TEACHER PERCEPTIONS OF STUDENT BEHAVIOR AS A FUNCTION OF PBIS IMPLEMENTATION ON TIME AND PROFESSIONAL DEVELOPMENT NEEDS

By

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ABSTRACT

The purpose of this study was to analyze the perception of kindergarten-fifth grade elementary teachers on the implementation of Positive Behavior Intervention and Support (PBIS) in relation to: student behavior, time, and professional development. The study included findings that answered five research questions and two null hypotheses. The two main research questions that drove the study were: Do teachers see a need for more PBIS professional development? and Do teachers feel that time is an issue during the implementation of PBIS?
The two null hypotheses that drove the study were: “there is no significant correlation between professional development needs of teachers and the number of PBIS implementation years and “there is no significant correlation between the decrease in student behavioral issues and the number of PBIS implementation years.” The study was conducted using a non-experimental survey distributed through Survey Monkey. The findings were analyzed through Microsoft Excel and A Statistical Program (ASP) software. Findings indicated that there was a correlation between professional development needs and the number of PBIS implementation years, but there was not a correlation found between the decrease in students’ behavioral issues and the number of PBIS implementation years. Findings, also indicated that time was not an issue with the implementation of PBIS.
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CHAPTER ONE: INTRODUCTION TO THE STUDY

Background, Issues and Concerns

Elementary schools across the Midwest are experiencing an increase in behavioral and emotional issues. Many school districts have adopted the Positive Behavior Intervention and Support model, hereafter referred to as PBIS, into their school practices and procedures to decrease the number of behavioral and emotional issues they are dealing with on a daily basis. According to DESE (2009) the intent of PBIS is to assist school districts with “improving school climate, improving student achievement, reducing suspension, reducing referral rates, and increasing attendance” (DESE, p.1). Schools today are faced with a large number of challenges including an increase in disciplinary referrals, increase in suspensions and expulsions, and the safety of students in school and the community (Marchant et al., 2009).

To better serve students, school districts are implementing PBIS into their school environments as a strategy to assist with classroom management, which in turn could be taking classroom time from curriculum instruction requiring teachers to participate in professional development training, and requiring teachers to implement PBIS into their classrooms. PBIS is used in all grades, beginning at the pre-k level all the way through to the high school level (DESE, 2009). PBIS programs help teachers with “preventing challenging behaviors through a variety of strategies,” (Marchant et al., p.131) by using a three-tiered model focused on assisting students with social skills development (Marchant et al., 2009). This is done by utilizing universal interventions and making sure every student in school receives individualized services, they need in order to be successful (Marchant et al.).

The concerns of one urban elementary school, called RPS, located in the Midwest are focused on the perceptions of teachers regarding the implementation of PBIS and the affect, it has on
student behavior. As well as teachers perceptions on needing more PBIS professional
development and the amount of time it takes to implement the PBIS model.

*Conceptual Underpinnings for the Study*

School districts are in need of finding a framework to help them incorporate and
implement the best strategies and procedures that can successfully address students behavioral
needs. This is where PBIS comes into play for a number of schools and school districts. During
the 2009-2010 school year, there were four hundred and eighty six schools implementing PBIS
and a total of one hundred and thirty six school districts implementing PBIS (Missouri
Department of Elementary and Secondary Education & University of Missouri Center for SW-
PBS, 2010).

PBIS is based on the concept of positive and proactive strategies (Anderson & Spaulding, 2007). PBIS focuses on three areas: “(a.) defining and teaching expected behavior, (b.)
acknowledging students for exhibiting prosocial behaviors, and (c.) responding to discipline
problems in a fair and consistent manner” (Anderson & Spaulding, p.27). These areas focus on
improving behavioral and emotional problems occurring in today’s schools, particularly urban
schools.

PBIS is a model that many urban schools and school districts are implementing. McCurdy,
Mannella, and Eldridge (2003) report that the main reason urban school districts are utilizing
PBIS is because of the increase they have seen in antisocial behaviors. Antisocial behaviors can
be defined as: “lying, theft, fire setting, aggression, vandalism, truancy, and running away”
(McCurdy, Mannella, & Eldridge, p.158).
Practice Under Investigation

The practice under investigation is the implementation of PBIS at the elementary school level.

Statement of the Problem

The RPS district is implementing the PBIS model into their elementary schools to address the growing number of behavioral issues they are dealing with on a daily basis. Since this is the district’s first year of PBIS implementation, the district wants to make sure teachers are receiving enough professional development and gather information about the areas teachers feel they need more PBIS professional development. The district also wants to make sure time is not an issue with the implementation of the PBIS model and that teachers are seeing a decrease in behavioral and emotional issues. The district also wants to see if there is a correlation between the number of years of PBIS implementation and the decrease in student behavioral issues, as well as between the number of years of PBIS implementation and teachers’ needs for PBIS professional development. Since the implementation of the PBIS model is new to the RPS district, there is a lack of knowledge and data about the implementation process and results.

Purpose of the Study

The purpose of this study is to find out if teachers have seen a decrease in kindergarten-fifth grade students’ behavioral issues after implementing PBIS, and if there is a correlation between the number of years of implementation and decrease in student behavioral issues. The study also, focuses on kindergarten-fifth grade teachers’ professional development. The RPS district wants to know if teachers are in need of more PBIS professional development and if so, in what areas. The RPS district also wants to know if there is a correlation between the need for more PBIS professional development and the number of years of PBIS implementation. Lastly, the RPS district wants to know if time is an issue with the implementation of PBIS. Seven questions
will be answered in a survey by kindergarten through fifth grade teachers.

**Research Questions**

RQ 1: Do elementary school teachers see a need for more PBIS professional development?

RQ 2: In what PBIS areas do elementary teachers feel they need more professional development?

RQ 3: Do elementary teachers feel that time is an issue during the implementation of PBIS?

RQ 4: What is the correlation between the number of years teachers have been implementing PBIS and the need for more PBIS professional development?

RQ 5: What is the correlation between the number of years teachers have been implementing PBIS and the decrease of students’ behavioral issues?

**Null Hypothesis**

Ho1: There is no significant correlation between professional development needs of teachers and the number of years PBIS has been implemented.

Ho2: There is no significant correlation between the decrease in student behavioral issues and the number of PBIS implementation years.

**Anticipated Benefits of the Study**

The results of this study will benefit teachers, administrators, superintendents, and school board members. This study will tell them about the implementation of PBIS in relation to time, behavioral issues, and professional development. One way this study will be beneficial is by providing information regarding the professional development needs of teachers in the area of PBIS. The second way this study will be beneficial is by providing administrators, superintendents, and school board members with the perception of teachers on the amount of time it takes to implement the PBIS model. The third way this study will be beneficial is by
finding out if there is a correlation between the number of years of PBIS implementation and the decrease in behavioral issues. Overall the information collected in this study will inform administrators, superintendents, and the school board about the perceptions of teachers regarding the implementation of PBIS in relation to time, professional development, and student behavior.

**Definition of Terms**

PBIS-Positive Behavior Intervention and Support is defined as “the application of positive behavioral interventions and systems to achieve socially important behavior change” (Scott & Abbot, p.21). PBIS is also referred to as PBS or SW-PBS.

Professional Development-“the advancement of skills or expertise to succeed in a particular profession, esp. through continued education” (Dictionary.com).

Behavioral issues-issues that teachers, administrators, and other school employees encounter when working with students. Some behavioral issues schools deal with are: stealing, lying, bullying, cheating, and fighting.

Applied Behavioral Analysis-“systematic extension of the principals of operant psychology to problems and issues of social importance” (Car et al., p.5).

**Summary**

RPS is a Midwestern urban school district. The school district is in the first year of the implementation of PBIS, in all of its elementary schools. The school district is implementing PBIS due to the increase in the number of behavioral issues they are encountering, just like many other school districts across the nation. The district is looking at PBIS as the practice that will give teachers and administrators needed interventions and strategies to help students acquire a safe and effective classroom environment and the opportunity to be successful at learning without being a huge time constraint. This study will give the RPS district information regarding
the needs of its teachers in regards to PBIS professional development, determine if time is an issue with the implementation of PBIS, and if there is a decrease in behavioral issues with the implementation of PBIS. Lastly, the study will show the school district if there is a correlation between the number of years PBIS has been implemented and the decrease in behavioral issues, along with if there is a correlation between the number of years PBIS has been implemented and the need for professional development.
CHAPTER TWO: REVIEW OF LITERATURE

Background

According to the Missouri Schoolwide Positive Behavior Support website (2012), PBIS began in the 1980’s at the University of Oregon. PBIS began as a research study developed to focus on the behavioral needs of special education students (Lassen, Steele & Sailor, 2006) but as schools across the nation saw a need to reduce “disruptive behavior problems” (Bradshaw, Koth, Bevans, Ialongo & Leaf, p. 462) the focus changed to all students.

In the late 1990’s, The Department of Special Education at the University of Missouri began a federally funded research project in some of Missouri’s public schools (Missouri Schoolwide Positive Behavior Support, 2012). Dr. Tim Lewis was in charge of this project and with the help of his colleagues, they were able to build the first national PBIS center (Missouri Schoolwide Positive Behavior Support, 2012).

Then between the years of 2000-2001, the state of Missouri began a PBIS state initiative that included grants from the Missouri Department of Elementary and Secondary Education (Missouri Schoolwide Positive Behavior Support, 2012). According to Missouri Schoolwide Positive Behavior Support (2012) schools who were interested in attending training and implementing PBIS in their schools were given grants.

In 2004, the National PBIS Center received another five year grant (Missouri Schoolwide Positive Behavior Support, 2012). This allowed the United States regional resource centers to be a part of the PBIS initiative by providing technical support and training to schools, school districts, and those individuals involved with the PBIS initiative at the state and national levels (Missouri Schoolwide Positive Behavior Support).

In years that followed, the Missouri Department of Elementary and Secondary Education
continued to be a part of the national PBIS school initiative by providing schools with regional consultants and PBIS training (Missouri Schoolwide Positive Behavior Support, 2012). Over the years, Missouri public schools participating in PBIS have grown rapidly because of the “growing recognition of the importance and effectiveness of instruction, not only in academics but also in social and character development” (Sailor, Stowe, Turnbull, & Kleinhammer-Tramill, p.336).

In 2008, there were approximately eight thousand schools implementing PBIS nationally (Spaulding, Horner, May, & Vincent, 2008) and by 2009 Missouri PBIS served five hundred schools across the state (Missouri Schoolwide Positive Behavior Support, 2012).

Currently Missouri PBIS and the Missouri Department of Elementary and Secondary Education continue to work together to support public schools and students. It is predicted that the national average of schools implementing PBIS will continue to rise due to the fact that schools are seeing a decrease in the number of behavioral issues among students and PBIS is assisting administrators with being in compliance with national laws, such as No Child Left Behind, Individuals with Disabilities Education Improvement Act, and the National Staff Development Council Standards for Staff Development while implementing PBIS (Richter, 2008). Ritcher states that in Missouri the utilization of PBIS also assists administrators with staying in alignment with Missouri School Improvement Plans, Missouri State Performance Plans, and Missouri Comprehensive Guidance Curriculum.

Major Concepts and Theories Associated with the Development of PBIS

The Center for PBS College of Education at University of Missouri & DESE (2010) report that PBIS is a research based practice that schools and school districts are utilizing to develop safer and more effective schools. The PBIS practice focuses on “creating, teaching and reinforcing students’ social, emotional, and academic learning skills that improve and sustain
academic achievement and mental wellbeing of all students” (The Education Law Center of Pennsylvania & the Disability Rights Network of Pennsylvania, p¶). The PBIS process “supports the adoption and long term implementation of efficient and effective discipline throughout the school environment” (Center for PBS College of Education University of Missouri & DESE, p. ¶).

PBIS has two goals. The first goal is to assist individuals with changing their “lifestyle in a direction that gives all relevant stakeholders (e.g., teachers, employers, parents, friends and the target person) the opportunity to perceive and to enjoy an improved quality of life” (Carr et al., p. 5). The second goal of PBIS is to “render problem behavior irrelevant, inefficient, and ineffective by helping an individual achieve his or her goals in a socially acceptable manner thus reducing, or eliminating altogether episodes of problem behavior” (Carr et al., p. 5).

PBIS is developed and based off of three major sources. One source is “applied behavioral analysis” (Carr et al., p.5). Carr et al. (2002) reports, over the past thirty five years, research conducted in the area of applied behavioral analysis is one of the main reasons PBIS was developed and is the basis for its existence. Applied behavioral analysis made two major contributions to PBIS. The first contribution is that it provided PBIS with a conceptual framework important to changing behaviors (Carr et al.). The second contribution is that it provided educators and administrators with a variety of assessments and intervention strategies to use in school settings (Carr et al.). Applied behavioral analysis has also helped PBIS by developing the functional analysis assessment strategy, which is used in the PBIS model (Carr et al.). Applied behavioral analysis has also been used to develop methods for teachers and schools to utilize in their school environments such as, “shaping, fading, chaining, prompting,
positive behavior support in elementary schools

reinforcement contingencies” (Carr et al., p. 5) along with a large number of “procedures for reducing problem behaviors” (Carr et al., p.5).

The second source is the normalization/inclusion movement. PBIS believes in the philosophical purpose of the normalization/inclusion movement, which states that individuals with disabilities should be allowed to remain in the same settings as everyone else and they should socially have the same opportunities as everyone else (Carr et al., 2002). The primary goal of this movement is to assure that individuals with disabilities, that affect them socially, will be given assistance by others to find social roles and situations in which they will be valued (Carr et al.).

The third source is person centered values. The philosophy of PBIS relies heavily on person centered values by “embracing the idea that while humanistic values should not replace empiricism, these values should inform empiricism” (Carr et al., p.6). PBIS is guided by the fact that science can tell us how things can be changed and what is worth being changed (Carr et al., 2002). PBIS represents a variety of values and technology “in that strategies are judged not only with respect to efficacy (a technology criterion) but also with respect to their ability to enhance personal dignity and opportunities for choice (a values criterion)” (Carr et al., p.6). According to Carr et al., PBIS uses three processes that are interrelated to implement their person centered values. Those processes are person centered planning, self-determination, and the wrap around approach. Person centered planning is the process PBIS uses to identify goals for individual students and the whole school, along with the implementation of intervention plans (Carr et al.).

*Why Implement The PBIS Model*

The PBIS three tired model is based off of all the information mentioned above and is an
“applied science that uses educational methods” (Warren et al., p.188) to help students develop socially, emotionally, and academically.

The main reason schools across the country are turning to the utilization of PBIS is because school discipline is “one of the greatest challenges in education” (Muscott et al., p.453) and problem behaviors continue to be “one of the most persistent problems schools are facing” (Muscott et al., p.453). Another reason schools are turning to the PBIS model is because “states are investing in practices and procedures that are supported by rigorous research evidence” (Association for Positive Behavior Support, p.1). Many states, like the state of Missouri are providing schools and school districts with grants to pay for the implementation of the PBIS model.

Hawken and Horner (2003) report that the best hope schools have for decreasing serious behavior problems are by prevention. The PBIS model allows schools to provide their students with “efficient and effective discipline throughout the school environment” (Center for PBS College of Education University of Missouri & DESE, p.1) by using research based methods to decrease behavioral issues (Center for PBS College of Education University of Missouri & DESE, 2010).

The PBIS Model

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2009) refer to the first tier of the PBIS model as the primary prevention tier. This tier focuses on all students and all school settings. The purpose of this tier is to provide schools and school districts with a preventative and proactive step to deal with behavioral issues (Center for PBS College of Education University of Missouri & DESE, 2010). This is done by defining and teaching behavioral expectations, defining consequences for behavioral issues and continuously
collecting data to make decisions (OSEP Technical Assistance Center on Positive Behavioral Interventions & Support).

The OSEP Technical Assistance Center on Positive Behavioral Interventions and Support (2009) refers to the second tier of the PBIS model as the secondary prevention tier. This tier focuses on students within the school environment that have been identified as, at risk (Center for PBS College of Education University of Missouri & DESE, 2010). The purpose of this tier is to provide rapid responses to at risk students at a highly efficient rate (Center for PBS College of Education University of Missouri & DESE). According to the OSEP Technical Assistance Center on Positive Behavioral Interventions and Support, this tier creates a common screening process and a system to monitor at risk students’ progress. Along with: (a.) developing systems to increase “structure and predictability” (OSEP Technical Assistance Center on Positive Behavioral Interventions & Support, p. 2), (b.) developing systems to provide adult feedback, (c.) creating systems that links academics to behavioral performance, (d.) establishing a communication system between the schools and parents, and (e.) using data collected to make PBIS decisions (OSEP Technical Assistance Center on Positive Behavioral Interventions & Support).

The third tier of the PBIS model is referred to as the tertiary prevention tier. This tier focuses on individual students and assessments (OSEP Technical Assistance Center on Positive Behavioral Interventions & Support, 2009). The purpose of this tier is to provide individual students with procedures based off of the assessments that are administered (Center for PBS College of Education of Missouri & DESE, 2010). During the implementation of tier three, schools are: (a.) administering functional behavioral assessments and team based assessments, (b.) making a connection between academics and behavior interventions and supports, (c.)
creating and implementing individualized student intervention plans, (d.) collecting data, and (e.) using the data to make decisions (OSEP Technical Assistance Center on Positive Behavioral Interventions & Support).

**Implementation of PBIS**

According to Missouri Schoolwide Positive Behavior Support (2011) it is better for school districts to implement PBIS in all schools, in the district, not just in one or two schools. Once a school district decides to implement PBIS into their school environment, there are seven steps schools should follow. The first step is to make sure schools and district administrators are in agreement about the implementation of PBIS (Missouri Schoolwide Positive Behavior Support). The second step is to get 80% of staff to buy into the implementation of PBIS (Missouri Schoolwide Positive Behavior Support). The third step is to determine who is going to serve on the PBIS leadership team, at each school (Missouri Schoolwide Positive Behavior Support). The fourth step is to administer an assessment that looks at each school’s school wide discipline system (Missouri Schoolwide Positive Behavior Support). The next step is for each school to set up a PBIS action plan based off school data, input from staff, and the mission of the school and school district (Missouri Schoolwide Positive Behavior Support). The sixth step is to come up with a data system that will collect behavioral data on a daily basis, for example, office referrals (Missouri Schoolwide Positive Behavior Support). The last step is for the PBIS leadership team to participate in regional PBIS training (Simonsen, Sugai & Negron, 2008).

After the seven steps mentioned above have been addressed schools need to begin the implementation of the PBIS model. The PBIS leadership team will guide staff through the implementation of the PBIS model. The team will first guide staff through the development of school wide expectations (Lewis, 2006). Then they will train staff on how to implement the
school’s “universal recognition systems” (Lewis, p.5). After the school wide expectations and the “universal recognition systems” (Lewis, p.5) are developed, they will be implemented in all areas of the school (e.g.-lunchroom, classroom, recess, assemblies). The school wide expectations will also be posted in all areas of the school. Lastly teachers and administrators will create universal lessons about social and behavioral situations. These lessons will be taught to students during the school year.

When everything has been put into place the PBIS leadership team will continue to provide staff with PBIS professional development. The PBIS leadership team will collect data on behavioral issues and office referrals. Office referrals can provide schools with a large amount of data regarding behavioral issues. Office referrals can provide the following data: “teacher and student name, time of day, nature/location of problem behavior” (Irvin et al., p.10). Using the data collected, the PBIS team will monitor the needs of all students using the three tiered PBIS model. Data from schools that have been implementing PBIS report that they are seeing anywhere from a 20% to 60% decline in office discipline referrals, along with improvement in the school’s social climate and students’ academic performance (Horner et al., 2004). Warren et al. (2006) hopes that more schools and school districts across the country will become familiar with the strategies and methods used in the PBIS model, since a large number of school districts are experiencing behavioral and academic success.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Problem and Purpose Overview

The RPS district is implementing PBIS into their elementary schools as a framework to address the growing number of behavioral issues they are dealing with on a daily basis. However, this is the district’s first year of PBIS implementation, so the district wants to make sure teachers are receiving enough professional development, time is not an issue with the implementation of PBIS, and teachers are seeing a decrease in behavioral and emotional issues throughout the school day. Since the implementation of PBIS is new to the RPS district, there is a lack of knowledge and data about the implementation process and outcomes.

The purpose of this study is to find out if teachers have seen a decrease in kindergarten-fifth grade students’ behavioral issues after implementing PBIS and if there is a correlation between the number of years of implementation and the decrease in student behavioral issues. The study also focuses on professional development for kindergarten-fifth grade teachers. The district wants to know if teachers are in need of more PBIS professional development and if so, in what areas. The study will also look to see if there is a correlation between the need of PBIS professional development and the number of years of implementation. Lastly the district wants to know if time is an issue with the implementation of PBIS. Seven questions will be answered in a survey by kindergarten through fifth grade teachers.

Research Design

A non-experimental, one time survey served as the research design for this study. The independent variable in this research project is time. The dependent variable in this research project is the perception of teachers. The null hypotheses and research questions of this study were tested by administering a survey to teachers and looking at their perspectives. Data was
collected from two elementary schools, in two different school districts. A seven question survey was administered in the Spring of 2012, to kindergarten through fifth grade teachers at Elementary School 1 in the RPS district and at Elementary School 2 in the PHRS district.

Research Questions

RQ 1: Do elementary school teachers see a need for more PBIS professional development?

RQ 2: In what PBIS areas do elementary teachers feel they need more professional development?

RQ 3: Do elementary teachers feel that time is an issue during the implementation of PBIS?

RQ 4: What is the correlation between the number of years teachers have been implementing PBIS and the need for PBIS professional development?

RQ 5: What is the correlation between the number of years teachers have been implementing PBIS and the decrease of students’ behavioral issues?

Study Group

The study group for this research project consisted of 55, kindergarten-fifth grade elementary teachers. The teachers involved in the study have been implementing PBIS within their school districts between one to four years. Teachers that participated in the survey were from two different elementary schools located in two different school districts. There were 20 teachers from the RPS district and 35 teachers from the PHPS district asked to participate in the survey. Elementary School 1 is in the RPS district and Elementary School 2 is in the PHPS district. The survey questions were the same for all teachers participating in the study.

Data Collection and Instruments

An anonymous survey was distributed using Survey Monkey, to elementary teachers in kindergarten-fifth grade. The survey was given to teachers at Elementary School 1 in the RPS
district and to teachers at Elementary School 2 in the PHPS district. The survey consisted of seven questions. The questions were the same for all teachers. The first question asked teachers to identify the number of years they had been implementing the PBIS model in their school. For this question teachers were given the option to select from the following responses: 1-2, 3-4 or 5 or more. The last six questions of the survey were answered with: strongly disagree, disagree, agree or strongly agree. The survey was designed, so teachers had to answer every question on the survey before marking it complete. The survey remained open for three weeks. A total of 55, kindergarten-fifth grade elementary teachers were asked to participate in the survey. Out of 22 teachers at Elementary School 1 in the RPS district, 15 teachers responded to the survey. Out of 35 teachers at Elementary School 2 in the PHPS district, 18 teachers responded. Responses were entered into an excel spreadsheet and then transferred to A Statistical Package (ASP) for analysis.

Data Analysis Methods

A Statistical Package (ASP) software was used to complete the statistical calculations in this study. Descriptive statistics, frequency plots, pie charts, and chi-square analysis were calculated. Microsoft Excel was also used to compile some totals and charts used in the survey.
CHAPTER FOUR: PRESENTATION OF THE DATA ANALYSIS, FINDINGS AND INTERPRETATIONS

Overview of Background and Problem

Elementary schools across the Midwest are experiencing an increase in behavioral and emotional issues. Many school districts have implemented the PBIS model into their school practices and procedures to decrease the number of behavioral and emotional issues they deal with on a daily basis.

The RPS district is one of the Midwest’s school districts implementing the PBIS model into their elementary schools, to address the growing number of behavioral issues they are dealing with on a daily basis. However this is the district’s first year of PBIS implementation, so the district wants to make sure teachers are receiving enough professional development and gather information about which areas they need more professional development. The district also wants to make sure time is not an issue with the implementation of the PBIS model and that teachers are seeing a decrease in behavioral and emotional issues. The district would also like to know if there is a correlation between the number of years of PBIS implementation and the decrease of student behavioral issues, as well as between the number of years of PBIS implementation and teachers needs for more PBIS professional development. Since the implementation of the PBIS model is new to the RPS district, there is a lack of knowledge and data about the implementation process and results.
Findings

As shown in Table 1, 33 teachers responded to the survey. 15 of those teachers or 45.5% of teachers have been implementing PBIS in their schools for 1-2 years. 18 or 54.5% of teachers have been implementing PBIS in their schools for 3-4 years. Elementary school 1 in the RPS district and Elementary School 2 in the PHPS district have a total of 55 teachers. The author of this survey was exempt from the survey, so 54 responses were possible. The results from Table 1 will be used to test null hypothesis 1 and 2.

Table 1

<table>
<thead>
<tr>
<th>Variable: Years of PBIS Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Question: My school has been implementing PBIS for _____ years.</td>
</tr>
<tr>
<td>FRQ.</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>x &lt; 1</td>
</tr>
<tr>
<td>x = 1</td>
</tr>
<tr>
<td>x = 2</td>
</tr>
<tr>
<td>x &gt; 2</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Table 2 shows k-5 elementary school teachers’ perceptions on the need for more professional development focusing on the implementation of PBIS. 1 teacher or 3% strongly disagree with needing more professional development. 16 teachers or 48.5% disagree with needing more professional development. 15 teachers or 45.5% agree that there is a need for more professional development focusing on PBIS. 1 teacher or 3% strongly agree that there is a need for more professional development. Therefore, over half the teachers surveyed did not feel there was a need for more PBIS professional development. The results from Table 2 will be broken down in Table 3 in order to find out which teachers feel they need more PBIS professional development and to test null hypothesis 1.
Table 2

Survey Question: I would like more professional development on the implementation of PBIS.

<table>
<thead>
<tr>
<th>VARIABLE: Professional Development for PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRQ.</td>
</tr>
<tr>
<td>x &lt; 1</td>
</tr>
<tr>
<td>x = 1</td>
</tr>
<tr>
<td>x = 2</td>
</tr>
<tr>
<td>x = 3</td>
</tr>
<tr>
<td>x = 4</td>
</tr>
<tr>
<td>x &gt; 4</td>
</tr>
</tbody>
</table>

TOTAL 33 100

As shown in Table 3, there is a significant difference (Chi Square (3) = 7.45, p-value = 0.058) between the need for more PBIS professional development and the number of years teachers have been implementing PBIS. Teachers that have been implementing PBIS for 1-2 years report that they agree with needing more PBIS professional development (66.7%) compared to those teachers who have been implementing PBIS for 3-4 years (27.8%). Table 3 also shows, teachers that have been implementing PBIS for 3-4 years report that they disagree with needing more PBIS professional development (66.7%) compared to those teachers who have been implementing PBIS for 1-2 years (26.7%). Null hypothesis 2 is rejected because there is a significant difference in teachers’ perceptions in relation to the need for more PBIS professional development based on their years of PBIS implementation. Therefore, it is recommended that additional PBIS professional development be provided to teachers in the first two years of PBIS implementation. However, it is not recommended that additional PBIS professional development be provided to teachers in years three and four of PBIS implementation.
Table 3
*Correlation of Years of Implementation of PBIS and the Need for More PBIS Professional Development*

<table>
<thead>
<tr>
<th>Source</th>
<th>Teachers Implemented PBIS for 1-2 Years</th>
<th>Teachers Implemented PBIS for 3-5 Years</th>
<th>Chi-Sq</th>
<th>Df</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree with the need for more PBIS PD</td>
<td>0 (0%)</td>
<td>1 (5.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree with the need for more PBIS PD</td>
<td>4 (26.7%)</td>
<td>12 (66.7%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree with the need for more PBIS PD</td>
<td>10 (66.7%)</td>
<td>5 (27.8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree with the need for more PBIS PD</td>
<td>1 (6.7%)</td>
<td>0 (0%)</td>
<td>7.45</td>
<td>3</td>
<td>0.058</td>
</tr>
</tbody>
</table>

*Note:* Significant ≤ 0.25

Table 4 shows that over half (54.55%) of k-5 elementary teachers disagree or strongly disagree with needing additional professional development focusing on PBIS majors/minors. Since over half the teachers surveyed do not feel they need more professional development, additional professional development focusing on majors and minors is not recommended.
Table 5 shows that 15 or (45.45%) of teachers surveyed agree and 15 or (45.45%) of teachers surveyed disagree with needing more professional development focusing on positive reward systems. Table 5 also shows that 1 or (3.03%) of teachers surveyed strongly agree and 2 or (6.06%) of teachers strongly disagree with needing more positive reward systems professional development. These findings suggest that further professional development is recommended but should be optional for teachers to attend, since the percentages of teachers who agreed and disagreed with needing more in the area of positive reward systems were significantly close to being equal.
Table 5
Teacher Perspective on Positive Rewards Professional Development Needs

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows that 18 or (54.55%) teachers disagree and 1 or (3.03%) strongly disagree with needing more professional development in the area of school wide procedures. These findings suggest that more professional development in the area of school wide procedures is not recommended, since over half the teachers did not find it necessary.

Table 6
Teacher Perspective on School Wide Professional Development

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As shown in Table 7, 19 teachers or (57.6%) agree that there is enough time during the day to implement PBIS and 4 teachers or (12.1%) strongly agree that there is enough time during the day to implement PBIS. 3 teachers or (9.1%) strongly disagree with having enough time during the day to implement PBIS and 7 teachers or (21.2%) disagree with having enough time during the day to implement PBIS. The majority of teachers surveyed do not feel that time is an issue with the implementation of PBIS. These findings suggest that teachers have enough time to implement PBIS without taking time away from academic instruction and affecting their daily routines. Therefore, it is recommended that the PBIS model continue to be implemented.

Table 7

<table>
<thead>
<tr>
<th>Survey Question: I have enough Time in my Daily Schedule to Implement PBIS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VARIABLE: Enough Time During the Day to Implement PBIS</td>
</tr>
<tr>
<td>FRQ.</td>
</tr>
<tr>
<td>x &lt; 1</td>
</tr>
<tr>
<td>x = 1</td>
</tr>
<tr>
<td>x = 2</td>
</tr>
<tr>
<td>x = 3</td>
</tr>
<tr>
<td>x = 4</td>
</tr>
<tr>
<td>x &gt; 4</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Table 8 shows k-5 elementary school teachers’ perceptions on the implementation of PBIS and the decrease in student behavioral issues. 2 teachers or (6.1%) strongly disagree with seeing a decrease in student behavioral issues since the implementation of PBIS. 5 teachers or (15.2%) disagree with seeing a decrease in student behavioral issues since the implementation of PBIS. 22 teachers or (66.7%) agree with seeing a decrease in student behavioral issues since the implementation of PBIS. 4 teachers or (12.1%) strongly agree with seeing a decrease in student behavioral issues, since the implementation of PBIS. Therefore, the majority of teachers feel that behavioral issues have decreased since the implementation of PBIS. The results from Table
8 will be broken down in Table 9 to test null hypothesis 2.

Table 8

<table>
<thead>
<tr>
<th>Survey Question: Do you Feel that Behavioral Issues in the Classroom have Decreased Since the Implementation of PBIS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>VARIABLE: Teacher Perspective on the Decrease in Behavioral Issues since the Implementation of PBIS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>FRQ.</td>
</tr>
<tr>
<td>x &lt; 1</td>
</tr>
<tr>
<td>x = 1</td>
</tr>
<tr>
<td>x = 2</td>
</tr>
<tr>
<td>x = 3</td>
</tr>
<tr>
<td>x = 4</td>
</tr>
<tr>
<td>x &gt; 4</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

As shown in Table 9, there is not a significant difference (Chi Square (3) = 0.35, p-value = 0.950) between the decrease in student behavioral issues and the number of years teachers have been implementing PBIS in their school environments. Teachers that have been implementing PBIS for 1-2 years report that they have seen a decrease in student behavioral issues in the classroom (62.5%) compared to those teachers who have been implementing PBIS for 3-4 years (70.6%). Null hypothesis 1 is not rejected because there is not a significant difference in teachers’ perceptions in regards to the decrease in student behavioral issues in relation to the number of years of PBIS implementation. Therefore, the majority of teachers, no matter how many years they have been implementing PBIS have seen a decrease in student behaviors due to the implementation of PBIS. These findings suggest that the PBIS model is effectively working. It is recommended that PBIS implementation be continued.
Table 9

Correlation of Years of Implementation of PBIS and the Decrease in Student Behavior

<table>
<thead>
<tr>
<th>Source</th>
<th>Teachers Implemented PBIS for 1-2 Years</th>
<th>Teachers Implemented PBIS for 3-5 Years</th>
<th>Chi-Sq</th>
<th>Df</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree there has been a decrease in student behavioral issues</td>
<td>1 (6.3%)</td>
<td>1 (5.9%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree there has been a decrease in student behavioral issues</td>
<td>3 (18.8%)</td>
<td>2 (11.8%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree there has been a decrease in student behavioral issues</td>
<td>10 (62.5%)</td>
<td>12 (70.6%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree there has been a decrease in student behavioral issues</td>
<td>2 (12.5%)</td>
<td>2 (11.8%)</td>
<td>0.35</td>
<td>3</td>
<td>0.950</td>
</tr>
</tbody>
</table>

Note: Significant $\leq 0.25$

Summary

Data analysis showed that there was a significant correlation between the need for more professional development and the number of year’s teachers have been implementing PBIS. Teachers who have been implementing PBIS for 1-2 years reported needing more professional development than those who have been implementing PBIS for 3-4 years, therefore, null hypothesis one for research question four was rejected. Since the RPS district has only been implementing PBIS in their elementary schools for one year, the findings suggest that the district needs to provide additional PBIS professional development for their kindergarten-fifth grade teachers. The findings also suggest that the district does not need to provide their teachers with additional PBIS professional development during the third and fourth year of implementation.
Data analysis also showed that there was not a correlation between the number of years teachers have been implementing PBIS and the decrease in student behavioral issues. Therefore, null hypothesis two for research question five was not rejected. The findings suggest that the implementation of PBIS is effective at the elementary level, due to the fact that the majority teachers surveyed agreed with seeing a decrease in behavioral issues. This means that the RPS district should continue the implementation of PBIS in their elementary schools.

The study also showed that over half of the teachers did not feel there was a need for more professional development in the areas of PBIS majors/minors or school wide procedures but the number of teachers who agreed with and disagreed with needing more professional development in the area of positive rewards was significantly close to being equal. These findings suggest that the RPS district does not need to provide additional professional development to their elementary teachers in the areas of majors/minors and school wide procedures but the district does need to consider providing optional professional development in the area of positive reward systems.

Further studies showed that teachers did not find time to be an issue with the implementation of PBIS. The findings suggest that the RPS district does not need to be concerned with PBIS implementation taking time away from academic instruction or affecting the daily schedules of students and teachers. Therefore, the district should continue with the implementation of PBIS.
CHAPTER FIVE: CONCLUSIONS AND IMPLICATIONATIONS AND NEW LEARNING

Restatement of the Purpose

The purpose of this study was to find out if teachers have seen a decrease in kindergarten-fifth grade students’ behavioral issues after implementing PBIS and if there was a correlation between the number of years of implementation and the decrease in student behavioral issues. The study also focused on kindergarten-fifth grade teachers’ professional development. The district wanted to know if teachers were in need of more PBIS professional development and if so, in what areas. The district also wanted to know if there was a correlation between the need for more PBIS professional development and the number of years of PBIS implementation. Lastly the district wanted to know if time was an issue with the implementation of PBIS. Seven questions were answered in a survey by kindergarten through fifth grade teachers.

Summary of Research Method

The research method used for this study was a seven item survey that was administered to kindergarten-fifth grade teachers at Elementary School 1 in the RPS district and Elementary School 2 in the PHS district. The survey was administered to 54 teachers. 33 teachers responded to the survey. The data collected from the survey was used to answer the studies 5 research questions and 2 null hypotheses.

Discussion of Findings, Conclusions, and Recommendations

The findings of this study show that there is a correlation between the number of years teachers have been implementing PBIS and the need for more professional development. After conducting a chi-square analysis on the data collected from elementary teachers, that have been implementing PBIS for 1-2 years and 3-4 years, null hypothesis 1 was rejected. With a p-value of 0.058 and chi-square (3) of 7.45, data showed that there was a significant and practical
correlation between the need for PBIS professional development and the number of years teachers had been implementing PBIS. Teachers who had been implementing PBIS for 1-2 years agreed (66.7%) and strongly agreed (6.7%) with needing more professional development on the implementation of PBIS, but teachers who had been implementing PBIS for 3-4 years disagreed (66.7%) and strongly disagreed (5.6%) with needing more professional development on the implementation of PBIS. These findings indicate that the RPS district needs to provide additional PBIS professional development for their kindergarten-fifth grade teachers. The reason the district needs to provide this additional professional development is because they are in the first year of PBIS implementation. However, when the district reaches year three and four of PBIS implementation they do not need to provide their teachers with additional PBIS professional development.

Data collected showed that over half of the teachers surveyed, 17 (51.52%) disagreed and 1 (3.03%) strongly disagreed, with needing more majors/minors professional development. Data also showed that over half the teachers surveyed, 18 (54.55%) disagreed and 1 (3.03%) strongly disagreed, with needing more school wide procedures professional development. These findings indicate, that the RPS district does not need to provide additional professional development in the areas of majors/minors and school wide procedures. Further data collected, showed that 15 (45.45%) of teachers agreed and 15 (45.45%) of teachers disagreed, with needing more professional development focusing on positive reward systems. Therefore teachers who agreed and disagreed with needing additional positive reward systems professional development were significantly close. These findings indicate, that the RPS district should consider providing optional professional development in the area of positive reward systems.

The findings of this study also showed that there was not a correlation between the number of
year’s teachers have been implementing PBIS and the decrease in student behavioral issues. After conducting a chi-square analysis on the data collected from elementary teachers who had been implementing PBIS for 1-2 years or 3-4 years, null hypothesis 2 was not rejected. With a p-value of 0.950 and a chi-square (3) of 0.35, data showed that there was not a significant and practical correlation between the decrease in behavioral issues and the number of year’s teachers had been implementing PBIS. (62.5%) of teachers who had been implementing PBIS for 1-2 years and (70.6%) of teachers who had been implementing PBIS for 3-4 years agreed with seeing a decrease in behavioral issues. These findings indicate that the implementation of PBIS has been effective, therefore, the RPS district should continue implementing the PBIS model in their elementary schools.

Lastly the findings of the study showed that the majority of teachers had enough time to implement PBIS, (57.6%) of teachers agreed and (12.1%) strongly agreed. Therefore, time is not an issue with the implementation of PBIS. These findings indicate that the RPS district does not need to worry about PBIS implementation taking time away from academic instruction or affecting the daily schedules of students and teachers. Therefore, the RPS district should continue implementing PBIS in their elementary schools.

Recommendations for Further Study

This study recommends that further study should be done on this topic. This study analyzed survey data collected from two elementary schools in two different school districts. The recommendation would be made that this research project be administered again, adding the variable, grade level to the survey. This would allow the data collected to be broken down into grade level sub groups and allow the school district to determine the PBIS needs of elementary teachers based on the grade levels they teach. Another recommendation would be to add more
PBIS professional development categories to the survey. Further recommendations would include, collecting data for several years, following the same group of teachers as their experience with the implementation of PBIS increases and adding all other RPS elementary schools to the survey list.
APPENDIX

PBIS Survey

1. My school has been implementing Positive Behavior Intervention Support (PBIS) for_____ years.

   1 to 2
   3 to 4
   5 or more

2. Do you feel that behavioral issues in the classroom have decreased since the implementation of PBIS?

   Strongly Disagree
   Disagree
   Agree
   Strongly Agree

3. I have enough time in my daily schedule to implement Positive Behavior Intervention Support (PBIS)?

   Strongly Disagree
   Disagree
   Agree
   Strongly Agree

4. I would like more professional development on the implementation of PBIS?

   Strongly Disagree
   Disagree
   Agree
   Strongly Agree

5. I would like more professional development training on PBIS majors and minors.

   Strongly Disagree
   Disagree
   Agree
   Strongly Agree
6. I would like more professional development training on positive reward systems.

   Strongly Disagree
   Disagree
   Agree
   Strongly Agree

7. I would like more professional development training on our school wide procedures matrix.

   Strongly Disagree
   Disagree
   Agree
   Strongly Agree
REFERENCES


Muscott, H.S., Mann, E., Benjamin, T.B., Gately, S., New Hampshire Center for Effective Behavioral Interventions and Supports, Bell, K.E. et al. (2004). Positive behavioral


