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An Examination of Peer-led Professional Development in Positive Behavioral Interventions and Supports

Sarah E. Flynn

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AN EXAMINATION OF PEER-LED PROFESSIONAL DEVELOPMENT IN
POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

By

SARAH E. FLYNN

FACULTY RESEARCH COMMITTEE:

Chair: Scot Headley, PhD

Members: Dane Christian Joseph, PhD

Tiffany Sarkisian, Ed.D.

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AN EXAMINATION OF PEER-LED PROFESSIONAL DEVELOPMENT IN POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS, a Doctoral research project prepared by SARAH E. FLYNN in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership.

This dissertation has been approved and accepted by:

A handwritten signature in blue ink that reads "Scot Headley".

Committee Chair

July 29, 2022

Scot Headley, Ph.D.

Professor of Education

A handwritten signature in black ink that reads "Dane Joseph".

July 29, 2022

Dane Joseph, Ph.D.

Associate Professor of Education

A handwritten signature in black ink that reads "Tiffany Sarkisian".

July 29, 2022

Tiffany Sarkisian, Ed.D.

Communication Arts Instructor
Fresno City College

ABSTRACT

This study evaluated the peer-led professional development (PD) program at Lincoln Elementary School in Woodburn, Oregon. This qualitative study took place upon the return of staff and students during the COVID-19 pandemic. Through surveys and observations, the research determined perceived barriers of staff in continuing the use of and learning more about the Positive Behavioral Interventions and Supports (PBIS) framework. This study collected the participants' attitudes and understandings after their time in peer-led and peer-designed PD in PBIS in the first quarter of the 2021-2022 school year. Participants of this study included staff of an elementary school including teachers, specialists, special education case managers, classified staff, and other licensed staff and me the researcher and principal of the school at the time of the study. Findings suggest understanding and learning of a PBIS framework implementation was considered critical and necessary by staff.

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CHAPTER 1

INTRODUCTION AND BACKGROUND

Professional Development for staff at a public elementary school is common throughout any school year. Those involved in the Professional Development (PD) and the effectiveness of the PD varies (Bastable et al., 2021; Budge et al., 2019; Guskey, 2000). Variables that influence PD effectiveness include the content of the PD, the helpfulness of the experience, timing of the training, learning environment of the training, and opportunities to successfully practice what is learned in the training.

Background

Staff in elementary schools participate in an educational model that includes learning in content-based materials, educational standards and school practices, and other relevant subjects that may change according to current issues and needs. A current theme for PD is Positive Behavioral Interventions and Supports (PBIS), a framework crucial to growth in student learning in academics and social behavior (Harlacher & Rodriguez, 2018). Student behavior impacts academics, and the literature suggested effective PBIS framework implementation can support positive student behavior and academic outcomes (Harlacher & Rodriguez, 2018; Horner et al., 2014). Effective implementation of PBIS requires effective PD for school staff.

A major hurdle for any PD program is staff buy-in. Although PD is often perceived by participants as top-down, it can be effective when led by administrators or people hired in positions of authority (Gardner, 2016). PD participants also perceive peers as knowledgeable PD facilitators (Budge et al., 2017; Roh et al, 2016; Woodbury et al., 2013). An example of this is peer coaching (Ennes et al., 2021). Some school districts include instructional coaches and/or

mentors as part of the staff and rely on peer-led PD. Planning for collaboration with administrators to align a school or district PD program is a job that instructional coaches and mentors should be expected to do. These specialized positions in peer leadership require careful hiring and training.

The COVID-19 pandemic presented a newly revised setting for all schools. Public schools followed safety guidelines presented at the federal, state, and local levels. Local Education Agencies (LEAs) sometimes received contradicting information, expectations, and guidance from authorities in safety measures. School districts were informed on best practices in ensuring academic progress for students learning remotely on an electronic device. This pandemic presented teachers and school staff members with problems they had never experienced. Everyone involved had to follow the directions from their administrators, and federal, state, and local agencies while navigating a pandemic.

Schools do not work as silos or as the one-room schoolhouses of 100-years ago. Schools must follow federal, state and school district initiatives. The Woodburn School District began the initiative of including the PBIS framework as a component of student learning in the 2000s. At the start of the COVID-19 pandemic in March 2020, students sheltered at home using distance learning. As students returned to in-person learning in the spring of 2021, the district renewed the use of PBIS in the classroom. In general, teachers expect to attend PD each fall and throughout the year on a number of topics, and in the Woodburn School District, the PBIS framework became a key element to review and have staff refresh the use of PBIS in PD.

However, a major hurdle is including support staff in PD similar to the ways licensed staff can participate. As mentioned above, teachers expect to attend PD, but other staff are not necessarily included in PD that is important for all staff. Educational assistants, secretaries, and custodial staff who support practices in other parts of the school building during the school day cannot participate in PD due to scheduling conflicts. Classified staff have a variety of responsibilities that create a barrier in their participation in consistent PD.

Professional development involves teachers in adult learning to better help students in their learning throughout any school year. Each school year in a public school in the United States typically begins with an in-service week prior to the official start of the school year. The design of this week is to introduce new staff to the district-to-district practices and protocols as an employee. Also, this is a time for all staff, primarily teachers, to come together to learn or review district practices and initiatives.

PBIS is a framework adopted by 20,000 schools throughout the country (Horner et al., 2014). This is a framework designed for yearly review and refinement for implementation, and relevant and critical for all staff members, new or experienced in PBIS. With the COVID-19 pandemic abruptly stopping in-person learning, a number of proposed initiatives competed for the priority target for PD in Woodburn Schools in the fall of 2021. As school site administrators planned for the return of all staff and students in August of 2021, academic, social-emotional, and behavioral initiatives were all needed but had to be prioritized to make the most of limited in-service time with staff in the week prior to students returning to school.

Teachers learn many concepts and new content on their own throughout their career, however schools should be deliberate in how their dedicated full-group time is used. As Guskey

(2003) noted, “PD is a process that is (a) intentional, (b) ongoing, and (c) systemic” (p. 16). During the pandemic, while students and staff were home during Comprehensive Distance Learning, PD was focused on the use of Zoom for teaching and reaching out to students and families online. There was only one chance to bring staff back to a school campus during the COVID-19 pandemic. Staff members each arrived back to school with the expectation of participating in typical routines such as preparing teaching spaces and gathering materials for student learning. Typically, the health and safety of staff and students is paramount. COVID-19 made that concern more important. This was not a small factor to consider, so it was crucial that every moment together, socially distanced, was carefully planned. PD during the in-service of 2021 had to be intentional and relevant, with careful consideration of time spent on each topic.

The successful implementation of a PBIS framework meets academic, social-emotional, and behavioral needs of students (Bastable et al., 2021). This study sought to identify concerns staff had regarding responsibilities of the PBIS framework and its implementation, measured staff beliefs about effectiveness of the PBIS framework, and provided information about the process used to measure this in the first quarter of a school year. This study looked at several weeks of an entire year, and recounted the initiation of in-person instruction and learning for both students and staff. This chapter will provide an introduction, background of the study, educational problem of practice, purpose, rationale, research questions, significance, definition of terms and limitations.

Educational Problem of Practice

Professional development is the means for practitioners in public schools to learn about initiatives that they will implement in classrooms to create and promote student achievement. Teachers often regard initiatives as administration-driven. Staff, specifically teachers, are

preparing their classrooms and lesson plans while concurrently trying to take in the content presented to them. School leaders feel the need to introduce new school initiatives as soon as teachers and other staff members return to school. This introduction is amid the competition from all the other back-to-school procedures. It is imperative for school leadership to create meaningful and relevant experiences in learning with staff since it is expected from staff when they plan and create the learning environments for their students.

Some research studies have shown that PD has better buy-in when implemented by peers (Balta, & Eryilmaz, 2019; Birman et al., 2000). Practices are more likely followed when colleagues implement them and see success. Returning to in-person learning during the COVID-19 pandemic in the Fall of 2021 presented an extra challenge in the regularly expected programming of most teachers and staff. What I hoped to do as the principal of Lincoln Elementary School in Woodburn, was to work with a team of teacher leaders to implement peer-led PD on PBIS in an attempt to increase staff engagement and receptivity of the framework.

Purpose of Study

Research has shown that PD has an impact on the academic success of elementary school students (Birman et al., 2000; Darling-Hammond, 1997; Desimone, 2011; Ennes et al., 2021). Thoughtful planning and design of PD during the return to in-person instruction during the COVID-19 pandemic was imperative. The purpose of this study was to examine the effectiveness of a peer-led PD program focused on PBIS at our elementary school during the first quarter of the 2021-2022 school year. By surveying and analyzing participants' attitudes and observing their implementation behaviors, I hoped to learn about PD approaches that may enhance future effectiveness of PD in PBIS. Implications of this study may direct school and district leaders in re-implementation of PBIS and consider the impact of peer-led development

and facilitation of PD in an elementary school setting. Balta and Eryilmaz (2019) showed that staff are more likely to implement practice if there is buy-in and belief in the work and/or learning they are participating in. This study was developed with the intention to inform building and district administrators about school-level PD practices and more effective design of site-based facilitation of PD by peers,

Rationale

This study examined the impact of PD during a pandemic, in a time where trust and safety was at the forefront of many aspects of our society, especially in schools. The PD was intentionally designed by teachers who wanted to be a part of the PD in PBIS. Although invited, no classified staff showed interest in being a part of PD design or facilitation. The timing of this study was important. That is why this study occurred just as in-person schooling resumed during the COVID-19 pandemic, when the need for trust and safety by all was extremely important.

The findings of this study may contribute to the planning of a school or district's attempts in revitalizing and renewing the foundation of a PBIS framework. This work specifically considers the approach of PD and framework-development driven by district and site-based administrators versus a collaborative team made up of teachers, specialists, and administrators at the building level. This will help address the importance of staff buy-in through the approach of peer-designed and peer-supported PD.

Time spent in PD is expensive and precious. Although the design of in-service days is included as part of a licensed staff member's contract, they are costly. The moments a staff member spends in PD are invaluable. Each minute of in-service should be planned for strategically and used well to impact students to the greatest and most positive extent.

The in-service week prior to the return of students usually comprises four or five days, consisting of time for mandatory training, time for teachers to prepare their classroom environments, time for learning about the school's master schedule and changes to the way the school will run in the current year that may be different than those in the past, as well as meeting new staff members. During that same week there is an expectation that PD will be facilitated. Ideally, this PD would align with district and school goals and have outcomes that positively impact student learning/engagement/etc.

Experienced teachers have a general idea of what to expect in the routines of the in-service week each August. Teachers new to the district or the profession have another few days prior to in-service week specifically designed for them to learn about district practices and programs. The days prior to students returning to school in the fall are busy, and there are many competing initiatives, which will be discussed later. Because the days prior to student return are full of activity, learning and preparation, this time of year can be overwhelming for an educator.

The broader theme this research addressed was the need to implement the PBIS framework and the resulting effect on staff and students. The challenge of the COVID-19 pandemic and returning to in-person learning presented multiple challenges to both adults and children at school and outside of the school campus. School district employees (classified and licensed) were able to return to campus with students, while other caring adults who might serve as in-school volunteers, (parents, family, and community members) were not.

Objective and Research Question

The objective of this study was to provide the means for the principal and teacher-leader team to determine possible effects of the PBIS PD on staff. Specifically, a broad research question was used to frame the study:

What is the licensed and classified staff reception of PD in PBIS and what actions do they demonstrate to support this in the first quarter of the 2021-2022 school year?

Significance of Study

The significance of this study is to consider the value of a peer-led approach to PD in the re-establishment of a framework (PBIS) familiar to staff in an elementary school, specifically the elementary school where I was principal during this study. PD in PBIS is not new for the staff at the school, but PD had historically been led by administration, instructional coaches and outside facilitators. The design of peer-led PD in PBIS was intentional.

Key Terms

Bilingual Education: Content taught in two languages in four modes: reading, writing, listening, and speaking at varying levels of time and intensity. Thomas & Collier (2019) differentiated the measures of these programs in a 20-year longitudinal study that included students in programs K-12 in the United States. The categories of Bilingual Education programs include English as a Second Language pullout, Content-Based English language instruction, Early Exit and English language instruction, Early Exit, Late Exit, One-Way Dual Language and Two-Way Dual Language. Woodburn School District implements One-Way Dual Language as its bilingual education program, and Lincoln's program is in Spanish and English.

Comprehensive Distance Learning: In the Woodburn School District, Comprehensive Distance Learning (CDL) included learning online, with internet access and devices provided to all students by the school district. Teaching staff taught online and had limited access to the school building from Fall 2020 until the beginning of Hybrid Learning on April 1, 2021.

Dual Language Programs: Programs where two languages are taught at least 50% and up to 90% of the time starting in kindergarten, with the percentage of time taught in each language increasing and/or decreasing depending on the program model. The minority language (at Lincoln Elementary, Spanish is the language) is taught 80% of the time in Spanish in kindergarten and first grade. One-Way Dual Language programs have most students who speak one language, and Two-Way Dual Language classrooms are composed of students who speak two languages taught and balanced in the number of speakers of each of the languages as their home language.

Hybrid Learning: In the Woodburn School District, parents/guardians had the choice of in person for half a day and online for half a day, or online for a full day for their child's learning environment. This began April 1, 2021 and ended on the last day of school in June of 2021.

Individuals with Disabilities Education Act (IDEA): Amended in 2004, a law that makes available free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

In-School Suspension (ISS): A remedial practice in a school where students remain in school with the intention of staying connected with their academics but do not follow their typical schedule.

Multicultural Education: Education that includes the teaching of cultures, values, beliefs, languages, perspectives, and history.

Major Referral (Discipline Form): Disciplinary forms completed by an administrator at a school site, usually resulting in an In-School Suspension (ISS) or Out of School Suspension (OSS), filed by a school administrator with the district and then filed with the state.

Minor Referral: Referral for staff at the building level at Lincoln Elementary School. This is typically a document filed and used to collect data in a School-Wide Information System.

Out of School Suspension (OSS): A remedial practice used to exclude a student from the school building and school day or multiple days of learning to punish a student's behavior.

Pause Card: A tool created by Lincoln Elementary School staff in August of 2021, designed to record incidents of repeated student behavior.

Professional Learning Community (PLC): Group of learners in a school, usually made up of educators of similar grades and content areas. Group that consistently collaborates to design lessons and analyze data related to student learning, answering the questions, "What will they (the students) learn? How will they learn? What will we do if they do not learn? What will we do when they do?"

PD: Lessons developed and facilitated in a school or district aligned with the school district mission, vision, and improvement goals, with the outcome of student learning at the forefront, through staff learning. PD can focus on systems, content areas, and practices targeting student learning in academics and behavior.

Restorative Practices: Practices used by staff and students to repair and improve relationships and communities, specifically in schools. Practices can be implemented between staff, between students, and between staff and students.

School Wide Information System (SWIS): A system used by schools implementing a PBIS framework. School referral data is stored in this system with the intention of the data to be used by a school and district to determine the need of and develop student interventions and supports specifically in behavior.

School-Wide Positive Behavioral Interventions and Supports (SW-PBIS): PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

Sheltered English Techniques: Strategies used by English speaking teachers to facilitate the learning of academic content in English by learners of English, whose home language is not English.

Specialist: In this study, this is one of six teachers who teach a class other than core content, such as physical education, music, counselor, librarian, or technology.

Tiered Fidelity Inventory: The purpose of the SW-PBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel apply the core features of SW-PBIS. The TFI has three sections. Tier 1: Universal SWPBIS Features; Tier 2: Targeted SW-PBIS Features; and Tier 3: Intensive SW-PBIS Features. These can be used separately or in combination to assess the extent to which core features are in place.

Title IA: A federal program under the *Every Student Succeeds Act* (ESSA) that provides financial assistance for Local Education Agencies (such as school districts) with high numbers of students who live on a low income.

Limitations

A limitation of this study is its setting. Woodburn School District is a Title 1-A District. Most students enrolled in the district, and the school, participate in the free breakfast and lunch program as well as participate in two languages during their educational experience while enrolled in the district. Because every school district and school have different demographics, findings of this study cannot be generalized to every school setting.

Another limitation is potential bias exists between me as the researcher also serving as principal of the school, regarding the participants who lead the PD as designers, facilitators, and implementers of the PBIS framework, and other staff at the school. The design of the PD was a collaboration among teachers and a specialist, supported by the Director of Student Services, and me. Although I was present at all the meetings of the peer team designing the PD, I provided the information from Lincoln Elementary School surveys from the spring and fall of 2021, articles, and asked a district behavior specialist with a background in PBIS to provide PD in analysis of data from SWIS and implementation strategies for the PBIS framework.

Time is also a limitation in this work. In-service hours are not equal for all staff members in August before students return. For example, classified staff received an invitation, but if they had prior plans during summer vacation they did not attend. It should be acknowledged that staff attending PD does not equate to staff learning, understanding and implementing the content presented in PD during in-service or any other session in the fall of 2021.

Logistics and topics in PD for classified staff limited the growth and implementation of the PBIS framework. After students returned and the school year started, classified staff could not attend the weekly in-service sessions on Wednesday mornings. At that same time, classified staff (educational assistants) were implementing the PBIS framework, as their duties included student supervision.

Organization of Study

The second chapter of this study focuses on the literature related to peer-led PD, the history of PBIS and effective implementation of its framework. Methods used in the school are in the third chapter. Chapter 4 provides the results of this study, and Chapter 5 provides a discussion about the findings from this study, implications for practice and recommendations for future practice and research.

CHAPTER 2

REVIEW OF LITERATURE

The intent of this study was to evaluate one elementary school's PD in PBIS, exploring barriers and perceptions of staff as they participated in peer-led PD in the fall of 2021. The timing of this study corresponded to the return of staff to in-person learning during the COVID-19 pandemic. I reviewed relevant literature to support the reasons for taking the approach of peer-led PD in PBIS rather than what might traditionally happen in the fall of any school year (focusing more on content area instruction and materials, such as math or reading). The following areas of research, keeping a public elementary school setting in mind, include PD, peer-led PD, evaluation of PD and PBIS framework development and its impact on students, staff, and school culture. I also reviewed articles on the impact of the COVID-19 pandemic in online and in-person settings.

Professional Development

School districts have frameworks for PD, and the approach varies by as many ways as there are districts. The purpose of PD is to improve teaching, and therefore, produce student outcomes such as academic or behavioral growth (Balta & Eryilmaz 2019; Desimone et al., 2013; Kennedy, 2016; Quick et al., 2009). The literature has shown that using student outcomes is not an effective measure to evaluate PD (Desimone et al., 2013; McChesney & Aldridge, 2019) due to the authors of both studies finding contradictions of how to go about evaluating PD. Measures often do not include the impact of PD on student outcomes and if there are measures, the ones suggested to be considered are not clear (McChesney & Aldridge, 2019).

PD is a tool for continuous teacher learning and as a tool for school improvement (meaning student growth) in academic, behavioral, and social-emotional learning. If it is not an effective tool, many hours and dollars exponentially spent can be potentially wasted. In other words, PD minutes are precious and need careful planning. Therefore, the evaluation of PD is crucial.

Unlike the teaching and learning expectations within a classroom between teacher and students, PD typically happens in a setting outside a teacher's classroom and there is the expectation for the teacher to apply the new content inside a classroom (Kennedy, 2016). If congruence is lacking in a school system, there is the potential for classrooms to become several isolated one-room schoolhouses under one roof, with each classroom teacher implementing an initiative in a multitude of ways. Seeing a practice in action, modeled by a peer (or observing it in a classroom like their own) is a practice many teachers welcome (Quick, et al., 2009) and it may promote the understanding necessary for an initiative to be addressed congruently schoolwide.

Peer-led PD

Peer-led PD exists in a variety of ways. It could be as a mentor teacher model with a teacher outside the school coming into a teacher's classroom to observe, give feedback, and mentoring. It could also be as an instructional coach who may model a lesson or sit beside a teacher, coaching while observing another teacher actively teaching students. Successful models of peer-led PD can also include peer-level facilitation of PD (Budge et al., 2019; Cressey, 2019; Gardner, 2014; Roh et al., 2016).

Also, in the literature is a discussion on how to best support staff as they pursue leadership roles and the importance of preparing potential leaders (Neuman & Simmons, 2000; Woodbury, et al., 2013). The literature also included a discussion on the contradiction in the effectiveness of peer-led versus instructor-led debriefing of adult learning (Roh et al., 2016) which could be interpreted as peer-led versus a more top down approach at PD.

Positive Behavioral Interventions and Supports

PBIS is a framework for supporting academic and social behavior of students created and implemented in the 1980s in a small number of schools. It began focusing on students with behavior disorders. There is evidence that systems supporting student behavior were emerging in the 1960s and 1970s (Sugai & Simonson, 2012). In 1997, the reauthorization of the Individual with Disabilities Act (IDEA, 2004), provided support for students with behavior disorders (Sugai & Simonson, 2012). Since the 1980s and 1990s, PBIS has grown into a framework designed to support all students, not just those who have been identified with behavior disorders (Bradshaw, Koth, Bevans, et al., 2008; Keller-Bell & Short, 2019; Notlemeyer et al., 2018; Sugai & Horner, 2020; Sugai & Simonson, 2012). The design of the systems and practices within its framework are to be modifiable and enhanced based on an individual school system's need. There has been continuous research on the PBIS framework and its enhancement for over thirty years.

Although there are differences in description, some refer to the PBIS framework as a set of classroom management practices and rules. Throughout the literature the agreement is that PBIS, sometimes called School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) is a framework with aligned expectations intended for school wide implementation. The design of the PBIS model contradicted a behavior discrepancy model (Sugai & Horner, 2020).

Theoretical background of PBIS consists of six principles (Harlacher & Rodriguez, 2018). They include (a) behavioral principles (teaching behavior), (b) approach to student discipline, (c) matching support to student need, (d) using evidence-based practices, (e) using data-based decision making, and (f) implementing a schoolwide approach. The focus of this study was to use data-based decision making to make shifts in PBIS implementation through peer-led PD, with a focus on behavioral principles. Four key elements also defined by Harlacher and Rodriguez (2018) include outcomes, practices, systems, and data. This study used pre-pandemic data to support decision making in recent school systems related to the PBIS framework and its implementation.

The PBIS framework includes schoolwide routines, as well as ones implemented within settings of a school, including the classroom, gym, hallways, playgrounds, bathrooms, and office (as examples). As a school system implements the PBIS framework, it develops three tiers of support. Each of the three tiers is made up of the four elements: (a) outcomes, (b) practices, (c) systems, and (d) data. Tier 1 includes: (a) behavior management strategies (including physical settings, predictable routines, taught behavioral expectations); (b) preventive practices (opportunities for students to respond to learning, acknowledgment of positive behavior, reminders, tokens); and (c) responsive practices (error correction, consequences that relate to an undesirable behavior) for all students (Keller-Bell & Short, 2019). The design of Tier 2 of PBIS is to focus on 10-15% of students (Harlacher & Rodriguez, 2018). Students who need more support than Tier 1 may be at risk of having challenges academically as well as more challenges behaviorally. Tier 3 consists of interventions designed for individual students, usually about 5% of the student population of a school. This study focused on Tier 1 of the PBIS framework.

PBIS and Implementation Fidelity

Assessments measure the outcomes of student behavior in schools implementing PBIS. These assessments correlate the fidelity of implementation of systems related to measurable student outcomes (Bradshaw et al., 2014, Sugai & Horner, 2020). These include the School-wide Evaluation Tool (SET), the Benchmarks of Quality, the Benchmarks of Advanced Tiers, the Individual Student Systems Evaluation Tool, and the Tiered Fidelity Inventory (Bradshaw et al., 2008; Sugai & Horner, 2020). The Tiered Fidelity Inventory (TFI) is the most commonly used tool (Sugai & Horner, 2020).

As with any initiative, practice, or method of instruction, if implementation of a framework is not delivered with fidelity, outcomes cannot be measured accurately. In other words, if practices are inconsistent results will be incomplete or nonexistent and therefore not measurable (Sugai & Horner, 2020). When there is implementation with fidelity, evidence can be measured (Noltemeyer et al., 2018). Measured by the TFI, schools with higher fidelity of implementation of Tier 1 supports had fewer student suspensions when compared to schools with lower fidelity implementation. If teachers and staff understand the expectation of the implementation in PBIS and follow through with consistency, then there is a higher probability in positive student outcomes (Bradshaw et al., 2008; Noltemeyer et al., 2018).

COVID-19 and Its Impact

Schools include staff whose ultimate purpose is to ensure a safe environment for learning that can nurture a student's well-being, as well as support each student in their academic and behavioral growth. COVID-19 not only challenged students' well-being and growth, as most had the sole option to learn via Google Classroom and Zoom, but it challenged teachers' and staff

well-being too (Ozamiz-Etxebarria et al., 2021). Literature relating to the impact of the COVID-19 pandemic in public schools was imperative for this study.

From March 2020 through June of 2021, teachers had to work remotely online by logging in daily with their students, connecting with students no matter each student's age, capacity of working with technology, access to the internet and health (to list a few factors). While students struggled to navigate these variables, teachers and staff had to do so as well when schools moved into a *Comprehensive Distance Learning model*. Varying degrees of concern were perceived (or felt) by everyone in schools, no matter the role (Dos Santos, 2021).

There is evidence of stress due to the change of workload, shifts in emotional well-being, anxiety, and depression measured throughout the world in the brief time since the start of the pandemic to the writing of this paper (Dos Santos, 2021; Ferdig et al., 2020; Minkos & Gelbar, 2020; Ozamiz-Etxebarria et al., 2021).

Conclusion of Literature Review

In summary, this chapter was a brief review of PD, PBIS and the impact of the COVID-19 pandemic in schools. The literature showed there are universal efforts in PD facilitated in countless ways. And the outcomes of those efforts are not measured consistently to show growth in student academic, social or behavioral outcomes.

Research in PBIS shows a positive correlation between implementation fidelity and student outcomes. This potentially showed a relation between PD of staff in PBIS and student outcomes in academics and behavior. The circumstance of implementing PD in PBIS during the return to in-person learning during a pandemic is a topic newer to the literature, however the impact on staff well-being is not.

Chapter 3 will describe the methodology of this study, which is site-based and although it mentions some tools from the literature (specifically, the TFI) the methods and reasons for them rely on data collected on site using surveys and formative feedback from staff, used by the school's PBIS team to design and implement PD throughout the first quarter of 2021 at Lincoln Elementary School.

This study is unique in setting, as it takes place during the COVID-19 pandemic and the return of students and staff to in-person learning in the Fall of 2021. Although not the first pandemic in history, the current circumstance of the COVID-19 pandemic was met by people who never had experienced a pandemic and the challenges that it presents. A gap in the literature exists regarding PBIS and PD that addresses the unique challenges and stresses to students and staff beginning in March 2020 and continuing through the present day.

CHAPTER 3

METHODOLOGY

Evaluation of PD at the local level such as at a school or in a school district is a common practice. Consistent and intentional assessment of sessions is instrumental in the design, facilitation, and implementation of PD. In a school, the participants in PD are the learners who are expected to impact student success. Participants' buy-in of the content presented is a necessary aspect in effective PD sessions (Dehghan, n.d.; Fenner, 2021; Guskey, 2003; Guskey & Yoon, 2009). Understanding the content of PD and having confidence in one's own professional competence is imperative in the implementation of systems (Reis-Jorge, 2007). In turn, successful implementation of PBIS in a school leads to positive outcomes for students (Noltemeyer et al., 2018).

The purpose of this study was to evaluate the effectiveness of a peer-led PD program focused on PBIS in Lincoln Elementary School during the first quarter of the 2021-2022 school year. The following research question framed this study:

What is the licensed and classified staff reception of PD in PBIS and what actions do they demonstrate to support this in the first quarter of the 2021-2022 school year?

The current chapter explains the methodology of this study. This chapter includes the design and approach, reasons for the study, potential bias, assumptions, limitations, and delimitations of the study. It will also address trustworthiness and credibility, given the setting and context of the study, describing the participants, data sources, and procedures for collecting and analyzing the data.

Research Approach and Data Gathering

In May 2021 the Director of Student Services in the Woodburn School District met with each of Woodburn's four elementary schools' administrative teams, along with the district behavior specialist. The purpose of the meeting was to create a timeline for PBIS and Social Emotional Learning (SEL) for the 2021-2022 school year, in anticipation of in-person learning. In that meeting, the assistant principal and I decided to focus on PD in PBIS during in-service week and consistently throughout the year. Another decision we made was to consistently survey staff to evaluate staff perceptions and learning in PBIS during the 2021-2022 school year to gather feedback that would influence the design of future PBIS PD at Lincoln.

Information from surveys, a walkthrough by building administrators, and behavioral data from the School Wide Information System (SWIS) were used to collect data after school-based PD sessions in PBIS. Planning for the PD and data collection was initiated in June 2021 and collected through November 2021. All of the data collection was used for administrative purposes by school and district personnel for typical analysis of PD efforts and the effectiveness of the PBIS system. Staff participants included licensed members (teachers, special education case managers and specialists in arts, physical education, and media) and classified members (specifically, educational assistants). Surveys were administered using Google Forms at the end of PD sessions. Google Forms is the primary tool the school and district use to get feedback and input from staff. Table 1 shows those who took the June survey listed below by participant roles.

I developed the initial survey questions for the June survey and summative questions for the August and November survey. The school PBIS committee created interim survey questions given to PD participants after each survey given during the first quarter of Fall 2021. The routine of submitting feedback through exit tickets at the end of PD sessions was a practice familiar to

staff, and all surveys given to participants were designed as exit tickets. Participants are listed throughout these chapters. The spring survey (see Appendix E) was designed to see if any barriers from staff about their perceptions of PBIS would surface, as well as find out who might want to be part of leading the PBIS team at Lincoln. The results influenced the development of the initial PBIS team that met in the summer of 2021 as well as the design of August in-service PD.

Table 1

Participant Roles of the June Survey

Participant Role	Number
Classroom Teacher	29
Educational Assistant	19
Specialist	11
Special Education Case Manager	4

In the spring survey, I asked the staff to identify their role as an educator. There were originally five categories, including one for administrators. Including the category of administrator would not have allowed for anonymity to include that information in this study. Four categories of staff were used to identify attitudes and beliefs of staff members.

In August and again in November, another survey was given to staff to identify staff perceptions of the PD and confidence in their use of the PBIS framework (see Appendix F). A collection of summative information in August occurred during activities led by the staff facilitating the PD sessions. For example, one method of collecting staff thoughts and beliefs happened during an activity where staff examined each part of a pre-published PBIS matrix of behavior in areas of the school. I posted each matrix portion on a large piece of chart paper. Each portion included: a physical area of the school, respectful actions, responsible actions, and safe

actions. The chart paper also included room for staff to give feedback. Staff had Post-Its in colors that represented the four categories of job responsibility (licensed, classified, special education case manager and specialist). Staff worked in teams and gave input by writing comments and suggestions of what items and phrases should be included on the matrix using the color-coded Post-Its. Staff input from the PD session resulted in the final copy of the Matrix of Expectations (see Appendix G).

In the summer PBIS team meetings, the team revised the former Yellow Card (see Appendix H) that staff historically used to record minor behavior concerns. Confusion about the purpose of the Yellow Card was a topic of discussion with the district Director of Student Services and the team. The team thought the change of the minor card was an important area to spend time on during August in-service and important to evaluate. The team believed that a Yellow Card had a negative connotation similar to yellow cards given in a soccer game. If a player is given a yellow card while playing soccer, the player is removed from the game temporarily. Students cannot be removed from school temporarily. The team agreed the intent of a minor card was for a staff member to reteach the expected behavior to a student. Because reteaching behavior at any time of the day in any location of the school requires a moment, the team decided to rename the card a Pause Card.

The team decided data collection of Yellow Cards was never accurate, as there were not copies of the Yellow Cards and therefore no way to know how many Yellow Cards were given. Yellow Cards were given, expected to be signed by a parent or guardian, returned to the school and recorded into the SWIS. Pause Cards were developed with the intention of collecting information about reteaching behavior. The team decided the information collected from Pause Cards was important for adults in the school to see trends in order to shift behavior in the school

environment, not used as a punishment or negative note sent to parents and families (see Appendix I).

Because the PBIS team felt the change in how minor behavior concerns were addressed and recorded by staff was an important element of the system, an additional survey question was developed by the PBIS team (rather than by me) in August during in-service after the initial session and sent to staff. The questions asked included:

What is your understanding about Pause Cards? How are they used? How are they different from a minor card?

At the end of the first week of school, the assistant principal and I walked through each classroom and teaching space (including the library, music room, and gym) to record our observations. During in-service, staff were directed to develop materials and post them in their teaching spaces as aids in helping students learn the system. The teachers who led the PD explained to staff that the assistant principal and I would be walking into teaching spaces to see materials, posters, charts or other representations of PBIS would be present in classrooms and other spaces.

The Researcher

Throughout this study I worked as a principal and researcher while consulting with peers to limit bias that can potentially and inevitably arise when working in two roles. Living in the pandemic, each staff member had an experience and perspective about returning to school, and I was fearful we would be spending so much energy on worrying about not getting sick with COVID-19 at school there would be little to no energy to spend on all the other objectives and activities when returning to school (see, e.g. Dos Santos, 2021; Miller et al., 2020; Minkos &

Gelbar, 2021). Professional and academic life cannot be completely divided, so my personal investment in this study could have influenced my work as a principal and vice versa.

Bracketing of Potential Bias

I am the principal of the school as well as the researcher for this study, and the primary supervisor of most participants who took part in site based PBIS PD and surveys. The surveys were anonymous. However, some surveys included the identification of a staff member's role as classroom teacher, specialist, educational assistant, special education case manager or special teacher. While the staff members were aware that the PD theme and follow up surveys and observations would be discussed in my dissertation, they understood that the primary purpose of all of the work in PD, the implementation of new systems and procedures for PBIS, and our data collection regarding it were all expected by the District as an element of our work at Lincoln Elementary School. In addition, District personnel informed the university IRB (see Appendix A) of this unique aspect of this study so that there was clarity about what was asked of staff and actions took by me as principal and researcher.

Setting and Discussion of the Case Participants

Implementation of PBIS began at the site school district in the early 2000s. I was first hired by the school district as the principal of the site school in August of 2018. A review of the TFI (Tiered Fidelity Inventory) results administered in the spring of 2018, revealed the PBIS framework needed a complete revision, starting with the initiation of a site based PBIS committee.

Participants in this study were staff from Lincoln Elementary School in Woodburn, Oregon. Staff included teachers, special education case managers, classified staff (educational assistants), and specialized teachers who teach physical education, media, technology, and music. Also taking part in this study were Title IA resource teacher, instructional coaches and a Language Program Coordinator who also has the role of the Talented and Gifted (TAG) teacher in the building. Staff experience at Lincoln Elementary varied from six months to 30 years of experience in an elementary school setting.

Selection Process

I identified participants by their roles with no names included in this study. All data collection occurred using surveys completed at the end of PD sessions. I focused on surveys delivered and collected through Google Forms, the format the staff had used before in all PD sessions provided by the school district in the past 5-years.

This study took place in an elementary school in Woodburn, Oregon. Historical information came from the spring of 2021, two months after staff and about half the school's students returned to in-person learning. The school has 80 staff members, both classified staff (educational assistants, secretaries, custodians, nutrition service workers) and licensed staff (teachers and educators with a teaching license and specialized certifications).

Data Sources

I received approval from the Institutional Review Board (IRB) and the Director of Special Services in the Woodburn School District (see Appendix A), No informed consent was asked of participants, and I proceeded with the school PBIS team in collection of data the way that is expected in the Woodburn School District. For this study, I used surveys starting in June

2021 to gather attitudes and opinions of classified and licensed staff. The gathering process continued throughout the first quarter of the 2021-2022 school year. Participants included educational assistants, special education case managers, specialists, a Title IA resource teacher, instructional coaches, language program coordinator and classroom teachers. Classified staff in a school includes custodians, secretaries, nutrition service workers, maintenance workers and other educational assistants involved in special programs, however they were not included in any formal PD sessions at the site school in the spring or fall of 2021, so they did not take part in the study.

The number of participants in a survey depended on the PD setting. The goal was to have multiple points of perspective from the variety of staff listed above. A few of the settings only included licensed staff and did not include classified staff.

Data Analysis Procedures

Staff perceptions, knowledge, and confidence are a part of this study, along with factors that impact PBIS implementation. Those taking part in the PD received their peer facilitation well. They received content in a knowledgeable and non-threatening way, encouraging staff to implement new learning and increase student success (Horner et al., 2014; James et al., 2019; Pas & Bradshaw, 2013).

After administering the June survey, I reached out to staff to see if there was interest in leading changes in implementation of the PBIS framework at the site school and re-initiating the school based PBIS committee, potentially ready to lead PD of their colleagues. I presented the information from the meetings led by the Director of Student Services along with the data from the June survey to this budding team.

The survey had four categories of staff at site school who completed it. The teachers who analyzed the June data (and all data in the surveys after) read the data categorized as: classified staff, specialist, special education case manager, and licensed teacher. I looked for data to conclude whether staff perceptions, knowledge, and confidence in implementation of PBIS grew over the first quarter of the 2021-2022 school year. I also looked for trends of attitudes that changed or did not change over the first quarter of in-person instruction and the re-implementation of a PBIS framework.

Assumptions and Limitations of the Study

Conducting a study in the school, I, as the researcher, brought assumptions and recognized some limitations. There are assumptions thought to be true but were not verified in this study. That is, I had hopes for my school, my staff and my students and so this study was more than an academic exercise, it was our attempt to make a positive difference for our school. I, as the principal, am invested in change at Lincoln Elementary. This very well may have had some influence on the design of the PD, the data collection, and analysis.

Limitations are the weaknesses or gaps in the design of my study. The consistency of participants in each PD session and the surveys that accompanied each session was a limitation because each session had different participants. PD sessions were scheduled at times when classified staff were not available due to their working schedule (usually classified staff were supervising students while licensed staff were in PD sessions). To keep this from being a limitation, I met with classified staff informally to facilitate the PD topics specifically referring to the PBIS framework. Classified staff were included in the three major surveys given to staff in June (at the end of hybrid learning), August (during in-service week) and November (at the end of the first quarter).

Summary

Using data from surveys, a walkthrough and the SWIS, this study examined the effectiveness of a peer-led PD program focused on PBIS in an elementary school during the first quarter of the 2021-2022 school year. Data collected were dependent on the number of participants in a PD session. In Chapter 4 the findings from the study will be discussed.

CHAPTER 4

FINDINGS

This study evaluated the peer-led PD program at Lincoln Elementary School in Woodburn, Oregon. This study took place upon the return of staff and students during the COVID-19 pandemic.

The following research question framed this study:

What is the licensed and classified staff reception of PD in PBIS and what actions did they demonstrate to support this in the first quarter of the 2021-2022 school year?

This chapter reports on the findings and provides information to administrators and staff prospectively looking to re-implement a PBIS framework in an elementary school. This study focused on the perceptions, knowledge, and confidence of staff in relation to implementing components of a PBIS framework with teacher led (peer led) PD. This group included classroom teachers, specialists, and educational assistants in one elementary school where, in the mid-2000s, the PBIS framework began. Formal assessment of the school's implementation of the framework showed a need to re-establish systems and re-implement the PBIS framework.

Themes

The following section will present themes that emerged in the first quarter of the 2021-2022 school year at Lincoln. Evidence was collected through surveys, a walkthrough, and analysis of the SWIS data. The SWIS collected information specific to Pause Cards.

In order to address the research question, I considered three primary themes for this study:

- Staff knowledge about the PBIS framework as a result of our PD
- Staff perceptions of peer-led PD in PBIS
- Staff responsiveness and confidence in implementing practices associated with PBIS

Staff Knowledge about the PBIS Framework

A question in the August and November 2021 survey asked: “If there is a part of PBIS you know something about/are aware of and wish you knew more, what would it be”? This question gave staff an opportunity to reflect on what they perceived to know based on the PD provided in the past, which may have also included knowledge prior to the Fall of 2021. It also gave an opportunity for staff to articulate about areas in PBIS where they still had questions and comments. The comments presented below encompass the areas focused on during the in-service PD in August of 2021 as well as topics that may have been referred to briefly throughout the fall, as well.

Twenty-one of forty staff (just over half) responding to the November survey at the end of the first quarter stated that teachers “may have a large impact on student behavior during the day”. In June, 62% of staff reported being very familiar with the PBIS framework, versus 74% in November of 2021. More staff reported that they were very familiar with the framework at the conclusion of the first quarter than at the conclusion of the in-service week in August.

Included here are comments from the staff survey at the end of the first quarter in November. The comments were of three basic types, enhancing the program, specific strategies to help struggling students, and knowledge of the PBIS framework and procedures. These quotes illustrate the range of responses and were often expressed by several teachers.

Program enhancement. Some comments were about enhancing the program. These included: “I would like to know more about other incentives we can give to students and classrooms when we start giving out class dolphin deeds”. “Reward ideas for the classroom”. “Classroom rewards. Would like to implement more”. Strategies for de-escalation, understanding childhood trauma, what constitutes trauma”.

Struggling students. Some teachers expressed concerns about students who were continually struggling with behavior issues. Examples of these concerns were: “Students struggling with behavior”. “How to help students who experience crisis or anxiety during instructional time”. “I feel the biggest would be how to work with students with struggling behavior”. “How to help a student struggling in behavior - but NOT what I see happening now. A number of teachers made similar comments such as these.

Implementation concerns. Some of the responses indicated staff concerns about their knowledge of the system or their ability to implement. Examples of these comments are: “The difference between a pause card and a referral (and how those compare to yellow cards)”. “How to positively influence a student struggling in behavior in a moment and how to determine a major vs. minor referral” “I am a bit rusty on the tiers”. “More clarity about the minors vs. majors and pause card vs. long form”. “Not sure - perhaps more resources in working with students with more extreme behaviors or how to seek assistance with these circumstances”. “How to determine if it is a pause card vs a referral when it is a repeated behavior that continues to happen even after you have retaught and spoke to the student multiple times”. This last comment shows evidence of outdated PBIS procedures, i.e.: three “Yellow Cards” = Major Referral”.

Some responses to the content presented in the PD indicated some level of confusion or lack of competence in implementing the system. Many teachers expressed concern about what to do with students who were struggling with behavior issues and what type of assistance the PBIS framework provides in difficult cases.

Staff Perceptions of Peer-Led PD in PBIS:

Because PD in PBIS was peer-led throughout the first quarter of the 2021-2022 school year, I wanted to see who staff thought was the most knowledgeable in PBIS. In the August and November survey, it was asked, “Who is the most knowledgeable of PBIS at Lincoln? In the school district (see Table 2).

Table 2

Staff Responses in Knowledge of the PBIS Framework, November 2021 Staff Survey

Role Most Knowledgeable	Number of Responses
Teachers Leading PBIS PD	6
Counselor	10
Classroom Teacher	5
PBIS Team	13
Principal (comments included “admin”)	13
Educational Assistants	1
Coaches	2
Psychologist	1
Behavior Specialist (District)	6

Staff reported those most knowledgeable in the PBIS framework ranged from a response of every staff member (five responses) to the psychologist (who had not led any PBIS PD and was a participant when she could be, as she was new to the district and the profession in the Fall of 2021). One response also included a former member of the staff who retired in 2018. The following were some of the statements made by staff in response to this survey question.

"The most knowledgeable people of PBIS at Lincoln are the Principal and Vice, the teachers, and the ED assistants". "The individual presenting the information during personal development staff gatherings". "It was Counselor A and Counselor B but they're gone". "The behavior specialist". "The teacher that presented". "I don't know". "Ms. Flynn".

Staff members most clearly identified the administrators, counselor and the PBIS team as most knowledgeable about the PBIS framework. I assumed that staff-led PD would lead to staff recognizing that all of the staff had knowledge of and responsibility for PBIS implementation and functioning. What the responses show is that few staff saw the entire staff of Lincoln as being knowledgeable.

Staff Responsiveness and Confidence in Implementing Practices Associated with PBIS

At the August PD session, the teachers facilitating the in-service set the expectation for all licensed staff. These expectations included posted classroom-created materials displaying PBIS expectations, the proper use of the Pause Cards and referral usage.

Classroom-created materials. The expectation stated was a clear set of classroom expectations (per the PBIS framework) posted in each teaching space (see Appendix G). Typically, the method of setting up expectations includes staff and student collaboration as a community, and posted in a matrix, large enough for all staff and students in the learning space to access at any time. The three categories of behavior include being safe, respectful, and responsible.

During the August in-service, staff were instructed to create a matrix of expectations with their classroom community and post the expectations so they were visible to the classroom community. The staff in-service agenda indicated there would be a walkthrough by building

administrators to view the authentically created expectations at the end of the first full week of school. The teachers facilitating the PD session in August also explained the walkthrough. The walkthrough for viewing the matrix or a poster collaboratively created by a classroom community was completed by me and the assistant principal of the school.

The assistant principal and I walked through 34 classrooms and teaching spaces (such as the library and gym) at the end of the first week of school (specifically, September 3, 2021). Eleven classroom/teaching spaces posted a matrix of expectations. The classroom teachers created the expectations they posted and led by a teacher. There was no evidence of a matrix in nineteen classrooms/teaching areas. Four classrooms/teaching spaces posted an identical copy of the matrix (see Appendix D).

Table 3

Evidence of PBIS Matrix Development, September 2021

Observation	Number of Classrooms/Teaching Spaces
Classroom Created Matrix Posted	11
No Matrix Posted	19
Published Row Posted	4

As a result of the walkthrough, we found that less than half of the classrooms and teaching spaces displayed the expected PBIS materials. No additional follow up was done by administrators to determine the reasons why, however the PBIS team reminded staff in September and October about the relevance and importance of creating and posting a community developed set of expectations.

Pause Cards. Pause cards were introduced in the August in-service. The card is intended to measure student behavior that has been repeated by the student and retaught by a staff member. The cards are collected in the office and information from the cards are recorded in the

SWIS. Three themes emerged in staff perception of Pause Cards. Table 4 shows a comparison of the past decade of information collected using Pause Cards (formerly called Yellow Cards).

After the in-service session, I asked the staff about using a Pause Card versus the former Yellow Card implementation in an anonymous survey. Fifty-one responses collected specifically addressing learning about the Pause Card had categories in the themes below. The prompt for staff to specifically answer about learning about the Pause Card were: What is your understanding of Pause Cards? How are they used? How are they different from a minor card (formerly also called a Yellow Card)? Three themes arose from participants about the newly introduced Pause Card:

The Pause Card is seen as a warning. Thirteen staff responded that the purpose of a Pause Card was to serve as a warning to students. Answers from staff included, “A Pause Card is like a warning before a minor”. “A pause card is like a warning”. “Pause cards are a simple warning in an effort to correct behavior”. “Pause Cards are like warnings for students when they get caught off guard practicing behaviors not so appropriate for school”.

The Pause Card as a tool to reteach and reflect on behavior. Twenty-three staff responded that the reason they gave a Pause Card was to recognize an opportunity for a student or students to reflect on their behavior and recognize the situation in a way. The goal is not to have students feel they are in a circumstance where they have created trouble but to recognize it as learning opportunity for changing their future behavior. Staff responded to the questions included: “Stop and reflect to make a better choice”. “It is used to pause and reflect about an action and what they can change or do better”. “My understanding is these are used so students can reflect on their behavior right when it happens. This might be when a behavior happens once

it's just for them to reflect and understand the expectations". "Used to let students know that the teacher has noticed student's behavior/not following expectations". "To teach/talk with the student right then". "Paused cards are used to help students' behavior in the moment and have a part for students' reflection".

The Pause Card is for tracking student behavior.

Pause Cards, although similar to the previous Yellow Card, were perceived in a variety of ways by staff. Staff seemed to understand the card was designed to collect data. Comments from staff are listed below.

"A way to track behaviors therefore retaught by staff". "It is also helpful for the office to track data". "Pause cards are used for data". "Pause cards is to keep record of incident".

Few staff included more than one of the above themes in their reflections of the Pause Card. One participant responded:

A pause card is for (a) calling students' attention that their behavior is unacceptable, and they need to change (while the consequences are not as severe) and (b) documenting incidents so we as a staff can monitor and improve where needed. A minor card is more extensive and "severe" and usually involves reaching out to parents.

Another staff member wrote, "Pause cards are a way of tracking behavior and at the same time talking to students about behavior. Pause card - reflection".

Overall, staff showed an understanding that the Pause Card was a different tool in the PBIS framework at Lincoln Elementary. One staff member did say "They are used like the yellow card was used". It was the one comment that equated the two cards as the same.

Referrals. Student behavior in the 2021-2022 school year was not compared to behavior in the 2020-2021 school year. The 2020-2021 school year followed a Comprehensive Distance Learning (CDL) model for most of the year, with half the student population returning to a half day of in person learning starting April 1, 2021 and ending in June of 2021. Student behavior data was not collected or stored in the SWIS for the 2021-2021 school year.

Student referral data collected in the first quarter of the 2017-2018, 2018-2019, and 2019-2020 school years compared to the first quarter data of 2021-2022. The number of referrals is in Table 4.

Table 4

Number of Minor Referrals in August through November, 2012-2021

Year	August	September	October	November	Total Number of Referrals
2012	4	151	91	52	298
2013	0	32	132	97	261
2014	1	82	110	129	322
2015	1	192	219	191	603
2016	3	206	145	137	491
2017	0	79	212	192	483
2018	0	49	93	47	189
2019	0	26	72	100	198
2020 ¹					
2021	0	14	48	98	160

1. Due to COVID-19 and with learning occurring in comprehensive distance learning, no referrals reported

Referrals in the fall quarter of 2021 were less than any previous year. There were several thoughts the PBIS team had about this result. It was clear to the team no referrals were recorded in Fall of 2020 because there was no expectation to use referrals during CDL while students were learning online. The team also wondered if the change of the minor referral from Yellow Card to Pause Card was confusing and staff were not sure how to complete the form correctly.

The PBIS team also noted in Fall of 2018 the number of referrals decreased and a change that was directed by me that fall. As the incoming principal at in-service in 2018 I told staff to call the office when there was a behavior concern rather than follow past practice of sending students with a Yellow Card to the office. The call could be made by licensed or classified staff. The call could come from a classroom, the playground or any other location on campus. The assistant principal and I both responded to the call together so I could model and explain my expectation of our role in responding to calls. The assistant principal needed to understand the expectation I had for us as we responded to calls.

The purpose of responding to calls was to keep students in class or in the activity, rather than send the student away to the office. This allowed the assistant principal and me to support in a few ways. It gave the opportunity for the staff member who called for support to work through the situation with the student while someone (the assistant principal or I) would supervise the class. The response to calls at times allowed opportunity for the assistant principal or me to model how to work through a situation a teacher might not have dealt with before. Other times, it was necessary for the assistant principal or me to learn about a situation immediately and begin an investigation or work through a situation. Responding in person rather than receiving a Yellow Card in the office brought by the student gave the assistant principal and me the opportunity to learn as much information as possible from the staff member about the situation. Due to changes in leadership in 2018, the shift to an online learning environment in 2020 and the change from Yellow Card to the Pause Card, it is difficult to make any valid comparison in minor referrals given between 2012 and 2021.

CHAPTER 5

CONCLUSIONS

The purpose of this study was to evaluate the effectiveness of a peer-led PD program focused on PBIS in an elementary school during the first quarter of the 2021-2022 school year.

My findings resulted in a focus in three areas:

- Staff knowledge about the PBIS framework
- Staff perceptions of peer-led PD in PBIS
- Staff responsiveness and confidence in implementing practices associated with PBIS

Overall, as I reflect on the responses of staff members to the professional development and on our observations of teaching spaces, I am left with the sense that there are a lot of difficulties to overcome. However, the study did lead me to some conclusions that will spur on changes in practice and further research.

Difficulties. While I had assumed that peer-led PD would address staff concerns about applicability of the content due to group ownership of PD, as implied by Budge, Mitchell, A., Rampling, T., & Down, P. (2019), I realized that was not the only factor that needed to be considered. One of the most compelling comments in response to the peer-led PD on PBIS was: “Where [can] teachers can find support when nothing works, and they feel blamed for the issues. If that is a PBIS example, I feel Conscious Discipline is the better choice”. This comment shows there was no evidence in the connection of Tier 1 supports in a Multi-Tiered System of Support, specifically in the PBIS framework. It indicates little or no buy-in of this staff member. It was also an example of some of the difficult responses and observations that I made in this study.

Learning about one person's disappointment could actually be beneficial to others. The PBIS team responded to the in-service survey results by working together to plan future PD. Having a clear purpose, repeating training content and sharing disaggregated discipline data are some categories that can help or hinder PD (Bastable et al., 2021). These were categories the PBIS team considered as they designed future lessons about the PBIS framework throughout Fall of 2021.

Another difficulty was the lack of use of PBIS materials in teaching spaces. Staff posted a classroom-created matrix in less than half the teaching spaces (classrooms, gym, library) in the school. Guskey (2000) argued that the effectiveness of PD is not the reaction of staff to it but what staff behaviors and student outcomes come as a result of it. The PBIS team observed that staff did not own the school-wide Matrix of Expectations, or feel confident in creating a matrix with students they worked with, or understand the importance of creating, displaying and reinforcing a matrix of expectations in the area where they taught.

Additionally, difficulties in organizing full-group PD and in tracking behavior referrals made it hard to actually measure results. Conflicting schedules and duties, and changes in the way that referrals were counted (or in the cases of COVID, not counted) made any comparisons of little value.

Positives. It is true that some knowledge about the PBIS framework by the end of this study time period was recorded in surveys through comments. Comments showed some that some staff members perceived that the teachers facilitating the PD were the most knowledgeable in the school. Nineteen responses from 40 staff participating in the November survey specifically rated the PBIS team or teachers who led PBIS PD throughout the fall quarter in 2021 as the most knowledgeable about PBIS. Also, some staff thought of themselves as the most knowledgeable

in the school. Bradshaw, et al. (2014) and Bradshaw, et al. (2008) pointed out the need for fidelity in implementation and full school implementation for overall health and climate of the school, students, and staff. While Lincoln is not there yet, findings indicate that many staff members are implementing with fidelity.

Conclusions

Although some staff learning was evident, the findings show there are many more steps for the Lincoln PBIS team, including me, to take in order to positively influence staff in their knowledge, perception and confidence in the PBIS framework. Ownership by every staff member was not evident.

Just over a year ago I began working together with district personnel to develop a timeline for implementation and energizing Lincoln's PBIS framework. We spent time as a team with two Lincoln teachers determining the next steps of a peer-led professional development model. We believed in the team and the team approach, and knew what results could look like, based on another effort at a peer-led professional development model at another school in the district.

I believed then and now that the staff who were a part of the PBIS team were consistent supporters and implementers of the framework. As the year moved along, it became evident more teachers and staff needed to get involved in learning about PBIS and teaching their peers. This doesn't necessarily need to be in a formal PD setting, but could be in modeling practices, and reflecting on practices they implement and the results evident from those practices.

Over the time we have been working to implement peer-led PD and re-energize PBIS, I've noticed the same group of staff are the ones who take on leadership roles in other committees and teams in the building. Some members' roles also include ones on the building

leadership team and being a union liaison at the school level. The team needs to expand. The same talking-heads at a PD session are not the only teachers and staff modeling behaviors and showing results. We need the leadership of others who demonstrate understanding the implementation of the PBIS framework.

I think this is possible as we carefully design August's in-service for 2022. Although time is limited, the Lincoln PBIS team is meeting in July. Rather than introducing a new form and asking for input like last year, I hope to get the team to find ways to engage teachers and staff in different ways. There were at least three areas I observed (and staff did as well, even if there is not formal data collected) we as staff could improve. Staff would need to take ownership, and I believe the PBIS team could brainstorm and help implement ways to motivate improvement in a positive way that recognizes staff, rather than creates competition. Whether we create videos (that could provide some humor) and/or find ways to recognize one another (perhaps with a class Dolphin Deed where adults recognize framework implementation and this is shared weekly or in another way), some behaviors have to be expected from the first day of school. These behaviors need to be explicitly taught to adults.

The three areas include:

- Hallway behavior (Teachers/assistants should be monitoring students, not leading them in a line without looking back.)
- Bathroom behavior (Set the expectations no matter where students are - lunch, recess, classroom, P.E.)
- Giving Specific Feedback (The Dolphin Deed tower *can* get filled by the end of a year. This year it was nearly filled halfway.)

Although data is collected and stored in the SWIS, the understanding and transparency of the data is limited, even by me as the principal. In the coming year I'd like to invest in a database that is capable of collecting data in Multi-Tiered Systems of Support. Including data collected by the SWIS, the potential database collects academic and social-emotional data. If we collect the data, and analyze it consistently we can make changes in our practices and approaches to implementation of systems.

Recommendations for Further Practice

This study evaluated a single PD program in PBIS as the first quarter of the 2021-2022 school year proceeded. Below is a list of suggestions for future practice for a building principal considering a peer-led PD program in PBIS at the start of a school year.

1. Second-order change must be considered. A building principal planning for changes in a system needs to determine if change could challenge assumptions, change practice, and perhaps be perceived disruptive. Methods of planning for change need to be researched and understood by the principal and peer team leading the work.
2. All staff need to be considered when planning PD sessions. Classified staff were not included in PD the same way licensed staff were. Less information was gathered about knowledge, perceptions and confidence of the classified staff than the licensed staff.
3. Staff is crucial in implementation of the PBIS framework; counselors and administrators should be a part of the PBIS team and part of the PD development and facilitation process, as their role in the implementation of the PBIS framework is well cited in PBIS literature, and Lincoln Elementary showed their reliance on their knowledge in the August survey.

4. Staff involved in the leadership of peer-led PD and the administrators need to have a solid understanding of the impact the design of PD, as well as the importance of their role.
5. Consistency of meeting as a peer team (including the building administrator) and scheduled PD sessions for staff must be scheduled, and feedback from each session must be considered by the team as they develop future sessions.
6. Include all staff in PD. All members of staff have ideas, and the team does not need to dictate every action. For example, Lincoln staff will be involved in creating videos to show examples and non-examples of behavior in Fall 2022.
7. Celebrate successes of individuals and groups. This will look different in every school. Acknowledging the work of individuals and teams can promote ownership.

Suggestions for Future Research

This study opened my eyes regarding the development and implementation of peer-led PD at a school level. My first suggestion would be to look into research about how to include classified staff in an effective PD program in schools. Hierarchy of school systems and schedules place licensed staff above all others who work with students, however it would be interesting to know what proportion of time classified staff interact with students in comparison with licensed staff, and in the capacities they do.

Another area of research I suggest is the attitudes of staff upon return to school after a disruption in the school schedule. In other words, looking into staff attitudes when re-entry to school happens after a non-scheduled event, like a pandemic or natural disaster (rather than a scheduled break such as summer).

Student and staff apprehension of participating in Comprehensive Distance Learning is a point to consider for further research and not in this study. It is believed that this type of learning environment is detrimental to students both academically and emotionally (Milner et al., 2015; Malboeuf-Hurtubise et al., 2021). Its impact on staff, students, and families will be measured for many years to come.

One other area of research I suggest for a building principal looking to build a peer-led PD program is to learn about the makeup of a successful peer-led program and promotion of ownership collectively. Staff who are involved in leadership in a school ~~possibly~~ could be involved in other committees and roles of leadership in the school. This could result in division and resentment of staff. Some staff could be considered favorites of the building administration. Rather than building collective efficacy, efforts in shared leadership could backfire. As the building leader, it is imperative to be aware of perceived hierarchy of staff, their power or lack of and specifically, how that plays out in the implementation of the PBIS framework.

Conclusion

As the principal of a school that implemented a PBIS framework for over a decade, I believe this study showed the downfalls of not being prepared for implementing peer-led PD, even with a staff that showed interest in learning more about PBIS. Regardless of the COVID-19 pandemic, effective PD design for adults was the ultimate potential. The challenge for me as a practitioner and building leader is to continue to pursue research-based methods that positively create ownership, collective efficacy, and learning that ultimately influences students in positive ways, providing the best education we can.

The Woodburn School District is committed to the PBIS framework and so, it is necessary for me and my staff to get greater buy-in amongst our teachers and classified staff and to help one another become as knowledgeable and confident in its use as possible. I am still convinced that a peer-led approach to PD is worthwhile and the key is to get more teachers and staff involved with the planning and delivery of that PD.

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Appendices

APPENDIX A: LETTER OF DISTRICT ENDORSEMENT



Woodburn School District
1390 Meridian Drive, Woodburn, OR
97071
Phone: 503-981-9555
Fax: 503-981-8018

To Whom it May Concern,

I am writing this letter of support for Sarah Flynn's research project on 'The Effectiveness of Professional Development in Positive Behavior Interventions and Supports at an Elementary School.' Woodburn School District is implementing an aligned multi-tiered system of support for students' social emotional and behavioral needs. The district is asking that K-8 schools implement or improve their PBIS (Positive Behavioral Interventions and Supports) systems. Sarah's research on the effectiveness of professional development will be useful in moving the district towards alignment of PBIS with fidelity. In addition, her data will inform decisions regarding staff efficacy and satisfaction. I fully support her efforts and will continue to provide resources and assistance for her project completion.

Please don't hesitate to contact me if you need anything further,



Dana Christie
Director of Student Services
Woodburn School District

APPENDIX B: PBIS PD PLANNING AGENDA



PBIS PD Planning August 16, 2021 Lincoln Elementary

Objective: Create activities and lessons for staff to participate in during inservice week.

Outcomes:

- Staff will understand school-wide expectations, Tier 3 supports and office and classroom managed behavior.
- Staff will understand what is expected to be planned and taught in the first two weeks of school related to PBIS and SEL.

9:00	Welcome Back!!
9:10	Overview: PBIS/SEL Scope and Sequence
9:20	Spring Survey Observations and Wonderings PBIS/SEL Spreadsheet
9:45-12:00	Planning for Tuesday: Two Groups PBIS , SEL Scope and Sequence <ul style="list-style-type: none">● Interactive Activities (examples)● Reading● Scheduling Round Up (PBIS)● Expectations for First Two Weeks: PBIS and Sanford Harmony

[Guided/Synchronous Harmony PD Facilitator's Agenda Inservice 2021](#)

[Guided/Synchronous Harmony PD Slide Deck](#)

[Elementary SEL Calendar by Grade](#)

APPENDIX C: PBIS PD AUGUST IN-SERVICE AGENDA

Training for August 24, 2021 Lincoln Staff

Lincoln PBIS 8/24/21		
7:30 - 8:00	Year long scope and Sequence & Survey	Sarah
8:15 - 8:45	What is PBIS? - What is PBIS? - What do you want to know about PBIS? Share with elbow partner Popcorn share out	Anita & Catherine
8:45 - 9:00	PBIS video - Share with table - Group share	Anita
9:00 - 9:10	Who is Laura Mooiman?	Catherine
9:10 - 9:25	Break	
9:25 - 10:25	Lincoln's expectations for success - Gallery walk	Anita & Catherine
10:25 - 10:40	Break	
10:35 - 11:00	Round-up responsibilities Choices	Anita & Catherine
11:00 - 11:15	Join us! - Friday, 8/25, at 9am - Extended contract ...! :D Next steps SEL is an integral part for the success of PBIS! That will be the focus for this afternoon!	Catherine Sarah

APPENDIX D: PAUSE CARD AND CONSEQUENCE CARD

⏸ PAUSE CARD ⏸

Student name: _____ Grade: _____
Date: _____ Time: _____ Staff referring: _____

Location:

Classroom	Cafeteria	Hallway	Office
Playground	Restroom	Gym	Library
Music Room	Bus loading zone	Parking lot	Bus

Student had difficulty being:

• SAFE	• RESPONSIBLE	• RESPECTFUL
--------	---------------	--------------

Behavior of Concern:

- Inappropriate language
- Physical contact
- Defiance/Disrespect/Non compliance
- Disruption
- Damaging or misuse of property/equipment
- Technology violation
- Bullying/harassment

Intervention with Student:

- Re-taught expectation
- Restorative Practices (repair harm & relationship, apology, conflict resolution, etc)
- Other _____

Consequence Card	Student Reflection Sheet					
<p>Student name: _____</p> <p>Grade: _____ Date: _____</p> <p>Time: _____</p> <p>Staff referring: _____</p> <p>Location: _____</p> <p>Student had difficulty being:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">SAFE</td> <td style="width: 33%; text-align: center;">RESPONSIBLE</td> <td style="width: 33%; text-align: center;">RESPECTFUL</td> </tr> </table> <p>Was this:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Classroom managed</td> <td style="width: 50%; text-align: center;">Office managed</td> </tr> </table> <p>Behavior of Concern:</p> <ul style="list-style-type: none"> Inappropriate language Physical contact / Physical aggression Defiance/Disrespect/Non compliance Disruption Damaging or misuse of property/equipment Technology violation Bullying/harassment <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>Teacher/Classroom Interventions Tried with Student:</p> <ul style="list-style-type: none"> Talked to students privately, re taught expectation Seat change Time out in classroom with reflection Time in Partner Classroom Spoke to parent on: Behavior Contract with student Restorative Practices (repair harm & relationship, apology, restorative project, community service, conflict resolution, etc.) <p>Other _____</p> <p>Action Taken: <i>(for facilitator to complete)</i></p> <p>_____</p>	SAFE	RESPONSIBLE	RESPECTFUL	Classroom managed	Office managed	<p>1. What happened?</p> <div style="border: 1px solid black; height: 70px; margin-top: 5px;"></div> <p>2. What was I thinking at the time?</p> <div style="border: 1px solid black; height: 90px; margin-top: 5px;"></div> <p>3. Who was affected or impacted?</p> <div style="border: 1px solid black; height: 140px; margin-top: 5px;"></div> <p>4. How can I fix this? What needs to be done to make it right?</p> <div style="border: 1px solid black; height: 200px; margin-top: 5px;"></div> <p>5. How can others support you?</p> <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>
SAFE	RESPONSIBLE	RESPECTFUL				
Classroom managed	Office managed					

APPENDIX E: SPRING SURVEY QUESTIONS 2021

Lincoln Elementary School

Spring Survey Questions 2021

How important is PBIS to student behavioral and academic success at Lincoln?			
Not important	Somewhat important	Important	Very important
How familiar are you with PBIS?			
Not familiar	Somewhat familiar	Familiar	Very familiar
I believe a review of PBIS practices is important for staff next fall.			
Not important	Somewhat important	Important	Very important
Using a scale of 1 = most responsible to 5 = least responsible, please rank who is most responsible to least responsible for effective PBIS implementation at Lincoln Elementary.			
Administrator	Educational Assistant	Counselor	Specialist
What do you think is most important to revisit, review and/or renew regarding PBIS practices when students return to Lincoln this fall?			
How have PBIS practices been effective for students at Lincoln? If not, why not?			
I am confident in supporting Lincoln students in Social Emotional Learning.			
Not confident	Somewhat confident	Confident	Very confident
I am:			
A special education case manager	An educational assistant	A specialist (licensed, not a classroom teacher)	A classroom teacher

APPENDIX F: AUGUST AND NOVEMBER SURVEY QUESTIONS

Revised Survey Questions: PBIS PD

Lincoln Elementary School

Dear Lincoln Staff,

The anonymous information you provide below is gratefully appreciated, as it continues to help shape the design of objectives, actions and outcomes of Lincoln Elementary School's PD.

With gratitude and students in mind, always! Thank you.

For students returning or entering school in the fall of 2021, how important do you believe PBIS implementation is to students at Lincoln Elementary School?			
Not important	Somewhat important	Important	Very important
How important is PBIS to student behavioral and academic success at Lincoln?			
Not important	Somewhat important	Important	Very important
How familiar are you with PBIS?			
Not familiar	Somewhat familiar	Familiar	Very familiar
In your opinion, what competes with PBIS implementation at Lincoln (examples could include other PD, not being included in all PD, COVID, student attendance, behavior not able to control, staff knowledge, inconsistent expectations)? Please explain your thoughts.			
Who is the most knowledgeable of PBIS at Lincoln? In the school district?			
Who or what do you think may have a large impact on student behavior at Lincoln Elementary School during the school day? Please list all persons/circumstances below.			
How much influence do you believe students' parents/guardians have on individual student behavior at school?			
No influence	Less influence than the school environment	More influence than the school environment	Complete influence
If there is a part of PBIS you know something about/are aware of and wish you knew more, what would it be? (This could include rewards, how to positively influence a student struggling in behavior at a moment, how to determine a major vs. minor referral, what PBIS is, what the three tiers mean...)			
Where do you think Lincoln students have received the <i>most</i> number of behavior referrals (major and minor) historically? (Please list locations at school, and perhaps suggest times of day.)			
Where do you think Lincoln students have received the <i>least</i> number of behavior referrals (major and minor) historically? (Please list locations at school and perhaps suggest times of day.)			
I believe if students are given clear behavior expectations they will grow academically.			
No	Maybe	Yes, most likely	Absolutely

I believe if students are given clear behavior expectations they will grow behaviorally.			
No	Maybe	Yes, most likely	Absolutely
I believe if students are given clear behavior expectations they will grow socially.			
No	Maybe	Yes, most likely	Absolutely
Why might or might not students grow academically, behaviorally and/or socially? What do you think helps or keeps growth from happening?			
I believe if students are given clear behavior expectations Lincoln will be a better place to teach.			
No	Maybe	Yes, most likely	Absolutely
I believe if school staff have a clear understanding of a school-wide system of behavior expectations for students, students will have a great opportunity to learn and teachers the best opportunity to teach.			
No	Maybe	Yes, most likely	Absolutely
Effective PBIS implementation includes tangible rewards for students.			
Not important	Somewhat important	Important	Very important
Please explain your response to #17.			
Have you been asked/have you been a part of Lincoln's PBIS committee in the past? If not, why do you think that is? If you have, what were you asked to contribute?			
(Licensed staff response only, please): I work with students to develop safe, respectful and responsible commitments with students at the start of each year (with perhaps the exception of the 2020-2021 school year).			
It has never been expected of me	No, it may/may not have been expected, I am unsure	Yes, this was expected and I did this	Every year this was an expectation I did this
(Licensed staff response only, please): The commitments students and I developed were displayed in my teaching space (with exception to 2020-2021).			
It has never been expected of me	No, it may/may not have been expected, I am unsure	Yes, this was expected and I did this	Every year this was an expectation I did this
Would you like to participate in more PBIS PD at Lincoln Elementary during the 2021-2022 school year?			
No, it isn't important	No, it is not helpful	Maybe	Yes
What is your understanding of the purpose of "Dolphin Deeds"?			
I am:			
A special education/504 case manager (SLP, psychologist, counselor)	An educational assistant	A specialist (licensed, not a classroom teacher)	A classroom teacher

APPENDIX G: MATRIX OF EXPECTATIONS

Lincoln Dolphins' Expectations for Success! Matrix of Expectations			
Location	Be Safe	Be Respectful	Be Responsible
All Settings	<ul style="list-style-type: none"> ☀ Keep hands, feet and objects to self ☀ Use materials appropriately ☀ Walk facing forward 	<ul style="list-style-type: none"> ☀ Follow directions the first time ☀ Use kind words and actions ☀ Remove hats and hoods when asked 	<ul style="list-style-type: none"> ☀ Be ready and prepared ☀ Do your best ☀ Take care of yourself and your belongings ☀ Go directly to where you are supposed to be
Classroom	<ul style="list-style-type: none"> ☀ Be in assigned area ☀ Keep all four chair legs on the floor 	<ul style="list-style-type: none"> ☀ Use appropriate voice level and kind words ☀ Listen politely ☀ Ask permission appropriately 	<ul style="list-style-type: none"> ☀ Do your work ☀ Follow directions ☀ Be on time and on task ☀ Have supplies
Playground	<ul style="list-style-type: none"> ☀ Wait for staff member before entering play area ☀ Walk in walk zones ☀ Stay in assigned area 	<ul style="list-style-type: none"> ☀ Take turns ☀ Follow game rules ☀ Wear hats and hoods appropriately 	<ul style="list-style-type: none"> ☀ Follow directions ☀ Use equipment properly ☀ Ask permission to leave the playground ☀ Line up when the whistle blows
Lunchroom	<ul style="list-style-type: none"> ☀ Stay seated until dismissed ☀ Eat your own food 	<ul style="list-style-type: none"> ☀ Use level 1 voice in line ☀ Use level 2 voice at tables ☀ Respond kindly to adult signals and directions ☀ Ask permission appropriately 	<ul style="list-style-type: none"> ☀ Keep your area clean ☀ Throw away your garbage ☀ Get all utensils, milk, and condiments when going through the line ☀ Report any spills
Hallways and Stairways	<ul style="list-style-type: none"> ☀ Walk facing forward on the right hand side ☀ On the stairs hold the handrail with your right hand 	<ul style="list-style-type: none"> ☀ Use level 1 voice ☀ Wait until the line ends before passing another class 	<ul style="list-style-type: none"> ☀ Keep hallways and stairways clean ☀ Stay with your class while moving ☀ Go directly where you need to go
Bathrooms	<ul style="list-style-type: none"> ☀ Only one person in a stall ☀ Wash hands with soap and water ☀ Throw toilet paper in toilet 	<ul style="list-style-type: none"> ☀ Use level 1 voice ☀ Give others privacy 	<ul style="list-style-type: none"> ☀ Be quick, clean and quiet ☀ Remember to flush ☀ Keep trash and water off the floor ☀ Return promptly to class
Special Events and Assemblies	<ul style="list-style-type: none"> ☀ Sit safely and correctly until dismissed 	<ul style="list-style-type: none"> ☀ Applaud appropriately ☀ Use level 0 voice during presentation 	<ul style="list-style-type: none"> ☀ Keep your eyes toward the presenter ☀ Listen to the presenter ☀ Clap when appropriate

Technology	<ul style="list-style-type: none"> ☀ Keep personal information private ☀ Use school appropriate sites ☀ Handle equipment carefully 	<ul style="list-style-type: none"> ☀ Be polite and courteous when posting or responding to others ☀ Leave equipment in the same or better condition than you found it 	<ul style="list-style-type: none"> ☀ Be sure your hands are clean ☀ Stay on task ☀ Only use your assigned technology ☀ Report any suspicious use or damage
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Level 0: voice is off **Level 1:** whisper **Level 2:** a few people can hear you **Level 3:** whole room can hear you **Level 4:** outside voice **Level 5:** emergency voice