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Teachers' Lived Experiences of a Positive Intervention on Emotional Behavior Disorder Students

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Leslie DeAnn Williams

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2018

Abstract

Teachers' Lived Experiences of a Positive Intervention on Emotional Behavior Disorder

Students

by

Leslie DeAnn Williams

MS, Walden University, 2006

BS, Georgia State University, 1999

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2018

Abstract

Champions for Change Mentorship Program (CFCMP) was implemented to address the academic and social struggles of emotional behavior disorder (EBD) students. The problem was that although the passing of the California Assembly Bill 1729, called the Other Means of Correction law, had prompted a greater need for positive behavior intervention support at Tier 2 and Tier 3 levels, implementation of the CFCMP continued to generate serious concerns involving students with behavior issues. The conceptual framework for this study was Bandura's social learning theory which guided CFCMP to incorporate cognitive and observational learning to develop academically and socially sound students with EBD who can function appropriately in the educational setting. The purpose of this phenomenological study was to explore the essence of the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy. The guiding research question explored the essence of the lived experiences of elementary teachers who have implemented CFCMP. Using a qualitative phenomenological research design, data were gathered from face-to-face interviews and observations of 6 participants. Data analysis revealed 4 common themes including training, time management, communication, and lack of administrative support were used to identify commonalities and differences in the participants' lived experiences and perspectives on the needs of EBD students involved in CFCMP. Research findings showed a lack of organization of CFCMP and the need for intensive training for teachers. Positive social change will result from a 3-day professional development providing the study's findings and procedures teachers can use to assist EBD students in modifying behaviors to improve their educational achievement and that of their classmates.

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Dedication

This project study is dedicated to my mom Shelia Farmer. She has been my defender, my supporter, and my rock throughout my tumultuous educational career. Her prayers and encouragement have guided me through a multitude of negative educational experiences from my first school encounter until today. Prior to pursuing a career in education encouraged by my mom I never realized the deeply negative impact these experiences had on my self-esteem and life. Due to this fact, I rejected the idea of becoming a teacher for several years. As my understanding grew, I began to grasp the meaning of these feelings which surrounded my personal experiences. Through support and motivation from my mom, I decided to change this negative experience into a positive one by becoming a teacher to be a part of the solution. My mom's love and guidance have been a priceless gem and receiving this doctoral degree is just one small way I can repay her for all of her continued God-fearing advice and counsel.

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Table of Contents

List of Tables	vi
Section 1: The Problem.....	1
The Local Problem.....	1
Evidence of the Problem at Local Level.....	3
Evidence of the Problem at Professional Level	4
Rationale	7
Definition of Terms.....	8
Significance of the Study	9
Research Questions.....	10
Conceptual Framework.....	11
Literature on Emotional Behavior Disorder	13
Literature on Emotional Behavior Disorder and the General Classroom.....	15
Literature on Teacher Perceptions of Emotional Behavioral Disorder.....	17
Literature on Positive Behavior Intervention Support and EBD Students	18
Literature on Mentorship Programs	20
Implications.....	21
Summary.....	22
Section 2: The Methodology.....	24
Qualitative Research Design and Approach	24
Research Questions.....	25
Characteristics of Qualitative Study	25

Qualitative Research Designs	27
Justification of Research Design.....	29
Phenomenological Study	30
Participants.....	31
Criteria for Selecting Participants.....	32
Target Population.....	32
Sampling Method.....	33
Access to Participants	34
Researcher-Participant Relationship.....	34
Sample Size.....	35
Setting	36
Ethical Issues and Confidentiality	37
Trustworthiness of Study	38
Data Collection	38
Justification of Data Collection	39
Data Collection Instruments and Sources (Interview and Observation Protocol)	39
Sufficiency of Data Collection.....	40
Generated, Gathered, and Recorded Data.....	41
Data Collection Systems	41
Access to Participants	41
Role of Researcher	42
Data Analysis Systems.....	44

Accuracy and Credibility of Findings.....	44
Protection of Human Participants	45
Data Analysis Results	45
Data Analysis Process.....	46
Research Findings.....	47
PBIS Committee Observation.....	54
Patterns-Themes in Findings.....	56
Salient Data and Discrepant Cases	59
Accuracy of Data Analysis Procedures.....	60
Summary of Outcomes	61
Project Deliverable and Findings.....	64
Section 3: The Project.....	65
Introduction.....	65
Selection of Basic Genre Project	65
Project Goals.....	66
Rationale	67
Review of the Literature	67
Reflective Practices.....	68
Professional Development	70
Mentoring Practices	72
Collaboration.....	73
Project Description.....	75

Needed Resources	76
Existing Supports	77
Potential Barriers	77
Proposal for Implementation and Timetable.....	78
Roles and Responsibilities of Students and Others.....	80
Project Evaluation.....	81
Project Implications	82
Social Change Implications	82
Importance of Project to Local Stakeholders.....	84
Section 4: Reflections and Conclusions.....	85
Introduction.....	85
Project Strengths and Limitations.....	86
Project Strengths	86
Project Limitations.....	87
Recommendations for Alternative Approaches	88
Scholarship, Project Development and Evaluation, and Leadership and Change	90
Scholarship.....	90
Project Development and Evaluation.....	91
Leadership and Change.....	92
Reflection on Importance of the Work	93
Analysis of Self as Scholar	93
Analysis of Self as a Practitioner	94

Analysis of Self as Project Developer	95
Implications, Applications, and Directions for Future Research	96
Conclusion	98
References	101
Appendix A: The Project	123
Appendix B: Interview Protocol	190
Appendix C: Observation Protocol	192
Appendix D: Interview Quotes	193

List of Tables

Table 1. Interview Question#1 / Purpose Definition & Purpose Achieved.....	49
Table 2. Interview Question #4 / Positive and Negative Aspects.....	51
Table 3. Interview Question #10 / Aspects to Keep & Aspects to Change.....	54
Table 4. Observation Protocol Response Items.....	55
Table 5. Research Patterns & Themes.....	57

Section 1: The Problem

The Local Problem

In the last 3 years, students with emotional behavior disorder (EBD) have scored low on the California Standardized Testing & Reporting (STAR; California Department of Education [CDE], 2013d). In the past, schools were accountable to California policies and the federal No Child Left Behind Act of 2001 (NCLB; 2002) law, which required increased college readiness with clear standards for what students were expected to learn (CDE, 2015a). Educators have concerns about inappropriate behaviors displayed by students with EBD and how it affects academics and social interaction with others in an educational setting. Classroom teachers manage this distraction daily, yet they do not have adequate means to address the situation successfully (Poole, personal communication, April 20, 2015). According to the CDE, for the 2015 school year, 717,961 individuals received special education services, and 24,214 of them were for behavior and emotional disturbances (CDE, 2015b). Every Student Succeeds Act of 2015 has replaced NCLB resulting in “more accountability in the hands of the states and districts” (Education Week, 2015, p.1). This accountability challenges the classroom teachers because California law ties funding to the CDE, schools responsibility for student progress (CDE, 2013a).

There is a concern in education regarding students with behavioral problems. A school district in California continued to need a positive behavior intervention support (PBIS) program to reduce behavior problems for students with EBD. Nevertheless, implementation of the PBIS program did not show improvement in students’ behaviors

due to the disparity in how it was implemented. Therefore, there was a need for further investigation into how teachers assist with identifying efficient and inefficient strategies in school (Brown, personal communication, May, 12, 2014). One intervention used as a PBIS strategy growing in favor but has yet to be evaluated is that of mentorship programs (Caldarella, Adams, Valentine, & Young, 2009). As a result, teachers in this southern California elementary school implemented the Champions for Changes Mentorship Program (CFCMP) to provide guidance in dealing with inappropriate behaviors with students with EBD. Subsequently, the CFCMP was placed at Tier 2 and Tier 3 levels where students with EBD receive behavioral interventions administered to them when Tier 1 procedures are not followed within the PBIS structure to provide a hands-on approach to working with struggling students with EBD (Brown, personal communication, May 12, 2014). While mitigation strategies are available, schools continue to have behavior problems among students with EBD (Lewis, Jones, Horner, & Sugai, 2010), and teachers are often faced with the added disruptions to settle during classroom hours (Childs, personal communication, September 8, 2015). In light of this continued concern regarding behavioral problems in the classroom, this qualitative research identified the need for implementing CFCMP as a strategy for students with EBD. Specifically, this qualitative phenomenological study identified the essence and meaning of teachers' experiences, feelings, and thoughts about the implementation of CFCMP in their classrooms.

Evidence of the Problem at Local Level

The emotional and behavioral disruptions of EBD students have resulted in interrupted learning for all students and management issues within the general education classroom (Biliadis-Lolis, Chafouleas, Kehle, & Bray, 2012). “Researchers have found that about 58% of devoted classroom instruction time is lost due to problem behavior” (Benner, Kutash, Nelson, & Fisher, 2013, p.18). As a result, ABC Elementary (pseudonym) in California continued to look for useful research-based methods to address students with EBD (Brown, personal communication, May 12, 2014). PBIS has been utilized as a structure in ABC Elementary for EBD students who are contributing to these disruptions in the school setting (Childs, personal communication, October 25, 2013). Interventions such as programs set up to mentor students open communication between students, teachers, and parents (Poole, 2014). Discussion involving all stakeholders invested in ABC Elementary will lead to best practices for EBD students with whom teachers currently struggle with (Kelley, personal communication, October 25, 2013). As the PBIS committee recognized the inconsistencies and shortcomings ABC Elementary teachers experience on a daily basis, greater dialogue can promote informed solutions to helping students with EBD (Poole, personal communication, May 12, 2014).

Research indicated that students interacting in positive relationships with adults in their educational setting, such as student-teacher relationships, promote a better adjustment to their learning (Siyez, Kaya, & Uz Bas, 2012). ABC Elementary’s administration determined that better communication can open the opportunity to

improve school climate and behavior specifically for EBD students (Childs, personal communication, October 25, 2013). The number of distractions teachers encounter in their general education classrooms without immediate possibilities of solutions has created strained relationships among teachers and administrators and teachers and students (Kelley, personal communication, December 11, 2014). PBIS can be the catalyst that provides a solution to teachers that are research-based and molded to the needs at ABC Elementary (Childs, personal communication, October 25, 2013).

Evidence of the Problem at Professional Level

Many possible factors contributed to the need for an evaluation of the CFCMP concerning EBD students' behaviors. For example, guidance and structure had not been provided to teachers as they chose from strategies and accommodations that were not research-based or had been proven effective (Harrison, 2014). Therefore, the CDE created behavior intervention strategies and supports, which consisted of seminars and conference meetings to aid in lowering the number of EBD students being suspended and expelled for "willful defiance" (School and College Legal Services, 2013). For the 2013-2014 school year, the CDE reported a 28.9% decline in suspensions and expulsions a year after the implementation of these workshops and a 47.7% decline the second year (CDE, 2015b).

In addition, as of January 1, 2013, California modified procedures concerning the student discipline law through Assembly Bill 1729 for Education Code section 48900.5. Prior to the modification, this law stated students could be suspended upon first offense for breaking one of the educational codes 48900 (a-e). Students could be suspended by

the school site administrator who decides whether the behavior caused disruptions to school property, the learning environment, and others without being an educational code offense. The result was a high number of suspensions within California schools, which demonstrated the need for the modification to the law (School and College Legal Services, 2013). Evidence of this is shown by the CDE, which reported that the 2012-2013 school year ended with 10,190 students in the primary grades (K-3) being suspended. Additionally, individual school districts reported 15,528 suspensions, a higher number due to the fact that certain students were suspended more than once (EdSource, 2014). Nevertheless, the Assembly Bill 1729, also known as the *Other Means of Correction* Law (OMC), now requires administrators to document and implement other forms of help for struggling students who have not been identified and found eligible for special education services before a suspension is enforced (Poole, 2013).

Another possible contributing factor that emphasized the need for evaluation of the CFCMP concerning EBD students' behavior may be the intensified focus on teaching Common Core Standards. This educational turn took center stage as both administrators and teacher leaders have taken a tremendous amount of their time educating and training their colleagues for this shift (Burks et al., 2015). Students with EBD who have yet to be identified for special education services were still expected to produce the academic gains in learning necessary to be successful during the implementation of Common Core's rigorous curriculum (Childs, personal communications, December 11, 2014). Benner et al. (2013) reported, "Indeed, national studies indicate youth with E/BD have an average GPA of 1.4, are absent an average of 18 days per school year, and 58% drop out" (p.16).

Additionally, Farley, Torres, Wailehua, and Cook (2012) noted in an earlier study that the increased emphasis on academics, testing, and prerequisites for graduation was a decisive factor in the success of EBD students. They noted that valuable teaching and added support was where the focus must lie (Farley et al., 2012). The academic challenges that students with EBD already endure along with the education shift and rigor of Common Core Standards posed added concerns (Childs, 2014).

As California teachers took part in professional development to learn new Common Core strategies that would engage all students with valuable instruction, EBD students and their behavioral challenges were being addressed through various interventions such as the CFCMP. Chin, Dowdy, Jimerson, and Rime (2012) examined the alternatives to suspension model of discipline while emphasizing the importance of treating children as in instructional practices, by modifying approaches based on the needs of the student. Similar to California's OMC law, which requires school site administrators to provide strategies for changing students' behavior before the suspension, Chin et al.'s (2012) alternatives to suspension model had interventions that engaged struggling learners in activities that diminish future behavioral issues. The results of Chin et al.'s study indicated a decrease in suspensions from focusing on specific behavioral strategies that could change the way schools handle discipline (Chin et al., 2012). Essentially, the goal for the CFCMP was to connect with students who struggle with EBD on a personal level, specifically in behavioral areas (Poole, 2015).

In an effort to understand the level of behavioral improvements teachers witnessed and documented students making using CFCMP, I conducted a

phenomenological study at a local California elementary school. Exploring the essence of lived experiences from teachers who interact with EBD students involved in CFCMP first hand provided the school district with research data on the outcomes of students' behaviors. Use of this data had the potential of improving best practices and precise alignment with Common Core Standards and California's new OMC laws.

Rationale

Students with EBD embody a diverse group who display emotional issues both internally and externally, which leads to problems in mastering educational standards necessary to succeed in school (Mulcahy, Maccini, Wright, & Miller, 2014). Phan (2015) suggested, "Psychosocial functioning and extraneous influences may account for one's academic excellence" (p.439). The inappropriate behaviors displayed by students with EBD can affect academics and social interaction with others in an educational setting (Childs, 2014). Wheeler, Mayton, Ton, and Reese (2014) stated, "Learners with EBD have a critical need for effective interventions that focus specifically on social and emotional skill development" (p.164). Such concerns represent a clear challenge for the educators (Poole, 2015). Both the culture of the school and its foundational behavioral norms may be disrupted (Childs, 2015).

The rationale for this qualitative study related to the distractions EBD students' behavior caused in the educational environment and its effect on learning. Teachers in a southern California school district understood this phenomenon as a decisive element in creating a productive learning environment for all students. Through CFCMP, EBD students were expected to gain support and guidance from classroom teachers that would

improve behavioral skills and impact their overall development by promoting positive behavior. Thus, the purpose of this phenomenological study was to explore the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy. Additionally, I sought to gather information concerning the impact of training and the implementation of this mentorship program from the teachers' lived experience.

Definition of Terms

This phenomenological study used relevant key terms to aid understanding of the research pertaining to a positive behavior intervention with students with EBD. These four phrases were incorporated throughout the study and are critical to the understanding of the data in its entirety.

Champions for Change Mentorship Program (CFCMP): The mentorship program EBD students are enrolled in for this project study (Brown, 2014).

Emotional behavior disorder: The condition of students with persistent emotional and behavioral problems that disrupt the learning environment and interfere with the development of their academic and social skills (Mulcahy et al., 2014).

Mentorship programs: Programs that promote positive social behavior and interaction, encourage academic achievement, and motivate positive relationships with adults and peers (Ng, Lai, & Chan, 2014).

Positive behavior interventions and support (PBIS): An individual structure set in place by schools that focuses on behavior interventions for students (Cressey, Whitcomb, McGilvray-Rivet, Morrison, & Shander-Reynolds, 2014).

Tier 2 and *Tier 3*: The stages of the PBIS structure where students with behavior challenges receive behavioral interventions and strategies when they are unable to adhere to Tier 1 procedures (Cressey et al., 2014).

Significance of the Study

Coller and Kuo (2014) stated, “High-quality mentoring relationships have promoted child health through improvements in academic performance, positive feelings of self-worth, perceived social acceptance, relationships with others, and decreases in high-risk behaviors like alcohol/tobacco use and violence” (p. 316). The CFCMP was placed at Tier 2 and Tier 3 levels within the PBIS structure to provide a hands-on approach to working with struggling students with EBD. This study identified information to inform and guide the educational and professional practices of how students with EBD are assisted by services offered at various school sites in the district implementing programs, such as CFCMP. The local school superintendent and school administrators were given research-based results from teachers’ lived experiences with the training and implementation of CFCMP as to whether it has effectively improved the behavior of EBD students.

The most used practice for addressing students exhibiting negative behavior starts with the student support team (SST). The SST works together to develop a plan and schedule interventions, which are primarily implemented by the classroom teacher. The steps involved in conducting and carrying out an SST meeting have left out the practice of holding all staff members accountable and placed the burden of implementing the assigned interventions suggested during the meeting to the general classroom teacher

without his or her valuable input. Nonetheless, identifying teachers' lived experiences with the CFCMP as a Tier 2 or Tier 3 PBIS intervention and alternative to the SST process addresses this very important concern, as opposed to making the teacher the only responsible participant required to implement interventions. This phenomenological study provided validity to the data CFCMP lacked. The teachers at this southern California elementary school are now able to identify and implement CFCMP as an appropriate behavior instructional tool to improve academic achievement and social skills.

Research Questions

The research questions for this qualitative phenomenological study provided a basis for understanding of the lived experiences of elementary teachers who have implemented CFCMP. Qualitative research is used to understand situations and events through the eyes of those experiencing them (Merriam & Tisdell, 2016). Through this phenomenological study I identified the elementary school teachers' life experiences, feelings, concerns, and thoughts regarding implementation of the CFCMP. I used the interview questions for this study to gather a clearer understanding of this under-researched phenomenon. I developed the research questions to remain open-ended, unbiased, and objective to maintain validity (Creswell, 2012). Therefore, the guiding research question for this study was: What is the essence of the lived experience of elementary teachers who have implemented CFCMP? The additional subquestions for this study were:

SRQ1: How do elementary teachers describe CFCMP as a Tier 2 and Tier 3

intervention?

SRQ2: What effects do teachers' perceptions have on the implementation of the CFCMP?

SRQ3: What training and support do teachers need to implement the CFCMP?

The responses to the research questions provided an in-depth description of the life experiences of a sample of elementary classroom teachers in a rural setting.

The literature provided a framework for this qualitative phenomenological study and included information relating to EBD students' behavior. The information for this review was collected from various relevant peer-reviewed articles, online databases, research books, and articles that were obtained using Google Scholar, ERIC, Pro Quest, Education Research Complete, Sage Premier, and Walden Library. However, Education Research Complete was the primary doctoral source for the prospectus and was used to review additional articles in the search process. The research gathered encompassed information from 2012 to 2017. There were a few exceptions to the rule where certain resources were older than 2012 due to the timeframe this project study began.

Additionally, original references dealing with famous theorists and theories included older resources. Search terms used to gather data for this study included, *emotional behavior disorder, mentorship, positive behavior intervention support, disruptive behavior, and behavior intervention.*

Conceptual Framework

In this section of the study I explain the conceptual framework that supported this study. I examined Bandura's social learning theory (SLT) and other learning theories as

they relate to students with EBD. This qualitative study was based on the concepts of Bandura's SLT (1977). This theorist substantiates the idea that all learning is cognitive and can happen from direct instruction and by observation in social settings. Vicarious reinforcement of positive and negative consequences was also expressed as a tool of learning. It is not mandatory for learning to take place (Bandura, 1977). Bandura understood that environment plays a role in behavior, during which the individual influences the setting and the setting influences the individual, which is called reciprocal determinism (Bandura, 1977). Unlike theorists such as Skinner, Bandura also recognized the cognitive process that takes place during learning as opposed to only the exchange of positive and negative consequences (McLeod, 2011). The absence of a cognitive aspect creates an unbalanced educational picture of learning (McLeod, 2015).

The fundamental principles of the SLT reflect the general methods used today in teaching students in public education. On a daily basis parents and educators demonstrate the behavior expected of their children and students using direct instruction, rewards and consequences, and modeling (Bandura, 1977). Hence, when additional help is warranted, interventions follow the same expectations and protocol as SLT. Project-based interventions that promote practical experiences within the school are one strategy. For example, Sheridan, MacDonald, Donlon, McGovern, and Friedman (2011) conducted a study that evaluated a social skills program that followed Bandura's SLT. This project study connected with the understanding that unhealthy behaviors and actions are the results of a lack of social, emotional, and problem-solving skills, and these skills, which

the SLT promotes, can be obtained through various strategies and in different environments (Sheridan et al., 2011).

Literature on Emotional Behavior Disorder

The emotional and behavioral traits students with EBD demonstrate encompass a multitude of mannerisms, attitudes, and actions. Both Gage and Scott (2014) and Lewis, Scott, Wehby, and Willis (2014) strongly emphasized the need for direct observation of EBD students to fully understand without bias the behaviors of these students while providing more validity and reliability to the research. Investigation of specific EBD behaviors in contrast to regular education students must also be clear. Crumpton and Gregory (2011) presented a perspective with which all students struggle, including EBD students, that focused on intrinsic motivation. When students find that what they are learning does not personally apply to them, they tend toward low academic achievement, problems expressing their emotions, and problematic social issues (Crumpton & Gregory, 2011). In a similar study, Kelly and Shogren (2014) labeled it self-determination and researched the self-determination learning model of instruction with successful results in monitoring on and off-task behavior. Differentiating between behaviors all students may demonstrate as opposed to those EBD students plays a critical role in providing the help and assistance EBD students need.

Inappropriate attitudes and behaviors define the habits of EBD students and affect every aspect of their lives in the social setting (Kaya, Blake, & Chan, 2015). The lack of social skills, in turn, promotes rejection from their peers (Kaya et al., 2015). Additionally, an inability to respond properly in a number of different academic and

social settings at school exacerbates the problem (Garcia Cortez & Malian, 2013).

Morgan et al. (2016) substantiated this lack of social skills and stressed an emphasis needed to be placed on teaching social skills. Bowman-Perrot, Burke, Zaini, Zhang, and Vannest (2016) studied an intervention program for EBD students the focus of which included working on prosocial behaviors, which improved student performance in a variety of areas. Another perspective presented by Jacobs, Knoppers, and Webb (2013) suggested that physical education teachers provide a significant level of instruction and practice in social development through the use of sports and fair play among peers.

Students with EBD lack “core academic skills” that influence progress in certain subject areas (Watt, Therrien, & Kaldenberg, 2014, p.14). Furthermore, as the work gets harder academically, the more disruptive and off-task EBD students become in the educational environment (Bassette & Taber-Doughty, 2013). Watt et al. (2014) also stated that without these core skills subject areas such as science make it harder for EBD students to learn when interactive activities are prevalent due to serious behavioral issues. In recent years, studies such as one by van der Worp-van der Kamp, Pijl, Bijstra, and van den Bosch (2014), explored teaching academic skills to EBD students to improve the behavior of these students. Their study yielded the need for added research on this subject. Also included was the fact that a shift in focus towards moving forward would be beneficial in serving the needs of students with EBD. Bassette and Taber-Doughty (2013) conducted a case study on a dog reading pilot program that included animals helping EBD students with on-task behavior. The results were positive and helped to increase on-task behaviors. Another study explored academic choice for EBD students in

the general education classroom and how providing this minimal intervention improved academics for EBD students with little disruption to the regular education classroom (Skerbetz, & Kostewicz, 2013).

Literature on Emotional Behavior Disorder and the General Classroom

Lane, Oakes, and Menzies (2014) expressed concern about the behavior challenges teachers face with a variety of students that negatively affect learning in the classroom. Gottfried and Harven (2015) reported, “Research supports that students with EBD are some of the most challenging students to include in the general education classroom” (p.45). The most taxing part of the teaching profession may be dealing with students with behavior issues (Allday et al. 2014). Hawkins et al., (2015) wrote about the “stimulus bounded teacher” which describes the teacher whose actions are dictated by the disruptive behaviors taking place in the classroom. This describes an educational environment that is only as productive as the behaviors of the children in the classroom will allow. Research has shown that only about 30% of the time spent in the classroom is used for instruction (Hawkins et al., 2015).

One major concern teachers deal with is the fact that many students with EBD in the general education classroom have not been labeled and receive no services for the disorder (Forness, Kim, & Walker, 2012). Moreover, Gable, Tonelson, Sheth, Wilson, and Park (2012) conducted a study regarding the use of best classroom practices for working with EBD students. Research from this study indicated a lack of teacher knowledge and ability to implement these practices effectively (Gable et al., 2012). However, Trussell, Lewis, and Raynor (2016) conducted research on the use of

“universal teacher practices” and found that when correctly applied, all student problem behavior declined significantly. Shu-Fei Tsai¹, Cheney, and Walker’s (2013) research suggested that the inclusion of EBD students in the general classroom has created an inadequate learning environment for EBD students due to the “lack of academic accommodations, the paucity of mental health services, and the limited teacher support and training” (pp.137-138). Furthermore, Scanlon and Barnes-Holmes (2013) suggested the need to deal with both the behavioral and psychological issues as a solution to these concerns.

The organizational layout of a general education classroom can also be difficult for EBD students when approximately 30% of the day involves some independent seat work (Denune et al., 2015). During this time, disruptive behavior can be a major problem that affects all children’s learning in the general classroom (Perle, 2016). Perle (2016) pointed out that the teacher’s response can either trigger added stress by elevating the situation or diffuse it with calculated, systematic procedures. Short and Bullock (2013) emphasized that many teacher training dealing with EBD students do not teach the systematic procedures but rather maintain the wrong focus. Training geared to helping teachers address students with EBD must teach and demonstrate strategies and skills of competence in several different areas and roles of life (Short & Bullock, 2013). The use of structured guidelines or a detailed outline, accompanied by teacher training is mandatory when dealing with students with EBD in the general education classroom. This need is due to the structure of how the general education classroom is traditionally

conducted and managed, which does not always fit well with the academic and social needs of the EBD student.

Literature on Teacher Perceptions of Emotional Behavioral Disorder

Schlein, Taft, and Tucker-Blackwell (2013) examined the significance teachers' perspectives play in the types of interventions applied to students with EBD and how it shapes their relationship with their students. General education teachers' experiences determine the success of programs and the relationships built with their students (Schlein et al., 2013). Walker et al. (2015) agreed to reference research that teachers' evaluations provide reliable predictions in the areas of academics and the social culture of students, both now and looking ahead. Additionally, Conley, Marchant, and Caldarella (2014) stated, "Considering that teacher typically spend more time with their students than any other adult at the school, they are in an ideal position to identify students who are at risk for EBD to facilitate prevention efforts" (p. 440). As professionals, teachers provide input in several different areas of their students' educational careers.

For inclusion of students with disabilities such as EBD to be a success, knowledgeable expert teacher input is crucial (Kauffman, & Badar, 2014). Kauffman and Badar (2014) further stated that teacher judgment could be flawed at times when determining solutions. However, building teacher resources and knowledge can decrease this aspect; yet, there will always be risk involved. Teachers hold a large responsibility in their relationship with a student with EBD considering that their response can promote or decrease negative behaviors in the educational setting (Shillingford & Karlin, 2014). However, Gherasim, Butnaru, and Iacob (2011) also emphasized the importance intrinsic

motivation play for all students in the learning process. Intrinsic motivation is a relevant and critical aspect of EBD students' success academically and socially (Gyori, 2013).

Johnson-Harris and Mundschenk (2014) discussed the mindset of teachers dealing with their EBD students as functioning at a survival state of mind instead of having the ability to teach and manage these students creatively. Alter (2013) studied the various feedbacks from teachers at the elementary, middle, and high school levels concerning EBD behaviors in the classroom. Interestingly, teacher perceptions of EBD students are greatly affected by attributes such as sex, age, race, and the number of years teaching (Alter, 2013). It was noted at the elementary level that off-task behavior was the most difficult and disruptive behavior (Alter, 2013). In another study, Hecker, Young, and Caldarella (2014) reported that teachers described EBD students as aggressive and needing mental health care that they were not equipped to provide. Brown (2012) further suggested through research that working with disruptive students on a daily basis is one of the causes of teacher burnout. Cancio, Albrecht, and Johns (2013) also noted teachers are feeling a lack of support from their administrators when it comes to dealing with disruptive behavior in the classroom. Buchanan, Nese, and Clark (2016) also found teachers felt a lack of communication and support from the parents during a study of a support program developed for EBD students.

Literature on Positive Behavior Intervention Support and EBD Students

Schools have traditionally had a difficult time providing appropriate and sufficient support for students with EBD (Losinski, Wiseman, White, & Balluch, 2016). Today students face a large degree of social and emotional issues related to high levels of stress

which, in turn, warrant the need for guidelines that address the mental and physical health of its students (Fitzgerald, Geraci, & Swanson, 2014). Changes in California laws have forced schools to use “Other Means of Correction” in an effort to provide help for students with behavior issues in the educational setting. Lane et al. (2014) discussed the fact that school districts have begun to understand that dealing with behavior issues within a school is a team effort and reflects the work of everyone within the school and district. In recent years, PBIS has been the tool schools have utilized. Wills, Kamps, Fleming, and Hansen (2016) presented research that stated, “Many effective schools use a multitiered model to ensure that teachers and students have access to an array of effective instruction and intervention” (p. 58). Furthermore, Kennedy, Jolivette, and Ramsey (2014) agreed that this structure introduced a number of activities and supports to aid all students including those students with EBD in promoting appropriate social skills and behaviors based on student need.

Within the PBIS framework Tier 1 allows all students general school guidelines to follow, Tier 2 provides added support and interventions to students unable to attend in the first tier, and Tier 3 goes on to support students who do not respond well to the previous tiers (Kennedy et al., 2014). Bornstein (2015) described it another way explaining that the foundation laid out for this system runs on providing expectations and self-discipline required of all students. When problems occur with students’ behavior, and they are not self-regulating interventions are then applied in the hopes of placing them back on the right path (Bornstein, 2015). Equally as important, Evans and Weiss (2014) emphasized the need for evidence-based interventions provided to EBD students that all teachers can

utilize within the classroom. Landrum and Sweigart (2014) specifically insisted that interventions for EBD students should focus on “inattention and noncompliance” to improve academic engagement within the general classroom setting (p. 3). Nonetheless, PBIS is structured to fit the school site it is servicing and the needs of the students. Lynne Lane, Menzies, Parks Ennis, and Bezdek (2013) promoted multi-tiered programs such PBIS because it not only deals with the social climate of the students at the school, but it also promotes collaboration, unity, and a systematic foundation that does not provide added work for teachers.

Literature on Mentorship Programs

Mentorship programs are one type of intervention that is becoming more popular, which schools utilize to help develop the academic and social skills of their at-risk students (Kyunghee, Mi Jung, Tae Hee, & Alcazar-Bejerano, 2015). “Typically, the process of mentoring is viewed as strengthening an individual at risk through a personal relationship with experiences and caring person” (Gordon, Downey, & Bangert, 2013, p.227). Coyne-Foresi (2015) discussed the importance of connectedness within a school. Creating opportunities for connectedness enhances social and communication skills, learning, and motivation by preventing behavior problems (Coyne-Foresi, 2015). Peer mentoring is also beneficial for EBD students, cutting down on disruptive behavior issues in the classroom (Smith, Evans-McCleon, Urbanski, & Justice, 2015). Simoes and Alarcao (2014) researched the effectiveness of mentoring when it is long-standing, and frequent contact was made with the mentees.

The mentor's role is to supply a safe environment while guiding, assisting, and encouraging their mentees to better decision making (Bohannon, 2015). McDaniel and Yarbrough (2015) compared community-based mentoring to school-based mentoring pointing out the importance of matching mentors and mentees on similar qualities, which school-based mentoring fail to do. Lakind, Eddy, and Zell (2014) also pointed out the need for professional mentors to work with students as opposed to simply volunteer mentors which are for the most part what programs have to choose from. Yet another challenge is poor planning, lack of training and or support for the mentors, and lack of responsibility on behalf of the mentor in fulfilling their obligations to their mentee (Frels et al., 2013).

Implications

Research has shown that providing students with EBD effective intervention programs is a difficult task and must include support for a variety of school faculty (Smith, Evans-McCleon, Urbanski, & Justice, 2015). This phenomenological study's goal was to explore the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy. More importantly, it addressed the stakeholders working closest to the problem. The results established from this study yielded a heightened understanding of EBD student behavior, improved strategies within CFCMP, and strengthened the PBIS structure as a whole. Next steps for this study center on the potential to create positive social change on various levels. Teacher leadership opportunities evolved creating professional development locally for educators within districts, counties, and states. Also, new programs have the potential to be established to

bring new laws that govern the educational system concerning EBD students and behavior across the country.

Summary

EBD students face academic and social difficulties in finding appropriate ways to function in the educational setting. Schools in various districts across the country work to find effective strategies and interventions to deal with the struggles EBD students contend with (Lewis et al., 2010). PBIS is one structure being utilized by some schools and districts that provide a tiered system of behavioral interventions for children such as those with EBD. Additionally, EBD students provide a serious challenge and risk to teachers attempting to provide a structured learning environment where all students excel in the classroom (Buttner, Pijl, Bijstra, & Van de Bosch, 2015). Strategies such as mentorship programs are one intervention schools are utilizing to improve academics and social skills for students with EBD.

CFCMP is a Tier 2 and Tier 3 PBIS intervention used by one California elementary school to improve the academic and social behaviors of EBD students. A qualitative methodology was used for this study to understand the lived experiences of teachers working with EBD students enrolled in CFCMP. CFCMP is a mentorship program that follows a conceptual framework plan. One-on-one interviews with kindergarten and first-grade classroom teachers were conducted to gain perceptions, attitudes, and needs as it pertains to CFCMP and its EBD students. The goal of this phenomenological study was to empower local, community, and state stakeholders

successful strategies that will carry over from the schoolhouse to the public sector for individuals with EBD.

A plethora of resources was gathered for this research study. The resources were centered on knowledge of students with EBD, strategies that improve academic and social problems, and various mentorship program designs. The following resources were collected from peer-reviewed journals, websites, professionals in the educational field, books, and various university libraries such as Walden University. The resources utilized explored various ideas, understandings, and research about EBD students.

Section 2: The Methodology

Qualitative Research Design and Approach

Johnson and Christensen (2004) described qualitative research objectives as descriptive and explorative while gathering narrative information using unstructured forms of data collection methods. The use of a qualitative approach provided the foundation for presenting the perceptions teachers shared in this study. According to Creswell (2012), phenomenological studies describe the common meaning of several individuals' lived experiences with an identified phenomenon. Specifically, this phenomenological study explored the essence of the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy. Teachers were asked to describe CFCMP as a Tier 2 and Tier 3 intervention and the support needed in implementing CFCMP. The study site school district was chosen due to its use of the PBIS structure and interventions provided to its students. EBD students taking part in CFCMP can be mentored by any certified or classified employee. However, in this study I targeted at least six participants including kindergarten and first-grade teachers who teach students within CFCMP, to provide information. Purposeful sampling was used to gather information specific and relevant to the research questions in this qualitative study (Creswell, 2012). Generalization of the data to a large population outside of the setting being researched in the study was not possible (Creswell, 2012).

Research Questions

The research questions for this qualitative study were answered by an account of the lived experiences of elementary teachers who have implemented CFCMP. Qualitative research seeks to understand situations and events through the eyes of those experiencing the phenomena (Merriam & Tisdell, 2016). Through this phenomenological study I identified the teachers' life experiences, feelings, concerns, and thoughts about implementing the CFCMP in an elementary school. The interview questions for this study helped me gather a clearer understanding of this under-researched phenomenon. The research questions were developed to remain open-ended, unbiased, and objective to maintain validity (Creswell, 2012). Therefore, the guiding research question for this study was: What is the essence of the lived experience of elementary teachers who have implemented CFCMP? The additional subquestions for this study were:

SRQ1: How do elementary teachers describe CFCMP as a Tier 2 and Tier 3 intervention?

SRQ2: What effects do teachers' perceptions have on the implementation of the CFCMP?

SRQ3: What training and support do teachers need to implement the CFCMP?

The responses to the research questions provided an in-depth description of the life experiences of a sample of elementary classroom teachers in a rural setting.

Characteristics of Qualitative Study

Qualitative research is largely concerned with the practice and process of the research subject. Qualitative research studies a phenomenon in its native settings while

attempting to interpret how it affects people's lives (Denzin & Lincoln, 2013).

Moreover, participants' familiarity with the researcher while interacting in a natural setting enables researchers to consider using qualitative research approaches. The following qualitative characteristics have helped determine why the qualitative approach is appropriate for this study:

- Researchers collect data in a natural setting (Creswell, 2012; Lodico, Spaulding, & Voegtle, 2010; Merriam & Tisdell, 2016).
- An emphasis on participants' perspectives helps the researcher understand the researched problem. Therefore, most researchers use a key informant to help them establish closer relationships with the group (Lodico et al., 2010; Merriam & Tisdell, 2016).
- Qualitative researchers encounter multiple theoretical paradigms when seeking an understanding of the researched problem (Creswell, 2012; Denzin & Lincoln, 2013; Lodico et al., 2010; Merriam, 2009).
- The qualitative process is inductive allowing researchers to build the research from the bottom up by creating themes and categories to organize their data (Creswell, 2012).
- Qualitative research includes various data sources in a study such as observations, interviews, surveys, and documents to understand a particular phenomenon (Creswell, 2012).

- Researchers are crucial to data collections in qualitative research due to their primary role in gathering the data whether it is through the interview, observation, and so forth (Creswell, 2012).
- Qualitative research pulls meaning from the participants' understanding and insight of the problem and not the researcher's (Creswell, 2012).

Qualitative Research Designs

Creswell (2012) discussed five possible methods that researchers may use to conduct qualitative research: ethnography, grounded theory, case study, narrative, and phenomenology. Each of the five designs provides unique differences to the qualitative approach while focusing on the fundamentals of qualitative research. Overall, qualitative research works to make sense of a central phenomenon through the eyes of those involved (Merriam, 2009). Additionally, Lodico et al. (2010) explained qualitative research as inductive and continuously modified as data is gathered and analyzed. In the end, this approach is used to understand the themes and patterns presented during the study (Lodico et al., 2010).

Ethnography is a qualitative design that studies the phenomenon of a specific cultural group in its natural setting through observations and interview (Creswell, 2012). In addition, Lodico et al., (2010) pointed out the need of the researcher to spend much time in the field setting with the participants being studied to understand the outlook and viewpoints of the participants. An approach such as this provides detailed information or what is termed as a thick description from data gathered in the field. Observation and interview is a prime source of data collection over an extended period of time.

Grounded theory, another qualitative design is used to gather data using qualitative methods to derive meaning and/or build a theory from it (Lodico et al., 2010). Similar to ethnography, grounded theory focuses on groups of people that have a particular phenomenon in common; however, it is not necessarily cultural. In essence, the grounded theory works backward to gain meaning out of the phenomenon being studied. As themes begin forming from data collected, new theoretical frameworks evolve (Bogden & Biklen, 2007). As a result, this design is used to provide the possibility of generalizing the data to other situations and circumstances (Creswell, 2012).

Case study research, one of the more popular qualitative designs, explores “programs, events, activity, process, or one or more individuals” (Creswell, 2012, p.13). Case study research, for the most part, is the study individuals involved within specific programs, events, etc. through various methods to gain greater perspective and knowledge on the specific characteristics that define its foundational elements (Lodico et al., 2010). It is also identified by the fact that it is conducted in a “bounded system” which denotes time and participant restraints (Lodico et al., 2010). Similar to ethnography, researchers use case study design to create thick description from insightful data obtained from individual participants involved in the research process (Bogdan & Biklen, 2007). Merriam and Tisdell (2016) described case study as research developed from the investigation of deeper meaning and understanding. For this reason, a case study researcher normally has direct contact with the participants by way of observations and interviews.

Use of a narrative design entails study participants providing personal accounts of their lives as they relate to a specific phenomenon (Creswell, 2012). Data collected from first-hand experiences is “retold or restored by the researcher,” which, combined with the researcher’s own thoughts, creates a collaborative narrative (Creswell, 2010, p.13). Conveying events in chronological order that have taken place in a person’s life defines the main purpose of the use of narrative research. It is a research design for gathering data that communicates stories and information to understand particular situations and events (Bogdan & Biklen, 2007).

Phenomenology is focused on understanding the lived experiences of participants (Creswell, 2012). Through observation and interview, the researcher gathers the participant’s interpretation of experiences (Lodico et al., 2010). It is equally important that the researcher in this type of design acknowledge the various opinions and interpretations participants might present in a phenomenological study (Creswell, 2012; Lodico et al. 2010). Researchers use this design to observe in the natural setting prior to interviews with participants, which can guide their selection of questions (Lodico et al. 2010). Additionally, several interviews may take place to allow participants to reflect and add more relevant and in-depth information to the research (Merriam & Tisdell, 2016).

Justification of Research Design

Qualitative research encompasses a broad range of inductive designs. Nonetheless, for this study, a phenomenological design was chosen. The purpose of this study was to explore the essence of the lived experiences of teachers in regard to the

implementation of CFCMP as an effective behavioral strategy. Phenomenological research looks for information that provides the essences and the foundational structure of a phenomenon (Merriam & Tisdell, 2016). The essential phenomenon of this study relates specifically to CFCMP. An ethnographic design was not relevant to this study due to the participants not belonging to a specific cultural group. The study does not provide a prolonged period of time for data collection (Creswell, 2012). Since a grounded theory design entails gathering data in stages according to the theory being developed, this method was not chosen (Creswell, 2012). Due to the fact that grounded theory looks to generalize its findings, it was not applicable to the data needed in researching CFCMP (Lodico et al., 2010). This phenomenological study used a detailed examination of CFCMP with the use of thick descriptions similar to a case study design (Bogdan & Biklen, 2007). However, this study is not a bounded system delegated by time or participant number (Lodico et al., 2010). A narrative design was also not chosen because researchers provided interpretations from teachers lived experiences with CFCMP, as opposed to narratives retold by the researcher from teachers, which is the epitome of narrative research (Creswell, 2012). This study allowed stakeholders to gain understanding from teacher perceptions without adding the researcher's experiences into the findings.

Phenomenological Study

This study was a phenomenological design. According to Creswell (2012), "Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants" (p.13).

Phenomenology specifically relates to a person's lived experiences (Creswell, 2012). It develops patterns, themes, and relationships among the data collected using a small number of participants (Merriam & Tisdell, 2016). The researcher becomes enriched in the natural setting to obtain familiarity with the participants in their environment (Lodico et al., 2010). Several "initial" interviews may take place to "identify aspects of a person's experience which can guide the creation of questions for more in-depth interviews" (Lodico et al., 2010, p. 270). The elements of phenomenological research center on its participants.

During this time a reflection process takes place on the part of the researcher. At this time the researcher uses these reflections to expound on the data being collected. At this time personal feelings from the researcher have the potential to get included in the data. Bracketing, the procedure of the researching, differentiating, or putting aside one's experiences or beliefs are crucial to maintaining credibility within the study (Creswell, 2012). The use of a phenomenological design for this research project directly addressed the guiding research question: What is the essence of the lived experience of elementary teachers who have implemented CFCMP?

Participants

Qualitative research relies on participants to provide information strictly related to the questions being addressed in the study (Lodico et al., 2010) Researchers want participants interviewed and observed within their natural setting to gain a "thick description" of the study setting (Creswell, 2012). That is why the researcher spends a significant amount of time with its participants during the study in qualitative work.

Therefore, researchers must maintain a professional and ethical responsibility to its participants to preserve the credibility of the study.

Criteria for Selecting Participants

This phenomenological study targeted at least six participants including kindergarten and first-grade teachers who teach students within CFCMP to provide information. Specifically, three kindergarten teachers and three first grade teachers were included. Purposeful sampling allowed information specific and relevant to the research questions to be collected in this particular qualitative study (Creswell, 2012). Participants remained confidential and were asked to sign a participant consent form. Data was collected in the form of face-to-face interviews and observations. Generalization of the data to a large population outside of the setting being researched in the study was not possible, but to identify distinct information applicable to this study (Creswell, 2012).

Target Population

Participants in this phenomenological study included kindergarten and first-grade teachers from ABC Elementary in southern California who had EBD students in their class. Characteristics of the participants involved covered the number of years teaching, the number of years at the school site, the level of education, the number of years teaching that particular grade level, and experience with students who have been or were in CFCMP. Nonetheless, use of purposeful sampling for this study helped to ensure that participants providing data were chosen based on norms that fit the school's teacher population to ensure that the data collected were not skewed. To properly evaluate the

CFCMP, participants must represent a clear and realistic picture of the school setting and the teachers participating in the study.

Sampling Method

For this phenomenological study I used purposeful sampling to choose kindergarten and first-grade teacher participants. Purposeful sampling is most popular with the qualitative approach because it provides “information-rich cases” for the study and a depth of inquiry (Creswell, 2013). This depth of inquiry allows a small number of participants to establish a greater depth of information and data to a study (Creswell, 2013). Specifically, typical case sampling where “participants are chosen because they represent the norm and are in no way atypical” was used for this study (Lodico et al., 2010, p.141). The rationale for using typical sampling was to ensure that participants involved are reflective of the setting the study is researching. With this sampling method, the researcher must determine what is normal or typical within the realm of the site. Due to the fact that the participants or teachers are providing the data for this qualitative phenomenological study, developing a typical or normal profile of the participants illustrates a stronger understanding without swaying the results in one direction or another. Providing the element of consistency among participants ensures a more unified data set (Better Evaluation, 2014). Therefore, the data also reflected a truer picture and understanding of the teachers’ lived experiences at ABC Elementary with CFCMP. This foundational base of commonalities provided credibility towards this study.

Access to Participants

As the researcher, I first gained Institutional Review Board (IRB) approval for this study (Triola, 2012). Next, I set up a conference to meet with the principal and discuss the study, its purpose, and significance and gained written approval for the study to be conducted at ABC Elementary. Specific information necessary for written approval by the principal of ABC Elementary included the researcher and participants' roles, the process for the data collection, the length of time the study took, confidentiality, and the presentation of findings. Afterward, the administration granted this process approval at ABC Elementary and Walden University's IRB.

Next, the PBIS leadership team was informed of the following research as well as the faculty of ABC Elementary school during a kindergarten and first-grade team meeting. During this time all kindergarten and first-grade teachers were provided with consent forms to sign as potential participants. The importance of confidentiality was shared with the staff at this time and that teachers would be randomly asked to participate in a short face-to-face interview process concerning CFCMP. Teachers were informed that they had the choice to turn it down, but not to share with their coworkers whether they participated or not. Next, purposeful selection of 3 kindergartens and 3 first-grade teachers identified from the staff were chosen.

Researcher-Participant Relationship

Phenomenological research calls for close interactions among its participants and researcher with the intent to understand the perspectives and experiences of their participants (Lodico et al., 2010). Having the ability to understand "human experiences

and how experiences are interpreted differently by different people” is the purpose of this study (Lodico et al., 2010, p.271). I achieved this goal by creating a professional and safe environment for data collection. Building up a trusting and nonjudgmental rapport with participants is the key step to a successful and honest collection (Creswell, 2012). As the primary researcher, background history and being a fellow teacher at ABC Elementary provided a familiar and safe rapport with potential participants. The goal of this study was to create a positive, professional, and safe setting for participants to express their thoughts, perspectives, and experiences. However, this familiarity had the potential to present biases that could have distorted or misrepresented the information being collected.

To maintain an unbiased research study, member checks were conducted to establish a greater level of credibility (Lodico et al., 2010). Additionally, bracketing or the process in which researchers conducting a study acknowledge their personal experiences, ideas, and beliefs about the research study and actively work to relinquish these images was crucial in providing credibility to this study. Steps toward bracketing were taken in this study to ensure researcher bias was eliminated for the findings. For example, I created a brief journal that identified any experiences, beliefs, or attitudes concerning the study and I referred to the journal before and after each interview process.

Sample Size

Despite the small number of students involved in the program at the time this phenomenological study took place, the data collected still provided solid research for this study. Creswell (2012) reiterated the point of using a small sample size by stating

that with each added participant the ability to provide in-depth data is decreased.

Nevertheless, some studies can include sample sizes as large as 30 or 40. However, ABC Elementary maintains a small student and teacher population. This fact makes it impossible to provide a large sample size to collect data. With IRB approval participant protection and confidentiality was handled carefully. Again, potential participants had the opportunity to decide whether they wanted to take part in this study even after consent forms were signed and at any time during the collection of data.

Setting

The setting for this phenomenological study consisted of a school located in southern California surrounded by a community that experiences aspects of both city and rural life. Suburban homes encompass the neighborhood along with horse trails and stables that sit on several properties within the community. ABC Elementary School includes kindergarten through sixth grade with a student population just under 700. Along with regular education classrooms ranging from kindergarten to sixth grade, the school houses a Gifted and Talented Education magnet program, a Deaf and Hard of Hearing program, and two special education classrooms.

The demographic makeup of the student population consists of 47% White, 36% Hispanic, 10% Asian/Pacific Islander, 3% African American, 3% Two or More Races, and 1% American Indian/Alaskan (National Center for Educational Statistics, 2013). A small school staff consisting of approximately 42 individuals including administrators, teachers, and support staff would have the opportunity of participating in CFCMP to

mentor children with behavior problems, although mandatory participation is not required.

Ethical Issues and Confidentiality

Before this study began, the IRB, at Walden University approved the commencement of this research study (IRB approval no. 07-11-17-0028045). Approval was necessary to ensure participants used in the study fall under federal guidelines and protection for all those involved in the research (Creswell, 2012). Adult participants in this study were required to sign an informed consent form presenting rights and regulations of the study (Creswell, 2013). This consent form also provided information to participants relating to the purpose and benefits of the research, the selection processes, the guarantee of confidentiality, the importance of participant confidentiality among themselves, and the assurance they can withdraw at any time (Creswell, 2013).

Confidentiality was afforded to all involved in this study. Participants were given pseudonyms during this study. In addition, the one-on-one researcher-participant interaction did not take place openly at ABC Elementary. Complete confidentiality during the interview process was afforded by providing a confidential environment for this step in the data collection. Moreover, any written data that were gathered were always collected on a password protected computer and or phone when of a verbal nature. Any and all identifying aspects of a research study were eliminated for strict confidentiality (Triola, 2013). Because minors were not involved in the data gathering process, there were no parental consents or ethical concerns involving students in this study.

Lastly, all information pertaining to this study will be purged after a 5-year period. Before this, all data collected will remain in the password protected and locked electronic devices they were gathered on. After 5 years, all data will be erased from each device. Any forms such as the informed consent were scanned and shredded prior to data collection. Transcribed data are also connected to the same devices and will be destroyed at the end of this time.

Trustworthiness of Study

Creswell (2012) defined a trustworthy qualitative study to include elements such as dependability and transferability. For the researcher to achieve trustworthiness within a qualitative study, several important steps must take place. The purpose of this phenomenological qualitative research study was to explore the essence of the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy. All data collection was reflective of face-to-face interviews and observation field notes. Researcher bias was addressed through various techniques such as bracketing, member checks, strict confidentiality procedures, and triangulation of the data. During the data analysis, process in-depth investigation and categorization of the data was assessed and refined into clear and specific themes. This analysis defined the dependability of the study's data and provided a lucid understanding for a successful study.

Data Collection

Data collection embodies several different elements when it comes to qualitative research. Creswell (2012) stated, "The data collection steps include setting the

boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information” (p.178). The procedures outlined in the data collection process are critical to the credibility and dependability of the study (Lodico et al., 2010).

Justification of Data Collection

The phenomenological study incorporates precise steps to ensure the collection of data follows strict guidelines and qualitative procedures. The process of data collection in phenomenological research normally begins with becoming familiar with the site setting and its participants through initial interviews and observations (Lodico et al., 2010). These initial interviews and observations allow for the process of reflection to prepare for a more productive and extensive interview experience. Due to my background and history with ABC Elementary, this step was unnecessary. Multiple interviews are typically conducted “to reflect on experiences and add to what they said in earlier interviews” (Lodico et al., 2010, p.271). The identifying characteristic of phenomenological research focuses on the essence of the lived experiences of the participants and defines the study that is mainly characterized by the interviewing process (Lodico et al., 2010).

Data Collection Instruments and Sources (Interview and Observation Protocol)

Through individual interviews, data were gathered to address the study’s research questions and thoroughly examine the essence of teachers’ lived experiences with CFCMP. A safe and confidential environment was provided for participants to speak

candidly about their thoughts, opinions, knowledge, and experiences. A semi-structured, open-ended interview also included a time for specific researcher posed questions to be answered. The timeframe for the interview process was approximately 1 hour unless the participants had and or desired to share more information. A cell phone recorded the interview and was visible during the interview as notes were also taken. The feeling of an informal conversation was the focus to provide a safe and relaxed atmosphere for the participant. Prior to the interview day, a request via email was sent with three available dates the participant would be able to attend. Through this communication process, a date and time were being scheduled. The location of the interview was not given to the participant until a day before the scheduled interview.

Observations were conducted at scheduled PBIS committee meeting room where CFCMP, EBD student behavior, and school climate and culture are discussed. Field notes were recorded on a password-protected computer. Observations took place at ABC Elementary during school hours. Observations did not exceed 1 hour and were guided by an observation protocol form (see Appendix C). This form allowed me to focus on specific areas geared toward this phenomenological study and answering the research questions. Again, the essence of teachers lived experiences were examined through the observation process.

Sufficiency of Data Collection

The data that were provided from this research garnered the information needed to answer the respective research questions sought in this study. Since the purpose of this phenomenological study was to explore the lived experiences of teachers in regard to the

implementation of CFCMP as an effective behavioral strategy; input must come from teachers. Face-to-face interviews and observations were conducted to gather the live experiences teachers at ABC Elementary have encountered with CFCMP. Teachers involved in CFCMP who have students with EBD supplied pertinent data and information on their experiences with CFCMP as an effective behavioral strategy for ABC Elementary.

Generated, Gathered, and Recorded Data

Data for this phenomenological study was conducted after IRB approval had been granted. The approval number for this study was 07-11-17-0028045. Face-to-face interviews were scheduled with kindergarten and first-grade teachers. Observations were scheduled within a week to two-week period of time to observe discussions held in PBIS committee meetings. Data were recorded, transcribed, and coded by themes. All electronic devices used were password protected and will remain confidential.

Data Collection Systems

A password-protected calendar and journal were used in data tracking for this study. Every interview appointment, observation, reminder, and the note was taken and kept in an electronic calendar and journal by way of an I-pad that was connected to a computer and phone. Alerts on important dates and times were applied. All data was accessible at all times when needed.

Access to Participants

As the researcher, I first gained IRB approval for this study (Triola, 2012). I also set up a conference to meet with the principal and discuss the study, its purpose, and

significance and gained written approval for the study to be conducted at the ABC Elementary. Specific information necessary for written approval by the principal of ABC Elementary included the researcher and participants' roles, the process for the data collection, the length of time the study would take, confidentiality, and the presentation of findings. Afterward, I was granted approval from the administration at ABC Elementary and Walden University's IRB.

Next, the PBIS leadership team was informed of the following research as well as the faculty of ABC Elementary school during a kindergarten and first-grade meeting. During this time all kindergarten and first-grade teachers were provided with consent forms to sign as potential participants. The importance of confidentiality was shared with the staff at this time, and teachers were randomly asked to participate in a short face to face interview process concerning CFCMP. Teachers were informed that they had the choice to turn it down, but not to share with their coworkers whether they participated or not. Next, I used purposeful selection of three kindergartens and three first-grade teachers identified from the staff.

Role of Researcher

The researcher's role in any research study as it pertains to its participants is to establish safety and confidentiality. Within the realm of qualitative research, the researcher maintains a very close connection with the participants (Lodico et al., 2010). However, Creswell (2012) made clear the ethical issues that may arise from this close connection. Personal bias and convictions have no place in the gathering of research data. Personal background or history connected to the setting or participants may also

create ethical concerns. Every precaution must be taken to ensure that only the voice of the participant is heard and represented in the findings. For example, I conducted member checks to ensure the voice of the participant is the only voice that is heard through analysis of the findings. Member checks allow participants the opportunity to reconfirm the information initially presented during the interview process.

Another method that was used during this phenomenological study to increase ethical standards in this study is the practice of bracketing. The background, experience, and familiarity with the research setting and participants entail that I provide the most credible and dependable data possible. Through bracketing, I set aside personal experiences, preconceived notions, biases, and or previous research findings I may have had concerning the participant or information I am collecting. This phenomenological research focused on the lived experiences of the individuals involved in CFCMP. All information expressed during the interview and observation process was valid and data worthy of being acknowledged in this study.

Following data collection, analysis of the findings occurred. The analysis process began with the system of coding and was used by finding broadly related phenomenon to group together (Lodico et al., 2010). The information was then taken from the interview questions and observation field notes. The process of coding started broad and was slowly narrowed down to a smaller number of data were analyzed. Once coded the data consisted of thick descriptions and was typed using the experiences, thoughts, and perspectives of the participants from the study (Creswell, 2012). Common themes were then narrowed down and identified the findings and codes. Afterward, data were

triangulated to provide the “big ideas” from the study (Lodico et al., 2010). Lastly, the themes and sub-themes were reported in a table and supported by a narrative of the information.

Data Analysis Systems

All data and analysis of data were completed on a password-protected computer. Reflective journals, codes, themes, and narrative notes were entered and tracked on the same password-protected computer system. Common codes and themes were created identifying commonalities and differences in experiences, attitudes and perspectives, and beliefs concerning CFCMP regarding their EBD students’ behaviors. No paper copies have been kept for this study. Files with this information were also given pseudonyms on the computer. Dates and times were entered at each entry of analysis to keep track of the amount of work time placed into the analysis of this study.

Accuracy and Credibility of Findings

The demonstration of credibility is a crucial aspect of any qualitative study. Again, credibility refers to how well the researcher presents and conveys the perceptions and lived experiences of the participants within the study (Lodico et al., 2010). Creswell (2013) also stated that the amount of time and familiarity the researcher spends in getting to understand the study site and its participants’ roles are important to a study’s credibility. The history and involvement at the study site provided background knowledge and information to enhance credibility to this study. This aspect can also present biases that may skew findings. Bracketing was used to eliminate any biases that might present itself during this study. These notes were kept in a reflective journal on a

password-protected computer. In addition, member checks were implemented to boost the level of credibility this study provides. Participants had the opportunity to review all information transcribed and approve the comments that they conveyed during their interview up to 3 days after their interview.

Protection of Human Participants

Researching any study should be a sacred process that the researcher must take very seriously. One of the most important aspects of a study if not the most important are the ethical issues that surround a study's participants. Crucial steps are taken to ensure this significant detail. Creswell (2010) reminded us that there are codes of ethics that are incorporated into various professional fields involving research. Although several precautions have been taken within this study to protect the well-being of all of the participants involved the researcher must be prepared for unexpected ethical predicaments that may arise (Creswell, 2012). Providing safety and protection to the participant is the researcher's number one priority and will confirm the reliability of its participants and data collection.

Data Analysis Results

In this qualitative phenomenological research study, data was generated, gathered, recorded, and analyzed in several steps. At the onset of this process, permission was granted by the administrators of ABC Elementary to generated data from teacher participants who met the criterion for participant selection. These participants were recruited to be a part of an interview and observation for the purpose of CFCMP. Data were then gathered from six teacher participants involved in CFCMP who elected to join

this study. Prior to each interview I used the procedure of bracketing to prepare myself and discard any preceding thoughts, opinions, and or experiences I may have had with the participant, CFCMP, or students. Each interview lasting approximately 60 minutes was recorded, as well as keynotes were typed on a password protected electronic device. Immediately after each interview notes were transcribed and organized. Following all interviews and an observation of the PBIS committee data was read and reflected upon thoroughly. The information was then coded and placed into reoccurring categories for the organization of the data. These categories were specifically weighed against the research questions. Through this process, themes were created, analyzed, refined, and scaled down to a usable and structured system.

Data Analysis Process

Once data collection was completed the analysis process of the data began. Immediately following each interview recorded notes of “thick description” were transcribed and structured into workable units of information for analyzing. During this process, participants were contacted by email for the purpose of completing member check on the data they provided. Participants reread answers to questions that were transcribed for the study. Two out of the six participants provided additional information to a couple of their answers, however, overall concept was not changed from their response. After all of the interviews were conducted, I began coding my transcribed notes creating common categories based on the interview responses to each question. As the analysis process included more data, categories changed as I narrowed down the most reoccurring or common statements and ideas provided in the data. Surprisingly, this was

easier than expected due to similar responses received from various participants of certain interview questions. After the procedure of coding and the creation of themes, each was weighed heavily and considered in answering the following subquestions developed for this study

1. How do elementary teachers describe CFCMP as a Tier 2 and Tier 3 intervention?
2. What affects do teachers' perceptions have on the implementation of the CFCMP?
3. What training and support do teachers need to implement the CFCMP?

In conclusion, the analysis process resulted in producing themes that provided solid answers to the research study questions. Afterwards, I was very confident that the analysis process of my study provided validity and clear themes. Subsequently, the analysis lead to the creation of a project addressed to meet the needs teacher participants expressed in every aspect of this analysis.

Research Findings

The problem this study examined was that although the passing of the *Other Means of Correction* law had prompted a greater need for PBIS at Tier 2 and Tier 3, implementation of CFCMP continued to face serious concerns involving students with behavior issues. And so, the purpose of this phenomenological study was to explore the essence of the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy. Information concerning the effect of training and the implementation of this mentorship program from the teacher's lived experience was also

identified. The expectation of this study was in utilizing expert teachers involved with CFCMP to provide information from their experiences on what is working and may not be working with CFCMP. Four major themes surfaced as a result of the data analysis that answered the research questions for this study. These themes included lack of training, time management, communication with parents, and lack of administrative support. Listed below are the interview questions and participant responses that were provided as data for the study. This data led to the conclusion and analysis of the study.

Question 1. What would you describe as the purpose of CFCMP? Do you believe this purpose is being achieved? Participants answered this question in several different ways. One participant felt CFCMP's purpose was to provide role models for their behaviorally challenged students. Two participants viewed the purpose of CFCMP as an added intervention to prove to parents the school is actively providing their child with added support. The last three participants described the purpose of CFCMP in similar ways using words such as it is support for the EBD student socially and academically, it is another mentor of support for EBD students with behavior issues other than the classroom teacher, and to provide support for the EBD student and teacher. However, when asked whether they felt the purpose was being achieved two participants agreed that overall yes it was, and four disagreed and stated that it was not being achieved due to several reasons.

Table 1

Interview Question #1 / Purpose Definition and Purpose Achieved

<u>CFCMP Purpose</u>	<u>Purpose Achieved</u>
-Provide role models for EBD students	No
-A PBIS intervention to provide behavior options to struggling students	No
-Behavioral intervention as an alternative/extra support for SST/IEP	No
-Provides behavioral/academic support	No
-To provide additional support for EBD student other than the classroom teacher	Yes
-To provide support for the EBD student and their teacher	Yes

Overall, teacher participants spoke highly concerning the concept and purpose of CFCMP but struggled with whether the purpose was being achieved due to reoccurring concerns such a time management, administrative support, and consistency with mentor meeting with students (see Table 1).

Question 2. What is your experience and/or involvement with CFCMP? All participants discussed being involved with CFCMP because at least one of their students was in the program. One teacher had two students with EBD in the program. Two participants not only talked about having a student involved in the program but also being a mentor with CFCMP. Four out of the six teachers voiced disappointment in their students not seeing their mentors on a weekly basis. Another teacher participant and mentor in CFCMP stated that her ability to meet with her mentee was difficult during certain times such as the district testing window. All participants made mention of not fully understanding their role of communication with the mentee of their student. Five participants also expressed concern with communication with parents concerning their

mentor and interaction as to whether they needed to keep parents informed. All participants wanted clarification as to their specific job as the teacher in using CFCMP in the classroom with their students with EBD and the need for training.

Question 3. Describe how CFCMP has affected your EBD student's attitudes, communication, behaviors toward you (teacher) and their classmates in the classroom? Each of the teachers described their own separate experiences with their students with EBD in regards to attitudes, communication, and behaviors. However, generally speaking, three of the teachers expressed very little to no difference in their students' behavior while two of the teachers spoke of at least one or two positive changes in their student's behavior. Yet another teacher described the behaviors of her student with EBD and compared a couple of other students in the class that were becoming behavior problems, but who were not in CFCMP or labeled as potential EBD students.

Question 4. What is the most positive and most negative aspect of CFCMP? Teacher participant answers reflected a variety of thoughts as it pertained to positive aspects. Each answer reflected the experience they perceived CFCMP had on each of their individual students with EBD. One participant felt there were no positive aspects to comment on at the time but expressed hope that changes to the program might bring positive results for a student like hers. Yet, the negative aspects rang similar as participants focused on four specific concerns (see Table 2).

Table 2

Interview Question #4 / Positive and Negative Aspects

<u>Positive Aspects</u>	<u>Negative Aspects</u>
-Another adult is involved with the student (teacher support / additional input)	-No parent communication -Lack of admin. support -Lack of training
-Student is aware someone else cares and is watching	-Lack of admin support -Lack of training
-NA	-Lack of mentor/mentee interaction when the mentor is a teacher -Lack of admin. support -Lack of teacher instruction/training
-Students can look forward to seeing their mentor	-Lack of teacher/mentor communication -No parent communication -Lack of admin. support
-Consistent interaction can bring improvement in certain behaviors	-Lack of consistency of mentors meeting with students -Lack of guidelines and training -Time to talk to mentor and coordinate focus
-Provides proof/documentation interventions have been attempted for legal purposes	-Lack of parent communication -Need for forms to document use of CFCMP and behavioral changes in students -In need of training

Question 5. What is your perception concerning CFCMP and its effectiveness with EBD students? Teacher participants communicated a variety of perceptions concerning CFCMP and how effective it has been to their students with EBD. However, one theme that continued to surface among all participants is the lack of organization and training to make this an effective program. In addition, four participants indicated the belief and perception that CFCMP although was not effective in meeting its goal and purpose that it could be with some major changes and direction. Two of the participants

felt as though CFCMP was not effective at all and that it is another responsibility a teacher must monitor even if they are not mentors for the program.

Question 6. What kind of training did you receive concerning CFCMP? All teacher participants provided a unanimous answer that no training was given at the onset of CFCMP and has yet to be provided. Half of the teacher participants revealed that they did not realize they needed training until they got involved with the program. CFCMP was presented as a voluntary program to teachers and school staff interested in being a mentor. All teachers conveyed the new understanding that even if you are not a mentor that the teacher is involved regardless if he or she has a student with EBD involved in CFCMP. All of the teacher participants expressed frustration for not being trained while having a student in the program.

Question 7. Is there any additional support you believe teachers need to implement CFCMP more efficiently? Overall, teacher participants reiterated their need for training. Five of the teachers also emphasized the need for additional time to complete required tasks and meeting with their mentee. One participant suggested the PBIS committee provide additional support to teachers and parents when problems happen. Another participant was interested in observing other schools that have similar mentor programs. Yet another participant wanted the program to include additional support from the parents.

Question 8. Are you satisfied with CFCMP as a PBIS Tier 2 and Tier 3 intervention? Most teacher participants were not satisfied with CFCMP as a Tier 2 and Tier 3 intervention as the program stood at the time of this study. Three participants

believed CFCMP should only consist of a Tier 2 intervention. These participants believed similar ideas that stronger and more aggressive steps should be in place for EBD students falling under a Tier 3. One participant did not answer due to a lack of knowledge and understanding of the tiered levels.

Question 9. Has negative conversation concerning CFCMP surfaced among teachers? If so, concerning what aspects? Several teacher participants reported having conversations with various colleagues concerning CFCMP. Three of the conversations involved negative feelings, thoughts, or beliefs about CFCMP. Two of the conversations involved questions that colleagues had concerning related procedures. One conversation involved how CFCMP was affecting a colleague's student with EBD. All teacher participants expressed that when CFCMP first began there was a lot of talk among colleagues both positive and negative. Nonetheless, talk related to the program was not a prevalent as it had been previously.

Question 10. Name one aspect of CFCMP you would keep the same and one that you would change. Most of the teacher participants were able to answer this question both ways. Two teachers did not contribute an aspect they would keep the same statement they would revamp or change the entire program. See Table 3 for participants' answers.

Table 3

Interview Question #10 / Aspect to Keep & Aspect to Change

<u>Keep</u>	<u>Change</u>
-NA	-The whole system/organization of CFCMP
-All school staff eligible to be a mentor	-Lack of parent involvement
-The flexibility / least amount of demands and requirements	-How students are referred to CFCMP (from: teacher referral / parent permission)
-Monthly activities for students and mentors to meet	-No evaluation process of the students involved & the program
-Keep it voluntary for teachers and staff	-Administrators should be more involved
-NA	-everything

PBIS Committee Observation

Teacher participants involved with the PBIS committee observation provided data concerning very little information about CFCMP. Teacher participants addressed a variety of issues unrelated to CFCMP. The observation of this meeting lasted an hour and 5 minutes with approximately 12 of those minutes addressing CFCMP business. Nonetheless, the following information provided below in Table 4 contains a synopsis of the information that was discussed.

Table 4

Observation Protocol Response Items

<u>Item Number</u>	<u>Response</u>	<u>Time Spent</u>
5.) Were all members actively engaged? Did all members provide feedback?	All six members were actively engaged concerning all business.	The entire meeting (1 hour and 5 minutes)
6.) Were Tier 2 and Tier 3 interventions discussed such as CFCMP?	Yes, Tier 2/Tier 3 interventions were discussed	(approx. 4 minutes)
7.) Did teachers voice concerns about students and incidents that have occurred?	Yes, one student incident was addressed briefly.	(approx. 6 minutes)
8.) Were staff concerns addressed concerning CFCMP?	No. There were no individual staff concerns addressed.	NA-
9.) Were suggestions or decisions made for improvements to CFCMP?	Yes, but very briefly. The remainder of using restorative questions.	(approx. 1 minute)
10.) Was training/support for teachers discussed in regard to CFCMP?	Yes. Time was scheduled for a district PBIS member to talk to teachers about how to use restorative questions with CFCMP students.	(approx. 1 minute)

During the observation process, all members were engaged throughout the entirety of the meeting. Members also had jobs assigned such as facilitator, recorder, and timekeeper. All members appeared very familiar and comfortable with each other. Colleagues constantly joked around with each other while conducting the meeting and everyone voiced their thoughts and opinions on every topic discussed.

An incident regarding a student was addressed concerning the way in which it was handled, administrative involvement, and next steps. The incident was quickly revisited telling of the CFCMP student who became upset when his teacher had him stay

in from recess to complete an assignment from the previous day. The anger the student displayed because of this resulted in him yelling at his teacher and using profanity during the incident. Committee members reiterated that the student's mentor was Mrs. Jenkins (pseudonym) and that it had been well over a week since she had seen him according to his teacher Ms. Walton (pseudonym) at the time. Most of the committee members were aware of the incident and moved on quickly to addressing whether the student was involved in any other intervention and whether the principal had discussed the situation with the student's parents. The student was sent to the office however, it was confirmed that there was no administrator to handle the issue at the time. Ms. Walton had talked to the student's parents but was awaiting input to address possible consequences.

The discussion of the incident with Ms. Walton's student-led the one committee member bringing up the possibility that a Tier 3 intervention may need to be added to this student's plan. Additionally, another committee member reminded colleagues of the training that needed to be scheduled with Mr. Dillard (pseudonym) from the district office on the use of restorative questions which had been discussed at a prior meeting. Committee members agreed and quickly pick a date to invite him to school. The recorder wrote it down to schedule with the principal.

Patterns-Theme in Findings

The data collected from the participants during the interview and observation process for this study was organized into reoccurring patterns and coded into themes. The 10 open-ended questions asked during each interview and the hour and 5-minute observation and protocol form produced data to answer the guiding research question of

what is the essence of the lived experience of elementary teachers who have implemented CFCMP (see Table 4)? Participants' answers became the standard for understanding how teachers felt about CFCMP. Triangulation of the data from both the interviews and observation were carefully analyzed and investigated. Altrichter, Feldman, Posch, and Somekh (2008) emphasized the importance triangulation brings to a study as it lends a clearer and objective understanding of the data. Strong perspectives were offered that made developing patterns and coding themes very easy due to reoccurring phrases and statements. These phrases and statements also established the basis for the themes regarding the three research subquestions (SRQ). Table 5 includes the research patterns and themes derived from the data collected. These emerging themes included data related to knowledge, organization, management, and support.

Table 5

Research Patterns & Themes

<u>Patterns</u>	<u>Themes</u>	<u>Related Interview Questions</u>
Knowledge	Training	1, 2, 4, 5, 6, 9, 10
Organization	Structure	2, 3, 4, 5, 8, 9, 10
Management	Time	2, 3, 4, 5, 9, 10
Support	Communication	2, 3, 4, 5, 7, 9, 10

The analysis process answering SRQ1, "How do elementary teachers describe CFCMP as a Tier 2 and Tier 3 intervention?" provide examples describing a plethora of very unpleasant and frustrating encounters with CFCMP (see Table 2). Descriptions from teacher participants revolve around similar themes created in this analysis. Those themes included lack of time management, training, communication, and structure. For example, several questions during the interview process overlapped in topic and focus.

All teachers at some point within the interview complained of miscommunication with colleagues, the administration, and parents were addressed along with a misunderstanding of their role in CFCMP whether they were a mentor or simply a teacher of the student in the program. Additionally, feeling accomplished as a mentor was a problem as it relates to being able to engage with the mentees on a regular basis was voiced. Overall, a negative impact and support were indicated as CFCMP was described as a Tier 2 and Tier 3 intervention.

The analysis process answering SRQ2, “What affects do teachers’ perceptions have on the implementation of the CFCMP?” yielded both positive and negative perceptions on CFCMP. Although more negative perceptions were expressed, several participants were able to focus on positive aspects that were beneficial and usable to their students in at least one or two ways. Furthermore, a few teachers that testified to dissenting perceptions still revealed a faith in utilizing the program in a positive way if changes could be made. For instance, several examples were given describing participants confused about basic knowledge and guidelines of CFCMP, yet continued to acknowledge and adhere to the program as they understood it. Also, it was expressed that teachers still attempted to gain knowledge from their colleagues on how to handle their students and keep up with implementing CFCMP. Overall, teacher perceptions although predominantly negative presented a willingness to push forward and support the creation of a better organized CFCMP (see Table 3).

Lastly, SRQ3, “What training and support do teachers need to implement the CFCMP?” indicated a strong and united answer from each participant concerning the fact

that no one had received training and support. Participants reiterated throughout the collection of data the lack of training and support from the administration they had received. Interestingly, participants did not mention frustration towards the PBIS committee concerning this lack of training and support as it was emphasized on the administration. Over and over again participants spoke of the need for basic training on how to present the foundational pieces of CFCMP. Specific guidelines, time management, organization, and administrative support were rehearsed several times. And so the four reoccurring themes of training, time management, communication, and lack of administrative support were discovered from my research demonstrates the areas of need voiced by teacher participants. Overall, the results showed a serious need for training and support teachers could refer to make CFCMP a successful program.

Salient Data and Discrepant Cases

Discrepant data, which provide a contradiction to the data and themes that have been created did not arise within the analysis process of this study. The theoretical proposition presented in this study focused on understanding the essence of the lived experiences of elementary teachers who have implemented CFCMP. Data that were collected showed strong connections and created cohesive themes to pull answers from in regard to the research questions that were developed. Many interview questions overlapped on key topics to reinforce answers provided. The observation and field notes are written also fit purposefully within the themes that were created. No discrepant data were found.

Accuracy of Data Analysis Procedures

Evidence displaying the quality of this study can be scrutinized by looking at three methods used before and after this phenomenological study. The three methods which included bracketing, member checks, and triangulation strengthened the credibility of the study data that answered the research questions and created the project. Moreover, each method was specifically chosen to bring clarity and ease to the analysis process and aid in the coding the data more efficiently.

Upon the onset of each interview and observation, I used the process of bracketing to relinquish any preconceived ideas or biased thoughts I may have held towards my knowledge of the participant, CFCMP, or ABC Elementary. My bracketing journal was kept on a password protected device and I reread it prior to each interview and observation. During the interview prewritten questions (see Appendix B) guided the recorded conversation, however additional response and conversations were also added to the data collected. All notes taken were typed into a password protected device during the interview. Immediately following each interview the recorded conversation was transcribed and additional noted and quotes were added to the interview protocol (see Appendix D).

Approximately three days after each interview participants were notified by email to complete a member check on his or her interview dialogue. This process was explained to each participant at the end of each interview so that directions and instructions were clear to the participants. Copies of the dialogue were sent to personal email addresses and not on the district website. Participants were asked to type anything

they wanted to add in red font and highlight anything they might want to retract from their statement in yellow. Participants were asked to return the member check within 48 hours.

Analysis of the data were critically analyzed. Use of the bracketing journal and member check were again revisited as data were first formed into similar patterns using the study's research questions. Interview questions were dissected to create a picture of participant's perceptions. Patterns started out as broad as positive and negative to specific themes such as training, structure, time, and communication. Finally, observational data was triangulated into the patterns being created a more comprehensible and credible understanding of the data. The observation protocol form (see Appendix C) presented a different format in which to organize, compare, or triangulate the data into the constructed themes.

Summary of Outcomes

The results of this study showed a reoccurring and strongly emphasized need for intensive training and better organization of CFCMP. Overall, a feeling of frustration and distress was communicated verbally and in tone by participants of their unsatisfied perceptions of CFCMP (see Table 1). The issues reported by participants in this study concerning CFCMP coincided directly with understanding the problem of this study and why students with EBD involved with CFCMP still face serious concerns although it was a Tier 2 and Tier 3 intervention. The purpose of this phenomenological study was to explore the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy. That was accomplished with teachers being provided a

voice in their own setting which allowed for honest and potential educational changes that answered the questions this study attempted to understand.

The conceptual framework related to this study present Bandura's theories on cognition, direct instruction, and observation (Bandura, 1977). Since, this is concurrent with several participants who were hopeful and expressed their desire for training, their positive beliefs, and desires that CFCMP could provide a better, more successful agenda to their students with EBD and teachers working with them. Bandura's SLT is present in concept and most times the foundation on which mentorship programs are formed. However, according to the responses from the teacher participants, CFCMP was not fulfilling this piece dealing with the direct instruction in the organization and structure of the program. Providing this missing link as participants so intently made evident could increase the success of CFCMP for student and teachers (see Table 2).

Research into key elements of successful mentorship programs always includes a distinct plan that can be followed by a reasonable level of flexibility. Teacher participants expressed a strong level of flexibility due to the fact that all participants made it very clear no instructions were given for implementation of CFCMP. The distinct plan for implementation was lacking for teachers to feel as though they were effectively fulfilling the goals of the program. This fact not only affected the motivational desires of some participants to use the program but also their perception of whether improvement in areas they voiced was lacking could even be worth salvaging (see Table 3).

Much of the data gathered from this study were in direct opposition to the literature and information gathered at the onset of this study. For example, Kennedy et al. (2014) described the tiers and their functions of the PBIS structure stating that tier 2 and its interventions and supports were specifically for students that could not attend at Tier 1. However, many teacher participants clearly stated that CFCMP being a Tier 2 intervention did not provide their students with EBD what they needed to succeed. Furthermore, Landrum and Sweigart (2014) also spoke of the need for these interventions to center on students keeping their focus and following directions. Yet, teacher participants voiced immense concern for the lack of training in implementation of CFCMP. Strategies were not discussed or shared as a part of their role in CFCMP. Lynne et al. (2013) expressed the added perks of using the PBIS structure for teachers which included aspects such as collaboration, unity, and a foundation that does not add more work for the general education teacher. However, teacher participants involved with CFCMP did not communicate this feeling or attitude. Most teacher participants discussed the added effort used in attempting to gain knowledge and understanding of what their role was in CFCMP.

Literature on the topic concerning mentorship programs centered its goals for the students involved and the school climate. Coyne-Foresi (2015) discussed the connectedness mentoring would bring to the school setting. Nonetheless, teacher participants within the study only spoke of connections made between students and their mentors. Added connections were not even expressed by teachers among their students involved in CFCMP. Additionally, Simoes and Alarcao (2014) emphasized the

importance of seeing mentees on a regular basis for an extended length of time. Time management was one problem teacher participants shared as a serious concern they encountered hindering their ability to effectively implement CFCMP. Interestingly, Lakind et al. (2014) discussed the need for professional mentors as opposed to using less volunteer mentors. However, again due to time management issues professional mentors such as teachers were seen to be less effective than aides and other supporting staff who were able to meet with their mentees regularly. The information researched for this study coupled with my findings at times contradicted one another, however it provides greater insight into the nature of CFCMP and next steps in order to achieve the goals set forth by the program.

Project Deliverable and Findings

The results of this study showed the perceptions teacher participants communicated as it related to their experiences with CFCMP. Some of those perceptions were positive and many of them were negative. The outstanding goals that CFCMP is trying to accomplish were not expressed by participants involved in this study. Participants revealed a highly ineffective program due to a lack of training, time management, support, and communication. The results of this study indicate a need to focus on professional development for school staff regarding CFCMP. Training will provide teachers and school staff with strategies to benefit students with EBD. Furthermore, it can show teachers and staff how to effectively implement CFCMP correctly to create a cohesive and effective program.

Section 3: The Project

Introduction

For this qualitative research study, I took a phenomenological approach to explore the lived experiences of elementary teachers who have implemented CFCMP. This study evolved from the need for research-based interventions that improved behavior and academics of students with EBD. Furthermore, the PBIS structure was strengthened by research that guided next steps in providing acceptable alternatives used at each tier of the structure. California's OMC law states that administrators document the various strategies and interventions provided to struggling students who are eligible for the issuance of a suspension or expulsion. Although PBIS provided the structure for this law, a research-based understanding had to be applied. The recommendations provided have been developed from the interviews and observations of three kindergarten and three first grade teachers who were involved with CFCMP. The adaptations and recommendations provided for policy changes allowed teachers the leverage and guidance needed in supporting students with EBD in educational success.

Selection of Basic Genre Project

The findings of this study warrant establishing a genre project in the form of professional development training (see Appendix A). In exploring the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy, the need for teaching the guidelines for implementation arose. Teacher participants contended that established and communicated strategies must be recognized, explained, and understood by all staff. Use of professional development training would

provide the necessary understanding to cohesively connect CFCMP's goals to the outcomes teacher participants are expecting from CFCMP.

Hyacinth and Mann (2014) discussed the difference between academic knowledge learned from study and reflective knowledge learned from practice. Reflecting on practice to implement change can be just as if not more effective than simply holding onto pedagogical knowledge (Hyacinth & Man, 2014). Although teacher participants in this study were educated in the area of dealing with students with EBD, input and reflection from their interactions with CFCMP and their students with EDB were directly related to professional development training, which derives from an anticipated need. Facing the challenges encountered in CFCMP through professional development training resulted from a reflective process of understanding CFCMP.

Project Goals

The overall goal of the following professional development training is to create stronger and well-defined pedagogical practices that all teachers can easily access and follow while implementing CFCMP. Specifically, one of CFCMP's goals was to connect with students struggling with EBD to improve their academic and social skills in their educational setting. The goal aligns with the purpose of the phenomenological study to explore the lived experiences of teachers in regards to the implementation of CFCMP as an effective behavioral strategy. Functionally, the professional development training will prepare teachers in the area of teacher communication and time management while providing a detailed action plan.

Rationale

As presented in Section 1, because one of the critical issues facing teachers in the classroom today is disruptive student behavior, teachers must have access to research-based strategies that work in the classroom. Additionally, teachers are on the front lines working closely with students every day, and as a result, they become the experts when it comes to knowing what works with their students. However, very few research studies focus on the perspective of the teacher. Therefore, I conducted this qualitative phenomenological study to explore the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy.

The decision to use professional development training for this study was contingent on the feedback received from the teacher participants in this study. Professional development training will focus on effective strategies to be used with CFCMP, support from administrators needed to effectively carry out these strategies, time management of CFCMP, and reflection time to revisit and revise existing procedures. Teacher communication and input would be a main focus of the training while guiding the overall structure of the professional development agenda.

Review of the Literature

The following literature review offers research to support the project which focuses on professional development training for teachers involved in CFCMP. The research was designed to expand upon and demonstrate the need for the project explained in Section 3 of this study. The data gathered from participants and analyzed provided a strong need for the reference information included below. The areas of

reference consist of reflective practices, professional development, mentoring practices, and collaboration. Peer-reviewed articles and research books were searched for this literature review using databases such as Education Resource Complete, EBSCO, and Sage through Walden Library. In addition, Google Scholar was used to locating relevant resources pertaining to this literature review. The research gathered encompassed information from 2013 to 2018. There were a few exceptions to the rule where certain resources were second sources and older than 2013. Search terms used to gather data for this study included, *reflective practices, collaboration, professional development, and mentoring.*

Reflective Practices

The purpose of this phenomenological research study was to explore the lived experiences of teachers in regards to the implementation of CFCMP as an effective behavioral strategy. As a natural outcome of this study, reflective practices were encouraged. “Reflection denotes a practice of inquiry that is concerned with past, current or future phenomena, such as decisions, actions, processes and events” (Hedberg, 2017, p.521). According to Bolton (as cited in Ghafarpour, 2017), “reflective practice involves paying critical attention to the practical values and theories that inform everyday actions” (p. 213). Additionally, according to Loughran (as cited in Ghafarpour, 2017), it is not the everyday experience that brings about clarity and effectiveness, but the reflection process that is most important. Vaughn, Parsons, Keyes, Puzio, and Allen (2017) described the reflective process as “teacher metacognition” that leads and guides teaching practices. Reflection is a process that is necessary to successfully improve upon a particular set of

skills used to improve the education setting. According to Iqbal et al. (as cited in Schon, 1983), “Simply understanding of a professional practice cannot be considered as reflective practice, rather it is an attempt to strengthen the practice in the light of feedback and previous experiences” (p.70). Committing to change is equally as important as reflecting on the change which is ultimately the goal when one is looking to apply meaningful change.

With the understanding of the definition of reflective practices, the focus can shift to the benefits. Mauri, Clara, Colomina, and Onrubia (2016) discussed Dewey’s understanding of reflection as “analysis and synthesis” (p.290), where individual elements of a situation are analyzed to make sense of the whole, synthesizing and connecting the dots. Again, this shows what using reflective practice can do overall for the growth and improvement in the implementation of pedagogical knowledge. Next, reflective practice shows positive effects with both new and veteran teachers. Khoshsima, Shirnejad, Farokhipour, and Rezael (2016) conducted a study as a way of understanding how the use of reflective practice affects teachers with a variety of teaching experiences. The findings provided no evidence of a difference in the effects for teachers with more or less experience when it came to the use of reflection on their job (Khoshsima et al., 2016). Additionally, McGarr and McCormack (as cited in Hammond-Stoughton, 2007), believed “Reflection plays a significant role in promoting self-awareness and in assisting individuals in gaining a greater understanding of themselves as well as their reactions and perceptions” (p. 267). Due to the constant shifts in education, government regulations, and district programs implemented, teachers are regularly

required to change best practices within their classrooms (Meierdirk, 2016). With this in mind, Meierdirk (2016) stated, “It is cognitive processes of the teachers themselves which leads to professional development; that is achieved through reflective practice” (p. 377). The project proposed for this study reflects this understanding for the promotion of CFCMP as guided by the teachers who implement it.

The use of reflection in the field of education has now become standard practice to create and maintain best practices (Conroy, 2014). As education moves away from a top-down model, teachers are more involved in the decision-making processes regarding their day to day environments. Teacher leaders facilitate reflective practice with colleagues making possible the changes necessary to improve teaching strategies. “Encouraging critical discourse offers opportunities for sharing reflections, which, in turn, provide the basis for individual and group empowerment” (Di Gennaro, Pace, Zollo, & Aiello, 2014, p.58). Reflection also allows a platform for teachers to be honest and upfront concerning practices they are responsible for implementing with their students. Kayaoglu, Erby, and Saglame (2016) discussed results from a study where novice teachers provided dialogue concerning the reflection process. One participant explained how the nature of reflection helped her understand that specific educational strategies and structures cannot be done because they are one-sided and do not address all of the necessary areas of importance (Kayaoglu et al., 2016).

Professional Development

Providing adequate and relevant professional development for teachers is a growing problem in the area of education (Margolis, Durbin, & Doring, 2017).

Professional development is set in place to supply teachers with current educational practices by providing support and instruction (Kusmawan, 2017). “Many studies on professional development in general and pedagogical construction, in particular, have taken cognizance of the learning experience of teachers” (Nguyen, 2017, p.238).

Furthermore, according to Xu (as cited in Bayer, 2014), when designing teacher training, learning exercises should include well thought out practices that involve meeting teacher and school requests, include teacher input on implementation, and experts who can provide research-based knowledge.

The need for professional development has obvious and reasonable purposes and rationales. However, underlying benefits also surface as a result of this action.

Richmond et al. (2017) discussed how teachers were able to participate in “disciplined talk around problems of practice” (p.23) and reflect together on these issues. Derri et al. (2015) described the use of professional development as a form of evaluation and or assessment of pedagogical practice that can be used for the betterment of student learning. With CFCMP, the motive for constant improvement and readjustment is key when it comes to keeping the program current and productive. As a catalyst for promoting social change, this study emphasized this very idea through the professional development piece. According to Manzar-Abbass et al. (as cited in Allen & Day, 2002), “Mentoring is more effective when it is linked to real needs identified through research under the umbrella of professional development programs” (p. 87). Continuing the dialogue that will come about through professional development training can only be

used to strengthen the program and address the needs of the students as they change over time.

Teachers experience mixed emotions concerning professional development. It is understood that professional development is essential for pedagogical growth within the field of education, however, the delivery becomes a concern for many. Junyi, Songhorn, and Sirinthorn (2013) shared the frustration educators encountered from professional development training because of the lack of practical strategies, as opposed to theoretical jargon that is not helpful when it comes to working with students. Additionally, Ozdemir (2013) stated, that professional development is more than often presented in an old-fashioned, one-sided manner that teachers' feel does not meet their needs or present progression of academic knowledge and practice. "Professional development should be just as dynamic as the education its participants are expected to provide" (Matherson & Windle, 2017, p.32). Furthermore, teachers need the opportunity to reflect on their understanding and relevance concerning the material presented to them to implement the skills and practices successfully (Professional development always matters and makes change-for teachers, students, schools and even beyond, 2016).

Mentoring Practices

The act of mentoring can be a very useful method producing positive change within various students. However, lack of training for mentors can pose an obstacle and slow down or halt progress for their mentees. As expressed in this study, training was a big concern participants had with CFCMP. Fiat (2016) conducted a study on a similar mentorship program which emphasized the need for "necessary training and resources to

carry out the intervention with integrity” (p.272). “When mentoring is done in a structured manner, based on specific principles and guidelines, the prognosis for a positive outcome is excellent” (McGuire, 2015, pp. 77-78). On the other hand, LaValle (2015) found the complete opposite which declared their findings showed that ongoing training did not better the results from youth in mentorship programs. However, this study did report that these unexpected findings may have discrepancies due to various factors (LaValle, 2015). Nonetheless, Weiler et al. (2015) stated that regardless of the structured plan or techniques used in mentoring youth that the most important element is the relationship between the mentor and mentee. Although there is conflicting data, Scannapieco and Painter (2014) provided greater insight which spoke to how high-quality mentorship strategies can build on the success of children, where mentorship programs with low-level strategies can be hurt children more than doing nothing at all.

Collaboration

In past years, Glazier, Boyd, Hughes, Able, and Mallous (2016) described the profession of teaching as a lonely process where one must fend for oneself. This has caused many schools to look at other ways of bringing teachers together. The emphasis on teacher collaboration or teachers working together to increase academic achievement among their students is a growing trend in education. Teacher collaboration is also known as professional learning communities’ (PLCs). The goal is multifaceted in range from increasing the quality of teachers and teaching to pedagogy and interaction among students and teachers (Hairon & Tan, 2016). Miquel and Duran (2017), also included the aspect of allowing all teachers to be involved in the decision-making processes that occur

during collaborative teacher time. Bottia, Moller, Mickelson, Stearns, and Valentino (2016) referred to teacher collaboration as “An environment where teachers build their lessons cooperatively, eliminating redundancy and augmenting compatibility across parts of the curriculum and grades (pp.507-508). Teacher collaboration or PLCs can be viewed in several ways, but the bottom line results in providing a venue and arena for teachers communicate pedagogical practice together.

Several benefits have been connected to “professional development for teachers” implementing collaboration within school sites at every level (Acar & Yildiz, 2016, p. 423). According to Mulholland and O’Connor (as cited by Wenger, 2011) teachers engage in “communities of practice” which promote relationships and partnerships among teachers (p. 1073). Furthermore, Sehgal, Nambudiri, and Mishra (2017) suggested that collaboration promotes self-efficacy because teachers can receive positive feedback from colleagues reducing negative feels they might have placed upon themselves working alone. Also, Pogrund (2017) reminded us of the fact that in an educational setting it takes a village to provide a student’s needs and not simply one person who is responsible for the student’s well-being and/or academic needs especially when it comes to students with special needs. CFCMP’s genre project focuses on using data from the study to drive the professional development training that will be offered to teachers at ABC Elementary. The continuous goal of updated training will be further facilitated by teacher feedback and collaboration with PBIS and teacher leaders at the school.

The importance of collaboration within this study and project genre is to bring longevity to CFCMP. Understanding the ever-changing climate of education and preparing all of our students to be successful is essential. Promoting leadership among colleagues is one of the long-term goals of the collaboration of teachers. In past years teachers have not seen themselves as leaders impacting positive change at their school sites. However, collaboration has given a voice to teachers who are now leading positive change (Fairman & Mackenzie, 2015). Moreover, Van Houten (2015) stated, “It takes a collaborating network of stakeholders with shared values to prepare and support classroom teachers for success” (p. 323). Interestingly, this detail connects CFCMP with PBIS district leaders and teacher leaders allowing dialogue and collaboration at a higher level. The bottom line becomes linking communication at every level. Patterson and Grantham (2016) conducted a study concerning teacher wellbeing where results showed teacher colleagues who maintained a level of trust and communication also provided an outlet for problems, frustrations, and challenges faced in their profession. Utilizing collaboration will further teacher involvement and research-based insight into CFCMP.

Project Description

The project resulting from this study is a professional development training that will specifically meet the needs and concerns voiced by teacher participants about CFCMP. This qualitative phenomenological study gathered data that presented similar themes recognizing the lack of defined protocol teachers should follow when implementing CFCMP. The professional development training offered consisted of instruction in the area of modifications made to the program’s agenda and coaching of

strategies and techniques to be used with students with EBD. In addition, professional development will address teacher communication, collaboration, and time management of CFCMP. A three-day professional development training session will be conducted. The proposed plan will be reevaluated and organized by the PBIS committee yearly according to the growth and needs of the teachers at ABC Elementary. The goal of this professional development training is to create stronger and well-defined pedagogical practices that teachers can easily access and follow while implementing CFCMP.

Needed Resources

The proposed project of professional development training would also benefit from several resources available to teachers and their students with EBD. One potential resource would consist of a reference notebook containing all CFCMP policy and information to refer to including the mission and goal statement, agenda, strategies, communication, and time management. Another possible resource would be the use of a weekly focus or skill mentors and teachers have to address with their EBD students that follow the school's PBIS agenda. Utilizing goals that are already in place by the school will further the success of CFCMP; making it a regular part of the PBIS and or character education agenda at the school. Additionally, use of a reward system would provide added motivation for the students with EBD to accomplish success within the program and leverage for teachers working with these students. Lastly, lessons given to all students by the school counselor may train classes of students with EBD to assist when necessary.

Existing Supports

ABC Elementary has several existing supports that CFCMP can utilize to improve the progress of its program. The most critical and vital support is the administration at ABC Elementary. Data gathered and sorted into themes showed a stronger need for involvement and intervention from administrators at ABC Elementary. The administration has an invested responsibility to provide knowledge and input into the process and interactions with their students with EBD who are connected with CFCMP.

Another existing support is the PBIS committee which facilitates and oversees CFCMP. The PBIS committee is home base for all questions, decision making, and modifications to improve all long-term and short-term goals for CFCMP. Besides PBIS, special support staff such as counselors and resource teachers can expose general education teachers to students with EBD with techniques and teaching strategies individualized for certain behaviors. Aides, secretarial, and custodial staff can provide added support in emergency situations when teachers may need assistance with an unruly or out of control student.

Potential Barriers

One potential barrier to the implementation of this project is timing. The process in which the PBIS committee will have to address, collaborate, and modify the necessary issues occurring with CFCMP will take time. Due to this fact, the old system will remain in place until training is ready to take place. Consequently, changes to CFCMP will fall mid-year possibly confusing the process. Mid-year changes may also, in turn, lead to issues with teacher's buying into the changes and the effectiveness of CFCMP and

desire to endorse its service for students with EBD. Since the immediate change was voiced by the six participants in this study, the timeframe to improve CFCMP may alter the motivation teachers have to use it as an effective practice due to its voluntary nature. One solution may be to implement the professional development training in separate session instead of in its entirety so that teachers may see immediate change happening to address the most important elements. Separate sessions may heighten the rate of teacher buy-in of CFCMP.

Proposal for Implementation and Timetable

The implementation of this project would occur during the 2018 – 2019 school year. Since the school year is broken into three trimesters, preparation and professional development would take place in the first trimester, and implementation would happen in a second and third trimester. This schedule can be modified according to the needs of the PBIS committee.

August 2018 (First Trimester)

- PBIS Committee Meeting organizes plans for professional development
 - Members choose a September date
 - Members create the agenda
 - Members organize/assign/contact the presenters

September 2018 (First Trimester)

- 3 Day Professional Development Training Day
 - Presenter shares study findings
 - PBIS Committee presents CFCMP's objectives & benefits

- Presenter shares strategies to use for students with EBD
- PBIS Committee presents collaboration with mentor and school staff
- PBIS Committee presents time management strategies for mentors and teachers
- PBIS Committee presents reflective logs

October 2018 (First Trimester)

- Teachers Gain Parent Permission for CFCMP
 - Parent Signatures required no later than Parent Conference Week

November - February 2018/2019 (Second Trimester)

- Students are assigned, mentors
- Teachers implement strategies learned during professional development
- Teachers complete reflective logs for the end of the second trimester
- PBIS Committee analyzes the reflective logs for each student with EBD teachers submit
- PBIS Committee shares findings with the staff

March – June 2019 (Third Trimester)

- Teachers continue to implement strategies learned during professional development training
- Teachers continue to complete the reflective logs for the end of the third trimester

- PBIS Committee analyzes and compares the data from the reflective logs teachers submit
- PBIS Committee revises and plans for the professional development training for the 2019 – 2020 school year
- PBIS Committee presents findings to school staff

Roles and Responsibilities of Students and Others

As the researcher, it is my responsibility to present to the PBIS committee the proposed professional development training areas participants verbalized needing clarity and instruction in. After the data from this study have been presented to the PBIS committee, when and how the implementation of training will take place will be established. In addition, school administration will also share input concerning approval of professional development training as it concerns dates and trainers involved with implementation. All communications regarding the proposed professional development training will be discussed between the PBIS committee, school administration, and myself. If needed, changes will be made at that time before implementing any professional development training for school staff.

Once teachers participate in the professional development training, resources presented during the training will be available as needed for teachers to fulfill their duties pertaining to their students with EBD and CFCMP. Teachers will maintain the freedom to utilize the methods and strategies presented in training. The PBIS committee and school administrators will also provide support for teachers and students with EBD when

requested. Lastly, individual situations which may arise that have not been presented in training will be discussed among PBIS committee members and administration.

Project Evaluation

One major finding of this research study indicated classroom teachers needed guidance on the implementation process of CFCMP and that no training had been given. Moreover, so the project of professional development was presented at the local setting to assist the concerns of the participants. The project evaluation created is outcome-based to provide formative feedback for teachers and administrators involved. The overall goal of this assessment is to provide the PBIS committee with documentation as to whether CFCMP is making an effective impact on students with EBD.

The outcome measures that will be utilized for this project evaluation consist of an end of trimester teacher reflective log. This reflective log will entail the general classroom teacher providing short notes of feedback concerning incidents that occurred during the school day with their EBD students that involved using a strategy learned from the professional development training. It will also document the amount of time it took away from instructional time and if an administrator had to be involved. This formative evaluation will occur during the EBD student's involvement with CFCMP. This log may also be shared with the actual student's mentor to improve collaboration among the school staff involved. Lastly, the PBIS committee will gather the general classroom teacher's reflective logs to compile the effectiveness of CFCMP for its students with EBD. This information will be dissected according to the effectiveness of the strategies,

instructional time lost within the school day, and the number of occasions an administrator had to become involved.

The stakeholders who will benefit from the project evaluation of this study include the teachers, students with EBD, administrators, parents, and PBIS committee members. The results will be used to improve the effectiveness of CFCMP and how the program is implemented. Furthermore, it will guide future professional development training on working with students with EBD within CFCMP. Then, the success of this research study will be apparent.

Project Implications

The research collected from this phenomenological study and the project designed to provide answers and positive outcomes for teachers and students with EBD creates long-term effects for the future. Local, district and even state practices can be a part of the change that affects how the educational community assists students with EBD learning in the general classroom setting. Greater understanding and implementation of CFCMP will be the springboard for how future mentorship programs are implemented and how they fit within the PBIS structure. Continued focus and improvement on professional development training for teachers will strengthen as CFCMP expands, changing the needs of the students with EBD involved.

Social Change Implications

The overlying expectation emerging from this research study and project is to provide students with EBD opportunities for educational success that will extend to all aspects of their lives. The social change implications include more than the full range of

possibilities of success for students with EBD. All students benefit from this information. Providing research proven data driven by teachers to increase pedagogical knowledge for the needs of today's students in a society that is ever changing is essential. Teachers affect several children on many different levels daily, including mentally, socially, emotionally, and intellectually. However, it only takes one to begin a process of change on a much larger scale.

Students with EBD come to the general education classroom with various social and behavioral issues that if not addressed at a young age will transfer and worsen in their youth and young adulthood. Children are most impressionable when they are still relatively young. Strategically supporting students with EBD provides a guide and role model to pattern themselves after. Being able to acknowledge other people care about them and are helping them to succeed increases self-esteem and the desire to achieve. Constant reinforcement at school not only from their teacher but also from their mentor raises the bar for success. Setting high expectations for all students provides an atmosphere of excellence that students with EBD need to be surrounded by at all times.

With the implementation of this project, professional development training for teachers focusing on helping students with EBD will provide a catalyst for not only other schools within the district to follow but create a prototype statewide to share. In the long run, students with EBD will have been provided the models, skills, and tools to manage many of the difficult behaviors they struggle with at an early age. As maturity and growth continue to manifest as a result of these skills learned, the impact on their lives and society will present independent individuals who are positive, hard-working,

balanced, and responsible citizens. The outcome of this project will have a far-reaching impact on government assisted programs for these students in an effort to decrease its need.

Importance of Project to Local Stakeholders

As professional development training is driven by expert teachers guide this project, classroom teachers will gain strategies and techniques requested to support CFCMP adequately. With participants' appealing for specific understanding of how to effectively implement CFCMP with their EBD students, teachers need for initiating strategies correctly and gaining support from the administration are solved. Ultimately, the number of classroom disturbances will drop and class instructional time will be maximized. Students with EBD, as well as the regular education student will be engaged in more extended continuous learning than in the past. Overcoming this concern will lead to stronger patterns in academic achievement and all students and their success rates.

Section 4: Reflections and Conclusions

Introduction

The purpose of this qualitative phenomenological research study was to explore the lived experiences of teachers in regard to the implementation of CFCMP as an effective behavioral strategy. The study data were gathered from the interviews of six kindergarten and first-grade teachers at ABC Elementary who have students involved with CFCMP and the observation of a PBIS committee meeting that reviews the progress of CFCMP monthly. The interview questions and process provided a thick description of data used in the analysis for the study. The research questions for this phenomenological study were developed with the understanding gained from the conceptual framework and literature review. Therefore, the guiding research question for this study was: What is the essence of the lived experience of elementary teachers who have implemented CFCMP? The subquestions for this study were:

SRQ1: How do elementary teachers describe CFCMP as a Tier 2 and Tier 3 intervention?

SRQ2: What effects do teachers' perceptions have on the implementation of the CFCMP?

SRQ3: What training and support do teachers need to implement the CFCMP?

The findings from this study provided the foundation for the project that will be implemented and is described in, Section 3. Professional development training supports the needs communicated by the participants responding to the interview questions. These relate to the following: (a) effective strategies for CFCMP, (b) teacher communication,

(c) administrative support, (d) time management of CFCMP, and (e) reflection time. In this section, I discuss the strengths and limitations, recommendations, evaluation, implications, and applications of the work completed for this study. In addition, I end the section with a consideration of the personal growth I experienced and a self-reflection of my doctoral research journey.

Project Strengths and Limitations

Project Strengths

The goal of this project was to understand and improve the effectiveness of CFCMP as a behavioral strategy for students with EBD. The outcome of the study resulted in a professional development training that focuses on the specific insight and needs of the teacher participants. One of the strengths of the project is that it is teacher driven and collaborative. This project will not only cater to the exact needs presented within the study but will also allow teacher participants to take a vested role in the direction of improvement. Not only will teacher leadership opportunities expand, but collaborative practices will be strengthened in the process. Improving the interpersonal connection between the teacher's leadership role and administration and the school climate can enhance the quality of education students receive (Cansoy & Parlar, 2017). In addition, project participants and members of the PBIS committee will reinforce communication throughout all staff in the school including support staff such as aides, counselors, psychologists, speech pathologists, nurses, secretarial staff, and custodial staff.

Another strength of the project is the opportunity for continued improvement and growth when and where change is needed. Collaboratively, teacher participants and the PBIS committee will have the potential to adjust and modify the professional training based on the needs expressed by the staff at ABC Elementary throughout the life of CFCMP. The open-ended nature of this strategy will ensure CFCMP the potential to maintain adaptability to situational changes. Allowing for continued professional growth through reflective practices improves techniques and strategies while increasing application of best practices for teachers and students. Schneider and Kipp (2015) discussed the connection between the reflection process and how teacher cognition develops as a process affecting the behaviors a teacher exhibits.

Lastly, the project is cost and time efficient utilizing services available through the immediate school site and local district level. The project planning and development is already incorporated into the monthly PBIS committee meetings and would not involve requiring teacher participants or members to overextend themselves. Subsequently, staff attending professional development training would adhere to the regularly scheduled staff and PLC meetings that are already in place to receive the training. Additionally, speakers would be scheduled from the district or at the school site and materials created using district departments such as a print shop.

Project Limitations

The prominent goal of this project was to provide support for teachers with EBD students involved in CFCMP. Professional development training fueled by data collected from teacher participants emphasizing areas of need set the standard for the training.

However, a limitation concerning the data collection of this study was the focus on primary, elementary teachers consisting of grades kindergarten through second. Since upper-grade teachers were not included in the data collection process, third through sixth-grade teachers at ABC Elementary may have different or added concerns not addressed in the initial professional development training project that has been established.

Another limitation of this project consisted of the inability for this data and project to be generalized to benefit other schools in the district. Since the professional development training is specific to the needs of teachers at ABC Elementary, other schools would have to determine their needs and create an individualized project to benefit them. Transferability is a limitation when it applies to this project. To remediate this issue several schools implementing CFCMP would have to be involved to generate an in-depth understanding.

Recommendations for Alternative Approaches

While the use of professional development training was the most viable project to utilize following the data collection of this study, there are alternative approaches that may provide a solution to the needs voiced during the data collection process. One such alternative method would consist of a project development partnership between parents, school staff, and community. One reoccurring theme surfacing from the data was the lack of accountability for other adults involved with students with EBD. Teacher participants expressed frustration with being the primary person responsible for handling all issues that may arise with their students with EBD. A project development partnership would have the opportunity to provide relief to teachers while educating all

stakeholders in techniques and strategies that will support students with EBD in school as well as other environments. Although schools are providing interventions for students with EBD, key pieces are neglected when family dynamics are left out and not taken into consideration with strategies chosen to help the EBD student (Buchanan et al., 2016). A project such as this would hold everyone in that student's life, whomever the student interacts with, accountable. Enforcing and ensuring a village mentality where the same rules and expectations apply not only for the student with EBD but the adults involved in the student's life has the potential of supplying stability and more significant growth. A program development partnership would also create the opportunity for ongoing evaluations of program norms, expectations, and participants involved.

Another alternative approach would consist of providing a CFCMP manual or handbook. Producing a CFCMP manual would provide an easy way to share the study's findings with school staff while presenting the need for buy-in and participation from school staff. Additionally, creating a manual or handbook would allow all supporting staff the opportunity to receive the study's data and pertinent information regarding students with EBD in the case they were faced with an incident involving one of these students. A CFCMP manual or handbook would also offer flexibility to teachers and staff, providing a point of reference in the event of situations or issues that may arise. Forms extending ways to document strategies used with the students and ongoing evaluations from the manual would benefit teachers and CFCMP. The documentation forms and assessments could then provide updated recommendations for improvement to

CFCMP. Although this alternative approach lacks a hands-on element, it still includes key features necessary for the project to be successful.

Scholarship, Project Development and Evaluation, and Leadership and Change

Before starting this doctoral journey my passion for working on this degree centered on reaching the highest accolades attainable in my profession. The reasoning behind this desire was my solution to the years of struggle I endured throughout most of my educational career as a child. However, as I have journeyed through this program I have gained a new-found passion and desire for completing this degree. The knowledge I have gained has allowed growth in my profession and has transformed my perspective and work ethic. I am confident and consider myself a teacher leader striving for excellence in the field of education.

Scholarship

Creating a doctoral project study was not an easy task. The scholarship involved in taking a legitimate problem in education and transforming it into a practical study that could positively impact the field of education takes analytical thinking. Although I knew the direction I wanted to pursue with my study, the process in turning it into the project study that was created took added time, focus, and support from my Walden University doctoral committee. However, after several revisions, my study focused on a qualitative approach with a phenomenological design. The purpose was to explore the lived experiences of teachers in regards to the implementation of CFCMP as an effective behavioral strategy.

As I continued this process, I gained a wealth of knowledge as I researched various critical areas surrounding my topic. Using peer-reviewed articles from various research databases allowed me to formulate a better understanding and more educated direction to move in. This knowledge guided the path on which I chose to focus the specifics of my data collection and project. Additionally, researching my topic provided me with a higher level of understanding as it applied to writing in a scholarly manner. Extensive reading and research helped me recognize important themes and patterns connected with writing at the doctoral level, which proved to be a great benefit for my study.

As a result of taking more time with the initial stages of this project study, the data collection process was accomplished with great ease. Afterwards, the analysis process of coding and the creation of themes was also easy to manage. I was able to conduct my second literature review based on the data I collected from teacher participants, bringing my data and project together in a cohesive manner. At the end of my research, I found that the concerns acknowledged by teacher participants about CFCMP resonated with the lengthy research studies I found.

Project Development and Evaluation

There are several ways to handle project development and evaluation. As a project developer, I felt the need to focus on the voiced needs of the teacher participants and data collected from the study. Listening and responding to the needs of the teacher participants meant including flexibility as it pertained to the professional development training created as a result of my findings. Establishing a project that provided teachers

with professional, yet practical advice and direction must set the tone. Furthermore, teacher engagement during the project would help to encourage interest and desire in the effort to promote excitement and usability of the information. And so, hands-on activities, collaboration, and consistent evaluations would be the foundation of this project. Moreover, understanding that producing a project that is not rushed or forced can provide a level of respect to those involved that considers the time management and adaptability in accepting and implementing the resources provided. With this key factor in mind, multiple pieces of training would be a part of the agenda established for this project. The nature of the training would provide balance and build upon information and knowledge outlined in the training. It is my understanding that the project should be a reflection of a clear and precise understanding of the findings of the study. Therefore, data and findings must be the deciding element when it comes to creating a successful project.

Leadership and Change

Throughout this project study, my experience as a teacher leader in conducting this research has been positive and well received. I have been acknowledged and entrusted with a greater level of responsibility due to the initiative and research I have gained. It has been an enlightening experience to witness my administrators and colleagues embrace the role I have taken on while inspiring a few of them in the process. Professionally this influence has allowed me to gain added confidence and involvement at my school site. Teacher leadership that promotes positive change in the field of education is a multifaceted skill that can manifest in a variety of ways. I have learned

that it takes great passion and determination to begin the process of simply electing change. Not only does it take consistency in being an example of that change, but also resilience to the push back from any negative feedback that may come with the responsibility. I also understand that leadership involves putting in the work of gathering research and acquiring the knowledge to impart the need, reasoning, and objectives for change. Effective leaders then uses the knowledge and skills they have obtained to educate and motivate their colleagues around them to a higher standard. And yet at times one of the hardest facts about leadership is the understanding that the process takes time.

Reflection on Importance of the Work

The reflection process is a very important and necessary part of learning. Reflection provides a means for understanding and improvement to take place naturally. As I take this time to reflect on the doctoral journey I have taken with Walden University my thoughts and feelings run a gamut of emotions. I have pushed my work ethic to new heights, grown in knowledge professionally, gained new experiences, and am now perceived by my colleagues and peers with new found respect and knowledge. I am proud of the accomplishments I have made and I am committed to promoting positive social change in the field of education.

Analysis of Self as Scholar

My development as a scholar began with firm conviction and a passion for addressing an issue that has personally caused frustration in my professional career, current school site, and education as a whole. Providing important interventions for students with EBD is a challenging venture that takes careful detail and time. CFCMP,

being one of those interventions implemented to help students with EBD and provide teachers relief through the technique of mentorship was my passion and goal to study. After researching the numerous aspects surrounding students with EBD and mentorship programs came the difficult process of creating a study that aligned with the data I was seeking to understand. Thus, this was an arduous journey that challenged my thought process. However, when the initial research of my topic was accomplished, I was confident it would guide my study to completion. Completing the literature review challenged my work ethic in gaining research-based knowledge so I could continue aligning my study to achieve my study goal. My growth as a scholar manifested in my ability to provide researchable data as opposed to theory and opinion. At each step, I learned the skill and technique that improved my capacity to conduct, gather, analyze, and assess data. My greatest goal as a scholar simply and plainly put was learning the study of a study. In the future, I look to perfecting these processes and continuing my growth as a scholar.

Analysis of Self as a Practitioner

The experiences I gained as a practitioner strengthened my overall position and behaviors in my professional and as a doctoral student conducting research. Since this was a new role, implementing various procedures for this study was a true learning experience that transferred to and transformed my work ethic, professional goals, and daily behaviors in my school setting. During my journey, my thoughts reflected the immediate actions and behaviors I needed to complete tasks, goals, and deadlines. I was working through this process focusing on accuracy and success. As a result of this

learning process my ability to grow as a professional educator increased in skills and knowledge, and in confidence and leadership. My job as a teacher leader has now extended beyond the realm of this qualitative research study, as I have now been awarded various leadership roles at my school site. One of them has been leading professional learning communities that adjust dialogue, collaboration, and answerability that guides the school's practices (Lee Bae, Haynes, O'Connor, Seltz, & DiStefano, 2016). Effective leadership not only begins with the desire to create positive change but also allows for learning to flow in both directions facilitating open communication and mutual respect.

Analysis of Self as Project Developer

Being a project developer means that the researcher has gained the knowledge and understanding to produce a project that will address the data collected most creatively and productively possible. I have learned that this can be done by first thoroughly understanding the data and needs of the participants. Since research guides the project development and its practices, we can maintain that gathering and analyzing the data is one of the most crucial areas in this task in ultimately creating a viable project. However, also considering the audience involved weighs just as heavy on the presentation of the project. Moreover, having the expertise to personalize a project and gear it to a particular group's dynamics solves a multitude of future problems waiting to appear demonstrates a level of respect and professionalism.

One underlying theme I have maintained throughout my study was the focus on expert teachers who work in the trenches of education being the change agents for education. Historically education has worked from a top-down model. This model has

permeated every aspect of education including the teachers who, although want change and have the knowledge and skills to create it, rarely step forward to claim that role. Even as the educational climate changes right before our eyes in this present-day movement of professional learning committees and teacher leadership initiatives, teachers are hesitant to become actively involved. As I created the project for this study I have committed to not only presenting a viable project that will address the concerns of the teachers to benefit a student with EBD, I have attempted to create opportunities for teachers to become leaders for change at their school site. Having the ability to provide a project that improves educational practice is one positive aspect and in the past was the most important of them all. However, creating opportunities to promote leadership among your colleagues is the wave of the future in every professional environment.

Implications, Applications, and Directions for Future Research

The effects of this study and project as it relates to the potential for social change will play a large part on the teachers and staff, students, and families that belong to the study's school site. Implementation of the project must be consistent and strategic. Addressing the specific needs of expert teachers involved with CFCMP that will benefit their students with EBD provides the possibility for growth and success for the entire school. When teachers are afforded answers to their questions concerning how to promote positive interactions with their students with EBD during stressful encounters, resources to request up to date help, and support from staff and administrators, the gateway for change can occur. There would be a profound effect on time management, energy, and effort which would be reflected back into the art of excellent teaching.

Teachers would have the opportunity to maximize all student learning and bring classmates with EBD and regular education students together. Additionally, the positive effect on students with EBD would be multi-faceted affecting their communication skills, academics, attitude and motivation, and ability to function properly in situations they find uncomfortable.

The project through positive social change would indirectly provide relief to the families of students with EBD by offering the demonstration and practice of skills and behaviors implemented at the school. The transferability effect from school to home would automatically crossover, reaching environments away from the school site. Also, families would have access to learning the techniques and strategies used at the school site due to the open communication teachers can provide. The “Trickle Down” theory applies to this project as individuals involved with the student witness the change taking place on and with the student as well as those closest to him or her.

As new legislation sets the tone for handling at-risk students, schools and school districts at the local level place a higher degree of time and effort into creating interventions that address this issue. The establishment of PBIS and committees at individual school sites provide an organizational connection between the district office and local schools within the district. Research conducted and projects such as this implemented to improve student behaviors also link district to school and schools to one another. Procedures, techniques, and ideas begin to travel and promote change locally among administrators and colleagues encountering the same issues. In turn, districts show success and receive accolades for improvement in areas that affect at-risk students

which is the heading students with EBD fall under. The accolades then allow for the recognition not only locally, but nationally creating a model school to be showcased and shared across the country and possibly the world. Through this social change becomes a global experience.

Future research projects that have the potential to enhance this study and provide a stronger foundation for understanding CFCMP and its potential may center on different areas of focus. One possible area would seek to obtain data on the academic impact CFCMP had on students with EBD. The statistical data gathered from a study such as this would have the potential to understand learning and improve test scores. Another possible area of interest for research would focus on the impact CFCMP has on the family and its effects on students with EBD. Since family can influence students in a severe way, the factor of the family must be explored. Again, knowing that the goal of the research is to provide a balanced understanding of a clear and unbiased picture of the data is pivotal when attempting to promote positive social change. As a researcher discovers the various intricacies involved in a study it automatically opens up the door to future questions and research.

Conclusion

The purpose of this phenomenological study was to explore the essence of the lived experiences of teachers in regard to the implementation CFCMP as an effective behavioral strategy. After researching this topic to gain a stronger understanding of essential facts, I gathered the necessary data from teacher participants involved with CFCMP. Upon completion of the data collection, the information was coded and

analyzed to produce a project that would address the concerns voiced during the study. The results were surprising in some aspects as there surfaced an unbelievable amount of frustration expressed concerning the lack of focus and training awarded individuals involved in CFCMP. Participants voiced a severe need for direction and organization to lead the program. Minimal regard was acknowledged for benefits witnessed by students as inconsistency in mentor commitment and dedication was random and unorganized. Half of the participants, however, did express the need for the program and possible areas that should be addressed.

The project that was explicitly chosen reflected the data gathered in the study. Due to the phenomenological design of this study, the data which was provided by teacher participants had to guide the project. With the establishment of this project teachers at ABC Elementary will be introduced to a solution structured and catered to them, for them, and by them. The potential for improvement and further evaluation was incorporated into the project for future benefits. One aspect that is key in providing an adequate study geared toward education such as this opens up the way for teachers to have a voice and creatively affect change now and in the future. Demonstrating teacher leadership skills and opening up opportunities for colleagues to grow creates a favorable situation for all who are interested. This fact resonates with me as I have experienced my professional career on a whole new level. Simply providing a platform to collaborate and voice professional concerns where you know your ideas, thoughts, and opinions will be utilized productively changes attitudes, educational climates, and prompts action.

Conducting this study and producing this project was a learning experience that challenged me at every turn. However, I stayed the course with the help of a strong committee that directed me in the right direction. My passion also helped me to maintain focus and dedication for gaining understanding and skill in an area that has been a difficult part of my profession. Students with EBD pose a serious challenge for classroom teachers on a daily basis making the profession stressful and unpleasant many times. To find solutions and be an agent for a change I took on this research study topic to test the limits. My hope and desire as I close out this study are for teachers to create the change they are waiting to see come about in the field of education and concerning the many changes that need to be addressed. Becoming a teacher leader helped me to establish that routine in my professional world. It is my interest to see this take place across the country for educators working with all types of students.

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Appendix A: The Project

The Lived Experiences of a Positive Intervention on Emotional Behavior Disorder Students

Professional Development: 3-Day Training of CFCMP

Purpose

- To train all school staff on the guidelines and procedures of CFCMP to create knowledgeable participants who are capable of implementing CFCMP successfully.

Program Goals

- To present study findings
- To provide clarity on the objectives and benefits of CFCMP
- To offer strategies to use for students with EBD
- To demonstrate how to communicate/collaborate with teacher and mentor
- To present time management strategies for mentor and teacher mentors
- To present the use of reflective logs for students involved in CFCMP

Program Outcomes

- Teachers and school staff involved with CFCMP will understand their role and duties required of them for CFCMP.
- Teachers and school staff will use research-based strategies to help their students with EBD.
- Mentors and teachers will understand and demonstrate how to effectively communicate and collaborate concerning their EBD student.

- Mentors and teacher mentors will know how and when to create consistent meetings with their mentee.
- Teachers will use the reflective log for their students with EBD

Target Audience

- PBIS Committee
- All school staff at ABC Elementary

Timeline

- The organization and agenda of this professional development training will first be discussed and arranged by the PBIS Committee in August 2018. Three training days will be decided upon by the PBIS Committee and approved by the principal. Since the school year is broken up into trimesters the goal is to implement the professional development training in the early part of the first trimester (ie...August or September).

Materials

- Sign in sheet
- Continental Breakfast (coffee / juice / muffins / danish / fruit)
- Pocket Folders & Handouts
- Guest Speaker
- Computer & LCD projector / Teacher Source Pro tablets
- Chart paper / markers / sticky notes / pens & pencils
- Refreshments (water / candy basket for each table)
- Game Prizes (teachers supplies & gift cards)

Agenda for 3-Day Training Session

Day 1: Effectively Implementing CFCMP as a Tier 2 & Tier 3 Intervention

- 8:30 – 9:00** Sign in & Continental Breakfast (slide 1)
- 9:00 – 9:30** Welcome and Introductions (slide 2)
- 9:30 – 9:45** PBIS Committee presents 3-day agenda (slide 3)
- 9:45 – 10:00** Video on “Other Means of Correction (slide 4)
- 10:00 – 10:30** Guest Speaker from the PBIS District Team (slide 5 - 6)
- Other Means of Correction Law
 - The formation of PBIS and its functions
 - New Initiatives and Future Goals
- 10:30 – 10:45** **BREAK** (slide 7)
- 10:45 – 11:45** **Presentation of Study Findings** (slide 8 – slide 26)
- 11:45 – 12:00** Questions (slide 27)
- 12:00 – 1:00** **LUNCH BREAK** (slide 28)
- 1:00 – 2:00** How Does It Look? (slide 29)
- Showcase Model Schools
 - Video
- 2:00 – 2:30** What to Expect for Day 2 (slide 30)
- Theme 1: CFCMP as a Tier 2 & Tier 3 Intervention
 - Theme 2: Time Management
 - Theme 3: Communication & Collaboration
 - Presenters: PBIS Committee

- Time: 9:00 – 3:00pm

Day 2: Effectively Implementing CFCMP as a Tier 2 & Tier 3 Intervention

- 8:30 – 9:00** Sign in & Continental Breakfast (slide 1)
- 9:00 – 9:30** Welcome and Introductions (slide 2)
- 9:30 – 9:45** PBIS Committee presents Day 2's agenda (slide 3)
- 9:45 – 10:15** PBIS Committee skit / Table discussion and share out (slide 4)
- 10:15 – 11:00** **Theme #1: CFCMP as a Tier 2 & Tier 3 Intervention** (slides 5-10)
- Review of PBIS Tier Structure
 - CFCMP's mission statement
 - CFCMP's purpose
 - CFCMP's Goals & Objectives
 - CFCMP Forms
- 11:00 – 11:15** **BREAK** (slide 11)
- 11:15 – 12:00** **Theme #2: Time Management** (slides 12-15)
- Recommended time to spend with mentee
 - Flexibility with CFCMP
 - Maintaining consistent interaction
 - Impromptu sightings/meetings
- 12:00 – 1:00** **LUNCH BREAK** (slide 16)

1:00 – 2:00**Theme #3: Communication & Collaboration**

(slides 17-21)

- Mentor to teacher
- Teacher to administrator
- Teacher/ Mentor to Parent Communication
- PBIS Committee
- Monthly Celebrations

2:00 – 2:15**BREAK** (slide 22)**2:15 – 2:45****Recap of the Day** (slide 23)

- Question and Answer Game (prizes given out)

2:45 – 3:00**What to Expect for Day 3** (slide 24)

- Theme #4: Behavior Strategies for Students with EBD
- Guest Speaker
- Time: 9:00 – 12:00

Day 3: Effectively Implementing CFCMP as a Tier 2 & Tier 3 Intervention**8:45 – 9:00**

Sign in & Get: coffee / tea / water (slide 1)

9:00 – 9:15

Welcome & Agenda (slide 2)

9:15 – 9:30

Introduction of Guest Speaker (slide 3)

9:30 – 11:00

Guest Speakers Presentation (slide 4)

- Characteristics of EBD behavior

- Deescalating negative behaviors in the heat of the moment
- Long term strategies (positive classroom behavior)
- Implementing immediate rewards / consequences

11:00 – 11:15

BREAK (slide 5)

11:15 – 11:45

Activity: Pick the Strategy (slide 6)

11:45 – 12:00

Questions, Wrap Up & Thank You (slide 7)

PowerPoint Presentation

Day 1

Slide #1



Slide #2

Welcome & Introductions

- Sign In
- Continental Breakfast
- PBIS Committee Welcome
- Introductions
- Review of Norms
- Ice Breaker



Slide #3

3 Day Agenda

Day 1: History & Background
Study Findings

Day 2: CFCMP Themes

Day 3: Implementing Behavior Strategies for students with
EBD

Slide #4

“Other Means of Correction Law” Video

- As of January 1, 2013, California modified procedures concerning the student discipline law through Assembly Bill 1729 for Education Code section 48900.5. Prior to the modification, this law stated students could be suspended upon first offense for breaking one of the educational codes 48900 (a-e). Students could be suspended by the school site administrator who decides whether the behavior caused the disruption to school property, the learning environment, and others without being an educational code offense. Nevertheless, the Assembly Bill 1729, also known as the Other Means of Correction Law (OMC), now requires administrators to document and implement other forms of help for struggling students who have been identified and found eligible for special education services before a suspension is enforced.



Slide #5

Introduction
of
Guest Speaker

PBIS District Representative
Daniel Roberts
(Pseudonym)

Slide #6

Presentation Topics

- Other Means of Correction Law
- The Formation of PBIS & Its Functions
- New Initiatives & Future Goals for PBIS



Slide #7

BREAK TIME

- * LET'S TAKE A
15 minute
BREAK



Slide #8

Introduction

Although the passing of the “Other Means of Correction” law prompted a greater need for Positive Behavior Intervention Support (PBIS) at Tier 2 and Tier 3 level, implementation of the Champions for Change Mentorship Program continues to face serious concerns involving students with behavior issues.

- Change in laws: “The Other Means of Correction” law

- As of January 1, 2013, California modified procedures concerning the student discipline law through Assembly Bill 1729 for Education Code section 48900.5. Prior to the modification, this law stated students could be suspended upon first offense for breaking one of the educational codes 48900 (a-e). Students could be suspended by the school site administrator who decides whether the behavior caused the disruption to school property, the learning environment, and others without being an educational code offense. Nevertheless, the Assembly Bill 1729, also known as the Other Means of Correction Law (OMC), now requires administrators to document and implement other forms of help for struggling students who have been identified and found eligible for special education services before a suspension is enforced (Poole, 2013).



Slide #9

Introduction (cont.)

- Emotional Behavior Disorder (EBD) students struggle socially and academically.
 - According to California Department of Education's (CDE) 2015 school year, 717,961 individuals received special education services, and 24,214 of them were for behavior and emotional disturbances (Special Education-CalEdFacts, 2015).
 - Students with EBD have scored low on the California State Test (Standardized Testing & Reporting STAR, 2013d).
 - Students' inappropriate behaviors further demonstrated the concerns regarding the emotional issues displayed by students with EBD and how it affected academics and social interaction with others in an educational settings.



Slide #10

Introduction (cont.)

- Positive Behavior Intervention Supports (PBIS), a multitiered structure provides interventions for EBD students.
 - address the need for additional forms of help for struggling students before administrative action is taken
 - reduce behavior problems and provide support for EBD students and their teachers
- Champions for Change is a mentorship program set at a tier 2 & 3 intervention for EBD students.
 - provides hands on approach to struggling students with EBD
 - use of a research based intervention



Slide #11


Problem at the Local Level



- The disruptive behavior students with EBD bring to the classroom causes a loss instruction and learning in the general classroom.
 - "Researchers have found that about 58% of devoted classroom instruction time is lost due to problem behavior" (Benner, Kutash, Nelson, & Fisher, 2013, p.18).
- Schools utilize Positive Behavior Intervention Support(PBIS).
 - Supports students emotional and social growth
 - Better communication
 - PBIS has been utilized as a structure in ABC Elementary for EBD students who are contributing to these disruptions in the school setting (Childs, 2013).
 - PBIS can be the catalyst that provides a solution to teachers that are research-based and molded to our needs at ABC Elementary (Childs, 2013).

Slide #12

Problem at the Professional Level

- Lack of researched approved guidelines and procedures for teachers to utilize for students with EBD
 - The California Department of Education (CDE) created Behavior Intervention Strategies and Supports which consisted of seminars and conference meetings to aid in lowering the number of EBD students being suspended and expelled for "willful defiance" (School and College Legal Services, 2013).
- Change in the "Other Means Of Correction" law
 - Assembly Bill 1729, also known as the Other Means of Correction Law (OMC) now requires administrators to document and implement other forms of help for struggling students who have been identified and found eligible for special education services before a suspension is enforced (Poole, 2013).
- Intensified professional development focus on Common Core Structure as opposed to behavior/character ed.
 - Farley, Torres, Wailehua, and Cook (2012) noted that the increased emphasis on academics, testing, and prerequisites for graduation was a decisive factor in the success of EBD students.

Slide #13

Rationale of the Study

- The teachers of a California school recognize the importance of providing a productive learning environment despite the disruptive behavior encountered from students with EBD.
- Thus, CFCMP is implemented as a PBIS intervention
 - To gain support and guidance
 - To improve behavioral skills



Slide #14

Purpose of the Study

- The purpose of this phenomenological study is to explore the essence of the lived experiences of the influences the implementation of CFCMP as an effective behavioral strategy.



Slide #15

Significance of Study



- Informs and guides the educational and professional practices of how students with EBD are assisted
- Provides the local school superintendent and school administrators with research-based results as to whether teachers' lived experiences with CFCMP has effectively improved the behavior of students with EBD through training and implementation
- Allows teachers in a southern California elementary school the opportunity to identify and implement CFCMP as an appropriate behavior instructional tool

Slide #16

Research Design

- Qualitative Design
 - descriptive and explorative
 - narrative information
 - unstructured data collection methods
- Phenomenological Approach
 - explores the essence of the lived experiences of its participants



Slide #17

Research Questions

Guiding Question: What is the essence of the lived experience of elementary teachers who have implemented CFCMP?

Sub Questions:

RQ1: How do elementary teachers describe CFCMP as a Tier 2 and Tier 3 intervention?

RQ2: What effects do teachers' perceptions have on the implementation of the CFCMP?

RQ3: What training and support do teachers need to implement the CFCMP?



Slide #18

Literature Review

Conceptual Framework

- **Bandura's Social Learning Theory**
 - all learning is cognitive and can happen from direct instruction and observation in social settings
 - vicarious reinforcement of positive/negative consequences
 - reciprocal determinism where environment plays a role in behavior on the individual and the setting
- (Bandura, 1977)



Literature on

Emotional Behavior Disorder:

- *encompasses several inappropriate mannerisms, attitudes, and actions
 - *lack of social skills
 - *low academic achievement
- -Both Gage and Scott (2014) and Lewis, Scott, Wehby, and Willis (2014) strongly emphasized the need for direct observation of EBD students in order to fully understand without bias the behaviors of these students while providing more validity and reliability to the research.)

Slide #19

Literature Review (cont.)

Emotional Behavior Disorder and the General Classroom:

- *disruptive to the general education classroom
- *many are not labeled and receive no services
- *students expected to work independently in a general ed. classroom
- Gottfried and Harven (2015) reported, "Research supports that students with EBD are some of the most challenging students to include in the general classroom" (pg. 45.)
- The most taxing part of the teaching profession has ended up being problems dealing with students with behavior issues (Allday et al. 2014).

Teacher Perception of Emotional Behavior Disorder

- *teachers provide information on student academics and social culture
- *disruptive behavior of EBD students causes a number of problems
- *lack of support
- Conley, Marchant, and Caldarella (2014) reminded us that because teachers spend the most time with their students they are an excellent resource for positive change.
- On the other hand, Kauffman and Badar (2014) felt that expert teacher input is important, but that it can be flawed at times when determining solutions.



Slide #20

Literature Review (cont.)

Positive Behavior Intervention Support and EBD Students

*Other Means of Correction

*PBIS Framework

- Lynne Lane, Menzies, Parks Ennis, and Bezdek (2013) promoted multi-tiered programs such as PBIS because

it not only deals with the social climate of the students at the school, but it also promotes collaboration, unity, and a systematic foundation that does not provide added work for teachers.

- Evans and Weiss (2014) emphasized the need for evidence-based interventions provided to EBD students that all teachers can utilize within the classroom.

Mentorship Programs

*mentors provide support, guidance, and a safe environment

*mentees receive behavioral, social, and communication skills

*school based mentoring improves school climate

- Creating opportunities for connectedness enhances social and communication skills, learning, and motivation by preventing behavior problems (Coyne-Foresi, 2015).

Lifelong learning
Intuitive Insight
Theatre of Life
Enriching Education
Radical Richness
Artistry of form and language
Truth in the Telling
Undeniably pleasurable
Rapturous appreciation
Epiphany in Experience

Slide #21

Data Collection Methods



- Qualitative Phenomenological Study
 - Face-to-face Interviews (open ended)
 - Observations
- Focuses on the essence of the lived experiences of the participants in their natural setting.

Slide #22

Data Analysis

Process:

After the transcription of data was complete member checks were conducted to ensure credibility



Next Steps:

- *coding— finding broadly related phenomenon to narrow down and group
- *themes— creating titles/groups to understand the data
- *triangulation— the “big ideas” from the study
- *charts/tables— way in which themes and sub-themes will be reported
- *narrative— way in which themes and sub themes will also be reported

Slide #23

Research Findings

Data Collection:

- 6 Interviews
- 1 Observation



Data Analysis:

Participants' answers became the standard for understanding how teachers felt about CFCMP.

Reoccurring Patterns/Significant Themes:

Patterns

- knowledge
- organization
- management
- support

Equivalent Themes

- training
- structure
- time
- communication

These themes directly support the Professional Development Project mentioned below.

Slide #24

Research Findings (Cont.)

Research Question 1

How do elementary teachers describe CFCMP as a Tier 2 and Tier 3 intervention?

- **Misunderstanding of their role in CFCMP**
 - as a teacher
 - as a mentor
- **Miscommunication between teacher, administrators, parents**
- **Lack of accomplishment with mentees**
 - no time to spend with them

Slide #25

Research Findings (Cont.)

Research Question 2

What affects do teachers' perceptions have on the implementation of CFCMP?

- Confusion about basic knowledge and guidelines
 - lack of consistency
 - Lack of follow through
 - Lack of help
- Teacher willingness to continue with changes
 - negative opinions expressed
 - teacher opt-out of program next year

Slide #26

Research Findings (Cont.)

Research Question 3

What training and support do teachers need to implement the CFCMP?

- No one received training for CFCMP
- No support from the administration
- There is a need for basic training
 - **specific** guidelines
 - time management
 - organization of duties
 - administrative support

Slide #27

Questions



Slide #28

LUNCH BREAK

- * Let's take a 1 hour lunch break!
- * 12:00 - 1:00



Slide #29

How Does It Look?

- Model Schools within the district
 - Roosevelt Elementary (pseudonym)
 - Jackson Elementary (pseudonym)
- Video



Slide #30

What To Expect: Day 2

Topics:

Theme #1: CFCMP as a Tier 2 & Tier 3 Intervention

Theme #2: Time Management

Theme # 3: Communication & Collaboration

Presenters: PBIS Committee

Time:

(9:00 - 3:00pm)

DON'T BE LATE!

Day 2

Slide #1



**Effectively Implementing CFCMP
as a
Tier 2 & Tier 3 Intervention**

Day 2:

CFCMP Themes

Slide #2

Welcome & Introductions

- Sign In
- Continental Breakfast
- PBIS Committee Welcome
- Introductions
- Review of Norms
- Ice Breaker



Slide #3

2 Day Agenda

Themes:

Theme 1: CFCMP's purpose, goals, and objectives

Theme 2: Time Management

Theme 3: Communication & Collaboration

Theme 4: Strategies to utilize when working with students with EBD

Slide #4

PBIS Committee Presents:

“I’m having a bad day!”

While watching the skit.

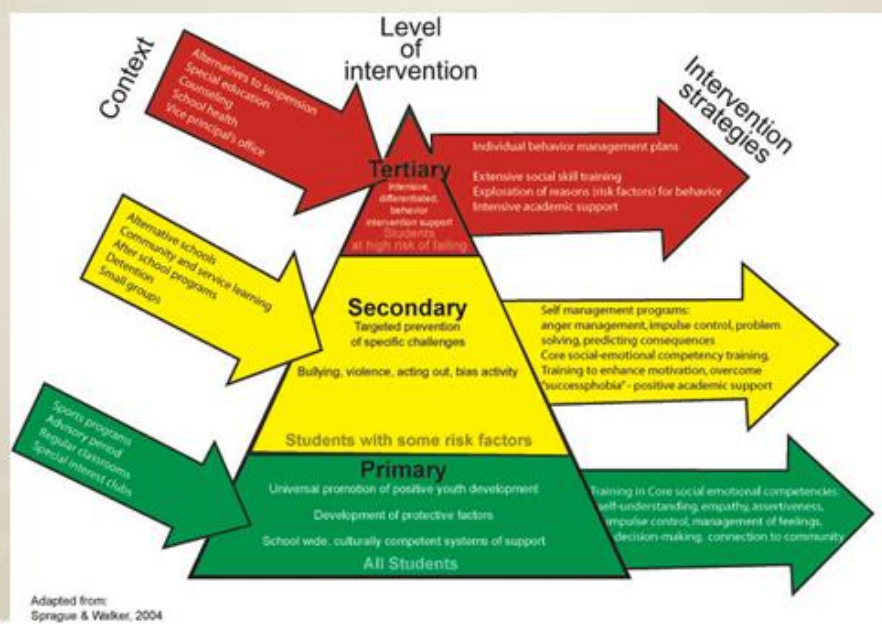
- 1.) Write down at least 2 things you see that **you have also done** when dealing with a student with a behavior issue that disrupts the class. Were they effective? Why or Why not?
- 2.) Write down at least 2 things you see that **you have not done** when dealing with a student with a behavior issue that disrupts the class. Why have you refrained from using it? Do you believe it would have a positive or negative outcome?

After the skit:

You will share with your table and then share out with the room!

Slide #5

Theme 1: CFCMP as a Tier 2 & Tier 3 Intervention



Slide #6

Theme 1: CFCMP as a Tier 2 & Tier 3 Intervention

CFCMP's Mission Statement

We are a mentorship program committed to promoting healthy relationships among school staff for students in need of social, emotional, and or academic intervention in order to provide and maintain a positive and successful educational experience.



Slide #7

Theme 1: CFCMP as a Tier 2 & Tier 3 Intervention

CFCMP's Purpose

The purpose of CFCMP is to provide Tier 2 and Tier 3 students with behavioral issues added support and interventions through positive adult relationships and interaction during the school day in order to achieve their highest success.



Slide #8

Intervention Theme 1: CFCMP as a Tier 2 & Tier 3 Intervention

CFCMP's Goals & Objectives

- To provide additional support to students and teachers
- To develop social skills
- To promote positive relationships among students and school staff
- To improve motivation and academic skills
- To increase confidence and self esteem
- To promote respect, responsibility, and safety



Slide #9

CFCMP Forms

Champions For Change



Program Information

The Champions For Change Mentorship Program is designed to support a tier 2 or 3 intensive behavior intervention for students in need of positive social-emotional skills and academic achievement. The program supports the classroom teacher by providing students in need with additional adult support during school hours. Research shows that cultivating positive relationships through quality mentoring promotes a student's mental health, increases academic performance, and decreases high risk behaviors (Coller & Kuo, 2014).

Any Norco EI staff member can be a mentor for a student in need. A mentor's role is that of a friend, coach, or guide. Mentors will be paired up with a Norco Elementary student assigned to the program. An informal meeting of your mentee will be established first. Next, mentors are asked to meet up with and communicate with their mentee at least once a week during school hours. Recess and lunchtime are two favorable times that communication can take place. Ultimately, the goal of the mentor is to create a meaningful connection in order to reinforce positive social and academic behaviors. Lastly, once a month a special activity will be planned for mentors and mentees.

If you are interested in becoming a mentor for a Norco EI student please check the line below and sign your name. Additionally, if you have a student in your class who would benefit from this program include their name(s) at the bottom of this form.

_____ I am interested in becoming a mentor. _____
(Staff Member's Name)

_____ I am not interested in becoming a mentor.

_____ (Name/Grade)

_____ (Name/Grade)



Slide #10

CFCMP Forms

Champions For Change

Parent/Guardian Permission Letter

To the parents or guardians of _____

_____ has been invited to participate in the Champions mentoring program, which matches students with a responsible school volunteer who has agreed to serve as a mentor. The mentor's role is that of a friend, coach, and guide. Mentors meet regularly with their mentees, typically once a week. The mentor's goal is to provide a positive role model, create a meaningful connection, and communicate and reinforce positive social and academic behaviors mentees will desire to emulate at school. We believe that having a mentor can help our students be successful in all areas of their lives.

The goal of Champions For Change focuses on the concept of building positive relationships as opposed to centering on areas needing improvement. Through Champions For Change students are expected to gain added support and guidance from school staff that will improve learning reflected in their academic development by promoting positive relationships and open communication.

Norco Elementary carefully offers ongoing support and guidance to both the mentor and student to help make the relationship successful over time. We hope that you will grant permission for your son or daughter to participate in this mentorship program.

Sincerely,
Dr. Marcie Brown

My child has permission to take part in the Champions For Change Mentorship Program.

My child does not have permission to take part in the Champions For Change Mentorship Program.

Parent Signature _____



Slide #11

BREAK TIME

- * LET'S TAKE A
15 minute
BREAK



Slide #12

Theme 2: Time Management

Mentor / Mentee Time

- Allow for at least one 10 to 15 minute meeting a week with your mentee

- Possible Meeting Times:

- *before school
- *during class (pop ins)
- *recess
- *scheduled time (teacher approved)
- *lunch
- *monthly celebrations

- Focus On: "Quick Checks"

- *academics
- *social skills
- *good things
- *emotional state
- *areas in need
- *weekly updates



Slide #13

Theme 2: Time Management

The Flexibility of CFCMP

- Focus on Creating Relationships
- Focus on Verbal Communication
- No Check Ins
- Little to no Paper Work
- Self-Monitoring
- Flexible Scheduling



Slide #14

Theme 2: Time Management

Consistent Interaction

Creates:

- Communication
- Connections
- Relationships
- Respect
- Role Models

Creating opportunities for connectedness enhances social and communication skills, learning, and motivation by preventing behavior problems.

Coyne-Foresi, M. (2015). Wiz kidz: Fostering school connectedness through an in-school student mentoring program. *Professional School Counseling, 19*(1), 66-79.



Slide #15

Theme 2: Time Management

Impromptu Meetings

Use every opportunity to make a positive connection:

Hallways
Assemblies
Classroom Drop Ins
Drop off / Pick Up
Recess
Lunch

Slide #16

LUNCH BREAK

- * Let's take a 1 hour lunch break!
- * 12:00 - 1:00



Slide #17

Theme 3: Communication & Collaboration

Mentor with Teacher

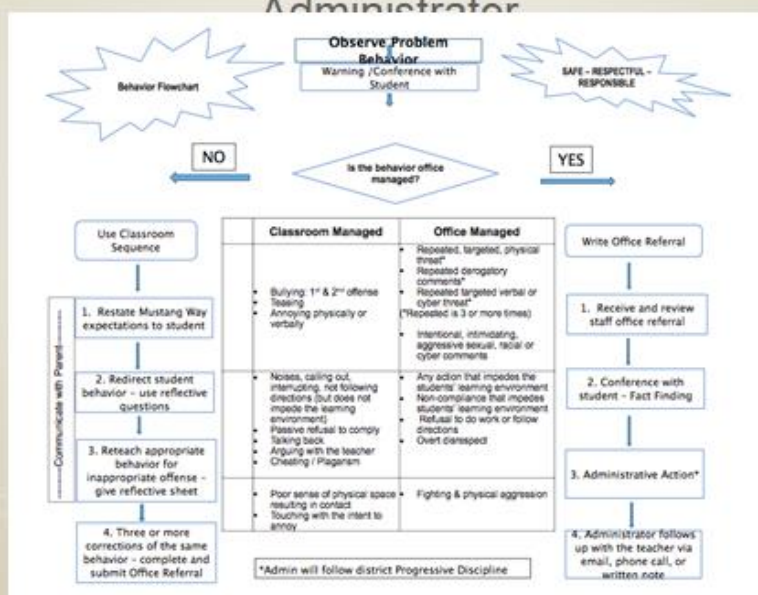
- Brief discussions should take place bimonthly
- Discuss
 - growth
 - areas of need
 - recent behavior
 - academic status
 - social skills/emotions



Slide #18

Theme 3: Communication & Collaboration

Teacher to Administrator



Slide #19

Theme 3: Communication & Collaboration

Teacher/Mentor with Parent

Teachers are the primary communicators with the parents!



*Primarily

*Brief Updates (at teacher's discretion)



*As Needed

*Meetings

Slide #20

Theme 3: Communication & Collaboration

PBIS Committee

- Communication Forms Address
 - Questions
 - Problems
 - Help Needed
 - CFCMP guidelines
- Monthly Committee Meetings “How is it Going?”
- Administrative Input



Slide #21

Theme 3: Communication & Collaboration

Monthly Celebrations

•Includes:

- Gatherings with Mentees
 - Donuts and Juice
 - Smoothies and board games
 - Read with your mentor
 - Homework Help



Slide #22

BREAK TIME

- * LET'S TAKE A
15 minute
BREAK



Slide #23

Recap of the Day

Question Time!!!

- Quick Review
- Question & Answers (Theme 1-3)

CFCMP Jeopardy

- Answer the questions
- Prizes for the highest scoring table



Slide #24

What to Expect: Day 3

Topic:

Theme #4: Behavior Strategies for Students with EBD

Guest Speaker:

(TBA)

Time:

(9:00 - 12:00pm)

DON'T BE LATE!

Day 3

Slide #1



**Effectively Implementing CFCMP
as a
Tier 2 & Tier 3 Intervention**

Day 3

Implementing Behavior Strategies for students with EBD

Slide #2

Welcome Back!

- DAY 3
- Sign In
- Get: coffee, tea, water
- PBIS Welcome Back
- Review Norms
- Ice Breaker



Slide #3

Introduction of Guest Speaker

PBIS Coordinator
Gloria Watson

(Pseudonym)

Slide #4

Presentation Topics

- Characteristics of EBD behavior
- Deescalating negative behaviors in the heat of the moment
- Long term strategies for positive classroom behavior
- Implementing immediate rewards & consequences



Slide #5

BREAK TIME

- * LET'S TAKE A
15 minute
BREAK



Slide #6

Activity Time: Pick A Strategy

Directions:

Listen to the scenario involving your EBD student. Decide which strategy you would use to resolve the problem. Act it out with your group/table partners.



Slide #7

Questions



Appendix B: Interview Protocol

Interviewee Pseudonym:

Date of Interview:

Time of Interview:

Location:

Demographic Questions
1.) Participant's Race:
2.) Participant's Gender:
3.) What college degrees do you hold and in what fields?
4.) What are your areas of licensure and or certification?
5.) How many years of teaching experience do you have?
6.) How many years have you been teaching at ABC Elementary?
7.) How many years have you been teaching kindergarten and or 1 st grade?

Interview Questions

1. What would you describe as the purpose of CFCMP? Do you believe this purpose is being achieved?
2. What is your experience and or involvement with CFCMP?
3. Describe how CFCMP has affected your EBD student's attitudes, communication, and behaviors towards you (teacher) and their classmates in the classroom?
4. What is the most positive and most negative aspect of CFCMP?
5. What is your perception concerning CFCMP and its effectiveness with EBD students?
6. What kind of training did you receive concerning CFCMP?
7. Is there any additional support you believe teachers need to implement CFCMP more efficiently?
8. Are you satisfied with CFCMP as a PBIS Tier 2 and Tier 3 intervention?
9. Have negative conversations concerning CFCMP surfaced among teachers? If so, concerning what aspects?
10. Name one aspect of CFCMP you would keep the same and one that you would change.

Appendix C: Observation Protocol

Date: _____

PBIS Meeting: _____

Members Present (by titles):

- 1.) What was the focus of the PBIS meeting? _____
- 2.) Was a meeting agenda distributed or displayed? Y_____ N_____
- 3.) List the main objectives addressed in the meeting.
- 4.) Who led the meeting (by Title)?
- 5.) Were all members actively engaged? Did every member provide feedback to all of the discussions being facilitated?
- 6.) During the meeting were Tier 2 and Tier 3 interventions discussed such as CFCMP?
- 7.) Did teachers voice concerns about individual students and or incidents that have occurred?
- 8.) Were staff concerns addressed concerning CFCMP?
- 9.) Were suggestions and decisions made for improvements to interventions such as CFCMP?
- 10.) Did the meeting discuss training and support for teachers in regards to CFCMP?

Appendix D: Interview Quotes

Question 1. What would you describe as the purpose of CFCMP? Do you believe this purpose is being achieved?

Participant quotes were as follows:

- “The purpose for CFCMP is to give EBD students extra adult support on school grounds, but it is hard finding time to do during the week and be consistent.”
- “CFCMP is having a second pair of eyes on a struggling student so that they know the teacher is not the only one watching them closely and checking up on them.”
- “The purpose of CFCMP is great in theory, but when you don’t have help from the admin or time to fit it all for the purpose is lost.”
- “I like the concept of CFCMP and its purpose of having another adult at school watching out for you and to connect with, but having the time to follow through is the problem.”
- “I don’t think the purpose is being achieved 100% because mentors of these students don’t really follow any schedule for seeing their kids.”

Question 2. What is your experience and/or involvement with CFCMP?

Participant quotes were as follows:

- “My student gets excited to see his mentor, but I am not seeing any major changes in his behavior or attitude in the classroom.”
- “I have students in CFCMP, but I don’t know what I am suppose

to be doing to support the mentor.”

- “I am confused on my role as the classroom teacher with CFCMP.”
- “When I am dealing with a behavior problem with Johnny (pseudonym) I tell him I will be speaking to Mrs. Smith (pseudonym), his mentor, and that gets him upset enough to straighten up sometimes.”
- “CFCMP is voluntary and I am not a mentor, but my student that is in the program seems happy when she sees her mentor come by.”

Question 3. Describe how CFCMP has affected your EBD student’s attitudes, communication, behaviors toward you (teacher) and their classmates in the classroom?

Participant quotes were as follows:

- “Sally (pseudonym) really likes seeing her mentor come to class. So I use it as a reward to remind her that she can’t come if she is not following directions. I do see Sally trying to control her behavior when I keep her constantly aware of her mentor visiting her. It is something she looks forward to. Now, I don’t see it stopping the number of outbursts she has during the day, but I do try to use it to control how I handle them when they happen. Sometimes it works, sometimes it doesn’t. She is a very emotional child and I never know when or how she is going to respond to her classmates, the activities we complete, or to me. Most of her classmates will talk and communicate with her until she has a meltdown and then they don’t want to have anything to do with her for a time. She still yells and screams at her peers when she is having her meltdowns and

the kids just look at her and try to ignore her. So it really has not helped with her connection to her classmates.”

- “This is not the program for Jason (pseudonym). He needs a handler at all times. He really shouldn’t be in my classroom without a one-on-one aid all the time. We are working on getting him one now. His mentor comes to see him once a week and that does nothing for Jason. Jason doesn’t need a mentor he needs constant supervision and support just for his behavior.”
- “I wish Sam (pseudonym) was able to see his mentor more often, but Mrs. Bell (pseudonym) is a teacher and it is almost impossible for her to come and see Sam when he is struggling in class. She has her own class. I think she talks to him before and after school once every few days, but I don’t really think they have established a connection. He doesn’t understand what her purpose is. Maybe if they had time for more of a connection or if she could come into the classroom unannounced to check on him it might make a difference. Sam is only productive when someone is right there sitting next to him or helping him. Even though I know the mentor can’t just sit beside him all day I think using this strategy to build a relationship and trust might motivate Sam to do better and possibly care about participating and getting his work done. But nothing has changed in his behavior. Jason won’t tell me if he needs help in class. He is not

interested in anything we do and it becomes a battle when I enforce rules or discipline him for not completing his classwork.”

- “Bobby has a mentor and I have seen some growth in his behavior toward his peers. I told Mr. Perez (pseudonym) his mentor that this was one of my main concerns because every time I turn around he is fighting or arguing with one of his peers. I have to keep him beside me every minute. I know his Mr. Perez works with Bobby on self-control and being a friend. Bobby is coming to me more often now when he has a problem with another student instead of taking it into his own hands by fighting. He still encounters multiple incidents every day with the other kids, but he is now bringing the problem to me. It is a good and bad at the same time because now I am stopping to handle multiple conflicts but at least I am not having to send him up to the office daily or send notes home because he can’t keep his hands to himself.”
- “I have 2 students with mentors. One of my students sees his mentor every week, but I am not sure if my other student has seen her mentor in the last month. I think if you are going to be a mentor you should see your student at least once a week. Sidney (pseudonym) is my student that has not seen her mentor for several weeks, but after my last SST meeting we placed her on a daily behavior chart that is helping her get some of her work down and it forces her to communicate with me because she monitors the sticker chart that she takes home every day. Marcus

(pseudonym) sees his mentor but I don't think it has been significant for him. I ask Marcus when he talks to Mrs. Taylor (pseudonym) and it is usually at recess time. I ask him what they talk about and he doesn't have much to say. Marcus does have behavior problems that affect him getting along with others at recess, but it also affects his interaction in the classroom. I can pretty much tell when his mentor has seen him for the day because I don't get pink slips for him from the recess monitors. So I suppose when she goes to see him it has a positive effect for that day, but it doesn't last. I have to use other rewards and also consequences in the classroom."

- "Cameron (pseudonym) behavior is very challenging. He is very impulsive and has serious attention problems among others. This makes it hard for him to control his behavior even with positive reinforcement from me and his mentor. I think my needs to be medicated and maybe something like having a mentor would give him more support. I have a couple of students I think that would benefit more from having a mentor than Cameron. I use peer tutors that come in my classroom and help out and they have been great for a couple of my other behavior issues in my class. I want to recommend them for CFCMP. It's like...having a mentor can be great and work, but it really depends on the student and their individual needs. This is supposed to be an intervention to help kids that cause major behavior disruptions in class, but it's not for everyone. This

program is so open without any real guidelines that don't focus on improving a specific behavior or have the main goal."

Question 5. What is your perception concerning CFCMP and its effectiveness with EBD students?

Participant quotes were as follows:

- "We must show we are supporting these students in some way and if CFCMP had reasonable support from our administration and the right training it could benefit our students without being an added burden to us."
- "We need guidance to and instruction on how this is supposed to work."
- "I like the overall purpose CFCMP can help our kids with, but it is not working right now. There is too much confusion on what this is supposed to be. And I don't have time to figure it out."
- "If we are going to solve the major behavior issues we have with the kids in our class I first need admin support to do their part. CFCMP still has use dealing with problems we shouldn't have to deal with in our rooms."

Question 6. What kind of training did you receive concerning CFCMP?

Participant quotes were as follows:

- "I never received any training."
- "Training for CFCMP was not offered to teachers or staff."
- "No one received training. I am a mentor and I didn't receive any training."

- “We got an information letter...I think...but never any training.”
- “I signed up to be a mentor and a few weeks later received the name of the student I was supposed to mentor.”
- “I didn’t sign up to be a mentor. I didn’t feel in needed instruction on what to do until I started talking to the mentor and felt I had a role to play but I am still not sure what that role is.”

Question 8. Are you satisfied with CFCMP as a PBIS Tier 2 and Tier 3 intervention?

Participant quotes were as follows:

- “CFCMP is more helpful to students with manageable behaviors in the classroom. Students that need administrators to intervene need more than a mentor.”
- “I think it works the best as a Tier 2 intervention.”
- “I have a student that is in Tier 3 and this program by itself would not work for him. He has an aide that is with him the entire school day.”
- “Tier 2 is the right fit for CFCMP.”
- “Once we fix some of the problems with how CFCMP works we can label it for the right Tier.”
- “I am not sure. I need to know more about the tiers and purpose of each level.”