

# How does the implementation of a School-Wide Positive Behavior Support system effect teacher efficacy, student efficacy and student academic achievement?

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## Abstract

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This action research project examined the effects of the implementation of a School-Wide Positive Behavior Support (SWPBS) system on staff and students. I investigated how staff and student efficacy as well as student academic performance may change with the implementation of a SWPBS. The findings from this investigation were varied. First, teacher efficacy did seem to increase with the implementation of the SWPBS system. Secondly, student efficacy was difficult to determine, as none of the students interviewed were able to credit the SWPBS system as the reason for their changes in behavior and attitude. Finally, changes in students' academic success were unclear. Student benchmark assessment scores did not increase at the expected rate. However, several additional factors may have affected their scores, such as technology difficulties and changes in curriculum.

## Relevance

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My school chose to implement the CHAMPS system from Safe and Civil Schools as a K-12 initiative this year and chose 2 teachers from each grade band (elementary, middle, and high school) to help lead the implementation, along with administration. I was chosen as one of the middle school staff members to help implement this program. As such, I wanted to track the potential effects that this program may have on staff and students. This is why I chose to investigate the effects of the implementation of a school-Wide Positive Behavior Support system.

## Data Collection: Methods

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Staff Climate Survey: This survey consisted of 54 statements on a 5-point Likert scale, with 1 being "Strongly Disagree" and 5 being "Strongly Agree." Sample statements included:

- The school's mission statement represents the school community's fundamental values and beliefs about student learning.
- Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

CHAMPS Implementation Survey: This survey consisted of 27 questions using a variety of formats. Likert-scale style questions asked respondents to rate to what degree each component of CHAMPS was in place, ranging from "not in place" to "in place." Sample questions included:

- Expected student behaviors are taught directly (Likert scale)
- Has your implementation of CHAMPS made it easier to consistently teach expected behaviors, correct problem behaviors and manage your classroom or the students you work with? (open response)

Staff Interviews: Interviews were conducted with two teachers each from the middle and high school levels. Sample questions included:

- In what way has CHAMPS changed the way you run your classroom?
- Do you feel that the implementation of CHAMPS has allowed you to better manage your classroom?

Northwest Evaluation Association's Measure of Academic Progress (MAP): Our school proctors the MAP tests, a computer-adaptive benchmark assessment, three times a year in reading and math, as well as every three years in science and language usage.

Student Interviews: Five students, ranging from 6<sup>th</sup>-8<sup>th</sup> grade, were chosen to be interviewed because staff had voted them "Most Improved Behavior." Sample questions included:

- Is there anything different about this year that made you want to improve your behavior?
- How do your teachers help you make good behavior choices?

## Data Collection: Methods

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Staff Climate Survey: This survey was administered at the end of the 2013-14 school year by administration to determine the staff's opinions and beliefs about the school. The mean score for each prompt was found in order to determine the self-perceived strengths and weaknesses of the school

CHAMPS Implementation Survey: This survey was developed and administered by the author in February of 2015. Mean scores were determined for each Likert-scale style question. Open responses were coded to find common themes running throughout the responses.

Staff And Student Interviews: Staff members and students who had agreed to participate in this study were interviewed individually. Their responses were recorded and coded to find common themes.

Northwest Evaluation Association's Measure of Academic Progress (MAP): Mean scores for each grade level were found for both reading and math. These were compared to the mean scores for each grade level from last year. The differences between those mean scores were found to determine if students made more or less growth this year than last.

Student Interviews: Students were interviewed individually. These responses were recorded and coded

## Findings

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Teacher Efficacy: According to survey results and interviews, increases in teacher efficacy correlated with the implementation of a SWPBS system. From the 28 staff respondents who completed the survey, 26 (93%) felt that CHAMPS had been highly or somewhat beneficial to their ability to manage their classrooms and ultimately, to do their jobs.

Student Efficacy: Not one student attributed their success to the implementation of the CHAMPS system, even when gently prompted. However, of the 5 students interviewed, 3 were in Special Education with the same case manager. Their case manager shared that she felt that the consistent, explicit, school-wide expectations had helped her students be more successful. Students may have truly felt that CHAMPS was not part of their new behavioral success or they may have been unable or unwilling to draw those conclusions.

Student Academic Achievement: The MAP scores did not conclusively show increased achievement during the implementation of CHAMPS. Most grades showed greater academic growth in both reading and math last year - prior to the implementation of the CHAMPS system. However, this could be because of significant technological challenges, changes in testing environments, changing curriculum and many other factors.

## Next Steps

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School climate data will continue into the future to continue to track any changes to student and teacher efficacy. Student MAP scores will continue to be collected to monitor student academic progress. The spring scores are just coming in and are currently being analyzed to determine if students have made significant progress.