Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study

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ABSTRACT

The purpose of this study was to investigate the perceptions of teachers on the effects of Positive Behavior Interventions and Supports (PBIS) implementation on their sense of efficacy in classroom management in a large urban district. Data was collected in two phases through an explanatory sequential design for mixed methods. Phase one of the study involved collection of quantitative data through discipline data and survey instruments. Discipline data showed differences in school suspension rates for students in PBIS schools in the district. The Teacher Sense of Efficacy Scale (TSES) from Tschannen-Moran and Hoy (2001) and the researcher's PBIS and Classroom Management Efficacy Perception Survey (PBIS & CMEPS) were used to collect data on teacher perceptions. There was a positive correlation and a significant relationship between the results of the TSES and the PBIS & CMEPS. Phase two incorporated qualitative data collection through interviews with teachers from one Title I school in the district where PBIS was implemented, yet teachers and administrators were not able k maintain a downward trend in school suspensions throughout the years of PBIS implementation. Results of the study indicate the teachers in this district have a high sense of efficacy in classroom management and believe PBIS implementation has a positive effect on their efficacy in this area. Recommendations from this study include using stakeholder perceptions for continuous improvement of PBIS implementation that will lead to increased student achievement as a result of well-managed classroom behaviors of difficult students.

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Je t'aime de tout mon coeur.

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Chapter I

INTRODUCTION

Classroom management is an area of concern and topic of discussion for students, teachers, parents, administrators, and district level personnel (The New Teacher Project, 2013; Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010). Decreased instructional time caused by disciplinary interruptions can lead to less learning occurring in the classroom. This fact perpetuates a trend of deficiencies in academia for students from a lower socioeconomic status. The deficits in learning can further exacerbate the achievement gap that has occurred in the United States between socioeconomic classes (Reardon, 2011). Many teachers are not fully equipped to handle behavioral and discipline issues in the classroom and resort to handling them with punitive discipline tactics that have an adverse effect on students and teachers (Stough, Montague, Landmark, & Williams-Diehm, 2015). When teachers possess sound classroom management skills, they can also help increase student learning since teachers can ensure the classroom environment is conducive to teaching and learning without interruptions (Rink, 2002). However, a sense efficacy in classroom management is at a low level and teachers report they are unsure of how to manage classroom behaviors regardless of how many years of experience they possess (Pas, Bradshaw, & Hershfeldt, 2012; Skaalvik & Skaalvik, 2007). School systems across the United States have tried to combat antisocial school behaviors with preventative and proactive discipline models. Some intervention

models have proven effective by yielding a decrease of school-wide office discipline referrals (Bradshaw & Pas, 2011; Sugai & Horner, 2002).

Background

Children learn antisocial behaviors through interactions with others in their home environment and in schools (Bandura, 1977). Their role models include their peers or family members. Media outlets like television and social network sites expose children to inappropriate behaviors, and the children sometimes imitate these disruptive behaviors (Ostrov, Gentile, & Crick, 2006). Other students display unwanted classroom behaviors because of their unique needs and disabilities (Stormont, 2007). Erroneously, teachers assume that students should enter classrooms with the requisite skills to behave appropriately (Stormont, Lewis, Beckner, & Johnson, 2008). Stormont et al. (2008) suggest that teachers assess students' knowledge of classroom behaviors in the beginning of each school year just as they would conduct academic assessments. Addressing inappropriate classroom behaviors in an effective manner is an important skill for teachers to acquire to increase instruction time, students' levels of engagement, and subsequently student achievement.

Because of the problem behaviors students display in American schools, about 20% of teachers leave the teaching profession within the first year of their careers, and about 42% of educators abandon the occupation altogether within the first five years of their tenure (Voke, 2002). Particularly in urban schools, discipline problems faced in the classrooms negatively affect teacher retention rates. Exactly 50% of novice teachers in urban schools leave within the first five years of entering the profession (McKinney, Campbell-Whately, & Kea, 2005).

Teachers potentially face a dilemma when they discipline students for displaying problem behaviors. They feel it is their duty and responsibility to protect well-behaved students from other students who tend to make inappropriate choices like talking, making noises, and roaming the classroom while the teacher is trying to deliver the curriculum and instruct the students. These acts of constantly redirecting students who display unwanted behaviors usually take time away from teaching and learning as the teachers focus on addressing student discipline matters (Cotton, 1990). When students misbehave, teachers struggle to find the right methods to correct behaviors. The teachers, regardless of years of experience, often resort to using punitive consequences for discipline issues (Black, 2016).

Punitive discipline measures like zero-tolerance policies, suspensions, and expulsions used by school personnel as a response to student misbehaviors have a negative impact on some children. These measures have been linked with student posttraumatic stress disorder (PTSD), depression, anxiety, aggressive behavior inside and outside of school, academic failure, and increased school dropout rates (Cameron & Sheppard, 2006). The use of punitive measures can also cause students to have feelings of alienation, a negative self-image, stigmatization, disempowerment, and trauma from their experiences (Cameron & Sheppard, 2006).

Additionally, harsh discipline practices increase problem behaviors in high-risk students (Mayer, 2001). When teachers address undesired or disruptive behaviors with punitive responses, the teachers' reactions can intensify these inappropriate behaviors (Morrissey, Bohanon, & Frenning, 2010). These disciplinary measures tend to have an adverse effect, causing students to misbehave more or seek negative attention. There is a

correlation between punitive discipline practices and the high school dropout rate (Suh, Suh, & Houston, 2007). To that end, numerous researchers, activists, and educators believe that middle schools and high schools have become a pipeline to the prison system (Fowler, 2011; Mallett, 2016; Meiners, 2011; New York Civil Liberties Union, 2013). Mallett (2016) asserted that when schools harshly punish students who engage in antisocial behaviors, the students will more than likely be involved in the juvenile justice system, become at-risk for school failure, and could lead to a life of crime. There are no winners when teachers employ the usual punitive measures as a response to disciplinary infractions.

Discipline issues in the classroom are contributing factors to the achievement gap in urban schools (Morris & Perry, 2016; Collie, Shapka, & Perry, 2012). Ultimately, reactive discipline measures and underdeveloped behavior management skills negatively affect student achievement (Shook, 2012). In effort to provide safe schools and optimize the learning environment, district and state level governments encourage school systems to adopt prevention models for disruptive behaviors displayed by students (Bradshaw & Pas, 2011; Individuals with Disabilities Education Act, 2004). School leaders have realized that relying heavily on punitive measures exacerbates a futile situation as students sometimes react to discipline in negative manners such as displaying more behavioral outbursts, vandalism, and committing assault on teachers (Morrissey et al., 2010). Problem behaviors in urban, Title 1 schools in America contribute to the increased widening of the achievement gap (Morris & Perry, 2016).

Problem and antisocial school and classroom behaviors have become a major issue for educators who teach school-aged children, undergraduates, and beyond.

Examples of problem behaviors in American schools include defiance, disrespect, and violence (Scaccia, 2016). National news networks regularly feature incidents pertaining to numerous school bullying cases, school fights, and other types of unacceptable conduct displayed in schools. Although these are not new problems in American classrooms, they are steadily increasing. About 20% of students across the nation display inappropriate behaviors in classrooms so disruptive that teachers feel they have no recourse but to request assistance and intervention from school administrators (Myers & Holland, 2000). A national survey of 1,000 teachers and 1,180 students in grades 3-12 revealed that 11% of the teachers experienced school violence and 22% were afraid of impending school violence (Cohen, Kincaid, & Childs, 2007). American citizens have rated school violence as one of the major problems in educational institutions in the United States of America (Cohen et al., 2007). Because of the news networks' foci on these school-related issues and growing concerns of numerous stakeholders, educators tackle disruptive and violent school behavior and try to lessen the occurrences of these inappropriate behaviors (Black, 2016).

Teachers at all phases of their careers, regardless of years of experience, have a low sense of efficacy about behavior management skills when it comes to controlling antisocial behaviors (Ratcliff et al., 2010). Preservice teachers often lack proper classroom behavior management skills even after attending classes and observing cooperating teachers during required internships and residencies. Shook (2012) conducted a review of the published education major program sheets of large American universities and found that only three of 10 large universities with nationally acclaimed elementary teacher education programs had a classroom management course. Only one

of those three universities developed classroom management practices for preservice teachers during their field experiences. Many teachers graduate from education programs without the prerequisite skills that will enable them to cope with a variety of classroom discipline issues and antisocial behaviors. Novice teachers feel improperly trained or prepared to meet the needs of students with behavioral problems (Shook, 2012). Veteran teachers also struggle with classroom behavior issues and some experienced teachers still have low sense of efficacy with respect to delivering and practicing effective classroom management skills (Stough et al., 2015).

Having sound classroom management skillsets can contribute to the success of first year teachers and decrease teacher attrition (Marzano, 2003; Cohen et al. 2007). Although effective classroom management skills do not guarantee academic success, they can lead to a positive environment and context for teaching and learning to occur in classroom settings for teachers at all stages of their careers (Oliver & Reschly, 2007). According to Marzano (2003), teacher efficacy has a high impact on student achievement. In addition, operational classroom management skills and proficiency in these skillsets can ensure the safety of staff and students in a school (Luiselli et al., 2005).

Frequency and intensity of behavioral problems in schools increase as students become older and move through levels of schooling from elementary to middle school to high school (Heaviside, Rowand, Williams, & Farris, 1998). Specifically, middle school-aged students in urban school environments display a tendency to need greater behavioral support (National Center for Education Statistics, 2010). In a report by the National Center for Education Statistics in 2014, it was stated that urban children were more likely (by more than 50%) to be living in poverty and receiving free and reduced lunch than

their suburban and rural peers in the 1980s and 1990s and that forty percent of urban students attend high poverty schools. A report by the New York Civil Liberties Union (2013) observed a positive correlation between the presence of lower socioeconomic students and suspension rates in schools.

It is important to ensure that elementary school-aged children develop healthy behavioral habits by grade three, particularly in urban, Title I schools that serve students living in poverty, as this has general benefits such as contributing to a reduction in chronic behavioral issues that appear in middle school classrooms and beyond (Stormont et al., 2008). Sound classroom behavior management skills allow teachers to focus on teaching and learning to increase academic achievement.

Because of a low sense of efficacy in classroom management techniques experienced by teachers, many American school systems and districts have begun providing teachers professional development in proactive, positive discipline methods. System and district leaders have introduced educators to a framework, or intervention model, entitled Positive Behavior Interventions and Supports (PBIS) as a way to contend with the increase in student misbehaviors and a widening of the achievement gap. Research on the effects of PBIS on school-wide discipline issues that stem from student misbehaviors is ongoing and extensive (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Horner, Sugai, Todd & Lewis-Palmer, 2005; Luiselli et al., 2005; Simonsen, Sugai & Negron, 2008). PBIS is described as "a proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success" (Horner, Sugai, & Lewis, 2015, para. 5). It is comprised of the following framework components: school wide climate and culture

systems change efforts, researched validated practices in behavior management, data analysis, and operationally defined and valued outcomes and expectations for students. Overall, PBIS is an effective framework for teaching many students prosocial classroom behaviors, decreasing school-wide discipline issues and increasing academic achievement in American schools (Bradshaw et al., 2008; Horner et al. 2005; Luiselli et al., 2005). Once student behaviors are under control, an optimal environment for learning will ensue, and student achievement will increase (Egeberg, McConney, & Price, 2016). Simonsen, Fairbanks, Briesch, Myers, & Sugai (2008) claim teachers gain a sense of efficacy in classroom behavior management, specifically in the ability to use effective strategies to handle student misconduct, from working in a PBIS school.

Applied behavior analysis is the underpinning and theoretical framework for PBIS. According to Storey and Post (2012), applied behavior analysis focuses on observable behaviors of individuals within the context in which the behaviors occur. The authors asserted that educators can fashion environments conducive to learning if educators understand that student behaviors do not happen randomly and if they analyze the stimulus, function, setting, and consequences of student behaviors. The focus of the PBIS framework is on changing the behavior of the individual while paying attention to the contexts and environments in which the individual's behaviors occur (Sugai & Horner, 2002).

PBIS is an effective measure for improving school climate (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008), teaching all student populations to manage their behaviors, and increasing student achievement (Bradshaw, Mitchell, & Leaf, 2010). It is one of a few school-wide prevention models implemented in school districts nationwide

as a method of addressing antisocial school behaviors that fall into the categories of aggression, deceitfulness, hostility, and defiance and helping increase time on task for students (Scaccia, 2016).

Statement of the Problem

When teachers possess sound classroom management skills, they can increase student learning by ensuring the classroom environment is conducive to teaching and learning without interruptions (Rink, 2002). However, teacher efficacy in classroom management is low as teachers continue to reveal that they are unsure of how to manage unruly classroom behaviors that often tend to have negative effects on instruction (Pas et al., 2012; Skaalvik & Skaalvik, 2007).

Many school districts in Georgia implemented PBIS to help teachers increase student outcomes behaviorally and academically. The subject of this study is a large, urban district in the southeastern region of the United States that began PBIS implementation during the 2010-2011 school year to lessen the amount of suspensions given to minority students at a higher rate for the same disciplinary offenses committed by non-minority students (Taylor, 2018). Since the first year of implementation, more than half of the schools in this district have become PBIS schools.

The Georgia Department of Education (2019b) recognizes schools in Georgia that implement PBIS "for supporting positive school climate through the implementation of the Positive Behavioral Interventions and Supports (PBIS) framework. The purpose of the recognition system is to identify schools that exemplify best practices in the implementation of PBIS" (para. 1). Though many schools in the school district receive state recognition for PBIS implementation with fidelity, some of the same schools

continue to experience issues with student discipline (Georgia Department of Education, 2019b). Despite their efforts, some of the schools cannot maintain a steady decrease in yearly suspensions as evidenced in the data sets in Appendix A and Appendix B (Georgia Appleseed Center for Law and Justice, 2018). The district's yearly suspension rate averages were larger for Title I schools than the schools that were not qualified as Title I schools as shown in Figure 1 (Georgia Appleseed Center for Law and Justice, 2018).

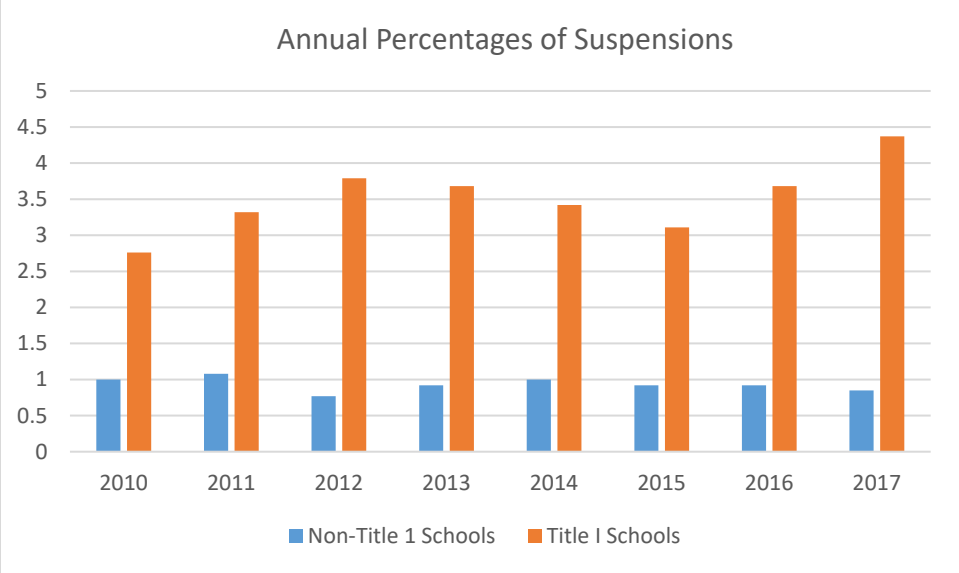

Figure 1. Annual Percentages of Suspensions for Title I and Non-Title I Schools.

To gain more insight into the disparity of suspension rates for the schools, the researcher interviewed teachers from one Title I elementary school, a case study school that has implemented PBIS with fidelity after teachers from elementary PBIS schools participated in survey research. The case study school has been recognized as an operational PBIS school by the Georgia Department of Education. Even though the school received accolades for PBIS implementation, the teachers have not been able to maintain a steady decline in the amount of office discipline referrals students receive for

misbehaviors displayed in Figure 2 since it first implemented PBIS in 2012 (SWISSuite, 2018).

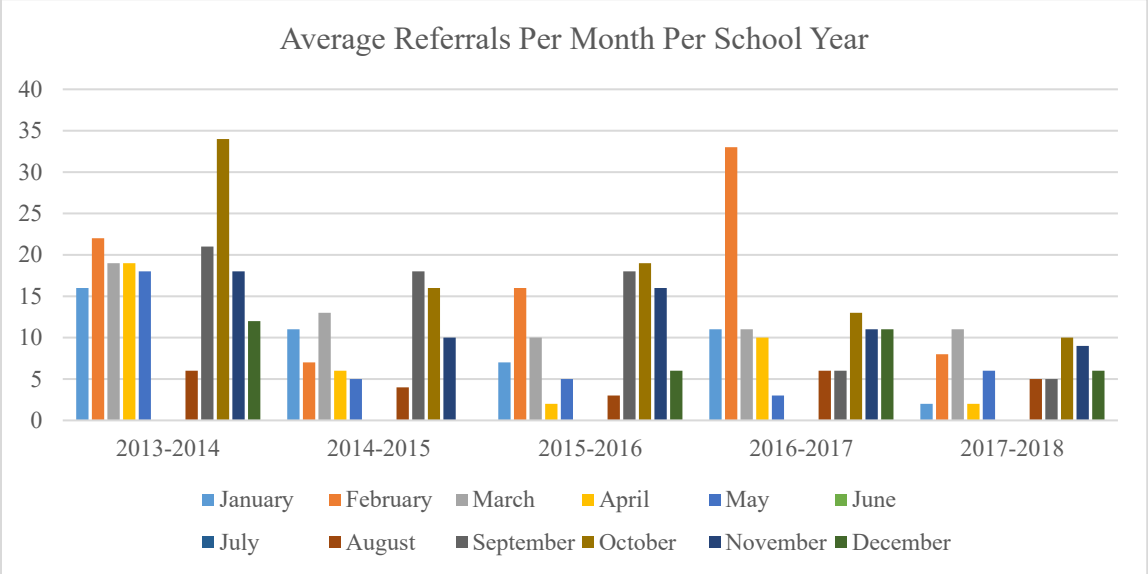

Figure 2. Average Referrals Per Day Per Month Multi-Year.

Simonsen, Fairbanks, Briesch, Myers and Sugai (2008) suggested that teachers could develop a sense of efficacy in classroom behavior management, specifically in the ability to use effective strategies to handle student misconduct, from working in a PBIS school. PBIS implementation allows teachers to gain deeper insight into student behaviors, helps teachers understand causes for the positive or negative behaviors students display and assists teachers in using proactive, positive discipline measures to decrease the amount office discipline referrals students receive as punitive measures (Bradshaw et al., 2008; Bradshaw & Pas, 2011; Fox & Duda, n.d.; Horner & Ross, 2007). How do we then explain recidivism with behavioral concerns that occur in classrooms in urban, Title I elementary schools, even in those where PBIS is implemented? At first glance at school discipline data, it would appear that teachers might not be efficacious in classroom management strategies despite their training in PBIS due to the variance in

monthly and yearly discipline trends. Are teachers more efficacious in preventing and handling classroom management issues due to PBIS implementation?

Teachers are valuable players in changing the discipline culture and climate of schools. Researchers need to analyze teachers' perceptions to determine effectiveness of PBIS on teacher sense of efficacy and their ability to decrease reoccurrences of behavioral concerns in the classroom (Horner & Ross, 2007; Medina, 2017). More importantly, research on behavior management in Title I schools is important (New York Civil Liberties Union, 2013). Failure to investigate teacher efficacy and behavior management in schools that serve students from a lower socioeconomic class or schools located in urban areas may lead to a widening of the achievement gap as students spend more time out of the classrooms and an increase in teacher attrition due to exacerbation with discipline issues in the classroom.

Theoretical Framework

This study sought for more insight into teachers' perceptions of the effects of implementation of PBIS on their sense of efficacy in classroom management of student behaviors in urban, Title 1 elementary school classrooms. The researcher applied systems theory and stakeholder theories for the lens through which to study the teachers' perspectives. Systems theory suggests that "the interrelationships between and among groups, organizations, or actors that work together to produce results" (Fairchild & DeMary, 2011, p. 71). Therefore, all members of a group or "any given system could become integral to decision making within a system" (Dawidowicz, 2012, p. 4). Stakeholder theory proposes that the engagement, communication, and perceptions of the members of an organization have positive effects on the organization (Fairchild &

DeMary, 2011). Freeman (2010), asserted that organizations are made of humans who share bonds and relationships, and it is important for leaders to value all stakeholders for the organization to experience success.

Systems theory and stakeholder theory are anchored in the relationships formed in organizations (Watson & Watson, 2011; Dawidowicz, 2012; Mishra & Mishra, 2013) as members of the group work towards a common vision, mission, and goal. Together, the two theories support the investigation of the perceptions of members of an organization, or school, for systems theory focuses on the interacting parts of a whole system while stakeholder theory looks closely at the individual parts, or teachers, that make up the whole system.

The successful and sustained implementation of PBIS is dependent upon the fidelity with which the members, or stakeholders, implement proactive discipline strategies and the increased sense efficacy in classroom behavior management that teachers gain through implementation. To that end, if the members of a school system see fit to implement PBIS to lessen the instances of disruptive behaviors in classrooms, it is important that researchers and school leaders value the perceptions of teachers as valuable stakeholders within the school communities. School leaders must understand and analyze the teachers' perceptions of the implementation of PBIS to determine its effectiveness on teacher sense of efficacy in managing and controlling antisocial classroom behaviors. These queries into teachers' perceptions are paramount to determining the next steps in professional development for teachers in classroom management practices to allow for increased teacher sense of efficacy, time for teaching and learning, and overall student success.

Purpose of the Study

The purpose of this mixed methods design study was to analyze teachers' perceptions of the effectiveness of implementation of the PBIS framework on their sense of efficacy in classroom behavior management through surveys and interviews. The researcher sought to understand the perspectives of elementary teachers in an urban school district in Georgia. Following a quantitative data collection phase with teachers from numerous schools in the district, a case study was conducted in one of the district's Title I elementary schools in which rates of discipline occurrences do not steadily decrease every year. The case study portion of the mixed methods design allowed the researcher to study teachers' perceptions extensively through interviews to apply generalizations that will add to the body of research on the effects of PBIS in schools (Fraenkel, Wallen & Hyun, 2012).

The teachers' viewpoints and insights could help educators, school level administrators, and district leaders determine future professional development learning opportunities for teachers and assist colleges and universities plan for pre-service teacher courses in classroom management. Purposeful and strategic professional development in behavior management methodologies and strategies for use in classrooms could help ensure the sustainability of the PBIS framework lessons learned by teachers and students. In addition, professional learning around classroom behavior management and student discipline could help build the skills and strategies of a variety of teachers at different stages of their careers. Moreover, the results from this research could be used as a vehicle for increasing student achievement through the increased learning time that can

be gained in American classrooms in Title I schools because of a positive classroom learning environment that teachers will be able to construct for students.

Research Questions

The following quantitative and qualitative research questions guided the study:

1. What is the overall level of teacher sense of efficacy surrounding classroom behavior management for elementary teachers in PBIS schools located in a large urban district?
2. What are the district teachers' perceptions of the effects of PBIS implementation on their ability to manage behaviors in the classroom?
3. What are the district teachers' suggestions to improve PBIS implementation in elementary schools to increase teacher efficacy in classroom behavior management?
4. To what extent do the teachers at the case study school feel PBIS implementation influenced their efficacy in classroom behavior management?

Significance of the Study

Morris and Perry, (2016) believe disorderly classroom behaviors negatively influence student achievement. As educators seek to close the achievement gap in urban schools, some state, district, and school level leaders have realized the value of enhancing teachers' level of understanding of classroom management strategies to help curtail inappropriate student behaviors in the classroom (Bradshaw & Pas, 2011; Individuals with Disabilities Education Act, 2004; Simonsen, Sugai, et al., 2008). Research indicates that PBIS implementation in schools decreases unwanted behaviors in school wide common areas like hallways and cafeterias (Bradshaw & Pas, 2011). There is limited

research on the effects of the PBIS framework on teachers' knowledge of how to manage antisocial behaviors at the classroom level (Medina, 2017).

Summary of Methodology

The researcher conducted a mixed methods study. A mixed methods explanatory sequential design for data collection of this instrumental case study since provided the researcher with the opportunity to gain deeper insight from quantitative data. The explanatory sequential design is preferable to other mixed methods research designs for this study because "it is the most straightforward of the mixed methods designs" and "this design lends itself to emergent approaches where the second phase can be designed on what is learned from the initial quantitative phase" (Creswell & Plano, 2011, p. 83). For the current study, this research methodology allowed the researcher to assess trends in teachers' perceptions from the quantitative data collected from surveys.

The explanatory sequential design calls for the use of two phases. The quantitative phase of the study had priority, and the qualitative phase helped further explain the quantitative results (Creswell & Plano, 2011). In general, the quantitative data provided the general picture and the qualitative data explained the general picture (Creswell, 2008). Phase 1 incorporated the collection and analysis of quantitative data. During this phase of data collection, teachers in a large urban school district that implements PBIS were invited to complete the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001) and the PBIS and Classroom Management Efficacy Perception Survey developed by the researcher of this study.

Phase 2 involved the use of qualitative data as a means of gaining more insight from the quantitative data collected during the first phase of the study (Creswell & Plano,

2011). After analyzing the survey responses from teachers within the school district, the researcher selected five teachers from one Title I school, the case study school, within the district for follow-up interviews to further probe the teachers' perceptions around PBIS implementation and teacher sense of efficacy in classroom management. The case study school implemented PBIS for over 5 years, but was not able to maintain a steady downward trend in office discipline referrals written for students who displayed unwanted behaviors. Standardized, open-ended questions were used during the interviews. The interviews at the case study school allowed the researcher to obtain a global view of topic and "draw conclusions that apply beyond a particular case . . ." (Fraenkel et al., 2012, p. 435). The researcher acquired teacher participants for the surveys through nonprobabilistic sampling for the quantitative phase and maximal variation sampling for the qualitative phase of the study that includes interviews.

Limitations

There are possible limitations to this study. One limitation was that findings for the study only pertain to schools in an urban district. The conclusions derived from this study were only significant to elementary schools. The researcher did not investigate the perceptions of middle and high school teachers on the effects of PBIS on their sense of efficacy in discipline and classroom management. The findings in this study were only significant to general education teachers. The teachers may have students who receive special education services in their classrooms, but the researcher did not explicitly explore the perspectives of special education teachers.

The researcher is aware that though PBIS training is the same at all of the schools in the district, implementation and methodologies might vary at different schools.

Therefore, the following factors could affect teachers' perceptions on their sense of efficacy in classroom management (a) amount and quality of training that teachers received in PBIS from school leaders and PBIS team members, (b)level of administrative support from local and district school leaders for behavioral incidents that occur in the classrooms, (c) the severity of behaviors at local schools, (d) teachers' level of tolerance for varying types of behavior, (e) level of motivation stakeholders possess to implement the PBIS framework and all of its components, (f) the degree to which PBIS is implemented with fidelity and consistency at local school sites, or (g) teachers' possible apprehension about selection for follow-up, one-on-one, or face-to-face interviews during the qualitative phase of the research for fear that their feelings or perceptions may jeopardize their jobs. This can cause an absence of full disclosure of teachers' perceptions on the survey instruments.

Definition of Terms

The researcher used the following terms when discussing the topics found within the body of existing research and the current study's findings:

Achievement Gap

The achievement gap describes the noted differences in the academic achievement and performance of different groups of students. The groups potentially refer to disparity of grades, school completion rates, dropout rates, learning proficiencies and disabilities, or standardized test scores of students based on race or socioeconomic status (Editorial Projects in Education Research Center, 2011).

Antisocial Behaviors

Antisocial behaviors are classroom behaviors that are disruptive to teaching and learning. Patterson, Debaryshe, and Ramsey (1990) describe the school behaviors that result in violence, aggression, noncompliance, and off-task behaviors. The researchers postulate that these antisocial behaviors lead to low or poor academic achievement and eventually a life of adult delinquency.

Classroom Management

According to Ersozlu and Cayci (2016), classroom management can be described as "organizing and conducting necessary academic and administrative activities to create and sustain a positive learning environment and it is arranged by teachers" (p. 144). This study investigated the classroom behaviors category of classroom management.

Discipline

Per Jones (1979) "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption" (p. 26).

Efficacy

Efficacy is described as the power or ability to produce a desired effect. (Merriam-Webster's Dictionary, 2019).

Office Discipline Referrals

Office discipline referrals are forms used by teachers in school to notate student behaviors that school administrators need to address. The forms offer school personnel a means of collecting data on the school climate and student behavior (Clonan, McDougal, Clark, & Davison, 2007). They allow school personnel identify trends in behaviors that indicate areas for behavior interventions. Clonan et al. (2007) explain that office discipline referrals not only identify the types of behaviors students display, but also

highlight frequency of behaviors, locations in which they occur, identify at-risk students, and identify the staff members or grade levels with the most referrals.

Positive Behavior Interventions and Supports (PBIS)

PBIS is a comprehensive continuum of positive behavior supports and prevention strategies used in schools to prevent problem behaviors using research-based practices, ongoing data analysis, and modeling (Stormont et al., 2008).

School-to-Prison Pipeline

The school-to-prison pipeline refers to the phenomenon of increased used of harsh discipline policies and consequences by schools that usually result in adolescents following a pathway to the juvenile justice system for criminal activity (Mallett, 2016).

School Climate

"School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures" (Georgia Department of Education, 2014, p. 7). In essence, the comprehensive quality of a school denotes its school climate.

School-Wide Information System (SWIS)

SWIS is a web-based data tracking system used for documenting and analyzing office discipline referrals within a school (PBISapps.org, 2018).

Teacher Sense Efficacy or Teacher Self-Efficacy

For this study, teacher sense of efficacy or self-efficacy is a teacher's belief in his or her ability to perform a task (Yoo, 2016). Tschannen-Moran and Hoy (2001) state that a teacher's sense of efficacy "belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who

may be difficult or unmotivated" (p. 783). Teacher sense of efficacy can pertain to factors like managing a classroom environment in a manner that has a positive effect on students' behaviors and their ability to follow classroom rules and procedures, increasing student engagement, and using appropriate instructional strategies (Tschannen-Moran and Hoy, 2001).

Title I

Title I schools are defined as schools in which 75% of the students live in poverty, or schools in which 35% of more of the schools' students qualify for free or reduced lunch prices due to their low socioeconomic status. Title I schools receive funding from a federal grant program. The federal government uses funds to provide educational assistance to students from lower socioeconomic areas. The funds help educators design programs to assist those students who have gaps in learning and need to make academic gains (Prince William County Public Schools, 2014). Currently, the United States government supports over 90% of schools, public and private, with Title I funds (Prince Williams County Schools, 2014).

The Title I federal program was first brought to the forefront in 1965 when Congress introduced the Elementary and Secondary Education Act. The reauthorization of the act occurred in 2001 with the passing of the No Child Left Behind (NCLB) Act. The NCLB act required increased accountability for schools through the implementation and use of standardized testing and high standards for educating all students and closing the achievement gap (Ravitch, 2010). "The purpose of this title (Title 1) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic

achievement standards and state academic assessments" (US Department of Education, 2004, para. 2). According to the US Department of Education (2004), school systems and local schools use Title I funds to hire support teachers, purchase supplies and resources for instruction, improving accountability measures for school personnel, and to provide educators with professional development in research-based teaching practices.

Chapter II

REVIEW OF THE LITERATURE

This study explores the perceptions of teachers on the effects of PBIS on teacher sense of efficacy in classroom management, student behaviors, and discipline strategies. The literature review begins with an analysis of classroom behavior management in American schools. The ensuing sections of the review focus on the history and rationale of the Positive Behavioral Interventions and Supports (PBIS) framework. In addition, the review describes the implementation process for PBIS in schools and its effects on American schools. The literature review ends with an examination of the theoretical frameworks of systems theory and stakeholder theory used for this study. Both theoretical frameworks support research on change efforts and their relation to the perception of those involved in the change process.

Classroom Management

Classroom management involves the act of "arranging the classroom environment for learning and maintaining and developing student-appropriate behavior and engagement in the content" (Rink, 2002, p. 136). Brophy (2010) suggested classroom management incorporates the process of constructing and sustaining a classroom environment for effective leaning and involves the task of ensuring learning occurs despite behavior disruptions. A teacher's possession of sound skills and processes in classroom management can lead to increased academic achievement for students (Rosas & West, 2009). Effective classroom management skills can also foster a sense of

efficacy for teachers (Skaalvik& Skaalvik, 2007). It encompasses "all of the things that a teacher does to organize students, space, time, and materials so that learning can take place" in the classroom (Wong & Wong, 2005, p. 84). Classroom management skills attainment is a critical component of the educational process (Tran, 2016).

Research of school discipline issues became a topic of study in the 1970s (Egeberg et al., 2016). Since then, teachers have historically "ranked classroom management as one of their major concerns" (Rosas & West, 2009, p. 54). In a recent survey conducted by The New Teacher Project (2013), classroom management was the number one problem, topic, and source of apprehension identified by educators. In fact, some researchers make the assertion that classroom management "may be the most discussed topic among teachers at all grade levels and career stages" (Ratcliff et al., 2010, p. 306). Behavior management and control are important components of classroom management and a positive learning environment (Garrahy, Cothran, & Kulinna, 2005). According to Savage and Savage (2009), prevention of potential inappropriate behaviors and responses to problems are two important levels of classroom management.

American educators have resulted to reacting to and dealing with minor, inappropriate classroom behavior issues with disproportionate punitive measures like suspensions and expulsions as opposed to preventing these concerning behaviors (Black, 2016). Recent statistics indicate there has been a spike is these discipline practices over the years. Harsh consequences for behaviors ranging from minor incidents like consistently disrupting the learning environment to more egregious violations like carrying weapons on school campuses have been used as punitive measures for as many

as three and half million American students per school year (US Department of Education, 2014).

All educators, regardless of years of experience, reflect on their use of classroom management procedures, practices, and methodologies and appropriate responses to unwanted behaviors. Unal and Unal (2012) determined preservice teachers consider classroom management of student behaviors and discipline issues as an impending challenge. Veteran teachers deem it a major goal to address fully during the beginning of the year, and administrators look for evidence of classroom management during observations. Irrespective of years of experience, teachers can have a low sense efficacy in this aspect of the educational environment (Yoo, 2016).

Teacher Efficacy in Classroom Behavior Management

Besides the teacher's level of preservice education, factors like school culture, climate, and level of discipline problems affect a teacher's sense of efficacy (Domitrovich, Bradshaw, Poduska, Hoagwood, Buckley, Olin, et al., 2008). The conceptualization of efficacy is rooted in the knowledge and skills needed to fulfill a role (Savas et al., 2014). Researchers (Savas et al. (2014); Yoo (2016) credit Alfred Bandura in bringing this concept to the forefront. Teacher efficacy is "based on the breadth of the teacher's role" (Friedman & Kass, 2002, p. 675) in the classroom where teaching and learning is involved. It is comprised of the teachers' views on their aptitude and capability to enhance students' values and morals. (Friedman & Kass, 2002). Teacher efficacy also includes a teacher's belief that he or she can influence and have a positive effect on students' learning motivation, academic success, and behavior while completing his or her duty as an educator (Guskey & Passaro, 1994). It refers to the confidence a

teacher holds that he or she can successfully provide students with a learning environment that is safe, adequate, and productive (Pas et al., 2012). Tschannen-Moran & Hoy (2001) state teachers' efficacy beliefs refers to their behavior in the classroom and affects their effort to invest in the craft of teaching, set goals for their own learning, and possess future ambitions within the profession. Overall, Savas et al. (2014) expressed:

> According to Cherniss (1993), teacher self-efficacy consists of fulfilling professional requirements, organizing teaching processes, performing the tasks and procedures related with school operation, being a part of the school, ability of completing social and political processes in the school setting. (p. 160)

Savas, Bozgeyik and Eser (2014) believe a result of an increase in teachers' sense of efficacy is an increase in school outcomes and effectiveness. Educators with a high sense of efficacy in classroom management have a direct effect on student achievement (Kurt, Ekici, & Gungor, 2014). Teacher sense of efficacy and efficacy in their ability to use effective discipline strategies has more of an effect on the increase of student success over other factors like policy, curricular standards, or community involvement (Marzano, 2003).

It is important to note that educators trained to use a variety of pedagogical and behavioral management strategies will be readier to educate learners with a variety of needs (Baker, 2005). Educators with low sense of efficacy are inclined to display less effective teaching practices and classroom management skills that lead to low student achievement (Skaalvik & Skaalvik, 2007). Additionally, these teachers tend to rely on the use of reactive tactics like aggression, sarcasm, and punishment that often lead to more misbehavior (Tran, 2016). A direct result of using ineffective disciplinary practices

including poor behavior management systems is often the loss of important instructional time as teachers are predisposed to focus on misbehaviors while forsaking time teaching students the required curricular standards (Oakes, 2013).

The actions and reactions teachers make when responding to behaviors, based on the level of their classroom management skills, influence the emotional and behavioral interactions between teachers and students (Garwood & Vernon-Feagans, 2017). Solid classroom management skills decrease the amount of student discipline issues displayed in classrooms (Stormont, 2007). A deficiency of skills in classroom behavior management may be the leading reason teachers decide to leave the teaching profession within the first five years of their careers (Unal & Unal, 2012). Half of the teaching corps leaves the field of education within those first five years (Pas et al., 2012) due to the daily difficulties they face with issues classroom behavior management. Discipline issues may be problematic for both teachers and students for they impede the students' ability to learn and the teachers' ability to teach (Ratcliff et al., 2010). Oakes (2013) reports when teachers face challenges with student discipline while having low efficacy, they neglect to meet all of the students' learning and behavioral needs.

Ratcliff et al. (2010) designed a qualitative study where they described a cycle of the effects of misbehavior on classroom climate. The researchers posit that teachers potentially neglect to focus on teaching and learning because of the never-ending cycle of 1) student misbehavior, 2) teacher's attempt to control misbehavior, 3) student persistence in continued misbehavior, 4) teacher retreating in frustration, and 5) an increase in student behavior. Snyder, Cramer, Afrank, & Patterson (2005) describe how a negative cycle occurs when students are punished for misbehaviors. They hypothesize

when students are isolated from their peers as a form of punishment, the peer rejection, negative feelings, and disassociation that ensue from being isolated result in more negative behaviors.

In an investigative study conducted by Crowder (2008), elementary school students stated their misbehavior depended on the teacher. When teachers display aggression towards students through disciplinary actions like screaming, assigning group punishments, raising their voices, using sarcasm, and embarrassing students, there are higher incidents of student misbehavior and more displays of negative student attitudes that affect learning (Tran, 2016). The more teachers are able to design effective classroom management practices, processes, and procedures, the more likely students will behave appropriately in the classroom. Therefore, increasing teacher efficacy in in their ability to manage student behaviors could help make a school's optimal learning environment more effective (Savas et al., 2014).

Baker (2005) conducted a study that included teachers with varying years of experience "to examine teachers' beliefs about their interpersonal self-efficacy regarding general classroom management skills and their readiness (ability and willingness) to differentially implement specific behavior management techniques to meet the needs of individual students" (p. 53). Teachers in the study reported a low sense of efficacy in classroom management regarding being able to stop unwanted behaviors from impeding learning, keeping defiant students engaged in learning, and having a positive effect on difficult students. Participants in the study also reported low ability to reinforce behaviors for individual students and document students' behaviors with various evaluation tools.

Preservice Teachers

At the end of their college programs, many aspiring teachers feel unprepared to begin the task of effectively manage their own classrooms (Siebert, 2005). Eisenman, Edwards, and Cushman (2015) explain teachers may feel this way because there is an insufficiency of attention paid to classroom management strategies by the profession, formal preparation in the field by most teachers, and pedagogy based on true classroom issues with unwanted behaviors in teacher education programs. The researchers proposed that this area of instruction is not researched or discussed to the same magnitude as other areas in the educational field and classes are not dedicated to classroom management issues in undergraduate and graduate programs. They also remark that there is not enough coverage on the issues by professional organizations, national conferences, or journals.

Pre-service teachers have trouble with implementing strategies taught in their universities and cannot implement them in their classrooms because of barriers like inadequate field experiences, the disciplinary style of the cooperating teachers, and local school protocols and requirements for discipline (Monroe, Blackwell, & Pepper, 2010). Due to the lack of focus in this area of pedagogy, regrettably, pre-service teachers are not receiving purposeful experiences in their education programs and in-service participation to help them adequately handle classroom management concerns (Forsbach-Rothman, Margolin, & Bloom, 2007; Shook, 2012; Stough et al., 2015). Teacher preparation programs often have trouble including classroom behavior management into their curriculum (Gimbert, 2008). Subsequently, within their first five years of teaching, nearly 50% of new teachers leave the profession due to issues with classroom behaviors (Huger-

Marsh, 2012). The levels of stress associated with classroom discipline issues with students displaying antisocial behaviors result in many teachers experiencing burnout at fast rates (Savas et al., 2014). There is a noted deficiency of intentional focus on behavior management strategies for classrooms (Eisenman et al., 2015). This fact may very well result in low teacher efficacy in classroom management (Monroe et al., 2010).

It is critical for pre-service teachers to learn how to manage student behaviors in order to design a positive classroom environment that results in productivity and learning (Lentfer & Franks, 2015). It is also problematic that student teaching experiences for pre-service teachers begin after the beginning of the school year. The student teacher misses the opportunity to witness the strategies the cooperating teacher used to establish classroom management processes and procedures that encourage students to behave appropriately (Capizzi, 2009). The solution to this deficiency of classroom management expertise for preservice teachers is to address these topics in stand-alone courses in education programs in colleges and universities (Stough et al., 2015).

Greenberg, Putnam, and Walsh (2014) suggest working with teacher candidates in five classroom management strategies areas: rules, routines, praise, misbehavior, and engagement. They contend that preservice teachers need guided help in determining which rules will help them establish and teach expected behaviors. Greenberg et al. (2014) suggest that education programs need to help students build routines that guide students towards displaying appropriate behaviors consistently and in all situations. The authors believe that preservice teachers need to learn how to praise students for displaying appropriate behaviors. Preservice teachers also need to receive training on how to impose consequences for unwanted behaviors. Lastly, Greenberg et al. (2014)

emphasized the need for pre-service teachers to acquire strategies on how to engage students with lessons that will foster active participation and help eliminate unwanted behaviors. Teachers can become successful if they are adept at creating positive classroom environments as opposed to just focusing on giving students punitive consequences as a form of discipline (Brophy, 2010).

Novice Teachers

Following their student-teaching experience, pre-service teachers who are then ready to become novice teachers have described an absence of knowledge and experience in classroom behavior management as a major concern (He & Cooper, 2011). Theory learned in a few college classes does not affect teacher sense of efficacy in classroom management and does not transfer to real-world experiences once new teachers have their own classrooms (Stough et al., 2015). Novice teachers potentially face reality shock as they try to resolve classroom management issues (Eisenman, et al., 2015). Monroe et al. (2010) claim that novice teachers most likely attain real classroom management strategies practice during their first year of teaching, not during residencies, internships, and student teaching practicums. They suggest that universities need to do more to blend theory and practice for teacher candidates by providing them with more guided practice in classroom management. Opportunities to develop and practice behavior management strategies in actual classrooms would increase sense of efficacy in their ability to control, affect, and manage disciplinary issues for novice teachers (Dyal & Sewell, 2002).

Professional Development and Teacher Efficacy

Unal and Unal (2012) conducted a study in which they investigated the beliefs of novice and veteran teachers in classroom management. Their study suggested that there

is no connection between pre-service teachers and their beliefs on classroom management practices before they begin teaching and the real experience they gain as novice teachers. The authors suggest that teacher education programs need to connect educational theory and practice in behavior management. Pre-service teachers need to understand that classroom management leads to increased student learning, rather than a means of controlling behaviors (Eisenman, et al., 2015).

Ultimately, Unal and Unal (2012) call for program revisions to include exclusive teaching of classroom management strategies. The norm is for programs to claim that classroom management as a topic is embedded in other methods courses (Monroe et al., 2010). This is not enough focused training to yield or increase teacher efficacy in classroom management strategies. As a result, many educators, veteran and new, struggle with managing problem behaviors in the classroom (Stormont et al., 2008). Thus, all efforts to provide teachers with the necessary professional development in this area are critical to teacher sense of efficacy and skill in classroom management strategies. "These efforts may include on the job or in-service training to increase competency of teachers, arousing the feeling of support on the part of the teachers and other necessary arrangements" (Savas et al., 2014, p. 164).

Research results indicate strong teachers considered adept at managing classroom behaviors are alert educators, can redirect off-task behaviors, are able to avoid retreating from problem handling misbehaviors, often praise and reward students, and keep students engaged in their learning (Ratcliff et al., 2010). An increase in teacher sense of efficacy is a result of an increase in efforts made to teach educators strategies for classroom management. As teachers' self-efficacy in classroom management increase, they will be

more capable and ready to manage challenging student behaviors (Baker, 2005). It is important for all teachers at various stages of their careers to receive professional development in classroom management techniques based on the teachers' levels of efficacy (Baker, 2005; Stough et al., 2015).

Positive Behavior Interventions and Supports

PBIS is a preventative and proactive system that helps teachers and schools manage behavior issues with fair and consistent discipline practices unlike traditional punitive methods used to address classroom behavior problems (Georgia Department of Education, 2014). The primary goal of the PBIS framework is to help schools design effective environments to increase teaching and learning for all students. The PBIS framework involves the use of school-wide positively stated rules and expectation for behavior, teaching and modeling of behavioral expectations throughout the school, rewarding students for displaying appropriate behaviors, monitoring behavioral data, and analyzing student behaviors (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). The PBIS framework components are the same across all schools and school settings, and they work together to provide school stakeholders ongoing and continual support for staff behavior, student behavior, decision-making processes and strategies, and social competence and academic achievement (Office of Special Education Programs, 2017).

Currently, over 7,000 American schools are implementing PBIS as means of teaching students behavioral expectations because PBIS is preemptive in nature. (Office of Special Education Programs, Technical Assistance Center on Positive Behavioral Interventions and Support, 2017). Yeung et al. (2016) refer to PBIS as the most widely used positive intervention program and approach to teach all students behavioral

expectations in American Schools. Overall, PBIS is a data driven framework for implementation of multiple tiered levels of support for students to meet their academic, social, and behavioral needs in an educational setting (Swain-Bradway, Swoszowski, Boden, & Sprague, 2013).

Description of PBIS Framework

The PBIS process is an evidence-based framework that assists school teams in implementing systems change (Office of Special Education Programs, Technical Assistance Center on Positive Behavioral Interventions and Support, 2017). Through a problem-solving approach, the PBIS framework begins with an examination of the school culture and climate surrounding discipline issues and concerns with the use of surveys and checklists (Stormont et al., 2008). Teams use data to examine the reasons behaviors are occurring and then implement changes and interventions designed to address the identified needs. PBIS implementation in schools has reduced the amount of office discipline referrals written by teachers in response to student misbehaviors (Netzel & Eber, 2003). Also, PBIS is implemented to improve overall school climate with strategic lessons delivered to students to teach behavioral expectations, reward students for displaying positive behaviors, and establish systems and put routines in place for teachers to manage behavior problems (Simonsen, Sugai, et al., 2008). The framework promotes a change in the school climate since the staff is encouraged to be more positive in their interactions with students as they discipline them. According to Sugai and Simonsen (2012) PBIS is

> designed to enhance academic and social behavior outcomes for all students by (a) emphasizing the use of data for informing decisions about the selection,

implementation, and progress monitoring of evidence based behavioral practices; and (b) organizing resources and systems to improve durable implementation fidelity. (p.1)

While the use of PBIS in schools teaches students the expectations on how to behave appropriately, the platform offers educators many strategies for teaching and supporting expected prosocial behaviors through a comprehensive, tiered system of supports for students (Bradshaw, et al., 2008; Yeung et al. 2016). Correspondingly, PBIS provides teachers with a framework for using effective intervention practices that promote a positive school culture, increased academic achievement, and enhanced student behavior (Fallon, McCarthy, & Sanetti, 2014). It also provides a framework for a proactive approach to teaching students expected behaviors (Stormont et al., 2008; Yeung et al., 2016).

Historical Development

Definitions of classroom management and strategies for effectively handling student behaviors are rooted in many areas of behavior management research that have evolved within the areas of educational, sociological, and psychological research (Postholm, 2013). The methodical study of classroom management is a recent phenomenon in the educational field. Jacob Kounin's work in the 1970s began empirical research into effective classroom management skills of good teachers (Egeberg et al., 2016). In the 1990s, educational research in classroom management expanded to include an in-depth look into how the empirical data from models such as the school-wide positive behavior support (SWPBS) research applied to classrooms, schools, and groups (Egeberg et al., 2016).

In the 1980s, researchers from the University of Oregon began to study the effects of discipline strategies on students with behavioral disabilities. This research was the root of PBIS (Beaudette, 2014). The reauthorization of Individuals with Disabilities Act (IDEA) in 1997 introduced a framework for helping students with disabilities engage in their learning. Amendments to IDEA brought the concept of behavior interventions for students with disabilities to the forefront (Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Support, 2017). According to the act, students with disabilities, taught by both special education and general education teachers, were to experience positive behavior supports to address inappropriate behaviors that may have impeded their learning. In 2004, Congress amended IDEA to include the term Positive Behavior Interventions and Supports to encourage improved educational settings for students with disabilities. Congress also made stipulations to allocate funds and grants to for states to provide professional development opportunities for educators in schools that implement the PBIS framework (Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Support, 2017). According to Yeung et al. (2016):

> Intervention programs with the aim of enhancing and supporting positive behaviors of students in schools have entered general use worldwide. Positive behavior interventions have been widely used in early childhood, elementary, and high school settings to reduce students' problematic behaviors and improve educational outcomes. (p. 146)

PBIS Implementation

PBIS offers three levels, or tiers, of support for students as seen in Figure 3: school-wide (primary), classroom (secondary), and individual (tertiary) (Bradshaw et al., 2008). School personnel deliver interventions on a continuum of teaching appropriate behaviors, acknowledgement of positive behaviors, praise of efforts, and consequences for inappropriate behaviors displayed by students (Sugai & Horner, 2006). The interventions become more intensive as they move beyond the universal (school-wide) interventions. Those students, who do not respond well to school-wide, universal or primary interventions, receive support through secondary and tertiary interventions (Bradshaw, Koth, Thornton & Leaf, 2009). Students who receive secondary supports participate in small group activities that may include social, academic, or behavioral management strategies (Hawken & Horner, 2003). Tertiary supports include intensive support that may include "special education, mental health or family services" (Stormont et al., 2008, p. 8) for students who continue to display chronic antisocial behaviors.

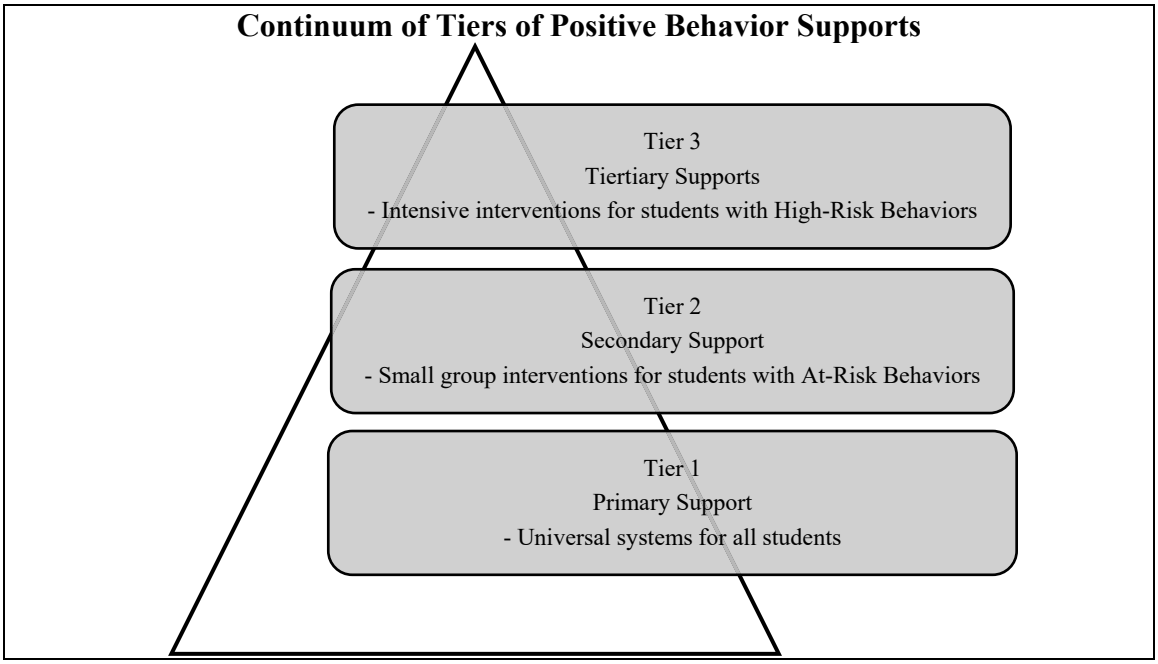

Figure 3. Continuum of Tiers of Positive Behavior Supports.

As seen in Figure 4, there are four components or implementation features of PBIS: clear and measurable outcomes, school wide systems, data-based decision making, and effective evidence-based practices (Sugai & Horner, 2002; Simonsen, Sugai, et al., 2008; Stormont et al., 2008). With the successful implementation of the components of this preventative approach, schools use the PBIS framework to influence student behaviors and support staff behavior management in an effective and positive manner (Simonsen, Fairbanks, et al., 2008). The result may be a decrease in discipline incidents and office discipline referrals and an increase in teacher sense of efficacy in classroom management that can lead to an increase in instructional time and improved academic performance (Horner et al., 2005; Simonsen, Fairbanks, et al., 2008).

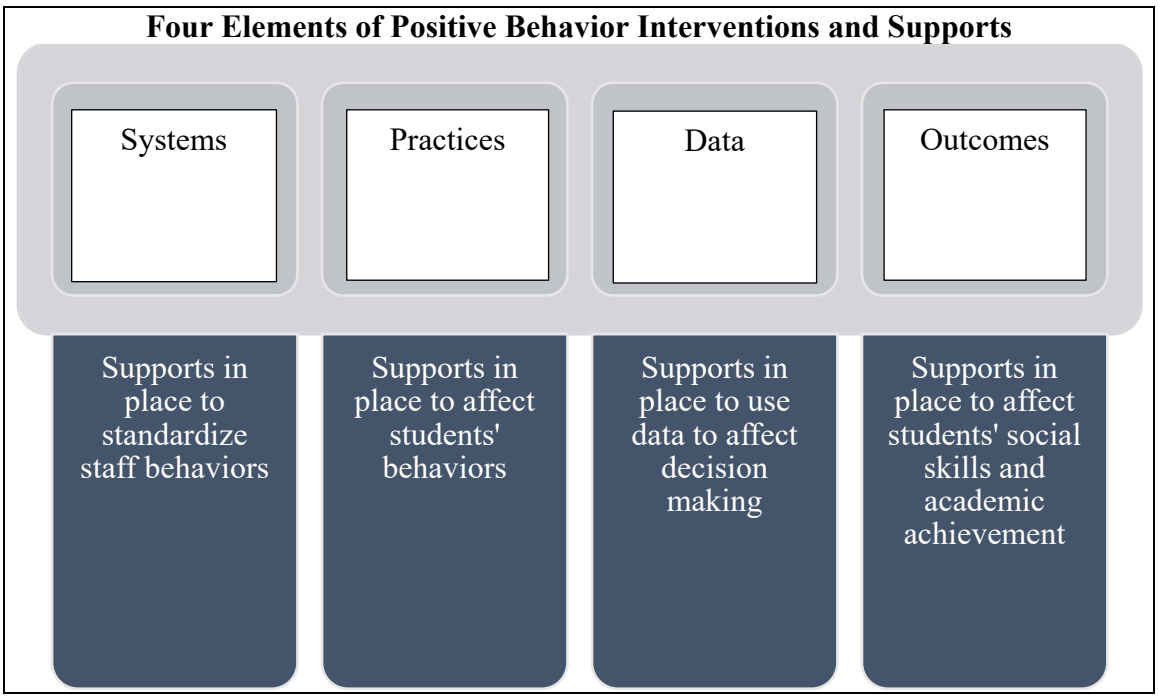

Figure 4. Four Elements of Positive Behavior Interventions and Supports.

Outcomes. Schools are encouraged to determine areas for improvement based on student discipline data like frequency and rate of office discipline referrals and punitive practices like suspensions and expulsions. Based on the trends of the discipline data,

schools need to determine annual goals and outcomes. The goals should be tangible, measurable, timely, specific, and achievable means by which the success of their interventions will be judged (Simonsen, Sugai, et al., 2008).

School Wide Systems. The next component of the implementation is the development of school wide systems that support primary or universal interventions. Staff members from the school form an implementation team to ensure proper execution of the PBIS framework. A cross representation of the school may include administrators, school counselors, teachers, paraprofessionals, and parents who work together to disaggregate school data to make decisions about behavioral expectations, redeliver professional development in PBIS, and elicit buy-in from the school staff (Simonsen, Sugai, et al., 2008).

Effective Practices. According to Simonsen, Sugai, et al. (2008), once a support system for PBIS implementation is in place, team members formulate and implement the primary or universal tier of PBIS interventions and practices that incorporate

- broad, positively stated school wide expectations,
- explanations of expected behaviors in all settings of the school building,
- scripted lesson plans that all teachers in the school use to explicitly explain, teach, and model behavior expectations in each setting,
- a system for active supervision in classrooms and all areas of the school facility so that staff members praise students often for displaying appropriate behaviors,
- a reinforcement system or token economy to praise and reward students,
- identified strategies to respond to inappropriate behaviors by re-teaching expectations,

- a designed system for rewarding staff members who display buy-in and implement the framework with fidelity, and
- a display of behavior matrices and expectations throughout the school for high visibility in order to encourage appropriate student behaviors.

Data. One characteristic of PBIS implementation is that it is a system that is very much data driven. The PBIS implementation team actively collects and uses data for all aspects of the PBIS operations (Simonsen, Sugai, et al., 2008). Teachers fill out an office discipline referral form that requires them to list the time, location, and student motivation for an offense. The implementation team graphs the behaviors and devises lesson plans based on behavior trends and student needs (Netzel & Eber, 2003). Essentially, team members write lesson plans based on data collected on frequency of misbehaviors. The members share the plans school-wide to decrease the frequency of presentations of unwanted behaviors students may display. The school's PBIS implementation team analyzes data at every team meeting, shares the data with the staff to model data driven decision making, celebrates decreases in discipline referrals with all stakeholders, and shares positive trends with the school community and family members (Simonsen, Sugai, et al., 2008).

Benefits of PBIS in Schools

Through the PBIS framework, teachers train to be proactive instead of reactive when anticipating potential behavioral issues (Stormont et al., 2008). Schools use a continuum of consequences that range from warnings to conferences with parents and suspensions if needed. Teachers are encouraged to manage behaviors in the classroom, apply the continuum of consequences, and then refer repeated discipline to administrators

if students are not responding to interventions. (Netzel & Eber, 2003). As a part of the program, teachers use the school-wide lesson plans written by the implementation team to teach students expected behaviors. Horner and Ross (2007) found PBIS increased teachers' sense of efficacy in their ability to teach. Simonsen, Sugai, et al. (2008) propose that PBIS implementation has many benefits.

> When done consistently and accurately, school staff can experience improved disciplinary climate, more available instructional time, enhanced academic achievement, greater family and community relations, and improved capacity to address the needs of students who need more intensive behavior and/or academic supports to be successful. (Simonsen, Sugai, et al., 2008, p. 40)

Bradshaw et al. (2008) found that schools trained in PBIS had friendlier and more cooperative environments for staff which lead to better managed behaviors. This resulted in teachers having more time to teach academics and positive behaviors. Bradshaw, et al. (2009) believed that PBIS is associated with an increase in student performance in third grade reading and students' positive perceptions of safety at school. There is a correlation between PBIS and a decrease in office discipline referrals and suspensions (Horner et al., 2015). In another study conducted in an urban elementary school, PBIS was effective in reducing disruptions in learning and consequently students' reading and math scores improved by a little more than one percentile rank after implementation of the system (Luiselli et al., 2005).

Requiring teachers to focus on teaching and modeling appropriate, expected behaviors removes the negative connotations that usually occur in discipline (Black, 2016). PBIS takes into consideration the social and emotional growth of students

(Stormont et al., 2008). It empowers students to make correct choices. The reward system allows students to become intrinsically motivated to behave. Since PBIS is a school-wide universal system, everyone in the school building speaks the same language and gives students the same messages regarding expected behaviors. The core principles of PBIS allow teachers to prevent disciplinary disruptions in the classroom, thereby increasing instructional time and student achievement (PBISapps.org, 2018). The principles are as follows: we can effectively teach appropriate behavior to all children, intervene early, use of a multi-tier model of service delivery for students, use research-based scientifically validated interventions, monitor student progress to inform interventions, use data to make decisions regarding behaviors, and use assessment for three different purposes (screening, diagnosis, and monitoring of behavioral data). Experts in the field view a decrease in the rate of office discipline referrals as an indication of success of PBIS in schools (Bradshaw et al., 2008; Sugai & Horner, 2002; Sugai & Horner, 2006),

Theoretical Framework

The purpose of this study is to analyze teachers' perceptions of the effects of PBIS on their ability to affect student discipline and ultimately appropriate classroom behavior because of PBIS implementation. Successful implementation of PBIS to curtail unwanted behaviors is contingent upon on the strategies used by teachers and the level of commitment the teachers employ as they seek to teach students appropriate behaviors through proactive measures within the PBIS framework. Systems theory and stakeholder theory models provide a comprehensive theoretical framework for assessing teachers' perceptions.

Bertalanffy, a Viennese biologist, brought systems theory to the forefront. Bertalanffy (1972) stated, "A system may be defined as a set of elements standing in interrelation among themselves and with the environment" (p. 417). Systems can be simple or complex. Simple systems have few elements and interactions between them and therefore are easy to understand. On the other hand, complex systems can contain numerous elements and interactions and can be more difficult to understand (Watson & Watson, 2011). Bertalanffy (1972) theorized that a system's internal objects become defined by the relationships, interactions, and cohesion they have with other objects in the system. Change within a system is a result of the interchange of actions throughout the system (Dawidowicz, 2012). The connectivity of the objects within the system improve, manipulate, and influence the functions of the system (Olsen, 2013). This is possible because the subsystems comprise a whole system (Watson & Watson, 2011).

Systems theory gave way to systems thinking in social science studies as researchers tried to gain conceptual understanding of the subsystems or extended systems that make up the whole system (Olsen, 2013). Systems thinking involves "identifying the components that make up a system, understanding relations between them, and how these components impact the larger system, external systems, and supra-systems, and vice versa" (Watson & Watson, 2011, pp. 63-64). Soft systems thinking theory is applicable to educational studies. Watson and Watson (2011) stated the following about soft systems thinking:

> It views a social system as constructed by individuals and attempts to under and interpret the viewpoints of those in the system rather than studying the system as if observed from an outsiders' perspective. In other words, soft systems thinking

> does not seek for "one optimal solution" and seeks to facilitate a dialogue between individuals and decision makers to reach agreement, even if temporary, about the nature and objectives of the system. (p. 65)

Systems thinking is described as "a learning system aimed at 'action to improve'" (Checkland, 2012, p. 468). Therefore, when the leaders of an organization consider the views and perceptions of all involved parties, the organization can move forward and improve its functions to become sustainable. For this study, systems theory served as an underpinning for stakeholder theory.

Stakeholder theory suggests that members of an organization are integral to the operations of the organization because they all support and have a stake in the organization (Freeman, 2010). "Stakeholder theory provides the benefit of determining who is key in a project, and if and how they can be managed" (Mishra & Mishra, 2013, p. 261). The relationships forged between members of the organization help the organization grow and become successful (Fairchild & DeMary, 2011). When stakeholders are involved in the change process, and the development of the system, they will undoubtedly accept the outcomes of the systems (Mishra & Mishra, 2013).

Yuthas and Dillard (1999) suggested that considering the perceptions of stakeholders and giving them a voice through dialogue would allow systems and organizations to meet the needs of the stakeholders. The authors asserted that

> More importantly, stakeholder representatives are likely to provide organizational managers with access to a vast quantity of knowledge and experience that can become an important organizational resource. Although ideally stakeholders are involved for normative reasons, the potential for instrumental advantage from the

> stakeholder dialogue is great. Through intense interaction with stakeholder representatives, the organization may come to develop understanding regarding other actions which are likely to be acceptable to stakeholders and may ultimately incorporate this knowledge into more general organizational processes and strategies. (p. 47)

Additionally, Mishra and Mishra (2013) posit that stakeholder theory is an effective instrument that organizations can employ to incorporate the needs, interests, and perspectives of the members of the organization in the planning and performance of the organization.

All in all, systems theory and stakeholder theory models can be successfully integrated and considered as a means for investigating the perceptions of members of an organization to determine the overall effectiveness, climate, and success of change efforts. In addition, organizations can determine the next steps in implementation of policies, procedures, and practices by analyzing the members' views through ongoing dialogue. Concerning the implementation of PBIS in schools, systems theory and stakeholder theory make a feasible theoretical framework for researchers to investigate elementary school teachers' perceptions of the PBIS framework and its effects on teacher sense of efficacy and skills in the area of classroom management. Teachers' perspectives may improve PBIS implementation across schools and districts to improve student behaviors and can ultimately lead to increased student achievement. Teachers' point of view of change efforts in classroom management is critical to the success of teaching and learning since the teachers are practitioners, serve as change agents, and have first glance of the success or failures of initiatives (Ersozlu & Cayci, 2016).

Summary

This literature review provided in-depth information on issues with classroom management, teachers' efficacy in dealing with unwanted classroom behaviors, and research on the benefits of PBIS implementation in schools as a means to decrease disciplinary issues and increase teachers' skills in the area of classroom management. Research results indicate sound classroom management skills influence all aspects of education (Ersozlu & Cayci, 2016). It is concluded that PBIS implementation can be used to increase teachers' capacity to manage behaviors in classrooms (Simonsen, Sugai, et al., 2008). Teachers' perceptions on how PBIS implementation effects their efficacy in classroom management will help determine future methodologies for preservice teachers and professional development goals for in-service teachers in the area behavior management practices. Urban Title I schools trying to close the achievement gap and dealing with antisocial classroom behaviors will benefit from continued research in behavior management.

Chapter III

METHODOLOGY

Problem

The PBIS framework for using proactive discipline measures has teachers using preemptive classroom management strategies that help to eliminate the overuse of punitive discipline practices (Simonsen, Fairbanks, et al., 2008). While experts in the field view a decrease in the rate of office discipline referrals as an indication of success (Bradshaw et al., 2008; Sugai & Horner, 2002; Sugai & Horner, 2006), discipline issues continue even in schools that implement PBIS with fidelity (Georgia Appleseed Center for Law and Justice, 2018). This phenomenon is an issue in the district featured in this study. Despite receiving state recognition for PBIS implementation with fidelity, some of the district's schools cannot maintain a downward trend in the percentage of out of school suspensions students receive year after year as evidenced in Appendix A and Appendix B (Georgia Department of Education, 2019a; Georgia Appleseed Center for Law and Justice, 2018). Solely looking at school-wide discipline data could give researchers a false sense of success in classroom level management and student discipline. Factors like the level of PBIS implementation with fidelity and accurate reporting of discipline issues by teachers may lead to an inaccurate assessment of achievement. There is limited research seeking to understand the perspectives of elementary school teachers as it relates to their perceptions of the effects of implementing the PBIS framework and their sense of efficacy in classroom management (Medina, 2017). Researchers should conduct more

studies to determine how PBIS implementation specifically affects teachers' abilities to control behaviors in the classroom environment.

Purpose

The purpose of this mixed methods approach to data collection was to describe elementary school teachers' perceptions of the effectiveness of PBIS implementation on their sense of efficacy in classroom management skills which ultimately lead to their ability manage classroom misbehaviors of students in urban, Title I schools.

Research Questions

The following research questions guided the study:

1. What is the overall level of teacher sense of efficacy surrounding classroom behavior management for elementary teachers in PBIS schools located in a large urban district?
2. What are the district teachers' perceptions of the effects of PBIS implementation on their ability to manage behaviors in the classroom?
3. What are the district teachers' suggestions to improve PBIS implementation in elementary schools to increase teacher efficacy in classroom behavior management?
4. To what extent do the teachers at the case study school feel PBIS implementation influenced their efficacy in classroom behavior management?

Research Design

Mixed methods research methodologies involve combining both qualitative and quantitative data in a study as a technique to more fully understand phenomena and build strength and synergy in findings (Gay, Mills, & Airasian, 2009). Creswell (2008)

describes mixed methods research as merging, integrating, linking, or embedding quantitative and qualitative research strands. The combination of qualitative and qualitative methods in a study offers researchers a complete and thorough understanding of the topic studied as well as a holistic analysis of the phenomena (Fraenkel et al., 2012).

The explanatory sequential design for mixed methods requires the researcher to begin with a quantitative data collection phase with survey instruments. Phase two of the research involved a qualitative data collection method through interviews. According to Creswell and Plano, (2011), this data collection sequence allows the researcher to explain quantitative data results with qualitative data and allows the researcher to (1) asses trends in the quantitative data (2) explain reasons for trends in the quantitative data and (3) examine relationships within the trends. They recommend that researchers use the explanatory sequential design with the following considerations

- The researcher and the research problem are more quantitatively oriented.
- The researcher knows the important variables and has access to quantitative instruments for measuring the constructs of primary interest.
- The researcher can return to participants for a second round of qualitative data collection.
- The researcher has the time to conduct the research in two phases.
- The researcher has limited resources and needs a design where only on type of data is being collected and analyzed at a time.
- The researcher develops new questions based on quantitative results, and they cannot be answered with quantitative data (p. 82).

The quantitative data analysis took priority in this research as recommended by Creswell (2008). The author suggests that the researcher refine the quantitative data with qualitative data by connecting the information. Therefore, the researcher for the current study began with quantitative data collection through surveys and followed-up with qualitative data collection methods through interviews.

This mixed methods design incorporated a case study. A case study is a bounded system, also known as a single entity, can include historical, quantitative, or qualitative data (Merriam & Associates, 2002). This approach is one "in which a single individual, group, or important example is studied extensively and varied data are collected and used to formulate interpretations applicable to the specific case . . . or to provide useful generalizations" (Fraenkel et al., 2012, p. 14). The researcher interviewed teachers from one of the Title I schools in the district that continued to experience recidivism with behavior issues although the school earned designation as a PBIS Operational School (Georgia Department of Education, 2019b). Interviewing teachers from one school in this urban school district, the case study school, allowed the researcher to garner an in-depth and comprehensive understanding of the teachers' perspectives of how the PBIS framework may or may not have increased their sense of efficacy in classroom behavior management skills.

Population and Sample

McMillan and Schumacher (2010) define a population as "a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research" (p. 129). This study was conducted in a large urban school district in the state of Georgia. The target population

was comprised of elementary school teachers who worked at schools that implemented PBIS as a problem-solving framework and system for addressing antisocial and unwanted problem behaviors in a large urban school system in Georgia. To further investigate teachers' perspectives through interviews, teachers from one elementary school in the district were sampled.

Setting

This study was set in a large school system in the southeastern region of the United States. The school system, located in one of the fastest growing counties in the United States, has had to build relief schools to combat crowding in the schools due to continuous population growth within the county since the 1970s (Pirani, 2017). Over 180, 000 students attend school in the system that serves 140 schools. Within the school system, there are 23 high schools, 29 middle schools, 80 elementary schools, two charter schools and six other educational facilities that include an online, special education, and alternative schools. About 48% of the elementary, middle, and high schools in the system qualify for Title I funds (Georgia Department of Education, 2019c).

The racial demographics for students in the school district population are as follows: 32% African American, 10% Asian and Pacific Islander, 30% Hispanic, 4% Multiracial, and 24% White. Overall, 55% of students in the school system qualify for a free or reduced lunch rate. The student population is diverse as well: 12% of the students receive Special Education services, 17% of the student population are English Language Learners, and 16% of the students receive enrichment and education through Gifted Education programs (The Governor's Office of Student Achievement, 2017).

In 2010, the school system began implementation of PBIS in an effort to improve behavior outcomes for students. School system administrators and leaders sought to address the overwhelming number of out-of-school suspensions of African American and Hispanic children as compared to White children who committed similar disciplinary infractions (Taylor, 2018). Currently, 95 of the 140 schools in the district implement PBIS. About 57% (54 out of 95) PBIS schools in the district are Title I sites. The school district developed a partnership with the Georgia Department of Education to provide training for school personnel and district leaders, and more than half of the elementary schools within the district have applied the PBIS framework since 2010 (Georgia Department of Education, 2014). Of the 80 elementary schools in the system, 56 of them implement PBIS. Sixty-two percent of the PBIS schools in the district were elementary schools.

The Georgia Department of Education (2019b) categorizes PBIS schools according to their level of implementation as either installing, emerging, or operational. Nine of the system's Title I elementary schools fall under the category of installing. This means that school personnel have been trained in PBIS by the Georgia Department of Education, have completed activities and surveys to indicate they are implementing PBIS with fidelity, have submitted discipline data to the department, and their PBIS and Benchmark of Quality score is less than 69%. In addition to receiving training, completing activities and surveys regarding implementation, schools that fall into the category of emerging have stable or declining data, 75% or more of students have one or less office discipline referrals, and a minimum Benchmark of Quality score of 70%. Twenty-eight of the county's elementary schools were designated as emerging schools.

Schools categorized as operational optimally meet all of the aforementioned criteria, have a minimum of 80% of students with one or less office discipline referrals and earn at least an 85% on the Benchmark of Quality. Twenty-two of the county's elementary schools were classified as operational schools.

Participants

For the quantitative portion of the mixed methods study, all elementary school teachers in the district's PBIS schools were invited to participate in the survey research. The qualitative phase of the study involved interviews with five elementary school teachers in one of the Title I schools in the same district. The case study school was in its sixth year of PBIS implementation at the time of the study. The school site consisted of 90 elementary school teachers who taught students in kindergarten, first, second, third, fourth, or fifth grade. The diversity of the teacher population in the sampled school allowed for an in-depth look at teachers' insights of the effects of PBIS implementation on teacher sense of efficacy in classroom management.

The teachers at the school work with a diverse student body. The school's student population consisted of 1,450 pupils in kindergarten through fifth grade at the time of the study. Students in this school come from a lower socio-economic status as evidenced by the fact that 92% of the students qualify for a free or reduced lunch rate. At the time of the study, the student racial demographics were as follows: 12% Asian, 14% Black, 67% Hispanic, two percent mixed race, and two percent White. Students at this school are diverse in their academic categories as well: 74% of the students are English Language Learners, six percent qualify for gifted education services, and 11% have an Individual Education Plan (IEP) as outlined in their Special Education plan for instruction.

The Georgia Department of Education recognized the school as a PBIS operational school. Although the school has been able to maintain its operational status from the Georgia Department of Education, the students have continued to receive numerous office discipline referrals from the teachers between the years of 2013 to 2018. The referrals included a variety of infractions ranging from being disrespectful to the teachers to displaying physical aggression towards others as seen in Table 1 (SWISSuite, 2018).

Table 1

Total Disciplinary Infractions Per School Year for the Case Study School

Problem Behavior	2013-2014	2014-2015	2015-2016	2016-2017	2017 -2018
Defiance	35	13	20	16	12
Fighting	8	3	0	12	6
Physical Aggression	82	29	39	45	12
Inappropriate Language	14	13	13	8	8

Sampling

The researcher used purposeful sampling methods to acquire participants for the study. Purposeful sampling allowed the researcher to gain insight into a phenomenon by selecting information-rich participants for the study (Patton, 2002). During the quantitative phase of the study, the researcher used nonprobabilistic sampling for participants to complete the surveys. Nonprobabilistic sampling incorporates the use of participants who are available for the study when random sampling methods are not feasible (Creswell & Plano, 2011). All elementary school teachers who implemented PBIS in the district were invited to participate in the study.

During the qualitative phase of the study, the researcher used maximal variation sampling to select participants to interview. Maximal variation sampling allows the

researcher to choose various individuals who hold different views or perspectives on the topic to provide a multidimensional picture of teacher perceptions (Creswell & Plano, 2011). Fraenkel et al. (2012) point out that maximal variation sampling helps researchers select participants who represent a variety of characteristics as well. When choosing participants for the interviews, the researcher was purposeful in obtaining a varied and global view of the teachers' perceptions by selecting participants for the interviews based on various characteristics of race, gender, and years of teaching experience.

Instrumentation

This study connected both quantitative and qualitative data. To do so, the researcher used instruments to collect data to answer the research questions and draw conclusions about the results (Fraenkel et al., 2012). Phase one of the research began with three quantitative data collection instruments: School-Wide Information System (SWIS) discipline data, an adapted Teacher Sense of Efficacy Scale (TSES) and PBIS and Classroom Management Efficacy Perception Survey (PBIS & CMEPS). Phase two of the study entailed qualitative data collection through standardized interviews with 12 open-ended questions. The interviews were conducted in two weeks.

School-Wide Information System (SWIS). A perusal of SWIS data on pbisapps.org allowed the researcher to look at discipline trends for the case study school over time and provide the researcher with more context (PBISapps.org, 2018). The researcher was able to identify types of misbehaviors occurring at the school, frequency of occurrences, and location of behavior infractions. In addition, the behavior data identified the number of students who have received multiple consequences for repeating

misbehaviors. Finally, the SWIS reports helped determine if the behavioral data supported a reported increase, decrease, or stabilization in classroom behaviors.

Teachers' Sense of Efficacy Scale (TSES). The TSES allowed the researcher to measure elementary teachers' level of sense of efficacy in their ability to affect students' learning and learning environment in three areas: student engagement, instructional strategies, and classroom behavior management (see Appendix C; Tschannen-Moran & Hoy, 2001). The survey was adapted to include a section for demographic data information collection at the beginning of the survey (see Appendix D). It provided the researcher with information about the participants' gender, race, grade affiliation, years of teaching experience, context of school, and proportion of students who qualify to receive lunch at a reduced rate or at no cost. This section ensured participants met the criteria for the study and allowed the researcher to use maximal variation sampling to select participants to interview. In the second part of the survey, participants completed an online, self-administered 9-point Likert scale questionnaire to provide an overall score of teacher sense of efficacy in the three categories. The survey was open for six weeks. The researcher analyzed subscale scores from the complete survey for levels of efficacy, particularly in classroom management category for this study (see Appendix E; Tschannen-Moran & Hoy, 2001).

PBIS and Classroom Management Efficacy Perception Survey (PBIS & CMEPS). The quantitative phase of the study also incorporates the use of a cross-sectional perception survey instrument (Appendix F) developed by the researcher. The online, self-administered 5-point Likert scale instrument featured statements on the perceptions of the effects of PBIS implementation on teacher sense of efficacy in classroom level

discipline. The statements are based on the core principles of PBIS implementation (Appendix G; PBIS.org, 2018), the PBIS Team Implementation Checklist Version 3.1 (Appendix H; Sugai, Horner, Lewis-Palmer & Rossetto Dickey, 2011) and research findings from experts in the field (Bradshaw & Pas, 2011; Stormont et al., 2008; Sugai & Horner, 2006). The survey was available to participants for six weeks.

Standardized Open-ended Interview Questions. Standardized open-ended interviews feature open-ended questions posed to the participants to help better understand their perspectives on a topic (Fraenkel et al., 2012; Patton, 2002). The five teachers who participated in the qualitative phase of the study answered the same 12 questions during the one-one-one, face-to-face interviews. The researcher developed the interview questions found in Appendix I based on the opinion statements featured on the perception surveys from the quantitative phase of the study. The interview questions allowed the researcher to gain insight regarding elementary teachers' perspectives on the impact of PBIS on their efficacy in classroom behavior management. This method allows for reduced researcher bias and interview effects, and it increases comparability of responses from the interviews (Fraenkel et al., 2012).

Validity and Reliability

Tschannen-Moran and Hoy (2001) suggest that factor analysis and comparison of existing efficacy instruments in numerous studies with the tool verify the validity of the TSES. "Positive correlations with other measures of personal teaching efficacy provide evidence for construct validity" (Tschannen-Moran & Hoy, 2001, p. 801). Results of the studies indicate that the instrument is reasonably valid and reliable and general reliability of the TSES is high with Cronbach Alpha = .90 (Tschannen-Moran & Hoy, 2001)

Pilot testing the instrument in another urban, Title I elementary school that implemented PBIS for at least three years established the content validity of the PBIS & CMEPS. A small sample of 30 teachers who fit the criteria for the study were used to determine if the survey instrument is appropriate in presentation and format, contains adequacy of sampling, is clear, and if the questions pertain to the variables in the research questions (Fraenkel et al., 2012). The survey was determined to be clear, concise, and easily understood by the pilot teachers.

The researcher addressed threats to validity and reliability in the following ways:

- the researcher acknowledged that possible bias may occur because the researcher is very familiar with PBIS protocols, procedures, and the school
- reflexivity was avoided as the researcher did use leading questions during the interview,
- cross-sectional perception surveys contained varying degrees of like questions to help establish internal reliability, and
- cross-sectional perception survey questions were piloted for clarity, accuracy and usability (Creswell & Plano, 2011).

Data Collection

Procedures

Valdosta State University granted the researcher permission to conduct the research through their Institutional Review Board (IRB) process. The researcher also requested permission from the school system to conduct research at all elementary schools that have implemented PBIS for at least three years through their local IRB process (Appendix J). Once permission was granted, the researcher sent the potential

participants an email (Appendix K) containing a brief description of the study, verbiage on how teachers' participation would be valuable and insightful in assisting with continuous improvement of PBIS implementation and classroom behavior management skills for teachers, and an invitation to participate in the study. The researcher used Qualtrics, an online data collection tool, to enter the surveys into an electronic version. The email contained an electronic link to two cross-sectional perception surveys (the TSES and the PBIS & CMEPS). To ensure teacher anonymity on the perception surveys, the surveys did not contain a section for any of the teachers' personal information on the documents. The final section of the survey instruments provided an optional section for teachers to input their contact information if they chose to participate in the interview phase of the study. The researcher offered teachers selected to participate in the one-on-one interviews a gift card as compensation for their time. Teachers had access to all surveys for completion for six weeks to confidentially and anonymously rate closed-ended statements regarding their perceptions of their sense of efficacy in behavior management, their level efficacy due to PBIS implementation, and their willingness to participate in the one-on-one interview. Participants had to sign consent to participate in the study (Appendix L).

Following the collection of surveys, phase two of the study involved qualitative data collection through one-on-one, face-to-face, standardized open-ended teacher interviews about their perceptions of the effects of PBIS on teacher efficacy in classroom behavior management and teacher satisfaction with PBIS framework. The researcher uses stratified sampling to choose interview participants randomly. Gay et al. (2009) stated, "Stratified sampling involves strategically selecting participants from each

subgroup" (p. 127). The likelihood of being a choice for an interview increased for teachers after sorting them into multiple categories based on gender, race, and years of experience. After sorting potential interview participants by common characteristics, the researcher randomly selected five teachers to participate in the interviews. The teachers were invited to participate in the interview via email (Appendix M). The researcher conducted the one-on-one interviews with the participants within a two-week time frame. The interviews were recorded with the participants' permission. Following the interviews, the researcher remanded the recordings to the research assistant. The research assistant transcribed the interviews and turned the transcriptions over to the researcher.

Creswell and Plano (2011) avow that the purpose of qualitative research is to get in-depth information through a smaller sample size than quantitative research samples to understand a phenomenon in its entirety. They state that

> The qualitative idea is not to generalize from a sample (as in quantitative research) but to develop an in-depth understanding of a few people - the larger the number of people, the less detail that typically can emerge from any one individual. (p. 174)

Consequently, questions for the interviews conducted with the small sample of five participants were fashioned the after the perception survey statement stems to allow for deeper understanding and insight of teachers' perceptions of the effects of PBIS on classroom management strategies, student discipline, and student achievement.

Times and locations for interviews were left to the discretion of the interviewees for added convenience if before and after school hours are not feasible. The researcher conducted the interviews at participants' school before or after hours for convenience.

The researcher used pseudonyms in the results and conclusions of the study to protect the participants' anonymity and possible vulnerability (Seidman, 2013).

Data Analysis

This study involved two stages of data analysis. The first stage involved collecting quantitative data from SWIS, the TSES, and the PBIS & CMEPS. During the second stage of the study, the researcher analyzed qualitative data gathered from the responses from the one-on-one interviews.

The researcher initially used descriptive statistics to analyze the data from SWIS, the TSES, and the PBIS & CMEPS. Statistical analyses were conducted using SPSS, a statistics software package. Data collected included frequency, measures of central tendency, measures of variability, and measures of relationships (Gay et al., 2009). These measures determined the level of the effect of the PBIS framework on the efficacy of teachers in classroom behavior management in elementary schools. The researcher then examined the prospect of a possible relationship between PBIS implementation and the teachers' sense of efficacy through a Pearson Correlation test.

The researcher interviewed the participants and recorded their responses. A research assistant, an administrator in the district who has earned a doctoral degree, transcribed the recorded interviews. The researcher used the survey results and interview transcriptions to gain more insight into teachers' perceptions of the effectiveness of PBIS. An analysis of the teachers' answers to standardized open-ended questions revealed common themes and patterns. This methodology allowed the researcher draw conclusions about teachers' perceptions of the effectiveness of the PBIS program on level of professional gain, discipline, and student achievement. Content analysis of the data

involved “identifying, coding, categorizing and labeling the primary patterns in the data” (Patton, 2002, p. 463). The researcher read the transcriptions, made notations, and organized the notes to develop categories and relationships found in the transcriptions. Next, the researcher coded the notes using the open-coded strategy for common themes. Then, the researcher plotted the themes on a matrix to determine patterns in the data. Using the themes, the researcher connected the quantitative data to the initial qualitative data to make inferences (Maxwell, 2013) about teachers’ perceptions of the effects of PBIS on their efficacy in classroom management.

Summary

This chapter described the methods used to solicit data to understand teachers’ perceptions of the effects of PBIS on their level efficacy and their sense of efficacy in using classroom management strategies to get desired behavioral results. In this study, the researcher used a research design an explanatory mixed methods design to yield both quantitative and qualitative data. Phase one of the data collection involved quantitative data collection through surveys. The surveys provided demographic information for teacher participants that resulted in means, frequencies, and percentages for data analysis (Patton, 2002). Phase two entailed qualitative data collection to analyze further the quantitative data through structured interviews. The comprehensive data collection gave the researcher and in depth understanding of teachers’ perspectives.

Chapter IV

RESULTS

A mixed methods research design was used to examine teachers' perspectives of the effects of PBIS implementation on their efficacy in a large urban district in the southeastern region of the United States. The study comprised of a mixed methods data collection from a large urban district in Georgia that incorporated an explanatory sequential design. Quantitative and qualitative survey data were collected from elementary teachers in PBIS schools in the district. Additional qualitative data were collected from interviews conducted with teachers from one case study school in the district. The case study school was a Title I elementary school in the district that implemented PBIS for six years, but continued to struggle with decreasing the amount of suspensions students received yearly. This chapter describes the results of the quantitative and qualitative analyses of the study.

Four essential questions were at the core of this study: What is the overall level of teacher sense of efficacy surrounding classroom behavior management for elementary teachers in PBIS schools located in a large urban district? What are the district teachers' perceptions of the effects of PBIS implementation on their ability to manage behaviors in the classroom? What are the district teachers' suggestions to improve PBIS implementation in elementary schools to increase teacher efficacy in classroom behavior management? To what extent do the teachers at the case study school feel PBIS implementation influenced their efficacy in classroom behavior management? The first

three research questions were used to examine perceptions of teachers in the district. The fourth research question was used to analyze the perceptions at a deeper level through interviews conducted at the case study school.

A detailed descriptive analysis of the results of the surveys and interviews used to analyze teachers' perspectives are included in this chapter. Care was taken to protect the anonymity of all participants as no identifying information was collected or recorded.

Participants

Selection criteria for participation in the study included being kindergarten through fifth grade teachers in an urban district located in a southeastern state in the United States of America. All 209 participants were employed in PBIS schools designated as installing, emerging, or operational schools by the Georgia Department of Education. Table 2 contains information regarding the demographic information for the teachers in the district who participated in the study.

Table 2

Demographic Information for District Participants

Category	Subcategory	N	Percent
Gender	Male	12	6
	Female	196	94
Ethnicity	Hispanic	14	7
	Non-Hispanic	194	93
Race	Asian	5	2
	Black	33	16
	Multiracial	9	4
	Pacific Islander	0	0
	White	161	77
Age	20-29	36	17
	30-39	68	33
	40-49	60	29
	50-59	37	18
	60 or older	7	3
Type of Degree Obtained	Bachelor	67	32
	Master	98	47
	Specialist	39	19
	Doctorate	4	2
No. of Years of Teaching Experience	0-5	48	23
	6-10	35	17
	11-15	47	23
	16-20	38	18
	21-25	29	14
	26+	11	5
No. of Years Implementing PBIS	0-1	22	11
	2-3	90	44
	4-5	58	28
	6+	36	17

Of the 209 teachers who participated in the study, 94% were female teachers. The results for race and ethnicity indicated that 77% of the participants reported to be White, and therefore made up the majority of respondents. The participants' ages ranged from 20 – 60-plus years old. Most of the participants, 77%, were veteran teachers with six or more years of teaching experience. Sixty-nine percent of the teachers had a graduate level degree. The majority of the teachers (44%) implemented PBIS for two to three

years. As shown in Figure 5, the participants taught kindergarten (15%), first (16%), second (15%), third (20%), fourth (20%), and fifth grades (17%).

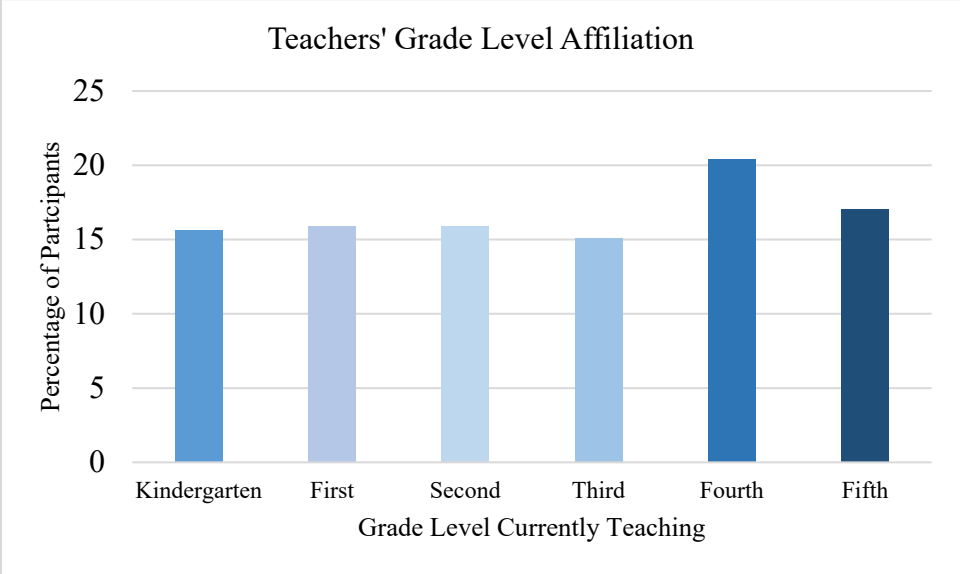

Figure 5. Grade Level Affiliation of Teacher Participants

Phase One: Quantitative Data Collection

Research Questions and Findings

Research question 1. The first research question asked, what is the overall level of teacher sense of efficacy surrounding classroom behavior management for elementary teachers in PBIS schools located in a large urban district? To answer this question, participants were asked to complete the long form of the Teacher Sense of Efficacy Scale questionnaire to provide an overall score of teacher beliefs of sense of efficacy in classroom management located in Appendix C (Tschannen-Moran & Hoy, 2001). The TSES was self-administered online via Qualtrics.com. Using a Likert scale from 1 (*not at all*) to 9 (a *great deal*), teachers rated the level of sense of efficacy in their ability to affect students' learning and the learning environment in three factors: student engagement, instructional strategies, and classroom behavior management.

Of the 208 participants, a total of 185 participants answered all sections of the TSES. Only their scores were reported. The researcher investigated the data from the results of the TSES and extrapolated the scores for the classroom management factor. As shown in Appendix E, the instrument is reasonably valid and reliable and the general reliability of the TSES is high with Cronbach Alpha = .90 for the classroom management factor (Tschannen-Moran & Hoy, 2001). Results of the TSES, as evidenced in Table 3, show how teachers rated their levels of sense of efficacy in classroom management. For the purpose of this study, the teachers' ratings of one, two, or three will represent a low sense of efficacy. Ratings of four, five, or six will represent medium sense of efficacy. A high sense of efficacy will be represented by ratings of seven, eight, or nine.

When asked, "How much can you do to control disruptive behavior in the classroom?" on the TSES form, 3% of the teachers reported low sense of efficacy, 25% reported medium levels of sense of efficacy, and 72% reported high levels of sense of efficacy. Results for the question "To what extent can you make your expectations clear about student behavior?" suggest seven percent of the teachers indicated medium levels of sense of efficacy while 94% of the teachers reported high levels of sense of efficacy. No teachers reported low levels of sense of efficacy in this area. Ninety-five percent of the district's teachers indicated they had high levels of sense of efficacy and five percent of the teachers reported a medium level of sense of efficacy when they answered the question "How well can you establish routines to keep activities running smoothly?" No teachers reported low levels of sense of efficacy in this area. Answers to the question "How much can you do to get children to follow classroom rules?" demonstrated that 17% of the teachers had medium levels of sense of efficacy and 83% of the teachers had

high levels of sense of efficacy. No teachers reported low levels of sense of efficacy in this area. The question "How much can you do to calm a student who is disruptive or noisy?" yielded the following results: two percent of teachers reported low levels of sense of efficacy, 34% reported medium levels of sense of efficacy and 64% reported high levels of sense of efficacy. The teachers were asked "How well can you establish a classroom management system with each group of students?" An analysis of the teachers' show that one percent of the teachers felt they had low levels of sense of efficacy, 10% had medium levels of sense of efficacy and 89% had high levels of sense of efficacy. The teachers then answered the question "How well can you keep a few problem students form ruining an entire lesson?" and five percent of the teachers indicated they had low levels of sense of efficacy in this area of classroom management. Thirty percent of the teachers had medium levels of sense of efficacy and 65% of teachers had high levels of sense of efficacy. The last question asked teachers "How well can you respond to defiant students?" Results showed that four percent of the teachers had low levels of sense of efficacy, 33% of the teachers had medium levels of sense of efficacy and 63% reported high levels sense of efficacy.

Table 3

Percentages of District Teachers' Responses on the TSES

Question	Low Level Sense of Efficacy			Medium Level Sense of Efficacy			High Level Sense of Efficacy		
	1 Not at all	2	3 Very Little	4	5 Some Degree	6	7 Quite a Bit	8	9 A Great Deal
1. How much can you do to control disruptive behavior in the classroom?	1	0	2	1	15	9	36	19	17
2. To what extent can you make your expectations clear about student behavior?	0	0	0	1	2	4	21	16	57
3. How well can you establish routines to keep activities running smoothly?	0	0	0	0	1	4	27	20	48
4. How much can you do to get children to follow classroom rules?	0	0	0	1	6	10	29	26	27
5. How much can you do to calm a student who is disruptive or noisy?	0	0	2	3	15	16	35	16	13
6. How well can you establish a classroom management system with each group of students?	0	0	1	0	5	5	32	27	31
7. How well can you keep a few problem students form ruining an entire lesson?	1	0	4	1	15	14	36	15	14
8. How well can you respond to defiant students?	0	2	2	2	15	16	32	16	15

Means and standard deviations for responses to each question in the TSES was calculated and noted in Table 4. The overall mean Likert scale score for the TSES was 7.36 (SD = 1.30). This indicates a general high level of sense of efficacy in classroom management for teachers in the district who teach in elementary schools that implement PBIS. The item that highlighted the highest level of sense of efficacy amongst the teachers was "To what extent can you make your expectations clear about student behavior?" with an overall mean of 8.19 (SD = 1.08). The second highest mean score item was "How well can you establish routines to keep activities running smoothly?" with an overall mean of 8.09 (SD = 1.01). The item with the lowest overall mean of 6.70 (SD = 1.47) was "How well can you respond to defiant students?" The second lowest mean score item was "How well can you keep a few problem students form ruining an entire lesson?" with an overall mean of 6.76 (SD = 1.51).

Table 4

Means and Standard Deviations for Classroom Management Factor on the TSES

Question	Mean	SD
1. How much can you do to control disruptive behavior in the classroom?	7.01	1.48
2. To what extent can you make your expectations clear about student behavior?	8.19	1.08
3. How well can you establish routines to keep activities running smoothly?	8.09	1.01
4. How much can you do to get children to follow classroom rules?	7.57	1.22
5. How much can you do to calm a student who is disruptive or noisy?	6.79	1.40
6. How well can you establish a classroom management system with each group of students?	7.71	1.15
7. How well can you keep a few problem students form ruining an entire lesson?	6.76	1.51
8. How well can you respond to defiant students?	6.78	1.45

Research question 2. The second research question asked, what are the district teachers' perceptions of the effects of PBIS implementation on their ability to manage behaviors in the classroom? To answer this research question, the research participants answered questions on the PBIS & CMEPS (Appendix F). This online, self-administered 5-point Likert scale instrument was developed by the researcher and was based on the fundamental principles of PBIS implementation (Appendix G; PBIS.org, 2018), the PBIS Team Implementation Checklist Version 3.1 (Appendix H; Sugai et al., 2011) and research findings on PBIS (Bradshaw et al. 2010; Bradshaw & Pas, 2011; Stormont et al., 2008; Sugai & Horner, 2006). The opening of the survey contained the following directions, "For each of the following statements, please choose the number that best reflects your answer due to the implementation of PBIS at your school." The Likert scale responses were as follows: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

A total of 166 of the 209 participants answered all questions on the PBIS & CMEPS. The percentage of the teachers' responses (1 -5) for each statement of the survey are displayed in Table 5. The following statements had the highest percentages of teachers who entered a Likert scale score of either a 4 (agree) or 5 (strongly agree): question one (97%) and questions six, eight and nine (93%). Teachers responded with the lowest percentages of scale scores of either a 4 (agree) or 5 (strongly agree) to question 13 (70%), question 14 (75%) and question 16 (77%).

Table 5

Percentages of District Teachers' Responses on the PBIS & CMEPS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I know how to teach my students positive expectations for behaviors.	1	1	2	35	62
2. I am able to use data to analyze student behaviors and determine next steps for behavioral remediation.	1	4	13	51	30
3. I can effectively apply a behavior management system in my classroom.	0	2	6	40	52
4. I can diminish inappropriate behaviors in students that typically display unwanted behaviors.	1	5	14	56	24
5. I am able to minimize disruptions in my classroom.	0	4	8	58	29
6. I know strategies to implement to reduce the number of daily discipline issues in my classroom.	0	2	5	60	33
7. I have a plan for a hierarchy of consequences for my students.	1	1	9	52	36
8. I am able to put a rewards system in place for individual students who meet behavioral expectations.	1	1	5	34	59
9. I am able to put a rewards system in place for small groups of students who meet behavioral expectations.	1	2	4	41	52
10. I can design a classroom environment that helps students become intrinsically motivated to behave.	1	1	14	51	33
11. When students are disruptive, I can employ research-based interventions to extinguish unwanted behaviors.	0	7	13	54	26
12. I can use research-based strategies to prevent students from displaying disruptive behaviors.	1	6	13	55	25

13. I can manage any student behavior problem in my classroom.	2	9	19	48	22
14. Based on data, I am aware of the progress all of my students who display inappropriate behaviors are making towards being more on track to following directions.	2	5	17	53	22
15. I monitor my students' progress to inform behavioral interventions in the classroom.	0	4	13	54	29
16. I can use data to make decisions about behavioral interventions for my students.	1	5	16	51	26
17. I know how to collect data on problem behaviors.	2	5	14	46	33

Table 6 features means for each statement featured on the survey instrument. The overall mean scale score for the Classroom Management Efficacy Perception Survey was 4.14 (SD = 0.78). Results indicate that elementary teachers in the district who work in PBIS schools generally perceive that PBIS implementation influenced their ability to manage classroom behaviors.

Table 6

Means and Standard Deviations for the PBIS & CMEPS

	Mean	SD
1. I know how to teach my students positive expectations for behaviors.	4.14	0.62
2. I am able to use data to analyze student behaviors and determine next steps for behavioral remediation.	4.06	0.83
3. I can effectively apply a behavior management system in my classroom.	4.42	0.69
4. I can diminish inappropriate behaviors in students that typically display unwanted behaviors.	3.98	0.81
5. I am able to minimize disruptions in my classroom.	4.12	0.73
6. I know strategies to implement to reduce the number of daily discipline issues in my classroom.	4.24	0.63
7. I have a plan for a hierarchy of consequences for my students.	4.21	0.75
8. I am able to put a rewards system in place for individual students who meet behavioral expectations.	4.50	0.70
9. I am able to put a rewards system in place for small groups of students who meet behavioral expectations.	4.42	0.73
10. I can design a classroom environment that helps students become intrinsically motivated to behave.	4.13	0.76
11. When students are disruptive, I can employ research-based interventions to extinguish unwanted behaviors.	3.99	0.82
12. I can use research-based strategies to prevent students from displaying disruptive behaviors.	3.99	0.82
13. I can manage any student behavior problem in my classroom.	3.79	0.94
14. Based on data, I am aware of the progress all of my students who display inappropriate behaviors are making towards being more on track to following directions.	3.89	0.87
15. I monitor my students' progress to inform behavioral interventions in the classroom.	4.08	0.75
16. I can use data to make decisions about behavioral interventions for my students.	3.95	0.86
17. I know how to collect data on problem behaviors.	4.05	0.91

A Pearson product-moment correlation coefficient was computed to examine the relationship between the teachers' sense of efficacy in classroom management as measured by the TSES and the teachers' beliefs that PBIS implementation affected their classroom management skills as evidenced by the results of PBIS & CMEPS. The

analysis revealed there was a positive correlation between the results of the two survey instruments and a significant relationship between the means of the TSES (M = 7.36 SD = 1.30) and the PBIS & CMEPS (M = 4.14 SD = 0.78), r = .67, p < .01, n = 166, with a R^2 = .452. A scatterplot demonstrates the strong positive relationship between the two survey means for each participant (Figure 6).

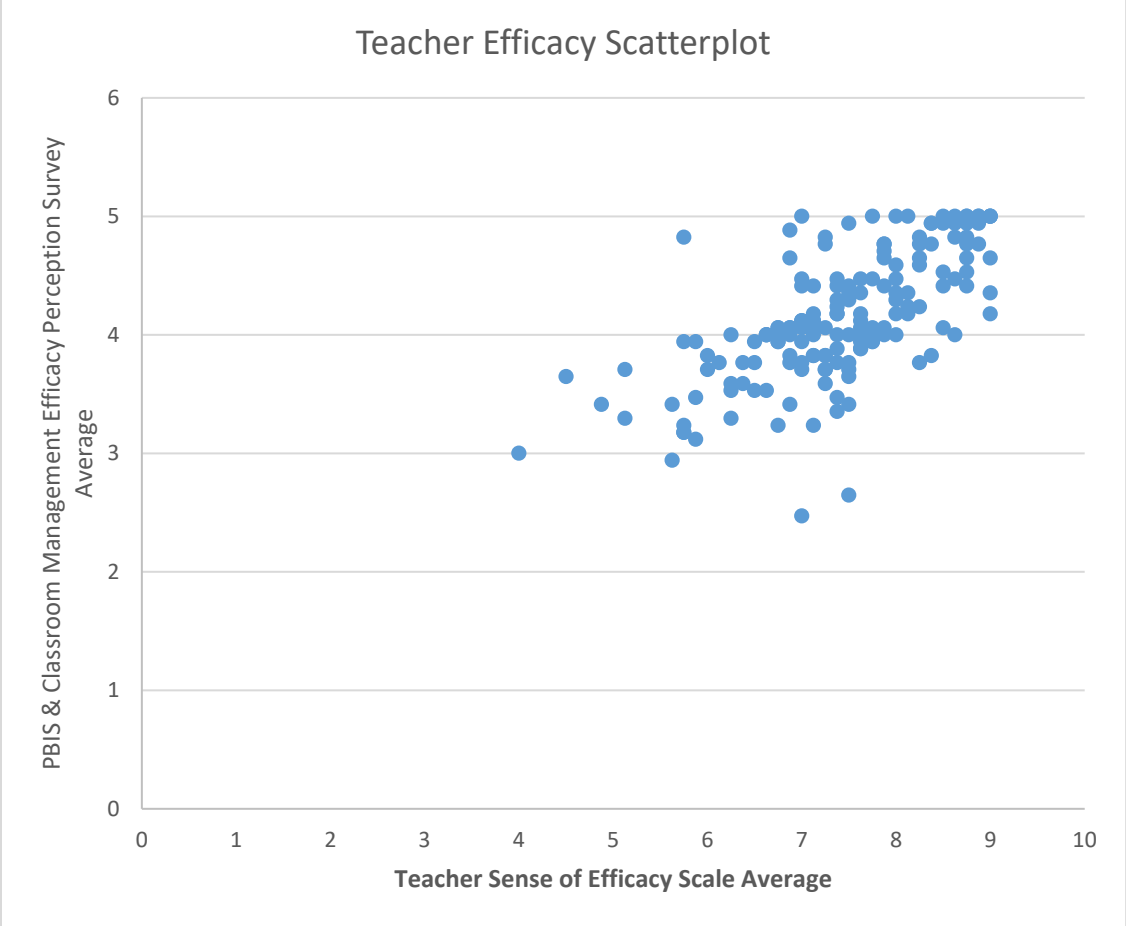

Figure 6. Correlation Between Participants' Averages on TSES and the PBIS & CMEPS.

Unexpected Findings

A total of 166 of the 208 participants answered all questions on both the TSES and the PBIS & CMEPS. Table 7 illustrates a comparison of the mean scores for both the

TSES (Survey A) and PBIS & CMEPS (Survey B) for the teachers based on their demographic data.

Table 7

District Teacher Survey Means Displayed by Demographics

Category	Subcategory	N	TSES	PBIS and Classroom Management Efficacy Perception Survey
			Scale: 1-5	Scale: 1-9
Gender	Male	12	3.68	7.40
	Female	196	4.16	7.45
Race	Asian	5	4.15	7.33
	Black	33	4.17	7.69
	Multiracial	9	4.11	7.72
	White	161	4.14	7.33
Age	20-29	36	4.13	7.24
	30-39	68	4.18	7.48
	40-49	60	4.12	7.45
	50-59	37	4.08	7.38
	60 or older	7	4.33	7.18
Type of Degree Obtained	Bachelor	67	4.13	7.49
	Master	98	4.18	7.30
	Specialist	39	4.10	7.62
	Doctorate	4	3.84	6.97
No. of Years of Teaching Experience	0-5	48	4.18	7.34
	6-10	35	4.18	7.47
	11-15	47	4.10	7.52
	16-20	38	4.12	7.32
	21-25	29	4.09	7.36
	26+	11	4.29	7.36
No. of Years Implementing PBIS	0-1	22	4.23	7.70
	2-3	90	4.13	7.34
	4-5	58	4.14	7.47
	6+	36	4.14	7.29

Female participants had a higher sense of efficacy over male participants for both surveys. Black teachers had a higher sense of efficacy on the TSES (M = 4.17) and Multiracial teachers reported a higher level of efficacy on the PBIS & CMEPS (M =

7.72). Participants between the ages of 30 to 39 reported higher levels of efficacy on both surveys. Those who obtained a Doctorate degree reported lower levels of efficacy in both surveys. Teachers with 1 to 10 years of experience reported higher levels of efficacy on the TSES (M = 4.18) while teachers with 11 to 15 years of experience reported higher levels of efficacy on the PBIS & CMEPS (M = 7.52). Teachers implemented PBIS for only 0-1 years had higher levels of efficacy on both surveys.

A perusal of discipline data demonstrated differences in the suspensions rates for the Title I and Non-Title I PBIS schools in the district (Georgia Appleseed Center for Law and Justice, 2018). Students in Title I PBIS schools earned three times more suspensions over the years than their counterparts as evidenced by the data featured on Table 8 below.

Table 8

Annual School Percentages of Suspension Rates for the School District

	2010	2011	2012	2013	2014	2015	2016	2017	Mean
Non-Title 1 Schools	1	1.08	0.77	0.92	1	0.92	0.92	0.85	0.93
Title I Schools	2.76	3.32	3.79	3.68	3.42	3.11	3.68	4.37	3.52

The differences in suspension rates for Title I schools prompted the researcher to investigate the differences between levels of efficacy for the teachers who taught in Title I PBIS schools as opposed to teachers who taught in Non-Title I PBIS schools in the district. Teachers in Non-Title I schools reported overall lower means on the both the TSES and the PBIS & CMEPS as compare to teachers in Title I PBIS schools in the district as shown on Table 9. Means for the teachers' answers to the TSES are featured on Table 10 and means for the answers to the PBIS & CMEPS are on Table 11.

Table 9

Teachers' Efficacy by School Type

	Title I Schools			Non-Title I Schools		
	N	M	SD	N	M	SD
TSES	112	7.44	1.01	54	7.31	0.89
PBIS & CMEPS		4.15	0.54		4.11	0.55

Table 10

Teachers' Sense of Efficacy Means in Classroom Management by School Type on the TSES

	Title I Schools		Non-Title I Schools	
	M	SD	M	SD
How much can you do to control disruptive behavior in the classroom?	7.15	1.47	6.87	1.53
To what extent can you make your expectations clear about student behavior?	8.34	1.01	7.98	1.09
How well can you establish routines to keep activities running smoothly?	8.14	1.01	8.09	0.94
How much can you do to get children to follow classroom rules?	7.64	1.18	7.57	1.16
How much can you do to calm a student who is disruptive or noisy?	6.86	1.48	6.76	1.20
How well can you establish a classroom management system with each group of students?	7.73	1.17	7.76	1.10
How well can you keep a few problem students form ruining an entire lesson?	6.85	1.17	6.63	1.77
How well can you respond to defiant students?	6.84	1.56	6.81	1.58

Table 11

Teachers' Levels of Efficacy in Classroom Management by School Type on the PBIS & CMEPS

	Title I Schools		Non-Title I Schools	
	M	SD	M	SD
I know how to teach my students positive expectations for behaviors.	4.55	0.66	4.61	0.56
I am able to use data to analyze student behaviors and determine next steps for behavioral remediation.	4.03	0.84	4.13	0.80
I can effectively apply a behavior management system in my classroom.	4.38	0.69	4.50	0.69
I can diminish inappropriate behaviors in students that typically display unwanted behaviors.	4	0.81	3.93	0.82
I am able to minimize disruptions in my classroom.	4.16	0.71	4.04	0.75
I know strategies to implement to reduce the number of daily discipline issues in my classroom.	4.21	0.67	4.31	0.54
I have a plan for a hierarchy of consequences for my students.	4.21	0.74	4.22	0.79
I am able to put a rewards system in place for individual students who meet behavioral expectations.	4.53	0.64	4.44	0.82
I am able to put a rewards system in place for small groups of students who meet behavioral expectations.	4.47	0.64	4.31	0.89
I can design a classroom environment that helps students become intrinsically motivated to behave.	4.16	0.73	4.07	0.84
When students are disruptive, I can employ research-based interventions to extinguish unwanted behaviors.	4.04	0.78	3.87	0.91
I can use research-based strategies to prevent students from displaying disruptive behaviors.	4.05	0.75	3.85	0.96
I can manage any student behavior problem in my classroom.	3.80	0.93	3.76	0.99
Based on data, I am aware of the progress all of my students who display inappropriate behaviors are making towards being more on track to following directions.	3.90	0.88	3.85	0.88
I monitor my students' progress to inform behavioral interventions in the classroom.	4.08	0.78	4.09	0.68
I can use data to make decisions about behavioral interventions for my students.	3.99	0.88	3.87	0.85
I know how to collect data on problem behaviors.	4.04	0.93	4.07	0.89

A *t* test for independent means was conducted to determine if there was a significant difference between the two sets of scores for the Title I and Non-Title I teachers for each survey. The results of the *t* test for the mean scores of the TSES are found on Table 12. Outcomes revealed there was not a significant difference between the Title I and Non-Title I teachers' mean scores on the TSES ($t(166) = -.833$, $p = .41$, $p > .05$). Cohen's effect size value ($d = .14$) suggested a low practical significance for the mean scores.

Table 12

T Test for Title I and Non-Title I Teacher Means on the TSES

							95% Confidence Interval of the Difference	
F	Sig.	t	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.538	.464	-.833	164	.406	-.134	.161	-.453	.184

The results of the *t* test for the results of the PBIS & CMEPS are located on Table 13. Outcomes for the test revealed there was not a significant difference between the Title I and Non-Title I teachers' mean scores on the PBIS & CMEPS ($t(166) = -.435$, $p = .66$, $p > .05$). Further, Cohen's effect size value ($d = .07$) suggested a low practical significance.

Table 13

T Test for Title I and Non-Title I Teacher Means on the PBIS & CMEPS

							95% Confidence Interval of the Difference	
F	Sig.	t	Df	Sig (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
.008	.927	-.435	164	.664	-.039	.090	-.216	.138

Phase Two: Qualitative Data Collection

Research Question and Findings

Research question 3. The third research question sought to answer the following: What are the district teachers' suggestions to improve PBIS implementation in elementary schools to increase teacher efficacy in classroom behavior management? Answers on the open-ended question of the PBIS & CMEPS the researcher answer this question. Respondents answered the question "In your opinion, what PBIS strategies can schools/districts use to help increase teachers' sense of efficacy in classroom management?"

The researcher followed used the hand-coding method to develop themes. Creswell and Plano (2011) recommend reading the qualitative data, assigning a label or code to each answer in the margin of the text, and grouping the codes into common themes in order to capture the broader perspectives of the teachers. The answers to the question offered a wealth of information. The analysis and synthesis of the answers helped identify three major themes connected to the research question.

Theme 1. Teacher efficacy can be increased through more instruction in explicit classroom management strategies. Following are some excerpts that illustrate this theme:

- As a teacher, I am always stumped with the strategies I need to use to help my students who misbehave the most. I wish I had discipline strategies that I could put in my toolbox. This is what is missing in PBIS (Survey Participant 14).
- . . . a clear plan for how to handle unwanted behavior (Survey Participant 21).
- Providing positive interventions to help all students (Survey Participant 28).

- Teachers need more opportunities to observe the modeling of effective strategies in decreasing inappropriate behaviors, resolving problems, and rewarding students with appropriate behaviors (Survey Participant 62).
- Acknowledge problems and give appropriate consequences (Survey Participant 67).
- Provide the researched based strategies. I have been in two PBIS schools and both have yet to provide the strategies or even do a focus PD on it (Survey Participant 71).
- Teaching teachers the importance of "flexibility" with behavior management systems. Teachers need to know that not all students "fit" into all management systems. Teachers also need assistance with having enough evidence-based strategies available to help them in the classrooms (Survey Participant 92).
- Give us more practical ideas and management techniques. Specifically, what can we do to track behaviors and reward positive behaviors? Can we see it in a REAL classroom where the teacher is modeling what to do and how to do it? It always helps me to see an expert implementing techniques so I can emulate that person (Survey Participant 94).
- Meaningful interventions that will positively change the behavior (Survey Participant 107).
- Develop a consistent plan for dealing with negative/unwanted behaviors (Survey Participant 110).

- More training on consequences and rewards in individual classrooms rather than such a large emphasis on school wide expectations (Survey Participant 138).
- Explicit teaching is one thing that can be done to help increase teachers' sense of efficacy in classroom management. Teachers need lot of tools (some are gained through experience while others can be taught) and training similar to what they receive for content (Survey Participant 140).
- I think there needs to be more training on behavioral strategies to extinguish unwanted behaviors. I know PBIS is not a curriculum, but there is a missed opportunity to TEACH teachers how to effectively manage behaviors if their proactive strategies do not work (Survey Participant 164).
- It is important to have strategies in place for all school personal to use to be consistent in all situations. It is helpful that (there) is training involved with written strategies and steps that can be taken. Having people resources that a teacher can go to for ideas is very helpful (Survey Participant 166).
- Districts can continue to model and provide lessons for teachers to use on classroom management (Survey Participant 188).
- I think schools can use training/retraining each year once the teacher has had time with their new class make up to refresh what good positive strategies will work with their class make up (Survey Participant 192).
- In my opinion, the teachers could use more training for PBIS implementation strategies (Survey Participant 200).

Theme 2. Teachers need to be taught how to collect behavior data in order to more effectively change student behaviors. Following are some excerpts that illustrate this theme:

- More teachers need to be trained in behavior data collection (Survey Participant 31).
- Teaching effective ways of collecting data which (do) not take (a) long time to collect and analyze (Survey Participant 16).
- Collecting data on disruptive students to make decisions (Survey Participant 123).
- I think there is a lack of data that represents student behaviors within the classroom/school. If teachers had accurate data that truly represented student behavior, then maybe they could then team up and create/tweak procedures to increase positive behaviors (Survey Participant 144).

Theme 3. Teachers need to be more informed on behavior intervention methodologies for extreme behaviors. Following are some excerpts that illustrate this theme:

- . . . students who are severe cases (runners, throwing things in the classroom, cursing and violent) need more extreme interventions than what PBIS provides (Survey Participant 15).
- More training that is conducive to their (students') needs not generalized strategies because not all situations are the same. Too many times teachers are stuck sitting in a training that the will never use in their classroom because it doesn't pertain to them and the kids they teach (Survey Participant 64).

- Teachers would benefit from learning about what strategies to use with students who lack motivation to behave Survey Participant 88).
- Teachers should be given more practices for short-term behavior intervention within the classroom (Survey Participant 156).
- More behavior strategies for disruptive students who don't respond to incentives (Survey Participant 158).
- We need more learning on researched based behavioral strategies. I can follow the school's lesson plans and teach expected behaviors. This helps me be proactive. What I struggle with is what to do with students who don't follow the expected behaviors. I guess I need help with how to appropriately react to unwanted classroom behaviors (Survey Participant 159).

Research question 4. Research question four asked, to what extent do the teachers at the case study school feel PBIS implementation influenced their efficacy in classroom behavior management? The researcher developed the interview questions (Appendix I) based on statements featured on the TSES and the PBIS & CMEPS featured in the quantitative phase of the study. The interview questions allowed the researcher to gain deeper insight on elementary teachers' perspectives on the effects of PBIS implementation on their efficacy in behavior management.

Five teachers from one Title I, elementary school in the district where PBIS had been implemented for more than five years were interviewed. Though this school received a state designation as PBIS Operational School, the school is one of the schools in the district that has not been able to maintain a steady decline in office discipline referrals and suspensions throughout the years of PBIS implementation (Appendix B).

Table 14 gives an in-depth view of the types of behavior problems students displayed during the five years of PBIS implementation at the case study school (SWISSuite, 2018).

Table 14

Percent of Total Referrals by Behavior Problems Per School Year

Problem Behavior	2013-2014	2014-2015	2015-2016	2016-2017	2017 -2018
Aggression	44	32	38	39	22
Bullying	1	0	1	1	3
Defiance	11	14	20	14	19
Disrespect	3	6	5	6	6
Disruption	10	4	9	2	8
Drugs	3	0	0	1	8
Fighting	4	3	0	10	9
Inappropriate Language	11	14	20	14	19
Property Damage	2	3	4	0	5

Demographic information for the teachers can be found on Table 15. Care was taken to select interview participants from a variety of backgrounds, experiences, and perspectives through maximal variation sampling (Creswell and Plano, 2011). The researcher selected interview participants based on race, gender, and years of teaching experience to obtain a varied perspective of the teachers' perceptions of the effects of PBIS implementation on their ability to manage classroom behaviors in an urban, Title I school.

Table 15

Demographic Information for Interviews Participants

Name	Gender	Race	Range of Years of Experience
Teacher A	Female	White	0-5
Teacher B	Female	Black	11-15
Teacher C	Female	White	21-25
Teacher D	Male	White	11-15
Teacher E	Female	Hispanic	0-5

Results from the interviews are displayed in the forthcoming section. The teachers' answers further explained and supported the themes that were derived from the open-ended question on the PBIS & CMEPS.

Interview question 1. What route did you take to become a teacher?

All of the teachers took the traditional route to becoming a teacher. They had all majored in Early Childhood Education. One teacher had a double major in English and another had a double major in Psychology.

Interview question 2. How many years have you been teaching and what grade level experiences do you have?

Teachers A and E have taught between 0-5 years, Teachers B and D taught between 11-15 years, and Teacher C has taught between 21-25 years. They have varied teaching experiences in elementary, middle, and high school. One teacher has taught in an alternative setting. The teachers have mostly worked in elementary schools. All of the teachers have taught at the case study school for more than five years and were present for the onboarding process of implementing PBIS at the school.

Interview question 3. Do you believe you have sound classroom management skills? Why or why not?

All of the teachers feel they have sound classroom management skills. Teacher A believes that enhancing classroom management skills for teachers is an ongoing learning process. The following is an excerpt from Teacher B:

> I do believe that I do have sound classroom management skills. I have learned to set the tone and expectations for success early on-the beginning of the school year. Working in collaboration with the students, we set classroom norms and

expectations for success. We also create consequences if our norms are not followed.

Teacher C reported that she feels efficacious in classroom management most days as evidenced by her students managed behaviors in the classroom. She believes that her classroom routines coupled with expected outcomes help her classroom environment operate smoothly. Teacher D answered that his establishing and teaching of routines, procedures, and expectations help him manage her classroom. Teacher E stated,

> I believe my classroom management style works for me and my students. Despite my introverted nature, I can be a strict disciplinarian when it is necessary and helpful. Becoming a parent has changed my perspective and in many ways has made me more empathetic to the various situations that arise on a daily basis in the classroom. I continuously strive to be more intentional in the way I interact with my students.

Interview question 4. How would you describe your classroom management style before PBIS implementation?

Teacher A explained that before PBIS implementation, she used ineffective classroom management strategies in her classroom. She stated,

> I think I tried everything under the books before PBIS. I started initially with the clip up clip down system which we know is ineffective. I also tried pulling the cards in realize that that was kind of bike public shaming and it really wasn't working for my kids. I also tried taking away things like recess and Silent lunch all of which proved to be ineffective because the consequence was not aligned to the misbehavior and in order for behavior to change in the classroom. We know

that we need clear and consistent consequences and they need to be logical and what I was doing just wasn't logical.

Teacher B described a classroom management style that incorporated the use of a commanding approach to discipline.

> Prior to PBIS, my classroom management style could be identified as more authoritative with input from the students. I would let students know early on that they had to follow the rules in my classroom-as I set high expectations for them. Additionally, I felt that I was the "boss" of my classroom and the students were expected to know this. I would give out popsicle sticks and those who got specific amounts were rewarded by going into the classroom store.

According to teacher C, her classroom management style was one that used more consequences for misbehaviors and did not incorporate the use of rewards. She described her style as traditional. Teacher D admitted to using more negative reinforcement in the past. He said,

> My classroom management style before PBIS implementation was similar because that's how I was taught in school. We studied Harry Wong and establishing clear expectations. However, I probably used a bit more negative reinforcement than I do now. Now I strive for at least four positives for every negative per child.

Teacher E has always taught in a PBIS school. Her experiences are as follows:

> I was fortunate enough to have started my teaching career in a PBIS school. However, I did have the experience of working with someone who did not implement the basic tenets of PBIS in our classroom during my first year of

> teaching. It was distressing to hear her scream at my students and tear them down for what I considered to be normal behavior for their age and social development. It was uncomfortable to approach the topic with her since she was so much more experienced than I was but I felt that I was doing a disservice to my students if I did not. I will never forget how that experience made me feel and will always strive to be an advocate for my students.

Interview question 5. On a scale of one to five, with five being the most, how efficacious did you feel in your ability to manage classroom behaviors before PBIS implementation? Why?

Four out of five teachers experienced low levels of sense of efficacy before they learned how to implement PBIS in their classrooms. Teacher A stated,

> I never worried one bit about how I would teach social studies math science or language arts and reading but I remember the very first day that I was left alone with 27 bodies in my room and absolutely how terrified I was at managing all of these children. I learned quickly that what I thought I knew I didn't actually know and needed a lot of help from veteran teachers to figure out how to manage a classroom of different personalities different needs different cultures different background roll the children responded differently to me so I would say prior to PBIS I was like scale one to two.

Teacher B rated herself at a level 3 and noted there is always room for improvement in her classroom strategies. Teacher C rated herself as level 3 and doubted her ability to effect permanent change in students' behaviors or if the consequences students received were a temporary deterrent to reoccurrences of misbehaviors. Teacher D described

struggling to manage behaviors before PBIS implementation. Teacher E has never taught in a school that did not implement PBIS and therefore could not answer the question.

Interview question 6. Do you believe you have implemented PBIS successfully in your classroom? Why or why not?

Every teacher interviewed indicated that they have been successful in implementing PBIS in their classrooms. Teacher A answered,

> I have certainly implemented PBIS successfully and the classroom. The data does the talking and referrals have decreased in the classroom setting and I have a positive culture and climate where students feel welcome and secure and willing to take risk. The number of classroom disruptions had decrease and instructional time has increased.

Teacher B stated,

> I think I have. I've used PBIS Lessons to model effective desired behavior. I have incorporated positive verbal praise with a token reward system. Students are being given best bucks for their behavior in the classroom, hallway, cafeteria and special connections classes.

Teacher C explained,

> I do feel that the PBIS plan has been implemented effectively because I now choose to recognize positive behavior over negative. I used to feel like there were certain classes that were more challenging than others, but when I began to use PBIS it caused me to recognize that the majority of the classes were very well behaved and I could then focus positively on the students that truly needed help with behavior.

Teacher D said, “Yes. I explicitly teach and model the behaviors that I want to see. I reinforce with verbal positives, as well as a visual behavior management system.” Teacher E stated,

> I do believe I have implemented PBIS successfully in my classroom. Instead of instantly rebuking a student for an infraction, I try to find a student nearby who is displaying proper behavior. I also try to recognize students who consistently exemplify behaviors that will help them achieve. However, I believe there is always room for growth and improvement. I know that I have to make a conscious effort some days and in certain situations to focus on the positive behaviors in my classroom as opposed to the negative.

Interview question 7. What have you learned about managing classroom behaviors since learning how to implement PBIS in your classroom?

All of the teachers described many of the components, tenets and principles of PBIS (Appendix G). Teacher A claimed,

> Behaviors have to be taught. Not just one time but over and over. It is also important that students know the expectations, that the expectations are set clearly, and that I as the teacher am always consistent in giving clear consequences to students rather than administering irrelevant punishments.

Teacher B described what she has learned throughout the process. She said,

> I have learned that I can make the process of implementing PBIS a more democratic process. I have invited students to help with setting the norms of the classroom, and workable consequences. We have encouraged more positive

affirmations with each other. During morning meetings, we would begin the day by sharing a positive about another student to set the tone for the day.

Teacher C declared, “Students truly do respond better to positive reinforcement.” Teacher D stated,

> Now I have learned to reteach and model the behaviors that I want to see all throughout the year. All behaviors must be explicitly taught. Then we must praise or positively reward when see those behaviors to reinforce them. If we aren’t seeing it, we need to reteach.

Teacher E answered,

> I have learned that it is far more effective to give attention to positive behaviors and praise students who are displaying those behaviors. Oftentimes, those who are misbehaving will self-correct themselves when they see that others are being recognized for their good work.

Interview question 8. What PBIS strategies do you use to control behaviors in your classroom?

The case study teachers were able to name several strategies they use to help control behaviors in their classrooms. Teacher A remarked,

> Taking breaks, preferential seating, teacher proximity, praise, rewards, repetition of expectations, modeling, nonverbal cues such as pictures of desired behaviors, nonverbal cues to get attention from students such as using a rain stick to signal stop talking, having quiet transitions, and repeating directions so that students do not lose sight of the activity that they need to complete.

According to Teacher B,

> Positive affirmations to all students for following expectations. Highlight their names on the Classroom Wall of Fame for following the rules and meeting expectations. Document minor incidents and keep in a binder, so that we can revisit if undesired behaviors re-occur.

Teacher C said,

> I recognize individuals making the correct choices. I try to reward immediately. If there is a behavior that needs correcting, I look for a student that is modeling correct behavior near the student that needs help and I try to reinforce there. As I have implemented the plan, I have begun to reward more and more frequently and the classes seem to run more smoothly.

Teacher D stated, "I explicitly teach the expectations from the matrix. I reinforce with positive praise. I reteach as needed." Teacher E said,

> I try to compliment students at every opportunity throughout the day. I make it a point to clearly state the proper behavior when I compliment them in front of the class. Example: "I love how Dilan is focusing on the math task and is discussing how he will try to solve the problem with his group." In addition, we set behavioral goals as a class. When I noticed that we were struggling to maintain proper behavior during Specials I created a 'Classroom Behavior Goals' chart for our room. Every time we earn a Classy Class (award) we are able to color in another space on our bar graph. We also have a Hallway Hero (award) column to encourage good hallway behavior. Our class is excited when we are able to color in another space on the bar graph and it serves as a reminder that we want to always strive to do better. During the second nine weeks of school we surpassed

our data from the nine weeks and we had a class celebration to recognize that achievement.

Interview question 9. How have PBIS strategies affected the climate in your classroom?

All of the teachers indicated that PBIS strategies have had a positive effect on the climate in their classrooms and their level of efficacy in classroom management. According to Teacher A, "for the most part it's been very positive because there has been an increase of time on task in a decrease in disruption." Teacher B said, "There is a positive tone, where the students feel welcome and eager to participate in learning. The students are eager to work for a best buck as well as for their names on the Classroom Wall of Fame." Teacher C stated, "Once students know expectations, most of them seem to function within the program that you have set up. This promotes a more positive environment for the students."

Teacher D said,

> When you explicitly teach procedures, routines, and behaviors, the class is quieter and calmer because they know what to do. When I am staying positive and praising the students a lot, they tend to speak to each other that way as well. It creates a nice positive community in the classroom.

As stated by Teacher E,

> I believe PBIS strategies have empowered the students who may otherwise be overlooked. As a teacher, I know how natural it is to focus on the students who need constant redirection and correction. Acknowledging students who are

consistent in their good behavior and attention to schoolwork has changed the entire dynamic of my classroom.

Interview question 10. On a scale of one to five, with five being the most, how efficacious do you feel in your ability to manage classroom behaviors now that you are familiar with PBIS? Why?

The teachers from the case study school felt efficacious in their ability to manage their classrooms as a result of PBIS implementation. However, some of them still felt they had some work to do in this area. Teacher A said,

> I definitely think now I'm a four or five there are still some situations that I face where I'm not really sure if I am managing a child or a class most appropriately but I'm certainly more comfortable now than before.

Teacher B stated, "I feel that I am a five, because the students have bought-in and we have worked collaboratively to create acceptable norms and realistic expectations." Teacher C said,

> I would say a 4 because there are some days that I feel that no matter what I do, that I can't reach certain students. Most of the time though when I reflect back on my day, I see that classes are really improving behavior wise as the school year progresses.

Teacher D answered, "Four and a half. I still sometimes struggle with one or two students who don't seem to respond to the positive reinforcement. I could use more strategies in this area."

Teacher E said,

> I would rate myself as a 4. Although I was fortunate enough to be immersed in the doctrine of PBIS and have seen the ramifications of its implementation in the classroom, I believe there is always room for growth and improvement. Additionally, I know that there will always be new challenges that present themselves on a daily basis, and I need to constantly mold my strategies to meet students' needs.

Interview question 11. What barriers or challenges do you face with PBIS implementation? Why do you think these are barriers or challenges?

The teachers described various challenges to implementation like relationships, teacher buy-in, maintaining positivity, reluctant students and more. Teacher A thought,

> As a PBIS coach, the biggest barrier I face is teacher buy in. It's hard for teachers to change the way they do things and it's also hard to get people to understand how to rephrase what they want to stay in a more positive manner so that they're not putting the child down but really explaining what the expectation is. It's unnatural for some people so that's why it's hard for some people.

Teacher B said,

> I believe that teachers first must be reflective practitioners and recognize that they have to change their process of classroom management. It is normal to resist change, but they can be supported by the PBIS Team or coach. They must buy-in. If they buy-in to the process, I it would be evident that they would implement the framework with fidelity. Teachers must also give the process a chance to work- they have to be consistent when explicitly modeling the desired behaviors.

Teacher C responded,

> Occasionally, there will be a student that will not respond to the PBIS plan. I'm not sure why this is so, but in those instances, I work hard to develop a rapport with the students outside of the classroom. I seek them out in the cafeteria or I make sure to speak to them in the hallway. I ask about their weekend or what books they are reading. For most of them, it does help them when they receive a consequence for their behavior. They seem more receptive because of that rapport.

Teacher D remarked, "Sometimes I am forced to redirect students on their behavior instead of focusing on just a positive behavior." Teacher E said,

> The only barrier I can think of in our school would be the recognition of students outside of our daily little world (classroom). In a school as large as (ours), it is only natural that days and sometimes weeks will go by without my students receiving feedback from someone other than their regular teachers.

Interview question 12. When it comes to methods for PBIS training and implementation in elementary schools, what suggestions for improvement do you have to increase teacher efficacy in classroom behavior management?

The teachers gave a variety of suggestions to help increase teacher efficacy in classroom management. Their answers correlated with the themes derived from the open-ended questions found on the PBIS & CMEPS. Teacher A suggested,

> It's important for teachers to have a clear set of lesson plans for common behaviors to teach in a classroom. I also think it's important to have a support team like a PBIS team and a PBIS coach so that they can problem solved and come together as team to support the teacher and the students I also think it's

> important that there is ongoing data analysis so that we can be proactive rather than reactive to problem behaviors in the classroom. Teachers also need to have a sense of ownership of what they are practicing in their rooms.

Teacher B recommended that school leaders continuously "Share with teachers (some) relevant literature on the positive effects of the framework." Teacher C stated, "PBIS implementation was easy. I would feel more successful if I had PBIS strategies for the students that I don't seem to be reaching." According to Teacher D, "Teaching teachers how to explicitly teach behaviors and how to effectively reinforce positively." Teacher E said,

> I cannot say how other teachers would improve, but I can say for my part that trying to develop a real relationship with each of my students has made a huge impact on not only behavior in the classroom, but also work habits. In addition, building whatever relationship is possible with their parents has proven to be very helpful. One of my students in particular has always been labeled a 'problem'. At the beginning of the school year his mother described him to me as "so annoying". This year he has slowly learned that attention and recognition will be on those who are focused on learning and who exhibit proper social behavior. While he still struggles, he has made significant progress this year academically and socially. He is beginning to realize that his behavior affects him and everyone around him. He has become more self-aware and has started to empathize with others. Other students no longer view him as an annoyance and are beginning to appreciate his unique qualities. I believe the implementation of PBIS has had an instrumental role in helping this student as well as others grow and learn how to

become better students at school. I think training, collaboration, data and communication as an ongoing process is the key.

Interview question 13. Is there anything else you think the researcher should know about PBIS and your ability to manage behaviors in the classroom?

The teachers willingly shared their thoughts with the researchers. Teacher A said,

> PBIS can be effective if it is implemented with fidelity. Like anything else it's an ongoing learning process between the teacher and the student where both parties are re-training, rethinking, and rephrasing their thinking into positive rather than negative thinking.

Teacher B advised that

> PBIS is an ongoing process-with tweaks along the way. Some rewards which probably did work may no longer work. With PBIS, the expectations must be modeled explicitly. Teachers and students should collaborate to make the process work. If the teachers practice PBIS strategies, and they recognize that it is working then they can be used as examples to other teachers.

Teacher C suggested, "Even with years of experience, there are always new tips that can help a classroom run more smoothly." Teacher D said,

> I do feel that the PBIS plan has been implemented effectively because I now choose to recognize positive behavior over negative. I used to feel like there were certain classes that were more challenging than others, but when I began to use PBIS it caused me to recognize that the majority of the classes were very well behaved and I could then focus positively on the students that truly needed help with behavior.

Teacher E thought, “Teachers need to embrace the framework and be consistent in their implementation, modeling of PBIS strategies.”

Unexpected Findings

The following minor themes were derived from the participants’ answers to the open-ended question on the PBIS & CMEPS.

Minor Theme 1. Staff buy-in can increase student behavior outcomes. Following are some excerpts that illustrate this theme:

- Schools can get their administrators and school leaders more on board and active in PBIS, rather than just the committee so that there is a school-wide “buy in” for the program that trickles down to the teachers and student body (Participant 4).
- PBIS needs to be implemented with fidelity and all teachers need to "buy in" to the program (i.e. you can’t have just a few teachers handing out (rewards) or whatever the school-wide program is (Participant 59).
- I think appropriate PBIS strategies are already in place and that it is less teachers’ sense of efficacy in classroom management and more teacher buy-in to PBIS (Participant 64).
- I think buy-in of all the staff is critical. I tend to be very positive with students and reward them frequently, but others do not Survey (Participant 99).

Minor Theme 2. Some teachers perceive there is a low level of support from administrators with handling behavior concerns. Excerpts from the participants that demonstrate this theme are:

- The problem is not the strategies in place. It's about the public school system acknowledging true behavior problems and having admin extinguish them so learning can continue for the rest of the class. School systems are afraid of what behavior problems look like on their evaluations at the county or state level; therefore, ignore handling these cases as they should. This diminishes a teacher's sense of efficacy. A teacher's job is to teach. Thus, teachers want real problem students out so the rest of the class can learn. Furthermore, students who are severe cases (runners, throwing things in the classroom, cursing and violent) need more extreme interventions than what PBIS provides. Severe cases where they are handled with expulsion or alternative school opportunities may happen in middle and high school, but it does not seem as apparent at the elementary school level (Survey Participant 15).
- More support from administration (Survey Participant 17).
- Strong support from administrators, communicating and enforcing consequences to both students and parents (Survey Participant 34).
- Administration needs to support teacher's need to discipline students. Students need to have consequences for disruptive and aggressive behaviors (Survey Participant 39).
- Provide consistent support to all areas (Survey Participant 46).
- CONSISTENCY in regards to consequences and steps. Often, students from other classes laugh at the PBIS process because they know they can get away with a great deal before there are any real consequences (Survey Participant 49).

- PBIS is great, but consequences are also important. Too many times the hyper-focus on PBIS means that students don't receive consequences for their behavior (Survey Participant 66).
- Schools need to outline and follow through with consequences for major behaviors. I can implement behavior management systems in my classrooms that are positively worded and engage in positive focused techniques, but the lack of follow through for negative student behavior negates the behavior management system. I reward target behaviors for small groups and individual students, but when student behavior escalates or requires immediate intervention (physical/verbal aggression, overt defiance), administration does not have the time or resources to deal with this, and the classroom management plan ends with an "administrative conversation" (e.g. talking with the student in the hall and returning them to class). Once students see that major behaviors receive no consequences, despite earning prizes and rewards for on task behaviors, the lack of consequences typically appears as more rewarding (Survey Participant 87).
- Give more resources and support (Survey Participant 100).
- Schools can get their administrators and school leaders more on board and active in PBIS, rather than just the committee so that there is a school-wide "buy in" for the program that trickles down to the teachers and student body (Survey Participant 101).
- There needs to be support from administration (Survey Participant 104).

Minor Theme 3. Behaviors would be better managed if parents were more involved with PBIS. The following excerpts support this theme:

- Involve parents more! Most parents of difficult learners have no acceptance and/or understanding of their child's behavior at school and the motivation for that behavior. There is little support at home for my difficult learners. Parents typically blame teachers and/or other students for their child's shortcomings. Good teachers are leaving the profession in droves because of the lack of discipline in the classrooms, and the lack of respect for teachers. "Your expectations of teachers should match your commitment as parents." (Survey Participant 70).
- Sometimes it's difficult for parents to get on board with rewards and consequences at home (Survey Participant 95).
- Insist the parents are part of the PBIS program. Do the parents have expectations at home? Are there rewards for success achieving those expectations? Do the parents have consequences for their children; if so what are they? I find it disturbing, that many parents do not have consequences such as; No soccer/ dance practice if the students' homework is not being completed. If there is a call/Dojo sent from a teacher that is not favorable for more than one incidence. The first teacher in a child's life are the parents. I believe the parents and the school need to agree on expectations and work it on their end to make this program reach more students (Survey Participant 138).

Minor Theme 4. Teachers need assistance with using classroom rewards to increase intrinsic motivation for students who display chronic behaviors. Following are some excerpts that illustrate this theme:

- Provide a budget for rewards instead of dumping the financial and creative burden on teachers (Survey Participant 38).
- Kids needs bigger rewards or at least different rewards, stickers, tags, getting a photo taken only appeal for so long (Survey Participant 61).
- Schools need to differentiate lessons and rewards for lower and upper grades. Too often, the schools put systems and incentives into place that work well for lower grades, assuming that those same incentives will work for 4th and 5th graders. Since these students are older and moving closer to the middle school years, anyone size fits all approach doesn't work for these students (Survey Participant 65).
- More immediate and meaningful rewards for students demonstrating the positive behaviors outlined at the local level (Survey Participant 107).
- More training on consequences and rewards in individual classrooms rather than such a large emphasis on school wide expectations (Survey Participant 139).
- It would be nice to see school-wide reward systems acknowledged on a bigger level. The students earn these rewards and due to funding or whatever other reason, I don't feel they always get the recognition they deserve. Reinforcing the positive behavior seen around the school, most of the time, transfers into the classroom. When a student has behavior issues in class it is usually due to

them wanting attention. When a faculty member rewards the child, they are getting the attention they are seeking and don't always feel the need to act out in the classroom (Survey Participant 176).

Summary

An analysis of the quantitative data collected for this study showed differences for suspensions that students in Title I PBIS schools received as compared to students in the same district in Non-Title I PBIS schools. In addition, the results of the TSES and the PBIS & CMEPS indicated that teachers in Title I schools reported higher levels of efficacy than the teachers in the Non-Title I schools. During an analysis of the qualitative data, the researcher identified three major themes from the open-ended question on the PBIS & CMEPS the district's teachers responded to: (a) teacher efficacy can be increased through more instruction in explicit classroom management strategies (b) teachers need to be explicitly taught how to collect behavior data in order to more effectively change student behaviors, and (c) teachers need to be more informed on behavior intervention methodologies for extreme behaviors.

Interviews were conducted at the urban, Title I school in the district where a steady downward trend in discipline referrals has not been able to be accomplished despite PBIS implementation. Interview results indicated teachers felt efficacious in their ability to manage classroom behaviors. Answers garnered from the interviews furthered supported the themes derived from the opened-ended question of the PBIS & CMEPS Efficacy Perception Survey.

Chapter V

CONCLUSION

Overview of the Study

Researchers conclude it is imperative to investigate the teachers' perspectives of the effects of PBIS on teacher efficacy (Horner & Ross, 2007; Medina, 2017; Office of Special Education Programs, 2017). More specifically, further research is needed regarding teachers' perceptions of the effects of PBIS implementation on elementary teachers' abilities and skills to handle classroom discipline issues in urban, Title I schools faced with the task of narrowing or closing the achievement gap.

The purpose of this mixed methods design study was to examine teachers' perspectives regarding the effects of PBIS on their sense of efficacy in classroom management. The researcher sought to understand the perspective of elementary teachers who worked in a large urban district where PBIS was being implemented in many schools. In addition, the researcher sought to further analyze the perspectives of elementary school teachers in the district who worked in a Title I school where a steady decrease in out of school suspensions was not able to be accomplished even with PBIS implementation for more than five years. This study was necessary because researchers believe PBIS implementation can increase behavioral outcomes for students and lead to increased student achievement (Horner et al., 2015). Student achievement is imperative for students in Title I schools as the educators are faced with the task of closing the

achievement gap while ensuring that behavioral concerns do not impeded teaching and learning in classrooms (Morris & Perry, 2016).

Systems theory and stakeholder theory served as the lens through which the research was conducted. Systems theory proposes that members of a system, group, or organization are integral components of the decision making process (Dawidowicz, 2012). Stakeholder theory states that the perceptions of the members of an organization positively affects the vision and mission of the organization (Fairchild & DeMary, 2011). Both theories support investigating the perceptions of an organization's members to evaluate effectiveness, determine action steps, and make sound decisions for the group. District and school leaders who consider teacher perspectives will be able to tailor professional development opportunities for teachers.

The following research questions guided the mixed methods research design regarding teacher efficacy and PBIS implementation:

1. What is the overall level of teacher sense of efficacy surrounding classroom behavior management for elementary teachers in PBIS schools located in a large urban district?
2. What are the district teachers' perceptions of the effects of PBIS implementation on their ability to manage behaviors in the classroom?
3. What are the district teachers' suggestions to improve PBIS implementation in elementary schools to increase teacher efficacy in classroom behavior management?
4. To what extent do the teachers at the case study school feel PBIS implementation influenced their efficacy in classroom behavior management?

This study was conducted in a large public school system located in the southeastern region of the United States. The school system has 140 schools, of which 80 schools serve elementary school students. Of the 80 elementary schools, 56 implement PBIS. Thirty-five of the 56 schools elementary PBIS schools were Title I schools.

Participants in this study included teachers from the 56 PBIS elementary schools in the district. Purposeful sampling was used to obtain participants for this mixed methods study that incorporated an explanatory sequential design. During the quantitative phase of the study, nonprobabilistic sampling was used to acquire participants to complete the surveys. The qualitative phase of the study involved the use of maximal variation sampling to select interview participants.

The researcher used a variety of materials to collect quantitative data. School discipline data was collected from the Georgia Department of Education website, the Georgia Appleseed Center for Law and Justice website, and SWIS, a program used by PBIS schools to collect and document discipline data. The long form of the TSES was used to measure the teachers' level of sense of efficacy in student engagement, instructional strategies, and classroom management (Tschannen-Moran & Hoy, 2001). The researcher devised the PBIS & CMEPS, a perception survey based on the principles of PBIS, which allowed teachers to indicate the level of influence PBIS had on their sense of efficacy in classroom management.

Following the completion of the surveys, the researcher completed the qualitative phase of the study. The researcher chose one Title I, elementary school in which to conduct interviews with 5 teachers to get a deeper understanding on their perspectives around PBIS and its effects on teacher efficacy and sense of efficacy in classroom

management. The school was used as a case study because students in the Title I schools in the district generally received more suspensions than the students in the Non-Title I schools. In addition, the case study school's faculty experienced difficulty maintaining a yearly downward trend of school suspensions although the school implemented PBIS for six years (Georgia Appleseed Center for Law and Justice, 2018). This chapter analyzes the findings for all of the research questions and provides ideas for future research.

Findings and Discussions

Research Question 1

Through research question one, the researcher sought to determine the overall level of teacher sense of efficacy surrounding classroom behavior management for elementary teachers in PBIS schools located in a large, urban district. Teachers in PBIS schools in the district were asked to complete the long form of the TSES to aide in answering this research question. They were to use the nine-point Likert scale on the TSES to report their levels of efficacy in classroom management. High levels of efficacy were reported through scores of 7, 8, or 9. Medium levels of efficacy were indicated with scores of 4, 5, or 6. Low levels of efficacy had scores of 1, 2 or 3.

When mean scores were averaged, teachers reported overall high levels of efficacy in classroom management on the TSES ($M = 7.36$, $SD = 1.30$). Few teachers in the district conveyed having low levels of efficacy on the TSES as evidenced by five or less percent of the teachers answering with a 1, 2, or 3 for each question. The teachers reported medium levels of efficacy with being able to keep students' behaviors from ruining lessons ($M = 6.76$, $SD = 1.51$), responding to defiant students ($M = 6.78$, $SD = 1.45$), and calming disruptive and noisy students ($M = 6.79$, $SD = 1.40$). They reported

high levels of efficacy with their abilities to control disruptive behaviors (M = 7.01, SD = 1.48), have students follow classroom rules (M = 7.57, SD = 1.22), establish classroom management systems for small groups of students (M = 7.71, SD = 1.15), establish classroom routines (M = 8.09, SD = 1.10), and making behavioral expectations clear to students (M = 8.19, SD = 1.08).

These results do not support research findings that propose efficacy in classroom management is generally low (Pas et al., 2012; Ratcliff et al., 2010; Skaalvik & Skaalvik, 2007). It can be concluded that the teachers in this district reported high levels of sense of efficacy in classroom management overall because the district has taken steps to lessen the discrepancy in the amounts of suspensions given to its minority students as compared to nonminority students for similar behavior infractions since 2010 (Taylor, 2018). Behavior and behavior management is important to the district's leaders. For example, the district's mission statement includes verbiage pertaining to student behaviors as well as academic achievement. Teachers who work in this district are consistently exposed to the district's mission statement during professional development opportunities, webcasts from the superintendent, and via strategic priorities flyers and other paraphernalia. Teachers in this district seem to support researchers' beliefs that behavior management efforts will lead to increased academic achievement and therefore work hard to manage behaviors in their classrooms (Egeberg et al., 2016).

Teachers in the Title I PBIS schools in the district reported a slightly higher sense of efficacy on seven out of eight questions in the area of classroom management on the TSES (M = 7.44, SD = 1.01) than those in Non-Title I PBIS schools (M = 7.31, SD = 0.89) and had higher overall scale means. However, students in Non-Title I schools

received an average of 0.93% suspensions per year from 2010 to 2017 while their counterparts in Title I schools received an average of 3.52% of suspensions per year over the eight years (Georgia Appleseed Center for Law and Justice, 2018). All of the district's PBIS schools have earned various distinctions from the Georgia Department of Education. The schools were categorized as either installing, emergent, or operational because they are indeed implementing PBIS with fidelity. This study's findings suggest the teacher's levels of efficacy are not an indication of whether or not office discipline referrals and suspension rates will decrease over time in PBIS schools. This is especially the case in the Title I PBIS schools in the district. The findings are in direct contrast to researchers' assertion that increase efficacy will lead to better managed classrooms and a decrease in office discipline referrals (Horner et al. 2005; Rink, 2002). Since it would appear that recidivism in behavior issues is not related to the teachers' beliefs that they can handle these concerns in this district, this researcher is concluding that reoccurrences of unwanted behaviors may be linked to student motivation to behave or the students' feelings about their teachers as found by Tran (2016) and Crowder (2008).

Research Question 2

Research question two was used to determine the district teachers' perceptions of the effects of PBIS implementation on their ability to manage behaviors in the classroom. Teachers in PBIS schools in the district were asked to complete the PBIS & CMEPS, developed by the researcher, to help the researcher answer this question. The PBIS & CMEPS is a five-point Likert scale survey that prompted teachers to rate their level of efficacy in classroom management tasks as a result of implementing PBIS in their

classrooms. Teachers answered with a 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), or 5 (strongly agree) for each statement.

Overall, the district's teachers perceived PBIS had a positive effect on their ability to manage classroom behaviors (M = 4.14, SD = 0.78). This finding supports the work of Simonsen, Fairbanks, et al. (2008) who contend teachers increase their efficacy in handling classroom behaviors as a result of teaching in a PBIS school. The teachers have been exposed to effective proactive discipline management techniques, appropriate ways to reward students for unwanted behaviors, and methods for supporting students in need of more than universal supports. A comparison of the district's teachers answers on the PBIS &CMEPS indicated teachers in Title I schools (M = 4.15, SD = 0.54) reported a slightly higher belief that PBIS implementation affected their classroom management skills as opposed to teachers in Non-Title I schools (M = 4.11, SD = 0.55).

Novice teachers in the district who taught between 0-5 years (M = 7.34) reported slightly higher levels of efficacy on the PBIS & CMEPS than teachers who taught between 16-20 years (7.32). Of the 45 novice teachers who completed the survey, 26 reported they had implemented PBIS between 2-5 years (58%). Of the veteran teachers who taught between 16-20 years, 21 reported they implemented PBIS between 2-5 years (54%). These results support the thinking that years of teaching experience is irrelevant when it comes to teacher efficacy (Yoo, 2016). The novice teachers most likely only taught in PBIS schools and therefore reported a higher sense of efficacy on due to PBIS implementation. This further supports the supposition from Monroe, et al. (2010) that novice teachers learn classroom management skills during their first year of teaching, not while in undergraduate programs. In addition, this finding correlates with the theory that

professional development for teachers in classroom management strategies in critical to increasing teacher efficacy and student achievement (Baker, 2005; Savas et al., 2014; Skaalvik & Skaalvik, 2007; Stough et al., 2015). Lastly, teachers can increase their efficacy in classroom management at any stage of their career through this learning.

Research Question 3

The researcher used research question three to solicit the district teachers' suggestions to improve PBIS implementation in elementary schools to increase teacher efficacy in classroom behavior management. To answer this question, the teachers were asked to answer an open-ended question on the PBIS & CMEPS. The teachers were asked, "In your opinion, what PBIS strategies can schools/districts use to help increase teachers' sense of efficacy in classroom management?"

Three major themes emerged from the teachers' answers: 1) teachers' efficacy can be increased through more instruction in explicit classroom management strategies, 2) teachers need to be taught how to collect behavior data in order to more effectively change students' behaviors, and 3) teachers need to be more informed on behavior intervention strategies for extreme behaviors. It could be said that these findings reiterate the importance of the implementation with fidelity to the core principals of the PBIS framework that include school-wide expectations for behavior, teaching and modeling acceptable behaviors, lesson plans to address proactive classroom management strategies, monitoring behavioral data, and analyzing student behaviors (Simonsen, Sugai, et al., 2008).

Four minor themes emerged from the teachers' answers: 1) staff buy-in can increase student behavior outcomes, 2) some teachers perceive there is a low level of

support from administrators with handling behavior concerns, 3) behaviors will be better managed in classrooms if parents were more involved in PBIS, and 4) teachers need more assistance with using classroom rewards to increase intrinsic motivation for students who display chronic behaviors. Snyder et al. (2005) warn educators about isolating students from their classmates as a form of punishment as it leads to more behaviors that are negative. They explain that once students are removed from the classroom, they experience feelings of peer rejection and disassociation as a result of being isolated from the classroom. However, it can be concluded from the teachers' answers on the open-ended question that they would like administrators to support them more with misbehaviors by isolating students from the classroom and giving the students more severe consequences so teachers can teach uninterrupted.

Though the teachers reported high levels of efficacy, the major and minor themes derived from the study show difficult students, those who do not respond to universal and secondary interventions are at the forefront of teachers' thoughts. This supports the thinking that classroom management is a source of apprehension for teachers (Ratcliff et al., 2010; Rosas & West, 2009). The teachers' suggestions for improving teacher efficacy in classroom management through PBIS implementation correlate with the study in which Baker (2005) reported that teachers with varying years of experience indicated low efficacy in classroom management strategies. The teachers were not confident in their abilities to implement strategies that would stop the inappropriate classroom behaviors students display from impeding learning, engage defiant students in learning activities, and effectively document students' behaviors with a variety of evaluation tools. The teachers' suggestions add to the body of research stating it is imperative to provide

teachers professional development on classroom management strategies through PBIS implementation (Bradshaw et al., 2008; Simonsen, Fairbanks, et al., 2008; Yeung et al., 2016).

Research Question 4

Research question four was enquired to understand to what extent the teachers felt PBIS implementation influenced their efficacy in classroom behavior management. Because district data indicated more students in the Title I schools received suspensions over students in Non-Title I schools, the researcher conducted interview with teachers from one Title I school. The case study school was an operational PBIS school that experienced difficulty maintaining a steady decrease in the number of office discipline referrals students received. Five teachers were interviewed for this study.

The teachers credited PBIS implementation for teaching them how to set the tone and expectations in their classrooms, teaching students expected behaviors, being able to manage classroom behaviors, and being more positive in their interactions with students. They also mentioned PBIS strategies they found beneficial in helping them manage their classrooms. The teachers discussed using strategies like positive affirmations, giving praise, using proximity, rewarding students for displaying wanted behaviors, and using nonverbal cues.

The teachers were asked, "On a scale of one to five, how efficacious do you feel in your ability to manage classroom behaviors now that you are familiar with PBIS? Why?" Two teachers rated themselves as a four, two teachers rated themselves as four and a half, one teachers rated herself as a five. Though they rated themselves high, all of the teachers felt they still had areas of improvement in classroom management. The

teachers discussed instances like being unsure if they are handling behaviors appropriately, not being able to reach certain students, being unable to motivate some students with positive reinforcement, being able to use appropriate strategies for different types of students.

They also discussed some barriers and challenges to PBIS implementation that include building relationships with students, ensuring all teachers have buy-in and are invested in PBIS implementation, remaining positive at all times, and reaching reluctant students. When asked to recommend suggestions for improving efficacy in classroom management in elementary schools, the interview participants' answers yet again supported the major and minor themes derived from the open-ended question on the PBIS & CMEPS. The participants suggested educating teachers on explicit classroom management strategies through lesson plans, supporting teachers with discipline issues, ongoing data analysis of behavior trends, more literature on PBIS for teachers, more strategies for unreachable students, and explicit behavior management strategies.

Overall, teachers from the case study school indicated that PBIS strategies had a positive effect on the climate in their classrooms and their efficacy in classroom management. Answers from their interviews complemented the major and minor themes found from the open-ended question on the PBIS & CMEPS. In addition, the teachers from the case study school were able to discuss the core principles of PBIS through their answers. This fact is evidence that proper PBIS implementation, with adherence to the framework, core components, and the incorporation of the principles of PBIS in daily operations, increase teacher efficacy in classroom management regardless of the school's context and the student demographics. The teachers' answers to the interview questions

further support the call to provide teachers professional development on classroom management strategies through PBIS implementation (Bradshaw et al., 2008; Simonsen, Fairbanks, et al., 2008; Yeung et al., 2016).

Limitations of the Study

There were limitations to this study. Not all participants of the survey completed both the TSES and the PBIS & CMEPS. Of the 209 teachers who participated in the study, only 166 teachers completed both surveys. This study was only limited to the perspectives of elementary school teachers and the interviews were only conducted in one Title I school in the district. The majority of the participants in the study were white, female, veteran teachers with graduate degrees. Other teachers who fit into other demographic categories were not well represented in this study. Teachers' perceptions on their sense of efficacy in classroom management could be affected by the level of training teachers received in PBIS, the level of administrative support from school leaders teachers believe they receive for behavioral incidents that occur in the classrooms, the severity of behaviors at local schools, teachers' level of tolerance for varying types of behavior, level of stakeholders' motivation to implement the PBIS framework and all of its components, school suspension rates, or the level of fidelity and consistency of PBIS implementation at local school sites.

Implications for Practice

PBIS Implementation

According to the participants in this study, PBIS implementation has offered teachers strategies for classroom management. Those strategies include setting a positive tone in the classroom, creating a classroom environment in which the teacher can

proactively prevents misbehaviors, and using data to make decisions and solving behavioral problems. Teachers also reported learning strategies like redirecting students while using positive interactions with students, explicitly teaching and modeling behavioral expectations, and building positive relationships with students. A Pearson product-moment correlation coefficient analysis yielded a strong relationship between the results of the TSES and the PBIS & CMEPS ($r = .67$, $p < .01$). It is imperative for district and school leaders to implement PBIS in schools to increase teacher efficacy and sense of efficacy in classroom management. This is especially important for new teachers as they enter the teaching corps unprepared to manage classroom behaviors. The novice teachers in this study displayed higher levels of efficacy as compared to some of the veteran teacher participants. Therefore, PBIS implementation could be used to decrease the amount of teachers who are leaving the profession within the first five years of their careers.

Professional Development

District and local school leaders need to support teachers' professional development continuously in classroom management regardless of teachers' levels of efficacy. Though teachers who participated in the study demonstrated high levels of efficacy in classroom management and believed PBIS implementation had a positive effect on their sense of efficacy, they remind us of the importance of continued professional development for teachers in classroom management. They suggest providing teachers with explicit strategies for handling misbehaviors of difficult students, defiant students, students who do not respond to interventions, and students with low intrinsic motivation. The participants also mention the importance of providing teachers

with data collection techniques that will lead to a decrease in unwanted classroom behaviors from the most difficult students as this is always important to them and their ability to teach lessons.

School-based Leadership

It is important for teachers to feel supported by local school administrators when students misbehave. Failure to do so may continue to exacerbate teacher retention and attrition problems in urban, Title I schools. Teacher turnover rates in these schools have a negative effect on student achievement because it is difficult to keep the momentum of behavior management efficacy when leaders have to train new teachers often. It would benefit administrators to understand how support teachers in these instances, and teachers need to understand why administrators at times choose not to isolate students from their peers for the duration of a school day or more. Results from this study indicate there is more work to do to align the vision, core beliefs, and practices of teachers and leaders around appropriate consequences for the various levels of student misbehaviors and PBIS as it pertains to consequences for students.

Recommendations for Future Research

Future research on the perceptions of the effects of PBIS on teacher efficacy in the area of student behaviors needs to include all valuable stakeholders. The perspectives of teachers, leaders, parents and students on recidivism in unwanted classroom behaviors and investigations into perspectives on the consequences given for student misbehaviors are also important to explore. Although teachers in the Title I schools in the district reported high levels of efficacy with classroom management, the suspension rates were three times that of students in the Non-Title I schools in the district. Educators would

benefit from more research that analyzes comparative behavioral data from Title I and Non-Title I PBIS schools. An analysis of the perspectives of students who receive secondary and tertiary behavioral regarding on their behaviors and recidivism, teacher perspectives regarding strategies for difficult students, or leaders who interact and give consequences to difficult students as a result of their behaviors would be worth exploring. In addition, more research on involving students and their perspectives regarding their behaviors in relationship to teacher efficacy in PBIS would help educators understand and analyze causes for recidivism better. The researcher recommends researching the perspectives of parents who have students who attend PBIS schools. Additional research on how some schools and districts involve parents in PBIS implementation and foster a home-school connection with the principles of PBIS would be beneficial.

New teachers with 0-5 years of experience reported higher levels of efficacy on the TSES in classroom management in this study. Also, teachers who had only been implementing PBIS for 0-1 years reported higher levels of efficacy in classroom management on the TSES and believed that PBIS had an effect on their classroom management and efficacy over teachers who implemented PBIS in their classrooms for two or more years. New teachers benefit from learning how to manage classroom behaviors because of working in a PBIS school.

To increase teacher efficacy in classroom management, the researcher recommends studying the onboarding processes and methods of professional development delivery for teachers who enter schools that have been implementing PBIS for many years. The researcher also recommends future studies on the effects of PBIS on teacher efficacy in classroom management that examines the perspectives of teachers

based on a variety of demographics and school context. It would be beneficial to investigate teachers' perspectives of this based on gender, race, level or degree, years of teaching experience, and number of years of experience with implementing PBIS. The perspectives of teachers in Title I schools in rural areas compared to teachers in urban where PBIS is implemented is also worth studying.

Summary

This mixed methods design study was conducted to analyze the perspectives of urban teachers of the effects of PBIS implementation on their efficacy in classroom management using survey instruments and interviews. Effective and successful management of classroom behaviors are imperative. Failure to control antisocial behaviors in the classroom lead to gaps in learning and a reduction in the teacher workforce (McKinney et al., 2005; Reardon, 2011; Voke, 2002). Teachers at various stages of their careers report low levels of sense of efficacy and efficacy in classroom management (Ratcliff, et al., 2010; Shook, 2012). Many American school districts have turned to using PBIS as a proactive measure to teach students expectations for behaviors and reward them for compliance with school rules (Bradshaw et al., 2010; Sugai & Horner, 2002). In addition, implementation of the PBIS framework is used to train teachers on strategies for effective, positive classroom management (Horner & Ross, 2007; Simonsen, Fairbanks, et al. 2008). Despite the efforts of district leaders, school administrators, and classroom teachers with PBIS implementation, many schools experience recidivism with unwanted classroom behaviors that ultimately continue lead to punitive discipline practices like suspensions (Georgia Appleseed Center for Law and Justice, 2018). This was the case in some of the schools used in the current study.

Findings from the study indicate teachers in urban, Title I schools have a high sense of efficacy in classroom management although their students receive more suspensions. The participants report that PBIS implementation has had a positive effect on their efficacy in classroom management. They continue to view difficult students who do not respond to universal supports as a barrier to success with PBIS implementation and call for school leaders to equip teachers with more explicit instruction on strategies to reach students who continue to misbehave despite the teachers' efforts. The participants want parents more involved in PBIS as this may increase students to be motivated to behave. They also recommend that administrators need to provide more support for teachers with students who continue to misbehave. This study adds to the body of research on PBIS and indicates that stakeholder perspectives are important to implementation, continuous improvement, and sustainability of school-wide initiatives in systems and organizations.

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APPENDIX A

Large Urban School District Discipline Data for Non-Title I Schools

APPENDIX A

Large Urban School District Discipline Data for Non-Title I Schools

School	N= Percent Out of School Suspensions Per School Year							
	2010	2011	2012	2013	2014	2015	2016	2017
School 1	1	2	1	0	1	1	1	1
School 2	0	0	0	1	0	0	0	0
School 3	0	0	0	0	0	0	0	0
School 4	0	0	0	0	0	0	0	0
School 5	0	1	1	1	0	1	1	1
School 6	2	2	1	0	0	1	1	0
School 7	1	1	1	1	2	1	3	2
School 8	0	1	0	1	0	2	0	0
School 9	1	1	1	1	2	0	0	0
School 10	2	0	0	1	3	1	1	1
School 11	3	3	1	2	2	2	2	2
School 12	2	1	2	2	1	1	1	2
School 13	1	2	2	2	2	2	2	2

APPENDIX B

Large Urban School District Discipline Data Title I Schools

APPENDIX B

Large Urban School District Discipline Data Title I Schools

School	N= Percent Out of School Suspensions Per School Year							
	2010	2011	2012	2013	2014	2015	2016	2017
School 1	2	2	3	4	3	2	3	2
School 2	N/A	4	11	10	10	8	9	10
School 3	3	5	2	5	3	3	3	5
School 4	2	1	3	2	3	3	2	4
School 5	2	2	2	2	1	3	4	5
School 6	3	3	3	3	3	3	5	4
School 7	N/A	6	4	4	4	5	3	2
School 8	2	2	2	2	4	3	3	2
School 9	3	6	6	5	2	2	2	5
School 10	3	3	2	2	1	3	5	5
School 11	4	3	3	2	2	2	4	3
School 12	1	1	3	2	2	1	2	3
School 13	3	5	4	5	2	4	4	5
School 14	2	2	2	2	2	2	4	3
School 15	3	4	7	5	6	4	3	1
School 16	4	4	6	4	3	2	3	4
School 17	5	5	4	4	5	4	5	9
School 18	3	3	2	3	5	3	3	7
School 19	2	2	3	4	4	2	3	4

APPENDIX C

Teachers' Sense of Efficacy Scale (TSES) from Tschannen-Moran and Hoy (2001)

APPENDIX C

Teachers' Sense of Efficacy Scale (TSES) from Tschannen-Moran and Hoy (2001)

Teacher Beliefs - TSES

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

	None at all		Very Little		Some Degree		Quite A Bit		A Great Deal
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students form ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX D

Demographic Information for Participants Taking the Online Surveys

APPENDIX D

Demographic Information for Participants Taking the Online Surveys

Part A

Demographic Data

Please complete the following section by circling the statement that best describes you and the school in which you work.

Gender	Male	Female			
Age	20-29	30-39	40-49	50-59	60+
Ethnicity	Hispanic	Non-Hispanic			
Race	Asian	Black	Pacific Islander	White	Multiracial
Degree	Bachelor	Masters	Specialists	Doctorate	
Grade Level Band	Elementary	Middle	High School		
Grade Level Affiliation	K 1 2 3 4 5 6 7 8 9 10 11 12				
Subjects Teaching	All	ELA	Math	Science	Social Studies
	Other				
Years Teaching	1-5	6-10	11-15	16-20	21-25	26+
School's Context	Rural	Suburban	Urban		
School's Free and Reduced %	0%–20%	21%–40%	41%–60%	61%-80%	81%–100%
Year Worked at School	0-1	2-3	4-5	6 or more	
Years of PBIS Implementation	0-1	2-3	4-5	6 or more	

APPENDIX E
Directions for Scoring the Teachers' Sense of Efficacy Scale

APPENDIX E

Directions for Scoring the Teachers' Sense of Efficacy Scale[1]

Developers: Megan Tschannen-Moran, College of William and Mary
Anita Woolfolk Hoy, the Ohio State University.

Construct Validity

For information the construct validity of the Teachers' Sense of Teacher efficacy Scale, see:

> Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17,* 783-805.

Factor Analysis

As we have used factor analysis to test this instrument, we have consistently found three moderately correlated factors: *Efficacy in Student Engagement, Efficacy in Instructional Practices*, and *Efficacy in Classroom Management*. At times, however, the make up of the scales may vary slightly. With preservice teachers we recommend that the full scale (either 24-item or 12-item short form) be used, because the factor structure often is less distinct for these respondents.

Subscale Scores

To determine the *Efficacy in Student Engagement, Efficacy in Instructional Practices*, and *Efficacy in Classroom Management* subscale scores, we compute unweighted means of the items that load on each factor. Generally these groupings are:

Short Form

Efficacy in Student Engagement:	Items 2, 4, 7, 11
Efficacy in Instructional Strategies:	Items 5, 9, 10, 12
Efficacy in Classroom Management:	Items 1, 3, 6, 8

Long Form

Efficacy in Student Engagement:	Items 1, 2, 4, 6, 9, 12, 14, 22
Efficacy in Instructional Strategies:	Items 7, 10, 11, 17, 18, 20, 23, 24
Efficacy in Classroom Management:	Items 3, 5, 8, 13, 15, 16, 19, 21

Reliabilities

In the study reported in Tschannen-Moran & Woolfolk Hoy (2001) above the following reliabilities were found:

	Long Form			Short Form		
	Mean	SD	alpha	Mean	SD	alpha
TSES	7.1	.94	.94	7.1	.98	.90
Engagement	7.3	1.1	.87	7.2	1.2	.81
Instruction	7.3	1.1	.91	7.3	1.2	.86
Management	6.7	1.1	.90	6.7	1.2	.86

[1] Because this instrument was developed at the Ohio State University, it is sometimes referred to as the *Ohio State Teacher Efficacy Scale*. We prefer the name, *Teachers' Sense of Efficacy Scale*.

APPENDIX F

PBIS and Classroom Management Efficacy Perception Survey

APPENDIX F

PBIS and Classroom Management Efficacy Perception Survey

Purpose

The purpose of this survey is to collect data to analyze teachers' perspectives regarding how implementation of the PBIS framework may or may not have an effect on teacher efficacy in their ability to manage classroom behaviors.

Completion of this survey is optional. Furthermore, no information that will lead to others discovering your identity are required in order to complete this survey.

Part A

PBIS and Efficacy Perceptions

For each of the following statements, please choose the number that best reflects your answer **due to the implementation of PBIS at your school.**

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I know how to teach my students positive expectations for behaviors.	1	2	3	4	5
2.	I am able to use data to analyze student behaviors and determine next steps for behavioral remediation.	1	2	3	4	5
3.	I can effectively apply a behavior management system in my classroom.	1	2	3	4	5
4.	I can diminish inappropriate behaviors in students that typically display unwanted behaviors.	1	2	3	4	5
5.	I am able to minimize disruptions in my classroom.	1	2	3	4	5
6.	I know strategies to implement to reduce the number of daily discipline issues in my classroom.	1	2	3	4	5
7.	I have a plan for a hierarchy of consequences for my students.	1	2	3	4	5
8.	I am able to put a rewards system in place for individual students who meet behavioral expectations.	1	2	3	4	5
9.	I am able to put a rewards system in place for small groups of students who meet behavioral expectations.	1	2	3	4	5
10.	I can design a classroom environment that helps students become intrinsically motivated to behave.	1	2	3	4	5
11.	When students are disruptive, I can employ research-based	1	2	3	4	5

	interventions to extinguish unwanted behaviors.					
12.	I can use research-based strategies to prevent students from displaying disruptive behaviors.	1	2	3	4	5
13.	I can manage any student behavior problem in my classroom.	1	2	3	4	5
14.	Based on data, I am aware of the progress all of my students who display inappropriate behaviors are making towards being more on track to following directions.	1	2	3	4	5
15.	I monitor my students' progress to inform behavioral interventions in the classroom.	1	2	3	4	5
16.	I can use data to make decisions about behavioral interventions for my students.	1	2	3	4	5
17.	I know how to collect data on problem behaviors.	1	2	3	4	5

Part B

18. In your opinion, what PBIS strategies can schools/districts use to help increase teachers' sense of efficacy in classroom management?

Part C

Standardized Open-Ended Interview Participation Solicitation

You have an opportunity to participate in a one-on-one interview that will allow you to explain your perspectives in more detail. If you are willing to participate in an interview with a research assistant regarding your answers to the statements above, kindly complete the information below. The research assistant will take extreme measures to protect your anonymity from the researcher.

Name _____

Phone _____

School_____

Email _____

Thank you for your participation in this study.

APPENDIX G

Core Principles of PBIS

APPENDIX G

Core Principles of PBIS

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. **Intervene early.** It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. **Use of a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students. PBIS uses tiered models of service delivery.
4. **Use research-based, scientifically validated interventions to the extent available.** Every Student Succeeds Act (ESSA) requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

Retrieved from https://www.pbis.org/school/tier1supports

APPENDIX H

PBIS Team Implementation Checklist (TIC 3.1)

APPENDIX H

PBIS Team Implementation Checklist (TIC 3.1)

This checklist is designed to be completed by the PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. The team should complete the **Action Plan** at the same time to track items that are In Progress or Not Yet Started items.

School: Coach: Date of Report:
District: County: State:

Person Completing Report:
PBIS Team Members:

Complete & submit to coach quarterly. Status: **A = A**chieved**, I = I**n Progress**, N = N**ot Yet Started					
Date:					
ESTABLISH COMMITMENT					
1. Administrator's Support & Active Involvement • Admin attends PBIS meetings 80 % of time • Admin defines social behavior as one of the top three goals for the school • Admin actively participates in PBIS training	Status:				
2. Faculty/Staff Support • 80% of faculty document support that school climate/discipline is one of top three school improvement goals • Admin/faculty commit to PBIS for at least 3 years	Status:				
ESTABLISH & MAINTAIN TEAM					
3. Team Established (Representative) • Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors. • Team has established clear mission/purpose	Status:				
4. Team has regular meeting schedule, effective operating procedures • Agenda and meeting minutes are used • Team decisions are identified, and action plan developed	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support • Team has completed the "Working Smarter" matrix	Status				
Complete & submit to coach quarterly. **Status: A =** Achieved, **I =** In Progress, **N =** Not Yet Started					
Date:					
SELF-ASSESSMENT					
6. Team completes self-assessment of current PBIS practices being used in the school • The team has completed the TIC (progress monitoring), BoQ (annual assessment) or SET.	Status				
7. Team summarizes existing school discipline data • The team uses office discipline referral data (ODR), attendance, & other behavioral data for decision making.	Status				

8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus) • The team has an Action Plan guiding implementation of PBIS with specific actions scheduled to be performed.	Status:				
ESTABLISH SCHOOL-WIDE EXPECTATIONS: PREVENTION SYSTEMS					
9. 3-5 school-wide behavior expectations are defined and posted in all areas of building • 3-5 positively and clearly stated expectations are defined. • The expectations are posted in public areas of the school.	Status:				
10. School-wide teaching matrix developed • Teaching matrix used to define how school-wide expectations apply to specific school locations. • Teaching matrix distributed to all staff.	Status:				
11. Teaching plans for school-wide expectations are developed • Lesson plans developed for teaching school-wide expectations at key locations throughout the school. • Faculty is involved in development of lesson plans.	Status:				
12. School-wide behavioral expectations taught directly & formally • Schedule/plans for teaching the staff the lessons plans for students are developed • Staff and students know the defined expectations. • School-wide expectations taught to all students • Plan developed for teaching expectations to students to who enter the school mid-year.	Status:				
Complete & submit to coach quarterly. **Status: A** = **A**chieved, **I** = **I**n Progress, **N** = **N**ot Yet Started					
Date:					
13. System in place to acknowledge/reward school-wide expectations • Reward systems are used to acknowledge school-wide behavioral expectations. • Ratio of reinforcements to corrections is high (4:1). • Students and staff know about the acknowledgement system & students are receiving positive acknowledgements.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed • Major & minor problem behaviors are all clearly defined. • Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used. • Procedures define an array of appropriate responses to minor (classroom managed behaviors). • Procedures define an array of appropriate responses to major (office managed) behaviors.	Status:				

CLASSROOM BEHAVIOR SUPPORT SYSTEMS					
15. School has completed a school-wide classroom systems summary • The teaching staff has completed a classroom assessment (Examples: SAS Classroom Survey, Classroom Systems Survey, etc.)	Status:				
16. Action plan in place to address any classroom systems identified as a high priority for change • Results of the assessment are used to plan staff professional development and support.	Status:				
ESTABLISH INFORMATION SYSTEMS					
17. Data system in place to monitor office discipline referral rates that come from classrooms • School has a way to review ODR data from classrooms to use in data based decision making.	Status:				
Complete & submit to coach quarterly. **Status: A** = **A**chieved, **I** = **I**n Progress, **N** = **N**ot Yet Started					
Date:					
18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty • Data collection is easy, efficient & relevant for decision-making • ODR data entered at least weekly (min). • Office referral form lists a) student/grade, b) date/time, c) referring staff, d) problem behavior, e) location, f) persons involved, g) probable motivation, h) consequences and i) administrative decision. • ODR data are available by frequency, location, time, type of problem behavior, motivation and student. • ODR data summary shared with PBIS team at least monthly (min).	Status:				
19. Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving • Team is able to use the data for decision making, problem solving, action planning and evaluation. • Precision problem statements are used for problem solving.	Status:				
BUILD CAPACITY FOR FUNCTION-BASED SUPPORT					
20. Personnel with behavioral expertise are identified & involved • Personnel are able to provide behavior expertise for students needing Tier II and Tier III support.	Status:				
21. At least one staff member of the school is able to conduct simple functional behavioral assessments • At least one staff member can conduct simple behavioral assessments and work with a team in developing behavior support plans for individual students	Status:				

22. Intensive, individual student support team structure in place to use function-based supports • A team exists that focuses on intensive individualized supports for students needing Tier III supports. • The team uses function-based supports to develop, monitor and evaluate behavioral plans. • The team delivering Tier III has a data system that allows on-going monitoring of the fidelity and outcomes of individual behavior support plans.	Status:				

Additional Comments & Information:

PBIS Action Plan

Only include those items in Team Implementation Checklist that are marked "In Progress" or "Not Yet Started"

Activity	Activity Task Analysis (What)	Who	By When
1. Administrator's Support and Active Involvement			
2. Faculty / Staff Support			
3. Team Established (Representative)			
4. Team has regular meeting schedule, effective operating procedures			
5. Audit is completed for efficient integration of team with other teams /initiatives addressing behavior support			
6. Team completes self-assessment of current PBIS practices being used in the school			
7. Team summarizes existing school discipline data			
8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)			
9. 3-5 school-wide behaviors expectations are defined and posted in all areas of building			
10. School-wide teaching matrix developed			
11. Teaching plans for SW expectations are developed			
12. SW behavioral expectations taught directly and formally			
13. System in place to acknowledge/reward SW expectations			

Activity	Activity Task Analysis (What)	Who	By When
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed			
15. Team has completed a SW classroom systems summary			
16. Action plan in place to address any classroom systems identified as a high priority for change			
17. Data system in place to monitor office discipline referral rates that come from classrooms			
18. Discipline are gathered, summarized and reported at least quarterly to whole faculty			
19. Discipline data are available to Team at least monthly in a form and depth needed for problem solving			
20. Personnel with behavior expertise are identified and involved			
21. At least one staff member of the school is able to conduct simple functional behavioral assessments			
22. Intensive, individual student support team structure in place to use function-based supports			

APPENDIX I

Consent Statement and Interview Questions

APPENDIX I

Consent Statement and Interview Questions

Read Consent Statement to participant: You are being asked to participate in an interview as part of a research study entitled "Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study" which is being conducted by Guerlene Merisme, a student at Valdosta State University. The purpose of this study is to examine teachers' perspectives regarding the effects of Positive Behavior Intervention and Supports (PBIS) on their sense of efficacy in the area of classroom management. The interviews will be audio taped in order to accurately capture your concerns, opinions, and ideas. Once the recordings have been transcribed, the tapes will be destroyed. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to participate, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your participation in the interview will serve as your voluntary agreement to participate in this research project and your certification that you are 18 years of age or older.

Questions regarding the purpose or procedures of the research should be directed to name of researcher at e-mail address. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.

Thank you for participating in this interview. Do you understand that your participation in this interview is optional? If at any time you wish to stop, please let me know. Please rest assured that all precautions will be taken to safeguard your identity from the researcher, local school administrator and district administrators. You will be provided a pseudonym for this study. Do you consent to continuing with the interview? Let's begin the interview.

Interview Questions

1. What route did you take to become a teacher?
2. How many years have you been teaching and what grade level experiences do you have?
3. Do you believe you have sound classroom management skills? Why or why not?
4. How would you describe your classroom management style before PBIS implementation?
5. On a scale of one to five, with five being the most, how efficacious did you feel in your ability to manage classroom behaviors before PBIS implementation? Why?
6. Do you believe you have implemented PBIS successfully in your classroom? Why or why not?
7. What have you learned about managing classroom behaviors since learning how to implement PBIS in your classroom?
8. What PBIS strategies do you use to control behaviors in your classroom?
9. How have PBIS strategies affected the climate in your classroom?
10. On a scale of one to five, with five being the most, how efficacious do you feel in your ability to manage classroom behaviors now that you are familiar with PBIS? Why?
11. What barriers or challenges do you face with PBIS implementation? Why do you think these are barriers or challenges?
12. When it comes to methods for PBIS training and implementation in elementary schools, what suggestions for improvement do you have to increase teacher efficacy in classroom behavior management?

APPENDIX J

Valdosta State University Institutional Review Board

APPENDIX J

Institutional Review Board (IRB)

For the Protection of Human Research Participants

Protocol Number:	03669-2018	**Investigator:**	Ms. Guerlene Merisme
		Supervising Faculty:	Dr. Gerald Siegrist
PROJECT TITLE:	*Case Study: Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support on Efficacy in Classroom Management in a Large Public School System.*		

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **Exempt** from Institutional Review Board (IRB) oversight under Exemption **Category 2**. Your research study may begin immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

ADDITIONAL COMMENTS:

- *Upon completion of your research study all compiled data must be securely maintained (locked file cabinet, password protected computer, etc.) and accessible only by the researcher for a minimum of 3 years.*
- *Exempt research guidelines permit recording of interviews for the sole purpose of creating a transcript. The recordings are not to be stored or shared, and must be destroyed immediately upon creating the transcript.*
- *In order to maintain informed consent requirements, the Research Consent Statement must be read aloud to each participant at the start of the recorded interview and included in the final transcript.*

☒***If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu***

to ensure an updated record of your

Elizabeth Ann Olphie 10.25.2018
Elizabeth Ann Olphie, IRB Administrator

Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-253-2947.

Revised: 06.02.16

APPENDIX K

Email to Participants to Participate in Quantitative Phase (Survey)

APPENDIX K

Email to Participants to Participate in Quantitative Phase (Survey)

Subject Line: Invitation to Participate in Research

Dear Teacher,

My name is Guerlene Merisme, a doctoral candidate at Valdosta State University. I am conducting a study on teachers' perceptions of Positive Behavior Interventions and Support (PBIS). Because your school implements PBIS, you are a valuable resource for this study. You are being asked to participate is a survey research project entitled "Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study." The purpose of this study is to examine teachers' perspectives regarding the effects of Positive Behavior Intervention and Supports (PBIS) on their sense of efficacy in the area of classroom management. It is my hope that your responses will provide the field of PBIS research new insight into how we can successfully implement PBIS in schools and increase teacher efficacy in the area of classroom management so teachers can increase instructional time for students.

Thank you for your help in supporting teachers and students.

Kind regards,

Guerlene Merisme

APPENDIX L

Consent Statement

APPENDIX L

Consent Statement

You are being asked to participate in a survey research project entitled "Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study," which is being conducted by Guerlene Merisme, a student at Valdosta State University. The purpose of this study is to examine teachers' perspectives regarding the effects of Positive Behavior Intervention and Supports (PBIS) on their sense of efficacy in the area of classroom management. The surveys are anonymous. No one, including the researcher, your school administrator, and district administrators will be able to associate your responses with your identity. Your participation is voluntary. Participants may choose not to take the surveys, to stop responding at any time, or to skip any questions you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the surveys serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Questions regarding the purpose or procedures of the research should be directed to Guerlene Merisme at gmmerisme@valdosta.edu. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.

By clicking the "I Consent" button, you confirm that you have read, or been informed of, the information about this study. You hereby consent to participate in the study.

I Consent Button

I Do Not Consent Button

APPENDIX M

Email to Participants for Participation in Qualitative Phase

APPENDIX M

Email to Participants for Participation in Qualitative Phase

Subject: Research Interview

Dear [Participant's Name],

Thank you for taking the time to complete the Teachers' Sense of Efficacy Scale and the PBIS and Classroom Management Efficacy Perception Scale. Thank you for showing an interest in being interviewed for the study entitled "Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study." Before the interview can be scheduled, please complete the attached consent form for the interview.

Once selected for the interview, I will contact you to schedule your face-to-face interview. The interview will last around 30 minutes.

Kind regards,

Guerlene Merisme