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An Evaluation of CHAMPS for Classroom Management

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COLLEGE OF EDUCATION

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Abstract

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MA, University of Texas at Arlington, 2006

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Teacher education programs focus on preparing teachers to instruct students, but they usually do not focus on preparing teachers to manage students' behavior, which may prevent teachers from providing effective instruction. This project study evaluated a classroom behavior management model, CHAMPS, designed to help teachers manage student behavior so they can focus their time and energy on instruction and student success. Positive Behavior Systems (PBS), used in the field of behavioral management, served as the theoretical foundation for this study. The evaluation design followed Stufflebeam's (2003) Context, Input, Process, and Product (CIPP) by employing the outcome-based approach, which evaluated the extent to which a program is meeting predetermined outcomes and objectives. The open-ended research questions explored whether the classroom management system accomplished its goal of guiding teachers in making effective decisions about managing behavior. Data were collected from a researcher-created qualitative questionnaire and phone interviews from a purposeful sample of 7 elementary school teachers who attended all 5 CHAMPS training sessions and who implemented CHAMPS strategies in their classrooms. Qualitative data were open coded and reoccurring themes including connections, support, structure, teach, and model were identified and interpreted for meaning. The findings indicated that CHAMPS, as a model for classroom management, successfully guided these participants in making effective decisions about managing students' behavior. This study may contribute to a greater understanding of effective classroom management strategies and awareness of classroom behavior management issues for teachers, administrators, and district stakeholders.

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Section 1: The Problem

The Local Problem

The increasing demand on school districts, administrators, and teachers to perform and elicit performance by students in an academic arena is continually challenged by behavioral issues in the classroom. At times, the behavioral issues warrant the use of in-school (ISS) or out-of-school suspensions (OSS). However, when students are outside the regular classroom environment, learning opportunities decrease, thereby decreasing the potential for educational gains. This creates a quandary that school districts work to mitigate.

According to the sample school district's Discipline Action Summary Report (2014), the data revealed that between 2010–2011 and 2011–2012, there was an increase of over 50% in discipline referrals that resulted in out-of-school suspensions (OSS). This increase caused concern at the sample school's district level. The district looked for ways to enhance classroom management with the goal of decreasing the number of ISS and OSS consequences for students.

When teachers experience difficulties with student discipline and must spend more time redirecting students, instruction becomes less productive, which in turn can negatively affect all students' learning (Del Guercio, 2011). Although discipline problems are time-consuming, more importantly, the negative effect on academic performance causes concerns for educators at all levels (Leaman, 2009). Specifically, behavioral issues had an overwhelming impact on the sample school district beginning in 2011, thus the motivation for seeking positive classroom strategies was ignited (DuFour

& Marzano, 2015). The implications for solving the problem have far-reaching consequences because a student's academic preparedness is imperative for success in the next grade level and the real world.

However, what occurred in the sample district was representative of what was occurring on a broader scale. Scholastic and the Bill and Melinda Gates Foundation (2014) surveyed 10,000 educators from all 50 states. The study addressed discipline problems on a broader scaleThe goal was to learn how teachers perceived their classrooms, their profession, and the future of education. The outcome of the survey stated that according to 62% of teachers who had been teaching in the same school for five or more years, behavior issues that interfered with teaching and learning had notably worsened (Scholastic, & the Bill & Melinda Gates Foundation, 2014).

Over half of the teachers surveyed wished they could spend fewer school day minutes on discipline (Scholastic, & Bill & Melinda Gates Foundation, 2012). There were a number of factors noted by teachers that changed the learning environment. In the report by Scholastic and the Bill & Melinda Gates Foundation titled *Primary Sources: 2012*, student demographics had changed in many areas. According to the teachers' view, these changes resulted in negative effects on the learning environment. These changes included an increase in students who were homeless (36%), an increase in students who arrived at school hungry (49%), an increase in English Language Learners (ELL) (50%), and an increase in students living in poverty (56%). However, the greatest increase was from discipline issues that interfered with teaching (62%). According to this same report, the increase in discipline problems existed among all grade levels with 53% occurring at

the 9th - 12th grade level, 64% occurring at the 6th-8th grade level, and 68% occurring among PreK - 5th grade students (Scholastic, & the Bill & Melinda Gates Foundation, 2014). Due to the greatest percentage of increase coming from elementary students, this study focused on discipline issues and the subsequent implementation of the CHAMPS program at the elementary level.

This report also highlighted that while teachers who worked in low-income areas reported concerns about behavioral issues at a higher rate of 65%, those teachers who worked in high-income areas were not far behind. In high-income areas, 56% of teachers reported behavioral issues that interfered with teaching and learning; thus, the problem is one that is facing many teachers in the profession and warrants looking for solutions to the increase in discipline problems.

A study investigating the use of classroom management strategies by Clunies-Ross, Little, and Kienhuis (2008) revealed that student misbehavior is a common concern for teachers and a considerable amount of time is spent on behavior management issues. Not only is student misbehavior time-consuming, but more importantly, it distracts the other students from being able to concentrate (Leaman, 2009). In an effort to understand the difference between effective classroom management behaviors and ineffective classroom management behaviors, Ratcliff, Jones, Costner, Savage-Davis, and Hunt (2010) conducted a study observing teachers who were considered by their administrator as both strong and those in need of improvement in managing classroom behavior. The results indicated classroom climates differed. With teachers who were in need of improvement, a pattern was observed regarding student misbehavior. The pattern

included a teacher attempting to control the misbehavior, the student continuing in the misbehavior, the teacher getting frustrated, and ultimately, an increase in the student misbehaving. Jennings and Greenberg (2009) found this pattern lead to high levels of teacher frustration and burnout.

Rationale

Elementary teachers at the sample school district experienced an increase of discipline referrals that resulted in ISS and OSS suspensions for the 2009–2010 and 2010–2011 school years (Discipline Action Summary Report, 2010, 2011, 2012, 2013, 2014). Additionally, the Texas Education Agency reported that the entire state of Texas had a relatively high number of students who received ISS and OSS through the 2009–2010, 2010–2011, 2011–2012, and 2012–2013 school years. Although the data show a small decrease by 1% each year regarding students that received ISS and OSS statewide, it is important to note that the overall number of students also increased rather significantly in Texas schools each year. Schools that had this many discipline issues indicated concern about managing student behavior (Student Disciplinary Action Summary, 2011). To address these issues, the sample school district's human capital management changed in 2009 from a district-wide discipline system, cooperative discipline, to a new proactive classroom management system known as Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS).

An analysis of the literature revealed there is limited published research to support the rise or decline of discipline referrals since the implementation of CHAMPS in schools, thus, a program evaluation was warranted to determine its effectiveness with the

application of its how-to strategies and its impact on classroom management when dealing with student misbehavior. My rationale for pursuing such an evaluation was further supported by a citation included in the CHAMPS manual, "Is Champs Evidence Based?" (see Appendix C). According to Scheuerman and Evans (1997), "the field of education has been particularly vulnerable to adopting unproven interventions based on current fads, whims, or material attractiveness" (p. 19). Sprick, Booher, and Garrison (2009) cited this in the manual, *CHAMPS: A Proactive & Positive Approach to Classroom Management*, as an explanation that the program is evidence-based. However, the evidence it refers to was more general than specific. Additionally, evidence-based research referred to was vague and did not allow the end user to measure the results through the application of its how-to strategies. Albeit noble to attempt to argue that CHAMPS will produce results, its effectiveness could only be validated through an evaluation of its program. Therefore, a program evaluation was timely to gather data that offered more specific findings rather than vague predictions and conclusions as to the effectiveness of CHAMPS in reducing discipline referrals.

Definition of Terms

The following terms in this section are defined based on the field of education.

Behavior/classroom management. The development and correction of appropriate behavior to establish effective classroom management systems (Evertson, 1994).

Office discipline referral (ODR). Forms used to document serious behavioral incidents in a systematic manner (Sugai, Sprague, Horner, & Walker, 2000).

Positive behavior support (PBS). According to Sugai and Horner (1999), this is a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavior change.

Research-based practices. Practices that "have been demonstrated to be effective for a group of students as compared to a group of students that did not get the intervention" and have generalized results when "examined in a variety of settings, replicated over time utilized with a variety of learners" (Lembke & Stormont, 2005, p. 271).

School-wide positive behavior support (SWPBS). A collaborative approach to develop and support positive behavior (Horner, Sugai, Todd, & Lewis-Palmer, 2005).

Scientifically based evidence. According to the U.S. Department of Education (2002b), "research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs" (p. 2).

Sustainability. "Durable, long-term implementation of a practice at a level of fidelity that continues to produce valued outcomes" (McIntosh, Horner, & Sugai, 2009, p. 328).

Significance of the Study

According to Gion, McIntosh, and Horner (2014), office discipline referrals (ODRs) that are considered major result from student behavior that is "dangerous, or potentially dangerous," and "that students who receive Major ODRs exhibit subsequent chronic problem behavior, and are more at risk for later violent behavior and academic

failure" (p. 1). Specifically in Texas, the Texas Education Commissioner, Michael Williams, challenged the annual convention of the Texas Association of School Administrators to reduce OSS, a consequence resulting from a major ODR (Hart, 2013). Williams discussed statistics from the previous school year (2011-2012) that included 358 school districts with one or more students suspended out of class for 30 or more days (Hart, 2013). Gion et al. noted that at the elementary level, major ODRs increased "over time" with more occurring later in the year and as a child progresses through the grades. In essence, minor behavior problems become major behavior problems if misbehavior is not corrected.

Further consequences of this problem extend to the teaching profession as a whole. According to Lane, Menzies, Bruhn, and Crnobori (2011), teachers are experiencing difficulties with student discipline. Furthermore, as described in the *Primary Source: 2012* report (Scholastic, & Bill & Melinda Gates Foundation, 2012), behavior problems interfere with teaching. This type of environment dissuades teachers from staying in the profession and is the most common reason teachers leave the profession (Edwards, 2011).

The sample school district in North Texas maintains a record of all discipline incidents that take place on its campuses involving students. Additionally, it collects data that show the type of violations that lead to disciplinary actions. Per the Student Disciplinary Action Summary Report from the 2010–2011 school year, among the various category types, Code of Conduct violations were the most significant number of violations among students. This category deals with behavioral issues and results in the

most the discipline referrals that lead to suspension. In the 2010-2011 school year, a total of 9,071 in-school and 14,485 out-of-school suspensions occurred (Student Disciplinary Action Summary, 2011). As a result of the data findings, the sample school district aimed to employ a program in an effort to resolve the increase in behavioral issues.

Cooperative Discipline was implemented in the early 1990s in the sample school district. Linda Albert (2012) developed it in 1989. Her theory was based on the work of social psychologists Rudolf Dreikurs and Loren Grey (1968). The tenets of this approach note that every action has a consequence, and in order to avoid unpleasant results from actions, behavior should align in a way that will help to guarantee more favorable results (Dreikurs & Grey, 1968). According to Albert (2012), the Cooperative Discipline approach is for educators and teachers to work cooperatively to create a safe, orderly and inviting community, a sense of connectedness and belonging, and opportunities to turn mistakes into learning experiences. The goal is to develop safe and caring classrooms and create solutions to classroom disruptions and school violence. The learning objective is to identify and teach strategies that teachers can use to influence students to choose responsible behavior. Her theory reflected a democratic style of classroom management that she believes best promotes good discipline. Within this theory, it is important to remember that students choose their behavior and teachers have the power to influence rather than control their choices.

From the late 1990s to 2010, the sample district chose to implement the Classroom Organization and Management Plan (COMP) (Evertson, 1995). COMP was developed and based on the research of Dr. Carolyn M. Evertson. It is a research-based

program that helps teachers create and manage an effective learning environment in their classrooms. COMP's goal is to help teachers improve their overall instructional and behavioral management skills through planning, implementing, and maintaining effective classroom practices (Evertson, 1995). The sample district could not provide any documentation to support COMP's impact on classroom management, but described COMP to be reactive to poor classroom management and classroom student discipline. Due to the reactive nature of the COMP program, yet while still utilizing COMP, the sample school district continued to look for other solutions to help reduce discipline referrals. Thus, during the 2011–2012 school year, the sample district chose CHAMPS as its strategy to resolve the increase in discipline referrals that resulted in both ISS and OSS (Discipline Action Summary Report, 2011).

The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand (Sprick et al., 2009).The CHAMPS model focuses on guiding the teacher in making effective decisions about managing behavior. The Induction, Development, and Retention of the Human Capital Management Department, which oversees CHAMPS, offered training to assist teachers with classroom management. The training was provided to ensure the effectiveness of CHAMPS. The sample school district described CHAMPS as a proactive approach to help teachers manage student behavior and increase motivation so teachers could focus on instruction and student success. The sample school district communicated that feedback from some teachers that attended CHAMPS training was positive and that all teachers should receive the training;

however, the district has not observed full implementation in all classrooms. Therefore, this program evaluation was critical in determining if CHAMPS was effective in guiding teachers in making effective decisions about managing behavior.

Research Questions

The significant increase in office discipline referrals and suspensions at the sample elementary school level at a North Texas school district was not occurring in a vacuum. Due to similar widespread trends across the nation, there was prior interest in addressing problems of this nature in schools. Thus, research was conducted in the area of classroom management (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008) conducted a review of the literature and identified 20 practices classified into five evidence-based critical strategies of classroom management: (a) maximize structure and predictability including using a physical arrangement that minimizes distraction, (b) post, teach, review, monitor, reinforce expectations, and provide active supervision, (c) actively engage students in observable ways, (d) use a continuum of strategies to respond to appropriate behaviors including specific and/or contingent praise, class-wide group contingencies, behavioral contracting, and token economy strategies, and (e) use a continuum of strategies to respond to inappropriate behaviors, including error corrections, performance feedback, differential reinforcement, planned ignoring plus praise and/or instruction of classroom rules, response cost, and timeout from reinforcement strategies.

The program CHAMPS includes some of these characteristics as noted by Simonsen et al. (2008), yet whether or not the program was effective in garnering the

desired results remained unknown, thus, the following research questions guided this study to determine if CHAMPS currently used at an elementary school in the sample school was an effective classroom management plan.

1. How have teachers structured their classroom for success?
2. How do teachers teach behavioral expectations to students?
3. How do teachers observe and supervise students?
4. How do teachers interact positively with students?
5. How do teachers correct fluently in their classrooms?

Review of the Literature

Positive Behavior Support (PBS) is the conceptual framework of CHAMPS. PBS is a positive approach to classroom management that provides strategies intended to reduce inappropriate behavior and teach appropriate behavior for successful outcomes (Carr et al., 2002). CHAMPS, a derivative of PBS, is an approach used to guide teachers in making effective decisions about managing behavior in the classroom.

PBS Conceptual Framework

PBS is a broad term rooted in psychology. The conceptual foundations are in behavioral theory, applied behavior analysis, and positive behavior intervention and support (Sugai, 2008). It describes a set of strategies or procedures to serve as a model for preventing challenging behavior and promoting social-emotional development (Carter & Van Norman, 2010). Based on behavioral theory, a child will demonstrate problem behavior to get something positive or get away from something negative. By determining the purpose of the behavior (i.e. applied behavior analysis), the problem behavior

becomes less effective but the desired behavior more efficient. PBS is a proactive strategy designed to eliminate students' challenging behaviors by employing positive, systematic techniques. It involves implementing evidence-based practices, and then monitoring, evaluating, and reassessing the process. These systematic techniques are broken down into six core components. The core components of PBS include (1) a statement of purpose, (2) school-wide expectations, (3) procedures for teaching school-wide expectations, (4) a continuum of procedures for encouraging school-wide expectations, (5) a continuum of procedures for discouraging problem behaviors, and (6) procedures for using data to monitor the impact of school-wide PBS implementation (Lewis & Sugai, 1999).

History of PBS

The inception of PBS began in the 1980s when a need was identified to facilitate positive behavior change by providing behavioral interventions to reduce serious problem behaviors (Dunlap et al., 2010). In response, researchers at the University of Oregon began a series of applied demonstrations, research studies, and evaluation projects (Dunlap et al., 2010). Their efforts indicated that greater attention should be directed toward prevention, research-based practices, databased decision-making, school-wide systems, explicit social skills instruction, team-based implementation and professional development, and student outcomes (Biglan, 1995; Colvin, Horner, Sugai, & Anderson, 2010; Lewis & Sugai, 1999; Kame'enui, & Sugai, 1993; Mayer, 1995; Sugai & Horner, 2002).

During the 1990s, the reauthorization of the Individuals with Disabilities

Education Act (IDEA) of 1997 from the Education of All Handicapped Children Act of 1975 encouraged educators in both special and regular education settings to consider positive academic and social learning opportunities to address student behavior (U.S. Department of Education, 2002a). A grant that established a national center on PBIS was legislated to disseminate and provide technical assistance to schools on evidence-based practices for improving supports for students with serious problem behaviors. Researchers from the University of Oregon competed for the opportunity to develop the PBIS Center. They were successful and the PBIS center was established (Sugai, Sprague, Horner, & Walker, 2000).

In 2000, more schools began to use PBS strategies, and researchers, in study after study, began to see positive outcomes (Chapman & Hofweber, 2000; Colvin & Fernandez, 2000; Luiselli, Putnam, Handler, & Feinberg, 2005). Educators recognized the importance of PBS strategies in positively transforming school climates, and in recent years, it gained a great deal of experiential support (Sailor, Dunlap, Sugai, & Horner, 2009) to the extent that when Congress reauthorized IDEA again in 2004, lawmakers chose to include language that encouraged schools to implement PBS strategies. These lawmakers also chose to use PBIS (Positive Behavioral Interventions & Supports) as the specific model of PBS instead of the general term PBS, which was the term used in the previous IDEA legislation of 1997 (Individuals with Disabilities Education Act of 2004; U.S. Department of Education, 2002a).

Evolution of PBS into PBIS

As explained in the conceptual framework and history, PBS is a broad and general

term initially established to disseminate evidence-based behavioral interventions for students with serious problem behaviors. However, PBIS became the more desired model of PBS. PBIS uses the concepts, strategies, and techniques of the former PBS, but shifted the focus to school-wide behavior support of all students, with an emphasis on implementation practices and systems (Sugai, Sprague, Horner, & Walker, 2000). As a result, PBIS is defined as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students (Sugai, Sprague, Horner, & Walker, 2000). Within this definition, the mutually beneficial relationship between academic and social behavior highlights students' success (Chard, Harn, Sugai, & Horner, 2008; Sugai, Horner, & Gresham, 2002).

The evolution of PBS into PBIS caused confusion among educators who thought that PBS was no longer relevant. Educators often thought that professional development opportunities were only relevant if it carried the specific label of PBIS. Recently, the U.S. Department of Education (2002b) clarified its position in its use of the term PBIS instead of PBS. Specifically, it clarified that its use of the term was generically used in place of PBS in reference to any model or curriculum that employs a positive, multi-tiered continuum of evidence-based behavioral intervention that supports the behavioral competence of all students (A. Posny, personal communication, September 7, 2010). Consequently, the terms PBS and PBIS are both used by educators interchangeably with understanding.

Characteristics of PBIS

The PBIS framework has a number of defining characteristics. These individual characteristics serve to support the relationship between a positive school and classroom climate and individual student success (Chard, Harn, Sugai, & Horner, 2008). The PBIS characteristics are 1) Student Outcomes, 2) Evidence and Research-Based Practices, 3) Continuum of Behavior Support, and 4) Use of Data.

The first characteristic of PBIS deals with student outcomes. Student outcomes serve as the basis for selection, data collection, and intervention evaluations. These outcomes are academic and social, individual and small group, and are judged on their educational and social value and importance (McIntosh, Filter, Bennett, Ryan, & Sugai, 2010; McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008).

The second characteristic of PBIS is evidence and research-based practices. Rather than focusing on specific packages or interventions from a manual, the PBIS framework highlights specification and adoption of evidence and research-based practices that characterize packaged programs. These practices are organized to support students across four domains: school-wide (e.g., teaching and acknowledging a small number of positively stated behavioral expectations, clear and distinctive definitions for rule violations, and data-decision rules), non-classroom (e.g., active supervision, reminders, teaching setting-specific routines), classroom (e.g., effective academic instruction, active supervision, high praise rates), and individual student routines (e.g., function-based behavior intervention supports, explicit social skills instruction, wraparound processes) (Eber, Sugai, Smith, & Scott, 2002; Lewis & Sugai, 1999).

The third characteristic of PBIS is characterized by the establishment of a continuum of behavior support practices and systems (Sugai & Horner, 2009). These practices are unified with procedures for universal screening, continuous progress monitoring, team-based decision-making rules and procedures, explicit monitoring of implementation fidelity, and local content expertise and fluency. In addition, the PBIS framework stresses the importance of embedded and continuous professional development, monitoring based on the phase of implementation, and systems-based competence and supports (e.g., policy, leadership, funding) (Sugai, Horner, Fixsen, & Blase, 2010).

The fourth characteristic of PBIS is the use of data. The effective, efficient, and relevant use of data or information to guide decision-making links the above characteristics. The collection, analysis, and use of data are considered essential for a number of PBIS purposes: need clarification and priority, matching of need and intervention or practice, evaluation of research for practice selection, student responsiveness and outcome impact, intervention or practice fidelity, social and ecological validity, and implementation adjustment for efficiency, effectiveness, and relevance (Lewis-Palmer, Sugai, & Larson, 1999).

PBIS is a tiered framework that offers a proactive and preventive structure for addressing undesirable behaviors (Beaudette, 2014). It is designed to improve social behavior and academic outcomes for all students by highlighting the utilization of data for guiding decisions about the selection, implementation, and progress monitoring of evidence-based behavior practices and by organizing resources and systems to improve

the fidelity of implementation (Sugai & Simonsen, 2012). The three tiers of intervention in PBIS allow for a concentration on behavioral interventions and strategies that encourage and assist students to remain in their general education classrooms (Riffel, 2011).

Impact of PBS and PBIS

Schools are encouraged to implement policies and programs that have the potential to improve classroom management practices that will concurrently improve effective teacher practices and support positive behavior (Sheras & Bradshaw, 2016). Recently, more accountability and demands have been added for restructuring discipline systems (Frey, Lingo, & Nelson, 2008). A model that is a practical approach to decrease behavior problems and increase the quality of life is PBS (Dunlap, Carr, Horner, Zarcone, & Schwartz, 2008). Frey et al. (2008) noted that PBS includes both a systemic and individualized strategy that supports a positive school climate. PBS can be implemented in school-wide settings such as the cafeteria, playground, and hallways, in a classroom setting related to procedures, rules, and routines, and with individual students to address specific problem behaviors (Hendley & Loc, 2007). According to Hendley and Loc (2007), the purpose of PBS is to promote positive social and academic development by preventing problem behavior through effective interventions. In fact, Hendley and Loc explained that students improved academically and decreased inappropriate behavior when PBS was properly and effectively implemented in schools. The use of PBS strategies in classroom settings has significantly reduced the number of students being referred to the office for discipline, allowing administrators and teachers to recoup time

that would otherwise be spent on managing behavior (McKevitt, Dempsey, Ternus, & Shriver, 2012).

A study evaluating staff's knowledge and skills of PBS in 22 elementary schools within seven school districts in Washington is described in The Validity and Reliability of the Teacher Knowledge and Skills Survey for Positive Behavior Support by Blum and Cheney (2009). From the 22 schools, a total of 618 educators, categorized as teachers, specialists, administrators, and counselor/psychologists received training in the summer that discussed school-wide, classroom, and individualized practices, along with training in the winter, which discussed school-wide PBS, targeted interventions, and functional behavior assessment at the University of Washington. During the first two weeks of May, participants completed the Teacher Knowledge and Skills Survey (TKSS) and the results indicated a strong internal consistency in all five factors of the Comprehensive Model: Specialized Behavior Supports and Practices, Targeted Intervention Supports and Practices, School-wide PBS Practices, Individualized Curriculum Supports, and Positive Classroom Supports and Practices. TKKS was designed to improve and sustain school-wide PBS systems that can be used to facilitate professional development efforts in PBS in schools, colleges of education, and researchers (Blum & Cheney, 2009). Blum and Cheney (2009) noted ineffective classroom management practices increase classroom disruptiveness and limit teachers' instructional effectiveness with students.

In the report *School-Wide Screening and Programs of Positive Behavior Support: Informing Universal Interventions* (Marchantet et al., 2009), it is stated that there is high importance in collecting and examining data before selecting universal interventions to

ensure the targeted behavior is addressed and discussed. The authors suggest that screening, identification, and treatment are important components of a comprehensive system of PBS. The study was conducted at a Title I elementary school that adopted the PBS model three years earlier and data were collected by tracking office discipline referrals (ODRs) and administering the Systematic Screening for Behavior Disorders (SSBD). The ODRs identified students who needed secondary and tertiary level interventions. The SSBD identified at-risk students and determined what behavioral interventions were needed. A total of 683 ODRs were recorded, showing there was no significant difference in types of misbehaviors, locations, or times of day across grades. However, it was discovered that second-grade students received more ODRs than any other grade-level and first-grade students also had a higher number than the average. Results of the SSBD revealed a total of 69 students were identified as at-risk for emotional or behavioral disorders. After the collection and examination of the ODRs and SSBD data, the findings suggested a need for school-wide interventions, especially at the second-grade level, to prepare third-grade teachers for the upcoming year, so they were knowledgeable of behavioral strategies for at-risk students.

The study *Concurrent Validity of Office Discipline Referrals and Cut Points Used in School-Wide Positive Behavior Support* by McIntosh, Campbell, Carter, and Zumbo (2009) provided evidence that ODRs used systematically could be used as a screening measure to indicate the level of support needed in the area of externalizing behavior only. The study was conducted at five elementary schools and one K-8 public school in a district located in the Pacific Northwest that sustained a system of school-wide PBS and a

school-wide reading improvement model for over 10 years to ensure support in academics and behavior was being provided. The study assessed the validity of the number of ODRs and the level of support needed. The total number of ODRs and suspensions issued to the participants during the school year were used in this study. Classroom teachers referred a total of 40 students needing additional support. After obtaining consent from the students' caregivers, the teachers were invited to participate in this study. The participants were enrolled in grades 1–5, ranging in age from 6–11years, 85% were males, 15% were females, and 35% received special education services. The Behavior Assessment Scale for Children-Second Edition Teacher Report Scale-Child Form (BASC-2) was used to assess levels of behavior such as externalizing behaviors (e.g., disruptive, defiant, aggressive behavior), internalizing behaviors (e.g., anxiety, depression, withdrawal) and adaptive behaviors (e.g., social skills, leadership, communication). Participants' regular classroom teachers were asked and all agreed to participate by completing the BASC-2 teacher report. The total number of ODRs suspensions for each participant was collected and merged using SPSS 13.0 for Windows. The ODRs ranged from 0–13 and the majority were administered in non-classroom locations such as playgrounds, hallways, etc. by staff other than classroom teachers. The number of suspensions ranged from 0–7. Results showed strong, statistically significant correlations between BASC-2, ODRs, and suspensions for externalizing behavior but not internalizing or adaptive behavior (McIntosh, Campbell, Carter, & Zumbo, 2009).

The school-wide application of PBS (SWPBS) was developed for preventive

discipline measures in schools to replace suspensions and expulsions (Walker, Colvin, & Ramsey, 1995; Lewis &Sugai, 1999). The SWPBS model used a three-tiered model approach including primary, secondary, and tertiary prevention designed to ensure all students received the support they needed (Nelson, Martella, & Marchand-Martella, 2002). At the primary level, support was provided for all students, in all settings, and resulted in a positive response from the use of teaching and reinforcing appropriate behaviors (George, Kincaid, & Pollard-Sage, 2009). The secondary level incorporated the use of targeted interventions for those who were identified as at-risk for problem behavior and who did not respond to primary prevention support (Hawken, Adolphson, MacLeod, & Schumann, 2009). At the tertiary level, individualized behavior plans were developed in order to target problem behavior for students who did not respond to primary or secondary prevention support (Scott, Anderson, Mancil, & Alter, 2009). SWPBS systems focus on the shift of implementing strategies that allow students to recognize and practice appropriate behavior instead of being removed from the classroom (Sugai, Horner, & McIntosh, 2008). According to Horner et al. (2009), implementation of SWPBS significantly improved school safety and academic achievement.

The *Impact of Positive Behavior Support to Decrease Discipline Referrals with Elementary Students* by Sherrod, Getch, and Ziomek-Daigle (2009) examined the outcomes of PBS in a school-wide approach, including a total of 468 students in a suburban elementary school. Discipline referrals were monitored and students with three or more referrals were invited to participate in a counseling group session, which included eight lessons for 30 minutes, once a week. Five students were identified to

participate and the intervention was implemented on both a school-wide approach and a targeted group approach. Lessons were selected based on the needs of the children, and the students were given a pretest before the lesson began and a posttest directly following the lesson for each session. This was used to assess the participants' knowledge of the content being taught. The results indicated there was a decrease in discipline referrals by 26% in the areas of inappropriate behavior, bus referrals, physical aggression, and not following directions; therefore, it can be surmised that PBS had a positive impact.

Integrating Wraparound into a School-Wide System of Positive Behavior Supports by Eber, Hyde, and Suter (2011) described how to address the needs of students with complex emotional and behavioral challenges using a wraparound process within a system of SWPBS. A Tier 3 Wraparound (T3-W) is an intervention in which a team is focused on achieving success as defined by the student and family. It develops, monitors, and continuously modifies the plan to ensure completion. A total of 70 students in need of extensive academic and behavior support were coded as a moderate risk of school placement failure. Each of these students received T3-W and were tracked in a study for six months during 2007–2009 school years. Teams met approximately five times during the six month period to collect data on the students. During this period, the students' office discipline referrals decreased from four referrals at baseline to one referral six months later. Additionally, academic performance increased from a baseline to 61% to 73% six months later. According to Eber, Hyde, and Suter (2011), significant gains are noted in the areas of educational, behavioral, social, and emotional when a wraparound process within a SWPBS is consistently used during a period of six months or longer.

A study conducted by Scott, White, Algozzine, and Algozzine (2009) titled *Effects of Positive Unified Behavior Support on Instruction* compared two elementary schools with similar demographics and comparable statewide reading and mathematics assessment scores, but only one of the schools had implemented a SWPBS program as part of a federally-funded research project due to a high risk of serious academic and behavior problems. The treatment for the study included a different control school that had no common, school-wide approach to classroom discipline. Seventeen teachers were selected to participate from each school and each was observed twice during the school year for at least 30 minutes each time. A coding system used in the study included three sections specific to the teacher: teachers' use of reinforcement, teacher instruction of behavior, and teacher use of implementing the unified correction procedures. A fourth section allowed teachers to receive written feedback collected during the observation. There were significant differences in the areas of providing reinforcement, correcting students less, monitoring inappropriate behavior more, fewer total rule violations, and the reinforcement/correction ratio favoring the teachers using Positive Unified Behavior Support. Scott et al. (2009) noted that misbehavior provided teachers an opportunity to teach positive behavior through corrective teaching so the students understood that correction was only intended to help.

There is an increasing emphasis on promoting a positive classroom environment by utilizing positive behavior supports rather than exclusionary discipline strategies. Thus far, there is limited research examining the relationship between these two different approaches to classroom management and students' perceptions of school climate.

Examining Classroom Influences on Student Perceptions of School Climate: The Role of Classroom Management and Exclusionary Discipline Strategies by Mitchell and Bradshaw (2013) collected data from 1902 students within 93 classrooms that were nested within 37 elementary schools. The study examined using multilevel structural equation modeling procedures to investigate the association between two different classroom management strategies (i.e. exclusionary discipline strategies and the use of positive behavior supports) and student ratings of school climate (i.e. fairness, order and discipline, student–teacher relationships, and academic motivation). The analyses indicated that greater use of exclusionary discipline strategies was associated with lower order and discipline scores; whereas, greater use of classroom-based positive behavior supports was associated with higher scores on order and discipline, fairness, and student–teacher relationships. These findings suggest that preservice training and professional development activities should promote teachers' use of positive behavior support strategies and encourage reduced reliance on exclusionary discipline strategies in order to enhance the school climate and conditions for learning.

In *Teacher Assessments of Postive Behavior Support in School* by Phillips (2014), data from the Effective Behavior Support (EBS) Survey was utilized in a descriptive statistical analysis of 162 teachers' assessments of behavior support. Interview data, including transcripts from 15 semi-structured teacher interviews were analyzed using open coding and thematic analysis. The EBS survey results showed that teachers desired more assistance with PBS through strategies, recommendations, and district support. Interview data indicated a need for a staff development project to help instructors with

comprehending the systematic process of PBS through the use of the Response to Intervention model and to gain access to district support staff as negative behaviors increased in the classroom. According to Evertson & Weinstein (2013), classroom management problems continue to be a major cause of teacher burnout and lack of job satisfaction. It is a topic of on-going concern for teachers and is consistently perceived as the most serious challenge for beginning teachers; thus, continued understanding of the best practices to implement from PBIS is warranted and valuable.

Effective Implementation of PBIS

PBS models have progressed from teachers consistently reinforcing positive behavior by teaching students how to act appropriately in both special education settings and general education settings. Schools are utilizing PBS strategies with individual students, in the classroom, and on the school-wide level to address and modify problem behaviors. The U.S. Department of Education (2000) supported the explanation of PBIS as a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavior change (Sugai et al., 2000, p. 6). PBS has been reported to be successful in reducing discipline problems and having a positive impact on school climate and student outcomes (McCurdy, Mannella, & Eldridge, 2003; Nelson et al., 2002). According to Hendley and Lock (2007), students exhibit more appropriate behaviors and benefit by increasing their academic achievement when schools put PBS into practice successfully.

A total of 16,000 school teams are trained on the PBIS implementation framework, especially tier 1 or primary prevention. Included in this total are three states

with more than 60% of schools involved in PBIS implementation, nine states with more than 40%, and 16 states with more than 30%. This impact reflects efforts by state and district leadership teams to build capacity for sustaining and strengthening the implementation of PBIS.

Schools that are effective in the implementation of PBIS have the following criteria in common: more than 80% of the students and staff can indicate the desired positive behavioral expectation for a given school setting, there are high rates of acknowledgement for contributing to a positive and safe school climate, more than 70–80% of students do not have an office discipline referral for a disciplinary rule infraction, teachers have a good idea about which students require more intensive behavior supports, and there are systems for regular review of school-wide behavior data to guide PBIS action planning and implementation decision making (Lewis & Sugai, 1999; Sugai, Sprague, Horner, & Walker, 2000; Taylor-Greene et al., 1997).

Additionally, since the 1980s, a number of experimental studies documented the effectiveness of the PBIS framework at the school-wide level. This body of research supports improvements in problem disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2008; Bradshaw, Mitchell, & Leaf, 2009; Horner et al., 2009; Horner, Sugai, & Anderson, 2010; Luiselli, Putnam, & Sunderland, 2002; Muscott, Mann, & LeBrun, 2008; Nelson et al., 2009; Pas, Bradshaw, & Mitchell, 2011; Sadler & Sugai, 2008; Simonsen & MacSuga 2011; Simonsen et al., 2008; Waasdorp & Bradshaw, 2009).

Schools that are effectively implementing PBIS focus on building students' social competencies along with their academic skills (Coffey & Horner, 2012). PBIS utilizes a behaviorally-based systems approach to decrease students' problem behavior while increasing their likelihood of success academically (Carr et al., 2002). Students at a PBIS school are made aware of which behaviors are appropriate versus inappropriate and can expect to receive rewards when behaving appropriately; however, they also know what to expect when behaving inappropriately. All students who display inappropriate behaviors are monitored through the use of office discipline referrals and direct communication between all educators. According to Coffey and Horner (2012), a school implementing PBS supported students both academically and behaviorally by using an integrated approach. Schools implementing school-wide prevention programs to create early intervention plans decreased the number of behavior incidents, as well as, increased academic achievement and positive changes related to the overall school climate as indicated by research and experience (George, Harrower, & Knoster, 2003). PBS provides the framework that can help produce a positive school climate by using prevention and intervention strategies to decrease discipline referrals, which is likely to result in an increase in academic achievement (Sherrod et al., 2009). Research along with results demonstrating the effectiveness of PBIS in decreasing problem behaviors resulted in positive changes throughout the school (Horner et al., 2009; Nelson et al., 2002; Nelson, Hurley, Synhorst, & Epstein, 2008; Safran & Oswald, 2003).

School-Wide Positive Behavioral Support (SWPBS) is used across a variety of school environments and various demographics and is evaluated using a variety of

different outcome measures (Solomon, Klein, Hintze, Cressey, & Peller, 2012). SWPBIS is currently implemented in over 20,000 schools across the country with the goal of preventing disruptive behavior problems and enhancing the school climate (Bradshaw, Waasdorp, & Leaf, 2015). When implemented effectively, school-based universal prevention programs, such as SWPBIS are shown to reduce behavior problems (Bradshaw, Waasdorp, & Leaf, 2012). Implementation of PBIS is formally evaluated in a number of descriptive, evaluative, and experimental studies (Horner and Sugai, 2015). Findings indicate that PBIS is experimentally associated with a reduction in office discipline referrals (Bradshaw et al. 2010, 2012).

Program Logic Model of CHAMPS

Two program evaluation models were considered for this program evaluation study, formative program evaluation and summative program evaluation. "The function of formative evaluation is 'to improve' so it focuses on uncovering the shortcomings of an object during its development process with the purpose of generating suggestions for improving it. The function of summative evaluation is 'to proof'" (Nieveen, N., & Folmer, E., 2013). Formative program evaluation is the program logic model of data collection and analysis, thus, it was the chosen evaluation method for this study. Process or summative evaluation would not have been as useful because its focus is on determining program results, reduction, expansion, and funding (Mertens, 2009).

Program evaluation is a methodical test of the operation and/or outcomes of a program or policy, compared to explicit or implicit standards that are set to improve the program or policy (Weiss, 1997, 1998). A program logic model is used to identify key

elements of existing ideas or change efforts within the program including resources, activities, outputs, and outcomes of CHAMPS from start to finish, provide a road map or illustration of theories and assumptions while highlighting activities and outcomes within the CHAMPS program, and link short-and long-term goals or outcomes with activities and objectives from within the CHAMPS program.

The main advantage of using a program logic model is the clarity it brings to the task of evaluating a program and the systematic way of focusing on detail. The overall focus of the CHAMPS program is to guide teachers in making effective decisions about managing behavior while developing an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. Teachers' perspectives are recorded to obtain outcomes of goals, objectives, and activities from the program to its impact on managing student behavior.

The basic logic model of the program evaluation follows five steps: resource/inputs, activities, outputs, outcomes, and impact. This is the sequence of activities thought to bring about change and how these activities are linked to the result the program is expected to achieve.

CHAMPS as a PBIS Derivative

In 1998, Sprick created an evidence-based approach for managing classroom behavior and named it CHAMPS to address discipline problems in schools (Sprick, Garrison, & Howard, 1998). CHAMPS is based on research literature supporting PBS strategies and reflects the types of expectations that teachers need to clarify for students regarding every major activity or transition that occurs in the classroom. CHAMPS is

organized into eight modules, each focusing on one important aspect of effective classroom management with specific tasks being presented to help achieve expectations (Sprick, Garrison, & Howard, 1998).

In September 2008, Epstein, Atkins, Cullinan, Kutash, and Weaver, a panel from the Institute of Education Sciences published a practice guide called *Reducing Behavior Problems in the Elementary Classroom*. It was designed to inform teachers and administrators at the elementary level about effective evidence-based educational practices by offering five recommendations for reducing behavior problems and promoting positive student behavior. These recommendations were directly aligned with the practices incorporated in the CHAMPS model, providing additional evidence for the use of CHAMPS to guide classroom behavior support.

The first recommendation was to identify the specifics of the problem behavior and the conditions that prompt and reinforce it (Epstein et al., 2008). The two concepts that were concluded from this recommendation are that behavior is changeable and information about the triggering reasons of behavior can be used to develop effective intervention strategies. CHAMPS includes the theories of applied behavior analysis, which purports behavior is learned and can be changed through the use of developing effective interventions based on data analysis of the problem behavior.

The second recommendation was to modify the classroom-learning environment to decrease problem behavior (Epstein et al., 2008). This recommendation encourages teachers to consistently emphasize classroom behavior expectations, reorganize classroom or learning activities and adjust instruction to promote high rates of student

engagement. The intention of CHAMPS is to support classroom teachers in developing a successful classroom management plan that is both proactive and encouraging as specifically noted in Chapter 2: Organization, Chapter 4: Expectations, and Chapter 7: Motivation of the CHAMPS guide (Sprick et al., 1998).

The third recommendation was to teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate (Epstein et al., 2008). This recommendation promotes the teaching of social skills by providing examples, practice, and feedback along with providing positive reinforcements for appropriate behavior while withholding reinforcements for inappropriate behavior. CHAMPS guides teachers in this area as well, specifically in Chapter 6: Observe, by actively teaching students the expectations using visual displays through modeling, then monitoring student behavior, and finally providing specific feedback about student behavior (Sprick et al., 1998).

The fourth recommendation was to draw on relationships with professional colleagues and students' families for continued guidance and support (Epstein et al., 2008). It was recommended that teachers consider parents, school personnel, and behavioral experts as partners who can provide new insights, strategies, and support. Likewise, CHAMPS encourages teachers to work cooperatively with colleagues and suggests building positive relationships with students' families by involving parents and the community in behavior changing strategies (Sprick et al., 1998).

The fifth and final recommendation was to assess whether school-wide behavior problems warrant adopting school-wide strategies or programs and, if so, implement ones

shown to reduce negative interactions and foster positive interactions (Epstein et al., 2008). It was suggested that administrators should implement and support school-wide practices that prevent problem behavior and increase positive social interactions. Similarily, CHAMPS encourages involvement by the entire staff to address behavioral issues and monitoring outcomes using an efficient method of data collection (Sprick et al., 1998).

In the United States, one of the most popular programs that strives to reach the goal of reducing behavior problems and promoting positive student behavior is known as PBIS, also known as PBS, which is a school-wide approach that promotes implementing and maintaining classroom and behavior management for all students (Lewis & Sugai, 1999). Many districts and schools utilize PBIS as the school-wide component of PBS but PBIS does not offer a cohesive classroom component at this time; however, CHAMPS utilizes a classroom component. Since both PBIS and CHAMPS are derived from the same research base and share a common philosophy from PBIS, they work well together.

Other possible characteristics of CHAMPS include a statement of purpose, expectations, procedures for teaching expectations, a continuum of procedures for encouraging expectations, a continuum of procedures for discouraging problem behaviors, and procedures for using data to monitor the impact of behavior management strategies (Sprick et al., 1998). The experiential support acknowledged and summarized the core components of PBS in a number of publications over the past decade, but significant limitations in a vast majority of studies were also revealed (Dunlap & Carr, 2007). According to Dunlap and Carr (2007), the most apparent limitation is that the

majority of studies involving observations are limited to relatively short periods of time such as three to five months; therefore, a need exists for reliable data that can inform the field regarding the impact of PBS in a school setting over extended periods of time.

CHAMPS implementation in theFort Bend Independent School District (FBISD) experienced success by decreasing referral numbers and improving school climate throughout the district. Per an annual report on CHAMPS Implementation, FBISD was named by the Texas Elementary Principals and Supervisors Association (TEPSA) as the 2011 Texas School District of Character in May 2011 and the district's CHAMPS classroom management initiative contributed greatly to the establishment of a safe climate of character that FBISD created (Sprick, 2011). CHAMPS approach to classroom management helped campuses and teachers at FBISD establish common goals, guidelines for success, positive expectations, and motivate students to succeed.

Based on the most recent recommendations set forth by researchers and the U.S. Department of Education (2002b), CHAMPS is an evidence-based approach to classroom behavior management that is based on consistent and reliable findings of more than 30 years of research in the field of education and psychology (Sprick et al., 2009). The CHAMPS approach encompasses the implementation of PBS strategies by guiding teachers to make effective decisions about managing behavior in the classrooms and enhancing student motivation. To support classroom behavior, Simonsen et al. (2008) conducted a review of the literature and identified 20 practices classified into five evidence-based critical strategies of classroom management: maximize structure and predictability including using a physical arrangement that minimize distraction, post,

teach, review, monitor, reinforce expectations and provide active supervision, actively engage students in observable ways, use a continuum of strategies to respond to appropriate behaviors including specific and/or contingent praise, class-wide group contingencies, behavioral contracting, and token economy strategies, and use a continuum of strategies to respond to inappropriate behaviors including error corrections, performance feedback, differential reinforcement, planned ignoring plus praise and/or instruction of classroom rules, response cost, and timeout from reinforcement strategies. These strategies are directly aligned with the practices incorporated in the CHAMPS approach to guide classroom behavior.

Implications

The implication of this program evaluation was to provide valuable evidence related to the effectiveness of CHAMPS currently being utilized by elementary schools in the sample school district. Teachers' perceived effectiveness of CHAMPS was evaluated to determine if CHAMPS was accomplishing its goals through the use of PBS strategies. The findings from this study reveal if CHAMPS was meeting its goals and guiding teachers to make effective decisions about managing behavior.

In the local context, the findings may indicate that there has been a decrease in the number of classroom disruptions, office referrals, and suspensions. These findings may support that the CHAMP strategies used by teachers in the sample school district serve to reduce inappropriate behavior, teach more appropriate behavior, and provide the support necessary for successful outcomes. In the larger educational context, the sample school district may share the findings from the results of the CHAMPS strategies used that have

been successful in its district with other school districts and thus help to reduce challenging behavior and improve student behavior in those districts as well.

This program evaluation may provide a better understanding of what is effective and what is potentially ineffective about the CHAMPS program. These findings can serve as recommendations to promote positive social change by preventing misbehavior and encouraging appropriate behavior. Based on the findings from this program evaluation, a plan of action can be instituted to maximize the results. The approach used in the plan of action by identifying the difference between what is working and what is not will serve to preserve the positive effects of CHAMPS.

Summary

In Section 1 of this project study, the problem of classroom behavior was described and evidence was provided of this problem at both the local level and from the professional literature. Section 1 also included a review of literature that discussed a conceptual framework that is related to the problem of behavior management. This framework justified the investigation of the problem by proposing strategies to address and reduce classroom disruptions, office referrals, and suspensions at the school-wide level. In addition, this framework supported the need for a positive approach to classroom management at the sample school district. Section 1 concludes with a discussion of the potential implications of the study based on the findings of the data collection and analysis.

Section 2: The Methodology

Introduction

During the 2010–2011 and 2011–2012 school years, the sample school district revealed that there was over a 50% increase in discipline referrals that resulted in OSS for students in pre-kindergarten through fifth grade (Discipline Action Summary Report, 2010, 2011, 2012, 2013, 2014). To address the issue of managing student behavior, the sample school district's Human Capital Management Department implemented a classroom management system known as CHAMPS. To ensure CHAMPS was implemented at the school and classroom level as it was designed to be implemented, the Induction, Development, and Retention Department provided CHAMPS training to teachers. This training occurred over multiple sessions throughout the school year. The CHAMPS training emphasized effective classroom and behavior management strategies for teachers. According to Sprick et al. (2009), a positive correlation was found between CHAMPS and effective classroom management. CHAMPS is designed to help classroom teachers develop or fine tune an effective classroom management plan that is proactive, positive, and instructional by giving them the knowledge and skills to be confident and successful in dealing with difficult students (Sprick et al., 2009). However, at the time of this study, no formal program evaluation was previously conducted in the sample school district to determine the impact CHAMPS had on classroom management in the sample district.

I explored the impact of CHAMPS during the 2011–2012, 2012–2013, 2013–2014, and 2014-2015 school years at a sample school district in North Texas. I used an

outcome-based approach (Stufflebeam & Shinkfield, 2007) to assess the impact of CHAMPS implementation in pre-kindergarten through fifth-grade classrooms. A questionnaire was utilized with teachers who attended CHAMPS training and were currently employing the strategies in their classrooms to determine if the implementation of CHAMPS impacted classroom management. I sought to answer five research-guiding questions.

RQ1: How have teachers structured their classroom for success?

RQ2: How do teachers teach behavioral expectations to students?

RQ3: How do teachers observe and supervise students?

RQ4: How do teachers interact positively with students?

RQ5: How do teachers correct fluently in their classrooms?

These guiding questions were used to determine the impact of CHAMPS on classroom management by revealing the strengths and weaknesses of the CHAMPS program, the teachers' perspectives of the CHAMPS program, and the effectiveness of the CHAMPS program at improving student behavior by reducing discipline referrals. In this chapter, I describe the qualitative research design and approach, the justification for the design choice, program evaluation methodology, participants, data collection, and analysis process.

Research Design and Approach

Due to the nature of the information, I desired to learn regarding the effectiveness of the implementation of CHAMPS in the sample school district, a qualitative research approach was used. According to Hatch (2002), "Qualitative research seeks to understand

the world from the perspectives of those living in it" (p. 7). Creswell (2008) explains that qualitative research is most appropriate for research questions that need to be explored. A qualitative research design allows researchers to examine a social situation through field study, which allows direct interaction with the participants and employs strategies of inquiry and methods of data collection, data analysis, and data interpretation using text (Merriam, 2009). The researcher develops "a complex picture of the problem by reporting multiple perspectives and identifying multiple factors involved" (Creswell, 2009, p. 176). A qualitative approach for this study allowed for a greater understanding of the effectiveness of the CHAMPS program in reducing ODRs.

Furthermore, using a qualitative approach when evaluating a program allows researchers to learn from individuals who are directly involved in the program (Creswell, 2013a). Qualitative research focuses on learning the meaning inherent to the participants rather than the meaning brought in by the researcher (Creswell, 2009). The qualitative research in this study was conducted in the field, which allowed for direct interaction with the participants to understand how specific classroom management strategies impacted the number of discipline referrals that resulted in suspensions.

The nature of the research questions and the results were taken into consideration while choosing the appropriate research design (Merriam, 2002). The most appropriate way to answer the research questions in this study was through the use of a qualitative exploratory research design because it affords the opportunity to obtain an in-depth understanding of the strengths and weaknesses of CHAMPS according to the participants' perceptions and experiences. Additionally, qualitative exploratory research

design was appropriate for assessing the effectiveness of CHAMPS in decreasing behavioral referrals in elementary classrooms.

Qualitative methods focus on interpreting data by organizing data into themes or categories (Merriam, 2009); therefore, data were gathered during this study through theoretical sampling techniques and a constant-comparative method of coding. Creswell (2009) recommends the following procedure to validate the accuracy of information: review the raw data, organize and prepare data for analysis, thoroughly read all data, code the data and organize into themes and descriptions, interrelate the themes, and interpret the meanings. This method leads to an iterative process as Merriam (2009) explains, "As you collect and analyze more data, you begin to check whether categories derived from earlier data hold up as you analyze subsequent data" (p. 183). At each level of data collection, information is gathered and then analyzed to assess if trends are present and if so, how those trends may be coded.

Unlike qualitative research, quantitative or mixed-methods research may not provide the necessary detail to note the strengths and weaknesses of CHAMPS. Quantitative research methods were initially considered for this study, but they were soon eliminated. Quantitative research examines the relationship between variables through statistical analysis, which provides measures or observations for testing a theory (Creswell, 2013a); however, that form of analysis falls outside the range of this study. Also, a quantitative approach was less effective for this study because it assumes a certain result, was not the type of exploratory design that was needed, and shows relationships between variables that were not needed or non-existent in this study

(Creswell, 2008). Finally, a quantitative design was not appropriate for this study because interpretations from quantitative research data indicate levels of statistical significance that represent the social environment, but interpretations from qualitative research allow the researcher to generate verbal and pictorial data that represent the social environment in a fuller, more descriptive way. A full description of teachers' perceptions of CHAMPS was necessary to answer this study's research questions; therefore, qualitative data about the social environment was preferable to quantitative data.

A mixed-methods research approach was also initially considered for this study; however, a mixed-methods approach allows researchers to use more deductive reasoning, which involves the ability to form conclusions based on theories (Merriam, 2009). This study was designed to use more inductive reasoning and to uncover participant perceptions in the data, as they relate to the impact of CHAMPS on students, as opposed to supporting or rejecting a hypothesis or theory.

Hatch (2002) discusses five paradigms of qualitative research: positivist, postpositivist, constructivist, critical/feminist, and poststructuralist. A postpositivist approach was chosen over positivist, constructivist, critical/feminist, or poststructuralist approaches because case studies are part of a postpositivist approach and this program evaluation was supported by a case study design. Both Merriam (1998) and Yin (1994) support postpositivist approaches in case study design. According to Hatch, the methodology in a postpositivist approach involves rigorous techniques of qualitative methods such as low inference, systematic procedures that dominate data analysis processes, and low-level statistics that improve validity and reliability.

The positivist paradigm would not be appropriate for this study because, according to Hatch (2002), the methodology in a positivist approach involves careful measurement, manipulation, and control of the data through the use of experiments. The constructivist paradigm would not be appropriate for this study because the methodology in a constructivist approach involves extended periods of time spent interviewing and observing participants (Hatch, 2002). Additionally, neither the critical/feminist paradigm, which involves transformative inquiry, nor the poststructuralist paradigm, which involves deconstruction, would be appropriate for conducting research on this particular topic.

The purpose of this study was to explore teachers' perceptions of the classroom management strategies they have in place and the improvements teachers feel are needed for CHAMPS to be an effective behavioral support system in the classroom. For that reason, qualitative research was considered the most appropriate research design to use for this case study to conduct a program evaluation.

Case Study Program Evaluation

A case study is a comprehensive investigation of a program (Merriam, 2009). Yin (2009) explains the use of case study research design as, "The more that your questions seek to explain some present circumstance, the more that the case study method will be relevant" (p. 4). According to Yin (1994), the case study design consists of five components: the research question(s), its propositions, its unit(s) of analysis, a determination of how the data is linked to the propositions, and the criteria to interpret the findings. Merriam (1998) defines case studies as a study in which researchers comprehensively explore a program, an event, or activity, and investigate a phenomenon

within specified boundaries. This type of study allowed the researcher to gather feedback directly from participants. An intrinsic case study, such as evaluating a program, was undertaken to gain a deeper understanding of the case and to provide a better understanding of improved response (Stake, 1995).

This study used a case study research design with qualitative data from a questionnaire to corroborate its findings. The study explored the ideas of a particular group of educators in a bound system. The collected data were based on the firsthand knowledge and thought processes of teachers. Classroom management involves many variables, so teachers completed a questionnaire and their responses were recorded in a response journal. Thus, the case study methodology was the most efficient way to assemble data that addressed the guiding questions. Additionally, it was the best approach for this study because it allowed me to gather multiple forms of information through a questionnaire and participant reflections. The case study approach also allowed me to compare the strengths and weaknesses of CHAMPS in different school settings. The teachers who participated in this study teach in the same school district with students of similar socioeconomic and familial backgrounds; therefore, it was logical to consider this as a case study rather than a study with implications that can be generalized to a wider group.

Justification for Using the Program Evaluation Logic Model.

This study systematically collected, analyzed, and used information as part of the evaluation to determine the impact of the CHAMPS program on decreasing ODRs that led to suspensions. An effective program evaluation creates systematic ways to assess

what needs to improve or change, and it provides ways to validate internal and external practices (Travers & Evans, 2011). A program evaluation is a systematic method for collecting, analyzing, and using information to judge the value of programs (Scriven, 1980). Owen (2006) identifies five reasons to conduct a program evaluation:

1. A program evaluation can allow researchers to find out what does and does not work in a program and then to focus on essential components that benefit participants and to improve or strengthen services that do not benefit participants.
2. A program evaluation can showcase the effectiveness of a program to the community. The findings can serve as a good outreach tool to attract collaborative partners, recruit participants and volunteers, and build trust with family and community members.
3. A program evaluation can improve staff's frontline practice with participants. This allows leaders to systematically assess staff's performance and figure out where they may need more support or training. This can be an opportunity to discuss challenges and offer potential solutions.
4. A program evaluation can increase an organization's capacity to conduct a critical self-assessment plan on the program for the future. An organization knowing ways to strengthened services is essential as the building blocks for their strategic plan and allows for ongoing reflection and planning.
5. A program evaluation can build knowledge in its sector because it is evidence of what works in a program for future leaders of similar programs. Other leaders can use program evaluations to avoid mistakes and to replicate successful and effective strategies.

CIPP.

Stufflebeam (1983) initially developed an approach to evaluation that focuses on the decision-making process, specifically, the CIPP model. In general, these four parts of an evaluation (i.e., context, input, process, and product) ask what needs to be done, how should it be done, is it being done, and did it succeed. The CIPP model is a comprehensive framework for guiding program evaluations, particularly programs aimed

at creating long-term, sustainable improvements. For the purposes of this program evaluation, the CIPP model was the logic model of choice.

The CIPP evaluation model provides a systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming (Patton, 1997). This approach, developed in the late 1960s, seeks to improve accountability in educational programming through a learning-by-doing approach (Zhang et al., 2011). This program evaluation was measured using an outcome-based evaluation approach to the CHAMPS program to assess the extent to which the program achieved its intended results.

The context-evaluation stage of the CIPP model shows the big picture, including where the program and the evaluation fit (Mertens & Wilson, 2012). This stage assists in decision-making related to planning, and it enables the evaluator to identify the needs, assets, and resources of a community to provide programming that will be beneficial (Fitzpatrick, Sanders, & Worthen, 2011; Mertens & Wilson, 2012). The context evaluation also identifies the climate that could influence the success of the program (Mertens & Wilson, 2012). To achieve this, the evaluator compiles and assesses background information and interviews program leaders and stakeholders. Key stakeholders in the evaluation are identified. Also, program goals are assessed, and data on the program environment are collected. Data collection can use multiple formats. These include both formative and summative measures, such as environmental analysis of existing documents, program profiling, case study interviews, and stakeholder

interviews (Mertens & Wilson, 2012). Throughout this process, continual dialogue with the client to provide updates is integral. The context evaluation for this study was guiding teachers to make effective decisions for managing behavior.

To complement a context evaluation, an input evaluation was also completed. In this stage, information was collected regarding the mission, goals, and plan for the program. The purpose of an input evaluation is to assess the program's strategy, merit, and responsiveness to client needs and to consider alternative strategies offered in similar programs (Mertens & Wilson, 2012). Input evaluation allows researchers to choose the appropriate strategy for resolving the problems with the program (Fitzpatrick et al., 2011). The input evaluation for this study was to determine if CHAMPS had already been implemented.

In addition to context evaluation and input evaluation, reviewing program quality is a key element of CIPP. Process evaluation is used to investigate the quality of the program's implementation. In this stage, program activities are monitored, documented, and assessed by the evaluator (Fitzpatrick et al., 2011; Mertens & Wilson, 2012). The primary objectives of this stage are to provide feedback about the extent to which planned activities are carried out, to guide staff in modifying and improving the program plan, and to assess the degree to which participants can carry out their roles (Stufflebeam, 2003). The process evaluation in this study was used to determine if CHAMPS training was provided to teachers in a manner that it could effectively be implemented in their classrooms.

The final component to CIPP, product evaluation, assesses the positive and

negative effects the program has on its target audience (Mertens & Wilson, 2012) and the intended and unintended outcomes (Stufflebeam, 2003). Both short-term and long-term outcomes are evaluated. During this stage, perceptions of stakeholders and relevant experts are analyzed regarding outcomes that impact the group, subgroups, and individual. Combinations of methodological techniques ensure all outcomes are noted and assist in verifying evaluation findings (Mertens & Wilson, 2012; Stufflebeam, 2003). The product-evaluation component, which was not previously known, was the only component of CIPP that was the primary emphasis of this study. Specifically, this program evaluation determined the outcomes of the implementation of CHAMPS strategies related to classroom management and the effect on ODRs that led to suspensions.

One of the primary benefits of program evaluations is to provide useful data to drive improvements. The data can indicate whether the discipline plan is serving its purpose and meeting its goals and objectives. Knowing what is effective in the CHAMPS program will help administrators focus resources on essential components of the discipline plan that benefit teachers. Knowing what is not effective in the CHAMPS program will allow administrators to improve and strengthen the discipline plan without wasting valuable time and resources. Administrators sharing knowledge with each other about effective discipline plans contributes to the evidence base of what is effective and can benefit other administrators trying to make a difference in their students' behavior. Figure 4 describes the CIPP model that was used for this program evaluation.

The results of a program evaluation help to strengthen a school's discipline plan,

and consequently, improve outcomes for students. The results allow principals and teachers to take a proactive, systematic approach to increasing student learning through a reduction of problematic behaviors. Other crucial results of this program evaluation help to conclude whether teachers have the necessary skills to manage classroom behaviors and the types of additional training that would benefit teachers. These results are essential for building a school's strategic plan because self-assessment allows the school to reflect continuously on its discipline plan and to create a stronger learning environment.

Furthermore, a product evaluation was essential to exploring teachers' perceptions of CHAMPS regarding implementing discipline procedures to improve student discipline and decrease discipline referrals. The product evaluation assessed the positive and negative impacts of CHAMPS to determine if discipline referrals resulting in suspensions in their classrooms had decreased since the implementation of CHAMPS. A product evaluation was the most appropriate evaluation because it allowed me to assess both the intended and unintended outcomes.

This study was an outcome-based evaluation of the CHAMPS program. It provided insight into the effectiveness of CHAMPS by exploring teachers' perspectives who had received CHAMPS training and who were implementing the program in their classrooms. This evaluation also explored the strengths and weaknesses of CHAMPS at the sample school district as it was implemented over the past four years.

The sample school districts Discipline Action Summary Reports (2010, 2011, 2012, 2013, 2014) indicated an increase in the number of discipline referrals that resulted in suspensions. This program evaluation explored, from a holistic approach and through

the use of a questionnaire, whether CHAMPS impacted classroom management in elementary classrooms. Analyses of teachers' perceptions of the strengths and weaknesses of CHAMPS offered an opportunity to examine the impact of CHAMPS during the 2011 to 2014 school years.

Teachers in a large urban school district in North Texas who attended CHAMPS training and implemented CHAMPS strategies in their elementary school classrooms completed a questionnaire that was used to evaluate their perceptions of the program's impact on students. The questionnaire included open-ended questions that were designed to elicit responses about the strengths and weaknesses of specific strategies of the CHAMPS program. The specific strategies of the CHAMPS program were identified to determine which strategies were guiding teachers in promoting appropriate behavior that was reducing disruptive behavior in the classroom that previously led to ODRs and suspension.

The professional development of CHAMPS in the sample school district began during the 2011–2012 school year and was not previously evaluated either internally or externally. Due to the limited published research to support an evaluation of the program, this program evaluation was formative, involved giving qualitative feedback, and monitored educational outcomes (Lodico, Spaulding, & Voegtle, 2010). The goal of a formative evaluation is to make informed decisions about what the program is doing well and what areas of the program can be improved (Lodico et al., 2010). This formative evaluation determined which elements of CHAMPS teachers believed were effective and which elements they believed needed to be improved.

The intention of this program evaluation was to understand how participants in a particular setting determined the success or failure of the CHAMPS implementation without making generalizations of a broad population (Creswell, 2013a). The overall evaluation goal was to determine if any problematic aspects of the program existed and to provide awareness for administrators regarding improvements to CHAMPS. The program evaluation determined areas of strength and weakness in the CHAMPS program and opened a dialogue among all stakeholders about maintaining the feasibility and sustainability of CHAMPS at the sample school district. The success of the CHAMPS program is relevant because improving student discipline allows teachers to focus on instruction and student success.

Participants

This section addresses the participants relative to this evaluation, including how participants were selected and how they were ethically protected. Each area is expounded upon to offer a greater understanding of the methodology for this study. The areas discussed are the following: the criteria used for the selection of research participants, the justification for the number of participants, procedures used for gaining access to participants, the methods of establishing a researcher–participant working relationship, and the ethical protection of participants.

Criteria for selecting participants.

Merriam (2009) affirms that qualitative researchers use the term participant because it is a carefully selected identifier that implies inclusion and willing support. There were three primary criteria for selecting participants for this case study. The first

criteria required elementary teachers who taught pre-kindergarten through fifth grade. The second criteria required participants who attended CHAMPS training during the 2011–2012, 2012–2013, 2013–2014, or 2014–2015 school years in the sample school district. The third area required participants who implemented CHAMPS in their classrooms during the 2011–2012, 2012–2013, 2013–2014, or 2014–2015 school years. The selection of these participants was based on the purposeful sampling of teachers that meet all three areas of the criteria.

For qualitative research, a purposeful sampling of teachers is the most appropriate to identify and select participants because they "best help the researcher understand the problem and the research question" (Creswell, 2008, p. 178). Hatch (2002) defines purposeful sampling as including "individuals selected to represent particular subgroups of interest" (p. 98). Lodico et al. (2010) explains that "purposeful sampling is a procedure where the researcher identifies key informants: persons who have some specific knowledge about the topic being investigated" (p. 140). Furthermore, it allows the qualitative researcher to better comprehend the guiding question of the problem (Creswell, 2008). For these reasons, the criteria were established and the purposeful sampling of participants was conducted.

Justification for the number of participants.

Contrary to quantitative studies (Adler & Adler, 1994; Mason, 2010), researchers do not state an exact sample size that is considered sufficient for qualitative studies; however, researchers offer guidelines for qualitative sample sizes. Bertaux (1981) implies that 15 participants are the smallest acceptable sample for all qualitative research.

Charmaz (2006) suggests that 25 participants would be adequate for smaller projects of qualitative research. Creswell (2007) suggests that a successful participation rate for phenomenology and grounded theory methodology is 30–50 participants. Green and Thorogood (2009) state that "the experience of most qualitative researchers is that in interview studies little that is 'new' comes out of transcripts after you have interviewed 20 or so people" (p. 12). Ritchie and Lewis (2003) agree that samples for qualitative studies are much smaller than those used in quantitative studies because, as the study progresses, more data does not necessarily lead to more information. According to Morse (2000), the number of participants to make an adequate sample for a qualitative research project can vary, but having between a dozen and 60 participants is recommended, with 30 participants being the mean.

The identification of eligible participants for a study can be accomplished through multiple means. According to Suri (2011), "Informed decisions about sampling are critical to improving the quality of research synthesis" (p. 1). One method of identification is through the use of purposeful sampling. "Purposeful sampling seeks information-rich cases which can be studied in depth" (Hoepfl, 1997). Purposeful sampling was the technique used in this study.

A number of factors were considered for the sample size of this study. This included the following factors specified by Morse (2000) as valuable:

> the quality of data, the scope of the study, the nature of the topic, the amount of useful information obtained from each participant, the number of interviews per participant, the use of shadowed data, and the qualitative method and study design used (p. 3).

The sample size for this study was 20 participants. Based on the guidelines previously noted by researchers for a qualitative methodology, a sample size of 20 participants is deemed a successful participation rate (Bertaux, 1981; Green & Thorogood, 2009; Morse, 2000).

Procedures for gaining access to participants.

Prior approval from the Institutional Review Board (IRB) at Walden University was required to conduct external research in the sample school (IRB approval #05-22-15-0070074). After IRB approval was obtained, I submitted a research proposal to the district's Program Efficiency, Effectiveness, and Sustainability Department that explained what type of data would be collected, the responsibilities of the data recipients in the collection process, the planned analyses of the data, and the protection of the data. Once the Committee for External Research Review within the Program Efficiency, Effectiveness, and Sustainability Department approved the research proposal, permission to conduct the study in the sample district was obtained and a data-use agreement was given to me that granted permission to contact participants.

The director of Applied and Research Program Evaluation advised me via e-mail in June of 2015 to contact the Human Capital Management Department to receive data for teachers who attended CHAMPS training during the school years between 2011 and 2014. I contacted the Human Capital Management Department via e-mail in June of 2015 and informed them that the research proposal was approved by the sample school district and the Walden IRB. I requested a list of elementary teachers who had attended CHAMPS training during the school years between 2011 and 2014. The list was

identified and selected from the archival data in the Induction, Development, and Retention Department within the Human Capital Management Department, which was responsible for providing CHAMPS training to teachers. The Human Capital Management Department electronically provided me with an extensive list of individuals who possibly participated in CHAMPS training from the department's archived database that included a spreadsheet of first and last names, e-mail addresses, and the number of professional development hours received during the school years 2011 through 2014.

The list included over 2,000 e-mail addresses that belonged to district personnel (i.e., administration, campus administrators, paraprofessionals, and teachers at all grade levels) who had participated in some form of professional development training, not specifically CHAMPS training, during the school years of 2011 through 2014. I requested that the list be narrowed down to elementary teachers that had specifically participated in CHAMPS training; however, the Human Capital Management Department informed me that this was the only report they could be exported from the professional development management software used by the district; thus, the list could not be further narrowed to include only elementary teachers. As I continued searching and analyzing the dataset of possible participants, a number of challenges became apparent. However, ultimately, the dataset proved to be of value and a sample population was identified.

Challenges with dataset of participants.

The Applied Research and Program Evaluation Department approved my research proposal and directed me to the Human Capital Management Department to obtain the dataset of potential participants. However, the Applied Research and Program Evaluation

Department did not realize that the Human Capital Management Department had limitations with the professional development management software that prohibited them from providing me with a list that included only elementary teachers who attended CHAMPS training. The dataset provided by the Human Capital Management Department included 2,014 e-mails that belonged to district personnel who had attended some form of professional development during the school years 2011 through 2014.

The Human Capital Management Department was unable to filter the e-mail list dataset to only elementary teachers due to program software limitations. Therefore, I sent e-mails to all of the 2,014 individuals who had participated in some form of professional development during the 2011 through 2014 school years. In an effort to identify the intended eligible participants, I included a disclaimer in the "Invite to Participate and Informed Consent for Qualitative Questionnaire" (see Appendix B) that highlighted the criteria required to participate in the study and asked that those who did not meet the criteria to disregard the invitation to participate.

Once I began the study and the initial e-mail and reminder e-mail were sent to the employees on the list provided by the district, the director of Applied Research and Program Evaluation became aware that district employees who were not elementary teachers were receiving the e-mails inviting them to participate in the study. This was a concern for the district because the sample school district's Program Efficiency, Effectiveness, and Sustainability Department uses the same dataset to conduct its own surveys for the district. Therefore, the director of Applied Research and Program Evaluation in the Program Efficiency, Effectiveness, and Sustainability Department

contacted me via e-mail and requested that no additional e-mails be sent out to the e-mail list dataset. The director gave the following reason:

> This type of methodology could be a risk to our district and we are obligated to consider how this may impact the work of our research team since a lot of our work is surveying various populations; survey fatigue (real or perceived) impacts response rates (Director of Applied Research and Program Evaluation, personal communication, July 2, 2015).

The director assisted me by contacting the Human Capital Management Department to request the dataset be provided in my requested format and, at that point, the director became aware of the limitations with the professional development management software. The director then recommended via e-mail that I filter the original e-mail list dataset to individuals that had five or more courses of professional development training. The filtered list totaled approximately 175 district employees that were then be used to identify eligible participants.

It was necessary for me to maintain the validity of the study so I did not want to alter the number of participants that were in the original e-mail list dataset. Additionally, the recommendation to e-mail only 175 employees would have made recruiting participants even more challenging because the professional development management software could not identify teachers who had attended CHAMPS specifically. Therefore, I decided not to send the 2nd reminder letter to ensure the integrity of the methodology was consistent.

The Induction, Development, and Retention Department within the Human Capital Management Department estimated that approximately 175 district employees completed five or more professional development courses during the 2011–2012, 2012–

2013, 2013–2014, and 2014–2015 school years; this specific timeframe denoted when CHAMPS was implemented in the sample school district. Over the course of these school years, CHAMPS training evolved from what it was at first. In 2011, the district initially offered CHAMPS as a single professional development course; however, by 2013 it was a full training module that was comprised of five individual sessions offered during the school year. For the purposes of this study, the sample population desired was elementary teachers who had completed all five modules of CHAMPS training and who implemented CHAMPS strategies in their classrooms. However, the data set provided by the Induction, Development, and Retention Department for this study was a mixture of district employees that included teachers of all grade levels who attended a professional development course of some kind, but not necessarily a CHAMPS training course and not necessarily all five sessions. It was unknown how many of the 175 district employees that attended five professional development courses were elementary teachers who had taken all five sessions of the CHAMPS training.

Due to the different delivery methods of the CHAMPS training provided by the district during the 2011–2014 school years, I recognized there would be varied levels of CHAMPS training among participants. To effectively identify the participants who had received the same levels of training, I focused on the responses that identified elementary teachers who had attended all five sessions of CHAMPS training and who had implemented CHAMPS strategies in their classrooms.

Revised criteria for participants.

The initial criteria for participants for this study were elementary teachers who

attended CHAMPS training and who implemented CHAMPS strategies in their classrooms during the 2011 through 2014 school years. However, to ensure the validity of the findings, I further defined the participants to include only those elementary teachers who attended all five CHAMPS training sessions and who implemented CHAMPS strategies in their classrooms. This ensured that the population sample was uniform.

Revised number of participants.

Of the 2,014 individuals who were sent an invitation to participate, 58 individuals responded to the invitation. Of the 58 who responded to the invitation, 34 agreed to participate in the study. Of the 34 who agreed to participate, nine had never participated in the CHAMPS training provided by the district and nine did not answer the questions on the questionnaire. The nine individuals that did not answer the questions on the questionnaire were not eligible to participate in the study. In total, there were 16 remaining individuals who did attend CHAMPS training provided by the district during the 2011 through 2014 school years and completed the questionnaire. Of the 16 individuals, four taught secondary grades, which did not meet the criteria for this study. Of the 12 individuals who had attended CHAMPS training, five attended a professional development course in 2011–2012and seven attended all five sessions of CHAMPS training during the 2013 or 2014 school years. Due to CHAMPS training evolving into a module comprised of five individual sessions since 2013, I chose to allow only those elementary teachers who had attended all five sessions offered by the district to participate in the study, which was only possible for teachers after 2013. When the

dataset was completely filtered to meet all of these criteria, seven participants were elementary teachers who had attended all five sessions of CHAMPS training and who had implemented the CHAMPS strategies in their classrooms; therefore, seven individuals met the criteria to be participants in this study.

The demographics of the participants varied regarding age, teaching experience, level of education, and grade level taught. Each of the participants eligible to participate in this study confirmed that they attended the five sessions of CHAMPS training that were offered by the district. Table 1 shows each participant's gender, age, race, years of teaching, highest level of education attained, school year CHAMPS was implemented in the classroom, and the grade taught when implementing CHAMPS. Numeric codes were substituted for participant names to ensure confidentiality, including when presenting the aggregate data.

As noted in Table 1, the majority of the teachers were in the first five years of teaching. Additionally, the majority had a master's degree and all of the participants were female. The majority of the teachers were in the age range of 31-40, with one teacher in the youngest subgroup of 21-30 and one teacher in the oldest subgroup of 51-60. There was a total of four races represented with Black teachers being the largest group followed by Hispanic/Latino, then White and Other. All of the teachers had implemented the CHAMPS strategies in the classroom after receiving a total of five trainings on the specific strategies in the school year of 2013-2014. Two teachers implemented the strategies in the year of training and the remaining five implemented the strategies in the following school year.

Table 1

Participant Demographics

Participant #	Age	Race	Years of Teaching	Highest Level of Education Attained	Year Implemented CHAMPS Training in Classroom	When Implementing CHAMPS, Grade(s) Taught
01	31–40	Black/AA	1–5	Bachelor's	2014–2015	5th
02	31–40	Hispanic/Latino	11–15	Master's	2014–2015	1st
03	31–40	Black/AA	1–5	Master's	2014–2015	4th
04	51–60	Other	16–20	Master's	2013–2014	K–5th
05	21–30	Black/AA	1–5	Master's	2014–2015	1st & 2nd
06	31–40	White	1–5	Bachelor's	2014–2015	5th
07	41–50	Hispanic/Latino	1–5	Bachelor's	2013–2014	2nd

Note. All participants were female.

Methods of establishing a researcher–participant working relationship.

I established a researcher–participant working relationship, gained support, and built trust through a series of emails sent directly to the participants in the study. These emails also ensured the voluntary participation of each participant.

The first e-mail was an introductory letter to participants (see Appendix B) which included the Invite to Participate and Informed Consent for Qualitative Questionnaire (see Appendix C) and the link to the CHAMPS questionnaire (see Appendix F). The introductory letter addressed three primary objectives that informed the participants about the intent of the study, their role in this study, and the benefits provided to them. The intent of the study was to improve classroom management. Participants' roles were to participate in the study by completing a questionnaire to help identify the strengths and

weaknesses of the CHAMPS program and the benefit of participating in the study was that participants were provided the opportunity to offer their individual perspectives about CHAMPS by discussing its strengths, weaknesses, and influence on student discipline.

The introductory letter also included the background of the study, participant confidentiality, and the responsibilities of a participant. Throughout the recruitment process, voluntary participation and the right to discontinue participation at any time was emphasized. The Invite to Participate and Informed Consent for Qualitative Questionnaire invited all teachers who participated in CHAMPS training and implemented CHAMPS in their classroom during the 2009–2015 school years to take part in the study. The informed consent process involved three key components: disclosing to potential participants information that was needed to make an informed decision, facilitating the understanding of what would be disclosed, and promoting the voluntary nature of participating in the research. The informed consent process allowed the participants to understand the study before deciding to participate.

The second letter was the first reminder (see Appendix D) that was sent to participants one week after the introductory letter to remind participants that their participation in the study was being requested. Both the introductory letter and the first reminder letter were successfully e-mailed to the dataset comprised of the e-mail list provided by the Human Capital Management Department.

Measures for ethical protection of participants.

According to Fowler (2009), questionnaires are relatively unobtrusive, easily

administered, and easily managed. The questionnaire used in this study included open-ended questions that were intended to explore participants' perceptions and personal experiences, which is consistent with the qualitative research approach. The questionnaire data were collected and recorded using the electronic questionnaire program PsychData (PsychData, 2014). PsychData were chosen because it is designed to meet and exceed standards for Internet security and for IRB standards regarding the protection of research participants. PsychData were carefully designed to provide superior online research services to the social science community in a secure setting (PsychData, 2014).

Informed consent of participants is vital in research. "Valid and informed consent is a key to ethical research and a requirement of federal regulation" (Flory & Emanuel, 2004). The Invite to Participate and Informed Consent for Qualitative Questionnaire, which participants received in the Introductory Letter, explained the purpose of the research, the benefits of participating in the research, the level of participant involvement in the research, the potential risks involved in the research, the guarantee of confidentiality during the research, and the assurance that participants could withdraw at any time from the research. Creswell (2009) stated "The informed consent acknowledges that participants' rights will be protected during data collection" (p. 89). In cases where most participants have access to digital signature technologies, a physically signed consent is not necessary. Using electronic methods, such as e-mail, provides a challenge to obtaining informed consent from participants that are addressed by Miears (2004), who stated that permission is inherently granted upon completion and submission of the questionnaire. For this study, an e-signature and phone number was required before

participants had the opportunity to participate and complete the questionnaire soI could conduct follow-up phone interviews with each participant.

Additionally, the consent form contained a clause that provided assurances of protection from harm for participants. According to Lodico et al. (2010), "protection from harm is one of the most basic of ethical concerns" (p. 150). The consent form also recognized that permission was a constant process and not a one-time act. Confidentiality was addressed in the introductory letter to participants and included a statement about the security of the data collected by the researcher (see Appendix B). Numeric codes were substituted for participant names to ensure confidentiality and the researcher removed all names from the findings of the study, including in the presentation of the aggregate data.

Data Collection

The data collection process for this study addressed the following areas: justification of selection of data to be collected as appropriate to a program evaluation and qualitative approach, a specific plan for data collection procedures for gaining access to participants, process of collecting and recording data, a description of generating, gathering and recording data, the system to keep track of the data, and the role of the researcher.

In a qualitative case study, the researcher "analyzes the data to develop an increasingly detailed knowledge of the topic being studied" (Creswell, 2013b, p. 22). The data were collected from a questionnaire and follow-up phone interviews that allowed participants the opportunity to elaborate and allowed me to gain clarity where necessary. The researcher-created questionnaire component was developed with personal,

attitudinal, behavioral, and open-ended questions (Creswell, 2008) that were designed to gather information about CHAMPS from the teachers.

The content of the questionnaire used in the study was validated by an expert panel. According to Scheele (1975), to obtain the desired valid results, the panel must be selected from stakeholders who will be directly affected, experts with relevant experience, and facilitators in the field under study. The expert panel consisted of an experienced school administrator, a qualitative research methodology expert, and a CHAMPS expert from the sample school district. The expert panel reviewed the questionnaire for content validity. According to Creswell (2008), content validity is defined by the extent to which the questions represent all the questions that could be asked about the content or skills. The panel was selected based on the expertise each panel member could contribute to the scholarly discussion of classroom management.

The research-created questionnaire that was used to evaluate CHAMPS consisted of two sections (see Appendix F). The first section included the participants' demographic information: gender, age range, number of years teaching, level of education, specific year(s) implementing CHAMPS in their classroom, and specific grade-level(s) taught when implementing CHAMPS. The demographics section of the questionnaire was designed to compare and contrast individual responses, which helped the researcher to decipher emerging patterns for prior years of teaching, credential experiences, and past and present professional development related to CHAMPS. The second section included open-ended questions that were added to the questionnaire to determine the strengths and weaknesses of CHAMPS and what impact, if any, it had on

discipline referrals and suspensions. Also, this section allowed teachers to give their perspectives on CHAMPS as an approach to classroom systems that manage student behavior. Once the questionnaire earned the acceptance of the expert panel for validity, the hyperlink for the questionnaire was added to the introductory letter that was sent out electronically.

The introductory letter, which included the link to the questionnaire and the Invite to Participate and Informed Consent Form (see Appendices B, C, and D), indicated that data collection would begin on June 24 and 25 of 2015 for the 2,014 individuals who had participated in some form of professional development. Of the 2,014 individuals who were sent the introductory letter, 3% could not be delivered. The researcher sent out a reminder letter on July 1 and 2, one week after sending out the first letter, to the same 2,014 individuals who had received the introductory letter. The letter reminded individuals about the study and provided the necessary information for participation. The data collected from the e-mailed reminder letter indicated that 3% of the reminder letters were returned undeliverable. From all the data collected, a total of seven participants who met the specific criteria (i.e., elementary school teachers who had attended all five sessions of the CHAMPS training provided by the district) completed and submitted the questionnaire within the allotted timeframe for this study.

Table 2 outlines the data collected from the questionnaire on specific dates and times. It includes the overall number of individuals who agreed to participate, the number of individuals who did not agree to participate, the number of individuals who attended CHAMPS training, the number of individuals who did not attend CHAMPS training, and

the number of individuals who attended all five sessions of CHAMPS training provided by the district. Individuals who were elementary teachers and had attended all five sessions of CHAMPS training were eligible to participate in this study.

Table 2

Number of Teachers Who Attended CHAMPS Training Sessions

Date	Time	# Agreed to Participate	# Agreed NOT to Participate	# Attended CHAMPS Training	# Did NOT Attend CHAMPS Training	# Attended all five Sessions of CHAMPS Training
6/25/15	12:17 pm	10	2	5	5	1
6/27/15	4:19 pm	17	2	6	7	2
7/01/15	10:24 am	18	3	9	6	3
7/03/15	12:40 am	27	17	9	8	5
7/13/15	11:43 am	33	23	15	9	6
7/20/15	8:36 am	34	24	16	9	7
7/22/15	8:39 am	34	24	16	9	7

Note. The periodic data collection above has a cumulative total figure that adds the previous data collected. The specific dates and times above reflected when the researcher collected the data during the data collection period.

Qualitative data were collected via the researcher-created questionnaire from elementary teachers who had received five sessions of CHAMPS training and had implemented CHAMPS in their classrooms during the 2013–2014 and 2014–2015 school years. For this study, it was decided that only questions related to classroom management systems would be developed and used in the questionnaire. Questions related to school-wide discipline systems, non-classroom management systems, or systems for individual students engaging in chronic problem behaviors were not developed because this study focused on examining the status of and need for improvement of classroom management systems as they related to CHAMPS. Classroom management systems are only deemed

appropriate for collecting information about changes in student behavior and in academics in the classrooms to assess behavior support; therefore, CHAMPS is designed to assist teachers with managing student behavior while increasing student motivation. The research questions for this study were answered through the questionnaire administered to participating teachers. Teachers' responses were the primary source of data collected to explore the effectiveness of CHAMPS.

Telephone interviews in qualitative research.

Phone interviews are used extensively in quantitative research (Barriball, Christian, While, & Bergen, 1996; Carr & Worth, 2001) and are often discussed in survey methodology literature. In contrast, relatively few qualitative studies employ telephone interviews (Sturges & Hanrahan, 2004), and there is little methodological discussion of telephone interviews in qualitative research literature. However, the nature of this study dictated that telephone interviews were necessary and appropriate to fully ascertain the perspectives and insight of the teachers who had participated in this study.

Justification for conducting interviews via phone.

Although interviews are conducted over the phone less often than interviews are conducted face-to-face in qualitative research (Opdenakker, 2006; Sweet, 2002), phone interviews may be a "versatile" data collection tool (Carr & Worth, 2001, p. 521). Qualitative data obtained from phone interviews have been judged to be rich, vivid, detailed, and high-quality (Chapple, 1999; Kavanaugh & Ayres, 1998; Sturges & Hanrahan, 2004; Sweet, 2002). The researcher opted to conduct follow-up phone interviews to clarify participant responses on the questionnaire because this method

allowed participants to feel relaxed and comfortable when disclosing potentially sensitive information (McCoyd & Kerson, 2006).

Disadvantages of phone interviews in qualitative research.

Reported disadvantages of phone interviews in qualitative research include lack of phone coverage for some participants (Carr & Worth, 2001) and the absence of visual cues (Garbett & McCormack, 2001). Another reported disadvantage is the potential for participants to be distracted by activities in their environments (McCoyd & Kerson, 226; Opdenakker, 2006); although such distractions are also reported during in-person interviews (Sturges & Hanrahan, 2004). Phone interviews also must be kept short compared to face-to-face interviews, thereby reducing in-depth discussion (Chapple, 1999; Creswell, 1998; Garbett & McCormack, 2001; Sturges & Hanrahan, 2004; Sweet, 2002).

Advantages of phone interviews in qualitative research.

When compared to in-person interviews, the advantages of conducting phone interviews include decreased cost (Chapple, 1999), increased access to geographically disparate subjects (Sturges & Hanrahan, 2004), decreased space requirements (Sweet, 2002), increased interviewer safety (Carr & Worth, 2001; Sturges & Hanrahan, 2004), and the ability to take notes unobtrusively (Smith, 2005). Conducting interviews over the phone allows participants to remain on "their own turf" (McCoyd & Kerson, 2006, p. 399), permits more anonymity (Sweet, 2002; Tausig & Freeman, 1988), enables greater privacy (Sturges & Hanrahan, 2004), decreases social pressure, and increases rapport (McCoyd & Kerson, 2006).

Process of conducting phone interviews and recording data.

As participants submitted their questionnaires, I began calling the participants to conduct follow-up phone interviews with the participants at each data collection period. These follow-up phone interviews were random phone calls made to the participants until I was able to successfully make contact. At the beginning of each phone interview, my identity and the purpose of the follow-up phone interview was established with the participant. The follow-up phone interviews were conducted to confirm participants' experiences with CHAMPS and allowed me to gain clarification if needed. During the follow-up phone interviews, I asked each participant to provide his or her personal perceptions of CHAMPS. I used probing recall as memory cues, repeated questioning, gave expectant pauses, and asked for clarification to ensure the most in-depth responses from each participant. At the conclusion of each interview, I thanked each participant for his or her willingness to participate in this study.

I took comprehensive notes and transcribed additional information if the participants elaborated or clarified their responses. I took notes on notebook paper during the phone interviews and then transferred the notes to an electronic format, using Microsoft Excel, immediately after the phone interviews ended. The phone interviews enabled me to gain firsthand knowledge of the perceived effectiveness of CHAMPS from the participants as a classroom management system.

System for emerging understanding.

At the end of each data collection session, I reviewed the notes from the responses to the questionnaire and the phone interviews. The participants' questionnaire responses

were exported to an Excel spreadsheet, and the notes from the phone interviews were transcribed and included on the Excel spreadsheet for emerging understandings. I reviewed the data for emerging understandings through four primary steps that occurred after each data collection session which took place on seven separate occasions during this study. The steps included the following: creating an Excel spreadsheet to organize data from the questionnaires, conducting phone interviews for clarification, organizing and assigning codes to data from the questionnaires and follow-up phone interviews, and categorizing themes from the data collected. Participant responses associated with CHAMPS training provided evidence for implementation of CHAMPS strategies and the outcomes of implementation. Due to the nature of the responses, participant responses to the questionnaire provided me the opportunity to ascertain whether CHAMPS was achieving its intended outcomes.

The role of the researcher.

I am a former assistant principal in the urban school district where this study was conducted and I collected and analyzed the data. The fact that I am a former employee of the school district may increase the comfort level of the participants. Rubin and Rubin (2005) acknowledge that people might find the researcher more trustworthy if both parties have something in common. Since I was associated with the school district as an administrator, precautions were taken to limit bias in collecting and interpreting data.

The following considerations were addressed to avoid researcher bias and influence on data collection: confidentiality of the subjects was repeatedly assured, participants were informed of the purpose of the study at the outset, participants were

allowed to opt out of the study at any time, and questionnaires were completed at a time deemed appropriate by the participant (Creswell, 2012; Lodico et al., 2010). Another approach to increasing the comfort level for participants and being respectful of their time was e-mailing the questionnaire and allowing participants to complete and submit the questionnaire on a computer rather than during face-to-face interactions. I used this practice because I understood that the purpose of the program evaluation was to systemically evaluate current practices and make recommendations for improvement from the data collected.

Data Analysis Results

The data analysis process of the study involved three important areas. The areas addressed are how and when the data were analyzed, evidence for the credibility of the findings, and the procedures for dealing with discrepant cases. Each area was given careful attention so as to maintain the integrity of its findings.

How and When the Data Were Analyzed

Data were analyzed over the course of a four-week period beginning June 26, 2015, and ended on July 22, 2015. Over the course of these four weeks, a total of 34 calls were made with successful contact made a total of 10 times. During each data analysis period, I identified the number of participants that were actually called, the number of participants successfully contacted, the number of participants not successfully contacted, and whether or not greater clarity was gained from the participants' responses to the questionnaire after the phone interviews were conducted. Table 3 outlines each data analysis period and the subsequent information collected during each data collection date.

Table 3

Recorded Data Analysis from Phone Interviews

Date	Time	# of Potential Participants Called	# of Potential Participants Successfully Contacted	# of Potential Participants NOT Successfully Contacted	# of Participants Eligible to Participate	Was greater clarity gained?
6/26/15	4:30 pm	5	2	3	1	Yes
6/30/15	4:19 pm	4	2	2	2	Yes
7/01/15	11:30 am	5	2	3	3	No
7/08/15	10:30 am	3	1	1	5	Yes
7/13/15	2:30 pm	7	2	5	6	Yes
7/20/15	10:30 am	6	1	5	7	No
7/22/15	6:30 pm	4	0	4	7	No

Note. Phone Interviews were conducted so the researcher may gain greater clarity regarding the questions posed to the participants on the questionnaire. The data analysis included some potential participants who responded to the questionnaire but did not meet the criteria to participate in the study.

Establishing themes from data.

According to Stake (1995), case study research involves a detailed description of the setting or individuals, followed by analysis of the data for themes or patterns. Qualitative data were analyzed and coded and themes were developed and interpreted for meaning. Data were retrieved thematically (i.e., by codes), which allowed me to generate theories that are inductively derived from careful examination of the data (Hatch, 2002). In this study, data were gathered to identify patterns that assessed the perceived effectiveness of CHAMPS by the participants, while open-ended questions allowed the respondents to explore any strength and/or weakness they perceived in CHAMPS that may or may not have impacted classroom management. A description of teachers' viewpoints on their training included skills and knowledge they had or had not gained by implementing CHAMPS. Common patterns were studied to identify the specific

strategies that support teachers by promoting appropriate behavior and by reducing disruptive behavior in the classroom.

Creswell (2008) emphasizes that, with qualitative research, researchers must cycle back and forth between data collection, analysis, and reporting, and researchers must read through the transcripts many times to immerse themselves in the details and to get a sense of the resulting data before organizing information into smaller components. After data were collected in this study, a comparative of the data was conducted and clusters of themes were developed.

According to Creswell (2008), after organizing the data by grouping like responses or text segments, the next step was coding the data through a process of segmenting collected data into broad themes and then labeling the themes. Responses to the open-ended questions were utilized to gather data from teachers and codes were assigned to different groups of text segments. The codes described major topics and themes were developed from the analyses of topics (Creswell, 2009).

The specific process of data analysis.

I analyzed the data from the questionnaires by converting raw information, filtering the most significant points, creating themes and patterns, and ultimately developing a visual for displaying the nature of the findings (Merriam, 2002). From the questionnaire responses, I gained a general sense of the data and analyzed what the participants stated, independently and collectively, and then began a detailed analysis of coding. Creswell (2003) indicates that coding is a process of organizing material into smaller labeled categories and then bringing meaning to each category. Creswell (2003)

further explains that coding takes free form data and uses segments and themes to find answers to research questions.

After reviewing all the text data, a coding process was used to identify themes in the data, and emergent themes were presented in a visual model that displays common patterns interpreted from the questionnaire. I developed reduced patterns across the data instrument to determine the importance of themes that were varied around the research questions. Ultimately, the analysis was used to compare and analyze concepts, which gave me a wider perspective using the participants' words to express their viewpoints. The researcher-created questionnaire determined through open-ended questions whether the teachers perceived CHAMPS to have an impact on classroom management. The questions intended to prompt discussions that addressed the strengths and weaknesses, if any, of CHAMPS. The process of interpreting data collected from the questionnaires and follow-up phone interviews consisted of reading the information, coding the information, reviewing the interpretations with the participants, identifying themes within the information, and compiling and summarizing all information obtained.

Themes and connections.

Creswell (2008) defines themes as similar codes organized into major ideas. The resulting themes were organized based on the principles of CHAMPS. Major and minor themes were identified within the collected data. A final analysis and interpretation of data were generated. Also, illustrative quotes were noted and recorded, a process that involved data analysis and preparation (Lodico et al., 2006). Recording the general ideas using participants' own words was essential to this process because it gave me a clear

depiction of the participants' responses and allowed the discovery of major themes between responses (Lodico et al., 2006). The reoccurring themes and connections were captured while analyzing participants' responses and while conducting individual interviews. The final themes are reported in Table 4 along with the connections that were captured from the participants' perceptions of CHAMPS. Table 4 shows the major and minor themes that reoccurred during interview data analyses and the connections between teachers' implementation of CHAMPS and the CHAMPS principles.

Table 4

Reoccurring Themes and Connections

Reoccurring Themes	Connections, Support, Structure, Teach, Model, Monitor, Expectation, Rules, Procedures, Praise, Successful, Observe, Supervise, Consistent, Focus, Responsible, Positive, Participation Implementation, Interact, Correct, Experiences, and Perception.
Connections	When teachers implement CHAMPS, they: Structure their classroom for success and communicate expectations to students. Teach behavioral expectations to students and model what is expected. Observe and supervise and monitor students' behavior regularly. Interact positively with students and give positive praise when students behave responsibly. Correct students fluently and develop a plan to ensure students are successful.

Note: Data collected from phone interview analyses.

Evidence for the Credibility of the Findings

In this program evaluation, various strategies were employed to ensure accuracy and validity of the data collected. Creswell (1998) states that multiple strategies ensure data are guarded against potential bias or incomplete information (Creswell, 1998). The

process of using follow-up interviews and member checking to confirm the accurate analysis of the participants' perspectives and views ensured I developed a report that is credible and internally valid.

Analyzing participants' responses required an iterative process of examination, re-examination, organization, and reorganization of the data. Through the process of triangulation of data, a clearer understanding emerged. Data, including discipline data, a questionnaire, and follow-up phone interviews were triangulated, and I discovered different sources of information to increase the validity of the program evaluation while maintaining independent measures that did not contradict the findings. I obtained perceptions of educational stakeholders who implemented CHAMPS through a questionnaire and individual interviews to determine areas of agreement, as well as, areas of divergence. This type of triangulation was ideal for this study because educational stakeholders have a vested interest in CHAMPS. Additionally, due to the inherent cross-checking nature of triangulation of data, this type of triangulation increased the validity of the evaluation and research findings; thereby, increasing the ability to interpret the findings.

Furthermore, to determine if findings were accurate during the follow-up interviews, I reviewed the data by asking participants about the accuracy of their responses to the questionnaire. The process of asking participants to discuss interpretations and conclusions is called *member checking* (Creswell, 2008). This process involved conducting follow-up phone interviews to allow for data interpretation and conclusions to be discussed with participants in the event that any information needed to

be elaborated upon or clarified.

Procedures for Dealing with Discrepant Cases

In this program evaluation, it was possible for discrepancies to occur during any step in the data collection and analysis process. Discrepant data are most likely to occur during the interview process and may reflect extremely negative feedback (Creswell, 2008; Yin, 2003). Had discrepant data occurred they would not automatically be discarded but reviewed for value. However, in this study, there were no discrepant data.

Limitations of the Evaluation

Careful consideration was given to the limitations that pertain to this study. As with any research, limitations do occur. Although this study was thoroughly conducted, it also had its own set of limitations.

One limitation of this study was the use of the logic model as a framework for program evaluation because it assumed that the model was correct. Multiple data collection techniques are needed to address each type of data or evaluation to ensure no part of the program was not addressed or that ambiguity occurred between the evaluation and other investigative processes such as needs assessment. This limitation stems from the nature of models and programs. Models tend to be linear while programs are complex and not linear. Additionally, models tend to be static; whereas, programs can change over time (Kellogg, 2004).

Another limitation of this study was the small sample size. A small sample size decreases the ability to make generalizations about the findings. The findings of this program evaluation cannot be generalized to other populations, as the goal of this

evaluation was to identify strengths and weaknesses of CHAMPS at the sample study district and not to investigate the strengths and weaknesses of the CHAMPS approach as a whole. This program evaluation's limitations include its focus on a single school district implementing CHAMPS, which limits opportunities for transferring the study's findings and conclusions (Creswell, 2007).

Additionally, this study relied on the participants' perceptions alone. There was an assumption that the teachers participating in the study were fully implementing CHAMPS in their classrooms and that they were honest when completing the questionnaire. The Induction, Development, and Retention Department, under the Human Capital Management Department, was not able to provide a list of teachers who attended CHAMPS training specifically and could not narrow down the extensive list of individuals that had participated in some form of professional development to include CHAMPS to teachers only so the final list of participants was drawn from the answers the teachers provided and an assumption was made that the teachers were honest when responding to the question regarding how many times they were trained on the CHAMPS program and the level of implementation they used in their classrooms.

Research Questions and Findings

This program evaluation focused on determining the perceived overall effectiveness of CHAMPS, a classroom management model that intends to guide teachers in making effective decisions about managing student behavior so the teachers can focus their time and energy on instruction and student success. This program evaluation also evaluated whether or not the type of professional development received contributed to a

successful implementation of CHAMPS's behavior management strategies to reduce inappropriate behavior, teach more appropriate behavior, and provide contextual supports necessary for successful outcomes.

The CHAMPS approach is based on the following principles: structuring classrooms for success, teaching behavioral expectations to students, observing and supervising students, interacting positively with students, and correcting students fluently. These principles served as the basis for the research questions. I used the participants' responses from the questionnaire and follow-up phone interviews to evaluate the effectiveness of CHAMPS based on the guiding research questions.

Research Question 1: How Have You Structured Your Classroom for Success?

Findings. Organizing the classroom (e.g., the physical setting, schedule, quality instruction routines, and procedures) has a significant impact on student behavior. Table 5 highlights the finding from the participant responses to Research Question 1.

Table 5

Participant Responses to Research Question 1

Participant	Responses to Research Question 1
#01	"I have structured my classroom for success by posting rules and expectations. I also post a daily agenda, which allows students to be aware of what we are going to do for the day. Students sit with partners and can easily move to groups or individuals if needed."
#02	"I have set and plan to set guidelines for success."
#03	"I implemented procedures and expectations for students to easily follow."
#04	"Teamwork and cooperation. Spends the entire week at the beginning of school to teach how to get along and conflict and resolution."
#05	"Yes, students were engaged in the classroom, when I used extended color chart, it helped the students make good choices."
#06	"Making sure to have clear expectations posted and practice them as well."
#07	"I typically try to refocus students by using visual cues or slight touches on the shoulders as I am traveling around the classroom. If I have to call on someone, I might say his or her name and continue the conversation or lesson as I redirect or grab the student's attention. I sometimes just walk by and point to what they should be doing, while still continuing the lesson."

Relationship to the literature. The findings from the participants' responses to RQ1 are consistent with the literature on organizing classrooms to prompt responsible student behavior. Setting structure has a positive impact on the behaviors and attitudes of individuals in that setting. Structure and routine involve behaviors that support academics. Scheuermann and Hall (2015) use effective behavior intervention strategies (e.g., practical, step-by-step guidelines to structure the classroom) to make behavior management easier and more effective for teachers. According to Gettinger & Ball (2008), a student predictor of academic achievement is the number of time students are actively engaged in learning; whereby, this link between time and learning is one of the most enduring and consistent findings in educational research.

Research Question 2: How Do You Teach Behavioral Expectations to Students?

Findings. Teachers teaching students how to behave responsibly and respectfully during teacher-directed instruction, independent seatwork, cooperative groups, tests, and transitions. Table 6 provides specific examples of the participants' responses to Research Question 2.

Table 6

Participant Responses to Research Question 2

Participant	Responses to Research Question 2
#01	"I teach behavioral expectations by modeling. I have students model expected behaviors and I reward students for consistently meeting those expectations."
#02	"Model and use behavior charts."
#03	"I show the students the correct way the first time and the incorrect way the second time. I have students to demonstrate the behavior."

(table continues)

Participant	Responses to Research Question 2
#04	"Post posters and constantly remind students about the expectations."
#05	"We played games or made an expectation chart and the students composed it themselves and we all agreed to follow these classroom rules."
#06	"By modeling and also praising those that are meeting expectations. If they are doing something incorrect I tell them how they can fix it."
#07	"Expectations are taught at the beginning of the school year, along with the students' input. I believe the students need to be a part of the process to have value in the standards taught and used along with the classroom 'rules' agreed upon at the beginning of the year. They are posted in a prominent location that will be viewed and referenced as needed."

Relationship to the literature. Based on 30 years of research and experience in more than 500 classrooms, Evertson and Emmer (2013) found that dealing with student misbehavior and encouraging motivation are two of the most important concerns for teachers. According to CHAMPS (1998), mitigating these concerns can be achieved through effective implementation of CHAMPS strategies. The findings from the participants' responses to RQ2 are consistent with the literature on teachers teaching students expectations regarding how to behave responsibly within the structure created. Providing examples of teaching behavior, and re-teaching as needed, helps individuals achieve their full potential.

Research Question 3: How Do You Observe and Supervise Students?

Findings. Teachers observe and supervise students by actively monitoring student behavior in the classroom and by using meaningful data to observe student behavior to observe patterns over time. Table 7 highlights the findings from the participant responses to Research Question 3.

Table 7

Participant Responses to Research Question 3

Participant	Responses to Research Question 3
#01	"I monitor students by walking around and checking for understanding. I may stop and ask a student a question to get them on the right track or have a student explain to the group why an answer may be correct. I like to be more of a supervisor once students are set to work. Once they have all instructions and are working on their assignment, I walk around, observe, answer questions, and redirect as needed."
#02	"All throughout the day."
#03	"I continuously walk around the room monitoring."
#04	"During PE, I'm constantly walking around and observing students."
#05	"I walk around the room."
#06	"I never sit at my desk, I am constantly walking around so that there is always proximity to as many kids as possible."
#07	"All points of the classroom need to have view and access by all students and the teacher. If the students 'buy in' to the classroom rules and behavior expectations, they will help monitor and supervise themselves and others."

Relationship to the literature. The findings from the participants' responses to RQ3 are consistent with the literature on observing whether students are meeting expectations. Teachers circulating and visually scanning the classroom means collecting and analyzing meaningful data on student progress. School-Wide Positive Behavioral Interventions and Supports has a large evidence base for preventing and addressing external problem behavior. The School-Wide Positive Behavioral Interventions and Supports approach may support students with, or at risk of, internalizing problems including the following: improving the clarity and predictability of the social environment, discouraging problem behavior that can threaten student safety, allowing instruction to take place, teaching effective responses to perceived environmental threats,

and indirectly reducing internalizing problems by addressing externalizing problems (McIntosh, Ty, & Miller, 2014).

Research Question 4: How Do You Interact Positively With Students?

Findings. Focusing more time and attention on acknowledging positive behavior than on responding to negative behavior and providing specific feedback on student behavior provides positive interaction with students. Table 8 highlights the findings from the participant responses to Research Question 4.

Table 8

Participant Responses to Research Question 4

Participant	Responses to Research Question 4
#01	"I speak to students every day at the door, when they enter. I ask them how they are doing. I may make a comment about something they are wearing, or ask about something that I know they did the previous day. I'm a teacher that smiles, and I think that ensures students that I am there because I love what I do, and I care about them."
#02	"My demeanor is calm."
#03	"I give positive praise when students are following expectations."
#04	"Praising them and telling them what they did right, wrong, and how they can improve."
#05	"By offering students kind words of encouragement."
#06	"Stickers and stamps as well as student of the week."
#07	"Positive praise impacts students in a much greater capacity than negative attention. Because some attention is better than no attention, the students that tend to misbehave are often times are the ones that need more attention and praise. If they begin to get positive attention, they sometimes become better students because of the degree of interaction. The students that *need* the attention will then try to become the best students to keep receiving praise rather than chastisement."

Relationship to the literature. The findings from the participants' responses to RQ4 are consistent with the literature on interacting positively with students. Teachers provide frequent non-contingent attention to build relationships and frequent, age-

appropriate positive feedback to acknowledge students' efforts to be successful. Many strategies exist to promote positive classroom behavior (Shea, Bauer, & Walker, 2007; Wheeler & Richey, 2005). These strategies include relationship-building strategies, social skills instruction, self-management techniques, and behavior reduction techniques. Acknowledging positive aspects of student behavior creates a classroom environment that supports learning and promotes positive classroom behavior (Spencer & Boon, 2006). Negative responses to student behavior can escalate the misbehavior and limit interactions between students and teachers; therefore, it is recommended that teachers focus on positive aspects of student behavior (Mesa, Lewis-Palmer, & Reinke, 2005; Mitchem, 2005).

Research Question 5: How Do You Correct Students Fluently in Your Classroom?

Findings. To increase the chances that the flow of instruction is maintained, teachers respond in a brief, calm, and consistent manner building a plan that allows the student to learn and exhibits appropriate behavior. Table 9 highlights the findings from the participant responses to Research Question 5.

Table 9

Participant Responses to Research Question 5

Participant	Responses to Research Question 5
#01	"Walk to students to ask what they are doing, what should they be doing, and how are they going to fix it."
#02	"According to personalities and abilities."

(table continues)

Participant	Responses to Research Question 5
#03	"First provides a warning both nonverbal and verbal, then provide a consequence to sit out and complete a reflection sheet in another teacher's class and then they can return to my class. This method makes them accountable for their behavior."
#04	"Utilized the 'Think Tank' to have students think about their behavior and have them reflect about their behavior when they misbehaved."
#05	"Utilize a color system that consisted of 7 colors instead of 3–5 that allowed students to be more accountable for their own actions by improving their behavior and redirecting them with how to make progress."
#06	"Formative assessments and constant checks for understanding. If there is a student that is struggling I make sure I can get around to them at some point before the class ends or assign a peer tutor."
#07	"Structure, high expectations, increased personal responsibility, lots of unconditional love, and a deep sense of exposure and praise for even the smallest of accomplishments."

Relationship to the literature. The findings from the participants' responses to RQ4 are consistent with the literature on correcting students fluently in the classroom. Scheuermann and Hall (2015) suggest strategies for developing a positive classroom climate that focuses on the behavior management environment. Rather than keeping a close watch on students for misbehavior, "catch" students behaving appropriately and reinforce students who are following the classroom rules, performing academically as expected, helping their peers, and displaying behaviors that deserve praise and reinforcement. Research shows that students learn more efficiently when they receive immediate feedback about their behavior (Gettinger & Ball, 2008; Hudson & Miller, 2006).

Outcomes

This program evaluation measured outcomes by collecting and analyzing data, which answered the guiding research questions of whether CHAMPS was achieving its intended outcomes. The data collected were in the form of archived discipline data that prompted the district to provide teachers with professional development with an emphasis on classroom management, participants' responses from a questionnaire, and follow-up phone interviews with participants. Qualitative data were collected as part of this program evaluation and were considered summative for reporting purposes because the data were collected at the end of the 2014–2015 school year. Along with the guiding research questions, additional open-ended questions were asked to determine the participants' perceptions of CHAMPS as an effective behavior management system in their classrooms.

The findings from the outcomes of the study indicated that all of the participants successfully implemented CHAMPS in their classrooms. The participants expressed that this outcome was achieved by basing the implementation of CHAMPS on the principles of structuring the classroom for success, teaching behavioral expectations to students, observing and supervising students, interacting positively with students, and correcting students fluently in their classrooms. Additionally, all of the participants observed a decrease in discipline referrals since they implemented CHAMPS, and finally, all of the participants revealed that CHAMPS met their needs as an effective classroom management system. Table 11 shows the results of the teacher perceptions regarding each specific research question and their overall perceptions of CHAMPS as a program. Table 12 shows the responses and perceptions of the effectiveness of the CHAMPS strategies as

they implemented them in their classrooms.

Table 10

Effectiveness of CHAMPS According to Participant Responses

Participant	01	02	03	04	05	06	07
Research Question 1	E	E	E	E	E	E	E
Research Question 2	E	E	E	E	E	E	E
Research Question 3	E	E	E	E	E	E	E
Research Question 4	E	E	E	E	E	E	E
Research Question 5	E	E	E	E	E	E	E
Overall Findings of Implementing CHAMPS	S	S	S	S	S	S	S
Teacher Perceptions of CHAMPS	S	S	S	S	S	S	S

Note. E = effective. S = successful.

In summation, the participants' responses were consistent and indicated that CHAMPS, as a model for classroom management, guides the teacher in making effective decisions about managing behavior. The responses given suggest that the training for the CHAMPS program was effective because the CHAMPS model strategies for classroom management were being implemented effectively. From the data gathered, it is apparent that the teachers who are being trained in CHAMPS are successfully implementing the strategies and perceive it as an effective classroom management system that has positively impacted student discipline in the classroom.

Additionally, the participants' perception of CHAMPS was positive and the experiences with implementing the strategies were positive. This outcome appeared to be a result of the participants taking all five CHAMPS training sessions and implementing the strategies in their classrooms.

Conclusion

In this study, a program evaluation was conducted, and data were collected and analyzed to determine the impact of CHAMPS on classroom systems. This study systematically evaluated CHAMPS to provide guidance for collecting, interpreting, and reporting data that may improve classroom management. The resulting data analysis from the researcher created questionnaire helped determine either the effectiveness or ineffectiveness of the practices of the CHAMPS program as perceived by the teachers implementing the program.

Section 3: The Project

Introduction

This qualitative study evaluated the effectiveness of CHAMPS through the shared perspectives of elementary teachers who attended all five sessions of CHAMPS' professional development training and who implemented the CHAMPS strategies in their classrooms. The study was conducted because the sample school district had not conducted an evaluation of CHAMPS since its implementation. Based on the findings from the research, a white paper will be provided to the district that will elaborate on the purpose, criteria, and major outcomes of this program evaluation.

The project, a white paper for the director of the Human Capital Management Department and the director of Applied Research and Program Evaluation in Program Efficiency, Effectiveness, and Sustainability Department in the sample school district, is to communicate my evaluation findings, conclusions, and recommendations garnered from the program evaluation that intended to determine the effectiveness of the CHAMPS program. The format of the white paper is comprised of a series of sections that include the introduction, the problem, sample size and criteria for participants, evaluation tools, evaluation findings, recommendations, and the conclusion. I intend for the white paper to be a useful tool for the district administration and stakeholders. This white paper is the project outcome of the study.

Rationale

A white paper was selected for this project and was developed as a means to communicate the findings of the study. CHAMPS is promoted as being an effective

classroom management tool and is widely advertised as potentially having a positive impact on reducing disruptive behavior in the classroom (Sprick, Isaacs, Booher, Sprick, & Rich, 2014). The CHAMPS program was adopted by the sample school district in 2011 and since that time has received district resources that have been used in a number of areas to include professional development sessions, teacher training, and program literature. However, the sample school district had not conducted a cost-benefit analysis of the CHAMPS program nor had the district collected critical data to assess its effectiveness. According to the director of Applied Research and Program Evaluation in Program Efficiency, Effectiveness, and Sustainability Department, any program in the district that has received the amount of funds that CHAMPS has required warrants an evaluation of some kind to determine its effectiveness. The ongoing implementation of CHAMPS and the lack of an evaluation of its effectiveness is what prompted the decision to conduct a program evaluation and to disseminate the findings of the program evaluation via a white paper.

The findings of the program evaluation, and subsequent white paper, aim to provide guidance on how to increase the potential effectiveness of CHAMPS. The program evaluation assessed the teachers' perspective of the overall effectiveness of CHAMPS on managing student behavior. It will also share the findings of the program evaluation after data analysis and will make recommendations to assist in making decisions concerning the future of CHAMPS in elementary schools in the sample school district.

There were multiple open-ended questions and individual interviews conducted during the program evaluation along with responses that were collected from each participant. The amount of data collected required me to use a method that would effectively and succinctly disseminate the findings from the program evaluation. I concluded that a white paper was the most reasonable method to use in presenting the findings of the program evaluation. As a result, the sample school district will have a resource available and at its disposal to better evaluate a classroom management model being implemented in elementary schools in the district.

Review of the Literature

Rationale of Project Choice

The purpose of the literature review for the project portion of this study was to authenticate the reasons why a white paper was selected as the most applicable and effective format for presenting the findings of the study. The problem addressed in this study was an increase in student discipline referrals at the elementary level in the sample school district. For the study, a qualitative methodology approach was used to determine the effectiveness of CHAMPS. The responses indicated that elementary teachers perceived CHAMPS as an effective model to guide them in making decisions regarding the management of classroom behavior. The white paper resulting from the qualitative research provides recommendations as a result of the findings and analyses of the data. The recommendations to district leaders are intended to support continued professional development to improve effective implementation of CHAMPS in the classroom, to

recommend the incorporation of an active monitoring component, and potentially further future program evaluations.

The goal of the project was to help the sample school district increase the potential effectiveness of CHAMPS. A white paper was best suited to satisfy the goal of this project because it conveys the data in a succinct and clear format, emphasizing the uniqueness and advantages of a solution, whereby success of the program can be demonstrated (Study Guides and Strategies, 2013).

Search terms and related research.

I approached the research for the literature review of this project in two phases. The first phase was a general search and the second phase was a more specific search. Both phases were conducted with the use of online resources to include internet search engines, such as Google and Bing, along with the Walden University Library's ERIC, EBSCO, and SAGE databases. The first phase of research involved using the keyword search term "white paper". This keyword produced a limited number of sources for white papers specifically in the first phase, but each source found in the search shared similar results in that they produced more narrowly defined terms that would be used in the second phase of research. Such terms produced were "definition of a white paper", "purpose of a white paper", "history of a white paper', "use of white paper", and "how to write a white paper." The first phase of research for supporting literature produced a limited number of sources for the researcher.

The second phase of research for a literature review regarding the use of a white paper for a project as the outcome of a research study was more specific, as more

narrowly defined terms were used. The aforementioned search terms were used with an emphasis on educational research and program evaluation research that used white papers as a project deliverable. The references found in books and journals provided direction to other sources that discussed how theory and research support the content of the program evaluation. At the point that the research became exhaustive and there was repetition of the literature review was complete.

Support for using a white paper.

The support for the use of a white paper as a project deliverable for the findings of this program evaluation is divided into two parts. The first part is a brief summation of both a position paper and white paper along with their respective purposes. The second part discusses the supporting research and theory used by the researcher to guide the justification for selecting a white paper to present the findings and recommendations. Through the combining of both parts, a comprehensive and logical justification for the use of a white paper as the project's presentation genre is determined.

Overview of position versus white papers.

A position paper and white paper are two different documents used to disseminate information. However, they share certain similarities, and the terms are frequently used interchangeably (Purdue University, 2015). They are similar as it relates to the terms themselves, as both are terms used to describe a document that seeks to convey a position on a given topic and to support a belief (Purdue University, 2015) However, they are different because a position paper presents an opinion about an issue and a white paper discusses information on how to solve an issue (Study Guides and Strategies, 2015). The

specific term “position paper” is birthed from the purpose or intent of the document itself, while the specific term “white paper” gets its origin from historical events (Sakamuro & Stolley, 2015)

The origin of a white paper dates back to the British Government during the late 19th century. During that time, paper was relatively expensive; therefore, great consideration was given to the grade of paper a document was printed on. Based on the level of importance of a particular document, the quality or grade of the paper was then determined. Each document was then covered by a colored paper that signified its level of importance. The colors of the various document covers were offered in blue, green, and white. The color blue was for the documents the British Government used for detailed reports and legislation. These blue papers were documents reviewed by Parliament. The color green was a consultative document intended to provide insight and guidance for policy making. These green papers were issued more frequently and proposed a strategy to implement in the details of other legislation or they discussed proposals on which the government wished to obtain public views or opinions (Origin of the White Paper, 2015). The color white was for short and concise documents that stated a position on a given policy or matter of consideration (Rosenberg, 2008). These white papers were used to distinguish shorter government briefs and position papers from the longer reports and policy books with the blue covers (Graham, 2015). White papers were originally referred to as “command papers” but were given the name white paper because of the color of paper that the document was printed on (Rosenberg, 2008). The notion of “command papers” refers more to the nature of offering potential solutions to problems

rather than giving directives that must be followed. Thus, the connotation of a white paper has changed somewhat over time.

Purpose of position papers.

The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position using inductive reasoning (Xavier University Library, 2014). Position papers are based on facts that provide a solid foundation summarizing a particular viewpoint on an issue (Xavier University Library, 2014). The goal of a position paper is to convince the audience that your position is valid and defensible (Simon Frazier University, 2015). In defending that position, a researcher uses evidence to support their position, validate their position with authoritative references, examine the strength and weaknesses of their position, and evaluate possible solutions and suggest courses of action (Xavier University Library 2014). A researcher can use a position paper to communicate an opinion which is arguable, using facts and inductive reasoning (Xavier University Library 2014). They are used to summarize and simplify qualitative and quantitative outcomes (White Paper, 2015). Position papers are useful for researchers in presenting concepts to a broader audience, such as the private sector or the government.

Position papers are not limited to government, law, and academia; however, these areas are typical within these three industries. In politics, position papers are respected in circumstances where a comprehensive individual's view is important. In government, position papers are characterized between a white paper and a green paper in that it confirms an opinion and recommends solutions, but has a tendency to not include

detailed plans for implementation. In law, a memorandum is used for a position paper to identify minor opinions of proposed debate or argument. In academia, position papers allow for dialogue on increasing topics; however, lack the examination and research existing in an academic paper.

Marketing products and services are the most recent use of position papers in the area of business and technology (Graham, 2015). They focus on providing a unique approach to solving a problem that seems rational and credible with a deficiency in intellectual content (Study Guides and Strategies, 2015). In short, position papers generate support on an issue and the rationale for that position using inductive reasoning (Xavier University Library, 2014).

Purpose of white papers.

The purpose of a white paper is to promote a detailed solution for a particular problem (Purdue University, 2015). White papers often include evidence of a specific problem and solutions to an identified problem; therefore, a researcher has the responsibility of effectively disseminating the information of the findings in a credible manner combined with offering solutions to the problem.

Originally, white papers were used as an official government document to argue a specific position or to propose a solution to a problem (Kemp, 2005; Purdue, 2012). Today, white papers have become a popular tool to provide useful information seeking to understand an issue, solve a problem, or make a decision (Graham, 2015). According to Graham (2015), anyone can develop a white paper to express an opinion, offer a solution, or market an idea. Defining characteristics of white papers are that they include solutions

to problems, statistics and numbers, facts and other indisputable data, background information, and some opinion (Graham, 2015, Steltzner, 2015).

Currently, several industries including government, academia, research, marketing firms, technology companies, and commercial enterprises develop white papers (White Paper, 2015). Academic white papers are used to fund research, disseminate data at educational conferences, and resolve policy and governance concerns at the board level (White Paper, 2015). In short, a white paper is a professional tool used to convey information to a targeted audience to address a problem, offer a solution, and assist people in making decisions (Weintraub, 2006).

Theoretical framework for using white papers.

In an effort to support the criteria from the research and theory used to guide the development of the white paper, Mattern (2007), an experienced writer of white papers for businesses, explained that there are many different ways to write the content and format of a white paper. However, he states there are two common elements, which are to educate and to persuade (Mattern, 2007). Specifically, the purpose of this white paper was to communicate the outcomes noted in the study by informing school leaders and district stakeholders, namely, the director of Human Capital Management Department and the director of Applied Research and Program Evaluation in Program Efficiency, Effectiveness, and Sustainability Department at the sample school district about the findings of the program evaluation. Additionally, the use of a white paper intends to offer three specific recommendations to increase the potential effectiveness of CHAMPS if the district decides to continue implementing the CHAMPS strategies in classrooms.

Justification for selecting a white paper.

White papers have become a popular way to convey information and data in nearly every industry including technology, education, science, business, medicine, and government (White Paper, 2015). They are easily accessible and help to create an open source of information and communication (SPARC, 2013). Since white papers are easy to read and highlight the major points of the author, they are an efficient tool for summarizing vast quantities of data. Researchers use white papers to present findings and offer recommendations to stakeholders and other interested parties (Lodico et al., 2010).

Specifically for this study, a white paper is used to provide a qualitative analysis of the effectiveness of CHAMPS in elementary schools at the sample school district which led to further recommendations for a sustained system of behavior support. In fact, Graham, (2001) noted that "many business decision makers look to white papers to aid them in their decision-making process" (p. 5). Similarly, in the educational arena, a white paper can aid in the decision-making process regarding the continued professional development, implementation, and future evaluation of CHAMPS. The goal of presenting the results of the data in a white paper is to gain the interest of a specific audience. This white paper (Appendix A) is an effective method of communicating the results of this research on the role of using CHAMPS to effectively manage classroom behavior.

Project Description

Upon receiving approval of the doctoral study from Walden University, I will immediately contact both the director of Human Capital Management Department and the director of Applied Research and Program Evaluation in Program Efficiency,

Effectiveness, and Sustainability Department via phone to schedule an appointment in an effort to personally hand deliver a copy of the white paper to them and to provide an opportunity to address any questions they may have. There is not a particular time during the school year that is best to deliver the white paper, as the district has expressed that the researcher simply shares the program evaluation findings once completed.

I will take the responsibility to schedule an appointment with the respective directors of the departments to personally hand deliver the white paper to either the director of Human Capital Management Department and/or the director of Applied Research and Program Evaluation in Program Efficiency, Effectiveness, and Sustainability Department and to also be available to answer any of questions. Once the white paper has been successfully hand delivered to either of these directors, I will ask that the white paper also be shared with other directors or heads of a department and any other district personnel they deem necessary. The white paper will be accompanied with a cover letter (Appendix G) that clearly explains the purpose of the white paper for those persons within the district to whom it will also be shared.

The resources needed for the white paper are basically non-existent as it does not require the use of any additional resources. Existing supports of the white paper include district personnel to whom the white paper will be personally hand delivered. The district personnel who I intend to deliver the white paper to are the director of Human Capital Management Department and the director of Applied Research and Program Evaluation in Program Efficiency, Effectiveness, and Sustainability Department of the sample school district.

Providing the white paper to either of the directors of these departments may possess potential barriers such as being able to successfully schedule an appointment with either of them at a time when they are available. A potential solution to these barriers can be overcome by successfully contacting at least one of the respective department heads by phone and scheduling an appointment with them to ensure the successful delivery of the white paper. It is not necessary that I personally deliver the white paper to both directors of the departments.

Project Evaluation Plan

The project genre was an evaluation report that was presented in the form of a white paper. When the white paper is delivered, the researcher is hopeful that the findings and recommendations will be useful to the district in developing a framework for evaluating and strengthening their classroom management and discipline plans. The next steps following the delivery of the white paper may include answering questions posed by the key stakeholders, namely the director of Human Capital Management Department and/or the director of Applied Research and Program Evaluation in Program Efficiency, Effectiveness, and Sustainability Department and by participating in any subsequent data gathering, if requested. I am willing to participate in any steps beyond the addressing of questions that the key stakeholders would like to take to the extent that such next steps are feasible.

Project Implications

The content of this white paper, which is the reported findings of the program evaluation, serves as a tool with social change implications. The implications can affect

the actions of teachers on how they respond to the information garnered and their response to recommendations found in the white paper. The information garnered from the white paper can assist teachers with motivating and encouraging positive behavior which can guide students towards a successful school career that may result in potential success in work and life. Examination of the findings and recommendations in the white paper may assist teachers in effectively guiding them in how to make decisions about managing behavior by developing a systematic classroom discipline plan. Implementation of the recommendations found in the white paper had implications as well, which may allow teachers the opportunity to spend their time teaching instead of redirecting students that engage in disruptive behavior in the classroom that results in an office discipline referral.

Local Implications

This white paper clearly outlines recommendations as a result of the findings from the program evaluation and is useful for guidance and further program development. The recommendations offered in the white paper include continuing professional development to ensure proficient adequate training, incorporating an active monitoring component to provide support, and to conduct future program evaluations with the intent of furthering the development and improvement. Conducting program evaluations demonstrates interest by the schools and their respective district in critically examining the quality and effectiveness of classroom management over time. By conducting future program evaluations, the school and the district demonstrate accountability to the communities in which they serve. The community may appreciate the willingness of the school district to

implement improvements that promote appropriate behavior among students. As a result, the school community and the broader community may have greater confidence that teachers are not allowing behavior issues to interfere with teaching and learning in their classrooms.

Far-Reaching Implications

This white paper has possible significant implications in that it includes useful information and recommendations for school districts. The recommendations regarding the importance of providing professional development for all teachers in the area of classroom management and incorporating an active monitoring component may heighten awareness of promoting responsible behavior from students. Some school districts may not require teachers to receive continuous training in the area of classroom management; however, it is an expectation that is recommended in this white paper. This white paper suggests that professional development, guided practice, and feedback in the area of classroom management contribute to a significant difference in decreasing discipline referrals. This may prompt school districts to examine the quality of professional development and continued support that teachers are receiving and to continue to provide both as needed. Another recommendation suggested in this white paper encourages school districts to engage in formative evaluations of their specific classroom behavior management model using a similar data collection and analysis approach used for this study. This may lead to an improved implementation of classroom management strategies resulting in improved student behavior in school districts.

Additionally, this white paper has the potential to contribute to the social and academic community at large. The findings have the potential to inform researchers that have an interest in classroom management and research-based positive behavior support systems that specific classroom management strategies can be an effective tool for all school settings.

The publishing of this white paper in the public domain may foster social change as more teachers become aware of effective strategies that are able to motivate and encourage positive behavior in the classroom. All teachers want their students to be orderly, responsive, engaged, and motivated. In turn, reducing misbehavior will increase academic engagement. The broader community will benefit from having young adults who can positively contribute to society by exhibiting appropriate behavior.

Conclusion

Section 3 included the goals, rationale, supporting literature, implementation, evaluation, and implications for social change of this white paper project. The white paper informs the sample school district and may assist in making further decisions regarding the classroom behavior management model CHAMPS at the schools. The recommendations in the white paper stem from the findings of the program evaluation relative to PBS, PBIS, and CHAMPS. The white paper included an examination of the local and broader problem of an increase in student office referral resulting in suspensions, the findings of the data collection and analyses, and three recommendations to the school district.

Implications for social change in this section focused on the students, the local community, and the broader community. The possible areas for change include discipline referrals, suspensions, and academic preparedness. Far-reaching implications include those for the research community regarding classroom management and for other schools looking to design or revise a discipline plan.

Section 4: Reflections and Conclusions

Introduction

This section includes reflections and conclusions based on the project's strength, as well as, limitations, scholarship, project development, evaluation, leadership, and change. It also provides a reflective perspective regarding personal learning of self as a scholar, practitioner, and project developer. A description of the potential impact of positive social change along with the implications, applications, and directions for future research will conclude this section.

Project's Strength in Addressing the Problem

The relevant of the project's subject matter is one of its strengths. Classroom management is a topic of interest in today's educational realm (Greenberg, Putman, & Walsh, 2014). Effective teachers are passionate about educating their students and desire to spend their time teaching, not dealing with classroom disruptions. The National Education Association has a plethora of articles and resources offering classroom management strategies and tips to assist teachers with managing behavior or preventing it from occurring, so teachers can spend more time on teaching and students on learning. Furthermore, implementing effective management techniques can simultaneously increase student engagement and improve academic achievement (Gettinger & Ball, 2008; Scheuermann & Hall, 2008; Sprick, Booher, & Garrison, 2009). The number of articles and resources available to assist teachers in the area of classroom management indicates that the sample school district is not alone as they implement a Positive Behavior Support (PBS) model, specifically CHAMPS, to help improve student behavior.

Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement so we now know that one of the classroom teacher's most important jobs is managing the classroom effectively (Marzano, 2003a). The fact that in a recent meta-analysis of more than 100 studies, Marzano (2003b) found that the quality of teacher-student relationships is the keystone for all other aspects of classroom management and schools throughout the country are seeking to improve student behavior confirms the relevancy of this project study.

The second strength of this project is the organizational structure of the content in the white paper which includes the findings of the program evaluation that may inform the district in making decisions concerning the future of CHAMPS in elementary schools along with the recommendations. The format of the white paper offers readers a clear summary of the main points of the research study (White Paper, 2015). The findings of the program evaluation consist of a comprehensive analysis of the data consisting of tables describing results from the questionnaire and phone interview. The white paper provides a concise summation of the findings addressing the local problem by providing data and evidence of the effective of CHAMPS and identifying the participants' perspective of CHAMPS. Prior to this program evaluation, there were no data that captured the program participants' perspectives.

However, the white paper offers much more than an informational synopsis. According to Graham (2015), a problem-and-solution white paper helps the reader discover solutions to issues to improve performance. The goal is for the problem and solution to fuel effective and positive change. In effect, the project, presented in the

format of a white paper, provides recommendations that have the potential to increase the effectiveness of CHAMPS through continuing professional development, incorporating an active monitoring component, and conducting future program evaluations that can be used at school districts across the globe; thereby, giving teachers the knowledge and skills to be confident and successful in dealing with difficult students.

Project's Limitations in Addressing the Problem

A limitation in this project as discussed in the white paper is limited to data from a program evaluation collected at only one school district. If the program evaluation had been conducted with teachers from 5 or 10 school districts, then it would have increased the ability to generalize the findings (Lodico et al., 2010). With each district having its own culture, the teachers' responses could have been affected; however, in order to generalize the results of any survey research, the sample needs to accurately represent the population and using a larger sample size has a better chance of accomplishing this goal (Lodico et al., 2010). The research findings will be shared solely with the district that is the focus of this study. Although the data analysis revealed that all teachers perceived the CHAMPS model to guide them in making effective decisions about managing behavior in the current district, other districts may be inclined to duplicate the study to ensure that analysis of their data produces similar results. If other districts have opportunities to consider the recommendations in the white paper, publication beyond the current study may be desired. Since every research has limitations, this study is no exception; however, there is potential for improvements in conducting future research.

Recommendations for Alternative Approaches

Although the current study focuses on addressing the problem presented by evaluating only one school district utilizing CHAMPS, evaluations of several school districts utilizing CHAMPS could be incorporated into this study. Comparing findings from other school districts' program evaluations of CHAMPS might be beneficial. In addition, the findings could be categorized and generalized based on the school districts and could be evaluated based on primary and secondary levels. This alternative approach could provide stakeholders interested in performing a program evaluation of CHAMPS to look at data from school districts similar to their own. Data from program evaluations of CHAMPS, from various school districts, would be valuable to a wider variety of education institutions.

Finally, rather than using only a qualitative approach, the project could benefit from incorporating a mixed-methods design. More information could have been collected with the inclusion of discipline records of office referrals categorizing the reported behavior of students. This additional information could have shaped the basis for follow-up statistical analysis and future research.

Scholarship, Project Development and Evaluation, and Leadership and Change

Scholarship

At the beginning of this journey, my goal was to complete the highest level of academic achievement in hopes of gaining knowledge and expertise. In the end, my objective was to develop a project that would have a long-lasting, positive impact on the sample school district, serve as a model, and be used in future studies. In turn, this

journey has had a significant impact on me concerning scholarship. Scholarship is the gaining and application of knowledge relating to the deep learning that has taken place throughout this academic experience. This experience required me to learn specific skills, including research fundamentals, as I reviewed scholarly works, peer-reviewed journals, and recent literature to conduct this study and produce a scholarly project. It forced me to continuously reflect upon my work and revise it to improve and refine areas in question. This process was practiced and reinforced while successfully moving me to the next level in my scholarship.

Project Development and Evaluation

The process of project development requires critical thinking about the deliverable that is created based on the findings from my research. My goal was to create a product that succinctly shares valuable information in a format that is framed to present the data and recommendations derived from the qualitative study. Since a white paper is a certain type of report that is distinctive in terms of purpose, audience, and organization (Purdue, 2015), the project deliverable was constructed using a white paper format to present the findings and recommendations to key stakeholders.

Leadership and Change

Leadership is an honor in our society that allows the leader to influence both organizations and the lives of people, but it also carries many responsibilities (Hellmich, 2007). This doctoral process has taught me that leaders are not born, they are created. It has transformed me both professionally and personally by requiring me to focus and pursue this undertaking until to the very end. Although this process included challenges,

being at the end of it has made it clear to me that true leaders are those who remain, despite the challenges. Being able to inspire and support others to achieve their goals is one of my greatest desires. As an educational leader, I will continue to research, explore, and advance my knowledge to affect continuous improvement in the area of education. After researching and evaluating CHAMPS, I learned that it is vital to know whether or not the program is effective in achieving its mission, goals, and intended outcomes. I also learned that many PBS programs, especially in school districts, are not being evaluated resulting from a lack of mandate and requirements.

As a leader and agent of change, I understand the importance of program evaluations to determine the outcomes with the intent of furthering its development and improvement. Program evaluations are and should be a necessary component of every aspect of any program, especially to determine if the program is achieving the goals and objectives it was intended to accomplish. As a result of this program evaluation, I will continue to promote and be an advocate for data collection, analysis, and evaluation.

Analysis of self as a scholar.

As I began this doctoral journey I had expectations of becoming a scholar, publishing my project study and learning a vast amount of information. I now really understand how blessed I am to have achieved the goals for which I set out to achieve that support my educational career ambitions. I look forward to experiencing life as a doctor in academia and ascending to higher levels of leadership. My experiences quickly become my expertise and as I continued to grow, I learned that I still have a lot more to learn. I believe learning is life changing and long lasting. Learning for me will always be

a lifelong passion. As I reflect on all that I have endured, I am inspired to share my experiences with those who seek a similar path. The analysis of myself as a scholar stems from what I learned during this journey. As a doctoral student, I feel that my scholarship has created endless opportunities for me to become one of the contributors of higher learning. Though I have had rough times and times when I thought it would never end, my commitment to my personal and professional goals persevered. I have specifically learned that scholarship truly lies within the researcher's will and determination to dig deep into the literature and not only pull content related to research but reveal history about the purpose of the study. It is not until I had read the many articles and searched various databases that I was able to fully understand what it meant to be a scholar.

Analysis of self as a practitioner.

As I reflect on my practitioner qualities, I have grown in many ways by integrating what I have learned throughout my educational experiences. Professionally, I have gained new knowledge and continue to strive to apply new concepts through my leadership practices. My passion and professional goal is to increase learning opportunities for all students. I am fortunate to be able to contribute to the academic enterprise and share my knowledge in many ways. Opportunities to collaborate with colleagues in presentations and trainings stretch my potential. Serving my district internally as a valued decision maker gives me a strong sense of pride and accomplishment. I have served as an administrator who believes that our work is vitally important to the livelihood of our students and the stability of our communities. I will

continue to dedicate my career to supporting my students, my colleagues, and my district for the betterment of my community.

Analysis of self as a project developer.

I was aware that a project study would serve as an end product of my doctoral journey but I discovered that project development is more difficult than I originally anticipated. The problem, rationale, significance, research questions, and literature review all had to be tied together and have a cohesive framework during the proposal phase of the project study. The methodology was determined by this cohesive body of work and this process involved integrating data and ensuring that the result was a quality product. The role as a project developer of the project study was an intricate process. I had to return frequently to each of the sections to reorganize before I was able to bring together a proposal that was consistent and scholarly. I have learned from this experience by continually assessing and evaluating my work.

Reflection on Importance of the Work

My project study examines teachers' perspectives on the effectiveness of CHAMPS. This project resulted in an approach based on principles or beliefs aimed at guiding teachers in making effective decisions about managing behavior. The final project was a white paper that includes recommendations district leaders may implement to affect a local social impact through helping teachers decrease disruptive behavior. The larger impact on social change may be far reaching as this project study may result in the district supporting teachers by implementing an active monitoring component. However,

the greatest social change impact may be at the student level as students are guided toward a successful school career, leading in turn to potential success in work and life.

Implications, Applications, and Directions for Future Research

The purpose of the current study was to determine if teachers perceived the CHAMPS model to guide them in making effective decisions about managing behavior. The findings of this program evaluation revealed teachers perceived the CHAMPS model as effective in guiding them to make effective decisions about managing behavior by structuring their classrooms for success, teaching behavioral expectations to students, observing and supervising students, interacting positively with students, and correcting students fluently. Increasing awareness of this data is critical for this district as it strives to decrease student discipline referrals. A second implication is an increased awareness of the effectiveness of the five sessions of professional development offered for CHAMPS. Results in the white paper provide opportunities for district leadership to discuss possible recommendations that may increase teachers' knowledge and skills to be confident and successful in dealing with difficult students.

Recommendations for future research include duplicating the current study on a larger scale to include multiple districts. A second recommendation is to evaluate specific behaviors that resulted in discipline referrals. A third and final recommendation is to duplicate this study, adjusting methodology to include statistical data of discipline referrals that categorizes behaviors.

Conclusion

This section reflected on the project strengths, limitations, and research recommendations. In addition, this section included an analysis of what I learned about myself as a scholar, a practitioner, and project developer. Finally, the section included a reflection on the project study journey. The white paper report may serve as a motivation for district leadership to discuss supporting teachers with the knowledge and skills to be confident and successful in strengthening their classroom management. This may result in teachers effectively managing their classroom in ways that enhance academic achievement. As I conclude this journey, yet continue forward, I know I will grow professionally as I dedicate myself to preparing all students for the opportunities their futures may hold.

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Appendix A: The Project

White Paper

This white paper is the result of a research study conducted in Fort Worth Independent School District (FWISD), a large urban school district in North Texas, which examined teacher perceptions of a proactive classroom management system known as Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS). This program evaluation intended to reveal how CHAMPS is perceived by teachers in guiding them to make effective decisions about managing student behavior. The following research questions guided the study to determine if CHAMPS currently in use at elementary schools in FWISD is an effective classroom management plan:

1) How have teachers structured their classroom for success?
2) How do teachers teach behavioral expectations to students?
3) How do teachers observe and supervise students?
4) How do teachers interact positively with students?
5) How do teachers correct fluently in their classrooms?

The research study's participants included seven female classroom teachers at the elementary level. The demographics of the participants varied regarding age, teaching experience, level of education, and grade level taught. Each of the participants in this study confirmed that they attended the five sessions of CHAMPS training that were offered by the district during 2013-2015. Table A1 shows each participant's age, race, years of teaching, highest level of education attained, school year CHAMPS was implemented in the classroom, and the grade taught when implementing CHAMPS. All participants were female and numeric codes were substituted for participant names to ensure confidentiality, including when presenting the aggregate data.

Table A1

Participant Demographics

Participant #	Age	Race	Years of Teaching	Highest Level of Education Attained	Year Implemented CHAMPS Training in Classroom	When Implementing CHAMPS, Grade(s) Taught
01	31–40	Black/AA	1–5	Bachelor's	2014–2015	5th
02	31–40	Hispanic/Latino	11–15	Master's	2014–2015	1st
03	31–40	Black/AA	1–5	Master's	2014–2015	4th
04	51–60	Other	16–20	Master's	2013–2014	K–5th

05	21–30	Black/AA	1–5	Master's	2014–2015	1st & 2nd
06	31–40	White	1–5	Bachelor's	2014–2015	5th
07	41–50	Hispanic/Latino	1–5	Bachelor's	2013–2014	2nd

The methodology used was qualitative case study with data collected using an open-ended questionnaire and a follow-up phone interview. Findings and recommendations from the study are contained in this paper. The social implications for studying this aspect of the educational system suggests that improvement of classroom management leads to having a positive impact on school climate which has the largest effect on student achievement (Leaman, 2009). A study investigating the use of classroom management strategies by Clunies-Ross, Little, and Kienhuis (2008) revealed that student misbehaviors are a common concern for teachers and a considerable amount of time is spent on behavior management issues.

Problem

General Background. Disruptive behavior in schools has been a source of concern for school systems for several years. Indeed, the single most common request for assistance from teachers is related to behavior and classroom management (Rose & Gallup, 2005). Classrooms with frequent disruptive behaviors have less academic engaged time and the students in disruptive classrooms tend to have lower grades and do poorer on standardized tests (Shinn, Ramsey, Walker, Stieber, & O'Neill, 1987). Furthermore, attempts to control disruptive behaviors cost considerable teacher time at the expense of academic instruction. Misbehavior can be time-consuming, but more importantly, it distracts the other students from being able to concentrate (Leaman, 2009). Ratcliff, Jones, Costner, Savage-Davis, and Hunt (2010) conducted a study observing both teachers who were considered by their administrator as strong and those in need of improvement. The results indicated classroom climates differed. With teachers who were in need of improvement, a cycle was observed of student misbehavior, including teacher attempt to control the misbehavior, the student's persistence in continuing the misbehavior, the teacher getting frustrated, and ultimately, an increase in student misbehavior. Jennings and Greenberg (2009) found this cycle of behavior lead to high levels of teacher frustration and burnout.

School discipline issues such as disruptive behavior and violence also have an increased effect on teacher stress and burnout (Smith & Smith, 2006). There is a significant body of research attesting to the fact that classroom organization and behavior management competencies significantly influence the persistence of new teachers in their teaching careers (Ingersoll & Smith, 2003). New teachers typically express concerns about effective means to handle disruptive behavior (Browers & Tomic, 2000). Teachers who have significant problems with behavior management and classroom discipline often report high levels of stress and symptoms of burnout and are frequently ineffective (Berliner, 1986; Browers & Tomic, 2000; Espin & Yell, 1994). The ability of teachers to

organize classrooms and manage the behavior of their students is critical to achieving both positive educational outcomes for students and teacher retention.

Effective classroom management is also related to prevention efforts. Children's behavior is shaped by the social context of the environment during the developmental process (Kauffman, 2005). Many behavioral disorders begin with or are made worse through behavioral processes such as modeling, reinforcement, extinction, and punishment (Kauffman, 2005; Patterson, Reid, & Dishion, 1992). The classroom context plays a significant role in the emergence and persistence of aggressive behavior. Early intervention and treatment for students at-risk for emotional and behavioral disorders (EBD) are essential to prevent more serious behaviors from developing (Kauffman, 2005; Greer-Chase, Rhodes, & Kellam, 2002). The progression and malleability of maladapted behavior are affected by classroom management practices of teachers in the early grades (Greer-Chase et al., 2002). For example, classrooms with high levels of disruptive or aggressive behavior place children at risk for more serious behavior problems and Emotional Behavioral Disorders. Research indicates that aggressive students in aggressive or disruptive classroom environments are more likely to be aggressive in later grades (Greer-Chase et al., 2002). Research-based approaches to classroom management are necessary to improve both academic and behavioral outcomes for students.

Local Problem. As a former assistant principal for Fort Worth Independent School District, I observed that student behavior is a common concern for teachers, as they spend a considerable amount of time on behavior management issues. I had both direct and indirect exposure to the problem of an increase in office discipline referrals and suspensions. My direct exposure to the problem was applying the consequences to those students who had multiple office discipline referrals for behavior issues that disrupted classroom instruction. My indirect exposure to the problem was assisting teachers through professional development sessions about how to effectively motivate and encourage positive behavior in the classroom by developing a systematic classroom and discipline plan. Such sessions were necessary for teachers who had significant behavioral challenges with students who disrupted instruction in their classrooms. These teachers had a desire to spend their time teaching instead of redirecting students who engaged in disruptive behavior in the classroom that resulted in office discipline referrals.

According to the Fort Worth Independent School District's Discipline Action Summary Report (2010–2014), data revealed that between 2010–2011 and 2011–2012, there was an increase of over 50% in discipline referrals that resulted in out-of-school suspensions (OSS). On a statewide level, the Texas Education Agency (TEA) reported that ISS and OSS have slightly decreased each year by a meager 1% over four years. During the 2009–2010 school year, the TEA reported that 18% of students received ISS and OSS; in the 2010–2011 school year, 17% of students received ISS and OSS; in the 2011–2012 school year, 16% of students received ISS and OSS; and in the 2012–2013 school year,

15% of students received ISS and OSS (TEA, 2013). The data serve to support the existence of the problem and its impact on the districts and its teachers.

Teachers are experiencing difficulties with student discipline and spending more time redirecting students, which results in instruction being less productive, negatively affecting all students' learning (Del Guercio, 2011). Discipline problems are time-consuming, but more importantly, they negatively affect the academic performance of all other students in the classrooms in which they occur (Leaman, 2009). These problems had an overwhelming impact on the sample school district; however, it was also representative of what was occurring on a broader scale, thus many districts are searching for ways to resolve the problem. The problem needs a solution because its consequences are far-reaching, in that it affects the students' academic preparedness for the next grade level and the real world.

Summary of Research Findings and Related Research

Research Question 1: How Have You Structured Your Classroom for Success?

Findings. Organizing the classroom (e.g., the physical setting, schedule, quality instruction routines, and procedures) has a huge impact on student behavior. Table A2 highlights the finding from the participant responses to Research Question 1.

Table A2

Participant Responses to Research Question 1

Participant	Responses to Research Question 1
#01	"I have structured my classroom for success by posting rules and expectations. I also post a daily agenda, which allows students to be aware of what we are going to do for the day. Students sit with partners and can easily move to groups or individuals if needed."
#02	"I have set and plan to set guidelines for success."
#03	"I implemented procedures and expectations for students to easily follow."
#04	"Teamwork and cooperation. Spends the entire week at the beginning of school to teach how to get along and conflict and resolution."
#05	"Yes, students were engaged in the classroom, when I used extended color chart, it helped the students make good choices."
#06	"Making sure to have clear expectations posted and practice them as well."
#07	"I typically try to refocus students by using visual cues or slight touches on the shoulders as I am traveling around the classroom. If I have to call on someone, I might say his or her name and continue the conversation or

	lesson as I redirect or grab the student's attention. I sometimes just walk by and point to what they should be doing, while still continuing the lesson."

Relationship to the literature. The findings from the participants' responses to RQ1 are consistent with the literature on organizing classrooms to prompt responsible student behavior. Setting structure has a significant impact on the behaviors and attitudes of individuals in that setting. Structure and routine involve behaviors that support academics. Scheuermann and Hall (2015) use effective behavior intervention strategies (e.g., practical, step-by-step guidelines to structure the classroom) to make behavior management easier and more effective for teachers. Research supports engaged students equal improved academic achievement: "A student predictor of academic achievement is the number of times students are actively engaged in learning. This link between time and learning is one of the most enduring and consistent findings in educational research" (Gettinger & Ball, 2008).

Research Question 2: How Do You Teach Behavioral Expectations to Students?

Findings. Teachers teaching students how to behave responsibly and respectfully during teacher-directed instruction, independent seatwork, cooperative groups, tests, and transitions. Table A3 highlights the findings from the participant responses to Research Question 2.

Table A3

Participant Responses to Research Question 2

Participant	Responses to Research Question 2
#01	"I teach behavioral expectations by modeling. I have students model expected behaviors and I reward students for consistently meeting those expectations."
#02	"Model and use behavior charts."
#03	"I show the students the correct way the first time and the incorrect way the second time. I have students to demonstrate the behavior."
#04	"Post posters and constantly remind students about the expectations."
#05	"We played games or made an expectation chart and the students composed it themselves and we all agreed to follow these classroom rules."
#06	"By modeling and also praising those that are meeting expectations. If they are doing something incorrect I tell them how they can fix it."
#07	"Expectations are taught at the beginning of the school year, along with the students' input. I believe the students need to be a part of the process to have value in the standards taught and used along with the classroom

	'rules' agreed upon at the beginning of the year. They are posted in a prominent location that will be viewed and referenced as needed."

Relationship to the literature. The findings from the participants' responses to RQ2 are consistent with the literature on teachers teaching students expectations regarding how to behave responsibly within the structure that is created. Providing examples of teaching behavior, and re-teaching as needed, helps individuals achieve their full potential. According to Evertson and Emmer (2013), two of the most important concerns for new teachers are dealing with student misbehavior and encouraging student motivation, which is based on 30 years of research and experience in more than 500 classrooms. Evertson and Emmer present guidelines for planning, implementing, and developing classroom management tasks to establish classrooms that encourage learning. It is the responsibility of the teachers to define, teach, remind, celebrate, and correct student behavior, as related to the defined expectations. Pairing explicit instruction with consistent reinforcement is a more effective and positive approach to creating an atmosphere where appropriate social behavior becomes an established norm. Research found that inconsistent responses to inappropriate behaviors and an over-reliance on punishment do not result in a decrease of the inappropriate behavior (Sugai, 2008; Sugai & Horner, 2002). In addition to academics, teachers must also provide guidelines for success with specific information about attitudes, traits, and behaviors that will help their students succeed in school and throughout their lives. Having these guidelines has shown to be of benefit to all students and may decrease the number of other supports that students need (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

Research Question 3: How Do You Observe and Supervise Students?

Findings. Teachers observe and supervise students by actively monitoring student behavior in the classroom and by using meaningful data to observe student behavior to observe patterns over time. Table A4 highlights the findings from the participant responses to Research Question 3.

Table A4

Participant Responses to Research Question 3

Participant	Responses to Research Question 3
#01	"I monitor students by walking around and checking for understanding. I may stop and ask a student a question to get them on the right track or have a student explain to the group why an answer may be correct. I like to be more of a supervisor once students are set to work. Once they have all instructions and are working on their assignment, I walk around, observe, answer questions, and redirect as needed."
#02	"All throughout the day."

#03	"I continuously walk around the room monitoring."
#04	"During PE, I'm constantly walking around and observing students."
#05	"I walk around the room."
#06	"I never sit at my desk, I am constantly walking around so that there is always proximity to as many kids as possible."
#07	"All points of the classroom need to have view and access by all students and the teacher. If the students 'buy in' to the classroom rules and behavior expectations, they will help monitor and supervise themselves and others."

Relationship to the literature. The findings from the participants' responses to RQ3 are consistent with the literature on observing whether students are meeting expectations. Teachers circulating and visually scanning the classroom means collecting and analyzing meaningful data on student progress. School-Wide Positive Behavioral Interventions and Supports has a large evidence base for preventing and addressing externalizing problem behavior (McIntosh, Ty, & Miller, 2014). According to McIntosh, Ty, and Miller (2014), the School-Wide Positive Behavioral Interventions and Supports approach may support students with, or at risk of, internalizing problems including the following: improving the clarity and predictability of the social environment, discouraging problem behavior that can threaten student safety, allowing instruction to take place, teaching effective responses to perceived environmental threats, and indirectly reducing internal problems by addressing external problems.

Research Question 4: How Do You Interact Positively With Students?

Findings. Focusing more time and attention on acknowledging positive behavior than on responding to negative behavior and provide specific feedback on their behavior provides positive interaction with students. Table A5 highlights the findings from the participant responses to Research Question 4.

Table A5

Participant Responses to Research Question 4

Participant	Responses to Research Question 4
#01	"I speak to students every day at the door, when they enter. I ask them how they are doing. I may make a comment about something they are wearing, or ask about something that I know they did the previous day. I'm a teacher that smiles, and I think that ensures students that I am there because I love what I do, and I care about them."
#02	"My demeanor is calm."
#03	"I give positive praise when students are following expectations."
#04	"Praising them and telling them what they did right, wrong, and how they

	can improve."
#05	"By offering students kind words of encouragement."
#06	"Stickers and stamps as well as student of the week."
#07	"Positive praise impacts students in a much greater capacity than negative attention. Because some attention is better than no attention, the students that tend to misbehave are often times are the ones that need more attention and praise. If they begin to get positive attention, they sometimes become better students because of the degree of interaction. The students that *need* the attention will then try to become the best students to keep receiving praise rather than chastisement."

Relationship to the literature. The findings from the participants' responses to RQ4 are consistent with the literature on interacting positively with students. Teachers are providing frequent non-contingent attention to build a relationship and frequent, age-appropriate positive feedback to acknowledge students' efforts to be successful. Many strategies exist to promote positive classroom behavior (Shea, Bauer, & Walker, 2007; Wheeler & Richey, 2005). These strategies include relationship-building strategies, social skills instruction, self-management techniques, and behavior reduction techniques. Acknowledging positive aspects of student behavior creates a classroom environment that supports learning and promotes positive classroom behavior (Spencer & Boon, 2006). Negative responses to student behavior can escalate the misbehavior and limit interactions between students and teachers; therefore, it is recommended that teachers focus on positive aspects of student behavior (Mesa, Lewis-Palmer, & Reinke, 2005; Mitchem, 2005). Scheuermann and Hall (2015) recommend that teachers attempt to ensure a positive social atmosphere in their classrooms to show students that they are welcome and that their work and presences are valued.

Research Question 5: How Do You Correct Students Fluently in Your Classroom?

Findings. To increase the chances that the flow of instruction is maintained, teachers respond in a brief, calm, and consistent manner building a plan that allows the student to learn and exhibits appropriate behavior. Table A6 highlights the findings from the participant responses to Research Question 5.

Table A6

Participant Responses to Research Question 5

Participant	Responses to Research Question 5
#01	"Walk to students to ask what they are doing, what should they be doing, and how are they going to fix it."
#02	"According to personalities and abilities."

#03	"First provides a warning both nonverbal and verbal, then provide a consequence to sit out and complete a reflection sheet in another teacher's class and then they can return to my class. This method makes them accountable for their behavior."
#04	"Utilized the 'Think Tank' to have students think about their behavior and have them reflect about their behavior when they misbehaved."
#05	"Utilize a color system that consisted of 7 colors instead of 3–5 that allowed students to be more accountable for their own actions by improving their behavior and redirecting them with how to make progress."
#06	"Formative assessments and constant checks for understanding. If there is a student that is struggling I make sure I can get around to them at some point before the class ends or assign a peer tutor."
#07	"Structure, high expectations, increased personal responsibility, lots of unconditional love, and a deep sense of exposure and praise for even the smallest of accomplishments."

Relationship to the literature. Scheuermann and Hall (2015) suggest strategies for developing a positive classroom climate that focused on the behavior management environment. Rather than keeping a close watch on students for misbehavior, "catch" students behaving appropriately and reinforce students who are following the classroom rules, performing academically as expected, helping their peers, and displaying behaviors that deserve praise and reinforcement. Research has consistently shown that students learn more efficiently when they receive immediate feedback about their behavior (Gettinger & Ball, 2008; Hudson & Miller, 2006). In addition, with chronic and severe misbehavior, the teacher is prompted to consider the function of the misbehavior and build a corresponding plan to help the student learn and exhibit the appropriate behavior (Alberto & Troutman, 2006).

Outcomes

This program evaluation measured outcomes by collecting and analyzing data, which answered the guiding research questions of whether CHAMPS was achieving its intended outcomes. The data collected were in the form of archived discipline data, participants' responses from a questionnaire, and follow-up phone interviews with participants. Qualitative data were collected as part of this program evaluation and were considered summative for reporting purposes because the data were collected at the end of the 2014–2015 school year. Along with the guiding research questions, additional open-ended questions were asked to determine the participants' perceptions of CHAMPS as an effective behavior management system in their classrooms.

The following is a summary of the outcomes:

- **All of the participants explained how they successfully implemented CHAMPS in their classrooms based on its principles of structuring the classroom for success, teaching behavioral expectations to students, observing and supervising students, interacting positively with students, and correcting students fluently in their classrooms.**

- **All of the participants observed a decrease in discipline referrals since they implemented CHAMPS.**

- **All of the participants revealed that CHAMPS met their needs as an effective classroom management system. These results are outlined in Table A7 and Table A8 based on the participants' responses and their perceptions of the effectiveness of the CHAMPS strategies.**

Table A7

Effectiveness of CHAMPS According to Participant Responses

Participant	01	02	03	04	05	06	07
Research Question 1	E	E	E	E	E	E	E
Research Question 2	E	E	E	E	E	E	E
Research Question 3	E	E	E	E	E	E	E
Research Question 4	E	E	E	E	E	E	E
Research Question 5	E	E	E	E	E	E	E
Overall Findings of Implementing CHAMPS	S	S	S	S	S	S	S
Teacher Perceptions of CHAMPS	S	S	S	S	S	S	S

Note. E = effective. S = successful.

There was consistency between the findings of this study and a review of literature. The responses given suggest that the training for the CHAMPS program is effective because the CHAMPS strategies for classroom management are being implemented. From the data gathered, it is possible to surmise that the teachers who are being trained in CHAMPS are successfully implementing the strategies and perceive it as an effective classroom management system that has positively impacted student discipline in the classroom.

Recommendations Driven by the Results

Results: CHAMPS can improve classroom situations and make the environment conducive to learning.

Recommendation #1: Provide professional development sessions of CHAMPS for ALL teachers to ensure they are knowledgeable in putting a successful behavior management system in place.

Professional development in the *CHAMPS* program will help teachers:

- **Improve classroom behavior (on-task, work completion, cooperation)**
- **Establish clear classroom behavior expectations with logical and fair responses to misbehavior**
- **Motivate students to put forth their best efforts (perseverance, pride in work)**
- **Reduce misbehavior (disruptions, disrespect, non-compliance)**
- **Increase academic engagement, resulting in improved test scores**
- **Spend less time disciplining students and more time teaching them**
- **Teach students to behave respectfully and to value diversity; thereby, reducing cultural differences that may manifest as misbehavior**
- **Feel empowered and happy to be in the classroom**
- **Develop a common language about behaviors among all staff**
- **Create a plan for orienting and supporting new staff**
- **Reduce staff burnout**

Research supports the claim that those who create systems, structures, and conditions to build capacity for professional development are successful school leaders (Hallinger & Heck, 2010). It is critical that principals and teachers work together to focus on strategic school-wide actions through formal planning and implementation (Fernandez, 2011). Formal, structured planning should allow for school personnel to become more introspective, as well as, creating the space and time for constant individual and team reflection. Schools should move away from traditional planning and evaluation cycles and adopt a process that enables deeper understanding of beliefs and values school wide by developing a *Theory of Action*.

A Theory of Action involves the analysis of what an organization believes and values which leads to the development of specific and measurable school goals. In addition, a Theory of Action clearly communicates what the school believes will improve student achievement and how they plan to accomplish this (Robinson & LeFevre, 2010). A Theory of Action is often stated as a series of "if/then" statements. When the process of developing a Theory of Action is a shared effort including all stakeholders, teachers take greater ownership because they feel that the effort was inclusive and not imposed. Specific details on how to create a Theory of Action can be found in the book "Theory in

Practice, Increasing Professional Effectiveness" by Chris Argyris and Donald Schon (1974). A general summary of the process follows:

1. Develop a long-term vision of success. What do you want your organization to be like and/or to achieve?
2. Formulate short-term, or outcome, goals.
3. Uncover the underlying values and beliefs that are held by teachers and staff members.
4. Discuss contributing and external factors (both positive and negative).
5. Identify and align activities/strategies to achieve the short-term goals, keeping in mind the underlying values and beliefs, and the external factors.
6. Test your assumptions using people that were not involved in the process. Ask if the work is logical and makes sense.

Results: CHAMPS, derived from the Positive Behavior Support (PBS) model, offers an approach for developing an understanding of why students engage in problem behavior and strategies for preventing the occurrence of problem behavior while teaching students new skills.

Recommendation #2: Incorporate an active monitoring component of the CHAMPS model to provide additional support to teachers in learning how to:

- **Establish a vision for their classrooms**
- **Organize classrooms for student success**
- **Prepare for the first month of school**
- **Specify classroom behavioral expectations**
- **Motivate even the most uncooperative students**
- **Monitor and revise classroom behavioral plans**
- **Correct specific misbehaviors**

Some children, due to their challenging behavior, require systematic and focused instruction to learn appropriate social and emotional skills. These skills include identifying and expressing emotion, self-regulation, cooperative responding, initiating and maintaining interactions, handling disappointment and anger, and forming friendships.

Challenging behavior includes:

- Any repeated pattern of behavior that interferes with learning or engagement in social interactions with peers and adults.
- Behaviors that do not respond to social interaction guidance and frameworks (e.g. creating a positive social environment, universal design, developmentally appropriate practice).

- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior, property destruction, self-injury, noncompliance, and withdrawal.

PBS is an approach for analyzing and changing a child's problem behavior. The process begins with understanding why a child engages in undesirable behavior such as aggression, tantrums, property destruction, and/or social withdrawal. After analysis by a PBS team, strategies are selected to prevent the occurrence of the problem behavior while teaching the child new skills. The following six steps are essential to developing and implementing an effective behavior support plan:

1. Building a Behavior Support Team-PBS begins by developing a team of the key stakeholders or individuals who are most involved in the child's life. This team should include the family and early educator, but may also include friends, other family members, therapists, and other instructional or administrative personnel.

2. Person-Centered Planning-Person-centered planning provides a process for bringing the team together to discuss their vision and dreams for the child. Person-centered planning is a strength-based process that is a celebration of the child and a mechanism of establishing the commitment of the team members to supporting the child and family.

3. Functional Behavioral Assessment-Functional assessment is a process for determining the function of the child's problem behavior. Functional Assessment or Functional Behavioral Assessment (FBA) involves the collection of data, observations, and information to develop a clear understanding of the relationship of events and circumstances that trigger and maintain problem behavior.

4. Hypothesis Development-The functional assessment process is completed with the development of a behavior hypothesis statement. The behavior hypothesis statement summarizes what is known about triggers, behaviors, and maintaining consequences and offers an informed guess about the purpose of the problem behavior.

5. Behavior Support Plan Development-Once a behavior hypothesis statement is developed to summarize the data gathered from the functional assessment process, the team can develop a behavior support plan. Essential components of the behavior support plan are prevention strategies, the instruction of replacement skills, new ways to respond to problem behavior, and lifestyle outcome goals.

6. Monitoring Outcomes-The effectiveness of the behavior support plan must be monitored. This monitoring includes measurement of changes in problem behavior and the achievement of new skills and lifestyle outcomes.

Results: When educational institutions conduct program evaluations of CHAMPS on a routine basis, it serves to facilitate a program's development, implementation, and improvement by examining its processes and/or outcomes.

Recommendation #3: Conduct future program evaluations with the intent of furthering the development and improvement of CHAMPS.

Program evaluation allows programs to: determine overall effectiveness in meeting program goals and objectives, determine at what level program activities are being implemented, and identify strengths and weaknesses in program implementation and program effectiveness through tools such as exit interviews, surveys, observations, recruitment, counseling, or tutoring logs, and research analyses (finding correlations between practices and results). Program evaluation analysis can lead to developing recommendations for changes resulting in program improvement.

Purposes for program evaluation include the following:

•Demonstrate program effectiveness to funders
•Improve the implementation and effectiveness of programs
•Better manage limited resources
•Document program accomplishments
•Justify current program funding
•Support the need for increased levels of funding
•Satisfy ethical responsibility to clients to demonstrate positive and negative effects of program participation
•Document program development and activities to help ensure successful replication

Conclusion

Disruptive student behavior in the classroom is a major concern in school systems today. Students in classrooms with frequent disruptive behavior experience less academic engagement and lower academic outcomes (Shinn et al., 1987). Teachers who experience difficulty controlling classroom behavior have higher stress and higher rates of burnout (Smith & Smith, 2006) and find it difficult to meet the instructional demands of the classroom (Emmer & Stough, 2001). Lack of effective classroom management may also worsen the progression of aggressive behavior for children in classrooms with higher levels of disruption (Greer-Chase et al., 2002). Effective approaches to managing the classroom environment are necessary to establish environments that support student behavior and the learning process as well as to reduce teacher stress and burnout. The purpose of this program evaluation was to examine the effects of CHAMPS practices to reduce disruptive behaviors of students in the classroom at the elementary level.

CHAMPS practices had a positive effect on decreasing problem behavior in all the participant teachers' classrooms. Teachers in this program evaluation indicated less disruptive behavior in the classroom. They all communicated a positive effect that significantly impacted the classroom environment. Thus, it can be surmised that teachers who use CHAMPS can expect to experience improvements in student behavior and improvements that establish the context for effective instructional practices to occur.

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Appendix B: Introductory Letter

Dear Teacher,

Fort Worth Independent School District has been working towards improving classroom management for the past four years as part of a wider reform effort to increase student achievement. Your participation and response to this questionnaire can help identify strengths and weaknesses of Conversation, Help, Activity, Movement, Participation, and Success, represented by the acronym CHAMPS.

I am a doctoral candidate conducting a program evaluation of CHAMPS with the goal of discovering the strengths and weaknesses of the program in order to determine what components are impactful and areas that need to be improved. The populations I will study are teachers who have attended training during 2009-2015 school years and have implemented CHAMPS in their classrooms.

Your participation in this study is completely voluntary and your confidentiality is assured. The demographic information that will be included in the questionnaire will be coded for data organization only and your identity will remain completely anonymous. An informed consent form is attached for you to review but in the case that most individuals will not have access to digital signature technologies; an actual signed consent will not be necessary for the reason that your agreement to participate will be based on the completion and submission of the questionnaire. This data is being used as part of a doctoral study project authorized by Walden University with the intention of publishing the results in professional journals. You have the right to ask me questions at any time during this study by contacting me at the number below, contacting my doctoral study chair, Dr. Donna Broide, or Walden University's Institutional Review Board.

This questionnaire will take approximately 15-20 minutes to complete and then you will have the opportunity to elaborate on the data from the questionnaire that has been collected in a follow-up phone interview.

I appreciate your participation and thank you for your time.

Sincerely,

Vernessa Bowie
(817) 300-7723

Dr. Donna Broide
Doctoral Program Chair
Walden University, Donna.broide@waldenu.edu
Walden University Instructional Review Board, IRB@waldenu.edu

Appendix C: Invite to Participate & Informed Consent for Qualitative Questionnaire

Program Evaluation of CHAMPS

You are invited to take part in a research study involving a program evaluation of CHAMPS at this sample district. The researcher is inviting all educators who participated in CHAMPS training and have implemented CHAMPS in their classrooms. This invitation and form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

A researcher named Vernessa Bowie, who is a doctoral candidate in Administrator Leadership for Teaching and Learning at Walden University, is conducting this study. You may already know the researcher as a former Assistant Principal in the district, but this study is separate from that role. As a former assistant principal in this school district, individuals will be excluded if they had a direct supervisory relationship with the researcher.

Background Information:
The purpose of this study is to evaluate your beliefs about the progress of implementing CHAMPS.

Procedures:
If you agree to this study, you will be asked:

- To complete and submit a questionnaire to provide your opinion about CHAMPS.

The questionnaire will take 15-20 minutes to complete and the participants will be asked to participate in a brief follow-up phone interview.

Here are some sample questions that will be asked during the questionnaire:

- What would you say are the key components of CHAMPS?
- How has CHAMPS been impactful?
- Does CHAMPS meet your needs?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue, stress, or becoming upset. Being in this study would not pose risk to your safety or well-being. Your participation in this study can benefit by improving CHAMPS through exposing its strengths, weaknesses, and positively influencing student discipline.

Payment:
There is no payment provided for participating in this study.

Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by storing all paper copies associated with the study in a locked file cabinet in the researcher's home with the key in the sole possession of the researcher. All electronic data will be stored on the researcher's home computer in a password encrypted file. Data will be kept for a period of at least five years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher at 817-300-7723 or at vernessa.bowie@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **05-22-15-0070074** and it expires on **May 21, 2016.**

Statement of Consent:
I have read the above information and I feel I understand the study well enough to make a decision about my involvement. **Please sign the consent form and return the signed consent form to me with the completed questionnaire.**

Printed Name of Participant: _____

Signed Name of Participant: _____

Date: _____

Appendix D: Letters to Participants

Details about the Questionnaire

Dear Research Participant,

I am a doctoral student in Administrator Leadership for Teaching and Learning at Walden University conducting a study to evaluate CHAMPS, an approach to classroom management. This research has the potential to positively influence student discipline in the future and your participation would serve in this endeavor. A questionnaire has been sent to this email address related to your classroom management experiences utilizing CHAMPS. The basic questionnaire instrument will likely take 15-20 minutes of your time along with a brief follow-up phone interview and your participation is greatly desired as we strive to evaluate an approach to classroom management.

This questionnaire is part of a research study being conducted through Walden University and it has been approved through the IRB process. All information and data collected will remain with the university and researcher. It will be utilized for analysis purposes only and no private or confidential information will be requested or required.

Thank you for taking time to consider supporting me in this important study.

Sincerely,

Vernessa Bowie
(817) 300-7723

Dr. Donna Broide
Doctoral Program Chair
Walden University
Donna.broide@waldenu.edu

Walden University Instructional Review Board
IRB@waldenu.edu

Reminder Letter

Dear Research Participant,

One week ago, an email was sent informing you of a study being conducted evaluating CHAMPS, an approach to classroom management. As a previous participant of this training, your participation in this study is being requested.

The questionnaire will likely take about 15-20 minutes of your time along with a brief follow-up phone interview and has a deadline two weeks from today.

This study has been approved through the IRB process and all information will remain confidential. All responses will remain solely with the researcher and the university. The questionnaire has been created using PsychData and can be accessed by just clicking on the following link:

It is our hope you will participate in this questionnaire not only to provide data related to CHAMPS, but also to provide additional information that supports research in the field of education.

I know you are extremely busy. If you can find the time, please click on the link above to complete the questionnaire. Thank you for taking time to consider supporting me in this important study.

Sincerely,
Vernessa Bowie
(817) 300-7723

Dr. Donna Broide
Doctoral Program Chair
Walden University
Donna.broide@waldenu.edu

Walden University Instructional Review Board
IRB@waldenu.edu

Second Reminder Letter

Dear Research Participant,

Two weeks ago you were sent a questionnaire regarding CHAMPS, an approach to classroom management. This questionnaire will contribute to the body of research in the education field to provide necessary information to ensure the best approach to classroom management.

If you have already completed and submitted the questionnaire thank you for participating.

If you have not completed the questionnaire, an extension of one week has been provided to allow time to complete it. It will remain open 5 days from today. We know your time is valuable and your input is highly valued as well.

The questionnaire can be accessed by just clicking on the following link:

Thank you for taking time to consider supporting me in this important study.

Sincerely,
Vernessa Bowie
(817) 300-7723

Dr. Donna Broide
Doctoral Program Chair
Walden University
Donna.broide@waldenu.edu

Walden University Instructional Review Board
IRB@waldenu.edu

Appendix E: Closing of Study Letter

Dear Research Participants,

The questionnaire has now closed. We have reached a sample size of 20, which is the maximum capacity of this study.

Thank you for taking time to consider supporting me in this important study.

Sincerely,
Vernessa Bowie
(817) 300-7723

Dr. Donna Broide
Doctoral Program Chair
Walden University
Donna.broide@waldenu.edu

Walden University Instructional Review Board
IRB@waldenu.edu

Appendix F: Researcher Created CHAMPS Questionnaire

Demographics: *Please select only one answer the following demographic questions. The information will be kept strictly confidential and will be used for categorization purposes only.*

Gender: Male Female

Age: 21-30 31-40 41-50 51-60 61-70 70+

Race: White Black/AA Hispanic/Latino Asian Other

Years of Teaching: 1-5 6-10 11-15 16-20 20+

Highest Level of Education Attained: Bachelor's Master's Doctorate

What year did you start implement CHAMPS in your classroom?

2011-2012 2012-2013 2013-2014 2014-2015

If you used CHAMPS in the 2011-2012 school year, what grade did you teach?

PK K 1st 2nd 3rd 4th 5th NA

If you used CHAMPS in the 2012-2013 school year, what grade did you teach?

PK K 1st 2nd 3rd 4th 5th NA

If you used CHAMPS in the 2013-2014 school year, what grade did you teach?

PK K 1st 2nd 3rd 4th 5th NA

If you used CHAMPS in the 2014-2015 school year, what grade did you teach?

PK K 1st 2nd 3rd 4th 5th NA

Please answer the following questions with a response that most accurately reflects your CHAMPS experiences. Detailed responses that include specific examples and illustrations are greatly appreciated.

1. How have you structured their classroom for success?
2. How do you teach behavioral expectations to students?
3. How do you observe and supervise students?
4. How do you interact positively with students?

5. How do teachers correct students fluently in their classroom?

The following questions are designed to gather information about the effectiveness of the CHAMPS program and your perspective of CHAMPS as it relates to classroom management and student discipline.

1. How much of your time in a typical day is spent dealing with disruptive student behavior?

Less than 10% 10-25% 26-50% 51-75% More than 75%

2. To what degree has disruptive student behavior interfered with your teaching?

A great degree A moderate degree A small degree Not at all

3. Describe your CHAMPS training?

4. What would you say are the key components of CHAMPS?

5. Of these components, which would you say has the greatest impact on effective classroom management? Which has the second greatest impact?

6. Have you observed a decrease in discipline referrals since the implementation of CHAMPS in your classroom?

7. This question is very important to our research. Please take your time answering it. What do you think are the particular strengths of CHAMPS that may have impacted discipline referrals and suspensions?

8. This question is very important to our research. Please take your time answering it. What do you think are the particular weaknesses of CHAMPS that may not have impacted discipline referrals and suspensions?

9. How does CHAMPS meet your needs as a behavior management strategy in your classroom?

10. If you were given the authority to alter CHAMPS, what recommendations would you make to improve the effectiveness of the program?

Name of School: _____ Date: _____

Appendix G: White Paper's Cover Letter

August 2016

Ms. Latanya Washington Walker
Director of Program Efficiency, Effectiveness & Sustainability
Fort Worth Independent School District
100 N. University Dr.
Fort Worth, Texas 76107

Dear Ms. Walker,

As you know, the Fort Worth Independent School District has been working towards improving classroom management as part of a wider reform effort to increase student achievement. To address this 2013-2018 Strategic Goal, the school district's Human Capital Management changed in 2009 from a district-wide discipline system, Cooperative Discipline, and implemented a new proactive classroom management system known as Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS). The Induction, Development, and Retention of the Human Capital Management Department, which oversees CHAMPS, offers training to assist teachers with classroom management. The training is provided to ensure the effectiveness of CHAMPS. FWISD describes CHAMPS as a proactive approach to help teachers manage student behavior and increase motivation so teachers can focus on instruction and student success. It has been noted that the feedback from some teachers that have attended CHAMPS training has been positive and that all teachers should receive the training, but they have not observed full implementation in all classrooms. However, CHAMPS has limited published research to support whether it is being effective. Therefore, the findings from this program evaluation is critical in determining if CHAMPS is effective in guiding teachers in how to make effective decisions about managing behavior.

Attached is a white paper that I developed as a result of my doctoral work examining the teachers' perspective of CHAMPS as an effective classroom management discipline plan. This paper includes the findings of my research as well as recommendations for how school districts can provide the type of support that teachers find beneficial.

I sincerely hope that you find the information contained in this white paper worthwhile to your work. If you have any questions or would like clarification on anything contained in this paper or would like additional information, please do not hesitate to contact me at vernessa.bowie@waldenu.edu or (817) 300-7723.

With highest regard,

Vernessa Bowie
Assistant Principal
Hurst-Euless-Bedford Independent School District

August 2016

Mr. Cliff Mayor
Director of Human Capital Management
Fort Worth Independent School District
100 N. University Dr.
Fort Worth, Texas 76107

Dear Mr. Mayor,

As you know, the Fort Worth Independent School District has been working towards improving classroom management as part of a wider reform effort to increase student achievement. To address this 2013-2018 Strategic Goal, the school district's Human Capital Management changed in 2009 from a district-wide discipline system, Cooperative Discipline, and implemented a new proactive classroom management system known as Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS). The Induction, Development, and Retention of the Human Capital Management Department, which oversees CHAMPS, offers training to assist teachers with classroom management. The training is provided to ensure the effectiveness of CHAMPS. FWISD describes CHAMPS as a proactive approach to help teachers manage student behavior and increase motivation so teachers can focus on instruction and student success. It has been noted that the feedback from some teachers that have attended CHAMPS training has been positive and that all teachers should receive the training, but they have not observed full implementation in all classrooms. However, CHAMPS has limited published research to determine whether it is being effective. Therefore, the findings from this program evaluation is critical in determining if CHAMPS is effective in guiding teachers in how to make effective decisions about managing behavior.

Attached is a white paper that I developed as a result of my doctoral work examining the teachers' perspective of CHAMPS as an effective classroom management discipline plan. This paper includes the findings of my research as well as recommendations for how school districts can provide the type of support that teachers find beneficial.

I sincerely hope that you find the information contained in this white paper worthwhile to your work. If you have any questions or would like clarification on anything contained in this paper or would like additional information, please do not hesitate to contact me at vernessa.bowie@waldenu.edu or (817) 300-7723.

With highest regard,

Vernessa Bowie

Assistant Principal
Hurst-Euless-Bedford Independent School District