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Teacher Perceptions and Implementation of Positive Behavior Support in Urban Language Immersion Schools

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TEACHER PERCEPTIONS AND IMPLEMENTATION OF POSITIVE BEHAVIOR

SUPPORT IN URBAN LANGUAGE IMMERSION SCHOOLS

By

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Table of Contents

Abstract

Teachers at every level of schooling recognize the need for establishing a positive learning environment. Creating this type of classroom is a worthwhile but elusive goal due to ineffective approaches to managing student behavior. This is a common challenge for teachers and schools of every kind and every level but may be magnified for schools with specialized missions, such as language immersion schools.

This dissertation examines teacher perceptions of a classroom management and behavior support system called Positive Behavior Support, or PBS, specifically within urban language immersion schools. Research questions explored include: 1) In what ways do teachers at urban, language immersion schools comprehend, support and utilize the PBS system? and 2) How do teachers' understandings of PBS and adapted classroom management practices match (or not) the PBS goals of the school?

I surveyed lead teachers (n=28) at two language immersion elementary schools and completed a qualitative case-study examination of two teachers at one Spanish Immersion Elementary School (SIES); data included semi-structured interviews, observations in classrooms and an examination of PBS documents and artifacts.

Major findings from this study show that SIES teachers are informed of, and involved with, the school's particular version of PBS and they are confident about the actual and potential benefit PBS offers in their own classrooms and throughout the school. SIES teachers have (1) made a conscious effort to utilize the school's implemented version of PBS, (2) prioritized the school's goals and definition of PBS, and simultaneously, (3) thought and acted in ways demonstrating they had the flexibility to change the school's approach to PBS to better fit their classrooms' needs. Teachers feel

PBS has allowed them to develop better interaction with students, in particular, but also with parents and even other teachers. Finally, while teachers have identified a large number and type of PBS-related school improvements, they have also experienced difficulty when it comes to utilizing PBS in their unique immersion and urban contexts.

Chapter One: Introduction

This dissertation study began as an idea during my tenure as a middle- and high-school foreign language teacher. As a secondary teacher I was interested in creating a positive classroom environment and maintaining a classroom management style that encouraged students to proactively and personally take responsibility for their behavior and performance in class. After four years of teaching I implemented Total Physical Response (TPR) and Total Physical Response Storytelling (TPRS) in my foreign-language classroom which had a major impact on my students and me, as a teacher, as it not only changed how I taught and how students learned but, indirectly, how they were able to manage their own behavior as well. This helped me begin to think about how supporting positive student behavior in a foreign language classroom might be different from doing the same in other subjects.

For the past three years I have had the opportunity to work as a research assistant with significant involvement in organizing data and observation centered on the classroom management challenges at two neighboring urban language immersion elementary schools, which represent the sites for the current study: Spanish Immersion Elementary School (SIES) and French Immersion Elementary School (FIES).[1] This experience furthered my interest in finding out how teachers in language classrooms can be more productive and become more successful with supporting positive student behavior. Through this study, I addressed the multi-dimensional classroom management challenges faced by an urban language immersion elementary school. I also described the relatively small body of literature in the area of convergence between classroom

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[1] Pseudonyms

management and urban language immersion schools and the absence of research on these

issues in combination with the Positive Behavior Support (PBS) approach.

An Overview of the Classroom Management Literature

The challenges facing urban schools in the area of behavior management are numerous

and have been well-documented (Brown, 2004; Bucalos & Lingo, 2005; Marx, 2001;

Turner, 1993). The number of programs used to address these challenges are nearly as

prevalent as the problems and challenges themselves (Macciomei, 1999; Turnbull et al.,

2002). Despite the widespread documentation of such challenges and the myriad

programs available to address them, many urban schools continue to face significant

behavior management problems (Brown, 2004; Bucalos & Lingo, 2005; Marx, 2001;

Milner, 2004; Turner, 1993). The continued difficulty in dealing with behavior issues in

urban schools has led the researcher to conclude that relevant research can be gathered

into three interconnected areas: (1) culturally relevant classroom management (CRCM)

which adopts a cultural focus to address challenges in urban schools, (2) analyzing the

characteristics of successful teachers of urban students, and (3) examining the

relationship between urban teachers and students.

Every school, according to the purposes and objectives of its mission, must

evaluate and determine the guidelines for how teachers manage behavior. Language

immersion schools, many of which provide instruction completely in a foreign language

in the early grades (Center for Applied Linguistics, 2011), face unique issues (Curran,

2003). Though still somewhat rare in the U.S., have expanded significantly by number,

type and location, from zero in 1971 to 448 in 38 states in 2011 (Center for Applied

Linguistics, 2011). This total is comprised of all known language immersion programs

(one-way, two-way, etc.) by the Center for Applied Linguistics, categorized as pre-schools (97), elementary (337), middle (128) and high schools (41), where schools with more than one level (e.g., K-8 or K-12) were included in all relevant categories. The language immersion focus brings with it a whole new set of behavior management challenges for these schools. The challenges are numerous and multilayered but one of the most prominent could be the prevalence of foreign certified teachers who may have little training in classroom management techniques, who may have limited English proficiency, and who may not have the same type of authoritative approach to running a classroom as many U.S. teachers, especially U.S. teachers working in urban schools (Horowitz, 2005).

Another serious challenge in the area of behavior management for language immersion schools specifically is the fact that most students, of a new language, experience some difficulty with the academic demands and stress of interacting and learning in an unfamiliar language environment (especially those in immersion situations) (Slapac & Dorner, 2013). This type of frustration can lead to behavior problems. When students struggle academically, they are more likely to develop problem behaviors maintained by escape/avoidance of academic demands (McIntosh, Chard, Boland, & Horner, 2006; Preciado, Horner, & Baker, 2009). Off-task and disruptive behavior often occurs when the curricular expectations are not appropriately matched with the current skill levels of students (Preciado et al., 2009). This can be an excessively difficult demand for many teachers fluent in the target language but who are working with young students who progress in the language at very different rates.

Based on my previous observations in both the French Immersion Elementary School (FIES) and the Spanish Immersion Elementary School (SIES) and according to Slapac and Dorner's (2013) research conducted at these schools, there is a need to assess the way in which teachers understand and incorporate classroom management strategies in their classrooms, especially now that SIES has adopted the schoolwide PBS approach. A careful examination of culturally relevant classroom management (CRCM) strategies and classroom management practices in language immersion schools such as the Positive Behavior Support (PBS) model is needed. Also important to understand is the relationship between urban teachers and their students and the characteristics of successful teachers in urban schools; this information helps provide important context for this study and the intersection of these issues.

Positive Behavior Support is a new model at SIES. It was introduced at this school officially in August, 2012 after a ten-month research and implementation period by the school district's administrative team and the SIES- and FIES-comprised PBS implementation team. According to the principal, this decision was made due to increasing concern about behavior management and disciplinary policies at the school from both educators and families. It is valuable to understand the impetus for this program as it provides context for how it is currently being implemented and received by teachers. A greater awareness of how teachers continue to interact with this approach in their classrooms is beneficial to the school's administration, the PBS implementation team (comprised of administrators and teachers) and the teachers themselves. First and foremost, this research benefits these particular language immersion schools. Yet, the

results of this study should also help other schools identify possible areas of improvement related to classroom management and PBS.

Since there is a dearth of literature in the area of classroom management in language immersion schools, this study adds to the body of literature on this topic, specifically in the area of adaptation and use of the PBS model. The context of the research locations provided information-rich case-study opportunities which fostered a deeper understanding of how teachers at these unique schools perceived, used and adapted this new approach to supporting positive student behavior.

Research Purpose

The goal of this study was to examine the perceptions of teachers in an urban, charter language immersion school toward the newly implemented behavior support system, PBS. Teacher understanding, adaptation and use of the PBS approach was measured and analyzed, focusing on the following questions: 1) In what ways do teachers at urban, language immersion schools comprehend, support and utilize the Positive Behavior Support system? 2) How do teachers' understandings of PBS and adapted classroom management practices match (or not) the PBS goals of the school?

The unique issues facing urban language immersion schools with regard to ensuring appropriate student behavior and establishing a comprehensive and productive behavior management program demonstrate the need for specialized research. Due to the relative recent rise and increased popularity of language immersion schools, this type of research is exploratory and an emerging area of study, especially as it relates to such schools in urban areas. This study documented teacher appropriation of PBS as a classroom management tool, including some of the difficulties, challenges, benefits and rewards of using this approach. Sharing findings encourages further interaction between teachers and administrators to identify the PBS needs of teachers as well as areas in need of reconsideration and adjustment to fully develop teacher understanding and utilization of PBS.

Clarifying Terms

This study employed the following terms extensively throughout:

Positive Behavior Support – PBS, also known as Positive Behavioral Support or Positive Behavior Interventions and Supports (PBIS), is a system of supports that has been shown to result in more productive, preferred, and healthy lives for recipients (Dunlap, Sailor, Horner & Sugai, 2011). PBS has four core, defining features: (a) application of research-validated behavioral science; (b) integration of multiple intervention elements to provide ecologically valid, practical support; (c) commitment to substantive, durable lifestyle outcomes; and (d) implementation of support within organizational systems that facilitate sustained effects (Dunlap, et al., 2011). When PBS is employed in schools it is sometimes referred to as:

Schoolwide Positive Behavior Support –SW-PBS, is a term often used interchangeably with PBS and PBIS but it more narrowly refers to a program of behavior support as applied schoolwide. It is specifically focused on ways to establish the social culture and individualized behavior supports needed for a school to be a safe and effective learning environment for all students (Sugai & Horner, 2011). It is the systematic and formal consideration of (a) measurable academic and social behavior outcomes, (b) information or data to guide decision-making and selection of effective behavioral interventions, (c) evidence-based interventions that support student academic and social behavior success, and (d) systems supports designed to increase the accuracy and durability of practice implementation (Sugai & Horner, 2002a; Sugai & Horner, 2011; Sugai, Horner, & McIntosh, 2008). Although PBS is the term that will primarily be used throughout this paper, it will be used synonymously with SW-PBS, with the specific schoolwide emphasis.

One-Way/Total Language Immersion Schools– Programs in which all or almost all subjects taught in the lower grades (K-2) are taught in the foreign language; instruction in English usually increases in the upper grades (3-6) to 20%-50%, depending on the program (Center for Applied Linguistics, 2011). The school under study is an example of the one-way language immersion design.

Urban School –School located inside urban areas which, as defined by the U.S. Census Bureau (2001), have "core census block groups or blocks that have a population density of at least 1,000 people per square mile and surrounding census blocks that have an overall density of at least 500 people per square mile" (p. 1) and an overall population of at least 50,000 people (U.S. Census Bureau, 2012).

Since education literature also uses the phrase "urban school" to connote poor, minority, and English Language Learner (ELL) families, I also include the demographics of the two schools involved:

Spanish Immersion Elementary School (SIES) – Total enrollment for the 2012-2013 school year was 370 students. This total is comprised of 212 African-American students (57.3%), 85 Caucasian students (23.0%), 63 Hispanic students (17.0%), 2 Asian students (0.5%), and 8 students in the ethnicity classification of "other" (2.2%). 208 students qualified for Free and Reduced Price Lunch (56.2%).

French Immersion Elementary School (FIES) – Total enrollment for the 2012-2013 school year was 329 students. This total is comprised of 191 African-American students (58.1%), 122 Caucasian students (37.1%), 9 Hispanic students (2.7%), 1 Asian student (0.3%) and 6 students in the ethnicity classification of "other" (1.8%). 178 students qualified for Free and Reduced Price Lunch (54.1%).

With an understanding of key terms, an overview of the literature, a general description of the study, and an introduction to the research questions examined by this study it will now be possible to explore each of these areas in more detail. Specifically, the following chapter offers a review of the literature in the areas of Positive Behavior Support, language immersion schools and urban schools. Chapter Three discusses the study's qualitative case study approach, outlining the data analysis process and the data collection tools including a descriptive survey, teacher and principal interviews, classroom observations and PBS document analysis. Chapter Four proceeds with the presentation of the results of the study, focused around the two primary research questions driving the study: 1) In what ways do teachers at urban, language immersion schools comprehend, support and utilize the PBS system? And, 2) How do teachers' understandings of PBS and adapted classroom management practices match (or not) the PBS goals of the school? Finally, Chapter Five offers discussion of the major findings and central interpretations of the data and concludes with suggestions for future research.

Chapter Two: Review of Literature

In examining educators' understanding, support and use of the PBS model there are several important and divergent themes that need to be explored before a proper understanding can be developed. The central theme focuses on the specific school-wide behavior support system, PBS, its SIES-specific structure and how complementary this particular approach is to the unique characteristics of this school and the singular challenges it faces. The unique combination of urban and language immersion schools is a second theme and one that must be separated into two sub-themes (urban schools and language immersion schools) and addressed from both angles since there is little research on the convergence of these two types of schools in the area of classroom management.

Positive Behavior Support

Over the past thirty years Positive Behavior Support has become one of the most widely-utilized behavior support and management approaches in U.S. schools (Dunlap et al., 2011), having been implemented in over 20,000 schools across the country (Center on Positive Behavior Interventions & Supports, 2014). The two main goals of schoolwide PBS are to positively support teaching and learning environments so that the academic outcomes are maximized and to formalize the school and classroom organization and operation so that a positive social culture is established (Sugai & Horner, 2011). It is this approach to systematic school-wide behavior support that two language immersion schools chose to implement in 2012 to help address the aforementioned behavioral problems. In order to understand the PBS context, how these schools utilize PBS, and how the teachers relate to and adapt PBS in their own classroom contexts, it is important

to first examine the more general PBS approach and then survey SW-PBS, which, from a

historical viewpoint in the literature, is drawn from PBS.

      PBS as an approach. PBS is a decision-making framework that guides selection,

integration, and implementation of evidence-based behavioral practices. PBS emphasizes

positive interactions and decisions that enable recipients to participate fully in day-to-day

life (Dunlap, et al., 2011). The most common forms of PBS today offer "a comprehensive

approach to preventing emergence of life-restricting behavior through increasing degrees

of positive individualized supports across social systems" (Sailor, Dunlap, Sugai &

Horner, 2011, p. vii). PBS represents an approach to behavior support and management

that addresses all ages from early childhood through adulthood as well as the full

behavior and cognitive spectrum.

      The PBS approach developed out of research in Applied Behavior Analysis

(ABA) and function-based interventions (Dunlap et al., 2011). In 1987, the U.S.

Department of Education established a non-aversive behavior management research

center, based on early PBS research in ABA and function-based interventions. The goal

for the researchers connected to the center was to promote community and educational

inclusion for people with disabilities and functional, non-aversive interventions for

behavior problems (Dunlap et al., 2011; Horner et al., 1990). The first formal iteration of

PBS was presented in 1990 in a paper by researchers associated with the center who

introduced this new, preferable term, "positive behavioral support" (Horner et al., 1990,

p. 126). Research in the area of PBS rapidly expanded in the 1990s and early 2000s

(Luiselli, Putnam & Sunderman, 2002; Sugai & Horner, 1999; Sugai et al., 2000;

Turnbull et al., 2002). Developmental works such as these took the pre-existing theories

of behaviorism and established methods of intervention developed by the ABA and

function-based interventions researchers and turned the focus to "creating and sustaining

school environments that improve lifestyle results (personal, health, social, family, work,

recreation, etc.) for all children and youth by making problem behavior less effective,

efficient and relevant, and desired behavior more functional" (Sugai et al., 1999, p. 6).

Specifically, PBS is conceptualized as a risk prevention system applicable to three

levels of intervention: Primary-tier interventions, which are directed to all members

across all settings and contexts of a specialized social ecology (e.g., a school).

Secondary-tier interventions are directed to individuals of a specific group or aspect of

the total ecology (e.g., a classroom) because their behaviors have been unresponsive to

primary-tier interventions. Tertiary-tier interventions are directed in more individualized

and intensive forms to individuals whose behaviors are unresponsive to secondary- and

primary-tier interventions (Dunlap et al., 2011). There are multiple iterations of PBS and

another common description of the approach focuses more on three levels of

"prevention" and outlines specific percentages associated with each level: The first level,

"primary prevention" is aimed at the majority (80 percent) of a school population and

offers school- and classroom-wide systems for all students, staff and settings.

"Secondary prevention" is aimed at 15 percent of the school population and offers

specialized group systems for students with at-risk behavior. "Tertiary prevention"

targets the remaining five percent of the population and presents specialized individual

systems for students with high-risk behavior (Sugai & Horner, 2002b; Walker et al.,

1996).

   SW-PBS as an approach. Schoolwide Positive Behavior Support (SW-PBS) has

many of the same defining characteristics and practices as PBS, including the three-tier

intervention structure, but it was developed to address the specific social behavior and

discipline needs of schools. SW-PBS originated in the late 1980s and early 1990s due to

renewed interest in improving student social behavior development and implementing

effective behavior management practices (Sugai & Horner, 2011). The renewal of

interest is noteworthy because these issues have long been a source of concern and

discussion as they relate to the field of education and our schools. In fact, both the

general public and educators have rated behavior related issues in the top three concerns

facing the public schools over the last 35 years in the 36th Annual Phi Delta

Kappa/Gallup Poll of the Public's Attitude toward the Public Schools (Rose & Gallup,

2007). Perhaps the renewal of interest is due to recent major national legislative acts

(e.g., Individuals With Disabilities Act [IDEA], which requires as part of the legislation

that students receiving special education services be given PBS strategies before any

other techniques to address challenging behavior, or the No Child Left Behind [NCLB])

or simply, that despite the longstanding concern about behavior-related issues in schools

(e.g., classroom management challenges, disruptive student behavior, poor social

development of students, school safety concerns), such problems have seemingly only

increased in rate and intensity (Sugai & Horner, 2011). To deal with these challenges

many schools formulate reactionary rules that rely on escalating consequences and

punishment to control and deter disturbing or disruptive behavior (Skiba & Peterson,

1999, 2000). SW-PBS was established as an alternative approach, to support social

behavior development and teaching and learning environments of the school for all

students by emphasizing prevention, an instructional perspective, evidence-based interventions, behavioral theory and behavior analysis, and a systems perspective (Sugai & Horner, 2011).

In addition to having behavioral roots, Sugai and Horner (2011) mention SW-PBS has several other defining characteristics: (1) a continuum of behavior support interventions and systems (the three tier model of prevention), (2) an instructional focus (directly teaching social behaviors that increase social and academic success at school), (3) an emphasis on the selection, adoption, and use of evidence- or research-based behavioral practices (using practices that have been tested, replicated, and applied through experimental and quasi-experimental research designs), (4) the adoption of a systems perspective (rather than simply holding group training events, establishing local capacity and expertise, majority agreements and commitments, high levels of implementation readiness, high fidelity of implementation, and continuous implementation and outcome evaluation, (5) the collection and use of data for active decision-making (to determine if defined practices are being implemented with fidelity and if those practices are having a positive impact on student outcomes.

Research in the area of PBS. Extensive research on how PBS has been implemented, how it functions and the levels of success experienced, in all kinds of schools is available (Handler et al., 2007; Sailor et al., 2006) and the same is true, specifically with regard to PBS and urban schools (Bohanon et al., 2006; Morrissey, Bohanon & Fenning, 2010; Putnam et al., 2011; Warren et al., 2003). There is evidence demonstrating the effectiveness of PBS and that PBS has a positive impact in the area of behavior management and discipline in urban elementary and middle schools. There is

less evidence of such success in high schools (Horner, Carr, Strain, Todd, & Reed, 2002; Morrissey, Bohanon & Fenning, 2010; Sugai, Flannery, & Bohanon-Edmonson, 2005).

Since this study is aimed at examining how teachers use PBS in their classrooms and their perceptions of the approach, it is helpful to be familiar with effective PBS measuring tools. These tools outline the ways and measure the extent to which teachers utilize PBS in schools where it has been adopted. Several such tools have been established and proven useful to schools and evaluators of these programs (Albin, Lucyshyn, Horner & Flannery, 1996; Horner et al., 2004; Simonsen, Sugai & Negron, 2008). Since this study is on teacher understanding, support of and use of PBS structures and not on the implementation process or outcome of PBS in the school, these tools may be used simply to provide context for the observation rubric (Lewis, 2007) that I have adapted (Appendix D) in order to evaluate the ways in which actual teachers' use of PBS matches (or not) the school's own particular design of the approach. In seeking to analyze teacher use of PBS here, it is important for the researcher and readers to remember that this approach is a new and ever-developing method of supporting positive behavior at these particular schools.

Finally, there is little research in the area of how this behavior management approach has been applied in language immersion schools, whether urban or another type. Thus, with regard to this particular study, it is entirely reasonable and helpful to utilize the existing research in the area of PBS and urban schools to foster a greater understanding of the context within which these teachers are working, but there is simply no such benefit in the area of language immersion. Despite the lack of a direct correlation, a helpful context can be developed by examining a few other studies, which

look closely into the phenomenon of how teachers interact with, understand and utilize

PBS in non-language immersion schools. McCurdy, Kunsch and Reibstein (2007) found,

through use of the Intervention Rating Profile (IRP; Martens, Witt, Elliott, & Darveaux,

1985), which is a measure of teacher acceptability, that teachers demonstrated strong

satisfaction with the PBS intervention. The mean score across all teachers involved in

the intervention was 78 (range = 15–90; higher scores denote greater acceptability).

These particular results serve to demonstrate that, despite the mixed outcomes for the

eight students receiving the interventions (four of the students showing successful

outcomes, two showing moderately successful outcomes, and two showing undesirable

unsuccessful outcomes), teachers demonstrated a high level of acceptability of, and

satisfaction with, the PBS intervention. The extent to which these results can be utilized

is limited by the fact that teachers were not the focus of this research and their

perceptions were only minimally investigated (their measured level of "acceptability" of

the PBS intervention).

In a more applicable teacher-focused examination of PBS, also conducted at an

elementary school, Strout (2005) provides significant context and recommendations for

teachers who are going through the process of adopting PBS structures into their

classrooms. She examines the case of a first grade teacher who has recently gone through

the process of implementing PBS in her classroom. Together the researcher and teacher

assert that utilization of the PBS approach can improve student success rates in areas of

behavior and academic success (Strout, 2005). Specifically, she provides

recommendations to teachers with regard to using PBS to strengthen and highlight the

following broad areas: prevention, teaching and maintenance of appropriate behavior.

Based on her findings in the area of preventative strategies, Strout (2005) encourages teachers to (a) keep high traffic areas free of congestion, (b) be sure students can be easily seen by the teacher, (c) keep frequently used teaching materials and student supplies readily accessible, and (d) be certain students can easily see whole-class presentations and displays. In the area of teaching strategies, she suggests teachers (a) create (and allow students to help) rules and guidelines that clearly communicate classroom expectations, (b) create a matrix of rules for each location or context in the classroom, categorized as examples of the schoolwide expectations (and be prepared to add/revise as necessary), (c) instruct students in what the expected behaviors are in the same manner as they provide instruction in how to read and how to complete a math problem. Finally, in the area of maintenance strategies, she stresses (a) consistency, (b) proximity control, and (c) student choice (Strout, 2005). Due to the recently-implemented PBS approach in an elementary setting in which Strout researched, her recommendations provide important context and offer significant relevance to this study. The major difference between Strout's research and that of the current study is the addition of an urban, language immersion context. Once again, the broader nature of Strout's research points to the need for this study which expands the field to include the unique challenges facing urban language immersion elementary charter schools and teachers who are implementing PBS in their classrooms.

PBS and reward systems. Not all of the research in the area of Positive Behavior Support is "positive" and there is extensive and widely-respected research pointing to alternative methods of classroom management that offer distinctly different philosophies. It is beyond the scope of this literature review to examine all of the

competing and alternative approaches to classroom management but the Child

Development Project (CDP), or its more recent iteration, the Caring School Community

(CSC), is one such example which provides excellent context for the rest of this section

related to the idea of rewards and behavior, and even offers some significant overlapping

context for the subsequent "Urban Schools" section of the literature review. CDP

became CSC in 2004, having developed and originated from:

> research supported claims that students' academic, social, and ethical
>
> development benefit from: caring school communities, having their psychological
>
> needs for autonomy, belonging, and competence met; having a better sense of
>
> "connectedness" to schools; cooperative rather than competitive learning
>
> environments; and social support and guidance from teachers in formal and
>
> informal learning situations. (U.S. Department of Education, 2006, p. 2)

One of the ways in which CDP became so popular with teachers and schools

across the country is through the publication of Marilyn Watson's (2003) influential

book, *Learning to Trust: Transforming Difficult Elementary Classrooms through*

Developmental Discipline, in which the author works with a classroom teacher to do what

the subtitle proposes and highlights the urban school's use of CDP in its efforts to

manage student behavior. An idea central to Watson's (2003) work is based on Nel

Noddings' writing in the area of caring and ethical education, or what Watson refers to as

"Developmental Discipline". Watson (2003, p. 4) states that Developmental Discipline

stresses teachers:

- Form warm and caring relationships with and among their students

- Help their students understand the reasons behind classroom rules and

  expectations

- Teach any relevant skills the students might be lacking

- Engage students in a collaborative, problem-solving process aimed at stopping

  misbehavior

- Use non-punitive ways to externally control student behavior when necessary

These important aspects were developed from Watson's (2003) research and

experience working with children prone to misbehavior who, she writes, "are bound to

feel coerced and alienated when their teachers try to curb their unacceptable behavior

with punishments" (p. 3). Thus, it is evident that a central tenant of CDP, CSC and

Developmental Discipline is a focus on finding alternative ways of stopping misbehavior

and avoiding the use of more traditional rewards and punishments. In the forward to

Learning to Trust, Alfie Kohn highlights this difference, stating that it is a "…myth that

we simply must resort to bribes ('positive reinforcement'), threats ('consequences'), and

other instruments of coercion in order to deal with angry, resistant students" (p. xv).

The information on CDP, CSC and Developmental Discipline is helpful in

demonstrating that PBS is not the only well-established and popular approach to behavior

management, but more importantly, to provide valuable context in the discussion of PBS

and reward systems. It would be an oversimplification of PBS, and in truth, inaccurate,

to assert that PBS relies primarily on an external positive reward system to support

behavior, but there is a dimension to this approach that lends itself to be used in just such

a way. Due to the omnipresent viewpoint that sees PBS as a modified positive reward

system and as additional explication of why this is not an appropriate or beneficial

understanding, Deci and Ryan's (1980) influential Cognitive Evaluation Theory (CET) is

presented. It, too, provides valuable context, as it was originally designed to explain

positive and negative reward effects on intrinsic motivation. The authors explain CET

from a psychological perspective:

> Events that decrease perceived self-determination (i.e., that lead to a more
>
> external perceived locus of causality) [including the offering of rewards, the
>
> delivery of evaluations, the setting of deadlines] will undermine intrinsic
>
> motivation, whereas those that increase perceived self-determination (i.e., that
>
> lead to a more internal perceived locus of causality) will enhance intrinsic
>
> motivation….Finally, rewards (and other external events) have two aspects. The
>
> *informational* aspect conveys self-determined competence and thus enhances
>
> intrinsic motivation. In contrast, the *controlling* aspect prompts an external
>
> perceived locus of causality (i.e., low perceived self-determination) and thus
>
> undermines intrinsic motivation. (Deci, Koestner, & Ryan, 2001, p. 3)

As mentioned previously, since PBS does feature positive feedback and can offer

reward systems as part of agreements and interventions, a controlling aspect can be

associated with this approach. This is not a desired effect of the approach, as can be seen

from the earlier description of the origins of PBS from non-aversive interventions to

problem behavior but the approach has the potential to be used in such a way by teachers

and administrators who are less familiar with its origins and with Deci and Ryan's (2001)

research on motivation and rewards systems. With regard to the potential rewards often

associated with the PBS approach, even CET wouldn't denounce all types, however:

Verbal rewards typically contain explicit positive performance feedback, so CET predicts that they are likely to enhance perceived competence and thus enhance intrinsic motivation….Nonetheless, verbal rewards can have a significant controlling aspect leading people to engage in behaviors specifically to gain praise, so verbal rewards have

the potential to undermine intrinsic motivation. The theory therefore suggests that the interpersonal context within which positive feedback is administered can influence whether it will be interpreted as informational or controlling….An interpersonal context is considered controlling to the extent that people feel pressured by it to think, feel, or behave in particular ways. Verbal rewards administered within such a context are thus more likely to be experienced as controlling rather than informational. (Deci, et al., 2001, p. 4)

Thus, it is imperative that teachers and administrators who use PBS understand how important the interpersonal context is upon the success of the approach and whether students consider positive feedback informational or controlling.

This is not necessarily the case with tangible rewards which, according to CET, is generally considered to be controlling, no matter the interpersonal context:

Unlike verbal rewards, tangible rewards are frequently offered to people as an inducement to engage in a behavior in which they might not otherwise engage. Thus, according to CET, tangible rewards will tend to be experienced as controlling, and as a result they will tend to decrease intrinsic motivation. (Deci, et al., 2001, p. 4)

The overarching Cognitive Evaluation Theory is important in cautioning teachers and administrators who see PBS simply as a well-developed positive reward system. Whether within the PBS approach or not, Deci et al. (2001) suggest practitioners "focus more on how to facilitate intrinsic motivation, for example, by beginning from the students' perspective to develop more interesting learning activities, to provide more choice, and to ensure that tasks are optimally challenging" (p. 15).

Since the two main goals of PBS are to "positively support teaching and learning environments so that the academic outcomes are maximized and to formalize the school and classroom organization and operation so that a positive social culture is established" (Sugai & Horner, 2011, p. 311), the following brief summary of the extensive results from Deci and Ryan's meta-analysis of studies on motivation is especially relevant:

….Contexts supportive of autonomy, competence, and relatedness were found to foster greater internalization and integration than contexts that thwart satisfaction of these needs. This latter finding, we argue, is of great significance for individuals who wish to motivate others in a way that engenders commitment, effort, and high-quality performance. (Ryan & Deci, 2000, p. 76)

In summary, the interpersonal contexts and PBS's "consideration of each individual's well-being and overall quality of life" (Bradley, 2011, p. vi) and the intrinsic motivation with which students approach a subject must remain a priority for practitioners of PBS. This is opposed to a large system of external rewards which can become an easy modification and a watered-down version of Positive Behavior Support.

Language Immersion Schools

The claim that immersion schools have a unique and powerful effect on students and their behavior is an important yet relatively unexplored topic. In this study it is an essential understanding and is explained in the limited research on the connection between classroom management and language classrooms (Curran, 2003; Fortune, 2011; Preciado et al., 2009; Slapac & Dorner, 2013; Wright, 2005). Also, the convergence of language immersion and classroom management represents a distinctive context in which to study PBS and teacher perceptions and implementation of the approach. The broad research base focusing on the connection between academic difficulty and classroom management is also helpful. It is a well-established and well-researched phenomenon that when students struggle academically, they are more likely to develop escape and avoidance problem behaviors (McIntosh et. al., 2006). Moore, Anderson, and Kumar (2005) found that inappropriate expectation levels in terms of academic demands increase the likelihood of misbehavior. Preciado et al. (2009) also conducted important research demonstrating that when academic expectations are not correctly matched with the current skill levels of students, behavior problems will result.

Curran (2003) also provides direct support for the assertion that language immersion environments have an important impact on student behavior and present special challenges to teachers. She describes a number of "natural responses (e.g., boredom, attention-seeking behavior, first language use, silence, and fatigue) that occur when our students participate in interactions in which they are not proficient in the language" (p. 335). The extant research demonstrates the effects of immersion on classroom management, which are more widespread than initially thought.

More applicable to this study is the research by Slapac and Dorner (2013), which

analyzes the classroom management challenges that surface in bilingual environments,

specifically in total language immersion settings. This case study focused on a

kindergarten class and teacher at the French Immersion Elementary School (FIES). Such

things as the political context, the open-style of the classroom space (FIES was formally

located within a converted warehouse but has since moved; The Spanish Immersion

Elementary School (SIES) remains at this location), foreign teacher training and

background, FIES' language policy (all teachers speak 100 percent in the target

language) and the recent opening of the school itself, presented unique and significant

challenges. Most relevant to the current study are Slapac and Dorner's (2013) finding

that three main factors shaped classroom management in this particular language

immersion environment:

> (a) this was a new charter school, using non-traditional classroom spaces; (b) this
>   school
>
> had a most diverse mix of children and teachers from different racial, ethnic, and
>
> socioeconomic backgrounds; and (c) FIES was trying to do both constructivist
>
> and immersion education without a range of support or training. (p. 269)

These findings are especially important in providing context for the current study

since it also focuses on FIES and its sister school, SIES. Slapac and Dorner (2013) make

a list of specific recommendations based on these findings which have important

implications for this study and for other language immersion schools that deal with

similar challenges:

- …Administrators' analysis of classrooms will help them best understand issues stemming from the building environment or high-stress and emotional moments. Collaborative or participatory action research, with a cycle of observing, reflecting, acting and evaluating, could contribute to professional growth and empowerment for teachers (Hendricks, 2013). Such studies will help educators work against the common notion (here) that *language* was the issue.

- Teachers must learn how to differentiate and implement culturally responsive behavior management, according to their classroom's context as well as students'
  family backgrounds, beliefs, values and cultural norms.

- If hiring native speakers, administrators need to consider the linguistic, cultural,
  racial, and experiential diversity of teachers as well, in order to differentiate and provide appropriate professional development, such as visiting similar language immersion or urban schools for new ideas. Creating communities of practice through professional development or working with other immersion school educators "can give teachers relief from isolation, provide opportunities for conscious reflection and evaluation of teaching, and support teachers' efforts in action research" (Bloom, 2009, p. 84).

- Especially in *new* language immersion settings, communication among all stakeholders (teachers, administrators, parents, and students) is key; teachers can easily get overwhelmed, for instance, while developing new curricula.

Open and sincere communication in formal or informal ways would help

energize the environment and address issues as they arise. (Slapac & Dorner,

2013, p. 270)

Another perspective related to how teachers combine classroom management and

immersion contexts is demonstrated by the research of Horowitz (2005) and Walker and

Tedick (2000). These studies describe how foreign teachers in language immersion

schools can become contributors to the classroom management issues that arise. These

authors mention that the majority of such teachers have had little experience in U.S.

schools and many of them do not even understand why classroom management is a skill

expected of teachers in the United States. Other cultures assume respect for teachers so

authority is unquestioned. Authority in the eyes of U.S. students must be earned;

teachers need to learn how to communicate classroom procedures and expectations to

students (Horowitz, 2005). Walker and Tedick (2000) focus on the fact that many

foreign teachers have to "learn on the job", lack opportunity to build on years of

established practice, and struggle with navigating the complexities of an immersion

classroom.

Another related issue, discussed at length by Horowitz (2005) and Emmer (1994)

is the inability on the part of foreign teachers to identify misbehavior. This may be due to

the language barrier, a lack of training in/understanding of classroom management

(Horowitz, 2005) or varying cultural expectations around "doing school". Emmer and

Evertson (2013) defined the phrase 'withitness' as a "general awareness of the classroom,

which is communicated to students; prompt and correct identification and correction of

misbehavior" (p. 98). Emmer (1994) also suggests that "being unfamiliar with American

schools and adolescents, it [is] difficult for the [teachers] to separate minor misbehavior from appropriate behavior and to determine the seriousness of the misbehaviors; they [are] therefore unable to show appropriate 'withitness'" (p. 96).

A third perspective of classroom management and immersion schools focuses on the parents and families of students attending these schools. Fortune and Tedick (2003) have written widely on the added importance of parental and familial support for students enrolled at language immersion schools. Their research indicates that, even more than at regular schools, parents need to be involved, specifically to provide their children with opportunities to develop their English language and literacy development since this is often not a focus of language immersion schools (especially in total language immersion programs) until upper elementary grades. This is essential because Fortune and Tedick's research (2003) shows that the stronger the development of the native language, the greater the proficiency in the immersion language. This provides an important tie to the previously-mentioned research of Curran (2003), Preciado et al. (2009), McIntosh et al. (2006) and Moore et al. (2005), regarding the connection between classroom management problems and academic difficulty.

Urban Schools

Before examining some specific studies that investigate classroom management in urban schools, it is helpful to gain a broader awareness of other classroom management approaches used in urban settings that are oppositional in nature to the PBS approach. Such an understanding might help clarify the limitations of the particular classroom management approach highlighted in this study.

Culturally Relevant Classroom Management (CRCM). There have been a number of important studies that have investigated the issue of classroom management in urban schools (Brown, 2004; Bucalos & Lingo, 2005; Marx, 2001; Milner, 2004; Turner, 1993). There have also been a number of thorough examinations of the types of programs used to address these challenges (Macciomei, 1999; Turnbull et al., 2002). Culturally relevant classroom management (CRCM) is a continually emerging idea connected to the various classroom management approaches adopted by urban schools. The most significant study of CRCM is Brown's (2003, 2004) direct study of how teachers in urban schools have effectively used CRCM to enhance classroom management. Based on his findings, Brown (2003) proposes three ways to help teachers improve classroom management in urban schools: (1) caring for students, (2) being assertive and acting with authority, and (3) communicating effectively with students.

Further research solidifies Brown's findings and demonstrates that successful urban teachers possess a unique set of characteristics which include being assertive, exhibiting personal power, establishing meaningful interpersonal relationships, demonstrating the belief that all students can learn, holding students' attention, and gaining knowledge of students' cultures (Bondy, Ross, Gallingane, & Hambacher, 2007; Delpit, 1995; Milner, 2004; Thompson, Warren & Carter, 2004; Weinstein, Curran, & Tomlinson-Clarke, 2003). This study relies on this area of research in order to compare how the specific PBS program implemented by these schools enhanced or weakened such characteristics of the teachers.

The research of Ladson-Billings (1994) is related but focuses more on effective teachers of African American students. Since African-American students are

overrepresented in urban schools (Markey et al., 2002), Ladson-Billings demonstrates which aspects of general behavior support systems might be more effective in helping teachers work with their African-American students in particular, but, by extension, with all of their urban students. Ladson-Billings (1994) emphasizes the need for teachers of African-American students to ensure their "psychological safety" (p. 73) and that students excel when they see their teachers as "coaches" who provide a structured and supportive learning environment. This would seem to be good advice for teachers of all types of students but the point, according to Ladson-Billings (1994), is that teachers who are successful in working with urban African-American students establish a particular balance of personal assertiveness, understanding of students' cultures and a safe and supportive teaching style.

Interpersonal relationships. A final sub-theme of the articles on urban schools is the idea that "to teach you is to know you" which McDermott, Rothenberg, and Gormley (1998) used to describe their research about the relationship between inner-city students and their teachers. This study, as well as the previously mentioned work by Brown (2003, 2004), Delpit (1995), and Milner (2004) and that of Bucalos and Lingo (2005) and Howard (2001), reflects the importance of positive interpersonal relationships between the teacher and student. Interestingly, the findings of McDermott et al. (1998) supported Ladson-Billings' (1994) work in some areas (teachers' excellence is at least partially due to their sense of efficacy with children and care for children) but demonstrated quite different results in terms of the importance of excellent urban teachers' political motivation toward education and a high level of cultural responsiveness (these areas were not significant factors for others in the formation and

practice of excellent urban teachers). The authors acknowledge that their "sample might reflect more of a conservative, status-quo point of view about urban education" (p. 18), which also represents an important alternate perspective of excellent urban teachers. Kohn (1996) and Lipton and Oakes (2003) deal with the same topic but from a psychological perspective and focus on traditional, behaviorist approaches that tend not to work as well in urban schools.

Using PBS in urban schools. Since the connection between urban schools and PBS is an essential one in the current study, it is helpful to develop a greater understanding about this particular combination of research areas. There are a number of influential studies on the implementation of PBS in urban schools, which provide important context. Putnam, McCart, Griggs, and Choi (2011) provide a comprehensive compilation of important PBS/urban schools studies and how they are situated within the literature in this area. The key findings of several of these studies are mentioned below.

The first of these is a study conducted by Netzel and Eber (2003) on the development of PBS in an urban elementary school in the Waukegan, Illinois school district, which found that regular SW-PBS self-evaluation is an influential factor in successful PBS implementation. This is of particular significance to the current study which, due to its case study nature, has the side benefit of helping teachers at SIES examine their use and adaptation of PBS. Netzel and Eber (2003) also presented data showing a significant reduction in discipline referrals and suspensions after one year of implementation, which is a common theme throughout the research on PBS and urban schools (Putnam et al., 2011). These common findings help to validate the schoolwide effort to implement PBS at SIES, a school that shares many characteristics with the urban

elementary schools examined in these studies. An important counterpoint question would

be whether the decreased number of referrals and suspensions actually reflect a

corresponding decrease in problem behaviors. In one of the rare multi-year PBS studies,

especially on the effect of PBS on behavior, Dunlap et al. (2010) found that problem

behavior, overall, does diminish after implementation of PBS. Turnbull et al., (2002)

also found similar results. The Dunlap et al. study provides the individual ratings for 21

participants over two years:

> Inspection of these data for Year 1 indicate that 17 of the participants showed
>
> improvement with respect to their problem behavior, 2 were rated as showing no
>
> change, and 2 were considered to have gotten worse. For Year 2, 18 participants
>
> were rated as having improved relative to baseline, 1 was rated as showing no
>
> change, and 2 were rated as having their problem behavior worsen. (Dunlap et
>
> al., 2010, p. 270)

Finally, it is important to note that none of the studies Putnam et al. (2011) examined

focus on language immersion schools, which is how this particular study is uniquely

positioned to add to the literature on urban schools and PBS.

Despite the overall positive tone of the research on PBS in urban schools, the

picture would be incomplete without mentioning the challenges of implementing PBS in

urban schools (Bohanon et al., 2006; Netzel & Eber, 2003; Putnam et al., 2011).

Variables contributing to these challenges may include aspects associated with schools in

urban areas such as large school enrollments, high poverty rates, limited resources, and

highly diverse communities (Bohanon et al., 2006; Markey, Markey, Quant, Santelli, &

Turnbull, 2002; Netzel & Eber, 2003). Markey et al. (2002) suggested that in all urban

environments "there are traditionally underserved communities. These are communities

that are isolated because of racism and poverty, cultural and language differences, and/or

because they are located in densely populated distressed areas" (p. 218). There is

evidence to indicate that many of these variables do indeed, make it more challenging to

implement a sustained PBS program in urban schools (Bohanon et al., 2006; Markey et

al., 2002, Netzel & Eber, 2003; Putnam et al., 2011).

        To combat these issues, there are a number of proactive steps that teachers can

take to help ensure the success of PBS in their classrooms and schools. Tied to the

aforementioned research by Brown (2003, 2004) regarding Culturally Relevant

Classroom Management (CRCM) and that of McDermott et al. (1998) and Milner (2004)

on the relationship between inner-city students and their teachers, is the more specific

PBS-related research of Utley, Kozleski, Smith, and Draper (2002) which emphasizes the

necessity for PBS programs in urban contexts to incorporate multicultural education

principles, and to establish respectful relationships between teachers and students. Sugai

et al. (2000) assert that PBS, as an approach, emphasizes the use of culturally appropriate

interventions and suggest that the individualized learning histories of all students be

utilized and analyzed in order to make behavioral support decisions. From a practical

and schoolwide implementation standpoint, Utley et al. (2002) also discovered that all

stakeholders benefitted from being exposed to:

> multiple segments of performance-based evidence such as video clips that show a
>
> range of student deportment not only in the classroom but also on the school
>
> grounds, in the hallways, cafeteria, and library. By engaging families and
>
> students in reviews of actual student performance, the subsequent dialogue leads

to a broader agreement on what constitutes acceptable student behavior in the

school….Of course, this may mean that teachers and other professionals need to

moderate their standards of student comportment based on the dialogue and

agreed standards of performance. Logically, it means that families and students

need to develop a greater appreciation for the difficulty of managing behavior in

group situations where the degrees of freedom may not be able to be as broad as

they are in family and community settings. (p. 202-203)

Urban schools and classroom management research is wide-ranging but is most

helpful for this study when a focus on CRCM, teacher-student relationships, developing

school-home-community relationships and characteristics of successful urban teachers

are combined with a PBS research emphasis. Incorporating the language immersion

angle adds to the existing PBS/urban school area of study and expands upon the few

studies completed in this unique area (Slapac & Dorner, 2013).

As a whole, this review of the literature representing urban schools, language

immersion schools, and PBS is designed to provide a backdrop for, and a broad

understanding of, the unique situation facing this particular urban language immersion

school which has experienced significant behavior problems and related issues. The

literature points to the substantial challenges urban schools face in general, and helps to

situate this distinctive study within the body of research conducted in the convergence of

these areas. The fact that there is no known research focusing on teacher utilization and

perception of PBS in urban language immersion schools indicates the need for this study,

which built upon the research in each of these three areas but is most helpful in its

specificity and unique approach in bringing all three together. This study focused on

teacher perceptions and adaptation of PBS in urban language immersion charter elementary school classrooms, but a recurring and inextricable aspect of the study was the important notion of how teacher understanding and utilization of PBS affects the behavior of students in these contexts.

Chapter Three: Research Methods

The purpose of this study was to examine the perceptions and practice of teachers in urban, language-immersion elementary schools using Positive Behavior Support (PBS) systems. Teacher use and adaptation of the PBS approach is observed, measured and analyzed. The research was oriented toward the following questions: 1) In what ways do teachers at urban, language-immersion schools understand and utilize the Positive Behavior Support system? 2) How do teachers' understandings of PBS and adapted classroom management practices match (or not) the PBS goals of the school?

This study used a qualitative case study approach, and included a descriptive survey of 28 lead teachers at two neighboring schools, identified as French Immersion Elementary School (FIES) and Spanish Immersion Elementary School (SIES). The two teacher case studies were developed via teacher interviews, classroom observations and artifacts (school PBS documents, teacher PBS documents, teacher rules/procedures matrices, posters and classroom displays) and were informed by principal interviews as well.

Context

The Spanish Immersion Elementary School (SIES), and its neighboring French Immersion Elementary School (FIES), opened in 2009 with kindergarten and first grade classes. One new kindergarten class will be added each year until each grade of the K-5 elementary school is filled. They are urban, public, charter, elementary schools with a wide diversity of students and teachers. Teachers at SIES come from the U.S., many different Central and South American countries, and Spain. At FIES, most teachers come

from the U.S. and France. Over the past two years I have been involved as a Research

Assistant in organizing and coding qualitative data related to classroom management at

SIES and FIES. Slapac and Dorner (2013) initiated classroom research due to the

administration's acknowledgement that some of their new teachers were having difficulty

with managing students' behavior, getting them to transition, and providing instruction.

Several teachers noted the need for a schoolwide model of behavior support and

management. It was through a similar process of observation and reflection by

administration and teachers at SIES that led to the implementation of PBS in the 2012-

2013 school year.

Research Design

This study was constructed using a sequential explanatory case study research

design (Creswell, 1998; Creswell, Plano-Clark, Gutmann & Hanson, 2003; Yin, 2003).

Creswell et al. (2003) states the purpose of the sequential explanatory design is typically

to use qualitative results to assist in explaining and interpreting the findings of a primarily

quantitative study. This study, however, represented an important variation of this

design, as described by Creswell et al. (2003) because "the qualitative data collection and

analysis is given the priority" (p. 227). This is precisely how this study was arranged, as

I used the descriptive survey data to inform the collection and analysis of the much more

central and comprehensive qualitative case study data.

Yin's (2003) definition places emphasis on the method and the techniques that

constitute a case study of this type by asserting that "a case study is an empirical inquiry

that investigates a contemporary phenomenon within its real-life context, when the

boundaries between phenomenon and context are not clearly evident…" (p. 13).

Hartley's (2004) broad definition is supportive: case study research "consists of a detailed investigation, often with data collected over a period of time, of phenomena, within their context…to provide an analysis of the context and processes which illuminate the theoretical issues being studied" (p. 323).

Additionally, Yin (2003) addresses a common concern about case studies: that they provide little basis for scientific generalization. "Case studies…are generalizable to theoretical propositions and not to populations or universes. In this sense, the case study…does not represent a 'sample', and in doing a case study, [the investigator's] goal is to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization)" (p.10).

The second part of the Yin definition is important as it references the reason why a case study method, instead of an experimental design, was advantageous to this particular study: the problem (teacher perceptions of the PBS approach and whether the use of the approach matches the school PBS design) must necessarily be studied "within its real-life context" and cannot be removed from its environment for examination in a laboratory.

Returning to the first part of the definition, Yin highlights the importance of combining methods of case study data collection and analysis:

The case study inquiry: (1) copes with the technically distinct situation in which there will be many more variables of interest than data points, and as one result, (2) relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result, and (3) benefits from the prior

development of theoretical propositions to guide data collection and analysis.

(Yin, 2003, p. 13-14)

The current study fit this description in a variety of ways. In endeavoring to understand

ways in which urban language immersion teachers used, examined, perceived, and

adapted the new behavior support and management system in their classrooms and at

their elementary school, there were innumerable variables to consider (i.e., physical space

of the school, teacher nationality, education, background and experience, students' family

situations and language skills, to name just a few quite divergent examples). Thus, the

study relied on multiple sources of data to triangulate findings:

- survey of 28 lead teachers,

- four semi-formal interviews with the case study teachers at SIES (two each),

- two semi-formal interviews with the principal at SIES,

- classroom observations, and

- archival records and physical artifacts such as school PBS documents, teacher
  PBS documents, teacher rules/procedures matrices, posters and classroom
  displays.

Yin (2003) labels such data collection methods as "sources of evidence for case studies"

(p. 85), thus emphasizing that each case study will produce unique data sets. These

multiple sources and methods are addressed in more detail in the subsequent section on

validity. Finally, Yin's definition mentions that the case study "benefits from the prior

development of theoretical propositions to guide data collection and analysis" (Yin, 2003,

p.14).

My two years of work as a Research Assistant at FIES and SIES provided an excellent opportunity to begin to understand, if not theoretical propositions, at least the beliefs and actions of teachers which helped guide data collection and analysis. The following are the most prominent teacher perceptions which I noticed during this research assistantship work: (a) There is a desire to improve behavior management in classrooms and throughout the school; (b) The school needs a schoolwide behavior support system; (c) Classroom management would improve if there were greater disciplinary consistency throughout the school.

Yin (2003) mentions that the twofold definition demonstrates the "all-encompassing" nature of the case method—"covering the logic of design, data collection techniques, and specific approaches to data analysis" (p. 14). Before turning to a more applied examination of Yin's definition in the subsequent sections on data collection and data analysis, it may be helpful to examine one final part of his definition of case study which provides a direct connection (and thus a nice introduction) to Creswell's definition of a sequential explanatory research design: "case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context" (Yin, 2003, p.1). Yin describes a case study with these particular characteristics as 'explanatory', in contrast to the other main types, 'exploratory' and 'descriptive' (2003, p. 1), which corresponds very well to the initial description by Creswell et al. (2003) of a "sequential explanatory" design.

Access to the setting was organized through the Principal at SIES, who also provided valuable initial help in outlining the school's use of PBS, through an initial

interview focusing on the district-wide administrative research into PBS, the

development of PBS as a behavioral support system, and the work of the PBS

implementation team. She also provided access to school teaching faculty and

classrooms for survey distribution, interviews and observation. Finally, she participated

in a second interview to discuss in detail the school's ongoing implementation and use of

PBS.

Participant Selection

All lead teachers at SIES and FIES (n=31) were invited to complete the survey.

Twenty-eight teachers accepted the invitation (94% of lead teachers at SIES and 87% at

FIES). Two case study participants were selected from the SIES sample through a

process described below. Since I have more knowledge of Spanish then French, I chose

the Spanish oriented school for the case studies to increase my ability to observe and

understand. The setting was ideal due to both schools' recent and ongoing

implementation of the PBS approach; this allowed me to study and document how

teachers understand, utilize and adapt PBS in their classrooms.

Initially, I thought demographic information provided by those teachers willing to

complete the survey would help inform selection of the two case study participant

teachers. I decided, however, that it was more important to maintain the anonymity of

the survey participants and to simply request they submit their contact information

(tendered at the same time but separate from the submitted survey) if they were interested

in participating in the case studies. Through this process three participants volunteered.

Using the school's teacher demographic information and a short response form

completed by all three volunteers, I selected the two participants with the most diverse

backgrounds in the areas of teaching experience, country of origin, grade level taught, and teaching experience at SIES. Another central factor in the participant-selection process was that one of the volunteers had a specialist teaching role and worked with a variety of grade levels. This volunteer's situation offered both advantages and disadvantages but it was determined, in conjunction with the factors mentioned above, that the teaching and learning differences (multiple classrooms, multiple grade levels, single-subject focus) would not be as conducive to the study as the other two volunteers. The FIES lead teachers were not selected as case study participants due to differences in PBS implementation (a joint focus with the Love and Logic approach) and the language barrier (French) for the researcher.

To the extent possible, and with the limited number of participant volunteers, I chose the two case-study teachers using "critical case sampling", which Marshall (1996) explains as a process by which participants are selected based on certain specified critical criteria. In this case, "critical cases" are participants who have engaged in district- and school-provided PBS training. Additionally, "key informant sampling" (Marshall, 1996) was employed by selecting participants with expertise in managing their classrooms and firmly established perceptions about their own success using PBS. I selected two teachers perceived to be successful in the area of classroom management and who have had significant experience using PBS in their classrooms, as perceived by the principal and by their own evaluation in an initial conversation. Marshall (1996) labels this "key informant sampling" due to an emphasis on selecting participants who have the requisite skills and characteristics to demonstrate the behavior of interest. In this study the focus was on the use and adaptation of PBS by a teacher in an urban language-immersion

classroom and, specifically, how PBS worked in this context and what teachers thought about the whole process. This goal was undertaken while evaluating the nature of each teacher's particular classroom (number of native Spanish speakers, age of students/grade of classroom, number of low-income students, race of students versus teacher), their teacher experience level (number of years in teaching, type of teacher certification, experience as a language immersion teacher), and cultural background (country of origin, native language spoken, length of time in the U.S.). Marshall (1996) labels participants with divergent experiences "disconfirming samples". This was helpful because using teachers who had even slight differences in the above areas allowed me to develop a comparison and offer two different samples of "what could be" in terms of using PBS in immersion schools to improve classroom management outcomes.

In summary, through examining teacher demographic information, consultation with the principal, initial self-reporting from the volunteers, I identified teachers who had:

- special experience as reflected through participation in district- and/or school-provided training;

- special expertise through demonstrated success in their approach to classroom management based on self-evaluation and consultation with the principal

- divergent experiences based on each teacher's classroom context (the differences between each teacher included: number of native Spanish speaking students, age of students/grade of classroom, number of low-income students, race of students versus teacher), their teacher experience level (number of years in teaching, type of teacher certification, experience as a language immersion teacher, amount of

classroom management training received), and cultural background (country of

origin, native language spoken, length of time in the U.S.) were reflected in

answers to initial background questions and demographic information.

Table 1: Case study teacher divergent experiences

	Case Study Teacher A (Sandra)	Case Study Teacher B (Benita)
Grade level taught	Kindergarten	1st
Number of native Spanish-speakers in class	3	4
Race of students compared to teacher	Students: African, African American, Asian, Caucasian, Hispanic Teacher: Hispanic	Students: African American, Asian, Caucasian, Hispanic Teacher: Hispanic
Number of years teaching	More than 5	Less than 5
Number of years immersion teaching	Less than 5	Less than 5
Place of origin	South America	South America
Years living in U.S.	10 or less	11 or more
MO teaching certificate	No	No

Finally, I selected, through volunteer self-reporting and input from the principal at

SIES, case study participants who could best articulate and demonstrate their use and

adaptation of PBS in the unique classroom contexts at the school. The variations in

classroom make-up, teaching and life experience of the two case study participants

generated a more thorough understanding of the problem than examination of a single

case. The very specific types of purposeful sampling mentioned above (critical case

sampling, key informant sampling and choosing disconfirming samples) helped identify

"information-rich cases" (Coyne, 1997, p. 624) which represented "the most productive

sample to answer the research question" (Marshall, 1996, p. 523).

A qualitative case study research design was utilized in conjunction with a survey,

since "Combining the two orientations will promote the development of complementary

databases with information having both depth and breadth regarding the topics under

study" (Teddlie & Yu, 2007, p. 85). In summary, participants were selected for their

specific use and adaptation of PBS in their own unique classroom context, after

participating in the district- and school-provided PBS training.

Certainly, both participant-teachers received training in PBS and endeavored to

implement it in their classroom but the distinctions were manifested in how, specifically,

they adapted it while creating their own classroom culture. These differences included

how these two teachers utilized the three tier-system to differentiate behavior support for

various students, what kinds of physical examples of PBS were evident in the classroom

(visual display of rules/procedures matrix, high traffic areas are free of congestion,

students are easily seen by the teacher, frequently-used teaching materials and student

supplies readily accessible, students can easily see whole-class displays), as

recommended by Strout (2005), how teachers engaged in active monitoring, established

positive classroom rules, provided reinforcement for following classroom rules and

provided effective instructions, as recommended by Putnam et al. (2011), how teachers

put into daily, procedural practice the rules and regulations associated with PBS and, similarly, how teacher application of PBS in their own classroom connected to the schoolwide implementation of the approach.

Examining teacher use and adaptation of PBS through the initial survey of 28 lead teachers and two in-depth case studies, in addition to garnering the input of the principal at SIES, helped ensure triangulation of data sources to answer the overarching research question: "In what ways do teachers at an urban, language immersion school understand and utilize the PBS school-wide behavior support system?" Data collected and aimed at answering this first question, then, allowed me to simultaneously analyze data to help answer the second research question: "How do teachers' understandings and adapted classroom management practices match (or not) the PBS goals of the school?" The data gathered and analyzed to answer this second question relied on the foundational principal interviews as well as the examination of the artifacts provided by the Principal and the PBS Implementation Team (a small group of volunteer teachers who helped to develop and put into practice an SIES-relevant model of PBS) which allowed me to compare the schoolwide definition and implementation of PBS with the specific ways that each case-study teacher had adapted it in his or her own classroom.

Data Collection

Before any data was collected signed letters of consent were obtained from all 28 participating lead teachers who participated in the survey (Appendix A). I also obtained signed copies of the modified letters of consent from the two case-study teachers (Appendix B) and principal (Appendix C). University of Missouri-St. Louis College of Education and Institutional Review Board (IRB) procedures were followed, including

obtaining expedited approval from the IRB Committee, acquiring letters of support from the principals at both schools where data was collected, and obtaining signed letters of consent from all participants, as described above.

Data collection for this qualitative study included: (1) Two semi-structured interviews, ranging from one hour to two-and-a-half hours, with two purposefully-chosen participants (Appendix E); (2) Two semi-structured interviews, ranging from 45 minutes to 90 minutes with the principal (Appendices F and G); (3) Ten field observations, ranging from 45 minutes to two-and-a-half hours, in two classrooms (five observations in each), (Observation tool can be found in Appendix H); and (4) examination of artifacts (PBS documents, posters and images from the case-study teachers and school documents and resources that the PBS implementation team used in developing SIES's version of PBS). As previously mentioned, to a much lesser degree, this study also included descriptive quantitative data: (1) A 41-question survey given to 28 members of the teaching faculty at two language immersion schools (Appendix D).

The specific structure of how each of these data collection methods was utilized can be seen below in Table 1: Data Collection Timeline and in the subsequent paragraphs devoted individually to the five methods and sources above. It is important to note that an informal discussion with the principal at SIES on October 8, 2012, helped identify and outline the administration's perspective on significant school needs in terms of PBS and its full implementation. This conversation helped the researcher ascertain the most relevant and productive data collection sources. The principal was especially helpful in assuring access to the teachers, meetings and the school itself, so the researcher could select data collection sources without restriction.

Table 2: Data collection timeline

Data Source	When/ How many	Where	How	What to probe
Teacher Survey with 28 lead teachers	Mar 2013/ One time	SIES, FIES	Consent from teacher-participants, completed surveys	-experience with PBS -classroom management experiences/implementation -perception of PBS -teaching experience -cultural background
Interviews with case study teacher-participants	Apr 2013 to May 2013/ 2 interviews	SIES	Consent from teacher-participants	-teacher use, understanding, support, adaptations, perceptions of PBS
Interviews with SIES principal	Oct 2012 to Jun 2013/ 2 interviews	SIES	Consent from participant	-origins of PBS at the school -implementation of PBS -ongoing challenges, issues, successes with PBS
Classroom/school observations	Apr 2013 to May 2013/ 10 observations in the rooms of the 2 case teachers	SIES	Jottings, field notes, researcher memos, observation tool (Likert scale)	-teacher use of PBS: instances, opportunities taken/missed, frequency, type, result, consistency, schoolwide connection -impact of PBS in class -teacher interaction with SIES PBS model
PBS documents and resources	Mar 2013 to Jun 2013/	SIES	Collect documents with the participants' consent	-outline of school-specific PBS model -PBS instructions and information given to teachers -classroom PBS guidelines

Teacher survey. The survey (Appendix A) was offered to all 31 lead teachers at

SIES and FIES in order to discover information about their type of use, frequency of use,

success in using, and perception of the PBS approach. This survey managed to keep

participants' identities and responses anonymous. It must be noted that while the survey

was offered to all 31 lead teachers at both SIES and FIES (and completed by 28), I only

selected case-study teachers from the smaller pool of lead teacher at SIES (15). I chose

to utilize the Spanish Immersion Elementary School exclusively for qualitative data

collection due to its sole focus on using PBS, in contrast to FIES, which although

implementing PBS, will retain a focus on the Love and Logic behavior support system in

a joint approach. My familiarity with the Spanish language was also a factor in choosing

SIES for the case studies. The survey provided important descriptive data on teacher

beliefs about classroom management and the implementation of a program like PBS in

language immersion schools. By taking the mean scores from a sample question such as,

The PBS approach has helped me manage my classroom better (Question #2 in Part II,

"Perceptions" on the Lead Teacher Survey, Appendix A), we can see the relative

valuation of teachers in this important area of PBS implementation, (Likert Scale scores

are as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = No Opinion, 4 = Agree and 5 =

Strongly Agree). Also, the included standard deviations to survey questions ensured that

the mean actually represented an average and was not just an artifact of the spread (a

skewed spread of mostly 1s and 5s or similar results).

　　　　Another way I chose to analyze the survey results was to list the percentage of

respondents that selected each level in the Likert Scale. For elucidation the following

example is presented: When asked to state the level to which *the PBS approach has*

helped me manage my classroom better (SIES), 7 percent of respondents said they

strongly disagreed, 0 percent of respondents said they disagreed, 33 percent said they had

no opinion, 33 percent said they agreed and 27 percent said they strongly agreed.

　　　　Following the sequential explanatory design, the survey was given prior to

beginning the case studies. Using two schools and two sets of teachers (n=28) and

keeping responses anonymous helped ensure open responses and more valid data. The

lead teacher survey was aimed at generating data in the following broad categories:

- Classroom Management (16 questions)

- Positive Behavior Support

  o Training for PBS (5 questions)

  o Perceptions of PBS (9 questions)

  o Knowledge/Awareness/Use of PBS (11 questions)

The survey was developed based on Lewis' (2007) Environmental Inventory for

PBS which also represents the structural foundation of the Classroom Observation Rubric

(Appendix D). In terms of reliability and validity, the survey utilized as a foundation a

well-established and widely-used PBS inventory (Lewis, 2007), which helped connect the

survey to the observation tool, which also helped guide development of the interview

protocol. Also, the PBS section contained multiple questions using both positive and

negative options in terms of perceptions of PBS; the classroom management section

included questions closely connected to the observation tool. Both major sections

contained questions designed to act as cross-checks to ensure that respondents' answers

were aligned throughout the survey and which were verified during the case study

interviews and observations.

Teacher interviews. I used semi-structured interview questions for the two

teachers which were central to the case study data. The main goal for the teacher

interviews was to gather qualitative data from two teachers with different backgrounds

and classroom contexts in an effort to describe the process (including the challenges,

benefits, difficulties, successes and failures) of using this behavior management approach

(PBS) in an urban language immersion classroom. The interviews provided the "thick"

and rich qualitative data that is vital to a better understanding of how teachers in urban

language immersion elementary schools utilized, adapted and perceived PBS in their

classrooms. Initially, my goal was to conduct one main interview with each teacher and

then one thorough follow-up interview with each to capture what I observed in the

classroom and how each teacher was thinking about the choices they made regarding

classroom management and PBS. In actuality, due to the extensive length of the first

interview, having finished approximately half of the questions, I decided to simply break

the interview protocol into two sessions. The interview protocol for the two case study

teacher participants is found in Appendix E. Thus, the interviews produced the type of

data described above but also yielded information that helped me focus the classroom

observations and were extremely helpful in identifying and obtaining relevant artifacts.

The first interview with Sandra[2], was conducted on May 9, 2013 and with Benita[3],

on May 10, 2013. The second interview with Benita was conducted on May 29, 2013

and with Sandra on May 30, 2013. Observations were conducted before and between the

teacher interviews on the following dates: (Sandra) April 30, May 9, May 16, May 23 and

May 30; (Benita) May 1, May 10, May 16, May 23 and May 29

The interviewing procedure focused on semi-structured individual interviews

which allowed for flexibility in the order and formality of questions (Merriam, 2009).

"This format allows the researcher to respond to the situation at hand, to the emerging

worldview of the respondent, and to new ideas on the topic" (Merriam, 2009, p. 90). In a

sequential explanatory design, semi-structured interviews with "information-rich"

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[2] Pseudonym for Case Study Teacher A
[3] Pseudonym for Case Study Teacher B

teachers allowed for clarification and expansion, and a deeper and richer understanding of survey responses regarding the attitudes and use of PBS by teachers.

      Principal interview. Two semi-structured interviews with the principal, Alicia[4], (Appendices F and G) provided the schoolwide perspective on PBS as well as an administrative view of the differences between teachers' use and adaptation of PBS at SIES. This data source was important in developing an understanding of the origins of PBS at the school. My previous work as a research assistant in organizing data collected from SIES and FIES and my interaction with administrators and teachers in these schools certainly aided my understanding of these origins and the issues and challenges these schools face, but it was vital to this study to interview the principal who was able to provide insights and information that would have otherwise remained hidden and perhaps completely inaccessible. The first principal interview on December 5, 2012 provided information helpful in the design of the case-study teacher survey as well as a thorough description of the background behind the school's decision to adopt the PBS approach. The second principal interview on June 20, 2013, conducted after the conclusion of the 2012-2013 school-year, was instrumental in evaluating the ongoing adaptation and use of the PBS approach throughout the second half of the school year. The first principal interview focused primarily on the specific steps and processes of PBS program implementation at SIES and the role of the PBS implementation team. This was an important aspect of the principal interview as it provided important information about the schoolwide PBS structure at SIES, which made it possible to gain a better understanding of how case-study teachers adapted the school's overall PBS outline to fit their individual classrooms. The second interview identified ongoing challenges, issues and successes

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[4] Pseudonym for Principal

with PBS, which is important to the overall understanding of the current state, and possible future directions, of the PBS program at SIES. Additionally, having the principal highlight the tangible successes of the school's implementation of PBS demonstrated that despite the overarching focus of this study on the ways in which the school, teachers and administration could improve their use of PBS, there were significant positive accomplishments with regard to their selection and development of PBS as a schoolwide approach to supporting student behavior.

Classroom observations. Since an important part of the research problem is evaluating teacher understanding and utilization of the PBS approach, it was important to conduct observations of the two case study teachers. These observations focused on identifying, counting, evaluating and categorizing specific instances or uses of the PBS approach, through the use of an evaluation rubric focused especially in the areas of physical space, teacher attention, teacher time, behavior management, routines and curricular content (Appendix D). I observed each case-study participant-teacher five different times for an observation time of approximately 7.5 hours each, 15 total, at a variety of times of day, lengths of time, classroom situations/activities, and days of the week. Observations were completed between April 30 and May 30, 2013. Incorporation of the code sheet to record instances of teachers use or failure to use PBS, based on the school's expectation and implementation of the approach (Appendix D) helped answer both research questions with particular benefit in addressing the second: "How do teachers' understandings and practices match (or not) the PBS goals of the school?" The evaluation rubric was revised to include substantially more (and more specific) codes and is thus an amalgamation of Lewis's (2007) evaluation rubric and Emmer and Evertson's

(2013) classroom teacher checklists. These observations enabled the researcher to gain a more thorough understanding of how the two case-study teachers interacted with, utilized, and adapted the PBS information and structure specific to SIES to their own classroom contexts.

Artifacts. I examined a wide variety of past and current PBS-related documents including: (1) classroom-specific, teacher-adapted documents, (2) PBS resources and documents from a teacher PBS binder/resource book developed by the administration, district PBS implementation team, SIES Positive Behavior Support Team, and SIES teachers designed to put into practice the PBS structures unique and specific to the district and school: The Spanish School PBS Manual, (3) PBS-related lesson plans and matrices designed by SIES teachers themselves and, finally, (4) the Missouri Schoolwide Positive Behavior Support 2012-2013 calendar, a PBS guide and resource published by the University of Missouri Center for SW-PBS and the Missouri Department of Elementary and Secondary Education (Missouri Schoolwide Positive Behavior Support, 2012) which was utilized and included in the SIES PBS resource book for teachers.

"Many documents are easily accessible, free, and contain information that would take an investigator enormous time and effort to gather otherwise" (Merriam, 2009, p. 155). For this reason, it made sense to utilize PBS documents and resources that the school and the PBS implementation team used when developing SIES's specific plan and continue to use in their ongoing schoolwide implementation of PBS. The use of documentary data helped provide an additional way of ensuring internal validity by increasing the number and diversity of data collection methods used in multiple-method triangulation. Collecting data through artifacts also bolstered the audit trail by providing

an additional way to track data, especially related to the schoolwide development and use of the PBS system at SIES.

Data Analysis

"Data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study" (Yin, 2003, p. 109). The evidence in this study consisted of the answers teachers provided in the survey, the semi-structured interviews with the two case study teacher-participants, interviews with the principal at SIES, the PBS documents and resources used by the school in implementing and maintaining this behavior support system, field notes from ten classroom observations, along with the observational tool (based on Lewis' [2007] PBS Environmental inventory), as well as researcher-produced memos related to data collection activities and experiences.

The process of data analysis is central to answering the research question and this process is fundamentally different for quantitative, qualitative and mixed methods forms of research (Creswell et al., 2003). As mentioned in the data collection section, a qualitative case study form of data collection was conducted with the addition of a descriptive survey. Thus, the particular variation of the sequential explanatory design utilized in this study generated a smaller quantitative data set through descriptive analysis of the 41 survey questions. As mentioned in the "Survey" subsection above, mean scores from each question were compiled which showed the overall assessment level (e.g. 1.90, 2.45, 4.72) of that topic/question for the teachers as a whole (where 1 = Strongly Disagree, 2 = Disagree, 3 = No Opinion, 4 = Agree and 5 = Strongly Agree). Another way the survey results were analyzed was to list the percentage of respondents that

selected each level in the Likert Scale. For any of the questions it was then possible to see what percentage of respondents selected each level in the Likert Scale (e.g. a certain percentage of respondents said they strongly disagreed, a certain percentage of respondents said they disagreed, a certain percentage said they had no opinion, a certain percentage said they agreed and a remaining percentage said they strongly agreed).

The qualitative data gathered from the two case study teachers is certainly the primary source of data. Each of the qualitative data sources were analyzed using the grounded theory approach (Strauss & Corbin, 1990). In their seminal work, *The Discovery of Grounded Theory* (1967), Glaser and Strauss provided the initial guidelines for systematic qualitative data analysis and included specific analytic procedures and research strategies. These guidelines continue to provide the foundation for countless subsequent interpretations, extensions and versions of the grounded theory approach. Strauss's later work with Corbin (1990, 1998) represented a vital step in the development of grounded theory, especially in terms of making the approach more accessible, while maintaining a high standard for analytic procedures and research strategies (Charmaz, 2003).

Thus, I followed Strauss and Corbin's (1998) suggestions for data analysis which begins with the process of coding, a way to define and categorize the data. "Coding helps us to gain a new perspective on our material and to focus further data collection" (Charmaz, 2003, p. 187). Early analysis that continues in close relationship with data collection (the constant comparative method [Glaser, 1992]) is interwoven with the following ideas and becomes an important part of grounded theory:

(a) Comparing different people (such as their views, situations, actions,

accounts, and

experiences), (b) comparing data from the same individuals with themselves at

different points in time, (c) comparing incident with incident, (d) comparing data

with category, and (e) comparing a category with other categories (Charmaz,

2003, p. 188).

It is important to mention these influential aspects of grounded theory since the

sequential explanatory design of this study demanded that as soon as the survey data was

descriptively analyzed the case study data would begin to be collected and

simultaneously analyzed. This analysis, or open coding, is "the analytic process through

which concepts are identified and their properties and dimensions are discovered in data"

(Strauss & Corbin, 1998, p. 101). Axial coding makes connections between a category

and its subcategories (Strauss & Corbin, 1998; Charmaz, 2003) and connects them

through properties and dimensions around the axis of a category (Strauss & Corbin,

1998).

For this study, specifically, I used open coding to identify 422 total initial codes in

the interview data. Of this total, 133 initial codes reappeared frequently (Charmaz, 2003)

in addition to the 289 other, distinct codes. Axial coding was then employed so that the

422 total codes were grouped into broad categories on the basis of their content and

correlation to each other. Twenty-two broad categories developed out of this process.

The properties and dimensions of the 22 categories were used to formulate the four major

themes outlined in Chapter Four. Specifically, the 22 categories and 4 resulting themes

are as follows:

Theme 1: Individual adaptation of school-wide PBS

- Universal system with opportunity for individual variation

- Consistency

- The "positive" in PBS

Theme 2: Connecting with others through PBS

- Connecting/Relating/Understanding Students

- Understanding/connecting with urban families

- Experience with African-American population

- Hispanic culture

- Parents

Theme 3: The Challenges of Urban Language Immersion and PBS

- Urban School

- Immersion

- Tier 3 and children with special needs

Theme 4: Where we have been, where we are now, where we are going

- Lesson plans

- Training

- Development

- Improvement due to PBS

- Support

- Definition/Description of PBS

- Initial opposition to PBS

- Pledge

- Previous CM system

- Ways to improve, difficulties, problems

- Aspects not affecting implementation of PBS

The prior work I have done in the affiliated language immersion school and the literature I have reviewed informed the development of the codes and categories. This experience and expertise was advantageous in many ways but also representative of a built-in researcher bias that naturally affected the coding process and development of the codes and categories. Recognizing these experiences and biases, the codes, categories and themes that developed are, again, described in subsequent chapters.

In this study, closed coding was also employed using the codes previously established in the Classroom Observation Rubric (Appendix D). The closed coding data analysis for the classroom observation field notes data represented an entirely different approach to coding but served as a cross-check and helped inform the codes developed from the interview data. These codes were pre-determined and represented a focus of attention during the observations of the teacher-participants and their classrooms. I used the observation rubric to keep track of how closely teacher behavior in the classroom matched SIES's outlined PBS structure in the following areas: physical space, teacher attention, teacher time, behavior management, routines and curricular content (Appendix H).

Before and during the coding process, interviews, documents, and observations were organized with pseudonyms, grade level of the class/teacher, date of the interview or observation, and description of the setting or participant. Memos, which represented the researcher's developing ideas about codes and their interconnections (Glaser, 1998),

were kept in separate files (with the observation rubrics) and helped document and

organize data. The memos also served to transform the observation rubrics and field-note

descriptions into pieces of data analysis (Montgomery & Bailey, 2007), thereby further

connecting the data collection and data analysis processes (Glaser, 1998). Together these

tasks created an inventory of the data set and ensured ease of data retrieval during data

analysis episodes.

Ethical Considerations

The most important ethical consideration related to this study was the appropriate

handling of the sensitive responses in the survey and answers which were provided in the

interviews regarding teachers' attitudes, and level of participation in, a program

established as part of their required duties and which was instituted by someone who has

primary decision-making authority in terms of their employment and livelihood. The

identities of those taking the survey, who represented the vast majority of participants in

this study, were hidden and marked with an identifier number and no background data

was collected during the survey portion of the study so that they could participate

anonymously. As a final method of protecting the identity of survey respondents, I

offered the survey to all of the head teachers from two different schools. By surveying

teachers from two different schools and increasing the total number of survey

respondents from 15 (SIES only) to 28, survey responses are less identifiable or able to

be linked to a particular teacher.

Due to the "thick description" of the case-study teachers' classrooms, it was not

possible for these two participants to remain anonymous, although using pseudonyms and

taking precautions with specific descriptions and references represented efforts to provide

them with basic protection, especially outside of the school. It is important to note that due to the open nature of this language immersion school as a sort of laboratory school affiliated with a university, the other/previous research being conducted at the school, the teachers' roles as "co-researchers", helping to understand the role of PBS in classroom management at an urban, language immersion school, and the principal's involvement with and support of the teachers' process of working through the implementation of the new PBS program, there was relatively little harm if the case-study teachers were recognizable. The consent form outlines the level of confidentiality for the two teacher-participants in this role. It was necessary to handle all versions of the informed consent documents (Appendices A, B and C) with care and caution so that participants were assured of their protection and human rights throughout the study.

My role as a researcher. First and foremost, my role as a researcher was to organize and conduct a well-designed study that contributed to the knowledge base in an ethical and trustworthy manner that ensured the credibility of the research. Secondly, my role as a researcher was to become an effective primary instrument for data collection and analysis and to identify and monitor the biases and "subjectivities" that came with this role. My role as a researcher in this particular environment mirrored the general roles but with the added dimension of helping the school, principal and teachers utilize the data to help improve the understanding, use and effectiveness of the PBS approach in this particular urban language immersion context and to improve teacher fidelity to this program. These are areas in which I continue to engage along with the teachers and principal at the schools and I am scheduled to present the findings to the entire SIES staff at the May 28, 2014 faculty meeting.

Ways of increasing the validity of my study. Regarding the question of how the research findings match reality, Merriam (2009) mentions the most well-known strategy to shore up the internal validity of a study is triangulation. This study used multiple methods (survey, semi-structured interviews, classroom observation, document analysis) and multiple participants (lead teachers, principal, two case study teachers) of data as ways to triangulate data. Specifically, multiple-method triangulation was utilized in order to compare data from the individual interviews with data from observations in the classrooms and data from the school documents. Multiple-source triangulation was also utilized to cross-check data collected through observations at different times and in different classrooms as well as interview data from teachers with different perspectives on PBS.

> Triangulation is not so much a tactic as a way of life. If you self-consciously set out to collect and double-check findings, using multiple sources and modes of evidence, the verification process will largely be built into data collection as you go. In effect, triangulation is a way to get to the finding in the first place—by seeing or hearing multiple *instances* of it from different *sources* by using different *methods*…. (Miles & Huberman, 1994, p. 267)

Merriam (2009) mentions that in qualitative research the human factor (human being as primary instrument of data collection and analysis) is especially important in the interpretation of reality, so it is imperative that the researcher remain transparent and specific when evaluating and describing data collection and data analysis tools and approaches. Member checks, or respondent validation, at various points during data collection (before and after interviews and observations) was one of the ways of

accomplishing this goal. Specifically, on multiple occasions I talked with both case

study teachers before and after interviews and observations in order to clarify my notes,

observations or to get answers to questions I developed, especially during observations.

These conversations helped validate the data I recorded and served to provide an

additional method of ensuring that I, as the primary instrument of data collection,

remained accurate and transparent. Accurate data recording and persistent and

prolonged observations were further ways to ensure validity within this study. The

frequency and number of observations and the use of the observational rubric were

specific examples of these particular methods of ensuring validity, as described by

Merriam (2009).

Yin (2003) suggests three principles of validating data for case studies, one of

which has already been discussed (the use of multiple sources of data); the other two

include the creation of a case study database and the maintenance of a chain of

evidence, both of which were employed as additional ways to ensure validity in this

study.

Specifically, I created a case study database for both teacher-participants,

focused mainly on systematically (for ease of reference, organization, and ongoing

movement between data collection and data analysis) logging observational field notes

as well as notes from analysis of archival data and physical documents. A transparent

chain of evidence (audit trail) was maintained through detailed records including

Halpern (1983) and Lincoln and Guba's (1985) categories: (a) raw data (as mentioned

above, categorized in a case-study database assigned to each of the two teacher-

participants), (b) data reduction and analysis products (survey results, field notes,

thoughts and notes about PBS-related physical materials in classrooms, (c) data reconstruction and synthesis products (coding processes, development of categories, gathering of findings), (d) process notes (methodological notes and trustworthiness notes), (e) materials relating to intentions and dispositions (personal notes and motivations, personal expectations, predictions and intentions, and (f) instrument development information (initial survey forms, closed coding rubrics, preliminary schedules and observation formats).

Merriam (2009) states that research results are trustworthy to the extent that there has been some rigor in carrying out the study. Despite the fact that standards for rigor are different in qualitative and quantitative research, both types rely on the researcher conducting the investigation in an ethical manner. Thus, a large part of a study's trustworthiness is tied up in the researcher's own personal trustworthiness. I followed Patton's (2002) "Ethical Issues Checklist" to help ensure trustworthiness and to provide a guideline for credibility in research including: (a) explaining purpose of the inquiry and methods to be used, (b) confidentiality, (c) informed consent, (d) data access and ownership, (e) advice (from committee chairperson and members), and (f) a focus on ethical versus legal conduct.

Chapter Four: Results

To facilitate the presentation of data in this chapter, it is helpful to review the two primary research questions driving the study: 1) In what ways do teachers at urban, language immersion schools comprehend, support and utilize the PBS system? 2) How do teachers' understandings of PBS and adapted classroom management practices match (or not) the PBS goals of the school? The results presented in this chapter address these research questions by showing that teachers are informed of, and involved with, the school's particular version of PBS and they are confident about the actual and potential benefit PBS offers in their own classrooms and throughout the school. There are variations in degree to which this is true for each school but overall, a majority of teachers in both schools answered positively to the above questions. Since only SIES teachers were involved in the central case-study portion of the study, the following results highlight the perceptions and use of SIES teachers, in particular. They have (1) made a conscious effort to utilize the school's implemented version of PBS, (2) prioritized the school's goals and definition of PBS, and simultaneously, (3) thought and acted in ways demonstrating they had the flexibility to change the school's approach to PBS to better fit their classrooms. Teachers feel PBS has allowed them to develop better interaction with students, in particular, but also with parents and even other teachers. Finally, while teachers have identified a large number and type of PBS-related school improvements, they have also experienced difficulty when it comes to utilizing PBS in their unique immersion and urban contexts.

Included in the two tables below are only data pertaining directly to the two main research questions of this study. The lead-teacher survey, in actuality, was more comprehensive, and contained questions and responses not presented here (41 total questions). The reason for this is that the data generated by these questions not directly related to PBS did not provide enough help or additional information toward answering the research questions. The additional questions which were related to general classroom management practices as well as specific types of teacher-training for PBS can be seen in the Lead Teacher Survey (Appendix D).

In examining the survey below, it is important to remember there were only 15 survey participants in the SIES survey and 13 participants in the FIES survey. Thus, (for the SIES results) seven percent (7%) is equal to one participant choosing that particular response (options were: 1=Strongly Disagree, 2=Disagree, 3=No Opinion, 4=Agree, 5=Strongly Agree); thirteen percent (13%) is equal to two participants; twenty percent (20%) is equal to three participants, etc., up to the highest percentage on any one question which was eighty percent (80%), equal to 12 participants. The percentages are slightly different for the FIES data (due to having two fewer participants) but the effect is the same.

Table 3: Teacher Perceptions of PBS

	School	Mean	Standard Deviation	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1. I feel PBS is an effective way to manage behavior.	SIES	3.87	1.09	7%	0%	27%	33%	33%
	FIES	3.77	0.97	8%	0%	15%	62%	15%
2. The PBS approach has helped me manage my classroom better.	S	3.73	1.06	7%	0%	33%	33%	27%
	F	3.31	1.07	8%	15%	23%	46%	8%
3. I would prefer to use a classroom mgmt approach other than PBS.	S	3.13	1.15	13%	7%	47%	20%	13%
	F	2.77	0.80	0%	38%	54%	0%	8%
4. I have seen improvements in the school-wide behavior of students since PBS has been introduced in our school.	S	3.87	1.02	7%	0%	20%	47%	27%
	F	3.77	0.80	0%	8%	23%	54%	15%
5. PBS is utilized consistently throughout the school.	S	3.13	1.02	7%	20%	33%	33%	7%
	F	3.00	1.18	8%	38%	8%	38%	8%
6. I do not feel comfortable using PBS in my classroom.	S	2.33	1.14	27%	33%	27%	7%	7%
	F	2.00	0.88	38%	23%	38%	0%	0%
7. The administration has helped me implement PBS in my classroom.	S	3.64	1.04	7%	7%	13%	53%	13%
	F	3.23	0.97	0%	31%	23%	38%	8%
8. PBS is difficult to practically implement and it is hard to use this approach effectively.	S	3.00	1.07	7%	27%	27%	27%	7%
	F	2.23	0.97	23%	46%	15%	15%	0%
9. My classroom management goals can be accomplished through the school's implementation of PBS.	S	3.50	1.12	7%	13%	13%	47%	13%
	F	3.46	0.75	0%	8%	46%	38%	8%

*One respondent from SIES did not answer questions #7-9.

Table 4: Teacher Knowledge, Awareness and Use of PBS

	School	Mean	Standard Deviation	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1. I am familiar with the structure of PBS.	SIES	4.07	1.03	7%	0%	7%	47%	33%
	FIES	3.92	0.83	0%	8%	15%	54%	23%
2. I have changed the school's approach to PBS to better fit my classroom.	S	4.07	0.46	0%	0%	7%	73%	13%
	F	3.46	0.75	0%	8%	45%	38%	8%
3. I have PBS-related rules posted.	S	4.21	0.67	0%	0%	13%	47%	33%
	F	3.31	1.26	8%	23%	23%	23%	23%
4. I have posted a continuum of consequences to encourage expected behavior and discourage problem behavior.	S	3.36	1.04	0%	27%	20%	33%	13%
	F	2.46	1.08	15%	54%	0%	31%	0%
5. I make corrections in behavior by restating the rules/expectations and stating the appropriate behavior.	S	3.86	0.35	0%	0%	13%	80%	0%
	F	4.31	0.99	0%	8%	15%	15%	62%
6. I maintain a ratio of 4:1 positive to negative statements to students.	S	2.86	1.30	20%	13%	33%	13%	13%
	F	3.08	0.83	0%	31%	31%	38%	0%
7. I have developed classroom agreements or behavioral contracts with individual students.	S	3.57	1.12	7%	13%	7%	53%	7%
	F	4.00	1.04	0%	15%	8%	38%	38%
8. I know how to document evidence of serious misbehavior for referral to the administration.	S	4.07	0.70	0%	13%	13%	47%	20%
	F	4.54	0.50	0%	0%	0%	46%	54%
9. I know how to document evidence of common misbehavior (for use in my own classroom).	S	3.79	0.94	0%	0%	7%	67%	20%
	F	3.77	1.12	0%	23%	8%	38%	31%
10. I am familiar with the school-wide behavioral goals associated with PBS.	S	4.14	0.52	0%	0%	7%	67%	20%
	F	3.85	1.03	0%	15%	15%	38%	31%
11. The PBS model I use in my classroom matches the school's definition and goals.	S	3.64	0.81	0%	7%	33%	40%	13%
	F	3.69	0.82	0%	8%	31%	46%	15%

*One respondent from SIES did not answer any of the questions listed on this table.

What are the Ways in which Teachers Comprehend, Support and Utilize PBS?

The survey of the 28 lead teachers at SIES and FIES was used to determine teachers' characteristics in four main areas: classroom management approach, experience/training in PBS, teaching experience and cultural background. The descriptive data, presented in Tables 3 and 4, above, helps construct a framework from which to interpret the more robust qualitative data in the subsequent case studies. Both data sets provide results helpful in answering the first main research question: "In what ways do teachers at urban, language immersion schools comprehend, support and utilize the PBS system?" There is significant alignment between the more directed quantitative data culled from the survey and the open-ended, extensive qualitative data gleaned from the case studies. The connections between the distinct data sets cannot be minimized and the data analysis process offered a fascinating front-row seat into the corroboration of the findings. Three overarching themes related to the initial research question, developed from the more thorough qualitative data and presented in the following section, serve to comprehensively surround, interact with, and further explain the survey results.

While there is moderate agreement among teachers at FIES about their familiarity with the structure of the PBS system and the school-wide goals associated with PBS (both 69%)[5] and the fact that teachers have seen improvements in the school-wide behavior of students since PBS has been introduced (also 69%), there is more consensus about the idea that PBS is an effective way to manage behavior (77%). Interestingly, the data from SIES teachers represent inverse results, as they answered much more positively on the first three questions (familiarity with the school-wide goals associated with PBS

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[5] Listed percentages from the survey, unless otherwise noted, refer to the percent of lead-teacher respondents who answered the question positively: "Agree" or "Strongly Agree".

(87%) and with PBS structure (80%) and whether they had seen improvements in the school-wide behavior of students since PBS had been introduced (74%). However, SIES teachers were less inclined to consider PBS an effective way to manage behavior (66%). The most valuable and relevant interpretation of these survey results is that a majority of teachers at both schools generally consider themselves to have sufficient knowledge about the subject they are addressing in this study and have seen results in their schools and recognize the potential for further improvement, using this model.

It is also helpful to examine the results from the three negatively worded questions about PBS, which, as a whole, demonstrate a significantly lower level of agreement on the part of teachers from both schools. When asked if they would prefer to use a classroom management approach other than PBS only 33% of teachers at SIES replied affirmatively and only 8% of teachers at FIES. It is interesting to note that the category receiving the largest response was "no opinion" (SIES=47%, FIES=54%). According to the interview data of the case study teachers it seems that most teachers either, (a) had a role in the school-wide implementation of the PBS approach and therefore did not see a need for using another classroom management approach or, (b) acknowledged that PBS is the chosen approach for the school and did not concern themselves with their preference or choice of approach but, instead, focused on working together to learn, utilize and adapt the selected approach, as Benita suggests: "We can talk…any program; I don't know the name of the others but this is PBS or it could be another. But if we are, you know, working together, I don't think we [could] have anything else but [a] positive result" (Interview B2, Line 1071).

A second "negative" question was worded as follows: "I do not feel comfortable using PBS in my classroom." Looking at both schools together, the responses to this question were extremely unified (SIES=14%, FIES=0%). It is obvious that very few (2 out of 28) of the lead teachers surveyed did not feel comfortable using PBS. This is either a testament to the involvement they had in the adoption and implementation process (as described in the commentary of the previous question above) or to the approach itself, which, due to the fact that it is designed to be used in harmony with teachers' individual personalities and teaching style as well as the unique needs of students in each classroom, may make it a comfortable fit for teachers. There was, however, a moderate number of no opinion responses (SIES=27%, FIES=38%). It seems possible that the explanation provided for the high number of no opinion responses on the previous question would also serve to explain the somewhat lower, yet still significant, number of similar responses to this question.

As with the first two, there were a minority of "agree-strongly agree" responses to the third negatively-worded question: "PBS is difficult to practically implement and it is hard to use this approach effectively" (SIES=34%, FIES=15%). However, for SIES teachers, the responses were split evenly with 34% in agreement, 34% in disagreement and 27% having no opinion (as stated in the note below the table, one respondent did not answer this question which is why the total percentage does not equal 100). It would seem, then, that, for FIES teachers, their consistent disagreement to the negatively-worded questions indicates a generally-positive perception of the PBS approach. The same can be said for the SIES teachers, although to a lesser extent, and with regard to PBS being difficult to practically implement and hard to use effectively, there is simply

no consensus on behalf of the SIES lead teacher respondents. For this reason, it is helpful

to look at the more substantive interview data for further explanation. The two case study

teachers generally disagree with the idea that PBS is difficult to practically implement,

according to Sandra: "…in the end it was what I was already doing so it wasn't really bad

or it wasn't a lot of work" (Interview A1, Line 289). Benita shares Sandra's sentiment

and speaks more to the "hard to use effectively" aspect of the question: "…I think that

I'm very happy with PBS now, [more] than I was at the beginning, last year. Yeah,

because [it] takes time to understand, [it] takes time…you see positive results, so you feel

better" (Interview B2, Line 1015). Again, the case studies offer explanation of the survey

responses and in this case, appear to offer the possibility that some of the survey

respondents were still in the time-dependent process of coming to an understanding of

PBS and had not yet seen positive results so still felt as if the approach was hard to use

effectively. Benita specifically addresses the fact that she, too, felt less "happy" with

PBS at the beginning of the year and in the previous year when PBS had not yet been

fully implemented in the school. The fact that she had had more exposure and more time

to use the approach than did many of the other lead teachers who responded in the survey

appears to be a significant factor in explaining the lack of consensus among SIES lead

teachers in terms of PBS being difficult to practically implement and hard to use

effectively. An alternate interpretation would be that all of the lead teachers who

completed the survey had at least half a school year to become familiar with PBS and

utilize it in their classrooms and they still simply found it difficult to implement and hard

to use effectively. I think the relatively short time-frame and the insight from the case

study teachers, however, makes the initial interpretation more likely.

In addition to the survey, substantial data is derived from the four interviews (two with each teacher), ten observations (five in each teacher's classroom), and analysis of the classroom documents of the two case study teachers as well as the two principal interviews and schoolwide PBS document-analysis. Using the grounded theory approach to data analysis, the overarching theory that emerged helped directly answer the first main research question: "In what ways do teachers at urban, language immersion schools comprehend, support and utilize the PBS system?"

Teachers at urban, language immersion schools comprehend, support and utilize the PBS system in three main ways which match the literature: (1) They have worked with a variety of stakeholders in "Connecting with students, families and teachers through PBS"; (2) They recognize and continue to address the "Challenge of urban language immersion and PBS"; and (3) they, in conjunction with the principal, participate in a defining characteristic of PBS: "continual collection of data to determine (a) if defined practices are being implemented with fidelity and (b) if those practices are having a positive impact on student outcomes" (Sugai & Horner, 2011, p. 311) as they regularly seek to determine "Where we have been, where we are, where we are going".

The classroom setting. Before further examining these three overarching themes, it is necessary to provide a "rich, thick description" (Merriam, 2009, p. 43) of the classroom settings in which I observed so the reader may better understand the data that emerged from the observations, documents and interviews. All observations were conducted in the classrooms of the two case study teachers, Sandra (case study teacher A) and Benita (case study teacher B) at SIES.

Profesora Sandra. What is striking about Profesora Sandra's Kindergarten room when entering for the first time is the obvious retrofitting it has undergone and the still-visible original industrialized skeleton of this area of the building (a former warehouse). Another more positive semblance immediately follows. The classroom, despite first impressions, is welcoming and inviting due to the ubiquitous wall decorations and well-placed classroom furniture (small tables, desks, shelves). Twenty-three Kindergarten-sized chairs sit at seven rectangular tables which are arranged in a U shape in the center and toward the back of the classroom. All of the chairs have first names typed, laminated and taped to the back. The bright lights are long, florescent-type of lights in metal cases that hang from the large, exposed, white-painted steel beams on the high ceiling. The lights toward the front of the room are hanging from a large, installed, silver pipe that attaches to the beam in the middle of the room and to the wall in the front of the room, which is subdivided prominently by large middle-placed windows. There are ten open locker-style cubbies in the semi-open vestibule of the classroom (which is really more part of the hallway than the classroom) as well as four more just inside the entrance to the classroom, which, when standing in the front of the room by the windows, looking out at the tables and chairs (the position I will consistently use when describing the location of other items in the classroom), is in the back right of the classroom. Thus, all entering and exiting occurs in the back right semi-open vestibule leading into the hallway. There are no doors to the classroom and the back wall of the classroom does not go all the way to the ceiling; there is open air to the hallway above the wall, allowing noise from the hallway (and other nearby half-walled classrooms) to regularly enter the classroom.

A large white board on a floor stand partially blocks one of the front windows. "Como nos expresamos – Hoy es Lunes 29 de Abril del 2013" ("How we express ourselves – Today is Monday, April 29, 2013") is written at the top of the whiteboard. Written on the left side is, "Reflexivos Pensadores – Reducir, Reusar, Reciclar – ja-je-ji-jo-ju, Libro Blancanieves, Portafolio ("Reflexive Thinkers – Reduce, Reuse, Recycle – ja-je-ji-jo-ju, Snow White book, Portfolio"). There are stacks of trays with names to the right of the windows in the front of the classroom. There are also large white binders with typed student names that are lying on their sides with the name-side facing out; they lie next to each other across two long, low (two feet high) shelves. On the shelves are games, blocks, and a few small plastic containers with small blocks similar to Legos. There is a bulletin board on the wall above this shelf with days of the week, months of the year and a changeable (numbers can be moved in and out and weather patterns can be added) calendar.

There is a behavior chart in the front right corner of the room, visible when entering the classroom (on the wall perpendicular to the front wall) which has each student's name on it and a place for the teacher to either write notes or place positive and/or negative visual reinforcement pictures or stickers. There are mini calendars with names and each has a different number of colored stars. (Some of the mini calendars are nearly filled with stars and one only has one star.) Underneath this board is another bulletin board with "Acuerdos del Salon" ("Classroom Agreements") and "Señal de Silencio - posición de abeja" ("Signal of Silence - bee position") which is a schoolwide hand gesture with the index and little finger sticking up and the thumb and two middle fingers folded down. This version is colored to represent a bee – the fingers up represent

antennas, "to pay attention", the two folded fingers have eyes: "eyes on the one who is

speaking" and the thumb has a mouth: "closed mouth", the wrist is, "good posture".

The front left of the classroom is blocked off by two large enclosed shelving units

that open toward the left wall, creating a small teacher storage area. In front of the

shelving units is a desk with a laptop, an aquarium that is decorated with rocks and plants

but appears to contain no animals. There is a large rack with names of students and

papers in each opening which seems to serve as a teacher organizer for student work.

The back of the classroom has a large laminated poster with pictures and labels (items in

the picture) all posted under the letters Mm, Pp, Ss, Ll and Tt. There is a section of the

bulletin board that has pictures drawn by students. Also a heading "Perfil de la

comunidad del Aprendizaje" ("Profile of the learning community"), "Como nos

expresamos" ("How we express ourselves"), "Las personas escriben y cuentan historias

por varias razones" ("People write and tell histories for various reasons"). There are

individual laminated posters with the letters of the Spanish alphabet and corresponding

pictures of items beginning with that letter. There is a large, colorful map of the world,

labeled "Los Continentes". There are a series of numbers with pictures lined up around

the back of the classroom from 1 to 28.

Also in the back are shelves with trays labeled with different country names

(Argentina, Espana, Chile, Colombia, Mexico). These country names represent groups of

students, so they are very familiar with the country that they are assigned to when it

comes time for group work. Next to that shelf is a wider shelf with books on the top and

trays with black and white notebooks (there appears to be one for each student). A large

portion of the back wall is a temporary wall held up by wire from the ceiling. Against the

left wall (back corner) are shelves with games, plastic tubs of blocks and other learning

manipulatives. There is a large number line on the left wall (1 to 102) and a large,

colorful, professionally printed and laminated sign "Somos un equipo" (We are a team")

above the number line. These are the only items on the left wall. In the front left corner

are storage cabinets which open to the back, and, as mentioned before, form a small

corner in the front left where teacher materials are kept. In this area there are empty

boxes, a coat rack, paper towels, Kleenex boxes, freezer bags, cups and other paper

products for snacks and hygiene. There are many random boxes, crates, bags, paper

around the room, especially near the walls and shelves. The center of the room where the

student chairs/tables are is very clean and clear of clutter or other items.

Overall, the classroom is colorfully and imaginatively decorated with a variety of

instructional posters, words, letters and visuals as well as several posters, reminders, and

visuals of behavior support, including behavior charts. There are also several locations

showcasing student work. Almost all parts of the walls are covered and the classroom

offers a welcoming, inviting and visually stimulating learning environment.

Profesora Benita. Profesora Benita's classroom is similar in many ways

(colorfully decorated with student work, posters and academic reminders appropriate to

the 1st grade level, rectangular tables formed in a U in the center of the classroom,

windows at the front of the room) with a few important differences. This classroom has

full walls on both sides as well as a door on the floor-to-ceiling back wall. Physically, it

is a more traditional classroom and although it still retains a renovated industrial design,

it is more functional and utilitarian in terms of a language classroom. This is due, simply,

to the existence of the four full walls which eliminate outside noise and allow students to more easily concentrate on what is going on in their own particular classroom.

Entering from the hallway door in the back of the classroom, four main areas can be seen, although there are no sharp divisions or physical separations between each learning area. The tables and chairs situated in a U shape in the center front of the room represent the primary learning center. There is a white board at the front of the classroom in front of the windows and there are a variety of resources and materials on shelves at the front of the classroom which change depending upon the lesson, unit or topic the teacher is discussing with the students. Due to the physical set-up of the tables, when all of the students are seated in their chairs around the U, Profesora Benita is able to transition smoothly between whole-class instruction and having students work in groups, organized by table. Students are familiar with who is in their group and their group/table name (one of the seven continents).

Another active learning center is in the center back of the class (near the doorway which is offset to the left (when standing in the front looking back) on the back wall. There is a chair for either the teacher, enrichment or resource teacher (who often comes in to provide extra help to a smaller group of students during math or reading) or the teacher assistant. Each SIES lead teacher works closely with an assistant teacher. These assistants are mostly college students or young adults with a Spanish-speaking background, often from a Spanish-speaking country, who come to SIES for a semester or year to gain teaching experience in this unique language immersion context. A few of the teacher assistants at SIES are older with more long-term or permanent positions. Both Sandra and Benita share teaching duties with their assistants.

The aforementioned learning center at the back of the class is comprised, simply, of the teacher's chair, a mat on the floor for students, a small shelf that provides a basic outline or back "wall" for the students, as they sit with their backs toward the front of the classroom (facing the teacher's chair and back wall). This space is utilized frequently for small group work where the student to teacher ratio is often around 5 to 1.

Another learning feature or area of the classroom is the upper right part of the back wall of the classroom. This is where Profesora Benita directs the projector whenever she is showing students something from the computer. This, too, is an oft-utilized feature of her classroom.

Finally, the teacher's desk, which faces out from the right side wall toward the middle-back of the room is classified as a learning center because Benita, unlike most teachers, emphasizes to students that they can use anything on her desk and that the resources on it are for her and them to share…and they often do. Directly behind the desk (toward the back wall) are 14 open lockers. Each locker seems to be shared by two students which often causes them to be rather full of coats, bags, books and folders which, occasionally, spill out onto the floor.

Significantly, there are two desks located at the right front of the classroom. These desks serve a variety of behavior-management and academic purposes, are aligned with the PBS philosophy, and are not considered by the teachers (Sandra has two similar such desks in her classroom) as a "time-out" or a place of punishment. In fact, in two instances I saw students actually request to sit in these desks or, more commonly, a teacher asked, in a positive manner, the student to sit there. These separate desks allow the teacher or assistant to provide students with extra attention, academically or

behaviorally, offer a more isolated location for students who may need to be separated

from other students in their group, provide a place for students to "de-escalate" a

behavior while remaining in the classroom (allowing the student to continue to learn),

represent a temporary place to handle issues and problems associated with a teacher's

Tier 2 students who require additional behavior support (according to the three tiers of

the PBS system and as ascertained by each teacher), or simply, provide an area where

students can work independently.

Benita's classroom, similar to that of Sandra's room, has a variety of academic

grade-level posters and visual aids on every wall of the classroom. On the long left side

wall (which has no windows or doors) there are several behavior-oriented hand-copied

posters. One such poster is a "Class Volume" description with numbers from 0 to 4

listed. Volume level 0 equals total silence. Level 1 is a whisper. Level 2 is table talk or

a soft voice. Level 3 is a loud voice or "teacher" voice. Level 4 is an outside voice. And

just as in Sandra's classroom, there is a "Señal de Abeja" sign ("Bee Signal") which

reminds students: "pay attention", "eyes on the one who is speaking", "closed mouth"

and "good posture". This version is much bigger and doesn't actually have the words on

it. At this point, in 1st grade, students are expected to know what each part of the bee

represents and it serves as a visual reminder. It is also something I have seen multiple

teachers do, literally with their own hand, in classrooms, hallways, and in the

gymnasium, as a quick, nonverbal method of reminding students about behavioral

expectations. Indeed, it is one of the schoolwide, consistently-used, teacher-developed

aspects of PBS here at SIES.

Another set of behavior-related visuals attached to the left side wall include a series of pictures of students lining up and keeping their hands behind their backs. This is a skill that Benita emphasizes so that students can walk quietly and calmly through the halls. During my observations, she occasionally referred to these visuals (also not containing any words) as students were lining up and it was obvious she retained a special focus on this skill, even this late in the school year.

Three central themes. The following narratives are arranged around three themes aimed at answering the first main research question: "In what ways do teachers at urban, language immersion schools comprehend, support and utilize the PBS system?" Teacher comprehension, support and utilization of Positive Behavior Support is revealed most notably through examination of the following three broad themes:(1) "Connecting with students, families and teachers through PBS", (2) "Challenge of urban language immersion and PBS", and (3) "Where we have been, where we are, where we are going?"

The majority of the data in each theme and category derives from the six semi-formal interviews conducted with the two case study teachers and principal. However, when possible, data analyzed from school PBS documents and artifacts, information from the observational rubric as well as relevant survey results are provided along with interview data as further support for the developed themes and categories. Full data sets for the observational rubric for each case study teacher can be found in Appendix I and J.

Connecting with students, families and teachers. The common thread between the categories in this section is the idea that PBS allowed teachers to connect with others in a unique and helpful way. Teachers have used PBS to foster relationships and improve communication with students, families, parents, and even fellow teachers. The approach,

tied to the last category in the previous section, provides a positive way to interact and

communicate with school stakeholders. For teachers this seemed to help establish a

better classroom and school situation in terms of discipline and managing behavior. The

following three categories are presented below: (a) "Understanding/connecting with

students", (b) "Hispanic culture", and (c) "Parents".

     Understanding/connecting with students. One of the most difficult problems

facing teachers prior to the implementation of the PBS approach at SIES, according to

Alicia, was the challenging behavior of students and the frequent discipline problems.

Both case study teachers acknowledged this challenge. Sandra discussed this important

issue and refers to one of the most important schoolwide PBS strategies (classroom

agreements) designed to address it:

> …it's like, if they (students) really want to be a part of the classroom, [they] will
>
> be part of the classroom. And they will follow agreements and they will know
>
> what is good and bad. But when they don't want to be a part of the class, they will
>
> not try at all. That's when the trust comes. When you have that kind of student,
>
> you need them, you need to work extra with them so they trust you and become
>
> part of the class. (Interview A2, line 567)

     Both case study teachers talked frequently about treating students with respect,

developing a mutually respectful pattern of communication with Sandra even

emphasizing "talking to the student like a human being or as a big person instead of

diminishing them like little people" (Interview A2, line 193). According to Benita,

developing high expectations is part of this manner of connecting with students:

I set high expectations but I also give my children high expectations [of the

teacher]. So I want, when they come, to have a clean classroom; organized

classroom. Because, can you imagine the chaos or the mess or the disorganized

classroom, how you can set high expectations for the children? So we need to

start for ourselves, you know?" (Interview B2, line 65)

She also mentioned the type of communication that seemed to work best and mentioned

the

PBS strategy of redirecting student behavior, "I communicate a lot with the children; very

honestly and open….I don't mind stopping the instruction if I see, if I need to recover the

behavior in my class" (Interview B2, line 277).

According to data taken from the observation rubric, one area teachers could

address to potentially improve interaction and connection with students even further is to

increase verbal praise for students when they follow the rules. Both teachers received

virtually identical low scores in this area: Sandra scored 2.3 with a low standard deviation

of 0.43 and Benita scored 2.2 with a low standard deviation of 0.40. Similarly, the lowest

scores on the rubric, for both teachers, was in the related area of providing a continuum

of consequences for encouraging expected behaviors. Sandra scored 1.5, standard

deviation 0.50 and Benita scored 1.4, standard deviation 0.49. The observation rubric

results suggest that it can be extremely different and difficult to get away from the

traditional disciplinary techniques in favor of positive methods that, indeed, do offer

additional opportunities to make connections with students. A prime example of this idea

is that both teachers' scores were significantly higher on the very similar, yet opposite in

nature, area of providing a continuum of consequences for discouraging expected

behavior (unwanted behavior). Perhaps a silver lining for the teachers is that even these

scores were only 2.0 (Sandra) and 2.5 (Benita) which are also moderately low. This

could possibly indicate that the teachers did not rely on negative consequences or

discipline to a great extent either.

Hispanic culture. Although the case study teachers had mixed feelings about

how and when their Hispanic ethnicity affected their understanding, implementation, and

use of the PBS approach, they were unified in the idea that it does play a part in how they

manage their classrooms and how they related to this behavior management method.

They both mentioned that PBS has some crossover and similarities to some of the

behavior management approaches they experienced as students in their native countries

of Peru (Sandra) and Colombia (Benita). Thus, many of their comments focused on how

they interact with others and how their ethnicity might be a factor, especially in the area

of discipline and management. Benita stated:

> You need to take into account that many of us (lead teachers at SIES), mainly are
>
> foreign, so we also have cultural impacts. It is different how we teach over there,
>
> how we receive education over there, how the parents approach the children, how
>
> the children approach the parents or the teachers. So we have some different
>
> cultural systems….But if you want to do it [PBS], you are just open-minded and
>
> make this happen. (Interview B1, line 195)
>
> The teachers' background and PBS are further connected through the idea of how
>
> people

treat each other, according to Sandra: "…respect is a big thing in my country. Respect is

a big thing for PBS. So, in that part they are alike, right there" (Interview A2, line 721).

Finally, the fact that many teachers at this school are Hispanic plays a role in the way the

faculty at SIES interacts with each other and even how they approach implementing PBS

according to Benita:

> And even though [as] Hispanic teachers and American teachers, we work together
>
> doing all the lesson plans and doing all the projects to implement the PBS here,
>
> we need to [have] this conversation. Sometimes we think that it (an unspecified
>
> idea) is not good but for American culture it is fine, it is not a big deal. We don't
>
> have very many…things, but we have some things that are not really the same.
>
> (Interview B2, line 743)
>
> Interestingly, the data related to the connection between the teachers' Hispanic
>
> ethnicity

and their use of PBS was strictly limited to the case study teachers' perceptions and own

thoughts about possible influences and relationships. Neither the principal nor any of the

PBS artifacts addressed this issue which, according to the case study teachers, is one that

did have an impact, in a variety of ways and situations, on their use of PBS in their

classrooms.

   Parents. Due to the influence and important role parents play in the success of

their children in school, it is not surprising that both teachers and the principal at SIES

spoke at length about connecting with and involving parents in supporting student

behavior. Benita felt it important to explain the PBS approach to parents whenever

possible, from intake conferences, to brief "positive" conversations to calls or meetings

with parents regarding poor student behavior: "It is not only the teachers…the parents

need to know what the expectations are in our school. So I always tell the parents, or

whoever asks me, PBS is a behavior program that we use here schoolwide" (Interview

B1, line 344). She emphasized the importance of each stakeholder in implementing and

carrying out the PBS approach: "PBS is not only for teachers, it is not only for

students….we need to work together: administration, parents, teachers and students. We

need to do everything together for success" (Interview B2, line 980).

Perhaps it is because Benita was a member of the PBS Team that her comments

above

are paraphrased well in a letter sent to SIES stakeholders (primarily parents, guardians

and families):

This school year, during the first six weeks of school, we will teach our students

our behavioral expectations and, throughout the year, we will recognize those

students who live up to the goals and expectations of the program. As we

proceed, it is our hope that parents will ask their children, "What kind of a student

does [SIES] expect you to be?" and "What happens when a staff member

observes you following the expectations of [SIES]?" By establishing and

teaching behavioral expectations as well as recognizing appropriate social

behavior, we will provide a common language for everyone in our building. This

common language will be shared not only by students and teachers but

admin[istration] staff, custodial staff, non-instructional staff, and parents as

well…. (SIES PBS Team, 2012, p. 3)

As discussed in the previous section, many of the teachers at SIES have Hispanic

backgrounds and most of the students at the school are African-American and come from

the urban area surrounding the school. However, according to the two case study

teachers interviewed for this study, they have been able to successfully connect with the

parents of their urban students for a variety of reasons, one of which is a familiarity with,

and commitment to remain open to, the cultural background and function of the family.

Sandra stated:

> Because you really need to learn their culture too...because of the lack of

information

> > they [other teachers] judge them because they don't know, they don't understand

> > them. They [urban families] feel that they are always being attacked and that kind

> > of stuff (Interview A2, line 638)

Sandra reiterated her perception of how she has been able to develop positive

relationships with the parents of her urban students: "So they don't like to be judged and I

start to understand all of that kind of stuff. One of the things that I really like is that I

have a really good relationship with all of my mothers. No matter social status, financial

status, or anything like that" (Interview A1, line 130).

> Alicia, working from her role as principal of the school, placed the emphasis on

keeping the parents informed in a variety of ways:

> > It's more to keep our parents informed….what are the feelings? How is that

> > working? We are updating our parents…through the newsletters, during our

> > School Advisory Council meetings. We are…updating parents [about] how

> > things are going with PBS (Interview P1, line 122)

Also, the letter from the PBS Team mentioned above is a prime example of the type of

communication that Alicia sought to maintain with parents. As the above excerpt from

the letter shows, SIES has not simply sought to inform parents about PBS but to involve

them as well. This is an important core goal for schools implementing PBS. The April

18, 2012 training PowerPoint presentation mentions "the importance of giving all

stakeholders a voice". "This includes: all school staff, teachers, students, and parents"

(SIES PBS Team, 2012).

   Challenges of urban language immersion. The two case study teachers and

principal offered contrasting views with regard to this theme. Teachers were united in

the understanding that, as an urban school, SIES faces additional challenges in utilizing

the PBS approach but they (and the principal) had mixed feelings about how much of a

factor the language immersion identity of the school was in terms of implementing PBS.

   Either being an urban school (Brown, 2004; Bucalos & Lingo, 2005; Marx, 2001;

Turner, 1993) or a language immersion school (Curran, 2003; Fortune, 2011; Preciado et

al., 2009; Slapac & Dorner, 2013; Wright, 2005) presents unique challenges in the area of

behavior management for teachers, but being both makes for an especially complex

situation for teachers. The following categories comprise this theme: (a) "Urban school",

(b) "Immersion", and (c) "Tier III and children with special needs".

   Urban school. Sandra acknowledged the obvious differences between SIES'

situation and that of other types of schools, as it relates to PBS, "I'm pretty sure that PBS

is going to work completely different in a private school or even a county school. So that

is what we have to have consideration for, many, many things" (Interview A1, line 558).

Benita discussed the difficulties in more detail:

   This is a very diverse city school. In races and income, that makes this, PBS,

   more challenging to accomplish. But the more difficult is…it's when we receive

   children, independent of the income, but when they don't have any structure at

home. It is really difficult to implement a program when you know that at home they don't have agreements. They don't have rules.…But when this child grows accustomed to the PBS program and expectations…they know that we have the circle time. We have some order, some things. At least eight hours in the day helps (exposure to PBS). Even though they go home and they don't have any time to go to bed. Or one day they eat at six and one day they eat at seven or one day they do not eat at all. I think the PBS impacts them in this kind of, in this kind of situation. Like with low income and no structure. (Interview B2, line 661)

Immersion. Viewpoints were mixed as to how much the language immersion context impeded or made PBS use more difficult but Benita acknowledged the immersion-specific challenge for lower-grade teachers: "Sometimes we need to adapt PBS to try to, especially for lower grades, to use less [sic] words. And more body language, because they don't know a lot [of] vocabulary" (Interview B1, lines 323).

Regarding problems implementing PBS due to the immersion context, Sandra states:

The good thing is that this happened at the beginning of the year. And we are allowed to speak in both languages at the beginning of the year (the first four weeks, at the Kindergarten level). So that is why they come with their own ideas without a problem. But I don't think the language is a problem. That context, I don't think, because it is more like what practices you have in your class. It is not about language. It is about what you believe and what you're going to do…you have continuity in doing things, you have consistency doing things. It is more about that. (Interview A2, line 542)

Both case study teachers and the principal seemed to downplay the impact that the

immersion context had on student behavior and the use of PBS in the school. This

consistent commentary, though, was tinged with qualifications and acknowledgement

that the immersion approach of the school does play a factor in managing behavior.

Based on the interview data it appeared that the difference, for the teachers and principal,

lie in the fact that while learning in a foreign language can make it more difficult for

students to focus and to manage their own behavior, it did not, necessarily, make it more

difficult to implement or utilize the PBS approach to supporting behavior. For example,

Alicia, below, readily acknowledged that learning in a non-native language poses

academic and behavioral challenges for students, a point that is supported by the

literature, but she remained insistent that it didn't preclude the school or the teachers

from fully instituting and utilizing the PBS approach:

> As PBS, the whole approach, I don't see as something that is affecting us because
>
> we are a language immersion school....A second language is going to be more
>
> difficult than to be teaching in the native language….But I don't see the difficulty
>
> in implementing the PBS…Because they are not hearing the English part is
>
> sometimes causing the most stress to the students. We can have different
>
> responses in the behavior and the control in the classroom because it is very
>
> different when you are hearing something in your language and you understand it
>
> 100 percent but to be hearing something in a language that you are not
>
> understanding and that you need to be focused and paying attention…that doesn't
>
> mean for me that we cannot implement PBS. (Interview P2, line 561)

Thus, although the data is mixed, it seemed to indicate that the immersion context

of the

school has had an undeniable and influential effect on student behavior, as the literature

also suggests, but that it has had a significantly lower level of impact in the area of

teacher use or support of the PBS approach, which was the main focus of this study. The

case study teachers and principal simply didn't feel that the immersion context poses a

major obstacle or even seems to be an important factor in their use of the PBS approach

to supporting behavior. They appeared to understand the requirements and challenges of

using PBS and they were simultaneously well-aware of the unique immersion context in

which they were teaching. While acknowledging the additional and distinctive

behavioral challenges the immersion context posed, they did not feel that it affected their

use of PBS.

Tier 3 and children with special needs. Based on the data, it is evident that SIES

was still working through how best to handle the idea of the third tier in the PBS

approach. How to identify which students belong in Tier 3 to what kinds of interventions

to adopt to deal with them in the most positive successful way, SIES was still working to

figure out this important aspect of PBS. The case study teachers felt they had students

who could be classified (or that they, themselves, had classified) as Tier 3 but the

principal, as can be seen from below, was still seeking information about how to pursue

this aspect of PBS in the school.

Regarding students that would potentially be categorized as Tier 3, Sandra stated:

I have six students [who] have IEP's (Individualized Education Plans) and some

of them are already…being diagnosed with ADHD. So certain things can work

with them. But at a different pace, like I cannot force them to be in the same

place for more than three minutes. Their body is not going to let it. So there is

not an immediate consequence for that; try to redirect it and call them back and all

that kind of stuff. But, yes…we have a lot of students with special needs that we

have to consider for PBS. (Interview A2, line 79)

Additionally, Sandra made an important point about the current method of identifying

Tier 3 students:

The three tier intervention is good but what I think is more important is the three-

tier identification first. Because if you identify where your problems are or where

your strengths or weaknesses are, like the three tiers…you will not be so harsh on

your students. And they are going to know that you are not going after them. But

that is what most of the teachers forget to do, to identify and then apply (Interview

A2, line 339)

When asked how she does this herself, Sandra mentioned:

I do that personally. I don't work with the administration. And I talk with them

(the individual student) a lot. I try to have little conversations when I sit down;

even when we are doing academics I try to ask them personal questions. I try to

know them (Interview A2, line 339)

On this issue, as might be imagined, commentary from the principal is instructive:

…we can have ups and downs but the important thing is that if we continue on

track with that philosophy we can be sure that at least 80 percent of our students

are going to be responding in a positive way and this is something we

acknowledge. We have the three different tiers. So I know that it is clear for

teachers what students are in the Tier 1, the Tier 2 and the Tier 3. And I think this

is the next step that we need to start learning [about] PBS because this is one of

the biggest concerns we have. We need to learn what to do with those students

that are in Tier 3. These are the ones that need more support, that are sometimes

the ones that are causing problems in the classroom. That, at some point, we say,

"We are doing all of this and nothing is changing with them." (Interview P1, line

180)

Because of this, Principal Alicia would have liked to have found out additional

information about incorporating Tier 3 into the current SIES model of PBS:

…we started working with Tier 1 and Tier 2 and what we really would

like to hear are answers for Tier 3. And this is something that we don't have yet.

And what, for me, was very clear was that my Tier 3, the 10 percent of the school,

this Tier 3, that is probably the one that is causing the chaos in the school and

[for] the teachers. And we learned many things that were working with certain

students; we were very consistent, really teaching them, helping them to calm

down, but there are other students that need more support. So, for me, how to

address or what to do with this Tier 3 is something that I would really like to start

doing next school year because I know that is something that the teachers are

expecting. That is something, for Tier 3, they are waiting for me. This is

something we started working [on] because I wanted to learn more about what to

do with the Tier 3, that I didn't really hear answers from the PBS trainers. I

wanted to know more answers about that but they told me, "OK, this is a process.

Just try it; if it's not working at the Tier 1, [go] with Tier 2." What I said, "My

main problem is with Tier 3 so I really want to hear more answers about that."

But they told me, "This is a process." But I cannot wait for that process so

something that I was just reviewing is, "OK, what is it I can do for those

students?" (Interview P2, line 288)

Where we have been, where we are now, where we are going. Five categories

were developed under this theme, representing the broad scope of the history, current

status and future of PBS at SIES: (a) "Development", (b) "Training", (c) "Lesson plans",

(d) "Improvement due to PBS", and (e) "Ways to improve, difficulties, problems".

Development. One of the central pieces of data related to "Where we have been"

is the origin of the PBS approach at SIES. Before presenting the data about the process

the school went through in developing their own brand of PBS, it is helpful to provide an

explanation of the reasons why this might have been needed, in the first place.

According to Principal Alicia:

The last school year, 2011-2012, we had, I would say, more behavior issues. I

had more behavioral issues; more than…when we started the school, 2009-

2010….I also heard more parents complain about what they were calling bullying.

Also, feedback from the teachers; they felt overwhelmed about the situation and

I…felt the environment in the school was stress[ful]. (Interview P2, Line 20)

The case study teachers also mentioned specific aspects of a negative school

environment including student fighting and other disruptive behavior and adult stress and

frustration which was manifested in a variety of ways including teachers screaming at

students, parents arguing with teachers and several formal and informal parent meetings

to discuss the situation. Sandra's brief discussion is representative of the many

references to the difficult situation prior to PBS implementation: "As teachers we had it really bad. Parents never respected us at all. It was really hard. The first year was more like complaints, complaints, complaints, from both teachers and parents" (Interview A2, Line 416).

In conjunction with parents, teachers and the rest of the District-level administrative team, Principal Alicia decided that a new approach to managing student behavior was needed:

So in 2010 I went to a PBS workshop. When I was working at Columbia Public Schools in Columbia, Missouri they implemented PBS so I was [already] familiar with PBS. And also at the school district Rachel[6] (the founder and president of SIES and FIES) also started learning more about PBS. In our admin team meeting we decided that PBS would be a good option for us....We started forming the district team and we attended workshops, so we followed all the first steps that the PBS coordinators (according to Principal Alicia, these were PBS experts/trainers arranged through Rachel, representing the Missouri Schoolwide PBS Program (Missouri Schoolwide Positive Behavior Support, 2012) were requesting [of] us. But the first one was to share this information about PBS with the staff and find that at least 80 percent of the staff would really like to have a change and would really like to try PBS. And then, after that, we decided...[which] teachers would be part of the PBS team or who wanted to participate in that. (Interview P2, Line 20)

Principal Alicia also talked at length during the first interview about the process the school went through in developing the PBS approach, from recognizing the need for a

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[6] Pseudonym

different approach to managing student behavior to the inception of the approach to incorporating it on the first day of school. Although the following quotation is lengthy, it is helpful to hear about this process in Alicia's own words:

> PBS was introduced at [SIES] for teachers in November, 2011. We started learning what all the different [steps] were to implement PBS with our students. So PBS has been a process from November to August, when we started school this school year (2012-2013). We had different steps to follow. First, we created a PBS team that was composed [of] the staff.…no, I would say the first step was to create a PBS team at the district level....So [at] the district level we learned what the PBS philosophy was; the first step was to create a PBS team at the school level. The teachers, they proposed themselves. I had nine members of the PBS team with different roles….The first thing we did as a PBS team was to bring the philosophy to the entire staff. So we shared that PBS is everything positive and it's…four to one positive and negative (four positive comments related to behavior for every one negative comment) for teachers to be doing in the classes. We agreed, all the teachers, that [we] need to have a different approach [toward] the behavior at the school. We also identified, the teachers, what the meaning of discipline was; what the meaning of behavior was; what are all of the possible situations that are bringing students who misbehave....So after the teachers also had these conversations with the PBS team, we found, with all the staff, that all of us, or at least 90 percent of us, [would] like to participate in the Positive Behavior Support approach. So after that, the PBS team started working on the schoolwide universal expectations. That is the matrix for PBS. We identified, with the entire

staff, the common areas that we need to work on. The PBS team started

developing the draft for that matrix so anything that we did as a draft, as a

proposal…we brought to the rest of the staff….What we learned is that if the

entire staff agreed to work on something, it was something that would be more

effective. (Interview P1, Line 11)

At the end of her quotation, Alicia made an important point about learning from

the District-level training sessions the value of obtaining full faculty support and

involvement. In fact, this is a defining characteristic of the PBS approach: "Rather than

disseminating a new practice through a typical professional development model

consisting of a series of group training events, a PBS systems perspective gives priority

to establishing local capacity and expertise, majority agreements and commitments…"

(Sugai & Horner, 2011, p. 310).

It does appear that SIES has endeavored to follow this core expectation as the

PBS-focused teacher training session in early 2012 highlighted "the importance of giving

all stakeholders a voice. This includes: all school staff, teachers, students, and parents"

(SIES PBS Team, 2012). A significant number of teachers have been involved directly

with positions on the PBS Team, influential roles in developing PBS lesson plans, and

opportunities to utilize PBS on a schoolwide basis in their school, as well as to attend

ongoing PBS training sessions and faculty meetings. The data is less clear about the level

of involvement of parents, caregivers, families and students.

A very interesting student-related correlation to the above information can be seen

in Benita's comments about stakeholder involvement in the development of the PBS

approach:

…the IB, International Baccalaureate (a curricular framework utilized by SIES as

set forth by the International Baccalaureate Organization); one of the foundations

is that…[SIES] is the kind of school where we go together to the answer; it is not

something that the teacher gives to you. This is the reason we (teachers along with

students) talk about agreements (rules, procedures, processes). PBS…we tried to

[get] the children involved. They were involved since the beginning; in why we

need to do this; why you don't run. So we don't only say, 'don't run in the halls'

or 'walk the halls'. We need to talk with them and find out why we don't do that.

(Interview B2, Line 379)

Thus, it is interesting that one of the defining characteristics of the PBS approach is

related to gaining stakeholder involvement in the development process and the SIES

academic and curricular framework is structured similarly. Benita made an astute

observation about the connection between the school's approach to supporting student

behavior (PBS) and its approach to supporting student learning (IB).

   Training. In further developing this important idea from the data, this category

focuses on how, specifically, both teachers and students, played an active role in

developing, learning and utilizing the PBS approach, initially, and in an ongoing manner

in their day-to-day school lives. For clarity and understanding throughout this section, it

should be noted that Benita was a long-time member of the PBS Team whereas Sandra

worked on PBS implementation and development as a fully-involved and participating

faculty member. In verifying teacher involvement in the PBS development process,

specifically in the design of the PBS lesson plans and PBS schoolwide matrix, Sandra

stated, "Teachers have been a part of that process. Yes" (Interview A1, Line 442). She

further described the widespread cooperation and participation in PBS throughout the

school, "[During] the first two weeks of school everybody has intense PBS

work…everybody. 'Remember; cafeteria: remember this; remember the other;

remember, remember, remember. Okay what is the rule here? What is the focus for

today? Cafeteria: remember!'" (Interview A1, Line 287). Her point seemed to be that

everyone in the school, including administration, staff, teachers, assistants, parents and

students, was responsible for learning and remembering the universal agreements, no

matter where they happened to be, physically, in the school. She emphasized the hard

work required on the part of everyone at the school during the first few weeks of the

school year in training to acquire these universal procedures associated with the school's

particular model of PBS. This was important to faculty and administration due to the

extensive time they had invested in developing the lesson plans and schoolwide PBS

matrix (of universal agreements and procedures).

Principal Alicia spoke about how teachers, in particular, were invited to become

involved in the PBS development process and about the steps in the training process for

school stakeholders:

We had a presentation here in the school from these PBS people (according to

Alicia this was a training team arranged by Rachel, in conjunction with the

Missouri Schoolwide Positive Behavior Support Program) for the admin team and

they told us that it was important to incorporate…some of our staff from each of

our schools….That meeting was…probably, September, October, 2011. I invited

two teachers from my school to be part of the district team. So after we had this

we had two different trainings. It's when we made an action plan to say, "OK,

now how are we going to bring all of this information to our staff." So first, as a

district team, we presented everything to the staff and in that conversation we

said, "Ok, who wants to participate? Who wants to be part of the team at the

school level? Who wants to be part of this PBS team? We have these positions."

Some people started sending emails, "I would like to be the cheerleader." "I

would like to be the chair." "I would like to be the secretary." "I would like to be

the database manager." "Ok, welcome!" (Interview P1, Line 319)

SIES provided teachers opportunities to be involved in the development process

of the school's brand of PBS which is a core expectation for schools implementing PBS.

In fact, not just teachers but all school staff, students and parents should, ideally, be given

the opportunity to contribute to the development of their school's particular brand of

PBS. As mentioned previously, it is important to give all school stakeholders a voice in

the process (SIES PBS Team, 2012). The focus of this study was limited to the

perceptions, use and adaptation of PBS on the part of teachers and administration and not

on students, parents, and families. Thus, it cannot be determined whether SIES has fully

met this expectation or if the stakeholder involvement in the development process of the

school's PBS approach (primarily consisting of the PBS Matrix Expectations, school

agreements and universal strategies and procedures) was limited to teachers. It is,

however, obvious from the interview data that both teachers and administration

endeavored to involve students, parents and families in *participating* in PBS and teachers

have made efforts to help them understand the approach.

As a final, yet dynamic, aspect of teacher training in PBS, whether a member of

the PBS Team or not, an active and involved developer of the PBS lesson plans or not,

each teacher received, according to Alicia, "a PBS handbook (the Spanish School PBS

Manual) for the teachers so every teacher has their own binder where they have the

lesson plans; they have everything we have for the school" (Interview P1, Line 350).

    Lesson plans. As seen from Alicia's final quote above, the PBS lesson plans

were central to the school's use of PBS and to the development of SIES's own particular

brand of the approach. In many ways, this was one of the foundational categories as it

provided specific data related to the first main research question: In what ways do

teachers at urban, language immersion schools comprehend, support and utilize the PBS

system? It fact, this category laid a necessary foundation in order to even take up the

question. Indeed, along with the previous two categories, "Training" and

"Development", it represented data central to knowing "where we have been". Before

examining how teachers comprehend, support and utilize the PBS system at SIES it is

crucial to examine how, why and what system they instituted at the very beginning of the

process. The data related to the PBS lesson plans, training and development provided

this information.

        SIES teachers, led by the PBS Team, including Principal Alicia, developed a

matrix of PBS lesson plans designed to be used by all teachers in order to teach the

students about PBS and to introduce the procedures and strategies they would be

expected to know and follow. As mentioned above, the faculty were introduced to PBS

in November, 2011, specific lesson planning for PBS began in March, 2012, with more

directed and teacher-specific planning and development occurring during the weeks prior

to the start of this (2012-2013) school year (Interview P1, Line 11; SIES PBS Team,

2012, p. 3). Alicia describes this organizational process:

I think that something that was very important was to develop all the lesson plans

for every specific area…we developed, I think there were 54 [56, as counted

during data analysis] lesson plans, for all of these common areas: …responsible,

respectful, safe, successful. (Interview P2, Line 218)

SIES's PBS expectations and values are captured by the ubiquitous school slogan: "Yo

soy Respetuoso, Yo soy Responsable, Yo soy Exitoso, Yo estoy Seguro en La Escuela de

Español!" ("I am Respectful, I am Responsible, I am Successful, I am Safe in the Spanish

School") (SIES PBS Team, 2012a, p. 3).

For each common area we needed to find, define, "Ok, how am I going to be

respectful in the hallway? How am I going to be responsible in the hallway?" So

for all of these we developed the lesson plans and I think that having those lesson

plans; that was something that really helped us to succeed, at least for the first

year; because teachers were very clear in what we need to be teaching our

students. (Interview P2, Line 218)

The document analysis of the 56 lesson plans reveals that each begins with one of

four "Matrix Expectations" ("Respectful", "Responsible", "Successful" or "Safe") which

provided support for Alicia's assertion that the lesson plans were tied to one of these

central themes or, as she called them, "common areas". The preeminence of these four

"matrix expectations", "common areas", central themes, values or expectations within

SIES's brand of PBS cannot be overstated. As mentioned above, they formed the

bedrock of the school slogan, they are integrated into schoolwide PBS strategies, and

they guided and directed all of the school lesson plans. One of the four "matrix

expectations" is listed at the top of each of the 56 lesson plans. This heading is followed

by the "Context" which is a short description of where the specific lesson plan is focused.

The contexts include: (1) All settings, (2) Hallway, (3) Arrival, (4) Classroom, (5) Start

of day, (6) Assemblies and other schoolwide presentations, (7) Bathroom, (8)

Playground, (9) Cafeteria, (10) Bus, (11) Dismissals, (12) Dress code, (13) Emergency,

and (14) Visitors. There were four lesson plans (driven by the four "Matrix

Expectations" discussed above) in each of the 14 different contexts, for a total of 56

lesson plans. Below the "Context" is a list of five recurring headings with specific

actions, activities or procedures for teachers to follow in order to teach that particular

lesson plan: "Tell", "Show", "Practice", "Monitor" and "Reteach" (SIES PBS Team,

2012).

 After the SIES faculty undertook the extensive process of designing and

developing the lesson plans, the PBS Team drafted a letter to all SIES community

members to apprise them of this project. The letter, included in the Spanish School PBS

Manual, demonstrated a connection to several of the most important categories of data

presented above:

> By establishing and teaching behavioral expectations as well as recognizing
>
> appropriate social behavior, we will provide a common language for everyone in
>
> our building. This common language will be shared not only by students and
>
> teachers but admin staff, custodial staff, non-instructional staff, and parents as
>
> well. We believe that by helping students practice good behavior, we will build a
>
> productive school community where all children can learn and grow. (SIES PBS
>
> Team, 2012, p. 3)

Then, at the start of the 2012-2013 school year, teachers began using these lesson plans to instruct students: "This school year, during the first six weeks of school, we will teach our students our behavioral expectations…" (SIES PBS Team, 2012, p. 3). Principal Alicia provided additional detail about how this was done:

> …the first week of school we need to dedicate probably 60 percent of the time to really be teaching our students what the expectations are in school. So these (lesson plans) are…the main pillars that we can identify in…PBS. And the lesson plans were something very helpful for teachers. At some point, teachers were thinking we dedicated a lot of time in the first week of school teaching behavior. But now…we realize we need to continue [to] spend time on that. This is not wasting time….And then we decided to retake those lessons, coming back from every break out of school, just to dedicate at least one or two days. (Interview P2, Line 218)

According to the case study teachers and principal, the PBS lesson plans were "helpful" and offered a "common language" (Interview P2, Line 218; SIES PBS Team, 2012, p. 3) for all stakeholders, in the area of behavior. It is evident from the interview data that teachers and the principal felt "a productive learning environment" (SIES PBS Team, 2012, p. 3) had been established at SIES and the PBS lesson plans "helped us succeed, at least for the first year" (Interview P2, Line 218). Of course, as with any new approach, there is room for improvement, as Alicia succinctly states:

> Now we know that we need to [change] those lesson plans. What I hear from teachers is probably not all of those lesson plans are for exactly the appropriate

age. We need to have different activities for kindergarten, for first grade, for every grade. (Interview P2, Line 218)

Sandra discussed the same issue:

I believe that some lesson plans for PBS should be by grade level; not by the whole school or schoolwide; because whatever I apply for kindergarten is not going to work for fourth or fifth graders. But…we have a matrix for the whole school. That is the main thing. Many lessons are really good. But many, many lessons are really bad because of the grade level. (Interview A1, Line 388)

Sandra also provided some specific examples of how the PBS lesson plans could be improved, varied by grade level and made age-appropriate:

For example: getting in line; fourth grade already knows that. It's like for us (kindergarten), we have to teach "one behind the other, your hands in the back"…it takes forever. Fourth grade already knows…okay, what is my next step to have the perfect line? "Be the example for everybody else. Help the other grades to do it." [However], everybody forgets no matter whether you are kindergarten or fifth grade, to wash their hands. So that is something that is for everybody. But what's not for everybody is singing the song "happy birthday" two times to know that your hands are clean. Things like that; little details; it has to be by grade level. And the bigger kids always catch things faster than the little ones. It has to be more personalized. Is this my class? Yes. A wide expectation for the school is perfect. How to get to that expectation should be a little more free. (Interview A1, Line 388)

Improvement due to PBS. As a continuation of the previous three categories related to "where we have been", this category is very much focused on "where we are now". From the perspective of the case study teachers and principal, the answer was revealed by a distinct and appreciable improvement in school culture, student behavior and teacher and parent satisfaction. Alicia summarized the sentiment succinctly: "I never hesitated to think that PBS was/is working" (Interview P2, Line 419).

Similarly, Sandra spoke about this idea in a generalized yet compelling manner, "There are things that, yeah, things that are working. The system that we have now is amazing….it is like there is little stuff that is working better than the other years" (Interview A1, Line 506). Benita agreed and looked at the improvement from a student evaluation perspective, "And now, even though children get very agitated sometimes in anger, they respond good to this approach…this is the reason I love PBS, too. I am a fan of PBS for this reason" (Interview B1, Line 258).

Sandra's explanation for this improvement focused on the agreements (procedures, rules), whether specific to a classroom or the schoolwide forms developed through the PBS lesson plans:

> …one thing from the first part of the year that helped me was the
> rules…agreements, we call them. Simple; we don't have a lot. But that gave us a
> better perspective of what we really need in the class. It is not a big list, it is only
> five agreements that everybody learns from the first day, that we review every
> morning. Even now (May, 2013), we are still reviewing. And I think that is really
> a positive side of PBS; the agreements….Because of the agreements it is easier to
> redirect the student….you don't have to tell them, "sit down" or "put your legs

here" or "put your legs there"; you can just use the agreement: "I don't like feet on

the floor" or, "oh are your feet on the floor?" And they…just redirect

themselves.…Only one question has helped me keep everything in order with

them. And I love that actually. Before I used to be like, "turnaround", "sit up

straight", "feet on the floor". It is like, "no, not anymore." (Interview A2, Line

16)

The benefit of having the agreements, a more effective way of managing student

behavior and, overall, a less stressful environment helped Sandra improve her classroom

management approach and interaction with students: "Before I used to scream. I don't

scream anymore. I used to scream a lot" When asked if she thought PBS played a part in

that, she answered, "Yes. My voice is naturally really loud. That's me. But I used to

scream" (Interview A2, Line 248).

Sandra's experience corresponded with what Principal Alicia identified as the

most important improvement as a result of PBS implementation: "The main effect I can

see with PBS is in the teachers: how they are feeling; how they are able to handle the

classes." She also highlighted improvements related to students and parents:

Many of those students, I can see [a] huge improvement; how they are acting;

how they are behaving. I can see an effect on parents; parents are feeling more

confident in the school. I see some students modifying their behaviors. Teachers

[are] less overwhelmed and parents [are] more confident, having PBS in place.

(Interview P2, Line 486)

One final, detailed example of an improvement due to PBS was the students'

ability to line up and walk quietly down the halls. Although this may initially seem to be

a rather inconsequential accomplishment, it had a significant positive impact on the school environment, and, significantly, was one of the schoolwide expectations that SIES teachers and the PBS support team developed. In the words of the principal, Alicia, "The students walking, lining up with the teacher, we say, 'manos atrás' ('hands back'), with their hands on their back. That is how we expect our students to walk in the hallways…in silence. This is something that I consider working very well with PBS" (Interview P2, line 412).

Profesora Sandra expanded on this idea:

Yes, there is wisdom, we know and we explain why that is. If you don't keep your hands to yourself you, you can hit somebody or you can have an accident or you can get distracted. So that is why we explain it to them. "It is not that we want you to be a soldier", but we explain to them why they have their hands behind their back

(Interview A2, line 269).

Again, although lining up and walking quietly seems to be a mundane accomplishment, the significance lies in the fact that this was a challenging and disruptive problem area as identified by teachers during the PBS lesson planning stage, highlighted in the matrix, adopted by teachers schoolwide, practiced by students and, by the end of the year, represented an area that had vastly improved. A brief story from Alicia demonstrated the success SIES has experienced in this particular area:

…when I started observing the students lining up, that was a huge improvement because before, probably, students were running down the hallways or they were not really following the teachers, but now the students know how they need to

walk. I remember one student, one specific student, before…I was just observing

him running in the hallways when he wanted to go to the bathroom. I remember,

at the end of the school year, him walking, with "manos atras", and I said,

"Thanks for walking! Thank you for walking!" because [before] if I saw him in

the hallway I saw him running. …When I saw him walking there, I was like, "Oh

my gosh, it is working! This boy!" (Interview P2, line 433)

Ways to improve, difficulties, problems. The most prominent category

representing the "where we are going" portion of this theme is characterized by specific

ways to continue the improvements described in the previous category as well as ways to

address issues or PBS procedures that have not been as successful. Sandra mentioned:

one of the things was the sign of silence. It didn't work. I still use [it] but it is not

really very useful….when the teacher raises her hand they (students) have to do

that sign of silence (thumb and little finger extended, middle three fingers folded).

The problem is that sometimes their eyes are not on the teacher. So you need

something else to call their attention. I was standing up there with my hand here

(showing the sign of silence) and maybe one [student] was looking and another

said, "oh the teacher is doing…", so five minutes later the whole class just

realized, "oh, she wants our attention". (Interview A2, Line 53)

Perhaps more problematic, according to Sandra, was a continuing lack of

understanding about the importance of personal space on the part of students:

If we can include in PBS something…about personal space, it could be much

better. Because teaching them that they need to respect each other can help. And

sometimes we have to remind ourselves that they are also human beings and they

need a little bit of space. (Interview A2, Line 397)

As principal, Alicia had even more of an opportunity to identify areas of possible

improvement. She did so, as can be seen from the ideas below, but she also cautioned

that "PBS is a process and sometimes we get exasperated because we would like to learn

everything about PBS and we would like to see big changes" (Interview P2, Line 286).

We really don't want to make big changes because that can create chaos in the

teachers and the students….but what we need to find is improvements for the

things that we have done; how we can improve, but not make big changes. We

don't want to start from zero one more time because that can cause chaos. Also,

we evaluated that the program was really working out. (Interview P2, Line 260)

Continuing to push for incremental change as well as efforts to support teachers, Alicia

stated, "I would say that we need…a little adjustment in what we are doing right now.

We need to…keep motivating the teachers all year long; not just for a specific period of

time; all year long; every single day…" (Interview P2, Line 296). Principal Alicia

proposed specific methods of doing this:

I think that the main challenge for teachers is to find the time to be working on a

lot of this (PBS development). So my role is to find time for them; …if I ask

teachers to do something after school, that is really going to bring

disappointment….I understand their point; their situation. I want to be willing to

do everything for PBS, for the [teachers'] time; it's a challenge for me; when we

can really be working on the lesson plans; when we can [receive] even more

instruction about PBS; when they can be working for those special activities we have.…" (Interview P2, Line 312)

One of the ways Alicia identified areas of needed support for teachers was:

…having conversations with them [at] the end of school year as well as a self-designed PBS survey with the teachers…how they (teachers) were feeling, what things were working, what things were not working….So far I heard from all the teachers who were in that meeting, "We want to continue with PBS." I think that something that they would like to see is…this time for them to be working, for example, on [PBS] lesson plans. That is why time is an important piece….So I think this is one of the main complaints the teachers have. "Ok, we need the time", or for the PBS team, "we need release time to have our meetings". So the timing, timing, timing is one of the challenges we have. (Interview P2, Line 312)

Finally, Alicia mentioned that the teachers, like her, sought additional information and help with the idea of Tier 3 interventions:

They (teachers) wrote for me what areas of improvement…we need to have. Everything was working well for them but they are expecting more for those students…[in] Tier 3; "What are we going to do? Practically, what are you (Alicia) going to do? How are you going to help me (as a teacher) with this part?" (Interview P2, Line 312)

As can be seen from above, Alicia, as principal, included the teachers in evaluating areas of improvement and acknowledged that such areas exist. She identified several specific areas where improvement was needed:

I know that we need to improve. And I need to improve situations, for example, in the bathrooms or on the playground. The bathrooms are more with students writing bad words or curse words on the walls, putting paper on the ceiling, on the walls. So this kind of behavior I don't want to see in the school; I need to find how to stop those situations. And the playground is because when the students are there they are playing, they don't know how to share, they just get upset, they hit, get into physical contact because "I want the ball". So these are specific situations or areas [where] I know we need to do something different. (Interview P2, Line 419)

Do Teachers' Understandings of PBS and their Adapted Classroom Management Practices Match the PBS Goals of the School?

After having examined the ways teachers comprehend, use and are aware of PBS, the next step was to explore whether those understandings and the corresponding classroom management practices of teachers matched the PBS goals of the school. The multiple data sources generated a significant amount of data addressing this question and the resultant interpretations are presented below.

The survey data that most directly addressed the second research question appeared, initially, not to be definitive. The lead teacher respondents to the survey had mixed responses about whether their classroom management goals could be accomplished through the school's implementation of PBS (SIES=60%, FIES=46%; Question #9, Table 5, below). This information was aligned (although inverted by school) with the data gathered from a related question: *11. The PBS model I use in my classroom matches the school's definition and goals* (SIES=53%, FIES=61%; Question

#11, Table 5, below). However, an important note that qualified this data and bolstered

the interpretation that teachers' understandings of PBS and their adapted classroom

management practices did, in fact, match the PBS goals of the school is that there was

also an extremely low level of "Disagree/Strongly Disagree" responses from teachers at

both schools, on both questions (SIES=20%, FIES=8% on the first question; SIES=7%,

FIES=8% on the second question), along with a moderately high level of "No Opinion"

responses. Thus, although the affirmative responses to these two questions were

somewhat mixed and certainly very moderate in tone, there was a substantially larger

number of teachers who agreed than disagreed that (1) their classroom management goals

can be accomplished through the school's implementation of PBS, and (2) the PBS model

they use in their classrooms match the school's definition and goals.

Table 5: Understanding of PBS and adapted classroom management practices

9. My classroom management goals can be accomplished through the school's implementation of PBS.*	**S**	3.50	1.12	7%	13%	13%	47%	13%
	F	3.46	0.75	0%	8%	46%	38%	8%

11. The PBS model I use in my classroom matches the school's definition and goals.	**S**	3.64	0.81	0%	7%	33%	40%	13%
	F	3.69	0.82	0%	8%	31%	46%	15%

Comparing the schools. Although the purpose of this study did not entail

comparing the two language immersion schools, the most relevant of all the survey

questions as related to the second main research question demonstrated an interesting

difference between the two schools: teachers at SIES willingly acknowledged and agreed

that they changed the school-wide approach to PBS to better fit their classrooms (86%

agree/strongly agree, 0% disagree/strongly disagree, 7% no opinion, 7% no response) and

although FIES teachers were more hesitant to do so (46% agree/strongly agree), only one respondent disagreed or strongly disagreed with the statement. Interestingly, another 46% of FIES teachers stated they had "No Opinion" as to whether they had changed the school-wide approach to PBS to better fit their classrooms. While the data from the first two statements tied to the second research question about adapting PBS: *9. My classroom management goals can be accomplished through the school's implementation of PBS*; *11. The PBS model I use in my classroom matches the school's definition and goals* seemed to suggest moderate agreement, the data from the third statement: *2. I have changed the school's approach to PBS to better fit my classroom*, suggested extremely strong agreement on the part of the SIES teachers (and moderate agreement on the part of the FIES teachers). In fact, this was the third highest (only 1% lower than the first and second highest responses) agree/strongly agree response rating of any directly PBS-related question on the survey. Again, although data from this final statement initially seemed contradictory to the data from the first two statements, there is a very subtle difference in the design and structure of the statements that offered a more nuanced understanding.

Before addressing this interpretation it is important to state that the survey data made it difficult to know whether FIES teachers had changed the school's approach to PBS (46% agree/disagree, 46% have no opinion, 7% disagree/strongly disagree). On the surface it seemed that FIES teachers had, indeed, made changes to the school's approach as only one respondent disagreed with the statement. And perhaps the high number of "No Opinion" responses was due to a hesitation in admitting that they had made changes to an approach adopted, implemented and supported by their school. Since FIES,

however, was not included in the case study portion of the study, there was no additional data from which to make further interpretations regarding the FIES teachers' approach to modifying school PBS structures. The following information helped enrich the SIES survey data but it was impossible to transfer this data set, gleaned from the SIES case study teachers, to the FIES survey data.

Defining characteristics of PBS at SIES. Based on the opportunity to interview and observe the SIES case-study teachers and their classrooms (and to interview the principal), it was evident that SIES had actively adopted a PBS approach school-wide, had provided opportunities during meetings to discuss the particular strategies and interventions most important and relevant to SIES teachers, had directly involved teachers on the PBS planning team and all teachers in the PBS lesson-planning process and the administration had supported teachers' implementation of PBS in the classroom (66% agree/strongly agree and only 14% disagree/strongly disagree), based on the similarly worded question on the survey regarding administrative support).

These aspects of the SIES approach to PBS implementation fostered an environment where teachers felt comfortable, safe, and free to work within the established school-wide PBS parameters and to maintain fidelity to, and consistency with, the overall SIES approach while adjusting it based on individual student, teacher and classroom needs, as explained by Principal Alicia:

> I think that's ok, I don't think they are going to feel they are at risk or anything because with PBS they are convinced that they want to modify their behavior. They are convinced that they need to do something and…I think that all of them are trying to follow the PBS. (Interview P1, line 407)

I understand that for some teachers not everything is going to be the same for specific class[es] because you have different personalities. As teachers you have your own personality; you have the students with different needs, so you, all the time, are just trying to bring different expectations. But the biggest philosophy of PBS, I would say, is that it is implemented across the school. (Interview P1, line 422)

The case study teachers agreed with the principal's comments above and Benita further elucidated how the SIES teachers were able to change the schoolwide PBS approach to better fit their classrooms while simultaneously meeting the school's PBS goals and staying faithful to the schoolwide definition of PBS:

Now, I was not seeing [this] at the very beginning. I thought that we would probably be like sheep; that we would be doing the same thing as everybody. But now I can see that…we do many things as a school [but] also things on my own, for my class, without going far from the PBS. And I…am doing special things because I have special needs in my class that she [unnamed colleague] hasn't. …We have many positive things about working together, schoolwide, but we have at least some kind of freedom to do some adjustment for our own class. (Interview B2, line 1021)

Thus, there was both survey and case study evidence, addressing the second main research question, that the SIES teachers' understandings of PBS and adapted classroom management practices did match the PBS goals of the school and yet they had been able to individualize the school's PBS approach for the special needs, personalities and circumstances of their own classrooms.

This was an influential summarization as the PBS approach "gives priority to establishing local capacity and expertise" yet also emphasizes the importance of "majority agreements and commitments, high levels of implementation readiness, high fidelity of implementation" (Sugai & Horner, 2011, p. 310).   Therefore, it is important to note that the data discussed above clearly indicated that teachers (especially at SIES) understood and were familiar with the goals (SIES=87% agree/strongly agree, FIES=69%) and structure (SIES=80%, FIES=69%) of their schools' PBS model which is an important first step in establishing the PBS approach at a school. Based on the data it also appeared that SIES teachers felt they could change their school's approach to PBS to better meet the needs of their own classroom without moving away from the schools' PBS goals and structure. In Benita's words, "PBS is a culture, and we are, in my perception, having success. But when I need something particular for a child, I will do it. But in general we are doing the same thing in all the school" (Interview B2, line 733).

A preponderance of the data suggested that SIES teachers understood what Sugai and Horner (2011) call the "fifth defining characteristic of SW-PBS…the adoption of a systems perspective" which, again, "gives priority to establishing local capacity and expertise" yet also emphasizes the importance of "majority agreements and commitments, high levels of implementation readiness, high fidelity of implementation" (p. 310).

An important aspect of this interpretation is that 90 percent of SIES teachers initially agreed to participate in, and develop, PBS at their school and the remaining 10 percent were consulted as to what should be the "majority agreements and commitments"

so 100 percent of the school was included in the process to "establish local capacity and expertise". According to Alicia:

> After the teachers had these conversations with the PBS team, we found the staff, all of us, or at least 90 percent of us, would like to participate in the Positive Behavior Support approach. So, after that, the PBS team started working on the schoolwide universal expectations. That is the matrix for [SIES' version of] PBS. We identified with the entire staff the areas, the common areas, that we needed to work on. (Interview P1, line 29)

Perhaps the most relevant point in this interpretation is what Sugai and Horner (2011) describe as the fourth defining characteristic: "evidence- or research-based behavioral practices" (p. 310). The key, at least in relation to this particular conclusion is that "any intervention or practice must be contextualized for the individuals who will implement it and the students who will experience it" (p. 310).   However, "SW-PBS emphasizes that the search begin with practices that have been tested, replicated, and applied through experimental and quasi-experimental research designs" (Sugai & Horner, 2011, p. 310). Since the district PBS team, the school PBS team and at least 90 percent of the SIES teachers discussed, evaluated, and chose to implement a variety of these tested and replicated PBS practices, it would seem perfectly in line with the defining characteristics of PBS that teachers not only could, but "must, contextualize the interventions or practices" (Sugai & Horner, 2011, p. 310), and that this would come after the initial selection, development and implementation of the schoolwide PBS strategies most appropriate and relevant to these particular schools. Indeed, this is exactly what the data showed happened at SIES.

Individual adaptation of school-wide PBS. The main theme developed from the case study teachers, in conjunction with the survey data, also directly addressed the second main research question about how teachers' understandings of PBS and adapted classroom management practices match (or not) the PBS goals of the school. This theme, "Individual adaptation of school-wide PBS" was somewhat wide-ranging but was easily separated into the following categories: (a) "A school-wide system with room for individual teacher modification", (b) "Consistency", and (c) "The 'Positive' in Positive Behavior Support". The first category represented codes that were related to the idea that SIES, as a faculty, had implemented a universal system/schoolwide approach to PBS that was used by teachers yet offered the opportunity for individual classroom variation. The second, and related, sub-category was that of consistency. This category developed out of the many examples of how consistently, or inconsistently, teachers utilized PBS in their own classrooms. It was linked to this theme due to the fact that the case study teachers proffered the idea that inconsistent PBS use was a form of individual adaptation. The third and final category related to this theme developed out of the numerous codes formulated from the case study teachers' shared appreciation of the positive aspect of Positive Behavior Support and their tendency to emphasize and adapt this aspect of PBS, almost as the central tenet of the approach.

A school-wide system with room for individual teacher modification. Again, this was the category that generated the most robust case study data. Significantly, the substantial data in this category aligned well with the data gathered from the lead teachers in the survey in terms of following the PBS structures and goals of the school but adapting when necessary.

Sandra's comment immediately below was representative of the lengthy and recurring commentary both case study teachers offered about the importance of a universal, schoolwide approach to PBS:

The 'Bee system', how to walk in lines…all the procedures are universal to the school; all of the procedures. Like whatever happens in the class, cafeteria, classroom, yes in the classroom, everywhere. We have universal procedures. And it is supposed to be that everybody has to observe that. But for me that part is common sense. It should be everywhere. (Interview A1, line 510)

The 'Daily Bee System' that Sandra mentioned is a good example of a universal PBS strategy employed by the whole school. The Spanish School PBS Manual has the following description:

Each student begins the day with his/her bee cards on zero bees. As the day progresses and the child demonstrates positive behavior, he/she can earn up to two bees. The student's zero bee card is then exchanged for a one or two bee card. If the child does not demonstrate positive behavior, or commits an infraction throughout the day, the student stays on zero bees or only advances to his/her one bee card….If the student ends the day having earned two bees, it shows that their behavior was exemplary for the day. If the student ends the day with one bee, it shows that they have room for improvement for the day. If the student ends the day not having earned any bees, it means that their behavior was not satisfactory and a note must be sent home to the student's parent or guardian describing the behavior and in what areas the child can improve his/her behavior….The teacher will record the number of bees earned by each student

(zero, one or two) in the student's communication notebook. This will be a daily

task and a daily communication with the families. (SIES PBS Team, 2012, p. 4)

Two other schoolwide strategies for supporting student behavior through the SIES PBS

approach, related to the 'Daily Bee System' are also described in the Spanish School PBS

Manual: "Bee of the Week" and "Beehive" recognition (SIES PBS Team, 2012, p. 4-7).

Another related aspect of SIES's schoolwide PBS system was the "Behavior

Management Sticker Chart":

Each student will have a sticker chart in their name posted in a visible place

within the classroom. The sticker charts are to be used along with the Bee System

to manage and reinforce positive behavior. When a student is caught

demonstrating a positive behavior, whether large or small, they can be rewarded

at any time with a sticker on their chart. Stickers can be given throughout the day

and do not necessarily correspond with the Bee System bees….The sticker charts

are not filled on a daily, weekly, or even monthly basis. It may take a child a

month to two months to fill up their chart. This is to promote long-term behavior

management and encourage positive behavior in the long-term. When a student

fills up their chart with stickers, they are given a reward from Principal

Alicia….The daily Bee System and the long-term sticker charts can work hand-in-

hand and are especially effective with students that have behavioral problems in

the classroom. Though a student may have trouble behaving correctly on a daily

basis causing him/her to take home zero or one bees, he/she can still be positively

motivated for the smaller improvements that he/she makes and progress that

he/she shows. (SIES PBS Team, 2012, p. 5-6)

Other universal strategies were mentioned in the SIES PBS Manual but were not mentioned by the teachers during the interviews: "Tree Learner Profile", "Thank you cards for keeping safe our school community", "All Aboard!" (Bus program), "It's cool to be at school everyday" (attendance and punctuality). Although teachers at SIES received a copy of the PBS Manual in order to follow the above universal strategies and facilitate the establishment of schoolwide expectations and procedures it was not evident from the classroom observations that the two case study teachers utilized these strategies. It could be that these strategies were, indeed, part of the teachers' PBS repertoire but were simply not observed during the ten classroom visits. Since I did not specifically ask about them during the interviews it is impossible to tell, to what level these strategies were used and/or adapted by SIES teachers.

The idea of having schoolwide expectations and a behavior management system that is universally accepted and followed by everyone in the school seemed to have several benefits for both teachers and students. According to Sandra:

So, now all of the teachers are saying the same thing….They (students) already know what all of the teachers are saying. So that's a big difference; big, big difference. Everybody is on the same page…it is like you do not have to say a lot of stuff. Because they already know, any teacher will tell you the same thing. They are not going to tell you something different because it is schoolwide. So that is a really good thing….Now it is one system that works for everybody so if I go to a third grader and I tell them something, yeah, there is a chance that they are upset and they are not going to come after me but they are willing now to take

that observation instead of being aggressive all of the time. (Interview A2, line

301)

In building a schoolwide philosophy and from a spiraling perspective, moving from one

grade to another, Principal Alicia agreed:

…having something that is schoolwide…the students are learning something in

Kindergarten that when they go to first grade it's going to be exactly the same

philosophy that we want to follow. So for the students, when they go from

Kindergarten to third or fourth grade, at that time probably they are going to be

masters at PBS. (Interview P1, line 262)

Benita concurred throughout her interview as well, and below provided insight

about an important secondary aspect of this data. While it is certainly true that SIES has

adopted a schoolwide approach to PBS and has seen an improvement in behavior and

school culture (to be discussed in subsequent sections), teachers recognized the need, and

took advantage of the opportunity the school administration and PBS support team

provided, to make changes in their individual classrooms based on the personality, needs

and make-up of the class and its students:

I think that we are following the PBS philosophy and it is very good…made a

really good change in our school.…but…behavior is something dynamic so we

have at least one piece that we can do [on our] own. Like all these things I do by

myself in my own class. Because…my culture, or the culture in my class, is not

the same as in [another teacher's] class. (Interview B2, line 448)

The idea that SIES developed a universal, schoolwide PBS approach but teachers

feel free to make changes as needed was supported by many of the artifacts I saw in both

classrooms. Benita, in particular, regularly utilized a variety of both positive and

"improvement-needed" individualized classroom notes to parents and families in addition

to the Daily Bee System the whole school uses. Additionally, she employed the use of

immediate phone calls to parents, requiring the student to talk to his or her parent or

guardian, if the student was engaging in particularly disruptive behavior. These

classroom management strategies were unique to her classroom but she was able to

coordinate them under the overall PBS classroom approach.

   Consistency. "Something we also learned with PBS is that the routine, the

consistency…it's a key…." (Interview P1, line 152). Perhaps some of the most closely

related codes developed from the interview data were those having to do with the

previous category ("A school-wide system with room for individual teacher

modification") and the idea that Alicia identified as key: consistency. They were

oftentimes intertwined, but through the data analysis process eventually it became

apparent that there were actually two distinct categories. Nevertheless, there was much

connecting these two categories and they represented side-by-side looks into how PBS is

utilized at SIES.

   The "consistency" category was focused less on the universality of the PBS

approach and more on the consistency of utilizing, demanding, and expecting students to

follow it, day-to-day, whether on the part of one teacher or between teachers or

classrooms, across different areas of the school, i.e., cafeteria, playground, or bus line, or

even extending to the home, as Benita suggested:

   So we need to know everybody wins…the student will win, the student

   learning…the teacher, and the parents, at home. So I always tell them the most

important thing is….to work together because it is not only in the school. So that

is consistently what we started doing since the very beginning in the morning to

the last minute in the afternoon, since the very beginning of the year to the last

day of the year. (Interview B1, line 353)

Teachers expressed the belief that "consistency" is an important part of

successfully utilizing PBS, an idea also found in a training session offered to SIES on

April 18, 2012. This 13-page PowerPoint presentation produced by Missouri Schoolwide

Positive Behavior Support describes "Consistency" as "The Cornerstone for Everything

Related to SW-PBS!" (SIES PBS Team, 2012). The same slide explains that PBS

"Provides 'Consistency' in Language, Provides 'Consistency' in What to Teach, Provides

'Consistency' in What to Recognize, Provides 'Consistency' in What to Correct".

Based on the training and understanding they had about the importance of

consistency in

PBS, the case study teachers worked hard in this area. For Sandra's classroom, being

consistent meant extensive practice at the beginning of the year:

I will teach you what is the right thing to do. We will practice this over and over

and over

and then I will trust you….especially at the beginning of the year it is going to

help a lot. You take all of that information, they feed themselves with that, so they

don't even need to remember an agreement or a rule. But they know what is right

and what is wrong to do….That they have that criteria to decide what is right or

what is wrong instead of me telling them what is right and what is wrong. I want

it to come from them. (Interview A2, line 253)

Alicia remained committed to the importance of consistency and to helping

teachers maintain it:

Something that we know we need to improve is helping the teachers to keep in

mind that we want to practice PBS all year long, every single day. Sometimes, to

be consistent is very, very hard for teachers. Because sometimes, probably, they

are tired so they are thinking that today, today my students can do whatever they

want to do because, today, I don't want to deal with any situation. But that is not

really helping because the one moment that you don't want to be consistent…can

bring chaos with it because the students are going to know that if today I was

doing this and the teacher didn't say anything, tomorrow I can do that one more

time and then they start increasing situations. (Interview P2, line 264).

The observation rubric (Appendix H), which utilizes a scale based on consistency

(1=inconsistent or unpredictable...5=consistent or predictable), helped provide an

additional method of data collection and analysis in regard to this significant category.

Five observations (ranging from 40 minutes to 2 hours in length) were conducted in each

case study teacher's classroom so there are a total of ten data sets. Results were averaged

from the five observations of each teacher in 36 different areas (Appendices I and J).

It is an overgeneralization to assert the tool demonstrated that teachers

consistently utilize core PBS strategies as defined and outlined in the observation rubric

(which modified Lewis' 2007 PBS Environmental Inventory) since there were a number

of areas in which the case study teachers used PBS inconsistently and unpredictably. The

results did indicate that 46 of the 72 areas observed in both case study teachers'

classrooms averaged 3.5 or more in terms of consistency. This was contrasted with only

14 of the 72 areas observed averaging 2.5 or less.

Analyzing the broader sections of the observation rubric helped provide a better

understanding of these results in the area of "Consistency". The rubric is divided into 6

sections of 3-11 specific areas of observation for a total of 36 total areas. The first broad

section, *Physical Space: Is physical space organized to allow access to instructional*

materials, showed strong consistency for both case study teachers (together they

averaged 4.35). The second section, *Attention: Does the teacher gain the attention of the*

students prior to instruction, demonstrated slightly less consistency for both teachers but

was still strong (4.05 average). The third section, *Time: Does the teacher initiate*

instructional cues and materials to gain, maintain, and regain student attention, showed

much less consistency (3.05 average). The fourth section, *Behavior Management: Does*

the teacher have universal systems of PBS in place, was the least consistent section of the

six (2.60 average). The fifth section, *Routines: Does the teacher have procedures and*

routines that are clear and consistently followed, was relatively strong again (3.95

average). Finally, the sixth section, *Curriculum and Content: Does the teacher*

implement effective instructional strategies, was similarly strong (3.90 average).

The fact that the section with the overall lowest level of consistency was the one

having the most to do with PBS directly pointed to what Principal Alicia mentioned in

her discussion of PBS and consistency, "Sometimes, to be consistent is very, very hard

for teachers" (Interview P2, Line 264). The seven areas in this section (listed below)

seemed to have been covered and included in the school's implementation of PBS

(Missouri Schoolwide Positive Behavior Support, 2012; SIES PBS Support Team, 2012):

1. Rules are posted

2. Rules are referred to at appropriate times

3. Students receive verbal praise for following rules

4. Corrections are made by restating the rule/expectation and stating the

appropriate

replacement behavior

5. Continuum of consequences for encouraging expected behaviors

6. Continuum of consequences for discouraging expected behaviors

7. Maintains a 4:1 ratio of positive to negative statements

And although the interview protocol and the observation rubric were not directly linked,

there was enough overlap to see that a possible explanation for the reason I did not

observe some of these strategies on a consistent basis was attributable to the teachers'

decisions to adapt PBS to match their needs and the needs of their students. As

previously discussed, they freely acknowledged they changed the schools' approach to

PBS to better fit their classrooms. They also felt that these modifications and their own

version of PBS still matched the school's definition and goals for PBS.

Another helpful tool to bring into this discussion is the survey since, unlike the

interview protocol, it does contain five questions directly linked to the observation rubric.

Comparing the survey results with those of the observation rubric authenticated the above

interpretation that teachers were aware of, and consciously chose not to incorporate some

of these 7 universal systems of PBS in their classrooms. Four out of the five questions

that are the same on both data collection tools indicate alignment. That is to say that the

data from each corresponded, whether from a "positive" standpoint by which teachers

were following the school's version of PBS or from a "negative" standpoint where they

knew and were aware they were not following a particular school or universal PBS

strategy. Only one question indicated a discrepancy between what the teachers

perceived, as determined by the survey data, and what was observed through the

observation rubric.

The first of the four questions with survey-rubric correlation was "positive" in

terms of following the school/universal PBS system: *I have PBS-related rules posted* (80

percent of SIES lead teachers agreed or strongly agreed on the survey. In a

corresponding fashion on the observation rubric, the case study teachers received a

combined 4.90 average consistency rating). The next three questions demonstrated

"negative" alignment from the perspective of following the PBS universal systems (both

the survey and the rubric show teachers did not follow/agree with the statement).

2. *I have posted a continuum of consequences to encourage expected behavior*:
   Only 46 percent agreed/strongly agreed; case study teachers received an
   average score of 1.45 on the observation rubric.

3. *I have posted a continuum of consequences to discourage problem behavior*:
   Only 46 percent agreed/strongly agreed; case study teachers received an
   average score of 2.25 on the observational rubric.

4. *I maintain a ratio of 4:1 positive to negative statements to students*: Only 26
   percent agreed/strongly agreed; case study teachers received an average score
   of 2.10 on the observational rubric.

The fifth question that was the same on the survey and the observation rubric,

however, indicated a discrepancy between what teachers felt they were doing and what

was happening, consistently, in the classroom: *I make corrections in behavior by restating the rules/expectations and stating the appropriate behavior* (80 percent agreed/strongly agreed; 0 percent disagreed/strongly disagreed on the survey; However, case study teachers received an average score of 2.30 on the observational rubric). Here it is obvious that a majority of the teachers surveyed believed they did make corrections in behavior by restating the rules/expectations and stating the appropriate behavior but during observations of the case study teachers this was not happening consistently.

Perhaps an important question to ask at this point would be, "Teachers have adapted some of the universal systems of PBS to better fit the needs of their classrooms and they still feel they are faithful to the school's definition and goals for PBS but how does this correspond to what the literature and the approach itself says?" The answer is not straightforward or simple.

The fact that the seven particular strategies on the observation rubric are labeled as "universal systems" of PBS (Lewis, 2007) and at least two (the "continuum of consequences" questions [#2 and #3 above] were asked jointly on the survey but listed separately on the observation rubric) of them were seemingly not being utilized consistently by SIES teachers (according to survey and observation data) could certainly be problematic for the school and an area of focus for improvement. These ideas are also highlighted throughout the school's implementation and informational documents (Missouri Schoolwide Positive Behavior Support, 2012; SIES PBS Support Team, 2012). Finally, Sugai and Horner (2011) describe as a defining characteristic of PBS the:

> …high priority for the selection, adoption, and use of evidence- or research-based behavioral practices….These practices include an array of specific interventions

and a host of strategies for (a) acknowledging, or rewarding, appropriate behavior

and (b) establishing consequences for problem behavior. (p. 310)

However, these authors also emphasize another defining characteristic of PBS:

the adoption of a systems perspective when selecting and implementing a

behavioral intervention…a SW-PBS systems perspective gives priority to

establishing local capacity and expertise, majority agreements and commitments,

high levels of implementation readiness, high fidelity of implementation,

continuous implementation and outcome evaluation. (Sugai & Horner, 2011, p.

310)

This would indicate that the PBS approach does encourage local initiative and change

with the expectation there be "high fidelity of implementation". As stated, the answer is

neither straightforward or simple but could perhaps be summarized as follows: The

teachers, as part of the ongoing implementation process at SIES, did have the opportunity

to make changes to the universal systems of PBS but should work within "practices that

have been tested, replicated, and applied through experimental and quasi-experimental

research designs" (Sugai & Horner, 2011, p. 310) and, once these practices are

established by the school, should strive for "high fidelity of implementation". Thus, the

understanding seems to be that major local initiative and change should ideally occur at

the school level rather than the individual classroom level, with important expectations

also being that a majority of the teachers are directly involved in the process and that

teachers may make changes according to their teaching style and student learning needs

which are separate from major changes to the universal systems of PBS.

The "positive" in PBS. The two teachers both greatly appreciated the idea that the first word in PBS is "positive". They spoke often about how they liked the opportunity to keep discipline "positive" and to remain "positive" in their dealings with the students. They both mentioned that this aspect of PBS was something they, personally, had already been doing (and continued to use and adapt in their own classrooms) and had even experienced as learners in their native countries. Sandra stated:

Like the name, it is positive behavior support. Do the right thing. Get a reward

for that. Reward, reward…instead of a punishment there was always going to be a

reward. There is not the punishment. There is a consequence….it is always

positive. So, that is my main thing with PBS. (Interview A1, line 432)

Benita highlighted one of the prominent PBS strategies in her appreciation of the positive nature of the approach, "So if the child knows what my expectation is and if I am based in a positive, 4 to 1, four positive statements against one negative statement, probably the result will be a positive environment; for the teacher to teach and the student to learn" (Interview B1, line 351). This idea is first highlighted under the "Behavior Management Sticker Chart" section of the Spanish School PBS Manual, "Have 4:1 positive comments for every one negative comment" but also consistently throughout other SIES PBS artifacts, including many of the 56 lesson plans.

As mentioned briefly during the discussion of the observation rubric data in the previous section, the idea that both case study teachers received low mean scores in their utilization of the 4:1 positive to negative comment strategy was surprising considering Benita's interview comments above. For example, case study teachers scored an average of 2.10 with low standard deviations. What, at first, seems to be surprising and

contradictory data when compared with the teachers' interview comments and the importance placed on the strategy in the school's PBS documents, is actually less surprising, although still potentially an area of concern, after the field notes from the observations were consulted: "Verbal praise for good answers [and] contribution (student participation in class) but not for following rules" (Benita observation #1, Wed, May 1, 2013). Both teachers did provide at least four positive comments to students for every negative comment in the area of academic work and effort but this was not the case in the area of behavior. For this reason, teachers seemed to feel they were achieving this goal since they were generally being positive and offering positive feedback to students on a regular basis. With regard to PBS and behavior, however, it may be more difficult, practically, to achieve such a ratio. Interestingly, this aligned well with the quantitative data in this area, as 33 percent of lead teachers surveyed disagreed or strongly disagreed that they maintain a 4:1 ratio of positive to negative comments and only 26 percent agreed or strongly agreed to the statement.

Finally, teachers understood very well the first word in Positive Behavior Support and, indeed, it is something they were trained to highlight in their interactions with students, as the April 18, 2012, training session emphasizes "What the science of behavior has taught us [is that] to retain new behaviors, students must be given specific, positive feedback and opportunities to practice in a variety of settings" (SIES PBS Team, 2012). Many of the PBS documents highlight this need for positive feedback, referring at other times to the related ideas of positive redirection, positive wording in requests to follow rules and procedures and positive support of appropriate student actions rather than a focus on reactive disciplinary measures.

Chapter Five: Conclusion and Implications

The final chapter of this study further unifies the data presented in the previous chapter through discussion of the major findings anchored to the two main research questions: 1) In what ways do teachers at urban, language immersion schools comprehend, support and utilize the PBS system? 2) How do teachers' understandings of PBS and adapted classroom management practices match (or not) the PBS goals of the school? Additionally, suggestions for further research will represent the end of this study and the beginning of other possible related research.

Summary of the study

In reviewing the literature I discovered there was little relevant literature in the area of convergence between urban, language immersion schools and classroom management (Curran, 2003; Fortune, 2011, Preciado et al., 2009; Slapac & Dorner, 2013; Wright, 2005) and I found no previous studies combining these areas specifically with the PBS approach (although Slapac and Dorner's [2013] research references PBS in the footnotes). This study built upon research in each of these three areas (with PBS being a subset of the classroom management area) but is most helpful in its specificity and unique approach in bringing all of them together. It is in this area that the current study contributes most significantly to the body of research. When taken as a whole, the review of the literature on urban and language immersion schools, classroom management and PBS indicated that urban language immersion schools face unique and singular challenges when striving to implement the PBS approach.

The methodology of this study, as described in Chapter Three, used a sequential explanatory case study research design (Creswell, 1998; Creswell, Plano-Clark, Gutmann

& Hanson, 2003; Yin, 2003). This model typically uses qualitative results to assist in

explaining and interpreting the findings of a primarily quantitative study. In this study's

particular variation, "the qualitative data collection and analysis is given the priority"

(Creswell et al., 2003, p. 227). Thus, the survey results were collected and analyzed as a

way to inform the substantial qualitative case study portion of the study. Specifically, the

survey of the 28 lead teachers at two language immersion elementary schools, Spanish

Immersion Elementary School (SIES) and French Immersion Elementary School (FIES),

was used to determine teachers' characteristics in four main areas: classroom

management approach, experience/training in PBS, teaching experience and cultural

background. These results helped construct a framework from which to interpret the

qualitative data in the subsequent case studies. Since FIES was only included in the

survey portion of the study, the following discussion of the major findings is based on

data collected at SIES. Six major findings were developed from the results of the study.

Major findings

      The first discovery is that SIES teachers were informed, involved, comfortable

and acquainted with the school's particular version of PBS. The survey provided initial

data showing they were familiar with the school-wide goals associated with PBS (87%)

and with PBS structure (80%). (As previously noted, all percentages represent a

combined "agree" and "strongly agree" value if not otherwise noted.) Only 14% said

they did not feel comfortable using PBS in their classroom. Although there was some

evidence pointing to the fact that teachers' practices didn't fully back-up the high level of

confidence they had in their own levels of involvement and familiarity with PBS, they

did issue a moderate-to-high level of affirmative responses to five of the seven statements

focused on specific PBS-related practices used in classrooms (60% or higher). Obviously, a relatively high percentage of teachers considered themselves to be sufficiently knowledgeable about PBS goals and structures, which is significant since the first main research question is about how teachers comprehend and utilize the PBS system. Still, simply because teachers rated themselves high in these areas does not necessarily make it so, especially since the data on teachers' actual practices was mixed.

Teacher perceptions of their knowledge and familiarity with PBS was very high and this was seen in both the survey and the interview data. The data on their actual practices demonstrated a moderate level of correspondence and did not negate the idea that teachers generally knew what their school's PBS approach consisted of and were in a position to be able to accurately respond to related statements and able to elucidate their perceptions about such topics.

The case study teachers also demonstrated a familiarity and comfort level with the goals, structures, and definition of SIES's current iteration of PBS in discussing how they comprehend, support and utilize the approach in their classrooms. They summarized, analyzed and synthesized the school's version of PBS in a variety of ways during the wide-ranging, semi-structured interviews. They spoke with a high level of knowledge and understanding of the approach in general and of SIES's model in particular.

Perhaps the only difficulty the case study teachers had in their understanding of PBS was a tendency to over-emphasize the "positive" aspect of Positive Behavior Support, occasionally reducing the approach to simply a "positive" discipline program, whereby any behavior management technique could be classified as PBS as long as it was done in a "positive" manner. For example, as can be seen at the beginning of chapter two

and throughout the review of literature, PBS, as a model, is defined by clear expectations, strategies and defining characteristics, yet the case study teachers rarely discussed how they used or adapted these particular strategies and systems. Instead, they explained their use of PBS in broad generalizations, often devoid of related terms and commonly defined PBS structures. Essential understandings that were missing in teacher discussion and commentary included the three-tier intervention system, a continuum of procedures for encouraging expected behavior and discouraging inappropriate behavior, procedures for ongoing monitoring, and procedures for teaching expected behavior (Lewis, 2007; Missouri Schoolwide Positive Behavior Support, 2012). Even when directly asked about how they understood and utilized the vitally important three-tier structure of PBS, they did not talk at length or in much depth.   The principal talked more about this central aspect of PBS and mentioned that this was an area where improvement is needed, especially in developing better understanding and implementation of tier three.

The second major finding was also tied to the first research question in terms of how teachers comprehend, support and utilize PBS. Teachers were moderately confident about the actual and potential benefit PBS offered in their own classrooms and throughout the school. They felt PBS is an effective way to manage behavior (66% agree/strongly agree; 7% disagree/strongly disagree), had seen improvements in the school-wide behavior of students since PBS has been introduced (74% agree/strongly agree; 7% disagree/strongly disagree) and felt the PBS approach helped them to manage their classrooms better (60% agree/strongly agree; 7% disagree/strongly disagree). Interestingly, despite the moderately high percentages of enthusiasm toward PBS, there was no consensus about whether PBS was the preferred classroom management

approach. The highest percentage of teachers (47%) offered no opinion when asked if they would prefer to use a classroom management approach other than PBS. In fact, 33% said they would like to use a different approach while only 20% disagreed or strongly disagreed.

The apparent contrast between the results from the first three statements and those from the fourth statement were explained by examining the case study results, which were helpful in providing a more detailed and thorough perspective. The case study teachers, like the majority of the surveyed lead teachers (a group in which they were also included), generally assessed the PBS approach optimistically. This had not always been the case as both teachers indicated they were not, initially, well-disposed toward PBS. They generally seemed well-balanced in their evaluation of PBS as an approach, providing both positive and negative views throughout the study. There was never a time where the case study teachers expressed that they either would or would not like to use a classroom management approach other than PBS. For them the important thing was that PBS had been adopted by their school (it is important to note that a majority of teachers were involved in, if not the decision to adopt, then the implementation process of the PBS approach at SIES) and they held a desire to examine PBS, as an already-instituted program, in an effort to more successfully utilize it in their classrooms. They seemed to be representative of the 47% of teachers who expressed no opinion about using a classroom management approach other than PBS.

The third major finding is one of the most prominent as it directly addressed the second research question about how teachers' understandings of PBS and adapted classroom management practices match (or not) the PBS goals of the school. SIES

teachers embraced the schoolwide or universal system of strategies ("agreements") and comprehended, supported and utilized them in their classrooms and throughout the school. Specifically, teachers (1) made a conscious effort to utilize the school's implemented version of PBS, (2) prioritized the school's goals and definition of PBS, and *simultaneously* (3) thought and acted in ways demonstrating they had the flexibility to change the school's approach to PBS to better fit their classrooms. I saw numerous and significant examples of all three of the above aspects of this conclusion during the ten observations I completed in the classrooms, in classroom-specific documents, and throughout the four interviews with the case study teachers (two each). Especially common were interview descriptions of how and why the teachers had modified the school version of PBS.

There is a nuanced yet powerful answer to the second research question that originated out of these three seemingly contradictory statements. Three connected questions on the survey provide illumination and clarification. First, teachers generally said their classroom management goals can be accomplished through the school's implementation of PBS (60%). Second, teachers stated, "the PBS model I use in my classroom matches the school's definition and goals" (60%). Yet, (third), an extremely high percentage of SIES teachers changed the school's approach to PBS to better fit their classrooms (86%).

Once again, the in-depth case study data was instrumental in providing deeper meaning and valuable information in explaining the survey data. According to the case study teachers, it was perfectly acceptable and possible to strive to follow the school's implemented version of PBS (by following PBS Team- and teacher-developed and

agreed-upon lesson plans) and to match a specific classroom model of PBS to the school's goals for PBS (teaching, promoting, practicing and instituting the schoolwide agreements and universal procedures and strategies) while simultaneously changing the school's approach to PBS to better fit their classrooms (due to differences in student demographics, needs, personalities and learning styles, as well as teacher personality and style). Thus, what at first glance looked like contradictory descriptive survey data turned out to be a complementary and unified explanation of how teachers' adapted classroom management practices still matched the PBS goals of the school.

A cautionary note to the above findings must also be addressed as there was data from the survey and observation rubric that indicated teachers not only made simple changes in the school's approach to PBS to better fit their classrooms but made substantive changes or have disregarded at least two of the "universal systems" of PBS (Lewis, 2007), as listed on the observation rubric and described in the major agreements adopted by the school (SIES PBS Support Team, 2012). These included: *I have posted a continuum of consequences to encourage expected behavior and discourage problem behavior* (this question was divided into two areas on the observation rubric); *I maintain a ratio of 4:1 positive to negative statements to students; I make corrections in behavior by restating the rules/expectations and stating the appropriate behavior* (this question demonstrated high levels of agreement on the survey but very low levels of consistency on the observation rubric).

As mentioned above, and based on the survey and interview data, teachers seemed to believe they could change the school's approach to PBS to better fit their classrooms while staying faithful to the schoolwide definition and goals for PBS. While this

certainly appeared to be true for the many areas related to differences in student

demographics, needs, personalities and learning styles, as well as teacher personality and

style, it did not apply, according to the literature, to the well-established, research-based

defining characteristics and universal systems of PBS or the substantive, schoolwide

agreements adopted and developed by a majority of SIES teachers during the

implementation and ongoing development process (as exemplified by the three "universal

systems" listed above). Teachers must find the balance between utilizing the schoolwide

PBS approach and staying true to the core PBS strategies while changing what is

necessary for success in their own classrooms.

The fourth discovery is that teachers felt PBS allowed them to develop better

interaction with students, in particular, but also with parents and even other teachers

(through the PBS lesson planning process). The fact that teachers understood PBS to be

advantageous in helping them communicate, interact with and connect with their

students, the families of students and their colleagues is evidenced by the fact that the

case study teachers spoke at length about how, though they were initially skeptical, PBS

had allowed them to develop better, more positive relationships with these groups so

central to teachers' lives. They believed the reason to be the "positive" attitude inherent

in PBS and gave examples of trying to send home regular positive notes and

correspondence. They also explained that maintaining a ratio of 4 positive comments

about behavior for every 1 negative comment and developing positive redirecting

statements were efforts that had helped them develop better relationships with students

and parents. Although the last two strategies were evident with regard to effort and

participation, they were not necessarily happening in the area of behavior, based on the results of the observation rubric.

The "Daily Bee System", as represented by the 2012-2013 school theme, "Somos Abejas Exitosas" ("We are Successful Bees"), was another example of how the case study teachers felt they had developed better interaction with students and parents. Of course, without having interviewed or included these two groups in this study, it was difficult to know to what extent this was true. Both teachers mentioned that parents seemed to have responded more positively during interactions, even when discussing "negative" issues or an area of improvement needed on the part of the student. Interestingly, this example could also easily fit under the heading of the previous major finding regarding teachers' comprehension, support and utilization of the schoolwide PBS agreements, as it was the central schoolwide example of SIES's particular version of PBS. Many of the other agreements stem from this recognizable, multi-faceted and universal school PBS strategy. The "Daily Bee System" represented a practical, daily framework of positive behavior support for students and communication for parents.

The fifth major finding is that teachers experienced difficulty when it came to utilizing PBS in immersion and urban contexts but the extent and frequency depended upon the situation and teacher. There were unique challenges with regard to classroom management in both immersion and urban school contexts and the combination of the two represented an extra level of complexity for teachers and the principal.

Specifically related to how teachers comprehended, supported and utilized PBS, as a specific classroom management approach, in immersion and urban school contexts, teachers were almost exactly evenly split as to whether PBS was difficult to practically

implement and hard to use effectively (34 percent disagreed/strongly disagreed, 27 percent held no opinion and 34 percent agreed/strongly agreed). The descriptive survey results mirrored the mixed feelings the case study teachers expressed about the difficulty of using PBS in their current language immersion urban school situation.

One of the immersion difficulties they mentioned was tied mainly to the fact that children, especially in the early grades, do not understand much of the language in an immersion context which can make it more difficult to establish expectations and clear understanding about classroom procedures or agreements. According to the case study teachers, this was addressed by a change the school made in allowing teachers of the early grades to use English for the first six weeks of school when discussing behavior, rules, procedures and the PBS matrix of agreements.

A second difficulty teachers mentioned which was tied to the urban school context, was the lack of consistency between school and home in terms of maintaining the PBS agreements and what teachers identified as a lack of home routine or regular schedule for many students. The teachers acknowledged the reality of the difficult situations facing many students in urban schools.

Both case study teachers indicated that despite these challenges and the extra effort required, initially, to address them, they felt that neither the immersion nor the urban school context had impeded them from utilizing the PBS approach in their classrooms. In fact, in many ways the PBS approach helped them handle these inherent challenges, especially those related to the urban school context, in a more optimistic and successful manner.

The sixth major finding was that teachers and the principal, after one full year of use, readily identified a large number and type of PBS-related improvements in a variety of areas. These included teacher stress level, parent confidence in the school, individual teacher classroom management approach, school culture, ability to line-up and walk quietly in hallways, universal school approach toward behavior management, frequency of major discipline problems (fighting and bullying), student self-esteem, and student "respect, responsibility, success and safety" (PBS Team, p. 3).

However, they also acknowledged there are areas that remain a challenge and need additional attention in the future. These areas included developing a better way to manage PBS Tier 3 interventions, addressing behavior "problem" areas that remain throughout the school including the bathrooms and playground, adding PBS lesson plans about student personal space to the matrix and carving out faculty work and planning time specifically for PBS. The list of improvements which occurred during this school year as a result of full PBS implementation, according to the case study teachers was lengthy and varied, although there were plenty of areas that both teachers and the principal stated were either unrelated to PBS or had not improved (or declined) as a result of PBS implementation. Student enjoyment of school was one such area that had not changed as a result of PBS.

Limitations of the study

The identifiable limitations of this study included: (a) longitudinal limitations due to the fact that data collection lasted only one part of one semester (spring, 2013) and summer, and (b) small population size for the survey (n = 28), (c) the complexity of

doing PBS in a language immersion setting and, therefore, a scarcity of related research in this area.

Although not obvious or particularly problematic limitations, per se, the bias of the researcher in the following areas posed both challenges and benefits. The challenges included: seven years' experience as a foreign language teacher, teaching experience limited to mainly suburban and rural school districts, significant prior research work as a research assistant at the affiliated French school (FIES) including having transcribed interviews with the FIES principal and most of the faculty, with some overlap in research areas. Benefits were such that the relatively closed period of data collection (one semester) allowed the researcher to focus more narrowly on teacher perceptions, utilization and adaptation of PBS in their classrooms as it stood at the end of the first year of implementation. This allowed the researcher to capture a snapshot of PBS in time, at this important early juncture of implementation and development. In a multi-year study, teachers' perceptions, utilization and adaptation of PBS in their classrooms could change significantly, thus making data collection, and, especially, data analysis quite difficult. Additionally, the researcher bias resulting from my experience as a foreign-language teacher and research assistant working closely with data gathered at FIES had certain advantages including a better appreciation, understanding and working relationship with the classroom teacher-participants as well as a greater familiarity with the research site which, I believe, made data collection more efficient and productive.

Survey limitations. In evaluating the benefits, drawbacks and structure of the survey prior to beginning qualitative data collection and analysis, there were two originally-intended effects that did not materialize. The first was that by using a

sequential explanatory case study design, I had hoped to use the survey to inform and

guide the selection process of the two case study teachers. However, it was determined

that keeping the identity of the survey participants anonymous was more important than

acquiring extensive demographic data which would have suggested the most diverse case

study participants. Obtaining diversity or divergent experiences in the following areas,

through demographic questions embedded in the survey was one of the original goals:

number of native Spanish speakers, age of students/grade of classroom, number of low-

income students, ethnicity of students versus teacher's ethnicity), their teacher experience

level (number of years in teaching, type of teacher certification, experience as a language

immersion teacher), and cultural background (country of origin, native language spoken,

length of time in the U.S.). Marshall (1996) labels participants with such divergent

experiences "disconfirming samples". This is helpful because using teachers who have

differences in the above areas offered a comparison between two different samples. The

solution to not obtaining this information in the survey was to have all of the SIES survey

participants volunteer for the case study portion of the study through submission of

separate contact information, which allowed the rest of the teachers to maintain

anonymity but also allowed me to give a short questionnaire with the same demographic

information as above to the three teachers who did volunteer. Thus, the survey did not

end up informing selection of the case study teachers but the relevant case study teacher

divergent experiences were still obtained and utilized to whittle the three volunteers down

to two.

    Another potential goal for the survey, which was realized in a manner different

than originally planned, was to use the results as an opportunity to modify the

instruments of qualitative data collection, such as the observation rubric and the interview protocol. I did not make any changes to the instruments for qualitative data collection since it appeared, based on the survey results, that the tools were appropriately-designed to gather the necessary data. Indeed, I found this to be true during and after the data-collection and data analysis processes of the primarily qualitative case study portion of the study.

Suggestions for Further Research

The area offering the most potential in terms of further research would perhaps be to expand on the significant longitudinal limitations of the current study, where the main data collection time frame occurred during the last month of the 2013 school year. Although this was actually a helpful period (at the end of the first full year of schoolwide PBS use) in which to provide a snapshot in time of how the PBS approach was being implemented, utilized and adapted by teachers, I imagine that if a follow-up study were to be done, and case study teachers could be followed for an entire school year, the study would offer significantly more insight. One of the interesting pieces of data to come out of this study that I would have liked to have explored further was the way in which teachers' viewpoints toward PBS morphed and developed, especially as they moved from being initially opposed to the idea (perhaps due to ignorance of what the approach entailed but perhaps due to other, more subtle reasons).

In thinking about the aforementioned possibility for further research and the fact that the survey did not, and would not, help in presenting data in this area, another idea for further research was brought forth. The survey, overall, was extremely helpful in ascertaining the beliefs, attitudes and practices of the faculty, as a whole, which provided

helpful balance to the opinions and experiences of the two case study teachers. Yet, both

FIES (with 13 participating teachers) and SIES (with 15) are relatively small schools and,

thus, offered small populations for the survey study. It would be interesting to see if

similar results, based on the same survey questions, would be obtained if a larger

population or even a large sample from multiple locations, was used, and, for that matter,

additional case study teachers as well.

Regarding this last idea, in particular, it would be helpful to add FIES teachers to

the case study. I began thinking about this possibility for future research when I was

analyzing data from the survey and noticed something peculiar: while the mean scores for

the SIES teachers were higher on every positively-worded question listed in Table 3

(Perceptions of PBS), they were lower (and significantly so) for the FIES teachers on

every negatively-worded question. To clarify, SIES teachers "out-agreed" FIES teachers

on the positive questions and FIES teachers "out-disagreed" SIES teachers on the

negative questions. It is important to note that this is only true using the mean and

standard deviation figures: two of the positive questions showed higher percentages of

FIES agreement (the difference is the "no opinion" category which is factored into the

mean figures and obviously not to the agree/strongly agree figures). The higher positive

SIES and lower negative FIES effect is likely mere coincidence, especially since there

were only three negatively-worded questions. Additionally, nothing in the SIES case

study data indicated an explanation for this outcome. However, without having

conducted case-study interviews with any of the FIES teachers, it was impossible to

compare schools at more than face value, to know if there is a valid reason for this

phenomenon which is, indeed, a highly interesting place in which to continue research.

While adding other researchers in order to incorporate inter-rater reliability,

utilizing the case study teacher observation rubric (based on Lewis' PBS Environmental

Inventory, 2007) to a greater degree to more precisely compare the actual, observed PBS-

related actions, procedures, and interventions with what case study teachers, in their own

words and opinions, thought they were doing could be a valuable extension of the current

research. I noticed that, although the case study teachers scored very high, overall, in

fidelity to PBS structures in their classrooms on the observational rubric, there were

certain areas that seemed to pose interesting discrepancies. For example, both case study

teachers scored relatively low in the areas: *Maintains a 4:1 ratio of positive to negative*

statements, and *Students receive verbal praise for following rules*. During the interviews,

however, they mentioned this as a priority.   My impression, based on observational field

notes, was that they did, indeed maintain a 4:1 ratio of positive to negative statements in

the area of academic performance but not in the area of behavior management. This is

just one topic imbedded in the observation rubric data that pointed to an interesting and

valuable place to conduct further related research.

Finally, there were a number of interesting pieces of data to come out of the

interviews that, due to limitations of time, space and research question parameters were

not able to be examined thoroughly. Further research in such areas would contribute to

the body of knowledge with regard to PBS at urban, language immersion elementary

schools: (1) How PBS affects students, parents and families in urban areas and/or the

perspective of these stakeholders toward the PBS approach (expand the study to include

parents or guardians); (2) How teachers' cultural background affects their implementation

of PBS or, oppositely, how students' cultural backgrounds affect their reception of the

PBS approach; (3) How does the school implementation approach, specifically, the

training or method the administration uses to present the approach to teachers, and how

much involvement they (teachers) have in establishing PBS in the school, affect how

successful it is after a year, two years, five years; (4) Which PBS interventions and

strategies of the traditionally established systems (tested and proven successful in action

research or experimental research) this particular school (or others) chose to adopt and

how/why.

      This study offered an enriching opportunity to work with an impressive group of

language immersion educators including the SIES and FIES lead teachers and,

particularly, the SIES case study teachers and principal. Hopefully, it will provide

information helpful to the faculty, staff and administration at these schools, allowing

them to continue to more fully and successfully implement the Positive Behavior Support

approach. This study offers information central to the "sustained implementation and

continuous data-based enhancements" (Sugai & Horner, 2011, p. 324) vital to the

ongoing improvement of any school's PBS approach. Moreover, it is possible that this

study might have wider implications beyond these two schools for teachers and

administrators in similar urban, language immersion elementary school contexts.   Based

on the results of this study, there are noticeable and measurable advantages to students,

families, teachers and administrators when PBS is successfully adopted in a school.

When these school stakeholders work together to integrate proven strategies in the area of

behavior support, a positive learning environment is established for all. This is no small

accomplishment and one well worth celebrating.

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Appendix A: Informed Consent – Lead Teachers

Department of Secondary and K-12 Education

One University Blvd.

St. Louis, Missouri 63121-4499

Telephone: 314-516-5791

E-mail: jjp2p8@mail.umsl.edu

Informed Consent for Participation in Research Activities

Teacher perceptions and implementation of Positive Behavior Support in urban language immersion schools

Participant _____   HSC Approval Number _____

Principal Investigator _Jeffrey J. Pauls_____   PI's Phone Number _____

_____

You are invited to participate in a research study conducted by Doctoral Candidate Jeffrey Pauls under the supervision of Dr. Alina Slapac, Assistant Professor in the Department of Early Childhood, Elementary, TESOL and Special Education. The purpose of this research is to find out how teachers understand and use the Positive Behavior Support model in their classrooms.

1. Your participation will involve completing a confidential (neither your name nor any identifying information is required) 41-question survey about classroom management and Positive Behavior Support in your classroom. Approximately thirty-one (31) teachers will be invited to participate in the survey.

2. The amount of time involved in your participation will be approximately 20 minutes (the time it takes to complete the survey).

3. There are no expected benefits or risks to you from participating in this research. The results of this study, however, will help the school, teachers and administrators better understand how the Positive Behavior Support model is being understood and utilized in classrooms as well as identify potential ways it could be more fully implemented and improved. Additionally, this study will contribute to the body of research related to classroom management approaches and Positive Behavior Support, specifically, in urban language immersion schools.

4. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

5. By agreeing to participate, you understand and agree that your data may be shared with other researchers and educators in the form of presentations and/or publications, although your identity will not be revealed in these forums. We will use pseudonyms instead of your real names, beginning with the transcription of interviews and observations, as a means to secure confidentiality. We will use pseudonyms for all places as well, e.g. the setting will be referred to as a language immersion school in Midwest. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your data. In addition, all data will be stored on a password-protected computer and/or in a locked office.

6. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Jeff Pauls at 618-520-6223 or the Faculty Advisor, Dr. Alina Slapac at 314-516-7358. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at 314-516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

_____   _____
Participant's Signature   Date   Participant's Printed Name

_____   _____
Signature of Investigator or Designee   Date   Investigator/Designee Printed Name

Appendix B: Informed Consent – Case Study Teachers

Department of Secondary and K-12 Education

One University Blvd.

St. Louis, Missouri 63121-4499

Telephone: 314-516-5791

E-mail: jjp2p8@mail.umsl.edu

Informed Consent for Participation in Research Activities

Teacher perceptions and implementation of Positive Behavior Support in urban language immersion schools

Participant _____   HSC Approval Number _____

Principal Investigator _Jeffrey J. Pauls_____   PI's Phone Number _____

_____

You are invited to participate in a research study conducted by Doctoral Candidate Jeffrey Pauls under the supervision of Dr. Alina Slapac, Assistant Professor in the Department of Early Childhood, Elementary, TESOL and Special Education. The purpose of this research is to find out how teachers understand and use the Positive Behavior Support model in their classrooms.

1. As one of two case-study participants your involvement will include:

    a. One to three (1-3) audio-taped interviews to discuss your perceptions, adaptations and use of the Positive Behavior Support model in your class. Interviews will last approximately 60 minutes and will occur in Spring 2013.

    b. Five (5) in-class observations and possible audio-recorded de-briefing or informal conversations with the researcher afterward. Observations will take place in Spring 2013.

    c. Photographs of your classroom (without you or the students present) in order to capture physical resources and materials related to classroom management and Positive Behavior Support.

    d. Examination of physical artifacts from your classroom including documents related to classroom management or Positive Behavior Support.

NOTE: All interviews will be audio-recorded, will take place at school and will be arranged in advance for

    convenience. Observations will NOT be audio- or video-recorded, will take place at school and will be arranged in advance for convenience.

Two (2) teachers will be involved in this research as case-study participants.

2. The amount of time involved in your participation will be approximately 6 hours. Case-study participation involves classroom observation (no additional time required) and debriefing (up to 1 ½ hours), semi-structured interviews (up to 3 hours) and follow-up conversations regarding collected data (up to 1 ½ hours). As a case-study participant you will receive a $25 gift certificate for your time.

3. There are no expected benefits or risks to you from participating in this research. The results of this study, however, will help the school, teachers and administrators better understand how the Positive Behavior Support model is being understood and utilized in classrooms as well as identify potential ways it could be more fully implemented and improved. Additionally, this study will contribute to the body of research related to classroom management approaches and Positive Behavior Support, specifically, in urban language immersion schools.

4. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

5. By agreeing to participate, you understand and agree that your data may be shared with other researchers and educators in the form of presentations and/or publications. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study. We will use pseudonyms instead of your real names, beginning with the transcription of interviews and observations, as a means to secure confidentiality. We will use pseudonyms for all places as well, e.g. the setting will be referred to as a language immersion school in Midwest. When the results of the research are shared at conferences and/or in publications, no information will be included that could reveal your identity. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your data. In addition, all data will be stored on a password-protected computer and/or in a locked office.

6. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Jeff Pauls at 618-520-6223 or the Faculty Advisor, Dr. Alina Slapac at 314-516-7358. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at 314-516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

_____   _____   _____
Participant's Signature   Date   Participant's Printed Name

_____   _____   _____
Signature of Investigator or Designee   Date   Investigator/Designee Printed Name

Appendix C: Informed Consent – Administrator

Department of Secondary and K-12 Education

One University Blvd.

St. Louis, Missouri 63121-4499

Telephone: 314-516-5791

E-mail: jjp2p8@mail.umsl.edu

Informed Consent for Participation in Research Activities-Administrators

Teacher perceptions and implementation of Positive Behavior Support in urban language immersion schools

Participant _____   HSC Approval Number _____

Principal Investigator _Jeffrey J. Pauls_____   PI's Phone Number _618-520-6223____

_____

You are invited to participate in a research study conducted by Doctoral Candidate Jeffrey Pauls under the supervision of Dr. Alina Slapac, Assistant Professor in the Department of Early Childhood, Elementary, TESOL and Special Education. The purpose of this research is to find out how teachers understand and use the Positive Behavior Support model in their classrooms.

7. Your participation will involve completing a 60-90 minutes audio-recorded interview to discuss the Positive Behavior Support model from an administrator and school-wide point of view. The interview would occur in Spring 2013. A follow up interview may occur if necessary (around 30-90 minutes).

NOTE: All interviews will be audio-recorded, will take place at school and will be arranged in advance for your convenience.

8. Your participation will also involve providing documents and resources specific to the school's research process, implementation, and teacher support/training in the Positive Behavior Support model. Besides the time it takes to access such resources, no additional time will be required for this task which will occur in Spring 2013.

9. Approximately thirty-three (33) participants may be involved in this research: 31 teachers completing the survey, 2 of whom will be selected to be case-study participants, and 2 administrators.

10. The amount of time involved in your participation will be approximately one hour.

11. There are no expected benefits or risks to you from participating in this research. The results of this study, however, will help the school, teachers and administrators better understand how the Positive Behavior Support model is being understood and utilized in classrooms as well as identify potential ways it could be more fully implemented and improved. Additionally, this study will contribute to the body of research related to classroom management approaches and Positive Behavior Support, specifically, in urban language immersion schools.

12. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

7. By agreeing to participate, you understand and agree that your data may be shared with other researchers and educators in the form of presentations and/or publications. In all cases, your identity will not be revealed. We will not use your name in any publication or presentation that may result from this study. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study. We will use pseudonyms instead of your real names, beginning with the transcription of interviews and observations, as a means to secure confidentiality. We will use pseudonyms for all places as well, e.g. the setting will be referred to as a language immersion school in Midwest. When the results of the research are shared at conferences and/or in publications, no information will be included that could reveal your identity. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would

be required to maintain the confidentiality of your data. In addition, all data will be stored on a password-protected computer and/or in a locked office.

8. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Jeff Pauls at 618-520-6223 or the Faculty Advisor, Dr. Alina Slapac at 314-516-7358. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at 314-516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

_____   _____   _____
Participant's Signature   Date   Participant's Printed Name

_____   _____   _____
Signature of Investigator or Designee   Date   Investigator/Designee Printed Name

Appendix D: Lead Teacher Survey

Part I: Classroom management

Please respond according to the following scale:

1	2	3	4	5
(Strongly Disagree)	(Disagree)	(No Opinion)	(Agree)	(Strongly Agree)

1. I gain the attention of students prior to instruction.	1 …… 2 ……. 3…… 4 ……. 5
2. I initiate instructional and behavioral cues to gain, maintain, and regain student attention.	1 …… 2 ……. 3…… 4 ……. 5
3. I use non-verbal and verbal interventions before administering consequences.	1 …… 2 ……. 3…… 4 ……. 5
4. The physical space in my classroom is organized to prevent/reduce disruption by students.	1 …… 2 ……. 3…… 4 ……. 5
5. I have a signal system for alerting students to transitions.	1 …… 2 ……. 3…… 4 ……. 5
6. My students have practiced the steps to move through transitions without disruption.	1 …… 2 ……. 3…… 4 ……. 5
7. I take extensive time at the beginning of the year to proactively teach routines, rules and procedures.	1 …… 2 ……. 3…… 4 ……. 5
8. I make time at the beginning of the year for students to practice routines, rules and procedures.	1 …… 2 ……. 3…… 4 ……. 5
9. I place a priority on *consistently* enforcing rules and requiring that students follow procedures.	1 …… 2 ……. 3…… 4 ……. 5
10. I have a system of rewards and privileges that encourages positive behavior.	1 …… 2 ……. 3…… 4 ……. 5
11. My students understand the expectations I have for classroom management.	1 …… 2 ……. 3…… 4 ……. 5
12. I received training in classroom management in my college coursework.	1 …… 2 ……. 3…… 4 ……. 5
13. Classroom management contributes to the make-up of a classroom culture.	1 …… 2 ……. 3…… 4 ……. 5
14. I consider classroom management to be one of the most important keys to the success of students in my classroom.	1…… 2 ……. 3…… 4 ……. 5
15. I have improved my classroom management skills this year.	1…… 2 ……. 3…… 4 ……. 5
16. I feel that I am successful in the area of classroom management.	1…… 2 ……. 3…… 4 ……. 5

Part II: Positive Behavior Support (PBS)

Please respond according to the following scale

1	2	3	4	5
(Strongly Disagree)	(Disagree)	(No Opinion)	(Agree)	(Strongly Agree)

II A. Training for PBS

1. I have attended SLLIS district-wide training sessions for PBS. How many? (a) 0 (b) 1-2 (c) 3-5 (d) 5+	1 …… 2 ……. 3…… 4 ……. 5
2. I have a better understanding of PBS after attending the SLLIS district-wide training sessions.	1…… 2 ……. 3…… 4 ……. 5
3. I have attended TSS/TFS training sessions for PBS. How many? (a) 0, (b) 1-2, (c) 3-5, (d) 5+	1…… 2 ……. 3…… 4 ……. 5
4. I have a better understanding of PBS after attending the school training sessions.	1…… 2 ……. 3…… 4 ……. 5
5. I have studied PBS outside of the district or school training sessions. Please explain how/where?	1 …… 2 ……. 3…… 4 ……. 5

II. B. Perceptions of PBS

1. I feel PBS is an effective way to manage behavior.	1 …… 2 ……. 3…… 4 ……. 5
2. The PBS approach has helped me manage my classroom better.	1 …… 2 ……. 3…… 4 ……. 5
3. I would prefer to use a classroom management approach other than PBS.	1 …… 2 ……. 3…… 4 ……. 5
4. I have seen improvements in the school-wide behavior of students since PBS has been introduced in our school.	1 …… 2 ……. 3…… 4 ……. 5
5. PBS is utilized consistently throughout the school.	1 …… 2 ……. 3…… 4 ……. 5
6. I do not feel comfortable using PBS in my classroom.	1 …… 2 ……. 3…… 4 ……. 5

7.	The administration has helped me implement PBS in my classroom.	1 …… 2 ……. 3…… 4 ……. 5
8.	PBS is difficult to practically implement and it is hard to use this approach effectively.	1 …… 2 ……. 3…… 4 ……. 5
9.	My classroom management goals can be accomplished through the school's implementation of PBS.	1 …… 2 ……. 3…… 4 ……. 5

II. C. Knowledge/Awareness/Use of PBS

1.	I am familiar with the structure of PBS.	1 …… 2 ……. 3…… 4 ……. 5
2.	I have changed the school's approach to PBS to better fit my classroom.	1 …… 2 ……. 3…… 4 ……. 5
3.	I have PBS-related rules posted.	1 …… 2 ……. 3…… 4 ……. 5
4.	I have posted a continuum of consequences to encourage expected behavior and discourage problem behavior.	1 …… 2 ……. 3…… 4 ……. 5
5.	I make corrections in behavior by restating the rules/expectations and stating the appropriate behavior.	1 …… 2 ……. 3…… 4 ……. 5
6.	I maintain a ratio of 4:1 positive to negative statements to students.	1 …… 2 ……. 3…… 4 ……. 5
7.	I have developed classroom agreements or behavioral contracts with individual students.	1 …… 2 ……. 3…… 4 ……. 5
8.	I know how to document evidence of serious misbehavior for referral to the administration.	1…… 2 ……. 3…… 4 ……. 5
9.	I know how to document evidence of common misbehavior (for use in my own classroom).	1 …… 2 ……. 3…… 4 ……. 5
10.	I am familiar with the school-wide behavioral goals associated with PBS.	1…… 2 ……. 3…… 4 ……. 5
11.	The PBS model I use in my classroom matches the school's definition and goals.	1 …… 2 ……. 3…… 4 ……. 5

Thank you for completing this survey on classroom management and Positive Behavior Support at the St. Louis Language Immersion School. Your time and help are greatly appreciated. Results of this anonymous survey will be made available to you during next school year.

Would you consider continuing to aid this study by serving as one of two case study teacher-participants? Your participation would involve being available for 2-3 one-hour interviews and allowing the researcher (Jeff Pauls) to observe your classroom five times throughout the Spring semester with short debriefing meetings (15 minutes) to follow each observation. Additionally, you would agree to allow the researcher to photograph your classroom (not you or the students) and examine documents related to classroom management and PBS. You would receive a gift certificate of $25 and, also, someone to discuss successes and challenges with classroom management!

If you would be willing to participate please write your name and email address below. Thank you for your consideration.

Appendix E: Interview Protocol with Case Study Teacher-Participants

I am interested in learning about how teachers are experiencing, utilizing and adapting the PBS model in actual classrooms, especially within the language immersion context.

1. Please tell me a little about yourself.
   a. How did you become a teacher?
   b. How did you come to SIES?

2. Please describe your teacher education coursework or training.
   a. Did you have any specific training in the area of classroom management?
   b. What was it like?

3. What kinds of classroom management or behavior support systems have you incorporated into your classroom before working at SIES?
   a. Can you tell a story about one successful experience?
   b. How about one time when something didn't work out?

4. Tell me what you know about Positive Behavior Support (PBS).

5. What are some of the most important structures or characteristics of the PBS approach at the Spanish School, as you understand them?

6. In what ways have you implemented PBS into your classroom?
   a. Can you tell a story about one successful experience?
   b. How about one time when something didn't work out?
   c. How (if at all) are you modifying PBS based on your students' needs and behaviors?
   d. How (if at all) are you modifying PBS, based on your own teaching and classroom management philosophy?

7. How closely does your use of PBS match what you identified as the Spanish School's PBS structures?
   a. In what ways does it differ? Why?

8. Has PBS had any effect on the behavior of your students?
   a. What kind?

9. Please describe the school since PBS has been implemented.
   a. What was it like before PBS implementation?
   b. *Probe for*: issues of consistency, 1st/2nd/3rd level interventions, safety, culture, teacher/student comfort/enjoyment of school, etc.

10. Has the administration helped you implement PBS in your classroom? In what ways?

11. How has the **context of your classroom** affected your implementation of PBS?
    a. Probe for: language immersion context, number of native Spanish speakers, age of students/grade of classroom, number of low-income students, race/ethnicity of students versus teacher

12. How have **your own unique characteristics** and background affected PBS implementation in your classroom
    a. Probe for: number of years in teaching, type of teacher certification, experience as a language immersion teacher, amount of classroom management training received, country of origin, native language spoken, length of time in the U.S.

13. Is there anything else you'd like to tell me (e.g., about the positive or negative aspects of PBS, overall?)

Appendix F: Initial Interview Protocol with Administrator

1. When was PBS introduced here? Were there multiple steps? What were they?

2. What were the types/numbers of discipline issues that caused you to implement PBS?

3. What are the key factors that you see as defining PBS at this school?

4. What are the essential structures or characteristics of SIES's PBS approach, as you understand them?

5. What kind of training has been given to the teachers? What/when/where/how/whom?

6. What was the decision-making process for PBS implementation? Who was involved? Timeframe?

7. What made you decide on PBS as the best model for SIES? Were there any other options on the table?

8. At this point, what should be happening in terms of teachers using PBS in classrooms?

Appendix G: Second Interview Protocol with Administrator

1. What is the background or context of how you decided a change in classroom management and/or schoolwide behavior support was needed? Explain the process of deciding to use Positive Behavior Support (PBS).

2. What kinds of classroom management or behavior support systems did you use before implementing PBS? How successful were they? Could you provide specific examples of successes and challenges?

3. How is PBS different from other approaches you have used? What made you confident that it would succeed at meeting the behavior and management challenges you faced?

4. What are the key factors that you see as defining PBS at this school? What are the essential structures or characteristics of SIES's PBS approach, as you understand them?

5. How closely does SIES's actual use of PBS match what you just identified as the structures and characteristics of SIES's PBS approach (as originally implemented)?

6. How committed (in terms of how much it is used, how well it is known, how comfortable teachers are with it, how useful teachers think it is) to SIES's PBS approach do you think teachers are? Why? Examples?

7. Could you tell a story about a time during the first semester of the school year when the new PBS approach worked extremely well? How about a time when it did not work out so well?

8. What are some of the successful ways in which teachers have implemented PBS into their classrooms?

9. Has PBS had any effect on the school as a whole? What kind? Speak to issues of consistency, behavior of students, $1^{st}/2^{nd}/3^{rd}$ level interventions, safety, culture, teacher/student comfort/enjoyment of school, etc.

10. In what ways has the administration helped teachers implement PBS in their classrooms?

11. In what ways has the administration implemented PBS throughout the school?

12. Are there challenges in implementing PBS that are unique to an urban language school immersion school? What are they? How have you tried to address them?

13. What are the areas that you feel teachers need particular help or support with from the administration or from the PBS implementation team in implementing PBS in their classrooms?

14. How do you see PBS developing in the future? What will it look like in 1 year? 5 years? What will the school look like as a result?

Appendix H: PBS Classroom Observation Rubric

Rate each feature using the following scale:

1 = inconsistent or unpredictable……….5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher's mobility	1 2 3 4 5
• Bulletin boards, pictures, displays, guidelines, rules and procedures, artwork is easily visible by/accessible to students	1 2 3 4 5
• Floor space including: students' desks and tables, teacher's desk and equipment, computer work stations, bookcases, pets and plants minimizes physical contact between peers and maximizes teacher's mobility	1 2 3 4 5
• Storage space and supplies including: textbooks, frequently used instructional materials, teacher's supplies, other materials, equipment and seasonal items are organized to allow access and minimize disruption	1 2 3 4 5
• Room has been arranged and accommodations have been made for any students that have special needs	1 2 3 4 5
Comments:	
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task	1 2 3 4 5
• How do these attention signals differ across various types of classwork: individual/seatwork, groupwork, pairwork	1 2 3 4 5

Comments:

Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go	1 2 3 4 5
• Pre-corrects are given prior to transitions	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction	1 2 3 4 5
• Students engaged at high rates during individual work	1 2 3 4 5
• Down-time (including transitions) is minimal	1 2 3 4 5

Comments:

Behavior Management: Does the teacher have universal systems of PBS in place?	
• Rules are posted	1 2 3 4 5
• Rules are referred to at appropriate times	1 2 3 4 5
• Students receive verbal praise for following rules	1 2 3 4 5
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
• Continuum of consequences for encouraging expected behaviors	1 2 3 4 5
• Continuum of consequences for discouraging expected behaviors	1 2 3 4 5

• Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5

Comments:

Routines: Does the teacher have procedures and routines that are clear and consistently followed?	
• Start of class, including: attendance check, previously absent students, tardy students, expected student behavior	1 2 3 4 5
• Working in groups	1 2 3 4 5
• Working independently, including seatwork procedures: talk among students, obtaining help, out of seat, when seatwork has been completed	1 2 3 4 5
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
• Obtaining materials and supplies, including: what to bring to class, pencil sharpener, other room equipment, student contact with teacher's desk	1 2 3 4 5
• Using equipment (e.g. computer, tape players)	1 2 3 4 5
• Managing homework and other assignments	1 2 3 4 5
• Personal belongings (e.g. coats, hats)	1 2 3 4 5
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room	1 2 3 4 5
• Out of room policies	1 2 3 4 5
• End of class	1 2 3 4 5

Comments:	

Curriculum and Content: Does the teacher implement effective instructional strategies?	
• Assignments can be completed within allotted time period	1 2 3 4 5
• Content presented at student level resulting in high rates of engagement	1 2 3 4 5
• Frequently checks student learning for understanding	1 2 3 4 5
• Instructional focus builds on student's current and past skills	1 2 3 4 5
• Gives clear set-up and directions for task completion	1 2 3 4 5
• Provides students with description of how they will receive feedback about individual and group performance on specific activities and assignments	1 2 3 4 5
• Models, discusses or helps students practice skills necessary for activities and/or groupwork: social skills, explaining skills, leadership	1 2 3 4 5
Comments:	

Based on the observation, summarize strengths and weaknesses of universal PBS implementation in the classroom.

Appendix I: Classroom Observation Rubric – Case Study Teacher A (Sandra)

Classroom Observation Rubric - Case Study Teacher A

Likert Scale Score
(1=inconsistent/unpredictable…5=consistent/predictable)

Physical Space: Is physical space organized to allow access to instructional materials?

(Blank scores=Not observed/Not included in mean score)	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Mean	St Dev
Work centers are easily identified and corresponds with instruction	4	4	4	4	5	4.2	0.40
Traffic flow minimizes physical contact between peers and maximizes teacher's mobility	5	5	4	4	4	4.4	0.49
Bulletin boards, pictures, displays, guidelines, rules and procedures, artwork is easily visible by/accessible to students	5	5	5	5	5	5.0	0.00
Floor space including: students' desks and tables, teacher's desk and equipment, computer work stations, bookcases, pets and plants minimizes physical contact between peers and maximizes teacher's mobility	5	5	4	4	4	4.4	0.49
Storage space and supplies including: textbooks, frequently used instructional materials, teacher's supplies, other materials, equipment and seasonal items are organized to allow access and minimize disruption	5	5	5	5	5	5.0	0.00
Room has been arranged and accommodations have been made for any students that have special needs							

Attention: Does the teacher gain the attention of the students prior to instruction?

	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Mean	St Dev
A consistent and clear attention signal is used across instructional contexts	5	4	5	4	4	4.4	0.49
Uses a variety of techniques to gain, maintain, and regain student attention to task	5	4	5	4	4	4.4	0.49
How do these attention signals differ across various types of classwork: individual/seatwork, groupwork, pairwork	5		4	4	4	4.3	0.43

Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?

Materials are prepared and ready to go	5	4	5	5	5	4.8	0.40
Pre-corrects are given prior to transitions	4	3	4	3		3.5	0.50
Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction	5		3	4	4	4.0	0.71
Students engaged at high rates during individual work	5	2		4	4	3.8	1.09
Down-time (including transitions) is minimal	5	2	1	2	3	2.6	1.36

Behavior Management: Does the teacher have universal systems of PBS in place?

Rules are posted	5	5	5	5	5	5.0	0.00
Rules are referred to at appropriate times	5	2	4	2	2	3.0	1.26
Students receive verbal praise for following rules		2	2	2	3	2.3	0.43
Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.		1	3	1	2	1.8	0.83
Continuum of consequences for encouraging expected behaviors		1	2	1	2	1.5	0.50
Continuum of consequences for discouraging expected behaviors		1	4	2	3	2.5	1.12
Maintains a 4:1 ratio of positive to negative statements	4	2	2	2	2	2.4	0.80

Routines: Does the teacher have procedures and routines that are clear and consistently followed?

Start of class, including: attendance check, previously absent students, tardy students, expected student behavior	5			5	5	5.0	0.00
Working in groups	5		5		4	4.7	0.47
Working independently, including seatwork procedures: talk among students, obtaining help, out of seat, when seatwork has been completed		3		5	5	4.3	0.94
Special events (movies, assemblies, snacks, parties)							

Obtaining materials and supplies, including: what to bring to class, pencil sharpener, other room equipment, student contact with teacher's desk	5	5	4	4	4	4.4	0.49
Using equipment (e.g. computer, tape players)		5	5	4	4	4.5	0.50
Managing homework and other assignments		3	4	4	5	4.0	0.71
Personal belongings (e.g. coats, hats)		5		4	4	4.3	0.47
Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room	5	4	5	4	4	4.0	0.49
Out of room policies							
End of class		1			4	2.5	1.50

Curriculum and Content: Does the teacher implement effective instructional strategies?

Assignments can be completed within allotted time period	5	5	5	5	5	5.0	0.00
Content presented at student level resulting in high rates of engagement	5		5	4	4	4.5	0.50
Frequently checks student learning for understanding	4	4	5		3	4.0	0.71
Instructional focus builds on student's current and past skills	5		4		5	4.7	0.47
Gives clear set-up and directions for task completion	5	2	5	4	4	4.0	1.10
Provides students with description of how they will receive feedback about individual and group performance on specific activities and assignments			3		3	3.0	0.00
Models, discusses or helps students practice skills necessary for activities and/or groupwork: social skills, explaining skills, leadership	5	2	4		3	3.5	1.12

Appendix J: Classroom Observation Rubric – Case Study Teacher B (Benita)

Classroom Observation Rubric - Case Study Teacher B
Likert Scale Score
(1=inconsistent or unpredictable…5=consistent or predictable)

(Blank scores=Not observed/Not included in mean score)

	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Mean	St Dev
Physical Space: Is physical space organized to allow access to instructional materials?							
Work centers are easily identified and corresponds with instruction		4	4	4	4	4.00	0.00
Traffic flow minimizes physical contact between peers and maximizes teacher's mobility	4	4	4	4	4	4.00	0.00
Bulletin boards, pictures, displays, guidelines, rules and procedures, artwork is easily visible by/accessible to students	5	5	4	5	5	4.80	0.40
Floor space including: students' desks and tables, teacher's desk and equipment, computer work stations, bookcases, pets and plants minimizes physical contact between peers and maximizes teacher's mobility	3	3	4	4	4	3.60	0.49
Storage space and supplies including: textbooks, frequently used instructional materials, teacher's supplies, other materials, equipment and seasonal items are organized to allow access and minimize disruption	4	4	5	4	4	4.20	0.40
Room has been arranged and accommodations have been made for any students that have special needs		4	4			4.00	0.00
Attention: Does the teacher gain the attention of the students prior to instruction?							
A consistent and clear attention signal is used across instructional contexts	4	4	3	5	4	4.00	0.63
Uses a variety of techniques to gain, maintain, and regain student attention to task	3	4	3	5	5	4.00	0.89
How do these attention signals differ across various types of classwork: individual/seatwork, groupwork, pairwork		2		3	4	3.00	0.82

Classroom Observation Rubric - Case Study Teacher B
Likert Scale Score
(1=inconsistent or unpredictable…5=consistent or predictable)

(Blank scores=Not observed/Not included in mean score)

Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?

	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Mean	St Dev
Materials are prepared and ready to go	4	3	4	2	3	3.20	0.75
Pre-corrects are given prior to transitions	3	3	3	1	2	2.40	0.80
Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction	4			4	2	3.33	0.94
Students engaged at high rates during individual work	2	2		4	2	2.50	0.87
Down-time (including transitions) is minimal	2	2	3	1	1	1.80	0.75

Behavior Management: Does the teacher have universal systems of PBS in place?

	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Mean	St Dev
Rules are posted	5	5	5	5	4	4.80	0.40
Rules are referred to at appropriate times		2	3	4	3	3.00	0.71
Students receive verbal praise for following rules	3	2	2	2	2	2.20	0.40
Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	2	2	4	2	4	2.80	0.98
Continuum of consequences for encouraging expected behaviors	1	1	2	1	2	1.40	0.49
Continuum of consequences for discouraging expected behaviors	1	1	3	2	3	2.00	0.89
Maintains a 4:1 ratio of positive to negative statements	2		2	1	2	1.75	0.43

Routines: Does the teacher have procedures and routines that are clear and consistently followed?

	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Mean	St Dev
Start of class, including: attendance check, previously absent students, tardy students, expected student behavior				4		4.00	0.00
Working in groups	3	2	4	5	3	3.40	1.02

Classroom Observation Rubric - Case Study Teacher B

Likert Scale Score

(1=inconsistent or unpredictable…5=consistent or predictable)

(Blank scores=Not observed/Not included in mean score)	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Mean	St Dev
Working independently, including seatwork procedures: talk among students, obtaining help, out of seat, when seatwork has been completed	2	2	4	2	2	2.40	0.80
Special events (movies, assemblies, snacks, parties)					4	4.00	0.00
Obtaining materials and supplies, including: what to bring to class, pencil sharpener, other room equipment, student contact with teacher's desk	3	3		4	3	3.25	0.43
Using equipment (e.g. computer, tape players)			5	4	3	4.00	0.82
Managing homework and other assignments		4	4	5	4	4.25	0.43
Personal belongings (e.g. coats, hats)	4	4		5	4	4.25	0.43
Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room	4	4	3	4	4	3.80	0.40
Out of room policies							
End of class		4	3		3	3.33	0.47

Curriculum and Content: Does the teacher implement effective instructional strategies?

	Obs #1	Obs #2	Obs #3	Obs #4	Obs #5	Mean	St Dev
Assignments can be completed within allotted time period	5	5	5	4	4	4.60	0.49
Content presented at student level resulting in high rates of engagement	4	4	5	5	5	4.60	0.49
Frequently checks student learning for understanding	3	3	3	3	5	3.40	0.80
Instructional focus builds on student's current and past skills	4	3	4	4	4	3.80	0.40
Gives clear set-up and directions for task completion	2	4	3		4	3.25	0.83
Provides students with description of how they will receive feedback about individual and group performance on specific activities and assignments				4	3	3.50	0.50
Models, discusses or helps students practice skills necessary for activities and/or groupwork: social skills, explaining skills, leadership	1	2	4	4	4	3.00	1.26