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Barbadian PK-3 Grade Teachers' Perspectives of Positive Behavior Support

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Walden University
2021

Abstract

Barbadian PK-3 Grade Teachers' Perspectives of Positive Behavior Support

by

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MA, Trinity Western University, 2009

BA, York University, 2001

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

In Barbados, positive behavior support (PBS) has been introduced as an alternative to the use of harsh disciplinary practices, but Barbadian PK-3 grade teachers' perspectives of PBS are not well understood. The purpose of this basic qualitative study was to explore Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior. The conceptual framework for this study was derived from Bandura's social cognitive theory and the PBS framework. The research question focused on Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior. Semi-structured telephone and Zoom interviews were used to collect data from 12 Barbadian PK-3 grade teachers from multiple school sites, who were purposefully selected and recruited using the snowball sampling method. Interview transcripts were analyzed using open and axial coding. Through thematic analysis, three overarching themes emerged: Teachers perceived PBS as a more positive approach to classroom management than traditional approaches to discipline, felt capable using PBS but identified weaknesses associated with its use, and believed that both PBS and corporal punishment have a place in the Barbadian PK-3 classroom. Despite perceived barriers to its use, participants saw PBS as beneficial. Most participants did not believe PBS should replace corporal punishment. They advocated for the use of corporal punishment as a response to certain infractions and as a last resort. Findings from this study may bring about positive social change by providing PBS coaches with information to promote PBS and help PK-3 grade teachers implement a less harsh disciplinary approach in the PK-3 classroom.

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Dedication

I dedicate this dissertation to the glory of my Heavenly Father who has been a source of strength, provision, encouragement, knowledge, and amazing grace throughout my doctoral journey. I also dedicate this my husband, Terrence, and our daughter Amaris. Thank you for your prayers. Thank you for believing in me and challenging me to pursue excellence. I could not have reached this milestone without your unwavering support and the sacrifices you made. This dissertation is also dedicated to my parents, Vincent and Rev. Angela Phillips. You have taught me that I can do all things through Christ who strengthens me. Your unconditional love, sacrifice, and encouragement has made this dream a reality. Finally, I dedicate this to my sister Janelle. Your commitment and dedication to the students you serve is an inspiration.

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Chapter 1: Introduction to the Study

Corporal punishment is a form of violence against children that is legally permitted in several countries (Gershoff, 2017). Studies have focused on the use of corporal punishment in the home, but there is a need for more studies on school corporal punishment because more than half the global population of children live in countries where corporal punishment is legal at school (United Nations Educational Scientific and Cultural Organization [UNESCO], 2019). Physical and psychological aggression are harmful to children's development and welfare (Gershoff & Grogan-Kaylor, 2016). Physical and psychological aggression are particularly harmful to children during the early years when their brain architecture is rapidly developing (Black et al., 2017). Black et al. (2017) noted that during this stage, prolonged exposure to stressful events such as physical aggression may produce toxic levels of stress, which can disrupt brain development.

The use of harsh and punitive discipline like corporal punishment is associated with harmful outcomes for children. Harsh and punitive approaches to discipline have been linked with negative school and life outcomes for students (Hambacher, 2018). Negative outcomes include decreased empathy, decreased self-regulation, increased antisocial childhood behaviors, and poor academic performance (Gershoff, 2013; Gershoff & Grogan-Kaylor, 2016; Global Initiative to End all Corporal Punishment of Children, 2016). However, some educators continue to use harsh and punitive approaches to manage disruptive behavior in the classroom (Horner & Macaya, 2018; Kuljich et al., 2017).

In some schools, harsh and punitive approaches to discipline have disproportionately affected particular races, genders, and children with disabilities (Gagnon et al., 2017; Jean-Pierre & Parris, 2018). For example, researchers have identified disproportionate use of punitive discipline for students with disabilities, African American students, and male students (Losen & Gillespie, 2012; Mansfield et al., 2018; Nguyen et al., 2019; Skiba & Losen, 2016; U.S. Department of Education, 2014). Likewise, data from the 2013-2014 Civil Rights Data Collection (CRDC) indicated that African American preschoolers are 3.6 times more likely to receive one or more out-of-school suspensions than their White peers (U.S. Department of Education, 2016). Data also indicated that students in Grades K-12 with disabilities are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities. The data from the CRDC also showed that boys represent 78% of preschool children receiving one or more out-of-school suspensions. Disproportionate use of punitive discipline such as out-of-school suspensions, may place some groups of students, such as African American and Latino males and special education students, at higher risk of experiencing negative outcomes such as dropping out of school or being incarcerated (Nguyen et al., 2019).

Given negative outcomes associated with punitive discipline and its disproportionate use, effective disciplinary alternatives are needed. The United Nations Children's Fund (UNICEF) has been supporting the implementation of positive behavior support (PBS) as an alternative to the use of punitive discipline in schools in the Eastern Caribbean. Studies have demonstrated the effectiveness of PBS in Western contexts

(Childs et al., 2016; Gage et al., 2017; Horner et al., 2010). Little is known about the use of alternative forms of discipline such as PBS in non-Western countries (Cuartas et al., 2019; Monzalve & Horner, 2015; Sun, 2015). This study was designed to explore Barbadian teachers' perspectives of PBS. Insights gained in this study may be used to improve teachers' capacity to implement PBS. The enhanced capacity to implement PBS may bring about social change by contributing to the creation of a more positive social and learning environment for students and teachers. In this chapter, I provide the reader with information on the background, problem statement, and research question. I also present an overview of the conceptual framework which is discussed in more detail in Chapter 2. Next, I outline the nature of the study, assumptions, scope, delimitations, limitations, and the significance of this study. I conclude the chapter with a summary.

Background

The use of harsh disciplinary practices poses a threat to students' safety and wellbeing. Some of the negative outcomes associated with the use harsh disciplinary practices include increased antisocial childhood behaviors and poor academic performance (Gershoff, 2013; Gershoff & Grogan-Kaylor, 2016; Global Initiative to End all Corporal Punishment of Children, 2016). For schools to be considered effective learning environments, they must focus on the effective instruction of high-quality curricula and provide a safe and supportive psychosocial climate (Horner & Macaya, 2018). However, Horner and Macaya (2018) noted that some schools have relied on harsh and punitive approaches to discipline such as (a) corporal punishment, (b) suspensions, or (c) expulsions. Likewise, Gershoff (2018) observed that corporal

punishment is used by teachers in various countries to punish children for inappropriate behavior. Furthermore, some teachers continue to use corporal punishment in the classroom although its use is not permitted by law in their countries (UNICEF, 2017a).

Seven hundred and thirty-two million children between the age six and seventeen reside in countries where corporal punishment is legally permitted at school (Kuljich et al., 2017). The use of corporal punishment has continued in some states in the United States despite being banned in more than 125 countries (Gershoff et al., 2019). The practice of corporal punishment has been sustained in much of the Caribbean region despite an increasing awareness of the harmfulness and ineffectiveness of corporal punishment (Landon et al., 2017). In the Caribbean, corporal punishment is legally permitted in 10 counties, including Barbados (Global Initiative to End all Corporal Punishment of Children, 2018a). Worldwide, children have reported being hit by their teachers with objects such as sticks, rods, straps, and wooden boards (Gershoff et al., 2015; Hecker et al., 2016). Corporal punishment also includes practices such as pinching, pulling ears, pulling hair, shaking, throwing objects, smacking, spanking, forcing children to stand in painful positions, requiring children to stand in the sun for long periods of time, or requiring children to kneel on small objects such as stones or rice (Ba-Saddik & Hattab, 2013; Dupper & Dingus, 2008; Feinstein & Mwahombela, 2010; Gershoff, 2017; Zolotor & Puzia, 2010).

Corporal punishment can result in harm to children. Gershoff and Grogan-Kaylor (2016) noted that negative outcomes associated with the global use of school corporal punishment are reasons for concern. There is a link between corporal punishment and

negative outcomes for children (Landon et al., 2017). Children who receive corporal punishment have been found to be at a higher risk of violent or criminal behavior than those who are disciplined with alternatives to corporal punishment (MacKenzie et al., 2015). Children who are punished physically tend to struggle socially and academically (Gershoff & Grogan-Kaylor, 2016). For example, in Jamaica and Nigeria, children who were disciplined with corporal punishment had lower scores in literacy, mathematics, executive functioning, and intrinsic motivation (Gershoff, 2018). Given negative outcomes associated with the practice of corporal punishment, there is a need to decrease teachers' reliance on corporal punishment and increase their use of procedures that teach and reinforce appropriate behavior (Gage et al., 2019).

As part of their mandate to protect children and advocate for the implementation of Convention on the Rights of the Child, the UNICEF office in the Eastern Caribbean has been promoting the child-friendly schools (CFS) model. A key focus of this model is the promotion of alternatives to corporal punishment in the classroom (United Nations Children's Fund, 2009). UNICEF has been collaborating with Ministries of Education to provide training for educators in Barbados and the Eastern Caribbean regarding the use of PBS as an alternative to corporal punishment (UNICEF Eastern Caribbean Area Office, 2019).

There is a growing body of research in Western contexts that supports the effectiveness of PBS as an approach to managing behavior in the classroom (Bradshaw, 2015; Childs et al., 2016). PBS provides educators with a three-tiered framework of evidence-based prevention and intervention strategies that are positive, proactive, and

responsive (Gage et al., 2019). When implemented with fidelity, PBS is associated with improved school climate and a decrease in negative student outcomes such as suspensions, office referrals, and suspensions (McDaniel et al., 2017). Despite the growing application of PBS, there is limited research on alternatives to corporal punishment like PBS in non-Western countries (Sun, 2015).

Problem Statement

Given global concerns about the continued use of corporal punishment in schools, there is a need to understand teachers' perspectives involving approaches to classroom discipline (Govender & Sookrajh, 2014; Kaltenbach et al., 2018). Barbadian educators' perspectives of PBS are not well understood (Marshall et al., 2018). Arum and Ford (2012) noted that discipline may look different in different countries and attributed the difference to factors such as the country's legal and social contexts, educators' beliefs and actions, students' beliefs and actions, and interactions between these factors. A teacher's cultural context can influence their classroom interactions and disciplinary practices (Berkvens, 2017; Pane et al., 2014). Educators in Barbados have adopted punitive approaches such as corporal punishment to deal with disruptive behavior (Bailey et al., 2014; Global Initiative to End all Corporal Punishment of Children, 2018a). Traditional disciplinary methods based on punishment may lead to more behavioral problems than a proactive approach to managing behavior (Feuerborn & Tyre, 2016). UNICEF has been collaborating with the Ministry of Education in Eastern Caribbean countries to implement the CFS model since 2007 (United Nations Children's Fund, 2017b). In Barbados, a key area of focus for the implementation of CFS has been

providing training regarding PBS as an alternative to punitive discipline, but Barbadian educators' perspectives of PBS are not well understood (Marshall et al., 2018). Berkvens (2017) acknowledged that the CFS model has been shown to have a positive impact on teaching and learning. Berkvens also noted that there is a need for better understanding when seeking to implement aspects of CFS like the reformation of disciplinary practices, which may relate to national culture.

There is a lack of research on PBS in non-Western countries. Betters-Bubon et al. (2016) noted that researchers have not examined the use of PBS in diverse cultures and contexts. Betters-Bubon et al. stated that it is unclear whether PBS is culturally relevant for students from diverse racial and ethnic backgrounds. Fallon et al. (2015) indicated that there is a need for researchers to examine the perspectives of PBS approaches when used with students from diverse cultural backgrounds. Fallon et al. noted that although these approaches have been identified as promising practices, there is a dearth of research regarding PBS in non-Western countries.

Purpose of the Study

The purpose of this qualitative study was to explore Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior. Participants in the sample taught at different school sites. PBS has been implemented in school settings around the world (Knoster, 2018). There are approximately 26,000 schools implementing PBS in the United States, and it is being adapted in approximately 21 other countries (Sugai, 2018). The increasing application of PBS in diverse environments requires attention in terms of contextual fit and cultural relevance when

implementing PBS (Horner & Macaya, 2018). Knoster (2018) stated that the likelihood of implementing PBS in a manner that is culturally competent and contextually relevant can be improved by engaging stakeholders. Identifying Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior may provide information that might be used to determine training and coaching needed for educators who are implementing PBS. Information gained may be used to inform strategies aimed at gaining staff buy in for PBS and helping teachers to implement PBS in a manner that is culturally relevant. In addition to educating teachers about how they can implement PBS, findings may also provide PBS coaches with information on teachers' perspectives on PBS that may help PBS coaches to promote PBS as a less harsh disciplinary approach to classroom management. Information gained in this study may also help PBS coaches more effectively support PK-3 grade teachers as they implement PBS in the classroom.

Research Question

The study addressed one overarching research question: What are Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior?

Conceptual Framework

The conceptual framework for this study was derived from Bandura's social cognitive theory and the positive behavior support framework. The social cognitive theory is a model of behavior that is used to explain a person's behavior in a specific context (Clark, 2012). Bandura (1986) posited that behavior is influenced by continuous and reciprocal interactions between cognitive, behavioral, and environmental influences. According to Bandura, the social cognitive theory is based on an acknowledgment that

cognitive, behavioral, and environmental influences on behavior impact each other bidirectionally. Bandura reasoned that the meaning an individual assigns to the outcomes of their behavior can impact their environment and internal states. Bandura argued that this outcome expectation can impact the individual's subsequent behavior.

Bandura (1997) posited that an individual's behavior is determined by interactions between outcomes they expect and the extent to which they believe they can successfully bring about these outcomes. Self-efficacy is a key component of the social cognitive theory (Messer, 2012). Self-efficacy is an individual's belief that they can engage in behaviors required to produce a particular outcome (Bandura, 1997). Proponents of social cognitive theory propose that individuals tend to exhibit higher levels of effort if they believe their efforts will lead to positive outcomes (Crisp & Turner, 2012). According to Messer (2012), self-efficacy plays an essential role in terms of the cognitive regulation of motivation. Self-efficacy is affected by factors such as experience, modeling, social persuasions, and physiological factors (Messer, 2012). The social cognitive theory provides an organizing structure for exploring Barbadian teachers' perspectives of PBS. Given the theory's focus on outcome expectation and self-efficacy, the social cognitive theory provides a foundation for exploring what teachers think about PBS in terms of its strengths, weaknesses, their ability to use it, outcomes teachers expect when they use PBS, and what motivates them to use or not use PBS.

The PBS framework is a systematic approach to promoting positive behavior while preventing and reducing inappropriate behavior (Lewis & Sugai, 1999; Lewis et al., 1998). This framework provides schools with a three-tiered continuum of behavior

support (Horner et al., 2010). Tier 1 includes universal supports which are received by each student. Approximately 15% of students will not respond to the supports offered at tier 1 and will require targeted support provided by tier 2 interventions (Horner & Sugai, 2015). About 5% of students who receive tier 2 interventions will not respond to tier 1 and 2 supports alone and will need the intensive supports offered at tier 3 (Horner & Sugai, 2015).

Each PBS tier includes systems and practices to support adult and student behavior. These systems and practices are proactive in nature and focus on defining, teaching, and reinforcing appropriate behavior (Gage et al., 2019). At the universal tier, there is also a focus on developing a continuum of fair and consistent consequences for situations in which students do not demonstrate appropriate behavior (Tyre & Feuerborn, 2017). Systems and practices at the secondary prevention tier are intended to support students who are at risk or who are not responding to primary prevention (Simonsen & Sugai, 2019). Interventions associated with the secondary tier focus on increasing students' protective factors and minimizing their risk factors (Oliver et al., 2019). Tertiary prevention efforts are aimed at students who have intensive intervention needs (Gage et al., 2018). PBS targets the classroom setting, nonclassroom settings, and individual students (Sugai & Horner, 2002).

The PBS framework is beneficial to the current study because it provides an organizing framework for exploring teachers' perspectives of PBS. The PBS framework and social cognitive theory have similarities. Both are used to explain how individuals learn and how they are motivated to engage in a behavior. An analysis of these theories

shows that both the PBS framework and social cognitive theory are based on an understanding that modeling plays an important role in the process of learning, and an acknowledgement that behavior that is rewarded is more likely to be repeated.

Nature of the Study

I examined Barbadian elementary teachers' perspectives of PBS in this study. To explore teachers' perspectives of PBS, I selected a basic qualitative study using telephone and Zoom interviews. Researchers use the qualitative approach to explore how individuals perceive and make meaning of their experiences (Ravitch & Carl, 2016). Ravitch and Carl (2016) noted that qualitative researchers see persons as experts in terms of their own experiences and seek to generate an understanding of subjective interpretations that individuals place on their experiences and other phenomena. The basic qualitative approach is appropriate because it is consistent with understanding teachers' subjective interpretations, such as perspectives of PBS. Data were collected from 12 Barbadian elementary school teachers. I purposefully selected teachers who taught for at least 1 year, received training on PBS, and taught children in the 3-8 age group. Data were collected through telephone and Zoom interviews. Initially I selected face to face interviews for this study, but this was changed due to current recommendations on social distancing as a result of the Coronavirus pandemic. Data from the interview were transcribed using Rev, an online transcription service. I used thematic analysis to identify, analyze, and report themes. I used Braun and Clarke's six-step framework to guide my thematic analysis of data. First, I used open coding to look for concepts from the data. I assigned codes to each of the concepts that I identified.

Next, I clustered open codes into preliminary categories. I did this by examining how data and codes may be related. I also paid attention to codes that were repeated. I named each category using a word or phrase that reflects its contents. I grouped similar categories to establish themes, which I then grouped into subthemes. In my analysis, I explored data that supported themes, discussed how themes fit a broader understanding of my data, and explored themes in relation to my research question.

Definitions

Corporal punishment: The use of physical discipline as a form of chastising children for inappropriate behavior (Zolotor & Puzia, 2010).

Disruptive behavior: Any behavior that distracts the teacher and/or students from being on task in the classroom (Nash et al., 2016)

Discipline: Discipline refers to teaching, guidance, and orderliness (Shaikhnag et al., 2016)

Positive Behavior Supports (PBS): PBS is a framework for organizing evidenced-based interventions grounded in applied behavior analysis and aimed at achieving valued social and academic outcomes while preventing problem behavior. PBS consists of teaching, modeling, cueing, and reinforcing observable behaviors and a continuum of consequences to systematically respond to problem behavior (Sugai & Horner, 2009). PBS is also referred to as positive behavior interventions and supports (PBIS) or school wide positive behavior supports (SWPBIS).

Self-efficacy: Self-efficacy is a person's belief or lack of belief that he or she can successfully execute an action to achieve a desired outcome in a specific situation (Yancey, 2019).

Assumptions

There are several assumptions in this study of teachers' perspectives. It was assumed that all teachers who participated in the study were honest in terms of their responses. I assumed responses shared by participants were reflective of participants' beliefs and not based on the experiences of others. I also assumed that participants' responses were given without fear of retaliation or negative repercussions. These assumptions are necessary because the study is aimed at understanding Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior, but there is no way to verify that responses that participants gave were honest, reflective of their own experiences, and not influenced by a fear of retaliation or negative repercussions. Another assumption is that the PBS training that participants received equipped them with a basic understanding of PBS. This assumption is important to this study because participants needed a basic understanding of PBS to answer questions during interviews.

Scope and Delimitations

I explored Barbadian elementary teachers' perspectives of PBS. I used semi-structured interviews to gain information regarding teachers' perspectives of what constitutes effective behavior management, strengths and weaknesses of PBS, and perspectives on PBS as an alternative to corporal punishment. Participants in this study

were teachers who had been teaching for at least one year, had received training on PBS, and taught children in the 3-8 age group. I excluded teachers who had been teaching for less than 1 year. I excluded this group of teachers because they may not have been exposed to PBS or received training. I expected that selecting teachers who have been teaching for at least 1 year would increase the likelihood of recruiting participants who had experience with PBS. Elementary grade 4 and grade 5 teachers were excluded because I was interested in the perspectives of early childhood educators. In Barbadian primary schools, early childhood grades start from PK and end at grade 3.

I considered using the sociocultural cognition theory as part of the conceptual framework because it is well-suited to studies that investigate perspectives. Damavandi and Heirati (2015) stated that the sociocultural cognition theory is appropriate for studies that investigate perspectives because the theory is used to explain how beliefs and perspectives take shape fluidly in a specific context. Cognition and perception cannot be separated from the social context in which they take place (Vygotsky, 1978). According to Vygotsky (1978), how people think about the world develops first in a social context and then at the level of the individual. Vygotsky emphasized that cognition and by extension an individual's perspectives are coconstructed through social interaction as well as individual participation in ongoing sociocultural practices in their environment (Tenenberg & Knobelsdorf, 2014). I decided not to use this theory because I preferred to focus more on individual factors than the social context and its impact on individual perspectives.

Transferability may be strengthened by providing thick descriptions of data and contexts. I provided specific information on contexts in which the study was carried out, setting, sample population, sample size, inclusion criteria, sampling strategy, demographic characteristics, interview procedures, and excerpts from the interview guide. This information provides the reader with contextual factors to consider when assessing the study's design and findings for transferability to their own settings.

Limitations

There are limitations to this basic qualitative study with interviews. One limitation is the small sample size. The sample size for this study is 12 Barbadian PK-3 grade teachers from multiple school sites. This selection limited the number of perspectives that were obtained. Findings were not generalizable to other settings. In addition, the study's findings do not represent the perspectives of all teachers in Barbados or the Caribbean. Limitations posed by the small sample size were addressed by ensuring strong transferability through thick descriptions of the research design, data, and contexts.

A second limitation of the study is that interviews were based on self-reporting. Participants may have been inclined to give socially desirable answers or be reluctant to share honestly their experiences with PBS. Some participants may have had trouble expressing their thoughts and feelings verbally. To address these limitations, I was warm and welcoming in order to help participants become more comfortable during interviews. I also explained what they could expect during interviews and told them that their responses would be confidential.

The potential for bias on my part was a limitation. My experiences as an elementary teacher, counselor, mother, and educational consultant have contributed to my interest in studying teachers' perspectives of PBS. I managed potential researcher biases by attending to issues of reflexivity. Ravitch and Carl (2016) noted that researchers need to attend to and frequently reassess their positionality and subjectivities. I sought to identify and assess my positionality and biases by writing field notes and keeping a reflective journal to document my thoughts, feelings, and decisions throughout the process of data collection and analysis.

Significance

There are serious concerns about the use of harsh discipline in schools. Traditionally, punishment has been used as the main form of discipline in schools. Corporal punishment is associated with negative effects on children's physical, psychological, emotional, and mental health (Gershoff, 2017; Portela & Pells, 2015; Straus & Paschall, 2009). Effectively managing behavior is a key component of effective teaching and learning (Ugurlu et al., 2015). PBS is an effective alternative to traditional discipline (Caldarella et al., 2011; Sørlie & Ogden, 2015; Waasdorp et al., 2012). Teachers are critical to the implementation of PBS in the classroom. Teachers must be supportive of the implementation of PBS if its implementation is to be sustained (Feuerborn & Chinn, 2012; McIntosh et al., 2014). Teachers' perspectives may impact their implementation of PBS (Feuerborn & Tyre, 2012; Tyre & Feuerborn, 2017). Barbadian teachers' perspectives of PBS are not well understood (United Nations Children's Fund, 2015). Data from this study may help PBS coaches and school teams

understand teachers' concerns about PBS and thereby determine areas for training and retraining to gain greater support for PBS and build teachers' capacity to effectively implement it.

Exploring teachers' perspectives may further understanding of the social validity, acceptability, and contextual fit of PBS. PBS has been associated with improved school climate and reduced behavior problems such as bullying and aggression (Bosworth & Judkins, 2014). Despite benefits associated with implementation, many schools struggle to implement PBS with fidelity (Tyre & Feuerborn, 2017). This examination of teachers' perspectives, needs, and concerns is emerging as an important practice for those who are implementing PBS. Exploring teachers' perspectives of PBS may lead to information regarding teachers' concerns about PBS. This information may be used by PBS coaches to engage with staff, address their concerns, and bring about higher levels of implementation fidelity. A higher level of implementation fidelity is associated with positive outcomes such as enhanced social and learning environments for students and teachers.

Summary

This basic qualitative study focused on exploring Barbadian elementary teachers' perspectives of PBS as an approach to managing classroom behavior. There are global concerns about the use of harsh disciplinary practices at schools. PBS has been introduced as an alternative to harsh disciplinary practices in Barbados, but the problem is that Barbadian teachers' perspectives of PBS are not well understood. The purpose of this study was to explore Barbadian elementary school teachers' perspectives of PBS as

an approach to managing classroom behavior. The research question for this study involved Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior. The conceptual framework for this basic qualitative study with interviews is based on Bandura's social cognitive theory and the positive behavior support framework. I defined key concepts and terms that may have multiple definitions. I also discussed assumptions, scope, delimitations, limitations, and the study's significance. In Chapter 2, I provide an explanation of literature review search strategies. I also provide a detailed description of the conceptual framework and review of literature related to key constructs and concepts in this study.

Chapter 2: Literature Review

Perspectives of Barbadian PK-3 grade teachers on PBS as an approach to managing classroom behavior are not well understood. The purpose of this study is to explore Barbadian elementary school teachers' perspectives of PBS as an approach to managing classroom behavior. Teachers are the primary implementers of PBS in the classroom. Understanding teachers' thoughts, knowledge, attitudes, and beliefs is essential for successful implementation of PBS (Knoster, 2018; Tyre & Feuerborn, 2017). Examining teachers' perspectives of PBS promotes an exploration of teachers' concerns and consideration of factors that can support improved implementation of PBS (Horner & Sugai, 2018). In Chapter 2, I review current literature on PBS and describe and synthesize studies related to key concepts in this study. I addressed the following topics: UNICEF child friendly schools (CFS), disruptive behavior, the Barbadian educational system, and improving classroom environments with PBS.

Literature Search Strategy

The following literature review was conducted to investigate concepts related to PBS. I searched scholarly, refereed, and professional publications that discussed concepts related to PBS. Search terms used in the literature review were: *classroom management, disruptive behavior, classroom management, child-friendly schools, the Barbadian educational system, PBS in the classroom, school discipline, corporal punishment,* and *discipline*. I used ERIC, Education Source, PsycInfo, SAGE Journals, and Taylor and Francis databases. I focused on articles published between 2016 and 2021 but included some relevant sources that precede this period.

Conceptual Framework

The conceptual framework for this study is derived from two theories. These theories are the social cognitive theory and PBS framework. In the following section, I define each theory and describe how they inform my study.

Social Cognitive Theory

The social cognitive theory is a model of behavior that involves the notion that learning comes about through observation (Costlow & Bornstein, 2018). The social cognitive theory is primarily based on the work of Albert Bandura and is the result of a revision to his social learning theory. According to Bandura (1986), social cognitive theory is founded on a mutual triadic relationship between personal, behavioral, and environmental factors. This triadic relationship is used to explain an individual's behavior in a specific context. Bandura (1986) argued that the external environment, behavior, and personal factors influence each other bidirectionally. He emphasized that the interplay between these three factors can be used to gain insight into what causes behavior, what maintains behavior, and what processes may modify behavior.

The social cognitive theory highlights the role of modeling as an influence on behavior. As people observe the behavior of others and the consequences of those behaviors, they in turn use these observations to guide their own behavior (Costlow & Bornstein, 2018). According to Clark (2012), direct modeling occurs when individuals observe and imitate others in their social networks who are engaging in favorable or unfavorable activities. Symbolic modeling occurs when persons observe and imitate behaviors they see in the media. Individuals develop certain outcome expectations based

on their previous behavior and behaviors they have observed others engaging in. An individual's outcome expectations play a key role in helping individuals to decide which behaviors to engage and not engage in. Individuals determine future behavior by reflecting on the probability and desirability of their outcome expectations.

The social cognitive theory also involves how individuals develop their sense of self-efficacy. Self-efficacy is a term that is used to describe what a person believes about their current ability in a specific domain (Bandura & Schunk, 1981). Individuals who have a high level of self-efficacy tend to be more confident in terms of their abilities to successfully complete a given task compared to individuals with lower self-efficacy (Costlow & Bornstein, 2018). Self- efficacy is based on four main factors: mastery experience, vicarious experience, social persuasions, and somatic and emotional states.

The social cognitive theory also involves explanations for how people develop motivation. Bandura (1986, 1997) argued that a person's motivation to pursue certain behaviors over others is influenced by self-incentives, perceived disincentives, personal standards, and their valuation of the activity. Individuals decide whether they will engage in a behavior based on perceived positive or negative responses they have received in the past when they performed that activity (Costlow & Bornstein, 2018). The social cognitive theory emphasizes interactions between internal factors such as thinking and external determinants of behavior such as rewards and punishments. The theory is beneficial to the current study because it offers an organizing framework to explore teachers' perspectives of PBS especially as it relates to how they view benefits and disincentives

associated with PBS, the value they attach to PBS, the outcomes they expect when they use PBS, and how they view their ability to implement PBS.

PBS Framework

The PBS framework was developed as a behaviorally-based systems approach to encourage appropriate student behavior and prevent and reduce problem behaviors (Oliver et al., 2019). In the 1980s, teachers expressed a need for more effective interventions to deal with challenging behaviors in the classroom (Sugai & Simonsen, 2012). There was a need to focus on developing behavioral interventions that were preventative, evidence-based, data driven, school-wide, and included a focus on professional development, team-based implementation, explicit social skills instruction, and positive student outcomes (Horner et al., 2010; Lewis & Sugai, 1999; Mayer, 1995; Sugai & Horner, 2002). In 1997, the government of the United States of America reauthorized the Individuals with Disabilities Act and provided a grant to establish a National Center on PBIS. The center was established to share evidence-based practices and provide technical assistance to schools where teachers were implementing PBS. Researchers from the University of Oregon worked along with researchers from the Universities of Kansas, Kentucky, Missouri, and South Florida, along with providers of specialized supports to develop the center. The center is now known as The National Technical Assistance Center on PBIS. As of 2012 the center has provided professional development and technical assistance to more than 21,000 schools (Horner & Sugai, 2015).

Since the establishment of the Center on PBIS, educators have implemented PBS with the goal of improving social and academic outcomes for students. The PBS framework involves building the capacity of schools to create effective learning environments where evidence-based approaches are used to improve academic and behavioral outcomes for all students (Sugai & Simonsen, 2012). Educators use PBS as a framework for selecting, organizing, and implementing evidence-based practices within a three-tiered continuum of behavioral supports (Horner et al., 2017). Interventions in the tiers address different levels of student need for behavioral support. The aim of the three-tiered continuum of supports is to ensure that all students receive the required level of behavioral support. The three tiers are universal (tier 1), secondary (tier 2), and tertiary (tier 3). These tiers are based on the acknowledgement that some students require more intensive levels of behavioral support to meet behavioral expectations, while other students only require basic levels of support. The first tier is considered the primary prevention or universal access tier. This tier focuses on all students in the school. Tier 1 interventions include setting expectations, positive reinforcement systems, firm and fair corrective discipline, and active supervision. The secondary tier is focused on those students who have not responded to tier 1 interventions and are considered at-risk. Tier 2 interventions include school-based adult mentors, intensive social skills training, and alternatives to out-of-school suspension. The third tier is tertiary prevention. At this level, students who have not responded to tier 1 or tier 2- interventions are provided with individualized interventions. Tier 3 interventions include parent training and

collaboration, multi-agency collaboration services, and individual behavior management plans.

The PBS practices at tier 1 are used by educators to establish practices that create predictable, safe, and positive school-wide climates. The aim of this tier is to increase and reinforce appropriate student behavior while minimizing problem behavior (Oliver et al., 2019). Horner and Macaya (2018) outline 8 components of Tier 1 PBS supports. The first component is the establishment of a PBS leadership team. PBS leadership teams are responsible for providing staff with training on PBS, adapting PBS practices to fit the school's culture and context, and monitoring the implementation of these practices. The second component is the development of three to five positively stated school-wide behavioral expectations to guide staff, student, and family behavior. These expectations are actively taught and reinforced throughout the school year. The third component is the development of a system to acknowledge appropriate behavior in an ongoing manner.

Although PBS practices focus on preventing problem behavior, student misbehavior may still occur. The fourth component of Tier 1 is the development of clear and consistent consequences to respond to inappropriate behavior. Schools implementing PBS are encouraged to respond to problem behavior by increasing the use of instructional consequences such as interrupting the problem behavior in its early stages and providing prompts about the expected behaviors. If misbehavior persists then the student is provided with the more intensive behavioral support that is associated with Tier 2 or Tier 3 such as social skills instruction, assessment, or mentoring. The collection of data on behavior is another component of tier 1. The data is summarized by the PBS leadership

team, disseminated to staff and used for decision-making. The remaining components of tier 1 include family engagement practices, agreed upon classroom protocols that emphasize proactive and preventative practices, and bully prevention procedures that teach students how to respond to bullying behavior.

Tier 2 supports are intended to assist those students who need support beyond that offered by tier 1. Tier 1 interventions aim to increase protective factors while minimizing risk factors (Oliver et al., 2019). The behavioral support offered at tier 2 is designed to be quickly accessed and well-organized (Horner & Macaya, 2018). One of the main features of tier 2 supports is a school-based team that is responsible for selecting, supporting, and monitoring the interventions. Tier 2 supports are characterized by quick access for students who need tier 2 interventions, and increased opportunities to review and assess the behavior of students who are participating in tier 2 interventions. An essential feature of tier 2 supports is provision of organizational resources that are necessary for tier 2 interventions to be implemented. Small group social skills instruction and Check-in/Check-out are key tier 2 interventions. Additional tier 2 interventions include increased instruction and recognition of appropriate behaviors and a focus on responding to inappropriate behavior with instructional consequences.

The third tier of PBS provides intensive, individualized, and targeted supports to those students who have not responded positively to tier 1 and tier 2 interventions (Gage et al., 2019). It is expected that three to five percent of the student body will require this level of intensive behavioral support. According to Horner and Macaya (2018), the key features of Tier 3 supports include individual support teams, functional behavior

assessment, individual behavior support plans, data collection for decision-making, and family engagement.

At the foundation of PBS practices are a few key assumptions that provide schools with a blueprint for the implementation of the three-tiers of behavioral support (Horner & Macaya, 2018). The main assumptions of PBS are that (a) behavior is learnt and must be taught, (b) positive behavior must be monitored and acknowledged, (c) it is essential to focus on prevention of problem behaviors, (d) there must be different levels of behavioral support, (e) a whole-school approach is key if PBS is to be effective, (f) a systems approach that encompasses school-wide, classroom and individual systems is critical to the implementation of PBS practices. The PBS framework is a beneficial theory for this study because it provides an organizing framework for exploring Barbadian PK-3 grade teachers' perspectives of PBS as it relates to their understanding of PBS and their use of the PBS strategies.

Literature Review Related to Key Concepts and Variable

UNICEF Child-Friendly Schools

The United Nations Convention on the Rights of the Child (CRC) has challenged the global use of corporal punishment. The CRC is an international agreement that children have basic rights that should be protected. The CRC is founded on four general principles (Collins, 2017). The first principle is that children have the right to survival and maximum development. The second is that children should be free from any form of discrimination. The third principle is that decisions should always be made in the best interest of the child. The final principle is that children have the right to participation and

expression. In the school setting, the proponents of the Convention on the Rights of the Child have advocated for schools to prevent discrimination against students and to make all decisions in the best interest of the child. They have also advocated for children to be disciplined in a manner that preserves their dignity. Article 19 of the CRC states that children should be protected from physical or mental violence as well as from injury or abuse. This has implications for how children are disciplined at schools. Since the adoption of the CRC in 1989, 196 countries have signed and ratified the Convention on the Rights of the Child (CRC) (Collins, 2017). As of 2018, 128 countries have banned the practice of school corporal punishment.

The CFS model has been developed with an emphasis on the principles in the CRC to promote a rights-based approach to schooling. Some countries have adopted the CFS model as a means of operationalizing the CRC (Çobanoglu et al., 2018) and reforming disciplinary practices. The CFS model is founded on five principles (Çobanoglu et al., 2018). The first principle is inclusiveness. This principle is based on the view that students have a human right to access schooling in an environment that is accepting and free from discrimination. In observance of this principle, schools are asked to ensure that they include all children and avoid excluding, discriminating, or stereotyping children. Rather, educators are encouraged to provide all children with access to an education that is respectful of their personal characteristics, language, culture, religion, and perspective. The second principle is democratic participation. This principle places emphasis on ensuring that all stakeholders, including children, their families and the community, have a say in the school's decision-making processes. The

third principle is child-centeredness. The third principle encourages educational stakeholders to ensure that all decisions are made in the best interest of children. The fourth principle is that educators have a responsibility to ensure school environments are safe, healthy, and protective. Schools that are implementing the CFS model aim to create school environments that are free from violence, abuse, neglect, and harsh disciplinary practices such as corporal punishment (Çobanoglu et al., 2018). The final principle is effectiveness. Proponents of effective education are concerned with the extent to which educators can create conditions that enable students to successfully accomplish their educational goals (Korpershoek et al., 2016). The five principles of CFS are focused on helping educators to create safe, healthy school environments where all children receive a high-quality education.

The purpose of the CFS model is to promote an improved quality of rights-based education for all children. The CFS model seeks to improve the quality of education so that optimal cognitive and affective development can be achieved in all children (Febriantina & Wijayanti, 2018). The CFS model encourages educators to implement student-centered learning methodologies that cater to each child's interest, learning styles, and developmental abilities. Quality is also promoted through a focus on building teachers' capacity by ensuring that teachers are well-trained and provided with the resources they need. Attention is also paid to raising the level of teachers' status and morale. The aim of the CFS model is to help schools and education systems move progressively towards quality standards (United Nations Children's Fund, 2009).

Educators who adopt the CFS model focus on the improvement of school functioning and all the elements that influence the well-being and rights of the child.

Disruptive Behavior

Educators have been concerned about student misbehavior in the classroom for many years (Madigan et al., 2016). Disruptive behavior in the classroom is one of the most significant daily stressors experienced by teachers (Ismail & Abdullah, 2019). Nash et al., (2016) defined *disruptive behavior* as an off-task behavior that distracts the teacher and/or class peers from being on-task and accomplishing the objectives of the current task in the classroom. Disruptive behavior is inappropriate and leads to disciplinary problems in the classroom (Shaikhnag et al., 2016). Disruptive behavior in the classroom can negatively impact teachers and students (Närhi et al., 2015). Negative impacts include frustrating teachers and interrupting instruction, thereby reducing instruction time for students. If experienced over time, disruptive behavior can negatively affect children's learning and behavioral outcomes as they move from grade to grade (Watson et al., 2016).

Disruptive behavior poses a threat to instructional time. It can also pose a threat to teachers' wellbeing. Reinke et al. (2013) noted that teachers in classrooms where there are high rates of disruptive behavior report higher rates of emotional exhaustion. Likewise, Ismail and Abdullah (2019) stated that disruptive behavior in the classroom is a key contributor to teacher stress. Teacher stress is a concerning issue. Cancio et al. (2018) reported that teacher stress has been shown to negatively impact teaching quality, student engagement, and contribute to teachers leaving the profession. Ongoing stress can lead to

burnout (Herman et al., 2018). Aloe et al. (2014) noted that rates of burnout are thought to be higher in the teaching profession than many other professions. Likewise, Oberle and Schonert-Reichl (2016) theorized that many teachers experience the phenomenon of burnout cascade which then leads to negative outcomes in the classroom. Oberle and Schonert-Reichl describe burnout cascade as a destructive cycle that contributes to the deterioration of the behavioral classroom climate, which then further intensifies the emotional exhaustion the teacher is experiencing. Oberle and Schonert-Reichl suggested that disruptive behavior contributes to increased teacher stress, and the experience of stress and burnout can then lead to teachers using more punitive and reactive classroom management strategies. Equipping teachers with the skills to effectively manage their classrooms may help to reduce disruptive behavior, teacher stress, and the use of punitive and reactive classroom management strategies.

Many teachers have not received training on how to deal with disruptive behavior. The literature indicates that teachers are not well prepared for managing challenging behavior (Dicke et al., 2015; Evertson & Weinstein, 2006; O'Neill & Stephenson, 2014). For example, Chaffee et al. (2017) stated that many educators have reported that they do not have the skills or knowledge to effectively manage disruptive behavior in the classroom. Similarly, Flower et al. (2017) found that teachers need adequate training on classroom management. Greenberg et al. (2014) conducted a study to examine the extent to which 122 teacher preparation programs teach and facilitate opportunities to practice research-based classroom management strategies. The teacher preparation programs were in 33 states at 79 institutions and included undergraduate, graduate, primary, secondary,

general education, and special education programs. Greenberg et al. reviewed course syllabi and materials such as lecture schedules, assignments, practice opportunities, and textbooks from 213 courses related to classroom management. They found that many teacher preparation programs do not comprehensively cover research-based classroom management strategies. Although more than half of the teacher preparation programs in the study taught preventative strategies such as teaching behavioral rules and routines, other strategies such as praise, promoting student engagement, and consistent consequences for misbehavior were not adequately addressed. These findings suggest that teachers need to be provided with more comprehensive, research-based training in classroom management to help them to manage their classrooms more effectively.

Classroom Management

Classroom management is a complex issue that requires teachers attend to classroom systems and individual students in the classroom environment (Farmer et al., 2014; Scott, 2017). Korpershoek et al., (2016) described classroom management as an interaction between teachers and their students, which takes place on an ongoing basis. Evertson and Weinstein (2006) have provided a comprehensive definition of classroom management. According to Everston and Weinstein, the term *classroom management* includes all the actions that teachers take to create environments that support the academic and social-emotional learning of their students. These actions include the development of supportive teacher-student and student-student relationships, effective instruction, encouraging student motivation and engagement in academic tasks, the

promotion of the development of social and emotional skills including self-regulation, and the use of appropriate interventions to help students with behavioral problems.

Marquez et al. (2016) stated that the key components of effective classroom management are well-established. They noted that researchers have been able to identify several evidence-based classroom management practices. These practices include: defining and teaching the classroom rules; providing quick and effective responses to low-intensity misbehavior with precorrection or low-level consequences; providing appropriate levels of behavioral support to students; and a data-driven approach to monitoring, assessing, and intervening with students. The definition, actions, and components of classroom management that have been outlined here, point to improvement of student learning and student behavior as key goals of classroom management.

Classroom management is a complex term that has been conceptualized in various ways by researchers. Korpershoek et al. (2016) indicated that it is important to understand the different classifications of classroom management. Classroom management strategies have traditionally been classified as reactive or preventative (Lane et al., 2011), and as the management of content, covenant, and conduct (Froyen & Iverson, 1999). Korpershoek et al. found that these classifications did not cover an adequate range of actions and dimensions because these classifications lack a focus on improving students' behavior. Korpershoek et al. argued that classroom management should not be classified as either reactive or preventative because some interventions use

both preventative and reactive strategies. Korpershoek et al. proposed a classification of classroom management strategies based on the strategy's primary focus (see Table 1).

Table 1

Classification of Classroom Management Strategies

Type of Strategy	Description	Examples
Teachers' behavior-focused strategies	Focus on improving classroom management and included preventative and reactive strategies	- Establishing and teaching rules - Strategies to respond to misbehavior
Teacher-student relationship focused strategies	Focus on the creation of supportive and caring teacher-student relationships	- Use respectful language - Teachers learn about students' interests and background
Students' behavior focused strategies	Focus on improving student behavior through preventative and reactive strategies	- Group contingencies - Teaching self-regulation strategies
Students' social and emotional development focused strategies	Focus on improving students' social and emotional development	- Explicit social and emotional skills instruction - Modelling and coaching to help children recognize how they feel or how someone else feels

Effective classroom management is a key predictor of student success (Marquez et al., 2016). Hopman et al. (2018) conducted a study on the effects of a program that offers teachers universal classroom management strategies. Results showed that teachers who used the program reported lower levels of emotional exhaustion and higher levels of self-efficacy. A higher level of self-efficacy in teachers also tends to positively impact student achievement. According to Herman et al. (2018), teachers who believe that they

can effectively manage classrooms tend to experience higher levels of student achievement than those who lack confidence.

The management of behavior is an integral aspect of classroom management. Law and Woods (2018) stated that several approaches to behavior management are based on behavioral paradigms such as the use of rewards and sanctions. Roffey (2016) noted that in addition to focusing on behavioral paradigms, that educators should also consider approaches that address affective and environmental factors that may influence behavior. Roffey pointed out that many behavioral paradigms emphasize punishments such as exclusion or suspension despite evidence of the ineffectiveness of theses behavior management strategies. Punishment does not teach students socially accepted alternatives to misbehavior and it may reinforce misbehavior (Madigan et al., 2016). Research has shown that suspension does not help students to recognize or improve their behavior (Dubin, 2016). This research suggests that behavioral interventions that only focus on the use of rewards and sanctions may be less effective than those that also address affective and environmental factors.

Mental health is an important factor to consider in classroom management. Many students who engage in challenging behavior are experiencing risk factors for mental health disorders such as child abuse and loss (Roffey, 2016). Behavioral approaches that are solely focused on behavioral strategies such as following rules and punishment may aggravate the difficulties that these students are experiencing. Instead, she recommended that schools develop a whole school approach founded on a focus on relationships, connection, restorative practices, high expectations, and social and emotional learning.

This approach Roffey argued, promotes resilience, protective factors, and well-being. Crosby et al. (2018) agreed that traditional behavior management approaches can exacerbate students' trauma symptoms. They recommended that teachers focus on building positive relationships with students and using clear and consistent alternatives to traditional classroom management practices such as suspension and office referrals.

Barbadian Educational System

Barbados is the Eastern most island in the Caribbean. Barbados has a population of approximately 286,885. In Barbados, 18.9% of the population are under 15 years of age (Countrymeters, 2019). The island was colonized by the British in the early 17th century until 1966 when Barbados received its independence from Britain. The educational system has its roots in the colonial period. According to Mayers (1995), during this period, the plantation owners who lived in Barbados sent their children to Britain to be educated. In most cases, planters' sons were sent abroad to be educated while their daughters remained in Barbados and received a limited education. The education of the girls focused on helping them to become wives and mothers. Slaves who worked on the plantations did not receive an education. Mayers (1995) noted that around 1982 the planters felt there was a need to provide an education for the descendants of British planters who were not well off. Slaves had limited opportunities for education at this time. The first school for the enslaved and free colored children was established in 1818 (Blouet, 1991). In the nineteenth century as slaves were emancipated, the Anglican church began to take a lead in educating emancipated slaves. Instruction focused on teaching the now freed slaves about the responsibilities of freedom and Christianity.

Schools that were established in this period form part of the current public education system (Pilgrim et al., 2018).

In Barbados, education has traditionally been regarded as a means to generating social and economic development. The government of Barbados, like other Caribbean governments has prioritized investing in education (Knight & Obidah, 2014). Barbados has invested the most financially in education in the Eastern Caribbean region (Jennings, 2017). Over the last thirty years, Barbados has allocated approximately 16% of the government's budget and 6% of the Gross Domestic Product to education (Rudder, 2014).

School is free and compulsory for children between the ages of 5 and 16. There are four main levels of education in Barbados – Pre-Primary, Primary, Secondary and Tertiary. The pre-primary schools cater to students who are 3-5 years of age, and the primary level caters to students who are 5 to 11 years old. Students attend secondary schools between the ages of 11 to 17. Most schools are public institutions. According to Rudder (2014) about 9% of the primary and secondary schools are privately owned. The Ministry of Education, Technological and Vocational Training is responsible for overseeing education.

Barbados has achieved universal access to primary and secondary school. With the goal of universal access being reached in the 1980s, educational stakeholders in Barbados have turned their attention to the quality of education being offered at educational institutions (Rudder, 2014). Burns (2018) reported that Ministries of Education in the Eastern Caribbean have indicated in regional, sub-regional and national

documents that the goal of Education is to create the ideal 21st century individual who possess academic skills such as numeracy and literacy; as well as life skills such as critical thinking, creativity, and respect. The government of Barbados has signed international agreements that promote quality education and improved educational outcomes for all students (Pilgrim et al., 2018). These agreements include the Dakar Framework for Action, and the Education for All goals that were established as at the World Conference on Education for All in Thailand in 1990.

Ensuring quality education has not been an easy task. Many countries in the Eastern Caribbean are experiencing challenges in the educational sector (Burns, 2018; Kinkead-Clark, 2018). These challenges are of concern because the people in these islands are the main resource (Burns, 2018). Providing all students with the highest quality of education, can help students to maximize their potential and become productive citizens. Burns (2018) emphasized that there is a critical need for Eastern Caribbean nations like Barbados to examine all factors that influence the quality of education in the mandatory school years. The practice of harmful disciplinary practices such as corporal punishment in Caribbean classrooms has been identified as one of the challenges that needs to be addressed (Semple-McBean & Rodrigues, 2018). It will be important to address these challenges if the goal of delivering quality education to all students is to be accomplished.

Recognizing the need to ensure that schools are effective and safe, the government of Barbados has undertaken several initiatives that aim to improve the quality of education and the psychosocial learning environment. Rudder (2014) noted that

professional development has been a critical component of these initiatives. The UNICEF CFS is one of the initiatives that the government has embraced. As a result of their participation in CFS initiative, teachers from nursery, primary and secondary schools have been trained in positive behavior support. However, progress for the implementation of PBS as an alternative to corporal punishment has been slow. Corporal punishment remains legal and rooted in the culture of child rearing in the Eastern Caribbean despite the empirical evidence of the negative impact of their use (Global Initiative to End all Corporal Punishment of Children, 2018b; Global Initiative to End All Corporal Punishment of Children, 2016; Semple-McBean & Rodrigues, 2108). Cultural acceptance of corporal punishment persists in the Eastern Caribbean. Further training for teachers on the negative impact of punitive discipline may be required to shift cultural norms surrounding discipline in the Eastern Caribbean.

Punitive Approaches to Behavior Management

Traditionally, responses to student misbehavior have been punitive and exclusionary (Gottfredson et al., 2000). Punitive responses to misbehavior include practices such as detentions, suspensions, expulsions, and corporal punishment (Gottfredson & Gottfredson, 2001; Jean-Pierre & Parris, 2018). Punitive responses are used to deter students from engaging in inappropriate behaviors or to deliver a consequence that is deemed to be warranted for certain behavioral infractions (Jean-Pierre & Parris, 2018). Punitive responses to student behavior can lead to negative outcomes such as an escalation of problem behavior and/or students' exclusion from school through suspension or expulsion (Armstrong, 2019). Nese and McIntosh (2016)

highlighted negative outcomes that have been associated with exclusionary practices. Additionally, some studies have shown a positive correlation between study time and academic achievement (Gregory et al., 2010). Exclusionary discipline practices remove students from the instructional environment (U.S. Department of Education, 2014). This may prevent students from having access to academic instruction which can lead to reduced opportunities to build academic skills, and difficulty catching up when they return to school. This in turn may contribute to decreased school engagement and academic achievement (Losen et al., 2015; Noltemeyer et al., 2015).

Exclusionary practices may escalate or worsen inappropriate behavior. Punitive responses do not help students to develop self-regulation skills or to cultivate the appropriate behavior (Jean-Pierre & Parris, 2018). Instead of improving behavior, punitive responses may result in the reinforcement of unwanted behavior (Gottfredson et al., 2000). Students who are averse to activities such as academic instruction, may use inappropriate behavior to avoid or escape these activities. If the response to inappropriate behavior is to exclude the student from instruction, then the student's behavior may be negatively reinforced. There is evidence that exclusion has been associated with poor long-term outcomes (Nese & McIntosh, 2016). Research has shown the harmful effects of exclusionary practices on grade retention, drop-out, and adult incarceration (Mowen & Brent, 2016; Noltemeyer et al., 2015).

Many students are affected by suspensions. Millions of public-school students are suspended each year (Black, 2016). During the 2011-2012 school year 3.1 million elementary and high-school students received at least one out-of-school suspension

(Synder et al., 2016). Black reported that less than 10% of suspensions are for serious infractions such as weapons, violent behavior, or illegal drugs. The use of suspension and exclusion has been increasing (Flynn et al., 2016). Flynn et al. (2016) noted that the increased use of suspensions and exclusions has been supported by new policy responses that tend to criminalize misbehavior. In the school year 2011- 2012 more than 64,000 students were arrested for infractions that occurred on the school grounds and off-campus (Gage et al., 2019). The heavy use of suspensions suggests a shift from employing disciplinary practices to improve student behavior, to using punitive responses to show toughness and demonstrate that school officials are in control of their schools and students (Black, 2016).

The high numbers of reported yearly suspensions concerning because some researchers have suggested that suspensions are associated with negative student outcomes. An analysis of a longitudinal cohort study of 181,897 students in Florida state who entered 9th grade in the 2000-2001 school year, showed that suspension can have a negative impact on students who are habitually suspended and on those who have received only one suspension. Results indicated that students who received 1 suspension in 9th grade were twice as likely to drop out and with each additional suspension they were 20% less likely to graduate high school and 12% less likely to enroll in a post-secondary institution (Balfanz et al., 2014). Similarly, Noltemeyer et al. (2015) conducted a meta-analysis to explore the relationship between different types of suspensions with academic achievement and drop out. Bibliographic databases were used to obtain the data sources that included peer and non-peer reviewed studies from 1986 to 2012. The

researchers analyzed 53 cases from 34 studies. The results indicated that there was a significant inverse relationship between suspension and academic achievement and a significant positive relationship between suspensions and drop out.

Wolf and Kupchik (2017) sought to expand on the studies that found suspension to be associated with poor student outcomes such as academic difficulties, drop out and future involvement in the justice system. They used data from the National Longitudinal Survey of Adolescent to Adult Health to analyze how being suspended may impact youth as adults. Students who had been suspended between 7th and 12th grade were statistically significantly more likely to have been a victim of a crime, committed a crime, and been incarcerated as adults (Wolf & Kupchik, 2017). There is evidence that punitive measures such as suspensions and expulsions disproportionately effect certain student populations. Studies show that Afro-American and Latino students are suspended or expelled at higher rates than their peers in the United States (Fowler, 2011; Gregory et al., 2010; Nishioka, 2013). The disproportionate use of punitive discipline may place the affected student populations at higher risk of experiencing poor student outcomes.

Corporal punishment is another form of punitive discipline used in schools. There are various definitions of corporal punishment in the literature. A common factor in the definitions is the identification of corporal punishment as the use of physical force. Smith (2016) noted that the terms corporal punishment, physical discipline, and physical abuse are sometimes used interchangeably. According to the U.N. Committee on the Rights of the Child, corporal punishment is “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light” (United Nations

Children's Fund, 2015, p.4). Straus (2001) defined corporal punishment as "the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behavior" (p.4). Pate and Gould (2012) described corporal punishment as "the infliction of ritualized physical pain or ordeal, the primary object of which is to bind the recipient or observers to the rules, norms, or customs of a larger social institution" (p. xvi). Moyo et al. (2014) suggested that the definition of corporal punishment should also include actions that cause emotional and psychological pain such as verbal abuse.

UNICEF has classified corporal punishment as violence against children (Smith, 2016). Landon et al. (2017) identified violence against children as a serious international public health problem. The World Health Organization (2014) also identified violence against children as a public health issue that can have a devastating impact on child development outcomes. Research has shown that physical violence is one of the leading causes of death among children (United Nations Children's Fund, 2014). The Adverse Childhood Experiences Study, (Felitti et al., 1998) which is being replicated in different countries has shown that harsh parenting may have severe lifelong consequences and implications for international public health (World Health Organization, 2013). Despite the evidence of the harmful consequences of corporal punishment, its use continues to be common (United Nations Children's Fund, 2014). Every year, approximately 6 out of 10 children, or one billion children across the world between the ages of 2 and 14 receive harsh physical punishment on a regular basis (United Nations Children's Fund, 2014).

Researchers and policymakers have been increasingly concerned with school corporal punishment. Corporal punishment is a legal form of discipline in a third of the world's countries (Gershoff, 2017). According to the Global Initiative to End all Corporal Punishment of Children (2018b) corporal punishment is legally permitted in 68 countries. Covell and Becker (2011) indicated that school corporal punishment continues to be practiced in countries where it is legal and in countries where it is banned. In the United States of America, school corporal punishment is legally permitted in 19 states (Gershoff & Font, 2016). In the school year 2011-2012, more than 166 000 students were disciplined with corporal punishment at school (Gage et al., 2019). In Australia, school corporal punishment is allowed in 3 of its 8 states and territories Gershoff (2017). There is no standard to determine what infractions corporal punishment will be used for. Gershoff (2017) stated that corporal punishment is used in response to various infractions including answering questions incorrectly and missing class.

Several adverse effects of corporal punishment have been documented in the literature. Children who are physically punished, struggle with social skills, have lower academic and occupational achievement, and display increased delinquent behavior compared to children whose caregivers use alternatives to corporal punishment (Gershoff & Grogan-Kaylor, 2016; Lee et al., 2013). Several researchers have found consistent links between corporal punishment and aggressive behavior, insecure parent-child attachment, decreased empathy, decreased self-regulation, and poor academic performance regardless of the harshness of the corporal punishment (Gershoff & Grogan-Kaylor, 2016; Global Initiative to End all Corporal Punishment of Children, 2016).

Corporal punishment, regardless of harshness has also been associated with child abuse and an increase in antisocial childhood behaviors such as criminal activity, running away, bullying, and lying (Gershoff, 2013).

A growing body of neuroscientific research has suggested that physical discipline has a detrimental effect on the developing brain and increases the risk of poor childhood outcomes (Bick & Nelson, 2016). Studies have found that physical discipline is associated with reduced gray matter in areas of the brain that are related to empathy, problem solving, learning, and recognizing patterns (Teicher et al., 2016). The National Scientific Council on the Developing Child (2014) found that threatening experiences can be linked to poor brain development. Spanking has been associated with reduced levels of language acquisition, especially in the areas of expressive and receptive language abilities (MacKenzie et al., 2013). Neurodevelopmental disruptions can lead to poor emotional regulation that can contribute to dysregulated behaviors (Herringa, 2017).

Punishment has been found to be an ineffective method of changing inappropriate behavior. Skinner's (1953) research on operant conditioning showed that behaviors that are punished tend to reappear when the punishment is removed. Skinner also found that punishment did not teach the desired behaviors. Skinner's research also showed that punishment was associated with increased aggression and fear. Skinner concluded that reinforcement was more effective than punishment because punishment may suppress the behavior for a time but does not extinguish it fully. Corporal punishment persists across the world despite consistent evidence of the harmfulness and effectiveness of physical punishment (Landon et al., 2017).

In countries where harsh discipline is a cultural norm, there is scant research on the association between harsh discipline punishment, mental health problems, and cognitive functioning (Hecker et al., 2016). Hecker et al. (2016) conducted a cross-sectional study in Tanzania to assess the association between exposure to harsh discipline, internalizing problems and working memory. The researchers interviewed 409 primary students in Tanzania using structured clinical interviews. 52% of the sample were boys and the mean age was 10.5. The researchers used the Maltreatment and Abuse Chronology pf Exposure to measure exposure to harsh discipline. The investigators used the Strengths and Difficulties Questionnaire and Children's Depression Inventory to assess internalizing problems. Working memory was measured using the Corsi-Block Tapping Task and school performance was measured by using the examination results in Mathematics, Swahili, English, and Science. The results indicated that there is a strong relationship between harsh discipline and internalizing problems, which were in turn associated with lower working memory and school performance. Hecker et al. (2014) conducted research with this same sample of 409 primary students in Tanzania. The researchers conducted a study to assess the occurrence of corporal punishment at homes and schools in Tanzania. They also explored the association between corporal punishment and externalizing problems. Heckler et al. (2014) found that 95% of the students had experienced corporal punishment at school and that 51% of students had experienced corporal punishment within the last school year. Almost a quarter of the sample reported that they had been hit so hard that they had been injured. The researchers found an association between corporal punishment and children's externalizing problems.

Corporal punishment was significantly positively correlated with juvenile and lifetime aggression, conduct problems, and hyperactivity. Corporal punishment was negatively correlated with prosocial behavior. These findings contrast with the argument by some parents and researchers that corporal punishment promotes prosocial behavior.

Some researchers have questioned whether corporal punishment is truly harmful. Proponents of corporal punishment have contended that corporal punishment is a broad term that includes both normative physical discipline, which they find acceptable and harsh physical discipline (Baumrind et al., 2002; Larzelere & Kuhn, 2005). Proponents of corporal punishment have also pointed out that there may be methodological challenges in some of the studies that have concluded that corporal punishment is harmful (Landon et al., 2017). Anti-corporal punishment advocates have addressed these concerns through meta-and-moderator analysis research designs. Gershoff and Grogan-Kaylor (2016) used a meta-and moderator analysis research design and found significant associations between any kind of physical punishment and poor child and adult outcomes, regardless of socioeconomic status or ethnicity. The meta-analyses that focused on spanking were conducted on 111 unique effect sizes representing 160,927 children. The results indicated that thirteen of 17 mean effect sizes for the outcomes being studied were significantly different from zero. All the mean effect sizes indicated a link between spanking and an increased risk for detrimental child outcomes.

Payne (1989) argued that the cultural normativeness of corporal punishment can have a mediating effect on a child's long-term adjustment. However, research in countries where corporal punishment is the cultural norm indicated higher levels of

aggression and anxiety among children whose families use physical discipline than those who do not use physical discipline (Lansford et al., 2005). Researchers have suggested that maternal warmth can mediate the effects of corporal punishment (Darling & Steinberg, 1993). The Fragile Families and Child Well-being Study (FFCWS) was conducted to examine the effects of maternal warmth when corporal punishment is used. The study consisted of 4898 Hispanic-American, African American, and European American families. Yildirim and Roopnarine (2015) used data from the FFCWS and found higher levels of child aggression and anxiety in children whose families used physical discipline, even in cases where maternal warmth was reported in non-disciplinary situations. Lansford et al. (2014) conducted a longitudinal study on the effects on maternal warmth when physical discipline is used. The study comprised 30 000 families with 2- to 4-year-olds in 24 developing countries. Lansford et al. found adverse effects of corporal punishment regardless of warmth. Lee et al. (2013) conducted an investigation that examined whether maternal warmth moderates the association between maternal spanking and child aggression between ages 1 and 5. The sample consisted of 3,279 pairs of mothers and their children from a cohort study of urban families from 20 cities in the United States. Maternal warmth and child aggressiveness were measured when the children were 3 and 5 years of age. The results indicated that maternal spanking at age 1 was associated with higher levels of aggression at age 3. Maternal spanking at age 3 was shown to predict an increase in aggression by age 5. Maternal warmth when the child was 3 years old was not found to predict a change in aggression between the ages of 3 and 5. Lee et al. (2013) also found that maternal warmth did not moderate the

association between spanking and increased child aggression over time. The researchers concluded that, from age 1 maternal spanking was found to be predictive of child behavior problem and that maternal warmth did not counteract the negative effects of the use of spanking. Lee et al. noted that spanking was not effective at reducing child aggression even in cases where maternal warmth was displayed.

There is some evidence of an increased awareness of the ineffectiveness and harmfulness of corporal punishment across the world (Cappa & Khan, 2011). As of 2018, there are 54 countries that have banned corporal punishment (Global Initiative to End all Corporal Punishment of Children, 2018b). However, there are many countries where the practice of corporal punishment is sustained by cultural arguments (Landon et al., 2017). According to the Global Initiative to End all Corporal Punishment of Children (2018c), corporal punishment remains lawful "in some or all schools in 68 states worldwide" (p.9). A survey of 206 teachers was conducted in Trinidad and Tobago, St. Kitts and Nevis, Grenada, and St. Vincent and the Grenadines. The results indicated that 82 percent of teachers used corporal punishment with their students. Landon et al. suggested that the practice of corporal punishment is sustained in the Caribbean region by traditional religious and cultural values (2017). Researchers have argued that the practice of corporal punishment is also reinforced by belief in the value of inflicting pain to a child's positive development (Landon et al., 2017; Payne, 1989) and a belief that children do not have rights as compared with parents. In Barbados, these beliefs are evident in the Barbadian sayings "Hard ears you won't hear, by and by you will feel" and "Children should be seen and not heard."

Oppression and domination figure prominently in the history of Caribbean societies (Carew, 2006). Most of the residents of the Caribbean are descendants of Africans who were forcibly brought to Caribbean to work as slaves on the plantations owned by the European colonial powers. While slavery was abolished in the mid-eighteenth century, it was replaced by indentured servitude, which also kept individuals in a place of subjugation and oppression (Landon et al., 2017). The acceptance and frequency of the use of corporal punishment in the Caribbean has been attributed to the Caribbean's legacy of violence and domination (Bailey et al., 2014; Gibbons, 2015). Pate and Gould (2012) has supported this view and noted that corporal punishment that is more prevalent in societies in which slavery was practiced. The high rates of corporal punishment in the Caribbean have also been attributed to the stress of poverty and single parenthood; a lack of understanding of the adverse effects of corporal punishment; authoritarian and conservative values (Bailey et al., 2014; Ember & Ember, 2005). The use of corporal punishment in the Caribbean has also been ascribed to traditional religious values and the literal interpretation of the Biblical book of Proverbs (Bailey et al., 2014).

In Barbados, corporal punishment is lawful in the home, alternative care settings, day cares, schools, penal institutions and as a sentence for crime (Global Initiative to End All Corporal Punishment of Children, 2018b). The Prevention of Cruelty to Children Act (1904) states parents, teachers or other persons who have lawful control or charge of children has the right to administer punishment to that child. The right to administer corporal punishment in schools is upheld by the Education Act of 1983. Article 59 of the

Education Act of 1983 authorised principals to administer corporal punishment and to give authority to the deputy principal or senior teachers to administer corporal punishment. The Ministry of Education has provided guidelines for the administration of corporal punishment in schools. The guidelines state that corporal punishment must be a last resort, moderate and reasonable and administered with a proper instrument.

The Government of Barbados in their 2014 report to the Committee on the Rights of the Child stated that the use of corporal punishment in Barbados is in part due to the cultural attitude that strongly favours it. (Global Initiative to End all Corporal Punishment of Children, 2018a). The Government of Barbados referred to their attempts to promote positive discipline in schools with the support of UNICEF but noted that changing public attitudes to corporal punishment has been difficult. Results of a study conducted in 2012 indicated that 35.7% of the respondents indicated a belief that children need to be punished physically (Barbados Statistical Service, 2014). This study also found that three out of four children aged 2-14 years had received at least one form of physical discipline in the month preceding the survey. The results indicated that 6.1% of the children who were surveyed, had received severe physical punishment. However, research by the Caribbean Research Development Research Services between 2004 and 2014 may suggest that public support for corporal punishment at schools in Barbados is waning (Global Initiative to End all Corporal Punishment of Children, 2018b). In the study conducted in 2004, the researchers found that 80% of those surveyed supported corporal punishment in the home and 69% supported its use in schools. In the 2014 study, support

for corporal punishment at home had only decreased by 3% but support for its use in schools had decreased by 19%.

The Committee on the Elimination of Discrimination Against Women (2017) indicated that they were concerned that corporal punishment is "culturally accepted and widely practiced in schools" in Barbados despite "initiatives lead by the Ministry of Education, to end corporal punishment in schools, as well as the cooperation with UNICEF on the Schools' Positive Behavior Management Program since 2010" (para. 31). CEDAW recommended that the Government of Barbados prohibit corporal punishment at school, bolster teacher training, and promote the practice of positive discipline.

Improving Classroom Environments with PBS

There is a need for effective alternatives to punitive discipline strategies. Documentation of the implementation of PBS at schools has shown that PBS can be successfully implemented (Horner & Macaya, 2018).) Educators have been able to implement PBS with fidelity and build on the school's existing strengths (Kittelman et al., 2018). Fidelity is the extent to which educators have implemented the core principles of PBS as designed and intended (Noltemeyer et al., 2019). Research indicates that high fidelity implementation of PBS can lead to improved outcomes for educators and students (McIntosh et al., 2017). The implementation of PBS has been associated with benefits such as a reduction in problem behavior and improved prosocial behavior (Kelm et al., 2014); improved academic achievement); improved perception of school safety (Kelm et al., 2014); increased student engagement (Gage et al., 2015); and higher teacher self-

efficacy (Kelm & McIntosh, 2012). Childs et al. (2016) reviewed 4 years of implementation data from 1122 elementary, middle, and high schools in Florida. The data was collected between 2010 and 2014. Schools in the study were participants in Florida's Positive Behavior Support: A Multi-Tiered System of Supports Project. The study used a longitudinal design. The researchers studied the associations between the Benchmarks of Quality total score, 10 sub-scales scores, and student behavioral outcomes. The Benchmarks of Quality is a validated measure of implementation fidelity of PBS. The results of the data analysis indicated that schools where PBS was implemented with fidelity had fewer office disciplinary referrals, in-school suspensions, and out-of-school suspensions.

Educators who are implementing PBS have benefited from the knowledge provided from the field of implementation science that focuses on how change happens (Fisher et al., 2016). Blase et al. (2015) described the process of implementation as demanding and asserted that it requires attention to policy, data management and systems such as training, coaching and organization. When PBS is implemented with fidelity, it has been shown to be an effective approach to managing behavior in the Western context (Horner & Macaya, 2018). However, Horner and Macaya noted that implementing PBS outside of the cultural context in which it has been developed may be challenging. They explained that PBS was developed in urban and suburban schools in the West Coast of the United States, and that adaptations have been necessary when adopting PBS across the United States to attend to contextual and cultural features of schools. Horner and Macaya (2018) indicated that the experience of extending the implementation of PBS

beyond the United States to other countries has yielded lessons for its implementation in contexts where there are “significantly different political, fiscal and regulatory traditions for organizing education” (p. 674).

Horner and Macaya (2018) suggested that there are four key features of large-scale implementation that should guide efforts in non-western countries. First, educators should focus on implementing core features of PBS rather than programs. Second, educators should ensure that the necessary organizational systems in place to support successful and sustained implementation. A lack of focus on organizational factors such as resources, training and coaching can lead to a failure to sustain initial implementation efforts (McIntosh & Turri, 2014). Third, educators should use data to guide and improve their implementation efforts. Assessing the fidelity of implementation efforts and using data to guide planning at the school level, can increase sustainability and decrease the possibility of effective practices being discontinued (McIntosh et al., 2015). The Tiered Fidelity Inventory (TFI) is a measure that is used by educators to assess their implementation of PBS (Algozzine et al., 2019). Finally, Horner and Macaya (2018) noted that educators should follow the stages of implementation. Four stages of implementation have been identified. They are exploration, installation, initial implementation, and scaling and sustaining (Fixsen & Blase, 2018).

Teachers’ Perspectives of PBS

An awareness of teachers’ thoughts, knowledge, attitudes, and beliefs is critical for the successful implementation of PBS. As researchers have turned their attention to the adults responsible for the implementation, published studies of staff behavior, social

validity and fidelity have doubled over the last ten years (Clarke et al., 2018). The systematic exploration of teachers' perspectives of PBS is an emerging practice (Tyre & Feuerborn, 2017). There has been a shift from solely identify evidence-based practices, to understanding how key stakeholders perceive and implement these practices. Understanding teachers' perspectives of PBS is important because teachers are the primary facilitators of PBS implementation. Knoster (2018) noted that it is important to consider the diverse experiences and perspectives of PBS implementers. Horner and Sugai (2018) also stated that it was important to examine the perspectives of implementers as this promoted an examination of the factors that can support change.

Change is a complex process. Understanding teachers' perspectives, and experiences of new practices is important for making sure that teachers' concerns can be addressed at all stages of the implementation process (Feuerborn & Tyre, 2016; Tyre & Feuerborn, 2017). By studying teachers' perspectives, researchers can gain information on factors that can improve the contextual fit of PBS and promote the sustainability of PBS (McIntosh et al., 2014). The research on teachers' perspectives can be used by consultants and other implementers of PBS to bring about higher levels of fidelity of implementation and more impactful and lasting change (Gutkin, 2012).

Feuerborn and Tyre (2016) explored staff perceptions of PBS in schools where teachers are planning for PBS implementation or implementing PBS. Participants in the study reported support for the implementation of PBS, but staff in schools that were at the planning stage reported less favourable views of PBS and more philosophical issues with the PBS framework. A key philosophical issue was the view that the use of reinforcement

was a form of bribery. Teachers also disputed whether the teaching of behavioral expectations was a part of their job description. In a similar study, Feuerborn, and Tyre asked staff at secondary schools to share their concerns about PBS in their schools. Staff identified a lack of staff consensus, a lack of support for implementation, school climate, stress, philosophical disagreement, and concerns for the change process as their main concerns. These findings are in keeping with previous PBS research that has suggested that teachers may oppose the implementation of PBS for several reasons such as lack of support from administration or colleagues; lack of time, resources, training, and leadership; philosophical disagreements and a lack of understanding what PBS entails (Andreou et al., 2015; Tyre & Feuerborn, 2017).

Summary and Conclusions

Student misbehavior in the classroom is an ongoing concern for teachers (Madigan et al., 2016). Disruptive behavior in the classroom is one of the most significant daily stressors experienced by teachers (Ismail & Abdullah, 2019). Classroom management is a complex issue that requires teachers to attend to classroom systems and individual students in the classroom environment (Farmer et al., 2014). Despite the complexity of managing behavior in their classrooms, teachers often report that they have not received adequate training in classroom management (Dicke et al., 2015; Evertson & Weinstein, 2006; Flower et al., 2017; O'Neill & Stephenson, 2014). Some researchers have found that teacher preparation programs provide limited exposure to research-based classroom management strategies to teacher candidates (Greenberg et al., 2014).

Corporal punishment has traditionally been used in Barbadian classrooms to manage behavior and there continues to be high levels of support for its use (Global Initiative to End all Corporal Punishment of Children, 2018a). The acceptance and frequency of the use of corporal punishment in Barbados, and the Caribbean at large, has been attributed in part to the Caribbean's legacy of violence and domination (Bailey et al., 2014; Gibbons, 2015). Human rights proponents have identified corporal punishment as violence against children and a public health issue (Landon et al., 2017; Smith, 2016). The use of punitive, reactive, harsh disciplinary methods like corporal punishment has been associated with negative outcomes for children such as poor social skills, negative effects on the developing brain, lower academic and occupational achievement, and increased violent and or/delinquent behavior compared to children whose caregivers use alternatives to harsh, punitive discipline (Bick & Nelson, 2016; Gershoff & Grogan-Kaylor, 2016; Lee et al., 2013). Traditional disciplinary methods based on punishment may also lead to more behavioral problems than a proactive approach to managing behavior (Feuerborn & Tyre, 2016).

UNICEF has been collaborating with the Ministry of Education in Barbados to implement the CFS model in Barbadian schools. A key area of focus of this model has been on providing training in PBS as an alternative to punitive discipline. The PBS framework was developed as a behaviorally based systems approach to encourage appropriate student behavior and to prevent and reduce problem behavior (Oliver et al., 2019). There is a growing body of research on PBS in Western contexts (Bradshaw, 2015; Childs et al., 2016). Researchers have studied the effectiveness of PBS in Western

contexts and found that high fidelity implementation of PBS can lead to improved outcomes for educators and students such as a reduction in behavior problems, improved psychosocial behaviors, improved perception of school safety and increased school engagement (Gage et al., 2015; Kelm et al., 2014; McIntosh et al., 2017). Researchers have also studied staff perceptions of PBS in Western contexts (Feuerborn, & Tyre, 2016; Knoster, 2018; Tyre & Feuerborn, 2017). Understanding teachers' perspectives of PBS is essential because teachers are the primary implementers of PBS in the classroom. In Barbados there is a lack of research on Barbadian teachers' perspectives of PBS (Marshall et al., 2018). I used the conceptual framework based on social cognitive theory and the PBS framework to examine Barbadian teachers' perspectives of PBS in this basic qualitative study with telephone and Zoom interviews. Chapter three contains the research design and the rationale for selecting this design. Data collection, analysis procedures, and ethical procedures are also included.

Chapter 3: Research Method

The purpose of this basic qualitative study using semi-structured telephone and Zoom interviews was to explore Barbadian elementary teachers' perspectives of PBS. Qualitative research involves understanding how people interpret and make meaning of their world and experiences (Patton, 2015). Schumacher and McMillan (1993) defined qualitative research as a primarily inductive process through which data are organized in categories and then relationships are identified among these categories. Ravitch and Carl (2016) characterized qualitative research as an approach to inquiry that places value on the complex and subjective nature of lived experience. Qualitative research is a term used to describe a broad range of approaches and methods that may vary in terms of their focus, assumptions about knowledge, and the role of the researcher (Astalin, 2013). There are essential principles that all qualitative studies share. Mason (2002) said qualitative research has three unifying principles: it is interpretive in nature, uses data collection methods that are flexible and contextual, and places emphasis on the contextualization of data when analysis is conducted.

This chapter addresses the research design for this study and the rationale for selecting this design. The role of the researcher is also discussed. Participant selection, instrumentation, recruitment procedures, participation procedures, and data collection and analysis procedures are also addressed in this section. Finally, the chapter includes trustworthiness and ethical procedures in the study.

Research Design and Rationale

This basic qualitative study using telephone and Zoom interviews addressed one overarching research question: What are Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior?

In this study, the central phenomenon I explored was Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior. Ravitch and Carl (2016) said researchers should consider their research questions, the goals of the study, and context of the study when deciding on a research design. I chose a basic qualitative research design using telephone and Zoom interviews for this study. In the field of education, qualitative researchers work to expand knowledge of perspectives, settings, and techniques (Kozleski, 2017). Researchers can use a basic qualitative design to develop a holistic understanding of people's perspectives, realities, experiences, behavior, and meanings they attach to them (Ravitch & Carl, 2016). For researchers using the qualitative tradition, the goal of research is to develop an understanding of how individuals construct reality within a specific context (Moser & Korstjens, 2017). Basic qualitative research designs are grounded in the interpretivist approach (Astalin, 2013). Interpretivist researchers adopt a relativist ontology. Relativist ontology is based on the notion that reality is a subjective experience (Denzin & Lincoln, 2005). According to Astalin (2013), researchers who adopt the relativist ontology assume that reality is socially constructed and a phenomenon that can have different interpretations, rather than an objective truth which can be measured.

Researchers using the interpretivist tradition are concerned with understanding a phenomenon of interest from the subjective experiences of individuals (Astalin, 2013). Kozleski (2017) noted that qualitative research designs are well suited for researchers who are seeking to understand educators' perspectives, settings, and techniques they use. Kozleski argued that qualitative researchers take context into account and acknowledge the role that local culture or context plays in educational practice. Qualitative methods can be used to help teachers highlight issues which are important to them but may not have been considered by the researcher (Kozleski, 2017). A qualitative approach is the most applicable method for this study because the interpretivist approach is based on the belief that reality is socially constructed. The interpretivist approach fits with this study's research question and the goal of this study which is to gain an in-depth understanding of teachers' perspectives of PBS. The interpretivist is also based on the social and experiential meaning that an individual ascribes to the experience (Myers, 2019). This approach fits with my research question because the research question was designed to generate information on the participants' subjective perspectives on PBS. The interpretivist approach is based on the notion that the goal of research is to generate knowledge which creates a better understanding of the meaning individuals assign to their experiences or a certain phenomenon (Pizam & Mansfeld, 2009). This approach fits well with the goal of my study.

According to Moser and Korstjens (2018), interviews can be used to ascertain participants' thoughts, feelings, and perspectives. I decided to use semi-structured telephone interviews because this method allowed me to obtain rich, in-depth, and

contextual data regarding Barbadian PK-3 grade teachers' perspectives of PBS. Due to unusual health conditions across the world caused by the Coronavirus (COVID-19) pandemic, medical practitioners have discouraged face to face interactions. I chose to conduct interviews by telephone and Zoom to observe social distancing guidelines. I decided to give participants the options of using either telephone or Zoom video conferencing as some participants may not have had access to computers or reliable Internet services. Some potential participants may also have lacked the technical skills or comfort with using technology.

I considered other research designs for this study before selecting a basic qualitative research design. A quantitative research design was not selected because quantitative research involves gathering empirical data that are then analyzed numerically by mathematical means such as statistics (Ravitch & Carl, 2016). A quantitative approach would not provide rich in-depth data on teachers' perspectives of PBS. I also considered other qualitative methods, but other qualitative methods did not align with my research question or conceptual framework of the study.

Other qualitative methods I considered were phenomenography and the case study design. Phenomenography was not aligned with my study, because it involves exploring human experiences and how persons make meaning of these experiences rather than their perspectives (Aspers, 2015; Cleland, 2017). I also considered the case study design. Researchers use case studies to explore a single or multiple cases over a period of time, using multiple sources of data collection (Creswell & Poth, 2017). Researchers use a case study approach when they are interested in gaining an in-depth understanding of an issue

in its real-life context (Crowe et al., 2011). A case study design is not appropriate for my study because I was not studying a case in its natural setting or using multiple data collection methods.

Role of the Researcher

As the sole researcher, I was responsible for conducting all aspects of the study. I used an interview protocol that I developed to collect data. After interviews, I coded and analyzed data that were gathered. During the data collection process, I obtained data from participants by interacting with them in the context of telephone or Zoom interviews. During interviews, I played an active role in creating conditions that facilitated communication. As the interviewer, I listened and clarified as participants engaged in the interview process.

Because I have been involved in providing training for teachers on PBS for the past 10 years, there is potential for bias on my part. Before my role as a professional development facilitator, I worked as an elementary teacher, counselor, and welfare officer. These experiences have contributed to my interest in studying teachers' perspectives of PBS. As an independent consultant, I am not an employee of the school district. I managed potential researcher biases by using field notes and keeping a reflective journal to document my thoughts, feelings, and decisions throughout the process of data collection and analysis.

Methodology

Participant Selection

For this study, I purposefully selected 12 PK-3 grade teachers who taught for at least 1 year and received training on PBS. Participants were selected from different schools. There were at least seven schools represented in the study. Some participants were reluctant to state the school at which they taught, so the exact number of schools represented is unknown. I selected these criteria because I believed PK-3 grade teachers who met these criteria would be able to answer the study's research question. In Barbados, a person can teach prior to being certified, so both certified and noncertified teachers were eligible to participate in the study. I asked potential participants to confirm that they met the criteria when I emailed them the invitation to participate in the study. I used snowball sampling to identify participants for the study. Snowballing is a sampling method which is also called the chain referral method (Naderifar et al., 2017). Researchers who use the snowball sampling method begin by asking one or more participants to recommend others for participation in the study (Babbie, 2016). Referrals from initial sources help researchers generate additional participants. Those who agree to participate in the study are also asked to nominate potential participants for the study (Naderifar et al., 2017). Sampling continues until data saturation is reached.

Researchers should carefully consider sample sizes in qualitative studies. A key principle of qualitative research is that researchers sample only until they have reached the point of data saturation, or when new data begin to yield redundant information (Moser & Korstjens, 2018). Malterud et al. (2016) noted that a selection of five to 10

diverse participants may provide enough information to answer research questions in qualitative studies. The sample size for my study is 12 participants.

Instrumentation

I collected data through semi-structured, telephone and Zoom interviews. Participants indicated whether they preferred to conduct the interview by telephone or by Zoom. Interviews are one of the primary data collection methods used by qualitative researchers (Kvale & Brinkmann, 2008; Rubin & Rubin, 2006). Some researchers elect to create interview questions that are specific to their study instead of using preestablished surveys (Chenail, 2011). In so doing, these researchers become the primary instruments through which their data are collected. The researcher as research instrument is a central aspect of qualitative research (Astalin, 2013). I used a self-developed interview protocol (see Appendix A) to collect data. I used the interview protocol during the interview to gather demographic information, review informed consent, and ask the interview questions. I developed the interview questions for my study based on the research question and conceptual framework. I used the research question and the conceptual framework to help me to identify the purpose of the instrument, and to help me to specify the content area to be studied. In preparing to create the questions I also reviewed literature on PBS to determine the operational definition of PBS. Interview question one was designed to capture demographic information. Interview questions four, five, six, nine, and 10 are aligned with the research question. Interview questions two, three, five, six, seven, eight, and 10 are aligned with the conceptual framework (see Table 2). I established content validity for the instrument by consulting with two members of my

committee for their feedback on the interview questions. These members assessed the instrument to examine the extent to which the questions were representative of the questions that a researcher can ask to assess the phenomenon that I am exploring in this study. I addressed the feedback they provided to ensure the sufficiency of the instrument to answer the research question.

Table 2

Alignment of Interview Questions with Research Question and Conceptual Framework

Interview Question	Alignment
How long have you been teaching?	Demographic Information
What is your understanding of Positive Behavior Support?	Conceptual Framework: The Positive Behavior Support Framework/Research Question
What aspects of Positive Behavior Support have you used in your classroom?	Conceptual Framework: The Positive Behavior Support Framework
What do you think about Positive Behavior Support as an approach to managing behavior in the Barbadian PK-3 classroom?	Research question
In your opinion, what are the benefits of using Positive Behavior Support as an approach to managing behavior in your classroom?	Conceptual Framework: Social Cognitive Theory/ Research Question
In your opinion, what are the weaknesses of Positive Behavior Support as an approach to managing behavior in your classroom?	Conceptual Framework: Social Cognitive Theory/Research Question
How do you feel about your ability to use Positive Behavior Support in your classroom?	Conceptual Framework: Social Cognitive Theory/Research Question
What do you hope to accomplish by using Positive Behavior Support?	Conceptual Framework: Social Cognitive Theory
What are your thoughts on Positive Behavior Support as an alternative to corporal punishment?	Research question
Are there any further comments you would like to share?	Research question/Conceptual Framework

Procedures for Recruitment, Participation, and Data Collection

I began the data collection process when I obtained approval from Walden University's Institutional Review Board (IRB). I used snowball sampling to recruit participants. I started the recruitment process by emailing the study's invitation to Barbadian PK-3 grade teachers who are known to me from their attendance at PBS workshops in Barbados and who met the study's criteria. I encouraged these initial potential participants to pass the study's invitation with my contact information by email, to other PK-3 grade teachers who may be eligible and interested in participating in the study. I advised that they were not required to do this if they did not wish to. Incentives or compensation for referrals were not provided. These initial potential participants were also given the option of providing me with telephone numbers for PK-3 teachers they thought may be interested. They were asked to obtain permission to share potential participant's contact information before they disclosed this information to me. Those who agreed to participate in the study were also asked to nominate potential participants for the study. Sampling continued until saturation was reached. I approached potential participants in a manner that was non-threatening and non-coercive. I am not in a position of leadership or in a relationship of authority or influence with the participants I emailed with the study's invitation.

The letter of invitation contained a description of my study and an invitation for Barbadian PK-3 grade teachers to participate in a 45-60-minute telephone or Zoom interview. I invited interested prospective participants to contact me for more information and possible inclusion in the study. I emailed the consent form to those who expressed

willingness to participate. I asked them to review the consent form and indicate their willingness to participate within seven days of receiving the informed consent form. Participants were asked to indicate their consent by responding to my email with an email with the words “I consent” in the subject line. Once I received the participants’ email with their consent to participate in the study, I e-mailed the participants options for specific days and times to conduct the telephone interviews. If none of the suggested days or times were convenient, they were given the option of suggesting a time that was convenient for them.

Each telephone or Zoom interview lasted approximately 30-60 minutes and was audio recorded using a tape recorder. After the interviews, I uploaded the audio recording of the interviews to Rev, an online transcription service for transcription. I wrote field notes during the telephone interviews to note any impressions. After each interview, I revisited the notes to make legible anything that was not written legibly and enhance the notes with anything I remember that was not included. I also did member checking. Member checking is a process which is used by researchers to ensure that they have accurately represented the participants’ perspectives (Lodico et al., 2010). After I analyzed the data, I provided each participant with a two-page summary analysis of my findings (see Appendix B). I asked the participants to review the summary and then contact me within 48 hours if they had any questions or concerns about my interpretation of the data.

Data Analysis Plan

I used data from the interviews to answer the research question. First, the audio tape of the interviews was transcribed verbatim by an online transcription service. When the transcripts were completed, I checked the transcripts to ensure that they were accurate by reading the transcripts while listening to audio recordings of interviews. Each transcript included a word-for-word written record of all the questions and answers from the interview. After I checked the accuracy of transcripts, I used Braun and Clarke's six-step framework for the thematic analysis of data. I used an inductive approach to the thematic analysis to determine the themes. First, I read and then reread each transcript, so that I could become familiar with the data. Then I used open coding to assign codes to units of data. In qualitative studies, a code is a word or phrase that assigns a summative attribute for a portion of the data that is being analyzed for the purpose of pattern detection, categorization, and other analytical procedures (Saldaña, 2016). I documented all the steps of the coding process. Next, I looked for themes among the codes by identifying patterns which conveyed or described something significant about the research question. Then, I reviewed the themes to ensure that the data supported the themes. I also verified that the themes were coherent and checked for overlapping themes, subthemes, and any other possible themes in the data. Next, I further refined the themes to identify what each theme is about. In this stage, I also examined how the themes related to each other, and how the themes answered the research question. Then, I wrote up my findings.

When coding data, researchers should listen to audiotapes of interviews and reread transcripts several times. Moser and Korstjens (2018) recommended a process of reading, recoding, and analyzing until the findings have breadth and depth. In addition to looking for patterns in the data, I also looked for and described gaps in the data or discrepant cases. I documented my ideas about the data in a reflective journal throughout the process of data analysis. I used the reflective journal to help me to reflect on what I saw and did not see in the data. I highlighted those cases that did not fit any of the patterns that I discovered in the data. I discussed what can be learned from these discrepant cases and described how they challenge my interpretations of the data.

Trustworthiness

Trustworthiness is the extent to which the findings of a qualitative study can be trusted (Lincoln & Guba, 1985). Credibility, transferability, dependability, and confirmability are used as criteria for trustworthiness of qualitative studies (Lincoln & Guba, 1986). Credibility parallels internal validity in quantitative research. Credibility is described as the level of assurance of the truth of the findings (Korstjens & Moser, 2018). Credibility is used to determine whether the findings represent accurate information from the participants' data and an accurate interpretation of what participants said. Member checks were used to strengthen the credibility of the study. Researchers can reduce the potential for researcher bias by providing participants with the opportunity to check and confirm findings (Birt et al., 2016). In qualitative studies, member checking is the process of returning a summary of analyzed data to participants to solicit feedback on the accuracy and credibility of the researcher's interpretations (Doyle, 2007). Creswell and

Poth (2007) referred to member checking as a validation strategy, and Lodico et al. (2010) described member checking as a process which is used by researchers to ensure that they have accurately represented the participants' perspectives. After I analyzed the data, I provided each participant with a two-page summary of my findings to give them the opportunity to check for the accuracy and credibility of my interpretations. I asked participants to review the summary and contact me within 48 hours with any questions or concerns about my interpretation of the data.

Transferability is the degree to which the findings of the study can be applicable to other contexts or participants while still maintaining its context-specific fullness (Ravitch & Carl, 2016). Transferability may be strengthened by providing thick descriptions of the data and contexts. I provided information on the context in which the study was carried out, the setting, sample population, sample size, inclusion criteria, sampling strategy, demographic characteristics, interview procedures, and excerpts from the interview guide. This provided contextual information that the reader can use to assess whether the design and findings can be transferred to their own setting.

Dependability involves consistency of a study's findings over time (Korstjens & Moser, 2018). I used an audit trail to strengthen dependability. Korstjens and Moser (2018) noted that an audit trail is used to transparently describe the steps that have been taken from the inception of the research project to the development and subsequent reporting of the findings. I created an audit trail by maintaining notes on the decisions that were made during the research process, reflective thoughts, sampling, data analysis, and how the data were managed.

Confirmability is the extent to which the findings of the study can be confirmed by other researchers. The main goals of confirmability are to acknowledge the researcher's biases, explore the ways that these biases may have influenced our interpretation, and take actions to mitigate the effects of our biases through structured reflexivity processes. I kept a reflective journal to strengthen the confirmability of this study. I used the reflective journal to examine my conceptual lens, preconceived assumptions, and values and how these may impact different aspects of the research process.

Ethical Procedures

There are many ethical issues that must be considered and addressed when conducting qualitative research. Researchers are required to carefully consider how they will ensure that their studies are conducted in an ethical manner to ensure that participants will be protected (Ravitch et al., 2017). Ethics in qualitative research can be multifaceted (Ravitch & Carl, 2016) and qualitative researchers can face many ethical issues when conducting research (Morrison et al., 2012). These issues may be related to consent, confidentiality, and the risks that may come to participants, as a result of their participation in the study (Lipson, 1994).

I have taken the required CITI course and obtained certification for ethical procedures in research. I submitted the required information on my study to gain permission from the Institutional Review Board (IRB) to conduct the study. I used snowball sampling to recruit participants and provided each participant with an informed consent form. Participants indicated their consent by responding to my email with "I

consent" in the subject line. According to Yin (2009), it is important to gain informed consent for research studies by providing potential participants with information about the study and formally requesting their voluntary participation. The informed consent form includes information regarding the voluntary nature of participation, the purpose of the study, the interview process, risks, and benefits of participation in the study, maintaining confidentiality, and how participants can withdraw from the study with no penalty at any time.

I put measures in place to protect the participants' privacy and confidentiality. I developed an alphabetical and numerical code that replaced each participant's name during the data collection and reporting process. I excluded contact information and any other identifying information from my records and notes. I sought to ensure the privacy of the participants by conducting the telephone interviews in a private room where my telephone conversations cannot be overheard. I kept the participants' information, data, audio recordings, transcripts, and reflexive journal on my computer in a password-protected file. I locked any physical data in a file cabinet at my home office and will keep the information for a period of 5 years after the completion of the study. During interviews, I respected the views of the participants and used ethical interview practices.

One risk is that participants may feel uneasy about sharing their thoughts and feelings about PBS. I addressed this risk by taking the time at the start of the interview to establish rapport and build trust. I endeavored to be respectful, honest, open, fair, and accepting. A potential benefit of participation is that participants may become more aware of their feelings and attitudes towards PBS.

Summary

In this chapter, I have outlined the methodology for this basic qualitative study. The role of the researcher was also discussed. Participant selection, instrumentation, recruitment procedures, participation procedures, and data collection and analysis procedures were addressed in this section. Participants were purposefully selected for the study. Data were collected through telephone interviews. I recorded the interviews and sent them to an online transcription service to be transcribed. When I received the transcripts, I used coding to analyze the data. I addressed issues of transferability, dependability, and confirmability to ensure that the study was trustworthy. I followed ethical procedures, in accordance with Walden University's IRB.

In Chapter 4, I present the results of this study. I discuss the setting, procedures for data collection, the data analysis process, the findings of the analysis, and evidence of trustworthiness.

Chapter 4: Results

The purpose of this basic qualitative study was to examine Barbadian elementary teachers' perspectives of PBS. The study addressed one overarching research question: What are Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior? In this chapter, I present the results of this study. The chapter is divided into five sections where I discuss the setting, procedures for data collection, the data analysis process, findings of the analysis, and evidence of trustworthiness.

Setting

I conducted all 12 semi-structured interviews from my home. I conducted eight of the interviews on Zoom and four by telephone. Initially, I planned to conduct face-to-face interviews, but decided to conduct them via Zoom or telephone because of the emergence of the global COVID-19 pandemic and resulting public health measures such as social distancing. Participants were recruited through snowball sampling. Eleven females and one male participated in the study. Participants were PK-3 grade teachers who taught children between the ages of 3 and 8. I assigned each participant an alphabetical and numerical code to protect their identity. For example, I referred to participant 1 as P1 and Participant 2 as P2. Teaching experience ranged from 3 to 27 years. Table 3 includes a summary of participants' identifiers, years of teaching experience, and grades taught.

Table 3

Research Participants

Participant	Years of Experience	Grades Taught	Gender
P1	9	1	Female
P2	3	Pre-K	Female
P3	3	1 – 3	Female
P4	10	2, 3	Female
P5	8	K, 1	Female
P6	11	Pre-K	Female
P7	14	2	Female
P8	10	Pre-K	Female
P9	23	2, 3	Female
P10	9	Pre-K, 1, 2	Female
P11	27	Pre-K – 3	Female
P12	9	2	Male

Data Collection

The data collection process began when I obtained approval from Walden University's IRB. Initially I planned to recruit participants from one school site by asking the principal at the site to share the study invitation with 12 PK-3 grade teachers who met the criteria to participate in the study. However, despite sending emails and leaving messages with the secretary of the Chief Education Officer (CEO), I was not successful in contacting the CEO to receive permission conduct the study at the school site. Given difficulties I encountered in accessing PK-3 grade teachers, I applied to Walden University's IRB for permission to change my recruitment procedure to snowball sampling. After receiving permission from Walden University's IRB to change my recruitment procedure, I emailed the study's invitation to teachers who are known to me from their attendance at PBS workshops in Barbados who met the study's criteria. This

was done in a manner that was nonthreatening and noncoercive. I am not in a position of leadership or authority or influence with participants I initially approached. Interested prospective participants contacted me for more information and possible inclusion in the study. I emailed the consent form to those who expressed willingness to participate. I asked them to review the consent form and indicate their willingness to participate within 7 days of receiving the informed consent form. They were asked to show their consent by responding to my email with an email with the words "I consent" in the subject line.

I encouraged those who chose to participate in the study to pass the study's invitation with my contact information by email to other teachers who may be eligible and interested in participating in the study. I stressed that they were not required to do this if they did not wish to. Incentives or compensation for referrals were not provided. Participants were also given the option of obtaining permission from teachers they knew would meet criteria and were interested, in order to disclose their contact information. I did this to ensure that I did not have access to any information about a potential participant without permission from that individual.

Data were collected from 12 Barbadian elementary school teachers using the interview protocol guide that I created (see Appendix A). I collected data using semi-structured interviews by telephone or Zoom. During interviews, I asked participants questions related to the research question developed for the study. Data collection occurred over 4 weeks with an average of three interviews each week. Participants provided a day and time that would be most convenient for their schedules. Four participants preferred telephone and eight preferred interviews through Zoom. The length

of each interview varied depending on the amount of information shared by the participant. Interviews lasted between 30 and 52 minutes. I interviewed each participant once. I asked each participant the same questions to guarantee that the same general information was obtained from each participant. I recorded interviewees' responses on Zoom (only the audio portion of the interview) or my personal Samsung Galaxy Tablet. I uploaded each interview to the online transcription service Rev. I did not deviate from the planned data collection process outlined in Chapter 3. The data from this study will be stored for 5 years in a locked cabinet. Electronic data associated with this study will be password protected on my personal computer.

Data Analysis

I sent recorded interviews to the online transcription service Rev for transcription. Each transcript included a word-for-word written record of all questions and answers from interviews. I printed transcripts when I received them from the online transcription service. I checked each transcript line by line to ensure that all transcripts were accurate. I completed this process by reading transcripts while listening to audio recordings of interviews and making corrections to transcripts when I noticed errors. During this process, I became more familiar with the data. After I ascertained the accuracy of transcripts, I used Braun and Clarke's six-step framework for the thematic analysis of data. The six steps included (a) organizing and preparing the data, (b) reviewing and becoming familiar with the data, (c) generating initial codes, (d) generating themes, (e) discussing the findings, and (f) validating the findings (Braun & Clarke, 2006).

I used an inductive approach to thematic analysis to determine themes. First, I read and then reread each transcript so that I could become more familiar with the data. Then, I used open coding to assign codes to units of data. Next, I used axial coding to create categories from the open codes. I looked for emerging themes among codes by identifying patterns which conveyed or described something significant about the research question. Then, I reviewed themes to ensure that data supported the themes. I also verified that the themes were coherent and checked for overlapping themes, subthemes, and other possible themes in the data. Next, I further refined themes to identify what each theme was about. During this stage, I also examined how themes related to each other, and how they answered the research question. Then, I wrote up my findings.

Step 1: Familiarizing Yourself with Data

I used Rev to transcribe each interview. I saved electronic copies of transcripts on my computer. I printed all interview transcripts and organized them in the order the interviews took place. I compared written transcripts with audio recordings and corrected any errors I noticed. Several transcripts required extensive corrections, perhaps due to the use of the Barbadian dialect in the interviews. The time spent correcting transcripts provided an excellent opportunity for me to start familiarizing myself with the data. After I revised transcripts for accuracy, I matched the interview protocol guide (see Appendix A) and transcripts to each participant's alphabetical and numerical identifier. Then, I listened to each recording once without taking notes. I listened once again and took notes.

After this, I read the written interview data once without taking notes. Next, I read transcripts at least two times while taking notes and writing down initial ideas for coding.

Step 2: Generating Initial Codes

After I familiarized myself with the data, I hand coded the data. I coded the data in two phases: (a)open coding, and (b) axial coding. In the first phase, I reread the transcripts and highlighted repetitive words, phrases, and concepts related to the conceptual framework and the research question. I wrote the words, phrases, and concepts in the margins of the transcripts. I made a list of all the codes then matched them with portions of data which demonstrated the codes. Table 4 shows examples of open codes, participant identifier, and excerpts from the interview transcripts. Fifty-four open codes emerged from the data.

Table 4

Examples of Codes

Code	Participant	Excerpts
Benefits the students	P1	"It benefits the students as well as the teacher as well."
	P3	"This approach will be very, very beneficial to both the success and the social emotional development of our children."
PBS has its place	P4	"I would say it has its place for certain children and other children might need a lash or two."
	P7	"I do think it has a place."
	P8	"I definitely think it has its place in the Barbadian classroom."
Character education	P2	"Shaping a better individual for adulthood."
	P3	"I think it would sum up to being more rational, logical thinking adults eventually."
PBS works for some	P4	"It would be beneficial to those who behave."
	P10	"It can work in some instances; it can work with certain children. I am not completely sure if it can work for every single child."
Corporal punishment necessary	P5	"Even though I like PBS, there are certain situations that might call for it (corporal punishment)."
	P7	"There are some children who do not respond to anything other than corporal punishment."

For the second phase of coding, I used axial coding, and sorted the codes into categories based on their similarities. I reviewed the codes and created categories and subcategories as needed. Sixteen categories were developed from the open codes. I initially documented the categories and codes in a notebook with my reflections. I transferred the codes and categories into the MAXQDA software for data management. The MAXQDA software provided a digital space for sorting and organizing the data. I highlighted and stored passages associated with the codes and categories. I also searched for patterns in the categories. Table 5 shows an example of five codes and categories along with participant identifiers, and excerpts from the interview transcripts.

Table 5

Examples of Open Coding and Categories

Codes	Category	Participant	Excerpts
Does not work for some children Very difficult to use with some children Works better for some children	PBS not effective for all students	P1 P3	"Some children just don't care." "it may be very difficult to use this method with some students."
It's new Not accustomed to this Non-traditional	A new approach	P11 P12	"It's going to be difficult to get people to change from what they are accustomed to, to try this new way of thinking." "It's very new."
Builds self-confidence Teaches self-regulation Character education	Social and emotional learning	P2 P10	"You want to create a more wholesome, edified, uplifted, encouraged child" "So, we want to look at the triggers of this behavior and then being able to help or support that child in managing their reactions to whatever might have upset them or triggered them to behave in a particular manner.

Step 3: Searching for Themes

After coding and collating the data, I reviewed and combined the categories that emerged during the axial coding to identify the emerging themes. I then collated all the relevant coded data extracts within the identified themes. I initially observed seven emerging themes. However, I combined these themes into three themes, due to the similarities I noticed among some of the themes. I then examined how the three themes answered the research question. I compared and arranged the categories to examine

connections between the categories, between the themes, and between different levels of themes.

Step 4: Reviewing Themes

At this stage I reviewed the themes to refine them. I removed the themes which did not have enough data to support them and collapsed some of the themes to form one theme. I also separated some themes into separate themes to ensure that there were clear and identifiable distinctions between the themes. To do this, I read all the collated extracts for each theme and considered whether they seemed to form a clear pattern. Next, I re-read all the transcripts to explore whether the themes fit well with what is in the data. I also coded any additional data related to the themes which I missed in the earlier stages of coding.

Step 5: Defining and Naming Themes

In this stage, I identified what each theme was about and considered what aspect of the data each theme pertained to. To do this, I reviewed the collated data extracts for each theme and organized them into a coherent and consistent statement with an accompanying narrative. I described the scope and content of each theme in a few sentences. I identified the essence of each theme and considered how each theme fits in relation to the research question to ensure there is no overlap between themes. I also considered whether any of the themes had sub-themes. I conducted and wrote a detailed analysis for each theme.

Step 6: Producing the Report

After identifying the themes, I wrote up the report to provide an account of the results of the data by sharing the themes. I provided evidence of the themes within the data by including relevant data extracts to show the prevalence and essence of the theme. I embedded these extracts in an analytical narrative which illustrates what I am conveying about the data in relation to my research question. I combined quotations and analytic narrative, to build an evidenced, interpretation of my findings.

Results

In this study, I explored Barbadian teachers' perspectives on PBS. I used ten open-ended interview questions to collect data during the semi-structured interviews (see Appendix A). In this section, I discuss the results of the study and I provide a summary of the findings.

Research Question

The overarching research question was: What are Barbadian PK-3 grade teachers' perspectives of positive behavior support as an approach to managing classroom behavior?

Table 6 outlines the three themes which emerged from my analysis.

Table 6

Categories and Themes

Categories	Number of participants who responded	Themes
PBS is classroom management	12	Theme 1: Teachers perceived PBS as a more positive approach to classroom management, than traditional approaches to discipline.
PBS is new	4	
PBS is a kinder, more positive way	8	
PBS is beneficial	11	
Capable using PBS	10	Theme 2: Teachers felt capable using PBS, but identified weaknesses associated with the use of PBS.
PBS does not work for some students	9	
Lack of teacher buy in	4	
Negative impact of rewards	5	
PBS can be time consuming	4	
Conflicting approaches at home and school	5	
Neither works for every child	10	Theme 3: Teachers believed that both PBS and corporal punishment have a place in the Barbadian classroom.
Some infractions require corporal punishment	5	
Some children only respond to corporal punishment	4	
PBS helps mitigate the effects of challenging home situations	6	
PBS helps develop children's social and emotional learning	10	
Change	6	

Theme 1

All participants identified PBS as an approach to classroom management. P3 described PBS as "Behavioral management with more focus on the student, with regards to the causes of the behavior." Similarly, when asked to describe her understanding of PBS, P5 stated,

> Okay for me that is somewhat to do with how you manage a child, or how you manage children's behaviors within the classroom. It's also equated for me... I think of it as doing rewards and stuff like that rewards and punishments or some sort of discipline. That's how I see it.

P11 explained that she saw PBS as a way shaping behavior in the classroom. She said,

> Basically, when I think of positive behavior support, I think of ways that we can shape behavior through whatever measures it takes. And I say positive in a sense that corrective measures, in terms of explanation, reminders ... not discipline. I'm not thinking of punishment.

In describing their understanding of PBS as a form of classroom management, participants cited various PBS strategies which they used to manage behavior. Establishing expectations was one of the most frequently cited classroom management strategies. Seven participants indicated that they established and taught classroom expectations to manage behavior in their classroom. P1 explained,

> I let them know in the beginning my expectations, especially at the beginning of the new school year. That's something that I like to, you know, start off with and it works throughout the year. Sometimes you have to remind some of them but, letting them know, I expect you to behave, or I do not expect you to behave in this way.

P10 elaborated on her process for developing and teaching the expectations. She said,

> Explaining the expectations of the classroom, like what you expect the children to do when they're in the classroom. Explaining to them clearly so they would know

> what they can and cannot do and how they can and cannot behave. When I'm dealing with the older ones like the ones in Infants B, I tend to have a conversation with them about what they think they should be doing in the classroom, and how they're supposed to be behaving. So, we come up with the rules together.

P8 noted that the expectations applied not only to her students, but also to her as the teacher. She stated,

> I want children to know what... it is kind of like give and take to you for me. I want them to know what I expect of them. I want to know what they expect of me, and I want us to be bound by these expectations that we have of each other. If we break them, I want them...both myself and them to know what are the consequence for these behaviors.

Establishing a positive teacher-student relationship was another commonly cited classroom management strategy. Five teachers indicated that they worked to build positive teacher-student relationships as part of their classroom management. P5 indicated that she shows affection to her students. She remarked,

> I smile a lot. I play a lot sometimes, and before this Covid a situation, I mean children would come and they would hug and even children who've gone on before in another class. They would come and hug and that kind of thing.

P2 explained that she was passionate about building positive relationships with her students, so they knew that their teacher cares about them. She told the story of befriending a child whose mother passed away. She stated,

> I had a little girl in my class, one whose mother passed away from cancer, she's living with her aunt now, who also has (pause), her godmother I think, who also has cancer. Sometimes, she would be in the hospital, and so on. Some days she would be moody, and some days she would be unkind to her friends. During my lunch, I would have her come and sit by me, and we would talk, and where I'm going, we would walk on the hallways together. We would walk and hold hands, and if I going to buy something, she [is] coming with me. If she says to me, "Teacher, today I don't feel like going outside," she would stay with me.

P1 also told of befriending a child who was experiencing difficulties. She shared,

> Then I had another one whose mother also passed away, so she would have moments where she would cry, sometimes I'd bring her close to me. Some of the other teachers who knew from before would bring her close to them, and they would talk to her, and give her hugs and encourage her, and that type of thing. So yeah, I really am passionate about that part and about children, knowing that you're not doomed in reception or class 1.

Seven participants noted that one of the key PBS strategies they used was trying to understand their students' behavior and helping students to understand and manage their own behavior. P2 stated that she saw PBS as an approach to classroom management that was about understanding the factors that influence a child's behavior. She stated,

> I figure that positive behavior management has to do with trying to understand where the child is coming from in terms of how they grew up, their home environment, you know...things...did they eat in the morning time? maybe that

> may be why they're behaving, that way or displaying such behavior, that type of thing, just kind of get into the basis of what could be causing the behavior.

P9 also explained that she worked to understand what the students were experiencing and what might be influencing their behavior. She also indicated that she tried to help students to understand their behavior. She disclosed,

> I like to try to find out what is going on with them because sometimes children are acting out…Sometimes what I also do is have them sit and think about what they have done … instead of me telling them all the time… Cause they know when they're behaving, when things are wrong, or when they're behaving in a manner that is not right. They know.

P6 noted that understanding why children misbehave is an important PBS strategy because children misbehave for different reasons. She pointed out,

> …in the years of teaching you come to understand and recognize that there are different reasons why children act out. So, I guess you have to like better understand what is causing the child to act out to find the solution to their behavior.

Four participants described PBS as a new approach to classroom management, and contrasted PBS with traditional discipline. P12 stated, “It's very new. You find other means of correct behavior and fostering the correct behavior without the use of corporal punishment or any other harsh methods, as they call, punishment methods." P11 explained,

> This is something new for us. This is not something that we are accustomed to do. We are not accustomed speaking positively to our children, encouraging and saying, "Well, good job. I like what you're doing. Continue to do it." We are accustomed putting them down, speaking negative to them. As I said, forgetting that they are children, and they don't always know what to do.

Four participants shared their perspectives of PBS as a kinder, more positive way of managing behavior than the traditional approaches to managing behavior. P9 stated,

> I see it as a way of guiding our young ones…Trying to get them into doing things that are what we would normally want them to do, but encouraging them in ways that are (pause) what would be seen as non-traditional. Why I say non-traditional? Normally if we want children to do something or sometimes what we say...to engage in positive behaviors, we usually use some sort of negative reinforcement.

P8 also saw PBS as an approach to positively managing behavior by using various strategies and techniques. She stated,

> Positive behavior support, to me, is basically about using strategies and various techniques to encourage children to have...to develop the right values, to have the right skills to deal with conflict, to apply themselves in a classroom. It's not so much about lashes, the traditional way that people think of discipline, but it's more about managing behavior in a positive way.

Likewise, P11 shared that she saw PBS as a positive way of shaping behavior using positive language and reinforcement. She shared her view by saying,

> I think PBS is using positive, nice terms, good words to encourage and shape and develop our students and not the negative, putting them down and beating them. I think it is about explanation and shaping and practicing. Reinforcement. To get that desired behavior that we want. That is how I see it.

P2 also used the term positive to describe PBS. She explained that she saw it as a kinder way to manage behavior. She stated,

> I would say managing any type of behavior that may sporadically be portrayed or displayed by a child in a class in a more, I don't want to use that positive, but I would say in a kinder, much more understanding way as opposed to the opposite of that, which would be negatively, and that can be several ways, wanting to lash the child, or putting them in the corner, putting them in time out.

Eleven participants identified benefits that were associated with the use of PBS. Participants described PBS as beneficial not only to students, but to teachers as well. Participants identified the following benefits of PBS: (i) PBS makes teaching easier for teachers; (ii) PBS helps teachers to create an environment that is conducive to learning, (iii) PBS improves students' self-esteem, (iv) PBS prepares students for adulthood, (v) improves behavior, and (vi) motivates students.

Four participants explained that they found PBS beneficial because it makes teaching easier. P12 stated, "The times that I use it, it makes managing the classroom easier. You can spend more time teaching and less time correcting behaviors." P11 adopted a similar approach. She explained,

> We spend the first couple of weeks or a month doing it. Then, everything is smooth sailing for you because, then, you don't have to worry about behavior, because everybody understands the expected behavior. So, therefore, teacher has less work to do. She can now concentrate on the business of teaching and not managing behavior all the time because children know now what's expected.

P3 shared a similar view. She stated,

> When my children in my class understand this, I am sure that it would be easier to teach these children because I don't have to stop every two minutes and deal with disruptive behaviors. I don't have to stop at the end of every lesson, like 10 minutes before and give my children a whole quarrel or scolding about behavior, and when somebody comes to my class, my children are in a mess and they're embarrassing me, they're embarrassing themselves. All these things. Cause these are real situations that teachers deal with on a daily basis. So, I do believe that those are some benefits for teachers as well in this PBS approach. Yeah.

PBS creates an environment that is conducive to learning. Two participants noted that one of the benefits of PBS was that it helped to create an environment in the classroom that was conducive to learning and children achieving more academically. P5 observed,

> It would curb negative behaviors. It would also um help children to even achieve more because with behavior and achievement, it goes hand in hand. You understand. I mean in terms of children being able to achieve or achieve successfully, that is highly linked to how you behave within the classroom.

P9 shared the view that PBS could improve the conditions for learning in the Barbadian classroom. She noted,

> You take the time through this approach to help them to feel better about themselves to learn how to relate to each other. And then you feel like the learning is more is more able to take place in an environment that is conducive to learning.

One of the most cited benefits for students was that PBS improved students' self-esteem. Eight participants stated that PBS helped to improved students' self-esteem. P10 said, "I guess that will like boost their self-esteem as well." P9 explained that she tried to use PBS because she found it helped her children to grow in confidence. She stated,

> I have seen changes in behavior, I have seen changes in attitudes towards each other, toward people in general, whether it be people in leadership, whether it be the actual adult on the plant, and how they see themselves...the self-esteem everything. I have seen changes. And so, I try to do a lot of that because I find once they are comfortable with themselves and they start to believe in themselves, they will do better in anything.

P7 noted, "I find that it ... one of the advantages is that it helps to build self-esteem." P1 agreed that PBS helps students to develop their self-esteem. She remarked, "They feel better about themselves because they do like the praises."

Six participants noted that one of the benefits of PBS was that it helped to prepare children for adulthood. P11 stated "There's so many things that come out of this PBS that

people don't realize. So, then, we shape that child to be that adult we want for tomorrow who thinks about others before themselves, who respect themselves, respect property…" P3 also shared the view that PBS could help children to develop into adults who can think logically and relate well to others. She said,

> Some of the benefits I find, for one, that social and emotional development of our children…I think I would sum it up to being more rational, logical thinking adults eventually, helping our children to understand also how to relate to other persons.

P2 shared that PBS helped by "Shaping a better individual for adulthood, and not only adulthood, but the path towards adulthood. And that particular child, or individual being able to, from that positivity, pay that forward."

Five participants indicated that one of the benefits of PBS was that it helped to improve students' behavior. When asked about the benefits of PBS, P9 responded,

> Well as I said to you earlier, I think I alluded to it when I told you that I think I can see a change. I have seen changes in behavior. Some of the behavioral issues that we would have had that year would have diminished.

Similarly, P7 stated, "It encourages children to display that good behavior that you will want to see within your classroom." P5 indicated that PBS helped to reduce negative behavior. She disclosed, "The benefits of this would in some instances, or I would say in most instances, this will help to curb negative behaviors so that would be a plus for that. That would be a benefit." P1 noted that students' "Behavior changes because they see teacher does expect me to behave."

Five participants reported that PBS helped to motivate children. P6 stated,

> Well for me the benefit is it...with the children that you can get through to, it definitely works because then they are motivated to behave or to do their work so that they can get that treat because they are excited about getting that treat or whatever. So, it kind of motivates them to do what is right.

P3 also highlighted the positive impact that rewards can have on students' behavior and engagement. She stated,

> I'm also thinking that in terms of rewards, having a reward system in your classroom, this can be a motivator for a lot of students and it. It wouldn't only motivate them to behave as expected, but also you can use this as a way to help motivate them to learn and be more involved and engaged in their learning.

P3 also saw rewards as a beneficial aspect of PBS which can help to motivate students. She shared,

> I'm also thinking that in terms of rewards, having a reward system in your classroom, this can be a motivator for a lot of students and it. It wouldn't only motivate them to behave as expected, but also you can use this as a way to help motivate them to learn and be more involved and engaged in their learning.

P6 agreed PBS helped to motivate children. She said, "So it kind of motivates them to do what is right." P1 summarized her perception of PBS as a source of motivation for students by saying that PBS was "like motivation for them… intrinsic motivation."

Theme 2

All twelve participants indicated that they felt capable using PBS. P12 explained his comfort with using PBS by saying,

> I feel very comfortable with using positive behavior management in the classroom. But I guess it's because of the multiple years I've spent at the school…Because there's a history with me and students know what to expect when they come to my classroom.

P11 noted that she felt good about her ability to use PBS because she believed in it. She stated,

> I can use it in my classroom because I believe in it, and I believe in the different things it can do. But it will mean that, when others come into the classroom, that they have to follow the same thing, so the children don't get confused. But for me, because I have been trained in it and I know how to use it, then I have no problem using it in any classroom that I go in.

P1 explained that she felt comfortable using PBS because it has always been her approach to teaching her students. “I do feel I'm capable and that is not nothing new that I am doing. For me it just has a fancy name to it.”

Although all participants indicated that they felt capable using PBS, some participants reported that their ability to use PBS strategies was at times impacted by factors such as their emotional state, the students’ response to it, and a need for more training. P2 disclosed that she thought she was able to use PBS, but that frustration and feeling pressured to use it can pose a challenge for her at times. She said,

> I would honestly say it can be frustration…Frustration. Sometimes you yourself are having a bad day and in a split second you may just forget. Oh gosh, but I should have taken a different approach, or maybe I shouldn't have done this or maybe I shouldn't have done that, and time goes by, and then you're like "oh shoot" and then you've got to come back and correct it and that type of thing. I think I'm able, but it's just to, as I said, find the time, because then the ministry has particular expectations of us, you can't spend all your time using the function of positive behavioral management as opposed to teaching. That's a big thing that they look at. So, it's almost like you feel a little pressure because you know what you want your approach to be…other challenges present itself, and some of those challenges are beyond my control. But I think that I am capable of doing it.

P4 and P7 disclosed that although they felt capable of using PBS, their use of PBS was impacted by their students' response to it. P4 indicated that she was able to use PBS and enjoyed finding resources for its use, but that her use of PBS was impacted by her disappointment in the results she received from her efforts. She shared,

> I do not have a problem using them. It was fun for you know, looking on Pinterest, and all the other webpages to find different charts to use, to try different things. I was well capable and able to do so, but like I said, at the end of the day working so hard to do these things, you want to know that it was worth the time and effort. So that was my thing...doing all of it for what?

P7 indicated that her ability to use PBS depended on how her students reacted to PBS. She noted,

> My ability depends on the children that I do teach. If they deem it to be important to them it would work, but if they (say)… I don't care if I get a pencil or I don't care if this happen, I think that, you know sometimes it's a bit challenging there.

P9 agreed that the children's response to PBS could impact a teachers' ability to use it. She stated,

> The task is to get um the children to embrace and understand this is what it is because sometimes they… as I said, they're so accustomed to the shouting and um negative comments and so, sometimes it's like... for some children it is like a shell shock, like what is...what is she doing? This is not what you're supposed to be doing.

Some participants noted that although they felt capable using PBS they were not an authority on it and could benefit from more training to improve their efforts to implement PBS in their classrooms. P8 stated,

> I think that I have a good sense of what it is, but I would not say that I am the authority on it, I think it's something that teachers have to like recommit themselves to all the time and get more information about the new strategies that are going to work.

P10 also noted that she was able to use PBS but expressed a desire to know more about PBS. She said,

> Well I tried to use the little bit of knowledge I know about it…but I assume that there is like more to it than just using the chart, so I guess you would need a little more information, or a little more training on how to implement it properly.

While all participants acknowledged their ability to use PBS, they also identified some weaknesses associated with its use. The weaknesses they identified were (i) the view that PBS did not work for some students; (ii) the lack of teacher buy in; (iii) the potentially negative impact of rewards; (iv) PBS can be time consuming; and (v) conflicting approaches to discipline at home and school.

Ten participants shared their perspective that a weakness of PBS was that it does not work for some students. P8 stated, “And I think sometimes too even the whole idea of PBS is a trial-and-error process, because everything that you do is not going to work for every child. A behavior chart is not going to work for every child.” P10 noted, “It can work with certain children. I am not completely sure if it can work with every single child.” P1 expressed the view that it was difficult to use PBS with some students. She said, “There are some students who are you know, really difficult and this may not work for them.” P4 indicated that while PBS worked well with students who already behaved appropriately, it did not work well for those who were not behaving appropriately. She noted,

> Um ...you have children that behave in a positive way already, so it does not ... it does not...like I said it's beneficial to them. But they're already behaving in a positive manner so really my thinking is we would want those that don't behave in a positive manner to start doing so and it does not (pause) um cater to that at all.

Four participants indicated that a lack of buy in from teachers was a barrier to its use in the Barbadian classroom. P11 stated,

> We've come up with all those plans and stuff like that, but I think where it fails is a lack of support from those in the organization that you're in. There are not enough people accepting positive behavior management. Not many people accept it. And because they don't give it a chance to work. I think because society is not accustomed to it. And then, they don't want to try it. They don't want to do it.

P9 agreed that the lack of buy in was a weakness. She noted,

> Cause a lot of people don't believe in it. They hear it and they stupse [suck their teeth], the reaction alone is like (participant stupses), you know, yeah, they don't see it. They don't understand it. And that's the first step."

Similarly, P8 stated,

> You want people to buy into this whole thing cause there are some educators that's still don't believe that there are different ways of disciplining children other than giving them licks and lashes, and lot of, it's sad to say it from the old school.

P2 agreed that there was some resistance to the use of PBS from teachers who were from the "old-school". She said,

> And then you have some of the old-time teachers and they still exist, who may feel, as far as I'm concerned, children ain't got no rights. Them ent [They aren't] people and spare the rod spoil the child. I'm not saying that you completely leave it out. You use it when necessary, but not for everything. And there's some teachers who are still old-fashioned who believe, as far as they're concerned, Johnny behaving extremely badly, Johnny needs some lashes. So, you're going to have some people who are completely against it because of how they grew up and

> how things were for them, in their time. So, they will say as far as I'm concerned, it's nonsense.

P11 suggested that a different approach might help to gain more teacher buy in. She stated,

> But I don't think we have given it enough thought, and accepted it in schools because we see it as something foreign that has been brought to us and placed there because we only see positive things as behavior… We don't see how a well-managed class where children can manage their behavior, can now impact significantly on academic improvement and so on. I think if our leaders really explain the benefits of it, and how it could work, and not just putting it there in the schools and saying, "This is what I want you to do." I think if it was done differently, then it would be more accepted, more widely accepted by others. But because of how it was done, then we have a lot of people not accepting, not seeing every aspect of it. Okay? I think that's the issue. So, we have to rethink, now, how can we get this across into schools.

P9 also shared the view that a different approach to gaining buy in is needed. She emphasized the importance of greater administrative support when she said,

> …it is a top-down approach here for that because as I said it starts from the top. If they don't accept it and they don't push it the way it is supposed to be pushed and encourage it the way it is supposed to be encouraged, nobody will take it seriously and nobody will truly understand…We just need to get our people starting from the ministry coming away from just thinking that it's about a color wheel and just

> putting a color wheel and stickers. I think that's all they understand, and I was never really a fan of the color wheel, but I think that's all they think it is, because that's all... when people come to talk, that's all they talk about.

Five participants cited concerns about the potentially negative impact of rewards as a weakness. P7 and P6 saw the use of rewards as bribing the children. P7 said “There are times where I say you know? I would prefer not to have to bribe the children into behaving a certain way.” Similarly, P6 described PBS as “using rewards and treats and that kind of stuff to bribe the children technically...into behaving.” P8 and P5 thought that the use of rewards was detrimental to children’s intrinsic motivation. P8 indicated that she worried about the impact of rewards on children’s motivation. She said,

> All right. Well, if I could think about it, you don't want to condition children to... I guess you want them to... how can I say this...you don't want them to think that if I behave in a certain way, I'm always going to get a reward. You know what I mean? You don't always want to be giving out rewards for behavior. You want children to behave this way because they have chosen to. So, I guess you're going to have to come to a point where they understand, this is the way I ought to behave and it's not just for a reward or anything like that.

P6 shared a similar view. She stated,

> One of the weaknesses, I think, but this will not really pertain to everyone but it can be...this would be a general thing where children will always if you are into this reward and punishment, then children might always be looking for rewards and they will only do things to get something from it. So, in that case then that

> would be a weakness for me because in terms of the management you don't want it to be that you're only doing this because I'm going to get a reward. You want to do this because it's a changed behavior or learnt behavior, something like that. But that would be a weakness because then you're always going to be looking for rewards.

Three participants shared their view that the use of rewards may encourage some children but discourage others. P12 asserted, “You don't want children to be depressed... so you are still trying to manage their emotional state. And then you have children say, "Well, Tommy gets, and I didn't get one." P10 shared a similar concern about the impact of rewards. She said,

> I guess if a child...a child might see another child like getting all these rewards and if they're not able to get a pencil or get a sticker they may start to be like angry they might get frustrated like, um, why is that person getting everything… I guess in that way it could be a negative.

P7 shared her experience with children who have felt left out because they did not receive an award. She explained,

> I've had students that would say you like this person more than you like me because you're always calling on this person to do certain things, certain tasks in the classrooms. So, while it might build confidence of some children, some children might feel alienated because they don't get the opportunity. They would not recognize that maybe I have to change my behavior. They just see it that you

> know…you're favoring one student or more, or a group of students over them in certain things in the classroom.

Four participants indicated that the time investment which PBS required, was a weakness. P11 stated,

> And I think the other weakness will be, too, the length of time it might take to get the expectations taught and everything. How long it might take for some people to really get it. And the time it takes. Not that it's not beneficial, but because it might take a long time to teach these expected and targeted behaviors. Then, teachers might decide, "Well, it's not working because it's taking too much of my time to do it."

P9 pointed out that it was time consuming, but she also noted that the time spent planning was beneficial in the long-term. She said,

> I know it can be...It can be a...it can be time-consuming to formulate and sit and think about…what would be the plan for the school and plan for the class. And because each one, each person would have a plan for the school, but then each class will be different, and you will have to find that time. I know it will be time consuming, but you will have to look at it from the point of view that once you do it, and get it over with, and come up with a plan for your school, you can just stick to that plan and tweak where necessary because it is already there.

Five participants identified conflicting approaches to discipline at home and school as a barrier to the use of PBS in the Barbadian classroom. P12 explained,

> Parents fly down at the school and want to start a fight because their child didn't get a sticker. But at the same time, when you're calling in that same parent to discuss their child's behavior, you don't see that parent…So either the lack of, or the parental support plays a heavy role on how PBS works. How effective it is.

P11 agreed that the lack of parental support posed a challenge. She stated, "And then, you have the home preaching something else. And then, you have school doing something else. So, it is like, which one are we going to do? You know?" P6 also spoke of her concern about how the lack of shared values between home and school. She shared a story of an incident she witnessed between a student and their parent, where a child received no correction for slapping his mother. She recollected,

> I had one boy that slap his mother at the school gate though, and I am waiting. I am standing up waiting as the teacher to see what she is going to do. She looked at the little boy and said, "Come and go long home." And walk and went long like nothing. I was like seriously. But you are the parent. Cause then he will want to walk in my class now and feel that it is alright to up me and then we might got to have a problem.

Six participants emphasized that PBS could be more effective if more was done to gain greater parental and community engagement. P8 noted,

> So, I think it would work better if we can come to the realization that this cannot be just a classroom thing. I cannot just have my chart in the classroom, and it ends there. This has to be something that the parents are on board. The school is on board, so that when the children go home, these expectations, these behaviors,

> these positive attitudes, this emotional intelligence that we want children to have, this is something that is being fostered in the home.

P12 stated,

> If you don't get parent support behind it… positive behavioral support will not matter… It must be a part of it. So that the parent then can reinforce what is expected of the child…Parents must also be on board for the positive behavior management system to work.

P11 agreed that all stakeholders must be involved for PBS to be effective. She said,

> If it's not a whole-school approach, a whole organization approach, then it does not work because if one individual is doing it and not everybody else is doing it, then we have a problem. So, it is not something that can work on its own, in isolation, in one class. It is something that must be whole-school.

P9 advocated for parents and the school community to work together for PBS to be implemented more effectively. She shared,

> I believe the home and school should work together...If we can get both parties understanding... home and school, working together, it's not going to be easy, but push it, not just in the schools. See if it can be something that you can push on the home front too."

P8 shared on the importance of including parents in the PBS process. She stated,

> So, I think it would work better, if we can come to the realization that this cannot be just a classroom thing. I cannot just have my chart in the classroom, and it ends there. This has to be something that the parents are on board. So that when the

> children go home, these expectations, these behaviors, these positive attitudes, this emotional intelligence that we want children to have, this is something that is being fostered in the home.

P8 went on to affirm her belief in the effectiveness of PBS but noted that all stakeholders had to be on board for it to work.

> So, I think it can work. I think it can work, but we all have to be consistent. We all have to be on board…You're just going to have to have the support of everybody, all the stakeholders involved, all people who are involved with the school …have to be on board with what you're doing.

Similarly, P6 stated,

> So, I think too we need...as teachers you need the support of the parents. Not that you are telling parents how to raise their children. But we are the ones that have to deal with them during the week. So, I think the parents too, will have to buy into the whole PBS, so that we are all on the same page.

Theme 3

Most teachers did not think that PBS should replace the use of corporal punishment. Rather they saw PBS as a form of classroom management to be used along with corporal punishment. Ten teachers felt that both PBS and corporal punishment have a place in the Barbadian classroom. The reasons which were cited by participants for the view that both PBS and corporal punishment should be used in the PK-3 classroom included: (a) the belief that neither approach works for every child; (b) the belief that

some children only respond to corporal punishment; (c) PBS mitigates some of the negative effects of challenging home situations; and (d) PBS improves social and emotional skills. There seemed to be the perception among most participants that the use of corporal punishment, albeit, limited, was required. The reasons given by participants for the use of both PBS and corporal punishment are outlined below.

Ten participants expressed the view that both corporal punishment and PBS have a place in the Barbadian classroom. These participants expressed the view that both PBS and corporal punishment should be used, because neither approach worked with every child. P12 stated "Well, as I said before, there is a place for support for positive behavioral support system. And I personally think that there is still a case for corporal punishment and not abuse." P4 noted that both approaches were needed because neither works with every child. She said, "

> I think PBS can work for some children like I mentioned before…Corporal punishment does not work for every child either. So, to say I prefer one over the other I can't say that, but I would say it [PBS] has its place for certain children and other children might need a lash or two.

P1 shared her support for the use of PBS, but she supported the need for the use of corporal punishment in some instances. She stated,

> I know that people are pushing this PBS. However, I would say again you have to look at who you're dealing with, the type of children you're dealing with, and don't just think that you know, that this is going to work for everybody. I feel that you know, the government thinks that this is going to work for all children and

> that is impossible. There has to be something else for other children… I feel that you shouldn't really throw away the corporal punishment. To me you need moderation, so everything in moderation. So, if you are going to do corporal punishment, it should be in moderation. If you're going to do the PBS, it should be in moderation.

P7 shared a similar view as that of P1. She noted,

> I know there are some children that as much as you try to do the whole positive reinforcement, and stuff along that line it would not work the desired way you would want it to work for them and corporal punishment might very well be a route you might have to go but I see it as an absolute last resort.

Participants gave different reasons for their support for the continued use of corporal punishment. Five participants noted that there were certain disciplinary situations that called for the use of corporal punishment as a last resort. P5 and P7 stated that corporal punishment had a place as a last resort, because some infractions were too serious for PBS. P5 noted,

> Yes, there are certain situations that might call for corporal punishment. So, it's not just blocking out corporal punishment all together…It can't just be one thing and not the next… I believe there's a there's a marrying of the two. There are certain situations that might call for it. Severe situations. But I think the first option, the first choice should be the managing with the behaviors and stuff like that. So, yes that first, but going down the line or the chain then you would go accordingly…So therefore I don't think that we can just fully push out corporal

> punishment, but I think that should be a last resort if anything, but for me the PBS that is better.

P7 agreed that the use of corporal punishment should be continued along with the use of PBS. She stated,

> As I said, there should be a balance. But I think corporal punishment should be the absolute last resort. I try not to be biased because it comes over from my own personal belief... church and everything, so I try not to be biased with it. But I see there is a need for both of them. But I think that corporal punishment should be the last resort.

P12 expressed the view that corporal punishment has its place, because serious infractions called for more disciplinary than talking with the child. He said,

> A child is being rude and disrespectful or trying to attack a teacher…so the punishment you're going to give that child is to sit down there? That doesn't weigh. That punishment does not weigh for the action the child did. But in a case like that, that was where the corporal punishment would come in. They won't behave as crazy as they like. But then when you want to take that away from principals, who are in charge of the school, then what are you saying? The child will recognize wait, so I can do this and all I gine [am going to] get is talk to.

P6 gave another example of a serious infraction that would call for corporal punishment. She explained,

> Okay, if a child is vocally aggressive with their peers or aggressive towards the teacher…because last year too another teacher had an experience with a child

> where he pulled his trigger finger at her. Like he's saying to her I gine [I am going to] shoot you. Right? So, a child like that, you need to put two good hot lashes on. Send he home for a couple of days because the child was in class 4. Send he home for a couple of days, give he a couple lashes and he understands, you know, that you can't do that. You can't do that to your teacher.

Four participants indicated that corporal punishment was needed because some children have a "don't carish" attitude, and some only respond to lashes. P6 shared,

> I understand why they are trying to do it [PBS] but it is difficult...right? Because there's not every child that you will be able to technically, for lack of a better word bribe, into behaving. Some children are just inherently naughty. Right? So, it doesn't work for them. You know every once and a while you gotta give them a little shout, maybe a little tap. Cause you know you can't lash them or whatever in order to get them to settle down a little, and even then with the particular class I was given last year, that did not even work. Those children were just something else…That was the first time I have ever taught 4 to 5 and those children just did not care.

P4 agreed that some children's behavior only improved with the use of corporal punishment. She stated,

> So, it comes down to the child at the end of the day in my opinion…I had a little boy, he really liked me, but like every ...it was like medication. He would beg for it. I was like, you mean that I have to lash you, and I would just give him a chance, give him another chance and he would not stop until he got lashes but the

> other children...they were not that way at all. He did not stop until he got those lashes.

P7 also expressed the view that some children only behave appropriately after they receive corporal punishment. She said,

> That's all they probably even respond to and it's unfortunate that you as a teacher or the principal might even have to go that route to even to get some sort of response or a change in behavior from that particular child. But there are some children that do not respond to anything other than corporal punishment and it's based on the background.

P8 also noted that it was difficult to use PBS with some children because they did not seem to care. She stated,

> I've tried using the behavior chart and sometimes, there's one child. There's one child. The others are so glad to avoid getting into the red but there is one child that just doesn't care. You know, so then it doesn't always work.

P7 also agreed that this "don't carish" attitude posed a challenge for her. She said, "Okay um as I said, they have some children that honestly…incentives don't mean anything to them. They have this… do I say, don't carish attitude." P1 agreed that there were some students who had a "don't carish attitude" and whose behavior remains unchanged with PBS. She said,

> They know that their teacher cannot lash them so...and they want to be they want to be put out of the class, I should say or go downstairs to the office…So, they go down there, then the principal talks, talks, talks to them. Tell them all sorts of

> different, I guess, positive things…They go downstairs don't carish, they come back up talking happy, happy, happy. And I don't think that should be.

Participants cited several reasons for their belief that PBS has a place in the Barbadian classroom. Six participants thought it would be important to use PBS because it helped to mitigate some of the negative effects of the challenging home environments that some of the children lived in. P9 stated,

> And then there are some children who are at home, they are facing so many different...it's amazing how many issues some of these little children come with. So, I think school too...sometimes they come with the issues and they are acting out. And I think school is supposed to be a safe place. They are supposed to feel comfortable.

P3 also expressed concern about the issues that some children face in their home environments, and the need for strategies to help students to cope with these situations. She explained,

> Our teachers definitely need some more strategies. Children come from lots of different backgrounds. We never know what a child is going through at home. And so, all of our teachers absolutely need to learn how to cope, and how to still love and care for these children in our classrooms on a daily basis."

P2 shared that it was important for teachers to use PBS so children know that at least one adult cared about them. She expressed this by saying,

> If they are experiencing it in their house, whoever they see on morning, whatever it is they may be experiencing, at least they have one person that they can think

> back in memory, and say, "You know what, but teacher didn't this, and teacher didn't that." And so, they would know there's a different way to be rather than being this other way, which that may be aggressive, whatever else that may be.

Similarly, P1 stated,

> Well, I guess as I had said before you know, all the students, they are coming from different backgrounds. And I think that you don't know what a child is dealing with. So, when you are this positive at school, they may not be getting it at home; but at least they're getting it from somewhere. You know? So, then teachers affect children's lives.

Ten participants reported that they thought that PBS was important. They explained that they supported its use because it played a role in helping children develop social and emotional skills such as self-regulation and resilience. Eight participants expressed the view that PBS develops self-regulation. P8 noted that it was important to use PBS because it helped children to learn to regulate their own behavior. She said,

> …to be prepared for the classroom. To be prepared for learning, and to be able to regulate their own, recognize that they have some measure of power over the way that they behave. They have choices and their choices have consequences. So yeah. Yeah

P3 stated,

> When I think about this PBS, the most important thing to me is helping children to understand all about their behaviors. So again, that social and emotional learning, understanding about their behaviors understanding about the

> consequences of their behaviors, understanding the triggers of their behaviors, and how they must be able to react or behave in more appropriate manners.

Three participants indicated that it was important to use PBS, because it helped children to be more resilient. P8 said,

> My three- and four-year-olds are very important to me, and I think at this foundation is important to instill good social, moral values. Those things are very, very important before they move on. So, I just want to have young learners who are socially and emotionally strong, you know what I mean? Who know how to deal with stress and a new environment, and who can adapt, and have the right behaviors before they move off from the nursery level.

P2 also referred to a desire to help her children to develop resilience. She said,

> And that's the most important thing for me, that it changes and shapes their mind for better, and they understand that you know what regardless of whatever I do in my life, whatever decision I made, whatever job I am in, I can be great because somebody said I could be great, and that's a big thing for me…Building positivity in the mind for people to know, you know what? Things are not so good now, but they have to get better. I remember my daddy used to always say, "Ain't gonna always be so." They could know it ain't gonna always be so. Challenges in life will come. Mistakes will happen. But you got to pick yourself up and you got to use the tools that God placed on the inside of you before this world was formed...you can struggle through.

P1 also thought it was important to her to use PBS to help children to build

resilience. She stated,

> I'm trying to strengthen I should say… um the child's I should say personality. Let them know that you know, they are worth… strengthen their self-worth… because there are different things that are going to happen in life and you have to be strong mentally strong mentally, strong emotionally, and as they grow older. People might say bad things to them…but I hope that I am here developing a person who is mentally strong.

The word "change" was coded 48 times and mentioned by eleven participants. Six participants indicated that they believed that a change was needed from the use of traditional discipline. Three participants indicated that times and children have changed and that teachers will also need to change how they discipline. P1 shared,

> …I think parents might they will…have those bad memories. So they still assume that teachers are the same way, and some of them you will see that they think the same, but then I guess when they come into the classroom and they see your charts or…, the children always go back home and say certain things so they know that hey times have changed…

P6 also believed that she has seen a change in children that requires a change in how teachers discipline. She stated,

> …it would assist in classroom management especially as far as behavior wise is concerned, because I would hear a lot of my colleagues complain that here of late (recently), because you know the generation change...they spend most of the time that is supposed to be teaching, disciplining children.

P8 agreed that children and the society were changing, and that teachers would need to adapt their disciplinary practices. She noted, “Children change and even society is changing, the parents that you have are changing, so you have to change and adapt to suit what is going on. And go with the flow. Don't be left behind, I guess.”

P11 and P9 both expressed the view that a change was needed in teachers’ attitudes and in society. P11 shared, “And we also need to change, as it relates to attitude. Attitudinal change of teachers and their thinking also need to be adjusted…” P9 agreed that a change was needed in attitudes. She argued that teachers would need to change how they disciplined to get achieve better outcomes. She noted that if things continued as they were, then we would continue to get the same negative outcomes such as children who did not accept responsibility. She said,

> So, if you want to raise adults that don't want to accept responsibility … and do things that would keep us saying society needs change, and we need to do this and we need to do that. If we want to continue doing that, then we have to continue doing what we're doing. If we don't want to continue doing that, and we want things to change we have to work on those children and get them to understand what behaviors are right because I don't care what anybody says, it starts there. It starts down there.

P2 summarized her view on the role change played in her belief that PBS was needed by drawing attention to her desire to change the lives of children and to bring about change in the school system. She shared,

> I hope to change the lives of the children who have to pass through any of my classes, for the better. As I would have said before, and I have no problem reiterating it, I hope that, depending on whatever situation these children come out of, what environment, who their influences are, who their role models are, whatever it may be, that they're able to see, that if they have no one at all in their corner, that at least one person cares, at least one person gave me a chance, at least one person showed me some love.

In speaking of her desire to bring about change in the school system with the use of PBS P2 said,

> I think that it will be a step in the right direction to effect change in the school system. Because we're talking about school systems…To affect change in the school system for better. I believe with the way how our society, not in Barbados alone, but the world at large, is changing so much. It would be, as I said, a fascinating and effective system. We need it. We need change for our children, we need for our society on a whole.

Discrepant Cases

I documented my ideas about the data in a reflective journal throughout the process of data analysis. I used the reflective journal to help me to reflect on what I saw and did not see in the data. In addition to looking for patterns, I also looked for, and described gaps in the data, or discrepant cases. I found two cases that did not fit any of the patterns that I discovered in the data. While ten of the participants indicated there was a place in the Barbadian classroom for both corporal punishment and PBS, with corporal

punishment being used as a last resort, two participants indicated their preference for the use of PBS as an alternative to corporal punishment. These two discrepant cases may indicate that some teachers' beliefs about the necessity of corporal punishment may be shifting. Alternately, the two discrepant cases may indicate that while the majority of teachers may believe that it is necessary to use corporal punishment, there are some teachers who believe that corporal punishment is harmful to children and not an effective form of discipline. P8 noted,

> My thing is I don't believe in this whole lashes, lashes, lashes, lashes, lashes, lashes thing because it is not going to work for the children that we have today. They are not the children that we had long ago, and you have to look at how children are responding to you. Is it that they're really learning anything or the thought of getting the lashes, has caused them to change their behavior? And that's not what I want. You know, that is not what I want. So, if there is an alternative that teaches them that, you know, this is the way I ought to behave, this is a positive step in the right direction. Then I'm all for that all for that alternative.

P2 also indicated her preference for PBS because of her concern about the negative impact, the use of corporal punishment may have on children. She expressed her concern by saying,

> But who knows? I don't know of any statistics or anything like that. But who says that may be corporal punishment in the past did not cause children to be bullies and all that? We don't know. You know? So, you choose an approach that would

bring balance and equilibrium to the wholeness and the making of the raising of the child.

Evidence of Trustworthiness

Trustworthiness is the extent to which the findings of a qualitative study can be trusted (Lincoln & Guba, 1985). Qualitative researchers use various criteria to establish trustworthiness to safeguard the rigor of qualitative research (Burkholder et al., 2016). I used credibility, transferability, dependability, and confirmability to establish evidence of trustworthiness for this study.

Credibility

Credibility is seen as the level of assurance, of the truth of the findings (Korstjens & Moser, 2018). Credibility is used to determine whether findings represent accurate information from participants' data, and an accurate interpretation of what participants said. I used member checking to strengthen credibility. For member checking I provided each participant with a two-page summary analysis of my findings to give them an opportunity to check for the accuracy and credibility of my interpretations of the findings (see Appendix B). I asked the participants to review the summary analysis, and then contact me within 48 hours if they had questions or concerns, so we could arrange to discuss their concerns. None of the participants contacted me with concerns or questions.

Transferability

Transferability is the degree to which the findings of the study can be applicable to other contexts or participants, while still maintaining the nature of the context in which the study took place (Ravitch & Carl, 2016). I strengthened transferability by providing

information on the context in which the study was carried out, the setting, sample population, sample size, inclusion criteria, sampling strategy, demographic characteristics, interview procedures, and excerpts from the interview guide. I provided contextual information so that the reader can assess whether the design and findings can be transferred to their own setting.

Dependability

Dependability refers to the consistency of a study's findings over time (Korstjens & Moser, 2018). I used an audit trail to strengthen dependability. Korstjens and Moser (2018) noted that an audit trail is used to transparently describe the steps that have been taken from the inception of the research project to the development and subsequent reporting of the findings. During the interviews, I utilized the interview protocol guide to ask participants the same questions and in the same order. I also strengthened dependability by recording and transcribing all interviews verbatim, to ensure the data was collected accurately. I kept notes on the decisions that were made during the research process, reflective thoughts, sampling, data analysis, and how the data was managed.

Confirmability

Confirmability strategies are used in qualitative research to verify that findings are generated from the participants' responses, and not researcher biases (Amankwaa, 2016; Lincoln & Guba, 1986). I kept a reflective journal to strengthen the confirmability of this study. I used the reflective journal to examine my conceptual lens, preconceived assumptions, and values and how these may impact different aspects of the research

process. I documented my coding process, my initial interpretations of the data, and how I determined the themes during data analysis.

Summary

In this chapter, I reviewed the data analysis process and shared the results of the study. I sought to answer the research question which explored Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior. Twelve PK-3 grade teachers shared their perspectives for this basic qualitative study using semi-structured interviews. I used Braun and Clarke's six-step thematic analysis framework to guide my analysis of the findings. Through thematic analysis three overarching themes emerged: (a) Teachers perceived PBS as a more positive approach to classroom management, than traditional approaches to discipline, (b) Teachers felt capable using PBS, but identified weaknesses associated with its use, (c) Teachers believed that both PBS and corporal punishment have a place in the Barbadian PK-3 classroom.

The responses from participants indicated that the perception of PBS was that it is a form of classroom management which is new, beneficial, positive, and kinder than traditional approaches to discipline. Over eighty percent of the participants reported that they felt capable of using PBS and over half the participants expressed the view that PBS helped to prepare students for adulthood and improves their self-esteem. Participants also shared that PBS helps to improve behavior, and students' motivation. A third of the participants reported that PBS helped to make it easier to teach because it decreased behavioral problems. The main weakness cited by participants were (i) PBS does not work for some students; (ii) the lack of teacher buy-in; (iii) the potentially negative

impact of rewards; (iv) PBS can be time consuming; and (v) conflicting approaches to discipline at home and school. Participants suggested that changes would need to be made to how PBS was approached at schools, and they made recommendations for improving its effectiveness. Although participants saw PBS as a viable classroom management strategy, most expressed the view that it would be important to retain corporal punishment as an option. Participants indicated that both corporal punishment and PBS were necessary, because neither works with every child. Most participants felt that corporal punishment should be used as a last resort. Two participants articulated the belief that PBS should replace the use of corporal punishment in the Barbadian PK-3 grade classroom.

In Chapter 5, I provide an interpretation of the findings and explore how the findings extend knowledge in the discipline. I compare the findings to the research literature in Chapter 2. I also interpret the findings in the context of the conceptual framework. I describe the limitations of the study and provide recommendations for further research. I also discuss the implications of the study. I conclude the chapter by describing the study's potential impact for positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

This basic qualitative study using semi-structured interviews involved examining teachers' perspectives of PBS in the Barbadian elementary classroom. Twelve Barbadian PK-3 grade teachers participated in the study. I interviewed four participants by telephone and eight participants via Zoom. Three themes emerged during the data analysis process. Teachers perceived PBS as a more positive approach to classroom management compared to traditional approaches to discipline, felt capable using PBS, but identified weaknesses associated with its use, and believed that both PBS and corporal punishment have a place in the Barbadian PK-3 classroom.

In this chapter, I provide an interpretation of findings and explore how they extend knowledge in the discipline. I compare findings to literature in Chapter 2 and examine their connection to the conceptual framework. I describe the study's limitations, implications, and recommendations for further research. I conclude the chapter by describing the study's potential impact for positive social change.

Interpretation of the Findings

The study addressed one central research question: What are Barbadian PK-3 grade teachers' perspectives of PBS as an approach to managing classroom behavior?

I asked participants 10 questions about their perspectives of PBS to gather qualitative data for this study. I generated three themes and analyzed them based on the research question. The findings of this study indicated that participants perceived that PBS was a form of classroom management which is more positive than traditional approaches to discipline. Participants felt capable using PBS but indicated there were

weaknesses associated with its use. Participants perceived there was a place for both PBS and corporal punishment in the Barbadian PK-3 classroom.

I evaluated findings of the study through literature I reviewed in Chapter 2 and the constructs of my conceptual framework. I used Bandura's social cognitive theory to explore teachers' perspectives of PBS, especially as they related to how they view benefits and weaknesses associated with PBS, values they attach to PBS, and how they view their ability to implement PBS. I also used the PBS framework to explore Barbadian PK-3 grade teachers' perspectives of PBS as it relates to Barbadian PK-3 grade teachers understanding of PBS and strategies they have been using.

Theme 1

All participants identified PBS as an approach to classroom management. Korpershoek et al. (2016) defined classroom management as an interaction between teachers and students which takes place on an ongoing basis. Korpershoek et al. also proposed that classroom management strategies should be classified according to focus areas (see Table 1).

Establishing expectations was one of the most cited PBS strategies by participants. Seven participants indicated that they used this teacher-focused strategy to manage behavior in their classroom. Findings from my study also indicated that teachers saw teacher-student relationship strategies as a critical component of PBS. Five participants indicated that building positive relationships with their students was one of the main classroom management strategies they used. Nine participants reported that they used student behavior-focused strategies which focus on improving student behavior

through preventative and reactive strategies. Seven participants indicated that one of the key PBS strategies they used was trying to understand their students' behavior and helping them understand and manage their own behavior. Ten participants reported that they use strategies to develop students' social and emotional skills such as self-regulation and resilience.

McIntosh et al. (2017) said high fidelity implementation of PBS has been associated with benefits for teachers and students such as increased student perceptions of school safety, reductions in number of office discipline referrals, increased academic achievement, and increases in teacher self-efficacy. Horner and Macaya (2018) said implementation of PBS is associated with benefits for students and teachers. Horner and Macaya reported that implementation of PBS was associated with reductions in problem behavior, improvements in prosocial behavior, improved academics, improved perceptions of school safety, and improved organizational health. Marquez et al. (2016) said effective classroom management is a key predictor of student success. Marquez et al. reported that effectively managed classrooms have been associated with greater academic engagement, higher academic achievement, and fewer behavioral problems. Students are less likely to lose instructional time as a result of disruptive behavior.

The findings in this study related to findings in the literature review which indicated that PBS is beneficial to students and teachers. Eleven participants identified benefits associated with the use of PBS. Participants reported PBS makes teaching easier for teachers because there is less disruptive behavior, helps teachers to create an

environment that is conducive to learning, improves students' self-esteem, prepares students for adulthood, improves student behavior, and motivates students.

Traditionally, responses to student misbehavior have been punitive and exclusionary and used to deter students from engaging in inappropriate behaviors or deliver a consequence that is deemed to be warranted for certain behavioral infractions (Gottfredson et al., 2000; Jean-Pierre & Parris, 2018). Punitive responses to misbehavior include practices such as detentions, suspensions, expulsions, and corporal punishment (Gottfredson & Gottfredson, 2001; Jean-Pierre & Parris, 2018). Feuerborn and Tyre (2016) said traditional disciplinary methods based on punishment may lead to more behavioral problems than a proactive approach to managing behavior. Roffey (2016) reported results consistent with Feuerborn and Tyre (2016). Roffey noted that approaches to behavior management which are solely focused on behavioral strategies such as following rules and punishment may aggravate difficulties that students may already be experiencing. Roffey recommended that schools develop a whole school approach to behavior management which is focused on relationships, connection, restorative practices, high expectations, and social and emotional learning. Roffey argued that this promotes resilience, protective factors, and wellbeing. Crosby et al. (2018) said traditional behavior management approaches can exacerbate students' trauma symptoms. Crosby et al. recommended that teachers focus on building positive relationships with students and using clear and consistent alternatives to traditional classroom management practices.

The findings in my study indicated that four participants agreed that PBS was a more positive approach to managing behavior than traditional approaches like corporal punishment. These participants shared their perspectives of PBS as a kinder, nontraditional, and more positive way of managing behavior. Six participants thought it would be important to use PBS in the Barbadian PK-3 classroom to help mitigate some of the negative effects of challenging home environments that some children lived in.

Theme 2

Bandura's social cognitive theory involves mutual triadic relationships between personal, behavioral, and environmental factors to explain an individual's behavior in a specific context. In this study, participants cited personal, behavioral, and environmental factors to explain their use or lack of use of PBS. P11 shared a personal reason for using PBS and said she used PBS because she believed in it. She also shared what influences her use of PBS and explained that she used PBS because she wanted to equip children with life skills such as self-management and critical thinking. P11 said:

> We have children who are basically self-managed, that we shape children for society. We are thinkers. Thinkers in terms of their own behavior, and that thinking extends to other areas. So, we no longer have to be telling students what to do, but they can, now, manage their behavior and manage other aspects so we develop children who, as I said, are critical thinkers, who don't have to wait for someone to tell them what to do and how to behave in certain settings.

Participants in my study also cited environmental factors for their use of PBS. P8

indicated that she preferred to use PBS rather than lashes because children have changed. She noted that, “The children that we have today are not the children that we had long ago, and you have to look at how the children are responding to you.” Similarly, P6 and P2 indicated that they used PBS because children have changed. P6 said,

> It [PBS] would assist in classroom management especially as far as behavior wise is concerned, because I would hear a lot of my colleagues complain that here of late because, you know, the generation change, they spend most of the time that is supposed to be teaching, disciplining children.

P2 explained that she thought it would be important to use PBS because of the changes she was noticing in the world and in children. She stated,

> And because of how children are changing, the current is changing, the world is changing, everything about what we used to know is now changing. Children are now, unfortunately, they're coming with a set of characteristics where your job is to build… So I think it [PBS] would be …effective, because of the fact that you are um using other tools to build the child up other than lashing them and hoping that they would get the lesson you're trying to teach them from those lashes. They would understand it.

P4 cited personal, behavioral, and environmental reasons for not using PBS. She shared that she had tried some of the strategies but that she was not too fond of PBS. She said,

> Right, when I was hearing all of these different ways of getting children to you know...to manage your classroom to get the charts and to give them all these rewards and stuff like that. I mean it's a good idea (pause) um in theory, but I

> found it was...it was kind of giving children the right to do as they please and then sometimes it came down to what can I trade it in for. I was rewarding my kids with chocolates and the ones that did not get chocolates they were saying "well my mother can buy chocolates for me." You know? …sometimes it didn't have the effect that it was intended to and I...I... I think that we could have gone about another way. So honestly, I don't know if I can answer your question in totality because, I didn't take in a lot of it because I was (pause) I was not too fond of it.

P4 also noted that she did not find her use of PBS to be effective. She reflected on the use of corporal punishment when she was growing up and supported the use of corporal punishment as an effective means of discouraging children from engaging in inappropriate behaviors. She went on to summarize her reasons for not using PBS by saying,

> I will say it didn't work well for me it didn't work um (pause)when I grew up, you know? I mean some people may not agree with it me. We, we used to get lashes for everything. I don't think lashes for everything is warranted but at the same time it discouraged us from doing a lot of the nonsense that we...we as children wanted to do and the nonsense we did compared to the nonsense the children do today is still two...on two totally different levels. …it was not effective in my experience. It really was not. Not for our Barbadian context.

Social cognitive theory addresses how individuals develop their sense of self-efficacy. According to Bandura and Schunk (1981) self-efficacy is a term which is used to describe what a person believes about their current ability in a specific domain. Self-

efficacy is based on mastery experience, vicarious experience, social persuasion, and somatic and emotional states. All the participants in my study reported high levels of self-efficacy with using PBS. They noted that they felt capable using PBS and gave various reasons for their comfort with using PBS. Some participants noted that they feel capable using PBS based on mastery experience. P11 shared that,

> Well, I can use it… I can use it in my classroom because I believe in it and I believe in the different things it can do. But it will mean that, when others come into the classroom, that they have to follow the same thing, so the children don't get confused. But for me, because I have been trained in it and I know how to use it, then I have no problem using it in any classroom that I go in.

Comparably, P1 stated that she felt capable using PBS because she had been using it for a long time. She shared that,

> I guess I always used to use it before… It wasn't a term that people, you know, were calling it, but I guess that was always my approach to teaching my students. I always knew that I'm going to you know… speak good things to them... So, I just always used to… I always used to do this. So, I mean, I do feel I'm capable and that is not nothing new that I am doing. For me it just has a fancy name to it.

P9 shared an experience that highlighted the role that vicarious experience had played in helping her to feel more capable when using PBS. She noted that when she first started to teach, that she used the traditional discipline that she saw being modeled, but that over time she began to see that this is not how she wanted to approach discipline. She stated,

> I went in [to teaching] and that's not what my mentor was showing me. Then I had to pull myself away and realize this is not what...I don't think this is right. This is not what I liked. I didn't like that at primary school. I can't imagine these children liking it now, but over time it became easier for me and as I learnt about the program and I read more about the program.

She further explained that the harsh discipline she saw in her early years of teaching was the same approach to discipline she had seen as a child. She noted that,

> As I have grown to learn it [PBS] …it has become easier for me to do it and use it. Like when I first got into teaching obviously that was not... that was nonexistent. It was the same thing that I would have seen when I was a child, and I didn't like it. I just didn't have a name for it. But I was like, I just don't want to be like that. I don't want that. I would not want that for my child.

Participants also noted that social persuasion influenced their self-efficacy. P4 explained that her use of PBS has been influenced by the ban on teachers administering corporal punishment in Barbados. She shared,

> Well, I've had to do it [PBS] because as I said before, here in the Barbadian context, we are not allowed to deliver corporal punishment. So obviously we've had to go back. I mean this was a long time coming, but you know in previous years, you know teachers would beat the children and things like that, but for me in my classroom I have been using this for a while now…and it is working well for me.

Participants also shared somatic and emotional states as factors in their

use of PBS. P12 indicated that he used PBS because he felt comfortable using it. He stated, “I feel very comfortable with using positive behavior management in the classroom. But I guess it's because of the multiple years I've spent at the school.” P2 acknowledged that she felt capable using PBS despite the frustration she sometimes experienced because of her confidence in the gifts God has given her and the value she places on having a positive attitude. She shared,

> So, I think I would say I have the ability…I have the ability because I have the tools on the inside of me, because of the fact God placed them inside of me, I understand the difference between being negative versus being positive, and how the positivity can really shape the individual and the mind of the child to become a better individual in their life…So I'm able. More than able to do it. As I said, other challenges present itself, and some of those challenges are beyond my control. But I think that I am capable of doing it, because I know how to pay that forward.”

Although participants felt capable using PBS, there were some factors which they felt hindered their use of it. Participants indicated that their use of PBS was impacted by their emotional state, their students’ response to it, and a need for more training. Social cognitive theory has been used to explain an individual’s motivation to pursue certain behaviors over other. Bandura (1986) argues that a person’s motivation to pursue certain behaviors over others is influenced by self-incentives, perceived disincentives, personal standards, and their valuation of the activity. Costlow and Bornstein (2018) posited that individuals decide whether they will engage in a behavior based on the perceived positive

or negative responses they have received in the past when they performed that particular activity. The findings of my study are consistent with social cognitive theory. Participants noted that although they felt capable using PBS, there were some weaknesses which hindered its use and effectiveness. The weaknesses they identified were (i) the view that PBS did not work for some students; (ii) the lack of teacher buy in; (iii) the potentially negative impact of rewards; (iv) the perception that PBS can be time consuming; and (v) conflicting approaches to discipline at home and school.

Horner et al. (2017) described PBS as a framework for selecting, organizing, and implementing evidence-based practices within a three-tiered continuum of behavioral supports. The three tiers address different levels of student need and are based on the acknowledgment that some students will need more intensive levels of support to meet the behavioral expectations. Nine participants indicated that PBS does not work for some students. The PBS strategies which participants reported they used in their classrooms are listed in Table 7. The strategies listed in Table 7 can all be classified as tier one PBS interventions.

Table 7

PBS Strategies Used by Participants

PBS Strategies Which Participants Use in their Classrooms
1. Setting behavioral expectations
2. Consequences for misbehavior
3. Behavior charts
4. Modelling appropriate behavior
5. Rewards for appropriate behavior
6. Building positive teacher-student relationships
7. Teaching social and emotional skills
8. Seeking to understand reasons for students' misbehavior
9. Scolding
10. Teaching self-management skills to students
11. Speaking positively to students
12. Affirmations
13. Giving students responsibilities
14. Remaining calm
15. Building a positive classroom community

Tier one interventions are intended to create predictable, safe, and positive school-wide climates. Within the PBS framework, tier two and tier three interventions are meant to be used along with tier one interventions to meet the needs of students support beyond what is offered by tier one. Participants in the study indicated their belief that PBS did not work for all students. The lack of success with solely using tier one, may confirm the findings in the literature which suggest that tier two and tier three interventions are required to ensure that teachers meet the needs of all students.

One third of the participants identified lack of teacher buy in as a weakness. In a report to the Committee on the Rights of the Child, The Government of Barbados (2014) stated that continued use of corporal punishment despite attempts to promote PBS, is in part due to the cultural attitude that strongly favors it. Research in Barbados on attitudes

toward discipline between 2004 and 2014, has indicated that although support for the use of corporal punishment has declined, support for its use continues to be high. The findings from this study confirm these findings. Participants highlighted a lack of buy in from teachers which hindered the use of PBS. One of the reasons they gave for this lack of buy in was cultural support for corporal punishment. The response from P8 summarizes this view:

> You want people to buy into this whole thing cause there are some educators that still don't believe that there are different ways of disciplining children other than giving them licks and lashes, and lot of it, sad to say is from the old school.

Previous research on PBS has suggested that teachers may oppose PBS for reasons such as limited of support from administration; not having enough time, resources, or training; philosophical disagreements; and a lack of understanding of what PBS entails. McDaniel et al. (2017) explored perceptions of PBS outcomes, challenges and needs related to implementing PBS in high-need schools. A case study design was used. Four participants from the same district were selected for participation in a semi-structured focus group using purposive selection. Participants were recruited based in their experience with PBS. McDaniel et al. (2017) stated that although the sample size was small, the four participants were representative of different roles within schools and grade levels. The participants included one elementary teacher, one elementary counsellor, one middle school assistant principal, and one school psychologist who worked at a group of schools in a high-need area, across all grades. Among the challenges identified were low levels of state, district, and administrator buy in; limited

teacher training and buy-in; high-need student issues and a lack of parental support. The findings from my study were similar to the findings of study conducted by McDaniel et al. (2017) in highlighting teachers concerns about PBS. Forty-two percent of participants from my study highlighted concerns about the potentially negative impact of rewards as a weakness of PBS. Participants in my study were concerned that the use of rewards was a form of bribery, they worried that the rewards would inhibit intrinsic motivation, and discourage those early elementary school students who did not receive them. Another concern cited by some participants in my study was that some early elementary school students did not care whether they received a reward or not. P10 shared an experience where a child tried to encourage his classmates not to care about rewards. In telling about this experience she said,

> I remember I was giving out pencils and this older boy he was like "Don't buy into the gimmick. “Right? I was like what! Because he did not get any. Right? He did not get any pencils so then he was like telling the others don't buy into the gimmick. So, he was trying to persuade them not to behave how I wanted them to. So, I get stumped.

P4 shared a similar experience when she told about a time a child told her they did not care if they received a reward because their mother could buy it for them.

> Like I said, I did experience a child telling me, “Mam, my mommy could buy chocolates for me.” And I am like you are missing the point. You are supposed to be trying to behave in a manner that you can get chocolates from me, so it does

> not work for those students. it does not impress...it doesn't make an impression on them at all.

In keeping with the findings of the research on why teachers oppose PBS, my study indicated that some Barbadian PK-3 grade teachers are concerned about the time it can take to implement PBS. Four participants cited the perception that PBS can be time consuming and indicated that they were concerned about the time required to plan and implement PBS. Other participants expressed concern about how long PBS took to work.

In his social cognitive theory, Bandura (1986) noted that disincentives play a role in a person's motivation to engage in certain behaviors. While participants noted that there were weaknesses associated with PBS, all participants indicated that they used some aspects of PBS. One of the key weaknesses stated by participants was that it had been their experience that PBS did not work for all students. P4 shared a disappointing experience with the use of PBS, when she realized that some students were not responding as she would have liked to the interventions. She stated,

> Like I said, at the end of the day working so hard to do these things you want to know that it was worth the time and effort. So that was my thing...doing all of it for what? (chuckle)

Despite the disappointment with some students' responses to PBS, P4 indicated that she continues to use some aspects of PBS with each class she teaches. She stated,

> So, I still do it (laughs). You know I have my wall of fame and the children who do well in spelling they would put their (names)... they did their name tags and decorated them how they wanted to and if they got over a certain amount in

spelling, they got to put their names on the board and so on. So, it's something I still incorporate at times. Maybe one term more than the other, but I still try it. I give each class a fair chance to...to see how it goes. You know?

Horner and Macaya (2018) acknowledged that there will be challenges implementing PBS outside of the cultural context in which it was developed. They noted that PBS had been developed in urban, and suburban schools in the West Coast of the United States. As such, they believed that adaptations would be necessary when adopting PBS beyond the United States to other countries. Horner and Macaya recommended that four key features of large-scale implementation should guide efforts in non-Western countries. First, educators should focus on implementing the core features of PBS rather than programs. They also recommended that educators ensure that the necessary organizational systems and factors such as resources, training, and coaching are in place. Third, Horner and Macaya recommended that educators should use data to guide and improve implementation. Finally, they recommended that educators follow the four stages of implementation: exploration, installation, initial implementation, and scaling and sustaining.

Some of the recommendations provided by participants for addressing weaknesses associated with the use of PBS are in keeping with the first and second recommendations offered by Horner and Macaya (2018), for implementation in non-Western countries. P8 recommended that schools focus on the core features of PBS by adopting a more holistic approach to PBS. She stated, “What I would like more is a more holistic approach though, like a more whole-school team effort in instituting these rules

and these expectations, and even extending it to parents as well." Similarly, P9 recommended that educators focus on understanding and adapting the core features of PBS to suit their context. She noted,

> You just have to tweak it according... just like how we thought we would not be at school right now, but we're at school, and every school had to come up with a plan for this COVID and protocols that would have been suitable for your school according to the dynamics of your school. You have to understand it. You have to understand the children of your school…You have to look at who you are dealing with to know what you can use and what approaches you need to use for them. But I believe that… um, we gotta start somewhere.

In addition to advocating for greater focus on the core features of PBS, participants also recommended more training for PBS. P11 advocated for whole-school training in PBS when she said,

> Yes, training is needed, but not select teachers. Entire schools. So, if we're training, we're going to have to train the entire school on this and not select so that everybody gets the exposure at the same time and come to a consensus at the same time. So, we're all on the same platform. Okay? So, it's not trickle-down.

P12 noted that ongoing training was necessary because teachers were constantly leaving the systems and new teachers being assigned to take their place. Without ongoing training on PBS, P12 felt that PBS would not be sustained. He explained,

> You've trained the principals and your idea of training is either a one day or two-day workshop. And you don't train the parents, you will always get the same

> problem…And since then, we've have had teachers who left the system. And we've had teachers who have entered the system. And because of the lack of continued and ongoing training, you will have teachers in the system, young teachers in the system, who have no idea of the program (PBS). You have teachers in the system who have no idea if they do know of the program who have no idea how to correctly implement the program in the classroom.

None of the participants mentioned Horner and Macaya's third and fourth recommendations which were using data for decision making and following the stages of implementation. The absence of comments about attending to the stage's implementation as well as the absence of comments about the use of data for decision making may suggest there is a lack of focus on using data to guide and improve implementation efforts. The absence of these comments from participants may also suggest that there is a lack of awareness of the stages of implementation and their associated activities.

Theme 3

Landon et al. (2017) found that the use of corporal punishment persists across the world despite consistent evidence of the harmfulness and ineffectiveness of physical punishment. This finding was supported in my study. Most teachers did not see PBS as an alternative to put in place to replace the use of corporal punishment. Rather they saw PBS as a form of classroom management to be used along with corporal punishment. Ten teachers expressed the view that both PBS and corporal punishment have a place in the Barbadian classroom.

Landon et al. (2017) suggested that the practice of corporal punishment is sustained in the Caribbean region by traditional religious values, cultural values, and the belief in the value of inflicting pain to foster a child's positive development. Teachers in this study gave various reasons for their support of the continued use of corporal punishment along with PBS. These reasons which were cited by participants in my study included: (a) the belief that certain infractions require the use of corporal punishment; (b) the belief that some children only respond to corporal punishment. The reasons given for the retention of corporal punishment by the participants are reflected in the research by Landon et al.

Another reason which participants in my study gave for the support of the use of corporal punishment, along with PBS, was that neither approach works for every child. This may suggest that participants believe that corporal punishment is an effective means of discipline for some children. It may also suggest that teachers require training or sensitization on the adverse effects of corporal punishment. Some researchers (Bailey et al., 2014; Ember & Ember, 2005) identified a lack of understanding of the adverse effects of corporal punishment as one of the factors leading to the high rates of corporal punishment in the Caribbean. The adverse effects of corporal punishment have been well-documented. Skinner's (1953) research on operant conditioning showed that punishment did not teach the desired behavior. The results from Skinner's (1953) research showed that behaviors that are punished tend to reappear. Skinner (1953) also found that punishment was associated with increased aggression and fear. Recent research has supported Skinner's findings. Several researchers have found consistent links between

corporal punishment and aggressive behavior, decreased empathy, decreased self-regulation, and poor academic performance regardless of the harshness of the corporal punishment (Gershoff & Grogan-Kaylor, 2016; Global Initiative to End all Corporal Punishment of Children, 2016). A growing body of research has also suggested that corporal punishment can have a detrimental impact on the developing brain and increase the risk of poor childhood outcomes (Bick & Nelson, 2016)

All but two participants indicated their support for the use of corporal punishment as a last resort, or for certain infractions. There seemed to be the perception among ten participants that the use of corporal punishment, albeit, limited, was required. However, participants were also very supportive of the use of PBS and cited reasons that PBS should be used along with corporal punishment. Two reasons given for the use of PBS were (a) the perception that PBS helps to mitigate some of the negative effects challenging home situations; (b) and the belief that PBS improves social and emotional skills. These two reasons are highlighted in past research on PBS. Oliver et al. (2019) noted that teachers who use PBS can create predictable, safe, and positive school-wide climates. Likewise, Roffey (2016) stated that mental health is an important factor to consider in classroom management because many students who engage in challenging behaviors are experiencing risk factors for mental health disorders. Roffey further explained that behavioral approaches that solely focus on behavioral strategies such as rules and punishment, may aggravate the difficulties that these students are experiencing. Crosby et al. (2018) agreed that traditional behavior management approaches can exacerbate students' trauma feelings. Crosby et al. (2018) and Roffey (2016) recommend

that teachers focus on relationships, connections, social and emotional learning, restorative practices, and using clear and consistent alternatives to traditional classroom management. The findings from my study indicate that teachers perceive that PBS is a viable approach to helping students cope with the various adversities they are facing by providing a safe, caring learning environment, and a focus on the development of social and emotional learning.

In his social cognitive theory, Bandura (1986) expressed the view that outcome expectation plays a role in helping an individual to decide which behaviors to engage in and which behaviors not to engage in. In this study, teachers shared reasons for the use of corporal punishment and PBS which were based on the outcomes they expected to gain from their use. Some participants indicated that they supported the continued use of corporal punishment because they expected that corporal punishment would be effective with some students in a way in which PBS would not be. They also indicated that they used PBS because they expected that PBS would help to develop students' social and emotional skills, facilitate teaching because there will be less disruptive behavior, and help students who were experiencing challenges circumstances at home.

Another reason which participants gave for their support of the use of PBS was their observation of changes in children and society which they felt necessitated a change in discipline. P2 explained that she believed that PBS would be an effective disciplinary strategy, because of the changes she has noticed in society and in children. Specifically, she noted that children now seem to need more help developing their self-esteem. She stated:

> I believe with the way how our society, not in Barbados alone, but the world at large, is changing so much. It [PBS] would be, as I said, a fascinating and effective system. We need it. We need change for our children, we need for our society on a whole… And because of how children are changing, the current is changing, the world is changing, everything about what we used to know is now changing. Children are now, unfortunately, they're coming with a set of characteristics where your job is to build. I find the children of millennials, I would say, millennials are quick to say, "Oh, well you did this, and you did that, so you don't love me." So, it's almost as if they come with a predisposition of weakness. Where it is "You don't love me, you don't care about me because you're punishing me." So, I think it would be fantastic and, as I said, effective, because of the fact that you are um using other tools to build the child up other than lashing them and hoping that they would get the lesson you're trying to teach them from those lashes, they would understand it."

Similarly, P1 indicated that she has noticed that children are not as "mentally strong" as children in the past. She shared her thoughts by saying,

> I feel like if people a lot of people are not mentally strong and especially children nowadays…I feel like the children nowadays are weak mentally and that's why you have a lot of suicide. The suicide rates are going up. Although yes, I know bullying in happens, but I still feel like if you know, I would say back in the day, but I'm not that old. But people were, you know, stronger. They could have take [taken] it. They had a broader back I should say. But nowadays I find ..I don't

> know if it's because...well I feel is because they are not... not a mentally strong person…So that's what I am....I'm trying to do like a mentally strong child and then adult.

P8 also argued that the changes they have noticed in parents, society, and children require a change in disciplinary methods. She shared,

> …Children change and even society is changing, the parents that you have are changing, so you have to change and adapt to suit what is going on. And go with the flow. Don't be left behind, I guess… The children that we have today are not the children that we had long ago, and you have to look at how the children are responding to you.

The finding that participants supported the use of PBS because they felt it was a necessary to address some of the changes, they have noticed in children such as poor self-esteem and low levels of resilience may be a unique perspective of the Barbadian PK-3 teachers who were interviewed. I did not observe this perspective in the literature I reviewed in chapter 2.

Limitations of the Study

The findings of this study should be interpreted with the understanding of the study's methodological limitations. Possible limitations in this study included the sample size, participants' willingness to participate, the coronavirus pandemic, and researcher bias. The first limitation was the size of the sample. The sample size for this study was 12 Barbadian PK-3 grade teachers. Another limitation is that only a few schools were represented in the study's sample. There are 27 private primary schools, and 68

Government public primary schools in Barbados (Ministry of Education, Technological, & Vocational Training, 2020). The exact number of school sites represented in the sample is not known because some participants did not feel comfortable sharing the name of their school. If all the participants came from different schools that would only be 12 schools represented of the 95 primary schools in Barbados. The selection of 12 Barbadian PK-3 grade teachers and the associated small number of schools represented, limited the number of perspectives that were obtained. The findings are not generalizable to other settings. These two limitations were addressed by ensuring strong transferability through thick descriptions of the research design, data, and contexts.

Another limitation was that the interviews were based on self-report. Participants may have been inclined to give socially desirable answers or be reluctant to share honestly about their experiences with PBS. Some participants may have trouble expressing their thoughts and feelings verbally. To address these limitations, I was warm and welcoming to help participants to become more comfortable during the interview, and I used active listening skills. I also explained what they can expect in the interview and reassured them that their responses would be confidential. I also assured participants that I would use an alpha-numeric code instead of their name when writing up the study to protect their privacy. I told the participants that I would maintain their confidentiality by not revealing their identity to anyone.

The global coronavirus pandemic impacted the execution of this study. Local health and safety restrictions and mandates prohibited me from conducting face-to-face interviews. I therefore changed how I collected my data to follow these guidelines.

Instead of face-to-face interviews, I conducted the four interviews by telephone and eight by Zoom. Archibald et al. (2019) reported that there may be challenges when using Zoom to collect qualitative data. These challenges included internet connectivity issues, poor call quality, and frustration with technical difficulties. These issues may have impacted participants' ability to share. These issues did not occur often during my period of data collection but on the two occasions that I experienced technical difficulties, I addressed the issues by remaining calm, problem solving, and taking time to build rapport with the participant to help them to feel comfortable sharing when we began the interview. I also took time to build rapport with those participants who opted to conduct telephone interviews to help them to feel more at ease sharing.

Another limitation of the study was that teachers may have been reluctant to participate or drop out of the study before completing the interview. I sought to address this by explaining the potential benefits of study, providing details on how long the interview would take, providing participants with a choice or either telephone or Zoom interviews, and by working with the participants to find the most convenient time for them. I also informed participants of their right to confidentiality and their right to withdraw from the study at any time without penalty.

Another limitation is the potential for bias on my part. My experiences as an elementary teacher, counselor, mother, and educational consultant have contributed to my interest in studying teachers' perspectives of PBS. I managed potential researcher biases by attending to issues of reflexivity. I used field notes and kept a reflective journal to document my thoughts, feelings, and decisions throughout the process of data collection

and analysis. Keeping a reflective journal helped me to attend to and assess my positionality and subjectivities. I also explained the data collection and analysis process in detail.

Recommendations

Barbadian PK-3 grade teachers in my study indicated that corporal punishment should be used for some infractions. Ideas about what infractions would call for the use of corporal punishment varied. For example, P6 identified verbal aggression to peers or teachers as an infraction that should be addressed with corporal punishment, but P5 just stated that "serious situations" should be managed with corporal punishment. P12 identified attacking a teacher, being rude, and being disrespectful, as infractions which should be handled with corporal punishment. Gershoff (2017) found that no standard is used to determine what infractions corporal punishment will be used for. Future research on what infractions teachers believe corporal punishment should be used for is recommended.

Participants in my study expressed the view that PBS did not work with some children. During the interviews, I asked follow-up questions to find out more about participants' understanding of "some children" but this was not the focus of the current study. Given the studies which show that punitive measures such as corporal punishment disproportionately affect certain students, it will be important to gain a better understanding of the students who are receiving corporal punishment, by exploring Barbadian PK-3 grade teachers perspectives of the children that PBS is not effective for.

Barbadian PK-3 grade teachers reported that a holistic understanding of PBS was lacking among Barbadian PK-3 grade teachers. This was supported by the finding that the strategies reported by participants were all tier one interventions. I recommend further research on teachers' perceptions of training needs related to PBS. Such a study could investigate teachers' perceptions of past training, and their perceptions of the training which is required to improve the understanding and implementation of PBS.

I recommend replication of this study in various public and private early childhood school settings. Different settings may provide different perspectives on PBS and add teacher perspectives that may be missing from the current study. I would also recommend inviting male participants through snowballing, or by replicating the study in a school where there are male teachers. There was only one male participant in the current study. Further research may uncover additional information about male teachers' perspectives of PBS.

The code "understanding of what changes behavior" was observed in the transcripts of eight participants. There were varying understandings of what changes behavior among these eight participants. I recommend further study on the relationship between teachers' understanding of behavior change and their approach to classroom management. This study may offer insights which can be used by PBS coaches and administrators to understand areas of training which may be needed for improved PBS implementation.

Some participants shared their belief that a lack of support from their principals and the Ministry of Education, Technological, and Vocational Training negatively

impacts the use of PBS in Barbadian classroom. This finding is supported in the literature which indicates that limited support from administration may contribute to a lack of teacher buy-in for PBS (Andreou et al., 2015; Tyre & Feuerborn, 2017). I recommend that a study be conducted to investigate principals' perspectives of PBS. I also recommend that a study be conducted to explore the perspectives of education officers at the Ministry of Education, Technological, and Vocational Training.

This study focused on Barbadian PK-3 grade teachers' perspectives. I recommend further study on PK-3 students' perception of PBS. Findings from this study could help teachers and administrators understand students' perspectives of the strengths, weaknesses, and effectiveness of PBS. This study could also explore students' perceptions of PBS as an alternative to corporal punishment.

Implications

Effectively managing behavior is a key component of effective teaching and learning (Ugurlu et al., 2015). PBS has been found to be an effective alternative to traditional discipline (Caldarella et al., 2011; Sørlie & Ogden, 2015; Waasdorp et al., 2012). PK-3 grade teachers are critical to the effective implementation of PBS in the classroom. PK-3 grade teachers' perspectives may impact their implementation of PBS (Feuerborn & Tyre, 2012; Tyre & Feuerborn, 2017). The data from this study might help PBS coaches and school teams to understand teachers' concerns about PBS and thereby determine areas for training and retraining to gain greater support for PBS and to build teachers' capacity to effectively implement PBS.

This study may also benefit principals and education officers because it allows them to see PBS from the teacher's perspective. By reading this study with the participants' words and perspectives, administrators might better understand teachers' willingness or unwillingness to implement PBS. This study may provide them with information that they can use to address concerns, and possibly gain greater buy-in for the use of PBS.

Despite the benefits associated with the implementation of PBS, many schools struggle to implement PBS with fidelity (Tyre & Feuerborn, 2017). This study may further an understanding of the social validity, the acceptability, and the contextual fit of PBS. The information from this study may be used by PBS coaches to engage with staff and address their concerns to bring about higher levels of implementation fidelity. A higher level of implementation fidelity is associated with positive outcomes such as enhanced social and learning environments for students and teachers.

Barbadian PK-3 grade teachers' perspectives on PBS have not previously been represented in the literature. This study extends knowledge on teachers' perspectives on PBS by providing information on Barbadian PK-3 grade teachers' perspectives on PBS. One finding which seems to be unique to Barbadian PK-3 grade teachers' is their perspective that children are changing, and that disciplinary strategies therefore need to change. Some participants shared their observation that children seemed to need more help with developing resilience and self-esteem than children in years gone by. They felt that PBS would be a "step in the right direction" to help to build children's characters, confidence, and resilience.

This study was significant because it allowed a sample of Barbadian PK-3 grade teachers to express their understanding of PBS, it benefits and weaknesses, and the viability of its use as an alternative to corporal punishment. The findings from this study may be used to help guide to the planning and implementation of professional development opportunities and training for the implementation of PBS in Barbadian PK-3 classrooms.

This study was significant because it highlighted teachers' perceptions of the weaknesses which served as barriers to the implementation of PBS in the Barbadian PK-3 classroom. The Barbadian PK-3 grade teachers represented in this study commonly cited conflicting approaches to discipline at home and at school, lack of teacher buy-in, and limited understanding of the holistic nature of PBS as barriers to the use of PBS. To address these issues, I recommend that all teachers at elementary schools be provided with comprehensive training on PBS which focuses on educating teachers about the three tiers of PBS, the strategies associated with the three tiers, the benefits of PBS, steps for PBS implementation, and parental engagement. I also recommend that teachers be provided with training on the negative impact of punitive approaches to discipline.

My study's findings may support positive social change. The findings show that teachers believe that although there are challenges associated with the use of PBS, it is a beneficial form of classroom management for the Barbadian PK-3 classroom. Participants also indicated that PBS should be used along corporal punishment, with corporal punishment being used as a last resort. The perspectives of teachers in this study may further an understanding of the social validity, the acceptability, the contextual fit,

barriers, and concerns about PBS. The perspectives shared here may provide information which can be used by PBS coaches to engage with staff, address their concerns, address barriers, and promote the use of PBS in the Barbadian PK-3 classroom, and bring about higher levels of implementation fidelity. Promotion of PBS, and higher level of implementation fidelity of PBS may lead to positive outcomes such as the use of less harsh disciplinary approaches in PK-3 grade classrooms and enhanced social and learning environments for students and teachers.

Conclusion

Given the negative outcomes associated with the use of punitive discipline in schools, effective disciplinary alternatives are needed. UNICEF has been supporting the implementation of PBS as an alternative to punitive discipline in schools in the Eastern Caribbean. Studies have demonstrated the effectiveness of PBS in Western contexts (Childs et al., 2016; Gage et al., 2017; Horner et al., 2010) but Barbadian teachers' perspectives of PBS are not well understood. This study was designed to explore Barbadian PK-3 teachers' perspectives of PBS. This basic qualitative study using semi-structured interviews sought to examine teachers' perspectives of PBS in the Barbadian elementary classroom. Twelve early childhood teachers participated in the study. I interviewed participants by telephone or via Zoom to obtain data.

The findings of this study showed that most participants saw PBS as a beneficial approach to classroom management. Participants saw PBS as kinder, and more positive that traditional approaches to discipline. These findings suggested that most Barbadian PK-3 grade teachers in the study have experienced benefits from using PBS in their

classrooms. These findings may indicate that the Barbadian Pk-3 grade teachers in my study acknowledge that traditional discipline can be harsh and have a negative impact. The results of this study also indicated that Barbadian Pk-3 grade teachers felt capable using PBS. However, Barbadian Pk-3 teachers reported that there were weaknesses associated with PBS which presented barriers to its use. These findings indicated that PK-3 grade teachers in the study felt comfortable using PBS, but their use of PBS was challenged by other issues such as a lack of buy-in for PBS from other members of staff, and conflicting approaches to discipline at home. Results also showed that teachers believed that both PBS and corporal punishment have a place in the Barbadian PK-3 classroom. This finding implies that while teachers are willing to embrace the use of PBS, there is still support for the use of corporal punishment. It was noted by some participants that times are changing, students are changing and therefore discipline must change. Although teachers expressed their belief that PBS was needed, most of them felt it would be best to use PBS along with corporal punishment, rather than as an alternative to corporal punishment. This finding implies that the majority of the Barbadian PK-3 grade teachers in my study still believe that corporal punishment is needed to bring about behavior change. This finding also implies that there is a need for further examination of the impact of corporal punishment in the Barbadian context.

PBS has been shown to be an effective framework for achieving beneficial outcomes for students in Western countries. Further research on the implementation of PBS in the Barbadian context may contribute to the development of cultural relevant understanding of PBS in a non-Western context. The development of this knowledge

base about PBS in the Barbadian context may contribute to greater buy-in for PBS and help educators to develop a greater capacity to implement PBS with fidelity. Ultimately, greater buy in for PBS, and improved capacity to implement PBS, may lead to positive social change by potentially enhancing PK-3 grade teachers' willingness, and ability to use less harsh disciplinary practices in their classrooms, and the creation of more positive, safe, prosocial learning environments in Barbadian PK-3 classrooms.

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Appendix A: Interview Protocol

Date:

Time:

Interviewee Code:

Pre-Interview

1. Thank interviewee for volunteering to participate in the study.
2. Describe the purpose of the study.
3. Describe the interview process.
4. Review informed consent and obtain interviewee's verbal consent.
    - Researcher's background information
    - Risks and benefits of participating in the study.
    - Privacy
    - Maintenance of confidentiality
    - Treatment of data
    - Right to refuse to participate and to withdraw at any time without penalty.
5. Opportunity for questions
6. Statement of consent
7. Begin recording.
8. Begin the interview.

Post-Interview

1. Thank interviewee for participating.

2. Remind interviewee of treatment of data and confidentiality.
3. Inform participant that you will contact them to provide a summary of the interview transcript for them to review for accuracy.

Interview Questions

1. How long have you been teaching?
2. What is your understanding of PBS?
3. What aspects of PBS have you used in your classroom?
4. What do you think about PBS as an approach to managing behavior in the Barbadian classroom?
5. In your opinion, what are the benefits of using PBS as an approach to managing behavior in your classroom?
6. In your opinion, what are the weaknesses of PBS as an approach to managing behavior in your classroom?
7. How do you feel about your ability to use PBS in your classroom?
8. What do you hope to accomplish by using PBS?
9. What are your thoughts on PBS as an alternative to corporal punishment?
10. Are there any further comments you would like to share?

Appendix B: Summary Analysis of Findings

The overarching research question for this study was, What are Barbadian PK-3 grade teachers' perspectives of positive behavior support as an approach to managing classroom behavior? Three themes emerged from my analysis. These themes are summarized below.

Theme 1: Teachers perceived PBS as a more positive approach to classroom management, than traditional approaches to discipline. The findings from my study indicated that more than half the teachers in the study saw establishing expectations, building a positive teacher-student relationship, social emotional strategies, and helping students to manage their own behavior as critical components of PBS. The strategies mentioned by participants can all be classified as tier one PBS interventions. The absence of tier 2 and 3 PBS interventions among those being mentioned by participants may indicate the need for further training on the implementation of tier 2 and 3. The lack of use of tier 2 and 3 interventions may also contribute to participants' observation that PBS does not working for all students.

Participants shared their perspectives of PBS as a kinder, non-traditional, more positive way of managing behavior. Participants reported the following benefits of PBS: (i) PBS makes teaching easier for teachers because there is less disruptive behavior; (ii) PBS helps teachers to create an environment that is conducive to learning, (iii) PBS improves students' self-esteem, (iv) PBS prepares students for adulthood, (v) improves behavior, and (vi) motivates students, (vii) PBS counteracts some of the negative effects of the challenging home environments that some of the children lived in.

Theme 2: Teachers felt capable using PBS, but identified weaknesses associated with its use. While all participants acknowledged their ability to use PBS, they also identified some weaknesses that impacted the use of PBS. These weaknesses included the view that PBS did not work for some students; the lack of teacher buy in; the potentially negative impact of rewards; PBS can be time consuming; and conflicting approaches to discipline at home and school. Although participants found weaknesses associated with PBS, all participants indicated that they used some aspects of PBS. Participants recommended a more holistic approach to PBS, greater focus on the core features of PBS, more comprehensive whole-staff training on PBS, and greater support for PBS implementation from district leaders and principals.

Theme 3: Teachers believed that both PBS and corporal punishment have a place in the Barbadian classroom. Most participants did not think that PBS should replace the use of corporal punishment. Rather these participants saw PBS as a form of classroom management to be used along with corporal punishment. Participants gave the following reasons for their view that both PBS and corporal punishment should be used: (a) the belief that certain infractions require the use of corporal punishment; (b) the belief that some children only respond to corporal punishment; (c) the belief that neither approach works for every child. However, participants were also very supportive of the use of PBS. Two reasons given for the use of PBS were (a) the perception that PBS helps to mitigate some of the negative effects challenging home situations; (b) and the belief that PBS improves social and emotional skills. Two participants indicated their preference for the use of PBS as an alternative to replace the use of corporal punishment.