

Lessons to be learnt: A study of American school-wide positive behaviour support initiatives

A comparative study of the implementation of school-wide positive behaviour support plans in the USA, in order to highlight best practice for New Zealand schools currently involved in the Ministry of Education funded 'Positive Behaviour for Learning (PB4L)' programme.

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Overview

This research was made possible by two awards: the Fulbright-Cognition Scholar Award in Education Research and the New Zealand Ministry of Education Secondary Senior Manager Sabbatical. These awards enabled me to spend four months (26 March – 26 July 2013) in the United States conducting my research and returning to my role as Assistant Principal at Wanganui High School in term 3, 2013.

My objective was to conduct a comparative study of the implementation of school-wide positive behaviour support plans in the USA, in order to highlight best practice for New Zealand schools currently involved in the Ministry of Education funded ‘Positive Behaviour for Learning (PB4L)’ programme.

It should be noted that there are various terms and abbreviations used for ‘Schoolwide Positive Behavior Support’ (SW-PBS) – also known also as ‘Positive Behavior Interventions and Supports’ (PBIS) or Effective Behavioral Supports (EBS), as well as the New Zealand based PB4L. This research will use various abbreviations and terminology, depending on context.

This research is structured under seven key research questions and is the result of a combination of US school visits, participation in training run by the Missouri Schoolwide Positive Behavior Support team (MO SW-PBS), analysis of literature based at the University of Missouri, Columbia and attendance at conferences in California and Missouri.

My research uncovered many differences, yet also many similarities between the education systems of the United States of America and New Zealand. Even the title of my research presented me with a microcosm of differences: should I focus on lessons to be ‘learnt’ or ‘learned’, or study positive ‘behaviour’ or ‘behavior’? Spelling issues aside, there were also many similarities, such as common barriers to implementing a successful positive behaviour support plan, the need to work smarter rather than harder with behaviour interventions and the need to implement positive behaviour plans with fidelity.

Acknowledgements

Thank you to the Ministry of Education for the sabbatical taken in term 2 of 2013 and to Fulbright New Zealand / Cognition Education Trust for the award in Education Research. I would like to thank my Principal, Garry Olver and the Board of Trustees at Wanganui High School for allowing me to take time away from school to accept the Fulbright scholarship and sabbatical award necessary to conduct this research.

I was given an incredible amount of support during my time in the United States. After attending the Association for Positive Behavior Support (APBS) conference in San Diego I met up with Dr Laura Riffel. Laura organised school observations in Oklahoma and Kansas and was extremely helpful with her local knowledge, as well as her expertise in my field of study.

My research base was at the University of Missouri (Columbia) with Dr Tim Lewis, Professor of Special Education (Co-Director of OSEP Center for PBIS and Director of MU Center for School-wide PBS). A big thank you to Tim for the introductions to relevant personnel, the direction and access to relevant research literature and the warm welcome to Columbia.

A crucial part of my research was based around the observation of positive behaviour support initiatives in operation in schools. I would like to sincerely thank the 14 schools that welcomed me and made my visits to their schools so worthwhile.

Thank you to my husband Clint for accompanying me and supporting me in my research adventure (especially considering the enforced interruptions to his own work schedule) and consequently surviving the exertions of training for and completing the Coeur d'Alene, Idaho Ironman, his own American challenge.

Executive Summary

My research was conducted over a four month period in the United States. I flew into Los Angeles and then travelled to San Diego for the Association for Positive Behavior Support (APBS) conference at the end of March. I then flew to Oklahoma City, conducting observations of six schools across the states of Oklahoma and Kansas with Dr Laura Riffel. I then travelled to Columbia, Missouri and rented a house in the city. I was based with Tim Lewis (Professor, Special Education) at the University of Missouri and from here I analysed relevant literature and documents pertaining to positive behaviour supports, attended PBS meetings, observed trainings led by Missouri School-wide Positive Behavior Support (MO SW-PBS) Regional Consultants, visited schools and attended the Missouri Summer Training Institute. I also made some other out of state school visits, namely to Illinois and Delaware.

The main aim of my research was to compare positive behaviour supports in the USA and New Zealand. I planned to do this by addressing seven key research questions, as outlined in my original proposal. I found these questions to be a relevant framework for presenting my findings, although once in the United States I discovered that a key component that I had not previously considered was whether schools were implementing with fidelity. Fidelity details how faithfully the program was implemented based on its original design and the resources that were directed to it (Algozzine, B., et.al., 2010, p.12).

Rationale and Background Information

For this sabbatical research to be used in a meaningful context, it is necessary for readers to have an understanding of the basics of the positive behaviour support framework. As identified in the New Zealand Ministry of Education (MOE) 'Positive Behaviour for Learning action plan, update 2011' the plan "represents a major shift in addressing disruptive behaviour by students in our education system. It is built on the foundation that positive behaviour can be learnt and difficult and disruptive behaviour can be unlearned. It moves away from seeing individual students as a 'problem' and towards proactively changing the environment around them to support positive behaviour. It recognises that punitive and exclusionary approaches to discipline do not bring about long-term and sustainable changes in behaviour." (Page 4). As outlined in the Ministry of Education PB4L Action Plan 2012 'Positive Behaviour for Learning – School-Wide (PB4L School-Wide) helps schools to develop a social culture that supports learning and positive behaviour. It is an evidence-based framework that schools adopt that looks at behaviour and learning from a whole-of-school as well as an individual child perspective.'

The Ministry provides \$10,000 per school per year for training and coaching support for the first three years of implementation. The MOE aim is for 628 schools to have access to PB4L School-Wide by 2016, hence I believe this is a contemporary and worthy field of research. As quoted in the Dominion Post in May 2013 'Of an \$80.5 million package, \$63.6 million will go towards the Positive Behaviour for Learning programme targeted at parents, teachers and schools. Ms Parata said the PB4L programme had proven its effectiveness since it was launched in 2009'. Such an evidence based package shows a clear and justified path which warrants further funding and an elevated priority.

As noted by the MOE 'PB4L School-Wide increases the capacity of schools to educate all students using research-based school-wide, classroom, and individualised interventions. Since its inception more than 13 years ago at the University of Oregon, Positive Behavioural Interventions & Supports (PBIS) has developed into a framework that can be used by any school to help improve the social and learning behaviours of students and decrease disruptions that interfere with teaching and learning. PBIS is now implemented in thousands of schools across the US, in hundreds of schools in Australia, and 408 schools in New Zealand' (2013).

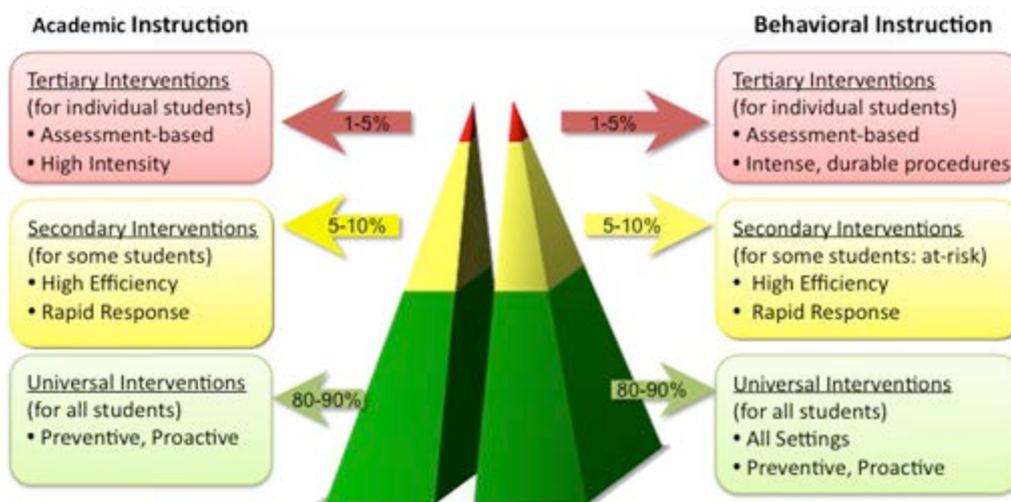
Wanganui High School is in its third year of implementing PB4L and considering the move to tier 2 (which goes beyond universal supports). As the team leader of the PB4L initiative at my school I became interested in the origins of the positive behaviour supports. Early investigations, as well as looking at the origin of the literature used in New Zealand, led me to the United States. The key speakers at the inaugural PB4L conference (Rotorua, September 2012) were all American and were the initial contacts for my Fulbright proposal.

The inquiry that I presented to my Board of Trustees and the regional professional learning group as part of my successful completion of the National Aspiring Principal's Programme

(NAPP) in 2011 focused on this initiative. The inquiry addressed ‘What leadership strategies and change management initiatives will lead to a successful model of implementation of the PB4L programme at Wanganui High School’. This current sabbatical has allowed me to conduct further research in this area for the benefit of my students and staff, the wider school community and New Zealand schools participating in the PB4L initiative.

Schoolwide Positive Behavior Support (SW-PBS) is the umbrella terminology that has guided the NZ based PB4L. A basic knowledge of the overview of the framework is a prerequisite to understanding this research. SW-PBS is based on a three-tiered model:

Designing Schoolwide Systems for Student Success



Ref: <http://www.pbis.org/school/rti.aspx>

When schools use effective systems, data-based decision making, and practices consistently and with fidelity, desired outcomes are achievable across all three tiers.



Ref: Sugai & Horner, 2006

To be effective, schools that implement SW-PBS must consistently implement the ‘Essential Components’:

1. Administrative support, participation and leadership
2. Common purpose and approach to discipline.
3. Clear set of positive expectations and behaviours
4. Procedures for teaching expected behaviour.
5. Continuum of procedures for encouraging expected behaviours.
6. Continuum of procedures for discouraging inappropriate behaviours.
7. Procedures for ongoing monitoring
8. Effective classroom practices

Context:

I have taught at Wanganui High School since 2001, with an exchange year in 2008, teaching at Langstaff Secondary School in Toronto, Canada. Wanganui High School is a co-educational, decile 5 school of approximately 1,700 students. I have held positions of responsibility, including Head of Geography and Dean. I am currently Assistant Principal and the leader of our school’s PB4L team.

As noted, the United States has been a front runner in the research and implementation of positive behaviour supports. The reach of PBS is ever expanding. As of February 2013, 19,054 schools have implemented SW-PBIS (www.pbis.org). My knowledge of SW-PBS in America is based around my school observations and the research conducted at the University of Missouri. Schools in Missouri have been implementing SW-PBS for over ten years and in 2005 funding was provided for full time SW-PBS consultants in six of the state’s Regional Professional Development Centers (RPDCs). There are almost 600 schools in 176 districts across the state, which are actively participating in Missouri SW-PBS. My research has primarily been conducted in Missouri, although I have also had the opportunity to visit schools in other states, including Oklahoma, Kansas, Illinois and Delaware.

This research is from the perspective of a practitioner making a brief foray into the world of research, with the intention of coming away with some valid observations for use in New Zealand schools.

Purpose

My research aimed to answer the following questions:

1. What strategies are most successful in moving from post-behavioural punitive responses to a pre-emptive focus on teaching expected behaviours?
2. How is the collation and analysis of discipline referrals utilised for positive changes to behaviour management plans at schools participating in school-wide positive behaviour?
3. How can a successful school-wide positive behaviour for learning plan be sustained?
4. What schemes are there in place to teach expected behaviours and how are these successfully taught to students?
5. What school-wide strategies are employed to enable an effective process of engagement for students, teachers and school administrators with regard to positive behaviour initiatives?
6. Beyond the school gates – how can communities work together with schools to provide unity and promote the positive behaviour expectations defined?
7. What is the science behind encouragement and how are student reward programmes measured against increases in positive behaviour

The following methodology was used:

A combination of qualitative data collection (via observations, conference involvement, document analysis, academic interviews and training participation) and quantitative analysis (of school data).

- *School-wide positive behaviour programme observation in schools*

I visited 14 schools: including Primary, Elementary, Middle and High Schools. I took photographs of signage and PBIS programmes in operation, interviewed staff responsible for the programmes and gathered relevant literature and data.

Schools visited:

Tuesday 2 April	Weatherford Middle School, Oklahoma Weatherford High School, Oklahoma
Wednesday 3 April	Santa Fe High School, Edmond, Oklahoma West Field Elementary School, Oklahoma
Friday 5 April	Eudora High School, Kansas Santa Fe Trail Middle School, Kansas
Tuesday 9 April	Parkade Elementary School, Missouri
Monday 22 April	Fenton High School, Illinois

Tuesday 23 April Winfield Primary School, Missouri
 Winfield Middle School, Missouri
 Winfield High School, Missouri

Thursday 25 April Benton Elementary School, Missouri

Friday 10 May Rock Bridge High School, Missouri

Tuesday 2 May Newark High School, Delaware

- *Conference attendance*

I attended the Association for Positive Behavior Support (APBS) conference in San Diego, California, March 28-30, 2013.

Sessions attended:

- Rocking PBIS - Laura Riffel.
- Fertile ground. Creating the context for sustainable implementation of PBIS - Kent McIntoch, University of Oregon.
- Lunchtime networking session for international attendees.
- Multi-tiered Systems of support. Opportunity and features - George Sugai.
- Improving the Learning Environment in secondary schools - Judy Maguire, Melbourne Australia.
- High Schools and PBIS Where is it working and how? - Stephanie Martinez and Anna Winneker, University of South Florida.
- Improving classroom management skills via coaching with homegrown video - Michael Kennedy and Carolyn Lamm.
- Check and Connect: a tier 2 intervention for secondary students with EBD - Chelsea Grant and Lee Kern.
- From Ordinary to Extraordinary. An Evolution of PBS at Newark High School - Michele Savage and Valerie Morano.
- Overcoming common barriers to systematic implementation of PBIS using practical solutions - Elizabeth Leong.
- Managing Classroom Behaviour. Tier 1 strategies for managing success in the classroom – Terry Scott.

I also attended the Missouri Schoolwide Positive Behavior Support - Summer Training Institute, June 12-14 2013.

Sessions attended:

- Leadership Overcoming Barriers – Raytown Middle School.

- PBS Down Under – Jill Schofield.
- Getting the Word Out: SW-PBS and Technology – Wyman Elementary.
- Implementing the Check in/Check out Intervention in High School Settings – Beverly Jenkins and Carolyn Pike.
- Involving Students in Schoolwide PBS – Tim Lewis, Keith Hoyer and Blake Miller.
- Creative Teaching in High School – Milan High School.
- Family – Community – School: Creating a Partnership for Success – Susanna Hill.
- Organization skills – Karen Westhoff.

I spent time with Dr Laura Riffel, who presented in NZ and her website, www.behaviordoc.org has a wealth of information and resources related to behavioural issues. Laura introduced me to the six schools in Oklahoma and Kansas that I visited.

The majority of my time was spent at the University of Missouri (Columbia) under the guidance of Professor Tim Lewis. I had a workspace at the University and was well looked after by the staff there, including Linda Bradley and Sarah Moore (Research Assistants at the MU Center for Schoolwide Positive Behavior Support), Nanci Johnson (State SW-PBS Web & Data Consultant) Mary Richter (Missouri SW-PBS State Coordinator), Barb Mitchell (Tier 2/3 Consultant), Danielle Starkey and Amanda Holloway (Regional Consultants with MO SW-PBS).

- *Attendance at SW-PBS Trainings*

I attended 3 separate training days for Tier 1 schools. The schools were all at different stages in their tier 1 training (1. Preparation Phase Training, which was the final training during the year for the brand new buildings that were preparing to implement SW-PBS full scale in their buildings next year. 2. Emerging Phase Training, which was the final training during the year for the buildings that began full implementation of SW-PBS this year. This focused on some classroom effective practices and a review of data from the year to assess implementation. 3. Emerging Advanced Training, this was the final training during the year for the most advanced buildings at the Tier 1 level. This focused on managing the cycle of acting out behavior and reviewed their implementation data from the year).

I also attended training for the Check and Connect intervention (Tiers 2 and 3) and the 2 day training for schools about to embark on Tier 2. Plus, I attended the monthly MO SWPBS consultants meeting in Columbia, Missouri in May.

- *Document analysis*

The reference section of this report has the comprehensive list of material used. Being based at the University I had access to the library and online resources, the Journal of Positive Behavior Interventions and relevant workbooks and resources from the

Findings

1. What strategies are most successful in moving from post-behavioural punitive responses to a pre-emptive focus on teaching expected behaviours?

The traditional response to student misbehaviour in secondary schools has been in-school punishment (e.g. time out, chastisement, loss of privileges and detention), suspension or expulsion. (Young, Caldarella, Richardson & Young, 2012). Corporal punishment in schools is still legal in some parts of the United States and is still used at times (as noted during an interview with one of the schools in Oklahoma that I visited). In reality, punishments satisfy the punisher, but have little lasting effect on the punished (Losen, 2011). Depending on school context and individual staff beliefs, there can be an initial barrier from moving beyond the punitive. If there is a strong belief in post behavioural punishment as the focus, rather than teaching expected behaviours, then this ethos should be addressed in the first instance.

Young et al comment that strategies such as suspensions may temporarily stop the misbehaviour, but they do not teach appropriate replacement behaviours, nor do they contribute to a positive school climate. At my own school, Wanganui High School, there is a move to address problem behaviours with restorative practices. Barriers such as staff perception of an additional and competing package to SW-PBS have to be addressed. The need for a successful blend of PB4L and restorative practices has been recognised by the NZ Ministry of Education through a pilot study of the amalgamation. The seven restorative practices all sit within the School-Wide framework of PB4L. Each restorative practice requires a culturally responsive approach with the school's student, teacher and parent community. The first practice covers the basics 'Pumanawatanga', which crudely put is 'doing school "with" students'. If consequences for misbehaviour are delivered consistently by all staff throughout the entire school, then they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made (consequences are not primarily punitive in nature). Consequences may be restorative in nature depending on the culture and systems in place in the school. Another example of the blending of current education initiatives is the \$5 million grant in the state of Oklahoma to implement a marriage of PBIS and Response to Interventions (RtI). This is a combination of behaviour and academics. The aim is to coordinate an effort across Oklahoma to construct capacity to build model demonstration sites. There may be a variety of initiatives to 'blend' together and this will obviously vary across schools, districts, states and countries.

A convincing argument for movement away from punitive post behavioural reactions, highlights the fact that punitive measures tend to negatively influence academic outcomes. Suspensions and expulsions obviously lead to time out of the classroom. A pre-emptive focus on the positive also leads to a more healthy school climate. A

successful strategy requires taking a stand against some voices that promote the punitive. If looked at as a self-perpetuating prophecy the punitive measures lead to a distrusting environment, which in turn leads to an environment in which students don't feel safe and such a negative school climate continues to be policed by the punitive iron fist. Most educators would agree that it is rare to find a student who has behaviour challenges who does not also have academic challenges, and many times the behavioural problems originate because of the student's inability to succeed academically at a level comparable to his/her peers (Sandomierski, Kincaid & Algozzine 2007). As noted by Sandomierski et al, while RtI and PBIS share common parentages, histories, and features, there is still much work to be done to insure that a combined approach can deliver on the promise of improving both academic and behavior outcomes for all students. "It sometimes feels as if we are watching a "runaway train" destined to wreck and are trying to lay track (practices, research, and data) to avoid the disaster". A review by Putnam, Horner & Algozzine (2006) looked at the relationship between SW PBS and improved academic performance. This review revealed that effective SW PBS positively impacted on improved academic performance, as measured by grades and standardized test performance. Students will not learn effectively in a classroom that is behaviourally chaotic.

Staff 'buy in' is vital for the success of any initiative in a school. How to obtain this buy in is the result of number of factors (for example, perceived relevance of the initiative, time and resource allowance, effective leadership and so on). An initial interest of 80% and higher is set as the benchmark for starting SW-PBS in a school, so the hope is that there is commitment to the philosophy from the outset. Promotion of the healthy school climate is key. Teachers can impact school climate, with the largest effect coming from their individual interactions and relationships with students (Young et al 2012).

A successful strategy moves away from the perceived quick fix (punishment) to the long term approach considering the positives. 'As an applied science of human behaviour, PBS unites the precision of a careful, analytical examination of the functions of problem behaviour, a broader framework of person-centered values and processes, and an emphasis on teaching alternative skill repertoires. PBS involves a conceptual shift in our approach to addressing difficult behaviour associated with disabilities away from a simple reduction of the occurrence of such behaviour (e.g. punishment) to a comprehensive strengths-based teaching approach that considers the person and his or her total life span or ecology'. (Sailor, Dunlap, Sugai & Horner, 2009).

Effective leadership is clearly a prerequisite for managing the change from punitive to positive. Identifying how SW-PBS can guide principals in establishing school environments where all teachers and students are more likely to be successful is imperative, as noted in the study conducted by Richter, Lewis & Hagar, 2012. This study was the first to directly investigate the relationship of the role of principal leadership skills and SW-PBS (with data collected from elementary schools). Consensus from case study interviews appeared to suggest that rather than SW-PBS changing principals, it enhanced characteristics and skills already in evidence. School and district administrator support had been rated in many studies as a critical component for practice implementation and sustainability. Effectiveness is also dependent on the skills and knowledge of the implementers. McIntosh et al (2013) noted a deviation from the commonly held belief that administrator support, staff buy-

in, integration into core components and general funding are central to sustainability. This break from traditional responses indicated that school team functioning, especially the use of data for decision making, had the strongest association with sustained implementation. However, it could be argued that without effective leadership the scene could not be set for the team to function so efficiently or have access to the vital data for the decision making.

In summary, the strategies which appear most successful in moving from post-behavioural punitive responses to a pre-emptive focus on teaching expected behaviours:

- i). Move away from traditional views about the need for punishment as a required response to inappropriate behaviour.
- ii). Successfully blend any perceived ‘competing’ initiatives (in this context, the example given of PB4L and restorative practices) and move away from ‘not another thing to do’ reaction from staff.
- iii). Focus on the creation of a positive school climate.
- iv). Obtain staff ‘buy in’ which will be beneficial in creating the positive climate.
- v). Recognise that speed is not always the winner, so move from the short term quick fix punishment response to the longer term move to teaching expected behaviours.
- vi). Demonstrate effective leadership (noting the importance of a well-functioning team, utilising data for decision making).

As noted by Good & Brophy (2000) ‘Educators who approach discipline as a process of establishing and maintaining effective learning environments tend to be more successful than educators who place more emphasis on their roles as authority figures or disciplinarians’.

2. How is the collation and analysis of discipline referrals utilised for positive changes to behaviour management plans at schools participating in school-wide positive behaviour?

PBS is a data-based system and before implementing the program, data is collected and reviewed to determine which school practices need to be adopted, maintained, improved, and / or eliminated. One of the best naturally available sources of data is office discipline referrals (ODRs) (Kaufman, Jaser, Vaughan, Reynolds, Di Donato, Bernard, & Hernandez-Brereton, 2010). Most of the schools that I visited used the School Wide Informational System (SWIS) as their data management tool. This made it easier to meet the data requirements of the PBS format. This is a system available in New Zealand, although many schools, like my own, use the Kamar system. Irrespective of the actual system used, collation of data to inform a school about behaviour trends is vital, as is analysing (with a direct purpose) and utilising this data for targeted behaviour strategies.

In the study by Kaufman, Jaser, Vaughan, Reynolds, Di Donato, Bernard & Hernandez-Brereton (2010) office referral forms included 27 reasons for referral. These were combined into four general categories (attendance, delinquent, aggressive and disrespectful). The hypothesis tested (amongst others) was that referrals would differ by race/ethnicity of students. The study used 3 categories: African American / Black, Hispanic / Latino and Other (Caucasian and Asian / Asian American). African American / Black students had significantly more referrals for delinquency, aggressive behaviour and disrespectful behaviour, and more total referrals than the Other (Caucasian and Asian / Asian American) group. African American / Black students had more than 6 times as many delinquent referrals, 2.57 times as many aggression referrals and 1.78 times as many disrespect referrals as other ethnicities. Grade and gender differences were also highlighted. Such analysis is an important part of identifying patterns within the data. The next step is to make strategic plans to positively teach the behaviours which will lead to a reduction in the areas of attendance, delinquency, aggression and disrespectful behaviour. Frank et al (2011) noted that the relation between diversity and SW-PBS is complex. Limitations of study aside, results indicated that medium diversity schools outperformed their low and high diversity counterparts. The hypothesis that the level of racial diversity among the student population significantly advantages, or disadvantages schools' implementation efforts in a linear way was not supported.

Whilst the United States differs in its ethnic make-up to New Zealand, it is possible to draw comparisons with groups over-represented in suspensions and expulsions and under-represented in terms of academic success. A 2009 report to the New Zealand Government states that 15–20% of Maori tamariki and taiohi will display conduct problems of sufficient severity to merit intervention. These figures are reflected in the percentage of Maori learners who access special education services. For Maori learners to excel and successfully realise their cultural distinctiveness and potential they must be an important focus of PB4L (Ministry of Education 2012).

There are also variables to consider when using and analysing ODRs. This includes the wide variety of use by teachers within the classroom (for example, what is an ODR referral for one teacher, is not on the radar for another staff member). Initial agreement will have been sought on what constitutes major and minor behaviour issues. There is also the need to respond to changes and current issues for today's students. For example, cell phone and social networking site use is having an impact upon the education of young people today. How schools embrace this technology and adapt behaviour management plans can impact on data. The important data to focus on is the 'Big 5', namely i).Average Referrals Per Day, Per Month, ii).Referrals by Problem Behavior, iii).Referrals by Location, iv).Referrals by Student, v).Referrals by Time.

Here is an example of the data sources for 2013-14 for a Tier 1 team (Emerging and Above Phases) under the Missouri SW-PBS structure:

Data Source	Description
<p>Self Assessment Survey (SAS) *</p> <p>Also known as the EBS – Effective Behaviour Support Survey</p>	<p>This is completed annually by all staff. It gathers staff perceptions regarding whether or not the key features of SW-PBS are in place/partially in place/or not in place and asks the respondents to prioritise the areas that need to be worked on.</p>
<p>School Safety Survey (SSS) *</p>	<p>Evaluates the extent to which schools provide a safe learning environment (annual survey by relevant staff).</p>
<p>Big 5 Office Discipline Referral Report (created and analysed monthly by the team and submitted quarterly)</p>	<p>See above for breakdown of the Big 5.</p>
<p>SW-PBS Leadership Team Meeting Minutes</p>	<p>Minutes / agenda kept of regular meetings.</p>
<p>Universal Checklist</p>	<p>Measured against essential components (yes, partially, no)</p>
<p>MO SW-PBS Data Profile</p>	<p>A web-based interface that provides an integrated data entry and report generation portal to schools, districts and the state to support efficient and effective data-based decision making.</p>
<p>School-wide Evaluation Tool (SET) *</p>	<p>This involves interviews with the principal and a selection of staff and students. It happens annually and the interviews are carried out by someone external to the school. A score of 80% or more indicates successful implementation of the key components, and along with other indicators, potential readiness for Tier 2 training.</p>
<p>Benchmarks of Quality (BOQ) *</p>	<p>This is carried out annually and enables the school coach and team to look in detail at all aspects of implementation and determine what is in place and where further action planning is required. 70% on the BoQ is an indicator, among others, of readiness for Tier 2 training.</p>

Note that * indicates that the assessment is online at <http://www.pbisapps.org> and schools can enter the data here. This is a development that is yet to be initiated in New Zealand and one which merits further investigation.

A good reference point is the 'Evaluation Blueprint' (Algozzine et al 2010, retrieved from www.pbis.org). Evaluation is the process of collecting and using information for decision-making. A hallmark of School-wide Positive Behavior Support (SW-PBS) is a commitment to formal evaluation. This blueprint provides useful material for addressing questions related to assessing core indicators of SW-PBS. A fundamental aspect of SW-PBS is the data driven decision making. Whilst this research question pertains to the collation and analysis of ODRs, the wider picture of data use and evaluation is key and warrants further study. The blueprint considers evaluation questions regarding i. Context (goals, who provided and who received support) ii. Input (professional development participation and perceived value) iii. Fidelity (extent SW-PBS implemented as designed, with fidelity) iv. Impact (changes in student outcome, academic performance, drop out rates etc) and v. Replication, Sustainability and Improvement (capacity for the state/region/district to replicate and sustain SW-PBS practices and improve social and academic outcomes for students, change to educational / behavioural policy and affect on systemic educational practice).

In summary, the collation and analysis of discipline referrals can best be utilised for making positive changes to behaviour management plans by:

- i). Maintaining a user-friendly database system to pull data for the 'Big 5'.
- ii). Using the data gained to highlight any patterns, such as higher levels of discipline referrals for ethnic minorities and making any necessary changes for a culturally responsive behaviour management plan.
- iii). Considering the variables when utilising this data, such as teacher opinion, school context and so on.
- iv). Expanding to consider an evaluation of all aspects of SW-PBS so that data driven decision making continues to be effective.

3. How can a successful school-wide positive behaviour for learning plan be sustained?

The study of American schools and practices has enabled me to look at a longer historical period, thus giving more data to consider the question of sustainability. The SW-PBS model in New Zealand is an infant by comparison. Han and Weiss (2005) defined sustainability as the continued implementation of a practice with ongoing fidelity of implementation to the core program principles, after supplemental resources used to support initial training and implementation are withdrawn.

In a study on SW-PBS sustainability by McIntosh, Mercer, Hume, Frank, Turri & Mathews (2013) factor analyses revealed two school-level factors (School Priority

and Team Use of Data) and two district-level factors (District Priority and Capacity Building) were the key to sustainability. The school-level factors are more applicable to the New Zealand setting, relating to the self-managing school system of administration, over the district and state divisions of the United States. Sustainability factors were assessed through a research-validated measure, the School-wide Universal Behavior Support Sustainability Index: School Teams (SUBSIST; McIntosh, Doolittle, Vincent, Horner, & Ervin, 2009), and sustained implementation was measured by meeting implementation criteria on research-validated measures of SW-PBS fidelity of implementation. Contextual factors act to enhance or impede sustainability. The hypothesized factors of the study were priority, effectiveness, efficiency, and continuous regeneration. These factors are assumed to build upon each other, just as deficiencies in one factor may negatively affect the other factors, threatening sustainability. Priority is the importance of SW-PBS in comparison to other practices, effectiveness is linked to the extent to which the practice results in valued outcomes, efficiency is access to resources and continuous regeneration can be seen as ongoing data-driven adaptation of the practice to improve contextual fit within a changing context. The notion that the construct of sustainability is simply the act of maintaining current practices appears to be untenable. Sustainability should also be viewed through the lens of implementation with fidelity, rather than a repetition of incorrect practices that do not meet the criteria. An interesting result from the McIntosh, Mercer, Hume, Frank, Turri & Mathews (2013) research is that the most directly influential role in sustainability is not the administrator, but the school team, thus indicating that schools with less supportive administrators can sustain SW-PBS as long as the team continues to function properly.

The above would indicate that staff 'buy in' is crucial to sustainability as they form (the majority of) the team. Commitment to PBS is linked to perceived relevance, as well as sufficient training and resources. Any sustainable programme needs to withstand the competitive nature of the factors that vie for teacher attention (in New Zealand for example, the realignment of standards, the push for restorative practices and so on). A SW-PB4L school incorporates a few simple systems and practices that are crucial to sustaining the programme over time. These include: i). The establishment of a representative, school-based team with a strong senior management presence and support. The team uses the framework of school-wide to design that school's unique set of practices. ii) PB4LSW activities are embedded into the school's strategic planning. iii) The school establishes a system for using behavioural data (e.g. office discipline referrals or some other method of incident reporting). These data sources are analysed and used in a robust way to guide the design and implementation of additional behaviour supports, especially at the targeted (Tier 2) and intensive levels (Tier 3). (Ministry of Education 2013).

Effective training is a vital component in the sustainability of PBS. The support of district and state personnel who are experts in this field is vital. In New Zealand Regional School-Wide Practitioners from the Ministry of Education support school teams in an ongoing way, providing advice and guidance and behavioural expertise through training workshops and monthly meetings. This is a key support relationship for schools. PB4L is being prioritised by the New Zealand government (as commented on in my rationale). The article in the Dominion Post was titled

'Underperforming Ministry of Education programmes will be cut as Government makes way for an extra \$60 million spend over four years to improve the behaviour and education of young people' (Moir, May 2013). Of an \$80.5 million package, \$63.6 million will go towards the Positive Behaviour for Learning programme targeted at parents, teachers and schools. Again the success of this initiative (and hence improved likelihood of sustainability) is linked to data justifying improved outcomes for NZ students. The Minister for Education, Hekia Parata, said the Positive Behaviour for Learning programme had proven its effectiveness since it was launched in 2009. She stated "We have gone through the process of reviewing all programmes and initiatives that we have operating in the Ministry of Education. Where those are showing they're delivering positive returns we're continuing to back them, like we have done with PB4L," .

How can SW-PBS be replicated with sustained impact? The Evaluation Blueprint (Algozzine et al 2010) considers two evaluation questions: a) To what extent is SWPBS implemented throughout the state/district/region; and b) Once implemented with fidelity, to what extent do schools sustain SWPBS implementation? Thus it will be useful to compare a) this implementation at the regional level and b) individual school sustainability between the USA and NZ. The state of Missouri (where most of my research was conducted), with a population of 6 million people will be compared to New Zealand, with a population of 4.4 million.

Every state and/or district will have unique demands and features that affect the scope and format of the measurement needs of the evaluation effort. Below is an abbreviated example of a "district-level" plan for implementing and evaluating its SW-PBS effort. This will then be compared to New Zealand's PB4L plan for implementation.

Abbreviated sample district plan for implementing SW-PBS in the United States:

SW-PBS Implementation

SW-PBS implementation will occur at three levels: School-teams, Coaches/Trainers, and the District Leadership Team. Training for teams, Coaches/Trainers and the Leadership Team will be provided by external consultants during the first two years of implementation with the goal that by the beginning of the third year sufficient local capacity exists to provide training and support with internal resources.

Team training

The team will include 3-5 representatives from the instructional staff, a building administrator, and a district coach. Teams will receive training in cohorts of 10-12 teams per year following a two-year schedule that will approximate the following:

Year 1	When	Activity
	Spring	Administrator and Behavior Specialist Orientation <ul style="list-style-type: none"> ▪ Following the orientation, building teams apply for training by documenting readiness
	Aug-Sept	Team Training-Tier I SW-PBS <ul style="list-style-type: none"> ▪ Core features of SW-PBS ▪ Define, teach and reward School-wide Expectations
	Nov-Dec	Team Training- Tier I SW-PBS <ul style="list-style-type: none"> ▪ Data systems ▪ Classroom management ▪ Consequence systems
	Feb-Mar	Team Training-Tier I SW-PBS <ul style="list-style-type: none"> ▪ Bully Prevention ▪ Action Planning
Year 2	When	Activity
	Aug-Sept	Teams implement SW-PBS Tier I
	Oct-Nov	Team Training-Tiers II and III SW-PBS <ul style="list-style-type: none"> ▪ Tier II: Check-in/ Check-out ▪ Collection and use of data for action planning
	Jan-Feb	Team Training-Tiers II and III SWIS <ul style="list-style-type: none"> ▪ Function-based support

Coach training

A core feature of SW-PBS implementation is development of the coaching and training capacity needed to ensure (a) high fidelity implementation, (b) SW-PBS adaptation to local culture, and (c) sustained implementation within on-going educational advances. Coaches meet with school teams monthly to provide assistance in the implementation process. Coaches also provide guidance to the District Leadership Team about the SW-PBS implementation process.

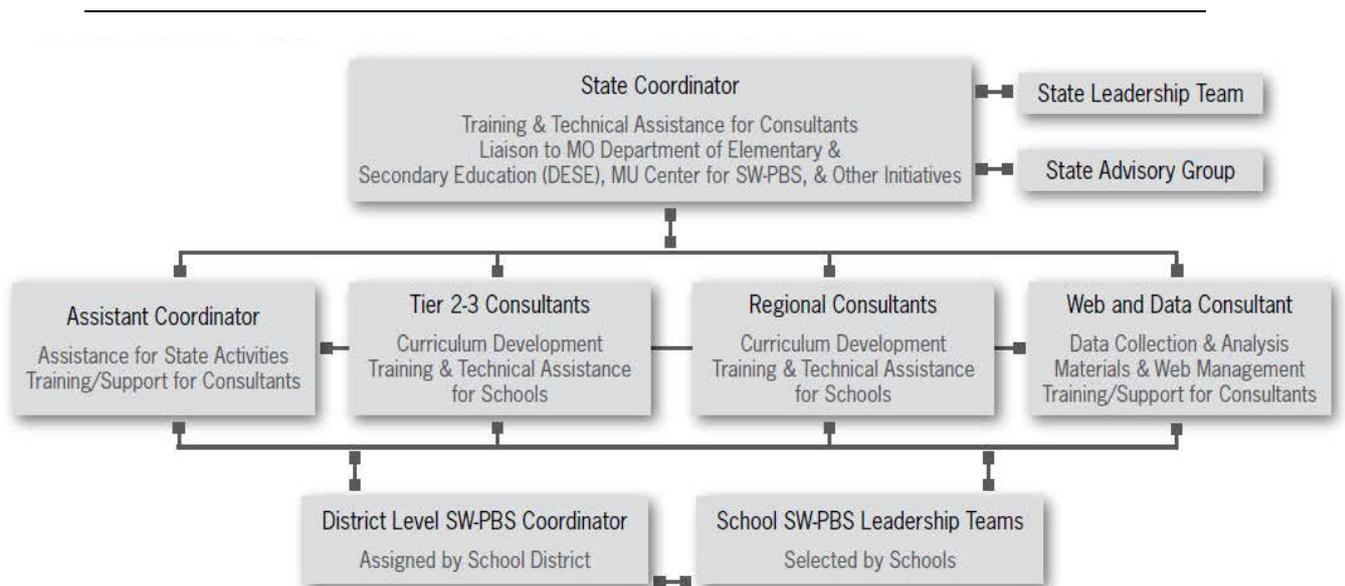
District leadership team

Implementation of SW-PBS will occur with high fidelity and sustained impact only with active leadership and support from the district and building administration. The district leadership team is composed of at least three-to-five individuals in the senior district administration with policy and fiscal authority. In addition, the District Leadership team includes a SW-PBS coordinator, and SW-PBS evaluator. The district leadership team typically will meet monthly, and receive external support from a consultant three-to-four times during the first year of implementation

In the world of evidence-based practice, data-based decision making defines the potential, promise, and path for positive outcomes that are justifiable, replicable, and sustainable. Successful evaluations of SW-PBS inform decision makers about key indicators of the extent to which it is being implemented and the extent to which implementation is associated with improved student outcomes.

(ref: Algozzine et al 2010, www.pbis.org).

In Missouri, the structure for SW-PBS implementation is as follows:



Ref: Missouri Schoolwide Positive Behavior Support 2012 Annual Report.

Abbreviated plan for training support and implementation of PB4L in NZ:

There are 3 tiers of training and support for PB4L-SW implementation. Each tier includes a combination of training workshops for teams and coaches and monthly meetings for coaches. The training days are held regionally and are attended by schools within a geographical cluster. A Regional SW Practitioner facilitates the training and the coaches' network meetings. School teams include the principal, senior management and representation across staff, students and community.

TIER ONE Activities	Purpose	When? Time commitment?	Who is involved?
Principal workshops	Start up activities	Half day workshop	Principal Board of Trustees member Coach
Team Training Workshops	Training in systems and practices, key content.	4 days training during school terms 2 and 3	School teams
Coach/Team Leader workshops	3 half day workshops held between the team training. To review and prepare content for training days		Coach Team Leader
Coaches Network Meetings	Problem solving, data analysis, support for action planning	1 hour each month once training is completed	Coaches Team leaders
Booster Training	Provide review or update on key content	As needed	Coaches and/or school teams

TIER TWO Activities	Purpose	When? Time commitment?	Who is involved?
Principal Workshop	Enable Principals to create a team which suits their school. Start up activities.	Half day workshop during term 1.	Principal Board of Trustees member (optional) Tier I school coach Tier II coordinator (if appointed).
Training Workshops	Training in systems, data and practices.	4 days training during school terms 2 and 3	Tier II school teams

Tier 3 is still a work in progress in terms of MOE training plans.

(Ref: NZ Ministry of Education 2013).

There are obvious differences in the extent to which SW-PBS is implemented throughout the state/district/region. There are some big differences in implementation within and between states. In New Zealand, the smaller scale operation, under the guidance of one body (MOE) without the state divisions, it could be argued that other factors take precedence regarding impact on sustainability. These factors may be linked to decile rating, or team strength or administrator support or perceived effectiveness of the framework. This would require further investigation, beyond the scope of this study. It should also be noted that as PB4L was only started in 2009 we are yet to obtain sufficient data on long term sustainability. Both countries have support networks in place including online resources (for example in the US, www.pbis.org/ and www.pbissmissouri.org/ and in NZ pb4l.tki.org.nz and www.minedu.govt.nz/NZEducation/EducationPolicies). In addition conferences are run in the respective countries (for example, the national APBS conference in San Diego and Missouri Summer Training Institute that I attended. New Zealand held its first PB4L conference in 2012, with its second planned for September 2013).

The short history of PBS in New Zealand also limits the extent to which a comparison can be made between USA schools and New Zealand schools which are sustaining PBS with fidelity. However, visits to schools successfully implementing in the United States did highlight certain points leading to this success. The PBS coach at Newark High School, Delaware (a school of 1,560 students with PBS in place for the past eight years) commented that staff without teaching loads were able to devote more time to PBS and they also attributed a number of other factors to the success of PBS: staff were paid over the summer to develop lesson plans, peaks and troughs of enthusiasm for implementation were managed, a 30 minute 'Advisory period' was added to the school day to teach expected behaviours (amongst other uses of this period), focus was also on maintaining reward systems for the staff as well as the student reward system, administration support was high and consistent (the same Principal for the last six years, plus the same PBS leaders since the outset). Other schools informed me of initiatives that did not go to plan and they had learnt from these. For example one school felt that the lack of administration support was very destructive, plus an assembly planned to celebrate the success of students without referrals was unsuccessful due to the reaction of the 170 students in attendance that did have referrals. The structure of schools is somewhat different between the countries (also noting that schools within each country can also vary greatly). For example at Newark High School there is a Principal, four Assistant Principals, four Deans, plus school counsellors and a school psychologist without teaching responsibilities. At Wanganui High School the Principal is the only administrator without a teaching role. The senior leadership team also consists of an Associate Principal, two Deputy and two Assistant Principals. There are also six teachers with deaning responsibilities, but they also tend to maintain large teaching loads. The role of the school counsellor also differs greatly in New Zealand and it is rare to employ school-based psychologists. The fact that NZ schools are self-managed is also a key difference between the countries.

In summary, factors to consider when assessing how successful PBS plans can be sustained include:

- i). Using measures such as 'SUBSIST' to assess sustainability through factors such as priority, effectiveness, efficiency and continuous regeneration.
- ii). Acknowledging recent research indicating that the school team is a vital component of sustainability (and so is staff buy in).
- iii). Having effective training and support above school level, such as the NZ government prioritising funding for PB4L over other programs which are not delivering improved student outcomes.
- iv). Noting the comparisons between New Zealand and the United States, both at national and district level, as well as school level

4. What schemes are there in place to teach expected behaviours and how are these successfully taught to students?

Just as academic behaviors require many opportunities to practice, so do social behaviors. (Young, Caldarella, Richardson & Young, 2012). An issue to address is whether to separately teach these social skills or incorporate them into the subject based teaching? Do all staff have the confidence, tools and ability to do this? Which method is most successful? The issue is also related to staff opinion on what should be managed in class and what should be referred to senior staff (the majors and minors debate). Do staff take responsibility for teaching expected behaviours, or want to transfer this responsibility to external sources?

The initial phase is to agree upon the expected behaviors and then communicate them to staff and students. The next stage is more complex and involves teaching these expected behaviours. It is increasingly clear that the assumption that students should know how to behave is naïve. What is 'good or acceptable behaviour' in one student's home may be 'poor or unacceptable behaviour' in another. Therefore, teaching the expected behaviours agreed upon for the particular school setting is the prerequisite for success. The teaching of these social skills involves understanding their nature, identifying and defining the specific social skills appropriate for students - relevant to the school, assessing the students' current social skills and then actually teaching them and encouraging their use (Young, Caldarella, Richardson & Young, 2012).

Reviewing data on ODRs can be very helpful in determining which expected behaviours are not being met. For example, at Wanganui High School a data entry for the pastoral record on Kamar (the school management system used) has disobedience as an option. Data trends show a high level of disobedience, so the teaching should focus on teaching what 'obedience' looks like in the class and school setting. Data trends may also show that particular times of day, or location may be the factor to focus on and address (although some adaptation of ODR forms is required).

At Wanganui High School, in the third year of PB4L implementation, specific time was devoted to teaching the expectations of LIFE (Learning, Integrity, Fellowship and Excellence) in an extended form period. This can be compared to the 'Advisory' time of Newark High School, or 'Pack' time at Santa Fe High School (although the extended form times were shorter in duration and less frequent than these US examples). Teachers were supported with instructions and reinforcements via staff meetings and briefings, plus had access to shared resources. Within these guidelines they had the flexibility of deciding how to teach these expectations. The success of this model of teaching was dependent on the successful planning, delivery and enthusiasm of individual form teachers to the task. Barriers to success included time constraints, some staff wanting a more structured lesson plan, some staff using this time to catch up with other form class duties and poor reception by students. Thus, any schemes must demonstrate i). respected leadership of the task in an effective way to staff ii). adequate, appropriate, accessible resources to enhance lesson delivery and iii). appropriate delivery of materials and lessons by staff.

As noted by Young, Caldarella, Richardson & Young (2012), the way social skills are taught to students can be as important as the skills themselves. It can be a challenge of when to teach the expected behaviours. Some schools I observed had special periods (often used for academic catch up too). For example, Weatherford High School in Oklahoma has 'Eagle time', which can have a more flexible purpose for expected behaviours, as well as allowing time for students to improve academic grades. Santa Fe High School had 'Pack time' which seniors have used for spreading the anti-bullying message. At Eudora High School I was informed about their mentoring system. With a current roll of 477 students, they have a scheme where there are five students assigned to an adult mentor. The adults are not necessarily teachers. Teaching of expectations can be done via this method, although consistency is obviously hard to achieve with this model. At Benton School I observed a breakfast set up for older students (5th grade) to mentor some younger students (2nd grade), facilitated by the school counsellor. Students were asked what went well this week and also if there had been any behaviour issues. The group praised the good news and the older students offered advice for the younger students if there had been any issues.

There are many examples of using videos to teach expected behaviours. For example, in Eudora High School the student PBIS team made a video to address the issues around stereotyping. Weatherford Middle School produced a video, starring its staff, on how not to behave in the cafeteria, versus how to behave appropriately. Use of video seemed to be a good way to promote and teach expected behaviours. It has also been used to train staff in how to address behaviour issues in a positive way. For example, Newark High School showed a video of staff addressing students behaviour in a more punitive way as a non example and then the PBS police stepping in. Staff were then shown how to address the behaviour in a positive way. The variety and quality of PBS themed videos is increasing, as demonstrated at the national conference in San Diego. Materials can also be accessed at www.pbis.org. There are numerous possibilities for use (such as student to student videos, staff to student videos, staff to staff coaching videos and so on).

The move from universal, tier 1 teaching of SW-PBS in non-classroom settings to the onus on the teacher to employ strategies within the classroom can be problematic. Building teacher acceptance of PBIS may not be enough, as school personnel may

also need to be shown how to translate the core PBIS components into their daily routines. Findings from the study by Mathews, McIntosh, Frank & May (2013) provide initial support for building consensus to implement PBIS in classroom settings as soon as it is implemented in non-classroom settings. Access to additional support to address PBIS implementation in the classroom may also promote full classroom implementation when associated with improved teaching practices.

A look at how to successfully teach expected behaviours requires a look at how to successfully teach. Hattie (2012) concludes his research, amongst other points, with 'the need for teachers to move away from seeing their professionalism in terms of autonomy (which usually means 'Just leave me alone to teach as I wish') towards seeing professionalism in terms of the positive effects that so many teachers already have on so many students'. He summarises that success is learning from evaluating our effect ('know thy impact'). Hattie also warns against the idea that almost any intervention can stake a claim to making a difference to student learning. The bar for deciding what works in teaching is often set at zero. As Hattie states 'we need to be more discriminating. For any particular intervention to be considered worthwhile, it needs to show an improvement in student learning of at least an average gain – that is, an effect size of 0.40' (the hinge point). Therefore, what happens in individual classrooms, as well as the teaching in non-classroom settings is vital. Overcoming the difficulties of consistent social skills instruction within individual classrooms is a prerequisite to success.

In summary, schemes which successfully teach expected behaviours involve:

- i). Firstly agreeing upon the expected behaviours (input from all relevant parties), communicating them and giving opportunities to practice the social behaviours taught.
- ii). Reviewing data and then acting on this to teach the behaviours identified as causing concern.
- iii). Reviewing real-life success stories at schools and also learning from mistakes.
- iv). Recognising the way in which skills are taught is as important as the skill itself.
- v). Using videos as teaching aids (for staff and students)
- vi). Giving support to enable success and consistency in individual classroom settings, as well as non-classroom settings. As Hattie noted, teachers should 'Know thy impact'.

5. What school-wide strategies are employed to enable an effective process of engagement for students, teachers and school administrators with regard to positive behaviour initiatives?

The engagement of the key groups (students, teachers and administrators) is reliant on an effective training delivery of the essential components of SW-PBS. This was explored to some extent under research question three, looking at sustainability. This section will look to explore engagement strategies for each of the three groups. My study of Missouri PBS revealed that school-based teams are provided with training on

i). systems change and leadership principles and practices, and ii). application of research-validated instructional and management principles and practices for schoolwide, non-classroom, classroom, and individual student levels. This allows schools to review the status of behavior support in their school and develop implementation action plans to address their unique needs. This is articulated in the MO SW-PBS Essential Components. Missouri has identified features or components based on the PBIS National Center Implementer's Blueprint that together form a highly effective approach to schoolwide discipline (Technical Assistance Center on PBIS, 2010). These components include: 1) Common Philosophy and Purpose, 2) Leadership, 3) Clarifying Expected Behavior, 4) Teaching Expected Behavior, 5) Encouraging Expected Behavior, 6) Discouraging Inappropriate Behavior, 7) Ongoing Monitoring, and 8) Effective Classroom Practices.

A successful school goes beyond the engagement of students. For SW-PBS to be genuinely embraced by all, rather than being on the receiving end of an insincere air kiss, then engagement needs to be considered for, not only students, but also for teachers and school administrators. The lines of communication and interaction, both between and within these groups is crucial. This is a prerequisite for meeting the definition of school-wide. Tom Bennett (2013) in his article 'United we stand on behaviour: Why teachers and leaders need to support each other on whole school behaviour' summarises that "great behaviour happens when schools operate consistent clear policies that are universal and applied rigorously; when all teachers and students know what to expect, and when sanctions are so certain that they practically extinguish themselves because no one incurs them."

Students:

A good way to engage students and give them a voice is via a PBS club, such as the one set up at Cardinal Heights Upper Middle School, Wisconsin. It was found that a successful club ran via nominations, with invited members, that met weekly and organised fundraising activities. To create unity one or two members can represent the student voice on the universal team. Use (and abuse) of social media is a current hot topic, but monitored properly media sites such as Facebook can be a successful tool in promoting student engagement in PBS. In an interview with student members of Newark High School's PBS club or RAP club (Respect, Achievement, Personal responsibility), they outlined their roles. They organised events for staff and students including: staff and classroom of the month (as nominated by students), the 'RAP cart' that had student rewards prizes, organising trips such as bowling for students who had enough reward cards or swapping cards for entry to watch sports events. This student club was set up in year 3 of PBS at the school and students have to complete an application form and get a teacher nomination. When asked about the most positive aspects of a student PBS club the replies included: the whole school climate improved, it was a chance to work as a team, it was student run, so there was a chance to have some responsibility, it was hands on with planning events and having staff assist rather than lead, it was a chance for a leadership role, there was the opportunity to work with the community (the RAP club helped at the local Early Learning Centre). When asked about potential improvements, the students replies included: more consistency was needed with RAP card distribution, improved communication was needed regarding meeting times and agendas, needed more members to help out, improved communication with the whole school about deadlines

regarding event participation and more chances to work with the outside community were needed.

In the work by Bailey-Anderson et al (2012) 'Involving students in SW-PBS: Adding student voice to the process and outcomes' a fundamental point is that PBS is something we do *with* students, not *to* them. Benefits of having a student panel with voice were highlighted: students feel more ownership of the SW-PBS initiative, students want a direct impact on their school, creates a positive school climate, builds social skills for life, the Student Panel bridges the gap between student and teacher and it builds unity within a school.

Teachers:

Teachers, as previously noted, need to 'buy in' and they also need some ownership of the process if change is to be successful. This involvement can be via input deciding on positive expectations, consulting on major and minor behavioural concerns, assisting to construct the behaviour matrix, engaging in active supervision, plus general involvement by forming good relationships with students that contribute to the positive school climate.

During the Missouri PBS Conference Milan High School shared their experience of getting teachers involved. The PBS team creates some 'boot camp' lessons to deliver in the first two days of school regarding the teaching of expected behaviours. Then there is a lesson once a week over the year. The PBS team decide the theme (using current school data, e.g. this may show that respect should be the focus of the lesson). Teachers volunteer to teach one or two of these lessons over the year. This was greeted with some initial hesitation, but the accountability factor and increasing competitiveness amongst the teachers for well-received lessons made it successful.

As Batsche noted 'Ensuring that all staff understand the rationale for the process (i.e., the need for it) is critical. Take as much time as is necessary to achieve this support before proceeding with any infrastructure development. This will pay off in the long run'. Establishing the buy in from staff will depend on school climate and context, but 2 important evaluation questions are: i. What school-based data show that change is needed? and ii. How can we build teacher consensus and teacher confidence in having or being able to get the skills needed for change? (Young et al 2012).

Administrators:

The NZ Ministry of Education highlights that the particular responsibilities of school leaders fall into four categories or areas of practice: culture, pedagogy, systems, and partnerships and networks. All four areas have exactly the same goal, to support the learning of all students. Culture focuses on 'what we value around here', so it is an important part of selecting appropriate expectations for the individual school to promote. Senior and middle leaders are an important cog in the SW-PBS dissemination mechanism. There are some key differences in the roles of senior managers in NZ and USA that should be acknowledged. As noted, NZ administrators usually retain a teaching role, as well as their specific areas of responsibility. School leadership in NZ also considers the principles of Te Tiriti o Waitangi / the Treaty of Waitangi by building a sense of identity, actively protecting and preserving the Māori

language and connecting the culture of the community and family / whānau to what is valued in each school.

PBS Team:

In Missouri (as should be the case for all schools involved in PBS) each school has a 'PBS Leadership Team' that is representative of staff. The team develop and gain consensus on beliefs, expectations, and procedures, along with the completion of a written plan. Full staff involvement in the process is crucial, and effective leadership utilizes effective and efficient group processes to engage staff, understand change and the stages of implementation, and provide effective professional development. Effective leadership of the PBS team should evolve and include review and renewal through data gathering, policy revision, and training of new staff. There is the danger that the PBS team can be hindered by 'team fatigue' as the initial enthusiasm for PBS wears off and the team becomes ineffectual. Subcommittees can be a way to divide team tasks (as well as having the recommended assigned team roles) although communication between these subcommittees is vital. Examples of divisions include: communications team, teaching team, acknowledgement team, data team.

In summary, school-wide strategies which enable an effective process of engagement for students, teachers and school administrators, with regard to positive behaviour initiatives, involve:

- i). An effective training delivery of the PBS framework
- ii). Students are involved through PBS clubs, appropriate use of social media or an outlet for student voice appropriate for grade level and school context.
- iii). Staff buy in is gained through appropriate involvement and ownership of the PBS mechanism, supported by effective training, resources and leadership
- iv). Effective leadership from school administrators which promotes, guides and sustains the practices necessary for PBS to be successfully implemented in the school.
- v). Having an effective PBS team which maintains enthusiasm, collects relevant data and then utilises this data for appropriate data-based decision making.

6. Beyond the school gates – how can communities work together with schools to provide unity and promote the positive behaviour expectations defined?

For PBS to be successful, then the community must be involved in the process. The NZ Ministry of Education has provided some strategies for encouraging whānau/family and community parent support of PB4LSW. These strategies include

- Making personal contact - recruiting volunteers *kanohi ki te kanohi*
- Consultation regarding school behaviour expectations as these should reflect the values of the wider school community.
- Parent and community representation on the PB4LSW team.

- Parent orientation to the school's behaviour expectations and system of behaviour support through Parent Teacher Association, whānau groups, and other parent meetings in the community.
- Ongoing posting of the school behaviour expectations in a school newsletter.
- PB4LSW strategies for families described in a school newsletter.
- Daily or weekly communication between home and school for individual students.

Involvement of the local community in some of the schools I visited was high. This was shown by businesses donating rewards to the schools (such as Benton students receiving bikes based on student attendance) or the local bank paying for the 'Student of the Month' sign (Weatherford High School). Community service was a requirement for graduation at Fenton High School, so this was an initiator to prompt a school-community relationship. Fenton also gave reward tickets for distribution to the bus drivers and canteen staff. Fenton's universal team (tier 1 SW-PBS team) had a parent representative on it. The school also had a Fenton Facebook page, a weekly e-newsletter and a monthly posted newsletter.

Some schools have faced problems getting parents to come into school, in some cases Native American and Hispanic parental involvement was lower than other groups, so an improvement in involvement became a priority. Free food was provided to encourage parents to come in. To encourage ongoing involvement some schools held an annual dinner for parents who had volunteered, with a volunteer of the year award.

'Check and Connect' is a comprehensive intervention designed to enhance student engagement at school. It is composed of four components: i) A mentor who works with students and families for a minimum of two years. ii) Regular checks, utilizing data schools already collect on students' school adjustment, behaviour and educational progress. iii) Timely interventions, driven by data, to re-establish and maintain the student's connection to school and learning and to enhance the student's social and academic competencies and iv) engagement with families (Christenson, Stout & Pohl, 2012). This system goes beyond the school gates in two key ways. Firstly, the mentor does not have to be a teacher, although some connection with the school and access and knowledge of the data is required. Secondly, a key component is engagement with families, so for tier 2 and 3 students the check and connect process opens up the communication between home and school.

In summary, schools and communities can work towards unity and promote the positive behaviour expectations by:

- i). Engaging in a variety of strategies to improve family/community – school links (as per MOE examples).
- ii). Involving community partners in the student reward scheme.
- iii). Implementing programs such as 'Check and Connect' for tier 2 and 3.

7. What is the science behind encouragement and how are student reward programmes measured against increases in positive behaviour?

During my school observations I saw a large number of reward schemes and they formed the basis of many success stories regarding PBS. I also saw a lot of schemes for teacher rewards and recognition, such as Weatherford Middle Schools 'top banana' award, or the shoe trophy for staff who 'went the extra mile'.

Students of Weatherford High School are given 'Talons' and go in a prize draw (prizes are donated by the community). Weatherford Middle School had a mobile cabinet stocked with prizes. A lot of work has been done by Dr Laura Riffel on rewarding students for little or no cost, as schools often cite the funding restraints as issues in developing rewards schemes. Other schools, such as Weatherford Middle School are creative with their funding for such schemes (local printers print the 'Gotchas' for free, commission from school day photos and vending machines is used, there is a big fundraiser held every year). In many of the high schools that I visited 'tardiness' was quoted as a major behaviour issue. Coke floats and free breakfasts were given to students who did not have any absences or tardies.

Eudora High School gave out SOAR cards every quarter to students who had not had any discipline issues, although the staff commented that the scheme was not as developed for one-off rewards. Rewards such as being able to go and watch the wrestling team were given. Fenton High School in Illinois had a stamp page in the assignment notebook. Each row was worth a 'Bison buck'. These could be used to enter a raffle, or be donated to buy food for the food bank.

At Wanganui High School we developed a 'merit' scheme, as opposed to the 'demerit' scheme we operate for behaviour issues. This scheme was rolled out by year group and involves weekly prize draws at assemblies, a form class competition by month (and over the year) and individual prizes. There have been changes brought about by experience, such as matching the merit slip directly to our positive expectations, fine tuning the data entry system for the merits and continuing to look at suitable prizes.

The above are brief examples of the many reward schemes I have seen in operation. What needs further investigation is an analysis of the success of these schemes in changing behaviour. Nelson et al (2010) looked at the use of teacher to student praise notes. Results revealed a significant negative correlation: as the number of praise notes increased, the number of student ODRs decreased considerably, saving student teacher and administrator time. Research has shown that there are key areas to address when designing reward systems which have a direct impact on improving behaviour:

1. Identifying target behaviours. These should be measurable and based on positive student outcomes (such as turning in assignments on time)
2. Specifying reinforcers. Student input should be included, rewards should be age appropriate and sought after.
3. Planning reward token distribution and redemption strategies. The system needs to be simple and not time consuming, behaviour expectations for earning and receiving tokens should be taught to students and publically posted, establish a record of tokens that is visible and accessible.

In summary, the science behind encouragement and how student reward programmes are measured against increases in positive behaviour is guided by:

- i). Observations of reward schemes in action (both in the US and NZ) learning lessons from successes and necessary amendments for school context.
- ii). Being creative and looking at the wealth of opportunities for ‘free rewards’ – reference Dr Laura Riffel’s work.
- iii). Acknowledgement of research, such as that showing significant negative correlation between the increase of praise notes received and the decrease in ODRs.

Limitations

The obvious limitation of this research is the time constraint. A four month research period only allows for a small number of school visits (of relatively short length) and minimal opportunity to do a comparison by states. It also did not allow for any detailed quantitative analysis of school data. During my study I did gain insight into the training delivery and structure of the MO SW-PBS team, ironically ending up with more knowledge than the NZ delivery (due to my role as an administrator / teacher on the receiving end of the training in NZ). More evaluation is also needed regarding PB4L in NZ, similar to the ‘Evaluation Blueprint’ by Algozzine et al, 2010 for US implementation. Limitations are linked to the fact that PB4L in NZ only started in 2009, so data is relatively recent. This fact also impacted upon my research question regarding sustainability of the practice.

Implications

The larger scale, length of implementation and research base of SW-PBS in the USA provides a wealth of knowledge for NZ schools to utilise. The recently announced government priority towards PB4L highlights the importance of the framework for NZ education. Hopefully this research has some specific examples and content that can be used by NZ schools implementing PB4L (or considering implementation). Beyond this research document there are many photographs and interviews from the schools I visited, conference notes and handouts, plus training materials. These can be further studied and utilised for specific areas of implementation. It is my intention to deliver material at the 2013 NZ PB4L Conference to disseminate some of my findings and take steps to reaching my objective of highlighting best practice for NZ schools involved in PB4L.

Conclusions

In conclusion, my research delivered a huge amount of information towards answering my seven focus questions. In order to make it more accessible I summarised my findings under each individual research question. However, as well as answering questions, it also posed some new ones, such as what is the degree of

fidelity of implementation of PBS? In this context fidelity is how faithfully the program is implemented based on its original design and the resources that are directed to it. High fidelity means that the essential components are met (see the rationale and background information section for these). These components have been integral to the structure of SW-PBS/PBIS/EBS since its inception (noting that an eighth component of 'effective classroom practices' has been added to the original seven). There are obvious adaptations to school context and there are differences that must be recognised between the United States and New Zealand, but there is a breaking point when adaptation moves beyond meeting the requirements of the essential components and thus fidelity is not met. Thus it is vital that PBS continues to be data driven, not only internally for successful changes to behaviour, but also data driven in terms of the evaluation of implementation. Such data is not limited to, but includes the Team Implementation Checklist, Benchmarks for Advanced Tiers, Schoolwide Evaluation Tool and Benchmarks of Quality.

My visit to the United States uncovered key educational differences between the USA and NZ. These differences are important considerations when attempting to implement PBS with fidelity in a setting. Such differences include:

- *Different structure of administration for schools in the US (building setting, role of the 'superintendent', district and state level support for PBS) in comparison to the self-managing NZ schools, with MOE support for PB4L.
- *Different role of coaches and teachers responsible for PBS at the school level. In the US this was often the role of the counsellor or school psychologist in the schools I visited, rather than administrators or staff with teaching responsibilities in NZ.
- *Different structure and delivery of training for schools (see research question three).
- *Different building structures which impact greatly on developing and monitoring positive expectations in non-classroom settings (mainly an indoor setting in the schools I visited in the US, linked to both climate and safety issues)
- *Greater university level research and support in the US due to greater length of implementation in the US (and inception here)
- *Greater website support and data assistance due to 'economies of scale' in the US.
- *Different ethnic breakdowns. Consideration required for the cultural distinctiveness of Maori in the NZ setting.

Overall it has been a highly rewarding and enjoyable learning experience. The challenge now is to make the best use of my findings. This will involve dissemination to my school, my regional PB4L cluster, at the national level and through new links internationally.

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