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Elementary School Teachers' Perceptions on Positive Behavioral Interventions and Supports Implementation and Effectiveness

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COLLEGE OF EDUCATION

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Abstract

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PD, St. John's University, 2007

MA, Teacher's College Columbia University, 2001

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

School personnel were concerned that the disruptive student behaviors at an urban, elementary school in the northeast United States had persisted despite positive behavioral interventions and supports (PBIS) implementation and professional development (PD) for more than 7 years. The purpose of this basic qualitative research study was to explore teacher perceptions regarding the PBIS related to student behavior and socialization issues. Skinner's reinforcement theory and Bronfenbrenner's bioecological systems theory served as the conceptual frameworks for this study. Specifically, this study explored the PBIS framework in reducing students' undesirable behaviors, how the framework prepared teachers to implement PBIS in their school, and how PBIS developed prosocial behaviors in students. The study included interview data from 20 purposefully selected teachers from prekindergarten through Grade 3, and Grade 5 teachers who were known to meet the selection criteria of being an urban elementary school teacher with 2 or more years of experience using the PBIS framework. Data were analyzed using Attride-Stirling's 6 steps of thematic coding. Findings indicated that PBIS is beneficial but selective; more training was needed after implementation; and parental support is necessary for the development of prosocial behaviors. Themes supporting the findings included that the PBIS framework being beneficial, that it was successful with some students but not all, and that it must be implemented properly. Thus, the resulting project provides intervention strategies to supplement the current PBIS framework. The implications for positive social change are dependent on educators to effectively use PBIS in improving students' social behavior in the school district.

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Dedication

This dissertation is dedicated to educators who serve children in urban communities. Your commitment and dedication to provide, develop, and impart knowledge to young minds are immeasurable. I salute you for not showing how much you know, but how much you really care.

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I would like to acknowledge my Lord Jesus Christ for giving me the strength and ability to persevere through this doctoral journey. Without him, I would not have succeeded.

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Section 1: The Problem

Introduction

This basic qualitative research study focused on an urban inner-city public school's implementation and use of positive behavioral interventions and supports (PBIS), a behavioral modification framework that is being increasingly used by teachers to improve the socialization of students. Obenchain and Taylor (2005) reported that although teachers implement daily theoretical and research-based lessons, incorporating a behavior management system is also important. Teachers implement behavior strategies to redirect and give consequences to students who misbehave. Many of the unfavorable misbehaviors can affect instruction, the learning environment, and can also alter the school climate (Marteens & Andreen, 2013).

Students living in inner-city urban communities face challenges that impede unwanted behaviors. The negative influences from their home life and community can often affect how they react when circumstances arise with their peers and authorities (Richards, Aguilera, Murakami, & Welland, 2014). According to Coffey and Horner (2012), PBIS is a behavioral framework commonly implemented in schools to target unwanted student physical and emotional behaviors. The PBIS framework addresses these unwanted behaviors and is intended to help diminish those behaviors in order to develop more appropriate socialization skills and academic success. As a unified approach, the components and features of PBIS can improve student achievement, but a study providing information on research-based implementation of school-wide PBIS may lead to a long-lasting improvement of social behavior is needed (Coffey & Horner, 2012).

This section includes the definition of the problem, rationale, definitions, significance, guiding/research question, review of the literature, implications, and summary.

Definition of the Problem

Disruptive behavior from students is one of the most challenging problems in schools, both internationally and in the United States. It derails the learning project for the class as a whole, because disruptive students require the teacher's time and attention, at the expense of class instruction (Bulach, Lunenburg, & Potter, 2008; Kupchik, 2011; Trent, Kea, & Oh, 2008). PBIS, when implemented well, has been suggested as a possible solution to reducing disruptive behavior (Bulach et al., 2008; Kupchik, 2011; Trent et al., 2008).

A chief distinction of this approach is that it moves away from a pathology-based model and emphasizes individual ability and environmental integrity (Carr et al., 2002). Thus, it attempts to address not only the symptom, which is disruptive student behavior, but also the environment that fosters it. Numerous scholars have shown that PBIS can be effective in elementary schools (Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Waasdorp, & Leaf, 2012; Horner, Sugai, & Anderson, 2010).

However, further research is needed to determine the full efficacy of PBIS in improving students' social behavior in U.S. public schools from the perceptions of teachers engaged with PBIS. Therefore, this basic qualitative research study explored how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and socialization at an urban elementary public school in a northeastern state in the United States, where PBIS has been implemented on a school-

wide basis for 7 years. Despite the use of PBIS at this school, minor to severe infractions remain. Thus, the problem explored in this study is the extent to which PBIS works as a behavior modification framework for students in an urban setting from the perceptions of the teachers who use this method in their classrooms. Then using the collected perceptions of teachers who have employed the PBIS framework, this study explored how effectively PBIS addresses the socialization and behavioral issues of students.

Rationale

Evidence of the Problem at the Local Level

The local problem that prompted this basic qualitative research study is that teachers in an urban elementary public school in New York City are responsible for implementing the PBIS framework in a community where many negative influences and outside forces affect student behavior. As a prominent framework, the outcome should result in positive student behaviors through intervention strategies that uplift the social and emotional needs of students while deterring negative behaviors (Dishion, 2011). However, a disconnection between student effectiveness and proper implementation of the framework is apparent.

According to the 2010–2014 detention and suspension data from this urban elementary school, during the past 4 years, the discipline trends varied (see Appendix B for the local level detention data). The peak in student behavior had either occurred during the first or last quarter of the school year. The data also indicated that detention is frequent to students in Grades 3 through 5. Another commonality is that certain classes had the highest student rate of yearly detention. Last, many of the general education

classrooms served detention and suspension in comparison to team teaching, inclusion, and special education classrooms. All identifying information, such as school and principal name has been deleted to protect the identity of the school. However, the signed data use agreement form with identifying information, such as the name of the school and principal, will be submitted to the Walden University Institutional Review Board (IRB).

I am an elementary school teacher in a northeast, urban, poverty-stricken community and I have experienced and observed both the student behavior and outside influences and how they affect our students' behaviors. I have observed first-hand the steady decline of PBIS implementation in schools, characterized by a nonchalant attitude from teachers and unresponsiveness from students. Student behaviors and lack of socialization skills are deficit in most of our students. This observation is supported by local student discipline data (Student Individual Education Plan Meeting, June 5, 2014). Teachers have shared their concerns about the behaviors throughout the school and the negative social effect on students involved as well as innocent bystanders (S. E. Clement, personal communication, May 16, 2013).

Extrinsic factors are attributed to this problem that includes family and community influences. Changes within the family structure can adversely affect the socialization of students with their peers and authority (Osbourne & McLanahan, 2007). The family structure affects how students will respond to classroom management tactics used by teachers as it affects students with and without behavioral issues. Eber, Lewis-Palmer, and Pacchiano (2002) reported that teamwork between the family and school

results in preventative measures that improve students' behaviors and contributes to student accomplishments.

A study by Lunenberg (2011) indicated that increased school violence may be traced to increased violence in nearby communities. Other scholars agree that the condition of schools are influenced by the condition of the communities they serve (Benbenishty, 2011; Lassiter, 2010). DeVoe and Bauer (2009) noted that communities where students are victimized pose a greater threat to the general population in schools as opposed to more peaceful communities. Therefore, the problem facing schools appears much larger than what had been previously conceived. Behavioral problems among students are not the product of a few misbehaving students, but rather an environment that influences their behavior (Gable & Van Acker, 2004).

Schools have adopted social control practices to create safer learning environments. The University of California, Los Angeles School Mental Health Project (1997) indicated that such applications involve discipline and classroom management exercises that change schools into a cooperative learning atmosphere and community. These program curricula involve enhancing student values and character through culturally responsive practices (Hershfeldt et al., 2009). With partnership from the family, community members, and students, behavior interventions often succeed (Smith-Bird & Turnbull, 2005). In this regard, a mentorship program to address prosocial behaviors may be necessary in the community within an urban elementary public school. According to the National Council on Alcoholism and Drug Abuse (NCADA, 2014), mentoring can help motivate students to make positive choices and develop peer refusal

skills; thus, assisting them in being socially stronger. Therefore, this additional support can improve students' behaviors and enhance the organizational climate.

Evidence of the Problem From the Professional Literature

In both U.S. and international public schools, chaotic learning environments are often the result of behavioral problems in the students. Studies have found a link between these problems and antisocial behavior in some students (Day-Vines & Day-Hairston, 2005; Skiba et al., 2008). Specifically, findings indicated that students who exhibited antisocial behaviors also had more academic and disciplinary suspensions and referrals (Day-Vines & Day-Hairston, 2005; Skiba et al., 2008).

The role of teachers, which is to educate students to become productive members of society, is jeopardized by this problem. Numerous studies have shown that disruptive behaviors by students derail the learning project for the whole class because these students require the teacher's time and attention; therefore, class instruction is negatively affected (Bulach et al., 2008; Kupchik, 2011; Trent et al., 2008). The need for teachers to maintain control of their classrooms is even more difficult due to most teachers' lack of capability to manage classroom behavior (Trent et al., 2008).

Further, some scholars have noted that as schools become more diverse, managing behaviors that are culturally different poses additional problems (Hershfeldt et al., 2009). Specifically, this means that when implementing preventative measures related to behavioral issues, teachers must be aware of cultural differences to better address issues of student behavior and classroom management (Cartledge & Kourea, 2008; Haager & Klinger, 2005).

Moreover, behavioral problems are not limited to the classroom. Students face different environmental contexts and situations that influence their behavior during school time. PBIS is a positive, proactive approach that is used to address behavioral issues (Coleman, 2010). It is a model that prioritizes prevention over punishment; therefore, instead of waiting for students to do something wrong, PBIS actively seeks and tries to fix environmental factors that might lead to troublesome behavior. The aim of PBIS is to alter the school environment by improving student behavior, social learning, and organization standards (Sugai & Horner, 2006). One of the chief differences of this approach is that it moves away from a pathology-based model and moves toward a positive model that emphasizes individual ability and environmental integrity (Carr et al., 2002).

In contrast to previous models that define behavioral problems as problems stemming mostly from the individual, PBIS approaches behavioral problems as symptoms of a larger problem. Subsequently, dissuading behavioral problems in students is not a matter of only discipline, but also attempting to diagnose the many factors that lead to the behaviors. As such, the goal of PBIS is to increase individuals' quality of life and reduce problem behavior by examining both the methods and systems of education (Sugai et al., 2010). As a school-wide initiative, the PBIS approach has proven effective in elementary schools (Bradshaw et al., 2010; Bradshaw et al., 2011; Horner et al., 2010).

Definitions

Behavior management programs: Programs used to support a focus "on teaching by rewarding appropriate student behaviors that typically occur in the classroom" (Wheatley et al., 2009, p. 552).

Detention: The supervised retention of students beyond the regular school schedule when a teacher requests the student show improvement of behavior resulting from violation of the school's rules (Citywide Standards of Intervention and Discipline, 2013).

Elementary school: A school in which the highest grade is no higher than sixth grade (National Center for Education Statistics [NCES], 2010).

Incident: An offense involving one or more offenders and one or more victims (NCES, 2010).

Mentor: A trustworthy and supportive adult who demonstrates making responsible life decisions (Mitchell, 2013).

Perceptions: Recognition and understanding of an idea (Sullivan, Long, & Kucera, 2011).

Positive behavior intervention services (PBIS): An approach that seeks to enhance students' academic and behavior outcomes by guiding "school personnel in adopting and organizing evidence-based behavioral interventions" (Behavior Research Center, 2011, p. 1; PBIS, 2009).

Prosocial behaviors: Behavior intended to benefit others (Carlo, Crockett, Randall, & Roesch, 2007).

Pupil personnel team (PPT): A school-based team that creates individualized plans to increase student success through intervention strategies that support students in their areas of academic and socioemotional difficulty (Curators of the University of Missouri, 2011; PBIS, 2009).

Safety: How safe individuals report the school environment to be (Gottfredson, 2004).

Social skills: A need for social interaction and communication (Carlo et al., 2007).

Suspension: A disciplinary action given as a consequence due to the inappropriate behavior of a student and requires absence from a classroom or school for a period of time (Skiba & Rausch, 2006).

Urban school: A school located inside a central city located within an urbanized area with a large population of 50,000 or more (NCES, 2010).

Violent incidents: "Physical attacks or fights with or without [the use of] a weapon, [or] threats of physical attacks with or without a weapon" (Bureau of Justice Statistics, 2012, para. 38; NCES, 2010).

Significance

The purpose of this basic qualitative research study was to explore the effectiveness of PBIS as a behavior modification program for improving social behavior in students, using the perceptions of elementary school teachers who use the method in their classroom. In-depth semistructured interviews with teachers were used to (a) explore teachers' views about the PBIS framework in reducing students' undesirable behaviors, (b) explore their perceived readiness to implement PBIS, and (c) explore their

thoughts about whether PBIS promotes prosocial behaviors in their students. The results of this study can be used to determine how the PBIS framework addresses the prosocial needs of students. Findings are, therefore, directed at education organizations. At the local educational setting, this problem may be useful for the initial training of teachers, staff, and coaches. Bradshaw, Reinke, Brown, Bevans, and Leaf (2008) related that some schools only implement partial components they deem useful and easy, rather than implementing the entire framework. Therefore, staff could be retrained on core components of PBIS and later challenged with implementing other aspects of PBIS school-wide. This could lead to improved pedagogical practices as effective teacher pedagogy encourages collaboration and communication between adults and students.

Guiding/Research Question

To explore how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and socialization at an urban elementary public school in a northeastern state, this basic qualitative research study addressed one central research question: How do teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools?

Three subquestions were considered:

1. What are teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students?
2. What are teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school?

3. How do teachers perceive PBIS developing prosocial behaviors in their students?

Review of the Literature

The review of literature includes the literature search strategy, conceptual framework, historical context of school behavior, current context for behavior intervention, PBIS framework, tiers and rewards in the PBIS framework, the PBIS framework in reducing undesirable behaviors, the PBIS framework and improving the school climate, the PBIS framework and improving teacher pedagogy, No Child Left Behind Act, urban risk factors, family structures and family-school relationships, community violence, and urban poverty.

Literature Search Strategy

I conducted detail searches in Walden University Library research databases, to include EBSCOhost databases, Education Research Complete, Academic Search Complete, ERIC, Teacher Reference Center, PsycINFO, and ProQuest. The key search terms included *classroom behavior*, *teacher perception*, *behavior management*, *urban schools*, *elementary*, *effectiveness*, *PBIS*, *community influence*, *school-wide*, *positive*, *and socialization*. Focus was placed on finding research within the last 5 years.

Conceptual Framework

Skinner's (1968) reinforcement theory and Bronfenbrenner's (1979) bioecological systems theory served as the conceptual frameworks of this basic qualitative research study. I organized this subsection as follows: reinforcement theory and bioecological systems theory.

Reinforcement theory. Skinner's (1968) reinforcement theory, which became known as operant conditioning, provides a foundation for practical behavior modification methods, classroom management, and instructional development techniques that are now applied in schools and clinical settings. According to Skinner, change in an explicit behavior results in learning. The behavioral change stems from an individual's response to events that produce positive and negative consequences in social environments. Skinner proposed reinforcement theory as a tool to analyze individual behaviors and this theory has been applied to the development of programmed instruction (Culatta, 2013; Skinner, 1968). Skinner argued that achievements made during a lesson should be followed with reinforcers such as verbal praise, prizes, and good grades while the student is exposed to the subject in gradual steps. This process is derived from reinforcement theory, which posits that behavior is strengthened when it is positively or negatively reinforced. Reinforcement theory provides a simple way to attain a desired response, maintain behavior, and gradually transform a classroom or a society.

Diedrich (2010) examined behavior modification using a classroom behavior management plan that promoted positive, observable behavior changes among students with special needs. The researcher investigated whether rewards and positive reinforcement were effective methods for teaching and encouraging students to display age-appropriate behaviors and social skills, specifically manners. Findings from the study indicated that the implementation of the reward system resulted in improvement in students' use of manners in all four groups. While interacting with others, students still required prompts to use appropriate manners. However, after the reward system was no

longer in place, each group needed less prompts. The researcher concluded that a focused, organized, and detailed behavior management plan that consistently uses positive reinforcement can influence students' behaviors in a desired manner.

Bioecological systems theory. Similar to Skinner's (1968) reinforcement theory, Bronfenbrenner's (1979) bioecological systems theory addresses how children's environment influences their growth and development. Previously called ecological systems theory, bioecological systems theory underscores the importance of children's biology as a main environment that fuels their growth (Paquette & Ryan, 2001). Bronfenbrenner identified five systematic layers in the environment that affect children's development. First, the microsystem is the immediate environment (e.g., family, school, peer group, neighborhood, and child care facility). Second, the mesosystem is the connection between the child's immediate environments, such as between a child's home and school. Third, the exosystem is an external setting that affects development, such as a parent's workplace. Fourth, the macrosystem is the comparison of larger cultural contexts than a microsystem (e.g., the national economy, Eastern versus Western culture, the political culture, or various subcultures). Fifth, the chronosystem is the "patterning of environmental events and transitions over the" course of life (Heppner, Leong, & Gerstein, 2008, p. 248).

Every system includes the roles, norms, and rules that shape the development of a child (Bronfenbrenner, 1979). Bronfenbrenner (1979) reported that deficiencies found within a microsystem will weaken children's ability to use the necessary tools to explore the other areas of their environment. Therefore, it is important for students' education to

address any shortcomings that stem from their environment. According to the bioecological systems theory, teachers should provide long-term relationships that compensate for such deficiencies. The author noted that parents and guardians have a pivotal responsibility to influence their children. However, this responsibility does not preclude the need for supportive relationships in the school community. Teachers, staff, and relevant community workers should become visible and active role models in students' lives to deter behavioral problems.

Drang (2011) examined preschool teachers' beliefs, knowledge, and practices related to classroom management. The findings from the study indicated that preschool teachers in the study had a multidimensional perspective on classroom management that includes establishing the environment, teaching social skills, and discipline. They favored discussion with students as an intervention strategy, promoted student autonomy in their reactions to misbehavior, and encouraged self-discipline. The researcher's perspective on preschool teachers and classroom management was grounded in Bronfenbrenner's (1979) bioecological model of human development. This paradigm views teachers, who present with unique individualized characteristics, as developing beliefs, knowledge, and practices related to classroom management through ongoing multidirectional interactions with their students, within a context of systems during a cumulative period.

Historical Context of School Behavior

Responsible citizenship was the primary goal when the United States' founding fathers sought to encourage public education (Bankston, 2010). Bankston (2010) related that making education accessible, free of religious bias, and available to all citizens were

among Thomas Jefferson's leading ideals. Jefferson's view reflected a belief that the survival of U.S. democratic society depended on preserving the moral character of its members.

Historically, public schools have taught both academic skills and habitual behaviors, implementing discipline when necessary (Bear, 1998; Shuford, 2007). According to Bear (1998) and Shuford (2007), in earlier periods of history, habitual behaviors were instilled primarily in the home, church, and community. By the 17th and 18th centuries, disciplinary tools were used in schools to reprimand disobedient students. These tools included leather straps, tree switches, paddles, and wooden canes. Today, corporal punishment in public schools is not permitted. Instead, educators have devised intervention techniques to discipline in the hope of strengthening their moral character (Luiselli, Putnam, Handler, & Feinberg, 2005).

Jefferson's premise regarding the role of education in upholding a democratic society faces a troublesome dilemma today. Public schools are perplexed by the rise of problems in student discipline. Times have changed and support from home, school, and church has dwindled. Students dealing with stressors at home and negative influences in the community have displayed increased behavior and disciplinary problems. Common student misbehaviors such as teasing, throwing objects, not staying seated, and talking before receiving permission have been replaced by dangerous acts that harm the participants and the innocent. Disruptive behaviors, vandalism, violence, gang fighting, and arson are among the new forms of disruptive and antisocial behaviors among students (Thomas et al., 2009).

Presently, students need to be engaged by learning techniques and effective classroom management. Teachers need to be equipped to tackle the challenges and social dilemmas of students (Garner, 2007). The pressure to implement school-based interventions is on the rise due to efforts to eliminate student aggression (Riccomini, Zhang, & Katsiyannis, 2005).

Current Context for Behavior Intervention

As educators face an increase in behavioral problems, they are increasingly concerned about finding effective strategies to address this challenge (Mayer, 2001; Scott, 2001; Turnbull et al., 2002; Walker & Horner, 1996). Educators have realized that the traditional response of removing those students who display negative behaviors from the classroom only curtails the issue temporarily (Curacco & Geitner, 2007). As Curacco and Geitner (2007) explained, the behavior generally recurs once the student returns. Detention and suspension are also commonly used as forms of discipline, but they often have not prevented students from committing repeat offenses. Thompson and Webber (2010) noted the high rate of minority student suspensions and argued that isolated suspension does not promote constructive social decision-making. To meet today's behavioral and disciplinary challenges, schools are moving toward new, school-wide intervention strategies (Oswald, Safran, & Johanson, 2005).

According to Obenchain and Taylor (2005), behavior intervention strategies used in schools are based on highly scientific approaches. For example, most of these are based on the research and the findings of some of the most established academics and psychologists such as Skinner (1968), one of the most influential researchers in the

school of behaviorism. According to Obenchain and Taylor, Skinner's work has not only affected the discipline of psychology, but has also contributed significantly to how schools attend to the emotional and behavioral problems of students. In fact, the creation of special education programs for special needs students is attributed to the seminal works of Skinner.

According to Obenchain and Taylor (2005), several strategies are based on behaviorism, which are used frequently by teachers, but they do not always yield the desired results. One such strategy is planned ignoring. Planned ignoring is usually used by educators when attempting to extinguish minimally distracting and disturbing behaviors such as whispering or engaging in little behaviors not related to learning or to paying attention to the teacher. Planning to ignore is carried out by the educator by not responding and reacting to these behaviors so as not to reinforce them. However, teachers are usually not disciplined enough to persist in ignoring small misbehaviors. They usually respond to the behavior in some way, thus reinforcing the behavior.

Another misused strategy is escape conditioning (Obenchain & Taylor, 2005). Obenchain and Taylor (2005) related that escape conditioning is usually reserved for truly disruptive behaviors that hinder educators from teaching their other students. This strategy is exercised by removing the student engaging in disruptive behaviors from the classroom setting. Although this provides a solution for the teacher's concern of being unable to educate the entire class, the solution is short-term and causes more long-term problems than it solves. Removing the student from the classroom reinforces the teacher's decision, making the teacher prone to simply removing students who engage in

disruptive behaviors. This is an undesirable behavior among educators as they may fail to assess whether these students truly deserve to be removed from the classroom and may simply find it the easiest way to deal with even the smallest irritations in the classroom (Obenchain & Taylor, 2005).

Moreover, many instances occur when students who engage in disruptive behaviors do so for a particular reason, such as being uninterested in learning or finding classroom lessons aversive (Obenchain & Taylor, 2005). Therefore, Obenchain and Taylor (2005) noted that removing them from the classroom may be desirable for them. This means that removing them from the classroom may actually reinforce their disruptive behaviors as they might see these behaviors as mechanisms for them to escape from things they find quite aversive to begin with, such as classroom lessons.

A third strategy commonly used and misused in the classroom is the shaping of behaviors (Obenchain & Taylor, 2005). Obenchain and Taylor (2005) related that behaviorism defines *shaping* as the process of identifying a desired behavior and reinforcing approximations of that behavior until the subject is able to exhibit the goal behavior. The researchers related that teachers misuse this strategy in two ways. First, teachers may misuse this strategy by reinforcing the wrong behaviors and not foreseeing the repercussions of the approximate behaviors. Obenchain and Taylor provided the following example:

> . . . a teacher may be trying to encourage a reticent student to participate more in class. When he raises his hand to answer, she praises him. Soon, he is raising his hand more, and she continues to praise him. Eventually, he starts trying to jump in

> constantly and the teacher begins to ignore him in order to call on other students. Now, she has placed that behavior on extinction, and the behavior will then worsen. (p. 10)

Another way this strategy is often misused by educators is when they use shaping to address the wrong problems or when they fail to use shaping to address the correct problems. According to Obenchain and Taylor (2005), there are some behaviors wherein shaping is the only appropriate solution, but educators fail to see it because of their own instructional goals as educators. Obenchain and Taylor provided a common example of when this occurs:

> Teachers may fail to use shaping in appropriate circumstances, such as when a student is refusing to work. For the teacher, the only acceptable behavior for the student is to complete an entire assignment as directed. However, with students who have been refusing to work, it may be appropriate to recognize when the student has completed at least a portion of an assignment. Once that behavior is in place, then the teacher should expect slightly more work, continuing this process until the student is completing full assignments. (p. 10)

Of the different strategies for addressing students' behavioral concerns, shaping is the trickiest to use (Obenchain & Taylor, 2005). This is because there are no specific guidelines as to what the approximate behaviors should be, and how often they should be reinforced. Educators who wish to make use of shaping as a strategy in the classroom must be very engaged in observing the behaviors of their students, and how well they respond to certain reinforcements (Obenchain & Taylor, 2005).

Wheatley et al. (2009) indicated that the common thread among behavior modification approaches is to reward good behavior in the classroom. Behavior management seeks to influence students through both positive and negative reinforcement (Charles, 2007). These strategies and intervention practices are designed not only for classroom use, but also in other areas around the school where negative behaviors are often observed, such as hallways, bathrooms, lunchrooms, and playgrounds. High numbers of incidents occur in these locations that are relatively unsupervised and in some cases, spacious (Wheatley et al., 2009). The complexity of transitioning from a structured classroom environment to a common area such as the cafeteria or playground often results in disorderly conduct among students, such as running, yelling, and physical altercations (Wheatley et al., 2009). To achieve the goal of proper school-wide student behavior, the proper intervention is needed. PBIS is noted to be a positive, proactive method to dealing with troublesome behaviors in students (Coleman, 2010).

PBIS Framework

Nelson (2000) described the zero tolerance approach designed to address students' disruptive and violent behaviors. However, heavy security in zero-tolerance schools has resulted in an increase of suspensions, especially among African American boys and students diagnosed with emotional or behavior disorders (Leone, Mayer, Malmgren, & Meisel, 2000; Skiba, 2001). The need to improve students' social skills, ethical development, and character building is the primary concern of positive behavior intervention programs (Leff, Power, Manz, Costigan, & Nobars, 2001). Research

supports the use of intervention programs to increase appropriate social and curricular skills (Kern, Bambara, & Fogt, 2002; Langland, Lewis-Palmer, & Sugai, 1998).

One program currently implemented in many schools is the PBIS framework. PBIS (2011) reported that more than 14,000 schools across the United States have had training in this school-wide initiative. Funding for PBIS is done through the U.S. Department of Education's Office of Special Education Programs (OSEP). It is favored by many schools and districts due to its low cost, framework flexibility, compatibility with the culture and conditions of each implementing school, and availability of ongoing training on implementing strategies and behavioral assessments.

This initiative targets students with behavioral expectations, implements ongoing behavior monitoring, and rewards positive student behaviors (Jeffrey, McCurdy, Ewing, Polis, 2009). PBIS proactively teaches expected behaviors throughout a school without addressing individual cases (Netzel & Eber, 2003). Advocates of the PBIS approach believe that negative and unwanted student behaviors are most effectively eliminated when home, school, and community unite (Netzel & Eber, 2003). PBIS represents "the application of positive behavioral intervention and systems to achieve socially important behavior change" (Sugai et al., 2000, p. 133). Sugai et al. (2000) noted that PBIS' objective is to build a school-wide environment in which students perceive that positive behavior is more beneficial than negative behavior. PBIS helps students move in a positive direction with the support of parents, teachers, administrators, and community stakeholders.

In addition, a PBIS team is established to plan regular activities and to ensure the daily operations of PBIS run effectively (George & Martinez, 2007). According to George and Martinez (2007), PBIS teams are small ranging from three to eight members. Team members include general and special education teachers, administration, guidance counselor, and parents. The PBIS team is responsible for vision and resources needed to maintain positive behavior awareness around the school community.

Lindsey (2008) studied the effectiveness and the diffusion of PBIS through the responses of various individuals closely linked to ensuring that PBIS is carried out in different public schools. The researcher reported that measuring how widespread new ideas like PBIS become is based on five factors: (a) compatibility, (b) observe-ability, (c) relative advantage, (d) complexity, and (e) trial-ability. Compatibility is the degree to which others perceive the new idea to be congruent with the current norms, values, beliefs, or experiences of an individual or organization. Observe-ability refers to how obvious the advantages of an innovation are to potential adopters. Relative advantage refers to the extent to which an idea is viewed as better than what is currently being used. Complexity describes the degree of sophistication associated with a new idea. Trial-ability refers to how easily a new idea can be piloted on a small scale to determine whether it would be beneficial to adopt on a larger basis (Lindsey, 2008).

Lindsey (2008) related that the first three factors for diffusion of new ideas, compatibility, observe-ability, and relative advantage, were seen to have positive effects on how PBIS has become widespread among different public schools. PBIS is perceived as being very compatible with the responsibilities of schools and educators. For example,

it is the school staffs' responsibility to provide safe learning environments to students, which includes developing positive behaviors among students.

These are the same principles used by PBIS to create changes in the behaviors of students in public schools; thus, they are quite compatible with the PBIS framework (Lindsey, 2008). Linsey (2008) related that these are the same principles which teachers and educators feel are their responsibilities to embody, making PBIS compatible with their own views on education and teaching. PBIS has also been shown to be compatible with the educational achievements and the backgrounds of teachers and educators who use them.

Another factor for diffusion of new ideas, which is demonstrated in schools implementing PBIS is observe-ability (Lindsey, 2008). According to Lindsey (2008), observe-ability is achieved when tangible aspects of an idea are perceived by the individuals who are supposed to experience the idea or the phenomenon. The researcher related that PBIS is highly observable, making it something that is easily adopted in different schools and settings. For example, the PBIS behavioral measures are easily measured each year. PBIS teams create graphs and charts pertaining to the achievements of the PBIS system and turn these over to succeeding teams for referral. Moreover, the desired behaviors of PBIS frameworks are easily advertised all over schools through posters and other paraphernalia, making the PBIS ideal very observable and very tangible for administration and educators, as well as students.

Another factor for the diffusion of new ideas which has allowed PBIS to take root in different schools is its relative advantage over existing practices for changing students'

behaviors (Lindsey, 2008). According to Lindsey (2008), before PBIS was implemented in different schools, its relative advantage over other existing methods of student behavior interventions was assessed. Most experts found that it would be more effective and take less resources to implement; therefore, it was more desirable. The PBIS framework involves a school-wide effort and does not depend on just the principal or administration. However, although PBIS was created to prevent students from having to visit the principal's office or to be discipline by the school administration, it does not eliminate this phenomenon entirely. It is impossible to completely eliminate disruptive behaviors among students; therefore, PBIS requires full effort from all staff members. Hence, this can be problematic as not all educators or administrators share the same levels of enthusiasm regarding PBIS.

Tiers and Rewards in the PBIS Framework

The PBIS framework is based upon a three-tiered model: primary tier, secondary tier, and tertiary tier (see Figure 1; Sherrod, Getch, & Ziomek-Diagle, 2009; Sprague, 2006). Permission was obtained to use and reprint the PBIS framework three-tiered model (see Appendix G).

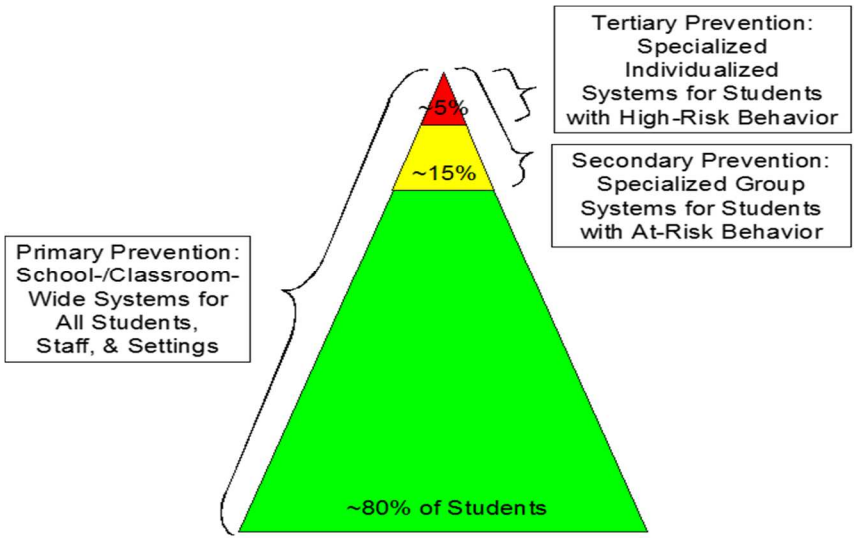

Figure 1. The PBIS framework three-tiered model. Reprinted from "Positive Behavioral Intervention and Supports Implementation Blueprint: Part 1 – Foundations and Supporting Information," by Positive Behavioral Interventions and Supports, 2015, Copyright 2015, by Positive Behavioral Interventions and Supports. Reprinted with permission.

The primary tier serves as the foundation for the secondary and tertiary tiers. This tier lists the school-wide expectations which reinforce expected student behaviors: be respectful, be cooperative, be safe, be prepared, be kind, respect others, respect yourself, and respect property (Lewis et al., 2010; Warren et al., 2006). Typically, three to five expectations are chosen for emphasis and are presented to students through direct instruction and modeling of both appropriate and inappropriate behaviors (Warren et al., 2006). The PBIS team reinforces the behavioral expectations of students. Students are asked to evaluate themselves and their peers with regard to the correct or undesirable

actions taken. Data collection allows teachers and the PBIS team to evaluate areas that need reteaching (McIntosh, Reinke, & Herman, 2009).

The secondary tier of PBIS provides at-risk students with additional support (Horner & Sugai, 2005). According to Horner and Sugai (2005), this tier teaches students socialization skills, provides self-management intervention, and creates mentoring focus groups. Modifications of classroom instruction and structured behavior management are applied. Educators should consider 10 steps prior and during implementation of secondary tier intervention. Ennis and Swoszoski (2011) explained steps 1 through 10 to guide PBIS teams as they address the behavioral needs of secondary tier students. Additionally, these steps serve as a guide for teams to successfully prepare and implement strategies to promote the positive and reduce negative behaviors:

1. Decision making team: The PBIS team includes all stakeholders represented from all departments and grades of the school. They are responsible for the success of secondary tier interventions implemented to students at a school.
2. Areas of concern: Secondary tier interventions assist students to meet school-wide expectations (Walker & Severson, 2002). The PBIS team gathers teacher feedback and addresses one to three areas of concern.
3. Entrance criteria: Reviewing student behavior referrals provide data the PBIS team needs to determine if an implemented support is working. School-wide information system (SWIS) and office discipline referral (ODR) data systematically summarizes the frequency of behavior problems school-wide.

PBIS team members need to consistently review data to identify students who are in need (Ennis & Swoszowski, 2011).

4. Interventionists: Choosing the appropriate interventionists is an important task. Ennis and Swoszowski (2011) identified interventionists as school community members who understand secondary tier intervention goals and regularly implement student interventions.
5. Intervention materials: PBIS teams may decide to purchase intervention materials or use classroom-based materials to address secondary tier students. Ennis and Swoszowski (2011) noted the importance to train staff on intervention materials to improve student behavior. To provide consistency, trained staff will understand all steps of the selected intervention prior to implementation with students. This ensures school-wide accuracy and consistency in promoting student success.
6. Reinforcement: To motivate secondary tier students, the school-wide reinforcement procedures must be enforced greatly (Fairbanks et al., 2008). Tangible school-wide reward systems such as earning coupons and tickets are reinforcements incorporated into the secondary tier (Simonsen, Sugai, & Negron, 2008). Acknowledgement of appropriate PBIS behavior through consistent reinforcement is critical (Simonsen et al., 2008).
7. Evaluation procedures and treatment integrity: Secondary tier intervention successes are measured by data gathered by an outside evaluator or participating students. Ennis and Swoszowski (2011) described this process as

simply using a check off list that itemizes strategies implemented according to the day and time.

8. Exit criteria: The discontinuation of secondary tier intervention depends on the data revealing that a student has met his or her goal and if the academic term has ended. Lane (2007) noted that the data reveals whether a student has mastered a skill and if the interventions should be terminated. To maintain the success of the intervention program, the PBIS team needs to inform the staff and students of how and when the intervention will end. Some examples include the mentoring club meeting every Friday during PBIS club time or students will participate in check-in and check-out (CICO) until they have maintained 85% behavior goal for the next two weeks.
9. Follow-up referral: Completion of the secondary tier level allows student referrals to other levels within the PBIS framework. Some student may need additional support and referred for tertiary intervention. The PBIS team plans sets up a contingent evaluation plan for students once the interventions have terminated (Ennis & Swoszoski, 2011).
10. Planning for the future: Reflection on the secondary tier intervention data is key for future planning. Ennis and Swoszoski (2011) related that the compilation of school-wide, social validity, and treatment integrity data should be analyzed by the PBIS team in preparation for the new school year. This data gives accurate accounts to the intervention success and areas in need of improvement.

With regard to the tertiary tier, Lewis et al. (2010) explained that it is the most intensive and aligns additional needed behavioral and emotional supports with students' individualized behavior support plans. The core of the PBIS framework is that abiding by the school's expectations will result in rewards. Schools use various forms of praise and acknowledgment to reward students. Some use individual or group contingencies as an efficient means of classroom management and set criteria for student rewards (McKissick, Hawkins, Lentz, Hailley, and McGuire, 2010). Warren et al. (2006) reported that most schools create ways to celebrate good student behaviors. Tangible motivators include coupons, a ticket system, the right to obtain items at the school store, and the privilege of participating in activities. These motivators are used to celebrate exemplary students within PBIS.

The PBIS Framework in Reducing Undesirable Behaviors

Some researchers have found that educators were often not proactive in seeking to decrease student behaviors, but reactive to student misbehavior (Clunies-Ross et al., 2008). To address this problem, PBIS adopted an evidence-based behavior intervention strategy that provided the necessary management strategies inside and outside the classroom (Sugai & Horner, 2008). More than 7,000 U.S. schools have implemented PBIS and the focus is on eliminating disruptive behavior while improving the social culture and behavioral climate of classrooms and the school. Currently, this model is used nationally in elementary, middle, and high schools to prevent the increase in behavior problems and to promote behavior transformations in the school population (Dunlap et

al., 2000; Horner & Sugai, 2000; Lohrmann-O'Rourke et al.; 2000; Rehabilitation Research and Training Center, 2000; Taylor-Greene & Kartub, 2000).

Incorporating contemporary principles in this intervention is essential to maximize success for all students (Luiselli et al., 2005). When properly implemented, PBIS aims at minimizing suspensions and referrals (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Nelson, Martella, & Marchand-Martella, 2002). Jolivette and Nelson (2010) discussed PBIS's effectiveness if implemented consistently throughout the school environment. School-wide implementation increases students' social competence and academic performance while improving the overall school climate (Freeman et al., 2006). To support social development, educational methods are applied while external influences that may alter behaviors are changed (Warren et al., 2006).

Benefits of PBIS include gaining the support of stakeholders, accentuating behavior strategies, and promoting accountability and sustainability through data collection (Warren et al., 2006). PBIS provides direction for developing a comprehensive system that promotes appropriate student behavior and increase learning (Lewis, Jones, Horner, & Sugai, 2010; Warren et al., 2006). PBIS is research-based, structured, and designed to foster school-community partnerships at all grade levels in public schools.

Another vision of PBIS is the inclusion of both disabled and nondisabled students. The PBIS framework is an adaptive solution for students suffering from emotional and behavior disorder (EBD; Jeffrey, McCurdy, Ewing, & Polis, 2009). It is reported that 8% of children with disabilities have EBD (U.S. Department of Education, 2006) and this percentage continues to grow. The increasing number of students documented as having

EBD brings with it serious predicaments (U.S. Department of Education, 2006). Students with EBD perform at lower levels and those who drop out tend to become substance abuse users, unemployed, and unable to socialize with others (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).

According to Warren et al. (2006), the Individuals with Disabilities Education Act holds educators responsible for providing services for special education students with an Individual Education Plan (IEP). In the IEP, academic and behavioral goals are selected and maintained to meet the needs of that student. When planning student IEP's, PBIS is included to improve student behavior for strategic behavior intervention. PBIS strategies assist in promoting appropriate behaviors among special education students while diminishing inappropriate behaviors.

The PBIS Framework and Improving the School Climate

There has been a push to implement the PBIS behavior management in schools. Bradshaw, Koth, Bevans, Ialongo, and Leaf (2008) reported that the aim of PBIS is to change school settings by establishing improved systems and procedures that encourage positive change in student behavior by focusing on staff behaviors. Thus, educational and policy officials have recommended its value in improving the school climate. PBIS school teams and staff reinforce and post the school-wide expectations to students. When students show positive behaviors, they are rewarded; however, if a disciplinary infraction occurs students receive consequences.

Bradshaw et al. (2008) investigated the effect of PBIS on school organizational health using data from 37 schools where random controlled trials of PBIS were

conducted. Longitudinal multilevel analyses were used to analyze data from 2,507 staff and findings indicated "a significant effect of PBIS on staff reports of the schools' overall organizational health, resource influence, and staff affiliation over a 3-year period" (p. 462). Therefore, PBIS training may have created a friendlier, more positive, and collaborative work setting for staff. In addition, the propensity of staff members in PBIS schools to note positive increase in their perspectives of academic importance might be due to increased behavior management; thus, additional opportunity is provided to concentrate on academics and positive behaviors, such as academic excellence.

In order for PBIS to work, 80% of the staff must buy-in and become active contributors to the framework (Horner et al., 2005). Homer et al. (2005) related that teachers and staff can develop an action plan or goals to support the school community to feel safer and building a learning environment. Working collaboratively will instill comradery among colleagues and staff and increase commitment to students.

The PBIS Framework and Improving Teacher Pedagogy

Pedagogy is defined as the "study of teaching methods, including the aims of education and the ways in which such goals may be achieved" (Peel, 2014, para. 1). The perils of living in high impoverish community area plays a crucial part in student success. Teachers have the task of implementing PBIS procedures to foster a social culture and develop individualized behavioral support to increase academic and social successes (Sugai et al., 2010). As a framework that supports prosocial behaviors and prevents challenging behaviors, the PBIS's foundation is built on a joint collaboration between teacher and student to discuss types of behaviors, understand unacceptable behaviors,

teach expectations, and model and practice appropriate behavioral expectations (Carter & Pool, 2012). Effective teacher pedagogy encourages collaboration and communication between adults and students. As students become more independent and succeed with accomplishing challenges, teachers are able to reduce their support and let students self-correct and self-evaluate their learning (Talvio, Lonka, Komulainen, Kuusela, & Lintunen, 2013). This goes to guided discovery learning, where teachers know what students can do on their own and what support they may need from peers or teachers (Labush, 2014).

One main goal of teacher education is to help individuals prepare for "informed citizenship in a democratic society" (Bercaw & Stooksberry, 2004, p. 1). Bercaw and Stooksberry (2004) addressed the question of whether "standards lead toward social change promoting active citizenship of both teacher and student" (p. 1). The researchers approached the question from two viewpoints: (a) a cultural perspective based on critical pedagogy and (b) a policy perspective based on teaching standards. Bercaw and Stooksberry focused on a critical pedagogy in teacher education as the aim was to prepare individuals to participate in a democratic society. Three tenets of critical pedagogy were highlighted: "(a) reflection upon the individual's culture or lived experience, (b) development of voice through a critical look at one's world and society, and (c) transforming the society toward equality for all citizens through active participation in democratic imperatives" (p. 1). The researchers concluded by noting the importance of schools and teacher education being public domains for public intervention and social struggle instead of just being areas for cultural assimilation. Hence, the researchers

related that schools should be agencies of social reform. Bercaw and Stooksberry also acknowledged the significance of beginning teachers' standards that provide understanding into the development and growth of teaching practices.

No Child Left Behind Act

To better understand the problems that PBIS strives to resolve, it is helpful to define some of the larger problems that contribute to the current educational context. Lannie and McCurdy (2007) related that the purpose of the No Child Left Behind (NCLB) Act of 2001was to improve academic quality for all students in the United States and close educational gaps. This Act remains the largest federal undertaking to influence the U.S. educational system (Hursh, 2007).

Under the NCLB Act, school districts receive federal funding to promote school safety, protect drug-free school zones, and report statistical information to the public about individual schools (Lannie & McCurdy, 2007). The NCLB Act also permits parents or guardians to choose an alternative school if their child attends a continually violent public school or has been a victim of violence while attending the school (Hunter & Williams, 2003). Lannie and McCurdy (2007) emphasized that while urban schools have implemented after-school tutoring and test preparation programs and have often increased classroom time, they still have the greatest difficulty in closing the educational gap. Urban school districts must find strategic solutions that address students' needs and enable them to succeed academically. They must also have a monitoring system that evaluates the success of each school's programs.

Despite the promise of the NCLB Act, some academics are of the opinion that it causes more problems than it solves (Hursh, 2007). For example, according to Hursh (2007), the NCLB Act puts too much emphasis on the problems within the educational system, when many of these problems are rooted in larger contexts within communities and society at large, such as poverty, unemployment, and the lack of proper health care. Thus, the Act diverts attention from these larger issues. As a result, this is detrimental to schools and to the behaviors of students within these schools because less effort is given to changing the larger context which affect the behaviors of students. These issues which have been ignored are the one that should be addressed to decrease inequality and learning gaps which are present in U.S. public schools.

This is consistent with the PBIS framework in that it takes into account the importance of larger problems instead of smaller, more obvious problems. The NCLB Act focuses more on smaller problems, while providing less emphasis on lager problems. For example, after-school tutoring and test preparation problems serve to remedy only problems that exist during school hours and the focus is not placed on the larger problems that might hinder students from taking part in opportunities afforded by the NCLB Act. Therefore, unless the larger environmental problems are addressed, students will not be able to fully participate in the opportunities afforded by the NCLB Act.

In urban schools, the NCLB Act has presented both gains and setbacks (Gardiner, Davis & Anderson, 2009). Gardiner et al. (2009) conducted a study using six urban public school principals and six urban public school administrators. The exploratory study aimed to understand how these school leaders viewed the NCLB Act and how

useful and effective they perceived the NCLB Act to be in terms of lessening the learning gaps within their schools. Based on their study, respondents admitted to the effectiveness of the NCLB Act in getting schools to think about why some students lag behind others in terms of learning achievements and forced schools to construct solutions for addressing these learning gaps. On the other hand, administrators in urban public schools did not appreciate how the NCLB Act penalizes schools that perform poorly based on its standards. According to the administrators, urban public schools already face so many challenges that being constantly under threat of penalization was an unnecessary and cruel stress to bear. Furthermore, administrators claimed that in order to avoid penalization and to reach the standards of the NCLB Act, urban schools have focus on the populations that have been known to underperform academically.

Therefore, the NCLB Act has not fully achieved its goals because it does not address the larger environmental problems that PBIS views to be the main problem. Instead, the NCLB Act focuses more on school-specific problems, such as providing programs to help increase academic performance. However, as scholars and teachers have contended, the NCLB Act fails to deal with the larger issues that cause declining academic performance, such as the community where the students live. Hence, to understand the issues about behavioral problems in students and the advantages PBIS might have in addressing those concerns, the literature review will now review factors that contribute to student behavior problems in urban schools, which are factors that PBIS as a framework seeks to address.

Urban Risk Factors

Urban schools are characterized by (a) high poverty rates in their student population, (b) inability to hire or retain teachers, and (c) increased behavior problems (McCurdy, Mannella, & Eldridge, 2003). Urban settings expose students to negative external factors that affect their learning experience, which can result in students being more at risk for school dropout, peer rejection, and antisocial behaviors (Cairns, Cairns, & Neckerman, 1989; Campbell & Ewing, 1990; Ladd & Price, 1987; McCurdy et al., 2003; Parker & Asher, 1987; Patterson, Reid, & Dishion, 1992).

McCurdy et al. (2003) described the misfortunes that students in urban environments often experience before they begin school and throughout their school years. Using a case study design, the researchers conducted a study of a school-wide positive behavior support (PBS) model that was used in a diverse inner-city elementary school. Like other schools, the school had a high number of student with behavior problems and a lack of parental support. Findings from the study indicated that after implementing the project for 2 years, a positive effect was found with regard to discipline where office referrals and student fighting decreased. Therefore, the case study results show to a possible positive relationship between school-wide PBS and antisocial behavior prevention.

Family Structures and Family-School Relationships

There has been a shift in the family structure throughout the United States. Mayer and Leone (2007) recalled that only one-fifth of U.S. children lived in single parent homes 60 years ago. In contrast, as of 2001, “62% of children lived with two biological

parents in the home, 7% in step families, and 25% in single family homes" (Mayer & Leone, 2007, p. 774). In 2012, 67% of African American children, 53% of Native American children, 42% of Hispanic and Latino children, 25% of European American children, and 17% of Asian and Pacific Islander children lived in single-parent households (Kids Count Data Center, 2014). Heard, Gorman, and Kapinus (2008) reported that growing up in single-parent and blended-family homes contributes to the likelihood of problematic behavior. Most of these families are large, headed by a mother or grandmother, and they often include older siblings who have had run-ins with the law (McCurdy et al., 2003). Hernandez (1995) related that adolescents not residing with both parents exhibit more behavioral problems in the home and at school than those who live with both parents. Changes in the family structure, such as divorce, are likely to result in negative consequences in children's lives, which may include gang affiliation, pregnancy, or suspension (Osbourne & McLanahan, 2007).

In the urban setting, public schools are increasingly growing aware of the importance of creating ties with students' families (Auerbach, 2009). Auerbach (2009) endeavored to document the steps by which urban public schools reach out to the families of their students. Moreover, the study created by Auerbach (2009) aimed to understand the positive effects of the growing engagement of urban schools with the families of their students.

According to Auerbach (2009), creating strong ties between families and schools in urban settings has some very positive effects not only on the schools but on the community as well. Based on documentation of how schools operationalize their

campaigns for stronger school-family ties, Auerbach found that when parents and families are more immersed in the school and in the school life of students, issues on inequality are more easily addressed within urban public school systems. Furthermore, when families become involved and invested in the schools of their children, it creates a positive environment within the urban community. As reported in past studies, creating a positive environment in communities and societies has various positive effects on the negative school behavior exhibited by students (Cairns et al., 1989; Campbell & Ewing, 1990; Ladd & Price, 1987; Parker & Asher, 1987; Patterson et al., 1992).

Community Violence

Many urban students are exposed to crime and violence in their home communities. Kliewer and Sullivan (2008) defined *community violence* as experiencing violence in one's home, school, or neighborhood. According to Thomas et al. (2012), *community violence* is defined as "exposure to acts of interpersonal violence committed by individuals who are not intimately related to the victim" (p. 55). In addition, the researchers defined the scope and limitation of community violence to include "sexual assault, burglary, use of weapons, muggings, the sounds of bullet shots, and the presence of gangs, drugs, and racial divisions" (p. 55).

According to Limbos and Casteel (2008) and Zenere (2009), students living in communities with high crime rates, unemployment, and poverty have a higher risk of being involved in criminal activities or being victimized. The National School Safety Center's *Report on School Associated Violent Deaths* (2006) indicated that during the 2005-2006 school year, 74% of all violent events were shootings and 16% were

stabbings. These findings have added to constantly increasing concerns about the level of juvenile violence in the United States.

Exposure to crime and violence affects the psychological state of a child. Garbarino, Bradshaw, and Vorrasi (2002) related that students suffer from anxiety, grief, depression, stress, and other traumatic experiences when exposed to consistent violence. Posttraumatic stress disorder (PTSD) causes individuals to have flashbacks, nightmares, and guilt feelings. Severe trauma results in anger and despair that can alter the character of victims, which can have long-term negative effects. Gordan-Smith and Tolan (1998) conducted a study among 245 African American and Latino youths exposed to urban community violence. Their study found that these young students usually experienced various behavioral problems such as aggression, which sometimes translated to their behaviors within schools. Furthermore, these young students often developed serious bouts of depression.

It has been the goal of some researchers to understand the effects of community violence on students. Many have also attempted to find ways to minimize some of the negative consequences that community violence brings about in the lives of students. Thomas et al. (2012) studied African American youths exposed to community violence and found that community-based participatory action research, which teaches life skills to youths exposed to community violence, has been known to increase school performance while decreasing several negative behavioral concerns such as violence, drug use, and early sexual behavior. Programs have been put in place that focuses on life and employability skills training for at-risk youth (Bernhardt, Yorozu & Medel-Añonuevo,

2014). Bernhardt et al. (2014) noted that these trainings are adapted to meet the needs of urban youths by using experienced teachers to train and develop students in a safe environment.

Aisenberg and Herrenkohl (2008) found similar results. According to their meta-analysis findings of past studies on community violence, students are often the victims of the negative effects of community violence, usually making them more accustomed to violence, which sometimes lead to depression. However, several interventions can be used to improve their behaviors such as increases in parental support. According to researchers, parental support increases resilience in students exposed to community violence. However, its influence decreases significantly over time, which is why school support is very important as well. Thus, school support is very significant in minimizing the negative effects of community violence on students.

Urban Poverty

According to Lacour and Tissington (2011), *poverty* is defined as "the extent to which an individual does without resources" (p.522). Many individuals who experience poverty live in urban areas. About 80.7% of Americans live in urban areas (U.S. Census Bureau, 2012). As of 2004, the poverty rate was 36% for African American youths and only 11% for Caucasian youths (Annie E. Casey Foundation, 2006). Students living in urban areas often reside with their families in low-income housing facilities, which are typically dispersed throughout the city. Most families living in public housing units are low-income welfare recipients facing challenges like unemployment and instability (U.S. Census Bureau, 2000). These adversities that affect and disrupt students' development,

threatens their physical safety and their likelihood of success in school (Mayer & Leone, 2006).

According to Lacour and Tissington (2011), the U.S. government acknowledges that students exposed to impoverished communities and students who themselves experience poverty statistically perform poorer in academics compared to students who hail from more affluent communities and backgrounds. For example, Lacour and Tissington related that students from impoverished backgrounds rank among the 19th percentile of all students in the United States based on standardized assessments. Furthermore, based on standardized assessments, almost half of all students from poorer communities barely meet national standards.

Along with studying the effects of poverty, Lacour and Tissington (2011) also studied the effects of receiving welfare from the government. According to their meta-analysis, students who come from families that receive government welfare also perform poorly in their academics. Lacour and Tissington also mentioned that these impoverished backgrounds often translate not just in the academic achievements of students, but also in the behaviors of students within the classroom and within their schools. This is a sentiment emphasized in a study on student aggression and violence conducted by Brezina, Piquero, and Mazerolle (2001). According to the findings in their study, aggression and violence in schools can be attributed to anger and frustration experienced by a community and a society as a whole. This means that communities with higher levels of disorientation and frustration and anger have young individuals and students who engage in aggressive and violent behaviors in schools. The researchers also noted

that this ties back to the significant role that poverty plays in students' behaviors, as communities members who experience greater poverty are also at greater risk of experiencing social frustration and anger.

Implications

Researchers have shown that schools that apply PBIS were often able to establish a positive school climate (Bradshaw et al., 2008; Horner et al., 2005). McIntosh, Filter, Bennett, Ryan, and Sugai (2010) identified the common forms of evidence that showed effective change has occurred: (a) improved social competency, (b) increase in positive interactions between student and teacher and a decrease in negative interactions, (c) effective academic instruction occurring, (d) reduction in students' exposure to exclusionary discipline, and (e) creating environments where effective practices are easy to implement. Sustaining the implementation of PBIS is vital each year, which requires full support from the school community (Freeman et al., 2006). Retaining PBIS involves using data to monitor the fidelity of implementation (McIntosh et al., 2010).

Another key element is annual evaluation of PBIS' effectiveness (Bradshaw, Debham, Koth, & Leaf, 2009). High fidelity to program guidelines and prescribed use of reinforcements are essential for success (Jolivette & Nelson, 2010), while low fidelity and nonimplementation of PBIS by staff usually are signs of unsuccessful implementation (McIntosh et al., 2009, p. 328). Each year the PBIS team prioritizes the goals intended for achievement and makes program adjustments after analyzing the data (Bradshaw et al., 2008). The sustainability of PBIS depends on its stability, leadership, and efficiency in a school environment (Bradshaw et al., 2008).

Change is difficult in any environment. PBIS can help create the need to alter current disciplinary traditions. Cregor (2008) reported that PBIS intervention provides staff training, increases program knowledge, and continues staff buy-in. Successful implementation of PBIS in schools requires at least 80% staff commitment. Another important challenge is retention of staff. Members of the PBIS team assume additional roles with regard to the activities, events, and operation of PBIS. Participating members can become burned out and overwhelmed due to the combination of PBIS responsibilities and the responsibilities from their regular job. Behavior Management Systems (2007) indicated that extracurricular activities become tiresome and consequentially impede preparation for academic instruction.

Dissemination of findings will add further knowledge to the field of general and special education. Although PBIS's behavioral modification framework and design have been implemented in educational settings, additional components for social skill acquisition is needed for students living in inner-city urban areas. Established by the OSEP, PBIS is nationally committed to effect the emotional, academic, and social outcomes of students. While PBIS has been used, a more active approach to inner-city community schools with ongoing behavioral problems and the inability of students to develop socially, remains. One solution might be a final project that focuses on a mentorship program that offers weekly communication, check-in and checkout services, and effective activities between a community-based member (mentor) and student (mentee). If PBIS aims to be an effective solution for inner-city urban schools, more information is needed on the significance of the framework as an effective solution to

eliminating undesirable behaviors, its ability to alter the school's climate and student socialization skills, and its alignment to school data regarding the reduction of undesirable behaviors. This information is key especially due to the increase in behavioral issues and limited outside intervention support.

Summary

In Section 1, I introduced a problem where further research is needed to determine the full efficacy of PBIS in improving students' social behavior in U.S. public schools from the perceptions of teachers. Therefore, this basic qualitative research study explored how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and socialization at an urban elementary public school in a northeastern state in the United States. PBIS is a school-wide initiative that is used to limit inappropriate behavior problems and foster unity within a school environment. In the light of recent studies that have determined that behavioral problems from students are symptoms of larger environmental factors, such as their home and community, it is imperative to move beyond a punitive approach when dealing with disruptive students. Therefore, instead of just punishing students for misbehaving, schools must work together with them and their communities to provide an environment that is conducive for learning. With that in mind, PBIS is designed as a more comprehensive method to reinforce positive behaviors and to teach socially adaptive behaviors.

Many inner-city students reside in impoverished neighborhoods, are surrounded by community violence, and live in single-parent households. These socioeconomic factors contribute to the students' misbehavior; thus, affecting how they conform to the

school's behavioral expectations. Historically, schools have regulated student discipline by using rules and punishments to maintain order in schools. Modern approaches have evolved toward formulating comprehensive disciplinary strategies that individual classrooms and the entire school can implement without inflicting physical punishment. Thus, less emphasis is placed on suspension as a punitive tool. School districts have begun to implement PBIS programs to help students develop socially acceptable behaviors. Adopting this approach enables schools to reduce the number of referrals and suspensions, increase student academic success, and promote a safer environment. In Section 2, I include the research design and rationale, role of the researcher, methodology, issues of trustworthiness, assumptions, scope and delimitations, limitations, and summary.

Section 2: The Methodology

Introduction

This basic qualitative research study focused on understanding teachers' perceptions about implementing and using the PBIS framework for improving students' behavior and socialization at an urban elementary public school in a northeastern state in the United States. I collected data for this basic qualitative research study by using in-depth face-to-face semistructured interviews with 20 teachers of pre-K to Grade 3, as well as Grade 5 teachers, at an urban elementary public school in a northeastern state. Because I teach the fourth grade at the school, I have excluded fourth-grade teachers from the study and have not shared any information about my intentions to complete this study with them. Transcription and coding of the data preceded thematic data analysis from the interviews submitted to NVivo. The software facilitated qualitative data analysis (University of Northampton, 2015), such as identifying themes and providing annotation for codes and categories. The study was conducted in accordance with the parameters established by Walden University's IRB to protect research participants. Section 2 includes the research design and rationale, role of the researcher, methodology, issues of trustworthiness, assumptions, scope and delimitations, limitations, summary, data analysis results, findings, and conclusion.

Research Design and Rationale

This section is organized in the following subsections: guiding/research question and basic qualitative research design rationale.

Guiding/Research Question

To explore how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and socialization at an urban elementary public school in a northeastern state, this basic qualitative research study addressed one central research question: How do teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools?

Three subquestions were considered:

1. What are teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students?
2. What are teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school?
3. How do teachers perceive PBIS developing prosocial behaviors in their students?

Basic Qualitative Research Design Rationale

I did not choose the mixed-methods research design because it call for different views as a natural and practical approach to research. Hines (2000) related that using multiple methods provide construct, internal, and external validity, and it allows multifaceted issues to be investigated through the use of the participants' language. However, a mixed-methods approach was not needed in answering the guiding/research question and three subquestions in this study.

I did not use a quantitative method for this research because the subjective behaviors, beliefs, and opinions of participants cannot be measured with standardized instruments. This study did not require the identification of "factors that influence an outcome, the utility of an intervention, or understanding of the best predictors of outcomes" (Creswell, 2003, p. 22). According to Creswell (2009), in quantitative research, theories are tested and analyzed with statistics and numeral equations, whereas qualitative studies use a plethora of data resources to shape themes. In qualitative studies, sufficient time is spent gathering a broad amount of information while in the field with a small group of participants. On the other hand, quantitative research incorporates the use of predetermined instruments for gathering data on large groups of participants. In essence, qualitative research allows participants to candidly express their views through an open-ended design and allows the researcher to become familiar with participants.

Therefore, I applied a qualitative research method in this study because it allowed for an understanding of the research problem from a holistic perspective (Hesse-Biber & Leavy, 2011). Qualitative research is commonly conducted in educational research to understand how people make sense of their experiences (Merriam, 2009). Qualitative research allows the researcher to present in-depth questions, relying on participant answers and perceptions to collect and analyze data, explains the analysis through themes, and draws summary conclusions from the research (Creswell, 2008). Merriam (2009) explained that qualitative researchers' interest lies in discovering and interpreting participant experiences and in uncovering the meaning of a phenomenon. Qualitative research is the application of research strategies to acquire participant information in

order to learn and understand a problem (Creswell, 2009). An interpretive approach is used in qualitative research.

Ethnography, narrative research, grounded theory, phenomenological, and case study were also considered for the research design in this study. Ethnographic research takes more time to produce reliable and thorough results. Narrative research was not appropriate because I was not seeking to collect stories, documents, and group conversations about the lived and told experiences of one or two individuals (Creswell, 2007). The subjectivity of data in grounded theory leads to difficulties in establishing validity and reliability of approaches. Phenomenological research study was not appropriate because it focuses on understanding the essence of individuals' shared experiences (Moustakas, 1994; Patton, 2002). Last, the case study was not chosen because it relies on a single case rather than a population or sample.

Subsequently, a basic qualitative research design was selected for this research study. According to Merriam (2009), a basic qualitative research study focuses on understanding (a) "how people interpret their experiences, (b) how they construct their worlds, and (c) what meaning they attribute to their experiences" (p. 23). Thus, a basic qualitative research design was used in this study to gain a thorough understanding of the participants' lived experiences. In addition, Merriam reported that this design is used to uncover and examine educational techniques and strategies that are implemented by educators. The rationale for using this study approach is to allow for multiple facets of the issue to be understood and revealed by the researcher (Creswell & Miller, 2000). In addition, a basic qualitative research design was selected because it will provide an

understanding of the perceptions of urban elementary school teachers' on the implementation and use of the PBIS framework in improving students' behavior and socialization.

Role of the Researcher

I served as an observer-participant during the in-depth interviews of this basic qualitative research study. I obtained permission from Walden University's IRB before beginning any data collection. I had direct contact with participants as all interviews were conducted face-to-face. Along with collecting in-depth interview data, I transcribed the interviews, coded and analyzed the data, and triangulated and interpreted the data.

I conducted this research in a school wherein I am currently a fourth grade teacher. I serve on the school leadership team, as a social committee member, grade leader, academic intervention specialist, and PBIS team member. Thus, I have observed first-hand the steady decline of PBIS implementation in schools, characterized by a nonchalant attitude from teachers and unresponsiveness from students. I excluded fourth-grade teachers from the study and there were no power differential between me and the participants. Therefore, I did not have a supervisory relationship with any of the potential participants. Further, I did not have any bias against the potential research participants and I considered all participants' viewpoints. Participants were offered a gift card from Dunkin Donuts for taking part in the interviews. This incentive seemed reasonable to compensate participants for their time and effort for taking part in the study. There was no apparent conflict of interest in this study.

I was aware of the risk for personal opinions to influence the interpretation of the findings; therefore, to retain the objectivity of the study, I used reflexivity, which is a process of examining myself as a "researcher and the research relationship" (Hsiung, 2010, para. 1). I treated potential research participants with respect and protected them from exploitation. Therefore, even though it is unlikely that participation in the study would result in any acute discomfort or physical harm; participants were provided with reasonable protection by keeping their identities confidential. After the dissertation is completed and approved, participants will be e-mailed a summary report of the research findings. In addition, I will share the results of this study with the principal and all teachers and staff members by e-mailing a summary report of the findings and I hope to be able to speak at a school meeting.

Methodology

This section is organized in the following subsections: setting, participant selection and sampling strategy, instrumentation and data collection, pilot study, procedures, and data analysis plan.

Setting

The study setting was conducted in an urban elementary school in New York City. The elementary school has 77 teachers, two administrators, and nine paraprofessionals who serve 495 students. All teachers are fully licensed, certified, and permanently assigned to the school. Among them, 92% have spent more than 2 years teaching in this school, 88% have spent more than 5 years teaching elsewhere, and 94% have master degrees. The ethnic breakdown of the student population includes 2%

American Indian or Alaskan, 51.7% Black or African American, 46.8% Hispanic or Latino, 4% Asian or Native Hawaiian/Other Pacific Islander, and 8% White (percentages add to more than 100% due to students identifying with more than one race). Approximately 89% of students are economically disadvantaged as measured by their eligibility to receive free or reduced-price lunch from the school. Families associated with this school belong to mostly low-income households, reside in public housing, and live amidst high volumes of crime and violence. Within the immediate area around the school, 5,450 people reside in public housing and depend on public assistance.

Since 2003, this school has used PBIS to improve the social climate and reduce unwanted student behaviors. In addition, a selected team, which is separate from the PBIS team, has been involved with monitoring, coaching, and mentoring the aggressive behaviors of several students seen as repeat offenders. PBIS implementation has included recognizing exemplary student behavior through a program called *High Five*. Every 2 weeks, teachers select five students who have demonstrated exemplary behavior and the PBIS team recognizes them with one free period during the school day or a fun-filled celebration after school. Currently, the school has formulated activity clubs that involve full participation by teachers, staff, and students. Each teacher selects an activity of his or her choice in which to engage with students for a 45-minute period once a week. Activities offered include art, Zumba, exercise, music, newspaper, and drama clubs.

Participant Selection and Sampling Strategy

"Purposive sampling is a non-representative subset of some larger population" (University of California, Davis, 2014, para. 2) and was used to recruit 20 urban

elementary school teachers at an elementary school in New York. Creswell (1998) suggested five to 25 participants, whereas Klenke (2008) recommended two to 25, and Morse (1994) suggested at least six. Compared with quantitative studies, in qualitative studies, sample sizes are normally smaller (Mason, 2010). Ritchie, Lewis, and Elam (2003) noted that the small sample size is due to a point of reduce return to a qualitative sample; meaning, as the study continues, more data does not always result in additional information. Therefore, 20 participants were used in this study. Potential participants who were known to meet the selection criteria of being a male or female urban elementary school teacher and had 2 or more years of experience using the PBIS framework were e-mailed an invitation letter to participate in the main study.

Pilot Study

A pilot study was conducted prior to the main study. It evaluated the feasibility, cost, and time of the present study. In addition, a pilot study enabled me to test the instructions and questions of this study and minimize errors or confusion with the interview process prior to the main study. Furthermore, the results of a pilot study helped to establish the internal consistency of the data analysis technique. Denzin and Lincoln (2011) reported that pilot studies help to uncover the time needed to conduct the interviews and the feasibility of the research. Two teachers were selected from the out of classroom and cluster teachers to participate in the pilot study; therefore, in-depth face-to-face semistructured interviews were conducted with two participants to test the instructions and questions. According to Connelly (2008) and Treece and Treece (1982), a pilot study sample should be 10% of the sample projected for the larger main study.

Therefore, in this study, two out of classroom and cluster teachers were used, which is 10% of the larger sample for the main study.

Instrumentation and Data Collection

In this study, in-depth face-to-face semistructured interviews served as the main data collection instrument, which was used to obtain the perceptions of Pre-K through third grade teachers, as well as fifth-grade teachers, at an urban elementary public school in a northeastern state about how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and socialization. Interview questions were designed to answer the central guiding research question and three subquestions, and to foster open and honest communication between the participants and me (see Appendix C for the interview guide).

The interview questions were open-ended so that they provided for a deeper exploration of the topic. Turner (2010) noted that the interviewees are able to provide greater detail with this format of questions while the interviewer is able to dig deeper in order to gain a better understanding of the concept being discussed. The importance of this type of interview question becomes clear when compared to the close-ended question, which only allows for a simple, often single worded yes or no response.

Procedures

The National Institutes of Health (NIH) Office of Extramural Research (2013) human research protections training was completed before I started data collection (see Appendix D for the NIH certificate). In addition, I complied with all federal and state regulations. I wrote a letter to the principal of an urban elementary school located in a

northeastern state, describing the research project and asking permission to conduct the research at the school. A cooperation letter was received from the principal, which was provided to Walden University IRB as one of the supporting documents. To ensure confidentiality, all identifying information that could identify the school or participants were omitted from the dissertation or any future study reports. However, all signed documents with the school and principal's contact information and signature were sent to Walden University's IRB.

After I received approval to carry out the study from the Walden University's IRB, I conducted a pilot study with two teachers from the out of classroom and cluster teachers and made any necessary changes to the interview procedures and questions. Participants in the pilot study were offered a gift card from Dunkin Donuts for taking part in the interviews. After completing the pilot study, I began the main study. Potential participants who were known to meet the selection criteria of being a male or female urban elementary school teacher and had 2 or more years of experience using the PBIS framework were e-mailed an invitation letter to participate in the main study. Once I received e-mail responses to the questions asked on the invitation to participate in the main study letter from the teachers who were interested in participating in the study, I e-mailed and invited at least three teachers for each grade level, Pre-K through third grade, and fifth-grade teachers, to participate in the study (total participants were 20) by e-mailing them the consent form that had my electronic signature and requested their electronic signatures for consent. Because I teach at the fourth-grade level at the school, all fourth-grade teachers were excluded from participating in the study in order to prevent

individuals from feeling coerced or obligated to participate in the study. Participants were informed that they could ask questions about the study by e-mail or telephone before signing the consent form. Participants were also informed that none of the potential invited participants have any prior knowledge about my intentions to complete this study with them.

As I received the electronically signed consent form from each participant, I contacted each participant by telephone or e-mail to set-up a separate semistructured interview appointment at a time that was convenient for them. The interviews were conducted with participants in a private conference room at the elementary school. Choosing a suitable location and setting for the interview is vital (Hancock & Algozzine, 2006). Selecting an appropriate location to conduct interviews eased participants' anxiety, provided comfort, and enabled participants to answer freely.

Prior to the interviews, a $5.00 Dunkin Donuts gift card was given to participants; therefore, they could withdraw at any time during the study and not feel obligated or coerced to participate in the study in order to receive a gift card at the end. Interviews were audio-taped and took approximately 45 minutes (see Appendix C for the interview guide). Before concluding the interviews, I addressed participants' questions or concerns. I thanked participants for their participation. Participation in the study was unlikely to result in any acute discomfort; however, participants were referred to the United Federation of Teachers at the Bronx Borough Office should they experience any negative effects from taking part in this research endeavor. They provide professional trained

counselors who provide short-term counseling as well as referral to outside resources. The counselors guide individuals through problems and the services are kept confidential.

The interviews were transcribed and thematic analysis was conducted. After the dissertation is completed and approved, participants will be e-mailed a summary report of the research findings. Data is kept secure in a locked file cabinet and password protected computer. I am the only one with access to the records. Based on Walden University's guidelines, data will be kept for at least 5 years.

Data Analysis Plan

I used thematic analysis on the 20 interviews with the participants. The in-depth semistructured interviews used open-ended questions to guide me in gathering the needed information, and at the same time, ensuring that new meanings and ideas emerged from the responses. I employed a computer software program, NVivo, which aided in coding the responses of the participants. For coding, a prespecified protocol was used, which was based on terms such as *implementation and PBIS framework*, *improving student's behavior and socialization*, *undesirable behaviors*, *implement PBIS*, and *prosocial behaviors*. I then proceeded to the data analysis portion that followed the method of thematic analysis.

Boyatzis (1998) reported that thematic analysis presents data in a highly organized and detailed manner, and at the same time connects the findings with general subjects with the use of interpretations and extraction of meanings by the researcher. According to Van Manen (1990), the goal of thematic analysis is to uncover themes that are alive in the data. These characteristics allowed me to further explore the experiences

of the participants as urban elementary school teachers, and discover the new meanings and knowledge about their experiences with the PBIS framework. I then followed Attride-Stirling's (2001) six steps or stages on how to conduct a thematic analysis to further provide an evidence of trustworthiness to the results section for this study. The following steps were explained and presented by Attride-Stirling and were modified to properly fit this specific research study's methodology (p. 392):

1. Analysis stage A: The reduction or breakdown of text: Step 1. Coding of material: (a) devised a coding framework and (b) dissected or divided text into text segments using the coding framework in Step 1a. Step 2. Identifying of themes: (a) abstracted themes from coded text segments and (b) refined and edited themes. Step 3. Constructing of thematic networks: (a) arranged themes, (b) selected codes or the other essential perceptions of the participants, (c) rearranged into themes and codes (with the themes as the ones with the highest responses and the codes as the ones that followed), (d) illustrated as thematic networks or groups, and (e) verified and refined the networks.
2. Analysis stage B: Exploration of text: Step 4. Described and explored thematic networks or groups: (a) described the network or group and (b) explored the network or group. Step 5. Summarized thematic networks or groups.
3. Analysis stage C: Integration of exploration: Step 6. Interpreted the patterns.

In regards to appropriate handling of discrepant cases, Maxwell (2013) reported that in qualitative studies, a main part of validity testing is to identify and analyze discrepant cases. Discrepant cases include instances that the researcher cannot account for by a particular interpretation or explanation, which can indicate important defects in that account. No instances of discrepant cases were noted in this study.

Issues of Trustworthiness

This section is organized in the following subsections: validity and reliability of qualitative data, and ethical procedures.

Validity and Reliability of Qualitative Data

In this basic qualitative research study, I established validity and reliability through credibility, transferability, dependability, confirmability, and intracoder reliability. Credibility is the qualitative counterpart to internal validity. I established credibility through reflexivity, where I examined myself as the "researcher and the research relationship" (Hsiung, 2010, para. 1). Before beginning data analysis, I also made sure that I removed and set aside all biases, including any preconceived knowledge on the topic. I accomplished this by clearly stating my personal bias about the research project and guarded against any bias projection into the research.

Transferability is the qualitative counterpart to external validity. Transferability pertains to the degree to which findings from the study can be applied to different situations (Shenton, 2004). This study's findings might be applicable to other urban elementary school teachers in New York City who have had similar experiences. However, it is important to note that because findings of basic qualitative research studies

"are specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations" (Shenton, 2004, p. 69).

Dependability address the issue of reliability and the steps taken within the study should be noted in detail so that future researchers can replicate the work, but it does not necessarily mean that that same result will be obtained (Shenton, 2004). I established dependability through the use of audit trails, which "consist of a thorough collection of documentation regarding all aspects of the research" (Rodgers, 2008, para. 1). Documentation used in this study included tape recorded interviews and the transcriptions of those interviews; therefore, these data were authenticated by comparing the two forms of data.

Confirmability is the qualitative counterpart to objectivity and was established through reflexivity, where the research discloses any biases, values, and experiences in relation to the research topic (Creswell, 2007, p. 243). Intracoder reliability refers to the consistent manner by which the researcher codes (van den Hoonaard, 2008). Therefore, I established intracoder reliability by coding the data consistently through the use of NVivo.

Ethical Procedures

The NIH Office of Extramural Research (2013) human research protections training was completed before I started data collection and I abided by all federal and state regulations. I also conducted the study in accordance with Walden University's IRB guidelines to ensure research participants' ethical protection. Before data collection

began, all participants were e-mailed a consent form so that I could obtain their permission to participate in the main study. The consent form described that participants' participation in the study is voluntary and they can withdraw from the study at any time. In addition, the consent form informed participants of the confidentiality of their participation and responses. Thus, numbers or codes were used to match participants and all identifying information were excluded from all of the study's reports. Participants were informed of the purpose of the study and how participants will receive a summary report of the findings.

Participation was unlikely to result in any acute discomfort; however, participants were referred to the United Federation of Teachers at the Bronx Borough Office should they experience any negative effects from taking part in this research endeavor. They provide professional trained counselors who provide short-term counseling as well as referral to outside resources. The counselors guide individuals through problems and the services are kept confidential. In addition, participants were provided with reasonable protection by keeping the identity of the school and their names confidential.

Participants were informed about the audio-taping of the interviews and the verbatim transcription that would be made and later analyzed. I kept the audio-taped interviews secured and then later transcribed them. I only allowed my supervising committee access to the data. All data are kept in a locked file cabinet and password protected computer at my residence for at least 5 years, per Walden University guidelines. I am the only individual with access to the data that are stored in my private home office. I provided participants with my contact information and the Dissertation

Chair contact information in the event that they had any further questions or concerns about the research. I also provided participants with the contact information of the Walden University representative with whom they can talk to privately about participants' rights. After the dissertation is completed and approved, participants will be e-mailed a summary report of the research findings.

Assumptions

I made the following assumptions in this study:

- Urban elementary school teachers have experience with the PBIS framework.
- Urban elementary school teachers were willing to participate in the study due to its significance.
- The in-depth face-to-face semistructured interviews were appropriate to explore how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and socialization.
- The in-depth semistructured interview questions were clearly written, which allowed participants to accurately interpret the questions that were asked. However, a pilot study was conducted to test the interview instructions and questions.
- The participants openly and honestly answered the interview questions by revealing their perspectives about the questions that were asked.
- The results of the study may lead to positive social change.

Scope and Delimitations

The study's participants included 20 urban elementary school teachers from a northeastern state in the United States. Therefore, the study focused on the perceptions of teachers about the implementation and use of the PBIS framework in improving students' behavior and socialization at an urban elementary public school in a northeastern state. Excluded from this study were fourth-grade teachers and teachers with less than 2 years of experience using the PBIS framework.

Limitations

First, a possible limitation of the study included generalizing the results because a purposive sampling of 20 participants were used and the results of the study may be limited beyond similar populations of urban elementary school teachers in New York City. The study used a basic qualitative research design of 20 urban elementary school teachers to explore their perceptions. The findings from the study may not be generalized due to the nature of this research.

Second, self-report or social desirability bias were considered as participants may have wanted to be perceived positively so they may not have respond honestly to the interview questions. However, an assumption was that participants openly and honestly answered the interview questions by revealing their perspectives about the questions that were asked.

Summary

In this basic qualitative research study, I explored how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and

socialization at an urban elementary public school in a northeastern state in the United States. Participants in the study included 20 teachers in Pre-K through third grade, as well as fifth-grade teachers. The in-depth semistructured interviews were transcribed and transcriptions were analyzed using NVivo, which facilitated qualitative data analysis (University of Northampton, 2015). The results of the study may enable further modification to the current PBIS framework to improve student behaviors and teacher implementation. Next, I discussed the data analysis results and findings.

Data Analysis Results

The purpose of this basic qualitative research study was to explore the effectiveness of PBIS as a behavior modification program for improving social behavior in students, using the perceptions of elementary school teachers who use the method in their classroom. In-depth semistructured interviews with 20 teachers were employed to address the central research question of how teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools. In addition, three subquestions were considered: (a) What are teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students, (b) what are teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school, and (c) how do teachers perceive PBIS developing prosocial behaviors in their students? The interviews were analyzed using Attride-Stirling's (2001) six steps or stages on how to conduct a thematic analysis to further provide an evidence of trustworthiness to the results section for this study. The steps were

modified to properly fit this specific research study's methodology (see the Data Analysis Plan subsection in Section 2). Discussed below are the findings of the study.

Findings

This section is organized in the following subsections: demographics, interviews, evidence of trustworthiness, results and summary of findings, themes from the findings, and summary.

Demographics

From the 25 elementary school teachers who were contacted, 20 agreed to participate in the study. Selection criteria for participants in the study included (a) Pre-K through third grade teachers, as well as fifth-grade teachers, at an urban elementary public school in a northeastern state, (b) male or female urban elementary school teacher, and (c) have 2 or more years of experience using the PBIS framework. All participants were women. Exactly 11 were Caucasian, eight were African American, and one was Hispanic. Five taught Pre-K, one taught kindergarten, five taught first grade, three taught second grade, two taught third grade, and four taught fifth grade. The demographic breakdown is summarized in Table 1.

Table 1

Basic Demographics of the Participants

Participants	Gender	Race	Grade taught
Participant 1	Woman	Caucasian	1
Participant 2	Woman	Caucasian	2
Participant 3	Woman	Caucasian	pre-K
Participant 4	Woman	African American	5
Participant 5	Woman	African American	5
Participant 6	Woman	Caucasian	1
Participant 7	Woman	African American	pre-K
Participant 8	Woman	Hispanic	pre-K
Participant 9	Woman	Caucasian	pre-K
Participant 10	Woman	African American	1
Participant 11	Woman	Caucasian	3
Participant 12	Woman	African American	1
Participant 13	Woman	Caucasian	5
Participant 14	Woman	Caucasian	pre-K
Participant 15	Woman	Caucasian	K
Participant 16	Woman	Caucasian	1
Participant 17	Woman	African American	3
Participant 18	Woman	African American	2
Participant 19	Woman	Caucasian	2
Participant 20	Woman	African American	5

Interviews

In this basic qualitative research study, I conducted a pilot study with two out of classroom teachers prior to the main study. One teacher taught art and the other taught media. The pilot study allowed me to uncover any limitations, flaws, or other weaknesses within my interview design and allowed me to make the necessary revisions before conducting the main study (Kvale, 2007). In addition, the pilot study assisted me with refining the interview questions that were unclear and confusing. In the main study, I conducted in-depth semistructured interviews with the participants. Yin (2014) noted that

the use of semistructured interviews allow the researcher to focus the discussion on a series of preselected questions, which aim to gather information about the phenomena being studied. I conducted 20 semistructured interviews with participants in order to find trends in teachers' PBIS experiences. The data collected from semistructured interviews enabled me to understand the perceptions of each participant by allowing me to ask open-ended questions for a deeper exploration of the topic (Turner, 2010).

The interviews were scheduled by e-mail at a time that was convenient for each participant over a 2-week period. The interviews took place in a private conference room at the elementary school. Prior to beginning the interview, I briefly introduced myself as the researcher, shared the purpose of the study, and the participant's role in the interview process. To ensure confidentiality, participants were asked to exclude all identification information during the interview such as their name, school, names of colleagues, and administrators. Participants were told that that their participation was voluntary and they could withdraw or stop their participation in the interview process at any time without any negative effect. The use of semistructured open-ended questions allowed participants to answer questions without constraints or influence by me. In addition, the use of open-ended questions allowed me to asked questions and if participants were not ready to answer it, shared too little, or did not give an initial response, they had the opportunity to go back to readdress the question. The in-depth semistructured interview questions and probes can be seen in Table 2.

Table 2

Semistructured Interview Questions and Probes

- What are your perceptions on the implementation and use of the PBIS framework in improving students' behavior and socialization in urban elementary schools?
- What are your perceptions regarding the PBIS framework to reduce undesirable behaviors in students?
- What are your perceptions about the longevity of undesirable behaviors in students?
- What are your perceptions about how well PBIS training prepared you to implement PBIS in the school?
- What are your perceptions about the adequacy of the training to implement PBIS in the school?
- What are your perceptions on how PBIS develops prosocial behaviors in students?
- What are your perceptions about how well students perform PBIS prosocial behaviors in their communities?
- What are your perceptions about the limitations of the PBIS framework?
- What are your perceptions about how the PBIS framework could be improved?

Interview probes used during interviews:

- Please give me an example.
- Please tell me more about…

Evidence of Trustworthiness

In this basic qualitative research study, I established validity and reliability through credibility, transferability, dependability, confirmability, and intracoder reliability. I established credibility by ensuring that the issues discussed and presented were clear throughout the entire study. In addition, the interviews with the participants were not interrupted or ended prematurely, which prevented miscommunication. Transferability was established through note taking on every phase and step of the

research process performed. The notes and logs will be kept secured for at least 5 years as required by Walden University.

Dependability was established for this study by using audit trails, which includes a thorough collection of documentation for all aspects of the study such as audio-taped interviews and their transcriptions. Confirmability, which is the extent that research results can be confirmed or substantiated by others (Trochim, 2006), was mainly established through the 20 Pre-K through third grade teachers, as well as fifth-grade teachers who participated in the study. Lastly, intracoder reliability was established by coding the data consistently with the major and minor themes discovered during the analysis.

Results and Summary of Findings

In this subsection, I provide a summary of the findings for the central research question and three subquestions, which is separate from the themes from the findings. I organized this subsection as follows: central research question, Subquestion 1, Subquestion 2, and Subquestion 3.

Central research question. How do teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools? Findings indicated that the PBIS framework is beneficial in improving student behavior and socialization; however, the PBIS framework works selectively, where some students show behavior and socialization improvements and some do not in regard to the reduction of behavioral issues. Findings also indicated that

the PBIS framework could work effectively on behaviors and socialization if the staff can implement the practice properly.

Subquestion 1. What are teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students? Findings indicated that while the PBIS framework has been successful in reducing students' undesirable behaviors, it works selectively, where some students show behavior and socialization improvements and some do not in regard to the reduction of behavioral issues. In addition, the PBIS framework needs proper implementation from staff members in order to effectively reduce behavioral issues and needs to be started at a young age for it to effectively reduce behavioral issues. Furthermore, the PBIS framework needs to be positively reinforced at home to effectively reduce behavioral issues.

Subquestion 2. What are teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school? Findings indicated that while some teachers were adequately trained, others required more PBIS training; thus, some teachers had to impose their own self-training. As a result, additional PBIS training needs to be performed yearly for constant updates to be transferred to teachers and should be done in groups. The personality of teachers should be taken into account during training as some teachers may need more professional development than others.

Subquestion 3. How do teachers perceive PBIS developing prosocial behaviors in their students? Findings indicated that developing prosocial behaviors in students need cooperation from parents or reinforcements at home. In addition, students develop prosocial behaviors through personal and social values that they learned. Furthermore,

children develop prosocial behaviors through the influence of other children who use the PBIS framework. PBIS is also more focused on personal than social improvements.

Themes From the Findings

Based on all of the analyzed data, it was found that a total of four major themes and 14 minor themes emerged. Thematic analysis step 1 or categorization appear in Appendix E, with the thematic analysis step 2 or the exploration of text following in Appendix F. I organized this subsection as follows: central research question, Subquestion 1, Subquestion 2, and Subquestion 3.

Central research question. How do teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools? Based on the central research question analyzed data, it was found that one major theme and two minor themes emerged. This area is organized by the first major theme, first minor theme, second minor theme, and interpretation of central research question findings.

Major theme 1: PBIS framework is beneficial. The first major theme that was formed from the central research question of how the teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools was that the PBIS framework is beneficial in improving student behavior and socialization. The first major theme received 11 occurrences or 55% of the total sample population (see Table 3). Table 3 contains the first major theme as well as the minor themes or other significant perceptions of the participants on the subject.

Table 3

Implementation and Use of the PBIS Framework

Major and minor themes	No. of occurrences	% of occurrences
Beneficial in improving student behavior and socialization	11	55%
PBIS framework works selectively, where some students show behavior and socialization improvements and some do not	5	25%
PBIS framework can work effectively on behaviors and socialization if the staff can implement the practice properly	4	20%

Overall, participants believed that the PBIS framework has been beneficial in improving student behavior and socialization. This major theme was considered one of the four most vital findings of the study. Participant 1 believed that the implementation of PBIS is beneficial as its approach is focused on the positive attributes of children rather than their negatives attributes and mistakes:

> I believe that it's much more beneficial to point out what kids do positive than to fix everything that they do negative and PBIS allows you to do that instead of saying you're not doing the right thing, pointing out the kids who are doing the right thing, and having them know the reward is there and as long as they maintain their behaviors, allowed to participate in whatever rewards we're having. So I believe it sets the climate for the way you speak to the kids, it is as much for the teachers as it is for the students (personal communication, March 3, 2015).

Participants 2 and 14 related that PBIS definitely helps in reducing students' bad behaviors and improved their behaviors by 80%; thus, improving their overall well-being. Participant 8 believed that the implementation of PBIS was a great action from the school as children benefited by having better behaviors, which are positively reinforced. Participant 10 detailed how and why PBIS is an effective framework for schools and students in order to prevent classroom disruption. Participant 12 shared that PBIS is a good framework as it helps children have a "united front," which improves behavioral and social attributes. Participants 15 and 17 shared that the PBIS framework has been implemented properly in their school as students' positive behaviors are rewarded and students work hard to get on the High Five list each Friday.

Participant 18 explained the positive effects and the advantages that the PBIS framework brings to the school and its students, such as socialization, positive interactions with peers, and being rewarded in school. Participant 19 believed that PBIS is beneficial but could still be developed on a weekly basis instead of on a monthly basis as students would work harder. Participant 20 reported that PBIS is a successful program as it addressed the issues and problems of all students in need of guidance instead of a specific group of student.

First minor theme: PBIS framework works selectively. The first minor theme was the perception that the PBIS framework works selectively, where some students show behavior and socialization improvements and some do not. The minor theme received five occurrences of the 20 total sample participants or 25% of the total

population of the study. Participant 16 stated that PBIS depends on the behaviors and personalities of the targeted students:

> I think that we're working with a lot of behaviors. I think that if you want to go to for example three extremes. There's the good kid, there's the fence sitters, and there's I'm going to say bad, but obviously they aren't bad children, they just have bad behaviors. The good kids are going to be good no matter what else is happening. The bad kids, their behaviors are going to get in the way more often than good behaviors. And the fence sitters I think that PBIS works with them. But I don't think it could or would work for all children, but I don't think anything does (personal communication, March 13, 2015).

Participant 3 stated that the PBIS framework was initially very effective but as time passed, teachers' and students' interest and attention have decreased. Participants 5 and 7 noted that PBIS works in some ways as children have different needs and personalities that need to be properly addressed. In addition, Participant 5 noted that children need more incentives, more time, and all children should be included, such as those who misbehave so that they can see what it feels like, which may improve their behaviors. Participant 7 also noted that children who had great behavioral improvements inspire other kids. Participant 11 related that PBIS is successful but works only for children who are willing to change and improve.

Second minor theme: Implementing PBIS framework properly. The second and last minor theme for the central research question was that the PBIS framework could work effectively on behaviors and socialization if the staff can implement the practice

properly. The minor theme received four occurrences of the responses of the 20 participants or 20% of the total sample population. Participant 4 stated that the overall effectiveness of the PBIS framework depends on the staff or how the administrators and teachers implement the framework to the students:

> Again, I think it's based on the staff. The PBIS framework, the framework is excellent. If it's implemented right, it can reduce negative behavior and it will reduce negative behavior. As a classroom teacher, I've seen it work in my classroom, I've seen it work in a lot of colleague classrooms, when it's implemented right, when the teachers are not holding the students against every little thing the child does. You know some of these children, they have to take baby steps, and then some teachers they don't implement it at all to be honest. So, if it's implemented correctly, I believe it will have a great impact on student behavior (personal communication, March 3, 2015).

Participant 6 suggested that the PBIS framework can work more effectively if children are constantly reminded about what behaviors are expected of them and what behaviors, consequences, and rewards are available in both large and small group activities. Similarly, Participant 9 reported that if the PBIS framework is implemented properly, it would work better. Participant 13 shared that the initial implementation of the PBIS framework was effective but depending on its management, the effectiveness could decrease if not followed up or given enough attention.

Interpretation of central research question findings. The major theme from the central research question revealed that teachers strongly believed that the PBIS

framework is beneficial in improving student behavior and socialization. This was perceived by 11 of the 20 participants or 55% of the sample population. Participants 1, 2, 8, 10, 12, 14, 15, 17, 18, 19, and 20 all believed that based on their experiences and observations, the PBIS framework has been advantageous and favorable for both the school and its students.

As defined by Hunt and Marshall (2002), PBIS sets behavior standards for every student. PBIS is a behavioral modification framework that is being increasingly used to improve the socialization of students in the United States. While teachers implement daily theoretical and research-based lessons, they noted that incorporating a behavior management system is also imperative (Obenchain & Taylor, 2005). Teachers implement behavior strategies to redirect and give consequences to misbehaved students as misbehavior can influence instruction, the learning environment, and can alter the school atmosphere (Marteens & Andreen, 2013). Although teachers reported a few negative aspects of the PBIS framework, its purpose and mission were still achieved, which was to uplift the behaviors of children and set greater standards in their overall behavior inside and outside the school.

Findings also indicated that the PBIS framework may not work on all students and that PBIS framework works selectively, where some students experience improvements and some do not. This is inevitable as projects and activities do not always go as planned; therefore, the school administration staff needs further methods and actions targeted to better address the problem. Subsequently, the PBIS framework can

work effectively on behaviors and socialization if staff members can implement the practice properly.

Subquestion 1. What at are teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students? Based on first subquestion analyzed data, it was found that one major theme and four minor themes emerged. This area is organized by major theme 2, first minor theme, second minor theme, third minor theme, fourth minor theme, and interpretation of Subquestion 1 findings.

Major theme 2: PBIS framework works selectively. The second major theme was formed from the first subquestion of the teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students was that the PBIS framework works selectively, where some students show behavior and socialization improvements and some do not. The second major theme received seven occurrences or 35% of the total sample population (see Table 4). Table 4 contains the second major theme as well as the minor themes or other significant perceptions of the participants on the subject.

Table 4

The PBIS Framework to Reduce Undesirable Behaviors in Students

Major and minor themes	No. of occurrences	% of occurrences
PBIS framework works selectively, where some students show behavior and socialization improvements and some do not	7	35%
PBIS framework needs proper implementation from staff for it to effectively reduce behavioral issues	5	25%
PBIS framework needs to be started at a young age for it to effectively reduce behavioral issues	4	20%
PBIS framework needs to be positively reinforced at home to effectively reduce behavioral issues	3	15%
PBIS framework has successfully reduced undesirable behaviors	2	10%

Overall, participants believed that the PBIS framework works selectively, where some students show improvements and some do not in regard to the reduction of behavioral issues. The major theme was considered as one of the four most significant findings of the study. Participant 2 related that the PBIS framework works selectively for students, depending on their ability and personalities:

> I think some it affects and there's just some students it just doesn't affect. Because I think that a lot of it also has to do with their home life and if it's carried on through there. But as far as the classroom, the support for teacher to keep

> routines and organized, hum, so as an effect it would work in the classroom you know, I don't know how outside of the classroom and their home life (personal communication, March 3, 2015).

Similarly, Participants 9, 11, and 15 believed that the framework can work for certain children but would not on others. Participant 13 noted that the effect would be marginal and is largely dependent on the personality of the students. Participant 17 also perceived that the effects of the PBIS framework depends on the students' behaviors and personalities, and that children have to be reminded about the PBIS framework expectations. Participant 18 also noted that the PBIS framework affects students in different ways and that the effects are not lasting and have to be reinforced.

First minor theme: PBIS framework needs proper implementation from staff members. The first minor theme was the perception that the PBIS framework needs proper implementation from staff members in order to effectively reduce behavioral issues. The minor theme received five occurrences from the responses of the 20 participants or 25% of the total sample population. Participant 4 reported that PBIS is excellent in reducing negative behaviors but proper implementation from staff members is needed: "The PBIS framework, the framework is excellent. If it's implemented right, it can reduce negative behavior and it will reduce negative behavior" (personal communication, March 3, 2015).

Participants 10 and 14 shared that the PBIS framework should be properly implemented and carried out in a constant and consistent manner for students to truly benefit from it. Participant 12 related that proper implementation or approach to PBIS

reduces students' behavioral issues. Participant 20 noted that the PBIS framework should focus on the sustainability of students' behaviors by continuously changing the reward.

Second minor theme: PBIS framework needs to start at a young age. The second minor theme was the perception that the PBIS framework needs to be started at a young age for it to effectively reduce behavioral issues. The minor theme received four occurrences of the responses of the 20 participants or 20% of the total sample population. Participant 3 reported that the PBIS framework should be started at a young age:

> I think when we start it from a young age and carry it through, I think it has a very good effect. Whereas, like I said, if we don't start it early with them and don't carry it through, then they don't understand what they are expected to and not to do (personal communication, March 3, 2015).

Participants 5 and 16 also believed that the PBIS framework reduces undesirable behaviors if children participate at early grade levels and implementation should not focus on higher grade levels. Participant 7 shared that children need to be taught and trained in the PBIS framework in order for the framework to effectively reduce behavioral issues.

Third minor theme: PBIS framework needs to be positively reinforced at home. The third minor theme was the perception that the PBIS framework needs to be positively reinforced at home to effectively reduce behavioral issues. The minor theme received three occurrences of the responses of the 20 participants or 15% of the total sample population. Participant 6 stated that the PBIS framework would be able to work more effectively if positive reinforcements are also carried out at home:

> Like I said, it is a good beginning if the families are familiar with the PBIS expectations, and they can carry it over at home. And I think that's valuable. PBIS is only emphasized peace-meal where it's a little here a little there. If it's sporadic, it has less effect. I think it has a good influence. I think overall character development, a sense of responsibility, are emphasized through this program. But then again I think that these young children need a lot of repetition, positive reinforcements, and lot of encouragement. We want to emphasize the positive instead of you can't get to be in the PBIS Friday activity, but these five children can. We want to present it in a very positive way. So, I think there's great potential (personal communication, March 6, 2015).

Similarly, Participant 8 noted that positive reinforcements and encouragements are needed to effectively reduce behavioral problems. Participant 19 discussed the importance of consistency and reinforcements for better results.

Fourth minor theme: PBIS framework has successfully reduced undesirable behaviors. The fourth minor theme of Subquestion 1 was the perception that the PBIS framework has successfully reduced undesirable behaviors. The minor theme received only two occurrences of the responses of the 20 participants or 10% of the total sample population. Participant 1 stated that the current method of checklists monitoring used at the school for High 5 Fridays has been working positively as students have been doing great and undesirable behaviors have been reduced significantly:

> Well, the way we are doing it with those checklists monitoring and checking off who goes to the High 5 Fridays activities and who doesn't, we're hoping that that

> data will show us that it is being effective in the classrooms. In my classroom alone, I had a child when we started it up with the checklists in December he received only three checks for the entire month and just recently in February, he received fourteen. So, it's clearly has shown just in that one child and the school as well that the kids are working towards it. They want their Better Bucks, they want their High Five Fridays, so they are able to monitor themselves, but that's if it is presented in a positive way (personal communication, March 3, 2015).

Participant 2 also noted that the PBIS framework allows for an overall development in the students' behaviors because they realize their mistakes as they grow older:

> Well I've been doing it for over 2 years and then what I can say is it has been consistent. We've always been doing it, its students as they go up each grade they are aware of it. They know you know they might have to be referenced and go over the rules each year but they all the students seem to have a gist of what it is so I think it has worked, as the kids get older that they are aware of it (personal communication, March 3, 2015).

Interpretation of Subquestion 1 findings. The major theme from the first subquestion revealed that teachers also strongly believed that the PBIS framework works selectively, where some students show improvements and some do not. This was perceived by seven of the 20 participants or 25% of the sample population. Participants 2, 9, 11, 13, 15, 17, and 18 all related that based on their experiences and observations, the PBIS framework was selective; meaning, some methods may work for some students and

some may not. This finding is similar to the first minor theme for the central research question. According to Obenchain and Taylor (2005), behavior intervention strategies used in schools are based on highly scientific approaches. For example, most of these are based on the research and the findings of some of the most established academics and psychologists like Skinner (1968), one of the most influential researchers in the school of behaviorism. According to Obenchain and Taylor, Skinner's work has contributed significantly to how schools address the emotional and behavioral problems of students. Hence, highly scientific approaches can be used to address the exclusiveness or selectiveness of the approach used for some students.

Findings also indicated that teachers believed that the PBIS framework can reduce undesirable behaviors in students and that the PBIS framework needs proper implementation from staff for it to effectively reduce behavioral issues. This was supported by the literature in Section 2. Specifically, Ennis and Swoszowski (2011) related that it is important to train staff on intervention materials to improve student behavior to provide consistency as the trained staff will recognize all steps of the selected intervention prior to implementation with students. This increases school-wide accuracy and consistency in promoting student success. Participants also mentioned that the PBIS framework needs to be started at a young age for it to effectively reduce behavioral issues. Thus, the approach is used in elementary school settings as well as early childhood settings so that students can be developed and trained at a young age (Barton & Harn, 2012).

Teachers also suggested that to reduce behavioral issues, positive reinforcement should be done at home by the families, parents, or guardians. Kazdin (2012) stated, "parents and families can participate by being parts of leadership teams to oversee the program and evaluate outcomes" (p. 590). Through this modification, children are then reminded of the set of values they should represent not only inside the school but outside as well. Skinner's (1968) reinforcement theory and Bronfenbrenner's (1979) bioecological systems theory both address how children's environment influences their growth and development. Bronfenbrenner reported that deficiencies found within a microsystem will weaken children's ability to use the necessary tools to explore the other areas of their environment. Therefore, it is very important for students' education to address any shortcomings that stem from their environment. It has been noted that parents and guardians have a pivotal responsibility to influence their children. However, this does not preclude the need for supportive relationships in the school community. Teachers, staff, and relevant community workers should become visible and active role models in students' lives so as to deter behavioral problems. Finally, two participants noted that the PBIS framework has successfully reduced undesirable behaviors based on their observations.

Subquestion 2. What are teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school? Based on second subquestion analyzed data, it was found that one major theme and five minor themes emerged. This area is organized as follows: major theme 3, first minor theme, second minor theme, third minor

theme, fourth minor theme, fifth minor theme, and interpretation of Subquestion 2 findings.

Major theme 3: More yearly training is called for. The third major theme was formed from the second subquestion of the teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school was that more training is called for, which needs to be performed yearly for constant updates to be transferred to teachers. The third major theme received nine occurrences or 45% of the total sample population (see Table 5). Table 5 contains the third major theme as well as the minor themes or other significant perceptions of the participants on the subject.

Table 5

How Well PBIS Training Prepared Teachers to Implement PBIS

Major and minor themes	No. of occurrences	% of occurrences
More training is called for, which needs to be performed yearly for constant updates to be transferred to teachers	9	45%
Adequate training was provided to teachers	5	25%
More training is called for; teachers imposed self-training	3	15%
Professional development for PBIS training depends on the personality of teachers	1	5%
More training is called for; needs to be done in groups	1	5%
More training is called for in order to reach more teachers	1	5%

Overall, the third major theme was the perception that more training is called for, which needs to be performed yearly for constant updates to be transferred to teachers. The third major theme was one of the four crucial findings of the study. Participant 2 shared that training needs to be done constantly or yearly, as teachers need to be updated with new ideas and new tactics on how to build and implement PBIS with their students:

> I think we have some training, but I think every year we need to be retrained with new ideas and new tactics because after a while, the students get immune to them, where we use to have like I said new training and new concepts to build on the PBIS (personal communication, March 3, 2015).

Participants 3 and 8 related that they were not trained properly by the school administrators because they could not remember any of the practices or skills taught, no follow-ups were conducted afterwards, and were aided by other teachers to develop their skills and knowledge on the PBIS framework. Participant 5 noted that the initial training was good but presently needs to be adjusted for the framework to be more effective. Participant 10 suggested that more in-depth training should be given for a longer period of time. Similarly, Participant 12 believed that her training was fine but would have been better if there were follow-ups and constant updates for knowledge and skill empowerment. Participant 15 related that the teachers in her school should be taught other aspects of PBIS that other schools have implemented. Participants 16 and 19 reported that school administrators should place more focus and attention on PBIS training, which has decreased.

First minor theme: Adequate training was provided to teachers. The first minor theme of the second subquestion was that adequate training was provided to teachers. The minor theme received five occurrences of the 20 total sample population or 25% of the study. Participant 6 shared that she believed that she was trained well; however, program structures and activities need modification:

> I think we were trained well. I think that the emphasis I would emphasize more positive within the classroom. Not I hate to be repetitious, but as a large group in the classroom and small groups of four children, if the teacher ever has the opportunity, the teacher review PBIS, a group of two partners review PBIS, the guidance counsellor review PBIS because the kids need it. Well since I've been working here for probably 10 years, I feel like I had enough training. As far as the new teachers are concerned, I don't know, I'm not sure (personal communication, March 6, 2015).

Similarly, Participant 4 believed that she was trained well at her school, such as going to meetings about PBIS outside of school and receiving information from the assistant principal. Participant 7 noted that she was adequately trained at her school; however, currently teachers are in need of more PBIS framework knowledge. Participant 17 reported that she was properly trained, spoke to students about expectations in different areas of the school, and that teachers modeled good behavior for the students so they could get a better understanding of what was expected of them. Participant 18 shared that training was adequate in some ways but teachers should be trained on how to reach students who are not interested in the PBIS reward system.

Second minor theme: More training is called for so teachers impose self-training. The second minor theme of the second subquestion was that more training is called for; therefore, teachers have imposed their own self-training. The minor theme received three occurrences of the 20 total sample population or 15% of the study. Participant 11 admitted that she believes that she was not trained; therefore, she imposed her own self-training:

> It's usually my own opinions and my own ah self-training. I think that when they give us activities, like for example, I will do activities with groups of kids once a month or you know every few weeks whenever we do it, it's my own implementation, I wasn't trained in any particular way (personal communication, March 11, 2015).

Participant 13 shared that she was trained well but more training on how to implement the PBIS framework is needed. Participant 14 related that she did not have formalized PBIS training and had to impose her own self-training by researching what should be done.

Third minor theme: PBIS training depends on the personality of teachers. The third minor theme of the second subquestion was that professional development for PBIS training depends on the personality of teachers. The minor theme received just one occurrence of the 20 total sample population or 5% of the study. Participant 1 noted that the effectiveness of PBIS training depends on the ability, skills, and personality of the teachers as some teachers need more professional development than others; thus, the school administrators should know how to handle such situations:

> I think that too goes by the personality of the teachers. Some teachers need a lot more PD than others. Some teachers just inherently know how to talk to kids to defuse a situation and some teachers inherently escalate a situation. So you'd have to divide your staff to get those escalators to be taught more how to deescalate because the soft spoken people kids respond to they get it inertly, they know how to talk to the kids so when you're talking about the PBIS. Like I said before, it's not only getting the kids to behave, it kind of helps the staff (personal communication, March 3, 2015).

Fourth minor theme: More training is called for in order to reach more teachers. The fourth minor theme of the second subquestion was that more training is called for; which needs to be done in groups. The minor theme received just one occurrence of the 20 total sample population or 5% of the study. Participant 9 related that the staff could be trained better if they can be taught as a whole group or community: "Alright, I though … for me or the whole school I think that everybody could've had more training definitely, more training or brought into it a little bit more. I think that was important" (personal communication, March 10, 2015).

Fifth minor theme: More training is called for in order to reach more teachers. The fifth and last minor theme of the second subquestion was that more training is called for in order to reach more teachers. The minor theme again received just one occurrence of the 20 total sample population or 5% of the study. Participant 20 believed that the training was good but needed more focus and effort to reach more teachers:

> I think the training was pretty good. I think the training was good. Again, when there are changes made often, then it kind of loses its affect. But if we have a strong award system and a way to implement that everyone is involved, it has a lasting effect. I think there could be more training so it could reach everyone (personal communication, March 18, 2015).

Interpretation of Subquestion 2 findings. The major theme from the second subquestion revealed that teachers believed that more training is called for, which needs to be performed yearly for constant updates to be transferred to teachers. This was perceived by nine of the 20 participants or 45% of the sample population. Participants 2, 3, 5, 8, 10, 12, 15, 16, and 19 all shared that their training was not adequate and the schools should focus on constantly updating their training materials and resources so that teachers are also up to date when it comes to transferring knowledge and behavioral interventions to their students. McQuire and Ikpa (2008) related that the school management team is responsible for providing assistance with the implementation of positive behavior supports throughout the school. The author stated that this requires "staff training and constant monitoring of the program" (p. 119).

Several participants also believed that adequate training was provided to teachers. As discussed in Section 2, adequate training included an increase in program knowledge and continued staff buy-in for successful PBIS implementation (Cregors, 2008). Meanwhile, 15% of the population believed that more training is called for; thus, teachers imposed their own self-training. Cregors (2008) noted that members of the PBIS team

assume additional roles with regard to the activities, events, and operation of PBIS, which are all done due to the commitment of teachers to their jobs and students.

Subquestion 3. How do teachers perceive PBIS developing prosocial behaviors in their students? Based on third subquestion analyzed data, it was found that one major theme and three minor themes emerged. This area is organized as follows: major theme 4, first minor theme, second minor theme, third minor theme, and interpretation of Subquestion 3 findings.

Major theme 4: Developing prosocial behavior need cooperation from parents. The fourth major theme formed from the third subquestion of the teachers' perceptions about how teachers perceive PBIS developing prosocial behaviors in their students was that developing prosocial behaviors in students need cooperation from parents or reinforcements at home. The fourth major theme received 11 occurrences or 55% of the total sample population (see Table 6). Table 6 contains the fourth major theme as well as the minor themes or other significant perceptions of the participants on the subject.

Table 6

Perceptions of how PBIS Develop Prosocial Behaviors in Students

Major and minor themes	No. of occurrences	% of occurrences
Developing prosocial behaviors in students need cooperation from parents or reinforcements at home	11	55%
Development of prosocial behaviors through personal and social values learned	6	30%
Development of prosocial behaviors through the influence of other children who use the framework	3	15%
PBIS is more focused on personal than social improvements	3	15%

Overall, the fourth major theme of the study was that developing prosocial behaviors in students need cooperation from parents or reinforcements at home. The fourth major theme was one of the four crucial findings of the study. Participant 1 shared that there is a need for parents' cooperation in order to fully develop the prosocial behaviors of students:

> That's where we come into difficulties in our community because although we teach the children to not react with their fist, I have heard more than one parent say that if you don't hit them back you're going to get hit when you get home. So, there is a big divide. If you have the parents onboard, then it's a lot easier. I think the kids that do go to High Five Friday activities when we do meet with the parents, if we use that terminology, even if there is a child that is not fully High Five, but you can say he's really following our safe goals and let the parents know

> that two, we really have to do High Five with the parents if you really think about it. Only calling the parents when the kids are misbehaving is not fair to them. They don't want to hear it and the kids don't want to hear it because they are already dealing with stress when they go home. They don't need additional stress. So if we were actually able to call home and make it a point … I know we don't think about it, but if I thought about calling parents of kids, who did a great job, it would make their night; the parent and the kids. So, that might help to connect those behaviors so that they might transform into community, but when push comes to shove and those kids are on the playground and there's no grown up there to protect them … they need to protect themselves (personal communication, March 3, 2015).

Participant 2 also shared that cooperation of parents and guardians at home play a vital role as they are the ones who can report their observation of children's behavior development once students are outside the classroom. Participants 3 and 18 related that for prosocial behaviors to be established, children should be encouraged in their homes as well or outside the school community. Participants 4, 15, and 17 discussed how the school should cooperate with parents so that children can also apply what they have learned from the PBIS activities outside the school facilities so that there is continuation and follow-up. Participant 5 shared that students at the school do not have prosocial behaviors, especially in their communities; thus, parents' cooperation and assistance is needed. Participants 6 and 7 noted that the PBIS framework has been successful in developing certain behaviors but positive reinforcements are needed from their families.

Participant 10 shared how positive reinforcements from parents result in better development of prosocial attributes of children.

First minor theme: Development of prosocial behaviors through personal and social values learned. The first minor theme of the third subquestion was the development of prosocial behaviors through personal and social values learned. The minor theme received six occurrences of the 20 total sample population or 30% of the study. Participant 4 shared that she has observed how the use of the PBIS framework has been instrumental in helping children to develop important values, especially through the activities:

> I think it does because when I think of the High Five rules, especially the respect one, I think it does, it helps the behavior because with respect, responsible cooperative, prepared, safe … First of all the students love PBIS. We made that PBIS song so they love the PBIS song and then I think that it helps them take ownership and become independent as far as being prepared for school, being responsible for their own work, cooperative, helping with each other, and being respectful not only to adults, but to each other. I think it helps the behavior. It makes it a bit more positive and I believe for me the song had more of an effect on the students because [name] made up that song and a lot of children learn through song and repetition, so do the adults too. But I think the song adding the beat to it and we did the clapping and all of that. I think it help promote it and then you know we talk about it in our classrooms, and we have posters all over

> the building so all of that I really think, it helps the behaviors, it has a positive effect (personal communication, March 3, 2015).

Participant 12 related that the skills that children learn in PBIS should help them socially. Participant 13 reported that the elements are there to develop prosocial behaviors when children can act out how to act in the yard and the cafeteria. Participant 15 shared how the concept of the program allows interaction and socialization when the whole school is working together as a team. Participant 17 explained how students could acquire positive behaviors including being prosocial. Participant 20 admitted that more could be done, but currently, some values have already been imparted and acquired by the students.

Second minor theme: Development of prosocial behaviors through the influence of other children who use the framework. The second minor theme of the third subquestion was the development of prosocial behaviors through the influence of other children who use the framework. The minor theme received three occurrences of the 20 total sample population or 15% of the study. Participant 8 stated that developing prosocial behaviors could be gained through the influence of other children who use the PBIS framework:

> Well, I guess it helps them to see how other children act. And sometimes if they see that this child is acting, you know not getting in trouble every day, doing the right thing, following the rules, if they see that and they see that they are the ones going to PBIS, maybe if they see those children, maybe they can say something like, “Maybe if I behave a little bit better, maybe I’ll be able to go.” You know,

> watching their peers do the right thing instead of doing the wrong thing, which is not right to do (personal communication, March 4, 2015).

Participant 9 noted that one benefit of using the PBIS framework is that students are shown what it is like to be a better person. Participant 14 shared how children with improved behaviors influence those who are still in the process of developing their own attributes and good behaviors.

Third minor theme: PBIS is more focused on personal than social improvements. The third minor theme of the third subquestion was that PBIS is more focused on personal than social improvements. The minor theme received three occurrences of the 20 total sample population or 15% of the study. Participant 11 believed that PBIS is targeted more on personal or individual behavioral improvements than social attributes:

> I don't know if it really does. I think it's more of a behavioral than social goals. A lot of times the positive activities we do as a result of PBIS help with, you create a social situation. But many times, I don't think that they, I think its individual goals for many kids (personal communication, March 11, 2015).

Participant 16 related that she was not aware on how PBIS can develop prosocial behaviors or interventions in the community, but noted that PBIS works with kindergarteners in terms of decreasing their verbal and physical fights. Participant 19 reported that she has not observed any positive improvements in relation to the socialization of students as she believed that this was not the focus of the PBIS framework.

Interpretation of Subquestion 3 findings. The major theme from the third subquestion revealed that the teachers believed that developing prosocial behaviors in students need cooperation from parents or reinforcements at home. This was perceived by 11 of the 20 participants or 55% of the sample population. Participants 1, 2, 3, 4, 5, 6, 7, 10, 15, 17, and 18 all had the notion that the PBIS framework would work more effectively especially the prosocial values and behaviors of the students if positive reinforcements were performed outside the school environment. This theme was a reemerging theme as teachers have already suggested in the second subquestion that PBIS framework needs to be positively reinforced at home to effectively reduce behavioral issues. Auerbach (2009) reported that when families become involved and invested in the schools of their children, it creates a positive environment within the urban community. As reported in past studies, creating a positive environment in communities and societies has various positive effects on the negative school behavior exhibited by students (Cairns, Cairns, & Neckerman, 1989; Campbell & Ewing, 1990; Ladd & Price, 1987; Parker & Asher, 1987; Patterson et al., 1992). Thus, cooperation from children's families is needed so that behaviors and guidelines are not just set in the confines of the school but also outside, which improves the PBIS framework effectiveness.

Summary

I presented the analysis of the interviews with the participants by utilizing Attride-Stirling's (2001) six steps or stages on how to conduct a thematic analysis. There were four major themes and 14 minor themes established that addressed the central research

questions and three subquestions. It was found that the teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools as beneficial in improving student behavior and socialization. Teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students was that the PBIS framework works selectively, where some students have improvements and some do not. The teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school was that more training is called for, which needs to be performed yearly for constant updates to be transferred to teachers. Lastly, how teachers perceive PBIS developing prosocial behaviors in their students was that developing prosocial behaviors in students need cooperation from parents or reinforcements at home. With partnership from the family, community members, and students, behavior interventions often succeed (Smith-Bird & Turnbull, 2005).

Based on the findings, a mentorship program to address prosocial behaviors may be necessary in the community within an urban elementary public school. According to the National Council on Alcoholism and Drug Abuse (NCADA, 2014), mentoring can help motivate students to make positive choices and develop peer refusal skills; thus, assisting them in being socially stronger. Therefore, this additional support can improve students' behaviors and enhance the organizational climate. The goal of the project is to provide a mentorship program that addresses the behavioral and socialization needs of at-risk students living in an urban community. This goal is addressed in the mentorship program by providing intervention strategies to supplement the current PBIS behavioral

framework in response to the local problem of teachers' implementation of PBIS to students in a community where negative influences and outside forces affect student behaviors.

Conclusion

Within Section 2, I discussed the methodology of study, which included the research design and rationale, role of the researcher, setting, participant selection and sampling strategy, instrumentation and data collection, pilot study, procedures, and data analysis plan, issues of trustworthiness, assumptions, scope and delimitations, limitations, data analysis results, and findings. To maintain alignment with the purpose of the study, which was to explore how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and socialization at an urban elementary public school in a northeastern state, a basic qualitative research study design. After the data were analyzed, a mentorship program that addresses the behavioral and socialization needs of at-risk students living in an urban community was developed in Section 3.

Within Section 3 of this project study, I discuss the mentoring program called *iServe iLead* that I developed based on the findings of the study. In addition, I discuss the description and goals, rationale, review of literature, implementation, project evaluation, and implications including social change.

Section 3: The Project

Introduction

PBIS is a school-wide positive behavioral management framework that is implemented in elementary, middle, and high schools to promote positive behaviors and to diminish negative behaviors of students (Dunlap et al., 2000; Horner & Sugai, 2000; Lohrmann-O'Rourke et al.; 2000; Rehabilitation Research and Training Center, 2000; Taylor-Greene & Kartub, 2000). Disruptive behavior from students violate the school's conduct codes, disrupt the school climate, interrupt lessons and learning, and create an unsafe environment (Bulach et al., 2008; Kupchik, 2011; Trent et al., 2008). In this project study, I explored elementary school teachers' perceptions of PBIS implementation and effectiveness. Findings indicated that PBIS framework works selectively in reducing undesirable behaviors in children, where some students show improvements and some do not. In addition, in developing students' prosocial behaviors, students need cooperation from parents or reinforcements at home. Thus, based on the findings of the study, a mentorship program that addresses the behavioral and socialization needs of at-risk students living in an urban community is needed.

The mentorship program, iServe iLead, provides intervention strategies to supplement the current PBIS behavioral framework in response to the local problem of teachers' implementation of PBIS to students in a community where negative influences and outside forces affect student behaviors. See Appendix A for the mentoring program, which includes a 1-day training program for mentors. A 3-day PBIS training program for elementary school teachers was also created as findings indicated that teachers believed

that more PBIS training for teachers is needed, which should to be performed yearly for constant updates to be transferred to teachers.

This section defines the description and goals of the study and provides the rationale for studying community-based mentoring program effectiveness. This section includes a literature review that focuses on the value of community-based mentoring for at-risk students to improve their behaviors and socialization skills. In addition, the project description, project evaluation plan, and project implications are discussed. The completed project is in Appendix A.

Description and Goals

The project, a mentorship program called iServe iLead, addresses the behavioral and socialization needs of at-risk students living in an urban community. Findings indicated the PBIS framework works selectively, where some students show improvements and some do not. Specifically, the PBIS framework is not as effective with at-risk Tier 3 students who have consistent behavioral issues. Students with behavioral issues exhibit problem behaviors inside school, in their homes, and in the community. Therefore, providing a supplemental program that expounds on the PBIS framework, which is done outside of the school setting, and one that motivates students is the aim of this program. This project is intended to support the discipline in urban schools and can be used as a guiding principle. The goal of the iServe iLead mentorship program is to provide intervention strategies to supplement the current PBIS behavioral framework in response to the local problem of teachers' implementation of PBIS to students in a community where negative influences and outside forces affect student behaviors. Thus,

the mentorship program will support students' prosocial behaviors by providing another support system outside the day that is reinforcing and teaching prosocial behaviors. Specific goals for mentor training include addressing the negative behaviors displayed by at-risk students, addressing the need to improve at-risk students' behaviors and socialization skills, building prosocial behaviors in at-risk students, building strong relationships between mentor and mentee, and building a strong relationship between the home, school, and community. These goals are discussed in Appendix A along with the teacher training goals.

Rationale

Findings in this study indicated the PBIS framework does not work with all students and cooperation from parents or reinforcements at home is needed for further development of prosocial behaviors in students. Thus, based on the research data on teachers' perceived effectiveness of the PBIS framework, the participating elementary school has a need for a mentoring program that supplements the PBIS framework. As a result, I developed a mentorship program called iServe iLead for a local school to supplement the school-wide PBIS framework in order to increase students' prosocial behaviors and reduce students' negative behaviors.

Preparing and developing students to become college and career ready is a vision for this local school. Despite negative influences of the neighboring community, students are educated in a positive environment that prepares them to meet the challenges through academic rigor and obtain skills needed to become viable citizens. In efforts to be a college and career ready school, final decisions about the framework's effect should be

guided by the data. This goal is addressed in the mentorship program by providing intervention strategies to supplement the current PBIS behavioral framework. This is in response teachers' implementation of the PBIS framework to students in a community where negative influences and outside forces affect student behaviors.

A synopsis and key elements of the iServe iLead mentorship program is provided to assist at-risk students become behaviorally and socially apt as college ready learners and viable citizens. Cooperation and participation of school community stakeholders are highly recommended for the mentorship program to be effective.

Review of the Literature

I present a scholarly review of the literature on the value of a mentorship program that is used to address prosocial behaviors of students within an urban elementary public school. The literature presented on mentoring provides valuable information about its benefits in urban communities and positive effects gained from this intervention. The literature review is organized as follows: literature search strategy, conceptual framework and mentoring relationships, mentoring theories, mentoring and at-risk students, mentoring relationships, mentoring relationship phases, benefits of community-based mentoring, mentor preparation and support, mentoring program and mentor best practices, and cultural conceptual framework in mentoring.

Literature Search Strategy

I conducted detail searches in Walden University Library research databases, to include EBSCOhost databases, Education Research Complete, ProQuest, SAGE Premier, and Thoreau. The key search terms included *mentoring*, *elementary level*, *community*

involvement, *socialization*, *urban communities*, *behavioral outcomes*, *enhancing student behaviors*, *at-risk students*, *interventions*, *volunteers*, *mentoring benefits*, and *positive reinforcement*. Focus was placed on finding research within the last 5 years.

Conceptual Framework and Mentoring Relationships

Both Skinner's (1968) reinforcement theory and Bronfenbrenner's (1979) bioecological systems theory that served as the conceptual frameworks of this basic qualitative research study can be applied to mentoring relationships. I organized this subsection as follows: reinforcement theory and mentoring relationships, and bioecological systems theory and mentoring relationships.

Reinforcement theory and mentoring relationships. Skinner's (1968) reinforcement theory, which became known as operant conditioning, can be applied to mentoring relationships. Operant conditioning pertains to changes in behavior due to the use of reinforcements that are given after desired responses (McLeod, 2015). Carpenter (1974) reported that operant conditioning procedures can be used in mentoring relationships to increase different behaviors. For example, Carpenter noted that when mentors display behaviors such as a head nod or oral responses such as saying *good*, mentees' behaviors often increase due to the reinforcement. Mentees are not aware of the behavior manipulation that is taking place through selective or discriminant reinforcement, but they will continue to display reinforced behaviors.

A mentoring program may be a planned strategy that has specific components in place (Carson, 2007), such as the iServe iLead mentoring program. Students' behavior are reinforced by mentors when certain behaviors are displayed (Skinner, 1972). Caron

(2007) related that when using this approach, mentors would provide certain reinforcers geared towards the recurrence of student behaviors. Students' behavior are shaped by what they believe is accepting to mentors as well as positive or negative responses that they have experienced. If mentees' behavior do not result in positive responses from their mentors, mentees discontinue the behavior or reshape it in order to obtain the desired response. Skinner (1972) argued that mentor approval is very reinforcing and that effective mentoring includes a relationship that is equally reinforcing. Skinner related that adequate reinforcement is needed for the relationship to succeed, but incompatible behaviors weaken the relationship and results in ineffective mentoring.

Bioecological systems theory and mentoring relationships. Bronfenbrenner's (1979) bioecological systems theory, previously called ecological systems theory, is applicable to mentoring relationships. Paquette and Ryan (2001) noted that the bioecological systems theory focuses on children's biology as the main environment that fuels their development. The authors reported that interactions between factors in children's maturing biology, their immediate family, their community environment, and society drives and guides their development. Changes or conflicts that occur in any layer has a ripple effect on the other layers. Edward and Young (1992) noted that apart from parents, other adults have taken on significant roles in children's lives. This is in line with the iServe iLead mentorship program, which is designed to develop students' prosocial behaviors by providing training to mentors and teachers who play significant roles in students' lives. Henderson (1995) argued that based on Bronfenbrenner's bioecological systems theory, societal attitudes that value work done on behalf of children at all levels

should be valued, which includes mentors as well as parents, extended family, teachers, work supervisors, and legislators.

The bioecological systems perspective allows for the exploration of mentoring where complex social and psychological systems intersect (Chandler, Kram, & Yip, 2011). Chandler et al. (2011) reported that within the five interrelated systems (microsystem, mesosystem, exosystem, macrosystem, and chronosystem) that affect students' development, the mentoring phenomenon can be viewed as an activity embedded that is entrenched in complex interactions between systems. Consequently, individual and environmental forces interact to influence mentoring outcomes.

Mentoring Theories

There are components of mentoring that are key to both mentor and mentee. These components are lifelong learning principles that are developed in any mentoring relationship. Mullen (2012) related that despite various forms of mentoring, mentor and mentee engage in an evolving relationship to promote learning, relearn, and unlearn educational and social practices. Mullen noted that mentoring theories include traditional, alternative, and collaborative theories. Each theory is innovative and provides an opportunity for positive growth through multilayered interventions.

Traditional mentoring theory. Traditional mentoring theory is skill-based, goal-oriented, and passed down through generation (Mullen, 2012). According to Mullen (2012), this form of mentoring occurs one-to-one with a tenure and seasoned mentor professional. Mullen shared that traditional mentors advocate and promote mentees in a

manner that is nurturing, advising, befriending, and instructing. The traditional mentoring theory principles are also found in areas such as learning, socialization, and preparation.

Alternative mentoring theory. Compared to traditional mentoring theory, alternative mentoring theory includes further development, but shares practices with traditional mentoring. Darwin (2000) claimed that this form of mentoring should be implemented within an evolving culture. Additional theories included in this form of mentoring are collaborative mentoring, mosaic mentoring, multiple-level comentoring, and synergistic leadership (Mullen, 2012). Mullen (2012) reported that alternative mentoring promotes progressive learning, and focuses on organizational and cultural change. Based on this mentoring approach, mentoring stabilizing plans are used to foster diversity in challenging learning environments. The alternative mentoring approach is used across other mentoring forms such as formal mentoring programs, professional learning communities, coalitions, alliances, cross-cultural mentoring, inquiry and writing groups, peer coaching, professional and political activism, staff development, e-mentoring, and virtual learning. Mentors become advocates and change problem solvers, and provide proper support to students through mentorship. Mullen referred to these mentors as risk takers who affect others while readjusting themselves to become better. In addition, these mentors build cohesion with ideas regarding diversity and people in their mentoring and leadership.

Collaborative mentoring theory. Collaborative mentoring is an approach that unifies individuals and groups toward the goal of learning (Mullen & Tuten, 2010). Mullen and Tuten (2010) related that this theory is grounded in feminist postmodern

values. The authors noted that the goal of collaborative mentoring, also known as relationship comentoring, activates social equality for all regardless of status and ability. The mentoring relationship between mentor and mentee is authentic, engaging, and reciprocal. In addition, the mentoring relationship can become influential to the school culture due to the cohesive, transparent, and partnership relationships that are exhibited.

Mentoring and At-Risk Students

Creating a positive relationship with adults is crucial for healthy development in children. Mentoring programs provide a positive experience for children who do not have relationships with adults in their lives (Caldarella, Gomm, Shatzer, & Wall, 2010). Mentoring is a partnership between two individuals, the mentor and the mentee, where they develop mutual respect and trust between each other, share commonalities, and offer support and encouragement to fulfill their life's pursuits (Bohannan & Bohannan, 2015). Through guidance, mentors are nonparent adults who serve as role models that guide their mentees through meaningful activities by sharing knowledge, skills, expertise, and appropriate attitudes for survival in society (Biggs, Musewe, & Harvey; 2014). Pryce and Keller (2012) suggested that community- and school-based mentoring programs present an array of beneficial outcomes for participating youths.

In public schools, potential mentee students are identified as being at-risk. The National Association for the Education of Young Children (2008) noted that these students are characterized as students who are not experiencing school success, have low self-esteem, generally from low socioeconomic families, minority, low-income status, and parents have low educational backgrounds with low education expectations for their

children. These students tend to have disciplinary and truancy problems at home and in school. In addition, they tend to display problematic behaviors with their peers and act on impulse. Due to negative conditions or experiences within the community and the home, these students do not participate successfully in school, tend to have higher rates of academic problems, fall behind their peers academically and socially, and school tends to become a negative environment that highlights their low self-esteem (Becker et al., 2011; Sanford et al., 2011; Smith, Katsiyannis, & Ryan, 2011). According to Smith et al. (2011), at-risk students are identified as early as Pre-K and later reevaluated due to the economic status of their families and changing living situations. As a result, proactive and preventative after-school programs that provide one-on-one counseling with small groups and include supportive services are needed to address the need of at-risk students. Programs should uplift students' self-esteem, should be offered in alternative settings, offer academic and socialization skills, and provide ways to create positive experiences.

The mentor's role is to a guide, offer assistance, and offer solutions to mentees when faced with a dilemma (Bohannan & Bohannan, 2015). According to Bohannan and Bohannan (2015), providing questions and regular conversations with mentees are techniques that mentors should use. The researchers shared that most mentors often rely on past issues they have encountered to better relate and understand their mentees' situations. Mentor-mentee partnerships thrive because mentors empathize with mentees and offer solutions which they have personally used to overcome similar situations. Bohannan and Bohannan reported that mentoring provides opportunities for the mentees to think through situations first before reacting hastily. Mentees are able to have

conversations with someone they trust and receive advice prior to reacting to any situation. In addition, mentoring boosts the confidence of mentees, which helps the mentee to seek new ideas that are safe solutions to dilemmas. Rhodes (2002, 2005) reported that youth mentoring has been demonstrated to promote positive development of youths. Rhodes created a conceptual framework that shows a close mentoring relationship as the facilitator for three interconnected processes: (a) increase of emotional and social development; (b) advancements in cognitive functioning as a result of guided instruction, joint activity, and conversation; and (c) encouragement of positive identity development. For each process, Rhodes recommended interpersonal mechanisms from theories of teacher-child, parent-child, and peer relationships. Rhodes related that each domain supports one another to produce positive outcomes.

Mentors can learn a lot about their mentees and formulate ways to assist them through observation and actively listening to their conversations (Rhodes, 2005). Rhodes (2005) related that clues such as talking negatively about themselves and others, being inattentive during activities, and uncommunicative with mentors are indicators to guide collaboration and aid in positive mentee development. In addition, Rhodes addressed identity development where both mentor and mentee analyzed themselves in the present and make predictions about their future outcomes. To address mentee cognitive development, mentors can encourage mentee use of critical questioning and communication skills in their surroundings. To further expand on cognitive development and growth, the mentor can take the mentee on trips to various places such as the library, bookstores, museums, and cultural venues to broaden the youth's views on life.

Therefore, mentors can observe and listen, challenge negative outlooks, collaboratively plan with the mentee, give advice against negative behaviors, and model positive actions for mentees to emulate and possible apply to their lives. These examples of the roles mentors can play could result in mentees' positive growth and change reflected in Rhodes' development model.

Mentoring Relationships

To provide an effective mentoring program for improving positive behavior and prosocial outcomes, it is imperative to understand what makes mentoring relationships work. Psychoanalysis and educator Aichhorn (1935) shared in his book, titled, *Wayword Youth*, that the simple act of regularly conversing while walking home with a troubled adolescent may help the youth develop internal psychological structure, overcome developmental difficulties, and recommence a more developmental track. Within the psychoanalysis framework, Blos (1979) imparted an opportunity for individuality through separation of dependency on parental relationships as a *second individuation*. In the second individuation process, the adolescent merges ego stability, the capacity to love those outside the family, and dependable self-esteem, conferred by the ideals of a flexible yet consistently strong superego. In efforts to accomplish these psychological developments, adolescents develop numerous phase specific needs.

Mentoring is an extrafamilial relationship that could transform internalization of positive aspects of the early child-giver experience and support the merge of an identity differentiated from dependency on family relationships (Blos, 1979). More recently, mentoring and youth developmental researchers Thomson and Zand (2010) and Karchar

and Nakkula (2010), viewed relationship building as a process of interactions that occur over time. Thomson and Zand (2010) attribute high quality mentoring to youths having higher levels of trust, mutuality, and empathy in their relationship with service providers, and becoming socially assertive, cooperative, and exhibiting self-control. In organizing a framework of the relationship between the mentor and mentee, Karchar and Nakkula's (2010) framework included three dimensions, which are as follows: focus, purpose, and authorship. Focus is associated with the interactions used to achieve the program's goals. The purpose questions whose agenda is being served during these interactions. Authorship refers to the negotiations between the mentor and mentee regarding conversational topics and activities.

Karchar and Nakkula's (2010) developmental approach and framework build on the idea that afterschool programs stimulate peer interactions that are positive and focus on preventative therapeutic effects of at-risk students. Karchar and Nakkula related that at-risk students who encounter positive relationships from care givers at an early age are more inclined to create their own individuality that is differentiated from their family of origin. Bulanda and Mccrea (2013) noted that those who experienced trauma early in their lives used the supports in afterschool programs to feel connected and discover developmental tasks not typically afforded to individuals who have traumatic experiences. The enriched support available in afterschool programs and mentor relationships is of great value to curtail maladaptive responses that challenge at-risk students who suffer developmental stressors and negative community influences.

Mentoring Relationship Phases

There are two kinds of mentoring relationships: (a) natural and (b) formal (Mullen & Schunk, 2012). Mullen and Schunk (2012) related that natural mentors are the ones who play a vital role in the daily lives of mentees and include sports coaches, teachers, friends, and family members. On the other hand, in formal mentoring relationships, mentoring programs align mentors with mentees. The authors noted that effective mentoring is a learning process that goes through four operational phases in mentorship relationships: (a) initiation, (b) cultivation, (c) separation, and (d) redefinition.

Initiation phase. The initiation phase may take a few months for mentor and mentee relationships to become established (Mullen & Schunk, 2012). Mullen and Schunk (2012) noted that this phase involves initial interactions, discovering first impressions, and the establishing common ground. The authors characterized this phase as development seeking on the mentees' part. Behaviors exhibited by mentees include information seeking, advice seeking, counseling, and feedback from mentors, which emphasize the development of skills, knowledge, learning, and career development. Mentees seek information, advice, counseling, and ask questions from mentors in order to set goals.

Mentees' goal during the initiation phase is to exhibit behaviors that show their competence, capabilities, and learning ability (Mullen & Schunk, 2012). Mullen and Schunk (2012) related that the interaction between mentor and mentee turns into a relationship phase and is often thought of as an encounter. Consistent interaction results in mentees knowing their mentors' work style, habits, and thinking processes. The

authors noted that during this phase, some mentors may do preparation and use this time to get to know each other. Formulating a relationship and time commitment are a work in progress as well as foreseeing short- and long-term benefits and challenges.

During this phase, mentees display frequent levels of development-seeking behaviors (Mullen & Schunk, 2012). Mullen and Schunk (2012) recommended that mentees should have frequent contact with mentors in order to obtain assistance with these behaviors. The authors noted that too little interaction with mentors result in relationship strain and stress. Instead, Mullen and Schunk shared that mentoring relationships should promote constructive feedback and satisfaction with the overall progress. The authors further shared that mentees should not believe that they are intrusive on their mentors' time as it can deter the progression of their development-seeking behaviors. Mullen and Schunk advised that mentors should be balance; meaning, mentors should not be extremely assertive or under assertive. In addition, mentors should incorporate good planning, which should include respect for their mentees and being able to take constructive criticism (Kochan & Pascarelli, 2012; Mullen & Schunk, 2012). Mullen and Schunk noted that mentors who are able to maintain balance attract perspective mentees.

Pairing mentors and mentees who share the same ethnic backgrounds tends to lead to better outcomes (Kochan & Pascarelli, 2012). Kochan and Pascarelli (2012) noted that sharing the same ethnic background have led to successful relationships, while different cultural dynamics can lead to problematic and unsuccessful relationships. However, the authors emphasized that mentor and mentee relationship pairing in which

the ethnic backgrounds are dissimilar may prove to be advantageous. In this situation, both parties learn and broaden their cultural knowledge as well as become culturally sensitive when situations arise. Mentoring success occurs when mentors create strategies that are culturally appropriate, which does not jeopardize the relationship.

Cultivation phase. The cultivation phase is the longest phase (Mullen & Schunk, 2012). According to Mullen and Schunk (2012), this critical phase presents the greatest challenge because this is the phase where mentors are most needed. The authors noted that the cultivation phase coincides with the initiation phase in order to further openly converse, ask detailed questions, whole-heartedly support cultural differences, and receive constructive feedback. The relationship between mentor and mentee becomes close, communication is regular, and productivity are noticeable. Mentors develop learning goals and readjust goals where necessary, as well as assist mentees to achieve their goals. While mentees are fulfilling their tasks, they observe and mimic the actions of their mentors. Through these observations, mentees are learning how to accomplish tasks, remain focus, work diligently, and learn new strategies. Mullen and Schunk shared that these encounters promote mentees' maturity and create plans for career development, social development, and psychosocial support.

As the relationship between mentor and mentee becomes more relaxed, it is imperative that mentees are mindful of mentors' time (Mullen & Schunk, 2012). Mullen and Schunk (2012) reported that during mentoring sessions, mentees should be cognizant of their mentors' time and mentors should not make mentees perceive that they are a burden. Both parties should keep in mind that there is scheduled time allotted to check-in,

have conversations, and participate in tasks. To keep balance, both mentors and mentees should respect each other's time, dedication, and commitment. The authors identify the cultivation phase as a time for coteaching and colearning. In this phase, mentors and mentees merge into what resembles a hybrid of cross-relationship. Mullen and Schunk related that both mentors and mentees have taken responsibility for each other, cross learning occurs, and educational and professional gains are achieved.

Separation phase. The separation phase occurs when the mentee desires to be independent and seeks to end the mentoring relationship (Mullen & Schunk, 2012). According to Mullen and Schunk (2012), this phase can be carried out positively or negatively and the emotions of mentors and mentee are tested. Emotions such as grief and abandonment are often exhibited as well as the feeling of appreciation. Mentees independently and effectively thrive when they enter this phase. Efforts made by mentors have decreased and little productivity is accomplished due to mentees' independence level. Communication between both parties decrease, limited in-depth feedback occurs, and mentees' focus to transform their identity has progressed.

There are reasons why this phase is fragile. Like most relationships, interpersonal dynamics can change when they are not closely monitored (Mullen & Schunk, 2012). Mullen and Schunk (2012) shared that a variety of negative factors can expedite the termination of mentoring relationships like disrespect, mistreatment, lack of appreciation, and high dependency. On the other hand, the authors suggested that mentoring relationships with a psychological bond are unbreakable and remain in sync.

Redefinition phase. As a result of a good mentorship experience, the mentor and mentee collaborate in support of each other (Mullen & Schunk, 2012). Mullen and Schunk (2012) noted that in some instances, long-term friendships between mentors and mentees are established. During this phase, mentees redefine who they are and who they want to become. While mentees have their mentors as role models, they are not encouraged to imitate their mentors, but are encouraged to continue their own transformation.

During the redefinition phase, mentees learn and shape their life's path (Mullen & Schunk, 2012). Mullen and Schunk (2012) shared that mentees continuously negotiate, manage, and construct career goals in a strategic way. Often, mentees' pursuits are more definitive than those of their mentors. In the future, mentees are expected to become successful professionals who are committed to working collaboratively with colleagues, manage workplace stress, and stay current with professional career trends, both national and internationally. The authors noted that wherever life takes them, mentees can leave an impression that was instilled by their mentors, which shapes and molds them into the people that they will become.

Benefits of Community-Based Mentoring

I organized this subsection as follows: overview, benefits to mentors, and benefits to at-risk students.

Overview. Over the past two decades, volunteer mentoring programs such as Big Brother Big Sisters (BBBS) and Big Brother Big Sister of America (BBBSA) have paired youth with mentors to provide support and guidance. BBBS and other programs continue

to positively affect the lives of youths and children (Schwartz, Rhodes, Chan, & Herrera; 2011). All mentoring programs are fortified by practical and experiential ideas, which are associated through the work of Mezirow's transformative learning that challenges youth to work with their mentors, reflect on prior assimilated assumptions, perspectives, values, and beliefs, and to question and validate them (Mezirow, 2000).

Community-based mentorship programs are beneficial for various reasons. According to Rube et al. (2014), they provides one-on-one direct assistance as well as face-to-face communication between the mentors and mentees, partnerships with local and public agencies, community organizations, and education institutions to achieve mentee and family goals. Mentorship programs create a bond between mentors and mentees as well as between children and adolescents within prosocial groups and activities. Manning and Buchner (2009) noted that there is a need for community partnerships with schools as schools flourish with the support of engaged local businesses and community partners.

As BBBS and BBBSA are wide spread and known for their exemplary positive youth development model, DuBois, Portillo, Rhodes, Silverthorn, and Valentine (2011) released a report that discussed evidence correlating positive mentoring with varied youth outcomes, which is embraced by many policymakers and practitioners. According to Mikulak (2011), following the publication of the report, mentoring programs expanded with much diversity. Newer programs targeted specialized groups, for example, youths in foster care, incarcerated parents, and those at-risk academically or socially. Some programs encouraged employees of local businesses to volunteer 1 hour each week with

designated mentees (Maguire, 2000; Mikulak, 2011). In addition, Mikulak noted that these new programs targeted certain outcomes such as socialization improvement, academic achievement, and overcoming obesity. Furthermore, new programs were placed in community settings such as schools, afterschool programs, religious institutions, and workplaces in the form of group mentoring, e-mentoring, and cross-age peer mentoring.

Community-based mentoring programs that are integrated into the school academic calendar allow for a continuous mentor and mentee relationship process. Herrera, Grossman, Kauh, Feldman, and McMaken (2007) related that during school breaks, mentees can continue to improve in school-related areas such as social conduct, academic performance, scholastic effectiveness, and attendance. DuBois et al. (2011) found that students from low socioeconomic backgrounds benefit most from mentoring programs. Mentoring programs are often created in areas with limited organizational and institutional support. As a result, they may function through less-formal routes such as religious institutions, extracurricular activities, and volunteering. Community-based mentoring programs offer protection against violence exposure and gang involvement (Hurd & Zimmerman, 2010).

Benefits to mentors. Serving as a volunteer mentor is beneficial. High school students who mentor at-risk peers have reported that they have personally experienced increase gains in self-esteem and school connectedness (Caldarella, Gomm, Shatzer, & Wall, 2010). Caldarella et al. (2010) found that college students who serve as mentors to at-risk elementary students have increased understanding and knowledge of child development and suitable educational practices. The researchers also noted that

volunteers experience other positive outcomes, such as feeling useful, personal growth, and reduced negative emotions. In addition, Kafai, Desai, Peppler, Chiu, and Moya (2008) reported that mentoring inner-city youths enabled mentors to become learners; thus, mentoring programs are beneficial to both mentors and mentees.

Benefits to at-risk students. Student participation in mentorship programs has proven to be beneficial. Mentees have attained higher educational achievement, social competence, higher emotional adjustment, and positive self-image (Hornery, 2011; Tracey, Hornery, Seaton, Craven, & Yeung, 2014). Ritter, Barney, Denny, and Albin (2009) assessed how effective volunteer tutoring programs are for increasing the academic abilities of students enrolled in U.S. public schools, grades K through 8. In addition, the researchers investigated who would benefit from tutoring and the conditions that allow effective tutoring to take place. The researchers used 21 studies and found a positive effect between volunteer tutoring and student achievement. In regard to particular subskills, Ritter et al. found that students who were tutored tend to have higher scores on tests related to writing, oral fluency, and letters and words compared to their untutored peers.

Mentor Preparation and Support

Positive and effective mentorship takes place with mentor training and development (Hobson, 2012). It is important to prepare for the mentorship role; therefore, provisions should be made for mentors to receive on-going support and additional training so that they can learn strategies to better assist and connect with mentees (Hobson, 2012; Ko, Lo, & Lee, 2012). Hobson (2012) noted that mentors should learn

how to discuss teacher issues with mentees, help mentees develop their social skills, and motivate mentees to reflect on choices they have made. The author also suggested that mentor preparation and support should be collaborative between teacher and mentor; thus, forming an affinity group. Hobson suggested that the affinity group operates through conversations and learn how to enhance mentoring capabilities, as well as develop mentoring skills and overcome mentor isolation. Tang (2012) identified three models used to develop mentors: (a) the transmission model, (b) the theory-to-practice connection model, and (c) collaborative inquiry model. The transmission model focuses on developing mentoring skills and enables mentors to apply their knowledge to their practice. In the theory-to-practice connection model, mentors use research-based strategies and their own mentoring practices. In the collaborative inquiry model, mentors and teachers work closely in a mentor-learning environment. Despite the approach used, Tang recommended a combination of preparation and continuing support for effective mentor development.

Mentoring Program and Mentor Best Practices

Mentoring refers to the pairing of youths to nonparental adult figures who serve as role models and provide youths with support (Anastasia, Skinner, & Mundhenk, 2012). The researchers noted that increases in single-parent families and growing needs for parents to work long hours outside of the home, along with neighborhood socialization breakdown, have resulted in many youths being isolated from adults. This results in a decrease in positive contacts between youths and adults; thus, mentoring programs are instrumental. Anastasia et al. (2012) discussed the importance of clarifying best practices

for mentoring programs and mentors in order to reach potential outcomes. The researchers reported that best practice implementation inspires program organizers to obtain more consistent positive outcomes and researchers are better able to measure change more rigorously. The researchers noted that establishing a set of consistent outcomes require program organizers understanding of formal and informal mentoring relationships. In addition, program organizers should understand the connection, setting, and purpose of the relationship in order to clarify and refine program goals.

Using secondary data and supplementing findings with practitioner interviews, Anastasia et al. (2012) found eight mentoring types, four program best practices, and six mentor best practices that support youth success outcomes. This subsection is organized in the following areas: mentoring types, program best practices, and mentor best practices.

Mentor types. Anastasia et al. (2012, pp. 39-40) noted that there are eight mentoring types based on a combination of three component pairing:

1. Connection – natural or assigned mentoring: Natural mentoring relationships develop spontaneously, and both the mentor and mentee are the main agents in the relationship. On the other hand, mentors and mentees are matched in assigned mentoring and training and other forms of support are provided to mentors.
2. Setting – community-based or school-based: The focus of community-based mentoring programs is on cognitive, social-emotional, and identity-development outcomes. In contrast, school-based mentoring programs focus

on improving students' grades, school attendance and behavior, learning interests, and higher education plans. However, Anastasia et al. recommended that mentoring programs use both types for best practice and outcome.

3. Intent – developmental or prescriptive: Developmental mentoring relationships are often youth-driven and activity-focused. On the other hand, prescriptive mentoring focuses on behavioral or attitudinal goals that mentors and mentees believe are positive.

When one component from each of the pairing above are selected, eight possible mentoring types are formed, which are as follows (Anastasia et al., 2012, p. 40):

1. Natural, community-based, developmental (NCD): In this type, examples include sports leagues, Boy and Girl Scouts of America, family, and friends.
2. Natural, community-based, prescriptive (NCP): In this type, judges mandate that youths identify a mentor.
3. Natural, school-based, developmental (NSD): In this type, examples includes clubs, sports, and elected programs or activities that require youths to identify a mentor.
4. Natural, school-based, prescriptive (NSP): In this type, school administrators mandate that youths identify a mentor.
5. Assigned, community-based, developmental (ACD): In this type, an example includes Big Brothers Big Sisters of America.
6. Assigned, community-based, prescriptive (ACP): In this type, judges assign troubled youths mentors.

7. Assigned, school-based, developmental (ASD): In this type, students are assigned a mentor by their school program coordinator in order to develop skill building outside of the classroom.
8. Assigned, school-based, prescriptive (ASP): In this type, tutoring is one example.

Program best practices. The success of assigned mentoring programs for youths requires that program organizers create an environment that supports and sustains children's individual success (DuBois, Holloway, Valentine, & Cooper, 2002). Anastasia et al. (2012) related that this success is first created and recreated with the attainment of mentors into a professional setting that offers a formal program structure, well-defined expectations for mentors, continuing training and support, and recurring self-monitoring. The researchers discussed four best practices, which include (a) formal structure, (b) clear expectations, (c) ongoing support, and (d) organizational self-monitoring. DuBois (2002) noted that the creation of a policy and procedures manual and the use of different school and community settings for activities are the best practice of formal structure. Keller (2006) shared that the manual should include all details about hiring, training, and retaining staff, which helps in clarifying expectations and create protocols that result in implementation reliability.

Organizational leaders should develop and use clear expectations when recruiting mentors, even if mentors do not receive any payment (Anastasia et al., 2012). Keller (2006) related that expectations should include a job description and interview procedures that focus on the competencies that are needed for the job. When mentors are

hired, they should be given an orientation along with access to ongoing support and training throughout their affiliation with the program (DuBois et al., 2002; Pedersen, Woolum, Gagne, & Coleman 2009; Rhodes, 2007). To ensure reliability and targeting of goals, regular organizational self-monitoring should be used to assess staff training, review the organizational culture, and revise staff retention efforts.

Mentor best practices. Six best practices for individual mentors include the following: "(a) training, (b) commitment to the relationship, (c) respect for the mentee's background, (d) respect for the individual, (e) mutual activities, and (f) use of support" (Anastasia et al., 2012, p. 42). Anastasia et al. (2012) noted that individuals in the helping professions who have received formal training, such as counselors and teachers, have greater mentoring success than lay individuals. However, DuBois et al. (2002) claimed that training and support provided to lay individuals can produce similar results. Anastasia et al. related that commitment is also important to the mentoring relationship as committed mentors meet with their mentees regularly. When mentors have respect for their mentees' family, class, and culture, trust can be built and the relationship can grow. In addition, mentors should have respect for mentees' individual outlook and attitudes as youths learn and grow in age-appropriate ways. Furthermore, Anastasia et al. reported that mentors should engage in relationship building through activities; meaning, mentors should engage mentees through shared activities as this will allow their relationship to grow. Anastasia et al. also noted that mentoring can be challenging; hence, the sponsoring organization should provide mentors with access to support. The researchers noted that support can also come from mentors' peers, family, or professionals who are

not part of the organization. The ultimate goal of mentoring is to achieve successful outcomes for youths, which include four major goals: "(a) becoming a long-term contributing member of society, (b) improving self-worth, (c) increasing potential for success, and (d) improving communication skills" (Anastasia et al., 2012, p. 43).

Cultural Conceptual Framework in Mentoring

The success and failures of mentor organizations are determined by their culture (Kochan & Pascarelli, 2012). Kochan and Pascarelli (2012) related that mentor organizations become successful when there is an overall need for it. The authors noted that when cultural bias is involved, mentees are less likely to succeed. Kochan and Pascarelli argued that a greater understanding about the effect of culture on mentoring is needed. The researchers noted that individuals who are involved in mentoring should view culture as central to their work. While recognizing the works of Mead (1970) and Carroll (1990) on cultural types, Kochan and Pascarelli discussed a mentoring initiative. This subsection is organized as follows: traditional culture and mentoring, transitional culture and mentoring, and transformational culture and mentoring.

Traditional culture and mentoring. In most cultures, the elders are the ones who impart knowledge and insight about cultural traditions (Kochan & Pascarelli, 2012). Kochan and Pascarelli reported that these traditions were passed down to present and future generations in order to preserve cultural values, beliefs, and principles. For example, the authors noted that Native American and Buddhist Asian cultures respect their elders and allow mentoring opportunities to teach each generation. Family members

carry on the mentoring tradition even after elderly loved ones have passed away; thus, continuity is a part of the mentoring process.

Transitional culture and mentoring. Transitional mentoring is also known as a partnership (Kochan & Pascarelli, 2012). Kochan and Pascarelli (2012) related that partnership at this stage is between mentors and mentees. Transitional mentoring involves sharing and learning from both sides about past traditions and current trends. As traditional cultures remain focused on their beliefs and values, there are social and cultural events that may cause issues (Mullen, 2012). Kochan and Pascarelli discussed youth conditions in society, economic conditions, and social injustices as social issues that create an atmosphere for transitional change. The authors noted that at the transitional stage, dilemmas surrounding traditional beliefs, norms, and practices are solved with innovative ideas that are central to mentoring the next generation. This stage can present a crossroad for both mentor and mentee. The authors add that a clash between both mentors' and mentees' perspectives can strain the relationship and new questions may arise regarding mentoring roles. For example, Kochan and Pascarelli related that the Civil Rights Movement of the 1960's was a transitional cultural shift that presented social injustice to minority men, women, and children. At the end of this era, a variety of mentoring programs involving cultural awareness were created with the goal of preserving cultural values and beliefs for future generations.

Transformational culture and mentoring. The transformation stage focuses on letting go of the past and making way for the new (Kochan & Pascarelli, 2012). Kochan and Pascarelli (2012) noted that unlike the transitional stage where in-depth thinking and

questioning occurs, the transformational stage allows the roles of mentors and mentees to become more fluid. Kochan and Pascarelli viewed the transformational culture as not being stuck in the past, but allowing innovation, new beginnings, and fresh possibilities to evolve. Pawar (2013) related that this provides an opportunity to learn the benefits and advances of diverse cultures.

With the need to adapt and move forward innovatively, there are two mentoring programs that reflect the transformational culture: (a) global crisis and (b) personal growth (Kochan & Pascarelli, 2012). Kochan and Pascarelli (2012) claimed that both programs depict the transformational culture's goal of addressing cultural issues and instituting a new learning culture. The authors reported that the goals of global crisis mentoring programs are to create a new global learning model and provide leadership. For instance, the authors noted that the Global Action Network (GAN) is an example of a global crisis program aimed at improving health education worldwide and saving lives. The authors shared that the creators of the GAN realized that the traditional way of communicating health problems such as human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS), along with reproductive and sexual health did not work. As a result, they used innovative ideas that answered questions from the world's top leaders in reproductive health and human rights.

The GAN has an Internet-based mentorship program where young and senior health professionals are paired with each other to foster dialogue through e-mail (Kochan & Pascarelli, 2012). Kochan and Pascarelli (2012) noted that the effectiveness of this program includes young mentees receiving knowledge and guidance from their mentor.

There is a challenge in the mentorship pairs' longevity; however, as the GAN includes participants from 20 countries and cross-cultural issues arise and impede communication between mentorship pairs. For instance, if there is conflict between countries, openness and trust between mentors and mentees may be severed. As a result, the GAN focused on how cultural differences and expectations affects the mentoring relationship when pairing mentors with mentees.

A second transformational culture model is the New Scholars Network (NSN; Kochan & Pascarelli, 2012). Kochan and Pascarelli (2012) related that these are a group of college professionals who support the feminist ideology and their goals are community building and advocating for change. Instead of the traditional mentoring programs, the NSN focuses on meaningful thinking and members perceive themselves in a better position through their influence in higher education. In this model, the past has been intentionally let go and new ways of adapting to change are embraced. In the NSN, the word *mentoring* has been changed to *musing*. The NSN and the GAN are examples of change in mentoring. These mentoring programs exist due to the cultural changes that are taking place in society. In the conceptual frameworks, the various levels of the cultural purpose found in the traditional, transitional, and transformational stages were addressed.

Implementation

The iServe iLead is a mentorship program is an afterschool and community support for at-risk students in an urban setting. The goals and objectives of the iServe iLead mentorship program establishes the criteria for mentor selection. Potential mentors are older and more experienced individuals to serve as positive examples and role models

to at-risk students. As members of the community, mentors can enrich and have a positive effect on the lives of at-risk students living within the same community. Prospective mentors will employ conflict resolution, communication, and decision-making strategies as well as prosocial skill development to help at-risk students adapt to their community.

Potential mentors will be adults and will be recruited from local businesses, community organizations, churches, preschools, elementary schools, middle schools, high schools, colleges, and universities by posting flyers, face-to-face and telephone conversations, and through social media, such as Facebook. They will be asked to volunteer at least 2 days a week, 1 hour each day in the afternoon when the program is taking place. Mentors are expected to have a genuine desire to help and have a positive attitude. A special ability that mentors may have is the ability to speak a second language. Mentors may have skills in sports, art and craft, and different subject areas. Mentors are expected to provide positive opportunities to at-risk students, which include the ability to work with students with behavioral issues, promote a positive outlet for disadvantage students, and positively influence underachieving and disconnected students.

The iServe iLead will consist of three cycles. The iServe iLead mentoring program cycles outline the program's layout from the beginning to the end of the school year. All participants commit throughout the school year to collaborate during the school day, after school, and for special meetings or conferences when needed. This will enhance the iServe iLead mentoring experience for mentors, mentees, parents, teachers,

and school administrators involved. Additionally, it will increase communication between all participants to ensure at-risk students receive a quality afterschool program.

The implementation of the first cycle begins at the end of the school year. Behavior data and records through the PBIS data system, SWISS, compiles data that identify students based on their frequencies in detention, whether they have suspensions, and their offences. Along with using the SWISS forms to identify students, detention log from the school's dean and report card from the last school year of at-risk students will be reviewed. This information gives mentors the ability to create their individualized action plan (IAP) for the new school year. Mentors create this plan at the beginning of the school year prior to meeting with mentees. In the IAP, mentors create goal, set monthly achievements, and strategies to successfully reach each achievement towards the goal for the mentee. The IAP will be readily available to participants involved in the program. The action plan will be shared at the initial meet and greet during the first few weeks of school. Each month, a progress sheet will be mailed to parents indicating how students conduct themselves during the sessions.

The rationale for the first cycle is that at-risk students receiving mentoring services from the iServe iLead mentoring program will have an IAP to complete during their first school year with the program. The IAP is a course of action that addresses the behavioral issues and the collaboration of the participants who must join together to create a response. The participants include parents, teachers, school administrators, mentors, and mentees.

The implementation of the second cycle will be to provide a student mentorship report card. The report card will be categorized with headings such as social interaction, individual accountability, one-to-one mentorship, and PBIS expectations. During this cycle, the accumulated data from weekly check-up forms, progress reports, and informal observations will be gathered and presented on the student mentorship report card. The student mentorship report card will indicate the mentee's gains or need for behavioral and social improvements. The data from weekly check-up forms and informal observations during whole group activities and one-to-one mentoring will be used to grade students on the mentorship report cards, which will be presented at the second marking period parent-teacher conferences. Although, mentors will not be at the parent teacher conferences, parents are strongly encouraged to schedule a meeting with them so that they can answer any questions or concerns. The rationale for this cycle is that the student behavior report card is a formal report indicating the progress that at-risk students have made over the first two marking periods of school. This report is an overview of the student's success and the next steps to achieving the goals presented on the IAP.

In the implementation of the third cycle of the program, teams will have an opportunity to share their learning, positive outcomes, and upcoming goals, which will conclude with a moving *Upwards and Onwards* ceremony to celebrate and acknowledge student behavioral improvements and final evaluation of the mentorship program. This cycle concludes at the end of the school year during June. The rationale for this cycle is that participants in the iServe iLead mentorship program will identify the successes and

areas in need of work in the program. This feedback will allow for necessary changes and improvements to be made before the start of a new school year.

The evaluation is designed to ensure the program's validity and credibility holistically. A formative evaluation is the approach used in the form of a survey. A goal-based evaluation will provide an account of the positive effect of fundamental and motivational forces the program has on student interaction. It is necessary to have a follow-up of the mentorship program to gain insight, ideas, and further support participants. Next, the focus is bridging the home, school, and community as a holistic intervention to fulfill students' individualize action plan. For example, at a meet and greet, the director of the mentorship program, assigned community-based mentor, classroom teacher, parents, and the at-risk student will formally meet. Based upon the data, all involved participants receive a copy of the individualized action plan for the at-risk student, sign, and date the receiving documentation. Thereafter, the director will meet with the group to explain the students' individualize action plan, to outline the weekly student and mentor routines during the program, and to share the expectations and commitment that all present parties are to uphold for the success of the student in the mentorship program.

The next step for the iServe iLead mentorship program is to have a partnership with a local college or university to become active participants in preparing and inspiring at-risk students to attain higher learning. College students can become counselors to elementary at-risk students during the mentorship activities and introduce precollegial preparatory skills to strengthen at-risk students socially and culturally. The following

subsections are discussed next: potential resources and existing supports, potential barriers, proposal for implementation and timetable, and roles and responsibilities of student and others.

Potential Resources and Existing Supports

The needed resources to implement the mentorship program would include access to laptops, printer, copy machine, copy paper, and Microsoft and Acrobat computer programs. For the success of the iServe iLead mentorship program, it is necessary to include all stakeholders, such as the school community (e.g., administration, teachers, at-risk students), parents, and mentors who will be from community-based organizations and businesses, churches, schools at a designated community site. The complete mentorship program may be found in Appendix A. The information found in Appendix A includes the 1-day training program for mentors and the 3-day PBIS training program for elementary school teachers. All supporting documents are also presented, to include the program's consent forms, mentorship program field trip forms, mentee referral form, mentee interview form, mentor report log, survey, progress report form, and behavior report card.

I will be the facilitator at the training session for mentors. At the professional development training sessions for teachers, I will be one of the facilitators, and senior teachers who are experts in PBIS and district level PBIS coaches will help to facilitate the training sessions. This will help teachers to become well versed in the PBIS proactive approach by providing behavioral supports as well as social and cultural supports that are needed for all students in the school so that they can achieve social, emotional, and

academic success (San José Unified School District, 2016). Attention will be placed on developing and maintaining "primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional" (San José Unified School District, 2016, para 3).

Potential Barriers

Potential barriers for the iServe iLead mentorship program include obtaining consent forms from parents to permit student participation. Conducting informative meetings allows the mentorship program to support the PBIS framework initiatives and goals. The mentorship program also focuses on addressing student socialization and behaviors as well as encourages interactions to be engaging and inspiring to student participants.

Another potential barrier may be access to resources such as laptops, printer, copy machine, copy paper, Microsoft and Acrobat computer programs at a designated community site. If the mentorship program becomes a community-based organization, it may become a barrier if the school leadership makes the decision whether or not to choose it as some may object to this form of afterschool programming.

Proposal for Implementation and Timetable

The iServe iLead mentorship program presented as an afterschool support for at-risk students would be implemented during the school year, from September to June. The initial meet and greet of all participants parents, mentors, teachers, and at-students will

occur during the month of September. This will enable all stakeholders to learn about the program, its correlation to school achievement, what the outcomes entail, and the importance that stakeholders have for student success. The first cycle will begin in late September through November. Mentors and mentees who are at-risk students will meet 5 days a week after school for 1 hour. The time will be spent mentoring and participation in small and whole group sessions and independent activities that reinforces life, social, and college preparatory skills. At the end of the first marking period, parents will conference normally with classroom teachers. In addition, parents will receive the behavior report card found in Appendix A for at-risk students in the mentorship program.

The second cycle begins in December through March. Similar to the first cycle, the second cycle mentors and mentees will continue to meet weekly and participate in various forms of mentoring activities. Mentee students will have field experiences, which will occur biweekly to expose students to real-life scenarios where they use and apply the correct skills learned to make decisions. To attend the field experiences, each student must receive parental consent on the field experience form found in Appendix A. At the end of the second marking period, parents will conference with teachers to receive their behavior report card found in Appendix A.

The third cycle will begin from mid-March through June. Mentors and mentees will continue to meet weekly, be involved in the various group or independent activities, in addition to the biweekly field experience trips. At the end school year, all stakeholders will be invited to the Moving Upwards and Onwards ceremony. At-risk students will receive a certificate and their final behavior report card found in Appendix A. The mentor

and student complete the survey found in Appendix A to evaluate the overall mentorship program. The iServe iLead mentoring program timetable can be seen in Table 7 below.

Table 7

iServe iLead Mentoring Program Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:00	Snack time	Snack time	Snack time	Snack time	Snack time
3:30	Sign In with Mentor	Sign In with Mentor	Sign In with Mentor	Sign In with Mentor	Sign In with Mentor
4:00	One-on-One Session	One-on-One Session	One-on-One Session	One-on-One Session	One-on-One Session
4:30	Whole Group Session Sign Out with Mentor	Whole Group Session Sign Out with Mentor	Whole Group Session Sign Out with Mentor	Whole Group Session Sign Out with Mentor	Whole Group Session Sign Out with Mentor
5:00	Skill Building	Skill Building	Skill Building	*Field Experience	*Social get-together
5:30	HW help	HW help	HW help	HW help	*Social get-together
6:00	Pick-Up	Pick-Up	Pick-Up	Pick-Up	Pick-Up

Note. *Field experience occurs biweekly once a week.
*Field trips occur once a month.
*Social get-together activities vary weekly and led by college counselors.

Roles and Responsibilities of Students and Others

It is my intention that the mentorship program will provide intervention strategies to supplement the current PBIS behavioral framework in response to the local problem of teachers' implementation of PBIS to students in a community where negative influences and outside forces affect student behaviors. My main role will be to present the findings and seek the permission of administrators, teachers, parents, and the members at the

designated community site to implement the iServe iLead mentoring program. In addition, I will direct, model, support, and oversee mentors' support to individual students and activities. I will also facilitate 1-day mentor training and I will help to facilitate the 3-day teacher training. The key stakeholders in the mentorship program are community-based mentors, elementary teachers, at-risk students, administrators, and parents. Stakeholders such as the mentors, teachers, administrators, and parents are responsible for supporting at-risk students.

Mentors will have a goal of building character and social competence for mentees. They will use prevention and intervention strategies to help at-risk students socialize with their peers, have a positive home life, succeed in school, and make positive life decisions. Mentors and mentees will build a trustworthy relationship that provides support, trust, loyalty, commitment, and respect.

Elementary teachers are responsible for educating students academically and socially. They will work with mentors to ensure that students (mentees) attend to their IAP goals and strive to achieve those goals. They will regularly communicate with mentors, parents, and administrator about the positive gains or areas in need of assistance seen in the student. Senior teachers, who are experts in PBIS and district level PBIS coaches, will help to facilitate the teacher training sessions.

Consent will be obtained from parents to include at-risk students in the program. At-risk students are responsible for achieving goals on their IAP. Students must adhere to the school-wide behavior expectations at their school and apply it successfully. At-risk students must complete tasks in class as well as homework given by the classroom

teacher. Students must attend iServe iLead daily and fulfill their obligations to the afterschool program by meeting with their mentor, participating in group activities, and participating in field experiences.

The administrator's role will provide leadership and guidance to the program. They will assist the program director with the infrastructure, setting the goals, and selecting mentors for mentees. Additionally, administrators will assist by evaluating the data collected for the program and make decisions related to program improvement.

Parents are instrumental to student success, especially in the primary years. Parents can assist by volunteering at the school and in the mentoring program. They should have regular interaction with their child's teachers and administrators and attend school events. After-school involvements will include regular communication with mentors. Home-based involvement will include assisting their child with academic and social communication, as well as socialization skills.

Project Evaluation

A formative assessment of the mentorship program will provide mentor and mentee feedback about their experiences with iServe iLead as an intervention support and the effectiveness of the mentorship program. The mentorship program is dependent on evaluation to measure its success. The mentor and mentees will complete a survey at the end of the school year (see Appendix A). A mix of multiple choice and open-ended questions will be used to gain insight from mentors and mentee participants. To better promote students to becoming lifelong learners, the quality of assessments needs to judge how it influences learning (Kvale, 2007). Boud et al. (2010) shared the importance of

assessments to develop one's intellect and the ability to make life decisions. Mentors' and mentees' responses are beneficial in order to understand the positive aspects of the program and areas that still need improvement. In addition, their feedback will also provide insight to behavioral challenges faced by participants and how the behavioral challenges evolve.

The process of evaluating the iServe iLead mentorship program is a simple way to communicate with all stakeholders as well as receive feedback related to their experience with the program. All stakeholders are included in the initial meet and greet, parent-teacher conferences, Moving Upward and Onward ceremony, and follow up of the mentorship program. Overall, the evaluation is based on respecting each stakeholder and allowing them to provide accolades or concerns once the mentorship program has been completed.

Implications Including Social Change

This area summarizes possible social change implications and importance of the project to local stakeholders and in larger context. It is organized as follows: local community and far-researching.

Local Community

The project is of importance to local stakeholders because it provides representation of a program that addresses the social needs of at-risk students living in an urban area. This program can be implemented district and city wide or at the local school level as needed by administrators. The target population for the iServe iLead mentorship program is at-risk elementary school students; however, it can be easily adapted for

middle and high school students as well. In addition, this project can be used as an extension of the PBIS framework to the larger community, to include community-based organizations. The mentoring program will provide a significant resource to the local community by helping children improve their prosocial behaviors.

Far-Reaching

The long-term goal for the iServe iLead mentoring program is to improve at-risk student behaviors. Possible implications for social change to result from the mentorship program are student improvements in social decision-making and behaviors by at-risk students. As a result of the mentoring program, at-risk students will be provided with strategies that they can implement when dealing with conflicts, which will result in behavior improvements. Another possible implication for social change is that the mentoring program will help to build a communication network between the home, school, and community.

Conclusion

In Section 3, I presented a description of the iServe iLead mentorship program, which provides intervention strategies to supplement the current PBIS framework. Therefore, the mentoring program will provide additional support that can improve students' behaviors and improve the organizational climate. The mentorship program addresses the behavioral and socialization needs of at-risk students living in an urban community. In this section, I included a description and goals, rationale, literature review, project description, project evaluation plan, and project implications.

Section 4: Reflections and Conclusions

Introduction

In this section, I address the strengths and limitations of the doctoral project, the iServe iLead mentoring program in an urban community. I also include recommendations for alternative approaches. I conduct a self-analysis to determine what I learned about scholarship, project development, and leadership and change. I discuss what I learned about myself as a scholar, practitioner, and project developer. I include a personal reflection on the importance of my work and what I learned through engaging in the process of completing a doctoral project study. I also discuss implications, applications, and directions for future research.

Project Strengths

Numerous strengths developed from the project study. First, the iServe iLead mentorship program was developed based on the analysis of the teacher interview data, which indicated a need for additional resources to support the PBIS framework. The mentorship program lasts for 10 months, from September through June. The 10-month timeframe allows for mentors and mentees to build a trusting relationship, for collaboration between school (teachers, administrators), home (parents and guardians), and community (service leaders or groups) to become synchronized. In addition, this timeframe allows mentors to work with students to improve their behaviors and socialization skills. The total amount of time for formal mentoring sessions is 5 hours per week. I predetermined 5 hours of weekly mentorship based on the principle that time is

needed to set and attain goals, complete projects, and receive supplemental outreach support (Schulze, 2010).

Second, another strength in the iServe iLead mentorship program is that it focuses on supporting at-risk students outside of academic learning but affirms the purpose of attaining an education through positive social interactions. Third, the mentors will serve as advisors, role models, and guide to at-risk students living in an impoverish community who are in need of positive influences. Fourth, another strength in the mentorship program is that it is aligned with the school-wide PBIS framework.

Recommendations for Remediation of Limitations

A few limitations were also noted with my study. First, the teacher participant data collected were composed of 20 female teachers. Therefore, there were no male participants. Findings from this study cannot be generalized due to the nature of the research. A recommendation for future studies would be to include male participants.

A second limitation is that the study and the iServe iLead mentorship program focused on at-risk students at the elementary school level. A recommendation would be to include at-risk students at the middle and high levels to participate in the study and the mentorship program. Adapting iServe iLead to students at-risk in middle and high school level will make a difference with helping students get their future on track for success. Mentorship will provide encouragement, academic assistance, college application guidance, provide a positive perspective on life, and will affect their future. Hence, the findings from this urban elementary school could serve as the model that can be used by other school districts.

The third limitation is that this mentorship program involves hours of dedicated time, work, commitment, and planning on the developer to contact community leaders, business, organizations to participate, assigning mentor pairs accordingly, planning ideas for small and whole group activities, coordinating with the school to prepare documents for parent-teacher conferences, progress reports, meet and greet, and preparing for the upward and onward ceremony. As this mentorship program is voluntary, participating mentors will receive tangible gifts at the end of the school year in appreciation of their dedication and service to the students. Hence, funding for the yearly mentor gifts need to be taken into consideration.

The fourth limitation is that the mentorship program is a supplement to the PBIS framework with the aim of reducing undesirable behaviors in students. This program is not geared to focus on academic homework assistance. Instead, it offers coaching and guidance from mentors who teach mentees who are at-risk students about how to deal with criticisms from others, balancing home and school life, and building socialization skills that are needed to work cooperatively with others (Geber, 2009). However, as students' characters are molded, they may show an increase in their academic achievement.

Scholarship

What I learned about the processes specific to the research and development of the project was the inspiration for the iServe iLead mentorship program. Completing the administrative leadership doctoral classes and prospectus were the foundations guiding my research study. I have learned to analyze, think, and write as a scholar-practitioner. I

understand what it means to build and capitalize on what was learned, which can effect positive social change. I perceive that at this level, learning is at its peak; therefore, I apply critical thinking and problem-solving techniques in order to find alternative solutions.

As a scholar, I enjoyed collecting and transcribing the data from teacher participants to further understand their perceptions about the PBIS framework. Based on what I learned from participants' perceptions, I am able to effect change by creating a mentoring program that further targets students' behavioral and socialization needs, which will have a positive effect on the overall community. As an educator, this process has inspired me to become more active in my community. Instead of sitting back and allowing others to dictate and implement ideas, I have become more assertive and positioned myself into leadership roles where change is the primary goal. I have even suggested ideas to administrators and teachers that would better serve students' needs and provide professional support for teachers.

Project Development and Evaluation

Based on the data collection and analysis of this study, it was apparent that an afterschool mentorship program that supports at-risk students would be the most appropriate social intervention. The data analysis findings indicated that the PBIS framework works selectively, where some students show behavioral and social improvements, but some students do not. In addition, teachers perceived that students need cooperation from parents or reinforcements at home in order to develop prosocial behaviors. Although the purpose of the iServe iLead mentorship program is in fulfillment

of this study, a full review of the mentorship program proposal will be submitted and presented to the school leadership team to be evaluated. All stakeholders excluding students are represented on the school leadership team and the team can make the decision to implement the mentorship program. In addition, all stakeholders can make necessary adjustments were applicable to further meet the needs of at-risk students.

Designing the project and planning the iServe iLead mentorship program required extensive thought and inquiry. This included being able to process that community leaders would be appropriate to serve as mentors as well as identifying the background history and current interests from both the mentor and student. Another area that required critical thinking was the behavior report card. For example, school academic report cards are categorized by subject, has an overall grade or level, followed by statements identifying the students understanding and progress to meet the standards in each subject, and has additional feedback or comment on strengths and weaknesses displayed by the student. To not be overwhelming or simplistic, on the behavior report card, I elaborated on the three key areas of socialization, participation, and behavior with four statements identifying the students understanding and progress to meet the requirements of the PBIS framework and the mentorship program.

Furthermore, preparation for the proposed next steps was thought provoking. I knew that I wanted this program to include all aspects of the community by utilizing active resources to make a difference for at-risk students. To include college and university students in the mentoring program will expose at-risk students to positive influences, provide role models and hope, develop social skills with others, encourage

graduation from high school, and pursue learning in institutions of higher learning. As the data indicated, students need to develop prosocial behaviors through parents, personal values, and social values; therefore, integrating collegial and university students as mentorship counselors would be an effective outreach resource to help at-risk students learn, emulate, and positively transform their social behaviors.

Leadership and Change

For me, leadership and change occurred by learning scholarly information from my courses, colleagues asking for my input and support, and expanding my roles and responsibility towards leadership at my school. The project study was a learning experience in which I identified a local problem and developed a supporting solution to improve at-risk behavior and socialization issues. I realize that leadership is a process, where I use the knowledge gained and put it into action in order for change to occur. In addition, I have to work with the entire school community towards achieving a common goal. There is so much more that I need to learn and I will continue developing an understanding of effective PBIS practices that will positively affect the community.

Leadership also includes accepting the obstacles that come along in order to promote a mentorship program that will mentor, support, and affect elementary at-risk students in an urban community. I am also prepared to implement a system whereby teachers, parents, and community leaders become more active in the welfare of at-risk students. Johnson (2007) identified the psychosocial functions that comes along with mentorship, which includes intentionally being a role model, affirming their worth, teaching socialization skills, providing criticism, and consent to increase collegiality. As

a voluntary venture, mentor relationships should develop spontaneously, be positively motivating, and has lasting effects (Okurame, 2008, 521). Implementing a mentorship program that gives elementary at-risk students an opportunity to learn socialization skills, have a positive role model they can emulate, and includes the support of the entire school community is a necessary process for student growth and success.

Change can be difficult, met with resistance, or embraced for the betterment of a situation. I believe that most stakeholders involved would view the implementation of a mentorship program with some reservation. However, student behavior is essential to student learning, growth, and interaction. Creating the iServe iLead mentorship program is beneficial to all stakeholders as it aim is to assist students to make life choices, interact with others, and become viable citizens.

To implement the iServe iLead mentorship program in its entirety, support and buy-in from the local district, school administration, teachers, PBIS team, parents, community leaders, and students are necessary. The program will have a major effect on community leaders who will serve as mentors to at-risk students. The intent is for student behaviors and socialization to improve. If data shows improvements in students' behaviors and socialization, then I will be able to seek further support and additional resources from decision makers for the mentorship program.

Analysis of Self as Scholar, Practitioner, and Project Developer

As I reflect, initially going through the process of being a doctoral student was overwhelming. However, as I progressed, I had deeper understanding of the online classroom structure and how as an interactive tool it enforces communication between the

students and instructor. I do appreciate the timely manner in which my chairman and second committee member has taken the time to listen and advise me on areas of concern or to encourage the work that I continue to do. There have been times where the process has gone astray and came to a halt. Nevertheless, I relaxed, reflected, and clearly planned out the direction that my project study should take.

Another aspect that has gotten me through as a scholar was the residency. At the residency, I was able to connect and network with other doctoral students, ask a plethora of questions, and make inquiries with faculty members on-site. Attending the residency workshops were valuable and have taught me strategies on scholarly writing, using and organizing bibliographies, referencing strategies, and synthesizing literature. This experience allowed me to see that I was not alone in this process and that assistance is available to help scholars academically advance in the right direction.

As a practitioner, I have implemented the school-wide PBIS framework and seen many of the positive effects that it has on students. I also recognize the need for additional support to address the negative behavioral issues demonstrated by some students. As a team member, I have contributed ideas and suggestions to enhance the school-wide PBIS initiative. I have acknowledged students who are abiding by the expectations and provided alternate ways to encourage students who make an attempt to turn around their negative behaviors. In addition, I collaborated with administrators to plan activities and professional developments for teachers as well as answer questions from teachers to further understanding of the frameworks implementation.

As a project developer, I have developed iServe iLead mentoring program to address the socialization of elementary school at-risk students living in urban communities. In developing the mentorship program, I used the teacher participant data and information presented in the second literature review in Section 3. Presently, I am unaware of an afterschool mentorship program in the local school district whose primarily aim is to improve student behaviors and socialization. Therefore, I will present the iServe iLead mentorship program.

The Project's Potential Impact on Social Change

The mentoring program that was developed based on the findings of the study and has the potential to create social change for an urban school community. Recommending that this school provide a supplemental afterschool mentoring program advocates for the needs of at-risk students. Teachers at this school perceived that the current PBIS framework is beneficial in improving student behavior and socialization, the framework worked for some but not all students, additional PBIS training is needed for proper implementation, and students need cooperation from parents or reinforcements at home. It is noted that successful mentoring relationships have improved the health of children through increase academic performance, feelings of self-worth and social acceptance with others, and diminishes high-risk behaviors such as alcohol, tobacco, and violence (Coller, 2014). The iServe iLead mentorship program that resulted from this study would help to meet the needs of students by providing additional support to decrease negative behaviors. This in turn will positively affect their socialization skills and academic achievement. The mentorship programs' aim is to provide a behavioral change for at-risk

students and outlines the process in which all stakeholders participate in order to meet the needs of these students.

If school personnel focus their attention on decreasing negative behavioral issues, encourage the buy-in of school initiatives, and direct their attention to the community resources and collaborations, then social change is possible. For instance, to effectively implement the mentoring program, school administrators will need to share the rationale for the program implementation and encourage teacher participation and collaboration in order for effective implementation to occur. By incorporating the mentoring program, students will have a better learning environment where they are more likely to achieve learning standards as less focus is placed on disciplinary measures that negatively affect the learning process. Along with students and teachers, parents and guardians also benefit from the implementation of a mentoring program as the school environment that is likely to be safer and students are mentored to be valuable citizens. Therefore, the implementation of the iServe iLead mentoring program would lead to social change as students' negative behaviors are reduced and students become more socially skilled with others.

This project can have a major effect on an urban school district and findings can be shared through a publication, peer-reviewed journal, and at a conference. The findings of this project may also have a major effect at the university level where schools of educational preparatory programs shape our future teachers and school leaders' behavioral management strategies and implementation for general and special education students. In order for the mentoring program to reduce negative student behaviors, it is

imperative that the study findings are shared and further investigation is conducted after this research study.

Reflection on the Importance of the Work

When I reflect on my doctoral journey, the need to bridge what was learned with socially changing the world comes to mind. As a participant and receiving training for PBIS, I thought I knew the outlining structure of the framework. After extensive literature reviews on this topic such as learning about behavioral strategies, best practices implemented in schools, and transformed schools and districts that have adapted school-wide positive behavioral interventions and supports (SWPBIS), I actually knew a quarter of what the PBIS framework entails. This influenced me to explore the effectiveness of the PBIS framework from teacher participants' perspective and prepare a central research question and three subquestions around this topic based on the gap in the literature.

I learned from the review of literature that there is a barrier to the implementation of the SWPBIS framework where some teachers perceive it to be ineffective, not needed, and question the core elements of the framework (Lohmann, Forman, Martin, & Palmieri, 2008). Findings from this research study will add to the existing literature on teacher perceptions on PBIS. In addition, findings can be used to help other school districts and communities who are experiencing similar issues or used as a resource for schools that need additional support to their existing behavioral programs.

Throughout the doctoral program, I always had the project study in the forefront. What I read, analyzed, and discussed connected to outreach for at-risk students through

mentorship to improve socialization. I am truly motivated to lead the mentorship program in the near future; therefore, if given the opportunity, I will gladly accept.

Implications, Applications, and Directions for Future Research

The findings from this research indicated that the PBIS framework is viewed as a beneficial strategy to improve student behavior and socialization. However, there are concerns about the effect PBIS has on some students, the need for additional teacher training, and students need cooperation from parents or reinforcements at home. Result of the findings indicated that urban schools that implement the PBIS framework need to make additional provisions for student behavioral support and teacher implementation training. Behavioral support for students could be done after school, such as the mentorship program I have developed. Teacher support could be throughout the year where teachers attend district level professional developments and workshops as refresher and complete advance courses. This study mainly addresses the need to improve student behavior and socialization; however, the findings have the potential to reach university level schools of education and influence change in the curriculum for urban and special education.

Future research should be conducted to determine the effectiveness of the mentorship program to improve the behavior and socialization of at-risk students. Conducting a program evaluation study would provide insight into how participants and stakeholders perceive the program. In addition, future research could also expand this study to larger school districts located in other urban areas with similar socioeconomics and demographic levels.

Conclusion

Findings from this basic qualitative research study can be used to change the current approach to the PBIS framework implemented in schools. It was important to understand whether the PBIS improved student behavior and socialization in urban elementary schools. Findings indicated a need for more teacher training and greater emphasis on promoting prosocial behaviors in students through the cooperation of parents or reinforcements at home. As there are many teacher training opportunities and workshops given through the district, my primary focus is finding a way to promote prosocial behaviors in students. Therefore, I developed the iServe iLead mentorship program, which could be used to address the behavior and socialization of at-risk students.

This project provided a mentoring program to supplement the PBIS framework for at-risk students. The mentorship program could also be used by other schools to reduce student negative behaviors. Furthermore, the publication of the findings may increase the awareness of school-wide behavioral programs, supplemental resources for at-risk students, and building collaborations between home, school, and the community. This project concludes my doctoral journey, but it begins my future towards acquiring and soliciting the support of community leaders to become involved through mentorship to support the needs of students living in urban areas where they serve.

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Appendix A: Project

Professional Development 3-Day Training Session for Teachers and 1-Day Training Session for Mentors

This project is a professional development training program that focuses on providing supplemental support for at-risk students. The recent study of teacher perceptions on the implementation and effectiveness of the Positive Behavior Intervention and Supports (PBIS) framework at an urban elementary school in New York City revealed that it works selectively in reducing undesirable behaviors in children. Findings from the research conducted at the school indicated the need for a program that supplements the PBIS framework in order to increase students' prosocial behaviors and reduce students' negative behaviors. In addition, the teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school was that more training is called for, which needs to be performed yearly for constant updates to be transferred to teachers. The iServe iLead Mentorship Program is designed to develop students' prosocial behaviors by providing training to mentors and teachers. Cooperation from parents and reinforcements at home is also instrumental for the program to be effective. With partnership from the family, community members, and students, behavior interventions often succeed (Smith-Bird & Turnbull, 2005).

Purpose

The purpose of the iServe iLead Mentorship Program is to supplement the school-wide PBIS framework in order to increase students' prosocial behaviors and reduce students' negative behaviors. Teachers will be provided with a 3-day professional

development training, while mentors will be provided with a 1-day professional development training. The professional development training will provide mentors with the basics of strong mentorship, building relationships and trust, and developing independence. In addition, mentors will understand how family, peers, community, and school influence children. As a result, the mentoring training will equip mentors to serve at-risk students in the iServe iLead Mentorship Program. The professional development training will provide teachers with integration, implementation, and strategies for improving behavioral outcomes for students through the PBIS framework. As a result, teachers will have an improved understanding of the PBIS framework and with proper implementation, they will be better able to help students improve their prosocial behaviors.

Program Goals

The mentor training goals include:

- Addressing the negative behaviors displayed by at-risk students.
- Addressing the need to improve at-risk students' behaviors and socialization skills.
- Build prosocial behaviors in at-risk students.
- Build strong relationships between mentor and mentee.
- Build a strong relationship between the home, school, and community.

The teacher training goals include:

- Educate teachers on the PBIS framework.

- Provide teachers with the necessary knowledge, skills, and support to understand and properly implement the PBIS framework.
- Educate teachers on how effective behavioral support at school leads to better education for all students.
- Educate teachers on how to support children's positive behavior at school, at home, and in the community.
- Provide teachers with the opportunity to collaborate with colleagues.

Learning Outcomes

The learning outcome for the professional development training sessions is for mentors and teachers to understand the need for behavioral modification interventions that will address the needs of at-risk students living in urban communities. The mentorship program will supplement the PBIS framework through individual meetings and group activities that will foster student prosocial skills and promote positive behaviors. PBIS training will enable teachers to learn strategies, practices, and prevention techniques to support students with behavioral issues.

Target Audience

- iServe iLead mentors. Adult individuals will be recruited to be mentors from local businesses, community organizations, churches, preschools, elementary schools, middle schools, high schools, colleges, and universities by posting flyers, face-to-face and telephone conversations, and through social media, such as Facebook.

- For the first year of the program, all Pre-K through fifth grade elementary school teachers at an urban elementary public school in New York City will attend as part of their professional development requirement for the academic year. In the following years, teachers who have attended the 3-day training will attend a 1-day refresher training at the beginning of each academic year. As new teachers are hired, they will be required to attend the 3-day professional development training at the beginning of the academic year when the training is given and then take part in a 1-day refreshing for future academic years.

Timeline

The professional development training sessions for mentors and teachers will be held separately during August before students begin school. The mentoring training session will be for 1 day and the teacher PBIS training session will be held for 3 days. I will be the facilitator at the training session for mentors. At the professional development training sessions for teachers, I will be one of the facilitators and senior teachers who are experts in PBIS and district level PBIS coaches, will help to facilitate the training sessions. This will help teachers to become well versed in the PBIS proactive approach by establishing the behavioral supports as well as social and cultural supports that are needed for all students in the school so that they can achieve social, emotional, and academic success (San José Unified School District, 2016). Attention will be placed on developing and maintaining “primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social,

family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional" (San José Unified School District, 2016). The agenda for the 1-day professional development training for mentors is presented first with its supporting documents, followed by the agenda for the 3-day professional development training for teachers with its supporting documents.

Materials and Equipment

- Name tags for each participant
- Pencils and paper
- Post-it chart paper
- Markers
- Handouts and presentation articles from websites
- Evaluation forms
- PowerPoint Presentation
- Laptop
- SMART BOARD or any audio visual presentation device

Professional Development 1-Day Mentor Training Session

Agenda

8:30 – 9:00	Breakfast
9:00 – 9:30	The facilitator will guide the group in the following activities: • Introduction (PowerPoint Slide 1). • The facilitator states, "Welcome mentors to the iServe iLead Mentorship Program professional development training sessions. We appreciate you taking the time out of your busy schedules to want to

	give back to the community. Please state your name, your line of work, and the reason why you want to mentor?" • The facilitator will state the purpose of the training sessions: "The purpose of the professional development training sessions is to give you tools and strategies to becoming effective mentors to students in need."
9:30 – 10:30	• The facilitator will ask the following questions of the group: What is mentoring? Why mentor? What is effective about mentoring? (PowerPoint Slides 2 – 4). • Discuss and share. • Activity 1: View the video, titled, *Gang Member Turned Ph.D Mentors Youth on the Fringe*. Participants will list on their paper negative influences and events in Rios' life and list positive influences and events that affected his life. Participants will discuss and compare the video to what they see happening to students in the community (PowerPoint Slide 5).
10:30 – 10:40	Break
10:40 – 11:00	• Discuss mentoring goal (PowerPoint Slide 6). • The facilitator will briefly describe the iServe iLead Mentorship Program's history, mission, and structure. In addition, the facilitator will give an overview of mentor expectations (PowerPoint Slide 7).
11:00 – 11:40	• The facilitator will introduce the next topic of negative student behaviors. • Activity 2: Participants will work in small groups to discuss each negative behavior and share solutions for positive behavioral interventions (PowerPoint Slide 8).
11:40 – 12:40	Lunch
12:40 – 1:20	• Activity 3: Participants will review the chart from Activity 2: Next, they will be given a copy of the booklet, titled, *101 Ways to Teach Children Social Skills*, to match an appropriate behavior to help reduce a negative student behavior. In groups, they will share and discuss the effectiveness of the activity (PowerPoint Slide 9). • The facilitator will discuss how to build prosocial

	behaviors in students. Participants will receive a handout with various types of prosocial activities that can be done with a partner, in a small group, or large group setting. They will review the list and even add additional activities they would like to include (PowerPoint Slide 10).
1:20 – 1:50	• Prosocial activities listed will help children learn how to work, play, and act around others while getting to know who they are. The facilitator will give a handout on types of prosocial activities and participants can add to the list (PowerPoint Slide 11). • Activity 4: *Walk About, Talk About*. Half of the participants will form a circle facing outwards. The other half of the group will form a circle around the others so that each person is facing a partner. The facilitator will tell participants that the will introduce themselves to their partner and talk about a specific topic provided. After each topic, they will rotate and repeat the process again with a new partner. The facilitator will use a method to alert participants that their 3 minutes are up and to find a new partner (PowerPoint Slide 12).
1:50 – 2:00	Break
2:00 – 2:20	• The facilitator shares the attributes, effects, and the special relationship mentors have in the lives of students they mentor (PowerPoint Slides 13 – 14). • A handout will be distributed, entitled, *The Etiquiette of Mentoring Do's and Don'ts* (PowerPoint Slides 12 and 13). • Discuss and share.
2:20 – 2:40	• Activity 5: *The Four Stages of a Mentoring Relationship* (PowerPoint Slides 15 – 17). • The facilitator will divide participants into four groups with four participants. Each group participant will receive a slip of paper with one of the four stages of a mentoring relationship on it. They will be given 5 minutes to read their stage. Participants will teach their group about the stage they were given. Groups will be encouraged by the facilitator to ask questions amongst their group and come up with a solution. If they cannot resolve the question, they are to write it down and share with the class as a whole.
2:40 – 3:00	• The facilitator will emphasize that collaboration

	between the home, school and community is key to enhance the social development of at-risk students (PowerPoint Slide 18). • Activity 6: Participants will use chart paper and markers to work in groups. Each chart will have the header *Home*, *School*, and *Community*. Groups will list four ways in which mentors can positively work with each category to benefit the success of mentees. The facilitator will have each group to share out their ideas (PowerPoint Slides 19 – 20).
3:00 – 3:15	• The facilitator will debrief by asking participants: "What were some of the things they were good at?" "What there adults who helped you?" "If so, what do you remember about that person? The facilitator will describe that as children and youths, the adults in our lives had the power to help us be and feel successful. • The facilitator will distribute the Reflection Sheet. The mentors will share three things they have learned, two new things they are going to try, and one question they still have. Then, have a few volunteers share one of their items.
3:00 – 3:30	• The facilitator will recap the 1-day professional development training (PowerPoint Slide 21). • The facilitator will distribute, discuss the evaluation form, its' purpose for future training sessions, and allow time for mentors to fill out their forms (Professional Development Training Session Evaluation).

Activity 2 for Mentor Training

Present a list of negative student behaviors that occur during the school day towards other students and/or teachers.

1. Minimize the success of others.
2. Always find fault in everything.
3. Talk back.
4. Show frequent anger.
5. Challenge others ideas and opinions.
6. Be noncompliant.
7. Argue and bicker.
8. Refuse to participate or take part in activities and discussions.
9. Never have anything nice or productive to say.

10. Say they don't care, don't want to do something, or hate things.

Negative Behaviors	**Suggested Positive Interventions**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Activity 4 for Mentor Training

Walk About, Talk About

Have half of the participants form a circle facing outwards. The other half of the group will form a circle around the others so that each person is facing a partner. The facilitator will tell participants that they will introduce themselves to their partner and talk about a specific topic I will provide. After each topic, they will rotate and repeat the process again with a new partner. The facilitator will use a method to alert participants that their 3 minutes are up and to find a new partner.

Topic 1: Talk about something you were good at as a youth.
Topic 2: Talk about how it felt to do that thing you were good at. How did you know you were good at it?
Topic 3: How did you learn to do that thing? Was there someone who taught you? Was there some place you went? Who took you there? Who else was there?

Handout for Mentors

- Participation in role-play or dramatic play.
- Play games that require sharing.
- Enroll in a volunteer service.
- Practice praising or complimenting others.
- Looking into a full length mirror and describe what is seen.
- Plan a picnic or backyard party.
- Care for a pet.
- Playdates.
- Try doing tasks at home.
- Exhibit a sense of humor.
- Share your feelings.
- _____
- _____
- _____

Mentor Training Handout

The Do's of the Mentoring Relationship

- Respect your mentee's time as much as your own.
- Be explicit about the norms for your meetings and your own needs and limits (e.g., time, style of interfacing, etc.).
- Always ask if you can make a suggestion or offer feedback.
- Tell your mentee that you don't expect them to follow all of your suggestions.
- Expect your mentee to move toward his or her goals; not yours.
- Express appreciation to any help your mentee gives you.
- Keep the relationship on a professional basis.
- Recognize and work through conflicts in a respectful way and invite discussions of differences.
- Keep the door open for your mentee to contact you in the future, if that is your wish.

The Don'ts of the Mentoring Relationship

- Assume that your schedule always has priority.
- Make your mentee guess or learn by trial and error, about the ground rules for your meetings.
- Automatically give advice or criticism.
- Assume your advice will be followed.
- Expect a clone of yourself.
- Take your mentee for granted or assume the he or she doesn't need positive reinforcement.
- Move too quickly into a personal friendship, if at all.

- Avoid discussion of inappropriate subjects and forcing your solutions in conflicts.
- End the relationship on a sour note.

Mathematics, Engineering, Science Achievement. (2015). *MEP mentoring program California State University: Starting a cascading mentoring program for MEP students*. Retrieved from http://mesa.ucop.edu/wp-content/uploads/2015/02/MEP_Mentoring_Program_Presentation_12-18-13.pdf

Mentoring Training Activity 5

The Four Stages of the Mentoring Relationship

Stage 1: The mentor and the mentee become acquainted and informally clarify their common interests, shared values, and future goals and dreams. Taking time to become acquainted with one another's interests, values, and goals is given a high priority and the relationship seems to get off to a better start. In this stage, there may be a lack of communication, or difficulty in communicating. Mentees may be reluctant to trust mentors, and may attempt to manipulate them. The relationship typically may remain in this stage from one to six meetings.

Stage 2: The mentor and mentee communicate initial expectations and agree upon some common procedures and expectations as a starting point. In stage 2, there will be more listening, sharing, and confiding in one another. Values will be compared and personal concerns will be expressed. The relationship typically may remain in this stage from 1 to 3 months.

Stage 3: The mentor and the mentee begin to accomplish the actual purposes of mentoring. Gradually, needs become fulfilled, objectives are met, and intrinsic growth takes place. New challenges are presented and achieved. Stage 3 is the stage of acceptance, but it is also a stage of change, where a mentee is more likely to exercise self-discipline.

Stage 4: The mentor and the mentee close their mentoring association and redefine their relationship. In the four stages, the mentor and mentee will acquaint themselves with one another, determine values and goals, achieve those goals, and close their relationship.

Reflection Sheet for Mentors

Date_____

Topic _____

3
What are three things you've learned?

_____
_____
_____
_____

2
What are two new things you are going to try?

_____
_____

1
What is one question you still have?

_____

Professional Development 1-Day Mentor Training Session

Evaluation

Thank you for participating in the Professional Development 1-Day Training Session. Please take a few minutes to complete the evaluation below. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions.

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

This professional development activity's objectives were clearly stated.

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

This professional development activity's objectives were met.

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

This professional development activity helped me better understand what mentoring is.

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

This professional development activity helped me better understand my role as a mentor.

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

This professional development activity has taught me my role as a mentor.

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

This professional development activity has taught me how to establish a relationship with my mentee.

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

This professional development activity helped me understand the collaboration between the home, school, and community.

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

Overall, this professional development activity was a successful experience for me.

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

List any suggestions you have for improving this professional development activity.

What support will you need in order to be a successful iServe iLead mentor?

Please make any suggestions as to how you can receive the support you've requested.

PowerPoint Slides

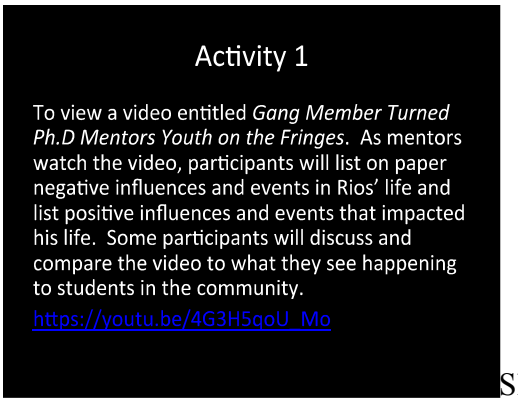
Professional Development Training for Mentors

Slide 1

Slide 2

Slide 3

Slide 4



Slide 5

Slide 6

iServe iLead Mentorship Program Overview

1. Programs history, mission, and structure.
2. Mentors Expectations
   - Time requirements with mentee
   - In-person meetings with program supervisor or school leader
   - Requirements for preservice and ongoing training
   - Paperwork that mentors are required to complete

Slide 7

Activity 2

- Participants will present a list of negative student behaviors that occur during the school day towards other students and teachers on their activity sheet.
- Next, they will work in small groups to discuss each behavior and share solutions for behavioral positive interventions. As solutions are shared in groups, each participant will write it on the right side of their chart.
- At the end of the session, one representative from each group will share their solutions with the audience.

Slide 8

Improving At-Risk Students' Socialization Skills

Hyson and Taylor (2011) indicated that elementary school level teachers worry about the negative aggression, social behaviors and, bullying demonstrated by students. They shared that early detection and understanding the harmful effects of the behaviors, can assist in developing interventions to reduce frequent occurences.

The purpose of these interventions are to provide nurturing examples of positive prosocial interactions children feel and behavior towards each other.

Slide 9

Activity 3

- Participants will be given a copy of *101 Ways to Teach Children Socialization Skills.* They will review their list of negative behaviors to match an appropriate socialization skill activity.
- Once participants find a socialization skill activity that help counteract the negative behavior, they will go back into their groups to share and discuss the effectiveness of the activity.
- Reproducible copies are available at- http://opi.mt.gov/sandbox/users/dougdoty/weblog/e0f7f/attachments/29afb/101_Ways_Teach_Children_Social_Skills.pdf?sessionID=c862e13ac8fde5e185954e7c5cd0668401d60e0f

Slide 10

Handout

- Participation in role-play or dramatic play
- Play games that require sharing
- Enroll in a volunteer service
- Practice praising or complimenting others
- Looking into a full length mirror and describe what is seen
- Plan a picnic or backyard party
- Care for a pet
- Playdates
- Try doing tasks at home
- Exhibit a sense of humor
- Share your feelings
- _____
- _____

Slide 11

Activity 4
Walk About, Talk About

- Participants will form a circle facing outwards. The other half of the group will form a circle around the others so that each person is facing a partner.
- The will introduce themselves to their partner and talk about a specific topic I will provide. After each topic, they will rotate and repeat the process again with a new partner.
- After 3 minutes, participants will find a new partner.

Slide 12

The Do's of the Mentoring Relationship

- Respect your mentee's time as much as your own.
- Be explicit about the 'norms' for your meetings and your own needs and limits (e.g., time, style of interfacing, etc.).
- Always ask if you can make a suggestion or offer feedback.
- Tell your mentee that you don't expect them to follow all of your suggestions.
- Expect your mentee to move toward his/her goals; not yours.
- Express appreciation to any help your mentee gives you.
- Keep the relationship on a professional basis.
- Recognize and work through conflicts in a respectful way; invite discussions of differences.
- Keep the door open for your mentee to contact you in the future —if that is your wish.

Slide 13

The Don't of the Mentoring Relationship

- Assume that your schedule always has priority.
- Make your mentee guess or learn by trial and error, about the ground rules for your meetings.
- Automatically give advice or criticism.
- Assume your advice will be followed.
- Expect a clone of yourself.
- Take your mentee for granted or assume the she/he doesn't need positive reinforcement.
- Move too quickly into a personal friendship, if at all.
- Avoid discussion of inappropriate subjects and forcing your solutions in conflicts.
- End the relationship on a sour note.

*adapted by *The Etiquette of Mentoring Do's and Don'ts*
http://www.nspe.org/sites/default/files/resources/pdfs/mentoring/Mentoring_Etiquette.pdf

Slide 14

Activity 5

- Participants will be divided into four groups.
- Each group participant will receive a slip of paper with one of the four stages of a mentoring relationship on it.
- After the five minutes have ended, participants will teach their group about the stage they were given.
- Groups will ask questions amongst their group and come up with a solution. If they cannot resolve the question, they will share it with the class.

Slide 15

The Four Stages of a Mentoring Relationship

Any successful mentoring relationship will move through four definite stages. The time spent in each one of these areas will differ from relationship to relationship, but the progression is uniform. For a mentoring relationship to be healthy, it must be evolutionary rather than static in nature. The relationship changes because the purpose of the relationship is to enable the mentee to acquire new knowledge, skills, and standards of social competence. The perceptions of both members of the relationship evolve as the mentee's performance reaches new levels under the mentor's guidance and support.

Slide 16

Stage 1
The mentor and the mentee become acquainted and informally clarify their common
interests, shared values, and future goals and dreams. If taking time to become acquainted with one another's interests, values, and goals is given a high priority, the relationship seems to get off to a better start. In this stage, there may be a lack of communication, or difficulty in communicating. Mentees may be reluctant to trust mentors, and may attempt to manipulate them. The relationship typically may remain in this stage from one to six meetings.

Stage 2
The mentor and mentee communicate initial expectations and agree upon some common procedures and expectations as a starting point. In stage 2, there will be more listening, sharing, and confiding in one another. Values will be compared, and personal concerns will be expressed. The relationship typically may remain in this stage from one to three months.

Stage 3
The mentor and the mentee begin to accomplish the actual purposes of mentoring.
Gradually, needs become fulfilled, objectives are met, and intrinsic growth takes place. New challenges are presented and achieved. Stage 3 is the stage of acceptance, but it is also a stage of change, where a mentee is more likely to exercise self-discipline.

Stage 4
The mentor and the mentee close their mentoring association and redefine their relationship. In the four stages the mentor and mentee will acquaint themselves with one another, determine values and goals, achieve those goals, and close their relationship.

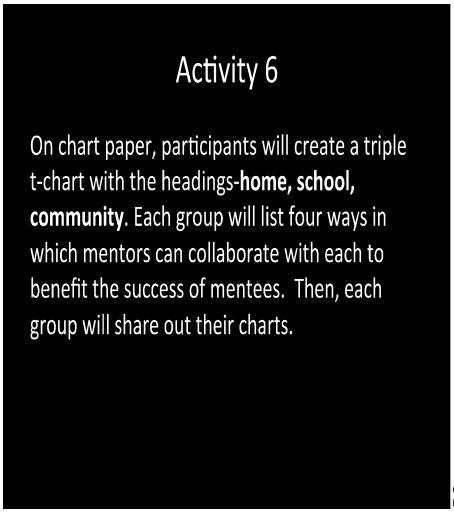
*Adapted from Resource Manual for Campus-Based Youth Mentoring Programs, pg. 83.

Slide 17

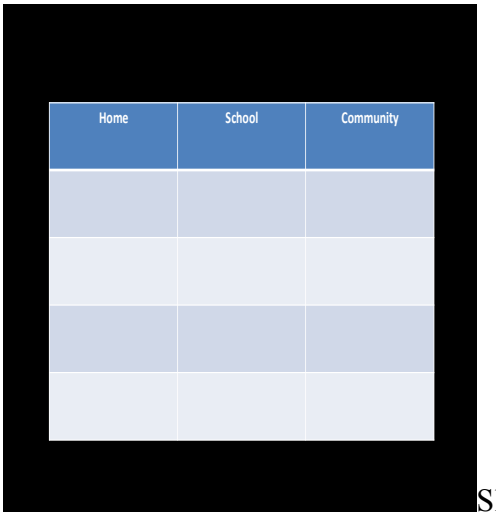
Collaboration Between Home and School

Collaboration between the home, school and community is key to enhance the social-development of at-risk students. A strong support increases student achievement and success academically and socially.

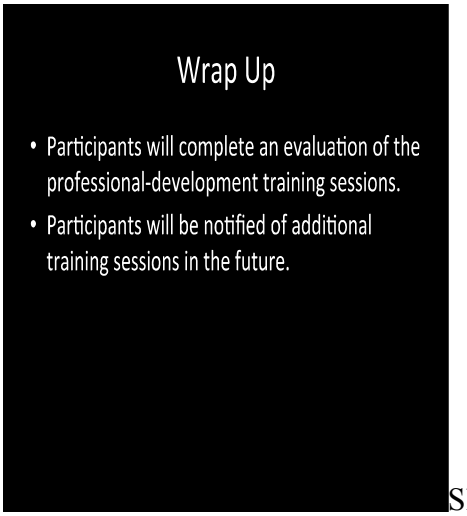
Slide 18



Slide 19



Slide 20



Slide 21

iServe iLead Mentorship Program Forms

iServe iLead Parental Consent Form

For School Year: 2015-2016

(This agreement must be promptly signed and returned to the appropriate Mentor Coordinator)

I _____ hereby agree to let my
(mentor's parent's name, printed)

child _____ participate in the.
(mentee's name, printed)
iServe iLead mentoring program.

I understand that the goals of the iServe iLead Mentoring Program are

- to think through a problem at school and home
- to make smart and healthy choices in daily life
- to think about future career goals and develop steps to get there
- to support socially and personally
- to foster socialization and independence

I also understand that, as a parent, I will be expected to:

- attend formal meetings
- support my child to being on time for scheduled meetings
- inform the program coordinator if I observe and difficulties or have concern that may arise
- regularly and openly communicate with my child's school, teacher, mentor, and program coordinator
- regularly and openly communicate with my child

Signed,

_____ Date: _____
(mentee's parent signature)

_____ Date: _____

(mentee's signature)

iServe iLead Mentorship Program Field Trips (Monthly)

Month	Trip
September	World Trade Center Memorial
October	Apple/Pumpkin Picking
December	Rockefeller Center
January	Apollo Theatre
February	Ice Skating
March	Madame Tussauds Wax Museum
April	Museum of Natural History
May	Bronx Zoo
June	Central Park

iServe iLead Mentorship Program Field Experience Trips (Monthly)

Month	Trip
September	Children's Day Care Center
October	Children's Public Library
December	Adult Nursing Home
January	Children's Day Care Center
February	Children's Public Library
March	Adult Nursing Home
April	Children's Day Care Center
May	Children's Public Library
June	Adult Nursing Home

iServe iLead

Parental Field Trip/Field Experience Consent Form

My child, _____, has permission to participate in the field trip/field experience to the _____ ("activity") on _____/_____ /_____. I understand that this activity involves travel to and from _____.

We will travel by _____ to _____ at _____ p.m. and return at _____p.m.

I have signed this CONSENT AND RELEASE this ___ day of _____, 20___.

This consent and release has been read and is understood by me.

_____
Student's Name

_____ _____
Signature of Student's Parent or Legal Guardian Date

Mentee Referral Form

Student's Name: _____

Age: _____ Grade: _____

School: _____

Requested by: _____

Position: _____ Phone Number: _____

The student is being referred for assistance in the following areas (circle all that apply):

Academic Issues	Self-Esteem	Family Issues
Behavioral Issues	Social Skills	Special Needs
Delinquency	Peer Relationships	Attitude

Other, specify:

Why do you feel this student might benefit from a mentor?

_____

_____

_____

What particular interests, either in school or out, do you know of that the student has?

_____

_____

_____

What strategies/learning models might be effective for a mentor working with this student?

_____

_____

On a scale of 1–10 (10 being highest) rate the student's level of:

_____ Academic performance
_____ Social skills
_____ Self-esteem
_____ Family support
_____ Communication skills

_____ Attitude about school/education
_____ Peer relations

With what specific academic subjects, if any, does the student need assistance?

Additional comments:

_____

Mentee Interview

Applicant Name: _____Date: _____

Interviewed by: _____

I need to ask a number of questions about you that will help me in matching you with a mentor. Some of the questions are personal and I want you to know that what you tell me will be confidential, meaning I won't tell your parents unless you give me permission. However, I am required to report anything that indicates you have done or may do harm to yourself or others. And some information, such as what you would like to do with a mentor or things you are interested in may be shared with a prospective mentor. Do you understand?

1. Why do you think you'd like to have a mentor?
2. What type of person would you like to be matched with?
3. Will you be able to fulfill the commitments of the program – five hours per month?
4. One of the program requirements is to communicate with program staff once a month about your relationship with your mentor. Are you okay doing that?
5. What types of activities would you do with a mentor?
6. What hobbies or interests do you have?
7. How would you describe yourself?
8. How do you think friends and family members would describe you?
9. How do you like school?
10. How well do you do in school?
11. Tell me about your friends.
12. Have you ever been arrested? If so, when and for what?
13. Do you currently use any alcohol, drugs, or tobacco?
14. Do you have any questions about the program I can answer for you?

Interviewer Comments:

Mentor Report Log

Name_______________________________________

Contact Date	Meeting Dates	Activities	Comments and/or Areas of Concern

iServe iLead Survey

DATE:_____

MENTOR NAME: _____

MENTEE NAME: _____

HOW LONG HAVE YOU BEEN IN THE PROGRAM? _____

1. Were the number of contacts between you and your mentee(s) sufficient for a successful mentoring relationship? Yes _____ No _____
In what way?

By what method and were contacts made in the last 9 months?
Face to Face _____ E-mail _____ Phone _____

Please check topics of discussion:
_____ Assessment of current skills and strengths
_____ Identification of mentoring needs and expectations
_____ Definition and clarification of goals
_____ Development of action steps to attain goals
_____ Discussion of progress since last meeting, including constructive feedback
_____ Discussion of specific concerns
_____ Assignment of activities/professional development opportunities
_____ Update on assignments, activities, and/or professional development

1. As a mentor, are you satisfied with your mentor/mentee relationship or your role in this program? Yes _____ No _____

If no, please indicate how your role and/or your mentoring relationship could be improved.

2. As a mentor, what benefits have you received by participating in the mentoring program?

3. Please evaluate the iServe iLead Mentorship Program (select one)

Poor Outstanding

1 2 3 4 5

What would you change to improve the program?

Complete forms should be forwarded to: (address below)

Keep a copy of all completed forms for your records.

iServe iLead Mentorship Program Progress Report

To be completed at 3 months, 6 months and at completion of Mentorship relationship.

Mentor:

_____

Mentee:

_____

Date:

_____

Progress to Date Toward Meeting Goals and Objectives as Per Learning Plan(s):

Summary of Comments:

_____ _____

(Mentor Signature) (Date)

_____ _____

(Mentee Signature) (Date)

Behavior Report Card

Student: _____ Grade: _____

School: _____ Marking Period: _____

Teacher: _____ Mentor: _____

After School Program: _____

Student Behavioral Goals	**1st**	**2nd**	**3rd**	**Final**
The student got along with others while showing socially appropriate behaviors. 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Usually/Always				
The student spoke respectfully and complied with adult requests without argument or complaint. 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Usually/Always				
The student treated others appropriately, and did not bully, threaten, or intimidate them. 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Usually/Always				
The student kept hands to him/herself, not touching classmates or their property without permission. 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Usually/Always				
The student refrained from making physical threats against other students or staff members. 1 2 3 4 5 6 7 8 9 Never/Seldom Sometimes Usually/Always				

Professional Development PBIS Teacher 3-Day Training Sessions

Agenda

Day 1

8:30 – 9:00	Breakfast
9:00 – 9:45	The facilitator will guide the group in the following activities. • Introduction (PowerPoint Slide 1). • The facilitator states, "Welcome teachers to PBIS professional development training sessions. Welcome to the new school year. Please state your name, the grade you teach, and tell how do you address negative behaviors in the classroom?" • The facilitator will state the purpose of the training sessions, "The purpose of the professional development training sessions is to give you the basic knowledge and strategic tools to address student behaviors."
9:45 – 10:30	• The facilitator will ask the questions: "What is PBIS?" "What is the effectiveness of PBIS?" (PowerPoint Slides 2 – 3). • Whole group discuss and share.
10:30 – 11:00	• Activity 1: Teacher participant will be asked to think back to their childhood years in elementary school. They will write down on paper their recollection of when someone misbehaved in their class and how their teacher handled it. After a few minutes, participants will share whether their teachers' discipline techniques worked or not to diminish the unwanted behavior (PowerPoint Slides 4 – 6). • The facilitator will share that when the expectations are made clear to students, practiced in various locations of occurrences, and retaught to students, they will understand what the expectations are.
11:00 – 12:00	Lunch
12:00 – 12:40	• Teacher participants will view the video, titled, *Supporting Your Child's Positive Behavior at Home and in the Community*, and take notes as needed (PowerPoint Slide 7).
12:40 – 1:25	• Activity 2: The facilitator will ask teacher participants to recall parental conversations where they share

	negative behaviors or offenses displayed by their child at home. Teacher participants will write down meaningful consequences for the minor and major misbehaviors that will achieve a desired behavior. Teacher participants will share the suggestions they would offer parents with the group (PowerPoint Slide 8).
1:25 – 2:10	• The facilitator will recap PBIS professional development training (PowerPoint Slide 9). • The facilitator will distribute the handout Reflection Sheet. The teachers will share three things they have learned, two new things they are going to try, and one question they still have. Then, a few volunteers will share one of their items.

Agenda

Day 2

8:30 – 9:00	Breakfast
9:00 – 9:45	The facilitator will guide the group in the following activities: • The facilitator states, "Welcome teachers to PBIS professional development training session, day 2. Thanks again for being here." • The facilitator will again state the purpose of the training sessions, "The purpose of the professional development training sessions is to give you the basic knowledge and strategic tools to address student behaviors" (PowerPoint Slide 10).
9:45 – 10:30	• The facilitator will discuss developing school-wide expectations. Teacher participants will be asked: "What is the purpose of implementing school-wide behavior expectations?" "How many should there be?" "How do you determine what expectations to use?" "Who should follow the expectations?" "Where should the expectations be?" (PowerPoint Slide 11). • Discussion and share out.
10:30 – 11:10	• Activity 1: Teacher participants will work in five small groups. On chart paper, they will list five expectations they would use in the school. When they are done, they will post their chart paper on the designated wall.

	Once all five charts are up, each participant will read each poster and mark a star on each poster they think best fits their school setting. After all participants have completed this, the facilitator will look at each chart, write down the five expectations selected the most, and present it as the school-wide PBIS behavior expectations for the new school year (PowerPoint Slide 12).
11:10 – 11:55	Lunch
11:55 – 12:40	• The facilitator will discuss teaching and acknowledging desired behaviors. Various ways to teach students how to behave appropriately in different situations will be shared. Also, "deliberately" and "publically" acknowledging desired behaviors is key (PowerPoint Slide 13).
12:40 – 1:25	• Activity 2: Role Play. On slip of paper, the teacher will give small groups of participants a scenario. In each scenario, they must identify the teacher, students, inappropriate behavior that occurred, address the expectation that was broken, and come up with a solution. Each group will be given time to practice and present to the whole group. In the end, the facilitator will address the participants and ask for their input: "What would you have done differently in group?" "Did the teacher apply the correct disciplinary action in group?" "In group, what step did the teacher do that was the correct way to handle the situation?" (PowerPoint Slide 14).
1:25 – 2:10	• The facilitator will recap PBIS professional development training (PowerPoint Slide 15). • The facilitator will distribute the handout Reflection Sheet. The teachers will share 3 things they have learned, two new things they are going to try, and 1 question they still have. Then, have a few volunteers will share one of their items.

Agenda

Day 3

8:30 – 9:00	Breakfast

9:00 – 9:30	The facilitator will guide the group in the following activities: • The facilitator states, "Welcome teachers to PBIS professional development training session, day 3. Thanks again for being here." • The facilitator will again state the purpose of the training sessions, "The purpose of the professional development training sessions is to give you the basic knowledge and strategic tools to address student behaviors (PowerPoint Slide 16).
9:30 – 10:20	• The facilitator will discuss responding to problem behaviors. Teachers will look at the three categories (hastily, cautiously, and sluggishly) and place their names according to how they react in problematic situations. They must explain their reasoning for selecting that response. The teacher will reveal what responsive action should have resulted in each scenario (PowerPoint Slide 17).
10:20 – 11:00	• Activity 1: The facilitator will review each scenario again. Teacher participants will choose the school-wide expectation, a consequence, and positive reinforcement to address the problematic student(s) in the scenario (PowerPoint Slide 18).
11:00 – 12:00	Lunch
12:00 – 12:40	• The facilitator will discuss PBIS for the classroom and nonclassroom setting. PBIS will be shared as a school-wide initiative that takes places across the entire school campus (PowerPoint Slide 19).
12:40 – 1:25	• Activity 2: Teacher participants will be in small groups. They will create a four-column t-chart with the header "classroom" in one column and four additional names of locations around the school. Under each header, participants will share how these locations should look, sound, and feel when students use them appropriately. Groups will share and discuss (PowerPoint Slide 20).
1:25 – 2:10	• The facilitator will recap PBIS professional development training highlights. • The facilitator will distribute, discuss the evaluation form, its' purpose for future training sessions, and allow time for mentors to fill out their forms (Professional Development Training Session Evaluation). Teachers will thanked for attending

	(PowerPoint Slide 21).

Reflection Sheet for Teachers

Date_____

Topic _____

3
What are three things you've learned?

_____
_____
_____
_____

2
What are two new things you are going to try?

_____
_____

1
What is one question you still have?

_____

Professional Development PBIS Teacher Three-Day Training Session

Evaluation

Thank you for participating in the Professional Development 3-Day Training Sessions.

Please take a few minutes to complete the evaluation below. Your feedback will provide valuable information to the facilitator and help prepare for future training sessions.

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

This professional development activity's objectives were clearly stated.

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

This professional development activity's objectives were met.

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

This professional development activity helped me better understand what PBIS is.

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

This professional development activity helped me better understand my role as a teacher implementing the PBIS framework.

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

This professional development activity has taught me my role as a teacher.

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

This professional development activity has taught me how to implement the PBIS framework in my classroom.

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

This professional development activity helped me understand PBIS' effectiveness with collaboration between the home, school, and community.

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

Overall, this professional development activity was a successful experience for me.

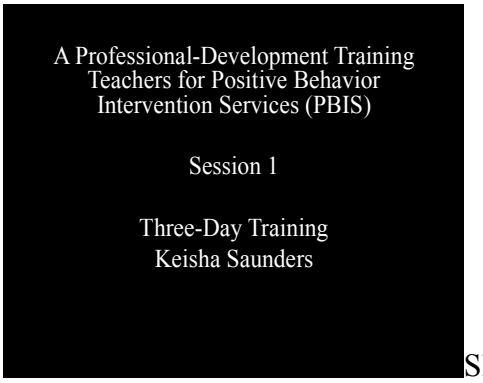
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

List any suggestions you have for improving this professional development activity.

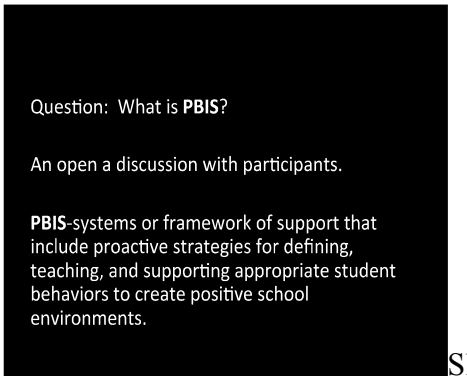
What support will you need in order to be a successful at implementing PBIS framework? Please make any suggestions as to how you can receive the support you've requested.

PowerPoint Slide

Professional Development Training for Teachers

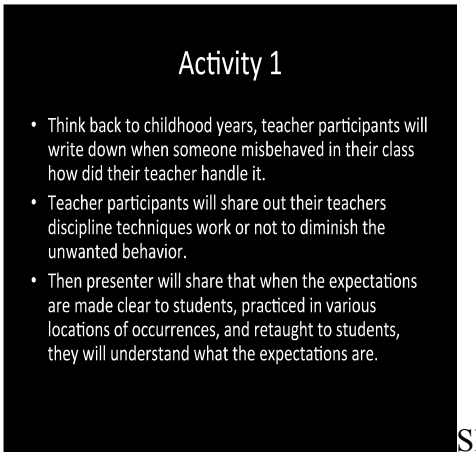


Slide 1



Slide 2

Slide 3



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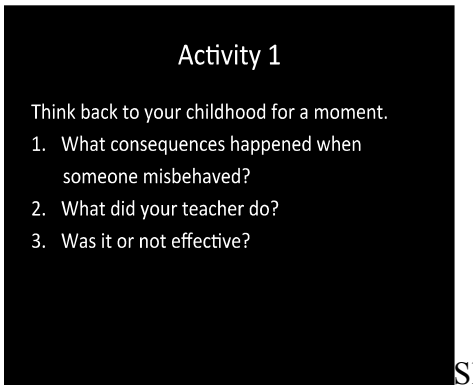

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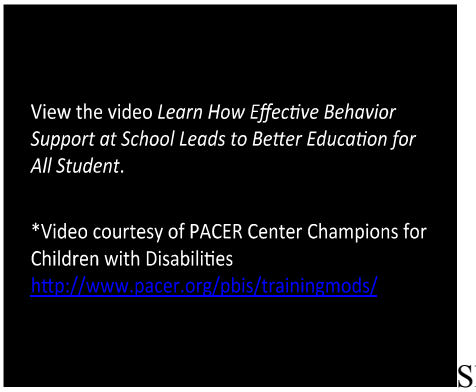


Slide 6

View the video *Supporting Your Child's Positive Behavior at Home and in the Community.*

* Video courtesy of PACER Center Champions for Children with Disabilities http://www.pacer.org/flashplayer/?video=04-SW-PBIS-Using-PBIS-at-Home-and-in-the-Community.flv

Slide 7

Activity 2
Recognize Change

- Teacher participants will work in pairs and role play. One will act as the teacher and the other the student.
- The student will act out an inappropriate behavior. The teacher must recognize the behavior, address the negative behavior, but redirect it towards positive recognition in order for the behavior to change.

Slide 8

Wrap Up

- The presenter will recap highlights from todays training sessions.
- The presenter participants will complete a Reflection Sheet.

Slide 9

A Professional-Development Training
Teachers for Positive Behavior Intervention Services (PBIS)

Session 2

Three-Day Training
Keisha Saunders

Slide 10

School-wide Expectations

1. What is the purpose of implementing school-wide expectations?
2. How many expectations should there be?
3. How do you determine what expectations should be used?
4. Where should the expectations be?

Slide 11

Activity 1

- In small groups, create five expectations you would use in school. Use the markers and chart paper provided to write.
- Next, post your list on the wall.
- Then, each participant view each list and place a star next to one expectation that is valuable.

Slide 12

Teaching Moment

- Teaching students how to behave in various scenarios.
- How to acknowledge desired behaviors.
  - ❖Being deliberate
  - ❖Publicly

Slide 13

Activity 2

Role Play

- Small groups will be given slips of paper with various scenarios of inappropriate behaviors.
- Each group must act out the role of the teacher, student and the inappropriate behavior.
- In the act, the group must address the situation and come up with a solution.

Slide 14

Wrap Up

- The presenter will recap highlights from todays training sessions.
- The presenter participants will complete a Reflection Sheet.

Slide 15

A Professional-Development Training
Teachers for Positive Behavior Intervention Services (PBIS)

Session 3

Three-Day Training
Keisha Saunders

Slide 16

How Would You Respond?

After each scenario what would be your teacher reaction?

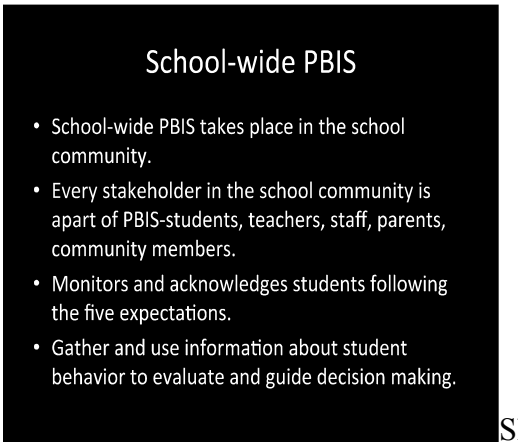
Hastily **Cautiously** **Sluggishly**

Slide 17

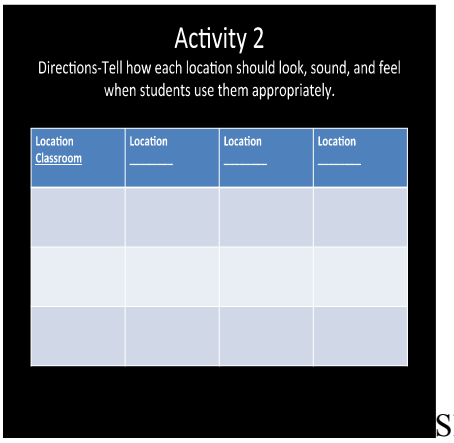
Activity 1

- Listen to each scenario given by the presenter.
- As a teacher you must-
  - ❖Choose the school-wide expectation that was broken.
  - ❖Create an appropriate consequence for the problem.
  - ❖Create a positive reinforcement to address the problem.

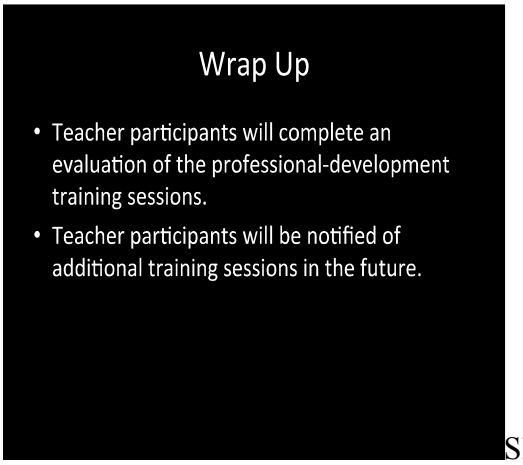
Slide 18



Slide 19



Slide 20



Slide 21

Appendix B: Local Level Detention Data

2010–2011 Detention Data

September: Detention-31

October: Detention-159/Principal's Suspensions-4

November: Detention-134/Principal's Suspensions-5

December: Detention-125/Principal's Suspensions-5/Supt. Suspensions-1

January: Detention-120/Principal's suspensions-1

February: Detention-120/Principal's Suspensions-2

March: Detention-197/Principal's Suspensions-7

April: Detention-91/Principal's Suspensions-6

May: Detention-133/Principal's Suspensions-5

June: Detention-110/Principal's Suspensions-4

2011–2012 Detention Data

September: Detention-33

October: Detention-101/Principal Suspensions-2

November: Detention-154/Principal Suspensions-5

December: Detention- 123/Principal Suspensions-4

January: Detention- 116/Principal Suspensions-5

February: Detention-117/Principal Suspensions-5

March: Detention-90/Principal Suspensions-3

April: Detention-20/Principal Suspensions-0

May: Detention-145/Principal Suspensions-2

June: Detention-86/Principal Suspensions-0

2012–2013 Detention Data

P.S.112 2012/2013 DETENTION/SUSPENSION Data

		5-318 (TT)	5-319	5-321	5-312 (12:1)	4-313	4-115	4-306	4-309 (12:1:1)	3-317 (TT)	3-213	3-212	2/3/4-215 (12:1)	2-310	2-206	2-209	1-118	1-113	K-117	K-105	K-109	PK 110	PK 112	Totals
SEPT																								
Det.		3	4	4	0	4	7	0	0	3	0	3	0	3	3	0	0	0	0	0	0	0	0	34
PS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCT																								
Det.		9	11	14	4	10	10	4	0	8	2	3	2	5	1	0	3	4	3	0	0	0	0	93
PS		1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	5
SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NOV																								
Det.		9	4	3	0	10	2	0	2	11	1	9	0	3	1	0	1	1	2	0	0	0	0	59
PS		1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEC																								
Det.		8	2	1	2	13	4	1	2	5	3	8	1	1	2	5	4	1	3	0	1	0	0	67
PS		0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JAN																								
Det.		5	21	1	3	13	4	1	6	22	5	5	1	6	1	2	3	3	0	0	0	1	0	103
PS		0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	0	0	0	0	0	3
SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FEB																								
Det.		2	9	8	3	10	9	1	1	10	6	8	2	7	4	12	7	8	4	0	0	1	0	112
PS		0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAR																								
Det.		8	8	4	3	5	12	0	0	9	2	1	1	4	1	0	4	11	0	0	0	0	0	73
PS		1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
APR																								
Det.		0	3	0	2	1	1	0	0	2	0	1	3	0	0	3	6	0	0	0	0	0	0	22
PS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAY																								
Det.		4	20	2	6	3	13	1	3	14	4	13	2	0	1	5	7	2	0	0	1	1	0	102
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SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JUNE																								
Det.		5	9	7	1	3	9	0	2	8	12	19	4	8	3	5	17	1	0	1	1	1	0	116
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SS		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2013–2014 Detention Data

P.S. 112 2013/2014 DETENTION/SUSPENSION Data

	5-319	5-321	5-312 (12:1:1)	4-115	4-306 (TT)	4-318	3/4-309 (12:1)	3-212	3-313 (TT)	3-317	2-206	2-213	½ 215 (12:1)	1-113	1-209	K-105	K-109	K-118	PK 110	PK 112	Totals
SEPT																					
Det.	11	13	0	0	3	3	4	3	8	1	1	0	6	0	0	0	0	0	0	0	53
PS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCT																					
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SS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NOV																					
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PS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEC																					
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PS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JAN																					
Det.	7	12	2	0	8	13	6	16	11	13	8	5	9	3	10	0	0	4	0	0	128
PS	0	0	0	0	0	2	0	0	1	0	0	0	0	0	1	0	0	0	0	0	4
SS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FEB																					
Det.	6	8	4	0	5	10	2	10	1	7	1	6	5	5	9	0	0	0	0	0	79
PS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAR																					
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SS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
APR																					
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PS	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	`0	0	0	`0	0
SS	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0
MAY																					
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PS	1	0	0	0	0	0	0	2	0	0	0	0	0		0	0	0	0	0	0	3
SS	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0
JUNE																					
Det.	3	1	2	1	1	3	1	13	2	5	2	6	11		10	1	0	6	0	1	69
PS	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0
SS	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0

Appendix C: Interview Guide

Interview Guide

Introduction

1. Welcome participant and introduce myself.
2. Explain the general purpose of the interview and why the participant was chosen.
3. Discuss the purpose and process of interview.
4. Explain the presence and purpose of the recording equipment.
5. Outline general ground rules and interview guidelines such as being prepared for the interviewer to interrupt to assure that all the topics can be covered.
6. Review break schedule and where the restrooms are located.
7. Address the assurance of confidentiality.
8. Inform the participant that information discussed is going to be analyzed as a whole and participant's name and the name of the school will not be used in any analysis of the interview.

Discussion Purpose

The purpose of this study is to explore how teachers perceive the implementation and use of the PBIS framework in improving students' behavior and socialization at an urban elementary public school in a northeastern state in the United States.

Discussion Guidelines

Interviewer will explain:

Please respond directly to the questions and if you don't understand the question, please let me know. I am here to ask questions, listen, and answer any questions you might have. If we seem to get stuck on a topic, I may interrupt you. I will keep your identity, participation, and remarks private. Please speak openly and honestly. This session will be tape recorded because I do not want to miss any comments.

General Instructions

When responding to questions that will be asked of you in the interview, please exclude all identifying information, such as your name and names of teachers, principal, and other parties; and the name of the school. Your identity will be kept confidential and any information that will permit identification will be removed from the analysis.

Interview Questions

1. What are your perceptions on the implementation and use of the PBIS framework in improving students' behavior and socialization in urban elementary schools?
2. What are your perceptions regarding the PBIS framework to reduce undesirable behaviors in students?
3. What are your perceptions about the longevity of undesirable behaviors in students?
4. What are your perceptions about how well PBIS training prepared you to implement PBIS in the school?
5. What are your perceptions about the adequacy of the training to implement PBIS in the school?

6. What are your perceptions on how PBIS develops prosocial behaviors in students?
7. What are your perceptions about how well students perform PBIS prosocial behaviors in their communities?
8. What are your perceptions about the limitations of the PBIS framework?
9. What are your perceptions about how the PBIS framework could be improved?

Conclusion

Answer any questions and thank the participant for his or her time.

Appendix D: NIH Certificate

Certificate of Completion

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

Date of completion: 02/21/2011

Certification Number: 634589

Appendix E: Thematic Analysis Step 1 or Categorization of Text

Central Research Question

Central Question 1: How do teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools?

Central Thematic Label 1: How the teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools.

Theme A: Beneficial in improving student behavior and socialization.

Participant 1 believed that the implementation of PBIS is beneficial as its approach is targeted on the positive attributes of the children rather than the negatives and mistakes of the young kids:
I believe that it's much more beneficial to point out what kids do positive than to fix everything that they do negative and PBIS allows you to do that instead of saying you're not doing the right thing pointing out the kids who are doing the right thing and having them know the reward is there and as long as they maintain their behaviors allowed to participate in whatever rewards we're having so I believe it sets the climate for the way you speak to the kids to it is as much for the teachers as it is for the students.

Participant 2 echoed that the PBIS definitely helps in reducing bad behaviors from students and thus improving their overall well-being:
So, I use it in the classroom mostly for everyone in the classroom, but a majority of the ones with behavior issues. It's something that we have on my board and reflect on it and point out to see how they are doing, but the ones that are truly having difficulty they have their mini ones that they walk around with and I can put stickers on because they need that hands on one where they can constantly look at something more tangible for them.

It can help reduce because it is something that they know the guidelines for, it's something they can reference to see what their behavior should be, shouldn't be so they know each in each section of the school has rules. So, if you go to the cafeteria there's rules there's rules in the classroom and prep periods.

Participant 8 believed that the implementation of the PBIS is a great action from the school as children can benefit by having better behaviors and are reinforced positively:
I think it's a great thing. I think if it was implemented by everybody all the time and constantly being reinforced so that the children can see that it's changing their behavior, their getting a reward and they get a place to go or something to do I think it's great.

I think it's a good thing to reduce their undesirable behavior because they can see that if they change or try to because some of them no matter what they do they do it for a little bit and then they go back, but just to reward them or just to have them to do something for just that little bit of time, maybe that will help them, maybe next time go a little bit further a little bit longer and I feel that it will help them that way.

Participant 10 detailed how and why the PBIS is an effective framework for schools and their students:

I think that it is something positive in a sense that when behavior is misplaced or children are not behaving it affects children the whole atmosphere of the classroom. Your purpose in teaching is disturbed quite a lot. You not able to do not able to focus on teaching but mostly on getting the children to behave and pay attention. So, when something is implemented like the PBIS uhm strategies, if then are implemented then in an urban school initially it will help the kids to uhmm behave in class, to follow directions, and thereby they are able to more time is spent on learning than on corrective measures.

I think it's a good strategy to have that implemented. Cause sometimes children they ahh at home they have certain rules and regulations that they have to follow, but the school has is to provide additional help. So, just in case forget what they have been taught at home in school we reinforce that so that they can succeed in academics.

Participant 12 shared that PBIS is a good framework as it helps the children have a "united front" with improved behavioral and social attributes:

I think PBIS is a very good idea because it helps the kids to have the united front. If I can identify with a particular school a particular club if I have the same orientation not necessarily the same orientation if I have same I idea and we're working towards similar goals that can only improve behavior and behavior improve their behavior.

Participant 14 shared that from their research, the PBIS framework has allowed 80% improvement in student behavior:

I believe that PBIS is definitely a positive in our school system. From the research of it all it does affect and improve 80% of the students in terms of behavior. It is that positive reinforcement which is definitely where we should be headed. And it does definitely make a difference in a positive way. So, I believe it's a good thing.

I believe it works for those children who may not be award for one particular week or another week and then their seeing their peers get to go for High Five activities and what have you so they maybe more apt to then behave themselves, do the right thing, follow the rules, do their homework, you know whatever the criteria is they maybe more apt to do that so they can join in the activities and festivities.

Participant 15 shared that the PBIS framework in their school has been implemented properly and thus has been receiving positive feedbacks as well:

I feel that when PBIS is implemented properly it works very well in a school like this. In recent years when we have implemented it more where we started from the beginning

when we did our song, the kids knew about it, we had pep rallies, we had assemblies on it and everyone in the school participated in it the kids definitely they knew their expectations if definitely showed improvement. They were excited to be on the High Five list every Friday. They worked hard to get on that list and were upset when they weren't. And they knew what they had to do to be on the list to get the High Five reward.

Participant 17 shared how there are a lot of positive aspects that the PBIS can provide to the students:

Well I think PBIS works for the students because it gives them something to look forward to. You know their behavior goes hand and hand with a reward. They understand that good behavior you know positive behavior is a reward behind that behavior.

I think it works. The students understand since we've been using the program they understand that they have to have continued good behavior for them to get the reward. So, you see a change in the behavior when they see there's a checklist we're following and you're documenting the good behavior and they see that they constantly get good remarks on the checklist that they know that they'll be participating in those activities and they want to do that.

Participant 18 explained the positive effects and the advantages that the PBIS framework brings to the school and its students:

I feel that the PBIS is I feel the students will benefit from it because there's just some things they can't get within the school environment at home. For instance socialization, interaction with one another, peers, they may be the youngest child in the house or actually the oldest child in the house. They don't have anyone on their level to interact with and just show something for them doing something great in school to be rewarded that it is appreciated. So this is their reward to keep up the good job.

My perception is to basically if the student is doing an exceptional job, got perfect attending that this is something that they could look forward to. Some students may do it for the moment, but it's not something that they continue to do. Okay if I can get it this week then I'll do it, but then their behavior doesn't continue to follow throughout the weeks.

Participant 19 believed that the PBIS is indeed beneficial but could still be developed:

I think it's good, but I think that it needs to be done more. I think like once a month they forget like month to month. I think that possibly weekly, but you know having the charts up now is better than the past where there was no kind of rewards so you know at the end of the month. So, it makes the kids work more, better behavior, but almost I feel like the behavior gets better that last week before the PBIS or High Five activity.

Well it's good because it give them something instead of focusing on the negative behavior PBIS is focusing on the positive behavior. So the kids that are, you know, showing the negative behavior when you're talking about the High Five and even in the

hallway like I say okay are you following our PBIS High Five Expectations? Then they like perk up.

Participant 20 confidently declared that PBIS is a successful program as it addressed the issues and problems of not just a specific group of student but all of them in need of guidance:

Okay I feel that the PBIS program is successful if it addresses all the students. Not just students who are improving in one area. All the students. So we kind of like, penalizing students for undesirable behavior? I think so I believe so. As I said before if it addresses all levels of behavior I think the undesirable behavior can be addressed.

Theme B: PBIS framework works selectively, some students have improvements and some do not.

Participant 3 related that the PBIS framework was initially very effective but as time passed, the interest and attention has died down as well:

When we first started the framework I think it was good. All of the teachers and students were excited about it and I think it did a great job. As the years have gone on however, we forget to introduce it to the new kids coming in the school and I feel it is not working as well as it use to.

For most of the children I feel it is working for some extreme case I feel they just get more angry cause they are not able to meet those goals and it just frustrates them more because they are not able to reap the rewards of the program.

Participant 5 echoed how the PBIS works in some aspects as children have different needs and personalities that need to be addressed properly:

I think in some aspects it works. I think that the children need more incentives, they need more time, it needs to be more often, and I don't think it should only be well behaved children should be included. I think that children who misbehave should be able to participate at few times just so they can see what it's like. I feel like if they don't know what it's like they have no reason to behave and to be there.

Participant 7 also observed that some students can be observed with the improvements while some do not. However, those who have had great behavioral improvements inspire other kids:

As far as eliminating their behavior is better? It has its plus because you see one child doing what he's supposed to be doing and another child that has a worse or terrible behavior or whatever that child might want to do what that other child is doing so that he can get that initiative or whatever is going on.

Participant 11 strongly believed that the PBIS is successful but works only for children who are willing to change and improve:

I think that at times it is very successful. I feel there are certain children it might never work for. For the most part I think a lot of the kids appreciate the feedback they appreciate the rewards and the realization that there's expectations for them.

Participant 16 stated that PBIS also depends on the behaviors and personalities of the targeted students:
I think that we're working with a lot of behaviors. I think that if you want to go to for example three extremes. There's the good kid, there's the fence sitters, and there's I'm going to say bad, but obviously they aren't bad children they just have bad behaviors. The good kids are going to be good no matter what else is happening. The bad kids their behaviors are going to get in the way more often than good behaviors. And the fence sitters I think that PBIS works with them. But I don't think it could or would work for all children, but I don't think anything does.

Theme C: PBIS framework can work effectively on behaviors and socialization if the staff can implement the practice properly.

Participant 4 stated that the overall effectiveness of the PBIS framework depends on the staff or how the administration and teachers implement the framework to the students:
Again, I think it's based on the staff. The PBIS framework, the framework is excellent. If it's implemented right it can reduce negative behavior and it will reduce negative behavior. As a classroom teacher I've seen it work in my classroom, I've seen it work in a lot of colleague classrooms, when it's implemented right, when the teachers are not holding the students against every little thing the child does. You know some of these children they have to take baby steps and then some teachers they don't implement it at all to be honest. So, if it's implemented correctly I believe it will have a great impact on student behavior.

Participant 6 suggested that the PBIS framework can work more effectively if children will be reminded constantly especially in big activities and events with large crowds:
I perceive that it is an overall good impression to make on the children. The children, these young children need constant reminders as to what behaviors are expected of them and what behavior and consequences and rewards are available. When PBIS is emphasized in large groups like the auditorium or in the schoolyard as we have done in the past, large circles in the beginning of the school year, it reminds the children of expected behaviors. That's wonderful, but they need to be carried over the class itself as a whole group, small groups within the class, partners and one-to-one. That's my experience.

Participant 9 perceived that the PBIS framework would work better if: "I think that if implemented properly, it would absolutely work."

Participant 13 shared that the initial implementation of the PBIS framework was effective but depending on the management, the effectiveness could lessen if not followed up or given enough attention:

I think when it's implemented, we have implemented it in more than one way. I think when it was implemented initially every week I think it was successful program. I saw that children's behavior they wanted to get to PBIS Fridays they had the incentives. Now that we're doing it once a month I don't see the incentives as large for the children.

I believe it's a good framework. It does say at the top whatever it is 2 or 3% of those chronic children and I think that number has grown this year. But I think that's linked to the implementation of it. But I think it's a fair framework and it gives you positive incentives and I think even how to talk about it like to do this instead of saying don't do this and don't do that and I think that's successful too.

Subquestion 1

Subquestion 1: What are teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students?

Sub Thematic Label 1: The teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students.

Theme A: PBIS framework has successfully reduced undesirable behaviors.

Participant 1 stated that their current method of checklists monitoring for High 5 Fridays has been working positively as students have been doing great; and undesirable behaviors have been reduced significantly:

Well the way we are doing it know with those checklists monitoring and checking off who goes to the High 5 Fridays activities and who doesn't we're hoping that that data will show us that it is being effective in the classrooms. In my classroom alone, I had a child when we started it up with the checklists in December he received only three checks for the entire month and just recently in February, he received fourteen. So, it's clearly has shown just in that one child and the school as well that the kids are working towards it they want their Better Bucks, they want their High Five Fridays, so they are able to monitor themselves, but that's if it is presented in a positive way.

Once the kids get the rewards and they get the positive comments they want to keep getting them; I don't know what child doesn't want to be told that they are doing a good job. They hear that they are doing a bad job on certain things. So the vocabulary such as- you know you didn't make the right choice or you need to work towards the High Five behaviors or what could you do to be safe those kind of talking points for them work much better than stop running, your dangerous, or don't do that, when they get that vocabulary it travels with them so that hopefully they will want to maintain the good

behavior. Having the had it so many years in the school we have seen that once behaviors disappear in kids it doesn't usually come back unless they are triggered.

Participant 2 also has observed that the PBIS framework allows an overall development in the students' behaviors as they realize their mistakes, as they grow older:
Well, I've been doing it for over 2 years and then what I can say is it has been consistent we've always been doing it its students as they go up each grade they are aware of it they know you know they might have to be referenced and go over the rules each year but they all the students seem to have a gist of what it is so I think it has worked, as the kids get older that they are aware of it.

Theme B: PBIS framework works selectively, some students have improvements and some do not.

Participant 2 admitted that the she has the perception that the PBIS framework works selectively for students, depending on their ability and personalities:
I think some it effects and there's just some students it just doesn't effect. Because I think that a lot of it also has to do with on their home life and if it's carried on through there but as for as the classroom the support for teacher to keep routines and organized hum so as an effect it would work in the classroom you know I don't know how outside of the classroom and their home life.

Participant 9 also found that: "Not sure it complete in some it may eliminate in others it may take. It may lessen in others."

Participant 11 again believed that the framework can work for certain or selected kids but would not on others:
There are certain kids it will work for. I think that there is certain kids you can try doing anything and everything and you know it's not going to work. I think for it to work for some kids it needs to be shorter term, short-term goals in that sense. I think sometimes when we go too many weeks without an activity, it's too long for kids, they can't handle. I think the kids that it does work for and that have seen the rewards and the positive reinforcements from it does work for them and will continue too. The kids that it doesn't work for it just is never going to.

Participant 13 admitted that the effect would be marginal and is largely dependent on the personality of the children or students:
I would say pry marginal I do see lasting effects in some of the children. And in some of the children they need a little bit more. PBS does have a component for that little bit more but you know some of them need a little bit more.

Participant 15 has observed that the PBIS works well for some students and does not for others or more attention is needed:
For some of the students it works very well. The students it doesn't work for it's not going to work for. There are just some of those students that even PBIS isn't going to work for. It may work one week for them and not two weeks later. So, I feel in my experience in this grade it depends on what they're coming from home with if that's going to have an impact on their behavior the PBIS. Because if they're carrying too much on their shoulders from home even what we're doing with PBIS is not going to help them for that day.

I feel that if you do it from the beginning of the school year and you continue it throughout the year and the years after, the students it does have a good impact on them cause they know their expectations, what's expected of them, they know what's going to happen if they do follow the PBIS rules and follow and show those expectations and they know what's going to happen if they don't. So, I feel it has to be implemented grade to grade. You know you can't just do it one year, stop it the next year, oh let's do it again next year and then the kids are all confused about it.

Participant 17 also perceived that the effects of the PBIS framework depends on the students' behaviors and personalities:
The lasting effects. I think that the students have to be reminded sometimes they forget about the expectations and they need to be reminded even though they go through the procedures and they know that good behavior know there's a reward is behind it. Sometimes when they don't see the checklist and they don't have anyone helping them it's hard for them to follow that model. Some students may and some students have a hard if they don't have anyone reminding them that you know you get a reward for good behavior. So that might be a problem when no know is isn't constantly reminding them some might remind them but most of the time they need support with that.

Participant 18 also had the notion that the framework affects students in various ways and differently in each person or child:
The lasting effect I don't feel in my opinion there is a lasting effect because for right now I believe if it's ran every two weeks they'll do it for that moment, but it has to always be reinforced that if you do this then you could participate into PBIS. Where sometimes there are students where this doesn't really matter to them. They're looking for more than being just rewarded with the different activities that may take place. For instance, if it's the activity of maybe PS 2 or 3 or the Wii they have it at home. It's not an interest. I don't know, for some they just feel okay this is not what they're looking for they need more.

Theme C: PBIS framework needs to be started at a young age for it to effectively reduce behavioral issues.

Participant 3 added that the framework needs to be acquired and practiced by the children at a young age:
I think when we start if from a young age and carry it through I think it has a very good affect whereas like I said if we don't start it early with them and don't carry it through then they don't understand what they are expected to and not to do.

Participant 5 also believed that the PBIS framework reduces undesirable behaviors if and when done in earlier grades:
I think that when it's done in the earlier grades and the kids participate in it from the earlier grades up it works. I think that when the children just get in to it I the higher grades it's not a big deal because it's just once they get to a certain age they don't really care.

Participant 7 shared that children need to be taught and trained the PBIS framework in order for the framework to effectively reduce behavioral issues:
Again the child is expected to know if you put it out in the beginning this is what I'm supposed to do. They'll know it from an early age onto when they finish elementary school or the end of the grade.

Participant 16 shared that the implementation of the PBIS should be started early and should not only focus on the higher grade levels:
It's been my experience, I've always taught the lower grades, so it's been my experience that more of the focus of PBIS has been on the upper grades. They have the assemblies, they have people coming in to talk about it whether it be the principal, assistant principal so the lower grades whatever we give the majority comes from the teacher. So in terms of the lower grades I haven't found the implementation to be as good as it was as I believe it is in the upper grades.

Theme D: PBIS framework needs proper implementation from staff for it to effectively reduce behavioral issues.

Participant 4 echoed that the PBIS is excellent in reducing negative behaviors but the proper implementation from the staff is needed: "The PBIS framework, the framework is excellent. If it's implemented right it can reduce negative behavior and it will reduce negative behavior."

Participant 10 shared that the PBIS framework should be properly implemented and carried out in a constant manner for students to truly acquire the practices properly:
I think I think it's something that should be carried throughout the whole school year. Because children really do need reminder, but I guess like everything else, if you go to a place for treatment and then you see positive behavior, then you will know how to say

pull back a little you're not taking it out totally out of the picture, but it's there so you'll have it at your disposal in case the need arises.

Participant 12 shared her experience where a proper implementation or approach duly reduced the behavioral issues of the students:
Okay I can only speak from experience because I remember when I was in school we had clubs we had meetings we had places that you know adults were expecting things from us and your joining a club or society there's an expected mode of behavior it carries along in your life because you might have learned things that goes with you until your old enough to do your own. That is it! If you start from the PBIS section if you have the PBIS initiatives going on it will help the students develop you know the culture of whatever, it will go with them.

Participant 14 again shared that consistency in implementation is needed for behavioral issues to be minimized in a stable manner:
I believe as long as it's consistent you know you can have something one day and not have it in place the next day or the rules change or the criteria changes, I think it has to remain consistent and it has to be across the board with all the teachers, there has to be guidelines that have to be adhered to and I think that once that is in place and enforced then hum the children a better understanding of what they need to do, but it will have a lasting impact.

Participant 20 felt that the framework should target on the sustainability of the behaviors in the systems of the students: "I feel that if the program is continuously changing with the reward then it will have a lasting effect. If the children students get use to one particular award, then it might lose its' effect."

Theme E: PBIS framework needs to be positively reinforced at home to effectively reduce behavioral issues.

Participant 6 stated that the PBIS framework would be able to work more effectively if positive reinforcements are done at home as well or outside the confines of the school:
Like I said, it is a good beginning if the families are familiar with the PBIS expectations, and they can carry it over at home. And I think that's valuable. PBIS is only emphasized peace-meal where it's a little here a little there if it's sporadic, it has less effect. I think it has a good influence. I think overall character development, a sense of responsibility are emphasized through this program. But then again I think that these young children need a lot of repetition, positive reinforcements and lot of encouragement. We want to emphasize the positive instead of you can't get to be in the PBIS Friday activity, but these five children can. We want to present it in a very positive way. So, I think there's great potential.

Participant 8 echoed Participant 6's perception that indeed, positive reinforcements and encouragements are needed to effectively reduce behavioral problems:
Wow, I think that it takes a long time because it not only should be done in school, but at home also and not just by that one teacher but by everybody. And for children that it takes longer it just has to continue to the next grade and the next grade and it's got to be a constant thing. Maybe then it will change a little be faster.

Participant 19 explained the importance of consistency and reinforcements for better results:
Well that's like what I said in the beginning. It's like temporary and then it the behavior gets better then I think it kind of dies down again. I think it's too far, like the month thing, it's not good for them, certain kids. Well, I mean we do the Better Bucks you mean that stuff too? Not unless you keep bringing it up go over it with them. I don't hear it as much in the school as it use to you know I feel like if I don't say it in class you know the cluster teacher doesn't bring it up, then you know it's kind of forgotten.

Subquestion 2

Subquestion 2: What are teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school?

Sub Thematic Label 2: The teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school?

Theme A: Professional development for PBIS training depends on the personality of teachers.

Participant 1 admitted that the effectiveness of PBIS training depends on the ability, skills, and personality of the teachers; as some teachers need more professional development than others thus the school administration must know how to handle such situations:
I think that too goes by the personality of the teachers. Some teachers need a lot more PD than others. Some teachers just inherently know how to talk to kids to defuse a situation and some teachers inherently escalate a situation. So you'd have to divide your staff to get those escalators to be taught more how to deescalate because the soft spoken people kids respond to they get it inertly, they know how to talk to the kids so when your talking about the PBIS like I said before it's not only getting for the kids to behave it's kind of helps the staff. We know as staff what is going to trigger a kid to go higher and what is going to calm them down. And It's just finding that spot and wanting to find that spot. Sometimes I think teachers want the kid to go up and off so they go to the Dean so they

aren't in their hair anymore. You know let's see what we can make this child react to so it's kind of a power struggle. And if the teachers are the ones that are going to struggle then it's going to be the back and forth and the arguing with the kid. If the teacher is going to be the deescalator, then you don't have to worry about it. So, it would be hard to differentiate the teachers' cause you'd have to call them out to what their behaviors are to help them get the more professional development but it goes into the whole crises management, classroom management all that kind of stuff. So, professional development is lacking in classroom management procedures because all too often they believe teachers should automatically have that. So the PBIS comes in to how you're going to manage your classroom.

Theme B: More training is called for; needs to be performed yearly for constant updates to be transferred to teachers.

Participant 2 shared that training needs to be done constantly or yearly, as teachers need to be updated with new ideas and new tactics on how to build and implement PBIS on their students:

I think we have some training but I think every year we need to be retrained with new ideas and new tactics because after a while the students get immune to them where we used to have like I said new training and new concepts to build on the PBIS.

Well I think I do helps when they see the students who follows the guidelines and those students are praised and they see what true behavior is and what it should looks like, and how they should act because you do want to praise students who constantly follow those guidelines. So, I think they have something to reflect on notice so when those teacher praise upon those, the students can reflect on those students.

Participant 3 confessed that she does not feel that she was trained properly by the school, as she could not remember any of the practices or skills taught and no follow-ups were conducted after:

Personally for myself I don't feel that I was trained all that well. It was kind of after the fact that I kind of wish I had heard more, but unfortunately being where I am at, the only things I remember were walking into the hallways, talking about how they were supposed to behave in the hallway, going to the cafeteria how they were supposed to behave in the cafeteria, walking to the auditorium and saying how they're supposed to behave. It was only done one year. I don't ever remember doing it after that. In this school I don't think there was adequate not for me maybe for other teachers, but not for myself.

Participant 5 also shared how the initial training was good but presently needs to be adjusted for the framework to be more effective:

When we first started doing it in the school I think we had a pretty good concept of it I think I was trained appropriately, but I also added things that I felt that my students would need to that would benefit them. But we don't do it like we use to and the way it is done now I think it maybe a little is less effective. I think that we should have more training.

Participant 8 stated that she was not trained properly and was only aided by other teachers to develop her skills and knowledge on the framework:
Well to me I wasn't trained that well. It was something that was introduced and we kind of had to learn the basics by ourselves with ah other teachers at the grade level. And a lot of discussion what is it that we can do on our grade level that can help these children and that's how I was trained and how learned to do the PBIS.

There's not enough training. There's just a little bit just a little bit at the beginning when we first started, it just stopped. Mostly talking there's really no training like when you go to workshops and things like that it was just really short to me. Thank God I had other teachers and used their input and that's how we developed ours.

Participant 10 suggested that more training is needed and that time allotted should be greater as well:
Well, well in the school that I am at currently there was some uh what is the word I am looking for. There was some meetings that were initiated to develop that, but I think on a larger scale it should be more in-depth so that it is understood that it something that will have positive bearing not only for the children themselves, but for the whole atmosphere of the school. I think it could be there could be more time placed in this area. That's basically what I think."

Participant 12 believed that her training was fine but would have been better if there were follow-ups and constant updates for knowledge and skill empowerment:
Okay it, I think it was an okay job training the teachers in the sense that the mission statement was given, the idea was given and I think as adults we knew what was expected anyways. But if you did I mean if you're a teacher you must understand why we're talking about PBIS. So, I'm not sure if training and personal perception and skills went farther than each other.

This school I think there should be more drive to implement it. I think because it wasn't I think because it is a new thing they are introducing it has a long way to go but more effort has to be made to have it work.

Participant 15 admitted that the teachers in their school need to be introduced with the latest aspects and elements of the PBIS framework:
I feel I was trained moderately. I think I definitely could have been trained better. I feel our school only implemented it the way they should have implemented it for a year or two. So, there are so many aspects of PBIS that I see other schools are doing that we were

never introduced to. So I'm not sure if that's part of the actual program or just how their school has revised it.

Participant 16 admitted that the training needs more focus and attention from the administration:
I think that there was a lot of potential in the beginning when PBIS first initiated and then there was a huge drop off. It's that there's been a push to bring it back and I think that the push has got potential, I definitely think it needs some work. But I do actually like the new way it's being implemented in terms of the reward system especially that the kids get on Fridays cause it's not monetary it's not financial. You sit and eat popcorn and watch a movie or you play video games or play Lego's for 45 minutes. So those kinds of things don't cost anything you know so it doesn't become a financial burden on the teachers as well as other burdens we have to take on.

I guess it's hard to say what's adequate cause I don't know what were missing. I feel like there are chunks we're missing, but I don't know that PBIS has ever addressed it to teach them to us. So without knowing what's missing I think there maybe things missing, but I don't know if they're available to train us in.

Participant 19 had a divided idea on how her training went but overall believed that it should be improved and updated:
Half and half. Like way back when it first started I thought that there was so much training, and paper work, and then it kind of died down a bit and now that we're doing it again there hasn't been much training with it but I think I have enough knowledge from prior.

Well, there's a new teacher who have no idea what's going on unless, everything is word of mouth, it really needs whoever is in charge of it needs to, I think personally they should come into each class and explain it. Instead of doing these big assemblies because in the beginning of the year they never even did a PBIS assembly for the lower kids for the lower grades. So, it's our jobs as teachers too.

Theme C: Adequate training was provided to the teachers.

Participant 4 believed that she was trained well at her school, she shared the kinds of training that she had to go through and that the amount of training she has was fine:
I think I was trained very well. I believe I went to one maybe two meetings outside of the school regarding PBIS and then the rest of the information was turn-keyed to me by our old Assistant Principal [name] and I think [name] was apart of that. But when I think about when PBIS started I think about I don't know when [name] came to mind. I think she was the one that may have brought it in or really implemented it, but [name] comes to mind when I think about PBIS. So, I believe I pretty well trained. I think it was fine, the amount of training was fine.

Participant 6 shared that she believes that she was trained well; however, program structures and activities are needed to be modified:
I think we were trained well. I think that the emphasis I would emphasize more positive within the classroom. Not I hate to be repetitious, but as a large group in the classroom and small groups of four children if the teacher ever has the opportunity the teacher review PBIS a group of two partners review PBIS the guidance counselor review PBIS because the kids need it. Well since I've been working here for probably 10 years, I feel like I had enough training. As far as the new teachers are concerned I don't know, I'm not sure.

Participant 7 stated that she was adequately trained by the school; however, currently teachers are in need of more PBIS framework knowledge:
I was trained well. We didn't have Better Bucks but we had something called NED and we used it with as far as yo yo's. I think it was on Friday's it was like they got to play with the yo yo's they were trained to use it in certain corner when their behaviors were fine. A lot of the kids liked it and tried to improve it because they wanted to go to that special table to do these special activities. As far as a new teacher, I think they should train you and talk about it more when I came to this school I kind of piggy backed off of what I saw my co-teacher or my other teachers around me and what they would do and what they were talking about because I wanted to know more about PBIS.

Participant 17 stated that their school trained the teachers properly and adequately:
I think we were trained well. When the program was implemented we not spoke to our class about expectations we did it in other areas like the auditorium, the cafeteria, we went over every several different areas in the school. And we modeled it for the students so it was easy for them to understand what was expected of them not just in the classroom, but in the different areas in the school.

I think we had a quite a bit of training initially everyone what trained most of the teachers are still here. So I think we did get a lot of training the PBIS especially when it first started it was clear, all the expectations were clear, the students were clear on what was expected of them.

Participant 18 stated how the training was adequate in some ways but could still be improved for future references:
Well, if feel I was trained thoroughly. Basically you maintain a chart and you let the students know if they've earned a sticker to be able to work towards participating if they're not on track doing their work, they won't get a sticker for that day to participate when PBIS comes up. So, I feel I was thoroughly trained for it.

I feel we have it, but I feel that what else in PBIS could be done to reach those students those are not really interested in the reward system. They've been here for a certain amount of years so they know how it works. So, what happens when they're no longer interested? How do you then gain their interest back or what can be done for them

to be more interested to participate in PBIS? I don't think maybe that area we were adequately trained for that.

Theme D: More training is called for; needs to be done in groups.

Participant 9 admitted that the staff could be trained better if they can be gathered and taught as a whole group or community: "Alright I thought, for me or the whole school, I think that everybody could've had more training definitely more training or brought into it a little bit more. I think that was important."

Theme E: More training is called for; teachers imposed self-training.
Participant 11 believed that she was not trained at all and thus imposed her own self-training:
It's usually my own opinions and my own ah self-training. I think that when they give us activities like for example I will do activities with groups of kids once a month or you know every few weeks whenever we do it, it's my own implementation, I wasn't trained in any particular way.

Participant 13 shared that she was trained well but the school but again the school needed other actions and methods to make it better:
I was trained pretty well. I think I went to two trainings out of the school. However, those trainings didn't link to how we implemented it in this school. And I do think they did need to give us more for those 2 to top 3, we needed more idea, and also we need to keep people onboard because it's very taxing it's giving up a lot of time, and for two or three people running it, which is what it seem to be those are the people with the energy or whatever, I give them credit, but it can't be all on them it has to be spread out. So, people have to step up, so if it's extra money or comp time or whatever it is I think that would make it more successful.

I don't think there was enough training. I think that we got the basic idea, we followed the format, but I think we couldn't do more training in the school because we didn't have more training from outside. So, I think it's linked.

Participant 14 shared that she did not have a formalized training and had to impose her own self-training for the PBIS:
I want to say it wasn't a formalized training but there was some training and then we did some of our own research you know as teachers we go ahead and be doing our own thing in terms of finding out just what we need to do. But there was some training and you know it's for the children. It's that positive reinforcement.

Again I think it wasn't enough training and also I think we have staff members coming onboard. We've had quite a few this past year so I do believe that training should be and it should be ongoing as a refresher just to make sure that everyone is onboard and on the same course. So, I think we could more in terms of the training and the refresher.

Theme F: More training is called for; more teachers to be reached.

Participant 20 believed that the training was good but needed more focus and effort to reach a more numbers of teachers:
I think the training was pretty good. I think the training was good. Again when there are changes made often then it kind of loses its affect. But if we have a strong award system and a way to implement that everyone is involved it has a lasting effect. I think there could be more training so it could reach everyone.

Subquestion 3

Sub Question 3: How do teachers perceive PBIS developing prosocial behaviors in their students?

Sub Thematic Label 3: How teachers perceive PBIS developing prosocial behaviors in their students.

Theme A: Developing prosocial behaviors in students need cooperation from parents or reinforcements at home.

Participant 1 shared that there is a need for the parents' cooperation in order to fully develop the prosocial behaviors of the students:
That's where we come into difficulties in our community because although we teach the children to not react with their fist, I have heard more than one parent say that if you don't hit them back you're going to get hit when you get home. So, there is a big divide. If you have the parents onboard, then it's a lot easier. I think the kids that do go to High Five Friday activities when we do meet with the parents if we use that terminology even if there is a child that is not fully High Five, but you can say he's really following our safe goals and let the parents know that two we really have to do High Five with the parents if you really think about it. Only calling the parents when the kids are misbehaving is not fair to them. They don't want to hear it and the kids don't want to hear it cause they are already dealing with stress when they go home. They don't need additional stress. So if we were actually able to call home and make it a point, I know we don't think about it, but if I thought about calling parents of kids who did a great job it would make their night; the parent and the kids. So, that might help to connect those behaviors so that they might transform into community, but when it push comes to shove and those kids are on the playground and there's no grown up there to protect them…they need to protect themselves.

Participant 2 also shared that the cooperation of parents and guardians at home play a vital role as they are the ones who can report their observation of behavior development once students are outside the classroom:

I really think anything outside the school community is a whole another story cause I don't. I guess I am generalizing it but I hope when they go home they are using it, but you know I think it's a whole other world. Trying to think. I'm hoping that some of them will go home because I have had parents come in and they do go home and say I did do think and this is my result and I got to do better. So in some ways they do carry it at home. So I am sure you do get to get through a handful of kids that they're able to bring it home and bring it back to school again.

Participant 3 contended that for prosocial behaviors to be established, children should be encouraged in their homes as well or outside the school community:

For the ones that are good I really feel that it helps them. I even notice in my group they'll say you can't do this and they'll remind other children that they can't behave a certain way because they know they can't get rewarded if they don't do the right thing. So, it is working for certain kids… how it will carry through the upper grades I don't know.

That I don't. I don't know how to answer that one. I'd love to say yes that they could, but I think that once these children in this area leave this school they have to put on whole other perception who they are and what they have to do to make it through.

Participant 4 echoed how the school needs to cooperate with parents so that children can also apply what they have learned from the PBIS activities even outside the school facilities so that there is a continuation and follow-up: "I think in the school their mindset and their mind frame that they have to be constantly reminded of it it's in school, but once they walk out that door I don't think they carry it with them."

Participant 5 admitted that their students do not have prosocial behaviors especially in their communities thus the parents' cooperation and assistance is very much needed:

Our students they don't have prosocial behavior in their community and unfortunately that's what makes it very difficult for us inside the school building and we have to try to implement that in their lives but unfortunately if that's not done on a regular basis around the clock from parents and the people in the neighborhood then it's not really achieved.

Participant 6 shared that the PBIS framework has been successful in developing certain behaviors but positive reinforcements are needed from home and the family of the children:

I would to say that it's successful however, I have a struggling class with children who have serious emotional struggles and so it's not enough. It has to come from the family from the home, more guidance from the guidance counsellor just we need a lot of support. And that's my experience.

In their communities, I can't say that I know what their families are doing I really don't know uhhh some of the children will speak I would say over the past few years some of the children will say what they did through their church occasionally I can say that I've heard that but not consistently or abundantly I'd like to know more about it because I could praise them acknowledge them for whatever they do at home through their community.

Participant 7 had the same perception that parents need to be aware of the school's effort in developing their child's behavior thus needs support from home:
It's hard to say because it's not like I'm seeing them go out of the building. I'm seeing what happens in the building. I'm not seeing them go home or where doing this, but hopefully I would hope they are taking whatever they have learned from this outside to their family and you know I'm sure their parents have talked about their behaving.

Participant 10 shared how the positive reinforcements from parents allow better development of prosocial attributes from children:
I do think that that PBIS it's a good strategy to help the prosocial. As I said earlier on there's parents who have taught their kids how to come to school, how to behave and what are the expectations how you should speak to the teacher how you should treat your classmates. So on a positive note, but whereas there are children who are not expose. So having that on a long-term basis will help to cultivate those children who have not had the opportunity to learn to handle situations that they come across negative behaviors. This will sort of help them handle it and how to go about settling differences.

Participant 15 also believed that prosocial values could be developed more if parents were to be involved and worked with the school:
I don't think it has much impact. I haven't seeing much impact in the communities. But you know from PBIS. If our parents were involved with it more I feel we it probably could, but because our parents aren't as involved as they could be they probably don't even know what PBIS is.

Participant 17 admitted that prosocial behaviors outside the school is difficult to determine thus cooperation is needed from the students' parents:
Well in their communities I'm not sure. When you look at the students in the sometimes they act differently when they not around their parents. So, they might need more structure at school then they would in their communities because they might behave differently when they with their parents a lot of the times when you speak to parents you might hear them say my child know how they are supposed to behave and their surprised when they hear that they are not doing the right thing in school because when a parent is there I think they behave differently.

Participant 18 shared the importance of reinforcements outside the school in order to develop socialization in the children's system:

Well it's something well you know if I'm doing my work I'm on target, I could go to the lunchroom and behave, then they know they have something to look forward to, maybe anticipated hope I know if I do A, B, and C then I can get so it's like an attraction for them. Like the happy face the behavior chart could kind of monitor how they are. It's the same with PBIS I know if I do certain things for the week inside of the classroom outside of the classroom in another class in the lunchroom then this is what I could get. If I'm not doing it then I can't do it. So it's kind of a self-monitoring thing for them. I believe for some it helps them.

That's a little different. I don't I think within their communities it's more they do what they see. Not necessarily you're taught to behave in school this way and outside of school, but when they go into their community and into their homes it just a different way of being taught a different way of living that they tend to adapt to more. Even though they're in school with us more that community life for some reason has a stronger effect on their well-being and development that in school.

Theme B: Developing prosocial behaviors through personal and social values learned.

Participant 4 shared that she has observed how the PBIS framework has allowed children to develop important values especially through the activities:
I think it does, because when I think of the High Five rules especially the respect one, I think it does it helps the behavior because with respect, responsible cooperative, prepared, safe, first of all the students love PBIS we made that PBIS song so they love the PBIS song and then I think that it helps them take ownership and become independent as far as being prepared for school, being responsible for their own work, cooperative helping with each other, and being respectful not only to adults, but to each other. I think it helps the behavior it makes it a bit more positive and I believe for me the song had more of an effect on the students because [name] made up that song and a lot of children learn through song and repetition so do the adults too. But I think the song adding the beat to it and we did the clapping and all of that I think it help promote it, and then you know we talk about it in our classrooms, and we have posters all over the building so all of that I really think it helps the behaviors, it has a positive effect.

Participant 12 simply had the notion that: "Again because of the skills that you learn in PBIS that you should help you socially.

Participant 13 again echoed that the elements are there to be developed: "I think the elements are there to develop prosocial behaviors when you can act out how to act in the yard, the cafeteria. So, the elements are there, their success, it think is marginal."

Participant 15 shared how the concept of the program allows interaction and thus socialization is developed as well:

I feel it does help prosocial behaviors in students because through PBIS they are working together, the whole school is working together. So whenever students are working together as a team and the whole school is working together as a team and a fifth grade teacher might be complementing at first grade class, it does promote good social behaviors for everybody.

Participant 17 explained how students can acquire the positive behaviors including being prosocial, under the PBIS framework:
I think that the students learn what is expected of them and what acceptable behavior is and they know that there's a reward for acceptable you know in various locations in the school, classes, they learn what is expected of them and I think it's a positive effect on the students socially.
Participant 20 admitted that more could be done but currently, some values have already been imparted and acquired by the students:
I think the students need to be more involved. And how the program is implemented. Like if you had maybe like a committee of students so they could pass the information to other students. But I think it's pretty good here. Because we have you know pictures and they students stand out in each class. But more could be done.

Theme C: Developing prosocial behaviors through the influence of the other children under the framework.

Participant 8 stated that developing such behaviors can be gained through the influence of the other children under the PBIS framework.
Well I guess it helps them to see how other children act. And sometimes if they see that this child is acting, you know not getting in trouble every day, doing the right thing, following the rules, if they see that and they see that they are the ones going to PBIS maybe if they see those children, maybe they can say something like, "Maybe if I behave a little bit better maybe I'll be able to go." You know watching their peers do the right thing instead of doing the wrong thing which is not right to do.

Participant 9 echoed that one benefit of the PBIS is to: "Well that's, that's the benefit of PBIS to have those Better to show people what it's like to be a better person and I think that's the benefit of it so."

Participant 14 shared how the rewarded children with improved behaviors influence those who are still in the process of developing their own attributes and good behavior:
Again, I'm going to go with the children that are not behaving and not doing the right think so to speak and they see the other children are and getting rewarded for it. I believe that many of them will change their behaviors to be more responsible to be more respectful to adhere to the school rules and to take it a step further become good citizens and develop their character, morals and values. So, I think it's just more a lot more than

just behavior for school it's a lot more does a lot more for them than just that treat at the end of the week. So it think develop help them to develop into good people.

Theme D: PBIS is more focused on personal than social improvements.

Participant 11 believed that PBIS is targeted more in personal or individual behavioral improvements than social attributes:
I don't know if it really does. I think it's more of a behavioral than social goals. A lot of times the positive activities we do as a result of PBIS help with you creates a social situation. But many times I don't think that they I think its individual goals for many kids.

Participant 16 shared that she was not aware on how the PBIS can develop prosocial behaviors:
I wasn't aware that it was a prosocial behavior program so I guess it doesn't address it very well. From my understanding, I thought it was positive behavior intervention and support. So, prosocial skills…you know I mean the kids are pretty chatty, the kids are pretty social, the kids are pretty friend again I'm speaking for the little ones. Upstairs there are things that are different. You know PBIS may work in terms of curbing their fighting or going after each other physically. Here it's she called you know she called me stupid, she said she didn't like me, she said were not friends anymore. That's Kindergarten.

I honestly don't spend a lot of time in this community. I don't know how the behaviors or interventions are transferring into their community. So I don't think I could speak to that.

Participant 19 has not seen any positive improvements on the socialization of the students as it was believed that this was not the focus of the framework:
I don't think, again I'm just focusing on that end of the month celebration. I think it's good when they're in those group setting you know in the small group when they go to that High Five activity, but I haven't seen any real positive changes during.

Appendix F: Thematic Analysis Step 2 or Exploration of Text

I arranged the gathered texts from the previous step according to the number of responses and used Microsoft Excel to compute for the number and percentage of occurrences per emerging theme or experience. Below is the copy of the results from the Microsoft Excel spreadsheet:

Thematic Categories/Constituents	# of occurrences	% of occurrences	PA1	PA2	PA3	PA4	PA5	PA6	PA7	PA8	PA9	PA10	PA11	PA12	PA13	PA14	PA15	PA16	PA17	PA18	PA19	PA20
Thematic Label 1: How the teachers perceive the implementation and use of the PBIS framework in improving student behavior and socialization in urban elementary schools																						
Beneficial in improving student behavior and socialization	11	55%	1	1						1		1		1		1	1		1	1	1	1
PBIS framework works selectively, some students have improvements and some do not	5	25%			1		1		1				1					1				
PBIS framework can work effectively on behaviors and socialization if the staff can implement the practice properly	4	20%				1		1			1				1							
Thematic Label 2: The teachers' perceptions regarding the PBIS framework to reduce undesirable behaviors in students																						
PBIS framework works selectively, some students have improvements and some do not	7	35%		1							1		1		1		1		1	1		
PBIS framework needs proper implementation from staff for it to effectively reduce behavioural issues	5	25%				1						1		1		1						1
PBIS framework needs to be started at a young age for it to effectively reduce behavioural issues	4	20%			1		1		1									1				
PBIS framework needs to be positively reinforced at home to effectively reduce behavioural issues	3	15%						1		1											1	
PBIS framework has successfully reduced undesirable behaviors	2	10%	1	1																		
Thematic Label 3: The teachers' perceptions about how well PBIS training prepared them to implement PBIS in the school																						
More training is called for; needs to be performed yearly for constant updates to be transferred to teachers	9	45%		1	1		1			1		1		1			1	1			1	
Adequate training was provided to the teachers	5	25%				1		1	1										1	1		
More training is called for; teachers imposed self-training	3	15%											1		1	1						
Professional development for PBIS training depends on the personality of teachers	1	5%	1																			
More training is called for; needs to be done in groups	1	5%									1											
More training is called for; more teachers to be reached	1	5%																				1
Thematic Label 4: How teachers perceive PBIS developing prosocial behaviors in their students																						
Developing prosocial behaviors in students need cooperation from parents or reinforcements at home	11	55%	1	1	1	1	1	1	1			1					1		1	1		
Developing prosocial behaviors through personal and social values learned	6	30%				1								1	1		1		1			1
Developing prosocial behaviors through the influence of the other children under the framework	3	15%								1	1					1						
PBIS is more focused on personal than social improvements	3	15%											1					1			1	

Appendix G: Permission to Use and Reprint PBIS Framework Model

DATE: January 1, 2016

Keisha Anderson-Saunders,

RE: Permission to use information from www.pbis.org for educational citations:

This letter gives permission to use the following images as well as content for the purposes of dissertation, review of literature, professional development, or other related non-profit endeavors:

- PBIS Tools
- PBIS Triangle or Pyramid- Continuum of Services for School-Wide PBS
- PBIS Circles- 4 PBS Elements
- Flow Chart for Leadership Team (State and District)
- Implementation Levels
- School-wide Systems Circles
- General Implementation Process Flow-Chart
- Behavior Support Elements
- Sustainable Implementation & Durable Results Through Continuous Regeneration

Caveats for using the above images are as follows:

- For research, academic, and professional development purposes
- Not to be used for profit, monetary gain, or other activities that might represent conflict of interest

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For clarifications, questions, or additional information, please contact Project Directors Rob Horner, robh@uoregon.edu; George Sugai, George.sugai@uconn.edu).

Sincerely,
Dr. Rob Horner and Dr. George Sugai

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