

4-2010

Classroom and Behavioral Management

Kristina Schroeder
St. John Fisher College

How has open access to Fisher Digital Publications benefited you?

Follow this and additional works at: http://fisherpub.sjfc.edu/mathcs_etd_masters

Recommended Citation

Schroeder, Kristina, "Classroom and Behavioral Management" (2010). *Mathematical and Computing Sciences Masters*. Paper 23.

Please note that the Recommended Citation provides general citation information and may not be appropriate for your discipline. To receive help in creating a citation based on your discipline, please visit <http://libguides.sjfc.edu/citations>.

This document is posted at http://fisherpub.sjfc.edu/mathcs_etd_masters/23 and is brought to you for free and open access by Fisher Digital Publications at St. John Fisher College. For more information, please contact fisherpub@sjfc.edu.

Classroom and Behavioral Management

Abstract

Since the beginning of the education profession a common concern has been behavioral management as a whole. Due to the fact that this topic is not new to the education world there is numerous studies that have been done to show ideas and theories and a wealth of information on what works to support and generate positive behavior. In fact there are so many that it may seem over whelming and difficult for a teacher to choose what to use within their classroom. So how does one choose what to use with in their classroom when there is so much out there. The topic of classroom management was chosen because it is an issue faced everyday for a teacher. Schools have decided to implement a program that is school wide based or district wide, allowing for a common language to be used to express expectations. A program such as Positive Behavioral Intervention and Supports (PBIS) is one that has been implemented within many schools. PBIS focuses on teaching and promoting positive behavior within the school. With this focus students are rewarded for displaying desired behaviors, and expectations are written in a positive manner. Questions that arise with PBIS are how effective is creating a school based program as apposed to having individual interventions within different classrooms and locations within the school. Is rewarding students for behavior that should be a given truly effective. Will there be more of a focus on students who are starting to change their behavior as apposed to the students who have always done what is expected of them. How will a teacher believes and attitudes impact such a program. Upon completion of this study a better understanding of classroom management and school common area policies is hoped to be gained.

Document Type

Thesis

Degree Name

MS in Mathematics, Science, and Technology Education

First Supervisor

Diane Barrett

Second Supervisor

Bernard Ricca

Classroom and Behavioral Management

By

Kristina Schroeder

Submitted in partial fulfillment of the requirements for the degree
M.S. Mathematics, Science and Technology Education

Supervised by

Dr. Diane Barrett and Dr. Bernard Ricca

School of Arts and Sciences
St. John Fisher College

April, 2010

Introduction

Since the beginning of the education profession a common concern has been behavioral management as a whole. Due to the fact that this topic is not new to the education world there is numerous studies that have been done to show ideas and theories and a wealth of information on what works to support and generate positive behavior. In fact there are so many that it may seem over whelming and difficult for a teacher to choose what to use within their classroom. So how does one choose what to use with in their classroom when there is so much out there. The topic of classroom management was chosen because it is an issue faced everyday for a teacher.

Schools have decided to implement a program that is school wide based or district wide, allowing for a common language to be used to express expectations. A program such as Positive Behavioral Intervention and Supports (PBIS) is one that has been implemented within many schools. PBIS focuses on teaching and promoting positive behavior within the school. With this focus students are rewarded for displaying desired behaviors, and expectations are written in a positive manner.

Questions that arise with PBIS are how effective is creating a school based program as apposed to having individual interventions within different classrooms and locations within the school. Is rewarding students for behavior that should be a given truly effective. Will there be more of a focus on students who are starting to change their behavior as apposed to the students who have always done what is expected of them. How will a teacher believes and attitudes impact such a program.

Upon completion of this study a better understanding of classroom management and school common area policies is hoped to be gained.

Table of Contents

Literature Review	4
Methodology	27
Results	29
Discussion	32
Conclusion	39
Reference	40
Appendices	43

List of Tables

Table 1	Student's Behavior Before and After PBIS	28
---------	--	----

List of Figures

Figure 1	Continuum of School-Wide Instructional	23
Figure 2	Teachers' View on PBIS Effectiveness	30
Figure 3	PBIS Change in Classrooms	32
Figure 4	Teachers' View of Focusing on Positive Behavior	33
Figure 5	Students Sent From Classrooms	34
Figure 6	Time Spent Correcting Behavior in Classrooms	35
Figure 7	Staffs' Report of the Students Given Detentions	35

Abstract

A major concern for teachers is classroom management. The following literature review looks at behavior within the context of the classroom and outside of the classroom. Strategies are then given for both areas. It has been shown through these strategies that clear expectations need to be set up and reinforced consistently inside and outside the classroom. Classroom management takes an abundance of planning and recognizing areas that could be an area for negative behavior to crop up. Reflection and observation is important to making a behavioral correction effective. It is imperative to make sure that students have a voice in making rules, constructing processes, and the behavioral rewards. A student is more apt to comply when they are given a chance to have a say. The literature review also looks at what teachers' views are on classroom management and their ideas on practices and styles. Through classroom management teachers can avoid behavioral problems and have a smoother functioning classroom.

Classroom Management

It has been stated that “local schools are the most important venue for opportunity and advancement for many less advantaged students” (Palumbo & Sanacore, 2007, p. 67). Student learning, academic achievement, as well as student involvement is connected to classroom management (Reinke, Lewis-Palmer, & Marrell, 2008; Sterling, 2009; Wong & Wong, 2001). Although, classroom management is not the only major factor in establishing a good education it helps set up the frame work for genuine teaching to occur (Palumbo & Sanacore, 2007). In 1979 classroom management was defined “as the provisions and procedures necessary to establish and maintain an environment which instruction and learning can occur” (Unal & Unal, 2009, p. 256). The

procedures for classroom management clearly communicate behavioral expectations; they are different from classroom rules (Johnson, Rice, Edgington & Williams, 2005).

Most researchers point out that classroom management is the major concern for experienced as well as beginning teachers (Little & Akin-Little, 2008; Rosas, 2009; Unal & Unal, 2009). In fact, it was pointed out that lack of classroom management, or poor classroom management is a cause for some teachers to burnout or leaves the field (Little & Akin-Little, 2008; Rosas, 2009).

Impact on Behavior

Teachers have a large impact on the behavior as well as classroom management that takes place within their classrooms. Walker conducted a study on teacher practices impacts on behavior. In the study she compared the teachers' practices to that of parenting styles. There are three parenting styles, authoritative, authoritarian, and permissive. These three styles are based on the parents' responsiveness to the child and to the demands (i.e. rules, control, expectations) they have established. Authoritarian parents and teachers have high demands, but very little to no responsiveness. Passive parents have very few demands but a lot of responsiveness. The authoritative parents and teacher have a balance between the responsiveness and demands which are realistically high (Walker, 2008).

The results were similar to that of a parenting style research; authoritative parents and teachers consistently achieved the best results from students. The balance between demands and expectations allow for the students to find autonomy and conform to expectation. In the classroom this manifested in students showing higher levels of engagement and achievement, as compared to authoritarian and permissive classrooms.

Teachers with an authoritative style are consistent with rewards and punishment, have effective transitions, give clear instructions. These teachers are also responsive to what the student needs, set appropriate tasks, and give reason for those tasks (Walker, 2008).

Wolfgang and Glickman created a framework with similarities to that of parenting styles. The three approaches they illustrated based on the amount of control, were non-interventionist, interventionist, and internationalist. The non-interventionist reflects that of a permissive teacher, very little control. Interventionist reflects an authoritarian teacher, a lot of control and a more traditional view of classroom management. The last is one that reflects the middle ground much like authoritative teacher, this has a balance between teacher and student control. The views of teachers have a large impact on how they establish classroom management, overall environment of the classroom and interactions with students as well as their behavior (Glickman & Wolfgang, 1978; Glickman & Tamashiro, 1980).

Location

There are two types of places that behaviors occur and management must take place. One is the classroom and the other being the shared spaces such as cafeteria, buses, playgrounds, hallways (Wheatley, West, Charlton, Sanders, Smith & Taylor, 2009). “Shared spaces or ‘common areas’ are defined as places that have relatively few adults for supervision of a large group of student, and little or no formalized instruction takes place” (Wheatley et al., 2009, p. 551). The first location that this paper looked at is the classroom management aspect.

Classroom

Classroom management becomes especially important in classrooms that use an Inquiry or student focused method, or uses Differentiated Instruction. In these classrooms there is a shift from the traditional model in the methods and procedures; students are asked to work more independently from the teacher. The teacher must then manage the social dynamics that come along with that. In these classes there is also a lot more movement of students, and materials (Poon, Tan & Tan, 2009; Tomlinson, 2001, 2005). According to Brophy and Everson “A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much” (1976, p. 27).

There is no specific technique that can be the end all be all for classroom management. Instead there are numerous strategies that involve both proactive and reactive procedures that the teacher can call on to assist them to maintain order in the classroom and create a comprehensive approach to classroom management (Little & Akin-Little, 2008; Palumbo & Sanacore, 2007; Sterling, 2009). “Successful classroom management is an ongoing, evolving process—teachers need to modify their daily practices based on the observed behaviors and feedback from their students” (Wolfgang, 2009, p. 14). Peer review of the classroom and student feedback is beneficial in professional development (Sterling, 2009).

Strategies for the classroom management can be grouped into two main groups, proactive and reactive. Proactive are methods that try to prevent the negative behaviors from occurring and establish a positive learning environment. Proactive strategies can also be broken down into curriculum and classroom organization. Reactive or intervention methods are those designed to deal with negative behaviors when they occur (Poon, Tan, & Tan, 2009). Strategies that are put into place are dependant on the

atmosphere of the classroom, and the type of disruptive behavior (Little & Akin Little, 2008). An important aspect to remember when looking into strategies is that it is fundamental to develop a classroom in which students feel that they have a voice in their learning and are able to take risks (Tomlinson, 2001, 2005; Wolfgang, 2009).

Proactive Strategies

Little and Akin- Little pointed out that “unstructured time in the classroom makes disruptive behavior more likely, than if the students are engaged in an interesting academic activity” (Little & Akin-Little, 2008, p. 228). Teachers who are well prepared and organized before class have fewer behavioral problems because there is less unstructured time (Wolfgang, 2009). It is therefore crucial that classroom management starts before the students even enter the room. Effective teachers plan the lessons, as well as the classroom environment, routines, material management, in addition to anticipating problems that may before they occur (Palumbo & Sanacore, 2007; Sterling, 2009).

Proactive Classroom Curriculum

Classroom research shows that the relevance as well as appeal of activities chosen, how it is organized with clear goals and a follow up, and success at completing a task can have an impact on students’ behavior and motivation in the classroom. (Brophy, 1987; Palumbo & Sanacore 2007; Poon et al., 2009; Tomlinson, 2005). A student needs to know the value to what they are to learn and how it can be used in their lives (Palumbo & Sanacore, 2007; Tomlinson, 2001). It is important that task is designed to be relevant and achievable for the students. However, if the tasks are not at an appropriate challenge level students may become bored or frustrated and chose disruptive behavior (Brophy, 1987; Poon et al., 2009; Tomlinson, 2005).

Some students work better in groups where as others work better independently; as a result the students' attention span varies. Attention span also varies between learning levels, advanced learners tend to have an extended span. For a teacher this means that they should plan lessons that are just short of the students' attention span and allow extended time in areas that students have an interest in as well as have a plan for when students are completed early. A recommendation that Tomlinson pointed out was to make sure that when a student finishes before other students have, make sure that the work is complete and holds up to the standards that were established. Some students tend to finish quickly to be the first one done, ignoring the quality in their work. Once the teacher or a peer had checked for quality the student could work on an anchor activity to allow others to finish. An anchor activity is a meaningful task such as but not limited to reading, practicing vocabulary, or writing, that the students can work independently. The tasks are not filler activities they are a task that enriches the students learning. These activities also provide a routine for students to follow, therefore decreasing unstructured time (Tomlinson, 2001).

Students should also be allowed to be able to reflect on their work and their learning process. This helps students to build shared values and motivates students to cooperate with the teacher. Giving the students a voice aids in the students taking ownership in their own education, therefore decreasing negative behavior. A few approaches to give students a voice is through the use of journals, discuss procedures, and allow them to help keep record of their improvements (Poon et al., 2009; Tomlinson, 2001, 2005).

Proactive Physical Setting

The physical setting can impact the function of the classroom management. When a person walks into a classroom student works should be evident, this gives students a way to be a part of the setting in which they work. The classroom should be organized and functional to the classroom needs. The traffic flow has been designed in a way that would eliminate congestion in a high traffic area, allow for teachers and students to move freely around the room as well as be able to have access to all areas. It needs to be made clear where items are to be stored. Work areas should be planned efficiently (Sterling, 2009; Wolfgang, 2009) and there should be a predestinated place in the room for students to hand in completed work (Tomlinson, 2001).

When a teacher gives instruction to the whole group the following must be taken into account. Where the teacher stands is key, students should be as close as possible, where they can be easily heard and seen by the teacher furthermore the teacher can easily be heard and seen by the students. In most cases this means that the teacher should be in the center of a long wall (Sterling, 2009). To be more assessable to the students a teacher should not be behind the desk. Teachers need to be prepared for the lesson in addition to the materials they need to access in hand. This eliminates student down time while the teacher gets what he or she needs, thus less chance of negative behaviors occurring (Palumbo & Sanacore, 2007). When using an overhead, or projection unit it must be tested to make sure that it is in a place where the image can be made large enough for all students to easily read (Sterling, 2009).

If furniture needs to be moved for the students to work in groups or resigned seats, there needs to be a clear plan. The teacher should have a floor plan already established before any move should be made. Then the teacher can teach with clear expectations, the students to move the furniture quickly, quietly, and efficiently. Students' assistance in the movement allows the teacher to be free of the burden of moving the furniture by themselves, which in turn allows them to be more apt to use flexible seating (Tomlinson, 2001).

Proactive Routines, Policies, Procedures

Establishing classroom management involves implementing effective routines, policies, procedures for all aspects of the classroom. To name a few there needs to be a policy for class discussion, and working in collaborative groups, taking attendance, starting class and getting the students attention. A routine should be in place for students entering the room late, leaving the classroom. There should be a procedure for collecting and distributing work (Johnson et al., 2005; Tomlinson, 2001; Marzano, R., Marzano, J. S., & Pickering, 2003; Palumbo & Sanacore, 2007; Sterling, 2009; Wolfgang, 2009).

Students need to know what is expected of them from the moment they walk into the classroom (Sterling, 2009; Wolfgang, 2009). The way in which class starts sets the stage for what happens next (Marzano et al., 2003). Expectations or agendas should be posted everyday for students to read and follow. This gives the students immediate instruction and allows them to see the goals and anticipated flow of the day (Palumbo & Sanacore, 2007; Poon et al., 2009). Most classes start with a short meaningful warm-up to draw on background knowledge or review what was done in the previous class (Sterling, 2009). It has been found that if students have assigned seats or a home base

seat also helps to establish a routine and a great starting place for the lesson to take place (Poon et al., 2009; Tomlinson, 2001).

Taking attendance should be apart of the morning routine in a manner that does not take away from learning time. When setting a taking attendance procedure you must take into consideration the process for taking the school establishes, and what the students are to be doing during this time (Palumbo & Sanacore, 2007; Sterling, 2009). Students can be given the responsibility of taking attendance from a seating chart, while materials are being distributed or the warm-up is being conducted (Palumbo & Sanacore, 2007). For the younger grades clothes pins with students names on them can be used as a visual check to see who is absent by seeing which clothes pins have not been moved (Johnson et al., 2005).

Ending class is just as important as starting the class. The way the class ends leaves an impression that will carry over to the next class. It is recommended that five minutes before class ends the teacher stops the lesson, and provides a closer to the class. Homework assignments need to be posted in the same place everyday (Marzano et al., 2003; Sterling, 2009).

Getting students' attention does not just happen. Teachers have to have a procedure for this in place so that the students know when they should be focusing on them. An example of a procedure or cue would be to move towards a central location for giving direction at the start of class, after the bell rings and wait for students to quite. To add to this cue the teacher may also add a verbal cue such as saying good morning. A signaled response may also be used as a cue to obtain the students attention. For example the teacher raises their hand, in response students stop what they are doing and raise their

hands. A teacher should move closer to a student who is still not paying attention to assist in gaining their attention (Sterling, 2009).

Another strategy is to establish a clapping signal to gain attention. For example when the teacher needs the students' attention he/she claps three times; the students respond with three claps. These signals or cues, whether used to start the lesson or during a transition period, act as a gauge for the teacher to see if the students are ready, and reduces the need for the teacher to raise their voice over the students (Poon et al., 2009).

Proactive Material management

Movement to obtain equipment or materials deducts time from the class in addition to increased unstructured time that provides opportunities for off-task behavior (Poon et al., 2009). An established plan for how papers and materials will be handled in the classroom, for teachers and for the students, needs to be in place. A teacher should have, for example, a folder or specific location for student work to be graded and another for work to be handed back. Teachers should also have a method for dealing with absent students (Sterling, 2009). Teacher organization will help make things run smoothly and sets an example for students to follow and increases motivation and engagement (Palumbo & Sanacore, 2007; Poon et al., 2009; Sterling, 2009).

To assist students the teacher can have materials ready for students, for example have boxes on the tables with any items that would be needed during daily lessons. Have materials altogether for activities or labs, so they can be easily picked up and distributed, which will save time and decrease distraction time (Poon et al., 2009; Wolfgang, 2009). A teacher should know how to quickly and efficiently collect and distribute papers, collect tests. Teachers should allow for students to assist in material management, such

as having them distribute papers or collect them. A teacher needs to have a detailed plan for clean up and communicate those plans clearly to the students to prevent them-selves from spending hours cleaning after school is over. This is especially true of any classrooms using labs (Sterling, 2009; Wolfgang, 2009).

Rules

Rules should be kept simple and positive (Little & Akin-Little, 2008; Sterling, 2009). Keep the maximum amount of rules to five (Little & Akin-Little, 2008). The rules should be posted in a promenade location in the classroom (Little & Akin-Little, 2008; Sterling, 2009). It is obligatory that the rules are specific as well as describe behavior that is observable and measureable. Consequences for not following the rules should also be known (Little & Akin-Little 2008). Giving the students input in the creation of the rules has shown to be beneficial (Wolfgang, 2009).

Wolfgang points out a way to have students' input in the development of rules is to make a T-chart one side shows what students' think are qualities of "Good teachers" and the other side is for qualities of "Good Students." From these T-charts the students were led in a discussion about what they had written; from there rules for the class were written. Wolfgang points out that she finds students are more willing to follow rules that they had contributed to, than rules that are teacher derived and enforced (Wolfgang, 2009).

If safety rules are needed such as in a chemistry class, they should be separate from the other rules. The safety rules need to be reviewed and signed by the students and parents before a student is allowed to use any potentially harmful materials. This shows

that both the parents have taken the responsibility of reading and understanding the expectations of working with harmful materials (Sterling, 2009).

Group work

Students enjoy working within groups, and therefore tend to regulate their behavior or correct another students' behavior to continue to be able to work in groups (Poon et al., 2009). Small group work is important to the learning process, social and cognitive values (Marzano et al., 2003; Poon et al., 2009). When planning for seat arrangement factor this in by having students already sitting in groups. In groups students should not have their backs to the central area for direct instruction from the teacher. Arrange the tables so that students will only have to turn their heads and not move chairs every time instruction needs to be given to the whole class (Sterling, 2009).

The way in which students will be placed into cooperative learning groups should be established before the students even come into the classroom. These groups should be structured and varied throughout the year to help support the importance of collaboration and cooperation among the students (Poon et al., 2009; Tomlinson, 2001; Wolfgang, 2009). Group arrangement can be varied by interest, readiness, learning profiles (Tomlinson, 2001; Wolfgang, 2009). In the beginning of working with a class, the teacher does not know the students as well as they need to establish the best productive group arrangements. It takes time for teachers getting to know students, their needs and which groups/students can work efficiently with one another (Poon et al., 2009; Wolfgang, 2009). A way to start groups can be to start with a mix of boys and girls, all boys or all girls can lead to behavior problems, until students are known (Poon et al., 2009). One of the biggest life lessons Wolfgang strived to teach to her students was that

“no matter who they (students) are placed with, they must be able to work effectively and value each other’s ideas” (Wolfgang, 2009, p. 15). To assist with group efficiency roles can be given to each member of the group, this will also promote self-worth within each student (Wolfgang, 2009).

Tomlinson (2001) pointed out a few methods that can be used to assist with the transition of students into their assigned group. The first is list students by group and location where that group will meet on an overhead projector, or a chart in the room. Another, which may work better for younger grades, is to have students’ names on a key tag that is hung from a peg board. These methods will help to clearly explain where the students are to go and who they are to work with, which makes time spent more effectively.

Talking in groups is inevitable; in fact without it the group work would be ineffective. However, this does not mean that the volume needs to become oppressive or distracting level. At the very start of using group work, the teacher needs to make it clear what working quietly means; talking softly, whispering. Establish a signal to remind them to reduce their conversation level if it becomes too high, example turning lights on and off quickly (Tomlinson, 2001).

While students are working within their groups, a teacher should be walking around the room asking probing questions from each group. This will also allow the teacher to assess groups work, and individuals; assess how the lesson is going, and what needs to be changed or focused in on later (Wolfgang, 2009). Student and teacher interaction increases from a whole group to working within groups (Poon et al., 2009).

Proactive measures for behavior

After establishing the classroom management; rules, procedures, routines, and physical setting, the teacher needs to look into behavior itself. Within this area of proactive classroom management the teachers work specifically with reinforcing positive behavior. Here students should be taught that even if someone helped to influence their behavior, they are in the end they are responsible for their actions. Teachers should help them workout situations instead of just reacting.

Naturally occurring reinforcers such as grades, completion of a task helps maintain behaviors for many students in the classroom (Johnson et al., 2005; Little & Akin-Little, 2008). Positive reinforcement can be given by giving verbal praise in front of the class, to groups or individuals that are displaying proper behavior (Johnson et al., 2005; Reinke et al., 2008; Wolfgang, 2009). Verbal praise that is specific has also shown to keep students on task (Reinke et al., 2008). However, this may not work for all students. Therefore, the teacher must look into other tactics to assist with positive behavior management (Johnson et al., 2005; Wolfgang, 2009).

One way to handle reinforcing positive behavior is a reward system. The reward system can be used for the whole class or individuals. It comes in the form of tickets, earning marbles, a point system, a chart, and many others. The rewards can be set up so that they are daily, weekly, monthly, or even by semester. The teacher can determine what he or she would be used in their classroom based on the student's age and how long gratification of the reward can be prolonged before the student's become discouraged (Johnson et al., 2005).

Johnson, Rice, Edgington, and Williams (2005) gave the example of using marbles for a classroom reward system. The students earn marbles when they have

shown on task behavior, helped one another, or followed directions. The reward is given after the jar has been filled with the marbles. The reward gained at the end had been determined by the teacher with student input. This method teaches the students how to work with delayed gratification.

Some students need more of a one on one approach and more of an instant gratification. For these students Johnson, Rice, Edgington, and Williams (2005) suggested using a daily point system or a behavior contract. Here the teachers work with the student to closely monitor the behavior and determine the best way to keep record. Based on the student's interest the teacher and student select a reward.

Reactive Classroom Strategies

No matter how much a teacher implements proactive strategies into his or her classroom, there comes a time when inappropriate behavior occurs and a consequence needs to be put into practice. A consequence should be selected and explained to the student. The consequence should not be picked during the student's episode of misbehavior, this will reduce the chance of the teacher enforcing to harsh of a punishment for the behavior. A consequence that is too severe is not as effective as a consequence that matches the severity of the behavior (Little & Akin-Little, 2008).

Little and Akin-Little (2008) describe two types of reductive techniques to use to correct negative behavior in the classroom, response cost and overcorrecting. "Response cost is defined as the removal of a positive reinforcer contingent on inappropriate behavior" (Little & Akin-Little, 2008, p. 229). For example a student could lose free time, or a token for disruptive behavior. There are two types of overcorrecting; restitutorial and positive practice. Restitutorial is the most straightforward to implement

into the classroom, this requires the student to return the environment to the state before the misbehavior. An example would be if the student was caught throwing paper, they would have to pick up all the garbage on the floor. Positive practice has students engage in an overly correct form of the misbehavior. An example of positive practice would be to have the student who was caught throwing the paper dispose the paper in the proper way repeatedly (Little & Akin-Little, 2008).

Common Places in School

It had been estimated that one-half of the behavioral problems in schools comes from the common areas (Colvin, Sugai, Good, & Lee, 1997). Due to the amount of time that students spend in common areas, it had been reported that bad behavior was six times more likely to occur in common areas. Common places in schools are areas that students are in large numbers, adult supervision is low, and formal instruction is little to none. These areas are hallways, lunch rooms, on buses and playgrounds for elementary schools. While most behavioral management and classroom management strategies are suitable for these areas, some strategies may not be appropriate for what takes place in the common areas of the schools (Wheatly et al., 2009).

There are many reasons that have been found to be the reason that common areas create a zone of potential behavioral issues. A few noteworthy reasons are that are a large amount of students, a large space to move in, and the lack of adults trained to deal properly with behavioral issues. Some students are also more prone to act out due to so many transitions between structured to unstructured settings. There is also the shifting of expectations between classrooms, and the hallways that a student must contend with (Wheatley et al., 2009).

Evidence has shown that the lunchroom was one of the more significant common areas. This is due to its size and the amount of use in the school. It has been shown that this is a valid concern for administrators, teachers, as well as students. Research had shown that most of the concerns of the past are still today's concerns, which include noise level, being out of seat, and disagreements. Improvements in behavior have shown to improve class behavior before and after lunch periods (Samuels, Swerdlik, & Margolis, 1980; Wheatley et al., 2009).

Positive Behavioral Interventions and Support (PBIS)

Spreading around the nation are programs called Positive Behavior Support (PBS) as well as Positive Behavioral Interventions and Support (PBIS). The programs are used to establish a common behavior guideline through out the school. They provide clear expectations, use common language, and are based on a reward system to encourage positive behavior (Crimmins, Farrel, Smith, Bailey, 2007; Wheatley et al., 2009; PBIS.org, 2009). This paper will focus on PBIS.

PBIS was recognized when congress made an amended the Individuals with Disabilities Education Act (IDEA) in 1997 and is the only approach addressing behavior that was specifically mentioned in the law. The focus remains in the current versions of the law as amended in 2004, on functional assessment, as well as positive approaches to promote desired behaviors. Congress recognized PBIS for two fundamental reasons, one being the strong evidence collected for almost thirty years of research and experience. The other reason was the exclusion of students with disabilities because of unaddressed behavior. At the start of this program it was primarily implemented with individual students and their Individualized Education Plan (IEP) then research pointed out that use

of whole-school approaches proved to be beneficial. Congress does not require PBIS to be used; it only requires the IEP team to consider the use of PBIS when behavior is affecting learning and a functional behavioral assessment when a student who does not have a behavioral intervention plan is out of school for more than ten days because of behavior. PBIS is no longer for just students with disabilities it is being implemented on many levels in many areas for all students (PBIS.org).

The look of PBIS changes from one school to another. This variance is dependant on what the school needs are and what behavior is wish to be corrected. It is the job of the PBIS team to determine what needs are to be a primary focus of change for the school, it is usually three to five things. Although the look is dependent on what the schools needs are and determined by each individual school and/or district, a few things remain constant. For example PBIS is broken down in to three areas on a pyramid (see Figure 1). The top most looks at roughly five percent of students that need a more of a one on one approach and are high-risk students. Roughly fifteen percent makes up the middle group, its focus is on students who will need just a little bit more support and are at-risk students. The remaining eighty percent is the general population of the school who will gain from a general behavioral guideline. Each school must identify students who fit within the top to groups and create a plan for those students (PBIS.org).

Another factor that remains the same is that in PBIS the expectations are written in a student friendly/age appropriate, positive manner. For example instead of writing the expectation of students moving down the hall as do not run in the halls one would write walk with a purpose. This is also done to encourage a positive atmosphere within the school. The expectations are the same through out the district if the district is partaking in

the program. These expectations are set up in a matrix for each area that they cover (see attached matrixes). When students have displayed behavior that is on the matrix the students are given a reward. Rewards vary from school to school. Some schools have chosen to give out tickets which the students can then turn in for a larger prize (PBIS.org).

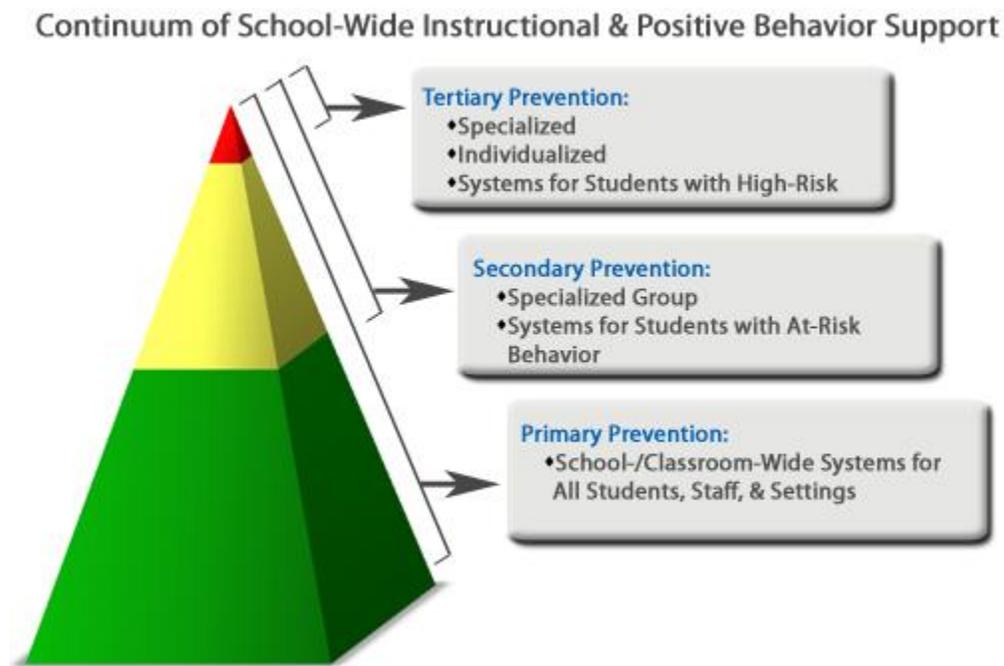


Figure 1: Continuum of School-Wide Instructional & Positive Behavior Support
From PBIS.org 2009

Another effective strategy is Differential Reinforcement of Incompatible behavior (DRI). With this strategy the behavior wanted to be eliminated is defined, then a behavior that is positive and equivalent to the negative behavior is defined. For example the behavior to decrease would be to talk out of turn, then behavior to be increased is raising hand and waiting for turn to speak. After identifying the behavior to eliminate and the behavior to reinforce, the teacher will focus on teaching the new behavior and rewarding students for displaying the behavior (Alberto & Troutman, 2003).

Supervision of the students by adults needs to be active. This means that the adults are walking around surveying the area, correcting behavior, and reinforcing rule behavior. More positive interaction between the adults and students results in fewer behavioral issues (Colvin et al., 1997).

Much like in the classroom a ticket or token strategy can be used for common areas. Students displaying the appropriate behavior earn a ticket. These tickets, acting much like money, are then turned in for a reward at the end of a given time span. A statistical analysis had been conducted and showed that the ticket or token strategy reduced the amount of behavioral issues surfaced (Wheatley et al., 2009).

Teachers' responses

Little and Akin-Little (2008) conducted a survey of 149 teachers in the Midwest, South, and Southwest school districts of the United States. The majority of these teachers had reported more than twenty years of teaching experience. Although, most of these teachers' schools had a school wide discipline plan, however these teachers still had their own set of classroom rules. Of these teachers virtually every teacher with students' aid constructed these rules.

Teachers in the survey were asked to rank which corrective behavior procedure they felt was most effective. The largest amount of teachers indicated moving the student closer to the teacher to be most effective (Little & Akin-Little, 2008). "This was followed by verbally reprimanding student, the long stare, ignoring improper behavior and recognizing proper behavior of another student, writing a name on the board, and ignoring the behavior" (2008, p. 230). Eighty-three percent of the teachers claimed that

they would use verbal reprimand or moving the student closer to the teacher when an ordinary classroom infraction and disruption occurred (Little & Akin-Little, 2008).

The teachers were also asked what their normal procedure was for disruptive behavior that was a regular thing for a student. Sixty-three percent of teachers reported taking away privileges, sixty-two percent said sending a note home, and fifty-six said sending students to the principal's office ten percent said corporal punishment. The teachers ranked these as follows for most effective; revoking privileges, sending student to principal's office, detention, moving the student from the classroom, note home, loss of reward, extra work and then corporal punishment (Little & Akin-Little, 2008).

The results of the teacher survey shows that teachers are reporting the use of evidence based classroom management procedures such as but no limited to rules, positive reinforcement. However, many are still focusing a lot of attention, such as verbal reprimands, on the behavioral infractions. This attention can create positive reinforcement for negative behavior by giving the student attention that they want (Little & Akin-Little, 2008).

Summary

Whether in the classroom or in the common areas, clear communication between students and adults is a key element. It is important for the students to feel apart of the school community in which they are apart of everyday. Research has shown that with a voice students are more apt to comply with the rules. In planning for classroom management the teacher must look at a lot of elements, think ahead, and be organized. Pre-planning lessons, the set up of the room, the way materials will be passed out will

decrease the amount of unstructured time, therefore decreasing the amount of chances for behavioral issues to arise.

Outside of the classroom it is the responsibility of the adults to be actively involved with supervising. This means to walk around, praise good behavior, and correct negative behavior. Using a strategy that uses common language, sets up realistic expectations for replacement behavior, and is consistent throughout all common areas will decrease the behavioral issues.

Methodology

Introduction

To understand what works in a classroom and to see if PBIS really works data had to be collected from many areas. Multiple methods were used to create a database for PBIS and classroom management. The ways to do this was to conduct surveys, observe what has changed from one year to the next, and look at school records of student behavior.

Participants

The district in the suburbs of Rochester, NY when the study was conducted had a population of 45,000 with 5,828 students enrolled for 2007-2008. The school district is made up of nine schools that serve four towns. A six through eight grade middle school was the primary focus of the research. For 2007-2008 the average class size for grades 6-8 was 18 and the student teacher ratio, which includes all professionals who meet regularly with students, was 12:1.

Materials

* Surveys for the following; students, staff and teachers.

* School records of students sent to the office, time out, or suspended for bad behavior.

* Personal observations of the schools atmosphere, students in the hallways before, after and during school; observed behaviors in the classroom; the overall feeling of the school; before the Positive Behavioral Interventions and Support (PBIS) was implemented and after the program was implemented.

Procedure

The procedure that was used for this research was to observe the school before Positive Behavioral Interventions and Support (PBIS) was implemented. A general feel for the school atmosphere was recorded, how long it takes for the students to get to class, are there arguments in the hallways, and is it a friendly environment. Then compare the atmosphere before with the atmosphere of the school when PBIS was implemented. The school records were looked at for students' behavior for both the year before PBIS was implemented and the year it was implemented. Another way that data was collected was surveys. The teachers were asked to take a survey about what behaviors still needed to be corrected in their classrooms, and their comments and concerns about PBIS (see **Appendix D**). Teachers were also asked to take another survey about classroom management, and implementation of PBIS in their classrooms (see Appendix C). A survey as seen in Appendix A, was also sent out to the students from the student council. This survey asked students to respond to questions about the school rules, classroom and school environment, and student recognition.

To determine if this program increases the positive behavior for the shared spaces, as well as the classroom was to compare one year to the next. Positive behaviors include but are not limited to students walking in the halls, no profanity or harsh language inside or outside of the classrooms, and on-task behavior in the classroom. If the number of

negative behaviors has shown a decrease of four students or more it will be determined a successful intervention. Negative behaviors to be looked at are bullying, disruptive behavior, minor altercations, an assault with physical injury, insubordination, reckless endangerment, and abusive language/profanity. The responses from the surveys will also help to determine the program's success. If the responses from the surveys differ from that of the behavioral record the program's effectiveness will be determined by the significance of the difference and why that may have occurred. For example if the results of behavior between the 2008-2009 school year and the 2009-2010 school year show no significant decrease but the results of the surveys show that the teachers and students, staff and students have seen a significant positive change, then PBIS will be considered a success for this school.

Results

Upon collection and comparison using the Chi-squared test, between the 2008-

Table 1: Comparison of Negative Behavior Chi-squared Test Results

	<i>Bullying</i>	<i>Disruptive Behaviors</i>	<i>Minor Altercations</i>	<i>Assault w/ Physical Injury</i>	<i>Insubordination</i>	<i>Reckless Endangerment</i>	<i>Abusive Language/Profanity</i>
Sept 08-Jan 09	30	19	52	3	6	5	11
Sept 09-Jan 10	19	134	36	4	71	1	12

*p < .001

2009 school year and the 2009-2010 school year the PBIS has had a significant impact on students' behaviors; resulting in a $p < .001$. The amount of minor infractions, such as disruptive behaviors has increased in occurrences as seen in Table 1. However, the

amount of major behavioral issues such as minor altercations has decreased from before the intervention of PBIS to after its implementation.

Survey Results

A survey conducted by the school's student advisory was given to students from each grade level in February 2010; resulting in thirty-eight responses about behavior and discipline in their school (see Appendix A). The result of the survey reported that seventy-three percent of the students felt that they could not work in the classroom without being distracted. Half of the students that completed the survey reported that they felt students in the school were not well behaved.

In January 2010 thirteen teachers at a faculty meeting were given a survey. It asked teachers to identify areas that still need to be worked on as well as their opinion about the PBIS program (see Appendix D). The top three areas that they pointed out were disruptive behavior, lack of preparation, and work ethic. The majority of the teachers that commented on this survey felt that the PBIS program was making the atmosphere of the school improve positively. They also said that the students seemed to show more motivation and enjoyed earning the tickets to redeem for rewards. Another teacher pointed out that there is more consistency with behavior expectations and consequences, as well as more staff involvement. Concerns that were brought up in the survey were as follows. The students whom displayed the appropriate behavior consistently were still getting overlooked and the worst behaved were acquiring the most tickets. Teachers also reported that students were seen giving away their tickets to other students and were being sarcastic with the lingo of the PBIS.

Another survey was sent out in March of 2010 to the entire school, with the result of fourteen teachers and thirteen staff member responses (see Appendix B & C). Between the two groups the years of experiences were between one year and twenty-eight years. The years of working for this particular school ranged from one year to seventeen years.

When asked the teachers were asked is PBIS effective in identifying, monitoring, teaching, and reinforcing the expectations of the school fourteen percent of those who responded strongly agreed with this, as seen in Figure 2. Fifty percent of the teachers reported that they just agreed. One teacher reported that they felt that the program offered a common language as well as expectations that were beneficial. A different teacher pointed out that the program has helped to identify the main problems of the school and educated teachers about problems outside of their classrooms. A teacher stated that they were not yet convinced as the effectiveness of the program. While another voiced their concern about that it was successful for some students but others

would still have a hard time following the rules and procedures.

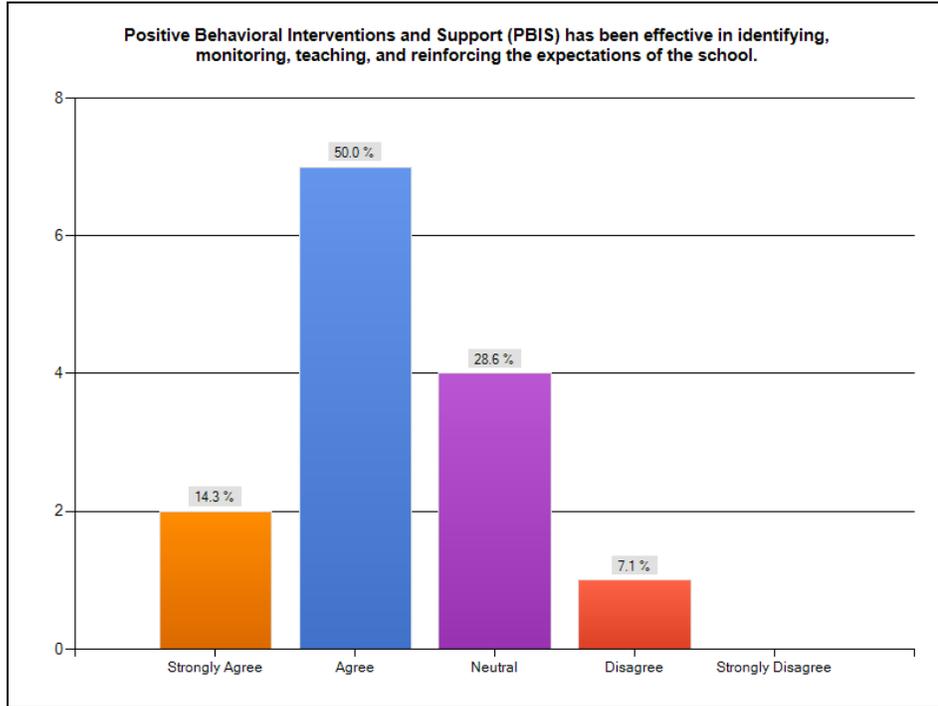


Figure 2 Teachers' View on PBIS Effectiveness

Sixty-four percent of teachers reported that they used PBIS within their classroom on a regular basis. Of these teachers a teacher acknowledged that he/she used the matrix on a regular basis. He/she also stated that the students know the expectations of them furthermore they know that most adults in the building with hold to the students to the expectations.

An additional behavioral intervention plan was reported to be used along with PBIS in the classroom by eighty-five percent of the teachers surveyed. One such method was a point system. Points are given to the class for showing positive behavior; when they reach a set amount, they are given a lunch party. Postcards home or a call home was another method recorded. The remaining fourteen percent reported only using the PBIS in their classrooms. Forty-two percent of the teachers reported that they agreed or

strongly agreed to having changed their rules and or the methods they used in the classroom as a result of PBIS, see Figure 3. It was commented that some had altered the wording of their original rules to match that of the PBIS in order to make it more constant for their students. Constancy was reported by many teachers as a crucial element in classroom management.

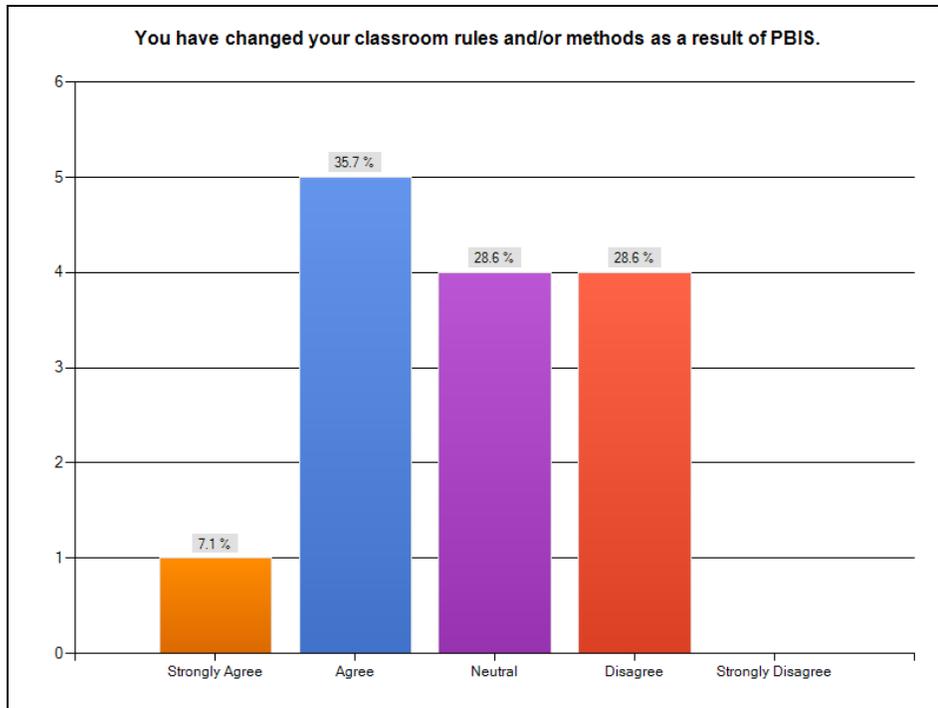


Figure 3 PBIS Change in classrooms

All of the teachers that were surveyed agreed or strongly agreed that classroom arrangement, time of day, as well as things that occur outside of the classroom can be a factor in student behavior. For example a teacher reported that she/he struggled more during the end of the day to get her students to work than if it was earlier. Two teachers reported that after lunch can prove to be more difficult for the students to be on task. It was stated that arrangement of the classroom is also dependant on the group of students; facing each other can lead to more problems for some than for others. Ninety-one

percent of the staff members also all agreed that time was a factor in students' behavior, eight reported neutral. Staff also showed that Ninety-one of them felt that what occurred in the classroom was a factor in students' behavior outside of the classroom.

Figure 3 shows the response to the statement focusing on positive behavior is more effective than focusing on correcting bad behavior was strongly agreed or agreed with by seventy-two percent of the teachers. When asked if a lot of time is spent on supporting and or recognizing positive behavior in the classroom, fifty-percent of teachers agreed. The teachers were then asked if the students need a reward to increase positive behavior, fifty percent said that it was needed. One comment was that the students are not that internally motivated at this age and therefore need a reward, even if it is as simple as a sticker. Twenty-eight disagreed, the others remained neutral.

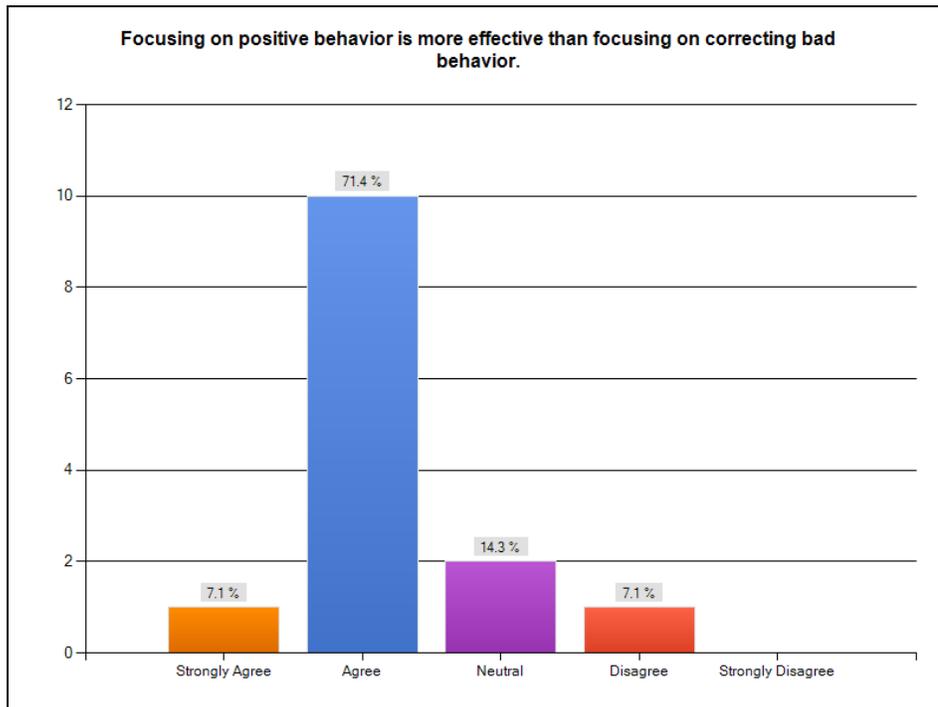


Figure 4 Teachers' View of Focusing on Positive Behavior

More than fifty percent of the teachers surveyed found that fewer students are sent to the offices, detentions, or timeouts since PBIS has been implemented (see Figure 4).

Figure 5 shows that fifty-three teachers disagreed with the statement that a lot of time is spent on correcting negative behavior within the classroom. It was reported that the change in the amount of students sent from the classroom and the amount of time correcting behavior has went down since the implementation of PBIS.

Staff members showed that fifty percent agreed or strongly agreed to a lot of time spent on correcting behaviors. As for a lot of time spent on supporting/recognizing positive behavior sixty-seven reported that they agreed or strongly agreed. Thirty-three percent reviled that they agreed or strongly agreed to fewer students being sent to the office, detentions or timeout since PBIS had been implemented in the school (see Figure 6).

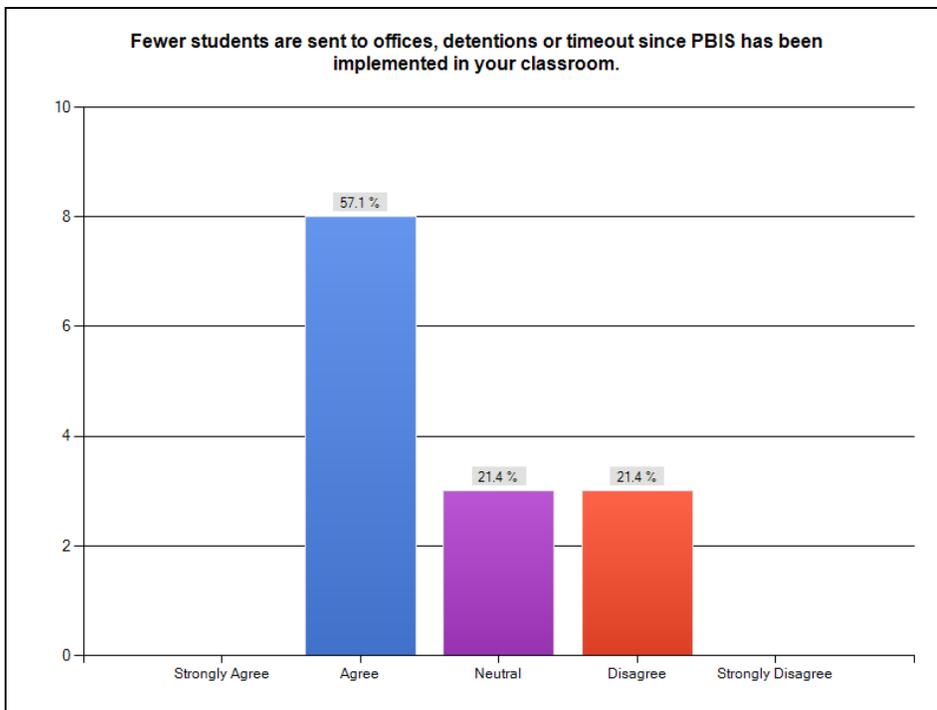


Figure 5 Students Sent From the Classroom

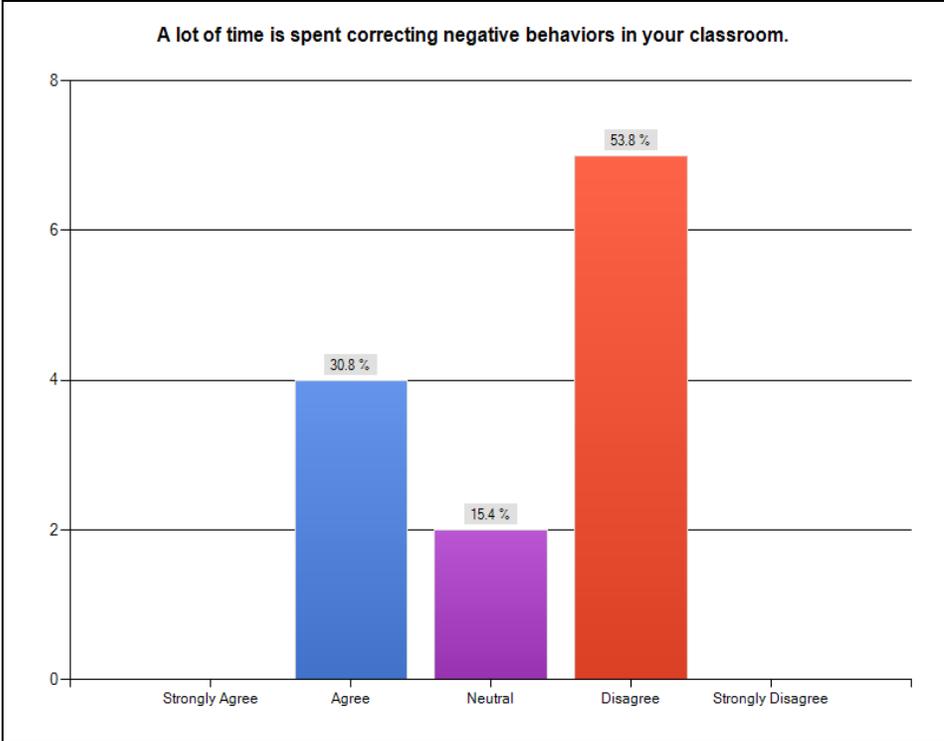


Figure 6 Time spent correcting behavior in classrooms

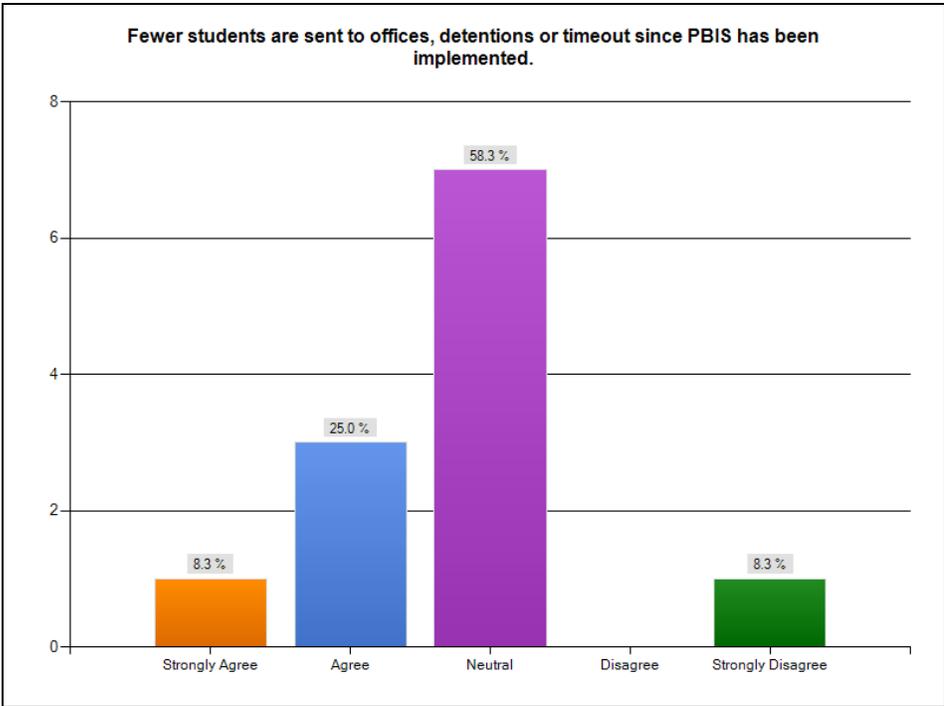


Figure 7 Staffs Report of Students Given Detentions

A positive change in student behavior throughout the school since PBIS had been implemented was seen by fifty-seven percent of the teachers surveyed. Twenty-one percent of the teachers remained neutral and twenty-one also said that they disagreed. Some concerns the teachers brought up were as follows. The students are getting tired of the lingo used and losing momentum. Some students would do better and would like to have immediate rewards instead of having to save up to earn them. They also pointed out that there maybe too much of a focus on the students who are more troublesome than those students who are more well behaved consistently.

When the staff was asked if they saw an over all positive change in the behavior seen in students since the implementation of PBIS, thirty-three percent agreed and eight percent strongly agreed, as shown in Figure 8.

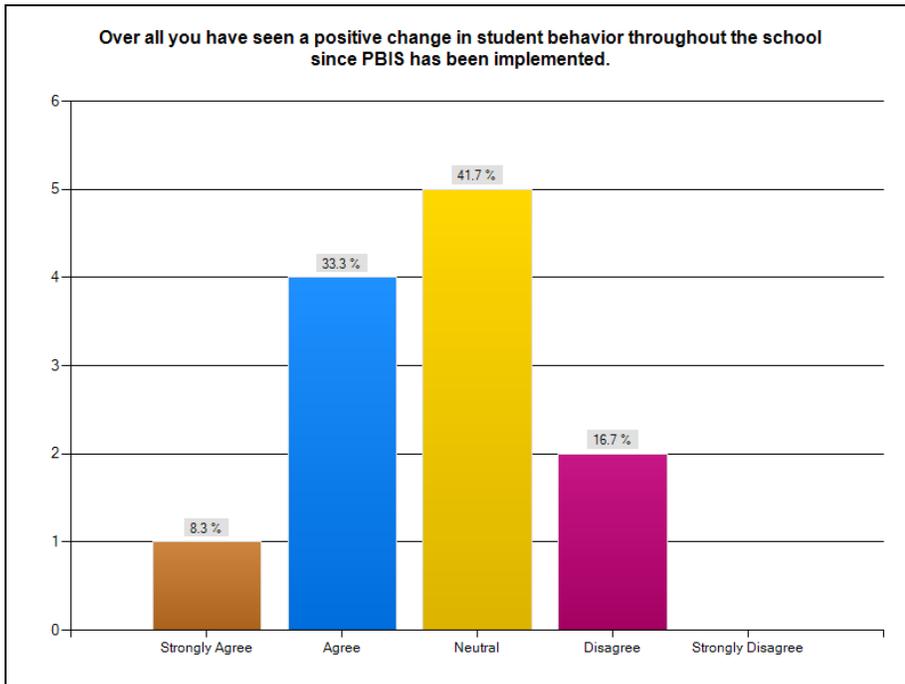


Figure 8 Staffs overall impression of PBIS

Informal observation

The atmosphere of the school has changed from that in the 2008-2009 school year to the 2009-2010 to become more positive. There are fewer students loitering in the hallways in the morning after the first bell has rung in the 2009-2010 year. Students are moving faster this year from class to class with less congestion in the majority of the hallways. Most students seem to enjoy earning the tickets to trade in for prizes. The classroom behaviors have improved in some of the classrooms.

Discussion

Positive behavioral interventions and supports have been proven to be effective in the past by other research. For this suburban school it was proven using the Chi-squared test that there was a significant impact on behavior since the implementation of PBIS. However, when one looks closer the data collected showed that minor infractions such as disruptive behavior has gone up, where as major infractions such as fighting has decreased (see Table 1). This result could have stemmed from the fact that more data has been recorded since the implementation of PBIS. It could have also been that the wording and manner in which data was collected from one school year to the next had changed slightly.

Research has shown that there is an abundance of approaches and theories available to use about how to improve behavior inside and outside of the classroom. However, amongst all of this a few principle concepts have been represented. These have been backed by information collected by the teachers. The first one is consistency. There should be clear rules, procedures, & consequences for the students within and outside of the classrooms that are written in a positive manner. Teachers should work on their “withitness.” This means that teachers are aware of what is going on inside the

classroom. They watch for signs and plan for potential behavioral occurrences and intervene as needed. These teachers take into account the room set up, and make sure that they limit the opportunity for this to cause problems. Another principle concept that was reported for decreasing negative behavior is to keep the students engaged, and eliminate down time. When the students are engaged in the task they are in then there is less room for behavioral issues. When the student is completed with the task anchored activities provided meaning full tasks that keep the students engaged.

PBIS as well as Johnson, Rice, Edgington, and Williams (2005) acknowledged that one method may not work for everyone so differentiation is needed when addressing behavior. Teachers that took the survey also reported that what works for one student may not work for another. As Wolfgang (2009) stated a “Successful classroom management is an ongoing, evolving process—teachers need to modify their daily practices based on the observed behaviors and feedback from their students” (p. 14). It also holds true for the school as a whole.

Possible future research is to expand on the effectiveness of PBIS over time within this school and extending it to look at more schools at different levels of implementation as well as their results working with PBIS. Having other schools in different levels of implementation of PBIS or years using the program could allow for one to see if time plays a role in how successful the program can be. Another aspect that would be looked into would be does having Differentiated Instruction and or Inquiry within the classroom play a role in increasing positive behavior seen.

Conclusion

As a result of the research and data collection it can be said that PBIS has had an effect on the classroom and common areas of the school. There are still concerns as to whether or not this may change due to the passing of time. For example will the students lose interest in having to save up their tickets to earn the reward at the end over the time of the school year? There is also the question are students who have consistently shown positive behavior still being over looked, and the students who struggle with showing positive behavior who now show it being focused on. It can be said that PBIS does offer a way to provide consistency throughout the school so that the students always know what is expected of them, using a common language.

References

- Alberto, P.A., & Troutman, A.C. (2003). *Applied behavior analysis for teachers (6th ed.)*. New Jersey: Merrill Prentice Hall.
- Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. *Educational Leadership, 45*(2), 40-48.
- Brophy, J. E., & Evertson, C.M. (1976). *Learning from teaching: A developmental perspective*. Boston: Allyn & Bacon
- Colvin, G., Sugai, G., Good, R. H., III, & Lee, Y. (1997). Using active supervision and precorrection to improve transition behaviors in an elementary school. *School Psychology Quarterly, 12*(4), 344-363.
- Crimmins, D., Farrell, A. F., Smith, P.W., Bailey, A., (2007). *Positive Strategies for Students with Behavioral Problems*. Maryland: Paul H. Brookes Publishing Co., Inc..
- Duke, D.L (1979). *Classroom Management. The Seventy-eighth Yearbook of the National Society for the Study of Education. Part II*. Chicago: University of Chicago Press.
- Johnson, D. D., Rice, M. P., Edgington, W. D., & Williams, P. (2005). For the uninitiated: How to succeed in classroom management. *Kappa Delta Pi Record, 42*(1), 28-32.
- Glickman, C. D., & Tamashiro, R. T. (1980). Clarifying teachers' beliefs about discipline. *Educational Leadership, 37*(6), 459-464.
- Glickman, C., & Wolfgang, C. (1978). Conflict in the Classroom. An Eclectic Model of Teacher-Child Interaction. *Elementary School Guidance Counseling, 82-87*

- Little, S. G., & Akin-Little, A. (2008). Psychology's contributions to classroom management. *Psychology in the Schools, 45*(3), 227-234.
- Marzano, R., Marzano, J. S., & Pickering, D. J., (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher*. Virginia: Association for Supervision and Curriculum Development.
- OSEP Center on Positive Behavioral Interventions & Supports: Effective School-wide Interventions (2009, November) National Technical Assistance Center on Positive Behavioral Interventions and Supports: U.S. Department of Education, Office of Special Education Programs. website: www.pbis.org
- Palumbo, A., & Sanacore, J. (2007). Classroom management: Help for the beginning secondary school teacher. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 81*(2), 67-70.
- Poon, C., Tan, D., & Tan, A. (2009). Classroom management and inquiry-based learning: Finding the balance. *Science Scope, 32*(9), 18-21.
- Reinke, W. M., Lewis-Palmer, T., & Merrell, K. (2008). The classroom check-up: A classwide teacher consultation model for increasing praise and decreasing disruptive behavior. *School Psychology Review, 37*(3), 315-332.
- Rosas, C., West, M. (2009). Teachers' Beliefs about Classroom Management: Pre-service and In-service Teachers' Beliefs about Classroom Management. *International Journal of Applied Education Studies, 5*(1), 54A, 55-56.
- Samuels, D. D., Swerdlik, M., & Margolis, H. (1980). The development and analysis of an elementary comprehensive lunchroom management program. *Education, 101*(2), 123-126.

- Sterling, D. R. (2009). Classroom management: Setting up the classroom for learning. *Science Scope*, 32(9), 29-33.
- Survey Monkey [Computer software]. (1999-2010). Retrieved from <http://www.surveymonkey.com>
- Tomlinson, C. A. (2005). *The Differentiate Classroom: Responding to the Needs of All Learners*. New Jersey: Pearson, Merrill Prentice Hall.
- Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms 2nd ed.*. Virginia: Association for Supervision and Curriculum Development.
- Unal, Z., & Unal, A. (2009). Comparing beginning and experienced teachers' perceptions of classroom management beliefs and practices in elementary schools in turkey. *Educational Forum*, 73(3), 256-270.
- Walker, J. M. T. (2008). Looking at teacher practices through the lens of parenting style. *Journal of Experimental Education*, 76(2), 218-240.
- Wheatly, R., West, R., Charlton, C., Sanders, R., Smith, T., & Taylor, M., (2009). Improving Behavior through Differential Reinforcement: A Praise Note System for Elementary School Students. *Education & Treatment of Children*, 32(4), 551-557.
- Wolfgang, C. N. (2009). Managing inquiry-based classrooms. *Science Scope*, 32(9), 14-17.

Appendix A

Student Survey

The students were surveyed by the school using survey monkey. The following questions were asked of the students.

- 1. What grade are you in?**
- 2. What is your gender?**
- 3. What is your ethnicity?**
- 4. Overall, the rules we have in this school year are fair.**
 - Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
- 5. Teachers and administrators enforce discipline consistently and fairly in this school.**
 - Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
- 6. Students in this school are well behaved.**
 - Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
- 7. We can work in our classrooms without being distracted by other students.**
 - Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
- 8. Students from different races and cultures get equal respect from school staff.**
 - Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
- 9. When I have a problem, there is at least one adult I can talk to about it.**
 - Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree
- 10. My accomplishments are recognized and celebrated by the school.**
 - Strongly agree
 - Agree
 - Disagree
 - Strongly Disagree

Appendix B

Teacher Survey # 1
Teacher survey conducted through SurveyMonkey

1. Background Information

Background Information

Job Title

Years Experience

Years with this School

2. Classroom management is a factor in schools.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)

3. Positive Behavioral Interventions and Support (PBIS) has been effective in identifying, monitoring, teaching, and reinforcing the expectations of the school.

- Strongly Agree
- Agree
- Neutral

Disagree

Strongly Disagree

Additional Comments (optional)

A rectangular text input field with a light gray background and a thin border. It contains no text. On the right side, there are three small square buttons stacked vertically, with the top and bottom ones having small triangles pointing up and down. On the bottom left, there are two small square buttons, one with a left-pointing triangle and one with a right-pointing triangle.

4. You use PBIS in your classroom on a regular basis.

Strongly Agree

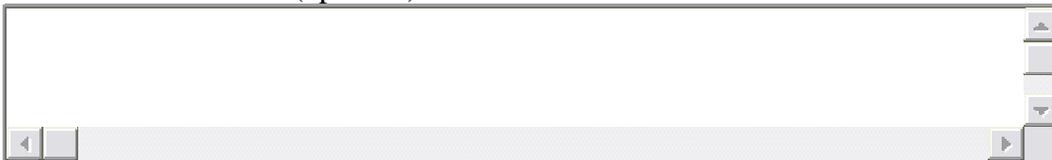
Agree

Neutral

Disagree

Strongly Disagree

Additional Comments (optional)

A rectangular text input field with a light gray background and a thin border. It contains no text. On the right side, there are three small square buttons stacked vertically, with the top and bottom ones having small triangles pointing up and down. On the bottom left, there are two small square buttons, one with a left-pointing triangle and one with a right-pointing triangle.

5. You use another method in the classroom along with PBIS.

Strongly Agree

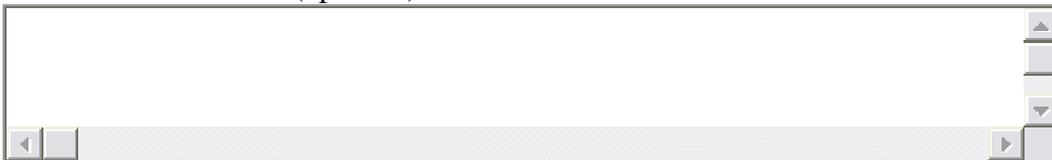
Agree

Neutral

Disagree

Strongly Disagree

Additional Comments (optional)

A rectangular text input field with a light gray background and a thin border. It contains no text. On the right side, there are three small square buttons stacked vertically, with the top and bottom ones having small triangles pointing up and down. On the bottom left, there are two small square buttons, one with a left-pointing triangle and one with a right-pointing triangle.

6. You have changed your classroom rules and/or methods as a result of PBIS.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)

A rectangular text input field with a light gray background and a thin border. It contains no text. On the right side, there are three small square buttons: a top button with an upward-pointing arrow, a middle button with a downward-pointing arrow, and a bottom button with a rightward-pointing arrow. On the left side, there are two small square buttons: a top button with a leftward-pointing arrow and a bottom button with a rightward-pointing arrow.

7. The classroom arrangement can is a factor in classroom behavior.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)

A rectangular text input field with a light gray background and a thin border. It contains no text. On the right side, there are three small square buttons: a top button with an upward-pointing arrow, a middle button with a downward-pointing arrow, and a bottom button with a rightward-pointing arrow. On the left side, there are two small square buttons: a top button with a leftward-pointing arrow and a bottom button with a rightward-pointing arrow.

8. What happens in the hallways, lunchroom, or the bus has an effect on classroom management.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

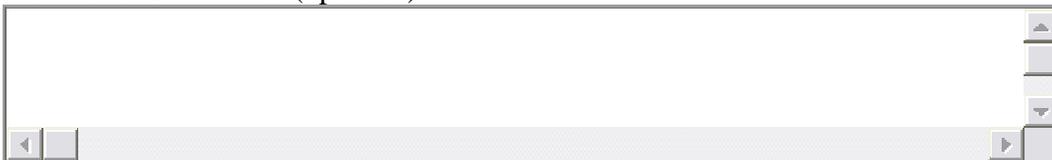
Additional Comments (optional)



9. The time of day has a role in student behavior.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

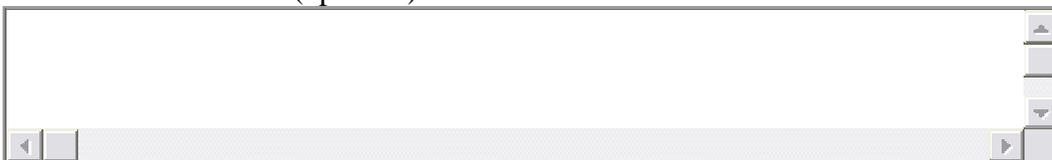
Additional Comments (optional)



10. Focusing on positive behavior is more effective than focusing on correcting bad behavior.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)



11. A reward is needed to increase positive behavior.

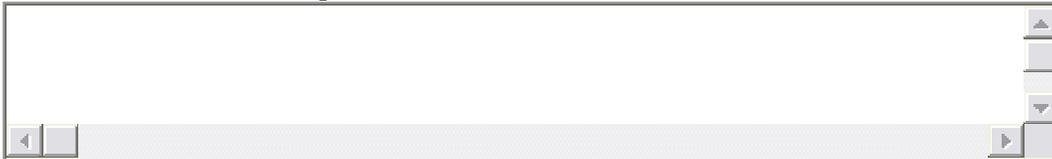
- Strongly Agree
- Agree
- Neutral
- Disagree

- Strongly Disagree
- Additional Comments (optional)



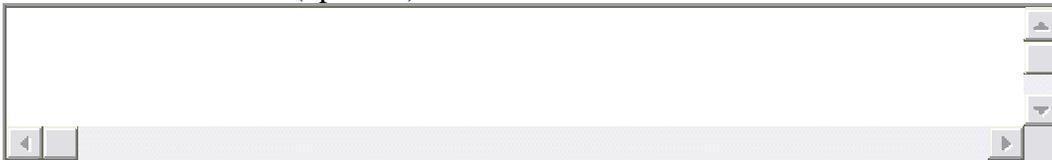
12. Students should be involved in creating the rules and consequences.

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- Additional Comments (optional)



13. Fewer students are sent to offices, detentions or timeout since PBIS has been implemented in your classroom.

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
- Additional Comments (optional)



14. A lot of time is spent correcting negative behaviors in your classroom.

- Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)



15. A lot of time is spent on supporting/recognizing positive behavior in your classroom.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)



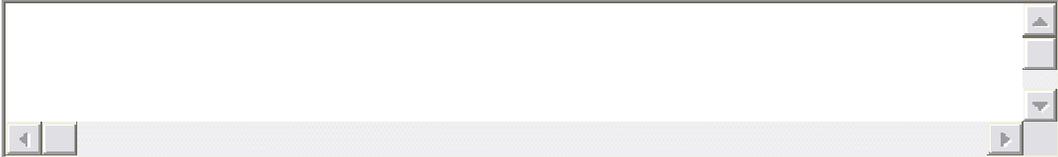
16. Over all you have seen a positive change in student behavior throughout the school since PBIS has been implemented.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

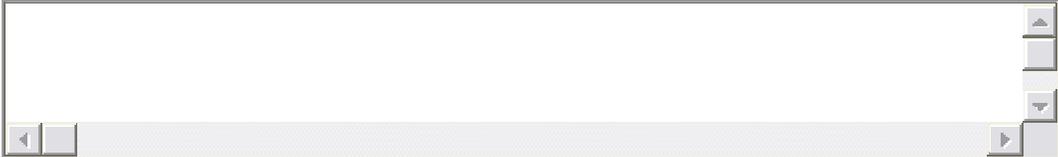
Additional Comments (optional)

An empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

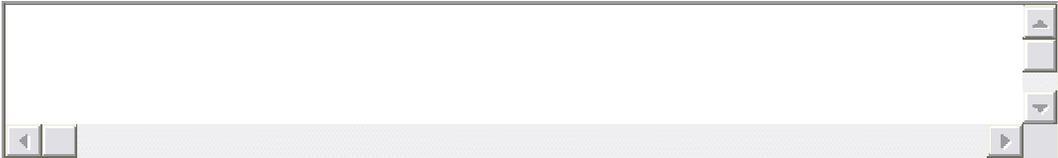
17. What are some concerns, if any, do you have with PBIS?

An empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

18. What do you find most important in maintaining classroom management?

An empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

19. Please write any additional comments you have. (optional)

An empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

Appendix C

Staff Survey

Staff survey conducted through SurveyMonkey

1. Background Information

Background Information

Job Title

Years Experience

Years with this School

2. Classroom management is a factor in schools.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Additional Comments (optional)

3. Fewer students are sent to offices, detentions or timeout since PBIS has been implemented.

Strongly Agree

Agree

Neutral

Disagree

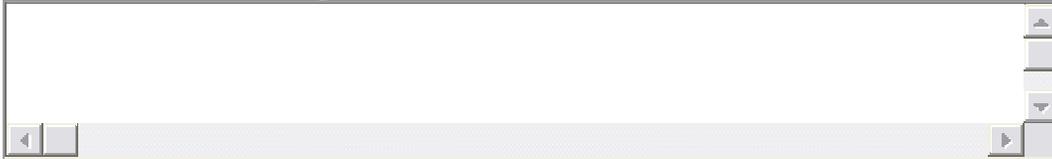
- Strongly Disagree
- Additional Comments (optional)



4. What happens in the classroom can effect what happens in the hallways, lunchroom, or the bus.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)



5. The time of day has a role in student behavior.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)



6. Focusing on positive behavior is more effective than focusing on correcting bad behavior.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)



7. A lot of your time is spent correcting negative behavior.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)



8. A lot of your time is spent supporting/recognizing positive behavior.

- Strongly Agree
- Agree
- Neutral
- Disagree

- Strongly Disagree
- Additional Comments (optional)

A large, empty rectangular text box with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

9. Over all you have seen a positive change in student behavior throughout the school since PBIS has been implemented.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Additional Comments (optional)

A large, empty rectangular text box with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

10. Any other comments that you would like to add.

A large, empty rectangular text box with a light gray background and a thin black border. It includes a vertical scrollbar on the right side and horizontal scrollbars at the bottom.

Appendix D

Teacher Survey # 2

- | | |
|---------------------------------|---------------------|
| Talking out of turn | Sass |
| Tardiness | Talkative student |
| Frequent bathroom requests | Avoidance behaviors |
| Lack of preparation | Tapping something |
| Off task behaviors | Temper tantrums |
| Minor profanity | Out of seat |
| Not following rules | Minor name calling |
| Blurting out | Throwing paper |
| Defiant | Littering |
| Inappropriate gestures/comments | Not completing work |
| Refusal to do work | Minor bullying |

Staff Feedback on PBIS – Are you seeing more positive behavior and feeling more positive in the building?

High Fives

Questions/Concerns
