask any questions, at any time, that will help you understand how this study will be performed and/or how it will affect you. You may contact the principal, Jeff Franks, by phone at [redacted] or email adrisco1@mail.brandman.edu. If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, and 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Very Respectfully,
Anne Driscoll-Mink
Principal Investigator

Bill of Rights

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.

2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.

3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.

4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.

5. To be told what other choices he/she has and how they may be better or worse than being in the study.

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.

7. To be told what sort of medical treatment is available if any complications arise.

8. To refuse to participate at all before or after the study is started without any adverse effects.

9. To receive a copy of the signed and dated consent form.

10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.
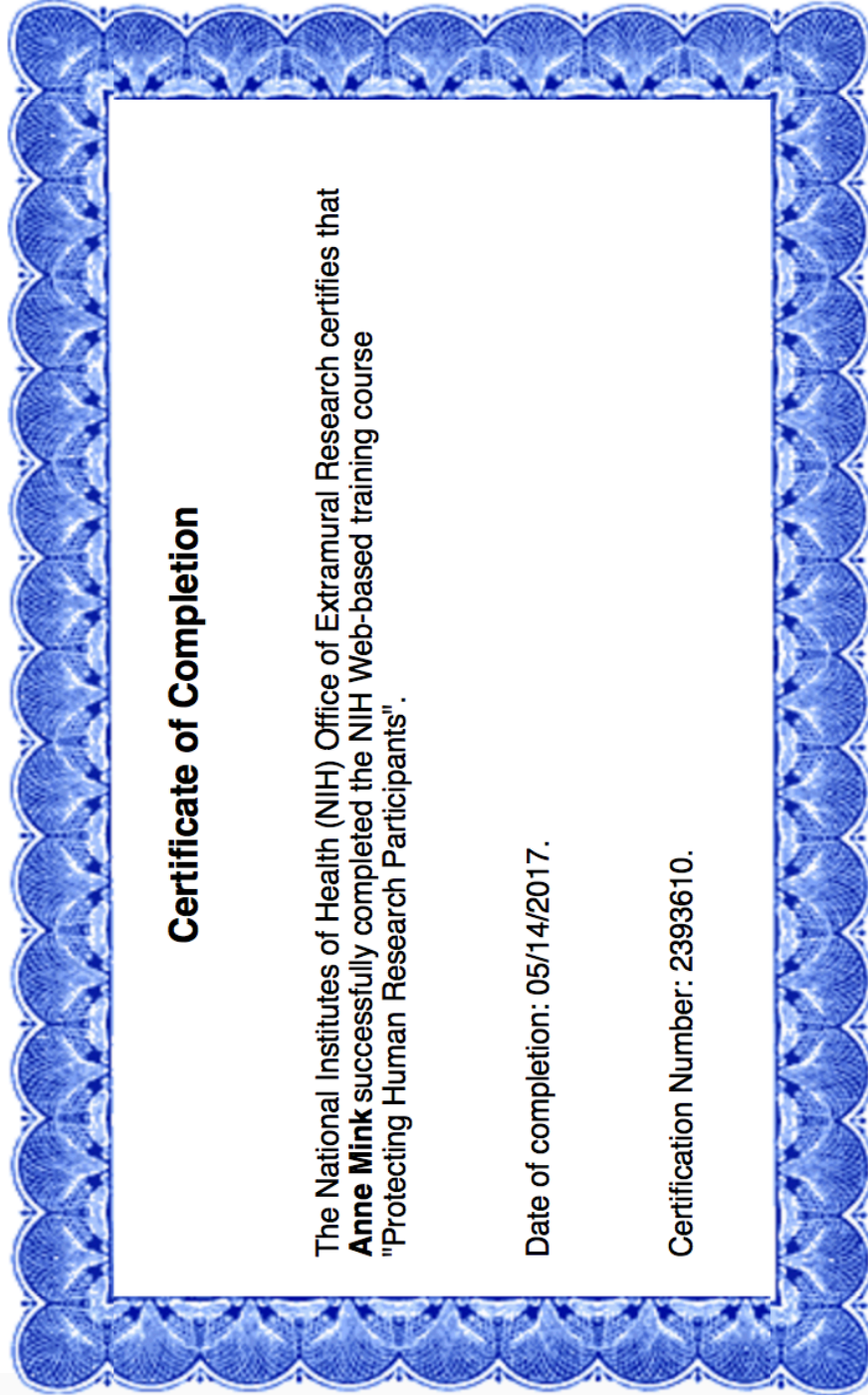
Brandman University IRB   Adopted   November 2013

APPENDIX F

Data Collection from Four School Sites

School	Implementation Year and Pre PBIS referrals	3rd Year and Post PBIS referrals
1	2011-2012	2014-2015
	35	124
2	2010-2011	2013-2014
	6	59
3	2012-2013	2015-2016
	12	154
4	2013-2014	2016-2017
	19	94

APPENDIX G

NIH Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Anne Mink** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 05/14/2017.

Certification Number: 2393610.

APPENDIX H

Interview Protocol

Interview Script:

Thank you for taking the time to be interviewed by me. I truly appreciate your support in my research endeavors. To review, the purpose of this study is to share any barriers or support systems you encountered while implementing your platinum level PBIS framework over the last three years at your school. The questions are written to elicit this information while sharing your experiences during the interview. I would greatly appreciate your open and honest answers to the questions for the sake of research. Your identity will remain anonymous.

As a review of our process leading up to this interview, you were invited to participate via letter and signed an informed consent form that outlined the interview process and the condition of complete anonymity for the purpose of this study. Please remember, this interview will be recorded and transcribed, and you will be provided with a copy of the complete transcripts to check for accuracy in content and meaning prior to me analyzing the data. Do you have any questions before we begin?

Background Questions:

1. Please share a little about yourself personally and professionally.
2. What positions did you hold prior to serving as site administrator? For how long in each position?
3. What aspects of your current position are the most challenging?
4. What aspects of your current position do you enjoy the most?

Content Questions:

5. Please share the key expectations for PBIS at your school for TK-2nd grade students?
6. Please share your thoughts on what impact PBIS has had on your site over the last several years in TK-2nd grade?
7. Please describe in detail the impact that PBIS has made on your TK-2nd grades student's behaviors?
   a. What other factors could have impacted this area as well?
8. Please describe the overall improvement or decline in student behaviors?
9. What do you attribute the change in student behaviors to at your school?
10. What else would you like to share regarding PBIS implementation, practices, successes or improvements needed at your school?