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Walden University

College of Education

This is to certify that the doctoral study by

Daniel Thomas Henley

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2022

Abstract

High School Educators' Perceptions of Professional Development Needs for Implementation of Positive Behavioral Interventions and Supports

by

Daniel Thomas Henley

EdS, Walden University, 2015

MEd, William Carey University, 2007

BS, William Carey University, 2005

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2022

Abstract

The problem investigated by this study is that professional development (PD) provided for educators had not prepared them to implement behavior interventions and positive behavior interventions and supports (PBIS) to meet classroom management and students' needs. This basic qualitative study was conducted to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered. Using Glasser's choice and Skinner's operant conditioning theories, research questions focused on educators' perceptions and experiences with PD to identify the supports, advantages, and barriers at the exemplar site in order to facilitate PBIS implementation at the study site. An appreciative inquiry approach was used to select an exemplar site that had successfully implemented PBIS. Interviews of 12 purposefully sampled educators who taught, managed, or supervised 9th or 10th grade students at the exemplar site were conducted. Qualitative analysis was conducted using a priori and open coding. Educators' perspectives were synthesized into four themes that PBIS PD is supported by PD designs that include varied delivery options, administrators' leadership, educators' skills development, and that barriers are buy-in, strategy development, and collaboration time. The resultant PD project contributes to positive social change by implementing PBIS, developing educators' skills to manage students' behaviors and increasing students' learning opportunities.

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Dedication

I dedicate my project study to my mom Paulette Ann Henley and to my mentor Carol Bustetter. Both ladies understand the value of education, have always been there to encourage me during challenging times, and have always been the ones who believed in me throughout my entire educational journey. Without my mom and my mentor, completing my project study would be nearly impossible.

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A plethora of individuals has had a profound influence on my educational journey and has contributed to my ability to complete this study and obtain my doctoral degree.

Dr. Cathryn L. Walker, my committee chair, worked diligently with me, provided me with clear feedback and directions, and helped me set goals and kept me focused on this study.

Dr. Don Jones, former committee member, provided guidance and feedback for this study.

Dr. Carole Pearce, my committee member, provided guidance and feedback for this study.

Dr. Kenneth McGrew, the University Reviewer, provided guidance and feedback for this study.

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Jesus Christ, Lord Savior, provided me with the strength and perseverance to complete this challenging doctoral study.

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The sample site's educators for participating in my study.

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Section I: The Problem

Background

According to Barrett et al. (2015), professional development (PD) helps improve teacher efficacy by providing educators with the skills needed to create and maintain classroom environments that promote student learning. However, at the study site, PD for educators has concentrated on understanding curriculum demands so that students may have an improved opportunity to pass the state standardized tests (assistant superintendent, personal communication, July 13, 2021). The school district and campus leaders have shifted the focus of PD to analyze school standardized test scores and use these data to drive PD sessions instead of providing PD to help with classroom management. It has been observed by local personnel that the PD sessions focusing on passing the state assessment have become complex and have resulted in a feeling of competitiveness as teachers compete for their students to obtain the highest student test scores (assistant superintendent, personal communications, July 13, 2016). Since the local school district staff and leaders have focused on standardized test scores, core academic teachers have altered their classroom focus, thus resulting in a highly competitive focus on student test score performance. This in turn has resulted in increased student behavioral issues because the students' individual needs have not met (English II teacher, personal communication, December 3, 2018).

Nationally, educators have felt the increasing pressure of the federal accountability requirements related to students' academic achievement on state assessments. Teachers who have felt an intense pressure to improve student achievement

on state standardized tests shifted their focus from the whole child to teacher-centered classrooms to meet state accountability requirements. As a result, they were no longer implementing researched-based classroom management techniques (English II teacher, personal communications, May 10, 2019). Tarun and Krueger (2016) stated that developing students' skills both academically and behaviorally are vital. Researchers claimed that when educational leaders and teachers have established a focus on state testing as the priority to meet state accountability standards, with no focus on positive behavioral interventions and supports (PBIS), teachers have failed to welcome student input, use differentiated instruction, apply critical thinking skills to lessons plan design, and use PBIS to support appropriate student behaviors in the classrooms (van Dijk et al., 2019). Section 1 of this doctoral study includes the local problem, rationale, definitions, significance, guiding research questions, review of literature, implications, and summary.

The Local Problem

The Individuals with Disabilities Education Act required high schools to implement PBIS nationwide as a measure to reduce classroom discipline issues within the classroom (Individuals With Disabilities Education Act of 2004, 2004; Sugai & Horner, 2020). The problem investigated by this study is that professional development (PD) provided for educators had not prepared them to implement behavior interventions and positive behavior interventions and supports (PBIS) to meet classroom management and students' needs. Even though leadership at a high school in a southern state in the United States launched PBIS during 2014-2015, it has not provided consistent PD on PBIS to teachers. More precisely, educators have struggled to implement behavior

interventions for 9th and 10th grade students and classroom discipline referrals have increased at the study site from 2015 to 2022 (curriculum director, personal communication, May 3, 2022; Central Access, 2022).

The term PBIS was initially used in the Individuals with Disabilities Education Act in 1996 and the term continued to be used when the Act was updated in 2004 (Sugai & Horner, 2009). In the 1990s, PBIS became part of the tiered intervention system that became known as the response to intervention (Sugai et al., 2017; Sugai & Horner, 2020). The use of PBIS further evolved to become associated with students' mental health, trauma-informed care, school security and safety, and bullying in 2014 (Sugai & Horner, 2020). Researchers have established the need to implement PBIS by investing in the leadership team, building capacity to determine the drivers, or functions that are needed for local adoption (Fixsen et al., 2015).

Despite PBIS implementation being required by the Individuals with Disabilities Education Act of 2004 (see Bilias-Lolis et al., 2017; Individuals with Disabilities Education Act of 2004, 2004), campus leaders at the study site have not provided systemic PD for PBIS in the district from 2015 to 2022 (curriculum director, personal communication, May 3, 2022). Over the last 8-year period, from 2015 to 2022, only 15 of the 85 teachers, or 18%, attended classroom management PD at the study site (curriculum director, personal communication, May 3, 2022). Few teachers have attended classroom management PD even though the study site has classroom management issues (superintendent, personal communication, October 4, 2021). Of the two high school administrators, only one has attended PBIS PD (assistant principal, personal

communication, May 2, 2022). The study site is not an anomaly. As researchers noted, "Despite the legislative support for implementing PBIS, more than 70,000 schools did not implement and sustain proactive efforts to establish school-wide positive social cultures, and many of these may still benefit from PBIS" (Sugai & Horner, 2020, p. 131). Meanwhile, the challenges of PBIS implementation continue at the study site.

District and high school officials have provided PD on other academic areas rather than on behavior interventions and PBIS. From 2015 to 2022, the main PD focused on instruction and meeting students' academic needs (assistant superintendent, personal communication, May 2, 2022). During the 2015-2016 school year, the educational leaders at the study site focused PD on helping teachers improve standardized test scores (assistant superintendent, personal communication, September 28, 2021). Additionally, the school administrators provided PD for teachers on differentiated instruction specific to the core content areas, and teachers received comprehensive PD on how to meet the students' academic needs on various levels (assistant superintendent, personal communication, September 28, 2021). During the 2016-2018 school years, the PD focused on enhancing technology in the classrooms. The district administrators purchased modern technology for each classroom so that teachers could meet the academic needs of the 21st century learner (assistant superintendent, personal communication, September 28, 2021). During the 2019-2021 school years, the curriculum director provided PD for the teachers on understanding the state's new accountability model and on enhancing student achievement in order to maximize accountability points (assistant principal, personal communication, September 21, 2021). Since 2015, none of the PD sessions at

the study site have focused on any classroom management strategies (assistant principal, personal communication, September 21, 2021).

It is possible that the failure to provide systemic classroom management PD from 2015 to 2021 has contributed to the increase in classroom behavior problems since teachers are no longer receiving the skills and knowledge needed to support strong behavior management systems in the classroom. Classroom management PD provides teachers with the essential tools to decrease behavioral issues so that learning and achievement can transpire (Fazlali, 2020). Teachers who create positive learning environments support students' social, emotional, and critical thinking needs when effective behavior management techniques are used (Noltemeyer et al., 2019). Researchers have established that when educators attend PD that focuses on researched-based classroom management techniques, they receive the techniques to help decrease undesirable student behaviors, resulting in more academic learning time (McDaniel et al., 2017). Since the study site's educational leaders no longer provide systemic PD to help educators with classroom discipline issues, educators have used instructional time trying to maintain appropriate behaviors in the classroom environment (assistant principal, personal communication, November 1, 2018). In a suburban high school in a southern state, the local problem investigated by this study is that PD provided for educators had not prepared them to implement behavior interventions and PBIS to meet classroom management and students' needs.

Rationale

Teachers have reported that they have not been able to adequately implement PBIS and reduce behavioral problems within the classroom due to lack of consistent PBIS PD at the study site. The problem represents a gap in practice because it is unknown what strategies are needed to successfully implement PD for the study site educators to address the discipline management needs of the 9th and 10th grade high school students. Educators are struggling with implementing behavior intervention and PBIS in the classroom to effectively meet the discipline management needs of students at the study site. Educators are in need of effective and consistent classroom management PD related to PBIS in order to decrease student classroom behavior problems and discipline referrals so that there will be more learning opportunities for students (assistant principal, personal communications, November 1, 2021). PBIS classroom management systems have been shown to bring order to the classroom environments, decrease discipline referrals, and allow for more instructional time for teaching, thereby strengthening student learning opportunities (Noltemeyer et al., 2019). The lack of consistent and effective PD focused on classroom management has potentially contributed to classroom teachers' challenges in managing student discipline problem in the classrooms. Researchers have established that when there is more order in the classroom and educators are focused on the whole student, the result may include stronger teacher-student relationships and an overall improved school and classroom climate (Pas et al., 2019). Ultimately, focusing on the whole child and reestablishing order to the classroom will allow educators more instructional time (Noltemeyer et al.,

2019). PBIS strategies often prevent or reduce the likelihood of negative student classroom behaviors.

Since the use of PBIS is required by Individuals with Disabilities Education Act of 2004, all educators are, therefore, required to use PBIS at the campus and classroom levels (Individuals With Disabilities Education Act of 2004, 2004). The use of PBIS strategies should be observable in the classroom and school settings (Davis, et al., 2020). The administrators' role is not only to conduct classroom observations, but also to implement researched-based strategies that will allow for more learning to transpire in classrooms (Davis, et al., 2020). When administrators conducted walk through classrooms, they expect to observe the consistent use of PBIS in classrooms (assistant principal, personal communication, September 5, 2020). PD presenters have recommended that educators use behavior interventions and PBIS in faculty meetings and team leader meetings (McDaniel, et al., 2017). At the beginning of the 2014-2015 school year, during staff development meetings at the study site, administrators informed the teachers to implement PBIS strategies in their classrooms (assistant principal, personal communication, September 9, 2021). The administrators expected the teachers to use PBIS daily; therefore, when the administrators conducted walk-through observations, they expected to see PBIS strategies being implemented. However, they did not see PBIS strategies being used but did observe classroom management issues (curriculum director, personal communication, September 10, 2020). When administrators asked teachers why they were not implementing PBIS strategies in their classrooms, they stated that they did

not know how to implement the strategies (assistant superintendent, personal communication, September 9, 2020). An English teacher at the study site said,

> The majority of us do not feel confident in using PBIS strategies because we have not received adequate PD. We were informed by the administrators to implement PBIS strategies in 2014; however, we have never had follow up PD. Some of the teachers attended PBIS PD that showed them how to implement the strategies effectively (personal communications, September 10, 2020).

Between 2015 and 2022, 12 teachers had attended the only PBIS PD. Since the PD was on a Saturday, the administrators asked for volunteers. The teachers who attended were instructed that when they returned to school, they would assist the other teachers in their department with implementing PBIS in their classrooms. However, since administrators did not provide teachers time during the school day to collaborate with their colleagues and further address PBIS PD needs, the teachers were not afforded additional PD (assistant superintendent, personal communications, May 2, 2022). Furthermore, the intense pressure of the accountability of high stakes testing combined with inconsistent and ineffective PBIS PD has resulted in a discipline referral increase that remains a concern to school officials at the study site (assistant principal, personal communication, May 2, 2022). Tables 1 and 2 provide an overview of the discipline referrals for 9th and 10th grade students from 2015-2022 school years reflecting the rise in referrals, thereby providing further evidence for the identified problem.

Table 1

Ninth Grade Student Discipline from the 2015-2022 School Years

Year	Class 1 Offense	Class 2 Offense	Class 3 Offense
2015-2016	375	250	18
2016-2017	400	275	16
2017-2018	423	282	20
2018-2019	431	285	17
2019-2020	442	293	15
2020-2021	451	303	15
2021-2022	460	308	18

Note. Data Compiled from Central Access, Student District Database (2022).

Table 2

Tenth Grade Student Discipline from the 2015-2022 School Years

Year	Class 1 Offense	Class 2 Offense	Class 3 Offense
2015-2016	365	242	15
2016-2017	372	251	19
2017-2018	394	261	16
2018-2019	420	266	16
2019-2020	432	269	20
2020-2021	437	275	18
2021-2022	443	281	15

Note. Data Compiled from Central Access, Student District Database (2022).

Ninth and 10th grade discipline referrals have been on the rise at the study site. The study site has averaged an enrollment of 351 students since the 2015-2016 school year in 9th and 10th grade (assistant principal, personal communication, May 2, 2022). The number of 9th graders' discipline referrals from the 2015 to the 2022 school years is indicated in Table 1 for the study site. Classroom student discipline problems for 9th and 10th graders at the high school are a concern for campus officials and teachers (assistant principal, personal communication, May 2, 2022). In Table 1, a review of the data indicates a high number of student discipline referrals at the local high school since the

2015-2022 school years. The tables reflect an increase in the level of I, II, or III referrals, for each year between 2015-2022 for all 9th and 10th grade students. The tables also show student discipline referrals over a 3-year period at the study site.

The local school district's curriculum director stated that, from 2015 to 2022, there was a total of 9,924 discipline referrals for students in 9th and 10th grade (assistant principal, personal communication, May 2, 2022). There were 5,845 Class I offenses for students in 9th and 10th grade from 2015 to 2022 (assistant principal, personal communication, May 2, 2022). Class I offenses include but are not limited to classroom management issues such as excessive talking, failure to bring supplies to class, failure to attend teacher's detention, chewing gum, rough or boisterous playing, shoving, listening to electronics or cell phones during any part of the school day and failing to comply with the dress code. Over half the students who committed a Class I offense were referred to the office two or more times. There were 3,841 Class II offenses for students in 9th and 10th grade from 2015 to 2022 (assistant principal, personal communication, May 2, 2022). Class II offenses included but are not limited to bullying, fighting, theft, profanity, vandalism, defiance of authority, and cheating or plagiarizing. There were 238 Class III offenses for students in 9th and 10th grade from 2015-2022 (assistant principal, personal communication, May 2, 2022). Class III offenses included using alcohol or drugs, bomb threats, weapons, hazing, robbery, sexual battery, sexual harassment, lewd behavior, and assault on a school employee (assistant principal, personal communication, May 2, 2022). Every student who committed either a Class II or III offense was referred to the office two or more times were suspended (assistant principal, personal communication, May 2,

2022). A review of the professional literature provides evidence that high student discipline referrals result in less instructional time to teach, therefore, less time for student learning (Garwood & Vernon-Feagans, 2017).

Because academic accountability was a pressing issue in this school, educational leaders at the study site no longer provided PD that focused on student behavioral management strategies. The study site's educational leaders instead focused the PD on curriculum and standardized testing (curriculum director, personal communication, May 2, 2019). At the study site, school district and campus leaders had shifted the focus of PD to disseminate school standardized test scores and strategies to improve students' academics instead of developing the skills and knowledge of staff regarding classroom behavior management strategies (assistant superintendent, personal communication, October 2, 2018).While there have been a few PD sessions on behavior management, most sessions have focused on student results on standardized tests, creating a tone of competitiveness as teachers compete for the highest test scores (Biology I teacher, personal communication, October 3, 2018). In the age of accountability for states and campuses, teachers who have felt an intense pressure to improve student achievement on standardized tests have turned to teacher-centered classrooms to meet the accountability and annual yearly progress expectations (Gaias et al., 2019). A focus on test preparation to meet accountability standards has resulted in some teachers failing to welcome student input, use differentiated instruction, and apply critical thinking skills to lessons plan design (Gaias et al., 2019). von Der Embse et al. (2016) stated that due to the emphasis on standardized testing, students in test-focused environments may not receive certain life

skills that are designed to create a successful transition to college or to the work force. Educators at the study site have been experiencing teacher competing against each other for high test scores on standardized tests (assistant principal, personal communication, January 14, 2021).

An alternative sample site that had successfully implemented PBIS and was geographically similar to the high school study site was selected to avoid a conflict of interest. An appreciative inquiry approach, also known as a strengths-based approach, was selected to explore PBIS implementation (Stavros et al., 2021). The appreciative inquiry approach, where a researcher focuses on an organization's strengths such as best practices, has the potential to improve another organization's experience with the phenomenon under inquiry (see He & Oxendine, 2018). The appreciative inquiry approach allowed me to investigate educators' perceptions and experiences with PD that supported or hindered the implementation of behavioral interventions and PBIS in the classroom at the exemplar sample site. The acquired data allowed me to discover strengths and best practices, and also enabled the identification of PD strategies to effectively implement PBIS. The information obtained through this study may also inform decision-making by high school study site administrators pertaining to the possible resulting challenges that may emerge when implementing systems change processes (see He & Oxendine, 2018; see Stavros et al., 2021).

When classroom teachers focus on academics and teach to standardized tests, student discipline problems often erupt. When undesired behaviors occur, educators divert to student discipline referrals and remove the student from the classroom. While

the student is away from the classroom, their educational, behavioral, and emotional needs are not being met (Blazar & Kraft, 2017). The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site.

Definition of Terms

The following definitions were used in the study.

Academic resilience: Academic resilience occurs when either educators or students make efforts to succeed by developing discipline or procedures in order to change behaviors (Liew et al., 2018).

Basic needs: Basic needs that are vital for students to excel include verbal encouragement, assistance, high expectations, and compassion (Owusu-Ansah & Blankson, 2016).

Classroom management: Classroom management is the way teachers manage their classrooms so that learning transpires every day (Pugh, 2016).

Conscious discipline: Conscious discipline is a behavioral program that creates positive classrooms that promote student achievement, student-teacher relationships, and social skills (Bailey, 2017).

Evidence-based Practices: Evidence-based practices integrate best evidence to guide and to inform decisions (Wood et al., 2016).

High achieving schools: High achieving schools in the Southern state are defined

as reward schools, which are based on the accountability system ranking by the state (Mississippi Department of Education, 2020).

High stakes testing: High stakes testing is used for student, educator, school, and district accountability (Nichols & Brewington, 2020).

Positive behavior intentions and supports (PBIS): PBIS is a research-based framework that is required by Congress because it provides guidelines for meeting challenging student behaviors and guidance for improving school climate in addition to providing teacher PD and to create positive learning environments (McDaniel et al., 2017).

Sample site: The sample site is where a researcher's study will occur in order to assist with an issue identified at the study site (Lodico et al., 2010).

Standardized tests: Standardized tests measure students' knowledge of objectives, teacher performance, and guide educational leaders' decisions about curricula and instructional methods by having students answer the same questions from a common test bank (Popham, 2016).

Student-teacher relationships: Student-teacher relationships are the interaction between students and teachers every day at school. Student belonging and positive relationships with teachers are vital for students' academic performance (Bailey, 2017).

Study site: The study site in research is where the researcher gathers data that illustrates an issue (Lodico et al., 2010).

Subject-area testing program (SATP): The SATP is a set of norm-referenced tests for students in Algebra I, Biology I, English II, and U.S. history. Students are expected to pass each test to graduate (Pearson, 2016).

Significance of the Study

The study is significant to the local educators because stakeholders desire for their students to receive a quality education in well-managed classrooms. The data collected at the sample site for this study generated information to address the effective and consistent PD support needed to implement behavior interventions and PBIS at the study site. The information gathered from the exemplar sample site will be used to support the implementation of behavior interventions and PBIS at the study site through a 3-day PD professional development project. Information gleaned from participants provided insight into how best to design a 3-day PD PBIS initiative and included data regarding the advantages and barriers to implementing classroom behavior interventions and PBIS for teachers and students in the classroom (see Gaias et al., 2019; Scheuermann & Nelson, 2019). Researchers have established that the implementation of PBIS behavior management systems improves classroom management by teachers, leads to a reduction in discipline referrals, and provides educators with more instructional time to support students' needs (McIntosh et al., 2016). Based on this information, this study is significant on several levels because when student learning and engagement increase, students' knowledge and mastery of material is improved, and thus students are more likely to graduate from high school (see Owolabi, 2018). Furthermore, increased student engagement and higher graduation rates lead to fewer students dropping out of school or

becoming incarcerated (Fine, 1991). Rather, the number of students eligible for college entrance increases, and more students receive degrees resulting in an improved quality of life allowing them to contribute to the national economy (Martin & Collie, 2019).

The findings from the research provided the needed information to the educators at the study site to incorporate research-based classroom management techniques, such as PBIS, that have been established to result in improved behavior, induce a more positive school climate, strengthen the opportunity for learning, and strengthen student performance on state assessments (see van Dijk et al., 2019). The local district's vision statement, which is to prepare students to be college and career ready and to become innovative thinkers of tomorrow, is not being achieved due to the high incidence of student discipline referrals in classrooms (assistant principal, personal communications, June 3, 2022). PBIS helps classroom teachers deter undesirable student behaviors, promotes learning, and improves student-teacher relationships.

In addition, the findings reflect that educators appreciate working collaboratively and developing PBIS and classroom management systems that resulted in the creation of healthy classroom environments. Indeed, teachers value being able to share various PBIS systems and classroom management strategies (Palmer & Noltemeyer, 2019). The study provided an understanding of how educators incorporate classroom management systems reflecting PBIS practices that were incorporated into daily classroom routines. The findings of this study also reflected that effective PBIS implementation provides order and support for students resulting in improved teacher student relationships and classroom climate. Behavioral order in classrooms has been shown to result in more

instructional time and more opportunities for student learning (van Dijk et al., 2019). The improvement in discipline management and the classroom climate influences student achievement as educators have more time to instruct students as they spend less time managing behavior problems in the classroom (van Dijk et al., 2019).

The educational leaders at the study site have not received PD in behavioral intervention including PBIS PD. Grissom et al. (2017) stated that when school leaders over-focus on standardized test centered classrooms, the result includes fewer opportunities for PD focusing on classroom management techniques. As a result, classroom management issues increase (Grissom et al., 2017). The findings from Grissom et al. (2017) are helpful to inform the educational leaders at the study site by providing information on how to use PD to implement PBIS, thereby fostering effective classroom management strategies resulting in fewer classroom discipline referrals leading to a more positive school environment. The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site.

Guiding Research Questions

On a national level, PBIS has been used to successfully improve the management of student behaviors in the classroom and other areas on a campus such as the lunchroom, bathroom, and transportation lines (Smolkowski et al., 2017). To address the problem, I selected a high school exemplar sample site that had successfully implemented PBIS and

employed PD to support successful initiation of the innovation. Therefore, to explore PBIS implementation using an appreciative inquiry approach, the sample site was selected since it is demographically similar to the study site and had successfully implemented PBIS (see He & Oxendine, 2018). Two research questions guided this study:

RQ 1. What are educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the sample site?

RQ 2. What are educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site?

Review of the Literature

In a suburban high school in a southern state, the local problem investigated by this study is that PD provided for educators had not prepared them to implement behavior interventions and PBIS to meet classroom management and students' needs. Classroom management is a concern for educational leaders. Educators who lack knowledge on effective classroom management techniques have student discipline issues (Sanchez & Clara, 2019). Educational leaders are responsible for orchestrating the PD for their respective schools. PBIS and behavior intervention PD, when effectively provided, can help educators foster an orderly classroom environment so that more opportunities for student learning transpire (Ellis, 2018).

The literature review was designed to analyze research on the use of research-based classroom management strategies by educators, the use of PBIS, and how to use PD to effectively implement PBIS school-wide to address student discipline issues in the classroom. In the first section, I present the conceptual framework of Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory and the connections of both theories to this study. In the remaining sections of the literature review, I include how the search was conducted and provide an analysis of the literature on the following topics: student-teacher relationships effect on student achievement, classroom management and student success, PBIS frameworks, components of PBIS, improving classroom behaviors with PBIS, adherence and implications of PBIS, PBIS PD and classroom management, and byproducts of not implementing PBIS. A close examination of current research on the stated topics provided a foundation from the literature for the research on the identified problem.

Conceptual Framework

In this study, Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory served as the conceptual framework and lens for examining the research questions and understanding the literature related to educators' perceptions of PD and especially PBIS PD. An understanding of educators' perceptions and experiences of the PD needs and the advantages and barriers of implementing PBIS helped to gain an understanding of the phenomenon, which was the focus of this study.

Choice Theory

Glasser's (1999) choice theory provides solid guidelines for classroom management techniques. Glasser's (1999) choice theory is best defined as students being internally motivated to continue doing well when their basic needs, which are love and belonging, fun, freedom, and power, are met. According to choice theory, positive student behaviors will result as a result of incorporating the students' five basic needs in classrooms. Choice theory can be used to decrease negative student behaviors and create classrooms that produce positive student behaviors so that learning can transpire.

Choice theory brings teachers and students together by having teachers create democratic classrooms that allow students to have a voice instead of pitting students and teachers against each other. Apple and Beane (2007) stated that schools play a vital role in promoting democracy by allowing the students to "see themselves as participants in communities of learning" (p.11). Educators in a democratic classroom allow students to share ideas, have a voice in rules, and promote structured equality (Apple & Beane, 2007). Like Apple and Beane (2007), Dewey (1916) emphasized that even though teachers are the authority figure in the classrooms, classrooms should be designed where teachers create structure but allow students to have a voice and allow students to interact with each other. However, the boundaries should be flexible so that teachers can make adjustments based on students' needs (Dewey, 1916). According to Glasser (1999), when students' basic needs are not met, they divert to the coping mode, avoidance, and negative behaviors, such as a power struggle with teachers. Robey et al. (2017) claimed that Glasser's (1999) choice theory is a solid foundation for establishing a positive

student learning environment for students so that their basic needs are met and students are receptive to learning. According to Glasser (1999), when teachers implement the students' five basic needs: survival, power, love and belonging, freedom, and fun in their classrooms, teachers make a connection with their students, resulting in classrooms that have fewer discipline referrals and more academic learning.

Butorac (2020) claimed that Glasser's (1999) choice theory is that people are solely responsible for their own behaviors. Wubbolding, a well-known teacher and researcher of choice theory, (2015) asserted that Glasser's (1999) choice theory is a guide for students between a desirable and undesirable treatment in the classroom. Each person creates images of the ideal life that meets their basic needs. Students behave in ways that allow their mental images of their ideal life to become a reality. Ellis (2018) stated, "[S]satisfying those [basic] needs is a process of bridging the space between what individuals want and whether or not they are actually receiving it" (p. 15). Closing the gap between desires and actuality are so robust for students that their reasoning for their actions has been directly related to their desire to make their internal world become a reality (Ellis, 2018). For instance, if a student desires power, they will partake in a power struggle with the teacher by being disruptive (Aksoy, 2020). Glasser (1999) stated that when teachers acknowledge the fact that students are motivated to succeed when students' basic needs are met, fewer student referrals occur, and learning and student achievement increases. Moreover, Glasser (1999) claimed that students' school success is directly related to how well students and teachers in the system get along. In addition, Glasser (1999) stated that educators spend a plethora of educational funds purchasing and

implementing disciplinary programs that do not foster positive school relationships, resulting in wasteful spending. There are, however, positive benefits when educational leaders invest in researched-based classroom management techniques.

Researched-based classroom management techniques have created positive classroom environments. Implementation of an array of research-based classroom management techniques provides opportunities for decreasing undesirable student behaviors thus resulting in more academic learning (Garwood & Vernon-Feagans, 2017). School-wide implementation of classroom management systems allows teachers to create classrooms that promote students' basic needs. Researchers proffered that positive student behaviors occur as a result of teachers implementing a myriad of researched-based interventions that are tailored to students' individual needs (McDaniel et al., 2017). In addition to choice theory, operant conditioning theory also supported this study.

Operant Conditioning Theory

Skinner's (1968) operant conditioning theory is the foundation for behavior modification strategies in today's classrooms. Skinner (1968) claims that when students' negative behaviors are modified, student learning transpires. In order to modify negative student behavior, students have to experience the desired behavior daily. Even though Skinner's (1968) operant conditioning theory originated as a way to examine people's behaviors, researchers used this theory to develop researched-based classroom management methods, such as PBIS, to assist with modifying behaviors in schools (Noltemeyer et al., 2019). In operant conditioning theory Skinner (1968) recommends that teachers focus on reward type consequences, for example, praise. When teachers

implement positive reinforcement methods, such as rewards, in the classrooms, students learn the appropriate social peer interactions. Some of the rewards that teachers use include prizes, student of the day, homework pass, computer time. As a result, students are able to work in an environment that allows learning to occur so that the teacher does not have to waste valuable instructional and learning time to constantly redirect negative behaviors. Operant conditioning theory can be used in the classroom in conjunction with PBIS to decrease negative behaviors and increase positive behaviors (Noltemeyer et al., 2019; Skinner, 1968).

When PBIS classroom management systems are incorporated in classrooms, undesirable student behaviors will decrease; and student learning will increase. The implementation of classroom management systems in the classrooms will allow teachers to create environments that foster appropriate student behaviors so that there is more time devoted to learning (Morningstar et al., 2018). When classroom management systems modeled after PBIS are implemented, students refrain from behaviors that hinder other students' learning, and they seek to become a part of classrooms that promote praise and incentives (Noltemeyer et al., 2019; Skinner, 1968).

In a suburban high school in a southern state, the local problem investigated by this study is that professional development (PD) provided for educators had not prepared them to implement behavior interventions and positive behavior interventions and supports (PBIS) to meet classroom management and students' needs. Consequently, educators have been struggling to implement behavior interventions. Therefore, classroom discipline referrals increased at the study site from 2015 to 2022 for 9th and

10th graders (Central Access, 2022). Akers (2017) declared that student success like Glasser (1999) depends on their basic needs being met and constructing positive student-teacher relationships. In order to meet students' basic needs, educators must modify student behaviors (Skinner, 1968). The data collected at the exemplar sample site generated information to address PD support needed to implement behavior interventions and PBIS in the classroom. Data gathered through this study also afforded stakeholders at the study site insight into the advantages and barriers of implementing classroom behavior interventions classroom management issues at the exemplar sample site. In a review of the current literature, researchers provided evidence that PBIS PD is needed to implement PBIS effectively and to decrease undesirable behaviors in the classroom (add soruces). According to the Noltemeyer et al. (2019), teachers obtain the skills needed to manage classrooms effectively during PBIS PD. As a result, undesirable student behaviors decrease.

Review of the Broader Problem

Using the Walden University library and Google Scholar, I focused primarily on peer-reviewed journal articles and included a minimal number of books. I used the following sites: Walden University's online library, and Google Scholar. In addition to the sites, I used the following databases: Education Resources Information Center (ERIC), PsycINFO, Professional Development Collection, Academic Search Premier, Teacher Reference Center, EBSCOhost, ProQuest, SAGE Research, Taylor and Francis Online, Oxford Education Bibliographies, Education Source, and Education Research Starters. The key search terms I used included *school-wide discipline interventions,*

Positive Behavior Intervention and Supports (PBIS), *positive behavior interventions, positive behavior support, the effects of classroom management, positive classroom management techniques, negative classroom management techniques, brain-based research on student behavior, student-teacher relationships, classroom management's impact on student achievement, classroom behavior,* IDEA, student achievement factors, and *school climate*. I conducted searches using these key words in isolation and in combination with other words. The resulting literature was organized into the following eight themes: student-teacher relationships effect student achievement, classroom management and student success, PBIS framework, components of PBIS, improving classroom behaviors with PBIS, adherence and implementation of PBIS, PBIS PD and classroom management, and byproducts of not implementing PBIS read and analyzed scholarly journal articles, mainly from the Walden Library, within the last 5 years in order to acquire more information that pertained to PD, PBIS, and classroom management.

Student-Teacher Relationships Effect Student Achievement

Student-teacher relationships have an influence on student achievement. Martin and Collie (2019) proclaimed that teachers are the most influential role models because of the relationships they create with their students. These researchers stated that teachers' daily actions determine students' academic success or failure. Martin and Collie (2019) found that students who had positive relationships with their teachers graduated in the top percent of their graduating class. In addition, the findings also were that non-parent

relationships have a profound effect on students' college and career readiness (Martin & Collie, 2019).

Challenges that students have may often influence them to feel that they are not able to succeed in school. Therefore, students resort to undesirable behaviors that hinder learning and consequently teachers begin redirecting students (Martin & Collie, 2019). According to Cunningham and Farmer (2016), positive student-teacher relationships remove barriers that cause students to believe they are not able to learn information being taught. Pas et al. (2019) stated that teachers who connect with students allow students to feel valuable, resulting in students being more receptive to embracing learning opportunities.

There are negative student outcomes when consistent structures are not implemented in classrooms. Since some teachers fail to establish classrooms that promote teacher-student relationships, resulting in an innumerable number of students exiting high school with low grade point averages, not prepared for college, and have difficulty obtaining a job (Akers, 2017). Because of the complexity of high stakes testing, teachers claim they feel pressured by administrators to teach to a test. Therefore, they have diverted their focus from creating positive student-teacher relationships to state test focused classrooms (Cunningham & Farmer, 2016). Dreikurs et al. (1998) claimed that students will misbehave to avoid failure, to seek revenge, and to acquire attention. When students only learn the skills to pass standardized tests, they result to undesirable behaviors because they want to receive the skills that are essential for life (Dreikurs, et al., 1998). McIntosh et al. (2016) claimed that when teachers do not meet students' needs

and foster positive student-teacher relationships, discipline issues arise while learning and teaching halt. According to Akers (2017), high expectations in the classroom directly resulted in increased intelligence quotient scores. However, if positive, meaningful interpersonal relationships between the teacher and the student are not present, then learning is impeded. Furthermore, McGrew (2008) stated that high accountability and schools' discipline policies result in students leaving the classrooms in a negative way. He conducted an ethnographic study in an upper Midwestern state at a juvenile detention center to investigate juvenile offenders' path to the criminal justice system. The study's findings were that school exclusion, such as in school suspension, out of school suspension, and expulsion have negative effects on students. Students are more prone to dropping out of school and participating in delinquent behavior that result in involvement in criminal activities in order for their basic needs to be met, resulting in an increase in the prison population (McGrew, 2008). High quality student-teacher relationships in the classroom have a profound effect on achievement.

Researchers conducted studies to investigate the effects of student-teacher relationships. Cadima et al. (2015) analyzed cross-grade behavior patterns of 145 students in schools in the United States. The researchers found that in classrooms where there were close teacher-student relationships, there were low levels of student behavioral issues. In the environments with fewer behavioral issues, students engaged in dialogue with their teachers and actively participated in instructional lessons. Zee and Koomen (2020) conducted a short-term longitudinal study of 472 students and 63 teachers in grades 4-6. The researchers discovered that positive student-teacher relationships have

positive effects on students. Students display the desirable behaviors and engage in learning. According to Martin and Collie (2019) when teachers established courteous and kind relationships with their students and focused on daily lessons, students were more open to the teachers' perspectives. Also, the positive teacher-student relationship influences students so that students feel more comfortable in receiving constructive criticism and approaching challenging tasks. In addition, when the teacher-student relationship is observed to be positive, students exceled with structured interactions. Martin and Collie (2019) stated that structured interactions consist of clear and high expectations for students' behaviors. When students did not meet the teachers' expectations and/or standards, teachers explained ways to improve. As a result, students gained respect for their teachers, and the students perceived themselves to be more academically competent (Martin & Collie, 2019). Furthermore, when teachers established democratic classrooms that allowed students to have a voice and respected students' contributions, students were receptive to learning and allowed the teacher to help them grow academically (Zeegers & Elliott, 2019).

Cunningham and Farmer (2016) suggested that students are motivated intrinsically and extrinsically, and when students are motivated, they perform well on standardized tests. Akers stated, "... [S]tudent engagement is defined as the amount of curiosity and interest students display while learning" (Akers, 2017, p. 28). By getting to know their students and constructing positive relationships with their students, teachers empower them thereby allowing students to excel and grow academically. As a result, students become intrinsically motivated to complete assignments. When students are

motivated, they allow their teachers to incorporate various teaching techniques that facilitate learning. When this action happens, not only are students are able to complete assignments, but also teachers are able to meet students' academic needs (Weissberg, 2019). Carr and Boat (2019) professed that when students are not motivated, they have difficulties staying engaged, which is essential to learn, and many students display unwelcomed classroom behaviors. To minimize undesirable behaviors, engaging classrooms that support teacher and student bonds increase student achievement and help students compete for better jobs (Akers, 2017). Students perform at their best when teachers create relationships that incorporate students' basic needs (McIntosh et al., 2016). In order to meet students' basic needs, teachers have to change their approach of disciplining students.

Students resort to negative behaviors when their academic and basic needs are not met. Pas et al. (2019) found that when teachers refrained from embracing change for the betterment of their students, students became extremely combative. Roorda et al. (2017) conducted a meta-analysis study and found that both "... positive and negative aspects of the teacher-student relationship were significantly associated with students' engagement and achievement..." (p. 251). The techniques teachers implement in their classrooms are vital to students' academic performance.

Classroom Management and Student Success

Classroom management is a vital component of student success. Teachers with well-managed classrooms nurture independent thinking while promoting opportunities for student learning (Ellis, 2018). Furthermore, teachers who created well-managed

classrooms embrace the notion of student-focused classrooms, which promote student leadership, student-led class and group discussions while the teachers become facilitators (Ellis, 2018). Myers et al. (2017) stated that a positive classroom is the key for student learning. According to Pas et al. (2019) classroom excellence is characterized by high student engagement, teacher-student respect, clear and rigorous expectations and goals, and independent thinking.

Effective classroom management strategies not only help students but also teachers. When effective classrooms are established, learning and teaching radiates (Ellis, 2018). The teachers in well-managed classrooms incorporate a multitude of strategies, such as personalized learning, modeled behaviors and learning skills, and Socratic questioning techniques that maintain calm, confident nurturing environments (Ellis, 2018; McIntosh et al., 2016). According to Pas et al. (2019), in an orderly classroom environment, students feel at ease to ask questions because they feel valued. Even though classroom management has been proven to positively effect student achievement, teachers still do not receive adequate PD for classroom management strategies (Myers et al., 2017). McIntosh et al. (2016) claimed that effective classroom strategies promote students' basic needs. Myers et al. (2017) stated that teachers who established and maintained daily routines, constructive feedback, and clear expectations maximized student achievement. Marquez et al. (2016) found that classroom management is a main factor in how well students perform academically. Students in poorly managed classrooms loose instructional time, resulting in low performance on assessments, whereas students in well-managed classrooms are able to focus on the day's lesson and

perform higher on assessments (Marquez et al., 2016). Teachers' adept classroom management skills have a direct correlation with student learning. By creating classrooms that welcome student input, students become receptive to learning (Ratcliff et al., 2017a). Classroom management can have either a positive or a negative effect on learning.

Classroom management is very important for student learning. Marquez et al. (2016) and Ratcliff et al. (2017a) both conducted a case study. They observed 20 teachers in 4 different school districts in a Northeastern state. The purpose of their study was to determine if well-managed classrooms contribute to either decreasing or increasing student achievement gaps. The researchers' findings showed that teachers who created an atmosphere that promoted positive student interaction and welcomed student contributions, resulted in student achievement (Ratcliff et al., 2017a). According to Ratcliff et al. (2017a), when teachers fail to establish an environment that encourages student engagement while maintaining on-task behavior, student learning decreases.

Researchers have found that the tone or culture of the classroom environment that is established by teachers has a direct result on student behavior. Furthermore, like Ratcliff et al. (2017a), Wallace et al. (2020) conducted a case study that involved 122 classroom observations in various states. The researcher concluded that teachers who used high levels of student praise had students on task and actively engaged in lessons and minimum behavioral issues. However, they discovered that teachers who did not implement researched-based classroom management strategies had low student achievement, high discipline referrals, and teacher burnout (Wallace et al., 2020). Myers et al. (2017) stated that the environment that teachers created directly influenced student

learning. PBIS incorporates the use of systemic rewards, positive reinforcement and consequences (Weissberg, 2019). Moreover, Weissberg (2019) in the same manner as Myers et al. (2017) affirmed that negative student behaviors, for example, defiance, power struggles, and aggression, were all found to be related to classrooms where students do not feel a sense of belonging or respect. In the classroom environment that students do not perceive they have been treated respectfully, the students will display negative behaviors as a way to combat what they perceive as unacceptable treatment (Noltemeyer et al., 2019).

PBIS Framework

PBIS is a behavior intervention that has been implemented throughout the United States. It has been used to modify challenging or negative behaviors so that student learning increased (McDaniel et al., 2017). Researchers have concluded that PBIS is a critical component of improving teaching, learning, and discipline (McIntosh et al., 2016). The effective implementation of PBIS creates classroom environments that promote desired student behaviors.

PBIS is a program that was created to establish desired student behaviors in schools. The implementation of PBIS requires consistent monitoring by administrators in order to effectively reduce student misbehavior (Weissberg, 2019). Monitoring is accomplished by examining the system of rewards and consequences and student discipline reports (Noltemeyer et al., 2019). The implementation of PBIS includes the use of support teams who establish daily routines, rewards, and various levels of intensity of interventions, resulting in desired positive behaviors (Jolstead et al., 2017).

School officials who implemented behavior interventions have PBIS teams. The PBIS team is composed of administrators, teachers, guidance counselors, and parents (Pas et al., 2019). According to Weissberg (2019), an effective PBIS team has approximately 10 members. The purpose of the team is to create and schedule school-wide activities, monitor and analyze discipline data, and create daily routines (Weissberg, 2019). In order to increase students' performance, effective classroom management techniques, such as the use of PBIS, have been noted to reduce behavior problems in the classroom and school-wide areas such as the cafeteria, lockers, restrooms, and transportation areas (Rose, 2016). The use of PBIS has had positive effects on students, teachers, administrators, and school culture. For example, students receive "high quality instruction as a result of fewer classroom interruptions by following uniform classroom procedures and expectations" (Rose, 2016, p. 13). The use of PBIS in the classroom and school-wide has been proven to be effective in deterring behavior problems of students in the classroom and other areas of the school campus (Carr & Boat, 2019).

Components of PBIS. PBIS began as an evidence-based behavioral model that focused on averting and eliminating undesired student behaviors (Keller-Bell & Short, 2019). Over the years, PBIS has been established as a positive framework that, when effectively implemented, creates a positive school climate focused on teaching, learning and monitoring and modifying student behaviors (Garbacz, 2019). PBIS is a behavior framework that educational professionals use to create, implement, monitor, adjust, and motivate desired student behaviors (Leach & Helf, 2016). Moreover, teachers use the PBIS framework to promote the desired classroom behaviors.

PBIS is a framework that was created to change student behaviors. The main components of PBIS include the following: defining desired behaviors and expectations, modeling desired behaviors and expectations, incorporating systems that handle undesirable behaviors, and monitoring and assessing the systems in order to modify when needed (Lewis et al., 2017). PBIS data is used to gather information about implementation and effectiveness of behavior interventions. These data help researchers and educators become aware of PBIS's effectiveness (Saint et al., 2018). PBIS data are used by educators to help individualize student behavior plans, involving the use of rewards and consequences (Curran, 2017). The areas on a school campus that have undesirable student behaviors include hallways, cafeteria, classrooms, and courtyards (Keller-Bell & Short, 2019). Furthermore, discipline data help educators identify the weaknesses in systems reflecting the absence of fidelity, or not being implemented as designed (see Rogers, 2003). Also, data help educators identify unwanted negative behaviors like fighting, bullying, horse playing, insubordination, and classroom disruptions (Williams & Wiggan, 2016). When discipline data are analyzed, school-wide and classroom systems can be created to alleviate undesirable behaviors.

After educators create PBIS to meet the students' discipline issues, they use to monitor the systems' accuracy for decreasing discipline issues (Lewis et al., 2017). A school's PBIS team analyzes the collected data from the systems to gain insight on the effectiveness of interventions on decreasing student discipline referrals. The team's findings help determine the rewards and interventions needed to acquire desired behaviors (O'Meara & Saltmarsh, 2016). However, before data monitoring can begin,

school leaders and teachers have to provide clear expectations for areas, such as the hallway, cafeteria, the classroom, and the courtyard. Not only do the expectations need to be provided, but they also need to be modeled by the adults (Gentrup et al., 2020). By modeling the expected behaviors, students gain clear insight of appropriate behavior, resulting in minimal disruptions.

PBIS classroom systems are vital to instructional time so that minimal disruptions occur. By teachers repeatedly defining, modeling, and enforcing clear classroom expectations, students learn to interact with various students, resulting in improved student achievement (Petrasek et al., 2022). Before implementing classroom systems, teachers must assess the classroom behaviors. After that, the teacher must formulate clear classroom expectations. As soon as the classroom expectations are created, teachers must model and reinforce appropriate behaviors (Wills et al., 2019). According to Grasley-Boy et al. (2021) stated that teachers should celebrate when their students adhere to desired expectations. However, when desired expectations are not met, the teachers must reteach and redirect undesirable behaviors (Wills et al., 2019). PBIS helps improve classroom behaviors.

Improving Classroom Behaviors with PBIS. Classroom management influences student behaviors. Therefore, PBIS provides the knowledge and skills to teachers in order to have a positive effect on student behavior (Grasley-Boy et al., 2021). By using PBIS and creating a learning environment that is more conducive to learning, teachers establish learning environments that promote quality learning (Ellis, 2018; Grasley-Boy et al., 2021). When PBIS is implemented in classrooms, students are able to receive a valuable

education in an environment that has minimum discipline issues. When students' basic needs are not met according to, Petrasek et al. (2022) students resort to negative behaviors. When teachers divert to redirecting undesirable behaviors, less academic learning and instructional time occur because of the amount of time alleviating negative behaviors. To keep from hindering positive student learning, Petrasek et al. (2022) contended teachers should focus on the students' unfilled needs. Focusing on students' unfilled needs and creating well-managed classrooms, allow classroom discipline issues to decrease.

Structured classroom environments are vital to minimum negative behaviors. Wills et al. (2019) stated that teachers must establish structured environments but also must constantly motivate students to improve their academic skills. Moreover, Ellis (2018) conducted a case study of 15 classroom observations in a Northern state. The researcher discovered that out-of-date discipline techniques intensified undesirable student behaviors. In-school suspension and out-of-school suspension are highly ineffective methods to alleviate the negative behaviors for minor discipline issues. When minor discipline issues receive either an in-school suspension or an out-of-school suspension, more acute discipline issues occur. McIntosh et al. (2016) stated that punishing students for unwanted behaviors is a temporary solution that fails to motivate long-term behaviors. Collins and Ryan (2016) conducted studies that illustrate PBIS effectiveness on student behaviors.

Researchers conducted studies concerning PBIS. Collins and Ryan (2016) conducted a case study that used PBIS's design to improve desired student behavior. The

researchers interviewed 15 teachers in 3 different school districts in a Southeastern state. The researchers discovered that when students mistrust others, they have difficulty connecting with their teachers. Consequently, the students misbehaved, and learning was interrupted. Collins and Ryan (2016) concluded when teachers create classrooms and use effective classroom management techniques students thrive in the predictable, trusting environment resulting in greater learning. The researchers stated that students' undesirable behaviors were a direct result to satisfy their basic needs (Collins & Ryan, 2016) In order for teachers to decrease negative student behaviors, they must discover the basic needs that students long to be met and strive to meet those needs. However, if teachers do not investigate students' needs, negative behavior problems will remain. Like Collins and Ryan (2016), Hammill et al. (2020) stated that teachers who created engaging learning environments with PBIS had minimum undesirable student behaviors that resulted in classroom management issues. The researchers discovered that students in classroom environments of teachers who implemented PBIS were more engaged and also perceived their basic needs were met (McIntosh et al., 2016). Furthermore, James et al. (2018) conducted a case study of PBIS effectiveness in schools of 20 participants in 2 different schools. The researchers concluded that PBIS helps improve teachers' and students' interpersonal relationships and improves the overall school climate (James et al., 2018). The use of PBIS creates environments that foster positive student behaviors so that learning occurs.

Meeting students' basic needs is essential. Hunter et al. (2017) claimed that classrooms in which the teacher established an environment that incorporated PBIS that

focused on students' basic needs and teaching techniques was shown to promote student learning. Hunter et al. (2017) conducted a case study that involved classroom observations of 15 teachers in two different high schools in a Northwestern state. The researchers concluded that in classrooms that promoted students' basic needs, student learning was evident. The researchers also discovered that discipline management was a challenge in classrooms for teachers who did not use research based behavioral management systems such as PBIS and learning was less likely to transpire. Likewise, Burdenski and Faulkner (2010) conducted a case study that involved 109-college freshmen. Burdenski and Faulkner's (2010) case study was grounded in Glasser's (1999) choice theory. The researchers discovered that when employed in the classroom properly, the implementation of choice theory was associated with decreased negative student behaviors, thereby strengthening student learning. The findings indicated that when teachers met their students' basic needs, student achievement increased, whereas when students' basic needs were not met, student achievement did not increase. Wills et al. (2019) explained that teachers must be prepared to create classrooms that promote student ownership of their education. According to Hunter et al. (2017) when teachers considered students' needs, established democratic classrooms, and implemented effective classroom management strategies, they directly supported student success.

Adherence and Implementation of PBIS. Researchers have found that reduction in student discipline and an increase in academic learning resulted from correct implementation of PBIS (Sugai & Horner, 2020). Adherence refers to implementing a program's intentional use by the developer's design (Swain-Bradway et al., 2018). Also,

Noltemeyer et al. (2019) stated that in order for PBIS to be successful in schools, adherence to guidelines and implementation is essential. Full implementation of a program may result in fewer behavioral issues for educational leaders. McDaniel et al. (2017) pointed out that sometimes full implementation of a program may not occur. The barriers that hinder full implementation of a program include time frame, finances, and staff commitment. Even though educational leaders endure such negative issues, essential parts of a program should be implemented. As a result, positive student behaviors could occur (Noltemeyer et al., 2019). However, when educators implement new programs, monitoring implementation is vital to the fidelity of the program.

A monitoring system is critical to maintaining the effectiveness of the implementation of any new system. All new interventions and effectiveness must be monitored by an evaluation system. Trapani and Annunziato (2018) proclaimed evaluating interventions helped educational leaders make adjustments so that the interventions were implemented as designed by the individuals implementing them, therefore, are more likely to support the improvements desired. Even though researchers recognize the importance of evaluating interventions, a true understanding of how to correctly measure an intervention's effectiveness has not been established (Sugai & Horner, 2020). By evaluating a classroom management system's effectiveness, such as PBIS, the information obtained from the evaluation can be used to strengthen the implementation of PBIS in schools.

PBIS PD and Classroom Management. When teachers attend PD, they receive the knowledge, skills, and resources to help them in the classroom. According to Ellis

(2018), PD provides skills and knowledge in subject-area curricula and classroom management techniques. Owens et al. (2020) claimed that PD nurtures teachers in becoming highly effective educators. PD merges all disciplines of teachers together; as a result, teachers share ideas and gain classroom management techniques that are researched-based best practices that create well-managed classroom environments (Ellis, 2018). By providing PD on PBIS, teachers will gain the skills needed to decrease classroom management issues.

Researchers conducted studies to determine PD effectiveness. Coenders and Verhoef (2019) conducted a qualitative case study in a large urban school district in Colorado that incorporated grounded theory and a case study. The researchers discovered that PD was essential in their study. The findings were that PD directly affects student and teacher success (Coenders & Verhoef, 2019). Furthermore, Coenders and Verhoef (2019) stated that PD must focus on teachers' needs, not educational leaders' personal agendas. Likewise, Coenders and Verhoef (2019) Vereb et al. (2015) conducted a case study on PD. The researchers studied 70 teachers in 10 different Midwestern school districts in the United States. After analyzing their findings, the researchers concluded that teachers who implemented strategies learned in PD had higher student achievement on standardized tests. Glasser (1999) claimed that PD creates a friendly learning environment that allows teachers to interact with each other and gain resources and strategies to help each other become successful classroom managers.

Each year school district personnel are provided extensive PD in content areas. In order to improve student achievement, however, teachers need extensive PD on

classroom management techniques (Ellis, 2018). Simonsen et al. (2017) conducted a multiple baseline design method to gain insight on the effects of focused PD on classroom management. The researchers observed and interviewed 10 teachers of different grade levels in two different Northeastern elementary schools. The researchers discovered that those systems that incorporated Glasser's (1999) basic needs and behavior modification strategies (Skinner, 1968) have been proven to increase student achievement (Simonsen et al., 2017). Scartezini and Monereo (2018) stated that teachers who received adequate content PD were effective in their subject matter. However, teachers who do not participate in PD in classroom management have student behavioral issues in their classes. As a result, students partake in student-teacher power struggles when teachers do not incorporate classroom management strategies that meet students' basic needs (Glasser, 1999). In order for teachers to demonstrate proficient use of effective classroom management strategies, frequent and systemic PD is needed (Scartezini & Monereo, 2018).

Byproducts of not Implementing PBIS. Various researchers have established the positive relationship of PBIS implementation and effective classroom management strategies on students. Ratcliff et al. (2016b) analyzed 874 surveys from teachers and discovered the main reasons for low student achievement across the United States was due to poorly managed classroom behaviors, which interrupted academic learning time. Like Ratcliff et al. (2016b), Garwood and Vernon-Feagans (2017) found that students in high-quality classroom management environments have significantly higher standardized test scores than those who are in poor managed classrooms. Zee and Koomen (2016)

integrated 40 years of research to gain insight of how classroom management and teacher behavior contributed to student achievement. Zee and Koomen (2016) analyzed patterns of teacher behavior and classroom management strategies. Teachers who displayed burnout, psychological issues, and inconsistent daily behavioral procedures had notably higher classroom management issues (Zee & Koomen, 2016). PD on student behavior provides teachers with the knowledge to effectively manage the classroom behaviors of more challenging students (Collins & Ryan, 2016). Due to the emphasis on standardized testing, students in these environments may not receive certain life skills that are designed to create a successful transition to college or to the work force (Predescu & Darjan, 2017). Researchers have held the perception that annual yearly progress (AYP), which is a component of the national accountability system, resulted in teachers focusing less on instruction of and delivery of the curriculum as designed to focus on test-taking strategies and performing proficiently on the state test itself (von Der Embse et al., 2016). Moreover, when a teacher established a teacher-centered classroom, the teacher was in complete control of learning and activities while the students sat quietly at their desks and completed assigned tasks without being able to share ideas (Dignath & Büttner, 2018). Teacher accountability for student performance on standardized testing has caused teachers to shift their focus from research-based instructional methods to a whole-class, teacher-centered testing environment (Blazar & Kraft, 2017).

The focus of preparing students for standardized tests in the classrooms has affected classroom management. Fallon et al. (2019) conducted a case study determine how classroom management effected student achievement in six English as a second

language in classrooms in California. The researchers discovered that teachers who had respect for their students' culture, provided positive reinforcement and direction, recognized students' strengths, weaknesses, and personalities demonstrated a strong commitment to their students. As a result, the students were more willing to cooperate, trust, and interact positively with their teachers. Researchers found that teachers who failed to notice each student individually had a difficult time with classroom management because the students noticed a lack of teacher commitment (Fallon et al., 2019). The students felt if the teachers were only concerned about having a job rather than reaching and teaching each student individually (Lin-Siegler et al., 2016). Lin-Siegler et al. (2016) concluded that teachers who supported, encouraged, and demonstrated responsibility to their students had higher success rates on standardized tests than those who created teacher-centered classrooms.

The classroom environment can have either a positive or negative affect on students. According to Lin-Siegler et al. (2016) in order for learning to transpire in the classroom, students need purposeful real-world lessons and need to be treated with respect by teachers. Hogan et al. (2019) stated that when students are not respected in the classroom, the teachers and students may engage in a power struggle. When a power struggle takes place in the classroom, teaching and learning do not occur, resulting in an increased discipline issues (Hogan et al., 2019). PBIS helps to alleviate undesirable student behaviors in classrooms.

Implications

The problem that was investigated at the study site is that the PD provided for high school educators had not prepared educators to implement behavior interventions and PBIS to meet the classroom discipline management needs. Based on the analysis of data collected at the study site, there was an increase in 9th and 10th grade student discipline from 2015 to 2022 because educators struggled to implement behavior interventions for 9th and 10th grade students (curriculum director, personal communication, May 2, 2022; Central Access, 2022). The successful implementation of PD at the sample site, given its similarities with the study site, suggests that successful implementation of PD at the study site has similar positive outcomes as the sample site. Moreover, the perceptions of educators regarding the PD they received and the implementation of PBIS and at the sample site provided insight into what supported or hindered the implementation of PBIS allowed me to discover strengths and best practices, to address the discipline needs at the study site.

A plethora of research supports positive relationships between effective classroom management strategies, a positive school climate, and higher student achievement (Ratcliff et al., 2017a). Since school leaders have created state testing environments that do not focus on researched-based strategies that meet students' behavioral and learning needs, there is a need to decrease the achievement gap by implementing classroom management strategies and a school climate that is conducive for learning for all students in order to improve student achievement on standardized tests (Collins & Ryan, 2016; Ratcliff et al., 2017a). This study focused specifically on examining implementing

behavior interventions in the classroom and PD needs related to PBIS implementation to address student classroom management issues. The research data collection resulted in a 3-day PD project that will inform educators regarding the design and implementation of effective PD to support the use of PBIS and classroom management techniques to reduce student discipline referrals and build a more positive classroom environment, thereby facilitating more student learning opportunities.

Summary

The problem at the study site was that the PD provided for high school educators had not prepared educators to implement behavior interventions and PBIS to meet the classroom discipline management needs. A myriad of research exists of PBIS's effectiveness on decreasing student discipline and allowing more academic learning time (Collins & Ryan, 2016; Hunter et al., 2017; & Wills et al., 2019). The guiding research questions for this study addressed educators' perceptions regarding their PD needs to implement behavioral interventions and PBIS in the classroom and educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom in conjunction with Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory.

This study focused specifically on educators' perceptions and experiences regarding PD that supported the implementation of behavioral interventions and PBIS and educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site. A 3-day PD project was created as a result of the study findings. The 3-day PD project, "Positive

Classrooms Equal Achievement," will provide educators with researched-based classroom management techniques that are associated with improving behavior management in the classroom, and thereby will bring order to the learning process and will result in additional learning time for instruction. Greater opportunities for learning lead to improved student achievement on standardized tests (Collins & Ryan, 2016; Hunter et al., 2017; & Wills et al., 2019). Understanding Glasser's (1999) choice theory, Skinner's (1968) operant conditioning theory, and the implementation of PBIS, can be used to help educators learn effective classroom management techniques to decrease undesirable student behaviors at the study site (see Hunter et al., 2017). The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site. In this section, I described the problem, rationale and evidence, research questions, significance, conceptual framework and described the research pertaining to the problem.

In the next section, Methodology, I discuss the reasons for selecting the qualitative research design and describe the participants, inclusion criteria, in addition to the sampling method, study site, sample site, data collection method, instrument development, and data collection process. I describe the data analysis process, identify codes, categories, themes, and findings. At the conclusion of Section 2, I answer the research questions and describe the project genre selected for this basic qualitative study, a 3-day PD project, "Positive Classroom Equal Achievement."

Section 2: The Methodology

The problem investigated by this study is that PD provided for educators had not prepared them to implement behavior interventions and PBIS to meet classroom management and students' needs. From 2015-2022, student discipline problems have been increasing and were due at least in part to the school's failure to provide PD related to PBIS and behavior intervention needs for students. Therefore, a basic qualitative study of an exemplar sample site, similar to the study site, was conducted in order to provide insights to assist in the creation and implementation of similar PD at the study site. The two research questions that guided this basic qualitative study are as follows:

RQ 1. What are educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the sample site?

RQ 2. What are educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site?

By using a basic qualitative study, I acquired in-depth data that helped me gain a better understanding of educators' perceptions and experiences with PD that supported the implementation of behavioral interventions and PBIS in the classroom at the sample site. The findings of this study will inform educational leaders at the study site by providing them with information to design and implement PD that will support the implementation of behavioral interventions and PBIS in the classroom. In Section 2, I

describe the research design and approach, participants, data collection, and data analysis methods. I also discuss the findings and how they related to the project deliverable.

Qualitative Research Design and Approach

Qualitative researchers explore issues and furnish information to provide a more thorough understanding of phenomena (Merriam & Tisdell, 2015). When using qualitative research, researchers are able to conduct their research in natural settings. They can gather authentic data that help them identify or understand the phenomenon being studied (Merriam & Tisdell, 2015). The qualitative researcher collects data through observations and interviews and analyzes the data by themes, unlike quantitative research in which the researcher collects and analyzes data through statistical inferences (Lodico et al., 2010). Qualitative researchers explicate participants' experiences and seek to reveal a phenomenon's meaning (Merriam & Tisdell, 2015). By conducting educator interviews for this study, I gained insight into the educators 'perceptions of PD on implementation of student behavior interventions and PBIS's ability to address student discipline issues.

In a basic qualitative study, the researcher examines a phenomenon in its natural setting so that the data is authentic (Creswell et al., 2007). Furthermore, Gerring (2006) stated that a qualitative study provides researchers with a deep understanding of social behaviors, such as groups, individuals, or organizations. Like Gerring (2006), Atkinson et al. (2003) defined qualitative research data collection tools such as conducting observations and interviews, participating in the setting of the study, and reviewing essential documents that pertained to the phenomenon being studied. This basic qualitative study investigated educators' perceptions and experiences with PD that

supported the implementation of behavioral interventions and PBIS in the classroom at the exemplary sample site and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site.

A basic qualitative study was appropriate for this study. I focused on gathering a deep understanding of educators' perceptions of PD related to behavior interventions and PBIS implementation to address decision-making and possible PD for the study site. Yin (2011) stated that a qualitative study focuses on everyday issues that occur anywhere. Merriam and Tisdell (2015) stated that, in qualitative research, the researcher investigates a contemporary phenomenon in-depth in a real-life setting. Using a basic qualitative research approach, the researcher deeply explores an issue or phenomenon by having the participants explain, describe, or perceive their experiences. In basic qualitative research, one data collection tool is used to obtain data from the intended population (Percy-Smith & Burns, 2013). Methods to collect data in basic qualitative research include interviews , observations and conducting a review of archival data. Basic qualitative research is used to explore experiences, practices, perceptions, strategies and practices (Merriam, 2009). Merriam noted that basic or generic qualitative research is focused on understanding "how people interpret their experiences, …construct their worlds, and what meaning they attribute to their experiences" (p. 23, 2009). Also, by using a basic qualitative research approach, the researcher is able to examine how participants perceive relationships between perceptions and experiences. In basic qualitative research, the researcher seeks "a thick, rich description of the phenomenon under investigation" (Lim, p. 52).

Accordingly, a basic qualitative study was the most suitable for this study, as I focused on PBIS implementation and related PD experiences and perceptions of participants at an exemplar sample site that included educators who engaged in PD to implement PBIS. Therefore, the participants had knowledge of the phenomenon of PBIS implementation and were able to share their experiences and perceptions to fulfill the purpose of the study. Additionally, this basic qualitative approach was an appropriate method to address the research questions for this study using one data collection tool (see Merriam & Tisdell, 2015).

Even though there are several other qualitative research designs, the one selected for this study is the basic qualitative study. In order to determine which design is the most suited for one's study, Yazan (2015) suggests that the researcher must first determine the problem and then study the purpose of each research design. I reviewed and studied the different types of qualitative research designs to ensure that the basic qualitative study is the most effective for this study because I was focused on obtaining participants' perceptions of a phenomenon, using one data collection tool. The basic qualitative study is used to investigate participants' experiences, perspectives, and perceptions and to interpret the information and appropriate meaning to the data collected (Taguchi, 2018). Percy-Smith and Burns (2013) stated that the purpose of basic qualitative research is to solicit information from a specific population using a singular data collection instrument. I organized the interview data by themes and discovered each participant's experience in order to reveal the meaning of the phenomenon (see Creswell, 2009). Other qualitative

research designs I considered but found inappropriate for this study include phenomenology, ethnography, narrative, and grounded theory.

The phenomenological research design allows the researcher to gain understanding of human experience (Lodico et al., 2010). According to Lodico et al. (2010), phenomenology has a very small sample, possibly resulting in inaccurate data interpretation, reliance on personal subjectivity, and an emphasis on personal interpretations. Furthermore, phenomenological research design is used to describe a situation instead of explaining why something happens. Explanation was essential in this study so that educators' perceptions and experiences of implementing behavior interventions in the classroom based on their previous PD could be identified..

In addition to phenomenology, ethnography, narrative, and grounded research were considered and determined not to be effective for this study. Ethnographic research takes time to produce viable results. Narrative research focuses on telling a story of a group of people and collecting stories from the participants' experiences (Lodico et al., 2010). I did not seek to analyze stories or documents of the participants' experiences, rather I explored their perceptions about a phenomenon. Another research design I considered is grounded theory. Grounded theory focuses on building a theory and requires the researcher to collect data over a long period of time (Lodico et al., 2010). This research study was not focused on building a theory, rather it was focused on understanding a phenomenon.

Participants

In qualitative research, the setting of the study is essential. In qualitative research, the participants or phenomenon is studied in the participants' natural setting. However, because of COVID-19 guidelines, all participants had the opportunity to be interviewed during noninstructional time. I conducted each interview using either a Zoom video or audio conference. I did not conduct the interviews during instructional time, and I scheduled each interview adhering to each participant's preference based on information shared on the Request to Schedule Educator Participant Interview form and Confirmation Email sent electronically to confirm the appointment time. By studying the participants in their natural setting, the researcher gains rich insight of the phenomenon. In this qualitative study, I used specific criteria to select the sample site, and I established inclusion criteria to select participants who would have knowledge of the phenomenon being studied (Merriam & Tisdell, 2015).

An exemplar sample site that had successfully implemented PBIS and was demographically similar to the high school study site was selected to avoid a conflict of interest. As of fall 2020, the study site and the exemplar sample site's educator and student population for 9th and 10th graders were similar. Table 3 reflects the demographics of both the study site and the exemplar sample site per the student and educator populations based on 2021reports from the exemplar and study site districts. The student demographics of the study site and exemplar sample site are also similar. The criteria for selection of the exemplar sample site included: (a) implementation of PBIS, (b) PD had been provided on PBIS for educators employed at the site, and a (c) reduction

in student discipline referrals since the implementation of PBIS. The exemplar sample site had a 75% reduction rate in student discipline referrals since implementation of PBIS (principal of exemplar sample site, personal communications, January 6, 2021). Furthermore, the exemplar sample site participants had implemented PBIS and discipline data reflected a reduction in student discipline referrals following PBIS implementation. Therefore, the appreciative inquiry approach, a method that focuses on an organization's strengths, such as best practices, had the potential to improve another organization's strengths (He & Oxendine, 2018). By using the appreciative inquiry approach, I was able to investigate educators' perceptions and experiences with PD that supported or hindered the implementation of behavioral interventions and PBIS in the classroom at the sample site in order to gather information that helped address the problem identified at the study site. Thus, the information that was obtained through participant experiences and perceptions provided a deeper understanding of the phenomenon being studied. The information obtained from the participants will be used to inform decision-making at the study site related to the problem identified. The exemplar sample site participants not only provided information that allowed me to gain insight into the PD that supported or hindered the implementation of PBIS, but they also provided me the opportunity to explore their perceptions of the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the exemplar sample site.

Table 3

2020-21 9th and 10th Grade Student Enrollment and Number of Educators at the Study and Exemplar *Sample Sites*

Population	*n*	Males	Females
Students at Study Site	352	195	157
Students at Sample Site	365	199	166
Educators at Study Site	35	5	30
Educators at Sample Site	42	7	35

Table 3 reflects the enrollment for students and educators at the study site and sample site. The sample site has 365 9th and 10th grade students, and the study site has 352 9th and 10th grade students. Based on the state's department of education, the sample site's student demographics include 45% White (not Hispanic), 42.5% African American, 11% Hispanic, and 1.4% Asian students. The study site's demographics include 47% White (not Hispanic), 43.5% African American, 8.5% Hispanic, and 1% Asian. Furthermore, the teacher ratio for the sample site is 17:1. The teacher ratio for the study site is 16:1.

Criteria for Participant Selection

The criteria for selecting participants allowed me to gain insight of the educators' insight regarding their experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom in addition to the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the

classroom at the sample site. The participants for this study were essential, as they shared their experiences with implementation of PD in regard to PBIS in the classrooms and their perceptions of the advantages and barriers of implementing classroom behavior interventions such as PBIS in the classrooms. Selecting participants with successful experiences with PBIS PD supported the approach of appreciative inquiry. These data provided insight into the problem occurring at the study site.

Table 4 reflects the criteria I used to select participants. The following criteria to select participants include: (a) 9th or 10th grade teachers, (b) 9th or 10th grade administrators (principal, assistant principals, or PBIS coach), and (c) 9th or 10th grade educators who have participated in PBIS PD at the sample site. Even though I send two emails that contained the Letter of Invitation and Informed Consent Form to gain a minimum of 12 participants, none of the school administrators at the sample site responded to the requested information. Of the 12 participants in the study, one of the participants is the school's, positive attitudes will succeed, (PAWS), leadership coordinator. They are responsible for organizing and overseeing PAWS committees. Also, there is an average of 16 years of experience in the education field and an average of 6 years implementing PBIS at the sample site.

Table 4

Participant Demographics

Participant code	Educator position	Years in education	Years implementing PBIS
Educator 101	Teacher	15	8
Educator 102	Teacher	8	8
Educator 103	Teacher/Media Specialist	17	8
Educator 104	Teacher	25	3
Educator 105	Teacher	14	8
Educator 106	Teacher	9	8
Educator 107	Teacher	8	5
Educator 108	Teacher	16	8
Educator 109	Teacher/PAWS Leadership Coordinator	23	8
Educator 110	Teacher	16	5
Educator 111	Teacher	18	4
Educator 112	Teacher	18	4

Sample Size

Creswell (2009) recommended a small number of participants for a qualitative study. According to Creswell (2009), when a researcher has few participants, they are able to have deep inquiries with each participant. However, according to Creswell and Poth (2018), if a sample size is inadequate, the study's results will not be credible. Therefore, the sample for this study was 12 educators, which is deemed to be an adequate sample for qualitative studies (see Lodico et al., 2010). The sample size allowed me to

obtain an in-depth analysis and avoid redundant information (Creswell, 2009). The procedures for sampling, and participant selection are important in qualitative research.

Sampling Procedure

I used purposeful sampling in this study because it focused on particular similarities that the potential participants have, thereby allowing for the best data to answer the research questions (Lodico et al., 2010). The sample for this study was a total of 12 educators. When a researcher uses purposeful sampling, the interview protocol is used to obtain participants' responses to address the phenomenon being studied and to answer the research questions that guide the study (Creswell, 2009). In order to select adequate and appropriate participants for this study, I used a Demographic Questionnaire. The local problem addressed in this proposed study was that PD provided for high school teachers has not prepared teachers to implement behavior intervention and PBIS to effectively meet the discipline management needs of students at the study site. I interviewed those participants who met the inclusion criteria and had knowledge of the population of students served who were the focus of the discipline data review that substantiated the rationale for the study and participants who had also been directly involved in participating in PD related to PBIS and in the implementation PBIS in the classroom. I followed specific procedures to gain access to the participants in in this study.

Procedure for Gaining Access to Participants

In order to gain access to participants, a series of steps were required. To receive ethical approval for conducting research and collecting data at the sample site, I

submitted a written letter to the superintendent on April 25, 2019. On April 25, 2019, the superintendent of the district in which the sample high school resides approved that the proposed study at the sample school site school. Upon receiving approval from Walden University's Internal Review Board (IRB), 05-17-21-0490731, I forwarded the approval letter and IRB approval number to the superintendent of the sample high school. Once I received a formal approval letter from the superintendent of the sample high school, I acquired educators' names and email addresses from the district website for prospective participants using open public record data. After I obtained the educators' names and email addresses, I emailed a Letter of Invitation that included an embedded link to the Consent form to the educators at the study site. The Letter of Invitation included the following: (a) purpose of the study, (b) method of data collection, (c) time of interview, (d) methods to protect participants' confidentiality at the study site. I asked the participants to provide their personal email address and phone number as a way to not only to ensure confidentiality but also to communicate during the study. I informed the participants with the Informed Consent Form that participation in this study was voluntary and would not affect any participant's employment at the study site. I received the participants' consents at the completion of the Informed Consent Form. The Demographic Questionnaire accompanied the Informed Consent Form. The information I collected from the Demographic Questionnaire included the following: basic contact information, years of experience either teaching, supervising, or managing 9th or 10th grade students for 2 or more years, and participation in PD in regard to PBIS, and implementation of PBIS in the classroom. At the bottom of the Consent Form,

participants were informed, “If you feel you understand the study and wish to volunteer, please indicate your consent by clicking NEXT.” Once a participant clicked NEXT, the Demographic Questionnaire became visible and at the bottom of the form, the following was indicated, “Thank you for your time and for volunteering to participate in this study. I will be contacting you soon! Please click SUBMIT.” The clicking of “SUBMIT” served as implied consent and was noted on the bottom of the Demographic Questionnaire. The potential participants were informed that by reading and clicking “SUBMIT,” they acknowledged that *Submitting the online Consent Form and the Demographic Questionnaire indicated that they have read and understand the Consent Form and consent to participate in the study.* Upon receipt of a participant’s online Consent Form and Demographic Questionnaire, I emailed them to schedule a day, time, and preferred method of interview: video or audio. As soon as I received each participant’s desired interview, date, time, and method of interview, I emailed him or them the electronic conformation letter for the scheduled interview. The Demographic Questionnaire was used to select participants who met the specified criteria for the study. Since I did not receive 12-15 responses in the original email request to participate in the study, I resent the email within 7 days. I used the same procedure for sending the second Letter of Invitation as I had followed for sending the initial Letter of Invitation. After sending the second Letter of Invitation by email, 12 potential participants returned their informed consent and demographic questionnaire for this study. I confirmed that the potential participants met the inclusion criteria for the study. After the end of the second week of sending the second Letter of Invitation, I resent the Letter of invitation for a third and

final time by email since I had not received the maximum recruitment goal of 15 participants. I did not receive any additional participants after sending the third letter of invitation. Therefore, since I had achieved recruiting 12 participants who met the inclusion criteria at the sample site, I proceeded with the research study. I developed a researcher-participant relationship with the participants as this is a key role for qualitative researchers.

Researcher-Participant Relationship

According to Lodico et al. (2010), in a qualitative study, the researcher has close contact with each participant. Therefore, the researcher must make their relationship with the participant a priority. It was imperative that I established a comfortable, professional relationship in order for each participant to share valuable information. In order to comply with Walden's ethics and adhere to research ethics, I conducted semistructured interviews of participants via the platform selected by the participant. The methods I used for the semistructured interviews included the use of a video or audio platform. Each participant selected the format of the interview that they felt most comfortable given the COVID-19 pandemic. Furthermore, when I conducted interviews, I remained neutral by only recording what each interviewee said, using the protocol as designed including the pre- and – post interview protocols. I did not interject comments indicating my opinions nor did I indicate a response to the information provided. I refrained from interjecting my opinions or beliefs. I used electronic recordings with the permission of each participant. During each interview, I took notes in a field journal. Field journals have been reported to support validity of the data collection process (Lodico et al., 2010). Another way I

established a researcher-participant relationship was by receiving IRB approval from Walden University and from the selected district and school official. Moreover, I made sure the participants understand their role in the study that was outlined in the Invitation to Participate Letter and Informed Consent Form. I focused on using clear communications and describing the participants' rights, protections, and how their confidentiality would be protected.

Prior to each interview, I reminded each participant that they received a copy of the Consent Form to print or save. I reviewed the expectations for the interviews including the length of time for each interview, benefits and risks, compensation, member checking, researcher's contact information, and confidentiality. Throughout each interview, I continued establishing trust with each participant. According to Creswell (2009), not only should a researcher establish trust at the beginning of each interview but also the researcher must maintain trust throughout each interview and study. I used the following methods to establish trust: sent a clear initial invitation to participate in the study, acquired consent, sent follow-up emails, conducted the interview, conducted member checking, and made myself available for questions.

Protection of Participants' Rights

The researcher must be aware of their ethical research responsibility not only to each participant but also to the profession (Lodico et al., 2010). Lodico et al. (2010) stated that it is imperative that the researcher adheres to professional ethics and guarantees all participants' and sites' confidentiality and safety. To indicate that I understood and complied with providing ethical protection of all participants, I completed

ethics training with the Collaborative Institutional Training Institute (CITI). The Institutional Review Board (IRB) requires that all participants provide informed consent in order to participate in this study. Therefore, I confirmed that each participant signed a consent form and understood their rights. This study had a low level of risk level to participants. All participation was voluntary, and participants were allowed to withdraw at any time without repercussions. In order to create interview environments that promote openness and non-intense atmospheres, I built a positive rapport with each participant and assured each participant that their information would be kept confidential. I maintained the confidentiality of the Consent Form and the Demographic Questionnaire. I assigned a numeric pseudonym, and I did not use the participants' names in any transcription or documents. Only I know the true identity of the participants. All obtained data are secure on a jump drive and in a safe at my house. I will store the files for 5 years according to Walden IRB policy and destroy them by shredding all documents. In addition to protecting the participants' rights, having the correct data collection for this study is imperative.

Data Collection

The data collection process is important to the integrity of the collected data. Furthermore, Creswell (2009) the data collection process of qualitative research consists of five steps that lead to participants' responses. First, the researcher must identify and gain access to participants of the study site. After the researcher identifies and gains access to the participants of the study site, consent of the participants must be obtained. Once the researcher obtains the participants' consent, they determine the type of data to

collect in order to answer the research questions. Next, the researcher must select the data collection instruments. Lastly, the researcher has to identify any potential ethical issues (Creswell, 2009). The researcher must justify the data collection tool selected and align the method of data collection to the problem, purpose, research questions.

Justification of Data for Collection

Creswell (2009) stated that qualitative data collection includes the following: conducting observations, reviewing archived data, conducting interviews, and completing surveys. Of the different types of data collection methods of qualitative research, interviews are most frequently used. Lodico et al. (2010) stated that face-to-face interviews are the main method of collecting data in a qualitative study. Merriam and Tisdell (2015) classified interviews as structured, semistructured, and unstructured. Merriam and Tisdell (2015) defined unstructured interviews as interviews that start with a broad question but use follow-up questions constructed on the participant's initial response. Semistructured interviews occur when the researcher follows a list of questions. However, it is important to allow flexibility for probing. Using this technique, the researcher is able to ask open ended questions, which provide more insight in the participant's experience that is being studied (Lodico et al., 2010). Creswell (2009) states that semistructured interviews decrease researcher confusion when analyzing the obtained data. Furthermore, the semistructured interviews allow participants to provide details of their experiences. In addition to the semistructured interview format, using the appreciative interview approach will allow the researcher to acquire in-depth information through stories that contain a multitude of rich meanings (He & Oxendine, 2018). This

proposed study used either a video or audio interviews through Zoom to gather data. Therefore, semistructured and appreciative interviews were the most effective method to obtain data in this study I was able to probe each one of my participants for more in-depth information that helped answer his study's research questions. Structured interviews, on the other hand, transpire with a set of questions without the researcher probing (Creswell, 2009). Since structured interviews limit participants' responses to acquire in-depth data in order to understand the phenomenon, semistructured interviews was used in this study.

Lodico et al. (2010) claims that when feelings or behaviors cannot be seen, semistructured interviews are the most effective way to collect data. This study focused on investigating educators' perceptions of implementing behavior interventions in the classroom and PD needs related to PBIS implementation to address student classroom management issues at the sample site. Since the researcher cannot observe participants' perceptions, I used semistructured interviews in order to gain in-depth, data to provide a rich description of the educators' experiences. Merriam and Tisdell (2015) states that semistructured interviews allow the researcher to analyze the gathered information in order to acquire a better understanding of the phenomenon. Sixty-minute interviews were conducted with each participant.

Instrumentation

Data collection in qualitative research is essential for addressing a researcher's research questions. Lodico et al. (2010) defines qualitative research as a versatile and natural way to collect data that provides rich insight of the phenomenon. I created the

interview protocol with questions that aligned to each research question and to address the purpose of the study that was to investigate educators' experiences and perceptions with PBIS PD that supported or hindered the implementation of behavioral interventions and PBIS in the classroom at the exemplar sample site.

A research study needs validity and credibility. According to Creswell (2009), an expert in the study helps to ensure authenticity and reliability. Therefore, I contacted an expert in the field of behavioral management systems in regard to classroom management. The expert is a behavioral specialist in a high school in the same state but not at the study or exemplar sample site. The expert earned their doctorate from The University of Southern Mississippi.

The educational background provided this expert with the ability to recognize authentic and reliable interview questions in regard to the topic of this study; I requested that my Interview Protocols and probing questions be reviewed. The expert review supported coherence and relevance of the interview questions and probes in respect to the proposed study. In addition to having an expert review my interview and probing questions, I had my chair and committee members review them as well. All three reviewers examined the interview questions and probes to make certain that they supported my research questions, avoided biases and ensured accuracy and validity. I used their expertise in creating sound, nonbiased interview questions. Furthermore, I made the necessary changes based on the expert's and my committee's recommendations. Their input was based on the following:

- alignment

- using open-ended questions
- being concise
- avoiding slang or jargon
- using questions that pertained to PD's on PBIS
- using questions that pertained to implementation of PBIS
- using appropriate educational terminology
- avoiding negative affirmations.

For my qualitative study, I conducted semistructured video or audio interviews per the participant's preferred format through Zoom. Each interview lasted a maximum of 60 minutes. I only interviewed participants who agreed to participate in the study by returning their Notice of Consent and Demographic Questionnaire. I used Interview Protocols that aligned to this study's research questions. Creswell (2009) stated that interviews help researchers learn from previous situations or events. In order to gain in-depth responses, I followed the interview protocols that I established for this study.

Sufficiency of Data Collection Instrument

I created two research questions that I used to address the problem and purpose of this basic qualitative study. I designed Interview Questions 1, 2, 3, 4, 5, and 7 to answer Research Question 1. Furthermore, I designed Interview Questions 8, 9, 10, and 12 to address Research Question 2. Table 5 provides the research questions and interview questions.

Table 5

Research Questions and Interview Protocol Questions

Research questions	Interview questions
1. What are educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the sample site?	What do you perceive as the possible causes for behavior problems at the sample site prior to implementing PBIS? Share examples of PD that were provided to help you implement PBIS effectively. Can you describe your experiences and perceptions of the frequency that PBIS PD was provided? What formats of PD for PBIS did you find most effective and helpful to your implementation of PBIS? Share your experiences regarding administrators' role in helping teachers implement PBIS and address student discipline issues. Describe what resources and supports were the most influential in your implementation of PBIS.
2. What are educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site?	What have you valued the most about the implementation of PBIS with your colleagues? What do you think about how PBIS has helped support the reduction in discipline issues? Can you describe why you think PBIS has influenced negative student behaviors and provide a possible example? What has been the biggest challenges with implementation of PBIS? How do you perceive the changes of implementing PBIS have been sustained by campus personnel or leadership? How do you perceive the implementation of PBIS has influenced school culture and climate?

Systems for Keeping Track of the Data

For this basic qualitative study, I conducted individual, semistructured interviews with selected participants at the study site. There were not any classroom observations due to COVID19 protocols. All participants had the opportunity to be interviewed during noninstructional time. Each interview was either a video or an audio conference. Due to COVID19, each participant decided which interview method worked best for them. When scheduling interviews, I allowed each participant to choose the time, and method of interview: Each participant's chosen interview format was designed to protect their confidentiality and help them feel safe. For each semistructured interview, I adhered to the agreed upon date, time, and method of interview selected by the participant. In order for each participant to feel at ease, I created a professional rapport with each participant.

At the beginning of each interview, I followed a pre-interview protocol. I focused on building rapport, reviewing expectations, confidentiality, and voluntary participation and confirmed that there would be no repercussions if they decided to withdraw at any time. I confirmed that each participant had a copy of the consent form. I clarified any questions. Thus, I began the pre-interview process by creating a professional rapport with the participant. I introduced myself, clarified my role as the researcher, purpose of the study, length of time for each interview, benefits and risks of participating in the study, compensation, and my contact information. I also explained the procedures of keeping each participant's identity confidential while soliciting answers for open-ended responses. I informed each participant that I assigned each participant a numeric pseudonym in lieu of their name. I ensured each participant that I was the only person

who will be able to identify the participants and their responses. The numeric pseudonym was substituted for the participant's names in all documents or reports produced in association with this study. Any identifying information pertaining to the sample site was also deleted to protect the high school and district site confidentiality. Each participant agreed for the interview to be recorded. I followed the same procedure using the pre-interview, interview and post-interview process for each participant interview (Creswell, 2009; Lodico et al., 2010).

I used a self-developed interview protocol that included the questions and probes in one document. I had space between each question in order to write each participant's response and to take notes. I read the questions in the same order as they appeared on the interview protocol. I used the probes to acquire additional information from the participant to answer the research questions. In each semistructured interview, I obtained information that provided insight of each participant's perceptions of implementing behavior interventions in the classroom and their perceptions of PD needs related to behavior interventions and PBIS implementation to address student classroom management. The interviews for this study were recorded, and I transcribed each interview within 24 to 48 hours following the interview.

Role of the Researcher

My role as the researcher is external. I do not work with any of the participants of the sample site. I am employed in another district in the same southern state. I have been in the field of education since 2005. I have served in the following roles: educational leadership, junior high, high school, and college English teacher; curriculum writer,

mentor teacher; lead English II teacher; coach; and school bus driver. The sample site does not have any educators who previously worked at my school. I do not serve in any administrative, leadership, supervisor, or management position at the exemplar sample site and have limited access to staff since I am an administrator in another district.

In order to safeguard information and refrain from being biased and unethical, I used a field journal to take notes during each interview. In the field journal, I made notes and recorded observations during each interview. I also used the field journal, to record any of my self-perceived biases and reflective notes (see Phillippi & Lauderdale, 2018). Using a field journal helped me realize my formed thoughts and opinions of the topic prior to and after each interview (see Lodico et al., 2010). At the conclusion of each interview, I followed a post-interview protocol. I followed procedures outlined on the Informed Consent Form, which helped to ensure accuracy of the data collection process, consequently the data analysis

Data Analysis Methods

Merriam and Tisdell (2015) stated that analyzing data occurs when the researcher makes understanding of their discoveries. I used the content analysis method to study the raw data that I accumulated during semistructured interviews through Zoom, an online platform of participants at the sample site (Creswell, 2009). Content analysis is a process that allows the researcher to make inferences of obtained audio, video, or written (Bengtsson, 2006). The purpose of using content analysis is to discover meaning and relationships of words, concepts, and themes (Bengtsson, 2006). According to Yin (2011), the steps to analysis data are (a) compiling, (b) disassembling, (c) reassembling,

(d) interpreting, and (d) concluding. Like Yin (2011), Merriam and Tisdell (2015) stated that analyzing qualitative data consists of gathering data, reading the data, identifying themes, assigning codes, arranging the data for interpretation, and reporting the findings in a final report.

When I began the data analysis process, I organized and prepared the data for analysis. First, I read and reread the participants' transcripts to become familiar with each participant's response based on each interview question (see Bengtsson, 2006). While reading the transcripts multiple times, I submerged myself in the data. While reviewing the data, I identified codes, commonalities, patterns, and themes based on the research questions. Then, I listened to the audio recordings multiple times to gain clarify and to ensure correct transcription of data. Next, I reread my journal notes to help synthesize the data. When reviewing the data, I assigned a deductive a priori code from the conceptual framework to each excerpt of text from each participant's interview in a notebook. According to Bengtsson (2006) and Creswell and Poth (2018), coding is used (a) to organize data into chunks of texts (b) into categories, and (c) label each category with a specified term. Next, I transcribed the participant interviews. After that, I arranged the data in a Microsoft Excel spreadsheet that answered the research and interview protocol questions (Bengtsson, 2006; Creswell & Poth, 2018). According to Creswell (2009), the steps for the content analysis process are as follows:

1. Transcribe each interview verbatim.
2. Connect the raw data to the research questions by recognizing and coding the raw data.

3. Read and review the data numerous times in order to find similar patterns.
4. Create codes that will help identify themes that result from the raw data.
5. Designate codes and explore similarities and differences in codes or categories from completed interviews.
6. Create the themes that represent the purpose of the study by excerpts from participants' responses.

To conduct my first round of coding and categorizing raw interview data, I used open coding. Open coding is an inductive coding method that allowed me to decide which data were essential. I examined the codes and discovered similarities and differences. Next, I performed a second round of open coding. During this stage, I collapsed the codes that emerged during the first round of open coding that appeared to be similar. Also, in my second round of open-coding, I collapsed the coded texts further as I examined for similarities and differences and organized similar codes together. After that, I analyzed the grouped codes and excerpts of texts with the same code and organized descriptive words and phrases that I grouped together into categories (Yin, 2011). Next, I created themes from the categories. I looked at the coded words and excerpts of texts. I identified themes that appeared from the open-coding process in regard to two research questions (Yin, 2011).

RQ1: What are educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the sample site?

RQ2: What are educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site?

Next, I decontextualized the data and designated codes. This process of induction and deduction is used to generate open codes and themes (Yin, 2011). After I coded the interview transcripts and field notes, I typed the excerpts of texts to a Microsoft Excel spreadsheet. The spreadsheet allowed me to see potential relationships been each excerpt of text and code. Next, I reviewed the open codes and texts for similarities or differences with the deductive codes created from the conceptual framework. After finishing two rounds of open-coding and merging codes into categories, I reviewed excerpts of texts from the participants' interview responses. In the next section, I discuss in deal the steps I utilized when analyzing the data of the study.

Data Analysis Results

Qualitative researchers focus on exploring issues and furnishing information that provides a more thorough understanding of a phenomenon (Merriam & Tisdell, 2015). When researchers use qualitative research methods, they are able to conduct studies in natural settings. As a result, they are able to obtain authentic data that will help them more deeply understand the phenomenon that is being studied (Merriam & Tisdell, 2015). In data analysis for qualitative studies, researchers identify codes, categories and identify themes based on their analysis of the transcripts, if interviews were used as the data collection method, and accordingly apply a similar analysis process to observations or review of archival data (Yin, 2011). Bengtsson (2006) clarifies that the qualitative

analysis process is necessary for researchers to gain an in "depth understanding of a specific issue and in showing different perspectives rather than aiming at [a] singular truth and generalization" (p. 13). I interviewed participants in order to gain a more in-depth understanding of phenomenon. I used several data analysis approaches in analyzing the information.

In this basic qualitative study, in order to connect the data analysis method to the conceptual framework, I analyzed the transcribed interviews using both deductive and inductive coding methods and answered my research questions. I combined the information that I obtained from the transcripts, and field notes. Based on the purpose of this study, I used a priori coding to analyze the connections between participants' responses and the conceptual framework. The a priori code method, a form of deductive coding, involves using predefined codes. In this study, I used predefined codes based on the conceptual framework (see Stake, 1995). I also used open coding and pattern coding to identify categories and emerging themes.

First, I also used a priori coding to connect participants' responses to the conceptual framework. I used both coding approaches to deepen my analysis of the transcribed interviews in relation to the conceptual framework and to key perceptions and thoughts shared by the participants. In this study, I used a conceptual framework anchored in Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory. I used the conceptual framework as a lens to examine educators' perceptions of PD needs to implement behavioral interventions and PBIS in the classroom and to

examine their perceptions of the advantages and barriers to implement classroom behavior interventions and PBIS for students in the classroom.

Based on Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory, students are compliant when their basic needs are met. After completing the a priori coding, I began cycle one of open coding. Overall, open coding is designed to expose the researcher to new theoretical possibilities (Lodico et al., 2010). According to O'Connor and Joffe (2020), using multi coders in content analysis helps the researcher gain more insight into the phenomenon that was studied. Using open coding, I read and reread each the transcript and then I began to break each transcript into parts by assigning codes to the words and repeating phrases in each transcript. I selected codes to represent and describe what the participants shared in the interviews (see Bengtsson, 2006). In a second round or cycle of coding, the researcher labels the highlighted codes with a similar code in order to find words and phrases in the cycle one of coding that may be combined, thereby reducing the number of codes or phrases in the second cycle of coding (see Bengtsson, 2006). I used open coding to identify repeating words or phrases across transcripts and then used pattern coding to examine possible categories to combine the codes I identified into similar concepts or ideas that conveyed the participants' perceptions of the problem investigated by this study. Hence, I used a priori considering the framework in relationship to the participant responses and open coding and to explore the two research questions for this study that were:

RQ 1. What are educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the sample site?

RQ 2. What are educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site?

In order to answer my research questions, I conducted individual online semistructured interviews. Because of COVID19 guidelines, the semistructured interviews were conducted via video or audio format of 12 purposefully sampled educators who teach, manage, or supervise 9th or 10th grade students at the sample site. The purpose of the individual online semistructured interviews was to investigate educators' perceptions of their experiences with PD that supported the implementation of behavioral interventions and PBIS in the classroom at the high school sample site. According to Lodico et al. (2010), a study must be so that the data is both credible and unbiased. Therefore, within 24 hours of each interview, I emailed the interview transcript to each participant to check for accuracy, to verify the information represented their feelings and ideas about the subject, to check for minimum bias by the researcher. I made myself available on the phone and online to answer any questions or to clarify. Each participant returned the transcript to me within 24 hours.

After reading the transcripts from the participants, I identified the a priori codes by examining the central constructs related to the conceptual framework before initiating the coding process. The codes were established in regard to Glasser's (1999) choice

theory and Skinner's (1968) operant conditioning theory in regard to my research questions. The a priori codes that were created from Glasser's (1999) choice theory were democratic classroom and belonging. The a priori codes that were created from Skinner's (1968) operant conditioning theory were rewards and behavior modification. I organized data from transcripts by research questions and identified excerpts from participants that reflected the a priori codes. I examined these data for patterns, differences, similarities with and across each interview transcript. I used an excel spreadsheet document to organize the transcribed interview data and journal notes. I inserted excerpt data from the transcripts and organized the information based on the research questions in an excel document. Next, I assigned a priori codes using the conceptual framework theorist to each excerpt of text. Table 6 is an example of the participant excerpts from the data acquired from each educator's interview transcript with the corresponding a priori codes and conceptual framework theorists that I assigned to participant texts from the data that I acquired from each educator's interview transcript.

Table 6

Sample a Priori Coding Using Conceptual Framework for Participants

Participant	Sample quote	a priori code	Conceptual Framework
Educator 111	I perceive the possible cause for behavior problems at the sample site prior to implementing PBIS was ineffective teaching strategies and ineffective classroom management techniques in addition to students not feeling part of positive learning environments that allowed them to have a voice. After PBIS was implemented, students were given a voice, positive student-teacher relationships, students showed respect for themselves and others, and began sharing diverse viewpoints.	Democratic classroom	Glasser
Educator 106	Prior to the implementation of PBIS, The students had general feelings of disinterest or not feeling welcomed; therefore, they had high absentee rates and knowledge gaps.	Belonging	Glasser
Educator 105	I remember having a long PD when we first implemented PBIS with the PAWS program that explained the whole process and what behaviors we would be rewarding students for and how we would be rewarding them, these included intermittent incentives with their PAWS cards as well as a long term incentive (one per term), the PAWS party. We have meetings once a month for PAWS and once at the beginning of each term, teachers calculate their students' points for the previous term.	Rewards	Skinner
Educator 104	After implementing PBIS, students became engaged and began adhering to the classroom and school rules. When the students became engaged, their negative behaviors stopped, and they began displaying the desired behaviors. Also, student achievement increased, their mental and emotional state improved. That positive change translated and spilled over into their thinking, their speaking, and their behavior.	Behavior modification	Skinner

Upon completing the a priori coding of the transcripts from participant responses, I performed round one of open coding. I reviewed the transcripts and assigned codes that reflected a concept or perception that the participants' shared during their interviews. I assigned codes to specific words and phrases in the transcripts. I selected specific excerpts from educator participants' transcripts. I entered the excerpts into the excel spreadsheet with the corresponding code. Following round one of coding, I moved to round two coding. During round two of coding, I grouped codes based on similarities, resulting in collapsing 26 codes from round one of coding to 17 codes for round two of coding. I grouped all codes that shared similar ideas. As soon as I completed the second round of coding, I created categories that represent the open code and a priori code respectively. I collapsed the codes into patterns and determined the categories and emerging themes. Table 7 provides sample codes from round two of coding and the categories that resulted.

Table 7

Sample of Open Codes to Categories

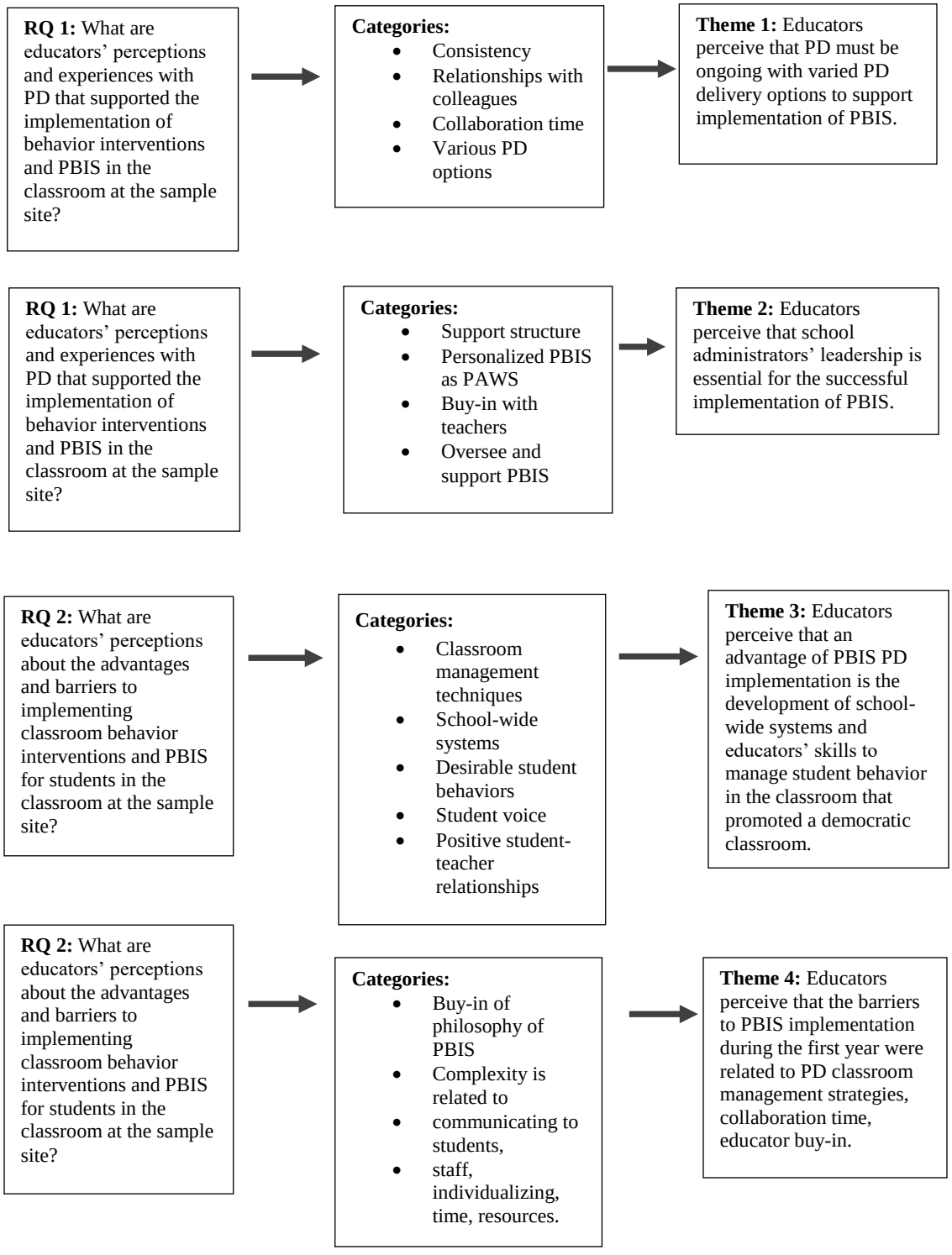
Open codes	Categories
Behavioral management skills for teachers	Consistency
In-person and online PD	Relationships with colleagues
Monthly PD	Collaboration time
	Various PD options
School culture	Support structure
School environment	Personalized PBIS as PAWS
Leadership abilities	Buy-in with teachers
	Oversee and support PBIS
Lack of interests	Classroom management techniques
Emotional outlets	School-wide systems
Recognizing students individually	Desirable student behaviors
Culture that includes each student	Student voice
Environmental influences	Positive student-teacher relationships
School culture	
Classroom culture	
Teacher buy-in	Buy-in of philosophy of PBIS
Administrator-Teacher collaboration	Complexity is related to communicating to
Time	students, staff, individualizing, time, resources.
Money	

In the next section, I describe the themes that emerged by research questions as a result of the coding and data analysis of educator participants' transcripts. I provide educator participants' excerpts that support the themes, and I describe the findings that emerged from the data analysis. Overall, four themes that emerged from the analysis of interview data. There were two themes for RQ 1 and two themes for RQ 2. The themes are related to the following concepts that: (a) PD must be ongoing with varied PD delivery options to support implementation of PBIS (b) school administrators' leadership is essential for the successful implementation of PBIS, (c) an advantage of PBIS PD implementation is school-wide systems and educators' skills to manage undesirable student behaviors in the classroom in order to promote a democratic classroom, and (d)

barriers to implementing PBIS during the first year are in regard to lack of classroom management strategies, lack of collaboration time, and a lack of educator buy-in. Figure 1 provides an overview of the research questions, resulting categories and themes.

Figure 1

Research Questions to Categories to Themes



Results for Research Question 1

What are educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the sample site? Two themes emanated from analyzing these data and from Interview Questions 2, 3, 4, 6 and 7. First, educators perceive that PD must be in in various delivery options and ongoing. Second, educators perceive that home, school, and academic levels result in undesirable student behaviors before implementing PBIS. The participants provided information about the format, structures, consistency, and availability of PD in order to implement PBIS. The participants also provided insight in PBIS implementation in classrooms. The participants described that PD that was consistently provided and afforded to the participants through varied delivery options were central to PBIS implementation.

Theme 1: Educators Perceive That PD Must Be Ongoing with Varied PD Delivery Options to Support Implementation of PBIS

The educators shared their perceived needs for PBIS PD. The educator participants believed that PBIS PD is essential in order for teachers to acquire the skills necessary to manage discipline problems that they perceived as minimum disruptions to the classroom. Educator 110 said, "Effective professional development provides hands-on training on the skills needed to improve situations in our classrooms." According to Educator 112, "Prior to implementing PBIS, teachers we're struggling to manage their classrooms in order to teach. We had high student discipline and [low] standardized test scores… at my school. Students did not want to attend school; therefore, they would

either skip classes or act out in order to be removed from their class(es).” Educators 102, 104, 105, and 108 reported that without PBIS PD, student discipline was high and student achievement was low. All participants discussed the value of PBIS PD at the sample site.

The majority of participants reported that PBIS PD needs to be ongoing and in varied options in order to afford them the opportunities to maintain their skills related to PBIS implementation and to have self-confidence to implement PBIS in the classrooms. The participants described ‘varied options’ as professional development on-campus delivered by other educators with expertise in PBIS, opportunities to collaborate with colleagues on PBIS implementation ideas, attending conferences and workshops, outside of the district, and receiving emails and materials that focused on PBIS implementation. Educators reported that administrators offered many PD opportunities pertaining to PBIS. Participants perceived that the various avenues to attend PD sessions afforded them learning opportunities about PBIS implementation, guidelines for classroom procedures, and the philosophical constructs that supported the rationale and the confidence for PBIS implementation. The participants appeared to appreciate the flexibility PD opportunities provided by administrators and also reported that the consistent delivery of PD was critical to their continued successful PBIS implementation. Educator 105 shared her experience with the implementation of PBIS and the effectiveness of ongoing, consistent PBIS PD, and time to collaborate with colleagues on PBIS implementation processes was valuable.

> I remember having a long PD when we first implemented PBIS with the PAWS program that explained the whole process and what behaviors we would be

> rewarding students for and how we would be rewarding them, these included intermittent incentives with their PAWS cards as well as a long[-]term incentive (one per term), the PAWS party. We have meetings once a month for PAWS and once at the beginning of each term. At the beginning of each term, teachers calculate their students' points for the previous term.

Educator 107 shared her experience with her school's PBIS PD.

> We have PAWS meetings consistently at [my school] where we are constantly thinking about new and innovative ways to reward our students. One section of a faculty meeting per month devoted to PBIS reflections: emails concerning tabulating grades, attendance, etc. every [nine] weeks.

Educator 111 shared,

> The monthly PAWS meetings and trainings I do with my department each year help with the implementation of PBIS. My school has done a great job of providing a monthly PAWS meeting that focus on teachers and administrators working together to provide strategies to decrease student behavior issues, monitor and discuss student progress, share best practices/techniques, and plan PAWS rallies.

Educator 101 added, "Personally, I feel the frequency is adequate. We receive monthly PD at our school. We are also able to attend training on the weekends or during the summer." Educator 108 added, "I prefer any form of PD that can be sent via email or video where I can refer back to the information at a later date for further reference." Educator 109 said,

> The in[-]person experiences that were out of town were most effective because it requires days of focus towards ideas to implement. When a group can sit and work together to form plans and ideas, the plan is more cohesive and more likely to have a follow
>
> through.

The consensus among the participants was that teachers felt more confident in classroom management because administrators provided and allowed them a variety of options to participate in PD related to PBIS. Also, the participants noted that the PBIS PD was annually conducted and that there were ongoing opportunities for them to access additional PD. Because of the various PBIS PD options, the participants are able to implement effective behavior strategies in the classroom so that they are able to meet students' behavior management needs.

Furthermore, the educator participants reported they are able to attend conferences that provided them with the knowledge and skills to maintain PBIS implementation. Educators 101, 104, 109, 111, and 112 stated that they all attend the yearly Jostens's Renaissance Conference. According to the educator participants, they received various resources, such as books, curricula, and incentive ideas in addition to having time to collaborate regarding best practices that promote positive classroom environments. Those participants stated that by implementing the resources and ideas they obtained from the yearly Jostens's Renaissance Conference, they have well-managed classrooms that promote student learning. In addition to attending the annual Jostens's Renaissance Conference, a plethora of the educators stated that they have

attended Conscious Discipline PD, which is a research-based classroom management system that is based on PBIS. For example, Educator 101 shared,

> I look forward to attending yearly Conscious Discipline trainings because I receive a multiple of techniques that allow me to create an environment that allows all students, regardless of their backgrounds, to feel welcomed, loved, and appreciated. Students who are prone to discipline issues are some of my best students because of Conscious Discipline.

Educator participants perceived that attending various types of PBIS PD opportunities expands their knowledge base, provides resource materials related to PBIS that provides them with the opportunity to collaborate about most effective methods that maintain positive learning environments.

The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site. The educator participants specified that ongoing PBIS PD is essential for them to acquire the confidence, resources, and skills to establish positive classrooms that promote student learning. The educator participants also believed that school administrators: principal and assistant principals have a vital role in implementing and promoting PBIS. All of the educators stated that school leadership's foresight and consistency in providing PBIS PD opportunities supported the implementation of PBIS and that PBIS was essential for

teachers to gain the skills to effectively manage students' behaviors. Theme 2 pertains to school administrators' implementation of PBIS.

Theme 2: Educators Perceive That School Administrators' Leadership Is Essential for the Successful Implementation of PBIS

The participants indicated that the school administrators created the support structure for PBIS on their campus. The educators indicated that their school administrators branded PBIS as PAWS. Educator 101 said, "PAWS embraces the four R's: Respect, Recognize, Reward, and Reinforce." Educator 101 shared,

> My school's principal calls PBIS PAWS [positive attitudes will succeed]. Each school year has a different theme that is focuses on a certain school goal or need. The assistant principal and her PAWS committee create each semester's PAWS rally based on the [yearly] theme.

Educator 108 shared, "Our administrators created a buy-in of PBIS by creating monthly meetings where we can share ideas. They [school administrators] have a buy-in by providing teachers with snacks and CEUs [continued education units]." The educators collectively stated that their principal assigned the assistant principal as the PAWS committee chair. The assistant principal solicited teachers to be members of the committee. Furthermore, according to Educator 106, PBIS has proven successful at the sample site since one of its assistant principals was designated as the PBIS coordinator.

> One of our assistant principals has been assigned to oversee the PAWS [PBIS] at our school. Support and a thorough understanding of PAWS by an administrator is critical to implementation. The administrator is involved with almost every

> decision that is made and serves as the contact person for administrator's input. The administrator brings concerns with students to our group that are becoming more of an issue in the school and helps to brainstorm ways to address those issues. They also provides data regarding discipline issues, attendance, tardies, etc. to identify trends we may be seeing in our school and to determine if PAWS is having a positive effect [on student behavior]. All administrators address student discipline issues at our school.

Educator 105 reported, "They [the administrators] seem to oversee the program and aid in the scheduling of events, but the teachers in charge of PAWS are the ones that plan, put together, and facilitate the parties, rewards, etc…" The consensus among the educator participants was that school administrators should establish structures for the implementation of PBIS so that PBIS is successfully implemented.

In addition to creating structures, the educator participants specified that school administrators at the sample site provided the flexibility and the resources needed when implementing PBIS. Educators 101, 104, 106, 107, 108, 109, 110, 111, and 112 shared that when the school administrators began implementing PBIS, the school administrators would solicit input from teachers, monitor, and adjust implementation when needed. Educator 109 added,

> Resources from forming a team in imperative. Having a group to bounce ideas off each other and asking for help from outside sources are also important for the success of implementing incentives. For example, city groups such as banks and local businesses aided the program by proving prizes for awards." Educator 112

> shared, "[Our school administrators have provided] researched-based strategies and the consistency of PBIS/PAWS on my campus have been the most influential.

Educator 101 stated,

> I would say having the information reports about student tardies, absences, discipline as well as access to student grades in SAMs has been the most helpful to calculate the points for my class. School-wide I would say the PAWS committee and Ren-Crew (student group that helps with the PAWS work) has been most influential in implementing the program. They [school administrators] seek out resources from the community and teachers to be able to reward students.

Overall, the educators believed that the support structure and resources that have been afforded to them by their school administrators has resulted in positive implementation of PBIS. In addition, the participants claimed that when they have opportunities to revisit PBIS protocols and have annual PD on PBIS, PBIS implementation is successful.

School administrators provide systematic, annual PD and time for educators to collaborate. Furthermore, the educators shared that their school administrators provide collaboration time for PBIS. Educator 104, 108, 111, and 112 stated that the school administrators provide an overall PBIS PD at the beginning of each year and monthly PBIS meetings that provide opportunities for teachers and administrators to work together to share best practices and to strategize as a team to continue decreasing student discipline issues. Educator 103 stated, "We have a PAWS committee who organizes our monthly meetings and keeps track of our student activities and recognitions. This

organization has been vital to [PBIS] success." Educator 111 indicated the school administrators allow her to meet and train teachers in her department each month; as a result, she has experienced improved classroom management in her department.

In addition to providing collaboration time, school administrators established the reward system at the sample site. The school administrators collaborated with the PAWS committee to establish the school's reward systems for positive behaviors. Educators 103, 104, 108, and 112 reported that at the beginning of each school year, the school administrators create a focus on helping the students understand the expectations by having a PAWS rally that not only motivates the students but also establishes clear annual goals and expectations for teachers and students. The participants also described that there were various competitions and activities that students participate in, which serve to get the students excited about the new year. Educator participant 111 shared that shortly after the school year begins, the school administrators and PAWS committee solicit students to join the PAWS committee. Educator 104 stated, "Students are able to collaborate and share ideas with the school leaders and teachers about the types of rewards and activities." The educator participant 111 stated that students are able to earn PAWS points based on a set criteria agreed on by the school administrators and PAWS committee. Educator 112 stated, "Our school administrators and PAWS created the different types of Brag Tags [different levels of cards that have certain rewards]. Educator 112 reported that the Brag Tags at sample site are "Panther card, red card, white card, and blue card." All of the educator participants reported that if a student receives a Panther card, which expires at the end of each nine weeks, they qualify for the PAWS

party at the semester, free entry in a sporting event, five extra points added to a test, free dress day, no homework for a day, and one free tardy. Ten of the 12 educators claimed that the decrease in their school's overall school discipline is a result of the PBIS reward systems that the sample site implemented.

Prior to the implementation of PBIS, school administrators endured numerous challenges. Educator 101 shared that when PBIS was first implemented, her school's administrators had to work very hard to get everyone on board. Educators, 102, 105, 106, 107, 108, 109, 110, and 112 shared that veteran teachers were resistant to the administrators' implementation of PBIS. All of the educator participants remarked that that the administrators were inconsistent with implementing rules and consequences and following a discipline plan at the beginning of PBIS implementation. Educator 102 discussed, "[We had a] culture of noncompliance [because we had] rules...; but they [were] not consistently applied or enforced." The educator participants indicated that they struggled to manage students in their classrooms and conveyed that the challenges with student behavior could be attributed to the absence of PBIS PD at the beginning of the year to serve as a reminder for implementation standards. Additionally, teachers remarked that administrators' inconstant enforcement assignment consequences, use of rewards and consequences before the implementation of PBIS.

All of the educators perceived that the school administrators created the support structures for PBIS that consequently resulted in a decrease of student discipline at the sample site. Additionally, school administrators' implementation of school structures that allowed teachers time to collaborate in addition to facilitating teachers' development of

clear teacher and student expectations, reward systems, resources, and systematic and planned activities to positively reinforce students. As a result of the administrators' leadership in implementing PBIS, participants perceived that teachers were able to work together and support the successful implementation of PBIS at the sample site. In the next section, I focus on the results for RQ2.

Results for Research Question 2

What are educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site? Two themes emerged from Interview Questions 1, 5, 8, 9, 10, 11, and 12. In the third overall theme of the study and the first theme for RQ2, educators perceived that the advantage of PBIS PD implementation is educators acquired the skills needed to manage student behavior, resulting in a democratic classroom. In the fourth overall theme of the study and the second theme for RQ2, educators perceived that barriers to implementing PBIS during its first year were classroom management strategies, collaboration time, and educator buy-in. In the next section, I discuss the themes for RQ2.

Theme 3: Educators Perceive That an Advantage of PBIS PD Implementation Is the Development of School-Wide Systems and Educators' Skills to Manage Student Behavior in the Classroom That Promoted a Democratic Classroom

Prior to PBIS implementation, the participants indicated that the lack of home and school support were factors that contributed to negative student behavior problems. Educator 104 stated, "Lack of support from home... [and school support resulted in]

...students not recognized or having a place to "belong," and no emotional connection to their school and fellow students." Educator 105 added,

> I'd imagine possible causes for behavior issues such as tardiness and absenteeism include poverty and/or lack of support at home (parents working night/early morning work/ working multiple jobs and it is up to the student to get themselves to school on time, or lack of reliable transportation if they miss the bus, having to watch younger siblings, etc.).

Educator 106 stated, "General feelings of disinterest or not feeling welcome, knowledge gaps, peer mentality, [and not feeling] like they belong, [resulted in high student] absentee rate." Educator 107 shared, "Student lethargy, absences, and lack of parent intervention with the student." Educator 110 explained, "Most of these behaviors stem from socioeconomic level as well as media and technological influence on the student body." According to Educator 112, the lack of home and school support resulted in undesirable behaviors, such as student-teacher power struggles, disrespect, skipping classes, high tardiness, and consequently affected instructional teaching and learning time. According to Educator 109, "Students have been provided so many pass options that some do not understand the repercussions of responsibility for failure. Also, students saw the punishment as a short term issue." The consensus among participants was that the lack of home and school support contributed to undesirable behaviors in the classrooms, and as a result, student discipline was high.

In addition to lack of home and school support prior to PBIS implementation, participants explained that they perceived students' poor academic proficiency was

related to the manifestation of problem behaviors in the classrooms. Nine of the 12 participants shared that students who were academically deficient acted out more than those on grade level. However, three of the participants felt that students' who displayed undesirable behaviors were due to lack of structure in the classrooms, not academic abilities. Educator 101 shared, "Students misbehaved so that they would not feel embarrassed or be the victims of being bullied by other students." Educator 105 explained, "Behavioral issues can be a result of students being academically behind ...and using avoidance tactics or being bored/apathetic towards school in general…" Educator 108 claimed, "Student behavior is often caused by boredom and lack of interest in their schoolwork. It can also be caused by an inability to complete their schoolwork as well." Overall, the participants felt that the students' academic deficiencies were one of the causes of negative student behaviors at the sample site. Participants' rationale was that the manifestation of undesirable behaviors shielded the students from being embarrassed by thwarting teachers' approaches to monitor understanding. Basically, the participants described how the acting out behaviors were effective in helping the student to escape task performance as a result of their academic abilities.

Following PBIS implementation, participants reported positive changes in student behavior, resulting in democratic classrooms. The participants collectively reported fewer undesired behaviors in their classrooms. According to educators 103, 105, 106, and 108, since the implementation of PBIS, students have been motivated to attend school and participate in creating classroom rules. Participants also expressed that there has been a decrease in students skipping classes and an increase in the school's graduation rate. For

example, Educator 112 shared, “Since we instituted PAWS [PBIS] at my school, there has been a 15% graduation rate increase.” Educator 104 stated, “… I have seen first-hand the changes in lives of students and teachers… Students react positively, become more engaged, achieve higher academic successes, and learn to set and achieve goals.” Educator 112 stated,

> … I have found that my classroom management issues have decreased by 90% because of PBIS professional development. Since the implementation of PBIS/PAWS, the school culture and climate are very positive. Educators and students have positive attitudes, a sense of purpose and belonging, students’ basic needs are being met, hardly any safety concerns, and positive student-teacher relationships exist.

Educator 111 shared,

> They feel like their basic needs are being met and belong to a school that not only cares about their learning but also cares about them as individuals… PBIS/PAWS has made a major different on my campus. I see sparkles in students’ eyes, and students eagerly wanting to attend their classes and learn. Teachers are not in a power struggle with their students. The school environment is upbeat and very positive.

Participants perceived that their current decease in negative student behaviors and increase in their school’s graduation rate resulted from the implementation of PBIS. PBIS has resulted in students feeling part of a positive atmosphere where their basic needs are met. Theme 4 pertains to participants’ perceptions in regard to barriers they endured

during the first year of PBIS implementation at the sample site. In the next section, I discuss Theme 4, which focuses on the educators' perceptions of barriers when implementing PBIS.

Theme 4: Educators Perceive That the Barriers to PBIS Implementation During the First Year Were Related to PD Classroom Management Strategies, Collaboration Time, and Educator Buy-in

The participants indicated that one of the barriers to implementing PBIS was the absence of expectations, clear endorsement, and articulated support by administrators. The participants reported that classroom management strategies during the first year of implementation of PBIS were also a barrier. Educator 101 shared that the ineffective teaching and behavior strategies resulted in "students and teachers [getting] in a power struggle because the students felt like they [were] part of a dictatorship." During the first year of PBIS implementation, six of the participants reported that they were being required to implement PBIS during year one and did not feel they had adequate classroom management strategies to implement PBIS successfully. As a result, of the participants' reported lack of knowledge and skills related to PBIS, they shared that their student classroom management issues increased during the first year of implementation of PBIS. Educator 104 stated, "Teachers and students became very frustrated." Educator 101 said, "We [also] lacked skills to [manage undesirable behaviors displaced from] students living in poverty." The participants collectively discussed that they received minimum classroom management tactics to implement PBIS. Educator 101 stated, "Teachers and students would get in power struggles.' Educator 111 shared, "Students

felt like they did not have a voice in the classrooms." Educator 112 said, "We struggled to manage our classrooms. As a result, we were unable to teach." The participants stated that they did not receive adequate classroom management strategies; therefore, they were not prepared to manage various discipline issues in their classrooms.

Furthermore, the participants disclosed that PD collaboration time is also a barrier to implementing PBIS during the first year. According to Educator 106 collaboration time has been a barrier. She stated, "Being involved in PAWS takes a lot of time and effort. Our biggest obstacle has been having the time to plan and implement our program." Educator 112 discussed that new teachers each year do not receive adequate collaboration time to become introduced to PBIS and to gain the confidence needed to implement successfully. All of the educator participants stated that they needed time during the first year of implementation of PBIS to share ideas, strategize, and model PBIS approaches for each other.

The participants shared that in order for PBIS to be successful, there must be a buy-in. According to Educator 104, "At the beginning of PBIS implementation, buy-in and the funds to support PAWS [were] important." Educator 106 shared,

> Without administrator support, initial teacher buy-in does not happen and a fully implemented program will not happen. Another extremely influential aspect is having other teachers willing to invest time in creating, monitoring, and executing the PAWS philosophy.

Educator 109 added, "The "buy-in" from all [faculty were] slow. Many teachers state[ed] their support and willingness to help; however, there [were] still some negative feedback.

Overall, nine of the educator participants believed that the lack of classroom management strategies, collaboration time, and buy-in during the first year of implementation of PBIS contributed to undesirable student behaviors manifested in the classroom. However, three of the educator participants believed that students' home environment plays a role in students' behaviors at school and that the educators were not trained to deal with these issues at school.

The study focused on the educators' experiences with PD that supported the implementation of behavior interventions and PBIS and the advantages and barriers of implementing classroom behavior interventions and PBIS in the classrooms at the sample site. Four themes emerged from the data analysis of this study. The four themes that emerged from this study are: (a) that PD must be ongoing with varied PD delivery options to support implementation of PBIS (b) that school administrators' leadership is essential for the successful implementation of PBIS, (c) that one advantage of PBIS PD implementation is school-wide systems and educators' skills to manage undesirable student behaviors in the classroom in order to promote a democratic classroom, and (d) that barriers to implementing PBIS during the first year are in regards to lack of classroom management strategies, lack of collaboration time, and a lack of educator buy-in.

Evidence of Quality

To ensure the accuracy and validly of a qualitative research study, researchers must use various procedures (Creswell, 2009). Some of the procedures include field journals, triangulation, and member checking. I followed multiple procedures to ensure

the originality of the finding and validity of the study. Evidence quality procedures include the following: (a) systemic process, (b) field journal, (c) triangulation, (d) member checking, and (e) discrepant cases triangulating data, searching for discrepant cases, and conducting member checking, and each evidence quality procedure helped me check for accuracy and bias.

Systemic Process

I followed a consistent pre and post interview protocol. I asked participants the same questions in the same order and used the probes to deepen participant responses, thus using system audit trail. I transcribed the interviews within 24 to 48 hours after completing the interview. I also listened to the audio recordings multiple times while reading the transcripts so that my transcription of each interview was accurate (Creswell, 2009). I coded the interviews and field notes on hard copies of the transcripts and notes (Yin, 2011). Next, I transferred text excerpts and codes from the interviews and field notes into Microsoft Excel spreadsheet. I also followed a systemic audit trail. I kept these data on my computer that is secured with a password. After I coded, I triangulated the data in order to validate the quality of the information I obtained during the interviews.

Field Journal

During each interview, I took field notes in my field journal during each interview in order to record my feelings and thoughts to each participant's insight of each interview question. The purpose of the field notes is to heighten the researcher's awareness of biases (Atkinson et al., 2003). Yin (2011) proposes that researchers use reflective and descriptive notes in order to describe observations and feelings throughout the research

study in order to respond to personal biases. I used the field journal to record my thoughts pertaining to PBIS implementation to neutralize any possible bias (see Atkinson et al., 2003). In addition to field notes and a journal, I followed specific guidelines when transcribing participant interviews.

Triangulation

Triangulation is defined as the use of different data sources in order to create a comprehensive understanding of data (Atkinson et al., 2003). Each time I transcribed an interview, I triangulated interview data with previously coded interviews and also with data collected through in the form of the field journal. This type of triangulation is called data triangulation. Data triangulation involves, "time, space, and persons" (Denzin, 1973, p. 301). I also conducted theory triangulation as I used two theories, Skinner and Glasser, to interpret and analyze these data (see Denzin, 1973). As soon as I finished coding all interviews and field notes, I cross-checked all data in order to see if new codes emerged that I had not identified.

Member Checking

Furthermore, I used member checking in order to ensure my descriptions and interpretations of gathered data from the participant. According to Creswell (2009), member checking checks for researcher biases and allows each participant the opportunity to review the draft findings as a way to verify the findings represent the participant's feelings, beliefs, and thoughts. To ensure limited bias by pursue alternative descriptions of the data, each participant was asked to participate in member checking by (a) reviewing a summary of the interview data I emailed to them using an encrypted

password, (b) emailing feedback regarding any additions or changes within 7 days, (c) participating in a Zoom or a phone conference to clarify any questions after receiving the draft findings if desired, (d) understanding that this process will take approximately 25 minutes, (e) understanding that member checking is used by researchers to improve data quality and validity (see Merriam & Tisdell, 2015). After completing the initial findings, I emailed each participant a copy of the findings. In the email, (a) I asked each participant to check for accuracy and make any necessary corrections, (b) I provided my personal contact information, and (c) I informed each participant that they could schedule either a Zoom or a phone conference with me to review the findings. I informed each participant email document when finished and reach out that I was available by video or phone to answer questions or needed to discuss any part of the member checking process. None of the participants indicated concerns in regard to the interview findings in the study. In the next section, I discuss the summary of findings from the study.

Discrepant Cases

According to Merriam and Tisdell (2015), discrepant cases disagree with the themes in qualitative research. Merriam and Tisdell (2015) recommended that the researcher intentionally review data for information that challenges themes in order to increase the credibility of the research. Hence, I incorporated a discrepant case analysis in this study. I did not recognize any contradictory evidence. Therefore, all data seemed to promote the themes that emerged from the study. In addition to avoiding researcher bias, I communicated any opposing evidence that did not corroborate materializing themes.

Summary of Findings

The local problem investigated by this study was that PD provided for educators had not prepared them to implement behavior interventions and PBIS to meet classroom management and students' needs. An exemplar sample site that had successfully implemented PBIS and was demographically similar to the high school study site was selected to explore of PBIS implementation using an appreciative inquiry approach. The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site. Guided by Glasser's choice theory and Skinner's operant conditioning theory, this study investigated educators' perceptions of their experiences with PD that supported the implementation of behavioral interventions and PBIS and barriers that interfered with implementation at the sample site. Both Glasser and Skinner claim that undesirable student behaviors are a result of students' basic needs not being met and implementing positive reinforcement systems in the classroom (Glasser, 1999; Skinner, 1968).

The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site. To answer the research questions and provide insight about the phenomena that was investigated in this study pertaining to educators' perceptions of implementing behavior interventions in

the classroom, such as PBIS, in order to address classroom management issues at the study site, I collected data by conducting semistructured individual interviews of 12 participants at the exemplar sample site. The participants met the inclusion criteria of the following: (a) 9th or 10th grade teachers, (b) 9th or 10th grade administrators (principal, assistant principals, or PBIS coach), and (c) 9th or 10th grade educators who have participated in PBIS PD at the sample site. In the next section, I summarize outcomes logically and systematically in relation to the problem and research questions and the body of literature on the topic, including the conceptual framework. Finally, I describe the project genre that is a 3-day PD project based on the study's findings.

Research Question 1

What are educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the exemplar sample site? Two themes emerged from these data. Theme 1 was that PD must be ongoing with varied PD delivery options to support implementation of PBIS. Theme 2 was that school administrators' leadership is essential for the successful implementation of PBIS.

Educator participants indicated that ongoing and varied PD pertaining to PBIS is required to develop the skills and knowledge in order to implement PBIS successfully and achieve a reduction in student behavior issues in the classroom. The findings indicated that ongoing and varied PD delivery options are essential so that the educators continue improving their knowledge and skills of PBIS. Pasquini and Eaton (2019) recommended educators attend PD that last between 6 months to 1 year. The researchers

believe that attending PD for 6 months to 1 year results in educators being willing to implement the new innovation in their classrooms and be willing to attend future PD. Ellis (2018) recommended that educators participate in PD PBIS at the beginning and throughout each school year so that they can share ideas, best practices, and gain research-based classroom management techniques. Ekinci and Acar (2019) stated that when educational leaders implement frequent and varied PD that focuses on PBIS or classroom management techniques, teachers are more receptive to implementing PBIS. Teachers gain confidence in managing undesirable student behaviors by attending frequent and varied PD. According to Owens et al. (2020), engaging in ongoing PD that focuses on PBIS is essential in providing the skills so that educators can manage their classrooms more effectively (Glasser, 1999; Skinner, 1968). Owens et al. (2020) claimed that educators who receive continuous PD PBIS have fewer classroom management issues than those who do not. By teachers participating in ongoing PD, they are able to receive researched-based strategies that will help them create classrooms that foster students' basic needs and modified behavior techniques (Glasser, 1999; Skinner, 1968). Researchers have reported that educators who lack classroom management strategies either do not attend classroom management PD or do not attend PD frequently (Scartezini & Monereo, 2018). Educators without PD related to managing undesirable behaviors often engage in power struggles because of the absence of knowledge and skills to meet the students' behavioral demands (Glasser, 1999). Ongoing PD that supports the implementation of PBIS and provides teachers with the skills needed to meet students' basic needs, resulting in desired student behaviors (Glasser, 1999; Skinner, 1968).

In addition, the findings indicated that various delivery options, such as conferences, during the summer, allows educators to receive resources help enhance the participants' skill set. Because of the confidence, educators are able to implement PBIS in the classrooms. As a result, student discipline decreases while student academic performance increases (Ellis, 2018). By educational leaders providing varied PD options, teachers are more receptive to attend PD that is conductive to their work or personal schedule. As a result, when educators attend a PD that is conducive to their schedule, they actively participate in the PD and successfully implement behavior management techniques in their classrooms (Scartezini & Monereo, 2018). Furthermore, Glasser (1999) stated that PD promotes an environment that allows educators to interact with each other and collaborate on PBIS implementation as a team in order to modify student behaviors (Skinner, 1968). Educators who are able to attend PD and have time with colleagues to process their learning together strengthens the agreement and vision of how PBIS will be implemented, thus increasing the success of the PBIS implementation, which is to modify student behaviors (Skinner, 1968). As educators collaborate and dialogue about the skills learned, their learning is affirmed, and they acquire the skills that promote positive learning environments (Glasser, 1999; Skinner, 1968). Educational leaders' role in implementation of PBIS is vital.

Theme 2 was that school administrators' leadership is essential for the successful implementation of PBIS. Educators concluded that it is vital for school administrators to provide the structures, classroom management resources, and collaboration time for educators. The findings also found that educational leaders need to foster a committed

culture of PBIS and plan for systemic change. Researchers have established that educational leaders are the primary factor in influencing the culture of their school and they also have they responsibility to build capacity with other campus educators for new initiatives to support student outcomes (Bertrand & Rodela, 2018). In order to have a positive school culture that is receptive to PBIS implementation, there needs to be a buy-in by the majority of educators (McDaniel et al., 2017). Educational leaders are change agents. According to Hollingworth et al. (2018) educational leaders have the ability to change their organization's environment through PD. Educational leaders are responsible for implementing change based on the organization's needs in order to improve student and teacher performance (Meyer-Looze & Vandermolen, 2021). Wilsey et al. (2020) stated that educational leaders must anticipate potential barriers when implementing a new innovation. To maximize educator support, educational leaders should inform their educators how the new innovation will benefit them and students (Issah, 2018). Issah (2018) claimed that educational leaders need to focus PD on teachers' needs and the vision and purpose of PBIS instead of their personal agendas in order to establish a teacher buy-in that results in teachers obtaining the skills needed to meet students' basic needs in order for students to display the desirable behaviors (Glasser, 1999; Skinner, 1968). In addition, Noltemeyer et al. (2019), when school administrators implement new programs, they should monitor and adjust when needed to project the validity of the program, to modify strategies or techniques, and to gain insight of additional PD needed. Also, Noltemeyer et al. (2019) stated that in order for new programs to be implemented effectively, there should be a commitment with veteran teachers in order to avoid

resistance. Failure to receive a commitment with the majority of teachers will result in the demise of a program (McDaniel et al., 2017). According to Lewis et al. (2017), there needs to be a majority of teacher buy-in in order for PBIS implementation to be successful. Educational leaders who promote teacher collaboration time have a higher success rate of implementation (Glasser, 1999; Wills et al., 2019). The educators are able to share ideas, brainstorm, and research best practices that promote success for all educators and students. Effective school leadership implements support structures, vision, goals and expectations for teachers and students, PBIS systems, classroom management resources, and collaboration time foster successful PBIS implementation (Cooper, 2009; van der Heijden et al., 2018; Vincent et al., 2021). In addition to the need for ongoing and varied PD PBIS and the educational leaders' roles in the implementation of PBIS, there are advantages and barriers to school-wide behavior systems.

Research Question 2

What are educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site? According to Skinner (1968), when students' negative behaviors are altered, student learning occurs. Furthermore, when teachers use effective classroom management techniques, students abstain from negative behaviors that impede student learning. The students strive to become part of classrooms that promote praise and incentives (Noltemeyer et al., 2019; Skinner, 1968). Themes 3 and 4 emerged from the interview data.

Theme 3 was that an advantage of PBIS PD implementation is the development of school-wide systems and educators' skills to manage student behavior in the classroom that promoted a democratic classroom. The findings indicated that prior to the sample site implementing PBIS, there a high number of undesirable student behaviors. The findings also indicated that students were disinterested in school, resulting in high absenteeism and not feeling part of an organization. The educators reported that after the implementation of PBIS school-wide, there was a decrease in undesirable student behaviors, and students were more motivated to attend school. Researchers stated that when implementing school-wide behavior systems, educators need to define behavior expectations, monitor and redirect behaviors, acknowledge and reward positive behaviors (Glasser, 1999; Skinner, 1968). When students do not display the desirable behaviors, the teachers use data to make adjustments. The educator participants perceived that the implementation of school-wide student behavior systems have helped lower negative behaviors in the classroom. Researchers stated that PBIS school-wide systems helps reduce out of school and in-school suspensions (Gage et al., 2020). The educator participants also noted that the school-wide behavior systems promote students' basic needs in addition to providing strategies to decrease undesirable behaviors (Glasser, 1999; Skinner, 1968). According to Wills et al. (2019), PBIS is a school-wide behavior system that helps teachers create positive learning environments. Teachers who obtain the skills needed to create a democratic classroom help their students develop their self-awareness, social skills, and decision-making abilities (Glasser, 1999; Skinner, 1968). The students become empowered to learn and to be part of decision-making in the

classroom. Therefore, the students feel part of a learning environment that allows them to feel like individuals who have a voice. Teachers and students are able to have a positive, healthy relationship (Glasser, 1999; Skinner, 1968). As a result, the students work cooperatively with their teachers, resulting in the teachers spending less time redirect undesirable student behaviors (Glasser, 1999; Skinner, 1968). Less time teachers spend redirecting student negative behaviors results in more time on task.

Theme 4 was that the barriers to PBIS implementation during the first year were related to PD classroom management strategies, collaboration time, and educator buy-in. Educators at the sample site noted that they their administrators did not provide them with collaboration time or PD on PBIS during the first year of PBIS implementation. When teachers do not receive PBIS PD, then they do not obtain the skills needed to meet the students' basic needs or to modify undesirable behaviors (Glasser, 1999; Skinner, 1968). When teachers do not receive collaboration time to share ideas and strategize, PBIS implementation is ineffective and educator buy-in is minimum (Bailey, 2017; Hargreaves, 2019). Hargreaves (2019) asserted that collaboration time is essential for teachers. During collaboration time, teachers are able to share ideas, strategize together, and analyze data. Hargreaves, 2019) also claimed that schools where teachers have built in collaboration time have a greater understanding of PBIS frameworks and have higher student achievement. Furthermore, when teachers are not trained in managing student behaviors from diverse backgrounds, teachers and students have negative relationships and partake in power struggles (Aksoy, 2020; Glasser, 1999). As a result, students resort to negative behaviors to fulfill their basic needs (Glasser, 1999). According to Bailey

(2017), student belonging is pertinent for students to exhibit the desired behaviors, to feel part of a school culture, and to students' academic performance (Glasser, 1999; Skinner, 1968). Researchers suggested that PBIS PD helps educators create classroom environments that are conductive to meeting the students' basic needs in addition to modifying student behaviors and is the most effective with correct implementation during the first year (Glasser, 1999; Skinner, 1968).

Conclusion

In Section 2, I reviewed the qualitative design, participants, data collection, data analysis and summary of the findings of the four themes that emerged. I answered Research Questions 1 and 2. In addition, I synthesized the themes and assimilated the themes with the literature and Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory, which served as a lens that guided my analysis of the information gathered from participant interviews.

Analysis of the themes that emerged from the study suggest that PD provided for high school educators has prepared them to implement behavior interventions and PBIS to meet classroom management needs of students at the sample site. The themes aligned with Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory. Both Glasser's (1999) and Skinner's (1968) theories are the foundation for PBIS classroom management strategies. Educational leaders' failure to implement PBIS PD can result in undesirable student behaviors, classroom management issues, and high student discipline referrals. In addition, failure to build in collaboration time for teachers to discuss, share ideas, and create researched-based systems results in the validity of

PBIS being compromised. As a result, teachers return to traditional ways of managing their classrooms (Aksoy, 2020; Glasser, 1999; Skinner, 1968). Therefore, the appropriate project for the study is a 3-day PD. The 3-day PD has the potential to benefit the educators at the study suite. This project is based on the data collected from the sample site. Next, I discuss how the 3-day PD project, which includes attainable goals, PBIS content focus, hands-on activities, collaboration and reflection opportunities for educators, and feedback sessions for adjusting future PD sessions, was developed.

Project Deliverable

In Section 3, I describe the project that is based on the findings of the data, the conceptual framework, and the review of literature. The project for the study is a 3-day PBIS PD. The 3-day PD was created for educators at the study site. The participant responses at the sample site indicated that PBIS PD gave them opportunities to collaborate and strategize together in addition to receiving PD on researched-based classroom management strategies that helped them reduce undesirable student behaviors in the classroom, resulting in students feeling part of a positive-learning environment that meets the students' basic needs (see Aksoy, 2020; Glasser, 1999; Skinner, 1968). The educator participants also indicated the need for a systematic approach for implementing PBIS in their classrooms. They believed that their educational leaders need to have a systematic approach to train them how to implement researched-based classroom management strategies in their classrooms that are based on teacher needs. Furthermore, the educator participants indicated the need for support from their educational leadership team. They believed that it is the leadership team's responsibility to create the vision and

systems of PBIS and to cultivate a faculty that is unified with PBIS systems throughout their campus. A modified version of Guskey's (2014) five critical levels of professional development was used to develop the PBIS PD for the study site. This approach provides the teachers with the PD and skills needed to successfully implement PBIS at the study site.

In Section 3, I describe the rationale for the 3-day PD genre, discuss the literature review that relates to the genre, and synthesize the findings of the study in regard to the genre. Furthermore, I provide a description of the change theory in conjunction with the recommended project. I also discuss a description of the project, evaluation plan, and the implications for social change.

Section 3: The Project

Introduction

The problem that was investigated at the study site is that the PD provided for high school educators had not prepared educators to implement behavior interventions and PBIS to meet the classroom discipline management needs. The problem represents a gap in practice because it is unknown what strategies are needed to successfully implement PD for the study site educators to address the discipline management needs of the 9th and 10th grade high school students. To investigate this problem, I selected a different high school to serve as an exemplar sample site to conduct the study. The exemplar site was demographically comparable in student and educator populations but unlike the study site, had (a) implemented PBIS, (b) provided PD on PBIS for educators employed at the site, and (c) experienced a reduction in student discipline referrals since the implementation of PBIS. Using appreciative inquiry, I investigated 12 educators' perceptions and experiences at the sample site to gather information to inform leadership in the study site about how to navigate the identified problem. The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site. I used Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory as a lens to analyze the information I got from the semistructured interviews. Based on the findings in Section 2, I developed a 3-day PD project.

I created a 3-day PD project, entitled, “Positive Classrooms Equal Achievement.” The analysis of the findings revealed four themes that emerged from the educators interviews and focused on: (a) PD must be ongoing with varied PD delivery options to support implementation of PBIS, (b) school administrators’ leadership is essential for the successful implementation of PBIS, (c) an advantage of PBIS PD implementation is the development of school-wide systems and educators’ skills to manage student behavior in the classroom that promoted a democratic classroom., and (d) barriers to implementing PBIS included failure to provide clearly outlined classroom management strategies, provide collaboration time, and gain educators’ buy-in. Hence, analysis of these findings supported the creation of a 3-day PD project to address the purpose of the study and meet the needs of educators and students at the study site. In Section3, I describe the goals for the 3-Day PD PBIS project, describe a scholarly rationale for the project related to the data analysis, and provide a description of how the problem is addressed through the PD project genre. PD is known for improving educators’ knowledge and skills in order to make a school-wide change as a way to improve educator and student performance (Schwab et al., 2021).

The over-arching goal of this 3-day PD project is to equip educators with the skills, knowledge, and rationale of PBIS implementation so that PBIS is successfully implemented with fidelity at the study site. For the purposes of the 3-day PD project, educators are defined as teachers, educational leaders, and staff. There are four goals for this PD project that emerged from the study findings:.

- Goal 1: The educational leadership team will create a PBIS task force who will design a systems-change initiative for the campus regarding implementation and lead the campus in designing a mission, vision and guiding principles that incorporate PBIS principles.
- Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.
- Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.
- Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.

I created the 3-day PD, "Positive Classrooms Equal Achievement," to support the successful implementation of PBIS at the target site and to address the student behavior discipline issues for 9th and 10th grade students. Implementing PBIS will be a process for the educators at the high school site as implementing any innovation is usually a process. Leaders also envision that as PBIS is implemented with fidelity, that teachers will have more time for instruction and that students will have greater opportunities for learning. The PD is projected for implementation beginning in August 2022, in the month prior to the beginning of the 2022-2023 school year, pending superintendent and assistant superintendent approval. The audience will include all educators at the study site.

"Positive Classrooms Equal Achievement" will include the following: (a) interactive professional development; (b) collaboration among educators; (c) activities designed to allow educators to reflect, create, and demonstrate an understanding of PBIS; (d) the creation of school-wide and classroom behavior systems and rewards; and (e) the evaluation of the 3-Day PD project. In the next section, I will discuss the rationale and project genre.

Rationale

The problem that prompted this study was that the PD provided for high school educators has not prepared educators to implement behavior interventions and PBIS to meet the classroom discipline management needs of students. Using appreciative inquiry, a comparable site was selected. Using an appreciative inquiry approach, I selected a sample site comparable to the high school study site and focused on the high school participants' perceived strengths or best practice related to the PBIS implementation (see He & Oxendine, 2018; see Stavros et al., 2021). Appreciative inquiry is an approach that involves identifying the factors that may have influenced successful implementation of a new model, strategy or innovation and using the identified factors that are perceived to support implementation of a parallel strategy or innovation in another site or organization (see He & Oxendine, 2018; see Stavros et al., 2021). Therefore, I conducted a basic qualitative study to investigate educators' perceptions of their experiences with PD that supported the implementation of behavioral interventions and PBIS at a high school sample site. Sample site participants implemented PBIS successfully and student discipline data reflected a decline in student discipline referrals following PBIS

implementation. I investigated educators' perceptions and experiences with PD that supported or hindered the implementation of behavioral interventions and PBIS at the sample site to address the problem identified at the study site. The participant experiences and perceptions provided insights of the phenomenon that was the focus of this study. The participants also provided information also related to the advantages and barriers to implementing PBIS for students at the sample site. Four themes emerged from the two research questions.

Research Question 1 (RQ1) examined educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the sample site. Two themes emerged from RQ1. The two themes that emerged from RQ1 were: (a) educators perceive that PD must be ongoing with varied PD delivery options to support implementation of PBIS, and (b) educators perceive that school administrators' leadership is essential for the successful implementation of PBIS. In my review of literature and findings related to Theme 1, researchers who have explored the effective structures for PD delivery and format, confirm the findings for this study and how to obtain buy-in (see Fullan, 2011; see Guskey, 2014). Furthermore, the study findings indicated that participants perceived that the varied and ongoing PD options support the development of educators' knowledge, skills, and confidence to implement the innovation (see Ekinci & Acar, 2019). Estrapala et al. (2020) concluded that PD needs to be designed so that participants receive the tools and skills to implement the new innovation in their classrooms.

In my review of literature and findings related to Theme 2, the findings for this study are validated by researchers who have explored educational leaders' role in the implementation of PBIS (Hanover Research, 2017a). The educator participants conveyed that their educational leadership team created a vision related to PBIS implementation and designed a systematic approach for implementing PBIS at the sample site. Leaders who establish and articulate the vision, mission and develop a plan for systemically implementing change experience success when navigating the change (Gallardo, 2021; Kittelman et al., 2019). Participants conveyed that as a result of the educational leaders' behaviors, such as allowing educators time to collaborate, and conveying the mission and vision of PBIS implementation, educators identified that the campus culture enfolded PBIS, and consequently educators were compliant with PBIS implementation and using the agreed upon practices and guidelines. Participants shared that they collaborated to generate the guidelines and campus-wide systems that were agreed upon across all grade levels. Researchers have established that leadership behavior and allowing collaboration time for implementers to discuss the proposed changes increases the likelihood of implementation of the innovation or change requested (Estrapala et al., 2020).

Research Question 2 (RQ2) examined educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site. Two themes emerged from RQ2. The two themes that emerged from RQ2 were: (a) educators perceive that an advantage of PBIS PD implementation is the development of school-wide systems and educators' skills to manage student behavior in the classroom that promoted a democratic classroom, and (b)

educators perceive that the barriers to PBIS implementation during the first year were related to PD classroom management strategies, collaboration time, educator buy-in. Findings further revealed that educators throughout the campus implement the school-wide PBIS plan, and the students adhere to the systems that the educational leaders and teachers created. When the sample site educational leaders initially implemented PBIS, there were some challenges, such as the failing to develop classroom management strategies and skills in educators, providing little time for educators to collaborate, and consequently a majority of educators at the sample site did not buy-in to the PBIS system during the first year of implementation. To rectify the issues, the educational leadership team created a PBIS team that focused on developing a solid plan to improve the implementation of PBIS. The leadership team listened to its faculty and students, conducted PBIS team meetings to strategize and develop a PBIS implementation plan that was successfully implemented as educators supported the PBIS plan and implemented the agreed upon plan across grade and content levels. Providing time to for participants to work together allows the participants opportunities to internalize the new ideas and develop the necessary skills to support the change (Weddle, 2022). Researchers have proffered that allowing those who are implementing the change or innovation will support the proposed changes given the time to work together, internalize the new ideas, and develop the necessary skills to support the change (Estrapala et al., 2020; Kittelman et al., 2019; Weddle, 2022). Educators who implement change need collaboration time to process the change, and consider the ramifications of the proposed change, consequently the dialogue between educators helps build agreement and increases the likelihood of

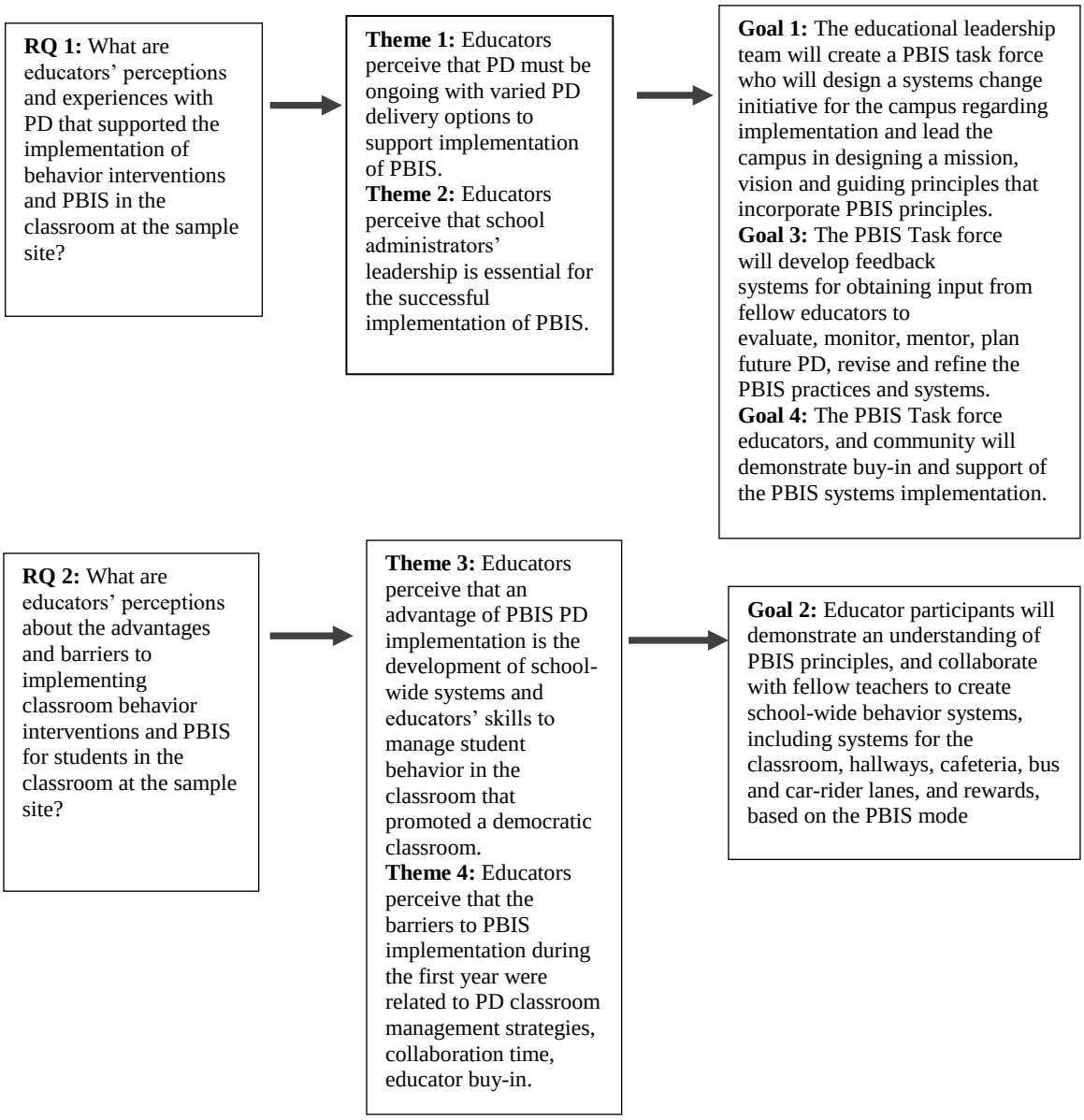
coherent implementation of the innovation (Kittelman et al., 2019). The study findings revealed participants contended collaboration and reflection time with colleagues facilitated the PBIS PD implementation. Kittelman et al., (2019) found that PD design, including the delivery format and activities selected, should allow teachers time to collaborate, strategize, and share ideas with their colleagues. This study has the potential to create social change by improving educators' understanding and skill base for managing undesirable student behaviors in the classrooms effectively through PBIS or other classroom management strategies (see James et al., 2019).

The project genre options for a doctoral capstone are: (a) evaluation report, (b) curriculum plan, (c) professional development, and (d) policy recommendation. The evaluation report is pertinent for an evaluation study (Lee, 2020). Since this research study was not designed as a program evaluation, an evaluation report was not selected and would not have addressed the problem identified at the study site. The curriculum plan is effective for classroom instruction (Weimer, 2017). The purpose of this research study was not based on classroom instruction; therefore, the curriculum plan is not appropriate for this project. A policy study is analyzing a potential policy and making recommendations (Ball, 2012). Because the problem of this research study is not based on a policy, a policy recommendation would not be effective. Additionally, the problem of student discipline referrals at a specific study site was the focus of this study, thus a policy recommendation would not be appropriate as policies are enacted at the district or state level in a public school system. The purpose of PD is to improve participants' knowledge and skills for successful implementation of an innovation (Mizell, 2010). PD

is known for improving educators' knowledge and skills in order to make a school-wide change as a way to improve educator and student performance (Schwab et al., 2021). Based on the findings and themes, the 3-day PD project was selected as the project genre. For this project, PD will be designed to initiate the implementation of PBIS and address the student discipline management needs at the study site. Figure 2 provides an overview of the research questions, themes, and goals.

Figure 2

Research Questions to Themes to Project Goals



The findings contain the educator participants' perspectives on their experiences with PD that supported the implementation of behavioral interventions and PBIS in the classroom and their perceptions of implementing PBIS at the sample site. Researchers have established that using data to implement PBIS and designing PD supports the effective implementation of this innovation (Schwab et al., 2021). The PBIS PD will be a 3-day school-wide PD that will provide the educators with the knowledge, skills, and tools to implement researched-based classroom management techniques in their classrooms in order to improve their performance and student achievement (see Eun, 2019). The conceptual framework that guided this research study is Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory. I based my 3-day PD project development on Guskey's theory (2014) five critical levels of professional development. The support of the educators at the study site is critical to the success of the implementation of the project. I designed the 3-day PD project on Guskey's model (2014). In the next section, I will describe conceptual framework that I used to support the project genre and describe how the PD project genre is related to the findings that emerged from the participant interviews and themes. Furthermore, I will discuss the areas of PD that are vital for a successful PD. In addition, I will provide recommendations about how the 3-day PD can systematically implemented at the study site.

A 3-day PD project will be the most effective genre to address the problem identified at the study site and to align with the themes and findings from this study. This 3-Day PD project is designed to support educators to implement PBIS at the high school

study site. The educational leaders and PBIS task force at the study site will present the 3-day PD.

PBIS is a multi-tiered behavior system that promotes desirable behaviors that improve school climate and culture; therefore, based on research, implementing PBIS in one or two grades proves ineffective (Molina et al., 2020). Therefore, The PD participants or target audience will include those who teach, supervise, or manage 9-12 grade students. The PD plan and has been created to prepare teachers to implement PBIS in their classrooms as a way to alleviate undesirable student behaviors in order to gain more instructional time and support student time on task, thus strengthening the avenue for higher student achievement.

The findings of this study are consistent with Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory. Robey et al. (2017) stated that Glasser's (1999) choice theory creates positive learning environments that meet students' basic needs that include (a) love and belonging, (b) fun, (c) freedom, and (d) power. When educators meet students' basic needs, students are willing to cooperative with their learners. When students cooperate with their teachers, learning occurs (Robey et al., 2017). In addition to Glasser's (1999) choice theory, Noltemeyer et al. (2019) stated that researchers use Skinner's (1968) operant conditioning theory to design classroom management techniques that will help reduce undesirable student behaviors. I established a priori codes that are associated with Glasser's (1999) choice theory that were: (a) democratic classroom and (b) belonging. In addition, I assigned a priori codes that are associated with Skinner's (1968) operant conditioning theory were: (a) rewards, and (b)

behavior modifications. I determined the a priori codes based on the components or constructs that are the basis for the conceptual framework. Therefore, based on the conceptual framework of this study and the findings, a 3-day PD PBIS will be the most effective in meeting the needs established in the study findings.

In this 3-day project, the participants will: (a) develop an understanding of the rationale of PBIS, (b) create a mission, vision, and principles of PBIS, (c) create school-wide and classroom behavior systems and rewards, (d) develop feedback systems and evaluation methods, (e) monitor the implementation of PBIS and assist when needed, and (f) modify school-wide and classroom systems as needed. “Positive Classrooms Equal Achievement” will provide educators with information to understand PBIS and gain the knowledge and skills to implement PBIS. Providing educators with this information will inform them of the rationale for implementing PBIS and how effective implementation of PBIS has been shown to be an effective systemic intervention to reduce problematic student behaviors. The content of the PD will also include demonstrating the association between PBIS implementation and the benefits of school-wide implementation such as creating a systemic, agreed upon system of rewards, and consequences that could result in reducing undesirable student behaviors, thereby increasing instructional time for teachers. Researchers have established that the amount of instructional time teachers are able to provide to students is related to student achievement (Temple & Mohammed, 2020). Students will feel part of a safe and supportive environment (Radley & Dart, 2019). Instead of teachers focusing time on redirecting negative student behaviors, they will focus on teaching, learning, and fostering positive student-teacher relationships

(Petrasek et al., 2022). Radley and Dart (2019) noted that the implementation of PBIS results in students feeling part of a safe and supportive environment. Therefore, PBIS, when implemented effectively, the climate, culture, student motivation, and teacher morale improves (Meyer et al., 2021). PD content will also include the value of positive reinforcement such as praise and rewards and the different ways to reward student behavior as well as the importance of how to create school-wide and classroom behavior systems and rewards. The frequency of positively reinforcing behavior, assigning consequences and negative reinforcement and will be reviewed. The PD content will also encompass how to design reward systems, guidelines, incentives, and a continuum of consequences for undesirable behaviors (see Radley & Dart, 2019). The educators at the study site will work in groups to create school-wide and classroom systems to reduce undesirable student behaviors.

The purpose of using the PBIS task force is to initiate change. Fullan (2011) states that there are several stages to implement change. First, the educational leaders must make the resources available. Next, the educational leaders implement the change. Finally, the educational leaders provide support such as time, feedback, and modifications (Fullan, 2011). Joyce and Showers (2002) state that effective PD to help individuals develop new skills includes (a) modeling, (b) coaching, (c) collaborating with colleagues, and creating activities to implement skills effectively. Therefore, based on the research findings of this study underscoring collaboration and teacher buy-in, the 3-day PD project will contain a PBIS task force. The principal and department chairs will make up the PBIS task force. The PBIS task force will develop a plan to collect data and

evaluate the effectiveness of the PBIS implementation. Examples of tools that the task force may consider could include classroom observations, surveys, and checklists aligned to the PBIS attributes to create future PD. Additionally, teachers could also use the checklists for self-evaluating and setting goals on the implementation of all the PBIS components as the PBIS system implementation is calibrated.

Fidelity of PBIS is critical to accruing the benefits of implementation. Fidelity is the degree in which all members of an organization implement PBIS in the manner in which the system was designed (Pas et al., 2019). Practices and processes must be monitored for fidelity when they are first initiated. In order to achieve fidelity with the innovation, educators must understand the effects of the new innovation on student learning, support the innovation, and open to change (Trapani & Annunziato, 2018). In the next section, I discuss the review of literature, project genre, and the conceptual framework for the project.

Review of Literature

This literature review focuses on the project genre of PD, the advantages of various PD models, adult learning, planning effective PD, implementing change through PD, characteristics of effective PD formats, the methods of obtaining buy-in from educators when developing PD, principal and teacher leadership, and PBIS PD, and evaluation methods of PD. In the literature review section, I explain the project genre, which is professional development, and I will also include an analysis of peer-reviewed journal articles about PD implementation and evaluation, focusing on the themes that emerged from the collected data from the participants at the sample site. If the educators

at the study site gain knowledge about Glasser's (1999) choice theory and Skinner's (1968) operant conditioning theory and the rationale for PBIS, then they could gain the skills and understanding of PBIS, which could result in the educators gaining confidence to implement behavioral systems in their classrooms. The main components of PBIS are data, practices, and systems (Clemens et al., 2021). By understanding the rationale and components of PBIS, the undesirable student behaviors could decrease while the student achievement increases (see Clemens et al., 2021; see Glasser, 1999; see Myers et al., 2020; Skinner, 1968). Next, I discuss the project genre, conceptual framework, literature search strategy, and the literature the supports the project genre.

Project Genre

The findings from this study showed: (a) that educators need ongoing with varied delivery options to support implementation of PBIS, (b) that educational leadership is essential for the successful implementation of PBIS, (c) that an advantage of PBIS PD implementation is the development of school-wide systems and educators' skills to manage student behavior in the classroom that promoted a democratic classroom, and (d) that the barriers to PBIS implementation during the first year were related to PD classroom management strategies, collaboration time, educator buy-in. The findings will be addressed through the PD, "Positive Classrooms Equal Achievement." In order to implement an effective PD, I have reviewed research related to effective PD models. I will use researched-based PD frameworks to design the 3-day PBIS project.

PD is crucial for educators in order to advance their knowledge and increase teaching and learning time (Hughey, 2020). According to Bates and Morgan (2018), the

seven elements of effective PD include: (a) using action learning, (b) promoting collaboration time, (d) using effective modeling techniques, (e) providing coaching support, (f) providing opportunities for reflections and feedback, and (g) having ongoing PD. PD has evolved from a one-size-fits-all approach to a more targeted individual or overall needs of a campus (Figland et al., 2019). Since the world is always evolving, educators must remain competent and up-to-date with current PD and skill sets.

Researchers have found that leadership is essential during PD and implementation of an innovation. Brion (2020) stated that educational leaders should provide PD in order to train their teachers on various researched-based classroom management techniques. In addition, Brion (2020) claimed educational leaders create the climate and culture of their campus for behavioral expectations and student achievement. Mintrop (2016) discussed that educational leaders make their organizations more effective by determining the areas in need of improvement, creating and facilitating change that increases student learning, and ensuring that all members of their organization see value in the new innovation, understand the new innovation, and implement the new innovation agreed upon by all members of the organization. For the 3-day PD project, a PBIS task force, which will include educational leaders and department chairs, and those who teach, manage, or supervise 9 through 12 grade students will be the audience at the study site. McIntosh et al. (2016) conducted a study to investigate the circumstances that affect principals' support of evidence-based practices, such as PBIS. The researchers interviewed 10 school principals, and based on the interviews, the researchers concluded that principals are a key factor when implementing a new innovation. McIntosh et al. (2021) conducted a

quasi-experimental study that focused on the effects on ongoing PD in regard to PBIS to improve student behavior and climate and culture of schools. The researchers found that PBIS PD that was ongoing for a 12-month period had positive effects on student behavior and the climate and culture of schools. Furthermore, researchers found that leaders who implement a new innovation and display leadership skills such as encouraging, modeling, and evaluating PD implementation of PD help create an organizational culture that supports interventions and PBIS implementation (Brion, 2020; McIntosh et al., 2016, 2021; Mintrop, 2016). Therefore, the leaders at the study site will consciously display behaviors that reflect the traits needed for PBIS implementation in order to meet the PD goals and build commitment of the educators to embrace the innovation.

Conceptual Framework

The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site. The findings from the research provided the needed information to the educators at the study site to incorporate research-based classroom management techniques, such as PBIS, may result in: (a) a decrease in undesirable student behaviors, (b) a more positive school climate, and (c) an increase in student learning. A 3-day PD project will be created to address the findings. The target audience will include adult educators at the study site. Therefore, I considered seminal works related to PD and adult learning. The conceptual framework for this project study is based on Guskey's (2014) model five critical levels of

professional development and Knowles's (1984) core adult learning principles. First, I will discuss Guskey's (2014) model five critical levels of professional development. Next, I will discuss Knowles's (1984) core adult learning principles. Then, I will describe how both conceptual frameworks will be used to guide the development of the project.

Guskey's Model Five Critical Levels of Professional Development

I used Guskey's (2014) five critical levels of professional development and Knowles's (1984) core adult learning principles as the conceptual framework for this study. Prior to creating a PD program, educational leaders must consider the student learning outcomes and teacher and school needs (Guskey, 2014). According to Guskey (2014), "We must begin with the end in mind" (p. 3). The school's discipline records can be used to identify undesirable student behaviors that need to be addressed. Therefore, in order for schools to promote teacher effectiveness, Rodriguez et al. (2021) stated that educational leaders must tailor PD to targeted teacher or campus needs. The researchers explained that effective PD is focused on individual or school needs. According to the researchers, when educators view PD effective when their needs and the students' needs are met, the participants are more prone to implement the skills or knowledge obtained from the PD (Rodriguez et al., 2021). Figland et al. (2019) suggested that PD content should meet the organization's needs.

There are five critical levels of Guskey's (2014) PD model. The first level is considering the "desired student learning out comes" (p. 3). Educators must analyze current student data to gain insight of areas that need improvement. Educational leaders can gain insight of the problem through discussions with educators and observing

classrooms (Guskey, 2014). The second level is determining the researched-based practices that are needed to achieve the student outcomes that are desired. Educational leaders have to find credible research that contains trustworthy results (Guskey, 2014). The third level is obtaining organizational support. According to Guskey (2014),

> Many valuable improvement efforts fail miserably because of lack of active participation and clear support from school leadership… Even the best professional learning experiences will be ineffective if teachers don't have the time, funding, instructional materials, or necessary technology to use their new knowledge and skills.

The fourth level is deciding what knowledge and skills participants need so that they can implement the new innovation. The fifth level is maximizing professional learning activities. In order for educators to implement the new innovation, educator leaders must communicate the rationale and purpose of the new innovation (Guskey, 2014). During this level, the educational leader has to determine which method of PD will be the most effective for their educators: seminars and workshops, action research projects, or online services (see Guskey, 2014). The five parts of Guskey's planning effective PD are a guide that educational leaders could use to implement PD on their campuses. In addition to understanding the purpose of PD and Guskey's (2014) five levels of effective PD, PD developers must have participant buy-in.

Guskey (2014) contended that clearly describing the innovation the participants are being asked to implement and the link to strengthening student learning will heighten educator buy-in and implementation. Guskey also proffered that if educators who

understand how an innovation will support student achievement, then educators' investment support of the new innovation will more than likely support student achievement or the improvement of student performance in some manner. I used Guskey's (2014) PD model to guide the development of "Positive Classrooms Equal Achievement" by providing for collaboration and dialogue around the problem and assumptions of PBIS in relation to how PBIS systems, when implemented with fidelity, support changes in student misbehavior and promote prosocial behavior patterns. Like Guskey's (2014) PD model, Scarparolo and Hammond's (2018) designed a five level PD model that focused on changing teachers' knowledge and practices.

The purpose of Scarparolo and Hammond's (2018) PD model is to support educator improvement. Scarparolo and Hammond's (2018) PD model also contains five components. The first step is that the PD presenters use information from surveys or questionnaires to compile information about their participants' needs. The second step is that the PD presenters design their PD based on the obtained data. The third step is presenting the PD based on participants' needs. The fourth step is for the PD presenters to conduct classroom observations in order to gather data to determine PD success and effectiveness and to monitor and adjust for future PD. The fifth step is to provide coaching opportunities for educators. Coaching PD presenters to coach educators who are in need additional assistance with the implementation of knowledge and skills obtained from the PD, resulting in improving educators' abilities to implement the knowledge and skills gained from the PD (Scarparolo & Hammond, 2018). According to Scarparolo and Hammond (2018), "Professional development is concerned with changing teachers[s']

beliefs, attitudes, knowledge and practice" (p. 492). The next theory I used to support the conceptual framework is Knowles's (1984) core adult learning principles.

Adult Learning

When developing PD, the presenter has to consider their participants. Usually, adult learners only participate in PD that they feel is beneficial (Figland et al., 2019). According to Knowles (1984), the core adult learning principles contribute how adults learn. The adult learning principles for the learners include (a) self-directed, (b) transformational, (c) experiential, (d) mentorship, (e) orientation of learning, (f) motivation, and (g) readiness to learn (Knowles et al., 2020).

PD designers must understand Knowles's (1984) core adult learning principles and Guskey's (2014) model, critical levels of professional development. When the adult learners feel valued, they are more receptive and participatory in PD (see Figland et al., 2019). Loeng (2018) contended that when the seven principles of adult learning are included when designing PD, adults are more receptive to future PD opportunities. In the next section, I will discuss the literature search strategy and literature that supports the implementation of the PD project at the study site.

Literature Search Strategy

The literature guides this 3-day PD project. I used the Walden University library databases, EBSCOhost database, ProQuest Central, Safe Premier, Education Resources Information Center (ERIC) database, SAGE Journals, and Google Scholar to find articles included in this section. I also explored references listed on published dissertations and project studies from Walden dissertation and doctoral studies at SchoolWorks. I focused

only on articles published within the last 5 years per Walden's research guidelines. The literature search includes the following key words: *adult learning, planning effective professional development, leadership of professional development, characteristics of effective professional development, implementation of professional development, professional development for PBIS, varied professional development delivery methods, ongoing professional development, professional development in secondary schools, professional development evaluation methods, and participant collaboration during professional development*. In this section, I include a discussion on the research related to (a) professional learning, (b) characteristics of systemic PD, (c) innovation and change, (d) content specific, (e) planning PD, (f) engaging participants, (g) capacity building and teacher leaders, and PD techniques for PBIS.

Professional Learning

PD is created to implement change in an organization. The goal of PD is to improve educators' knowledge and skills and student achievement (Bodil, 2020). Even though educators attend annual PD, often times the information is not implemented in the classrooms (Snyder et al., 2018). According to Bodil (2020), educators who implement PD that is characterized by a well-planned innovation to support change, individually designed for participants, and offered on a continuous basis are to implement the new innovation successfully. Sprott (2019) stated that in order for PD information to be implemented in classrooms, the PD goals and school vision and mission must align. When educational leaders design PD that align with the school's vision and mission, participants are more willing to learn and implement the information in their classrooms

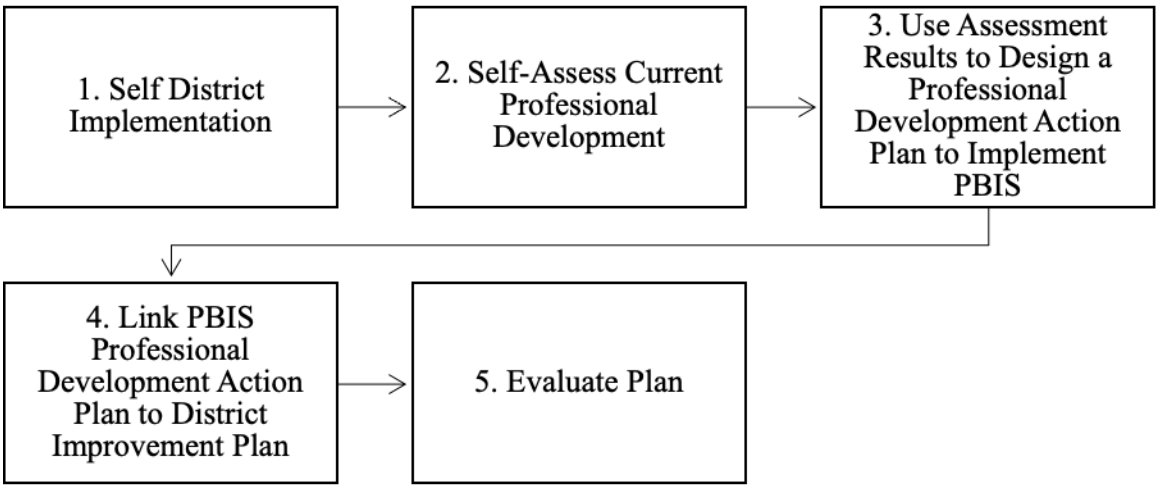
(Vincent et al. (2021). Vincent et al. (2021) stated that participants must leave the PD with a clear understanding of the innovation. Therefore, educational leaders must be able to provide researched-based information that help the participants understand how the PD will help them in their classrooms (Bodil, 2020; Sprott, 2019). Even though the researched-based materials must include data, the information must evoke emotions in order for participants to be open-minded to implementing the innovation in their classrooms (Vincent et al., 2021).

Characteristics of Systemic PD

Researchers noted that PD is more than introducing participants to a new innovation. Instead, there are numerous characteristics of implementing systemic PD. Hanover Research (2017b) noted that PD is comprised of a cycle that focuses on changing educators' knowledge, skills, practices, and student learning and achievement (Hanover Research, 2017b). According to Cooper (2009), the structure of PD includes presenting the innovation, modeling the strategy or skill, practice during the PD, and solicit feedback. Figure 3 outlines the PD steps that educational leaders should follow when developing a PD PBIS system.

Figure 3

Steps to Develop a Professional Development System



Note. From *Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports* by T. J. Lewis, S. Barrett, G. Sugai, R. H. Horner, B.S. Mitchell, & D. Starkey, National Technical Assistance Center on Positive Behavior Interventions and Support, 2016 (www.pbis.org).

According to Mackey (2020), the relationship between the PD format and the knowledge and skills and the ability to transfer learned information from the PD, based on the chosen format, have an effect on educators' ability to implement the new innovation. Table 8 highlights the percentage of participants who understand the content, who demonstrate proficiency of the new innovation, and who implement instructional practices regularly in the classroom.

Table 8

Professional Development Elements

Professional Development Elements	Knowledge Level (Percentage of participants who understand content)	Skill Level (Percentage of participants who demonstrate proficiency in the instructional practices)	Transfer to Practice (Percentage of participants who regularly implement instructional practices in the classroom)
Theory Presenter explains content – what it is, why it is important, and how to teach it.	10%	5%	0%
Demonstration Presenter models instructional practices.	30%	20%	0%
Practice Participants implement instructional practices during the session.	60%	60%	5%
Coaching Participants receive ongoing support and guidance when they return to the classroom.	95%	95%	95%

Note. From *Achievement through Staff Development*, by Joyce & Showers, 2002.

Cooper (2009) stated that PD must be a cohesive plan that focuses on the school's vision or mission. When the educational leaders implement systematic PD, participants' skills are higher and better able to implement the new innovation in their classrooms

(Cooper, 2009). Cooper's (2009) model of a systematic PD, which is comprised of four steps: theory, demonstration, practice and feedback, and coaching and follow-up. During step 1, the presenter presents the underlying definitions, research, and rationale of the new innovation. During step 2, the presenter shows the participants how to implement the new innovation. During step 3, the presenter gives the participants time to try to the new innovation and provide a critique of their efforts. During step 4, the presenter provides observations, feedback, and additional support (Cooper, 2009). According to Hollingworth et al. (2018), including specific techniques in PD will help increase effectiveness and strengthen implementation of the new innovation.

Innovation and Change

Educational leaders have the ability to create change through PD. Hollingworth et al. (2018) noted that effective PD could change a school's climate and culture, teacher morale, and student achievement. Sims and Fletcher-Wood (2021), however, stated that organizational change is very difficult. In order for educators to embrace the change, they must support the organization's vision and mission and PD goals (van der Heijden et al., 2018). Educational leaders must make their staff feel valued by soliciting input in order to have a buy-in with the school's vision and mission and PD goals (Hollingworth et al., 2018; Sims & Fletcher-Wood, 2021). Sims and Fletcher-Wood (2021) stated that if educators are not working towards the common good of the organization, the new innovation will not be implemented successfully. Therefore, it is vital that educational leaders gain support for their staff by sharing the same vision, mission, and goals (Issah, 2018). Issah (2018) noted that leaders, who help others visualize the new innovation,

have greater success with implementation and the innovation's success. Hollingworth et al. (2018) stated that it is the educational leader's' responsibility to communicate the focus and desirable outcomes of the new innovation in order for change to occur in addition to helping educators find effective ways to make the new innovation a reality.

Harris and Jones (2019) state that educators' endurance, plan, and execution of initiatives have the potential to cultivate change. In regard to this research study, "Positive Classrooms Equal Achievement" and implementation are based on Guskey's (2014) five critical levels of professional development framework. The implementation of the PBIS PD has the potential to help decrease student discipline at the study site. However, the educators' willingness to embrace the PD program which is designed to implement behavioral management strategies, such as PBIS, at the study site is essential for the success of the PD initiative (see Anderson et al., 2018).

Change is essential in education. Wilsey et al. (2020) noted that prosocial behaviors prepare students to be college and career ready. In order help students become college and career ready, educational practices require modifications (Yang, 2019). The stakeholders share the same vision or change will not transpire (Wilsey et al., 2020). Overall, change is vital in order for educators and students to improve performance. However, when implementing change, there are challenges. The principal's role is essential for the implementation and success of PD.

Content Specific

Effective PD contains strategies that educators can implement in their classroom. According to Darling-Hammond et al. (2017), educators yearn for PD that relevant to

their needs. Educators want to receive PD on how to implement a new innovation in their classrooms; however, if the PD content is not relevant to educators' needs, the participants will not implement the strategies (Darling-Hammond et al., 2017; Kalinowski et al., 2019). According to Kalinowski et al. (2019), PD content should be developed from research. Furthermore, Kalinowski et al. (2019) stated that PD content should be designed based on teacher and student learning and the culture of the student population.

Planning PD

The purpose of PD is to provide the participants with the knowledge and skills to make changes. PD is used to improve educator knowledge and skills so that they are able to enhance student performance (Aldahmash et al., 2019). According to Darling-Hammond et al. (2017), when PD designers create sessions to meet the organization's needs, positive changes occurs. However, if the PD is not designed to meet the organization's needs, negative outcomes occur (Darling-Hammond et al., 2017). Effective PD also includes (a) engagement, (b) varied learning styles, (c) collaboration time, and (d) evaluations (Auerbach et al., 2018; Bates & Morgan, 2018; Cothern, 2020; Guskey, 2014).

Engaging Participants

The presenter's presentation must be engaging in order to stimulate in depth learning and for changes to occur (Auerbach et al., 2018). Historically, presenters lectured during a PD and distributed materials. The participants did not actively engage in the PD. Therefore, many of the participants were bored and felt their time was wasted

(Sims & Fletcher-Wood, 2021). Participants yearn to be actively engaged in PD (Hughey, 2020). According to Didion et al. (2018), the presenter's active learning techniques aid in participant engagement. The key active learning techniques include the following for the participants: (a) receive and interact with the provided materials, (b) actively participate in hands-on activities, and (c) take on various roles during cooperative learning activities (Germuth, 2018). Effective PD encompasses the key active learning techniques and the varied learning styles (Didion et al., 2018; Hughey, 2020).

Varying Learning Styles

Researchers noted that incorporating varied learning styles in PD is essential. As another way to increase participant engagement, the presenter should implement researched-based learning styles (Bates & Morgan, 2018). One of the researched-based learning styles to incorporate in PD is Gardner's (1999) multiple intelligence theory. Gardner's (1999) multiple intelligence theory includes: (a) linguistic, (b) logical-mathematical, (c) spatial, (d) musical, (e) kinesthetic, (f) interpersonal, (g) intrapersonal, (h) naturalistic, (i) existential intelligence (Gardner, 1999) According to Sheoran et al. (2019), when the presenter incorporates various learning styles in their PD, the participants learn the information and are more likely to implement. Singh et al., (2017) stated that prior to PD, the presenter should have their participants complete a learning style survey. This method will give the presenter insight in how their participants learn; therefore, the presenter can incorporate the various learning styles in the PD (Admiraal et al., 2019). In addition to varied learning styles, collaboration time is essential to include during PD.

Incorporating Collaboration Time

Collaboration is part of an effective PD. However, for collaboration time to be effective, the presenter must create a safe environment (Postholm, 2018). The safe environment allows participants to feel supported and to be able to work cooperatively with their colleagues (Henderson, 2018). Collaborative opportunities during PD should incorporate engaging, real-life applications in addition to including a reflection component so that the participants care share their experiences (Cothern, 2020). There are additional benefits to collaboration time during PD.

Collaboration time during PD has several positive outcomes. Participants come together either face-to-face or virtual, to share ideas and work together as a team to strategize and to solve issues or concerns (Datnow, 2018). Also, during collaboration time, participants listen and respect others' opinions, ideas, or solutions in addition to working together. As a result of collaboration time, educators gain more insight about the skills or strategies of the PD focus. Furthermore, educators gain self-confidence. When participants' self-confidence increases, they are more likely going to implement skills or strategies they acquired during the PD (Datnow, 2018). Collaboration time during PD also helps colleagues build trust and teamwork, and become more satisfied with their job (Datnow, 2018; Tichenor & Tichenor, 2019). In addition to collaboration, evaluations are an essential component of PD.

Evaluating PD

Researchers have emphasized the importance of evaluating PD. Guskey (2014) stated that since PD evaluations consume the presenter's time, many presenters fail to

evaluate PD. Like Guskey (2014), Alzahrani and Althaqafi (2020) noted that evaluating PD is essential because the presenters gain insight of the effectiveness of the PD and ways to improve future PD. PD evaluation also provides the presenters with information about the participants' mastery and needed improvement so that the PD is effective (Nordengren & Guskey, 2020). In Guskey's five critical levels of professional development, PD evaluation usually transpires at the end of the PD. However, there should be some type of formative assessment during the PD so that the presenters gain a deeper understanding of the effectiveness of PD delivery to assess how participants are understanding the innovation content, skills or process being presented as this information influences the fidelity of implementation (Guskey, 2014; Kartal et al., 2019). Researchers recommend using both formative and summative evaluations to determine the PD's effectiveness. Formative evaluations help the presenter understand the PD implementation's effectives and allows the presenter to modify as needed. The formative evaluation occurs throughout the PD. The summative evaluation assesses the overall effectiveness of a PD. The summative evaluation occurs at the end of the PD (Hanover Research, 2017a). According to Hanover Research (2017a), the questions that are answered by a formative evaluation are as follows:

- Are the program activities being implemented as planned?
- Are resources adequate to implement the program as planned?
- To what degree are planned changes, i.e. initial and intermediate outcomes, occurring in implementation that may influence achievement of the program's goals?

- What adjustments are needed in the program's actions to address unanticipated challenges and increase the likelihood of achieving the intended goals?

A formative evaluation also answers a series of questions. According to Hanover Research (2017a), the questions that a formative evaluation answers are as follows:

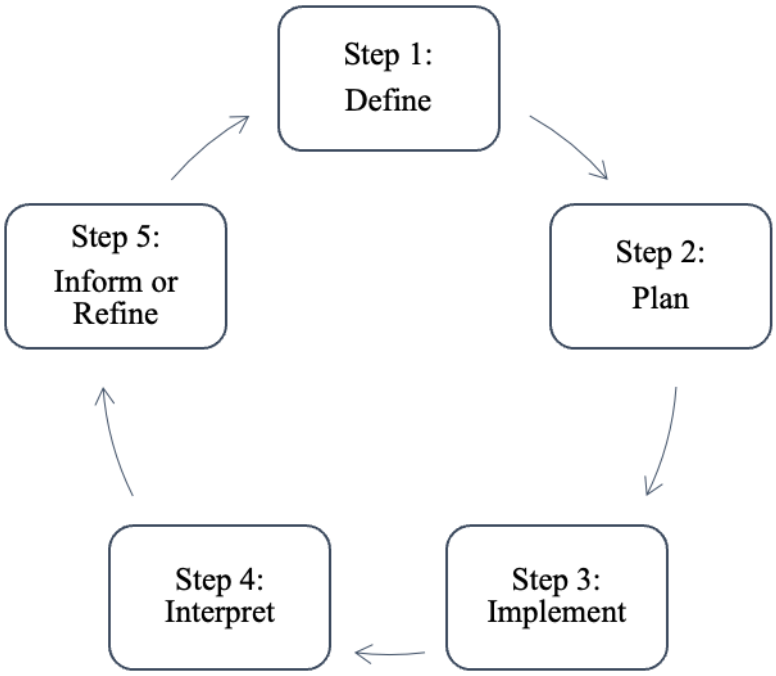
- Has the learning achieved the intended results?
- What changes for educators have resulted from the professional learning?
- What changes for students have resulted from the professional learning?
- What changes in the school, school system, or educational agency have resulted from the professional learning?

Both summative and formative evaluation methods provide educational leaders with essential information that help them determine the effectiveness of the innovation.

The United States Department of Education provides an evaluation model for P-12 PD presenters. The evaluation model aligns with steady improvement (Breslow & Bock, 2020). Figure 4 outlines the US Department of Education's 5-step PD evaluation model. In step one, evaluators determine the purpose of the evaluation. In step two, evaluators design the questions that the evaluation seeks to answer. In step three, evaluators decide the types of data that should be used in the evaluation. In step four, evaluators decide how they will use the findings. In step five, evaluators make informed decisions about the PD. The decisions are made from the obtained data (Breslow & Bock, 2020).

Figure 4

Embedded Evaluation Model



Note. From "U. S. Department of Education, Office of Elementary and Secondary Education, School Support and Rural Programs." (2014). Evaluation Matters: Getting the Information You Need From Your Evaluation, in *Evaluating Professional Learning: A Tool for Schools and Districts*, by N. Breslow and G. Bock, (p. 2), 2020, REL Northeast & Islands. https://ies.ed.gov/ncee/edlabs/regions/northeast/

PD evaluation has evolved. Originally, PD presenters evaluated PD by analyzing participant feedback. Recently, PD evaluation has become more complex. According to Hanover Research (2017a), PD evaluation is guided by three questions. According to Hanover Research (2017b) there are three questions that educational leaders need to consider when examining feedback from participants. The questions are as follows: "Did the professional learning take place as planned? What were teachers' perceptions of the professional learning? Did the professional learning achieve the intended outcomes" (p. 21). The three questions are designed to

provide educational leaders with the teachers' experiences with the innovation and the effect the innovation has on instruction and student learning (Hanover Research, 2017b).

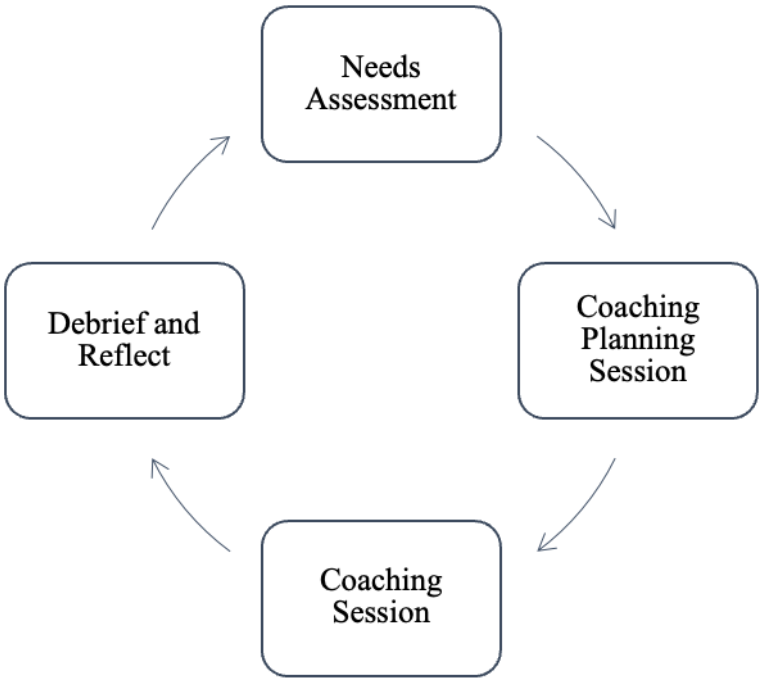
An evaluation framework is another way for PD presenters to evaluate PD effectiveness. By using an evaluation framework, PD presenters identify and determine pertinent evaluation questions, such as data sources, tools or methods to collect data, timeline for data collection (Guskey, 2014; Hanover Research, 2017a). According to Hanover Research (2017b), there are 3 steps when creating an evaluation of a PD. During the first step, the evaluator is determined. During the second step, the creator of the evaluation will determine how the participants will answer the questions. During the third step, a data plan is created to determine who or what is expected to change because of the PD (Hanover Research, 2017b). Creating to carrying out the evaluation steps will help make certain the evaluation is effective in addition to ensuring "the data sources and collection methods best match the evaluation questions" (Hanover Research, 2017b, p. 23). The coaching component is another important component of PD.

Coaching Educators

Researchers noted that the coaching cycle is important when implementing a new innovation. Lofthouse (2018) noted that in order for coaching to be effective, the coach and the educators need to establish a professional relationship and be able to communicate with each other. According to Mackey (2020), the coaching cycle follow the initial PD implementation. There are four stages to the coaching cycle. In stage one, the coach or mentor has their educators complete a needs assessment. The coach or mentor gathers and reviews the information. The coach or mentor and the educators have dialogue about the findings and creates a plan to help the educators meet their goals. In stage two, the coach or mentor implements a coaching plan to help the educators reach the goals that were agreed up in state one. Following each coaching session, the coach or mentor and the educators meet and discuss the effectiveness of the plan and the observation concerning student success and educators' practices. The coach or mentor and educators will adjust and repeat the coaching cycle to ensure student success and best practices. Figure 5 illustrates the coaching cycle process (Mackey, 2020).

Figure 5

The Coaching Cycle



Note. From *The Alabama Coaching Framework* by E. G. Mackey, RMC Research Corporation, 2020 (https://compcenternetwork.org.sites/default/files/AL_Coaching_Framework_FINAL.pdf).

Ongoing and Sustained PD

Ongoing and sustained PD are needed for continuous positive effects. According to Wynants and Dennis (2018), PD should be ongoing and sustained for a period of time so that the participants are able to implement the skills effectively in their classrooms and student achievement increases. Richardson et al. (2019) recommended that PD must occur at least one semester and have a follow up. Pasquini and Eaton (2019) noted that PD that occurs for at least 6 months to a year will improve educator practices. The participants will be more willing to continue attending future PD when PD is scheduled

in a systematic fashion (Pasquini & Eaton, 2019). In addition to ongoing and sustained PD, participants need support during the implementation of the new innovation.

Capacity Building and Teacher Leaders

Educational leaders and teacher leaders are essential when implementing change. Roumell et al. (2020) defines capacity building as a school-wide change that incorporates proactive strategies that will have positive effects on the organization's skills, practices, beliefs. Both educational leaders and teacher leaders have the ability to influence educators' knowledge and skills, priorities, and implementation of a new innovation (Meyer-Looze & Vandermolen, 2021). According to Meyer-Looze and Vandermolen (2021), educational leaders and teacher leaders have the potential to have positive effects on the implementation of a new innovation.

The Principal's Role. Educational leaders are faced with challenges when implementing change at the schools. Therefore, it is vital for educational leaders to be conscious of potential challenges and have a sound plan to ensure a smooth implementation of the new program (Wilsey et al., 2020). The principal's role is to implement, communicate, practice, and model effective PD for educators (Berkovich, 2018). The principal uses data to determine a school-wide need PD that is essential to provide their educators with the knowledge and skills to improve their performance and student achievement (Rodriguez et al., 2021). Thessin (2021) stated that the principal should create a PD task force that will use the school-wide data and educator input to help design effective PD that will address the stakeholders' needs. Next, the principal must communicate the goal, purpose, and expectations of the PD in order for the

educators to understand the value of PD (Thessin, 2021). According to Ufnar and Shepherd (2019), most principals are the PD presenters; therefore, they lead the session. By leading the PD, the principal is demonstrating and informing their participants of their expectations and how to improve the school-wide need (see Ufnar & Shepherd, 2019). During the PD, the principal needs to use school data to reinforce the school-wide needs (Berkovich, 2018). Furthermore, during the PD, the principal must be able to answer participant questions by providing solid answers in order continue gaining participant support and monitor and adjust their presentation or PD when needed (Sterret et al., 2018). According to Thessin (2021), the principal also participates in various PD activities with their participants. By the principal participating in the PD activities, they send the message to their participants that they never leave their educators. This method helps maintain the cohesiveness of the team, resulting in reaching the PD or school goals (Wilsey et al., 2020). Also, by the principal participating in various PD activities, they make time for rich conversations about the PD and participant needs (Thessin, 2021). The principal's behavior reinforces the outcome of this project study by the principal supporting their school-wide, educator, and student needs through PD (see Ozcan, 2020). In order for the principal's PD to be successful, they need to identify teacher leaders on their campus and put teachers in leadership positions. Both educational leaders and teacher leaders are pertinent for smooth implementation of the new innovation (Yang, 2019).

Teacher Leaders. Researchers claim that teacher leaders have positive effects on PD. Meyer-Looze and Vandermolen (2021) stated that teacher leaders help faculty

members come together as a team to promote the organization's vision and mission. Teacher leaders become empowered to help promote change in an organization (Thessin et al., 2021). Fullan (2011) noted that teacher leaders are instrumental in bringing about change, for they have the ability to help motivate team members and implement change. Educator leaders who provide opportunities for educators to become leaders will help strengthen the implementation of the new innovation and the organization's vision and mission.

PD Techniques for PBIS

Researchers believe that PD all faculty and staff in PBIS, behavioral interventions, and support systems are important. Hanover Research (2017a) said that certified and noncertified staff members should be trained in Tier 1 and know which students need to be referred to Tiers 2 and 3. Tier 1 focus is to prevent new undesirable student behaviors by creating highly motivated and engaging environments (Tyre & Feuerborn, 2021). Tier 2 focus is to decrease the current undesirable student behaviors by implementing interventions. Tier 3 focus is to reduce the problematic undesirable student behaviors through individualized support systems. According to Hanover Research (2017a) certified staff members should receive in-depth PD in regard to Tiers 2 and 3. Tyre and Feuerborn (2021) stated, "Professional development should be introduced in conjunction with various phrases of PBIS implementation" (p. 10). Table 9 provides an overview of the suggested PD PBIS implementation.

Table 9

Professional Development Targets by Implementation Phrase

Implementation Phrase	PBIS School Team		
	Tier 1	Tier 2	Tier 3
Exploration and Adoption	What is PBIS? How will it address our concerns and are we committed to it?	What do we need to have in place to start a Tier 2 system?	What do we need to have in place to start a Tier 3 system?
Installation	What are the essential features of PBIS and how do we put PBIS in place?	Tier 2 team established and interventions based on data targeted	Tier 3 team established with assessment and intervention development process created
Initial Implementation	Put minimal features in place such as teaching expectations	One or two Tier 2 interventions in place	Basic FBA-PBS process in place with some community connections
Full Implementation	All components of Tier 1 in place	Tier 2 process and range of interventions in place	Tier 3 process and range of interventions in place
Innovation and Sustainability	Tier 1 process and supports annually reviewed and revised based on data	Tier 2 process and supports annually reviewed and revised based on data	Tier 3 process and supports annually reviewed and revised based on data

Note. From *Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports* by T. J. Lewis, S. Barrett, G. Sugai, R. H. Horner, B.S. Mitchell, & D. Starkey, National Technical Assistance Center on Positive Behavior Interventions and Support, 2016 (www.pbis.org).

Data

Data are vital to implement PBIS effectively. Therefore, researchers have noted that PD must provide details concerning how educators will collect, track, and student behavioral data in the classrooms. The details of student behavioral data is essential in implementing PBIS in the classrooms. Even though an organization's PBIS team monitors and modifies undesirable student behaviors, classroom educators are responsible for collecting student behavioral data and tracking the frequently of those negative behaviors. According to Morris et al. (2022), educational leaders should review the data to determine if the PBIS implementation is fulfilling its purpose, which is to reduce negative student behaviors. Table 10 outlines the critical areas that provide educational leaders with PBIS effectiveness.

Table 10

Sample Questions and Measures by Category

Category	Value	Sample Questions	Sample Measures
Reach Who is participating in PBIS?	• Identifies schools participating in PBIS and students involved • Indicates scale and potential benefit of PBIS implementation • Highlights areas for expansion and/or sustained implementation	• What number and/or percentage of our schools are implementing at each level? • What types of schools are participating (e.g., elementary schools, middle schools, high schools, alternative schools)? • To what extent has PBIS implementation scaled across the district? • To what extent has PBIS implementation sustained over time?	• Counts of Schools • Counts of Students
Process Where are we in our PBIS implementation efforts?	Documents installation and ongoing implementation activities	• What PBIS professional development (e.g., training, coaching) has been provided? • Who has provided the professional development? • To what extent was the professional development delivered with fidelity? • Have participants perceived professional development events as useful and effective? • Are schools receiving sufficient technical assistance to reach fidelity and demonstrate student impact?	• PD Calendar • PD Event Evaluations • TA Logs
Fidelity Are the core features of PBIS being implemented with integrity?	• Shows the extent PBIS is being implemented per current research within each school across tiers • Provides model schools within the district to serve as exemplars for other schools	• What percentage of schools are implementing PBIS with fidelity across each tier? • What schools could serve as model schools for implementation demonstrations (across tiers and level[s])?	Tiered Fidelity Inventory (TFI)
Outcomes Are we achieving valued outcomes?	Provides data showing the impact on students	• What percentage of all and key sub-groups of students are showing improvement within: implementing schools and schools implementing with fidelity within each tier?	Student Outcome Data (e.g., academic performance, attendance, behavioral infractions, climate)

From *Drilling Down District Data: Analyzing Reach and Fidelity of PBIS Implementation*, by K. Morris, T. Lewis, & B. Mitchell, 2022 (www.pbis.org).

Fidelity

Fidelity is vital to a program's success. PBIS has become a major factor in decreasing undesirable student behaviors throughout the United States. Fidelity concerning PBIS is best defined as implementing the behavior system as created (Elrod et al., 2021). Conducting observations and PD PBIS evaluations provides the organization with information pertaining to implementation fidelity. Without sufficient fidelity, PBIS would not be implemented effectively; therefore, the appropriate outcomes would not be attained (Swain-Bradway et al., 2018). In the next section, I will discuss the project description.

Project Description

This project resulted from the findings of the project study. The project that resulted was a 3-day PD, which is entitled "Positive Classrooms Equal Achievement," will in a hybrid format: in-person and online. The hybrid format will ensure that all educators at the sample site will be able to attend the 3-day PD due to their busy schedules. This project study is designed to improve educators' classroom management skills at the study site. It is also designed to improve educators' knowledge and skill set in regard to classroom management through coaching and mentoring. During the PD, the educators will participate in direct instruction of student discipline data, PBIS systems, collaboration time and activities with colleagues, and feedback from principal and mentors from classroom observations, I, along with my PD task force, will be the presenters. Therefore, all educators at the study site will attend and participate in this 3-

day PD that will begin at 8:30 am and end at 3:30 pm. All participants will have a one-hour lunch break each day.

This PD will occur at the beginning of the 2022-2023 school year for a number of reasons. First, the educators will become aware of the student discipline data over the last five years. Second, the educators will receive PD on PBIS systems and how to implement them effectively in their classrooms. Third, the educators will work collaboratively to create school-wide systems that will be implemented on the first day of school. The 3-day PD will be delivered in the library at the study site. The library was selected to facilitate various activities and collaboration among educators. Internet access, LCD projector, computer, and Wi-Fi access. Additional materials that will be needed for the 3-day PD include large Post-It posters, markers, handouts, extension cords, power strips, copier. The follow materials will be placed in containers on each table: highlighters, paper, Post-It notes, ink pens, pencils, markers, and candy.

During the first week of July, I will email the educators at the study site a welcome back letter. The welcome back letter not only will include their teaching assignments for the 2022-2023 school year and the regular housekeeping items, such as the first week lesson plans are due by the end of the first day of staff development and items to include in their parent letters, but also the 3-day PD layout on PBIS school-wide implementation. One week prior to the first staff development day, I will email the educators a reminder email, which will include the welcome back letter and the 3-day PD layout on PBIS school-wide implementation.

The first day of PD will meet in the library, and the purpose for day 1 PD is to provide the rationale for PBIS and to introduce PBIS at the study site. I will welcome the educators to the 2022-2023 school year and then introduce the focus on the school year. Next, I will introduce the new teachers and the PD PBIS task force. The PB PBIS task force are the department chairs. Next, the PBIS task force and I will give each participant a PBIS golden ticket to achievement. The participants will participate in the PBIS golden ticket to achievement activity. The golden ticket to achievement activity is where educators will receive a golden ticket that has their name printed on it. The purpose of the golden ticket is to have the educators feel included and valued and to help facilitate buy-in regarding the implementation of PBIS at the study site. After that, the participants will take the PBIS pre-assessment. Following the pre-assessment, the educators will participate in a role play activity. Next, the PBIS task force and I will discuss the overall PD goal, review student offense classifications, and review student discipline. I will display via a PowerPoint presentation in addition to providing the participants with a copy of the PowerPoint. I will discuss trends of the student behavior. During the second half of the PD, I will share with the participants the findings of my research study. Next, the PD PBIS task force and I will introduce PBIS. The participants will participate in various activities such as watching a PBIS video and completing and discussing What they know, what they want to know, and what they learned, a KWL chart. After that, the PBIS task force and I will lead the participants in creating a school vision and mission statement. The educators will work together by tables to create school-wide behavior expectations, consequences, and rewards. Each table will be given a different focus:

hallway, cafeteria, restrooms, assemblies, bus rider lane, or car rider lane. Each table will work collaboratively to create expectations, consequences, and rewards for their group's focus. The educators will use the information obtained during the morning session PD to help them create school-wide systems. After the educators create their expectations, consequences, and rewards for their group's focus, each group will present their systems. After each presentation, the entire staff will participate in whole group decisions of the systems and select the ones that are the most appropriate for their school. After all groups have shared their systems and after the staff has decided on the most effective systems for their school, I will give the participants the opportunity to share ideas, concerns, and suggestions. The participants will complete an exit ticket, which is the formative evaluation, at the end of the PD.

The second day of PD will meet in the library for a review of the previous day, and the purpose for day 2 PD is to review the previous day PD and to continue providing information about PBIS. First, I the PBIS task force and I will conduct a question and answer session. The participants will have a chance to ask questions or share concerns from the previous day. The PBIS task force and I will answer the participants' questions. Next, the participants will play beach ball review. The person who catches the beach ball will respond to a question asked by the PBIS task force or the principal. The questions will pertain to the previous day's PBIS PD. The purpose of this activity is to review the previous day's information and to provide clarify where needed. After the beach ball review activity, the participants will participate in role-play activity 2. After the role-play activity, the participants will work with their department to create school-wide classroom

expectations, consequences, and rewards. After the educators create and agree on the school-wide classroom expectations, consequences, and rewards, the technology director will help the participants create posters that showcase the school-wide and classroom expectations. At the end of the PD session, the participants will complete an exit ticket that will serve as a formative evaluation of the day's PD.

The third day of PD will occur in the library, and the purpose of day 3 PD is to continue improving the educators' knowledge and skills on PBIS and to give them confidence so that they can implement effectively in their classrooms at the study site. First, the PBIS task force and I will conduct a question and answer session. The participants will have a chance to ask questions or share concerns from the previous day. The PBIS task force and I will answer the participants' questions. Next, educators will work in their departments to create a school-wide theme. After each department creates and presents their theme, the faculty will vote on the best one for the 2022-2023 school year. The department that wins the school theme will receive a gift card to Applebee's. After the school theme is selected, the PBIS task force and I will discuss the responsibilities of each PBIS committee. Then, the educators will sign up for at least one PBIS committee. Next, the PBIS task force and I will go over the instructions for brainstorming different PBIS events for the 2022-2023 school year. Each department will brainstorm possible events and present their brainstorm for feedback and whole group discussion. After the PBIS brainstorm activity, the PBIS task force and I will discuss the instructions for the school-wide point system. The educators will work in their departments to create a school-wide point system based on provided instructions. After

each group creates their school-wide point system, they will present it to the faculty for feedback. After the presentations, the educators will discuss and agree on the most appropriate school-wide point system. Towards the end of the day, the PBIS task and I will review the 3-day PBIS PD, conduct a question and answer session, and host prize drawings. At the end of today's PD, the participants will provide feedback by completing a summative evaluation.

The central goal for the "Positive Classrooms Equal Achievement" is to equip educators with the skills and knowledge of PBIS, provide a deep understanding of the conceptual frameworks that researchers use to support PBIS, and gain cooperation of the study site educators in implementing PBIS. The 3-day PD PBIS outlined in this section will teach educators at the study site about PBIS and how to implement it effectively in their classrooms in order to decrease undesirable student behaviors. The format of the "Positive Classrooms Equal Achievement" will be created based on Guskey's (2014) five critical levels of professional development and Knowles's (1984) core adult learning principles. The 3-day PD PBIS will include (a) direct instruction of student discipline and PBIS systems, (b) collaboration time and activities with colleagues, and (c) daily PD evaluations. This 3-day PD project will address the problem of the research study and will address the implementation and fidelity of PBIS implementation at the study site. The task force will calibrate the PBIS systems so that school personnel implement PBIS as it is designed (see Pas et al., 2019; see Tyre & Feuerborn, 2021). PBIS calibration will help educators avoid ineffective implementation of the behavior system. The calibration and fidelity will help educators avoid misinterpreting or avoiding including their personal

biases when implementing PBIS (see Scherer & Ingle, 2020; see Tyre & Feuerborn, 2021). Clear evaluation methods need to be identified to evaluate the effectiveness of the PBIS implementation (see Scarparolo & Hammond, 2018). The data the PBIS task force obtain from classroom observations will provide the task force at the study site with a deeper understanding of the teachers' needs on school-wide consistency and fidelity, additional resources, ongoing PD, and technical support (see Pas et al., 2019; see Scarparolo & Hammond, 2018; see Tyre & Feuerborn, 2021).

Needed Resources and Existing Supports

The resources needed for "Positive Classrooms Equal Achievement" include support from the district superintendent, assistant superintendent, and curriculum director. Although I do not require the superintendent, assistant superintendent, or the curriculum director to attend the 3-day PD, I will encourage them to participate. Their participation will help strengthen the implementation of PBIS PD. In addition to district personnel support, I will need support materials for the PD

These support materials include, but not limited to the following: copy machine, Post-It posters, Post-It notes, markers, notepads, ink pens, highlighters, LCD projector, extension cords, tables, snacks, chairs, school laptops, podium, three prong pocket folders, PD handouts, poster makers, and laminator. The building areas needed are the school library, department chairs' classrooms, and educators' individual classrooms. I, along with the technology director, will arrange the school library so that it is conductive for participant learning and activities. All areas that will be used will have Internet access. Additionally, the educators will use the provided school laptops or desktops.

Potential Barriers and Solutions

Implementing innovations like “Positive Classrooms Equal Achievement” in this project study requires stakeholder cooperation. With the current inflation in the United States, there will be budget restrictions, which will reduce principal and district spending. As a result, there will be potential challenges. If the district is unable to support the PD monetary, locally businesses could be asked to sponsor the PD. In order for the 3-day PD to occur, there must be district level approval.

A potential barrier for providing “Positive Classrooms Equal Achievement” include support from the district superintendent, assistant superintendent, and curriculum director. Even though the superintendent, assistant superintendent, and curriculum director know and respect the need for PD, the curriculum director preplans PD based on the district needs. I will present the research findings to the superintendent, assistant superintendent, and curriculum director in order to acquire their support and approval for the 3-day PD. The superintendent, assistant superintendent, and curriculum director will determine if this PD will be to occur at the high school. Even though I do meet regularly with the superintendent, assistant superintendent, and curriculum director to discuss school needs, they have the ultimate decision to the PD. Therefore, by using the obtained data from the research study, I will be able to strengthen my case for the needed 3-day PBIS PD. “Positive Classrooms Equal Achievement” will address the problem of the research study and will address the implementation and fidelity of PBIS implementation at the study site.

In addition to support from the superintendent, assistant superintendent, and curriculum director, another potential barrier may be financial support for the 3-day PD. The school district will cover the cost for supplies and Continued Education Units (CEUs) for educators for participating in the PD. The district leaders partner each year with colleges throughout the state to provide CEUs for teachers. The CEUs may be used for educator recertification. Educators at the study site may be motivated to attend the 3-day PD since they will be able to receive CEUs for attending and participating in the PD.

Even though some educators may be motivated to attend the 3-day PD, there may be some who are reluctant. The reluctant participants are usually the ones who believe they know how to manage their classrooms and do not need PD or who resist change. However, since the 3-day PD recommended incorporates Gardner's (1999) multiple intelligence and Knowles's (1984) core adult learning principles, more than likely the reluctant educators might be more included to attend and participate "Positive Classrooms Equal Achievement" and implement the knowledge and skills obtained from the PD.

Project Implication and Timetable

"Positive Classrooms Equal Achievement" will occur during the first three days of staff development, which will be at the beginning of the 2022-2023 school year. The first day will include the PD presenters will present the findings of the study and trends in the student data at the study site, the introduction of PBIS, the creation of school-wide systems, and select the systems to implement. The second day will consist of the PBIS PD task team working with their assigned departments to create classroom systems and

then the entire staff will agree on the systems to implement. The third day will consist of educators creating a school-wide theme, signing up for a PBIS committee, creating different events for the 2022-2023 school year, creating a school-wide PBIS point system, participating in a prize drawing, and creating and displaying school and classroom signs and posters. At the conclusion of the 3-day PD, all participants will complete the 3-day PBIS PD summative evaluation.

The goals for "Positive Classrooms Equal Achievement" are as follows:

- Goal 1: The educational leadership team will create a PBIS task force who will design a systems change initiative for the campus regarding implementation and lead the campus in designing a mission, vision and guiding principles that incorporate PBIS principles.
- Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.
- Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.
- Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.

Once the 2022-2023 school year begins, the PD presenters will observe classrooms to gain insight in the implementation of PBIS in the classrooms. The PD

presenters will provide mentoring to those who need additional assistance with implementing PBIS. Classroom observations will also serve to help educators collaborate the PBIS implementation in classrooms. My role is to present the study findings, acquire district level authorization to implement “Positive Classrooms Equal Achievement” to the educators at the study site. Table11 outlines the timeline for the implementation of the PBIS PD.

Table 11

Proposed Implementation of Recommendations and Timeline

Recommendation	Month of Implementation
Acquire approval of PBIS PD from superintendent, assistant superintendent, and curriculum director	May 2022
Create a PBIS Task Force	May 2022
Design a systems change initiative for the campus regarding implementation of PBIS	May 2022
Send PBIS Task Force to Jostens Renaissance Conference in Orlando, Florida Leadership	July 17-20, 2022
Lead the campus in designing a mission, vision and guiding principles that incorporate PBIS principles.	August 2022
Demonstrate an understanding of PBIS principles, and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model	August 2022 - Ongoing
Develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.	August - Ongoing
Demonstrate buy-in and support of the PBIS systems implementation by the PBIS Task Force	April 2022 - Ongoing
Demonstrate buy-in and support of the PBIS systems implementation by educators and community	August 2022 - Ongoing

Roles and Responsibilities

"Positive Classrooms Equal Achievement" will be designed for educators to obtain the knowledge, skills, and confidence to implement PBIS school-wide and in classrooms. My role and responsibilities will include: (a) creating a PBIS task force and (b) facilitating the 3-day PD, and (c) providing assistance during PD collaboration times and during the design of school-wide and classroom behavior systems and rewards. This 3-day PD project will require the participation of the educators at the study site. The educators' role will be to attend and actively participate in the 3-day PD. They will actively participate in the various activities, provide input and feedback, and demonstrate their knowledge and skills of the PBIS content with fidelity. Furthermore, the teachers' responsibility will be to implement the school-wide and classroom behavior systems and rewards. The teachers' knowledge and skills of PBIS and the school-wide and classroom behaviors and systems will directly affect student behaviors and achievement.

Project Evaluation Plan

The evaluation plan for "Positive Classrooms Equal Achievement" will be formative and summative. Formative evaluations are assessments that presenters give throughout courses or PD to help determine if participants understand the taught material. Summative evaluations, on the other hand, are assessments that presenters administer at the end of courses or PD to determine if goals were met (Gallardo, 2021). In the next section, I will describe the evaluation goals and key stakeholders for the 3-day PD.

Formative and Summative Evaluations

I used Guskey's (2002) five levels of development evaluation to evaluate this 3-day PD. After reviewing Guskey's (2002) evaluation method, I decided that Level 1, which is participants' reactions, and level 2, which is participants' learning, would be the most effective for this project. Like Guskey (2002) states, evaluations usually occur at the end of each day's PD. However, during the 3-day PD, I will be able to assess the participants' understanding based on participants' facial expressions and gestures. At the end of each day's PD, I will conduct a formative evaluation by having the participants complete an exit ticket. According to Akhtar and Saeed (2002), an exit ticket is given at the end of a lesson or learning. The presenters will give an exit ticket to the participants in order to receive feedback on the participants' mastery of the lesson's concepts (Akhtar & Saeed, 2002). In addition to the formative evaluation, I will have the participants complete a summative evaluation. The summative evaluation will occur at the end of day 3, and the purpose to gain an understanding of the participants' knowledge and skills obtained during the PBIS PD.

Evaluation Goals

The goal of an evaluation is to gain insight where a course or PD is effective and how to improve (Phillips, 2018). The problem investigated by this study is that professional development (PD) provided for educators had not prepared them to implement behavior interventions and positive behavior interventions and supports (PBIS) to meet classroom management and students' needs. The main goal of the formative evaluation that will be administered during each day's PD is to see whether

the participants have learned the PBIS systems and implementation techniques to decrease undesirable student behaviors.

Key Stakeholders

The main stakeholders for "Positive Classrooms Equal Assessment" are the educators at the study site and the superintendent, assistant superintendent, and curriculum director. These stakeholders support the implementation of the 3-day PD, expectations and goals of meetings and PD, implement the PBIS systems, and participate in additional PBIS PD. Furthermore, the key stakeholders must be consistent and devoted to the implementation to the PBIS implementation (see McDaniel et al., 2018). Lastly, the PBIS task force and principal will facilitate the implementation of PBIS at the sample site. All educators at the study site will be asked to complete the formative and summative evaluations of the 3-day PD. The data obtained for the daily formative evaluations will help the presenters adjust PD and assist where needed. The data obtained from the summative evaluation will be presented to the superintendent, assistant superintendent, and curriculum director during a future leadership meeting. In the next section, I discuss the social change implications and importance to stakeholders.

Project Implications

Social Change Implications

This project study was developed based on the findings from Section 2 in regard to educators' perceptions and experiences with PD that supported or hindered the implementation of behavioral interventions and PBIS in the classroom at the sample site. To effectively implement PBIS, educators needed (a) ongoing with varied PD delivery

options to support implementation of PBIS (b) school administrators' leadership for the successful implementation of PBIS, (c) an advantage of PBIS PD implementation is school-wide systems and educators' skills to manage undesirable student behaviors in the classroom in order to promote a democratic classroom, and (d) barriers to implementing PBIS during the first year are in regard to lack of classroom management strategies, lack of collaboration time, and a lack of educator buy-in. In regard to social change, the overarching goal of this 3-day PD project is to (a) create a PBIS task force, (b) design systems of change through PBIS PD, (c) demonstrate understanding of PBIS principals, (d) collaborate with colleagues, (e) create school-wide and classroom behavior systems and rewards, (g) develop feedback systems, and (h) evaluate, modify, and create future PD at the study site. For the purposes of the 3-day PD project, educators are defined as teachers, educational leaders, and staff. PD in regard to PBIS mas the potential to build capacity in educators and educator leaders in order to implement PBIS with fidelity.

Findings from this research study in regard to investigating educators' perceptions and experiences with PD that supported or hindered the implementation of behavioral interventions and PBIS in the classroom at the sample site has the potential for social change by providing the educators at the study site with researched-based information that could help create school-wide and classroom behavior systems and consequences that may decrease the undesirable student behaviors. Additionally, if the undesirable behaviors of students are addressed at the study site, it is possible that student achievement could be strengthened. Furthermore, when PBIS is implemented correctly, educators are able to meet their students' basic needs. By educators meeting their

students' basic needs, undesirable student behaviors decrease and student engagement increases, resulting in higher student performance. The elementary school in the district could benefit from this project study of implementing PBIS. District leaders could also benefit from this project how learning about the causes of undesirable student behaviors and researched-based strategies to decrease the negative behaviors in order to gain more time on task and to improve student achievement. According to Rogers (2003), this project study could also result in other innovations.

Local and Larger Context

In a suburban high school in a southern state, the local problem investigated by this study was that professional development (PD) provided for educators had not prepared them to implement behavior interventions and positive behavior interventions and supports (PBIS) to meet classroom management and students' needs. The 3-day PD at the study site has the potential to (a) create a PBIS task force who will design a systems change initiative for the campus regarding implementation and lead the campus in designing a mission, vision and guiding principles that incorporate PBIS principles, (b) demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model, (c) develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems, and (d) demonstrate buy-in and support of the PBIS systems implementation by the stakeholders.

Conclusion

In Section 3, I discussed the project goals and rationale for selecting a 3-day PD project. I presented a literature review in conjunction with the four themes that emerged from the data analysis of the semistructured interviews at the sample site. I discussed how "Positive Classrooms Equal Assessment" will be implemented and the outline for the 3-day PD if I receive the authorization from the superintendent, assistant superintendent, and curriculum director. The 3-day PD is based on the educators needs for implementation of PBIS. The 3-day PD follows Guskey's (2014) five critical levels of professional development framework and Knowles's (1984) core adult learning principles. In addition to the 3-day PD, there will be observations and mentoring and ongoing PD. Furthermore, I included the following: (a) description of the goals, (b) project description, (c) project evaluation, and (d) project implications.

In Section 4, I discuss the projects strengths in implementing PBIS PD. Also, I discuss recommendations for alternative approaches in regard to the 3-day PD. Lastly, I provide a reflection of my scholarship, project development, and leadership and personal change in addition to the importance of the doctoral study and recommendations for future research.

Section 4: Reflections and Conclusions

The problem that was investigated was that the PD provided for high school educators as a study site had not prepared educators to implement behavior interventions and PBIS to meet the classroom discipline management needs. Leadership at this high school had launched PBIS during 2014-2015 but had not provided consistent PD to teachers. Educators had been struggling to implement behavior interventions for 9th and 10th grade students and classroom discipline referrals had increased at the study site from 2015 to 2022 (curriculum director, personal communication, May 5, 2022; Central Access, 2022). The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site. In this 3-day PD project, I used the findings from the study to design a project, entitled "Positive Classrooms Equal Achievement," for educators who teach, supervise, or manage 9-12 grade students (see Appendix A).

The findings from the research provided the needed information to the educators at the study site to incorporate research-based classroom management techniques, such as PBIS, resulting in improved behavior, and more positive school climate, strengthening the opportunity for learning, and strengthening student performance on state assessments. Overall, four themes that emerged from the analysis of interview data. There were two themes for RQ 1 and two themes for RQ 2. The themes are related to the following concepts that: (a) PD must be ongoing with varied PD delivery options to support

implementation of PBIS (b) school administrators' leadership is essential for the successful implementation of PBIS, (c) an advantage of PBIS PD implementation is school-wide systems and educators' skills to manage undesirable student behaviors in the classroom in order to promote a democratic classroom, and (d) barriers to implementing PBIS during the first year are in regard to lack of classroom management strategies, lack of collaboration time, and a lack of educator buy-in. In this section, I discuss project strengths and limitations, recommendations for alternative approaches, scholarship, project, leadership and change, reflection of important work, implications, applications, and directions for future research.

Project Strengths and Limitations

One strength that is associated with this project study is the data collections methods used. According to Merriam and Tisdell (2015), researchers use a variety of data collection methods to gain a deeper understanding of a phenomenon. The first data collection tool I used was the demographic questionnaire. I used the demographic questionnaire to identify the participants who met the inclusion criteria for this research study. The second data collection tool I used was an interview protocol that contained open-ended questions. I designed the interview protocol to include questions that aligned with the research questions.

Another strength of the project is the creation of "Positive Classrooms Equal Achievement," a 3-day PD. The decision to create "Positive Classrooms Equal Achievement" was informed the data analysis. Guskey's theory (2014) of five critical levels of PD was used to develop the planning and evaluation methods of the 3-day PD

project. During the 3-day PD, the educators at the study site will develop their knowledge and skills about PBIS to help decrease undesirable student behaviors in the classrooms.

The 3-day PD was created based on the themes that emerged from the data. First, educators perceive that PD must be in in various delivery options and ongoing. Second, educators perceive that home, school, and academic levels result in undesirable student behaviors before implementing PBIS. Third, educators perceived that the advantage of PBIS PD implementation is educators acquired the skills needed to manage student behavior, resulting in a democratic classroom. Finally, educators perceived that barriers to implementing PBIS during its first year were classroom management strategies, collaboration time, and educator buy-in. According Bodil (2020) effective PD is designed to promote change, to meet the participants' needs, and to continue providing opportunities to improve skills to implement the new initiative. Since "Positive Classrooms Equal Achievement" is based on needs to implement PBIS successfully by participants' at the sample site who have had experienced success with PBIS, the implementation of the 3-day PD project will begin at the beginning of the 2022-2023 school year in August 2022. This PD will provide the knowledge and skills to implement PBIS in the classrooms. During the PD sessions, the educators will create school and classroom appropriate systems and rewards, collaborate with their colleagues, and participate in various PBIS activities. The participants will be able to create school-wide behavior expectations and systems for the hallway, cafeteria, restrooms, assemblies, bus rider lane, and car rider lane. The educators will discuss the strengths and weaknesses of the systems and provide recommendations for improvements to create systems conducive

for the needs of the school. “Positive Classrooms Equal Achievement” is a PD platform for educators to create and provide input about the new innovation’s strengths and weaknesses and suggestions for improvement. At the conclusion of each PD session, the educators will complete a formative evaluation (see Trapani & Annunziato, 2018). The results will provide the educational leaders and the PBIS task force with information that will be used to make immediate changes to benefit the educators and students. The 3-day PD project will benefit all current and future stakeholders.

One limitation of “Positive Classrooms Equal Achievement” could be obtaining the superintendent’s, assistant superintendent’s, and curriculum director’s approval. The district’s curriculum director is responsible for implementing new initiatives. If the district leaders do not approve the 3-day PD PBIS initiative, educators will not receive the knowledge and skills to implement PBIS. Therefore, the undesirable student behaviors could continue to increase as they have been.

Another limitation of the 3-day PD project could be financial support. The district leaders determine the PD budget for building-level administrators based on the approved district budget. The district leaders cover the cost of CEUs with universities in the state. The economy may limit district leaders’ monetary allocations to fully fund the 3-day PD project.

Recommendations for Alternative Approaches

An alternative approach to the current 3-day PD project would be to allow department chairs, which are part of the PBIS task force, to meet with educators in their respective department and provide PBIS PD. Participants in the study indicated that

collaboration with colleagues and buy-in. By allowing the department chairs to help lead the PBIS PD implementation, the participants will gain knowledge and skills of PBIS, have collaboration time and have buy-in.

Scholarship, Project Development, and Leadership Change

At the conclusion of my educational journey through this doctoral degree in Educational Leadership for Teaching and Learning, I have had time to reflect on my growth. I have improved my research and writing skills. At first, scholarly writing was a challenge because I was not used to using scholarly writing skills. Even though my writing skills are appropriate for my job, being able to write in a scholarly tone will be helpful when writing papers that require a formal audience, such as writing a white paper to persuade or inform an audience regarding a particular innovation for consideration. Furthermore, conducting a qualitative study appeared less complex than a quantitative research study one. However, I soon realized that analyzing data from a qualitative study is complex too. I spent hours trying to learn how to code and complete rounds one and two of open coding and identifying themes. Even though I had some setbacks in regard to mastering scholarly writing and how to code and analyze qualitative data, I was able to persevere. I gained more respect for the research process, researchers, doctoral students, and doctoral-level instructors. I am now aware that being a researcher is laborious intensive, and the findings have the potential to change organizations and society by answering research questions and studying and analyzing the data. I have enhanced my knowledge of designing effective PD, implementing PBIS, and creating systemic change

and improved my abilities to teach my stakeholders using researched and literature. Therefore, I will continue my educational journey.

Project Development

The rationale for the 3-day PD project genre Teachers have reported that they have not been able to adequately implement PBIS and reduce behavioral problems within the classroom due to lack of consistent PBIS PD at the study site. As a servant leader, one who leads an organization by serving others, I want to create a positive climate and culture, promote leadership in other educators, and provide knowledge and skills that will help educators be able to implement innovations in their classrooms that result in positive student and teacher achievement (see Gandolfi & Stone, 2018). As a principal, I have encountered educators and educational leaders being required to implement change with minimal support. To alleviate undesirable student behavior and teacher frustration, I wanted to conduct a study that empowered educators to be positive change agents.

The 3-day project genre resulted from the research findings. At the beginning of the study, it did occur that a PD would be needed to provide PD to the educators at the study site about how to implement PBIS. However, based on Walden's criteria, the results from the semistructured interviews guided the project. Moreover, the local problem, research questions, literature reviews, and the findings indicated a need for PD for educators who teach, supervise, or manage 9-12 grade students. In section 3, I provided researched-based techniques for successful PD, conceptual framework, and a model to implement PBIS PD. After reviewing the articles and studying the selected conceptual framework, I developed a 3-day PD that will include the criteria

recommended to create effective PD using Guskey's model (2014), the five critical levels of professional development and Knowles's (1984) core principles of adult learning principles. I had to develop an appropriate and realistic timeline to implement the PBIS PD. After I created the PBIS PD timeline, I used my experience with creating PD to develop the presentation. As the designer of the 3-day PD project, it is imperative that I evaluate the effectiveness by using formative and summative evaluation methods. The results will provide the PBIS task force and me with information that we will be used to make immediate changes to benefit the educators and students.

Leadership and Change

By completing this doctoral journey with Walden University, I have learned the importance of effective educational leadership. I have learned that effective educational leaders must regularly model expectations at the organization in addition to the critical thinking skills needed for systematic change. By reading and reviewing peer-reviewed journals from online databases, I have gained a deep understanding of how a phenomenon influences daily practice. The doctoral journey has also taught me to avoid becoming stagnant. Instead, I have to continue being a researcher who find solutions to problems and implement to benefit stakeholders. After finishing the doctoral study, I will continue growing as a researcher and educational leader who helps lead new innovations within organizations, share valid and current research with other educators, support other educators' research, and assist with future research.

Reflection on Importance of the Work

I believe that my doctoral work is important. It provides an in-depth understanding of educators' perceptions and experiences with PD that supported or hindered the implementation of behavioral interventions and PBIS in the classroom at the sample site. My research study is also important because it provides plausible approaches that can foster systemic change that improves teachers' abilities to decrease undesirable student behaviors in the classroom.

Education is not a stagnant profession. Rather, education is always evolving. As a result, it is vital that we, as practitioners, continue reflecting on our practices and make necessary adjustments to improve student and teacher achievement. The work that I have completed while pursing my doctorate is the foundation of systematic change for implementing PD that supported or hindered the implementation of behavioral interventions and PBIS in the classroom at the study site since those educators were not prepared to implement PBIS to meet classroom management needs. The recommended 3-day project has the potential to benefit all stakeholders.

When I began this educational journey, I was unaware of how my study and I would evolve. At first, I thought the project study would just focus on finding a solution to the problem at the study site. However, as I moved through each stage of the project study, I improved my research and writing skills, and my professional and personal focus changed. Based on the information I learned from the peer-reviewed journal articles, I realized that as a reflective practitioner, I must use the acquired knowledge to implement systematic change that benefits all stakeholders whom I work with. The work I complied

is beneficial to my personal development and my stakeholders' development. This project study is my first attempt to use my gained insight in the phenomenon to initiate change at the study site.

In order to complete this project study, forced me to exercise my faith, persistence, patience, understanding, and determination. Through this educational journey, I was faced with both parents' deaths and my own health issues. I struggled with analyzing the data. However, once I gained a clear understanding of how to analyze the data, I understood how to develop the codes and categories, identify the emerging themes, and write the themes that determined the project genre in a clear and concise manner. Furthermore, the monumental tasks such as completing semester plans, drafts, discussion posts, and reflections in addition to communicating with my cohort and chair appeared extremely overwhelming at times; however, I now realize that each task was vital in my success. When constructing the various parts of the project study, I felt defeated, confused, and unsure sometimes. However, I would not allow negative thoughts or feelings to hinder reaching my goal, which was to obtain my doctorate and become Dr. Daniel Thomas Henley. I continued persevering, researching, and seeking clarify. Therefore, I truly believe that with God, Dr. Cathryn Walker, Dr. Don Jones, Dr. Carole Pearce, and Dr. Kenneth McGrew, my family, friends, and colleagues, all helped assist me in achieving this doctoral degree. The degree of Doctor of Education will increase my opportunities for professional endeavors and the ability to continue changing other people's lives.

Implications, Applications, and Directions for Future Research

The 3-day PD, "Positive Classrooms Equal Achievement" outlined in this student provides the stakeholders a PD implementation model. The purpose of this basic qualitative study was to investigate the experiences of high school educators, who implemented behavior interventions and PBIS at the exemplar sample site, and to identify the supports, advantages, and barriers they encountered to facilitate PBIS implementation at the high school study site. The PD included in Appendix A is designed based on the problem at the study site and the data findings from the sample site. The PD was designed to address the local problem. "Positive Classrooms Equal Achievement" has the potential to equip stakeholders with the knowledge and skills to implement systematic change that helps to decrease undesirable student behaviors, resulting in increasing student and teacher achievement.

Overall, four themes that emerged from the analysis of interview data. There were two themes for RQ 1 and two themes for RQ 2. The themes are related to the following concepts that: (a) PD must be ongoing with varied PD delivery options to support implementation of PBIS (b) school administrators' leadership is essential for the successful implementation of PBIS, (c) an advantage of PBIS PD implementation is school-wide systems and educators' skills to manage undesirable student behaviors in the classroom in order to promote a democratic classroom, and (d) barriers to implementing PBIS during the first year are in regard to lack of classroom management strategies, lack of collaboration time, and a lack of educator buy-in. The over-arching goal of this 3-day

PD project is to equip educators with the skills, knowledge, and rationale of PBIS implementation so that PBIS is successfully implemented with fidelity at the study site.

This 3-day PD project has the potential to create social change. Educational leaders yearn to implement positive innovations at their organizations that result in decreasing undesirable student behaviors so that educators have more instructional time. Educators at the study may generate social change by using the new innovation to help create school-wide and classroom behavior systems and rewards that will help decrease undesirable student behaviors in their classrooms. Overall, findings from this study could be used as a model for other schools or districts to implementation of behavioral interventions such as PBIS in the classroom. Further research could investigate various change models, including McKinsey 7-S Framework, Kotter's 8-Step Process, or the ADKAR Model, to gain insight of the change process when implementing a new innovation (Auguste, 2013; Goyal & Patwardhan, 2018; Peters & Waterman, 2011).

Conclusion

The problem investigated by this study is that professional development (PD) provided for educators had not prepared them to implement behavior interventions and positive behavior interventions and supports (PBIS) to meet classroom management and students' needs. Twelve educators who met the inclusion criteria participated in semistructured one-on-one individual interviews using a virtual platform. The criteria used to select participants included: (a) 9th or 10th grade teachers, (b) 9th or 10th grade administrators (principal, assistant principals, or PBIS coach), and (c) 9th or 10th grade educators who have participated in PBIS PD at the sample site. Findings from this study

revealed that the educators at the sample site had difficulty implementing PBIS the first year due lack of classroom management strategies, lack of collaboration time, and a lack of educator buy-in. In order to alleviate the issues incurred during the first year of PBIS implementation, I designed a 3-day PBIS PD to be implemented at the study site at the beginning of the 2022-2023 school year, and I will monitor and adjust the innovation as needed. “Positive Classrooms Equal Achievement” is created to address the local problem at the study site. I created the 3-day PD project that is presented in Appendix. I grew personally and professionally and became a more effective change agent for systemic change. The 3-day PD will provide the educators with the knowledge and skills of PBIS and the ability to implement of behavioral interventions such as PBIS in the classroom. Even though this project study is the end of my doctoral educational journey, my professional journey as a scholarly systemic change agent begins.

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Appendix A: The Project

Positive Classrooms Equal Achievement

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Goals for 3-Day PBIS PD

The over-arching goal of this 3-day PD project is to equip educators with the skills, knowledge, and rationale of PBIS implementation so that PBIS is successfully implemented with fidelity at the study site. For the purposes of the 3-day PD project, educators are defined as teachers, educational leaders, and staff. There are four goals for this PD project that emerged from the study findings. There are four specific goals for the 3-day PD project, Positive Classrooms Equal Achievement.

Goal 1: The educational leadership team will create a PBIS task force who will design a systems change initiative for the campus regarding implementation and lead the campus in designing a mission, vision and guiding principles that incorporate PBIS principles.

Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.

Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.

Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.

3-Day Professional Development Agenda

Day 1

Goals:

Goal 1: The educational leadership team will create a PBIS task force who will design a systems change initiative for the campus regarding implementation and lead the campus in designing a mission, vision and guiding principles that incorporate PBIS principles.
Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.
Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.
Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.

Time	Item	Presenter
8:30-9:00	Breakfast Provided by Administration	School Administration
9:00-9:15	Welcome Back and Introduction of New Faculty and Staff	Principal and Department Chairs
9:15-9:35	Activity #1: Ice Breaker	Principal and PBIS Task Force
9:35-10:15	Activity #2: PBIS Golden Ticket to Achievement	Principal and PBIS Task Force
10:15-10:30	Break	
10:30-10:40	Activity #3: PBIS Pre-Assessment	Principal and PBIS Task Force
10:40-11:30	Activity #4: Role Play with Resource #1 Sample Class Offenses	Principal and PBIS Task Force
11:30-12:00	Activity #5: Role Play with Resource #1 Sample Class Offenses	Principal and PBIS Task Force
12:00-1:00	Lunch provided by PTO	PTO

1:00-1:30	• Resource #2: Student Discipline Data • Activity #6: Reflection on Student Discipline Data	Principal and PBIS Task Force
1:30-1:45	Activity #7: Findings from Research Study with Resource #3: Findings from Research Study	Principal and PBIS Task Force
1:45-2:00	Break	
2:00-2:45	What is PBIS? • Activity #8: What is PBIS? Before Watching the Video • Activity #9: What is PBIS After Watching the Video	Principal and PBIS Task Force
2:45-3:15	• Activity #10: Creating a School Vision and Mission Statement • Activity #11: Creating a School Vision and Mission Statement	Principal and PBIS Task Force
3:15-4:20	Activity #12: Creating School-Wide Expectations, Consequences, and Rewards	Principal and PBIS Task Force
4:20-4:30	Day 1 Evaluation	Principal and PBIS Task Force

Day 2

Goals:

Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.
Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.
Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.

Time	Item	Presenter
8:30-9:00	Breakfast Provided by Administration	School Administration
9:00-9:15	Question and Answer Session	Principal and PBIS Task Force
9:15-9:30	Activity #13: Beach Ball Review	Principal and PBIS Task Force
9:30 – 10:15	Activity #14: Role Play	Principal and PBIS Task Force
10:15-10:30	Break	
10:30-12:00	Activity #15: Creating Classroom Expectations, Consequences, and Rewards	Principal and PBIS Task Force
12:00-1:00	Lunch provided by School Administration	School Administration
1:00-2:15	Complete Activity #15: Creating Classroom Expectations, Consequences, and Rewards	Principal and PBIS Task Force
2:15-2:30	Break	
2:30-4:20	Activity #16: Creating School-Wide and Classroom Behavior Expectations and Posters	Principal and PBIS Task Force
4:20-4:30	Day 2 Evaluation	Principal and PBIS Task Force

Day 3

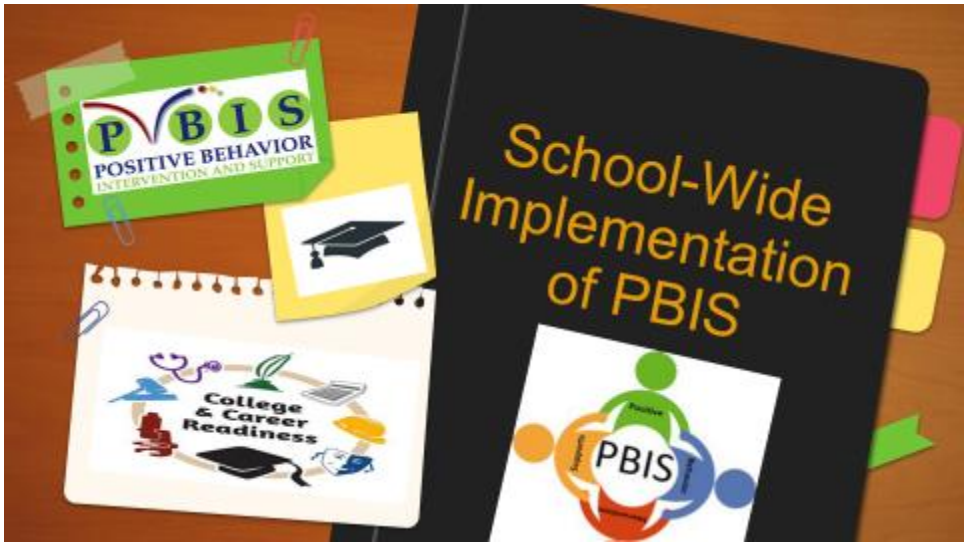
Goals:

Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.
Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.
Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.

Time	Item	Presenter
8:30-9:00	Breakfast Provided by Administration	School Administration
9:00-9:15	Question and Answer Session	Principal and PBIS Task Force
9:15-10:15	Activity #17: Creating a School-Wide Theme	Principal and Department Chairs
10:15-10:30	Break	
10:30-11:00	Resource #4: PBIS Committees and Sign-up for a PBIS Committee	Principal and PBIS Task Force
11:00-12:00	Activity 18: Brainstorm Different Events for the 2022-2023 School Year	Principal and PBIS Task Force
12:00-1:00	Lunch provided by the National Guard	National Guard
1:00-2:00	Activity #19: School-Wide Point System	Principal and PBIS Task Force
2:00-2:15	Break	
2:15-2:30	Review PBIS PD	Principal and PBIS Task Force
2:30-2:45	Question and Answer Session	Principal and PBIS Task Force

2:45-3:05	Prize Drawings	Principal and PBIS Task Force
3:05-3:20	Break	
3:20-4:15	Activity #20: Display School-Wide and Classroom Behavior Expectations in Hallways and Classrooms	Principal and PBIS Task Force
4:15-4:30	Day 1 Evaluation	Principal and PBIS Task Force

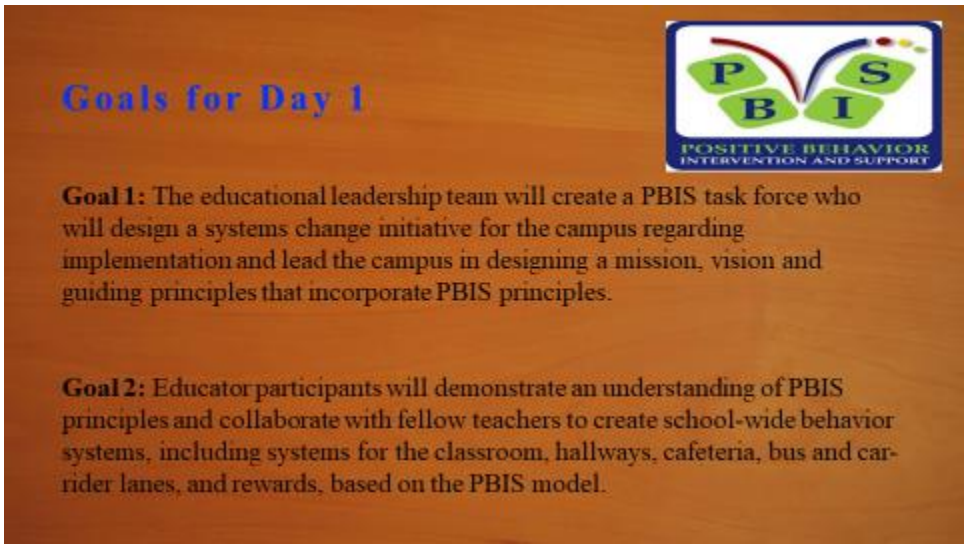
PBIS PD Presentation



DAY 1
PBIS
Professional Development
P S
B I
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

Overarching Goal
GOAL
To equip educators with the skills, knowledge, and rationale of PBIS implementation so that PBIS is successfully implemented with fidelity
Positive Classrooms Equal Achievement

Four Supporting Goals
*PBIS Task Force & Systems Change Initiative
*Collaboration Time
*Feedback/Evaluation
*Buy-In
Positive Classrooms Equal Achievement
POSITIVE BEHAVIOR INTERVENTION AND SUPPORT


Goals for Day 1
POSITIVE BEHAVIOR INTERVENTION AND SUPPORT
Goal 1: The educational leadership team will create a PBIS task force who will design a systems change initiative for the campus regarding implementation and lead the campus in designing a mission, vision and guiding principles that incorporate PBIS principles.
Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.

Goals for Day 1 Continued

PBIS POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.

Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.

Group Time – Ice Breaker

Activity #1: Ice Breaker

- Line up in the order your birthday. January 1 will be the closes to the library door, and December 31 will be the closes to the back library window.
- After everyone is in the correct order, the principal and PBIS task force will assign groups of four participants by assigning by the order of the line.

Activity #1: Ice Breaker Continued

- Write down something interesting on a 3x5 index card. Do not write your name on it.
- Put the note card in the box next to the podium.
- Each person will draw a note card and try to guess whose it belongs to.

Group Time – Golden Ticket to Achievement

Activity #2: PBIS Golden Ticket to Achievement

- Each group will define the term *behavior* and provide examples of positive and undesirable student behaviors.
- -Each group will record their answers on a Post-It poster.
- -Each group will present their poster.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

BREAK
TIME
15 Minutes

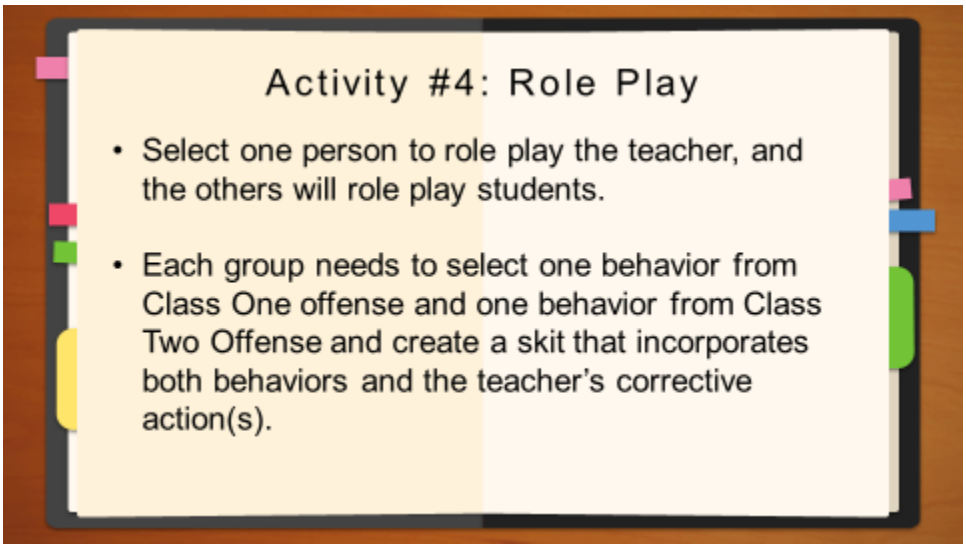
PBIS Pre-
Assessment

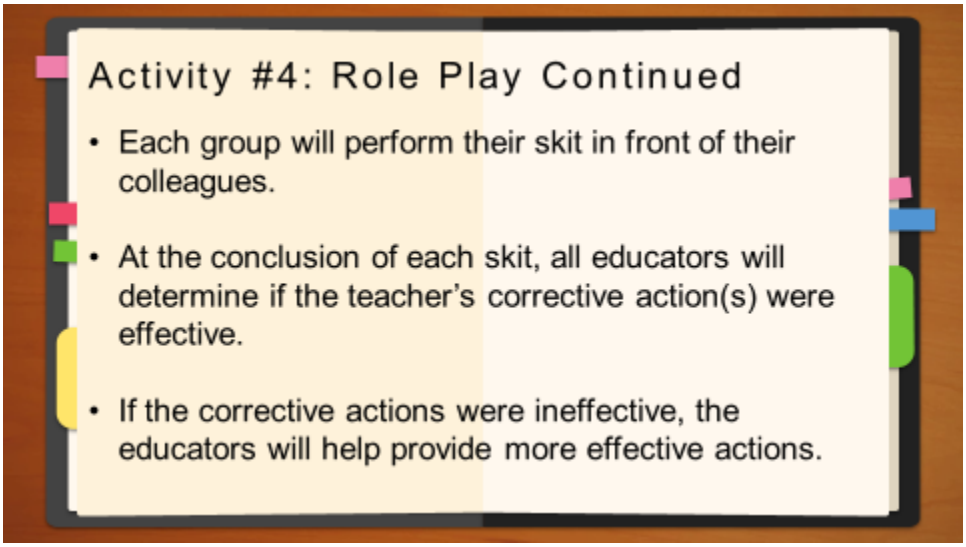
Activity #3: PBIS-Pre-Assessment

You will have ten minutes to complete the provided PBIS pre-assessment.

At the end of the school year, we will take the PBIS Post Assessment.

Group Time – Role Play


Activity #4: Role Play
• Select one person to role play the teacher, and the others will role play students.
• Each group needs to select one behavior from Class One offense and one behavior from Class Two Offense and create a skit that incorporates both behaviors and the teacher's corrective action(s).


Activity #4: Role Play Continued
• Each group will perform their skit in front of their colleagues.
• At the conclusion of each skit, all educators will determine if the teacher's corrective action(s) were effective.
• If the corrective actions were ineffective, the educators will help provide more effective actions.

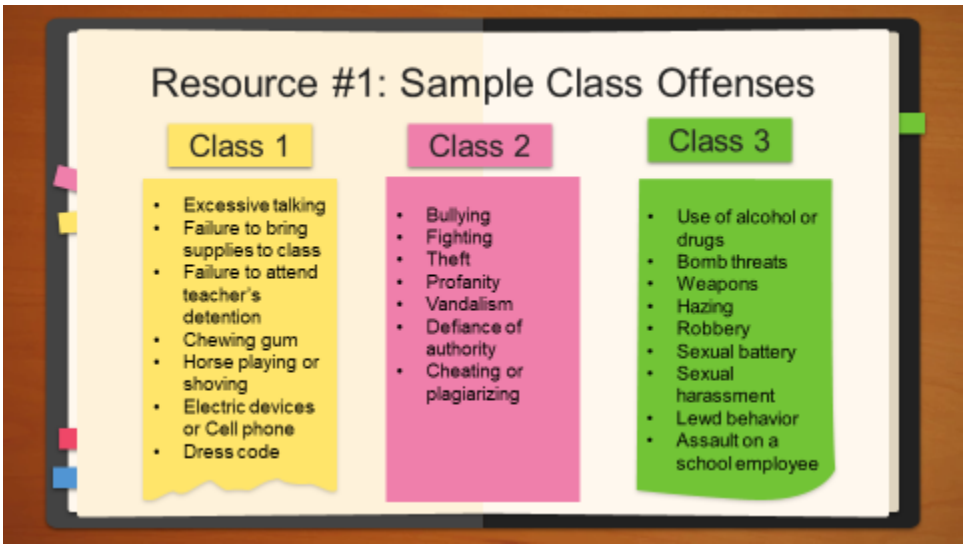
Activity #5: Role Play

- Select one person to role play the teacher, and the others will role play students.

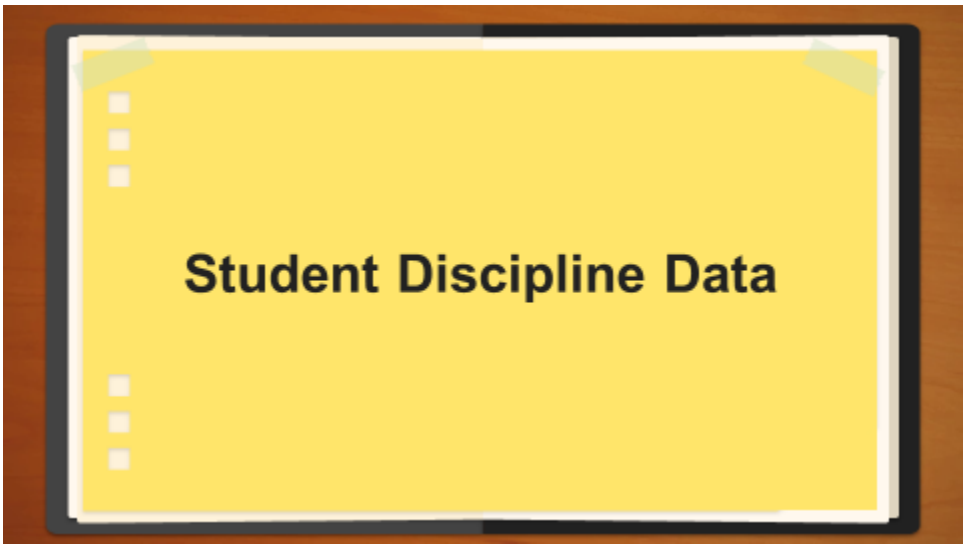
- Each group needs to select one behavior from Class One offense and one behavior from Class Two Offense and create a skit that incorporates both behaviors and the teacher's corrective action(s). Use the next slide titled Resources: Sample Class Offenses to help you.

Activity #5: Role Play Continued

- Each group will perform their skit in front of their colleagues.
- At the conclusion of each skit, all educators will determine if the teacher's corrective action(s) were effective. If the corrective actions were ineffective, the educators will help provide more effective actions.


Resource #1: Sample Class Offenses
Class 1
Excessive talking
Failure to bring supplies to class
Failure to attend teacher's detention
Chewing gum
Horse playing or shoving
Electric devices or Cell phone
Dress code
Class 2
Bullying
Fighting
Theft
Profanity
Vandalism
Defiance of authority
Cheating or plagiarizing
Class 3
Use of alcohol or drugs
Bomb threats
Weapons
Hazing
Robbery
Sexual battery
Sexual harassment
Lewd behavior
Assault on a school employee

Lunch Time
OUT TO LUNCH
Today's lunch is provided by our PTO.



Resource #2: Student Discipline Data

Ninth Grade Student Discipline from the 2015-2022 School Years

Year	Class 1 Offense	Class 2 Offense	Class 3 Offense
2015-2016	375	250	18
2016-2017	400	275	16
2017-2018	423	282	20
2018-2019	431	285	17
2019-2020	442	293	15
2020-2021	451	303	15
2021-2022	460	308	18

Note. Data Compiled from Central Access, Student District Database (2022).

Resource #2: Student Discipline Data Continued...

Tenth Grade Student Discipline from the 2015-2022 School Years

Year	Class 1 Offense	Class 2 Offense	Class 3 Offense
2015-2016	365	242	15
2016-2017	372	251	19
2017-2018	394	261	16
2018-2019	420	266	16
2019-2020	432	269	20
2020-2021	437	275	18
2021-2022	443	281	15

Note. Data Compiled from Central Access, Student District Database (2022).

Reflection on Student Discipline Data

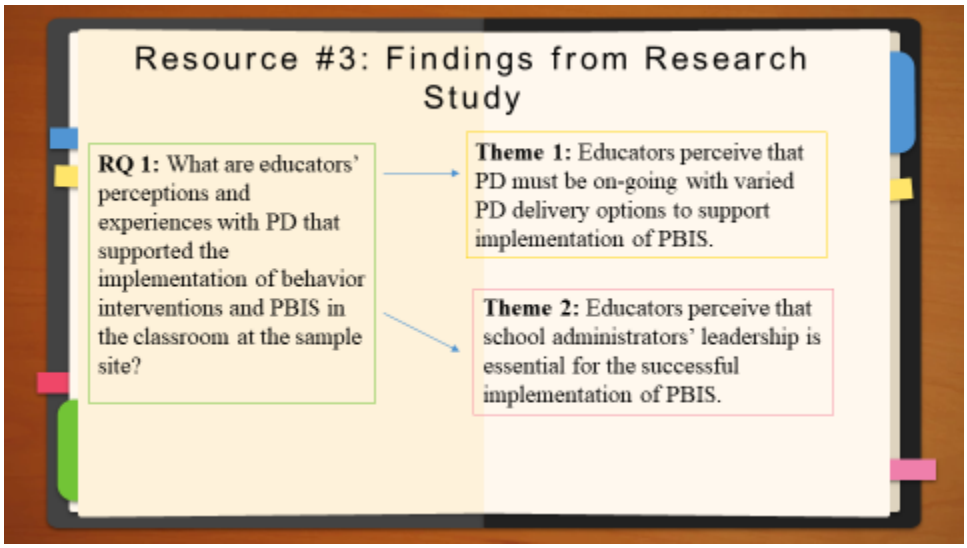
Activity #6: Reflection on Student Discipline Data

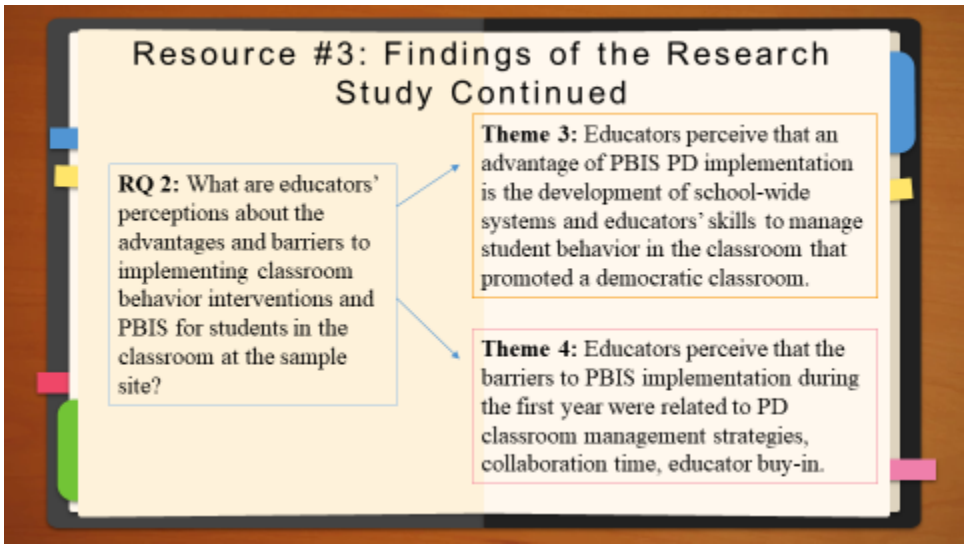
- At your table, write down what you first see when you look at the student discipline data for 9th and 10th grades.
- Do you feel policies or procedures contributed to the increase in student discipline?
- What does the data tell us?

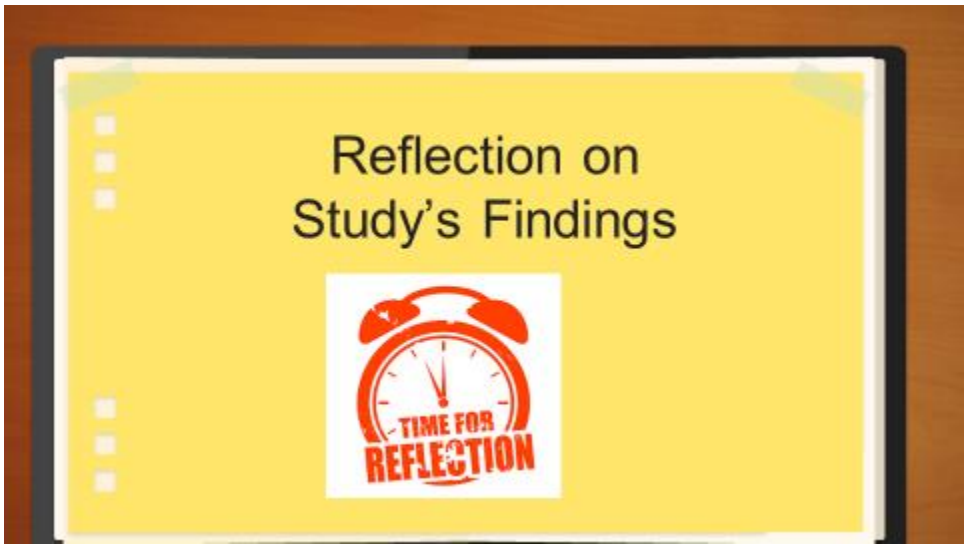
Activity #6: Reflection on Student Discipline Data Continued

- Write your responses on a 3x5 index card.
- Tape your card on the bulletin board paper titled Reflection on Student Discipline Data.
- Participate in a whole group discussion.

Findings from Research Study
FINDINGS


Resource #3: Findings from Research Study
RQ 1: What are educators' perceptions and experiences with PD that supported the implementation of behavior interventions and PBIS in the classroom at the sample site?
Theme 1: Educators perceive that PD must be on-going with varied PD delivery options to support implementation of PBIS.
Theme 2: Educators perceive that school administrators' leadership is essential for the successful implementation of PBIS.


Resource #3: Findings of the Research Study Continued
RQ 2: What are educators' perceptions about the advantages and barriers to implementing classroom behavior interventions and PBIS for students in the classroom at the sample site?
Theme 3: Educators perceive that an advantage of PBIS PD implementation is the development of school-wide systems and educators' skills to manage student behavior in the classroom that promoted a democratic classroom.
Theme 4: Educators perceive that the barriers to PBIS implementation during the first year were related to PD classroom management strategies, collaboration time, educator buy-in.


Reflection on Study's Findings
TIME FOR REFLECTION

Activity #7: Reflection on Study's Findings

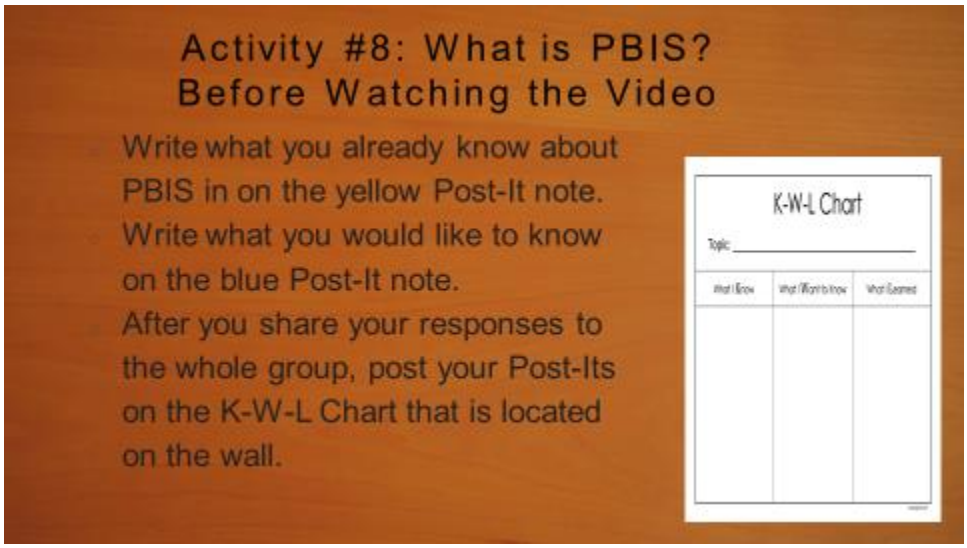
- What aspects of the study's findings do you find most interesting?
- In what ways does this study expand your thinking about the implementation of PBIS?
- What is one question, critique, or suggestion you might offer in regards to this study?

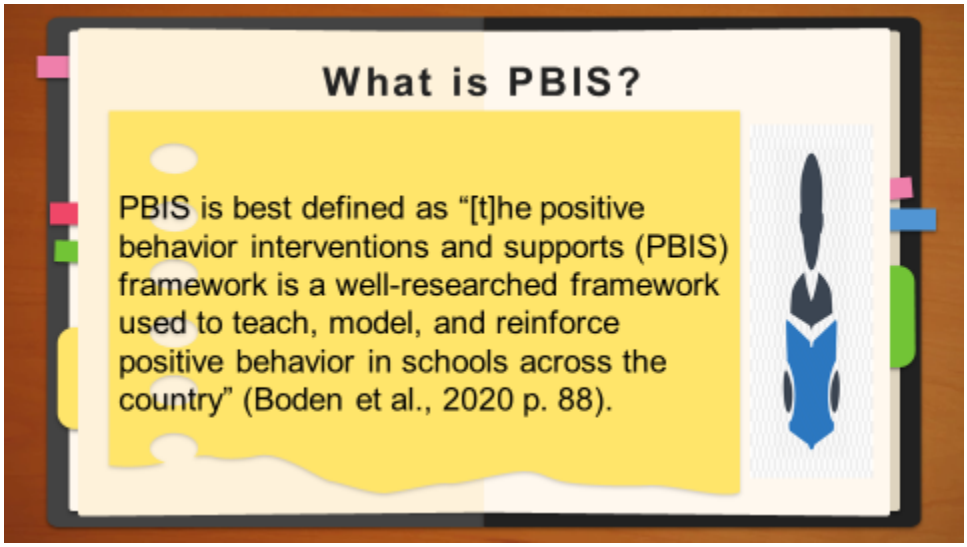
Activity #7: Reflection on Study's Findings Continued

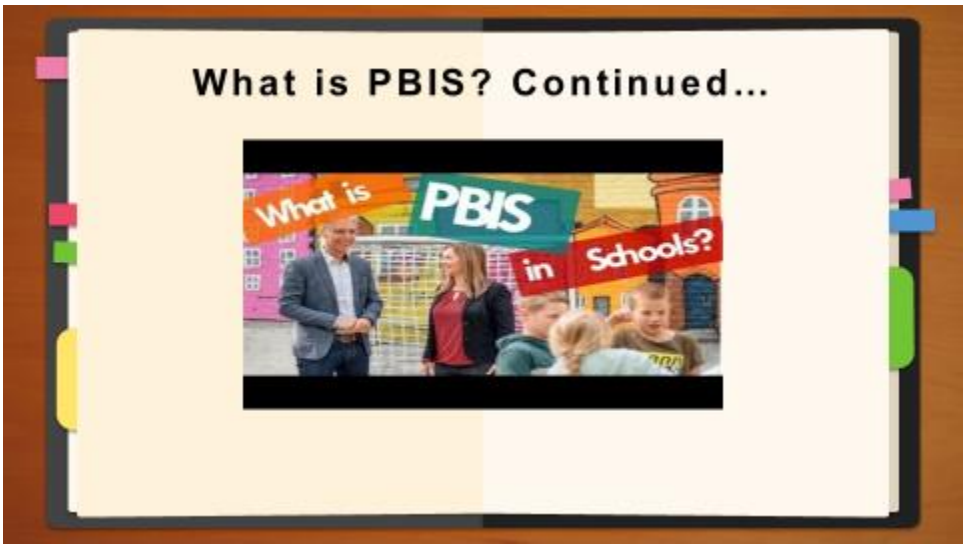
- Write your responses on a Post-It note.
- Attach your Post-It note on the bulletin board paper titled Reflection on Study's Findings.
- Participate in a whole group discussion.

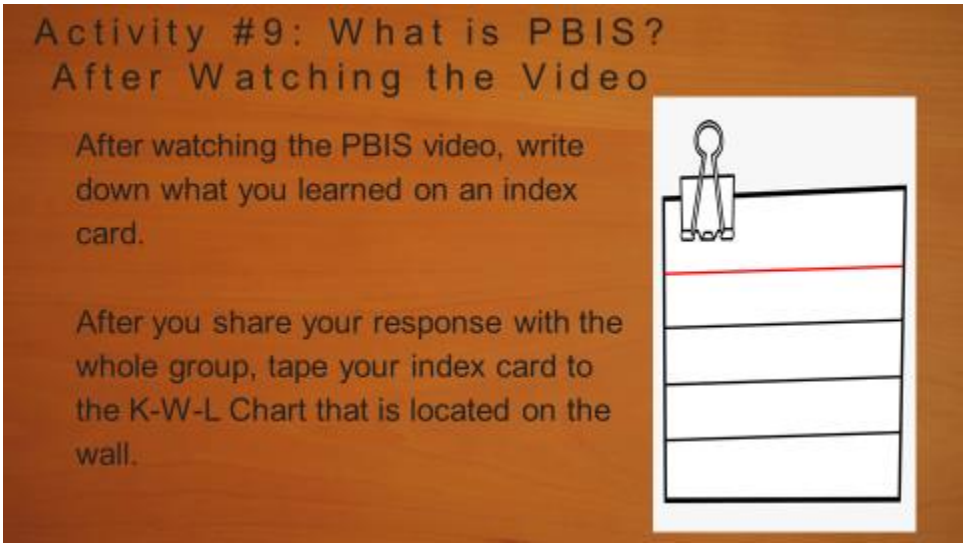
BREAK TIME
15 Minutes

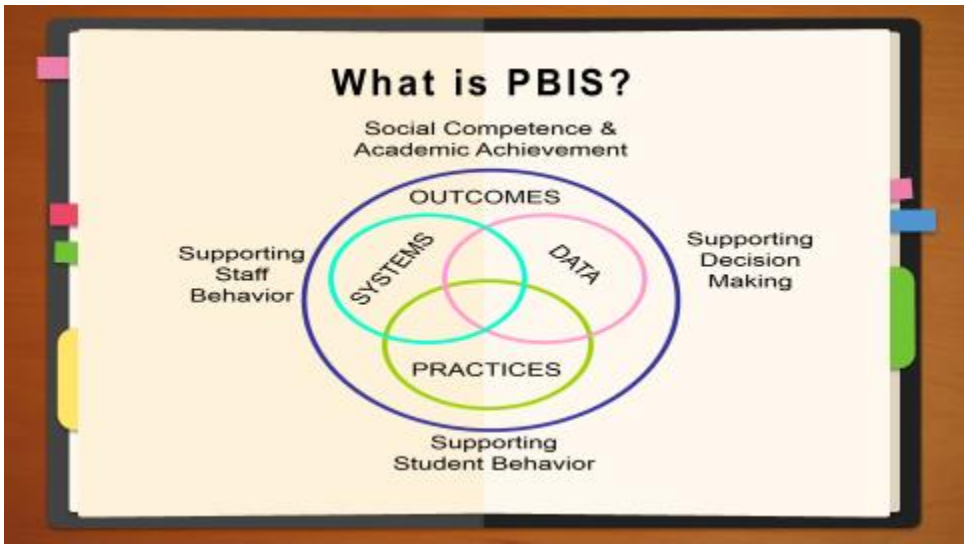
What is PBIS?
P
S
B
I
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT


Activity #8: What is PBIS?
Before Watching the Video
Write what you already know about PBIS in on the yellow Post-It note.
Write what you would like to know on the blue Post-It note.
After you share your responses to the whole group, post your Post-Its on the K-W-L Chart that is located on the wall.
K-W-L Chart
Topic:


What is PBIS?
PBIS is best defined as "[t]he positive behavior interventions and supports (PBIS) framework is a well-researched framework used to teach, model, and reinforce positive behavior in schools across the country" (Boden et al., 2020 p. 88).


What is PBIS? Continued...
What is
PBIS
in
Schools?


Activity #9: What is PBIS?
After Watching the Video
After watching the PBIS video, write down what you learned on an index card.
After you share your response with the whole group, tape your index card to the K-W-L Chart that is located on the wall.


What is PBIS?
Social Competence &
Academic Achievement
OUTCOMES
SYSTEMS
DATA
PRACTICES
Supporting
Staff
Behavior
Supporting
Decision
Making
Supporting
Student Behavior

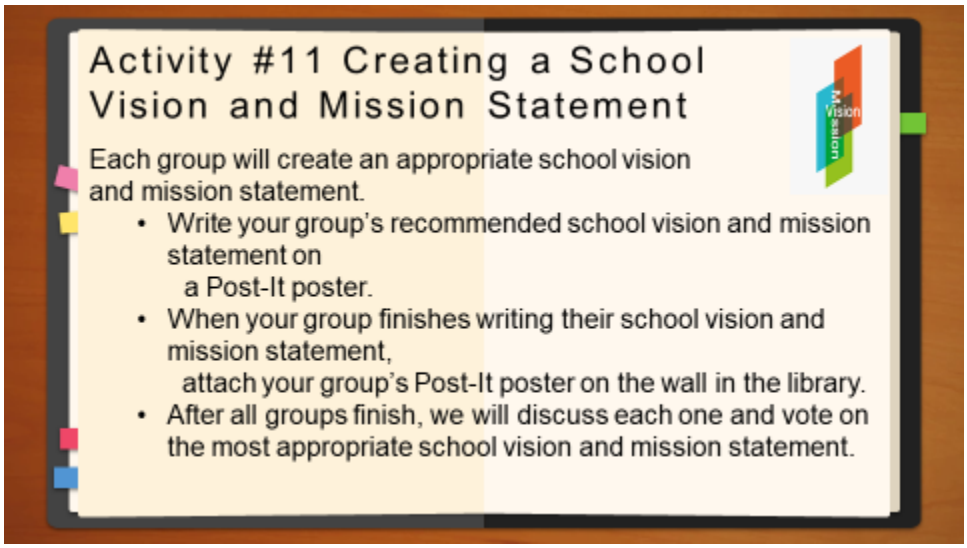
Group Time –
School Vision
and Mission
VISION
MISSION

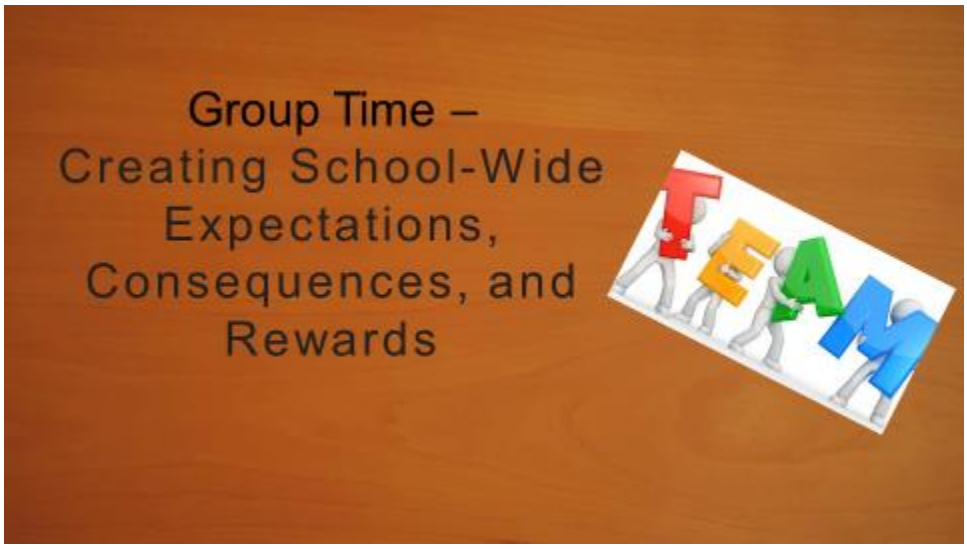
Activity #10: Creating a School Vision and Mission Statement

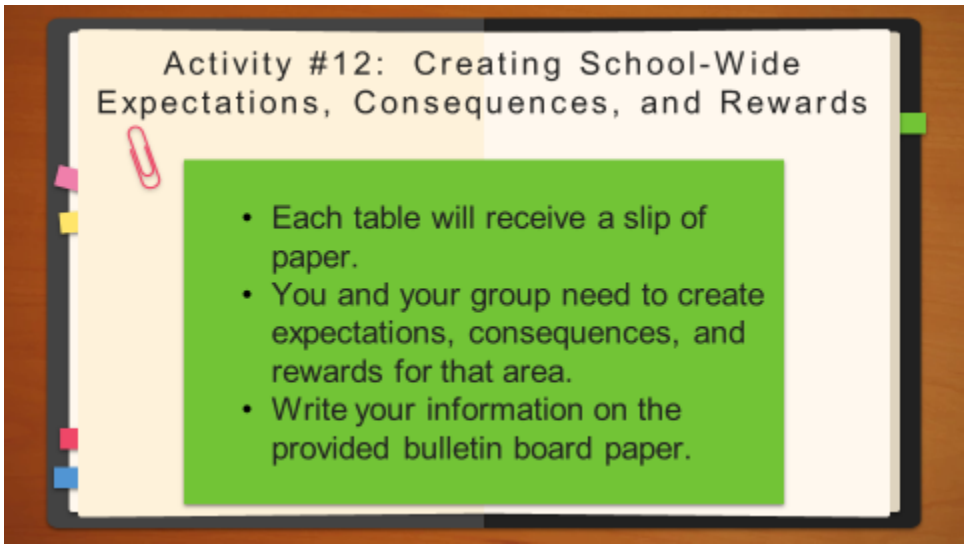
- You will work with the people at your table to answer the questions below on the provided notepad.
  - How do you define the words *vision statement*?
  - What are your goals for our school and stakeholders?
  - How does our school stand out from other schools?
  - Where do we want our school to go in the future?

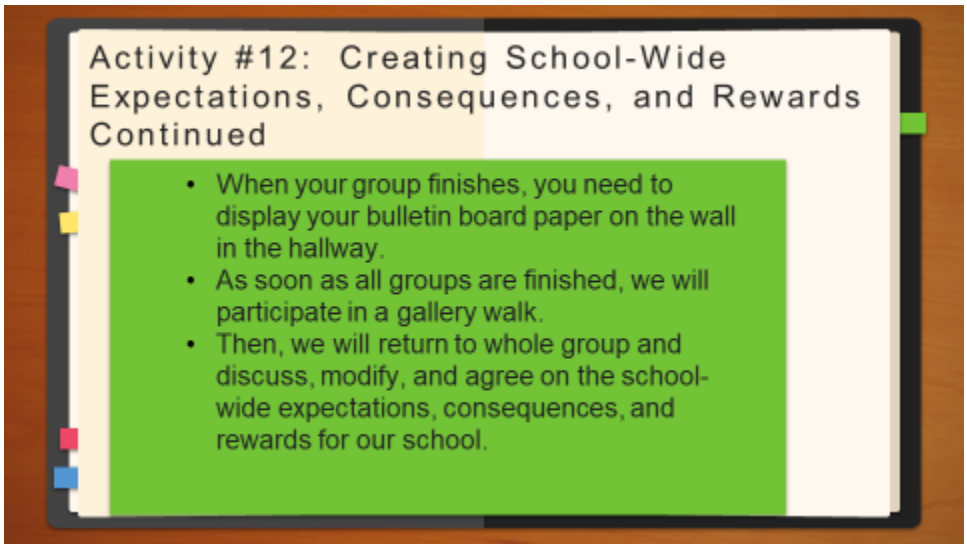
Activity #10: Creating a School Vision and Mission Statement Continued

- After your table answers the questions below, pick one spokesperson for your group.
- The spokesperson will present you group's answers to the whole group for discussion.

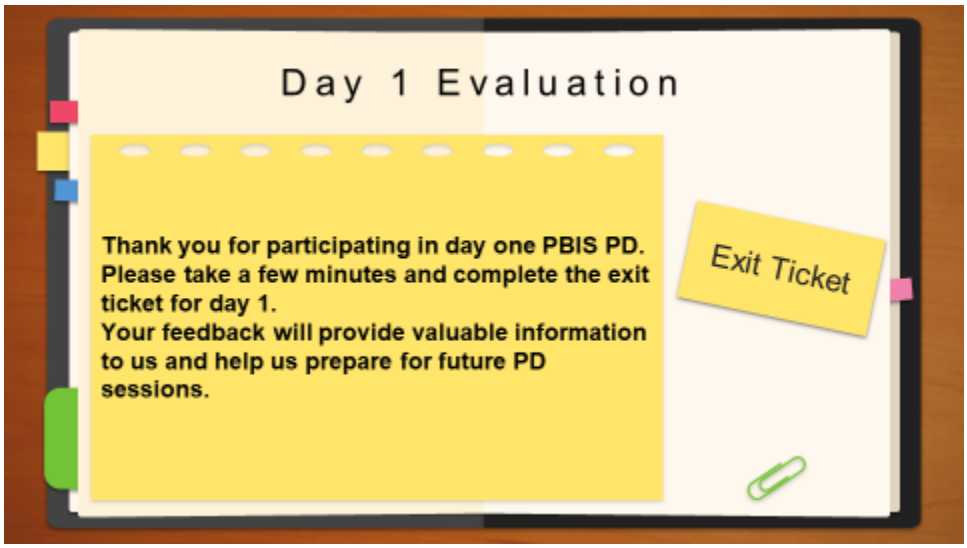

Activity #11 Creating a School Vision and Mission Statement
Each group will create an appropriate school vision and mission statement.
• Write your group's recommended school vision and mission statement on a Post-It poster.
• When your group finishes writing their school vision and mission statement, attach your group's Post-It poster on the wall in the library.
• After all groups finish, we will discuss each one and vote on the most appropriate school vision and mission statement.


Group Time –
Creating School-Wide Expectations, Consequences, and Rewards
TEAM


Activity #12: Creating School-Wide Expectations, Consequences, and Rewards
• Each table will receive a slip of paper.
• You and your group need to create expectations, consequences, and rewards for that area.
• Write your information on the provided bulletin board paper.


Activity #12: Creating School-Wide Expectations, Consequences, and Rewards Continued
• When your group finishes, you need to display your bulletin board paper on the wall in the hallway.
• As soon as all groups are finished, we will participate in a gallery walk.
• Then, we will return to whole group and discuss, modify, and agree on the school-wide expectations, consequences, and rewards for our school.

Exit Ticket
Exit
Ticket


Day 1 Evaluation
Thank you for participating in day one PBIS PD. Please take a few minutes and complete the exit ticket for day 1.
Your feedback will provide valuable information to us and help us prepare for future PD sessions.
Exit Ticket

PBIS
Professional
Development
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT
Positive Classrooms Equal Achievement

DAY 2
PBIS
Professional Development
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT

Goals for Day 2

PBIS POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.

Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.

Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.

Question & Answer Session

If you have any unanswered questions from yesterday's PD, please write them on a Post-It Note and stick it on the Q/A Poster.

Group Time – Beach Ball Review

Activity #13: Beach Ball Review

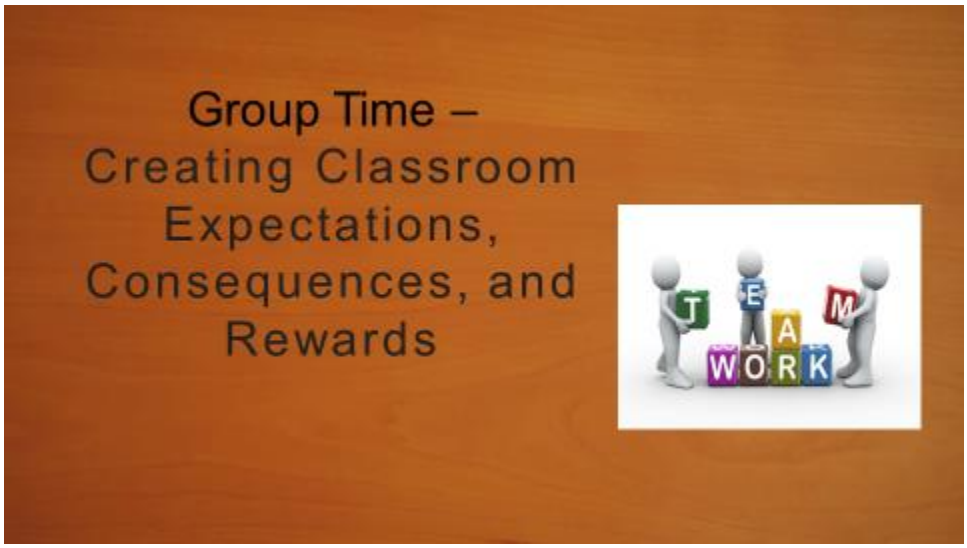
The person who catches the beach ball will respond to a question asked by the PBIS task force or the principal. The questions pertain to yesterday's PBIS PD.

Group Time – Role Play

Activity 14: Role Play

- Each table will select one person to role play the teacher, and the others will role play students.
- Each group only needs to select one school-wide expectation and demonstrate their understanding of the agreed upon expectation, consequence, and reward.
- Each group will perform their skit in front of their colleagues.
- At the conclusion of each skit, all educators will determine if each group followed the agreed upon consequence and reward for the school-wide expectation.

BREAK
TIME
15 Minutes


Group Time –
Creating Classroom
Expectations,
Consequences, and
Rewards
T
E
A
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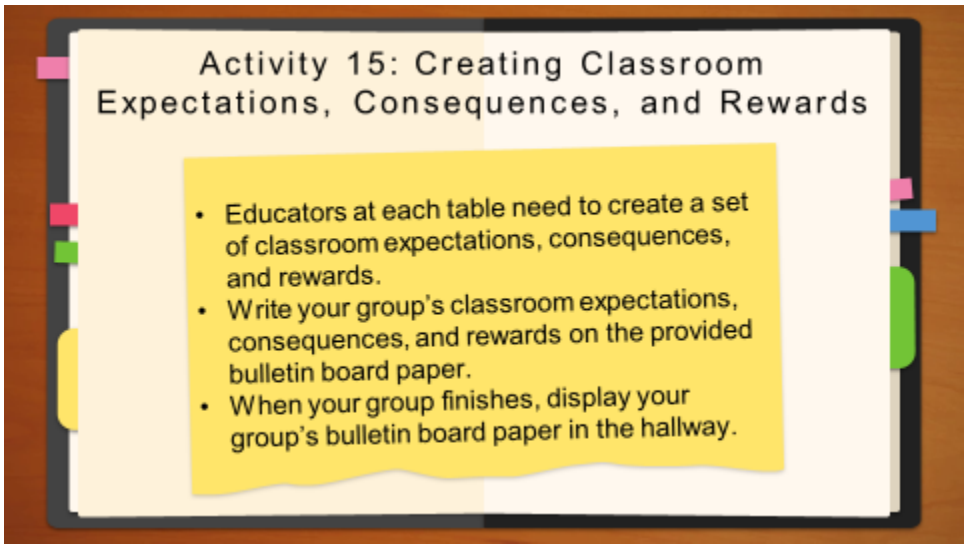
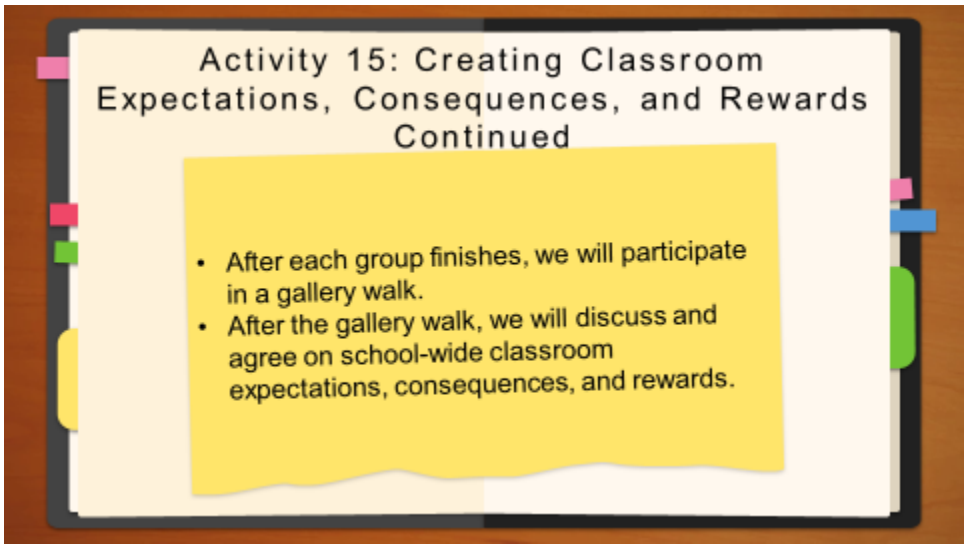
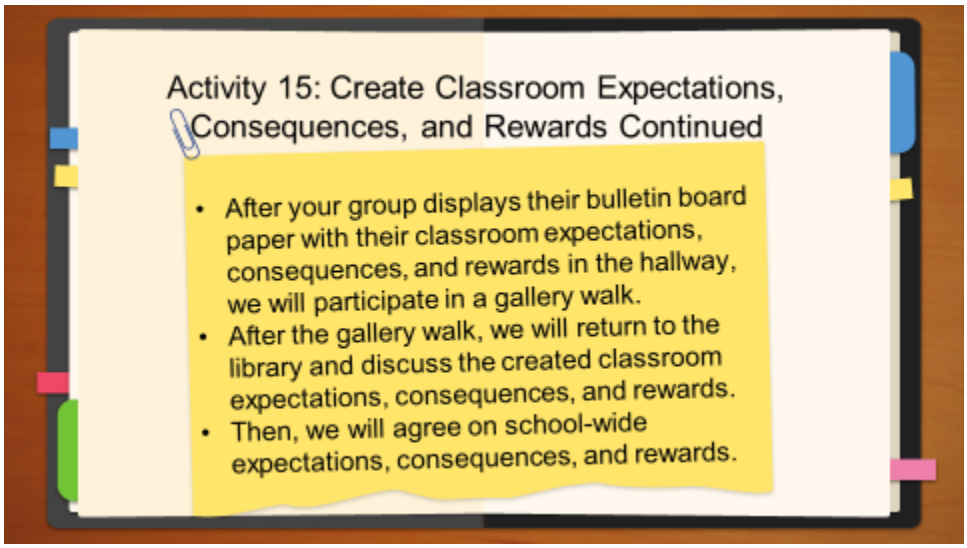
WORK


Activity 15: Creating Classroom Expectations, Consequences, and Rewards
• Educators at each table need to create a set of classroom expectations, consequences, and rewards.
• Write your group's classroom expectations, consequences, and rewards on the provided bulletin board paper.
• When your group finishes, display your group's bulletin board paper in the hallway.

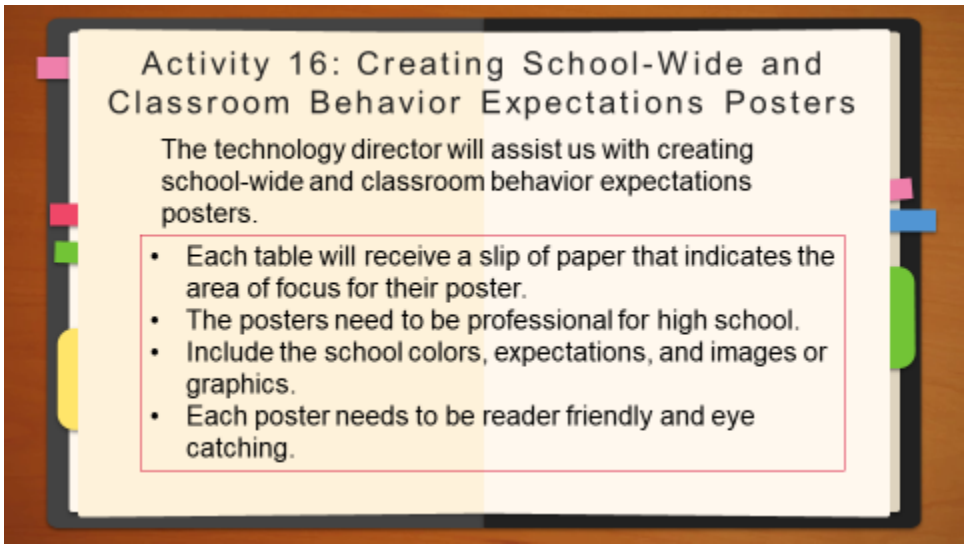

Activity 15: Creating Classroom Expectations, Consequences, and Rewards Continued
• After each group finishes, we will participate in a gallery walk.
• After the gallery walk, we will discuss and agree on school-wide classroom expectations, consequences, and rewards.

Lunch Time
OUT TO LUNCH
Today's lunch is provided by the school administration.

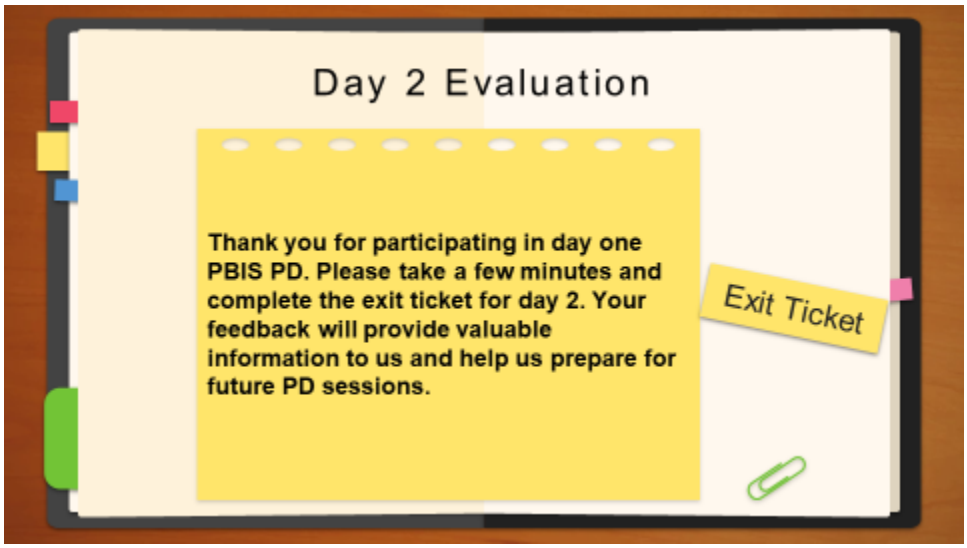

Activity 15: Create Classroom Expectations, Consequences, and Rewards Continued
After your group displays their bulletin board paper with their classroom expectations, consequences, and rewards in the hallway, we will participate in a gallery walk.
After the gallery walk, we will return to the library and discuss the created classroom expectations, consequences, and rewards.
Then, we will agree on school-wide expectations, consequences, and rewards.

BREAK
TIME
15 Minutes

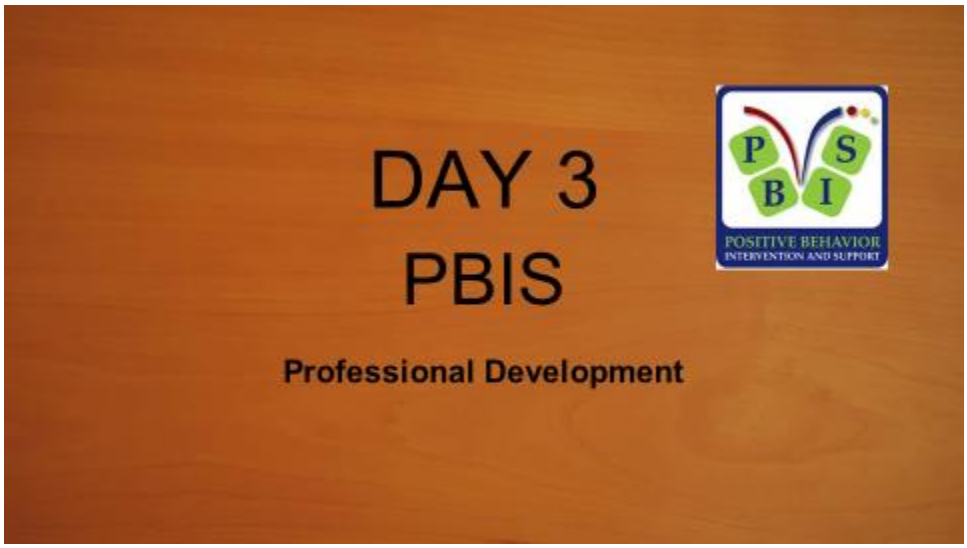
Group Time –
Creating School-Wide
and Classroom
Behavior
Expectations Posters
TEAM WORK

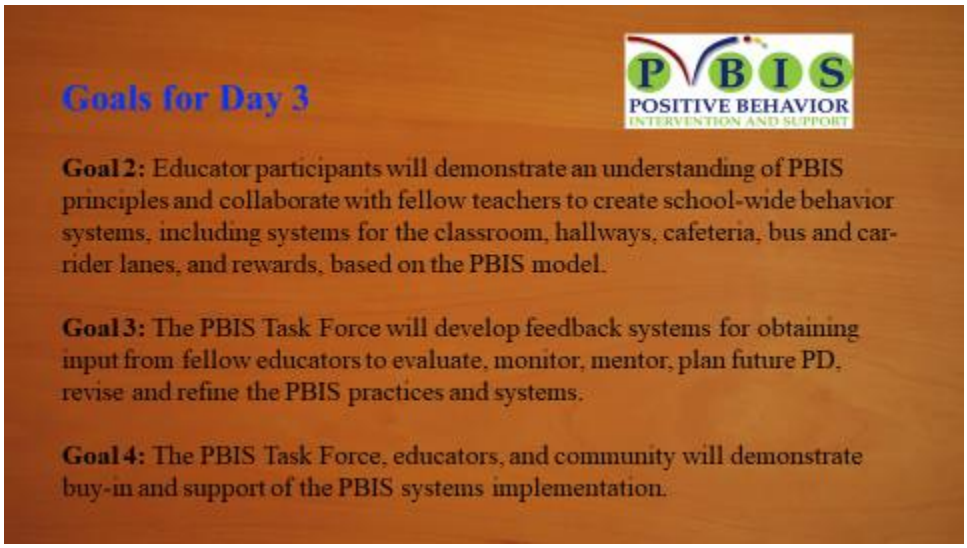

Activity 16: Creating School-Wide and Classroom Behavior Expectations Posters
The technology director will assist us with creating school-wide and classroom behavior expectations posters.
• Each table will receive a slip of paper that indicates the area of focus for their poster.
• The posters need to be professional for high school.
• Include the school colors, expectations, and images or graphics.
• Each poster needs to be reader friendly and eye catching.

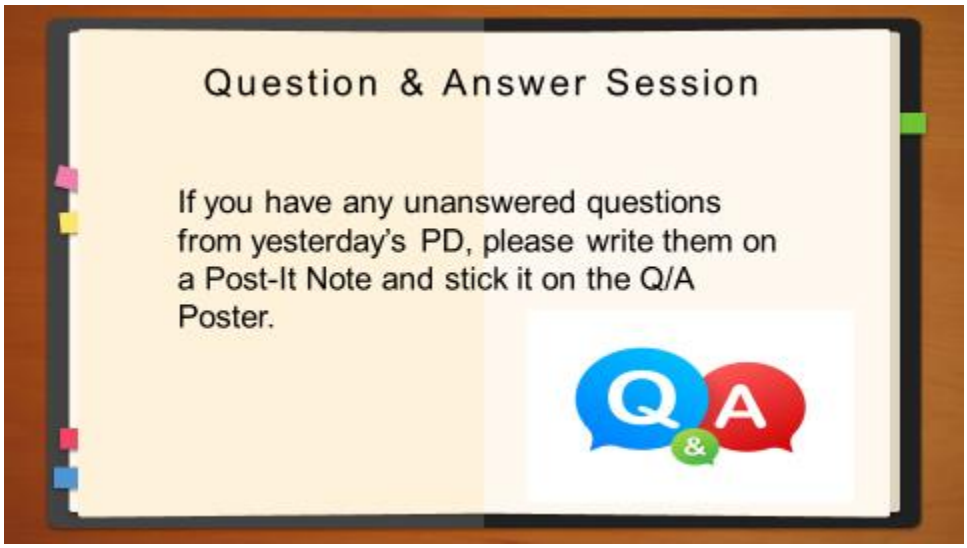
Exit Ticket
Exit
Ticket


Day 2 Evaluation
Thank you for participating in day one PBIS PD. Please take a few minutes and complete the exit ticket for day 2. Your feedback will provide valuable information to us and help us prepare for future PD sessions.
Exit Ticket

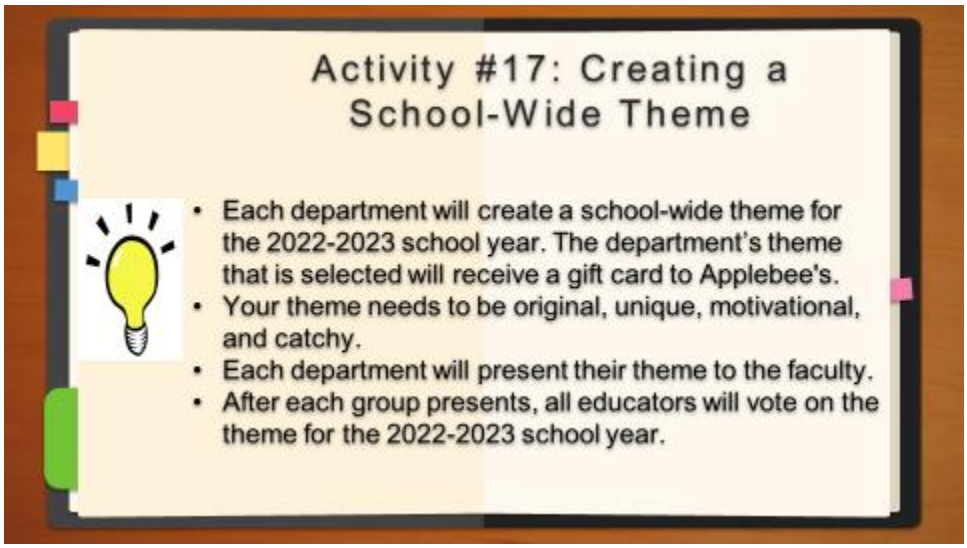
PBIS
Professional Development
POSITIVE BEHAVIOR INTERVENTION AND SUPPORT
Positive Classrooms Equal Achievement


DAY 3
PBIS
Professional Development
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT


Goals for Day 3
POSITIVE BEHAVIOR
INTERVENTION AND SUPPORT
Goal 2: Educator participants will demonstrate an understanding of PBIS principles and collaborate with fellow teachers to create school-wide behavior systems, including systems for the classroom, hallways, cafeteria, bus and car-rider lanes, and rewards, based on the PBIS model.
Goal 3: The PBIS Task Force will develop feedback systems for obtaining input from fellow educators to evaluate, monitor, mentor, plan future PD, revise and refine the PBIS practices and systems.
Goal 4: The PBIS Task Force, educators, and community will demonstrate buy-in and support of the PBIS systems implementation.


Question & Answer Session
If you have any unanswered questions from yesterday's PD, please write them on a Post-It Note and stick it on the Q/A Poster.
Q
A
&

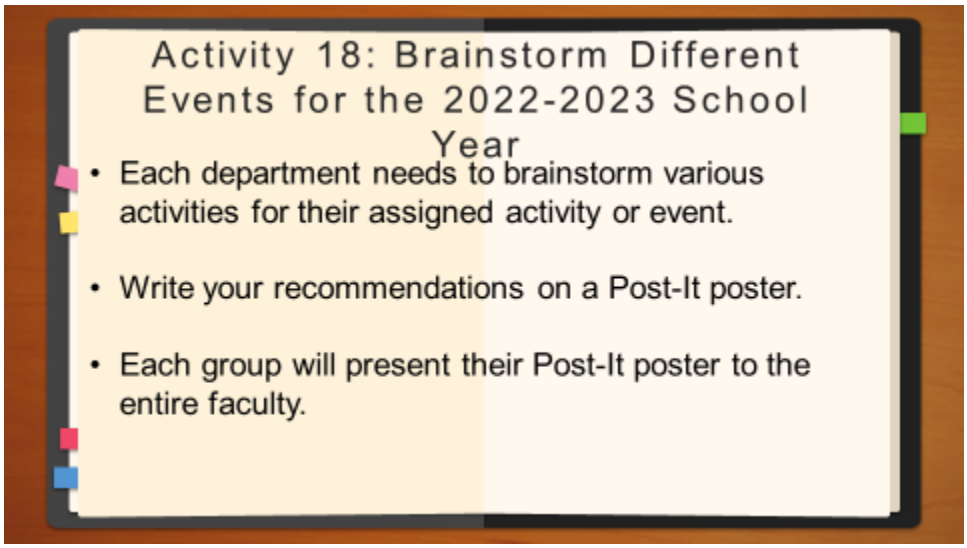
Group Time –
Creating a School-Wide Theme
TEAMWORK

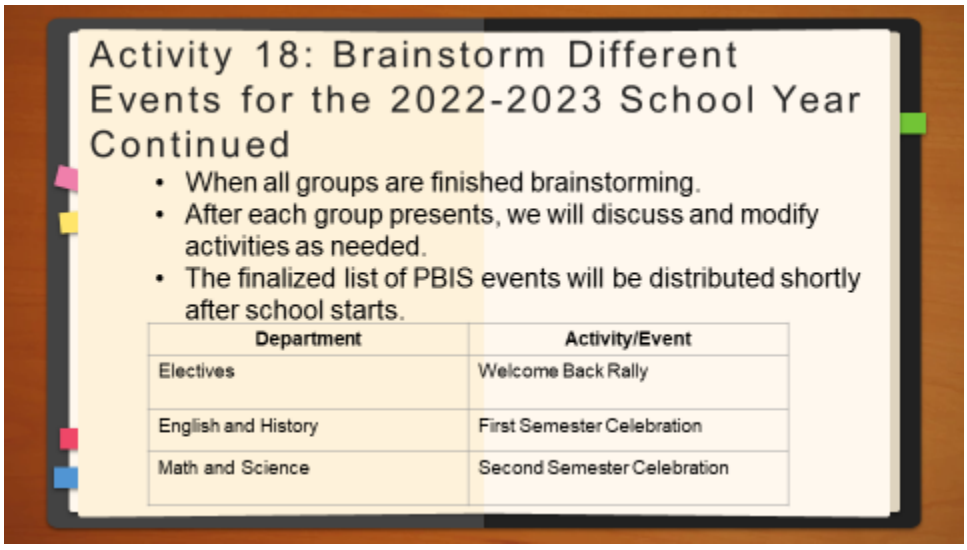

Activity #17: Creating a School-Wide Theme
Each department will create a school-wide theme for the 2022-2023 school year. The department's theme that is selected will receive a gift card to Applebee's.
Your theme needs to be original, unique, motivational, and catchy.
Each department will present their theme to the faculty.
After each group presents, all educators will vote on the theme for the 2022-2023 school year.

BREAK TIME
15 Minutes

PBIS Committees

Resource #4: PBIS Committees
The list of PBIS committees include the following (See provided handout PBIS committees Job Description.):
• Data
• Communications
• Consequences and Rewards
• Community/Business Support
Everyone needs to sign up for at least one PBIS committee. The PBIS committee sign-up sheet will be passed around the room.

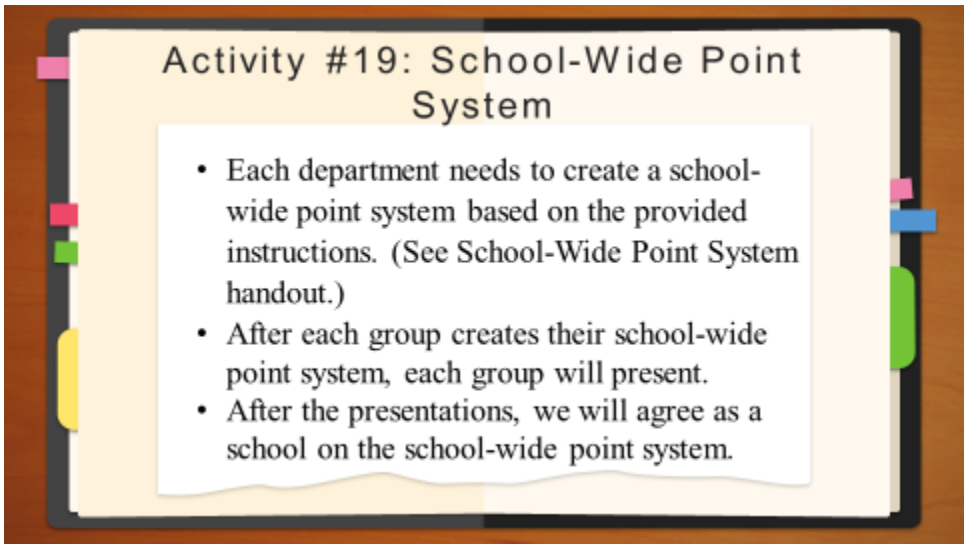

Activity 18: Brainstorm Different Events for the 2022-2023 School Year
• Each department needs to brainstorm various activities for their assigned activity or event.
• Write your recommendations on a Post-It poster.
• Each group will present their Post-It poster to the entire faculty.


Activity 18: Brainstorm Different Events for the 2022-2023 School Year Continued
• When all groups are finished brainstorming.
• After each group presents, we will discuss and modify activities as needed.
• The finalized list of PBIS events will be distributed shortly after school starts.
Department
Activity/Event
Electives
Welcome Back Rally
English and History
First Semester Celebration
Math and Science
Second Semester Celebration

Lunch Time

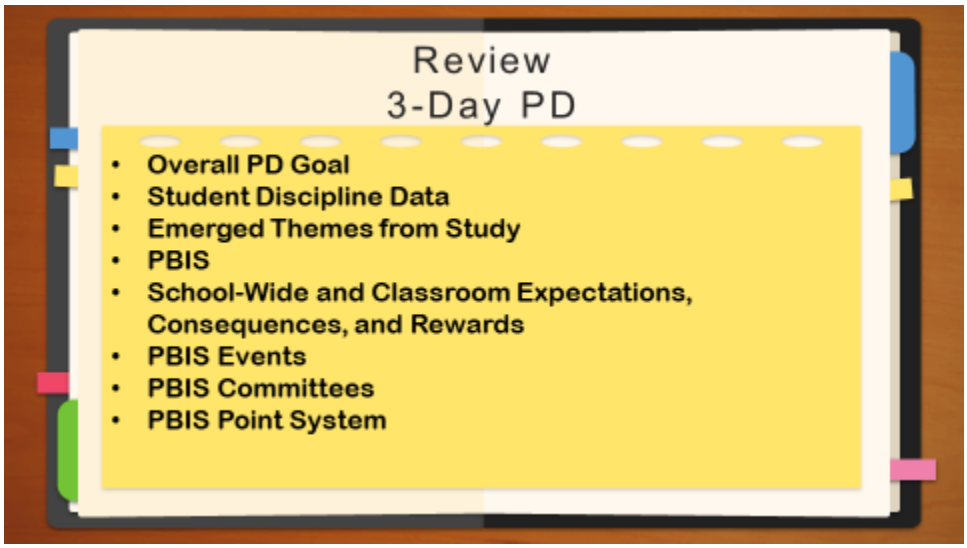
Today's lunch is provided by the National Guard.

Group Time – School-Wide Point System


Activity #19: School-Wide Point System
• Each department needs to create a school-wide point system based on the provided instructions. (See School-Wide Point System handout.)
• After each group creates their school-wide point system, each group will present.
• After the presentations, we will agree as a school on the school-wide point system.

BREAK TIME
15 Minutes

Group Time –
Review, Q&A, and
Prize Drawings
PBIS


Review
3-Day PD
Overall PD Goal
Student Discipline Data
Emerged Themes from Study
PBIS
School-Wide and Classroom Expectations, Consequences, and Rewards
PBIS Events
PBIS Committees
PBIS Point System

Question & Answer Session

If you have any unanswered questions from yesterday's PD, please write them on a Post-It Note and stick it on the Q/A Poster.

Prize Drawings

- Write your first and last name on a 3x5 index card and fold the card in half so that your name is on the inside.
- Put your folded index card in the blue box on the table next to the podium.
- Now, we will draw for prizes.

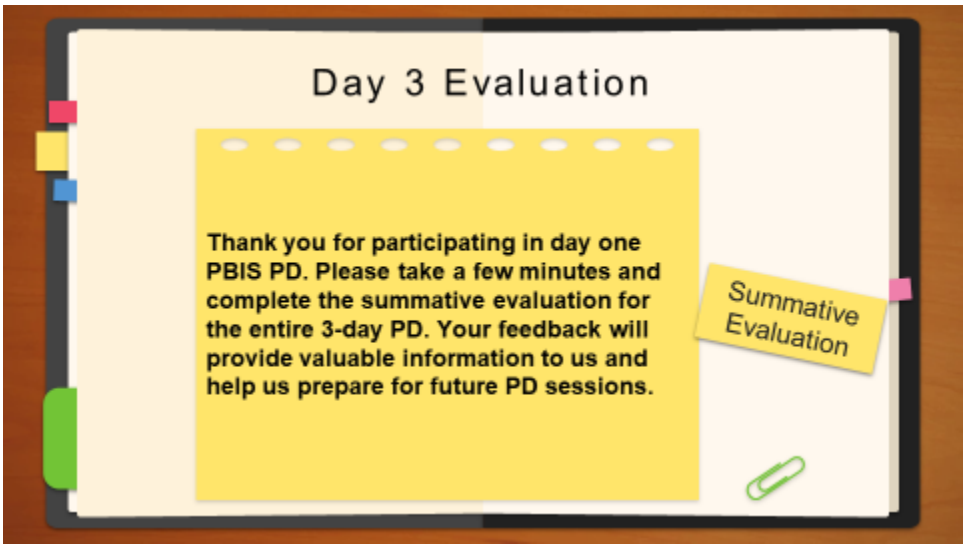
BREAK
TIME
15 Minutes

Group Time –
Displaying
Behavior
Expectations
Posters
LOW
HIGH
•EXPECTATIONS•

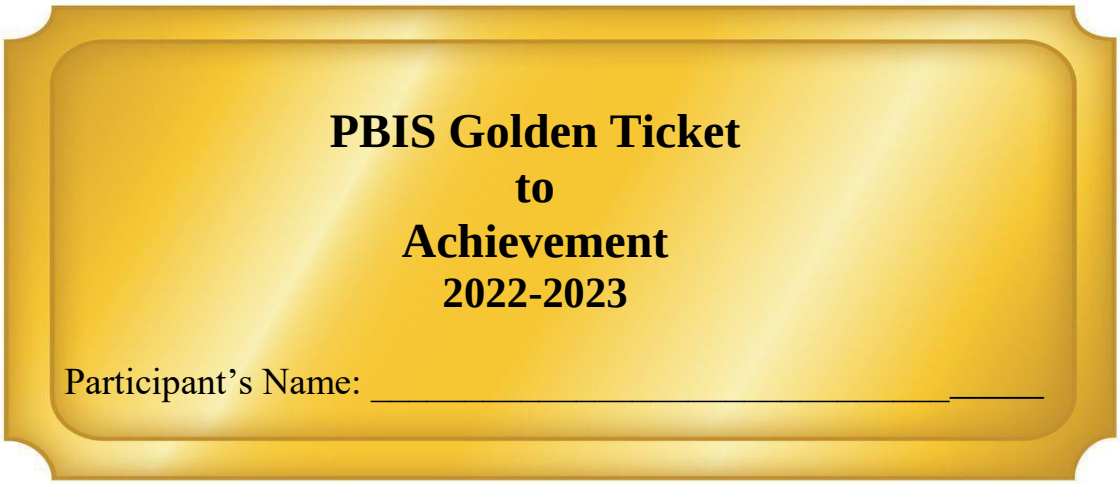
Activity #20: Display School-Wide and Classroom Behavior Expectations Posters in Hallways and in the Classrooms

- Each department needs to take some of school-wide student behavior expectations posters and display them in the hallways.
- After you finish displaying posters in the hallways, be sure to display the classroom student behavior expectations poster in your classroom.

Exit Ticket


Day 3 Evaluation
Thank you for participating in day one PBIS PD. Please take a few minutes and complete the summative evaluation for the entire 3-day PD. Your feedback will provide valuable information to us and help us prepare for future PD sessions.
Summative Evaluation

PBIS Golden Ticket to Achievement



Activities for 3-Day PBIS PD

Activity #1: Ice Breaker

- Line up in the order your birthday. January 1 will be the closes to the library door, and December 31 will be the closes to the back library window.
- After everyone is in the correct order, the principal and PBIS task force will assign groups of four participants by assigning by the order of the line.
- Write down something interesting on a 3x5 index card. Do not write your name on it.
- Put the note card in the box next to the podium.
- Each person will draw a note card and try to guess whose it belongs to.

Activity #2: PBIS Golden Ticket to Achievement

- Each group will define the term *behavior* and provide examples of positive and undesirable student behaviors.
- Each group will record their answers on a Post-It poster.
- Each group will present their poster.

Activity #3: PBIS Pre-Assessment

- Directions: You will have ten minutes to complete the provided PBIS pre-assessment.
- At the end of the school year, we will take the PBIS Post Assessment.

Activity #4: Role Play

- Select one person to role play the teacher, and the others will role play students.
- Each group needs to select one behavior from Class One offense and one behavior from Class Two Offense and create a skit that incorporates both behaviors and the teacher's corrective action(s).
- Each group will perform their skit in front of their colleagues.

- At the conclusion of each skit, all educators will determine if the teacher's corrective action(s) were effective.
- If the corrective actions were ineffective, the educators will help provide more effective actions.

Activity 5: Role Play

- Select one person to role play the teacher, and the others will role play students.
- Each group needs to select one behavior from Class One offense and one behavior from Class Two Offense and create a skit that incorporates both behaviors and the teacher's corrective action(s). Use the next slide titled Resources: Sample Class Offenses to help you.
- Each group will perform their skit in front of their colleagues.
- At the conclusion of each skit, all educators will determine if the teacher's corrective action(s) were effective. If the corrective actions were ineffective, the educators will help provide more effective actions.

Activity #6: Reflection on Student Discipline Data

- At your table, write down what you first see when you look at the student discipline data for 9^{th} and 10^{th} grades.
- Do you feel policies or procedures contributed to the increase in student discipline?
- What does the data tell us?
- Write your responses on a 3x5 index card.
- Tape your card on the bulletin board paper titled Reflection on Student Discipline Data.
- Participate in a whole group discussion.

Activity #7: Reflection on Study's Findings

- What aspects of the study's findings do you find most interesting?
- In what ways does this study expand your thinking about the implementation of PBIS?

- What is one question, critique, or suggestion you might offer in regard to this study?
- Write your responses on a Post-It note.
- Attach your Post-It note on the bulletin board paper titled Reflection on Study's Findings.
- Participate in a whole group discussion.

Activity #8: What is PBIS? Before Watching the Video

- Write what you already know about PBIS in on the yellow Post-It note.
- Write what you would like to know on the blue Post-It note.
- After you share your responses to the whole group, post your Post-Its on the K-W-L Chart that is located on the wall.

Activity #9: What is PBIS? After Watching the Video

- After watching the PBIS video, write down what you learned on an index card.
- After you share your response with the whole group, tape your index card to the K-W-L Chart that is located on the wall.

Activity #10: Creating a School Vision and Mission Statement

You will work with the people at your table to answer the questions below on the provided notepad.

- How do you define the words *vision statement*?
- What are your goals for our school and stakeholders?
- How does our school stand out from other schools?
- Where do we want our school to go in the future?
- After your table answers the questions below, pick one spokesperson for your group.
- The spokesperson will present you group's answers to the whole group for discussion.

Activity #11: Creating a School Vision and Mission Statement

Each group will create an appropriate school vision and mission statement.

- Write your group's recommended school vision and mission statement on
  a Post-It poster.
- When your group finishes writing their school vision and mission statement, attach your group's Post-It poster on the wall in the library.
- After all groups finish, we will discuss each one and vote on the most appropriate school vision and mission statement.

Activity #12: Creating School-Wide Expectations, Consequences, and Rewards

- Each table will receive a slip of paper.
- You and your group need to create expectations, consequences, and rewards for that area.
- Write your information on the provided bulletin board paper.
- When your group finishes, you need to display your bulletin board paper on the wall in the hallway.
- As soon as all groups are finished, we will participate in a gallery walk.
- Then, we will return to whole group and discuss, modify, and agree on the school-wide expectations, consequences, and rewards for our school.

Activity #13: Beach Ball Review

- The person who catches the beach ball will respond to a question asked by the PBIS task force or the principal. The questions pertain to yesterday's PBIS PD.

Activity #14: Role Play

- Each table will select one person to role play the teacher, and the others will role play students.
- Each group only needs to select one school-wide expectation and demonstrate their understanding of the agreed upon expectation, consequence, and reward.
- Each group will perform their skit in front of their colleagues.

- At the conclusion of each skit, all educators will determine if each group followed the agreed upon consequence and reward for the school-wide expectation.

Activity #15: Creating Classroom Expectations, Consequences, and Rewards

- Educators at each table need to create a set of classroom expectations, consequences, and rewards.
- Write your group's classroom expectations, consequences, and rewards on the provided bulletin board paper.
- When your group finishes, display your group's bulletin board paper in the hallway.
- After each group finishes, we will participate in a gallery walk.
- After the gallery walk, we will discuss and agree on school-wide classroom expectations, consequences, and rewards.
- After your group displays their bulletin board paper with their classroom expectations, consequences, and rewards in the hallway, we will participate in a gallery walk.
- After the gallery walk, we will return to the library and discuss the created classroom expectations, consequences, and rewards.
- Then, we will agree on school-wide expectations, consequences, and rewards.

Activity #16: Creating School-Wide and Classroom Behavior Expectations Posters

The technology director will assist us with creating school-wide and classroom behavior expectations posters.

- Each table will receive a slip of paper that indicates the area of focus for their poster (hallway, cafeteria, restrooms, assemblies, bus rider lane, or car rider lane).
- The posters need to be professional for high school.
- Include the school colors, expectations, and images or graphics.
- Each poster needs to be reader friendly and eye catching.

Activity #17: Creating a School-Wide Theme

- Each department will create a school-wide theme for the 2022-2023 school year. The department's theme that is selected will receive a gift card to Applebee's.
- Your theme needs to be original, unique, motivational, and catchy.
- Each department will present their theme to the faculty.
- After each group presents, all educators will vote on the theme for the 2022-2023 school year.

Activity #18: Brainstorm Different Events for the 2022-2023 School Year

- Each department needs to brainstorm various activities for their assigned activity or event.
- Write your recommendations on a Post-It poster.
- Each group will present their Post-It poster to the entire faculty.
- When all groups are finished brainstorming.
- After each group presents, we will discuss and modify activities as needed.
- The finalized list of PBIS events will be distributed shortly after school starts.

Department	Activity/Event
Electives	Welcome Back Rally
English and History	First Semester Celebration
Math and Science	Second Semester Celebration

Activity #19: School-Wide Point System

- Each department needs to create a school-wide point system based on the provided instructions. (See School-Wide Point System handout.)

- After each group creates their school-wide point system, each group will present.
- After the presentations, we will agree as a school on the school-wide point system.

Activity #20: Display School-Wide and Classroom Behavior Expectations Posters in the Hallways and in the Classrooms

- Each department needs to take some of school-wide student behavior expectations posters and display them in the hallways.
- After you finish displaying posters in the hallways, be sure to display the classroom student behavior expectations poster in your classroom.

Resources for 3-Day PBIS PD

Resource #1: Sample Class Offenses

Class 1	Class 2	Class 3
• Excessive talking • Failure to bring supplies to class • Failure to attend teacher's detention • Chewing gum • Horse playing or shoving • Electric devices or Cell phone • Dress code	• Bullying • Fighting • Theft • Profanity • Vandalism • Defiance of authority • Cheating or plagiarizing	• Use of alcohol or drugs • Bomb threats • Weapons • Hazing • Robbery • Sexual battery • Sexual harassment • Lewd behavior • Assault on a school employee

Resource #2: Student Discipline Data

Table 2

Ninth Grade Student Discipline from the 2015-2022 School Years

Year	Class 1 Offense	Class 2 Offense	Class 3 Offense
2015-2016	375	250	18
2016-2017	400	275	16
2017-2018	423	282	20
2018-2019	431	285	17
2019-2020	442	293	15
2020-2021	451	303	15
2021-2022	460	308	18

Note. Data Compiled from Central Access, Student District Database (2022).

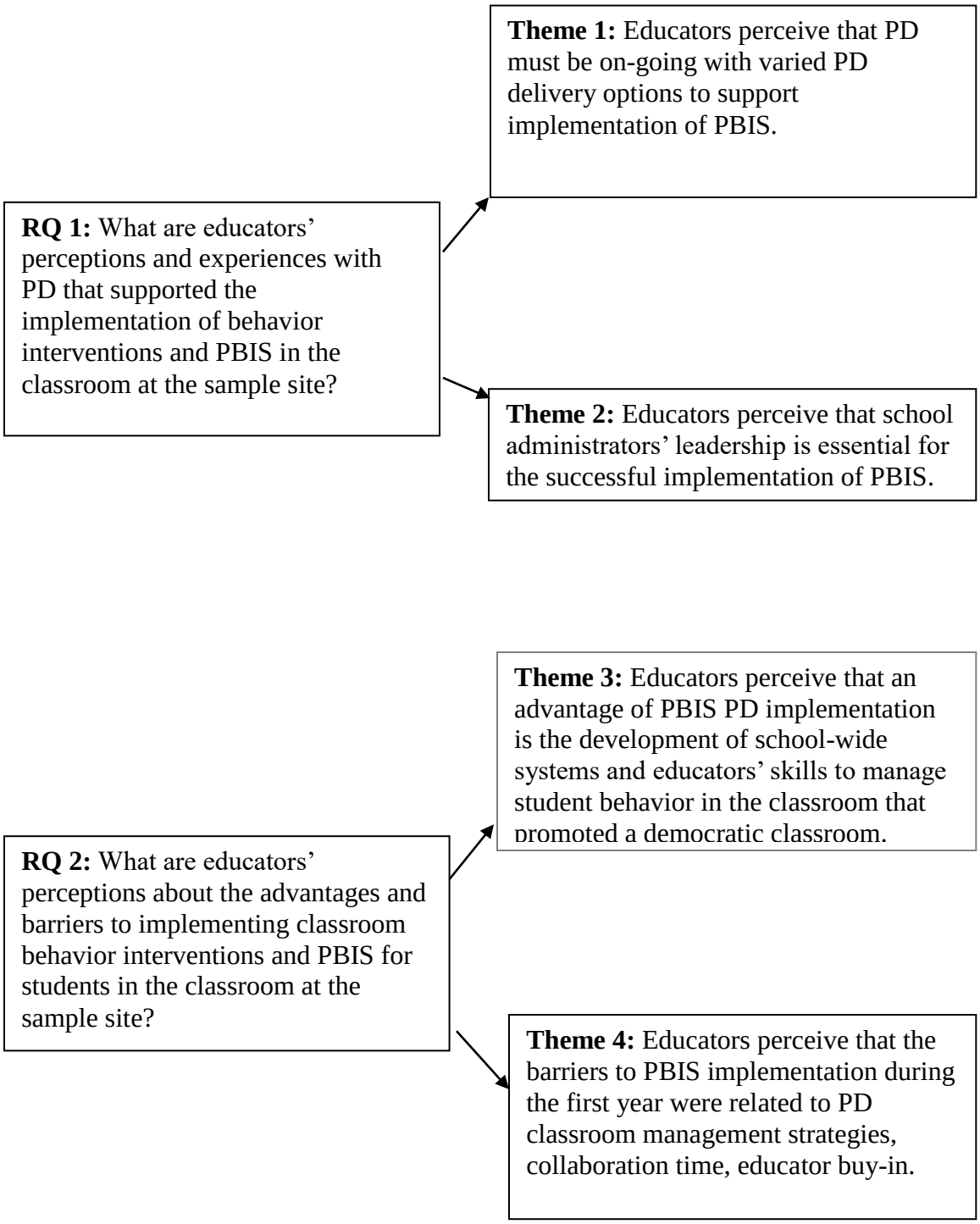
Table 3

Tenth Grade Student Discipline from the 2015-2022 School Years

Year	Class 1 Offense	Class 2 Offense	Class 3 Offense
2015-2016	365	242	15
2016-2017	372	251	19
2017-2018	394	261	16
2018-2019	420	266	16
2019-2020	432	269	20
2020-2021	437	275	18
2021-2022	443	281	15

Note. Data Compiled from Central Access, Student District Database (2022).

Resource #3: Findings from Research Study



Resource #4: PBIS Committees

The list of PBIS committees include the following (See provided handout PBIS committees Job Description.):

- Data
- Communications
- Consequences and Rewards
- Community/Business Support

Everyone needs to sign up for at least one PBIS committee. The PBIS committee sign-up sheet will be passed around the room.

PBIS Committee Responsibilities

Data

- Pull all relevant student attendance and discipline reports and share at staff meetings and PBIS meetings
- Create and administer periodic surveys of faculty and students to monitor PBIS effectiveness
- Survey faculty and administration on problem undesirable student behaviors and location and times of behaviors

Communications

- Inform administration, faculty, students, parents, and community about upcoming and current PBIS events, activities, and celebrations
- Solicit for parent volunteers
- Make daily PBIS announcements
- Create PBIS bulletin board and main display by front entrance of school
- Inform parents and the community about upcoming events
- Include up-to-date PBIS information on school calendar

Consequences and Rewards

- Use the provided student attendance and discipline data to recommend adjustments to consequences and rewards
- Recommend effective consequences and rewards to decrease undesirable student behaviors
- Use budget or community contributions to purchase rewards for faculty and students

Community/Business Support

- Contact local businesses for donations and support
- Organize fundraisers to solicit all stakeholders' support

PBIS Committee Sign-up Sheet

Write your first and last name below a committee that you want to be part of. Everyone needs to participate.

Data	Communications	Consequences and Rewards	Community/Business Support

PBIS Point System Recommendation

Directions: You and your department need to decide the most appropriate points for 1 to 5 to assign to each criteria. After each department completes and presents their recommendation, we will discuss the recommendations and then decide as a faculty which points are the most appropriate for our school.

Note: The categories and points are for each nine weeks. The point system will help determine which students qualify for the end of each nine weeks PBIS celebration.

Department: _____

Category	Recommendation
All A's	
All A's and B's	
All B's	
No F's	
Perfect Attendance	
No Tardies	
No Discipline Referrals	

PBIS Pre-Assessment for School-Wide Systems

Retrieved from https://www.pbis.org/resource/sas

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8.Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**School-wide** is defined as involving all students, all staff, & all settings.	High	Med	Low
			11. Data on problem behavior patterns are collected and summarized within an ongoing system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) ongoing rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to ongoing training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Retrieved from https://www.pbis.org/resource/sas

PBIS Pre-Assessment for Classroom Systems

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**Classroom settings** are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ($\geq$ 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School _____Date _____

Retrieved from https://www.pbis.org/resource/sas

PBIS Self-Assessment Survey version 3.0 August 2009
©2000 Sugai, Horner & Todd, Educational and Community Supports
University of Oregon
revised 08/27/03 DP
Revised 06/15/09 CRD

Exit Ticket for Day 1 PBIS PD Formative Evaluation

Date:

1.) What are three things you learned today?

2.) What do you need clarification about today's PBIS PD?

3.) What do you believe went well today?

4.) Do you have any suggestions or recommendations for improvement for the next PBIS PD?

Exit Ticket for Day 2 PBIS PD Formative Evaluation

Date:

1.) What are three things you learned today?

2.) What do you need clarification about today's PBIS PD?

3.) What do you believe went well today?

4.) Do you have any suggestions or recommendations for improvement for the next PBIS PD?

3-Day PBIS PD Summative Evaluation

Thank you for participating in day one PBIS PD. Please take a few minutes and complete the summative evaluation for the entire 3-day PD. Your feedback will provide valuable information to us and help us prepare for future PD sessions.

Use the following rating scale when selecting your response:
5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1 = Strongly Disagree

The 3-day PD goal was clearly stated.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

The 3-day PD activity's objectives were met.
5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1 = Strongly Disagree

The 3-day PD activities helped me better understand PBIS.
5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1 = Strongly Disagree

The 3-day PD activities helped me understand how to implement PBIS in the organization.
5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1 = Strongly Disagree

The 3-day PD activities gave me the knowledge and skills to implement PBIS.
5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1 = Strongly Disagree

The 3-day PD activities allowed for collaboration time.
5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1 = Strongly Disagree

The 3-day PD activities included all stakeholders.
5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1 = Strongly Disagree

The 3-day PD overall experience was effective in helping me understand PBIS and be able to implement PBIS.
5 = Strongly Agree 4 = Agree 3 = Neutral 2=Disagree 1 = Strongly Disagree

Please provide any suggestions you have for improving PD.

Appendix B: Permission to Use Figures

To: Daniel Henley

From: Elizabeth Davis

Yes, you have our permission to use the figure referenced below. I am glad it is helpful!

Best,
Elisabeth Davis, Ed. D.

To: Elizabeth Davis
From: Daniel Henley

Dear Dr. Davis:

I am writing a project study entitled "High School Educators' Perceptions of Professional Development Needs for Implementation of Positive Behavioral Interventions and Supports" as part of Walden University's Doctor of Education program. The paper will be published with the university.

I am asking permission to use the following figure in my project study:
The Coaching Cycle, which is included in *The Alabama Coaching Framework* by E. G. Mackey.

Walden University requires doctoral candidates to create either a white paper or a professional development that helps to rectify issues discovered in their research study. My research study found that the lack of effective professional development in implementing positive behavioral interventions and supports resulted in high student discipline referrals at the study site. I would like to use your figure that is listed below to support the implementation of an effective professional development in order to decrease undesirable student behaviors in order to increase student engagement and academic performance at the study site.

Thank you for your time, and I look forward to hearing from you soon.

Best,
Daniel Henley

To: Daniel Henley
From: Kimilee Norman-Goins

Hi there Daniel,

Thank you for reaching out! Your study sounds interesting, and we are happy that you found the coaching model helpful.

We've reached out to our friends at the Alabama State Department of Education (as the document is technically theirs) and asked Dr. Elisabeth Davis (edavis@alsde.edu) to contact you regarding their decision on usage.

Good luck with your work!

Kimilee Norman-Goins
Publishing and Communications Director

To: Region 7 Comprehensive Center
From: Daniel Henley

To Whom It May Concern:

I am writing a project study entitled "High School Educators' Perceptions of Professional Development Needs for Implementation of Positive Behavioral Interventions and Supports" as part of Walden University's Doctor of Education program. The paper will be published with the university.

I am asking permission to use the following figure in my project study:

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Thank you for your time, and I look forward to hearing from you soon.

Best,

Daniel Henley

To: Daniel Henley
From: Teresa Cahalan

Dear Mr. Henley,

Thank you for contacting IES. Unless stated otherwise, all information on the U.S. Department of Education's IES website at http://ies.ed.gov is in the public domain and may be reproduced, published, linked to, or otherwise used without IES' permission (https://ies.ed.gov/help/), so you are welcome to use the figure in your research study. We ask that you cite the source in your report.

Good luck with your project! Please let us know if you have any further questions.

Sincerely,
Teresa

To: Institute of Education Sciences
From: Daniel Henley

To Whom It May Concern:

I am writing a project study entitled "High School Educators' Perceptions of Professional Development Needs for Implementation of Positive Behavioral Interventions and Supports" as part of Walden University's Doctor of Education program. The paper will be published with the university.

I am asking permission to use the following figure in my project study:
Embedded Evaluation Model, which is included in the Evaluating Professional Learning by
Nicole Breslow and Georgia Bock.

Walden University requires doctoral candidates to create either a white paper or a professional development that helps to rectify issues discovered in their research study. My research study found that the lack of effective professional development in implementing positive behavioral interventions and supports resulted in high student

discipline referrals at the study site. I would like to use your figure that is listed below to support the implementation of an effective professional development in order to decrease undesirable student behaviors in order to increase student engagement and academic performance at the study site.

Thank you for your time, and I look forward to hearing from you soon.

Best,

Daniel Henley