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POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS: A STUDY OF
IMPLEMENTATION AT THE ELEMENTARY
LEVEL IN A LOW-INCOME DISTRICT

by

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ABSTRACT

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS: A STUDY OF
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IN A LOW-INCOME DISTRICT

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University of Houston-Clear Lake, 2018

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The purpose of this study is to determine the influence a PBIS based program, Kickboard, has on achievement in reading and math and the number of office referrals in third and fourth grade at a low income elementary school. This study used a mixed methods design that consisted of the use of archival assessment and behavioral data, as well as interviews of professional staff. The assessment data consisted of scores for third and fourth grade students on district common assessments for reading and math from the 2016-2017 and 2017-2018 school years. The behavior data consisted of office referrals, secondary assignment placement (SAC), and suspension data from 2015-2016, 2016-2017, and 2017-2018 school years. A total of eight teachers and two principals were interviewed about their perceptions and experiences with discipline management at their

respective campuses. Data showed that Kickboard did not have a significant impact on achievement, however a significant impact was made on discipline. Data from interview participants revealed that both campuses found strength and value in the discipline management systems and practices on their campuses. Themes that emerged were as follows: student achievement, school behavior, programming practices, administrative support and positive reinforcement.

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CHAPTER I: INTRODUCTION

In 2010, poverty in the United States was at its highest since 1993, with approximately 16.4 million children living in poverty (Engle & Black, 2008). Those living in poverty are lacking not only material assets and health but also capabilities, such as social belonging, cultural identity, respect and dignity, and information and education (Engle & Black, 2008). Children from these low-income families are at risk for academic and social problems as well as poor health and well-being, which in turn can undermine educational attainment. Furthermore, children living in impoverished families have lower cognitive and academic performance and more behavior problems than children who are not exposed to poverty (Engle & Black, 2008). Therefore, it is essential that schools put systems in place to combat the effects of poverty on children in an effort to increase their opportunity for educational attainment and to meet the rising standards in education. From the research of Engle and Black (2008), it appears that teaching just to the curriculum is no longer sufficient, especially when working with students living in poverty.

The social and emotional deficits of children living in poverty have a major impact on school performance. Social-emotional and behavioral problems are often associated with a variety of poor school related outcomes such as low overall academic achievement (Nelson, et al 2004); (Reid, et al 2004), high rates of absenteeism, (Lane, et al 2006), and low graduation rates (Wagner, et al 2005). Youth with social-emotional and behavioral problems also have higher incidences of contact with the justice system compared to peers with other disabilities or no disabilities (Wagner, et al 2005). Bub et al (2007) found that higher levels of internalizing and externalizing behaviors problems

were associated with lower academic achievement during the lower elementary school years.

One area that holds promise for disrupting the disconnect between teachers and students and rectifying the aforementioned issues faced by children today is attachment theory (Divoll, 2010). In attachment theory, it is suggested that within children's biological nature there is a need to seek nurturing relationships with their caregivers, be cooperative and prosocial, and their socialization and development occurs with the "guidance and support of their caregiver" (Watson & Ecken, 2003, p. 280). The relationship between a child and teacher can be considered in loco parentis (Ainsworth, 1989; Watson & Ecken, 2003) and, therefore, attachment theory can be applied to classrooms (Divoll, 2010). When applied to a classroom setting, Watson and Ecken (2003) suggested that attachment theory can change the prevailing view of classroom management by (a) eliminating rewards for good behavior and punishment for bad behavior while still providing students with limits, (b) using teacher/student relationships as positive models for student relationships, (c) focusing on personal relationships between the teacher and students as the foundation for discipline, (d) knowing the child well enough to adjust to students' needs, and (e) forming trusting, collaborative, and supporting partnerships with students.

Fischman, Dibara, and Gardner (2006) state that teachers need to respond to the perceived increase of student problems by broadening their responsibilities to meet the academic, social, developmental, and emotional needs of their students. They continue to say, that rather than interpreting these extended needs as an extra burden, teachers must understand that addressing all of them is an integral part of their professional responsibility (Fischman et al, 2006). Hargrove (2008) states that the struggles of poverty are real and all teachers need to be aware of the social and emotional needs of

their students. According to Emily and Kudzai (2010), teachers need to be warm, supportive and nurturing towards learners who are psychologically unstable due to poverty so as to raise their self-confidence, self-direction, self-esteem and self-image. Therefore, it is imperative that schools provide teachers with additional strategies and/or resources to help support the growing needs of students.

Additionally, extra efforts need to be made to better engage students who are experiencing such difficulties in an effort to meet both their academic and social/emotional needs. According to Carr et al, (2002), effective classrooms should contain rigorous and relevant teaching strategies that engage students at all times while providing opportunities for social and developmental growth. Carr et al, (2002) further states that as schools strive to improve individual student and school-wide achievement, many schools are adopting strategies that define and teach school-wide expectations; which includes social behaviors and etiquette. School professionals are encouraged to utilize strategies that focus on establishing behavioral contexts and expectations rather than fixing the problem behaviors of individual students (Carr et al., 2002).

One of the most successful practices for engaging students in instruction with reduced levels of serious behavior problems are found in a school-wide Positive Behavior Interventions and Supports (PBIS) program. PBIS was developed in response to the inclusion of students with behavioral challenges in the general education setting (Algozzine & Algozzine, 2007). Positive behavior interventions and supports (PBIS) has been characterized as the integration of valued outcomes, behavioral and biomedical science, empirically validated procedures, and systems change to enhance quality of life and minimize or prevent problem behaviors (Carr et al., 2002; Sugai et al., 2000). According to Turnbull et al. (2002), PBIS strategies are "a broad range of systemic and individualized strategies for achieving important social and learning outcomes while

preventing problem behavior[s]". Heineman (2015) states that positive behavior interventions and supports is a process that combines evidence-based practices from applied behavior analysis (ABA) and other disciplines to resolve behavioral challenges and improve independence, participation, and overall quality of life of individuals living and learning in complex community environments. Heineman (2015) further states that its features include:

- Lifestyle enhancement
- Collaboration with typical caregivers
- Tracking progress via meaningful measures
- Comprehensive function-based interventions
- Striving for contextual fit
- Ensuring buy-in and implementation

Research studies show that school wide positive behavior interventions and supports (SWPBIS) are an effective alternative to reactive, punitive policies and result in safer schools and increased academic achievement of students (Skiba & Sprague, 2008; Warren, Bohanon-Edmonbson, Turnabll, Sailor, Wickham, Griggs, & Beech, 2006). Sugai and Horner (2006) state that school-wide positive behavior interventions and supports (SWPBIS) are a promising approach to establishing school environments that address problem behavior in a positive and preventative manner. Factors that contribute to the success of SWPBIS include: (a) promotion of social and academic competence in students; (b) a whole school approach that engages students, staff, and families; (c) ongoing training of staff to develop and sustain practices with fidelity; (d) the use of evidence-based interventions and supports; (e) a team approach with leadership at all levels; and (f) the use of data to continually evaluate and revise practices (Sugai et al., 2000).

This study will research to determine if the use of PBIS has an impact on student behaviors and academic achievement. The study will focus on students at two high needs campuses in Progress Independent School District (PISD), an urban district located in southeastern Texas. Rise Elementary that has a total of 965 students, of which 19.4% are African American, 70.8% are Hispanic, 3.7% and 89.3% are economically disadvantaged and Boss Elementary that has a total of 901 students, of which 26.6% are African American, 64.5% are Hispanic, and 93.1% are economically disadvantaged (Texas Education Agency, 2016).

Rise Elementary is using a program called Kickboard, which has been created on the principles and philosophies of positive behavior supports and interventions (Kickboard, 2017). The Kickboard instructional management solution gives K-12 educators the tools to quickly establish consistent practices for effective classroom management school- and district-wide (Kickboard, 2017). This tool is designed to reinforce positive behavior choices in real time. Teachers can instantly record when students meet the school's expectations and automatically assign monetary incentives for individual students. Using Kickboard students earn or lose dollars. Kickboard shows trends in student behavior in order to receive positive and negative consequences. Using the highly configurable web-based platform, educators can create a performance-based culture that leads to sustainable school improvement and long-term student success (Kickboard, 2017). Schools are provided the opportunity to determine schoolwide behaviors to be tracked. Kickboard reports behavior data for staff, as well as parents through a parent portal. The parent portal displays behaviors (a summary of the student's merit/demerit, paycheck, and back balances) and most recent behaviors (a list of student's behavior, listed chronically).

Boss Elementary is using a school wide discipline management system called CHAMPS, which is also used district wide by all elementary campuses in Progressive ISD. The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand (Manis, 2012). CHAMPS is a modular series of materials designed to help a classroom teacher develop (or fine tune) an effective classroom management plan that is proactive and positive (Sprick, Garrison, & Howard, 1998). The program is called CHAMPS because the developers believe teachers can help every student exhibit behavior that will make the student feel like a champion and second, the acronym CHAMPS reflects the “categories” or the type of expectations a teacher needs to clarify for students about every major activity and transition that occurs in the classroom (Sprick, Garrison, & Howard, 1998). The teacher's goal is to teach students directly how to be successful in specific class situations (Manis, 2012). The following indicate the type of behaviors that need to be clarified (Sprick, Garrison, & Howard, 1998):

C-Conversation: (Can students talk to each other during the activity/transition)

H-Help: (How can students get questions answered during this activity/transition?
How do they get your attention?)

A-Activity: (What is the task/objective of this activity/transition?)

M-Movement: (Can students move during the activity/transition?)

P-Participation: (What does appropriate student behavior for this activity/transition look/sound like? How do students show that they are fully participating?)

According to Sprick, Harrison and Howard (1998), CHAMPS is organized into eight modules, each of which focuses on one important aspect of effective classroom management:

Module 1: Vision	When you know where they are headed, you can guide students toward success.
Module 2: Organization	When you have well organized routines and procedures for your classroom, you model and prompt organized behavior from your students.
Module 3: Expectations	When your expectations are clear, students never have to guess how you expect them to behave.
Module 4: The First Month	When you teach students how to behave responsibly during the first month of school, you dramatically increase their chances of having a productive year.
Module 5: Motivation	When you implement effective instruction and positive feedback, you motivate students to demonstrate their best behavior.
Module 6: Monitor and Revise	When you monitor what is actually going on in your classroom, you are able to make adjustments to your Classroom Management Plan that will increase student success.
Module 7: Correction Procedures	When you treat student misbehavior as a instructional opportunity, you give students the chance to learn from their mistakes.
Module 8: Classwide Motivation System	When you implement classwide systems appropriate to the collective needs of your students, you can enhance student motivation to behave responsibly and strive for success.

Statement of the Problem

Over the past several decades, there has been a national rise in the use of school suspension, the disciplinary practice of removing a student from school for one or more

days (Heilbrun, Cornell & Lovegrove, 2015). In 1974, approximately 1.7 million (3.7% of all students) were suspended from school; in 2006, that number had risen to more than 3.3 million, or 6.8%, of all students (U.S. Department of Education [USDOE], Office for Civil Rights, 2004). As more students are removed from schools due to exclusionary disciplinary practices, they are receiving less instructional time (Shabazian, 2015). A growing body of evidence indicates that exclusionary discipline practices, such as out-of-school suspension (OSS) and expulsion, are not effective or equitable approaches to improving student behavior and school safety (American Academy of Pediatrics, 2013).

In recent years, the use of suspension has come under widespread scrutiny (Petras, Masyn, Buckley, Ialongo, & Kellam, 2011; Skiba, Eckes, & Brown, 2010) because it is associated with a host of negative outcomes, including school disengagement, academic difficulties, school dropout, and juvenile justice involvement (Fabelo et al., 2011; Gregory, Skiba, & Noguera, 2010; Lee, Cornell, Gregory, & Fan, 2011). Research shows exclusionary practices undercut teacher-student and teacher-parent relationships and damage overall school performance (Losen & Martinez, 2013). These outcomes result in more harm to the school and community than if students were not excluded at all (Finn & Servoss, 2013). A Texas statewide study found that students suspended or expelled for a discretionary school violation were about three times more likely than other youth to have contact with the juvenile justice system in the next school year (Fabelo et al., 2011). There is consensus among many researchers, policy makers, educators, and school-based mental health professionals that exclusionary school discipline practices rarely improve school safety and in fact, exacerbate racial inequalities in education and incarceration (Anyon et al, 2016).

According to Skiba (2013), evidence suggests that the number of referrals to juvenile justice from schools is also increasing. Skiba (2013) further shares that in

Pennsylvania, a 2010 report found that the number of referrals to juvenile justice has tripled over a period of seven years. In Florida, there were over 21,000 arrests and referrals of students to the state's Department of Juvenile Justice in 2007–2008 (Skiba, 2013). A large proportion of these school arrests or referrals are for misdemeanor offenses or disorderly conduct (Skiba, 2013).

Furthermore, one of the more consistent findings when looking at school discipline has been a high degree of racial disparity in school suspension and expulsion (Skiba, 2013). The increase in student exclusionary disciplinary practices appears to be disproportionately affecting students from low SES, racial minority, and special education backgrounds (Raffaele Mendez & Knoff, 2003; U.S. Department of Education OCR, 2012). According to Rusby, Taylor, and Foster (2007) larger schools in communities with greater economic disadvantage tend to have greater discipline problems and tend to deliver more severe consequences for these discipline problems. Latino, Native American, and Black youth are significantly more likely than students of other backgrounds to be referred to school administrators for discipline problems and to receive OSS, expulsion, or a referral to law enforcement as punishment (Hannon, DeFina, & Bruch, 2013; Payne & Welch, 2010). These students tend to be disciplined more harshly than White students for the same type and number of offenses (Anyon et al., 2014; Bradshaw, Mitchell, O'Brennan, & Leaf, 2010) but, are less likely to have access to much needed support services (Reyes, Elias, Parker, & Rosenblatt, 2013). In the United States, Black students are consistently suspended at rates two to three times higher than those for other students, and are similarly overrepresented in office referrals, expulsions and corporal punishment (Skiba, 2013). At the elementary school level, Skiba et al. (2011) found African Americans were more likely to receive exclusionary practices for all types of violations and four times as likely to be excluded for minor offenses. The

interlocking nature of the discipline, achievement, and incarceration gaps suggests that, over the long term, whole groups of students who are disproportionately suspended and have lower achievement are less likely to obtain a range of positive life outcomes (Gregory, Skiba, & Noguera, 2010).

On a school-wide level, schools that suspend more frequently experience little improvement in student achievement (Losen & Martinez, 2013); rather, these schools' students have a higher probability of entering the juvenile justice system (Fabelo et al., 2011). Schoolwide Positive Behavior Support (SWPBS) is one method proposed to support school districts in their quest to meet the behavioral health needs of school age children and youth. It builds on and strengthens the model of rural schools often serving as the de facto mental health system by providing teachers with an evidence-based model of positive classroom and school support for achieving behavioral changes (McCrary, Lechtenberger, & Wang, 2012). Systems such as PBIS could assist schools with meeting these behavioral concerns that interfere with academic achievement. Nocera, Whitbread, and Nocera (2014) state that school wide positive behavior support can be an effective alternative to traditional reactive, punitive approaches to problem behavior.

Rise and Boss Elementary are both high needs campuses with 90% or more of the student population served being economically disadvantaged (Texas Education Agency, 2017).

As indicated by the research (Engle & Black, 2008; Emily & Kudzai, 2010; Gerson-Kessler, 2006) these students are at a disadvantage both socially/emotionally and academically due to their economic status. Poverty is a persistent problem throughout the world and has deleterious impacts on almost all aspects of family life and outcomes for children (Engle & Black, 2008). Emily and Kudzai (2010) state that poverty is a significant threat to the healthy psychosocial development of children. They further state that children from low socio-economic background are at a very high risk of developing

long term, social, emotional, cognitive, behavioral and personality problems (Emily & Kudzai, 2010). Children raised in low-income families are at risk for academic and social problems as well as poor health and well-being, which can in turn undermine educational achievement (Engle & Black, 2008). So, as the number of families of poverty increase, so will the number of children that come to school with social and emotional deficits that will interfere with academic achievement. Teachers all know that students enter each morning and go home each afternoon with their own worries, hopes, struggles, and triumphs (Gerzon-Kessler, 2006). It is, therefore, vital that educators recognize their changing roles and schools put systems in place, such as PBIS, to help support the emergent needs of students living in poverty.

Significance of the Study

Many students from low-income families bring a plethora problems to school that interfere with their behavior choices and learning. As stated by Engle and Black (2008) the association between poverty and children's development and academic performance has been well documented, beginning as early as the second year of life and extending through elementary and high school. These problems cause social and emotional deficits in children, that when neglected, can lead to severe behaviors such as defiance, inattentiveness, violence, aggression, and the inability to peacefully resolve problems (Brooks-Gunn & Duncan, 1997), all of which can contribute greatly to the lack of necessary achievement in and out of school.

The purpose of this study is to determine if the use of a PBIS program (as implemented with Kickboard) will impact students' academic achievement in reading and math and the number of discipline referrals (SAC placement and suspensions). This study serves to add research to the effectiveness, practices and overall implementation of Kickboard. Based on data collected, this study can support the current school district and others in

making an informed decision about investing the resources necessary to utilize Kickboard.

Research Purpose and Questions

This investigation will explore if PBIS implementation (through Kickboard with CHAMPS) has an impact on student behaviors, such as office referrals and suspensions, and student achievement in reading and math for third and fourth grade students. A goal of this study is to examine whether there is a benefit of utilizing PBIS in reducing discipline referrals and suspensions and increasing academic achievement. The results of this study could influence the potential implementation of school wide systems across the district in an effort to increase student achievement on STAAR and EOC's and improve common misbehaviors that interfere with learning and result in removal from the classroom setting.

The quantitative and qualitative questions that will guide this study are as follows:

Quantitative Research Questions

1. Is there a difference in growth on third and fourth grade scores District Common Assessments (DCAs) in Reading and Mathematics between the PBIS and non-PBIS schools during: (a) the first year of implementation at the experimental school in 2016-2017, (b) the second year of PBIS implementation at the experimental school in 2017-2018?
2. Is there a difference in growth on third and fourth grader scores on DCAs by race and gender?
3. Is there a difference in the behavior office referrals (SAC placements and suspensions) of students within the PBIS school during (a) the first year of implementation in 2016-2017, (b) the second year of implementation in 2017-2018?

Qualitative Research Questions

1. What are the perceptions of professional staff pertaining to the implementation of behavior management at school ?
2. What are the experiences of professional staff pertaining to the implementation of behavior management at school ?

Definitions of Key Terms

Adolescents- typically describes the years between ages 13 and 19 and can be considered the transitional stage from [childhood](#) to adulthood (Psychology Today, 1991-2017).

DCA's- this is a term unique to Progressive ISD and stands for District Common Assessments, which refers to the yearly assessments given to students to test knowledge and skill acquisition of grade level objectives.

Office Discipline Referral- According to Sugai et al. (2000), an office discipline referral is defined as "an event in which (a) a student engaged in a behavior that violated a rule/social norm in the school, (b) the problem behavior was observed by a member of the school staff, and (c) the event resulted in a consequence delivered by administrative staff who produced a permanent (written) product defining the whole event" (p. 96). This term refers to the removal of a student from a classroom environment to the office for discipline infractions.

Educational Outcomes- refers to school readiness, retention, drop out, educational achievement, and years of schooling completed (Engle & Black, 2008).

ELL-English Language Learners refers to students whose first language is not English and another language is spoken fluently at the home.

Emotional Development- the emergence of a child's experience, expression, understanding, and regulation of emotions from birth through late adolescence (Trentacosts & Izard, 2006).

High Needs Campus/District - The campuses and district involved in the study will be referred to as high-needs. The No Child Left Behind Act (2002) defines a campus with a majority of students from minority populations and with 75% or more of those students qualifying as economically disadvantaged as high-needs.

Positive Behavior Interventions and Supports- positive behavior intervention and supports is a process that combines evidence-based practices from applied behavior analysis and other disciplines to resolve behavior challenges and improve independence, participation, and overall quality of life of individuals living and learning in complex community environments (Heineman, 2015).

Poverty- The economic definition of poverty is typically based on income measures, with the absolute poverty line calculated as the food expenditure necessary to meet dietary recommendations, supplemented by a small allowance for nonfood goods. However, many poverty researchers use a broader definition suggesting that “poor” means lacking not only material assets and health but also capabilities, such as social belonging, cultural identity, respect and dignity, and information and education (Engle & Black, 2008).

Rogaly, Fisher and Moyo (1999) define poverty as the experience of living in a household with a level of income or wealth which is below that necessary to purchase the range of goods and services considered by the strand of majority in a particular reference group to be sufficient for living. On the other hand, Kujinga and Makoni (2000) assert that poverty is the deprivation of individuals and communities of their desired satisfaction with life by social, economic, political, physical and spiritual forces.

Secondary Assignment Classroom (SAC)- this is a term unique to Progressive ISD, and refers to the classroom where students are placed by administration for a period of time due to chronic misbehaviors in the classroom.

School counselor- school counseling as a specialty area of the counseling profession emerged, and continues to evolve, as a result of social, educational, political, and economic trends (Paisley & Borders, 1995). At the beginning of the twentieth century, divergent needs of public school populations required the inclusion of specialized assistance for students beyond that which was commonly and previously offered by teachers (Schmidt, 1993).

Social development- The ways in which individuals' social interactions and expectations change across the life span (Gerrig & Zimbardo, 2002).

STAAR- stands for The State of Texas Assessments of Academic Readiness which was implemented in spring 2012 and includes annual assessments for reading and mathematics (grades 3-8), writing (grades 4 and 7), science (grades 5 and 8), social studies (grade 8), and end-of-course (EOC) assessments for English I, English II, Algebra I, biology, and U.S. history (Texas Education Agency, 2007-2017).

Suspension- an exclusionary school punishment that removes students from school (Arum, 2003).

Conclusion

In 2001, the federal government implemented the *No Child Left Behind Act* (NCLB) requiring schools to improve academic progress and accountability for all students (Council for Exceptional Children, 2003; Yell, Katsiyannis, & Bradley, 2003). As academic demands and accountability continue to rise, so are the demands to provide emotional and behavioral support to all students (Tyler-Wood, Cereijo, & Pemberton, 2004; Wehby, Lane, & Falk, 2003). One of the greatest challenges in large urban inner-city school districts is educating students with emotional and behavioral disorders. Often times, these students are educated in restricted environments (Landrum et al., 2004). However, with school districts facing increasing budgetary cuts and accountability

requirements, the inclusion of these students into general education is becoming a necessity (Algozzine & Algozzine, 2007). Student achievement is likely to improve by addressing school-wide academic success and problem behaviors through regular organizational routines, structures, and working policies that focus on the identification, adoption, and sustained use of schoolwide strategies that keep students in the classroom and engaged in instruction (Horner et al., 2004). This study seeks to identify the impact of PBIS (as implemented with Kickboard) on student achievement and discipline office referrals. The implications of the research findings could lend insight into the use of Kickboard in elementary schools and could serve as a tool to better meet the needs of students both academically and behaviorally.

CHAPTER II: REVIEW OF THE LITERATURE

The discourse in this chapter outlines the needs of early adolescents as it relates to social and emotional development and academic achievement. This chapter also discusses the effects poverty has on adolescents, as well as the growing role of educators as a result of those effects. This chapter concludes with discussing positive behavior supports and its effects on the social and emotional needs of students and achievement. All information will be used to determine the effects of addressing the social and emotional needs through positive behavior supports of students living in poverty and its impact on student behavior and academic achievement.

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) into law (replacing NCLB) that requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers and maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools (U.S. Department of Education, 2017). As academic demands and accountability continue to rise, so are the demands to provide emotional and behavioral support to all students (Tyler-Wood, Cereijo, & Pemberton, 2004; Wehby, Lane, & Falk, 2003). In order to effectively reach all students, educators need to fully understand the developmental changes that are associated with adolescents, as well as understand the additional factors that students living in poverty face daily.

Characteristics of Adolescents

The years between 6 and 14-middle childhood and early adolescents-are a time of developmental advances that establish children's sense of identity (Eccles, 1999). In early adolescence, the tumultuous physical and social changes that accompany puberty, the desire for autonomy and distance from the family, and the transition from elementary

school to middle school or junior high can all cause problems for young people (Eccles, 1999).

The grand theorist Freud and Piaget saw early adolescence as a plateau in development, a time when children consolidated the gains they made during the rapid growth of the preschool, and when they prepared for the dramatic changes of adolescence (Eccles, 1999). It is during this time period of adolescence that young boys and girls begin to grow and change intellectually, physically, socially, emotionally, and morally. The transition into adolescence is characterized by often-conflicting desires for autonomy and independence coupled with the need for support (Frey, Ruchkin, Martin and Schwab-Stone, 2009). Spear (2000) states that adolescence represents a period of cognitive, physical, social, and emotional transition between childhood and adulthood (cognitive dev risk). During adolescence students are increasingly more susceptible to peer pressure and more likely to react to peer rejection than during childhood because of the social cognition changes that are occurring (Sebastian, Viding, Williams, & Blakemore, 2010) (cognitive dev risk). Therefore, it is critical at this age, especially for children living in poverty, that the social and emotional/psychological developmental needs of this group are positively shaped during early adolescence in an effort to combat the challenges of late adolescence or middle childhood.

Intellectual development

According to the American Academy of Pediatrics, most boys and girls enter adolescence still perceiving the world around them in concrete terms: things are either right or wrong, awesome or awful. The research continues to state that they rarely set their sights beyond the present, which explains younger teens' inability to consider the long-term consequences of their actions. On the other hand, by late adolescence, many youngsters have come to appreciate the subtleties of situations and ideas, and to project

into the future. Their capacity to solve complex problems and to sense what others are thinking has sharpened considerably. But because they are still relatively inexperienced in life, even older teens apply these newfound skills erratically and therefore may act without thinking. (All from article from American Academy of Pediatrics).

Social development

According to Alley (1992), the social development of early adolescence is a time that young people are concerned with thoughts and feeling of their peers. Young adolescence are also searching for their personal identity, and they form their opinions of themselves based on the interactions they have with others (NMSA, 1995). Because of the desire of peer acceptance and of their vulnerability to conform to the status quo of their surroundings, it is critical for adolescence to have a positive and nurturing support system of productive adults.

Emotional/psychological development

This stage of development is characterized by the quest for independence and identity in early adolescence (Caskey & Anfara, 2007). According to the American Academy of Pediatrics, this march towards autonomy can take myriad forms: less overt affection, more time spent with friends, contentious behavior, and pushing the limits. Early adolescences tend to exhibit other characteristics during their emotional/psychological development which include anxiety, bravado, and lack of self-esteem, and inconsistent behavior (Scales, 2003). Because early adolescence experience a wide range of emotions, educators should be aware of the impact they have on the lives of children and districts/schools should ensure that teachers are equipped to meet their varying needs.

Effects of Poverty on Adolescents

The effects of poverty are profound, specifically on the well-being of adolescents who are experiencing the normal social and emotional changes of adolescence.

According to Payne (2005), poverty is characterized not only by lack of financial resources, but also the extent to which individuals possess other resources such as emotional stability, mental skills, spiritual guidance, physical health and mobility, support systems, role models, and knowledge of a group's hidden rules (2005, p. 7).

Adolescents growing up in poverty are at risk of a number of negative outcomes, including poor academic achievement and violent behaviors (Fergus and Zimmerman, 2005). Poor children suffer higher incidences of adverse health, developmental, and other outcomes than non-poor children (Brooks-Gunn & Duncan, 1997). According to Brooks-Gunn & Duncan (1997), some specific dimensions of the well-being of adolescence that are impacted by poverty are cognitive ability and emotional and behavioral outcomes.

Home environment

A majority of the research suggests that the neighborhoods in which families living in poverty reside can negatively impact their social and emotional development. For many young people growing up in inner cities, the social environment is far from supportive and nurturing (Frey, et al., 2009). Studies of urban youth have indicated that between 25% and 40% reported exposure to some type of community violence. Neighborhood environment and violence exposure clearly affect children's development (Frey, et al, 2009). Children living in violent neighborhoods have been found to express internalizing and externalizing symptoms such as dissociation, post-traumatic stress disorder, deviance, anger, and aggression (Frey et al., 2009).

According to Brooks-Gunn & Duncan (1997), poor parents are constrained in their choice of neighborhoods and schools. Low income may lead to residence in extremely poor neighborhoods characterized by social disorganization (crime, many unemployed adults, neighbors not monitoring the behavior of adolescence) and few resources for child development (playgrounds, child care, health care facilities, parks, after-school programs) (Brooks-Gunn & Duncan, 1997). Therefore, it is imperative that schools create a safe haven for schools to help counteract the home environments.

Cognitive ability

Children living below the poverty threshold are 1.3 times as likely as non-poor children to experience learning disabilities and developmental delays (Brooks-Gunn & Duncan, 1997). Minority youth receive lower grades, score lower on standardized tests and academic ability, have higher rates of grade retention, and are disproportionately assigned to low-ability groups in elementary and middle school and vocational tracks for high school reveals the seriousness of the achievement gap between test scores of both low-income and minority students than others (Becker & Luthar, 2010).

Emotional and behavioral outcomes

According to Brooks-Gunn & Duncan (1997), poor children suffer from emotional and behavioral problems more frequently than do non-poor children. Emotional outcomes are often grouped along two dimensions: externalizing behaviors including aggression, fighting and acting out, and internalizing behaviors such as anxiety, social withdrawal, and depression (Brooks-Gunn & Duncan, 1997). It is these behaviors that potentially interfere with learning and as a result, increase learning gaps.

Changing Roles of Educators

Poverty and Parenting

Based on the research, it is clear that the roles of educators are changing as a result of the impact that poverty has on parenting. According to Fergus and Zimmerman (2005), one approach as to why poverty results in negative outcomes is to focus on other deficits to which poverty may be related such as limited community resources or a lack of parental monitoring. Poor families are more likely to be headed by a parent who is single, has low educational attainment, is unemployed, has low earning potential, and is young (Brooks-Gunn & Duncan, 1997). Parents who are poor are likely to be less healthy, both emotionally and physically, than those who are not poor; and parental irritability and depressive symptoms are associated with more conflictual interactions with adolescents, leading to less satisfactory emotional, social and cognitive development (Brooks-Gunn & Duncan, 1997). Therefore, in order for students, primarily those in low-socioeconomic homes, to be successful, teachers must teach more than just curriculum in an effort to supplement the potential lack of adequate parenting within the home.

Role models

Early adolescents' relationships with teachers become increasingly significant as adolescence look for role models and support from nonparental adults (Lee, Smith, Perry & Smylie, 1999; Wigfield, Eccles, & Rodriguez, 1998). Being a teacher allows one quite naturally to serve as a role model or support to children in poverty (Ng & Rury, 2006). Teachers are important as role models and instructors in primary school children's social skills development (Samanci, 2010). The involvement of role models is critical, because "it is largely from role models that [a] person learns how to live life emotionally" (2005, p. 9). Disadvantaged students should benefit greatly from access to supportive teachers within the context of a rich and challenging curriculum (Becker & Luthar, 2010).

Increased Responsibilities

Fischman, Dibara, and Gardner (2006) state that teachers need to respond to the perceived increase of student problems by broadening their responsibilities to meet the academic, social, developmental, and emotional needs of their students. They continue to say, that rather than interpreting these extended needs as an extra burden, teachers must understand that addressing all of them is an integral part of their professional responsibility (Fischman et al., 2006). It is the responsibility of educators and others who work with the poor to teach the differences and skills/rules that will allow the individual to make the choice. (2005, p. 113) Samanci (2010) indicates that families, schools and the people around children should fulfill their responsibilities in the development processes of children in order to raise happier individuals and create stronger societies. It is the responsibility of educators and others who work with the poor to teach the differences and skills/rules that will allow the individual to make the choice to live differently. (2005, p. 113) (Ng & Rury, 2006). Gerzon-Kessler (2006) states that teachers all know that students enter each morning and go home each afternoon with their own worries, hopes, struggles, and triumphs and that failure to recognize and give them space to express their inner lives risks stunting their social and emotional growth. He further states that honoring their voices and nourishing their spirits will help them blossom in their social and emotional capacities and aspire to academic greatness (Gerzon-Kessler, 2006).

Frey, et al. (2009) states that schools in general must also recognize the powerful role they play in a child's development. When inner city parents feel marginalized and helpless, schools may have the potential to help communities to build a common set of values and norms, thus promoting an increasingly stable social organization and, potentially, a reduction of violence (Frey et al., 2009). They further share that a strong

educational center, the public school, may also help heal families and communities. Studies have shown that students benefit from a sense of connection or attachment to school. Students with low levels of attachment to school are more likely to be in poorer physical health, to smoke and drink, and to participate in fewer extracurricular activities than their more connected peers. (all Frey et al. 2009).

Building Relationships

It appears that the problems faced by children have also changed dramatically over the years. Hargrove (2008) states that the struggles of poverty are real and all teachers need to be aware of the social and emotional needs of their students. In order to serve them well, educators must understand the particular experiences and challenges these children face (Ng & Rury, 2006). One way to be more aware and meet the needs of today's students is by building meaningful relationships with them. Building deep connections and relationships with students is a key ingredient in engaging them in the learning process and, more specifically, confer deeper meaning on the content (Fischman et al., 2006). Using classroom relationships is also seen as a component of effective teaching of impoverished children (Haberman, 1995); creating caring classroom relationships is important for the academic success of African-American students (Love & Kruger, 2005; Thompson, 2004); and engagement in learning is "fostered by relationships with teachers" (Christenson & Havsy, p.71).

Gerzon-Kessler (2006) states that being an effective educator hinges more on an ability to build relationships than on encyclopedia knowledge of content. He continues by stating that connecting with a child's heart is the best pathway to reaching his mind (Gerzon-Kessler, 2006). In his work on social intelligence, Goldman (2006) suggested that human beings are "wired to connect" (p. 4). The connections or relationships that we form have the potential to shape us in a positive or negative way depending on the type of

interaction: “In effect, being chronically hurt and angered, or being emotionally nourished, by someone we spend time with daily over the course of years can refashion our brain” (Goldman, p. 11).

Wolk (2002) proposed that “having good relationships with your students, knowing them, and having a healthy community in your classroom can help to dramatically decrease problems with student behavior, as well as help resolve problems peacefully when you do have them” (p. 52).

Cultural Responsiveness

Gay (2010) defines culturally responsive teaching as “cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relative and effective to them”. In order to become a culturally effective and responsive teacher, one must (a) be aware of his/her own biases and assumptions about human behavior; (b) acquire knowledge of the particular group of children with whom they are working; and (c) be able to use culturally appropriate strategies in working with children from diverse cultural backgrounds (Gay, 2010).

Teachers’ Perceptions on the Social and Emotional Needs of Students

Primary school children acquire many of their social skills from their parents, peers, close environments and teachers (Samanci, 2010). This statement shows the intricate role teachers play in the lives of students. Therefore, how they perceive the needs of students and more importantly, how they see their role in the lives of students is vital. According to a research study conducted with 54 classroom teachers, teachers stated “the importance that the school attaches to social activities”, “the support given to social activities by teaching programs” and “teachers’ positive attitudes and behaviors” are the most important factors in children’s social skills development (Samanci, 2010).

Teachers also stated that their attitudes and behaviors are also important in the development of the social skills of their students (Samanci, 2010).

Addressing the social and emotional needs of students can enable children to make better decisions. Hargrove (2008) states that as children grow, they go through so many stages, and it is the job of educators to show them positive ways to handle the issues they face. Many teachers believe that modeling alternative approaches for dealing with problems is an important lesson for students. Children with social skills have the ability to communicate, solve problems, make decisions and express themselves (Samanci, 2010). Samanci (2010), further states that students who lack social skills, have behavior disorders such as lack of confidence, failure at school, shyness, and violent conduct. Having school wide supports in place to address these issues could potentially increase their chances for success.

Office Referrals and Suspensions

Over the past several decades, there has been a national rise in the use of school suspension, the disciplinary practice of removing a student from school for one or more days (Heilbrun, Cornell & Lovegrove, 2015). In 1974 approximately 1.7 million (3.7% of all students) were suspended from school; in 2006, that number had risen to more than 3.3 million, or 6.8%, of all students (U.S. Department of Education [USD OE], Office for Civil Rights, 2004). In that same year, Texas school districts sent about 100,000 students to Disciplinary Alternative Education Programs (DAEPs), 613,549 students to Out-of-School Suspension (OSS), and 1.7 million to In-School Suspension (ISS) (Fowler, Lightsey, Monger, and Aseltine, 2010).

The use of suspension has come under widespread scrutiny (Petras, Masyn, Buckley, Ialongo, & Kellam, 2011; Skiba, Eckes, & Brown, 2010) because it is associated with a host of negative outcomes, including school disengagement, academic

difficulties, school dropout, and juvenile justice involvement (Fabelo et al., 2011, Gregory, Skiba, & Noguera, 2010; Lee, Cornell, Gregory, & Fan, 2011). Research shows exclusionary practices undercut teacher-student and teacher-parent relationships and damage overall school performance (Losen & Martinez, 2013). These outcomes result in more harm to the safety of a school and community than if students were not excluded at all (Finn & Servoss, 2013).

Furthermore, one of the more consistent findings when looking at school discipline has been a high degree of racial disparity in school suspension and expulsion (Skiba, 2013). The increase in student exclusionary disciplinary practices appears to be disproportionately affecting students from low SES, racial minority, and special education backgrounds (Raffaele Mendez & Knoff, 2003; U.S. Department of Education OCR, 2012). According to the U.S. Department Office for Civil Rights (2014), Black students are suspended and expelled at a rate three times greater than white students. On average, 5% of white students are suspended, compared to 16% of black students. Figure 2.1 shows on average, 4.6% of white students are suspended, compared to 16.4% of black students.

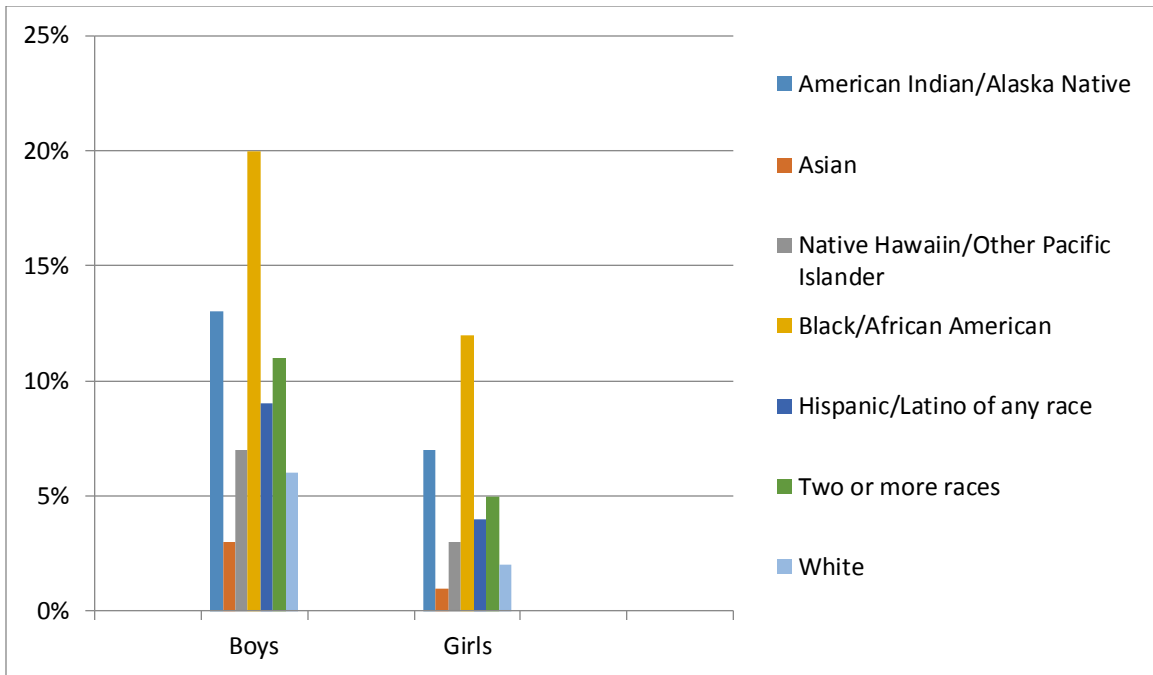


Figure 2.1. Out-of-school suspension by race/ethnicity and gender.

Figure 2.2 shows that Black students represent 16% of the student population, but 32-42% of students suspended or expelled. In comparison, white students also represent a similar range of between 31-40% of students suspended or expelled, but they are 51% of the student population.

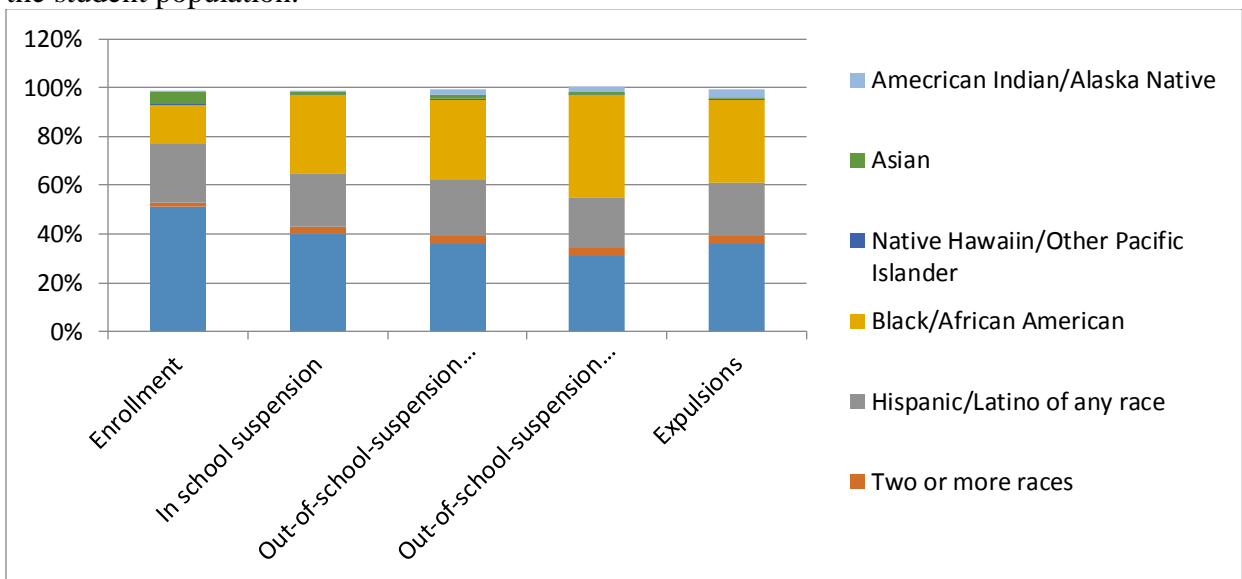


Figure 2.2. Suspensions and expulsion by race and ethnicity

Positive Behavior Supports

Educators are responsible for ensuring that schools are safe environments for learning at all times (Safe and Drug-Free Schools, 2000). This includes implementing discipline procedures and practices that are essential for maintaining a focus on instruction and student achievement. As academic demands and accountability continue to rise, so are the demands to provide emotional and behavioral support to all students (Tyler-Wood, Cereijo, & Pemberton, 2004; Wehby, Lane, & Falk, 2003). Traditional disciplinary practices have the tendency to affect minority and disadvantaged students because they are considered reactive and exclusionary approaches (Monroe, 2005; Raffaele-Mendez, Knoff, & Ferron, 2002; Katsiyannis & Herbst, 2004).

School discipline policies are created to maintain safe and orderly educational environments. They are adopted and approved by school districts using the framework from state and federal policies to adequately respond to inappropriate student behaviors.

Campus administrators interpret and implement discipline policies differently from school-to-school, district-to-district, and state-to-state (Christle et al., 2004). Therefore, it is imperative that schools continuously analyze campus discipline data to address potential inconsistencies in discipline management. One evidence-based, data-driven, systematic school-wide approach for addressing social and behavioral concerns in schools and, distally, increasing students' access to academic instruction, is school-wide positive behavior supports (SWPBS; Horner, Sugai, & Anderson, 2010). Positive behavior intervention and supports (PBIS) emerged in response to concerns over the use of aversive and humiliating procedures to manage behavior and advocacy for inclusive home, school, work, recreational, and community settings for individuals with disabilities (Lucyshyn et al. 2014). The goal was to maintain adherence to the principles of applied behavior analysis (ABA), while devising approaches that could be acceptable and

sustainable across settings (Dunlap et al. 2008). Heineman (2015) states that positive behavior interventions and supports may best be described as an individualized, problem-solving process grounded in ABA (applied behavior analysis) principles. By using campus data, in conjunction with validated strategies found in school-wide Positive Behavior Supports (PBS), schools can address problematic behaviors before they occur (Scott, 2003; Sugai et al, 2000; Turnbull et al., 2002).

Payne indicates that helping poor children develop self-control requires both structure and choice so that they can recognize what behaviors are expected of them, identify the consequences accompanying particular actions, and ultimately “emphasize that the individual always has a choice—to follow or not to follow the expected behaviors” (2005, p. 78). (Ng & Rury, 2006).

Educational Impact of Positive Behavior Supports

Positive Behavior Supports (PBS) was originally established as an application model to address serious behavior disorders with school-aged children (Turnbull et al, 2002). Since its beginning in the early 1980's, PBS has developed into a variety of approaches to improve the quality of life and productivity of students. In the past decade, "it has developed into a series of individualized and systematic interventions with an emphasis on enhancing the functionality of a school environment" (Clarke et al, 2002, p. 134). SWPBS is associated with increased positive school climate (e.g., Bradshaw, Koth, Thornton, & Leaf, 2009), increased teacher self-efficacy (Kelm & McIntosh, 2012), decreased problem behaviors for the whole school (e.g., Bradshaw, Mitchell, & Leaf, 2010), and, potentially, increased academic achievement (Algozzine & Algozzine, 2009). SWPBIS is designed to improve learning environments by increasing the (a) amount of time students are in school (e.g., decreased out-of-school suspensions), (b) proportion of minutes students are engaged in instruction, and (c) level of academic engagement of

students during instruction (Horner et al., 2009). The underlying assumption is that by improving social behavior, schools have more time and ability to deliver effective curriculum and instruction (Putnam, Horner, & Algozzine, 2006). For students exhibiting problem behaviors, reducing discipline problems should increase exposure to classroom instruction and, in turn, facilitate academic skill acquisition (Luiselli, Putnam, Handler, & Feinberg, 2005; Walker & Shinn, 2002).

As part of a Positive Behavior Intervention and Supports program, there is a continuum of three-tier levels of support: (a) universal support (school-wide) for all students, (b) targeted support for students at-risk for problem behavior or academic failure, and (c) individualized support for students who experience difficulties responding to either universal or targeted support (Sugai, 2003; Sugai et al., 2000; Turnbull et al., 2002). Sugai et al. (2000) states that the process, based on ABA principles includes:

- (1) identification of broad goals and behaviors of concern
- (2) gathering and analyzing of information to identify probable patterns affecting behavior
- (3) selecting and delineating strategies based on the patterns and integrating them into a comprehensive plan
- (4) implementing the plan across settings and caregivers
- (5) monitoring outcomes

The focus of this study will be on effects of school-wide supports on academics and behavior in elementary schools. Initiating Positive Behavior Supports includes interventions that increase the possibility of personal successes in an academic setting, in social contexts, and at home for all students (Carr et al., 2002). Many school administrators feel that a system of supports helps reduce problematic behavior before they begin by initiating strategies that teach students behavioral expectations. This

includes the practice of providing high quality instruction and interventions matched to the needs of students, monitoring progress frequently to make decisions about changes in instruction or goals, and preventing inappropriate behavior by teaching and reinforcing appropriate behavior. According to Carr et al. (2002), "support encompasses all those educational methods that can teach, strengthen, and expand positive behavior...and increase opportunities for the display of positive behavior" (p.4).

Multi-Tiered System of Support and PBIS

Multi-tiered System of Support (MTSS), formerly known as RTI grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction (PBIS, 2018).

Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (PBIS, 2018). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of MTSS (PBIS, 2018). PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems (PBIS, 2018).

Both MTSS and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels (PBIS, 2018). Tier 1 of PBIS calls for the establishment of a school-wide behavior management plan. This is often called universal support (Riffel, 2011). The behavior management plan is a research based program that is based on positive behavior approaches to discipline and is implemented throughout the school (Weiland, Murakami, Aguilera, & Richards, 2014). Every administrator, teacher,

and staff member actively practices the behavior management program. This program generally addresses about 80% of behavioral issues that occur on a campus (Weiland, Murakami, Aguilera, & Richards, 2014). If implemented consistently, it creates the culture and environment within the school that allows for the remaining tiers of PBIS to be implemented successfully (Riffel, 2011).

Tier 2 interventions are utilized when a child continues to demonstrate challenging behaviors despite the school-wide efforts of Tier 1 behavior management (Weiland, Murakami, Aguilera, & Richards, 2014). A data system that monitors office discipline referrals allows for the identification of those students and creates the mechanism to address those needs in a more targeted fashion. . Weiland, Murakami, Aguilera, and Richards, 2014 continue to say that teachers who have consistently implemented a Tier 1 plan can easily recognize the student who is not responding to the general behavior management methods and thus, that student can then be recommended for additional behavior management intervention. This is accomplished through data review and direct observation of the student. Tier 2 interventions are typically more specific behavioral techniques used to address the targeted behaviors of particular students. Research-based, positive techniques are implemented to help the teacher address the struggling student and the classroom environment in order for that student to experience more school success. (Weiland, Murakami, Aguilera, & Richards, 2014)

Tier 3 interventions are reserved for those students who demonstrate the most severe and challenging behaviors, usually about 5% of the student population (Riffel, 2011). Tertiary interventions at Tier 3 require an increased focus on data collection and data-based decisions for the student. Direct observation is also utilized to document behavioral and academic development over an extended period of time (Weiland, Murakami, Aguilera, & Richards, 2014). Often, Tier 3 interventions can be implemented

within the general education setting successfully only if Tier 1 and Tier 2 programming has been implemented consistently within the classroom and throughout the school. (Weiland, Murakami, Aguilera, & Richards, 2014).

Theoretical Framework

The following research supports the notion that the social and emotional development of children is vital and plays an important role in their future success in school and in life: attachment theory and social learning theory. Attachment theory, which began with psychologists John Bowlby and Mary Ainsworth's work with the attachment between an infant and his/her mother (the primary caregiver), provided an understanding of the positive effects on children who have had secure attachments and the negative effects on children who had insecure attachments with their primary caregiver. The attachments that children have with their primary caregiver can affect their future relationships- including those with peers and teachers (Slater, Ainsworth & Bowlby, 1991; Watson & Ecken, 2003; Divoll, 2010) and their ability to regulate their emotions and behavior and to learn about the world (Watson & Ecken, 2003). John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological connectedness between human beings". According to the attachment theory, Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life. Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life (Cherry, 2014).

Cherry (2014) further states that researchers have found that attachment patterns established early in life can lead to a number of outcomes. Children who are securely attached as infants tend to develop stronger self-esteem and better self-reliance as they grow older. These children also tend to be more independent, perform better in school,

have successful social relationships, and experience less depression and anxiety. Suess et al. (1992) further states that securely attached children are characterized by better social and behavioral competence, are more effective in cognitive functioning and are less likely to display behavior problems compared to those who are insecurely attached. They also interact more positively with both peers and adults, are more satisfied with their interpersonal relationships, and show greater trust in others (Larose & Bernier, 2001).

Research suggests that failure to form secure attachments early in life can have a negative impact on behavior in later childhood and throughout the life. Insecurely attached children are more likely to display both internalizing and externalizing behavior problems (Kennedy & Kennedy, 2004). Children diagnosed with oppositional-defiant disorder (ODD), conduct disorder (CD) or post-traumatic stress disorder (PTSD) frequently display attachment problems, possibly due to early abuse, neglect or trauma (Cherry, 2014).

The theory also brings attention to the fact that early years practitioners need to be aware that children have complex emotional needs that have to be met in a number of different ways. When their emotional needs fail to be met children can feel insecure, unhappy and lacking in confidence. Therefore, there is a responsibility placed on the early year's practitioner to help to supplement children's needs within the early years setting.

Dr. Albert Bandura's social cognitive (learning) theory, explores the impact of the learning environment on a student's attitudes and behaviors (Marzano, Gaddy, & Dean, 2000). Social learning theory by Albert Bandura states behavior is learned from the environment through the process of observational learning (McLeod, 2011). McLeod (2011) states that children observe the people around them behaving in various ways. Individuals observed are called models and in society children are surrounded by many

influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school (McLeod, 2011). According to Akers, Krohn, Lanza-Kaduce, and Rodosevich (1979), social behavior is acquired both through direct conditioning and through imitation or modeling others' behavior. Behavior is strengthened through reward (positive reinforcement) and avoidance of punishment (negative reinforcement) or weakened by aversive stimuli (positive punishment) and loss of reward (negative punishment) (Akers, Krohn, Lanza-Kaduce, & Rodeosevich, 1979).

Conclusion

The review of the literature indicated that children living in poverty have needs that extend beyond just financial security. Adolescents growing up in poverty are at risk of a number of negative outcomes, including poor academic achievement and violent behaviors (Fergus and Zimmerman, 2005). The literature further indicated that if these needs go unmet, the implications can be harmful. The role and expectations of teachers and schools has changed since the late 1980s and the profession has become increasingly demanding with greater responsibilities to the school community as a whole.

Over the past several decades, there has been a national rise in the use of school suspension, the disciplinary practice of removing a student from school for one or more days (Lovegrove, 2015). As more students are removed from schools due to exclusionary disciplinary practices, they are receiving less instructional time (Shabazian, 2015). A growing body of evidence indicates that exclusionary discipline practices, such as out-of-school suspension (OSS) and expulsion, are not effective or equitable approaches to improving student behavior and school safety (American Academy of Pediatrics, 2013).

Additionally, House Bill 674 was passed in May 2017 and has banned all Texas schools from suspending kindergarten through second grade students (Chang, 2010). As a

result of this new state legislation schools will be required to seek alternative measures to support student behaviors.

The implementation of school-wide Positive Behavior Intervention and Support programs provides alternatives to traditional reactive punitive approaches by using data-driven interventions for individuals, classrooms, and an entire school environment.

Effective leadership, support, and commitment to the implementation of PBIS strategies by school personnel will help reduce problem behaviors and increase positive behaviors (Safran & Oswald, 2003). Initiating PBIS includes interventions that increase the possibility of personal successes in an academic setting, in social contexts, and at home for all students (Carr et al., 2002). This study aims to determine the impact Kickboard, a PBIS based program, has on student behavior and academic achievement.

CHAPTER III: METHODOLOGY

The purpose of this study was to determine the influence a PBIS based program, Kickboard, had on achievement in reading and math and the number of office referrals in third and fourth grade at a low income elementary school. Kickboard was only in its second year of implementation where the study occurred. This study helped to determine if implementation had a positive effect on the number of office referrals campus-wide, as well as teachers' perceptions and experiences of the program. Additionally, this study explored how these experiences and perceptions impacted the outcomes. Archival data from the previous' years office referrals, observations, and face to face interviews were used, as well as interviews from principals and a purposeful sample of teachers from both low income elementary schools. The data collected was examined and analyzed. This chapter will present an overview of the research problem, operational theoretical constructs, research purpose and questions, research design, population and sampling selection, instrumentation, data collection procedures, data analysis methods, validity, privacy and ethical considerations, and limitations for this study.

Overview of the Research Problem

Teaching and learning in many schools are disrupted by problem behaviors, like harassment, aggression, social withdrawal, and insubordination (Walker, Ramsey, & Gresham, 2005). Over the past several decades, there has been a national rise in the use of school suspension, the disciplinary practice of removing a student from school for one or more days (Lovegrove, 2015). A growing body of evidence indicates that exclusionary discipline practices, such as out-of-school suspension (OSS) and expulsion, are not effective or equitable approaches to improving student behavior and school safety (American Academy of Pediatrics, 2013). Furthermore, with school districts facing

increasing budgetary cuts and accountability requirements, the inclusion of behaviorally challenged students into general education classrooms is becoming a necessity (Algozzine & Algozzine, 2007). With the performance of students in urban educational settings under increased scrutiny, the question of how instructional time is used in the classroom becomes increasingly relevant to the achievement of high academic standards (Johnson-Gros, Lyons, & Griffin, 2008). Unfortunately, when teachers spend time engaged in reactive discipline, they do so at the cost of instructional time.

In recent years, the use of suspension has come under widespread scrutiny (Petras, Masyn, Buckley, Ialongo, & Kellam, 2011; Skiba, Eckes, & Brown, 2010) because it is associated with a host of negative outcomes, including school disengagement, academic difficulties, school dropout, and juvenile justice involvement (Fabelo et al., 2011; Gregory, Skiba, & Noguera, 2010; Lee, Cornell, Gregory, & Fan, 2011).

Operationalization of Theoretical Constructs

This study consisted of two constructs; one will be based on the number of office referrals from 2015-2016, 2016-2017, and 2017-2018 school years and achievement as measured by DCAs, district common assessments from 2016-2017 and 2017-2018 school years. The DCA was a released State of Texas Assessments of Academic Readiness (STAAR) test that measured students' mastery of all grade level objectives taught over the course of the school year. The office referrals assisted in quantifying assessment of the number of office referrals processed before the implementation of the PBIS and the number of referrals after a year of implementation. Qualitative data was collected from interview responses to assess principal's perceptions and experiences of Kickboard at the PBIS campus and CHAMPS at the non-PBIS campus.

As stated in Webster's dictionary (2018), growth is defined as progressive development. Growth will be operationalized by students' scores on and DCA's. DCA

assessments are given a minimum of two times a year in all major content areas. These tests are used to predict student performance on STAAR tests. Performance on DCA #1 and DCA #2 for both reading and math administered in the 16-17 school year were compared for both campuses. Lastly, DCA #1 for reading and math administered in fall of the 17-18 school year was compared for both campuses.

An office discipline referral is defined as "an event in which (a) a student engaged in a behavior that violated a rule/social norm in the school, (b) the problem behavior was observed by a member of the school staff, and (c) the event resulted in a consequence delivered by administrative staff who produced a permanent (written) product defining the whole event" (Sungai et al., 2000). This term refers to the removal of a student from a classroom environment to the office for discipline infractions. These office discipline referrals were operationalized by the number of SAC placements and the number of suspensions issued.

Research Purpose and Questions

The purpose of this study was to determine the influence a positive behavior interventions and support program has on the number of office referrals at a low income elementary school and to determine how these influences impacted administrators and teachers. The following research questions guided this study:

Quantitative Research Questions

1. Is there a difference on third and fourth grade scores on District Common Assessments (DCAs) in Reading and Mathematics between the PBIS and non-PBIS schools during: (a) the first year of implementation at the experimental school in 2016-2017, (b) the second year of PBIS implementation at the experimental school in 2017-2018?

2. Is there a difference on third and fourth grader scores on DCAs by race and gender?
3. Is there a difference in the behavior office referrals (SAC placements and suspensions) of students between the PBIS and non-PBIS school across 2015-16, 2016-17, and 2017-18?

Qualitative Research Questions

4. What are the perceptions of professional staff pertaining to the implementation of behavior management at school?
5. What are the experiences of professional staff pertaining to the implementation of behavior management at school?

Research Design

The research design for this study is a sequential mixed methods approach. The quantitative measures were collected using archival data and were followed by a qualitative portion that included interviews of both campus administrators and teachers. A purposeful sample of two schools that are similar in demographics, low-income status, and overall campus performance were solicited to provide archival data of office referrals from 2016-2017 and current data from 2017-2018.

The qualitative portion was utilized to identify and describe the administrators and teachers' perceptions and attitudes toward school wide behavior management. This information was collected through interviews with administrators and teachers to provide additional insight into the study.

Population and Sample

This research investigation was conducted in Progressive Independent School District; a high-needs urban school district in an urban area in Diversity City. This district was purposely selected because they recently had a campus come out of school

improvement after three years. While there are a variety of factors that could have contributed to this turnaround, this study anticipated uncovering if the use of a positive behavior intervention and supports program, Kickboard, was a major contributing factor.

Pseudonyms were used in an effort to keep the names of the city, school district, schools and participants confidential. Progressive ISD was also selected due to its population size, complex demographics, and the economic challenges that face the community it services. Although the district has many factors that contribute to making their population high-needs, they have continued patterns of effectiveness and achievement in spite of their environment.

The population of this study was comprised of elementary students in grades K-4 and elementary teachers in an urban school district in southeastern Texas. The district is comprised of 24 elementary schools, 6 intermediate schools, 6 middle schools, and 5 high schools. The total population of the district is 47,202 students in grades Pre-Kindergarten through 12th grade (National Center for Education Statistics, 2015).

Purposive convenience sampling was used in selecting a sample group. There were a total of 10 interviews that occurred (two principals and eight teachers). PISD participants from for this study were selected by the current principals on each campus. Participants selected ranged in the following categories from each campus: one teacher with less than 3 years of experience, one teacher with greater than 5 years of experience, one teacher who wrote more than five discipline reports a month, and one teacher who wrote less than 2 discipline reports a month. The principals selected each campus served at the focus campuses for the last three years.

The two campuses that were the focus of this study were both similar in demographics and economic status, and have challenging populations. Both campuses were also in school improvement and have both recently come out of school

improvement. Additionally, Progressive ISD has consistently had significantly lower number of office referrals annually as compared to neighboring districts (TEA,2016) as seen in Figure 3.1.

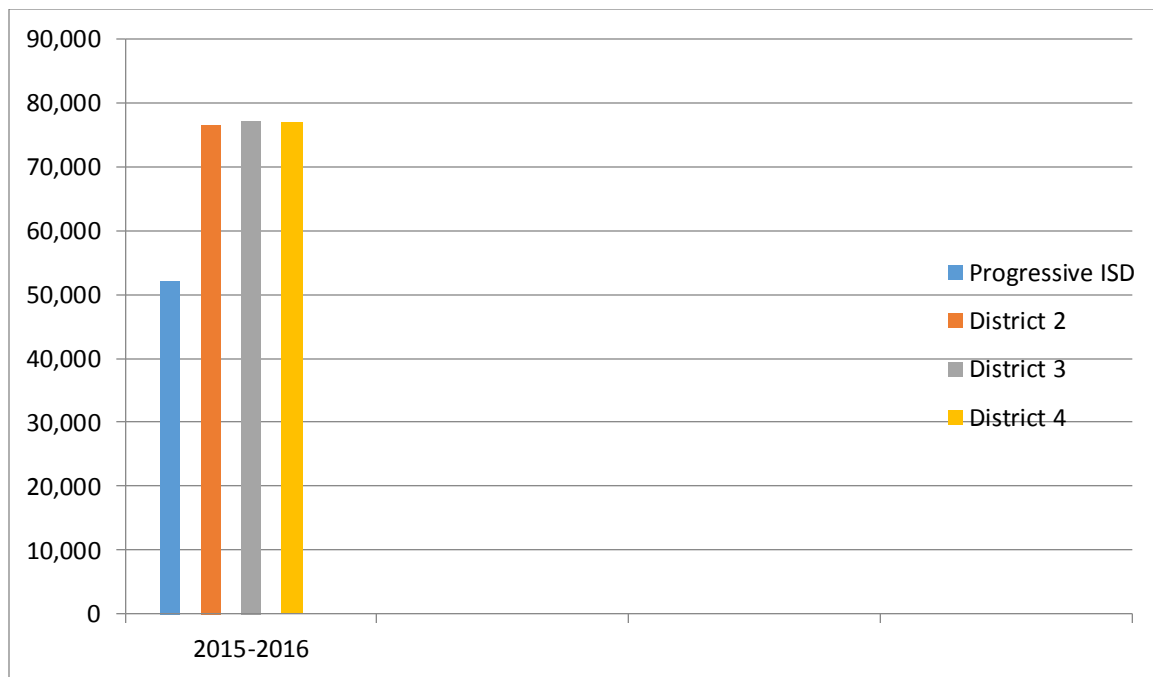


Figure 3.1 Office referrals of four neighboring school districts

Progressive ISD neighborhoods are located in an urban community on the outskirts of Diversity City. According to the Texas Education Agency (2016), the district is comprised of 27 elementary schools, nine intermediate schools, seven middle schools, and seven high schools and the population of the district is very diverse and has over 90% of its population being economically disadvantaged. The schools chosen as focus for this study were selected because of their previous and current accountability ratings and extreme high needs populations.

Instrumentation

The quantitative instrumentation that was used in this study were district common assessments (DCAs) and discipline data (office referrals and suspensions). In analyzing

data from the DCAs, the researcher analyzed the performance of students in both mathematics and reading, as well as their performance by race and gender. Archival data for the assessments and behavior reports was obtained from the district's data-based management system.

DCAs are developed from released STAAR tests and are designed to assess mastery of grade level objectives. The Texas Education Agency (TEA) contracted with the Human Resources Research Organization (HumRRO) to provide an independent evaluation of the validity and reliability of the STAAR scores, including grades 3-8 reading and mathematics, grades 4 and 7 writing, and grades 5 and 8 science, and grade 8 social studies (HMRRO, 2016). HMRRO (2016) conducted a content review to examine the content validity of the 2016 grades 3-8 STAAR test forms. This review sought to determine how well the 2016 STAAR tests forms align with on-grade curriculum, as defined by the Texas content standards and assessment blueprints.

HumRRO reviewed two key pieces of evidence to examine how well the 2016 STAAR forms aligned to the content intended by the TEA. First, HumRRO determined how well the item distribution matched that specified in the assessment blueprints. Second, an alignment review was conducted to determine the extent to which each item was aligned to the intended TEKS student expectation. To determine how well the test forms represented the test blueprint, the number of items falling within each reporting category, standard type, and item type (as indicated by the TEKS code) were calculated. These numbers were compared to the number indicated by the assessment blueprints.

According to HumRRO (2016), to conduct the alignment review all items from each test form were rated by four HumRRO reviewers. Each group of reviewers included those who had previous experience conducting alignment or item reviews and/or those with relevant content knowledge (HumRRO, 2016). All reviewers attended web-based

training prior to conducting ratings and the training provided an overview of the STAAR program, background information about the TEA standards, and instructions for completing the review (HumRRO, 2016). Reviewers reviewed each item and the standard assigned to it and they assigned each item a rating of “fully aligned,” “partially aligned,” or “not aligned” to the intended standard. Ratings were made at the expectation level:

- A rating of “fully aligned” required that the item fully fit within the expectation.
- A rating of “partially aligned” was assigned if some of the item content fell within the expectation, but some of the content fell outside.
- A rating of “not aligned” was assigned if the item content fell outside the content included in the expectation.

The average percentage of items fully aligned to expectations among viewers was as follows: third grade math 97.8%, fourth grade math 96.5%, third grade reading 86.2%, and fourth grade reading 91.5% (HumRRO, 2016).

Data Collection Procedures

The researcher obtained permission to conduct the study from the University of Houston-Clear Lake (UHCL) Committee for the Protection of Human Subjects (CPHS) and the participating district’s Institutional Review Board (IRB) before collecting data. The research questions explored the connection to positive behavior interventions and supports to behavior of students and academic achievement. Once permission was granted, participants participated in face to face interviews. The study examined perspectives from teachers and principals at the campus level. Data was collected from a variety of sources to triangulate and increase the exchange of overlapping themes and patterns of thinking of participants. Face to face interviews were audio recorded and transcribed by the researcher. The flash drive containing the stored data will be locked in a safe storage room and will remain there for five years before being destroyed.

A descriptive research methodology was used for this study and confidentiality was assured to all participants in the sample group. The research methodology design utilized document collection and one-on-one interviews, as the instruments to collect data from a group of principals. This investigation sought to use methodologies that aided in gaining advantages and strong opportunities for themes and significant patterns to emerge with regard to positive behavior interventions and supports and student behavior and academic achievement.

Data Analysis Procedures

Analysis involved multiple sources of information including assessment data and discipline reports (SAC and suspensions) to formulate the quantitative data and interviews to formulate the qualitative data.

Quantitative

The following questions guided the quantitative portion of the study:

1. Is there a difference in growth on third and fourth grade scores on District Common Assessments (DCAs) in Reading and Mathematics between the PBIS and non-PBIS schools during: (a) the first year of implementation at the experimental school in 2016-2017, (b) the second year of PBIS implementation at the experimental school in 2017-2018?
2. Is there a difference in growth on third and fourth grader scores on DCAs by race and gender?
3. Is there a difference in the behavior office referrals (SAC placements and suspensions) of students between the PBIS and non-PBIS school across 2015-16, 2016-17, and 2017-18?

Archival data from 2016-2017 and current data from the 2017-2018 school years was used for both comparison groups. The dependent variables included in this study

were: (a) achievement scores for third and fourth grade students in math for each year of the study, (b) achievement scores for third and fourth grade students in reading for each year of the study, (c) and office discipline referrals and school suspensions for each year of the study. The independent variables in this study were: (a) the two schools, Rise Elementary (PBIS school) and Boss Elementary (the non-PBIS school), and b) race and gender of students at both campuses for each year of the study. A repeated measures analysis of variance (ANOVA) was conducted to determine if there was any significance in the performance of students on the reading and math assessments in 2016-2017 for the Fall and Spring administration. To determine if there was a significant difference between the two schools on the reading and math assessment administered in the Fall for the 2017-2018 school year two separate independent samples *t* tests were conducted. To determine if there were differences by ethnicity and gender, a repeated measures ANOVA was conducted. A Chi Square Test of Independence was conducted to determine if there was a significant difference in students' discipline referrals from the first year of implementation of the PBIS based program to the second.

Qualitative

The following questions guided the qualitative portion of the study:

4. What are the perceptions of professional staff pertaining to the implementation of behavior management at school ?
5. What are the experiences of professional staff pertaining to the implementation of behavior management at school ?

Data was organized with themes that were discovered throughout the collection process. NVivo was utilized to assist with organizing, storing, coding and sorting data through the study. Coding was assigned to categories and data related to each theme was

organized accordingly by the researcher. Data was validated through member checking and triangulation of information gathered through interviews.

Validity

Triangulation and member checking are the primary techniques the researcher utilized to increase the validity of the study. As for triangulation, interview participants varied in their years of experience, ranging anywhere from 3 to 5 or more years of experience teaching. Participants also varied in the degree to which they submitted behavior reports ranging from teachers who submit five or more referrals per grading period to those who submitted two or fewer referrals per grading period.

Member checking occurred both during and after the interview process with all participants. The researcher worked to build a rapport with all interviewees prior to the interview in order to obtain open and honest responses by making direct contact with them before the appointed time. During the interview, the researcher restated or summarized information and then questioned the participant to determine accuracy. After the study, the researcher shared findings with participants to allow them to critically analyze them and comment on them.

Privacy and Ethical Considerations

The researcher completed all processes required of the University of Houston-Clear Lake for the protection of human subjects for the study. Pseudonyms were used as the name of the school district where the study will be conducted as well as for the individual names of the participants. An interview cover letter was attached to the interview instrument stating the purpose of the study, to ensure that the participants were aware that their participation was voluntary and that their responses and identities remained anonymous. Communication with the participating districts and study participants was documented in written form in order to validate all considerations for

ethical issues. Written consent was solicited from the districts in which the subjects work. All data was kept securely in a locked file cabinet and on a pin drive in the primary researcher's office, as well as on flash drive for a period of five years. The names of districts and participants were masked using pseudonyms during the data organization process in order to give them anonymity in research findings. This precautionary measure protected the individual and the school district from association with any information that could be subjectively interpreted.

Limitations of the Study

There are several potential issues that were predicted to influence the results of this research. It is possible that interview participants, both teachers and principals, withheld information or may not have been truthful during interviews in fear of portraying their campus and/or district negatively or fear of disciplinary repercussions. Additionally, it is possible that some interview participants may provide vague responses that would interfere with drawing strong conclusions.

Another limitation of the study was the teachers' attitudes and beliefs about students. If teachers do not buy into the program, see its relevance and potential impact on student achievement and behavior, or believe that students are capable of change, they were likely not to support the implementation of the program and therefore, impede its effectiveness in how they interact and discipline students daily. Some teachers have more patience and tolerance with students than others and are more willing to work with students through their challenges.

Additionally, studies consistently document that most educators themselves come from middle-class backgrounds, making it difficult for them to relate personally with students who live in poverty (Zeichner, 2003).

Additionally, although learning had occurred as a result of the program, there was a possibility that due to students' prior experiences and current situations at home and school, there may not be a change in a student's behavior or academic performance.

Another potential limitation pertained specifically to the PBIS campus. In addition to having Kickboard on their campus as a behavior intervention, the PBIS campus received additional funding due to their accountability status. This additional funding afforded the PBIS school with additional personnel that served as instructional interventionist on campus.

Conclusion

In summary, this chapter delivered an overview of the research problem, research purpose and methodology. The qualitative research design, population and sampling selection, data collection procedures, data analysis methods, assumptions, and limitations for this study were also described.

This mixed methods study sought to determine if positive behavior intervention and supports based program, Kickboard, used in conjunction with CHAMPS, had an impact on office referrals (SAC and suspensions) and student achievement in reading and mathematics for third and fourth graders by collecting and analyzing data from two campuses (one PBIS and one non-PBIS) in Diversity City. Archival data from assessments (DCA's) was used to determine any areas of growth, as well as interviews.

Individual interviews from teachers and administrators from a PBIS school and a non-PBIS school were used as qualitative inquiry. By using qualitative inquiry, the researcher gained in depth and rich descriptions from the experiences of all participants during PBIS implementation. Similarly, the researcher was able to develop a deeper understanding of the situation studied, where statistical analyses and data lack the benefit of verbal descriptions from participants.

The quantitative data and qualitative inquiry allowed the researcher to determine any areas of growth or implications for student achievement, as well as compared programs for similarities and differences and constructed theories that may lead to changes in current PBIS programs and future implementation.

CHAPTER IV:

RESULTS

The purpose of this study was to determine what influence Kickboard, a PBIS-based program, has on student achievement in reading and math and the number of office referrals in third and fourth grade at a low income elementary school. This chapter is organized into two sections, presenting the quantitative data first illustrated in research questions one through three, followed by the qualitative data illustrated in research questions four through six. This chapter will conclude with a summary of the study's findings.

Participant Demographics

Two principals with similar demographics and accountability status working in Title 1 schools located in an urban school district in the southwest region of the U.S. were sent emails soliciting their participation in the study. A total of eight teachers (four from each campus) ranging from grade levels K-4 were solicited to participate in the study by their respective principals based on the following criteria:

- fewer than three years of teaching
- greater than five years of teaching
- writes five or more office referrals; and
- writes two or fewer office referrals a month

The professional participants in the study were as follows:

Table 4.1

Professional participants

	PBIS School	Non-PBIS School
Principals	Sara	Laura
fewer than three years of teaching	Kim	Ivy
Greater than five years of teaching	Brandy	Michelle
writes five or more office referrals;	Rachel	Dana
writes two or fewer office referrals a month	Debbie	Janet

Research Question One

Research question one asked if there was a difference in growth on third and fourth grade scores on District Common Assessments (DCAs) in reading and mathematics between the PBIS and non-PBIS schools during: (a) the first year of implementation at the experimental school in 2016-2017, (b) the second year of PBIS implementation at the experimental school in 2017-2018.

To answer research question one, a repeated measures analysis of variance (ANOVA) was conducted. Descriptive statistics for the schools for the Math DCA's are found in Table 4.2.

Table 4.2

Math DCA Scores for the 2016-2017 school year

School	Time	<i>M</i>	<i>SD</i>
PBIS	Fall	50.1	24.0
	Spring	46.7	21.0
Non-PBIS	Fall	52.0	24.8
	Spring	50.1	20.7

It was found that for math, there were significant differences between the PBIS and non-PBIS schools with the non-PBIS outperforming the PBIS school at both assessments $F(1,519) = 15.1, p < .01, \text{partial eta squared} = .03$. Examining the parameter estimates, the non PBIS outperformed the PBIS by 1.8 points on the first assessment and 3.3 points on the second. The estimated marginal means plot is displayed in Figure 4.1.

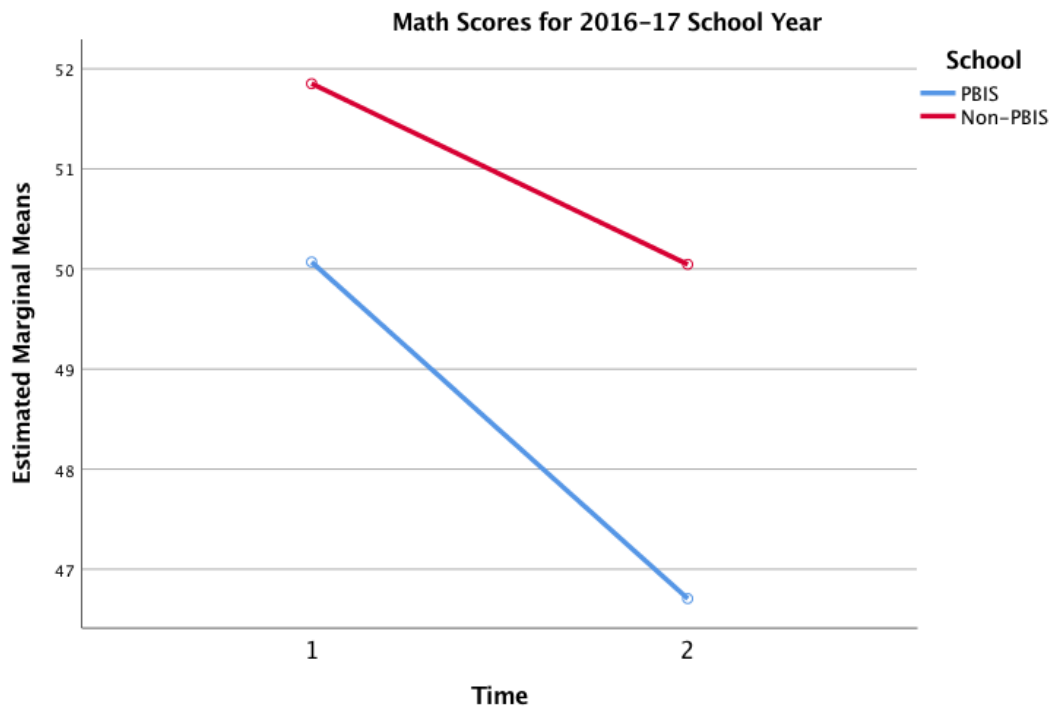


Figure 4.1 Estimated marginal means of mathematics scores across two schools

Descriptive statistics for the schools for the Reading DCAs are found in Table 4.3.

Table 4.3

Reading DCA Scores for the 2016-2017 School Year

School	Time	<i>M</i>	<i>SD</i>
PBIS	Fall	46.4	19.4
	Spring	50.3	21.3
Non-PBIS	Fall	50.5	21.8
	Spring	51.8	22.0

It was found that for reading, there were significant differences between the PBIS and non-PBIS schools with the non-PBIS outperforming the PBIS school at both assessments $F(1,487) = 15.1, p < .01, \text{partial eta squared} = .01$. Examining the parameter estimates, the non PBIS outperformed the PBIS by 4.1 points on the first assessment and 1.6 points on the second. The estimated marginal means plot is displayed in Figure 4.2.

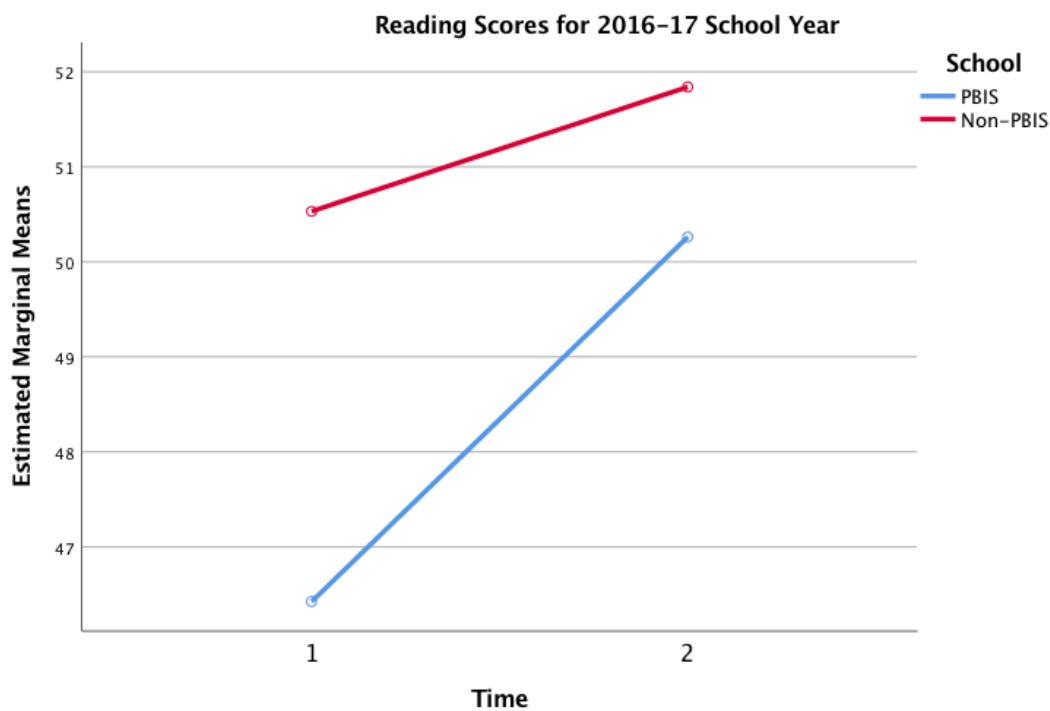


Figure 4.2 Estimated marginal means of reading scores across the two schools

To determine if there was a significant difference between the two schools on two assessments (both reading and math DCA) for the 2017-2018 school year two separate independent samples t tests were conducted, one for math and one for reading. Descriptive statistics for the two schools can be found in Table 4.3. Results indicate that there were no significant differences between the two schools, $t(497) = .81, p > .05$, Cohen's $d = .02$ for reading and $t(559) = .34, p = .74$, Cohen's $d = .03$ for math.

Descriptive statistics for the PBIS school for the Math and Reading DCAs for the 17-18 school year are found in Table 4.4.

Table 4.4

Math/Reading DCA Results for the 2017-2018 School Year

	School	<i>M</i>	<i>SD</i>
Math	Non-PBIS	48.8	23.9
	PBIS	48.1	23.0
Reading	Non-PBIS	49.2	21.6
	PBIS	48.7	19.0

Research Question Two

Research question two asked if there is a difference in growth on third and fourth grade students' scores on DCAs by race and gender. To determine if there were differences by ethnicity and gender, a repeated measures ANOVA was conducted. The time variable was entered as a within subjects variable and school, ethnicity and gender were entered into the model as between subjects factors. The main effects were still significant $F(1, 506) = 5.1, p < .05, \text{partial eta squared} = .01$. However, the interaction effect for school, ethnicity and gender was also significant $F(2, 506) = 3.9, p < .05, \text{partial eta squared} = .02$; indicating that there were significant differences among the different ethnicities and for males and females depending on the school and time tested.

Research Question Three

To explore the answer to the question three, is there a difference in the behavior office referrals (SAC placements and suspensions) of students between the PBIS and

non-PBIS school across 2015-16, 2016-17, and 2017-18, a log-linear analysis was calculated using natural weighted logarithms (using the G^2 statistic). Results indicated that there were significant differences between school and year (see Table 4.4), and in the three-way contingency table all interactions were significant (when the effect of the third variable was removed) indicating that there were significant differences in school type over the years regarding the different referrals written. Examining the contingency tables themselves (see Tables 4.5 and 4.6), it is evident that there were decreases across the types and number of referrals written over the three year period.

Table 4.5

The Effects of School by Year and Referral Type

Main Effects and Interactions	G^2	df
ABC	59.6*	12
AB	34.2*	4
AC	2.4^	2
BC	3.48^	2
AB(C)	53.7*	8
AC(B)	21.9*	6
BC(A)	23.0*	6

Note. * Significant at $p < .01$; ^ not significant. A = PBIS/Non-PBIS, B = Year, and C = Type of referral; ABC = three-way interaction, AB; AC; BC = 2-way interactions. AB(C); AC(B); BC(A) = 2-way effects of the pairs variables when the effects of the third variable are removed.

Table 4.6

Data for PBIS School

School Year	2015-2016	2016-2017	2017-2018
Office Referrals	527	475	247
SAC	203	133	101
Suspensions	56	48	6

Table 4.7

Data for Non-PBIS School

School Year	2015-2016	2016-2017	2017-2018
Office referrals	452	441	273
SAC	137	126	87
Suspensions	71	24	18

Research Question Four

Research question four asked what are the perceptions of professional staff pertaining to the implementation of behavior management at school. Principals and teachers' perceptions were essential to gain a deeper understanding of how behavior management impacted student achievement. Qualitative data collected through principal and teacher interviews provided insight into the daily interactions with students, professional personnel and the school's discipline management plan. Analysis from the qualitative data showed two main themes that characterized teachers' and administrators' perceptions of behavior management at their schools. The two main themes that

emerged concerning teacher perceptions were: student achievement and school wide behavior.

Student Achievement

Through the qualitative analysis, student achievement was defined as gains or improvement made from one year to the next. According to the responses provided by both teachers and administrators, student achievement emerged as an important component during this study because both schools felt that student achievement had improved on their campuses as a result of the behavior management programs in place.

Participants from the both campuses shared similar opinions in regards to student achievement and its correlation to behavior. From the PBIS campus, Brandy shared, “And I know that behavior is a big focus for our school because we have to get the behavior in control in order to do anything about the academics. She continues to share, “And so they go hand in hand. As the behavior is improving, then our scores are improving”. Brandy also shared the instructional practices that were able to successfully be put in place as a result of behavior being better managed. She stated, “So anytime that we can, we incorporate movement within the lesson, with content or just a brain break. She continued to share, “We’ve been implementing small groups, next steps to guided reading. That’s really, really helped to bring a structure to our reading program.”

Participants at the non-PBIS campus had very similar views as described by Ivy, who spoke specifically about the gains she noticed in her classroom and simply stated, “Student achievement, I believe has increased. Just looking at my scores and my kids, I definitely see progress and growth.” Michelle believes that in order for student achievement to improve, students must first be structured for success. She stated: “I know that behavior is a big focus for our school because we kind of have to get the behavior in control in order to do anything about the academics. And so they kind of are

going hand in hand. As the behavior is improving, then our scores are improving. So I think that's a big effect of the behavior improving.” Michelle continued to state, “I think everyday everyone is just working for student achievement - how can we get the kids here, how can we get them to perform where our school can run effectively. I believe discipline is the main factor because if they're here and they're not able to pay attention to the teacher, they can't learn.” Laura, an experienced administrator who is currently in her sixteenth year, also believes the more students are actually present in the classroom, the more they will have the opportunity to learn and improve achievement. Laura stated, “Yes, because they're able to stay in the room, they're able to make sure that wherever they are in any part, they're not getting in trouble, which, again, caused them to be removed from the classroom. So as long as they're aware, yes. They're in the room, and you can see those kids succeeding.” These teachers and administrators collectively feel that behavior has directly impacted student achievement on their respective campuses and their responses are reflective of all the participants’ perception of student achievement.

School Behavior

Through the qualitative analysis, school behavior was defined as the number of behavior offenses occurring within the instructional day. The decline in overall school misbehavior is another theme that emerged from all participants. Many participants attributed the decline in school behavior to setting clear expectations with students, being intentional about their behavior practices, and intervening before behaviors escalate.

Participants from the PBIS campus were able to share successes as it related to intervening with behaviors at the onset. Brandy shared steps she takes to deescalate behaviors in her classroom. She stated, “The student's not doing what they're supposed to be doing. Let's intervene right now. Let's talk to their parent. Let's conference with the parent. Let's talk to the kid and let's see how we can fix this problem before it becomes an

office referral." So that's one thing that we have done to alleviate so many office referrals every year." Brandy's comments suggest that teachers would have fewer referrals if they would work to identify the cause of the behaviors. Sara also stated the following, "I think it's decreased by like 20%. The severity of referrals has also been reduced, where I think the intervening at the intermediate level has helped to de-escalate things that could potentially escalate to be very serious." Sara continued to state, "That the more severe behaviors have declined because we're able to go and intervene before they occur." The comments made by all eight teachers and both principals show that behavior has improved and that intervening before behaviors escalate has proven to be effective.

Similarly, participants at the non-PBIS campus believed in the importance of using alternate methods when dealing with misbehaviors. Ivy shared about teachers' efforts in determining the cause of behaviors versus immediately resorting to a write up. She stated:

School behavior, I feel like has changed, for the better though. Definitely for the better. And it's just more trying to pull out the positives and getting positives out of like a bad situation so that it's just not always write up, write up referral. You get sent out. But we actually try to get to the root of the problem and fix it so that everybody can stay in the classroom and everyone get along. So I feel like, yeah, the referrals have definitely gone down because we're being innovative and thinking of different things to do with them now.

Dana believes that allowing students to self regulate their behaviors instead of resorting to an office referral is more effective. She stated, "I think they've gone down, and I think teachers are being more flexible in their management and kind of allowing students to have their moments in class, and helping them to monitor themselves and manage themselves in a way that's safe for everyone." Michelle shared how the use of

classroom behavior referrals, a notice to parents documenting behavior prior to an office referral, have reduced the amount of office referrals. She stated, “I will say it's definitely decreased because instead of doing just strictly office referrals, we do classroom-behavior referrals, where they have to get three behavior referrals before they received an office referral. And that kind of gives the parents an opportunity to kind of intervene before it goes to that level.” Michelle’s comment, similar to Brandy and Dana, suggests that determining ways to intervene and using alternative measures to office referrals is more effective in correcting behaviors. Participants at the PBIS and non-PBIS campus similarly believed that intervening and providing students with an outlet contributed to the decline in behaviors on their campuses.

Research Question Five

Research question five asked what are the experiences of professional staff pertaining to the implementation of behavior management at school. Principals and teachers’ perceptions were essential to gain a deeper understanding of specific practices used to manage behavior and how behavior management impacted student achievement. Qualitative data collected through principal and teacher interviews provided insight into the daily experiences with students, professional personnel and the school’s discipline management plan. Analysis from the qualitative data showed three main themes that characterized teachers’ experiences of behavior management at their schools. The three main themes that emerged concerning teachers’ and administrators’ experiences were: programming practices, administrative support, and positive reinforcement.

Programming practices

Through the qualitative analysis, programming practices was defined as the day to day implementation of strategies to support behavior management. The theme of programming practices emerged as it related to each campuses program, CHAMPS and

Kickboard. Two subthemes emerged: practices through CHAMPS and practices through CHAMPS supported with Kickboard .

Practices through CHAMPS. The non-PBIS school solely uses CHAMPS as a school wide behavior management tool. All four teachers and the school principal who were interviewed at this school discussed the positive impact of CHAMPS and each were able to provide specific examples of CHAMPS implementation. Ivy shared her practices used when responding to disruptive students and stated, “When responding to disruptive students, we usually like to CHAMP them out. So making sure they're aware of what their conversation should be, movement, or participation.”

Ivy’s comment suggests that all she valued the use of CHAMPS and believe that the clear expectations set for students had a positive impact on their behaviors as they begin an activity or transition.

Laura, the principal, commented about the use of CHAMPS within all classrooms and, similar to her teachers, shared that the consistent reminders given to students structures them for success. She stated:

Well, because it's school-wide, we CHAMP in every classroom, in every specials blocks, art, music, PE, technology, cafeteria lining up. The kids are aware of the signals. As long as they're redirected and reminded about it, the discipline is definitely going down. It's just familiarizing the kids with the expectation of CHAMPs and keeping it on their mind. Then it works great.

The comments made by all participants showed that CHAMPS is an effective tool in managing student behavior on their campus.

Practices through CHAMPS supported with Kickboard. The PBIS school uses CHAMPS, as required by the district, and Kickboard as a tool to reinforce expectations in real time. All four teachers and the school principal discussed the

positive impact of using both tools. Three teachers and the principal were able to provide specifics about the positive impact of using Kickboard to support their efforts through CHAMPS. Debbie, a veteran teacher who writes few referrals, shared the practices used in her classroom implementing both CHAMPS and Kickboard. She stated:

The CHAMPS are expected in every grade level and in the hallway, in the whole school, and we follow Kickboard. So the students can be praised or, how do you call it, they give points through Kickboard for following CHAMPS, for following good behavior or having good practices. And they're also referred when they're not-- not referred, how do you call it? Things that are not going well, they're also addressed on the Kickboard so that system helps them gain their rewards at the end of the week for the behavior they display during that week.

Kim shared how the practice of using the Kickboard app on her phone to track behaviors assisted her in the classroom. She explained:

And we use Kickboard. So I definitely use Kickboard. I carry my phone with me all the time. And I can just say-- or they'll see me go to my phone and they automatically know. So if there's someone that's not doing something right, they automatically square up. If there's someone that's doing something right, they get excited because they know they're going to get the points. And so Kickboard is what I use the most. And through Kickboard, we have a store that they can use.

Rachel stated:

In the classroom, generally what I do if they're being disruptive, they have a warning, and then I will change their grade by taking away points on Kickboard. And then usually that fixes it, but if it doesn't, then in my classroom I'm using like a color stick. And so after I change their grade in Kickboard, if it continues, I move their clip color.

Sara, the school principal of the PBIS school, shared the practices used to monitor and track students for data purposes. She stated:

And then we also have students that are tracked in Kickboard, who need an individualized behavior tracking system or focusing on specific goals. And so that is another way we use Kickboard, is to monitor their progress and record all of the discipline in there. And then that data's also used for RTI purposes, data collection, and so forth. And then the parents also can access it at any time to look at their child, to see how they're doing.

Without making reference to Kickboard, Kim spoke specifically about her use of CHAMPS expectations and how they varied depending on the situation or activity. She stated:

Well, we use the CHAMPS method. C stands for conversation, and we usually keep it at level zero or one, and then we do a two outside, which is more like screaming; H stands for if you need help, either raise your hand or ask your neighbor if I'm doing small groups and stuff like that; A for activity, so they know what's expected of them; M for movement - can they move, if so, where and what for; and then participation, what I need to see them doing, what they need to be doing. And it works pretty well, especially if you drill it from the beginning. It works well.

Brandy also shared how setting the CHAMPS expectations prior to beginning an activity and praising students for their efforts works and explained:

So before I start any activity, I always explain what my expectations are for the activity or the assignment. So usually I'll say CHAMPs. So I always set that expectation first, and then as we're going through the lesson or whatever the activity is, I always try to praise the students that are showing me and responding

to that expectation correctly, so that way it improves-- I mean, that way everyone knows this is what she's looking for and this is how I should behave during this activity or lesson.

Debbie stated, "CHAMPS is the expectation. So every time we are doing-- any change we do in the classroom, any transition, I am asking them what is the CHAMPS for that moment so that they own it and they know what to do. And if they're not following it, I just ask them, "Okay, read it for me again." And then they know what is expected in each moment, in each classroom, in each class.

The comments made by all three teachers and the school principal suggest that CHAMPS, along with Kickboard implementation, is useful and having a positive impact on student behavior. However, the comments also suggest that teachers found using CHAMPS was just as impactful.

Additionally, in reviewing a case study put together by the campus behavior specialist, it revealed that parents were also provided the opportunity to play a more active role in their child's behavior. The school conducted a school-wide parent meeting at the beginning of 16-17 school year (implementation year) to explain Kickboard and get parents signed up on the Kickboard app so they could monitor their child's progress throughout the day. While it is not known how many parents took advantage of the opportunities provided by the school, parents at the PBIS campus were provided with structures to be more informed.

Administrative support

All eight teachers who were interviewed in this study discussed how well supported they felt from administration in managing behavior in the classroom and school. Through the qualitative data analysis, administrative support was defined as

assistance received from administration when working with challenging students in the classroom.

Participants from the PBIS school felt that administration was very supportive and available whenever needed. Rachel shared, “The admin is really supportive as far as backing up whatever I say, you know? And so I feel like they’re on the same page as far as, like how we talked about my expectations”. Brandy and Kim discussed training received in regards to behavior management from the behavior specialist. She shared, “So we do monthly PLCs for behavior. That’s one thing that we do. When we come to PLC, we talk about different strategies that we can use in the classroom with our students that have behavior problems”. Kim shared, “Well, we have a specialist her, Ms. X. So she’s the behavior specialist, and we have PLCs where she will come”. She continued to say, “They’ll come and teach you something new every time”.

Participants from the non-PBIS school, Ivy, Janet, Dana, and Michelle in particular, discussed the various methods of support received from their administrators. Ivy remarked:

Yes. They support us immensely. Any time that we're having difficulties in the classroom, they make sure that an aide is there or they're there, like right on the spot to assist with us. They're always very hands-on in the classroom as well. I remember Miss X, when I was having difficulties with some boys in my classroom, came and-- she did a lesson with them.

Janet felt supported by the high visibility of administration on a consistent basis and shared, “Oh, they're always visible. That's number one. They're very visible. They're always out. The students know them. They know the students. And then whatever else we need, it's always, "Call an administrator. We're always here.”

Similarly, Dana stated, “And the administrators, coming around and supporting us with any academic and/or discipline things we may have, observing teachers and students in cafeteria or hallways and other areas, and being available if you need them.”

Michelle stated, “I believe they support very well by responding, again, to disruptive behavior that is going to put staff or students in harm. Of course they also provide us with a lot of professional development.”

Collectively, all four teachers feel well supported within their classrooms and welcome and appreciate the high visibility of their administrators. Through further analysis of the qualitative data, the following subthemes emerged: counselor support and behavior specialist support.

Counselor support

When discussing the support provided by administration, four of the teachers participating in the study discussed support provided by counselors when dealing with disruptive students. Dana appreciated that when needed, either an administrator or counselor would come to aid when dealing with a challenging a student. She stated, “If a student needs to be removed from the classroom by the administrator, we can call the front office and ask for the administrator to come, and administrator or a counselor will come and give that student a moment.”

Participants from the PBIS school spoke positively about their counselors, as evidenced by Kim, who expressed her appreciation of the guidance lessons and discussions counselors had with students regularly. She shared, “We also have the counselors that are always willing to come and talk in case something happened.” Sara shared from an administrative perspective how communication about student behaviors through Kickboard signals both administrators and counselors and stated, “So if a student receives a certain level of a negative infraction in Kickboard, administrators and

counselors receive a text message. And so we look at what the behavior is. We'll go and talk with them.”

Similarly, participants from the non-PBIS equally expressed their appreciation of the guidance lessons and discussions counselors had with students regularly. Ivy stated, “Our guidance counselors also do lessons with them as well. So I feel like with the admin and that team, we're very much supported.” Michelle similarly stated, “Our counselors do very good guidance lessons.”

Janet shared that when responding to disruptive students there are certain steps she follows such as communicating with the parent. She continued to share how she involves counselors if that doesn't turn the student behavior around and stated, “We'll see if we can get the counselors involved to see how they can help and maybe set up a meeting with the counselor and the student, the counselor or the parent, and the student, and administrator to see where we can further support them.”

Mutually, participants from both campuses viewed the counselors as valuable additional support in working with challenging students.

Behavior specialist support

In addition to the counselors playing a role in behavior management/implementation, teachers from the PBIS school participating in the study shared the importance of the support provided by the behavior specialist. At the PBIS school, a Behavior Specialist position was created to support the implementation of Kickboard. This position, traditionally held by a paraprofessional, is held by a degreed and highly qualified professional. Rachel stated, “Well, we have Ms. M, as our behavior specialist. So whenever I need ideas for incentives, or if I have a difficult student, I don't really know how to help them, she'll give me ideas.”

Kim shared information about the trainings received from the behavior specialist that have been able to help her successfully manage the behaviors in her classroom. Kim stated, “Well, we have a specialist here - Ms. M.- So she's the behavior specialist, and we have PLCs (professional learning communities) where she will come.” Kim continued to say, “They'll come and teach you something new every time. "Hey, if you're having this issue, this is something you might try," and things like that.” Similarly, Brandy shared, “So our behavior specialist will come with different strategies from different articles. We might sit, and draw, and read through a specific scientific article that says, "These are some ways that will be able to help you with your classroom management.”

Teachers felt that the behavior specialist provided ideas and strategies that assisted them in managing the behaviors in their classrooms.

Positive reinforcement

All participants that were interviewed in this study discussed the use of positive reinforcement as a strategy used to help influence students to develop acceptable behavioral practices. Through the qualitative data analysis, the theme of positive reinforcement was defined as tangible and intangible tools used to encourage and acknowledge students for positive behavior choices. As for the PBIS school, Brandy stated:

So I always set that expectation first, and then as we're going through the lesson or whatever the activity is, I always try to praise the students that are showing me and responding to that expectation correctly, so that way it improves-- I mean, that way everyone knows this is what she's looking for and this is how I should behave during this activity or lesson.

Through further analysis of the qualitative data, the subthemes rewards and incentives and building relationships emerged.

Rewards and incentives

One factor that can be contributed to teachers' attempts to use positive reinforcement is the use of rewards and incentives to influence the behaviors of students. Participants from the PBIS school shared in detail the specific incentives used to promote positive behavior. Kim explained how students have the opportunity to earn fake money for positive choices to use at the school store. She also shared that students can also receive electronic money or checks through Kickboard that can also be used to shop at the school store. Kim stated:

And some of their positive reinforcements include the "Big Bucks". That's what we have, the "Big Bucks". She continued to share, "And through Kickboard, we have a store that they can use. Our times are on Mondays. So they know that at the end of the week, coming next week on Monday, they can shop with whatever money they got, either it be the "Big Bucks" physical money, or a check - because they also get checks - or they have the scores on their bank accounts with their money. So they go shopping and then I also keep a treasure box here."

Rachel shared the multiple rewards incentives she uses with her students. She stated:

And then their clip, when they move up to pink at the end of the day, they get something like a treat, or it depends, a book, a high five. It kind of varies. Sometimes we'll have snacks like pretzels or Goldfish. I call their parents sometimes. I'm like, "You're having a great day. Who do you want to tell?" "Can you call my mom?" "I will call your mom." Or we'll call Ms. Williams like, "You're having a great day."

She continued to share that she also uses Just Dance (Just Dance, 2011) and GoNoodle (GoNoodle, 2012) for students to have time to dance for making good choices.

Sara provided insight into how administration is able to positively reinforce behaviors and celebrate students for making good choices consistently. She shared, “If they receive so many positive behaviors in Kickboard, we also get a text message saying that they get a positive referral. So then we treat that just like a regular office referral. We call their parents and make a big deal about their behavior, and recognize them on the announcements.”

Just as the PBIS school, participants from the non-PBIS school also reflected on the impact and use of rewards and incentives. Ivy stated, “My students are pretty good with following behavior expectations. But to reward them, I usually have like Fun Fridays or give them a “Big Buck”, where I have little surprise parties for them whenever I see that they're doing a good job.”

Michelle explained the use of her marble system as a classroom wide incentive and stated, “I use a reward system. I have a marble system. Basically every week I have a jar and I have a mark showing them where I expect them to be to receive their treat.” Michelle continued to share, “So if the dash is at the middle of the jar, they have all week to earn that many marbles, and they can receive a special party that Friday - sticker party, a pencil party, a candy party, whatever.” Janet, who uses mostly verbal praise, shared, “Lots of praise because they love to hear their name being called, so lots of praise. And then you got to reward them every now and again with something, some technology time.”

Building relationships

Building relationships with students was another key area all interview participants shared as a contributing factor to a positive increase in their behavior with students. All participants spoke about students in a manner that reflected care and

concern. Building relationships was conceptualized in this research as the teacher's ability to make meaningful connections with students.

Debbie felt that it is important to find out if there are outside factors that are contributing to a child's misbehavior and stated, "I redirect them and I try to find out what is happening to them. No longer just redirect them and that's it. I try to figure out what's going on because sometimes they have trouble at home and just try to be more open to seeing a different way I guess. And support the kid in any way."

Brandy expressed that having a good relationship with her students allows her students to respond to redirection positively. She believed if she did not have those relationships she would not get the same positive responses. Brandy stated, "But it's really building that relationship with the student, because if I can say, "Hey, Anthony. We have a good relationship. I'm here working hard for you. I need you here working hard for yourself, because, in the end, you're working for you. You need to work hard so that way you can get good grades, and go to the next grade level," and things like that." She continued to share, "But if you don't have that personal relationship with the students that you built already, they're not going to respond like that. I think that's one of my biggest tools that I use, is building that relationship so that way I can say "Hey--" when I give them those little on-task reminders, they're more responsive, whereas if I didn't have that relationship with them, they wouldn't be as responsive.

Sara shared that an increase on the number of positive interactions teachers have with students has caused behavior incidents to decline because these ratio of interactions are causing teachers to build relationships with students. Sara explained:

And then I think one of the biggest impacts it's had has been on our teachers, to be aware of how many interactions they're having with their kids, and making sure they're keeping that ratio of positive interactions, 3:1, which gives students the

deposits that they need to start their day off in the right way, or recover from any other negative interactions that they received, resulting in them staying in class, and having a more positive attitude, having a stronger relationship with their teacher, which in turn helps them to try harder and just stick with things longer. The perspective from the non-PBIS participants was almost identical and Janet stated, “building those relationships is a big thing for teachers, staff as well as her (the principal), and not just her (principal). But building those relationships, I feel like the behavior has gotten better because we spent a lot of time building the relationship with the students.”

Janet speaks on the fact that she has been at her current campus for quite some time and as a result has built relationships with many students and siblings. She is well known and well like by students in the building. Janet stated:

Well, I've been here a minute. So a lot of the kids know me, and I'm very strict, but I'm also fair. And I feel like because they know and they've had siblings and they all talk, it's a community, so I feel like they know Ms. Janet is strict, but she's also fun if you do what it is you're supposed to do. So I do build a lot of relationships outside of just my classroom with those students.

Similar to Janet, Dana has been at her campus for some time and shared how she uses the relationships she has built with students to help deescalate behaviors and help students make the right choice. She stated:

After being here a couple of years, I know quite a few kids at this point or their families. So I see familiar faces. Especially if it's someone that I know, I try to use kind of a calm, even-toned voice and kind of distract them from whatever might be going on - "How's your day real quick? Come with me real quick. We're going to go take a walk." - kind of allowing them to have a break maybe from the

teacher or the environment, and letting them know first that they're not in trouble but just, "Let's just calm down."

Responses from all participants at both campuses suggest that they all care about the students they service and are intentional about the relationships they build with their students.

Summary

The results of this research showed that there were major significant differences in student achievement between the PBIS school and the non-PBIS school on the Math and Reading DCA's for third and fourth grade students, with the exception of the DCA's taken in the fall of 2017. The non-PBIS school outperformed the PBIS school on all assessments at each administration. However, there was a considerable difference in the number of office referrals within the PBIS school from its first year of implementation to its second year. The professional staff from both campuses that participated in the qualitative study provided in depth responses regarding behavior management within their schools. Responses from both campuses were all similar and revealed that the processes and practices with Kickboard were just as effective as those with CHAMPS. All participants were able to specifically speak to the emerging themes of student achievement, school behavior, programming practices, administrative support, and positive reinforcement. Their responses also provided a deeper insight into the quantitative data that showed a decrease in behavior referrals across 2015-2016, 2016-2017, and 2017-2018 school years on both campuses. The PBIS campus experienced significantly more decreases, however teacher and administrator actions based on responses revealed that purposeful and intentional practices by participants at both campus positively impacted student behavior. The conclusions of these findings are discussed further in Chapter Five.

CHAPTER V: SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the findings for each question that guided this study. A discussion of the implications for theory, future research, and practice follows the summary of findings.

Summary of the Findings

The purpose of this study was to determine the influence Kickboard, a PBIS-based program, in conjunction with CHAMPS, had on student achievement in reading and mathematics and the number of office referrals in third and fourth grade at a low income elementary school. Heineman (2015) states that positive behavior interventions and supports may best be described as an individualized, problem-solving process grounded in ABA (applied behavior analysis) principles. By using campus data, in conjunction with validated strategies found in school-wide Positive Behavior Supports (SWPBS), schools can address problematic behaviors before they occur (Scott, 2003; Sugai et al, 2000; Turnbull et al., 2002). The underlying assumption is that by improving social behavior, schools have more time and ability to deliver effective curriculum and instruction (Putnam, Horner, & Algozzine, 2006). Existing research pertaining to the use of PBIS is of particular interest to this study as the two campuses involved had academic struggles and many office referrals and suspensions. This research examined specifically the practice of Positive Behavior Intervention and Supports in a low income elementary school to see how student achievement and behavior was impacted through its practices.

This was a mixed methods study that consisted of two phases of data collection and analysis. The first phase was the quantitative data collection and analysis. Student scores from reading and math DCAs from 2016-2017 and 2017-2018 were compiled. The data was inputted into SPSS and an analysis of covariance (ANCOVA) was run.

Discipline data within the PBIS school was also collected from 2016-2017 and 2017-2018. The data was inputted into SPSS and a Chi Square Test of Independence was conducted.

In the second phase of the study, qualitative measures were used in the form of face to face interviews with professional staff to gain insight into their perception and experiences as it pertains to behavior management. The sections below present a summary of findings as they relate to each of the research questions.

Research Question 1

According to the research, initiating PBIS includes interventions that increase the possibility of personal successes in an academic setting, in social contexts, and at home for all students (Carr et al., 2002). However, the data in this research showed that there was significant difference between the PBIS school and non-PBIS school on the math and reading DCA assessments in the fall and spring of 2016-2017 school year and the math and reading assessment for the fall of 2017-2018 school year. The non-PBIS school outperformed the PBIS school at each administration. During the fall Math DCA test in 2016-2017 the non-PBIS school outperformed the PBIS school by 1.8 points. On the spring Math DCA test in the same school year, the non-PBIS school year outperformed the PBIS school by 3.3 points. During the fall Reading DCA test in 2016-2017 the non PBIS school outperformed the PBIS school by 4.1 points. On the spring Reading DCA test in 2016-2017 the non PBIS school outperformed the PBIS school by 1.6 points.

During the 2017-2018 school year, the gap in achievement was not as significant as the previous school year, however the non-PBIS school outperformed the PBIS school on the fall Math DCA by .03 points and by .02 points on the fall Reading DCA. This shows that Kickboard did not have a significant impact on student achievement during its first year of implementation. But, due to the gap being less significant between the PBIS

school and the non-PBIS school during the second year of implementation, the data suggests that Kickboard may have had some impact on student achievement.

This lack of significant improvement could be attributed to the training and level of implementation of Kickboard at the PBIS school. The Behavior Specialist is the only individual who received formal trainings from the assigned Kickboard coach. The Behavior Specialist then trained staff at the PBIS campus. The Behavior Specialist also conducted follow up sessions to staff during professional learning community meetings on designated weeks. In analyzing research on SWPBIS conducted by Bradshaw, Waasdorp, and Leap (2012), teams of five to six teachers and administrators each received an initial 2 day summer training by staff and one of the developers. To maintain consistently high fidelity, the SWPBIS team attended 2-day booster training events (Bradshaw, Waasdorp, & Leap, 2012). According to the research, these training were also conducted by PBIS leadership team members. Additionally, monthly on-site support and technical assistance was provided and annual assessments of SWBIS implementation was also conducted (Bradshaw, Waasdorp, & Leap, 2012). The multilevel results indicated significant effects of SWPBIS on children's behavior problems, concentration problems, social-emotional functioning, and prosocial behavior. Children in SWPBIS schools also were 33% less likely to receive an office discipline referral than those in the comparison schools. The effects tended to be strongest among children who were first exposed to SWPBIS in kindergarten (Bradshaw, Waasdorp, & Leap, 2012). The results of this study state that students' level of concentration improved, as well as prosocial behavior and a decrease in students receiving office discipline referrals. It is safe to assume that if students were able to concentrate more and remained in the classroom more frequently that student achievement was also positively impacted.

In contrast, this study revealed that the type of training received was drastically different compared to the study by Bradshaw, Waasdorp, and Leap (2012). Staff in this study received multiple formal trainings and follow up sessions conducted by the developers. In the current study, staff received training second hand from the assigned Behavior Specialist. Additionally, the current study consisted of students in third and fourth grade, who based on the implementation of Kickboard at this campus, received first exposure to the practices in either second grade or third grade. According to the research by Bradshaw, Waasdorp, and Leap (2012) the reduced likelihood of students receiving office referrals were first exposed to SWPBIS in kindergarten. This late exposure to PBIS strategies at the school of the current study is likely to contribute to the lack of significant academic improvement.

However, based on the trend, the data from the current study does indicate that as behaviors improved in year two of implementation, as evidenced in the Chi Square Test of Independence conducted, the gap in achievement of students on DCA's in the 2017-2018 school year was less significant compared to the non-PBIS school. This trend aligns with the research that states that SWPBS is associated with increased positive school climate (e.g., Bradshaw, Koth, Thornton, & Leaf, 2009), increased teacher self-efficacy (Kelm & McIntosh, 2012), decreased problem behaviors for the whole school (e.g., Bradshaw, Mitchell, & Leaf, 2010), and, potentially, increased academic achievement (Algozzine & Algozzine, 2009). Therefore, with more time invested and an increase in the level of implementation and training, the PBIS schools will possibly see more significant improvement in academic achievement.

Research Question 2

The data in the present study showed there were significant differences in academic growth on DCA's among the ethnicities and males and females depending on

the school and time tested. To determine if there were differences by ethnicity and gender, the variables were entered into the model as between subject factors. The variables included males and females at the two schools and four different ethnicities: African American, Asian, White, and Hispanic. For example, the results on the Math DCA #1 at the PBIS school showed that African American males outperformed all subgroups. However, the non-PBIS school showed that Hispanic males outperformed all subgroups. On the Math DCA #2, Hispanic females outperformed all subgroups at the PBIS school and Hispanic males outperformed all subgroups at the non-PBIS school.

The results of DCA #1 tests are often difficult to draw strong conclusions because the test itself tends to be easier and is taken in December when only a small number of objectives have been taught. In contrast, DCA #2 tests are actual STAAR released tests and are administered at the end of February and beginning of March. At this time more objectives have been covered that will be assessed. Additionally, both DCA #2 tests on the PBIS and non-PBIS campuses showed Hispanic subgroups outperforming other subgroups. This is likely attributed to the actual number of testers in that particular demographic, which on both campuses is significantly higher than the other subgroups. Additionally, this could be attributed to the accommodations received by some students in this subgroup. Many students in the Hispanic population are in bilingual classrooms. Bilingual classrooms, with Limited English Proficient (LEP) students, are provided accommodations to make the test more academically accessible to these students. In addition to extra time, other commonly used test accommodations include variations in presentation of test stimuli (e.g. simplifying words, reading aloud in English or LI, provision of a glossary); variations in response possibilities (oral vs. written response); and small group vs. individual administration (Hafner, 2001). The validity of these accommodations has come into question in regards to the possible unfair advantage LEP

students may have over other students. According to research conducted by Abedi, Lord, Hofstetter, et al. (2000) , although provision of a glossary plus extra time increased the performance of English learners by 13%, it increased the performance of English proficient students even more, by 16%. If an accommodation strategy intended for English learners raises everyone's scores, the strategy may not be addressing the intended target, the difference in language proficiency (Abedi, Hofsetter, & Lord, 2004). In such a case, it is possible that the accommodation is affecting the construct being measured. The result brings into question the validity of the test results. As noted above, many states currently use accommodations without evidence of their validity. If an accommodation improves the performance of all students, then the accommodated assessment may not be valid (Abedi, Hofsetter, & Lord, 2004).

Research Question 3

Sugai and Horner (2006) state that school-wide positive behavior interventions and supports (SWPBIS) are a promising approach to establishing school environments that address problem behavior in a positive and preventative manner. The data in this research showed that there was a significant decrease in office discipline referrals from year one of implementation to year two of implementation. Prior to the implementation of Kickboard with CHAMPS in the 2015-2016 school year, there was a total of 527 office referrals with 203 SAC placements and 56 suspensions. After the first year of implementation in 2016-2017 there was a total of 475 office referrals with 133 SAC placements and 48 suspensions. In the second year of implementation in 2017-2018 there was a total of 209 office referrals with 67 SAC placements and 4 suspensions. This illustrates that addressing behaviors school wide versus on an individual or case by case basis is more effective. The focus becomes on changing culture and expectations.

As part of a PBIS program, there is a continuum of three-tier levels of support. Tier 1 of PBIS calls for the establishment of a school-wide behavior management plan (Riffel, 2011). Every administrator, teacher, and staff member actively practices the behavior management program. This program generally addresses about 80% of behavioral issues that occur on a campus (Weiland, Murakami, Aguilera, & Richards, 2014). If implemented consistently, it creates the culture and environment within the school that allows for the remaining tiers of PBIS to be implemented successfully (Riffel, 2011).

Research Question 4

Qualitative data collected through interviews with professional staff provided insight into the daily interaction with students, professional personnel and the school's discipline management plan. There were two themes that emerged concerning teacher perceptions: student achievement and school behavior. A summary of each theme is necessary to understand the teacher perceptions.

Student achievement: Student achievement was defined as gains or improvement made from one year to the next. Teachers and principals had positive perceptions of the increase in student achievement on their respective campuses. The teachers and principals attributed this increase in student achievement to the decrease in misbehaviors. According to the participants, students were more engaged in the classrooms, and as a result behavior was improving which was directly and positively impacting instruction. The professional staff in this study seemed to realize that the more time students spent in the classroom, versus time in an alternate disciplinary setting, the more opportunity students had to learn. Laura believes that when students know the expectations they make better choices which prevents them being removed from the classroom and able to learn, Laura stated, "Yes, because they're able to stay in the room, they're able to make

sure that wherever they are in any part, they're not getting in trouble, which, again, caused them to be removed from the classroom. So as long as they're aware, yes. They're in the room, and you can see those kids succeeding.” This realization aligns with the research that shows on a school-wide level, schools that suspend more frequently experience little improvement in student achievement (Losen & Martinez, 2013). The teachers and principals in this study concluded that behavior directly impacts instruction.

School behavior. School behavior was defined as the number of behavior offenses occurring within the instructional day. All interview participants were very consistent in their responses and collectively reported a decline of behavior problems on their campuses. The teachers and administrators in this study from the PBIS campus and non-PBIS campus varied their approach toward discipline by taking a more proactive approach vs. a reactive approach when working with students with behavior challenges. The teachers in this study spoke specifically about being more intentional about their behavior practices and spending more time focusing on the root causes of the behaviors instead of the behaviors themselves. Ivy shared alternative methods used in lieu of writing an office referral in an effort to find a solution for the student. She stated,

School behavior, I feel like has changed, for the better though. Definitely for the better. And it's just more trying to pull out the positives and getting positives out of like a bad situation so that it's just not always write up, write up referral. You get sent out. But we actually try to get to the root of the problem and fix it so that everybody can stay in the classroom and everyone get along. So I feel like, yeah, the referrals have definitely gone down because we're being innovative and thinking of different things to do with them now.

The teachers and administrators recognized that intervening with misbehaviors at the onset helped to reduce the likelihood of the misbehaviors escalating over time. Many

teachers spoke directly about the use of behavior intervention reports which served primarily as a tool to communicate behaviors to parents and an opportunity for students to reflect on their choices. This report was a step taken before writing an office referral which was sent directly to administration and likely results in removal from the classroom. Michelle attributes the decline in referrals to the behavior intervention reports and shared how these reports allowed parents the opportunity to intervene. She shared, I will say it's definitely decreased because instead of doing just strictly office referrals, we do classroom-behavior referrals, where they have to get three behavior referrals before they received an office referral. And that kind of gives the parents an opportunity to kind of intervene before it goes to that level.” These practices support the research of Fischman, Dibara, and Gardner (2006) which states that teachers need to respond to the perceived increase of student problems by broadening their responsibilities to meet the academic, social, developmental, and emotional needs of their students.

Research Question 5

Qualitative data collected through principal and teacher interviews provided insight into the daily experiences with students, professional personnel and the school's discipline management plan. There were three themes that emerged concerning teacher experiences: programming practices, administrative support, and positive reinforcement. A summary of each theme is necessary to understand the experiences of professional staff.

Programming practices. Programming practices referred to the practices implemented through CHAMPS at the non-PBIS campus and CHAMPS with Kickboard at the PBIS campus. Teachers and principals at both campuses, the PBIS and the non-PBIS, were consistent in sharing that their experiences using CHAMPS and CHAMPS with Kickboard were effective tools for managing behavior at their campus.

Professional staff at the non-PBIS school unanimously felt that the use of CHAMPS had positively impacted student behaviors. Professional staff attribute the success to the clear and consistent expectations set across the building and the frequent reminders to students during instructional time and transitions, which aligns to the research that states the teacher's goal is to teach students directly how to be successful in specific class situations (Manis, 2012). Teachers were also purposeful in providing consequences, both negative and positive, for following or not following CHAMPS expectations.

Similar to the non-PBIS school, professional staff at the PBIS school universally felt that the use of CHAMPS in conjunction with Kickboard, which has been created on the principles and philosophies of positive behavior supports and interventions (Kickboard, 2017), had positively impacted student behaviors. CHAMPS use was a schoolwide expectation and the participants shared how the expectations structured students for success. Each participant spoke in depth about the quality of the tracking system used through Kickboard to award points to students based on their positive and negative choices. Debbie shared how students are rewarded through Kickboard for good choices throughout the week. She stated:

The CHAMPS are expected in every grade level and in the hallway, in the whole school, and we follow Kickboard. So the students can be praised or, how do you call it, they give points through Kickboard for following CHAMPS, for following good behavior or having good practices. And they're also referred when they're not-- not referred, how do you call it? Things that are not going well, they're also addressed on the Kickboard so that system helps them gain their rewards at the end of the week for the behavior they display during that week.

Some students required a more structured and personal tracking system that alerted administration, counselors, and parents throughout the instructional day. According to PBIS research, this level of support falls under Tier 2 and 3. Tier 2 interventions are utilized when a child continues to demonstrate challenging behaviors despite the school-wide efforts of Tier 1 behavior management (Weiland, Murakami, Aguilera, & Richards, 2014).

Tier 3 interventions are reserved for those students who demonstrate the most severe and challenging behaviors, usually about 5% of the student population (Riffel, 2011).

Administrative support. Administrative support was defined as assistance received from administration when working with challenging students in the classroom and school setting. Teacher participants at both campuses spoke very highly of their administrators and felt that they were well supported whenever assistance was needed with a difficult student. Dana stated, “And the administrators, coming around and supporting us with any academic and/or discipline things we may have, observing teachers and students in cafeteria or hallways and other areas, and being available if you need them.” They also valued the high visibility of their administrator in the classroom and common areas. Janet, felt supported by the high visibility of administration on a consistent basis and shared, “Oh, they're always visible. That's number one. They're very visible. They're always out. The students know them. They know the students. And then whatever else we need, it's always, "Call an administrator. We're always here."

The counselors were also seen as valuable assets to their campuses. Teachers at the PBIS school and non-PBIS school shared various situations of support received from counselors during guidance lessons or parent conferences. Ivy, Michelle, and Kim expressed their appreciation of the guidance lessons and discussions counselors had with

students regularly. Ivy stated, “Our guidance counselors also do lessons with them as well. So I feel like with the admin and that team, we’re very much supported.” Michelle similarly stated, “Our counselors do very good guidance lessons.” Kim shared, “We also have the counselors that are always willing to come and talk in case something happened.” Teachers appeared to view counselors as extensions of the administrators and leaned on them equally for support. The teachers from the PBIS school also discussed their behavior specialist as an intricate support on their campus. These teachers found the professional development on behavior and personal suggestions provided by the behavior specialist as useful in managing student behaviors.

Positive reinforcement. Positive reinforcement was defined as tangible and intangible tools used to encourage and acknowledge students for positive behavior choices. Teachers found that students responded well to positive praise. Teachers provided several examples of specific incentives they used that varied from whole classroom rewards to individual rewards. Michelle explained the use of her marble system as a classroom wide incentive and stated, “I use a reward system. I have a marble system. Basically every week I have a jar and I have a mark showing them where I expect them to be to receive their treat.” Michelle continued to share, “So if the dash is at the middle of the jar, they have all week to earn that many marbles, and they can receive a special party that Friday - sticker party, a pencil party, a candy party, whatever.” Teachers firmly believed that the use of incentives and rewards helped students in making better choices. Each teacher was passionate about what they do and took pride in creating fun and engaging incentives for their students. They felt it was important for the positive behavior choices of their students to be celebrated. Teachers even took a non traditional approach of calling parents to share the behavior improvements their child made throughout the school year. The group of teachers that participated in this study

sincerely cared about their students. Several teachers had spent years at their current campus and as a result were familiar with the students and vice versa. These teachers in particular felt that their well established relationship caused students to naturally respond well to them when redirected. When redirecting students, teachers felt it vital to seek first to understand what was causing the misbehaviors and talking through a solution versus immediately applying a consequence. Gerzon-Kessler (2006) states that teachers all know that students enter each morning and go home each afternoon with their own worries, hopes, struggles, and triumphs and that failure to recognize and give them space to express their inner lives risks stunting their social and emotional growth.

Implications for Theory, Research, and Practice

Implications for Theory

From this study, two implications for attachment theory and social learning theory emerged. This study analyzed the perceptions and experiences of professional staff as it relates to behavior management of students. John Bowlby and Mary Ainsworth's attachment theory guided the research conducted in this study with the concept that behavior is impacted by attachments from early in life. The attachments that children have with their primary caregiver can affect their future relationships- including those with peers and teachers (Slater, Ainsworth & Bowlby, 1991; Watson & Ecken, 2003; Divoll, 2010) and their ability to regulate their emotions and behavior and to learn about the world (Watson & Ecken, 2003). While teacher interviews provided insight on daily classroom interaction and practices, surveys of students were not conducted. Future research should conduct surveys with students to determine what motivates students to make positive behavior choices and what they value in relationships with school personnel. Additionally, Dr. Albert Bandura's social cognitive (learning) theory, explores the impact of the learning environment on a student's attitudes and behaviors

(Marzano, Gaddy, & Dean, 2000). Social learning theory by Albert Bandura states behavior is learned from the environment through the process of observational learning (McLeod, 2011). While teacher interviews provided specifics about positive reinforcements used to influence behaviors and clear expectations, future research should conduct student interviews to determine what factors impact their social learning.

Implications for Research

There were two implications for future research found in this study. This study looked specifically at academic performance based on a comprehensive assessment given to third and fourth graders in reading and mathematics at a PBIS school and a non-PBIS school. Data received from this study showed that there was a significant difference in performance from the PBIS school to the non-PBIS school, with the non-PBIS school outperforming the PBIS school on all assessments during the 16-17 school year. The performance gap was smaller during the 17-18 fall assessments and no significant difference was evident, therefore future research should examine individual classrooms within the PBIS school that are experiencing high or significantly improved academic success rates and determine what factors are contributing to their success. According to the research, PBIS strategies implemented with fidelity should yield

This study also examined behavior referrals over the course of three years. In looking specifically at the PBIS school, there is a drastic decrease in referrals from 2015-2016 school year compared to the 2016-2017 and 2017-2108 school year in which Kickboard with CHAMPS was implemented. Data received from this study showed that there was significant improvement from one year to the next. Therefore, future research should examine specifically which teachers and/or grade levels are contributing most to the improvement and what specific factors are contributing to their decline in misbehaviors.

Implications for Practice

In regards to educational practice, four major implications emerged. First, teachers at both campuses recognized that misbehaviors can interfere with learning and understood that they must create classroom environments that are conducive to learning. This requires putting systems in place that will structure students for success both academically and behaviorally. Such systems require proper training and consistent follow up. The use of CHAMPS is district wide and implemented on all elementary campus. Therefore, training is conducted on a regular basis and is even a required professional development component for new teachers. As a result, teachers at the non-PBIS campus were well versed and successful on the implementation of CHAMPS. Similar training provided to teachers on the use of Kickboard at the PBIS campus could potentially increase its effectiveness of implementation and practice.

In addition to training, teachers must implement school wide programs with fidelity. While all teachers interviewed at both campuses discussed the positive impact of CHAMPS and Kickboard, some teachers were more specific about the practices utilized in their classrooms than others. All teachers were fully aware of what should happen within each practice, but it was obvious in teachers' responses which teachers are completely bought into the managements system and ones who are doing it for compliance purposes. It would be beneficial for the district to consider implementing Kickboard for all campuses who have excessive behavior office referrals and support those particular campuses with implementation through training, observations, and tracking.

Finally, the results of this study show minimal gains in academic improvement from the PBIS school as compared to the non-PBIS school. However, this study does suggest a relationship between student behavior and academic achievement within the

PBIS school. This was revealed in the quantitative data that revealed a significant decrease in behaviors from its first year of implementation of Kickboard to its second year of implementation. During, those same years, there was some improvement in academic performance. Therefore, it is highly recommended that administration at the PBIS school closely monitor student achievement and behavior referrals by classroom and in their practices so that possible correlations can be made and gaps in learning can be minimized.

Conclusion

The purpose of this study was to determine the influence a PBIS based program, Kickboard, had on achievement for third and fourth graders on reading and mathematics assessments and the number of office referrals at a low income elementary school. This mixed methods study was conducted using archival academic data and face to-face interviews of two principals and eight teachers. Archival data from reading and mathematics assessments revealed that there was significant difference in performance between the PBIS school and the non-PBIS school during the Spring and Fall assessments of 2017-2018 school year. The data revealed that the non-PBIS school outperformed the PBIS school at each administration. Assessment data from the 17-18 school year revealed that there was no significant difference in performance on the reading and math assessment administered in the Fall. However, office referral data over the course of three years indicated that there was a significant decline in office referrals within the PBIS school and non-PBIS school. Interviews of principal and teacher participants revealed that all participants had positive perceptions and experiences in regards to the behavior management systems at both campuses.

As indicated by the research, one of the most successful practices for engaging students in instruction with reduced levels of serious behavior problems are found in a

school-wide Positive Behavior Interventions and Supports (PBIS) program (Horner et al., 2009). The goal of Positive Behavior Interventions and Supports is to improve learning environments by increasing the (a) amount of time students are in school (e.g., decreased out-of-school suspensions), (b) proportion of minutes students are engaged in instruction, and (c) level of academic engagement of students during instruction (Horner et al., 2009). Although there is a great deal of research that identifies the impact of PBIS programming, there is no research about Kickboard, a PBIS based program. This study has the potential to fill the gap in literature about actual purpose and programming practices associated with Kickboard that can support the efforts of schools to improve excessive misbehaviors and improve student achievement.

The results of this study did show a decrease in overall misbehaviors and office referrals for both the PBIS school and the non-PBIS school. Interview participants at both campuses were able to share successes that positively impacted behavior such as clear and consistent programming practices, administrative support, and positive reinforcements. Professionals at the non-PBIS school experienced success using CHAMPS as their primary behavior management tool. Interview participants attributed their successes to clear and consistent expectations throughout the building, which according to Sprick, Harrison and Howard (1998) in module 3 (expectations), when your expectations are clear, students never have to guess how you expect them to behave. Additionally, it is a practice that is used district wide therefore, the training provided for CHAMPS is ongoing and inspected by district leaders. Professionals at the PBIS school also experienced success using CHAMPS in conjunction with Kickboard. Interview participants attributed their success to the ability of tracking behaviors in real time using the Kickboard app. The app allows teachers, administrators, and parents the ability to instantly see how children are progressing throughout each day. The app also rewards

points that students are able to redeem for prizes. Additionally, this PBIS campus assigned a professional staff member as the campus Behavior Specialist, whose only job was to monitor the implementation of Kickboard.

For students exhibiting problem behaviors, reducing discipline problems should increase exposure to classroom instruction and, in turn, facilitate academic skill acquisition (Luiselli, Putnam, Handler, & Feinberg, 2005; Walker & Shinn, 2002). However, in contrast to the research, there was a lack of significant academic growth as compared to the non-PBIS school despite the decrease in behaviors. In order to increase academic achievement at the PBIS school, practices such as more in depth training and inspection of PBIS practices as it relates to Kickboard should be conducted. Additionally, more observations and interviews with specific teachers who are experiencing academic growth in conjunction with behavior improvement should be conducted in order to determine what has contributed to their success.

This study has the potential to fill the gap in literature about Kickboard and its effectiveness as a tool to increase student achievement and reduce the number of office referrals and SAC placements. This study provided insight into Kickboard's key methods, as well as insight into what educators view as its most useful and impactful practices. It also identified additional practices campuses and/or districts could implement in order to potentially see more positive results. Additionally, this study revealed that, with the exception of the app provided by Kickboard, both Kickboard and CHAMPS are very similar in their practices and ultimately yield similar results in decreasing misbehaviors.

As we continue to raise academic standards and expect all students to achieve at high levels, we must continue to examine supports provided to low income schools who are experiencing excessive discipline problems that are interfering with learning.

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APPENDIX A
ADMINISTRATOR INTERVIEW QUESTIONS

1. Can you describe the disciplinary procedures your school uses when responding to disruptive students?
2. Can you describe any on-going school-wide activities your school uses as components of Kickboard (CHAMPS) implementation?
3. Can you describe what have you seen with student achievement since Kickboard (CHAMPS) has been included at your school?
4. Can you tell me if Kickboard (CHAMPS) implementation has evolved since program implementation?
5. Can you describe the typical roles of staff members and school administration on a day-to-day basis of Kickboard (CHAMPS) implementation and support?
6. How has student behavior changed as a result of Kickboard (CHAMPS) implementation at your school?
7. Have you seen a difference in the number of office discipline referrals as a result of Kickboard (CHAMPS) implementation at your school?
8. Can you give me examples of specific training you have received as a result of school-wide Kickboard (CHAMPS) implementation? If so, how often is training provided to the faculty and staff?
9. Can you describe the roles and responsibilities you have had in Kickboard (CHAMPS) implementation at your school?

10. Can you give me examples of the way you respond to disruptive students at your school?

APPENDIX B
TEACHER INTERVIEW QUESTIONS

1. Please describe the disciplinary procedures your school uses when responding to disruptive students.
2. Please describe your behavior expectations of students, and give me examples of how you encourage positive student behavior in your classroom.
3. Please explain how your school administration supports you and your colleagues with classroom and school-wide management.
4. Please describe how you feel student achievement has increased, decreased, or stayed the same in the last five years. Where there any school-wide programs that you know of that affected student achievement?
5. Please explain if you have any specific school duties that were assigned to you by school administration, and how you feel your role supports the school.
6. Please describe the typical roles of staff members and school administration on a day-to-day basis.
7. Please describe whether or not student behavior has changed over the last five years, and give me some examples of how the behavior has affected the school.
8. Please describe if you have noticed an increase or decrease in the number of office referrals in your school in the last five years, and explain if this may have changed or stayed the same from year-to-year.

9. Can you give me examples of specific training you have received to support school safety and security in the last five years? Was the training available to all faculty and staff?
10. Please explain how you respond to disruptive students at your school.