PBIS in Elementary Schools

A SURVEY OF ELEMENTARY SCHOOL STAFF CONCERNING THE USE OF POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS PROGRAM

By

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Abstract

The purpose of this study was to analyze the opinions and perceptions of the use of the Positive Behavior Interventions and Supports (PBIS) program in an elementary school. The research includes findings that answer the questions, “Does PBIS have an impact on the overall school environment?”, “Does PBIS affect the behavior of male students and students in poverty?”, “Does PBIS affect the academic achievement of male students and students in poverty?” The research was conducted using an anonymous survey distributed to teachers in a mid-western elementary school. The findings were analyzed by descriptive analysis. Study participants perceived that PBIS has a positive impact on the overall environment of this elementary school. They also reported feeling that the use of PBIS not only directly impacted student academic achievement, but also the behavior of male students and students in poverty in particular. Other elementary schools may find it advantageous to implement PBIS in their schools to create a more consistent and cohesive environment for students.
Introduction

Background, Issues and Concerns

The use of the Positive Behavior Intervention and Supports (PBIS) program is growing in the school districts.

A positive classroom environment is strong factor in student achievement. When discipline is not a constant, the classroom is quieter and students can be more focused on their learning. Discipline problems tend to become contagious in a sense. If there is a major problem or distraction in the classroom, it has an adverse affect on the entire class. Learning time is lost, and the overall attitude of the teacher and the class can be affected. An organized, inviting environment is also a key factor because there are no physical distractions. Everything should be in its place and ready for the next topic or activity to alleviate downtime during transitions. A good flow of activities also promotes higher student achievement. Students are able to stay on task and continue their learning throughout the day. When a school-wide behavior plan is in effect, transitions from one place to another throughout the building is also much smoother. The expectations of the students as individuals and as a class are consistent. They know what each staff member expects in each setting and, these consistencies don't change based on age, environment, or setting. It all makes for a more cohesive environment, not just for students, but for staff and visitors to the building as well. In short, a school-wide plan creates a sense of community that everyone is a part of.

Behavior trends have been investigated since the system was put in place that show how PBIS has impacted the schools in the areas of student behavior, overall school climate, and academic achievement.
The elementary school for this study is a small city in the mid-west. According to 2010-2011 data from the National Center for Education Statistics, there are 458 students enrolled in the school with a “grade span of Kindergarten through 6th Grade” (NCES, 2011). One is American Indian or Alaskan, 1 is Asian or Pacific, 38 are Black, 27 are Hispanic, and 391 are white. There are 243 male students and 215 female students. 64% of the student population is eligible for free or reduced lunch.

**Practice under Investigation**

The practice under investigation is Positive Behavior Intervention and Support (PBIS), a program created to promote positive student behavior. There are three support systems. The first is Primary or school-wide. The second is Secondary or classroom. The third is Tertiary or individual. The three systems work together throughout a school to hold students accountable for their actions and behavior. PBIS was created to work in all areas of a school, not just in classrooms. Behavior expectations are put in place and observed school-wide.

**School Policy to be Informed by Study**

The areas of school policy that may be informed by this study are school environment, academic achievement, and student behavior. The two subsets specified in this research are male students and students in poverty.

Many schools in the school district are already using PBIS. Though not a district policy, it is a plan that more schools are adopting because of its observed success in other schools. Specific guidelines for proper behavior are set up for each area in a school. For example, in every classroom students are expected to raise their hand and wait to be called on before
speaking. They are expected line up and stand in an orderly manner. While in a restroom, students are expected to clean up after his/herself, to not waste soap or paper towels, and to show respect for others in the restroom. All expectations are agreed upon and observed by the staff as a whole. This creates a cohesive behavior plan for the students as they go from place to place within the building.

**Conceptual Underpinning**

The theory behind PBIS is the idea of a school-wide behavior support program that positive behaviors must be taught to all students in order to prevent negatives behaviors (Ryan, 2006). When these negative behaviors are absent from the classroom, student achievement increases. It allows for less distractions and time away from learning. When a student makes a choice to not follow directions, or create a problem for another students, their mind is on what they are currently doing, not on the learning that should be taking place. When the teacher stops the lesson or activity, not only does the student causing the problem lose time, but also the entire class does. This diversion from the lesson also breaks the concentration of the class. It then takes time to redirect the class and the lesson to get everything back on track. The use of PBIS also requires the examination of the underlying reasons for poor or negative behavior, and provides positive measure for students. This approach was originally used for these students with severe disabilities as an alternative to standard punishment for students with severe disabilities. As staff began to realize the potential of the program, it was put into use throughout entire buildings.
**Statement of the Problem**

Poor student behavior has a direct effect on learning and academic achievement. Poverty has also been directly linked to poor student behavior and in turn, lower academic achievement. Students living in poverty function at a lower level due to various challenges in their lives. A lack of household income leads to poor nutrition and a deficiency of necessary vitamins and nutrients. A child’s brain cannot function at its full capacity when proper nutrition is lacking. There is also a much higher mobility rate of families in poverty. Factors such as these have a very negative impact on the education and behavior of children living in poverty conditions (Armstrong, 2010).

Research has shown that traditional education practices do not meet the learning needs of boys in education, which, in turn causes lower academic achievement and lower graduation rates for boys. Studies have also shown that boys are more frequently diagnosed with Attention Deficit Hyperactive Disorder (ADHD) and also more frequently placed in Special Education programs (Goodman, Clark, Lee, Yacco, 2008). Programs to address these issues are needed in schools to improve student behavior, to meet these learning needs, and to help improve academic achievement and success overall.

**Purpose of the Study**

The purpose of this study is to discover the perception of staff members regarding students’ behavior and academic achievement in a school using PBIS. The information gathered from this study may aid teachers in finding appropriate routines and methods to create a positive academic environment.
Research Question(s)

RQ1: How do staff members perceive the overall environment of the elementary school?

RQ2: How do staff members perceive the behavior of male students in the elementary school using PBIS?

RQ3: How do staff members perceive the academic achievement of male students in the elementary school using PBIS?

RQ4: How do staff members perceive the behavior of students in poverty in the elementary school using PBIS?

RQ5: How do staff members perceive the academic achievement of students in poverty in the elementary school using PBIS?

Anticipated Benefits of the Study

Results of this study may provide a measurable connection between the implementation of a positive classroom environment and its effect on student learning. It may also provide evidence that PBIS may be used to improve the behavior of elementary students, male students and those in poverty in particular.

Definition of Terms

PBIS: Positive Behavioral Interventions and Support

Poverty: indicator used is Free and Reduced lunch percentage

Academic Achievement: Success in lessons, tasks, and assessments in a learning environment.

Learning: Knowledge of skills through experience, practice, or studies.
Positive Classroom Environment: Constructive and non-threatening surroundings within a classroom.

Specials Teacher: Art, Music, Physical Education, Library, Reading, and ESOL teachers

ESOL: English Speakers of Other Languages

NCES: National Center for Education Statistics

ADHD: Attention Deficit Hyperactive Disorder

AYP: Adequate Yearly Progress

Summary

This research investigates the use of PBIS in an elementary school in the school district and its impact on the overall school environment. The research also looks at the impact of PBIS on the behavior and academic achievement of male students and students in poverty.
Review of Literature

The environment of a school plays a large part in the education of the students in that school. There are many ways to achieve a positive, safe, and secure environment. A mentor teacher in San Jose, California highlights five strategies to promote a safe and structured environment for students. Strategy 1: Use volume, tone, and posture. In this strategy, the teacher takes the time to address a discipline situation without bringing a lot of attention to the student (i.e. walking over the student and calmly and quietly asking them to stop the behavior and pay attention to the lesson, or stopping the lesson long enough to talk directly to the student in a softer and lower tone to get the point across that the behavior is unacceptable). Strategy 2: Implement the two-by-ten strategy. This strategy is used to create a relationship a better personal relationship with the student. The idea is to take 2 minutes for 10 consecutive days to have a conversation with a student about anything that student wants to talk about (as long as the conversation is appropriate). Many times, this student’s behavior will improve and the student will become a leader and even an ally in the classroom. Strategy 3: Break things into steps. This simply means to break behavior strategies into smaller easy to remember steps for students who have difficulty grasping the overall concept. It’s basically the same principal as breaking down a complex math problem into smaller steps. Strategy 4: Use behavior rubrics. Just as with content, rubrics work great for behavior procedures. It makes outlining expectation more organized and easy to understand. Strategy 5: Use visuals. Visuals can work in all situations and transitions in a classroom where trouble may occur. Pictures, drawings, or diagrams of the correct procedure or expected behavior can be posted in the proper areas of the classroom or held up by the teacher or another student and the correct time. There are various strategies and points of view to create a positive and structured learning environment for the whole class (Smith &
Lambert, 2008). Another strategy to help build and maintain a positive environment is to follow these five principles of language: be direct, convey faith in students’ abilities and intentions, focus on actions not abstractions, keep it brief, and know when to be silent. These strategies use the philosophy that using the right words at the right time can make all the difference in how a student thinks about and reacts to a situation. They can also have an impact on the student’s self-esteem. The key to these routines really working is for the teacher to be consistent in using them. They need to become a part of every-day class life. Students can then feel respected and successful (Denton, 2008).

The topic of boys vs. girls and how they learn is being discussed more and more in education. There are many possible reasons for why boys do not seem to do as well in school as girls or have a more difficult time in a traditional classroom setting. Some of those reasons are a lack of male role models, different learning styles, a lack of interest in the material or subject matter, and the need for space and physical movement. These factors need to be addressed in every classroom for boys to succeed in their education. Teachers need to be aware of each student and their specific needs and background to ensure a student is not being overlooked. By doing this, a proper set of strategies can be put in place to better serve that student’s education, and in most cases, will have a positive impact on other students in the class as well. In my research I read about the formation of two single-sex middle school academies, The Business Engineering Science Technology Academy for Boys (the B.E.S.T Academy) and the Coretta Scott King Young Women’s Leadership Academy. Both schools implemented Gender-friendly strategies, and within to years, both schools made Adequate Yearly Progress (AYP). The main strategies for teaching boys are to add movement to the lessons and to build on the visual. A fifth grade teacher team in Colorado decided to use comic strips as prompts for a writing
assignment. Not only the boys, but also the entire class got excited about the assignment. In short, boys can really thrive and achieve when their learning differences are addressed. However, the strategies are not only for the boys, but for the girls too (King, Gurian, Stevens, 2010).

The definition of *joy* is “the emotion of great delight or happiness caused by something good or satisfying.” Is there any joy in schools? That is a very important questions educators should ask themselves. Joy can be a part of the daily school environment through the following practices. Here are a few examples. Joy 1: Find the pleasure in learning. Learning is enjoyable when it’s motivated from within someone. Joy 2: Give students choice. This will allow students to take some ownership in their own learning. Joy 3: Let students create things. This too can build a sense of ownership in learning within the students. Joy 4: Show off student work. Having that fun and sometimes colorful visuals of the learning that is taking place can add joy to any environment. Joy 7: Get outside. Fresh air can be a wonderful thing for students to take a little time off and rejuvenate. Joy 9: Offer more gym and art classes. Providing “specials” give students the opportunity to use their different strengths and interests. This also supports the study of multiple intelligences. In short, school isn’t meant to be a form of entertainment for students, but should be a joyful and rewarding experience for students to excel (Wolk, 2008).

Students in poverty are a growing group of children that have very specific and extensive needs. Students living in a low-income or poverty setting face many day to day hurdles that directly affect their behaviors in and out of school, as well as their education as a whole. Many of these children come to school in dirty, worn-out clothing or clothing that no longer fits. This can lead to other children picking on that child or making fun of them and their home life. Being subject to that kind of ridicule leads to self-esteem issues. Children deal with this is various
ways. One way is to lash out at those children who are making fun of him/her. Another is to pull back from the school community both socially and academically. Another factor is the malnutrition that can happen when a household doesn’t have enough money to purchase nutritious meals or an adequate amount of food for the family. Lack of good nutrition and getting enough of the essential vitamins causes lower brain function and sometimes a neurological deficit that can’t be treated after a certain amount of time. Lead poisoning is another concern in low-income housing. Lead poisoning is very detrimental to brain function and can be deadly in some cases (Armstrong, 2010). A higher level of mobility also occurs with families living in poverty. For many, this can mean moving 4 or 5 times a year. This also means possibly changing schools that many times in a year. With no home/school stability, children rarely make connections with other children or teachers. A good relationship with child’s classmate or teacher can have a great impact on that child’s education. When children aren’t giving the chance to make those connections, they lose interest in their education as a whole. Children living in these conditions see the world and what it has to offer very differently than a child from a middle or upper class home. Opportunities seem very limited; therefore education doesn’t seem important or necessary to many of these children.
Research Methods

Research Design

The research design in this study is survey methodology, using a research designed survey instrument.

Study Group Description

The group used for this study will be the staff members at an elementary school. The school is one of the larger elementary schools in a mid-sized school district. This elementary school is one school that has adopted the PBIS system. The study is designed to investigate the outcome of the use of this program and its effect on the overall learning and academic achievement of students. The research will also examine how such a behavior system affects the subsets of boys as learners and those students in poverty. These subsets have been identified as groups at risk at this school.

Data Collection and Instrumentation

A survey instrument used specifically designed by the researcher for use in this study. The survey asked for the participant to identify their position in the building (i.e. classroom teacher, special education, specials teacher (art, music, P.E., librarian, counselor), number of years in the building, and if the individual taught anywhere else). The remainder of the questions related to rating the perceived impacts of PBIS in different subsets and areas of education in the building. Using a radio button version of an 8-point Likert scale, the participants chose a rating from 1 to 8; 1 being defined as “Not At All” and 8 as “Significantly”. Three of the questions also included an option of “Not Applicable”. 
The survey was distributed anonymously to all faculty members and staff in the school. The survey remained opened for a 1½ week period. Forty of the possible 45 faculty and staff members responded to the survey: 17 classroom teachers, 10 specials teachers, 3 special education teachers, 2 office staff, and 9 maintenance or cafeteria workers.

Statistical Analysis Methods

Microsoft Excel was used to run descriptive statistics for this study. Table 1 below presents the research questions, the independent variables, dependent variables, and tests used for each research question.
Table 1

Data Analysis Table

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Independent Variables</th>
<th>Dependent Variables</th>
<th>Tests Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>RQ1:</em> How do staff members perceive the overall environment of the elementary school?</td>
<td>All participants</td>
<td>SQ4, SQ5</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td><em>RQ2:</em> How do staff members perceive the behavior of male students in an elementary school using PBIS?</td>
<td>All participants</td>
<td>SQ6, SQ7</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td><em>RQ3:</em> How do staff members perceive the behavior of students in poverty in an elementary school using PBIS?</td>
<td>All participants</td>
<td>SQ6, SQ8</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td><em>RQ4:</em> How do staff members perceive the academic achievement of male students in an elementary school using PBIS?</td>
<td>All participants</td>
<td>SQ9, SQ10</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td><em>RQ5:</em> How do staff members perceive the academic achievement of students in poverty in an elementary school using PBIS?</td>
<td>All participants</td>
<td>SQ9, SQ11</td>
<td>Descriptive statistics</td>
</tr>
</tbody>
</table>
Findings

The following section presents the findings from the analysis of the data. The first three tables, tables 2, 3, and 4 below, present the demographics information gathered from the study participants.

Table 2

<table>
<thead>
<tr>
<th>Position in Building</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>17</td>
<td>41%</td>
</tr>
<tr>
<td>Specials Teachers</td>
<td>9</td>
<td>22%</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Office Staff</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Maintenance/Cafeteria Staff</td>
<td>9</td>
<td>22%</td>
</tr>
</tbody>
</table>

This school has 47 staff members. The author of the survey was exempt from the survey so 46 responses were possible. As shown in this table, 41 staff members responded. This was 89% of the total possible responses for this survey. Seventeen people, or 41%, responded as classroom teachers. Nine people, or 22%, responded as specials teachers. Four people, or 10%, responded as special education teachers. Two people, or 5% responded as office staff. Nine people, or 22% responded as maintenance or cafeteria staff.
Table 3

Year of Experience (N=41)

<table>
<thead>
<tr>
<th>Years Experience</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 Years</td>
<td>15</td>
<td>36%</td>
</tr>
<tr>
<td>4-6 Years</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>7-10 Years</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>10-15 Years</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>16 or More Years</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

Of the 47 staff members that responded to the survey, the highest number of responses, 15 respondents or 36%, came from those who are in their first 3 years experience in education. The next highest number of years experience was 4-6 years. 8 staff members, or 20% fell into this category. Seven staff members, or 17% of the staff fell into the next 2 categories, 7-10 years and 10-15 years experience. Only 4 staff members, or 10% indicated that they had 16 or more years experience in education.

Table 4

Taught in Another Building

<table>
<thead>
<tr>
<th>Taught in Another Building</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>51%</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>49%</td>
</tr>
</tbody>
</table>

Of the 47 staff members that responded to the survey, 21 respondents, or 51% have taught in another building. Twenty respondents, or 49% have not taught in another building.
Table 5 below displays the results on overall school environment based on the perception of all survey participants. This question was not related to the use of PBIS. The titles of the following tables are specific survey questions from the survey on pages 27 and 28. The term “survey question” is displayed below as SQ.

### Table 5

SQ 4: How would you rate the overall environment at [the elementary school]?  

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number*</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>18</td>
<td>44%</td>
</tr>
<tr>
<td>Good</td>
<td>22</td>
<td>54%</td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Eighteen participants, or 44% rated the overall school environment as excellent. Twenty-two participants or 54% rated the overall environment as good. One participant, or 2% rated the overall environment as fair. None of the participants rated the overall environment as poor. According to the findings, 98% of the staff felt that the overall environment of the school was positive.

Research Question 1 - How do staff members perceive the overall environment of the elementary school?

Table 6 below presents the descriptive data for comparing the overall impact of PBIS on school environment, student behavior, and student achievement at [this elementary school].
Table 6

Overall Impact of PBIS on Environment, Behavior, and Achievement
SQ 5: To what extent do you think that PBIS affects the overall environment at [the elementary school]?
SQ 6: To what extent do you think that PBIS impacts student behavior overall at [the elementary school]?
SQ 9: To what extent do you think that PBIS impacts student academic achievement overall at [the elementary school]?

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Survey Q #5*</th>
<th>Survey Q #6*</th>
<th>Survey Q #9*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.659</td>
<td>6.683</td>
<td>6.073</td>
</tr>
<tr>
<td>Median</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Max</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Min</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>St Deviation</td>
<td>0.873</td>
<td>0.974</td>
<td>1.161</td>
</tr>
</tbody>
</table>

* Responses are based on an 8-point Likert scale.

The mean or average rating for the overall impact of PBIS on school environment, behavior, and achievement was between 6 and 7. The median was a rating of 7 for all three survey questions.

The maximum ratings were 8 and 9. The minimum ratings were 4 and 5. The standard deviation for all three survey questions was ±0.2, indicating that all respondents were in agreement concerning the high impact of PBIS in [this elementary school].

Research Question 2 - How do staff members perceive the behavior of male students in the elementary school using PBIS?

Research Question 3 - How do staff members perceive the academic achievement of male students in the elementary school using PBIS?
Table 7 below presents the descriptive data for comparing the overall impact of PBIS on the behavior and academic achievement of the male students.

Table 7

SQ 7: To what extent do you think that PBIS impacts behavior of boys at [the elementary school]?

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Survey Q #7*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.073</td>
</tr>
<tr>
<td>Median</td>
<td>6</td>
</tr>
<tr>
<td>Max</td>
<td>8</td>
</tr>
<tr>
<td>Min</td>
<td>4</td>
</tr>
<tr>
<td>St Deviation</td>
<td>0.973</td>
</tr>
</tbody>
</table>

* Responses are based on an 8-point Likert scale.

The mean or average rating for the impact of PBIS on the behavior of male students was between 6 and 7. The median was a rating of 6 for this question. The maximum rating was 8. The minimum rating was 4. The standard deviation for this survey question was 0.973, indicating that all respondents were in agreement concerning the high impact of PBIS on male students in the area of behavior in [this elementary school].
Table 8

SQ 10: To what extent do you think that PBIS impacts the academic achievement of boys at [the elementary school]?

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Survey Q #10*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.561</td>
</tr>
<tr>
<td>Median</td>
<td>6</td>
</tr>
<tr>
<td>Max</td>
<td>9</td>
</tr>
<tr>
<td>Min</td>
<td>4</td>
</tr>
<tr>
<td>St Deviation</td>
<td>1.105</td>
</tr>
</tbody>
</table>

* Responses are based on an 8-point Likert scale.

The mean or average rating for the impact of PBIS on the academic achievement of male students was between 6 and 7. The median was a rating of 6 for this question. The maximum was a rating of 9. The minimum was a rating of 4. The standard deviation for this survey question was 1.105, indicating that all respondents were in agreement concerning the high impact of PBIS on the academic achievement of male students in [this elementary school].

Research Question 4: How do staff members perceive the behavior of students in poverty in the elementary school using PBIS?

Research Question 5: How do staff members perceive the academic achievement of students in poverty in the elementary school using PBIS?

Table 9 below presents the descriptive data for comparing the overall impact of PBIS on the behavior and academic achievement of students in poverty.
Table 9

SQ 8: To what extent do you think that PBIS impacts behavior of students in poverty at [this elementary school]?

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Survey Q #8*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.561</td>
</tr>
<tr>
<td>Median</td>
<td>7</td>
</tr>
<tr>
<td>Max</td>
<td>8</td>
</tr>
<tr>
<td>Min</td>
<td>5</td>
</tr>
<tr>
<td>St Deviation</td>
<td>0.857</td>
</tr>
</tbody>
</table>

* Responses are based on an 8-point Likert scale.

The mean or average rating for the impact of PBIS on the behavior of students in poverty was between 6 and 7. The median was a rating of 7 for this survey question. The maximum rating was 8. The minimum rating was 5. The standard deviation for this survey question was 0.857, indicating that all respondents were in agreement concerning the high impact of PBIS on the behavior of students in poverty in [this elementary school].
Table 10

SQ 11: To what extent do you think that PBIS impacts the academic achievement of students in poverty at [this elementary school]?

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Survey Q #11*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.512</td>
</tr>
<tr>
<td>Median</td>
<td>7</td>
</tr>
<tr>
<td>Max</td>
<td>9</td>
</tr>
<tr>
<td>Min</td>
<td>3</td>
</tr>
<tr>
<td>St Deviation</td>
<td>1.290</td>
</tr>
</tbody>
</table>

* Responses are based on an 8-point Likert scale.

The mean or average rating for the impact of PBIS on the academic achievement of students in poverty was between 6 and 7. The median was a rating of 7 for this survey question. The maximum was a rating of 9. The minimum rating was 3. The standard deviation for this survey question was 1.290, indicating that all respondents were in agreement concerning the high impact of PBIS on the academic achievement of students in poverty in [this elementary school].
Conclusions and Recommendations

The respondents involved in this study all conclude that the use of PBIS in [this elementary school] is very affective in the overall environment of the school. They also feel that it is affective in the academic achievement and behavior of male students and students in poverty. The staff members that participated in the survey rated the overall environment of the school from good to excellent and contribute this positive environment to the use of PBIS.

PBIS is an excellent program for any school. It’s use promotes the positive school climate that is so necessary for students to thrive in and be successful. It also helps to create a unity among staff and students with the use of consistent language and expectations throughout the building. In a school with a high level of poverty, students need structure and consistency, something that most of their homes lack. School needs to provide these children with a good meal and people who care for them. It also needs to a place where they feel safe, un-threatened, and a part of something.

The same is also true for male students in an elementary school. Their different learning styles also require a structured environment where they know their expectations and can thrive educationally within those expectations. A program such as PBIS provides that consistency, not only in the immediate classroom, but also throughout the building as a whole. Through this consistency, students know the expectations in each environment and the expectation of the teachers and staff in each area. School-wide behavior programs and thrive on this consistency because with that, comes less disruptions. A uniform way of dealing with behavior issues and problems that arise creates a sense of security and stability, therefore there are less disruptions over time. With fewer disruptions comes a better and more consistent learning environment for everyone.
As stated previously, a good flow of topics and activities promotes higher academic achievement in students. Disruptions take away precious minutes of learning and concentration from everyone in the class, not just the student or students involved in an incident. Students will always learn better in a structured, un-threatening environment. This type of environment also allows the teacher to stay focused on teaching and on his/her class as a whole. When concentration is broken, the lesson then becomes broken for the teacher and students. PBIS creates a classroom environment where behavior and disruptions in learning are few and far between. If they do occur, the incident is either resolved quickly or the child or children are removed from the immediate learning environment. This ensures the most stable and positive climate for everyone.

It is highly recommended the Positive Behavioral Interventions and Supports program for any school. This manner of structure, positive climate, and consistency work for everyone, not just those sub-groups that may be falling behind academically or displaying severe behavior problems. Research has shown how this type of program has a positive impact on a school. It has also shown that impact in relation to behavior, academic achievement, and overall school environment. More research is needed on the impact of PBIS on male students, but also on female students. In addition, studies are also needed on teachers in PBIS schools, specifically in their satisfaction and success within the profession.
References


Appendix A

Staff Perceptions of the Use of Positive Behavior Intervention Supports in an Elementary School

Staff Survey

This is an anonymous survey to gather information from staff about how PBIS (Positive Behavior Intervention and Support) impacts Hyde Elementary. The survey is being conducted to gather information for a research paper required for the Teacher Leadership Master’s program at Northwest Missouri State University.

Please return the completed survey to Becky Snider by Wed., Nov. 21. Thank you in advance for your participation.

1. What is your position in the building?
   - Classroom Teacher
   - Specials Teacher (Music, Art, P.E., Librarian, Counselor, RTI)
   - Special Education
   - Principal or Office Staff
   - Maintenance or Cafeteria

2. How long have you worked at Hyde Elementary?
   - 1-3 years
   - 4-6 years
   - 7-10 years
   - 10-15 years
   - 16 or more years

3. Have you ever taught in a school other than Hyde Elementary?
   - Yes
   - No

4. How would you rate the overall environment at Hyde Elementary?
   - Excellent
   - Good
   - Fair
○ Poor

5. To what extent do you think that PBIS affects the overall environment at Hyde Elementary?
   Poor ○ ○ ○ ○ ○ ○ ○ ○ ○ Excellent

6. To what extent do you think that PBIS impacts student behavior overall at Hyde Elementary?
   Not At All ○ ○ ○ ○ ○ ○ ○ ○ ○ Significantly

7. To what extent do you think that PBIS impacts behavior of boys at Hyde Elementary?
   Not At All ○ ○ ○ ○ ○ ○ ○ ○ ○ Significantly

8. To what extent do you think that PBIS impacts behavior of students in poverty at Hyde Elementary?
   Not At All ○ ○ ○ ○ ○ ○ ○ ○ ○ Significantly

9. To what extent do you think that PBIS impacts student academic achievement overall at Hyde Elementary?
   Not At All ○ ○ ○ ○ ○ ○ ○ ○ ○ Significantly ○ NA

10. To what extent do you think that PBIS impacts the academic achievement of boys at Hyde Elementary?
    Not At All ○ ○ ○ ○ ○ ○ ○ ○ ○ Significantly ○ NA

11. To what extent do you think that PBIS impacts the academic achievement of students in poverty at Hyde Elementary?
    Not At All ○ ○ ○ ○ ○ ○ ○ ○ ○ Significantly ○ NA