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Positive Behavioral Intervention and Supports: Effective Elementary School Tier Two and Three Interventions

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by

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Abstract

This study explored how one ambassador school that has been implementing PBIS with fidelity over the last few years is meeting the needs of all students using the Positive Behavioral Intervention Supports (PBIS) framework. An ambassador school is defined as a cohort that has a sustained exemplary state rating, measured Tier 1 fidelity within the last 12 months, is committed to measuring fidelity every 12 months, has data to show progress. This study looked closely at one school and their uses of interventions to meet the needs of students in Tier 2 and 3, and the perceptions teachers had regarding how to make PBIS successful in a school building. Nine teachers were interviewed virtually, and their responses were transcribed and coded for reoccurring themes. The school administrator shared documents that were analyzed and coded to find themes. The themes found in both the interviews and documents include consistency, team work, interventions, consistent language, relationships, matrix, communication, and collaboration. The teachers also mentioned effective interventions used for Tier 2 and 3 of the PBIS framework. These interventions included using check-in-check-out, small group social skills lessons, and point sheets.

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List of Abbreviations

BIP	Behavioral Intervention Plan
BoQ	Benchmarks of Quality
CICO	Check-in Check-out
FBA	Functional Behavioral Assessment
PBIS	Positive Behavioral Intervention Supports
SAT	Student Advisory Team
SET	School Wide Evaluation Tool
SWIS	School-Wide Information System
SWPBIS	School-Wide Positive Behavior Intervention Supports
TFI	Tiered Fidelity Inventory

Chapter I: Introduction

Nationally, schools can become stressful when having to provide rigorous educational opportunities to a vastly diverse population of students who require varying levels of academic and behavioral supports (McIntosh et al., 2017). With a shift to increase rigor and authenticity in schools, at times, behaviors can pose a problem. Student behaviors such as task refusals, being argumentative, and out-of-seat/acts of aggression toward students and staff are increasing in many schools, and ways to manage behaviors and create a positive school environment should be a top priority (McIntosh et al., 2017). With so many challenging behaviors in schools today, the amount of time focused on academics tends to decrease as more time is dedicated to reducing unwanted behaviors (Owens et al., 2018). Student safety is of vital importance in today's educational system (Trump & Education Commission of the States, 2014). Media coverage of school shootings and other frightening events heighten public awareness of the need for solutions to disruptive student behavior (Trump & Education Commission of the States, 2014).

A school-wide approach to reducing disruptive behaviors (e.g., shouting, hitting, throwing) has the potential to promote higher student academic success (Andreou, McIntosh, Ross, & Kahn, 2015). More than 21,000 schools in the United States have executed a school-wide behavioral management system called Positive Behavioral Intervention Supports (PBIS) to promote and establish positive, safe, foreseeable, and reliable school climates (McIntosh et al., 2017). PBIS is a school-wide intervention that allows many schools to lessen their behavior referrals and increase the amount of time students spend in the classroom. Bradshaw, McIntosh, and Mitchell (2008) indicated successful execution of PBIS is associated with higher student and teacher results, including an increase in student awareness of school safety, a decrease in the number of office referrals, and less student use of school counseling. The PBIS framework also

encourages progress in academic achievement and growth in teacher self-efficacy (Bradshaw et al., 2017).

PBIS is a multi-tiered framework that is divided into three tiers. Each tier increases in the intensity of interventions a student receives which is designed to improve academic and social-behavioral outcomes for all students (Sugai, O'Keeffe, & Fallon, 2012). PBIS emphasizes the use of data for information-based decisions about the selection, implementation, and monitoring of evidence-based practices. It also helps organize resources and systems to improve implementation with fidelity at each tier (Sugai & Simonsen, 2012). The PBIS framework emphasizes the process or approach rather than specific curriculum intervention or practice. The continuum notion emphasizes how evidence-based behavioral practices are arranged within multi-tiered systems of support (Chard et al., 2008).

The idea of implementing a model to help reduce unwanted behaviors in school has been developing since the reauthorization of the Individuals with Disabilities Act (Lewis, McIntosh, Simonsen, Mitchell, & Hatton, 2017). In the 1980s, a need was identified for improved selection, implementation, and documentation of effective behavioral interventions for students with behavior disorders (Gresham, Lane, MacMillan, & Bocian, 1999). A decade later, in the 1990s, the University of Oregon developed the PBIS Center, where many researchers gathered to develop PBIS plans and strategies to facilitate implementation of the model (Sugai, Sprague, Horner, & Walker, 2000). In the 2000s, the framework for PBIS became more concrete, and more than 16,000 schools began to implement the components of PBIS.

The PBIS model is a three-tiered approach, which includes primary and secondary supports, often illustrated in a pyramid model (Figure 1). PBIS teaches students' expectations,

including classroom lessons in social skills that demonstrate the appropriate behaviors expected throughout the school building (Ryoo, Hong, & SREE, 2011).

Figure 1 Positive Behavioral Interventions and Supports Pyramid

Adapted from:
Sprague & Walker, 2004

Tier 3 Targeted/Intensive

Includes: Individualized interventions for high-risk behaviors

Individual Interventions (3-5%)

Tier 2/ Selected

Classroom & Small Group Strategies

(10-20% of students)

Includes: Social-skills groups, daily check-in with adult, classroom behavior interventions

Tier 1/ Universal

(All Students/All Settings)

School-wide, Culturally Responsive Systems of Support/ School-wide PBIS (75-85% of students)

Includes: Expectations signage, school-wide recognition, social-emotional skills teaching

Acevedo & Bartz, 2012

In Tier 1, universal interventions are designed for the entire school to meet the behavioral needs of 80% of students. Along with expectations, clear consequences for not meeting these goals are pre-determined and do not change as the students' progress in grade levels. The school then sponsors a monthly event that celebrates students who followed expectations with a fun activity such as a movie, sporting event, or a treat.

The next two tiers are more specific; in Tier 2, interventions are targeted for students who are not successful during Tier 1 intervention, typically 10-15% of students need additional

supports. These students may need more visual reminders or more immediate praise to meet school-wide behavioral expectations (Kim, McIntosh, Hoselton, & Technical Assistance Center on PBIS, 2014). These students still earn a fun event with 80% of students if they meet the goal set for them. Tier 3 is for 5% of students who need more individualized interventions to be successful throughout the entire school setting. These students may have a Behavioral Intervention Plan (BIP), a document that defines the student's behaviors to meet goals and decrease negative behaviors.

Schools adopt a consistent way to implement PBIS as students move up grade levels. The expectations are the same in all classrooms and different areas of the school, so it becomes the *norm* for students (McIntosh, 2014). PBIS helps schools follow and adopt a research-based approach by providing academic, social, individual, and group interventions, as well as strategies (McIntosh, Filter, Bennett, Ryan, & Sugai, 2010). "Without effective intervention, problem behaviors often increase in both frequency and severity over time, which can ultimately lead to a host of detrimental student outcomes, including social isolation, academic failure, and dropout" (Strickland-Cohen, Kennedy, Berg, Bateman, & Horner, 2016, p. 4).

Currently, 12 states have more than 60% of schools implementing PBIS, nine states have more than 40%, and 16 states have more than 30% (Sugai & Simonsen 2012). As of 2019, the state of Minnesota, the context for this study, reported 754 schools in 219 school districts implementing PBIS (MDE, 2019).

Table 1

2019 Minnesota Statewide Totals (Cohorts 1-15)

Districts	Charters	Early Childhood	Elementary Schools	Middle Schools	High Schools	Alternative Learning Centers
219	33	9	443	115	142	44

Minnesota began emphasizing PBIS in 2004 with the help of Dr. George Sugai, the co-director for the National Center of PBIS (MDE, 2019). The state developed an initial plan to implement PBIS in 10 schools in different grade levels. From those 10 schools, data indicated that supports were necessary for schools, with high incidence of behavior referrals, that implemented PBIS without fidelity. The data also revealed low consistency between school classrooms regarding interventions used. To increase the fidelity of PBIS implementation, Minnesota then offered training, coaching, evaluation, and coordination with different districts to assist in the successful implementation of PBIS (MDE, 2019). Schools began to increase training and utilize coaching opportunities to enhance their implementation of the PBIS framework. Using those supports, implementation success increased, as well as reduced behaviors in school settings. The state of Minnesota continues to grow the number of schools that participate in the PBIS implementation framework.

Statement of the Problem

K-12 students spend more than 14,000 hours in a school building, and school personnel have many occasions to implement and sustain practices that increase academic, social-emotional, and behavioral success (Mathews, McIntosh, Frank, & May, 2014). Inappropriate student behaviors can begin at an early age and can deter students' growth as they progress in school. However, some programs can help schools become more efficient with their management, such as PBIS (Yeung, Mooney, Barker, & Dobia, 2009).

Schools struggle with implementing interventions in the top two tiers, which is where students need more intensive interventions. According to Landers, Courtade, and Ryndak, (2012), students in the top two tiers or students with disabilities are not always included in the school-wide PBIS initiative. For PBIS to be effective, all staff and students need to participate.

Much of the current research examines behavioral progress of students who respond to Tier 1 interventions; there have been few rigorous studies designed to examine the effectiveness of each tier (P. Hershfeldt, K.Pell, R. Sechrest, E. Pas, & C. Bradshaw, 2012). This means that the universal portion of PBIS is likely implemented with more fidelity than the top two tiers. "Educators consistently struggle to design and implement effective individualized support" (Strickland-Cohen et al., 2016, p. 8), which can negatively impact the progress of PBIS at the school level. By not providing more individualized supports, students cannot make gains in their classrooms. "Many districts and state departments of education also lack the knowledge and experience required to build action plans that maximize establishment and expansion of PBIS initiatives" (Sugai & Horner, 2006, p.4).

This study helped answer questions about what one school was doing to implement effective school-wide behavioral interventions to promote success for students in all PBIS tiers. It explored what interventions they used that were effective in implementation, and the teacher's perspective of the PBIS implementation framework.

Purpose of the Study

The purpose of this qualitative case study was to explore how one school implemented the PBIS framework with fidelity and the processes and interventions used to achieve student growth and to share the perspectives of teachers that have been implementing the framework. The school chosen was an ambassador school in the state of Minnesota that demonstrated implementation with fidelity over the last nine years.

Rationale

Research from Hagans and Powers (2014) noted that when implementing PBIS, sustained success was found when interventions were implemented at each tier to meet the needs of all

students. They found each tier operates in conjunction as opposed to exclusively. PBIS can help define and teach unified expectations for students, but at times, schools do not implement PBIS with fidelity. According to Bradshaw, Waasdorp, and Leaf (2015), most of the more than 20,000 schools implementing PBIS have focused on the universal school-wide (Tier 1) elements due to increased resources associated with implementing selective and indicated programs. Pinkelman, McIntosh, Rasplica, Berg, and Strickland-Cohen (2015) stated "implementation in schools is often inconsistent," which does not set up students for success; "the lack of uptake is of particular concern and continues to merit attention from both practitioners and researchers" (p.15). There is not enough evidence that schools follow the implementation of PBIS with fidelity across all three tiers of the program. This study provides information to school staff regarding effective interventions to use with students in the top two tiers.

Research Questions

RQ1. When implementing tiered decision making in a PBIS framework, what do teachers view as effective interventions for students needing more than the universal (Tier 1) supports?

RQ2. What aspects of the PBIS framework do teachers perceive as critical when implementing with fidelity?

Significance of the Study

Behaviors such as classroom disruptions, talking out, defiance, and fighting in schools are not new, but ways to address behaviors in schools have become more innovative. PBIS began to gain momentum with Legislation of the Individuals with Disabilities Act of 1997. PBIS combines behavioral theory, behavioral analysis, positive behavior supports, prevention, and implementation science that was developed to improve how schools select, organize, implement, and evaluate behavioral practices to meet the needs of all students (Sugai et al., 2000).

Through this implementation, providing a common language and structure allows students to understand better what is expected of them. Wallace Taylor, and Ringlaben (2013) found that a focus on being proactive in engaging students early in the classroom and establishing clear expectations with them at an initial stage can prevent behaviors as a student moves through school. Along with the clear expectations, Reinke, Herman, and Stormont (2013) found that stating expectations in a positive manner allowed for a more systematic approach for instruction. Hershfeldt Pell, Sechrest, Pas, and Bradshaw (2012) noted that when creating expectations, a productive working relationship built upon trust and equal exchange of communication allows for more success because students feel ownership over the expectations. This was the work the ambassador school in this study had done and continued to work through. The school used consistent language about appropriate behaviors, such as walking in the halls, or going to the bathroom, which provided a standard set of expectations for students to follow. Expectations were not staff specific but were the same in the entire building. The ambassador school being studied established a successful Tier 1, which aided in helping them maintain high fidelity in Tiers 2 and 3 by providing appropriate interventions for each student to reduce their behavior incidences in the school building.

PBIS, when implemented with fidelity, incorporates a range of organizational and systematic elements, including administrative support, funding mechanisms, and professional development (Filter & Brown, 2019). Teacher understanding allows for belief and support of a full school commitment to implementation, and success is seen in student behaviors and excitement towards school and academics (Ryoo, 2017).

However, less is known about well-supported measures of the commitment to implementation of interventions used with individual students (Filter & Brown, 2019). Educators

may be buying in, and using interventions with students, but these interventions may not always increase student support if the student needs more than just the universal tier.

This study was critical because it describes how one school implemented the PBIS framework with fidelity and the processes and interventions used to achieve student growth. This study will assist others with a comprehensive understanding of the type of strategies and interventions used to sustain systematic school-wide PBIS across all three tiers. There is a gap in existing research regarding the successful implementation of PBIS in the top two tiers and its correlation to the interventions used to promote success in PBIS (Bradshaw, Waasdorp, & Leaf, 2015). When PBIS is implemented school-wide as designed, it promotes positive teaching, including learning climates. Studying how schools implement Tier 2 and 3 interventions helps build an understanding of the effective implementation of PBIS in all three tiers. PBIS has been found useful in reducing behavioral referrals and creating a positive school climate (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008). This study promoted understanding how Tier 2 and 3 interventions were implemented within the School-Wide (SW)-PBIS framework.

Definitions of Terms

Ambassador School. A cohort that has a sustained exemplary state rating, has measured Tier 1 fidelity within the last 12 months, is committed to measuring fidelity every 12 months, has data to show progress, and lastly, has an annual plan agreement with the Minnesota Department of Education (MDE, 2019).

Positive Behavior Intervention Supports (PBIS). A framework for providing a broad range of systematic and individualized strategies for achieving important academic and behavioral outcomes while preventing problem behavior (Northeast Foundation for Children, 2009).

School-Wide Positive Behavior Intervention Supports (SWPBIS). Evidence-based framework that provides a continuum of supports for students across multiple tiers (Tiers 1, 2, and 3) (PBIS, 2019).

Tier 1. Universal interventions are designed for the entire school to meet the behavioral needs of 80% of students. Along with the expectations, clear consequences for not meeting these goals are pre-determined and do not change as the students' progress in grade levels. The school then sponsors a monthly event that celebrates students who followed expectations with a fun activity such as a movie, sporting event, or a treat.

Tier 2. Interventions are targeted for students who are not successful during Tier 1 intervention, typically, 10-15% of students need additional supports. These students may need more visual reminders or more immediate praise to meet school-wide behavioral expectations (Kim et al., 2014). These students still earn a fun event with 80% of students if they meet the goal set for them.

Tier 3. Focused on roughly 5% of students who need more individualized interventions to be successful throughout the entire school setting. These students may have a Behavioral Intervention Plan (BIP), a document that defines the student's behaviors to meet goals and decrease negative behaviors.

Tiered Interventions. Multi-step approach of providing services to students struggling. Instruction and interventions are used at increasing levels of intensity to meet the needs of students (CEC, 2019).

Tiered Fidelity Inventory (TFI). Research-validated instrument for assessing SWPBIS implementation fidelity. This is a comprehensive measure of all three tiers in the PBIS implementation (Kittelman, Calvo-Amodio, & Martinez Leon, 2018).

Organization of the Remainder of the Study

Through this study, relevant literature is reviewed in Chapter Two, including current research related to PBIS and gaps in the research. In Chapter Three, the reader will gain an understanding of the purpose of the study, the operationalization of the theoretical framework for the study, and how the study was conducted. Information is provided about the sampling for the study, data collection procedures, and analysis. The researcher reveals the findings from the study in a narrative analysis in Chapter Four. Lastly, in Chapter Five, the researcher reviews the overall study, including future implications and recommendations to further the study.

Chapter II: Literature Review

The implementation of Positive Behavioral Supports is associated with a decrease in inappropriate school behaviors. This literature review discusses the basics behind PBIS, variables related to fidelity and sustainability, perceived barriers to successful implementation, and supports for implementation. The literature review also describes the implementation of PBIS, the roles and perspectives of a teacher, data measures for supporting PBIS, interventions used, the guiding theoretical framework, and gaps in the research.

PBIS Basics

The PBIS model is a three-tiered approach, which includes primary and secondary supports. This model is a "non-curricular universal prevention model that draws upon behavioral, social learning, and organizational principles" (Bradshaw & Pas, 2011, p.7). The Minnesota Department of Education PBIS (2019), states the following:

> PBIS emphasizes the establishment of organizational supports or systems that give school personnel capacity to use effective interventions accurately and successfully at the school, district, and state levels. These supports include (a) team-based leadership, (b) data-based decision-making, (c) continuous monitoring of student behavior, (d) regular universal screening, and (e) effective on-going professional development. (p. 6)

PBIS is a "school-wide prevention and intervention model that proactively improves school behavior issues" (Banks & Obiakor, 2015, p. 4). It ensures a consistent framework for students throughout the school building. Schools that implement PBIS have seen a decrease in inappropriate behaviors and report a more cohesive learning environment (Strickland-Cohen, 2015). PBIS includes a two- to three-year process of leadership team training intended to establish preventative behavioral interventions (Horner, Koegel, Sailor, Clarke, & Fox, 2010).

The legislation also supports the PBIS incentive. PBIS is the only approach to address behavior that is mentioned explicitly in the law, such as Individuals with Disabilities Education Act (IDEA) of 2004. This emphasis on using functional assessment and positive approaches to encourage good behavior remains in the current version of the law as amended in 2004 (Garcia, 2014).

Implementing PBIS begins with a leadership team using data to create a plan that will supply a universal language and expectations in a school building that can be monitored by data. A team is assembled that typically includes an administrator, grade level teachers, specialists (gym, art, music) teacher, school social worker, and at times, a related service (speech, occupational therapy) provider. This team then joins a PBIS cohort and attends multiple implementation trainings. Training allows the PBIS school team to learn about the process and steps for implementing PBIS school-wide and aids school staff in gathering data and creating the foundation for their school PBIS team (Meyer & Kinsella, 2011). Once the team has a clear focus, they establish how to teach behavioral expectations they want to implement in the entire school, including classrooms, hallways, outside, bathrooms, and cafeteria areas (Horner et al., 2012).

Adelman and Taylor (1997) examined how to implement PBIS in four phases for optimal success. Phase one focuses on creating readiness; the PBIS team creates awareness for a need to change, and attains teacher buy-in so that the school-wide approach can be appealing, and teachers partake in the changes. This study also noted the readiness phase allows for obstacles to be discovered and adjusted to meet the goals of the PBIS team. Typically, this phase can take a school year to best prepare and slowly introduce the components of PBIS. During the second phase, the school fully implements PBIS and assess the success of the program throughout the

year. This phase can take multiple years and include coaching, monitoring student behaviors, reviewing data, adjusting, and providing continual professional development to staff for better integration and implementation of PBIS. The third stage is institutionalization, which focuses on maintaining and assessing the changes for a specific duration of time. The final stage in Adelman and Taylor's (1997) work is ongoing evolution and renewal. During this phase, the team continues to modify the model by adapting to new students and staff and continues to develop and integrate new knowledge from the field.

Looking closer at the PBIS model, three tiers are used as a gauge for the type of interventions that are put into place. Tier 1 is known as the universal tier, and team meetings are held to decide the types of supports that are delivered to all students in the same method (Kim et al., 2014). All school adults implement Tier 1 interventions and in all environments of the school building such as the classroom, gym, lunch, and recess, creating a cohesive environment. This allows students to learn, follow, and understand the expectations set for them throughout the school building. Research has shown that 80% of students are successful when Tier 1 is implemented with fidelity. It sets the stage for the following two tiers to be implemented well for students who need additional support (Kim et al., 2014).

Tier 2 is often known as a targeted support area, supporting 10-15% of the student population in a school who were not able to meet the behavioral expectations in the universal setting/Tier 1 (Cheney & Yong, 2014). Using universal screening data, teachers identify students who are still struggling to follow expectations set by the school-wide implementation of Tier 1 strategies. These students receive additional interventions that help support them. Tier 2 interventions are linked to the Tier 1 strategies but are implemented with increased intensity and use more specific criteria (Horner et al., 2010). These interventions are put in place with the

input from the student and other staff members and are tailored to the student's needs. During Tier 2, teachers must collect data weekly to measure the success of the interventions and show student progress. If the student is not making progress, another type of intervention is implemented and monitored for effectiveness (Cheney & Yong, 2014).

When a student is not successful when given Tier 2 supports, Tier 3 is implemented with individualized supports to meet the needs of the approximately 5% of students who were not successful with Tier 1 or 2 interventions. Parents and staff members meet to discuss the inappropriate student behaviors, the antecedents and consequences to the behaviors, and possible interventions and support to help the student (Horner et al., 2010). Typically, staff will conduct a Functional Behavioral Assessment (FBA), which provides data about the student's behaviors and what may be the underlying causes of the behaviors (Bruhn, Lane, & Hirsch, 2014). A meeting is then held where participants discuss the FBA findings and what they would like to implement to help the student become more successful. These ideas are then included in a Behavior Intervention Plan (BIP), which is developed individually for the students (Horner et al., 2010). School staff collects data to determine if the interventions are impacting the student's behavior. Interventions may include smaller classroom space or more immediate incentives in the classroom (McIntosh, Campbell, Carter, & Dickey, 2009). If a student continues to be unsuccessful following Tier 1, 2, and 3 interventions, they may be referred to a more restrictive setting to receive more individualized supports (Mathews et al., 2014). These classrooms are typically outside of the local school district and provide more intensive interventions. In these classrooms, students likely spend 100% of their day in an alternative setting with more of a focus on behavior management in a smaller school setting.

This proactive preventative approach contrasts with a reactive approach where student behavior problems are looked at only after an incident has occurred (Bradshaw et al., 2008). In a PBIS school, administrators, teachers, and staff work collectively to improve the school environment by instructing students on behavioral expectations and social skills for all settings within the learning community (Siegel, 2008). Along with improving school climate, PBIS also decreases office referrals, increases instructional time, and improves academic performance (Swain-Bradway, Swoszowski, Boden, & Sprague 2013).

Variables Related to Fidelity and Sustainability

Recent studies have shown that multiple factors can contribute to the success of PBIS in a school setting. For example, staff buy-in is a critical contributing factor to PBIS being implemented with fidelity and success. Sugai and Horner (2014) found that it takes 80% of staff commitment and agreement to sustain implementation efforts for three years to see the results of a successful PBIS implementation. Also, administrator support is one of the strongest predictors of PBIS sustainability (Coffey & Horner, 2012). Administrator support assures school staff that implementation will be supported by allocating resources, time, incentives, and training. It provides a sense of reassurance that if the administrator believes in the process, the staff will then be supported through the implementation (Mathews, Lewis, & Sugai, 2014). Research shows that it is essential for school staff to understand that PBIS practices have been formulated for over 50 years and have a strong foundation of empirically validated research. This knowledge allows school staff to formulate a more educated belief about the intervention to better implement the process with students in a meaningful way (Mathews et al., 2014). Also, being able to integrate the model with the school culture allows for a smoother transition when implementing PBIS (Vaughn, Klingner, & Hughes, 2000).

When a school begins to implement PBIS, it must create a team that will help guide, coach, and review data to keep the intervention sustainable. Effective team execution is an essential variable in forecasting the sustainability of PBIS (Coffey & Horner, 2012). A school-based leadership team needs six to 10 individuals that will attend professional development, cultivate materials to support implementation, assess the fidelity of PBIS, and regularly evaluate school-wide behavior management systems and data (Mathews et al., 2014). This team is known as the PBIS leadership team and sustains the implementation process for the entire school.

The last area that is important for the fidelity and sustainability of PBIS in a school setting is the data collection and analysis process. Data is the framework for systematically measuring the effectiveness of interventions (Coffey & Horner, 2012). Reviewing data allows the team to know what areas in the school to focus on and how to implement interventions in areas better to decrease behaviors. PBIS stresses the importance of methodical and ongoing documentation of school personnel needs, the commitment of PBIS implementation, and the influence of PBIS on student behaviors (McIntosh et al., 2009). All these factors help in the implementation and sustainability of PBIS so that schools can provide appropriate interventions to allow students to be more successful in the classroom. This also helps promote a positive school culture that allows students to feel secure and excited to be in school (Massar, 2014). The school selected for this study demonstrated high fidelity and success with implementation, which is why they were recognized as an ambassador school. Their process of implementation is reviewed in later chapters.

Perceived Barriers

With any new program, there are always barriers to overcome; knowing them and being able to plan for them proactively can help schools succeed. According to literature, there are a

few different factors that contribute to unsuccessful PBIS implementation attempts. McIntosh et al. (2017) found that a significant barrier to overcome were the beliefs of the personnel implementing PBIS. Some educators may think they are already meeting the behavior needs of students without needing to alter their practice. As stated earlier, 80% of buy-in from teachers is needed to be able to sustain PBIS implementation. Tillery (2010) found that some teachers believe that the source of student behaviors extend beyond the classroom, and there is no way to impact them. They thought that for positive behaviors to occur, parents would have to start teaching their child those expectations. Bambara, Goh, Kern, and Caskie (2012) found that teachers felt implementing PBIS took too much time, and was complicated with increased student class sizes, insufficient resources, and increasing teamwork with family and school staff. Bambara et al. (2012) noted the following implementation barriers: no administrative support, teacher turnover, too many meetings, and not enough professional development. Additionally, some state education departments found that a barrier for schools is the lack of follow-through of PBIS coaches designed to enhance PBIS data (Scheuermann et al., 2013). Knowing these potential barriers to effective PBIS implementation will help schools plan proactively and minimize the barriers and enhance the sustainability of PBIS. This study was able to fill gaps of what one specific school successfully did to fully implement all three tiers with fidelity and increase student engagement while decreasing behavioral referrals.

PBIS Implementation Supports

Eighty percent of school staff need to buy-in and implement PBIS with fidelity to see the benefits of its implementation (Ryoo et al., 2011). To better gain 80% buy-in, PBIS teams must incorporate professional development opportunities, coaching, and demonstrate collaboration with principals and other school leaders. Heinemann and Dunlap (2001) found that administrator

support has consistently been highlighted as a critical component to being able to implement PBIS successfully. An administrator can show their support by working with the coach, demonstrating action steps to implementation, and having open communication in meetings (Hershfeldt et al., 2012).

Research has shown that teachers want to advance in their learning to enhance and empower students in the classroom (Wood, Goodnight, Bethune, Preston, & Cleaver, 2016). Professional development is essential when beginning a new framework that will be school-wide. According to Mitchem and Wells (2003), the process to support teachers implementing PBIS is to share the goal and vision of the framework for the school. They followed by introducing the content to the framework and providing several learning opportunities for staff to learn throughout the year, for multiple years, to be valid with implementation fidelity. Providing professional development increases staff's knowledge of the framework and allows them to feel confident in their work with PBIS in the classroom.

Through the beginning stages of implementation, the team and coach support all staff as they implement PBIS during a school year. This increases the likelihood of implementation fidelity (Muscott, Mann, & LeBrun, 2008). When schools hire an academic coach to help teachers, the focus is primarily on academics, not behaviors. Academic coaches are more primarily seen in schools, rather than PBIS coaches. When these coaches were placed in the school, teachers could schedule classroom visits that allow the coach to observe, provide feedback, and answer any questions. Schools that implemented PBIS with a coach have shown more acceptance and more success in minimizing behaviors (Hershfield et al., 2012).

When implementing a new program, group collaboration is vital for the success and fidelity of the program. A behavior support team is most often put in place to facilitate this

collaboration. This team is comprised of district members, school staff, and the school PBIS leadership team and meets monthly to establish the expectations and progress of the program (Everett & Sugai, 2011). This team also provides training and support for staff, a protocol for assessments, analysis, and discussion of data, and makes further decisions to assist in staff and student learning (Everett & Sugai, 2011). Research shows that proper training and staff collaboration can lead to successful implementation of PBIS in a school (Muscott et al., 2008). This study reviews the process of how one school supported their staff through PBIS implementation to provide a systematic approach for others to use when beginning to implement and sustain PBIS.

Implementing PBIS

Many frameworks have supportive research to help leaders administer change in a productive and useful manner. When leaders are implementing change to be transformative, they must consider the culture they are changing. Leaders need to remember that while learning something new, a building must also unlearn old expectations (Ross & Education Partnerships, 2010). For leaders to be effective in implementing a new system in a school building, they must build relationships with all stakeholders that are grounded in mutual trust.

> The principal is the gatekeeper of change. There is not an improving school without a leader who is good at leading transformational improvement. Successful principals share leadership, reach out to their parents and community, and work hard to expand the professional capacity of the teachers to develop a coherent professional community. (Johnson & Kritsonis, 2007, p.6)

When implementing change, it is essential to remember that change will take time but having support and leadership that builds partnerships allows for more sustainability.

Reinke et al. (2013) observed students in 33 elementary schools that began to implement PBIS with fidelity and found that classrooms where teachers posted expectations and promoted students with praise saw more positive interactions and instruction time in the classroom than classrooms where teachers focused on negative behaviors. Cohen, Kincaid, and Childs (2007) focused on data regarding aspects of implementation, such as administrative support, team buy-in, team process, and coaching effectiveness. This study showed that working collaboratively and understanding the PBIS structure allowed the PBIS team to make better decisions based on data. Proper implementation of a new program is key to success. "When an implementation of effective practices is limited, the tendency in many schools is to adopt a traditional 'get tough' approach when managing behaviors" (Sugai & Horner, 2006, p. 9).

Theories examine how to implement change and ways to increase the success of a new program. For example, the Adelman and Taylor (1997) Model outlined four stages to use when implementing a new framework in the workplace (Bradshaw & Pas, 2011). The first stage is to create readiness and stress the importance of the model and how it can benefit the school, staff, and students. This helps with the buy-in needed for a successful implementation. The second stage is referred to as initial implementation. This provides staff all the resources and knowledge they need to know about the program, so they can go to their classrooms and begin to prepare for implementation. The process includes training and support to provide confidence to staff members. The third stage in this framework is the institutionalization stage, which focuses on maintaining the changes made to the school and encouraging ownership of the change. Also, continued training and support for staff are provided as they implement the program and may still have questions or concerns. The final stage is known as ongoing evolution and renewal, meaning that as the program takes shape, the building keeps adjusting to make the program more

applicable to students and makes changes when needed throughout the year to yield better success (Bradshaw & Pas, 2011).

A new framework by Greenberg (as cited in Sugai & Horner, 2006) discussed a successful and sustained implementation of prevention program is also linked to schools that teach social skills, foster respectful and supportive relations with students, support and reinforce positive academic and social behavior, and continue formal prevention. Implementing a framework such as PBIS can be done successfully with a sustained commitment to the program: "building principals play an important role in the successful implementation of evidence-based practices in schools" (Pinkelman, McIntosh, Rasplica, Berg, & Strickland-Cohen, 2015, p. 37). With administrator leadership and dedication, staff can commit and feel confident with the implementation of PBIS and create a safer and more supportive environment for students to be successful.

Role and Perspective of a Teacher

PBIS is a teacher-empowered and owned initiative, as opposed to a top-down directive imposed by administrators (Andreou et al., 2015). PBIS begins with changing the behaviors of adults and gaining the buy-in of staff, leading to its successful implementation. Students spend most of their school day in the classroom, where academic and behavior expectations must be taught and modeled. If teachers do not buy-into PBIS, the implementation can be hindered, and students are taught a contradicting expectation from different teachers and staff members in the school (Andreou et al., 2015). Houchens et al. (2017) found that teachers in schools who implement PBIS feel more confident in their instructional practices because they are supported, and expectations are given for the entire school to follow. In the study, Houchens et al. (2017) looked at schools that implemented PBIS and schools that do not, and 92% of teachers in schools

that used PBIS reported they found PBIS provided a favorable work condition. He determined that with favorable work conditions, there are more opportunities to implement positive incentives. This then increased teacher buy-in and overall increased student engagement, decreasing behaviors in schools. When teachers support PBIS, implementation can be integrated into classroom instruction and become part of the classroom culture, which helps maintain the fidelity of PBIS interventions. This study interviewed teachers to better understand their perceptions and successes they found with PBIS.

Data Measures for PBIS

Empirical research displays that measuring fidelity and using different types of data to inform action planning can increase sustainability and lessen the likelihood of stopping effective practices (McIntosh et al., 2017). One of the defining activities of PBIS is to incorporate data for decision making about best practices for students (Algozzine et al., 2010). Data is helpful to guide both decisions focused to advance student supports and decisions about how to best apply PBIS features (McIntosh et al., 2017). Different measurement tools are used to help teams analyze and review school-wide data. The School-Wide Information System (SWIS) Tool is a web-based information system designed to be an efficient, reliable, and confidential strategy for collecting, summarizing, and using student discipline data (Cave & Rossetto-Dickey, 2009). Data is inputted into a system and is categorized by times of day, types of behaviors, and reasons for behaviors. Research shows that school personnel make more effective and efficient decisions when they have appropriate data (Mathews et al., 2014). SWIS is designed to provide school personnel with the information they need to be more successful decision-makers (Boulden, 2010). This data is used at the school level to help the team understand patterns of behavior and make more informed decisions regarding effective interventions for students. Each state's

department of education collects data on the districts that are enrolled in PBIS to measure their program's success and fidelity. In this case, the study looked at data from the Minnesota Department of Education.

A tool called School Wide Evaluation Tool (SET) "is a fidelity measure widely used to assess the extent to which an entire school implements school wide positive behavior supports" (Vincent, 2010, p. 2). This assessment is designed to assess and evaluate effective behavior supports across each academic school year (Ramos McEntire, 2017). The SET results are used to assess features that are in place, determine annual goals for school-wide effective behavior support, evaluate ongoing efforts toward school-wide behavior support, and design and revise procedures as needed. The PBIS team collaborates to complete the SET, which allows the team to look at needed improvements and understand implementation progress the school has made. This data is also submitted to and monitored by the state department of education (Irvin, Tobin, Sprague, Sugai, & Vincent, 2004).

Another way the state can measure success of the program is with Benchmarks of Quality (BoQ). This is a self-assessment tool that schools complete to assess PBIS Tier 1 implementation fidelity. When a school has reached an 80 or higher on their SET assessment and have completed the two-year training sequence, they qualify to complete the BoQ every year for two years. Therefore, even qualifying to complete the BoQ is an indication of implementation fidelity for Tier 1 (Ramos McEntire, 2017).

The last and most recent assessment tool being used by schools is the Tiered Fidelity Inventory (TFI). This tool was developed to be a comprehensive fidelity assessment tool to measure preliminary implementation, cultivate an action plan, and monitor implementation growth across all three PBIS tiers (McIntosh et al., 2017). This assessment uses a Likert scale

and comprehensive rubric to indicate whether the content of each item is not implemented, partially implemented, or fully implemented. When conducting the self-assessment of fidelity at times the TFI can be artificially inflated, it is important to conduct the assessment with the PBIS team, as well as an outside source, usually the PBIS coach. McIntosh et al. (2017) studied the reliability and validity of TFI and found it was 95% reliable.

Interventions used in PBIS

Interventions used throughout the PBIS framework with three tiers aid in helping students be successful in the school setting. In the universal tier or Tier 1, interventions are used throughout the school to help students learn expectations. According to PBIS World (2016), Tier 1 interventions are universal and focus on clear expectations, praise, repetition, and lessons that teach the expected behaviors. PBIS at the universal level encourages and teaches students behaviors that are expected and recognizes students either daily, weekly, or monthly for their hard work. When looking at Tier 2 and 3, interventions increase in intensity to better support students that cannot yet attain the expected outcomes. Interventions used during the second tier become more personalized to the student's need and provide more instruction on different social or behavior skills students may need to interact appropriately in the school building.

According to research for the last 15 years, researchers and practitioners have developed and implemented a variety of pre-intervention and intervention strategies involving a three-tiered continuum (Hawken et al., 2015). There are varying degrees of interventions used in schools to help students maintain positive behaviors. Precorrection is a preventative behavioral strategy that can be used in predictable contexts, where problem behaviors are acknowledged, and teachers provide students with prompting and reinforcement for positive participation within the context (Colvin & Sugai, 2013). Hawken et al. (2015) studied the check-in check-out (CICO)

intervention as one of the most widely implemented, research-based Tier 2 interventions used with PBIS. CICO is designed to provide students engaging in problem behaviors (e.g., off task, talking back) with a structured way to learn appropriate behaviors through positive reinforcement. This system allows students to check-in at the start of a class to get a preview of the instruction and what will be needed and a check out after the class to see how they did through the lesson. Students earn points, and at the end of the day or week, incentives can be given to reinforce positive behaviors. Along with CICO, other proven successful Tier 2 interventions include self-monitoring, social skills instruction, problem-solving activities, and cognitive-behavioral treatments (Jeffery, 2012). Tier 2 and 3 interventions should be readily available, fit into existing class procedures, not require extensive training, align with Tier 1 expectations, implemented by all staff members, and followed with fidelity (Bruhn, 2017). Bruhn (2017) studied the success of self-monitoring using technology. Students downloaded an app on their phone, and teachers used the app to provide support and encouragement when a student checked on their goal and monitored themselves. This allowed teachers to see areas where more interventions may be needed. If students continued to struggle with the interventions put in place to help them, a team could collect data to begin an FBA. An FBA allowed the team to understand the antecedent of the behaviors better, provide interventions to decrease the antecedent, and provide wrap-around supports for that student. Wrap-around supports included a team that worked with the students' parents outside agencies, and different team members from the school to help support students' development in all areas. Schools that have consistent interventions in place have proven more success with fidelity assessments each year. This was an essential component to this study. Teachers were interviewed to discuss what successful Tier 2 and 3 interventions they found helped students make progress.

Guiding Framework

Beliefs about classroom supervision differ among teachers and play a substantial role in student instruction. A study by Wolfgang and Glickman (2007) looked at how interventions are implemented with fidelity in PBIS Tiers 2 and 3. Many theories support interventions in the classroom that promote a safe learning environment. Wolfgang and Glickman hypothesized a framework to explain teacher philosophies towards discipline (Tauber & Tauber, 2007). Based on a combination of psychological explanations, their continuum has three methodologies for classroom interaction: non-interventionists, interventionists, and interactionalists. The non-interventionist assumes the child has an inner drive that needs to find its manifestation in the real world.

At the different end of the continuum are interventionists who highlight what the outer environment does to the human organism to cause it to develop in its way. Traditional behavior alteration provides the theoretical foundation for this school of thought. The central point in this framework would be interactionalists. They tend to emphasize what the individual does to change the external setting as well as what the environment does to shape a student (Rittschof & Chambers, 2005). Using this framework allows a teacher to take a stance and see that when implementing PBIS, students need to be motivated to want to earn merit for their hard work. Students also learn from their environment, which can be a reason some students recognize behaviors that they see are getting attention and begin to demonstrate them as well. This framework also allows for teachers to have a system and follow a plan that is unified in a school building. With a unified plan, implementation in all tiers can be done with fidelity.

Glasser (1998) formed another theory that matches the beliefs of PBIS. He used Choice Theory to identify five necessities that each person seeks to satisfy. These needs are endurance,

autonomy, control, belonging, and enjoyment (Irvine, 2015). Discipline problems do not occur in classrooms in which students' needs are satisfied (Tauber & Tauber, 2007). Glasser (2007), used two frameworks with his theory. The Choice Theory relates to the universal approach to PBIS, giving students a voice, and setting up the same expectations for all students. When students know the rules, they can follow them, or if they do not follow them, they know the rules they broke and accept the consequences. Glasser also had a theory that would fit for the approximately 20% of students who have not been successful during Tier 1 interventions and who's schools struggle to support. Glasser called this framework of reality therapy in the classroom. This framework has eight steps that allow a school to meet the needs of these students better:

(1)   Secure student involvement- be personal,

(2)   Identify the problem behavior,

(3)   Call for value judgments,

(4)   Plan for a new behavior,

(5)   Get a commitment,

(6)   Accept no excuses,

(7)   Do not punish, and

(8)   Never give up—be persistent (p. 181).

These areas allow for a structure that could be considered for schools to use when they form a PBIS process to execute interventions that properly fit students. Securing student involvement allows students to work towards something they want to achieve, and not a goal set by someone else. It also allows the teacher and student to identify the problem and then come up with reasons for the behaviors and ways to diminish the behaviors. The last three steps are

essential reminders that a teacher should always be committed to the student's best instructional and behavioral needs and not punish them for something that may not be as easy for them to control. Lastly, the student needs to know a trusting relationship can be formed, and the teacher would not give up on them. Creating this type of atmosphere in the classroom allows students to feel confident and successful as they work towards improving behaviors.

Another theory that supports the work of PBIS is B.F. Skinner's Reinforcement Theory of Motivation (McLeod, 2011). B.F. Skinner stated that an individual's behavior is a function of its consequences (McLeod, 2011). Individuals' behaviors followed with positive consequences tend to be repeated, but individuals' behaviors followed with negative consequences tend not to be repeated. When a student's positive behavior is rewarded in PBIS, a student wants to keep reaching those positive rewards and will continue to show the expected behaviors.

Through the PBIS process, students learn expected behaviors and modeling them throughout the school. Bandura's Social Learning Theory supports the PBIS framework (McLeod, 2014). Social Learning Theory uses classical conditioning and operant conditioning but addresses mediating processes that occur between stimuli and responses. It also considers that behavior is learned from environment through observational learning (McLeod, 2014). Bandura conducted an experiment called the Bobo Doll experiment, where students observed aggressive and non-aggressive behaviors. The students then acted after what was modeled for them, whether the behaviors were rewarded or not, proving to Bandura that students model behaviors that are modeled for them (McLeod, 2014). In PBIS, the framework is built for all staff to model expected behaviors for students to imitate. Students who correctly model them receive incentives, create a culture, and model expected behaviors that other students want to imitate and follow so they can attain the same rewards.

Gaps in Research

Through a review of literature, there have been gaps noted in which a more in-depth study could be done to enhance the field of education better. Current findings denote that PBIS implementation in classrooms drastically predicts sustained PBIS efforts and improved student results; longitudinal studies could help define factors that facilitate or are barriers to sustained implementation (Sugai et al., 2000). Another area that could be looked at more is researching factors predicting PBIS abandonment (Mathews et al., 2014). McIntosh et al. (2017) recommended that PBIS teams who used self-rating assessments were not always as accurate as an outside coach conducting the assessment. There has been much research on the perspective teachers have on PBIS, but little research has included students, parents, and outside sources and their views of PBIS (Sugai et al., 2000). McIntosh (2014) did extensive research and continues to research PBIS but has noted that more research is needed on the process of how to best support schools in implementing a complete three-tiered SWPBIS model because many schools still are not successfully implementing all three tiers. This study contributed to the gap in literature and educational field by reviewing what one elementary school's process of implementing PBIS achieved and provided appropriate interventions and training to staff in addressing effective interventions that teachers used in Tiers 2 and 3.

Chapter III: Methodology

Introduction

The purpose of this study was to explore teacher perceptions of effective interventions implemented for Tiers 2 and 3 of PBIS in a single intermediate school setting. A case study of an ambassador school in Minnesota was the focal point of this study. An ambassador school is defined as a cohort that has a sustained exemplary state rating, measured Tier 1 fidelity within the last 12 months, is committed to measuring fidelity every 12 months, has data to show progress, and has an annual plan agreement with the Minnesota Department of Education (PBIS MN, 2019). The school that was studied has met these requirements. The purpose of this study was to share the story of a school through interviews with teachers and a review of the school district's PBIS documentation. This study resulted in providing further information on effective Tier 2 and 3 interventions that could be implemented with fidelity.

Research Method and Design

Research in the field of education has documented the need for more varied methods of investigation, incorporating the use of qualitative studies to shed light on unexpected consequences of existing practices, and lead to an enhanced conceptualization of interventions and reevaluation of practice (Andreou et al., 2015). The qualitative case study focuses on a single location, subject, collection of documents, or an event (Bogdan & Biklen, 2007). By studying one school who implemented PBIS with a high level of fidelity, this study offers insights for other schools to consider as they strive to meet the needs of students in their school.

Blue Intermediate School is the school of focus for this study and has a criterion score of 80% or higher on the PBIS Tiered Fidelity Inventory assessment, as well as an ambassador school state ranking. A description of the location is provided, along with information about the

school's behavioral reports, demographics, office referrals, and suspension rates. The researcher collected qualitative interview data, which allowed for genuine responses from teachers about their perceptions of effective PBIS interventions at their school. Through the interviews, triangulated with school data provided by the administrator, the researcher explored which effective interventions were being implemented to support students in Tiers 2 and 3.

Minnesota Department of Education (MDE) reports annual progress and assessment scores of each school in Minnesota regarding their PBIS fidelity performance; this information was used as a data point in the study. Professional development documents from the administrator of Blue Intermediate School determined the process used to begin implementation and sustain success of PBIS were also used as data in the study. This allowed for triangulation of data that included what MDE can report, what teachers see/experience, and what the school used as professional development to help staff implement the PBIS framework. Using a qualitative approach allowed the researcher to interpret how people perceive their experience with PBIS, and how they construct an understanding of whether, why and how they believe their school to be successful in implementing PBIS (Merriam, 2016). "Qualitative research is especially helpful when it provides us with someone's perceptions of a situation that permits us to understand his or her behavior" (Krathwohl, 1998, p. 47).

Research Approach

This research stemmed from a constructivist worldview. Constructivists believe "individuals seek understanding of the world in which they live and work" (Creswell, 2014, p.14). This worldview allowed the researcher to look at the complexity of views rather than one specific category, which guided the findings to look for different intervention approaches used to meet the needs of students in a school setting.

Crotty (1998) identified several reasons to use a constructivist worldview that pair with the PBIS framework:

- Human beings construct meaning as they engage with the world they are interpreting. Qualitative researchers tend to use open-ended questions so the participants share their views.

- Humans engage and make sense with their world based on their historical and social perspectives; everyone is born into a world of meaning bestowed upon each other by their culture. Thus, qualitative researchers seek to understand the context or setting of the participants by visiting this context and gathering information personally. They also interpret what they find; an interpretation shaped by the researcher's own experiences and background.

- The basic generation of meaning is always social, arising in and out of interaction with a human community. The process of qualitative research is inductive; the inquirer generates meaning from the data collected in the field. (p. 17-18)

Research Questions

RQ1. When implementing tiered decision making in a PBIS framework, what do teachers view as effective interventions for students needing more than the universal (Tier 1) supports?

RQ2. What aspects of the PBIS framework do teachers perceive as critical when implementing with fidelity?

Theoretical Framework

A theory from Glasser's (1990) framework known as Reality Therapy and Tauber and Tauber's (2007) Interventionists framework directed the study by making it clear how school staff make sense of why their school has been successful. The interview questions were written to inform the study of the process and effective interventions used at the school and the results those interventions yield. This data can then be shared as a resource to help meet the needs of students being served in different PBIS tiers.

Glasser (1990) asserted effective teaching could be considered the most challenging job of all in our society. He considers effective teaching to be a preventative discipline measure that keeps students involved and interested such that they are not inclined to cause problems (Glasser, 1990). The theoretical framework for this study encompassed different theoretical perspectives aligned with universal themes of instruction, consistency, and meeting the needs of a student where they are most critical.

Glasser's (1990) Reality Therapy in the classroom has eight steps that correlate with the PBIS team framework. The framework begins by meeting with a team to create a plan for a student in the top two PBIS tiers with effective interventions to help build appropriate and consistent behaviors. During this process, the PBIS team meets and discusses the student needs are, identifies the behavior, consults as a group, and plans for effective intervention. The team and student then determine how to implement the plan consistently through the intervention period. In this study, teachers were interviewed to share their experiences with the implementation of PBIS.

Tauber and Tauber's (2007) Interventionists framework emphasized how the outer environment influences humans and impacts their development. This is seen when an entire

school is using PBIS to build consistent expectations for students to follow through their day. This also aligns with the last part of the framework, the Interactionalist, which centers on what the individual does to alter the external environment that forms a student's behaviors (Rittschof & Chambers, 2005). This framework guided the research study by examining showcased posters throughout the building with expectations for that area. It consistently is teaching students the expectations for them to be successful. The Interventionists Framework applied to this study's focus on how teachers chose effective interventions for students that needed more customized interventions in Tiers 2 and 3.

Setting

For the purposes of this study a pseudonym, Blue Intermediate School, was used for privacy, instead of the actual school location and name. This school served two populations. One part of the school met the needs of students in Grades three through five, while the other part of the school was a year-round Science, Technology, Engineering, Art, and Mathematics (STEAM) school serving Grades K-5. STEAM schools focus on specific areas as basic access points to education to promote student inquiry and critical thinking. This study focused on the Grade three through five upper elementary school. This was one of 10 schools in the district that had achieved exemplary sustaining status in PBIS for the past two years. The school district serves approximately 5,000 students and is considered an exemplary school district with 80% or higher fidelity for PBIS across the district. The district has implemented PBIS for the last nine years.

Selection of Site and Participants

Blue Intermediate School was chosen because of their commitment and fidelity to PBIS in their school and district. The school has implemented PBIS for nine years and was chosen by the state of Minnesota as an ambassador school. Blue Intermediate School was showcased as the

primary location of this study because of the school's commitment to implementing PBIS with fidelity.

Purposive criterion sampling was used for collecting data. According to Patten (2017), researchers use purposive sampling when they believe individuals will be sources for useful information. Teachers from Blue Intermediate were asked to participate in interviews because they represented a sample population of the school that was involved with the successful implementation of the PBIS framework. A teacher, for the purpose of this study, was defined as a licensed teacher instructing students in an instructional area such as math, reading, science, social studies; a specialist area such as gym, art, music; or in a special education setting. Potential participants were chosen at random and invited via email to participate in a virtual interview. A virtual interview was used due to the Covid-19 Pandemic, which closed schools in Minnesota during the time of this study. Two classroom teachers from each grade level, two specialist area teachers, and one special education teacher were randomly chosen to participate in the study, for a total of nine teacher interviews. This allowed for a broad representation of teachers across the school. If a teacher denied the interview, another teacher was randomly selected and invited to participate in the virtual interview process. Some of the participants were members of the PBIS team, others were not as involved but still contributed to the work the school was doing. For example, the media specialist and technology specialist were not as involved in creating interventions plans for students, yet they supported plans created by grade level teachers and would help with the data collection while a student was in their classroom. Below is the list of participants and their demographics.

Table 3

Participant Demographic Data Collection Overview

Position at School	Grade	Gender	Number of years at this school	Interview Date
Teacher	3	F	32	04/28/2020
Teacher	3	F	4	04/25/2020
Teacher	4	F	5	04/24/2020
Teacher	4	F	5	04/27/2020
Teacher	5	F	33	04/24/2020
Teacher	5	F	15	04/25/2020
Special Education Teacher	4-5	F	4	04/24/2020
Media Specialist	3-5	F	32	04/28/2020
Technology Teacher	3-5	M	30	04/27/2020

Field Tests

Interview questions were written based on the research questions and the review of literature. They were reviewed with members of the dissertation committee once other PBIS professionals had reviewed them. Other professionals in education reviewed the questions to determine if they were specific enough to answer the research questions. Following approval of the interview questions, a mock interview was conducted with two elementary school teachers familiar with PBIS but who did not work at the school that was studied. Based on the responses from the mock interviews, changes were made to the questions.

Instrumentation and Measures

Two sources of data were used for this study. Qualitative researchers typically use two or more forms of data; they make sense of it and organize it into themes across the types of data (Creswell, 2009). For this study, documents were used as a data source. Documents provide descriptive information, verify emerging hypotheses, offer historical understanding, and track changes and developments (Merriam, 2016). PBIS documentation provided by the school administrator, as well as public PBIS data from the Minnesota Department of Education, were analyzed.

The primary measure used to collect data was semi-structured virtual interviews with teachers at the school. A semi-structured virtual interview allowed the researcher to not only use the questions written prior, but also to ask other questions based on the participants' responses (Patten, 2017). Interview questions were developed based on literature about PBIS. The following questions were used to collect data during the interview.

Table 2

Research and Interview Questions

Research Question	Interview Questions
RQ1. When implementing tiered decision making in a PBIS framework, what do teachers view as effective interventions for students needing more than the universal (Tier 1) supports?	- Tell me about the process that is used to determine a student's intervention level? - Tell me more about effective interventions you typically use to meet the needs of some students in your classroom (Tier 2 decision making)? - Tell me more about effective interventions you use in your classroom to meet unique student needs (Tier 3 decision making)? - Tell me how you determine if an intervention is effective or not?
RQ2. What aspects of the PBIS framework do teachers perceive as critical when implementing with fidelity?	- What do you feel has contributed to the success of your PBIS framework? - What have been some of the challenges in implementing your PBIS framework?

Data Collection

To begin the selection process for the interview, contact information was obtained through the school administrator, as well as permission to interview in their school. Participants were informed about the study and the data being collected for the purposes of effective advancement of PBIS implementation; consent was sought and obtained before conducting an interview. Before conducting the virtual interview, a letter of invitation was emailed to

participants for their approval. The teachers were given one week to respond to the email and accept or deny the interview. If a teacher denied an interview, another teacher was selected to participate. Once participants agreed to participate, they chose a date and time that was convenient for them for the interview. Participants were emailed a copy of the questions before the interview, informing participants of the nature of the research. Google Meet was used to communicate virtually for the interview. Following each interview, the researcher recorded initial thoughts and reactions to the interview, as well as emerging relationships, themes, or patterns about the research questions. During the interview, the researcher recorded the process and took computer notes about responses or additional questions asked.

The researcher requested access to documents the school used to train and monitor the fidelity of PBIS. These documents were analyzed off-site, looking for themes, relationships, or patterns about the research questions or the interview responses. Data from MDE was reviewed off-site and analyzed to identify what criterion scores were given to the school for their fidelity assessments.

Data Analysis

This study analyzed different data points: MDE documentation, school documents, and interviews recorded and transcribed through a confidential transcription service. Upon completion of the transcription, the researcher verified the accuracy of the transcription by reading through the transcriptions and comparing them to the recordings. All personal information, including names or classes the participant teaches, was removed.

The researcher used Otter Transcription App to record all interviews. The researcher then used the keyword feature in the app to find common words used. Using the keywords identified and reviewing the transcript, the researcher made a list of words used more than five times and

began highlighting them with different colors to find which words were used most often to answer the research questions. The researcher then broke down the keywords from each interview question and reviewed the most used words to identify the overall themes of the interviews. When this was complete, the researcher had a second coder review the transcripts and check the validity of each theme found. The second coder also identified the same overarching themes through the transcripts and matched the researcher with 95% validity.

Validity and Reliability of Data

When conducting qualitative research, ensuring validity and reliability involves investigating in an ethical manner (Merriam, 2016). Establishing trust with participants is essential and can help ensure the study's integrity. A recommendation from Patton (2015) is to use triangulation through the research process; using multiple sources of data to create meaning from the findings increases the credibility of the study. Along with this recommendation, Orcher (2014) mentioned that a qualitative researcher can improve their integrity by engaging in self-disclosure before interviews are conducted and urges beginner qualitative researchers to record responses rather than relying solely upon note-taking. For this study, the researcher followed these recommendations.

Limitations

The researcher took an interpretive research positionality. The assumption was made that reality is socially constructed; that there is not a single observable reality (Merriam, 2009). The scope of this research was not to find one solution, but to share which practices and supports schools were implementing in PBIS Tiers 2 and 3 that are perceived by teachers as enabling students to become more successful. The results of this study will be shared with administrators

and PBIS leaders in the state to gain an understanding of the effective interventions being used in Tier 2 and Tier 3.

Limitations of this study include the sample size. Only one school was selected. Unlike quantitative research, qualitative research does not seek widely generalizable findings (Patten, 2017); instead, qualitative researchers tell an in-depth story of a purposefully selected setting. The school was purposely selected and will not necessarily be a representative sample of all Minnesota elementary schools. The study findings, therefore, were not intended to be a broad representation of schools. Another limitation of this study was the assumption that the teachers have a basic understanding of PBIS and the different effective interventions to use at each tier. Merriam (2016) called this a positivist orientation, which assumes that reality exists and that it is observable, stable, and measurable. By asking teachers the interview questions, the researcher assumed they had a background in PBIS and understood the differences in the tiered interventions. The last limitation to this study was the time constraints of the one-hour interviews, which may not have provided enough time for additional questions, possibly limiting the quality of the data collected.

Ethical Considerations

Ethical considerations must be acknowledged in qualitative research. A significant consideration is trustworthiness. Merriam (2016) stated, "ultimately, for better or worse, the trustworthiness of the data is tied directly to the trustworthiness of those who collect and analyze the data" (p. 260). Trustworthiness was established with participants by being honest with how the information was collected and used and providing a consent form that disclosed all information pertinent to the research, so participants could express concerns before any commitment or choose not to participate.

There are ethical considerations when using an interview. Interviews carry with it both risks and benefits to the informants. "Respondents may feel their privacy has been invaded, they may be embarrassed by specific questions, and they may tell things they had never intended to reveal" (Merriam, 2016, p. 261). To avoid this area of concern, interview questions were aligned with the research questions, and steps to maintain confidentiality were taken when analyzing the data. No names or grade level identification were on the surveys to provide anonymous data. The questions were also peer-reviewed, and field tested to guarantee that the appropriate language was used to ask questions. During the interview, the participant was informed they could skip any question and decide after the interview if they wanted any part of their response deleted from the record.

When reviewing data, the authenticity of the process was considered. "Since the researcher is the primary instrument for data collection, data have been filtered through his or her particular theoretical position and biases" (Merriam, 2016, p. 264). Data was color coded into themes that were reoccurring. The researcher then sent the same interview transcripts to another researcher, to use the same color-coding method, verifying the consistency of themes. That researcher found the same themes and confirmed them.

As a researcher, being aware is key to understanding how to maintain authenticity and ethical components to the research, so all members feel secure. The researcher followed ethical considerations by first attaining approval from Bethel University's Institutional Review Board as well as the successful completion of the Collaborative Institutional Training Initiative (CITI) training for the ethics of research. Findings from the interviews and document analysis are in Chapters Four and Five.

Chapter IV: Results

The purpose of this study was to investigate what teachers perceived as effective Tier 2 and 3 interventions in the PBIS framework. This information was obtained through virtual interviews, school document analysis, and review of MDE PBIS data. Participants in the interviews taught students in grades three through five; two teachers from each grade level participated, as well as a specials teacher and a special education teacher. This chapter describes the results from the interviews, document analysis, and MDE PBIS data. The research questions and themes from the data collected are reviewed in depth and a summary of the findings is presented.

The setting for this study was Blue Intermediate School, which served 445 students in Grades three through five. According to the Minnesota Department of Education (MDE, 2019), Blue Intermediate's demographics are 86.5% White, 5.2% two or more races, 4.7% Hispanic or Latino, 1.8% Asian, and 1.1% African American. Twenty-nine percent of the students receive free and reduced lunch, 16.6% of the students are receiving special education, and 2.5% identified as an English learner. Blue Intermediate is a school that strives to meet the needs of all learners and provides a variety of opportunities for students to have access to several technology options; a variety of specialists including art, music, technology, media skills, and physical education; and a science program that emphasizes critical thinking and discovery. MDE (2019) recognized the school for being a PBIS exemplary school and an ambassador school for the state. The hard work this school has done was shown through the training documents provided, as well as through virtual teacher interviews.

To begin the document review, the administrator shared a file with professional development information and data pertaining to the implementation of PBIS. Documented

information about the PBIS team was helpful in building themes that were relevant to this study. Blue Intermediate PBIS team consisted of two PBIS internal coaches, the school administrator, and other staff members. They had a total of 12 members that met regularly to review data, assess student behaviors, and create events for staff and students. The team regularly provided staff with professional development each year and had multiple meetings through the year to provide small insights into the data, to celebrate, and plan for upcoming months. The following Figure 2 is a timeline of the school's implementation of PBIS. It provides evidence of the amount of time required to build a strong PBIS school.
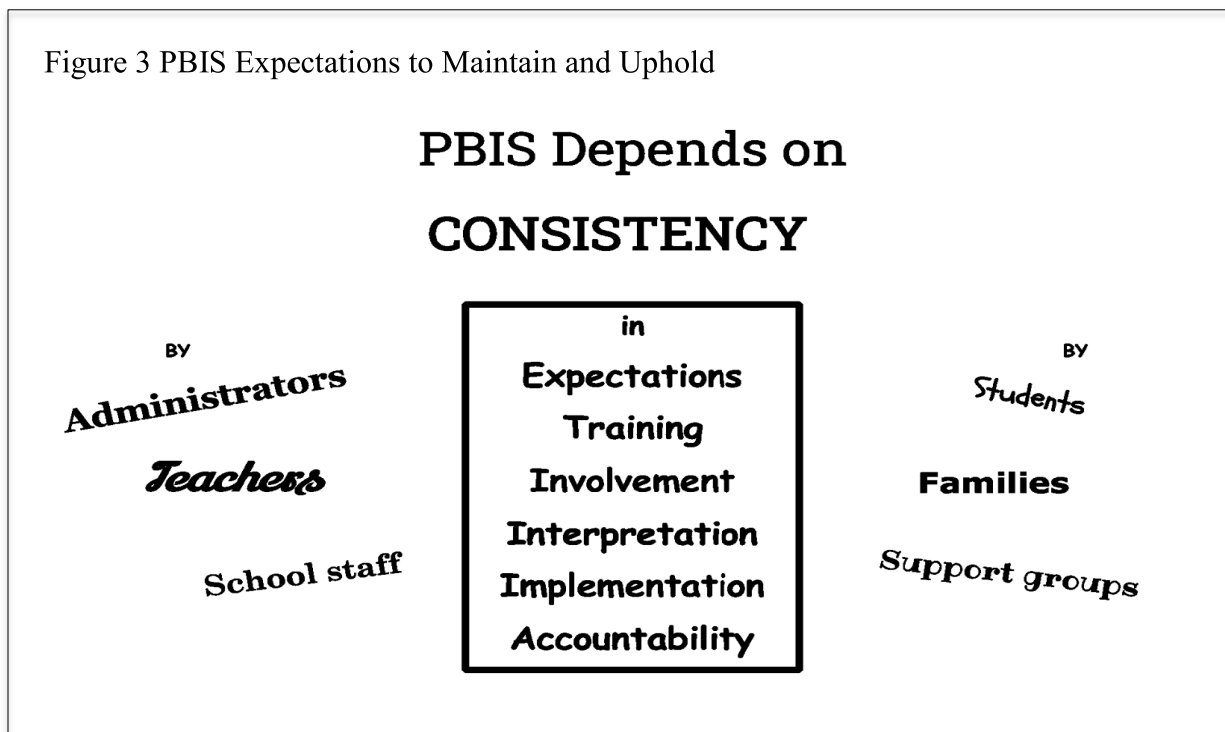
Figure 2 Timeline of Events
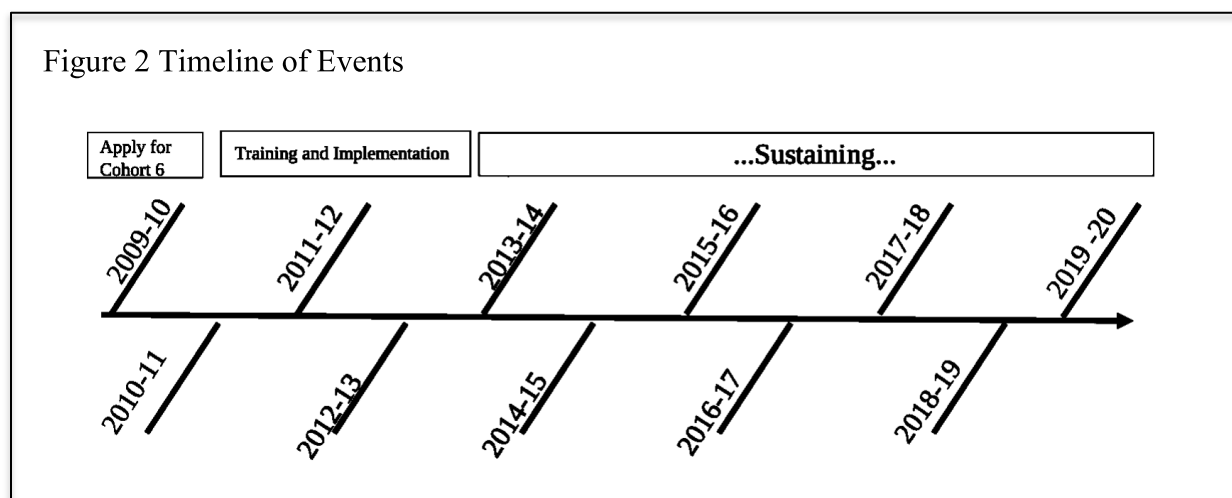
Professional Development Themes

The professional development documentation revealed a focus in three areas. Each of these areas was presented to staff in professional development meetings over the last few years. These themes include: consistency, team work, and appropriate interventions. Some examples of how these themes were presented follow in figures regarding behavior expectations.

Consistency. The team provided information to staff regularly, including messaging and beliefs around PBIS. At every meeting, Figure 3 was shown as a reminder that the team needs to maintain and uphold their PBIS expectations.

Figure 3 PBIS Expectations to Maintain and Uphold

PBIS Depends on
CONSISTENCY

BY

Administrators

Teachers

School staff

in
Expectations
Training
Involvement
Interpretation
Implementation
Accountability

BY

Students

Families

Support groups

This image reflects the commitment each person contributes to the PBIS framework, allowing professional development opportunities to continue to build on expectations and implementation of the framework. This also allowed students and families to always know the expectations the students and staff are following. These expectations removed the grey areas in discipline, because each stakeholder was considered when making the matrix and was given the expectations to follow.

Along with consistency, behavioral data through office referrals decreased over time, which was a testament to the expectations and consistency the framework provided staff and students. The school began tracking all the monthly office referrals starting in 2012. Figure 4 demonstrates that when expectations were created for students and staff, inappropriate behaviors increased due to requirements and uncertainty in a new framework. As time went on through the year, expectations and consistency were clearer, which reduced the number of office referrals.

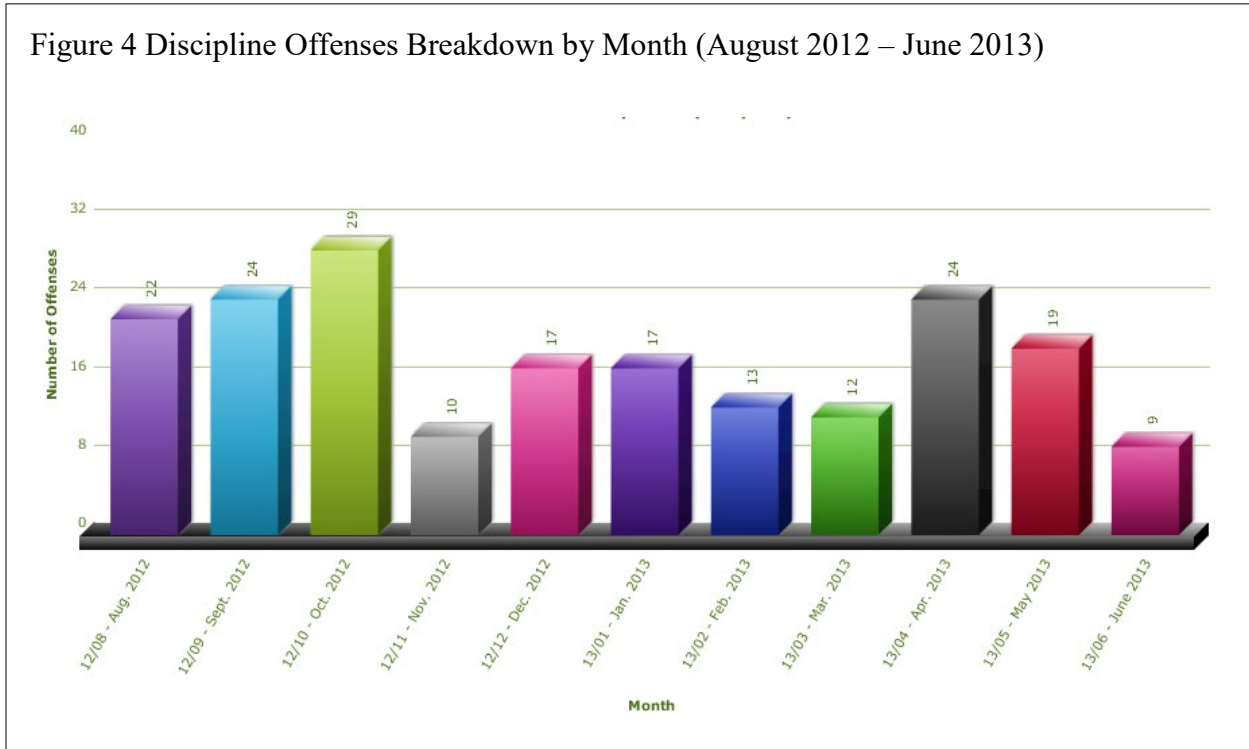Figure 4 Discipline Offenses Breakdown by Month (August 2012 – June 2013)

Figure 5 shows the 2018-2019 school year office referral data. There were varying intervals of referrals throughout the year, but overall a decrease in the total average of behavior referrals was shown from 196 per school year in 2012-2013 to 152 per school year in 2018-2019.

Figure 5 Discipline Offenses Breakdown by Month (August 2018-May 2019)
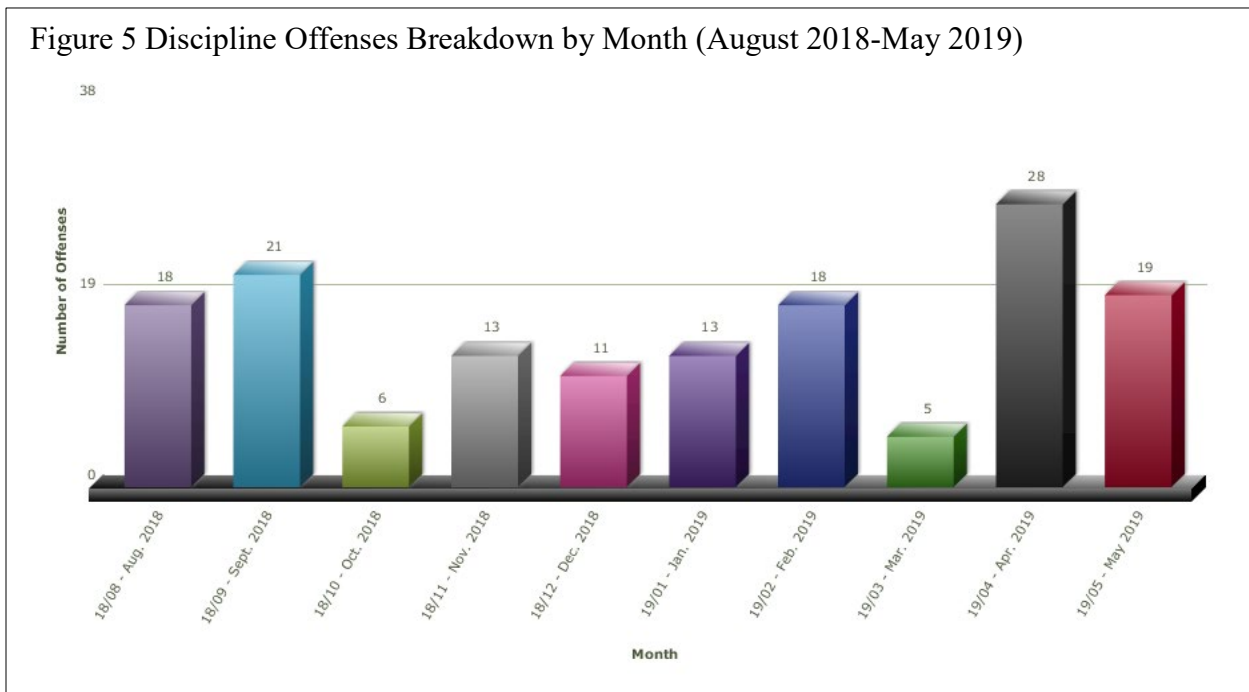
This also shows the PBIS framework does not become effective over one school year but takes many school years of steady implementation.

Another area that created this consistency was the teaching and posting of school expectations for all students and staff. The expectations evolved over the years of implementation. Figures 6, 7, 8, and 9 show a sample of what is posted throughout the school building.

Figure 6 PBIS Behavior Expectations Posted in School Building

I will respect…	Myself	Others	Property	Community
Enter/Exit Building	- Move slowly and safely - Going directly to my destination	- Keeping my hands to myself - Using a quiet voice - Moving on the right side of the hall	- Keeping my hands to myself - Picking up my belongings - Leaving others property alone	- Teaching others how to be respectful by modeling behavior - Encouraging others to make good choices
Classroom	- Being prepared to learn - Moving safely and slowly - Being proud of my work - Follow directions	- Using a quiet voice - Giving compliments - Keeping my hands to myself - Listening to others - Turning my voice off	- Pushing in my chair - Keeping the room clean and organized - Using materials properly	- Teaching others how to be respectful by modeling behavior - Encouraging others to make good choices

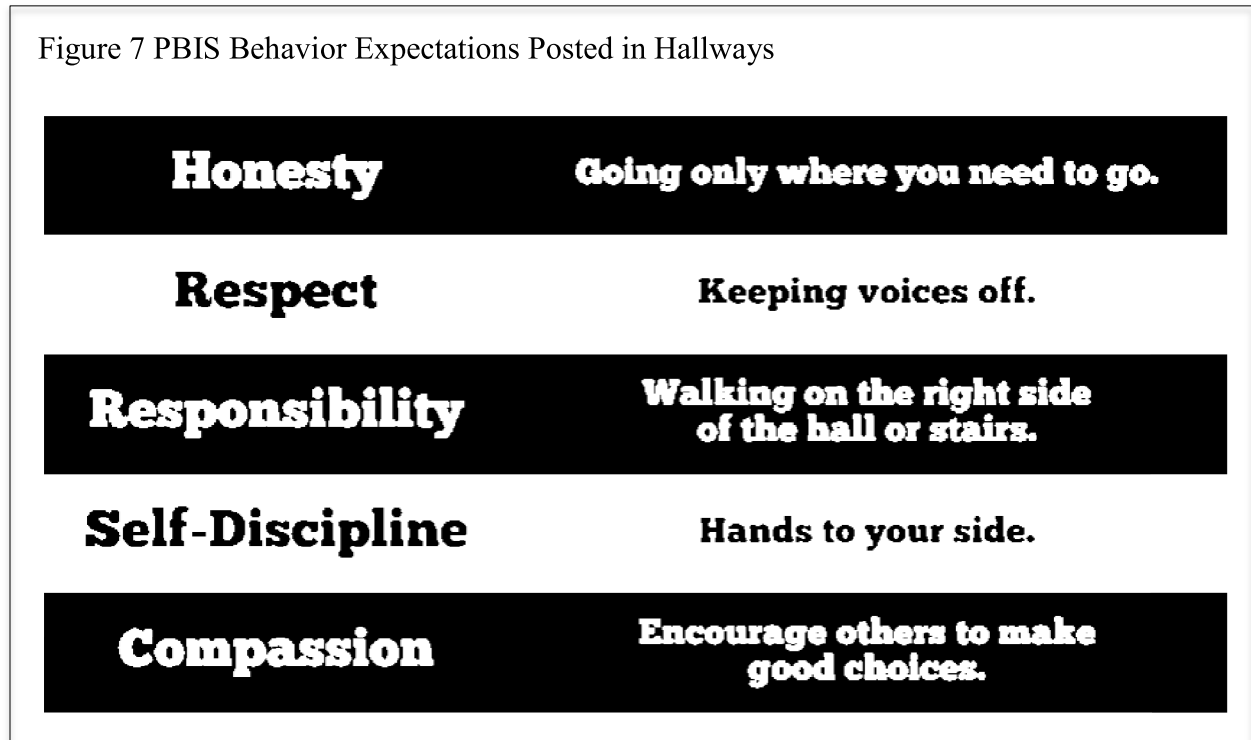Figure 7 PBIS Behavior Expectations Posted in Hallways

Honesty	Going only where you need to go.
Respect	Keeping voices off.
Responsibility	Walking on the right side of the hall or stairs.
Self-Discipline	Hands to your side.
Compassion	Encourage others to make good choices.

Figure 8 PBIS Matrix for Behavior Expectations

Above the line Behavior	Caring	Fair	Respectful	Safe
"Way to go!"	Cooperative	Productive	Responsible	
Below the line Behavior	Uncaring	Unfair	Disrespectful	Unsafe
You need to come up with a "Fix It"	Uncooperative	Unproductive	Irresponsible	
BOTTOM LINE Behavior	Cheating	Lying	Threats	Physical Harm
Never Tolerated	Foul Language	Stealing	Vandalism	Weapons
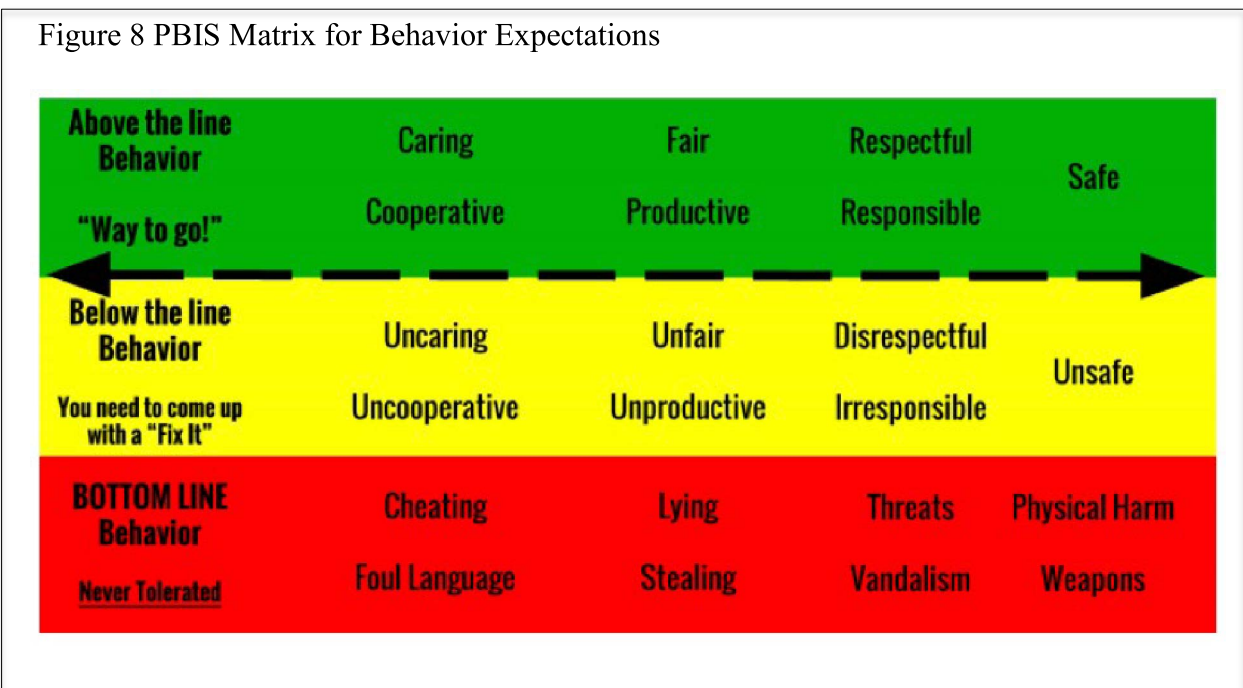
Figure 9 PBIS Behavior Expectations and Process for Correction

Above the Line Behavior → Caring Cooperative Fair Productive Respectful Responsible Safe → **"Way to go!"** *Possibly may receive a Bluejacket Pride slip*

Below the Line Behavior
Classroom Managed → Uncaring Uncooperative Unfair Unproductive Disrespectful Irresponsible Unsafe → *Use the flowchart to address the behavior*

| Re-direct behavior | Give verbal warning | Give 'take a break' | Use alternate redirect option: pull aside and discuss behavior, review expectation, send to buddy class, etc. | If behavior continues, refer to Resource Room |

Below the Line Behavior
Not Tolerated → Cheating Lying Threats Physical Harm Foul Language Stealing Vandalism Weapons → *Use the flowchart to understand how the behavior will be managed*

Resource Room
- Resource Room referral completed
- Staff processes with the student
- Reflection form completed and consequence put in place if appropriate
- Communicate with teacher
- If needed:
  - Contact home
  - Skyward documentation completed

Stop and Think
- Student conference with Counselor or Principal
- Reflection form is completed
- Parent contact is made
- Consequences will be given with progressive discipline
- Communication with teacher
- Skyward documentation completed

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Over time, expectations became clearer and provided teachers with resources and ideas for responding to behaviors that were positive and not positive. This also allowed for consistency with below the line behaviors so students were treated equitably, provided clarity for teachers and students in all areas of the school, and created a community of practice.

Team Work. The next theme that emerged through the professional development document analysis was teamwork. The PBIS team had high success with little turnover, which helped maintain core leaders who attended trainings focused on expanding classroom practices. The team had strong beliefs about why they were using PBIS for their building needs. Figure 10 shows what the team continued to believe and focus on.

Figure 10 Why PBIS
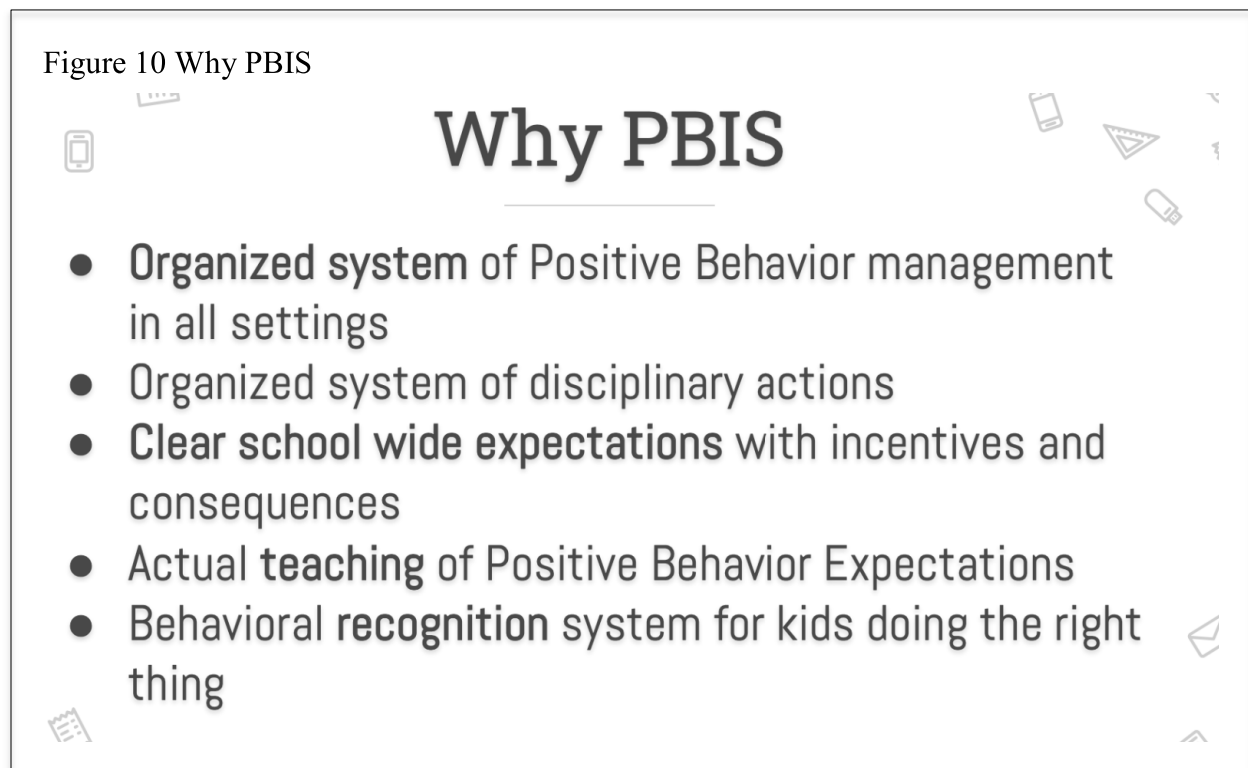
The team followed these guidelines in their building to drive the why behind PBIS implementation. This was demonstrated in the virtual interviews as well, when the participants shared why PBIS is successful in their building. The PBIS team created an organized system that
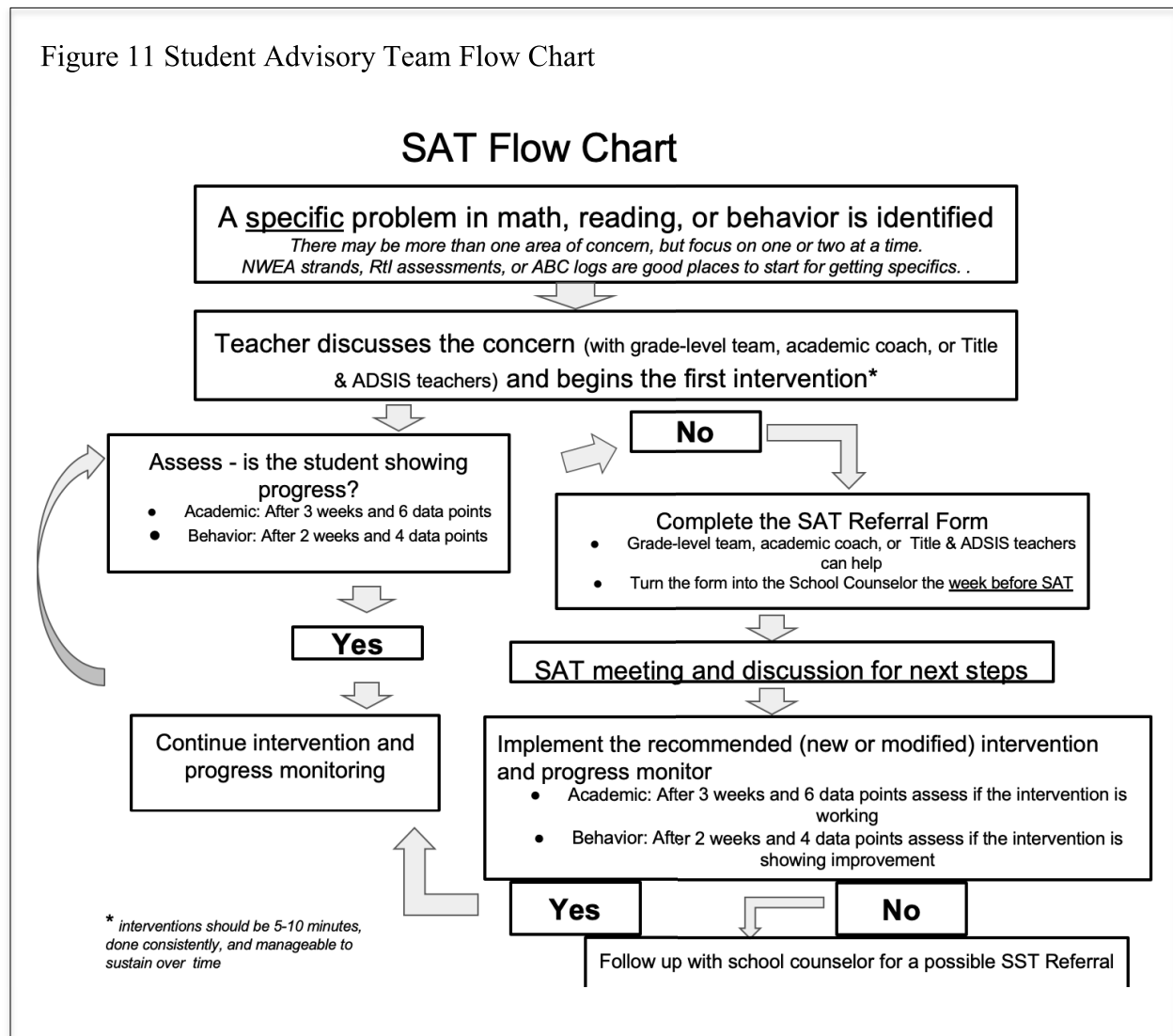
was consistent and clear with expectations, incentives, and consequences for all to understand. Each educator spent time teaching expectations and appropriate behaviors and served as a role model. The students were involved in decision making for incentives and celebrated each month for staying on track. Students were encouraged to give suggestions and have a voice when the PBIS team met to help make decisions. Students participated in events, said the pledge of allegiance, participated on a student news station for the school, and many other activities to increase community and engagement in the building. The staff taught a different character trait each month, which certain teachers and grades took ownership of, prepared announcements, and created a themed assembly for all to attend. Students were recognized throughout the day for positive behaviors and given blue pride tickets to either purchase something at a PBIS store or put into a raffle to be drawn at the end of the month. The staff were also celebrated each month with payday breakfasts, social events, and monthly potlucks. This allowed staff to celebrate their hard work and continue to build positive relationships with each other. The school truly cultivated a positive community, which created an encouraging and motivating working environment for students to see and mirror.

Appropriate Interventions. The last theme that is prevalent though the professional development document analysis is interventions. The school principal indicated through emails that PBIS interventions are difficult to implement at first, with buy-in taking a couple of years. Once staff become familiar with the interventions and expectations became consistent, staff can the see effects of the PBIS framework implementation. They are more willing to learn about appropriate student interventions to use at all three tiers in the PBIS framework. The professional development documents from the school showed the school uses guidelines to determine different interventions for students and implement the interventions for two or three weeks at a

time to see if progress is made with a specific intervention in place. Teachers provided information regarding specific interventions during the interviews. Interventions are designed based on student need; there is not a one-size-fits-all list to preview.

Teachers who are part of the Student Advisory Team (SAT), meet to determine the appropriate route to take when working with a student they are concerned about. Teachers, along with the team, use a flow chart to help determine appropriate interventions, as seen in Figure 11.

Figure 11 Student Advisory Team Flow Chart

SAT Flow Chart

A **specific** problem in math, reading, or behavior is identified
There may be more than one area of concern, but focus on one or two at a time.
NWEA strands, RtI assessments, or ABC logs are good places to start for getting specifics. .

Teacher discusses the concern (with grade-level team, academic coach, or Title & ADSIS teachers) and begins the first intervention*

No

Assess - is the student showing progress?
- Academic: After 3 weeks and 6 data points
- Behavior: After 2 weeks and 4 data points

Complete the SAT Referral Form
- Grade-level team, academic coach, or Title & ADSIS teachers can help
- Turn the form into the School Counselor the week before SAT

Yes

SAT meeting and discussion for next steps

Continue intervention and progress monitoring

Implement the recommended (new or modified) intervention and progress monitor
- Academic: After 3 weeks and 6 data points assess if the intervention is working
- Behavior: After 2 weeks and 4 data points assess if the intervention is showing improvement

Yes   **No**

* *interventions should be 5-10 minutes, done consistently, and manageable to sustain over time*

Follow up with school counselor for a possible SST Referral

The SAT flow chart provides a guide for staff to follow the same protocol with all students, while adjusting to students' needs and preferences. This allows teachers and staff to better meet students where they are at and then bring them back to the universal tier. If the intervention does not work, the team meets again to determine next steps for more specific interventions and provide a faster pace for the student to be rewarded for appropriate behaviors.

A portion of each month's staff meeting was dedicated to PBIS questions and professional development related to interventions to use in the classroom with students. Figures 12 and 13 show Tier 1 behavior supports for general education students and classrooms and remind staff of behavior interventions in the classroom. Blue Intermediate School was able to consistently work as a team, with appropriate interventions schoolwide, by sharing this information at each month's staff meeting.

Figure 12 Tier 1 Behavior Supports for General Education

Tier 1 Behavior Supports: General Ed
—

Positive praise that is given often

Parent calls and emails for positive/good things

Social Stories or morning meeting messages/discussions

Pair strong students with weaker students for positive peer relationships and mentoring

Give choices in how materials need to be done. Add projects and hands on learning and less worksheets.

Clear Expectations and Consequences…
- Be sure to give consequences that you and the child can live with
- Don't make threats or say things you cannot follow through on

Figure 13 Behavior Interventions in the Classroom

Behavior Intervention: Classroom
—

Identify ONE behavior that you want to intervene on...

Pick an intervention tool and collect BASELINE data for 1 week

----

Begin the intervention and collect data

- **Reteaching** the expected behavior
- Tracking on the specified tool

Intervention Tools

- Tally chart
- Token card
- Point Sheet
- Behavior Calendar
- Class Dojo or Clip Charts

Introduction to Teacher Interview Themes

Table 3 below shows demographic data collected through virtual interviews using Google Meet. Due to confidentiality and keeping participants' and the school's name private, minimal demographic information was asked.

Table 3

Participant Demographic Data Collection Overview

Position at School	Grade	Gender	Number of years at this school	Interview Date
Teacher	3	F	32	04/28/2020
Teacher	3	F	4	04/25/2020
Teacher	4	F	5	04/24/2020
Teacher	4	F	5	04/27/2020
Teacher	5	F	33	04/24/2020
Teacher	5	F	15	04/25/2020
Special Education Teacher	4-5	F	4	04/24/2020
Media Specialist	3-5	F	32	04/28/2020
Technology Teacher	3-5	M	30	04/27/2020

Some of the participants were members of the PBIS team, others were not as involved but still contributed to the work the school was doing. For example, the media specialist and technology specialist were not as involved in creating interventions plans for students, yet they supported plans created by grade level teachers and would help with the data collection while a student was in their classroom. The researcher reviewed the responses from the interviews and found reoccurring themes that answered each question. Table 4 identifies themes found per interview question, which will be further explained.

Table 4

Themes Identified related to each Interview Question

Research Questions	Interview Questions	Themes per Interview Question
RQ1. When implementing tiered decision making in a PBIS framework, what do teachers view as effective	• Tell me about the process that is used to determine a student's intervention level? • Tell me more about effective interventions you typically use to meet the needs of some students in	• Student Advisory Team, Matrix, Communication Relationships • Check in Check out, Point sheets, social worker groups, matrix, consistency

interventions for students needing more than the universal (Tier 1) supports?	your classroom (Tier 2 decision making)? • Tell me more about effective interventions you use in your classroom to meet unique student needs (Tier 3 decision making)? • Tell me how you determine if an intervention is effective or not?	• Individual plans, designated breaks, choices, social skills • Observation, data, goals, communication
RQ2. What aspects of the PBIS framework do teachers perceive as critical when implementing with fidelity?	• What do you feel has contributed to the success of your PBIS framework? • What have been some of the challenges in implementing your PBIS framework?	• Positive reinforcement and attitude, pride tickets, same language, framework • PBIS team, accountability, buy in, everyone implementing

What do teachers view as effective interventions for students needing more than the universal?

Through the virtual interview process, three themes emerged for research question one. These themes included consistent language, relationships, and the matrix.

Below begin the themes that emerged through the interview process.

Consistent Language. Through analyzing nine interview transcripts, consistent language was used 21 times to describe what needs to be done for effective interventions to take place. One of the third grade interviewees commented that "consistency is huge, it allows for all of [the] students and staff to know the language and be able to interact with all students and praise them because the expectation and language is the same for everyone." Throughout the interviews the teachers reported having the green, yellow, and red PBIS matrix for student expectations, shown in Figure 8, was helpful to use for building consistent language. A fifth-grade interviewee commented that "using the matrix really helps with students who are visual, it allows for a reference guide to their behaviors and they always know what is expected." It helped establish school and classroom expectations that everyone follows, allowing for a common

baseline of expectation. The teachers also used this as a baseline to determine the best intervention for a student. If a student was having trouble with meeting universal expectations, then data was taken on the student using different interventions in the classroom first. If this did not work, the student's name was brought to the SAT where the team collaborated and determined the next step of interventions to put into place for a duration of time. Data was then collected on the intervention for two or three weeks to determine if student behavior decreased. If it did decrease, the teachers continued by setting goals for the student and using the intervention until they could gradually release some of the responsibility to the student and teach them independence. If the intervention did not reduce the behavior, they met with the PBIS team and used a different intervention for the same amount of time and reported back with data and observations.

Relationships. The next theme uncovered during the interviews was relationships. During the nine interviews, relationships came up 14 times through teacher responses. Teachers believed that building relationships with students helped establish positive rapport and interventions that were appropriate for them. One interviewee stated:

> I would believe that the decision of what interventions to do really has to come with the relationship that you're building with the kid. What you already know won't work, or what you already know by talking to other teachers, what they've already tried. And past teachers who've had this student is important because those people are key with knowing what they tried that worked or didn't.

Teachers felt students responded better when an educator had established a relationship with the student that went beyond the intervention. Being able to establish a relationship and know the student's family, interests, dislikes, along with building trust, helped interventions feel

meaningful and personalized to each student. A specials teacher commented "students enjoy working to get extra time with teachers, I have students ask to come to my room as a reward because they find it to be a fun place and a time they can be my helper and not the student learning." Teachers also felt some students just needed a positive reinforcement by spending time with a teacher they had a relationship with. A quick check in with either a current or previous teacher helped students stay on track during their day.

Matrix. The next theme discussed by the participants a total of 11 times was the use of the PBIS matrix for expectations for students, shown in Figure 8. Participants referenced the matrix, stating it was posted in different locations of the building, while others referenced it by saying it used above and below the line expectations. This theme closely relates to the first theme of a consistent language, as the matrix provides consistent language to use with students, but also lists expectations that are followed in the school.

This matrix graphic was used in classrooms to help establish expectations for all students. The expectations were consistently taught to students by teachers; also, recorded videos of students modeling the correct behavior played during morning announcements. One fourth-grade interviewee commented,

> We have our matrix posted all over the place. Our matrix would be expectations, behaviors in the classroom, or in the hallway, [and] on the bus at recess. … After every long break, we revisit them. And sometimes it feels old, like okay, we're going to talk about how we should be respectful to each other again. Uh huh. It must be ingrained in their head. We also do videos! It's fun to watch the videos of our expectations. We had some students show how we enter the school, how we get our lunch, [and] how we should walk to our table. All those things in a video are kind of fun because then they'll

see their friends doing them, and it makes it seem like the cool thing to do since everyone

is doing the same thing.

The matrix helped establish school norms and was something everyone could see, including bus

drivers, parents, subs, and visitors. These themes helped establish the foundation to build beyond

individual interventions of the universal tier and allowed for consistency in the building. Thus,

teaching and meeting the needs of all students. During the interview, teachers also identified

interventions used most often in Tier 2 and 3 of the PBIS framework.

Tier Two Interventions. During interviews, teachers commented that they used point

sheets as an intervention 32 times, check-in-check-out 26 times, and small group social skills

lessons 16 times. Along with these interventions, teachers typically had a common goal for the

students they were working towards. An intervention was chosen to support that goal and track

their progress.

Point Sheets. Teachers shared they used point sheets with students through the day.

Students were rated with a number or symbol in each subject; at the end of the day their points

were added together and they attained a reward either from a menu, something tangible, or

something a parent provided for them when they got home. During the interview, one teacher

mentioned trouble occurred with students if they had a bad morning and realized they would not

earn enough points for a reward at the end of the day. Students would just give up and not try

anymore. To address this, the teacher instituted a morning point sheet and an afternoon point

sheet to increase student motivation to continue working to meet expectations. Teachers also

liked that students could take their point sheet to other classrooms and the goal was written on

the top so other teachers knew what to expect and what to look for, allowing the intervention to

be used across the building. Point sheets have shown to be very effective for Tier 2 and 3

interventions. Figure 14, is an example of a point sheet that is then customized for students individually.

Figure 14 Point Sheet Intervention Example

Each period has a total of 10 points possible

Periods	Follow Directions (2pt)	Stay on Task (2pt)	Keep your Hands Feet, Objects to Yourself (2pt)	Be Respectful to Self and Others (2pt)	Do Your Best to Meet Your Goals (2pt)	Total points for each period	Other Comments
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
Totals: out of 20/ each area						Total Daily Points Earned Out of 100	

Check-In-Check-Out. Another intervention that is used successfully with Tier 2 students at Blue Intermediate is check-in-check-out. Each teacher reported implementing check-in-check-out a little differently. Some rely on verbally connecting with the student before, during, or after a class period. The teacher would typically come up to the student and ask how they are doing and give praise and recognition for a positive job. Some teachers have students fill out a form rating themselves and then the teacher checks in with them or the student takes a form with them

to different classes and then checks in at the start, middle, or end of the day. One third-grade teacher stated that he/she did,

> Little check-in-check-outs, where they have just a tiny sheet and then they can either get like an X or a smiley face. So, if they're doing well, they would get a smiley face and if not then they would get an X. When they get an X, we then discuss why, and a goal to improve. I sometimes have to do them five times a day with a student or less, each student is different.

Some teachers also incorporate their point sheet into a check-in-check-out process. Not all students check in with their current teacher, some prefer to check in with the school counselor or social worker, which also helps build a community of resources the student can use when they are struggling to meet expectations. Figure 15 is an example of a check-in-check-out sheet that a student may have in the classroom, including multiple check-in times a day.

Figure 15 Check-In-Check-Out Intervention Example

Small Group Social Skills. Small group lessons were a Tier 2 intervention mentioned 16

times throughout the interviews. This intervention was used with students who had similar goal

areas on which to focus. The social worker developed social skills lessons students could

practice in the small group and generalize throughout their school day. Small groups helped

establish friendships and mentors for students working on similar goals. Some students may be

from different classes, which allowed them to build friendships among different grade levels. A

fifth-grade teacher mentioned that this intervention was new this year and was very effective,

he/she stated,

Our social worker this year is amazing at doing small groups and doing friendship

groups. The groups have provided a lot of general ed students with extra support and

some extra interventions. The social worker also started to have Wednesday guidance

lessons. They don't really go specifically along the zones of regulation curriculum, which

is what I use with social skills, but there's a lot of good things in there that are reaching

across the whole school and providing that extra push for those students need[ing] more

than the Tier 1.

Teachers shared having the social skills groups was great, provided another person the

opportunity to see the student's behaviors, helped when making team decisions, and collected

data for the intervention. Another fifth-grade interviewee stated, "being able to collaborate with

others to help the student allows for more intervention ideas and also helps with data collection

and having multiple perspectives." Small group social skills intervention can also be used with

the point sheet or the check-in-check-out interventions.

Other possible strategies used for Tier 2 that were mentioned included: having a binder

for teachers to look through interventions that have been effective, creating targeted lessons in

the classroom for students, having students create videos of expectations, and being aware of

triggers that cause different behaviors. Being aware of triggers allows teachers to intervene prior

to the unwanted behavior and eliminate the triggers that cause them.

Tier Three Interventions. When reviewing interview data, teachers felt the most

effective Tier 3 interventions were individual plans, designated breaks for students, social skills

lessons, and choice boards. Teachers also believed that some of the Tier 2 interventions were

applicable to Tier 3, but either more intense or paired with a Tier 3 intervention. At this point,

teachers felt if a Tier 3 intervention was not successful, the team would have a meeting with parents and typically begin the evaluation process for special education.

 Individual Plan. Teachers mentioned individual plan intervention 15 times throughout the interviews, stating it was best used with students in Tier 3. Building a plan for a student helped teachers monitor and build an intervention that fit the individual student so they could be successful in the classroom. The plan typically would involve multiple check-ins, incentives throughout the day, and breaks for the student. A third-grade teacher shared "I create plans that involve the student's interests. For example, I have a student that loves football so he would have to get so many touchdowns before earning an incentive and this kept him interested." Also, with an individual plan, a student at times had a teacher assistant with them to help support them through the day. A student might also have a different schedule and may leave the room for different skills lessons during the day, to be supported with social skills. Individual plans were developed with a team, including the student's parents. Data were collected more frequently in Tier 3 and analyzed by the student advisory team to monitor progress and determine if further interventions or modifications were needed.

 Designated Breaks. This intervention correlates with the individual plan and was also mentioned 15 times during the interviews. Students were provided needed breaks during a lesson when a teacher noticed something may trigger unwanted behavior in the classroom. Possible break options for students included going for a walk, going to the sensory room or another classroom, or listening to music for a short period of time. A specials teacher commented, "students come in with a break card and will hand it to me when they need to take a walk or visit a sensory room. The students really like this because they start to learn how to control their own

behaviors". Social skills lessons were also used to help students ask for breaks and teach them signals to use when they needed a break.

Social Skills. Teachers reported social skills lessons were used in Tier 3 with increased duration or frequency, individually, or in small groups. These lessons helped reinforce individual lessons, allowed students to practice in small groups, and helped students continue to practice the skills when they went into a classroom. Teachers also communicated with each other to help monitor the student's progress and follow specific steps established for the student.

Choice Boards. The last intervention that was used often by the staff in the school is choice boards. Teachers mentioned this intervention 10 times during the interviews. Choice boards allowed a student to earn small rewards through the day or week and build up to a larger prize in smaller increments. A fourth-grade teacher mentioned that choice boards allowed a student to choose what they wanted to work for each day and kept them from not getting bored of the same reinforcement each day. They said some teachers used a bingo board as a choice board with small options like candy, extra computer time, eat lunch with a teacher, extra break, etc. Then when they got bingo, they would earn a larger prize. This allowed them a few days of working toward a larger goal. The teachers in the interviews each mentioned how Tier 3 interventions were designed to meet the student's individual need and that not many Tier 3 interventions were the same because each student's interest was different, and at times felt more special if the plan was their own and not like everyone else's. Figure 16 is an example of what a choice board could look like.

Figure 16 Choice Board Intervention Example
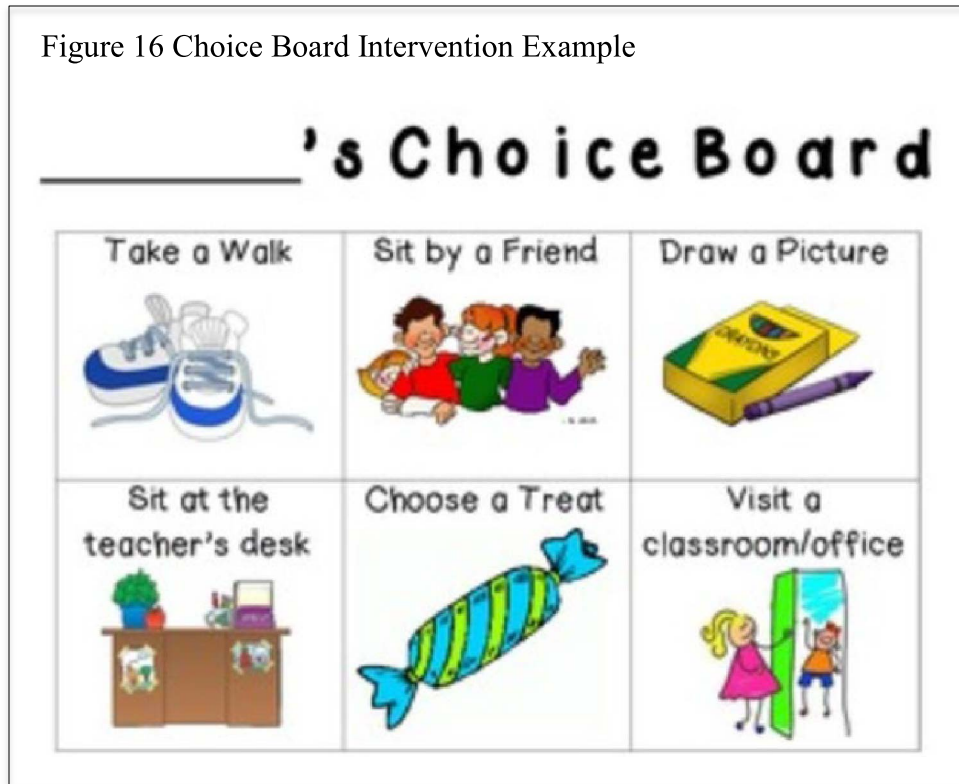
Other Tier 3 Interventions. Other options teachers have used for Tier 3, but may not be as successful as those described above are: phone calls home to brag about the student's day, para support in the classroom, and point sheets broken into small segments of the day. Overall, teachers try to stay proactive and consistent with the plan for each student, so they can measure success for that student.

The researcher asked how teachers measured the success of interventions to know if they truly were effective. The teachers each responded that data was the largest assessor of an intervention, mentioning it 20 times during the interviews. Each intervention was used for a two- to three-week period and data was tracked by observation, communication, and comparisons of a student without the intervention and from the start of that student's intervention. One fifth-grade interviewee commented:

When looking at your data, before you even start an intervention, you have all your data for how they were acting prior to the intervention. So, then you have that data, and then you set your goal of what you want to see the student do, and begin collecting data on that goal, and that's how you'd know if it's working.

Others responded and said they collected observation data using the student's point sheets. This allowed them to get a percentage each day and could then track the percentages of each student's point sheets to see if they noticed an increase, decrease, or any patterns in the data. An example of a one month and overall monthly sample is in Figure 17. A teacher shared how they collected the daily data and averaged it per month to determine if the intervention was working.

Figure 17 Data Collection Intervention Example

Date	Value		Month	Percent
7-Sep	75		September	86%
8-Sep	96		October	81%
9-Sep	100		November	86%
12-Sep	97		December	92%
13-Sep	80		January	80%
14-Sep	96		February	76%
15-Sep	91		March	83%
16-Sep	93		April	86%
19-Sep	80		May	
20-Sep	100		June	
21-Sep	100		YTD	84%
22-Sep	80			
23-Sep	90			
26-Sep	AB			
27-Sep	98			
28-Sep	55			
29-Sep	60			
30-Sep	94			

If the intervention was working, the student would remain with that intervention and the teacher would set a goal for a gradual release of responsibility, building that student's ability to be more independent in using those appropriate skills. If providing the same level of intervention showed the student was regressing, the teacher would then remain at the same level of needed intervention, to allow the student to continue to be successful.

Aspects of the PBIS framework perceived as critical when implementing with fidelity. Through the virtual interview process three other themes emerged for research question two. These themes included communication, the PBIS team and collaboration. Each participant mentioned these themes multiple times in their interviews. Participants reflected how both communication and collaboration has helped the PBIS team and school work together to implement with fidelity. Below are the themes that emerged through the interview process.

   Communicating consistent expectations across a variety of contexts. During the interviews, the theme of communication was mentioned 10 times per interviewee. Verbal communication during in person meetings helped them establish a common language in their building. The teachers believed communication through staff meetings from administrators helped build a path for all students and teachers to be heard. Communication was done in many ways to create community. Teachers reported communication was given at monthly professional development and staff meetings. Communication included data, upcoming events, different interventions, and positives from the previous month for both students and staff. Communication was also provided by students with morning announcements, classroom news, and videos about school expectations. Staff communicated with families, as well as building administration. This helped everyone maintain consistent expectations. A few of the teachers who were at the school when PBIS implementation began stated communication was very important to get buy in from

the staff. This helped establish a goal for the school and created a community in the building so staff could collaboratively work towards their goal. This leads to a PBIS area that all interviewees mentioned as a success in their school.

PBIS School Team. The PBIS team at Blue Intermediate has been together since the start of implementation. All members have been able to support the implementation and professional development of the school by working so closely together. The PBIS team was mentioned 40 times during the interviews. The team met every two weeks to review data, plan staff professional development and student events, and help maintain consistency and expectations for the building. The team had a member from each grade level, and included specialist teachers, office workers, a student, a parent, and administrators. One teacher discussed having one teacher from each area of the school or grade level allowed the grade level team to have a representative; that teacher came back and reported to their staff. Each grade level then met on a separate day during the week of the larger PBIS team meeting to discuss any PBIS updates or review data from their smaller team. The PBIS team had primarily been the same since the beginning, new members were added if a member left the team or school. They also have long-term members always on the team so if a member needed to leave, the team would maintain consistent goals and continued improvement. The team also had a once a month SAT meeting to review individual student data, monitor student progress, and determine appropriate student interventions. This PBIS team had established a positive rapport with the building and each teacher in the interview believed this team was a large reason why PBIS was so effective in their building.

Collaboration. Collaboration was the last large theme that emerged through the interview process. Collaboration was mentioned 10 times through the interviews as well as

statements such as "everyone does it" (24 times) and "it is a team" (17 times). As a collective group, the teachers felt because everyone was working together to make the same goal happen, the school experienced so much success and support. Some areas of collaboration that helped support the school included using positive language and pride tickets.

Positive language included using the matrix (Figure 8), looking for ways to reward students, and acknowledging when students were meeting or exceeding expectations. The team created character trait lessons that helped build up students and staff each day and provided them language to use when others were doing what was expected. It also helped reinforce common language so students understood staff when they talked to them and complimented them for meeting expectations.

Pride tickets also had a great impact on students buy in to PBIS. Pride tickets have helped build a collaborative community because any staff working with the student can present it to them for following or exceeding expectations. All staff in the building, including bus drivers, could give a student a pride ticket when they saw them following or going above an expected behavior. Students could then save their tickets and use them at a school store, or turn them into a drawing that occurred weekly and at the end of the month. Pride tickets were mentioned 32 times in the interviews as being an effective way to create a positive atmosphere in the building and an encouragement to students to show expected behaviors anywhere in or out of the building. Further, pride tickets help students enjoy each day, look forward to school events, and participate in planning school wide events, such as dances, carnivals or field days. The special education teacher stated,

> Pride tickets are known in our community outside of the school and celebrated by each of us. PBIS has help[ed] create not only a positive school community but [it has] …

transitioned to language people use outside of school and in homes to keep building those

positive traits in students.

Some examples of the pride tickets are in Figure 18.

Figure 18 Pride Ticket Intervention Examples
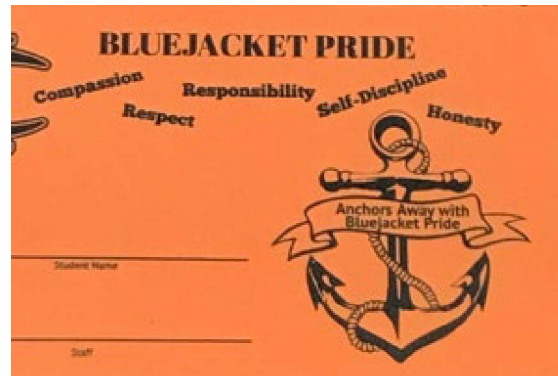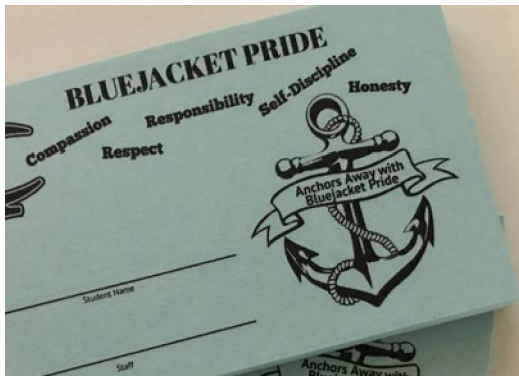
Teachers shared that communication and collaboration were critical when effectively

implementing PBIS. They all shared that the positive energy and community that PBIS built in

the school had created a family-type school setting where students were supported each day for

their individual needs and celebrated each day for all the great things they accomplished.

Summary of Themes

      Many findings from the document analysis and interviews correlated with the literature review research. The results yielded that collaboration, communication, and using a consistent language helped establish the ground work for all areas of PBIS, while supporting teachers. When the team was working together to honor a common set of expectations, using the matrix, and building relationships with students, PBIS cultivated a positive community for staff and students that helped reduce unwanted behaviors and provided supports and instruction for students who struggle to meet behavioral expectations.

Chapter V: Discussion, Implications, Recommendations

Overview of the Study

This study explored effective Tier 2 and 3 interventions used when implementing the PBIS framework as well as what teachers perceived to be critical when implementing the framework with fidelity. The study examined one school setting, selected as an ambassador for the state of Minnesota. This school has implemented PBIS each year with high fidelity.

The following major themes emerged through the interviews: consistent language, relationships, matrix, communicating consistent expectations across a variety of contexts and collaboration. The researcher also found sub-themes that helped identify specific types of interventions that could be used in Tier 2 and 3 of the PBIS framework. The school administrator shared school PBIS implementation data and professional development documents that were used to support staff. The researcher analyzed these documents and discovered the following themes in the document analysis: consistency, team work, and interventions. These themes correlated with the themes that emerged in the teacher interviews.

Conclusion

The PBIS framework is designed to support all students in all three tiers, with appropriate interventions. This study reviewed professional literature regarding what needs to be put in place for PBIS to be effective. The literature showcased school administrator support was necessary for the implementation of PBIS. Mathews, Lewis, and Sugai (2014) reported implementation needed to include allocating resources, time, incentives, and training. Once this happened, a sense of reassurance occurred and staff realized that if the administrator believed in the process, they would then be supported through implementation. This was proven true at Blue Intermediate Elementary School. The administrative team, including the members of the PBIS

team, played a very critical role in the building implementation. The team met with staff, created events, reviewed data, and supported all staff and students through expectations of the matrix and PBIS framework. Coffey and Horner (2012) reported effective team execution was an essential variable in forecasting PBIS sustainability. Through the interview process, teachers discussed how supportive the PBIS team was and how their strength and positivity as a team truly transformed the building, increasing the level of student and teacher buy in. Teachers expressed how PBIS made teaching easier for them because the expectations were clearly stated and well known throughout the school community. This served as the basis for the implementation of PBIS in their school.

Through this study, the researcher also considered the theoretical framework of Glasser (1990). Glasser stated effective teaching was a preventative discipline measure that kept students involved and interested and thus not inclined to display unwanted behaviors. His work looked at themes of instruction, consistency, and meeting the needs of a student where they are most critical. The results of this study aligned very closely with this framework. Teachers used instruction and small group social skills to teach students appropriate behaviors and they used consistent language that all staff and students understood. The teachers shared types of effective interventions that worked for students, each stating how building a relationship and knowing the student helped with the selection of the best intervention for each individual.

The other theoretical framework that drove this study was by Tauber and Tauber (2007). The Interventionists framework emphasized how the outer environment influenced humans and impacted their development. This was seen when an entire school used PBIS to build consistent expectations that students followed throughout their day. This also aligned with the last part of the framework, the Interactionalist, which centers how an individual alters the external

environment to influence a student's behaviors (Rittschof & Chambers, 2005). This framework is applicable to the results of this study as teachers shared that having consistent language, communication, teamwork, and collaboration helped the PBIS framework to be effective in their school setting and shape appropriate student behavior. The students knew and understood the matrix that was listed in all areas of the school, could see the positive impact, and how teachers' beliefs in the framework created a positive atmosphere and mindset in the building.

A theme that did not emerge as much as the others in the virtual interviews was the use of data. Teachers reported they were using data to make decisions, but it was not discussed as much as the other themes. This is surprising, as data is used to drive the PBIS decision for interventions. Data is helpful to guide both decisions focused to advance student supports and decisions about how to best apply PBIS features (McIntosh et al., 2017). Participants did mention they collected data on an intervention, but the focus was inconsistent between participants. Participants mentioned they believe data is important to guide the appropriate interventions. A possible reason this did not emerge as a theme could be that data-based decision making has become part of their daily teaching and not seen as an additional task related to PBIS.

Five themes foundational for implementing the PBIS frameworks emerged from studying Blue Intermediate Schools: consistent language, relationships, communication, the matrix, and collaboration. According to the PBIS pyramid (Figure 1), each of these themes grounds the pyramid to be able to have universal interventions for all students and provides professional development to keep growing and implementing interventions in Tier 2 and 3. These interventions are effective for all students by meeting students where they are at and consistently encompassing those five themes in each decision.

Implications for Practice

The results of this study can guide a school on critical elements in the implementation of the PBIS framework. Professional development is needed to begin implementation, which should be sought out through the state's Department of Education. Typically, schools will attend three professional developments their first year and two the following. The state's recommendations, any school can take the themes that emerged from this study to begin creating a PBIS team, and a school vision and mission that aligns with their beliefs. A school would also need to examine their data and set attainable goals. The building administrator is the key person to begin this work and select participants who also believe in the framework.

For schools that have many of these PBIS pieces put in place but may be unclear of what interventions to use, this study provides a guide of ideas to try with students. It is essential to understand that choosing an intervention must meet the needs of the student. A key factor this school used to having different interventions to use was the established PBIS team in the building. This team reviewed interventions that were successful and used teacher feedback about the interventions when making suggestions to other teachers for other students. Relationships with the students and collaborating with a team that includes the student's family are also essential and allowed for successful intervention plans to be executed. Keeping data and setting a goal for the student that is attainable is key, so each day provides success.

Recommendations for Future Research

This study adds a small number of voices to the collective conversation and research about effective interventions in Tier 2 and 3 of the PBIS framework. Many more voices are needed to continue to provide effective interventions that can be used in the secondary or intermediate school settings. A researcher could continue to study how to keep the teacher and

student buy in as students get older and take more classes in their day. Many PBIS studies focus on elementary school settings, but do not include interventions used to sustain success. Lastly, an area left to continue research is the impact of PBIS on the number of students referred to special education if all three tiers of interventions are implemented with fidelity.

Concluding Comments

The PBIS framework positively influences a school's dynamics and creates a collaborative team that allows students to feel confident and safe in their buildings. Team work has shown to be a critical part of implementation. Making sure all staff on the team have received the training but also including others on the team to learn just in case there is staff turnover. This school has a member of each grade level on their team, administrators, parents, students to ensure each part of the school is represented.

Students learn appropriate social skills and behaviors and are recognized for demonstrating appropriate behavior. The pride tickets and events the school put on motivated students to earn their pride tickets but also made school fun for them to come to each day. Implementing PBIS has created a positive culture in the school, which helps maintain a positive moral for students and staff. A team that is dedicated, builds relationships, and shares a common language has shown through this study to create a positive place for students to learn.

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Appendix A: Informed Consent/Participation Letter

Dissertation Research Consent Form

You are invited to participate in a study about effective interventions used in Tier 2 and Tier 3 of Positive Behavioral Intervention Supports at your school. I hope to learn what effective interventions are used in the top two tiers and provide success for students to remain in the classroom. You were selected at random as a possible participant in this study because of your commitment to use PBIS in your classroom. This research is for my doctoral dissertation, as part of the Graduate School of Education program at Bethel University.

If you decide to participate, I, Ashley Schaefer, will ask you questions regarding effective interventions in Tier 2 and 3, and about your experiences with PBIS. The virtual interview will have a minimum of nine questions and last approximately one hour. The data from this interview will be recorded with a transcribing system on the researcher's phone, along with notes taken by the researcher. Research will benefit from the use of this data to better help support other schools implementing PBIS. There are no incentives for participation in this study.

Any information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission. If any reports or publications are created from this data, no one will be identified, or identifiable and only aggregate data will be presented.

Your decision whether to participate will not affect your future relations with the school district in any way. If you decide to participate, you are free to discontinue participation at any time without affecting such relationship.

This research project has been approved by my research advisor in accordance with Bethel's Levels of Review for Research with Humans. If you have any questions about the research and/or research participant's rights or wish to report a research related injury, please call Bethel University.

You will be offered a copy of this form to keep

You are making a decision whether or not to participate. Your signature indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without any prejudice after signing this form should you choose to discontinue participation in this study.

_____   _____
Participant Signature   Date

_____
Investigator Signature

Appendix B: Participant Email Invitation

Dear Potential Participant,

You have been selected to participate in a virtual interview with myself, Ashley Schaefer as part of my dissertation study about effective interventions used in Tier 2 and Tier 3 of Positive Behavioral Intervention Supports at your school.

I hope to learn what effective interventions are used in the top two tiers and provide success for students to remain in the classroom.

If you decide to participate, I will ask you questions regarding effective interventions in Tier 2 and 3, and about your experiences with PBIS. The interview will have a minimum of nine questions and last approximately one hour. The data from this interview will be recorded with a transcribing system on the researcher's phone, along with notes taken by the researcher.

Any information obtained in connection with this study that can be identified with you will remain confidential and will be disclosed only with your permission.

Your decision whether to participate will not affect your future relations with the school district in any way. If you decide to participate, you are free to discontinue participation at any time without affecting such relationship.

Please reply to this email if you would like to participate and we will arrange a date and time that works best for you to conduct the virtual interview using Google Hangout.

Sincerely,
Ashley Schaefer

Appendix C: Interview Questions

Research Question	Interview Questions
RQ1. When implementing tiered decision making in a PBIS framework, what do teachers view as effective interventions for students needing more than the universal (Tier 1) supports?	• Tell me about the process that is used to determine a student's intervention level? • Tell me more about effective interventions you typically use to meet the needs of some students in your classroom (Tier 2 decision making)? • Tell me more about effective interventions you use your classroom to meet unique student needs (Tier 3 decision making)? • Tell me how you determine if an intervention is effective or not?
RQ2. What aspects of the PBIS framework do teachers perceive as critical when implementing with fidelity?	• What do you feel has contributed to the success of your PBIS framework? • What have been some of the challenges in implementing your PBIS framework?