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Exploring Barriers to Implementing a School-Wide Positive Behavioral Intervention and Support Program.

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COLLEGE OF EDUCATION

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Ronald Gay

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Abstract

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EdS, Nova Southeastern University, 2010

MA, Assembly of God Theological Seminary, 1996

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

This study examined factors related to the implementation of a School Wide Positive Behavioral Intervention and Support (SWPBIS) program at a large middle school in the United States. Parent Teacher Student Association volunteers at the school reported that teacher fidelity to implementation of SWPBIS activities was inconsistent, threatening the SWPBIS program's effectiveness. The purpose of this study was to identify barriers that hindered teachers' fidelity in implementing SWPBIS. Teacher resistance to change, change leadership framework, and the model for effective professional development were used in this case study to explore the perceptions of 16 participants. The research questions focused on teachers', SWPBIS coaches', and administrators' perceptions and experiences with barriers to implementing SWPBIS in the third year of implementation (2013-2014). Emergent themes derived from coding participant interviews revealed 7 major barriers to teacher implementation fidelity including confusion about priorities, peer and student influences, philosophical differences, and weaknesses in leadership and professional development. The interview data were triangulated with data from archived documents to ensure the credibility of the study. A project recommendation for 6 professional development modules was made to address study findings. Positive social change implications include the efficacy of using the project study as an example for other schools to improve teacher effectiveness by responding to teacher weaknesses and facilitating improved student outcomes.

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Dedication

No one truly understands the level of intensity, commitment, and discipline it takes to complete a project study until they have reached the end of the journey. And, it is a journey that begins long before one embarks on their academic or professional career. I could not have achieved this milestone without the support I received from my family. First, I want to dedicate this work to my maternal grandmother, Callie Irene Watts. Her profound wisdom, godly life, and moral character shaped my life and my destiny. I also want to dedicate this work to my parents, Ronald & Barbara Gay, who are largely responsible for who I have become as a person, my commitment to a strong work ethic, and my passion for being the best I can be in everything that I do. I also want to dedicate this work to my sister, Linda Robin Wilson, who has tirelessly spent her career to bring positive social change to individuals with intellectual disabilities. Finally, I would like to dedicate this work to the love of my life, Serina Gay. Serina has loved, encouraged, and challenged me to continue excellence in every aspect of my life. Her laughter, creativity, and intelligence make life an incredible journey. Thank You!

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Many individuals have influenced me over the course of my educational career and have in several ways contributed to my intellectual and scholarly abilities leading up to completion of this project study and doctorate degree. I could not possibly mention everyone, but I would like to mention a few below.

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I want to thank all the study participants who contributed their time, thoughts, and perceptions to my research study. Your data made this work possible.

Finally, I want to express my thanks to the one who makes all things possible. I want to thank God for all the blessings He has bestowed on me and my family. Without Him I was nothing. With Him I am everything.

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Section 1: The Problem

Introduction

The number of School-Wide Positive Behavioral Intervention and Support (SWPBIS) programs in the United States has continued to grow as educators attempt to solve the challenges of the increasing number of discipline problems in schools (Dunlap, Kincaid, Horner, Knoster, & Bradshaw, 2014; Osher, Bear, Sprague, & Doyle, 2010; Horner et al., 2014). SWPBIS is a three-tiered framework that applies a behaviorally-based approach to improving student behavior within a school. It focuses on creating and sustaining systems of support in three tiers: school-wide, classroom, and individual. The framework describes a continuum of positive behavioral support for all students that reduces and often replaces targeted, undesired behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports [OSEP TACPBIS], 2013).

The school under study, Central Middle School (pseudonym), is one of the largest middle schools in the southeastern United States and had over 2,200 students enrolled at the time of the study. This school had undergone significant changes in the years leading up to the implementation of the SWPBIS program. While the school has continued to maintain Adequate Yearly Progress (AYP), it lost its Platinum School designation from the Georgia Governor's Office of Student Achievement in 2007. The school was recognized by the Governor's Office for three consecutive years (2003-2004, 2004-2005, & 2005-2006), and twice received The Platinum Award for "greatest gains in students meeting and exceeding standards" (2004-2005 and 2005-2006; Georgia Department of Education, 2013b).

Many factors are likely to have contributed to this school's diminished gains in student achievement. These factors include rising benchmarks for the No Child Left Behind (NCLB) federal legislation and increased class sizes. In addition, there was an increase in new students between 2003 and 2013 due to the district's high growth rate ("Report card," n.d.). These new students were not used to the academic rigor and expectations of the school. During the time period of these changes, approximately 2003 to 2010, the principal reported that the number of discipline referrals had slowly increased by approximately 20% (Personal communication, June 10, 2013). This increased number of disciplinary referrals likely reflects an increased number of disruptions and distraction in the classroom learning environment.

Increases in student population from outside the district were only one component of change between 2006 and 2012. The demographic make-up of the students also revealed subtle shifts that may contribute to school discipline and academic achievement. According to the Georgia Department of Education (2013), the school experienced six key demographic shifts between 2006 and 2012. The first and potentially most significant was a 141% growth in number of students receiving Free and Reduced Lunch. Other demographic changes included:

- the total number of students increasing by 10%;
- the number of White students decreasing by 18%;
- the number of African American students increased by 23%;
- the number of Hispanic students increased by 39%; and
- the number of Asian/Pacific Islanders increased by 19%.

The significant growth in the number of students receiving free and reduced lunch stands out. In a study of the influence of poverty on minority students, O'Connor and Fernandez (2006) found

an over-representation of these students in special education due to under-development of both academic and social/behavioral skills. This suggests that the effects of poverty on children and the increase in the number of students with lower socio-economic standing at Central Middle School may be a causative variable to the increase in discipline issues.

Regardless of the exact cause, the number of increased discipline referrals at Central Middle School has caused a reduction of instructional time due to students being outside of the classroom speaking with administrators and receiving consequences such as in-school or out-of-school suspension. Reducing the loss of instructional time caused by behavior problems through effective implementation of SWPBIS programs has a positive influence on student achievement (Muscott, Mann, & LeBrun, 2008; Nocera, Whitbread, & Nocera, 2014; Pas & Bradshaw, 2012). Pas and Bradshaw (2012) also found that student academic achievement was lower in schools with lower measures of SWPBIS implementation fidelity compared to schools with high implementation fidelity.

Considering the negative discipline trend at Central Middle School, something needed to be done to find a solution to increasing discipline problems (Personal communication, June 10, 2013). The school principal sought help from district leaders which came in the form of a recommendation to implement a SWPBIS program as a means to lower discipline referrals, improve school climate, and positively influence academic achievement. The principal accepted the district recommendation and gained support from the local school council and the PTSA (Parent Teacher Student Association) (Personal communication, June 10, 2013). A PBIS team was established to initiate planning and implementation for the program (Personal communication, June 10, 2013).

The PBIS framework was recommended by district leaders because of its research-based, data-driven approach to improving student behavior. Students learn desired behaviors through a system of supports that teach and reinforce expected behaviors for each location in the school and on a school bus (Horner et al., 2005). Core components of the framework begin with a PBIS team of teachers and staff responsible to develop, implement, and sustain the program. Other core elements of this framework include professional learning for staff, direct and incidental instruction on desired behaviors, and reinforcement for desired behaviors utilizing token economies that lead to tangible rewards (OSEP TACPBIS, 2014). This project study focuses on a specific middle school implementation of a SWPBIS program that has demonstrated success at this site. The study results supported the potential for behavior improvement programs as an effective tool to help schools lower the number of office discipline referrals and improve school climate.

Definition of the Problem

Central Middle School implemented the SWPBIS program in August of 2011 while I was a member of the school faculty. Teachers received initial training concerning their tasks and responsibilities for program implementation. Administration facilitated data entry in an Internet-based program called SWIS™ (School-Wide Information System) which allows school personnel to track the number of office discipline referrals and the problem behaviors associated with them. A token economy system is used in SWPBIS programs to reward students for desired behaviors. The school's PTSA (Parent Teacher Student Association) began collecting data on the actual numbers of token redemptions starting January, 2014, to document the distribution of tokens by teachers and grade level.

Although school leaders reported that SWIS™ data indicated significant decreases in office discipline referrals, the anecdotal data from PTSA volunteers indicated inconsistencies in teacher implementation of two key aspects of the program. These aspects were the distribution of reward tokens and the direct instruction of behavior lessons. Additionally, a PBIS coach on the PBIS team also reported that some teachers were not teaching the SWPBIS lessons during brief walk-through observations, and some teachers indicated that they do not distribute the tokens used for reinforcement of desired behaviors. These reports are important because teacher fidelity to SWPBIS implementation is essential to achieving program goals to reduce discipline referrals thus having a substantial influence on instructional time and student achievement. Inconsistencies in teacher fidelity to implementation in core SWPBIS activities challenge the ability of the program to achieve maximum success (Pas & Bradshaw, 2012).

These findings suggested that Central Middle School's SWPBIS program was operating at less than optimal performance and may have experienced diminished results due to some teachers' lack of fidelity of implementation (FOI) of the SWPBIS program. As discussed earlier, fidelity of implementation (FOI) is an important factor that determines if a school achieves the greatest benefits that come with school improvement initiatives. Researchers have identified significant performance differences between schools with strong FOI and those with weak FOI (Muscott, Mann, & LeBrun, 2008; Nocera, Whitbread, & Nocera, 2014; Pas & Bradshaw, 2012). According to the local principal and PBIS coaches, teachers and program leaders such as administrators and coaches had never been asked about factors that hinder or thwart their ability to implement the SWPBIS program at high or higher levels of fidelity. This study was designed to explore teachers', administrators', and coaches' experiences and perceptions about the

SWPBIS program implementation to provide valuable information about the operational features and characteristics of the program at Central Middle School. By exploring implementers' experiences I wanted to contribute to a deeper understanding of the phenomenon that hinders implementation fidelity which in turn diminishes the academic success of students. Furthermore, by exploring the implementation at this site I hoped to contribute to a broader understanding of the phenomenon that weakens the implementation of other behavioral support and intervention programs in other settings.

Rationale

Historically, it has been generally held that schools exist for the purpose of educating students in knowledge and skills that lead to a successful and productive citizenry. From a school climate standpoint, a key factor in this mission is to establish a positive environment that both encourages and inspires learning (Brown, Corrigan, & Higgins-D'Alessandro, 2012; Caine & Caine, 1994; Wolfe, 2001). Building and sustaining a positive school climate allows schools to achieve greater outcomes in teaching and learning. Schools with positive climates demonstrate a remarkable ability to enhance feelings of safety among students, faculty, and parents; encourage development of stronger relationships between students and teachers; and reduce problem behaviors such as classroom disruptions and bullying (Cohen & Geier, 2010). These simultaneous qualities contribute to increased student achievement (Allodi, 2010; Cohen & Geier, 2010).

SWPBIS programs are beneficial in teaching behavioral norms that contribute to positive school climate. When SWPBIS programs are implemented with fidelity, students receive direct instruction for desired behaviors, and they are rewarded when those behaviors are observed

(Horner, Sugai, & Anderson, 2010; (OSEP TACPBIS, 2013). SWPBIS programs that are not carried out with fidelity are less likely to yield maximum benefits. Schools with weaknesses in program implementation typically see lower gains in student achievement compared to schools with high fidelity of implementation (Brown, Corrigan, & Higgins-D'Alessandro, 2012; Allodi, 2010). This significant potential for lower student achievement caused by weak program implementation justified the need to explore the local problem at the study site.

Evidence of the Problem at the Local Level

The need to evaluate the implementation of the SWPBIS program at Central Middle School was made apparent by two specific problems that surfaced between August 2012 and September 2013. The first issue concerned perceptions expressed by a few teachers regarding the token economy system used by this program. The PBIS committee chairperson reported that some teachers stated that they did not like using the token economy because of objections to its validity as reinforcement, and because the time spent distributing tokens takes time away from instruction (Personal communication, August 23, 2012). Additionally, PTSA volunteers had not previously collected data on the number of tokens redeemed by grade level.

PTSA parents who served on the PBIS committee reported that they had noticed differences in the number of students redeeming tokens during Friday token redemptions. They confirmed an inconsistency in the number of students redeeming tokens by grade level, and provided anecdotal information based on volunteer parent perceptions of "busyness" of grade-level token redemption areas. This included an estimate that sixth grade had the highest number of redemptions; seventh grade had approximately 20% fewer redemptions than sixth grade; and eighth grade had approximately half the number of redemptions (Personal communication,

August 23, 2012.) This problem was also discussed in other monthly committee meetings on September 27, 2012; October 25, 2012; and November 15, 2012.

In January 2014, PTSA volunteers began collecting token redemption data by teacher name and grade level. After three months of data collection, the PBIS team coach reported that the PTSA volunteers found significant differences in token redemptions for 8th-grade teachers and students compared to sixth- and seventh-grade teachers and students (Personal communication, April 24, 2014). Eighth grade had significantly fewer teachers participating in token redemptions and overall fewer students redeeming tokens compared to other grades. Collection and analysis of this data was part of this case study. At the time of this analysis, I considered that token redemption data contributed to an improved understanding of the characteristics of SWPBIS implementation at Central Middle School, and provided clues that enhanced exploration of teacher FOI problems.

The first aspect of the problem was teacher fidelity to the use of a token economy. Using tokens as reinforcement is a key element of the PBIS framework. According to OSEP, the program has been designed to use a token economy system to maximize effectiveness (OSEP TACPBIS, 2013). Thus, teacher participation levels in the token economy influence program effectiveness (OSEP TACPBIS, 2013).

The second aspect of the problem was that some teachers were not teaching weekly behavior lessons during the designated advisement period. These weekly meetings were designed to address positive school climate issues and use direct instruction to reteach expected behaviors outlined by the SWPBIS program (OSEP TACPBIS, 2013). The assistant principal who oversees the PBIS committee brought this to the committee's attention and stated that

administrators would begin walkthroughs during advisement lessons to monitor staff (Personal communication, August 23, 2013).

Both aspects of the problem outlined here created a lack of FOI of core components of the SWPBIS program. This lack of FOI suggested that school leaders and members of the PBIS team will benefit significantly from exploring and understanding teacher perceptions regarding their implementation of the core activities. It also suggested that a greater understanding of stakeholder perceptions regarding faithful implementation of the SWPBIS program would inform leadership practices and professional development activities in how to improve fidelity to program activities and increase program effectiveness. To that end, the purpose of this case study was to gather, analyze, and report stakeholders' perceptions about the SWPBIS program implementation at Central Middle School in order to gain a better understanding of how their perceptions influenced implementation fidelity.

Evidence of the Problem From the Professional Literature

Multiple studies have examined SWPBIS implementations and factors that impact their effectiveness. Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) completed a meta-analysis of 213 school-based universal social and emotional learning programs, which included SWPBIS implementations. Durlak et al. found two key variables to significantly influence program success. The first variable evaluated the presence of training elements that were sequenced, active, focused, and explicit (SAFE). The second variable consisted of implementation problems. Durlak et al. stated that effective programs must contain quality learning activities and implementation fidelity. Their meta analyses of youth programs demonstrated a negative influence of implementation problems on program outcomes.

Other researchers also illustrated problems of implementation related to SWPBIS and found implementation fidelity as crucial to program quality. For example, Flannery, Fenning, Kato, and McIntosh (2013) explored the effects of SWPBIS implementation on problem behavior of high school students. They found a statistically significant relationship between the strength of the program implementation and the integrity of implementation. They also determined that the essential aspects of SWPBIS implementation revolved around the level of staff buy-in, sustained support from administration, and healthy and effective teaming (for data, decision-making, and implementation practices).

Flannery et al. (2013) suggested that implementing SWPBIS in high schools necessitates accounting for many cultural and structural variables. However, several studies have shown that schools that integrate strong professional development and technical assistance in SWPBIS implementation increase the program effectiveness and reap the benefits of lower problem behavior, improved school culture, and increased instructional time (Bohanon et al., 2012; Flannery et al., 2013). Bohanon et al. (2012) stated that the dependency of student behavior on teacher behaviors, which signals the importance of focused professional development before and during SWPBIS implementation.

Bradshaw and Pas (2011) evaluated a state-wide implementation of SWPBIS in 810 elementary schools in which 316 were trained in SWPBIS. They examined professional development, adoption, and implementation fidelity at the school and district-level. The researchers found that PBIS-trained schools evidenced significant reductions in student behaviors measured by office discipline referrals (ODRs). They further noted differences in implementation quality among trained schools. Differences were attributed to the number of

years since original PBIS training and number of certified teachers. PBIS-trained schools with a high percentage of certified teachers receiving effective professional development (including individual coaching) recorded a fewer number of ODRs compared to other schools with fewer certified teachers and traditional forms of professional development (Bradshaw & Pas, 2011). Reinke, Herman, and Stormont (2013) further contended that traditional professional development processes are ineffective at changing teachers' classroom management practices. They stated that teachers need varying kinds of learning supports to effectively implement SWPBIS practices in the classroom (Reinke et al., 2013).

Weak, mediocre, or less than optimal FOI is a concern for program effectiveness in schools initiating and sustaining SWPBIS programs. Researchers have noted difficulties with teacher FOI related to teacher buy-in, the effectiveness of teacher training, and the consistency of program execution. Examining the features SWPBIS implementation fidelity in the context of this case study contributed to a deeper understanding of this program's effectiveness and to the wider literature on implementation fidelity.

Definitions

Behavior: Observable and measureable actions or inactions exhibited by individuals. Behaviors relate to physical movement, gestures, speech, compliance or non-compliance (OSEP TACPBIS, 2013).

Bullying: Undesired aggressive behavior that intimates or causes an imbalance of power between school-aged children. The behavior may repeat over time and cause serious, lasting problems (Bullying.gov, n.d.).

Buy-in: A person's belief in, acceptance of, and ownership of something.

Fidelity of Implementation (FOI): The strict adherence to instructional procedures and activities set forth in a specified program, framework, or system (Iris Center Peabody College Vanderbilt University, n.d.). Also referred to as *implementation fidelity*.

Intervention and support: Behavior modification through direct instruction and reinforcement to reduce undesired behavior and increase desired behavior (OSEP TACPBIS).

School-Wide Positive Behavioral Intervention and Support (SWPBIS): The designation used to indicate the program implemented by the school. The school-wide designation of the acronym was not used by school leadership when referring to the coaches or lead team. These were referred to as *PBIS coaches* and the *PBIS team* respectively.

Significance

The intent of this case study was to inform school leaders and other stakeholders of the barriers and obstacles teachers experience in the implementation of the SWPBIS program at Central Middle School. My aim was to identify the barriers or hindrances that negatively influence teacher fidelity to implementation which mark the local problem previously stated. By exploring teacher perception about their implementation of SWPBIS, school leaders have an opportunity to respond to identified barriers with program, leadership enhancements, or professional development designed to strengthen program quality. Intentional improvements in the SWPBIS program at this school may lead to school culture enhancement, fewer problem behaviors in the school, and may strengthen or maximize student achievement (Allodi, 2010; Cohen & Geier, 2010).

Guiding/Research Questions

Research has shown that SWPBIS programs implemented with high fidelity to instructional activities and procedures yield the highest gains in academic achievement and build more positive school climate compared to low or suboptimal FOI. The local problem suggested a need to explore the SWPBIS implementation at Central Middle in an effort to address a gap in practice and to explore knowledge concerning teacher fidelity to the SWPBIS program implementation at this site.

Research questions were designed to identify perceived barriers to SWPBIS implementation. Three groups of stakeholders, teachers, PBIS coaches, and administrators, were believed to have knowledge regarding teacher implementation of the program. The research questions that guided this study are:

1. What perceptions do teachers have about SWPBIS implementation that influences their fidelity to implementation?
2. What perceptions or experiences do administrators have regarding teacher implementation of the SWPBIS program?
3. What perceptions or experiences do PBIS coaches have regarding teacher implementation of the SWPBIS program?

Review of the Literature

Schools that have implemented SWPBIS programs in the past have likely experienced barriers to implementation fidelity similar to those reported at this school. The literature reviewed in this section served to establish a conceptual framework in which to contextualize the

phenomenon evidenced in this study and explore the features of implementation fidelity present in other educational settings .

The literature search was conducted on two levels. The first level focused on research for elements of the conceptual framework of this study. The second level focused on research addressing the implementation of behavioral-based programs.

Review Strategies

I employed two main strategies to find scholarly research related to this study. First, key word searches were used in online library databases. Many search terms have been used to review the literature on important characteristics of implementing SWPBIS programs. These included such search terms as "positive behavioral intervention and support" (including the acronyms "PBIS" and "SWPBIS"), "school reform," "school improvement programs," "resistance to school reform," "PBIS implementation," "implementation fidelity," and "school-wide interventions." Other terms included "treatment fidelity," "implementation barriers," "character education programs," "emotional-behavioral intervention programs," and "implementation quality." These and other search terms provided access to scholarly research as it relates to the conceptual framework and other literature related to an investigation of implementation problems for SWPBIS programs. Secondly, I reviewed reference lists of research articles to identify other potential authors and studies relevant to this present study. These were also helpful in identifying journals outside the field of education that contributed relevant knowledge on the implementation of behavior programs. In both cases, no specific date ranges were initially set. This allowed a broad number of initial sources to review. Additional searches focused on publication years between 2000 and 2010 for seminal works (for both the

conceptual framework and PBIS/SWPBIS literature). Publications from 2012 to 2015 were searched to identify current works.

Incorporating the literature obtained using these strategies, I continue to investigate the literature to inform the scholarly context of SWPBIS programs such as the one implemented in this large middle school. Saturation (Creswell, 2012) was achieved when the literature reviewed no longer gave new insights or expanded the conceptual framework of the implementation characteristics across settings.

Conceptual Framework

The context of this research rests in a conceptual framework based on three primary constructions (see Figure 1). These are Evans' (1996) paradigm of teacher resistance to school reform; Fullan's (2001; 2007) framework for change leadership; and Killion and Roy's (2009) model for effective professional development.

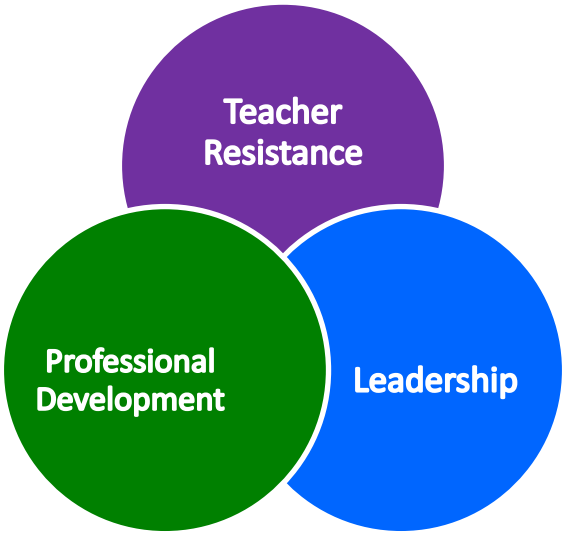

Figure 1. A Venn diagram of the study's conceptual framework.

Teacher resistance to change. Evans (1996) framed the discussion of school reform within the context of the presence of a "culture" of resistance. Such a culture contains many artifacts, values, and basic assumptions. These assumptions, beliefs, and values connect to the established ethos within a school. Artifacts represent the concrete elements of culture displayed in the social setting of the school and may represent observable behaviors, verbal scripts, and written products. Evans posited that values develop as problems are solved and tasks completed in the school environment; subsequently they serve as established patterns of practice. Basic assumptions are the foundational convictions shared by the group and forms how members conceptualize and interpret shared experiences (Evans, 1996). Initiatives and activities that are misaligned to the established cultural paradigm often meet with resistance.

Similarly, other scholars have contributed to an understanding of resistance to change. Tagg (2012) articulated causes for faculty resistance to change. He suggested that faculty resistance is based on psychological responses to four main conceptualizations. Two of these are relevant to this study, "status quo bias," and "loss aversion." Status quo bias is defined as a strong preference to the existing state or condition. Changing the state or condition may introduce uncertainties which question current competencies or proficiencies. Samuelson and Zeckhauser (1988) studied the idea of "status quo bias" and found that without a probable, preconceived benefit associated with a choice, individuals will often make incumbent decisions. This is to say that in the face of uncertainty, people defer to the comfort of what they know. I realized that status quo bias could be one of the causes hindering teachers at this study site.

The second cause Tagg (2012) discussed was loss aversion. Loss aversion is conceived of as the potentially substantive loss experienced by individuals in the change process. Evans

(1996) described potential losses in terms of such things as a depreciated self-confidence or self-worth; a lapse in professional competency; and a loss of stability. An additional concept is the idea of loss of control. Teachers are the leaders of their classrooms and innovation introduces uncertainties that may disrupt a teacher's perception of control (Prosser & Trigwell, 1997). Loss aversion offered rich context for explaining how teacher resistance to change contributed to teacher FOI in this study.

Evans' (1996) culture of resistance model is a constituent piece of the conceptual framework in that teacher resistance to change depicts a rational cause for teacher underperformance in the SWPBIS program. Likewise, leadership characteristics and strategies add significant influence to the effectiveness of programs. Leadership influences developmental aspects of programs in addition to implementation activities and efforts to improve and sustain program success. For the leadership piece of the framework, I made reference to the work of Fullan (2007).

Leadership. Fullan (2007) described specific qualities and strategies needed for leaders to transition teams through reform efforts. Fullan stated that understanding the change process, its activities, and its influences on individuals poses a greater indication of the feasibility of success than formulaic scripts and gimmicky strategies. As Fullan (2008) described understanding the change process as more about innovativeness than innovation. More importance is placed on the process of strategizing than on particular strategies (Fullan, 2008). Fullan also described specific aspects of the change process that influence key leadership practices. These key practices include innovativeness, idea generation, implementation dips, resistance, reculturing, and the complexity of change in organizations.

It is important to understand two basic ideas about Fullan's (2001) framework of leadership before a more robust discussion of leadership qualities. At its core, Fullan views leadership within a compelling moral and relational framework. First, he sees the drive of leadership within the framework of moral purpose. Values form the basis of intentional actions to improve individuals and communities in a future context. In a learning organization, these leaders act from a desire to do what is right and beneficial for all students. Leaders take actions to close achievement gaps between high and low performing students because it is the right thing to do. They seek to close achievement gaps among student groups and make learning fair and successful for all students. With the same significance Fullan (2001) gives to moral imperative, he emphasized the role of building relationships. He suggested that the dynamics of change are so disruptive that the only way to mitigate those disruptive elements is through developing positive, collegial, collaborative, and trusting connections with those involved in the change process. Moral purpose combined with a shared desire for growth and improvement establishes the pathway to transforming people and learning organizations.

Fullan's (2007) framework incorporated several leadership paradigms that have contributed to a diverse set of leadership qualities, strategies, and characteristics. One notable contributor to Fullan's (2007) discussion came from Goleman (2000), who offered a list of six common leadership styles. These styles included coercive, authoritative, affiliative, democratic, pacesetting, and coaching. Despite these and other leadership styles, Fullan (2001, 2007) asserted that change actions interact with all leadership styles regardless of their specific qualities. For example, leaders may think it is their role to generate the most ideas and function as the primary innovator. Fullan (2008) rejected this belief, signaling instead that the role of the

leader is responsive in nature. The leader actively clarifies problems and skillfully guides teams toward effective solutions. This, according to Fullan (2008), exemplified the significance that leaders must understand the complexities of change and their primary role to steer stakeholders through the change processes. Restated a bit differently, leaders build capacity for change through guiding teams and resolving difficulty rather than by producing ideas and innovating. Schlechty (2009) expanded this notion within his idea of "participatory" leadership and indicated the need to encourage many team members to contribute ideas and share in the actions of leading while solving problems and managing change. The way in which leaders at this study site included and supported teachers during their participation in the SWPBIS implementation turned out to be relevant to this study.

Fullan (2007) also expressed the need for leaders to engage leadership qualities that manage the complexities of change. These complexities include understanding the implementation dip, redefining resistance, and reculturing within the organization. First, Fullan (2007) stated that a drop in performance is natural when individuals have to learn new skills and grasp new knowledge. He also cautioned leaders not to view resistance negatively, such as opposition or defiance. Instead, leaders should redefine resistance as an opportunity to understand differences and gain insight into context based on the insights of others. Fullan (2007) also emphasized that leaders must build a shared capacity to pursue and incorporate new ideas and practices as a normative process moving away from the limitations of traditional or inflexible practices. Fullan (2007) affirmed the complexities of leadership through change, but emphasized the importance of building trusting relationships that produce reform activities through an inclusive, collective process that minimizes fear and maximizes shared goals for

improvement. By necessity, these complexities require leaders to access a variety of skills and employ a diverse set of transformational strategies to navigate the change process. It was not clear whether the leaders responsible for leading the SWPBIS implementation at Central Middle applied these principles which could have hindered how teachers implemented the program.

Schelchty (2009) offered similar ideas regarding the influences of leadership in change processes. He advocated the importance of participatory leadership. He stated that sharing change-leadership activities fosters collective responsibility and collective action for change. A distributed approach shaped through the participatory style of leadership enhances shared commitment and increases individual courage to confront new challenges. He suggested that change required an inclusive and transformational approach to unify the educational organization and transition it from a loose bureaucracy to a learning organization capable of meeting the evolving needs of students (Schlechty, 2009). Schlechty (2005) emphasized the negative influence often experienced when leaders deploy resources. When leaders retask time, people, and knowledge it often has a disruptive effect on people. Individuals have a natural reaction to resist these changes. Despite these normal reactions, he asserted that skillful leaders can use their abilities to minimize the disruptiveness caused by change through the deployment of effective leadership qualities and strategies (Schlechty, 2005). Clearly, the disruptive nature of implementing reform initiatives causing teachers to learn new tasks and procedures such as the implementation activities of the SWPBIS program at the study site, could have contributed to a weakness in implementation.

Professional development. The third feature of this conceptual framework acknowledges the effects of professional learning in change processes. Killion and Roy (2009)

articulated the importance of effective professional development. According to the professional development organization Learning Forward (2014), professional development is, "…a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (p. 18). Killion and Roy (2009) described key aspects of how to ensure the usefulness of professional learning by conveying specific strategies and practices which strengthen the transfer and application of knowledge to adult learners. Because the SWPBIS program was implemented by educators in the focal school, professional learning activities should influence how well teachers execute program's features.

Professional development initiatives for new programs have existed for decades. The quality and effectiveness of teacher learning, however, has not been consistent. Killion and Roy (2009) offered important considerations to help evaluate the effectiveness of teacher learning as the SWPBIS program was evaluated in this study. The authors suggested three important considerations to determine the effectiveness of professional learning activities. First, consideration must be based on a collective commitment to a collaborative approach to learning. Second, teachers must be engaged in teams with shared values for improvement. And third, teachers must work collaboratively to support innovation. Within this paradigm, teachers share ideas, learn and apply effective practices, reflect on their praxis, and evaluate both educator and student performance (Killion & Roy, 2009). The extent to which these key considerations were made by leaders and professional development facilitators is unclear regarding the implementation of the SWPBIS program at the study site. This suggested that professional development could have played a substantial role in teachers' failure to implement SWPBIS with high levels of fidelity.

In summary, the conceptual foundation for exploring the SWPBIS program implementation was based on three conceptual elements; teacher resistance to change, leadership factors involved in leading change processes, and effective professional development. This conceptual framework guided the study in developing research questions, creating interview questions, and analyzing data. This 3-tiered framework provided substantial rationale for exploring the perceptions of teachers and how these perceptions influenced their fidelity to implementing the SWPBIS program.

Behavioral-based Program Implementation

A review of literature concerning implementation of social- and behavioral-based programs such as SWPBIS evidenced FOI problems in other research sites. These problems aligned well with the conceptual framework of resistance to change, leadership, and professional development. In several cases, these problems interacted both simultaneously and synergistically within the conceptual tiers of the framework.

Resistance to change. First, several of the studies reviewed identified the presence of teacher resistance during the implementation of behavior initiatives across a number of organizational contexts. Even when the attributes of resistance were not fully clear, several studies cited teacher resistance as the cause of implementation problems (Feuerborn & Tyre, 2012; Holtzapple et al., 2011; Rajan & Basch, 2012; Reinke, Herman, & Stormont, 2013). Multiple studies have shown that teacher buy-in of the PBIS approach also contributed to whether teachers fulfilled their program responsibilities with fidelity (Bambara, Goh, Kern, & Caskie, 2012; Lohrmann, Martin, & Patil, 2013; Loman, Rodriguez, & Horner, 2010; Mathews,

McIntosh, Frank, & May, 2014; McDaniel, Jolivette, & Ennis, 2014; McIntosh et al., 2014; Weiland, Murakami, Aguilera, & Richards, 2014; Woodbridge et al., 2014).

Additionally, researchers reported that a chief cause of teacher resistance was status quo bias. Benner, Beaudoin, Chen, Davis, and Ralston (2010) found that lower skilled teachers (novice teachers and teachers with less classroom structure) yielded smaller benefits from the implementation of SWPBIS programs and questioned the effectiveness of the program. These teachers more quickly abandoned the SWPBIS program for status quo and therefore returned to their pre-existing classroom management systems. Moshinsky and Bar-Hillel (2010) found that teachers preferred the status quo because of the feelings of competence and safety inherent in familiar or existing practices. Some preferred the status quo because it was easier than meeting new challenges (Swain-Bradway, Swoszowski, Boden, & Sprague, 2013). Other teachers preferred the status quo because they had philosophical differences with program elements such the token economy (Coffey & Horner, 2012). Still others favored the status quo because they believed that students should not need special lessons and incentives to behave appropriately (Swain-Bradway, Swoszowski, Boden, & Sprague, 2013). These studies supported the loss aversion aspect of teacher resistance to change.

Mafora (2013) found that teachers resisted change and returned to status quo for three main reasons:(1) initiatives were often top-down and lack teacher contribution in the design processes, (2) teachers had too many initiatives to implement at one time, and (3) fear of the unknown (Mafora ,2013; Weiland, Murakami, Aguilera, & Richards, 2014). Teachers in some cases willingly reported their status quo bias stating they have too many other academic initiatives to maintain (Farkas et al., 2012; Scheuermann et al., 2013). Thornburg and Mungai

(2011) underscored the feeling of role conflict for some educators who saw a disparity between the role of rigorous teacher and friendly mentor, therefore, preferring the more familiar academic position. These studies supported loss aversion and Mafora's (2013) findings also gave indication to leadership practice as a potential factor for resistance to change.

Loss aversion was a prominent catalyst for teacher resistance. Eidelman and Crandall (2012) found that status quo bias was often influenced by loss aversion. The premise of loss aversion was based on the comfort of the familiar. Mafora (2013) reported that teachers found comfort and felt competent with the existing state. Accepting new challenges removed the sense of comfort and safety found in their present capacity. Resistance to new initiatives prevented loss of these feelings. Moshinsky and Bar-Hillel (2010) reported the same sentiment in their study confirming that teachers preferred the status quo because it was safer. Teachers did not like taking the risk of losing current feelings of competence. Some of the findings of this study aligned with the concept of loss aversion.

Leadership failures. Leadership is another central aspect influencing SWPBIS implementation. Lorhmann, Forman, Martin, and Palmieri (2008) conducted interviews of 14 technical assistance providers for implementation of SWPBIS in educational settings. Participants consistently reported hearing school staff state that principals or assistant principals often failed to provide sufficient support to teachers. Participants described the characteristics of schools with poor or minimal administrator support during implementation. Staff at these schools had lower expectations; they needed technical support for longer periods of time; and they had more difficulty with scaffolding assistance and fading (Debnam, Pas, & Bradshaw, 2013; Lohrmann, Forman, Martin, & Palmieri, 2008; Loman, Rodriguez, & Horner, 2010;

Mathews, McIntosh, Frank, & May, 2014; McIntosh et al., 2014). Participants indicated that leadership failures increased the probabilities for program failure (Lohrmann, Forman, Martin, & Palmieri, 2008). Mofora (2013) conducted a qualitative multi-case study on transformative leadership in two schools in South Africa. He found a consistent barrier to implementation success connected to "bureaucracy and principal's accountability." Participants in this study stated that principals acted with power and authority and often restricted others from taking initiative and decision-making tasks. He observed that leaders need models of collaborative leadership in order to witness and acquire these skills. He noted that "bureaucratic bungling" often protects the hierarchy, but also negatively affects innovation and the speed of decision-making processes. Top-down, authoritative approaches are less effective leadership methods compared to bottom-up approaches when building capacity to achieve desired program outcomes (Mofora, 2013.) Clearly, these kinds of leadership weaknesses diminish the capacity of teachers and the potential effectiveness of SWPBIS programs such as the one implemented at the study site.

Professional development. Several researchers in the literature reviewed for this study identified professional development as a cause for implementation problems. They found that the lack of skill or insufficient training on implementation activities caused incomplete or inconsistent adherence to the instructional activities prescribed by the program. Studies noted that these fidelity issues arose despite teacher participation in targeted professional development sessions (Algozzine et al., 2012; Bambara, Goh, Kern, & Caskie, 2012; Coffey & Horner, 2012; Hanson, Dietsch, Zheng, National Center for Education Evaluation and Regional Assistance [ED], & Regional Educational Laboratory West [ED], 2012; Hough, 2011; McIntosh et al., 2014;

Simonsen et al., 2014; Tillery, Varjas, Meyers, & Collins, 2010). Algozzine et al. (2012) found that teachers were unprepared, less engaged, and less compliant to program expectations despite participation in professional development activities designed to build their capacity and commitment to program outcomes. The researchers discussed the essential role of high quality and continuous professional learning opportunities to ensure a maximum number of teachers learn essential skills necessary to implement program components in an effective and consistent manner. Tillery, Varjas, Meyers, and Collins (2010) found that when teachers lacked competence in carrying out PBIS program strategies, the probability of returning to pre-existing classroom management systems increased. Hough (2011) noted that lack of proficiency to perform essential instructional activities lowered teacher confidence. Low teacher confidence correlated to low implementation fidelity. Hough (2011) concluded that effective professional learning should focus on increasing teacher proficiency and confidence. These studies indicated that the quality of professional development plays an important role in the successful implementation of programs such as the SWPBIS program implemented at this research site.

Considering the local problem and the literature reviewed for this research study, there was evidence of similar problems in other organizations who had implemented SWPBIS and similar behavior programs. There was also evidence that teacher resistance to change, leadership quality, and professional development contributed to FOI and program effectiveness. Evidence in the literature aligned with the conceptual framework of the study and supported a research approach useful in exploring the characteristics of the SWPBIS implementation at Central Middle School.

Implications

The findings of this study will contribute to a deeper understanding of the disparity between what teachers are expected to do to implement the SWPBIS program compared to what teachers actually do to implement the program. The literature reviewed concerning FOI and academic achievement clearly identified that suboptimal implementation lessens academic gains in student achievement that is typically associated with SWPBIS initiatives. This research study sought to explore teacher perceptions about the SWPBIS implementation at Central Middle School to reveal previously unknown knowledge about implementation activities. Additionally, this study explored a gap in practice associated with exploring the quality of program implementation in order to facilitate continuous improvement. Specifically, the findings of this study will be helpful to leaders in making decisions about how to improve core elements of the SWPBIS implementation in the future.

This study provides insight into why some teachers do not teach behavior lessons and why some do not distribute tokens to reinforce desired behaviors. This knowledge will help leaders understand teachers' personal or professional beliefs about SWPBIS core activities and how to address those beliefs to strengthen implementation fidelity. Additionally, this insight will assist PBIS leaders in reforming professional development activities to enhance teachers' abilities to implement the program with fidelity. Finally, the results will suggest a focus to improve leadership quality that enhances leader involvement and increases teacher fidelity to SWPBIS implementation.

The findings of this project study contribute to improving the local school implementation of SWPBIS in multiple ways. Findings suggest the enhancement of initial and

periodic professional development that specifically addresses and responds to the barriers that hinder teacher fidelity of implementation and that strengthen teacher understanding and motivation to implement with higher fidelity. Findings indicate the need to create a means to evaluate teacher fidelity through development of an observation protocol for all teachers and a coaching plan for teachers needing additional assistance. Findings identify inconsistencies in leadership practices that hinder teacher fidelity and offer leaders an opportunity to reflect and establish a protocol for "best practices" for program leaders. Furthermore, the study could suggest the need to create a specialized training curriculum for use in teaching new and experienced teachers how to complete SWPBIS program activities with high fidelity.

Summary

Section 1 of this study focused on the background of Central Middle School's implementation of a SWPBIS program and to the problem of teacher lack of fidelity to SWPBIS instructional and reinforcement components of the program. This study sought to explore teachers', administrators', and coaches' perceptions about SWPBIS implementation, and to describe this phenomenon in meaningful ways that will inform future practices helpful for increasing program effectiveness. Reports from PTSA representatives suggested that some teachers were not performing some of their implementation tasks described and required in the SWPBIS program guidelines. This could negatively impact the effectiveness of the program to lower discipline problems and improve student performance by maximizing instructional time. Possible causes that may influence implementation fidelity were identified in the literature as well as the impact of these issues on program effectiveness.

The remaining study is organized into four sections. Section 2 describes what research methodology was used to explore the implementation fidelity problem at the study site and includes the research approach, the setting and sample for the study, and how data was collected and analyzed from study participants and documents. Based on the findings of the study of Central Middle School, section 3 describes the project, why it was chosen, and why it is appropriate to address the SWPBIS implementation problem. In section 4, I discuss my reflections and conclusions about conducting the research and project study on implementation fidelity along with the implications and applications of the study, and the directions for future research in FOI of SWPBIS programs. Finally, Appendix A contains the professional development product designed to address the weaknesses identified and discussed by the participants in the findings of the study.

Section 2: The Methodology

Introduction

The purpose of this study was to explore the perceptions of teachers, administrators, and Positive Behavioral Intervention and Support (PBIS) coaches to gain an understanding of what factors may hinder teachers from implementing School-wide Positive Behavioral Intervention and Support (SWPBIS) programs with high fidelity. In this section I discuss the research method chosen to explore perceptions about barriers to teacher implementation of the SWPBIS program at Central Middle School. I describe the data sources (participants and documents) used to explore the phenomenon, and I discuss the data collection activities and data analysis procedures. Finally, I present the 7 major findings for this study.

Research Design

To ascertain what hinders teachers from implementing SWPBIS tasks with fidelity, I chose an exploratory case study design employing qualitative methods. Creswell (2012) stated that qualitative research methods allow the researcher to gain a deeper, richer description of the phenomenon present in a particular situation or setting. Qualitative methods permit the researcher to develop a careful and accurate understanding of the phenomenon within a specific context (Creswell, 2012). Merriam (2009) described the purpose of qualitative research as the desire to "understand how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5).

Case study research is an empirical inquiry that investigates a phenomenon within its context, drawing from multiple sources of evidence that converge to shape descriptive conclusions (Yin, 2014). Exploratory case studies typically address *what* questions as a means to

understand phenomena by discovering characteristics and patterns in data (Yin, 2014). Case studies are bounded systems that focus attention on a specific context (Yin, 2014). I sought to specifically identify what was hindering teachers from completing their required tasks to implement the SWPBIS program with fidelity at this school. To accomplish this task, it was necessary to focus my attention on exploring perceptions of those implementers within this school context. Thus an exploratory case study approach aligned well with the purpose of this study by allowing me to focus my inquiry on what knowledge could be learned from participants implementing at this specific school.

I considered and rejected program evaluation as a potential research methodology for this study. Summative evaluations make substantial contributions to decision-making processes regarding program effectiveness, reform, and sustainment; Stufflebeam and Shinkfield (2007) suggested that summative evaluations are effective in presenting evidence of overall program quality and outcomes. Additionally, they offer a structured method for evaluating existing educational programs with sufficient longevity and time to measure both processes and outcomes (Stufflebeam & Shinkfield, 2007). Stufflebeam's CIPP model (Stufflebeam & Shinkfield, 2007) offers a systematic approach to evaluate the context, inputs, processes, and products of programs.

Program evaluation offers a reasonable approach to investigating implementation fidelity. Program evaluations are frameworks constructed to analyze program outcomes compared to program goals (Yarbrouh et al. 2011). Despite reports that the SWPBIS program evidenced significant reductions in discipline referrals at Central Middle, which aligns to program goals, anecdotal evidence and token redemption tracking data suggested that some teachers did not implement the program with high fidelity. Because the nature of the problem at Central Middle

was that some stakeholders did not consistently complete their tasks and responsibilities, the research approach needed to focus specifically on those activities to reveal the phenomena in this school, which a program evaluation approach would not have provided. A case study methodology therefore offered the most efficient means to explore these activities and give relevant information on these phenomena.

Program evaluation would have been an equally reliable method to explore implementation barriers as a component to evaluating program performance goals if the authors of the SWPBIS program (OSEP Technical Assistance Center on Positive Behavioral Intervention and Supports [TACPBIS], 2013) would have developed a tool and framework for evaluating the kind of qualitative data generated by this study and articulated how that data would align to influence program goals. However, current SWPBIS evaluation tools do not provide a means to explore and evaluate stakeholder perceptions about barriers to implementation. The exploratory case study approach does. To that end, I chose the case study research approach because it offered a broad perspective relevant for this task; it gave me the ability to explore and analyze a comprehensive, expansive range of qualitative information; and it was designed to focus on phenomena within a specific context such as the SWPBIS implementation at this research site. Thus, case study method was deemed the most effective and efficient means to explore the phenomena at Central Middle.

The focus of this case study was to explore teacher perceptions about how they had implemented the SWPBIS program at Central Middle School. I sought to understand what factors or issues hinder teachers from implementing the program with high levels of fidelity at this school. The study focused on the third year of SWPBIS implementation at the study site,

which was August 2013 through May 2014. The conceptual framework for this study was based on three primary aspects: teacher resistance to change, leadership aspects of implementation, and effective professional development. Barriers and hindrances to teacher fidelity aligned with these conceptual foundations, however, analyzed data revealed additional rationale as the study progressed. I was correct in anticipating that some teachers would share information about their implementation experiences from previous years and that this information could provide additional contextual data for consideration. However, the intent of this study was to explore teacher experiences in the context of the third year of implementation, the 2013-2014 school year.

Research Questions

Three primary research questions formed the basis for this study. These questions were:

1. What perceptions do teachers have about SWPBIS implementation that influences their fidelity to implementation?
2. What perceptions or experiences do PBIS coaches have regarding teacher implementation of the SWPBIS program?
3. What perceptions or experiences do administrators have regarding teacher implementation of the SWPBIS program?

These research questions aligned with the type of questions used in exploratory case-study research and helped to explore teacher perspectives regarding their implementation of the SWPBIS program at Central Middle School.

Participants

The purpose and focus of this study suggested one primary group and two other groups of individuals able to provide perspective on teacher implementation of the program. The primary group consisted of teachers who implemented the program. The secondary groups were PBIS coaches and administrators who provided professional development, support, and feedback to teachers during implementation.

The research site was a middle school that houses sixth, seventh, and eight grade students. I used purposive sampling to select 16 participants at the study site. Purposive sampling is used for selecting participants based on their ability to offer information that will lead to the greatest understanding of the phenomenon under study (Creswell, 2012; Lodico, Spaulding, & Voegtle, 2010). Participants consisted of school personnel who had implemented the SWPBIS program at the research site. There were approximately 115 teachers, PBIS coaches, and administrators implementing the SWPBIS program at Central Middle School during the 2013-2014 school year.

Selection Criteria and Sampling Method

Mason (2010) completed a survey of qualitative research studies to explore appropriate sample sizes used in data collection from interviews. Of the case studies that Mason reviewed, the sample size ranged between 1 and 95. Mason (2010) found that saturation was the decisive factor researchers used to conclude the collection of interview data. Merriam (2009) suggested that single site cases and the number of people in a case are key considerations and may lower the needed number compared to larger cases and multi-site studies. Yin (2014) pointed to the idea that once the data allow the researcher to make analytic generalizations about the case's

population then the appropriate sample size has been reached. Therefore, researchers must include a sufficient number of participants to ensure an accurate reflection of the characteristics of others within the case boundaries.

For this study, I estimated the number of teacher participants needed to be between 9 and 15 and the number of leaders (PBIS coaches and administrators) to be between three and five (Lodico, Spaulding, & Voegtle, 2010; Merriam, 2009). I anticipated reaching saturation within these estimated numbers, which seemed reasonable based on the case, the purpose of the study, and the research questions.

The sample totaled 16 participants including 12 teachers, two PBIS coaches, and two administrators. These teachers consisted of four sixth-grade teachers, three seventh-grade teachers, four eight-grade teachers, and one Connection teacher. In addition to teachers, the sample included two PBIS coaches and two administrators. Data from PBIS coaches and administrators described experiences working with teachers implementing the program and informed, clarified, or substantiated results from teacher interviews. The participant demographics are summarized in Table 1.

Teachers in the sample provided information about their experiences during implementation of the program. PBIS coaches and administrator participants contributed information regarding professional development activities, observational information, feedback on teacher performance and interaction, and program implementation fidelity based on their support and supervisory role of the program. Their experience supporting teachers offered additional perspective and data to enhance an understanding of teacher SWPBIS program

implementation and clarify knowledge on the context and phenomenon related to the factors that hindered teacher fidelity to implementation.

Procedures for Gaining Access to Participants

In preparatory conversations with the local school principal, I consulted the school district institutional review board (IRB) policy on conducting research in the district. In accordance with that policy, I talked with and obtained written authorization to conduct the study of the SWPBIS program; access the local school site; access archived school records related to the program; and interview adult staff members.

Table 1

Participant Demographics

Participant Pseudonym	Gender	Years in Education
Patricia	Female	26
Lester	Male	31
Jose	Male	2
Nelson	Male	6
Stephanie	Female	12
Jean	Female	15
Grace	Female	8
Lawrence	Male	14
Linda	Female	9
Nicole	Female	9
Mary	Female	11
Virginia	Female	11
Christopher	Male	4
Joyce	Female	23
Helen	Female	26
Nancy	Female	15

A signed Letter of Cooperation documents this action (see Appendix B). Additionally, I referenced information from the Walden University institutional review board (IRB) and followed protocols to complete the study. This included completing and gaining authorization from the local principal to access and conduct research activities with the letter of cooperation, and completion and authorization of a Data Use Agreement that described how data would be

handled and safeguarded according to federal legislation (see Appendix C). Participation in the study was voluntary, and I reviewed the consent form with each participant to ensure understanding prior to obtaining their signature and conducting the interview.

Researcher-Participant Relationship

Data from the study largely sourced from participant interviews which underscored the importance of the relationship between the researcher and participants. Lodico et al. (2010) identified the importance of building positive working relationships with participants and the need to develop trust. Because I was a teacher at the school during the study year (2013-2014 school year), I was well known to most school staff and had already established positive and trusting professional and collaborative relationships with many teachers and administrators at the school. In my role as a teacher, I interacted with other teachers as a peer with no supervisory or leadership responsibilities over them. Administrators served as my supervisors given the responsibility to evaluate and coach my performance as a classroom teacher. All past staff interactions can be characterized as positive, professional, cooperative, and supportive of our shared responsibility to educate students at high levels.

The school principal once characterized my interactions with staff as very positive and affirming. I have a reputation of being a warm and friendly individual and having the ability to interact in positive ways even in difficult situations such as contentious parent conferences. My established reputation and the ability to build and sustain strong rapport served to create a positive setting and construct an environment conducive for honest communication and interaction during the study. My past experience as a colleague and co-worker at the school had already produced positive rapport and trust for a majority of the participants.

As a fellow teacher at the study site for eight and a half years, I possessed a strong understanding of the participant's school context and culture. This offered me the ability to relate very well to participants. As co-worker and colleague, however, participants could have felt social pressure to participate in this study. Creswell (2012) suggested researchers be straightforward with participants regarding their prior associations and establish strategies for controlling researcher bias. One factor that mitigated this bias was that I was no longer a teacher at the research site. Despite having a preexisting relationship with teachers, I was no longer a co-worker for most teachers at the school. A second mitigating factor was member checking (discussed later) which was used to confirm that data reflected the ideas and conceptions of participants rather than those of the researcher. Creswell (2012) stated that member-checking strengthens the accuracy of findings and allows the researcher a more neutral role in research.

Three of Yin's (2014) five attributes for controlling bias were strategic for this study. First, I focused on listening to participant responses and sought clarity to understand their ideas. Second, I remained adaptive and open to new ideas and situations presented by participants and continued to seek clarity of their perspective. Third, I exercised thoughtful reflection and was perceptive when encountering evidence that did not fit my anticipated conceptions.

Ethical Considerations and Safeguards

The ethical protection of participants was a foundational principle in this study. According to the National Institutes of Health (NIH) (Protecting human research participants, 2008), there are three primary conceptions that flow from this principle. These conceptions are respect for persons, beneficence, and justice. Qualitative researchers often characterize these conceptions in three categories –informed consent, protection from harm, and confidentiality

(Lodico, Spaulding, & Voegtle, 2010). This study safeguarded participants through compliance to these conceptions in the following manner. Respect for persons included two guiding practices. Only adults able to give assent with autonomy participated in this study. Each participant received full disclosure of all relevant information before giving voluntary consent to participate (informed consent).

The principle of beneficence means that risks and benefits of participation in the study are contemplated, articulated, and communicated with participants (protection from harm). This principle was also addressed in how I conducted the study to ensure the privacy and confidentiality of participants and associated data (confidentiality). The idea of justice for participants in this study included fair treatment in participant selection and fairness in the benefits and burdens to participants in the study (protection from harm) ("Protecting human research participants," 2008).

Protecting participants was essential. To facilitate this, I provided informed consent to participants by discussing information about the study prior to obtaining written authorization. This discussion included the voluntary nature of participation, interview procedures, participant risks and benefits, and withdrawal of consent prior to starting the study, in alignment with Creswell (2012) and Lodico, Spaulding, and Voegtle (2010). I sought to ensure that participants fully understood the nature of the study and how participation could impact their safety. The research procedures included consideration of how to safeguard participants from mental, physical, and emotional harm. The National Institutes of Health (NIH) and the U.S. Department of Health and Human Services have identified certain protected groups which include children, intellectually disabled, prisoners, pregnant mothers, and the elderly ("Protecting human research

participants," 2008; U.S. Department of Health and Human Services, n.d.). Historically, individuals in these groups have been mistreated by research that included physical, emotional, and psychological endangerment; participants' identities and data were not protected; and participants experienced great legal and social injustices. Participant selection in this study avoided (as much as possible) individuals from these groups. Although there was a probability that some participants and archived document data could contain information from pregnant mothers and intellectually or emotionally disabled adults, the data was sourced from voluntary participation. Participants did not disclose membership in any of the protected groups and archived data taken as a routine function of the SWPBIS program did not contain participant identities.

Information about the research methodology and procedures were included in my application to the Institutional Review Board (IRB) for Walden University. The IRB serves to evaluate research studies for adherence to ethical research procedures and compliance to human research guidelines. I submitted my application for review and received approval from Walden IRB on 11/26/2014 (approval #11-26-14-0310391; expiration 11/11/2015) with a confirmation email authorizing me to begin data collection.

Data Collection Instruments and Procedures

The purpose of data collection in this study was to identify perceived barriers to implementation of the SWPBIS program. Data were collected to answer the three research questions: *What perceptions do teachers have about SWPBIS implementation that influences their fidelity to implementation? What perceptions or experiences do PBIS coaches have*

regarding teacher implementation of the SWPBIS program? What perceptions or experiences do administrators have regarding teacher implementation of the SWPBIS program?

Data from teachers, PBIS coaches, and administrator interviews yielded substantial information that contributed to an understanding of the barriers hindering teacher fidelity to implementation of the SWPBIS program. As Yin (2014) suggested, interviews are an important and common data collection method in case study research; they often reveal essential information needed to explore and understand the phenomenon of a case and context. Data collection instruments and procedures established for the participant interviews are described below.

Interviews

The essential data collected for this research study consisted of information from participant interviews. As Yin (2014) stated: "One of the most important sources of case study evidence is the interview" (p. 110). The interviews sought data regarding personal experiences from key informants involved in the SWPBIS program. Exploring each participant's experience exposed knowledge and contributed to deep, rich descriptions of the phenomena under study (Lodico, Spaulding, & Voegtle, 2010).

I constructed a protocol for each group of participants to guide the interview process. During the semi structured interviews, I asked open-ended questions and follow-up questions related to the responsibilities of the participant (teacher, PBIS coach, or administrator). Participants had an opportunity to choose the time of day and location of where the interview would be conducted (during planning time at school, neutral location off-campus after school, etc.) I advised participants of confidentiality concerns if they chose off-campus locations. More

specific procedures were discussed for each type of participant in the following sections. No interviews were scheduled until after I received Walden IRB approval to collect data. Copies of the interview protocols (teacher, PBIS coach, & administrator) are available in Appendix E.

Teacher interviews. Based on the three research questions for the study, I constructed a teacher interview protocol containing five open-ended questions. Questions asked teachers to: (1) describe their responsibilities and tasks to implement the SWPBIS program with fidelity, (2) describe their feelings about how well they completed those tasks and responsibilities, (3) describe the professional development they had received to implement the program, (4) describe the support they had received from PBIS coaches and administrators to implement the program, and (5) identify specific barriers or obstacles that prevented them from implementing tasks for the program. The teacher interview protocol can be found on page one of Appendix E.

I anticipated teacher interviews to last approximately 45-60 minutes each. The actual lengths of interviews ranged from 26 to 65 minutes. Scheduling of interviews coincided with the availability of participants and their choice of time and location (on-campus during planning time, off-campus before or after school, or on weekends.) Teacher participants received a copy of the Letter to Potential Participants and Informed Consent document to review before the interview (see Appendix F). Prior to beginning the interview, I reviewed the informed consent form with participants to ensure their understanding before obtaining a signature. I interviewed a total of 12 teachers during a window beginning December 3rd 2014 and March 3rd. Data was collected with an Olympus® digital audio-recording device (model #WS-802) then I transcribed the interviews into electronic documents using Dragon® Naturally Speaking software. To ensure the automated transcription was accurate, I monitored the transcription as it was created

and reviewed each transcript before saving it for member checking. After data collection, I employed specific security measures to protect participant identity and data. A cypher list and pseudonyms replaced participant names to ensure confidentiality. The researcher maintained a cypher list for identifying participants for member checking purposes. I used my password-protected personal computer to retain electronic data (only I had the password). I stored physical copies of data in a locked file cabinet in my home (only I had the key).

In a previous section I provided general information about gaining access to participants. As stated earlier, after all authorizations were received (Letter of Cooperation, Data Use Agreement, and IRB approval) I used information from the Token Redemption Tracking Spreadsheet to gain insight into the percentage of teachers who failed to implement the token economy component of the program with fidelity. While this did not assist with targeting specific teachers, it did help with identifying token distribution fidelity by grade level and for Connections teachers. Moving forward, I solicited participants by sending the Letter of Invitation and Informed Consent to all teacher, administrator, and PBIS coaches through electronic mail and I placed a printed copy in each person's workroom mailbox. Based on the number of teachers who responded, I sent a second request in the same manner approximately six weeks later. The goal was to get approximately the same number of teachers from each grade-level and teacher type. Interviews continued until I had no additional volunteers. I was able to obtain a good representation of teachers for each grade level (four sixth-grade, three seventh-grade, four eight-grade, and one Connection teacher). Ultimately, teachers provided the best evidence of what barriers existed, and teachers made up the largest group of participants.

Their willingness to participate was essential, and their candid responses assisted in exploring the barriers to implementation fidelity at Central Middle School.

Researcher bias is a concern in case study research which suggests the potential for unintended negative influences during the data collection process. Yin (2014) stated that the researcher has a dual role during interviews. One is to guide the interview with her/his line of inquiry. The second is to ask questions in an unbiased manner. This means the questions must seek information objectively regarding the line of inquiry and do so in a manner that encourages subjective responses. Using these guidelines, I also focused to listen closely to participant responses and sought clarity when responses were too vague or too cliché. As a former teacher at this school, I also participated in the implementation of the SWPBIS program. I had preconceptions about issues that could have impacted teacher implementation fidelity. To reduce my bias, deliberation and reflection guided the construction of interview questions. Secondly, I was diligent to seek additional information and clarity for participant responses that were vague, that suggested new information and ideas, or that indicated evidence contrary to my presuppositions.

I have previously disclosed my prior relationships with many teachers at this study site. I had been a co-worker and colleague for approximately eight and a half years. I developed positive relationships and good rapport with my colleagues and anticipated the ability to conduct interviews in a positive manner. Despite my relationship as a peer and fellow educational professional, this presented the possibility unintended influence on teacher responses during data collection. Some teachers used code language that was used among co-workers rather than providing clear or plain language. Some teachers gave responses that depicted them in a positive

manner rather than a factual one in order to maintain social or professional expectations. They could have also provided information based on memory about events and ideas which were not factual with what they actually did. My familiarity with the school and teachers enabled me to detect code language used by teachers. However, I could not know if teachers were completely factual or if teachers had memory errors when providing information. Fortunately however, all participants appeared to be candid and admitted their weaknesses with respect to their implementation performance. Yin (2014) reminded that interviews are verbal reports and as such may contain errors and inconsistencies. Anticipating these issues and using follow up questions to clarify answers could have mitigated the potential for errors and assisted in gaining more accurate information about teacher responses. Likewise, I began each interview by assuring participants that I desired genuine responses to build a strong understanding of the case may have ameliorated some or most of these issues.

PBIS coach interviews. PBIS coaches are one of the leadership layers of the SWPBIS program. As such, these individuals provided a broader perspective of the program and the effectiveness of teachers during implementation. I anticipated PBIS coach interviews to last approximately 35-50 minutes each. Actual duration of each PBIS coach interview was 42 minutes and 58 minutes. Timing of interviews coincided with the availability of participants and their choice of time and location (on-campus during planning time, off-campus before or after school, or on weekends.) PBIS coach participants received a copy of the Letter to Participants and Informed Consent document to review before the interview (see Appendix F).

I constructed a PBIS Coach Interview Protocol (see Appendix E for interview protocols) for data collection. The instrument consisted of five open-ended response questions. Coaches

were asked to describe: (1) a teacher's activities and responsibilities for implementation of SWPBIS, (2) how well teachers completed those tasks based on each coach's experience, interactions, observations, and other feedback, (3) the professional development activities teachers had received to learn and execute their tasks for implementation, (4) the support they had received from other SWPBIS leaders and administrators to implement the SWPBIS program with fidelity, and (5) any specific barriers or obstacles that had hindered any teacher from completing implementation tasks with fidelity or any other relevant information.

Prior to beginning the interview, I reviewed the informed consent form with participants to ensure their understanding before obtaining a signature. Two PBIS coaches participated in the study during the data collection dates of December 2014 to March 2015. Data were collected with an Olympus® digital audio-recording device (model #WS 802) then transcribed into electronic documents using Dragon® Naturally Speaking software. I monitored the software transcription and paused to correct errors during the transcription process. I also reviewed each transcript for errors before finalizing it and preparing it for member checking. After data collection, I employed security measures to ensure the protection of participants. Cyphers and pseudonyms replaced participant names to ensure confidentiality. I maintained a cypher code list to identify participants during member checking activities. I used a password-protected computer to store electronic data, and a locked file cabinet in my home to store physical copies of data. Access to PBIS coaches was the same as with teacher participants. After all approvals were received, I solicited their participation and provided the Letter to Participants and Informed Consent which we reviewed before obtaining a signature and conducting each interview. The

same procedures developed for teacher interviews were followed during the PBIS coach interviews.

I worked with the PBIS coaches as a member of the PBIS team while employed at the study site. I was no longer at this school during data collection so the previous collaborative, co-worker relationship had ended. However, we retained those friendships and a positive rapport. PBIS coaches were made aware of the principal's authorization to complete the study, but had previously indicated their willingness to assist once all approvals had been received. Many of the topics related to implementation were subjects of discussion and problem-solving while I was a member of the PBIS team. My relationship with the PBIS coaches also offered concern for bias, however, this concern was mitigated by my adherence to the safeguards and strategies previously articulated in the discussion on researcher bias with teacher participants.

Administrator interviews. Administrators served as the leadership support mechanism for the SWPBIS program. These individuals offered a supervisory perspective regarding the program and how teachers fulfilled their tasks to implement the program. In their leadership role administrators conducted walk-throughs, received and provided feedback, and offered support to help teachers complete their tasks and responsibilities. I anticipated the duration of administrator interviews to be approximately 45-60 minutes each, and the actual duration was 52 minutes for one and 65 minutes for the other. Administrators were offered the opportunity to complete their interview at a time and place of their choosing (on-campus during planning time, off-campus before or after school, or on weekends.) Administrators were also given a copy of the Letter to Participants and Informed Consent document to review before the interview (see Appendix F). Prior to beginning the interview, I reviewed the informed consent document with each

administrator to ensure understanding before obtaining their signature. Two of the administrators at the school site during the 2013-2014 implementation year participated in the study. The interviews were conducted during the data collection window of December 2014 and March 2015. Like other interviews, data were collected with an Olympus® digital audio-recording device (model #WS 802) then transcribed into electronic documents using Dragon® Naturally Speaking software. I ensured accuracy of the transcription by monitoring the software program during the transcription process and pausing to manually correct errors. I also reviewed the transcript before finalizing it and forwarding it for member checking. After data collection, I used the security strategies to protect participant's identities. Cyphers and pseudonyms replaced names to protect each participant's confidentiality. I maintained a cypher code list to identify participant transcripts during the member checking procedure. A password-protected personal computer retained electronic data, and a locked file cabinet in my home stored physical copies of data. No other person had knowledge of the computer password or has access to the file cabinet key. Access to administrator participants was the same as with the other participants and was governed by the guidelines established in the Letter of Cooperation (see Appendix B). After all approvals were received, I solicited their participation and provided the Letter to Participants and Informed Consent (see Appendix F) which were reviewed and signed prior to each interview.

I developed the Administrator Interview Protocol (see Appendix E) to collect data from administrators. Administrators were asked to describe: (1) a teacher's activities and responsibilities to implement the SWPBIS program with fidelity, (2) how well they felt teachers completed those tasks based on each coach's experience, informal observations, feedback from other stakeholders (staff, PTSA volunteers, PBIS coaches), and miscellaneous data collection

activities, (3) the professional development provided to teachers enabling them to learn and execute their SWPBIS implementation tasks and responsibilities with high fidelity, (4) the support teachers received from PBIS coaches and administrators to consistently implement the SWPBIS program with fidelity, and (5) specific barriers or obstacles that could have hindered teachers from completing their required tasks with fidelity. Interviews followed the same procedures as previously stated for other participants.

The administrators at the study site were known to me and had served as my supervisors in the past. At the time of data collection, I was no longer employed at the school and they were no longer my supervisors. Despite this, we continued to have positive interactions and good rapport during encounters at school system meetings or in the community. Each administrator was aware of the principal's authorization (see Letter of Cooperation, Appendix B) for me to conduct the study. One had previously indicated their willingness to participate prior to developing the study. I followed the same interview procedures previously discussed for other participants. Administrator interviews provided essential information on the factors that hindered teacher fidelity to implementation. These supervisor perceptions included information from conducting walk-throughs, observing teachers during implementation, and interactions with teachers while providing support. My prior relationship with the administrators also caused concern for bias. As with PBIS coaches, I employed the safeguards and strategies previously discussed to mitigate this concern. I continued to listen closely, seek clarity, and encourage authentic responses.

Archived Document Data for Triangulation

Data from two archived documents were used in this case study for the purpose of triangulation with interview data. The first document was an archived survey report of the May 2014 administration of the EBS-SAS (Effective Behavioral Support-Self Assessment Survey) (Sugai, Horner, & Todd, 2000). This survey was administered by the PBIS coaches at the school under study and was completed through a website of applications used by schools implementing PBIS (pbisapps.org). Teachers voluntarily completed the survey on the website using a link sent to them by the PBIS coaches. The survey contained questions pertinent to implementation tiers and phases of the SWPBIS program. Teacher responses on the survey gave insight into teacher perceptions regarding implementation quality including professional development aspects of the program. Appendix D contains a copy of the EBS-SAS survey. The report was given to the researcher without personal identification information in accordance with the signed Data Use Agreement.

The second archived document used was the Ticket Redemption Tracking Spreadsheet which contained frequency data on ticket redemption for each teacher in the school. This document provided evidence indicating the number of teachers that were meeting, exceeding, or failing to meet expectations on the number of reward tickets distributed for the token economy component of the SWPBIS program. This document identified teachers by grade level who were not implementing the token economy component of the program with fidelity. Individual teacher names and identifiers were removed from the document before it was forwarded to the researcher in accordance with the confidentiality provision in the Data Use Agreement. In accordance with

Walden University IRB requirements, no data was collected until after receiving written university approval.

EBS-SAS survey. This survey was used by PBIS leaders to assess the status of SWPBIS implementation in four areas. Ratings were gathered for (a) school-wide discipline systems, (b) non-classroom management systems, (c) classroom management systems, and (d) systems for students engaging in chronic problem behavior. The survey allowed school staff members to rate the current status of program features and their priority for improvement. The survey has been found to be a valid and reliable instrument for evaluating SWPBIS implementation (Mathews, McIntosh, Frank, & May, 2014; Safran, 2006). The survey contained items within each of the four areas that linked with teacher activities for SWPBIS implementation. Data from the survey correlated to the interview data and findings of the study. Yin (2014) stated that archived survey data collected by others may be useful by providing extensive data for a study or may have minor relevance. Because the survey addressed implementation quality, I believed the survey was relevant and during data analysis phase of the study that relevance became evident.

I created the EBS-SAS Survey Document Review Protocol (see Appendix H) to collect data from the survey. Then, I reviewed the EBS-SAS survey to identify questions that were logically related to the focus of the research questions. I recorded response percentages from the survey that related to the implementation features of the program. Specifically, in the school-wide implementation section of the survey, question numbers 1, 2, 3, 9, 12, 16, and 17 addressed elements of program implementation. The survey section for non-classroom areas also included questions relevant to teacher perception of SWPBIS implementation (item numbers 2, 4, 7, and 9). The classroom section of the survey included 5 items addressing implementation features

(items 1, 2, 3, 4, and 10). I recorded the survey results for each of the identified items on the EBS-SAS Survey Document Review Protocol for later analysis.

Token redemption tracking spreadsheet. The Token Redemption Tracking Spreadsheet was created by the PBIS team and used by PTSA volunteers to record the frequency of student token redemptions. Each token contained the student's name, student's identification number, and the teacher's name who issued the token. The document contained ticket redemption totals for each teacher in the school. PTSA volunteers recorded ticket redemptions each week and used the spreadsheet to calculate totals for each teacher. Teachers were also identified by their grade level or their Connection area (multiple grade, non-academic content teachers such as band and art) and totals were calculated for each category.

I created the Token Redemption Tracking Spreadsheet Document Review Protocol (see Appendix G) to collect data from the document. I reviewed the document and recorded data on the number of teachers who met PBIS team expectations for distribution, those who did not meet and those who had no redemptions. Additionally, the data was recorded by classification of grade level teachers and connection teachers.

Data Analysis

Creswell (2012) described qualitative data analysis as the process a researcher uses to understand; "how to make sense of text and images so that you can form answers to your research questions" (p. 236). In qualitative research, this process begins during initial data collection and simultaneously works and influences analytical activities throughout the study (Lodico, Spaulding, & Voegtle, 2010; Merriam, 2009). The primary source of data for this case study came from participant interviews of teachers, PBIS coaches, and administrators. After the

data was collected it was analyzed to identify and articulate the barriers that hinder teachers from implementing the SWPBIS program at Central Middle School with high fidelity.

Analysis of Data from Interviews

Participant responses to interview questions from teachers, PBIS coaches, and administrators generated data for this study. After collecting data, I transcribed responses into individual text file documents and had each participant verify their transcript for accuracy. I then uploaded each document into the NVivo© software package where it was coded and analyzed. NVivo© is a software program designed to assist researchers in coding and analyzing qualitative data. The software package assisted in four stages of analysis including describing the sources, topically organizing and creating codes for coding text passages, searching and analyzing data for hierarchies and categories, and identifying data trends to draw primary, secondary, and tertiary themes from coding analysis (O'Neall, 2013). The coding process was essential for identifying the basic codes, theme categories, and major themes participants associated with the SWPBIS implementation. The process included condensing, merging, layering, and collapsing as categories were logically evaluated into thematic features (Creswell, 2012; Merriam, 2009).

I used in vivo and open coding during the first level of the coding process to identify themes and ideas by specific key words used by the participants or by synonyms indicating the same idea or theme as the key words. These in vivo words and phrases were then used to code additional data as it was analyzed for each participant. I used axial coding in the second level coding process. I evaluated participant responses based on the context of their statements and the conditions of the situations they discussed. Then I connected related categories, sub-categories, and ideas to refine sub-themes and categories. In the third level of coding I used a

selective coding process. In this level I sought to distill core ideas that logically linked multiple categories and refined the conceptual ideas of the major themes. The coding process for interview data is illustrated in Figure 2.

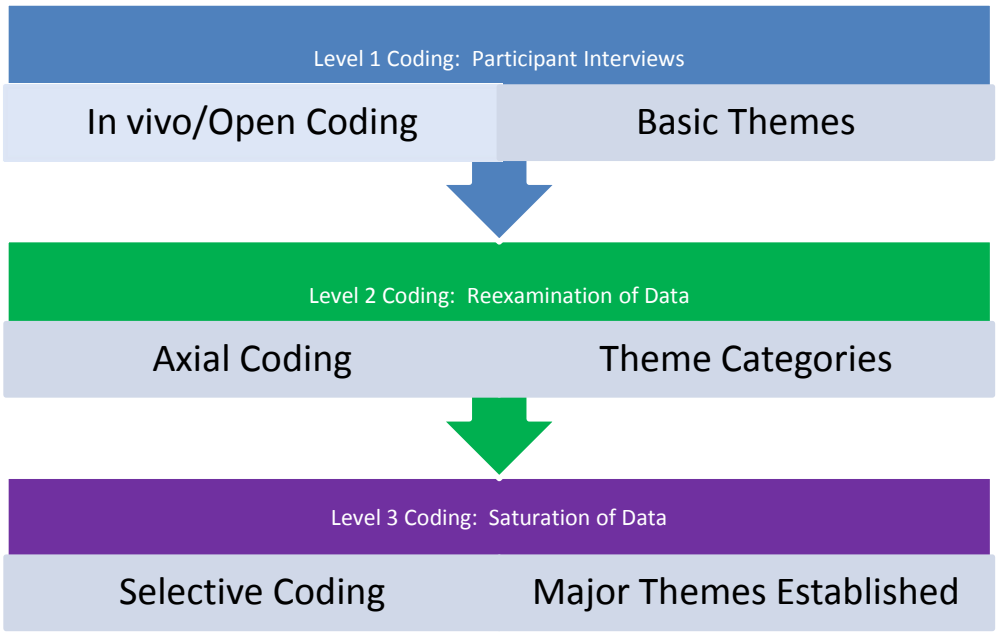

Figure 2. A flowchart showing the interview data analysis process.

Documents Analyzed for Use in Triangulation

Two archived documents offered relevant data for this study. The first archived document used was the report of the May 2014 administration of the EBS-SAS survey. This document provided a snapshot of teacher ratings on 12 questions related to implementation of the SWPBIS program at the study site. The second document was the Token Redemption Tracking Spreadsheet which contained frequency data used to identify the percentage of teachers who met or did not meet expectations for the token economy component of the SWPBIS program.

EBS-SAS survey report. The EBS-SAS survey report was completed at the end of May 2014 and provided data on teacher perceptions regarding SWPBIS program implementation quality. The survey was authorized and conducted by the school, and the report was stored on the SWIS™ Apps website. The internet application (SWIS™ Apps) electronically analyzed survey results and provided descriptive statistical analysis for the survey as well as an individual item analysis for each question on the survey. The survey consisted of 46 rater-response questions (nominal- and ordinal- type questions). Sixteen of these questions directly correlated to implementation activities including instruction of behavior lessons, availability and participation in professional development activities, administrator support activities, and use of the token economy system. Percentage data was collected from the survey and recorded on the EBS-SAS Survey Document Review Protocol (see Appendix H). I evaluated response data from these sixteen questions. Analysis of the data patterns was used for triangulation to interview data.

Ticket redemption tracking spreadsheet. Token tracking data consisted of frequency data for ticket redemptions organized by teacher and grade level areas (academic content teachers) and connections area (non-academic content such as art and music) assignments. The spreadsheet provided raw frequency data for teacher disbursement of reward tokens by week, month, and semester. These data were recorded on the Token Redemption Tracking Spreadsheet Document Review Protocol to analyze the numeric values for teachers from each grade level. First, token tracking totals for each Teacher, grade-level, and the whole school provided data for evaluating percentages and making comparisons between grade-levels and connections teachers regarding their implementation of the token economy component of the SWPBIS program.

These totals were compared to target numbers established by the PBIS coaches to determine the percentage of teachers who had met or did not meet expectations for ticket disbursements. I used calculated percentages to illustrate teacher performance for those teachers who met and did not meet expectations. Percentages were also calculated for grade level and connection teacher categories. The data provided evidence as to which grade-level and connection teachers did not implement the reinforcement component of SWPBIS with fidelity. Data were also calculated by grade level to evaluate grade level performance. In accordance with the Data Use Agreement, all teacher names had been removed from the spreadsheet to protect participant confidentiality.

Evidence of Trustworthiness

Merriam (2009) stated that credibility addresses how the findings of a study correspond or parallel reality. In other words, credibility seeks to ensure that research findings are authentic and trustworthy (Creswell, 2012; Merriam, 2009). It is essential for the researcher to establish criteria and employ strategies that ensure the quality and accuracy of findings because the responsibility for analyzing and interpreting data in qualitative research falls upon them (Merriam, 2009).

I used two main strategies to improve accuracy and credibility. The first was member checking. Creswell (2012) described member checking as a process in which the researcher shares his/her findings with participants to verify its accuracy. After interview data were analyzed, I shared themes and conclusions about the major themes with participants to verify the findings were accurate and realistic. The second strategy I used was triangulation. Triangulation is the comparison of data from two or more sources that converge or confirm findings (Merriam, 2009). When these sources align together they show trustworthiness and credibility (Creswell,

2012.). Yin (2014) identified the importance of using multiple sources of data to increase construct reliability and evaluate the extent to which these sources share common ideas. To triangulate data, I compared findings from multiple teacher interviews to determine common constructs. I then compared these ideas with themes that arose from interviews of PBIS coaches and administrators.

To strengthen evidence of triangulation, I collected and analyzed data from two archived documents described in the previous section (the EBS-SAS Survey and the Token Redemption Tracking Spreadsheet). The EBS-SAS Survey (Sugai, Horner, & Todd, 2000) has been found to be a valid and reliable instrument for evaluating SWPBIS implementation (Mathews, McIntosh, Frank, & May, 2014; Safran, 2006). The survey contained items that directly connected with teacher implementation activities for SWPBIS. Yin (2014) stated that archived survey data collected by others could be useful by providing extensive data for a study or it could have minor relevance. Because the survey addressed implementation quality, I believed the survey was relevant and it did provide useful information to enhance the results of the study. Survey results were provided to me in accordance with the Data Use Agreement (Appendix C). No individual identification information was present on the survey.

The Token Distribution Tracking Spreadsheet tracked the number of tokens distributed each week, month, and semester based on each teacher's name and area (grade level & Connections teachers). The spreadsheet provided to me had identifying names removed in accordance with the Data Use Agreement (Appendix C) to ensure confidentiality. Both archived documents provided evidence to authenticate study findings. Figure 3 synthesizes the triangulation process employed in this study.

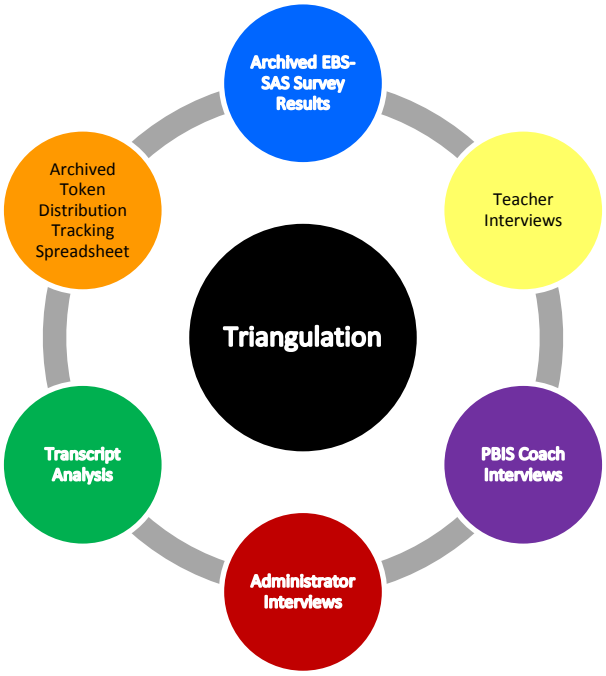

Figure 3. A diagram showing the triangulation process used in this study.

To control for researcher bias, I used six main strategies. First, I conducted the study with a focus on objectivity and regularly questioned how my presuppositions and preconceptions were influencing my work. Next, I used the strategy of transcript review where participants verified the accuracy of their words and ideas. As previously mentioned, member-checking was used to give participants the opportunity to review and confirm that the basic and categorical themes and summaries accurately reflected their perceptions. In the participant interview section for data collection I addressed two strategies that were applicable here. I was careful to listen to participant responses and sought additional information and clarification during the interview process. I explored discrepant information and considered alternate themes when they appeared. Finally, I reflected on discrepant information and contemplated how it expanded, broadened, and deepened an understanding of the phenomenon under study.

Findings

The interview transcripts were analyzed with the perspective and purpose of the study and the research questions in mind. Through pattern matching, I noted teacher trends for implementation fidelity and themes I believed answered the research questions of the study. The perceptions and experiences shared by the participants revealed seven major themes with connected subthemes. Triangulation was achieved based on reports from different participant groups (teachers, PBIS coaches, and administrators) and data from two archived documents.

Findings From Participant Interviews

I interviewed a total of sixteen participants to answer the primary question, "What are some of the barriers that may hinder fidelity to implementation of the SWPBIS program at Central Middle?" Twelve teacher participants addressed the research question, "What perceptions do teachers have about SWPBIS implementation that influences their fidelity to implementation?" Additionally, two PBIS coaches and two administrators addressed their respective research questions, "What perceptions or experiences do [they] have regarding teacher implementation of the SWPBIS program?" The ideas, perceptions, and experiences shared by the participants yielded seven major themes with several subthemes represented in Table 2 along with the number of participants that indicated these themes in the interview. I will summarize the findings for the research questions in the remainder of this section.

Table 2

Themes and Subthemes

Themes	Subthemes	Participant Agreement
Confusion about priorities	Academic-oriented tasks are more important	10 Teachers 2 PBIS Coaches 2 Administrators
Negative student influences	Student motivation issues Manipulation of system Reward inconsistencies	7 Teachers 2 PBIS Coaches 2 Administrators
Philosophical differences with the program	Teachers should not have to teach expected behavior Teachers should not have to give a reward for expected behavior	5 Teachers 2 PBIS Coaches 2 Administrators
Peer influence	Inconsistent teacher buy-in Rewarding for non-PBIS target behaviors Excessive tokens given for non-PBIS behaviors	6 Teachers 2 PBIS Coaches 2 Administrators
Memory failures	Teachers forget to distribute reward tokens	7 Teachers 0 PBIS Coaches 1 Administrator
Weakness in program leadership	Commitment of administration wanes Weakness in executing supervisory tasks	8 Teachers 2 PBIS Coaches 2 Administrators
Weakness in professional development	Lack of training component Weakness in planning or support	5 Teachers 2 PBIS Coaches

Theme 1:Confusion about priorities. The most common theme derived from the interviews indicated that teachers were confused about which initiatives or tasks should have a higher priority. These tasks and priorities often interfered with their completion of PBIS lessons, positive behavior recognition of students, and token distribution tasks. Many different kinds of priorities and tasks were communicated during the interviews. Most of these priorities were related to academic tasks such as special or additional activities for instruction or remediation of academic content areas such as mathematics and writing. This theme included activities connected with preparing students for taking or retaking classroom assessments and for grade recovery for those students needing additional instruction or time to complete classroom assignments to improve their grades. Other academic priorities included miscellaneous teacher responsibilities related to preparing for content instruction, preparing for collaborative activities with other teachers, and preparing for school recreational activities and celebrations. Several teachers also included the second semester focus on preparation for state-wide standardized assessments as a factor that influenced their academic emphasis and lessened their perceived importance of completing PBIS activities. Nelson categorized it this way:

> Just day-to-day stress of the school. At that time I was teaching two subjects... making sure lessons were done and everything was done for that, and Monday through Wednesday that's where my focus was… Thursday, it was oh yeah we have advisement so it's a different group of kids it's your homeroom group. So I think it's more of just the

> day to day school stuff that, maybe, put it further down on the list [of priorities] because it was for just 30 minutes of the day where the [academic] lessons were for an hour each.

Nelson described these activities in terms of the stress they placed on the teacher in completing typical instructional tasks and that the PBIS lesson and other tasks received a lower priority.

Mary expressed the problem of stress this way:

> I think that for teachers to whom are already overwhelmed, it's one more thing on their plate. It's one more thing they have to do that they feel is taking away from instruction. Even though it directly will help the classroom environment and ultimately the school culture environment –and that ultimately helps in the classroom so the kids are receptive to learn– I think that for teachers it's one more thing on their plate as we continued to get dumped on.

Joyce also indicated that her inconsistency with completing PBIS tasks was a result of other important teacher tasks:

> I just was not consistent. I mean I would have weeks like exam weeks or our RBES weeks or conference weeks and it was just not a priority for me where I could've been more consistent. Getting kids ready for tests and district assessments became more important than remembering to recognize students for good behavior.

The majority of teachers interviewed expressed the idea that academic tasks that promote assessment success, especially on district and standardized assessments, were a higher priority than completing PBIS tasks.

PBIS coaches and administrators corroborated this idea. One coach, Nicole, commented on the feedback she received from a number of teachers:

> They [teachers] felt like it was one more thing to have to remember to do during the day and they had enough with trying to make sure students were getting the content that they needed and that the AKS was covered and standards were covered. So they felt like it was just one more thing they didn't want to be bothered with.

PBIS coaches indicated that several teachers repeated this idea consistently, that academic achievement was more important than other programs in their classrooms.

Nancy, one of the assistant principals, further supported this theme and gave an example of teacher perception of where their time needed to be spent:

> Teachers felt that their time needed to be spent on more important tasks. To them that [PBIS lessons were] a waste of time. I can remember walking in and it was, instead of advisement it was a, how do I phrase this politely, "academic recovery." And while the students' grades were important that was still a big piece of our program, our School-wide discipline, and our advisement lessons are part of that. Time was carved out for that.

This perception was further supported by another administrator, Lawrence, who expressed an understanding about why teachers elevate academic activities above PBIS activities. He stated: "It's a fine line because you want, you really want to get the buy-in, but we also know that our main thing is teaching and learning and we understand [why teachers make that a higher priority]."

PBIS implementation tasks were not the only priority of teachers. Clearly, teacher participants agreed that the primary focus of their effort should be academic in nature. As a result, the non-academic emphasis of the PBIS program with responsibilities to teach behavior lessons, recognize and reward students for target behaviors, and distribute tokens was perceived

as a lower priority or non-standard teacher task.

Theme 2:Negative student influences. This theme connected with how teachers were influenced by the different ways students responded or reacted to aspects of the PBIS program. In some cases teachers altered their participation in the program based on their negative impressions of student actions and comments. Negative student influences included student motivation, manipulation of the system, and reward inconsistencies.

Student motivation. The response of students and how they acted with regard to specific aspects of the PBIS program tended to influence teachers. Some students were eager to meet behavioral expectations and be extrinsically or intrinsically rewarded by teachers. Many students responded well to positive affirmation and praise from teachers and continued to meet or exceed PBIS target behaviors. Other students were less enthusiastic. Some participants observed this based on the grade level of the student. One teacher, Jose, who has taught multiple grade levels stated it this way:

> My initial thought process is there was a difference between the grade levels because of the age difference. The seventh graders, you know when you gave a token out or any kind of reward they were always a little more kind of "oh this is so great I got a token I got this from my teacher." You are more likely seeing a seventh grader walk around saying how many they got that week than an eighth grader. Now that's not a hard and fast rule obviously, so this year my eighth graders… are super excited to get the tokens. But it's not like a "contest-like thing" like it was in seventh grade. So there are some differences definitely.

This pattern continued to emerge from eighth-grade teachers indicating that sixth and seventh graders were more enthusiastic about receiving rewards compared to eighth graders.

Lester, another teacher who has experience in multiple grade levels stated it this way: "Sixth- and seventh- graders, especially the sixth-graders, it was much more pure. They would work for tokens and redeem them as they were supposed to."

The greatest push-back according to Linda and Patricia, came from eighth-graders. Linda said:

> Yes the eighth graders thought it was a joke. They were just like, "I'm not keeping up with these little things." Now there were certain ones, I think that was the maturity level they thought it was absolutely stupid and they were not going to do it. And when I was in eighth grade and we did have it, then we didn't really push it either because we knew that it was more of a hassle for us.

When Patricia was asked if eighth-graders responded differently, she expressed her experience this way:

> Yes, and what I did with that was I started giving them to the kids as they left instead of doing it in front of the whole class. And I tended to give, sometimes, [just] to the kids that I knew really wanted to earn them. I would even have some eighth graders not want to accept them. They'd say, "I'm not doing that," or "I'm not keeping those," or "I'm not turning that in." It was also very negative peer-wise for eighth graders to have to go to their [eighth-grade] suite because you had to turn those in.

There was consensus among eighth-grade teachers and those who had previously taught eighth grade that students tended to respond in neutral or negative ways.

Mary expressed specific concern about the PBIS lessons. Some lessons were repeated for different grade-levels and others were more simplistic than others. She expressed student pushback this way:

> I also feel like it needed to be tweaked per grade level. You know, middle school in particular, what was working for six grade was not working for eighth grade. I think the biggest thing was the leveling, if they heard the same lesson for three years –and that's a lot of reason why I would change it because even the videos, sometimes they would say, "oh we've seen this before." But, I thought they were worthy enough to see again so I shared them again.

Some teachers' perceptions of student reaction to lessons and reward tokens had an influence on their participation in the program. Specifically, PBIS lesson instruction and token distribution to some students, especially eighth-graders, were met with student resistance.

Manipulation of the system. Teachers reported that some students attempted to manipulate the system in three major ways. Many students were seen bartering tokens; some were caught counterfeiting the reward tokens; and a few were caught stealing tokens from teachers' desks and work tables. Student exploitation of the reward system had a debilitating effect on teachers. Virginia expressed this idea this way:

> You noticed that when the kids, sometimes, would get a token or whatever you call it, "lion share-thing," and then another kid would say "hey can I have one" and they would pass them around so they [would] give them away. So, them giving them away indicated that it didn't mean quite as much to them. You have the kids that were, in the morning on Fridays, trying to buy things, and they were one or two short. So they're going around

> trying to find somebody to give them [tokens]. They were also bartering and stuff. So that part was, I don't know, I didn't like as much.

Teachers considered this exploitation of the reward system negatively because students didn't seem to value the purpose of the reward tokens and were willing to give them away.

Christopher expressed his sentiment about how some students were counterfeiting reward tokens:

> And finally, once the tokens [were] forged and they were devalued, the teachers –you tend to roll your eyes and go "I'm not contributing to this." And it was a non-entity anymore. Once they were the source of a problem, I mean an actual physical problem with kids potentially getting hurt we had no incentive to give out one token when we knew that they were being printed off like water. Well you don't print water, but [you know what I mean].

Student manipulation of the system also included stealing tokens. Linda expressed several thoughts about student manipulation that included stealing when she said:

> I saw a lot of the "I'll pay you a dollar for yours [tokens]" or "I'll buy you an ice cream for the next three days if you'll give me all your tokens." Then the kids who had tokens and stuff didn't care. And that's also where a lot of the stealing happened. Where they stole it from the teachers and also stole it from other kids.

Students bartering with tokens, counterfeiting tokens, and stealing from teachers and other students depicted a manipulation of the token economy component of the PBIS program which was negatively perceived by some teachers and tended to lessen their participation in token distribution.

Reward inconsistencies. Teachers noted that certain reward inconsistencies contributed to negative student responses to the program. These were categorized in three primary ways. First, teachers observed other teachers rewarding students with tokens for behaviors not specifically connected to PBIS target behaviors. Another inconsistency was that teachers sometimes gave out multiple tokens for a specific behavior being rewarded. The third inconsistency related to the morale of teachers and other students when students with frequent behavior problems were observed with large quantities of tokens.

Linda characterized two of these issues in her comment:

> The other thing I think I didn't like was how some teachers gave them out. And I don't know if that goes into another question or not, but how they gave them out. They were supposed to give them out for what we saw as good behavior not to make them do good behavior. I saw a lot of it [tokens] given out because "oh you completed that worksheet in class, okay." But it was not necessarily right, and it just had words on it. So that was a two, three ticket [reward] and that was not for [PBIS] behavior. [The student] should have been doing that [completing work] in the first place. I think they [teachers] misunderstood or used it incorrectly, and that was probably one of the things that miffed me the most.

Teacher's use of tokens for non-PBIS target behaviors was a consistent problem with some teachers.

Virginia implied a need for professional development or support to improve teacher proficiency for rewarding students for PBIS behaviors in her remark:

> Maybe, giving a little bit more direction as to how many tokens should be given out, because you had some teachers that were giving out a ton of tokens, and some teachers were not giving any tokens, and some teachers that gave tokens for behaviors they shouldn't have given tokens for. I really feel like maybe there should have been a little more monitoring of that and addressing of that just because, you know, we ended up with them being totally satiated with it and it became this big kind of "an issue." As opposed to being a reward, it became a problem.

When students received rewards for non-PBIS target behaviors and when students received more reward tokens than they should have, it impeded the acquisition of target behaviors. Rather than increase the probability of desired behavior, it increased the likelihood of the non-PBIS behaviors which may or may not be desired.

Seeing teachers reward undeserving students for non-PBIS behaviors caused other students to be discouraged and perceive the program in negative ways. Linda shared feedback she received from some students indicating concern they had about the reward system after seeing other students with reputations for undesired behavior receiving large numbers of tokens. She remarked: "Yes and the students picked up on that. They picked up on that, 'how did he get all those tokens?' 'He's one of the worst kids in the classroom.' And I would say, 'I know.'" Christopher expressed this idea with regard to teachers when he said:

> And also the teachers, I think resented the fact that the kids we were seeing lined up to get prizes, we felt in many cases –not many cases but enough cases– were kids that we knew had not earned tokens. You could look and say, "you can't tell me that child got a token." You can't tell me that when you see this kid with a fistful of 15 to 20 tokens and

> you'd say to yourself, "how in the world did that child get a token?" And I know there were conversations that took place among teachers, but at that point you can't say or do anything about it.

These reward inconsistencies had a negative impact on many students whose enthusiasm and motivation for the program decreased with the perception that other students were receiving undeserved rewards from teachers who did not adhere to the PBIS reward criteria. This also had a debilitating effect on the enthusiasm of some teachers who felt these reward inconsistencies undermined the goals of the program.

An administrator, Lawrence, expressed how reward inconsistencies affect program integrity which was also perceived by some teachers:

> I guess one issue that came up was that students would duplicate the tokens, and so they felt that if I'm giving them out, and they're making it on their own that kind of disrupts the integrity of the system.

Counterfeiting was a significant problem for teacher morale during first semester. A PBIS coach, Nicole, confirmed how these issues affected teachers when she stated:

> We had a couple of teachers who were a little neglectful with their tokens and left them in [students] sight, and they were stolen. So they felt like "Why am I going to bother because students are just going to steal them?"

Student willingness to steal tokens had negative influences on teachers often causing frustration and lowered enthusiasm to participate in token distribution.

These negative student responses to the program seemed to play a role in how teachers perceived the function and impact of the program at the school. Teachers who shared their

experiences indicated that fewer eighth graders enthusiastically participated in the program. Two seventh-grade teachers indicated that the main students caught counterfeiting tokens were seventh grade students. Sixth grade students seemed to be the most enthusiastic and participated in the most positive ways. Teachers were conscious of negative student reactions to the program and some teachers allowed those reactions to hinder their completion of implementation tasks.

Theme 3:Philosophical differences with the program. Nearly half of the teacher participants (5 out of 12) indicated that they had difficulties with implementation of the PBIS program on the basis of philosophical differences with aspects of the program. There were two main subthemes within this category. First, teachers stated that it was the parents' responsibility to teach their children the expected core PBIS target behaviors (respectful, honorable, and responsible) in the normal course of parenting children. Second, they had difficulties with the idea of rewarding students for expected behavior. Frustration with the use of and the irregularities of the token economy seemed to exacerbate that sentiment.

Teachers should not have to teach expected behavior. Participants expressed that parents should be responsible for teaching their children how to be successful in school with regard to how to behave and treat other children and adults. The PBIS target behaviors (being respectful, honorable, and responsible) were developed based on general character traits that appeared to cause many of the problem behaviors in the school. Many teachers indicated that it is not the school or teachers' responsibility to teach these behaviors. Stephanie expressed it this way:

> Part of it may be because of my attitude towards the program. Because I think the program, number one, should not be needed, and number two I think focusing on every

> little thing is the wrong way to do it… My point is, I don't see the research. I don't see the research, and I know that at this school a lot of things are tried because somebody thought they were a good idea. They didn't flesh out the idea. So I will take responsibility for my attitude towards the program. I just get dug in that there are certain things kids know they're not supposed to do, so why am I rewarding them for not doing them? I became very cynical of the program when they said [to reward students for] "good choices," and I don't understand what "good choices" is.

Clearly, Stephanie questioned the need to teach students behaviors that she perceived should have already been learned at home.

Linda further indicated that expected behaviors should not need rewards:

> And then there would be times when the children would ask me literally ask me for tickets. "I did my homework can I get a ticket?" No! That's not what this is all about, so they were more concerned not with the learning or understanding that this had to do with respect –and how you should act anyway– but their main concern was well if I behave this week I'll get a ticket so that means I'll get more stuff or candy and that didn't, that to me was not the goal. I'm sure that's not what they set it up for to be.

Linda went on to say: "I feel like I'm forced to do something that I disagree with, so I don't want to support the program." Patricia also expressed a similar idea when she said, "I know that there are other ways to curtail some of the conduct. And that to me giving them a gift for being good when they should be good anyway is not a way to enhance [expected behaviors]." Both Linda and Patricia had difficulty with the idea of having to teach students the behaviors they perceived should have been learned at home.

Teachers should not have to reward students for expected behavior. The previous quotes from Linda and Patricia about not having to teach behavior included this sub-theme about having to reward students for expected behavior. Mary further connected these ideas in the following comment:

> I think some people thought it was silly. I think the biggest –you know what I was thinking about this before we met– I think one of the biggest hurdles for teachers in any kind of positive behavior thing is that rewarding expected behavior. I personally had a problem with that especially early in my teaching career. 'They're supposed to behave why am I rewarding this?' 'Why should I reward expected behavior?'

In addition to teaching expected behaviors, the requirement to reward students for expected behavior caused teachers pause.

One teacher participant, Nelson, recounted his interactions with a few other teachers holding philosophical differences:

> The philosophical ones, I think as they saw it and they realized that 'hey I wrote a referral for this and it did get processed,' the conspiracy theorist aspect of it went away. You still have some who believe in, "…if I tell you to do something you should do it." And I think that even after three years there are still some of those who are resistant to the change because their emotions and philosophy are that if I tell a student to do something they should do it. There shouldn't be a question as to why. I shouldn't have to give a prize for them doing it. They should just do it.

Five of the twelve teacher participants expressed feelings that the program should not be necessary because students should already know how to behave and should not need to be

rewarded for expected behaviors.

This sentiment was corroborated by the program leaders. Both of the PBIS coaches and both of the administrators stated they had received feedback from teachers about philosophical differences with the PBIS program. One of the PBIS coaches, Nicole, stated:

> There were a select group of people that were consistent and faithful, really followed the guidelines. That was kind of our median mark. Then we had another chunk that rarely handed out the tokens or refused to hand them out because they didn't believe in the system.

Belief in the PBIS program certainly played a role for some teachers.

When asked about teacher resistance as it related to philosophical differences, the other PBIS coach participant, Jean, expressed it this way:

> That's one of the biggest things [teachers] say, "Why am I rewarding behavior that I expect? I expect the kids to be respectful, honorable, and responsible why on earth would I give them something nice for doing something that they're supposed to do anyways?"

Teachers resisted because they didn't agree with the idea that teachers should teach and reward expected behavior.

Administrator participants also characterized their interactions with teachers holding philosophical differences with rewarding students for expected behavior. Nancy expressed it this way:

> There are some teachers who felt as though classroom management should be in place and students should just do it because it's the right thing to do. They did not want to

> reward students for doing what they should be doing. It was in those classrooms where you would find there were less tokens issued, less positive referrals written for the suite to give out. They had no time for it. They didn't believe in it.

The other administrator, Lawrence, stated it like this: "Some would say I have my own classroom rules, and that works for me. I don't need that system." All three participant groups, teachers, PBIS coaches, and administrators indicated that philosophical differences with teaching and rewarding students for expected behavior inhibited teachers from completing those tasks.

Theme 4:Peer influence. Half of the teacher participants (six of the twelve) indicated that their implementation was negatively influenced or hindered by their observation and perception of how other teachers implemented the program. When some teachers observed and perceived that other teachers did not "buy-in" to the program it caused them to be less-committed to fulfilling their own responsibilities and tasks with fidelity to the program. Other negative influences occurred when teachers saw other teachers rewarding students for non-PBIS target behaviors and when teachers gave out multiple tokens at a time to students for exhibiting non-PBIS target behaviors.

Inconsistent teacher buy-in. The fundamental concept with this theme depicted the idea that some teachers do not "buy-in" to the PBIS program for various reasons. Teachers may not have known specific reasons, but were able to perceive a lack of commitment from their peers. Mary illustrated the problem of teacher commitment or "buy-in" this way:

> I think you have to be… It's almost like in order for this to work and especially what I have found, is that you have to be committed to doing it even if you don't believe in it, personally. It is a school-wide thing that we're trying to do and implement, and you have

> to give it 'the old college try.' You can't just think it's another thing on your plate. And I think a lot of that is just trying to get the teachers to buy into that so the kids buy into it.

A lack of buy-in was characterized as a lack of commitment to the program.

Nicole, one of the PBIS coaches discussed the "buy-in" problem this way:

> A lot of the teachers that I talked to that were not participating just didn't see the validity in the program. They didn't feel that handing out the tokens helped to reinforce the positive behaviors that we were looking for, nor did they feel like –because ultimately the goal was to change the culture of our school– the token system lent itself to changing the culture of the system. So I think that's where their lack of buy-in came from, when you talk with them, personal experience and personal opinions. I don't think that any teachers got together and collectively said, "We're not doing this." It was just kind of a random sampling of teachers who didn't buy in because they didn't believe in it. They didn't see, in their opinion, any change.

When teachers discussed their negative perceptions and experiences informally among themselves it impeded some teachers who had been sincerely attempting to implement the program with fidelity.

Rewarding for non-PBIS target behaviors. The second conception with this theme was that some teachers expressed a dispirited attitude when they observed or received information that other teachers were rewarding students for non-PBIS behaviors. Virginia stated it this way:

> Students would say, "Oh yeah she gave me like three tokens for…" I don't know, cleaning the table. Do they really need tokens for cleaning the table? Three tokens for cleaning the table? Or maybe, they need a token for cleaning the table for several days?

Cleaning the table was not a PBIS target behavior. When Virginia heard that students were rewarded for this, she didn't feel it met the criterion or intention of the program.

Linda expressed this sentiment regarding giving rewards for doing homework:

> They were supposed to give them out for what we saw as good behavior not to make them do good behavior. I saw a lot of it given out because, "Oh you completed that worksheet in class…" …So that was two, three tickets, and that was not [a PBIS target] behavior.

Linda indicated that this diminished the value of the program and made it more difficult for teachers who were trying to follow the program correctly.

Some teachers distributed tokens for uncharacteristic reasons. Mary commented: "I would see people give them out just for whatever…" When discussing the token economy change from the initial token market to a raffle-type system in the second semester, Nelson stated that he used tokens to reward behaviors. These behaviors were not specifically PBIS target behaviors. He commented:

> I was giving out tokens if you had your homework, 90% of my students had their homework on a daily basis. I was giving out tokens if you came in and got ready. So for the most part everybody was coming in and getting ready.

While these behaviors should be encouraged by every teacher, the PBIS token economy was not intended to support or reward these types of behaviors.

An administrator, Lawrence, confirmed this issue of inconsistency in rewarding for PBIS target behaviors:

> One other issue that we had was not necessarily in the implementation, but that it was being implemented properly. I think there's a tendency for teachers to focus on the kids that generally were disrupting the class and rewarding them for doing tasks that they should already be doing. There were teachers rewarding them for tasks, behaviors that were not on the [PBIS behavior] matrix.

Clearly, when some teachers began rewarding students for behaviors that were not PBIS target behaviors, other teachers were influenced by it and it hindered them from faithful completion of their implementation tasks.

Excessive tokens given for non-PBIS target behaviors. Some teachers also commented on the number of tokens given to reward students for behaviors that were not target behaviors. Virginia stated it this way:

> "I just felt like they gave the tokens… they gave way too many. And then there were the teachers that would just give a couple tokens, but then those couple tokens didn't mean anything if one teacher was giving you three tokens for something."

Over-rewarding diminished the value of the tokens.

Jean, a PBIS coach, referenced excessive token distribution for non-PBIS target behaviors in one of her comments:

> [The token economy] actually became its own little monster because teachers gave out so many. They gave them out for inappropriate things. They are supposed to be directly tied to behaviors on our [PBIS behavior] matrix. [Behaviors] that are supposed to be respectful, honorable, and responsible, but teachers were giving out [tokens] for bringing

> paper [and] cleaning up the room. And so, it lost value because there were so many tokens in circulation.

Therefore when teachers observed or heard other students discuss receiving multiple tokens for routine, expected behaviors instead of the PBIS matrix target behaviors, it had a negative impact on their implementation.

Theme 5:Memory failure. Memory failure is represented by the idea that teachers forget to distribute the reward tokens to students on a regular basis.

Teachers forget to distribute reward tokens. A common thread from teachers and leaders (PBIS coaches and administrators) was that teachers often forgot to complete simple tasks. Seven of the twelve teacher participants indicated problems with remembering to complete certain tasks. The most commonly forgotten task was to recognize and distribute tokens. Lester said: "So I would say that two or three days a week I held them [passed out tokens] and the other two days I didn't even remember that I had them." Joyce put it this way: "I know for myself it's just a matter of remembering to do it. You know, just making it so I remember to do it, consistently." These teachers had difficulty remembering to distribute tokens consistently.

When Grace was asked about what decreased her perception of faithful implementation, one thing she brought up was her weakness in token distribution:

> Because of my lack of consistency with the tickets, I think. I think my heart thought it was a great idea, but I think I just wasn't consistent. I should have been with the tickets. I had them right here in my tray.

Stephanie simply said: "I don't think I have passed out the tokens like I could have." Again, remembering to distribute tokens hindered these teachers from completion of the task.

When Lawrence was asked about feedback he may have received from teachers as an administrator about completing PBIS tasks, he confirmed that teachers have difficulty remembering to do them. He put it this way:

> The only feedback that I received is that they had trouble remembering to do it. The only thing that came up is just the consistency, and when you asked teachers 'Hey do you need more tokens, how can we get or pass out more tokens?' It was just 'I keep forgetting.'

Based on teacher and administrator interviews, failure of memory was a clear inhibitor for teachers to remember to complete tasks, especially to distribute tokens.

Theme 6:Weakness in program leadership. Teachers and PBIS coaches indicated their perception of leadership weaknesses in the SWPBIS program. Two subthemes emerged that described this weakness. First, some participants perceived that the commitment of administrators seemed to wane as time passed. Second, participants perceived a weakness in executing necessary supervisory tasks related to the PBIS program.

> ***Commitment of administration.*** Seven of the twelve teacher participants identified a weakness in administrator commitment to the program. Teachers also identified reasonable mitigating factors that caused this. Nelson characterized it this way:
>
> We had a lot of turnover with administrators in the six years. I think I went through four APs [assistant principals] in sixth grade in six years. That's a huge component of it –that you had all that changeover. But, I definitely think that we didn't have any passionate PBIS administrators.

Regular administrator turnover and a lack of passion or enthusiasm of new administrators influenced teacher perception.

Others expressed issues related to commitment. Virginia suggested the evidence of commitment could be seen in program funding for PBIS prizes when she stated: "The only barrier that I can think of would be more on a bigger scale as far as money. You have to have a lot of money to implement PBIS." Christopher noted that he often could not get tokens to distribute because they were not available. He characterized the commitment issue this way: "Yes it was a mixed message to both. Okay well that was fun for a bit, but the follow-up and the commitment to get more of these wasn't there [which diminished the program to me.]" In a follow-up question to Linda on leadership commitment, I asked her if she thought assistant principals, like teachers, sometimes had higher priorities than their PBIS tasks, and she readily agreed. She stated: "Yes. And I had many things way more important than giving out tickets. It just wasn't in my ballpark."

Commitment was tied to both intentional and unintentional administrator tasks. Mary was quite blunt in her characterization of some administrators' commitment. She stated it this way:

> I think they needed to show that it was an important part. I think that you get a disconnect if your administrators don't care about it because that's kind of what I felt. It was a program that we were doing, and they wanted to benefit from it. But, I don't think they did anything about it to help with the program. I really don't. I mean, they probably provided the money for the tokens and gave the yes for whatever the committee was doing. But I don't think they played an active role. And I don't know that, necessarily, they cared.

The implication seems to be that administrators should play a more active and vocal role in the

implementation.

Stephanie stated administrator priorities this way:

> I mean, other than the monthly number [discipline referral data], [they] were only there if it showed a decrease. I don't recall administrators talking about it [PBIS] hardly at all. Not in terms of PBIS. Not in terms of tokens. They were only focused on the numbers – the referral numbers. And that was the focus of PBIS.

Teachers expressed an underlying feeling that administration was not invested in the program as much as they perceived they should be. They were more concerned about the benefits of lower discipline referrals.

Both PBIS coaches, Jean and Nicole, confirmed teacher sentiment in their interviews. For example, Jean stated:

> Our school has really struggled with administrator support, and partly because we keep losing the administrator that gets assigned to us. And if you don't have consistency it's difficult to maintain that support. So we had one administrator for half the year and he left to be a principal and then we had another administrator for half the year we had one for two months this year and now he's gone to be a principal. So there is no consistency. So the new administrator comes, and they want to be helpful, but they don't know what to do because they haven't been there.

When the second PBIS coach, Nicole, broached this topic she brought up the problem with teacher buy-in:

> We felt that that was part of the teacher problem as well, because they weren't seeing the buy-in from the administration. There was never one specific administrator that we could

> go to. It got shuffled around a lot to whoever was there, because we had a lot of changeover, because everyone was busy.

There was a clear perception that administrator turnover and lack of administrators taking a more active role influenced how teachers perceived the program and the importance of implementation.

Nancy, one of the administrators, expressed that she has received feedback from teachers signaling a possible weakness in commitment and support. When asked to rate her perception of how well administration supported teachers to implement the PBIS program, she commented:

> It sounds really rough for me to say this, but I assume that my colleagues were supporting their teachers. It's always amazing when I help out in other areas where they help me out, and we find out that maybe some teachers don't feel supported in other grade levels. So, it's hard for me to rate that. I'm not just trying to be politically correct. I'm being very honest.

Several participants' comments illustrated the idea that teachers perceived some weakness in administrator leadership in terms of their commitment to the program and this perception hindered teacher implementation of PBIS.

Weakness of supervisory tasks. In the context of discussing leadership support of the program, six of the twelve teacher participants made comments that directly or subtly evidenced a weakness in the completion of supervisory tasks for the program. These tasks included completing walk-throughs or observations during PBIS related instruction, providing feedback to teachers on PBIS related performance, having performance discussions with teachers who were

not completing their PBIS tasks, providing discipline support to teachers with behavior management weaknesses, and other support-related tasks.

When one teacher, Nelson, was asked to rate the quality of administrator support on a scale of 1 to 10, one being poor and ten being excellent, he made this statement:

> I don't think I can even go, 5. I would probably go, 4, and that may sound a little harsh. I think there was a lot of room for improvement from administrators. Again I think from a teacher standpoint, somebody who was accustomed, had a background knowledge of the program, I had kind of an idea of what to do. There were teachers on my grade level, and I know there were probably teachers on other grade levels, who needed to have those conversations one-on-one with their leader.

Nelson was referring to the need for administrators to confront teachers who were not completing required PBIS tasks.

When Mary was asked about support for PBIS she stated: "I will tell you that I don't remember administrators ever giving me support about this, or even discussing it or it being on their radar." Another teacher, Helen, pointed out the weakness in administrators' modeling the program when she stated this:

> The administrators [didn't model it] either. I realize cafeteria duty is no fun, but today I watched someone on cafeteria duty and [a student] just broke every single one of those rules that are up there [on the PBIS matrix] for the cafeteria. And the administrator didn't make a single move to ask them or remind them about those behaviors. On rewards, I'd like to see administrators do more rewarding of people [students] with

> tokens, too. In fact, [about] two years ago I would see them doing that. I hadn't seen anybody [administrators] rewarding anybody lately.

Helen therefore clearly indicated that administrators should model these program tasks.

The PBIS coach, Nicole, underscored the issue of administration's lack of support in confronting reluctant teachers when she shared the following scenario:

> I think one of the conversations we had was, especially teachers that weren't buying in, we as coaches, our role was to go and have those conversations. We felt like we really needed to turn that role over to the administrators because sometimes coming from your peer it doesn't mean anything there's no effect to it. Where if it came from your administrator we may see an effect. After administrators would have some of those conversations, they would then bring that information to us as the committee and kind of say, "Okay here's what we're finding out. What are you going to do to get buy-in from these teachers?" So it was kind of turned around on us to come up with a solution to the problem. So it wasn't that they were offering any more support for us or "What can we do to help with the program?" It was, "What are you guys going to do to get the buy-in from the teachers?"

Both PBIS coaches identified this support issue as a significant problem in which administration failed to support them appropriately.

When one of the administrators, Lawrence, was asked about what weaknesses teachers and coaches may perceive about them, he stated:

> But, mainly the outcry is support from administration as far as getting teachers to implement across the board and consistency. It's the consistency because you do have

> those teachers that are just really on fire, and buying into it, and rewarding students, and some of the complaints from even the students is that "I don't ever get tokens our teacher doesn't ever do it." We have the outcry from the students, and the outcry from the teachers that are being consistent who are saying help me with my colleagues.

When asked about weaknesses in support for teachers, Lawrence also stated:

> I think it was probably due to all of the other responsibilities. It's probably a priority thing we always have time for the top priorities, the most pressing issues sometimes took over and swallowed up some of the, what I would consider, the minor PBIS issues.

Lawrence included this example when discussing leadership weaknesses:

> I think there was a lack of clarity last year in terms of "What do I handle and what does an administrator handle?" So a teacher would bring something to an administrator and the administrator would say, "Can we tweak this?" I think there was a lack of support because you didn't have the clarity of well "I'm supposed to be dealing with that kind of issue." So you're looking at support providing that guidance. I think that was something that was missing and causing some frustration when it comes to the program.

All categories of participants (teachers, PBIS coaches, and administrators) acknowledged weaknesses in the support leaders were expected to provide to teachers and PBIS coaches implementing the PBIS program.

Theme 7:Weakness in professional development. The last major theme to emerge from the interviews related to professional development. All participant classes (teacher, PBIS coach, and administrator) suggested or implied that some aspect of the professional development component of the program needed improvement. Comments could be classified into two

subthemes. The perception was that professional development lacked a component needed to more effectively prepare teachers for implementation or there was a weakness in how professional development was planned or supported.

Lack of training component. Four of the twelve teacher participants offered feedback on specific issues they felt were not addressed adequately in professional development sessions. Patricia contributed two specific ideas related to program rationale and diversity in presentation. First she stated:

> I think I would've liked a little more philosophy surrounding the program. "Why did we choose this program, the rationale?" I'd like to know if there was data following all of this? I would've liked to, before we ever started it, to have heard the rationale or philosophy [of the PBIS program] in time to give input on how, maybe, we could modify or make it work the best for our particular school, instead of just [having it] regurgitated into, "You will do this, you will do this, you will do this." I think it would've been more effective if a lot of people would have been able to give more input [before implementation].

Patricia's second point was that she believed in the need to bring in professional development facilitators from outside of her grade level and school:

> I would like to receive more professional development from other people, not just our coordinator like a district level [leader] or anybody. [Hearing] another perspective or another voice [gives greater depth of understanding]. If you think about teachers, three teachers teach the same topic, but sometimes they do it in completely different ways. That would've been one thing that I would've liked even if it were another teacher from

> our school. Just [having] someone different to hold the professional development session.

Patricia also indicated a desire for greater understanding of the philosophy and rationale to help her implement the program, and she wanted to hear from a variety of professional development facilitators to gain insight into different approaches useful for implementing the program in diverse classrooms.

Two teachers, Virginia and Linda, expressed weaknesses in professional development related to the token economy. When asked about issues with token distribution, Virginia said:

> Maybe, giving a little bit more direction as to how many tokens should be given out because you had some teachers that were giving out a ton of tokens, and some teachers were not giving any tokens, and some teachers gave tokens for behaviors they shouldn't have given tokens for.

Linda also brought up the issue that teachers were rewarding for behaviors that were not on the PBIS matrix (PBIS target behaviors). She stated that some behaviors were not "token worthy," underscoring the idea that professional development had not provided sufficient clarity to help teachers reward correctly. When asked if teachers rewarded for behaviors on the PBIS matrix, Linda said:

> Most of the time it wasn't. It wasn't on there. And I think maybe if anything could've happened to change that is the teachers probably needed a list of things that were considered token worthy and we didn't have that. So a lot of it was taken up as your opinion.

Clearly, these teachers could have benefited from additional, targeted professional development

on these issues.

When asked to describe professional development for the program another teacher, Nelson, offered additional insight. He shared three strategies used at another local school during professional development sessions that he considered very effective in helping teachers implement more effectively. When discussing the assistant principal in charge of PBIS at the other school he said:

> He did several things [including] a couple of skits, he [recorded] a video… called "The Teacher in Action," and he would show the teacher in her classroom faithfully [implementing] PBIS. And I think, seeing it is a lot easier than just hearing a quick blurb. The other thing he did was something he called "What would you do?" -a rip-off of the ABC News [segment] where he would take a referral that he received and he would act it out. He would basically tell what the teacher wrote and reenacted that situation and ask the members of the faculty "What would you do?" "Is this something that we should definitely process?" "Is this something that you can handle in your classroom?" And I think doing both of those things you then see how others view what should be a referral and what shouldn't. So I think having that in a [monthly] staff development, seeing it in action and seeing those videos where teachers are actually teaching and using PBIS simultaneously or teaching an advisement lesson [would be beneficial for teachers].

Despite these teachers' perceptions that professional development at Central Middle School was very good, they felt these issues presented areas of growth that would benefit teacher implementation.

One of the PBIS coaches felt that professional development was severely lacking and

only consisted of sharing data and reminders. Nicole stated it this way:

> For staff in the building there was no professional training other than preplanning times and those teacher workdays where we would have a meeting and we would be allowed, as the coaches, to disseminate some information to the teachers about the program. "Hey what's coming down the pipe, here are some things we're working on." Now by the same token, it wasn't necessarily professional development, but at the grade levels we would try and share new information, we would try to reiterate the importance of the program, and information that was coming down from the County that they needed to know about the program. But, as far as training, there wasn't really any teacher training for them.

She did not feel that data sharing and reminders, which were the usual activities during the monthly meetings, should be considered professional development.

Administrators corroborated a weakness in PBIS professional development. One of them, Joyce, indicated that the PBIS team received off-campus training, but most teachers do not. Both indicated that monthly professional development concentrated on data sharing, trouble-shooting problem locations, and reminders for required tasks, but teachers did not engage in learning opportunities. One administrator, Lawrence, stated that there were minor weaknesses in professional development but that those weaknesses didn't negate the overall success of the program. He said, "That didn't keep the program from being successful. It just didn't make it the best that it could be."

Weakness in planning or support. Four teachers suggested a weakness in planning for professional development and a weakness in designing professional development that

sufficiently supported teachers. Jose stated that no professional development had been planned or arranged for teachers new to Central Middle (first year teachers or those who transferred from non-PBIS schools). They were simply paired up with a seasoned teacher to tell them what to do. He told this story about the first time he was told about teaching a PBIS lesson:

> So my first interaction with this was when my host teacher said, "Okay on Thursday we're going to do advisement." I still had no idea what that was. She showed me the lesson. She said, "You're going to go through the PowerPoint process" and described to me what that was; what we're trying to do here; and what's the heart of this lesson. I don't remember that lesson, but I remember her spending ten minutes with me going through that ten or eight slide PowerPoint saying, "This is what we're going to go through and here's the bottom line," you know. Or, "You can have them do whatever," or "We're going to play this little game," or whatever it is at the end.

No background information or other important procedural information was given to him in professional development prior to his implementation.

Another teacher, Patricia, also implied this theme in her comments. She said:

> I felt like I loved the program but every time I just got used to the program they would make a change. Or, the kids were getting the tokens and the treats are all fabulous, and all of that was going well. And then they would change it, and then say you can only give out a certain number [of tokens], this many or that many. And once you are just used to doing that, then they would change it again. So honestly, by the end of the year I felt confused about what I was supposed to do instead of using the program to benefit

> myself and the behavior of my students. I was more concerned that I was following the rules.

Patricia's comment suggested that changes were made without fully including teachers which created a learning curve that likely hindered their ability to implement the program according to plan. Her comment also implied that the changes became necessary because of inconsistency in or lack of planning for the program. Clearly, with the program in the third year of implementation teacher activities and responsibilities should be routine.

Another teacher, Christopher echoed Patricia's implication. He put it this way:

> I think the biggest was the inconsistency in the dynamics of the program. It changed throughout the year and it kept changing. Now give them out. Now slow down. Now we're out [of tokens]. Now get this. No we're not doing that anymore. Hold on let's revamp. It was the inconsistency of the program's design from the beginning and the necessity of it being changed constantly.

Along with these teachers another teacher, Christopher, also made several comments in his interview about not being able to get tokens to distribute to students. He believed it was poor planning when the school or PBIS leaders failed to ensure a sufficient number of tokens were available for teachers to distribute as rewards.

Jose also noted that professional development didn't fully support teachers by providing them detailed data feedback in an easily accessible format. He stated it this way:

> You know we are doing [online classrooms] a lot now, and that might be something where we could add a page for PBIS. That might be beneficial for teachers to go and do their own data diving and things like that. Maybe they can individualize the data more on

> referrals and things like that. So they can take it into their own hands for their own classrooms. That might be something that would be a suggestion.

Jose's idea would support professional learning and allow teachers immediate access to program information.

Lawrence, one of the administrators, implied that improved support and training for managing students with difficult behaviors is an area of growth. He stated it this way:

> Teachers that are being consistent who are saying help me with my colleagues [who are not being consistent with the program.] That's the main complaint. And then even for the teachers to say, "Okay, I'm doing PBIS and I'm still having problems with behavior problems. Am I getting support from administration when I actually do have a problem that I can't fix?" I think that's an issue where there's always communication between the teacher and the administrator of how are we going to work together to get the behavior in line.

Lawrence clearly implied that there were areas of growth in professional learning that could benefit teachers.

Weaknesses in planning and support outlined by participants buttress the idea that deficiencies existed in the professional development component of the PBIS program and that growth in this area could strengthen the effectiveness of the program.

Findings From Archived Documents Used for Triangulation

The two archived documents were instrumental in confirming triangulation with the findings from interview analysis. The EBS-SAS survey given by the school in May 2014 indicated the percentage of teachers finding problems with various implementation

characteristics. Evaluation of the Token Distribution Tracking Spreadsheet illustrated the differences in teacher implementation of the token economy aspect of the PBIS program.

EBS-SAS survey findings. Analysis of the data recorded on the EBS-SAS Survey Document Review Protocol (see Appendix H) connected to interview findings. There were a total of 16 items on the EBS-SAS survey that connected to teacher implementation of the PBIS program at Central Middle. Of those items, teacher ratings on 12 of the statements demonstrated a relationship to the research questions and interview findings. Table 3, 4, and 5 illustrate the related survey item results. The left column, "Not in Place" and Partially in Place" indicates percent of teacher responses regarding their perceptions that the item has not been implemented or has not fully been implemented. The right column, "Priority for Improvement Percent Ratings of High and Medium," indicates percent of teachers' responses regarding their perceptions about the need for improvement (high and medium) for each item.

Table 3

EBS-SAS Survey Results Associated with Teacher Implementation Fidelity: School-Wide Settings

"Not in Place" and "Partially in Place" Percent Ratings	Directly Related Survey Items to Teacher Implementation Fidelity	Priority for Improvement Percent Ratings of "High" and "Medium"
4%	2. Expected student behaviors are taught directly.	42%
22	3. Expected student behaviors are rewarded regularly.	62
39	9. A team exists for behavior support planning & problem solving.	54
30	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	50
44	17. The school team has access to on-going training and support from district personnel.	54

Table 4

EBS-SAS Survey Results Associated with Teacher Implementation Fidelity: Non-Classroom Settings

"Not in Place" and "Partially in Place" Percent Ratings	Directly Related Survey Items to Teacher Implementation Fidelity	Priority for Improvement Percent Ratings of "High" and "Medium"
53%	2. School-wide expected student behaviors are taught in non-classroom settings.	62%
65	7. Staff receives regular opportunities for developing and improving active supervision skills.	75

Table 5

EBS-SAS Survey Results Associated with Teacher Implementation Fidelity: Classroom Settings

"Not in Place" and "Partially in Place" Percent Ratings	Directly Related Survey Items to Teacher Implementation Fidelity	Priority for Improvement Percent Ratings of "High" and "Medium"
11%	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	42%
29	2. Problem behaviors are defined clearly.	61
15	3. Expected student behavior & routines in classrooms are taught directly.	48
32	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	51
47	10.Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	69

First, the response ratings on seven of the EBS-SAS survey items reflected teacher perceptions regarding their performance of required implementation tasks. School-wide items 2 (4%) and 3 (22%); non-classroom item 2 (53%); and classroom items 1 (11%), 2 (29%), 3 (15%), and 4 (32%) indicated challenges for some teachers in delivering direct instruction and rewarding students for desired behavior and for clearly defining problem behaviors. Between 42% and 62% of respondents rated the need for improvement on these statements as high or medium priority. Survey responses confirmed that teachers perceive inconsistencies in their FOI

to SWPBIS. Survey responses corroborated the findings from participant interviews concerning the major themes of confusion about priorities, negative student influences, philosophical differences with the program, and peer influence.

Second, evidence suggested improvements were needed for leadership tasks and responsibilities for the program. Ratings on three of the EBS-SAS survey items reflected teacher perceptions regarding leadership weaknesses of the program. School-wide items 9 (39%) and 12 (30%); and classroom item 10 (47%) addressed leadership activities. Respondents (39%) indicated that a team for behavior support planning and problem solving was not in place or only partially in place and 54% indicated a high or medium priority for improvement. A full 30% of respondents noted that reporting and active decision-making on patterns of student problem behavior are not in place or only partially in place and 50% of respondents believed it should be a high or medium priority for improvement. Forty-seven percent (47%) of respondents indicated that opportunities for access to assistance and recommendations such as observations, instruction, and coaching are not in place or only partially in place and 69% indicated a high or medium priority for program improvement. These responses demonstrated agreement with participant interview findings supporting the theme of weakness in program leadership for the SWPBIS program.

The third discovery from the EBS-SAS survey indicated a perceived weakness in professional development. The items suggesting this finding were school-wide item 17 (44%), non-classroom item 7 (65%), and classroom item 10 (47%). Forty-four percent (44%) of respondents rated school team access to on-going training and support from district personnel as not in place or only partially in place with 54% indicating a high or medium priority for

improvement. Sixty-five percent (65%) rated staff receipt of regular opportunities for developing and improving active supervision skills as not in place or only partially in place with 75% indicating a high or medium priority for improvement. Finally, Forty-seven percent (47%) of respondents indicated that teachers had regular opportunities for access to assistance and recommendations for observation, instruction, and coaching activities with 69% indicating a high or medium priority for improvement. These findings corroborated participant interview findings supporting the theme of weakness in professional development for the SPWBIS program.

Token Redemption Tracking Spreadsheet. I completed the Token Redemption Tracking Spreadsheet Document Review Protocol (see Appendix G) to collect and analyze data for triangulation to interview findings. The spreadsheet contained tracking data for tokens redeemed by students. Each week PTSA volunteers tracked teacher distribution data by recording identifying information contained of the tokens (student and teacher information). Table 6 contains the analyzed results of token redemption tracking.

Table 6

Token Distribution Spreadsheet Data Comparisons - 2013-2014 Semester 2

Teacher Category	# of Teachers	# Distributing Tokens*	# With 0 Tokens Recorded	Total For Grade Level	Grade Level Semester Target	% of Target
6th Grade	33	21-29	0	3425	8580	40%
7th Grade	33	11-27	0	2347	8580	27%
8th Grade	35	7-21	2	1298	9100	14%
Connections	21	12	3	N/A	N/A	

Note. Token tracking for Connections teachers was included in each grade level because they teach all three grades. (Connections teachers teach non-academic content areas such as music, art, computers, etc.)

*The number of teachers distributing tokens fluctuated each month. The low number indicates the lowest teacher participation month and the higher number indicates the highest teacher participation month.

The PBIS team established a target distribution of 20 tokens per week for each teacher. There were 13 weeks of recorded data on the tracking document, indicating a target distribution of 260 tokens for the semester for each teacher participating in the token distribution. The findings indicated a significant disparity between the expected target distribution and the actual distribution of tokens, with a notable difference in average teacher participation by grade level. Sixth-grade teachers demonstrated the highest token distribution participation with 3,425 tokens distributed during the semester with an average of 103.79 tokens per teacher (or 7.98 tokens per week). Seventh-grade teachers had the second highest distribution participation with a total with 2,347 tokens distributed for the semester with an average of 71.12 tokens per teacher (or 5.47

tokens per week). Eighth-grade teachers had the lowest token distribution participation with 1,298 tokens distributed during the semester with an average of 37.09 tokens per teacher (or 2.85 tokens per week). Additionally, there were a total of five teachers (5%) with zero recorded distributions for the semester. There were an additional 11 teachers (10.9%) that distributed an average of one or fewer tokens during the 13 week tracking window. This data corroborated interview findings and supported the major theme that teachers failed to remember to consistently distribute reward tokens which is an important SWPBIS implementation task.

Conclusion

Information collected and analyzed during this study confirmed the presence of barriers to teacher implementation of the PBIS program at Central Middle School. Seven themes emerged from participant interview data that identified barriers hindering teachers from implementing the SWPBIS program with fidelity. PBIS coaches' and administrators' responses confirmed information from teacher interviews. Triangulated evidence from archived documents confirmed the findings from participant interviews. Findings confirmed gaps in teacher implementation of the program.

Interviews revealed seven themes indicating weaknesses in teacher implementation. Teachers indicated they had confusion about their priorities (theme 1) whether to emphasize academic initiatives or behavior initiatives. Teachers were influenced by student negativity to the program (theme 2). Some teachers had philosophical differences with the program (theme 3) that prevented them from implementing with fidelity. Other teachers were inhibited by peer influences (theme 4) which decreased their implementation fidelity. Many teachers indicated memory failures (theme 5) and admitted they often forgot to complete program tasks. Several

teachers also indicated weakness in program leadership (theme 6) as an inhibitor to their completion of tasks. Finally, several teachers also suggested or implied weaknesses in professional development (theme 7) as a cause for teacher underperformance.

Evidence from archived data sources also confirmed teacher perceptions and implementation. Analysis of the EBS-SAS Survey results supported six of the seven major themes. The Token Distribution Tracking Spreadsheet clearly showed that teachers did not meet expectations for token distribution and gave evidence to support a consistent failure of teachers to remember to complete the required SWPBIS task.

Based on these findings, I concluded that there were specific barriers that had hindered some teachers from implementing the PBIS program with high fidelity. Given regular mandates for academic improvement, clearly teachers can confuse the priorities of behavior programs if the role of behavior is not clearly connected to academic performance. They can often forget to complete tasks due to other priorities and responsibilities competing for their attention. Weak implementation by even a small number of teachers can clearly influence other teachers and students. Philosophical differences can be ameliorated with open dialogue and engaged learning about the diversity of modern culture and family. When leaders do not hold teachers accountable, it can hinder them from completing tasks. Finally, inconsistent and weak professional development, a vital component for any program implementation, can severely diminish teacher capacity and decrease program success.

Section 3: The Project

Introduction

This project study explored stakeholder perception regarding barriers to implementation of a School-Wide Positive Behavioral Intervention and Support (SWPBIS) program at a large middle school in the southeastern United States. In this section, I introduce the project designed to address these barriers. This section includes a description of the project and goals, the rationale for the project, a review of the literature regarding the project, project implementation information, the project evaluation plan, and implications for social change.

Description and Goals

Based on the findings of this study, I concluded that teachers would benefit from targeted professional development that addresses perceived implementation weaknesses. Study participants identified seven themes. These themes were:

1. confusion about priorities,
2. student influences on implementation,
3. peer influences on implementation,
4. philosophical differences,
5. memory issues,
6. professional development weaknesses, and
7. leadership weaknesses.

Despite many teachers expressing positive feelings about the program during interviews, they also described the debilitating effect of these barriers on their ability to faithfully implement key tasks of the program. Considering this, I designed 6 professional development modules targeting

these themes to lessen or eliminate the effects of these barriers. However, after implementation of these professional development modules, Positive Behavioral Intervention and Support (PBIS) professional development facilitators should continue to regularly address these barriers during on-going professional learning meetings throughout the year. This project is focused on the initial confrontation of these barriers in a systematic and collaborative manner to eliminate or mitigate these barriers and significantly reduce their impact on program implementation and outcomes.

The purpose of this exploratory case study at Central Middle School (pseudonym) was to identify weaknesses in teacher fidelity of implementation (FOI), specifically to research the problem of why teachers did not complete key tasks of the PBIS program. I used my research study and literature review findings on professional development to determine that a professional development project was an appropriate method to respond to the local problem. This professional development project will allow teachers to systematically and collaboratively explore the themes identified in the findings of the study and will foster a deeper understanding of how the program addresses student behavior and academic achievement. The project specifically addresses each theme presented; identifies the importance of fidelity to the program; and underscores the importance of teacher consistency in completion of program tasks.

This project focuses on two primary goals. First, the professional development modules were designed to mitigate, reduce, or eliminate the impact of implementation barriers reported by teachers in the research study. Second, the professional development modules were designed to give teachers a collaborative, collegiate means to explore these themes within a learning model that meets adult learning paradigms. The intended outcome of this project is to improve teacher

performance in PBIS program implementation, to strengthen teacher fidelity, and to increase program effectiveness. This study was designed to improve teacher collaboration and capacity for a more effective program implementation (increasing continuity and consistency among teachers). In addition, I believe it will enhance student outcomes by improving student perception of the program in ways that increase behavioral support and strengthen academic achievement.

Rationale

I chose professional development as the genre for my project based on two indicators drawn from the findings of the study. First, the themes and subthemes derived from participant interviews contained topics that could be addressed in a collaborative learning setting. Second, one of the primary themes derived from the study was that participants acknowledged weaknesses in the professional development component of the SWPBIS program. These factors suggested professional development as a solution to addressing implementation barriers.

Professional development offers adult learners an opportunity to increase important knowledge and skills necessary for continued growth of individual and team capacities. Structured and well-designed professional development is an effective means to increase teacher knowledge and skills. Effective professional development methods allow teachers:

1. to gain and process key information and data;
2. increase and gain skills in collaboration with other teachers;
3. improve attitudes and special skills;
4. explore and assess new instructional strategies;
5. share and discuss experiences and new methods; and

6. build collegiate relationships that foster inspiration, motivation, and mutual support (Killion & Roy, 2009; Martin & Kragler, 2009; Taylor & Hamdy, 2013).

The exploratory case study part of this doctoral study uncovered specific problems or barriers that hindered teachers from completing their tasks and responsibilities with implementation of the PBIS program. Literature reviewed for this project also indicated that professional development is an effective means to solving problems that exist in teacher praxis. When reflective teachers focus on areas of professional and instructional weakness, they increase their competency and capacity for improving instructional praxis (Koellner, Jacobs, & Borko, 2011). Collinson et al. (2009) also identified that educators, educational policy, and learning institutions must continuously improve and overcome challenges to changes in societal evolution. This is important because educators serve to facilitate global and cultural change in the 21st century as society transitions to a "knowledge society of life-long learners capable of transforming and revitalizing organizations" (Collinson et al, 2009, p. 3). Previous literature also suggested that continuous professional development for educators fosters a positive attitude and openness to life-long learning in other educators as well as their students (Anfara & Mertens, 2012; Darling-Hammond & McLaughlin, 2011).

Finally, collaboration is a dynamic means to enhancing professional development. Llamas (2011) stated that educators working together to improve practice establishes "strong horizontal relationships," creates a "spirit of mutual help and confidence," and creates "autonomy" (p. 177). Collaboration allows teachers to exchange thoughts, ideas, and experiences during a process of reflection. Teachers can then develop and apply these ideas and learned strategies to improve instructional practice (Devlin-Scherer & Sardone, 2013). The

literature showed that effectively designed professional learning is an effective means to address barriers to teacher success like the ones indicated in the findings of this research study.

Review of the Literature

I determined that professional development was the best genre for the project because it aligned with the findings of the study. I conducted an additional review of literature on professional development to explore and characterize important features in the design of effective professional learning. I completed the literature search strategy in the same manner that I completed the literature review for Section 1. Publication dates for the literature review for this section ranged from 2001 to 2015, and the search terms included professional development, andragogy, learning theories, effective learning, and student achievement. I also utilized reference lists from chosen literature to find additional authors and works related to the genre. In this section, I discuss the genre in terms of effective professional development and andragogy, professional learning communities (PLCs), and collaboration as the essential strategy for professional learning.

Professional Learning and Andragogy

Teaching and training knowledge and skills to individuals is not a new concept. Professional development has become an integral function in most public, private, and government organizations because technological, social, and cultural changes demands the growth of human knowledge and skill to meet the needs of evolving communities. Many in the field of education have noted weakness in professional development efforts as new knowledge and understanding develops in regard to the effectiveness of past professional development designs (Bayar, 2014; Borko, 2004; Killion & Roy, 2009). Considering past design flaws, my

focus for this project was to develop an instructional design with evidence of improved effectiveness.

According to Learning Forward (n.d.), a professional association committed to showing educators and leaders how to produce high quality professional learning opportunities, there are three vital components necessary in the design of effective professional learning. These three elements are (a) effective planning, (b) a learning framework that is needs-based with effective strategies and measurable results, and (c) implementation processes and products. The planning process should align to district level vision and goals and contain design elements that correlate to state student achievement standards. Additionally, the planning process must manage the logistics for the coordination of resources, instructional design characteristics, and implementation (Bayar, 2014; Killion & Roy, 2009; Grogan & Andrews, 2002). In alignment with these principles, effective planning was matched to teacher needs during the design and development of the professional development modules created to address the findings of the case study.

Secondly, effective professional development must be needs-based, include effective methods and strategies for adult learning, and include a means to evaluate its effectiveness. Professional developers must establish a means to determine instructional needs and learning targets by conducting needs assessments and clarifying performance criterion (indicators of achievement). Learning opportunities must have design features that match the learning methods and characteristics of the individuals participating in professional development. Lastly, professional development facilitators must include a process for evaluating the effectiveness of

professional learning activities that will inform and improve on-going learning activities (Bayar, 2014; Depka, 2006; Killion & Roy, 2009; Learning Forward, n.d.; Grogan & Andrews, 2002).

Thirdly, effective professional development requires that facilitators establish processes and products for the implementation stage of learning activities. This component of effective professional development focuses on how learning strategies will be executed during the learning activities and how learners will actively engage in these activities (Bayar, 2014; Killion & Roy, 2009). The implementation focus derives from two central suppositions. Educator growth is significantly enhanced through collective and collaborative approaches to instructional activities. And, implementation must include metacognitive qualities that allow educators to reflect on their performance through a process that builds confidence, proficiency and capacity (Foote, 2015; Learning Forward, n.d.; Killion & Roy, 2009).

Designing professional development for educators requires understanding the difference between pedagogy and andragogy. The term *pedagogy* is used to denote learning design qualities for teaching children and includes targeted methods and types of activities, appropriate strategies used to engage children in the learning process, and a framework for assessing learning outcomes within a paradigm of developmental milestones. In pedagogical design the teacher is the leader of children in the learning process, transmitter of knowledge, and trainer of new skills (Knowles, Holton III, & Swanson, 2005). Historically, professional development facilitators have designed educators' professional learning using pedagogical approaches instead of those appropriate for adult learners (Knowles, Holton III, & Swanson, 2005; Wright, 2013).

In contrast, *andragogy* updates learning theory and praxis to account for the growth and developmental differences between children and adults. Knowles, Holton III, and Swanson

(2005) identified five qualities of adult learning: (a) adults are motivated to learn based on needs and interests, (b) adults are oriented to life-centered learning based on real situations, (c) adult learning is maximized when based on the analysis of experience, (d) adults need to be self-directed in the learning process, and (e) adult learning design must address the diversity of learning styles because individual learning styles vary as age increases. Houle was quoted by Knowles, Holton III, and Swanson (2005) to identify three types of adult learners. Goal-oriented learners use learning to achieve specific objectives. Activity-oriented learners engage in learning because they find value and meaning in the process of learning new knowledge and skills (Green & Ballard, 2011). Finally, the learning-oriented learner seeks knowledge for its inherent value (Knowles, Holton III, & Swanson, 2005).

In their seminal work on andragogy, Knowles, Holton III, and Swanson (2005) affirmed six assumptions about adult learning. First, adults must have a "need to know." They need to know why they need to know something. Second, learners must have a strong "self-concept" that makes them responsible for their decisions. Third, the "learners' experiences" play a role in their current learning activity. Fourth, learners are "ready to learn" when the learning activity addresses needs in their real-life situations. Fifth, adults are "oriented to learning" when learning content addresses real situations (life-centered, task-centered, or problem-centered). Lastly, the "motivation" of adult learners is most powerful when it is intrinsic (increases satisfaction or self-esteem; improves quality of life) (Knowles, Holton III, & Swanson, 2005). These andragogic qualities and assumptions must be considered and applied when developing design features for adult learning activities (Green & Ballard, 2011; Goddu, 2012; Henschke, 2011; Johnson et al., 2014; Leahy, Gaughran, & Seery, 2009: Merriam, 2001).

Professional Learning Communities

Professional Learning Communities (PLCs) offer a strong framework for improving teacher capacity. PLCs are comprised of educators committed to the success of students and ensuring that every student learns. When students fall short of achieving learning objectives, teams respond with timely and directed interventions to support learning (DuFour & Eaker, 2010). Educators work together to resolve instructional weaknesses and remove barriers to student learning. Educators in PLCs focus on results through a data-driven process to evaluate pedagogical practices and teacher effectiveness (DuFour & DuFour, 2013; DuFour & Eaker, 2010). DuFour and DuFour (2013) defined a PLC as an, "ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (p. 4). The presupposition for effective PLCs is that they operate to improve student achievement through "continuous job-embedded educator learning" (p. 4) (DuFour & DuFour, 2013). PLCs offer educators the opportunity to continuously reconceptualize their instructional design and adapt it to the individual learning needs of current students (Burke, Marx, & Berry, 2011; Desimone, 2009; Murray, 2013; Linder, Post, & Calabrese, 2012; Watson, 2014).

Participation in PLCs gives educators a framework for growth that increases instructional competencies and enhances the teacher effect on student improvement (DuFour & DuFour, 2013; Watson, 2014). Teacher collaboration through PLCs continues to increase in popularity as researchers report positive effects on student performance. Additionally, researchers report that schools using the PLC framework evidence positive influences on educator effectiveness and student learning (Anfara & Mertens, 2012; Brownell, Griffin, Leko, & Stephens, 2011; Collinson

et al., 2009; Crafton & Kaiser, 2011). Schools who adopt the PLC framework as their learning culture consistently evidence continuous improvement, they enhance teacher effectiveness, and experience increased student outcomes in academic achievement (Anfara & Mertens, 2012; Burke, Marx, & Berry, 2011; Harris, 2011; Linder, Post, & Calabrese, 2012; Levine, 2011).

PLCs have a symbiotic relationship to adult learning. Effective PLCs account for the six assumptions previously discussed by Knowles, Holton III, and Swanson (2005), and engage educators in capacity-building activities. Learning activities allow participants to construct new understanding through collaboration with others that is based on sharing knowledge and data. It also fosters educator reflection on experiences and praxis as it helps redefine, develop, and test new instructional practices. Participation in learning communities offers educators the ability to integrate new knowledge and ideas shared through collaborative learning activities. These learning experiences increase teacher effectiveness and instructional capacity to increase student achievement (Bayar, 2014; Brownell, Griffin, Leko, & Stephens, 2011; DuFour & Eaker, 2010; Stacy, 2013).

Dufour and Eaker (2010) emphasized that schools must focus on three tasks to create a successful learning community. Their focus must be on increasing student learning, building an effective collaborative culture among educators, and using a data-driven approach to guide collective work. Successful PLCs emphasize learning rather than teaching, their members collaborate to solve problems and develop new knowledge, and their members hold themselves accountable for results (DuFour & Eaker, 2010). Effective learning communities are not top-down in regard to function, rather, participating educators have significant control and ownership of their work. The learning focus, collaborative processes, construction of knowledge,

instructional action plans, and the evaluation of data squarely places teachers in control of their learning and makes the process of professional development both self-driven and meaningful (Anfara & Mertens, 2012; Darling-Hammond & McLaughlin, 2011; Harris, 2011; Hoaglund, Birkenfeld, & Box, 2014).

Development and implementation of a PLC framework for SWPBIS will address many of the findings in this study. All participant classes noted a weakness in professional learning for the SWPBIS program. Additionally, each of the findings can be addressed through the PLC framework to increase the ability of teachers to improve implementation by targeting the barriers of background research and philosophical foundations, by forging and enhancing educators' understandings of how PBIS activities influence student behavioral and academic success, and by building teacher commitment to implementation fidelity through learning processes and activities.

Collaboration is the Essential Professional Development Strategy

Perhaps the most important learning strategy for educators is collaboration. Devlin-Scherer and Sardone (2013) discussed the types of interpersonal interactions between educators. Some educators coexist with little interaction. Many will communicate, cooperate, and coordinate to maintain dialogue and positive professional relationships. Naturally, some will partner with other teachers to share lessons and material development. However, collaboration requires a relationship that extends these preliminary interactions. Devlin-Scherer and Sardone (2013) wrote: "When collaboration occurs between entities, the relationship has characteristics of members belonging to one system; frequent communication is characterized by mutual trust, and consensus is reached on all decisions" (p. 34). Collaboration requires more than communication,

cooperation, and coordination of effort. Collaborators work with a common purpose toward shared goals. They develop mutual trust relationships because of their sincere desire for personal and professional growth. Trust becomes a vital construct in collaboration because its absence can severely limit the effectiveness of improvement efforts (Devlin-Scherer & Sardone, 2013).

Educators are diverse, have different experiences and perspectives, and bring various ways of thinking to the collaborative process. Collaborative learning benefits from participant diversity because working together requires sharing ideas and learning from each other (Crafton & Kaiser, 2011). Diverse participants learn to trust and respect their peers during collaboration which enhances interpersonal growth and creates shared understandings about the purpose and products of their work (Pedder & Opfer, 2011; Pedder, Opfer, McCormick, & Storey, 2010). Additional features of successful collaboration include the appropriate management of time, the alignment of activities to tasks, access to diverse resources, and matching learning design to the collaborative structure (Linder, Post, & Calabrese, 2012; Shernoff et al., 2011).

Collaboration has been lauded by researchers as being an effective learning strategy for peer educators. Collaborating teachers benefit from positive interactions that increase professional knowledge, strengthen the quality of instructional practices, enhance differentiation approaches to student needs, and boost student academic performance (Borko, 2004; Brownell, Griffin, Leko, & Stephens, 2011; Devlin-Scherer & Sardone, 2013; Hoaglund, Birkenfeld, & Box, 2014; Watson, 2014; Martin & Kragler, 2009). Other researchers cautioned about differences between teachers working cooperatively in professional learning activities compared to teachers effectively collaborating in learning communities. They reported that the lack of time, resources, support, negative attitudes, and teacher beliefs are often barriers to effective

collaboration (Brownell, Griffin, Leko, & Stephens, 2011; DuFour & Eaker, 2010; Frode Frederiksen & Beck, 2013; Shernoff et al., 2011). Fortunately, teacher attitudes and beliefs can be changed especially when they see the benefits to student improvement (Frode, Frederiksen, & Beck, 2013; Richardson, 2011). When professional development design includes learning about collaboration and how to do it effectively, these barriers are mitigated and learning communities become more effective (DuFour & Eaker, 2010; Llamas, 2011; Richardson, 2011). Through the context of collaboration educators are supported in their on-going responsibility to increase instructional effectiveness and maximize efforts to help every child achieve to the best of their ability (Devlin-Scherer & Sardone, 2013; Martin & Kragler, 2009; Slavit, Kennedy, Lean, Nelson, & Deuel, 2011).

Implementation

This research study yielded findings indicating the presence of barriers to teacher fidelity to implementation of the SWPBIS program at the study site. I proposed that weaknesses in teacher fidelity were best addressed through a series of professional development modules that align to the findings of the research study. This section discusses potential resources and supports for implementing the professional development modules, possible barriers to implementation, a proposal for implementation with a timeline, and the roles and responsibilities of the student and others.

Potential Resources and Existing Supports

Several resources and supports are available to facilitate the professional development project. First, the school district provides technical consulting and learning coaches to schools during initial implementation of PBIS programs and to schools seeking to focus on improvement.

These district-level coaches skillfully assist with research and technical data related to PBIS issues and they provide training assistance for teachers and administrators needing enhanced training. Second, the school site has two PBIS coaches who manage initial and on-going professional development and provide technical assistance to teachers encountering challenges with tier two or tier three students. Additionally, these coaches track data to identify trends, facilitate data discussions with teachers, and expedite problem-solving discussions to resolve issues based on recent discipline trends. Third, the PBIS team is a group of teachers and parents tasked with steering SWPBIS efforts in the school. The PBIS team members meet at least once per month to review data and make suggestions to resolve negative discipline trends, facilitate data discussions and discuss solutions to discipline trends, disseminate disaggregated data results, and share essential knowledge for monthly PBIS professional development topics. Finally, the Parent Teacher Student Association (PTSA) currently provides part of the funding for the SWPBIS program. PTSA has been instrumental in assisting with providing feedback and resolving problems in the past. Given the opportunity, they would likely partner with this professional development project to provide continued feedback, suggestions, and needed supplies such as office products, photocopies, and refreshments. Each of these groups supports the current SWPBIS program at the study site. Their continued support to improve the program through the implementation of this professional development program is likely.

Research information and data are other key resources for this project. Past studies on PBIS and SWPBIS provide a large body of information about successful program implementation at other schools. Professional development efforts should include the dissemination of research information from other schools with similar demographics so that

teachers at the study site can build their understanding of the SWPBIS framework and the essential implementation features and tasks. Previous research studies not only present information about implementation features, they offer data about program performance and effectiveness. Data offers educators evidence to substantiate implementation efforts and validate continuous improvement efforts.

Potential Barriers

This project was developed to address identified barriers to teacher implementation of the SWPBIS program identified in the case study of Central Middle School (pseudonym). Aside from SWPBIS implementation barriers identified in the findings, at least four barriers are worthy of discussion regarding implementation of this project. First, time is of great concern in two ways. Teachers may not want to participate in the SWPBIS focused professional development scheduled during pre-planning or during additional part-day sessions scheduled in the first semester of school. Time is also a challenge when teachers have other essential tasks to accomplish in preparation for the beginning of the school year and for on-going preparation for academic instruction. Time spent learning to improve a behavior-based program may be deemed a low priority and unworthy of their time. Second, teacher buy-in to professional development effectiveness could hinder success of the professional development modules. As was found in the study itself, some teachers had difficulty with the SWPBIS program for various reasons. When asked to participate in professional development for SWPBIS, teachers may not accept ownership of their learning or be engaged in the learning process. Third, educators may not make a commitment to additional professional development. Both pre-planning and on-going regular meetings and learning sessions take up significant time. Teachers are often required to

attend. Although they attend, they may not be committed to developing their skills or capacities at the level of expectation. Finally, teachers may experience stress given the expectation to attend PBIS training. Stress could result from the pressure of other tasks deemed more "essential" or due to the number of other meetings they must attend and the information they are expected to know.

Proposal for Implementation and Timetable

The proposed professional development project consists of a series of six modules that address all seven findings of the study. Each module was designed to align to the vision and mission of the school district and to the local school's plan of instruction. An agenda is provided for each module that clearly outlines the timeline for module completion. The modules are designed for flexibility to meet the time constraints of school leaders or professional development presenters who may not be able to complete all of the modules within the initial five days of pre-planning. Rather, modules range in length from 90 to 240 minutes and may be completed over a number of days. The total time needed to complete the modules is between 3 and 3½ days. Additionally, the order in which the modules are presented may be determined by data-driven feedback from teachers and SWPBIS leaders. However, I recommend that all modules be completed within the first twelve weeks of the school year.

Each of the six independent modules contains information about the purpose of the session and desired learning goals. The agenda lists key activities and estimated length of each session. Each module (a) includes a Microsoft© PowerPoint© and video presentation, (b) integrates essential elements of collaborative learning, and (c) demonstrates the qualities of an effective professional learning community. Additionally, I will distribute handouts to

participants during each presentation to strengthen and supplement content information and to support learning goals. I will include opportunities for both whole group and small group collaborative interactions to encourage discussion of module content, strategies, concepts, and related ideas introduced during the learning module.

I deem module 1 and 2 as the two most important modules. These modules should be completed during pre-planning, which occurs at the beginning of the school year, so that teachers have a firm foundation before students arrive. Module 1 addresses the rationale for SWPBIS, the context of SWPBIS as an evidenced-based response to problem behavior, and the importance of understanding the changing dynamics of children in the 21st century. This module addresses the foundational principles and rationale of the program within the context of cultural change and the need for educators' philosophical evolution. Module 2 focuses on connecting positive behavior to decreased disciplinary action and improved academic performance. This aims to remove or mitigate confusion about program priorities by clarifying that the purpose of SWPBIS is to increase student performance. Because academic improvement is the chief work of schools, SWPBIS is an essential tool to enhance that effort.

I designed modules 3 and 4 to address the next set of findings from the research study. The topic of module 3 connects to the importance of effective professional development to maximize each educator's capacity to faithfully and effectively implement the program. Module 3 acknowledges and addresses the noted weaknesses in past professional development. This module focuses on the purpose and need for continued professional learning, teacher expectations, skill development and proficiency, effective strategies, and accountability issues. Module 4 acknowledges and builds motivational factors for teachers. The study identified two

sources that decrease fidelity to implementation. These were the influence of peer teachers and negative student responses to the program. This module focuses on buy-in, consistency, and team approach to address peer influences. It also examines how to lead and motivate students to address negativity.

The last two modules are no less important than the others. Module 5 seeks to help teachers remember to perform implementation tasks by integrating them into daily instructional activities. This module includes best practices, strategy instruction, and tips to enhance PBIS implementation in every classroom. The last module focusses on the role of leaders. Beyond the accountability aspects of leadership, the module describes how leaders evaluate teacher implementation, the types of support available to assist struggling teachers, and what methods and resources are available to teachers.

Professional development strategies embedded in each of the six modules are designed to enhance learning and facilitate teacher growth within an effective learning community. The knowledge, information, and skill growth acquisition must be the focus of continuous professional learning about the SWPBIS program, its continuous progress, and the on-going evaluation of data. The learning modules developed for this study are designed to supplement and enhance topics found within the current professional learning plan for the SWPBIS program. For that reason the timetable of implementation for these modules is flexible and may be customized to the immediate needs of the school.

Roles and Responsibilities of Researcher and Others

My role as the researcher was to develop a research based product I believed would resolve or mitigate the barriers to implementation identified in the findings of the research study.

The modules were designed to address each of the findings in the research study and target the problems discovered in the current SWPBIS implementation. My role as a professional development facilitator is to deliver the content and lead instructional activities to enhance teacher capacity and reduce or eliminate the implementation barriers identified in the research study. Additionally, professional development tasks include direct instruction of content, implementation of learning strategies appropriate for adult learning styles, fostering collaboration among teacher participants, encouraging experimentation to develop new knowledge and skills, and using reflective learning practices to guide professional growth. My role also includes evaluating the progress of teacher growth and the effectiveness of the professional learning modules.

The PBIS coaches and PBIS team offer additional opportunities for participation in professional development. Coaches were key informants in the exploratory case study and their insight could provide assistance with the implementation of the professional development modules. PBIS coaches and PBIS team members could help develop, print, and distribute participant handouts; they could assist with delivery of content information; they could assist with leading whole group or small group discussions; they could provide technical help on specific strategies that help teachers be more consistent during implementation; and they could assist with evaluating the effectiveness of the learning modules.

Project Evaluation

Evaluation of this professional development project will be both formative and summative. Because the project is delivered over time, it will allow me to collect feedback from teachers, facilitators, and administrators at different points in time. These stakeholders will

receive an opportunity to complete a questionnaire after each module. Evaluation of formative data received from each preceding module will allow me to evaluate instructional practice and make adjustments before succeeding modules are implemented. Examples of potential feedback include comments on learning goals, content information, instructional strategies, facilitator effectiveness, and effectiveness of collaboration. The use of formative evaluation is essential for planning, improving, and facilitating effective programs and initiatives that are responsive to learner needs and perceptions (Stufflebeam & Shinkfield, 2007).

Summative evaluation gives reformers the means to assess the overall effectiveness of a program or system so that leaders can make decisions about implementation (Stufflebeam & Shinkfield, 2007). The design of this project allows for the use of both formative and summative evaluation methods, and I believe incorporation of both types will strengthen the professional development design qualities as well as the overall effectiveness of the professional learning initiative.

Summative evaluation data contributes to an assessment of the overall effectiveness of the professional learning initiative. At the end of the final module stakeholders will complete a questionnaire on the final module with an additional section addressing feedback for the complete series of six modules. Stakeholders will contribute their perceptions about instructional methods, timing of modules, value of information, and the degree to which they made changes to practices as a result of information and strategies learned during training. Additionally, a review of the Token Distribution Tracking Spreadsheet after the completion of the professional development modules could be used as an evaluative measure of the success of

the project. The number of discipline referrals as well as mean grade increases for those students who are behaviorally at-risk could also provide additional summative data.

Some additional summative strategies may give a deeper understanding of the project and its effect on SWPBIS implementation. Reviewing the results of the EBS-SAS survey administered by the school after completion of the professional development project may contribute to evaluation of the project if changes are detected in teacher perception about implementation, leadership, and professional development. Second, a written or online open-ended survey containing the questions from the Teacher Interview Protocol would give teachers an additional opportunity to provide updated information regarding their perceptions of FOI, leadership support, and professional development. Analysis of survey responses would provide updated data on the status of the program implementation and contribute to the summative evaluation of how the project influenced FOI.

Implications Including Social Change

Local Community

This project has strong implications for positive social change in the local community. First, the project offers a solution to resolve SWPBIS implementation problems for educators in the local school. Improvement in teachers' effectiveness to increase positive behaviors and lower discipline problems will improve and enrich the school culture and climate. Enhanced school climate has a positive influence on student academic and behavioral success. Students will experience stronger community involvement and will ultimately attain greater and more positive social and professional outcomes. School staff has the opportunity to operate in a positive context and see increased student and educator success. Students and their families

benefit from educational engagement and the social and financial advantages that derive from positive school experiences and quality education. Community partners benefit from having effective learning institutions in their community that produce positive, productive, and contributing members of the community. This causal nexus of positive improvement offers the possibility for significant, positive social change within the local community.

Far-Reaching

The project was the result of a systematic approach to addressing weaknesses in teacher effectiveness to implement a behavior-based program in a local school. The problem was not well identified through quantitative evidence, but I collected and analyzed qualitative data to evidence the problem and to explore and identify specific barriers to teacher implementation. On a larger educational scale, the project provides a pattern to address teacher effectiveness weaknesses that are perception and opinion based and offers knowledge on how to systematically research and design solutions to address weaknesses. Thus, the study offers an example of how to address similar problems with teacher effectiveness in other schools and may offer a framework useful to leaders addressing teacher effectiveness weaknesses in broader academic contexts.

This framework for improving teacher effectiveness in SWPBIS program implementation has strong implications for positive social change. The intent of SWPBIS is to reduce undesired problem behaviors and increase positive behaviors. When the program results are maximized, students demonstrate positive behaviors more frequently and their academic achievement is enhanced due to fewer occurrences of discipline problems and consequences that reduce instructional time such as in-school and out-of-school suspensions. Students become more

positive, exhibit fewer problem behaviors, and achieve greater academic success. As students mature and participate in their communities, these qualities will contribute to increased levels of individual success and may provide improved social and professional opportunities that lead to more significant, salient contributions to local communities and to a wider culture.

Positive social change has an opportunity to occur when people and organizations, such as educators and schools, work to improve professional and operational performance. These efforts can then advance, improve, enhance, and liberate individuals to be successful and contributing members in society. This project could influence educators to have a more significant impact on key students who, in turn, could make substantial contributions to their communities and social contexts. When students are empowered to make greater contributions to their communities social change results.

Conclusion

The project is a professional development program designed to address weaknesses in teacher implementation fidelity of a SWPBIS program. The 6 professional learning modules target the 7 findings of the research study. A professional development project was chosen because research demonstrated that effective professional learning communities using adult learning methods and collaborative strategies were successful in improving teacher capacity and teacher effectiveness. Available resources were deemed sufficient and potential barriers were identified as factors in program development. The implementation plan and timeline indicated the flexibility of using modules to allow multiple sessions and eliminate the need for additional funding. As the researcher and developer, I anticipate facilitating each professional development module and managing the evaluation efforts using both formative and summative methods.

Lastly, implications for social change yield significant potential both in the local community and the wider educational community as improved teacher capacity effects student capacity to make significant contributions to their social and community contexts.

The project study was developed as a means to address irregular performance of teachers implementing the SWPBIS program at the study site. The project was designed to address the purpose of the research study by offering a solution to address teacher-identified barriers to implementation fidelity by maximizing program objectives, reducing student discipline, and increasing student achievement. The process of completing this project has had significant impact on my scholarly growth and development. In section 4 I reflect on this journey, on the project, on myself as a scholar, on the limitations of the study, and on the direction of future research.

Section 4: Reflections and Conclusions

Introduction

Teacher fidelity to the implementation of programs is an essential component to maximizing program success. This project study sought to determine what barriers were hindering teachers at a large U.S. middle school from faithfully completing their School-Wide Positive Behavioral Intervention and Support (SWPBIS) program tasks. Analysis of interview participants' reports identified seven major themes that the participants believed diminished the program's effectiveness at the study site. In evaluating the findings, I determined a series of professional development modules were the most practical means to addressing these barriers.

In this section, I discuss the strengths of how the project addresses the local problem. I identify major limitations and offer recommendations for how to remediate them. Additionally, I reflect on what I learned about scholarship, project development and evaluation, and leadership and change. I also discuss what I learned about myself as a scholar, practitioner, and project developer. I reflect on the importance of the work in light of social change as well as discuss the implications, applications of the work, and the directions for future research.

Project Strengths

The strength of this project emanates from its foundation in effective professional development. Scholarly research on effective professional development, professional learning communities, and collaboration suggests that these are effective means to address teacher weaknesses and improve teacher effectiveness for instructional practices (Killion & Roy, 2009; Learning Forward, n.d.; Linder, Post, & Calabrese, 2012). This project uses collaboration within a learning community, which gives teachers the opportunity to work with peers in a positive

social dynamic, communicate effective best-practices, and solve instructional problems through reflection and discussion activities. Learning communities also provide teachers a context in which they can increase their understanding of pedagogical practices, enhance their understanding of student learning dynamics, and work collaboratively to increase instructional capacity. It was also structured to follow the core principles of effectively designed professional development:

1. being grounded in a mission to improve student outcomes,
2. aiming to achieve established learning objectives,
3. using a learner-centric instructional paradigm,
4. using a data-driven process, and
5. employing evaluation techniques to maintain continuous improvement (Killion & Roy, 2009; Learning Forward, n.d.; Linder, Post, & Calabrese, 2012).

Research on professional development has suggested that it is an effective tool for improving the kinds of teacher instructional weaknesses evidenced in this study (Anfara & Mertens, 2012; Killion & Roy, 2009; Linder, Post, & Calabrese, 2012).

The strengths of the project are evident in specific ways. Educators benefit from effective professional development opportunities. Educators at the study site will benefit from focused training that mitigates the barriers articulated in the findings of the study. Professional learning activities offer teachers an opportunity to be better prepared and equipped to overcome barriers to instruction in the future. The professional development project also offers educators a deeper understanding of how the program works and how to manage their performance of teacher tasks.

During the research study, participants identified seven major themes that hindered them from completing tasks. These themes were:

(1) confusion about priorities,

(2) negative student influences,

(3) philosophical differences with the program,

(4) peer influences,

(5) memory failures,

(6) weaknesses in leadership, and

(7) weaknesses in professional development.

Data from the two archived documents substantiated these themes. Using the qualitative research approach offered multiple sources of data allowing me to triangulate the data and arrive at valid conclusions. Reflection on these findings led me to design a professional development project that specifically addressed each of these concerns.

Recommendations for Remediation of Limitations

One limitation of the project is its single dimensional response to the problem. It only consists of professional development. While the project was designed to address each of the themes that arose from participant interviews, professional development by itself may not completely resolve teacher barriers. Teachers are not always aware of their interactions with students. Adding teacher observations and immediate coaching would provide additional support to enhance what was learned during professional development sessions. Teachers may also need additional insight and coaching from others in order to make necessary improvements. Additionally, not all teachers will improve their practice with professional learning alone,

requiring further accountability measures to help teachers meet implementation expectations. School leaders may need to develop a remediation process and a teacher evaluation component to enhance the effectiveness of the professional development program to maximize its effectiveness and increase teacher capacity to implement their tasks with high fidelity. Therefore, there may be need for a multi-dimensional approach to enhance the project's effectiveness and ensure it provides the most impact on program improvement.

Secondly, SWPBIS is a pre-established program and predefined framework for reducing problem behaviors that cause discipline referrals in schools. As such, SWPBIS is an off-the-shelf program adopted by many schools without an appropriate level of teacher involvement in the process. Despite SWPBIS's proven effectiveness as a solution to reducing problem behaviors, some teachers have difficulty with the program for philosophical reasons or because they have not been exposed to the research evidence indicating its success in other schools. Despite the project's focus to inform and instruct teachers on the scholarly evidence supporting the program, the problem of philosophical understandings and the question of SWPBIS as a research-based program might be better mitigated for some teachers if school leaders and program developers included more teachers in the initial process of searching for solutions before program adoption. Professional development is certainly an appropriate response to address teacher weaknesses, but the problem of teacher buy-in could be significantly reduced if they are included in the initial search and evaluation of potential solutions.

Another limitation of the project may be its delivery timeline. The six modules are designed to be delivered in a flexible time frame. Modules could be delivered consecutively in a three-day format or delivered individually and nonsequentially over a period of weeks or months.

Flexibility of delivery was needed in developing the project because I recognized that the school and district had both time and financial limitations. Funds are not currently available to pay teachers' stipends to attend sessions during the summer. Even if funds were available, not all teachers may be available to attend the 3-day training. Dividing the delivery time into smaller sessions seemed to be the best way to address the problem. Time and financial circumstances were taken into consideration. I also considered that spreading the sessions over time means that some teachers may not be able attend some sessions due to unforeseen schedule conflicts or other obligations. Teachers could miss meetings that address their weaknesses. One way to remediate this limitation is for PBIS coaches and leaders to offer make-up sessions for those who do not attend the original sessions. Of course, additional scheduling issues could continue to impact teacher attendance.

Scholarship

Scholarship was defined by Kennedy, Gubbins, Luer, Reddy, and Light (2003) as "the creation, discovery, advancement, or transformation of knowledge" (p. 2). I have found that each of these actions are predicated upon an intense focus on the comprehension and application of prior research, a deep investigation of the context of past research and its relationship to new situations and new knowledge. Only through a committed and disciplined approach to research and scholarship can significant contributions be made to epistemological growth.

In the context of this doctoral study, I found it essential to ensure a critical analysis of each research article reviewed to make sure I understood the context, problems, research questions, research methods, and results for each study to evaluate its relevance to this project study. This required time and patience to ascertain the topics, problems, and focus of prior

research and time to analyze (constructively) how this information should apply to the current research situation.

Secondly, I came to understand that good scholarship comes from a recursive cycle. As past scholarly works were read and analyzed, the information was integrated into what I had already come to know. Successive encounters with the literature continued to contribute to my growing knowledge and understanding of the topic, how context could influence the problem, and how to address the problem from varying methodological perspectives. Furthermore, the recursive cycle was evident in the data analysis phase of the study. As information was gained from additional data sources, the body of knowledge that would eventually become the findings was modified as addition perceptions and ideas were assimilated to increase epistemological understanding. As scholars, it is important to understand that research does not occur in a vacuum. It requires both strong foundational connection to previous work and it requires the use of methodologies that have been proven effective over time and trials.

Lastly, I came to understand and value how important it was to evaluate past research as a tool in establishing protocols, procedures, and methodological choices before engaging in new research. This is important for at least three reasons. First, former research offers the scholar a sound understanding of the base of knowledge on a specific area of study. Second, the scholar can evaluate what previous scholars have suggested for areas of further study. Third, the scholar can assess the effectiveness of prior methodological choices and determine if new or modified methods may provide additional specificity in addressing (a) the needs of current praxis or (b) the unique problems found in current research contexts.

Project Development and Evaluation

Project development requires a disciplined approach to evaluate the rationale and effectiveness for genre selection so that solutions provide maximum benefit. This involves a commitment to adoption of research-based approaches to project development. Developers must access scholarly research to identify and evaluate genre options; they must include appropriate methods and strategies in project design; and they must employ the most relevant approaches to ensure the project will acutely target the needs of the project's participants. Additionally, research-rich preparation helps articulate the goals and objectives of the project and it provides a foundational understanding and expectation about the particular genre's benefits, potential disadvantages, and conceivable obstacles.

It is also important to evaluate how the genre addresses a problem and how specific design elements influence the effectiveness of a genre. The findings in this study of teacher fidelity to SWPBIS implementation clearly correlated to weaknesses of knowledge, philosophical concerns, task completion, and weaknesses in professional development and leadership. The solution to these findings, based on analysis of the findings and on past research, clearly correlated to professional development as an appropriate genre for the project. In contrast, a curriculum or policy paper could partially address some of the findings, but neither genre logically connected with all of the findings of this study. To summarize, there was a clear relationship in how the genre addressed the local problem and research findings in this study. Additionally, professional development is a historically proven genre and has been successfully employed to improve teacher capacity and effectiveness for decades.

In the process of reviewing the literature on project genre, however, there was evidence that indicated design concerns related to creating professional development opportunities. It was evident that effective professional development required design features that align with adult learning styles. There was also evidence for inclusion of specific strategies such as learning communities and collaboration in professional development design to improve the instructional effectiveness of teachers (Killion & Roy, 2009; Knowles, Holton III, & Swanson, 2005). When teachers are asked to sit for long periods of time and listen to a speaker drone on, the likelihood of teacher growth decreases. Non-participative, lecture-style professional development is ineffective in developing teacher capacity. Thus, it is necessary to make sure the genre addresses the local problem and that great care is taken to ensure that design elements maximize the effectiveness of the project genre.

Equally important in the choice made for project genre is the method of evaluation. Evaluation is an essential element to ensuring that the project can sustain improvement. In the context of this study that necessitated consideration of multiple evaluation methods. Because the project is a series of six professional development modules and is delivered over time, it was important to choose a formative method to evaluate each module. Information learned at the end of each module will provide feedback for both content and design of the completed module and will also provide insight for potential improvements in design for succeeding modules. A formative approach will allow continuous, recursive adjustment as feedback is analyzed and the attainment of learning objectives are achieved. Likewise, it was equally important to consider a summative method to allow for evaluation of the project post implementation. Feedback will be evaluated against program outcomes and other data (token tracking, number of discipline

referrals, grades for at-risk students, etc.) to determine the effectiveness of the professional learning modules and may suggest enhancements to future implementations.

A final thought on evaluation is that it must consider all variables that may be contributing to project outcomes. There may be variables impacting teacher perception or participation in the project that are not obvious. These extraneous variables may have significant influence on outcomes. Thus, evaluation techniques, questionnaires, and other feedback tools should include open-ended responses that give participants voice and allow them to articulate their perceptions which could include factors that may not have been anticipated by the program developer.

Leadership and Change

Leadership is not about titles and positions of authority. Some leaders have been given authority but lack effective leadership skills while others have good leadership proficiencies but lack official position. In my view, leadership has much more to do with bringing people together; setting common goals; working with teams to solve problems; measuring progress; and inspiring people to give their best to achieve desired outcomes. Regardless of official role, when individuals learn and apply these skills then the likelihood for growth and positive change becomes achievable.

One does not need to be a leader to have good leadership skills. Leadership is about taking the initiative to solve problems that hinder improvement or threaten growth. Leadership is about having the discipline that keeps moving forward; about motivating oneself and others; about stimulating thinking and nurturing ideas; and about welcoming common and contrary perspectives. Leadership requires valuing others, embracing a common mission, making

commitments to teams, holding people accountable, negotiating to build consensus, making decisions, creating plans, guiding progress, modeling determination, and celebrating the effort and successes of the team. I was reminded of all these ideas and concepts during the course of this study. Certainly, many of these concepts were applicable to different aspects of my study including my evaluation of literature, coordination with other individuals, persistence to complete each phase of the study, discipline to complete work in the face of challenges, and managing the entire project study process over time. The insight and experiences I gained during the completion of this project study has improved my understanding of leadership and has improved my professional acumen for future positions of leadership.

Leadership quality becomes even more important during times of growth, reform, or change. In our modern culture change is inevitable. New knowledge and technologies constantly influence people and culture. Despite this reality, change is not an easy process for most people. Effective leaders are able to lead people through change in ways that manage the process; that gives people time to learn and apply new skills; and that values the past contributions of others. This minimizes the negative influences of change and gives support and encouragement during the transitional period of change.

Analysis of Self as Scholar

The experience gained in the completion of this project study has offered me a new perspective about myself as a scholar. Prior educational endeavors have given me great exposure to scholarly research on many topics such as psychology, theology, anthropology, archaeology, philosophy, and education. Despite reading many research articles and scholarly works, I had never had the opportunity to conduct a research study or complete a peer-reviewed

scholarly work. The unfamiliarity of the process and experience was intimidating and overwhelming. Much of this intimidation has now dispersed now that I have worked through the research process from identifying a problem, developed research questions, studied literature about the problem and contexts, developed a conceptual framework in which to frame a study, designed the research methods for a study, collected and analyzed data, reported findings, and developed a project. The process is much less confusing and I have gained much more confidence in my skill and ability to engage in future scholarly work.

Analysis of Self as Practitioner

Successful educators have a passion for personal and professional growth. They are eager to learn new things and are open-minded, disciplined, and often welcome new and engaging challenges. In the face of difficult learning experiences and challenges, they understand the need for discipline and use it to stay on course to achieve desired goals and objectives. The opportunity to complete this project study has confirmed for me that I have these qualities in good measure. Additionally, despite the challenge and difficulties of working through the process of completing the project study, I have gained confidence in my ability to research and solve problems and write about these endeavors with scholarly acumen. Furthermore, I have come to believe that one responsibility of successful educators as practitioners is to not only apply the fruit of research to their practice but to regularly engage in scholarly work as a part of their educational praxis. Having completed this project study, I feel better able to apply research to my work, engage in action research, and contribute to scholarship in ways that promote positive growth and change in the field of education.

Analysis of Self as Project Developer

I view a project developer as someone who develops a solution to specific, identified problems or creates a program to achieve specific goals and objectives. In the case of this study, the goal was to develop an appropriate project that would eliminate or mitigate the barriers teachers experienced in SWPBIS program implementation. These barriers hindered the ability of teachers to complete their implementation tasks and they prevented the program from experiencing maximum success. Developing the project offered me the opportunity to create a logical response to these barriers that will support the work of teachers. It helped me conceptualize how to determine appropriate responses to meet different types of teacher needs. And, it offered experience in how to derive research-based solutions through review of past scholarly works. The process has increased my confidence in my abilities to solve educational problems in the future.

The Project's Potential Impact on Social Change

The project is a response to teacher implementation problems that are connected to teacher perceptions and attitudes regarding a SWPBIS program used to reduce student discipline problems and increase student achievement. In my experience, educational leaders often refer to research studies using quantitative methods to solve student achievement weaknesses believed to stem from teacher weaknesses. In this study, I chose a qualitative approach to directly ask teachers to report on barriers they faced as they implemented the program. Participants were candid and honestly described the challenges they faced. The solutions employed in the project target the specific themes expressed by participants. I believe this direct approach to solving teacher implementation problems, provides a more powerful means to solving teacher capacity

weaknesses because it gives teachers voice, it recognizes the commitment of teachers to participate in solving instructional problems, and it signals their personal desire for professional improvement. This suggests that a volitional partnership can exist between educators and educational reformers. Furthermore, it suggests that strengthening this partnership and enhancing teacher commitment to professional growth could significantly improve the effectiveness of teachers and learning institutions. The potential for greater social change through this kind of partnership could suggest value in reconceptualizing professional development and school reform within a framework of collaboration and a collective partnership of these stakeholders to resolve problems and advance praxis.

Professional development that is driven by a partnership between teachers and leaders could have great potential for social change within the local community context as well as beyond. Initially, sincere contributions by educators to the process of self-improvement become the central tenet of an effective learning institution. Schools producing stronger academic performance in their students increase the potential personal and professional success of their students as they mature and join their communities as contributing adults. As students grow into capable, educated adults they have greater employment opportunities and often increase their standard of living. As this occurs, the effects of poverty in some communities could be mitigated. The positive educational impact on low socio-economic families could significantly improve the lives of present and future generations within the local community. On a broader scale, these compounding effects could lead to improved culture effects as growth and opportunities increase for groups of people across many communities. This could contribute to a

more optimistic or constructive social evolution leading to a progressive and positive cultural transformation.

Implications, Applications, and Directions for Future Research

Since the advent of the 21st century, education leaders have intensified their focus to raise student achievement through improving teacher quality and capacity. The focus of this study sought to improve teacher capacity by exploring teacher thoughts and perceptions regarding implementation barriers they experienced during implementation of a SWPBIS program in a large middle school. I believed a direct, qualitative research approach, compared to other approaches, had greater potential for gaining an understanding of why teachers sometimes failed to perform required tasks with their greatest potential. This study is significant because it achieved its objective by identifying seven barriers that hindered teachers from performing their required tasks. Additionally, the project provided a framework for assisting teachers in overcoming those barriers through targeted professional development, collaboration, and accountability measures.

Since the advent of No Child Left Behind (NCLB) federal legislation, educational leaders have sought to address concerns about teacher quality by identifying teacher weaknesses in efforts to improve teacher capacity and effectiveness. Case study approaches, such as this study, can allow educators to participate in the process of improvement and may provide a more articulated understanding about the barriers teachers face implementing instructional programs in schools. While other quantitative approaches may identify the presence of weaknesses and barriers, this study provided an example of how educators can directly identify those barriers allowing leaders to design solutions that specifically address these weaknesses. Additionally,

teachers likely underperform in academic instructional programs aside from the SWPBIS behavior program targeted in this study, but the implication remains. Educator feedback may offer an improved means for leaders to solve teacher effectiveness problems when teachers are included in the process, encouraged to voice their concerns and experiences during implementation of instructional activities, and leaders listen to them and evaluate how to directly resolve weaknesses in academic programs and implementation activities.

Future research should continue to explore teacher implementation barriers. This includes conducting a study similar to this one in other schools to explore themes relevant to those contexts and compare them to themes derived from participants in this study. Teachers at other schools may experience the same or different difficulties, and teachers at elementary and high schools may yet experience or perceive barriers other than those identified by the middle school teachers interviewed in this study. Future research should include more stakeholders such as students and parents. Students may provide additional insight about their experiences with teachers implementing in different ways. Likewise, parents may provide additional data as they interact with their students about their experiences with teachers implementing the program. Additionally, our understanding of teacher barriers and the professional development project would benefit from revisiting the school studied after the project has been implemented. This would offer insight on how teacher perceptions may have changed regarding SWPBIS implementation and it would contribute to an evaluation of how the project influenced teacher perceptions of implementation barriers. It could also inform future researchers on the persistence of some barriers compared to others. As additional knowledge is gained, this information

combined with the evolving body of knowledge on teacher effectiveness and school reform could yield additional implications for continued research.

Conclusion

This doctoral study explored teacher perceptions of a SWPBIS implementation. Data analysis revealed seven themes or barriers that teachers encountered while implementing the program. I created a professional development project to mitigate or eliminate these barriers. Professional development targeting adult learning styles using PLCs and collaboration was determined to be an effective means to resolve teacher weaknesses based on the research literature reviewed for the study.

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Appendix A: The Project

Agenda for Targeted Professional Development Training to Minimize Implementation Barriers

Module 1 PBIS:Practical and Philosophical Foundations for Successful PBIS

Module Length:Estimated at Approximately 4 hours (The presenter may need flexibility based on participant responses and/or available time for the session.)

Learning Objectives:

1. Understand our evolving culture which drives the need for PBIS programs in schools.
2. Understand the philosophical foundations of PBIS and why teachers are key players.
3. Understanding our commitment to student development –both academic and behavioral.

Module 1 Agenda

- (8:00-8:30 AM) Welcome & Opening Remarks
  - Opening Video Clip (Inspirational)
  - Goals & Learning Objectives
  - PBIS Overview
  - Student Achievement Rationale

- (8:30-8:50 AM) Group Collaboration:Break into groups of 4 or 5 and discuss your background and current knowledge about behavior initiatives in school. Have a designated writer create bullet points on the "What I Know" poster on the wall to summarize your group's discussion.

- (8:50-9:00 AM) Each group presents the information on their poster. Presenter asks questions to clarify any uncertain information.

- (9:00-9:20 AM) Presentation:Changing Family Dynamics and Changing Culture. (Refer to this section of the Module 1 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts on how things have changed since the time they were students in middle school.

- (9:20-9:45 AM) Learning Group Collaboration:In the same groups they formed at the beginning of the session, participants will discuss their thoughts and ideas about the presentation information and include information from their notes. Next, the group will construct a rationale for how schools should respond to changes in culture & family dynamics. Last, the group will make recommendations for programs or initiatives they believe could resolve issues that have risen from changes in culture & family dynamics.

- (9:45-10:00 AM) BREAK

- (10:00-10:20) Groups will present a summary of their discussion.

- (10:20-10:40 AM) Presentation:Philosophical Foundations for PBIS and Why Teachers are KEY Players. (Refer to this section of the Module 1 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts on their beliefs and philosophy of behavior programs (PBIS) and their use or need in public schools.

- (10:40-10:55 AM) Learning Group Collaboration:In their small groups, participants will create 2 lists of beliefs. One list will be "Why educators SHOULD use PBIS or other behavior programs in schools to help students." The second list is "Why educators SHOULD NOT be responsible for teaching behaviors to students." This may spark a robust discussion among groups. The rationale for BOTH beliefs should be identified and clarified within each group regardless of each participant's actual belief.

- (10:55-11:10 AM) Presenter leads a "chalk talk" discussion and lists various bullet points from the groups on the white board. In this group discussion, the presenter poses questions to participants to clarify philosophical foundations and begins to define a rationale for educator support of positive social change through an outcomes-oriented approach to student success.

- (11:10- 11:20 AM) BREAK

- (11:20- 11:30 AM) The Commitment to Student Development (and Success). Presentation:The Teacher Effect:Commitment to Every Child's Success. (Refer to this section of the Module 1 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts on their role in student success –both academic and behavioral.

- (11:30-11:45 AM) Learning Group Collaboration:Ask groups to briefly discuss their feelings on the subject matter. Next, ask each group to create a 1-3 sentence philosophy of student achievement that addresses both academic and behavioral success. Ask the learning group to create motto that could be used to remind teachers about their essential role in shaping student success –both academic and behavioral. Groups will post their philosophy on the wall (using chart paper).

- (11:45-11:50) Groups read their philosophy statements and mottos.

- (11:50-12:00 PM) Presenter will make closing remarks about the necessity of teacher involvement in shaping positive behavior –which increases student academic and behavioral success. Presenter will make sure participants have access to the Professional Development internet site where they will contribute to discussion board questions based

on each group's product (philosophical statement and motto). Presenter will also ensure that each participant is aware of the post-session feedback survey. They may take a paper copy today or use an electronic link to complete the survey online. Presenter will remind participants that professional learning credit will be awarded AFTER they complete the online postings and complete the survey.

PRACTICAL AND PHILOSOPHICAL FOUNDATIONS FOR SUCCESSFUL PBIS

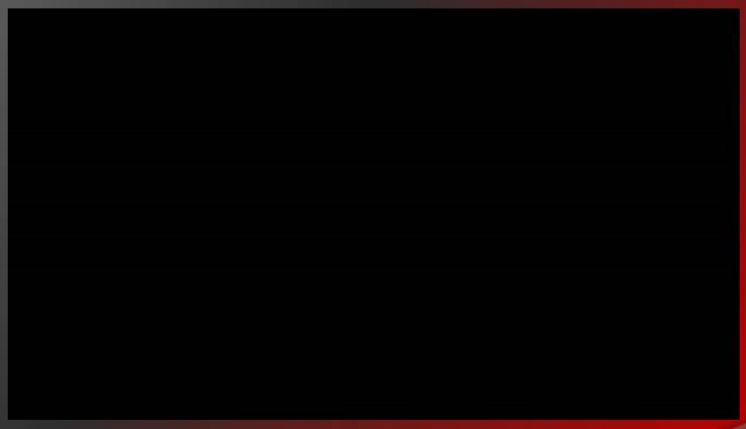
PBIS Professional Learning Community

PBIS image Retrieved from: https://images.search.yahoo.com/search/images?p=PBIS&fr=sfp&fr2=piv-web#id=1&iurl=http%3A%2F%2Fpbis.ccs.k12.nc.us%2Ffiles%2F2012%2F12%2FPBIS-Logo_.jpg&action=click

Welcome & Opening Remarks

- Opening Video Clip
- Goals & Learning Objectives
- PBIS Overview
- Student Achievement Rationale

Video: Salute to Teachers



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Learning Objectives

1. Understand our evolving culture which drives the need for PBIS programs in schools.
2. Understand the philosophical foundations of PBIS and why teachers are key players.
3. Understanding our commitment to student development –both academic and behavioral.

Team Collaboration

Group Collaboration:

- Break into groups of 4 or 5 and discuss your background and current knowledge related to behavior initiatives in school.
- Have a designated writer create bullet points on the "What I Know" poster on the wall to summarize your group's discussion.

Changing Family Dynamics and Changing Culture

Families have changed since most of us were children and research tells us that rapid changes continue to alter family dynamics (Bradshaw, Waasdorp, & Leaf, 2012; Bzostek, 2013; Fiese, Rhodes, & Beardslee, 2013).

Changing Family Dynamics and Changing Culture

We have to understand families in context.

Composition & living arrangements:

- -Multiple parents
- -Multiple places
- -Custody issues.

Family Routines

- -Stability
- -Supervision
- -Regular schedule (meals, family life, homework routines, etc.)

Changing Family Dynamics and Changing Culture

Conclusions:

- American family life changing rapidly.
- Despite nostalgic memories of stable, 2-parent, positive family life this ideal situation continues to decline.
- Unless professionals can offer real solutions in the course of working with children, these children will continue to face even greater challenges and risks for more significant problems as they mature.

Team Collaboration

1. Discuss their thoughts and ideas about the presentation information and include information from their notes.
2. Next, construct a rationale for how schools should respond to changes in culture & family dynamics.
3. Last, create a list of recommendations for programs or initiatives you believe could resolve issues that have risen from changes in culture & family dynamics.

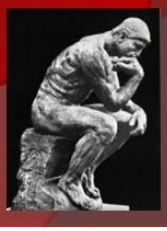
BREAK

Let's take about an 8-10 minute water and bathroom break.

Groups will present their discussion summaries after the break.

Philosophical Foundations for PBIS -Why Teachers are KEY Players

Teacher Effectiveness: Factors include quality of interactions with students, content competence, educator expectations for rigor, and consistency in teacher attitude and task completion (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2012; Guarino, Reckase, Stacy, & Wooldridge, 2014; Pianta, Hamre, & Allen, 2012).



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Teacher Interactions with Students: Quality Matters

Teacher-Student Relationships (TSRs)

A Meta-Analysis based on 99 separate research studies found: (Roorda, Koomen, Spilt, & Oort, 2011)

"Substantial" associations between TSR and both student engagement and student achievement. (Engagement was largest, achievement was "medium to small") (see also Pianta, Hamre, & Allen, 2012 regarding engagement)

Biggest influence was on students who were "at-risk," low SES, and learning disabled.

Effect gets larger as students get older. (pre-teen to late teen)

Image retrieved from: https://images.search.yahoo.com/search/images?p=teacher+student+relationships&fr=sfp&fr2=piv-web#id=277&iurl=http%3A%2F%2Fwww.natcom.org%2FuploadedImages%2FCommunicationCurrents_Articles%2FVolume_8%2Fbigstock-Teacher-And-Students-In-Colleg-11366618.jpg&action=click

Educator competence in content and expectations for rigor.

Roorda, Koomen, Spilt, and Oort (2011) found:

"TSRs are important… [but] there are many other teacher factors."

- Content competence
- Instructional quality
- Structure
- Teacher attitudes
  - (toward students and job responsibilities)
- Teacher expectations
  - (for both behavior and academics)

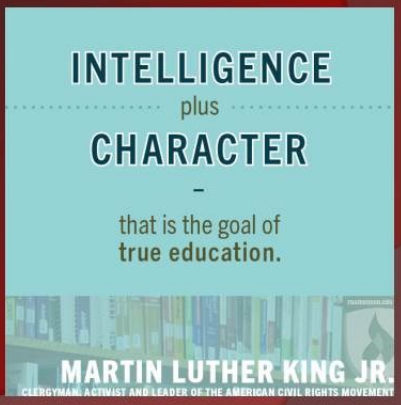

Image retrieved from: http://www.rasmussen.edu/degrees/education/blog/12-motivational-education-quotes-to-inspire-you/

Philosophical Foundations for PBIS - Why Teachers are KEY Players

If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.

-Barbara Colorose

(International best-selling author)

"Everyone thinks of changing the world, but no one thinks of changing himself."

-Lev Tolstoy

(Regarded as one of the greatest novelists of all time.)

Team Collaboration

1. Create 2 lists of beliefs.
   a. List 1: "Why educators SHOULD use PBIS or other behavior programs in schools to help students." Include a rationale for this position.
   b. List 2: "Why educators SHOULD NOT be responsible for teaching behaviors to students." Include a rationale for this position.
2. The rationale for BOTH beliefs should be identified and clarified within each group regardless of each participant's actual belief.

Chalk Talk

- Educators SHOULD use PBIS.
  Pros & Cons
- Educators SHOULD NOT have to teach behaviors
  Pros & Cons
- Now let's summarize each Position.

BREAK

Let's take about an 8-10 minute water and bathroom break.

After the break: "Teacher Commitment"

The Commitment to Student Development (and Success)

To Advocacy:

Like a fiduciary relationship, educators fight for the benefit of students and guard against things which may cause harm or diminish student success.

To Learning:

As educators, we respond to every student's learning needs and ensure that every student has the opportunity for academic and behavioral success.

To Students:

To create a positive and trusting relationship that facilitates student engagement and learning.

Team Collaboration

1. Discuss your feelings about the role of teachers in student development.
2. Create a 1-3 sentence philosophy of student achievement that addresses both academic and behavioral success.
3. Create a motto that could be used to remind teachers about their essential role in shaping student success –both academic and behavioral.
4. Groups will post their philosophy and motto on the wall using the chart paper supplied.

Team Presentations

Each group read their philosophy statements and mottos.

Essential Understandings

1. The culture has changed and we must change to meet the needs of students.
2. We can't stay in the past, we have to respond to behavioral needs because they impact academic progress.
3. You are the biggest factor of success in a students life. Your commitment and sacrifice makes a difference.

Choose to make a difference in every child's life.

Closing Reminders

You have 2 more tasks to complete the module:

1. Philosophies and Mottos will be posted in eCLASS. Respond to the discussion post questions
2. Complete the Professional Development Feedback Survey
   a. paper copy is available
   b. electronic link in eCLASS

Thank You!

- It has been a pleasure learning with you today.
- Please feel free to contact me with any additional questions or thoughts.

References

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Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 365–386). Springer US. Retrieved from http://link.springer.com/chapter/10.1007/978-1-4614-2018-7_17


References continued
Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The Influence of Affective Teacher–Student Relationships on Students' School Engagement and Achievement A Meta-Analytic Approach. Review of Educational Research, 81(4), 493–529. http://doi.org/10.3102/0034654311421793
Note: All non-cited images referenced on slides are clip art from Microsoft Office 2010.

Module 2:PBIS and Student Achievement –The X Factor

Module Length:Estimated at approximately 2-3 hours (Presenter may need flexibility based on time available to complete the module.)

Learning Objectives:

1. Increase our understanding of how behavior expectations can be taught –thereby reducing problem behaviors that lead to discipline referrals.
2. Understand how our weakness in implementing essential components of PBIS can have a negative influence on student achievement. (We are the X-Factor.)

Module 2 Agenda

- (1:00-1:30 PM) Welcome, Opening Remarks, Session Alignment to Mission
  - Goals & Learning Objectives
  - Video Clip (PBIS information/example)
  - Alignment of session to educator mission statements

- (1:30-1:45 PM) Team Collaboration:Break into groups of 5 or 6 and discuss your experiences with the types of behaviors that negatively impact classroom instruction. Be specific in terms of how it affects you as the teacher, students in the classroom, and the quality of instruction. Appoint a member of the group to take notes of teacher responses.

- (1:45-1:55 PM) Moderated discussion. The presenter will moderate as teams share their experiences addressing pervasive or on-going disruptive behaviors in classrooms.

- (1:55-2:25 PM) Presentation:Replacing Behavior by Teaching Behavior Expectations. (Refer to this section of the Module 2 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (2:25-2:40 PM) Team Collaboration:In your groups of 5 or 6 discuss your understanding of how PBIS works (using previously learned information from professional development and experience). Then, create a set of statements of how each essential factor (explicit instruction and reinforcement) influence behavior development. Finally, create a statement that describes the likely results of failure to do each task. Be specific for both explicit instruction and reinforcement. Create your statements on chart paper and post it on the side wall.

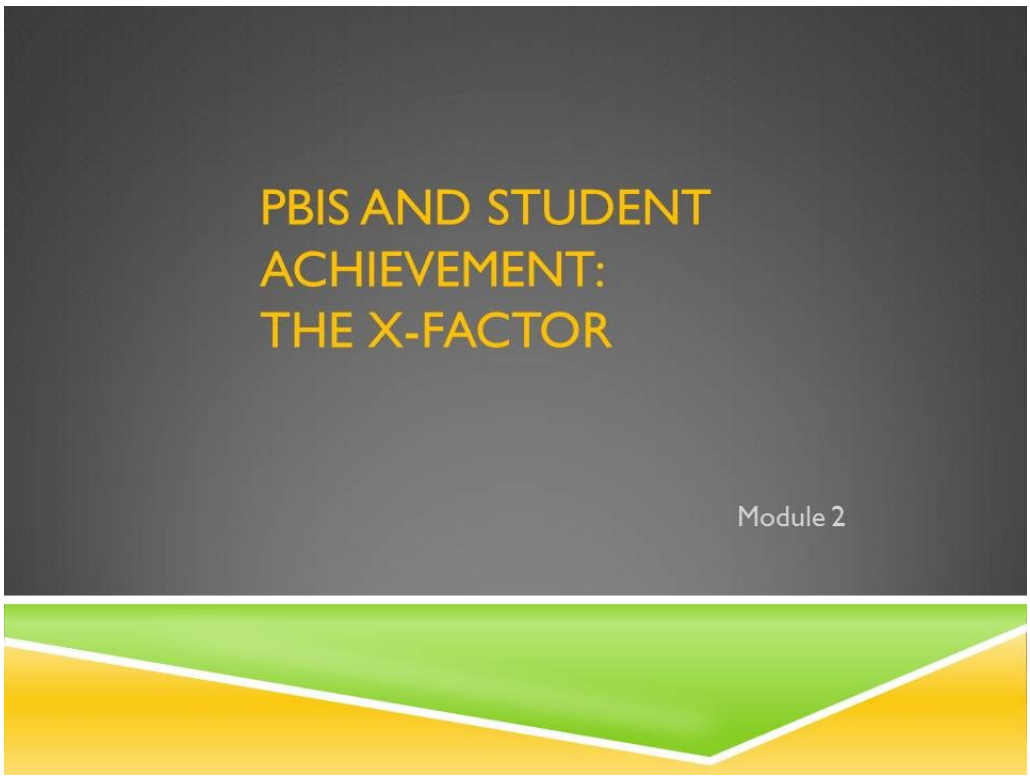
- (2:40-2:55) Team Presentations. Each team will present their statements about the role of both explicit instruction and positive reinforcement. Other teams will be encouraged to ask questions of each team as they are presenting their results.

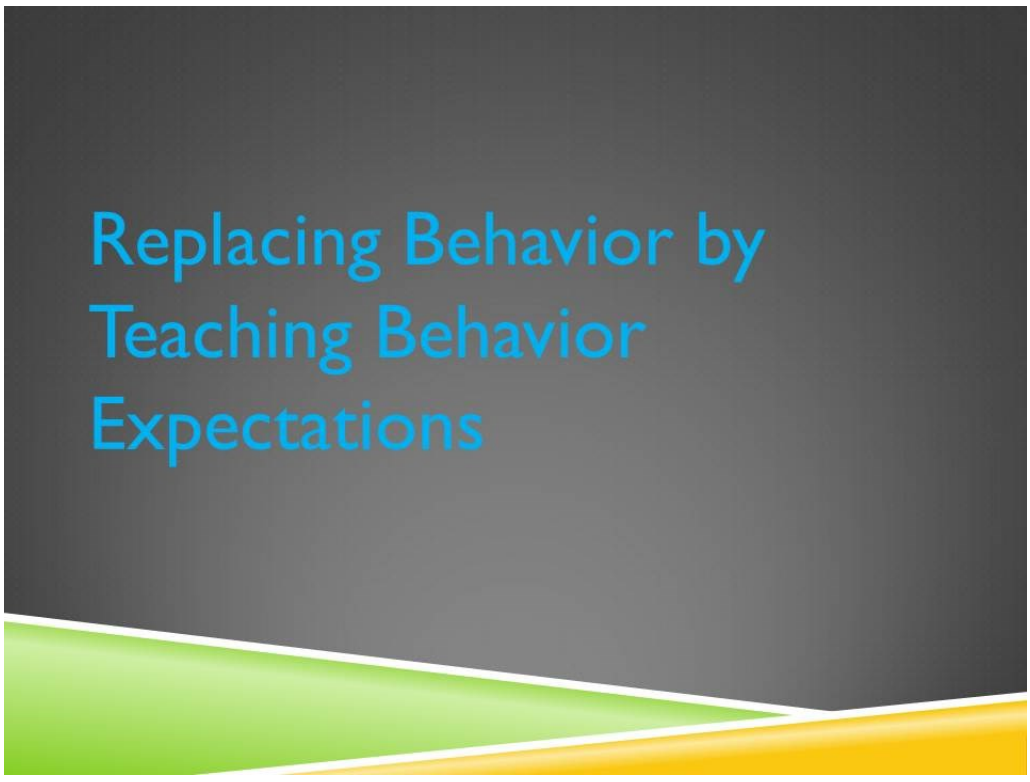
- (2:55-3:15 PM) Presentation:PBIS Implementation Influences Academic Achievement. (Refer to this section of the Module 2 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (3:15-3:35 PM) Team Collaboration:Teams will split into their groups and discuss what effects might result in schools where fidelity is lower than other schools. Then, create a list of reasons why some teachers may not complete PBIS tasks faithfully and consistently. Finally, evaluate the information shared in this section and prepare a summary for the role of teachers –the X-Factor- in the success of PBIS –or any student performance initiative.

- (3:35-3:50 PM) Teams will present their summaries based on each collaborative discussion. The presenter will moderate as other teams will be encouraged to ask questions and clarify information.

- (3:50-4:00 PM) Presenter will make closing remarks about the influence of PBIS on student achievement and the important role of teachers to make sure PBIS is implemented with fidelity. Presenter will remind participants to access the Professional Development internet site where they will contribute to discussion board questions based on each group's summary (summary on the role of teachers as the X-Factor in PBIS success). Presenter will remind participants of requirement to give complete the post-session feedback survey to gain credit for professional learning. Paper copies of the survey are available or they may access a survey in their online classroom. Presenter will remind participants that professional learning credit will be awarded AFTER they complete the online postings and complete the survey.


PBIS AND STUDENT ACHIEVEMENT: THE X-FACTOR
Module 2


Replacing Behavior by Teaching Behavior Expectations

CORE PBIS PRINCIPLE #1

- **We can effectively teach appropriate behavior to all children.**
- All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.

Retrieved from: http://www.pbis.org/school/primary-level

REPLACING BEHAVIOR BY TEACHING BEHAVIOR EXPECTATIONS

PBIS: Teach Expectations Introduction

Retrieved from: https://www.youtube.com/watch?v=SRVYabOfUF0

REPLACING BEHAVIOR BY TEACHING BEHAVIOR EXPECTATIONS

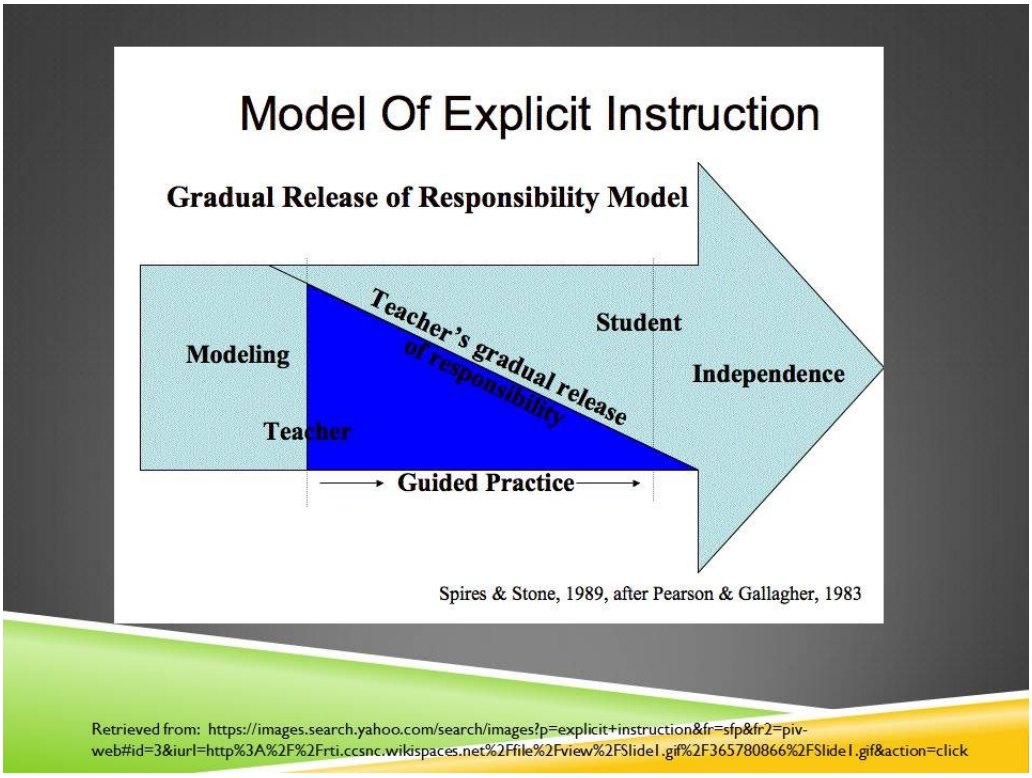
5 Essentials to Explicit Teaching

Retrieved from: https://www.youtube.com/watch?v=ICX8CCBkqDs

REPLACING BEHAVIOR BY TEACHING BEHAVIOR EXPECTATIONS

- Five Essentials to Explicit Teaching: Being very specific in describing the behaviors that are NOT acceptable along with the behaviors that ARE acceptable.
- 1. Modeling
- 2. Demonstration – Demonstrate Proficiency
- 3. Guided Practice
- 4. Corrective Feedback
- 5. Independent Practice

We're used to doing this with academics. We use the same principles for teaching behaviors.



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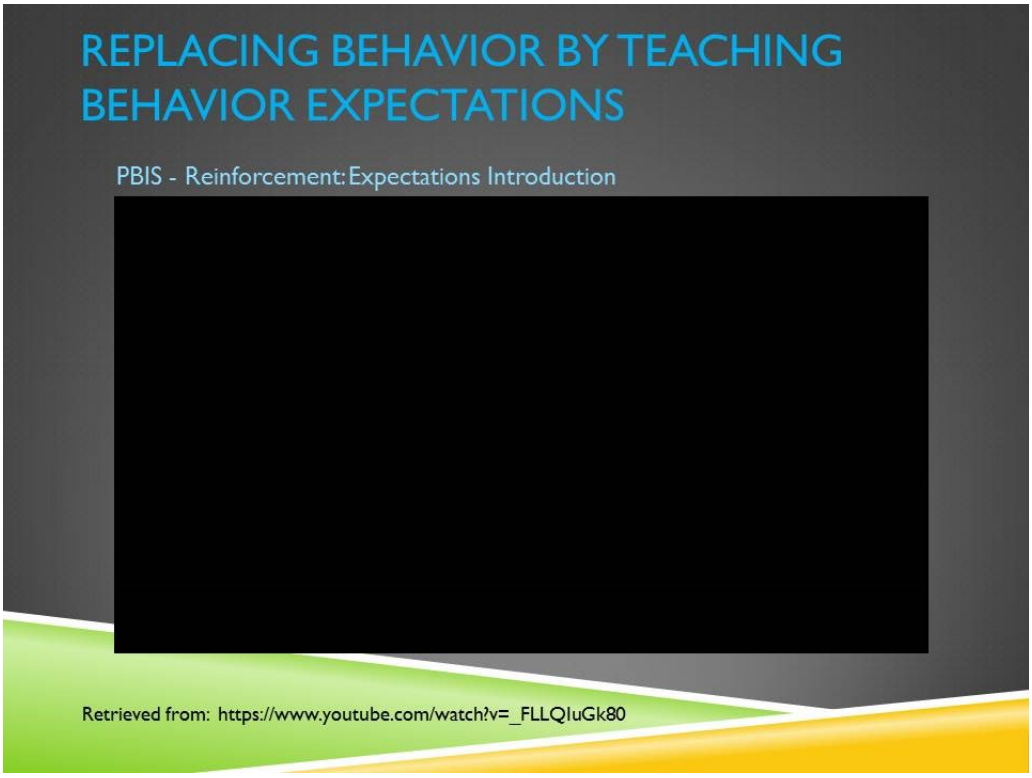

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REPLACING BEHAVIOR BY TEACHING BEHAVIOR EXPECTATIONS

An essential aspect of patterning new behavior is to reward it. Rewarding has 2 components and can be done in different ways.

- Reinforcement can be: Immediate vs. Delayed
- Reinforcement can be: Tangible vs. Symbolic

Verbal Praise = example of immediate and symbolic. (This becomes tangible for some students.)

Awarding Tokens = example of immediate and symbolic

REPLACING BEHAVIOR BY TEACHING BEHAVIOR EXPECTATIONS

- It is VITAL that students receive reinforcement for desired/target behaviors if we expect them to achieve them consistently.
- If there is a weakness in either instruction or reinforcement, the system falters. (It will not achieve maximum impact.)
- You are the essential –X-Factor for PBIS success.

TEAM COLLABORATION

1. In your groups of 5 or 6 discuss your understanding of how PBIS works (using previously learned information from professional development and experience).
2. Then, create a set of statements of how each essential factor (explicit instruction and reinforcement) influence behavior development.
3. Finally, create a statement that describes the likely results of failure to do each task. Be specific for both explicit instruction and reinforcement.

PBIS Implementation Influences Academic Achievement

PBIS IMPLEMENTATION INFLUENCES ACADEMIC ACHIEVEMENT

Results of effective PBIS implementation produces increases in academic achievement.

Why?

Time is redistributed to increase instruction.

- -Time spent addressing undesired behavior is reduced or eliminated.
- -Time students spend outside the classroom in the office, ISS, or OSS is reduced or eliminated.

PBIS IMPLEMENTATION INFLUENCES ACADEMIC ACHIEVEMENT

From PBIS.org: Putnam, R., Horner, R., & Algozzine, R. (n.d.)

Luiselli, Putnam, Handler, and Feinberg (2005): Reading comprehension and mathematics percentile ranks on standardized tests improved 18 and 25 percentage points respectively after implementation of PBIS.

Putnam, Handler, & O'Leary-Zonarich (2003): Reading and math scores improved on standardized testing following behavior support intervention at an urban elementary school. (The article did not provide scores.)

Sugai, Lewis-Palmer, Todd & Horner, (2001): Illinois compared results on statewide testing of schools that implemented PBIS to schools that had not. PBIS schools (n=52) had 62% of students meet state standards. Schools without PBIS (n=69) had 47% meet state standards.

PBIS
POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Putnam, R., Horner, R., & Algozzine, R. (n.d.). Retrieved from (PBIS.org): http://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf

PBIS IMPLEMENTATION INFLUENCES ACADEMIC ACHIEVEMENT

- Muscott, Mann, & LeBrun (2008) found that PBIS implemented with fidelity had the most impact on students in middle and high schools. They found the biggest improvement in Math with lesser but significant increases in Reading.
- Nocera, Whitbread, & Nocera (2014) found that when PBIS is combined with other academic and school climate reform initiatives that scores on state mastery tests increased for Math and Reading by 25% and 11%, respectively.
- Pas & Bradshaw (2012): Maryland launched state-wide PBIS (421 elementary schools). Math and reading increased on statewide assessments as well as a reduction in truancy.

PBIS IMPLEMENTATION INFLUENCES ACADEMIC ACHIEVEMENT

Each of these studies included the idea of implementation fidelity.

Fidelity means to do something with strict adherence. In the case of PBIS, it means to do faithfully and consistently complete necessary tasks.

TEAM COLLABORATION

- Teams form and discuss what effects might result in schools where fidelity is lower than other schools.
- Then, create a list of reasons why some teachers may not complete PBIS tasks faithfully and consistently.
- Finally, evaluate the information shared in this section and prepare a summary for the role of teachers –the X-Factor- in the success of PBIS –or any student performance initiative.

TEAM SHARE

Teams share their summaries with the group.

Please ask questions for needed clarification.

PBIS AND STUDENT ACHIEVEMENT: THE X-FACTOR

Thank you for your participation and excellent work today!

Reminders:

- Complete the online discussion posts.
- Complete the post-session feedback form. I have paper copies or you may complete the online version in the online classroom.
- Course credit will be awarded after you complete those two final tasks.

Please email me with any questions.

Thanks!

REFERENCES

Muscott, H. S., Mann, E. L., & LeBrun, M. R. (2008). Positive behavioral interventions and supports in New Hampshire: Effects of large-scale implementation of schoolwide positive behavior support on student discipline and academic achievement. *Journal of Positive Behavior Interventions, 10*(3), 190–205. http://doi.org/10.1177/1098300708316258

Nocera, E. J., Whitbread, K. M., & Nocera, G. P. (2014). Impact of school-wide positive behavior supports on student behavior in the middle grades. *RMLE Online, 37*(8), 1–14.

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Putnam, R., Horner, R., & Algozzine, R. (n.d.). Academic achievement and implementation of school-wide positive behavioral intervention and support. Retrieved from (PBIS.org): http://www.pbis.org/common/cms/files/Newsletter/Volume3%20Issue1.pdf

Note: All non-cited images referenced on slides are clip art from Microsoft Office 2010.

Module 3:The Power of Influence- "Us" and "Them"

Module Length:Estimated at approximately 2 hours (Presenter may need flexibility based on time available to complete the module.)

Learning Objectives:

1. Recognize and evaluate how peer teachers influence our attitudes to complete tasks & responsibilities during the implementation of PBIS.
2. Recognize and evaluate how students influence our attitudes to complete tasks & responsibilities during the implementation of PBIS.

Module 3 Agenda

- (8:30-8:45 AM) Welcome and Opening Remarks.
  - Session Goals
  - Housekeeping information
  - Video:Figure Out Who Influences You
  - Alignment of session to PBIS

- (8:45-8:55 AM) Individual Activity:Make a list of people who influence you. Think of notable people such as teachers, public speakers, religious leaders, etc. Then, make a list of the people you're in daily contact with. Reflect and evaluate on how each person or group of individuals has influenced your life.

- (8:55-9:05 AM) Group share. The presenter will ask for volunteers to share about some of the notable people in their lives who have influenced them. Then, the presenter will ask for volunteers to share about how random people in their daily lives have influenced them.

- (9:05-9:25 AM) Presentation:Student and Teacher Influence. (Refer to this section of the Module 3 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (9:25-9:30 AM) BREAK. Please take a quick 5 minute break.

- (9:30-9:50 AM) Team Collaboration. Work in teams to come up with a statement and action plan with which teachers, teacher leaders, and administrators should share with teachers who are negatively influenced by students and/or teachers to the extent that it

lowers their fidelity to PBIS implementation (or any reform initiative). Write these on chart paper and post on the nearest wall to your team.

- (9:50-10:15 AM) Team Share. The presenter will moderate a discussion as teams share points made during their collaboration and summaries of their thoughts and ideas on student and teacher influence. Teams can reference the information on their wall charts.

- (10:15-10:30 AM) Closing Remarks and Reminders. The presenter will review the lesson objectives and summarize the information and rationale from the session. The presenter will remind teachers to complete their online discussion board postings and the post-session feedback questionnaire to ensure they receive professional learning credit for the module.

The Power of Influence- Us and Them

Module 3

Learning Objectives:

- Recognize and evaluate how peer teachers influence our attitudes to complete tasks & responsibilities during the implementation of PBIS.
- Recognize and evaluate how students influence our attitudes to complete tasks & responsibilities during the implementation of PBIS.

The Power of Influence

The Power of Influence

Figure out who influences you.

Retrieved from: https://www.youtube.com/watch?v=z1wvfGGTBPc

Individual Activity:

1. Make a list of people who influence you.
2. Think of notable people such as teachers, public speakers, religious leaders, etc.
3. Then, make a list of the people you're in daily contact with.
4. Reflect and evaluate on how each person or group of individuals has influenced your life.

The Power of Influence

A case study was completed at this school during the 2014-2015 school year. The study covered the 2013-2014 school year performance of teachers implementing PBIS. The purpose was to find out why some teachers did not complete their PBIS tasks with fidelity. They didn't consistently teach advisement lessons and didn't consistently reinforce students. Two of the findings from that study were:

1. Student influences (comments, lack of enthusiasm, etc.) lowered teacher implementation fidelity.
2. Peer influences (other teacher's) lack of participation, complaining, or other issues lowered teacher implementation fidelity.

Student and Teacher Influence

Image retrieved from: [illegible]

Student Influences.

Several studies in the 60's & 70's were completed to investigate the influences of students on teachers. Most found that the way students responded to teachers DID have an effect on how teachers completed their jobs (Haller, 1967; Klein, 1971; Noble & Nolan, 1976; Sherman & Cormier, 1974).

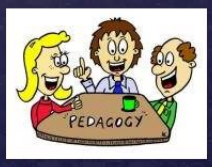
It was interesting to find that VERY LITTLE scholarly work done after the 70's.

There was a change of focus to see how teachers influence students. Isn't that what's supposed to happen?

Student and Teacher Influence

Teacher Influences.

Teacher peer influences were one of the findings of the study. Some research has been done on this and found that teachers DO experience some level of influence by their peers. However, the research on peer influence indicated that peer influence diminishes with age – significantly after late adolescence (approximately age 19-22). (Gardner & Steinberg, 2005; Haller, 1967; Steinberg & Monahan, 2007).



Student and Teacher Influence

Teacher Influences.

If the influence of other teachers is not really "peer pressure." then what is it?

Possible Rationales

Negativity?

Irresponsibility?

An excuse for NOT doing what is necessary?

Other thoughts & ideas?

What ever the cause, we must get past it.

Student and Teacher Influence

1. Work in teams to come up with a statement about appropriate and in appropriate student and teacher influences.
2. Create an action plan with which teachers, teacher leaders, and administrators should share with teachers who are negatively influenced by students and/or teachers. (-to the extent that it diminishes completion of required implementation tasks.)

Team Collaboration

Review of Learning Objectives:

- Recognize and evaluate how peer teachers influence our attitudes to complete tasks & responsibilities during the implementation of PBIS.
- Recognize and evaluate how students influence our attitudes to complete tasks & responsibilities during the implementation of PBIS.
- Summary

What have we learned?

Thank you for your participation and excellent discussions today!

Reminders:

1. Complete the online discussion postings.
2. Complete the post-session feedback form. I have paper copies or you may complete the online version in the online classroom.
3. Course credit will be awarded after you complete those two final tasks.

Please email me with any questions.

Thanks!

Closing Reminders

References

Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: An experimental study. *Developmental Psychology*, *41*(4), 625–635. http://doi.org/10.1037/0012-1649.41.4.625

Haller, E. J. (1967). Pupil influence in teacher socialization: A socio-linguistic study. *Sociology of Education*, *40*(4), 316–333. http://doi.org/10.2307/2111939

Klein, S. S. (1971). Student influence on teacher behavior. *American Educational Research Journal*, *8*(3), 403–421. http://doi.org/10.2307/1161928

Noble, C. G., & Nolan, J. D. (1976). Effect of student verbal behavior on classroom teacher behavior. *Journal of Educational Psychology*, *68*(3), 342–346. http://doi.org/10.1037/0022-0663.68.3.342

Sherman, T. M., & Cormier, W. H. (1974). An Investigation of the influence of student behavior on teacher behavior. *Journal of Applied Behavior Analysis*, *7*(1), 11–21. http://doi.org/10.1901/jaba.1974.7-11

Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental Psychology*, *43*(6), 1531–1543. http://doi.org/10.1037/0012-1649.43.6.1531

Note: All non-cited images referenced on slides are clip art from Microsoft Office 2010.

Module 4:Things Remembered –Overcoming Inconsistency and Memory Lapse

Module Length:Estimated at approximately 3 hours (Presenter may need flexibility based on time available to complete the module.)

Learning Objectives:

1. Acquire a greater understanding of why we forget to complete tasks for PBIS and other initiatives.
2. Develop strategies to increase consistency in completion of PBIS tasks.
3. Develop and apply memory strategies into lesson design and classroom routines.

Module 4 Agenda

- (8:30-8:45 AM) Welcome and Opening Remarks.
  - Session Overview and alignment to PBIS
  - Session Learning Objectives
  - Video:Ellen DeGeneres:"Forgetfulness"
  - Video:"Why do you forget their name?"

- (8:45-9:00 AM) Presentation:The 4 Causes of Memory Loss. (Refer to this section of the Module 4 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (9:00-9:15) Team Collaboration. In groups of 3 or 4, discuss your experiences with forgetting to complete your teacher tasks. Try to decided when of the 4 causes of memory loss is the most likely problem you have with forgetfulness. Then, brainstorm ideas about how to overcome these memory issues.

- (9:15-9:35) Presentation:The Brain is Resilient Organ:Improving Memory Performance. (Refer to this section of the Module 4 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (9:35-10:00) Group Discussion:The presenter will ask teams to present their results of the collaboration of types of situations where they forget to complete their tasks. Teams will give examples of these situations and which cause they assigned to each. The presenter will also make a list ("Chalk Talk") of possible ways to overcome these memory lapses based on the brainstorming of each team.

- (10:00-10:10 AM) BREAK

- (10:10-10:30) Presentation:Memory Strategies. (Refer to this section of the Module 4 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (10:30-10:50 AM) Collaboration. Working in teams, each team will create a skit to serve as an example of using 3 or more of the memory cues discussed on the presentation or during the discussion based on brainstormed ideas. Each team will rehearse their skit in preparation to perform it near the end of the session.

- (10:50-11:10 AM) Team Performances. Each team will perform their skit. Each team will identify the memory cues they used in the skit and comment on how effective these cues could be for improving consistency.

- (11:10-11:25) Summarization of the session and closing remarks. The presenter will summarize information from the session and review the lesson objectives. The presenter will remind teachers to complete their online discussion board postings and the post-session feedback questionnaire to ensure they receive professional learning credit for the module.

Things Remembered – Overcoming Inconsistency and Memory Lapses

Module 4

Welcome and Opening Remarks

- Session Overview & Alignment to PBIS
- Session Goals
- Presentations
- Activities

Overview

A case study exploring teacher barriers to implementation of a PBIS program revealed a finding that teachers were often inconsistent with completing tasks because of inconsistencies related to forgetfulness.

"I would forget to give out tokens."

"I forgot to hand out tokens and reward students."

"I was inconsistent because I was focusing on other [things]."

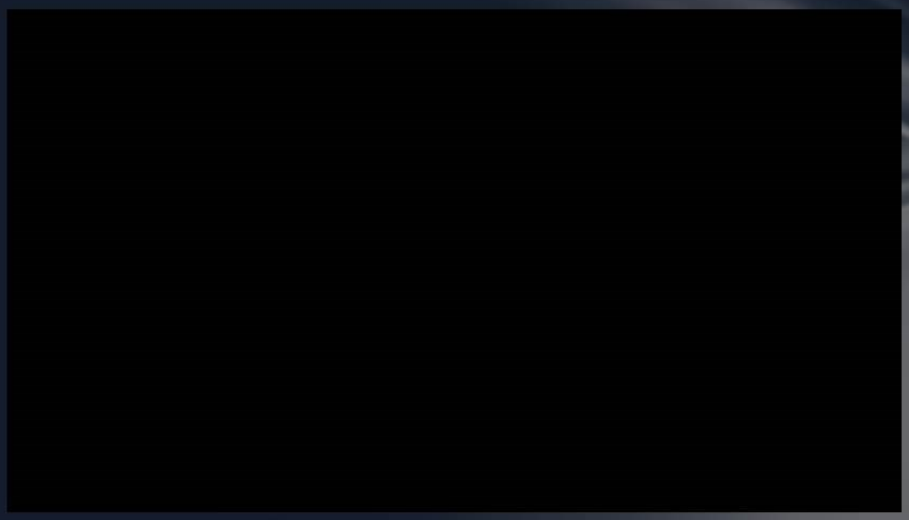
"I would start teaching the daily lesson and completely forget to reinforce students for good PBIS target behaviors for the rest of the lesson."

This professional development focus is about helping us develop ways to manage daily tasks so that we are more purposeful and intentional in completing tasks.

Learning Objectives

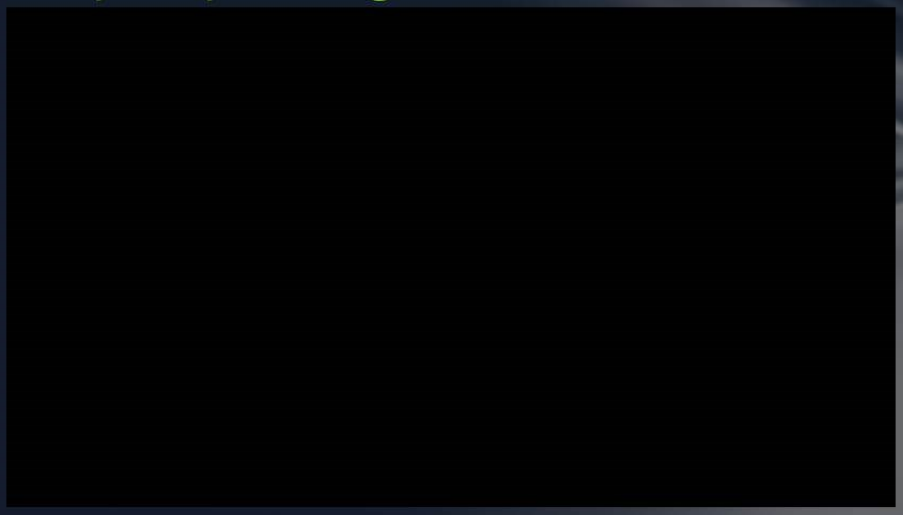
1. Acquire a greater understanding of why we forget to complete tasks for PBIS and other initiatives.
2. Develop strategies to increase consistency in completion of PBIS tasks.
3. Develop and apply memory strategies into lesson design and classroom routines.

"Forgetfulness"



Video retrieved from: https://www.youtube.com/watch?v=Z8DgeILuodQ

"Why do you forget their name?"



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The 4 main causes of memory loss.

Elizabeth Loftus, PhD., renowned psychologist on memory.
Holds degrees in mathematics and psychology from UCLA. Earned her MA and PhD in Mathematical Psychology from Stanford University.

1. Retrieval Failure: (Decay theory) A memory trace is created every time a new theory is formed. Decay theory suggests that over time, these memory traces begin to fade and disappear. If information is not retrieved and rehearsed, it will eventually be lost.
2. Interference: Some memories compete and interfere with other memories. When information is very similar to other information that was previously stored in memory, interference is more likely to occur.

The 4 main causes of memory loss.

3. Failure to Store: (Encoding Failures) "Sometimes, losing information has less to do with forgetting and more to do with the fact that it never made it into long-term memory in the first place."

4. Motivated Forgetting: "Sometimes, we may actively work to forget memories, especially those of traumatic or disturbing events or experiences. The two basic forms of **motivated forgetting** are: suppression, a conscious form of forgetting, and repression, an unconscious form of forgetting."

Retrieved from: http://psychology.about.com/od/cognitivepsychology/tp/explanations-for-forgetting.htm

Team Collaboration

In groups of 3 or 4:

- ✓ Discuss your experiences with forgetting to complete your teacher tasks. List example situations.
- ✓ Try to decided which of the 4 causes of memory loss is the most likely problem you have with forgetfulness. Record the potential reason next to each situation.
- ✓ Brainstorm ideas about how to overcome these memory issues.

The Brain is a Resilient Organ: Improving Memory Performance

Daniel Amen, MD, is a renowned, certified doctor/researcher of psychiatry and neurology.

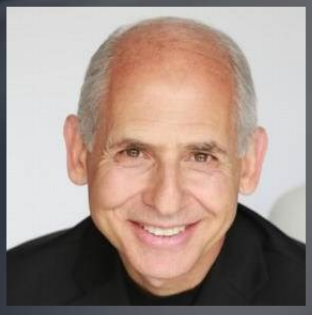
"By almost any measure, Dr. Amen is the most popular psychiatrist in America." - *Washington Post*

"Dr. Amen is the #1 most influential mental health expert and advocate on the web." - *Sharecare*

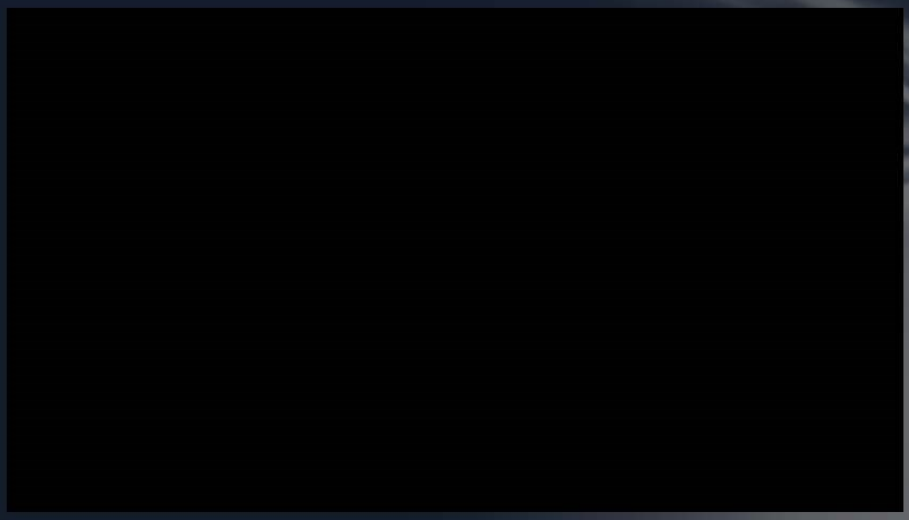
Double board certified psychiatrist

Brain imaging expert

9 time NY Times Bestselling author



The most important lesson from 83,000 brain scans.

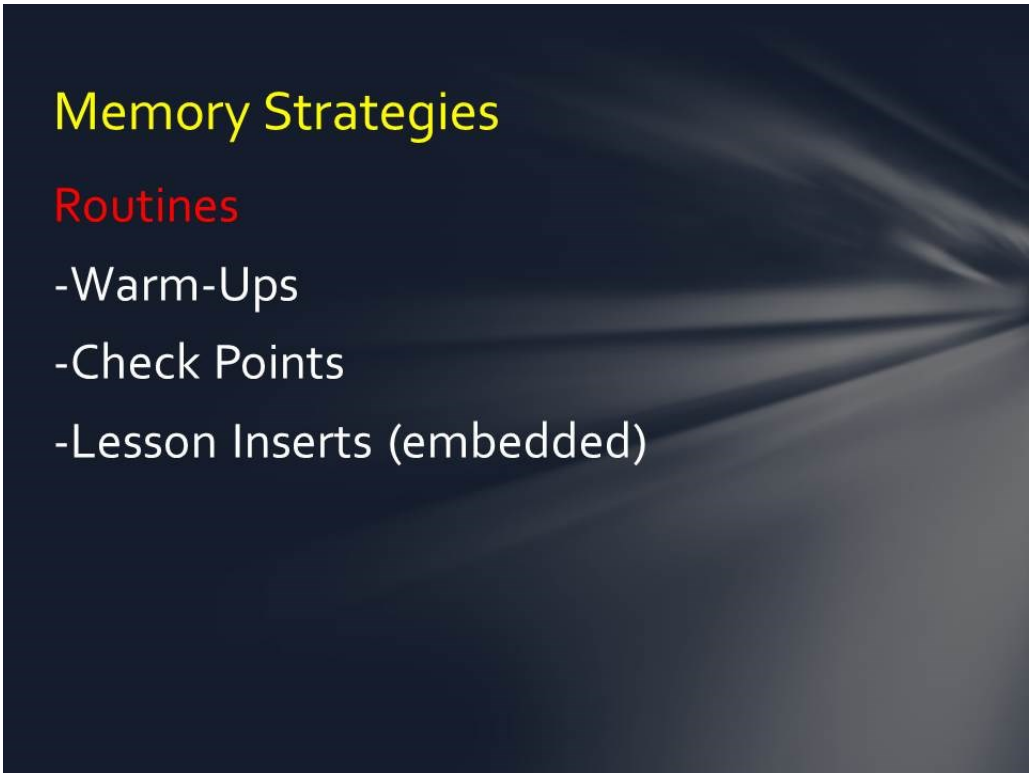


Video retrieved from: https://www.youtube.com/watch?v=esPRsT-lmw8

The Brain is a Resilient Organ: Improving Memory Performance

Brain Plasticity: The brain has the ability to restructure itself even in the event of trauma. Fortunately, we don't have to suffer a trauma for plasticity to work. The idea here is to rewrite our thinking or reprogram our routines to enable us to remember the important tasks/activities.


Memory Strategies
Cues
-Signs
-Sounds
-Check Lists
-Quota (roster prompt)


Memory Strategies
Routines
-Warm-Ups
-Check Points
-Lesson Inserts (embedded)

Memory Strategies

External Reminders

-Smartphone Apps: Daily Reminders

-People (staff, students)

Team Collaboration

- Working in teams, each team will create a skit to serve as an example of using 3 or more of the memory cues discussed on the presentation or during the discussion based on brainstormed ideas.
- Each team will rehearse their skit in preparation to perform it near the end of the session.

Team Performances

1. Each team will perform their skit.
2. Each team will identify the memory cues they used in the skit and
3. Each team will summarize their thoughts on how effective these cues could be for improving consistency.

Wrapping Up

Summarizing what we've learned.

Review our Learning Objectives.

1. Acquire a greater understanding of why we forget to complete tasks for PBIS and other initiatives.
2. Develop strategies to increase consistency in completion of PBIS tasks.
3. Develop and apply memory strategies into lesson design and classroom routines.

Closing Reminders

Thank you for your participation, excellent discussions, and awesome skits today!

Reminders:

1. Complete the online discussion postings.
2. Complete the post-session feedback form. I have paper copies or you may complete the online version in the online classroom.
3. Course credit will be awarded after you complete those two final tasks.

Please email me with any questions.

Thanks!

References

Cherry, K., (n.d.). Explanations for forgetting: Reasons why we forget. Retrieved from: http://psychology.about.com/od/cognitivepsychology/tp/explanations-for-forgetting.htm

All clip art is from Microsoft Office 2010.

Module 5:Effective Professional Development:
Improving Professional Development on Purpose

Module Length:Estimated at approximately 5-6 hours (Presenter may need flexibility based on time available to complete the module.)

Learning Objectives:

1. Acquire a greater understanding of the role of professional development to increase instructional capacity through andragogy as it applies to PBIS.
2. Gain a greater understanding of strategies used for adult learners which includes simulation and problem-based learning through collaborative learning communities to enhance school-wide positive behavioral interventions and supports (SWPBIS).
3. Understand the role of data-driven practices to enhance professional development processes.

- (8:15-8:35 AM:Approx. 20 minutes) Module 5 Opening & Welcome:
  - Opening & Welcome Comments
  - Video:"Dr. Phil's Wake-Up Call Workshop"
  - Session Overview and alignment to PBIS
  - Session Learning Objectives
  - Definition of Professional Development

- (8:35-8:50 AM:Approx. 15 minutes) Team Collaboration:At your tables, please discuss your past experiences with professional development. Discuss those experiences that were most memorable and effective for you as well as those that were unpleasant or ineffective. Describe the characteristics of each. Lastly, as a team create a list of the qualities you feel are important for professional learning to actually help you grow as an educator. Create your list on chart paper and attach it to the wall nearest your table.

- (8:50-9:05 AM:Approx. 15 minutes) Team Share. Presenter will moderate as teams share highlights / summaries of their work.

- (9:05-9:9:20 AM:Approx. 15 minutes) Presentation:Andragogy vs. Pedagogy. (Refer to this section of the Module 5 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (9:20-9:35 AM:Approx. 15 minutes) Team Collaboration. In your teams, discuss the teaching style of your favorite teacher in secondary school AND your worst teacher in secondary school (middle or high school). Discuss the qualities of both and how they align to the presentation of andragogy vs. pedagogy. Is one more prevalent? Your team

should establish a rationale for how each paradigm may be used and at what developmental milestones they should be used.

- (9:35-9:50 AM:Approx. 15 minutes) Whole Group Discussion. The presenter will ask each team about what they discovered related to how teachers use principles of andragogy vs. principles of pedagogy in instructional design. Each team will share their rationale for appropriate time/characteristics of development that warrant a transition to andragogy.

- (9:50-10:00 AM:Approx. 10 minutes) BREAK

- (10:00-10:30 AM:Approx. 30 minutes) Interactive Presentation:Collaboration and Learning Communities for PBIS Professional Development. (Refer to this section of the Module 5 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (10:25-10:40) Team Collaboration:Rationale for PLCs and Collaboration. Each team will develop a rationale for collaboration and the use of PLCs for professional development in PBIS. Create the rationale on chart paper and attach it to the nearest wall.

- (10:40-11:10 AM; Approx. 30 minutes) Interactive Presentation:21st Century Learning Strategies for PLCs. (Refer to this section of the Module 5 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (11:10-11:40 AM:Approx. 30 minutes) Team Collaboration. Each team will create a skit that should be used during a PBIS PLC meeting. The skit should have a learning objective and highlight how to improve some aspect of teacher effectiveness for PBIS implementation (such as teaching a behavior lesson or a variety of ways to reinforce students for target behaviors) OR elaborate on how PBIS leaders can provide better support to teachers implementing PBIS (ie: ways to provide feedback or coaching to teachers).

- (11:40-12:45 PM) LUNCH BREAK

- (12:45-1:15PM:Approx. 30 minutes) Skit presentations. Teams will present their skits to the rest of the group.

- (1:15-1:35 PM:Approx. 20 minutes) Team Collaboration. Discuss among your group how simulations, problem-based learning, and best practices can help teachers improve their practice. Identify situations in which different strategies may be best-suited based on the characteristics of learning or the context of the situations. (Example: when should PBL be used vs. what situations work best with simulations.)

- (1:35-1:50 PM:Approx. 15 minutes) Presenter will moderate as teams share their ideas on how best to implement different 21st Century Learning Strategies for teacher learning.

- (1:45-2:05 PM:Approx. 20 minutes) Presentation:Data-Driven Approaches. (Refer to this section of the Module 5 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (2:05-2:20 PM:Approx. 15 minutes) Session Wrap-Up. Summarization of the session and closing remarks. The presenter will summarize information from the session and review the lesson objectives. The presenter will remind teachers to complete their online discussion board postings and the post-session feedback questionnaire to ensure they receive professional learning credit for the module.

EFFECTIVE PROFESSIONAL DEVELOPMENT: IMPROVING PROFESSIONAL DEVELOPMENT ON PURPOSE

Module 5

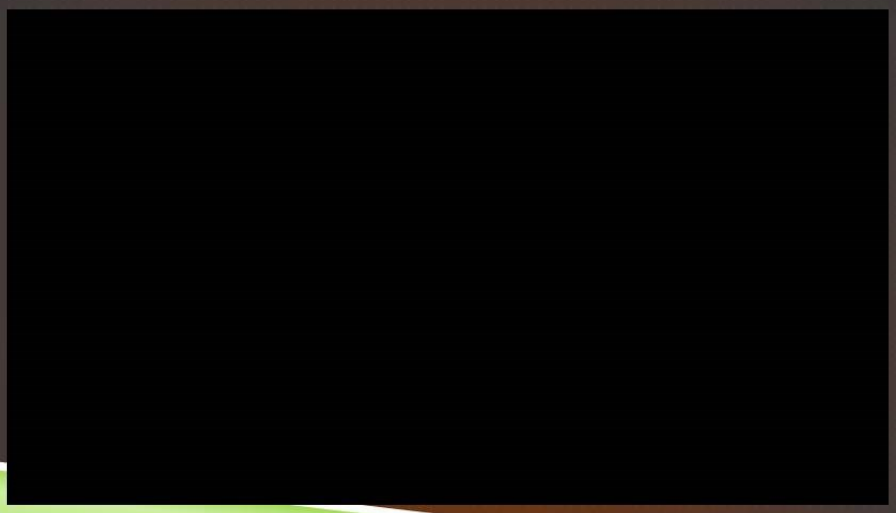
EFFECTIVE PROFESSIONAL DEVELOPMENT: GROWING OUR TOOLBOX

Welcome & Opening

- Opening & Welcome Comments
- Video: "Dr. Phil's Wake-Up Call Workshop"
- Session Overview and alignment to PBIS
- Session Learning Objectives
- Definition of Professional Development

THE "WAKE UP CALL WORKSHOP"

"Dr. Phil's Wake Up Call Workshop"



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OVERVIEW & ALIGNMENT

- A recent study on the barriers to teacher implementation of a PBIS program at a large middle school revealed teacher perception of a weakness in professional development. This session provides a greater understanding of how PD will enhance teacher ability to implement with high fidelity.
- Secondly, it sets expectations for the types of strategies that will be embedded in on-going PD that has not been included in the past.

Learning Objectives:

- Acquire a greater understanding of the role of professional development to increase instructional capacity through andragogy as it applies to PBIS.
- Gain a greater understanding of strategies used for adult learners which includes simulation and problem-based learning through collaborative learning communities to enhance school-wide positive behavioral interventions and supports (SWPBIS).
- Understand the role of data-driven practices to enhance professional development processes.

DEFINITION OF PROFESSIONAL DEVELOPMENT

Team Collaboration

1. At your tables please discuss your past experiences with professional development.
   A. Discuss those experiences that were most memorable and effective for
   B. Discuss those were unpleasant or ineffective.
2. Describe the characteristics of each category.
3. On chart paper, create a list of the qualities you feel are important for professional learning to actually help you grow as an educator.

Attach the chart table to the nearest wall.

TEAM SHARE

Representatives from each team will present their definitions of professional development.

ANDRAGOGY VS. PEDAGOGY

Principles of Pedagogy:

- Root word pedi or pedo means child (or base, foot – beginning stage of life). In psychology and education pedagogy represents the means (approach, methods) used to teach or lead children.
- The approach, rationale, and design scheme relies on developmental stages of a child's growth.
- The design also relies heavily on learning styles or modes of learning applicable to children. (Randomly motivated to learn non-interest knowledge and skills.

ANDRAGOGY VS. PEDAGOGY

Principles of Pedagogy:

In pedagogical design the teacher is the leader of children in the learning process, transmitter of knowledge, and trainer of new skills (Knowles, Holton III, & Swanson, 2005).

Historically, professional development facilitators have designed educators' professional learning using pedagogical approaches instead of those appropriate for adult learners (Knowles, Holton III, & Swanson, 2005; Wright, 2013).

ANDRAGOGY VS. PEDAGOGY

Principles of Andragogy:

Andragogy updates learning theory and praxis to account for the growth and developmental differences between children and adults.

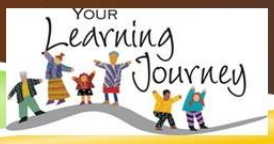
Knowles, Holton III, and Swanson (2005) identified five qualities of adult learning which are:

(1) adults are motivated to learn based on needs and interests,
(2) adults are oriented to life-centered learning based on real situations,
(3) adult learning is maximized when based on the analysis of experience,
(4) adults need to be self-directed in the learning process, and
(5) adult learning design must address the diversity of learning styles because individual learning styles vary as age increases.

ANDRAGOGY VS. PEDAGOGY

Houle was quoted by Knowles, Holton III, and Swanson (2005) to identify three types of adult learners.

1. Goal-oriented learners use learning to achieve specific objectives.
2. Activity-oriented learners engage in learning because they find value and meaning in the process of learning new knowledge and skills.
3. Learning-oriented learner seeks knowledge for its inherent value.



TEAM COLLABORATION

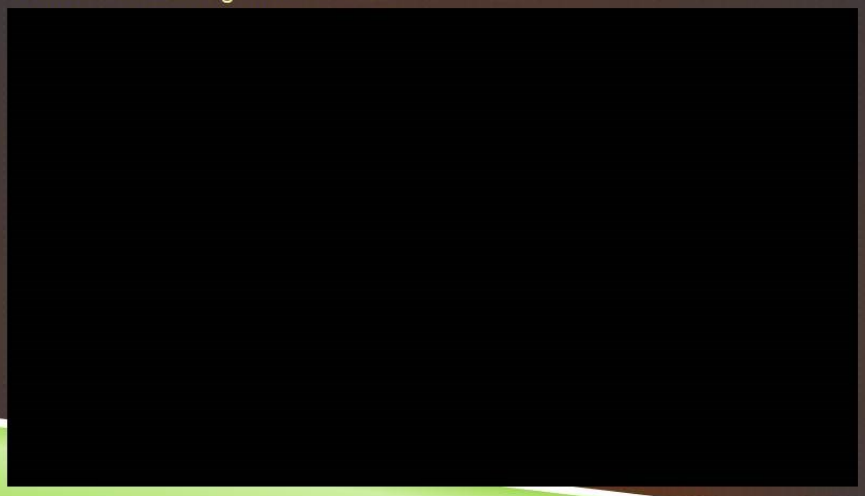
Table Talk

- Discuss the teaching style of your favorite teacher in secondary school AND your worst teacher in secondary school (middle or high school).
- Identify the teaching qualities of both and how they align to the presentation of andragogy vs. pedagogy. Is one more prevalent?
- The team should establish a rationale for how each paradigm may be used and at what developmental milestones they should be used.

Team Share
&
Group Discussion

COLLABORATION AND LEARNING COMMUNITIES FOR PBIS PROFESSIONAL DEVELOPMENT

Professional Learning Animations 2:47



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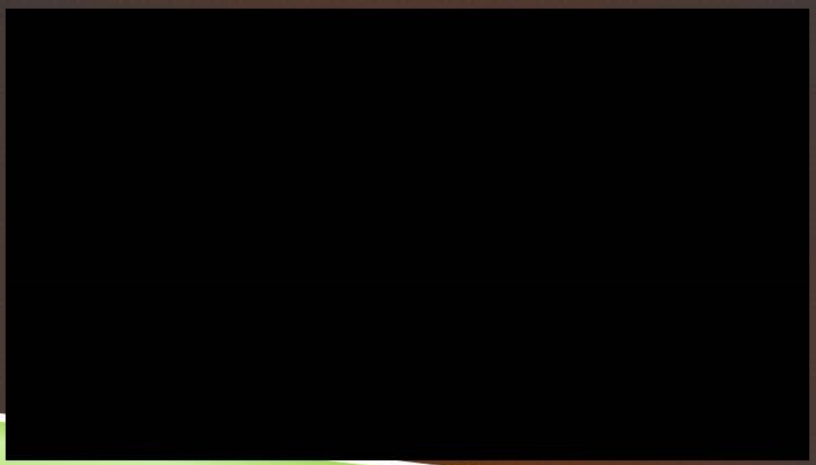
COLLABORATION AND LEARNING COMMUNITIES FOR PBIS PROFESSIONAL DEVELOPMENT

3 minute Round Table Talk

At your table, have each person share 1 important thought they received from the information in the video.

COLLABORATION AND LEARNING COMMUNITIES FOR PBIS PROFESSIONAL DEVELOPMENT

Richard DuFour on the Importance of PLCs 4:38



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COLLABORATION AND LEARNING COMMUNITIES FOR PBIS PROFESSIONAL DEVELOPMENT

3 Minute Round Table Talk

At your table, have each person share 1 important thought they received from the information in the video.

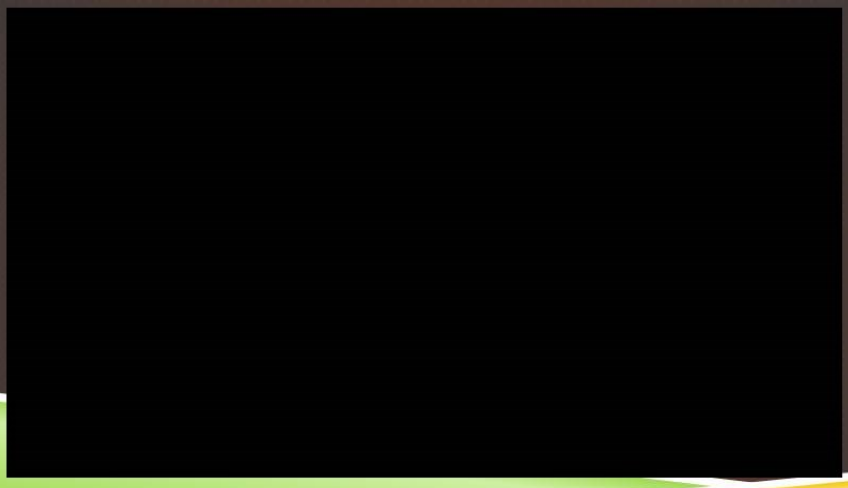
COLLABORATION AND LEARNING COMMUNITIES FOR PBIS PROFESSIONAL DEVELOPMENT

Team Collaboration: Rationale for PLCs and Collaboration.

Each team will develop a rationale for collaboration and the use of PLCs for professional development in PBIS. Create the rationale on chart paper and attach it to the nearest wall.

COLLABORATION AND LEARNING COMMUNITIES FOR PBIS PROFESSIONAL DEVELOPMENT

We are your PLC 3:32



Retrieved from: https://www.youtube.com/watch?v=7CsGao_i1BM

21ST CENTURY LEARNING STRATEGIES

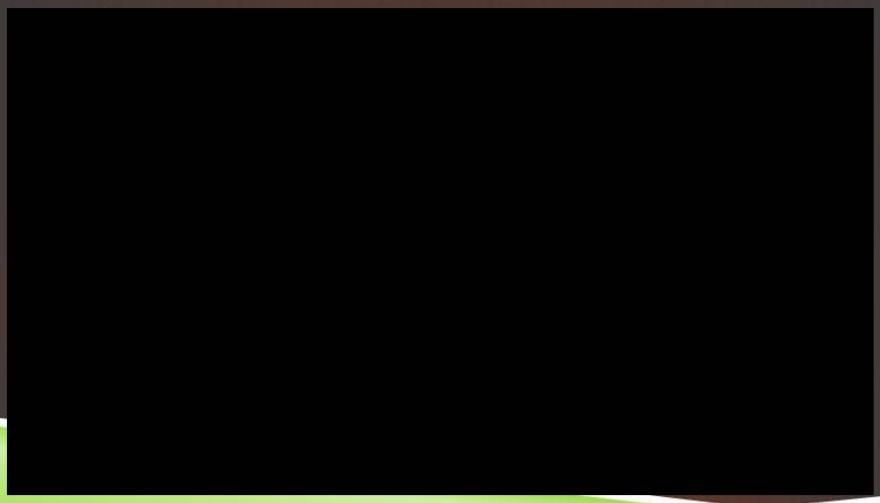
Simulations: Teaching students through the application of model behaviors so that they can better understand those behaviors in real situations.

Advantage to use of simulations:

Deeper learning occurs through the use of higher level thinking skills instead of wrote memorization. This gives students the ability to apply what they already know, make decisions based on applying ideas/concepts/strategies.

21ST CENTURY SKILLS: SIMULATIONS

Use of Simulations in Education with Doug Donovan & Steve Quirk (3:32)



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21ST CENTURY LEARNING STRATEGIES

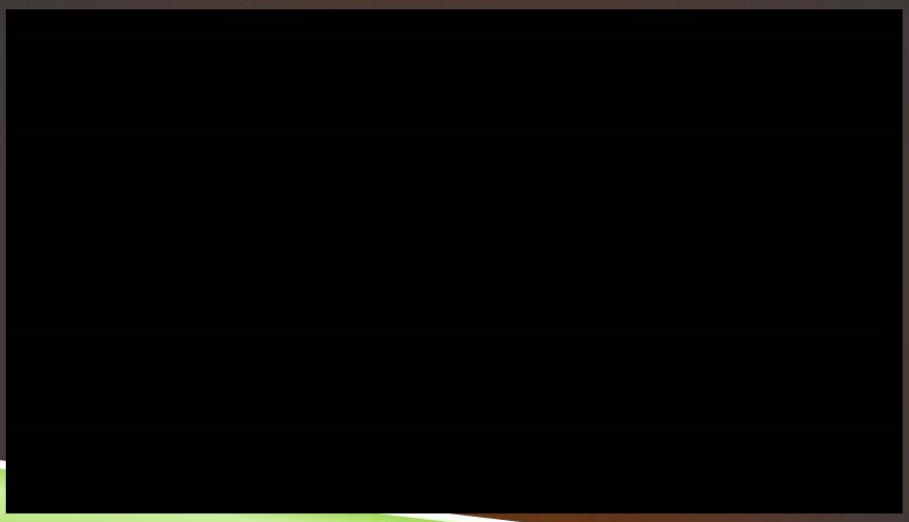
Problem-Based Learning: Teaching students though the providing a context for using problem-solving skills, self-learning skills, team participation skills, and content knowledge/skills to find solutions.

Advantages to PBL:

Use of higher-level thinking skills, application of prior knowledge and content knowledge, discovery-based, increased engagement, develop/refine people and communication skills, state & defend positions, increases flexibility to process different kinds of information, and allows for practice of skills needed after finishing school.

21ST CENTURY SKILLS: PBL

Project-Based Learning: Explained (3:49)



Retrieved from: https://www.youtube.com/watch?v=LMCZvGesRz8

21ST CENTURY LEARNING STRATEGIES

Best Education Practices. "The MAEOPP Center defines *Best Education Practices* as the wide range of individual activities, policies, and programmatic approaches to achieve positive changes in student attitudes or academic behaviors.

This umbrella term encompasses the following designations that differ on the level of evidence supporting desired student or institutional outcomes: promising, validated, and exemplary." (National MAEOPP Educational Practices Center, 2015).

Retrieved from: http://www.besteducationpractices.org/what-is-a-best-practice/

21ST CENTURY LEARNING STRATEGIES: BEST PRACTICES

- *Promising education practice*: Contains detailed information describing the practice and how to implement it. Data collection is in process, but has not yet completed rigorous evaluation.
- *Validated education practice*: A promising education practice that has undergone rigorous evaluation documenting positive student outcomes in one education setting. The evaluation design could be experimental or quasi-experimental quantitative, qualitative, or mixed design. A similar term used to describe this type of practice is evidence-based education practice.
- *Exemplary education practice*: A validated education practice successfully replicated at multiple education settings with similar positive student outcomes. A similar term used to describe this type of practice by federal Department of Education is scale-up since the practice has high potential for successful implementation at other education sites.

TEAM COLLABORATION

1. Each team will create a skit that should be used during a PBIS PLC meeting.
2. The skit should have a learning objective
3. It should highlight how to improve some aspect of teacher effectiveness for PBIS implementation

   (such as teaching a behavior lesson or a variety of ways to reinforce students for target behaviors) OR elaborate on how PBIS leaders can provide better support to teachers implementing PBIS (ie: ways to provide feedback or coaching to teachers).

TEAM PRESENTATIONS

Present your skit to the whole group.

TEAM COLLABORATION

Discuss among your group how simulations, problem-based learning, and best practices can help teachers improve their practice.

Identify situations in which different strategies may be best-suited based on the characteristics of learning or the context of the situations. (Example: when should PBL be used vs. what situations work best with simulations.)

TEAM SHARE RESULTS

How do these 21st Century strategies help teachers?

What types of situations are best suited for PBL vs. simulations?

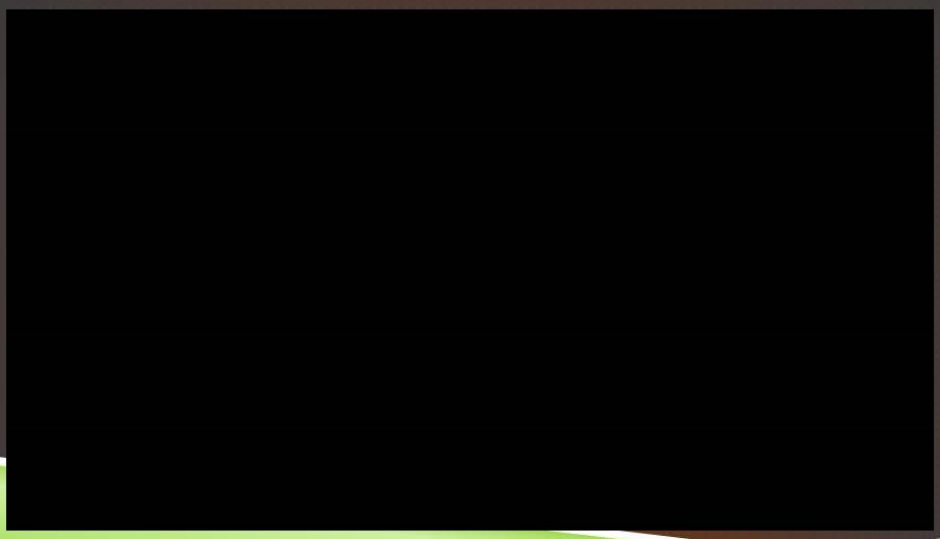
DATA-DRIVEN APPROACH

- Simply put, it's the use of data to evaluate performance and adjust practices.
- It provides evidence of the effect of what we do.
- This evidence may substantiate instruction or indicate the need for improvement.
- It informs about student mastery of content standards.

Take action
Predictions & Assumptions
Exploration/Observation
Explanation/Causation

DATA-DRIVEN APPROACHES

TEDxCincy - Jeff Edmondson - The Key to Educational Improvement: Data and How We Use It (6:33)



Retrieved from: https://www.youtube.com/watch?v=FLqc_9VxfCE&list=PL947E8A725C4AE931

WRAP UP & CLOSING COMMENTS

Session Summary

Review the session objectives.

- Acquire a greater understanding of the role of professional development to increase instructional capacity through andragogy as it applies to PBIS.
- Gain a greater understanding of strategies used for adult learners which includes simulation and problem-based learning through collaborative learning communities to enhance school-wide positive behavioral interventions and supports (SWPBIS).
- Understand the role of data-driven practices to enhance professional development processes.

CLOSING REMINDERS

Thank you for your participation, excellent discussions, and awesome skits today!

Reminders:

1. Complete the online discussion postings.
2. Complete the post-session feedback form. I have paper copies or you may complete the online version in the online classroom.
3. Course credit will be awarded after you complete those two final tasks.

- Please email me with any questions.

Thanks!

BIBLIOGRAPHY

Darling-Hammond, L., & McLaughlin, M.W. (2011). Policies that support professional development in an era of reform. *Phi Delta Kappan*, *92*(6), 597–604.

Devlin-Scherer, R., & Sardone, N. B. (2013). Collaboration as a form of professional development: Improving learning for faculty and students. *College Teaching*, *61*(1), 30–37. http://doi.org/10.1080/87567555.2012.714815

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Wright, R. R. (2013). Zombies, cyborgs, and other labor organizers: An introduction to representations of adult learning theories and HRD in popular culture. *New Horizons in Adult Education & Human Resource Development*, *25*(1), 5–17. http://doi.org/10.1002/nha.20003

Module 6:Maximizing Our Effort – PBIS Program Accountability

Module Length:Estimated at approximately 2 hours (Presenter may need flexibility based on time available to complete the module.)

Learning Objectives:

1. Establish expectations for PBIS implementation accountability.
2. Enhance understanding of how accountability is measured through observations and coaching.
3. Understand the function of feedback and professional improvement plans.

- (2:30-2:45 PM:Approx. 15 minutes) Module 6 Opening & Welcome:
  - Opening & Welcome Comments
  - Session Overview and alignment to PBIS
  - Session Learning Objectives
  - Purpose of Accountability
  - Video:The Most Interesting Teacher in the World

- (2:45-3:05 PM. Approx. 20 minutes) Presentation. Why is Accountability Important? (Refer to this section of the Module 5 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment.

- (3:05-3:20 PM. Approximately 15 minutes) Team Collaboration. Work as a group to clarify the importance of accountability. Propose/suggest the approach and strategies leaders should use in assessing/evaluating teacher performance.

- (3:20-3:35 PM. Approximately 15 minutes) Teams Report on their findings/suggestions.

- (3:35-3:50 PM. Approx. 15 minutes) Presentation. Leadership Roles in PBIS Accountability: Coaches & Administrators (observations/evaluations-inspect what is expected; support for teachers; improvement plans; recognition)

- (3:40-3:55 PM. Approx. 15 minutes) Team Collaboration. Evaluate leadership roles. Create a list of resources or support that teachers may need. Develop a purpose statement or methodology of how leaders should interact with teachers when teachers fail to complete their PBIS implementation tasks.

- (3:55-4:05 PM. Approx. 10 minutes) Teams Report on purpose statements and methods of how they would feel comfortable with leaders providing negative feedback.

- (4:05-4:25 PM. Approx. 20 minutes) Interactive Presentation. Teacher Roles in PBIS Accountability. (Refer to this section of the Module 5 presentation slides.) Participants will have copies of the slides as handouts (3 slides to a page) and will be encouraged to take notes, list questions, and record thoughts during the presentation segment. Teams will make lists and report ideas to the presenter. If not mentioned, presenter will include implementation fidelity, participation in professional learning, requests for resources, requests for support as needed, and participation/growth on improvement plans.

- (4:25-4:40 PM. Approx. 15 minutes) Summarization & Closing Remarks. The presenter will summarize information from the session and review the lesson objectives. The presenter will remind teachers to complete their online discussion board postings and the post-session feedback questionnaire to ensure they receive professional learning credit for the module.


MAXIMIZING OUR EFFORT:
PBIS Program Accountability
Module 6

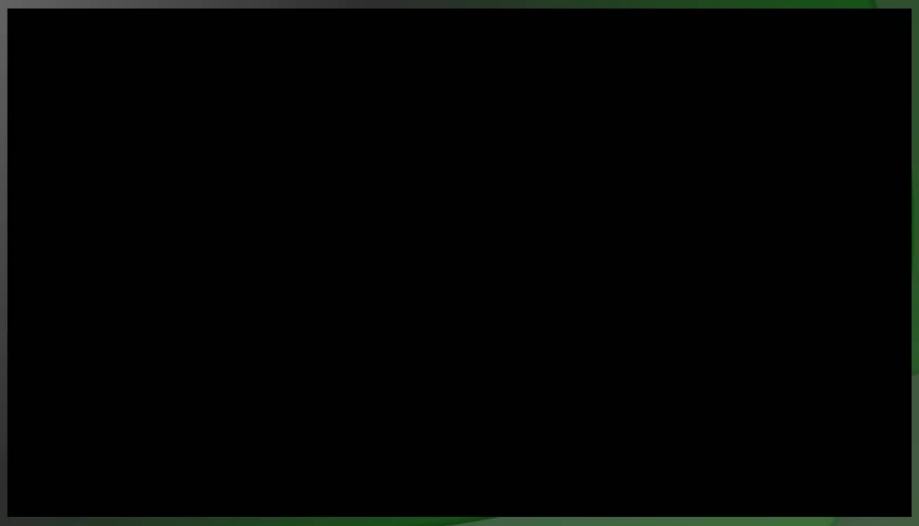

Welcome & Opening Remarks
Opening & Welcome Comments
Session Overview and alignment to PBIS
Session Learning Objectives
Why is Accountability Important?
Purpose of Accountability

Learning Objectives

1. Establish expectations for PBIS implementation accountability.
2. Enhance understanding of how accountability is measured through observations and coaching.
3. Understand the function of feedback and professional improvement plans.

Why Accountability is Important

Formula for Success: Jeff Tuttle at TEDxABQED (7:04)



Retrieved from: https://www.youtube.com/watch?v=emuktxHy29U

Why Accountability is Important

Two Key Highlights from Jeff Tuttle:

1. Students are people! (Some don't come from ideal home situations.)
2. Quote about a teacher "…how could anybody come out of [that teacher's class] and not be a good person."

This is the essence of the importance of PBIS. As teachers, we can influence behavior and improve student outcomes.

Why Accountability is Important?

Accountability

1. Burden: mental weight
2. Blame: responsibility
3. Duty: moral obligation
4. Fault: blame, mistake
5. Liability: answerability, responsibility
6. Millstone: burden

We should think of accountability as responsibility and moral obligation.

Our Responsibility or Duty is to do our best so that the positive effects of our effort maximize outcomes for students.

Synonyms: Thesaurus.com. Retrieved from: http://www.thesaurus.com/browse/accountability?s=t

Why Accountability is Important?

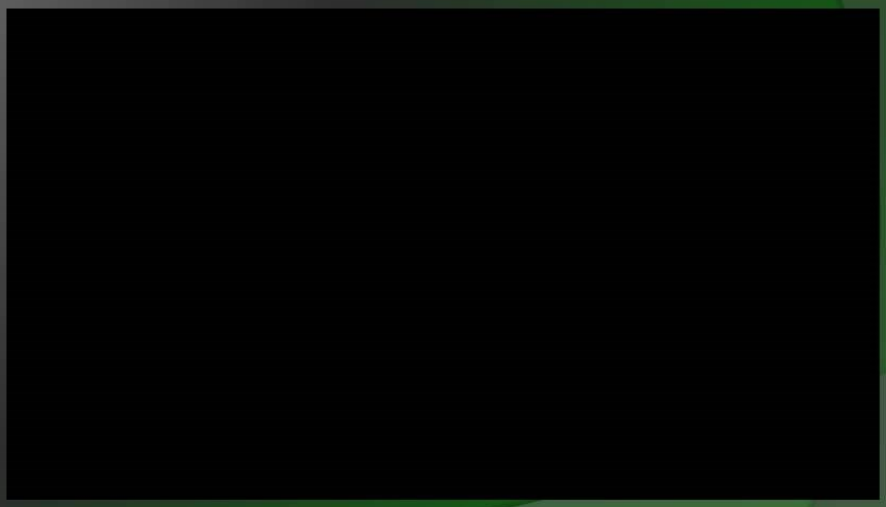
Accountability

Perhaps we can be like the man in the next video clip:

The Most Interesting Teacher in the World.

Image retrieved from:
https://images.search.yahoo.com/search/images;_ylt=A2KLqINnQhxWTQEAO3j7w8QF?p=the+most+interesting+teacher+in+the+world&fr=sfp&fr2=p%3As%2Cv%3Av%2Cm%3Apivot#id=0&iurl=http%3A%2F%2Fimage.123tagged.com%2Fimages%2Ff%2Ffunny_most_interesting_man_in_the_world-14190.jpg&action=click

PBIS, The Most Interesting Teacher in the World (:46)

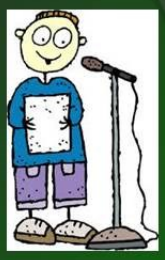


Retrieved from: https://www.youtube.com/watch?v=K1rETDjEEHA

Team Collaboration

1. Work as a group to clarify the importance of accountability.
2. Propose/suggest the approach and strategies leaders should use in assessing/evaluating teacher performance.

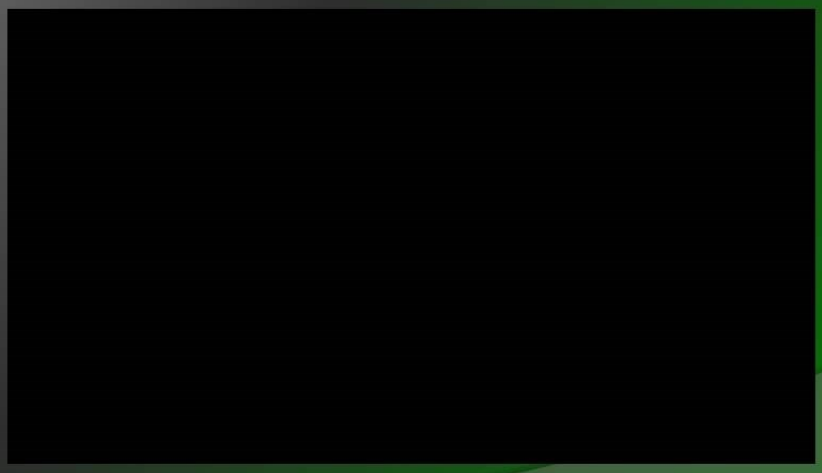
Team Collaboration



Teams report your findings:

- Points to Clarify on accountability
- Specific Strategies that should be used for evaluating teacher performance.

Linda Darling-Hammond: Teacher Accountability in times of schooling reform (2:52)



Retrieved from: https://www.youtube.com/watch?v=40qVM06EHmg

Leadership Roles in Accountability

There are two kinds of leaders:

PBIS Coaches

Administrators

Leadership Roles in Accountability

PBIS Coaches:

1. Leads PBIS professional development.
2. Monitors and reviews data with PBIS team and staff.
3. Observes teachers and provides feedback.
4. Resource to consult for student problems. (Technical Assistance)
5. Assist Admin. with Improvement Plans (coaching, training, observations, feedback, etc..)

Leadership Roles in Accountability

Administrators

- Supervises PBIS Coaches.
- Contributes to Professional Development.
- Conducts Teacher Observations and Provides Feedback.
- Determines need and implements Improvement Plans as needed.
- Represents Admin. For PBIS Committee.
- Liaison with District Level PBIS.

Team Collaboration

1. Evaluate leadership roles.
2. Create a list of resources or support that teachers may need.
3. Develop a purpose statement or methodology of how leaders should interact with teachers when teachers fail to complete their PBIS implementation tasks.

- Post your list on the nearest wall.
- Be prepared to share your purpose statement or methodology.

Team Reports

Teams share their work with the whole group.

Teacher Roles in PBIS Accountability

What is the teacher's role in Accountability for PBIS?

Brainstorm with your table-team for 3 minutes and make a list.

Designated team spokes-persons, report to the group.

Teacher Roles in PBIS Accountability

Responses should include:

1. Implementation Fidelity- doing the tasks competently and consistently.
2. Participate in professional learning- active, intentional.
3. Request resources when needed.
4. Request support when needed.
5. Complete Improvement Plans when needed- and show growth.

Summary

Accountability = Roles & Responsibilities for both leaders and teachers.

Leaders provide processes for growth and improvement and compliance to program standards.

Teachers are responsible for fidelity to implementation plans and to seek continuous improvement when needed.

Closing Remarks

Thank you for your participation, excellent discussions, and awesome skits today!

Reminders:

1. Complete the online discussion postings.
2. Complete the post-session feedback form. I have paper copies or you may complete the online version in the online classroom.
3. Course credit will be awarded after you complete those two final tasks.

Please email me with any questions.

Thanks!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Learning Forward. (n. d.). Standards for professional learning. Retrieved July 27, 2015, from http://learningforward.org/standards-for-professional-learning#.VbbI5_lVhBc
Martin, L. E., & Kragler, S. (2009). School reform: An inside view of professional development. College Reading Association Yearbook, (30), 234–247.
All clip art is from Microsoft Office 2010

POST SESSION FEEDBACK QUESTIONARRE

Title of Learning Session:_____ Date:_____

Please rate the session based on the following questions. Rate the questions as follows:

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

1 2 3 4 5 Information provided increased my ability to complete my professional tasks.

1 2 3 4 5 Information provided will assist me in improving my performance.

1 2 3 4 5 There were aspects of the session that were uncomfortable for me.

1 2 3 4 5 There were parts of the session that encouraged/increased my participation.

1 2 3 4 5 I will apply the information and/or strategies from the session in my classroom.

Please provide feedback for the following statements.

The most beneficial elements of this session were:_____
_____
_____
_____
_____

The least beneficial elements of this session were:_____
_____
_____
_____
_____

The session would have been more helpful/beneficial if:_____
_____
_____
_____
_____

Additional comments/suggestions for future sessions:_____
_____
_____
_____
_____

Appendix B:Letter of Cooperation

Letter of Cooperation

XXXXXX Middle School
XXXX XXXXXXXXX
XXXXXXX, XX XXXXX
XXX-XX-XXXX

September 2nd, 2014

Dear Ronald L. Gay,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Exploring Barriers to Implementing a SWPBIS Program within [Central Middle School]. As part of this study, I authorize you to solicit stakeholders' participation (teachers, administrators, and PBIS coaches) in private interviews, collect archived and interview data within school facilities, follow up with participants to verify information, and share results with stakeholders upon completion of the study. All individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include:Authorization to use the school's facilities (available classroom or conference room) to collect data and conduct interviews under the supervision of the researcher. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,
Authorization Official
Contact Information

Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically. Electronic signatures are regulated by the Uniform Electronic Transactions Act. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. Legally an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. Walden University staff verify any

electronic signatures that do not originate from a password-protected source (i.e., an email address officially on file with Walden).

Appendix C:Data Use Agreement

DATA USE AGREEMENT

This Data Use Agreement ("Agreement"), effective as of 9/1/2014 ("Effective Date"), is entered into by and between Ronald L. Gay ("Data Recipient") and XXXX Middle School ("Data Provider"). The purpose of this Agreement is to provide Data Recipient with access to a Limited Data Set ("LDS") for use in research **in accord with laws and regulations of the governing bodies associated with the Data Provider, Data Recipient, and Data Recipient's educational program.** In the case of a discrepancy among laws, the agreement shall follow whichever law is more strict.

1. Definitions. Due to the study's affiliation with Laureate, a USA-based company, unless otherwise specified in this Agreement, all capitalized terms used in this Agreement not otherwise defined have the meaning established for purposes of the USA "HIPAA Regulations" and/or "FERPA Regulations" codified in the United States Code of Federal Regulations, as amended from time to time.

2. Preparation of the LDS. Data Provider shall prepare and furnish to Data Recipient a LDS in accord with any applicable laws and regulations of the governing bodies associated with the Data Provider, Data Recipient, and Data Recipient's educational program.

3. Data Fields in the LDS. **No direct identifiers such as names may be included in the Limited Data Set (LDS).** In preparing the LDS, Data Provider shall include the **data fields specified as follows**, which are the minimum necessary to accomplish the research:1) A copy of the Ticket Redemption Spreadsheet containing totals for each grade-level (and for connections teachers) by week, month, and semester dating from January 2014 through May 2014. 2) Results of the May 2014 administration of the EBS-SAS survey consisting of staff-member ratings on survey questions and statistical analysis of results based. The typical report discloses respondents by category (teacher, administrator, and support staff). No individual responses or individual identifiers will be present on the report.

4. Responsibilities of Data Recipient. Data Recipient agrees to:

    a. Use or disclose the LDS only as permitted by this Agreement or as required by law;

    b. Use appropriate safeguards to prevent use or disclosure of the LDS other than as permitted by this Agreement or required by law;

    c. Report to Data Provider any use or disclosure of the LDS of which it becomes aware that is not permitted by this Agreement or required by law;

d. Require any of its subcontractors or agents that receive or have access to the LDS to agree to the same restrictions and conditions on the use and/or disclosure of the LDS that apply to Data Recipient under this Agreement; and

e. Not use the information in the LDS to identify or contact the individuals who are data subjects.

5. Permitted Uses and Disclosures of the LDS. Data Recipient may use and/or disclose the LDS **for its Research activities only.**

6. Term and Termination.

a. Term. The term of this Agreement shall commence as of the Effective Date and shall continue for so long as Data Recipient retains the LDS, unless sooner terminated as set forth in this Agreement.

b. Termination by Data Recipient. Data Recipient may terminate this agreement at any time by notifying the Data Provider and returning or destroying the LDS.

c. Termination by Data Provider. Data Provider may terminate this agreement at any time by providing thirty (30) days prior written notice to Data Recipient.

d. For Breach. Data Provider shall provide written notice to Data Recipient within ten (10) days of any determination that Data Recipient has breached a material term of this Agreement. Data Provider shall afford Data Recipient an opportunity to cure said alleged material breach upon mutually agreeable terms. Failure to agree on mutually agreeable terms for cure within thirty (30) days shall be grounds for the immediate termination of this Agreement by Data Provider.

e. Effect of Termination. Sections 1, 4, 5, 6(e) and 7 of this Agreement shall survive any termination of this Agreement under subsections c or d.

7. Miscellaneous.

a. Change in Law. The parties agree to negotiate in good faith to amend this Agreement to comport with changes in federal law that materially alter either or both parties' obligations under this Agreement. Provided however, that if the parties are unable to agree to mutually acceptable amendment(s) by the compliance date of the change in applicable law or regulations, either Party may terminate this Agreement as provided in section 6.

b. Construction of Terms. The terms of this Agreement shall be construed to give effect to applicable federal interpretative guidance regarding the HIPAA Regulations.

c. No Third Party Beneficiaries. Nothing in this Agreement shall confer upon any person other than the parties and their respective successors or assigns, any rights, remedies, obligations, or liabilities whatsoever.

d. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

e. Headings. The headings and other captions in this Agreement are for convenience and reference only and shall not be used in interpreting, construing or enforcing any of the provisions of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

DATA PROVIDER	**DATA RECIPIENT**
Signed:_____	Signed:_____
Print Name:_____	Print Name:_____
Print Title:_____	Print Title:_____

Appendix D:EBS-SAS Survey

Effective Behavior Support Survey
Assessing and Planning Behavior Support in Schools

Name of school _____ Date _____

District _____ State _____

Person Completing the Survey:

· Administrator	· Special Educator	· Parent/Family member
· General Educator	· Counselor	· School Psychologist
· Educational/Teacher Assistant	· Community member	· Other _____

1. Complete the survey independently.

2. Schedule 20-30 minutes to complete the survey.

3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

   To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

   a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"

   b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"

4. Return your completed survey to _____ by _____

SCHOOL-WIDE SYSTEMS

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.			
			11. Data on problem behavior patterns are collected and summarized within an on-going 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			

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
			school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going 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 on-going 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.			

Name of School _____ Date _____

NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**Non-classroom settings** are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School _____ Date _____

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 _____

INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	**Individual student systems** are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)	High	Med	Low
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

Name of School _____ Date _____

Appendix E:Interview Protocols

TEACHER INTERVIEW

INITIAL GREETING:"Thank you for taking the time to participant in the interview today. Before we continue, let me confirm some information and review the purpose of the study."

Participant Identifier:Interview #___ Cypher #_____ Grade:___ Content: ___
Key Demographics:Race____ Gender_____ Years of Teaching Experience_____

PROCEDURES:(*Check as you complete.*)

- ❑ Review the Letter to Participants and Informed Consent to ensure the participant understands the purpose of the interview and study. Remind her/him that they can withdraw consent and end the interview at any time if needed.
- ❑ Confirm the anticipated length of the interview.
- ❑ Confirm the consent form has been signed.
- ❑ Remind participant that the interview will be recorded, and prepare the recording device.

Questions for participants:

1. Think about the teacher's tasks required to implement the SWPBIS program. Please describe the teacher activities and responsibilities necessary to implement the SWPBIS program with high fidelity.
   POTENTIAL FOLLOW UPS:
   - What instructional activities/lessons do teachers complete?
   - What other activities do teachers complete to implement the program?
   - (And other questions needed to clarify and understand teacher responses.)

2. We have talked about the teacher responsibilities involved in the SWPBIS program, could you describe how well you feel that you have completed those tasks and activities on a regular basis?
   POTENTIAL FOLLOW UPS:
   - Have you ever had difficulty doing everything that is expected in terms of teaching the lessons, giving positive feedback to students, rewarding students with tokens, etc.?
   - Have there been any specific barriers that have hindered your ability to complete your teacher tasks of the program?
   - How frequently do you teach PBIS lessons and how frequently do you use mini-lessons or warm-ups to reinforce PBIS lessons?
   - How often do you use positive praise?
   - How often do you pass out reinforcement tokens?
   - Ask additional questions as needed to clarify and understand teacher responses.

3. Could you describe the professional development you have received to help you become proficient in completing your teacher tasks in the program?
   POTENTIAL FOLLOW UPS:
   - How much professional development did you receive before you were expected to implement the program? How effective was that training.
   - How often to do you receive additional professional development to help you become more proficient and effective? How effective is the training?
   - Do you feel that you have been sufficiently trained to faithfully implement every aspect of the teacher responsibilities of the program?
   - Could you suggest how to improve professional development to enhance teachers' effectiveness in implementing the SWPBIS program?
   - On a scale from 1 to 10, 1 being very poor and 10 being excellent, how would you rate the initial teacher training on the SWPBIS program?
   - On that same scale from 1 to 10, how would you rate the on-going training for the program? (monthly, quarter, semester)

4. Besides professional development, describe the support you receive from SWPBIS leaders and administrators to consistently implement the SWPBIS program with high fidelity.
   POTENTIAL FOLLOW UPS:
   - How often do PBIS coaches or administrators provide feedback on school, grade-level, or your individual performance as it relates to the program?
   - Have you ever sought support from a leader to provide information, clarity, or specific support for implementing the program? If so, please describe the effectiveness of this support.
   - Has a leader or administrator given you feedback on your performance of teacher tasks? If so, was the feedback helpful? Please explain.

5. As you know, the purpose of this study is to identify barriers that may hinder a teacher's ability to faithfully and proficiently implement their tasks related to the SWPBIS program. Can you think of any specific barriers or obstacles that have prevented you from completing your required teacher tasks regarding the program?
   POTENTIAL FOLLOW UPS:
   - Have there been any specific obstacles that hindered your ability to do your tasks to implement the program effectively?
   - If so, what suggestions would you like to make to help the leaders improve their ability to support teachers in the future?

PBIS COACH INTERVIEW

INITIAL GREETING:"Thank you for taking the time to participant in the interview today. Before we continue, let me confirm some information and review the purpose of the study."

Participant Identifier:Interview #____ Cypher #_____
Key Demographics:Race____ Gender_____ Years as PBIS coach: ___
Years of teaching experience:___

PROCEDURES:(*Check as you complete.*)

- ❑ Review the Letter to Participants and Informed Consent to ensure the participant understands the purpose of the interview and study. Remind her/him that they can withdraw consent and end the interview at any time if needed.
- ❑ Confirm the anticipated length of the interview.
- ❑ Confirm the consent form has been signed.
- ❑ Remind participant that the interview will be recorded, and prepare the recording device.

Questions for participants:

1. Think about the teacher's tasks required to implement the SWPBIS program. Please describe a teacher's activities and responsibilities necessary to implement the SWPBIS program with high fidelity.
   POTENTIAL FOLLOW UPS:
   - What instructional activities/lessons do teachers complete?
   - What other activities do teachers complete to implement the program?
   - (And other questions needed to clarify and understand coach's' responses.)

2. We have talked about the teacher responsibilities involved in the SWPBIS program, could you describe how well you feel that teachers complete those tasks and activities based on your experience, informal observations, feedback from other stakeholders (staff and PTSA volunteers), and miscellaneous data collection activities?
   POTENTIAL FOLLOW UPS:
   - Have you received information suggesting that some teachers are not completing required tasks? If so, which tasks are not being completed faithfully?
   - Have any teachers discussed their difficulties in complete tasks? If so, did they provide rationale for why they did not complete tasks?
   - Have any teachers identified barriers that hinder them from completing their assigned tasks under the program?
   - Ask additional questions as needed to clarify and understand coach's responses.

3. Could you describe the professional development provided to teachers enabling them to learn and execute their tasks in implementing the SWPBIS program with high fidelity?

POTENTIAL FOLLOW UPS:

- Describe the initial training teachers received before they implemented the program.
- Describe the ongoing professional development they receive to increase their proficiency to implement the program with high levels of fidelity. How often do teachers receive training on SWPBIS?
- Who is responsible for conducting the professional development involved in the program (initial and ongoing), and how would you describe the quality of the professional development?
- Could you suggest how to improve professional development to enhance teachers' effectiveness in implementing the SWPBIS program more faithfully?
- On a scale from 1 to 10, 1 being very poor and 10 being excellent, how would you rate the initial teacher training on the SWPBIS program?
- On that same scale from 1 to 10, how would you rate the on-going training for the program?

4. Describe the support you receive from other SWPBIS leaders and administrators to consistently implement the SWPBIS program with high fidelity.

   POTENTIAL FOLLOW UPS:

   - How often do other PBIS leaders (local or district) and administrators provide feedback on program activities, professional development activities, or other coaching activities for the program as it relates to teacher effectiveness?
   - Describe the effectiveness of support you have received from leaders and administrators in providing information, clarity, or specific support for coaching and sustaining teachers as they implement the PBIS program?
   - Describe the feedback you have received from an administrator regarding teacher effectiveness or performance as it related to implementing the SWPBIS program.
   - On a scale from 1 to 10, 1 being very poor and 10 being excellent, how would you rate the support you have received from administration in helping you support teachers to faithfully execute the program.

5. As you know, the purpose of this study is to identify barriers that may hinder a teacher's ability to faithfully and proficiently implement their tasks related to the SWPBIS program. Can you think of any specific barriers or obstacles that may hinder teachers from completing their required tasks with high fidelity?

   POTENTIAL FOLLOW UPS:

   - Have any specific obstacles or problems been identified by you or others that were attributed to hinder a teacher's ability to implement the program effectively?
   - If so, what suggestions would you make to resolve/remove those obstacles to enhance the ability of teachers to implement the program more effectively?

ADMINISTRATOR INTERVIEW

INITIAL GREETING:"Thank you for taking the time to participant in the interview today. Before we continue, let me confirm some information and review the purpose of the study."

Participant Identifier:Interview #____ Cypher #_____
Key Demographics:Race____ Gender____ Years as an administrator:_____
Years of teaching experience:_____

PROCEDURES:(*Check as you complete.*)

- ❑ Review the Letter to Participants and Informed Consent to ensure the participant understands the purpose of the interview and study. Remind her/him that they can withdraw consent and end the interview at any time if needed.
- ❑ Confirm the anticipated length of the interview.
- ❑ Confirm the consent form has been signed.
- ❑ Remind participant that the interview will be recorded, and prepare the recording device.

Questions for participants:

1. Think about the teacher's tasks required to implement the SWPBIS program. Please describe a teacher's activities and responsibilities necessary to implement the SWPBIS program with high fidelity.
   POTENTIAL FOLLOW UPS:
   - What instructional activities/lessons do teachers complete?
   - What other activities do teachers complete to implement the program?
   - Ask other questions needed to clarify and understand administrator's responses.

2. We have talked about the teacher responsibilities involved in the SWPBIS program, could you describe how well you feel that teachers complete those tasks and activities based on your experience, informal observations, feedback from other stakeholders (staff, PTSA volunteers, PBIS coaches), and miscellaneous data collection activities?
   POTENTIAL FOLLOW UPS:
   - Have you received information suggesting that some teachers are not completing required tasks? If so, which tasks are not being completed faithfully?
   - Have any teachers discussed their difficulties in complete tasks? If so, did they provide rationale for why they did not complete tasks?
   - Have any teachers identified barriers that hinder them from completing their assigned tasks under the program?
   - Ask additional questions as needed to clarify and understand coach's responses.

3. Could you describe the professional development provided to teachers enabling them to learn and execute their tasks in implementing the SWPBIS program with high fidelity?
   POTENTIAL FOLLOW UPS:

- Describe the initial training teachers received before they implemented the program.
- Describe the ongoing professional development they receive to increase their proficiency to implement the program with high levels of fidelity. How often do teachers receive training on SWPBIS?
- Who is responsible for conducting the professional development involved in the program (initial and ongoing), and how would you describe the quality of the professional development?
- Could you suggest how to improve professional development to enhance teachers' effectiveness in implementing the SWPBIS program more faithfully?
- On a scale from 1 to 10, 1 being very poor and 10 being excellent, how would you rate the initial teacher training on the SWPBIS program?
- On that same scale from 1 to 10, how would you rate the on-going training for the program?

4. Describe the support teachers receive from PBIS coaches and administrators to consistently implement the SWPBIS program with high fidelity.

   POTENTIAL FOLLOW UPS:

   - How often do PBIS coaches and administrators typically provide feedback to teachers on program activities, professional development activities, or other coaching activities for the program as it relates to teacher effectiveness and proficiency?
   - How often are teachers recognized or celebrated for meeting or exceeding proficiency expectations for implementing the program?
   - Describe the effectiveness of support teachers receive from PBIS coaches and administrators regarding individual feedback, program information, clarity, or other support to facilitate coaching and sustaining teachers as they implement the PBIS program?
   - Describe the feedback you have received from PBIS coaches or teachers regarding teacher completion of program tasks with high fidelity.
   - On a scale from 1 to 10, 1 being very poor and 10 being excellent, how would you rate the support you have provided to support teachers and PBIS coaches to implement the SPWBIS program.

5. As you know, the purpose of this study is to identify barriers that may hinder a teacher's ability to faithfully and proficiently implement their tasks related to the SWPBIS program. Can you think of any specific barriers or obstacles that may hinder teachers from completing their required tasks with high fidelity?

   POTENTIAL FOLLOW UPS:

   - Have any specific obstacles or problems been identified by you or others that were attributed to hinder a teacher's ability to implement the program effectively?

- If so, what suggestions would you make to resolve/remove those obstacles to enhance the ability of teachers to implement the program more effectively?

Appendix F:Letter to Participants and Informed Consent

Letter to Participants and Informed Consent

November 15th, 2014

Dear teacher, PBIS coach, or administrator:

You are invited to take part in a research study conducted by Ronald L. Gay, an EdD student at Walden University. You may already know the researcher as a fellow teacher and colleague, but this study is separate from that role. The study is entitled, "Exploring Barriers to Implementing a SWPBIS Program." This study is being conducted to explore the factors that hinder teachers from consistent and faithful completion of tasks necessary to implement the SWPBIS program with high fidelity. You were selected as a potential participant because of your involvement with implementing the SWPBIS program at your school.

This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part. The following information is given to help you understand the extent of your participation in the study.

Background Information:
The purpose of the study is to explore and identify barriers that may prevent or hinder teachers from completing their tasks to implement the School-wide PBIS program with high fidelity (faithfully and consistently). Some of these tasks include teaching expected behaviors, modeling behavior, reinforcing behaviors, and issuing reward tickets.

Procedures:
If you agree to be in this study, you will be asked to:

- Participate in a recorded interview to share your perceptions and experiences regarding what may hinder teachers from completing their tasks to implement the SWPBIS program with high fidelity. The interview should take approximately 40 and 60 minutes to complete.
- Sometime after the interview, you will be asked to review a transcript of the interview to verify accuracy of your responses.
- After analysis of information, you will be asked to review the themes and ideas derived from the interview discussion to verify the accuracy of the information.

Here are some sample questions:

1. Think about the teacher's tasks required to implement the SWPBIS program. Please describe the teacher activities and responsibilities necessary to implement the SWPBIS program with high fidelity.

2. Could you describe the professional development you have received to help you become proficient in completing your teacher tasks in the program?
3. Besides professional development, describe the support you receive from SWPBIS leaders and administrators to consistently implement the SWPBIS program with high fidelity.

You will be able to choose where you want to be interviewed such as in your classroom during your planning time or off campus after school.

Voluntary Nature of the Study:
Your participation in this study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at [Central Middle School] will treat you differently if you decide not to be in the study. Whether or not you decide to participate, your decision will not affect your relations with any teachers, administrators, other school employees, or with me. If you decide to join the study now, you can still change your mind during or after the study. If you feel anxiety or stress during the interview or follow verifications, you may at any time. If you would prefer not to answer questions you feel are too personal, you may skip them at any time. At any time during the study you have the option to discontinue participation.

Risks and Benefits of Being in the Study:
This study seeks to benefit your school by exploring and identifying barriers that hinder implementing SWPBIS programs with high levels of fidelity which may improve student academic performance. Participation in the study may involve some risk of the minor discomforts greater than the kind of stress typically encountered in daily life. Examples include psychological stress related to coordinating time for the interview; concern over sensitive topics you may not typically share with colleagues; perceived coercion to participate due to an existing relationship between you and the researcher, and fear of potential consequences if you do not participate in the study. Please be advised that your participation is completely voluntary and the researcher is taking specific steps to protect your privacy and confidentiality. Furthermore, the researcher has enacted measures to control for bias and safeguard against potential problems.

Potential benefits of the study could be a better understanding of the types of barriers that hinder teachers from completing their assigned implementation tasks. This information may also suggest specific solutions and supports that could mitigate or resolve problems associated with implementation quality in the future. Additionally, results of the study may contribute to enhancements in professional learning opportunities and improved teacher proficiency.

Payment:
No payment or remuneration will be given for participation in the study.

Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will use

pseudo names and other cypher-identifiers on transcripts and follow up documents (printed and electronic) to preclude the use of your name or any other personal identifier. Data will be kept secure by password-protected electronic files and/or paper documents secured at the researcher's home. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via his personal phone number (XXX-XXX-XXXX) or personal email address (ronald.gay@waldenu.edu). If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **IRB will enter approval number here** and it expires on **IRB will enter expiration date.**

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below I am giving my consent, and I understand that I am agreeing to the terms described above.

Printed Name of Participant: _____

Date of consent: _____

Participant's Signature: _____

Researcher's Signature: _____

Appendix G:Token Redemption Tracking Sheet Document Review Protocol

Token Redemption Tracking Sheet Document Review Protocol

1. 6th Grade Teachers Tracking Results:

Number of 6th-grade teachers…… ____

Number of teachers who handed out tokens monthly……. ____

Number of teachers who met expectations of 20 tokens per week…….... ____ (averaged)
- # of teachers meeting 4 out of 4 weeks ___ (actual)
- # of teachers meeting 3 out of 4 weeks ___ (actual)
- # of teachers meeting 2 out of 4 weeks ___ (actual)
- # of teachers meeting 1 out of 4 weeks ___ (actual)

Number of teachers who did NOT hand out any tokens…….. ____
Total tokens issued for the semester…… ____

2. 7th Grade Teachers Tracking Results:

Number of 6th-grade teachers…… ____

Number of teachers who handed out tokens monthly ……. ____

Number of teachers who met expectations of 20 tokens per week…….... ____ (averaged)
- # of teachers meeting 4 out of 4 weeks ___ (actual)
- # of teachers meeting 3 out of 4 weeks ___ (actual)
- # of teachers meeting 2 out of 4 weeks ___ (actual)
- # of teachers meeting 1 out of 4 weeks ___ (actual)

Number of teachers who did NOT hand out any tokens…….. ____
Total tokens issued for the semester…… ____

3. 8th Grade Teachers Tracking Results:

Number of 6th-grade teachers…… ____

Number of teachers who handed out tokens monthly……. ____

Number of teachers who met expectations of 20 tokens per week…….... ____ (averaged)
- # of teachers meeting 4 out of 4 weeks ___ (actual)
- # of teachers meeting 3 out of 4 weeks ___ (actual)
- # of teachers meeting 2 out of 4 weeks ___ (actual)
- # of teachers meeting 1 out of 4 weeks ___ (actual)

Number of teachers who did NOT hand out any tokens…….. ____
Total tokens issued for the semester…… ____

4. Connection Teachers Tracking Results (multi-grade, non-academic)

Number of 6th-grade teachers…… ____

Number of teachers who handed out tokens monthly……. ____

Number of teachers who met expectations of 20 tokens per week…….... ____ (averaged)
# of teachers meeting 4 out of 4 weeks ___ (actual)
# of teachers meeting 3 out of 4 weeks ___ (actual)
# of teachers meeting 2 out of 4 weeks ___ (actual)
# of teachers meeting 1 out of 4 weeks ___ (actual)

Number of teachers who did NOT hand out any tokens…….. ____
*Total tokens issued for the semester…… ____

*These were tracked by grade level within the document so I have included them in grade level totals rather than by connection area. The archived document tracked token distribution by teacher name but calculated totals by grade level.

Appendix H:EBS-SAS Survey Document Review Protocol

EBS-SAS Survey Document Review Protocol

Response Ratings Current Status			**School Location & Identified Target Question** ↓	**Response Ratings Priority for Improvement**		
In Place	Partial In Place	Not In Place	**School-Wide** Item #	High	Medium	Low
			1			
			2			
			3			
			9			
			12			
			16			
			17			
			Non-Classroom			
			2			
			4			
			7			
			9			
			Classroom			
			1			
			2			
			3			
			4			
			10			

Overall Staff Rating Score for EBS-SAS Survey _____ (If identified)