Fall 11-2015

A Study of School-Wide Positive Behavior Support and Behavior Intervention Support Teams and Their Impact on Student Behavior in Six Missouri Middle Schools

Cody Guy Hirschi
Lindenwood University

A Study of School-Wide Positive Behavior Support and Behavior Intervention Support Teams and Their Impact on Student Behavior in Six Missouri Middle Schools

by

Cody Guy Hirschi

November 2015

A Dissertation submitted to the Education Faculty of Lindenwood University in partial fulfillment of the requirements for the degree of

Doctor of Education

School of Education

A Study of School-Wide Positive Behavior Support and Behavior Intervention Support Teams

and Their Impact on Student Behavior

in Six Missouri Middle Schools

by

Cody Guy Hirschi

This Dissertation has been approved as partial fulfillment

of the requirements for the degree of

Doctor of Education

Lindenwood University, School of Education

Patricia Conner — 11-18-2015

Dr. Patricia Conner, Dissertation Chair — Date

Sherry DeVore — 11-18-2015

Dr. Sherry DeVore, Committee Member — Date

Terry Reid — 11-18-2015

Dr. Terry Reid, Committee Member — Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Full Legal Name: Cody Guy Hirschi

Signature:  Date: 11/10/15

Acknowledgements

I would like to express my sincere gratitude to everyone who has supported me during this endeavor. I would like to thank my dissertation advisor, Dr. Patricia Conner, for leading and guiding me during the writing process. Her patience and guidance have been a true blessing. I would like to thank my committee, Dr. Sherry DeVore and Dr. Terry Reid, for their feedback and ongoing support.

I would also like to thank Jeff Lingwall for helping me through the stages of the statistical process and for ensuring I was on the right track. His expertise helped push the process through the final stages of completion. To my watchful eye, Julie Tenenbaum, I want to thank you for all your help. Also, I am very grateful to my family and friends for their love, support, and patience throughout this entire journey. I am especially thankful for my loving and supportive wife, Amy. Without her encouragement and help throughout the writing process, I would not have been able to complete this work. She has been my greatest blessing through this journey.

Abstract

The purpose of this study was to analyze School-Wide Positive Behavior Support (SW-PBS) and Behavior Intervention Support Teams (BIST) and their impact on managing student behavior in sample schools in Missouri by using methodological triangulation. Office disciplinary referrals (ODRs) and Safe School Act Violations during the 2012-2014 school years in the SW-PBS, BIST, and No Model (control group) sample schools were analyzed to determine if there was a significant difference in the numbers of ODRs and Safe School Violations. Teachers from the sample schools were given the opportunity to participate in a survey to gather their perspectives about the impact their school's respective behavior model had on student behavior outcomes. Teachers surveyed reported varied opinions regarding disciplinary models and the benefits these models have on student self-control and helping to reduce student discipline behaviors. While all perceived their models to have a positive impact, there were differences in overall perceptions. Teachers in SW-PBS schools responded more positively about how the SW-PBS model impacted student behaviors. The ODR data were analyzed using a paired *t*-test, showing no significant difference between the number of ODRs in the models studied. Safe School Act Violations occurred more frequently in schools that had no behavior models than in schools that had implemented BIST or SW-PBS. The BIST schools had the fewest reported incidents.

Table of Contents

List of Tables

List of Figures

Chapter One: Introduction

The need to improve public education is a concern among educators across the globe (Stewart, 2010). This has proven to be a difficult task because of the many challenges educators face on a daily basis. Young, Caldarella, Richardson, and Young (2012) described some of these obstacles:

> The principal of a high school of over 900 students reported that as many as 50 students per week were referred to his office for behavior problems. Another principal was frustrated because 39 different languages were spoken in her school, and many students did not speak English well enough to read basic texts or write well enough to complete simple assignments. A high school teacher was teaching 206 different students in six academic periods each day, including 23 students with disabilities and 37 others who were at serious risk for school failure. (p. 1)

In addition to demographic and academic obstacles, educators are faced with an increasing number of classroom discipline problems, along with other issues such as student apathy, violence, and bullying (Young et al., 2012). Teachers also face student literacy concerns, increasing dropout rates, recurring tardies and absences, and many more challenges (Young et al., 2012).

Among all the challenges educators face, discipline continues to be a problem in schools (Hershfeldt, Rosenberg, & Bradshaw, 2010). Many of these discipline problems have a negative impact on student achievement (Gregory, Skiba, & Noguera, 2010). Discipline in schools is a growing concern among prospective teachers and current teachers (Young et al., 2012). Frequent discipline problems often leave teachers feeling unhappy or frustrated in their classrooms (The New Teacher Project, 2012).

According to Basch (2011), most teachers who experience unmotivated, unmanageable students find it difficult to improve their students' academic achievement, despite the teachers' desire to help. Young et al. (2012) determined when students display difficult, aggressive, or insubordinate behaviors in the classroom, teachers may resort to using punishment or threats of punishment in order to try to control the misbehavior. These coercive methods of behavior management may temporarily suppress a behavior but rarely have lasting results (Young et al., 2012). The use of punishment or threats of punishment can lead to increased frustration for teachers who find themselves in a recurring cycle of misbehavior and punishment (Allman & Slate, 2011; Fowler, 2011; Martinez, 2009). Classroom morale and learning outcomes decline as teachers have repetitive difficulties in their classrooms (Allman & Slate, 2011; Fowler, 2011; Martinez, 2009). Teachers become frustrated and recognize their students are frustrated as well (Allman & Slate, 2011; Fowler, 2011; Martinez, 2009).

In contrast, many teachers are having success as their students are engaged in the learning process without behavior-related disruptions. These teachers can enjoy having motivated students who appreciate education and love learning (Whitaker, 2012). The striking difference between teachers who have dents and teachers who have motivated, well-behaved students is not due to expensive instructional materials but is often a result of how teachers relate and respond to students and how effectively teachers teach (Whitaker, 2012). Among the characteristics of classrooms with high student achievement is having well-behaved students in the classroom and a minimal number of disruptions (Adkins-Coleman, 2010).

Background of the Study

School discipline is not a new topic. Morris and Howard (2003) maintained, "Educators since the days of the one-room school house have been perplexed by what to do with students who disrupt a classroom and won't follow school rules" (p. 156). In the days of the one-room schoolhouse, disruptive students were spanked when punished (Middleton, 2012). Morris and Howard (2003) suggested, "In some ways, 100 years has not improved the in-school disciplining of students, but it has made us more aware of the effects of our actions" (p. 156). This awareness has led to the development of several models and approaches designed to address the issue of student misbehavior.

Historically, educators have dealt with student behavior problems by keeping students after school, suspending them, or using corporal punishment (Morris & Howard, 2003). Since zero-tolerance policies were implemented in the 1990s, the rate of student suspensions and expulsions enforced by school districts has dramatically increased (Willoughby, 2012). Any violent behavior problems are reported to the Missouri Department of Elementary and Secondary Education (MODESE), due to the Missouri Safe Schools Act passed by Missouri's General Assembly in 1996 (Missouri Center for Safe Schools, 2005; Shipma, 2013).

Several new models and approaches have been developed addressing the need for more effective discipline in schools. Many models take a more positive and proactive approach to behavior management. Among the positive models are School-Wide Positive Behavior Support (SW-PBS) and Behavior Intervention Support Teams (BIST).

The SW-PBS evidence-based model is designed to reduce or eliminate challenging behaviors and replace them with positive social skills (Caldarella, Shatzer,

Gray, Young, & Young, 2011). The theory behind SW-PBS is that when children are specifically taught what to do, they will perform best (Caldarella, Shatzer, Gray, Young, & Young, 2011). According to Fowler (2011), "Much like academic instructions, behavior is clearly defined, analyzed, and reinforced. Appropriate consequences are given purposefully, driven by data to specifically change identified behaviors. Emphasis is on preventing misbehavior before it occurs, and celebrating positive behavior" (p. 18). Users of SW-PBS aim to reduce the need for harsher types of interventions, such as suspension and punishment (Ackerman et al., 2010).

The SW-PBS model impacts the way schools approach student discipline on a variety of levels. The use of SW-PBS can be broad or narrow. It can be used to target individual students or an entire school:

> [SW-PBS] does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors. (Cohn, 2001, para. 2)

The SW-PBS model uses a variety of ways to positively influence behavior management in the school setting.

Another behavior intervention model utilizing a positive approach is known as Behavior Intervention Support Team. The BIST model is a program that claims to give teachers the skills necessary to effectively deal with disruptive behaviors, which are managed through the use of grace and accountability (Ozanam, 2014). The primary focus of the BIST program is to create a "safe and productive learning environment"

(Ozanam, 2014, para. 1). The development of BIST stemmed from the need to create a way to keep at-risk students in the regular school environment. The overall mission of BIST is to help teachers, administrators, parents, and students learn techniques to effect positive change and create healthy learning environments (Ozanam, 2014). In order to best help students with behavioral issues, the BIST philosophy aims to address these concerns with G.R.A.C.E., which stands for Giving Responsibility and Accountability to Children in Education (Ozanam, 2014).

Conceptual Framework

Teachers take on various roles in their schools and classrooms. At the core of what a teacher does each day is teaching academic curriculum. However, as educators continue to tackle new initiatives to improve schools, teachers are being asked to do more and more. One of the most critical roles the teacher has is being a classroom manager (Clement, 2010).

Researchers have concluded there is a positive relationship between student academic achievement and effective behavior management (Farley, Torres, Wailehua, & Cook, 2012; Shook, 2012). It is critical effective discipline programs are established in schools, allowing teachers to focus on academics (Losen, 2011). Educators work to create an atmosphere in which all students can reach full academic potential without the hindrance of discipline disruptions impeding learning (MacNeil, Prater, & Busch, 2009). The learning environment that focuses on effective discipline in a school plays an influential role in the student achievement within that school (MacNeil et al., 2009).

Positive and proactive approaches to student discipline provided the lens with which effective discipline models are viewed in this study. The work of Alfred Adler and

his individual psychology principles and theories were especially beneficial in providing the conceptual framework. Adlerian principles focus on the uniqueness of individual students and their ability to positively or negatively add to the learning environment (Brigman, Villares, & Webb, 2011). At the heart of Individual Psychology theory is the emphasis on working to achieve positive outcomes (Brigman, Lemberger, & Moore, 2012).

Both SW-PBS and BIST are tiered systems that use positive, proactive approaches to discipline (Ozanam, 2014; Feuerborn et al., 2013). Emphasis is placed on preventing misbehavior rather than simply dealing with it after it has occurred (Ozanam, 2014; Feuerborn et al., 2013). Young et al. (2012) stated, "A familiar analogy represents two choices: Do you build a sturdy fence at the top of a cliff to prevent people from falling off, or do you provide an ambulance at the bottom to pick up the victims?" (p. 2). Educators can help prevent misbehavior by devoting time to building positive skills and dispositions (Young et al., 2012). Educators can face discipline challenges more effectively "if they focus on building strong, attractive, positive fences that can withstand challenges and tests in addition to knowing how to respond to unanticipated problems. These fences can be adapted as needs change" (Young et al., 2012, p. 2).

Statement of the Problem

As discipline issues increase in classrooms, students' potential to receive quality instruction decreases (Del Guercio, 2011). A significant problem in most schools is the loss of a high percentage of valuable teaching time due to "student problems that teachers are rarely trained to help solve or teacher problems created by reactive or rebellious students whom teachers cannot control" (Gordon, 2002, p. 2). In addition, at many

middle and high schools, administrators lose valuable time to improve student learning because of a significant amount of time spent dealing with a small percentage of students with habitual discipline issues (Felesena, 2013).

Traditional forms of discipline often negatively impact teacher-student relationships (Dhaem, 2012). In classrooms where negative student behaviors occur at a high rate, this can be especially true. Too often, educators have resorted to using suspensions or expulsions to deal with misbehaving students (Dhaem, 2012). Punitive disciplinary measures with these students are rarely effective and lead students to withdraw from relationships with their teachers (Dhaem, 2012).

In addition to the damage to relationships punitive disciplinary practices cause, the academic achievement of at-risk students is also negatively impacted (Boulden, 2010a). Punishment-based models of traditional school discipline have been shown to result in suspension of disproportionate numbers of "culturally, ethnically, linguistically, and socio-economically diverse students" (Boulden, 2010a, p. 5). This exacerbates the achievement gap and can drastically change the course these students take in life (Boulden, 2010a). When students fail in school, their entire future is at stake:

> If we are unsuccessful in teaching students, eventually, and usually with reluctance, we may fail them. But when we do we are well aware that they do not find failure satisfying. In an attempt to find satisfaction, they may break rules, take drugs, or refuse to make any further effort to learn. Unlike machines, which we can totally control, or failing to control discard, we can neither control nor discard individuals who do what they want to do even though it is not what we want. (Glasser, 1985, p. 242)

For these students, discipline often creates mistrust, rather than creating faith in education (Boulden, 2010a). This lack of trust does not help students succeed (Boulden, 2010a).

Purpose of the Study

The focus of this study was to examine two school discipline systems, SW-PBS and BIST, and their impact on student behaviors. The study methodology included an examination of three points of data. First, the numbers of Safe Schools Act violations in the six middle schools studied were analyzed. Second, an analysis was conducted on the number of office discipline referrals of each of the middle schools. Finally, teacher perceptions of student behaviors within their schools were assessed. Sample middle schools from the state of Missouri that had implemented BIST or SW-PBS were used for this research and were compared to middle schools with no specific behavior program in place.

Research Questions

The research questions vital to this study focused on determining whether the SW-PBS or BIST programs have an impact on student behavior. The following research questions guided the study:

1. What is the difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools not using a behavior management system when comparing:

    a. The number of Safe Schools Act violations

    b. The number of office disciplinary referrals

    c. Teacher perceptions

2. What is the difference between schools using Behavior Intervention Support Teams (BIST) and schools not using a behavior management system when comparing:

a. The number of Safe Schools Act violations

b. The number of office disciplinary referrals

c. Teacher perceptions

3. What is the difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools using Behavior Intervention Support Teams (BIST) when comparing:

a. The number of Safe Schools Act violations

b. The number of office disciplinary referrals

c. Teacher perceptions

Hypotheses

In an effort to answer the stated research questions, the following hypotheses were evaluated:

Null hypothesis ($H1_0$). In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is no difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools not using a behavior management system.

Null hypothesis ($H2_0$). In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is no difference between schools using Behavior Intervention Support Teams (BIST) and schools not using a behavior management system.

Null hypothesis ($H3_0$). In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is no difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools using Behavior Intervention Support Teams (BIST).

Alternate hypothesis ($H1_a$). In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is a difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools not using a behavior management system.

Alternate hypothesis ($H2_a$). In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is a difference between schools using Behavior Intervention Support Teams (BIST) and schools not using a behavior management system.

Alternate hypothesis ($H3_a$). In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is a difference between schools using School-Wide Positive Behavior Support (SW-PBS) and Behavior Intervention Support Teams (BIST).

Significance of the Study

The findings from this study add to the research about various school discipline models. In particular, this investigator researched SW-PBS and BIST and made a comparison that had not been previously articulated. This research can assist educational administrators in selecting an effective model for their schools, especially benefiting those administrators who are currently considering the implementation of either SW-PBS or BIST. A comparison between the two programs can assist administrators in choosing

the more beneficial model. The three types of data collected (Safe Schools Act violations, office discipline referrals, and teacher perceptions) provide insight into determining the effectiveness of SW-PBS and BIST.

Through analysis of the numbers of Safe Schools Act violations, information was provided about the frequency of certain types of school discipline issues. Schools are given strict regulations on what must be reported as Safe Schools Act violations each year (Safe Schools Act, 2013). These regulations result in a valuable source of discipline-related data with consistent parameters in every school in Missouri.

Office discipline referrals are another source of information about student discipline. The most common reason for a student being referred to the office is disruptive classroom behavior, which includes behaviors that impede teaching and get in the way of student learning (Meany-Walen, Bratton, & Kottman, 2014). Along with showing the frequency of unmanageable disruptive behaviors, office discipline referrals can provide educators insight into the contextual variables of negative student behavior (Woidneck, 2011).

Teachers are engaged with students much more than any other staff members in the school. Because of their involvement with students, teachers can be a great resource for providing important information about the effectiveness of behavior programs in buildings (Boyd, 2012). Nelson (2002) stated, "The perceptions and ideas of teachers, administrators, and parents about effective school discipline practices could possibly communicate new answers to the age old question of why students misbehave at school" (p. 9). Researching the perceptions of teachers is an important part of effectively implementing any school initiative (Poff & Parks, 2010). Teacher perceptions of SW-

PBS and BIST help show the relative effect the two programs have on both safety and the day-to-day minor behaviors that cause disruptions in the classroom.

Definitions of Key Terms

For the purposes of this study, the following terms are defined:

Behavior Intervention Support Teams (BIST). The BIST program is a behavior model designed to assist teachers in providing interventions to assist children in managing their behavior (Ozanam, 2014). The BIST model is centered on ensuring students are able to have a safe and productive learning environment (Ozanam, 2014).

Corporal punishment. For the purpose of this study, the term corporal punishment was used solely in the context of the school setting. Corporal punishment is "the infliction of physical pain upon a person's body as punishment for a crime or infraction" (Corporal punishment, 2014, para. 1). In the school setting, corporal punishment usually involves paddling (American Civil Liberties Union, 2009).

Safe Schools Act. Instituted by the Missouri General Assembly, the Safe Schools Act requires all local school districts in Missouri to adopt policies and practices that outline reporting requirements and disciplinary procedures for acts of school violence (Safe Schools Act, 2013).

School climate. School climate is defined as the physical environment; the quality of the school; and the shared beliefs, values, and attitudes that shape interactions among the students, teachers, and administrators (Center for Comprehensive School Reform and Improvement, 2009).

School-Wide Positive Behavior Support (SW-PBS). The SW-PBS behavior program is a systematic approach schools use to proactively teach appropriate student

behaviors (Positive Behavioral Interventions and Supports, 2014). The SW-PBS model offers a continuum of supports used school-wide (Positive Behavioral Interventions and Supports, 2014). These supports include interventions to support students as they learn to manage their behaviors (Positive Behavioral Interventions and Supports, 2014).

Limitations

The following limitations were identified in this study:

Sample demographics. This study included six middle schools in Missouri. Due to the small sample size used, the research may not be generalizable beyond the specific population researched in this particular study (Fraenkel, Wallen, & Hyun, 2014).

Instrumentation. The instrument for this study was a survey. The data gathered from the survey were obtained from teachers regarding their perceptions of student discipline. How participants perceive various concepts influences how they participate in a study (Fraenkel et al., 2014); therefore, teachers' attitudes regarding student discipline may have impacted results. Results of the survey were impacted by the honesty of the participants.

Factors beyond the scope of the study. There were additional factors that may have impacted this study that were out of the control of the researcher. These factors include the quality of the administrators and teachers in the sample schools, parent involvement, and cultural influences.

Summary

Educators historically have grappled with managing student behavior in the United States (Find Law, 2013). Teachers have struggled to find a balance in teaching appropriate social skills while still having a focus on academics. Punitive disciplinary

measures have been tried through the years, and while there has been some improvement, schools are still facing challenges with student behavior (Arum & Ford, 2012). There are, however, approaches that can be used to address the behavioral issues of students from a positive angle.

The SW-PBS and BIST models are two approaches that help teachers deal with behaviors positively and proactively (Ozanam, 2014; Renshaw, Young, Caldarella, & Christensen, 2008). In order to measure the effectiveness of SW-PBS and BIST, analysis of Safe Schools Act violations, office discipline referrals, and teacher perceptions is important. A review of these components is helpful in the evaluation of the effectiveness of these behavior programs.

In Chapter Two, the construct of school discipline systems is examined with an emphasis on the history of discipline systems utilized in schools. Major theories of school discipline are discussed, along with legislation that has impacted the discipline systems being used. The constructs of SW-PBS and BIST are analyzed with focus on the framework of the two programs.

Chapter Two: Review of Literature

Schools in every country have the challenge of creating an environment that fosters learning while maintaining student discipline (Arum & Ford, 2012). Educators grapple with finding a balance between managing student behavior and focusing on academics. Frustration sets in as school officials spend a significant amount of time with a small population of students who fail to follow school rules (Felesena, 2013). These administrators are challenged with tackling recurring behavior concerns and focusing teacher attention on academic outcomes (Felesena, 2013).

Educators have the responsibility to instill appropriate social behaviors in the lives of their students (Unal & Cukar, 2011). As teachers work to target the behavioral maturation of their students, characteristics are ingrained that will assist students in becoming responsible and successful adults (Unal & Cukur, 2011). Ineffective disciplinary techniques and methods actually increase the likelihood students will act out and have more delinquent and disruptive behavior problems (Unal & Cukur, 2011). While implementing behavioral systems, schools should aim to use programs with clear expectations designed to ensure an improved learning environment (Felesena, 2013).

Arum and Ford (2012) conducted a study involving 49 countries, including the United States, and found a correlation between discipline problems and low student achievement. Additionally, Arum and Ford (2012) discovered schools with a large gap between the socio-economic backgrounds of individual students have higher levels of discipline issues. As educators focus on school climate and discipline, they are in a better position to get the academic results they desire to obtain (Shah & McNeil, 2013). School

systems that fail to focus on calm, safe, and productive learning environments cannot meet the academic needs of students (Boyd, 2012).

A small percentage of students are responsible for the majority of the disciplinary issues in a school (Greene, 2010). Likewise, a small percentage of teachers are responsible for sending the majority of office disciplinary referrals (Greene, 2010). These teachers need to have a fresh perspective on how to problem-solve with students to prevent the frequency of behavior problems (Greene, 2010).

Teachers and administrators focus much of their attention on teaching and learning but seldom come together to develop a school-wide discipline plan, which can lead to frustration for both students and staff (Boyd, 2012). Collaboration regarding a school discipline plan and school-wide expectations is a central focus of the two discipline models examined in this study. The two programs central to this study are School-Wide Positive Behavior Support (SW-PBS) and Behavior Intervention Support Teams (BIST).

In Chapter Two, the history of discipline methods that have been utilized in schools is examined, along with some of the current discipline systems prevalent in today's schools. Theories, laws, and policies that have shaped school discipline practices and programs are also discussed. The construct of SW-PBS and BIST is analyzed with focus on the framework of the two programs.

Historical School Discipline Models

Many different approaches have been used to address the problem of student misbehavior. As public education was developed in the mid-19th century, various approaches were developed to ensure schools maintained a safe and orderly learning

environment (Russo & Eckes, 2012). In regard to school discipline, Bear (2010) noted American educators have traditionally had two goals: "(a) to help create and maintain a safe, orderly, and positive learning environment, which often requires the use of discipline to correct misbehavior; and (b) to teach or develop self discipline" (Bear, 2010, p. 1).

Corporal punishment. Corporal punishment, the use of physical force usually in the form of paddling, has long been a controversial form of student discipline (Parsons, 2014). Significant advancements in education were seen as early as the Middle Ages (Parsons, 2014). Parsons (2014) reported that formal universities began to be organized, and education began to be much more formalized. During this same time period, confidence was placed in the use of corporal punishment as a tool to ensure the preservation of order in the learning environment (Parsons, 2014). Even during this time, some educators understood corporal punishment needed to be used with prudence (Parsons, 2014). Parsons (2014) reported the use of warnings and firm rules were coupled with the use of corporal punishment. Parsons (2014) stated:

> Overall, therefore, medieval pedagogy displays a contradictory, even paradoxical relationship with beating. On the one hand, teachers accepted that discipline was an essential component of education; on the other they voiced a sense that it needed to be properly channeled, and always kept on a tight leash. (p. 1)

The Middle Age was not the only time period when corporal punishment was used as a method of managing student behavior.

In the United States, corporal punishment as a practice occurred in schools as early as the 18th century (Gershoff, 2010). Middleton (2012) stated even in the 1890s,

parents were opposed to the cruel and what some deemed as unnecessary use of corporal punishment. He reported, "Children were not only caned but also subjected to many other forms of physical punishment, from being struck across the knuckles with slates, to receiving blows to the head with metal classroom pointers" (Middleton, 2012, p. 5). Some educators were using corporal punishment as a method of teaching when the student had shown defiant behaviors that warranted correction (Shmueli, 2010). Middleton (2012) went on to report despite opposition to the use of corporal punishment, the practice persisted because teachers felt it was a productive method to manage student behavior.

Laws were instituted in the early 1900s to protect teachers who had a firm hand in the classroom (Middleton, 2012). Historically, under precedent *in loco parentis*, schools have been given the authority to act in place of the parents in regard to dispensing disciplinary measures (Russo, 2009; Russo & Eckes, 2012). Educators who have used corporal punishment have justified the use of physical interventions because of *in loco parentis* (Russo, 2009; Russo & Eckes, 2012). Corporal punishment has been used, even if parents have been opposed (*Baker v. Owen*, 1975). Corporal punishment has been a highly debated disciplinary practice for students in the United States (Lenta, 2012). Although there have been arguments and opposition about school discipline approaches, including the use of corporal punishment, "educational laws and policies permit teachers to exercise reasonable custodial powers by intervening to discipline students who violate school rules" (Russo & Eckes, 2012, p. xviii).

Corporal punishment has not shown to be more effective than other discipline approaches in ensuring immediate or long-term appropriate behavior (Gershoff, 2010).

The use of corporal punishment "is not predictive of any intended positive outcomes for children, in contrast, it is significantly predictive of a range of negative, unintended consequences, with the demonstrated risk for physical injury being the most concerning" (Gershoff, 2010, p. 55). Corporal punishment has a long history in public schools in the United States, but other models that have a more positive and proactive approach have also been explored and implemented (Gershoff, 2010).

Reality therapy. While the method of using corporal punishment to force compliance focused primarily on controlling behavior situations with a firm hand, other models to address behavior came to light in an effort to be more proactive and more positive (Wubbolding, 2015). William Glasser developed a model known as Reality Therapy in the 1960s (Glasser, 1985). Glasser (1985) began formulating the foundations of Reality Therapy while working as a psychiatric resident physician under the direction of G. I. Harrington. Glasser (1985) began with the idea of discussing behavior without focusing on the past history of his patients. His initial use of Reality Therapy in a psychiatric setting yielded great results, which became a catalyst to use the model in a variety of settings, including schools (Wubbolding, 2015).

The goal of Reality Therapy, which is still being used in schools across the country, is for teachers to help students make positive choices by helping students see the connection among behavior, consequences, and personal responsibility (Wubbolding, 2015). Reality Therapy utilizes class meetings, plans, and contracts, and emphasizes the importance of clearly communicated rules (Wubbolding, 2015). The underlying premise of Reality Therapy in schools is that student behavior is directly connected to personal wants/needs and that students are motivated to make changes in the way they act by

learning alternative ways to behave that will ultimately assist them in acquiring their self-motivated goals or personal interests (Mason & Duba, 2009). Reality Therapy also focuses on the development of a safe environment in which students can feel a sense of trust (Wubbolding, 2015). Once trust is established, specific measures and interventions can be implemented (Wubbolding, 2015).

Glasser emphasized the importance of developing small goals that can lead to a change in behavior (Wubbolding, 2015). Wubbolding (2015) stated, "Part of exploring the quality world is eliciting commitment to change behavior. At first the change may be stated as a very general goal: 'I want a better and more peaceful life than I have at the present time'" (p. 200). As the educator continues to work with the child, the target goal develops into much more specific objectives related to the target need (Wubbolding, 2015). Students are encouraged to focus on their own behavior choices and not blame their actions on others (Wubbolding, 2015). This act of blaming takes away personal accountability and places a barrier in healing and in overcoming behavior obstacles that are hindering the success of the student (Wubbolding, 2015).

Teachers use an action-oriented approach that includes the use of "positiveness, humor, confrontation, questioning, role-playing, and feedback" (Bradley, 2014, p. 3). An additional aim is to assist struggling students in recognizing positive relationships they have with others (Bradley, 2014). Glasser felt misbehavior was often a result of children feeling unsatisfied in their relationships with others (Bradley, 2014). In short, Reality Therapy focuses on the idea individuals are in control of their lives and are responsible for their own actions (Bradley, 2014).

Teacher Effectiveness Training. Teacher Effectiveness Training programs were founded by Dr. Thomas Gordon in the 1970s and are often referred to as the "Gordon Model" (Gordon, 2011, para. 1). Teacher Effectiveness Training is rooted in the theory that among all the different factors that influence teaching, the relationship between the teacher and the student is the most critical factor in what works with students and what does not (Gordon, 2010). This teacher and student relationship is what "makes the difference between teaching that works and teaching that fails, teaching that brings rewards and teaching that causes pain" (Gordon, 2010, p. 2). Gordon (2010) suggested this relationship is more vital than a teacher's content knowledge, pedagogical skills, or whom the teacher is teaching.

During Teacher Effectiveness Trainings, educators are taught how to manage and resolve conflicts that arise during class by following a simple model called I-Messages (Gordon, 2010). This model helps teachers learn how to address situations in non-blameful, non-judgmental ways by describing what actually happened in the incident, the effects the behavior had on the offended, and the feelings that go along with those effects (Gordon, 2010). In addition to training educators on the I-Message process, Teacher Effectiveness Trainings focus on the following behavioral skills:

- Behavioral Observation
- Identifying Problem Ownership
- Demonstrating Understanding
- Being Understood
- Expressing Recognition
- Confrontation

- Win/Win Problem Solving (Gordon, 2010)

As students develop these behavioral skills, they are more capable of building positive relationships even when conflict occurs (Gordon, 2010).

Assertive Discipline. Unlike Gordon's Teacher Effectiveness Training model, Assertive Discipline is not as concerned about teacher-to-student relationships as it is focused on developing a systematic approach to place the teacher at the center of an organized classroom (Canter, 2010). The theory behind Assertive Discipline is that students do not have the same level of respect for teachers that was held by students of the past (Canter, 2010). Lee Canter, founder of Assertive Discipline, noted in the past, parents were more supportive of teachers, and, "Students knew that if they got in trouble at school, they'd be in twice as much trouble at home" (Canter, 2010, p. 3). Canter (2010) claimed in the past, school discipline usually consisted of merely a teacher's "stern look or a few well-chosen words," and that even the most disruptive students were motivated by the phrase, "I will call your parents if you do that again" (pp. 3-4).

The Assertive Discipline model aims to help students learn appropriate behavior, despite living in a society that lacks respect for teachers and educational establishments (Canter, 2010). Educators who subscribe to the Assertive Discipline philosophy work to establish a few clearly stated classroom rules, which are reinforced on an ongoing basis with students (Canter, 2010). A clear set of positive and negative reinforcements are put into place to encourage positive behaviors and deter unwanted or undesirable student actions (Canter, 2010). Canter (n.d.) stated:

> It is vital for classroom teachers to have a systematic discipline plan that explains exactly what will happen when students choose to misbehave. By telling the

> students at the beginning of the school year what consequences will be, teachers insure that all students know what to expect in the classroom. Without a plan, teachers must choose an appropriate consequence at the moment when a student misbehaves. They must stop the lesson, talk to the misbehaving student, and do whatever else the situation requires, while 25-30 students look on. (para. 6)

The Assertive Discipline model is frequently utilized in schools as a primary model for behavior intervention (Canter, 2010).

Adlerian approaches. Psychologist Alfred Adler introduced a kind and firm approach to discipline in the 1920s (Nelsen, 2009). Adler's Individual Psychology theories have had widespread influence on many theories and models used in today's schools (Lemberger & Krauss, 2013). Adler described school as a place to "educate and not merely give instruction" to the students (Ansbacher & Ansbacher, 1956, p.399). Among Adler's most prominent theories regarding student success was a child's need for social interest (connectedness) and striving (self-regulation) (Ansbacher & Ansbacher, 1956; Lemberger & Krauss, 2013). Adler introduced the concept all children have an innate need to belong and to contribute to society in meaningful ways (Ansbacher & Ansbacher, 1956).

Many of Adler's theories have been proven by research studies. In a longitudinal study of 140 eighth-grade students, researchers Duckworth and Seligman (2005) found:

> Highly self-disciplined adolescents out-performed their more impulsive peers on every academic-performance variable, including report-card grades, standardized achievement test scores, admission to a competitive high school, and attendance.

> Self-discipline measured in the fall predicted more variance in each of these outcomes that did IQ, and unlike IQ, self-discipline predicted gains in academic performance over the school year. (p. 941)

Self-regulation, also referred to as self-discipline, has been proven to increase student achievement, and as a result, it is a goal of various discipline models used in schools (Lemberger & Krauss, 2013).

Discipline with Dignity. Discipline with Dignity, a model founded by Dr. Richard Curwin and Dr. Allen Mendler in the 1980s, is centered on standards, approaches, and techniques designed to assist students in taking ownership over their behavior in the classroom (Curwin & Mendler, 1988; Curwin, Mendler, & Mendler, 2008). Students in schools where Discipline with Dignity is the primary behavior management approach have shared responsibility with educators in rule and consequence development (Curwin et al., 2008). Discipline with Dignity is centered on three fundamental methods: prevention, action, and resolution (Curwin et al., 2008). Student behavior management is focused on meeting the needs of each individual student in a unique approach that works for them while ensuring students are treated with dignity at all times (Curwin et al., 2008). Discipline with Dignity helps prepare teachers to teach better behavior each day, despite the many demands placed upon educators (Curwin et al., 2008). In regard to student discipline, Mendler and Mendler (2010) stated, “Perhaps of even greater importance is finding ways of becoming tougher and not giving up on them when they say and do things that are annoying, obnoxious, and inappropriate so that trust replaces hurt and suspicion” (p. 27).

The Positive Discipline model. The Positive Discipline model is based on the work of psychiatrists Alfred Adler and Rudolf Dreikurs, who greatly influenced Lynn Lott and Jane Nelson, who created the Positive Discipline model in the 1980s (Nelsen, 2009). Positive Discipline is taught by certified Positive Discipline Associates and involves a balance of kindness and firmness (Nelsen, 2009). According to Jane Nelson, "The primary goal of Positive Discipline is to enable both adults and children to experience more joy, harmony, cooperation, shared responsibility, mutual respect and love in their life and relationships—in other words, more connection" (Nelsen, 2009, para. 7). Positive Discipline was created to help children learn from their own experiences in a safe and encouraging environment, by following its Five Criteria for Effective Discipline, which include:

> 1. Does it help children feel a sense of connection (belonging and significance)? 2. Is it respectful and encouraging (kind and firm at the same time)? 3. Is it effective long-term (Punishment works in the short term, but has negative long-term results)? 4. Does it teach valuable social and life skills for good character (respect, concern for others, problem-solving and cooperation)? 5. Does it help children develop the belief that they are capable? (Nelsen, 2009, p. 1)

The Positive Discipline model teaches when a child is misbehaving, he or she is actually communicating frustration with having no sense of belonging (Nelsen, 2009). This frustration can lead to behavior problems (Nelsen, 2009). Positive Discipline is about understanding when children feel this sense of disconnection from peers or from adults, they need help finding, belonging, and feeling connected (Nelsen, 2009).

School Discipline Legislation

Federal and state legislation and local school board policies have been passed in an effort to improve schools and make them safe places for students to learn (Losen, 2011). These legal mandates impose specific guidelines on educators as they develop and implement procedures to manage student discipline (Ward, 2014). Gun-Free Schools Act, Zero-tolerance policies, and the Missouri Safe Schools Act have influenced the management of discipline in Missouri's schools.

Gun-Free Schools Act. Enacted in 1994, the Gun-Free Schools Act was signed into law by President Bill Clinton (Shah & McNeil, 2013). This legislation mandated all educational institutions that received federal revenues had to develop board policy that would expel any student caught with a firearm on school grounds for a year (Shah & McNeil, 2013). Some believe this law was the springboard for students to be removed from the school environment for even minor offenses (Shah & McNeil, 2013). Shah and McNeil (2013) reported, "The laws and policies have been applied to students wielding weapons and to those sporting a smart mouth or a cell phone" (para. 4). The Gun-Free Schools Act led to local school boards adopting zero-tolerance policies (Shah & McNeil, 2013).

Zero-tolerance policies. On April 20, 1999, two students at Columbine High School in Columbine, Colorado, opened fire killing a dozen students, a teacher, and injuring many others (Vail, 2009). School shootings, including the incident at Columbine, left district administrators looking at school safety through a different lens, feeling an increased responsibility to "protect and connect with all students" (Curwin et al., 2008, p. 3). New policies were created out of fear and desperation, ushering in the

zero-tolerance movement (Curwin et al., 2008). In the 1990s, security guards and zero-tolerance policies were broadly introduced into urban schools (Arum & Ford, 2012). According to Arum & Ford, "Rather than enhancing educators' authority, these measures eroded educators' traditional discretion to address matters of student behavior in educationally desirable, appropriate ways" (Arum & Ford, 2012, p. 60).

While the safety aspects of zero-tolerance were created with good intentions, many of these policies have gone too far and have created problems for educators (Curwin et al., 2008). Zero-tolerance policies have had a negative impact on student learning and do little to make schools safer (González, 2012) . The punitive approaches many schools have adopted have exposed more and more children to the juvenile justice system (González, 2012). Schools have developed increasingly more punitive procedures, which often inflict hard punishments for even minor offenses (González, 2012). Black (2015) reported the adoption of zero-tolerance policies has broadened the areas of behavior for which a student can be suspended. This has often led to students being excluded from school for behavior that can be very trivial (Black, 2015).

Theoretically, zero-tolerance policies are implemented to prevent students from acting out because of fear of being suspended or expelled (Arum & Ford, 2012; Shah & McNeil, 2013). Many school officials feel these policies are implemented inconsistently and that schools are coming down too hard on students who commit minor offenses (Arum & Ford, 2012; Shah & McNeil, 2013). Additionally, state mandates and policies have forced local school districts to further tighten their approaches to student behaviors that pose a threat in schools (Shah & McNeil, 2013). Many school districts are working

to move away from their zero-tolerance policies but are often facing obstacles as they work to gather support for reform (Shah & McNeil, 2013).

Missouri Safe Schools Act. The Missouri Safe Schools Act, which was passed in 1996 by the General Assembly in the state of Missouri, requires local school boards adopt a discipline policy based on certain government guidelines (Safe Schools Act, 2013). The policy requires school officials to report acts of school violence, including the use of physical force by a student with the purpose of hurting another student (Missouri Center for Safe Schools, 2005. School officials are also required to report any act that could be considered a felony to local law enforcement (Missouri Center for Safe Schools, 2005). In addition, the policy lays out strict guidelines governing how school officials are to manage incidents related to the use of weapons in school (Missouri Center for Safe Schools, 2005; Shipma, 2013). At the conclusion of each school year, Missouri school officials are required to report to the Missouri Department of Elementary and Secondary Education and list any violations of the Missouri Safe Schools Act that occurred during the school year (Safe School Act, 2013). Each school in the state of Missouri is required to provide this student discipline information (Safe Schools Act, 2013

Restorative justice. In contrast to restorative justice, retributive justice looks at behavior incidents as laws that are broken that need to be dealt with through the use of consequences (Calhoun, 2013). Once guilt is established, consequences are administered through references to established codes of conduct or discipline policies (Calhoun, 2013). The primary approach to behavior management under the retributive justice system is punishment (Calhoun, 2013). Restorative justice, on the other hand, keys in on whose

needs should be met as a result of the incident and who needs to take responsibility to right the wrongs that have been committed (Calhoun, 2013). According to Calhoun, "Restorative justice is oriented towards re-establishing equality in social relationships and helping all involved understand that identities as 'offender' and 'victim' are not the only available alternatives" (Calhoun, 2013, p. 4).

Restorative justice models follow two critical principles: (a) both the victim and the offender must have an opportunity to process face to face; and (b) the individuals involved in the incident (offender and victim) must arrive at a conclusion as to how to right the wrong that has been done (Calhoun, 2013). Educators intervene and act as mediators as they assist students in developing consensual agreements and new expectations (Davidson, 2014). At times, the mediation process can require the use of other professionals such as counselors, social workers, or school psychologists to aid in the self-correction process (Davidson, 2014).

Restorative conferencing is a process that takes time and often can bring out intense emotions (Calhoun, 2013). Once each party has had an opportunity to express feelings and points of view, mutual agreements regarding how to best move forward become the focus (Calhoun, 2013). Calhoun (2013) reported these agreements often include "verbal or written apologies, commitment to attend some form of counseling, personal service for the offender to the victim, or to the community generally, and/or financial restitution" (p. 4). At times, group conferencing with an entire class or a large group of students is needed, and the restorative justice format can be used by trained professionals (Davidson, 2014).

One of the benefits of the restorative process is that consequences for misbehavior are focused on keeping students in the school setting rather than utilizing suspension and expulsion to address the behavior (Davidson, 2014). Davidson (2014) reported that to begin using the restorative model in schools, educators must first spend time developing a school-wide code of conduct. The code of conduct must describe a "safe and respectful school culture; outline explicit student expectations, rights, and responsibilities; and call for mutual accountability among adults to support students' academic, social, and emotional development" (Davidson, 2014, p. 20).

When a child is involved in a behavior infraction, he or she must begin the process of taking responsibility for the problem created (Davidson, 2014). This process requires students to spend time thinking about how their behavior has impacted themselves and others (Davidson, 2014). Students must also begin to understand why their behavior does not fit into social norms and is considered unacceptable (Davidson, 2014).

The restorative model is a shift in thinking for educators who work with managing student behavior, as the approach requires the adults facilitate restoration in a non-judgmental manner (Davidson, 2014). As educators approach the child in this manner, they are more effective listeners and are more capable of guiding the student to self-examine the impact his or her behavior has had on others (Davidson, 2014). When teachers are effective with using the restorative approach, they are often able to take care of minor behavior immediately, which allows the offender to remain in the classroom (Davidson, 2014).

Educators who use the restorative justice model provide support for the social, emotional, and behavioral development of their students (Davidson, 2014). They allow students to take a very active role in the school discipline process (Davidson, 2014). Davidson (2014) reported discipline in restorative justice schools is not "externally imposed. Instead, students engage in inquiry and have a voice in determining next steps and consequences" (p. 23). Adam Paredes, dean of students at the Bronx Design and Construction Academy located in New York City, stated in reference to the restorative justice philosophy in their school that they have created the following:

> A culture in which it's an honor to be in class. We are not going to suspend students, but we will hold them out of class. If they want to go to class, they have to earn it by correcting before moving forward. (Davidson, 2014, p. 23)

As restorative justice models emerged, so did tiered discipline models (Davidson, 2014).

Tiered, Proactive Discipline Models

Tiered discipline systems were designed in response to ineffective results gained from more punitive approaches (Moll & Simmons, 2012). These systems provide differentiated responses to most low-level student behavior problems that occur in schools (Moll & Simmons, 2012). A multi-tiered response targets student behaviors effectively and provides support for students in the least restrictive environment (Moll & Simmons, 2012). Two tiered-discipline systems used in schools throughout Missouri are BIST and SW-PBS.

Behavior Intervention Support Teams. Behavior Intervention Support Teams is a behavior model created by Ozanam in 1990 by their counseling staff (Ozanam, 2014). This outreach organization, located in Kansas City, Missouri, provides school

consultations to assist educators in effectively managing student behavior (Ozanam, 2014). The BIST model is used in hundreds of schools throughout the Midwest (Ozanam, 2014). The goal of BIST is to create a positive learning environment that reduces the frequency of office discipline referrals and supports the academic and social development of students (Boulden, 2009). The BIST model is a discipline model designed to meet the needs of all students, with a focus on developing the partnership of parents and students (Boulden, 2010b). This partnership is fostered through compassionate relationships coupled with a high level of expectation Boulden, 2010b).

The BIST model teaches educators effective strategies that can be used in response to negative behaviors students can display in the school setting (Ozanam, 2014). The BIST process assists in the assessment of the function of the behavior and provides students what is truly needed to overcome behavior obstacles rather than giving them strictly what they deserve (Boulden, 2010b). In this sense, BIST is much more proactive than reactive (Boulden, 2010b). In addition to behavior prevention, BIST aims to focus on teaching students skills that will assist them in social and emotional development with the hopes of life-long success (Boulden, 2010b). Boulden (2010b) stated the BIST approach is "based in the assumption that certain students lack the requisite behavioral skills to engage in adequate interactions with others" (p. 18). Additionally, the BIST model is implemented to improve the academic outcomes of the students in the schools in which the model is practiced (Boulden, 2010a; Ozanam, 2014). As behaviors are more effectively managed through the BIST model, students spend more time in their classrooms (Boulden, 2010b; Ozanam, 2014). This increased time in the classrooms allows an increased opportunity for teaching and learning to occur (Boulden, 2010b).

Student discipline concerns are addressed by creating procedures that are intended to be implemented school-wide, but can be utilized in individual classrooms (Boulden, 2010b). The BIST's multi-level approach utilizes behavior prevention elements combined with interventions to be implemented when misbehavior occurs (Boulden, 2008; Boulden, 2009; Boulden, 2010b). Prevention includes the following elements: "clarifying expectations for faculty members; establishing clear and consistent rules; teaching expectations to all students; enhancing student social and problem-solving skills; affording students the opportunity to practice expectations; and reinforcing appropriate behavior" (Boulden, 2008, p. 5).

The BIST concept focuses on teaching educators to have an immediate response to misbehavior, regardless of the type of infraction (Boulden, 2010b; Ozanam, 2014). This early response assists the teachers in creating a structured learning environment with predictable expectations (Boulden, 2010b). The BIST model provides educators with secondary and tertiary levels of support when students misbehave (Boulden, 2008). The model uses an "array of progressively intense levels of assessment and interventions, matched to the types of skill deficit exhibited and identified needs, for students who require more teaching and practice to develop social and behavioral skills" (Boulden, 2008, p. 5). The classroom teacher implements the BIST model if a student displays repeated misbehavior (Boulden, 2010b). According to Boulden (2010b), initial interventions occur in the student's regular classroom setting. For minor discipline issues, the beginning step involves moving the student from his or her assigned seat to a designated safe seat in the same classroom (Boulden, 2010b). Boulden (2010b) stated, "These early stages of intervention are implemented in the classroom in the form of

progressive levels of inclusion/separation from reinforcing elements of the environment, while encouraging students to evaluate their feelings and behaviors" (p. 19). As students are given opportunities to process through their choices, they are allowed and encouraged to continue participating in the learning going on in the classroom (Ozanam, 2014; Boulden, 2010a; Boulden, 2010b).

Boyd (2012) described that if the behavior persists, the student is moved to a buddy seat in a nearby classroom. If the behavior continues while in the buddy seat, the student is moved to the school recovery room, a designated behavior intervention room (Boyd, 2012). Boyd (2012) explained that with each step of the BIST continuum, the student is given an opportunity to cool off and process with a supportive adult. The adult guides the student through reflection, problem solving, and creating or reviewing behavior goals (Boyd, 2012). The time spent in the recovery room allows the student to develop a relationship with the recovery room staff member (Boulden, 2010b). The recovery room adult assists the student in the acceptance of his or her actions and in the development of a plan to follow to prevent the behavior from occurring again (Boulden, 2010b).

If a student cycles through the BIST continuum too frequently, a more intensive intervention, or tertiary plan, is developed (Boyd, 2012). According to Boyd (2012), this may include a detailed behavior-monitoring chart, which is shared regularly with parents. If the monitoring chart is not enough, a behavior plan is created collaboratively between teacher and student (Boyd, 2012). The purpose of the behavior plan is to help the student identify his or her strengths and weaknesses, to analyze the types of problems that are occurring, to determine missing skills that could be causing the problems, and to set goals

to develop those skills (Boyd, 2012). Interventions are created to help correct the problem and help the student meet his or her new goals (Boyd, 2012). According to Boyd (2012), "Planned interventions might include sheltered arrival and dismissal; preferred seating; an adult escort to every class; color-coded cards (for students who can't talk when they are angry or upset); and other ideas" (pp. 64-65). An adult monitors the intervention plan and works with the student each day to discuss his or her progress toward the behavior goals that have been set (Boyd, 2012). In addition to being someone who can monitor the behavior plan, this adult can become someone the student can begin to trust and someone with whom the student can develop a strong relationship. The BIST model refers to this partnership as triage (Boulden, 2010b).

The BIST model encourages parents to take part in the intervention process (Boulden, 2010b). The model seeks to partner educators, students, and parents to work together to assist students in their ability to effectively manage behavior (Boulden, 2010b). The BIST program offers a structure to ensure communication with parents that helps families gain a better understanding of the behavior struggles their children are having, and BIST provides support to know how to better reinforce appropriate behavior and social skills in the home (Boulden, 2010b).

As students work with educators in BIST model schools, they learn how to more effectively separate their emotions from their behaviors (Ozanam, 2014; Boulden, 2010b). This is important as students work to learn problem-solving skills that will assist them in making better choices in the school setting (Ozanam, 2014; Boulden, 2010b). This process is intended to "enhance their ability to make choices that will keep them safe, out of trouble, and focused on learning" (Boulden, 2010b, p. 20). According to

Boulden (2010b), time is an important concept in the BIST model. The model teaches both educators and students that when emotional behavior struggles occur, adequate time is needed to be able to process emotion in a healthy and productive manner (Boulden, 2010b). Boulden stated, "Through modeling and instruction, teachers help students learn to separate their feelings from their disruptive behavior, and learn problem solving skills, focusing on the cognitive processes of behavioral change and practicing those problem solving skills" (Boulden, 2010b, p. 19).

One example of the BIST model in action can be found in Arrowhead Middle School, located in Kansas City, Kansas. Arrowhead staff members emphasize the use of BIST across their building and in the classrooms. Their implementation of the model includes seven levels of implementation. The first level focuses in on procedures and routines, which are taught and rehearsed in each classroom. The next step includes developing common rules and step-based consequences. The team then works on their third level of developing behavior interventions for chronic misbehaviors. Student behavior plans are developed for those students who were unsuccessful with behavior interventions. The fifth level, which is considered to be the most intensive part of the plan, is team focus. During this time, a teacher on the team the child is a part of takes on the assignment of monitoring all interventions. This teacher provides daily support until the student can take care of his or her behavior the majority of the day. The sixth level requires students who continue to be unsuccessful to be assigned to a 10-day program in the recovery room, which is called Second Step. Students receive intensive behavior instruction until they are able to process appropriately and are ready to commit to a plan with the team focus teacher. Finally, the students who have the most severe behavior

problems are assigned to the School-Within-a-School program. These students most likely would have received long-term suspension for their behavior but are permitted to remain in a highly structured, one-on-one environment, where they receive both academic and behavioral skills instruction (Arrowhead Middle School's Schoolwide Discipline System, 2012).

In BIST schools, all staff members, including teachers and administrators, are required to participate in BIST model training (Boulden, 2009). One difference between BIST and other proactive and positive discipline programs is that, in addition to providing teacher-training workshops, BIST offers a partnership between educators and trained BIST consultants that are part of Ozanam (Boulden, 2008; Boulden, 2010b). These consultants meet with school staff on a monthly basis to problem-solve and provide work-embedded professional development (Boulden, 2008). Staff members receive one-to-one support via phone or email as challenging student issues arise (Boulden, 2008). The consultants play a vital role in the implementation of BIST, and they are a key component of collaboration regarding student issues that develop (Boulden, 2009). The partnership between educators and BIST consultants is designed with the intention of making help available, while allowing staff to freely problem-solve without a supervisor watching over their shoulder (Boulden, 2009). Overall, "The BIST program simultaneously engages school administrators, teachers, parents, and students in a proactive/preventative, problem-solving school discipline plan, designed to teach social and behavioral skills, enhancing the academic and social growth of students" (Boulden, 2008, p. 5).

Boulden (2010a) reported results from a study conducted by the Resource Development Institute that showed a decrease in frequency of office discipline referrals in each school year BIST was implemented in the schools studied. In one of the schools, office discipline referrals were reduced by 71.9% the first year (Boulden, 2009). In another study involving a BIST middle school comprising grades six through eight, the Resource Development Institute found a reduction in office discipline referrals that was sustained over a five-year period (Boulden, 2008).

School-Wide Positive Behavior Support. The SW-PBS model was initially developed in the 1980s as a method of providing behavior intervention for students who had behavioral disorders (Alter & Vlasak, 2014). When the Individuals with Disabilities Act was reauthorized in the 1990s, grants were provided to develop a national center for positive behavior supports (Alter & Vlasak, 2014; Sugai & Simonsen, 2012). During this time, researchers at the University of Oregon began conducting research on positive behavior support and focused on the areas of prevention, data-driven decision making, school-wide implementation, and social skill instruction (Alter & Vlasak, 2014; Sugai & Simonsen, 2012; (Missouri Schoolwide Positive Behavior Support, 2015). In the 2000s, the National Technical Assistance Center on Positive Behavioral Interventions and Supports began offering professional development to schools desiring to implement this approach (Alter & Vlasak, 2014; Sugai & Simonsen, 2012).

In the late 1990s, Dr. Tim Lewis began developing a research project with Columbia, Missouri, schools to begin implementing SW-PBS (Missouri Schoolwide Positive Behavior Support, 2015). In Missouri, SW-PBS officially began during the 2000-2001 school year (Missouri Schoolwide Positive Behavior Support, 2015). The

MODESE provided grant money to districts to begin adopting the SW-PBS model (Missouri Schoolwide Positive Behavior Support, 2015). Staff from the participating schools began receiving professional development from the University of Missouri Center for Schoolwide Positive Behavior Supports (Missouri Schoolwide Positive Behavior Support, 2015). In 2006, DESE began funding the use of consultants out of regional professional development centers (RPDCs). The RPDCs continue to provide ongoing support to nearly 800 school districts (Missouri Schoolwide Positive Behavior Support, 2015).

The SW-PBS model is a framework which aims to create a positive school environment that fosters high levels of learning by targeting potential behavior issues in a proactive and preventative manner (Renshaw, Young, Caldarella, & Christensen, 2008). The model also helps teachers and administrators evaluate current student support systems (Alter & Vlasak, 2014). The SW-PBS model is not a cookie cutter approach to managing student behaviors (Alter & Vlasak, 2014). Alter and Vlasak (2014) stated that SW-PBS, "allows for some flexibility in prioritizing positive skill building. It emphasizes the process rather than a specific curriculum…it requires schools to develop their own unique and positive school culture" (p. 51).

One of the behavioral theories behind SW-PBS suggests misbehavior repeatedly occurs because the child consistently receives something positive or avoids something negative (Cohn, 2001). Educators in SW-PBS schools analyze the factors and outcomes of a child's behavior to diagnose the functions of the behavior (Cohn, 2001). By identifying the functions of the behavior, educators hope to make the negative behaviors become less appealing so the desired behavior becomes attainable to the student (Cohn,

2001). The SW-PBS behavioral theory often requires schools to make systematic changes, which include shifts in environment, social skills instruction, and an increase in focus on problem behavior (Cohn, 2001).

The SW-PBS model includes a comprehensive focus on improving school climate by establishing school-wide behavioral expectations that are frequently taught and enforced (Feuerborn, Wallace, & Tyre, 2013). Educators using SW-PBS work through a process of identifying "outcomes, data, practices, and systems...that are contextually appropriate and meaningful to the school" (Simonsen, Sugai & Negron, 2008, p. 33). According to the Center of Positive Behavior Supports, there are 12 guiding principles (see Appendix A) that guide educators in their actions as they implement the model (Center on Positive Behavioral Interventions and Supports, 2008).

Schools that are most effective in their implementation of SW-PBS have staff members who buy-in to the model (Feuerborn et al., 2013). Failure to have staff buy-in can block successful implementation (Feuerborn et al., 2013). Schools should work to establish 80% buy-in from staff prior to implementation (Feuerborn et al., 2013; Simonsen et al., 2008).

The SW-PBS model is a multi-tiered model designed to support and address various emotional, social, and behavioral needs students have in a school environment (Feuerborn et al., 2013). The three tiers of SW-PBS (Storey, 2012) are used as a continuum of support for each student in the school. The primary level, or tier one, is where school-wide systems are actively implemented through a process of teaching and re-teaching (Storey, 2012). As schools work to establish a tier one program, they work to unite faculty in establishing common building-wide expectations (Storey, 2012). The

goal is to develop a system that encourages and actively teaches appropriate social and behavior skills and simultaneously discourages inappropriate behavior (Storey, 2012). These skills are taught to all students, and each behavior expectation is reinforced (Storey, 2012). The SW-PBS model also focuses on recognizing and rewarding students who display the ability to meet the defined behavior expectations the school has established (Alter & Vlasak, 2014).

Students who are in the secondary level, or tier two, are students who were unsuccessful with tier one interventions (Storey, 2012). Typically, students at this level need more intense structure and targeted behavioral instruction to assist them in meeting school-wide expectations, but they do not pose a threat to the safety of themselves or others (Simonsen et al., 2008; Storey, 2012). Students who fall into this tier are placed into small groups where they receive specific, targeted instruction (Storey, 2012). According to the SW-PBS model, this represents roughly 15-20% of the student population (Storey, 2012).

The tertiary, and final level of support, is tier three, where students who have not responded to tier one or tier two interventions fall and where the most intense levels of interventions are administered (Renshaw et al., 2008). According to Simonsen et al. (2008):

> Tertiary tier interventions are designed to support individual students (a) who require additional support to benefit from secondary or primary tier intervention (i.e. students who have not responded to secondary tier intervention) or (b) whose behaviors are serious enough to require more immediate and intensive support

> (i.e. students whose behaviors pose a risk and who are not appropriate for secondary tier interventions). (p. 34)

This third level of support is the final level of intervention provided within the SW-PBS framework (Storey, 2012).

The group of students in tier three represents approximately 1-5% of the student body (Storey, 2012). Due to the intensity of the needs of the students in tier three, often a functional behavior assessment is administered (Storey, 2012). According to Storey (2012), behavior interventions are planned by a team including school counselors, social workers, special education teachers, psychologists, administrators, and school nurses. Simonsen et al (2008) stated, "Interventions at this level are highly individualized; thus, outcomes, data, and practices are identified for each student, and systems are designed to support the ongoing implementation of multiple individualized interventions within a school" (p. 34). This continuum of SW-PBS is often represented in Figure 1 (Alter & Vlasak, 2014, p. 51).

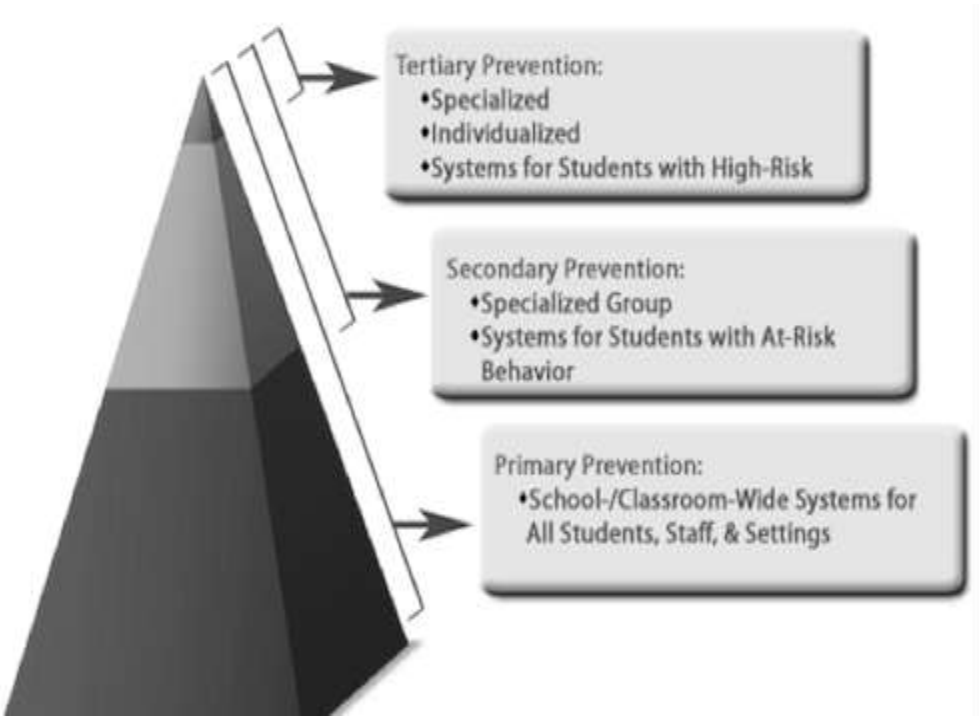

Figure 1. SW-PBS continuum of support pyramid (Alter & Vlasak, 2014, p. 51).

The SW-PBS model has been shown to have a positive impact on the reduction of office discipline referrals (Caldarella et al., 2011). One study involving two middle schools through quasi-experimental design indicated a connection involving SW-PBS and school climate improvement and a reduction of student misbehavior (Caldarella et al., 2011). According to the report, "Results from the student behavioral data also indicated that the treatment middle school showed statistically significant decreases in student tardiness, unexcused absences, and office discipline referrals when compared to the control group" (Caldarella et al., 2011, p. 8). In reference to SW-PBS research, Cohn (2001) stated, "A review of research on PBS effectiveness showed that there was over a 90% reduction in problem behavior in over half of the studies; the problem behavior stopped completely in over 26% of the studies" (para. 17).

Summary

School discipline models used historically and in present day to address the issue of student misbehavior have been based on various theories and approaches. School discipline reform has moved from punitive approaches, such as corporal punishment and zero-tolerance policies, to positive-based approaches. Restorative justice models have been the catalyst for reforming the way many schools manage student discipline. Though their methods differ, SW-PBS and BIST are two positive approaches that are systematically framed to address behavior management in schools. Both of these programs were the primary models of focus for this research.

In Chapter Three, the methodology of the study is presented, with details regarding instrumentation and data collection. The sample for this study is explained as well, and the ethical considerations and data analysis procedures are presented. In Chapter Four, a statistical analysis of the data is presented. Chapter Five includes the summary and conclusions drawn from the study.

Chapter Three: Methodology

Schools need to be a safe place where students acquire the necessary skills to be productive citizens. A school's ability to manage student behaviors in a positive manner fosters an environment where healthy learning occurs. When schools fail to deal proactively with student behavior, learning is negatively impacted (Farley et al., 2012). Behavioral management approaches and systems have been designed to ensure student behavior does not impede learning (Farley et al., 2012). The two behavior management systems focused upon in this research study, School-Wide Positive Behavior Support and Behavior Intervention Support Teams, are models used throughout Missouri.

Problem and Purpose Overview

Numerous studies have addressed the impact of SW-PBS on student achievement and behavior. However, the number of studies that have addressed the impact of BIST is limited. There is also a lack of research that makes a comparison between the SW-PBS and BIST programs, both of which are used by several schools and districts in Missouri. Knowledge gained through this study provides insight into the effectiveness of SW-PBS and BIST as positive approaches to systematically dealing with student behaviors in the school setting.

Managing student behaviors is one of the most common issues educators face. Schools need to focus on managing behaviors to assist students in becoming self-disciplined and responsible citizens (Onderi & Odera, 2012). Without order in the classrooms, schools are unable to reach academic goals (Onderi & Odera, 2012).

The purpose of this study was to identify the impact SW-PBS and BIST have on student behavior. The impact of each program was measured by examining Safe Schools

Act violations, office disciplinary referrals, and teacher perceptions. A comparison was made between the two programs.

Research Questions

The research questions vital to this study focused on determining whether the SW-PBS or BIST programs have an impact on student behavior. The following research questions guided the study:

1. What is the difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools not using a behavior management system when comparing:

    a. The number of Safe Schools Act violations

    b. The number of office disciplinary referrals

    c. Teacher perceptions

2. What is the difference between schools using Behavior Intervention Support Teams (BIST) and schools not using a behavior management system when comparing:

    a. The number of Safe Schools Act violations

    b. The number of office disciplinary referrals

    c. Teacher perceptions

3. What is the difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools using Behavior Intervention Support Teams (BIST) when comparing:

    a. The number of Safe Schools Act violations

    b. The number of office disciplinary referrals

    c. Teacher perceptions

Hypotheses

In an effort to answer the stated research questions, the following hypotheses were evaluated:

Null hypothesis. In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is no difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools not using a behavior management system. This null hypothesis is designated by the symbol $H1_{0.}$

Null hypothesis. In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is no difference between schools using Behavior Intervention Support Teams (BIST) and schools not using a behavior management system. This null hypothesis is designated by the symbol $H2_{0.}$

Null hypothesis. In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is no difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools using Behavior Intervention Support Teams (BIST). This null hypothesis is designated by the symbol $H3_{0.}$

Alternate hypothesis. In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is a difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools not using a behavior management system. This alternate hypothesis is designated by the symbol $H1_{a}$.

Alternate hypothesis. In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is a difference between schools using Behavior Intervention Support Teams (BIST) and schools not using a behavior management system. This alternate hypothesis is designated by the symbol $H2_{a.}$

Alternate hypothesis. In comparing the number of Safe Schools Act violations, the number of office disciplinary referrals, and teacher perceptions, there is a difference between schools using School-Wide Positive Behavior Support (SW-PBS) and Behavior Intervention Support Teams (BIST). This alternate hypothesis is designated by the symbol $H3_{a.}$

Research Design

The methodology for the research was a mixed method, and inferential statistics were used. This particular research methodology allowed for an examination of each program and student behavior as well as an examination of the differences between the two programs (Fraenkel et al., 2014). This approach was used to attempt to determine the differences in student behavior between programs.

The independent variables of this study were the two behavior programs, SW-PBS and BIST. The dependent variables were number of Safe Schools Act violations, the number of office discipline referrals, and teacher perceptions. Both behavior programs studied have previously been implemented in the sample schools. Due to the nature of the study, the independent variables could not be manipulated (Fraenkel et al., 2014).

Population and Sample

The population for the study included schools located in Missouri that have specifically implemented SW-PBS, BIST, or have not implemented any particular behavior intervention program. Because the specific purpose of this research study was to identify the impact the two behavior intervention programs have on student behavior, it was critical the sample be purposefully selected to include schools that have implemented either SW-PBS or BIST. Fraenkel et al.(2011) stated researchers use purposive sampling to select populations believed to provide the data needed to be representative.

This study's sample included six different middle schools. The representative sample of middle schools was chosen based on the following criteria: two schools chosen based on implementation of SW-PBS for at least two years; two schools selected based on implementation of BIST for at least two years; and two schools chosen based on having no specific behavior intervention system in place. Additional criteria were used in selecting all six schools being studied, including the following: grade levels represented in each of the schools, total student enrollment, geographical location, and demographics of the student body.

The initial step for school selection included a search for schools located in Missouri that have implemented SW-PBS, BIST, or no particular behavior intervention program. Three different resources were used to identify the sample schools: the MODESE School Directory Portal, BIST Contracted Schools list, and Missouri SW-PBS Participating School list. The SW-PBS Contracted Schools list is public information that was acquired through the Missouri SW-PBS website (Missouri Schoolwide Positive Behavior Support, 2015).

The BIST Contracted Schools list was obtained by contacting the Missouri regional BIST consultant for the Kansas City area. Once the lists were organized, schools were selected according to grade levels served and student population size. This study involved examination of schools serving grades six through eight with a student population ranging from 300 to 400 students.

Once schools were identified based on their enrollment, schools were again filtered to identify those having comparable student demographics. For the purpose of this study, schools were selected based primarily on their free and reduced price meal percentages ranging from 40% to 60%. Another criterion for sample schools was that the SW-PBS or BIST behavior programs had been implemented for a minimum of two years. This time was necessary for the behavior programs to have been fully integrated into the classrooms.

Instrumentation

Research questions guiding the study and the instruments to be used for this research were carefully selected. Validity, reliability, and objectivity were taken into consideration. Data were gathered from the number of office discipline referrals and Safe School violations, which were located in secondary databases. Additional instrumentation included a teacher perception survey (see Appendix B) created by the researcher.

In developing the format of the questions and statements in the perception survey, the appearance and ease of the questions and statements were considered (Fraenkel et al., 2014). A Likert scale was used for the responses. An effort was made to ensure the

questions and statements were designed in such a way that the responses were reliable and valid measures.

The questions were designed following Fowler's five question-writing challenges (Fowler, 1995). Questions and statements selected for the survey were sent to research committee members for a field test to review and provide feedback prior to IRB submission. The committee assisted in ensuring the survey questions and statements were aligned to the research questions and that questions and statements solicited the information needed for the study.

Feedback from the committee was considered, and appropriate changes to the survey questions and statements were made. In addition to questions and statements regarding the school discipline models, the surveys also asked the respondents to provide some demographic information regarding the characteristics of their school grade configurations. Additionally, the survey had the respondents identify which discipline model their school had adopted.

Data Collection

The first data point, office discipline referral numbers for each middle school, was acquired with permission from school building officials. Each building administrator was contacted by phone to acquire the office discipline referral data for the entire school. An appointment was scheduled with each principal, at which time the office discipline referral forms from the 2012-2014 school years were given to the researcher.

The data from each building's office referral forms—the numbers of discipline referrals—were placed into an Excel document for further analysis. Participants in the study were given a consent form (see Appendix C) and were asked to read and sign prior

to participating in the study. The consent form outlined the details of the study and emphasized anonymity. Every effort was made to ensure any information provided to the researcher was given anonymously with no reference to student names or identifiable demographics.

The second data point collected was the number of Safe Schools Act violations for each participating school. Schools are required to report these violations to the MODESE. This information is public record that is accessed through the MODESE portal.

The final data point used to triangulate data was teacher perception surveys. Initially, building administrators were contacted by phone to explain the purpose of the study and to gain consent to administer the survey to the teachers. After the initial conversation, each building principal was sent official consent forms (see Appendix D), including a letter further detailing the study and outlining the steps of confidentiality that were taken to ensure anonymity. A copy of the survey was sent to the principals for their review.

A link to the survey was sent to all teachers in the sample schools via electronic mail. The survey was created and published with the online questionnaire tool SurveyMonkey (SurveyMonkey, 2010). The survey was devised using a Likert-scale design.

Data Analysis

When conducting quantitative research, an analysis must be done using inferential statistics (Fraenkel et al.,2011). First, frequency distributions of office discipline referrals were created, and then the mode and standard deviations for each data point

were calculated. The office discipline referral data were analyzed using independent *t*-tests, which were used to determine if there was a statistically significant difference between the means of office referral incidents in the BIST and no model data.

The data sets were also analyzed to determine if there was a statistically significant difference in numbers of office discipline referrals between the SW-PBS and no model schools. Finally, the data sets were analyzed to determine if there was a statistically significant difference between numbers of office discipline referrals in BIST schools and SW-PBS schools. The *t*-tests used a value where $p = < .05$ to reject or not reject the null hypothesis. If the result is statistically significant at a value of $p = < .05$, the alternative hypothesis would be not rejected. This is a commonly accepted level of significance (Laerd Statistics, 2013).

The Excel statistical program was used to enter and analyze these data. This process of data analysis was used with survey data, Safe Schools data, and office discipline referral data for each group. These tests allowed inferences to be made about the impact SW-PBS and BIST have on student behaviors in all the schools being researched.

Ethical Considerations

Each school district involved in the research granted permission to study student behavioral data and to gather teacher perceptions. Informed consent letters and permission authorizations to conduct research that included details regarding confidentiality were completed. Any of the participants who chose not to respond even after they had completed a consent form were removed from the study.

Staff members from the respective schools who had access to student discipline data compiled the information for this study. Student discipline data were presented in a format that did not identify the students. Those staff members who took part in the perception surveys could have access to the aggregated results upon request. All information consent letters and consent forms were secured in a file cabinet and will be discarded after three years.

Internal Reliability and Validity

This study included three different data points to provide triangulation for the research. Triangulation is the use of multiple sources of data that can be either quantitative or qualitative to strengthen a research study (Khosrow-Pour, 2015). By triangulating the data, the strength of the conclusions made in this study was enhanced (Fraenkel et al., 2014). Data in this study were gathered from teacher perception surveys, office discipline referrals, and Safe Schools violations.

Content-related evidence was collected to ensure validity in this study. To ensure content-related evidence of validity, the content and format of the instrument is generally shared with individuals who can make a sound judgment of the adequacy of the instrument as a tool of measurement (Fraenkel et al., 2014). The instrument and a description of what was being measured were given to the dissertation research committee to review and determine validity. Committee members made revisions to the questions and returned them to the researcher. The researcher rewrote the questions to reflect the suggestions from the committee members and resubmitted them for additional evaluation until the instrument was judged to be valid.

Summary

This research study involved six schools located in Missouri. These six schools were divided into three groups. One of the groups of schools had implemented SW-PBS, another group had implemented BIST, and the final group was the control group, which had not implemented either program.

The purpose of the study was to identify the impact SW-PBS and BIST had on student behavior. Safe Schools Act violations, office discipline referrals, and teacher perception surveys were used to determine the difference the behavior programs being researched had on student behaviors. An independent *t*-test was used as the statistical examination for this study. These results were analyzed by using the independent *t*-test, which helped to identify affects SW-PBS and BIST had on student behavior. Consent forms and authorization to conduct research were acquired from administration and teachers from the sample schools to ensure confidentiality.

In Chapter Four, an analysis of the results of the study is presented. All the data for each research question are discussed. Chapter Five of this study provides a deeper review of the findings from the statistical analysis. Conclusions made from the inferences gathered from the study are shared, along with recommendations for further research.

Chapter Four: Analysis of Data

The purpose of this study was to examine two school discipline systems, SW-PBS and BIST, and their impact on student behaviors. Three separate data points were examined in this study. First, an analysis of the office discipline referral data from each of the middle schools was conducted. Second, teacher perceptions surveys were administered to determine how educators in the sample schools perceive their respective disciplinary programs. The data gathered from the teacher perception surveys were analyzed and presented. Finally, the number of Safe School Act violations in the six middle schools being studied was analyzed.

In this chapter, office discipline referral data, teacher perceptions surveys, and the Safe School Act violations are presented. Data gathered from these three areas are examined and presented in tables and figures. Following are the research questions that guided the study.

Research Questions

The following questions were asked to gather information regarding the two discipline models being studied:

1. What is the difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools not using a behavior management system when comparing:

    a. The number of Safe Schools Act violations

    b. The number of office disciplinary referrals

    c. Teacher perceptions

2. What is the difference between schools using Behavior Intervention Support Teams (BIST) and schools not using a behavior management system when comparing:

a. The number of Safe Schools Act violations

b. The number of office disciplinary referrals

c. Teacher perceptions

3. What is the difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools using Behavior Intervention Support Teams (BIST) when comparing:

a. The number of Safe Schools Act violations

b. The number of office disciplinary referrals

c. Teacher perceptions

Office Disciplinary Referral Results

BIST and no model office disciplinary referrals reported in 2012-2013. The BIST and no model ODRs of each incident type for the 2012-2013 school year were paired and a *t*-test was run (see Figure 2). The *t*-test resulted in a *p*-value of .56, indicating there was no statistical difference in the aggregate. Although there was not a significant difference statistically between the number of office discipline referrals in the sample from BIST schools and the no model schools, differences between the numbers of incidents were observed in some of the infraction types. The number of bully infractions reported in the BIST schools was four times greater than infractions reported in the no model schools. Disruptive behavior in the BIST schools was also more frequent, with the BIST schools reporting more than twice as many incidents than the no model schools.

Conversely, the no model schools reported 21% more incidents of inappropriate or disrespectful language or conduct than were reported by the BIST schools.

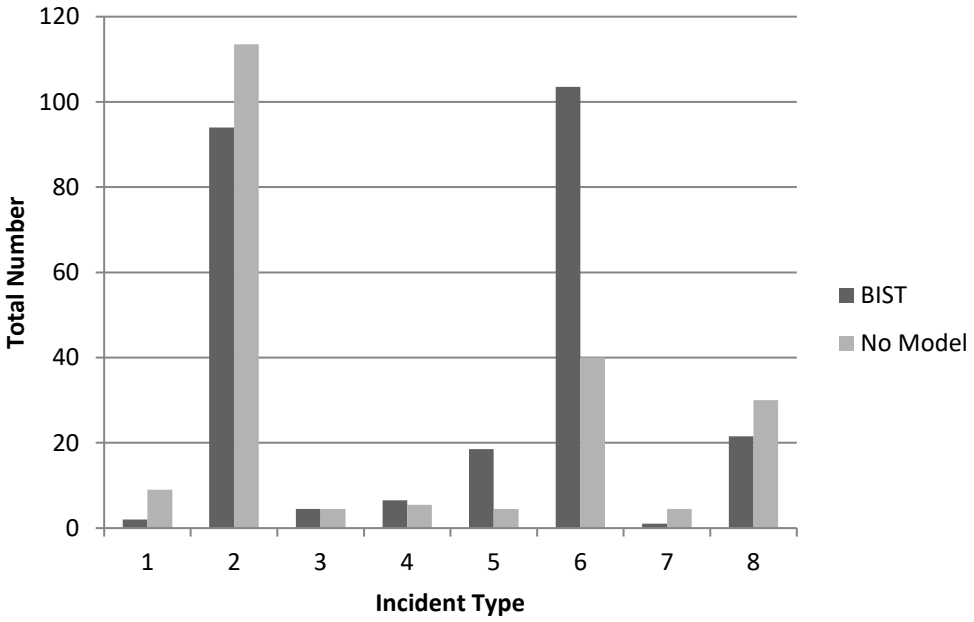

Figure 2. 2012-2013 BIST and no model ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

BIST and no model office disciplinary referrals reported in 2013-2014. The BIST and no model ODRs of each incident type for the 2013-2014 school year were paired and a *t*-test was run (see Figure 3). The *t*-test resulted in a *p*-value of .38, which showed there was no statistical difference in the aggregate. The number of reported incidents of fighting was six times greater in the no model schools than in the BIST sample schools. The no model schools reported more than twice as many incidents of inappropriate or disrespectful language or conduct then were reported by the BIST schools. Reported numbers of insubordination and defiance were also twice as high in

the no model schools. On the other hand, bullying and disruptive behavior were more frequent in the BIST schools than in the no model schools. The number of reported bullying incidents was nine times greater in the BIST schools than in the no model schools, and the number of disruptive behavior ODRs was two times greater.

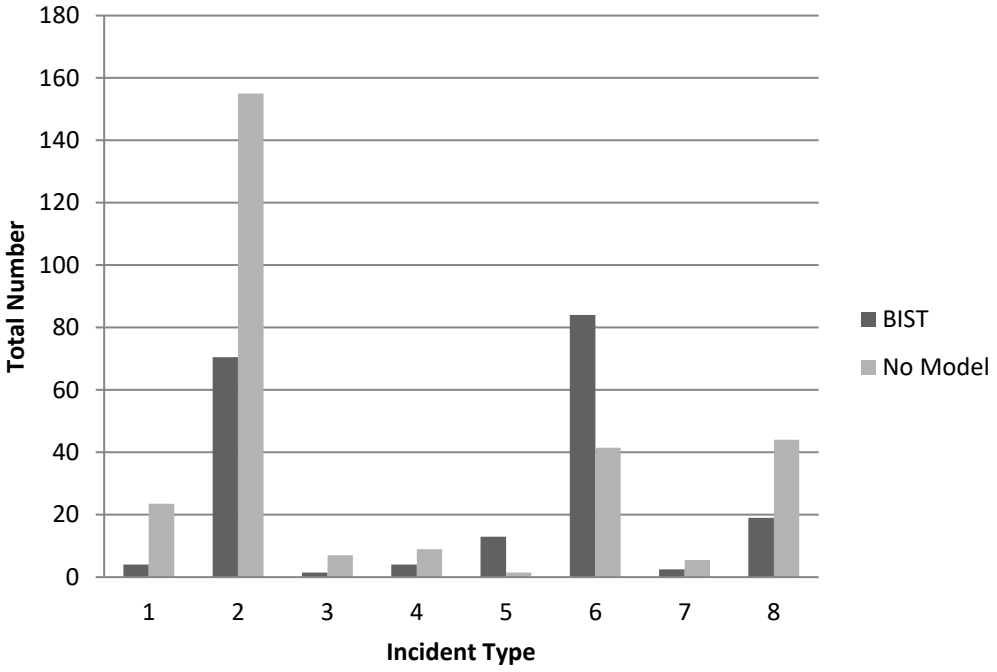

Figure 3. 2013-2014 BIST and no model ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

BIST and no model office disciplinary referrals reported in 2012-2014. The ODR data for the BIST and no model schools were also combined to observe the number of incidents over a two-year period. Incidents of each type during the 2012-2014 school years were paired and a *t*-test was run (see Figure 4). The *t*-test resulted in a *p*-value of .69, which showed there was no statistical difference in the aggregate. After conducting

the *t*-test, the total numbers of incidents that occurred during the 2012-2014 school years were averaged. Average numbers of incidents per year are shown in Figure 3. There were six times more fighting infractions reported in no model schools than in BIST schools. No model schools also reported 61% more incidents of inappropriate or disrespectful language or conduct than were reported in the BIST sample schools. Additionally, no model schools reported 55% more incidents of insubordination and defiance. The BIST sample schools reported 19% more incidents of bullying during the 2012-2014 school years and 63% more incidents of disruptive behavior infractions during the same two-year period.

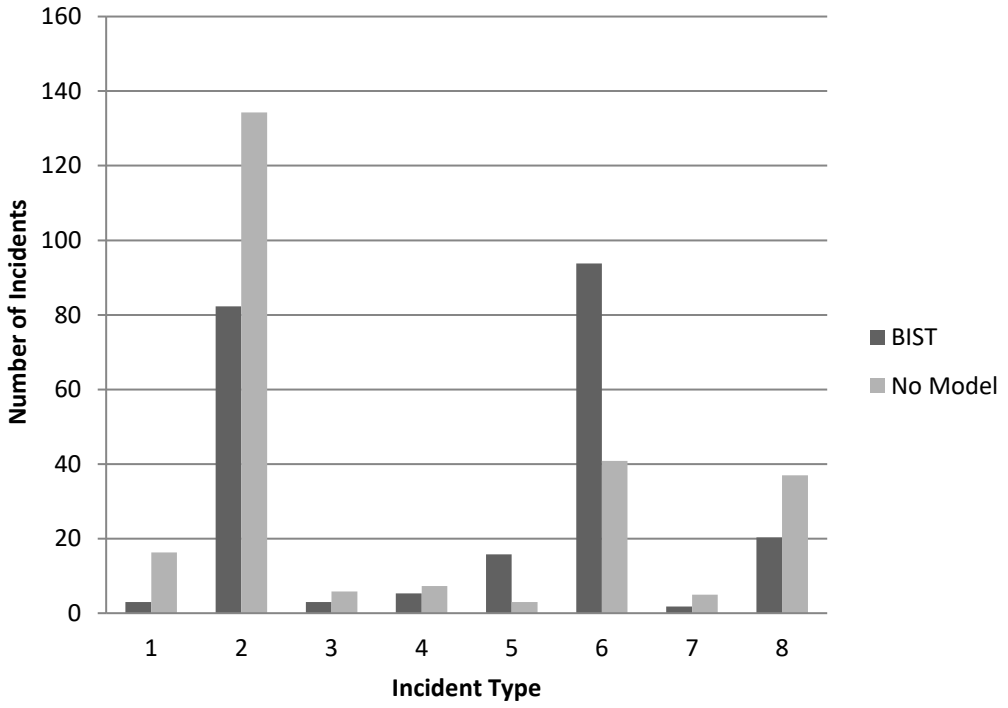

Figure 4. 2012-2014 BIST and no model ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

SW-PBS and no model office disciplinary referrals reported in 2012-2013.

The SW-PBS and no model ODRs of each incident type for the 2012-2013 school year were paired and a *t*-test was run (see Figure 5). The *t*-test resulted in a *p*-value of .72, which showed there was no statistical difference in the aggregate. There were 62% more incidents of inappropriate or disrespectful language or conduct in the no model schools than were reported in the SW-PBS schools. Schools with no model also reported three times as many stealing infractions compared to what was reported in the SW-PBS schools. However, more incidents of disruptive behavior were reported in the SW-PBS schools than in the no model schools, with a difference of 58%.

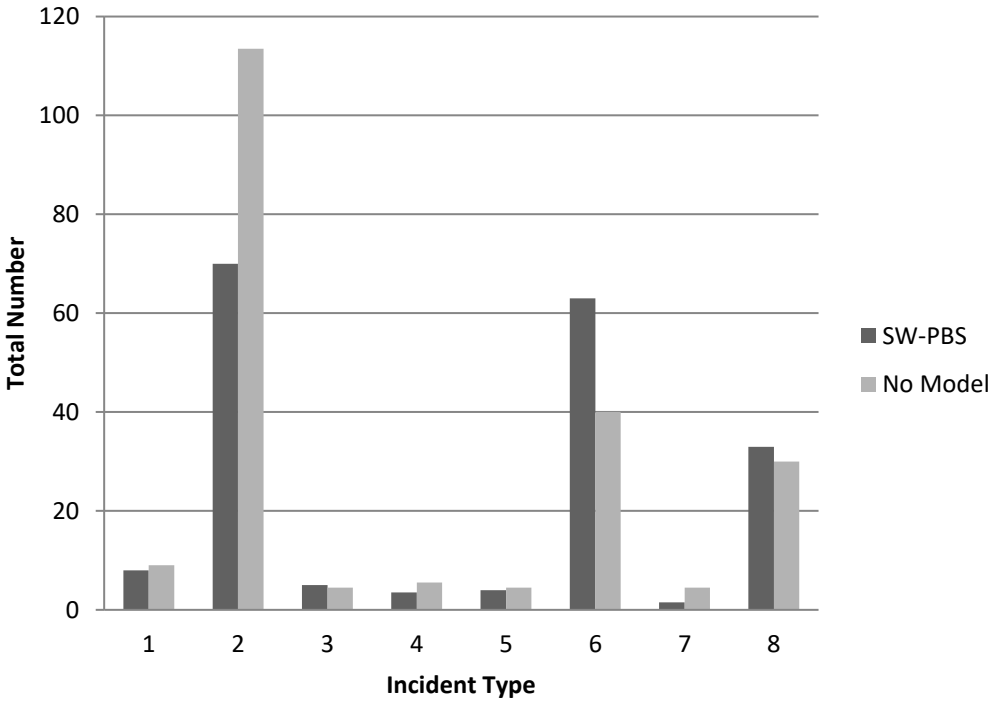

Figure 5. 2012-2013 SW-PBS and no model ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

SW-PBS and no model office disciplinary referrals reported in 2013-2014.

The SW-PBS and no model ODRs of each incident type for the 2013-2014 school year were paired and a *t*-test was run (see Figure 6). The *t*-test resulted in a *p*-value of .025, which showed a significant statistical difference in the aggregate. No model school data indicated there were three times more reported incidents of fighting during the 2013-2014 school year than there were in the SW-PBS schools. There were also four times more recorded incidents of inappropriate and disrespectful language or conduct in no model schools than were reported in the SW-PBS sample schools. Additionally, there were twice as many reported incidents of disruptive behavior and three times more reported incidents of insubordination or defiance in the no model schools than were reported in the SW-PBS schools.

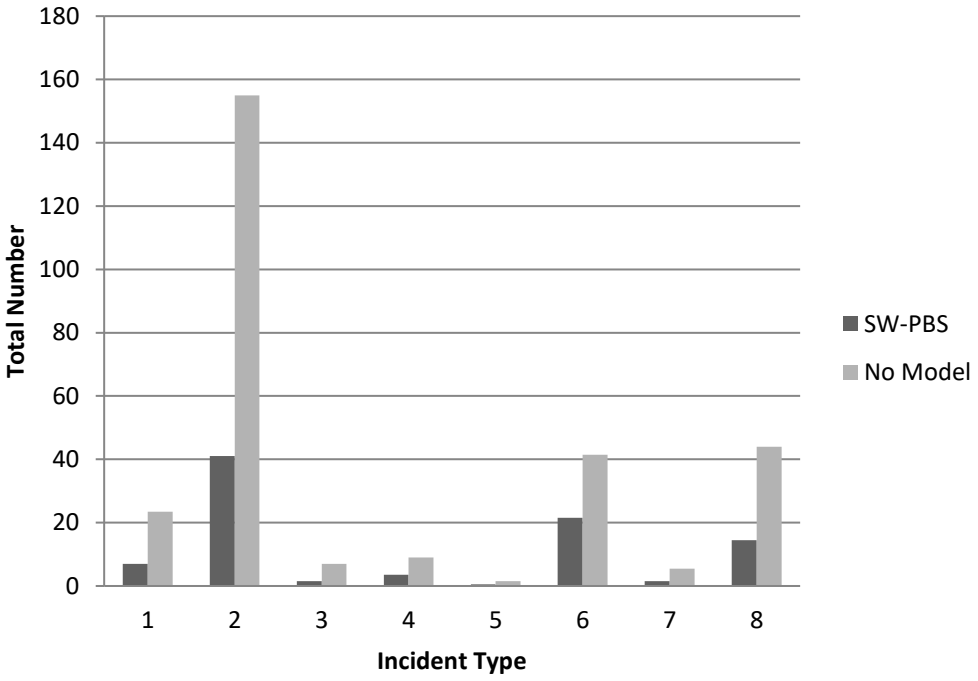

Figure 6. 2013-2014 SW-PBS and No Model ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

SW-PBS and no model office disciplinary referrals reported in 2012-2014.

The ODR data for the SW-PBS and no model schools were also combined to observe the number of incidents over a two-year period. Incidents of each type during the 2012-2014 school years were paired and a *t*-test was run (see Figure 7). The *t*-test resulted in a *p*-value of .046, which showed a significant statistical difference in the aggregate. After conducting the *t*-test, the total numbers of incidents that occurred during the 2012-2014 school years were averaged. Average numbers of incidents per year are shown in Figure 7. No model schools reported two times more incidents of fighting than the SW-PBS schools. No model schools also reported more than twice as many incidents of inappropriate and disrespectful language or conduct than were reported in the SW-PBS schools. While disruptive behavior in the SW-PBS schools and the no model schools were fairly comparable, insubordination and defiance infractions reported in the no model schools were 54% greater than those reported in the SW-PBS schools.

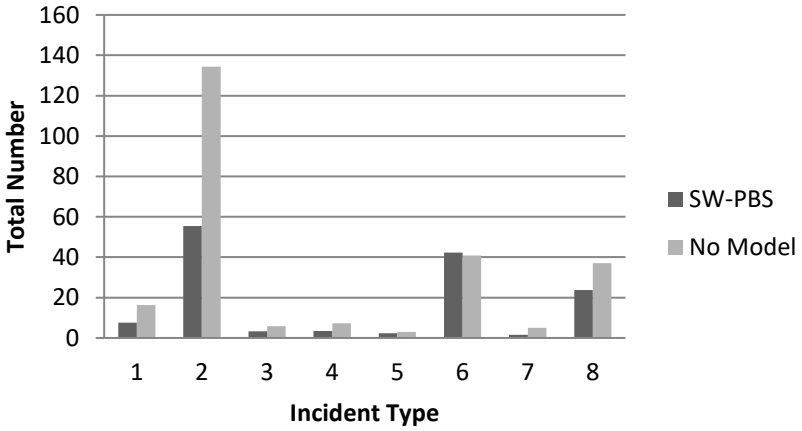

Figure 7. 2012-2014 SW-PBS and no model ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

SW-PBS and BIST office disciplinary referrals reported in 2012-2013. The SW-PBS and BIST ODRs of each incident type for the 2012-2013 school year were paired and a *t*-test was run (see Figure 8). The *t*-test resulted in a *p*-value of .36, which showed there was no statistical difference in the aggregate. There were 34% more recorded incidents of inappropriate language and disrespectful language or conduct in the BIST schools than there were in the SW-PBS schools. The BIST schools also reported nearly five times more incidents of bullying than were reported in the SW-PBS schools. Additionally, BIST schools reported 64% more incidents of disruptive behavior than the SW-PBS schools. Conversely, SW-PBS schools indicated they had 57% more infractions of insubordination and defiance than BIST schools, as well as four times more reported incidents of fighting.

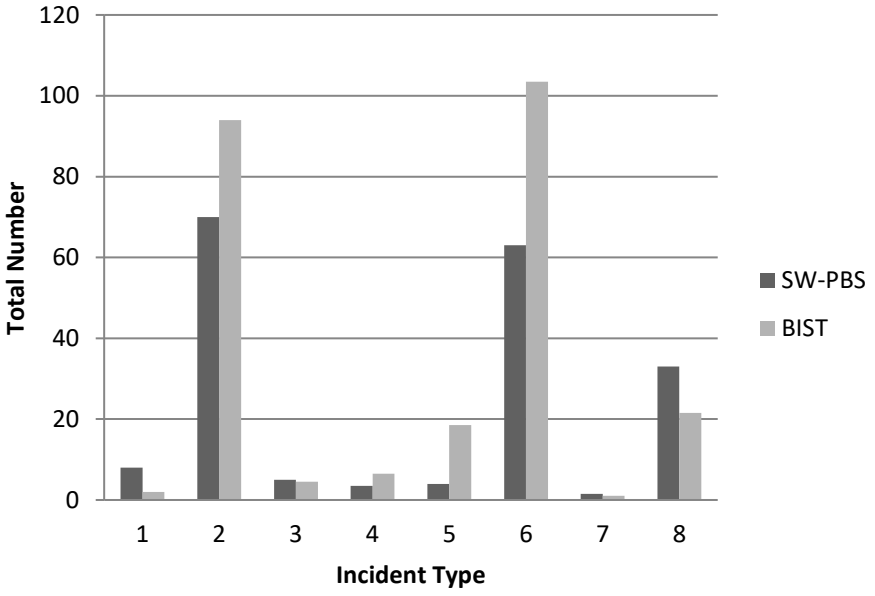

Figure 8. 2012-2013 SW-PBS and BIST ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

SW-PBS and BIST office disciplinary referrals reported in 2013-2014. The SW-PBS and BIST ODRs of each incident type for the 2013-2014 school year were paired and a *t*-test was run (see Figure 9). The *t*-test resulted in a *p*-value of .08, which showed there was no statistical difference in the aggregate. During the 2013-2014 school year, SW-PBS schools examined in this study had 71% more reported incidents of inappropriate and disrespectful language or conduct and four times more incidents of disruptive behavior than BIST schools. There were also 31% more recorded incidents of insubordination or defiance and 25% more reported incidents of bullying in the BIST schools than were recorded in the SW-PBS schools.

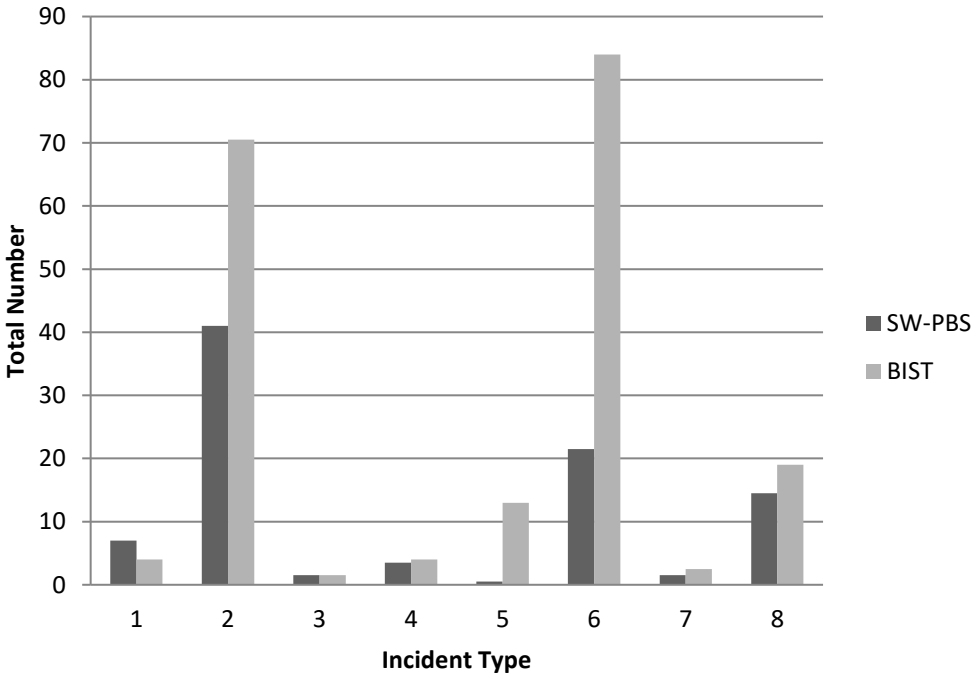

Figure 9. 2013-2014 SW-PBS and BIST ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

SW-PBS and BIST office disciplinary referrals reported in 2012-2014. The ODR data for the SW-PBS and BIST schools were also combined to observe the number of incidents over a two-year period. Incidents of each type during the 2012-2014 school years were paired and a *t*-test was run (see Figure 10). The *t*-test resulted in a *p*-value of .059, which showed there was no statistical difference in the aggregate. After conducting the *t*-test, the total numbers of incidents that occurred during the 2012-2014 school years were averaged. Average numbers of incidents per year are shown in Figure 9. Inappropriate language or disrespectful language and conduct were reported 48% more often in the BIST schools during the 2012-2014 schools than in the SW-PBS schools. There were also more than two times more reported incidents of disruptive behavior and six times more reported incidents of bullying in the BIST schools than were reported in the SW-PBS schools. On the other hand, SW-PBS schools reported twice as many incidents of fighting than were reported by BIST schools.

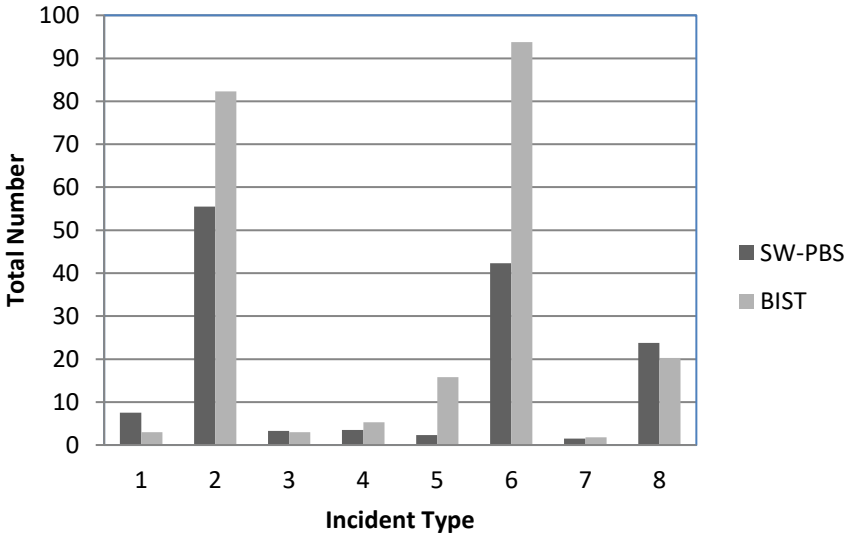

Figure 10. 2012-2014 SW-PBS and BIST ODRs. Incident type: 1 = Fighting; 2 = Inappropriate/Disrespectful Language or Conduct; 3 = Cheating/Dishonesty; 4 = Harassment; 5 = Bullying; 6 = Disruptive Behavior; 7 = Stealing; 8 = Insubordination/Defiance.

Survey Results

Survey participants were recruited from the six sample schools. An equal number of surveys were administered to each sample school, with a total of 114 surveys collected. Thirty-eight surveys were gathered from each school that used SW-PBS, each school that used BIST, and each school with no identified discipline behavior model. The data gathered from the surveys from all the respondents were tabulated into the statistical analysis software program.

The first question asked in the teacher perception survey regarded gender. Out of the 114 surveys, 32 respondents were male and 82 were female (see Figure 11).

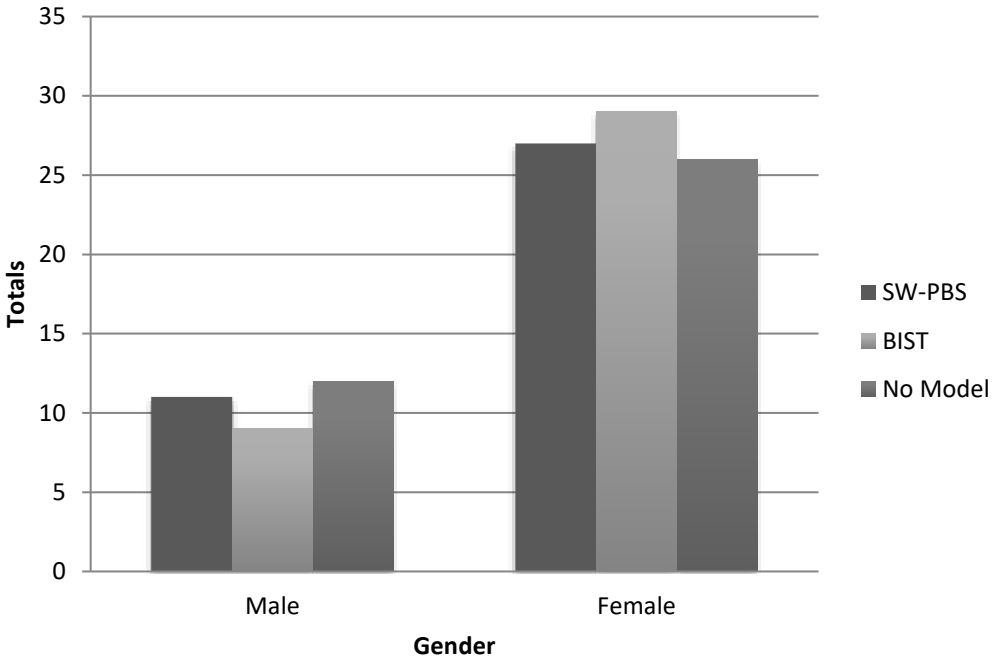

Figure 11. Gender of the respondents.

Survey question 2: Primary job assignment. The majority of educators surveyed in the six sample schools identified being a teacher as their primary job assignment, which made up 80% of all the respondents (see Figure 12).

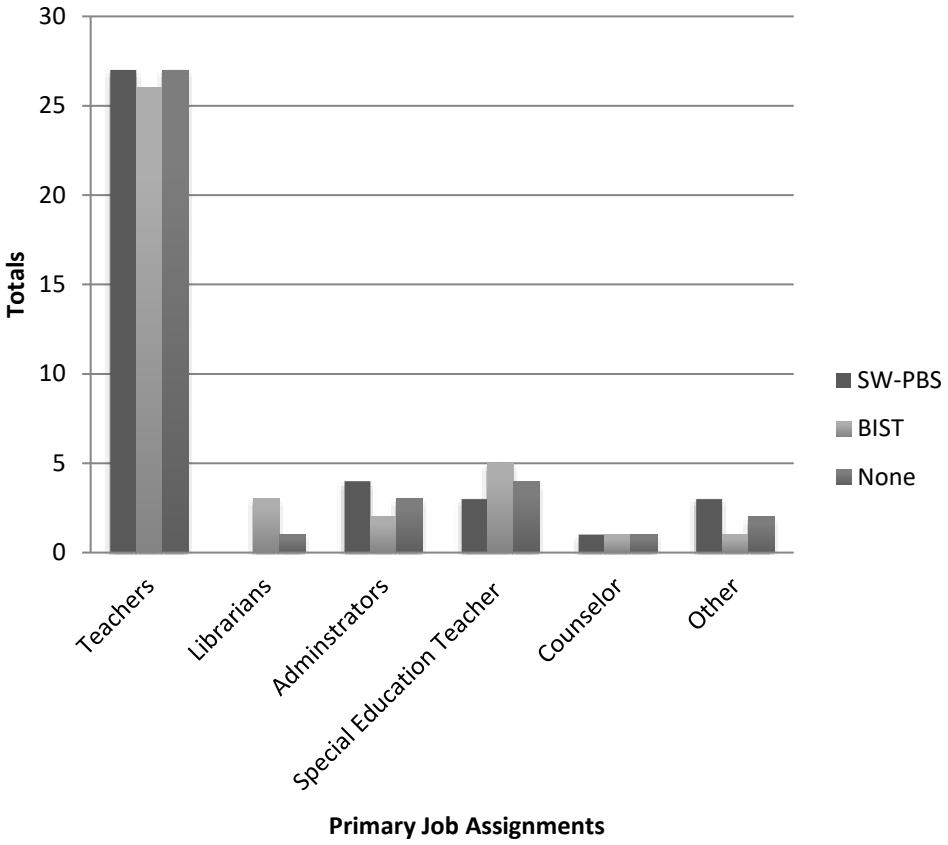

Figure 12. Primary job assignments.

Survey question 3: Years of teaching experience. The largest number of respondents from the SW-PBS sample schools had 16 through 20 y ears of experience (see Figure 13). The largest number of BIST respondents had 0 through 10 years of experience. The largest numbers of respondents from schools that had no behavior model in place had 16 through 20 years of experience (see Figure 13).

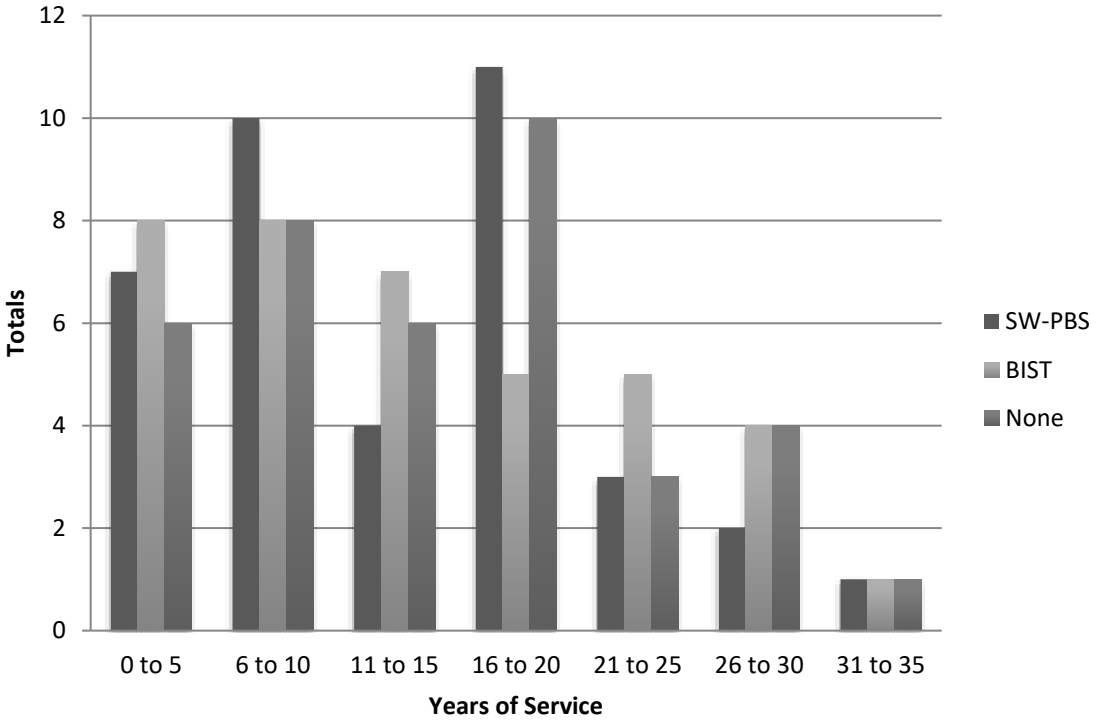

Figure 13. Years of service.

Survey question 4: Highest education degree earned. Fifty-four percent of all the 114 respondents held a master's degree, and 41% held a bachelor's degree. Five percent of the respondents held specialist degrees, and only one individual reported having a doctorate degree (see Figure 14).

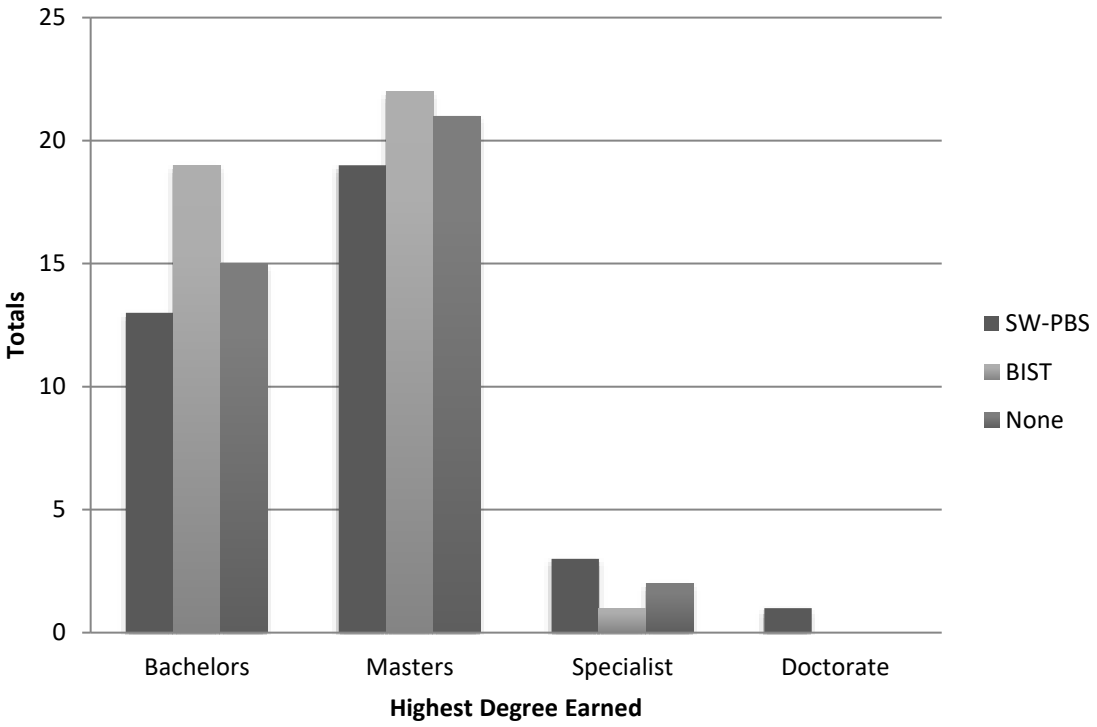

Figure 14. Highest degree earned.

Survey question 5: Grade level taught. The respondents who were surveyed all worked within a middle school setting that served a student population encompassing sixth through eighth grades. The largest group of individuals surveyed indicated they taught multiple grade levels within the middle-school environment. This group consisted of 43% of all respondents. Three percent of participants indicated "other" when asked to identify which grade levels they taught (see Table 1).

Table 1

Grade Level Taught

Grade Level Taught	Number of Respondents	Percentage of Respondents
Sixth	22	19%
Seventh	20	18%
Eighth	20	18%
Multiple	49	43%
Other	3	3%

Survey question 6: Behavior program utilized by the school. An equal number of participants were surveyed from each sample school, with a total of 114 surveys gathered.

Survey question 7: The behavior model or school discipline philosophy used by your school helps students learn self-control. The majority of respondents from each sample group agreed their respective school's behavior model or school discipline philosophy helps students learn self-control. While 45% of SW-PBS respondents agreed with this statement, an additional 34% strongly agreed. Sixty-six percent of BIST respondents agreed their BIST model helps students learn self-control, while only 5% strongly agreed. Fifty-three percent of the control group respondents agreed their school discipline philosophy helps students learn self-control, along with 16% who strongly agreed. Although the majority of respondents agreed, there were 11% of BIST respondents who indicated they disagreed (see Figure 15).

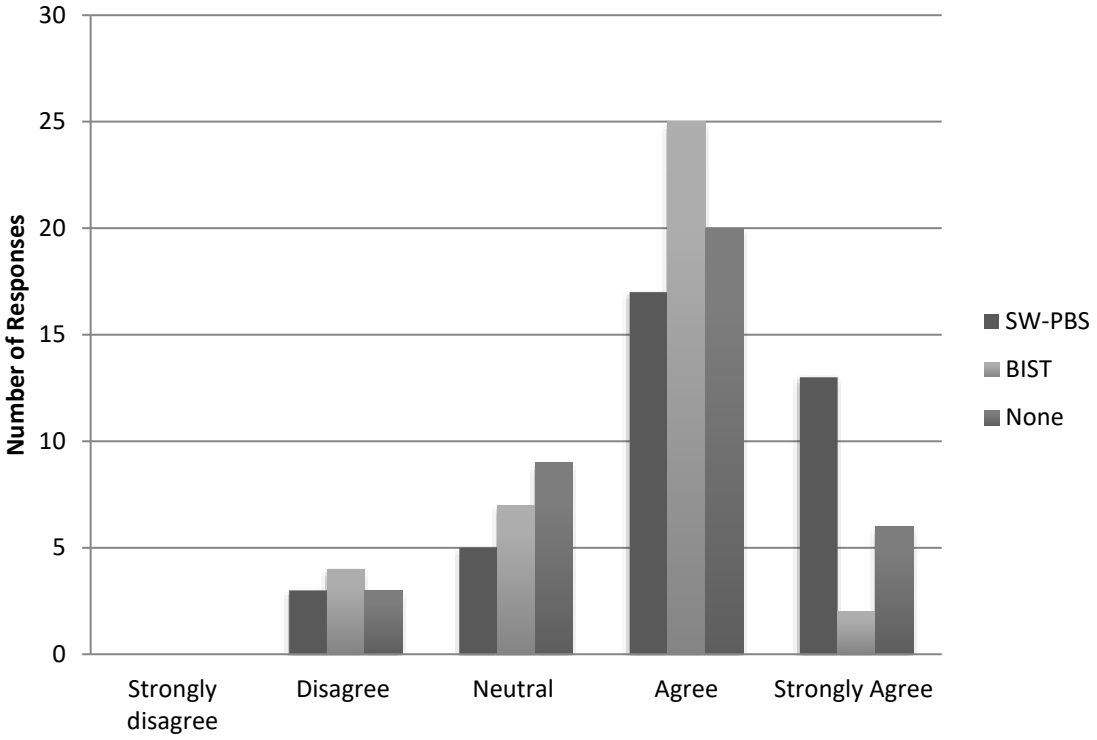

Figure 15. Survey results for question 7. The behavior model or school discipline philosophy used by your school helps students learn self-control.

Survey question 8: The behavior model or school discipline philosophy used by your school helps reduce the number of behavioral incidents in the classroom. The most positive responses to this question came from the respondents in the SW-PBS group, with 32% strongly agreeing and 47% agreeing SW-PBS helps to reduce the number of behavior incidents in the classroom. The majority of respondents from the group with no specific behavior model also agreed with this statement, but with fewer who strongly agreed. The group with no model had 16% of respondents who strongly agreed and 61% of respondents who agreed. Though the BIST group also had a majority

who agreed their behavior model helps to reduce discipline incidents, there were many more who answered "neutral," making up 32% of the respondents. Five percent of BIST respondents strongly agreed and 50% agreed (see Figure 16).

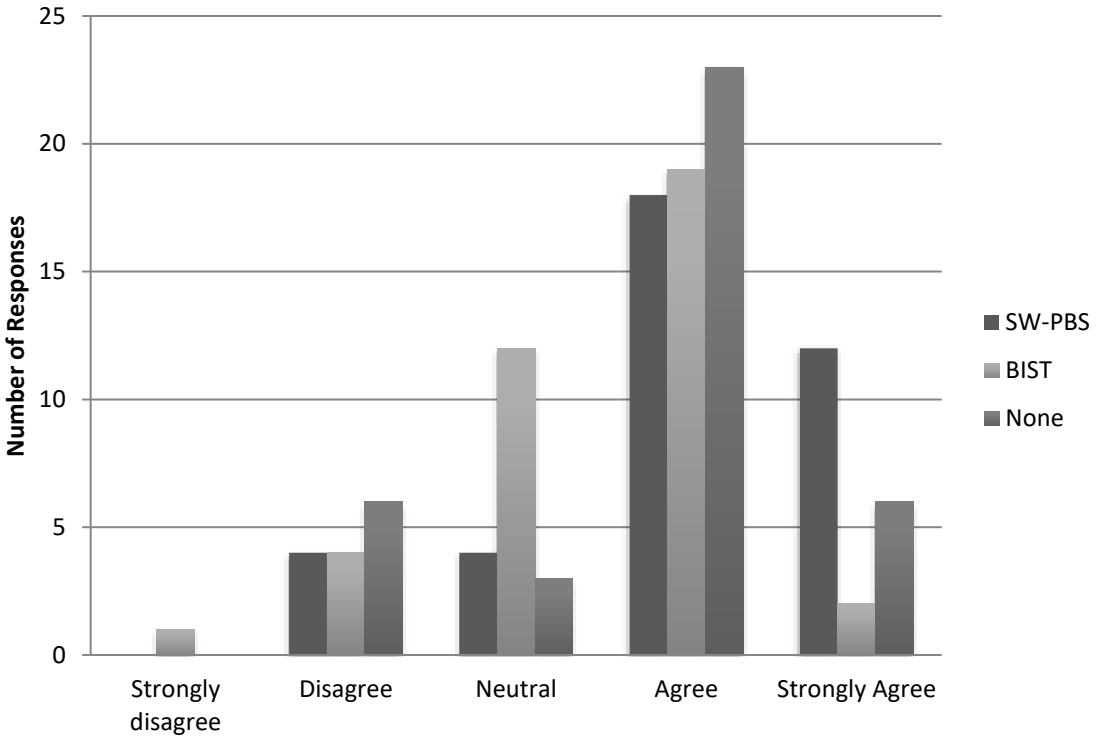

Figure 16. Survey results for question 8. The behavior model or school discipline philosophy used by your school helps reduce the number of behavior incidents in the classroom.

Survey question 9: Consequences, such as detentions, suspensions, and other punishments, are the primary method used to respond to negative behavior. The majority of each sample group agreed consequences, such as detentions, suspensions, and other punishments, are the primary method used to respond to negative behavior. The group with no specific behavior model most strongly agreed with this statement, with

53% who agreed and 16% who strongly agreed. The BIST and SW-PBS groups had very similar responses, with exactly 39% of each group agreeing detentions, suspensions, and other punishments are the primary method used to address negative behavior.

Both SW-PBS and BIST also had a fairly large number of respondents who disagreed with this statement, with 32% of BIST respondents who disagreed and 34% of SW-PBS respondents also disagreeing. Only 16% of the group with no behavior model disagreed (see Figure 17).

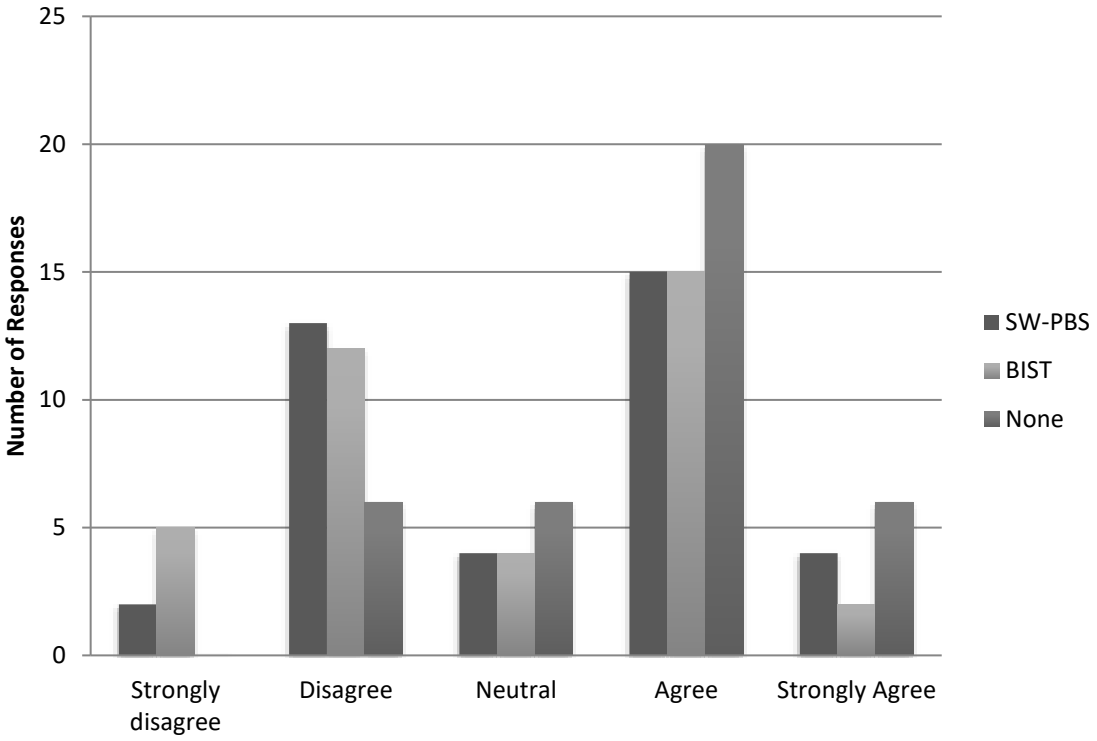

Figure 17. Survey results for question 9. Consequences, such as detentions, suspensions, and other punishments are the primary method used to respond to negative behavior.

Survey question 10: Teachers in your school frequently send students to an administrator to deal with challenging behaviors. The majority of SW-PBS and BIST respondents disagreed teachers frequently send students to an administrator to deal with challenging behaviors. Forty-seven percent of SW-PBS respondents disagreed with this statement, and 45% of BIST respondents disagreed. Fifty-three percent of participants from schools with no specific behavior model in place agreed, and 16% strongly agreed teachers frequently send students to an administrator to deal with challenging behaviors. Only 24% of respondents from schools with no specific behavior model disagreed (see Figure 18).

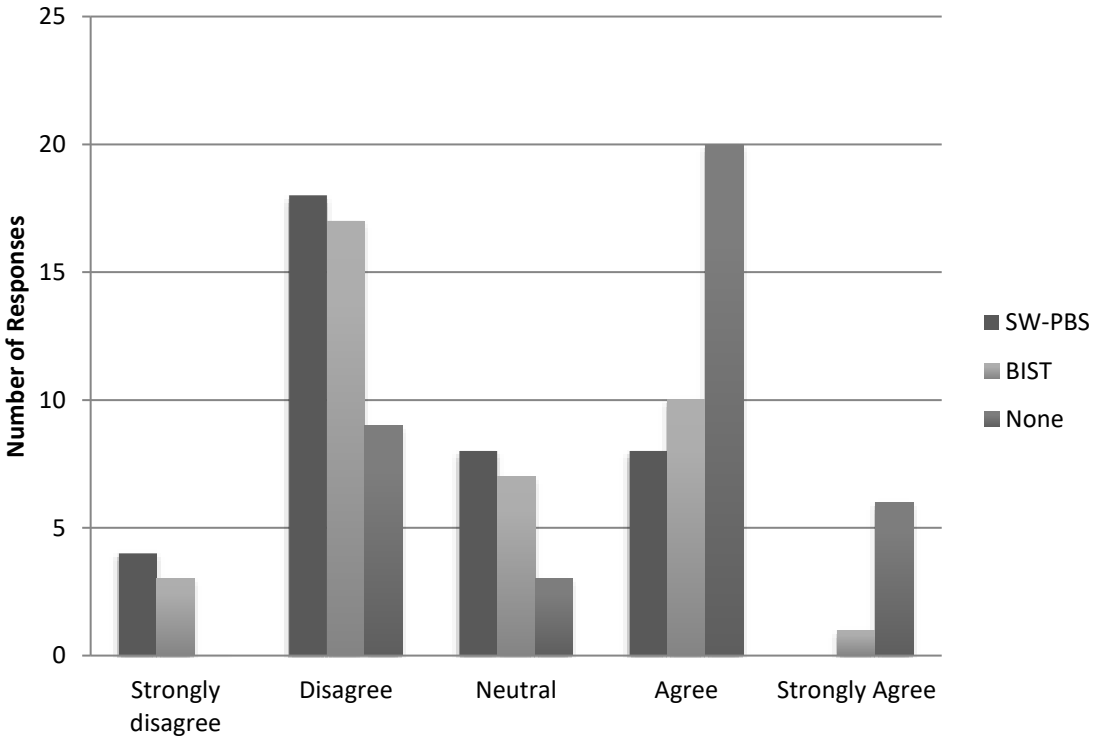

Figure 18. Survey results for question 10. Teachers in your school frequently send students to an administrator to deal with challenging behaviors.

Question 11: As a school organization, you are proactive and preventative in regard to student discipline, rather than reactive. Most respondents from all sample groups agreed or strongly agreed their school organization is proactive and preventative with student discipline, rather than reactive. Among the SW-PBS respondents, 34% strongly agreed and 47% agreed with this statement. Thirteen percent of BIST respondents strongly agreed, and 68% agreed. Although 21% of respondents from schools with no specific behavior model also strongly agreed and 34% agreed their schools are proactive and preventative with discipline, there were also 24% who disagreed with this (see Figure 19).

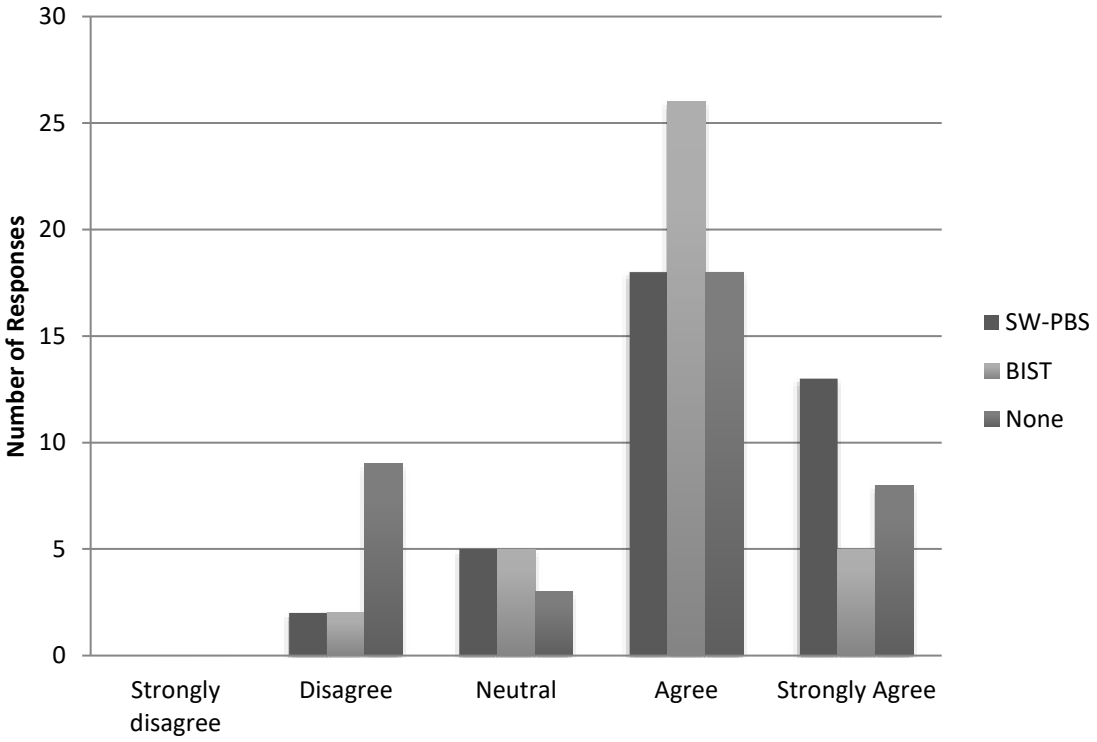

Figure 19. Survey results for question 11. As a school organization, you are proactive and preventive in regard to student discipline, rather than reactive.

Question 12: Behavior expectations throughout the school are clear and consistent. The majority of respondents from the three sample groups agreed or strongly agreed behavior expectations throughout their schools are clear and consistent. The group with the most respondents who agreed was SW-PBS, with 42% who strongly agreed and 37% who agreed. Twenty-six percent of BIST participants also strongly agreed and 50% agreed behavior expectations in their school are clear and consistent. The schools with no specific behavior model in place had the most respondents who disagreed with having clear and consistent behavior expectations in their schools, with 24% who disagreed (see Figure 20).

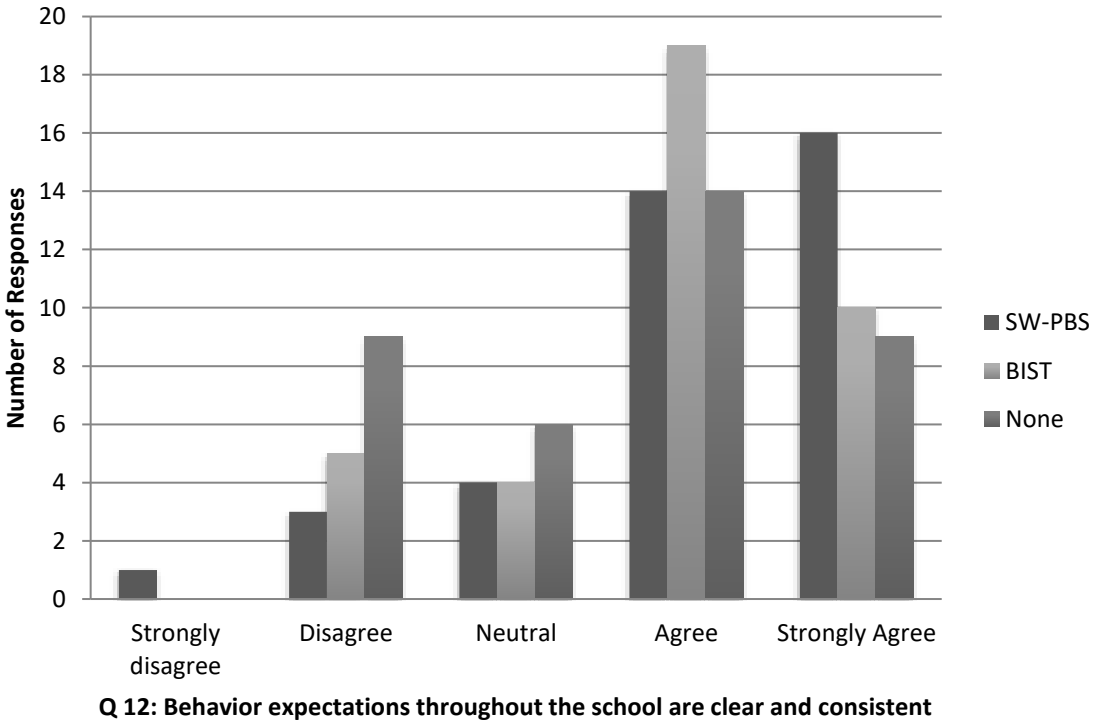

Figure 20. Survey results for question 12. Behavior expectations throughout the school are clear and consistent.

Question 13: Consequences for negative behaviors are clearly defined. A vast majority of respondents from all three sample groups agreed or strongly agreed in their school, consequences for negative behaviors are clearly defined. The SW-PBS group and the group with no specific behavior model in place each had 13% who disagreed with this statement, and only 3%, one respondent, from the BIST group disagreed consequences for negative behaviors are clearly defined (see Figure 21).

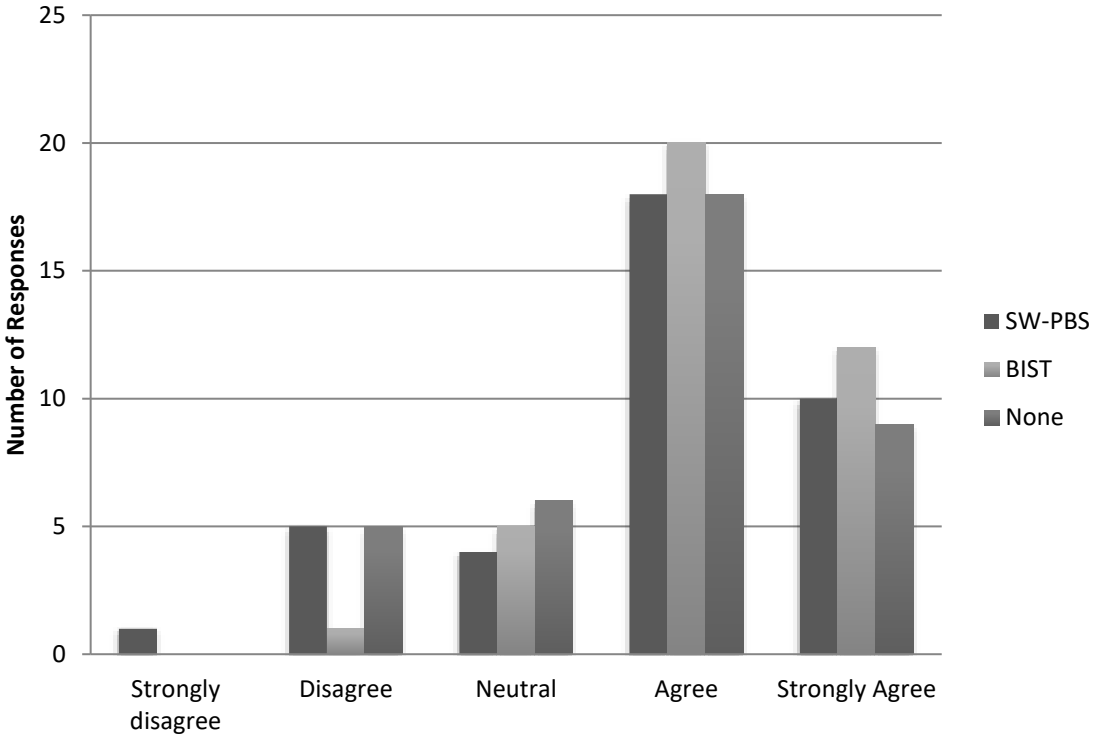

Figure 21. Survey results for question 13. Consequences for negative behaviors are clearly defined.

Question 14: There are many students whose behavior has not improved despite frequent exposure to your school discipline program. The responses to this statement were divided. The largest group of respondents from the schools with no behavior model disagreed student behavior has not improved with frequent exposure to

their school discipline program. This represented 47% of the sample group with no behavior model. Twenty-nine percent from this group agreed with this statement. Conversely, the majority of SW-PBS and BIST participants agreed despite their respective school discipline programs, many student behaviors have not improved. Forty-two percent of SW-PBS participants and 39% of BIST participants agreed, with 16% of BIST participants strongly agreeing, while 29% of SW-PBS participants and 18% of BIST participants disagreed many students have not improved despite frequent exposure to their discipline programs (see Figure 22).

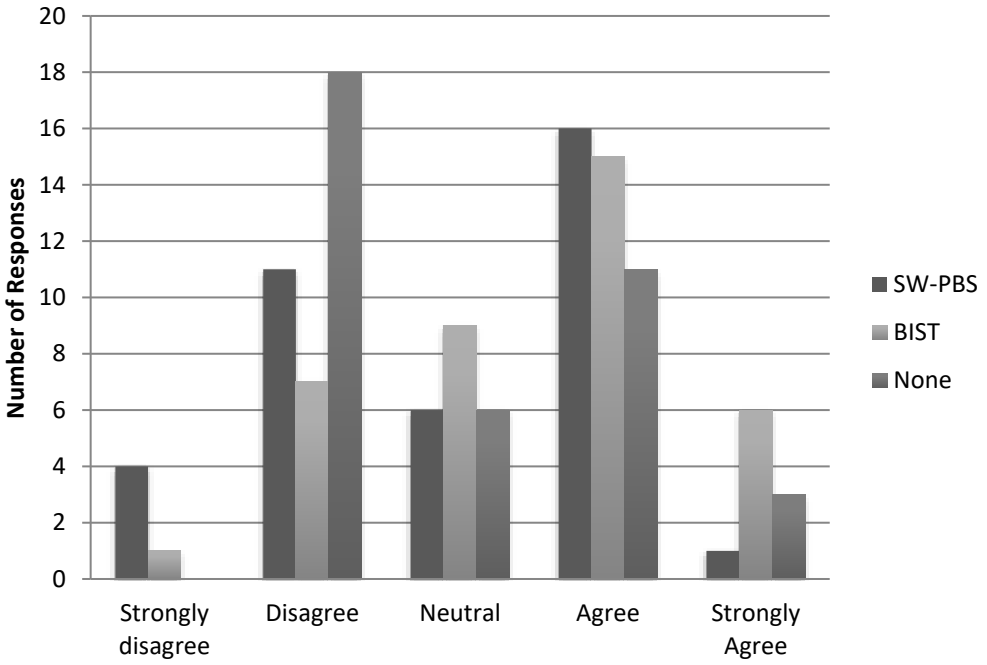

Figure 22. Survey results for question 14. There are many students whose behavior has not improved despite frequent exposure to your school discipline program.

Question 15: The behavior model that your school uses helps staff members learn self-control. The majority of SW-PBS and BIST respondents agreed their behavior models help students learn self-control. Forty-seven percent of SW-PBS and 53% of BIST respondents agreed with this statement. The majority of participants from the sample group with no behavior model in place indicated they felt neutral towards this statement. This represented 55% of this sample group (see Figure 23).

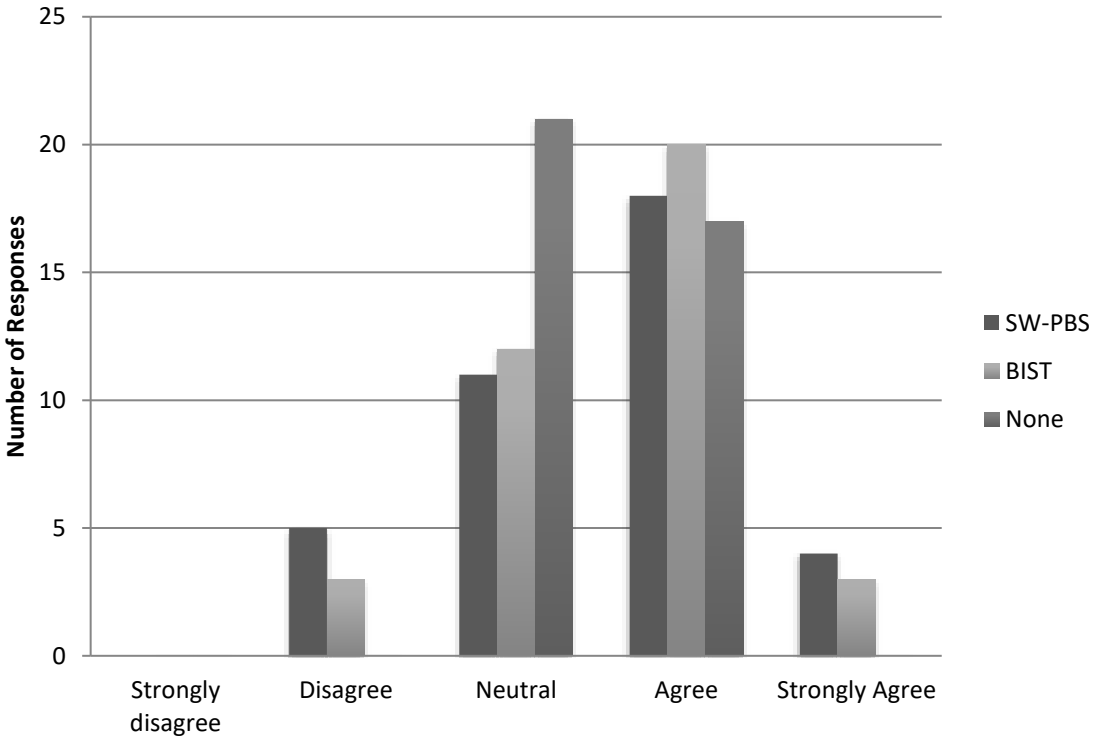

Figure 23. Survey results for question 15. The behavior model that your school uses helps staff members learn self-control.

Question 16: The behavior model that your school uses helps students learn composure and coping skills. The vast majority of respondents from the three sample schools indicated they agreed their respective behavior models help students learn composure and coping skills. Fifty percent of respondents from SW-PBS, 71% of respondents from BIST, and 55% of respondents from schools with no model agreed with this statement (see Figure 24).

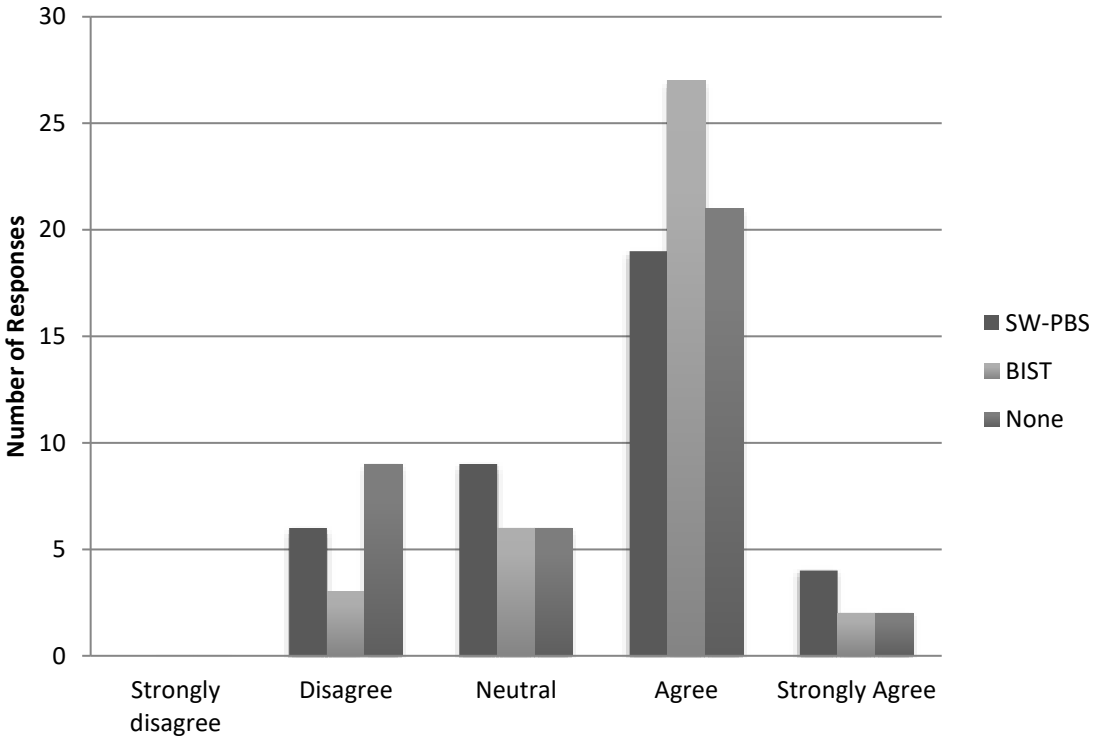

Figure 24. Survey results for question 16. The behavior model that your school uses helps students learn composure and coping skills.

Question 17: The behavior model that your school uses helps staff members learn composure and coping skills. The majority of SW-PBS and BIST respondents agreed the behavior model their schools use helps staff members learn composure and coping skills (see Figure 25). Fifty-three percent of SW-PBS respondents agreed with this question. Of all the BIST respondents surveyed, 61% agreed with this statement. Participants from the schools with no specific behavior model in place were more divided in their responses. Thirty-nine percent of the respondents agreed, 39% were neutral in their response, and 21% disagreed their behavior models help staff members learn composure and coping skills.

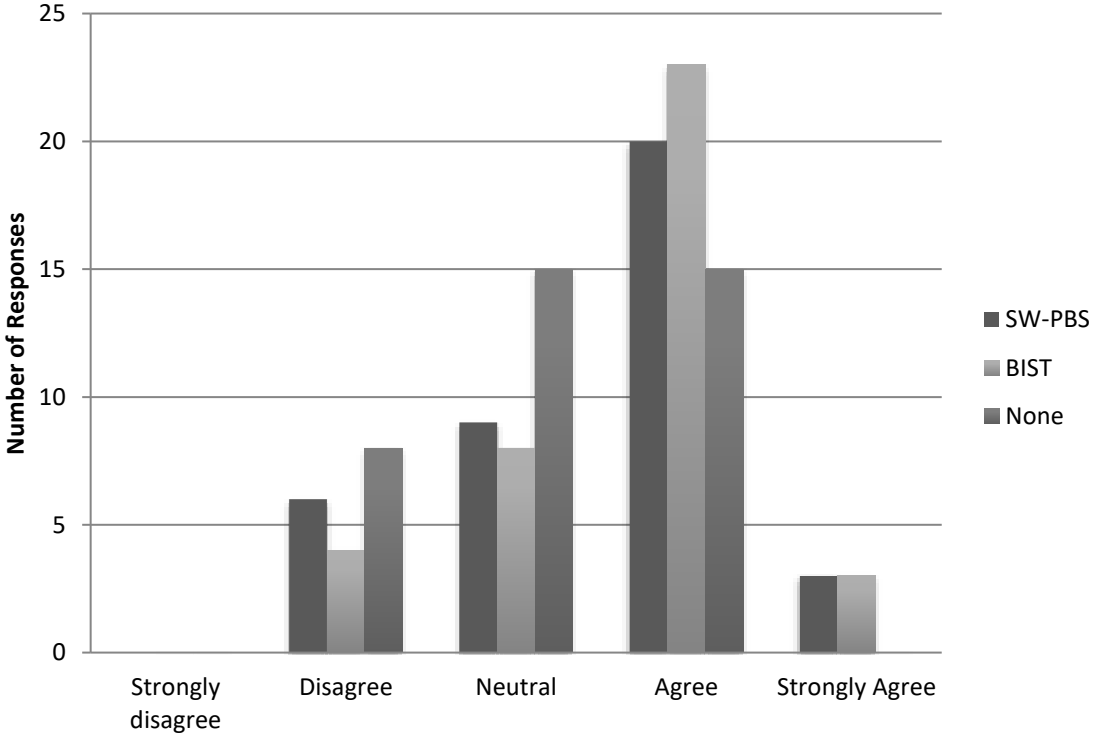

Figure 25. Survey results for question 17. The behavior model that your school uses helps staff members learn composure and coping skills.

Safe Schools Act Violation Results

Each school in Missouri is required to report to the MODESE acts that are serious in nature. These violations include alcohol, drugs, tobacco, weapons, and violent acts. The numbers of violations reported by the sample schools during the 2012-2013 school year are shown in Figure 26. The BIST schools reported only four incidents during this school year. The SW-PBS and no model schools each had over three times more incidents than BIST schools, each reporting 13 incidents.

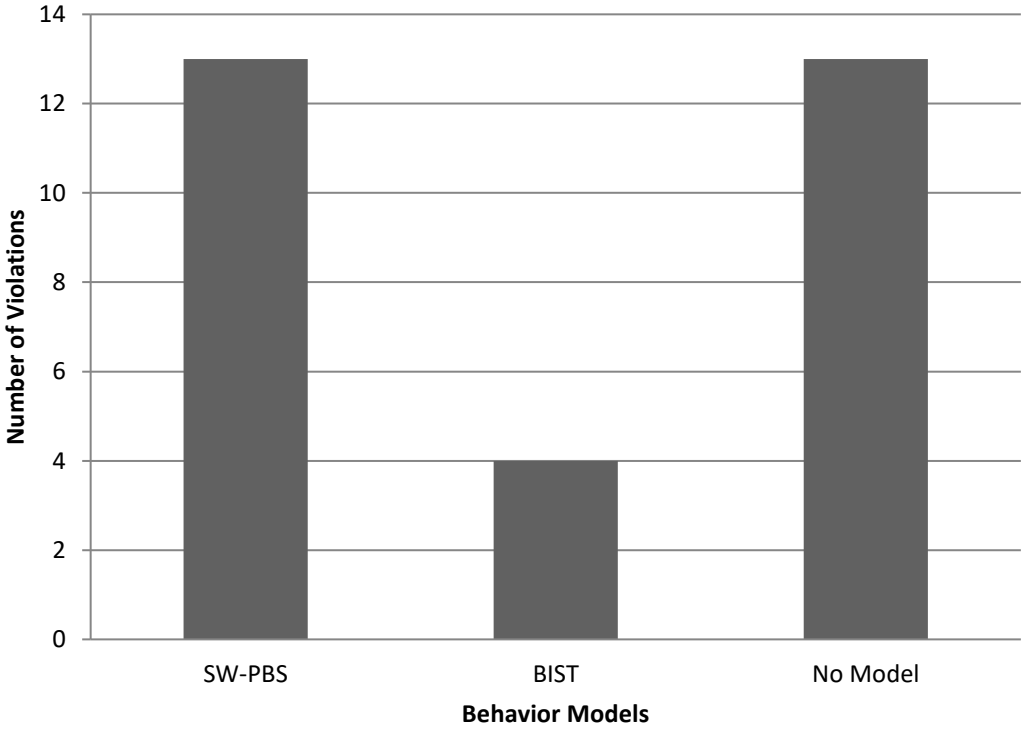

Figure 26. Total Safe Schools Act violations 2012-2013.

During the 2013-2014 school year, SW-PBS schools reported the fewest number of Safe Schools Act violations, with a total of six incidents. The BIST schools reported nearly twice the number of violations, with a total of 11 incidents. No model schools reported nearly three times as many incidents as were reported by SW-PBS.

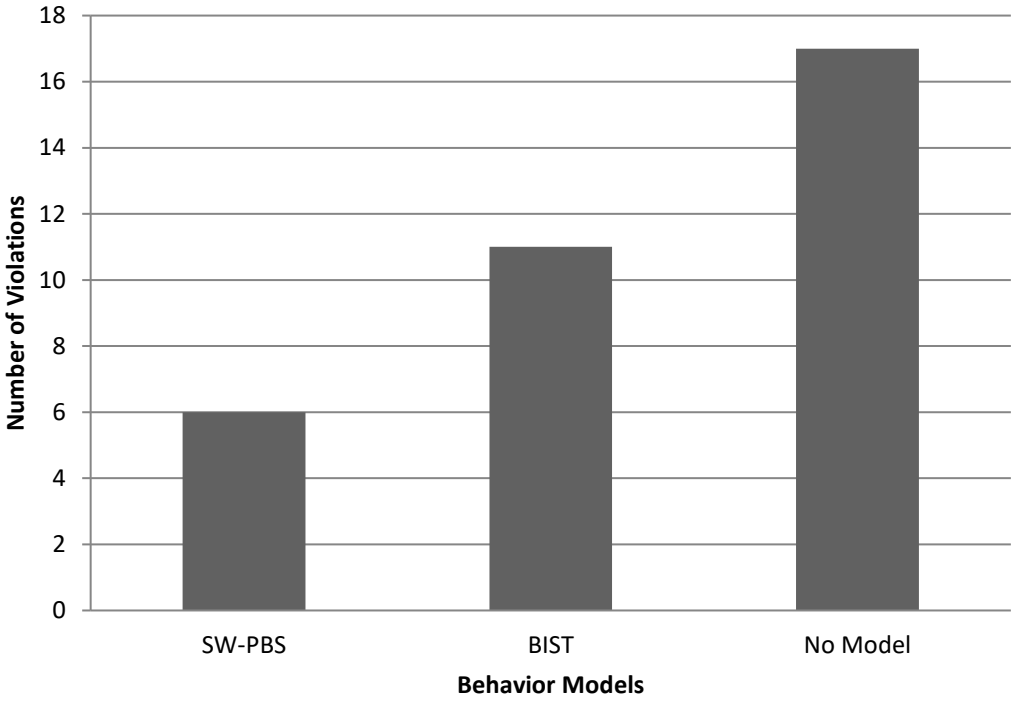

Figure 27. Total Safe Schools Act violations 2013-2014.

The total numbers of Safe Schools Act violations over a two-year period are shown in Figure 28. The BIST schools reported the fewest number of violations, with a total of 15 incidents. The SW-PBS schools reported 27% more incidents of Safe Schools Act violations than were reported by BIST schools. The no model sample schools reported twice as many violations as were reported by the BIST schools.

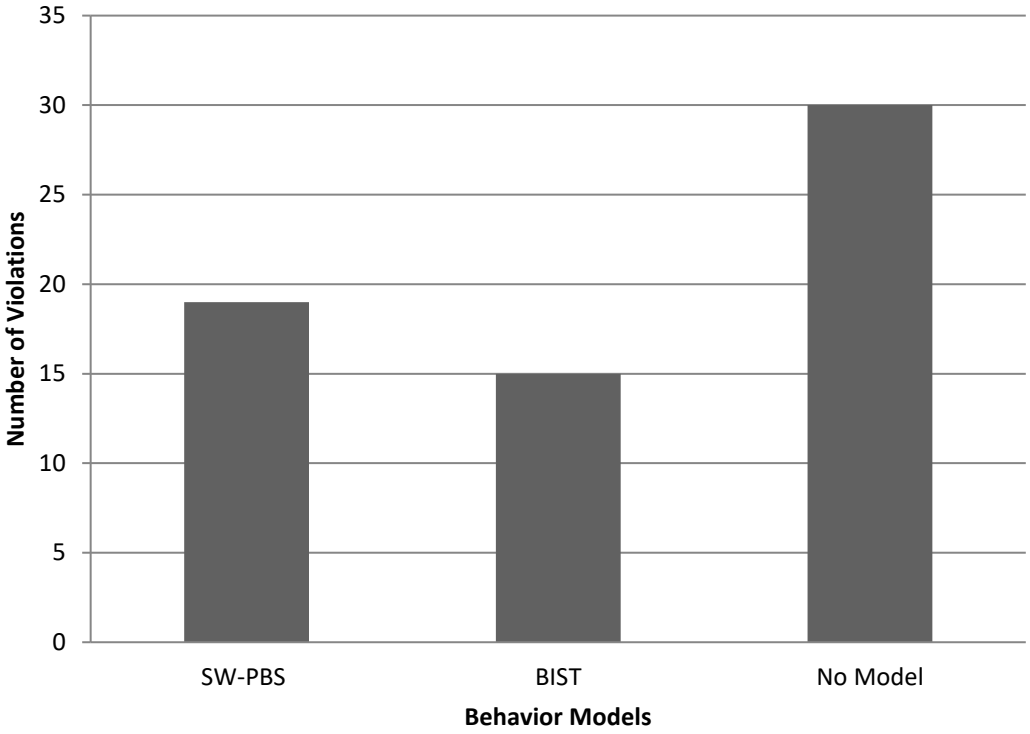

Figure 28. Total Safe Schools Act violations 2012-2014.

Summary

In this chapter, office discipline referral data, teacher perception surveys, and Safe Schools Act violation data were presented. Data were presented in tables and figures. An analysis of the total number of incidents in the sample schools was conducted. The results of the T-tests for office discipline referral data were presented, along with a chart displaying the total numbers of ODRs for each of the school years separately as well as the totals over the combined two school years.

Teacher survey data results were presented in tables and figures. Safe Schools Act violations were also presented by the total number of incidents that occurred each year and over a combined two-year period.

In Chapter Five, a review of the findings from the data analysis is presented along with conclusions based upon the research questions. Implications for practice are also discussed, and recommendations for future research are shared.

Chapter Five: Summary and Conclusions

The issue of discipline is not new to schools in the United States and has existed since the days of the one-room school house (Bear, 2010; Middleton, 2012). Although many educational practices have changed over the years to improve the quality of schools, student discipline continues to be a problem (Hershfeldt et al., 2010). This study involved examination of two school discipline models used in Missouri and their impact on office disciplinary referrals (ODRs), teacher perceptions, and Safe Schools Act violations. A summary of the study, findings gathered from the research, conclusions, implications for practice, and recommendations are presented in this chapter.

Summary of the Study

The purpose of this study was to examine two school discipline systems, School-Wide Positive Behavior Support (SW-PBS) and Behavior Intervention Support Teams (BIST), and their impact on student behaviors. Three separate data points were examined in this study. First, an analysis of the office discipline referral data from each of the sample middle schools was conducted.

Second, teacher perception surveys were administered to determine how educators in the sample schools perceive their respective disciplinary programs. The data gathered from the teacher perception surveys were analyzed and presented. Finally, the numbers of Safe Schools Act violations in the six middle schools being studied were analyzed.

The primary research questions for this study included the following:

1. What is the difference between schools using SW-PBS and schools not using a behavior management system when comparing:

a. The number of office disciplinary referrals

b. Teacher perceptions

c. The number of Safe Schools Act violations

2. What is the difference between schools using BIST and schools not using a behavior management system when comparing:

a. The number of office disciplinary referrals

b. Teacher perceptions

c. The number of Safe Schools Act violations

3. What is the difference between schools using SW-PBS and schools using BIST when comparing:

a. The number of office disciplinary referrals

b. Teacher perceptions

c. The number of Safe Schools Act violations

In the review of literature, there were a number of studies reviewed that supported the need for positive and proactive school discipline models (Ansbacher & Ansbacher, 1956; Arum & Ford, 2012; Boyd, 2012; Canter, 2010; Felesena, 2013; Glasser, 1985; Gordon, 2011; Greene, 2010; Shah & McNeil, 2013; Unal & Cukar, 2011). School administrators have been concerned with balancing the management of student discipline and supporting teachers in instruction (Felesena, 2013).

Educators have a tremendous amount of influence in the development of positive social skills students need to be successful adults. Although teachers understand their role in the social maturation of their students, educators rarely come together to collaboratively work to develop school-wide discipline plans (Boyd, 2012). The two

school discipline models examined in this study focus on creating a systemic process for developing a collaborative school-wide discipline plan.

A wealth of research has been conducted regarding SW-PBS and its impact on student behaviors; however, very limited research has been conducted on the impact BIST has on school discipline (Boulden, 2008, 2009, 2010a). Even more scarce is research regarding SW-PBS and BIST and how they compare in meeting the behavior needs of students. Findings from this study should be important to educators making a decision between these two programs to address the behavior needs of students in their respective districts. It should also provide rationale for continued support of schools that have made a decision to pursue either of these models. Additionally, this study was needed to support educators and schools in implementing and sustaining a school-wide disciplinary model.

For this study, the six sample schools were selected to fit the following categories: two that have implemented BIST, two that have implemented SW-PBS, and two that have no specific behavior model in place. The numbers of ODRs from each of the respective schools during 2012-2014 school years were obtained and analyzed. Teachers from all the sample schools were given the opportunity to participate in a survey with the purpose of gauging their perceptions on the effectiveness of the discipline models or approaches their respective schools use.

The selection of the survey participants was a sampling based on willingness to respond to the survey administered. Finally, Safe Schools Act violation data from the

2012-2014 school years were gathered from the sample schools and analyzed. Data triangulation was conducted based on the previously mentioned items: ODRs, actual survey responses, and Safe Schools Act violations.

Design and Procedures

This mixed research design was implemented to determine whether SW-PBS and BIST programs have an impact on student behavior. The teacher perception survey used assisted the researcher in gaining an understanding of how the educators in the six sample schools perceived the effectiveness of their respective discipline models (SW-PBS, BIST, and no model). The survey data analyzed included results from 114 respondents from the sample schools. The ODR data from the 2012-2014 respective school years were paired and analyzed using a *t*-test. Additional analysis was conducted by the researcher to further understand the findings.

Limitations of the Study

This study was limited to a sampling of 114 educators in the six sample schools. Participation was limited to schools in Missouri that served a specific population of students. The nature of surveys can be a limitation; however, assumptions were made that the participants had adequate information to complete the surveys with fidelity. To ensure reliability of the survey tool, the final instrument used was tested for validity and dependability.

Within the scope of this study, it was not reasonable to determine the depth of implementation of SW-PBS and BIST in the sample schools. The sample schools were

chosen based on number of years of program implementation. In addition to being selected based on student demographic data and population size, SW-PBS schools were selected from a list of honored schools recognized by the MODESE for effective implementation.

Similarly, the BIST schools were selected based on student demographic data and population size, as well as from a BIST-contracted recommended list provided by the Kansas City area consultant. The data gained from these sample schools provided important information that assisted the researcher in drawing conclusions on the differences between SW-PBS and BIST.

Summary of the Findings

The survey data, Safe Schools Act data, and ODR data were analyzed to determine differences between schools using the different behavior models. A conceptual framework of effective school discipline research was used to support the findings. All the perceptions gained through the survey were presented with results of the analysis of Safe Schools Act violations and ODR data.

Overall, the analysis showed there were very limited statistical differences in the data, which are explained further in the discussion of the findings. The surveys presented interesting information on how teachers perceive their respective student discipline models. Participants from all three models, SW-PBS, BIST, and no model, all indicated their school's behavior model or school discipline philosophy assisted students in developing self-control. In general, teachers from all sample schools felt their behavior programs supported students as the students worked to learn to manage their behaviors. Further discussion of specific findings is found in the subsequent sections.

Findings of the Study

The following conclusions were determined based on the data analysis of the ODRs, Safe Schools Act violations, and teacher perception survey data:

Research question one. What is the difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools not using a behavior management system when comparing:

Office disciplinary referrals. During the 2012-2013 school year, the *t*-test run on the ODR data from SW-PBS schools and no model schools showed there was no statistical difference between the two models with a *p*-value of .72. However, during the 2013-2014 school year, the *t*-test conducted showed a significant difference with a *p*-value of .025. The ODR data in SW-PBS schools from 2012-2013 to 2013-2014 showed a reduction in every reported incident area, which was not the case in the no model schools. For example, during the 2013-2014 school year, the number of Inappropriate/Disrespectful Language or Conduct incidents in SW-PBS schools dropped to 41 incidents as opposed to the 70 that were reported the year prior.

Conversely, the no model schools observed an increase from 113.5 incidents to 155 infractions during the same time period. Another area that showed a significant change was in the incident area of Disruptive Behavior. In 2012-2013, no model schools had fewer reported incidents with a total of 40 infractions, and SW-PBS schools reported 63 incidents. During the 2013-2014 school years, SW-PBS schools reduced their disruptive behaviors to 21.5 incidents, which was well below the 41.5 incidents reported by no model schools that year.

Teacher perceptions. The SW-PBS and no model teachers who were surveyed both agreed or strongly agreed their behavior models or school discipline philosophies helped students learn self-control. However, 79% of SW-PBS participants either agreed or strongly agreed their school's model supported teaching students self-control, compared to only 69% of no model participants. Thirty-two percent of teachers in SW-PBS schools also strongly agreed SW-PBS helped reduce the number of incidents in the classroom. Only 16% of no model participants felt as strongly.

Interestingly, 77% of the no model control group agreed consequences such as detentions, suspensions, and punishments are the primary method of responding to negative behavior, compared to only 50% of SW-PBS participants. Twenty-four percent of respondents from no model schools strongly disagreed with the statement their school organization was proactive and preventative rather than reactive. Only 5% of SW-PBS schools felt this way. However, 47% of teachers in the no model schools disagreed student behavior has not improved as a result of their discipline program, compared to 29% who disagreed in SW-PBS schools.

Overall survey data indicated teachers in the sample schools that have implemented SW-PBS have more positive perceptions of the effectiveness of their behavior program compared to no model schools. However, while SW-PBS results indicated stronger perceptions than no model results, respondents in both models felt, to some extent, their respective models were having a positive impact. While there were differences between the two, they both showed positive results.

Safe Schools Act violations. The total Safe Schools Act violations over the two years analyzed were higher in the no model schools than the SW-PBS schools. The total

reported violations from 2012-2014 in the no model schools was 30 incidents compared to 19 in the SW-PBS schools. During the 2012-2013 school years, the sample schools from SW-PBS and no model reported the same number of infractions, but during the 2013-2014 school year, no model schools reported 17 infractions compared to the six in the SW-PBS schools. The overall data indicate that during the research period, SW-PBS was more effective at preventing violations more serious in nature.

Research question two. What is the difference between schools using Behavior Intervention Support Teams (BIST) and schools not using a behavior management system when comparing:

Office disciplinary referrals. The ODR data from the BIST and no model sample schools were paired and a *t*-test was run, which resulted in a *p*-value of .56, indicating there was no statistical difference in the aggregate. No model schools reported 249.5 total behavior infractions over the two-year period studied. During the same time period, BIST schools report 225.3 total ODRs.

While not statistically significant, this near 10% increase in ODRs in no model schools shows schools using the BIST model during these two years had fewer infractions. This may be an indication the BIST model can assist schools in reducing their ODRs. It could also be inferred, as far as ODRs are concerned, schools are better off implementing BIST than not having a behavior model or philosophy.

Teacher perceptions. Seventy-one percent of survey participants in BIST schools agreed or strongly agreed their behavior model or school discipline philosophy helped students learn self-control. Sixty-nine percent of respondents in the no model schools felt the same way. These numbers indicate there was relatively no difference between the

control and the BIST schools in how they felt their models helped students gain self-control.

Teachers in BIST schools were more neutral regarding how the BIST model assisted in reducing the number of behavior incidents, with 32% of the respondents indicating that they were neutral on this response. Conversely, 76% of teachers in the control group agreed or strongly agreed their behavior model reduced the number of in-class behavior incidents. A large number of respondents representing 69% of all no model teachers felt consequences to student behavior were primarily managed through means such as detentions, suspensions, and other punishments compared to 45% of BIST teachers in the sample schools.

The majority of respondents in both model schools indicated their organizations were proactive and preventative rather than reactive when dealing with student discipline. However, no model schools had a large number (24%) who disagreed and felt they were reactive when dealing with student behaviors. Only 5% of BIST school respondents indicated they disagreed.

This perception might be an indication of how a positive behavior model, such as BIST, might be more effective at preventing behavior problems. Forty percent of no model school respondents felt their schools lacked clear and consistent behavior expectations. The fact so many teachers felt their schools lacked clear and consistent behavior models might be a reason so many respondents also indicated their schools are reactive. Clear and consistent behavior structures can lead to proactive and positive learning environments (Young et al., 2012).

Safe Schools Act violations. The total Safe Schools Act violations over the two years analyzed were higher in the no model schools than in the BIST schools. The total reported violations from 2012-2014 in the no model schools included 30 incidents compared to 15 in the BIST schools. During the 2012-2013 school year, the sample BIST schools reported four Safe Schools Act violations compared to the 13 infractions reported in the no model schools that year. The 2013-2014 showed an increase in violations in both BIST and no model sample schools. The BIST schools reported 11 infractions, and no model schools had 17 incidents. The overall data indicate during the research period, BIST was more effective at preventing violations that are more serious in nature than no model schools.

Research question three. What is the difference between schools using School-Wide Positive Behavior Support (SW-PBS) and schools using Behavior Intervention Support Teams (BIST) when comparing:

Office disciplinary referrals. The ODR data from the SW-PBS and BIST sample schools were paired and a *t*-test was run to determine of there were any statistical differences in the data sets. Analysis from the 2012-2014 school years resulted in a *p*-value of 0.059, which indicated there was not a significant difference in the aggregate. The SW-PBS schools reported 139.7 total behavior infractions over the two-year period analyzed in the research study.

During the same time period, BIST schools reported 225.3 total ODRs. The near 38% difference in ODRs between SW-PBS schools, while not statistically significant, indicates during these two analyzed years, SW-PBS schools had greater success with

keeping students out of the office for discipline referrals. This may be an indication the SW-PBS model and philosophy is a more effective approach for reducing the number of ODRs.

Teacher perceptions. The majority of teachers in both model schools perceived their models as being effective at teaching students how to have self-control. The SW-PBS reported more positive results, with 79% of the respondents agreeing or strongly agreeing with the statement as opposed to 71% in the BIST surveys. These percentages indicate only a slight difference in how teachers perceive their models impacting student self-control.

Teachers' perceptions in the SW-PBS schools were more positive about how their behavior model reduces the number of behavioral incidents in the classroom. The total percentage that agreed with this statement was 79%. On the other hand, only 55% of the teachers in BIST schools agreed the BIST model supported a reduction in behavior incidents in the classroom.

Thirty-two percent of the BIST respondents indicated they felt neutral about the impact BIST had on incident reductions. The fact these teachers feel this way might be an indication BIST is not as effective as SW-PBS in reducing issues that occur in the classroom. Teachers may be more open and receptive to implementing a behavior program that has a greater impact on reducing classroom behavior so the focus can be on academics (Boyd, 2012).

Both SW-PBS and BIST teachers agreed consequences such as detentions, suspensions, and other punishments are the primary methods of responding to negative behavior. For both programs, 39% of the respondents agreed with this statement. The

results of this question were very similar among all the survey participants, which indicated the majority felt the schools rely upon punishment and consequences to respond to negative behavior. While there was not a major difference, it is interesting to note the number of respondents who agreed with this question is higher than expected. Both model philosophies state student behavior is something that should be redirected with social instruction, and punitive measures rarely lead to behavior improvement (Ackerman et al., 2010; Boulden, 2010a).

The majority of SW-PBS and BIST respondents disagreed teachers frequently send students to an administrator to deal with challenging behaviors. The same percentage of survey respondents in both models agreed their respective behavior programs are proactive and preventative rather than reactive. However, 34% of SW-PBS respondents strongly agreed, compared to 13% in the BIST schools.

The majority of teachers in both model schools also indicated their respective programs establish clear and consistent behavior expectations. The SW-PBS had the most respondents who agreed, with 42% who strongly agreed and 37% who agreed. Very similar results were found in regard to consequences for negative behavior being clearly defined; however, more BIST respondents agreed with this statement than SW-PBS respondents, with 84% agreeing compared to 74% in SW-PBS schools.

When asked if there are many students whose behavior has not improved despite frequent exposure to their respective school discipline programs, both SW-PBS and BIST teachers felt behaviors had not improved. The data were very comparable, but more respondents in the BIST programs felt students' behavior had not improved. Finally, more respondents from the BIST schools felt their model assisted staff members in

learning composure and coping skills to manage behavior. Fifty-five percent of the teachers in the BIST schools agreed as compared to 45% in the SW-PBS schools.

Overall, the survey data indicated teachers in the sample schools that have implemented SW-PBS have more positive perceptions of the effectiveness of SW-PBS compared to those in BIST schools. In many areas, the differences were very minimal. Respondents in both models felt their programs were having a positive impact.

Safe Schools Act violations. The total Safe Schools Act violations over the two years analyzed were greater in the SW-PBS schools than the BIST schools. The total reported violations from 2012-2014 in the SW-PBS samples schools was 19 incidents compared to 15 in the BIST schools. During the 2012-2013 school year, the sample SW-PBS schools reported 13 Safe Schools Act violations compared to the four infractions that were reported in the BIST schools that year. The 2013-2014 school year showed an increase in violations in the BIST sample schools with a total of 11 infractions, and SW-PBS had a reduction of infractions to a reported six. The overall data indicate that during the research period, BIST was more effective at preventing violations more serious in nature than SW-PBS schools.

Conclusions

The results of the teacher survey regarding perceptions of student behavior models and philosophies yielded some interesting results that are worthy of consideration. One of the common themes found in the survey data was that the overall perceptions of specific behavior models were relatively positive. While there were some varying opinions on different aspects of behavior approaches, teachers generally felt their processes assisted students in gaining more self-control and outlined clear and consistent

behavior expectations. The majority of the responses to the questions asked in the survey were more positive in the SW-PBS schools than in the other models.

Teachers in SW-PBS schools appeared to have more confidence in their model and more confidence in their ability to manage and support positive student behavior. For example, BIST school participants responded more neutrally in how they felt their model assisted in reducing the number of behavior incidents than those who responded to the same question in the SW-PBS schools. This is worthy of consideration, because as cited in the literature review, one of the goals educators have is to build positive and productive student-citizens (Arum & Ford, 2012; Felesena, 2013; Unal & Cukar, 2011).

The survey results also indicated teachers in SW-PBS schools felt behaviors were being managed in the classroom rather than always being sent to administration. However, BIST respondents felt their models did more to support teachers in their ability to maintain control and composure when dealing with behavior management. Interestingly, when asked if student behavior has improved as a result of being exposed to their discipline model, many of the respondents indicated that it had not. Again, more respondents in the BIST school felt their model did not have an impact.

While there was no overall statistical difference in the ODRs of each school, there was a noticeable difference between the two. The SW-PBS schools reported 85.6 fewer office referrals during the two-year period being studied. This is important, because instructional time is gained by schools whose students are more often in the classrooms learning. Over the two-year period, SW-PBS schools had fewer office referrals for inappropriate and disrespectful language, harassment, bullying, disruptive behavior, and stealing.

While SW-PBS schools did a better job reducing ODRs during the two-year period than the BIST schools, SW-PBS did not measure up quite as well with the total reported Safe Schools Act violations. During the two-year period, SW-PBS had 19 incidents while BIST had 15. While these numbers may appear to be low, the fact these incidents are much more serious in nature is something to consider.

Furthermore, it could be speculated SW-PBS does a better job at meeting the behavioral needs of students. In this study, the SW-PBS model has been shown to have a greater impact on reducing ODRs, and teachers appeared to have a more positive perception of the model and how it supports student behaviors. It could also be speculated that regardless of the model used, teachers generally feel good about their respective behavior philosophies. While teachers see areas that need to be improved, they generally feel their programs do a decent job of teaching students self-control.

Recommendations for Future Research

Continued research in the areas of SW-PBS and BIST is needed. While there is a wealth of information available regarding SW-PBS, there is very little research regarding BIST, and even less researching analyzing the difference between the two. This study was isolated to only a few schools with very specific student populations and demographics. This study would be enhanced if it could be expanded to districts with various populations and student demographics.

Investigators in future studies may find more significance with a larger sample size, and additional studies may be done to determine how students perceive the respective behavior models used in their schools. Parents could also be surveyed to gather their input on the impact they have seen the behavior models have on their

children. A deeper look into the components of behavior model implementation might be worthy of further research. Several components of implementation could have had an impact on the overall results of the study. For example, administrative implementation, teacher tenure, staff turnover, and community and parent involvement might be areas that impacted the overall results. These areas were not considered as part of this study. It is crucial further research be conducted on positive behavior models to ensure educators have the very best tools to meet the needs of students growing up in an ever-changing society.

Summary

In this chapter, a summary of the study was presented, along with an overview of the research design and procedures. Limitations of the study were also presented. A summary of the findings as they related to the research questions were gathered. Specific conclusions were made regarding SW-PBS and BIST and their impact on ODRs, teacher perceptions, and Safe Schools Act violations.

This study focused on the impact that SW-PBS and BIST have on ODRs, teacher perceptions, and Safe Schools Act violations. Some support was found that SW-PBS had a more positive impact on managing student discipline. However, due to the limitations of this study, the degree of impact is yet to be fully discovered. It is important further research on SW-PBS and BIST and their impact on student discipline continues to ensure educators are able to best meet the behavioral needs of the students they serve.

While the landscape of education continues to change, effective classroom management continues to be a top priority for educators. Safe and healthy learning environments need to be maintained to ensure students have the ability to develop

academically and behaviorally. Teachers need to be equipped with the necessary tools and skills to effectively teach students social skills that will ensure life-long success. Administrators need to make possible professional development opportunities to assist teachers with classroom and behavior management. It is therefore imperative educators continue to explore positive and proactive behavior models, such as SW-PBS and BIST.

Appendix A

12 Guiding Principles for Implementing SW-PBS

Implementers of SW-PBS use the following principles to guide their decisions and actions:

1. Use data to guide decision making
2. Establish school discipline as instrument for academic and behavior success
3. Make decisions that are linked to important and measurable outcomes
4. Utilize research-validated practices, interventions, and strategies
5. Emphasize an instructional approach to behavior management
6. Emphasize prevention
7. Integrate initiatives, programs, interventions that have common outcomes
8. Adapt products, activities, actions, etc. to align with cultural and contextual characteristics of local environment (e.g., family, neighborhood, community)
9. Build and sustain a continuum of behavior support
10. Consider and implement school-wide practices and systems for all students, all staff, and all settings
11. Evaluate continuously
12. Coordinate efforts with a school-wide leadership team

Appendix B

Teacher Perception Survey

1. Gender

   ☐ Female
   ☐ Male

2. Record the type of assignment that best reflects your primary assignment.

   ☐ School Guidance Counselor
   ☐ Classroom Teacher
   ☐ Library Media Specialist
   ☐ Administrator
   ☐ Special Education Teacher
   ☐ Other

3. Years of teaching experience (including the current academic year) _____

4. Highest education degree

   ☐ Bachelors
   ☐ Masters
   ☐ Specialist
   ☐ Doctorate

5. What grade do you teach?

   Please specify: _____

6. Identify the behavior program your school utilizes.

   ☐ SW-PBS
   ☐ BIST
   ☐ No official model used. The discipline handbook is used to guide school discipline decisions.

Please answer the remaining questions indicating how much you agree or disagree with each statement by selecting one of the boxes. If you have no experience on which to base a response or the item is not applicable to you, leave it blank.

7. The behavior model or school discipline philosophy used by your school helps students learn self-control.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

8. The behavior model or school discipline philosophy used by your school helps reduce the number of behavior incidents in the classroom.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

9. Consequences such as detentions, suspensions, and other punishments, are the primary method used to respond to negative behavior.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

10. Teachers in your school frequently send students to an administrator to deal with challenging behaviors.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

11. As a school organization, you are proactive and preventive in regards to student discipline rather than reactive.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

12. Behavior expectations throughout the school are clear and consistent.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

13. Consequences for negative behaviors are clearly defined.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

14. There are many students whose behavior has not improved despite frequent exposure to your school discipline program.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

15. The behavior model that your school uses helps *staff members* learn self-control:
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

16. The behavior model that your school uses helps *students* learn composure and coping skills.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

17. The behavior model that your school uses helps *staff members* learn composure and coping skills.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly Disagree

Appendix C

Adult Consent Form

Date

Dear Participant:

I am conducting a research study titled, *A Study of School-Wide Positive Behavior Support and Behavior Intervention Support Teams and their Impact on Student Behavior in Six Missouri Middle Schools,* in partial fulfillment of the requirement for a doctoral degree in Educational Leadership at Lindenwood University. The research gathered should assist in providing insight into the impact that these programs have on student behaviors. The research will provide an analysis of student discipline in your schools that I will be including in the study.

Because you are a teacher in one of my sample schools, I am inviting you to participate in this research study by completing a brief survey.

The following questionnaire will require approximately 10 minutes to complete. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name. If you choose to participate in this project, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time.

By accessing and completing the survey, you are providing consent that your responses can be used in this research study. Again, all your responses will be completely anonymous. If you require additional information or have questions, please contact me at the number listed below.

The survey can be accessed by going to the following link <insert link here>.

Thank you for taking the time to assist me in my educational endeavors.

Respectfully,

Cody Hirschi

[redacted]

Appendix D

Site Consent Form

Lindenwood University
School of Education
209 S. Kingshighway
St. Charles, Missouri 63301

<Date>

Dear Superintendent _____,

I am conducting a research study titled, *A Study of School-Wide Positive Behavior Support and Behavior Intervention Support Teams and their Impact on Student Behavior in Six Missouri Middle Schools*, in partial fulfillment of the requirement for a doctoral degree in Educational Leadership at Lindenwood University. The research gathered should assist in providing insight into the impact that these programs have on student behaviors. The research will provide an analysis of student discipline in your schools that I will be including in the study.

I am seeking your permission as Superintendent of the <Name Here> School District to allow teachers in your district to complete a very brief survey regarding their perceptions of student discipline in their building. I would also like to have your permission to have access to the office discipline referral data from the past two years. I would only need access to the number of infractions that occurred. All student demographic information would not be shared with me.

Participation in the study is completely voluntary. The participants may withdraw from the study at any time without penalty. The identity of the participants and school district will remain confidential and anonymous in the dissertation or any future publications of this study. A copy of the survey questions and informed consent letters are attached for your review.

Please do not hesitate to contact me with any questions or concerns about participation (phone: [redacted] or e-mail: [redacted]). You may also contact the dissertation advisor for this research study, Dr. Patricia Conner, (phone: [redacted]) or e-mail: [redacted]). A copy of this letter and your written consent should be retained by you for future reference.

Respectfully,

Cody G. Hirschi
Doctoral Candidate
Lindenwood University

I have read this consent form and have been given the opportunity to ask questions.

I understand it is my responsibility to retain a copy of this consent form, if I so choose. I consent to participation in the research described on the preceding page.

_____	_____
Superintendent‘s Signature/Date	Superintendent‘s Printed Name
_____	_____
Primary Investigator’s Signature/Date	Primary Investigator’s Printed Name

References

Ackerman, C. M., Cooksy, L. J., Murphy, A., Rubright, J., Bear, G., & Fitfield, S. (2010). *Positive behavior support in Delaware schools: Developing perspectives on implementation and outcomes.* Technical Report No. T22010.3. Newark, DE: Delaware Education Research & Development Center.

Adkins-Coleman, T. A. (2010). "I'm not afraid to come into your world:" Case studies of teachers facilitating engagement in urban high school English classrooms. *Journal of Negro Education, 79*(1), 41-53.

Allman, K. L., & Slate, J. R. (2011). School discipline in public education: A brief review of current practices. *International Journal of Educational Leadership Preparation, 6*(2), 1-7.

Alter, C., & Vlasak, E. (2014). Back to school meets Positive Behavioral Interventions and Supports (PBIS). *Exceptional Parent, 44*(5), 50-52.

American Civil Liberties Union. (2009). *A violent education: Corporal punishment of children in U.S. public schools.* Retrieved from http://www.aclu.org/pdfs/humanrights/aviolenteducation_execsumm.pdf

Ansbacher, H. L., & Ansbacher, R. R. (1956). *The individual psychology of Alfred Adler: A systematic presentation in selections from his writings.* New York, NY: Harper & Row.

Arrowhead Middle School's Schoolwide Discipline System. (2012). *Educational Leadership, 70(*2), 64-65.

Arum, R., & Ford, K. (2012). How other countries "do discipline." *Educational Leadership, 70*(2), 56-60.

Baker v. Owen, 395 F. Supp. 294 (M.D.N.C. 1975), aff'd, 423 U.S. 907 (1975).

Basch, C. E. (2011). Aggression and violence and the achievement gap among urban minority youth. *Journal of School Health, 81*(10), 619-625.

Bear, G. (2010). *Discipline: Effective school practices.* National Association of Psychologists. Retrieved from http://www.nasponline.org/publications/booksproducts/HCHS3_Samples/S4H18_Discipline.pdf

Black, D. W. (2015). The constitutional limit of zero tolerance in schools. *Minnesota Law Review, 99*(3), 823-904.

Boulden, W. T. (2008). *Behavior Intervention Support Team (BIST) middle school 2008 evaluation report.* Kansas City, MO: Resource Development Institute.

Boulden, W. T. (2009). *Behavior Intervention Support Team (BIST) elementary school implementation 2009 evaluation report.* Kansas City, MO: Resource Development Institute.

Boulden, W. T. (2010a). *The Behavior Intervention Support Team (BIST) 2010 elementary teacher survey.* Kansas City, MO: Resource Development Institute.

Boulden, W. T. (2010b). The Behavior Intervention Support Team (BIST) program: Underlying theories. *Reclaiming Children & Youth, 19*(1), 17-21.

Boyd, L. (2012). 5 myths about student discipline. *Educational Leadership, 70*(2), 62-66.

Bradley, E. L. (2014). Choice theory and reality therapy: An overview. *International Journal of Choice Theory & Reality Therapy, 34*(1), 6-13.

Brigman, G., Lemberger, M. E., & Moore, M. M. (2012). Striving to evince educational excellence: Measures for Adlerian counselors to demonstrate an impact on school-age youth. *Journal of Individual Psychology, 68*(2), 148-163.

Brigman, G., Villares, E., & Webb, L. (2011). The efficacy of individual psychology approaches for improving student achievement and behavior. *Journal of Individual Psychology, 67*(4), 408-419.

Caldarella, P., Shatzer, R. H., Gray, K. M., Young, K., & Young, E. L. (2011). The effects of school-wide positive behavior support on middle school climate and school outcomes. *RMLE Online: Research in Middle Level Education, 35*(4), 1-14.

Calhoun, A. C. (2013). Introducing restorative justice: Re-visioning responses to wrongdoing. *Prevention Researcher, 20*(1), 3-6.

Canter, L. (2010). *Lee Canter's assertive discipline: Positive behavior management for today's classroom.* Bloomington, IN: Solution Tree Press.

Canter, L. (n.d.) Assertive discipline: More than names on the board and marbles in the jar. Retrieved from http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm

Center for Comprehensive School Reform and Improvement. (2009, April). *Developing a positive school climate.* Retrieved from http://files.eric.ed.gov/fulltext/ED507577.pdf

Center on Positive Behavioral Interventions and Supports. (2008). Retrieved from https://wvde.state.wv.us/osp/PBSSugaiSWPBSteamworkbookOVERVIEW.pdf

Clement, M. C. (2010). Preparing teachers for classroom management: The teacher educator's role. *Delta Kappa Gamma Bulletin, 77*(1), 41-44.

Cohn, A. M. (2001). *Positive behavioral supports: Information for educators.* Bethesda, MD: National Association of School Psychologists.

Corporal punishment. (2014). In *Encyclopedia Britannica.* Retrieved from http://www.britannica.com/EBchecked/topic/138384/corporal-punishment

Curwin, R. L., & Mendler, A. N. (1988). Packaged discipline programs: Let the buyer beware. *Educational Leadership, 46*(2), 68-71.

Curwin, L. R., Mendler, A. N., & Mendler, B. D. (2008). *Discipline with dignity: New challenges, new solutions.* Alexandria, VA: Association for Supervision and Curriculum Development.

Davidson, J. (2014). Restorative justice. *Education Digest, 80*(3), 19.

Del Guercio, R. (2011). Back to the basics of classroom management. *Education Digest: Essential Readings Condensed for Quick Review, 76*(5), 39-43.

Dhaem, J. (2012). Responding to minor behavior through verbal and nonverbal responses. *Beyond Behavior, 21*(3), 29-34.

Duckworth, A. L., & Seligman, M. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, 16*(12), 939-944. doi: 10.1111/j.1467-9280.2005.01641.x

Farley, C., Torres, C., Wailehua, C. T., & Cook, L. (2012). Evidence-based practices for students with emotional and behavioral disorders: Improving academic achievement. *Beyond Behavior, 21*(2), 37-43.

Felesena, M. D. (2013). Does your district have a progressive discipline policy? *Education Digest, 79*(1), 39-42.

Feuerborn, I. L., Wallace, C., & Tyre, A. D. (2013). Gaining staff support for schoolwide positive behavior supports: A guide for teams. *Beyond Behavior*, *22*(2), 27-34.

Find Law. (2013). School discipline history. Retrieved from http://education.findlaw.com/student-conduct-and-discipline/school-discipline-history.html

Fowler, D. (2011). School discipline feeds the "pipeline to prison." *Phi Delta Kappan, 93*(2), 14-19.

Fowler, F. J., Jr. (1995). *Improving survey questions design and evaluation.* Applied Social Research Methods Series (Vol. 38). Thousand Oaks, CA: Sage.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2014). *How to design and evaluate research in education* (9th ed.). New York, NY: McGraw Hill Education.

Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. *Law and Contemporary Problems, 73*(31), 31-56.

Glasser, W. (1985). Discipline has never been the problem and isn't the problem now. *Theory Into Practice, 24*(4), 241.

González, T. (2012). Keeping kids in schools: Restorative justice, punitive discipline, and the school to prison pipeline. *Journal of Law & Education*, *41*(2), 281-335.

Gordon, T. (2002). *What every teacher should know.* Solana Beach, CA: Gordon Training International.

Gordon, T. (2010). *Teacher effectiveness training: The program proven to help teachers bring out the best in students of all ages*. New York, NY: Gordon-Adams Trust.

Gordon, T. (2011). Origins of the Gordon model. Retrieved from http://www.gordontraining.com/thomas-gordon/origins-of-the-gordon-model/

Greene, R. W. (2010). Calling all frequent flyers. *Educational Leadership, 68*(2), 28-34.

Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher, 39*(1), 59-68. doi: 10.3102/0013189X09357621

Hershfeldt, P. A., Rosenberg, M. S., & Bradshaw, C. P. (2010). Function-based thinking: A systematic way of thinking about function and its role in changing student behavior problems. *Beyond Behavior, 19*(3), 12-21.

Khosrow-Pour, M. (Ed.). (2015). *Research methods: Concepts, methodologies, tools, and applications.* Hershey, PA: Information Resources Management Association.

Laerd Statistics. (2013). Hypothesis testing. Retrieved from https://statistics.laerd.com/statistical-guides/independent-t-test-statistical-guide.php

Lemberger, M., & Krauss, S. (2013). The individual psychology and factors associated with the development of elementary and secondary school students. *Journal of Individual Psychology, 69*(1), 84-91.

Lenta, P. (2012). Corporal punishment of children. *Social Theory and Practice, 38*(4), 689-716.

Losen, D. J. (2011). Federal policy recommendations to promote fair and effective school discipline. NEPC Discipline Resource Sheet. *National Education Policy Center*. Boulder, CO: University of Colorado School of Education.

MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, *12(*1), 73-84.

Martinez, S. (2009). A system gone berserk: How are zero-tolerance policies really affecting schools? *Preventing School Failure*, *53*(3), 153-158.

Mason, C., & Duba, J. D. (2009). Using reality therapy in schools: Its potential impact on the effectiveness of the ASCA national model. *International Journal of Reality Therapy, 29*(1), 5-12.

Meany-Walen, K. K., Bratton, S. C., & Kottman, T. (2014). Effects of Adlerian play therapy on reducing students' disruptive behaviors. *Journal of Counseling & Development, 92*(1), 46-47.

Mendler, A., & Mendler, B. (2010). What tough kids need from us. *Reclaiming Children & Youth, 19*(1), 27-31.

Middleton, J. (2012). Spare the rod. *History Today, 62*(11), 5-6.

Missouri Center for Safe Schools. (2005). An overview of the Safe Schools Act policy development, residency, and enrollment/admission/readmission reporting requirements and record keeping, and miscellaneous provisions. Retrieved from http://www.raypec.k12.mo.us/DocumentCenter/Home/View/63

Missouri Schoolwide Positive Behavior Support. (2015). History. Retrieved from http://pbismissouri.org/about/sw-pbs-in-missouri

Moll, J., & Simmons, H. J. (2012). *Expelling zero-tolerance: Reforming Texas school discipline for good.* Texas Public Policy Foundation Policy Perspective. Retrieved from http://www.texaspolicy.com/sites/default/files/documents/2012-08-PP18-ExpellingZeroTolerance-CEJ-JeanetteMoll.pdf

Morris, R. C., & Howard, A. C. (2003). Designing an effective in-school suspension program. *Clearing House, 76*(3), 156-59.

Nelson, F. (2002). *A qualitative study of effective school discipline practices: Perceptions of administrators, tenured teachers, and parents in twenty schools* (Doctoral dissertation). Retrieved from Electronic Theses and Dissertations. Paper 718.

Nelsen, J. (2009). Positive discipline. *Hinduism Today.* vol. 31, no. 1, pp. I3-I16.

Onderi, H. L. N., & Odera, F. Y. (2012). Discipline as a tool for effective school management. *Educational Research, 3*(9), 710-716.

Ozanam. (2014). Behavior Intervention Support Teams. Retrieved from http://www.bist.org/home

Parsons, B. (2014). Whipping boys: Attitudes towards beating in Medieval pedagogy. *Education Journal,* (191), 10.

Poff, J. C., & Parks, D. J. (2010). Is shared leadership right for your school? *AASA Journal of Scholarship & Practice, 6*(4), 29-39.

Renshaw, T., Young, R., Caldarella, P., & Christensen, L. (2008). Can school-wide positive behavior support be an evidence-based practice? Retrieved from http://files.eric.ed.gov/fulltext/ED506271.pdf

Russo, C. J. (2009). “Spare the rod and spoil the child?”: The law and corporal punishment. *School Business Affairs, 75*(10), 30-32.

Russo, C. J., & Eckes, S. (2012). *School discipline and safety.* Thousand Oaks, CA: Sage.

Safe Schools Act. Missouri Stat. §§160.261. (2013). Retrieved from http://www.moga.mo.gov/mostatutes/stathtml/16000002611.html

Shah, N., & McNeil, M. (2013). Discipline policies squeezed as views shift on what works. *Education Week, 32*(16), 4-11.

Shipma, J. (2013). Safe Schools Act: What's legally covered. Retrieved from http://www.mnea.org/Missouri/News/The-Safe-Schools-Act-Whats-Legally-Covered-40.aspx

Shmueli, B. (2010). Corporal punishment in the educational system versus corporal punishment by parents: A comparative view. *Law & Contemporary Problems, 73*(2), 281-320.

Shook, A. C. (2012). A study of preservice educators' dispositions to change behavior management strategies. *Preventing School Failure, 56*(2), 129-136.

Simonsen, B., Sugai, G., & Negron, M. (2008). Schoolwide positive behavior supports: Primary systems and practices. *Teaching Exceptional Children, 40*(6), 32-40.

Stewart, V. (2010). Raising teacher quality around the world. *Educational Leadership, 68*(4), 16-20.

Storey, K. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service provides.* Springfield, IL: Charles C. Thomas.

Sugai, G., & Simonsen, B. (2012). *Positive Behavioral Interventions and Supports: History, defining features and misconceptions.* Center for PBIS & Center for Positive Behavioral Interventions and Supports, University of Connecticut.

Retrieved from http://www.pbis.org/common/cms/files/pbisresources/PBIS_revisited_June19r_2012.pdf

SurveyMonkey.com. (2010). *Powerful tool for creating web surveys.* Retrieved from http://www.surveyMonkey.com

The New Teacher Project. (2012). *Greenhouse schools: How schools can build cultures where teachers and students thrive*. Retrieved from http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf

Unal, H., & Cukur, C. (2011). The effects of school bonds, discipline techniques in school and victimization on delinquency of high school students. *Educational Sciences: Theory and Practice, 11*(2), 560-570.

Vail, K. (2009). Columbine: 10 years later. *American School Board Journal, 196*(5), 16-23.

Ward, S. F. (2014). Less than zero: Schools are rethinking zero tolerance policies and questioning whether the discipline is really effective. Retrieved from http://www.abajournal.com/magazine/article/schools_start_to_rethink_zero_tolerance_policies

Whitaker, T. (2012). *What great teachers do differently: 17 things that matter most.* New York, NY: Taylor & Francis.

Willoughby, B. (2012). Suspending hope. *Education Digest: Essential Readings Condensed for Quick Review, 78*(3), 54-58.

Woidneck, M. (2011). *Exploring the relation between office discipline referrals and reinforcement rates in schoolwide Positive Behavior Support Programs* (Doctoral

dissertation). Retrieved from http://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1849&context=etd

Wubbolding, R. E. (2015). The voice of William Glasser: Accessing the continuing evolution of reality therapy. *Journal of Mental Health Counseling*, *37*(3), 189-205. doi: 10.17744/mehc.37.3.01

Young, E .L., Caldarella, P., Richardson, M. J., & Young, K. R. (2012). *Positive behavior support in secondary schools.* New York, NY: Guilford Press.

Vita

Cody Guy Hirschi has a Bachelor of Science degree in Elementary Education, a Master's degree in Educational Administration, and a Specialist in Educational Administration degree from Lindenwood University. Mr. Hirschi has taught third and fifth grades at the Ft. Zumwalt School District in O'Fallon, Missouri. While teaching at Ft. Zumwalt, Mr. Hirschi also coached football and track and field at Ft. Zumwalt North High School. After six years of teaching, Mr. Hirschi accepted his first job as a middle school principal in the Ava R-I School District in Ava, Missouri. He served in that role for two years before moving to Independence, Missouri, where he served as a principal at Fire Prairie Upper Elementary. Mr. Hirschi currently works as the superintendent of the Pettis Co. R-V School District in Hughesville, MO.