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Case studies of the school-wide positive behavior support approach

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CASE STUDIES OF THE SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT APPROACH

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctorate of Educational Leadership, Administration, and Policy

by

Dianne Witwer

November 2013

Linda Purrington, Ed.D. - Dissertation Chair

This dissertation, written by

Dianne Lynette Witwer

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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ACKNOWLEDGEMENTS

"Speaking from my personal experiences, setting goals, along with a detailed action plan, has actually changed my life from one cast in frustration to one of purpose" (Pulsifer, 1998, para. 1). "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the right direction" (Covey, 1989, p. 98).

I have always been a person who has set goals for myself and this doctoral degree is a goal I set for myself a long time ago. In fact, I spent 5 years looking for the right program before deciding to attend Pepperdine University. This goal could not have been realized if it weren't for the wonderful mentors and family members supporting me along the way. They constantly provided me with encouraging words and support throughout the three-year doctoral process.

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VITA

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ABSTRACT

The purpose of this multiple case study described and compared practices utilized to implement the School-Wide Positive Behavior Support (SWPBS) approach at 3 purposely selected Central California elementary school sites. More specifically, this study described and compared: (a) school practices for defining and teaching school rules/expectations; (b) the reward systems being used; (c) systems for documenting and reporting office-managed student behavior violations; (d) systems for collecting and summarizing discipline referrals; (e) the priority given to improving behavior-support systems in school site plans; (f) school budget allocations for SWPBS; and (g) district support, financial and otherwise, for SWPBS at these schools.

This study did not attempt to prove a causal relationship between SWPBS and improved student achievement; rather, it focused on describing and comparing specific practices that these 3 schools were utilizing in relation to the SWPBS approach. The intention was thus to learn more about specific practices that might be replicated in other schools.

This research was qualitative in nature and utilized a multiple case-study methodology. Interviews, observations, and artifact reviews were conducted at 3 Central California elementary schools, all purposely selected because they had each implemented the SWPBS Framework for more than 1 year, had subsequently decreased negative student behavior, and had increased student achievement. 3 types of data were collected in order to understand each school's SWPBS practices and the level of support for the program. School principals, campus supervisors, and classroom teachers were interviewed; classroom and playground observations were conducted; and reports were reviewed by the researcher and the principal. The 3 types of data were triangulated for each school and compared.

The findings led to the conclusions that SWPBS is a systems approach that uses interventions to help students succeed in school. Furthermore, it has to have consistent, committed leadership in order to be successful. It has to be built on the foundation of implementing clear and precise rules that are embedded in all areas of the school. Lastly, SWPBS can be implemented without the district's assistance; however it is difficult to sustain unless the district fully supports the approach.

Chapter 1: Introduction

Increase in Negative Student Behavior Problems

Educators in U.S. schools today find themselves dealing with negative student behaviors like bullying, harassment, aggression, and social issues that disrupted student learning and well-being (Sprague, 2002). These negative student behaviors are addressed in schools primarily by expanding and concentrating on punitive disciplinary actions. Examples include adopting zero-tolerance guidelines, employing (more) on-site security officers, enforcing suspensions and expulsions of students, and assigning more students to alternative school settings (Sugai & Horner, 2002; Utley, Kozleski, Smith, & Draper, 2002). The use of punitive disciplinary strategies has expanded considerably as a result of the widely publicized school shootings in the 1990s. However, the success of these strategies has not been assessed and some researchers have concluded that reactive punitive practices can intensify negative student behavior (Mayer & Sulzer-Azaroff, 1990; Noguera, 1995; Shores, Gunter, & Jack, 1993). Increases in negative student behavior have occurred when: (a) schools did not have school-wide expectations, (b) actions were neither proactive nor preventive, (c) time was not taken to analyze and identify individual student needs, (d) appropriate behavior expectations were not taught to students, and (e) students behaving properly were not rewarded.

Research conducted by McCart and Turnbull (2002) revealed that when children are given different rules by different teachers, they struggle to understand which rules to follow, and conversely, when educators—teachers, principals, and support staff—agree upon three to five behavioral expectations or rules for all students, students are much more likely to follow them. In addition, McCart and Turnbull found that when expectations or rules were made very clear,

students had an easier time understanding and following them, and there were fewer negative behavior problems.

It is important for teachers and administrators to take the time to be proactive and preventive when it comes to student behavior problems. By being proactive and preventive, teachers can act and problem-solve before an issue escalates into a major behavior problem, and timely, more effective support can be offered to students who are struggling with negative behavior issues (McCart & Turnbull, 2002).

When educators do not spend the time needed to analyze a repeat offender's negative behaviors, the individual's problems keep reoccurring. However, when educators do take the time to analyze and identify individual behavior issues through a functional analysis assessment and through collaboration with the teacher, the parents, and the administrator, this team is more equipped to figure out how to support students with intensive behavior needs. Once educators have done a functional behavior assessment and have collaborated to resolve student behavior problems, they then need to develop a support plan that clearly states the issue or issues, the changes in classroom routines needed to prevent the offending behavior from happening again, the new behavioral goals and objectives for the student, a reward system if the child has followed the plan, and a fallback approach if the child's behavior escalates again (McCart & Turnbull, 2002).

Rather than overreacting after students have broken rules, educators should teach students in a positive way so that students can behave appropriately (McCart & Turnbull, 2002). It is also important for educators to reward students who follow the school-wide expectations. By acknowledging appropriate behavior, teachers reinforce that behavior in a positive way. This positive-reinforcement system should catch students behaving appropriately to help them

maintain the expected behavior. The reward system should include a variety of reinforcements. Examples include tangible rewards like tickets for prizes, a desired privilege like extra computer time, or public recognition through their name being announced at an assembly. The type of reward needs to be easy and efficient to use (McKevitt & Braaksma, 2008).

Impact of Negative Behavior on Student Learning and Well-being

Teaching and learning are frequently disrupted by students at risk of failing academically. Such behaviors make it difficult for other students to learn (Covey, 2010). The negative behaviors displayed range from excessive talking to verbal and physical abuse. Educators should try to uncover the root of the problem before enforcing disciplinary action (Brandenburg, 2012). Students disrupt the learning of others because of (a) learning disabilities, (b) lack of appropriate behavior modification, (c) physical problems, (d) lack of parental support and involvement, and (d) psychological problems. Each of these underlying causes requires a different response.

Learning disabilities that cause some students to act out in class include Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), and Autism, among others. ADD is a medical condition that affects a child's concentration and focusing processes. ADHD, a medical condition that mixes the characteristics of ADD with hyperactivity and impulsivity, leads to disruptions in the classroom from unwarranted talking. These symptoms can be helped with prescribed medication or learned coping skills (Brandenburg, 2012). Autism is a disorder involving the mind and the nervous system in which there are shortfalls in interaction and talking to others, and strange behaviors are demonstrated repeatedly (Dryden-Edwards, 2012). Some children without learning disabilities also demonstrate such challenging behaviors as not completing classroom work, struggling to stay organized, not always getting along with other students and adults, not following rules, and not being able to stay positive. Children may display

negative behavior for a number of reasons; however, before their behavior can be understood, one must understand the underlying causes. If these causes are not understood and dealt with appropriately, negative behaviors will develop or continue (Wright, 2008).

Teachers need to reflect on their teaching practices and change their routines if a number of their students demonstrate disruptive behaviors. Teachers who do not change their practices may in fact be helping to incite the problem behaviors. Some of these contributing factors may include teachers: (a) not being prepared to deliver instruction, (b) having a negative attitude towards the students, and (c) lacking the proper classroom management skills needed to help these students. Teachers must include different modalities of teaching like visuals aids, kinesthetic learning, and auditory methods to reach all their students. It is also necessary for teachers to keep all students engaged during instruction and not punish the whole class if only one student is off task. When elementary-school children have to sit and learn in a quiet manner for long periods of time, these restraints often lead to negative behaviors. Both parents and teachers thus need to help students engage in focusing and social skills appropriate for their grade level. Educators must also teach their students to distinguish between when to focus on learning and when to socialize during the school day (Wright, 2008).

Some students may misbehave in the classroom and disrupt the learning of others because of physical issues with vision or hearing. These students may not be able to see the whiteboard or hear the questions the teacher is asking. Unaware of the physical problems that are affecting them, such students may act out in front of everybody and disrupt learning time. The school nurse can conduct vision and hearing screenings with these types of students to diagnose whether they are in fact being affected by physical problems (Brandenburg, 2012).

Students may act out in class as a way to acquire their parents' attention. These students may think that negative attention is better than no attention at all. Other indications that students do not have parents involved in their education might be lack of cleanliness or refusal to complete homework assignments. It is helpful in such situations to schedule a parent meeting so that both the parents and the school employees hear the same facts regarding a child's behavior and academic progress (Brandenburg, 2012).

Psychological problems are sometimes not easy to remedy since they can be caused by serious psychiatric conditions like Tourette's syndrome, anxiety disorders, and depression. Tourette's syndrome is documented as a condition ranging from individuals having a limited amount of tics in addition to other conditions (Packer, n.d.). Anxiety disorders include being fearful around crowds or community gatherings. Anxiety disorders also include worrying about every day matters such as wellness, money, and relationships (Frost, 2008). Depression is a mental disorder that alters a person's mood that can inflict sadness, loneliness, or self-blame. Depression also entails worthlessness, lack of interest and concentration (Beck, 2009). On occasion, behavior problems are brought about by abuse, either at home or at school, and should be addressed through counseling (Brandenburg, 2012).

What has Interfered with School Leaders Making Positive Behavior a Priority?

School administrators have many responsibilities competing for their time. They are expected to be instructional leaders, campus managers, student advocates, staff evaluators, and financial managers. They are held responsible for producing the high test scores required by the No Child Left Behind Act of 2001 (2002) as well as many other tasks during the school day. School leaders sometimes fail to be proactive when students misbehave given all of the

responsibilities that compete for their time and attention. In the midst of all their administrative duties, the behavior of individual students may not be a priority.

Higher expectations and pressures for students in schools to do better academically today may be associated with school personnel becoming harsher when dealing with behavior problems (Skiba & Peterson, 1999, 2000). In these situations, school leaders may believe that if they implement more severe consequences, the behavior problems will cease. However, research has proved that is not the case. When schools punish misbehaving students, their negative actions may become more intense and occur more frequently (McCord, 1995; Shores et al., 1993). Reactive and punitive means of dealing with behavior problems hinder the creation of a positive school culture (Skiba & Peterson, 1999, 2000; Sugai & Horner, 2009a). The main emphasis of the principal should be to foster self-discipline. Even though educators strive to correct misbehavior from the outside, the main goal is to help each student develop self-discipline. If school administrators can get students to feel a sense of pride rather than a self-reinforcing sense of guilt, students may start monitoring their own behavior and doing a better job (Bear & Duquette, 2008).

School-Wide Positive Behavior Support: An Approach to Improve Student Behavior

A comprehensive, proactive approach to decrease negative student behavior problems that is attracting the attention of more educational leaders is called the School-Wide Positive Behavior Support approach ([SWPBS] Gresham, Sugai, & Horner, 2001; Osher, Dwyer, & Jackson, 2002; Sprague & Golly, 2004). SWPBS is not a program or a curriculum. Rather, it is an evidence-based approach intended to improve educator practices in schools struggling with negative student behavior. SWPBS provides a means for measuring social outcomes, collecting data to guide decision-making, informing effective behavioral interventions, and guiding systems

and procedures throughout the school. SWPBS is grounded on the belief that when the entire school staff actively teaches the school-wide rules and expectations, the number of students with serious behavior problems will decrease, and the school's climate will become more positive (Colvin, Kame'enui, & Sugai, 1993; Sugai et al., 2000; Sugai & Horner, 2002).

SWPBS consists of three main ideas: prevention of negative behavior, multi-tiered interventions, and data-based decision making. The prevention aspect includes: (a) teaching behavioral expectations, (b) rewarding appropriate student behavior, and (c) instituting consistent consequences for negative student behavior. The emphasis is on creating a positive school climate where school-wide rules and expectations are taught, rewarded, and monitored (Sprague & Horner, 2007).

Over 7,000 schools throughout the United States have implemented SWPBS (Kincaid, Childs, Blasé, & Wallace, 2007; Sugai, 2008). SWPBS's goals are improvements in student classroom behavior, reclaimed instructional time, improved school climate, better staff morale, and fewer individual student behavior problems (Horner, Sugai, Todd & Lewis-Palmer, 2005; Lassen, Steele, & Sailor, 2006; Lewis, Sugai, & Colvin, 1998; Luiselli, Putnam, Handler, & Feinberg, 2005; Nelson, Martella, & Marchand-Martella, 2002; Putnam, McCart, Griggs, & Hoon Choi, 2009). Opportunities exist in many SWPBS schools to study SWPBS outcomes formally as well as to identify and to describe the specific practices that may be associated with positive outcomes. These practices could be replicated in other schools, as appropriate, to achieving similar positive results.

Problem Statement

SWPBS is not a program or a curriculum. Rather, it is an evidence-based approach intended to improve educator practices in schools struggling with negative student behavior.

SWPBS provides a means for measuring social outcomes, collecting data to guide decision-making, informing effective behavioral interventions, and guiding systems and procedures throughout the school. Three Central California elementary schools, purposely selected for this qualitative study, have all implemented the complete SWPBS approach at their respective school sites. Moreover, the Positive Behavior Team at each school meets regularly to review student behavioral data and make related decisions. Each of these three schools has subsequently found negative student behavior to have decreased since the SWPBS implementation, with correspondingly more time on task in the respective classrooms. Formal research has not been conducted at these schools for the purposes of learning more about specific practices that have been implemented in relation to the key tenets of SWPBS. The opportunity exists to describe and compare SWPBS practices utilized at the three schools through multiple case research study.

Purpose Statement

The purpose of this multiple case study described and compared practices utilized to implement the SWPBS approach at three purposely selected Central California elementary school sites. More specifically, this study described and compared: (a) school practices for defining and teaching school rules/expectations; (b) the reward systems being used; (c) systems for documenting and reporting office-managed student behavior violations; (d) systems for collecting and summarizing discipline referrals; (e) the priority given to improving behavior-support systems in school site plans; (f) school budget allocations for SWPBS; and (g) district support, financial and otherwise, for the SWPBS implementation at these schools.

This study will not attempt to prove a causal relationship between SWPBS and improved student achievement even though increased student achievement is a criterion for including schools in the study. Rather, it will focus on describing and comparing specific practices that

these three schools are utilizing in relation to the SWPBS approach. The intention is thus to learn more about specific practices that might be replicated in other schools.

Research Questions

At three purposely selected Central California elementary schools that have implemented the SWPBS approach:

1. How are schools rules/expectations defined and taught? How, if at all, has student behavior and student learning time changed since the implementation of defined and taught school rules?

2. What kind of ongoing reward system has been established for students who follow the school rules and behavioral expectations?

3. What system is in place for documenting and reporting office-managed student behavior violations?

4. What system exists for collecting and summarizing discipline referrals?

5. What priority is given to improving behavior support systems?

6. How is school budget money allocated for building and maintaining school-wide behavioral support?

7. What support is provided for SWPBS by the district?

Importance of the Study

This study has the potential to benefit elementary school educators that are interested in learning about and replicating the SWPBS approach and practices that have been implemented in SWPBS elementary schools that have experienced success in decreasing student behavior problems and increasing academic learning time. The findings from this study may contribute to the literature that already exists regarding how elementary educators operationalize and fully

implement the SWPBS approach. The main practices of SWPBS are focused on creating and sustaining improved school environments by making negative student behavior less frequent and disruptive, and desired behavior more common. SWPBS relies on the ecological systems theory by having parents or guardians work together with the school staff to bring about positive changes in their child's behavior. This approach also emphasizes culturally appropriate interventions to assure that students are safe and productive.

According to DeVault, Krug, and Fake (1996), SWPBS is comprised of (a) interventions that help to find the conditions of the (student's mis)behavior, (b) interventions that help to address the purpose of the problem behavior, (c) interventions that are justified by the outcomes, and (d) outcomes that are acceptable to everyone involved. SWPBS is an approach for increasing school safety, enhancing students' social-behavior skills, and creating a more positive school climate. This approach helps schools become more proactive in preventing negative student behavior while setting up behavioral expectations for all students. According to Sugai and Horner (2009b), schools have two important goals to achieve: (a) to maximize students' academic achievement and (b) to promote social competence for all students. In order to achieve these goals, schools need to focus on both individual student skills and the overall social culture of the institution. The most successful learning environments for all students and staff members are often characterized in the literature as preventive, predictable, positive, instructional, safe, and responsive. Consequently, SWPBS's main goal is to establish an effective, efficient, and relevant social culture in which teaching and learning can be maximized. A primary means to this end is involving parents in this process.

Delimitations

      This study was restricted to describing and comparing the SWPBS approach as implemented in the three purposely selected Central California elementary schools that have implemented SWPBS for more than 1 year. Even though increased student achievement is a criterion for including schools in the study, the intent was not to prove causal relationship between SWPBS and increased student achievement.

Limitations

      The researcher interviewed staff members and made observations regarding SWPBS approach practices in three Central California elementary schools. These interviews and observations were limited to: the staff members who were willing to participate, the ability of the staff members to recall and report information accurately, staff biases for or against the SWPBS approach, and the degree to which each of the schools has fully implemented the key components of SWPBS.

Assumptions

      The researcher of this study assumed that the SWPBS approach had been implemented fully and faithfully at the three Central California elementary schools chosen for investigation. Each has been using this approach for at least 1 year. Other assumptions are that the administrators and the staff of the schools responded honestly in their interviews and that the observations were of instructional practices as they occur on a normal day. It was anticipated, moreover, that all the participants would respond honestly so that the conclusions drawn would be valid and reliable.

      A final assumption was that the SWPBS approach would help students with negative behavior find better ways of acting in school. The idea of implementing the school-wide rules

and the school-wide incentives for all students was to promote a decrease in negative student behavior. Although the effective implementation of any approach to school-wide change takes time, the expectation was that the three Central California elementary schools would already have started to see some improvements in the productivity of the students in the classroom and on the playground following the implementation of this SWPBS approach for at least a year.

Definition of Key Terms

The key terms and operational definitions of variables used throughout this paper are defined subsequently:

Behavior: This is the manner in which one conducts oneself or the way that someone behaves. It is the person's actions, conduct, or demeanor ("Behavior," n.d.).

Consequence: "Something produced by a cause or necessarily following from a set of conditions" ("Consequence," n.d., para. 1)

Incentives (as defined in the context of SWPBS)*:* "Incentives are used to reward appropriate behaviors that support the school-wide behavioral expectations. A system of rewards is consistent across the campus. Rewards are available at a variety of levels (hierarchical, tangible, and intangible). Rewards are linked to expectations" (La SWPBS Implementation Resource Guide, 2005, p. 81).

Intervention: Offering help to a target group of students with similar needs to increase support for academics and behavior. It could be a small-group situation with intensive instruction and support (Bohanon, Goodman, & McIntosh, 2009).

Positive Behavior Support (PBS): "Positive Behavior Support is a broad approach for organizing the physical, social, educational, biomedical, and logical interventions needed to

achieve basic lifestyle goals while reducing problem behaviors that pose barriers to these goals"

(Koegel, Koegel, & Dunlap, 1996, p. 3).

Three-Tiered Pyramid:

This is a Three-Tiered prevention continuum of positive behavior support. It includes

Level 1 which includes the primary prevention that includes School-Wide systems for all

students; Level 2 includes secondary prevention which is for specialized students that

need extra support with their behavior; Level 3 is the Tertiary prevention which includes

specialized individualized systems for students with high-risk behavior. (Sugai & Horner,

2009a, p. 129)

School-Wide Positive Behavior Support (SWPBS): "School-Wide Positive Behavior

Support is defined as a systems approach for establishing the social culture and individualized

behavior supports needed for a school to be safe and effective in its learning environment for all

students" (Sugai & Horner, 2009a, p. 309).

Operational Terms

Defiance: "Refusal to follow directions, talking back and/or socially rude interactions."

(An example: "After repeated redirection, student refuses to follow directions, talking back

and/or socially rude interactions; walking out of class. Arguing with teacher, Refuses to

comply." (Gunderson High School, 2011, p. 4))

Physical Aggression: "Physical aggression is behavior causing or threatening physical

harm towards others. It includes hitting, kicking, biting, using weapons, and breaking toys or

other possessions" (Kaye & Erdley, 2013, para. 1).

Teacher Buy-In: According to Sugai and Horner (2006), in order to get the support that is

needed from the teachers, the school PBS implementation process is very important. It requires

that the school focus on creating a social culture that has a number of elements in place to assure

broad support for the program among the teachers. Included here would be the PBS team, an

action plan, staff coaching and training, ongoing refinement of the program, adequate funding,

and district support. Staff buy-in also means ownership on the part of the teachers,

administrators, and other school employees. Coordinators of different school models rely on

getting others excited about, and invested in, the success and implementation of the model, but

they do it in different ways. This study will measure teacher buy-in with an open-ended teacher

survey (Singer, 2005).

> *Wraparound:*
>
> Wraparound is both a philosophy of care and a defined process for developing a plan of
>
> care for an individual youth and his/her family. Wraparound supports students and their
>
> families by proactively organizing and blending natural supports, interagency services,
>
> PBS, and academic interventions as needed. (Eber et al., 2009, p. 672)

Organization of Study

Chapter 1 presents information regarding the background, the problem statement, the

purpose of the study, the research questions, the importance of the study, the delimitations, the

limitations, the assumptions, and the definitions of terms. Chapter 2 offers a review of the

literature, which represents the historical, the theoretical, and the empirical aspects of the

SWPBS approach. Chapter 3 discusses the methodology and the procedures used to conduct the

study. Chapter 4 presents the findings, while Chapter 5 discusses the findings, presents the

conclusions, and offers recommendations for policy, practice, and further study.

Chapter 2: Literature Review

Introduction

Elementary schools in the United States are experiencing many behavior problems in the classroom, which make it difficult for students and their classmates to learn (Covey, 2010). If a student refuses to participate in the activities of a class or demonstrates physical aggression when asked to participate, he/she is disrupting the class so that the other students cannot learn. Disruptions can be caused by harassment, social problems, and aggressive types of behavior (Walker, Ramsey, & Gresham, 2005). Students that demonstrate negative behavior might also lack motivation, have poor organizational or study skills, have low self-esteem, lack social skills, or have parents that are not involved in their education (Acevedo, 2008).

With added mandates such as Safe Schools, Reading First, No Child Left Behind of 2001 (2002), and the Individuals with Disabilities Education Act, expectations in U.S. schools have increased. These expectations have been difficult to achieve at a time when resources have been shrinking, both funding and personnel. When expectations are high and resources are limited, school personnel tend to be harsher when dealing with behavior problems (Skiba & Peterson, 1999, 2000). It is assumed that if schools implement more severe consequences, repeated behavior problems will cease. Regrettably, that is not the case. In fact, research indicates that students are not responsive to these consequences and often their acting out becomes more intense and incidents occur more frequently (McCord, 1995; Shore et al., 1993). Schools have nevertheless been over reliant on reactive disciplinary procedures with punitive consequences that thwart the development of a positive school culture (Skiba & Peterson, 1999, 2000).

The SWPBS approach has emerged as a comprehensive, proactive approach to decreasing negative student behavior (Gresham et al., 2001; Osher et al., 2002; Sprague & Golly,

2004). The SWPBS method organizes physical and social interventions to reduce site-based

behavioral problems (Dunlap & Carr, 2007; Koegel et al., 1996). School systems strive to meet

two goals: (a) to increase student achievement, and (b) to increase the social competence of the

students in schools. Effective learning environments are usually preventive, safe, positive, and

supportive for all students and staff. SWPBS helps establish systems and procedures throughout

the school for maintaining a social environment that promotes teaching and learning. Rather than

a program or a curriculum, SWPBS is an evidence-based approach to improve student behavior.

The SWPBS approach (a) measures academic and social outcomes, (b) collects data to guide

decision making, (c) implements effective behavioral interventions, (d) and increases systems

and procedures throughout the school (Sugai et al., 2008; Sugai & Horner, 2002).

This chapter will present a theoretical framework for the SWPBS approach and then

present a synthesis of a comprehensive review of the literature in relation to the following

themes and components of the SWPBS approach: the programmatic features of SWPBS and

their implementation, including rules and expectations, reward systems, discipline referral

accountability, school plans and documents, and district resources in support of SWPBS.

Ecological Systems Theory

The foundational theory for the SWPBS approach is Urie Bronfenbrenner's Ecological

Systems Theory. Bronfenbrenner, who died in 2005, was a Russian-American psychologist

specializing in human development who became famous as a co-founder of the U.S. Head Start

Program for disadvantaged pre-school children (Bronfenbrenner, 1979). His Ecological Systems

Theory grew out of his conviction that every child is influenced by his/her conditions and

surroundings. Bronfenbrenner looked at the systems impacting children: the parents, the

classmates, and the school(s) attended. Bronfenbrenner understood that every child needed the

unconditional support of at least one parent. Moreover, for a child to prosper, he/she needs to build a relationship with that parent or other grown-ups who are dedicated to the child's safety and happiness (Brendtro, 2010).

Beyond the parent(s) or guardian(s), Bronfenbrenner identified the next most powerful spheres of influence, respectively other relatives, the child's classmates, and the school. After these members of the child's environment came his/her friends, the parents' professions, the family's religion, and the organizations to which the child/family belonged. The final sphere of influence, per Bronfenbrenner, contained the child's ethnic background, the family's level of wealth, and its political convictions. The impact of all these spheres was seen as either improving or limiting a teacher's chances of building a rapport with a given child (Brendtro, 2010).

This theory describes five different environmental systems. These are the microsystem, or the child's family life; the mesosystem, which consists of the combination of family and school experiences; the exosystem, or the social setting, because of the impact it has on the child's family life; the macrosystem, or the cultural attitudes in the home; and the chronosystem, which derives from the pattern of the events in the child's life as well as the life transitions to which he/she is exposed in the home (Bronfenbrenner, 1979).

The SWPBS approach references Bronfenbrenner's (1979) Ecological Systems Theory by implementing its own three-tiered model of interventions. The ecological theory is based on prevention and making systemic changes. Both Bronfenbrenner's Theory and SWPBS make use of interventions. Specifically, the SWPBS approach has developed interventions that are universal, targeted, and intensive (Sugai, 1996). The SWPBS Three-Tiered Model supports all students in the school in the universal tier. In the secondary tier it targets and works with students who are seen to need extra interventions. Finally, in the tertiary tier it offers intense interventions

to students who are especially at risk. Collectively, these graduated interventions provide each pupil with an intervention that is responsive to its needs (Caplan, 1964).

The SWPBS method provides tertiary-level interventions called *wraparounds* for students that have demonstrated high-risk behaviors (Eber et al., 2009). These wraparounds allow for such targeted supports as Check-in/Check-out with adults who have been assigned to monitor them. This level of intervention, moreover, requires having practical plans with goals for these children both at home and school. In 16 studies from nine states, the findings pointed out that school programs can protect children in their surroundings by having supportive interventions in place that meet the child's needs (Clark, Schaefer, Burchard, & Welkowitz, 1992; Eber, 1994; Eber & Osuch, 1995; Eber, Osuch, & Rof, 1996).

Another important ecological element embedded in SWPBS is the systems approach. The four systems that have been identified with the SWPBS approach are the: (a) school-wide systems and procedures, (b) specific school sub-systems like the hallways, the playground, and the cafeteria, (c) classroom systems, and (d) individual systems. The school-wide systems embrace the subsequent three (Sugai, 1996). This systems approach has helped to manage student behavior by identifying specific locations where behavior problems take place most frequently (Patterson, Reid, & Dishion, 1992; Sugai & Horner, 1995).

Lastly, both Bronfenbrenner's theory and SWPBS promote providing a positive environment for children. The SWPBS approach does so first of all by promoting or creating a *predictable* environment by developing a common language, a common vision, and common experiences so that everyone in the school knows what to expect. Secondly, the SWPBS approach promotes a *positive* school environment by rewarding students for following the school-wide rules or expectations. Thirdly, the SWPBS creates a *safe* environment by not

tolerating violent or disruptive behavior. Instead, students are taught the appropriate behaviors that should be used daily throughout the campus. Fourthly, the school environment is *consistent* because the adults are all following the same or rules (Bronfenbrenner, 1979).

School-Wide Positive Based Support Approach

With regard to the SWPBS literature, a short list of authors dominates the field: George Sugai, Rob Horner, Wayne Sailor, and Glen Dunlap. Their names are found attached to many of the SWPBS studies conducted in the United States, and they are connected with a number of academic institutions. George Sugai is associated with the University of Connecticut, Rob Horner the University of Oregon, Glen Dunlap the University of South Florida, and Wayne Sailor is with the University of Kansas. Several (Horner and Sailor), moreover, are members of their respective departments of special education.

The literature regarding SWPBS is quite extensive. The many articles by Sailor, Dunlap, Sugai, and Horner collectively show how schools have implemented this approach effectively, the extent to which SWPBS has been able to change school culture, how implementation of this system has increased academic learning time, and how it has helped to decrease student behavior problems. Each author highlights a different component of the method and has studied different cases from around the country. They have also documented different results in each study, as shall be shown later in this dissertation.

Features of the SWPBS Approach and Steps for Implementation

SWPBS originated as a result of looking at problem behaviors within the special education setting or program. The SWPBS approach started when special education programs studied ways to manage problematic behaviors when working with students with disabilities. This kind of work was connected to a division of psychology called *applied behavior analysis*.

Studies in this field showed that the environment affects socially adverse behaviors that most

generally follow in the models of the teaching and learning (Sailor, Wolf, Choi, & Roger, 2007).

The special education models studied how publicly accepted behaviors were achieved by

substituting more socially suitable actions for less socially suitable ones. The notion of guiding

learning towards a more positive approach helps to develop optimistic social skills that can be

established through behavior interventions.

PBS is based on examining behavioral tasks and studying why behavior problems hinder

a student's learning. An evaluation is conducted first on the student in order to recognize what

kinds of physical and social surroundings with which he/she is involved every single day. This

procedure is called a functional behavior assessment or a FBA. The FBA is conducted so that

socially appropriate behaviors can replace the unproductive behaviors that hinder teaching and

learning. The PBS approach seeks to find out why students are misbehaving and teaches the

students the appropriate behaviors to use in order to be successful in school (Sailor, Stowe,

Turnbull, & Kleinhammer-Tramill, 2007). The SWPBS approach is to nurture a more

interconnected culture inside a school venue (Freeman et al., 2008).

SWPBS is a systems approach for employing and preserving research-based plans in

order to develop social skills and learning outcomes for all students. The SWPBS approach

proposes that all staff members work together with families and students to solve behavior

problems. The school forms a PBS team that sets up an action plan for the school, collaborates to

solve problems, and implements interventions that support all students (Sailor et al., 2007).

SWPBS is not a program or model. Rather, it is an approach that utilizes important

strategies that focus on practices, interventions, and systems. This approach stresses using

specific features like a parent-teacher collaborative team, school-wide behavioral expectations,

data focusing on issues that need attention, the monitoring of program implementation, and revisions based on data analysis (OSEP Center on Positive Behavioral Interventions and Supports, 2005a).

One of the main features of this approach is the implementation of a PBS team that makes behavior-support decisions for the school. This team develops an action plan that guides the SWPBS implementation process and includes a timeline consonant with the school's behavior data. The team monitors the plan's implementation and revises it in accordance with the behavior and academic data of the school (Sugai & Horner, 2006). This team is also instrumental in promoting the teacher buy-in needed to implement this approach by coaching and training staff members so that they come to support SWPBS (Sugai & Horner, 2009b).

The school develops a behavior matrix that has been discussed by the PBS team and shared with the staff. In this way new school rules are established and agreed upon by all staff members who have to enforce them. The expectations implied by these rules are then taught to the student body in the classrooms, cafeteria, on the playground, and in the hallways (Warren et al., 2006).

This new SWPBS approach is designed to support all students through primary, secondary, and tertiary interventions (Algozzine & Algozzine, 2009a). The primary-tier interventions, designed to promote expectations for all students, are intended to cultivate a positive school culture for all and are comprehensive throughout the institution (Colvin et al., 1993). These expectations are meant to support most of the students in the school (Walker et al., 1996). If the primary interventions are implemented well for the majority, there will be less need to implement the more intensive secondary or tertiary intervention (Fairbanks, Sugai, Guardino,

& Larhrop, 2007; Gresham, 1995). These primary-tier interventions impact all students with the expectation that all students will benefit from them.

The primary-tier SWPBS interventions include these six major features: they (a) agree on a common approach for discipline, (b) identify a set of school-wide expectations, (c) teach these expectations together with academic skills, (d) give positive feedback to students displaying the appropriate behavior, (e) develop a continuum of consequences for problem behaviors, and (g) make use of a decision-making and data-collection system (Colvin et al., 1993; Lewis & Sugai, 1999; Sugai & Horner, 2009a). The secondary-tier interventions are needed for the 15% of the students with behavior issues who are unresponsive to the primary-tier interventions (Gottfredson & Gottfredson, 1996; Walker et al., 2005). These interventions are more intensive in nature but are still aligned with the primary-tier interventions or expectations. This might include a staff member working with a small group of students to improve social or academic skills.

The tertiary-tier interventions are for those individual students who are not responding to either the primary or secondary interventions. Tertiary interventions are individualized to meet the needs of each student (Gresham, 1995). This individualization uses the systems of care and the wraparound process, which includes designing a proposal for helping a child and his/her family (Burns & Goldman, 1999). These SWPBS wraparounds are supportive interventions (Eber, 2005; Kutash, Duchnowski, & Lynn, 2006). Family-school collaborative goals are established to help troubled students overcome challenging behaviors.

The PBS team uses data to inform their decision-making (Walker, Ramsey, & Gresham, 2004). Their task is constantly to monitor and revise the systems and procedures of the school based on the emerging behavioral data so that they can continually improve student behavior.

The SWIS data that is used is the average number of discipline referrals given in a school day per month (Irvin et al., 2006; Irvin, Tobin, Sprague, Sugai, & Vincent, 2004; May et al., 2003). The team uses a problem-solving model based on the work of Bransford and Stein (1984) and Deno (1989, 2005) that pinpoints the problem, creates hypotheses, finds solutions through collaboration, cultivates an action plan, and finally assesses and revises the action plan.

The SWPBS approach, as mentioned earlier, relies on the families of misbehaving students playing a strong role in the decision-making process concerning their children. When this collaboration takes place in the school setting, the resulting interventions and supports are critical in helping children at risk of failing because of poor behavior or academics (Bronfenbrenner, 1979). The ultimate goal of this collaborative process is the success of the child. To achieve that end, SWPBS applies these 10 guiding principles at the tertiary stage: (a) having families at the forefront, (b) working through a team effort, (c) using adaptive funding, (d) modifying programs as necessary to help individual students, (e) being persistent and consistent, (f) motivating at-risk students to seek help, (g) focusing on community support, (h) promoting a positive school culture, (i) implementing small group interventions, and (j) sharing decision making (Burns & Goldman, 1999).

The implementation of the SWPBS approach was examined in an elementary school in the Midwest. In this school, consisting of grades K-5, 90% of the 600 students received free or reduced-rate lunches (Luiselli et al., 2005; Luiselli, Putnam, & Handler, 2001). The demographics showed the student population to be 80% African American, 13% Caucasian, 4% Hispanic, 2% Asian/Pacific Islander, and 1% other. Following SWPBS procedures, the administration implemented behavior expectations, classroom-management strategies, positive incentives, and data-based decision making. Research showed that with the implementation of

the program, problem behaviors decreased and standardized test scores increased (Luiselli et al., 2001).

In a study of an elementary school in Waukegan, Illinois, a small city of 90,000 residents, the staff was experiencing low morale, budget cuts, and teachers leaving the school. In the first year of the SWPBS implementation, the school concentrated on implementing school-wide rules, using effective classroom-management techniques, rewarding good student behavior, and looking for alternative consequences other than suspension for significant student misbehavior (Netzer & Eber, 2003). After a year of SWPBS implementation, there was a 22% reduction in negative behaviors. It was determined that administrative support, consistent PBS meetings, the common language fostered by the approach, and the commitment to the school's action plan helped to change the school's culture for the better.

A K-5 elementary school in the Northeastern United States implemented a study involving collaboration between school professionals and behavioral consultants from a behavioral health agency. This school had 500 students who were 44% Asian/Pacific Islanders, 33% African Americans, 18% European American, and 5% Hispanics. This school was experiencing an increase in behavior problems together with a decrease in parent support. In the first year of SWPBS implementation, the focus was on a target group as well as individual students. In year two this school had a 46% decrease in office referrals and a 55% decrease in fighting and assaults (McCurdy, Mannella, & Eldridge, 2003).

Designing and Teaching School-Wide Rules and Expectations

The Office of Special Education Programs Center researchers on Positive Behavior Interventions and Supports (OSEP, 2005a) has concluded that the first step in implementing a successful SWPBS program requires creating and explaining clear, consistent school-wide rules

or expectations. The PBS team should develop three to five school-wide behavioral expectations that are detailed and precise. These rules should be positively stated, brief, and noteworthy so that both students and staff can remember them (McKevitt & Braaksma, 2008). These rules, intended to be used by all teachers and staff members in the school, are part of the first, or universal, support tier. Their promulgation and widespread use are essential for SWPBS to become successful.

The second critical feature of the SWPBS system is teaching the program's expectations and social skills to all the students. By establishing and communicating clear rules and expectations for everyone to follow, the administration will guarantee that the students are not confused and that everyone in the school has the same expectations (McCart & Turnbull, 2002). By developing this common language and school-wide expectations, all students will be prepared to succeed. This approach also utilizes evidence or research-based behavioral practices. SWPBS tries to implement practices that have already been tested and used through experimental and quasi-experimental research projects elsewhere. Some of these strategies include rewards for good behaviors and consequences for problematic one (Alberto & Troutman, 2006; Cooper, Heron, & Howard, 2007). The behavioral expectations should be clear and well defined for all the locations within the school (McKevitt & Braaksma, 2008). Some examples of classroom rules might be requiring the students to bring the required materials to class and to complete all their assignments. The teachers might use a matrix to teach specific rules and expectations (Sugai, Horner, Lewis-Palmer, & Todd, 2005). For each expectation and location, the staff would identify the best examples of behavior they wish to see in the problematic areas of the school. The matrix would then be used to teach the students the rules applicable for every area of the school (McKevitt & Braaksma, 2008).

These new rules must be taught to the students so that they will remember to follow them without fail. In teaching these daily expectations, it may be most effective to use teaching strategies which stress the big ideas, use scaffolding, activate prior knowledge, and give students ample time to practice them through role playing so that they can master and understand them better (Kame'emui & Carnine, 1998).

Table 1 provides an example of school-wide expectations that could be taught in every location of the school. Themes are identified for this particular school, namely, to be responsible, to be respectful, and to be safe. Each school would of course establish its own matrix of expectations based on the needs of that particular school.

Table 1

A Sample Teaching Matrix Showing School-Wide Expectations

Locations	Be Responsible	Be Respectful	Be Safe
Classroom	▪ Turn in your homework. ▪ Finish all class work on time.	▪ Raise your hand before speaking. ▪ Follow directions the first time.	▪ Keep your hands, feet, and objects to yourself.
Hallway	▪ Stay in line. ▪ Walk on sidewalks.	▪ Use quiet voices.	▪ Walk. ▪ Keep your hands, feet, and objects to yourself.
Cafeteria	▪ Throw garbage in the trash can. ▪ Clean up your table area.	▪ Use quiet voices ▪ Use good manners.	▪ Walk. ▪ Keep your hands, feet, and objects to yourself.
Restrooms	▪ Do your business and go back to class. ▪ Flush the stool. ▪ Wash your hands. ▪ Throw towels into the garbage bins.	▪ If the stall is shut, don't go in.	▪ Keep water in the sink ▪ Walk.

Note. Adapted from "Best Practices in Developing a Positive Behavior Support System at the School Level," 2008, by B. C. McKevitt & A. D. Braaksma, in A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology* (pp. 735-747). Bethesda, MD: National Association of School Psychologists. Copyright 2008 by the National Association of School Psychologists. Adapted with permission.

Reward Systems

Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors (McKevitt & Braaksma, 2008). The reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior (Horner & Goodman, 2010). Students need to be recognized for following school rules.

The PBS team defines the actual incentives and oversees the proper working of the reward system. Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time. The team must decide if rewards are going to be given to individual students, small groups, or whole classrooms. The reward system needs to be easy for all staff members to use (McKevitt & Braaksma, 2008).

Rewards are an essential tool for developing a positive school culture. Rewards both change behavior and help maintain positive behavior change (Doolittle, 2006). Rewards can be used successfully in all school settings as part of the SWPBS approach.

The faculty and leadership of every school agree that their first goal is to foster an educational atmosphere in which all students can learn. Secondly, administrators hope their teaching staff can help students develop self-discipline to be able to monitor their own behavior. The ideal situation would be for students to behave well without the use of rewards, since self-motivated learning would serve them well in their lives after school (Horner & Goodman, 2010).

The challenge of using rewards is that some staff members see them as costing too much money or taking too much time. Moreover, some teachers believe that students should already know how to behave and not need special incentives in order to do so. Staff members may also

feel that rewards will damage the internal motivation that students already have to perform or behave appropriately. What the research clearly shows, however, is that educators must be clear about how rewards are explained in order to make them successful. Rewards can be used poorly or well (Horner & Goodman, 2010). They are used poorly when:

- They are distributed without a clear rationale.

- Only part of the reward, rather than the whole, is given.

- The reward is given for a short time and then taken away.

Research has shown that rewards are used effectively when the following conditions are met:

- The rewards help the students develop and maintain new abilities.

- The rewards, given for explicit behaviors, are decreased over time (Akin-Little, Eckert, Lovett, & Little, 2004).

In summarizing the use of rewards, Homer and Goodman (2010) state that they should be used only for at-risk students. Secondly, the school should reward the behavior, not the person. It is thus not a good use of rewards to recognize a student to be the student of the week. A better use of rewards would be to recognize a student who has worked especially hard, has stayed on task during independent seat work, and has shown respect for others trying to complete their work. Rewards may be given to individual students, groups of students, or entire classrooms that have tried their best to accomplish a specific task.

Discipline Referral Accountability System

A comprehensive accountability system should include assessing the influence of the SWPBS on student behavior. Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. Negative behavior data from office referrals should be inputted regularly into a data

system. The School-Wide Information System (SWIS) is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month (McKevitt & Braaksma, 2008). By setting up an office-referral document that is compatible with the SWIS, inputting the student office referral data into it regularly, and having the PBS team analyze this data, the school will improve its systems and procedures for assessing the successfulness of the SWPBS approach in general and the use of rewards to decrease incidents of student misbehavior in particular.

The PBS team should develop an office referral system that integrates the SWPBS approach with the SWIS software system for collecting behavior data. If the office referral is aligned with both, it would include the following:

1. A thematic focus, for example, safety, responsibility, or respect;

2. The time of day the incident occurred;

3. The location where the incident took place;

4. What caused the incident;

5. Who was involved in it, both students and adults;

6. Information concerning whether the parents were contacted; and

7. The consequences given for the incident (Irvin et al., 2004, 2006; May et al., 2003).

The SWIS system can be very beneficial in pinpointing problematic behavior (Irvin et al., 2004, 2006; May et al., 2003). The SWIS system includes three elements: (a) a procedure to describe and gather facts about office discipline referrals (ODRs), (b) a procedure to organize and distribute reports regarding student ODRs, and (c) guidance for using this data to make long-term decisions (May et al., 2003).

SWIS data are most commonly used to identify school-wide behavior problems. Specifically, school officials study the ODRs per day during a particular month. For example, at Rose Elementary, the PBS team was getting ready to start a new school year. They studied the behavior data from the 2 prior years to see how their school-wide intervention system was working. They compared data from (a) the previous school year, (b) the trends in ODRs per month from the last 2 years, and (c) the national average of ODRs from elementary schools that had roughly the same number of students (Newton, Horner, Algozzine, Todd, & Algozzine, 2009). The Rose Elementary PBS team learned the following:

- Every month in the (2004-2005) school year, they had had more ODRs than the national average for elementary schools with similar enrollments.

- Their ODRs tended to go up during December and March.

- The number of ODRs increased from 2003-2004 to 2004-2005.

- The teaching staff and community members had told the administration that student problem behavior had been impeding instruction (Newton et al., 2009).

Since the Rose Elementary PBS team was given access to the data, they had an easy time pinpointing behavioral problems at their school. This access also made it easier for the team to come up with appropriate solutions.

Data-based decision-making is an important feature of the SWPBS approach. By reviewing the office referrals or behavior data on a regular basis, the PBS team can determine what individual behavior problems are occurring as well as which behavior issues are happening school-wide (Bohanon, Fanning, Borgmeier, Flannery, & Malloy, 2009). One of the features of the SWPBS approach is to have the PBS team meet regularly and review data to formulate next steps. The most effective approach is for the team to use the problem-solving model is to review

the appropriate data at the appropriate time. The use of the problem-solving model together with data-based decision making leads to appropriate interventions that foster improved school-wide behavior and academic progress.

Effective PBS team meetings seem to be based on the following:

- Being well organized,

- Using a successful problem-solving process, and

- Employing precise and appropriate data (Newton et al., 2009).

Effective PBS teams have regularly scheduled meetings in which decisions are made regarding the implementation of the different levels of support like primary (i.e., universal), secondary, and tertiary interventions. One of the main functions of the team is to make decisions based on the data collected. Because data are used to make important decisions in these meetings, this process is often called *data-based decision-making* (Sugai & Todd, 2004).

PBS teams use data to decide how to develop targeted outcomes based on student behavior. The PBS team is most successful when the (a) desired student behavior outcomes for the school are clear, (b) instruments and procedures are used to observe the outcomes, and (c) standards are set in advance of assessment (Sugai & Todd, 2004).

If the school has clearly defined social skills and academic standards as its essential outcomes, the PBS team will be ready to access and review both the behavior and academic data. If a school is focusing on social skills, the PBS team will look at behavior data only at least once a month. These data are very important to the PBS members who have the job of constantly evaluating and refining the behavioral support system in the school (Newton et al., 2009).

Schools find it challenging to identify useful measures for targeted outcomes. Measures are extremely important in distinguishing the actual from the desired outcomes. Since the PBS

team is tasked with reviewing the interventions for the whole school, they need to review the measures used for gauging these outcomes. In other words, they must review the average numbers of daily office referrals per month (Newton et al., 2009). If the criteria or the standards are set up either prior to or during the meeting scheduled for this review—prior standard selection being preferable—the team will function effectively. If the team finds that the data shows repetitive negative behaviors, they try to find a solution for the problem (Bransford & Stein, 1984). When looking at office referrals, the PBS team is encouraged to set up standards for outcome measurement by reviewing (a) the trends of the office referrals from the last year, (b) the trends from other schools with similar-sized student bodies, and (c) the behavior expectations of the staff and community (Newton et al., 2009).

The PBS team mainly focuses on primary and secondary interventions since they apply to most students. Since tertiary interventions focus on a smaller number of individual students, the team usually gives the responsibility for them to the school psychologist because he/she usually conducts the functional assessments or analyses for individual students. The essential factor is that the data drive whether the team or someone else will support an actual or needed intervention (Crone & Horner, 2003; O'Neil et al., 1997).

The PBS team uses the problem-solving model in its meetings. In other words, the members employ such environmental supports as a meeting agenda, data summaries, roles assigned to individual team members, an action plan, and meeting minutes. These activities help the team keep the focus on the problem-solving process and the subsequent data-based decision making. Whatever the focus of a team meeting, service use of this meeting methodology tends to assure success (Gilbert, 1978; Jorgensen, Scheier, & Fautsko, 1981; Tropman, as cited in Tubbs, 2009). The problem-solving model acts as a procedure for the PBS team to use as they solve

social and academic problems for the students at the school (Newton et al., 2009). The problem-solving components that are commonly used include integration of research findings and the easy-to-understand components found in the IDEAL model for problem-solving (Bransford & Stein, 1984). IDEAL is an acronym for this problem-solving model. The letters each introduce one of the five program imperatives, as follows:

- *Identify* the problematic obstacle,

- *Define* the problematic obstacle,

- *Explore* possible solutions,

- *Act* on the solutions, and

- *Look* back and summarize the activities that were used to solve the problem.

This model was adapted for problem-solving in schools. Although the IDEAL acronym is not used, the approach is quite similar:

1. Associate the problem: Assess student behavior and determine if a problem exists.

2. Define the problematic behavior: Measure the difference between the actual and the desired behavior, and determine if the behavior is problematic enough to address.

3. Plan an appropriate intervention: Implement the solution process; then determine its success.

4. Formulate an ongoing solution: Continue measuring the difference to determine if the solution is still working (Deno, 1989, 2005).

Since the PBS team is generally well-informed, it usually designs a pragmatic action plan based on the accomplishment of goals. Such goals might be the implementation of primary-level interventions including school-wide rules and corresponding incentives and refined school systems and procedures based on behavior data. The problem-solving model that the PBS team

uses should note the successes achieved to date as well as the reactions to these achievements (Drucker, 1967).

In summary, the aforementioned models will provide the PBS team with a format for solving problems that involves (a) recognizing the problem, (b) developing and refining hypotheses concerning its causes, (c) examining possible solutions, (d) creating and applying solutions, and (e) assessing and refining action plans (Bransford & Stein, 1984; Deno, 1989, 2005).

To review, a crucial first step for the PBS team is to identify social behavior problems that exist in their school. The earlier the team addresses the behavior problems, the easier it will be to address. Here, a problem is defined as the difference between an actual condition and the expected condition (Bransford & Stein, 1984). The problem-solving strategy devised will include a number of interventions designed to remove the discrepancy. If the PBS team has been instrumental in setting up essential outcomes, measures, and standards, and has already collected behavior data, then it has been proactive and is now ready to prevent future behavior problems at the school (Newton et al., 2009).

School Plan Focus

School policy concerning student behavior and discipline should be associated with the components of the SWPBS approach. The school policy should explain the positive approach of the SWPBS implementation as well as the district's standard consequences that originated in a school or a district behavior policy. School districts usually have policies concerning violations that should be contained in the behavior policy of all their schools. Schools should create a PBS booklet that explains the handling of student behavior at the primary level, the secondary level,

and the tertiary level. The booklet should also describe the steps for implementing these three levels of interventions (McKevitt & Braaksma, 2008).

In addition, the School Site Plan should mention the funding needed to implement this approach. Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document (Sugai, Lewis-Palmer, Todd, & Horner, 2004). The costs for the staff development will include the trainer, and the release time for the teachers. The costs for the school-wide incentive programs will include prizes if the school gives out *Caught You Being Good* bucks. It is common for schools to implement a Student Store several times a month so that students can cash in the bucks they have earned. Other schools might hold a drawing for the students that have received bucks for following the school rules. Other incentives might include cafeteria incentives and monthly assemblies (McKevitt & Braaksma, 2008).

The School Evaluation Tool (SET) asks the school to document that it has adopted and implemented the SWPBS approach and that the approach is now a priority. A solid budgetary allocation may be the best evidence for a commitment for the SWPBS implementation (Sugai et al., 2000). It is important to commit to a 3-5 year time period for the implementation and sustainability of the SWPBS approach. In order to make this commitment, the school must confirm a funding source to keep this approach embedded in the system. It is better to lock into place money from the general fund in order to sustain the various elements of the SWPBS action plan. Grants can be used to start this approach although this money generally runs out fairly quickly. Schools should try to use money from other programs that could relate to SWPBS such as Character Education, the Safe & Drug-Free Education program, Title 1 money, and Special Education (Lewis, Barrett, Sugai, & Horner, 2010).

Support Resources

Resources such as funding, staff development, and district support are essential when implementing, maintaining, and sustaining the SWPBS approach in a school. The SWPBS approach does not require substantial funding resources; however, it does need enough money to cover release time, staff development, incentives, and reinforcement items (McKevitt & Braaksma, 2008). Implementing a software system to track student behavior data also requires a financial commitment. Schools and districts therefore should have budgets to pay for implementing the SWPBS approach (Sugai et al., 2000). Such a budget allotment at the beginning will make sustainability in the future more likely. Although grant money may be obtained for initiating this approach, such funds are generally unavailable for the longer term. It is thus better to reallocate funds that a school or district already has for the SWPBS approach since it is easier for the PBS team to use existing resources than having to find outside sources (McKevitt & Braaksma, 2008).

Staff development is a key component when implementing the SWPBS approach in elementary schools. All staff should be trained in this approach; however, given their central role, the PBS team members should be trained first. This training could include working within their districts with coordinators, connecting with county offices, or simply reading research material about the SWPBS approach (McKevitt & Braaksma, 2008).

Even though our schools can implement the SWPBS approach independently without the support of the district, it is more challenging to sustain the program's implementation independently. When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data (Freeman, Anderson, & Griggs, 2009). Some districts have District PBS

Coordinators and Site PBS Coaches. The role of the District PBS Coordinators is to hold

SWPBS training, join the school's PBS team meetings, supervise the yearly SET, and to discover

other resources for the sites PBS team. The School PBS Coordinators set up monthly meetings,

join the District PBS meetings, assist the site with the evaluation tool and action plan, and help

with the continued school site behavior revisions.

Summary

The SWPBS approach is based on Urie Bronfenbrenner's (1979) Ecological Systems

Theory. This theory grew out of his conviction that every child is influenced by his/her

environment or surroundings. Bronfenbrenner's theory is based on providing a predictable

environment for children that is positive, safe, and consistent because everyone is following the

same rules (Brendtro, 2010). Six key topics emerged from a comprehensive review of the

literature.

The first important topic to emerge from this literature review was the description of the

features of the SWPBS approach such as forming a team to collaborate and makes decisions

about negative student behavior, implementing and teaching expectations and rules, and using

data to monitor and to revise the systems and procedures (Sugai & Horner, 2006; OSEP Center

on Positive Behavioral Interventions and Support, 2005a; Warren et al., 2006). The SWIS data

are used to show the number of daily office referrals per month (Irvin et al., 2006). The PBS

team finds the problem, creates a hypothesis, develops a solution, makes a plan, then assesses

and revises the plan. Together with the school, the family is included in the decision-making

process to develop a plan of support for the child that is likely to be successful (Bronfenbrenner,

1979). After SWPBS has been implemented for 1-2 years, studies have shown that schools

usually decrease the number of office referrals and negative behavior problems.

The second topic that was explored regarding the SWPBS approach identified the importance of creating clear and precise school-wide rules or expectations that address all locations of the school (McKevitt & Braaksma, 2008). This approach encourages all teachers and staff members to teach these expectations instead of just expecting them to know what they mean. Some strategies that can be used in teaching the rules or expectations to the students are scaffolding, activating prior knowledge, and role playing (Kame'emui & Carmin, 1998).

The third topic is the use of rewards when implementing the SWPBS approach. Students who follow the school's expectations or school-wide rules should be rewarded in order to reinforce good behavior as well as to encourage others to follow suit. It is important when implementing rewards that educators remember to reward the behavior, not the person. A reward should be given to individuals as well as to groups that have been successful at following the new rules (Horner & Goodman, 2010).

The fourth research topic found in the review focused on the discipline referral accountability system. The office referrals are used to monitor and track the effectiveness of the SWPBS approach, Negative student behavior data is entered into the SWIS, which organizes the behavior data into detailed graphs regarding location, time of day, type of infraction, and number of office referrals per month (McKevitt & Braaksma, 2008). The PBS team uses these graphs to make decisions concerning systems and procedures throughout the school.

The fifth topic shows the importance of the documentation of the SWPBS approach in the School Site Plan. The school is required to document that this approach is a priority and to note that a budget is needed to support the implementation process. The School Site Plan should state that the SWPBS approach is important and that funding is needed for staff development, school-wide incentives, the SWIS software, coordinators, and staff release time (Sugai et al., 2000).

The sixth topic concerns the importance of resources such as funding release time, staff development, incentives, the SWIS data system, and reinforcement items (McKevitt & Braaksma, 2008). Even though schools can implement the SWPBS approach independently, district support from the outset bodes well for the sustainability of the program (Freeman et al., 2009).

Chapter 3: Research Design

Purpose Statement

The purpose of this multiple case study was to describe and compare practices utilized to implement the SWPBS approach at three purposely selected Central California elementary school sites. More specifically, this study described and compared: (a) school practices for defining and teaching school rules/expectations; (b) the reward systems being used; (c) systems for documenting and reporting office-managed student behavior violations; (d) systems for collecting and summarizing discipline referrals; (e) the priority given to improving behavior-support systems in school site plans; (f) school budget allocations for SWPBS; and (g) district support, financial and otherwise, for SWPBS at these schools.

This study did not attempt to prove a causal relationship between SWPBS and improved student achievement. Rather, it focused on describing and comparing specific practices that these three schools are utilizing in relation to the SWPBS approach. The intention was thus to learn more about specific practices that might be replicated in other schools.

Research Questions

At three purposely selected Central California elementary schools that have implemented the SWPBS approach:

1. How are schools rules/expectations defined and taught? How, if at all, has student behavior and student learning time changed since the implementation of defined and taught school rules?

2. What kind of ongoing reward system has been established for students who follow the school rules and behavioral expectations?

3. What system is in place for documenting and reporting office-managed student behavior violations?

4. What system exists for collecting and summarizing discipline referrals?

5. What priority is given to improving behavior support systems?

6. How is school budget money allocated for building and maintaining school-wide behavioral support?

7. What support is provided for SWPBS by the district?

Research Design

This research was qualitative in nature and utilized a multiple case-study methodology. Interviews, observations, and artifact reviews were conducted at three Central California elementary schools, all purposely selected because they had implemented the SWPBS Framework for more than 1 year, had subsequently decreased negative student behavior, and had increased student achievement. Three types of data were collected in order to understand each school's SWPBS practices and the level of support for the program school principals, campus supervisors, and classroom teachers were interviewed; classroom and playground observations were conducted; and audio-visual materials, paper or electronic documents, and reports were reviewed by the researcher and the principal together. The three types of data were triangulated for each school and compared.

According to Creswell (2007) the case-study approach is a methodology, a type of design in qualitative research, and or an object of study, as well as a product of inquiry. This method was selected for use because the investigator explored a bounded system over time by collecting detailed and in-depth data involving multiple sources of information by using observations, interviews, audiovisual material, documents, and reports. Case-study research has a long history

across many disciplines. Hamel, Dufour, and Fortin (1993) indicate that modern social-science

case studies originated in anthropology and sociology. Merriam (1998) advocates for a general

approach to qualitative case studies in education. In his "Harper School" (as cited in Stake,

2006), where a multiple-case-study analysis was used, he presents a step-by-step approach and

provides rich illustrations of multiple case studies in the Ukraine, Slovakia, and Romania. The

present research is more like a *collective* or *multiple* case study because the researcher examined

a single approach as it has been implemented at three different sites. Yin (2003) implies that the

multiple-case-study design uses the logic of replication, where the inquirer duplicates the same

procedures for each case.

Setting

This study was set in three Central California elementary schools. Each had implemented

the SWPBS approach with full fidelity for at least 1 year. In doing so, they implemented both

similar and different components to support students in changing their negative behavior and to

help increase student academic progress. Table 2 depicts the specific characteristics of each

school.

Table 2

Central California Elementary Schools #1, #2, & #3 and Their Characteristics

Name of School	Grades in the school	Number of students in the school	Number of years SWPBS has been implemented	Components of SWPBS Implemented
School #1	K-5	443	3	School-wide rules & more
School #2	K-5	392	3	School-wide rules & more
School #3	K-5	396	3	School-wide rules & more

The first case study involved the implementation of the PBS Program in the Central California Elementary School #1. This school was located in the state of California and had approximately 443 students in Kindergarten through the fifth grade. The data for this case study were provided by the school staff through observations, interviews, and document reviews. The demographics of this school consisted of 4% African American students, 2% Asian students, 86% Latino students, 1% Pacific Islander students, and 5% White students. In the spring of 2012, they raised their Academic Performance Index (API) on the California Standards Test (CST) 18 points as their API score is now 753. Ninety-four percent of their students are on Free and Reduced lunch program and 53% of their students are English Language Learners. This school is in the third year of implementing the PBS approach.

The second case study of the implementation of the PBS Program took place in the second Central California Elementary School. This elementary school is comprised of 392 students in Kindergarten through fifth grade. This school included these demographics: 5% African Americans, 14% Asians, 4% Filipinos, 21% Latinos, and 50% White. Twenty-three percent of their students were on Free and Reduced lunches and 26% of their students were English Language Learners. This school serves many students coming from affluent families. Many of the parents of this school's students have Bachelor's degrees, Master's degrees, and Doctorate degrees. In the spring of 2012, the API of this school was 862. Even though this is a high score, the API score had been even higher the previous year.

Finally, the last case study that reviewed the implementation of the SWPBS approach took place at the third Central California elementary school. This Kindergarten through fifth grade school served 396 students. The demographics included: 7% African Americans, 12% Asian or Pacific Islanders, 73% Latinos, and 4% White. The students that took the CST in the

spring of 2012 made a 34 point increase from 649 in the spring of 2011 to 683 in the spring of 2012. The principal at this school said that the school had a principal turn over about every year until she came to this school 3 years previously. She has been highly committed to this community of students, teachers, and parents. This school had been struggling with many student behavior problems prior to the implementation of the SWPBS approach.

Human Subjects

The participants in this study included three school principals, 15 classroom teachers (five from each school), and nine campus supervisors (three from each school). One principal and five teachers were selected to be interviewed from each school. Two or three of these five teachers were members of the PBS team. Three campus supervisors and the five teachers were observed in their work area by the researcher on the job and the principal provided and discussed the required documents during the researcher visit. The district designee was instrumental in helping the researcher identify and select the school principals since she had a better understanding of how the respective schools and principals have implemented the SWPBS approach in their buildings. After the schools were selected, the principals helped select the teachers to be interviewed. As stated earlier, two or three teachers were selected at each school because they had served on the PBS team. These teachers were selected because they embraced the SWPBS approach, had fully implemented this approach in their classrooms, and had followed all the related rules and procedures. The three principals were also asked to pick three campus supervisors or yard-duty staff that were following the SWPBS guidelines and worked in each of these areas of the school: the cafeteria, the playground, and the hallways. The three campus supervisors were observed on the job in their work area during the researcher's visit to answer questions from the observation tool (see Appendix E).

Human Subject Considerations

Permissions. The researcher obtained permission to conduct this study from the district superintendent via email (see Appendix A). Josh Harrower, a national SWPBS trainer, identified this district as one that had implemented the SWPBS approach in all of their elementary schools. Once the district superintendent gave the researcher the permission to study three of the district's public elementary schools, then the researcher requested that the superintendent or district designee provide a list of three schools that had implemented the SWPBS approach for at least 1 year. Next, the superintendent, with the help of the district designee, provided the names of the principals at these three selected schools. After the researcher received permissions or the signed consents from the district superintendent or designee and the principals, the IRB application was sent to the Pepperdine Review Board. The researcher then contacted the principals to discuss the study that was to take place in their schools per the district superintendent's/designee's permission. The researcher explained the details of the study to the principals and had the principals fill out and sign the consent forms. The principals subsequently asked five teachers, two or three of which served on the school's PBS team, and three campus supervisors or yard-duty staff members that would like to be interviewed and observed for this study. The researcher then had the teachers and campus supervisors or yard duty personnel fill out the informed consent forms and sign them (see Appendix D) before having them take part in the interviews and observations that were needed to conduct this study. The principal also filled out the informed consent form (see Appendix D) in order to take part in the interview process and the document review process.

Informed consent. All campus supervisors or yard duty staff and classroom teachers who were asked to participate in this study were provided with a cover letter for participant

informed consent (see Appendix C) and the informed-consent form (see Appendix D). Prospective participants were asked to read, sign, and return the informed consent (see Appendix D) to the researcher by fax, e-mail, or USPS mail before a semi-structured interview, observation, or document review was to be set up. On the day of the interviews, just prior to turning on the audio-recorder and beginning the semi-structured interviews, observations, and the document review by the principal, the researcher discussed with the participants in detail the issues mentioned in the informed-consent form (see Appendix D). In addition to going over the cover letter (see Appendix C) and the informed consent form (see Appendix D), the researcher explained the purpose of the study and the possible benefit or harm that could result from participation. The researcher explained how the semi-structured interviews, the observations, and the document reviews were to be conducted and how the data were to be used to inform the study as a whole.

The researcher also discussed organization of the data and how it would be saved and protected. In this regard, the researcher informed each participant about who would have access to the data and how participant feedback will be solicited outside of the interview process. The researcher told the participants how the interview, observation, and document review information was to be transcribed into a password-protected Word document with only the researcher having access to the password to guarantee the security of the transcription. If any hard copies existed, the researcher would be the only one who has a hard copy, which would be locked in a file cabinet. The researcher also ensured that the participants proofread the interview, observation, and document review transcriptions for accuracy before the findings were printed officially. The researcher let the participants know that they were free to withdraw from this study at any time without penalty.

Minimization of potential risks to subjects. The study participants were expected to experience minimal or no risk at all from their participation in this research. Potential risks, which were explained in the informed-consent form, were minimized through the researcher's confidential recordkeeping and by the use of participant-selected pseudonyms in the interview and transcriptions, techniques suggested by Creswell (2009). Potential risks included the participants feeling uncomfortable with or anxious about the sharing personal feelings or suffering from fatigue due to the length of the interview. Breaks were provided when necessary. The researcher assured the participants that they would have an opportunity to check the interview transcriptions for accuracy.

In order to address possible concerns beforehand, participants were informed prior to their interview that their responses were to be used as a means for the researcher to learn about participant knowledge or understanding of implementation of SWPBS the approach and how they perceive practice to have influenced student behavior problems and achievement. Furthermore, the researcher encouraged the participants to check their interview transcripts for accuracy to ensure that the researcher had accurately captured what they said during their interview. Lastly, the researcher informed the participants that by responding to the researcher's questions, they had an opportunity to share what is working in their schools in the implementation of SWPBS so that other schools might benefit from their experiences with SWPBS. Based on the anticipated benefits of this study and the safeguards to be employed, the risks seemed limited and reasonable for all of the participants.

Anonymity/confidentiality. The contact information and the real identity of the participants were known only to the researcher, and confidentiality was guaranteed throughout the entire period of the data collection, analysis, reporting of the findings, and post-study. At the

beginning of each interview, observation, and document review, the participants was asked to select a pseudonym as recommended by Creswell (2009) to be used throughout the study. To confirm the protection of each participant's identity, the researcher recorded and stored participants' preferred pseudonyms next to their real identities and contact information. This information was kept in a password-protected Word document to which only the researcher had access. Participant pseudonyms were used to connect them to the SWPBS study during the 2012-2013 school year to make sure that each participant received the correct interview, observation, and document review transcriptions when it was time to request his/her feedback on transcription accuracy. Interviews were audio recorded and notes were taken during the interview, observation, and document review. The recorded interviews were transcribed and were stored on the researcher's computer as well as the observation and document review notes. The researcher was the only person with access to the password protected computer. The participants contact information will be kept until the study is completed and all hard and soft copies are destroyed, no later than March 15, 2016. Interview recordings as well as hard and soft copies of the interviews, observations, and document review transcripts will also be destroyed no later than March 15, 2016 by deleting the files on the computer and by using a paper shredder for printed copies. If participants gave permission to take part in this study, their comments were coded regarding the interviews, observations, and document reviews by using letter names and numbers such as T1-S2 (Teacher 1 from School 2), CS1-S3 (Campus Supervisor 1 from School 3), or P1-S1 (Principal1 from School 1); therefore, the participants' identities were completely protected. The researcher was the only person with access to any/all hard copies with contact information, which will be destroyed no later than March 15, 2016.

Keeping data secure. Since pseudonyms were used during the interviews, access to the recordings and transcribed interviews was limited to the researcher, one trained coder, and the researcher's dissertation committee. In addition, all interview notes, recordings, and transcriptions were and will be stored securely in the researcher's file cabinet until a "reasonable amount time" (Creswell, 2009, p. 91) of 3 years has passed from the conclusion of this study. At that point, the stored data will no longer be needed and it will be deleted or shredded securely.

Instrumentation

The data collection instruments used included parts of the SET (Sugai et al., 2000). This tool includes interviewing, making observations, and looking at documents and reports; however, the researcher added interview questions and additional observation items to this tool since this study also attempted to learn if the SWPBS approach increases academic learning time. Three types of data were collected and triangulated for each of the research questions: observation data, interview data, and document/records review data.

Observation tool. The observations in this study were based on the research questions, observation prompts, and relevant literature. The observation instrument used in this study consisted of seven guiding observation questions (see Appendix E). The first two questions referred to the SWPBS approach practices such as school rules and incentives. The next two questions related to the documenting, collecting, and tracking of student behavior. The last three questions discussed the school's priority to this approach by allocating funding and district resources for the SWPBS implementation.

In Table 3 the first two questions that relate to the SWPBS practices such as school rules and school incentives are related to the observation prompts, indicating if the rules are posted and taught and what kinds of incentives have been implemented. A training manual provides all

the essential components of the SWPBS approach (Sugai et al., 2005). The Positive Behavior

Handbook discusses how the SWPBS approach is the beginning of a comprehensive school

reform, which includes the use of school-wide rules and rewards (Sailor et al., 2009). The

questions involving documenting, collecting, and tracking student behavior are notated as

monitoring and looking at office referrals and suspensions in order to revise the school's systems

and procedures (Skiba, Peterson, & Williams, 1997). The SWIS proposes a way to print reports

that tell the location of the incidents, the time of day that they occur, and the number of office

referrals that are taking place per month. The last three questions inquire about the priority,

funding, and district support that are given to SWPBS approach. SWPBS shifts the focus to a

more proactive approach, which makes it a priority for school districts (Sugai, 2007).

Table 3

Research Questions, Observation Prompts, and Relevant Literature Alignment

Research Questions	Observation Prompts	Relevant Literature
At three purposely selected Central California elementary schools that have fully implemented SWPBS approach for more than 1 year:		Horner & Sugai (2007) Lewis & Sugai (1999) Simmons et al. (2002) Sugai et al. (2005)
1. How are school rules/ expectations defined and taught?	How are the school-wide rules publicized at the school site? How are the school-wide rules taught at the school site?	
2. What kind of ongoing reward system for following the school rules and behavioral expectations if any has been set up?	What school-wide rewards are in place for the students that follow the rules?	Sailor et al. (2009).

(continued)

Research Questions	Observation Prompts	Relevant Literature
3. When behavior occurs, what systems if any are in place for documenting and reporting office-managed student behavior violations?	What system has the PBS team developed to track negative student behavior?	Irvin et al. (2006) Skiba et al. (1997)
4. What is the system for collecting and summarizing discipline referrals?	Describe the system that is in place at the school to collect, track, and monitor negative student behavior.	Lehr & Christenson (2002) Lewis & Sugai (1999)
5. What order of priority is given to the goal of improving behavior support systems in the school site plans?	What order of priority is given to the goal of improving behavior support systems in the school site plans?	May et al. (2003)
6. How is school budget money allocated for building and maintaining school-wide behavior support?	How is school budget money allocated for building and maintaining school-wide behavior support?	Luiselli et al. (2001)
7. How does the district support SWPBS at the school site?	How does the district provide support for the school to implement the SWPBS approach?	Horner & Sugai, (2007) Netzer & Eber (2003)

Interviews. Table 4 presents the alignment between the questions guiding the study, the interview questions, and the supporting professional literature. The interview instrument used in this study consists of seven guiding interview questions (see Appendix F). The first two research questions related to the interview questions that convey the school rules and incentives. The next two research questions related to the interview questions in showing how student behavior is monitored and tracked. The last three research questions corresponded to the last three interview questions that discuss how funding and district support is utilized in making SWPBS a priority.

Table 4

Research Questions, Interview Questions, and Relevant Literature Alignment

Research Questions	Interview Questions	Relevant Literature
At three purposefully selected Central California elementary schools that have fully implemented the SWPBS approach: 1. How are school rules/ expectations defined & taught?	Has the SWPBS Framework been reviewed with the staff and if so, how? How were the school rules developed? How have school rules been taught to the students?	Simmons et al., (2002) Luiselli et al. (2005) Horner, Horner, & Sugai (2009) Shores et al. (1993)
2. What kind of ongoing reward system for following the school rules and behavioral expectations, has been set up?	What kind of ongoing reward system for following the school rules and behavioral expectations, has been set up?	Osher et al. (2002)
3. When negative behavior problems occur, what systems, if any, are in place for documenting and reporting office-managed student behavior violations?	When negative behavior problems occur, what systems are in place for documenting and reporting office-managed student behavior violations?	Irvin et al. (2004); McCart & Turnbull (2002)
4. What is the system for collecting and summarizing discipline referrals?	What system is in place for collecting and summarizing discipline referrals?	Newton et al. (2009)
5. What order of priority is given to the goal of improving behavior support systems in the school site plan?	What order of priority is given to the goal of improving behavior support systems in the school site plan?	Horner et al. (2009) Lassen et al. (2006)
6. How is school budget money allocated for building and maintaining school-wide behavior support at the three schools?	How is school budget money allocated for building and maintaining the SWPBS approach at your school??	Muscott, Mann, & LeBrun (2008) Luiselli et al. (2001)
7. How if at all does the district support SWPBS in each of the three schools?	What kind of district support for SWPBS is provided for your school?	Horner et al. (2009) Horner & Sugai (2005) McCurdy et al. (2003)

In Table 4, the first two research questions relate to the first two interview questions, which include implementing the school-wide expectations, sharing how they are taught, and rewarding students who abide by them. Discipline practices have been improving in public schools by implementing school-wide expectations and incentives to keep students more positive and motivated (Luiselli et al., 2005). Safe schools are schools that are supportive and successful by providing a step by step process, such as requiring high expectations and reward systems for students who follow those expectations (Osher et al., 2002). The next research questions related to tracking and monitoring student behavior occurrences. Tracking student behaviors originated in special education and full inclusion classrooms (McCart & Turnbull, 2002). A problem solving model was designed to improve decision-making in schools that analyzed behavior data (Newton et al., 2009). The last research questions related to the last interview questions by looking at how the SWPBS approach is funded and supported in the school. The literature reviews the importance of the evidence-based SWPBS approach and informs districts why they should make it a priority (Horner & Sugai, 2007). According to McCurdy et al. (2003), SWPBS also prevents an increase in antisocial behaviors, which should lend to district support.

Documents and reports. The documents and reports were examined and reviewed to answer the document and report questions. See Table 5 regarding the documents and reports that addressed each research question in this study.

The document instrument used in this study consisted of seven guiding interview questions (see Appendix G). The researcher asked each principal whether the school had the above documents and reports that supported the implementation of the SWPBS approach. The school documents and reports were also be used to address the related research questions. The first two research questions related to the document and report questions that convey the school

rules and incentives. The next two research questions related to the document review guiding

questions in showing how student behavior is monitored and tracked. The last three research

questions corresponded to the last three document review guiding questions that discuss how

funding and district support is utilized in making SWPBS a priority.

Table 5

Research Questions, Documents and Reports, and Relevant Literature Alignment

Research Questions	Document Review Guiding Questions	Relevant Literature
At three purposely selected Central California elementary schools that have fully implemented SWPBS approach for more than 1 year: 1. How are school rules/ expectations defined and taught?	What documents does the school have that shows that the school rules were developed and taught?	Lewis & Sugai (1999) Luiselli et al. (2001) Nelson et al. (2002) Sprague & Golly (2004)
2. What kind of ongoing reward system for following the school rules and behavioral expectations, has been set up?	Which school-wide documents show that an ongoing reward system for following the school rules and behavioral expectations?	Horner, Sugai, & Vincent (2001) Skiba & Peterson (2000)
3. When negative behavior problems occur, what systems, if any, are in place for documenting and reporting office-managed student behavior violations?	When negative behavior problems occur, what documents are in place for recording office-managed student behavior violations?	May et al. (2003)
4. What is the system for collecting and summarizing discipline referrals?	What reports are in place for collecting and summarizing discipline referrals?	May et al. (2003)
5. What order of priority is given to the goal of improving behavior support systems in the school site plan?	What documents show that the SWPBS approach is a priority for your school? In the Action Plan, what steps have been taken to implement the SWPBS?	Horner et al. (2004) Kincaid et al. (2007)

Research Questions	Document Review Guiding Questions	Relevant Literature
6. How is school budget money allocated for building and maintaining school-wide behavior support at the three schools?	What documents show that school funds are allocated for the SWPBS approach?	Luiselli et al. (2001)
7. How if at all does the district support SWPBS in each of the three schools?	What documents show that the district has supported the school with the SWPBS implementation?	Horner et al. (2009) Horner & Sugai (2007) McCurdy et al. (2003)

In Table 5, the first two research questions related to the first two document guiding questions, which included implementing the school-wide expectations, sharing how they are taught, and rewarding students who abide by them. Implementing the school-wide rules and expectations is one critical part of the SWPBS approach, as it is a comprehensive plan that maximizes student learning time and prevents student behaviors from occurring (Nelson et al., 2002). In order to create a positive school climate, the PBS team should develop and define school-wide expectations which ought to include three to five easy to say and remember rules such as: Be Respectful, Be Safe, and Be Productive. These expectations should be posted throughout the school (Lewis & Sugai, 1999).

According to the Louisiana (La) SWPBS Implementation Resource Guide (2005), incentives are rewards that are used to support students following the school-wide expectations. It is necessary to keep rewards simple and easy to maintain as well as to keep them cost effective. Giving out *positive tickets* or *bucks* is a great incentive for the students to keep following the rules. Schools have many ways and provide many different activities for the students to cash in these tickets. Some of these activities include holding a student store every couple of weeks for students to buy items with these bucks that they have earned. The next research questions relate to tracking and monitoring student behavior occurrences. The SWIS is a

web-based system that schools use to track student behaviors by location, time of day, type of offense, and by month (May et al., 2003). The last research questions relate to the last interview questions by looking at how the SWPBS approach is funded and supported in the school. According to Kincaid, George, Eber, and Barrett (2010), it is important to organize schools within the district together to create a common vision and a common language so that the district or the infrastructure is set up to promote the implementation of the SWPBS approach. The district can then pool resources such as staff development, coaches, and funding for all district schools. The funding sources and the other resources need to be documented in the School Site Plan so that the school is committed in making this approach a priority.

Instrumentation validity. Josh Harrower, a national SWPBS Trainer, validated the observation, interview, and document/report tools that were used for this study. Mr. Harrower examined the questions and validated that the questions in each tool in order to see if they were in the right context and would generate the meaningful responses that were needed in this study. These tools originated by the researcher and therefore were in the formative stages. Mr. Harrower looked over each tool regarding the observations, interviews, and document reviews and validated that the three tools the researcher used as pilot tools for this study would yield the needed information. The hope was that these tools would work well for this study and might be used in other studies regarding studying the SWPBS implementation in elementary schools.

Data Collection Procedures and Data Management

The data collected for this study came from the interviews, observations, and document/report reviews from three purposefully selected Central California elementary schools. The researcher emailed the District Superintendent or District Designee the permission form (see Appendix B) for the study to take place at the three California Central elementary schools. The

District Superintendent or Designee faxed the signed copies back to her. After the District

Superintendent or Designee granted permission, the researcher emailed the three elementary

principals the permission letter (see Appendix C) for them to sign and to fax back a signed copy

to the researcher. After the principals identified the five teachers and the three campus

supervisors/yard duty staff, the researcher emailed them the Consent Form (Appendix D) to sign

along with the Cover Letter (see Appendix A). These permissions and consents were sent to the

IRB along with the application and cover letter for approval to conduct the study. After

Pepperdine University approved the IRB application/proposal, a date was set up at each

elementary school to conduct the observations, interviews, and document/report review.

Observation Data

Five teachers and three campus supervisors or yard duty staff members were observed in

their work areas and asked observation guiding questions. Each observation took from 15-30

minutes per staff member. Seven observation guiding questions were asked per staff member that

reflected the research questions that were validated by the literature resources. The researcher

observed the teachers in their classrooms and the campus supervisors or yard duty staff on the

playground, in the cafeteria, or in the hallway, depending on where their duties usually took

place. The researcher took notes on the responses of each staff member regarding to the

observation guiding questions. Once each participating teacher and campus supervisor/yard duty

staff member was identified, the researcher emailed each participant a copy of the Cover Letter

for Informed Consent (see Appendix C) and the Informed Consent for campus supervisors/yard

duty staff and teachers (see Appendix D). The participants read the forms over and gave their

signed copies to the principal of the school so that on the day of the site visit the researcher could

pick them up.

1. On the actual day of the observations, the researcher arrived on time and provided each participant with a copy of his/her signed informed-consent form (see Appendix D). Also, the researcher reminded the participants that this was strictly voluntary and that they had the right to withdraw from the study at any time without penalty and that it would not affect their job status or any other ranking in which they might be involved.

2. The researcher made sure that permission was granted to observe the participant in his/her job location while asking him/her the observation guiding questions. The researcher also made sure that the participants also knew that notes would be taken while they responded to the observation guiding questions.

3. The researcher made sure that the observations were noted completely with no questions or responses missed; however, the researcher reminded the participant that he/she did not need to answer every questions. It was also imperative that the researcher followed the observation guiding questions of the observation tool (see Appendix E).

4. When the observation guiding questions were completed, the researcher debriefed and thanked all the participants for their time.

5. The researcher checked to see if she had taken notes regarding each observation guiding question.

6. The researcher told participants that she would email the them the appropriate transcriptions of their responses to the observation guiding questions. If they had any changes or corrections to make, the participants were free to correct the notes and send the corrections back to the researcher.

Access to the observation notes was limited to the researcher, one trained coder, and the researcher's dissertation committee. Moreover, the privacy of the participants of the observations was protected through use of pseudonyms. All observation notes and transcriptions were secured and kept in locked storage, and will be held following the completion of this study in the researcher's storage space for approximately 3 years from the end of the study and until no longer needed, at which time they will be deleted and or shredded.

Interview Data

Five teachers (two to three of which served on the PBS team) and three campus supervisors or yard duty staff members were interviewed. Each interview took between 20-30 minutes per staff member. Seven interview questions were asked that reflected the seven research questions and were validated by the literature resources. The researcher audio recorded the responses from each of the participants regarding each interview question.

1. On the actual day of the interviews, the researcher arrived on time and provided each participant with a copy of the cover letter for participant informed consent (see Appendix C), and their signed informed-consent form (see Appendix D). Also, the researcher reminded the participants that participation was strictly voluntary; they had the right to withdraw from the study at any time without penalty, and it would not affect the subject's job status or any other ranking in which he/she might be involved.

2. The researcher made sure the participant knew that the researcher was going to be using an audio-recorder for the interviews and was going to be taking notes during the interviews.

3. The researcher made sure that the interviews were completely recorded with no questions or responses missed. It was also imperative that the researcher followed the

interview questions (see Appendix F). The researcher reminded the participant that

they did not need to answer every question if they did not feel comfortable doing so.

4. When the interview questions were completed, the researcher debriefed the

participants and thanked them for their time.

5. The researcher started the audio recording before beginning each interview.

6. The researcher transcribed the audio recording into a Word document and emailed the

appropriate transcriptions to each participant for feedback on its accuracy. Access to

the recordings and transcribed interviews was limited to the researcher, one trained

coder, and the researcher's dissertation committee. Moreover, the privacy of the

interviewees was protected through use of pseudonyms.

7. All interview notes, recordings, and transcriptions will be secured, locked up, and

stored at the end of this study in the researcher's storage space for 3 years from the

end of the study and until no longer needed, at which time they will be deleted and or

shredded.

Documents/Records Review

1. The researcher asked each principal whether the school had the requested documents

and reports that show support of the implementation of the SWPBS approach. The

school documents and reports were used to address the related research questions.

The researcher provided a list of document questions to the principal in advance of

the document review so that they could prepare for the document review questions.

Also, the researcher reminded the principal that participation was strictly voluntary;

that they had the right to withdraw from the study at any time without penalty and it

would not affect the subject's job status or any other ranking in which he/she might be involved.

2. On the actual day of the interviews, the researcher made sure that the researcher arrived on time and provided the principal with a copy of his/her signed permission form (see Appendix C). Also, the researcher reminded the participant of the right to withdraw from the study at any time without penalty.

3. The researcher made sure that she had permission to take notes during the document review. The researcher reminded the participants that they did not need to answer every question if they felt uncomfortable.

4. The document review entailed the researcher's firsthand review of the documents provided and a review of the principal's responses related to the document review questions. The first document review guiding question required the principal to have the Student Handbook and Behavior Lesson Plans that provided evidence that they teach the actual school-wide expectations or rules.

5. The second document review guiding question asked for a written document covering and explaining the School-Wide Incentive Program.

6. The third question asked the principal to provide documents that showed how negative behaviors were tracked in the school such as office referrals and suspensions.

7. The fourth document review guiding question asked whether the school had behavior reports or a data-collection of negative student behavior throughout the year.

8. The fifth document review guiding question asked whether SWPBS was listed as a school priority and if the goals for improving negative student behavior were

included in a school document such as the School Site Plan. An another example of a

document showing that the SWPBS approach was a priority could be the school's

Action Plan written by the PBS team.

9. The sixth guiding question asked if a school document showed if the school allocated

some of its budget to be spent on the SWPBS approach.

10. The seventh and final question asked whether there was documentation that the

district was providing support such as ongoing SWPBS training and or funding for

the implementation and continuation of SWPBS approach.

11. The researcher made sure that the guiding questions regarding the school documents

were all completed and that there were no questions or responses missed. It was also

imperative that the researcher followed the document guiding questions of the

document tool (see Appendix G).

12. When the guiding questions for the documents were completed, the researcher

debriefed the participants and thanked them for their time.

13. The researcher checked to see if she had taken notes regarding each guiding question

regarding the documents.

14. The researcher told the participants that she would email them the transcriptions of

their responses to the guiding questions regarding the documents. If they had any

changes or corrections to make, the participants were free to correct the notes and

send the corrections back to the researcher.

Access to the document notes was limited to the researcher, one trained coder, and the

researcher's dissertation committee. Moreover, participants' privacy was protected by using

pseudonyms. All notes regarding the school documents and transcriptions were secured, kept in

locked storage, and held following the end of this study in the researcher's storage space for approximately 3 years from the end of the study and until no longer needed, at which time they will be deleted and or shredded.

Data Analysis

The researcher used the case-study method to study the implementation of SWPBS in each of three Central California elementary schools. The researcher set up observation prompts (see Appendix E), interview questions (see Appendix F), and prompts for the review of documents and reports (see Appendix G) in order to gather data from each school. After conducting data analysis in the case study, the researcher followed these steps:

1. Organized the findings by school, research question, observation, interview and document review;

2. Created Code Books for each research question, including the category or theme, the code, the description, and relevant literature;

3. Formulated detailed instructions for coding for each research question that were sent to the outside coder;

4. Identified the number of times the categories or themes were referenced per passage; and

5. Synthesized, generalized, and drew conclusions that extended beyond the specific case (Leedy & Ormrod, 2003).

The researcher used an external coder who had experience in qualitative coding. An Educational Leadership Administration and Policty (ELAP) graduate conducted separate concurrent data analyses from the observations, interviews, and the written documents. Then the researcher compared the external coder analysis with her own coding and discrepancies were

found due to the external coder coding the data per passage instead of coding per phrase as the researcher did. The researcher then went back through all of the data and coded the findings once again. This time the researcher coded the data per passage instead of per phrase. At that point, the external coder findings and the researcher findings were found to be fairly comparable.

Observation Data

The personal observations consisted of looking at the systems and procedures actually being used in the classrooms, in the hallways, and on the playground. The researcher looked for common themes in the observation responses that showed that the SWPBS approach was working to decrease student behavior and increase academic learning time. The researcher was the only coder for these findings as she was the only one with the actual observation notes.

Interview Data

The responses to the interview questions by the principal, teachers, and campus supervisors were collected in order to see if common themes would arise showing that the SWPBS approach was helping to decrease negative student behavior and increase academic learning time. The external coder coded all of the data on her own and sent it to the researcher. The researcher compared her coding with the coding done by the external researcher. Since some discrepancies appeared, a conversation was held to discover how the external coder completed the task. After finding out that the external coder coded per passage, the researcher went back through the data and recoded all of the data. This time, the researcher's coding and the external coder's findings were comparable.

Documents/Records Review Data

School documents and reports notes were reviewed to determine if the data attested to the full implementation and commitment of the SWPBS approach with the themes that showed that

negative student behavior was decreasing, and student academic learning time was increasing. The researcher was the only one that had the original data from the document findings, so she was the only coder in this process. The researcher looked for common themes that occurred regarding the research questions that were grounded through the literature.

Triangulation

Each of the case studies or schools were studied individually and then compared between schools. The researcher analyzed the case study data during the data collection process. The resulting preliminary conclusions influenced the kinds of data that were collected later. The researcher then triangulated the data. Information came from the different schools and the different sources, which all pointed to the same conclusion for the latter to be valid (Leedy & Ormrod, 2003).

The researcher looked at the three sets of data regarding the observations, interviews, and document/records review to determine if there were any common themes among these three areas. The external coder conducted a separate concurrent data analysis for the interviews only, and the researcher coded the observations and written documents and compared them through triangulation.

Comparison of School Data

When conducting data analysis in a case study, a researcher usually follows these steps:

1. Organizing details about the case by putting facts into chronological order;

2. Categorizing data into clusters or meaningful groups;

3. Looking for specific meaning or making sense of each piece of information;

4. Identifying patterns or themes that permit the case to be seen in a broad perspective; and

5. Synthesizing, generalizing, and drawing conclusions that extend beyond the specific

case (Leedy & Ormrod, 2003).

After going through this process for each elementary school that was studied, the external coder

compared the three schools and saw what themes were similar and what themes were different.

The hope was that the coder would find that each school had a decrease in negative behavior

problems and an increase in academic achievement and learning time. The external coder

conducted a separate concurrent data analysis and then compared the three different case studies

in order to draw final conclusions.

Positionality: Role of the Researcher

The researcher was a Vice Principal in a K-6 Elementary School in 2000 that had 600

suspensions per year and 1,200 office referrals per year. The Assistant Superintendent sent a

group of staff members, including the researcher, to SWPBS training in 2000 in the hopes of

decreasing student misbehavior and suspensions at the school. Consequently, suspensions fell

from 200 per year in 1 year, and student test scores went up. The campus also became safer and

calmer after SWPBS was implemented.

Since then the researcher has implemented the SWPBS program in two other schools.

Each school implemented the approach somewhat differently since the schools had different

needs. In both cases, however, there were improvements in student behavior. In the researcher's

new school, a group of teachers were sent to SWPBS training at the County Office of Education

because her new school also needed to improve the behavior of its student body. Thus the

researcher has been able to set up a PBS team in her new school, where the staff is currently

working on improving the systems and procedures throughout the building.

Chapter 4: Findings

Restatement of Purpose Statement

The purpose of this multiple case study was to describe and compare practices utilized to implement the SWPBS approach at three purposely selected Central California elementary school sites. More specifically, this study was intended to describe and compare: (a) school practices for defining and teaching school rules/expectations; (b) the reward systems being used; (c) systems for documenting and reporting office-managed student behavior violations; (d) systems for collecting and summarizing discipline referrals; (e) the priority given to improving behavior-support systems in school site plans; (f) school budget allocations for SWPBS; and (g) district support, financial and otherwise, for SWPBS at these schools.

This study did not attempt to prove a causal relationship between SWPBS and improved student achievement. Rather, it focused on describing and comparing specific practices that these three schools are utilizing in relation to the SWPBS approach. The intention was to learn more about specific practices that might be replicated in other schools.

Restatement of Research Questions

At three purposely selected Central California elementary schools that have implemented the SWPBS approach:

1. How are schools rules/expectations defined and taught?

2. What kind of ongoing reward system has been established for students who follow the school rules and behavioral expectations?

3. What system is in place for documenting and reporting office-managed student behavior violations?

4. What system exists for collecting and summarizing discipline referrals?

5. What priority is given to improving behavior support systems?

6. How is school budget money allocated for building and maintaining school-wide behavioral support?

7. What support is provided for SWPBS by the district?

Research Design and Implementation

This research design was qualitative in nature and utilized a multiple case-study methodology. Three Central California elementary schools were purposely selected for this study because they had implemented the SWPBS Framework for more than 1 year and were hoping to decrease negative student behavior and increase student achievement. The subjects who participated in this study included the principal, five teachers (two to three of whom served on the school PBS team), and three campus supervisors or yard duty staff from each of the three schools. Observations, interviews, and the document reviews were the three types of data that were collected in order to understand each school's SWPBS practices and the level of support in each school when implementing this approach. Observations and interviews were conducted with the principals, teachers, and campus supervisors or yard duty staff. The principals were the only participants involved in the document review. The three types of data were collected and compared within each school and triangulated among all of the schools.

Findings

The following findings for this study are presented for each of the seven guiding research questions in narrative and table format. In each guiding research question, findings are presented for each of the three schools and then compared.

Research question 1. This research question asked how school rules/expectations are defined and taught. Research Question 1 contained two separate parts. The first part looked at

how school rules are defined and the second part asked how school rules are taught. Tables 5-10 present the thematic categories that emerged from an analysis of the triangulated observations, interviews, and record review data related to Research Question 1 for each of the three schools. Also reflected in Tables 6-11 are the data codes that were used, a description of the thematic categories, and the number of times each category was identified or were referenced in the data.

Two themes emerged from the triangulated and comparative findings regarding how school rules were defined:

1. The PBS team identifies three to five school-wide expectations that are detailed and precise. They not only develop these themes but also train teachers and staff on these expectations.

2. A matrix poster was developed that describes the desired behaviors or expectations for each of the three to five school rules regarding each major location in the school.

School 1: Observations, interviews, and document reviews regarding part 1 of research question 1. In School 1 during the observations, interviews, and the document review, the principal, teachers, and yard duty supervisors provided information related the first theme to Research Question 1 by revealing how the school-wide expectations were defined (see Table 6):

- Teacher one stated, "The Positive Behavior Support (PBS) team developed the expectations in year 1 and once they were agreed upon, then they implemented them."

- Teacher two commented, "Well I think that the representatives from the staff helped to develop these expectations at their staff meetings. They brought them back to the staff from the district training and asked for additional suggestions. There are three basic ones: Be Respectful, Be Responsible, and Be Safe."

- Teacher three said, "We had to vote and choose the three primary focus areas, so everyone voted on to use: Be Respectful, Be Responsible and Be Safe."

- Teacher four mentioned, "In our classrooms we talked about our Dolphin posters which were put up in every classroom."

- Teacher five stated, "Everyone has a poster in their classroom that says: Be Respectful, Be Responsible, and Be Safe."

Table 6

School 1: Means for Defining School Rules

Category	Code	Description	Observations	Interviews	Records
Behavior Themes	BT	-PBS team identifies three to five school wide expectations that are detailed and precise. PBS team developed them & trains teachers and staff. -The school-wide expectations are: Be Safe, Be Respectful, Be Responsible	2	4	1
Matrix Poster	MP	-Matrix poster describes desired behaviors for each of three to five school rules for each major location in the school.	2	1	1

School 1: Observations, interviews, and document reviews regarding part 2 of research question 1. In School 1 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors supported the second theme in Research Question 1 by stating how the school expectations were taught (see Table 7):

- Teacher 1 stated, "In the classrooms we talk about the rules and expectations/posters."

- Teacher 2 said, "We are encouraged to mention the expectations in the classroom and show how they reflect the words being taught which were being respectful, being responsible, and being safe. I know that I do this in the classroom."

- Teacher 3 stated, "Our expectations: Be Respectful, Be Responsible, and Be Safe are simple to learn so that every child knows them. Every staff member refers to them when talking to a child about behavior."

Table 7

School 1: Means for Teaching School Rules

Category	Code	Description	Observations	Interviews	Records
Classroom Lessons	CL	-Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior knowledge, and provide opportunity to practice through role play. -Review the beginning of the year.	1	2	0
Establishing & Communicating Clear Rules	ECCR	-Every morning the principal gives a message to the students. In the message the principal reminds the students to abide by the 3 theme words or to the expectations found in the developed matrix. -By establishing & communicating clear rules & expectations for everyone to follow, the administration will guarantee that the students are not confused & that everyone in the school has the same expectations.	1	0	0
Positive Reinforcement	PR	-Give positive statements & rewards.	0	2	0

School 2: Observations, interviews, and document reviews regarding part 1 of research question 1. In School 2 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors provided information related the first theme of Research Question 1 by revealing how the school expectations were defined (see Table 8):

- Teacher 1 said, "Individual rules are posted in classrooms. They are on the website that states the Mesa Way: Be Respectful, Be Responsible, and Be Ready to Learn. They also go home in the school handbook."

- Teacher 3 stated," The rules are posted in every classroom."

- Teacher 5 stated, "Every classroom has the matrix expectations up."

- Yard Duty Supervisor 2 said, "The expectations are on the website."

Table 8

School 2: Means for Defining School Rules

Category	Code	Description	Observations	Interviews	Records
Behavior Themes	BT	-PBS team identifies three to five school wide expectations that are detailed and precise. PBS team developed them & trains teachers and staff. -The Mesa Way is: Be Respectful, Be Responsible, & Be Ready to learn.	2	5	1
Matrix Poster	MP	-The matrix poster describes desired behaviors for each of the three to five school rules for each major location in the school.	2	2	1

School 2: Observations, interviews, and document reviews regarding part 2 of research question 1. In School 2 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to the second theme in Research Question 1 by stating how the school expectations were taught:

- The principal stated, "We reinforce the rules through the posters in the classrooms, in the cafeteria, in the Morning message, in our student of the month, and on our website. It is mentioned in all areas of the school."

- Teacher 2 explained, "Every teacher teaches the expectations to the students."

- Teacher 3 described, "The teachers are to remind and teach the students the expectations in the classroom."

Table 9

School 2: Means for Teaching School Rules

Category	Code	Description	Observations	Interviews	Records
Classroom Lessons	CL	-Classroom teachers use strategies that stress the big idea, use scaffolding, activate prior knowledge, and provide opportunities to practice through role play. -In the beginning of the year rules are reviewed.	4	2	0
Establishing & Communicating Clear Rules	ECCR	-The matrix and school-wide expectations are listed on the school website. -The principal puts the school-wide expectations in the school newsletter. -The Student Council reviews the rules every Monday. -Every Monday the auto-dialer reviews the school-wide expectations. -They go home in the School Handbook. -The principal talks on the speaker every day about the expectations. -Student of the Month is stressed. -Reinforce rules in cafeteria.	4	1	1

School 3: Observations, interviews, and document reviews regarding part 1 of research question 1. In School 3 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to the first theme to Research Question 1 by revealing how the school expectations were defined in the following statements (see Table 10):

- The principal stated, "We have a school-wide matrix for behavior which talks about how students are to behave in every area of the school. At the beginning of the year we changed them into 3 rules: Be Respectful, Be Responsible, and Be Safe. The PBIS team developed them with the help of the teachers."

- Teacher 1 stated, "The 3 main theme words are posted everywhere in the school. When the PBIS team was at the district training, we thought carefully about the areas to emphasize on the school-wide expectations and we created our expectations which are: Be Respectful, Be Responsible, and Be Safe."

- Yard Duty Supervisor 3 stated, "The expectations are hung everywhere. They are: "Be Respectful, Be Responsible, and Be Safe. These words are what we call: 'The King Way.'"

Table 10

School 3: Means for Defining School Rules

Category	Code	Description	Observations	Interviews	Records
Behavior Themes	BT	-PBS team identifies three to five school wide expectations that are detailed and precise. -PBS team developed them & trained teachers and staff. -They are: Be Respectful, Be Responsible, Be Safe.	6	2	1
Matrix Poster	MP	-Matrix posters describe desired behaviors for each of three to five school rules for every major location in the school.	5	2	1

School 3: Observations, interviews, and document reviews regarding part 2 of research question 1. In School 3 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to the second theme in Research Question 1 by stating how the school expectations were taught (see Table 11):

- The principal said, "At the beginning of the year the school-wide expectations are reviewed and we talk about them in everything that we do. It is also in our newsletter and infused in everything that we do."

- Yard Duty Supervisor 2 said, "The school-wide expectations are in the monthly newsletter that goes out to parents. We all remind the students everyday about

behaving 'The King Way.' The expectations are also listed in the office and every

teacher teaches them."

Table 11

School 3: Means for Teaching School Rules

Category	Code	Description	Observations	Interviews	Records
Classroom Lessons	CL	-Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior knowledge, and provide opportunities to practice through role play. -At the beginning of the year the rules are taught and reviewed.	2	3	0
Establishing & Communicating Clear Rules	ECCR	-These expectations are reviewed by the principal. -Monthly Newsletters go out that remind the students of the "King Way." -The rules are infused in everything they do. -The principal addresses the rules whenever she can. -They are in every school/morning announcement.	6	2	0

Summary of research question 1, part 1 findings. With respect to part 1 of Research

Question 1, the findings showed that each school demonstrated that they developed school-wide

expectations, including a three-word theme, and that the expectations were put into a matrix that

was posted in every area of the school. All schools shared that the PBS team had developed these

school-wide expectations with the help of the staff. The coder added another theme to the Code

Book that was called *Positive Reinforcement*, which did not yield a significant finding in this

Research Question. Table 12 presents a comparison of the triangulated findings for how school

rules were defined in the three schools.

Table 12

Comparative Findings for Means of Defining School Rules

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Behavior Themes	-The PBS team identifies three to five school wide expectations that are detailed and precise. -The PBS team trains teachers and staff on the rules.	7	7	9	23
Matrix Poster	-The Matrix poster describes the desired behaviors for each of the three to five school rules for every major location in the school.	4	5	8	17

Summary of research question 1, part 2 findings. With respect to the second part of

Research Question 1, all three schools verified that the teachers taught the school-wide

expectations in the classroom. The school-wide rules are infused in everything that they do as

they are sent home, posted on the website, in newsletters, and in the morning message. The

comparison of the triangulated findings for how school rules were taught revealed the following

two themes:

1. Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior

    knowledge, and provide opportunity to practice through role play (Kame'emui &

    Carnine, 1998).

2. By establishing and communicating clear rules and expectations for everyone to

    follow, the administration assures that the students are not confused and that everyone

    in the school has the same expectations (McCart & Turnbull, 2002).

Table 13 presents a comparison of the triangulated findings for the means of teaching school

rules.

Table 13

Comparative Findings for the Means of Teaching School Rules

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Classroom Lessons	-Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior knowledge, and provide opportunities to practice through role play.	3	6	5	14
Establishing & Communicating Clear Rules	-By establishing and communicating clear rules & expectations for everyone to follow, the administration guarantees that the students are not confused & that everyone in the school has the same expectations.	1	6	8	15

Research question 2. This research question asked what kind of ongoing reward system has been established for students who follow the school rules and behavior expectations. Tables 14-17 present the thematic categories that emerged from an analysis of the triangulated observations, interviews, and record review data related to Research Question 2 for each of the three schools. Also reflected in Tables 14-17 are the data codes that were used, a description of the thematic categories, and the number of times each category was identified in the three sources of data.

School 1: Observations, interviews, and document reviews regarding research question 2. In School 1 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 2 by describing the school-wide rewards in place for the students that follow the rules (see Table 14):

- The principal said, "We pass out caught being good cards to any students that are caught for showing respect, responsibility, or safety outside of the classroom or show effort, improvement, or high scores inside the classroom."

- Teacher one explained, "We have Dolphin cards and they are two-fold. One side of them might be for academics. We started originally with just behavior so if someone was respectful outside or in the cafeteria or outside the classroom, we gave them a Dolphin card. The Dolphin card went in the office then on Fridays there were drawings by grade levels. Then there would be one Dolphin card pulled for each grade level and the students would be announced by the principal."

- Teacher 2 confirmed, "There is a raffle every week regarding the tickets that students had earned. This weekly drawing involves every grade level, and the student's names that are drawn are published in the school bulletin."

- Teacher 3 stated, "We have a caught being good card program that has those three expectations on one side: Respect, Responsible, and Be Safe. A teacher and an instructional aide can give them out as they see a student doing something positive. They discourage it within the classroom with their own students just because each classroom should have their own positive reward system in place just like I have group points and stickers. There is a caught being good drawing for each grade level every week. We also give term awards. We have three terms here so we hold an assembly for each one. Each teacher is given about eight awards to give out. On the flip side of the caught being good cards, there are academic statements like effort, improvement, and achievement. If someone is making really good effort academically or has improved their scores or effort they may receive a card as well. Those students

that may not be able to receive a positive card for behavior could do it for academic

achievement and vice-versa."

- Teacher 4 stated, "We give Dolphin cards for reinforcing respect, responsibility, and

    safety. Those are turned in for a drawing weekly."

Table 14

School 1: Ongoing Reward Systems

Category	Code	Description	Observations	Interviews	Records
School-Wide Incentive System	SWIS	-Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors. -A drawing takes place every Friday for the whole school & the principal announces the winner on the loud speaker & gives out a prize.	2	4	1
Reward is Positive Reinforcement	RIPR	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior. -At the end of the year they hold a Field Day for an award. -Awards Assemblies are held at the end of every trimester. -Friday winners are mentioned in the school newsletter.	2	4	2
Use of Tickets	UOT	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time. -Dolphin cards are given out.	2	3	0

School 2: Observations, interviews, and document reviews regarding research question

2. In School 2 during the observations, interviews, and the document review, the principal,

teachers, and the yard duty supervisors gave information related to Research Question 2 by

describing the school-wide rewards in place for the students that follow the rules (see Table 15):

- During the observation time, Teacher 1 stated, "We give out Le Mesa Bucks and verbal praise."

- Teacher 4 said, "We have the Le Mesa Bucks, the Student Store, the point system for Check In-Check Out, and extra recess time."

- Teacher 5 stated, "The teachers give the Le Mesa Bucks and use lots of praise. They also give students extra recess time."

- During the interview, Teacher 1 answered, "We have the Le Mesa Bucks and stamps in our classrooms. The students spend their Le Mesa Bucks at the School Store."

- During the interview, Yard Duty Supervisor 1 stated, "We give Le Mesa Bucks and they spend them in the School Store. The store is open on Wednesdays and Fridays."

Table 15

School 2: Ongoing Reward Systems

Category	Code	Description	Observations	Interviews	Records
School-Wide Incentive System	SWIS	-Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors. -The Student Store is held every Wednesday.	2	5	0
Reward is Positive Reinforcement	RIPR	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior. -They also give out testing incentives. -Students are honored in the showcase. -They announce the Student of the Month. -They give stamps. -They give attendance awards. -They give out stickers. -They receive pizza for earning points for the Check In Check Out system.	5	5	2

(continued)

Category	Code	Description	Observations	Interviews	Records
Use of Tickets	UOT	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time. -They also gave out Le Mesa Bucks.	8	9	1

School 3: Observations, interviews, and document reviews regarding research question

2. In School 3 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 2 by describing the school-wide rewards in place for the students that follow the rules (see Table 16):

- The principal stated, "We give out Cub Cash which is put into a drawing that happens every Friday. Then the principal gives out a book on Monday to the winners from each grade level. We also have stars that the Yard Duty staff gives out for good playground behavior. These stars are placed in the cafeteria on classroom charts. The class with the most stars by Friday receives the trophy for the week."

- During the observation, Teacher 1 stated, "We give out daily King Cub Cash to the students when they are being Respectful, Responsible, and Safe. We write the students name and the teachers name on them and they go into a drawing. The principal draws out a Cub Cash card on Friday and announces the winners. The principal brings a book for the winners on Monday. We also have awards assemblies at the end of every trimester."

- During the interview, Teacher 5 responded, "We use the Cub Cash and there is a drawing. The principal brings the winners of the drawing a book on Monday with positive comments. We use the slogan or the overarching goal called we do it 'The King Way'."

Table 16

School 3: Ongoing Reward Systems

Category	Code	Description	Observations	Interviews	Records
School-Wide Incentive System	SWIS	-Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors.	4	9	1
Reward is Positive Reinforcement	RIPR	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior.	4	9	1
Use of Tickets	UOT	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time.	8	9	1

Summary of research question 2 findings. Table 17 presents a comparison of the

triangulated findings for the ongoing reward system that has been established for students who

follow the school rules and behavior expectations in the three schools. The comparison of the

triangulated findings of the ongoing reward or incentive system that was established for students

who follow the school rules and behavior expectations yielded the following three main themes:

1. The school-wide incentive system is included in the universal tier or tier 1 of the

   SWPBS approach. The school-wide incentive system consists of students being

   rewarded for preferred behaviors (McKevitt & Braaksma, 2008).

2. A reward is a positive reinforcement in the form of an event, activity, or object that

   someone receives to reinforce their good behavior (Horner & Goodman, 2010).

3. Some PBS schools give well-behaved students tickets that may be cashed in for

   prizes, while other PBS elementary schools recognize these students at school

   assemblies or give them extra recess or computer time (McKevitt & Braaksma,

   2008).

Table 17

Comparative Findings: Ongoing Reward Systems

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
School-Wide Incentive System	-Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors.	7	7	14	28
Reward is Positive Reinforcement	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior.	8	12	14	34
Use of Tickets	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time.	5	18	18	41

The findings from all three schools showed that they all have school-wide incentives in place. Two schools have tickets and they put them in a school-wide drawing every Friday. One school gave out tickets; however, these tickets could be spent at a school-wide store every week.

Research question 3. This research question asks what system is in place for documenting and reporting office-managed student behavior violations. Tables 18-21 present the thematic categories that emerged from an analysis of the triangulated observations, interviews, and record review data related to Research Question 3 for each of the three schools. Also reflected in Tables 18-21 are the data codes that were used, a description of the thematic categories, and the number of times each category was identified in the three sources of data.

School 1: Observations, interviews, and document reviews regarding research question
3. In School 1 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 3 by discussing the progressive behavior system that the school has in place (see Table 18):

- The principal reported, "We have the teacher's classroom rules and the school rules for minor offenses which are dealt with by the classroom teacher by using the teacher's management system. If the behaviors have escalated beyond the classroom teacher's system, we use a school-wide discipline referral. We have three layers regarding referrals. We have something that the yard duty supervisors give out. The teachers then deal with it through their own management system. The next thing that the teachers have is what we call a Fix It Ticket. The teachers will use this inside of their classrooms. They have the students write the rules and have them fix it either in the classroom or in a buddy class for time out. The third layer is a full blown discipline referral that gets put into our information system and we track it."

- During the observation, Teacher 3 said, "We track and input behavior in our Illuminate program. We also focus on the Check- In-Check Out system."

- In the interview, Teacher 3 said, "School-wide management is encouraged within the classrooms to have a positive consequence system. You might have them skip a recess and have them do their work. It could be a team program or a sticker program, or putting their names on the board. You should have a time out buddy class that gives everyone a time out for 15 minutes. We use the Fix It Ticket for smaller items. Then we have the Discipline Referral. The teacher sends the referral to the principal. When he has time, he sees the students, he signs it and he may make another

recommendation. We also have some high-need students meeting with the parent-liaison every day. The teacher makes the goals for these students and these goals go home every day and these students are given points for their progress daily."

Table 18

School 1: Means and Systems for Documenting and Reporting Office-Managed Student Behavior Violations

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PRO ORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	1	1	0
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of the infraction, and the number of office referrals per month.	0	1	0
Office Referral	OR	-The office referrals are entered into the computer	1	3	1
Check In – Check Out	CI-CO	-This is a system for students that need that extra support for behavior. An office staff member checks in with them at the beginning of the day and checks out with them at the end of the day. They gain points every day. Their progress is monitored in an excel spreadsheet.	1	2	0

School 2: Observations, interviews, and document reviews regarding research question 3. In School 2 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 3 by discussing the progressive behavior system that the school had in place (see Table 19):

- During the observation, Teacher 1 said, "The children had the daily chart they used called the Check- In-Check Out method for the tier 2 students. I don't have any students on that. This includes the students having a chart of goals on their desk."

- In the interview, Teacher 1 said, "The classroom teachers take care of behaviors and rewards in the class. The yard duty takes care of the behavior on the playground. The goal of the principal is to make sure that the students do not miss class for behavior issues."

- In the observation, Teacher 3 stated, "We put the referrals into the Illuminate program."

- In the interview, Teacher 3 responded, "In class we give a verbal warning, put name on the board, miss recess, and call home. If they go to the office, they receive a referral form."

- In the observation, Teacher 2 said, "I think that they have a software program to enter the student referral data. We run off spreadsheets with students' behavior records to review."

Table 19

School 2: Means and Systems for Documenting and Reporting Office-Managed Student Behavior Violations

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PROORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	0	0	0

(continued)

Category	Code	Description	Observations	Interviews	Records
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month. -They use the Illuminate software program to enter student referral data.	1	0	0
Office Referral	OR	-The office referrals are entered into the computer	1	2	1
Check In-Check Out	CI-CO	-This is a system for students that need that extra support for behavior. An office staff member checks in with them at the beginning of the day and checks out with them at the end of the day. They gain points every day. Their progress is monitored in an excel spreadsheet.	4	1	0

School 3: Observations, interviews, and document reviews regarding research question 3. In School 3 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 3 by discussing the progressive behavior system that the school had in place (see Table 20):

- In the interview, Teacher 1 replied, "The Check In-Check Out system is used for the Tier 2 students. They have an evaluation form. Most teachers have a behavior clipboard. They also have a behavior check list. We have office referrals and these are documented on the school data base."

- In the interview, Teacher 3 responded, "We track and input behavior in our Illuminate program. We also focus on the Check-In-Check Out system."

- The principal stated, "The teachers are the dictators of their classrooms. When they send a child to the office they give up that privilege. The progress for our behavior is:

  1. The teacher tries to handle the situation in the classroom.

  2. If they still misbehave, they send the child to the office, if needed.

3. The principal talks to the student.

4. We call the parent.

5. Suspend if need be.

6. Usually do in-house suspension first.

7. Suspend them home."

Table 20

School 3: Means and Systems for Documenting and Reporting Office-Managed Student Behavior

Violations

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PROO RD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. -The school tracks behaviors on the Illuminate program.	3	0	1
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data into bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	0	0	0
Office Referral	OR	-The office referrals are entered into the computer	1	2	1
Check In-Check Out	CI-CO	-This is a system for students that need that extra support for behavior. An office staff member checks in with them at the beginning of the day and checks out with them at the end of the day. They gain points every day. Their progress is monitored in an excel spreadsheet.	5	2	0

Summary of research question 3 findings. Table 21 presents a comparison of the

triangulated findings of documenting and reporting office-managed student behavior violations.

Table 21

Comparative Findings: Means and Systems for Documenting and Reporting Office-Managed

Student Behavior Violations

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Periodic Reviews of Office Referral Data	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. -The school tracks behaviors on the Illuminate program.	2	0	4	6
The School-Wide Information System	-The SWIS is a well-organized system that configures the behavior data into bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	1	1	0	2
Office Referral	-The office referrals are entered into the computer	5	4	4	13
Check In-Check Out	-System for students that need that extra support for behavior. An office staff member checks in with them at the beginning of the day and checks out with them at the end of the day.	3	5	7	15

The comparison of the triangulated findings of the system that is in place for

documenting and reporting office-managed student behavior violations uncovered three main

themes:

1. Periodic review of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage (McKevitt & Braaksma, 2008).

2. The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month (McKevitt & Braaksma, 2008).

3. The office referral should be aligned with the SWIS software system for collecting behavior data (Irvin et al., 2004, 2006; May et al., 2003).

The findings from all three schools regarding Research Question 3 showed that they do have a progressive behavior system in place. They all have the classroom teachers put in place interventions first before referring them to the office with an office referral. All of the schools also used the Check-In-Check Out system and tracked student's progress that fell under Tier 2. All of the schools used the Illuminate system to track office referrals.

Research question 4. This research question asked, What system exists for collecting and summarizing discipline referrals? Tables 22-25 present the thematic categories that were disclosed from an analysis of the triangulated observation, interview, and record review data related to Research Question 4 for each of the three schools. Also reflected in Tables 22-25 are the data codes that were used, a description of the thematic categories, and the number of times each category was identified in the three sources of data.

School 1: Observations, interviews, and document reviews regarding research question 4. In School 1 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 4 by

describing the system that is in place at your school to collect, track, and monitor negative

student behavior (see Table 22):

- During the observation, Teacher 1 said, "We have district-wide referrals that are put

  into an online program."

- In the observation, Teacher 3 stated, "We input the referrals into a system on line.

  Suspensions and expulsions are also entered into this online system, but we don't

  have that many expulsions."

- In the interview, Teacher 3 expressed, "We have referrals that are put into the

  Illuminate program."

- In the interview, Yard Duty Supervisor 2 said, "The adult writes a referral, the office

  gives it to the principal, and then it is put into the system."

Table 22

School 1: System for Collecting and Summarizing Discipline Referrals

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PROORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	0	0	0
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month. -This school has Illuminate instead of SWIS.	0	2	1
Office Referral	OR	-The office referrals are entered into the computer. -Suspensions & expulsions are also entered into this online system.	3	2	0

School 2: Observations, interviews, and document reviews regarding research question

4. In School 2 during the observations, interviews, and the document review, the principal,

teachers, and the yard duty supervisors gave information related to Research Question 4 by

discussing the progressive behavior system that the school had in place (see Table 23):

- In the observation, Teacher 4 stated, "We collect data from the Check In-Check Out

  system. The referrals also go into a computer system."

- In the observation, Teacher 3 said, "We put the referrals into the Illuminate program."

- In the interview, the principal stated, "We have the Illuminate and referral system.

  When students have serious behavior problems we put them into our Illuminate and

  track our data. We like to focus on the positive and celebrate good contracts."

- During the interview, Teacher 2 stated, "Office referrals are kept and data is input so

  we know the type of infraction and who are the repeated offenders. Data gives us

  information such as who, what, when, and where it occurred."

- In the interview, Teacher 3 stated, "Referrals are entered into Illuminate and are

  recorded. The Check In-Check Out system is monitored and documented individually

  by behavior contracts and student progress with behavior."

Table 23

School 2: System for Collecting and Summarizing Discipline Referrals

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PROORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	0	2	1

(continued)

Category	Code	Description	Observations	Interviews	Records
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month. -They use the Illuminate software program to enter the student referral data.	0	3	1
Office Referral	OR	-The office referrals are entered into the computer. -Another way to say referral is that paperwork is done	2	3	1

School 3: Observations, interviews, and document reviews regarding research question 4. In School 3 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 4 by discussing the system that was in place for entering negative student behavior into a software program (see Table 24):

- In the observation, Teacher 2 expressed, "Referrals are completed by the office or the principal. This is completed at an administrative level."

- In the observation, Teacher 3 stated, "Our principal enters the negative student behavior into a software program."

- During the observation, Teacher 5 stated, "The negative student behavior is entered into the Illuminate system."

- In the interview Teacher 3 answered, "Referrals are put into the Illuminate program."

- During the interview, Yard Duty Supervisor 2 stated, "The adult writes a referral, the office gives it to the principal, and then it is put into the system."

Table 24

School 3: System for Collecting and Summarizing Discipline Referrals

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PROO RD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. -They track behaviors on the Illuminate program.	1	1	2
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month. -This school has the Illuminate system instead of SWIS.	2	3	2
Office Referral	OR	-The office referrals are entered into the computer	1	5	1

Summary of research question 4 findings. The comparison of the triangulated findings

of the system that existed for collecting and summarizing discipline referrals divulged three main

themes:

1. Periodic reviews of the office referral data is an efficient way to monitor and track the

   effectiveness of the comprehensive school-wide implementation of reward usage

   (McKevitt & Braaksma, 2008).

2. The SWIS is a well-organized system that configures the behavior data in bar graphs

   regarding location, the time of day, the type of infraction, and the number of office

   referrals per month (McKevitt & Braaksma, 2008).

3. 3.The office referral should be aligned with the SWIS software system for collecting

   behavior data (Irvin et al., 2004, 2006; May et al., 2003).

Table 25 presents a comparison of the triangulated findings for what system exists for collecting

and summarizing discipline referrals in the three schools.

Table 25

Comparative Findings: System for Collecting and Summarizing Discipline Referrals

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Periodic Reviews of Office Referral Data	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. -They track behaviors on the Illuminate program.	0	2	4	6
The School-Wide Information System	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	3	4	7	14
Office Referral	-The office referrals are entered into the computer	5	6	7	18

The findings from all three schools regarding Research Question 4 showed that they had a system in place for entering the negative student behavior into a software program. All schools had an office referral that was compliant with the Illuminate software program where their student behavior was input and tracked. They had not purchased the SWIS yet.

Research question 5. This research question asked, What priority was given to improving behavior support systems? Tables 26-29 present the thematic categories that were disclosed from an analysis of the triangulated observations, interviews, and record review data related to Research Question 5 for each of the three schools. Also reflected in Tables 26-29 are the data codes that were used, a description of the thematic categories, and the number of times each category was identified in the three sources of data.

School 1: Observations, interviews, and document reviews regarding research question
5. In School 1 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 5 showing that their school prioritized implementing the SWPBS approach, which helped to increase academic learning time (see Table 26):

- During the observation, Teacher 2 stated, "Every classroom has the expectations posted. Every week we have a raffle that is announced. The principal makes morning announcements and emphasizes certain PBIS expectations."

- In the observation, Teacher 3 indicated, "All staff and children refer to the three expectations. They are repeated over and over."

- In the observation, Teacher 5 stated, "I have seen better behavior. A better community effort has happened. The Dolphin Cards are consistently given."

- The principal said in her interview, "Rather than a teacher having to spend a significant amount of time on a behavior issue, they can send a Fix It Ticket, and it becomes an easy way to stop the misbehavior. It stops the drama that it would normally cause. It is one way to increase our academic learning time."

- During the interview, Teacher 1 replied, "Whenever you don't have as many discipline problems, you are going to increase your academic time. I also think whenever you tell them that you are going to be watching them to see who has improved or who is really trying their best, you turn around half of the class."

Table 26

School 1: Evidence of Giving Priority to Improving Behavior Support Systems

Category	Code	Description	Observations	Interviews	Records
SWPBS Substructure	SWP BSS	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data.	0	0	0
Importance of Clear and Precise Rules	IOC& PR	-The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school. -They are posted in school. -The PBIS approach prevents problems from occurring. -It establishes a norm of behavior that we want. -It provides a safer campus.	2	2	0
Reward the Behavior	RTB	-It is important to implement rewards that award the behavior. A reward should be given to individuals as well as to groups that have been successful at following the new rules. -They see better behavior.	0	1	0
Focus on Discipline Referral Accountability	FODR	-They focus on Discipline Referral Accountability. -They use a Fix it Ticket to increase learning time.	0	1	0
Check In-Check Out System	CI-CO	-The Check In & Check Out system was not found in the literature however it was found during the field study. Check In-Check Out helps students meet goals that are set by their teacher. It is a daily system where students check in and out with an adult before going to class. It supports the Tier 2 students that have more behavior problems.	0	0	0
Positive Behavior Intervention Support Reduces Behaviors	PBIS-RB	-They needed a whole systems approach to improve test scores. -They now have productive students. -They have a goal in their School Site Plan for PBIS.	0	5	1

School 2: Observations, interviews, and document reviews regarding research question 5. In School 2 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 5 showing that their school prioritized implementing the SWPBS approach, which helped to increase academic learning time (see Table 27):

- In the interview, Teacher 1 stated, "We have a better atmosphere for learning and good follow-through. This allows the students to become more responsible for their own learning and behavior. We don't have as many children in the office for behavior problems. They are benched at recess sometimes."

- Teacher 2 stated, "It promotes a positive climate in school. Consistency is in every area of the school. The same behaviors are modeled and rewarded no matter where they go in the school. Everyone has the same expectations. There are not a many behaviors to take away time from learning."

- The principal stated, "PBIS helps to prevent fewer behaviors so that more teaching and learning happens."

- In the interview, Teacher 5 indicated, "The principal doesn't want to suspend kids. We don't have as much disruption."

- Yard Duty Supervisor 3 expressed, "They know the rules now and they help. We used to have more behavior problems on the playground. Now we don't have as many."

Table 27

School 2: Evidence of Giving Priority to Improving Behavior Support Systems

Category	Code	Description	Observations	Interviews	Records
SWPBS Substructure	SWP BSS	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data. -They need to work on implementing Action Plan.	0	0	0
Importance of Clear and Precise Rules	IOC& PR	-The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school. -The Le Mesa Way is: Be Respectful, Be Responsible, & Be Ready to Learn.	3	1	1
Reward the Behavior	RTB	-It is important to implement rewards that reward the behavior. A reward should be given to individuals as well as to groups that have been successful at following the new rules. -This is a positive approach. -The principal gives positive reinforcements.	1	1	0
Focus on Discipline Referral Accountability	FODR	-They need to focus on Discipline Referral Accountability. -They used to have more office referrals.	0	1	0
Check In-Check Out	CI-CO	-The Check In-Check Out system involves setting goals for students that were the Tier 2 students that display more behavior problems. They check in with an adult every day and check out with that same person. -It gives the students that extra push to behave. -It helps them turn in their homework.	4	2	0

Category	Code	Description	Observations	Interviews	Records
Positive Behavior Intervention Support Reduces Behaviors	PBIS-RB	-It helps to prevent behaviors so that more teaching and learning happens. -It creates a better atmosphere for learning. -It allows students to become more responsible for their own learning. -We don't have as many students in the office. -It promotes a positive climate. -Good behaviors are modeled. -There are not as many behaviors to take away from learning time. -They don't have as many disruptions. -It is important to have good behavior at school. -They used to have more behavior problems and now they don't. -They used to have more behavior problems.	0	5	0

School 3: Observations, interviews, and document reviews regarding research question

5. In School 3 during the observations, interviews, and the document review, the principal,

teachers, and the yard duty supervisors gave information related to Research Question 5 showing

that their school prioritized implementing the SWPBS approach, which helped to increase

academic learning time (see Table 28):

- Teacher 1 said, "When you walk onto our campus you can see the routines that are

  taking place. Our teachers walk their students to recess. The teachers have high

  expectations by using the posters. The school climate is better."

- Teacher 3 indicated, "We have training days at the beginning of the year. The

  principal lets me go to all training days at the district. The entire staff teaches: Be

  Respectful, Be Responsible, and Be Safe."

- Teacher 5 expressed, "The PBIS system works. The legal counsel was here 5 years

  ago and we had an increase in our behavior problems. Now the children are kept in

  class and they are on task by using the PBIS strategies."

- Teacher 2 stated, "We focus on the behavior for every grade level in every activity all year long."

- In the observation, Teacher 4 said, "You can ask any teacher or student and they have internalized 'The King Way,' which means abiding by and promoting the three expectations of the school: Be Respectful, Be Responsible, Be Safe."

Table 28

School 3: Evidence of Giving Priority to Improving Behavior Support Systems

Category	Code	Description	Observations	Interviews	Records
SWPBS Substructure	SWPBSS	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data.	1	0	0
Importance of Clear and Precise Rules	IOC&PR	-The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school. -Be Respectful, Be Responsible, & Be Safe are the rules. -They post the rules.	3	2	0
Reward the Behavior	RTB	-It is important to implement rewards that award good behavior. A reward should be given to individuals as well as to groups that have been successful at following the new rules. -Being positive has helped teachers not be so frustrated.	0	0	0
Focus on Discipline Referral Accountability	FODR	-They focus on Discipline Referral Accountability. -Look at referral data & see a decrease.	0	0	0

(continued)

Category	Code	Description	Observations	Interviews	Records
Check In-Check Out	CI-CO	-The Check In-Check Out system was setting goals for students that were the Tier 2 students that display more behavior problems. They check in with an adult every day and check out with that same person. -It gives the students that extra push to behave. -It helps them turn in their homework.	0	0	0
Positive Behavior Intervention Support Reduces Behaviors	PBIS-RB	-Five years ago we had an increase in our behavior problems and legal counsel was here. Now the children are kept in classes and are on task by using PBIS. -Lines are painted on the playground for lining up. -It has improved the climate & culture of the school. -The kids aren't in the office in trouble. -It has increased our test scores. -They have a strong desire to improve the school climate. -The school climate is more positive and they have fewer behavior problems. -The students redirect other students. -They have seen a behavior change. There is improved student behavior. -Test scores have improved. Fewer students are out of class and more students are learning. -Student behavior is decreasing. -The focus is on good behavior and learning. -Test scores are going up. -Behavior is a priority. -Test scores are going up. -The action is integrated in the School Site Plan.	4	8	1

Summary of research question 5 findings. Table 29 presents a comparison of the triangulated findings for the priority that was given to improving behavior support systems in the three schools.

Table 29

Comparative Findings: Evidence of Giving Priority to Improving Behavior Support Systems

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
SWPBS Substructure	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data.	0	0	1	1
Importance of Clear and Precise Rules	-The SWPBS approach identified the importance of creating clear and precise school-wide rules or expectations that address all locations of the school. -Be Respectful, Be Responsible, & Be Safe are the rules. -They use posters.	4	5	5	14
Reward the Behavior	-It is important to implement rewards that award good behavior. -A reward should be given to individuals as well as to groups that have been successful at following the new rules. -Being positive has helped teachers not be so frustrated.	3	2	0	5
Focus on Discipline Referral Accountability	-We focus on Discipline Referral Accountability. -Look at referrals & are proud because they've decreased.	1	1	0	2
Check In-Check Out	-The Check In-Check Out system was setting goals for students that were the Tier 2 students that display more behavior problems. They check in with an adult every day and check out with that same person. -It gives the students that extra push to behave. -It helps them turn in their homework.	0	6	0	6

(continued)

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Positive Behavior Intervention Support Reduces Behaviors	-Five years ago they had an increase in our behavior problems and legal counsel was here. Now the children are kept in classes and are on task by using PBIS. -They have improved climate and culture of their school. -Kids aren't in the office in trouble. -It has increased test scores. -Strong desire to improve the school climate. -School climate is more positive & we have fewer behavior problems. -Students redirect students. -Fewer students are out of class and more students are learning.	5	5	13	23

In the comparison of the triangulated findings of Research Question 5, regarding the evidence supporting the notion that the SWPBS approach is a priority in these schools, the following themes were uncovered:

1. When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data (Freeman et al., 2009).

2. The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school (McKevitt & Braaksma, 2008).

3. It is important to implement rewards that reward the behavior. A reward should be given to individuals as well as to groups that have been successful at following the new rules (Horner & Goodman, 2010).

4. Office referrals are used to monitor and track the effectiveness of the SWPBS approach (McKevitt & Braaksma, 2008).

5. Check In-Check Out was not found in the literature; however, it was found during the field study. Check In-Check Out helps students meet goals that are set by their teacher. It is a daily system by which students check in and out with an adult before going to class. It supports Tier 2 students that have more behavior problems.

6. The schools needed a whole systems approach to improve test scores. With this whole systems approach they now have productive students. The SWPBS implementation goal has been executed in the School Site plan.

The findings from all three schools regarding Research Question 5 showed evidence that the SWPBS approach was a priority as the school culture was much more positive. SWPBS also appeared to be a top priority because each school had school-wide expectations, staff development, and a school-wide focus in every area of the school, all of which helped to decrease behavior problems and to increase academic learning time.

Research question 6. This research question asked how the school budget money was allocated for building and maintaining school-wide behavioral support. Tables 29-32 present the thematic categories that were disclosed from an analysis of the triangulated observations, interviews, and record review data related to Research Question 6 for each of the three schools. Tables 30-33 also reflect the data codes that were used, a description of the thematic categories, and the number of times each category was identified in the three sources of data.

School 1: Observations, interviews, and document reviews regarding research question 6. In School 1 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 6, which

showed if the schools had internally budgeted funds to implement and support the SWPBS

approach (see Table 30):

- During the observation, Teacher 1 said, "I believe so. The School Site Council has money. Subs are provided for during teacher trainings."

- During the observation, Teacher 2 stated, "We must buy rewards for the students."

- Teacher 1 said during the interview, "I am not on the School Site Council, but I do know that the principal buys prizes and different things for the Dolphin drawings every week. There has to be some budget there. I know that they have discussed it at School Site Council, but I am not part of the committee. I know that the Leadership team has talked about the rewards that are paid for by the school for the well-behaved students."

- Teacher 2 said during the interview, "I know that there is a budget because they buy things for the raffle each week."

Table 30

School 1: Budget Money Allocated for Building and Maintaining SWPBS

Category	Code	Description	Observations	Interviews	Records
Funding Source for the SWPBS Approach	FS	-The School Site Plan should mention the funding needed to implement this approach. -Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document. -Funding is needed for Check In-Check Out staff.	2	1	1

(continued)

Category	Code	Description	Observations	Interviews	Records
Incentives & Staff Development	I&SD	-The cost for staff development will include the speaker & the release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. -It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. -Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives & monthly assemblies.	1	4	1

School 2: Observations, interviews, and document reviews regarding research question

6. In School 2 during the observations, interviews, and the document review, the principal,

teachers, and the yard duty supervisors gave information related to Research Question 6, which

indicated if the schools had internally budgeted funds to implement and support the SWPBS

approach (see Table 31):

- Teacher 3 indicated, "Money is budgeted because the principal has to purchase prizes

  along with the PTA."

- Teacher 4 specified, "The coach of the school is given a stipend and the school or the

  district pays for staff development."

- In the interview, Teacher 1 stated, "I am not on the School Site Council, but I do

  know that the principal buys prizes and different things for the Dolphin drawings

  every week. There has to be some budget there. I know that they have discussed it at

  School Site Council, but I am no part of that committee. I know that the Leadership

  team has talked about the rewards that are paid for from the school for the well-

  behaved students.

Table 31

School 2: Budget Money Allocated for Building and Maintaining SWPBS

Category	Code	Description	Observations	Interviews	Records
Funding Source for the SWPBS Approach	FS	-The School Site Plan should mention the funding needed to implement this approach. -Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document. -An employee is paid to Check In-Check Out students every morning. -The coach is given a stipend.	3	2	1
Incentives & Staff Development	I&SD	-The costs for the staff development will include the speaker, and release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. -It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. -Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives & monthly assemblies.	2	3	1

School 3: Observations, interviews, and document reviews regarding research question 6. In School 3 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 6, which showed if the schools had internally budgeted funds to implement and support the SWPBS approach (see Table 32):

- The principal stated, "I make sure that I budget money in the school plan for the PBIS approach under the climate and the culture goals."

- Teacher 1 stated, "Our principal decides what money is spent. Some of it is used for incentives and for the end of the year field day that is related to PBIS by rewarding good behavior."

- During the observation, Teacher 4 stated, "We know that there is some budget as our PBIS team has one day for planning and subs are paid for during that day."

Table 32

School 3: Budget Money Allocated for Building and Maintaining SWPBS

Category	Code	Description	Observations	Interviews	Records
Funding Source for the SWPBS Approach	FS	-The School Site Plan should mention the funding needed to implement this approach. -Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document. -The PBS team has a full planning day with paid subs. -They have a PBS coach.	7	2	1
Incentives & Staff Development	I&SD	-The costs for the staff development will include the speaker, and release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. -It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. -Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives & monthly assemblies & an end of the year field day.	0	3	0

Summary of research question 6 findings. The comparison of the triangulated findings summarizing how the school budget money is allocated for building and maintaining school-wide behavioral support revealed these two themes:

1. The School Site Plan should mention the funding needed to implement this approach. Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document (Sugai et al., 2000).

2. The costs for the staff development will include the speaker and the release time. The costs for these school-wide incentive programs will include prizes if the school gives out *Caught You Being Good* bucks. It is common for schools to implement a Student Store several times a month so that students can cash in the bucks that they have earned. Other schools might hold a drawing for the students that have received bucks for following the school rules. Other incentives might include cafeteria incentives and monthly assemblies (Horner & Goodman, 2010; McKevitt & Braaksma, 2008).

Table 33 presents a comparison of the triangulated findings for how the school budget money was allocated for building and maintaining school-wide behavioral support.

Table 33

Comparative Findings: Budget Money Allocated for Building and Maintaining SWPBS

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Funding Source for the SWPBS Approach	-The School Site Plan should mention the funding needed to implement this approach. -Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document.	4	6	10	20

(continued)

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Incentives & Staff Development	-The costs for staff development will include the speaker & the release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. -It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. -Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives and monthly assemblies.	6	6	3	15

The findings from all three schools regarding Research Question 6 showed that the schools have some budget allocated in the Site Plan for purchasing school-wide incentives. Each site had a coach that was paid a stipend and usually had set aside money for the PBS team to have planning time. The district provided for release time and staff development.

Research question 7. This research question asked, What support is provided for implementing the SWPBS approach by the district? Tables 34-37 present the thematic categories that were revealed by an analysis of the triangulated observations, interviews, and record review data related to Research Question 7 for each of the three schools. Also reflected in Tables 34-37 are the data codes that were used, a description of the thematic categories, and the number of times each category was identified in the three sources of data.

School 1: Observations, interviews, and document reviews regarding research question 7. In School 1 during the observations, interviews, and the document review, the principal,

teachers, and the yard duty supervisors gave information related to Research Question 7 by discussing how the district supports the implementation of the SWPBS approach in their school (see Table 34):

- Teacher 3 stated during the observation, "Yes, the district supports us by making it a priority through trainings and meetings."

- Teacher 2 stated during the observation, "Yes, they meet with us through meetings. All of our schools are on the same page."

- The principal stated, "The district has been offering trainings. We have trainings three or four times a year for the first two years. Then this year we had a 2-day training. That training involved training our PBIS team and me. We had 1 day with the PBIS lead and me. It is kind of a Trainer of Trainers Model where the members that have been trained go out and train their team members. I have one team member for each grade level."

- Teacher 4 said, "We have workshops. I think that we have four a year. Then the principal and the coaches will go to more meetings. We have a representative from most every grade level. The coach and the principal may go to four and the representative will go to two per school year."

Table 34

School 1: District's Means of Providing for SWPBS Support

Category	Code	Description	Observations	Interviews	Records
District Support	DS	-Resources such as funding, staff development, and district support are essential when implementing & maintaining, and sustaining the SWPBS approach in a school. The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, and positive reinforcement items. -Districts also need to implement a software program that tracks student behavior data therefore schools & districts need to have some budget to pay for implementing the SWPBS approach.	6	8	0
SWPBS Substructure in District	SSD	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data. -Some districts have District PBS Coordinators and Site PBS Coaches. -They provide training, set the Action Plan, assist with the SET.	2	4	3

School 2: Observations, interviews, and document reviews regarding research question

7. In School 2 during the observations, interviews, and the document review, the principal,

teachers, and the yard duty supervisors gave information related to Research Question 7 by

discussing how the district supports the implementation of the SWPBS approach in their school

(see Table 35):

- The principal indicated, "We have had tons of staff development where they involve

  the PBS team, the principal, and the team leader. The problem is that the money is

running out for the district staff development. The problem with that is when new

people come in they don't know the program."

- Teacher 3 stated, "The PBIS team goes to 4-5 meetings for the year. We also get a

  sub so we can attend all day district PBIS trainings."

- Teacher 2 stated during the observation, "It is a district sanction. Our Positive

  Behavior Intervention Support (PBIS) team goes to district meetings."

- Teacher 4 specified, "The district provides staff development. They have given us a

  lot of information."

Table 35

School 2: District's Means of Providing for SWPBS Support

Category	Code	Description	Observations	Interviews	Records
District Support	DS	-Resources such as funding, staff development, and district support are essential when implementing, maintaining, and sustaining the SWPBS approach in a school. -The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, and reinforcement items. -Districts also need to implement a software program that tracks student behavior data, therefore schools and districts need to have some budget to pay for implementing the SWPBS approach.	2	4	1

(continued)

Category	Code	Description	Observations	Interviews	Records
SWPBS Substructure in District	SSD	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data. -Some districts have District PBS Coordinators and Site PBS Coaches. -They provide training, set the Action Plan, assist with the SET.	3	3	1

School 3: Observations, interviews, and document reviews regarding research question

7. In School 3 during the observations, interviews, and the document review, the principal, teachers, and the yard duty supervisors gave information related to Research Question 7 by discussing how the district supports the implementation of the SWPBS approach in their school (see Table 36):

- Teacher 1 stated, "We have separate district elementary trainings. The high school and middle schools have them together. We have been given numerous binders and materials. We have had outside trainers from Oregon. Then one of those leaders attended our site meeting."

- Teacher 3 said, "The district provides PBIS training. These district presenters are called upon to answer PBIS questions regarding the implementation."

- Teacher 5 stated, "The PBIS coach goes to the district meetings or trainings five times a year. The PBIS team has trainings two times a year at the district. Our PBIS team has a retreat once a year to work on our school site PBIS plan."

Table 36

School 3: District's Means of Providing for SWPBS Support

Category	Code	Description	Observations	Interviews	Records
District Support	DS	-Resources such as funding, staff development, and district support are essential when implementing, maintaining, and sustaining the SWPBS approach in a school. -The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, and reinforcement items. -Districts also need to implement a software program that tracks student behavior data therefore schools & districts need to have some budget to pay for implementing the SWPBS approach.	5	8	1
SWPBS Substructure in District	SSD	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, & for sharing the needed behavioral data. -Some districts have a PBS Coordinator and Site PBS Coaches. -They provide training, set the Action Plan, & assist with the SET.	7	5	0

Summary of research question 7 findings. The comparison of the triangulated findings showed that the district provided support for the schools to implement the SWPBS approach. When comparing and triangulating this data concerning the district support three main themes were found:

1. Periodic review of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage (McKevitt & Braaksma, 2008).

2. The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month (McKevitt & Braaksma, 2008).

3. The office referral format should be aligned with the SWIS software system for collecting behavior data (Irvin et al., 2004, 2006; May et al., 2003).

Table 37 presents a comparison of the triangulated findings for the district's means of providing for SWPBS support.

Table 37

Comparative Findings: District's Means of Providing for SWPBS Support

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
District Support	-Resources such as funding, staff development, & district support are essential when implementing, maintaining, and sustaining the SWPBS approach in a school. -The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, & reinforcement items. -Districts also need to implement a software program that tracks student behavior data therefore schools & districts need to have some budget to pay for implementing the SWPBS approach.	14	7	14	35

(continued)

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
SWPBS Substructure in District	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data. -Some districts have District PBS Coordinators & Site PBS Coaches. They provide training, set the Action Plan, assist with the SET.	9	7	12	28

The findings from all three schools regarding Research Question 7 showed that the district does support the implementation of the SWPBS approach. The district supports the schools by offering staff development and training for the principal, the coach, and the PBIS team. They also offer many training materials.

Chapter Summary and Highlights of the Findings

In part 1 of Research Question 1, the findings showed that each school demonstrated that they had developed school-wide expectations, including a three-word theme, and that the expectations were posted in a matrix format in every area of the school. All schools shared that the PBIS team had developed these school-wide expectations with the staff's help.

In the second part of Research Question 1, all three schools verified that the classroom teachers taught the school-wide expectations in the classroom. The school-wide rules were infused in everything that they did as they were sent home, posted on the website, specified in newsletters, and stated in the morning message.

The findings from all three schools regarding Research Question 3 showed that they did have a progressive behavior system in place. All schools had the classroom teacher implement interventions first before referring students with behavior problems to the office. The schools all

used the Check In-Check Out system and tracked students' progress as part of Tier 2. All of the schools used the Illuminate system to track office referrals.

Concerning Research Question 4, the findings from all three schools showed that they had a system in place for entering negative student behavior data into a software program. They also all had an office referral format that was aligned with the computer software program allowing referral data to be put into the computer system. The computer system that was used for all three schools was called Illuminate; they had not purchased the SWIS yet.

Regarding Research Question 5, the findings from all three schools showed that the SWPBS approach is a priority because it is reducing behavior problems. It also showed that each school had the evidence to show that the SWPBS was a top priority because these schools each had school-wide expectations, staff development, and a school-wide focus that helped to change and decrease student behavior problems and to increase academic learning time.

The findings from all three schools regarding Research Question 6 showed that the schools had some budget allocated in the Site Plan for school-wide incentives. Each site had a coach that was paid a stipend and usually the PBS planning time was also paid for by the sites.

With respect to Research Question 7, the findings from all three schools showed that the district does support the implementation of the SWPBS approach. They support the schools by offering staff development and training for the principal, the coach, and the PBS team. The district also offered training materials for everyone that attended the trainings.

Chapter 5: Discussion, Conclusions, and Recommendations

Restatement of the Purpose of the Study

The purpose of this multiple case study was to describe and compare practices utilized to implement the SWPBS approach at three purposely selected Central California elementary school sites. More specifically, this study was intended to describe and compare: (a) school practices for defining and teaching school rules/expectations; (b) the reward systems being used; (c) systems for documenting and reporting office-managed student behavior violations; (d) systems for collecting and summarizing discipline referrals; (e) the priority given to improving behavior-support systems in school site plans; (f) school budget allocations for SWPBS; and (g) district support, financial and otherwise, for SWPBS at these schools.

This study did not attempt to prove a causal relationship between SWPBS and improved student achievement. Rather, it focused on describing and comparing specific practices that these three schools are utilizing in relation to the SWPBS approach. The intention was to learn more about specific practices that might be replicated in other schools.

Restatement of the Study Questions

At three purposely selected Central California elementary schools that have implemented the SWPBS approach:

1. How are schools rules/expectations defined and taught?

2. What kind of ongoing reward system has been established for students who follow the school rules and behavioral expectations?

3. What system is in place for documenting and reporting office-managed student behavior violations?

4. What system exists for collecting and summarizing discipline referrals?

5. What priority is given to improving behavior support systems?

6. How is school budget money allocated for building and maintaining school-wide behavioral support?

7. What support is provided for SWPBS by the district?

Summary of Study Design

This research design was qualitative in nature and utilized a multiple case-study methodology. Three Central California elementary schools were purposely selected for study because they had implemented the SWPBS Framework for more than 1 year, were decreasing negative student behavior, and increasing student achievement. The subjects who participated in this study included the principal, five teachers (two to three of whom served on the school PBS team), and three campus supervisors or yard duty staff from each of the three schools. Observations, interviews, and the document reviews were the three types of data that were collected in order to understand each school's SWPBS practices and the level of support in each school when implementing this approach. Observations and interviews were conducted with the principals, teachers, and campus supervisors or yard duty staff. The principals were the only participants involved in the document review. The three types of data were collected and compared within each school and triangulated among all of the schools.

Discussion of Findings

Research question 1. With respect to part 1 of Research Question 1, each school demonstrated that they developed school-wide expectations that included a three-word theme, and the expectations were put into a matrix that was posted in every area of the school. All schools said that the PBS team had developed these school-wide expectations with the help of the staff.

With regard to the second part of Research Question 1, all three schools verified that the teachers taught the school-wide expectations in the classroom. The school-wide rules were infused in everything that they did; they were sent home, posted on the website, put in newsletters, and stated in the morning message given by the principal.

The literature supports these findings, as classroom teachers use strategies that stress big ideas, implement scaffolding, activate prior knowledge, and provide opportunities to practice through role play (Kame'emui & Carnine, 1998). Part of the PBS team's role is to identify three to five school-wide expectations that are detailed and precise. It is not only the role of the PBS team to develop these expectations, it is also their job to train the teachers and other staff members to use these expectations (McKevitt & Braaksma, 2008). It is very important to hang matrix posters that describe the desired three to five school rules in to every relevant area of the school (Sugai et al., 2005).

Research question 2. Findings for Research Question 2 indicated that the use of school-wide incentives for promoting positive student behavior was very successful. These incentives included use of tickets, a student store, and a school-wide raffle that took place every Friday. The awards assemblies and the end of the year field day were also outstanding rewards for students that tried their best to follow the school's expectations every trimester or all year long.

The literature backs up these findings through the universal tier of the SWPBS approach, which includes implementing a school-wide incentive system that promotes students being rewarded for demonstrating preferred behaviors (McKevitt & Braaksma, 2008). The literature also supports the findings related to Research Question 2 by showing that PBS schools reward students that abide by the rules by giving students tickets that may be cashed in for prizes, while

other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time (McKevitt & Braaksma, 2008).

Research question 3. Findings for Research Question 3 showed that all office referrals concerning negative student behaviors were consistently entered into a computerized system called Illuminate in all three schools. The literature supported this finding by associating the office referral needing to be aligned with the SWIS software system for collecting behavior data (Irvin et al., 2004, 2006: May et al., 2003). Even though these schools were not using the SWIS for their software program, they were using a software program that supported inputting behavior data.

Another finding that was significant for Research Question 3 demonstrated that all three schools were implementing and tracking student behavior for the Check In-Check Out system. This system added more support for the Tier 2 students, for whom their daily behavioral progress was tracked in a different computer program (Clark et al., 1992; Eber, 1994; Eber et al., 2009; Eber & Osuch, 1995; Eber et al., 1996).

Research question 4. The main findings for Research Question 4 were related to two themes: (a) using a computerized system to input office referral and suspension data into the system is important, and (b) it is critical to develop and align an office referral that works with the computerized system so that all office referral data can be input into the system routinely. The findings showed that all three schools used the computerized system consistently to input the office referral behaviors. It also showed that the office referrals were in alignment by with the computerized system by tracking when, where, and how the office occurred so that they could input and track the behavior incidents.

The literature supports the finding that the SWIS is a well-organized system that configures the behavior data in bar graphs concerning location, the time of day, the type of infraction, and the number of office referrals per month (McKevitt & Braaksma, 2008). Even though each of the three schools used a different software program, they still had a computerized system in which they input and track behavior data. The literature also supported the finding that office referrals should be aligned with the SWIS software system for collecting behavior data (Irvin et al., 2004, 2006; May et al., 2003). Even though they were not using SWIS at this time, they had aligned their office referral to the Illuminate system. The district is thinking about purchasing the SWIS program in the future.

Research question 5. Findings for Research Question 5 supported three important themes:

1. Clear and precise rules drove a strong implementation of the SWPBS approach in all three schools..

2. All three schools rewarded their students; School 2 had a student store and Schools 1 and School 3 implemented a raffle ticket drawing every Friday. The incentives were important to all three schools as they were rewarding students that followed the school-wide rules.

3. The SWPBS approach did reduce student behavior problems as all three schools seemed to focus on prevention.

The literature supported the most important findings that were related to Research Question 5:

1. It is critical to have clear and precise rules (McKevitt & Braaksma, 2008).

2. It is important to implement rewards that acknowledge good behavior. A reward should be given to individuals as well as groups that have successfully followed the new rules (Horner & Goodman, 2010).

3. The SWPBS helps to prevent and decrease problem behaviors so that more teaching and learning happens. Specifically, this approach has developed interventions that are universal, targeted, and intensive (Sugai, 1996).

Research question 6. Findings revealed that it was a priority for all three schools to identify funding for the SWPBS approach in the School Site Plan. Furthermore, the schools valued funding for their school-wide incentive program and wanted to continue using these incentives as they were helpful in improving student behavior.

The literature reinforced the finding that the School Site Plan should indicate that funding is needed to support and to implement the SWPBS approach. Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document (Sugai et al., 2000). The costs for the staff development will include the speaker and release time. The costs for school-wide incentive programs will include prizes if the school gives out *Caught You Being Good* bucks. It is common for schools to implement a Student Store several times a month so that students can cash in the bucks that they have earned. Other schools might hold a drawing for the students that have received bucks for following school rules. Incentives might also include cafeteria awards and monthly assemblies (Horner & Goodman, 2010; McKevitt & Braaksma, 2008).

Research question 7. Findings for Research Question 7 revealed two themes. The first theme concentrated on the substructure that is helpful to implementing and sustaining the SWPBS approach. The substructure included the district coordinator, who helped with district

staff development, and the site coaches, who helped the school sites run ongoing PBS meetings at which they continued to refine their practices based on behavior data. This ongoing substructure has helped the schools sustain this approach and has helped the district keep this expected initiative. The second theme was the district's ongoing support for staff development and materials that helped the SWPBS approach keep working in these three schools as the components have been reviewed and refined each year.

The literature supported these two themes found in Research Question 7:

1. When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data (Freeman et al., 2009).

2. Resources such as funding, staff development, and district support are essential when implementing, maintaining, and sustaining the SWPBS approach in a school (McKevitt & Braaksma, 2008; Sugai et al., 2000).

Conclusions

Five conclusions were drawn from the findings of this study and supported by the literature:

1. The first conclusion that was drawn from an analysis of the findings from all three schools, indicating that the SWPBS approach fully embraced a systems approach. The systemic approach included the three levels of interventions. The first level of interventions included the Universal Tier or Tier 1, which included the school-wide expectations and the school-wide incentives that were put in place to support all students. Tier 2 interventions supported the students that needed that extra support with behavior, including the Check In-Check Out system that was present in all three

schools. Tier 3 interventions were used with students that needed that extra Special

Education support. The principal of School 1 specifically discussed these different

levels of interventions that supported all students. The teachers and yard duty staff

mainly focused on the supports of Tier 1 and Tier 2 that included the school-wide

expectations, the teaching of the rules, school-wide incentives, and the

implementation of the Check In-Check Out system. The literature explains that the

SWPBS uses a systems approach to establish the social and behavioral supports that

are needed for a school to be an effective learning environment for all students.

SWPBS is not an prepackaged curriculum. Instead, the SWPBS approach assesses

and designs support systems that meet the unique needs of each individual school.

2. The second conclusion drawn from an analysis of the findings was that consistent

    leadership and a strong PBS team is needed to implement an effective SWPBS

    approach. This conclusion was supported when the participants talked about how the

    PBS team drafted the school-wide expectations and then took them to the staff for

    input. The other finding was that the PBS team went to ongoing district-wide

    trainings and then came back to their schools and taught the teachers their next steps.

    The PBS teams were involved in planning staff development for the year in their own

    schools and keeping the teachers abreast of SWPBS refinements. The principals in all

    three schools led the way with all stakeholders in the SWPBS implementation process

    and were proud of the progress their schools were making to reduce negative student

    behavior. The literature concludes that even though the demands of schools are

    different based on their culture, a central component of a successful SWPBS

    implementation is the active engagement of the principal. It is key for the principal to

use the SWPBS framework to create a positive school climate to support students (Flannery & Sugai, 2009). Effective PBS teams hold regular meetings that are based on:

- Being well organized

- Using a successful problem-solving process; and

- Employing precise and appropriate data (Newton et al., 2009).

The school forms a PBS team that sets up an action plan for the school, collaborates to solve problems, and implements interventions that support all students (Sailor et al., 2007).

3. The third conclusion drawn from an analysis of the findings was that each school utilized a collaborative process for developing and implementing school rules that were clear and precise. The findings showed that in all three schools the PBS team put together the school-wide rules and gave them to the staff to revise before implementing them. These expectations were clear and precise and only contained three to five words so that they were easily remembered. The findings demonstrated that the teachers, the yard duty staff, and the principal agreed that these rules provided a common language for everyone. School 1 and School 3 established these rules: Be Safe, Be Respectful, and Be Responsible. School 2 implemented these rules: Be Respectful, Be Responsible, and Be Ready to Learn. The school staff actively taught these behavior expectations to the students instead of expecting students to know them. The findings confirmed that teachers taught school-wide expectations in the classroom. These rules were taught mainly at the beginning of the year and were referred to when needed. The literature captured the importance of creating clear and

precise rules or expectations that address all locations of the school (McKevitt &

Braaksma, 2008). The SWPBS approach encouraged all teachers and staff members

to teach these expectations instead of expecting all students to know what they mean.

The strategies that can be used in teaching the rules or expectations to the students are

scaffolding, activating prior knowledge, and role playing (Kame'emui & Carmin,

1998).

4. The fourth conclusion drawn from an analysis of the findings was that the SWPBS

    approach was implemented with fidelity and embedded in every area of the school.

    The teachers, yard duty staff members, and the principal discussed how the school-

    wide expectations were infused in everything that that they did at the school. The

    rules were posted on their school's website, in the school newsletters, and in the

    morning message. The matrix posters were posted in every area of the school. The

    literature emphasized that the SWPBS approach has emerged as a comprehensive,

    proactive approach that is entrenched in everything that is done at a school site in

    order to decrease negative student behavior (Gresham et al., 2001; Osher et al., 2002;

    Sprague & Golly, 2004).

5. The fifth conclusion is that schools can implement the SWPBS approach without a

    district's support if the school has a strong leader and resources to help with the

    implementation process. However, it is apparent from findings in this study that the

    district support has made this approach very important to these three schools as it is a

    district initiative. Through this district initiative they have a district coordinator that

    sets up staff development to train all of the coaches and PBS teams. They also have

    PBS coaches at every school site as well as a PBS team. The findings showed that the

district initiative and support really helped to make these schools' SWPBS implementation successful. The literature reinforced the finding that schools can implement the SWPBS approach independently without the support of the district; however, it is more challenging to sustain the framework implementation independently. The district substructure with sharing resources, allocating planning time, and staff development makes SWPBS implementation easier (Freeman et al., 2009).

Recommendations for Policy, Practice, and Further Study

The researcher has six recommendations for the policy, practice, and further study of the SWPBS approach:

- In order to implement a systems approach all seven entities that the research questions address have to be in place with full fidelity.

- It is recommended that schools have a committed leadership team in order to be successful with implementing the SWPBS approach. Schools have to identify a strong PBS team that will be passionate about the success of improving student behavior.

- The school needs to ensure that they design rules that convey a thoughtful theme that is easily remembered and that helps to provide a common language. These school-wide rules help to improve the culture of the school by holding all students, parents, and teachers accountable to a high standard of expectation for student behavior.

- The SWPBS approach is like a thread that weaves throughout every area of the school. It can be found on the playground during recess time and in the classroom during instructional time. It is highly recommended that the district support the SWPBS implementation in individual schools; however, schools can implement this

approach without their support. Remember that it is always better to have the support

of the district as all schools can share best practices, strategies, interventions,

materials, staff development ideas, and ongoing refinements.

- Further researchers might want to conduct additional studies in the area of negative

  student behavior and the implementation of the SWPBS approach in the higher levels

  of education such as middle schools and high schools, as less research seems to have

  been done in this area.

Summary

The intent of this study was to provide a workable approach for new principals that are

struggling with student behavior problems in their schools. The researcher was a principal in an

elementary school that had 600 suspensions a year and as the Vice Principal was sent to training

with a team of teachers to help improve this problem. The researcher saw how the SWPBS

approach improved an elementary school tremendously in 1 year; however, the researcher

wanted to see if other schools have had the same success with this approach.

In summarizing the conclusions, the purpose of this multiple case study was to describe

and compare practices that were used to implement the SWPBS approach at the three purposely

selected Central California elementary school sites. More specifically, this study described and

compared: (a) school practices for defining and teaching school rules/expectations; (b) the

reward systems being used; (c) systems for documenting and reporting office-managed student

behavior violations; (d) systems for collecting and summarizing discipline referrals; (e) the

priority given to improving behavior-support systems in school site plans; (f) school budget

allocations for SWPBS; and (g) district support, financial and otherwise, for SWPBS at these

schools.

This study did not attempt to prove a causal relationship between SWPBS and improved student achievement even though increased student achievement was a criteria for including schools in the study. Rather, it focused on describing and comparing specific practices that these three schools utilized in relation to the SWPBS approach. The intent was to learn more about specific practices that worked that might be replicated in other schools.

Since the U.S. school system has become more accountability-oriented due to the No Child Left Behind Act of 2001 (2002), more teachers and students are feeling the stress caused by high stakes testing, and teachers do not have time to resolve behavioral problems. The SWPBS approach has truly changed the school culture in these three Central California elementary schools by implementing the school-wide rules, school-wide incentives, and interventions that help students stay on track for learning.

This researcher recommends that the SWPBS practices implemented in these three Central California elementary schools could be shared with other elementary schools that are struggling with negative student behavior, as all three schools have decreased negative student behavior problems. The researcher concludes that other elementary schools could be as successful as these schools if they would implement the seven components of the SWPBS approach as stated in the research questions with full fidelity.

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APPENDIX A

Letter of Permission to the Superintendent or District Designee of the School District

Statement of the Researcher

The purpose of this study is to describe the implementation of the School-Wide Positive Behavior Support approach at three (3) of your Central California elementary schools coached by your district PBS coaches. This study will determine the degree to which the School-Wide Positive Behavior Support method is helping to reduce negative student behaviors and helping to increase academic learning time in these schools.

I therefore ask your permission to conduct this research at three of your elementary schools that are willing to schedule and permit me to conduct observations, interviews, and view documents and reports related to the implementation of the School-Wide Positive Behavior Support approach. I also request permission to visit and conduct observations, interviews, and review documents related to the School Site Plan, such as the Student Handbook, office referrals, PBS documents, and the tracking of negative student behavior.

_____   _____   _____
Printed name of researcher   Signature of researcher   Date

Statement of the Superintendent regarding three (3) of the Central California elementary schools.

I have had an opportunity to review the observation prompts, the interview questions, and the documents or reports that have been requested for review. I give my permission to the researcher, Mrs. Dianne Witwer, to conduct research activities in three Central California elementary schools where she will conduct observations, interviews with the principal, teachers, and the yard-duty staff, and will review such documents as the Site Plan, the Student Handbook, negative behavior data, and PBS documents. I also give my permission to the said researcher to visit the three elementary schools that I shall select for the purpose of conducting these research activities.

_____   _____   _____
Printed name of the Superintendent Signature of the Superintendent   Date
Or District Designee   Or District Designee

APPENDIX B

Letter of Permission to the Principal at a District Elementary School

Letter of Permission

Statement of the Researcher

The purpose of this study is to research the implementation of the School-Wide Positive Behavior Support approach and to describe whether its full implementation does in fact does reduce negative student behaviors and increase academic learning time for elementary-school students in the three Central California elementary schools. Furthermore, this study will determine the degree at which the School-Wide Positive Behavior Support approach helps to improve student behavior and increase student academic learning time. I request permission to visit and conduct observations and interviews with teachers and yard-duty staff members at your school. I am also asking for permission to review documents such as the School Site Plan, PBS documents, data regarding negative student behavior, and their Student Handbook and to interview you.

_____   _____   _____
Printed name of researcher   Signature of researcher   Date

Statement of the Principal of one of the three elementary schools for in your school district.

I have had an opportunity to review the observation prompts, the interview questions, and the required documents or reports for review. I give my permission to the researcher, Mrs. Dianne Witwer, to conduct observations, interviews, and review documents related to this research study at my elementary school.

_____   _____   _____
Printed name of Principal   Signature of Principal   Date

APPENDIX C

Cover Letter for Participant Informed Consent

To: _____

From: Dianne Witwer

Date: T.B.D.

RE: Research Request

I am researching the implementation of the School-Wide Positive Behavior Support approach and observing how it may or may not help to reduce negative student behavior and increase student learning time.

The overall purpose of this qualitative research study involving using the case-study approach is to interpret the overall implementation of the School-Wide Positive Behavior Support (SWPBS) approach and to research whether it in fact reduces negative student behaviors and increases their academic learning time.

Since you are a member of a school or district that has implemented the SWPBS approach, your participation will contribute to the research that has been done regarding the implementation of the SWPBS approach throughout the country. The findings from this study may provide insights and perspectives on the value of the approach and help other schools decide whether to implement it in their schools.

If you agree to participate in this study, you will be asked to be interviewed and observed as well as to review such documents as the School Site plan, the Positive Behavior Support documents, the negative student behavior data, and the Student Handbook.

Should you choose to participate in this study, the interview and observation will take place at your school site. To ensure the protection of your identity, you will be requested to choose a pseudonym for use during the duration of the study and in the final manuscript. As the sole researcher/interviewer, observer, and document reviewer, I will be the only person with access to the document containing your real identity and contact information.

With your permission, interview, observations, and the reviewing of school documents will be audio-recorded and transcribed into Word documents. You will be asked to review your interview transcript for accuracy. Interview transcripts will then be examined for common themes and used to identify participant insights and perspectives related to knowledge/understanding of the implementation of the SWPBS approach. To promote objectivity and prevent/eliminate potential researcher bias, interview transcriptions, observation notes, and document reviews will be shared with two trained coders who will analyze and code data and then compare their analyses and coding with my analyses and coding.

Participation in this study is completely voluntary. If you choose to participate, you are free to withdraw from this study at any time without penalty. I have attached a copy of the informed-consent form for participation in research activities, the participant interview protocol, the participant interview questions, observation notes, and document reviewer scripts for your review. I will contact you within 48 hours to answer any questions you may have, determine if you would like me to mail you another copy of the informed consent form along with a stamped, pre-addressed return envelope and, if you are willing to participate in this study, to schedule an interview day and time. At the end of the study if you wish to find out the outcomes or results, you may email the investigator at Dianne.witwer@pepperdine.edu.

Should you choose to participate in this study, you will be asked to return one signed copy of the informed consent form for participation in research activities prior to the scheduled interview in a stamped and pre-addressed return envelope that will be made out to:

Dianne Witwer

You may fax your signed form to 831-678-8029 or email to *Dianne.witwer*▮▮▮▮▮▮▮▮▮. If you have any questions regarding this study, please feel free to contact me at *Dianne.witwer@pepperdine.edu*. If you have any additional questions or concerns regarding participation in this study, you may also contact my research supervisor, Dr. Linda Purrington, at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Sincerely,

_____
Dianne Witwer

Attachments: Informed Consent Form for Participation in Research Activities;
        Observation Tool (Appendix E)
        Interview Tool (Appendix F)
        Document & Report Tool (Appendix G)

APPENDIX D

Informed Consent for the Principal,

Campus Supervisors/Yard Duty, & Teachers.

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Participant: _____

Principal Investigator: Dianne Witwer, Doctoral Student at Pepperdine University

Title of Project: Case Studies of the School-Wide Positive Behavior
Support (SWPBS) Approach.

1. I _____ , agree to participate in the research study
being conducted by Dianne Witwer, Doctoral Student at Pepperdine University, under the
direction of Dr. Linda Purrington, Dissertation Chair.

2.   The overall purpose of this research is: Purpose Statement

The purpose of this multiple case study is to describe and compare practices
utilized to implement the School-Wide Positive Behavior Support (SWPBS)
approach at three purposely selected Central California elementary school sites.
More specifically, this study will describe and compare: a) school practices for
defining and teaching school rules/expectations, b) the reward systems being
used, c) systems for documenting and reporting office-managed student behavior
violations, d) systems for collecting and summarizing discipline referrals, e) the
priority given to improving behavior-support systems in school site plans, f)
school budget allocations for SWPBS, and g) district support, financial and
otherwise, for SWPBS at these schools.
This study will not attempt to prove a causal relationship between SWPBS and
improved student achievement. Rather, it will focus on describing and comparing
specific practices that these three schools are utilizing in relation to the SWPBS
approach. The intention is thus to learn more about specific practices that might
be replicated in other schools.

3.   My participation will involve the following:

Observations: The teachers and the campus supervisors/yard duty staff will be
observed on the job. Each participant will be observed in the location of their job
such as the teachers will be observed in their classroom; the campus supervisors
will be observed on the playground, the cafeteria, or hallways depending on the
area that they are assigned daily to carry out their duties. The researcher will

conduct the observations for the study and each observation will take from 15 minutes to 30 minutes. The researcher will inform the participant that she will be taking notes of the participant's responses during the observations. The researcher will ask the participant if they object to the researcher taking notes throughout the observations. During the observations, the researcher will ask the participant the seven questions from the observation evaluation tool.

Interviews: The principal, the teachers, and the campus supervisors/yard duty staff will be interviewed. The interviews will be held in a conference room or a separate room in the school with the investigator. The investigator will interview each participant separate and each interview will last between 20 -30 minutes. The investigator will ask the participant for permission to record and to take notes during the interviews. The researcher will be asking them the seven questions from the interview evaluation tool.

Document Review: The principal will be the only staff member that will be involved in the document review. The researcher will ask the principal to share the documents that are required in the Document Tool Review. The document review will take from 20 to 30 minutes and the researcher will inform the principal that she will be taking notes of the participant's responses during the document review. The researcher will ask the principal if they object to the researcher taking notes throughout the document review. During the document review, the researcher will ask the principal the seven questions from the document review evaluation tool.

4. My participation in the study will be to (conduct interviews, observations, & view documents in approximately one half day at each elementary school). The study shall be conducted in 3 Central California Elementary Schools.

5. I understand that the possible benefits to myself or society from this research are: that it might share best practices with other schools that are struggling with student behavior problems.

6. I understand that there are certain risks and discomforts that might be associated with this research. These risks might include:
. the anxiousness that you might feel when answering the questions.
. the length of the interviews and observations might cause fatigue

7. I understand that my estimated expected recovery time after the experiment will be:
. I will make it as non- threatening and as stress free as possible.
. The recovery time will be immediate.

8. I understand that I may choose not to participate in this research.

9.   I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

10.   I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records by using pseudonyms.

11.   I understand that the investigator/researcher is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact *Dr. Purrington at Pepperdine University i*f I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact *Dr. Doug Leigh,* Chairperson of the IRB process ▓▓▓▓▓▓▓▓, Pepperdine University.

12.   I will be informed of any significant new findings developed during the course of my participation in this research which may have a bearing on my willingness to continue in the study.

13.   I understand that in the event of physical injury resulting from the research procedures in which I am to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.

14.   I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

_____
Participant's Signature

_____
Write your address if you wish to be
_____
Sent the results of the study.

_____
Date

_____
Witness

                                          _____
                                          Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

Principal Investigator	Date

APPENDIX E

Observation Evaluation Tool

School_____ **Date**_____

Observation Guiding Questions	Observation Location	Observation Notes
1. How are school-wide rules publicized, posted, and taught?	(e.g., Classrooms, cafeteria, hallways)	
2. What school-wide rewards are in place for the students that follow the rules?	(e.g., Office, classrooms, playground, cafeteria)	
3. What system has your Positive Behavior (PBS) Team developed to track negative student behavior?	(e.g., Office, classrooms, playground, cafeteria)	
4. Describe the system that is in place at your school to collect, track, and monitor negative student behavior.	(e.g., Office, playground, classrooms, cafeteria)	
5. What evidence tells us that SWPBS approach is a priority at your school?	(e.g., Playground, cafeteria, classrooms, hallways)	
6. Do you have internally budgeted funds to the SWPBS program?	(e.g., Playground, cafeteria, classrooms, hallways)	
7. Does the district provide support for the school to implement the SWPBS approach?	(e.g., Playground, cafeteria, classrooms, hallways)	

APPENDIX F

Interview Evaluation Tool

School_____   **Date**_____

Interview Questions	Notes taken during interviews
1. How has the SWPBS Framework been reviewed with the staff every year? Who developed the school-wide rules/expectations, and how are they being taught?	
2. What rewards or incentives does the school give out on a regular basis?	
3. What progressive behavior system does the school have in place?	
4. What system is in place for entering the negative student behavior into a software program?	
5. What are the reasons, in your opinion, that your school gives top priority to implementing the SWPBS approach? How do you know that it helps to increase academic learning time?	
6. How do you know that some budget is allocated to the SWPBS method?	
7. What kind of staff development is offered by the district to support the successful implementation of this approach?	

APPENDIX G

Document and Reports Evaluation Tool

School_____   **Date**_____

Document Review Guiding Questions	Document Source	Notes Regarding Evidence
1. What documents does the school have that shows that the school rules were developed and taught**?**		
2. Which school-wide documents show that an ongoing reward system for following the school rules and behavioral expectations are in place?		
3. When negative behavior problems occur, what documents are in place for recording office-managed student behavior violations?		
4. What reports are in place for collecting and summarizing discipline referrals?		
5. What documents show that the SWPBS approach is a priority for your school? In the Action Plan, what steps have been taken to implement the SWPBS?		
6. What documents show that school funds are allocated for the SWPBS approach?		
7. What documents show that the district has supported the school with the SWPBS implementation?		

APPENDIX H

Data Collection Matrix School #1

Central California Elementary School # 1	**Data Collection Matrix:**	**Type of**	
		Information	
		by Source	
Information			
Source	**Interviews**	**Observations**	**Documents/Reports**
Principal Of Central CA Elem. School #1	Yes	X	X
Teacher 1	Yes	X	
Teacher 2	Yes	X	
Teacher 3	Yes	X	
Teacher 4	Yes	X	
Teacher 5	Yes	X	
Campus Supervisor 1	Yes	X	
Campus Supervisor 2	Yes	X	
Campus Supervisor 3	Yes	X	
Playground		X	
Cafeteria		X	
Classroom		X	
Bathrooms		X	
Hallways		X	

APPENDIX I

Data Collection Matrix School #2

Central California Elementary School #2 **Data Collection Matrix: Type of Information by Source**			
Information Source	**Interviews**	**Observations**	**Documents &Reports**
Principal Of Central CA Elem. School #2	Yes	X	X
Teacher 1	Yes	X	
Teacher 2	Yes	X	
Teacher 3	Yes	X	
Teacher 4	Yes	X	
Teacher 5	Yes	X	
Campus Supervisor 1	Yes	X	
Campus Supervisor 2	Yes	X	
Campus Supervisor 3	Yes	X	
Playground		X	
Cafeteria		X	
Classroom		X	
Bathrooms		X	
Hallways		X	

APPENDIX J

Data Collection Matrix School #3

Central California Elementary School #3 Data Collection Matrix: Type of Information by Source			
Information Source	**Interviews**	**Observations**	**Documents & Reports**
Principal Of Central CA Elem. School #3	Yes	X	X
Teacher 1	Yes	X	
Teacher 2	Yes	X	
Teacher 3	Yes	X	
Teacher 4	Yes	X	
Teacher 5	Yes	X	
Campus Supervisor 1	Yes	X	
Campus Supervisor 2	Yes	X	
Campus Supervisor 3	Yes	X	
Playground		X	
Cafeteria		X	
Classroom		X	
Bathrooms		X	
Hallways		X	

APPENDIX K

Thank You Letter for Participants

_____
Date

Dear _____,
            Participant's Name

Thank you for taking the time to share your experiences in this study regarding the implementation of the School-Wide Positive Behavior Support (SWPBS) approach in your school. I hope that this research becomes a vital part of helping other elementary schools to see the importance of this SWPBS approach and how it can decrease negative student behavior and increase learning time in classrooms.

I appreciate you sharing your SWPBS experiences and hopefully you enjoyed sharing this information as much as I did hearing about your day-to-day practice in helping all students succeed in your school. If you have any further questions, please contact me at ▮▮▮▮▮▮▮.

Sincerely,

Dianne Witwer
Doctoral Student
Pepperdine University

APPENDIX L

Permission to Modify

2-18-13

To the IRB Team:

If the IRB team determines that a change needs to be made to my dissertation, you have

my permission to modify it as necessary if it is appropriate to my study. If you have any further

questions, please contact me at ███████████ or at Dianne.witwer████████████

Sincerely,

Dianne Witwer

Dianne Witwer
Doctoral Student
Pepperdine University

APPENDIX M

Human Subjects/Investigator Education Training Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Dianne Witwer** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 10/08/2011

Certification Number: 780568
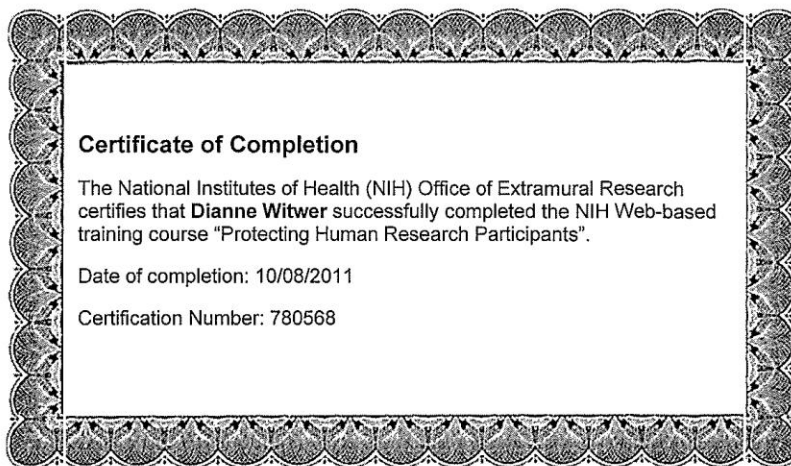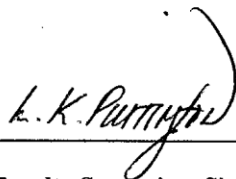
APPENDIX N

Faculty Review Form

PEPPERDINE UNIVERSITY IRB
Faculty Supervisor Review Form

By my signature as a supervisor / sponsor on this research application, I certify that *Dianne Witwer* is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study *Case Studies of the School-Wide Positive Behavior Support (SWPBS) Approach* in accord with the proposed application and protocol. In addition,

- I have reviewed this application;

- I agree to meet with the investigator on a regular basis to monitor study progress;

- I agree to be available, personally, to supervise the investigator in solving problems should they arise during the course of the study;

- I assure that the investigator will promptly report significant or untoward adverse effects to the Pepperdine IRB chairperson in writing in accordance with the guidelines stated in Section III.G of the Investigator's Manual; and

- If I will be unavailable (e.g., sabbatical leave or vacation), I will arrange for an alternate faculty supervisor / sponsor to assume responsibility during my absence, and I will advise the IRB chairperson in writing of such arrangements.

March 4, 2013

L. K. Purrington
_____   _____
Faculty Supervisor Signature   **Date**

Dr. Linda Purrington

Type Name

APPENDIX O

Research Question #1 Primary Code Book and Tally Tables

Research Question #1: How are school rules defined and taught?

Table O1

Research Question #1 Part 1 Primary Code Book: How are School Rules Defined?

Category	Code	Description	Relevant Literature
Behavior Themes	BT	-PBS team identifies three to five school-wide expectations that are detailed and precise. PBS team developed them & train teachers and staff members.	McKevitt & Braaksma, 2008
Matrix Poster	MP	-Matrix poster describes desired behaviors for each of three to five school rules for each major location in the school.	Sugai, et al., 2005

Table O2

Research Question #1 Part 2 Primary Code Book: How are School Rules Taught?

Category	Code	Description	Relevant Literature
Classroom Lessons	CL	-Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior knowledge, and provide opportunities to practice through role play.	Kame'emui & Carnine, 1998
Establishing & Communicating Clear Rules	ECCR	-By establishing & communicating clear rules & expectations for everyone to follow, the administration will guarantee that the students are not confused & that everyone in the school has the same expectations.	McCart & Turnbull, 2012

Table O3

School 1: How are School Rules Defined? (Research Question #1 Part 1)

Category	Code	Description	Observations	Interviews	Records
Behavior Themes	BT	-PBS team identifies three to five school wide expectations that are detailed and precise. PBS team developed them & trains teachers and staff. -The school-wide expectations are: Be Safe, Be Respectful, Be Responsible	2	4	1
Matrix Poster	MP	-Matrix poster describes desired behaviors for each of three to five school rules for each major location in the school.	2	1	1

Table O4

School 1: How are School Rules Taught? (Research Question #1 Part 2)

Category	Code	Description	Observations	Interviews	Records
Classroom Lessons	CL	-Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior knowledge, and provide opportunity to practice through role play. -Review the beginning of the year.	1	2	0
Establishing & Communicating Clear Rules	ECCR	-Every morning the principal gives a message to the students. In the message the principal reminds the students to abide by the 3 theme words or to the expectations found in the developed matrix. -By establishing & communicating clear rules & expectations for everyone to follow, the administration will guarantee that the students are not confused & that everyone in the school has the same expectations.	1	0	0

Table O5

School 2: How are School Rules Defined? (Research Question #1 Part 1)

Category	Code	Description	Observations	Interviews	Records
Behavior Themes	BT	-PBS team identifies three to five school wide expectations that are detailed and precise. PBS team develops them & trains teachers and staff. -Mesa Way, Be Respectful, Be Responsible, & Be Ready	2	5	1
Matrix Poster	MP	-Matrix poster describes desired behaviors for each of three to five school rules for each major location in the school.	2	2	1

Table O6

School 2: How are School Rules Taught? (Research Question #1 Part 2)

Category	Code	Description	Observations	Interviews	Records
Classroom Lessons	CL	-Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior knowledge, and provide opportunity to practice through role play. -In the beginning of the year rules are reviewed.	4	2	0
Establishing & Communicating Clear Rules	ECCR	-The matrix and school-wide expectations are listed on the school website. -The principal puts the school-wide expectations in the school newsletter. -The Student Council reviews the rules every Monday. -Every Monday the autodialer reviews the school-wide expectations. -They go home in the School Handbook. -The principal talks on the speaker every day about the expectations. -Student of the Month -Reinforce in cafeteria.	4	1	1

Table O7

School 3: How are School Rules Defined? (Research Question #1 Part 1)

Category	Code	Description	Observations	Interviews	Records
Behavior Themes	BT	-PBS team identifies three to five school wide expectations that are detailed and precise. -PBS team developed them & trains teachers and staff. -Be Respectful, Be Responsible, Be Safe	6	2	1
Matrix Poster	MP	-Matrix poster describes desired behaviors for each of three to five school rules for each major location in the school.	5	2	1

Table O8

School 3: How are School Rules Taught? (Research Question #1 Part 2)

Category	Code	Description	Observations	Interviews	Records
Classroom Lessons	CL	-Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior knowledge, and provide opportunity to practice through role play. -Beginning of the year the rules are taught and reviewed.	2	3	0
Establishing & Communicating Clear Rules	ECCR	-These expectations are reviewed by the principal. -Monthly Newsletters go out that remind the students of the "King Way." -Infused in everything they do. -The principal addresses the rules whenever she can. -They are in every school/morning announcement.	6	2	0

Table O9

How SWPBS Schools Define School Rules

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Behavior Themes	-PBS team identifies three to five school wide expectations that are detailed and precise. PBS team trains teachers and staff.	7	7	9	23
Matrix Poster	-Matrix poster describes desired behaviors for each of three to five school rules for each major location in the school.	4	5	8	17

Table O10

How SWPBS Schools Teach School Rules

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Classroom Lessons	.Classroom teachers use strategies that stress big ideas, use scaffolding, activate prior knowledge, and provide opportunity to practice through role play	3	6	5	14
Establishing & Communicating Clear Rules	-By establishing & communicating clear rules & expectations for everyone to follow, the administration will guarantee that the students are not confused & that everyone in the school has the same expectations.	1	6	8	15

APPENDIX P

Research Question #2 Primary Code Book and Tally Tables

Research Question #2: What kind of ongoing reward system has been established for students who follow the school rules and behavior expectations?

Table P1

Research Question #2: Primary Code Book

Category	Code	Description	Relevant Literature
School-Wide Incentive System	SWIS	-Tier 1, the universal tier of the School-Wide Positive Behavior Support approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors.	McKevitt & Braaksma, 2008
Reward is Positive Reinforcement	RIPR	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior.	Horner & Goodman, 2010
Use of Tickets	UOT	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time.	McKevitt & Braaksma, 2008

Table P2

Research Question #2: School 1

Category	Code	Description	Observations	Interviews	Records
School-Wide Incentive System	SWIS	-Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors. -A drawing takes place every Friday for the whole school & principal announce the winner on the loud speaker & give out a prize.	2	4	1
Reward is Positive Reinforcement	RIPR	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior. -End of the year Field Day for positive behavior. -Awards Assemblies at the end of every trimester. -Winners mentioned in the school newsletter.	2	4	2
Use of Tickets	UOT	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time. -Dolphin cards are given out.	2	3	0

Table P3

Research Question #2: School 2

Category	Code	Description	Observations	Interviews	Records
School-Wide Incentive System	SWIS	-Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors. -Student Store is held every Wednesday.	2	5	0
Reward is Positive Reinforcement	RIPR	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior. -Testing Incentives. -Students honored in the showcase. -Student of the Month. -Stamps. -Attendance Awards. -Stickers. -Pizza for earning points for Check In Check Out system.	5	5	2
Use of Tickets	UOT	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time. -They gave out Le Mesa Bucks.	8	9	1

Table P4

Research Question #2: School 3

Category	Code	Description	Observations	Interviews	Records
School-Wide Incentive System	SWIS	-Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors.	4	9	1
Reward is Positive Reinforcement	RIPR	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior.	4	9	1
Use of Tickets	UOT	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time.	8	9	1

Table P5

Comparative Findings: Research Question #2

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
School-Wide Incentive System	-Tier 1, the universal tier of the SWPBS approach, includes a school-wide incentive system in which students are rewarded for these preferred behaviors.	7	7	14	28
Reward is Positive Reinforcement	-A reward is a positive reinforcement in the form of an event, activity, or object that someone receives to reinforce their good behavior.	8	12	14	34
Use of Tickets	-Some PBS schools give well-behaved students tickets that may be cashed in for prizes, while other PBS elementary schools recognize these students at school assemblies or give them extra recess or computer time.	5	18	18	41

APPENDIX Q

Research Question #3 Primary Code Book and Tally Table

Research Question #3: What system is in place for documenting and reporting office-managed student behavior violations?

Table Q1

Research Question #3: Primary Code Book

Category	Code	Description	Relevant Literature
Periodic Reviews of Office Referral Data	PROORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	McKevitt & Braaksma, 2008
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	McKevitt & Braaksma, 2008
Office Referral	OR	-The office referral should be aligned with the SWIS software system for collecting behavior data.	Irvin et al., 2004 Irvin et al., 2006 May et al., 2003
Check In-Check Out	CI-CO	-The SWPBS method provides tertiary-level interventions called wraparounds for students that have demonstrated high-risk behaviors. -These wraparounds allow for such targeted supports as Check In-Check Out with adults who have been assigned to monitor them on meeting their goals.	Eber et al., 2009; Clark et al.,1992; Eber, 1994; Eber & Osuch, 1995; Eber, Osuch, & Rof, 1996

Table Q2

Research Question #3: School 1

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PRO ORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	1	1	0
The School-Wide Informatio n System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	0	1	0
Office Referral	OR	-The office referrals are entered into the computer	1	3	1
Check In – Check Out	CI-CO	-System for students that need that extra support for behavior. An office staff member checks in with them at the beginning of the day and check out with them at the end of the day. They gain points every day. Their progress is monitored in an excel spreadsheet.	1	2	0

Table Q3

Research Question #3: School 2

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PRO ORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	0	0	0
The School-Wide Informatio n System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month. -They have software program to enter the student referral data called Illuminate.	1	1	0
Office Referral	OR	-The office referrals are entered into the computer	1	2	1
Check In-Check Out	CI-CO	-System for students that need that extra support for behavior. An office staff member checks in with them at the beginning of the day and check out with them at the end of the day. They gain points every day. Their progress is monitored in an excel spreadsheet.	4	1	0

Table Q4

Research Question #3: School 3

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PRO ORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. -Track behaviors on their Illuminate program.	2	0	1
The School-Wide Informatio n System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	0	0	0
Office Referral	OR	-The office referrals are entered into the computer	1	2	1
Check In-Check Out	CI-CO	-System for students that need that extra support for behavior. An office staff member checks in with them at the beginning of the day and check out with them at the end of the day. They gain points every day. Their progress is monitored in an excel spreadsheet.	5	2	0

Table Q5

Comparative Findings: Research Question #3: School 3

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Periodic Reviews of Office Referral Data	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. -Track behaviors on our Illuminate program.	2	0	4	6
The School-Wide Information System	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	1	1	0	2
Office Referral	-The office referrals are entered into the computer	5	4	4	13
Check In-Check Out	-CI-CO System for students that need that extra support for behavior. An office staff member checks in with them at the beginning of the day and check out with them at the end of the day. They gained points every day. Their progress is monitored in an excel spreadsheet.	3	5	7	15

APPENDIX R

Research Question #4 Primary Code Book and Tally Tables

Research Question #4: What system exists for collecting and summarizing discipline referrals?

Table R1

Research Question #4: Primary Code Book

Category	Code	Description	Relevant Literature
Periodic Reviews of Office Referral Data	PROORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	McKevitt & Braaksma, 2008
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	McKevitt & Braaksma, 2008
Office Referral	OR	-The office referral should be aligned with the SWIS software system for collecting behavior data.	Irvin et al., 2004 Irvin et al., 2006 May et al., 2003

Table R2

Research Question #4: School 1

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PROORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	0	0	0
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month. -This school has Illuminate instead of SWIS.	0	2	1
Office Referral	OR	-The office referrals are entered into the computer. -Suspensions & expulsions are also entered into this online system.	3	2	0

Table R3

Research Question #4: School 2

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PROORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage.	0	2	1
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month. -They have the Illuminate software program to enter student referral data.	0	3	1
Office Referral	OR	-The office referrals are entered into the computer. -Another way to say referral is that paperwork is done	2	3	1

Table R4

Research Question #4: School 3

Category	Code	Description	Observations	Interviews	Records
Periodic Reviews of Office Referral Data	PROORD	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. -Track behaviors on our Illuminate program.	1	1	2
The School-Wide Information System	SWIS	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month. -This school has the Illuminate system instead of SWIS.	2	3	2
Office Referral	OR	-The office referrals are entered into the computer	1	5	1

Table R5

Comparative Findings: Research Question #4

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Periodic Reviews of Office Referral Data	-Periodic reviews of the office referral data is an efficient way to monitor and track the effectiveness of the comprehensive school-wide implementation of reward usage. -Track behaviors on our Illuminate program.	0	2	4	6
The School-Wide Information System	-The SWIS is a well-organized system that configures the behavior data in bar graphs regarding location, the time of day, the type of infraction, and the number of office referrals per month.	3	4	7	14
Office Referral	-The office referrals are entered into the computer	5	6	7	18

APPENDIX S

Research Question 5 Codebook and Tally Tables

Research Question #5: *What priority is given to improving behavior support systems?*

Table S1

Research Question #5: Primary Code Book

Category	Code	Description	Relevant Literature
SWPBS Substructure	SWPBS-S	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data.	Freeman et al., 2009
Importance of Clear and Precise Rules	IOC&PR	-The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school.	McKevitt & Braaksma, 2008
Reward the Behavior	RTB	-It is important to implement rewards that reward the behavior. A reward should be given to individuals as well as to groups that have been successful at following the new rules.	Horner & Goodman, 2010
Focus on Discipline Referral Accountability	FODRA	-The office referrals are used to monitor and track the effectiveness of the SWPBS approach.	McKevitt & Braaksma, 2008
Positive Behavior Intervention Support helps to reduce behaviors	PBIS-RB	-Specifically, the SWPBS approach has developed interventions that are universal, targeted, and intensive.	Sugai 1996

Table S2

Research Question #5: School 1

Category	Code	Description	Observations	Interviews	Records
SWPBS Substructure	SWP BSS	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data.	0	0	0
Importance of Clear and Precise Rules	IOC &PR	-The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school. -Posted in school. -PBIS prevents problems from occurring -Establishes a norm of behavior that they want. -Safer campus.	2	2	0
Reward the Behavior	RTB	-It is important to implement rewards that reward the behavior. A reward should be given to individuals as well as to groups that have been successful at following the new rules. -They see good behavior	0	1	0
Focus on Discipline Referral Accountability	FOD R	-Focus on Discipline Referral Accountability -Fix it Ticket to increase learning time.	0	1	0
Check In-Check Out System	CI-CO	-Check In & Check Out was not found in the literature however it was found during the field study. Check In-Check Out helps students meet goals that are set by their teacher. It is a daily system where students check in and out with an adult before going to class. Supports Tier 2 students that have more behavior problems.	0	0	0
Positive Behavior Intervention Support Reduces Behaviors	PBIS-RB	-They needed a whole systems approach to improve test scores. -They have productive students. -They have a goal in their School Site Plan.	0	5	1

Table S3

Research Question #5: School 2

Category	Code	Description	Observations	Interviews	Records
SWPBS Substructure	SWPBSS	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data. -Work on implementing Action Plan.	0	0	0
Importance of Clear and Precise Rules	IOC&PR	-The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school. -Le Mesa Way- Be Respectful, Be Responsible, & Be Ready to Learn.	3	1	1
Reward the Behavior	RTB	-It is important to implement rewards that reward the behavior. A reward should be given to individuals as well as to groups that have been successful at following the new rules. -A Positive Approach. -Principal gives positive (2) reinforcements.	1	1	0
Focus on Discipline Referral Accountability	FODR	-Focus on Discipline Referral Accountability -Used to have more office	0	1	0
Check In-Check Out	CI-CO	-Check In-Check Out was setting goals for students that were the Tier 2 students that display more behavior problems. They check in with an adult every day and check out with that same person. -It gives the students that extra push to behave. -It helps them turn in their homework.	4	2	0
Positive Behavior Intervention Support Reduces Behaviors	PBIS-RB	-It helps to prevent fewer behaviors so that more teaching and learning happens. -Better atmosphere for learning. -Allows students to become more responsible for their own learning. -Don't have as many students in the office. -Promotes a positive climate. -Same behaviors modeled. -There are not as many behaviors to take away from learning time. -They don't have as many disruptions. -It is important to have good behavior at school. -They used to have more behavior problems and now they don't. -Used to have more behavior problems.	0	5	0

Table S4

Research Question #5: School 3

Category	Code	Description	Obser-vations	Inter-views	Records
SWPBS Substructure	SWPBSS	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data.	1	0	0
Importance of Clear and Precise Rules	IOC&PR	-The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school. -Be Respectful, Be Responsible, & Be Safe. -Post rules in every classroom.	3	2	0
Reward the Behavior	RTB	-It is important to implement rewards that reward the behavior. A reward should be given to individuals as well as to groups that have been successful at following the new rules. -Giving rewards has helped teachers to be more positive.	0	0	0
Focus on Discipline Referral Accountability	FODR	-Focus on Discipline Referral Accountability -Look at referral and are proud.	0	0	0
Check In-Check Out	CI-CO	-Check In-Check Out was setting goals for students that were the Tier 2 students that display more behavior problems. They check in with an adult every day and check out with that same person. -It gives the students that extra push to behave. -It helps them turn in their homework.	0	0	0
Positive Behavior Intervention Support Reduces Behaviors	PBIS-RB	-Five years ago they had an increase in our behavior problems and legal counsel was here. -Now the children are kept in classes and are on task by using PBIS. -Lines are painted on playground for lining up. -Improve climate & culture of school. -Kids aren't in the office in trouble. -It has increased our test scores. -Strong desire to improve the school climate. -School climate is more positive & we have fewer behavior problems. -Students redirect other students. -They have seen a behavior change. -Improved student behavior. -Test scores have improved. -Fewer students are out of class and more students are learning. -Student behavior is decreasing. Focus on good behavior & learning. -Test scores are going up. -Behavior is a priority. -Test scores are going up. -The action is integrated in the School Site Plan.	4	8	1

Table S5

Comparative Findings: Research Question #5

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
SWPBS Substructure	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data.	0	0	1	1
Importance of Clear and Precise Rules	-The SWPBS approach identified the importance of creating clear and precise, school-wide rules or expectations that address all locations of the school. -Be Respectful, Be Responsible, & Be Safe -Post rules in every classroom.	4	5	5	14
Reward the Behavior	-It is important to implement rewards that reward the behavior. -A reward should be given to individuals as well as to groups that have been successful at following the new rules. -Being positive has helped teachers not be so frustrated.	3	2	0	5
Focus on Discipline Referral Accountability	-Focus on Discipline Referral Accountability -They look at referrals & are proud.	1	1	0	2
Check In-Check Out	-Check In-Check Out was setting goals for students that were the Tier 2 students that display more behavior problems. They check in with an adult every day and check out with that same person. -It gives the students that extra push to behave. -It helps them turn in their homework.	0	6	0	6

(continued)

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Positive Behavior Intervention Support Reduces Behaviors	-Five years ago we had an increase in our behavior problems and legal counsel was here. Now the children are kept in classes and are on task by using PBIS. -Lines are painted on playground for lining up. -It has improved climate & culture of school. -Kids aren't in the office in trouble. -It has increased our test scores. -Strong desire to improve the school climate. -School climate is more positive & they have fewer behavior problems. -Students redirect students. -They have seen a behavior change. -Improved student behavior. -Test scores have improved. -Fewer students out of class and more students are learning. -Student behavior is decreasing. -Focus on good behavior & learning. -Test scores are going up. -Behavior is a priority. -Test scores are going up. -The action is integrated in the School Site Plan.	5	5	13	23

APPENDIX T

Research Question 6 Codebook and Tally Tables

Research Question #6: *How is school budget money allocated for building and maintaining school-wide behavior support?*

Table T1

Research Question #6: Primary Code Book

Category	Code	Description	Relevant Literature
Funding Source for the SWPBS Approach	FS	-The School Site Plan should mention the funding needed to implement this approach. -Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document.	Sugai et al., 2000
Incentives & Staff Development	I & SD	-The costs for the staff development will include the speaker, & the release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. -It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives & monthly assemblies.	Horner & Goodman, 2010 McKevitt & Braaksma, 2008

Table T2

Research Question #6: School 1

Category	Code	Description	Observations	Interviews	Records
Funding Source for the SWPBS Approach	FS	-The School Site Plan should mention the funding needed to implement this approach. Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document. -Funding needed to manage Check In-Check Out staff.	2	1	1
Incentives & Staff Development	I&SD	-The costs for the staff development will include the speaker, & the release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. -It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. -Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives & monthly assemblies.	1	4	1

Table T3

Research Question #6: School 2

Category	Code	Description	Observations	Interviews	Records
Funding Source for the SWPBS Approach	FS	-The School Site Plan should mention the funding needed to implement this approach. -Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document. -Paid for employee to Check In-Check Out students every morning. -Coach is given a stipend	3	2	1
Incentives & Staff Development	I&SD	-The costs for the staff development will include the speaker, & the release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. -It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. -Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives & monthly assemblies.	2	3	1

Table T4

Research Question #6: School 3

Category	Code	Description	Observations	Interviews	Records
Funding Source for the SWPBS Approach	FS	-The School Site Plan should mention the funding needed to implement this approach. -Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document. -Their PBS has full planning day with paid subs. -They have a PBS coach. -Provide healthy snacks.	7	2	1
Incentives & Staff Development	I&SD	-The costs for the staff development will include the speaker, & the release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. -It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. -Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives & monthly assemblies. -End of year field day.	0	3	0

Table T5

Comparative Findings: Research Question #6

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
Funding Source for the SWPBS Approach	-The School Site Plan should mention the funding needed to implement this approach. -Staff development, school-wide incentives, and release time will all require budget allocations in the School Site Plan document.	4	6	10	20
Incentives & Staff Development	-The costs for the staff development will include the speaker, & the release time. -The costs for these school-wide incentive programs will include prizes if the school gives out "Caught You Being Good" bucks. It is common for schools to implement a Student Store several times a month so that students can cash in these bucks that they have earned. -Other schools might hold a drawing for the students that have received bucks for following the school rules. -Other incentives might include cafeteria incentives & monthly assemblies.	6	6	3	15

APPENDIX U

Research Question #7 Primary Code Book and Tally Tables

Research Question #7: *What support is provided for SWPBS by the district?*

Table U1

Research Question #7: Primary Code Book

Category	Code	Description	Relevant Literature
District Support	DS	-Resources such as funding, staff development, & district support are essential when implementing & maintaining, & sustaining the SWPBS approach in a school. -The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, & reinforcement items. -Districts also need to implement a software program that tracks student behavior data therefore schools & districts need to have some budget to pay for implementing the SWPBS approach.	McKevitt & Braaksma, 2008 Sugai et al., 2000
SWPBS Substructure in District	SSD	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, & for sharing the needed behavioral data. -Some districts have District PBS Coordinators & Site PBS Coaches. -They provide training, set the Action Plan, assist with the SET.	Freeman et al., 2009 Dubuis, 2010

Table U2

Research Question #7: School 1

Category	Code	Description	Observations	Interviews	Records
District Support	DS	-Resources such as funding, staff development, & district support are essential when implementing & maintaining, & sustaining the SWPBS approach in a school. -The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, & reinforcement items. -Districts also need to implement a software program that tracks student behavior data therefore schools and districts need to have some budget to pay for implementing the SWPBS approach.	6	8	0
SWPBS Substructure in District	SSD	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, & for sharing the needed behavioral data. -Some districts have District PBS Coordinators & Site PBS Coaches. They provide training, set the Action Plan, assist with the SET.	2	4	3

Table U3

Research Question #7: School 2

Category	Code	Description	Observations	Interviews	Records
District Support	DS	-Resources such as funding, staff development, & district support are essential when implementing & maintaining, & sustaining the SWPBS approach in a school. -The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, & reinforcement items. -Districts also need to implement a software program that tracks student behavior data therefore schools & districts need to have some budget to pay for implementing the SWPBS approach.	2	4	1
SWPBS Substructure in District	SSD	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, & for sharing the needed behavioral data. -Some districts have District PBS Coordinators & Site PBS Coaches. They provide training, set the Action Plan, assist with the SET.	3	3	1

Table U4

Research Question #7: School 3

Category	Code	Description	Observations	Interviews	Records
District Support	DS	-Resources such as funding, staff development, & district support are essential when implementing & maintaining, & sustaining the SWPBS approach in a school. -The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, & reinforcement items. -Districts also need to implement a software program that tracks student behavior data therefore schools & districts need to have some budget to pay for implementing the SWPBS approach.	5	8	1
SWPBS Substructure in District	SSD	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, and for sharing the needed behavioral data. -Some districts have District PBS Coordinators and Site PBS Coaches. They provide training, set the Action Plan, assist with the SET.	7	5	0

Table U5

Comparative Findings: Research Question #7

Category	Description	School 1 # of Data References	School 2 # of Data References	School 3 # of Data References	Total # of Data References
District Support	-Resources such as funding, staff development, & district support are essential when implementing & maintaining, & sustaining the SWPBS approach in a school. -The SWPBS approach does not require substantial funding resources; however, it does need enough to cover release time, staff development, incentives, & reinforcement items. -Districts also need to implement a software program that tracks student behavior data therefore schools & districts need to have some budget to pay for implementing the SWPBS approach.	14	7	14	35
SWPBS Substructure in District	-When districts implement SWPBS, a substructure is typically set up for sharing resources for the implementation process, for allocating planning time, & for sharing the needed behavioral data. -Some districts have District PBS Coordinators & Site PBS Coaches. They provide training, set the Action Plan, assist with the SET.	9	7	12	28

APPENDIX V

Instructions for Coding

Instructions for Coding

Here are the instructions for coding the data regarding the findings for the researcher's

dissertation on the implementation of the School-Wide Positive Behavior Support

approach in the 3 elementary schools. Please follow these procedures:

1. Look at the Primary Code Book for Research Question 1. The coder will find the categories, the codes, the descriptions, and the literature that supports each category that the researcher has identified for Research Question 1.
2. Please observe that since Research Question 1 has 2 parts, there will be a table for each part of the question.
3. Now look over the data from School 1 and observe that the researcher has identified the key categories or themes for Research Question 1. If the coder sees additional categories/themes, feel free to add them to each table even if the researcher has not included literature to support the data. This might mean that the school is trying a new strategy that the literature has not yet been identified in the SWPBS studies.
4. Next count the number of times that each category or theme is noted in the observations, interviews, and records. Write the number of times that these themes were noted in the table.
5. Now look at the data collected for School 2 and follow the same above steps.
6. Then look at the data collected for School 3 and follow the same above steps.
7. In order to synthesize the data from all 3 schools, use Table 1 to triangulate the findings. Tally the number of times that each school refers to each category in Research Question 1.
8. When you complete the tables for Research Question 1, please send them back to the researcher as soon as possible.
9. If this process is clear to the coder, the researcher will then complete the Code Books & Tables for the other Research Questions and send them to the coder.
10. The coder will repeat the steps 1-8 for looking at the data for Research Question 2-7. Then the Coder will complete theses Tables as quickly as possible and send them back to the researcher.
11. The researcher will then compare her tally marks with the coders tally marks to make certain that all findings are accurate.