

TEACHER PERCEPTIONS OF SCHOOL CLIMATE BASED ON POSITIVE BEHAVIOR
INTERVENTION AND SUPPORTS (PBIS) AND OLWEUS BULLYING PREVENTION
PROGRAM (OBPP) IMPLEMENTATION

by

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ABSTRACT

Positive Behavioral Interventions and Supports (PBIS) is a research-based system that is designed to produce school-wide improvements in school climate (Weiss, Cunningham, Lewis, & Clark, 2005). Thesis research by Johnson (2011) indicated that PBIS had a limited effect on school climate as evidenced by the Organizational Health Inventory for Elementary Students (OHI-E) survey. The purpose of the current study was to examine the impacts of the implementation of PBIS and the Olweus Bullying Prevention Program (OBPP) on school climate in an elementary school in Middle Tennessee, given that the school had more experience with PBIS implementation. The OHI-E was used to collect data from school staff about teacher's perceptions of school climate and the Olweus Bullying Questionnaire (OBQ) was used to collect data about the school's bullying issues. As predicted, three out of five categories on the OHI-E showed statistically significant increases in scores based off of three survey administrations (i.e., spring 2012, fall 2012, spring 2013). Further, the OBQ (i.e., administered in May of 2011-2013) produced results that showed reduction in bullying behaviors and other areas related to school climate.

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CHAPTER I

Introduction

Overview

The school is an institution where one of the primary focuses should be to create an environment that is conducive to learning for all students. This environment should be an accepting, nurturing, and safe place for students and staff alike (Gaustad, 1992).

“School climate refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures” (National School Climate Center, n.d., p. 5). School climate not only affects the students, but also the teachers, administrators, parents, and the community. It is important that a school seeks to improve the climate so that a safe and positive atmosphere is maintained. Students have more opportunities to succeed when they feel safe, respected, and comfortable in their surroundings (Weiss, Cunningham, Lewis, & Clark, 2005).

Positive Behavioral Interventions and Supports (PBIS) is a research-based system that is designed to produce school-wide improvements in school climate (Weiss, Cunningham, Lewis, & Clark, 2005). The most basic theme of PBIS is teaching behavioral expectations in the same way that core instruction is taught (Positive Behavioral Interventions & Supports, n.d.). A PBIS school identifies three to five behavioral expectations that the school community believes are important. These behavioral expectations are used throughout the school setting (e.g. posted throughout the school, monitored by all school staff, and rewarded). Because the same expectations are

expressed directly and repeatedly in multiple settings, the students should be aware of what is expected at all times (McKevitt & Braaksma, 2008). PBIS rewards students for following behavioral expectations rather than waiting for misbehavior. The goal of PBIS is to establish a climate where appropriate behavior is expected and is the norm (Positive Behavior Interventions and Supports, n.d.).

PBIS has been implemented in over 7,000 schools and positive outcomes have been demonstrated (Positive Behavioral Intervention & Supports, n.d.). Successes that have resulted from PBIS implementation include a 20% to 60% decrease in office discipline referrals, improvements in general problem behaviors, and appropriate staff recognition and response to problem behaviors (Weiss, Cunningham, Lewis, & Clark, 2005).

Bullying is a serious issue that hinders the school's ability to protect the social and emotional well being of students; therefore, it is crucial that schools have ways to combat this harmful behavior (Felix & Furlong, 2008) and the negative impact it may have on school climate. Bullying is an intentional, aggressive action that may involve an imbalance of power (Violence Prevention Works, n.d.). Bullying typically happens more than once and is repeated over time (Violence Prevention Works, n.d.). Dan Olweus (1995) believes that "a student is being bullied or victimized when he or she is exposed repeatedly and over time, to negative actions on the part of one or more other students" (p.197). These actions can include physical contact, words, making faces, or dirty gestures (Olweus, 1995). Students who bully may have strong needs to dominate others, may lack empathy, and may be defiant or impulsive (Violence Prevention Works, n.d.).

Typically, one in five students will experience bullying in their classroom in some form. Even students that are not directly involved in bullying are believed to be affected (Violence Prevention Works, n.d.). For example, students who observe bullying may feel that their environment is unsafe. These students may feel powerless, guilty for not intervening, or even tempted to participate (Violence Prevention Works, n.d.).

The Olweus Bullying Prevention Program (OBPP) has been researched for over thirty-five years and is a well-known option for bullying prevention. Research has validated this program to curb bullying behavior in school settings (Violence Prevention Works, n.d.). OBPP seeks to reduce bullying behaviors by informing teachers and other staff members about anti-bullying techniques. With OBPP, bullying behaviors have been reported to be reduced by 50% for both boys and girls in schools. (Felix & Furlong, 2008). This multifaceted program focuses on having teachers: (a) teach conflict resolution skills to students, (b) use better behavior management techniques in the classroom, (c) make students and other teachers aware of the extent of bullying and aggression in school settings, and (d) develop specific consequences attached to bullying behaviors within a school and classroom setting (Bedell & Horne, 2005). OBPP involves the whole school, classroom, and individual levels. These efforts are designed to make the school a safer and more positive place for students to learn (Violence Prevention Works, n.d.).

The current thesis study evaluated the changing perceptions of school staff based on the Organizational Health Inventory for Elementary Students (OHI-E) school climate survey results for a single elementary school in Middle Tennessee where PBIS and OBPP

are in place. The perceptions of school climate were evaluated by the school staff through the OHI-E survey. Bullying prevalence data were collected through student survey (i.e., Olweus Bullying Questionnaire) as a component within the OBPP program. This thesis project was built on existing data collected in thesis research by Ashley Johnson (2011), a recent MTSU graduate student. The data from past and current research was used to see if staff perceptions of school climate were more positive over time given the ongoing implementation of PBIS and OBPP. Ultimately, the data collected will be used in an action plan by the school steering committee to enhance implementation of PBIS and/or OBPP program components related to the areas of weakness identified via the surveys.

Impact of PBIS and Bullying Prevention

School violence, disorderly classroom behavior, and bullying continue to be a rising concern (Weiss, Cunningham, Lewis & Clark, 2005). Efforts to implement individual policies, such as zero tolerance policies, have not produced desired changes in school climate. Along with maintaining control of student behavior and decreasing bullying, schools are feeling the weight of meeting national mandates of academic demands and improved test scores (Weiss, Cunningham, Lewis & Clark, 2005). Weiss, Cunningham, Lewis, and Clark (2005) have identified school connectedness and a positive school climate to be two factors that are critical to a school's academic performance and safety.

Throughout the research literature related to school climate, it is evident that positive behavior supports and bullying prevention are related. It is common for elements of a positive school climate to be targeted in evidence-based prevention programs,

including those to prevent bullying and violence (Bear, Blank & Smith, 2009). Research shows characteristics such as positive behavior supports and school safety are common among schools that are effective at maintaining a positive school climate (Bear, Blank & Smith, 2009). Schools that have a positive school climate tend to experience less bullying, crime, discipline problems, school avoidance, and overall social and emotional problems. Foundations in a positive school climate also will be useful for promoting academic success and proper social and emotional learning (Bear, Blank & Smith, 2009).

Both PBIS and bullying prevention are strategies that schools can apply to promote a more positive school climate (Weiss, Cunningham, Lewis & Clark, 2005). It is recommended that school climate should be included as part of a school's comprehensive school-wide plan for preventing school violence, harassment, and other forms of bullying. Classroom curriculum should include instruction in social, emotional, and behavioral skills. School violence and bullying prevention should be linked to positive skills that include empathy, care, respect, social problem solving, conflict resolution, and peer resistance (Bear, Blank & Smith, 2009). PBIS and reducing bullying behavior are related in that prevention incorporates teaching adults and students (a) what bullying looks like, (b) how to handle observed bullying behavior, (c) how to teach others how to handle bullying situations, and (d) how to maintain a positive environment that prevents bullying behavior (Ross, Horner, Stiller, 2009).

Sherer and Nickerson (2010) found in a study of 213 school psychologists that school-wide positive behavior support plans were perceived to be most effective as anti-bullying practices as compared to 20 other strategies. Other anti-bullying practices that

were perceived to be most effecting included modifying space and schedule for less structured activities and immediate responses to bullying incidents (Sherer & Nickerson, 2010).

Orphinas, Horne, and Staniszewski (2003) highlighted a universal design in altering the school climate so bullying becomes unacceptable and positive behaviors are supported and reinforced. This approach comes from the importance of implementing a school-wide approach at the systems level that focuses on positive behaviors as well as reducing aggressive behaviors (Sugai & Horner, 2002). Instead of focusing on changing one child, the aim to is change the environment of the school by providing programs and changing school policies. In this approach, the students are receiving the program and the teachers are gaining skills and enhancing school-wide awareness (Orphinas, Horne & Staniszewski, 2003).

Positive Behavioral Interventions and Supports (PBIS)

PBIS operates under a multi-level framework where there are three levels of prevention: primary prevention, secondary prevention, and tertiary prevention (Positive Behavioral Intervention & Supports, n.d.). Because climates of classrooms tend to be drastically different throughout a school, multiple levels of prevention are likely to be more effective (Bear, Blank, & Smith, 2009). Figure 1 represents the three levels of the multi-level approach of PBIS (Positive Behavioral Interventions & Supports, n.d.). At the primary level, clear and well-established expectations are stated, reinforced, and consequenced. Schools establish three to five easy to understand and developmentally appropriate behavioral expectations that are relevant to the improvement of climate in

their specific school (McKevitt & Braaksma, 2008). At the secondary level, systems of targeted interventions are made available to students who may need more support beyond the primary level. This includes small group instruction of behavioral expectations and group opportunities to practice (McKevitt & Braaksma, 2008). The tertiary level includes the small percentage of students who exhibit significantly dangerous or disruptive behavior problems. Students within this level are given a behavior support plan and a monitoring plan that is used to evaluate the impact of the interventions on the student's behavior (McKevitt & Braaksma, 2008)

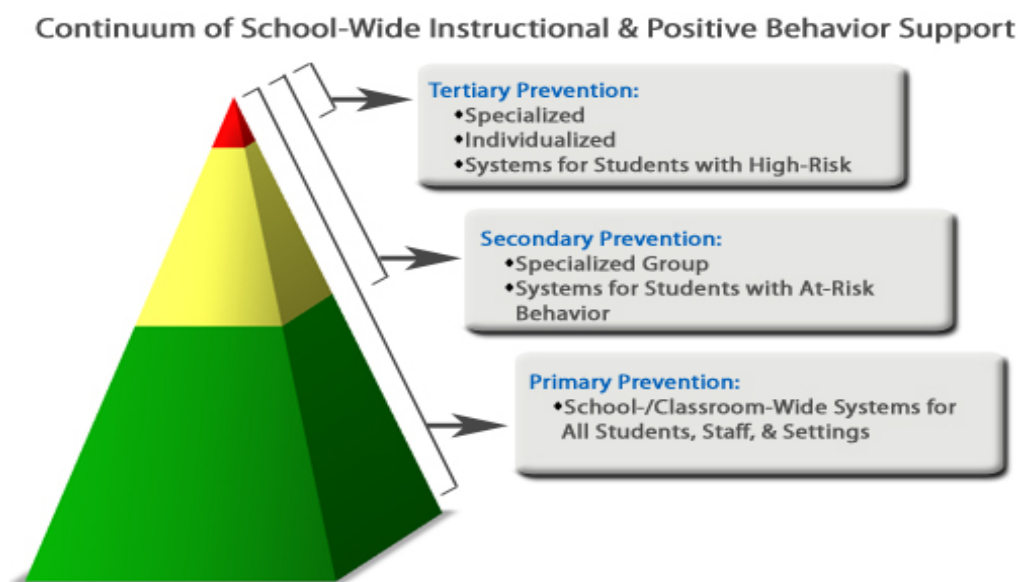


Figure 1. This figure represents the three levels of PBIS prevention (Positive Behavior Intervention and Supports, n.d.).

Primary Prevention. Approximately 80% of students respond to primary prevention when a school is focused on implementing supports school-wide and in classrooms. When implemented with integrity, primary prevention can reduce the number of office referrals of lesser problems. High numbers of office referrals tend to distract teachers and administrators from important behavior issues and from doing other activities that foster a positive school climate. Primary prevention seeks to prevent minor problems from occurring (Positive Behavioral Interventions & Supports, n.d.).

Since desired behaviors are being taught and reinforced, a reward system for appropriate and correct behavior is an important element of primary prevention. Students need to be acknowledged for displaying the expected behaviors in order to maintain the desired behavior. Systems are set in place by PBIS teams who determine what type and how often awards should be given to students. A variety of awards should be given, from tangible awards (e.g., tickets that could be used for redeemable prizes) to special activities (e.g., extra recess or time on the computer). There is flexibility in how to operate a reward system with the behaviors rewarded and the awards given; however, it is vital that the system is clear and easy to follow by all staff members (McKevitt & Braaksma, 2008).

For primary prevention to be most effective, the staff must administer consequences in the same consistent manner as designated by the PBIS team. A system is designed so that the intensity of a behavioral infraction is followed by a consequence of the same level of intensity. Consequences are categorized by levels and can range from verbal reprimand to suspension or expulsion. Data of consequences given should be

collected and monitored in order to gain information about program effectiveness (McKevitt & Braaksma, 2008).

Secondary Prevention. The secondary level of PBIS focuses on individuals who need additional behavior support beyond the primary level. Typically, 5 to 10% of students require interventions in the second tier (Alabama Positive Behavior Support Center, 2010). These students tend to be identified as at-risk for more severe behavior. Two to five office referrals per year are typical of a student being serviced in the secondary level (Positive Behavioral Interventions & Supports, n.d.).

Interventions in the secondary level can include small group or individualized intervention plans. These groups of students may focus on practicing appropriate behaviors after being retaught the expectations in various settings. Small groups may emphasize common behavioral problem such as anger management, social skills, or how to maintain friendships (McKevitt & Braaksma, 2008).

Crone, Horner, and Hawken (2004) created the Behavior Education Program, which is commonly called Check-in Check-out (CICO) in PBIS schools. This is an approach where students are asked to maintain their own personal behavior sheet. The behavior sheet is taken to each class and the teacher rates the student's behavior expressed throughout the class according to PBIS behavioral requirements (McKevitt & Braaksma, 2008). At the end of the day, adults review behaviors relative to the student's daily goals and the student takes the point card home to be signed by his or her parents. The point card is returned the following day and the cycle begins again. (Filter et al., 2007). Figure 2 displays a visual representation of the CICO cycle ("Check in check").

Students that do not make improvement while on individualized intervention plans may need to be evaluated for more intensive intervention (McKevitt & Braaksma, 2008).

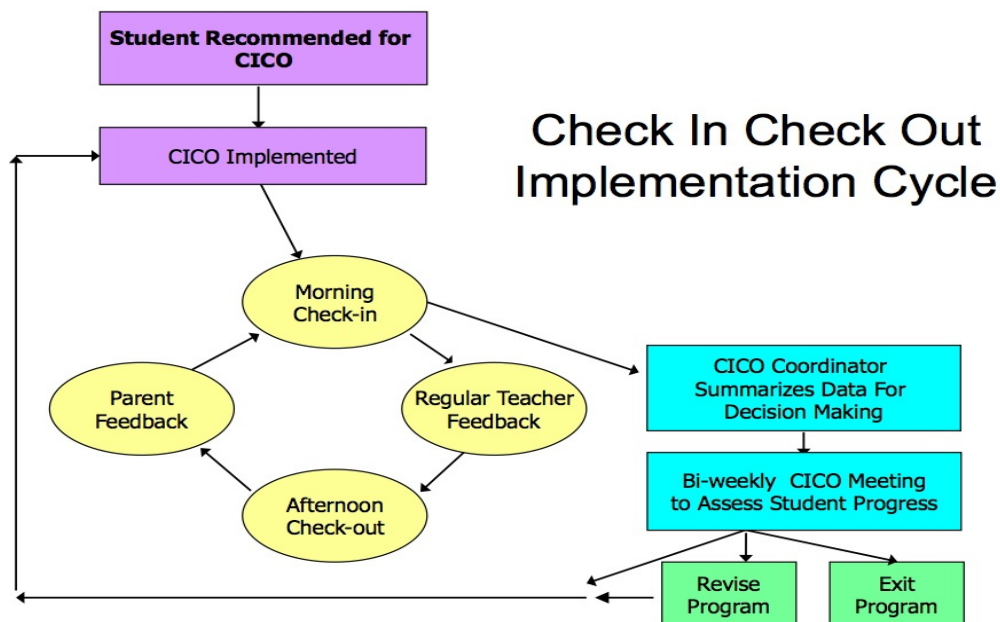


Figure 2. This figure explains the Check in-Check out implementation cycle (“Check in check”).

Tertiary Prevention. The tertiary level of prevention is for students who consistently exhibit patterns of problem behaviors (Positive Behavior Interventions and Supports, n.d.). This level consists of the 1 to 5% of students who have not responded to interventions in the previous tiers (Alabama Positive Behavior Support Center, 2010). These students typically acquire six or more office referrals within a year (McKevitt & Braaksma, 2008). The tertiary level of PBIS has been shown to be effective in dealing

with students who have trouble expressing appropriate behaviors that may be considered dangerous. In addition to reducing problem behaviors, the goal at the tertiary level is to teach students adaptive skills they may be lacking and give them more monitored and guided opportunities to make good behavior choices (Positive Behavioral Interventions & Supports, n.d.).

The tertiary level is different from the other levels in that it requires a greater amount of support and monitoring. Each student in the tertiary level is provided an individual plan to reduce the specified problem behaviors (Positive Behavioral Interventions & Supports, n.d.). Further components of tertiary level support include strict guidance to use new skills in substitute of old ones, efforts to change antecedents within the environment for the purposes of preventing problem behaviors all together, and the monitoring of progress with occasional re-evaluation as necessary (Positive Behavioral Interventions & Supports, n.d.).

Students with complex and extreme behavioral and emotional problems can benefit from wraparound services. Wraparound planning is a process that helps families and students build support networks. These services provide supports in the context of a student's home, family, and community. The focus of multiple life domains (i.e., safety, basic needs, emotional, behavioral, cultural, etc.) in a child's home, school, and community make this approach comprehensive. These services are unique in that they guide a student to find help when what they need cannot be met within the school system (Positive Behavioral Interventions & Supports, n.d.).

PBIS Implementation

Within a school, there are numerous teams consisting of different individuals that can bring areas of expertise and resources for PBIS decision-making. Sugai, Horner, Lewis-Palmer, and Todd (2005) recommend that when PBIS is implemented, teams of four to eight individuals, including an administrator, be formed to help guide the school to meet goals in order to improve the school climate. It is most beneficial for leadership teams to include staff from general education, special education, and special services (McKevitt & Braaksma, 2008). In some situations, it may be advised to have one family member on the leadership team to give input from a parent or family viewpoint. In the same way, when implementing PBIS at the middle or high school level, several student representatives could work among staff members in creating effective PBIS goals (McKevitt & Braaksma, 2008). The primary purpose of the PBS team is to provide leadership in the school-wide functions of PBIS efforts. The assessment of school needs, operationalization of the developed system, staff training, collection of school data, and evaluation of effectiveness is the responsibility of the PBIS team. Teams should create an action plan of ongoing implementation that is frequently reviewed and updated (McKevitt & Braaksma, 2008).

Members of the PBIS team should take on specific and individual roles. Examples of roles that team members should consider include: (a) team facilitator who can guide conversation and monitors the discussion, (b) a record keeper who can help the group stay on task, and (c) an agenda planner who designates agenda goals and understands the purpose of each meeting. Adequate time needs to be allotted for the large

amounts of planning PBIS teams may experience. It is suggested that teams should meet once every 2 weeks (McKevitt & Braaksma, 2008).

School-wide staff support is extremely important to the integrity and effectiveness of PBIS (McKevitt & Braaksma, 2008). It is recommended that 80% of all staff is committed to implementing PBIS interventions. Schools that have obtained less than 80% of staff commitment may have more difficulty with effectiveness. Less than 80% staff commitment signifies that there could be a lack of dedication to PBIS efforts (McKevitt & Braaksma, 2008).

Tracking Progress of PBIS

The comprehensive nature of PBIS includes evaluating the impact the school's implementation efforts on student behavior (McKevitt & Braaksma, 2008). The School-Wide Information System (SWIS) is a web based, efficient data system that organizes and graphs office discipline referrals. When schools have a system for recording specific behavioral infractions, students are more easily targeted for further behavioral needs (Positive Behavioral Interventions & Supports, n.d.). SWIS data is collected and reviewed regularly to determine the types of problem behaviors displayed, the location, and trends in time of day that problem behaviors occur (McKevitt & Braaksma, 2008). This ongoing cycle of data collection and review can reduce the frequency of problem behaviors occurring because the staff knows what behaviors to look for, where, and when they frequently occur. SWIS allows administrators to notice behavioral trends and gives them the opportunity to address the issue or more closely monitor the behavior (McKevitt & Braaksma, 2008). SWIS can also be used as a summative evaluation tool by reviewing

data at the end of the year. Data can be used to review the overall effectiveness of PBIS by observing the number of office discipline referrals in comparisons to other years (McKevitt & Braaksma, 2008).

Effects of PBIS on School Climate

A large-scale, longitudinal group randomized study was conducted to examine the effects of PBIS on school organizational health (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008). It was hypothesized that PBIS would have a positive impact on academic focus, staff interactions, staff commitment to the students, and the principal's ability to support and lead the school. It was also anticipated that the PBIS's emphasis on school and family communication would contribute to a more positive collaboration and openness between school and community (Bradshaw et al., 2008).

Within five public school districts, 37 Maryland elementary schools participated as volunteers in the study. Each school was matched on certain baseline demographics (e.g., percentage of students receiving free or reduced lunches, student enrollment, percentage of students suspended). Twenty-one schools were randomly selected for the PBIS intervention condition and 16 were randomly selected for the comparison condition. The comparison condition schools agreed to not use PBIS techniques during the time of the study (Bradshaw et al., 2008).

To ensure integrity in the implementation of PBIS, each of the 21 schools received training. Representative teams of five to six members attended training lead by Dr. George Sugai, one of the developers of PBIS. To ensure PBIS was implemented with integrity, the school teams attended annual summer booster training events in addition to

the initial training. Also, PBIS behavior support coaches provided ongoing assistance in the local area of the school districts throughout the year of implementation (Bradshaw et al., 2008).

Organizational Health Inventory (OHI) survey data was collected from 2,507 school staff members across 37 elementary schools. School staff included general education teachers (n = 1,387; 55.33%) and student support staff (e.g., school psychologists, counselors, teaching assistants, office staff, resource teachers) (n = 1,120; 44.67%) (Bradshaw et al., 2008).

The OHI measures five aspects that are necessary for the healthy functioning of a school: *Institutional Integrity* (i.e., school's capacity to deal with destructive outside forces), *Teacher Affiliation* (i.e., positive interactions, feelings, and trust among colleagues), *Academic Emphasis* (i.e., students are well-behaved, respectful of others, and motivated to learn), *Collegial Leadership* (i.e., principal's behavior displays appropriate amount of openness and support), and *Resource Influence* (i.e., principal's ability to lobby for the needs of the school). The OHI consists of 37 items that are rated on a 4-point scale from "rarely occurs" to "very frequently occurs," with higher scores relating to a healthier environment. An overall OHI score can be calculated by averaging data from the five factor scores. High internal consistency was found with Cronbach's alpha coefficients ranging from .73 to .95 (Bradshaw et al., 2008).

Data for this study were collected at the beginning of the year before randomization and participation in the PBIS training event. Data were collected again in the same month of the subsequent year for 4 years. Confidentiality was ensured by the

staff members by completing the study material on their own time and directly mailing the surveys once completed. In the 4 years of the study, the response rate for the questionnaire return ranged from 80% to 86% (Bradshaw et al., 2008).

As hypothesized, schools that had implemented PBIS had significant improvement in their overall OHI scores. These results showed improvement in overall organizational health ($p < .05$), *Resource Influence* ($p < .05$), and *Teacher Affiliation* ($p < .05$). A marginally significant impact was shown on *Academic Emphasis* ($p = .07$), with no significant impact on *Collegial Leadership* ($p = .19$) or *Institutional Integrity* ($p = .65$) (Bradshaw et al., 2008). Given the nature of the study, the influences of these elements of organizational health are not identifiable. However, school district connectedness maintained by the behavior support coach or the district liaison could have contributed to the positive increase in *Resource Influence*. Furthermore, *Academic Emphasis*, even with marginal significant increase, could be attributed in part to the teacher's knowledge of new behavior management techniques. PBIS training reportedly made the school and work environment more friendly, positive, and collaborative, giving teachers more opportunity to focus on academics (Bradshaw et al., 2008). Results showed no significance in *Collegial Leadership* growth. Principal leadership is required within PBIS, however its model does not specifically target principal management techniques. It is likely that principal leadership was influenced by PBIS even though the OHI tool did not specifically identify it.

Olweus Bullying Prevention Program (OBPP)

The Olweus Bullying Prevention Program (OBPP) is an evidence-based program that is designed to reduce bullying in schools by improving peer relations (Violence Prevention Works, n.d.). The prime target for this program is elementary to junior high students. It is the goal of OBPP to reduce bullying problems among all students, prevent the development of new bullying behaviors, and create better relationships within the school environment (Violence Prevention Works, n.d.). With OBPP, bullying behaviors have been reported to be reduced by 50% for both boys and girls in schools (Felix & Furlong, 2008). Six evaluations, involving more than 40,000 students have resulted in decreases in antisocial behavior (i.e. vandalism, fighting, and theft) with general improvements in classroom and school climate (Violence Prevention Works, n.d.). Like PBIS, OBPP is designed as a multi-level approach. The four levels include the *school level, classroom level, individual level, and community level* (Violence Prevention Works, n.d.).

School Level. The school level of prevention refers to the education of the students and staff by conducting trainings, coordinating committees, and holding meetings (Violence Prevention Works, n.d.). It has been found that the most positive results are evidence of staff involvement and commitment (Felix & Furlong, 2008). Enthusiasm can be spread about the efforts in prevention by a kick-off event, which can involve the community and parents. In this level of prevention, the primary focus is introducing the school's stance on bullying and the rules maintained against it (Violence Prevention Works, n.d.).

Classroom Level. Students are included in the classroom level as they participate in regular classroom meetings (Violence Prevention Works, n.d.). In classroom meetings, students learn what bullying is, the many forms it can take, the consequences of bullying, school rules about bullying, and what you should do if you are being bullied (Violence Prevention Works, n.d.). Students also discuss some positive ways to include students who are often excluded and other ways to resist peer pressure to participate in bullying. OBPP implementation aligns with meeting national health education standards for grades K-8 (Violence Prevention Works, n.d.).

Individual Level. The individual level is designed for specified students who may need one-on-one attention with trained adults (Violence Prevention Works, n.d.). This level focuses on making sure that school staff has the knowledge and skills to intervene immediately when bullying occurs. Meetings are held with students involved in bullying. Meetings may also be held with student's parents (Violence Prevention Works, n.d.). Supervision is increased in this level and intervention plans may be necessary for certain problem students (Violence Prevention Works, n.d.).

Community Level. The community level consists of outside sources that could be considered tools in a partnership with the program (Violence Prevention Works, n.d.). It is also recommended to have community members on coordinating teams that make decisions throughout the school. Anti-bullying efforts and principles of best practices throughout the school are hoped to diffuse within the surrounding community (Violence Prevention Works, n.d.).

OBPP Implementation

The OBPP program is implemented in a widespread way where teachers, staff, parents, and students receive information on bullying. School staff gains knowledge on the facts and myths of bullying, parents are sent educational pamphlets, and students are presented lessons on bullying in the classroom (Felix & Furlong, 2008).

At least one staff member in a school should be certified as an Olweus trainer or a contract with an outside Olweus trainer is suggested (Violence Prevention Works, n.d.). This person is the expert and would need to be on the school development team to share knowledge. This certified person will also be the best option for consultation and creating relationships with other schools that are implementing bullying prevention (Violence Prevention Works, n.d.).

As with any other program being implemented in a school, the greater the commitment, the more likely the school will see positive results (Mckevitt & Braaksma, 2008). Four to six months should be spent in preparation of OBPP implementation in the school (Violence Prevention Works, n.d.). The best time to begin implementation is in the fall semester with the beginning of a new year of school. The implementation of OBPP is mapped out by monthly checkpoints. However, it is most important to progress at the rate of the school's pace rather than force a school into implementation with poor integrity (Violence Prevention Works, n.d.). Before beginning OBPP, a coordinator must be established, committee members must be trained, students must complete the Olweus Bullying Questionnaire, staff must be trained, and the elements of the school-wide program must be in place (Violence Prevention Works, n.d.).

Effectiveness of the Olweus Bullying Prevention Program (OBPP)

Olweus (2005) conducted several studies of students who have been administered the Olweus Bully/Victim Questionnaire after participating in OBPP. An “extended selection cohorts” quasi-experimental design was created and used in the First Bergen Project against Bullying, the New Bergen Project against Bullying (1997-1998), and the New National Initiative against Bullying (2001-2003) (Olweus, 2005). Although each of the three studies mentioned had significant results in the reduction of bullying problems and other types of antisocial behavior, the New National Initiative against Bullying will be discussed below because it has been the most recently conducted study of the three.

The New National Initiative against Bullying consisted of approximately 21,000 fourth through seventh grade students in over 100 schools in Norway. Each of these schools implemented OBPP and they were broken up into five cohorts. At three points during the school year (fall 2001, spring 2002, and fall 2002) the Olweus Bully/Victim Questionnaire was completed for a baseline assessment. One year later, with approximately eight months of OBPP implementation, a second measurement using the same questionnaire was administered (Olweus, 2005).

Data from three of the five cohorts were reported in the results because complete one-year follow up data was available (Olweus, 2005). Results showed great reduction of bullied students in three cohorts of schools that participated in OBPP for 18 months. At the beginning of the study, 15.2% of student in the first cohort (n = 8,388) were reported as being bullied. This meant that the student had to respond on the Bully/Victim Questionnaire by being bullied at least “2 or 3 times in a month” (Olweus, 2005). After 1

year, the percentage in the first cohort was reduced to 10.3%, which is equal to a 32% reduction. The two successive cohorts ($n = 4,083$ and $n = 8,238$) had similar results with reductions of bullying by 34% (Olweus, 2005).

Further results indicate there was a significant reduction in not only bullied students, but also bullying students. These students were identified by answering that the student participates in bullying other students “2 or 3 times a month” on the Bully/Victim Questionnaire (Olweus, 2005). Reductions in the three cohorts were 37%, 48%, and 49% (Olweus, 2005).

The effectiveness of OBPP has been evaluated within diverse settings within the United States (Limber, 2011). A large-scale evaluation of OBPP has been taking place in Pennsylvania schools of more than 56,000 students and 2,400 teachers from 107 elementary, middle, and high schools (Masiello, Good, Messina, Saylor, Schroeder, Limber, 2009). The schools were divided into two cohorts. The first cohort was made up of nine schools for two years of program implementation and the second cohort examined 98 schools after three to nine months of program implementation (Limber, 2011). Reductions in self-reports of bullying others within nearly all cohorts and age groups were observed by researchers (Masiello et al., 2009). It was reported that positive changes were observed in all cohorts with students’ perceptions that school staff were actively dealing with bullying. Results also indicated positive changes in the attitudes of students towards bullying. It was reported that there was an increase in students who believed they would not passively observe, but try to help a bullied student. No specific data were reported. One of the greatest positive changes involved teacher’s perceptions of

bullying and activities to address bullying. This led to a significant increase in teacher's perceptions of clear communication of bullying policies to everyone within the school environment (Limber, 2011).

Bradley Academy's Staff Perception of School Climate

Ashley Johnson (2011) conducted her thesis research by surveying staff at Bradley Academy in 2010-2011 for the purpose of determining if continued PBIS implementation would increase school climate survey scores (Johnson, 2011). Bradley Academy is an urban school in middle Tennessee and has been targeted as a high priority school. Bradley was introduced to PBIS in the spring of 2010 and implemented the program with at least 80% staff willingness (Johnson, 2011). Appropriate staff was trained for PBIS and SWIS. The school committed to focus on primary prevention (Johnson, 2011).

The overall goal of Ashley Johnson's research study was to evaluate the perceptions of school climate and plan interventions in response to the Organizational Health Inventory for Elementary Schools (OHI-E) scores (Johnson, 2011). The OHI-E was used to measure perceptions of school climate and also was used in this current study. Johnson (2011) hypothesized that OHI-E scores would increase as PBIS implementation continued. As areas of weakness were revealed, it was hoped that PBIS interventions could be matched to remediate the weakness. The intervention planning was not completed due to the limit of time of the project (Johnson, 2011).

The Benchmarks of Quality (BOQ) was completed as a means of checking the level of PBIS fidelity (Johnson, 2011). This form evaluates the integrity of PBIS by

recording if the PBIS team has administrative support, regular meetings, and an office discipline referral collection system (Johnson, 2011). The BOQ was completed in spring 2011 by the Bradley Academy's PBIS consultant to assess the program's implementation integrity. Bradley received a score of 43%, which is lower than the recommended 80% (Johnson, 2011). This means that the school was performing at a quality where it would be difficult to yield positive outcomes (Johnson, 2011).

Despite this low percentage, Johnson (2011) collected OHI-E survey data four times throughout the study: spring 2010, fall 2010, early spring 2011, and late spring 2011. Surveys were dropped off at school and collected once completed (Johnson, 2011). The information that was collected remained anonymous. The return rate for each of the survey administrations was, on average, 69% (Johnson, 2011).

The results of the four OHI-E survey collections provided limited support for Johnson's (2011) hypothesis. Two out of five categories showed significant increase in OHI scores. The categories that showed significant increase were *Collegial Leadership* and *Resource Influence* (Johnson, 2011). Both *Collegial Leadership* and *Resource Influence* significantly decreased between collection two and three (i.e., fall 2010 and early spring 2011), but showed significant increase by the end of the study (Johnson, 2011). In spring 2010, *Collegial Leadership* was considered in the *Low* range and increased to the *Very High* range by the end of the study in late spring 2011. *Resource Influence* increased from *Very Low* in spring 2010 to *Average* in late spring 2011 (Johnson, 2011). For complete data from this study, refer to the Table 1 below.

Table 1.

Overall OHI Scores.

Category	Survey			
	Spring 2010	Fall 2010	Early Spring 2011	Late Spring 2011
Institutional Integrity (II)	340.43	351.62	336.42	377.62
Collegial Leadership (CL)	403.94	716.27	523.88	702.36
Resource Influence (RI)	315.73	430.24	354.03	493.95
Teacher Affiliation (TA)	395.30	459.06	401.48	403.02
Academic Emphasis (AE)	321.38	360.38	337.11	338.99
Health Index (HI)	355.36	463.51	390.58	463.19

Note. Standardized Scores: $M = 500$, $SD = 100$

Johnson (2011) attributed the fluctuation of *Collegial Leadership* and *Resource Influence* scores to changes in Bradley's administration staff. This change impacted scores both negatively and positively. Johnson (2011) reports that Bradley had three different principals over the course of this study. The principal was changed between data collection two and three (i.e., fall 2010 and early spring 2011), possibly resulting in significantly reduced scores. It was reported that new administration was later viewed

more positively, resulting in significantly higher scores between collections three and four (i.e., early spring 2011 and late spring 2011) (Johnson, 2011). This change in administration likely affected both *Collegial Leadership* and *Resource Influence* because both categories focus on the relationship and responsibility of the principal to the staff. This change in leadership also likely influenced PBIS implementation as well (Johnson, 2011). Johnson (2011) mentioned that it was unknown if the entire staff was given the opportunity to complete the OHI-E survey. Since the entire school staff is involved in PBIS implementation, the best representative sample would have included all school staff; not just the teaching staff (Johnson, 2011).

Study Purpose

The purpose of the current study was to examine the impacts of the implementation of PBIS and OBPP on school climate in a single elementary school in the Middle Tennessee area. This study is a continuation of a past thesis project by Ashley Johnson, a Middle Tennessee State University school psychology graduate. Johnson's (2011) thesis used the Organizational Health Inventory for Elementary Schools (OHI-E) to collect data about staff perceptions of school climate. The purpose was to collect data to discover patterns of strength and weakness for the school's benefit. The data were collected in hopes that the school could match PBIS components that needed enhancement with school climate weaknesses based off the OHI-E. In this current study, the OHI-E continued to be used to collect data of school staff perceptions of school climate. Areas of weakness were identified based on the OHI-E survey. The school's action team was encouraged to implement interventions to remediate the weakness.

In addition to OHI-E results, data from the Olweus Bullying Questionnaire (OBQ) were used to determine the effect OBPP had throughout the school. Bradley Academy had three collections of student bullying data from 2011 to 2013.

Study Hypotheses

Hypothesis I. With the consistent implementation of PBIS and OBPP procedures, it is hypothesized that the staff perceptions of school climate, as measured by the OHI-E, will become more positive with each administration of the OHI-E. This will be evidenced by increased scores of the overall health index score and statistically significant increases in each of five category scores on the OHI-E.

Hypothesis II. As areas of weakness are targeted and specific strategies are put in place and documented in an action plan, efforts to remediate the weakness will show improvement in the subsequent administrations of the OHI-E survey in the categories of specified weakness.

Hypothesis III. As implementation of effective OBPP procedures continues, a trend of reduction in bullying will be revealed, shown by the three years of student OBQ data collected.

CHAPTER II

Method

Participants

Bradley Academy, an elementary school in Middle Tennessee, was represented in this study. Bradley Academy is an arts integrated school. In the past, the school has been considered a high priority school by the state of Tennessee. However, Bradley was named a “Reward School” for the 2011-2012 school year by displaying academic growth in the top 5% of schools in Tennessee.

Positive Behavioral Interventions and Supports (PBIS) was introduced to Bradley Academy in the spring of 2010. A PBIS team was formed after at least 80% of the staff was willing to commit to implementing the school-wide positive supports. Three school staff members were trained in School-wide Information System (SWIS) to collect office referral data. Over the course of this study Bradley developed a PBIS implementation manual and reviewed the Benchmarks of Quality (BOQ) data to guide discussion.

In addition to PBIS, Bradley was a “no bullying” school. The Olweus Bullying Prevention Program (OBPP) was implemented throughout the school starting in the fall of 2011. Bradley is currently in its third year of OBPP.

Materials

Organizational Health Inventory for Elementary Schools. The Organizational Health Inventory for Elementary Schools (OHI-E) measures a school’s climate by evaluating how effectively the institution, administration, and teachers meet a school’s needs (Hoy, 2010). The OHI-E consists of 37 questions. The order of the questions was

changed from the original survey to alleviate potential response sets and support better face validity. See Appendix A for a copy of the OHI-E. Each question corresponds with one of the following categories: *Institutional Integrity*, *Collegial Leadership*, *Resource Influence*, *Teacher Affiliation*, and *Academic Emphasis*. *Institutional Integrity* has six questions that targeted how capable the school is with dealing with harmful, outside forces. An example question of *Institutional Integrity* is, “The school is open to the whims of the public.” *Collegial Leadership* has ten questions that focused on the principal’s friendly and supportive attitude. An example question for *Collegial Leadership* is, “The principal explores all sides of topics and admits that other opinions exist.” *Resource Influence* has seven questions that targeted the principal’s ability to provide resources for the school. An example question of *Resource Influence* is, “Extra materials are available if requested.” *Teacher Affiliation* had nine questions that targeted the teacher’s commitment to both students and colleagues. Example questions for *Teacher Affiliation* are, “Teachers in the school like each other,” and “Teachers exhibit friendliness to each other.” *Academic Emphasis* has five questions that targeted the school’s focus on academic achievement. An example question for *Academic Emphasis* is, “Students neglect to complete homework” (Hoy, 2010). For a list of questions by category, see Appendix B.

The OHI-E has evidence of strong internal consistency within each of the categories: *Institutional Integrity* (.90), *Collegial Leadership* (.95), *Resource Influence* (.89), *Teacher Affiliation* (.94), and *Academic Emphasis* (.87). Furthermore, factor

analysis of several samples of the OHI-E support the construct validity of the concept of organizational health (Hoy, 2010.).

Items are answered by selecting 1 for “*rarely occurs*,” 2 for “*sometimes occurs*,” 3 for “*often occurs*,” or 4 for “*very frequently occurs*” (Hoy, 2010). There are a number of items that are reversed scored (2, 4, 15, 23, 25, 28, 33, and 34). A score for each category is calculated by averaging the responses for the items that corresponded with its category (i.e. *Institutional Integrity, Collegial Leadership, Resource Influence, Teacher Affiliation, and Academic Emphasis*) (Hoy, 2010.). A mathematical equation is used to translate raw scores into standardized scores to be compared against normative data (Hoy, 2010).

Benchmarks of Quality. The Benchmarks of Quality (BOQ) is a checklist that is used by PBIS teams and an outside observer (e.g. PBIS coach or consultants) to identify areas of success and areas in need of improvement (Florida’s Positive Behavior Support Project, 2005). The BOQ consists of 53 items and is collected on an annual basis in the spring of each school year. See Appendix C for a copy of the BOQ. Each member of the PBIS team answers each of the 53 items by responding in the terms of “*in place*,” “*needs improvement*,” or “*not in place*.” Following the administration of the BOQ, it is suggested that the PBIS consultant complete a team summary. The purpose of this summary is to record any areas of discrepancy between the team member’s scores and the “outside” observer’s scores. It is suggested that the team discuss the selected areas of strength and weakness so interventions could be put into place during the team action planning.

Critical elements that are evaluated on the BOQ include: *PBS Team, Faculty Commitment, Effective Procedures for Dealing with Discipline, Data Entry and Analysis Plan Established, Expectations and Rules Developed, Reward/Recognition Program Established, Lesson Plans for Teaching Expectations/Rules, Implementation Plan, Classroom Systems, and Evaluation* (Florida's Positive Behavior Support Project, 2005). Questions target if the PBIS team has administrative support, regular team meetings, a data collection system that analyzes office discipline referrals, rules that are linked to expectations, PBIS lessons that included a variety of teaching strategies, etc. (Florida's Positive Behavior Support Project, 2005). The purpose of using the BOQ in this study was to assess implementation fidelity of PBIS. The goal was then to use these results to further to assist the school team in improving PBIS implementation.

The Olweus Bullying Questionnaire. The Olweus Bullying Questionnaire (OBQ) measures multiple aspects of bullying problems within a school. The OBQ consists of 42 questions. This survey is anonymously filled out by each student (typically grades 3-12) as part of the Olweus Bullying Prevention Program. The survey clearly defines the definition of bullying so students have an accurate understanding of how they should respond ("Olweus bullying prevention"). Most of the questions on the survey reference a time period (e.g. "the past couple of months") ("Olweus bullying prevention"). The survey also included information about the "bystander" in addressing reactions of others to bullying ("Olweus bullying prevention").

Results from the OBQ help schools answer the following questions: (a) How many students are bullied at your school? (b) How many students have been bullied for a

long period of time? (c) How many students are afraid of being bullied? (d) Have bullied students told anyone about their experiences? (e) How many students bully others at your school? (f) What types of bullying are most prevalent? (g) What are the “hot spots” for bullying? (h) What are students’ attitudes towards bullying? (i) How often do teachers, other adults, or students intervene to stop bullying? (j) How satisfied are students with school? (“Olweus bullying prevention”).

The OBQ has strong psychometric properties. Within individual subjects (i.e., individual student responses), internal consistency reliabilities were found to be .80 or higher. In assessing larger units (e.g., whole schools or school districts), internal consistency reliabilities were found to be even higher (.85-.90) (“Olweus bullying prevention”). Strong evidence was found to support high construct validity of the variable “being bullied” when the frequency of victimization and appropriate other variables (e.g., depressive mood, poor self-esteem, peer rejection) were included (“Olweus bullying prevention”). For example, when a student was bullied in the past couple of months, on average, they had higher depressive levels. Furthermore, high criterion related validity was found on items where students reported that they had participated in bullying others. This means that clear associations were found between frequency of bullying others and antisocial behavior (e.g. vandalism, shoplifting, etc.) (“Olweus bullying prevention”). No specific data were provided for the construct validity.

Procedures

OHI-E Surveys Collection. All of the school staff at Bradley Academy, a school in Middle Tennessee, was invited to complete the OHI-E. The OHI-E was administered

and collected multiple times throughout the school year (i.e., spring 2012, fall 2012, spring 2013). The PBIS consultant collected OHI-E data during the spring of 2012 as a continuation of Ashley Johnson's (2011) IRB and is used with the current research. OHI-E surveys were administered during staff meetings and were placed in an envelope once completed. Although filling out the survey was not required, the PBIS consultant and school administrators strongly encouraged its completion. No incentives were given for survey completion. Each survey remained anonymous. Oral consent was obtained. For a copy of the oral consent script, see Appendix D.

BOQ Data Collection. The local PBIS consultant administered the BOQ during spring 2013 as part of regular PBIS requirements. BOQ data from 2013 showed that PBIS was being implemented at 67%. Strengths in implementation were found in the areas of *PBS team* and *Expectations and Rules Developed*. All other areas were rated as needing major improvements as a score of 80% is recommended. Results from the BOQ data collections were shared with steering committee PBIS team members.

OBQ Data Collection. Bradley Academy students (grades 3-6) filled out the OBQ survey during spring 2011, spring 2012, and spring 2013. Compiled data was received each May (2011-2013) and was suggested to be incorporated in the school's action plan for the following school year. OBPP continued to be implemented during the 2012-2013 school year and the OBQ was administered during spring 2013 as part of the program requirements. All three years of data (2011, 2012, 2013) were used to examine the s impacts of OBPP implementation on school climate.

PBIS Team Action Planning

The PBIS consultant was involved with providing the school's action team with OHI-E data, BOQ data, and OBQ data. The team used the data as they updated their school plans in the following 2013-2014 school year. Each measure was individually reviewed by the school PBIS team. The PBIS consultant provided the team guidance in using OHI-E data and encouraged the team to complete the OHI-E action plan template. For a copy of the action plan template, see Appendix E. The local PBIS consultant worked collaboratively with the action team in using the BOQ data. The school team focused on items with lower ratings on each measure and sought to improve a few of the selected items within the school environment.

CHAPTER III

Results

Organizational Health Inventory for Elementary Students (OHI-E)

Hypothesis I states that with consistent implementation of PBIS and OBPP procedures, scores on each administration of the OHI-E will increase and school climate will become more positive as evidenced by significant increases in OHI-E scores. First, the results of OHI-E surveys collected in spring 2012, fall 2012 and spring 2013 are discussed. Scores for each OHI-E category (i.e., *Institutional Integrity*, *Collegial Leadership*, *Resource Influence*, *Teacher Affiliation*, and *Academic Emphasis*) are presented as well as the overall *Health Index* OHI-E. OHI-E Standardized Scores are provided in Table 2 and OHI-E Standardized Score Classifications (based on norms provided by Hoy (n.d.) are provided in Table 3. Next, paired samples t-test data from different OHI-E administrations across the different OHI-E categories are presented.

Table 2.

Overall Organizational Health Inventory (OHI) Scores (Standardized Scores)

Category	Survey		
	Spring 2012	Fall 2012	Spring 2013
Institutional Integrity (II)	365.70	523.83	567.87
Collegial Leadership (CL)	656.69	614.17	721.26
Resource Influence (RI)	429.84	508.47	529.44
Teacher Affiliation (TA)	493.95	604.36	660.74
Academic Emphasis (AE)	483.02	393.70	405.03
Health Index (HI)	485.84	528.91	576.87

Note. Standardized Scores: $M = 500$, $SD = 100$

Table 3.

OHI Standardized Score Classifications.

Score	Classification
Above 600	Very High
551-600	High
525-550	Above Average
511-524	Slightly Above Average
490-510	Average
476-489	Slightly Below Average
450-475	Below Average
401-449	Low
Below 400	Very Low

Note. Standardized Scores: $M = 500$, $SD = 100$
(Hoy, 2010)

Institutional Integrity. Survey participant responses (i.e., 1 = *Rarely Occurs*, 2 = *Sometimes Occurs*, 3 = *Often Occurs*, 4 = *Very Frequently Occurs*) to *Institutional Integrity* questions (i.e., 2, 4, 25, 28, 33, 34) were entered into SPSS and then summed and divided by the total number of questions in this category in order to get an average score. A paired samples t-test with an alpha of .05 was conducted to compare spring 2012 results to fall 2012 results and fall 2012 results to spring 2013 results.

The t-test for paired samples indicated that the spring 2012 average score ($M = 2.04$, $n = 18$) and the fall 2012 average score ($M = 2.82$, $n = 18$) significantly differed, $t(17) = -5.580$, $p = <.05$ and the study hypothesis was supported. When survey results for

the fall 2012 average score ($M = 2.84$, $n = 24$) and the spring 2013 average score ($M = 2.95$, $n = 24$) were compared, the study hypothesis was not supported, $t(23) = -.527$. $p = <.05$.

The OHI-E score for *Institutional Integrity* (II) was then converted into a standardized score, with a mean of 500 and a standard deviation of 100. Hoy (n.d.) created a formula (i.e., $II = 100 (II - 16.06) / 2.77 + 500$) in order to compute the standardized score, which provided the overall *Institutional Integrity* score for each administration of the survey. The standardized score for the spring 2012 survey is 365.70 and falls within the *Very Low* range. The standardized score for fall 2012 survey is 523.83 and falls within the *Slightly Above Average* range. The standardized score for the spring 2013 survey is 567.87 and falls within the *High* range. Thus, even though the average item rating scores for these two administrations were not considered statistically different, the standardized score for the spring 2013 administration falls into a higher classification range.

Collegial Leadership. Survey participant responses (i.e., 1 = *Rarely Occurs*, 2 = *Sometimes Occurs*, 3 = *Often Occurs*, 4 = *Very Frequently Occurs*) to *Collegial Leadership* questions (i.e., 5, 8, 12, 13, 17, 18, 21, 24, 32, 35) were entered into SPSS and then summed and divided by the total number of questions in this category in order to get an average score. A paired samples t-test with an alpha of .05 was conducted to compare spring 2012 results to fall 2012 results and fall 2012 results to spring 2013 results.

The t-test for paired samples indicated that the spring 2012 average score results ($M = 3.08, n = 22$) and the fall 2012 average score results ($M = 3.08, n = 22$) showed no significant difference, $t(21) = .242, p = <.05$ and the study hypothesis was not supported. When survey ratings for the fall 2012 average results ($M = 3.10, n = 26$) and the spring 2013 average results ($M = 3.25, n = 26$) were compared, the study hypothesis was not supported, $t(25) = -.868, p = <.05$.

The OHI-E score for *Collegial Leadership* (CL) was converted into a standardized score, with a mean of 500 and a standard deviation of 100. Hoy (n.d.) created a formula (i.e., $CL = 100 (CL - 24.43) / 3.81 + 500$) in order to compute the standardized score, which provided the overall *Collegial Leadership* score for each administration of the survey. The standardized score for the spring 2012 survey is 656.69 and falls within the *Very High* range. The standardized score for fall 2012 survey is 614.17 and falls within the *Very High* range. The standardized score for the spring 2013 survey is 721.26 and falls within the *Very High* range. A possible ceiling effect is displayed since the spring 2013 score falls within the *Very High* classification range but does not display a significant increase in score from fall 2012.

Resource Influence. Survey participant responses (i.e., 1 = *Rarely Occurs*, 2 = *Sometimes Occurs*, 3 = *Often Occurs*, 4 = *Very Frequently Occurs*) to *Resource Influence* questions (i.e., 3, 7, 14, 22, 26, 29, 30) were entered into SPSS and then summed and divided by the total number of questions in this category in order to get an average score. A paired samples t-test with an alpha of .05 was conducted to compare spring 2012 results to fall 2012 results and fall 2012 results to spring 2013 results.

The t-test for paired samples indicated that the spring 2012 average results ($M = 2.62, n = 21$) and the fall 2012 average results ($M = 2.89, n = 21$) showed no significant difference, $t(20) = -1.96, p = <.05$ and the study hypothesis was not supported. When survey ratings for the fall 2012 average results ($M = 2.90, n = 30$) and the spring 2013 average results ($M = 2.91, n = 30$) were compared, the study hypothesis was not supported, $t(29) = -.127, p = <.05$.

The OHI-E score for *Resource Influence* (RI) was converted into a standardized score, with a mean of 500 and a standard deviation of 100. Hoy (n.d.) created a formula (i.e., $RI = 100 (RI - 20.18) / 2.48 + 500$) in order to compute the standardized score, which provided the overall *Resource Influence* score for each administration of the survey. The standardized score for the spring 2012 survey is 429.84 and falls within the *Low* range. The standardized score for fall 2012 survey is 508.47 and falls within the *Average* range. The standardized score for the spring 2013 survey is 529.44 and falls within the *Above Average* range. Thus, even though the average item rating scores for these two administrations were not considered statistically different, the standardized score for the spring 2013 administration falls into a higher classification range.

Teacher Affiliation. Survey participant responses (i.e., 1 = *Rarely Occurs*, 2 = *Sometimes Occurs*, 3 = *Often Occurs*, 4 = *Very Frequently Occurs*) to *Teacher Affiliation* questions (i.e., 6, 10, 11, 15, 16, 20, 27, 31, 36) were entered into SPSS and then summed and divided by the total number of questions in this category in order to get an average score. A paired samples t-test with an alpha of .05 was conducted to compare spring 2012 results to fall 2012 results and fall 2012 results to spring 2013 results.

The t-test for paired samples indicated that the spring 2012 average results ($M = 2.92, n = 24$) and the fall 2012 average results ($M = 3.23, n = 24$) significantly differed, $t(23) = -3.00, p = <.05$ and the study hypothesis was supported. When survey ratings for the fall 2012 average results ($M = 3.27, n = 27$) and the spring 2013 average results ($M = 3.41, n = 27$) were compared, the study hypothesis was not supported, $t(26) = -1.28, p = <.05$.

The OHI-E score for *Teacher Affiliation* (TA) was converted into a standardized score, with a mean of 500 and a standard deviation of 100. Hoy (n.d.) created a formula (i.e., $TA = 100 (TA - 26.32) / 2.98 + 500$) in order to compute the standardized score, which provided the overall *Teacher Affiliation* score for each administration of the survey. The standardized score for the spring 2012 survey is 493.95 and falls within the *Average* range. The standardized score for fall 2012 survey is 604.36 and falls within the *Very High* range. The standardized score for the spring 2013 survey is 660.74 and falls within the *Very High* range.

Academic Emphasis. Survey participant responses (i.e., 1 = *Rarely Occurs*, 2 = *Sometimes Occurs*, 3 = *Often Occurs*, 4 = *Very Frequently Occurs*) to *Academic Emphasis* questions (i.e., 1, 9, 19, 23, 37) were entered into SPSS and then summed and divided by the total number of questions in this category in order to get an average score. A paired samples t-test with an alpha of .05 was conducted to compare spring 2012 results to fall 2012 results and fall 2012 results to spring 2013 results.

The t-test for paired samples indicated that the spring 2012 average results ($M = 2.88, n = 19$) and the fall 2012 average results ($M = 2.53, n = 19$) significantly differed, t

(18) = 2.48, $p = <.05$. However, the difference is in the wrong direction and does not provide support for the hypothesis. When survey ratings for the fall 2012 average results ($M = 2.53$, $n = 24$) and the spring 2013 average results ($M = 2.73$, $n = 24$) were compared, the study hypothesis was supported, $t(23) = -2.09$, $p = <.05$.

The OHI-E score for *Academic Emphasis* (AE) was converted into a standardized score, with a mean of 500 and a standard deviation of 100. Hoy (n.d.) created a formula (i.e., $AE = 100 (AE - 14.66) / 1.59 + 500$) in order to compute the standardized score, which provided the overall *Academic Emphasis* score for each administration of the survey. The standardized score for the spring 2012 survey is 483.02 and falls within the *Slightly Below Average* range. The standardized score for fall 2012 survey 393.70 and falls within the *Very Low* range. The standardized score for the spring 2013 survey is 405.03 and falls within the *Low* range.

Overall Health Index. Overall scores for each category (i.e., *Institutional Integrity*, *Collegial Leadership*, *Resource Influence*, *Teacher Affiliation*, and *Academic Emphasis*) were calculated by adding together the standard scores of each category and then dividing by five to obtain the *Health Index* score (Note: these are the instructions for the OHI-E provided by Hoy, n.d.). For the spring 2012 survey, the Health Index score is 485.84 and falls within the *Low* range. For the fall 2012 survey, the Health Index score is 528.91 and falls within the *Above Average* range. For the spring 2013 survey, the Health Index score is 576.87 and falls within the *High* range. These results support the study hypothesis by showing an increase in score classification for each survey administration.

Hypothesis II states that as areas of weakness are targeted and specific strategies are put in place and documented in an action plan, efforts to remediate the weakness will show improvement in the subsequent administrations of the OHI-E survey in the categories of specified weakness. Hypothesis II cannot be supported because it is unclear whether the action plan was followed through.

Olweus Bullying Questionnaire (OBQ)

Hypothesis III states that as the implementation of OBPP procedures continues, a trend of reduction in bullying will be displayed within yearly OBQ data. Over the course of this study OBQ surveys were administered as part of OBPP end-of-the-year requirements. Data collected from 2011 through 2013 will be discussed below in terms of key questions that were addressed within the OBQ that speak to Hypothesis III.

How often have students been bullied in the past couple of months?

According to the 2011 *Olweus Bullying Questionnaire* (OBQ) results, 40% (78 students) reported to not having been bullied in the past couple of months, 23.1% (45 students) reported to being bullied “once or twice” in the past couple of months, 10.8% (21 students) reported to being bullied “2 or 3 times per month” in the past couple of months, 4.6% (9 students) reported “about once a week” in the past couple of months, and 21.5% (42 students) reported to being bullied “several times a week” in the past couple of months.

In 2012, 40.4% (67 students) reported to not having been bullied in the past couple of months, 33.1% (55 students) reported to being bullied “once or twice” in the past couple of months, 12% (20 students) reported to being bullied “2 or 3 times per

month” in the past couple of months, 4.2% (7 students) reported “about once a week” in the past couple of months, and 10.2% (17 students) reported to being bullied “several times a week” in the past couple of months.

In 2013, 46.7% (93 students) reported to not having been bullied in the past couple of months, 25.6% (51 students) reported to being bullied “once or twice” in the past couple of months, 10.6% (21 students) reported to being bullying “2 or 3 times per month” in the past couple of months, 4.5% (9 students) reported “about once a week” in the past couple of months, and 12.6% (25 students) reported to being bullied “several times a week” in the past couple of months.

OBS data shows mild support for Hypothesis III in that reports of students who have not been bullied in the past couple of months increased from 40% to 46.7%. Other responses show an uninterpretable pattern of percentages from 2011 to 2013, and provide no support for Hypothesis III.

How often do students bully others at your school? In 2011, 54.3% (101 students) reported “I have not bullied another student” in the past couple of months, 24.7% (46 students) reported bullying “once or twice” in the past couple of months, 5.9% (11 students) reported to have bullied “2 or 3 times per month,” 4.3% (8 students) reported to have bullied “about once a week” in the past couple of months, and 10.8% (20 students) reported to bullying “several times a week” in the past couple of months.

In 2012, 58.2% (96 students) reported “I have not bullied another student” in the past couple of months, 24.8% (41 students) reported bullying “once or twice” in the past couple of months, 7.9% (13 students) reported to have bullied “2 or 3 times per month,”

1.8% (3 students) reported to have bullied “about once a week” in the past couple of months, and 7.3% (12 students) reported to bullying “several times a week” in the past couple of months.

In 2013, 66% (130 students) reported “I have not bullied another student” in the past couple of months, 21.8% (43 students) reported bullying “once or twice” in the past couple of months, 5.1% (10 students) reported to have bullied “2 or 3 times per month”, 3.6% (7 students) reported to have bullied “about once a week” in the past couple of months, and 3.6% (7 students) reported to bullying “several times a week” in the past couple of months.

This data provides support for Hypothesis III. Percentages of students who reported “I have not bullied another student” in the past couple of months increased from 54.3% in 2011 to 66% in 2013. Further, students who reported bullying others “several times per week” fell from 10.8% in 2011 to 3.6% in 2013. All other responses did not change from 2012 to 2013.

What are student’s attitudes towards bullying at school? Data from 2011 shows that 16.9% (33 students) responded to “yes” or “yes, maybe” to “Do you think you could join in bullying a student whom you do not like?” With the question, “When you see a student your age being bullied at school, what do you feel or think,” 83.1% (157 students) responded with “feel a bit sorry” or “feel sorry and want to help.”

Data from 2012 shows that 20.6% (34 students) responded to “yes” or “yes, maybe” to “Do you think you could join in bullying a student whom you do not like?” With the question, “When you see a student your age being bullied at school, what do

you feel or think?” 78.8% (130 students) responded with “feel a bit sorry” or “feel sorry and want to help.”

Data from 2013 shows that 9.6% (19 students) responded to “yes” or “yes, maybe” to “Do you think you could join in bullying a student whom you do not like?” With the question, “When you see a student your age being bullied at school, what do you feel or think?” 84.2% (165 students) responded with “feel a bit sorry” or “feel sorry and want to help.”

From 2011 to 2013, the students report less involvement in bullying and more empathy for bullied students. Based off the trend in responses as shown by percentages, this data provides support for Hypothesis III.

How satisfied are students with school? In 2011, 23.2% (45 students) responded with “dislike very much” or “dislike” to the question, “How do you like school?” In 2012, 24.8% (36 students) responded with “dislike very much” or “dislike” to the question, “How do you like school?” In 2013, 15.1% (30 students) responded with “dislike very much” or “dislike” to the question, “How do you like school?”

CHAPTER IV

Discussion**Organizational Health Inventory for Elementary Students (OHI-E)**

Results from the Organizational Health Inventory for Elementary Students (OHI-E) surveys provided moderate support for Hypothesis I, which states that OHI-E scores will increase as the implementation of PBIS continued and additional surveys were administered. Statistically significant increases were found in three out of the five OHI-E categories (i.e., *Institutional Integrity*, *Teacher Affiliation*, and *Academic Emphasis*).

In the category of *Institutional Integrity*, OHI scores showed a significant increase between the spring 2012 and fall 2012 administration. This category addresses a school's integrity in its educational programs (Hoy, 2010). The study conducted by Bradshaw, Koth, Bevans, Ialongo, and Leaf (2008) showed no significant results in the category of *Institutional Integrity*. Results from Johnson (2011) showed no significant increase in this area as well, but showed a positive trend. Current results show that the positive trend has led to a statistically significant increase, putting the school in a good place for *Institutional Integrity*. Current scores are classified in the *High* range, which indicate school staff perceive a high level of satisfaction within the category.

In the category of *Teacher Affiliation*, OHI-E scores increased during each administration, with a statistically significant increase from spring 2012 to fall 2012. This category addresses teacher's feelings towards their staff and school. The study conducted by Bradshaw et al. (2008) showed significant results in the category of *Teacher Affiliation* and the influences were unidentifiable. Johnson's (2011) results showed no

significant increases, which likely were attributed to the changes that took place within the school year (e.g., changes in administration and first year of PBIS implementation). Current results parallel Johnson's (2011) findings and leadership stability has occurred since her results were found.

In the category of *Academic Emphasis*, OHI-E scores showed a significant decrease in scores between the spring 2012 and fall 2012 administration and a significant increase in scores between the fall 2012 and spring 2013 administration. This category addresses a school's expectation of high achievement (Hoy, 2010). The study conducted by Bradshaw et al. (2008) showed marginally significant results in this category. Johnson (2011) found that there were no significant increases in this category, but a slight upward trend in scores. Johnson (2011) attributed upward trend to the supports the school was putting in place to improve academics was taking hold. In current research, the significant decrease in fall 2012 could be explained by the change of teacher curriculum, recent change in principal, a new and rigorous teacher evaluation process, and the extra responsibilities at the start of a school year to implement and adjust to such big changes. The significant increase in spring 2013 most likely can be attributed to the new principal adjusting into her role within the school and teachers responding well to her leadership. The continuation of academic and behavioral supports that correspond with PBIS and OBPP implementation likely also have some impact on the positive change as the principal's support for these programs was strong.

In the category of *Resource Influence*, OHI-E scores showed no significant increase during the survey administrations. This category addresses how much power the

principal has to provide teachers with the resources they need (Hoy, 2010). These findings contrasted with the results found by Johnson (2012) and Bradshaw et al. (2008), where *Resource Influence* showed statistically significant increase in scores. Bradshaw et al. (2008) attributed his finding to the school district connectedness and the support of the behavior coach within the school. Johnson (2011) attributed her findings to changes in administration since the category describes how well the staff believes the principal can take care of their resource needs. In the current research, no statistical increases were found, however, the scores steadily increased with each administration moving the classification from *Low* to *Average*. These results indicate that progress is being made, but not at a fast enough rate to be considered significant.

In the category of *Collegial Leadership*, OHI-E scores showed no significant increase during the survey administrations. These results were similar to those found by Bradshaw et al. (2008). This category addresses the support, equality, and expectations that are guided by the principal (Hoy, 2010). These findings contrasted with the results found by Johnson (2011), where *Collegial Leadership* showed statistically significant increases in scores, except between administrations two and three. Johnson (2011) attributed her findings to the changes in administration during the year (i.e., the school had three different principals during the timeframe of her research). In the current research, no statistically significant increases were found; however, standard scores are in the *Very High* classification range and current data may reflect a ceiling effect. This indicates a high level of satisfaction in *Collegial Leadership*. This could be attributed to the stable administration that Bradley encountered during the 2012-2013 school year.

Although there were only three out of five categories with statistically significant scores throughout the time frame of the current research, scores in other categories displayed a positive trend according to the descriptive classification system and this is one indicator of a positive school climate. Another indicator is the *High* range of the *Health Index*. The *Health Index* score was shown to increase during each survey administration from the *Low* range to the *High* range and this increase supports the study hypothesis because it shows progress.

Johnson (2011) described many challenges Bradley Academy experienced during the time period of her thesis research. Similarly, in the current study, many of the past challenges have leveled out and the OHI-E has shown a steady and, at times, significant increase in scores. This increase in scores indicates that school climate has grown to be at an *Above Average* to *Very High* level of satisfactory over three years of PBIS implementation. Although it is reasonable to attribute part of the positive change in school climate to the PBIS and OBPP programs, other significant changes such as a new principal and the curricular changes instituted under her leadership likely also impacted OHI-E scores.

Olweus Bullying Questionnaire (OBQ)

A slight decrease in the percentage of students who reported being bullied was displayed from 2011 and 2013. These results may be attributed to the exposure of OBPP and may indicate progress. However, it should be noted that these reported percentages are above the national comparison, which means that more can be done in this area within OBPP implementation. Progress was displayed by an increase of students reporting, “I

have not been bullied” from 2011 to 2013. Other responses show fairly consistent percentages indicating little change.

A slight decrease was noticed in frequency that students bullied others from 2011 and 2013. This may be attributed to the exposure of OBPP and may indicate progress. However, it should be noted that these percentages are way above the national comparison, which means that more can be done in this area. This category might not be as clear and obvious as with students who are being bullied. This is because students (i.e., especially younger students) may not be very skilled in the self-reflection this category requires.. However, each year the OBQ was administered, reports of “I have not bullied another student” increased and reports of being bullied “2 or 3 times per month” decreased. This could be attributed to success with OBPP.

OBQ results from 2011 show that joining in bullying may be a slight concern. Percentages reported are above the national comparison, which may indicate concern and room for improvement. Results from 2012 show consistency with 2011 results with student’s attitudes towards bullying. Percentages are still above the national comparison, indicating an area the school may want to consider addressing. Investigation of this change may want to be considered. In 2013, reports showed an increase in empathy of students who are being bullied and a decrease in students who would join in bullying a student they did not like from 2012.

When implemented with integrity, OBPP can support an environment where students are satisfied with their daily school experience. Results showed that each year the OBQ was administered, students who responded with “dislike very much” or “dislike”

to the question, “How do you like school?” decreased. Percentages dropped from 24.8% in 2011 to 15.1% in 2013. This decrease in percentage can reflect more positive feelings about the school climate.

Limitations and Future Direction

As noted earlier, Hypothesis II was not met, which means that it is unclear whether interventions were developed to remediate weaknesses in PBIS implementation identified by the BOQ. The school was encouraged to use BOQ data. The team should take the results and make steps to remediate the areas with low scores. When the PBIS team regularly uses data to assess and guide needed changes to the various components of PBIS functions properly, higher OHI-E scores could be expected as it has been shown that when PBIS components are implemented with integrity, perceptions of school climate are more positive. Also, the low scores on the BOQ indicate that not all components of PBIS were being implemented with integrity over the time period the OHI-E survey data were collected.

The sample of staff that filled out the OHI-E survey may be a questionable representation of respondents as the persons completing the survey were those in attendance at faculty meetings and not all school staff attended these meetings. A sample primarily made of teachers could affect scores in certain OHI-E categories, whereas a sample of the entire staff would be a more accurate representation of the effects of PBIS and OBPP as they are both school-wide frameworks.

Bradley is still in its early stages of PBIS and OBPP implementation. It may have been unrealistic to expect significant changes in all categories at this point in time.

Future research should look at these program's effects on school climate once the programs have been established and implemented with integrity for several years.

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APPENDICES

APPENDIX A

OHI-E Survey

OHI-E

Directions: The following are statements about your school. Please indicate the extent to which each statement characterizes your school from **rarely occurs** to **very frequently occurs**.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently
1. Students are cooperative during classroom instruction.	1	2	3	4
2. The school is vulnerable to outside pressures.	1	2	3	4
3. Teachers are provided with adequate materials for their classroom.	1	2	3	4
4. Community demands are accepted even when they are not consistent with the educational program.	1	2	3	4
5. The principal lets faculty know what is expected of them.	1	2	3	4
6. Teachers in this school like each other.	1	2	3	4
7. Teachers receive necessary classroom supplies.	1	2	3	4
8. The principal conducts meaningful evaluations.	1	2	3	4
9. Students respect others who get good grades.	1	2	3	4
10. There is a feeling of trust and confidence among staff.	1	2	3	4
11. Teachers show commitment to their students.	1	2	3	4
12. The principal is friendly and approachable.	1	2	3	4
13. The principal explores all sides of topics and admits that other opinions exist.	1	2	3	4
14. The principal gets what he or she asks for from superiors.	1	2	3	4
15. Teachers are indifferent to each other.	1	2	3	4
16. The learning environment is orderly and serious.	1	2	3	4
17. The principal looks out for the personal welfare of faculty members.	1	2	3	4
18. The principal maintains definite standards of performance.	1	2	3	4
19. Students try hard to improve on previous work.	1	2	3	4
20. Teachers accomplish their jobs with enthusiasm.	1	2	3	4
21. The principal discusses classroom issues with teachers.	1	2	3	4
22. Extra materials are available if requested.	1	2	3	4
23. Students neglect to complete homework.	1	2	3	4
24. The principal accepts questions without appearing to snub or quash the teacher.	1	2	3	4
25. Teachers feel pressure from the community.	1	2	3	4
26. The principal's recommendations are given serious consideration	1	2	3	4

by his or her superiors.				
27. Teachers express pride in their school.	1	2	3	4
28. A few vocal parents can change school policy.	1	2	3	4
29. The principal is able to influence the actions of his or her superiors.	1	2	3	4
30. Supplementary materials are available for classroom use.	1	2	3	4
31. Teachers exhibit friendliness to each other.	1	2	3	4
32. The principal treats all faculty members as his or her equal.	1	2	3	4
33. Select citizen groups are influential with the board.	1	2	3	4
34. The school is open to the whims of the public.	1	2	3	4
35. The principal goes out of his or her way to show appreciation to teachers.	1	2	3	4
36. Teachers identify with their school.	1	2	3	4
37. Students seek extra work so they can get good grades.	1	2	3	4

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APPENDIX B

Organizational Health Inventory for Elementary Schools (OHI-E):
Questions by Category**Institutional Integrity:**

- 2. The school is vulnerable to outside pressures.
- 4. Community demands are accepted even when they are not consistent with the educational program.
- 25. Teachers feel pressure from the community.
- 28. A few vocal parents can change school policy.
- 33. Select citizen groups are influential with the board.
- 34. The school is open to the whims of the public.

Collegial Leadership:

- 5. The principal lets faculty know what is expected of them.
- 8. The principal conducts meaningful evaluations.
- 12. The principal is friendly and approachable.
- 13. The principal explores all sides of topics and admits that other opinions exist.
- 17. The principal looks out for the personal welfare of faculty members.
- 18. The principal maintains definite standards of performance.
- 21. The principal discusses classroom issues with teachers.
- 24. The principal accepts questions without appearing to snub or quash the teacher.
- 32. The principal treats all faculty members as his or her equal.
- 35. The principal goes out of his or her way to show appreciation to teachers.

Resource Influence:

- 3. Teachers are provided with adequate materials for their classroom.
- 7. Teachers receive necessary classroom supplies.
- 14. The principal gets what he or she asks for from superiors.
- 22. Extra materials are available if requested.
- 26. The principal's recommendations are given serious consideration by his or her superiors.
- 29. The principal is able to influence the actions of his or her superiors.
- 30. Supplementary materials are available for classroom use.

Teacher Affiliation:

- 6. Teachers in this school like each other.
- 10. There is a feeling of trust and confidence among staff.
- 11. Teachers show commitment to their students.
- 15. Teachers are indifferent to each other.
- 16. The learning environment is orderly and serious.
- 20. Teachers accomplish their jobs with enthusiasm.
- 27. Teachers express pride in their school.
- 31. Teachers exhibit friendliness to each other.
- 36. Teachers identify with their school.

Academic Emphasis:

1. Students are cooperative during classroom instruction.
9. Students respect others who get good grades.
19. Students try hard to improve on previous work.
23. Students neglect to complete homework.
37. Students seek extra work so they can get good grades.

APPENDIX C

Benchmarks of Quality



School-wide Benchmarks of Quality: SCORING FORM (Revised)						
School Name: _____			District: _____			
Coach's Name: _____			Date: _____			
<p>STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Circle ONLY ONE response.</p> <p>STEP 2: Indicate your team's most frequent response. Write the response in column 2. (in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.</p> <p>STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating. Document the discrepancies on page 3.</p>						
Critical Elements	STEP 1				STEP 2 ++, +, or -	STEP 3 ✓
PBS Team	1. Team has administrative support	3	2	1	0	
	2. Team has regular meetings (at least monthly)		2	1	0	
	3. Team has established a clear mission/purpose			1	0	
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0	
	5. Faculty involved in establishing and reviewing goals		2	1	0	
	6. Faculty feedback is obtained throughout the year		2	1	0	
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0	
	8. Discipline process includes documentation procedures			1	0	
	9. Discipline referral form includes information useful in decision making		2	1	0	
	10. Problem behaviors are defined	3	2	1	0	
	11. Major/minor behaviors are clearly differentiated		2	1	0	
Data Entry & Analysis Plan Established	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0	
	13. Data system is used to collect and analyze ODR data	3	2	1	0	
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			1	0	
	15. Data analyzed by team at least monthly		2	1	0	
Expectations & Rules Developed	16. Data shared with team and faculty monthly (minimum)		2	1	0	
	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0	
	18. Expectations apply to both students and staff	3	2	1	0	
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0	
	20. Rules are linked to expectations			1	0	
	21. Staff are involved in development of expectations and rules		2	1	0	



Critical Elements	STEP 1					STEP 2	STEP 3
						++, +, or -	✓
Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0		
	23. A variety of methods are used to reward students		2	1	0		
	24. Rewards are linked to expectations and rules	3	2	1	0		
	25. Rewards are varied to maintain student interest		2	1	0		
	26. Ratios of acknowledgement to corrections are high	3	2	1	0		
	27. Students are involved in identifying/developing incentives			1	0		
	28. The system includes incentives for staff/faculty		2	1	0		
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules		2	1	0		
	30. Lessons include examples and non-examples			1	0		
	31. Lessons use a variety of teaching strategies		2	1	0		
	32. Lessons are embedded into subject area curriculum		2	1	0		
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			1	0		
	34. Strategies to share key features of SWPBS program with families/community are developed and implemented			1	0		
Implementation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used		2	1	0		
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered		2	1	0		
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	3	2	1	0		
	38. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0		
	39. Schedule for rewards/incentives for the year is planned			1	0		
	40. Plans for orienting incoming staff and students are developed and implemented		2	1	0		
	41. Plans for involving families/community are developed & implemented			1	0		
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0		
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		2	1	0		
	44. Expected behavior routines in classroom are taught		2	1	0		
	45. Classroom teachers use immediate and specific praise		2	1	0		
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0		
	47. Procedures exist for tracking classroom behavior problems		2	1	0		
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0		
Evaluation	49. Students and staff are surveyed about PBS		2	1	0		
	50. Students and staff can identify expectations and rules		2	1	0		
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	3	2	1	0		
	52. Staff use reward system appropriately	3	2	1	0		
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan	3	2	1	0		

Scoring the Benchmarks of Quality: _____ / 107 = _____ **Benchmarks Score**
 Total pts. / 107



Benchmarks of Quality TEAM SUMMARY

School _____ Date _____ Benchmarks Score _____

Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description

*If a team discussion of an area of discrepancy reveals information that was previously unknown to the coach and would justify a different score on any item (based upon the Scoring Guide), adjust the benchmark item(s) and total scores.

Areas of Strength

Critical Element	Description of Areas of Strength

Areas in Need of Development

Critical Element	Description of Areas in Need of Development

Kincaid, D., Childs, K., & George, H. (March, 2010).
School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida

APPENDIX D

Oral Script

We are asking you to answer these survey questions as part of our ongoing PBIS process. We are also asking your permission to use your survey results in a thesis project for a school psychology student at MTSU. The surveys do not ask for any identifying information and are anonymous. If you turn in a completed survey, we take that to mean you are giving consent to use the data for both PBIS and for research purposes.

5. _____ Pick a spokesperson to share the overall OHI results and resulting SUGGESTED action plan with the full staff at the next meeting.

6. _____ Pick a person to summarize staff feedback below and any suggested adaptations to action plan.

7. Date steering committee will check on Action Plan Implementation Progress; _____

- _____ 8. Send copy of Action Plan to Monica Wallace (monica.wallace@mtsu) at MTSU.

APPENDIX F

IRB Approval

February 23, 2011
Ashley Johnson
Department of Psychology
abjohnson2121@gmail.com , mwallace@mtsu.edu

Protocol Title: “The Effects of Positive Behavior Intervention and Supports (PBIS) on School Climate”

Protocol Number: 11-213

Dear Investigator(s),

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above. The MTSU IRB or its representative has determined that the study poses minimal risk to participants and qualifies for an expedited review under 45 CFR 46.110 Category 4 and 7.

Approval is granted for one (1) year from the date of this letter for 55 participants.

According to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to provide a certificate of training to the Office of Compliance. **If you add researchers to an approved project, please forward an updated list of researchers and their certificates of training to the Office of Compliance (c/o Emily Born, Box 134) before they begin to work on the project.** Any change to the protocol must be submitted to the IRB before implementing this change.

Please note that any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918.

You will need to submit an end-of-project form to the Office of Compliance upon completion of your research located on the IRB website. Complete research means that you have finished collecting and analyzing data. **Should you not finish your research within the one (1) year period, you must submit a Progress Report and request a continuation prior to the expiration date.** Please allow time for review and requested revisions. Your study expires **February 23, 2012.**

Also, all research materials must be retained by the PI or faculty advisor (if the PI is a student) for at least three (3) years after study completion. Should you have any questions or need additional information, please do not hesitate to contact me.
Sincerely,

Emily Born
Compliance Officer
Middle Tennessee State University

APPENDIX G

IRB Extension Documentation

Monica Wallace

From: Research Compliance Office
Sent: Tuesday, September 11, 2012 12:08 PM
To: Monica Wallace
Subject: RE: MTSU IRB #11-213 expires Thursday, February 23, 2012

I looked up her training so you don't have to send it to me. She's good to go. If your just adding a few things to the original stuff you already have (ie a survey etc.) then just send me a change memo with the additions and that will be fine.

Thanks,
 Andrew

From: Monica Wallace
Sent: Tuesday, September 11, 2012 12:00 PM
To: Research Compliance Office
Subject: RE: MTSU IRB #11-213 expires Thursday, February 23, 2012

Hi Andrew, That would be fabulous if you could add her. Should I have Brittany send you her training certificate.? Also, we are thinking about adding an additional measure for teachers to complete related to the same research topic. Would this require a new IRB or just an addendum to the one currently approved? Thanks for your help. Monica Wallace

From: Research Compliance Office
Sent: Monday, September 10, 2012 2:19 PM
To: Monica Wallace
Subject: RE: MTSU IRB #11-213 expires Thursday, February 23, 2012

Dr. Wallace,

It looks to me that this project was extended until February 17, 2013 but I don't see anything about Brittany Psanos. I can add her to the protocol if you want.

Andrew Jones
 Graduate Assistant
 Office of Research Compliance
 Middle Tennessee State University
 (615) 494-8918

From: Monica Wallace
Sent: Monday, September 10, 2012 1:59 PM
To: Research Compliance Office; Research Compliance Office
Cc: Monica Wallace
Subject: RE: MTSU IRB #11-213 expires Thursday, February 23, 2012

Hi, We are wanting to continue the same project that Ashley Johnson started. I don't recall if we ever asked for a request to continue and added Brittany Psanos to the project or if we need to submit a new form??? See below for details of email. Thanks, Monica Wallace

From: Ashley Johnson [mailto:abjohnson2121@gmail.com]
Sent: Thursday, February 16, 2012 1:54 PM
To: complian@mtsu.edu; compliance@mtsu.edu
Cc: Monica Wallace
Subject: Re: MTSU IRB #11-213 expires Thursday, February 23, 2012

I am finished with my thesis. The final report is attached. Thanks.

Ashley Johnson

(615) 631-2121
abjohnson2121@gmail.com

On Thu, Feb 16, 2012 at 11:35 AM, Compliance Office <complian.mtsu@gmail.com> wrote:
Dear investigator:

Your IRB protocol #11-213 "The Effects of Positive Behavior Intervention and Supports (PBIS) on School Climate" will expire February 23, 2012.

If you have completed this project please submit a final report. I have attached a copy of the form.

If you need more time submit the same form, answer the questions in full, and mark "request to continue" by this expiration date.

Let me know if you have any questions.

Thank you

--
Tyler Hubbard
Graduate Assistant to:
Compliance Officer
Emily Born
Middle Tennessee State University
[615-494-8918](tel:615-494-8918)