

(Bohanon et al., 2012; Flannery et al., 2014; Flannery et al., 2013; Swain-Bradway et al., 2015).

The final theme signified by teacher respondents was factors that positively affected PBIS implementation. The common categories that were mentioned most frequently were teacher support for PBIS, student buy-in, administrative support, and the use of other schools as examples. First, teacher support for PBIS was classified as a theoretical belief the system could work. In terms of this study, teacher support was categorized differently than teacher buy-in because not all of the teacher respondents who mentioned this category had fully bought into PBIS. No prior research was found that specifically stated the importance of teacher support in regards to the positive effects of PBIS implementation.

Student buy-in was another common category identified as a positive factor influencing PBIS. According to the respondents, a majority of the students had responded positively to the school's PBIS initiatives, especially those involving incentives. Swain-Bradway et al. (2015) identified the establishment of high school age-appropriate incentives and rewards as a potential impediment to implementation. Furthermore, Flannery et al. (2014) found that high school students preferred tangible items with a higher monetary value as opposed to simple acknowledgements which were preferred in elementary and middle school. However, many of the respondents revealed that school staff's distribution of suckers as an incentive was deemed highly desirable by the students.

Additionally, administrative support was another common category identified by the teachers. Regardless of their perceptions of how they thought the implementation of

PBIS had gone, the majority of the respondents perceived the administration as a whole supported PBIS in how they spoke of it as well as their actions. The importance of these findings correlate with those of Flannery et al. (2014) and Lohrmann et al. (2014) who discovered that both administration buy-in as well as how administrators speak and act in accordance with PBIS are critical to successful implementation.

The final common category associated with factors that positively affected PBIS implementation was the use of other schools as examples of successful PBIS implementation. This category was referred to by many of the respondents as a team of staff members from the study school visited another high school with similar demographics that was implementing PBIS successfully. Prior research supports this category as well. Bohanon et al. (2012) and Swain-Bradway et al. (2015) found the use of examples of change initiatives was associated with positive outcomes; however, the examples needed to be associated with a high school and contain demographics similar to that of the school initiating the change.

What are high school administrators' perceptions of SWPBIS?

The first theme established from the administrator interviews was administrator understanding of PBIS which incorporated the common categories of teaching of appropriate student behaviors and positive behavior recognition. In reference to teaching appropriate behaviors, both respondents agreed the education of appropriate behaviors should be more of a focus than punishing inappropriate behaviors. In correlation with the literature, Bruhn et al. (2014), Fallon et al. (2014), and Gietz & McIntosh (2014) specified teaching student behavior skills was essential in creating positive student behavior change.

Administrator respondents also denoted positive behavior recognition as an aspect of their understanding of PBIS. Both administrators mentioned the distribution of tangible items as positive acknowledgement which correlated with the findings of multiple researchers who signified an aspect of PBIS was the recognition of appropriate behaviors through the presentation of some type of tangible item (Bradshaw, Pas, et al., 2012; Kelm et al., 2014; Nocera et al., 2014; O'Neill & Bundock, 2015). Additionally, one administrator indicated that this process helped staff members understand the majority of the students were not discipline problems. Even though there is no direct correlation with prior research, this statement does correlate with one of the objectives of PBIS which was the alteration of school environments through the formation of enhanced systems and protocols that encouraged positive changes in staff members (Bradshaw, Pas, et al., 2015; Kelm et al., 2014).

Another theme signified by teacher respondents was the potential benefits of PBIS. This theme was only comprised of one common category: school climate improvements. Both respondents referenced the actions of staff members who were trying to improve the school's climate. These findings correlated with research in that a rationale for PBIS was to establish positive changes in school climate (Bradshaw, Pas et al., 2015). Furthermore, Gietz and McIntosh (2014) discovered a statistically significant percentage of students whose academic success was positively affected by a positive view of their school's environment.

A third theme identified by administrator respondents was implementation barriers which incorporated the common categories of adult belief systems and

lack of buy-in. In reference to adult belief systems, both administrators referred to teachers who had firm beliefs in discipline that was contrary to PBIS practices. Research supports these findings as Swain-Bradway et al. (2015) found the elimination of staff preconceived notions of responsibilities was a barrier to implementation. Additionally, Flannery et al. (2014) and Flannery et al. (2013) determined that an assumption held by many high school staff members was that all students had been taught appropriate behavior and social skills before entering high school which led to a de-emphasis on the explicit teaching of appropriate behaviors.

Furthermore, the administrators denoted lack of staff buy-in as a barrier to PBIS implementation. Both respondents signified the lack of buy-in was the consequence of staff members who did not believe PBIS would remain in the school. Bohanon et al. (2012), Flannery et al. (2013), Flannery et al. (2014), and Swain-Bradway et al. (2015) also identified a lack of staff buy-in as a barrier to implementation. These researchers indicated that high school staffs needed increased professional learning in PBIS and an intensified focus on readiness preparedness and leadership distribution in order to achieve buy-in from the majority of the staff members (Bohanon et al., 2012; Flannery et al., 2014; Flannery et al., 2013; Swain-Bradway et al., 2015).

The final theme signified by administrator respondents was factors that positively affected PBIS implementation. The categories that were mentioned most frequently were administrative support and the use of other schools as examples. First, both participants conveyed their support of PBIS as well as the administration as a whole. The magnitude of these findings are supported by Flannery et al. (2014) and Lohrmann et al. (2014) who

found that the way administrators verbalize PBIS and act in accordance with PBIS are important to successful implementation.

The final common category related to factors that positively affected PBIS implementation was the use of other schools as examples of successful PBIS implementation. This category was mentioned by both respondents. A group of staff members from the study school visited another high school with similar demographics that was implementing PBIS successfully. Prior research supports the use of other schools as examples as well (Bohanon et al. 2012; Swain-Bradway et al., 2015). However, the examples needed to be related to a high school and have demographic compositions similar to that of the school instituting the change.

To what extent is there a difference between high school teachers' and administrators' perceptions of SWPBIS?

The researcher did not locate any data in the literature that was relevant to this research question.

Relationship to Research

This research study examined the perspectives of high school teachers and administrators about SWPBIS. In chapter two, the researcher presented four studies that contained prior research about teacher and administrator feedback in regards to SWPBIS. Data from these four studies was compared with the results from the current study. Most of the results from the current study correlated with those of the four research studies. However, some of the results were dissimilar to the prior research.

Lohrmann et al. (2013) conducted a study on the perceptions of 18 middle school PBIS coaches, nine of whom were internal coaches and the other nine of whom were

external coaches. The purpose of the study was to examine difficulties with teacher and administrator buy-in of SWPBIS and examine how they were resolved. The coaches were interviewed to examine their observations and perceptions about teacher and administrator opposition to implementing SWPBIS and the plans used to solve and transform resistance. The researchers determined barriers to implementation included negative perceptions of SWPBIS, insufficient understanding of SWPBIS by school staff, and the pre-existence of low staff morale. Additionally, the researchers found strategies for resolving these problems included maintaining communication about the initiative, promoting staff involvement in the planning phases, formulating a positive staff climate, and increased administrative support.

One of the results from the current study compared to the results found by Lohrmann et al. (2013). This similarity was insufficient understanding of PBIS. Three of the teacher respondents indicated either a deficiency in knowledge of PBIS or an inaccurate understanding. As a result, these respondents' perceptions of SWPBIS were likely altered as a result. The other two barriers identified by Lohrmann et al. (2013) did not surface in the present study. First, Lohrmann et al. (2013) identified negative perceptions of SWPBIS as a barrier. The majority of teacher respondents in the current study expressed support for the concept of SWPBIS even though they had not fully bought in. Additionally, Lohrmann et al. (2013) discovered low staff morale was a barrier; however, low staff morale was not identified as a common category in the current study.

Flannery et al. (2014) conducted a study that consisted of 12 high schools, 6 of which were in one state in the Midwest and the other 6 were in one state in the Pacific

Northwest. Eight of the schools implemented SWPBIS and were considered treatment schools while 4 did not implement SWPBIS and were deemed control schools. The purpose of the study was to examine the effects of SWPBIS on student problem behaviors. Using a pre-test/post-test design, the researchers statistically analyzed the ODRs of each school over a 3-year period. Additionally, each school's SET score was used in the statistical model to compare the ODRs to the fidelity of implementation. Overall, the researchers found the schools that implemented SWPBIS with higher fidelity experienced larger decreases in ODRs. Furthermore, the researchers found that achieving staff and student buy-in and administrative support along with considering the developmental levels of students when determining incentives was important. Finally, the researchers determined that the implementation of SWPBIS in a high school setting took longer than most elementary and middle schools because of the unique structural barriers associated with most high schools.

Strong similarities were found between the current study and Flannery et al. (2014). Many of the teacher respondents and both of the administrator respondents recognized an absence of teacher buy-in as a major barrier to SWPBIS implementation. Conversely, most of the teacher respondents and both of the administrator respondents indicated the school's administration had bought into SWPBIS which Flannery et al. (2014) deemed as important. Finally, as this was the school's first year of SWPBIS implementation, it was not possible to compare the length of time to reach full implementation to any other schools; therefore, the results by Flannery et al. (2014) about high schools taking longer to reach full implementation could not be compared to the results of the current study.

Swain-Bradway et al., (2015) conducted a case study analysis of staff members from a combination of 8 high schools from the Midwest and Pacific Northwest. The purpose of the study was to examine the stages, problems, and strategies of high school SWPBIS implementation. Through the results, the researchers concluded barriers that hampered high school SWPBIS implementation were absences in teacher and administrator buy-in. Specifically, the teacher buy-in problems were associated with an unwillingness to teach social behaviors and participate in student acknowledgement systems. Alternately, the administrative buy-in was the result of a refusal to participate in SWPBIS practices and the principal's delegation of SWPBIS to an assistant principal.

Some similarities existed between the current study and the study conducted by Swain-Bradway et al. (2015). For example, Swain-Bradway et al. (2015) determined that the most troublesome barriers to SWPBIS implementation were teacher and administrator buy-in. However, Swain-Bradway et al. (2015) found the absence of teacher buy-in to be the result of an unwillingness to teach social behaviors and participate in student acknowledgements. Neither of these challenges presented themselves in this study. However, the aspect of teaching behaviors had not been implemented in the study school; therefore, it still had the potential to emerge as a hindrance to teacher buy-in. Alternately, the many teacher respondents and both administrator respondents indicated the study school's administration had fully bought into SWPIS; therefore, the results of the current study did not correlate with Swain-Bradway et al. (2015) in this area.

Flannery et al. (2013) conducted a study of eight total schools from the Pacific Northwest and Midwest. The purpose of the study was to examine the changes in high school SWPBIS fidelity over the course of the study. One of the main findings of this

study was the idea that school teams needed two years in order change implementation levels. Even without attempting to change fidelity levels, the researchers determined that high school implementation takes longer than other levels because of the structural barriers such as large populations of students and staff and staff departmentalization. Additionally, the researchers found that when schools used a “zero year” to build their SWPBIS framework and begin establishing buy-in, high schools were more fully prepared to achieve full implementation in the second year. Finally, the researchers determined that in order for buy-in to be achieved, strong lines of communication needed to be established to ensure all staff members are consistent with SWPBIS practices.

Most of the results from Flannery et al. (2013) compared to those of the current study. First, at the time of the current study, the study school was in their “zero year” which was intended to be used as a training year for the school’s staff on SWPBIS processes and expectations as well as a time to identify and eliminate problems before the full implementation year. Even though buy-in had not been fully achieved, the school’s administration and PBIS leadership team used the “zero year” to begin establishing buy-in along with the construction of the SWPBIS framework with the hopes of achieving full implementation in the second year. Furthermore, Flannery et al. (2013) found that strong communication amongst all staff members was necessary to achieve full buy-in. This concept correlated with the present study as deficiencies in communication were identified as a common category by teacher respondents as a barrier to SWPBIS implementation in the study school and were found to hinder teacher buy-in.

Conclusions

This research study was linked to one research question: What are high school teachers' and administrators' perceptions of SWPBIS? Furthermore, the study was directed by three research subquestions.

Research subquestion one: What are high school teachers' perceptions of SWPBIS? The majority of the teacher participants supported the concept of SWPBIS. This support was based on their recognition that students in the school had social skill deficiencies and the perception that SWPBIS processes could help improve the school's climate. Furthermore, awareness that the school's administration not only supported but also led the implementation of SWPBIS as well as the knowledge of another high school with similar demographics that utilized SWPBIS successfully bolstered the teacher participants' support of SWPBIS in the study school.

Even though the teacher respondents' supported SWPBIS, not all of them fully bought-in to the processes in the study school. Reasons for the lack of buy-in included limited or inaccurate understandings of the SWPBIS framework and the perception that both administrators and teachers failed to be consistent in discipline processes. As a result, some teachers did not believe the use SWPBIS would continue in their school much longer. However, based on the teacher participants' support of SWPBIS, the researcher concluded that a communication gap existed between the administrators and teachers who were responsible for SWPBIS implementation and the rest of the school staff which resulted in misunderstandings. As a result of these misinterpretations, many teachers failed to buy-in to SWPBIS as a whole.

Conclusions were also derived on research subquestion two: What are high school administrators' perceptions of SWPBIS? Overall the administrator participants had a consistent understanding of SWPBIS and favorable perspectives of its success in the study school. For example both participants not only mentioned the positive acknowledgement aspect, but also the feature of teaching social skills. Furthermore, in regards to the implementation process, neither administrator mentioned any negative examples and believed the use of another high school that successfully implemented SWPBIS was helpful in developing the study school's framework. Finally, both administrators revealed that lack of teacher buy-in was a barrier to successfully implementing SWPBIS in the study school. This perception was based on the difficulty of some teachers in the school to change their belief systems about student discipline.

Conclusions were also formed on research subquestion three: To what extent is there a difference between high school teachers' and administrators' perceptions of SWPBIS? Both teachers and administrators supported the concept of SWPBIS in that they perceived the use of PBIS was needed to support the social skill deficits of the study school's students as well as to improve the school's climate. Additionally, both administrators and teachers recognized that the administration was supportive of SWPBIS, and the use of other schools that effectively implemented SWPBIS were encouraging for the potential success of SWPBIS in the study school. However, unlike the administrators, the teachers as a whole, were not fully bought into SWPBIS in the study school. The researcher concluded that some of the deficiencies in teacher buy-in resulted in a communication gap between the administrators and teachers on the school's PBIS team and the rest of the teaching staff. Whereas the administrators believed the lack

of buy-in was solely a result of those teachers who were unwilling to waver in their beliefs about student discipline, based on the teacher perceptions, the researcher surmised that most of the teacher participants were willing to buy-in to SWPBIS if they were better informed about what it entailed as well as the administration's vision for it. Even so, many of the teachers and both of the administrators identified the need for teachers to change their mindsets in regards to student discipline as an important factor in the progression of SWPBIS.

Overall, the introduction of SWPBIS in the study school was the beginning of a change process for the school's staff. Not only were staff members required to change methods and procedures, but they were also asked to alter their views on student discipline. As a result, the concept of change created an additional barrier to the implementation process because many of the teachers were either unwilling to change or did not understand the purpose for the changes.

Research Framework

The conceptual framework of this study was constructed with the objective of attaining a comprehension of high school teachers' and administrators' perceptions of SWPBIS and the variations in the perceptions between the two roles (see Figure 1). The researcher hypothesized that despite the differences in positions, the views would be similar because of the mutual experiences of working in the same school. However, based on the results of the study, the researcher found that even though individuals in each position worked in the same school, their responsibilities and interactions were different, which in turn, created different perspectives (see Figure 2).

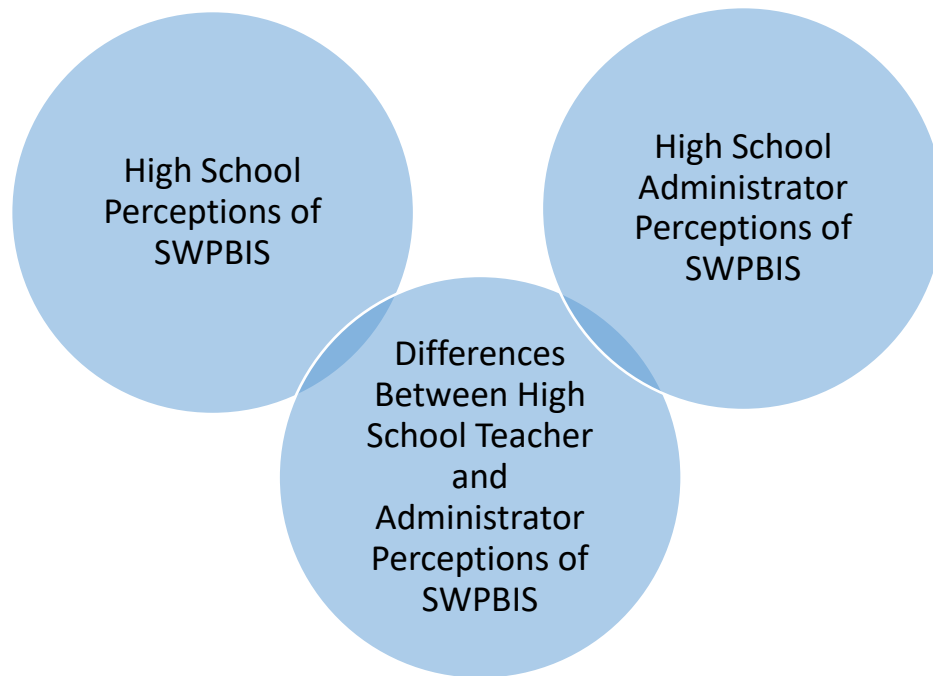


Figure 2. Research framework of the study of perceptions of school-based positive behavior interventions and supports (SWPBIS).

Implications

SWPBIS is intended to be an instrument to help schools improve both social and academic outcomes along with the overall school climate. However, due to barriers specific to high school settings, many educators are uncertain about the effectiveness of high school implementation. Therefore, one implication from the current study is that to achieve teacher buy-in of SWPBIS, high school teachers need to understand the administration's vision for implementation. Additionally, all areas of change need to be addressed before beginning the implementation process. A second implication is that despite full implementation and full staff buy-in, the facilitation of SWPBIS in high school settings can have some positive effects on school climate.

Recommendations

The following recommendations were made to provide educators responsible for the implementation of SWPBIS in a high school setting methods to improve the process.

1. SWPBIS training needs to be conducted with entire high school faculties in a manner that thoroughly describes what the framework entails as well as eliminating common misconceptions about what it is not.
2. As part of the school faculty introduction of SWPBIS, the administration should provide the reasons and vision for the implementation.
3. Once the SWPBIS framework is established, the administration should thoroughly explain the expectations for the school faculty.
4. The school faculty should be updated regularly on the installation of SWPBIS features as well as surveyed on their perceptions of the implementation process.
5. The small successes relative to SWPBIS should be celebrated regularly to demonstrate its effectiveness as well as sustain and encourage buy-in.
6. The use of other high performing SWPBIS high schools should be used early in the implementation process to give the implementing school PBIS teams excellent examples to model their own frameworks.
7. Follow up training should be conducted at the end of the first year to ensure fidelity of implementation.
8. All areas of change should be addressed with school staffs before beginning the implementation of SWPBIS.

Recommendations for Future Research

1. Due to a lack of qualitative research on high school SWPBIS, similar studies on SWPBIS should be conducted in high schools with varying demographics.
2. Longitudinal studies of three and five years should be conducted in the study school to determine if teacher and administrator perceptions have changed over time.
3. Similar studies should be conducted in high schools across Georgia and the United States to determine if the results of this study are indicative of other high schools.

Dissemination

Due to the different personalities and beliefs of high school administrators and teachers, the future success of SWPBIS in high schools is uncertain. In order for SWPBIS to be successful in any school, the administration has to believe it will succeed as well as undertake specific actions to ensure the success of the system. To assist with administrator buy-in and implementation fidelity, the researcher plans to present the findings of this study to the principal of the study school as well as the superintendent of the school system in which the study took place. The researcher will also request to present the results of this study at a high principals' meeting in the school system in which the study took place. Finally, the researcher will submit a proposal to present the results of this study at the annual Georgia Association of Positive Behavior Supports.

Concluding Thoughts

The participants from this study, which included high school administrators and teachers provided insight on high school teacher and administrator perspectives of

SWPBIS. The teacher participants indicated support for the concept of SWPBIS, but at the time of the study, they had not bought into the implementation in the study school. One of the reasons for the lack of buy-in was a result of an absence of communication between the school's administration and PBIS leadership team and the rest of the teaching staff. Even though the administration had bought into SWPBIS and understood its potential benefits, their vision had not been communicated to many of the teachers.

Additionally, the implementation of SWPBIS was a major change initiative for the school's staff. However, the school's leadership did not fully address all of the areas of change before beginning the implementation process. For instance, teacher feedback was not acquired before the decision was made to implement SWPBIS nor was any professional learning provided on SWPBIS. Instead, the school's administration made the decision based on their own perspectives, and the school's faculty was told they were implementing SWPBIS at the beginning of the school year. This approach consequently facilitated a lack of teacher ownership and thus a lack of buy-in for the system. As a result, many of the teachers viewed the implementation of SWPBIS like many other public education initiatives: a program that would not last.

Despite the lack of buy-in within the study school, many of the participants also revealed positive factors. For instance, the students were supportive of the SWPBIS initiatives, the school's climate showed improvements, and more emphasis was placed on positive staff member and student relationships.

As a former high school teacher and administrator and current PBIS district coordinator, the researcher understands both the academic and behavioral challenges high school students face. Additionally, the researcher is aware of the barriers associated with

implementing SWPBIS in a high school. Nonetheless, the researcher firmly believes that SWPBIS is a system that can be used to produce positive benefits for students, staff members, and schools as a whole.

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APPENDIX A: STUDIES ON SWPBIS AND REDUCTIONS IN SCHOOL DISCIPLINE PROBLEMS

Table A1
Studies on School-Wide Positive Behavior Interventions and Supports (SWPBIS) and Reductions in Elementary and Middle School Discipline Problems

Study	Purpose	Participants	Design/analysis	Outcomes
		Elementary school		
Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on child behavior problems. <i>Pediatrics</i> , 130, 1136–1145.	To determine effects of SWPBIS on student behaviors	12,334 students in 37 elementary schools	Quantitative: multilevel analysis on teacher ratings of student problem behaviors; 3-year study	Tier 1 results were highest for students who received supports beginning in kindergarten. Younger children were more adaptable to Tier 1 supports.
Bradshaw, C. P., Waasdorp, T., & Leaf, P. J. (2015). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. <i>Journal of Positive Behavior Interventions</i> , 12, 546–557.	To determine impact of SWPBIS based on baseline behavior risk	12,334 students in 37 Maryland elementary schools: 21 intervention schools, 16 control schools	Quantitative: latent profile analysis to assess Teacher Observation of Classroom Adaptation Checklist scores for baseline risks Standard means across latent classes were compared 3-year study	Students who had the highest behavior risks and attended SWPBIS schools had significantly fewer office discipline referrals (ODRs) when compared to similar students in non-SWPBIS schools. No significant effect on suspensions was found between the treatment and comparison schools.
Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection. <i>Archives of Pediatrics & Adolescent Medicine</i> , 166, 149–156.	37 Maryland elementary schools	To determine the effects of SWPBIS on bullying and peer rejection	Quantitative: hierarchical linear model	Students in higher grades displayed less bullying and rejection behaviors in comparison to students in non-SWPBIS schools regardless of demographics. Earlier exposure to SWPBIS correlated with more positive behavioral gains

Study	Purpose	Participants	Design/analysis	Outcomes
Vincent, C. G., & Tobin, T. J. (2011). The relationship between implementation of school-wide positive behavior support (SWPBIS) and disciplinary exclusion of students from various ethnic backgrounds with and without disabilities. <i>Journal of Emotional and Behavioral Disorders</i> , 19, 217–232.	77 schools: 38 elementary, 23 middle schools, 7 high schools, 4 kindergarten through Grade 8 or Grade 12 schools, 5 alternative schools	To examine exclusionary discipline patterns in schools implementing SWPBIS	Quantitative: linear multiple regression analysis	Classrooms with stronger SWPBIS characteristics had lower OSS rates for elementary schools; nonclassroom settings for high schools. SWPBIS did not affect disproportionality among African American students in comparison to all other races. OSS rates in both the elementary and middle schools showed very little change. The distribution of exclusionary discipline rates among ethnic-minority students in elementary and middle schools had very little change.

APPENDIX B: STUDIES ON NEGATIVE OUTCOMES OF SWPBIS

Study	Purpose	Participants	Design/analysis	Outcomes
Bradshaw, C. P., Waasdorp, T., & Leaf, P. J. (2015). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. <i>Journal of Positive Behavior Interventions</i> , 12, 546–557.	To determine impact of SWPBIS based on baseline behavior risk	12,334 students in 37 Maryland elementary schools; 21 intervention schools, 16 control schools	Quantitative: latent profile analysis to assess Teacher Observation of Classroom Adaptation Checklist scores for baseline risks Standard means across latent classes were compared 3-year study	Students who had the highest behavior risks and attended SWPBIS schools had significantly fewer office discipline referrals (ODRs) when compared to similar students in non-SWPBIS schools. No significant effect on suspensions was found between the treatment and comparison schools. Sixth-grade math was the only subject that was found to have a significant correlation between SWPBIS and academic achievement
Gage, N. A., Sugai, G., & Lewis, T. J. (2013, March). <i>Academic achievement and school-wide positive interventions and supports</i> . Paper presented at the Society of Educational Effectiveness Spring Conference, Washington, DC.	To understand the impact of SWPBIS on academics	150 schools (all levels) in Connecticut that implemented SWPBIS	Quasi-experimental; quantitative: correlation between SWPBIS, school characteristics, and academic achievement	Sixth-grade math was the only subject that was found to have a significant correlation between SWPBIS and academic achievement
Guillory, S. (2015). <i>The effects of positive behavior interventions and supports (PBIS) Tier 1 on student behavior: A case study</i> (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 10008842)	Evaluation of PBIS as an alternative for behavior improvement	1 urban public pre-kindergarten through Grade 8 school	Quantitative: descriptive analysis of ODRs, suspensions, and reading test scores; comparison pre- to postimplementation Qualitative: interviews over student discipline & academic performance during implementation 3 year study	Decreases in out-of-school suspensions (OSS) for first 2 years; decreases in in-school suspensions all 3 years. Students exposed to SWPBIS for all 3 years showed the greatest improvements. Students who were exposed to SWPBIS showed improvements in reading scores. OSS rates increased 111.7% in Year 3 of the study.

Study	Purpose	Participants	Design/analysis	Outcomes
Simonsen, B., Eber, L., Black, A. C., Sugai, G., Lewandowski, H., Sims, B., & Myers, D. (2012). Illinois statewide positive behavioral interventions and supports: Evolution and impact on student outcomes across years. <i>Journal of Positive Behavior Interventions</i> , 14, 5–16.	428 schools: 274 elementary, 46 kindergarten through Grade 8, 91 middle, 17 high schools	To evaluate the development of SWPBIS implementation in schools that implemented with and without fidelity	Quantitative: hierarchical linear model	All schools' ODRs decreased. Schools with high fidelity had higher ODR decreases than those with low fidelity. Students showed improvements in standardized reading scores regardless of schools' levels of implementation fidelity
Vincent, C. G., & Tobin, T. J. (2011). The relationship between implementation of school-wide positive behavior support (SWPBIS) and disciplinary exclusion of students from various ethnic backgrounds with and without disabilities. <i>Journal of Emotional and Behavioral Disorders</i> , 19, 217–232.	77 schools: 38 elementary, 23 middle schools, 7 high schools, 4 kindergarten through Grade 8 or Grade 12 schools, 5 alternative schools	To examine exclusionary discipline patterns in schools implementing SWPBIS	Quantitative: linear multiple regression analysis	Classrooms with stronger SWPBIS characteristics had lower OSS rates for elementary schools; nonclassroom settings for high schools. SWPBIS did not affect disproportionality among African American students in comparison to all other races. OSS rates in both the elementary and middle schools showed very little change. The distribution of exclusionary discipline rates among ethnic-minority students in elementary and middle schools had very little change.

APPENDIX C: PBIS PERCEPTION SURVEY

You are being asked to participate in a research study conducted by Joseph Dean, a student in the Counseling, Foundations, and Leadership Department at Columbus State University. Dr. Robert Waller is supervising the research study.

I. Purpose:

The purpose of this study is to examine high school teacher and administrator perceptions of positive behavioral interventions and supports (PBIS).

II. Procedures:

The researcher will obtain a consent form from all participants who agree to participate in a survey. Participants will not be identified and survey responses will be kept confidential. The researcher will send a link to you to take the survey. You will have to give consent to participate in the survey in the first question.

III. Possible Risks or Discomforts:

There are no possible risks involved in this research study. The researcher will minimize discomfort by assuring anonymity and confidentiality to the participant. Participants may feel discomfort in answering some of the survey questions for fear of their employer knowing their thoughts and perceptions. Survey responses will be kept confidential by the researcher.

IV. Potential Benefits:

The participant may be benefited through the research study. The research study results will be important for the community of educators who are teachers and administrators by providing data to further understand teacher perceptions about PBIS. Additionally, the study results will inform educational leaders about the perceptions of teachers and administrators about PBIS. The research could potentially benefit educational leaders by helping them with information about the implementation processes.

V. Costs and Compensation:

There will be no cost or compensation for participants in this research study.

VI. Confidentiality:

All data will be password protected and responses will not be linked to the participants.

VII. Withdrawal:

Participation in this research study is voluntary. Participants may withdraw from the study at any time, and withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact Joseph Dean at [phone] or [e-mail]. If you have questions regarding your rights as a research participant, you may contact the Columbus State University Institutional Review Board (IRB) at irb@columbusstate.edu.

1. Do you agree to the above terms? By clicking Yes, you consent that you are willing to answer the questions in this survey.

Yes No

2. What is your knowledge level of PBIS?

None Limited Proficient Expert

3. How would you rate the importance of PBIS in relation to improving your school climate?

Waste of Time Limited Helpful Exceptional

4. There are more barriers that prevent the success of PBIS than components that promote its success.

Completely Disagree Somewhat Agree Somewhat Disagree Completely Disagree

5. I understand the reasons for PBIS implementation.

Completely Disagree Somewhat Agree Somewhat Disagree Completely Disagree

6. How would you rate your perception of the potential benefits of PBIS?

Waste of Time Limited Helpful Exceptional

7. There are more elements that promote the success of PBIS than obstacles that hinder its progress.

Completely Disagree Somewhat Agree Somewhat Disagree Completely Disagree

APPENDIX D: INTERVIEW PROTOCOL QUESTIONS

1. Please explain what you know about PBIS.
2. Please explain the importance of PBIS in regards to your school climate.
3. What barriers do you see hindering the success of PBIS in your school?
4. What was the purpose(s) for implementing PBIS in your school?
5. Please describe how you see PBIS benefiting your school.
6. What do you see as factors that positively affect PBIS?
7. What recommendations would you make for improving implementation?