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Implementation of Positive Behavior Interventions and Supports Model: Impacting Perceptions of School Climate

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Implementation of Positive Behavior Interventions and Supports Model:
Impacting Perceptions of School Climate
by
Olivia L. Johnson
July 2021

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Olivia L. Johnson

Abstract

The perceptions of the individuals involved in a school organization shape the overarching view of school climate. School climate shapes the way in which the organization functions, specifically analyzing the attitudes and behaviors of those involved. The opinions of stakeholders are shaped on experiences had, relationships formed, visions portrayed by the organization, and the feeling of safety the school provides. Studies have revealed the need for a program that focuses upon the listed areas, creating a framework for all stakeholders to follow, in order to enhance school climate. This project examines evidence-based strategies surrounding Positive School Interventions and Supports (PBIS) and ways in which schools can integrate this model into the school setting.

Table of Contents

Acknowledgements.....	ii
Abstract	iii
Table of Contents	iiiv
Chapter One: Introduction	
Problem Statement	1
Importance and Rationale of Project	1
Background of the Project	3
Statement of Purpose.....	5
Objectives of the Project	6
Definition of Terms	7
Scope of the Project	8
Chapter Two: Literature Review	
Introduction	10
Theory/Rationale	11
Research/Evaluation	15
Shared Mission and Respect for the Team	15
Shared Values	15
The Need to Accept Change	16
Administration Leading with Trust at the Forefront	17
Organizational Climate	18
Interpersonal Relationships and Connectedness	19
Healthy School Climate	19

Safety and Discipline	20
Establishing a Clear Discipline Policy	20
School Social Capital	21
Students at the Center	22
Bullying Prevention	23
School Disorder	24
Summary	24
Conclusion	27
Chapter Three: Project Description	
Introduction	29
Project Components	30
Project Evaluation	33
Project Conclusions	34
Plans for Implementation	35
References	37
Appendixes	
Appendix A – Professional Development Schedule	43
Appendix B – Pre and Post Assessment Sample	45
Appendix C – Weekly Check-In Google Forms	48
Appendix D – Observation Form	51
Appendix E – Department Meeting Probing Questions	54
Appendix F – Sample of Weekly Email	56
Data Form	60

Chapter One: Introduction

Problem Statement

Conceptualized understanding and applied practice towards the achievement of a positive school climate is varied in the educational setting, leading to a lack of uniformity in the meaning of what it takes to emanate such an environment (US Department of Education, 2014). With an indistinct definition of school climate, individuals hoping to apply practices do not have a clear, comprehensive, and overarching framework to follow (Rudasill, et al., 2018). In turn, factors influencing school climate are unclear, preventing organizations from maintaining focus and reform in areas that could positively or negatively impact the perception of the environment within a school building (Rudasill, et al., 2018). Positive school climates have shown significant benefits. Research indicates that a positive school climate increases academic achievement, improves teacher retention, lowers dropout rates, and lessens circumstances of violence (Mousena & Raptis, 2021). On the contrary, if a school climate is perceived as negative, the above areas are often correlated in an undesirable direction. It is critical to understand and implement a framework that addresses key components of school climate in order to reap the benefits of a successful program.

Importance and Rationale of the Project

School climate is influenced by the perceptions of administration, staff members, students, and the community. The way in which these stakeholders view their school climate reflects social, emotional, and academic outcomes seen within a building

(Kopischke Smith et al., 2014). If stakeholders have doubts or frustrations towards the school environment, their perception of the climate could be viewed negatively.

One factor contributing towards a negative school climate is the lack of a shared vision amongst staff members (Buell, 1992). Each staff member brings with them established approaches, principles, and standards that contribute to the educational setting (Buell, 1992). According to Buell, these attitudes, beliefs, and values play a significant role in the individual's teaching practices, shaping his or her vision. However, in order to create a team and climate that is positive and successful, it is essential for the staff to have a shared set of attitudes, beliefs, values, and vision (Buell, 1992). Buell (1992) states when values are aligned, staff members are likely to work towards the same goals, making a profound impact upon the school climate, rather than working independently with conflicting perspectives. If staff members do not have shared values and goals, conflicting agendas occur causing a negative school climate.

The second factor contributing to the negative school climate is staff members' resistance to change (Feuerborn, et al., 2015, p. 166). According to Feuerborn et al. (2015), when administrators do not acknowledge the needs and concerns of staff, it leads to staff resistance as well as a negative school climate. This is important because staff members who do not support or comply with practices can be the ultimate barriers for the success of an initiative (Feuerborn, et al., 2015). Feuerborn (2015) notes if staff members do not believe that administrators understand their needs and beliefs, they have may have difficulty buying-in to change. Additionally, studies have reported that when administrators attempt to reform or encourage change but do not have an engaged, willing staff, they are creating a push-pull process (Gitlin & Margonis, 1995). Teachers

must lead the change towards reform; if they are unwilling to do so, reform will not occur, resulting in stagnant progress towards a positive school climate (Gitlin & Margonis, 1995).

The third factor that presents as the root cause for a lack of positive school climate is an absence of a clear discipline policy, resulting in an unsafe environment. The role of discipline policies is to encourage a conducive and safe learning environment for all stakeholders (Gaustad, 1992). According to Gaustad (1992), the lack of a clear discipline policy leads staff towards inconsistency of interpretation and implementation. When reviewing disciplinary policies of 600 secondary schools across the country, Gaustad (1992) found the general consensus of most teachers was that rules were not clearly stated and enforced by all, causing an absence of agreement, belief, and support of policies. Such a lack of a clearly stated discipline policy has been found to contribute to a negative school climate (Bradshaw, et al., 2009).

Background of the Project

There have been ongoing studies conducted to determine the meaning, elements, and measurements of school climate (Cohen, 2013; Kopischke Smith, et al., 2014). Research has indicated there is a “lack of consistent conceptual or empirical approaches to school climate” (Rudasill, et al., 2018, p. 36). This is due to definitional confusion surrounding the meaning of school climate (Rudasill, et al., 2018; Cohen, 2013; Kopischke Smith, et al., 2014). It is critical to review the history of positive school climate in order to glean coherent understanding of its meaning.

School climate has been reviewed over the past 100 years; the scientific study of this phenomenon was thoroughly analyzed in the 1950s as researchers discovered

organizational climate (Zullig, et al., 2010). Organizational climate is the way in which a school's personality is shaped through objectives, structure, and relationships (Okar & Aydin, 2020). The organizational climate was studied within various establishments, leading researchers to understand the influence it had upon morale, productivity, and turnover (Zullig, et al., 2010). The research obtained from these studies led to further investigation in the 1960s and 1970s concerning the impacts of socioeconomic status and race in conjunction with climate (Zullig, et al., 2010). A study conducted in the 1970's by Brookover and colleagues concluded the norms and expectations applied and perceived by stakeholders played a larger role on the climate of the building than the effects of race and socioeconomic status (Zullig, et al., 2010). Ultimately, research proved that individuals' experiences and feelings about themselves played a key role in their perception of school climate (Zullig, et al., 2010).

In the 1990's, studies shifted from analyzing the organization as a whole to individual classrooms and teachers (Zullig, et al., 2010). Studies found that "the unit of school climate measures the school as a whole, whereas the individual classroom would be the appropriate measurement unit where students spend all or most of the day with a single teacher" (Zullig, et al., 2010, p. 140). Solidifying the perceptions individuals have of the organization as a whole and within individualized classrooms impact one's overarching view of the school climate. From the 1990's onward, studies have focused upon the impacts of school climate on various outcomes including: "school achievement, aggression, victimization, school crime, attachment, bonding, connectedness, and engagement" (Zullig, et al., 2010, p. 140).

In 2007, the National School Climate Council (NSCC) formed to concentrate on school climate research, policy, practice, and teacher education (Cohen, 2013). This organization crafted a definition of positive school climate (Cohen, 2013). Based on significant research, one underlying defining characteristic of school climate is clear; “school climate is related to the quality of features of school life, in the way that participants experience them” (Mousena & Raptis, 2021, p. 99). Additionally, the NCSS noted school climate is reflective of the established “norms, goals, values, interpersonal relationships, teaching learning, leadership practices, and organizational structures” (Cohen, 2013, p. 413). The NCSS further delved into key elements influencing the success or failure of a school climate. These involve safety of the building through established policies, relationships amongst stakeholders, teaching and learning, the institutional environment, and a shared vision held by all participants (Zullig, et al., 2010; Cohen, 2013).

There have been improvements and increased evidence discovered over the years as researchers analyze various influences upon school climate. However, there is a continued need for further exploration in order to grow towards a more sustainable climate model (Cohen, 2013).

Statement of Purpose

A positive school climate is impacted by various factors. Specifically focusing upon the root cause of a lack of a disciplinary policy has led to the need for positive behavior interventions and supports (PBIS). It is essential to address the overarching behavioral support system within a building in order to effectively propose, implement, and sustain a discipline policy within the PBIS system. In order to successfully do so, it is

crucial to create professional development opportunities for staff members to familiarize and support PBIS prior to implementation. Studies have shown staff members misunderstand expectations and are inconsistent implementing PBIS. To proactively prevent this from occurring, administration must create opportunities for professional development prior to implementation. In doing so, staff members gain insight on their role within the PBIS model, can ask questions and concerns regarding execution of the model, and collaborate with peers. Professional development will occur one day prior to the school year's start date and last for the entirety of the school day. Staff members' knowledge base of PBIS will be measured through pre and post assessments at the start and end of the professional development opportunity. During this professional development opportunity, staff members will gain insight as to how the PBIS model will be implemented, expectations of all stakeholders, evaluative measures, and a vision of the outcome of this initiative.

Objectives of the Project

Following the introduction to the desired model, continued discussion of PBIS will occur as the year progresses through professional development and department meetings. During such meetings, further education will be provided as well as practice with direct application of the model. Similarly to the initial kick off of this initiative, pre and post assessments will be provided reflective of the content learned during each session. By providing professional development opportunities for staff, administration can encourage PBIS implementation to be respected, applied, and understood by all staff members. In addition, alignment is occurring. When staff members are being instructed in a unified format, values and beliefs are aligning to the shared mission of the initiative.

Following professional development opportunities, department chairs will hold discussions with their teams regarding how they feel the initiative is being implemented within their classroom, stakeholders' reaction to policies put in place, and general perceptions of the building, as a whole. This information will be relayed to administration. Administration can adapt their upcoming professional development opportunities to reflect the feedback received from department chairs. This allows for all voices to be heard and valued.

Definition of Terms

Connectedness: Wilson (2004) defined connectedness as the “degree to which a student experiences a sense of caring and closeness to teachers and the overall school environment” (p. 298).

Discipline Policy and Procedure: Wayson et al. (1998) defined discipline as being “derived from belonging and participating rather than rules and external control” (p. 23). In addition, effective discipline encourages “keeping good order, consistently enforcing fair, clear, and well-understood rules and infrequent use of actual punishment” (Sammons, et al., 1995, p. 23).

Organizational Climate: Okar and Aydin (2020) described organizational climate as the personality of an organization shaped by the objectives, structure, and relationships established.

Positive Behavior Interventions and Supports: According to Coffey and Horner (2012), PBIS, formally known as Positive Behavior Interventions and Supports, is a three-tiered model exercised within schools to successfully improve students' overall behavior, increase quality of life, and academic success. The tiers range from school wide to small

group and individual support (Noltmeyer, et al., 2019). The core components of PBIS include: “(a) statement of purpose, (b) school wide expectations, (c) procedures for teaching school wide expectations, (d) a continuum of procedures for encouraging school wide expectations, (e) a continuum of procedures for discouraging problem behaviors, and (f) procedures for using data to monitor the impact of school wide PBIS implementation” (Coffey & Horner, 2012, p. 410).

Push-Pull Process: Gitlin and Margonis (1995) described push-pull process as “outsiders pushing and teachers resisting” (p. 378).

School Climate: Cohen, McCabe, Michelli, and Pickeral (2009) defined school climate as the “quality of relationships between individuals at a school, the teaching and learning that takes place, collaboration between teachers and administrative staff, and the support present in a particular school” (as cited in Collie et al., 2012, p. 1189).

Scope of the Project

This project addresses providing education and supports for achievement of a positive school climate through the Positive Behavior Intervention and Supports model. This project will address evidence-based strategies as well as provide professional learning opportunities for staff members to collaborate and grow in their understanding of the PBIS model in order to achieve a positive school climate. Assessments are conducted through pre and posttests as well as informal discussions had amongst departments. This project addresses stakeholders solely within the school setting, specifically training for those who hold a role as an administrator or instructional teacher. Students will receive different information regarding PBIS and positive school climate, specifically regarding their expectations and the guidelines. Parents and community members will be notified of

the plans the district has with PBIS in the hopes of improvement of school climate. They will not receive any form of training with this initiative.

Factors influencing the success of the PBIS model, implementation, and views of school climate include: the leadership and trust established by administration as the team embarks on a new journey, a shared value system respected by all stakeholders, willingness of administration and staff members to adapt to new practices, preexisting perceptions of the school's climate, opportunities for meaningful professional development, and willingness to collaborate amongst stakeholders and departments.

Chapter Two: Literature Review

Introduction

A positive school climate is one that promotes “acceptance, support, and safety in the school environment” (Rudasill, et al., 2018, p. 41). A positive school climate emulates the perceptions of stakeholders’ experiences of school life taking into account “norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structure” possessed by the organizations (Farina, 2019, p. 97). There are benefits to establishing and sustaining a positive school climate. According to the US Department of Education (2014), maintaining a positive school climate contributes to increased academic achievement and student success. Additionally, school climate works in conjunction with the overarching ideals of school improvement, as both initiatives emphasize on promoting positive outcomes for students, staff, and districts (Mitchell, et al., 2010).

Over time, the ideals of school climate have been perceived differently by various organizations, requiring the need for a defined framework to guide progression towards exemplifying a climate that is positive (Rudasill, et al., 2018). Obtaining a positive school climate is not an easy feat. It is a “collective, coordinated and, to a certain degree, disciplined endeavor” that must be supported by all stakeholders (Mousena & Raptis, 2021, p. 101). According to the US Department of Education (2014), there is a growing need for analysis of best practices and research to guide approaches towards achievement of a positive environment. With varied perceptions of conceptual understanding of a positive school climate, measurement of success is complex causing it to be invalid, thus

leading to a standstill towards the creation of a framework for schools to follow (Rudasill, et al., 2018).

Discussed in this chapter is the Ecological Systems Theory, by psychologist Urie Brofenbrenner, created to provide structure and a framework for a positive school climate. The need for shared beliefs and values, relationships and social interactions, as well as safety and discipline are evaluated within this chapter.

Theory/Rationale

The Ecological Systems Theory (EST) proposed by psychologist and contributor to the formation of Head Start Program Urie Brofenbrenner has been applied in various capacities when studying individuals in an environment or context (Neal & Neal, 2013). EST focuses on the impact of school related forces upon a student's academic success, developmental growth, and engagement (Neal & Neal, 2013). With a student-centered focus, these influences work conjunctively (Brofenbrenner referred to them as "nested" within one another), to either support or detract the individual's environment and outcomes (Rudasill, et al., 2018). Specifically, when referencing positive school climate, these environmental contexts include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Rudasill, et al., 2018). In order to obtain a positive school climate, each of the environmental contexts must succinctly be interconnected, and result in a positive experience or interaction, in order to obtain a successful outcome (Rudasill, et al., 2018).

Based on the theory proposed by Brofenbrenner, the forces of the microsystem, mesosystem, exosystem, macrosystem, and chronosystem are viewed proximally to distal (Rudasill, et al., 2018). The influences of the microsystem and mesosystem play a larger

role in the individual's perception of school climate (Rudasill, et al., 2018). Also, the exosystem, macrosystem, and chronosystem contribute to the individual's discernment. The microsystem includes environments where a student directly interacts, such as a family unit or school (Rudasill, et al., 2018). The student plays a direct role in this environment, having profound experiences and interactions with stakeholders in this ecological force (Neal & Neal, 2013). The individual's personality and perception of immediate surroundings are shaped by the interactions that take place within the microsystem (Kohl, et al., 2013). As exchanges are more complex, there are significant enhancements or restrictions created, impacting the student's intellectual and social development (Rudasill, et al., 2018). This environment plays a role in the individual's perception of his or her self-worth, personality, academic self-concept, perceived school climate, perceptions of school violence, observed risk of behaviors, sense of belonging at school, and the ways in which the individual externalizes and internalizes problems (Kohl, et al., 2018).

As stated, the microsystem plays a large part the perception of a school climate. The relationship between student and teacher, expectations established academically for the student, in addition to the teacher camaraderie and collaboration are the driving forces for perceptions made of the environmental climate, whether that be positive or negative (Rudasill, et al., 2018). These interactions occur on a daily basis and lay the foundation for the individual's perception (Rudasill, et al., 2018).

The microsystem is nested within the mesosystem (Neal & Neal, 2013). According to Rudasill et al. (2018), the relationship between microsystems and mesosystems are "a fundamental assumption of the theory" (p. 39). The mesosystem

consists of interactions between microsystems (Rudasill, et al., 2018). These interactions are a direct link between social networks and must be bridged in order to create interconnectedness (Neal & Neal, 2013). An example of an interaction occurring within a student's mesosystem includes the collaboration between a parent and teacher. According to Neal & Neal (2013), these mesosystemic interactions could involve parent teacher conferences, volunteer work done within the classroom, or notes shared between the teacher to the parent. These interactions involve the student's school microsystem and family microsystem. The exchanges between microsystems influence the student's understanding of the necessary effort and engagement he or she is expected to exude in the academic setting (Rudasill, et al., 2018). If beliefs between the microsystems are interconnected, the student's perception and actions are a direct reflection of the relationship established in the mesosystem (Rudasill, et al., 2018). However, if the two microsystems are discordant, the student is left to negotiate between microsystems, causing difficulty for him or her, negatively impacting the student's perception (Rudasill, et al., 2018).

The student's exosystem, macrosystem, and chronosystem are interconnected with the mesosystem and microsystem. These contexts play a more distal role in perceptions, not having as strong of an impact upon the individual in comparison to the microsystem and mesosystem (Neal & Neal, 2013). The individual is not a direct participant in the exosystem (Neal & Neal, 2013). Examples of variables contributing to exosystems could include policies made within the educational system, the sense of community connectedness, the size and location of the school, and socioeconomic status (Kohl, et al., 2018). Exosystems are nested within macrosystems (Neal & Neal, 2013).

According to Neal & Neal (2013), the macrosystem includes “broad cultural influences or ideologies that have long-ranging consequences for the focal individual” (p. 725). The beliefs and policies of the culture and community influence the operations of the microsystems and exosystems (Rudasill, et al., 2018). Societal and cultural views on the school system, such as expectations and perceptions of teachers and school climate, would be a variable in one’s macrosystem (Neal & Neal, 2013). Lastly, the chronosystem revolves around time (Rudasill, et al., 2018). As various factors change over time, systems are impacted in such a way (Neal & Neal, 2013). The transitioning from middle to high school or the onset of puberty are examples of variables that influence the chronosystem (Neal & Neal, 2013).

Based on Bronfenbrenner’s theory of Ecological Systems, there are distinct connections between the environmental forces on the establishment and perception of school climate. The EST framework is based on understanding complex relations between various contexts and the impact each has towards perceptions of school climate (Rudasill, et al., 2018). According to Rudasill, et al. (2018), school climate “may respond iteratively to the characteristics of the student body, the beliefs and behaviors of adults in a school, the local community, and policies at the school, district, state, and national levels” (p. 40). With this being stated, Bronfenbrenner’s theory is the backbone for framework of a positive school climate (Rudasill, et al., 2018). According to Mousena & Raptis (2021), school climate is based upon the qualities and experiences presented in school life, thus reflective of the ways in which Bronfenbrenner states various environments impact one’s perception. Based on a literature review conducted by Rudasill et al. (2018), there are particular themes that profoundly impact the climate of a

building and are interconnected with Bronfenbrenner's Ecological Systems Theory. These themes include: "shared beliefs and values, relationships and social interactions, and safety" (Rudasill, et al., 2018, p. 42).

Research/Evaluation

Shared Mission and Respect for the Team

Shared Values

Each staff member inherits established approaches, principles, and standards that contribute to the educational setting (Buell, 1992). According to Buell (1992), these attitudes, beliefs, and values play a significant role in the individual's teaching practices, shaping his or her vision. However, in order to create a team and climate that is positive and successful, it is essential for the staff to have a shared set of attitudes, beliefs, values, and vision (Buell, 1992). These values create a culture within a building, allowing the team to work as one unit, solving problems, and addressing challenges as they occur (Mousena & Raptis, 2021). Progress towards a positive school climate is reflective of the school's focus placed upon execution of the shared values that the district is striving to achieve (Mousena & Raptis, 2021). In sharing the same values as a staff, team members are determined to attain the same successes, rather than working independently with conflicting perspectives (Buell, 1992). In having a shared value system, collaboration, willingness to change, and relationships are significantly increased (Mousena & Raptis, 2021).

A study conducted by Ozen (2018) evaluated teachers' perceptions of their school's vision and mission. In schools where a value system is not consistently believed in and adhered to, it is viewed as "lacking oxygen" (Bambara, et al., 2009, p. 167),

meaning there is no way to feed air into the growth and sustainability of a shared value system. According to educators in the study conducted by Ozen (2018), the value system is considered useless and the idea of conceptualizing future aspirations and goal setting is not prioritized. It is essential for stakeholders on the team to be empowered by the vision, mission, and values to have a positive school climate (Ozen, 2018).

The Need to Accept Change

When attempting to create an improved climate within a school, change occurs, requiring stakeholders to conform their beliefs, values, and mission to that of the organization. Evidence has shown there can be staff resistance directly related to the decision-making process to change a current practice (Okar & Aydin, 2020). According to a study conducted by Okar and Aydin (2020), staff members display resistance to change when they do not feel fairly involved in the transition process. Feuerborn et al. (2015) expressed when administrators do not acknowledge the needs and concerns of staff, it not only leads to such resistance, but a negative climate as well. Additionally, research indicates when teachers are not involved in the decision-making process, they feel administration has “undermined their (teachers’) sense of autonomy over classroom practices” (Rhodes, et al., 2009, p. 712). The involvement of staff in the change process is extremely valuable as those who do not support or comply with practices can be the ultimate barriers for the success of an initiative (Feuerborn, et al., 2015). Feuerborn et al. (2015) states if staff members do not believe that administrators understand their needs and beliefs, they have may have difficulty buying-in to change. Research further shows that when administrators attempt to reform or encourage change and do not have an engaged, willing staff, they are creating a push-pull process (Gitlin & Margonis, 1995).

In addition to ensuring staff are involved in the change process, a study conducted by Bambara, et al. (2009) showed when a change in strategy or expectation is proposed to staff, there are teachers that fail to follow through or refuse to attempt the proposed idea due to demonstrated beliefs. This causes willing staff members to feel isolated in the change process (Bambara, et al., 2009). Resistance to change is considered to be one of the biggest obstacles organizations face and can derail the climate within a building (Okar & Aydin, 2020).

One way this issue can be addressed is by working towards more productive teacher-principal relationships (Rhodes, et al., 2009). By having both administrators and teachers working together during the change process, common goals are being set and achieved (Rhodes, et al., 2009). Research indicates if trust and collegiality exist, the climate of the school and student achievement is positively impacted (Rhodes, et al., 2009).

Administration Leading with Trust at the Forefront

The trust staff members have with their principal is directly correlated to their perspective of school climate (Tschannen-Moran & Gareis, 2014). Tschannen-Moran and Gareis (2014) conducted a survey including 64 elementary, middle, and high schools analyzing staff members' perceptions of trust with their administrator, behavior displayed by the principal, school climate, and student achievement. The findings showed when stakeholders have trust amongst each other, the overall climate and success of the school is likely to be stronger (Tschannen-Moran & Gareis, 2014; Tschannen-Moran & Hoy, 1998). Additionally, trust established within the building allows for staff to feel a sense of "openness, collegiality, professionalism, and authenticity" leading to increased

willingness to conformity towards the school's value system (Tschannen-Moran & Hoy, 1998, p. 350). If educators see their leader as one that is effective, studies have proven enhanced commitment and motivation towards goal setting and achievement (Khan, 2019). In addition, proven trust is directly correlated to increased student achievement (Tschannen-Moran & Gareis, 2014). If trust is not established amongst a principal and staff members, studies have shown staff demonstrate more vulnerability, self-protective behaviors, and disengagement (Tschannen-Moran & Gareis, 2014). Additionally, students are negatively impacted as their educational learning is jeopardized (Tschannen-Moran & Gareis, 2014). It is critical to ensure trust is not broken amongst all stakeholders. If this is the case, repair is costly and hard to do (Tschannen-Moran & Hoy, 1998).

Organizational Climate

Organizational climate is the concept of an organization being influenced by the surrounding environment shaping a climate's personality along with objectives, structure, and relationships (Okar & Aydin, 2020). This climate forms the identity of a school, representing the environment and management of behaviors of the stakeholder (Okar & Aydin, 2020). Organizational climate is developed by the way in which principals lead the school (Khan, 2019). Principals establish open, positive organizational climates if they are supportive, nonrestrictive, and engaged (Khan, 2019). Principals exhibiting a shared leadership style, rather than assertive, are more likely to strive towards a positive organizational climate (Khan, 2019). A study conducted by Khan (2019) proved if the school displays a strong, organizational climate, educators are motivated. This leads to educators displaying behaviors of satisfaction, effectiveness, and organizational

commitment (Khan, 2019). In addition, the study by Khan (2019) showed if staff members are committed to their organization, they display increased enthusiasm towards their work, engagement, and retention. If organizational climate is achieved, there is growth towards academic progress of students (Khan, 2019). Organizational climate is directly correlated with positive school climate as the educators' perception of school influences the environment and achievement within the building (Khan, 2019).

Interpersonal Relationships and Connectedness

The atmosphere of the school shapes the experience one may have, whether that is positive or negative (Mousena & Raptis, 2021). One contributing factor to this is the interpersonal relationships that occur between students, teachers, and administration (Mousena & Raptis, 2021). The relationships established amongst stakeholders are predictive of students' abilities to absorb knowledge and develop in healthy, successful ways (Mousena & Raptis, 2021). Studies concluded if there are relationships built amongst individuals within the organization, there is an increase in achievement and decrease in dangerous or health-compromising behaviors (Wilson, 2004). These relationships that are formed lend to connectedness. When students are connected to an environment there is an attachment and commitment experienced by the individual that results from the care exhibited by their teachers and peers (Wilson, 2004).

Healthy School Climate

A healthy organization is one that projects harmony in technical, managerial, and institutional areas (Hoy, et al., 1998). Health of school climate is described as the ability of the school system to have positive interpersonal relationships amongst all stakeholders and manage "disruptive outside forces while effectively directing their energies toward

the mission and objects of the organization” (Hoy, et al., 1998). Healthy schools are composed of principals who have influence upon their superiors, support, protect, and have high expectations for staff (Hoy, et al., 1998).

In such an environment, relationships amongst students, staff, and administrators are directed towards achievement of the mission of the school (Hoy & Woolfolk, 1993). Educators enjoy the atmosphere in which they work, are pursuing academic excellence, and function in an environment that is orderly with high standards (Hoy, et al., 1998). As administrators and teachers work together in conjunction, the creation of shared, orderly belief system for academic excellence is made (Hoy, et al., 1998). This allows for individuals to trust and show commitment to the organization (Hoy & Woolfolk, 1993). On the contrary, that of an unhealthy climate visibly shows disagreement and disorder (Hoy, et al., 1998). Within an unhealthy climate, stakeholders feel they need to be there, rather than desire to be present with the environment lacking enjoyment (Hoy, et al., 1998).

Safety and Discipline

Establishing a Clear Discipline Policy

The feeling of all stakeholders being safe in an environment where they spend a significant amount of time is critical and is shaped by experiences had within a building. There is growing concern regarding school safety, as nonfatal victimizations (Gottfredson & DiPietro, 2011) and school shootings are being publicized (Gottfredson, et al., 2005). Additionally, there has been increased awareness and attention drawn to bullying that is occurring in the school setting (Farina, 2019). Studies have found if schools create and maintain rules, effectively communicate expectations for behavior, show consistency and

adherence to guidelines, reward individuals for obedience of rules, and punish for lack of compliance, there are lower levels of crime and more positive school climates (Gottfredson, et al., 2005). Additionally, Huang and Cornell (2018) found there is a positive correlation between positive school climate and number of out-of-school suspensions. If students learn in a positive school climate, suspensions are less likely to occur but the climate is negative, suspensions are likely to increase (Huang & Cornell, 2018). In order to attain success, it is critical to establish a clear, concise discipline policy. According to Gaustad (1992), the lack of a clear discipline policy leads staff towards inconsistency of interpretation and implementation. When reviewing disciplinary policies of 600 secondary schools across the country, Gaustad (1992) found the general consensus of most teachers was that rules were not clearly stated and enforced by all, and staff members did not unanimously agree on the rules for disciplinary policies. It is critical to have staff members not only buy-in to policies but implement them in order to create an organization that emulates a positive environment (Gottfredson & DiPietro, 2011).

School Social Capital

A study by Gottfredson and DiPietro (2011) showed the need for school social capital. If school social capital is apparent within a school, the climate and culture is positively impacted (Gottfredson & DiPietro, 2011). School social capital refers to the way in which expectations of behavior are explicitly communicated, understood, and applied to the school setting (Gottfredson & DiPietro, 2011). Social capital is achieved if individuals within an organization believe and adhere to the social norms, supporting the primary mission of safety within the building (Gottfredson & DiPietro, 2011). The

findings of Gottfredson and DiPietro (2011) showed the establishment of social norms within the school setting provide shared expectations leading to social control over the environment. The execution of social norms, beliefs, and expectations is more powerful than the relational ties students may have with their teachers (Gottfredson & DiPietro, 2011). If there is a high structure social capital created, findings have displayed lower levels of victimization and delinquency amongst students, instilling the comfort of safety and protection amongst all stakeholders (Gottfredson & DiPietro, 2011). When successful, evidence suggests not only did students feel enforcement of rules were fair but also their relationships with staff were more supportive (Gage & Prykanowski, 2014). Furthermore, with parameters set on acceptable behaviors, school climate is formed (Welsh, et al., 1999).

Students at the Center

As stated above, social capital is considered to be one of the most powerful factors for ensuring the safety of students and staff within a building. However, a study by Akman (2021) showed teacher-student relations play a significant role in preventing violent behaviors and fostering a good school climate, as well. If teachers maintain a structured classroom management routine and open line of communication, the relationship between teachers and students are stronger, leading to students feeling safe and valued (Akman, 2021). Students are less likely to engage in aggressive or destructive behaviors when they are in positive, safe climates where relationships are established (Akman, 2021). The demonstration of fairness plays a key role into individuals feeling safe within the classroom. When teachers show inconsistencies of response or indifference to bullying or safety norms, trust is not likely to be formed between the

student and teacher, causing the student to have negative perceptions towards the climate of the school (Gage & Prykanowski, 2014). Furthermore, the way in which situations are handled or the child is treated directly impacts his or her desire to report acts of bullying or victimization (Gage & Prykanowski, 2014). The feeling of a safe environment between a teacher and student consists of support and fairness, which has led to a reduction in dropout rates and increase in academic achievement (Akman, 2021).

Bullying Prevention

Over the years, there have been numerous cases of the traumatizing, long lasting effects bullying has upon school aged students (Farina, 2019). Investigations indicated having a positive school climate leads to a decrease in school-based aggression as well as bullying perpetration (Gage & Prykanowski, 2014). When a positive environment has been created, there is an increase in optimistic peer-to-peer interactions, academic and social growth, and a decrease in peer rejection (Gage & Prykanowski, 2014). In schools where there were less reports of victimization and positive school climate, students showed improved “respect of cultural and linguistic diversity, respect of student differences (e.g., special education status, and limited harassment and fighting)” (Gage & Prykanowski, 2014, p. 267). Additionally, students reported in such environments there were lessened levels of “truancy, victimization, violence, and misbehavior” (Farina, 2019). The study conducted by Gage and Prykanowski (2014) proved the value in teacher and student relationships. In environments where teachers are caring, trustworthy, and respectful, there were reduced levels of bullying (Gage & Prykanowski, 2014). The study proved the need for relationships to be at the forefront of bully prevention along with

consistent, fair disciplinary policies and procedures against bullying in order to create a safe, positive environment for all stakeholders (Gage & Prykanowski, 2014).

School Disorder

School disorder is described as the victimizations committed within the school setting shaping individuals' perception of their safety within a building (Welsh, et al., 1999). These victimizations range anywhere from minor incidences to crimes (Welsh, et al., 1999). Individuals' perceptions regarding their safety impact their view of the school climate and cause them to behave accordingly (Welsh, et al., 1999). Perceptions are influenced by the school administration and established policies (Welsh, et al., 1999). According to a study conducted by the National Institute of Education's Safe School Study, questionnaires were provided to 642 schools in order to assess victimization data and perceptions of school climate (Welsh, et al., 1999). The data analysis showed schools that have decreased "size and impersonality in schools, make school discipline more systematic, decrease arbitrariness and student frustration, improve school reward structures, increase the relevance of school, and decrease students' sense of powerlessness and alienation" were more likely to have less disorder and more uniformity, alluding to a more positive environment (Welsh, et al., 1999, p. 80).

Summary

Research evidences the value placed upon an established positive school climate in order to achieve various forms of success (Rudasill, et al., 2018). One way this can be accomplished is by founding a shared vision, belief, and value system (Rudasill, et al., 2018). It is the responsibility of administration to lay groundwork for a shared value system amongst stakeholders (Mousena & Raptis, 2021). When staff members support

the system, individual's goal setting is aligned. In turn, studies by Mousena and Raptis (2021) showed the unity created amongst the team and motivation to achieve goals. If the team does not value the system, research conducted by Ozen (2018) showed drive and initiative to grow and achieve was less likely. In order to conform one's beliefs to a shared system, it is critical to navigate doing so in a strategic manner (Okar & Aydin, 2020). If not done in a way in which staff members feel their voices are heard, research indicates resistance can occur, causing a barrier to belief in shared visions and the ideas of changing and progressing as a team (Feuerborn, et al., 2015). If administrators strive to involve teachers in progressive change measures, they are creating an environment of trust and collegiality, resulting in increased buy-in and support (Rhodes, et al., 2009). Research concludes the administrator's production of trust in the building results in increased commitment and motivation of all stakeholders as well as a sense of openness, professionalism, and authenticity (Tschannen-Moran & Hoy, 1998). This trust between administration and staff members rolls over into increased student achievement, as well (Tschannen-Moran & Gareis, 2014).

The principal heavily influences the organization and health of the school climate. Organization and health of a school climate impacts the perception staff members and students have of the environment. The organizational climate refers to the way in which the school environment is managed and how behaviors are addressed by the administration (Okar & Aydin, 2020). The way in which a principal leads shapes the perception stakeholders have of the organizational climate (Khan, 2019). If the principal exudes a shared leadership style, where openness, support, visibility, and engagement are present, the team is more likely to support and trust the ideals presented by the

administrator (Khan, 2019). If a healthy climate is reached, administrators support their staff members creating positive interpersonal relationships, while ensuring the value system is respected and adhered to by all (Hoy, et al., 1998, Hoy & Woolfolk, 1993).

As stated previously, a positive school climate is influenced by a shared value system and relationships. When discussing the influence of values on an organization, willingness to be a part of the team and accept change, feeling a sense of trust between administration and staff members, as well as forming an organized and healthy climate, the success of these areas boils down to relationships and connectedness. If individuals feel relationships are present and positive, connectedness is formed (Wilson, 2004). Relationships created amongst administrators and teachers are reflective of the types of relationships created with students (Wilson, 2004). If the organization is running effectively, with support of all stakeholders, students reap the ultimate benefits of success (Wilson, 2004).

Along with having a shared value system and strong relationships, it is critical to obtain a sense of safety within a positive school environment. One effort to craft a safe climate is by establishing clear discipline policies (Gottfredson, et al., 2005). These discipline policies must be clearly stated and adhered to by both administration and staff members. Research concludes that if this wavers, buy-in and support of the policies are not likely (Gottfredson & DiPietro, 2011). A study by Gottfredson et al. (2005) showed decreased levels of crime occurring in the building and a more positive climate when discipline policies were followed and fair. In addition, if this framework is created, a study conducted by Huang and Cornell (2018) proved the number of out-of-school suspensions decreased. By constructing a discipline policy that is obeyed to by all,

organizations have a successful social capital (Gottfredson & DiPietro, 2011). When social norms are applied in the school setting, there is a sense of social control that is recognized within the building (Gottfredson & DiPietro, 2011). In addition to a discipline policy and structured social capital, the management, fairness, and relationships formed between a teacher and student influence perceptions of safety and climate within a building (Akman, 2021). The trust and connectedness between a teacher and student can lend to decreased dropout rates, academic achievement, and security in reporting of victimization (Akman, 2021). Furthermore, in such environments where positive teacher and student relationships exist, bullying is likely to decrease (Gage & Prykanowski, 2014). The opportunities for peer-to-peer interactions as well as academic and social growth occur in such environments (Gage & Prykanowski, 2014). Creating policies to follow regarding safety, discipline, and relationships between stakeholders make schools less likely to be considered a disordered environment (Welsh, et al., 1999). In turn, the perceptions that stakeholders have of their safety are likely to be positive (Welsh, et al., 1999).

Conclusion

A positive school climate is built off of a shared vision that is practiced by stakeholders, in turn resulting in progressive relationships and feeling of safety in one's environment (Rudasill, et al., 2018). In order obtain a climate that is positive, it critical to analyze the perceptions of the individuals within the organization. The study of the impact one's environment has on his or her perspective is tied to Urie Brofenbrenner's Ecological Systems Theory (Rudasill, et al., 2018). Conceptualizing a school vision, the relationships between stakeholders within the organization, and the sense of safety are

influenced by the experiences had within one's environment, shaping his or her views of school climate (Rudasill, et al., 2018). It is necessary to consider a system that enforces factors influencing the school environment, while enhancing the overall perception of the climate of the school building. A positive behavior intervention and support model would adequately address these areas.

Chapter Three

Introduction

Based upon a comprehensive literature review, a positive school climate impacts the perceptions of all stakeholders, in turn impacting the type of learning environment created within a building. The need for a shared vision, willingness to change and adapt practices, and a discipline policy that promotes safety are at the core of the establishment of a positive school climate. As a result, studies have shown an evidence-based approach that emphasizes the factors to promote a positive school climate. There is a need for a Positive Behavior Interventions and Supports (PBIS) model to be present in schools in order to enhance the climate perceptions of all stakeholders. The studies reviewed indicate the importance of supporting all staff members when attempting to implement the PBIS model. With this being stated, staff members impact the success or failure when attempting to apply PBIS (Tyre, et al., 2018). To ensure the PBIS model implements successfully, the proposed solution is for the Positive Behavior Interventions and Supports leadership team to guide staff members in understanding of the model through professional development, department meeting discussions, evaluation, as well as support and expertise. It is essential to begin the school year with this initiative as well as training so staff members develop their understanding of PBIS and receive resources for direct application of this method in the classroom.

Described in this chapter is the process by which schools can follow to implement a PBIS model. This project includes necessary steps for implementation, materials, and a timeline for implementation. Assessment tools will be provided to measure growth, success, or necessary changes needed to adapt the model to the needs of the school.

Project Components

Prior to the implementation process occurring, Happy High School will have composed a leadership group consisting of administration and staff members (department chair heads) who have received comprehensive training following the *Positive Behavioral Interventions and Supports Implementation Blueprint: Foundations and Supporting Information* guide from the Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports (2015). This group of individuals will spearhead educating, supporting, and implementing the PBIS model in the school building. According to a study conducted by Molloy et al. (2013), the importance of high quality implementation is crucial to the production of desired effects. With this being said, the PBIS leadership team will present staff members with a series of professional development opportunities, department meeting discussions, realistic scenario application practices, and their proficiency in content in order to enhance staff members' understanding and application of the PBIS model.

Providing professional development to staff members will allow them to gain understanding of the PBIS model through direct instruction provided by the leadership team. The first professional development agenda is presented in Appendix A and is crafted for the day prior to the commencement of school. Professional development during this session focuses upon the following areas: expectations defined and taught, the rewards and violation systems, monitoring and decision-making, as well as management and support (Molloy, et al., 2013). As all professional development meetings focusing upon PBIS will be structured, staff members will begin each development opportunity with a pre-assessment, learn about the model throughout the day, and close with a post-

assessment (reference the assessment in Appendix B). The anticipated goal is for staff to complete the post-assessment with at least 80 percent accuracy. Administration will analyze data, review scores, identify areas of additional training needed, as well as common mistakes or misconceptions on the assessment that will be further addressed through continued professional development throughout the school year. Continued professional development will occur on a monthly basis. During each session, instruction will be structured around not only the data collected from post assessments, but data collected through practices conducted. These practices are described below.

Staff will be expected to apply what they have learned into their classrooms on a daily basis beginning the first day of school. A study by Molloy, et al. (2013) showed applying the PBIS model in real-world settings allows for assessment of the quality of the model as well as identification of growth areas for improvement. In addition, real world application has proven that “program implementation often does not closely follow the original program and involves adaptations that have not been empirically validated” (Molloy, et al., 2013, p. 594). Through direct application, teachers can assess what is working and what is not with the model. The leadership team will send weekly check-ins to staff members through Google Forms where they will respond to a series of questions (reference Appendix C). Through this form, staff members will be able to provide feedback on practices, pose questions, and in turn, work alongside their department chair head, who is on the PBIS leadership team, to work towards solutions. Additionally, amongst each department, PBIS leadership team members will conduct three evaluations for each member of their department over the course of the school year, analyzing how the PBIS model is projected within the classroom. This opportunity will be utilized to

support the staff member on their journey to implementation of the PBIS model. An example of an assessment tool that could be used for these observations is provided in Appendix D. It is important to emphasize these observations are by no means punitive or analyzing the teacher's effectiveness, rather, a way for the leadership team to provide more meaningful support and instruction to staff members for upcoming training opportunities.

Monthly department meetings will be conducted allowing for more opportunities for discussion. During department meetings, business and necessary information will be provided staff members as well as an opportunity to collaborate with department members, holding discussions regarding the PBIS model and implementation. The leadership member will facilitate this discussion. Dependent on the content provided during professional development, probing questions could be provided based on what was learned. An example of probing questions is provided in Appendix E. The set of questions is based upon the content discussed in the first professional development meeting. Questions or concerns from staff members and information obtained through observations could be addressed during these meetings, as well. Department meetings allow for staff to gather in smaller groups with individuals who specialize in their area of expertise. In addition, these meetings allow for the PBIS leader to provide his or her knowledge, support, and answer questions. Information obtained from these meetings will be provided to administration in preparation for future professional development opportunities.

In order to assist staff members of this implementation, administration will email weekly reminders to staff, focusing upon various areas of implementation and resources.

In doing so, administration is setting expectations and providing focus for staff.

Consistency in application and a shared vision is critical in ensuring staff support and implementation. This form of communication provides staff members with opportunities to communicate with administration, involving them in the direct experiences occurring in the classroom. An example of a weekly email is referenced in Appendix F.

It is the expectation of the PBIS leadership team to collaborate based on feedback they have received, especially between one professional development opportunity to the next. On a monthly basis, this team will address the findings they have observed from staff members implementing PBIS within their department. It is the responsibility of the leadership team members to communicate information received from their department members to administration in order to craft instructional opportunities that will lead to growth and understanding of the model. Information obtained through weekly check-ins, evaluations, department meetings, and conversations will lead to the development of content for future training.

Project Evaluation

The project will be evaluated for success based on both qualitative and quantitative data. When teachers are observed, respond to weekly check-in Google Forms, and have discussions during department meetings, the PBIS team leader is collecting qualitative data. This data is analyzed and reviewed by the PBIS leadership team during monthly department meetings. During these times, both administration and the team work collaboratively to analyze areas of strength and growth that are being displayed by the team as a whole. Quantitative data is collected at the beginning of end of each professional development opportunity through pre and post assessment scores. As

referenced in Appendix B, pre and post assessments are given to staff members during each professional development meeting. The anticipated goal is for all staff members to achieve an 80 percent or higher on the post assessment.

As a whole, the criteria for determining the success of the project will be measured not only through qualitative and quantitative data, but also the overall assessment of the climate in the building. Based on data from previous school years, the PBIS leadership team can assess whether the behavior referrals have shown an increase, decreased, or stayed the same. When analyzing data on a monthly basis, the leadership team can assess how many individuals apply the reward system in their classroom. School climate surveys could be sent to students, parents, and staff members at the conclusion of the school year as a form of qualitative data to gauge stakeholder's perceptions of school climate.

Project Conclusions

The goal of this project is to apply a system that addresses the need for increased positive school climate. This project provides guidelines for initial implementation and ways in which one can sustain a program throughout the duration of a school year.

The basis for this project is founded upon the social, emotional, and academic impact of stakeholder's perceptions of school environment (Kopischke Smith, et al., 2014). Based on the findings of Urie Brofenbrenner, the experiences had by each stakeholder within various systems in their life play a significant role in their success, growth, and engagement (Neal & Neal, 2013). When looking at the school setting, the views of climate are influenced by the perceptions, beliefs, and behaviors presented by all individuals within an organization (Rudasill, et al., 2018). Beliefs and values,

relationships and social interactions, and safety are shown to be influential contributors to stakeholder's perceptions of school climate (Rudasill, et al., 2018). With this in mind, the Positive Behavior Interventions and Supports model is an adequate solution to resolving the need to address school climate, while providing guidance and a framework for all stakeholders to abide by. Specifically, the PBIS model addresses beliefs, values, relationships, social interactions, and safety, not only through instruction but also systems such as rewards and violations, and policies revolving around discipline.

There are questions that remain unanswered and will be addressed as implementation occurs. As discussed in chapter two, the level of staff support for this new model and willingness to change can impact the outcome of implementation. It will be critical for the PBIS leadership team to be cognizant of mannerisms of staff, addressing potential barriers or problem behaviors that may occur when staff members are expected to change their practices. Consistency and quality of implementation are also of concern. The extent to which PBIS is followed is influenced by the value put upon it, specifically by administration and the PBIS leadership team. If this model is presented to staff at the beginning of the year and the follow through is not consistent, the vision for this model is lost. However, if the goal of achievement towards this model is at the forefront and implementation strategies are applied, the likelihood for continuation and quality of application is greater.

Plans for Implementation

The project will occur at Happy High School during the 2021-2022 school year. Participants of this project include all staff members. In addition to educators, all counselors, itinerant staff, custodial staff, coaches, and cafeteria personnel will participate

in the project, as it is a school-wide model that must be instilled by all. The project will be implemented the day prior to the school year's start date and continue throughout the entirety of the school year. The sampling procedure demonstrated is non-random purposive sampling. The participants of this project obtain special qualifications, displaying various representations of staff members at Happy High School.

Data will be collected through pre and post assessments that address staff members understanding of the PBIS model. Data collected represents staff members overall growth as well as mastery of PBIS content obtained through professional development. On the post assessment, staff members must score at 80 percent accuracy to demonstrate knowledge of the presented information. All data will be collected on the days of professional development. Data will be analyzed and further professional development will be structured to address content areas where staff members did not show mastery. These areas will also be addressed through weekly emails, as administration and the PBIS leadership team provide helpful information and resources for staff members to further their understanding.

With the intention to improve school climate through the PBIS model, guidelines have been provided to kick start this model at Happy High School. Ensuring consistency and accountability for those involved in this process through the project outlined, the hope is for staff members to grow in their understanding of PBIS while contributing towards stakeholders perceptions of a positive school climate.

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Appendix A – Professional Development Schedule

**Happy High School
Professional Development**

August 24, 2021

8 am – 3 pm

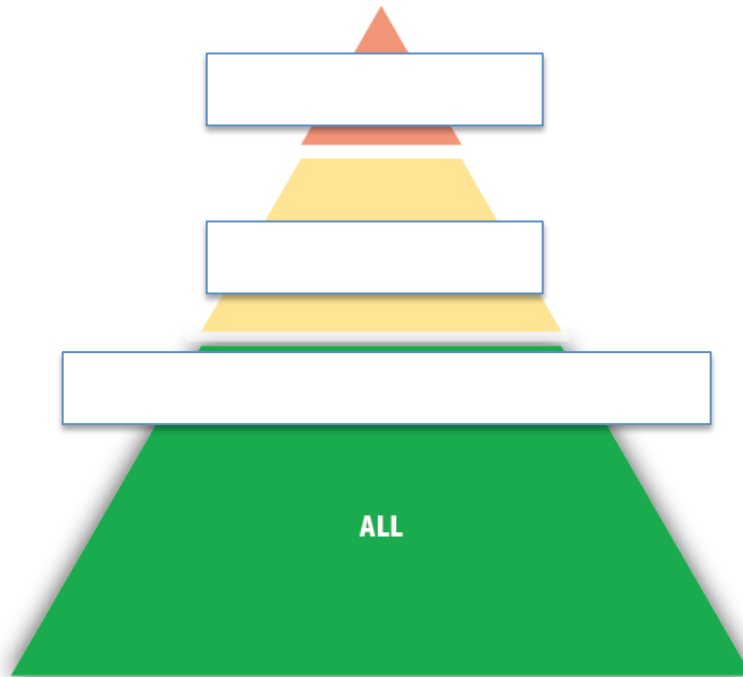
Welcome	8 – 8:15
Good news, summer news	8:15 – 8:25
New Initiative – PBIS	
PBIS Pre-Assessment	8:25 – 8:35
PBIS Defined	8:35 – 8:50
Break	8:50 – 8:55
How PBIS is taught/what you will see	8:55 – 9:40
Reward System	9:40 – 10:05
Violation System	10:05 – 10:30
Q & A from Staff	10:30 – 10:40
Break	10:40 – 10:45
Monitoring/Decision-Making	10:45 – 11:00
Break Out Groups – Discussion/Envision	11:00 – 11:30
Reflection of Break Out Groups	11: 30 – 11:35
Lunch	11:35 – 12:15
Management & District Level Support	12:15 – 12:40
Overarching Question/Comments & Break	12:40 – 1:00
Interview with Districts Applying PBIS	1:00 – 2:00
Expectations for Application	2:00 – 2:20
Questions	2:20 – 2:30
Post Assessment	2:30 – 3:00

Appendix B – Pre and Post Assessment Sample

Pre and Post Assessment for PD #1

1. What does PBIS stand for? _____
2. PBIS is a _____ tiered system.
 - a. Five
 - b. Two
 - c. Three
3. Who does PBIS support?
 - a. Students
 - b. Staff
 - c. Everyone
4. PBIS is a way of addressing _____ through systems change.
5. What are the outcomes of PBIS?
 - a. Social outcomes
 - b. Positive behavior outcomes
 - c. Staff retention

 - d. A, B, C
 - e. B & C
 - f. A & B
6. Label the tiers.



7. When establishing PBIS at Happy High School, it is important to select a _____ team.
8. PBIS attempts to improve the overall school _____.
9. True or False. Staff members can cause PBIS to be effective or ineffective.

10. List three areas the leadership team oversees.
 1. _____
 2. _____
 3. _____

11. Why is it important to have a common **vision** when implementing PBIS?

12. Why is it important to have common **language** when implementing PBIS?

13. Why is it important to have a common **experience** when implementing PBIS?

14. Why is **quality leadership** important when implementing PBIS?

Appendix C – Weekly Check-In Google Forms

Weekly Check-In : PBIS

Please complete this form by the end of the school day every Friday!

Your Name:

Your answer _____

In general, how was your week? This is not PBIS related.

- It was great!
- It was okay.
- It was not a good week.

If you would like to discuss, feel free to provide explanation regarding the week you had.

Your answer _____

In regards to PBIS, do you feel you had a chance to implement practice?

- Yes
- No

If YES, what practices did you implement?

Your answer _____

If YES, how did implementation go?

Your answer _____

If NO, why do you feel you could not implement practice this week?

Your answer _____

If NO, how do you feel you could have done things differently OR how do you intend to implement practices next week?

Your answer _____

How do you feel about implementation of the PBIS model?

- Great. I can implement this in my classroom, no problem.
- Okay. I have implemented some parts of the PBIS model, but am unsure about other parts.
- Not well. I am having trouble establishing this model in my classroom.

Have a wonderful weekend!!

Submit

Appendix D – Observation Form

Observation Form

Date: _____

Name of individual conducting the observation: _____

Name of individual being observed: _____

This is observation number: **1** **2** **3**

Overview of the classroom:

What do you **SEE** in the classroom that promotes PBIS?

What do you **HEAR** in the classroom that promotes PBIS?

How does the teacher handle **problem behavior**?

How does the teacher handle **positive behavior**?

Do students understand the expectations of the classroom (**management/policy**)? **How do you know this?**

What **questions or concerns about PBIS did the educator express** during your time in their classroom?

What **questions or concerns do you have as a PBIS leader** based on what you saw in the classroom?

What (if any) **trends** do you see from classroom to classroom?

What **differences** do you see from this classroom to the others?

Other Comments:

Appendix E – Department Meeting Probing Questions

Probing Questions (Based on PD #1)

1. What is the vision of PBIS in our school?
2. How do you feel PBIS implementation has gone in your classroom?
3. In what ways do you feel PBIS has positively impacted your classroom?
4. In what ways has PBIS been difficult to implement?
5. How do you feel the PBIS leadership team has done throughout this process?
6. In what ways could the PBIS leadership team improve?
7. How do you feel staff members are handling this change and the expected requirements?
8. How do you feel students are handling this change and the expected requirements?
9. Do you feel behavior referrals have increased, decreased, or stayed the same?
10. Do you feel PBIS implementation has assisted in classroom management?
11. Have you noticed changes around the building involving the overall climate?

Appendix F – Sample of Weekly Email

Weekly Email Following PD #1

Good afternoon staff,

What a wonderful first week of school we have had. It has been exciting to see our halls filled, students eager to jump into their new classes and catch up with friends, and be together as a team again! As discussed in our professional development meeting on Monday, we are implementing a Positive Behavior Supports and Interventions model into our daily routines with hopes to improve our school climate. Every Friday, I will send you an email that reviews content discussed at our previous professional development along with resources that can assist in the implementation of this model into our classroom.

PBIS is being implemented in our school in order to promote a positive school climate and academic performance while significantly reducing problem behaviors (Molloy, et al., 2013). By establishing clear rules through both rewards and disciplinary policies that are adhered to by all stakeholders, the PBIS model is achieved (Molloy, et al., 2013). It is the expectation of staff members to implement the model in every classroom, creating unity amongst our staff, and expectations that will be understood and followed by all.

As discussed at our professional development opportunity, you will have the opportunity to work alongside a PBIS leader as well as your department as you learn and grow in this process. Please lean on your designated leader and administration, as these individuals are trained and have expertise in this area. Do not be afraid to speak truthfully to how implementation is going in your classroom; we know this is a new endeavor for everyone and are here to support you!

As you head into next week, below is a weekly tidbit of information I would like you to keep at the forefront when implementing PBIS in your classroom.

Implementation Quality –

- It is important to provide **quality implementation**. In doing so, we as a staff are consistent in how we view PBIS and the ways in which it is applied. We follow the same expectations and sternly adhere to such. This creates harmony amongst our staff, all while guiding students on a straight and narrow path.

Active Ingredients –

- Reward system: Our Reward System at the classroom level is based on behaviors you see taking place around the building. As discussed in our professional development meeting, you have been provided RED cards that can be given to students if they display the any one of the following. We are expecting staff members to give out at least **two** RED rewards per month.

	Arrival/ Departure Bus or Driving	Hallway	Classroom	Technology	Cafeteria	Athletics/ Extra – Curricular Events
R Respect	<ul style="list-style-type: none"> - Respect bus rules - Be polite to those around you 	<ul style="list-style-type: none"> - Take care of school property; keep hallways clean 	<ul style="list-style-type: none"> - Follow individual classroom expectations and rules 	<ul style="list-style-type: none"> - Use respectful, responsible online behavior 	<ul style="list-style-type: none"> - Follow cafeteria rules 	<ul style="list-style-type: none"> - Adhere to LHS Code of Conduct
E Excellence	<ul style="list-style-type: none"> - Exhibit self-control 	<ul style="list-style-type: none"> - Use appropriate language 	<ul style="list-style-type: none"> - Show courtesy to all 	<ul style="list-style-type: none"> - Treat equipment properly 	<ul style="list-style-type: none"> - Keep your area clean 	<ul style="list-style-type: none"> - Respect all competitors
D Determination	<ul style="list-style-type: none"> - Drive appropriately and at safe speeds - Park in designated areas 	<ul style="list-style-type: none"> - Be polite - Help others - Take direct route to class - Walk at all times 	<ul style="list-style-type: none"> - Participate: listen attentively - Take pride in what you do; advocate for yourself - Be prepared to learn; be on time 	<ul style="list-style-type: none"> - Use technology appropriately - Think before you post 	<ul style="list-style-type: none"> - Wait your turn - Use appropriate language and volume - Make healthy choices 	<ul style="list-style-type: none"> - Represent LHS with pride - Display good sportsmanship - Strive for your personal best - Be accountable

- Teaching Expectations: It is important to adhere to and practice our school vision at all times, being that we build strong, positive connections with students in order to prepare them for the world that lies ahead. With this being said, please keep in

mind how PBIS can aid in the development towards this vision. Striving to build a connection, leads to student buy-in, with the hopes of success behaviorally and academically.

Please keep your focus on implementation quality, establishing expectations, and the reward system. Next week, I will send out information regarding the violation system. In addition, I have attached a video for your viewing of a general overview of PBIS. If you have any questions or concerns, do not hesitate to reach out to our administrative team or your department leader.

https://www.youtube.com/watch?v=x_KDFb_SSc0

Have a wonderful weekend!



The signature of the individual below indicates that the individual has read and approved the project of Olivia Lauren Johnson in partial fulfillment of the requirements for the degree of Master Degree in Education.

Catherine L. Meyer-Looze

Catherine L. Meyer-Looze, Project Advisor

Date July 29, 2021

Accepted and approved on behalf of the
of the Educational Leadership Program

Accepted and approved on behalf
Educational Leadership and
Counseling Unit

Rick Vandermolen

Richard Vandermolen, Graduate Program Director

Catherine L. Meyer-Looze

Catherine L. Meyer-Looze, Unit Head

Date

Date