Impact of School-Wide Positive Behavior Supports on Graduation, Attendance, Suspensions, and School Climate in a Missouri Suburban High School

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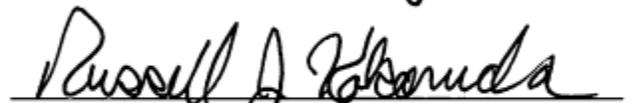
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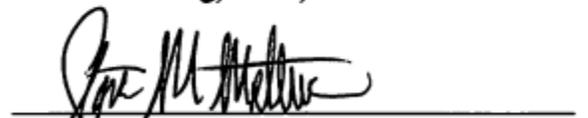
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Abstract

The time a student is present in the classroom has a direct relationship to the level of academic achievement and progress towards graduation. High schools continue to investigate ways in which students can experience success in the secondary setting. According to Horner and Sugai (2000) "An important feature of schools that claim success in building safe environments is that instructions on appropriate behavior is not saved just for those students who demonstrate problems, but is designed for school-wide implementation" (p. 231). During recent years, schools have utilized the framework of School-Wide Positive Behavior Supports (SWPBS) to guide practices and daily routines within the school. SWPBS is a multi-tiered system of support model that provides additional behavioral supports to students who are struggling with broad or general school supports. The implementation of a recovery room, an alternative intervention, at the high school level is an innovative extension of SWPBS implemented at one suburban high school in Missouri.

The purpose of this study was to investigate the implementation of SWPBS at the high school level. More specifically, this study involved the investigation of an approach that combined a tiered strategy of interventions with the use of a recovery room. The impact of supports on student behavior was measured by changes in graduation, attendance, in-school suspension data, and out of school suspension data. The study examined changes that occurred in student behaviors among zero, one, and two years of SWPBS implementation. The results indicate that the implementation of SWPBS had a positive effect on graduation, and a marginally significant effect on in-school suspensions. A relationship between the SWPBS and attendance and out of school

suspension was not established. Based on the results of this study, educators and

governing agencies should accept the responsibility of moving forward with efforts that

support continued implementation of SWPBS at the secondary level. Common language

and pro-active supports should be embedded into school practices to benefit the learning

community as a whole.

Dedication

I would like to dedicate this dissertation to my family for their unconditional love and support. A colleague shared with me in the early days of writing, it is about the journey. It has been a journey indeed, one of perseverance, reflection, and growth.

I would like to thank first and foremost my Lord and Savior, Jesus Christ. He has been with me in the quiet moments, and the frantic ones, always with a song or word of encouragement whispered directly into my heart.

To my parents, thank you both for always believing in me. Your support and unwavering encouragement have provided the foundation for me to be successful with this effort, and throughout my life. I appreciate you checking on me and never ceasing to believe I could finish. Dad, you were right, almost thirty years after you took me off to college, I am finally graduating, and for the very last time.

To my husband James, your ongoing love and support made this possible. Your ability to endure the unpredictable all night writing sessions this last summer helped me finish strong. To quote a song we both know, "Looks like we made it, look how far we've come my baby, we took the long way, we knew we'd get there someday." You are and always will be my best friend and partner in all things.

To Haley and Lauren, my talented and beautiful daughters, you inspire me and make me proud. On the days when I didn't think I could finish, it was your encouraging spirit and sacrifice that reminded me that I had to. Haley, your laughter and antics alongside your sister's secretarial skills make me one blessed Momma. You girls make my world a better place to be every day, especially when it involves a dance party.

To Bear, you were far more than a pet, you were a family member taken from us far too soon. You were such a great companion; constant, loyal and true night and day. Your faithful nudge and company were greatly missed the last few weeks of my work and were a wonderful part of the journey.

Thanks to all that have supported me, I am truly blessed with a network of colleagues, friends, and family who paint laughter and love into my days. I am grateful for your belief in the power of education and in me.

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Chapter One

Introduction

Educators face more challenges in classrooms than ever before. Disruptions in the learning environment include distractions, defiance, peer conflicts, truancy, verbal outbursts, and inattention to tasks. Rarely do classroom disruptions relate to the issue at hand (Moorefield, 2005). More commonly, disruptions relate to the students' inability to balance the demands of the classroom and their life outside of the classroom. Often disruptions resulting from student behavior represent that students lack the skills and experience to change their behavior independently. Students come into the classroom with perceptions that have grown out of their experience and have left them less capable of recognizing and responding to the typical social curriculum of schools (Skiba & Peterson, 2003).

Within the world of education, rigor and relevance have been hallmarks of good planning for many years. According to McNulty & Quaglia (2007), "While we have heard for some time the call for rigor and relevance, now education leaders are adding the third R for relationship" (Vital Relationships, para 1). The lack of structure and school-wide systems to support positive relationships between educators and students has made it difficult for even the most driven educator to effectively support students while maintaining a focus on learning and mastery of content.

It is difficult, if not impossible, to predict the life issues students bring to the learning environment each day and how they may impact a student's response to teacher expectations at school (Templeton, 2013). "School-wide Positive Behavior Interventions and Supports (SWPBS) is a systems approach to establishing the social culture and

behavioral supports needed for all children in a school to achieve both social and academic success" (Horner, Sugai, & Lewis, 2015, para. 5). For this reason, determining methods to implement SWPBS in the high school setting is of utmost importance and urgency when supporting educators and students. "Although more high schools are testing implementation of SWPBS, specific guidelines for implementation at the high school are less well-defined and developed than at the elementary and middle school levels" (Flannery & Sugai, 2009, p. 9). Outcome driven standards in secondary education cannot only be supported, but enhanced with this framework and practical system of supports.

Background

This study took place in a Midwestern suburban school district, which is referred to as District S. The community surrounding District S is diverse and continues to change and grow. The community demonstrates positive relationships with District S as shown in comments the Mayor shared in a recent community newsletter. He shared that new families continue to move into the community, attracted by the city's quality school system ("From the Mayor", 2017, para. 6).

According to the U.S.Census, (2010), the district boundaries enclose more than 32 square miles. The community had a population of 29,526. Caucasians comprised 67% of the population, followed by 25% African-American, and 7% other, which included American Indian, Asian, Hawaiian, and Hispanic populations. The male population percentage of 47% was slightly lower than the female population at 52%. The community had an employment rate of approximately 82%; the median household income was $49,629 with an average household income of $56,211. Approximately 90%

of the adult population had graduated from school or earned a General Education Degree (GED) and 10% were living below the level of poverty.

District S is made up of one early childhood building, ten elementary schools, three middle schools, and two high schools. Student demographics in the district are in alignment with the population percentages listed in Figure 1, as referenced by the Missouri Census Data Center and the United States Census Bureau.
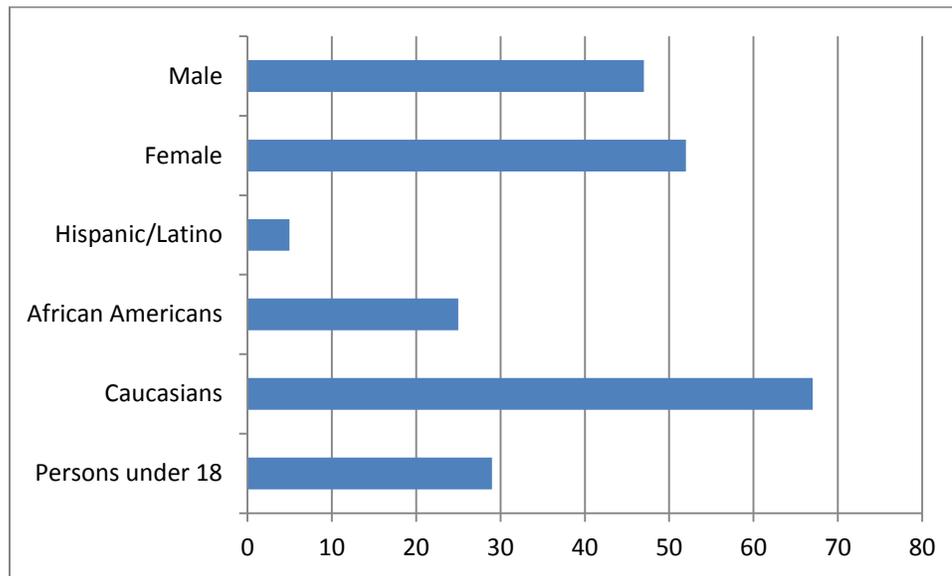
Figure 1. District S population percentages. Adapted from *QuickFacts,* by the U.S. Census Bureau, 2016. Retrieved from www.census.gov/quickfacts.

The Census Bureau's Population Estimates Program (PEP) produces estimates of the population for the United States, its states, counties, cities, and towns during the 10 year gap in official Census records being taken (U.S. Census Bureau, 2016). PEP annually utilizes current data on births, deaths, and migration to calculate population change since the most recent decennial census and produces a time series of estimates of population, demographic components of change, and housing units. The annual time series of estimates began with the most recent decennial census data and extends to the

vintage year (U.S. Census Bureau, 2016). As each vintage of estimates includes all years since the most recent decennial census, the latest vintage of data available supersedes all previously-produced estimates for those dates. The PEP data for July of 2016 indicates that the population in the community of District S has remained similar with a reported 0.07% decrease from 2010 to 2016 overall, and an increase of 2.2% in foreign born persons from 2011-2015 (U.S. Census Bureau, V2016). The vintage year (e.g., V2016) refers to the final year of the series (2010 thru 2016).

The study was conducted using data from one of the two high schools in District S, which is referred to as Greene High School in this document. Of the data examined for this study, the enrollment at Greene High School (GHS) for the three years is consistent with percentages found within the Census Data projections. Within that enrollment, slight differences were noted in the school population. During the 2012-2013, 2013-2014, and 2014-2015 school years the enrollment range was 1,153 – 1, 170 students. Figure 2 illustrates the changes in the demographic profile in District S during the three-year time frame of the study. The population of Caucasian students increased slightly in the first year, then stayed consistent the following two years. The number of multiracial students increased over the three year period, and the number of Hispanic students increased slightly. The percentage of black students decreased slightly, likely due to the increase across other areas and a somewhat consistent enrollment numbers over the time period.
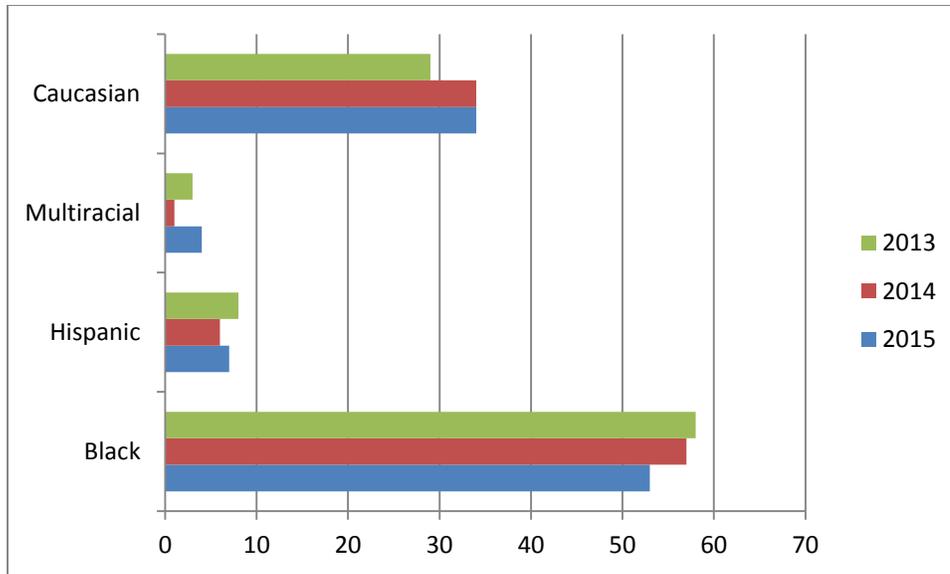
Figure 2. Greene High School population percentages. Adapted from *Building Student Indicators*, by Missouri Department of Elementary and Secondary Education (MO DESE, n.d.). Retrieved December 2, 2015 from www.mcds.dese.mo.gov/quickfacts/Pages/District-and-School-Information.aspx.

SWPBS is a system-based proactive approach applicable in all demographic profiles. SWPBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies (Horner et al., 2015). SWPBS stategies are categorized and implemented across three tiers of support. Tiers of support are referred to with two types of terminology. Figure 3 below utilizes primary, secondary, and tertiary for the levels of support within SWPBS. The core elements at each of the three levels in the prevention model are defined in Figure 3.

Prevention Tier	Core Elements
Primary	Behavioral Expectations Defined
	Behavioral Expectations Taught
	Reward system for appropriate behavior
	Clearly defined consequences for problem behavior
	Differentiated instruction for behavior
	Continuous collection and use of data for decision-making
	Universal screening for behavior support
Secondary	Progress monitoring for at risk students
	System for increasing structure and predictability
	System for increasing contingent adult feedback
	System for linking academic and behavioral performance
	System for increasing home/school communication
	Collection and use of data for decision-making
	Basic-level function-based support
Tertiary	Functional Behavioral Assessment (full, complex)
	Team-based comprehensive assessment
	Linking of academic and behavior supports
	Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingence reward of desired behavior, and (e) use of negative or safety consequences if needed.
	Collection and use of data for decision-making

Figure 3. Prevention tiers and core elements within the SWPBS framework.
Adapted from *Is School-wide Positive Behavior Support An Evidence-based Practice?,* by R. B. Horner, G. Sugai, and T. Lewis, 2015. Retrieved from www.pbis.org/research.

In practice, Tier level supports within SWPBS are often referred to as Tier I, Tier II, or Tier III level supports. All instances following this section in this study refer to levels of support as Tier I, Tier II, and Tier III cooresponding to primary, secondary, and tertiary supports referenced at times within the literature.

SWPBS is a framework for creating safe and orderly learning environments in schools while improving the social-emotional outcomes for students. According to Missouri School-wide Positive Behavior Support (MO SWPBS, 2012) it is a proactive approach that relies on research-based practices, to include developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior,

consistently correcting inappropriate behavior, and using behavioral data to solve problems systematically. SWPBS is built on a three-tiered model that provides additional behavioral supports to students who are not responding to the Tier I interventions (Swain-Bradway & Malloy, 2009). Figure 4 outlines the function and target group for each of the three tiers of support or intervention.
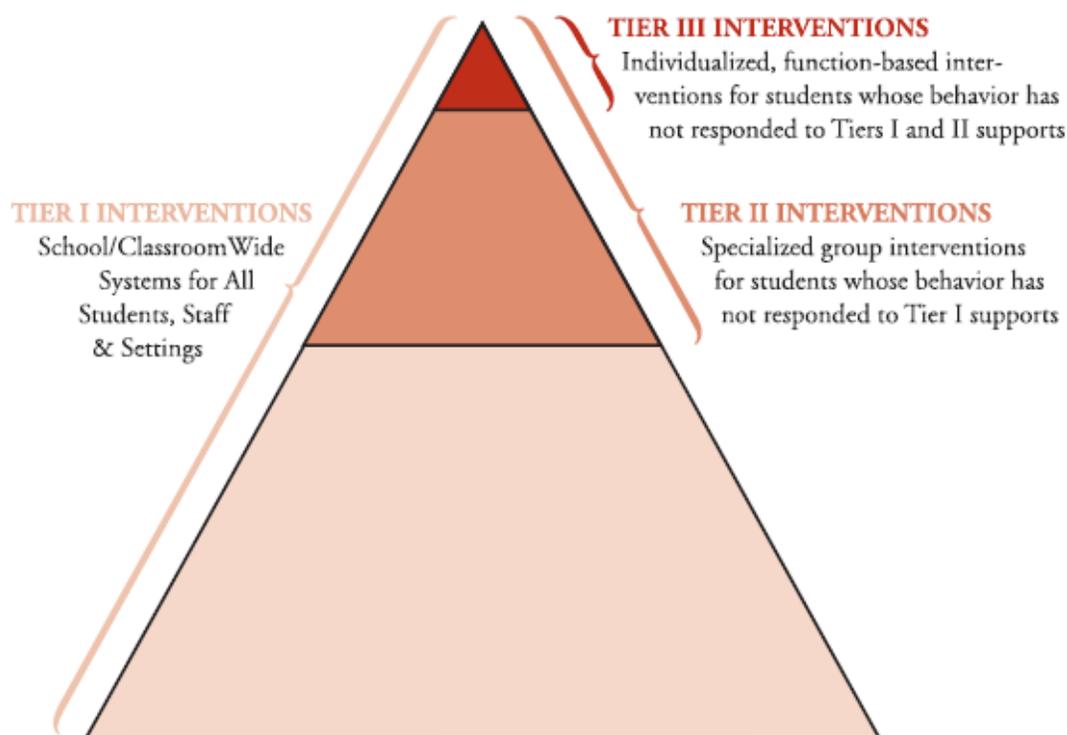
Figure 4. A graphic representation of the intervention tiers of school-wide positive behavior support. A triangle is used to show that Tier I supports are in place for all students and successively fewer students will require additional, increasingly intensive levels of intervention. Adapted from "Adapted from "Tier II Interventions within the Framework of School-Wide Positive Behavior Support: Essential Features fo r Design, Implementation, and Maintenance", by C. Anderson and C. Borgmeier, 2010, *Behavior Analysis in Practice, 3*(1), 33-45. (Accession No. 2011-01045-005)

All tiers of support from SWPBS are embedded within the framework of the Behavior Intervention Support Team (BIST).   Conversly, strategies included in BIST can

be implemented as support tools with the SWPBS framework. A graphic representing

how the two pro-active approaches to behavior work together is available in appendix A.

Stategies from both BIST and SWPBS were implemented simulatenously in District S.

At a time when the BIST model was utilized in many elementary schools in the

Midwest, it was not utilized in many secondary settings (Boulden, 2010). BIST was

initially implemented as a pilot in a nearby school district. "Administrators at the Ozanam

facility requested to meet with officials in Center School District (personal

communication, July 2017). The assistant superintendent for curriculum and the

coordinator of the district counseling program subsequently met and were informed about

the BIST program. The offer was made by Ozanam to 'beta test' the program in the

school district. Elementary principals were consulted and the decision was made to

implement in each of the district's four elementary schools. This included a commitment

by the district to fully implement the BIST program including training the teaching

faculty and to employ recovery room staff. Based on the experiences in the first year of

implementation, the district recommended that the BIST program be adopted, and where

it continued for several years" (H.Frye , personal communication, 2017).

The basic premise of BIST results in student accountability for behavior (Jacoby,

2008).   A recovery room is one part of the BIST model that is used to support SWPBS

strategies and tiers of support. BIST's mission is to help school staff, parents, and

students learn techniques to effect positive change, which goes in tandem with the

proactive systemactic design of SWPBS (Boulden, 2010). Methods to access the

recovery room and duration of stay is structured and determined by the school team

(Disrict S, 2015).   The recovery room is a designated room in the school where students

can go to process through a situation or difficult time with the support and guidance of a staff member, and is a tool utilized by schools that implement BIST. A recovery room is implemented as an alternative to assigning discipline. The recovery room is a safe place (Cowherd, 2008). The recovery room provides a place for students to be within the school when they are having difficulty with positive choices or exhibiting disruptive behavior. Staff members, identified as interventionists, supervise and monitor the recovery room. The interventionist's role is the "behavior hub" in the school (District S, 2015). They should be the "go to" person for questions about SWPBS, BIST, CARE Team/GLST process, and individual student plans as highlighted in appendix B (District S, 2015a). The responsibility for the recovery room and overall relationship shifts to the interventionist and SWPBS team, rather than an individual teacher, following recommendations made by Boulden (2010). Jacoby highlighted that in previous examples, classroom teachers were solely responsible for all aspects of classroom management, redirection, and support for students. An additional component of the BIST process is the partnership staff members develop with students (Jacoby, 2008). This relationship allows the staff to provide the support a students need to prevent escalation of behavior and get them back into the classroom.

The importance of strong leadership is revealed through actions taken by an administrative team and the SWPBS Leadership Team (Flannery & Sugai, 2009). When implementing SWPBS in the high school setting, it is critical to ensure that leadership teams include representation from each major department or group within the school (Flannery, Frank, Kato, Doren, & Fenning, 2013). Research (Lacourse, 2011) has confirmed that predictability increases students' ability to meet expectations. High

school staff members benefit from opportunities to continually connect the reasoning

behind the positive and preventative environment, and the ever-present focus on

standards and content areas. Team meetings and ongoing professional development

benefit students and staff members (Lacourse, 2011). SWPBS implementation is

characterized by teaching and learning environments that are safe, predictable,

redirecting, preventively responsive, and positive (Flannery & Sugai, 2009).

A team was established at the building level at GHS in 2011 including: a teacher

from each department, a school counselor, an interventionist, and an administrator (GHS,

2014). The team was referred to as the SWPBS team. As described earlier, Morrissey,

Bohanon, and Fenning (2010) argued that a team at a school should systematically

determine the major behavioral concerns of the school. The team at GHS was

responsible for data collected from the SWPBS team included information and feedback

from the staff via anonymous surveys, feedback at department meetings, and through

observation (GHS, 2014).

Before 2011, the recovery room at GHS in Missouri did not exist. With the

addition of the recovery room as an embedded part of the SWPBS approach, additional

structure and support was added to the SWPBS framework at GHS. Previously, if

students were not successful in the typical classroom setting, discipline was the only

alternative (GHS, 2014). The recovery room is also a place that students and teachers

can access proactively before a problem begins (Boulden, 2010). It is a place to practice

replacement skills necessary to stay in the classroom successfully (BIST, n.d.). At GHS,

students may work with an interventionist to practice a conversation with a teacher that

they having difficulty communicating with. The interventionist may role play with them

to provide opportunities to practice a respectful tone and appropriate vocabulary.

Another frequent support is for students to practice asking a teacher to leave the

classroom appropriately. This may look like raising their hand and waiting to be

acknowledged, or moving to a pre-designated place in the room and waiting for the

teacher to dismiss them. By practicing these skills in the recovery room, students are

able to access trusted adults in a proactive manner, prior to negative consequences.

The SWPBS team at GHS utilized the recovery room as a tool while they were

increasing the implementation of SWPBS. At GHS, the use of the recovery room is

paired alongside and within the SWPBS system of individual supports. Ongoing

feedback is gathered from staff to provide clarity and consistency on the use of the

recovery room and interventionist support (personal communication, 2013). As

recommended by Horner et al. (2000), information on student performance should be

collected and summarized for decision making by the local team. During monthly

meetings at GHS, the SWPBS team examined possible correlations between recovery

room usage and trends such as tardiness and class disruption (GHS, 2014).

Recommendations were made to administration to best utilize the recovery room and the

staff supporting the use of the recovery room.

At the building level, the use of the School-wide Evaluation Tool (S.E.T.) can

provide an objective measurement that will enable an individual school to measure and

demonstrate improvement along the implementation continuum. The tool is administered

annually prior to the start of the school year and interventions, and additionally following

6-12 weeks of interventions (Horner et al., 2004). At GHS, a focus for SWPBS growth

and development was determined annually. Data included results from the S.E.T. and

annual school climate surveys (GHS, 2014). Staff and student feedback was reviewed

formally and informally. The first year the focus was on gaining common language and

expectations throughout the school by developing and implementing a SWPBS Matrix.

For instance, the expectation was for students to be on time, but what did on time look

like? Was it at the door, inside the door, in your seat, or somewhere in between

depending upon the day? As discussions continued among staff, it became clear that part

of the reason students did not meet behavioral expectations at times was because so many

different expectations existed within the building (GHS, 2014).

Flannery et al. (2013) proposed that ensuring that students are exposed to a

consistent set of expectations, consequences, and opportunities for positive

acknowledgement and reinforcement can prove challenging. The SWPBS team engaged

the staff and students in ongoing dialogue about how to increase consistency and

decrease frustration as recommended by Putnam et al. (2009). Students and staff alike

moved through a somewhat awkward phase of creating common language and

expectations at GHS. For example, when a student came into class with their ID in view,

a teacher might say "Thanks for being responsible and wearing your badge." Or, when a

student came to class with a pencil and book a staff member might say "Thanks for being

prepared." A matrix was utilized to narrow the expected behaviors in school so that staff

stayed consistent and created a common language to communicate with students. Figure

5 lists the components of the matrix. The student matrix provided a visual in the

hallways for students and staff to remind them specific ways to demonstrate that they are

being respectful, responsible, prepared, and safe as referenced in the examples above

(District S, 2015).

Students are:	Hallway	Cafeteria	Classroom	All Settings
Respectful	-Use appropriate volume when speaking -Maintain appropriate personal space -Use only appropriate PDA -Follow dress code policy	-Stand in a single file line -Keep your place in line -Maintain an appropriate volume -Follow instructions from adults	-Be attentive -Listening when others are speaking	-Use appropriate language -Follow school dress code -Follow staff instructions -Treat everyone with dignity
Responsible	-Have ID badge on your person -Always have a pass -Take care of personal business during passing period	-Throw away your trash -Return to class on time -Pay for all food items -Have ID badge at all times	-Complete and turn in all assignments with honesty and integrity -Use all support resources	-Clean up after yourself -Represent HS in a positive way -Follow all policies - Always have ID badge - Use materials appropriately
Prepared	-Bring all needed supplies to class -Go to your locker, restroom and vending machine during your passing time. -Arrive to class on time	-Have your money/ lunch ID ready -Use the restroom and vending machines during appropriate times - Go to correct lunch shift	-Be on time -Bring all necessary supplies	-Be on time -Go directly to your destination -Have your planner
Safe	-Orderly walk to your destination using the most direct route -Walk in a forward direction on the right side of the hall -Notify staff of any unsafe conditions (spills, etc.) -Keep hands and feet to self	-Stay seated while eating -Clean up or alert an adult of any spills immediately -Keep appropriate distance from other students line and at the lunch tables -Always face forward at lunch tables	-Follow all teacher posted classroom rules -Minimize clutter	-Follow all safety and emergency procedures -Listen to all instructions -Be where you are supposed to be

Figure 5. GHS student matrix. Adapted from *SWPBS Student Matrix,* by District S, 2015

Retrieved from https://drive.google.com/drive/u/1/search?q=yelton%20student%20matrix.

Providing direct instruction about what is expected in school is recommended when implementing SWPBS (Morrissey et al., 2010). Program materials developed at GHS were available to the researcher and included lessons included social expectations presented to students during advisory time at least two times per month, and were reinforced by staff throughout the school day. The team also provided grade level assemblies and embedded ongoing direct instruction of SWPBS expectations. Reinforcement was achieved by videos playing on television screens in the cafeteria and entrance to the school at GHS. Videos included staff and students acting out expectations, working together, and were typically light-hearted or comical in nature (GHS, 2016c).

Students were provided incentives in addition to receiving explicit instruction in advisory class through the ability to earn Cardinal Cash. Lesson plans are shared with teachers to guide them as they share lessons with students in their advisory class (Appendix C). These printed coupons that were issued to students for making good choices and meeting expectations were given out frequently, as a recommended reinforcement by Morrissey et al. (2010). As staff members noticed students following the SWPBS matrix, they would complement them using common language and give them a Cardinal coupon. This occurred in the cafeteria, in classrooms, and in the hallways throughout the school day. Students could then use the Cardinal Cash to enter drawings or purchase snacks and school supplies (GHS, 2017)

Each semester at GHS is divided into three tristers. Tristers are a unique way to break up a semester at the secondary level and were developed at the district level in District S. Simply stated, it is an alternate way to refer to grading periods within a

semester. Schools utilize quarters, which consist of nine weeks, two quarters making up

a semester. Trister is approximately a six week progress reporting period and represents

only a reporting timeline. Three tristers make up a semester. Trister Incentives were also

available in form of admittance to trister celebrations. Trister Incentives were incentives

based on positive outcomes the students achieved during one trister. Students were

eligible to attend these celebrations based on attendance, grades, and the absence of

suspensions. Trister celebration criteria are explained in appendix D (District S, 2016).

Horner and Sugai (2000) included incentives, based on criteria, as recommended practice

within SWPBS. The celebrations were held during the school day at GHS, lasted an

average of one hour, and provided unstructured social time for students, as well as food

to share at the celebration. Prizes were often raffled off during celebrations as well and

included popular items such as headphones, tablets, and free tickets to prom as illustrated

in appendix E (GHS, 2016b).

On-going self-assessment is part of the process of implementing SWPBS (Netzel

& Eber, 2003). Data gathered during the first year of implementation revealed that the

focus during the second year of implementation needed to move toward reducing tardies

and increasing attendance. The expectations of the SWPBS matrix remained the same;

however, students were rewarded with incentives more for being on time and being at

school more frequently rather than solely on the students utilizing common language and

meeting basic expectations. Additional strategies utilized in the second year included

hall freezes. This was a practice in which all students late to class were re-routed to the

recovery room to get a pass. Staff cleared the halls in an organized manner, and talked

with students about the importance of being on time and being present in class.

All students received Tier I interventions, which include supports such as the SWPBS matrix, Cardinal Cash, trister celebrations, direct instruction, and creating a distinction set of common expectations. It is only through a school-wide approach that educators can achieve consistency in positively recognizing appropriate behaviors and acting upon inappropriate behaviors (Jacoby, 2008). On the other hand, Tier II interventions are specialized group systems for students with at-risk behavior who have not responded to Tier I supports (Anderson & Borgmeier, 2010). Students supported at this level typically exhibit behavior that is disruptive, but not dangerous (Anderson & Borgmeier, 2010).

At GHS, Tier II support involves student specific planning by the Grade Level Support Team (GLST). This may include meeting with the student and writing a brief, informal plan that lists supports provided (GHS, 2014). Within the planning process, Tier II interventions are implemented similarly across groups of students with similar behavior problems interfering with their success in school (District S, 2015), as recommended by Anderson & Borgmeier (2010). Common Tier II plans include the use of triage with an interventionist, alternate passing period, or other individualized supports the team deemed appropriate. An alternate passing period was a strategy in which students were not allowed to move between classes following the standard bell schedule. They must instead leave 4 minutes prior to the end of class and be at their next class before the dismissal bell rings for other students. Basically, they lost the ability to participate in passing periods with peers. Tier plans were shared with all of the student's teachers, and noted on the school information system with an icon to alert staff that may be referencing the student's information. The plan, including all gathered data, was

revisited by the team, including the student, after a minimum of 2 weeks and in up to 6 week increments. If the Tier II plan was successful, it continued to be in place until the team's data determines that the student can once again be successful with Tier I supports (District S, 2016). Tier level supports can be provided to groups of students on an as-needed basis, or in a very specific nature as part of a written plan.

Tier III interventions are designed for individual students and target a much smaller section of the student population. According to Anderson and Borgmeier (2010), Tier III supports require more extensive expertise to develop. All Tier III plans are shared with teachers and staff that work with the student. The target is to increase consistency throughout the student's day with supports and to reduce disruptive behavior in the classroom at GHS. The Tier III level plan provides the student additional structure to increase success and meet educational needs.

Tier III plans are created for a variety of reasons. Students who are not showing improvement on Tier II for several weeks is one possibility. A substantial increase in negative behavior which consistently impedes the learning of the student, or other students, is another possibility (Anderson & Borgmeier, 2010). The GLST develops and monitors progress on the Tier III plan (District S, 2015).

According to Swain-Bradway & Malloy (2009) Tier III plans are more specific, more detailed, and typically require data collection and staff observations to help determine the function of the student's behavior. Tier III plans focus on the smallest percentage of students, but these plans include the highest level of detail and targeted intervention (Swain-Bradway & Malloy, 2009). They also include the teaching of replacement behaviors. Students requiring a Tier III plan often require direct instruction

and practice with daily routines, examples of what to do if they are feeling frustrated, and strategies for accessing positive supports within their school day. Students move along a continuum of growth and regression within the structure of Tier plans and supports which is individual, based on their actions and investment.

SWPBS is a framework that is demonstrating results in schools across the nation and inspiring states to compel the use and implementation of universal, yet customized supports. "Students demonstrating Tier II and/or Tier III needs often have a history of academic and/or social failure, and they have established patterns of behavior that may be incompatible with school success" (Swain-Bradway & Malloy, 2009, p 117). Consequently, a model that bonded previous practice and training with current practice and study was bound to spur a forward movement of action planning. At GHS, SWPBS provided the ability to customize supports to meet needs in the learning environment. Netzel and Eber (2003) found that implementing a framework provided structure, but also fostered responsive planning and a call to be proactive instead of reactive. By teaching students what was expected and holding staff accountable to common expectations, the rules became more clear, but most importantly, more relevant at GHS (School Counselor, personal communication, April 14, 2015).

Statement of the Problem

Students at the high school level are often less prepared for success in the learning environment than educators expect. Hidden rules and social expectations are often out of reach for students with gaps in their social development. In school settings where academic performance is the yardstick of worth, students with a history of academic failure may strive not to complete work, but to avoid any situation that may expose them

to others as "dumb' (Skiba & Peterson, 2003). Students often come into the classroom with perceptions and beliefs stemming from their life experience. For them, learning the social curriculum in not automatic. As Skiba and Peterson (2003) suggested, experiences may leave them less capable of recognizing and responding to the typical social curriculum of schools.

Combining response to intervention with tier leveled supports is more effective than exclusionary practices (Sprick, 2009). Discipline measures that exclude the student from the learning environment include in school suspension (ISS) and out of school suspension (OSS). Suspension is a disciplinary sanction that requires the student to be excluded from the school building or activities for a specified period of time (Christle, Nelson, & Jolivette, 2004). However, for the struggling learner or the student who has yet to experience success in the classroom, exclusionary methods can perpetuate disruption and stall learner progress. ISS and OSS are often effective with students who are self-motivated or see the value in missing instruction. Consequences, however rational they appear to adults, may seem highly unfair to students because they are acting in accord with the only world they know (Skiba & Peterson, 2003). Standard exclusionary practices are effective with students who are achievement-minded; however, often such practices are ineffective within the population of struggling learners (Noltemeyer & Mcloughlin, 2010). For instance, "administrators generally use verbal reprimands, disciplinary notices to parents, conferences, after school detention, OSS, and expulsion as punishments for students" (Andrews, Taylor, Martin, & Slate, 1998, para. 4). This limited repertoire of discipline alternatives has led to an overreliance on detention and suspension of students. Greater awareness helps to produce more effective

approaches that create safe, healthy, and productive learning environments, which

research indicates is best accomplished without resorting to frequent out-of-school

suspensions (Losen et al., 2013). Simply stated, there exists an urgent need to operate

proactively rather than reactively.

Innovative strategies are required to increase time in the classroom and to

maximize interventions that are in place. Rather than implementing initiatives to extend

the length of the school day and year, schools can often increase instructional time by

making better use of the minutes already available within the school day (Tyre,

Feuerborn, & Pierce, 2011). Simply creating structures such as Tier level support plans

without successfully embedding them within the practice of the school will not yield

results, and may cause frustration or confusion. The goal is to have staff view SWPBS

not as just another initiative, but as an umbrella under which many previously

implemented activities/initiatives fit (Putnam et al., 2009). Implementing ongoing

incremental improvements and supports can encourage forward movement and result in

staff and students who speak the same language and navigate problems utilizing a

common background. "SWPBS should establish procedurally based systems that are

responsive to change and sufficiently durable to become automatic in implementation and

representative of agreed upon policy" (Flannery & Sugai, 2009, p. 19).

Developing a more preventative code of conduct aligned with SWPBS requires a

different way of thinking and responding (Flannery, Frank, Kato, Doren, & Fenning,

2013). However, despite the positive outcomes associated with SWPBS, schools

continue to employ reactive discipline systems (Feuerborn & Chinn, 2012). It is only

through a school-wide approach that educators can achieve consistency in positively

recognizing appropriate behaviors and acting upon inappropriate behaviors (Jacoby, 2008). Based upon claims by numerous authors and educators, it is imperative that further investigation regarding successful implementation of SWPBS at the high school level be conducted.

Purpose of the Study

The purpose of this study was to investigate the implementation of SWPBS at the high school level. More specifically, this study involved the investigation of an approach that combined a tiered strategy of interventions with the use of a recovery room. The impact of supports on student behavior was measured by changes in graduation, attendance, in-school suspension data, and out of school suspension data. The study examined changes that occurred in student behaviors among zero, one, and two years of SWPBS implementation.

Significance of the Study

Research has indicated that though they are less explicit than the academic curriculum, the expectations, rules, and consequences that form the social curriculum of schools are no less important in determining student success (Skiba & Peterson, 2003). Methods of discipline that emphasize a students removal from school have not yielded evidence of effectiveness in teaching appropriate behavior or ensuring safe and effective school climates (Skiba & Peterson, 2003). This study may contribute beneficial information to the secondary school community by examining the effect of combining BIST strategies, such as a recovery room, with SWPBS systems and supports. In addition to providing feedback to the school in this study, information regarding the impact on specific characteristics and outcomes commonly targeted at the high school level could provide guidance and feedback to the secondary education community as a

whole. Results could impact trends and future areas of focus when customizing SWPBS in high school settings at large.

Delimitations

According to Lunenburg and Irby (2008), "delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study" (p. 134). The following assumptions were made to complete the study.

1. This study was conducted using data from one northwestern Missouri suburban high school, grades nine through twelve, with an enrollment of approximately 1100 students. The results of this study cannot be generalized to elementary or middle school settings, or high schools in any setting.

2. This study was conducted within the framework of SWPBS and BIST and cannot be reproduced without the use of a recovery room.

3. The researcher used data from the graduating classes of 2013, 2014, and 2015. Results cannot be generalized to all years of SWPBS implementation.

Assumptions

As stated by Lunenburg & Irby (2008), "assumptions are referred to as the postulates, premises, and propositions that are accepted as operational for purposes of the research" (p. 135). The following assumptions were made to complete the study.

1. The archival school data for the school district is accurate and complete.

2. Graduation data reported by the Department of Elementary and Secondary Education is accurate and complete.

3. The staff was provided training to support implementation of SWPBS strategies and structures with fidelity.

4. Students were engaged in the process and all teachers demonstrated a shared commitment to SWPBS when presenting lessons to their advisory students.

Research Questions

RQ1. To what extent has graduation been affected among the 12th grade students who have been exposed to zero, one, and two years of SWPBS?

RQ2. To what extent has attendance been affected among the 9th – 12th grade students who have been exposed to zero, one, and two years of SWPBS?

RQ3. To what extent has the number of suspensions been affected among the 9th – 12th grade students who have been exposed to zero, one, and two years of SWPBS?

Definition of Terms

Disruptions. Disruptions are behaviors that a reasonable person would view as ones that substantially or repeatedly interfere with the learning environment (District S, 2015).

In School Suspension (ISS). ISS is a disciplinary sanction that requires the student to be excluded from the school activities, including class, for a specified period of time (Christle et al., 2004).

Out of School Suspension (OSS). OSS is a disciplinary sanction that requires the student to be excluded from the school building and activities for a specified period of time (Christle et al., 2004).

School-Wide Positive Behavior Supports (SWPBS). School-wide Positive Behavior Support (SWPBS) is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research-based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior,

consistently correcting inappropriate behavior, and using behavioral data to systematically

solve problems (MO SWPBS, n.d.).

Recovery Room. "A room where students are sent or directed to when teachers

cannot successfully address or redirect disruptive behavior in the context of the regular

classroom. Students do not return to the regular classroom until they meet preestablished

criteria, often including appropriate alternative behaviors, and are willing to adopt those

alternative behaviors (Jacoby, 2008, p. 13)".

Tardies. A student arriving after the expected time for class or school begins (GHS,

2016a).

Triage. A systematic way to provide early intervention for unpredictable students to

prevent acting out or loss of instructional time through avoidance. Triage assists students in

establishing an investment and responsibility for the outcome of their day (Jacoby, 2008, pg.

14).

Zero Tolerance. A disciplinary policy that calls for a mandatory sanction for student

disciplinary infractions without regard for the severity of the misconduct (Heilbrun, Cornell,

& Lovegrove, 2015).

Organization of the Study

The research study is presented in five chapters. Chapter one included the

background, purpose of the study, statement of the problem, the significance of the study,

delimitations, assumptions, research questions, definitions of key terms, and organization

of the study. Chapter two presents a review of the literature related to the origin of

SWPBS, tools utilized within implementation, attendance, and post-secondary outcomes

including graduation. Chapter three examines the research design of the study, selection

of participants, measurement, data collection procedures, statistical analysis, and

limitations. Chapter four presents the results of the analysis of the data and findings of the research. Chapter five contains a study summary, overview of the problem, purpose statement and research questions, review of the methodology, major findings, a comparison of the results and literature, as well as conclusions including implications for action and recommendations for future studies.

Chapter Two

Review of the Literature

SWPBS is a growing initiative that is gaining much momentum as a research based intervention. The review of literature references numerous key terms and phrases. Included among them was the phrase tardiness. Upon searching for related information, key search terms and phrases including lateness, punctuality, late students, and late employees are mentioned in a number of peer and scholarly articles (Powell, 2013), however the term tardiness seems to be a more common term among scholars and educators (Powell, 2013). Tardiness is also a concept addressed more prominently, and with greater impact at the secondary level.

School-wide positive behavior support (SWPBS) is a systems-level intervention designed to prevent the occurrence of problem behavior and increase social competence. A growing body of research documents that SWPBS reduces problem behavior and improves academics (McIntosh, Chard, Boland, & Horner, 2006), yet documentation of the feasibility of implementing SWPBS in high school settings is lacking. Flannery et al. 2013 studied the implementation of universal SWPBS components in eight high schools serving over 15,525 students across a three-year period and found that improvements in implementation were evident between baseline and the end of year one, yet the implementation of SWPBS practices took a minimum of two years to achieve statistically significant and meaningful changes. These results suggest that unique aspects of the high school context may present specific implementation challenges (Flannery et al., 2013).

Attendance

Educators and administrators who create environments of excellence through teachers and work to improve classroom quality seem to have fewer problems with student on-time attendance (Powell, 2013). Parents also play a vital role in relationship to attendance. Engaged parents help their children understand their places in the process of learning, and communicate the important skills needed to address behaviors like tardiness and attendance according to Powell (2013). Nearly all districts have procedures that lead to phone calls or letters to parents of students with unexcused absences (Fiel, 2011).

According to Fiel (2011), states differ in their requirements for attendance. Some states require schooling as early as age 5, and others as late as age 8. Requirements also vary as to what age required schooling no longer a factor with some states requiring attendance until age 16 and other until age 18 (Fiel, 2011). "Truancy and its sibling, tardiness, have many detrimental campus impacts that tax classroom planning and school budgets" (Fiel, 2011, p. 1). Whether late to school or late to class, the student is missing instruction, which negatively impacts student learning (Powell, 2013). According to Fiel (2011), school districts regularly have students (and their parents) arrested for violating truancy laws. All programs have their costs. A school with high absenteeism will have less money to spend on educational and extracurricular programs (Fiel, 2011). Attendance is a critical element that impacts student progress. The achievement of learning outcomes can only happen when students are present (Powell, 2013).

Tardies. Tardy behavior is the ultimate misuse of time and disregard of personal commitment (Powell, 2013). Tardiness is a term unique to education to describe a

student being late to class. Chronic tardiness is one disciplinary problem that can significantly decrease instructional time at the secondary level (Tyre et al., 2011). Educational professionals have failed to realize the lasting impact of tardiness or excessive tardiness, and their effects on students and their future (Powell, 2013). This was not the case at a middle school for one principal. A procedure was implemented in which late students were sent to the office to obtain a pass. This made students even later. He then changed the process to have late students sign in upon arrival in the classroom. These sheets were collected daily by assistant principals and tracked for assignment of detentions when the number of tardies reached five. At the end of each quarter, students with one or zero tardies were treated to a "no-tardies" party, a sock-hop style gathering. He also tracked by percentage the three grade levels, 6th, 7th, and 8th, and posted results in the school hallway. Improvements in tardies were dramatic after the first quarter and ended for the most part the tardy problem (personal communication, July 2017). This is an example of an effective intervention to protect instructional time. Instructional time lost to widespread tardiness is likely to significantly affect the capacity of the entire student population to meet rigorous academic standards (Tyre et al., 2011). Being late has been noted by Powell (2013) as a form of disrespect and a direct affront to the authority of the teacher or employer. Tyre et al. (2011) suggests that school-wide intervention which includes teaching expectations and enforcement of consequences may be effective in reducing rates of tardiness.

Evidence has suggested that active supervision may be an effective antecedent intervention to reduce high school tardiness following hallway transitions. Staff being at their post, escorting students, and interacting may make the most impact (Johnson-Gros,

Lyons, & Griffin, 2008). Active staff supervision could be viewed by some as a core

element of SWPBS as it includes components that establish positive relationships with

students. According to Johnson-Gros and Lyons (2008), interacting with students using

nonverbal gestures, physically escorting students through transition areas, and monitoring

an assigned post during transition periods can actively reduce the incidence of tardiness

at the secondary level.

   Suspension. The expectations, rules, and consequences that form the expectations

of schools are important in determining school success. Methods of discipline that

emphasize school removal have not proved effective in teaching appropriate behavior or

ensuring safe and effective school climates (Skiba & Peterson, 2003). Traditional

reactive approaches to discipline are failing to improve student behavior (Morrissey et al.,

2010). Reactionary discipline approaches, particularly suspension and expulsion, result

in removal of students most in need of instruction (Morrissey et al., 2010). School

removal can be the result of In-School Suspension (ISS), Out-of-School Suspension

(OSS), or expulsion. Higher security measures may exacerbate suspensions and

disparities without improving the sense of safety. To increase safety, scarce resources are

better spent on making school environments more engaging, trusting, and supportive

(Losen & Martinez., 2013).

   Schools with principals who endorsed a preventative approach had significantly

lower rates of out-of-school suspension and expulsion and were less likely to suspend

students for a nonviolent offense (Heilbrun et al., 2015). Well over two million students

were suspended during the 2009-2010 school year, (Losen, et al., 2013). Several

suspensions are a result of zero tolerance policies that call for mandatory sanctions

regardless of the severity of the misconduct (Heilbrun et al., 2015). Zero tolerance

policies in schools result in high suspension rates and expulsion rates among students

(Thompson, 2016). One unintended consequence of zero tolerance policies is that

students who violate school rules which result in suspensions or expulsions may be at risk

for having juvenile justice system contact (Monahan, VanDerhei, Bechtold, & Cauffman,

2014).

The first step in shifting to a more proactive focus is educating building

administration and staff about the logic behind the principles of behavior surrounding the

use of suspensions (Netzel & Eber, 2003). Discipline seems to involve the use of

punishment, most often school exclusion, to enforce student conformance with

established standards (Skiba & Peterson, 2003). Suspension is a disciplinary sanction

that requires the student to be excluded from the school building or activities for a

specified period of time (Christle et al., 2004). No evidence that disciplinary removal has

led to improvements in either individual rates of disruptive or violent behavior or overall

school safety or school climate exists (Skiba & Peterson, 2003). No ISS program, or any

other form of discipline, will ever be longitudinally effective until educators help students

get to the basis of their behavior problems (Dickinson & Miller, 2006).

The likelihood a student will be suspended out of school increases from about

2.4% in elementary school to 11% in middle school (Losen et al., 2013). Schools and

parents should be dismayed at the frequent use of out-of-school suspension in our middle

schools and high schools (Losen et al., 2013). An increased opportunity for parent

involvement was present in schools with lower suspension rates (Christle et al., 2004).

The vast majority of suspensions are for minor infractions of school rules, such as

disrupting class by student talking or being out of assigned area, tardiness, and dress code violations, rather than for serious violent or criminal behavior (Losen et al., 2013). Disciplinary action against less risky, positively attached students may actually serve to disengage them from school at a later time and place them at greater risk for poor adaption to life expectations (Marrison et al., 2001). Positively attached in this instance is referring to students have not previously exhibited a pattern of discipline or interventions. Reducing suspension is an evidence-based outcome related to SWPBS ((Barnhart, Franklin, & Alleman, 2008). Efforts to reduce suspensions should also improve graduation rates, achievement scores, and life outcomes (Losen et al., 2013).

School characteristics influence student behaviors that lead to improved student outcomes (Christle et al., 2004). Research now suggests that many common-sense approaches are more effective than suspending students out of school, where there is no guarantee of adult supervision (Losen et al., 2013). Schools must pursue changes to codes of conduct to ensure that exclusion is a measure of last resort (Losen et al., 2013). In a study by Christle et al. 2004 administrators and teachers were surveyed and interviewed. Principals of schools with the lowest suspension rates viewed district policy as a guide rather than a rigid document, while using alternative strategies to suspension. Additionally, these principals had high expectations for students, and supported a structured environment, with a school-wide discipline program that combined input from administrators, teachers, and students. These principal characteristics were not present in other high suspending schools (Christle et al., 2004). Due to training in SWPBS, many middle and high schools experienced a significant decline in their suspension rates (Barnhart, Franklin, & Alleman, 2008).

Social Curriculum

In the student conducted by Christle et al., information was reviewed from surveys and interviews with staff members, it appears that schools with low suspension rates used more preventative strategies including social skills training (Christle et al., 2004). If discipline can be defined as teaching students the behaviors that they need in order to succeed socially in school, disciplinary removal has proven to be an ineffective tool for reaching that goal. Alternately, stressing instruction and prevention by teaching students appropriate pro-social behavior appears to hold greater promise (Skiba & Peterson, 2003). Although the emphasis and organization of high schools is on content mastery, social behavior support is an important and necessary pre-requisite to maximize academic outcomes (Flannery & Sugai, 2009). It is not uncommon to find high school faculty are less likely to view teaching and reinforcing appropriate social behavior as their responsibility (Flannery et al., 2013). Teaching the social curriculum is simply drawing upon our best knowledge in order to teach students the behaviors they need to be successful in school and in life (Skiba & Peterson, 2003).

Classroom disruptions rarely relate to the issue at hand (Moorefield, 2005). When faced with unstructured classroom situations, students from inconsistent home environments may act out in order to understand the limits of their environment (Skiba & Peterson, 2003). Additionally, for students who exhibit behavior problems, learning the social curriculum is not automatic according to Skiba and Peterson (2003). It is important to recognize that students with varying behavior profiles are apt to respond to SWPBS efforts in different ways (Lane, Wehby, & Robertson, 2007). "Measuring the

outcomes of social-behavioral interventions accurately and reliably presents challenges"
(Stoiber, 2011, p. 49).

Graduation Rate

A standard measurement of success across all high school settings is that of
graduation. In Missouri, the state minimum high school graduation requirements
comprise 24 units of credit that must be earned. Credits must be earned in a variety of
subject areas. To earn one unit of credit, a student must meet all of the course
requirements and earn a passing grade in that course. Table 1 below outlines specific
graduation requirements for students in Missouri. It includes three examples of how
schools can categorize the required half of credit necessary in Personal Finance.

Table 1

Graduation Requirements

	Units of credit	
Subject Area	Finance	Social Studies/ Practical Arts
English Language Arts	4.0	4.0
Social Studies	3.0	3.0
Mathematics	3.0	3.0
Science	3.0	3.0
Fine Arts	1.0	1.0
Practical Arts	1.0	1.0
Physical Education	0.5	0.5
Personal Finance	0.5	-
Electives	7.0	7.5
Total Credits	24.0	24.0

Note. Adapted from *Graduation Handbook*, by MO DESE, 2015a. Personal finance credit is
counted as an elective in the second column. Retrieved from
https://dese.mo.gov/sites/default/files/Graduation%20Handbook.pdf.

According to the Missouri Department of Elementary and Secondary Education (MO DESE), slight variances are allowed for students who transfer into the district (MO DESE, 2015a). For example, if a transfer student from a Missouri high school is placed tenth grade or above, local policy may permit the student to graduate upon completion of a program of studies that would have met the requirements at the student's previous school. Districts may also award credit through means other than time fixed terms, semesters, or school years. Possibilities may include awarding credit based on demonstration of the knowledge, skills and competencies deemed minimally equivalent to that which would be gained in a more traditional setting (MO DESE, 2015a).

The Missouri Learning Standards and Missouri Show-Me Standards provide information in conjunction with MO DESE to ensure that school administrators, teachers, parents and students are provided a road map for learning expectations in all grade levels, including high school (MO DESE, 2009). Figure 6 highlights the core components of the Show-Me Standards for the state of Missouri.

The Show-Me Standards	
Knowledge + Performance= Academic Success	
Communication Arts	*Students in Missouri Public Schools Will:*
Mathematics	
Science	Acquire the knowledge and skills to gather, analyze and apply information and ideas.
Social Studies	Acquire the knowledge and skills to recognize and solve problems.
Fine Arts	Acquire the knowledge and skills to communicate effectively within and beyond the classroom.
Health/Physical Education	Acquire the knowledge and skills to make decisions and act as responsible members of society.

Figure 6. The Show-Me Standards. This figure illustrates the six subject areas and four broad goals that frame the guidance for students in Missouri. Adapted from the *Missouri Show Me Standards,* by MO DESE, 2009. Retrieved from https://dese.mo.gov/sites/default/files/ Show_Me_Standards_Placemat.pdf.

The standards are intended to define what students should learn by the time they graduate from high school. In all, there are thirty-three "performance" standards listed under four broad goals and forty "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State (MO DESE, 2009).

Graduation is an important accomplishment and prerequisite step to furthering one's education. Graduating high school is a critical life step that cannot be underestimated and has significant value to individuals, the economy, and our society (Civil Enterprises, 2015). According to Strauss (2016), America's high school graduation rate hit a modern record of 83.2 %. Table 2 below indicates encouraging growth in graduation rates spanning a five-year period. Growth was noted across all subgroups ranging from 3.2% up to 8.1%.

Table 2

High School Graduation by Subgroup: 2010-2011 through 2014-2015

Subgroups	Years					5 Year Change
	10-11	11-12	12-13	13-14	14-15	
All Students	79	80	81.4	82.3	83.2	4.2
AI/AN	65	67	69.7	69.6	71.6	6.6
A/PI	87	88	88.7	89.4	90.2	3.2
Hispanic	71	73	75.2	76.3	77.8	6.8
Black	67	69	70.7	72.5	74.6	7.6
White	84	86	86.6	87.2	87.6	3.6
Low SES	70	72	73.3	74.6	76.1	6.1
EL	57	59	61.1	62.6	65.1	8.1
Sw/D	59	61	61.9	63.1	64.6	5.6

Note. AI/AN = American Indian/Alaska Native, A/PI = Asian/Pacific Islander, EL = English Learners, Sw/D = Students with Disabilities. Adapted from "U.S. High School Graduation Rate is Up – But There's a Warning Label Attached", by V. Strauss, 2016, *The Washington Post.* Retrieved from http://www.washingtonpost.com.

However, if you compare students from low-income families to students who are not low income, there is a gap of about fourteen percentage points (Strauss, 2016). High school is the first time students earn credit for graduation (McCallumore & Sparapani, 2010). It's a tall order for educators to figure out how to give students in high poverty schools an equal shot at opportunity. The recent graduation data suggest they are succeeding in some schools (Strauss, 2016).

High schools that are more receptive to a SWPBS model and have more success in establishing staff participation have leadership that emphasizes an overall "success for all" approach for all students rather than just for those students who the fit the school's

approach, a data-based problem-solving approach, and an outcome-based approach to improve graduation rates and reduce dropout rates (Putnam et al., 2009) Teachers and administrators in public high schools recognize the dropout problem and express strong support for reforms to address high dropout rates (Bridgeland, Dilulio, & Balfanz, 2009). Some schools provide a separate wing or building specifically for ninth graders to allow students an entire year of transition time before blending in with students from the upper grades (McCallumore & Sparapani, 2010). Majorities of both teachers and principals replied to surveys and results indicated that they thought some significant improvements were needed in high schools to ensure all students graduate (Bridgeland et al., 2009). According to Bridgeland et al. (2009), most principals (76%) and a majority of teachers (59%) saw dropout as at least a major problem.

The federal government should educate states on the benefits of high-school graduations and encourage legislative action to increase the minimum age at which students are legally allowed to drop out of high school to 18 years (Messacar & Oreopoulos, 2013). As evidenced in the study conducted by Messacar and Oreopoulos (2013), increasing the school-leaving age to 18 for every state would lead to approximately 55,000 more students completing high school and 34,000 more students entering college per year. In 2009, the average annual income for a high school dropout was $19,540, compared to $27,380 for a high school graduate (Robertson, Smith, & Rinka, 2015). Income and education level are often linked to unemployment. Figure 7 shares information regarding the national unemployment rate as of January 2012.
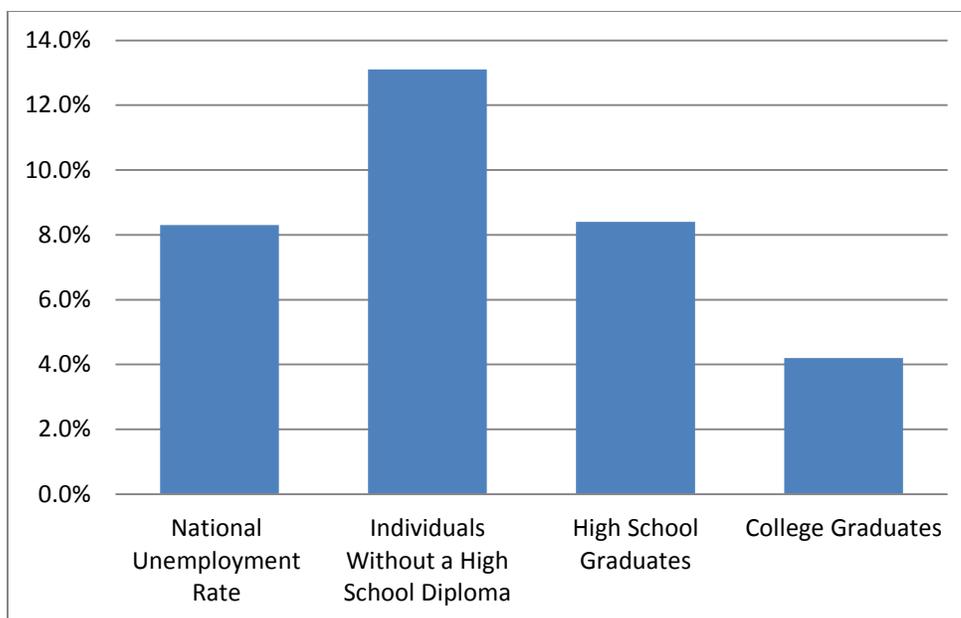
Figure 7. National unemployment rate for January of 2012. Adapted from "How Did Successful High Schools Improve Their Graduation Rates?", by J. Robertson, R. Smith, and J. Rinka, 2015, *Journal of At-Risk Issues,(19)*1, 10-18. (Accession No. 115348017).

The unemployment rate for high school graduates differs only slightly from the national average at 8.4 % and 8.3 %. However, when comparing individuals without a high school diploma to college graduates, the impact becomes much more apparent with a difference of 8.9 % (Rinka et al., 2015). Unemployment and poverty in the home undoubtedly impact graduation rates.

> A graduate of a high poverty school shared with the author,
>
> "It's hard to find hope when there's no hope sitting at the table. I think a lot of kids don't graduate because they just give up. They think that, maybe I was meant for a bad life. Maybe I was meant to be a gang member. Maybe I was meant to not go to school or go to college" (Strauss, 2016, para 15).

Mobility is a statistically significant variable that negatively influences graduation rate, meaning that schools with a high mobility rate tend to have a lower graduation rate (Ross, 2016). Ross goes on to indicate that inaccurate placement and constant movement and changing of schools could result in a mobile student missing portions of the curriculum.

However, school officials continue to be held accountable for ensuring that all students graduate from high school and that the school reaches the acceptable graduation rate (2016). Graduation rate is one of the primary standards measured as part of post-secondary outcomes.

Post-Secondary Outcomes

Student engagement must be at the core of planning for post-secondary outcomes. " The act of dropping out must be understood not as a single event but an outcome that begins with school disengagement, often long before the student decides to stop coming to class" (Messacar & Oreopoulos, 2013, p.56). Dropouts are more frequently truant when they are enrolled in school and often share that they are unmotivated or uninspired to go to class. It is important to engage students in a variety of settings to create a connection between graduation and what comes after graduation.

The courses that students take during high school are expected to improve their skills and knowledge and to prepare them for their post-secondary careers (Long, Conger, & Iatarola, 2012). Additionally, virtual schools and some "dropout recovery" charter schools are offering an alternate path to graduation. Traditional and alternate paths to graduation are accessible to students to provide options. All schools must continue to prepare students for life beyond high school and not simply recoup credits, but offer coursework that allows them to successfully enter post-secondary education or a lifelong career path (DePaoli et al., 2015).

"A high school diploma is a significant milestone in the life of a young person, with a far-reaching impact on his or her future, in school, work, and life" (Civic Enterprises, 2015, p. 6). The results related to graduation include economic benefits,

health benefits, social benefits, and civic engagement. A study for Columbia University shows that if you cut the high school dropout rate in half, you would save the U.S. taxpayers $84 million a year in lower social services and increased revenues from more productive graduates (Civic Enterprises, 2015). A common proposed intervention is increasing the school-leaving age to 18 for every state. According to Messacar & Orepoulos (2013), this would lead to approximately 55,000 more students completing high school and 34,000 more students entering college per year. High school graduates are less likely to engage in risky behavior impacting their health and three times more likely to volunteer or work with their neighbors to solve problems (Civil Enterprises, 2015). Research demonstrates that proactively supporting students is the most effective way to increase post-secondary outcomes.

Eight Essential Components of SWPBS

Missouri has identified eight essential components that together form a highly effective approach to school-wide discipline. Each component is vital. They operate together to ensure the positive and proactive approach to discipline that is likely to lead to behavioral and academic success (MO SWPBS, 2012). The eight components are:

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

8. Effective Classroom Practices.

Common philosophy and purpose. SWPBS is a practice to improve the capacity of schools, families, and communities with the intent of building effective settings for teaching and learning (Öğülmüş & Vuran, 2016). Educators must establish a culture of shared responsibility. "Culture is often acquired and spread through the language and symbols used by people in the organization, which in turn shape attitudes and behaviors" (Flannery & Kato, 2017, p 71). Building a cultural foundation on the principles of SWPBS has a significant effect on improving school climate and increasing students' social competence and academic achievement (Öğülmüş & Vuran, 2016). The goal is to have the staff see SWPBS as not just another initiative, but an umbrella under which many previously implemented activities/initiatives fit (Putnam et al., 2009).

Leadership. Effective data systems provide the right information to the right people in the right format at the right time for decision making. Simply having data is insufficient to guide successful SWPBS implementation (Kennedy et al., 2009). To meet the needs of students, leaders must ensure that secondary tier support teams have adequate information about what resources are available within the school and community (Netzel & Eber, 2003). High school leadership teams must seek guidance and feedback as much of the knowledge and evidence base around implementation of SWPBS are at the elementary level, with significantly less focus on middle and high school levels (Silvia et al., 2013).

Clarifying, teaching, and encouraging expected behavior. Direct teaching of SWPBS expectations can be done through initial assemblies, video presentations, and ongoing direct classroom instruction (Morrissey et al., 2010). The incorporation of humorous video examples can demonstrate the concepts and make the lessons or

activities more engaging (Putnam et al., 2009). Often, SWPBS strategies include tangible reinforcement such as students earning tickets or coupons tied to the expectations and verbal praise. For example, instead of saying "good job" a lunchroom attendant would say, "thank you for putting your tray away without being asked, that was very respectful" (Morrissey et al., 2010,p. 5). Although these tickets can lead to reinforcement for students, Morrissey et al. (2010) reminded educators that the tickets also serve as a consistent reminder to adults to be looking for positive behaviors and help teams track how many students are being recognized in a positive way.

Tiered interventions and supports. School wide interventions improve overall school climate. Additional targeted assistance is available for those students who need more support (Sprick, 2009). Students who are not responsive to Tier I supports may receive a Tier II intervention, yet they continue to receive the Tier I intervention. More structure and guidance is provided to assist them in meeting school-wide expectations (Anderson & Borgmeier, 2010). Secondary tier support is typically required for approximately 10-13% of the students within a school. Students requiring support at this level are in need of more explicit, intensive supports that target specific skills or behaviors (Swain-Bradway & Malloy, 2009.). Tier III supports are provided to a smaller section of students who have not responded to Tier I and II interventions. Tier III supports are individualized and often require more extensive expertise and planning (Anderson & Borgmeier, 2010). It is important to recognize that students with varying behavior profiles are apt to respond to SWPBS efforts in different ways (Lane et al., 2007).

Instead of collecting a broad range or menu of interventions and practices, SWPBS organizes the smallest number of behavioral interventions with the greatest demonstrated effectiveness and applicability. The areas addressed include school-wide interventions, classroom applications to include active supervision and active engagement, non-classroom, family involvement, and individual student supports for those not responsive to the broader strategies (Sugai & Horner, 2009). Developing a more preventative code of conduct aligned with SWPBS requires a different way of thinking and responding (Flannery et al., 2013). In high schools it is helpful to recognize and build on the developmental level of high school students. One strategy is to teach expectations that maximize self-regulation and self-recruited support, rather than relying on adult-driven supports (Flannery & Kato, 2017). This strategy can be embedded within all Tiers of support. District leadership teams must select and organize their evidence-based practices and interventions into an integrated continuum that is supported by a team the leads the operation of the continuum, screening identification methods, implementing data-decision rules to guide movement of students upon the continuum, and procedures for continuous evaluation (Sugai & Horner, 2009).

BIST. The Behavior Intervention Support Team (BIST) model provides teachers, counselors, and administrators with strategies to respond to students who exhibit disruptive behaviors by assessing and providing what they need (proactive), rather than what the teacher may thing they deserve (reactive). It was initially developed by the counseling staff at the Ozanam treatment facility for troubled youth in Kansas City, Missouri (Boulden, 2010). The BIST model provides early intervention, caring confrontation, protective planning, and outlasting (Behavior Intervention Support Team,

n.d.). The program is based on the belief that the students who most need positive adult interactions and relationships are often the least likely to receive them (Cowherd, 2008). The complete multi-level BIST discipline plan was conceived as a school-wide model, but the strategies can be implemented within single or multiple classroom settings (Boulden, 2010).

Evidence-based outcomes resulting from the implementation of BIST include increased teaching time, facilitating life-long changes for challenging students, decreasing disruptive behavior, and providing relief for adults (BIST.org, 2017). BIST trains teachers to intervene at the moment an unacceptable behavior occurs (Boulden, 2010). Accountability in BIST terms means helping students look at the problems their behaviors are creating for them (Jacoby, 2008). By helping them examine their behaviors, teachers partner with the student and become the adults who help them to change their behaviors. "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, 2010, p. 20). The partnership created within the structures and support of the BIST model and strategies encourage staff investment.

Staff investment. Key factors to obtaining positive and ongoing investment from staff members are creating a shared vision, demonstrating administrative support, and instilling leadership at various levels (Coffey & Horner, 2012). At times, the first reaction is to seek a longer school day or year. Initiatives to lengthen the school day or

the school year can be avoided by first making better use of the minutes already available in the school day and increasing instructional time (Tyre et al., 2011). While it is tempting to place responsibility for behavior solely on the students' shoulders, the reality is that teachers play a critical role in creating effective support and instruction (Feuerborn & Chinn, 2012). Educators go into teaching and administering schools because they want to educate children successfully. Many face frustrating situations without the training, support, and disciplinary alternatives that are necessary for success in the classroom setting (Losen et al., 2013).

Time and energy are important resources. "If educators desire school improvement, educators and administrators must achieve people improvement" (Powell, 2013, p. 19). Ineffective team meetings result from unclear vision, inconsistent roles, or lacking a leader with the skills to facilitate meetings. These are factors that negatively impact staff attrition, the need to recruit staff members, and cause delays in effective implementation of SWPBS (Putnam et al., 2009). Highly skilled teachers can teach at high levels when made to feel valued, safe, and cared for by administration (Powell, 2013).

As the number of children engaging in problem behaviors grows, teachers increasingly report feeling unprepared to effectively meet students' mental health needs (Stoiber, 2011). All staff members, including support staff, need continual professional development in the basics of SWPBS implementation and systems change (Putnam et al., 2009.). Teachers utilizing SWPBS and those using BIST feel their programs do a decent job of teaching students self-control (Hirschi, 2015). Providing on-going training and support will make strides towards teachers feeling more prepared to meet students' needs.

Discouraging inappropriate behavior. Despite the positive outcomes associated with SWPBS, many schools continue to employ reactive discipline systems (Feuerborn & Chinn, 2012). It takes intention and planning to create proactive habits and practices. In an attempt to control inappropriate behavior, educators often engage in discipline practices that do not change behavior and may exacerbate the problem (Jacoby, 2008). It is only through a school-wide approach that educators can be prepared to achieve consistency in positively recognizing appropriate behaviors and acting upon inappropriate behaviors. Figure 8 presents a comparison of traditional school discipline strategies with SWPBS strategies. Figure 8 is included to review the ways in which SWPBS is different than traditional school discipline.

Traditional School Discipline	SWPBS
- Preventing problem behaviors with zero tolerance, strict rules, and punishment	- Preventing problem behaviors with positive behavior support
- Quick and easy to apply	- Long-time commitment and planning
- No evidence	- There are many evidence-based practices
- Data are not so important	- Data-based decision making
- Functions of behavior are not important	- Functions of behavior are very important
- Focus on inappropriate behavior	- Focus on positive behavior
- Intervention is applied after problem behavior occurred (consequences based)	- Prevention of inappropriate behavior is targeted (Antecedent based)
- Less preferred	- Steadily increasing usage in schools
- Not based on team	- Team-based
- No need to change school systems	- System changes

Figure 8. Comparison of school discipline strategies with SWPBS strategies. Adapted from *Positive Behavioral Supports for the Classroom*, by B. Scheunemann, and J. Hall, 2011, Pearson Higher Ed.

Schools and staff focused on intervention as opposed to reaction benefit from opportunities to positively impact students and their learning. The first step in shifting to a more proactive focus was educating building administration and staff about the logic behind the principles of behavior surrounding the use of suspension (Netzel & Eber,

2003). Changing the way educators think is much more than changing the way they act.
The reality is that teachers play a critical role in creating effective behavioral support
(Jacoby, 2008). Direct teaching of expectations can be done through a variety of methods
as previously mentioned above (Morrissey et al., 2010). Successful efforts to establish
SWPBS practices will not sustain without ongoing efforts to continually regenerate
quality (Kennedy et al., 2009). Educators must actively pursue implementation at all
times.

      Ongoing monitoring and effective classroom practices. SWPBS is not a formal
curriculum but a 2 to 3 year process of leadership team training. The intention is to
establish school capacity for effective and preventive behavioral interventions. Important
components include continuous use of data for decision making and embedded
professional development and coaching (Horner, Sugai, & Anderson, 2010). Once the
SWPBS plan has been implemented, the maintenance of ongoing staff participation and
buy-in is vital for achieving desired outcomes on long-term sustainability (Putnam et al.,
2009). Since data collection is a major component of SWPBS, it is an area to monitor for
common mistakes. Three common mistakes with data are: gathering too much data,
summarizing data in cumbersome formats, or reporting data only to administrators
(Kennedy et al., 2009). While high school teams adopting SWPBS confirm the high
value of information about student behavior, there remains a major gap between what is
needed and what is available in terms of student discipline data systems, especially those
that are efficient and effective (Kennedy et al., 2009). Three sources of student outcome
data used by high school teams for decision making include information about student
social behavior, student academic performance and academic engagement.

Implementation at the Secondary Level

Unique to high schools is the administrative structure of multiple administrators and departments or division heads. As lead administrator, the principal is responsible for the direction and performance of the school as a whole, the administrative team, and innovations being implemented in that school (Flannery & Sugai, 2009). The increased importance of positive teacher-student relationships and designing classroom environments that promote pro-social behavior at the secondary level are key contributing factors to reducing problem behavior often resulting in removal. Implementation at the freshman or 9th grade level when establishing the expectations of the high school culture was especially critical (Flannery & Sugai, 2009). Challenges can arise from staff members' assumptions that secondary school students already know how to behave and are motivated to do so (Sprick, 2009).

Implementation of SWPBS at the high school requires awareness of the secondary setting and how it is unique. The three primary contextual influences at the high school are: size, culture, and developmental level. Research has demonstrated that for high schools to adapt the implementation process to these contextual influences, they must focus on key foundational systems. The foundational systems are: data, leadership, and communication (Flannery, Frank, & Kato, 2012). Both the contextual influences and foundational systems are included in Figure 9. Additional factors specific to implementation at the secondary level involve universal practices and outcomes which are illustrated in Figure 9 as well.
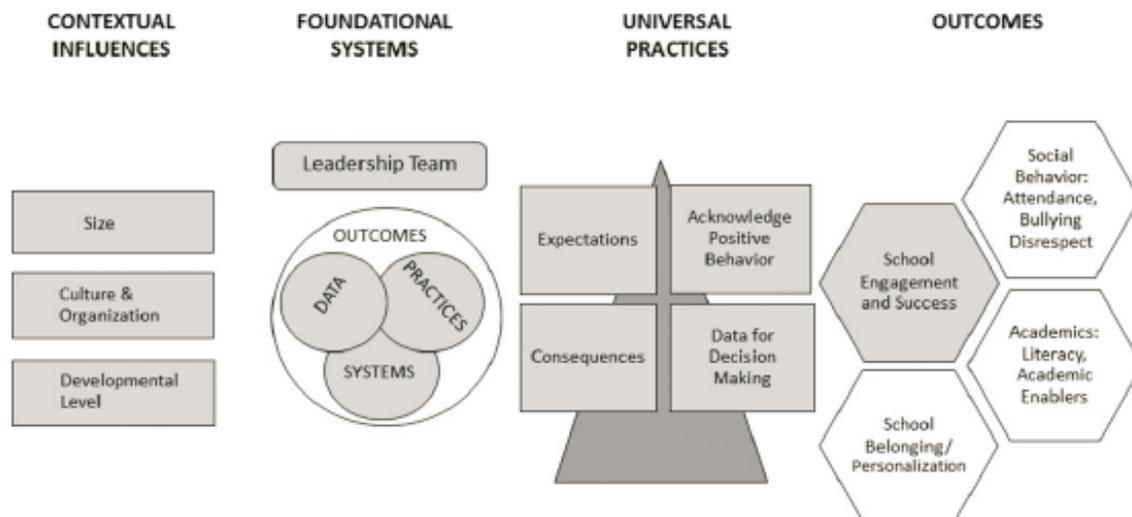
Figure 9. Conceptual Framework for Implementation of SWPBS in High Schools. Adapted from "Implementing School-wide Positive Behavior Support in High School Settings: Analysis of Eight High Schools", by K. Flannery, J. Frank, M. Kato, B. Doren, and P. Fenning, 2013, *High School Journal, 94*(4), 267-282. (Accession No. 103542933).

Research has demonstrated that the high school implementation process must adhere to these contextual influences, as well as the universal practices and outcomes. Through these systems high schools can successfully implement the core SWPBS features (Flannery et al., 2013). Introducing SWPBS to high school staff requires an emphasis on understanding why a positive and preventative environment is crucial to ensuring success for all students (Putnam et al., 2009) as illustrated in Figure 9 and further explained in Figure 10.

Evidence of the effectiveness of SWPBS at the high school level is limited (Flannery et al., 2013). Previous study findings have demonstrated that high school teams require two years to gain significant change (Flannery et al., 2013). The core features of SWPBS have been adapted to enhance the fit with a secondary context;

however, some differences are evident at the secondary level and can become complex.

Differences are shared in Figure 10 and take in to consideration additional dimensions

which impact high school implementation.

Dimension	Key Aspects to Consider
Size	Larger classes; larger or multiple buildings
	Diverse array of courses offered
	Larger and more diversified staff
	Teachers work with greater number of students across day
School Organization	More complex administrative organization
	Emphasis on departments vs. grade levels
	Availability of professional services (i.e., counseling)
	Knowledge about school programs, etc. decentralized and communication complex
School Culture	Responsible for focused content; not responsible to promote social learning
	Higher expectations for student self-management
Student Developmental Level	Students more autonomous
	Stronger peer group influence
	Greater need for student buy-in
Outcomes	Higher stakes for students and staff (i.e., testing linked to completion)
	Emphasis on unique performance outcomes for high schools more public

Figure 10. Key aspects for implementation of SWPBS in high schools. Adapted from "Implementing Schoolwide Positive Behavior Support in High School Settings: Analysis of Eight High Schools", by K. Flannery, J. Frank, M. Kato, B. Doren, and P. Fenning, 2013, *High School Journal,94*(4), 267-282. (Accession No.103542933).

In most cases, high schools tend to have a much larger and more diverse student

population when compared to elementary settings. Several differences in the culture and

organization of high schools can render SWPBS implementation more difficult (Flannery

et al., 2013). It is not uncommon to find that high school teachers focus on teaching a

specific content area and lack interest in what is happening outside the classroom or

teaching school-wide expectations. One feature that substantially impacts the success or

failure of a high school SWPBS initiative is an effective SWPBS leadership team.

Leadership teams provide direction, prompting, and reinforcement of the initiative

(Putnam et al., 2009).

Evaluation

Successful implementation of SWPBS requires self-evaluation (Netzel & Eber,

2003).   A variety of measures and tools are available to document implementation of

SWPBS and measure fidelity (Silvia et al., 2013). Several types of tools are listed as

examples in figure 11 below.

Tier I	Tier II
• TA Center on PBIS	• TA Center on PBIS
– Benchmarks of Quality (BOQ)	– Benchmarks for Advanced Tiers (BAT)
– Schoolwide Evaluation Tool (SET).	– Tier II Interventions Assessment Tools
– Team Implementation Checklist (TIC)	– Monitoring of Advanced Tiers Tool (MATT)
– School Assessment Survey (SAS)	– Phases of Implementation (POI)
– PIC (Positive Behavior Intervention Checklist)	– Tier II/Tier III Intervention Tracking Form
– Phases of Implementation (POI)	– Tier II Action Plan Checklist
	– Individual Student Systems Evaluation Tool (ISSET)

Figure 11. Sample fidelity instruments for Tier I and Tier II. Adapted from *Design Options for
an Impact Evaluation of School-wide Positive Behavior Supports: Final Design Report,* by S.
Silvia, J. Blitstein, J. Splett, L. Dusenbury, W. Hanson, and L. Angelo, 2013. Retrieved from
http://www.rti.org/sites/default/files/resources/final_swpbsdesignreport_rti_4-24-2013.pdf.

The School-wide Evaluation Tool (SET) is a research measure to assess the

primary tier practices within SWPBS (Kennedy et al., 2009). It provides information on

28 items across seven sub-scales which include: Expectations defined, Expectations

taught, Rewards system, Consequences system, Discipline data system, School

management, and District support (Kennedy et al., 2009). A school is implementing

SWPBS when they have a SET Total Score of at least 80% and an Expectations Taught sub-scale score of 80%. This is a research-quality measure with data collected by an independent reviewer who visits the school and spends 2-3 hours reviewing material, interviewing students and interviewing adults (Kennedy et al., 2009).

The Benchmark of Advanced Tiers (BAT) is a self-assessment completed by a team with their SWPBS coach (Kennedy et al., 2009). The BAT is a 48-item measure organized around 10 sub scales: Tier I implementation, Commitment to advanced support, Student identification, Tier I monitoring and evaluation, Tier II systems, Tier II practices, Tier II monitoring and evaluation, Tier III assessment practices, Tier III intervention practices, Tier III monitoring and evaluation. The BAT is used for annual fidelity evaluation of the Tier II and Tier III systems and practice within SWPBS. The BAT is completed by the school SWPBS coach in collaboration with the school SWPBS team. The BAT requires 30-45 minutes to complete (Kennedy et al., 2009).

Ongoing fidelity data regarding Tier I, secondary and tertiary tiers provides information. When shared, the fidelity data can be utilized for timely and necessary problem solving (Kennedy et al., 2009). By monitoring changes and trends within categories of the self-assessments, school teams can take action to address targeted areas needing improvement for students, and for supports. According to Swain-Bradyway & Malloy a team-based approach should be established to coordinate the implementation of SWPBS across all three tiers of support (2009).

Summary

This researcher examined topics that were applicable to this study. Research was presented related to defining attendance, tardies, and suspension. The next topics

presented related to Social Curriculum, leading into outcomes related to Graduation Rate and Post-Secondary Outcomes. The Eight Essential Components which make up SWPBS are explored to include Tier Supports, BIST, and Staff Investment. Finally, research was presented on the Implementing SWPBS at the secondary level and evaluating implementation efforts.

The information included in this chapter establishes connections between literature and research as it relates to the study at hand. Research supports more effective implementation and an informed use of resources by school districts and monitoring agencies and departments. Chapter three contains a description of the methods used to conduct this research.

Chapter Three

Methods

The purpose of this study was to determine the impact of SWPBS on graduation, attendance, and suspensions at the high school level. Historical data was utilized to measure impact during zero, one, and two years of implementation of SWPBS in a Missouri high school. This chapter includes the design of the research as well as the selection of participants. The analysis used for this research is also included in chapter three with an explanation of the data collection procedures, an explanation for reliability and validity, as well as any limitations that are presented for this study.

Research Design

A quantitative causal-comparative method was implemented to investigate the variables in this study. According to Lunenberg & Irby (2008), a quantitative causal-comparative study is the most basic design for analyzing relationships between variables. This study focused on considering the relationship between the implementation of SWPBS over time and graduation, attendance, and suspensions at the high school level. Zero, one and two years of implementation at one high school was included and considered all students enrolled. When individuals are not randomly assigned, as in the study, the procedure is considered causal-comparative (Lunenberg & Irby, 2009).

Selection of Participants

Participants were selected by utilizing a purposive sampling of students enrolled at GHS in Missouri and classified by credits earned as grades 9-12. The sample included students attending for the 2012-2013, 2013-2014, and 2014-2015 school years at GHS.

Enrollment included students residing in the attendance area and missing no more than ten consecutive school days.

Measurement

Two variables are specified in RQ1. The first variable or dependent variable is graduation. Graduation was measured for 12th grade students. Graduation is calculated as a percentage following the requirements of MO DESE. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class rounded to the tenth (MO DESE, 2015b). From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next 3 years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

The second variable specified in RQ1 is the implementation of SWPBS and the period of time it was implemented. Three consecutive years were examined in this study. The school years included August of 2012 through May of 2013. This was the first year of implementation of SWPBS and is referred to throughout the study as year zero. The next school year, August of 2013 through May of 2014, is labeled as year one. The final year is referenced as year two and included data from August of 2014 through May 2015. School is not in session during the months of June and July, therefore that time period does not contain data and is not included in the study.

Two variables are specified in RQ2. The first dependent variable is attendance. Attendance is calculated as a percentage dividing the minutes absent by the minutes

possible each month, and as a yearly average (District S Board of Education, 2013a, 2014a, 2015a). The second variable specified in RQ2, the number of years of implementation of SWPBS, is detailed above.

Two variables are specified in RQ3. The first variable or dependent variable is days of in-school and out-of-school suspensions. Suspensions are calculated as the number of days students enrolled at GHS were assigned ISS or OSS during that school year (District S Board of Education, 2013b, 2014b, 2015b). Days of suspension are logged in district student management software daily, and reported to the board of education annually (District S Board of Education, 2013a, 2014a, 2015a). Each category of suspension was tabulated separately. The total days of ISS and OSS per month and per year were reported as whole numbers and examined for this study. Partial days are rounded up to a full day prior to documentation by District S. The second variable specified in RQ2, the number of years of implementation of SWPBS, is detailed above.

Lunenburg and Irby (2008) defined reliability "as the degree to which an instrument consistently measures whatever it is measuring" (p. 182). The data references historical data. It is the same data required for reporting to the District S Board of Education and to the state of Missouri. Graduation is defined in the state of Missouri by the State Board of Education. The Board establishes minimum graduation requirements that are designed to ensure that graduates have taken courses in several different subject areas and that should result in students having mastered essential knowledge, skills, and competencies (MO DESE, 2015b). Attendance and suspension are reported to the same governing bodies with similar accuracy and reporting timelines and requirements. The measurement is reliable by nature and no evidence must be presented.

Lunenburg and Irby (2008) defined validity as "the degree to which an instrument measures what it purports to measure" (p. 181). Graduation is a measure of the percentage of seniors who met the necessary requirements. Attendance and suspension data document time at school and access to the classroom environment. Establishing validity was not an issue in question, as the measurement is a concrete record of the student behavior documented by the district.

Data Collection Procedures

Prior to collecting data, the researcher submitted a proposal to Baker University's Institutional Review Board in June 2017 (see Appendix F). The proposal was approved in June 2017. Approval from School District S was received prior, on September 1st, 2015 (Appendix G). The implementation of SWPBS occurred prior to the initiation of the study; therefore, the research was conducted post hoc by collecting existing data from the school district. All data for this study was obtained on students at one high school. Three consecutive years were examined in this study, as discussed in the measurement section above. The years examined include August 2012 through May 2015, with the exclusion of the summer months when school was not in session.

Graduation data was accessed by reviewing public record of the school district with the Missouri Department of Elementary and Secondary Education (MO DESE, 2016). Attendance and suspension data for the school years including 2012-2013, 2013-2014, and 2014-2015 was obtained from annual reports to the school board (District S Board of Education, 2013a, 2013b, 2014a, 2014b, 2015a, 2015b). District S detailed monthly attendance and incidents and length of in school and out of school suspensions

within reports provided to the District S school board which comprises that data examined in this study.

Data Analysis and Hypothesis Testing

This study employed causal comparative methods of data analysis. The percentage of students' graduating, percentage of attendance recorded, and number of ISS and OSS days from that high school is reflected in the study. Relationships between exposure to SWPBS and graduation, attendance, and suspensions were analyzed. The following research questions with corresponding hypotheses were addressed in this study:

RQ1. To what extent has graduation been affected among the 12th grade students who have been exposed to zero, one, and two years of SWPBS?

H1. Graduation has been affected among the 12th grade students who have been exposed to zero, one, and two years of SWPBS. A chi-square test of independence was conducted to address RQ1. The observed frequencies were compared to the expected frequencies. The level of significance was set at .05.

RQ2. To what extent has attendance been affected among the 9th – 12th grade students who have been exposed to zero, one, and two years of SWPBS?

H2. Attendance has been affected among the 9th – 12th grade students who have been exposed to zero, one, and two years of SWPBS. A chi-square test of independence was conducted to address RQ2. The observed frequencies were compared to the expected frequencies. The level of significance was set at .05.

RQ3. To what extent has the number of suspensions been affected among the 9th – 12th grade students who have been exposed to zero, one, and two years of SWPBS?

H3. The number of ISS has been affected among the 9th – 12th grade students who have been exposed to zero, one, and two years of SWPBS. A one-factor analysis of variance (ANOVA) was conducted to test H3. The categorical variable used to group the dependent variable, number of ISS, was number of years exposed to SWPBS (zero, one, and two years). A post hoc, the Tukey HSD, was implemented when the ANOVA resulted in a significant difference. The level of significance was set at .05.

H4. The number of OSS has been affected among the 9th –12th grade students who have been exposed to zero, one, and two years of SWPBS. A one-factor analysis of variance (ANOVA) was conducted to test H4. The categorical variable used to group the dependent variable, number of OSS, was number of years exposed to SWPBS (zero, one, and two years). A post hoc, the Tukey HSD, was implemented when the ANOVA resulted in a significant difference. The level of significance was set at .05.

Limitations

Lunenburg and Irby (2008) defined limitations as "factors that may have an effect on the interpretation of the findings or on the generalizability of the results" (P.133). The researcher does not control the limitations. Limitations associated with the current research follow:

1. Student mobility in District S could be considered high.

2. The fidelity of implementation of SWPBS by staff members have varied based on training and experience in education.

3. The accuracy of data entry was not directly monitored.

Summary

This was a quantitative casual-comparative study to determine if a relationship exists between the implementation of SWPBS with the use of a recovery room at a high school and the possible impact on suspensions, attendance, and graduation within zero, one, and two years after the implementation. The population for this research was one suburban high school in northwestern Missouri. Purposive sampling was utilized for this research. The purposive sample was the ninth through twelfth grade students enrolled at GHS and examined three consecutive school years beginning in the fall of 2012 and ending in the spring of 2015.

This chapter described the research design and statistical analysis employed in the study. The remaining two chapters describe the results of the study. Chapter four contains the descriptive statistics, hypothesis testing, and related findings. Chapter five includes an overview of the problem, review of methodology, major findings, and findings related to the literature, implications for action, and concluding remarks.

Chapter Four

Results

The previous chapters explained the background of this study, reviewed the literature that is relevant to the study, and identified the methodology for this study. Chapter four provides detailed statistics that were obtained by following the methodology presented in chapter three as they relate to the research questions for this study. This quantitative study was completed for the purpose of examining the effect, if any, between the implementation of SWPBS and graduation, attendance, and suspensions at GHS.

Hypothesis Testing

Hypotheses were proposed for the research questions. Each hypothesis is stated below with the question it addresses along with the analysis and the research. For this research the independent variable was the implementation of SWPBS and the dependent variables were graduation, attendance, and suspensions. Each research question and corresponding hypotheses are included below followed by a description of each of the analyses that was conducted and the results of each analysis.

RQ1. To what extent has graduation been affected among the 12th grade students who have been exposed to zero, one, and two years of SWPBS?

H1. Graduation has been affected among the 12th grade students who have been exposed to zero, one, and two years of SWPBS. A chi-square test of independence was conducted to address RQ1. The observed frequencies were compared to the expected frequencies. The level of significance was set at .05. The results of the χ^2 test of independence indicated a statistically significant difference between the observed and

expected values, $\chi^2 = 15.44$, $df = 2$, $p = .000$. The observed frequency for the students

who did not graduate in 2012-2013 ($n = 73$) was higher than the expected frequency for

students who did not graduate in 2012-2013 ($n = 51.89$) (see Table 3). The observed

frequency for the students who graduated in 2013-2014 ($n = 305$) was higher than the

expected frequency for students who graduated in 2013-2014 ($n = 294.48$). The observed

frequency for the students who graduated in 2014-2015 ($n = 245$) was higher than the

expected frequency for students who graduated in 2014-2015 ($n = 234.41$). These results

indicated that the implementation of SWPBS had a positive effect on graduation, which

supports H1.

Table 3

Observed and Expected Frequencies for Hypothesis 1

		Years		
Graduation		2012-2013	2013-2014	2014-2015
Graduated	Observed	240	305	245
	Expected	261.11	294.48	234.41
Did not Graduate	Observed	73	48	36
	Expected	51.89	58.52	46.59

RQ2. To what extent has attendance been affected among the 9th – 12th grade

students who have been exposed to zero, one, and two years of SWPBS?

H2. Attendance has been affected among the 9th – 12th grade students who have

been exposed to zero, one, and two years of SWPBS. A chi-square test of independence

was conducted to address RQ2. The observed frequencies were compared to the

expected frequencies. The level of significance was set at .05. The results of the χ^2 test

of independence indicated no statistically significant difference between observed and

expected values, $\chi^2 = 0.07$, $df = 2$, $p = .97$. The observed frequency for the student

attendance 2012-2013 ($n = 163$) was not different from the expected frequency for

student attendance 2012-2013 ($n = 163.33$) (see Table 4). The observed frequency for

student attendance in 2013-2014 ($n = 163$) was not different from the expected frequency

for student attendance in 2013-2014 ($n = 163.33$). The observed frequency for student

attendance in 2014-2015 ($n = 164$) was not different from the expected frequency for

student attendance in 2014-2015 ($n = 163.33$). These results indicated that the

implementation of SWPBS did not have a positive effect on attendance, which does not

support H2.

Table 4

Observed and Expected Frequencies for Hypothesis 2

		Years		
Attendance		2012-2013	2013-2014	2014-2015
Present	Observed	163	163	164
	Expected	163.33	163.33	163.33
Absent	Observed	11	11	10
	Expected	10.67	10.67	10.67

RQ3. To what extent has the number of suspensions been affected among the

9th – 12th grade students who have been exposed to zero, one, and two years of SWPBS?

H3. The number of ISS has been affected among the 9th – 12th grade students

who have been exposed to zero, one, and two years of SWPBS. A one-factor analysis of

variance (ANOVA) was conducted to test H3. The categorical variable used to group the

dependent variable, number of ISS, was number of years exposed to SWPBS (zero, one,

and two years). The level of significance was set at .05.

The results of the analysis indicated there was a marginally significant difference between at least two of the means, $F = 2.517$, $df = 2, 27$, $p = .099$. See Table 5 for the means and standard deviations for this analysis. A follow up post hoc was conducted to determine which pairs of means were different. The Tukey Honestly Significant Difference (HSD) post hoc indicated that two of the means were marginally different. The average number of ISS for 2012-2013 ($M = 204.4$) was higher than the average number of ISS for 2013-2014 ($M = 63.9$). Although not statistically significant, these results support H3 that the implementation of SWPBS had an effect on ISS.

Table 5

Descriptive Statistics for the Results of the Test for H3

Years	*M*	*SD*	*N*
2012-2013	204.40	239.01	10
2013-2014	63.90	34.39	10
2014-2015	105.90	60.63	10

H4. The number of OSS has been affected among the 9th –12th grade students who have been exposed to zero, one, and two years of SWPBS. A one-factor analysis of variance (ANOVA) was conducted to test H4. The categorical variable used to group the dependent variable, number of OSS, was number of years exposed to SWPBS (zero, one, and two years). The level of significance was set at .05.

The results of the analysis indicated there was not a statistically significant difference between at least two of the means, $F = 2.063$, $df = 2, 27$, $p = .147$. See Table 6 for the means and standard deviations for this analysis. The Tukey Honestly Significant

Difference (HSD) was not conducted. These results do not support H4 that the

implementation of SWPBS had an effect on OSS.

Table 6

Descriptive Statistics for the Results of the Test for H4

Years	*M*	*SD*	*N*
2012-2013	20.30	21.96	10
2013-2014	20.80	7.86	10
2014-2015	32.90	14.00	10

Summary

  This chapter presented the results of the hypothesis tests conducted to test the

hypotheses specified for this study. The results of the hypothesis tests were mixed

amongst the different research questions. In summary, the results indicate that

implementing SWPBS at the high school level made an impact on graduation, a known

benchmark and data point in the secondary setting. A marginal impact was noted on ISS

following the implementation of SWPBS. However, the research did not indicate an

impact on OSS or on attendance with the implementation of SWPBS. Chapter five

concludes this study. Chapter five provides an overview of the problem, review of

methodology, major findings, and findings related to the literature. Chapter five closes

with implications for action, recommendations for future research, and concluding

remarks.

Chapter Five

Interpretation and Recommendations

The purpose of this research was to determine the impact, if any, on the

implementation of SWPBS and graduation, attendance, and suspensions at in a Missouri

suburban high school. Chapter five provides a brief overview of the main points of

chapters one through four, as well as including the findings related to literature, the

implications for actions, and recommendations for future studies.

Study Summary

The study summary presents an overview of the problems faced by educators and

how SWPBS may have an impact or address challenges proactively. Additionally, the

purpose statement and research questions describe why the study was conducted. The

review of the methodology discusses how the researcher designed and collected data for

the study. The results are provided and discussed in the major finding sections of this

chapter.

Overview of the problem. There was a lack of information regarding

implementation of SWPBS at the secondary level, more specifically in a high school

setting (Silvia et al., 2013). Studies examining the use of a recovery room in a secondary

setting were not able to be located by this researcher in relation to the outcomes

considered. The size of the faculty at a high school, as well as the diverse nature that

results from extracurricular activities and expectations creates a unique culture and

setting to implement SWPBS structures and strategies (Flannery & Sugai, 2009).

Schools that are able to acknowledge the relationship that exists between the data

regarding graduation, attendance, and suspensions may be able to provide specific

opportunities for school improvement. Implementing strategies consistently which are also centered around accurate and timely data could positively affect graduation and student success in the high school setting (Swain-Bradway & Malloy, 2009).

Purpose statement and research questions. The purpose of this study was to investigate the implementation of SWPBS at the high school level. More specifically, this study involved the investigation of an approach that combined a tiered strategy of interventions with the use of a recovery room. The impact of supports on student behavior was measured by changes in graduation, attendance, in-school suspension data, and out of school suspension data. The study examined changes that occurred in student behaviors among zero, one, and two years of SWPBS implementation. The focus of this study was one Missouri suburban high school. Further understanding of the impact SWPBS has at the high school level could inform professional development practices and leadership teams for Missouri school districts. Three research questions guided the research ato determine the relationships between SWPBS, graduation, attendance, and suspension.

Review of the methodology. The sample for this study included students enrolled at GHS in Missouri and classified by credits earned as grades 9-12. The sample included students attending for the 2012-2013, 2013-2014, and 2014-2015 school years at GHS. All data collected and reviewed for this study was archival data. Sources included Missouri Department of Elementary and Secondary Education and District S School Board reports. A quantitative causal-comparative method was implemented to investigate the variables in this study. Two chi-square tests of independence were conducted to address RQ1 and RQ2. The observed frequencies were compared to the

expected frequencies. Two one-factor analysis of variance (ANOVA) were conducted to address RQ3. Four hypotheses addressed the three research questions.

   Major findings. Evidence indicated mixed findings from the research conducted in this study. Results for research question one indicated that the implementation of SWPBS had a positive effect on graduation. Graduation data support a positive impact of the implementation of SWPBS across the three years of the study. Results for research question two indicated that the implementation of SWPBS did not have a positive effect on attendance. A negative impact on attendance was not noted either; however, data did not support an increase in attendance. Results for research question three are mixed. These results indicate that the implementation of SWPBS had a marginally significant effect on ISS; however, they do not support an impact on OSS.

Findings Related to the Literature

   In this section, connections are made between the results of this study and those presented in previous studies in chapter two. The available literature highlighted several predominant components that are part of SWPBS. At the high school level, the need for social behavior support is important to maximize academic outcomes. Flannery and Sugai, (2009) also acknowledged the importance of positive teacher-student relationships, designing pro-active classroom environments, and implementation of SWPBS at the freshman or 9th grade level. Entry into the high school setting is typically when establishing the expectations of the high school culture is most timely. The current research study was designed to add to the existing research on SWPBS implementation at the high school level, as most available research has focused on SWPBS efforts at the

elementary school level A discussion of the results, including the specific outcomes addressed in the research questions, is presented.

As investigated by Losen et al., (2013) efforts to reduce suspensions should improve graduation rates. This study supports Losen's findings with an increase in graduation demonstrating a positive impact across all three years in which SWPBS was implemented. Utilizing common language and common expectations as part of SWPBS supported a decrease in ISS.

The second area of examination in this study was to determine if the implementation of SWPBS affected attendance. The results of the data analysis did not show a relationship between the implementation of SWPBS and attendance. Previous studies have indicated that the top student characteristics targeted through school initiatives were low achievement and poor attendance (Robertson et al., 2015).

Students in the secondary tier of support require more intensified instruction in academic and or social skills due to their increased risk of school failure (Kennedy et al., 2009). It is possible that the same students who require more intensive supports are also those who struggle with attendance. The results of this study could neither confirm nor deny an impact or relationship between SWPBS and attendance. While high school teams adopting SWPBS confirm the high value of information about student behavior, there remains a major gap between what is needed and what is available in terms of student discipline data systems (Kennedy et al., 2009). Data management systems for schools vary and are utilized for a wide variety of purposes spanning achievement, behavior, attendance, and overall school progress.

The final area of examination in this study involved the data gathered on the reported instances of ISS and OSS consequences. Robertson et al. (2015) selected school administrators at twenty-three schools who were most responsible for dropout recovery to be surveyed. The results of the survey he conducted indicated school leaders believe that policy changes with the most impact on increasing graduation rate were those targeting suspension (Robertson et al., 2015). The current study did not specifically address a policy related to suspension, however positive behavior supports implemented may indirectly impact suspensions. The current study's results indicated a marginal impact on ISS and a partial agreement with previous findings regarding suspensions and graduation. Barnhart et al. (2008) also noted that due to the training in SWPBS, many middle and high schools experienced a significant decline in their suspension rates. The current study found a marginal impact on ISS; however OSS did not decrease over time with the implementation of SWPBS. Additionally, in large school settings where teachers are responsible for multiple subjects per day with different groups of students, ensuring that students are exposed to a consistent set of expectations, consequences, and opportunities can prove challenging (Flannery et al., 2013). Morrissey et al., (2010) observed that reactionary discipline approaches, particularly suspension and expulsion, result in removal of students most in need of instruction. This study was not able to demonstrate a relationship between the implementation of SWPBS and the number of OSS's assigned. Safety is an important factor in schools and nearly all U.S. middle and high schools have policies that allow for the removal and suspension of students who threaten the safety of classmates, or students who compromise the quality of the educational experience (Monahan et al., 2014). The question schools must continue to ask is not if they can

assign OSS, but should they assign OSS? In support of continued and future implementation of SWPBS efforts, Hirshchi (2015) stated that safe and healthy learning environments need to be maintained to ensure students have the ability to develop academically and behaviorally. Proactive planning could have an impact on the need for suspensions.

Conclusions

The graduation rate in America has been increasing in recent years (Strauss, 2016). High school graduation is important. The current study supports further examination regarding the outcomes of research regarding SWPBS at the high school level. It is critical that we listen to the voices of high school students and build on the developmental level of high school students when implementing schoolwide interventions. One strategy to utilize with SWPBS is to teach expectations that maximize self-regulation and self-recruited support, rather than relying on adult-driven supports (Flannery & Kato, 2017). Previously mentioned strategies refer to support that is initiated by the student and proactive, prior to a behavior or problem occurring. Students interviewed by a reporter at the Washington Post shared that they wouldn't have graduated from high school if they hadn't gone to schools that invested time and resources in helping them deal with the things going on in their lives outside of school (Strauss, 2016). SWPBS is a framework of supports that addresses these needs. The areas addressed by SWPBS include school-wide interventions, classroom engagement, non-classroom, family involvement, and individual student supports for those not responsive other strategies (Sugai & Horner, 2009).

Implications for action. The findings of this study have implications for educators and policy makers, specifically those educating high school students and monitoring high school graduation rates. The results of the current study indicated a positive relationship between the implementation of SWPBS and graduation rates. Findings also support a somewhat positive impact on the number of ISS's assigned to students, which results in additional time spent in the classroom for those students. At the high school level, earning credits and graduating are significant milestones critical to educators and families alike.

One possible explanation for that lack of a more significant relationship between SWPBS and ISS and OSS is attrition of staff members at GHS. Though changes in faculty are a natural part of growth and change at a high school, it could have impacted the effect of the professional development provided to the staff. According to Putnam et al., (2009) all staff members, including support staff, need continual professional development in the basics of SWPBS implementation and systems change.

Continued monitoring of the effectiveness of SWPBS at the high school level is imperative. However, simply having data is insufficient to guide successful SWPBS implementation (Putnam et al., 2009). District leadership teams must continue to select and organize their evidence-based practices and interventions into an integrated continuum that is supported by a team leading the effort (Sugai & Horner, 2009). As shared by Putnam el al. (2009) an effective data system provides the right information to the right people in the right format at the right time. Additionally, information regarding the reason for student absences and for the incidence of disruptive behavior in high school is needed. Teams must embed practices involving SWPBS into their daily work

and habits and demonstrate ongoing investment in the process to initiate or continue success.

It is a significant task for educators to figure out how to give students in high poverty schools an equal shot at opportunity. Recent graduation data, supported by this study, suggest they are succeeding in some schools (Strauss, 2016). Graduation rates have increased during the last five years. It is imperative that efforts continue and supports expand at the high school level. Evidenced in recent research, students may need to be taught to monitor their own progress and recruit help when they need it (Flannery & Kato, 2017). The findings of this study encourage increased student feedback and involvement in the implementation of SWPBS at the high school by increasing their involvement in the implementation and on-going assessment of SWPBS. Empowering high school students to be proactive and involved in positive steps to impact their future will positively impact students, classrooms, and communities.

Recommendations for future research. This researcher examined the effect of the implementation of SWPBS, including the use of a recovery room on graduation, attendance, and suspensions. The results of this study indicated evidence for the need to conduct further research to strengthen the findings that there is a relationship between SWPBS and graduation and suspensions at the secondary level. A positive impact on graduation was found with the implementation at one high school. Additional research would provide context and added results. A need is also evident to further investigate the relationship between SWPBS and attendance to determine if a relationship is established when considering different or additional variables. The researcher recommends replicating this study in other high school environments that are similar to the

environment in this study to provide additional information. Adding variables such as office referrals or a longer time span could provide additional insight and information for high schools pursuing SWPBS. It is also recommended that research be conducted at multiple high schools within the same school district to investigate inherent differences that may occur at the building level when implementing SWPBS. The researcher suggests the addition of a staff and student survey to expand understanding of success and areas in need of improvement within the implementation process. Feedback from staff and students could enhance the understanding of the data examined and provide relative perspective from those in the midst of implementing SWPBS. Continued research at the high school level in conjunction with SWPBS is crucial to inform practices and continue increasing positive outcomes supported by this study.

Concluding remarks. The purpose of this research was to determine if SWPBS implementation had an effect on high school graduation, attendance, and suspensions. Reactive and exclusionary approaches to discipline are common in secondary schools but do not improve behavior or ensure safety. A tiered strategy that combines response to intervention with positive behavior support is more effective (Sprick, 2009). The research from this study strengthens the evidence that there is a relationship between the implementation of SWPBS and graduation rate data and the number of student suspensions. Increasing the number of students that experience the success of graduation has positive impacts that reach far beyond the classroom or school. Creating additional opportunities for learning by reducing suspensions supports positive strides towards increased student achievement and post-secondary success. Based on the relationship between SWPBS and graduation, educators and governing agencies should accept the

responsibility of moving forward with efforts that support continued implementation of

SWPBS at the secondary level.

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Appendices

Appendix A: Commonalities between BIST & SWPBS

Commonalities between BIST & SWPBS

BIST Pyramid

Tier 3
Care Team Planning
FBA
SPED/504 Evaluation

BIST Pyramid

Tier 2
Practicing Skills
Individual Triage
Adult Collaboration
Student Planning-small-group/individual

BIST Pyramid

Tier 1
Student Evaluation
Proximity
Structure
Procedures
Routines
Praise
Common Area Expectation
Student Conference
Classroom Triage
Class Meetings
Think Sheets processing

Central pyramid

Red (Tier 3):
-Replacement behaviors
-Intensive, Individualized student planning (CARE/GLST)
-Additional staff support
-Assessment –based
-Use of recovery room (if needed or available)

TIER 3- building upon tier 1 & tier 2

Yellow (Tier 2):
-Skill specific triage   -Skill re-teaching
-High efficiency   -Rapid response
-Evaluate environment   -Restrictions/Protections
-Assessment –based   -Differentiated Instruction
-Self monitoring sheet
-Counseling (individual/small group)
-Data driven student planning (CARE/GLST)
-Use of recovery room (if needed or available)

TIER 2 – building upon tier 1

Green (Tier 1):
-Preventative/Proactive   -All Students
-Structures   -Procedures
-Data Collection   -Routines
-Praise/Recognition   -Classroom Triage
-Class Meetings   -Common Language
-Teacher/Student Relationships
-Common Area Expectations

Tier 1

SWPBS Pyramid

Tier 3
Intensive, Individual, Intervention
Individual Students
Assessment-based
Intense, durable procedures

SWPBS Pyramid

Tier 2
Targeted Group Intervention
Some students (at-risk)
High efficiency
Rapid Response

SWPBS Pyramid

Tier 1
Universal Intervention
All Students
Preventative
Proactive

Appendix B: Interventionist Role

Interventionist's Role in School

At times the role of the interventionist has been misunderstood by staff and because of the broad spectrum of the duties, it is sometimes hard to summarize. Here is something to share at your back to school meetings or in a bulletin for staff to know and understand their role.

The interventionist's role is the "behavior hub" in the school. They should be the "go to" person for questions about SW-PBS, BIST, CARETeam/GLST process, and individual student plans.

Interventionists may be seen supporting students both proactively (to prevent problem behaviors) and reactively (as a result of problem behaviors).

Proactively, interventionists may be seen teaching/reteaching SW-PBS lessons to small groups or individual students; triaging, or checking in with students at designated times during the day; celebrating with or providing reinforcement time for students who have met their behavioral benchmarks; providing movement breaks or contribution opportunities for students; supervising students; and/or practicing appropriate behaviors with students.

Reactively, interventionists may be seen waiting for students to respond appropriately; escorting students to a designated area; processing with students; practicing apologies and interactions with teachers and students; providing breakfast, lunch, or recess plans; responding as part of the crisis team for the school; supervising students; and/or as a regular part of the CARE Team/GLST process.

All interactions with students are also documented by the interventionist via Google Drive and parent contacts as well as minor and major (outside of suspendable incidents) entered into SISK12. They may also be emailing teachers and other staff or typing up plans following a meeting.

Appendix C: Introductory Cardinal Cash Lesson Plan

GREENE HIGH SCHOOL
What is PBS?

Our PBS Core Values

Cardinals Say…

- *BE RESPECTFUL*
- *BE RESPONSIBLE*
- *BE PREPARED*
- *BE SAFE*

What is PBS?

Positive Behavior Support is…
- a positive behavior management process to create safer and more effective schools.
- a system of clear, school-wide expectations with consequences and incentives.
- intervention when you need help.
- recognition and celebration for your ***successes***!

What does PBS do for YOU?

- Students are recognized and praised for positive behaviors.
  - Examples: tangible rewards, snacks, opportunities to participate in special events, parties, drawings, etc.
- Students receive interventions to help them refocus their unsuccessful behaviors.
  - Advisory, tutoring, conferences, reflection, interventionist support, counseling, and administrative supports.

How does PBS work?

- All students follow the same set of rules and expectations throughout all areas in the building.
- These rules and expectations are displayed as a matrix, which is posted in every hallway and classroom, as well as your student planner.
- When students follow the rules and expectations, they are recognized.
- When students do not follow the rules, there are planned consequences to help them get back on track.

Student Expectation

What is CARDINAL CASH?

PBS
Cardinal Cash

Presented to

for displaying great Positive Behavior Support of
being Responsible, Respectful, Prepared, and Safe

Redeem Cardinal Cash for an account HR

and in your teacher's HR

Presented by:

What is CARDINAL CASH?

- Cardinal Cash is an _incentive_ to reward students who demonstrate the 4 PBS Core Values at RSHS:
  - *PREPARED, RESPECTFUL, SAFE,* and *RESPONSIBLE*
- *Ex: Mr. H. had a new student in class. One girl asked the new student to join her group; she explained Mr. H's expectations and helped the new student get acquainted with the class – Mr. H. thanked the girl for being respectful and gave her Cardinal Cash.*
- *ANY ADULT IN THE BUILDING CAN GIVE CARDINAL CASH!!!*

CARDINAL CASH

Name a few other ways you may be able to earn Cardinal Cash?

Student VOICE!!!

Be sure to show the PBS Team your *VOICE* by using the "PBS FORUM BIN" for questions, concerns, comments, or ideas! We WANT to hear from YOU!!!

Core Values

Please remember:

- Be *RESPECTFUL*
- Be *RESPONSIBLE*
- Be *PREPARED*
- Be *SAFE*

PBS

"You are free to choose, but your are not free from the consequences of your choice."

—Chinese Proverb

Appendix D: High School Academic Incentives and Recognition Program

███ **Educational Foundation**
High School Academic Incentives and Recognition Program
Program Clarification – ████████

- **Funding -** ████ per high school
- **Recognition Frequency**
  - Trister celebrations will be held approximately two weeks after the end of Tristers 1, 2, 3 and 4
  - Final celebration after the end of Trister 5 will have larger rewards and will last longer
- **Criteria for Recognition**
  - **Grades**
    - Trister GPA = 3.0 or higher
    - Beginning with Trister 2 – Increase GPA by .28 comparing Trister to Trister
    - Minimum GPA Required = 1.0
  - **Attendance**
    - Less than or equal to 1 day of absence within the Trister (unexcused & excused)
    - 3 Tardies or less within the Trister
  - **Behavior**
    - No in-school or out-of-school suspensions within the Trister
- **Method for Recognition Lists**
  - Generate a PowerSchool report after grades are stored
  - Report will be in Excel and will include:
    - All students in the building with all criteria as columns
    - Each student will be marked for each criteria
    - Students satisfying the criteria necessary to attend the celebration will be marked in a final column
- **Final Celebration**
  - Criteria
    - Must be eligible for 3 of the 5 Tristers
    - Students will run through the same criteria for Trister 5 so that the eligibility for that Trister will be included in the eligibility determination for the Final Celebration
    - Students may come to the Final Celebration even if they are not eligible for the 5th Trister as long as they were eligible for 3 of the 5 Tristers
    - This is an extended celebration with ████████ of the incentive money going to this celebration
- **Other Considerations**
  - Principals may decide to hold some rewards for students who have met the Trister criteria to be presented at a school-wide event. This may include events such as pep rallies where the incentive item can be presented in front of the entire student body. This allows for the student in front of his/her peer and "markets" the Foundation's incentive program to the entire student body

Appendix E: Cardinal Cash Lesson Plan

School Store and Drawings

PURCHASE:

- School Supplies
- Gatorade
- Cheez-Its
- Gum
- Granola Bars
- Cardinal Bags
- RSHS License Plate Holders

ENTER TO WIN:

- iPads
- Prom Tickets
- Courtwarming Game/Dance Tickets
- Beats By Dre
- Etc...

Appendix F: IRB Application and Approval Letter

🔱 BAKER
UNIVERSITY

School of education   IRB PROTOCOL NUMBER _____   Date:
Graduate department   (irb USE ONLY)

IRB Request
Proposal for Research
Submitted to the Baker University Institutional Review Board

1.   Research Investigator(s) (Students must list faculty sponsor first)

Department(s)   **School of Education Graduate Department**

        Name   Signature

1. Dr. Harold Frye   _____, Major Advisor

2. Dr. Margaret Waterman   _____, Research Analyst

3. Dr.   _____, University Committee Member

4. Dr.   _____, External Committee Member

Principal Investigator: Bobbi McDougle   *Bobbi McDougle*
Phone: (816) 728-0328
Email: bobbi.mcdougle@gmail.com
Mailing address: 10307 N Wyandotte,
               Kansas City, MO 64155

Faculty sponsor: Dr. Harold Frye
Phone: (913) 344-1220
Email: Harold.Frye@bakeru.edu

Expected Category of Review: _X_ Exempt ___ Expedited ___ Full

II: Protocol: (Type the title of your study)

Impact of School Wide Positive Behavior Supports on Graduation, Attendance, Suspensions, and School Climate in a Suburban High School in Missouri

Baker University Institutional Review Board

June 15, 2017

Dear Bobbi McDougle and Dr. Frye,

The Baker University IRB has reviewed your research project application and approved this project under Exempt Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at EMorris@BakerU.edu or 785.594.7881.

Sincerely,

Erin R. Morris

Erin Morris PhD
Chair, Baker University IRB

Baker University IRB Committee
    Joe Watson PhD
    Nate Poell MA
    Susan Rogers PhD
    Scott Crenshaw

Appendix G: District S Approval Letter
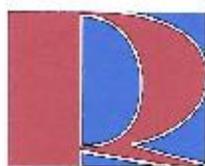
6608 Raytown Road • Raytown, MO 64133 • Phone: 816 268 7000 • Fax: 816-268-7029

Kim Bielawski
Assistant Superintendent
of Special Services
kim.bielawski@raytownschools.org

September 1, 2015

To Whom It May Concern:

I am writing this letter on behalf of Ms. Bobbi McDougle. Ms. McDougle is currently working in Raytown School District as a Special Education Coordinator. She is currently completing her doctorate and has presented me with an idea for her study. Ms. McDougle has chosen to research the impact that PBIS and a Recovery Room have at high school level.

As the Special Education Coordinator at South High School, she will have access to data that will provide her comprehensive information for the 2 high schools in Raytown. I have given my approval for this study and am excited to hear the data as she works through this research project.

Please contact me if I can be of any further assistance.

Sincerely,

Kim Bielawski