THE IMPLEMENTATION OF THE POSITIVE BEHAVIOUR FOR LEARNING (PB4L) TEACHER TRAINING PROGRAMME IN A NEW ZEALAND PRIMARY SCHOOL: THE CHALLENGES TO FIDELITY

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Abstract

In 2010, the New Zealand Ministry of Education introduced Positive Behaviour for Learning – School-wide (PB4L-SW) in response to growing concerns about the reported increase in the number of children and youth engaged in persistent, antisocial behaviour. This framework focuses on improving primary and secondary schools' capacity to prioritise student wellbeing and positive behaviour and is being implemented in over 600 schools throughout New Zealand. While there are initial evaluations of the framework at the systems level, there is little evidence of the fidelity with which teachers are implementing PB4L-SW in their classrooms. The aims of this research project were; (1) to investigate the effects of teacher coaching on the fidelity of PB4L-SW procedures across the school, (2) to investigate the experiences of classroom teachers when using PB4L-SW procedures in the classroom and, (3) to determine whether the School-wide Evaluation Tool (SET) and the Office Discipline Referrals (ODR) provide enough data to determine the level of fidelity with which teachers are implementing PB4L-SW in the classroom or if further evaluation measures are needed. Six members of one school's PB4L-SW leadership team and nine teachers from the same school participated. Results of this research found that even though the school was implementing PB4L-SW with strong fidelity, as seen by the results from the SET and office discipline referrals (ODRs), confusion still existed around the framework amongst members of the teaching team. Some teachers needed further support to assist them to embed the framework seamlessly into their practice. The implications of these findings are discussed.

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Glossary

ABA	Applied behaviour analysis
AGCP	Advisory Group on Conduct Problems
Beh.	Behaviour
BIP	Behaviour Implementation Plans
BoQ	Benchmarks of Quality
CAT	Classroom Assessment Tool
CICO	Check-In/Check-Out
EBP	Evidence-based practice
EBS	Effective Behaviour Support Survey
FBA	Functional behavioural assessment
FET	Facility-wide Evaluation Tool
IPI	Implementation Phases Inventory
ISF	Interconnected Systems Framework
I-SSET	Individual Student Systems Evaluation Tool
MoE	Ministry of Education
ODR	Office Discipline Referral
PB4L-SW	Positive Behaviour for Learning – School-wide
PBIS	Positive Behaviour Intervention and Supports
RTLB	Resource Teacher of Learning and Behaviour
SENCO	Special Education Needs Co-ordinator
SET	School Evaluation Tool
SST	Student Support Team
SWIS	School-wide Information System
SWPBIS	School-wide Positive Behaviour Interventions and Supports
TIC	Team Implementation Checklist

Chapter 1

Introduction

Chapter Overview

This chapter provides an overview of the approach to antisocial behaviour that is adopted in New Zealand schools, and why this study is relevant to the current literature on this topic. An overview of antisocial behaviour is provided by examining theories, models and definitions. Examination is made of the impact on schools of students engaging in antisocial behaviours. Evidenced-based practices have been implemented by schools to reduce antisocial behaviour are introduced. Barriers to teachers implementing effective behaviour management strategies are discussed. The chapter concludes with an examination of the role of the coach in supporting teachers to learn evidence-based classroom management practices.

Introduction

Public education goals across the world have traditionally focused on producing knowledgeable and skilled citizens through academic achievement. Over the years, as societies developed, curriculum approaches have broadened and attention has been given to schools influencing the social development of children (Sugai & Horner, 2009). As the rates and type of antisocial behaviour have worsened students' classroom behaviour has received particularly high levels of interest and concern.

Like other countries in the world, schools in New Zealand are facing increasing pressure from Government policy for increasing accountability for student academic performance (Griffin, 2014). Colvin (2007) suggested there are six major issues that place demands on schools. These are:

I. Continuing concerns over school safety, violence and bullying
II. Increasing cultural, linguistic and academic diversity of students in schools
III. Student drop out from school
IV. Educating students with special needs for behavioural supports
V. School accountability for student academic performance
VI. Preventing student alienation.

Definition of Conduct Disorder/Antisocial Behaviour

Most children display antisocial behaviour as part of their growth through to adulthood. Examples of how antisocial behaviour could be displayed are; breaking rules, disobeying adults, aggression towards others and defiance (Tyler-Merrick, 2014).

Through past decades, different labels have been used to describe children who display heightened levels of antisocial behaviour. Medical and educational disciplines have used different terminology to describe these young people (AGCP, 2009). In 2009, the Advisory Group on Conduct Problems (AGCP) defined conduct disorder as a behavioural and emotional disorder that can occur in children and teens. The AGCP developed the following definition of conduct problems:

> Childhood conduct problems include a spectrum of antisocial, aggressive, dishonest, delinquent, defiant and disruptive behaviours. These behaviours may vary from none to severe, and may have the following consequences for the child/young person and those around him/her – stress, distress and concern to adult caregivers and authority figures; threats to the physical safety of the young people involved and their peers; disruption of the home, school or other environments; and involvement of the criminal justice system.

(AGCP, 2009, p.1)

Applied Behaviour Analysis

Behavioural theory assists in the understanding of how the behaviour of an individual can change over time in interaction with his or her environment. There is an examination of not just internal processes but also how external elements will shape and influence behaviour (Cooper & Jacobs, 2011).

The application of behavioural theory is Applied Behaviour Analysis (ABA). ABA is based on the understanding that the environment is the cause of why many behaviours occur. Essentially, the environment affects behaviour and changing environmental events will lead to changes in behaviour (Martella, Nelson, & Marchand-Martella, 2012).

Baer, Wolf and Risley (1968) described seven characteristics of the ABA behavioural model. These characteristics are still used as the standard description of ABA as described in Cooper, Heron and Heward (2007) and are as follows:

I. Applied – ABA focuses on areas that are socially significant. Consideration is given to more than just behaviour change. The examination is also given to how the behaviour change impacts upon the subject and those close to him/her and the interactions between the two.
II. Behavioural – the behaviour to be changed is observable and measurable.
III. Analytic – the changes to identified behaviour occur because of changes to the environment
IV. Technological – change methods can be replicated by others and achieve the same results.
V. Conceptually systematic – applied interventions arise from a specific and

identifiable theoretical base.

VI. Effective – all behaviour change must be of social significance and the techniques employed must change the behaviour they seek to change

VII. Generalisable – once the programme of change is taken away the behaviour change must continue even in different settings, over different people and at different times.

The methodology of ABA focuses on studying and changing behaviour to address socially significant problems (Singer & Wang, 2009).

Positive Behavior Support (PBS) is a model which has developed from the ABA model and from which SWPBS is developed. Both have their foundations as ABA but SWPBS was originally a breakaway from ABA due to a dislike of aversive treatments (Singer & Wang, 2009).

Social Learning Theory/Coercion Theory

It has been stated that the "route to chronic delinquency is marked by a reliable developmental sequence of experiences" (Patterson, DeBaryshe, & Ramsey, 1989, p. 329). Starting in early childhood, a pattern of antisocial behaviour leads to issues with achievement and social interaction by the time children begin school. Patterson's theory of coercion (1982) explains a process of mutual reinforcement between caregivers and their child in which prosocial and antisocial behaviours develop. Regarding antisocial behaviours, this involves caregivers inadvertently reinforcing a child's socially unacceptable behaviours. For example, reinforcing non-compliance with simple requests. Confrontation increases when children fail to comply. A parent will then stop the request and the child will stop their antisocial behaviour. This, in turn, leads to frustration and negativity from the caregivers and

the children being reinforced for their antisocial behaviour. To explain how this process works, Binnendyk et al. (2009) outlined a four step escape-conditioning sequence that is central to Coercion Theory. It is outlined as follows: a) a demand is made by the parent, b) the child displays the problem behaviour, c) the demand is withdrawn by the parent, and d) the child stops the problem behaviour. An example is a parent makes a request of the child and the child doesn't want to comply so starts screaming. The parent wants the screaming to stop so withdraws the initial request at which point the child stops. Both the child and the parent have had their behaviour negatively reinforced. The child because their screaming has led to them not having to comply with the request and the parent because them withdrawing the request has stopped the screaming. This keeps spiralling until one of the parties "wins." This behaviour is maintained over time because neither child nor parent are aware of the consequences of their behaviour, i.e. the child's problem behaviour and the parent's ineffective parenting practice. Because the child is reinforced by this behavioural cycle, the child will learn this way of operating within the family and is likely to repeat this pattern of interaction in other settings such as with peers and teachers (Patterson et al., 1989). When coercive interactions occur and dominate within the family, then these are very likely to transfer to other settings

Patterson, Reid and Dishion (1992) developed this theory further when they proposed a social learning model to describe how antisocial behaviours develop on the journey from childhood to adulthood. The four stages of the model are outlined below;

I. Stage 1: *Basic training.* This occurs in early childhood where the child is 'trained' in coercive behaviours within the home setting.
II. Stage 2: *The social environment reacts.* When a child enters school,

behaviours that previously were functional are challenged. When behaviour is challenged through punishment or coercion a child's behaviour is likely to escalate leading to them being involved in further conflict. This leads to rejection by their parents, peers and the school.

III. Stage 3: *Deviant peers and polishing anti-social skills.* Having been rejected the child will seek out like-minded peers, forming a deviant peer group and embedding further coercive behaviours.

IV. Stage 4: *The career anti-social adult.* The adult is marginalised socially and the main way of relating to others is through coercion. At this stage, there is a greater risk of involvement in crime, incarceration, mental health problems and substance abuse.

School Organisation. How schools react to antisocial behaviour in children can inadvertently assist in the development of antisocial behaviours in children. Church (2003) linked school organisation and disciplinary procedures to a child's antisocial development. Van Acker, Grant and Henry (1996) and Walker & Buckley (1968) both found that teacher interactions with children displaying problematic behaviours were more likely to be negative responses for inappropriate behaviour than any interactions for appropriate behaviour. For students who rarely exhibit problematic behaviour, there was an inverse reaction where the response was more likely to involve support for appropriate behaviour rather than sanctions for inappropriate behaviour. Church (2003) discussed the frustration teachers felt when they became discouraged over children's inappropriate behaviour because no intervention they put in place seemed to work. Often, like the parents at home, teachers abandoned attempts to set and maintain limits because they wanted to avoid confrontation with the child. In such situations, the antisocial child has trained both

their parents and teachers to avoid setting limits and rules and/or future attempts to change behaviour. The confidence of the teacher to facilitate the change in the behaviour of the child diminished over time and the child's feeling of attachment to the school continued to be eroded.

School Attachment. Cooper and Jacobs (2011) discussed the importance of forming an attachment to school. Those students who have a strong attachment believe that success in school will lead to success in other areas of their lives whereas students who have a weak attachment display indifference and/or hostility towards the school and can't see the value or relevance of schooling. Klein (1999) identified some key factors which occur in schools that can lead to children developing a weak attachment to their school. These factors include:

- An over reliance on academic achievement that fails to acknowledge different ways children learn and express themselves;
- The use of ability streaming, either between or within classes;
- A 'wait to fail', punitive approach to school discipline;
- A failure to enable children to make connections between their learning and their everyday lives;
- A failure to facilitate children to see the relevance of school learning to their lives away from school;
- A failure to relate to children and a failure to understand the children and their families; and
- Teaching delivery that caters to a narrow range of children rather than being adapted to meet the diverse needs of learners.

A mix of any of these factors can lead towards a child not being resilient and disengaging from school.

Prevalence of Antisocial Behaviour. When children disengage from school, or display antisocial behaviour, it has a significant impact on classrooms and schools. It is widely acknowledged that antisocial behaviour in childhood and adolescence causes a large amount of stress for those children and the people who are closely associated with them including peers, family members and teachers (Kazdin & Wassell, 2000). Church (2003) conducted three separate surveys involving two South Island provinces, and found that the proportion of children engaged in persistent antisocial behaviour in New Zealand schools was between 4.5 and 5.0 %. The figure was identified to be 3-6 times higher in low decile schools compared to high decile schools. This is similar to international studies where poverty has been identified as one factor contributing to a stronger likelihood of increased antisocial behaviour (Patterson, 2005; Schonberg & Shaw, 2007).

There has been a growing recognition of persistent antisocial behaviour as an impediment to the emotional and social development of children leading to future problems at school and beyond (AGCP, 2009). A recognition of antisocial behaviour has led to a move towards tougher consequence systems, believing this would "teach" students their behaviour is unacceptable (Gresham, 2007; Sugai & Horner, 2009). In New Zealand schools, the behaviour systems utilised have traditionally followed a *wait to fail* model, focusing on disciplining students after the antisocial behaviour has occurred (Savage, Lewis, & Colless, 2011). This approach is regarded to be ineffective in teaching students appropriate and acceptable behaviour (Nelson, Martella & Marchand-Martella, 2002). Such an approach sees tougher consequences implemented to 'teach' students their behaviour will not be tolerated, as persistent antisocial behaviours worsen (Sugai & Horner, 2009).

Classroom wide Evidence-Based Behavioural Practice

Effective classroom management is an essential part of teaching and learning in the classroom (Riley, Mckevitt, Shriver, & Allen, 2011). The school and classroom environment is disrupted when students frequently display off-task and inappropriate behaviour. Managing such disruptive behaviour can be time consuming and can minimise quality instruction time. When students misbehave they are at risk of not engaging in learning and also keep their peers from learning (Martella et al., 2012). Students displaying antisocial behaviour has been cited as a factor in teacher dissatisfaction (McKinney, Campbell-Whately, & Kea, 2005).

Many methods of assisting teachers to develop techniques to assist in this management have been developed and researched. Some popular models used in schools that are aimed at developing and maintaining prosocial behaviour have included; Assertive Discipline, Logical Consequences, Reality Therapy and Love and Logic (Martella et al., 2012). With accountability pressure being on schools to increase student academic achievement and to broaden attention to the social development of children, literature has focused on an increased focus on schools' use of evidence-based practices (Hoagwood, 2004; Walker, 2004). The efficient adoption of evidence-based practices is a high priority for teachers where off-task behaviour is causing disruption to the classroom and children's learning (Fairbanks, Sugai, Guardino, & Lathrop, 2007).

In education, evidence-based practice refers to interventions, programmes and methods used that are based on rigorous, systematic and objective procedures to obtain reliable and valid research (Martella et al., 2012; McGoey, et al., 2014). Horner, Sugai and Lewis (2015) stated evidence-based practice is demonstrated through rigorous research that has a value-added impact upon children and their families. They referenced the large number of research articles that they asserted

made SWPBIS an evidence-based practice. This included a number of studies that were randomised control trials by design. Having at least two peer-reviewed randomised control trials research studies that have documented experimental control is one of the most rigorous standards for documenting an intervention is 'evidence-based'.

With the increase of the use of evidence-based practices (EBP) in education, research has been designed to show the effectiveness of EBP in classroom practice. While researchers have focused on when and how the intervention works, there is limited information on what individual teachers need for effective and successful implementation of an EBP (McGoey et al., 2014). Understanding of what different EBP are and how they can support intervention planning is essential but the research indicated this understanding to be limited amongst teachers. Stormont, Reinke and Herman (2011) found in their study of 239 early childhood and elementary educators from five school districts that the majority of teachers had little knowledge of EBP in centres and schools to support children with emotional and behaviour problems. School-wide Positive Behaviour Intervention and Supports (SWPBIS) was, however, the only evidence-based intervention recognised by the majority of teachers in the study (78%), although 57% of the teachers didn't know whether their schools conducted functional behaviour assessments or intervention planning; both elements of SWPBIS. Despite all of the schools collecting Office Discipline Referrals (ODR) only 61% of participants identified assessment occurred at their schools for behavioural and emotional issues. In full 39% of the teachers failed to see the ODRs as an evaluation mechanism even though the ODRs were designed to identify students who may need additional support and possible intervention.

Lack of knowledge around EBP has resulted in there being a gap between

research and practice with many teachers adopting practices that don't have an evidence base (Burns & Ysseldyke, 2009). To reduce this gap and to ensure effective use of EBP, the acceptability of the intervention needs to be examined. Kazdin (2000) states that acceptability refers to how the users of an EBP intervention view it as not only being effective to address the situation but also reasonable, justified, fair and acceptable. The importance of acceptability as a dimension for the success of EBP is highlighted by acceptability ratings of teachers. Higher acceptability ratings often aligned with positive interventions to address problematic behaviour (McGoey et al., 2014). Teachers need to believe the intervention will result in a positive outcome. McGoey et al. (2014) also suggested that to ensure the research to practice gap is reduced, examination is needed on the integrity or fidelity of the intervention. This is the degree to which the intervention is delivered as intended. Noell et al. (2005) found in their research that acceptability of an intervention did not necessarily mean it would be implemented with high fidelity. Molloy, Moore, Trail, Van Epps and Hopfer (2013) found programmes delivered in the "real world" will often look very different to what was intended when they were developed. This study used data from the SET and ODRs of 166 primary and secondary schools with a population of 27, 689 students within 65 school districts across seven states of the United States of America. The study explored the percentage of schools that achieved full implementation on each of the seven essential PBIS components. Over two-thirds of the schools in the study fully defined expectations, set up a reward system, used disciplinary data for monitoring and decision making and received District level support as originally intended. 49% of schools properly taught expectations, 37% had a quality violation system in place and 37% indicated full quality management. Looking at the demographics of the schools' findings suggested that primary schools,

smaller schools and higher socioeconomic status schools achieved higher quality implementation. Findings highlighted the importance of assessing implementation quality in "real world" settings.

Sugai and Horner (2009) discuss that when targeting positive behaviour, having an evidence-based intervention and a universal discipline system is essential but isn't sufficient. These alone won't ensure interventions will be implemented by the majority of teachers nor implemented with fidelity and sustained over time. To enable this to happen it is important there is a formal, systematic approach such as that seen in the SW-PBIS approach.

Walker (2004) identified three areas that are essential to ensuring the success of evidence-based practices such as the ones used in the SWPBIS framework. These are a) implementation and treatment integrity; b) scaling up and sustainability; and c) generalisation of the intervention to practical settings. Greater knowledge by schools and teachers of these three areas would assist in narrowing the research to practice gap and ensure evidence-based interventions are being more widely used within schools.

Positive Behaviour Interventions and Support (PBIS)

Positive Behaviour Interventions and Supports (PBIS) is a proactive approach to establishing the behavioural supports and social culture needed for all students in a school to achieve social, emotional and academic success. Rather than a set curriculum, it is a systems approach defining core elements that can be achieved through different strategies. PBIS is a framework for assisting school staff in implementing evidence-based behavioural interventions to enhance academic and social behaviour outcomes for all students. At all levels data collection is essential to enable informed decisions to be made. It is a three-tier framework where key

elements of each tier are defined below:

Tier 1. Tier 1 is the universal stage of the framework and applies to all students. Behavioural expectations are defined and taught. A reward system is developed for appropriate behaviour as are clearly defined consequences for antisocial behaviour. Data making systems are established to enable informed decision making. Around 80-90% of students won't need any further interventions beyond Tier 1.

Tier 2. Tier 2 is centred around the students for whom Tier 1 interventions haven't been successful. This is estimated to be around 5-15% of students. At this level, there is the development of systems for monitoring at risk students, systems for increasing structure and predictability and systems for increasing contingent adult feedback. Interventions for small groups of students for whom Tier 1 interventions have not worked are planned and implemented.

Tier 3. This stage is designed to cater for students for whom intensive behavioural supports are required, estimated to be 1-5% of students. A full and complex Functional Behaviour Assessment (FBA) is conducted for children at this stage. Individual interventions based on the FBA are planned and implemented.

Interconnected Systems Framework. PBIS focuses on the adoption of a systems perspective. It is viewed as being very important that PBIS integrates into the operational structure of a school, and addresses the work of specialists from outside of the school setting, who work with students with the highest behavioural needs. According to Eber (2008), teachers get frustrated and disillusioned when the "outside expert" develops an intervention that has little chance of success because of a lack of acknowledgement of the context of that classroom. There will be frustration when proposed interventions don't align with a school's PBIS implementation.

Schools have put time and effort into ensuring fidelity of implementation of PBIS and, other behaviour interventions for individual children can undermine this and significantly add to a teacher's workload. Barrett, Eber, and Weist (2013) introduce an Interconnected Systems Framework (ISF) that integrates SWPBIS and school mental health (SMH). While within a school's context the 'outside expert' may come from fields wider than mental health, the cross-system problem-solving teams in the ISF could work well for schools where so many professionals from outside agencies operate within the school.

The New Zealand Scene

In response to growing concerns about the reported increase in the number of children and youth engaged in persistent, antisocial behaviour, the New Zealand Ministry of Education developed a behaviour action plan, Setting Boundaries (Ministry of Education, 2008). The Taumata Whanonga behaviour summit was a key action from this plan. Based on recommendations from this summit, the Ministry of Education developed the Positive Behaviour for Learning portfolio. The Positive Behaviour for Learning-School-wide (PB4L-SW) initiative is part of this portfolio. Based on international evidence-based programmes, including Positive Behavioural Interventions and Support (PBIS), this initiative focused on improving primary and secondary schools' capacity to prioritise student wellbeing and positive behaviour (Boyd, Dingle, & Herdina, 2014).

Positive Behaviour for Learning – School-wide (PB4L-SW). The implementation of PB4L-SW is very new in New Zealand. There has been a history within the country of implementing behaviour packages that do not have local evidence resulting in lost investment in the system (Savage et al., 2011). It is

important to gather research from schools implementing the PB4L-SW framework to ascertain effectiveness and what supports are needed to reach a shift from a reactive to a proactive approach to behaviour.

PB4L-SW is the New Zealand adaptation of a successful international framework for addressing challenging behaviour in schools; Positive Behaviour Interventions and Supports (PBIS). In New Zealand, there are currently 617 schools that are implementing the PB4L-SW framework. The framework focuses on changing the environment, systems and practices schools have in place to support students to make positive behaviour choices.

PB4L-SW examines behaviour from a whole-of-school and an individual child perspective. It focuses on engaging the whole school community, and consists of key elements which schools will contextualise to suit their environment prior to implementation (Boyd et al., 2014).

Like PBIS, PB4L-SW has three tiers. The three tiers need to be addressed to ensure full implementation and consist of universal support, group support and individual support (Chitiyo & Wheeler, 2009). The three tiers are outlined below:

Tier 1. During Tier 1 consistent behaviour support systems and practices are designed within the school and classroom to encourage positive behaviour. There are seven core elements required for successful Tier 1 implementation. These are the same elements that characterise Tier 1 of PBIS. These are as follows:

I. The principal endorses and supports the implementation of PB4L-SW.
II. A common purpose and approach to discipline are shared.
III. An expectation system of three to five whole-school positive behaviour expectations and a matrix is developed.
IV. A teaching system where behaviour expectations are actively taught is in

place.

V. Positive behaviour is reinforced through a consistent system.

VI. A consistent problem behaviour response system to discourage inappropriate behaviours within the school is developed.

VII. A precise data based decision-making system is developed.

Tier 2. When Tier 1 systems are established the school will develop Tier 2 action plans. In this phase schools develop targeted interventions for small groups of vulnerable students. When implemented with fidelity most students will respond positively to Tier 1 support interventions. However, some students may still display antisocial behaviours. These students may require additional academic and/or behavioural supports. Tier 2 supports provide a second level of targeted interventions aimed at ensuring these children have success at school. There are a number of interventions that can be implemented in this tier. These include *Check-In/Check-Out (CICO)* which has been designed to work for children where the main function of a student's behaviour is to gain adult attention. The intervention consists of students checking in with an adult each day before school starts to retrieve a goal sheet and encouragement. Teachers provide feedback on the sheet throughout the day and students check out at the end of the day with an adult. The student takes the sheet home to be signed, returning it the following morning at check in. *Social Skills Interventions Groups* are another Tier 2 intervention that aims to assist students in building skills in areas where there are deficits. Students will work in small groups with others who need similar strengthening and, instruction in the area of deficit will be delivered.

Tier 3. In the Tier 3, phase schools develop specialised interventions for individuals who need additional and specialised support for whom Tier II supports

were not successful. These students will be displaying severe antisocial behaviour. Functional behaviour assessments (FBA) will be conducted and behaviour implementation plans (BIP) will be developed from the information in the FBA. It is likely that it will take a significant period of time and intensive interventions before antisocial behaviour begins to improve. It would be likely specialist personnel such as behaviour psychologists are involved in the intervention planning for these students.

Resourcing to Implement PB4L-SW. In each of the first three years of implementation, schools receive a $10,000 participation grant. This is to assist in covering all costs involved in implementing the framework including release staffing to enable the leadership team to attend training days and release time for the school coach. This money is also to assist schools in purchasing resources and signage they might need for successful implementation. If a school was wanting to release the PB4L coach 0.1 of a full-time teacher equivalent or 2.5 hours per week then, given the coach is likely an experienced teacher, this would cost around $7500 leaving $2500 to cover team release to attend training for the year and the school to buy appropriate resources. After three years schools have to find ways to release coaches from within their existing resources. This puts pressure on already tight school budgets and as Viig and Wold's (2005) research reflects it impacts upon a school's ability to purchase the resources required to implement PB4L-SW with fidelity.

School training in PB4L-SW. Training in PB4L-SW is designed to be a long-term, multi-tier approach. The school PB4L-SW leadership team receive the initial training from the technical experts and the rest of the school staff are trained by the leadership team.

Leadership. Growing strong leadership in the capacity building phase is also

absolutely critical to the ability of teachers to implement PB4L-SW with fidelity. The leadership of the initiative is developed across a team that ensures the implementation of effective behavioural interventions (Sugai & Horner, 2009). Farkas et al. (2012) found in an alternative education setting that when fidelity faltered, the SWPBIS leadership team were quickly able to address the issue and quickly reinstate strong fidelity.

Understanding and managing school-wide change is critically important for the PB4L-SW leadership team. Implementing PB4L-SW successfully within a school will lead to a culture change throughout the school. Marris (as cited in Fullan, 2007) states that change will result in loss, anxiety and struggle. If leadership fails to recognise this as a natural and expected part of change, then important aspects of the change will be misunderstood.

District level leadership is important to ensuring high quality implementation and sustainability (McIntosh, Horner, & Sugai, 2009; Barrett, Bradshaw, & Lewis-Palmer, 2008). In the New Zealand context, turnover of the PB4L-SW practitioners employed by the Ministry of Education and vacancies not being filled has created an increasing workload for Ministry of Educational personnel (Boyd et al., 2014). This leads to limited time to support schools, especially those schools having issues with implementation.

Planning the training of school staff in PB4L is important as it helps to ensure that they are teaching behavioural expectations in a consistent manner. A school's PB4L-SW leadership team is trained in the framework by Ministry of Education facilitators over a series of four workshops throughout the first year of involvement in the programme. Each workshop is one day in duration and they occur two months apart. The leadership team is then responsible for training the rest of the members of

their school staff.

Selection of leadership team. Each school can decide how many members they will have on their PB4L-SW leadership team. The team is led by the team leader and the school coach. These are usually teachers from within the school who have been appointed to the roles by the school principal. The rest of the team can then be made up of a selection of teachers, support staff, behavioural experts and community members. The actual composition of the team is decided upon by each school. While the framework/training can be tailored to a school's environment and cultural needs, fidelity of implementation is recognised as a key component to the success of the framework. The key role on the leadership team is the school coach who is responsible for ensuring the quality of the training provided. The school coach and the team leader attend monthly cluster meetings of other coaches and leaders from local schools in their geographical vicinity. These meetings are led by a facilitator from the Ministry of Education where coaches and leaders discuss how implementation is progressing in their schools. These sessions are also a time for sharing of new resources.

Evaluation of training. The impact of this training is measured towards the end of the first year through a School Evaluation Tool (SET) survey. This involves interviews with the principal and a random selection of staff and students. It happens annually and personnel external to the school, along with the school coach, carry out the interviews.

Fidelity of PBIS and PB4L-SW. There are tools for measuring fidelity at the school-wide level of universal supports of PB4L-SW. These measures include the School-wide Evaluation Tool (SET), Benchmarks of Quality (BOQ) and the Team Implementation Checklist (TIC). In New Zealand, the School-wide Evaluation Tool

(SET) is used by primary, intermediate and secondary schools each year to measure implementation of the key features of PB4L-SW.

Issues with PB4L-SW evaluation. Currently, it is difficult to ascertain the factors that influence individual teachers' implementation of PB4L-SW, at the classroom level. It is also difficult to determine the supports that they require in order to implement essential features of PB4L-SW, with fidelity (Stormont & Reinke, 2012). The current research focuses on investigating the challenges that individual teachers face in implementing PB4L-SW, with fidelity, and the supports that they require in order to achieve this. It is important that this is investigated due to the relatively short timeframe PB4L-SW has been implemented in New Zealand and the current lack of information about the thoughts, feelings and struggles teachers and school leadership teams face as they move towards implementation fidelity.

Limitations to implementing PB4L-SW. The Ministry of Education commissioned the New Zealand Council for Education Research to conduct an evaluation of Tier 1 of PB4L-SW. It described the extent of implementation in schools that joined the initiative in 2010 and 2011, the first two years of implementation in New Zealand. It aimed to identify short-term shifts and discussed enablers and barriers to implementation. In this evaluation Boyd et al., (2014) found that 108 of the 191 PB4L-SW coaches who responded to their survey indicated that PB4L-SW was one of a number of initiatives and priorities of the school. Competing initiatives put tension on teachers. Fullan (2007) talked of 'Innovation Overload' where schools are susceptible to having a number of policies and initiatives being imposed upon them. With a lack of co-ordination, this leads to fragmentation and overload. Hatch (cited in Fullan, 2007) suggested that involvement in competing initiatives leaves teachers and school communities exhausted and unable to

implement any initiative as it's intended.

In Boyd et al., (2014) research the highlighted issues of competing initiatives and lack of support by some teachers tended to be reported by coaches of schools newer to PB4L-SW than those in the programme since 2010/11. This would suggest schools involved for longer have found a way to prioritise the implementation of the PB4L-SW initiative including integrating it with other initiatives. Boyd, Hotere-Barnes, Tongati'o and MacDonald (2015) discussed how initially some staff from their case study schools viewed PB4L-SW as a stand alone programme. As schools gained a stronger understanding of the initiative, they could contextualise implementation to their setting, developing approaches to strengthen their overall curriculum. By doing this, they would integrate the PB4L-SW framework with everything they were doing in the school including other initiatives. The researchers suggested that because schools were able to do this, then there is a good fit between PB4L-SW and other philosophical approaches in the New Zealand education system.

Addressing Culture

It is particularly important in the New Zealand context to ensure Māori beliefs and expectations are reflected in schools' implementation of the PB4L-SW framework. Savage et al. (2011) suggested from early evidence, this was possible. Māori are priority learners in New Zealand and many schools are implementing Ka Hikitia (Ministry of Education, 2013), the Ministry of Education's strategy to accelerate success for Māori. If consideration isn't given to weaving Māori beliefs, expectations and practices into PB4L-SW then this could be seen as a potential barrier. Boyd et al. (2015) found leadership and staff of schools where they were developing a PB4L-SW framework for their schools also had Māori philosophies and practices entwined throughout the framework. Some staff at these schools felt

barriers could be overcome if there were more forums across the sector to discuss and share this approach with other New Zealand schools.

As part of the commitment to culturally enhancing existing programmes and contributing to the New Zealand evidence base the Ministry of Education have been trialling two Kaupapa Māori programmes; Te Mana Tikitiki and Huakina Mai. Both programmes are part of the Ministry's wider PB4L framework and are aimed at realising the goal in Ka Hikitia (Ministry of Education, 2013) of Māori having success as Māori. Te Mana Tikitiki uses Te Reo (language) and Tikanga (culture) to nurture mana in students. Huakina Mai combines whole-school and restorative practices approaches with a Kaupapa Māori world view ("Kaupapa Māori", n.d., para.1-4).

Implementation Fidelity

Implementation fidelity refers to the degree to which an intervention or a programme is delivered as intended (Carroll et al., 2007). When an intervention has been implemented with high fidelity, understanding is developed of why an intervention works and how favourable outcomes can be achieved and extended upon. Implementing PB4L-SW with fidelity is essential. If fidelity is being achieved then the effectiveness of Tier 1 interventions can easily be determined and Tier 2 supports for children can be planned (Stormont & Reinke, 2012). Ongoing evaluation of PB4L-SW at the school level is an essential component of the implementation of the framework (Sugai & Horner, 2009). Ongoing evaluation ensures barriers are identified and then minimised. This is an important role of the leadership team so they can constantly review effectiveness through the collection and evaluation of data.

Measures used in PBIS and PB4L. Research on PBIS shows schools implementing with fidelity yields positive outcomes across time (Flannery, Fenning, McGrath Kato, & McIntosh, 2014; Farkas et al., 2012; Simonsen et al., 2012). When schools use measures of fidelity, students' academic progress increases along with the school's practice of implementation (Tobin et al., 2012). This being the case then ensuring, measuring and reporting on the fidelity of implementation of PBIS is important (Farkas et al., 2012).

School-wide Evaluation Tool. A number of measures have been developed for assessing the fidelity in PBIS. These include; School-wide Evaluation Tool (SET; Horner et al., 2004), the Benchmarks of Quality (BOQ; Kincaid, Childs, & George, 2005), and the Team Implementation Checklist (TIC; Sugai, Horner, Lewis-Palmer, & Rossetto Dickey, 2012). The most common assessment tool used is the 'School-wide Evaluation Tool (SET) (Horner et al., 2004; Vincent, Spaulding, & Tobin, 2010). The SET was designed to determine: a) the extent to which schools use School-wide supports already, b) to determine if training and support results in greater fidelity of implementation of PBIS, and c) use of PBIS procedures results in valued change in safety, social culture and behaviour in schools (Todd et al., 2012). The SET has twenty-eight questions across seven essential feature areas which are: a) expectations defined, b) behavioural expectations, c) acknowledgement procedures, d) correction procedures, e) monitoring and evaluation, f) management, and g) district-level support (Todd et al., 2012).

Horner et al. (2004) presented the psychometric characteristics of the SET and that it meets criteria needed for a measurement tool in research. They found that the SET could determine change levels of implementation in PBIS. Vincent et al. (2010) replicated Horner et al. (2004) with their research focusing on the internal

consistency and validity of the SET at all school levels. The analysis was made of the SET data from 833 elementary schools, 264 middle schools and 93 high schools. The authors focused their analysis on three areas: a) examining the similarities and differences in SET data results across the different schooling sectors, b) assessing internal consistency of SET across all schooling sectors, and c) comparing external data collected through the SET with internal data collected through the Team Implementation Checklist (TIC). Overall, schools had high subscale scores of the SET. Subscale means for elementary schools ranged from 83% to 88%, for middle schools from 79% to 87%, and for high schools from 58% to 83%. All subscale means for elementary and middle schools are almost equal. High schools performed similarly to elementary and middle schools on Subscales 1, 4, 5, 6, and 7 but deviated greatly on Subscales 2 (behavioural expectations taught) and 3 (consistent reward system). With high schools organised into autonomous departments, these results could indicate a difficulty for high schools to implement school-wide systems across departments or it could indicate existing items are not appropriate to measure teacher and student behaviours at the high school level. The version of the SET used in this research appeared to produce limited variability in scores, especially with elementary and middle schools.

Bradshaw, Mitchell and Leaf (2010) used both the SET and the Effective Behavior Support Survey (EBS) (Sugai, Horner, & Todd, 2003) to collect data in a five-year longitudinal randomised controlled effectiveness trial of PBIS. Effectiveness was measured by the impact of the implementation of PBIS on discipline problems, student achievement and the school environment. The study consisted of 37 public elementary schools from five school districts in Maryland, USA. Twenty-one schools were randomised to the intervention condition where they

received training and support in PBIS and sixteen schools were assigned to the comparison condition and had no training in PBIS. The SET was used to measure the level of fidelity with which the seven key features of PBIS were implemented. The Effective Behavior Support Survey (EBS: Sugai et al., 2003), a staff survey, and was used to measure the extent to which staff thought the four behaviour support systems were in place in each school from both the intervention and the comparison conditions. The four behaviour systems were: a) school-wide discipline systems, b) non-classroom management systems, c) classroom management systems, and d) systems for individual students engaging in severe problem behaviours. The results showed that the intervention schools implemented PBIS with high fidelity and were able to sustain this level of implementation over time. These schools displayed significant reductions in office discipline referrals and student suspensions.

The SET tool was also used to measure the fidelity of implementation over time in schools implementing PBIS in Illinois (Simonsen et al., 2012). The results were compared with the number of Office Discipline Referrals, the total number of the suspensions and out-of-school suspension days, and the results from the Illinois State Achievement Test. The sample in this study consisted of 428 schools that had entered data into the state-wide data base from 2000 to 2008. The results showed that the percentage of schools implementing with fidelity increased from 36% to 78% from the beginning to the end of the study. Maintenance or improvement of student performance occurred over time. Implementation fidelity was associated with improved social outcomes and higher achievement in mathematics but not reading.

In the initial findings of their research into PB4L-SW in New Zealand Boyd et al. (2014) found that data from SET, where schools had been implementing the initiative since 2010/11, showed more critical aspects of the programme in place than

the schools who joined the training in 2012/13. This suggested that greater fidelity came the longer schools had been involved in implementing the PB4L-SW framework. Stormont and Reinke (2012) agreed with this and cautioned school leadership teams not to expect change to occur quickly.

There are some limitations to using the SET evaluation tool. Bradshaw, Debnam, Koth and Leaf (2009) suggested the SET as a measure can vary depending on who is gathering the data and the time and resources required to conduct the assessment. To overcome this limitation, they also examined another measure of fidelity, the Implementation Phases Inventory (IPI: Bradshaw, Barrett, & Bloom, 2004). The IPI was created to identify the particular stage a school was at of PBIS implementation. The questions in the IPI were grouped into four phases of PBIS; preparation, initiation, implementation, and maintenance. The results showed a high internal consistency of the IPI. There was strong coherency between the coaches' first and second IPIs suggesting the measure has a high test-retest reliability. The results of the IPI can be used with the SET or TIC to monitor implementation fidelity as it can be used to supplement and even extend the information regarding a school's efforts to sustain the school-wide programme.

One key feature area the SET measures is monitoring and decision making. Data-based decision making can positively impact the social behaviour of students and the overall school climate (Irvin et al., 2006). To ensure effective monitoring and decision making schools determine how to store Office Discipline Referrals (ODR) as data.

School Wide Information System. One online tool often used by schools to store ODR data and to assist in PBIS decision making is the School-wide Information System (SWIS, see http://www.swis.org) (Tobin, 2006). SWIS is a

standardised database for ODRs. It was developed to support the implementation of PBIS in settings in the USA but is also used in other countries including schools in New Zealand who have purchased access to it. Once an ODR is made, data from it is entered onto SWIS by nominated staff members. Data can then be shown different ways to enable informed data-based decision making about behaviour and intervention by school staff (Irvin et al., 2006). Tobin (2006) conducted research into whether PBIS is enhanced by the use of SWIS. A descriptive analysis of a self-assessment survey from 30,303 individuals from 1012 schools was examined. Findings indicated that overall schools using SWIS to manage ODR data online were more successful at implementing essential features of PBIS with fidelity than schools that were implementing PBIS but not using SWIS.

Data bases, such as SWIS that have been designed to enable decision making have also been used to measure elements of fidelity of implementation and progress in implementing whole school positive behaviour support initiatives. Luiselli, Putnam, Handler and Feinberg (2005) used the number of office discipline referrals over three years as one measure to determine the impact of PBIS on discipline problems and academic outcomes in one elementary school. There were 666 students enrolled in the school at the beginning of the first year of the three-year study. This had decreased to 590 students by the end of that year. There were 550 students enrolled in the school in the following two years. African American students made up the majority of the student demographics with 88% of the school population. The number of teachers at the school wasn't mentioned. The school did not have a whole school positive behaviour plan in place prior and this was implemented throughout the course of the study. Fidelity of formulating behavioural expectations, practices to increase classroom engagement and reinforcement of positive performance were

measured throughout implementation over a three-year time period. Over time, the intervention led to a decrease in problematic behaviour and an increase in academic performance.

Barriers to Implementing School-wide Behaviour Programmes

Lack of adequate resources can negatively impact on the fidelity of implementation. McIntosh et al. (2009) state that if fidelity is reduced, then there is a risk of a loss in positive outcomes of the intervention. Latham (as cited in Dooley, 1999) concluded from his research that the loss of funding was one key factor for a loss of fidelity of implementation or non-continuation of a behaviour programme, even when desired outcomes were initially realised.

McIntosh et al. (2009) discussed the district and/or state providing initial funding for a 1-3 year period for new initiatives. Once the funding ceases, a school or centre is expected to continue to implement the initiative with the extra workload it requires but without the funding that may have provided for release time or additional staff to enable coaching supports of teachers being trained in implementation.

Viig and Wold (2005) found in their study of Norwegian teachers implementing evidence-based programmes in their schools that the size of school budgets impacted on their ability to obtain adequate resources required to implement with fidelity. This funding has also been reflected in the New Zealand context where there is a history of implementing behaviour programmes that have ceased when funding and resourcing are withdrawn (Savage et al., 2011; Boyd et al., 2015). Fullan (2007) discussed how the way funding is distributed for implementation of initiatives at the system and school level can show there is often a lack of understanding how change occurs. Providing funding for a limited amount of time

assumes implementation of initiatives in a defined linear timeline rather than the cycles of growth, plateau and dip phases that schools pass through when change occurs. Boyd et al. (2015) identified that different types of support are needed at the different phases and possibly not in the limited, linear way that often occurs.

Underestimating the timeframe for change is another factor in the loss of fidelity in any behavioural initiative. Thomson, (2010) reported the time taken for school wide change is usually longer than anticipated due to the necessity for change to be embedded in school practice. While at the outset there is activity and gains in learning outcomes these will plateau and without ongoing support, there is likely to be a return to previous practice. Boyd et al. (2014) found from their evaluation of PB4L-SW that many of the school coaches wanted some form of continued support to ensure they could maintain structures to progress with implementation fidelity. With 48% of coaches having identified needing more time to carry out their role, it is assumed time would be a priority for the continuing desired support.

Change in personnel is another key factor cited in the literature for the loss of fidelity in implementing initiatives (McIntosh et al., 2009; Sindelar, Shearer, Yendol-Hoppey, & Liebert, 2006; Mihalic & Irwin, 2003). This is a particular risk when individuals who change have held key roles in the implementation of the initiative (Hanley, 2003). These individuals have promoted and championed the programme within the school. This is a strength in implementation but becomes a liability for sustainability (McIntosh et al., 2009).

Waterhouse and Chapman (as cited in McIntosh et al., 2009) stated that with the lack of capacity building over the initial implementation phase, there was likely to be a decrease in the fidelity of implementation of the initiative due to increasing demands from other programmes and stress being placed on existing resources. Staff

became involved in new projects and personnel were not identified to champion the initial initiative. Adelman and Taylor (2003) stated part of the reasoning for this was that in many cases initiatives were seen as projects rather than integral to school improvement practices. Sustainability of an initiative needs to be planned for at the beginning of the implementation process.

Barriers for teachers delivering effective behaviour management strategies. Johansen, Little and Akin-Little (2011) explored teachers' perception of behaviour and the management of behaviour and how it can impact on the environment both within the classroom and in the school. They conducted a study where 42 teachers were surveyed from five Hawke's Bay primary schools in New Zealand on their perceptions of the cause of student school behavioural problems. They also examined the level of training teachers had received in behaviour management. While this is a small sample study, it does offer some interesting data on teacher perceptions on problematic student behaviour. The study also gives an insight as to how well trained these teachers are in classroom behaviour management. The results found that New Zealand teachers perceive problematic student behaviour to be caused by factors external to the school such as the home circumstances and parenting. There was a strong belief that the behaviour was able to be controlled by the child. When such perceptions of causal factors being beyond one's influence exist, Weiner (2004) suggested teachers would not engage in positive ways to change behaviour and may resort to a punitive approach. Many of the teachers in the Johansen et al. (2011) study also believed behaviour mismanagement was minimal in contributing to problematic behaviour in the classroom which could indicate a reluctance by teachers to examine and change their practice.

This study also found these teachers had a lack of training in behaviour

management. Only seven of the 42 teachers believed their teacher training had adequately prepared them for managing behaviour in the classroom. Many of the respondents in this study indicated their training came from experience on the job and observations of and discussions with more experienced teachers. 34 of the 42 teachers stated they had received professional development specific to behaviour management since completing their teacher training. However, some respondents questioned the usefulness of this training. 20 of the respondents stated they were 'rarely' given training in behavioural management techniques. Training appeared to rely on chance, whether inexperienced teachers got to work alongside teachers who were skilled in strong and successful behaviour management techniques. Just like Stokes and Baer's (1977) *Train and Hope* generalisation technique, it was hoped new teachers would develop classroom management skills after their initial teacher education training.

McGoey et al. (2014) found in their study of 67 elementary teachers that effective implementation of behaviour interventions was not just based on their beliefs and attitudes towards the intervention but also by factors outside teacher control. These included a lack of training, time, resources, support, and a willingness of the school to implement the intervention as serious barriers to effective implementation. There was also a relationship between teacher stress and the ability to implement an intervention. Teacher ratings of barriers related to lack of resources, support, training, and time were directly associated with teacher stress levels. McGoey et al. (2014) stated that stress might be an overlooked factor in a teacher's ability to implement behaviour management with integrity.

Coaching PB4L-SW skills

Schools are looking to internal sources of support to assist teachers to

overcome barriers to implementing interventions. Internal coaches know the context of the school and understand the stresses placed upon teachers in the school (Briere, Simonsen, Sugai, & Myers, 2015). Effective coaching programmes assist in the acquisition of key skills teachers need to implement behaviour interventions. Briere et al. (2015) researched a coaching programme with three new teachers and their mentors at an elementary school. This programme of coaching made a significant difference to the levels of praise the teachers were delivering to their students. At the end of the study, the teachers were delivering an average of 1.0-1.9 statements of praise per minute whereas in the baseline phase they were delivering 0.0-0.4 statements of praise per minute.

The school PB4L-SW coach is a key role in the implementation of the framework in the school. The role, however, is being underutilised by it's definition in the New Zealand context. The Ministry of Education (2015) has defined the role as "providing up-to-date records of implementation, ensuring the team is using data for decision making, offering tools and information to assist with team activities, and attending cluster meetings" (p.59). This definition doesn't cover the essential role of supporting staff to generalise PB4L-SW procedures. The questions then arise as to what are common confusions among staff during implementation and in what areas do they need support? How do staff learn PB4L-SW procedures if this is not an expected role of the coach?

Summary

As curriculum approaches have broadened, schools are focusing increasingly on the social development of children. With growing concerns about the increasing number of children displaying persistent, antisocial behaviour the New Zealand Ministry of Education developed the Positive Behaviour for Learning Portfolio of

which PB4L-SW is a part of. While measures have been developed to evaluate implementation fidelity schoolwide, more information is needed to ascertain the factors that influence teachers' implementation of classroom management techniques. By finding out this key information programmes of support can be developed to assist teachers in overcoming barriers to implementation of the PB4L-SW framework in their classrooms.

The following chapter will examine the literature on coaching as a mechanism of support to assist teachers with the implementation of PB4L-SW into their classrooms.

Chapter 2

Review of the Literature Relating to Coaching Adopted to Support Universal Behaviour

Introduction

This chapter reviews the research which has investigated the use of coaching to support teachers to implement PBIS/PB4L-SW in the classroom.

Coaching as Professional Growth for Teachers

In recent years, there has been a growing interest in coaching as a model for schools to deliver individualised professional growth opportunities for teachers (Denton & Hasbrouck, 2009). This interest can be attributed in part to an increase in pressure on schools to raise the academic achievement of students through the use of evidence-based practice (Hershfeldt, Pell, Sechrest, Pas, & Bradshaw, 2012). School teams understand the culture and context of their school best and as such can design coaching programmes to support teachers in implementing evidence based practices (Stormont & Reinke, 2012). With appropriate, targeted training and time a coach could assist teachers to identify areas where work is needed by providing feedback and coaching in the use of specific interventions. Eber (2008) discusses that having someone to guide the teacher through instruction on replacement behaviours, or other aspects of SWPBIS has more chance of success than being told what to do and then left on their own to implement. To ensure fidelity, it is ideal for teachers to have someone who can work alongside them as they make changes to their instructional methods.

For these reasons, coaching has been identified as critical in supporting schools and teachers to implement SWPBIS with fidelity (Horner, 2009). It is

important schools implement the framework assessing their needs within their own context (Scott & Martinek, 2006).

Coaching supports in PB4L-SW. In New Zealand, one of the key roles in the implementation of the PB4L-SW framework is that of the school coach. While there is training in the PB4L-SW and the majority of coaches in Boyd et al. (2014) research agreed they had effective professional development (79%), further examination of this is needed to understand how much of this is focused on coaching and mentoring. As Pask (as cited in Pask & Joy, 2007) stated having the title of coach doesn't necessarily make one so. The behaviour of a strong coach needs to be understood and executed. Bates and Watt (2016) suggest that in a school a coach guides, supports and motivates the teachers ensuring that the process is learner centred with the teachers' needs driving the process. They also state that a coaching programme needs high-quality planning and training before implementation to make the biggest impact on school improvement and cultural change.

In Boyd et al.'s (2014) research, almost half (48%) of the PB4L-SW coaches surveyed believed they didn't have enough time allocated to their position to adequately carry out their role. Consideration needs to be made of the existing workload with a possible view to reallocating existing tasks from the job description. Coaches need time to be able to carry out direct observations in the classroom to determine whether universal supports are in place (Stormont & Reinke, 2012).

Being in the classroom and supporting teachers with developing universal supports also gives the coach an opportunity to gather data on students who may not be responding to universal interventions. Having such close contact enables the coach to work with the teacher to design the best tier 2 supports likely to result in the most positive outcomes (Stormont & Reinke, 2012).

Coaching Supports

To seek literature regarding the use of coaching supports the following data bases were searched: ERIC, PsychInfo, ProQuest and the Sage journal from 1980 to 2016. The descriptor terms used included; “PBIS”, “behav*”, “coach*”, “mentor*” and “school”. A search by author names was also undertaken in the above data bases but found no additional studies. “PB4L” was also used as a descriptor but found no additional studies.

Studies were included in the review if they met the following criteria:

1. Schools were implementing PBIS as a behaviour support intervention.
2. Coaching was used to support teachers implement universal behaviour management techniques and/or targeted interventions for at risk students.

The literature search identified three published studies where the authors researched coaching techniques to support teachers implementing universal behaviour management techniques. These three studies are now described in Table 1.

Table 1

Examples of Studies Consisting of Settings Using Coaching to Support Teachers Implement PBIS Behaviour Management Interventions

Author/date	Participants/setting	Who coached the coaches	Coaching Time	Content	Assessment	Results	Follow up	Notes
Bradshaw, Pas, Goldweber, Rosenberg & Leaf (2012)	42 Maryland elementary schools, previously trained on SWPBIS. 29,569 students and 3202 staff.	Coaches - doctoral-level coaches, at least 15 years of school-based experience. Training and supervision provided to the coaches by project Principal Investigators – through bi-weekly supervision sessions and quarterly extended training sessions (included state partners and national expert consultants).	Each school received 16 hr per month coaching support in the 1st year and 8 hr coaching support per month in subsequent 2 years.	Randomised controlled trial. Supporting elementary classroom teachers implement EBP. Three PBIS*plus* liaisons were coaches to provide technical assistance to teachers and student support teams. Used observation and providing feedback to teachers, modelling the use of evidence based tools and processes and delivering professional development sessions.	Preliminary findings suggest promising effects for the integration of tier 1 and 2 elements of PBIS model.	Percentage of schools with highest possible score on I-SSET items for PBIS*plus* schools showing fidelity of implementation in different subscales: *Item 2:* Culturally responsive teaching been discussed this year Baseline = 40% After Yr 3 = 85% *Item 3:* Process for including family in SST process Baseline = 75% After Yr 3 = 95% *Item 4:* SST meets at least twice a month Baseline = 60% After Yr 3 = 90% *Item 7:* Response to SST referral takes no more than	Future studies will determine whether effects are stronger for subgroups of students – particularly those who have been identified as at risk at baseline.	Schools had strong implementation of tier 1 supports. Struggled to integrate tier 2 supports to address the needs of students at risk of behavioural and/or academic difficulties.

						3 days Baseline = 8% After Yr 3 = 90% *Item 8:* Process for monitoring student progress through data Baseline = 75% After Yr 3 = 95.5% *Item 9:* Staff agree with administration on SST referral process Baseline = 20% After Yr 3 = 90% *Item 19:* Description of intervention is provided to the teacher Baseline = 30% After Yr 3 = 80%		
Scheuermann et al. (2013)	PBIS leadership team N = 110 inclusive of general and special education teachers, paraprofessionals, counselors,	11 external coaches given support from a university supervisor. All external coaches had graduate training and	External coaches visited each facility monthly. It is not stated how many external coaches	External coaches made monthly facility visits, communicated with internal coaches, in person, via email, or	Monthly review of behavioural data, Benchmark of Quality Reviews, Facility-wide Evaluation Tool.	Results of the PBIS team member surveys: The first survey was 18 elements focusing on level of support needed	Follow up – external coaches could be accessed on a needs basis through the internal coaches. All coaches were	Survey highlighted importance of buy in from administration and staff. There was a need for further training for staff.

diagnosticians, juvenile, correctional officers, school administrators and internal PBIS coaches. External coaches N = 11 4 of the external coaches were special education coaches (2 half-time, 2 full-time) and were responsible for providing behavioural assessments and developing interventions for youth who needed specialized support. 7 of the coaches (6 half-time and one full-time) guided development of the universal systems The number of students is not known Setting = 6 secure care correctional juvenile facilities	experiences in PBIS, applied behaviour analysis, and special education. Internal coaches given support from the external coaches. Internal coaches were selected by their school principals or volunteered for the position. They were already employees of the juvenile facilities, but it is unclear in what position.	visited sites on each visit.	telephone on a needs basis, attended team meetings, assisted in development of universal systems, assisted teachers implement classroom PBIS systems (no mention is made how many teachers each coach worked with), assisted with PBIS training (no mention is made of how often this was), conducted PBIS assessments (BoQ and FET carried out monthly) Special education coaches assisted with intervention for the youth requiring a modified programme. They administered BoQ and FET monthly. Occasionally	during implementation. The majority (no actual figures given) selected either “moderate” or “high” levels of support needed for planning and implementing each of the PBIS elements. Respondents expressed concerns about disconnect between leadership, external coaches and the “realities” of day-to-day environment. Some respondents questioned the coaches’ knowledge of juvenile offenders. The second survey focused on the value of PBIS coaching activities. The majority of respondents reported coaching as “moderate” to “very” useful while implementing PBIS. Fidelity measures from the FET and BoQ are not known.	available in person during scheduled visits, via email and via telephone when needed. Future research is needed to identify optimal frequency, duration, and training of largely non-educational professionals in non-traditional settings.	Respondents reported insufficient time for PBIS activities. A common confusion existed about how to integrate PBIS with other agency initiatives. Access to coaches was important.

				answered questions and attended PBIS meetings when external coach was unavailable. Internal coaches coordinated PBIS meetings and activities, oversaw implementation (no mention is made of how often), conducted fidelity assessments (BoQ and FET were conducted monthly).				
Scott & Martinek (2006)	4 schools in a medium-size city in the southern part of the United States. Students population: N = 345 N = 344 N = 467 N = 711 All school personnel were involved in training. The number of staff is not known. Schools 1, 2, and 3	The coach was a doctoral student in special education who was studying PBS.	The same external coach for all four schools. Contacts each school at least once a week and keeps a log of contact and activity. The relationship between coach and schools had been in place for approximately four months before the study.	The coach used three different coaching techniques to assist schools in entering office referral data; phone contact, visits with verbal prompts, and physical guidance. Percentage rates of entering school data were collected. SET	Data collected throughout the study – the percentage discipline data was being entered and school SET data.	"Monitoring and decision-making" subscale SET scores: School 1: 75% School 2: 75% School 3: 75% School 4: 50% Total SET score showing overall level of fidelity of implementation: School 1: 82% School 2: 70% School 3: 70% School 4: 63%	Maintenance With a return to phone contact conditions School 1, 2 and 3's data entry remained at 100%. School 4 entered no data even after the procedure had been physically modelled for them.	Not all schools require the same type of coaching. Once schools' needs are identified, progress needs to be measured against Coach's Implementation Checklist. School-based teams can assist with training and oversee fidelity of implementation in the school. As schools move forward, coaches

served low-income neighbourhoods. Staff was diverse in greater population than those of the general population. School 4 served a mixed population of students, 40% qualified for free, or reduced lunch and staff diversity was about equal to that of the general population.

scores for each school were also collected.

Phone Contact Phase

School 1: Began phase with 0% and moved to 100%

School 2 and 3: Began with less than 75% of their year's data entered and entered no more data over this phase.

School 4: Had entered no data before this phase and entered no data throughout.

Visits with verbal prompts.

School 1 began to enter data weekly and continued to remain up to date throughout the phase.

School 2 entered no data in week 1. Entered all data in week 2. No data entered for the rest of the phase.

School 3 entered all data in the first week and no data after that.

facilitate fading assessment.

											School 4 entered no data throughout the phase. Physical Guidance The coach entered the data for schools 2, 3, and 4 in front of the schools' data entry person.

Note: EBP = Evidence Based Practice, BoQ = Benchmarks of Quality, FET = Facility-wide Evaluation Tool, I-SSET = Individual Student Systems Evaluation Tool, *M* = Mean, N= number of participants, SST = Student Support Team

Participants

Across the three studies, the settings included six juvenile facilities and 46 schools. In two of the three studies, 3326 staff and 29 569 students participated. The third study (Scott & Martinek, 2006) didn't specify the number of staff involved in the research but gave the total student population of the four schools participating as 1867. It is not possible to ascertain the exact demographics across all five studies. It is, however, possible to make generalisations from the studies. The majority of the staff participants across all three studies were female. In the Bradshaw, Pas, Goldweber, Rosenberg and Leaf (2012) study, of the 3202 staff participants, 2889 were female.

In all three studies, the exact role of the participants couldn't be determined as this was stated generally. In the Scheuermann et al. (2013) study, from the participating facilities, 11 external coaches were participants as were 110 members of the PBIS leadership teams. The members of the leadership teams were made up of general and special education teachers, paraprofessionals, counsellors, diagnosticians, juvenile correctional officers, school administrators and PBIS coaches. In the Scott and Martinek (2006) study training involved faculty, staff, and administrators. In the Bradshaw et al. (2012) study 1175 of the 3202 staff participants were identified as general educators.

Universal Behaviour Coaching Content

The content of the coaching programmes utilised a mixture of external and internal coaches in one of the three studies (Scheuermann et al., 2013) and solely external coaches in two of the studies (Bradshaw et al., 2012; Scott & Martinek,

2006). In the study where both external and internal coaches were used, the internal coaches were trained by the external coaches. In the Scheuermann et al. (2013) study, internal coaches were used to support the work of the external coaches and to carry out administrative tasks. In all three studies, the external coaches all held doctoral degrees.

In one of the studies (Scott & Martinek, 2006) coaching sessions occurred each week over the course of the study with onsite sessions occurring between the coach and participant. In the Scheuermann et al. (2013) study, external coaches made monthly visits to each facility but also kept in contact through email and phone. In the Bradshaw et al. (2012) study schools received 16 hours per month of coaching in their first year of the study and eight hours per month in the subsequent two years.

Summary of Coaching Used. All studies found coaching was important to building the internal capacity to deliver universal classroom behaviour systems and evidence-based interventions for at risk students who need targeted interventions. Scott and Martinek (2006) found not all schools required the same form of coaching, indicating that a needs assessment should be carried out to determine the most effective pathway for schools. School based teams can then oversee fidelity of implementation and determine future pathways for coaching. Scheuermann et al.'s (2013) study was carried out in juvenile offending facilities. Some of the respondents to their survey expressed frustration at coach's lack of knowledge of youth offenders in secure settings indicating the importance of contextual knowledge and credibility.

Scheuermann et al.'s (2013) survey results highlighted the importance of endorsement and support of PBIS by both the administrators and staff. Respondents

also reported insufficient time for PBIS activities and cited this as a primary obstacle to successful implementation.

Coaching isn't only about supporting individual teachers to strengthen implementation of a universal support system but can also improve practice at a systems level as seen by Scott and Martinek (2006). In this study coaching was used to improve schools' entry of office discipline referrals to enable good decision processes to be made. With individualised coaching schools were able to improve and strengthen practice, setting up conditions to enable whole school implementation to improve.

Conclusion

Coaching school staff throughout the implementation of PB4L-SW is one important way to ensure fidelity. In New Zealand, the school coach is a key role in ensuring the implementation of PB4L-SW. The staff members who are appointed to these roles have the knowledge of the local context and therefore likely to have a high level of credibility with staff members. It is important, however, these people are trained and supported in techniques to coach.

Ensuring internal coaches are well supported in technical aspects of PB4L-SW needs to be an important consideration of the Ministry of Education. The external coaches in all the studies reviewed in this chapter had doctoral degrees in areas relating to Positive Behaviour Supports therefore ensuring strong technical support could be delivered to staff.

Schools and teachers face a big cultural change when implementing PB4L-SW. As a key figure, the coach needs to be aware of the elements and stages of this

change and have the skills to guide personnel through this time. With coaching, the staff in these studies implemented interventions quickly.

The question arises that with the present model in New Zealand what are the areas of PB4L-SW teachers struggle to implement in their classrooms that could be supported through a strong coaching model?

Rationale

The PB4L-SW framework is new to New Zealand schools. As such, there is limited research to examine effects of coaching on the teachers' fidelity of implementation and their experiences when using PB4L-SW procedures in their classrooms. A question arises as to whether the SET and ODR data provides enough information to determine the levels of fidelity or is a further evaluation measure needed? The following research questions have guided this research project.

Research questions

What are the effects of teacher coaching on the fidelity of PB4L-SW procedures across the school?

What are the experiences of classroom teachers when using PB4L-SW procedures in the classroom?

Does the School-wide Evaluation Tool (SET) and the Office Discipline Referrals (ODR) provide enough data to determine the level of fidelity with which teachers are implementing PB4L-SW in the classroom or do further evaluation measures need to be used?

Chapter 3

Method

Study Design

This study follows a mixed methods research design. This approach uses a mixture of both quantitative and qualitative approaches and was developed as a result of the criticisms of quantitative research in education and the inability of some researchers to express their data in a meaningful way (Hara, 1995). While purists believe the approaches cannot be mixed, the mixed approach aims to draw from the strengths and minimise the weaknesses of both approaches (Johnson & Onwuegbuzie, 2004).

Bogdan and Biklen (1998) stated qualitative research places emphasis on the context where the data is descriptive and is taken from words and pictures rather than numbers. Conclusions tend to be drawn based on observation rather than attempting to prove or disprove a hypothesis. Qualitative researchers are interested in how different people make sense of their lives.

Muijs (2004) stated quantitative research is about proving or disproving a hypothesis by collecting numerical data and analysing it using mathematical methods. Research instruments are designed to collect data so it can be analysed statistically.

Mixed methods research best suited this research project as it was deemed important to hear the voice of the leaders and the teachers, to ascertain their perspective on the implementation of PB4L-SW in their school. At the same time, it

was important to examine data to see if the teachers' perspectives aligned with the quantitative data.

Researcher Position

In this research project, the author was both researcher and a principal of a school. Brookfield (1995) argued for teachers to become critically reflective then they need to refocus their view of the world through adopting useful lenses. These lenses will enable teachers to develop a picture of who they are and what they do. The four lenses that Brookfield suggested are useful are; 1) the autobiographies or self-review, 2) the students' eyes or student perspective, 3) the colleagues' experiences or peer review and, 4) the theoretical literature. It was essential for the author to adopt all four of Brookfield's lenses throughout the research project. As principal, one constantly had to make decisions regarding the implementation of education initiatives to support and strengthen the vision of the school. Constant analysis and reflection of any teaching programme were needed to ensure the learning of the students was not being compromised and that their needs were being fully met. Ensuring all perspectives through adopting all lenses ensured a wide view was considered.

Positive Behaviour for Learning – School-wide (PB4L-SW) has been no different than any other school initiative. The author's first experience of PB4L-SW was at the Ministry of Education's behaviour summit, the Taumata Whanonga in 2009. At this summit, a video link presentation was made by Dr. George Sugai on School-wide Positive Behavioural Interventions and Supports (SWPBIS). While the evidence of implementation of SWPBIS elsewhere was positive, New Zealand has a

history of implementing behaviour packages from overseas that do not have local evidence (Savage et al., 2011) so initially, there was scepticism from principals and teachers of this framework. However, anecdotal discussions with colleagues and readings indicated an early perception of this programme having a positive impact in schools who were adopting the framework. When, as a school, a decision was made to introduce and implement PB4L-SW it has been important that, as principal, one looked closely at the evidence that supported its implementation.

Ethical considerations

Prior to recruitment ethical approval was sought and obtained from the University of Canterbury Human Ethics Committee, a copy of the letter can be found in Appendix 4.

As the curriculum was delivered through Te Reo Māori in two of the classrooms in the school and there was a high percentage of Māori and Pasifika children enrolled, it was important that appropriate cultural responsiveness was considered, nurtured and respected and reciprocal relationships were maintained within the school. The approach was to explain all ethical considerations kanohi ki te kanohi (face-to-face) to all teacher participants within the school.

A meeting of approximately 30-minute duration was held with each of the three groups of participants for whom informed consent was sought. This included the School Board of Trustees, the PB4L-SW leadership team and the teaching team. The purpose of the research project was outlined at these two meetings, and it was stressed that participation was voluntary, anonymity would be maintained, and participants could withdraw at anytime. It was stressed that no participant should feel

compelled to participate due to the position of the researcher as being the Principal of the school.

An information sheet with the same information was given to each participant at these meetings to take away for consideration. A consent form was attached to the letter to fill out and return to confirm participation in the research. The information sheets are reproduced in Appendices 5, 6, 7, and 8 and the consent forms in Appendices 9, 10, 11, and 12. Participants returned the consent form via a sealed box placed in the school office. All staff volunteered to be part of this current research project.

Participants

Leadership team. The PB4L-SW leadership team was a group of key stakeholders who collectively developed data-based action plans for school-wide implementation of PB4L-SW interventions and practices. The members of the school's PB4L-SW leadership team were; two classroom teachers, the Special Education Needs Co-ordinator (SENCO), a teacher-aide, a Resource Teacher of Learning and Behaviour (RTLB), and the Acting Principal of the school. There were two males on this team and four females. Apart from the RTLB, all the team members were employed by the school. The teacher-aide had worked at the school for fourteen years. One teacher had been teaching for three years, and the remainder of the leadership team were experienced teachers ranging from seventeen to twenty-six years teaching experience. One of the leadership team's highest qualification was the Diploma of Teaching, three held Bachelor of Education degrees and one held a Master of Education degree. The Acting Principal and one of the teacher members

were new to the team at the beginning of 2015. The rest of the team had been members since the introduction of PB4L-SW in 2013.

Each member of the leadership team had a defined role within the team. These roles were; team leader, minute taker, data manager, coordinator of communication, timekeeper and school coach. The position of coach was held by the SENCO. The team met fortnightly to analyse data, all decisions and minutes from the meetings were shared with all staff through the school server.

Teachers. The second group from whom data were collected was the nine teachers within the school. Three of these classroom teachers were on the leadership team. This group consisted of eight fulltime classroom teachers and one part-time teacher who taught a mixture in full classroom settings and small group settings. There was one male in this group, and the rest were female. One teacher started at the school in June 2015, one started at the beginning of 2015, one started in July 2014, and one started partway through 2013, just after the beginning of the school's PB4L-SW journey. The remaining four teachers were all employed pre PB4L-SW. One of the teachers had been teaching for less than a year, one had been teaching for three years, and the remaining teachers had been teaching for between seventeen and forty-five years. Two of the teachers held Diploma of Teaching as their highest qualification, six of the teachers held Bachelor of Education degrees and one held a Master of Environmental Education degree.

Setting

The school was selected based on its participation in the Positive Behaviour for Learning School-wide framework for the previous two and a half years. The

school was a contributing primary school from years 1-6 with a student population of 150 students; 64 girls and 86 boys in 2015. The ethnic composition of the school in 2015 was 72% of the children identified as New Zealand Māori, 16% identified as Pasifika and 12% as New Zealand European. There were seven children in the school who were on the Ministry of Education's Special Education Roll for persistent antisocial behaviour. Ministry of Education behavioural psychologists supported the school through conducting functional behaviour assessments and providing recommendations to teachers for adaptations of their classroom programmes. Teacher aides were also funded to support seven children in the classroom. Three of the seven children had been excluded from other schools for engaging in persistent antisocial behaviour. Eighteen more children were or had been receiving support from Resource Teachers of Learning and Behaviour for displaying antisocial behaviour. Close to 17% of the school roll were receiving external support for persistent antisocial behaviour from Ministry of Education psychologists and behaviour specialists, Resource Teachers of Learning and Behaviour, and the Social Worker in Schools.

There were seven classrooms in the school. Delivery of the curriculum was through English medium for five classrooms and Te Reo Māori for two classrooms.

The school was situated in a low socio-economic area and was identified as Decile 1 as determined by the New Zealand Ministry of Education criteria. A school's Decile rating in New Zealand indicated the extent to which it drew its students from low socio-economic communities. There were ten Decile bands from 1 through to 10. Each band reflected approximately 10% of the student population.

The school's Board of Trustees and management committee made a decision in 2012 to participate in a contract with the Ministry of Education (MoE) to implement the Positive Behaviour for Learning – School Wide (PB4L-SW) framework. This involved the PB4L-SW school leadership team attending professional development sessions run by the MoE and then adapting the framework to suit the school and community context.

PB4L-SW Journey. The journey with PB4L-SW for the school in this research project began in 2012 and is outlined in this section.

In 2012, the school principal and deputy principal attended an initial information session on PB4L-SW. From this session, a Ministry of Education educational psychologist presented an overview of the PB4L-SW framework to the teaching staff at which 100% of staff members expressed their support for the school to engage in training in PB4L-SW.

In 2013, from expressions of interest within the school staff, a PB4L-SW leadership team was selected and formed. The aim was to ensure it was reflective of the school staff of the school, ensuring members reflected a cross section of the staff. The team comprised of; the principal, the special education needs co-ordinator (SENCO), a teacher from Māori medium, a teacher from English medium, a teacher aide, and a Resource Teacher of Learning and Behaviour. The SENCO was appointed as the school PB4L-SW coach.

Coaching the leadership team. All members of the leadership team attended four training sessions with leadership teams from two other local schools. There were in total five school staff attending. These training days were facilitated by School-

wide Practitioners from the Ministry of Education. Over the course of the year, four different practitioners facilitated the workshops. Each session was from 9.00 a.m. to 3.00 p.m. and were scheduled two months apart. These training days focused on an overview of PB4L-SW and guiding the leadership teams through the seven essential features for successful implementation of Tier One;

- Sustaining principal commitment which included ensuring the principal attended the training days so they developed an understanding of the principles that underlined PB4L-SW.
- Setting up for success, which included aligning the school's mission, goals, and PB4L-SW purpose statement and establishing a team to lead the planning and implementation. Procedures were developed to ensure the PB4L-SW leadership team; met efficiently, understood the functions and roles within the team, understood how to look at data and problem solve, communicated with the community, constantly reviewed the team's effectiveness and progress throughout implementation.
- Identifying positive expectations which included developing four broad school-wide expectations from which the school-wide matrix was developed as a comprehensive table of expected behaviours for each school setting.
- Teaching expected behaviour –which included establishing a consistent approach to teaching expected behaviours within the school.
- Acknowledging expected behaviour – this included developing a continuum of responses for acknowledging positive behaviour in the school. This needed to be systematic, consistent and school-wide.
- Discouraging inappropriate behaviour – this included developing an approach to use corrective responses that are fair, logical, and consistently applied.
- Monitoring and evaluation – this included developing a system for data collection and analysis.

Although not stated, the sessions appeared to be delivered using a *Train and Hope* (Stokes & Baer, 1977) generalisation technique where it was hoped participants would generalise PB4L-SW procedures into their schools after the initial training days. The school's coach and team leader met with the Ministry of

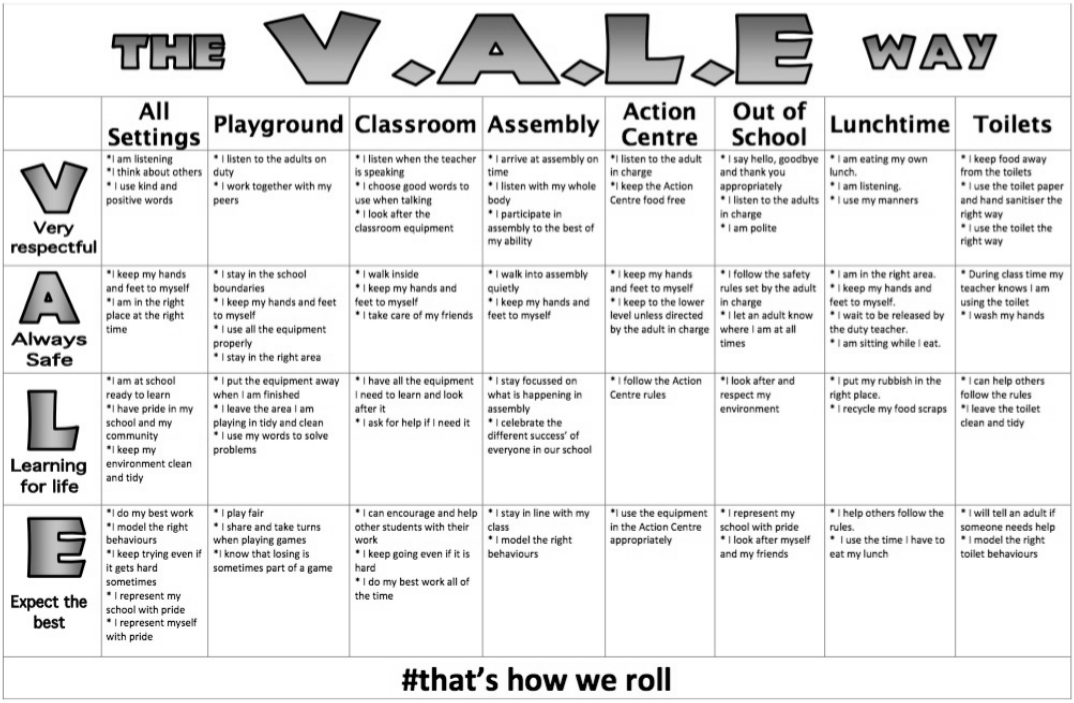
Education facilitator and coach and team leaders from the other participating schools quarterly to discuss how implementation was progressing.

Whole school coaching. For the remainder of the school staff, the school PB4L-SW leadership team held two sessions of two hours and one half day session to develop a shared philosophy around behaviour and identify four common values which the school aspired to. The first two sessions were held over consecutive weeks in place of a weekly staff meeting time on a Tuesday after school. The four values identified for the school were: very respectful; always safe; learning for life and expect the best. The second session was held one month later on a scheduled staff only day. At this session, the school's agreed behaviour philosophy was developed, discussed and finalised. The school's philosophy was "Creating a supportive culture responsive to the needs of students, staff, and community to ensure a positive, safe and respectful learning environment."

Defining behaviours. Once the staff agreed with the philosophy statement and values, the leadership team worked with the staff at another half day meeting. This was to determine what the four values looked like in eight school settings. These settings being; the classroom, the playground, assembly, the gym, out of school, the toilets, at lunchtime and a generic all settings which was cover for any other settings not already covered on the matrix. Teachers then asked children what they thought the values looked like, and the ideas from both groups were used to form the school's behaviour expectation matrix. A copy of this matrix can be found in Figure 1. The behaviour expectation matrix was developed to clearly communicate the school's expectations for behaviour in various identified school settings. Its purpose was to identify and display positive behaviours that met school expectations across all

school contexts and settings.

A consistent language from the behaviour expectation matrix was being spoken throughout all settings in the school. This was agreed initially with staff at their regular weekly staff meetings. All staff members used this language with their students and sought feedback from them. With the advice of the children and feedback from staff a final version of the matrix was developed.



THE V.A.L.E WAY

	All Settings	Playground	Classroom	Assembly	Action Centre	Out of School	Lunchtime	Toilets
V Very respectful	*I am listening *I think about others * I use kind and positive words	* I listen to the adults on duty * I work together with my peers	* I listen when the teacher is speaking * I choose good words to use when talking * I look after the classroom equipment	* I arrive at assembly on time * I listen with my whole body * I participate in assembly to the best of my ability	*I listen to the adult in charge *I keep the Action Centre food free	* I say hello, goodbye and thank you appropriately * I listen to the adults in charge * I am polite	* I am eating my own lunch. * I am listening. * I use my manners	* I keep food away from the toilets * I use the toilet paper and hand sanitiser the right way * I use the toilet the right way
A Always Safe	*I keep my hands and feet to myself *I am in the right place at the right time	* I stay in the school boundaries * I keep my hands and feet to myself * I use all the equipment properly * I stay in the right area	* I walk inside * I keep my hands and feet to myself * I take care of my friends	* I walk into assembly quietly * I keep my hands and feet to myself	* I keep my hands and feet to myself * I keep to the lower level unless directed by the adult in charge	* I follow the safety rules set by the adult in charge * I let an adult know where I am at all times	* I am in the right area. * I keep my hands and feet to myself. * I wait to be released by the duty teacher. * I am sitting while I eat.	* During class time my teacher knows I am using the toilet * I wash my hands
L Learning for life	*I am at school ready to learn *I have pride in my school and my community *I keep my environment clean and tidy	* I put the equipment away when I am finished * I leave the area I am playing in tidy and clean * I use my words to solve problems	* I have all the equipment I need to learn and look after it * I ask for help if I need it	* I stay focussed on what is happening in assembly * I celebrate the different success' of everyone in our school	* I follow the Action Centre rules	*I look after and respect my environment	* I put my rubbish in the right place. * I recycle my food scraps	* I can help others follow the rules *I leave the toilet clean and tidy
E Expect the best	*I do my best work *I model the right behaviours *I keep trying even if it gets hard sometimes * I represent my school with pride * I represent myself with pride	* I play fair * I share and take turns when playing games *I know that losing is sometimes part of a game	* I can encourage and help other students with their work * I keep going even if it is hard * I do my best work all of the time	* I stay in line with my class * I model the right behaviours	*I use the equipment in the Action Centre appropriately	* I represent my school with pride * I look after myself and my friends	* I help others follow the rules. * I use the time I have to eat my lunch	* I will tell an adult if someone needs help * I model the right toilet behaviours

#that's how we roll

Figure 1. The behaviour expectation matrix of the participating school.

At this time, minor and major behaviours were decided upon and defined by staff. A minor behaviour was defined as antisocial behaviour that is managed when and where they occur by the adult present at the time. A major behaviour was defined as antisocial behaviour that is managed beyond the context in which they occur, often by a senior leader within the school. A major behaviour generally requires the

student to be removed from the setting. All major incidents must be recorded. These behaviours are displayed in Table 2 and 3 below. The table format was used to assist staff with achieving consistency of identification of major and minor behaviours. These tables are based on the templates provided by the Ministry of Education on the PB4L-SW website (Blaketown School, n.d.).

Table 2

Minor Behaviours and Definitions Identified by Participant School

MINOR	
Problem Behaviour	Definition
Inappropriate language and gestures	Student engages in non-malicious-low level of inappropriate language or gestures
Physical Contact	Student engages in (poking prodding) non serious annoying physical contact
Defiance	Student fails to respond to instruction or request
Disruption	Student interrupts, distracts other people's learning
Property misuse	Student shows lack of respect for property or equipment
Late	Students late for school regularly or late in after breaks
Dress code	Student constantly wearing non-regulation clothing even after being reminded several times
Electronic Violation	Student has cellphone, music players, portable device or electronic games without permission
Other	Student engages in any other minor problem behaviours that do not fall into the above categories

Table 3

Major Behaviours and Definitions Identified by Participant School

MAJOR	
Problem Behaviour	Definition
Abusive language	Student delivers verbal messages that include swearing, name calling or use of words in a malicious way

Fighting/physical aggression	Student engages in serious physical contact where injury may occur
Overt defiance	Student engages in refusal to follow direction, talks back and/or delivers socially rude interactions
Harassment/bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.
Vandalism/Property damage	Student participates in an activity that results in substantial destruction or disfigurement of property
Other	Bringing inappropriate substance to school or engagement in a serious, problem behaviour not already listed.

School procedures. Procedures and pathways for responding to antisocial behaviours were developed by the PB4L-SW leadership team and were presented to the staff for review. When these were agreed, they were developed into a flow chart to provide a visual representation. This flowchart is reproduced in Appendix 1 The staff was coached in the flow chart over two staff meetings. These meetings were one hour in length and were led by the school PB4L-SW coach and team leader. In the first meeting, the charts were presented to all staff, and they were given time to go through them and discuss the content. They were then requested to go back to their classrooms and use the charts and at the next staff meeting, bring back any confusions or issues they had. At the second meeting, there was unanimous agreement amongst the staff the charts were useful to achieve a consistent approach towards addressing the persistent antisocial behaviour.

The PB4L-SW leadership team developed lesson plans and a teaching schedule that was used in every classroom to teach and reinforce the values from the behaviour expectation matrix.

Record of behavioural incidences. The PB4L-SW leadership team also developed procedures for all staff for recording behavioural incidents (see Appendix 3) and used School Wide Information System (SWIS) as its database for recording the Office Discipline Referrals.

Maori medium classes and Pasifika. The teachers of the Māori medium classes worked with members of the local iwi to develop an interpretation of the expectation language in the Māori language to ensure the original intent stayed the same. A Samoan teacher in the school worked with the local Pasifika community to translate the values into Samoan, Tongan, Cook Island Māori and Tuvaluan to ensure those students who spoke these as first languages had equal access to the school-wide expectations.

School-wide reinforcement system. A school-wide positive reinforcement system was developed where staff had 10 tokens each they could give out to children each week who were displaying the identified values from the behaviour expectation matrix. Prosocial behaviours were recorded on the school's behaviour matrix and this is reproduced in Appendix 2. The children could bank these tokens and use them at a school shop on a Friday where they could buy items such as toys, ice-blocks or milkshakes. Money could accrue each week towards more expensive items or experiences such as movie viewings and fishing trips.

The school had been involved in PB4L-SW for two years before the current research project.

Measures

This research project used four measures. Direct observations were made of

all the teachers in the classrooms to determine the impact coaching had on the fidelity of implementation of PB4L-SW practices. Two self-developed questionnaires were used with the PB4L-SW leadership group and the teachers to determine the experiences of implementing PB4L-SW procedures across the school. The school's Office Discipline Referral (ODR) data was accessed along with the school's School-wide Evaluation Tool (SET) data to determine the level of fidelity of implementation across the school. These were then compared with the direct observations and the questionnaires to determine if there was further information the latter two measures could reveal. These measures are explained in the remainder of this section.

Questionnaires. A separate self-developed questionnaire was administered to the school PB4L-SW leadership group and the teachers in the school.

Leadership team questionnaire. The purpose of this questionnaire was for the leadership team to describe the school professional learning processes and resources that support PB4L-SW. These questions focused on the team's understanding of their role of leading PB4L-SW in their school. Initial questions related to demographics. These questions asked for name, gender, position in the school, how long they have been teaching or working in education, and their highest qualification. There were then four questions relating to their role on the PB4L-SW leadership team and the key functions of the team. There were then eight statements about PB4L-SW that required respondents to make a fixed choice on how much they agreed or disagreed with the statement. A Likert Scale was developed with a fixed choice format to measure opinion. There was also an opportunity for respondents to add any further comments on PB4L-SW.

This questionnaire is reproduced in Appendix 13. The questionnaire took respondents 10-15 minutes to complete. It was given to respondents in a hardcopy form with the expectation that respondents would use a pen to fill it out. Three of the leadership team asked for copies to be emailed to them and filled it out on their computer.

Class teacher questionnaire. The purpose of this questionnaire was for the nine classroom teachers to describe the impact of the implementation of the intervention and to describe any barriers they perceived to full implementation of Tier 1 of PB4L-SW. Initial questions related to demographics. These questions asked for name, gender, position in the school, how long they have been teaching or working in education and their highest qualification. After the demographic questions, there were three questions related to PB4L-SW in the school to determine if they had a clear understanding of the framework. There were then 13 statements about PB4L-SW that required respondents to make a fixed choice on how much they agreed or disagreed with the statement. A Likert Scale was developed with a fixed choice format to measure opinion. The questionnaire then sought feedback on what teachers felt wasn't working so well with the implementation of PB4L-SW in the school and how they thought this might be rectified. There was also an opportunity for respondents on both questionnaires to add any further comments on PB4L-SW. This questionnaire is reproduced in Appendix 14. The questionnaire took respondents 10-15 minutes to complete. It was given to respondents in a hardcopy form with the expectation that respondents would use a pen to fill it out. Four of the teachers asked for copies to be emailed to them and filled it out on their computer.

Direct observations. Direct Observations were carried out to collect data to

measure the fidelity the teachers implemented the strategies used in the PB4L School-wide framework within the classroom setting.

Each teacher was observed initially for an hour at an agreed time in their classroom and data was collected using the Classroom Assessment Tool (CAT) (MoE, n.d.) developed by the New Zealand Ministry of Education. This tool is reproduced in Appendix 15. This CAT was based upon Missouri Classroom Observation Tools (Richter, 2010). This tool was designed to assist PB4L-SW leadership teams to identify classrooms that were an ongoing source of student antisocial behavioural incidents. The CAT assists identification of where teachers might need support in building an environment where they can prevent and manage low level student antisocial behaviour. It is used to assess whether certain ecological, classroom behaviour systems and curricular/instructional factors are "In Place", "Somewhat in Place", or "Not in Place". The ecological factors referred to the various aspects of the classroom environment that have been altered to prevent or to address antisocial behaviour. There were 17 defined elements to observe under three subsections of the ecological factor section. The three subsections were; physical setting, scheduling, and socialisation. The classroom behaviour system referred to a behaviour system having been developed and implemented to prevent or to address antisocial behaviour. There were 18 defined elements to observe under three subsections of the classroom behaviour system. The three subsections were; defining and teaching behaviour, a reward system, and a consequence system. The curricular/instructional factors referred to materials and instructional presentation having been altered or adapted to prevent or to address antisocial behaviour. There were 13 defined elements under three subsections of the curricular/instructional

section. The three subsections were; opportunities to respond, activity sequencing and offering choice, and academic success and task difficulty. The observation tools were designed to either use individually or as a package. For the purposes of this research project, the tools were used as a package to gauge fidelity of implementation of PB4L-SW classroom wide strategies.

Each of the 48 elements of the CAT was phrased as a question. During the direct observation using the CAT the researcher was in each classroom for an hour and four techniques were used during each observation to determine how well each teacher was implementing each of the elements. The first of these techniques was an observation of practice. Elements such as "Does the adult provide sincere positive feedback to students for their ideas? Does the adult reflect and expand student's verbal communication?" could be determined by observing the interactions between the teacher and the students. The second technique, reading the work displayed on the walls, involved the researcher reading through the material displayed in the classroom that related to PB4L-SW. Elements such as "Is the daily schedule of activities posted in a visible place for students, parents and visitors?" could be determined by reading the displayed material. The third technique of talking to the student involved the researcher talking with the children about their impression of how elements were being implemented in the classroom. Elements such as "Does a reward system for appropriate behaviour exist in the classroom that includes free and frequent short and long term feedback?" could be determined by observation along with discussions with the children. The fourth technique was talking with the teacher and/or the teacher aide in the classroom. Elements such as "Are there positive strategies in place to strengthen home/school partnership?" could be determined by

discussing this with the adults in the classroom.

Following the eight initial observations using the Classroom Assessment Tool, four further observations were made in each classroom. Data was collected over an hour at different times over four different days. The purpose was to record if teachers were using a ratio of one negative corrective statement to four positive targeted praise statements, and if they were using the language from the behaviour expectation matrix. Positive praise was defined as any evaluative statement referring to a student's prior, ongoing, or future behaviour that is positive or shows approval. Negative corrective statements were defined as any evaluative statement referring to the student's prior, ongoing, or future behaviour that is adverse, states disapproval, or implies less than average performance. Using the language from the behaviour expectation matrix was defined as any statement made that used the language from the school's behaviour expectation matrix. Each teacher was observed once in all of the following times; 9-10am, 10-11am, 11.30am-12.30pm, and 1.30-2.30pm. This was to gather data in all of the school's teaching blocks throughout the day and to assess whether there was any difference in the fidelity of implementation at different times throughout the day. While each teacher had an observation at each time, they worked with the researcher to develop a timetable of when these observations would take place.

Office discipline referrals and school SET data. The SET was chosen as a measure in this research project because it is designed to assess and evaluate the fidelity of implementation of the critical features of PB4L-SW across each academic year. The school's School-wide Evaluation Tool (SET) (Horner et al., 2004; Vincent et al., 2010) measured three aspects of PB4L-SW implementation; 1) the extent to

which the school was already using school-wide supports, 2) the extent to which training and support had resulted in strong fidelity of implementation of PB4L-SW practices, and 3) If use of PB4L-SW procedures results in valued change in safety, social culture and behavior (Todd et al., 2012).

The data collected from Office Discipline Referrals (ODRs) from 2014-2015 was available and was chosen as a measure because it gave an indication whether the school's implementation of PB4L-SW was having an impact on reducing incidents of antisocial behaviour. The school entered all major ODRs since April 2013 but only started to enter minor behaviour ODRs since the beginning of 2015. For comparison between years, this research project accessed only the major referrals for 2014 and 2015.

Baseline

Baseline consisted of the following measures. Baseline recordings were taken from the SET measure which was conducted towards the end of 2012 school year. This was before the school entered into the PB4L-SW initiative. From 2013-2015, a SET evaluation was conducted towards the end of each year, and this data was accessed for this research project.

Procedure

Questionnaires. The leadership questionnaire was handed out at a scheduled PB4L-SW leadership team meeting while the teacher questionnaire was handed out at a scheduled staff meeting. Time was given for participants to read through the questionnaires so that they could seek clarification on any of the questions. After this initial meeting, participants were given two weeks to complete the questionnaire and

return it to school. All staff returned their questionnaires to a secure box in the school office in a sealed envelope within the two week return period.

Direct Observations. After the questionnaires were returned the direct observations started in the classrooms. Five one-hour observations were scheduled at different times over a fortnight timeframe with each teacher. This took six weeks to complete. The first observation with each teacher was with the CAT assessment tool and this involved observation of practice, reading the work displayed on the walls to see if behaviour expectations were displayed, talking with children, teacher aides and the teacher to clarify different elements of the CAT. The next four observations were over four different times of the day and involved collecting frequency data on the number of times the teacher used positive praise, corrective statements, and the behaviour matrix expectation language.

The SET had been conducted in the school at the end of 2012, 2013, 2014 and 2015 by Ministry of Education personnel. The results of these assessments were sent to the PB4L-SW leadership team each year. They were accessed for this research project. The ODR data from 2014 and 2015 was accessed from the school's School Wide Information System (SWIS) data base.

Data Analysis

Data was collected from four sources for this research; (1) one self-designed questionnaire for the PB4L-SW leadership team one for the teaching team, (2) observations using the CAT and frequency data collection in the classrooms, (3) the results of the school's SET since 2012 and, (4) collated information from the school's ODRs from 2014 and 2015.

Data collected from the PB4L-SW leadership team questionnaire and the teacher questionnaire were collated into tables through the themes identified from the staff's responses. Follow up leadership team and teacher comments from the questionnaires were presented anonymously so teachers could feel completely safe to respond with exactly how they felt about the implementation of PB4L-SW in their classrooms. The full results of the questionnaires were used to give insight into thoughts, feelings, benefits and challenges around the implementation of the intervention framework. The results from the questionnaires were read through and compared with data gathered from observations and SET and ODR data collected.

Data collected from the classroom observations using the CAT was counted and then collated into tables. This data was analysed for trends, patterns and variances occurring across the teaching team. These were then compared with the frequency of expectation language used and corrective comment to positive praise ratio data sources to ascertain if there was alignment.

Frequency data collected over four, one hour long observations were used to find the ratio of corrective comments to positive praise statements teachers used. This data was collected using frequency recording where a tally was made for every time the teacher being observed used positive praise and also when they made a negative, corrective statement. There was also frequency data collected with a tally being made every time the teacher being observed used language from the behaviour expectation matrix during the hour interaction with the students. The ratio was determined by dividing the total number of positive statements by the total number of corrective comments used by each teacher. This was done as an overall ratio but also for each time period observed to see if there was any difference in the times teachers were

being observed. These ratios were then collated and compared to data collected from the CAT to determine if there was alignment and to analyse patterns across the school.

Data collected over four one-hour observations to find the frequency teachers used the behavioural expectation language from the behaviour matrix was collated for each teacher and compared with the ratio of corrective comment to positive praise to ascertain if there was a relationship between the two responses.

Data collected from the school SET results since 2012 was compared with data collected from leadership team and teachers' questionnaires and observations to determine if there was alignment. Four different data sets were accessed from the ODRs. The percentage of children with 0-1, 2-5 and over 6 major referrals from both 2014 and 2015 was collected to determine if there was an increase in the number of students having fewer referrals for antisocial behaviour. Analysis was also made of ODR data that showed the number of major behaviour referrals for all students in 2014 and 2015 to determine whether the number of referrals was decreasing the longer PB4L-SW was implemented in the school. Data showing the months of the highest number of ODRs and the most frequent times for ODRs was compared with questionnaire and observation data to ascertain alignment.

Summary

The study involved a mixed methods approach (Johnson & Onwuegbuzie, 2004) where questionnaires were completed with the PB4L-SW leadership group and the classroom teachers. Five, one-hour observations were conducted of the teachers during normal classroom activities. Data was collected from the SET in full for the

years 2012 to 2015 and the ODR major referrals for the years 2014 and 2015. The school was selected based on its participation within the Positive Behaviour for Learning School-wide framework for the previous two and a half years.

Chapter 4

Results

Data from the self-designed questionnaire was collected from all seven members of the Positive Behaviour for Learning – School-wide (PB4L-SW) team and from nine classroom teachers in one low decile primary school. Eight of the nine teachers surveyed were then observed in the classroom and data was collected using Classroom Observation Tools (CAT) on ecological factors, classroom behaviour systems and curriculum instruction to support prosocial behaviour across the school. Data was also collected to determine the ratio of positive to corrective statements made by teachers throughout the day and the frequency teachers used the language from the school's behaviour expectation matrix.

To ascertain the level of fidelity the school was implementing, PB4L-SW data was collected from the 2012-2015 School-wide Evaluation Tool (SET) and Office Discipline Referral (ODR) for major behavioural incidents from 2014 and 2015. The ODR data showed the number of major behavioural referrals for 2014 and 2015, the average referrals per day per month for 2014 and 2015, and the percentage of referrals per time of the day for 2014 and 2015.

Questionnaire

Leadership team. The results of the school's PB4L leadership team self-designed questionnaire is summarised and reported in Table 4. The findings showed that all the respondents agreed or strongly agreed that learning processes and resources were in place to support the implementation of PB4L-SW in the school. Four respondents qualified this in their comments by noting that although the

conditions were in place, there was still work required to ensure teachers were implementing PB4L-SW fully in the classroom. The findings indicate the leadership team displayed a strong and unified understanding of the processes needed to implement PB4L-SW with fidelity.

Table 4

Leadership Team Ratings of Professional Learning Processes and Resources that Support PB4L-SW

	Strongly agree	Agree	Disagree	Strongly Disagree	Don't Know
i) We have a clear understanding of the essential skills and strategies staff need to successfully implement PB4L-SW.	2	4			
ii) We hold regular professional learning sessions for staff about PB4L-SW approaches.	2	4			
iii) We have developed resources that support staff to acknowledge and promote positive behaviour.	1	5			
iv) We have developed resources that support staff to manage behaviour incidents.	1	5			
v) We have developed materials and lesson plans to assist teachers to teach our behaviour expectations.	4	2			
vi) We have a planned process for teaching our school behaviour expectations in classes.	4	2			
vii) We train staff on the school process for reporting behaviour incidents.	1	5			
viii) We have a process for inducting new staff and relievers about our	1	5			

Four of the six leadership team members made further comment about PB4L-SW implementation in the school. These respondents were positive about the implementation of the framework but acknowledged further work was needed to implement Tier 2 and 3 processes and the need to up-skill behaviour support agencies outside the school in PB4L-SW. So that individual leadership team members cannot be identified, their direct responses are presented anonymously. Their responses are outlined below;

> *"Although I agree to all the questions, I feel we still need to have ongoing training and refresher talks about our PB4L-SW system that we have in our school. Especially on filling out the SWiS forms and making sure that the follow ups are dealt with as soon as possible. We need to have in place consequences that we have discussed and chosen to use in our matrix on incidents that when a major behaviour is done that we have a guideline for the leadership team and the principal are all aware of what will happen next."*
>
> *"I think PB4L-SW is working well in our school even though we have only been implementing it for three years, we still have a lot of work to do but it is ongoing and staff are 100% behind PB4L."*
>
> *"I think for this school the programme is timely and is/will be very valuable. I love that it creates a positive school culture which is reinforced and is consistent with all staff/classrooms. There have been challenges with collecting valid data. Because it is the data that informs decisions, it is crucial this data is accurate. Therefore, the clarity around targeted behaviours and the reporting of them cannot be underestimated. This is evolving and improving. The expectations of behaviour in the school are well established. The lessons provided to teachers have given them support and ensured consistency. I think that school-wide planning for the children who are not responding to Tier 1 and Tier 2 interventions (Tier 3) will possibly be the most valuable yet! It is a privilege to be part of the process."*
>
> *"It's made the biggest difference to the 'feeling' at our school. We have our work cut out with outside agencies wanting to implement the 'same old, same old'. This is very frustrating! I feel we are heading in the right direction and have a way to go! We want to run but*

acknowledge the steps need to be slow and solid before getting into the 'trickier' behaviours. I think a greater emphasis (formal) in managing PB4L within school structures would benefit the programme in our school."

Teachers. The results of the school's teaching team questionnaire are summarised and reported in Table 5 below. Eight fulltime and one part-time classroom teachers completed the questionnaire. All the teachers agree or strongly agree that processes and supports have been put in place to support the implementation of PB4L-SW in the school. Four of the nine teachers disagreed with the statement that PB4L-SW enables them to spend more time on teaching and learning and less time managing behaviour and two teachers were unsure. Two of the nine teachers disagreed that resources have been developed to support them in managing behaviour incidents. Two of the nine teachers disagreed PB4L-SW has helped improve the culture in the school and two were unsure of this. Two of the nine teachers disagreed that PB4L-SW is embedded in the school and one was unsure. One teacher disagreed that the school regularly celebrated the progress it had made with PB4L-SW. One teacher disagreed PB4L-SW supported them seeing the value of acknowledging positive behaviour and that new behaviours can be taught.

Table 5

Teacher Perception of PB4L-SW Implementation Within the School

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
i) Regular professional learning sessions for staff have been held on PB4L-SW approaches.	9				

ii) Resources have been developed to support me to acknowledge and promote positive behaviour.	1	8			
iii) Resources have been developed to support me in managing behaviour incidents.		7	2		
iv) We have a planned process for teaching our school behaviour expectations in our classes.	4	5			
v) Lesson plans and resources have been developed to help teach our behaviour expectations in our classes.	6	3			
vi) I have a clear knowledge of the procedures for reporting behaviour incidents.	2	7			
vii) I have a good understanding of the core features of PB4L-SW.		9			
viii) PB4L-SW approaches work for most students in our school.		9			
ix) This school regularly celebrates the progress we are making with PB4L-SW.	2	6	1		
x) PB4L-SW is effective in improving the culture of this school.	1	4	2		2
xi) PB4L-SW has become embedded in the way this school works.		6	2		1
xii) The approaches developed through PB4L-SW enable me to spend less time managing behaviour and more time focusing on teaching and learning.		3	4		2
xiii) PB4L-SW supports me to see the value of acknowledging positive behaviour and that new behaviours can be taught.	1	7	1		

Seven of the nine teachers commented on aspects of PB4L-SW they felt didn't work so well in the school and needed further support.

Four teachers expressed a lack of knowledge around consequences they could use when dealing with problematic behavioural incidents. They noted that;

"Follow up / consequences for major incidents." "Consequences and follow up action." "Consistency of teaching behaviour expectations." "There appears to be some confusion over consequences for severe/major behaviours and I am unsure what these consequences are and what the processes are for dealing with the severe behaviours I face on a daily basis."

One teacher thought that consistency of teaching behaviour expectations was an issue by noting *"Consistency of teaching behaviour expectations."*

One teacher expressed changes in the school's expectations of recording behaviour incidents was confusing by noting *"The recording process has changed several times – which is fine because it is a work in progress – and it sometimes unclear what the latest process is."*

Two teachers expressed a lack of clarity around processes with dealing with Tier 2 and 3 children and the behaviours they presented and suggested *"I think that a stronger system needs to be developed/implemented around steps for the top tier of students who regularly choose not to follow school rules. The PB4L system caters for the majority of students who are generally well behaved. Students who are in the top tier of students displaying major negative behaviour on a regular basis are not catered for."*

"It is a small percentage of students that display extreme behaviour

that the system is not supporting appropriate behaviour for kids or teachers. Consequences or procedures are not explicit for repeated constant behaviours, like vandalism, verbal abuse, bullying, violence, swearing and sexual harassment."

The above seven teachers described the support they felt was needed to overcome the above issues. Three of these teachers indicated suitable consequences for major behavioural incidents would be helpful. One teacher noted a greater emphasis on teaching PB4L-SW would help by having *"More of a push to teach it at least once or more a week."* One teacher noted it would be helpful to have more work on management strategies when behavioural incidents occur. She suggests *"I think we could do some work together on a range of management strategies. We focus on the teaching and pre-correct and reporting but no effective strategies at the time the incident occurs."*

Two teachers outlined support strategies and steps that would be helpful to manage behaviour by both noting *"Sequential steps to be carried out; a go to person who will consistently monitor and carry out each step; teacher aides in every classroom to help manage behaviour; clear programmes set up for children with high behavioural needs." "Small steps with definitive expected levels of behaviour. Encouraging the children to be accountable of their actions. I would use time out. Non contact with your classroom. Think sheets, lack of privileges. Space to be alone and calm in the school. Reinforcing that the classroom is a safe space for all and when acknowledge responsibility for actions then children return to class. Buddy rooms for children, quick effective time out. Plans for children put in place so*

staff know process and we all on board. Whanau involvement. Whole school action plans for modifying behaviour, additional to the lessons, like the jigsaw works well for lunch. Maybe a focus like that for swearing. Or the chosen focus for that time. Working towards something. Constant changing, staying ahead of the undesirable behaviour."

Three teachers felt consequences needed to be better defined by noting *"Suitable consequences for major incidents." "Consequences should have an impact to improve behaviour and at this stage actions are not allowing this." "Clearly outlined consequences for major/severe behaviours and a consistent approach to managing these behaviours."*

Six of the nine teachers made further comment about PB4L in the school. Three teachers felt the information from the PB4L-SW team was not disseminated to the rest of the staff. One teacher would like more input into the discussions of the PB4L-SW team. Two teachers were positive about the PB4L-SW framework. One of these two teachers noted how the framework is integrated into the school culture. The second teacher noted the framework as being positive for the majority of children but also noted the framework needs to target the students who display tier 2 and 3 behaviours. One teacher noted uncertainty about what happens with data. Another teacher noted uncertainty around consequences and what happens after Office Discipline Referrals are made.

> *"I sometimes wonder if the PB4L team should invite other teachers on the staff to come and discuss some points on which they think the whole school should have input of. Report back on decisions made, would be appreciated if it comes back quicker. Handouts about meetings of PB4L to the staff about what was discussed would be good."*

"Decisions made by the management team to be shared with the rest of the 'Indians'."

"I think it is an excellent, positive way of dealing with most behaviours school-wide. Our expectations are a very helpful and positive way of teaching students the desired behaviours in different locations around the school and how to manage behaviour and expected behaviours in different situations. It is a very clearly integrated part of the school's culture."

"I think that it is a system that works for the majority of well-behaved kids. However, they are not the children who disrupt the teaching and learning on a regular basis. I think the system needs to target this top tier of children."

"If you are not on the PB4L team, it feels a bit like the reporting of data disappears into a big hole. Perhaps some regular data reporting through email and sharing PB4L minutes would help."

"It is not clear what the consequences are for major behaviour. The forms are filled out but I do not know if anything will be done to follow up with the child."

Direct Observations in the Classroom

The results of the direct observations using the PB4L-SW Classroom Assessment Tool (CAT) (MoE, n.d.) are shown in Tables 6-8. The observations were made of eight fulltime teachers in the school. This observation occurred during one observation of one-hour duration at a time that was mutually agreed between the teacher and the researcher. There was no observation made of the part-time teacher due to the fact she was teaching in other teachers' classrooms.

Table 6 shows the level *Ecological Factors*, the various aspects of the classroom environment that have been altered to prevent or to address antisocial behaviour, which have been put in place by teachers within the school. Eleven of the observed 17 ecological factors were either somewhat in place or in place. One area where all teachers only had partially in place or not at all was regular contact with home. Four teachers sent newsletters home but indicated this wasn't consistent, and

four other teachers said they didn't have any regular contact with their families.

Other notable results from ecological factors include:

- The sole ecological factor fully in place in classrooms was all students had adequate space for personal storage
- Two of the eight teachers have clearly defined and equipped learning centres fully in place in their classrooms while six teachers have this partially in place
- The students in four classrooms spend the majority of their time engaged in meaningful learning activities where in three classrooms this is somewhat in place and one classroom this is not in place at all, and
- In two of the classrooms the PB4L-SW skills are taught consistently in the settings where they are needed and in six classrooms, this is partially in place.

Table 6

The Level to Which Ecological Factors are in Place in the eight Classrooms in a primary school in New Zealand.

		In Place	Somewhat in Place	Not in Place
A1	Is the classroom arranged to minimise classroom crowding and distraction?	6	2	
A2	Are all materials organised, labelled and easily accessible?	6	2	
A3	Do students have secure and adequate spaces for personal storage?	8		
A4	Has furniture been placed to decrease traffic flow challenges?	6	2	
A5	Does the classroom have clearly defined and well equipped learning centres?	2	6	
A6	Are behaviour expectations posted and written in words that all can read and/or illustrated with graphics or icons?	6	2	
B1	Is the daily schedule of activities posted in a visible place for students, parents and visitors?	7	1	
B2	Are students systematically taught – expectations for transition and non-instructional activities?	5	2	1
B3	Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialisation	5	3	

	and free time?			
B4	Does each student spend most his/her time engaged in active learning activities, with minimal unstructured downtime or wait-time?	4	3	1
C1	Does the classroom environment emphasise development of individual emotional development (adults modelling own expressions of emotions and self-regulation)?	5	2	1
C2	Is there a process for regular (at least weekly) communication between teacher and families eg. Note books, bulletin board, newsletters?		4	4
C3	Are skills taught in the setting and situations as they are naturally needed?	2	6	
C4	Are friendships between students promoted through modelling interest, respect and warmth?	7		1
C5	Are classroom assistants/teacher aides actively involved with students in a manner that promotes their independence, learning and interaction with peers?	4	3	1
C6	Does the adult provide sincere and positive feedback to students for their ideas? Does the adult reflect and expand students' verbal communication?	6	2	
C7	Are students with disabilities given opportunities to interact and socialise with their peers?	6	2	

Table 7 below shows the level a Classroom Behaviour System, a behaviour system having been developed and implemented to prevent or to address antisocial behaviour, have been put in place by eight teachers within the school. All eight teachers have a system within their rooms for teaching and practising behaviour routines. Five teachers indicated confusion around what they took individual responsibility for in their classroom and what was managed at a school-wide level. There was one teacher who didn't have 10 of the 18 elements of the Classroom Behaviour System section in place. This same teacher had a further seven elements only partially in place.

Other notable results of the level to which a classroom behaviour system is in place were:

- Two of the eight teachers consistently used analysed data to guide ongoing behaviour support decisions. Six teachers had this partially in place.
- Four teachers consistently referred to behaviour expectations when interacting with students. Three teachers partially had this in place and one teacher didn't refer to behaviour expectations at all.
- Four teachers had age appropriate reinforcers that catered for all the diverse needs within their classroom fully in place. Four teachers had this partially in place
- Three teachers had consequences for following or not following expectations fully in place. Three teachers partially had this in place and two teachers didn't have this in place
- Two teachers consistently delivered consequences respectfully and in a timely manner. Four teachers had this partially in place and two teachers didn't have this in place at all
- Two teachers consistently used active supervision techniques in their classrooms and six teachers partially used these techniques
- Seven teachers partially had communication systems with parents in place that didn't fully rely on students as messengers while one teacher relied solely on students as messengers
- Two teachers had consistent positive strategies in place to strengthen home/school partnerships, five teachers had this partially in place and one teacher didn't have this in place, and
- Two teachers consistently adopt additional strategies for students who do not respond to class wide expectations. Five teachers partially have this in place and one teacher did not have this in place.

Table 7

The Level to Which Teachers had the Classroom Behaviour System is in Place.

		In Place	Somewhat in Place	Not in Place
D1	Are there clearly defined, positively stated expectations and routines for the classroom? (3-5 classroom expectations are displayed?)	6	2	
D2	Do staff use language from the expectation matrix during interaction with students?	6	2	
D3	Is there a system for teaching and practising behaviour expectations and routines to students?	8		
D4	Are data collected from classroom settings analysed frequently and used to guide ongoing behaviour	2	6	

	support decisions?			
D5	Are the expectations regularly referred to by staff when interacting with students?	4	3	1
E1	Does a reward system for appropriate behaviour exist in the classroom that includes free and frequent short and long term feedback?	6	2	
E2	Are there specific criteria in place for earning reinforcers/rewards and are students aware of the specific criteria?	5	2	1
E3	Are rewards that have been earned not taken away/threatened to be removed?	5	1	2
E4	Are reinforcers age appropriate and accessible for a diverse group of students?	4	4	
E5	Is specific behavioural praise provided at a rate of 4 positive to 1 corrective statement?	5	2	1
F1	Are the consequences for following or not following expectations clear and pre-planned?	3	3	2
F2	Are consequences delivered consistently, respectfully and in a timely manner?	2	4	2
F3	Does the teacher use components of Active Supervision in the classroom eg. Moving, scanning and interacting frequently?	2	6	
F4	Do adults adopt positive prevention strategies to manage behaviour (ignore attention seeking as appropriate, use re-directs, use peer models – proximal praise.)	5	3	
F5	Are students reminded of their choice in a calm, positive manner prior to escalation in behaviour?	6	1	1
F6	Is there a formal system for communication and involving parents that doesn't rely entirely on students as the messengers?		7	1
F7	Are there positive strategies in place to strengthen home/school partnerships?	2	5	1
F8	Are there additional strategies for students who do not respond to class wide expectations?	2	5	1

Table 8 shows the level adapted curriculum and instruction, materials and instructional presentation having been altered or adapted to prevent or to address antisocial behaviour, has been put in place by eight teachers within the school. Seven

of the teachers had either somewhat or fully adapted curriculum instruction to meet the differing needs of their learners. There was no section where all teachers in the school had elements fully in place although seven teachers consistently had easier tasks interspersed among more difficult tasks to increase student engagement and one teacher had this partially in place. One teacher didn't have a mechanism for offering a choice of the sequence for students to complete the work for that day. The same teacher did not pair oral directions with pictures, icons or written words nor were they adapting instructions to individual student needs. This same teacher did not have a number of the Classroom Behaviour System elements in place. However, this same teacher had all the Ecological Factors either somewhat in place or fully in place.

Table 8

The Level to Which an Adapted Curriculum and Instruction System is in Place in the Classroom.

		In Place	Somewhat in Place	Not in Place
G1	Does the teacher provide instruction through a range of learning modes (visual, auditory, motor) when appropriate?	5	3	
G2	Does the teacher regularly offer high rates of response instruction time?	4	4	
G3	Does the teacher regularly offer a variety of response opportunities during instruction time eg. Non-verbal responses, choral responding?	4	4	
H1	Are easier tasks interspersed among more difficult tasks to increase student engagement?	7	1	
H2	Are students provided opportunities to make choices within and/or across tasks such as whom they work with, where they will work and what they can do once a task is complete?	6	2	
H3	Are the students offered the choice of a range of alternate modes of completing assignments e.g. paired work, computer or dictation?	4	4	
H4	Are students offered the choice of what sequence they complete work for that day?	3	4	1

I1	Are appropriate lengths of time provided for the tasks assigned?	6	2	
I2	Is the pace of the instruction appropriate for the needs of all the students?	4	4	
I3	Are student checks for understanding conducted frequently both after directions are delivered and while task is being completed?	3	5	
I4	Are oral directions paired with pictures, icons, or written words that students can read?	3	4	1
I5	If a student is unable to complete the task is additional instruction, guided or individual practice offered?	3	5	
I6	Are adaptations made to meet individual student needs eg. If they have difficulty responding in a written format, orally or when reading is involved?	4	3	1

Table 9 shows the percentages for which the ecological, classroom behaviour system and curriculum instruction was observed using the Classroom Observation Tool.

Table 9

Percentage of Ecological Factors, Classroom Behaviour Systems and Curriculum Instruction in place across all Classrooms.

		Total Marked In Place	Total Marked Somewhat in Place	Total Marked Not in Place
i.	Ecological Factors	84 of 136 = 62%	42 of 136 = 31%	9 of 136 = 7%
ii.	Classroom Behaviour Systems	73 of 144 = 51%	58 of 144 = 40%	13 of 144 = 9%
iii.	Curriculum Instruction	56 of 104 = 54%	45 of 104 = 43%	3 of 104 = 3%

Out of the three areas observed, ecological factors scored the highest percentage of being totally in place with 62%. With a score of these factors being either not in place or somewhat in place, there is still a need for a plan to develop this area. Classroom behaviour systems and curriculum instruction had a score of 51% and 54% respectively of having all the elements in place. With scores of 49% and

46% respectively of having elements either not in place or somewhat in place, there is also a need to develop a plan to strengthen these areas.

Direct Observation of Negative to Positive Statements Made

Over four different times, observations were undertaken with the eight teachers on the number of corrective statements made to specific behavioural praise. Overall the ratio of corrective statements made to specific behavioural praise was 1:4 The range over the eight teachers was 1:1 – 1:8 with a mean of 1:4. The mean ratio for the four time periods ranges from 1:6 at 9 am to 1:2 at 1.30 pm and is shown in Figure 2.

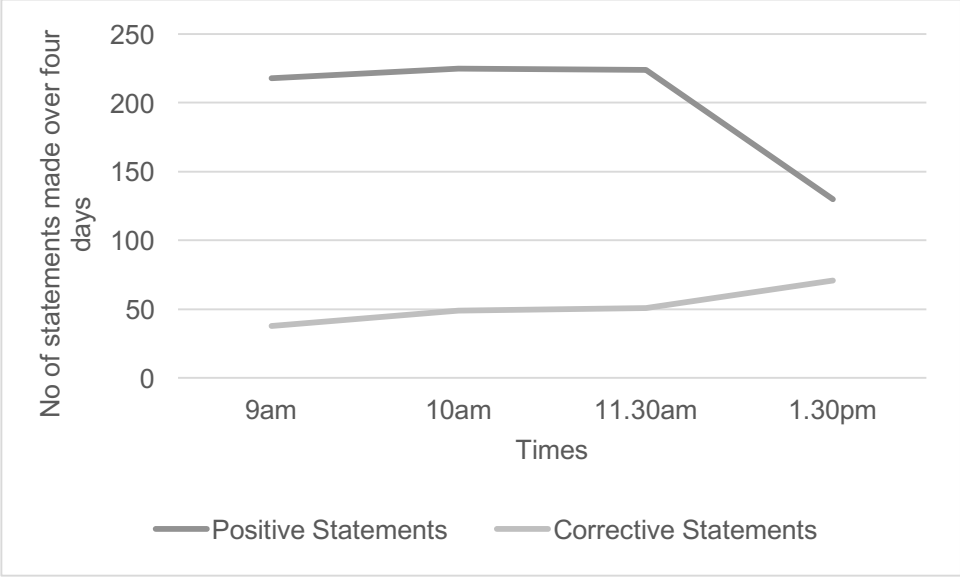


Figure 2. The ratio of corrective statements to specific behavioural praise made by eight teachers over one hour at different times of the day for four days during normal classroom activities.

The Frequency of Expectation Matrix Language Used

Data was also collected on the frequency teachers used language from the school's PB4L-SW expectation matrix during their interaction with students during their classroom activities. The results indicate that the eight teachers use of the

expectation matrix ranged from 7 – 68 times with a mean = (37.5). The results indicate that the expectation matrix was used more in the mornings than in the afternoon with a mean of (13.4) vocalisations at 9.00a.m., (10.75) at 10.00 a.m., 11.30am with a mean of (8.87), and 1.30pm had a mean of 4.5 vocalisations. Figure 3 below shows the total number of times teachers used the language of the expectation matrix at the different times in the day.

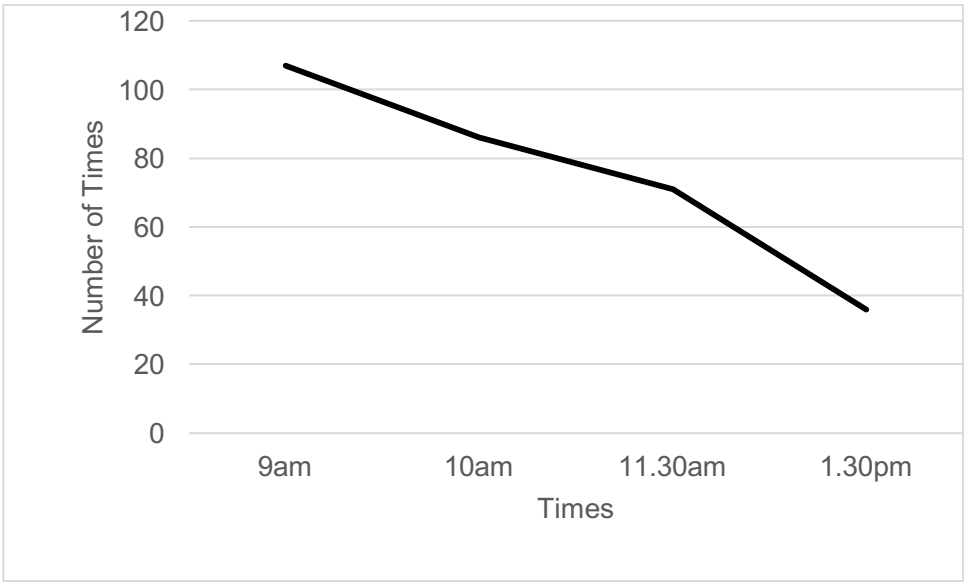


Figure 3. The total frequency eight teachers used matrix expectation language throughout the day during four one hour observations at different times on different days.

Figure 4 shows the relationship between the ratio of corrective statements made to specific behavioural praise and the number of time the behaviour expectation matrix language was used during teacher interactions over the four observation times. The trend appears to show that teachers with a low ratio of positive to negative statements were also using language from the expectation matrix less frequently. Teacher 1 on the graph used more corrective statements than specific

behaviour praise with a ratio under of 1:1. She also used a small amount of behaviour expectation language with a frequency of 10 times during the four observations. Teacher 2 and 3 in Figure 3 work within the Māori medium classes. They had low ratios of corrective statements to specific positive praise with a ratio of 1:3 each. What was evident in these classrooms was the children were able to take leading roles by targeting praise to each other. Teachers were also giving a high number of visual praise signals such as pats on backs, smiles and thumbs up. Teachers 7 and 8 had high levels of specific behavioural praise and frequently used the behavioural matrix expectation language. Teacher 7 had a corrective statement to positive praise ratio of 1:7 and had a frequency of 68 times for using expectation language. Teacher 8 had a corrective statement to positive praise ratio of 1:8 and had a frequency of 63 times for using expectation language.

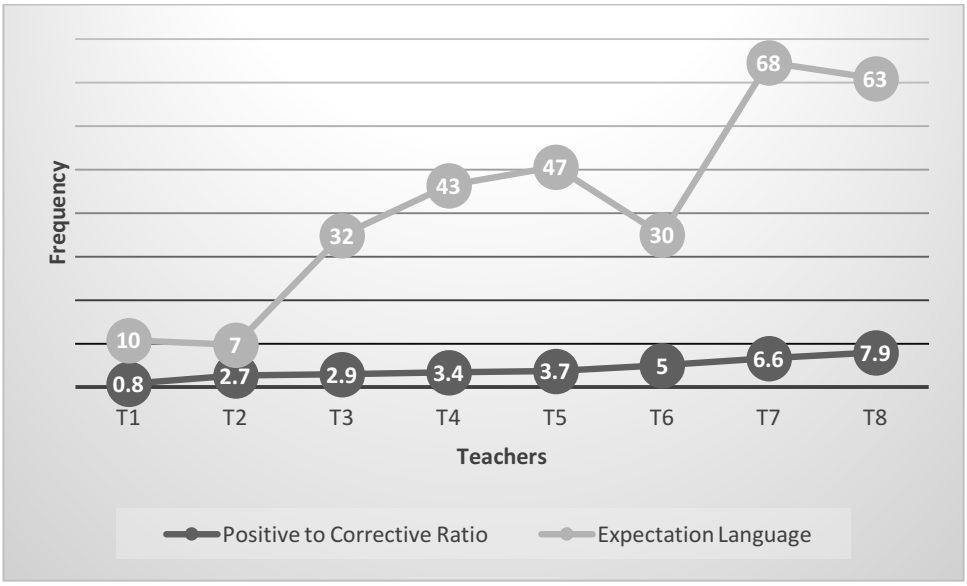


Figure 4. The relationship between the ratio of specific behaviour praise to corrective statements and the frequency language from the behaviour expectation matrix is used.

School-wide Evaluation Tool (SET) findings

The School-wide Evaluation Tool (SET) data since the first evaluation in

2012 is represented in Figure 5. The SET measures three aspects of PB4L-SW implementation; a) the extent to which schools are already using school-wide supports, b) the extent to which training and support have resulted in strong fidelity of implementation of PB4L-SW practices, and c) If use of PB4L-SW procedures results in valued change in safety, social culture and behavior (Todd et al., 2012).

The school's baseline average implementation score for the SET features was 33.0% in 2012. At the end of the first year of implementation in 2013 the score increased to 97.6% and in 2014 and 2015 the score increased to 100%. Most areas since 2013 when the school first implemented PB4l-SW have a 100% implementation score. The one area that was scored lower in 2013 was the Reward System that was given a score of 83.3%.

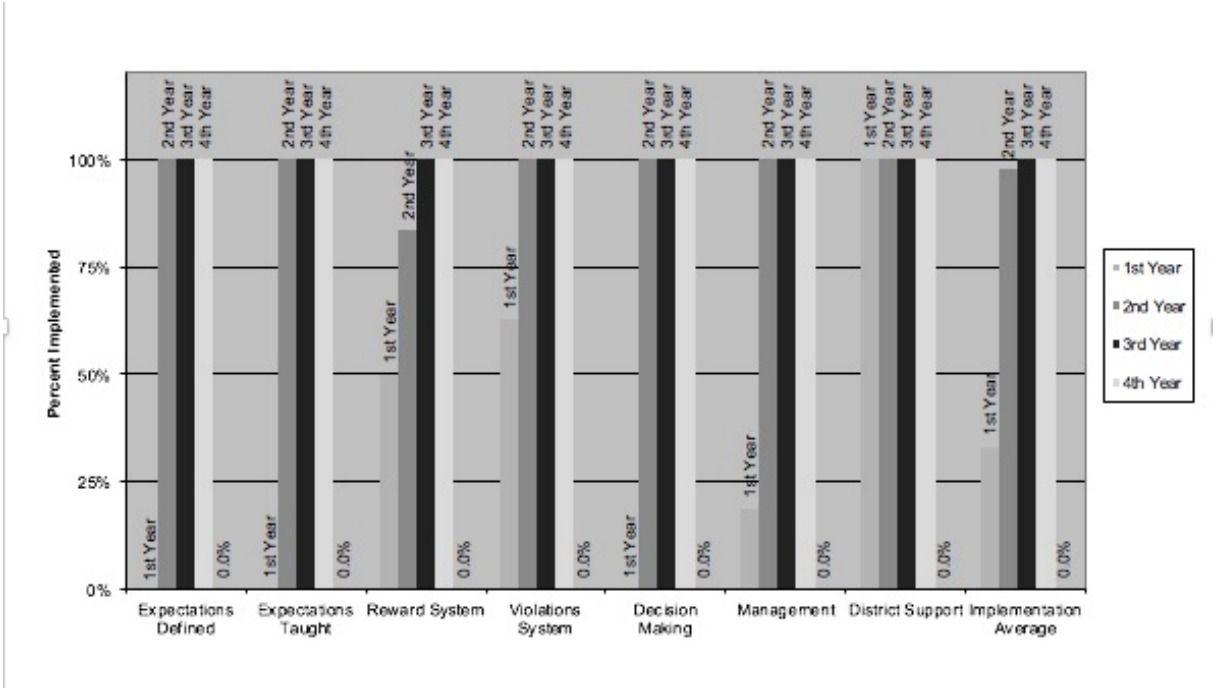


Figure 5. SET Features and Implementation Scores from 2012-2015.

Office Discipline Referral Data

The school's School-wide Information Services (SWIS) data was accessed to ascertain whether the implementation of PB4L-SW was reducing the number of office discipline referrals between 2014 and 2015. SWIS is a standardised approach to Office Discipline Referrals (ODR) measures that enable informed data-based decision making about behaviour by school staff (Irvin et al., 2006).

The percentage of children with 0-1, 2-5 and 6 ODR's or more for 2014 and 2015 is shown in Figure 6. In 2014, 84 students, or 68.29% of the enrolled students in the school had 0-1 major office discipline referrals over the year. 19 students, or 15.45% of the school's enrolled students had 2-5 major office discipline referrals and 20 students, or 16.26% of the students had six or more office discipline referrals.

In 2015, the number of referrals decreased as 120 students, or 81.08% of the enrolled students in the school had 0-1 major office discipline referrals in the year. Only 11 students, or 7.43% of the school's enrolled students had 2-5 major office discipline referrals and 17 students, or 11.49% had six or more office discipline referrals.

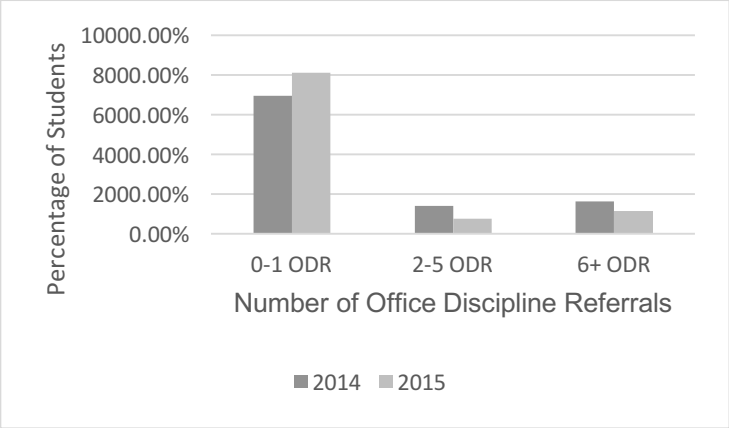


Figure 6. *2014 and 2015 Data Report showing the number of children with 0-1, 2-5 and 6+ Office Discipline Referrals.*

The number of major ODR referrals at the school in 2014 and 2015 are shown in Figure 7. Data was collected by the school in 2013 but training with staff in how to accurately complete the referral forms was only conducted at the end of 2013. In 2014, the PB4L-SW leadership team felt confident staff was fully trained in making Office Discipline Referrals. In this year, there were 689 major office referrals from the 123 students on the SWIS roll and in 2015, there was a decrease in number to 561 major office referrals from the 158 students on the SWIS roll.

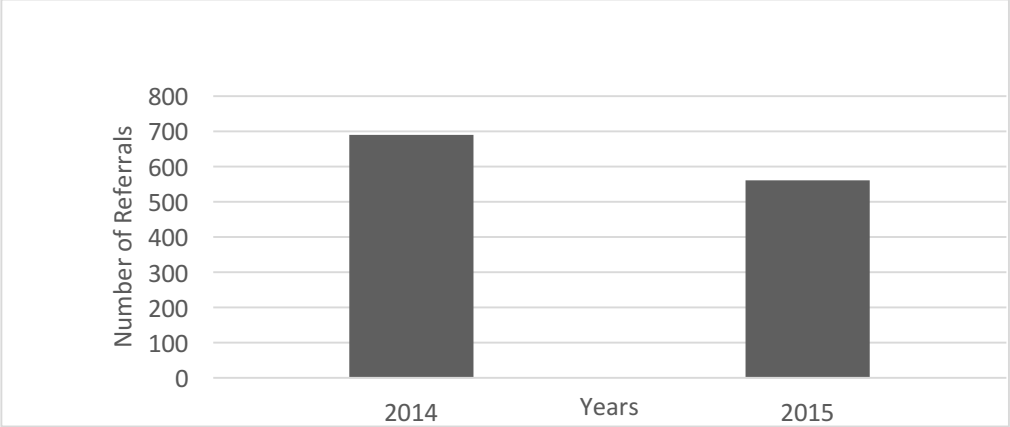


Figure 7. The Total Number of Office Discipline Referrals in 2014 and 2015.

The average number of ODRs per day per month of defined major behaviour incidents for 2014 and 2015 are shown in Figure 8 below. In 2014 July was the month with the highest number of ODRs for defined major behaviour referrals with 98 referrals for the nine days the school was open for instruction that month. This was an average of 10.89 referrals per day. December had the lowest number of ODRs with 1 referral for the 10 days the school was open for instruction with an average of 0.1 referrals per day.

In 2015, June was the month with the highest average number of ODRs for

defined major behaviour. There were 124 referrals for the twenty-one days the school was open for instruction that month with an average of 5.90 per day. December once again had the lowest average number of ODRs with 10 referrals for the nine days the school was open for instruction that month with an average of 2 per day.

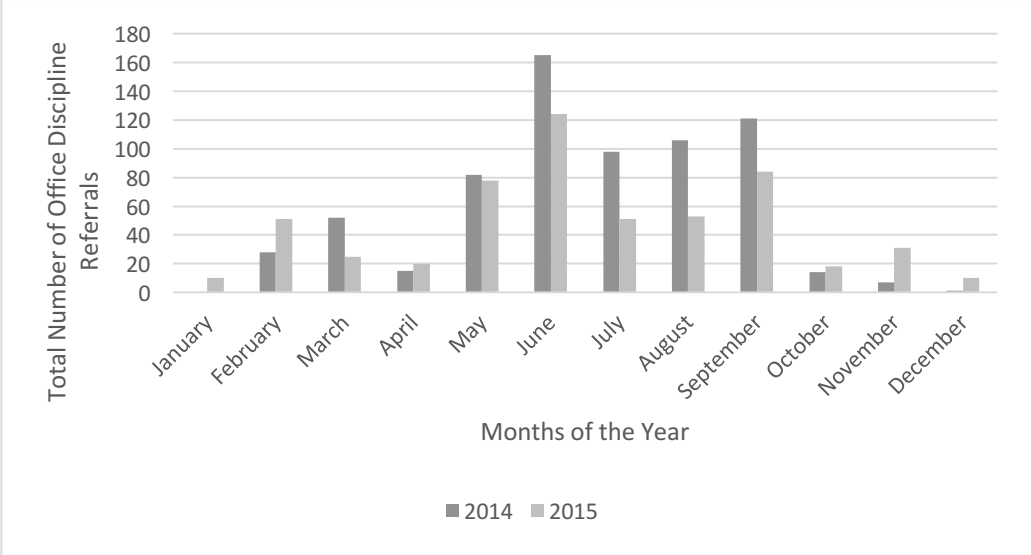


Figure 8. *Average ODR referrals per day per month in 2014 and 2015.*

When examining the ODR data to determine the time of the day when major referrals are made 2014 figures show slightly higher percentages in the morning compared to the afternoon whereas the 2015 figures show slightly higher percentages around 11 am and in the afternoon. These results are shown in figure 9 below.

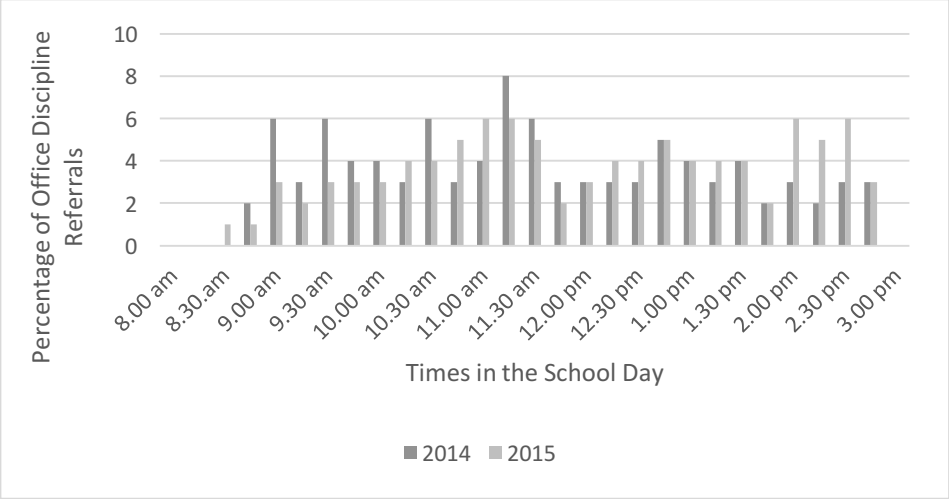


Figure 9. 2014 and 2015 percentage of total major ODR referrals by time across the day.

Summary

The SET data for the school in this research project showed the school was implementing essential Tier 1 practices with fidelity. While the number of ODRs for major antisocial behavioural incidents decreased between 2014 and 2105, the number of children who had 0-1 ODRs increased during this period. The results indicated that the 6 members of the PB4L-SW leadership team were strong in their knowledge of PB4L-SW and enthusiastic about the implementation in their school. 2 teachers appeared to struggle with different elements of the implementation of the framework in their classrooms. 4 teachers indicated confusion over consequences for antisocial behaviour incidents.

Chapter 5

Discussion

The current research project had three aims. The first focused the effects of teacher coaching on fidelity of PB4L-SW procedures across the school. The second focused on the experiences of classroom teachers when using PB4L-SW procedures in the classroom. The third focused on the School-wide Evaluation Tool (SET) and the Office Discipline Referrals (ODR) and if they provided enough information to determine the levels of fidelity in the classroom or whether further evaluation measures were needed.

In regards to the first aim, this research project found that fidelity of implementation in the school was strong as seen by the results of the ODRs and the SET. The direct observations, however, found that teachers still needed further support to achieve full fidelity in their classrooms. Further differentiated coaching supports were needed to support teachers in developing this fidelity. Regarding the second aim the results found that even though the school had achieved a strong level of fidelity, confusion still existed about the framework among members of the teaching team. Four teachers were confused about follow-up consequences for antisocial behaviour and some teachers couldn't see the framework working for the children who displayed the most sever antisocial behaviour. This project found that for the third aim the SET and ODR data couldn't determine the level of fidelity of implementation in each classroom. These measures showed overall fidelity was high but it was the Classroom Assessment Tool (CAT), the Direct Observations and the

questionnaires that determined the future learning needs of teachers to enable them to implement PB4L-SW practices with fidelity.

School Evaluation Tool and Office Discipline Referrals

The results of this research project indicated that the school in this research had effectively reduced the incidents of antisocial behaviour since the beginning of their PB4L-SW journey in 2013. The introduction of this framework has also had a positive impact on promoting prosocial behaviour among their student's. Office discipline referral (ODR) data indicated the number of major antisocial behaviour incidents lessened over time as the school embedded the framework.

The School-wide Evaluation Tool (SET) data for the school in this research project indicated they were implementing Tier 1 practices of PB4L-SW with fidelity. Over three years the school had increased their scores in the SET evaluation to 100% in 2014 and 2015.

Despite favourable results in the SET evaluations, and the reduction in the ODRs, the self-designed questionnaire administered showed there still appeared to be confusion amongst some teachers over the expected procedures for behavioural incidents since the introduction of PB4L-SW. Four teachers still appeared confused over follow-up consequences for students once they had engaged in problematic behaviour even though the school had published guidelines with a list of consequences and a flowchart of when to use consequences. Staff were coached in these consequences and guidelines over two staff meetings led by the school PB4L-SW coach and team leader. For the SET evaluations, the school put in systems to respond to behavioural violations. The questions in SET asked the teachers to focus on their understanding of what were office managed behaviours and classroom

managed behaviours. The questions appeared not to go far enough to investigate the confusion on the implementation of the essential elements of the framework in their classrooms. For principals to understand the confusion teachers may or may not have, they need to identify areas where teachers need support, then assessments beyond the SET need to be made. Direct observations would assist in the identification of individual teacher needs. The Classroom Assessment Tool (CAT) is a tool that could be used to assist with these observations.

Using Coaching to Support Implementation

The results of the direct observations using the CAT found all the teachers were not implementing some of the elements of PB4L-SW in the classroom. One teacher didn't have a mechanism for offering a choice of the sequence for students to complete the work for that day. The same teacher did not pair oral directions with pictures, icons or written words nor were they adapting instructions to individual student needs. This same teacher did not have a number of the Classroom Behaviour System elements in place but had all ecological factors partially or fully in place.

The PB4L-SW leadership team displayed a strong understanding and knowledge of PB4L-SW as seen from the results of the self-designed questionnaire. To gain this understanding, their training consisted of attending four days of coaching presented by Ministry of Education School-wide practitioners who are technical experts in PB4L-SW. The members of the leadership team then led the teaching staff through the framework and the implementation of it into the school. Both forms of coaching were very similar in design with the fundamentals of PB4L-SW being presented through a presentation. There was then an expectation groups would begin to implement the framework before the next presentation. Scott and Martinek (2006)

determined, however, that a programme of coaching needs to be differentiated to suit the needs identified in the school. One style of coaching will not work for everyone. While a presentation delivery style may have suited some of the teachers, there were clearly others who needed further support. Briere et al. (2015) found when the internal coaches worked one to one with the teachers needing further support, desired practice improved. Teachers in that study also monitored their performance by recording when they used praise in the classroom. Such an approach could be designed for the teachers in the current school who need further support to assist them to implement PB4L-SW with fidelity. The coach and teacher could jointly identify individual needs and develop a coaching plan where the teacher could self-monitor their progress. An interesting demographic to note on the Briere et al. (2015) study was that the participants were new to teaching and the school.

The current study identified how long participants had been teaching and also the length of time they were employed at the school. This study neglected, however, to investigate whether new teachers had been through an induction in PB4L-SW. If a teacher were new to the school then initial understanding and implementing all the elements of PB4L-SW would be difficult. This could be an explanation of why a small number of teachers struggled with a number of essential elements of implementation. Future research may consider investigating the length of time employed at a school and the quality of the PB4L-SW induction coaching programmes delivered to new staff. Consideration in future research could also be given to investigating the success of different coaching approaches with PB4L-SW and whether a differentiated approach could have possibilities of strengthening the fidelity of implementation.

The Bradshaw et al. (2012) and the Scheuermann et al. (2013) studies had extensive coaching from technical experts in PB4L-SW. The intensive training and coaching in the technical aspects of the intervention enabled an in-depth knowledge and understanding of implementation fidelity by the teachers. In the current research, the leadership team had access to technical training and coaching and then attempted to replicate this over a shorter timeframe with the teachers. Ensuring the school coach has training in technical expertise is important to ensure they can fully support teachers with their classroom implementation.

Using coaching to achieve fidelity. Fidelity of implementation of PB4L-SW needs to occur at all tiers of the framework. The over-sight of the PB4L-SW leadership team ensures consistency across the school.

It is acknowledged that the school in this study wanted the change that implementation of PB4L-SW would bring as 100% of teaching staff initially expressed their support to engage in the training. These staff showed commitment to ensuring fidelity of implementation. The commitment shown by all staff, including leadership to the framework is one explanation as to why the SET data and the ODR data were so strong. A strong commitment is mirrored in the research by Scheuermann et al. (2013) where they found it was important administration and staff "bought into" the framework.

Four members of the school's PB4L-SW leadership team acknowledged ongoing work was required to support teachers to implement PB4L-SW with fidelity. Developing a strong understanding of coaching and mentoring from the beginning of implementation in the current school would have strengthened the ability to be able to support teachers understand the fidelity required. One of the key roles in the

implementation of the PB4L-SW framework is that of the school coach. There is training for coaches in the PB4L-SW. The majority of coaches in Boyd et al. (2014) research stated agreed they had effective professional development (79%). Further examination of this is needed to understand the content of this professional development. The Ministry of Education defines this role as an administrative one. It could, therefore, be presumed the professional development would focus more on administrative tasks than how to support teacher practice.

Pask (as cited in Pask & Joy, 2007) states that having the title of coach doesn't necessarily make one so. The behaviour of a strong coach needs to be understood and executed. Developing a strong understanding of how to support teachers with implementation from the outset would have been beneficial to the school in the current research. Bates and Watt (2016) suggest that in a school, a coach guides, supports and motivates the teachers ensuring that the process is learner centred with the teacher's needs driving the process. They also state that a coaching programme needs high-quality planning and training before implementation to make the biggest impact upon school improvement and cultural change. This did not occur in the current school as there was little emphasis during the leadership team's initial training, delivered by the Ministry of Education, on how to support teachers in the classroom.

This lack of evidence has implications for the training programme PB4L-SW coaches undertake when attending the Ministry of Education training days. The role of the coach is currently defined as an administration role and as such an opportunity to build internal capacity in a school appears to be missing. A separate training module for coaches in understanding the coaching and mentoring process and how to

build the capacity of staff would enable school coaches to understand how they can assist to make greater shifts in staff to implement PB4L-SW with fidelity.

The importance of an internal coach. With appropriate, targeted training and time, a coach could assist teachers to identify areas where work is needed. Eber (2008) discusses that having someone to guide the teacher through instruction on replacement behaviours or other aspects of SWPBIS has more chance of success than being told what to do and then left on their own to implement. The school in this research had appointed the Special Needs Education Co-ordinator (SENCO) into the role of PB4L-SW coach. This was an ideal position to fulfil the coach role for two reasons. The first was that the SENCO had worked at the school for seven years and, therefore, had an understanding of the culture and the context of the school. In Scheuermann et al.'s (2013) research participants expressed frustration at the external coach's lack of knowledge of their setting. Having someone who understands the setting is important. This knowledge of local context extends to the ability to be able to work closely with the PB4L-SW leadership team to hypothesise possible reasons why the data displays trends, patterns and differences. In the current study, the direct observation data found less language from the behaviour expectation language was being used in the afternoon than in the morning and the ratio of corrective statements to positive praise was lower in the afternoon than it was in the morning. In 2015, more ODRs were made in the afternoon than in the mornings. An internal coach who knows the local context is likely to understand why this might occur and could quickly work with teachers to develop a programme of coaching support to overcome any barriers to implementation fidelity at these times.

The second reason is the SENCO worked closely with the children who displayed extreme antisocial behaviour. They, therefore, had the background knowledge to support the teachers with the implementation of behaviour plans for these children which integrated with the PB4L-SW framework within their classroom. This finding has had some similarities to Scheuermann et al.'s (2013) research where four of the coaches were special education coaches who worked with developing interventions for the youth who needed intensive behavioural plans and concentrated support.

To ensure the SENCO could deliver effective coaching programmes, they also need to receive training in how to coach. Boyd et al. (2014) found that almost half (48%) of the PB4L-SW coaches surveyed believed they didn't have enough time allocated to their position to adequately carry out their role. The SENCO in the current school's role was 0.8 of a fulltime teacher equivalent or twenty hours released from teaching duties. With nearly 60% of the school's student population on the special needs roll, the role of the SENCO was crucial. When appointed to the position of the PB4L-SW coach there was no reduction in the responsibilities the SENCO had. To ensure the coach could support the teachers to implement PB4L-SW with fidelity then consideration needs to be made of the existing workload with a possible view to reallocating existing tasks from the job description.

Understanding the differences in framework tiers. Supporting teachers to understand the PB4L-SW framework from the outset is an important role of the leadership team that could become part of a school coaching programme. Explanation for possible confusion over follow-up consequences may be confusion over the nature of PB4L-SW in general. Three teachers reported the Tier I intervention working for

the majority of students but not for the small percentage of students who display extreme behaviour. This is to be expected considering the school had been implementing Tier 1 practices since 2013 and only began Tier 2 training in 2015. With Tier 1 practices being the universal stage procedures were developed where behavioural expectations are defined and taught. Reward systems were developed to encourage prosocial behaviour and consistent consequences were decided upon to discourage antisocial behaviour. Tier 2 practices would then be developed for students for whom Tier 1 interventions hadn't been successful. The difficulties faced by the teachers in the current research were similar to the findings of Bradshaw et al. (2012). They found the schools in their research had a strong implementation of Tier 1 supports but struggled to integrate Tier 2 supports to address the needs of students at risk of behavioural and/or academic difficulties.

This finding was mirrored by Boyd et al. (2014) where managing challenging students was identified as a common response of curriculum leaders and coaches when questioned what elements of PB4L-SW did not work so well for their schools.

The finding suggests that the PB4L-SW leadership team now need to examine why this confusion exists. It is important that support is given to classroom teachers in developing classroom behaviour plans that identify the strategies for universal, group and individual behaviour management. This could be supported through a coaching mechanism. This would ensure then that student behaviour and learning needs are effectively met at each tier.

Developing interagency support. As stated the school had a large number of students enrolled who had been identified with severe behaviour issues. The behaviour displayed by these students potentially overshadowed the behaviour

displayed by 80% of students who rarely displayed antisocial behaviour. These students also caused an extra workload for their teachers. All of the 11% of students who had six and over Office Discipline Referrals (ODR) in 2015 had a behaviour specialist from outside of the school work with them and most of the 7% of children who had two to five ODRs in 2015 had the same outside assistance of school support. Outside school support personnel included; Resource Teachers of Learning and Behaviour (RTLB), social workers, psychologists and behaviour specialists from the Ministry of Education, youth mentors from the New Zealand Police, and personnel from Non-Government Organisations. Teachers commonly had two or more outside school personnel working with different children in their classrooms. Interventions introduced by these experts may not have been complementing the PB4L-SW programme the school and may have had a negative impact on the overall PB4L-SW implementation in the classroom. Teachers may also have felt pressured with competing interventions having been suggested to them. One of the PB4L-SW leadership team mentioned this when the comment was made of outside agencies; "*We have our work cut out with outside agencies wanting to implement the 'same old, same old'. This is very frustrating!*" Eber (2008) discussed this when she identified teachers were getting frustrated and disillusioned when the "outside expert" develops an intervention that had little chance of success because of a lack of understanding of the context within the classroom. There would be frustration when proposed interventions didn't align with a school's PB4L-SW implementation. The participating school had put time and effort into ensuring fidelity of implementation of PB4L-SW and other behaviour interventions for individual children could undermine this by significantly adding to a teacher's workload.

However, a co-ordinated approach to working with outside personnel has the potential to strengthen implementation of the PB4L-SW. Barrett et al., (2013) found that when they introduced an Interconnected Systems Framework (ISF) that integrates SWPBIS and school mental health programme. The Interconnected Systems Framework could work well for the school in this research project and schools like it where so many professionals from outside agencies operate within the school. The data showed the majority of students were benefitting from the implementation of PB4L-SW. An integrated approach of linking the school-wide behaviour framework and the work of outside agencies would ensure success for all students including those with specialised behavioural and academic needs. This would support teachers with ensuring all proposed interventions align and would add to implementation fidelity of PB4L-SW. For the school in this study, the work with outside support agencies could be operationalised within their PB4L-SW framework so that all interventions were consistent across all three tiers. This would ideally sit within the coaching and mentoring programme within the school, therefore ensuring teachers get the appropriate coaching support to ensure they have the capacity to deliver recommended interventions. An induction of all outside agency workers on the school's PB4L-SW framework, led by the school coach, is recommended before they start working in the school to ensure any interventions they recommend align and strengthen the overall implementation of PB4L-SW.

Māori Dimension

One important variable to consider in the current research was that two of the teachers worked within the Māori medium unit in the school. Both of these teachers were also on the school's PB4L-SW leadership team and as such displayed a strong

understanding of the framework and showed a commitment to it within the school. Both teachers had spent a considerable amount of time working with the community interpreting the school values and matrix to produce a version of them in Te Reo Māori (the Māori language). Even though they both had relatively low ratios of corrective statements to specific, positive praise their classroom environments were encouraging of the children praising each other and visual praise was evident in the rooms. Future research could focus on the implementation of PB4L-SW in Māori medium classrooms to develop an understanding how Māori beliefs, aspirations and expectations are reflected in the framework.

Implications for the Implementation of PB4L-SW

While the results of this research relate to the context of one primary school, there are implications for the wider implementation of PB4L-SW. A differentiated approach to the delivery of the essential content of PB4L-SW to enable teachers to implement this in their classrooms with fidelity would be beneficial. To achieve this, the role of the coach could be redefined with a move away from the more administrative focus to one with a greater focus on coaching and mentoring teachers. Training modules specific to school coaches should be offered as part of the Ministry of Education training packages in PB4L-SW. It could be at this stage that coaches are trained in coaching and mentoring techniques of how to support teachers to achieve implementation fidelity in their classrooms.

With a sound foundational knowledge of coaching, school coaches would then understand how to identify needs and develop and implement coaching plans with individual teachers in their school. Working with the teachers would ensure they had responsibility for their development.

As well as having adequate training staff appointed to coaching positions in schools need time to ensure they can effectively carry out their role. Ideally, a review of resourcing could determine whether the current levels of funding over the initial three years are adequate to ensure the coach has quality release time to ensure they can support teachers to implement PB4L-SW with fidelity. At the same time if schools are committed to ensuring fidelity they need to give priority to the coach role and look at ways of organising their school to release the coach to work with teachers in developing effective programmes of support.

Schools shouldn't rely upon results of the SET and ODR data to inform them with how much fidelity individual teachers are implementing PB4L-SW. Neither of these assessment tools provides enough information about what is happening in each classroom. The CAT and direct observations provided a clearer understanding of the needs of each teacher and with this, a plan of customised support could be instigated.

Future research

There are three identified areas for future research. First, the length of time a teacher had been teaching in the school and whether teachers who were new to the school who had been through an induction in PB4L-SW wasn't examined. Future research could focus on whether this has an impact on how confident a teacher is in the implementation of PB4L-SW and how strong the implementation was in their classroom. Second, different coaching approaches to PB4L-SW could be investigated to assess the impact they have on strengthening fidelity of implementation. Third, the Māori dimension of PB4L-SW needs further investigation to ensure the framework can reflect Māori beliefs and expectations in Māori medium settings.

Limitations

As with all research, there are limitations to this research. First, the sample size of this project was limited to one school. This limits external validity and the ability for generalisation the results. Second, determining participants' understanding of items in the surveys was not possible. These were handed out during a face-to-face session where participants could seek clarification but after this there wasn't a mechanism for the researcher to determine if participants understood the items. Third, direct observations occurred in the teachers' rooms and knowledge of the purpose of the study may have altered their behaviour in the classroom. In addition, there were five observations in total and this may not have been enough observations to overcome a reactivity effect. Fourth, five observations occurred at different time periods of the day. This was one observation at each of the times throughout the day. To gain an accurate picture of normal practice over the day then more observations need to be scheduled.

Summary

PB4L-SW is a framework that, when implemented with fidelity, assists schools to address the antisocial behaviour of students. The current research project has several findings which could assist other schools to identify how to support teachers to implement PB4L-SW with fidelity. The results of the SET assessment did not provide enough information on the level of fidelity of implementation in each of the classrooms. To obtain this information schools may need to consider using alternative assessment tools such as the CAT or direct observations.

Using alternative assessment measures of classroom intervention with the teachers would assist in the identification of their individual learning needs. The school coach and individual teachers could work together to plan programmes of support. School coaches also need to be able to identify the level of support they need to deliver a strong programme of coaching and mentoring in the classroom and school. Ideally, this would involve training on coaching and mentoring from the Ministry of Education.

Schools need to investigate how to organise the role of the school coach to allow them time to deliver quality coaching programmes within the school and therefore give the teachers the support required to achieve a high level of implementation fidelity in their classrooms.

It is also important that all support agencies who work within the school to support students with high behavioural and/or learning needs are developing interventions that fit the school's PB4L-SW framework. By doing this, the specialised interventions may have a greater chance of success because students and teachers would understand the link between the school's philosophy on behaviour and the intervention. School coaches could then support teachers in the delivery of the interventions.

In summary, PB4L-SW is in the early stages of implementation throughout New Zealand. Since the beginning of its PB4L-SW journey, the school in this research project has made solid progress in reducing the incidents of antisocial behaviour in the student population. Measures of fidelity such as the SET and ODR data did not go far enough to investigate why the teachers were sometimes confused with how to implement the PB4L-SW strategies and where they needed extra

coaching and support. The findings of this research project indicate that by using appropriate measures to identify needs, schools can develop coaching and mentoring programmes for the PB4L-SW programme. This coaching support achieved implementation fidelity of the PB4L-SW framework in the school but teachers indicated they were still confused about PB4L-SW procedures in their classrooms. They also indicated confusion about strategies for dealing with children for whom Tier 1 interventions haven't been successful. With emphasis on a coaching programme to strengthen individual teacher practice of using PB4L-SW procedures in their classrooms confusions would be minimised and fidelity of implementation would improve across the school.

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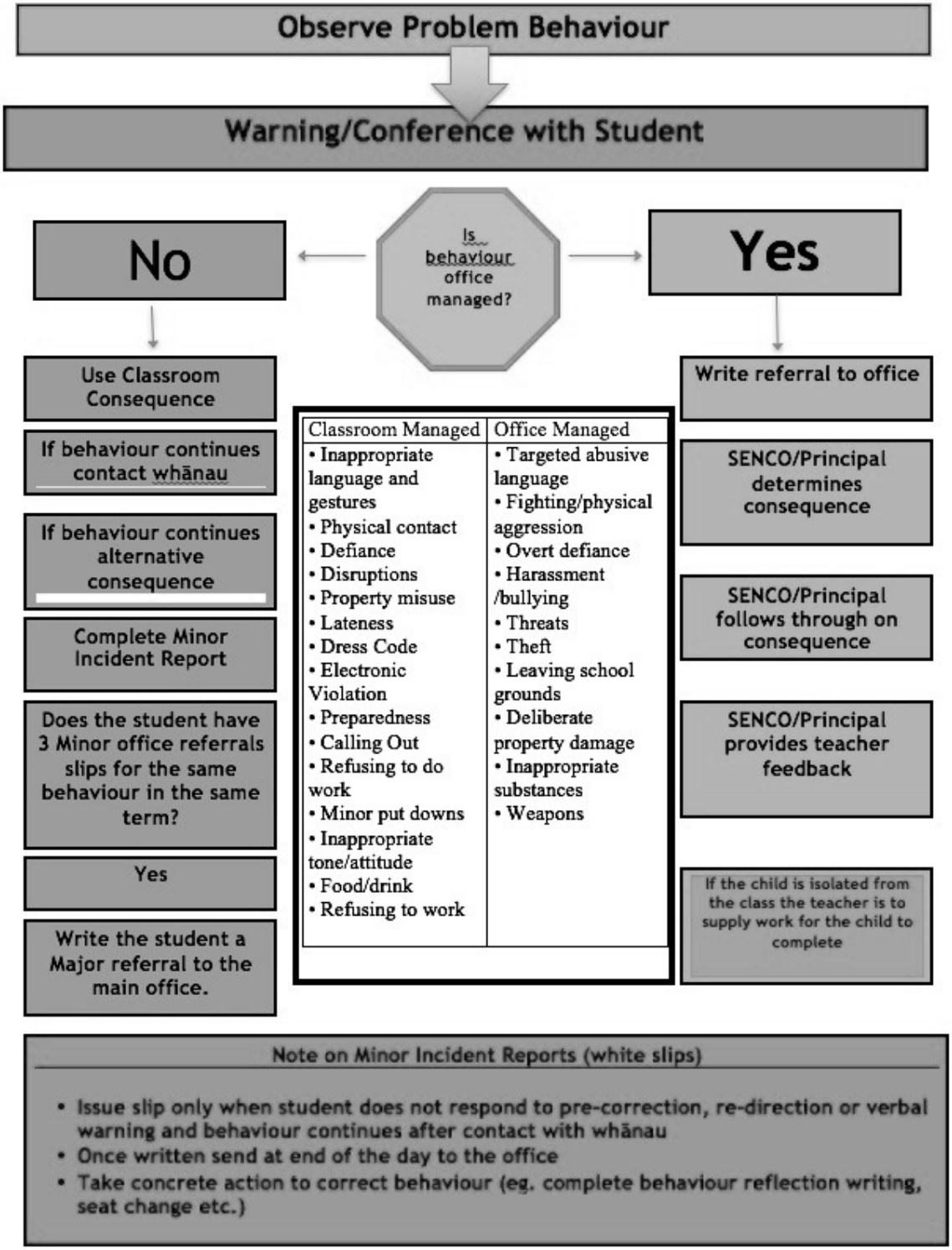
Appendix 1


Observe Problem Behaviour
Warning/Conference with Student
Is behaviour office managed?
No
Yes
Use Classroom Consequence
If behaviour continues contact whānau
If behaviour continues alternative consequence
Complete Minor Incident Report
Does the student have 3 Minor office referrals slips for the same behaviour in the same term?
Yes
Write the student a Major referral to the main office.
Classroom Managed
• Inappropriate language and gestures
• Physical contact
• Defiance
• Disruptions
• Property misuse
• Lateness
• Dress Code
• Electronic Violation
• Preparedness
• Calling Out
• Refusing to do work
• Minor put downs
• Inappropriate tone/attitude
• Food/drink
• Refusing to work
Office Managed
• Targeted abusive language
• Fighting/physical aggression
• Overt defiance
• Harassment /bullying
• Threats
• Theft
• Leaving school grounds
• Deliberate property damage
• Inappropriate substances
• Weapons
Write referral to office
SENCO/Principal determines consequence
SENCO/Principal follows through on consequence
SENCO/Principal provides teacher feedback
If the child is isolated from the class the teacher is to supply work for the child to complete
Note on Minor Incident Reports (white slips)
• Issue slip only when student does not respond to pre-correction, re-direction or verbal warning and behaviour continues after contact with whānau
• Once written send at end of the day to the office
• Take concrete action to correct behaviour (eg. complete behaviour reflection writing, seat change etc.)

Appendix 2

THE V.A.L.E WAY

	All Settings	Playground	Classroom	Assembly	Action Centre	Out of School	Lunchtime	Toilets
V Very respectful	*I am listening *I think about others * I use kind and positive words	* I listen to the adults on duty * I work together with my peers	* I listen when the teacher is speaking * I choose good words to use when talking * I look after the classroom equipment	* I arrive at assembly on time * I listen with my whole body * I participate in assembly to the best of my ability	*I listen to the adult in charge *I keep the Action Centre food free	* I say hello, goodbye and thank you appropriately * I listen to the adults in charge * I am polite	* I am eating my own lunch. * I am listening. * I use my manners	* I keep food away from the toilets * I use the toilet paper and hand sanitiser the right way * I use the toilet the right way
A Always Safe	*I keep my hands and feet to myself *I am in the right place at the right time	* I stay in the school boundaries * I keep my hands and feet to myself * I use all the equipment properly * I stay in the right area	* I walk inside * I keep my hands and feet to myself * I take care of my friends	* I walk into assembly quietly * I keep my hands and feet to myself	* I keep my hands and feet to myself * I keep to the lower level unless directed by the adult in charge	* I follow the safety rules set by the adult in charge * I let an adult know where I am at all times	* I am in the right area. * I keep my hands and feet to myself. * I wait to be released by the duty teacher. * I am sitting while I eat.	* During class time my teacher knows I am using the toilet * I wash my hands
L Learning for life	*I am at school ready to learn *I have pride in my school and my community *I keep my environment clean and tidy	* I put the equipment away when I am finished * I leave the area I am playing in tidy and clean * I use my words to solve problems	* I have all the equipment I need to learn and look after it * I ask for help if I need it	* I stay focussed on what is happening in assembly * I celebrate the different success' of everyone in our school	* I follow the Action Centre rules	*I look after and respect my environment	* I put my rubbish in the right place. * I recycle my food scraps	* I can help others follow the rules *I leave the toilet clean and tidy
E Expect the best	*I do my best work *I model the right behaviours *I keep trying even if it gets hard sometimes * I represent my school with pride * I represent myself with pride	* I play fair * I share and take turns when playing games *I know that losing is sometimes part of a game	* I can encourage and help other students with their work * I keep going even if it is hard * I do my best work all of the time	* I stay in line with my class * I model the right behaviours	*I use the equipment in the Action Centre appropriately	* I represent my school with pride * I look after myself and my friends	* I help others follow the rules. * I use the time I have to eat my lunch	* I will tell an adult if someone needs help * I model the right toilet behaviours

#that's how we roll

Appendix 3

Student: _____ Room: _____ Year: _____ Date: _____

Referrer: _____ Time of incident: _____

LOCATION – circle one

CLASSROOM	1	2	3	4	5	6	7	9	
DECK	1	2	3	4	5	6	7	9	library
Library	Office		Radio Station		Playground (Jnr)		Playground (Council)		
Gardens	Hall		Back Field		Senior Quad		Courts		
Computer Rm	Staffroom		Carpark		Off Site		Other		

MINOR BEHAVIOUR

Inappropriate Language	☐	Physical Contact	☐	Defiance	☐
Disruption	☐	Tardy	☐	Property misuse	☐
Dress Code	☐	Electronic Violation	☐	Other	☐

MAJOR BEHAVIOUR

Abusive language/Profanity	☐	Physical Aggression	☐	Fighting	☐
Overt Defiance	☐	Harassment	☐	Theft	☐
Vandalism/Property damage	☐	Technology violation	☐	Skip class	☐
Out of Bounds area	☐	Other _____	☐		

OTHERS INVOLVED IN INCIDENT

None ☐ Peers ☐ Staff ☐ Teacher ☐ Reliever ☐ Unknown ☐ Other ☐

Names: _____

POSSIBLE MOTIVATION (circle)

Seeking Avoiding Adult attention Peer attention

Object (name) Task (name)

ACTION TAKEN AT THE TIME

Conferenced student	☐	Time out (class)	☐	Time out (office)	☐	Buddy Room	☐
Restraint (PAgg)	☐	Seclusion (PAgg)	☐	Other _____			☐

CONSEQUENCE/FOLLOW UP ACTION (IF ANY)

Loss of privilege	☐	Parent Contact	☐	PB4L Team referral	☐	Stand down/Exclusion (attach details on seperate sheet)	☐

Appendix 4

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

HUMAN ETHICS COMMITTEE
Secretary, Lynda Griffioen
Email: human-ethics@canterbury.ac.nz

Ref: 2015/15/ERHEC

2 July 2015

Janette Tinetti
School of Health Sciences
UNIVERSITY OF CANTERBURY

Dear Janette

Thank you for providing the revised documents in support of your application to the Educational Research Human Ethics Committee. I am very pleased to inform you that your research proposal "The implementation of the positive behaviour for learning (PB4L) teacher training programme in a New Zealand primary school: The challenges to fidelity." has been granted ethical approval.

Please note that this approval is subject to the incorporation of the amendments you have provided in your email of 17 June 2015.

Should circumstances relevant to this current application change you are required to reapply for ethical approval.

If you have any questions regarding this approval, please let me know.

We wish you well for your research.

Yours sincerely

Nicola Surtees
Chair
Educational Research Human Ethics Committee

"Please note that Ethical Approval and/or Clearance relates only to the ethical elements of the relationship between the researcher, research participants and other stakeholders. The granting of approval or clearance by the Ethical Clearance Committee should not be interpreted as comment on the methodology, legality, value or any other matters relating to this research."

F E S

Appendix 5

Telephone: +64 7 576 1968

Email: jrt75@uclive.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

The Implementation of the Positive Behaviour For Learning (PB4L) Teacher Training Programme in a New Zealand Primary School: The Challenges to Fidelity

Information Sheet for Teachers

My name is Jan Tinetti, I am enrolled in the Master of Education at the College of Education, Health and Human Development, University of Canterbury. As part of the academic requirements for this degree I am completing a research thesis. I have been employed as the principal of xxxx School since July 2006 and I am currently on study leave to complete my thesis.

The aim of my thesis is to investigate the fidelity of the teaching strategies used in the implementation of the Positive Behaviour School-wide framework by individual teachers within a school. The objective of this study is to investigate the fidelity with which classroom teachers are able to implement PB4L School-Wide practices. My thesis will also investigate the challenges arising from the implementation of the framework faced by the PB4L school leadership team.

I am requesting your permission to be part of my research thesis project. To gather the information required for my research I will be conducting surveys with the teaching staff including members of the PB4L Leadership Team to ascertain their opinions of the PB4L framework in their school. There will be eight questions in this survey and will take approximately 15-20 minutes to complete. I will also be conducting five, one hour observations with each classroom teacher to collect data on the key teaching elements of PB4L that ensure fidelity of the programme. During these sessions I will only be observing the PB4L strategies that have been introduced by the PB4L trainers. I would also like to use the data collected from the Classroom Assessment tool teachers filled in during February, 2015. The information from this survey will give baseline data for this research before teachers participated in internal professional development for the 2015 year.

It is expected that my data collection will 'fit' into the normal programme of xxxx School. The intitial meeting with teachers to discuss my project is expected to take up to one hour at a staff meeting time and the survey will take around 15 minutes to fill in. I will conduct the classroom observations over a six week period. There are no associated risks with this research as nothing will change for you or the students, everyone is expected to "carry on as normal."

It is envisaged that the time taken to complete my project would be approximately three school terms – one term for the collection of data and two terms for collating, writing up and publishing the research. Participation is voluntary. If you do participate, you have the right to withdraw from the research at any time without penalty. If you do withdraw I will do my best to remove any information relating to you, providing it is practically achievable.

All information collected will be kept in the strictest confidence and stored in locked filing cabinets and a password protected computer at either my home or with my senior supervisor. As this research is for a Master's degree the data collected will be securely held for five years before being destroyed. The resulting thesis will not contain any identifying details about the teachers, students, other professionals or the school. Anonymity in any potential publication or presentation of the findings is assured. Anonymity is also assured in forums beyond publications or presentations eg. Staff or Board of Trustee meetings. A copy of my thesis will be made available at the University of Canterbury library.

At the completion of the research, you will receive a summary of the major findings if you wish to.

Participation is voluntary. If you do participate, you have the right to withdraw from the project at any time without penalty. If you do withdraw I will do my best to remove any information relating to the school and teachers providing it is practically achievable.

This project has received approval from the UC Educational Research Human Ethics Committee. Complaints can be addressed to The Chair, Educational Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbruy.ac.nz).

Thank you for taking the time to consider my request. If you want to know more about my research, please feel free to contact either myself or my supervisor.

Yours sincerely,

Jan Tinetti
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UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Appendix 6

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The Implementation of the Positive Behaviour For Learning (PB4L) Teacher Training Programme in a New Zealand Primary School: The Challenges to Fidelity

Information Sheet for PB4L-SW Leadership Team

My name is Jan Tinetti, I am enrolled in the Master of Education at the College of Education, Health and Human Development, University of Canterbury. As part of the academic requirements for this degree I am completing a research thesis. I have been employed as the principal of xxxx School since July 2006 and I am currently on study leave to complete my thesis.

The aim of my thesis is to investigate the fidelity of the teaching strategies used in the implementation of the Positive Behaviour School-wide framework by individual teachers within a school. The objective of this study is to investigate the fidelity with which classroom teachers are able to implement PB4L School-Wide practices. My thesis will also investigate the challenges arising from the implementation of the framework faced by the PB4L school leadership team.

I am requesting your permission to be part of my research thesis project. To gather the information required for my research I will be conducting surveys with the teaching staff including members of the PB4L Leadership Team to ascertain their opinions of the PB4L framework in their school. There will be six questions in the leadership team survey and will take approximately 10-15 minutes to complete. If you are also a classroom teacher I will be conducting five, one hour observations with each classroom teacher to collect data on the key teaching elements of PB4L that ensure fidelity of the programme. During these sessions I will only be observing the PB4L strategies that have been introduced by the PB4L trainers. I would also like to use the data collected from the Classroom Assessment tool teachers filled in

during February, 2015. The information from this survey will give baseline data for this research before teachers participated in internal professional development for the 2015 year.

It is expected that my data collection will 'fit' into the normal programme of xxxx School. The intinital meeting with the leadership team will be part of a scheduled PB4L hui and is expected to take up to one hour. The intitial meeting with teachers to discuss my project is expected to take up to one hour at a staff meeting time and the survey will take around 15 minutes to fill in. I will conduct the classroom observations over a six week period. There are no associated risks with this research as nothing will change for you or the students, everyone is expected to "carry on as normal."

It is envisaged that the time taken to complete my project would be approximately three school terms – one term for the collection of data and two terms for collating, writing up and publishing the research. Participation is voluntary. If you do participate, you have the right to withdraw from the research at any time without penalty. If you do withdraw I will do my best to remove any information relating to you, providing it is practically achievable.

All information collected will be kept in the strictest confidence and stored in locked filing cabinets and a password protected computer at either my home or with my senior supervisor. As this research is for a Master's degree the data collected will be securely held for five years before being destroyed. The resulting thesis will not contain any identifying details about the teachers, students, other professionals or the school. At the end of the research all the raw data will be destroyed. Anonymity in any potential publication or presentation of the findings is assured. Anonymity is also assured in other forums beyond publications or presentations eg. Staff or BOT meetings A copy of my thesis will be made available at the University of Canterbury library.

At the completion of the research, you will receive a summary of the major findings if you wish to.

Participation is voluntary. If you do participate, you have the right to withdraw from the project at any time without penalty. If you do withdraw I will do my best to remove any information relating to the school and teachers providing it is practically achievable.

This project has received approval from the UC Educational Research Human Ethics Committee. Complaints can be addressed to The Chair, Educational Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbruy.ac.nz).

Thank you for taking the time to consider my request. If you want to know more about my research, please feel free to contact either myself or my supervisor.

Yours sincerely,

Jan Tinetti
41 Smiths Road
Tauranga 3110
07 576 1968
jrt75@uclive.ac.nz

Senior Supervisor
Dr Gaye Tyler-Merrick
College of Education
University of Canterbury
Private Bag 4800
Christchurch
03 345-8380
gaye.tyler-merrick@canterbury.ac.nz

Appendix 7

Telephone: +64 7 576 1968

Email: jrt75@uclive.ac.nz

The Implementation of the Positive Behaviour For Learning (PB4L) Teacher Training Programme in a New Zealand Primary School: The Challenges to Fidelity

Information Sheet for School Principal

My name is Jan Tinetti, I am enrolled in the Master of Education at the College of Education, Health and Human Development at the University of Canterbury. As part of the academic requirements for this degree I am completing a research thesis. I have been employed as the principal of xxxx School since July 2006 and I am currently on study leave to complete my thesis.

The aim of my thesis is to investigate the fidelity of the teaching strategies used in the implementation of the Positive Behaviour School-wide framework by individual teachers within a school. My thesis will also investigate the challenges arising from the implementation of the framework faced by the PB4L school leadership team.

I am requesting permission to request the 10 teachers at xxxx School to participate in my thesis project.

This means I will conduct surveys with all the teaching staff, including members of the PB4L Leadership Team, to ascertain their opinion of the PB4L framework in their school. With their permission I will also conduct five, one hour observations of each teacher so I can collect data on the key elements of PB4L that ensure fidelity of this programme.

It is expected that my project will 'fit' into the normal programme of xxxx School. The intitial meeting with teachers to discuss my project is expected to take up to one hour at a staff meeting time and the survey will take around 15 minutes to fill in. The initial meeting with the PB4L leadership team is expected to take up to one hour of their scheduled PB4L hui and the survey will take 10-15minutes to complete. I will

conduct the classroom observations over a six week period. There are no associated risks with this research as nothing will change for the teachers or students, everyone is expected to “carry on as normal”.

It is envisaged that the time taken to complete my project would be approximately three school terms – one term for the collection of data and two terms for collating, writing up and publishing the research. Participation is voluntary. If you do agree to the school’s participation, you have the right to withdraw the school from the research at any time without penalty. If you do withdraw the school I will do my best to remove any information relating to the school and to teachers, providing it is practically achievable.

All information collected will be kept in the strictest confidence and stored in locked filing cabinets and a password protected computer at either my home or with my senior supervisor. As this research is for a Master’s degree the data collected will be securely held for five years before being destroyed.
The resulting thesis will not contain any identifying details about the teachers, students, other professionals or the school. Anonymity in any potential publication or presentations of the findings is assured. Anonymity is also assured in forums beyond publications or presentations eg. Staff or Board of Trustee meetings. A copy of my thesis will be made available at the University of Canterbury library.

At the completion of the research, you will receive a summary of the major findings if you wish to.

This project has received approval from the UC Educational Research Human Ethics Committee. Complaints can be addressed to The Chair, Educational Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbruy.ac.nz).

Thank you for taking the time to consider my request. If you want to know more about my assignment, please feel free to contact either myself or my supervisor.

Yours sincerely,

Jan Tinetti
41 Smiths Road
Tauranga 3110
07 576 1968
jrt75@uclive.ac.nz

Senior Supervisor
Dr Gaye Tyler-Merrick
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Appendix 8

Telephone: +64 7 576 1968

Email: jrt75@uclive.ac.nz

The Implementation of the Positive Behaviour For Learning (PB4L) Teacher Training Programme in a New Zealand Primary School: The Challenges to Fidelity

Information Sheet for School Board of Trustees

My name is Jan Tinetti, I am enrolled in the Master of Education at the College of Education, Health and Human Development at the University of Canterbury. As part of the academic requirements for this degree I am completing a research thesis. I have been employed as the principal of xxxx School since July 2006 and am currently on study leave to complete my thesis.

The aim of my thesis is to investigate the fidelity of the teaching strategies used in the implementation of the Positive Behaviour School-wide framework by individual teachers within a school. The objective of this study is to investigate the fidelity with which classroom teachers are able to implement PB4L School-Wide Practices. My thesis will also investigate the challenges arising from the implementation of the framework faced by the PB4L school leadership team,

To undertake my thesis, I am requesting permission to do my project at xxxx School.

This means I will be conducting two surveys with the teaching staff including members of the PB4L Leadership Team to ascertain their opinion of the PB4L framework and conduct five, one hour observations of each teacher to collect data on the key elements of PB4L that ensure teacher fidelity to the programme teaching strategies.

It is expected that my data collection will 'fit' into the normal programme of xxxx School. The intitial meeting with teachers to discuss my project is expected to take up to one hour at a staff meeting time and the two survey's will take around 15

minutes to fill in. The initial meeting with the PB4L leadership team is expected to take up to one hour of their scheduled PB4L hui and the survey will take 10-15minutes to complete. I will conduct the classroom observations over a six week period.

There are no associated risks with this research as nothing will change for the teachers or students - everyone is expected to “carry on as normal.”

It is envisaged that the time taken to complete my project would be approximately three school terms – one term for the collection of data and two terms for collating, writing up and publishing the research. Participation is voluntary. If you do agree to the school’s participation, you have the right to withdraw the school from the research at any time without penalty. If you do withdraw I will do my best to remove any information relating to the school and teachers, providing it is practically achievable.

All information collected will be kept in the strictest confidence and stored in locked filing cabinets and a password protected computer at either my home or with my senior supervisor. As this research is for a Masters degree the data collected will be securely held for five years before being destroyed.
The resulting thesis will not contain any identifying details about the teachers, students, other professionals or the school. Anonymity in any potential publication or presentations of the findings is assured. Anonymity is also assured in forums beyond publications or presentations eg. Staff or Board of Trustee meetings. A copy of my thesis will be made available at the University of Canterbury library.

At the completion of the research, you will receive a summary of the major findings if you wish to.

This project has received approval from the UC Educational Research Human Ethics Committee. Complaints can be addressed to The Chair, Educational Research Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbruy.ac.nz).

Thank you for taking the time to consider my request. If you want to know more about my assignment, please feel free to contact either myself or my supervisor.

Yours sincerely,

Jan Tinetti
41 Smiths Road
Tauranga 3110
07 576 1968

Senior Supervisor
Dr Gaye Tyler-Merrick
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Appendix 9

Telephone: +64 7 576 1968

Emailjrt75@uclive.ac.nz

The Implementation of the Positive Behaviour For Learning (PB4L) Teacher Training Programme in a New Zealand Primary School: The Challenges to Fidelity

Consent Form for PB4L Teachers

.

I have read and understood the attached information sheet and I have been given an opportunity to ask questions about what is involved in my participation.

Participation is voluntary and I understand that I have the right to withdraw from the project without penalty.

I understand there are no associated risks with the research.

I understand that the information collected will be confidential and that anonymity is assured. The information collected will only be available to the student and her supervisors. It will be stored in a locked filing cabinet or a password protected computer either at the researcher's home or with her senior supervisor. As this research is for a Masters degree the data collected will be securely held for five years before being destroyed

If you wish to receive a one-page summary of the project, please provide your email address below.

I agree to take part in this research.

I give permission for the data from the Classroom Assessment Tool I filled out in February to be used in this research.

I give permission for any information collected to be used in future publications and/or presentations about this research and I know that my anonymity and that of the school is assured.

Please return this consent form to me by 20th July 2015. Thank you.

Jan Tinetti

Name: _____

Signature: _____

Date: _____

Email: _____

Appendix 10

Telephone: + 64 7 576 1968

Email: jrt75@uclive.ac.nz

The Implementation of the Positive Behaviour For Learning (PB4L) Teacher Training Programme in a New Zealand Primary School: The Challenges to Fidelity

Consent Form for Board of Trustees

The Board has read and understood the attached information sheet and I have been given an opportunity to ask questions about what is involved in my participation and that of the teachers at xxxx School.

Participation is voluntary and I understand that I have the right to withdraw from the project without penalty.

The Board understands there are no associated risks with the research.

The Board understands that the information collected will be confidential and that anonymity is assured. The information collected will only be available to the student and her supervisors. It will be stored in a locked filing cabinet or a password protected computer either at the researcher's home or with her senior supervisor.

The Board understands we can receive a one-page summary of the project (please provide your email address below).

On behalf of the Board, I agree to give permission for Jan Tinetti to undertake research for the Master of Education thesis in xxxx School as described in the attached information sheet.

The Board gives permission for any information collected to be used in future publications and/or presentations about this research and know that anonymity is assured.

Please return this consent form to me by 10 July. Thank you.
Jan Tinetti

Name: _____

Signature: _____

Date: _____

Email: _____

Appendix 11

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Telephone: +64 7 576 1968

Emailjrt75@uclive.ac.nz

The Implementation of the Positive Behaviour For Learning (PB4L) Teacher Training Programme in a New Zealand Primary School: The Challenges to Fidelity

Consent Form PB4L Leadership Team Members

.

I have read and understood the attached information sheet and I have been given an opportunity to ask questions about what is involved in my participation.

Participation is voluntary and I understand that I have the right to withdraw from the project without penalty.

I understand there are no associated risks with the research.

I understand that the information collected will be confidential and that anonymity is assured. The information collected will only be available to the student and her supervisors. It will be stored in a locked filing cabinet or a password protected computer either at the researcher's home or with her senior supervisor. As this research is for a Masters degree the data collected will be securely held for five years before being destroyed.

If you wish to receive a one-page summary of the project, please provide your email address below.

I agree to take part in this research.

I give permission for the data from the Classroom Assessment Tool I filled out in February to be used in this research.

I give permission for any information collected to be used in future publications and/or presentations about this research and I know that my anonymity and that of the school is assured.

Please return this consent form to me by 10th July 2015. Thank you.

Jan Tinetti

Name: _____

Signature: _____

Date: _____

Email: _____

Appendix 12

Telephone: +64 7 576 1968

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Email: jrt75@uclive.ac.nz

The Implementation of the Positive Behaviour For Learning (PB4L) Teacher Training Programme in a New Zealand Primary School: The Challenges to Fidelity

Consent Form for Principal

I have read and understood the attached information sheet and I have been given an opportunity to ask questions about what is involved in my participation and that of the teachers at xxxx School.

Participation is voluntary and I understand that I have the right to withdraw from the project without penalty.

I understand there are no associated risks with the research.

I understand that the information collected will be confidential and that anonymity is assured. The information collected will only be available to the student and her supervisors. It will be stored in a locked filing cabinet or a password protected computer either at the researcher's home or with her senior supervisor.

I understand I have the opportunity to receive a report on the findings of this study and have provided my email address below if I wish this to happen.

I understand I can contact the researcher, Jan Tinetti or her senior supervisor Dr Gaye Tyler-Merrick for further information.

I understand I can contact the Chair of the University of Canterbury Educational Research Human Ethics Committee with any complaints.

By signing below I agree to give permission for Jan Tinetti to undertake research for the Master of Education thesis in xxxx School as described in the attached information sheet.

I give permission for any information collected to be used in future publications and/or presentations about this research and know that anonymity is assured.

Please return this consent form to me by 10Th July Thank you.

Name: _____

Signature: _____

Date: _____

Email: _____

Jan Tinetti

Appendix 13

Survey of the PB4L School-wide Leadership Team

Name

Gender

Position: (e.g. DP, AP etc)

Class

How long have you been teaching?

What is your highest qualification?

---

1. How long have you been a member of the PB4L-SW training team?

2. Why were you selected to be a member of the PB4L leadership team?

3. How many members are there on the PB4L-SW training team at your school?

4. Describe the key functions of your PB4L-SW training team?

5. How much do you agree with each statement about school professional learning processes and resources that support PB4L-SW?
(Tick one box you think reflects your thoughts)

i) We have a clear understanding of the essential skills and strategies staff need to successfully implement PB4L-SW
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

ii) We hold regular professional learning sessions for staff about PB4L-SW approaches
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

iii) We have developed resources that support staff to acknowledge and promote positive behaviour
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

iv) We have developed resources that support staff to manage behaviour incidents
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

v) We have developed materials and lesson plans to assist teachers to teach our behaviour expectations
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

vi) We have a planned process for teaching our school behavior expectations in classes
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

vii) We train staff on the school process for reporting behaviour incidents
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

viii) We have a process for inducting new staff and relievers about our approaches to PB4L-SW
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

6. Do you have any other comments about PB4L-SW in your school?

Appendix 14

Survey for Class Teachers on PB4L-SW

Name

Gender

Position: (e.g. DP, AP etc)

Class

How long have you been teaching?

What is your highest qualification?

---

1. How long have you been teaching at xxxx School?

2. How long have you been using PB4L-SW?

3. What are the key elements of PB4L-SW?

4. Please describe the three main aspects of school culture or student behavior that have changed at your school as a result of PB4L-SW
   i)

   ii)

   iii)

5. How much do you agree with each summary statement about PB4L-SW? (tick one box you think reflects your thoughts)

   i) Regular professional learning sessions for staff have been held for staff on PB4L-SW approaches
   □Strongly agree □Agree □Disagree □Strongly disagree □Don't know

   ii) Resources have been developed to support me to acknowledge and promote positive behaviour
   □Strongly agree □Agree □Disagree □Strongly disagree □Don't know

   iii) Resources have been developed to support me in managing behaviour incidents
   □Strongly agree □Agree □Disagree □Strongly disagree □Don't know

□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

iv) We have a planned process for teaching our school behaviour expectations in our classes
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

v) Lesson plans and resources have been developed to help teach our behaviour expectations in our classes
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

vi) I have a clear knowledge of the procedures for reporting behaviour incidents
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

vii) I have a good understanding of the core features of PB4L-SW
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

viii) PB4L-SW approaches work for most students in our school
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

ix) This school regularly celebrates the progress we are making with PB4L-SW
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

x) PB4L-SW is effective in improving the culture of this school
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

xi) PB4L-SW has become embedded in the way this school works
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

xii) The approaches developed through PB4L-SW enable me to spend less time managing behaviour and more time focusing on teaching and learning
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

xiii) PB4L-SW supports me to see the value of acknowledging positive behaviour and that new behaviours can be taught
□Strongly agree □Agree □Disagree □Strongly disagree □Don't know

6. Are there any aspects of PB4L-SW that don't work so well at your school and need more support?

7. In relation to question 7, please describe the support needed.

8. Do you have any other comments about PB4L-SW in your school?

Appendix 15

Classroom Assessment Tool

Observer:_____ Date:_____

School: _____

Classroom/Teacher: _____

Comments: _____

_____

_____

_____

_____

1. Ecological Factors: Various aspects of the classroom environment are altered to prevent or to address behaviour problems.

Physical Setting – The physical classroom setting is organised in a manner that promotes learning and independence

		In Place	Somewhat In Place	Not In Place
A1	**Is the classroom arranged to minimise classroom crowding and distraction?**			
A2	**Are all materials organised, labelled and easily accessible?**			
A3	**Do students have secure and adequate spaces for personal storage?**			
A4	**Has furniture been placed to decrease traffic flow challenges?**			
A5	**Does the classroom have clearly defined and well equipped learning centres?**			
A6	**Are behaviour expectations posted and written in words that all can read and/or illustrated with graphics or icons?**			

A. **Scheduling** – The scheduling of instruction occurs in a manner that optimizes student learning.

		In Place	Somewhat In Place	Not In Place
B1	**Is the daily schedule of activities posted in a visible**			

	place for students, parents and visitors?			
B2	**Are students systematically taught – expectations for transition and non-instructional activities?**			
B3	**Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialisation, and free time?**			
B4	**Does each student spend most of his/her time engaged in active learning activities, with minimal unstructured downtime or wait-time?**			

B. Socialisation – Opportunities for social instruction and social environments occurs in a manner that optimises student learning.

		In Place	Somewhat In Place	Not In Place
C1	**Does the classroom environment emphasise development of individual emotional development (adults modelling own expressions of emotions and self-regulation).**			
C2	**Is there a process for regular (at least weekly) communication between the teacher and families e.g. note books, bulletin board, newsletters.**			
C3	**Are skills taught in the setting and situations as they are naturally needed?**			
C4	**Are friendships between students promoted through modelling interest, respect and warmth?**			
C5	**Are classroom assistants/teacher aides actively involved with students in a manner that promotes their independence, learning and interaction with peers?**			
C6	**Does the adult provide sincere positive feedback to students for their ideas? Does the adult reflect and expand student's verbal communication?**			
C7	**Are students with disabilities given opportunities to interact and socialise with their peers?**			

2. Classroom Behaviour System: A behaviour system is developed and implemented to prevent or to address behaviour problems.

A. Define and Teach Behaviour

		In Place	Somewhat In Place	Not In Place
D1	**Are there clearly defined, positively stated expectations and routines for the classroom? (3-5 Classroom expectations are displayed)**			
D2	**Do staff use language from the expectation matrix during interaction with students?**			
D3	**Is there a system for teaching and practising behaviour expectations and routines to students?**			
D4	**Are data collected from classroom settings analysed frequently and used to guide ongoing behaviour support decisions?**			
D5	**Are the expectations regularly referred to by staff when interacting with students?**			

B. Reward System

		In Place	Somewhat In Place	Not In Place
E1	**Does a reward system for appropriate behaviour exist in the classroom that includes free and frequent short**			

	and long term feedback?			
E2	**Are there specific criteria in place for earning reinforcers/rewards and are students aware of the specific criteria?**			
E3	**Are rewards that have been earned not taken away/ threatened to be removed?**			
E4	**Are reinforcers age-appropriate and accessible for a diverse group of students?**			
E5	**Is specific behavioural praise provided at a rate of 4 positive to every 1 corrective statement?**			

Consequence System

		In Place	**Somewhat In Place**	**Not In Place**
F1	**Are the consequences for following or not following expectations clear and pre-planned?**			
F2	**Are consequences delivered consistently, respectfully, and in a timely manner?**			
F3	**Does the teacher use components of Active Supervision in the classroom e.g. moving, scanning and interacting frequently?**			
F4	**Do adults adopt positive prevention strategies to manage behaviour (ignore attention seeking as appropriate, use re-directs, use peer models – proximal praise.**			
F5	**Are students reminded of their choices in a calm, positive manner prior to escalation in behaviour?**			
F6	**Is there a formal system for communication and involving parents that doesn't rely entirely on students as the messengers?**			
F7	**Are there positive strategies in place to strengthen home/school partnership?**			
F8	**Are there additional strategies for students who do not respond to class wide expectations?**			

3. Curriculum and Instruction: Materials and instructional presentation are altered or adapted to prevent or to address behaviour problems

Instructional Planning and Delivery – Teaching activities are planned and implemented in ways that optimize student learning.

Opportunities to respond

		In Place	**Somewhat In Place**	**Not In Place**
G1	**Does the teacher provide instruction through a range of learning modes (visual, auditory, motor when appropriate)?**			
G2	**Does the teacher regularly offer high rates of response opportunities during instruction time?**			
G3	**Does the teacher regularly offer a variety of response opportunities during instruction time e.g. non- verbal responses, choral responding**			

Activity Sequencing & Offering Choice

H1	Are easier tasks interspersed among more difficult tasks to increase student engagement?			
H2	Are students provided opportunities to make choices within and/or across tasks such as whom they work with, where they will work and what they can do once a task is complete?			
H3	Are the students offered the choice of a range of alternate modes of completing assignments e.g. paired work, computer or dictation			
H4	Are students offered the choice of what sequence they complete work for that day?			

Academic Success and Task Difficulty

I1	Are appropriate lengths of time provided for the tasks assigned?			
I2	Is the pace of the instruction appropriate for the needs of all students?			
I3	Are student checks for understanding conducted frequently both after directions are delivered and while task is being completed?			
I4	Are oral directions paired with pictures, icons, or written words that students can read?			
I5	If a student is unable to complete the task is additional instruction, guided or individual practice offered?			
I6	Are adaptations made to meet individual student needs e.g. if they have difficulty responding in a written format, orally or when reading is involved?			

Summary of Positive Behaviour Support in Classroom Settings

	Total Marked in Place	Total Marked Somewhat in Place	Total Marked Not in Place
I. Ecological Factors	_____ of 17 = _____%	_____ of 17 = _____%	_____ of 17 = _____%
II. Classroom Behaviour Systems	_____ of 18 = _____%	_____ of 18 = _____%	_____ of 18 = _____%
III. Curriculum & Instruction	_____ of 13 = _____%	_____ of 13= _____%	_____ of 13 = _____%

Action Planning

1. List the major strengths of the system for classroom environments. (Refer to results above rated "In Place")	
2. List the major areas in need of improving Positive Behaviour Support for the classroom environment (Refer to results above rated "Not In Place" or "Somewhat in Place")	
3. Identify next steps for making specific changes to areas of concern.	