ABSTRACT

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STUDENT AND TEACHER PERCEPTIONS OF THE EFFECTIVENESS OF
POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IN A
METROPOLITAN ATLANTA ELEMENTARY SCHOOL

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The goal of this study was to ascertain student and teacher perceptions of positive behavioral interventions and supports (PBIS) effectiveness as based on PBIS tiers and other select variables: school discipline, school safety, school climate, student acceptance of PBIS reward system and administrators’ implementation of PBIS policy. Through a Pearson r correlation, analysis of variance (ANOVA), and regression test based on survey results, this study revealed which variables have the greatest significance on PBIS effectiveness. Based on the findings, it was concluded that all variables: school discipline, school safety, school climate, student acceptance of PBIS reward system had a significant effect. Qualitative data of this study supported the findings of the strategical results. Also, it is noted that administrators’ implementation of discipline policy shown to
be significant as a result of the qualitative data. Recommendations were suggested for school leaders, district leaders, policy makers and future research.
STUDENT AND TEACHER PERCEPTIONS OF THE EFFECTIVENESS OF
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METROPOLITAN ATLANTA ELEMENTARY SCHOOL

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CHAPTER I
INTRODUCTION

Student discipline is a significant factor in determining a school’s success in increasing academic achievement. Discipline is defined as actions school stakeholders take to enhance academic and social success in the school environment (U.S. Department of Education, 2014b). The U.S. Department of Education recognized the importance of effective discipline practices in creating a school environment conducive to successful outcomes of teaching and learning. In a foreword of the U.S. Department of Education’s Guiding Principles: A Resource Guide for Improving School Climate and Discipline (2014a), Duncan stated, “even though national rates of school violence have decreased overall, too many schools are still struggling to create the nurturing, positive, and safe environments that we know are needed to boost student achievement and success” (para. 2).

Improving student discipline is a continual challenge in the field of elementary education. To meet discipline needs of students, schools are widely implementing school-wide discipline systems. A trend towards utilizing universal systems to support prosocial student behaviors and decrease disruptive behaviors has become increasingly popular. (Reinke, Stormont, & Herman, 2013) This study focused on the school-wide approach known as School-Wide Positive Behavioral Interventions and Supports (SWPBIS). The framework of PBIS is designed to promote proactive strategies in a systematic manner...
that enhances academic and social behavior for all students (PBIS.org, 2015; Simonsen, MacSuga, Fallon, & Sugai, 2012). It is important to note that SWPBIS and PBIS are used synonymously in most literature. PBIS will be mostly used in this study. PBIS is the acronym used in the reauthorization of the Individuals with Disabilities Act of 1997 (IDEA). It is also a commonly recognized term to the participants of this study.

PBIS is a systematic framework that is designed to enhance academic and social behavior outcomes by implementing a continuum of evidence-based interventions (Sugai, Sprague, Horner, & Walker, 2000; Georgia Department of Education, 2015). PBIS uses a tiered model that attempts to minimize behaviors that are least effective and relevant yet highlight behaviors that are appropriate and desirable. In its PBIS Strategic Plan (2014–2020), the Georgia Department of Education identified an objective to support the tier model approach. The objective was outlined as follows:

Objective 3.1: Develop a comprehensive PBIS curriculum to support the Behavioral/social-emotional learning needs of students at Tier 1 (80% of students, Tier 2 (15% of students), and Tiers 3 and 4 (5%). (Georgia’s Strategic Plan for PBIS, 2014, para. 13)

The tiered approach stipulates a continuum of interventions providing support at the various levels. The three-tiered model consists of the primary level (reduce new cases of problem behavior), secondary level (reduce current cases of problem behaviors), and tertiary level (reduce complications, intensity, and severity of current cases) (PBIS.org, 2015). Each level is referred to as prevention tiers. Primary Prevention is the foundational tier that represents a system of support for all students school wide. At this level of prevention, there is a significant focus of moving schools from a state of reactive
approaches to proactive system change performances (PBIS.org, 2015). The collective expectations within this tier are a common language, common practices, and consistent application of positive and negative reinforcement. A reward system for appropriate behavior is emphasized during this level of prevention as a motivator for all students (Learnnc.org, 2015).

The second level of prevention, Secondary Prevention, is the next level of support that provides structured interventions for students that have difficulty meeting behavioral expectations during the Primary Prevention level. Secondary Prevention supports students with reoccurring inappropriate behaviors. Most often, Secondary Preventions are more intensive than those of the first tier. Students within this tier are most at risk for serious problem behaviors. Secondary Prevention strategies commonly involve small groups or individualized interventions. Also, home and school communication is increased (AreaAgency267.edu, 2015).

Tertiary Prevention is the most individualized tier of the continuum of PBIS. This top level of support is for students that have been identified as high at-risk based on a lack of response at the Primary and Secondary Prevention levels. At high-risk behaviors for students can be categorized as chronic inappropriate behaviors where students have more than six discipline referrals in a school year. The chronic behaviors of students are dangerous, highly disruptive, and impede learning and results in social or educational exclusion (PBIS.org, 2015). Support for individual students at the Tertiary Prevention level includes core elements such as behavioral assessments, which includes functional behavior assessments and team-based comprehensive assessments. Based on assessment information, individualized intervention strategies are implemented which includes, but
not limited to, instruction on functionally equivalent and desired performance skills; strategies for diminishing problem behaviors; strategies for enhancing contingence reward of appropriate behaviors; safety and negative consequence as needed (Learnnc.org., 2015). Data collection and data use continue to be an essential task.

The tiered processes of PBIS are similar to the intervention approach of the academic based Response to Intervention (RTI). RTI is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instructional goals, and applying child response data to important educational decisions” (Batsche et al., 2006, p. 3). Both PBIS and RTI are designed to improve educational outcomes through a systematic approach of differentiated instruction based on students’ needs. The illustration in Figure 1 demonstrates how the PBIS and RTI approaches provide similar fundamentals for meeting academic and behavioral needs of students through the tiered approach.

*Figure 1.* Designing schoolwide systems for student success. (PBIS.org, 2015)
A popular component of the sustainability of PBIS is the implementation of a reward system. Schools that have adopted PBIS systemic approach to modeling, managing and maintaining appropriate behavior often use some reward system to motivate students to display positive behaviors. However, research and experience have taught us that systematically teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding (PBIS.org, 2015).

Reward systems within a PBIS framework can vary in structure and criteria. Individual student awards and classroom rewards are examples of types of reward systems. Common types of rewards are individual student rewards such as a homeroom pass. Classroom rewards such as extra recess time are also often implemented. There is a benefit for schools to institute a systematic practice that recognizes and reward appropriate behaviors; being respectful of others, responsibly following school rules, and being a role model for academic efforts. When there is evidence of clear rules and rewards that encourage appropriate and predictable corrections and consequences to discourage inappropriate behavior, schools tend to experience fewer discipline problems (Skiba & Sprague, 2008).

Implementation of PBIS involves ongoing training and professional development. Training of the PBIS components are multifaceted with inclusion of various school stakeholders; state administration, district leaders, school staff, students, and parents. The initial PBIS implementation is guided through readiness activities as outlined in PBIS Implementation Blueprint (Lewis et. al., 2016). The PBIS Implementation Blueprint provides training guidelines for state administration and district leaders to support school
staff, students and parents in the successful establishment and sustainability of PBIS.

Once a foundation for PBIS has been established, school staff provides ongoing opportunities for capacity building of multi-tiered behavior and reward system. Training opportunities can include, but limited to, yearly professional development for current and new staff members, quarterly assemblies for students’ training and informational sessions offered to parents.

**Problem Statement**

Schools are responsible for fostering a school climate that is conducive to teaching and learning. The purpose of school-wide PBIS is to establish a climate where appropriate behavior is the norm (Scheffler & Aksamit, 2006). Appropriate student behavior helps to ensure an environment where students can learn. It is expected that schools can improve academic and behavioral gains for students by implementing the PBIS multi-tier approach. However, it is becoming increasingly difficult to achieve this expectation (Barrett, Bradshaw, & Lewis-Palmer, 2008). Although schools are proactively implementing PBIS, they are still experiencing challenges with managing students’ behaviors. This study sought to examine school and student factors that affect PBIS at a metropolitan Atlanta elementary school. The Primary Prevention tier of PBIS is considered effective in sustaining appropriate behaviors for 85% of the student population (PBIS.org, 2015). Students’ experiences within a PBIS environment were examined to determine the relationship between PBIS and factors influencing behaviors. Trend data of the selected metropolitan Atlanta elementary school are presented in the following figure. The three-year data benchmarks reflected significant changes in school
leadership and staff members. The selected school experienced the appointment of three principals within a four-year span (2010–2014). In a changing school environment, behavior management becomes even more important based on diversity in the school. It is essential to evaluate PBIS to make sure it fits the needs of the student population (see Figure 2).

![PBIS Trend Data 2012-2015](image)

*Figure 2. PBIS trend data of a metropolitan Atlanta elementary school.*

**Purpose Statement**

The purpose of this study was to examine student perceptions and teacher perceptions of the effectiveness of PBIS as implemented. Student perceptions of PBIS and its impact on school discipline, school safety, school climate and student acceptance of PBIS reward system was explored. Students’ experiences are an important component in the implementation of school-wide PBIS. This study examined student perceptions of
school discipline, school safety, school climate and student acceptance of PBIS reward system as a result of participating in PBIS. The insights into student perceptions of the effectiveness of PBIS should be considered during implementation of school-wide PBIS.

The study also considered teachers’ view on the effectiveness of PBIS. Teachers play a significant role in ensuring positive learning environments. PBIS implementation requires teachers to provide specific feedback to students based on their behavior. Teacher perceptions of the effectiveness of PBIS as it relates to school discipline, school safety, school climate, and administrators’ implementation of discipline policy was studied.

**Research Questions**

The purpose of this study was to examine student and teacher perceptions of PBIS as based on the PBIS tiers. The following research questions were utilized to guide this study.

RQ1: Is there a significant relationship between student perceptions of school discipline and their perceptions of the effectiveness of PBIS as based on PBIS tiers?

RQ2: Is there a significant relationship between student perceptions of school safety and their perceptions of the effectiveness of PBIS as based on PBIS tiers?

RQ3: Is there a significant relationship between student perceptions of school climate and their perceptions of the effectiveness of PBIS as based on PBIS tiers?
RQ4: Is there a significant relationship between student perceptions of student acceptance of PBIS reward system and their perceptions of the effectiveness of PBIS as based on PBIS tiers?

RQ5: To what extent do teachers perceive PBIS to be effective?

RQ6: How do teachers perceive administrators’ implementation of discipline policy?

**Significance of Study**

PBIS is a factor with increasing positive school climates. This study sought to examine the perceptions of students, teachers and the impact of PBIS on school climate. The need to implement school-wide behavioral support structures such as PBIS is in high demand. Many schools seek best practices for implementing PBIS often in the context of academic achievement and school discipline.

There is significant research that quantitatively measures the impact of PBIS implementation. While academic achievement and discipline are necessary steps to consider, student perceptions are often not taken into account. An understanding of student perceptions and experiences of PBIS implementation will help to realize key factors that personally motivate students to learn. Also, the knowledge of teacher perceptions will contribute to supporting the successful implementation of PBIS.

The study brings awareness of the challenges that schools experience in a PBIS environment. The recognition of the factors influencing the effectiveness of PBIS can benefit school leaders and school districts as they seek to implement, improve or enhance PBIS within their school environment.
Summary

The influence of discipline within a school environment has an extensive effect on the academic achievement. It is vital that schools consider a systematic, school-wide approach to discipline such as PBIS. The PBIS framework consists of a three-tiered model with a continuum of interventions that support varied level of intensity designed to minimize inappropriate student behavior while promoting positive outcomes for school success. The reward system is an essential component in the sustainability of PBIS. There are select variables such as school discipline, school climate, school safety, student acceptance of PBIS reward system and teacher perceptions of administrators’ implementation of discipline policy that have a direct correlation with student and teacher perceptions of the effectiveness of PBIS implementation. It is important that school districts and administrators consider the relationship between student and teacher perceptions and the variables that influence PBIS. The previously listed research questions guided this study to examine student and teacher perceptions of the effectiveness of PBIS. The study’s findings show the relationship between school discipline and student academic achievement.
CHAPTER II
REVIEW OF THE LITERATURE

This chapter examines relevant literature and studies related to the independent variables of the study and the dependent variable, student and teacher perceptions of the effectiveness of PBIS implementation. Also, this chapter highlights important studies related to school discipline, school safety, school climate, student academic motivation, and student acceptance of PBIS reward system.

School Discipline

School discipline is necessary for a school environment. School discipline is to ensure the safety of staff and students within the school environment. Also, the school has to sustain a climate conducive to learning. The district handbook of the selected metropolitan Atlanta elementary school communicated that the school is committed to creating a safe, positive environment for all of our students, staff, parents, stakeholders, and community partners. School discipline can be defined as a scope of rules, consequences and behavior strategies instituted to systemize appropriate students’ actions and behavior within the realm of the academic environment. Schools have different policies in place to outline school discipline expectations. Gietz and McIntosh (2014) contended that most schools have expectations for how students should behave. Gietz and McIntosh further explained that clear behavior expectations are essential for academic learning. They reported on a research study where up to half of classroom time
is consumed with off-task, noncompliant, or disruptive behaviors (Cotton, 1991). Clearly defined rules, consequences, and behavior strategies for school discipline are advantageous. However, effective school discipline practices remain to be a challenge.

Schools are charged with providing a safe and supportive environment for teaching and learning to take place (U.S. Department of Education, 2014). Many schools continue to struggle with maintaining a positive and orderly learning environment. In a review on improving school discipline, Osher, Bear, Sprague, and Doyle (2010) stated that schools face numerous challenges related to disruptive and antisocial students. Discipline actions of students vary in range from horseplay, rule violation, disruptiveness, class cutting, to fighting (Osher, et al., 2010). How schools respond to discipline issues has been under scrutiny. As suggested in literature related to school discipline, punishments and consequences are ineffective in changing student behavior. Reinke, Stormont, and Herman (2013) point out that traditional response to problem behaviors only seemed to increase harsh consequences. More commonly schools respond to disruptive students with consequences of office referrals, suspension or expulsion. According to a Dinkes, Kemp, and Baum (2009) study in 2005–2006, 48% of public schools imposed punitive consequences against students. Disciplinary actions were 74% suspensions of 5 days or more, 5% expulsions, and 20% resulted in students being transferred to specialized schools (Dinkes et al., 2009). These disciplinary actions were immediate solutions to correcting problematic student behaviors. Osher et al. (2010) suggested that such “responses present a short-term fix to what is often a chronic and long-term problem” (p. 48). In many instances a school’s attempt to decrease problem behaviors only worsened existing problems (Sugai et al., 2000).
**PBIS and School Discipline**

Nearly 40 years of research has shaped the success of PBIS as a systematic framework for creating a positive learning environment by fostering appropriate student behaviors (PBIS.org, 2015; Simonsen et al., 2012). The origins of PBIS implementation focused on evidence-based practices for supporting students with behavior disorders (Simonsen et al., 2012; IDEA, 1997, Office of Special Education Programs [OSEP], 2015). Since its inception in the late 1990s, there have been numerous studies that highlighted PBIS as a school-wide intervention and prevention framework for changing problem behaviors of all students.

There is an emergent need for effective school discipline strategies. Schools are being challenged to create positive school environments that prevent and change inappropriate behaviors (Youth.gov, 2016, U.S. Department of Education, 2014). Also, schools should implement clear, appropriate and consistent behavior expectations and consequences (Youth.gov, 2016).

An increased number of schools are seeking best practices for improving school discipline. There is a growing interest in whole-school prevention discipline models. **PBIS** is a school-wide prevention strategy designed to promote positive student behaviors. PBIS transforms the school environment through improved systems and procedures to promote positive student and teacher behaviors. Through a study conducted by Barrett et al. (2008), Osher et al. (2010) contended that foundational research suggests that it is possible for the school to establish expectations for learning and positive student behavior while ensuring firm but reasonable discipline practices. According to research by Gietz and McIntosh (2014), setting clear expectations and reinforcing school-wide
rules will decrease the problem student behaviors and a reduction in the office referrals.

The need for schools to depend on suspension and expulsion decreases with PBIS (Runge, Staszkiewicz, & O’Donnell, 2012). In 2009, the Bazelon Center for Mental Health Law reported schools implementing PBIS had shown a 20% to 60% decrease in discipline cases (Mergler, Vargas, & Caldwell, 2014; Georgia Department of Education, 2013).

**School Climate**

School climate has been used in different ways in educational research and literature. The National Commission on Teaching and America’s Future Induction into Learning Communities (as cited in The School Climate Challenge, 2007) defined school climate in terms of a learning community. Marzano, Pickering, and Pollock (2001) made reference to school climate as the extent in which a school environment is “perceived as orderly and supportive” (p. 28).

The National School Climate Center (2015) defined school climate as the quality and character of school life. Most recent educational literature often references school climate as the quality and character of school life. (The National School Climate Center, 2015) The concepts embedded in school climate can be further defined as the patterns of school stakeholders’ (students, parents, and staff) involvement in the school environment as it relates to norms and values interpersonal relations and social interactions, and organizational processes and structures (The National School Climate Center, 2015). For the purpose of this study, the quality and character of life will provide a context for understanding school climate as it relates to PBIS.
The impact that school climate has in a learning environment is essential. School climate is not created inclusively by one member of a school community. Rather, it is shared perceptions of all those in an organization (Georgia Department of Education [GADOE], 2013). Highly successful schools have been found to take deliberate actions to create shared perceptions of positive school climate. Lehr (2004) pointed to positive school climate as a vital component of an effective school. A positive school climate fosters meaningful interactions along with feelings of trust and respect within the school community (Lehr, 2004; Haynes, Emmons, Ben-Avie, & Cormer, 1996). A positive school environment has a direct link to order and school discipline. In contrast, if there is a negative school climate, discipline will not improve (GADOE, 2013). Payne (2005) explained that in a supportive and safe school atmosphere, encouragement supersedes disciplinary concerns. Schools are now charged to take deliberate steps to establish a positive school climate to prevent and transform inappropriate behaviors (U.S. Department of Education, 2014)

Payne (2005) also emphasized the importance of school climate. There are school-wide activities rather than each classroom running its own system. When students view their environment as safe, they are more likely to take academic risks, question, and explore (Payne, 2005). Payne pointed out that in light of the stronger emphasis on student achievement and school accountability, “establishing and maintaining a positive climate is crucial” (p. 41).
**PBIS and School Climate**

The National School Climate Center (2015) identified five standards that promote the framework for maintaining a positive school climate:

- Shared vision
- Policies
- Practices
- Welcomed, supported and feel safe
- Promote social and civic responsibilities and a commitment to social justice

There are similarities in the framework of PBIS and the standards for a positive school climate. Implementation of PBIS school-wide establishes a positive school climate in which appropriate behavior is the norm (PBIS.org, 2015). For the purpose of this study, PBIS and a positive school climate were reviewed synonymously as they relate to shared vision and practices. Valenti and Keer (2014) referenced several studies showing that successful implementation of school-wide PBIS must involve shared vision and collaboration among staff members. Valenti and Keer further pointed out that the importance of the majority of staff having consensus for the development and implementation of PBIS.

The PBIS framework provides support within a system approach in which all members of an organization work together to achieve a common goal (PBIS.org, 2015). PBIS has a shared vision and practice in which all stakeholders adopt to support appropriate school behaviors. Four major components of PBIS are considered best
practices for implementation of shared vision and practices. The four elements of the PBIS framework are illustrated in Figure 3 (PBIS.org, 2015).

![Figure 3. Four key elements of schoolwide PBIS.](image)

Each element is represented by questions that support a shared vision and practices for PBIS and school climate. Guided questions include:

- **Outcomes**: What is important to each particular learning community?
- **Practices**: How will you reach the goals?
- **Data**: What data will you use to support your success or barriers?
- **Systems**: What durable systems can be implemented that will sustain this over the long haul? (PBIS.org, 2015)

### School Safety

Schools are becoming increasingly challenged with providing a safe school environment. School leaders often have to make choices to guarantee safety while ensuring academic success for all students (Skiba & Sprague, 2008). A safe school environment is necessary to protect a school’s purpose of educating students. School
safety is an equalizer in determining a school’s effectiveness in providing successful teaching and learning opportunities for students. Lezotte (1997) stated that existence or nonexistence of a safe learning environment can enhance or hinder learning. Routine disciplinary concerns are interruptions that diminish learning. For a school to be effective, behavior incidents need to be minimized or eliminated (Lezotte, 1997). In this study, school safety focuses on the extent the school environment is orderly and free of disruptive student behaviors.

**PBIS and School Safety**

In a survey conducted by Barrett et al. (2008), there was a reference to the Surgeon General’s report on the growing number of students with aggressive, disruptive, and antisocial behaviors. PBIS has provided a school-wide approach to eliminating inappropriate behaviors, thus promoting safe and orderly school environments conducive to learning (Lezotte, 1997). The U.S. Department of Education (2014) suggested that “the use of evidence-based strategies such as tiered supports can help schools to manage student behavior better by providing different levels of assistance and interventions based on students’ different needs” (p. 2).

Evidence and data show that school-wide PBIS decreases discipline incidents while a school’s sense of safety and academic outcomes improves (Horner, 2009). Establishing a safe learning environment is a core value of PBIS. Students are most successful when they feel safe. Schools that are effectively implementing PBIS experience success with increasing the safety on the school’s campus (Georgia Department of Education, 2014). More specifically, Bradshaw, Mitchell, and Leaf (2010)
found in a study on three-year randomized trials by PBIS developers that school-wide implementation of PBIS yield improvements in student perceptions of school safety. Although student perception of PBIS and school safety are important to consider, there is a deficient in substantial research studies. Kupchik and Ellis (2007) pointed out that prior research considering student perceptions is minimal.

**Student Acceptance of Reward System**

Reward systems are used in schools to motivate certain student behaviors. When implemented systematically, rewards can build or sustain desired skills (Akin-Little et al., 2004). The effectiveness of a reward system as explained by Akin-Little et al., is also based on contingent provisions of rewards based on specific behaviors. Students learn which behaviors are successful and which lead to failure (Mooney et al., 2008). Mooney et al. stated that rewards are related to a student’s achievements and indicate that progress is being made.

**PBIS and Student Acceptance of Reward System**

A comprehensive PBIS approach includes rewards as a means to award appropriate behaviors. Students who meet defined behavior standards are given incentives. Bradshaw et al. (2008) affirmed that student behavior problems are managed by “creating school-wide plans that clearly articulate positive incentives to students who meet behavior expectations” (p. 462). While many PBIS scholars agree on the function of reward systems, there is limited research on student acceptance of reward systems. Student acceptance of PBIS reward system is essential to the effectiveness of PBIS.
Zack’s (2010) dissertation reiterated the importance of knowing what students think about the school’s reward system.

**Summary**

This chapter reviewed relevant literature on PBIS and variables that impact the effectiveness of PBIS implementation as perceived by students and teachers. As the literature suggests, a systematic focus on promoting positive student behaviors is significant in the overall academic achievement of a school. Both, students and teachers are valuable stakeholders in the implementation of successful PBIS. The purpose of this study was to identify the effects of school discipline, school climate, school safety, student acceptance of PBIS reward system, and administrators’ implementation of discipline policy on school success. A deeper understanding of the relationship between student and teacher perceptions on PBIS and the selected variables could lead to desired results for school to create and maintain a teaching and learning environment that yield increased student achievement and success.
CHAPTER III
THEORETICAL FRAMEWORK

The purpose of this study was to examine student perceptions and teacher perceptions of the effectiveness of PBIS as implemented. Student and teacher perceptions of PBIS and its impact on school discipline, school safety, school climate, student acceptance of PBIS reward system, and administrators’ implementation of discipline policy were explored. This chapter outlines the purpose of this research study. The theoretical framework focuses on the independent and dependent variable of this study. Each variable is defined to provide context for the research purpose. The relationship between all variables are discussed and justified. Finally, research questions for this study are presented in this chapter.

Two theoretical frameworks were used to support the purpose of this study. The first theoretical framework was developed by Victor H. Vroom (1964) and called the Expectancy Theory of Motivation. The second theory is David McCullen’s Human Motivation Theory (1961). These theoretical frameworks focuses on independent variables, school discipline, school safety, school climate and student acceptance of PBIS reward system and how they relate to the dependent variable of student perceptions and teacher perceptions of the effectiveness of PBIS.

One of the essential frameworks guiding this study is Vroom’s (1964) Expectancy Theory or the Expectancy Theory of Motivation. This study refers to Vroom’s work as
the Expectancy Theory of Motivation. There are three concepts in the Expectancy Theory of Motivation that explains motivation: valence, expectancy, and instrumentality. Each concept interdependently defines the Expectancy Theory of Motivation as “the combination of valence (anticipated satisfaction), instrumentality (the belief that performance will lead to rewards), and expectancy (the belief that effort will lead to the performance needed to attain the rewards)” (Locke & Latham, 2002, p. 706). The three concepts of the Expectancy Theory of Motivation are illustrated in Figure 4 (adapted from The Expectancy Theory of Motivation in Wikispaces.psu.edu).

![Figure 4. The Expectancy Theory of Motivation.](image)

Vroom’s (1964) Expectancy Theory of Motivation is commonly used in reference to adult motivation in the workplace. However, within the context of this study as it relates to the variables influencing the effectiveness of PBIS, it is important to recognize that motivation can determine an individual’s perception towards a specific behavior if it is believed that there is a positive association between the behavior and effort. When
perceived positively the specific behavior will result in a desirable reward; thus satisfying an individual’s need to make an effort worthwhile. While the components of PBIS are driven by students’ behavior, efforts and valuation of rewards, a comprehensive understanding of the factors that student and teacher perceive as motivating are necessary to support a successful implementation of PBIS.

McCullen’s (1961) Human Motivation Theory is another theory that is important in this study. The Human Motivation Theory can be summarized as “most people possess and will exhibit a combination of three needs” (Moore, Grabsch, & Rotter, 2010, p. 25). The three needs are achievement, affiliation, and power. The need for achievement is centered on the notion that individuals are successful in terms of competition with some standard of excellence. Affiliation need is the aspiration for developing and maintaining positive relationships with others. Power within the theory can be defined as “a desire to be influential and want to make an impact” (Moore et al., 2010, p. 26). The three needs of the Expectancy Theory of Motivation are illustrated in Figure 5 (adapted from The Expectancy Theory of Motivation in Wikispaces.psu.edu).

![Figure 5. The Human Motivation Theory.](image-url)
Human Motivation Theory provides a broad perspective for this study. Consideration of the theory is essential as it relates to student and teacher perceptions of the effectiveness of PBIS as the variables are motivated by the need for achievement, affiliation, and power. The expectations for PBIS are outlined specifically for positive behavioral expectations for students.

The Human Motivation Theory can help to explain and predict behavior and performance based on a person’s need for achievement, power, and affiliation. The assumption is that insight into what motivates student perceptions and teacher perceptions of the effectiveness of PBIS should be considered during implementation of a school-wide PBIS. The theoretical framework for this study is illustrated in Figure 6.

**Figure 6.** Diagrammatic representation of the study.
Definition of Variables

Dependent Variable

**Student and Teacher Perceptions of the Effectiveness of PBIS based on PBIS Tiers:** In this study, student perceptions and teacher perceptions of the effectiveness of PBIS based on PBIS tiers refers to the extent that PBIS implementation is fair, comprehensive and useful in maintaining a productive learning environment.

Independent Variables

**School Discipline:** School discipline refers to student perceptions and teacher perceptions of rules, consequences, and behavior expectations within the school setting used to manage appropriate student actions and behaviors.

**School Safety:** School safety refers to student perceptions and teacher perceptions of the extent in which the school environment is orderly and free of disruptive student behaviors.

**School Climate:** School climate refers to student perceptions and teacher perceptions of the quality and character of the life of students as it relates to the patterns of relationships, interactions, processes and structures of the school environment.

**Student Acceptance of PBIS Reward System:** Student acceptance of PBIS reward system refers to the students’ response to rewards given for appropriate school behaviors.

**Administrators’ Implementation of the Discipline Policy:** Administrators’ implementation of discipline policy refers to teacher perception of the actions of administrators when executing discipline procedures.
**Justification of Variables**

The researcher hypothesized that there was a significant relationship between the independent variables and student and teacher perceptions as based on PBIS tiers. The focus of this study was to understand why variables could have an effect on student and teacher perceptions. This study contended that implementation of PBIS will become more effective if student and teacher perceptions as based on PBIS tiers were considered.

Schools utilizing universal behavior management systems, such as PBIS have the ability to increase student achievement and the overall school effect. Likewise, PBIS can impact the overall school effect by promoting prosocial student behaviors and decreasing inappropriate behaviors at an effective level. Clear expectations and positive support for behavior from all school stakeholders will create a success school environment for PBIS.

It was the aim of the researcher that this study supported the theory that school discipline, school safety, school climate, student acceptance of PBIS reward system and administrators’ implementation of discipline policy will influence student and teacher perceptions of the effectiveness of PBIS as based on PBIS tiers.

**Research Questions**

The following research questions were utilized to guide this study:

RQ1: Is there a significant relationship between student perceptions of school discipline and their perceptions of the effectiveness of PBIS as based on PBIS tiers?
RQ2: Is there a significant relationship between student perceptions of school safety and their perceptions of the effectiveness of PBIS as based on PBIS tiers?

RQ3: Is there a significant relationship between student perceptions of school climate and their perceptions of the effectiveness of PBIS as based on PBIS tiers?

RQ4: Is there a significant relationship between student perceptions of student acceptance of PBIS reward system and their perceptions of the effectiveness of PBIS as based on PBIS tiers?

RQ5: To what extent do teachers perceive PBIS to be effective?

RQ6: How do teachers perceive administrators’ implementation of discipline policy?

Summary

This study will help school leaders and school districts to identify factors that support the implementation of PBIS. The study highlighted theoretical frameworks that support the impact of student and teacher motivation in understanding their perceptions of the effectiveness of PBIS. Despite the limitation of this study, district and school administrators gain an understanding of best practices that lead to successful PBIS implementation thus positively impacting student achievement.
CHAPTER IV

RESEARCH METHODOLOGY

The purpose of this study was to determine student perceptions and teacher perceptions of the effectiveness of PBIS as based on PBIS tiers. This chapter will give background information about the school, students, and teachers represented to study the relationship between PBIS and school discipline, school safety, school climate, student acceptance of PBIS reward system, and administrators’ implementation of discipline policy as it affect student teacher perceptions of PBIS as based on PBIS tiers in a metropolitan Atlanta elementary school.

Research Design

A mixed method approach was used to rationalize the effectiveness of PBIS as perceived by students and teachers as it relates to select variables at a metropolitan Atlanta elementary school. The majority of the research design was quantitative. A quantitative survey was conducted to gather information about student perceptions of the effectiveness of PBIS as it relates to school discipline, school safety, school climate, and student acceptance of PBIS reward system. The quantitative approach explains how PBIS and specific variables influence student perceptions of PBIS as based on PBIS tiers in a metropolitan Atlanta elementary school. Also, there was an open-ended narrative design. This approach provided an analysis of teacher perceptions of the effectiveness of PBIS as
it parallels to school discipline, school safety, school climate and administrators’ implementation of discipline policy.

**Description of the Setting**

The setting for this study was an elementary school consisting of pre-kindergarten through fifth-grade students in a metropolitan Atlanta school district. The school was established in 2010. In efforts to balance enrollment among schools in the school district, students were reassigned to the new school in 2010 from three neighboring schools. During the 2010–2011 inaugural school year, it began with an enrollment of 919 students. In 2016–2017, the enrollment remains steady at approximately 925 students. As a part of the state of Georgia’s *College and Career Readiness Performance Index*, (CCRPI), the school received a School Climate Star Rating of 4 out of 5 in 2015. The rating is a result of school-level data for the following areas: school climate, school discipline, safe and substance-free learning, and school-wide attendance. Also, the school has been recognized by Georgia Department of Education as an Operational PBIS school for four consecutive years.

The selected elementary school is a Title I school with 85% of the student population identified as receiving free or reduced lunch. The student population at the research site is represented by some diversity. At the time of the study, the student ethnicity profile of the school revealed 59% Hispanic or Latino students, 31% black/African-American, 5% Asian, 3% white, 2% multiracial, and 0.2% American Indian/Alaskan Native. Of the over 900 students enrolled, 473 (51%) enrolled in English as a Second Language, 62 (7%) in the Gifted Program, and 84 (9%) identified as receiving
Special Education services. Table 1 includes student enrollment demographics data for the 2011 through 2014 school years.

Table 1

*Student Enrollment Demographics Data: 2011–2012 to 2013–2014*

<table>
<thead>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td>953</td>
<td>955</td>
<td>968</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian*</td>
<td></td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td>49%</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Hispanic or Latino, any race</td>
<td></td>
<td>39%</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Multiracial, two or more races</td>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>10%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>ESOL</td>
<td></td>
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<td>38%</td>
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<tr>
<td>Free/Reduced Lunch</td>
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<td>89%</td>
<td>91%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Seventy-eight certified staff members represented the teaching staff at the research site. The range in years of experience varies with over half of the faculty having more than six years of teaching experience (see Figure 7). Also, over 50% of the certified teaching staff has advanced degrees (see Figure 8). The administrative staff at the research site consisted of the principal and three assistant principals.
Figure 7. Teachers’ experience in education.

Figure 8. Staff certification level.

Sample Population

Students. Students in grades 4 and 5 were the unit of analysis for this study. The original sample selection for this study included 136 fourth graders and 128 fifth graders ($N = 264$). The sample included both males and females. Their ages ranged from nine to eleven years old. The student sample reflected the proportion of the population of students with certain characteristics (e.g., all upper-grade level). All fourth and fifth grade
students enrolled at the research site participated in PBIS. Twelve students, which include seven fourth graders and five fifth graders, have received one or more discipline referrals and placed in Tier #2 of the PBIS continuum for the current school year.

**Teachers.** At the research site, there were 40 general education classroom teachers in grades ranging from kindergarten through fifth grade. There were eight self-contained special education classroom teachers in grades ranging for pre-kindergarten through fifth grade. This study recruited 12 general education classroom teachers in grades 4 and 5 to participate. There were six fourth grade teachers and six fifth grade teachers that participated.

**Description of Testing and the Instrument**

With the purpose of measuring student perceptions of PBIS as it related to the dependent and independent variables, this study used a researcher-developed survey instrument. The researcher developed a survey instrument containing a sampling of questions from evaluation instruments used to measure student perceptions. The Student Perception Survey (2015) implemented by the school district of the metropolitan Atlanta elementary school provided items that measured themes that paralleled with school safety, school discipline, and school climate. The Office of Special Education Programs (OSEP) Technical Assistance Center on PBIS created sample evaluation instruments to be used by schools implementing PBIS. The PBS Student Satisfaction Survey (2015) measured students’ level of agreement or disagreement with PBIS practices connected with the dependent and most of the interdependent variables. Respectfully, the researcher used samples from both the Student Perception Survey and the PBS Student Satisfaction
Survey to create the survey instrument used in this study. The survey instrument designed for this study included 15 survey items adapted by the researcher to align with school safety, school discipline, school climate, and student acceptance of the PBIS reward system. The survey was translated into Spanish to facilitate responses by 30% of the student sample whose native language is Spanish (see Appendix A). Table 2 shows the alignment of the variables and survey questions.

Table 2

Alignment of the Variables and Survey Questions

<table>
<thead>
<tr>
<th>Variable</th>
<th>Research Questions</th>
<th>Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Variable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Perceptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Variables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Discipline</td>
<td>RQ1: Is there a significant relationship between student perceptions of school discipline and their perceptions of the effectiveness of PBIS as based on the PBIS Tiers?</td>
<td>1 - 4</td>
</tr>
<tr>
<td>School Safety</td>
<td>RQ2: Is there a significant relationship between student perceptions of school safety and their perceptions of the effectiveness of PBIS as based on the PBIS Tiers?</td>
<td>5 - 6</td>
</tr>
</tbody>
</table>
Table 2 (continued)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Research Questions</th>
<th>Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Variables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Climate</td>
<td>RQ4: Is there a significant relationship between student perceptions of school climate and their perceptions of the effectiveness of PBIS as based on the PBIS Tiers?</td>
<td>7 - 10</td>
</tr>
<tr>
<td>Student Acceptance of the PBIS Reward System</td>
<td>RQ5: Is there a significant relationship between student perceptions of student acceptance of PBIS reward system and their perceptions of the effectiveness of PBIS as based on the PBIS Tiers?</td>
<td>13 - 15</td>
</tr>
</tbody>
</table>

Teachers’ perceptions of the effectiveness of PBIS as based on PBIS tiers was determined through a questionnaire completed by each teacher in the sample group. The additional open-ended analysis was used to assess teacher perceptions of the effectiveness of PBIS as based on PBIS tiers to enhance the validity of the study. The questionnaire elicited responses from teachers about their perceptions of the effectiveness of PBIS as based on PBIS tiers. The teachers were able to expound on their experiences with PBIS as it related to school discipline, school safety, school climate, and administrators’ implementation of discipline policy. The format of the questionnaire was open-ended and administered via Google Docs. The participants were advised of an
informal and unrestricted questionnaire format (see Appendix B). Table 3 shows the alignment of the variables and questionnaire items.

Table 3

*Alignment of the Variables and Questionnaire Items*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Research Questions</th>
<th>Questionnaire Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Variable</strong></td>
<td><strong>Teacher Perceptions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Variables</strong></td>
<td><strong>School Discipline</strong></td>
<td>RQ6: To what extent do teachers perceive PBIS to be effective? 1 - 8</td>
</tr>
<tr>
<td></td>
<td><strong>School Safety</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>School Climate</strong></td>
<td>RQ7: How do teachers perceive administrators’ implementation of the discipline policy? 9 – 10</td>
</tr>
<tr>
<td></td>
<td><strong>Administrators’ Implementation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>of the Discipline Policy</strong></td>
<td></td>
</tr>
</tbody>
</table>

Empirical data on the effectiveness of PBIS was considered as a testing instrument in this study. The researcher examined trend data of the effectiveness of PBIS from documented review of the school’s implementation of PBIS. The empirical data provided ancillary information necessary to justify this study. The use of the documented review of PBIS provided connections of the variables, the sample population and the overall effectiveness of the PBIS program at the selected research site.
Data Collection Procedures

The following lists the data collection procedures for this study:

1. Obtained approval from the Institutional Review Board (IRB) at Clark Atlanta University.
2. Administered a survey to the student sample by the researcher in the 2016–2017 school year following IRB approval of the survey protocol.
3. Administered a questionnaire to the teacher sample by the researcher in the 2016–2017 school year following IRB approval of the questionnaire protocol.

Survey Procedures

The student sample completed an on-line survey (Appendix A) that asked questions related to their perceptions of PBIS effectiveness as students at the research site. Student participants visited the computer lab with their homeroom class during an assigned time.

During survey administration, the student participants were supervised by a staff member at the selected research site. The staff member, who was not the researcher, provided technical assistance to the student participants when needed. Student participants were able to complete the survey in a thirty minute time period.

The teacher sample completed an on-line questionnaire that was designed using an open-ended format (Appendix B). The researcher sent an email notification to the teacher participants informing them of URL needed for access to the on-line questionnaire. The teacher participants were advised on approximate time needed to
complete the on-line questionnaire. In addition, teachers were directed to complete the on-line questionnaire independently. Each teacher participant completed the on-line survey within one week of the notification of access to the questionnaire URL.

**Limitations of the Study**

As with most studies, there were limitations despite the researcher’s diligence in completing the investigative efforts. There were limitations to this study of the PBIS effectiveness based on student and teacher perspectives. One such limitation was the position of the researcher at the selected site. The researcher worked at the selected research site in an administration role. Also, some of the students in the sample group were identified as English Speakers of Other Languages (ESOL). Lastly, this study was conducted at one school site. Therefore, this is a limited generalization of findings to other schools.

**Working with Human Subjects**

The researcher was granted permission from the school district’s Research and Evaluation department. The study was completed to examine student and teacher perceptions of PBIS. The identity of the student and teacher participants, school, the district will not be revealed to ensure anonymity for all selected participants in the study. The parents of the students that were identified to participate in the survey were informed that they had the right for granting consent for their child. In additional, they were notified of their right to withdraw their child from the study at any time. Teachers that were identified to participate in the questionnaire were informed that they had the right to discontinue or withdraw from the study at any time.
Summary

In a changing school environment, behavior management becomes even more important based on diversity in the school. This research focused on a mixed method approach where a quantitative investigation determined student perceptions of the effectiveness of PBIS as related to select variables. Also, an open-ended narrative design provided insight on teacher perceptions of the effectiveness of PBIS as related to select variables. The data gathered from both methods of research were essential to a comprehensive evaluation of PBIS to make sure it fits the needs of the student population.
CHAPTER V
ANALYSIS OF THE DATA

The purpose of this study was to investigate student and teacher perceptions of the effectiveness of PBIS in a metropolitan Atlanta elementary school. The data analysis process was based on research questions within the theoretical framework. The research questions guided the process by determining the relationship between the independent variables and the dependent variable. The independent variables of this study are school discipline, school safety, school climate, student acceptance of PBIS reward system, and administrators’ implementation of the discipline policy. The dependent variable was student and teacher perceptions of the effectiveness of PBIS as based on PBIS tiers. The researcher used a mixed method approach, utilizing both a quantitative and qualitative design to provide context to this study. This chapter presents the results of the data analysis of quantitative and qualitative studies.

Overview of Data Collection and Analysis

This chapter presents an overview of data collection and analysis. Data were collected in two ways: student surveys and teacher questionnaire. Students at the selected school participated in a PBIS Perception Survey by rating 15 statements on a Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree. The student participants were fourth and fifth graders enrolled at the researched site during the
2016–2017 school year. A total of 203 students completed the PBIS Student Perception Survey. Table 4 shows demographic information of the student survey participants.

Table 4

Student Participants Demographic Data (2016–2017)

<table>
<thead>
<tr>
<th>Total Number of Participants</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian*</td>
<td>11</td>
<td>5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>73</td>
<td>36%</td>
</tr>
<tr>
<td>Hispanic or Latino, any race</td>
<td>107</td>
<td>53%</td>
</tr>
<tr>
<td>Multiracial, two or more races</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Special Education</td>
<td>20</td>
<td>9%</td>
</tr>
<tr>
<td>ESOL</td>
<td>71</td>
<td>35%</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>175</td>
<td>86%</td>
</tr>
</tbody>
</table>

Teachers at the selected school participated in an open-ended questionnaire administrated through an online format. The teacher participants were fourth and fifth grade classroom teachers. A total of twelve teachers completed the PBIS Perception Questionnaire. During the time of data collection, the teachers were homeroom teachers of the student participants. Figure 9 shows the years of participation in PBIS of the teacher participants at the selected school.
The primary goal of this chapter was to present the results of data collected to address the research questions in this study. The data were analyzed statistically to determine the level of significance between the dependent variable and the independent variables. A summary analysis was conducted utilizing the Statistical Package for Social Sciences (SPSS) software. A Pearson r Correlation analysis was used to determine the level of significance of the relationship between variables. The survey results were evaluated and displayed in Table 5.

Table 5

*Pearson Correlation of Variables*

<table>
<thead>
<tr>
<th>Correlations of PBIS Effectiveness (Dependent Variable) with Independent Variables</th>
<th>PBISEffectiveness</th>
<th>SchlDiscipline</th>
<th>SchlSafety</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBISEffectiveness</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>.246**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>203</td>
<td>203</td>
</tr>
</tbody>
</table>
### Table 5 (continued)

<table>
<thead>
<tr>
<th></th>
<th>PBISEffectiveness</th>
<th>SchDiscipline</th>
<th>SchlSafety</th>
</tr>
</thead>
<tbody>
<tr>
<td>SchlDiscipline</td>
<td><strong>.246</strong></td>
<td>1</td>
<td><strong>.361</strong></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>203</td>
<td>203</td>
<td>203</td>
</tr>
<tr>
<td>SchlSafety</td>
<td><strong>.323</strong></td>
<td><strong>.361</strong></td>
<td>1</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>203</td>
<td>203</td>
<td>203</td>
</tr>
<tr>
<td>SchlClimate</td>
<td><strong>.520</strong></td>
<td><strong>.453</strong></td>
<td><strong>.404</strong></td>
</tr>
<tr>
<td>Pearson Correlation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
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</tr>
<tr>
<td>N</td>
<td>203</td>
<td>203</td>
<td>203</td>
</tr>
<tr>
<td>StudAcceptRewardSys</td>
<td><strong>.425</strong></td>
<td><strong>.314</strong></td>
<td><strong>.262</strong></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>203</td>
<td>203</td>
<td>203</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>SchlClimate</th>
<th>StudAcceptRewardSys</th>
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</thead>
<tbody>
<tr>
<td>PBISEffectiveness</td>
<td><strong>.520</strong></td>
<td><strong>.425</strong></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>203</td>
<td>203</td>
</tr>
<tr>
<td>SchlDiscipline</td>
<td><strong>.453</strong></td>
<td><strong>.314</strong></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>203</td>
<td>203</td>
</tr>
<tr>
<td>SchlSafety</td>
<td><strong>.404</strong></td>
<td><strong>.262</strong></td>
</tr>
<tr>
<td>Pearson Correlation</td>
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<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>203</td>
<td>203</td>
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<td>SchlClimate</td>
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<tr>
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<td>Sig. (2-tailed)</td>
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<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>203</td>
<td>203</td>
</tr>
</tbody>
</table>
Data Analysis of Research Questions

The following research questions guided this study:

RQ1: Is there a significant relationship between student perceptions of school discipline and their perceptions of the effectiveness of PBIS as based on the PBIS Tiers?

According to the correlations test, student perceptions of school discipline and their perception of the effectiveness of PBIS as based on the PBIS tiers have a correlation of .246 and a significance of .000. Therefore, there is a significant relationship between school discipline and PBIS effectiveness (see Table 5).

RQ2: Is there a significant relationship between student perceptions of school safety and their perceptions of the effectiveness of PBIS as based on the PBIS Tiers?

According to the correlations test, student perceptions of school safety and their perceptions of the effectiveness of PBIS as based on the PBIS tiers have a correlation of .323 and a significance of .000. Therefore, there is a significant relationship between school safety and PBIS effectiveness (see Table 5).
RQ3: Is there a significant relationship between student perceptions of school climate and their perceptions of the effectiveness of PBIS as based on the PBIS Tiers?

According to the correlations test, student perceptions of school climate and their perceptions of the effectiveness of PBIS as based on the PBIS Tiers have a correlation of .520 and a significance of .000. Therefore, there is a significant relationship between school climate and PBIS effectiveness (see Table 5).

RQ4: Is there a significant relationship between student perceptions of student acceptance of PBIS reward system and their perceptions of the effectiveness of PBIS as based on PBIS Tiers?

According to the correlations test, student perceptions of student acceptance of PBIS reward system and their perceptions of the effectiveness of PBIS as based on the PBIS tiers have a correlation of .425 and a significance of .000. Therefore, there is a significant relationship between student acceptance of PBIS reward system and PBIS effectiveness (see Table 5).

The data were further examined to find out which of the variables had the greatest impact on the effectiveness of PBIS. A regression analysis was completed using the independent variables. Table 6 displays the results of the regression of PBIS effectiveness.
Table 6

Regression Analysis of PBIS Effectiveness

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
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<td>.333</td>
<td>.326</td>
<td>.79803</td>
<td>.062</td>
<td>18.502</td>
<td>1</td>
<td>200</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), SchlClimate
b. Predictors: (Constant), SchlClimate, StudAcceptRewardSys

From Table 6, it can be seen that the main predictors (impact variables) are school climate and student acceptance of PBIS reward system. Table 6 shows that these two variables together account for 33% of any change/variable of the effectiveness of PBIS. School climate represents this at 27% and student acceptance of PBIS reward system at 6%.

An Analysis of Variance (ANOVA) was also run to determine differences in PBIS effectiveness based on the homeroom placement of student participants. Table 7 indicates a rating of .175. There is no significant relationship between students’ homeroom placement and PBIS effectiveness.
Table 7

**ANOVA: PBIS Effectiveness by Homeroom**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
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<td>11</td>
<td>1.297</td>
<td>1.401</td>
<td>.175</td>
</tr>
<tr>
<td>Within Groups</td>
<td>175.852</td>
<td>190</td>
<td>.926</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>190.119</td>
<td>201</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Qualitative Data Analysis of Research Questions**

Teacher qualitative data were collected and analyzed through an open-ended questionnaire from teachers whose students are participants in this study. Teachers were asked to respond to ten questions about their perceptions of the effectiveness of PBIS. The percentages for teacher responses are noted in Appendix C. Six fourth grade teachers and six fifth grade teachers completed the questionnaire. The responses to the questionnaire provided answers to two of the eight research questions in this study. Following are the research questions and the teacher participants’ thematic responses.

RQ6: To what extent do teachers perceive PBIS to be effective?

According to the teachers’ responses, they all agreed that discipline had decreased yearly. Most of the teachers based their responses on reported school-wide PBIS data. One teacher’s response was based on personal experience, “I have seen a decrease yearly according to our data based off PBIS. I know from year to year, the more students who pass through my class who have experienced it are typically better behaved” (Teacher 1, personal communication, October 24, 2016). When asked if school rules are well-defined, the teachers concurred that the school rules are clear. It was shared from several
responses that the school rules are visibly posted around the school and often communicated to students during various school venues, such as the school’s morning news show and in the classroom setting. Teachers believed that school safety is improved through PBIS implementation. This belief was supported by a response given by one teacher participant, “I feel safe and comfortable at this school” (Teacher 7, personal communication, December 27, 2016).

Many teachers who completed the questionnaire felt that PBIS has a positive impact on teacher and staff relationships at the selected school. In addition to teacher and staff relationships, they felt that PBIS encouraged students to be respectful to staff and students. It was mentioned that the daily implementation of PBIS encouraged everyone to be respectful, be responsible and be role models. There was a common agreement among the teachers in that PBIS has positively impacted student’s academic motivation. A few of the responses referenced that students are focused on academics due to the positive expectations of PBIS.

RQ7: How do teachers perceive administrators’ implementation of discipline policy?

Many teachers who were interviewed expressed satisfaction with the administrators’ support of PBIS at the selected research site. One participant noted, “Administration speaks consistently to students and staff about the positive aspects of PBIS and encouraging every student to do their best and be a role model” (Teacher 6, personal communication, October 27, 2016). The majority of teachers also agreed that PBIS policies and procedures were executed efficiently by the administrators at the selected school.
Overall responses from the teacher participants in regards to the effectiveness of PBIS indicated that teachers felt positive about the efficacy of the school-wide implementation of PBIS. While the majority of the expressed responses were favorable to the effectiveness of PBIS, there were two notable concerns. One of the concerns stated by a teacher participant was “I have concerns that behavior is more dependent on classroom culture” (Teacher 11, personal communication, October 28, 2016). Another teacher participant shared, “The students may be more concerned with extrinsic rewards and only follow through on their obligations if they can ‘get a ticket’” (Teacher 8, personal communication, October 27, 2016). The most commonly mentioned aspect in relation to the variables of this study was the decrease in school discipline referrals. The school’s rules—Be respectful, be responsible, be a role model—were referenced in response to almost all questions. In general, the positive influence of PBIS had on the school’s climate also emerged as pervasive throughout the responses. The positive impact can be best summarized in the following statement of one of the teacher participants:

I think that PBIS should be a part of every Gwinnett County School. The unity that it brings to the staff and students is exemplary. It is such a positive way to remind our students to continue to be the best students and peer leaders they can be. (Teacher 1, personal communication, October 24, 2016)

Summary

The chapter provided an analysis of quantitative and qualitative data collected for the purpose of this research. Students and teachers from a metropolitan Atlanta elementary school participated in this study. Data were collected in two ways: surveys
completed by students and questionnaires completed by teachers. The analysis of the data revealed that all of the independent variables, school discipline, school safety, school climate, student academic motivation, student acceptance of PBIS award and administrator’s implementation of discipline policy had a significant relationship with the dependent variable, student and teacher perceptions of the effectiveness of PBIS as based on PBIS tiers. The quantitative data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) software and ANOVA to determine correlations among the variables. The qualitative data were analyzed to determine teachers’ perspective in correlation with the variables. The mixed method design for the study validated the relationship between statistical and descriptive data for providing accurate answers to the research questions for this study.
CHAPTER VI

FINDINGS, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

Introduction

The purpose of this study was to examine factors that influenced student and teacher perceptions of the effectiveness of PBIS in a metropolitan Atlanta elementary school. The independent variables of the study included school discipline, school safety, school climate, and student acceptance of PBIS reward system, and administrators’ implementation of the discipline policy. The dependent variable was student and teacher perceptions of the effectiveness of PBIS as based on PBIS tiers.

A mixed method approach, utilizing both a quantitative and qualitative design was used in this research study. Quantitative data were collected through a survey completed by student participants. The quantitative section of the research focused on the possible relationship that may exist between student perceptions of the effectiveness of PBIS as based on PBIS tiers and school discipline, school safety, school climate, and student acceptance of PBIS reward system. A Pearson r Correlation analysis, regression analysis, and ANOVA statistical tools were used to test the research questions. The researcher analyzed the data using the SPSS software to answer the research questions. Qualitative data were gathered through a questionnaire completed by teacher participants. Teacher participants were asked open-ended questions that substantiated the relationship between the variables and the research questions presented in this study.
This chapter presents findings based on the analysis of the data obtained in this study. Implications for the study will be discussed. Also, recommendations are made to support effective implementation of PBIS at the selected research site and other educational entities. Lastly, conclusions are made based on the findings of the study.

Findings

As a result of the data analysis found in Chapter V, the findings for each research question have been summarized in relation to the specific variables. The researcher has concluded the following findings:

RQ1: Is there a significant relationship between student perceptions of school discipline and their perceptions of the effectiveness of PBIS as based on the PBIS tiers?

Research question 1 can be answered in the positive. The analysis of the data revealed that there is a statistically significant relationship between school discipline and student perceptions of the effectiveness of PBIS.

RQ2: Is there a significant relationship between student perceptions of school safety and their perceptions of the effectiveness of PBIS as based on the PBIS tiers?

Research question 2 can be answered in the positive. The analysis of the data revealed that there is a statistically significant relationship between school safety and student perceptions of the effectiveness of PBIS.
RQ3: Is there a significant relationship between student perceptions of school climate and their perceptions of the effectiveness of PBIS as based on the PBIS tiers?

Research question 3 can be answered in the positive. The analysis of the data revealed that there is a statistically significant relationship between school climate and student perceptions of the effectiveness of PBIS.

RQ4: Is there a significant relationship between student perceptions of student acceptance of PBIS reward system and their perceptions of the effectiveness of PBIS as based on PBIS tiers?

Research question 4 can be answered in the positive. The analysis of the data revealed that there is a statistically significant relationship between student acceptance of the PBIS reward system and student perceptions of the effectiveness of PBIS.

RQ5: To what extent do teachers perceive PBIS to be effective?

Based on the qualitative data analyzed, teacher responses to the questionnaire indicated a positive relationship between school discipline, school safety, and school climate. Teacher participants felt that PBIS provides specific actions which lead to a decrease in student discipline. Also, teachers felt safe at the selected site with the belief that teachers are committed to keeping students safe and helping them feel safe. Based on items 5 and 6 of the open-ended questionnaire, teachers felt that PBIS had a significant effect on school climate. They believed that the consistency of school-wide implementation of PBIS has a positive effect on school climate. It was stated that since it is implemented each and every day, PBIS encourages everyone to be mindful of being respectful, responsible, and role models.
RQ6: How do teachers perceive administrators’ implementation of discipline policy?

Based on the qualitative data analyzed, teacher responses on the questionnaire indicated favorable acknowledgment between the role of administrators and the effectiveness of PBIS. In response to item 9 and 10, it was stated that administrators supported and encouraged PBIS policies and procedures and sought to emphasize the positive in every student.

Implications

Research indicates that several factors influence the effectiveness of PBIS implementation. This study has identified the variables within student and teacher perceptions that are common in the selected school and among educational institutes implementing school-wide PBIS. The outcome of the quantitative and qualitative research for this study would suggest that school discipline, school safety, school climate, and student acceptance of PBIS reward system have a significant impact on the effectiveness of PBIS. The students surveyed for this study are all participants in school-wide PBIS. The research yielded outcomes that supported PBIS, when implemented with the fidelity of the multi-tiered approach is effective in promoting appropriate behaviors in the educational setting. The following implications can be drawn from the findings of the study:

School discipline: Student participants concurred that school discipline has a positive impact on PBIS effectiveness. The Pearson $r$ Correlation measured a 0.000
indicating a significant relationship between school discipline and the effectiveness of PBIS as based on the PBIS tiers. Students’ responses to survey questions, such as *I understand the rules at my school*, indicated the effectiveness of communicating school rules. Also, teacher participants expressed that students are well aware of acceptance and nonacceptable behaviors because school rules and expectations are posted throughout the school (i.e., classroom, restroom, hallway, and stairs) and discussed on school videos and announcements. The suggestion is that schools implementing PBIS have to incorporate communication that articulates well-defined school rules through visuals posted around the school and other pervasive communication practices that support school discipline.

**School safety:** According to research on school safety, a safe and comfortable learning environment is more conducive to learning for students. The analysis of the data in this study revealed that school safety has a significant impact on the effectiveness of PBIS as based on PBIS tiers. The implication that is evident from these finding is that student academic motivation is boosted when they perceive the learning environment as safe. School staff has to commit to keeping students safe and helping them feel safe in the learning environment.

**School climate:** School climate is critical to the success of PBIS implementation. Based on the data, school climate was very significant in contributing to the effectiveness of PBIS as based on PBIS tiers. Students and teachers in the selected school believe that PBIS encouraged a friendly school environment, a positive school environment, and respect among students and staff. The National School Climate Center (2015) highlighted relationships as one of the key dimensions of school climate and emphasized factors such as student social support from educators and parents and the level of respect students
have for others. School climate for the selected school is also measured by the state School Climate Star Rating system. This rating system is significant to mention for the reason that fidelity of implementation of PBIS is a consideration in the rating system. The selected school received a rating of 4 out of 5, with 5 representing excellent in 2015. A positive school climate can be achieved when schools maintain a proactive school-wide system, such as PBIS, to promote positive behavior and prevent inappropriate behaviors.

**Student acceptance of PBIS reward system:** An interesting finding is a strong relationship between student acceptance of the PBIS reward system and the effectiveness of PBIS as based on PBIS tiers. PBIS Student Perception Survey questions 14 and 15 examined student acceptance of PBIS rewards system and the effective of PBIS as based on PBIS tiers. Of the student participants, (96%) strongly agreed or agreed that rewards for positive behaviors were given fairly to students; 93% of the student participants liked the rewards that students received for positive behaviors. Favorable comments in regards to the PBIS reward system were expressed in the teacher questionnaire, although teacher participants were not overtly asked. One teacher participant commented, “They also strive for recognition of attaining the reward which helps them from giving into the temptation of following those who are not making the right choices” (Teacher 6, personal communication, October 27, 2016). Based on the findings there is value in schools incorporating a reward system that is fair and consistent for increasing positive behaviors among students. In addition, it is important to note that the reward system does not incur high costs, and that rewards are institutionalized through school-designed activities and privileges.
PBIS Teacher Perception Survey questions 9 and 10 examined teacher perceptions of the administrators’ implementation of discipline policy. The qualitative data indicated that teachers were satisfied with the administrators support of PBIS. The study also revealed that teachers felt that PBIS policies and procedures are executed efficiently by the administrators at the selected school. The findings in this study indicated PBIS effectiveness is impacted by the shared responsibility between administrators and teachers. Teachers, students, and administrators are all key stakeholders that are responsible for the implementation of PBIS.

**Recommendations**

Recommendations are provided for school leaders, district office leaders, and stakeholders that influence educational policy and future research.

**Recommendations for School Leader**

- School leaders must review the school’s discipline data consistently to make key decisions in solving discipline problems.
- School leaders should regularly get feedback from all school stakeholders: staff, students, and parents on PBIS and its implementation.
- School leaders should ensure that new staff members are trained to gain knowledge of the local school’s PBIS framework.
- School leaders should create a PBIS Tier II and III team to monitor and provide a recommendation for the intervention of students who are in need of additional support.
Recommendations for District Office

- The District Office should support local school with PBIS with the establishment of a district level PBIS department or a dedicated team of district leaders.
- The District Office should regularly monitor and measure PBIS effectiveness through established district-wide benchmarks for PBIS quality.
- The District Office should recommend the implementation of student rewards at low and no cost such as lunch with the teacher, basketball party, extra recess time, art party, or appearance on school announcements.

Policy Recommendations

- Policy makers should regularly examine the impact of PBIS and school climate using school-level data and student-level analysis.
- Policy makers should continue to required and refine tools that measure PBIS quality among schools and educational entities in the state.

Recommendations for Future Research

- Future research should involve a larger study to include all levels of schooling, elementary, middle, and high to validate the findings for this study.
- Future research should include a concentrated study on the perceptions’ of students that experience chronic behavior problems.
- Future research should expand the timeline and frequency of data collection to determine consistency in the results from the beginning of the school year until the end of the school year.
• Future research should examine the perceptions of new school stakeholders such as support staff members and parents to gain insight from all perspectives.

• Future research should include a study of reward system preference as determined by gender and ethnicity.

• Future research should interview student participants to gain further awareness from students’ perspectives.

**Conclusions**

The goal of this study was to ascertain student and teacher perceptions of PBIS effectiveness as based on PBIS tiers and other select variables: school discipline, school safety, school climate, student acceptance of PBIS reward system and administrators’ implementation of PBIS policy. Through a Pearson r correlation, ANOVA, and regression test based on survey results, this study revealed which variables have the greatest significance on PBIS effectiveness. Based on the findings, it was concluded that all variables: school discipline, school safety, school climate, student acceptance of PBIS reward system have a significant impact. Qualitative data of this study supported the findings of the strategical results. Also, it is noted that administrators’ implementation of discipline policy was shown to be significant as a result of the qualitative data.
APPENDIX A

PBIS Student Perception Survey (English and Spanish)

Survey Instrument to be completed by fourth and fifth grade student sample

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<th>2</th>
<th>3</th>
<th>4</th>
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<td></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

1. I understand the rules at my school.
2. I agree with the behavior rules at my school.
3. Students who break the rules at my school get consequences.
4. The rules for behavior are posted in my classroom.
5. I feel safe and comfortable in my school.
6. I can get help at my school if I feel I am not safe.
7. I like being a student at my school.
8. This school is a friendly place.
9. Students in my school show respect for each other.
10. In generally, the environment at my school is positive.
11. Students behave themselves at my school so that everyone can learn.
12. Students are encouraged to be successful at my school.
13. Students are rewarded for positive behaviors.
14. Rewards for positive behaviors are given fairly to students.
15. I like the rewards that students receive for positive behaviors.
Survey Instrument Translated Into Spanish

Survey Instrument to be completed by fourth and fifth grade student sample

**Encuesta de Percepción de PBIS para los Estudiantes**

<table>
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<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Estoy Totalmente de acuerdo</strong></td>
<td><strong>Estoy de acuerdo</strong></td>
<td><strong>No estoy de acuerdo</strong></td>
<td><strong>Totalmente de acuerdo</strong></td>
</tr>
</tbody>
</table>

1. Entiendo las reglas de mi escuela.
2. Estoy de acuerdo con las reglas de conducta de mi escuela.
3. Los estudiantes que rompan las reglas en mi escuela obtienen consecuencias.
4. Las reglas de comportamiento se publican en mi aula.
5. Me siento seguro y cómodo en mi escuela.
6. Puedo obtener ayuda en mi escuela si no me siento seguro.
7. Me gusta ser un estudiante en mi escuela.
8. Esta escuela es un lugar muy agradable.
9. Los estudiantes de mi escuela muestran respeto por el otro.
10. En general, el ambiente en mi escuela es positivo.
11. Los estudiantes se comportan en mi escuela para que todos aprendan.
12. Los estudiantes se les anima a tener éxito en mi escuela.
13. Los estudiantes son recompensados por conducta positiva.
14. Las recompensas por conductas positivas se dan con justicia a los estudiantes.

15. Me gustan las recompensas que reciben los estudiantes para los comportamientos positivos.
APPENDIX B

PBIS Teacher Perception Questionnaire

Open-ended narrative completed by fourth and fifth grade teacher sample.

1. I feel that PBIS has helped to decrease student discipline at this school. Please explain.

2. I feel that school rules are well-defined at this school. Please explain.

3. I believe that PBIS has helped to improve safety at this school. Please explain.

4. I feel safe and comfortable at this school. Please explain.

5. I feel that PBIS has a positive impact on teacher and staff relationships at this school. Please explain.

6. I feel that PBIS encourages students to be respectful to staff and students at this school. Please explain.

7. I believe that PBIS encourage students to want to succeed in academics at this school. Please explain.

8. I am satisfied with the impact that PBIS has on student academics at this school. Please explain.

9. I am satisfied with at the administrators support of PBIS at this school. Please explain.

10. I feel that PBIS policies and procedures are executed efficiently by the administrators at this school. Please explain.
APPENDIX C

PBIS Teacher Perception Survey: Percentages For Teacher Responses

1. I feel that PBIS has helped to decrease student discipline problems at this school.
   
<table>
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<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>54.5%</td>
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<tr>
<td>Agree</td>
<td>5</td>
<td>45.5%</td>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

2. I feel that school rules are well-defined at this school.
   
<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>6</td>
<td>54.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>45.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

3. I believe that PBIS has helped to improve safety at this school.
   
<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>72.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>9.1%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
4. I feel safe and comfortable at this school.

- Strongly Agree: 4 (36.4%)
- Agree: 7 (63.6%)
- Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)

5. I feel that PBIS has a positive impact on teacher and staff relationships at this school.

- Strongly Agree: 1 (9.1%)
- Agree: 8 (72.7%)
- Disagree: 2 (18.2%)
- Strongly Disagree: 0 (0%)

6. I feel that PBIS encourages students to be respectful to staff and students at this school.

- Strongly Agree: 5 (45.5%)
- Agree: 4 (36.4%)
- Disagree: 2 (18.2%)
- Strongly Disagree: 0 (0%)

7. I believe that PBIS encourages students to want to succeed in academics at this school.

- Strongly Agree: 3 (27.3%)
- Agree: 6 (54.5%)
- Disagree: 2 (18.2%)
- Strongly Disagree: 0 (0%)
8. I am satisfied with the impact that PBIS has on student academics at this school.

- **Strongly Agree**: 2 (18.2%)
- **Agree**: 9 (81.8%)
- **Disagree**: 0 (0%)
- **Strongly Disagree**: 0 (0%)

9. I am satisfied with the administrators’ support of PBIS at this school.

- **Strongly Agree**: 3 (27.3%)
- **Agree**: 7 (63.6%)
- **Disagree**: 1 (9.1%)
- **Strongly Disagree**: 0 (0%)

10. I feel that PBIS policies and procedures are executed efficiently by the administrators at this school.

- **Strongly Agree**: 2 (18.2%)
- **Agree**: 7 (63.6%)
- **Disagree**: 2 (18.2%)
- **Strongly Disagree**: 0 (0%)
APPENDIX D

Letter of Consent: Student Participants

Dear Parent/Guardian:

I would like to invite your child to participate in a research study that I am conducting as a part of my graduate studies at Clark Atlanta University. The research study is based on Ferguson Elementary implementation of PBIS (Positive Behavioral Interventions and Supports). As a fourth or fifth grade student at our school, your child was selected as a participant because of the valuable insight he/she can contribute to evaluating the effectiveness of PBIS at Ferguson Elementary.

Ferguson Elementary began to implement PBIS during the 2012–2013 school year to encourage students to make positive choices about behaviors during the school day. The mission of Ferguson Elementary PBIS is to promote positive behavior in all school settings with the collaboration of students, staff, parents, and community members. We have three school rules that are reinforced daily. The expectations are Be Respectful, Be Responsible, and Be a Role Model. When students display positive behaviors, they have an opportunity to earn Mustangs Tickets that can be redeemed for selective PBIS rewards.

Your child’s input in this study will help to determine the next steps for improving and sustaining a successful PBIS program at Ferguson Elementary. An effective PBIS implementation will have a positive impact on student behavior and academic achievement at Ferguson Elementary.

If you decide to allow your child to participate, he/she will answer questions from a survey of 15 questions about PBIS at our school. The short survey will take approximately 15 minutes to complete. The survey will be administered at the beginning or end of the school day to minimize any disruptions to instructional time.

All information collected in this study is entirely confidential. Student names and the school name will not be used in any report or presentation of the results of this study. Participation in this study of PBIS will pose no known risk to your child and will not have any effect on his/her grades or participation in our school-wide PBIS activities. Your child’s participation is voluntary. You may withdraw consent anytime before the survey administration.
Any questions you have about this study can be answered by contacting me at 678.245.5450 or Angelique_mitchell@gwinnett.k12.ga.us. Your signature below indicates that you have read and understand the information provided above, that you willingly agree to allow your child to participate.

Thank you for your time and support.

Angelique Mitchell  
Clark Atlanta University  
Doctoral Candidate

I, ____________________, grant consent for my child, ________________________,

to participate in the above mentioned study on the PBIS.

_____________________________  ______________________________
Parent Signature  Date
Estimado Padre/Guardián,

Me gustaría invitar a su hijo a participar en un estudio de investigación que estoy llevando a cabo como parte de mis estudios de postgrado en la Universidad Clark de Atlanta. El estudio de investigación se basa en la aplicación del sistema PBIS (Intervención e Apoyo a la Conducta Positiva) en la Primaria Ferguson. Como estudiante de cuarto o quinto grado en la escuela, su hijo fue seleccionado como participante debido a la valiosa información que él / ella puede contribuir a la evaluación de la eficacia de PBIS en Ferguson.

La Primaria Ferguson comenzó a implementar PBIS durante el año escolar 2012 - 2013 de la escuela para animar a los estudiantes a tomar decisiones positivas sobre los comportamientos durante el día. La misión de la Primaria Ferguson en cuanto al PBIS es promover un comportamiento positivo en todos los entornos escolares con la colaboración de los estudiantes, personal, padres y miembros de la comunidad. Tenemos tres reglas de la escuela, que se refuerzan a diario. Las expectativas son ser respetuoso, ser responsable y ser un modelo. Cuando los estudiantes muestran un comportamiento positivo, tienen una oportunidad de ganar un boleto Mustang que pueden ser canjeados por premios selectivos de PBIS.

La aportación de su hijo en este estudio ayudará a determinar los pasos a seguir para mejorar y mantener un programa de PBIS exitoso en la escuela Primaria de Ferguson. Una implementación efectiva de PBIS tendrá un impacto positivo en el comportamiento y rendimiento académico en la Primaria Ferguson.

Si decide permitir que su hijo participe, él / ella va a responder a las preguntas de una encuesta de 15 preguntas acerca de PBIS en nuestra escuela. El estudio breve se llevará a aproximadamente 15 minutos en completarse. La encuesta será administrada al principio o al final de la jornada escolar para minimizar cualquier interrupción de tiempo de instrucción.

Toda la información recolectada en este estudio es totalmente confidencial. Los nombres de los estudiantes y el nombre de la escuela no se utilizarán en ningún informe o presentación de los resultados de este estudio. La participación en este estudio de PBIS no formulará ningún riesgo conocido para su hijo y no tendrá ningún efecto sobre su / sus
calificaciones o la participación en nuestras actividades de PBS en la escuela. La participación de su hijo es voluntaria. Usted puede retirar su consentimiento en cualquier momento antes de la administración de la encuesta.

Cualquier pregunta que tenga acerca de este estudio pueden ser respondidas al contactarme al 678.245.5450 o Angelique_mitchell@gwinnett.k12.ga.us. Su firma indicara que ha leído y comprendido la información proporcionada anteriormente, y que voluntariamente acuerda en permitir que su hijo participe.

Gracias por su tiempo y apoyo.

Angelique Mitchell
Clark Atlanta University
Candidato a doctorado

Yo, _________________, otorgo consentimiento para que mi hijo, _________________ participe en el estudio mencionado anteriormente de PBIS.

_____________________________  ________________________
Firma del Padre                      Fecha
APPENDIX F

Letter of Consent: Teacher Participants

Dear Teacher:

I would like to invite you to participate in a research study that I am conducting as a part of my graduate studies at Clark Atlanta University. The research study is based on Ferguson Elementary implementation of PBIS (Positive Behavioral Interventions and Supports). As a fourth or fifth grade teacher at our school, your valuable insight can contribute to evaluating the effectiveness of PBIS at Ferguson Elementary.

Information obtained in this study will not be shared with other teachers, administrators, parents, or district leaders. There are no known risk factors with your participation in this investigation.

Your participation is voluntary in this study, your perspective and accounts are valued.

Any questions you have about this study can be answered by contacting me at 678.245.5450 or Angelique_mitchell@gwinnett.k12.ga.us. Your signature below indicates that you have read and understand the information provided above, that you willingly agree to participate.

Thank you for your time and support.

Angelique Mitchell
Clark Atlanta University
Doctoral Candidate

I, ____________________, am willing to participate in the above mentioned study on the PBIS.

__________________________________________  ________________________________
Teacher Signature                  Date
REFERENCES


Georgia Department of Education. (2013). *Addressing climate, safety, and discipline in Georgia schools*. Atlanta: Georgia Department of Education.


