

# **Chapter 1**

## **Introduction**

### **1.1 Al Amanah College - An Overview**

Al Amanah College is a non-selective, co-educational, Islamic faith-based college, operating across two campuses: Bankstown (Kindergarten to Year 6) and Liverpool (Kindergarten to Year 12). The College is committed to pursuing academic excellence and fostering individual abilities in a caring and challenging educational environment.

In 1998, the College was established in Bankstown, where classes commenced with 88 students (Kindergarten to Year 3). Since then, the school has grown rapidly and to such an extent that by 2010, the original Bankstown campus had reached maximum capacity with 288 students.

In 2002, the College expanded to include the Liverpool campus with an initial intake of 168 students – secondary classes commenced with only Year 7, and by 2007 it had progressed through to its first Year 12 classes.

The school is multicultural with 100% of its students coming from non-English-speaking backgrounds. The majority of students come from homes where Arabic is predominantly the spoken language of the household. Since Arabic and Religious Studies form an integral part of the college's school curriculum, extra teaching staff are employed in these two subjects. Parents and the local community are encouraged to support the College through participation in various school programs, fundraisers and other activities.

Al Amanah College is recognised by the wider community as a major educational and learning institution, catering specifically for the needs of the Muslim demographic through its Religious

and academic programs. Accordingly, the College appeals mainly to Muslim parents seeking to equip their children with quality education where faith based knowledge is the core.

Al Amanah College uses PBIS to manage the behaviour of its students. Positive Behaviour Intervention and Support (PBIS) is a school-wide system that provides clear expectations of appropriate behaviours – and consequences for inappropriate behaviours – across all classrooms and school settings (PBIS.Org, 2011).

The focus of PBIS is to provide a system for expected behaviours at Al Amanah College High School. Although most staff members and students may have an idea as to what constitutes expected behaviours, it cannot and should not be assumed that everyone's perception is one and the same. PBIS aligns this perception and establishes a productive and safe environment whereby all school community members have a clear understanding of the proper expected behaviours as well as the importance of their roles as participants in this system.

In conceptualizing this research, three elements are necessary:

- A clear and specific statement identifying the problem in question
- A statement outlining what is hoped to be achieved, and
- An awareness of how PBIS was first thought of, regulated and implemented:

*the bedrock axiom ...the problem for the research dictates the research methodology*

(Leedy, and Ormond, 2005)

In late 2008, the College decided to implement PBIS with the assistance of the Association of Independent Schools (AIS). AIS consultants met with the school executive and teaching staff to introduce PBIS. An action plan was devised with plans to implement the system in 2009.

## **1.2 Purpose of this study**

The purpose of this study was to determine the effect of the PBIS action plan on Al Amanah College High School students and to decide whether or not amendments are necessary to maximize its benefits.

As Leedy and Ormond (2005) noted: We address the holes in our knowledge and those unresolved problems by asking relevant questions and then seeking answers through systematic research.

It should be noted that the introduction of any new program or strategy necessarily brings about change. This naturally brings about some anxiety and calls for certain obstacles to be overcome in order to achieve its successful adoption. However, many improvement initiatives actually align with generally accepted beliefs as to how schools should conduct their business, and are merely refinements of existing approaches consistent with underlying beliefs and traditions. Some initiatives require a deeper understanding on the part of the school staff as they include a rethink of fundamental beliefs of the problem and a willingness to adopt a strategy that is a radical departure from traditional policies and programs. This study examined how staff dealt with the implementation of one such initiative, namely PBIS.

The researcher advocated changing an old detention system that was used at the school but was unable to garner any real support for that initiative. Thus when he learned of an alternative strategy for addressing student behaviour problems (PBIS), there was immediate interest in this initiative and enthusiasm for exploring the program further. The researcher recognized his role in the process of implementing PBIS at this high school. The researcher has had a significant role in introducing the innovation to the staff and thus was interested in studying various factors affecting the success of such initiative, mainly students' behavioural needs, staff personal needs, and parents' feelings towards its impact on their children's behaviour.

### **1.3 Research Question**

The research question was whether personal, social, and environmental factors influence effective Change Management and Leadership when implementing a Positive Behaviour and Support model in a School environment.

Unpacking this research question raises several issues:

1. How did staff respond to this school improvement initiative initially and over time?
2. To what extent did staff feel the improvement initiative conflicted with their personal needs?
3. To what extent did students feel that the school improvement initiative required behaviours that conflicted with the expectations of their peers?
4. To what extent did parents feel the improvement initiative has made an impact on their children's behaviour at home?

### **1.4 Research Methods**

Action Research methodology is used as a framework to explore the research question. The methods, or techniques used to collect data, included interviewing, surveying and participant observation involving teachers, students and parents.

This study employed qualitative data collection methods in order to understand and explain staff response to the implementation of PBIS. Quantitative data helped assess the degree to which PBIS strategies had contributed to the improvement of student behaviours and how staff responded to this new approach. It is important to note, however, that this study was not an attempt to evaluate the success or failure of the school improvement initiative itself.

Action research is an appropriate methodology for this study as it exposes the myriad of school issues and problems and provides an insight into its professional development needs in order to meet the PBIS implementation requirements.

Qualitative data collection played a vital role in this project. The researcher's observations as well as the perspectives and observations of secondary teachers and parents were invaluable in terms of telling the story that shed light on the research question. Data were collected from a variety of sources including interviews, questionnaires, surveys, school PBIS matrix, and personal observation.

The researcher conducted student interview. A third party assistant conducted teacher and parent, surveys and questionnaires.

### **1.5 Thesis Structure**

This thesis comprises six chapters, with this (the first) chapter you have been introduced with an overview of Al Amanah College, and the purpose of the study.

Chapter two provides a review of the literature, which places this study in the broad context of the existing research. It focuses on a number of different aspects of PBIS: the impact positive behaviour intervention and support has on the organisations adopting it, and a detailed analysis of change management and leadership associated with introducing PBIS.

Chapter three describes the Action Research Methodology used in this study; it highlights the research questions, data collection methods, sampling strategies, instrumentation, and data collection and data analysis procedures.

Chapter four presents detailed research results based on the collected data using the methods proposed in Chapter three. It discusses the different types of data collected, the data analysis procedures and findings. The similarities, differences and association between the many variables in response to PBIS will be presented in this chapter.

Chapter five provides a summary of results including the statistical analysis of data collected, with a focus on students, teachers and parents' responses. The data analysis addresses the research question: Change Management and Leadership in the context of implementing a Positive Behaviour and Support model in a School environment.

Chapter six provides a summary of the results, presents a discussion of the limitations of the study, and prospects for future research.

## **1.6 Definition of Relevant Terms**

**ADKAR Model:** The ADKAR model is one of the most well known models of change management. The ADKAR model is a goal oriented change management system, which allows teams to focus on the activities and the specific results of the business. The ADKAR model consists of five main aspects of change, which includes Awareness, Desire, Knowledge, Ability and Reinforcement (Prosci, 2007).

**AIS:** Association of Independent Schools is the peak body representing the independent schooling sector in NSW. Their purpose is to support independent schools to deliver high quality education to students and families. Major activities of the Association include representing and advocating for the needs of independent schools and providing a wide range of services to member schools. The Association is also responsible for the administration and management of a range of government funded programs for all NSW independent schools. (Association of Independent Schools, n.d).

**HREC:** The Human Research Ethics Committee (HREC) at the University of New England applies a hierarchical level of review to applications for ethics approval. This reflects the ethical

issues and possible risks to research participants presented by the research protocol. Risk is the potential for harm, either physical, psychological, social, economic, or legal, or the potential to cause people to think they have been treated disrespectfully (UNE, 2011).

**PBIS** (Positive Behaviour Intervention and Support): “a comprehensive set of strategies that are meant to redesign environments in such a way that problem behaviours are prevented or inconsequential, and to teach students new skills, making problem behaviour unnecessary” (PBIS.Org, 2011).

**Responsiveness to Intervention (RtI)**: “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche, G. et al, 2006).

**SWIS**: “The **School-Wide Information System (SWIS)** is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions” (SWIS, 2011).

**SWPBS**: “School Wide Positive Behaviour Support (SWPBS) is a research driven and evidence based process developed by two leading US academics Professor George Sugai from the University of Oregon and Professor Tim Lewis from the University of Missouri Columbia. The current status of evidence for SWPBS is available on the Positive Behavioural Interventions and Supports (PBIS) website” (Northern Territory Government, 2009).

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

The purpose of this study was to understand whether personal, social and environmental factors influence effective Change Management and Leadership when implementing a Positive Behaviour and Support model in a School environment, in particular, Al Amanah College high school in South Western Sydney. Chapter One described the change initiative in order to clarify the context and highlight the challenges that faced the high school staff. This chapter examines some of the literature that informs an understanding of the change implementation process.

Positive Behaviour Interventions and Support (PBIS) is a well-known and established concept. It can be traced back to the 1980s when educationalists felt the need to design more proactive, intrinsically safer and more effective strategies for the development of positive attitudes towards studies on the part of students in contrast to reactive approaches that were prevalent before that time, to achieve the same (Carr, et al, 2002). The process of PBIS system is one which relies on leniency and understanding. The aim of this system is to ensure that human behaviour is improved in the absence of any communicational or relational tension.

This chapter will focus on two main aspects of PBIS. Firstly, positive behaviour intervention and support and the impact that it has on the organisations that adopt it. Secondly, a detailed analysis of change management and leadership issues associated with introducing PBIS. Change management in this case uses a force field analysis to gain a complete understanding of the pressures for and against the implementation of PBIS systems in a School.

To commence the analysis, major aspects of PBIS will be examined including its definition, history and associated theories. Both aspects are critical to the action research project that implemented a particular PBIS model at the Al Amanah School.

## **2.2 Positive Behaviour Intervention and Support (PBIS)**

### **2.2.1 Definition**

According to Vanderaa (2004:1), the *movement toward inclusion, person-centered values* and the *applied behaviour analysis* were the three fundamental areas of disability that became the basis of the concept of positive behaviour intervention and support. Other factors, such as the applied-behaviour analysis, have influenced the emergence and development of PBIS. Carr and Sidener (2002:251) regarded PBIS as a separate *discipline* and stated that, “now is the time to consider the ramifications of separating PBIS from applied behaviour analysis”. This observation was made in response to an article authored by Anderson and Freeman (2000) in which they identified PBIS as a system that is necessarily consistent with the analysis of human behaviour (Freeman, 2000).

### **2.2.2 About PBIS**

Over the years, PBIS has seen immense growth and development. It is important to note that the second half of the twentieth century was a revolutionary period for PBIS. Scholars and experts from across the world were developing the concept, strategies and technologies. This was mainly due to the fact that they faced a number of issues and consequences resulting from high levels of environmental pollution and increasingly complex human lifestyles. There was a desperate need to take action to improve the quality of human life. As Warren (1984) suggests, “One of the things that make the modern world "modern" is the development of consciousness of self”. They

did not want to design strategies that would prove harmful to future generations. Hence they tended to develop a more rational approach towards issues-analysis and endeavoured to mould them in a more favourable light.

### **2.2.3 Main Theorists**

PBIS has been developed over the years as a means to provide ethical considerations in business, along with a corporate social responsibility. These terms and their concepts were highly valued and their implementation in business was considered compulsory by educationalists and a moral responsibility of the nation. There is considerable literature that provides evidence of the positive inclination towards PBIS by developed societies during latter half of the twentieth century. The implementation of PBIS has a positive impact on the living conditions and styles of people (PBIS, 2010).

Despite emphasis being placed on a system to deal with the psychological underpinning of students in a way that would improve their performance in schools, how long it would take to be implemented or how effective it would be in materialising the perceived goals remained a matter of time and luck. Nobody was sure if the educators were right in their decision to adopt such a moderate strategy for behavioural management of underperforming students. Horner et al., (1990) argues there is insufficient research to support the idea that such an optimistic approach as positive behaviour intervention and support is capable of dealing with all behavioural issues. He asserted that there was a need for empirical analysis of the matter in contrast to the usual clinical analysis. Horner et al, (1990) also argued that it would take considerable time to develop a clear and obvious behavioural management technology. After study and research, experts and theorists have found that ‘one gains inspiration from one’s surroundings’. Arguably the most suitable ideology is to ensure that the environment in which the problem child lived was changed and improved. Experts and theorists have also noted that a great level of change and

improvement would be achieved if the environment was changed and improved. PBIS has had a major impact on peoples' lifestyle. Once achieved, the individual student would intrinsically realise a change in his (or her) perception of the world that would ensure the arrival of a positive revolution in his thinking and his problematic behaviour will hopefully be improved.

There are numerous definitions of PBIS. Although most are complementary to the original Horner et al. (1990) definition and to each other, there are some interesting differences. For instance, E. Carr, Levin, et al. (1999:7) stated that “From the standpoint of the independent variable, the PBIS approach refers to those interventions that involve altering deficient environmental conditions ... or deficient behaviour repertoires”. E. Carr, Levin, et al. (1999:8) also stated that “The remediation of deficient contexts also helps to define the PBIS approach with respect to dependent variables: (a) increased positive behaviour, (b) improved lifestyle, and (c) decreased problem behaviour”. More recently, E. Carr et al. (2002:4) described PBIS as “an applied science that uses educational methods to expand an individual's behaviour repertoire and systems change methods to redesign an individual's living environment to first enhance the individual's quality of life and, second, to minimize his or her problem behaviour”. Warren et al. (2003:80-81) stated that “PBIS is intended to enhance quality of life and minimize/prevent problem behaviour through the rational integration of (a) valued outcomes, (b) behavioural and biomedical science, (c) empirically supported procedures, and (d) systems change” (pp. 80–81).

In addition, PBIS is now represented at most special education and developmental disabilities conferences, including regional and national meetings of the Council for Exceptional Children and the American Association on Mental Retardation (see [www.pbis.org](http://www.pbis.org)). In 2003, dissemination activities were further diversified by an international conference on “The World of PBIS: Science, Values, & Vision” in Orlando, Florida. At that meeting, the Association for Positive Behaviour Support (APBS) was founded as “an international organization dedicated to

the advancement of positive behaviour support. APBS strives to expand application of this approach with children, adolescents, and adults with problem behaviour” (<http://apbs.org/main.htm>). A second international conference was held in Florida in 2005.

It was the suspicion of this researcher that obstacles to the successful implementation of the student behaviour management system (PBIS) resided in all areas of the school system: the organizational structure, the personal apprehensions of staff, and the subtle but powerful socialization process that molds educational professionals and guides their reactions and behaviours. The successful educational leader needs to adopt a broad perspective in order to proactively recognize and effectively address these obstacles, and it is the consideration of multiple concepts and theories that allows for this broadened perspective. This research integrated a variety of concepts and theories that individually provided plausible explanations for the phenomenon, but that were not mutually exclusive. It was the belief of this researcher that both Carr and Levin provided a clearer and more precise understanding of the problems associated with the successful implementation of a school improvement initiative such as PBIS than other theorists. The main aim of this form of research is to ensure that the process and the entire practice is improved, thus Action research was chosen, it can also be applied to improve your own teaching practice. It was necessary to focus on all aspects of the programs and to work towards improving each stage based on the feedback provided by the students and the results following the application of the program.

#### **2.2.4 PBIS Program: An Overview**

PBIS is a method for change used to help promote positive behaviour among students within a school or university. The aim of the programs developed using PBIS is to ensure that a more positive attitude and behaviour is inculcated in the students both inside as well as outside the classroom settings. This system requires a whole-hearted and focused approach from all parties

involved. Since it is a behaviour-management program, there are a number of changes and adjustments that need to be made by all stakeholders. The change is not fragmentary and the involvement of all is essential for the success of the program. Details of how stakeholders (i.e. teachers, students, staff and parents) are affected will be discussed further in the chapter.

PBIS is a framework related to decision making and is not simply a curriculum, intervention or practice. Decision-making involves a “framework that guides the selection, integration, and implementation of evidence-based practices for improving academic and behavioural outcomes for all students” (Origins Online, 2010).

Although most of the students in a school tend to follow instructions and keep tab on their behaviour, this is very rarely if ever noticed and acknowledged. All stakeholders tend to be consistent in their behaviour and practices using thorough instructions, comprehension and repetitive practice. This helps ensure consistency in behaviour and complete adherence to rules, regulations and expectations. However, there are a few students who do not adhere to the rules. This presents an opportunity for positive behaviour intervention and support programs to provide students with different methods of teaching rather than punishment. The programs help to ensure that all students work towards more positive behaviour concerning the health, social, academic and personal aspects of their lives. The PBIS programs are designed to ensure that the quality of life of students is improved as well as their behaviour towards each another.

E. Carr, Levin, et al. (2002:4) stated that:

*The key features of a PBIS program include:*

- *A common approach and purpose that is implemented to ensure discipline within the school*
- *Achievable expectations helping students develop positive behaviour,*
- *Procedures to explain expectations and teach it to the students,*

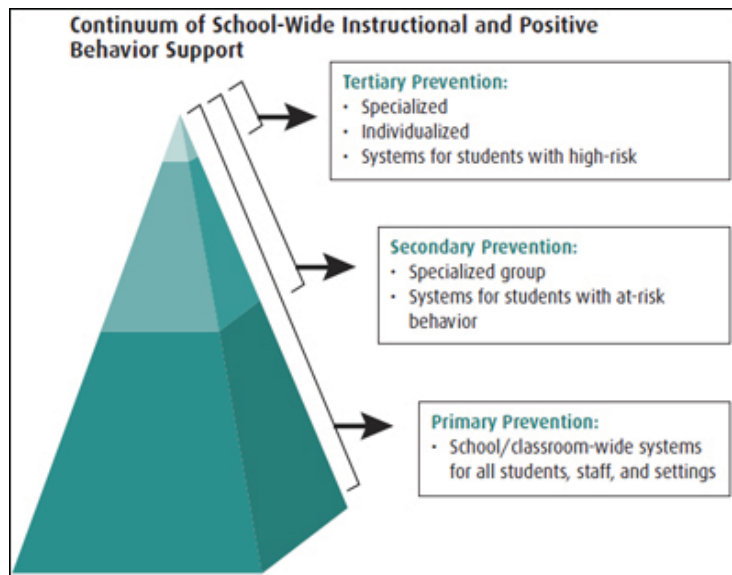
- *A continuous process to encourage the expected behaviour,*
- *A continuous process to discourage any form of inappropriate behaviour, and*
- *A continuous evaluation of the effectiveness of the program.*

#### 2.2.4.1 PBIS Program Three Tier Approach

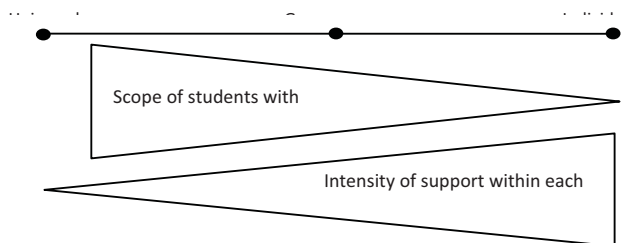
PBIS generally utilises a three-tier approach for development of plans and discouragement of negative behaviour within schools.

The programs three tiers are a) Primary Prevention, b) Secondary Prevention and c) Tertiary Prevention.

Figure 1 provides a clear view of the three levels of prevention.



**Figure 1** *Continuum of School – Wide Instructional and Positive Behaviour Support (CPI, 2010)*



**Figure 2** *Continuum and Intensity of Support (Turnbull, et al., 2002)*

The support provided for each of tiers is different and the intensity at each level also varies. In Figure 2, the intensity of the support increases with the continuum of school. At the third tier, the intensity level is seen to be the highest and most focused. Each of the three tiers is described in more detail below.

#### **2.2.4.1.1 Primary Prevention**

This is the first stage of the Positive Behaviour Intervention and Support approach. The aim at this stage is to focus on either the classroom or school-wide strategies and on building a positive culture and behaviour amongst all students within the school. A major goal is to ensure a constructive social culture is upheld and the positive attitude and behaviour is reinforced amongst the students. Simple aspects and rules can be set down to ensure the safety of students and also simple steps can be taken by all to ensure their safety as well as the safety of others in the school. An example of this is the matrix developed for JMMS PBIS program, see Appendix A. This tier tends to deal with almost 80% of the students within a school (Northwest Area Education Agency, 2010). An example of the primary prevention, adapted from JMMS positive behaviour intervention and support Program has been attached in the Appendix, see Appendix B. This provides a useful example of Primary Prevention.

#### **2.2.4.1.2 Secondary Prevention**

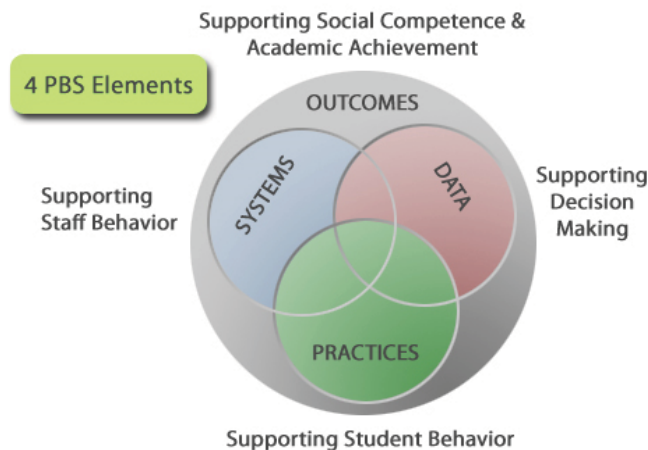
The second tier is one which generally deals with students with risk behaviour and those who need more discipline than that associated with the Primary Prevention. This group amounts to almost 15% (Northwest Area Education Agency, 2010) of the student population and caters mostly to students with special needs and those who are in need for better discipline. Examples of the prevention include improving the social skills, improving behaviour, check-in and check-out and many similar strategies.

### 2.2.4.1.3 Tertiary Prevention

This is the highest grade of intervention associated with around 5% of students in a school. This tier focuses on students who are high risk and children with disabilities and development issues like autism, or other emotional or behavioural disorders. It is essential to also note, that these individuals include students who might not have any medical issues, however display problematic behaviour. PBIS ensures that individual attention is given to the child with the aim to help them develop in a positive manner. Different techniques are used to help a child develop and reduce their interruptive behaviour. Children can be rewarded every time they share or allow others to join them for free time. This is a positive approach allowing more positive development of these students.

### 2.2.4.2 Elements of PBIS

PBIS is based on four main elements. The success or otherwise of the implementation of PBIS systems within an organisation is based on these factors. Figure 3 provides a clear view of the elements of PBIS.



**Figure 3 PBIS Four Elements (Positive Behavioural Intervention and Support, 2010)**

In order to achieve the objectives of an organisation, it is essential that all individuals and parties involved in the organisation have a common goal and focus. The PBIS website suggested, “Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide positive behaviour intervention and support process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts” (PBIS, 2010).

The main focus is to build a strong and sustainable system including four key elements: a) Outcome, b) Data, c) Practice and d) Systems.

- a) Outcome: This includes the targeted behaviour both in terms of academic as well as personal behaviour, it also includes behaviour endorsed and emphasized by the educators, students and families. In short, this highlights what is important to each learning community.
- b) Data: Here the information used is to gain a better understanding of the status, the need for change and also the impact of intervention. This element brings out details that are used for supporting the success of barriers.
- c) Practice: This element focuses on how the goals will be reached. Here information relating the intervention and strategies that are evidence based are included.
- d) System: This involves an insight into the support that is required for accurate and improved implementation of PBIS and support practices. Here aspects such as which system will be implemented and whether or not the features are durable and sustainable over a long period are addressed.

### 2.2.4.3 Implementation of PBIS and Associated Outcomes

When PBIS is implemented in an educational organisation, there are a number of outcomes that can be expected. Firstly, the implementation strongly impact on the educational system, helping to reduce the evasiveness, dangerous behaviour, exclusionary behaviour and low levels of reactivity. Secondly, the implementation of PBIS permits the stakeholders in the organisation to become more engaged in the work and to be more responsive, productive and preventative in nature. The implementation of PBIS allows all parties to be more effective and efficient by helping them be more positive and manage their lives more constructively and also to be able to be more positive and productive in both their personal lives as well as within school (Carr, et al., 2002). One outcome of utilising the PBIS systems is better classroom management and improved disciplinary outcomes in terms of the attendance and anti-social behaviour. The implementation of PBIS systems supports all students with a focus on those in need of specialised care and assistance. This involves numerous aspects such as emotional care, behavioural disorder and mental health issues. Finally, the programs permit better engagement of the students with fellow students as well as others around them and better academic performance for all students (Carr, et al., 2002).



**Figure 4** Associated Outcome (Positive Behavioural Intervention and Support, 2010)

#### **2.2.4.4 Effectiveness of PBIS**

PBIS has been discussed and adopted by numerous universities and schools across the world and there is strong evidence for its success. The University of Illinois at Urbana, explains, “Olson Park Elementary School in Loves Park reports a 40% decrease in its Office Behaviour Reports from September, 2001 to September, 2002 due to implementing PBIS (FY03 PBIS 1st Quarter 2002)” (University of Illinois at Urbana-Champaign, 2010).

Other schools have also shown immense growth in adapting PBIS. Schools in Kentucky USA have been found to have an improvement in terms of the office referrals since PBIS was implemented. A 66% drop in office referrals was associated with the implementation of the PBIS program. There was a 64% decrease in terms of the suspensions and removal of students post implementation. The University of Illinois explains the case of one of the Kentucky schools that did not have PBIS systems in place during the 1997-1998 school years. The PBIS systems were implemented in the school the following year and the school experienced a sizeable fall in the number of students suspended and the number of school-suspension days of up to 65% and 76% respectively. The school also noted an increase in the students’ academic scores related to the higher number of instruction hours that the students were attending.

Another successful set of cases of effective PBIS systems was that of Maryland USA. The University of Illinois explains, “With state mandates to utilize the program, and routine training of teachers and school administrators by the state board of education, Maryland schools benefit from a proven track record of decreased numbers of school suspensions, and less class time lost to handle behavior situations” (University of Illinois at Urbana-Champaign, 2010). The Maryland schools witnessed a decrease in both school suspensions and office referrals. Not only were the schools found to have less suspensions and office referrals, but also there was also an improvement in the students’ behaviour. According to the State Superintendent of Schools,

Nancy S Grasmick, “PBIS is so successful because it focuses on changing behavioural expectations within schools, not just individual student behaviours. As a result, school cultures and environments have changed, making way for the kind of academic learning that we want for all Maryland’s children” (University of Illinois at Urbana-Champaign, 2010).

### **2.2.5 History of Implementation of PBIS in Schools**

The concept of PBIS has evolved from three main sources. These include “applied behaviour analysis, normalization/inclusion movement and also the person-centered values” (Carr, et al., 2002). This concept uses the applied behaviour analysis development of a “three-term contingency”. Three-term Contingency was introduced by B. F Skinner, who broke down human and animal behaviour into three main parts (i.e. discriminative stimulus, operant response, and reinforcer/punisher) (Psychology U Iowa, 2010). Psychology U Iowa (2010) further explains,

“To illustrate the operation of behavioural analysis, the behaviour of leaving class when the school day is over can be broken down into the parts of the three-term contingency. The bell, which serves as the discriminative stimulus, is sounded at the end of the school day. When the bell rings, students exit the classroom. Exiting the classroom is the operant response. Reinforcement of leaving the classroom at the proper time results from the other behaviours in which students can engage now that the school day is over” (Psychology U Iowa, 2010).

The website further explains that if a student were to be punished for leaving a class early, then the punishment is one which forms the basic reason for the student to violate the rules and regulations of the school and can also lead to adverse consequences. This methodology has been adopted as it helps identify the motives that can cause undesirable behaviour and helps in development of individual intervention plans to help promote and improve acceptable behaviour

among the students. This provides a better understanding of the PBIS methods, which are used for the reduction of problematic behaviour (Carr, et al., 2002)

The PBIS support method involves inclusion or normalization methods which promote people with disabilities and behaviour disorders to live in similar conditions to that of non-disabled individuals. In short, it permits individuals to have equal opportunities at school, home and in a social context.

The United States National Institute on Disability and Rehabilitation Research (NIDRR) took charge of sustaining the progress of the positive behaviour intervention and support during the period 1987–1992. A sum of \$670,000 was dedicated to the University of Oregon, the University of Minnesota, the University of California at Santa Barbara, the State University of New York at Stony Brook, and the University of South Florida for the “ “Rehabilitation Research and Training Center on Community-Referenced Technologies for Non-Aversive Behaviour Management.” The Center was later referred to as the “Rehabilitation Research and Training Center on Positive Behaviour Support, (RRTC – PBIS)” ” (Johnston, 2006). This centre is currently financed by the University of Florida with the aim of developing optimistic procedures, formerly verified through empirical analysis for supporting disabled people.

Since the late 1990s and early 2000s, the number of schools that have implemented School-Wide Positive Behaviour Support System (SWPBS) is more than 7000 (Newcomer, 2010). The uptake of PBIS and support indicates it has been widely acknowledged as a better alternative than the traditional reactive approach towards dealing with behavior-oriented issues encountered in the educational environment. This is a question of major concern, especially for schools that have relied on traditional ways of dealing with such matters. Adopting a much more lenient alternative is a risky decision. The implementation of PBIS will be debated and argued until there is proof that students have actually improved. In order to adequately answer this question, it is imperative

that an analysis be conducted of schools that have implemented PBIS and support as a behaviour control system. Special emphasis needs to be placed on understanding and exploring both the positive as well as negative aspects of PBIS in schools. This includes how the process has helped improve the conduct of the students as well as improvement in terms of their studies. Before getting into an in-depth analysis of some historical case studies, it is essential to briefly discuss the three fundamental elements of the SWPBS.

According to the Office of Special Educations Programs (OSEP), National Technical Assistance Center on Positive Behavioural Supports and Interventions, the three elements of SWPBS are the universal support, the group support and the individual support (Horner, 2000, Lewis and Sugai, 1999 and Sugai et al., 2000 cited in Hank et al. 2002:378). For effective implementation of SWPBS in any school, policies are designed to address each of the three components in terms of their implementation in various aspects of the culture prevalent in the educational set-up of the school. It must be understood that PBIS is essentially a proactive and supportive system of behavioural management in contrast to the traditional reactive and offensive approach. According to the statistics for the United States as reported by Horner, 2001 (cited in Hank et al, 2002:378), 76%, 15% and 9% of the students involved in the research in 26 middle schools received respectively zero to one, two to five and more than six referrals to the office on the basis of their misconduct respectively. The elements of SWPBS are defined by two continua, namely the scope of application and its intensity. The first continuum is based on the number of students the concept will be applied. This number gets progressively smaller when moving from universal to individual support; conversely, the intensity of support grows when moving the same way. Horner, 2001, found that universal, group and individual support was provided to the 76%, 15% and 9% of students respectively, according to the number of office referrals based on their behavioural disorders. Traditionally, school-wide support was considered to be based only on its universal dimension.

However, in reality, SWPBS has addressed the greatest number of students in the universal continuum with least intensity and the smallest community in the individual continuum with the greatest intensity. This concept was applied in the Central Middle School of Kansas USA. Central Middle School offers education for 762 students from the sixth to eighth grade in Kansas City. The County in which it is located has the second-lowest graduation rate in the state (68%), the highest percentage of poor children in the state (32%), while the number of childhood deaths amounted to the third highest in the state of Kansas (Kansas Kids Count, 2000 cited in Hank et al, 2002 378). In the same report, (Hank et al, 2002) elaborated how the implementation of SWPBS had improved the response and conduct of a 14-year-old African-American boy who was studying in the eighth grade. Analysis of this case study provides a clear insight into the scope of SWPBS prevalent in modern schools and will be useful information to compare with the way SWPBS has been implemented in Al Amanah College High School. The boy, named Jeremy, was suffering from autism but was a good student in general. He was noticed to respond positively whenever given encouragement for something he had done well, either verbally and physically. This responsive attitude is the fundamental basis of the PBIS system, because it believes in rewarding students for things they have done well instead of punishing them for what they have done wrong. It is human nature to develop enthusiasm in a supportive and appreciative environment.

Traditional methods rely on punishing students, which instills a defensive mood in them, rather than a corrective attitude. On the contrary, PBIS has a healing effect on the psychology of the students, which it achieves with the help of its three components: universal, group and individual support. The most proactive approach among the three of them is the universal support because it addresses a large number of students irrespective of whether they have exhibited behavioural disorders or not. It is like a general guide that students are fed before something wrong would happen. "Title IV of the Improving America's Schools Act of 1994, the Safe and Drug-Free

Schools and Communities Act, (1994)” is the basis of the formulation of policies related to universal support. (Hank et al, 2002:380). In order to implement it, the behaviour of the students was observed in general and the school’s staff members were asked to reveal potential problem areas in the students’ behaviour. Once the general issues were identified, students were formally taught in order to mould their perception about those areas. A reward system was put in place and students who showed exceptional understanding were rewarded for their cooperation. This was the way it was applied in the Central Middle School of Kansas between 1998 and 1999. (Hank, et al, 2002 384). The teachers were first interviewed to reveal the five most important behavioural constructs that they would like to see in their students. Then, school halls and rooms were visited by the committee to help the committee members realize how those behavioural constructs should be promoted in each room and hall (Turnbull, et al., 2002). Subsequently their teachers taught students these guidelines as a lesson that they formally learnt and were expected to remember (Turnbull, et al., 2002). For group support, students of the Central Middle Schools were gathered in classrooms in groups and the teacher taught them how bad conduct affected the environment of different rooms and how that could be improved with good discipline. This encouraged the students to pay heed to their teacher and build cooperation. Similarly, lessons and methodologies were designed for special individuals with as little offensive touch and as much encouraging flavour as possible (Turnbull, et al., 2002).

The results of the research were that an 80% improvement in students’ behaviour was noticed in about two thirds of the cases studies. However, in a vast majority of educational institutions all over the world, the development of proactive strategies for the resolution of behaviour related issues still needed to be realized (Hank et al, 2002:388).

This research aims at evaluating the effectiveness of the PBIS as implemented in the Al Amanah College High School. The research will evaluate the methods employed in the implementation of

the system and compare that with past case studies. Results will show whether the behaviour of students at Al Amanah College High School has matured in general or not. Improvement will be shown in terms of a percentage of the overall performance of the students.

#### **2.2.6 Traditional Behaviour Control Systems**

Before 1980, people had a *biased* perspective on the factors that influenced the discipline and conduct of their children. Many parents and teachers were of the view that it was their responsibility to forcefully control and monitor the emotions and psychology of their children. They thought that with pressure and force, they could mould their children's way of thinking according to their wishes. The traditional approach towards behavioural management of the children and students is based on the assumption that it is obligatory for adults to teach the younger ones what they need to refrain from doing and also that the adults need to control the younger ones until the time they grow up enough to be mature and disciplined. (Vanderaa, 2004:2). Traditional ways of punishing children and students to achieve the desired objectives on the part of parents and teachers were recognised by various experts as not only unethical but also ineffective.

On the contrary, when PBIS was adopted as a way to deal with problematic students and their psychology, it not only improved the attitude of those students but also served to improve the quality of life and effectiveness of the treatment in general and the whole educational system in particular. PBIS works towards ensuring that positive and proactive behaviour is developed from the start, to work towards avoiding and preventing problems and issues before they can occur. To do so, efforts to improve the school environment, teach new skills and also improve the quality of life of students are a few of the steps that are undertaken. The evidence-based strategies can also be used for making changes as well. Inculcation of positive enthusiasm should occur in all

entities involved in the process of modifying the behaviour of students including the students themselves.

### 2.2.7 PBIS vs. Traditional Behaviour Management

There is a vast difference between the traditional behaviour management and the positive behaviour support. Over the years, numerous authors have discussed and argued the details and differences of the two methods. Table 1 outlines the differences in the two approaches, based on views of Porter (2000), LaVigna (1995), Carr, Dunlap et.al (2002), McLean and Walsh (1995).

**Table 1 PBIS vs. Traditional Behaviour Management**

<i>Description</i>	<i>Traditional Approach</i>	<i>PBIS Approach</i>
<i>Assumptions</i>	Adults have complete responsibility for children. Adults need to keep control of the child until the child is able to develop self control and a self understanding. Here the assumption is also that the adults teach the children what to do and what not to do.	Children are different and their needs and learning styles are also different. Children are provided with support from teachers who assist them understand the right from wrong and also let the child learn from their mistakes and provide feedback to help them improve.

<b><i>Strategies</i></b>	A number of different rewards and punishments have been used in the past. These include aspects like time out, corner time, warnings, and withdrawal of attention, avoiding any recognition or providing any form of acknowledgement.	The main strategy is being responsive and understanding the child's feelings and needs. This is mainly done by acknowledging the child's behaviour and also gently supporting the child's needs. Teaching children to handle situations in a more productive manner and positive interaction allows this system to be more children friendly. Providing the children with continuous feedback and methods to improve their performance, in a positive manner is a positive aspect of this method. Here the process ensures that the child is at 'best advantage'.
<b><i>Possible Consequences</i></b>	There are a wide range of consequences of using this method. Firstly, the child is imposed with the thoughts of the adult and hence they tend to do whatever the adult tells them. Children are taught that they can gain power by doing inappropriate things like throwing tantrums. Children may adopt the same pattern and impose the same behaviour to others using the same techniques.	Children gain more confidence that their views and feelings will be adopted and not just escalated to the adults. Children develop more positive behaviour, and better management of their feelings and emotions to resolve difficult behaviour more effectively. Children learn to make a difference and not only think about themselves but also consider the feelings of others around them. There is a higher level of mutual behaviour as well as pleasing and positive behaviour that is inculcated among the children.

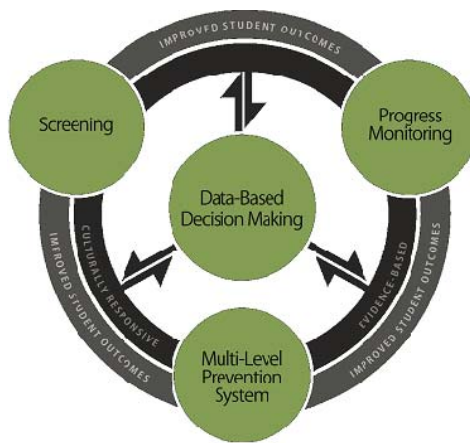
**2.2.8 Responsiveness to Intervention (RtI)**

Recent updates to state and federal special education guidelines are changing the way schools are expected to support students with problem behaviour. Traditionally, approaches to assisting these students included parent conferences, observations, a minimum number of general interventions, a review of educational and social records, and a psychological evaluation (Special Programs for Students who are Emotionally Handicapped, 2006). Now, with the passage of the No Child Left Behind Act, schools are being encouraged to turn towards proactive approaches that match the

service a student receives with his/her level of need. One such approach is called Response to Intervention, or RtI.

Responsiveness to Intervention (RtI) has been defined as “the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche, Elliott, Graden, Grimes, Kovaleski, and Prasse, 2006). The National Association of State directors of Special Education, Inc (2006), further explains, “RtI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data”.

The intervention is mainly one that focuses on the problem-solving model. The approach focuses on the environmental factors that impact the student’s difficulty in terms of academic achievements. The intervention provides the support necessary for the students as soon as the need is demonstrated by the student. This method mainly focuses on the academic areas only. the Sandomierski, et.al., (2007) explains, “RtI has emerged as the new way to think about both disability identification and early intervention assistance for the ‘most vulnerable, *academically unresponsive children*’ in schools and school districts” (Sandomierski, Kincaid, and Algozzine, 2007). It is also important to gain a brief insight into the elements that impact RtI and also a brief relationship of the components of RtI.



**Figure 5** *Relationship of Essential Components of RtI*  
(National Center on Response to Intervention, 2010)

Figure 5 outlines the relationship of the various components of RtI. It is clear that data-based decision-making is the crux of RtI practice and this is an essential aspect for the other elements (i.e. screening, progress monitoring and multi-level tier-based prevention system). The National Center on Response to Intervention (2010) suggests, “All components must be implemented using culturally responsive and evidence-based practices”.

### **2.2.9 RtI vs. PBIS**

Having introduced RtI, it is important to compare it with PBIS. Table 2 summarizes the comparison on several dimensions (CMS, 2010).

**Table 2** *RtI vs. PBIS*

<i>Description</i>	<i>RtI</i>	<i>PBIS</i>
<b><i>Meaning</i></b>	Responsiveness to intervention is a systematic approach which is used to support the academic needs of the students. This method involves an intervention as soon as the students need any academic assistance.	Positive behaviour intervention support is a systematic intervention approach which focuses on the social and emotional needs and requirements of the students. This method helps improve the behavioural aspects of the students.
<b><i>Main Areas and Focus</i></b>	The main areas of focus include the universal screening, early intervention and progress monitoring.	PBIS focuses on universal screening, early intervention and data monitoring
<b><i>Beneficiaries</i></b>	All parties benefit from this method. Parents, staff and students all alike get the benefits from this form of intervention	All parties achieve benefits. The students, staff and parents alike benefit from this intervention.
<b><i>Support of Instruction</i></b>	This intervention creates a pathway for the students who face academic issues. The intervention allows the students to learn and improve academically.	The focus is on the behavioural aspects. Students have greater instructional time and reduced behavioural issues.
<b><i>Impact on Behaviour</i></b>	The intervention allows the students to keep a control on the frustration that they face due to academic issues and thereby allows a more positive and uninterrupted class as well.	PBIS focuses on the behavioural aspects and hence leads to a positive student behaviour and a friendlier and positive school environment.
<b><i>Impacted Areas of School Functioning</i></b>	The intervention impacts a number of school functions, like the method of instruction, the curriculum and provides individual based learning sessions.	PBIS focuses on a school wide culture. The only areas where strategic options are used include the students who are at – risk or who are high – risk. These students are tended to individually.
<b><i>Measurement of Success</i></b>	Success is evident in terms of the academic performance of the students in class	The success of this intervention is measurable with the social behaviour and the level of positive behaviour of the students both inside as well as outside the classrooms.

It is essential to understand that the two methods, RtI and PBIS, when combined, develop a strong continuum for both the academic needs as well as the behavioural needs of a school. Both these methods are equally important and helpful to students (CMS, 2010). The RtI approach was not used in this action research as the success of the PBIS intervention is measurable with the

social behaviour and the level of positive behaviour of the students both inside as well as outside the classrooms where as the success of the RtI approach is evident in terms of the academic performance of the students in class.

### **2.2.10 Implementation of PBIS Systems**

PBIS systems have been implemented at school level. The main goal of implementing the PBIS program is to help focus on the needs of the students. This is not only in terms of personalised attention, but also in school-wide systems, the emphasis being on prevention. The implementation of the PBIS systems in schools is very effective as demonstrated by implementation of the system across a number of US states and districts. In order to develop a standardized procedure, the National Technical Assistance Center for Positive Behavioural Interventions and Support, has developed a blueprint for schools to implement school-wide PBIS. The blueprint includes four components including a) Leadership team, b) organisational umbrella, c) foundation, and d) demonstration schools. Horner et.al. explains each in turn:

*(a) a Leadership Team to actively coordinate implementation efforts; (b) an organizational umbrella composed of adequate funding, broad visibility, and consistent political support; (c) a foundation for sustained and broad-scale implementation established through a cadre of individuals who can provide coaching support for local implementation, a small group of individuals who can train teams on the practices and processes of school wide PBIS, and a system for on-going evaluation; and (d) a small group of demonstration schools that documents the viability of the approach within the local fiscal, political and social climate of the state/district (Sugai, 2002 ; Horner, Freeman, Nelson, and Sugai, 2010).*

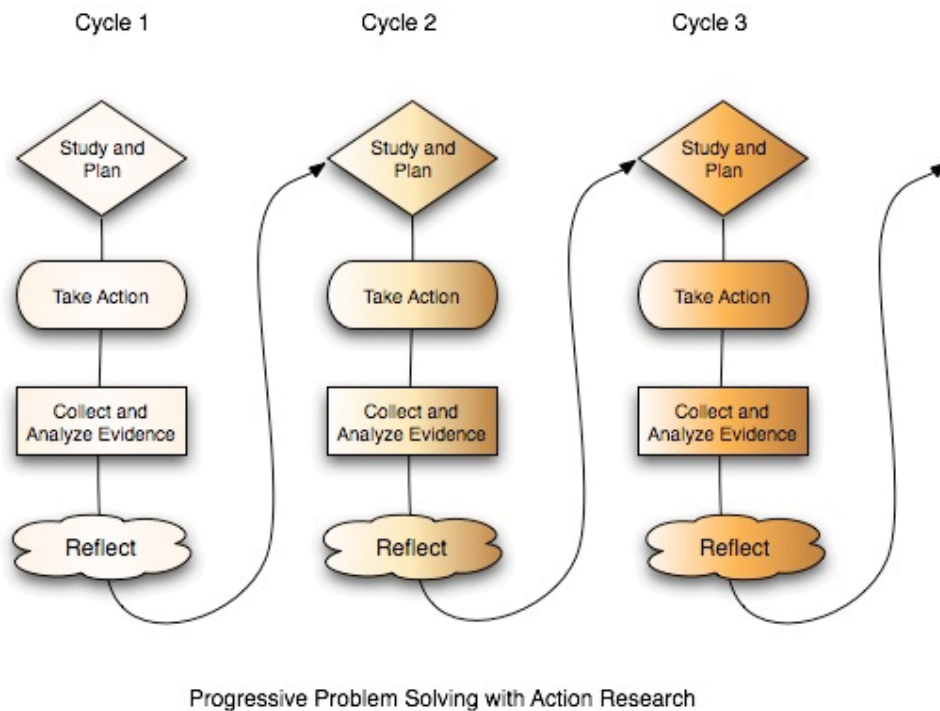
Figure 6 is a blue print which helps identify the four components more accurately.



**Figure 6** *Blueprint for broad implementation of school-wide PBIS (Horner, Freeman, Nelson, and Sugai, 2010)*

#### 2.2.10.1 Action Research

Action Research is an appropriate methodology with which to examine implementation of PBIS systems. Action research is, “an idea, which you can apply to improve your own teaching practice, as well as other facets of academic work such as curriculum design and course evaluation” (IDEAS, 2010). Implementing the PBIS system involved a wide range of changes to the current system. In such cases, it is necessary to focus on all aspects of the programs and to work towards improving each stage based on the feedback provided by the students and the results following the application of the program. This is repeated in an iterative cycle. Figure 7 provides a clearer understanding of the nature of the Action Research methodology and how it applies to PBIS.



**Figure 7** *Action Research* (Centre for Collaborative Action Research, 2010)

The process involves a cycle of planning, taking action, collecting evidence, and reflecting on the process. This is a progressive problem-solving method and is a continuous chain until the entire process is perfected. This is an excellent method of learning and improving from known techniques.

The main aim of this form of research is to ensure that the process and the entire practice is improved and there is a continual learning and “progressive problem solving” (Centre for Collaborative Action Research, 2010). There is a need for a deep-rooted understanding of the practice and having clear and complete, and well-developed techniques and theories. The process allows for improvement of the community, which tends to be based on continuous improvements and refining. The Centre for Collaborative Action Research (2010) explains, “Action research as a method is scientific in which the effects of an action are observed through a systematic process of examining the evidence. The results of this type of research are practical, relevant, and can

inform theory”. One other major difference of this form of research is that it does not focus on the universality of findings and there is more importance placed on the findings themselves. The Centre for Collaborative Action Research (2010) explains:

*“Critical reflection is at the heart of Action Research and when this reflection is based on careful examination of evidence from multiple perspectives, it can provide an effective strategy for improving the organization's ways of working and the whole organizational climate. It can be the process through which an organization learns”.*

Action Research can be easily related to the theory provided by W. Edwards Deming (Arveson, 1998). This theory has been a breakthrough in the quality industry and it has made it simpler to make root cause analysis for companies and to assist the companies find the issue and bring out newer training and education processes to help improve quality. In Deming’s theory, the main focus was on the production processes. Similar to this concept, he felt that the level of production and level of improvement was possible if the process and strategy were to be planned, and reflected upon each time. According to Deming, the feedback loop would help in developing the strategic processes and would also clearly assist in improving the end results (Arveson, 1998).

In the case of implementing the PBIS systems, it is essential that all the aspects of the system are right and effective. This system is designed to improve the lives of young children and hence, running the process in a repetitive cycle should prove to be very helpful as the corrections will repeatedly impact the life of an individual. There are a number of benefits of using this method of research for the implementation of PBIS systems:

- a) It provides empowerment to all participants. The method does not have any form of hidden controls in the hand of the researcher. The involvement of the participants is the main form of evidence for problem-solving. The issues and problem-solving is based

directly on first hand information with no interference from any other third party. In short, the issues are solved based on only the truth and strong evidence alone (Lanchester, 2010).

- b) Action research is normally carried out under low control environments. Thus the researchers are able to collect a large amount of data unlike the high control environment experiments. Under high control, the participants behave in a biased manner and their actual intentions and actions cannot be accurately captured. This is overcome by adapting to a low control action research (Lanchester, 2010).
- c) Action research is a progressive problem-solving technique. This is a systematic reflective study and all solutions that are found from this form of research are mainly dependent on the actions of the participants alone. The role of researcher is only to participate and to work and find improvements to the solutions. Lanchester (2010) explains,

*It is a way of learning from one's experience through a series of reflective stages. It is described by Schon (1983) as the use of reflection to generate models from a set of previous knowledge. These models, (also called reflection-in-actions) are used to re-frame a problem to bring about outcomes. With critical and systematic reflection to avoid overlook of some important evidence, one can have more confidence in the research conclusions.*

- d) It is imperative to note that, in the case of action research, initially the theoretical justifications, on which the actions are based, are made explicit. The basis of these justifications is then questioned by the researchers. This is followed by analysis of practical applications of the theory. Thus, through this transformative cycle, action research fills the gap between the theory, research and practice (Lanchester, 2010).

## **2.3 Change Management and Leadership**

Change is often opposed and is rarely well received. It is important that managers and leaders within the organisation are aware of the different models that they can incorporate into the business, to be able to manage, change, to keep a level of peace and unity within the organisation. Presently at Al Amanah College High School, the culture of the school is an open one. Although the school follows the Islamic culture, there is scope to grow, develop and improve. The school currently has a high number of students and there is clearly a strong need for change and improvement within the college to ensure positive growth and development of the students. The following sections will deal in detail the relationship of culture and change management as well as managing change and the various theories that can be used in the context of the Al Amanah College implementation.

### **2.3.1 The Cultural Environment**

Implementation of the PBIS system is a systematic change. Several authors have noted that implementing systematic change needs a lot of time and can involve as much as three to five years for the implementation. There are also a number of factors that impact the transition period of the organisation. Heilpern and Nadler (1992) explain that factors like, complexity of the culture, the power and ambiguity of culture are relevant. There is clearly a lack of information and knowledge about value-based changes and initiatives and even lesser levels of awareness of the cultural factors that impact the plans and implementation of the programs. While considering the cultural aspects and factors for implementing systematic change, it is essential to gain a clear understanding of 'culture'.

Schein has offered a formal definition of culture as a "A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as

the correct way to perceive, think, and feel in relation to these problems” (1992:12). Dooley explains, “Edgar Schein (1992) has proposed the following clarification of what we mean by culture. First, he builds a holistic context within which culture is to be understood Culture somehow implies that rituals, climate, values, and behaviours bind together into a coherent whole. This patterning or integration is the *essence* of what we mean by “culture” ”(Schein, 1992:10 cited by Dooley, 2010). The culture of an organisation is built over time and is not simply based on a set of rules and regulations of the management, but also on the ability of the organisation to deal with the problems that occur on a daily basis. Schein (1998) explains that although culture is a systematic phenomenon, it is basically architected by the top management of the organisation and the top management has a major impact on the overall cultural environment of the organisation.

Organisational culture has also been defined as “the commonly held and relatively stable beliefs, attitudes and values that exist within the organisation” (Williams et al. 1993 cited by Mwaura, Sutton and Roberts, 1998). The way a firm carries out its activities, problem-solving and decision-making, and negotiates, is the culture of the organisation. Organisational culture can be homogenous or heterogeneous. Organisational culture in an international environment can be constrained by the local culture. However, through the acquisition of values through socialization certain changes can be brought about in the culture of the employees (Kumar, Ulijn, Weggeman and Van der Van, 1997). This is in conformity with Schein who contends that adaptation to change is not possible without affecting culture.

Culture differentiates one group of people from another and provides a sense of identity (Schein, 1992). Cultures are deep-seated and pervasive. Schein emphasizes that adaptation to change is not possible without affecting culture. Hofstede maintains that culture distinguishes one group or category of people from another and this is because of the collective programming of the mind

(Hope and Mühlemann, 2001). Societies develop set patterns and beliefs, which allows them to live harmoniously together. Hence culture is an informal control mechanism that defines acceptable behaviour within a group (Schraeder, Tears and Jordan, 2006).

### **2.3.1.1 Shein's Organizational Culture**

Before moving onto change management and how change can be dealt with at Al Amanah College, it is essential to gain a better insight into the models of culture. Edgar Schein divides culture into three levels. He explains, the first level is artifacts, which includes a detailed observation of the features of the organisation like the regular activities, rituals, and also the office layouts.

The second level includes aspects like the beliefs and values, decision making and judgment making power of the organisation. The third level deals with the “deepest and most comprehensive explanation of reality, our views of fundamental truths about people and the world” (Dooley, 2010:3). Schein also explains the third level to be tacit in nature, involving the mental models and value systems as the main drivers of organisational behaviour.

### **2.3.2 Managing Change**

The issues this research uncovered were complex, and addressing them in a meaningful way required an exploration of concepts and theories that attempt to explain not only how organizations respond to innovation and change, but also how individuals within the organizations react to change. If eliminating resistance to change initiatives were as simple as identifying one simple reason for the resistance – whether the reason be organizational or social or psychological – a solution would have been developed, an instructional manual would be readily available, and all positive, data-supported school improvement initiatives would have successfully been integrated into the day-to-day operation of schools.

Implementing change within an organisation is not a simple process and there is clearly a need to know and understand whether or not the organisation wants to change and if it needs to change at all. Understanding the elements of the culture that need to be changed is an important aspect of any change process. A number of aspects like the decision-making process, the style of teams, the structure of the organisation and all teams within the organisation are essential to the decision-making process and can impact the overall culture of the company (Dooley, 2010).

Managing change involves taking all of these elements into account. All of these situations and components together help keep the organisation moving forward and successful. However, there is a clear need to identify the impediments of culture and to make a decision whether or not to change them.

Implementation of the PBIS systems in the organisation will lead to a number of cultural changes. Changing an already existing culture of a company is much more difficult than developing a new culture within a company. In the case of Al Amanah College, the culture of the organisation is already well-developed and established and this simply means that introducing any change in the organisation will need the staff to let go of old values, assumptions and to work towards learning new behaviours and processes. It is essential for the school to focus on two main elements while developing the changes and implementing PBIS systems. These include a) executive support and b) training (Jackson, 2002).

Executive support is a must in the case where there is a cultural change in an organisation. This is much higher than verbal support. The management of the school needs to show high levels of behavioural support which will assist in the cultural change. As the famous saying goes, "Practise what you preach". It is essential for the management and the executives to make changes to their own behaviour as well. Motivation is the most important aspect of any organisation. It is essential for competitiveness and cost-effectiveness. Motivation is the

commitment of people at work and the willingness to undertake different aspects of the job. This is a very common situation in almost every company (Schein, 1998). There are several managers who preach a lot of different ways that the employees need to participate within an organisation, however this is not followed by most of them. If it were, this would help develop a sense of standardisation within the organisation and would allow the employees and staff to remain more motivated towards adopting change.

The second aspect that needs to be considered and followed within the organisation is staff training. When implementing changes to the culture, it is essential to note that the members involved in change need to have a clear idea of what is needed, particularly in behaviour and style of working. Hence, this will help the organisation to keep the changes in track and also assist better and smoother changes in the culture (Schein, 1998). When a manager is trying to bring about a change in an organisation, special care needs to be taken to be positive about each step taken within the change process. It is important that change should be carefully handled and potential benefits of the change be emphasised rather than its disadvantages.

Other methods that may be adopted to help manage change include the need to prepare value-statements and belief-statements. This permits employees to gain a better idea of what is required from them and enables management to communicate with employees in a more effective manner and express what is actually required from them. Changing behaviour, and hence attitudes, is difficult unless a starting point can be identified. In all companies, there are a number of employees who resist change and are unwilling to accept any change of any kind (Schein, 1992). Therefore it is essential to define the problem and why it exists and a simple objective survey is often beneficial. The policies and procedures should be set out and include, what should happen, who needs to manage it, how it should take place, how it is monitored, etc... It is understandable why organisations require this to be detailed from the outset. These rules that have been set down

to help companies ensure the process of doing things is more focused and it allows the company to achieve its goals. As important as this is, it is even more imperative for the company to correctly communicate these policies and procedures to all the involved parties to ensure complete clarity (Schein, 1992).

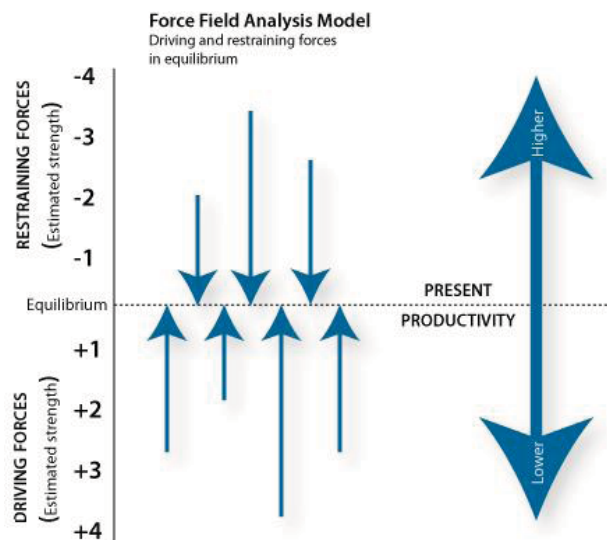
Keeping track of employees' needs and ensuring good communication during the entire process of change implementation is essential. Keeping employees informed at all steps will not only help in better implementation of the PBIS systems, but will also assist teachers as well. Cultural change impacts on organisational structure. This needs to be managed to ensure the overall structure of the organisation stays balanced (Schein, 2004). Implementing a change requires the organisation to focus on the review of processes and procedures, improvements in terms of the rewards and recognition, and the overall work system of the organisation. It is for management to focus on developing work processes and systems in a method where all the other aspects of the company, i.e. pay practice, employee selection, etc. are compatible (Schein, 1998).

#### **2.3.2.1 Force Field Analysis**

One of the most well-known management techniques developed by Kurt Lewin is the Force Field Analysis. Lewin is known as the pioneer of social sciences and renowned for diagnosing situations. In order to gain a clear understanding of the possible resistance to change, it is essential to keep track of the variables of planning and implementation of the change program and is also any team-building projects. Lewin explains that in every situation there are both driving as well as restraining forces and these have an impact on the changes that might occur. He explains the driving forces are those which have an impact on the change process. As explained by ACCEL, "Driving forces are those forces affecting a situation that are pushing in a particular direction; they tend to initiate a change and keeps it going. In terms of improving

productivity in a work group, pressure from a supervisor, incentive earnings, and competition may be examples of driving forces” (ACCEL, 2010).

In short, these forces work towards the change and provide positive assistance for the change to work. However, the other set of forces is referred to as Restraining Forces, which decrease the driving forces. ACCEL notes that, “Apathy, hostility, and poor maintenance of equipment may be examples of restraining forces against increased production. Equilibrium is reached when the sum of the driving forces equals the sum of the restraining forces” (ACCEL, 2010). Figure 8 provides outlines of the management technique and change management tool.



**Figure 8** *Force Field Analysis* (ACCEL, 2010)

This method has proven to be a very effective method and allows a better estimation of the various forces. This method allows managers to identify the factors that both drive the decision for change as well as those that cause a restriction. This knowledge allows managers to skillfully and tactfully reduce the restricting forces and improve the driving forces. In the case of implementing PBIS, there will be a number of changes to the culture of the organisation hence, there are bound to be a number of restricting factors as well. Hence using this technique will prove to be very beneficial in the implementation process.

### 2.3.2.2 ADKAR Model

The ADKAR model is one of the most well-known models of change management. The ADKAR model is a goal-oriented change management system, which allows teams to focus on the activities and the specific results of the organisation. The model was initially aimed at only evaluating the activities like communication and effectiveness of the training and whether this is having an impact on the organisation and the change process. This model is a traditional change management technique and it focuses on goals and results. The ADKAR model, depicted in Figure 9, consists of five main aspects of change which includes Awareness, Desire, Knowledge, Ability and Reinforcement (Change Management Tutorial Series, 2010).

A	Awareness of the need for change	<ul style="list-style-type: none"> <li>• Management communications</li> <li>• Customer input</li> <li>• Marketplace changes</li> <li>• Ready-access to information</li> </ul>
D	Desire to participate and support the change	<ul style="list-style-type: none"> <li>• Fear of job loss</li> <li>• Discontent with current state</li> <li>• Imminent negative consequence</li> <li>• Enhanced job security</li> <li>• Affiliation and sense of belonging</li> <li>• Career advancement</li> <li>• Acquisition of power or position</li> <li>• Incentive or compensation</li> <li>• Trust and respect for leadership</li> <li>• Hope in future state</li> </ul>
K	Knowledge on how to change	<ul style="list-style-type: none"> <li>• Training and education</li> <li>• Information access</li> <li>• Examples and role models</li> </ul>
A	Ability to implement required skills and behaviors	<ul style="list-style-type: none"> <li>• Practice applying new skills or using new processes and tools</li> <li>• Coaching</li> <li>• Mentoring</li> <li>• Removal of barriers</li> </ul>
R	Reinforcement to sustain the change	<ul style="list-style-type: none"> <li>• Incentives and rewards</li> <li>• Compensation changes</li> <li>• Celebrations</li> <li>• Personal recognition</li> </ul>

**Figure 9** ADKAR Model (Prosci, 2010)

The goals are sequential and cumulative when defined by ADKAR, and need to be implemented and sustained in sequential order. The ADKAR model can be used to identify the gaps in the change management processes and provide training and coaching for employees. This system

can also be used to diagnose employees and their resistance to change. It can also be helpful in the transition of the employees through the change process and with a successful action plan there is also a chance for both the professional as well as personal advancements of the employees. This is also one of the best ways to develop a change management plan for employees.

There are several benefits to be gained from use of the ADKAR model. It can provide evaluation of employee resistance and this can help the organisation keep track of things that motivate employees and also help the company prepare specific plans that will assist in making employees realize that the change helps in not only professional development, but also personal development (Change Management Tutorial Series, 2010). The model is very employee-oriented and this makes the model well accepted and also creates a level of involvement of the staff in the processes. Apart from being employee-oriented, there is also the specific focus on the tasks. The disadvantage of the method however, is that it can only be implemented in small and medium-sized companies and cannot be implemented in the larger organisations as there is a need for constant employee collaboration (Change Management Tutorial Series, 2010). The school model will help diagnose the root cause of the issues and be helpful to bring about the changes in the organisation. The model is task-specific, so results can be easily measured and valued.

### **2.3.3 Leadership**

Implementation of PBIS systems involves a number of changes to the style and working processes within the organisation. Change is not welcome in most cases; hence there is a great need for motivation to be able to achieve the desired results from the implemented program. Motivation is the most important aspect of organisational change. It is essential for competitiveness, cost-effectiveness and forms a key element of business to survive in business markets. School leaders can adopt a few methods to ensure that the staff members are motivated

and to keep track of the needs of the staff in the change implementation process. Leaders need to firstly work on educating and communicating to the employees the change that is being contemplated. This will allow more openness and lesser levels of resistance from the employees. The managers can ensure participation and involvement of the employees in the change process. This will make the process more interesting and fulfilling. The support of the managers and the leaders within the company will allow employees' fear and anxiety to be reduced during this period. There also needs to be negotiation and agreement, which needs to be made and is best done by the managers with the assistance of employees to avoid any form of resistance. The other step that has been explained by Kotter is a Manipulation. Kotter also suggests applying coercion on employees to get tasks completed. Here the managers can work towards forcing employees to do a certain task to be able to meet the needs of the change management.

In the case of Al Amanah College, the abovementioned steps are essential for strong leadership which is necessary in times of change. Strong leadership can lead to a better overall response from the staff and other stakeholders. In the force field analysis, any change has both supporting as well as opposing sides. Hence leadership plays a very important role to strengthen the support side and to reduce the opposing side of the changes.

The following section will detail information relating quality leadership and will also discuss the eight step plan as devised by Kotter. This is an effective plan that can be used in the case of Al Amanah College and can prove to be useful during the implementation of PBIS within an organisation.

#### **2.3.3.1 Quality Leadership**

When implementing the PBIS systems within an organisation, it is anticipated that there will be a high level of change in terms of the culture of the organisation. Hence in situations like these,

there is a need for strong leadership. Kotter who has been recognized by Business Week Magazine as the 'Number one leadership and change guru', has developed an eight-step change process which is used for transformational change mostly in larger organisations. The steps include, "a) Create Urgency, b) Form a Powerful Coalition, c) Create a Vision for Change, d) Communicate the Vision, e) Remove Obstacles, f) Create Short-term Wins, g) Build on the Change, and h) Anchor the Changes in Corporate Culture" (Strategies for Managing Change, 2010).

Since the type of change expected in the school is very large, there will be new initiatives, technological improvement, and also new approaches to be adopted by the teachers. The changes are system-wide and need to be managed by strong and effective leaders. Although not all aspects of the change might be clearly set out, it is up to the leaders to be able to manage the change and simultaneously keep a strong and positive environment at the workplace.

Using Kotter's eight-step model is very effective in this case, as the model suggests taking one step at a time and to cover all areas of the change process (International, 2010). Kotter has very effectively explained each of these steps. Implementing each of the steps within the school will allow greater results and effectiveness of the change. Discussed below is a brief description of each of the steps:

a) Creating urgency is the first step. Expressing the need for a strong and positive environment within the school, and a need for implementing systems for improvement of the school wide behaviour, will help build the motivation of the employees (Coutts, 2010). Having simple talks, with the staff, will help bring out ideas and suggestions and will also permit the level of motivation to increase. Involving the staff will allow for more responsibility, which in turn will lead to higher levels of motivation.

b) The second step for the leaders is to “lead’ the change. Here it is essential that the leaders form a coalition and express the need for the change within the organisation. A good leader is one who can convince the people of the need for change and is able to continue building the urgency for the change within the organisation (Mind Tools, 2010).

c) The next step for effective leadership is to build the mission and vision for the change and to work together with the staff to build a clear vision. In the early stages, a number of suggestions and ideas can be received from the staff, which can be used effectively to develop a strong vision for change.

d) Once the vision is developed, a good leader is one who communicates the vision to the rest of the staff to keep the staff ‘in the loop’ and to help them stay motivated towards the change.

e) There will always be people who resist the change. Hence a good leader is one who continuously checks for any barriers and works towards removing obstacles to help empower the vision and ensure a positive step forward towards the change.

f) Help in development of short targets, which will ensure more achievable results. When short-term targets are used, the motivation of the employees will also grow with each win. This can be used to reward the staff members who effectively help in achieving targets.

g) Mind Tools explains, “Kotter argues that many change projects fail because victory is declared too early. Real change runs deep. Quick wins are only the beginning of what needs to be done to achieve long-term change” (Mind Tools, 2010). Kotter explains, “Instead of declaring victory and moving on, these transformational leaders will launch more and more projects to drive the change deeper into the organisation. They will also take the time to ensure that all the new practices are firmly grounded in the organisation’s culture” (Kotter International, 2010).

h) The final step for successful leadership is to ensure that the changes are seen throughout the organisation and the changes are a part of every department of the organisation. Here an effective leader will ensure that the new changes are deep-rooted and are firmly linked to the overall objectives of the organisation.

### **2.3.3.2 Professional Development**

Implementing a PBIS system puts a lot of pressure on staff. Staff will need professional development to cope with the implementation of PBIS systems. Staff development and professional development are essential aspects of every business. This involves a great deal of courses and also short-term training sessions to help ensure staff are well-trained and equipped to provide the best knowledge to students. The college provides a wide range of courses and training that the teachers can attend to improve their skills and stay in touch with the new techniques and actions. The school also focuses on ensuring that teachers are provided with opportunities to go to various courses and seminars. Professional training and development are an important part of any change management. It is essential that management focuses on the training of individuals to ensure that they are in line with the changes and work in accordance to the objectives of the organisation.

In the case of implementing PBIS within the school, there are a number of different professional development areas that need to be covered. Various programs for PBIS training are available and these include topics like training on the strengths of PBIS Tier I training, focuses on the primary prevention and school-wide PBIS implementation, training on better management of student data and teaching to improve the student management styles. Incorporating more collaborative problem-solving and student skill-building are also taught. It also includes ‘teaming’ for success. In the Tier I school-wide expectations, it has been noted that the progress monitoring as well as

collection of data for support decision are studied. The needs of the school and students are met by the individual personal development program (Scribd, 2010).

### **2.3.3.3 Staff and Change**

Introduction of any new program or process within an organisation leads to a number of changes and impacts the staff to a great extent. Firstly, the staff members need to be trained to improve the skills and to provide the right form of support to the students. With all the changes and the implementation of new processes and programs, staff will be undergoing a vast amount of stress. The most essential aspect that needs to be concentrated on is the motivational levels of the staff. It is essential to keep in mind that when a manager is trying to bring about change in the organisation, special care needs to be taken to be positive about each step taken within the change process. It is important that change should be carefully handled and potential benefits of the change should be emphasised rather than any disadvantages. When managers have good ideas or suggestions for an organisation, it is essential to put these suggestions into action. To do this, the suggestions must always be directed to persons who can press the 'go' button. Remember the main aim of the managers is to ensure that the staff remains motivated and there is a sense of responsibility and ownership.

To help with the motivational aspects of the staff, management and leaders need to follow a well planned strategy. Firstly, following the eight-step program as has been discussed will prove to be very helpful. A few basic steps will be very useful for the organisation and will assist the implementation of the PBIS program. Being a manager does not only require training for leadership skills, but also requires a number of principles and set systems. It is important to understand that the theories that have been developed are only meant for reference and are not to be used as a blueprint for every move. It is important that individuals understand this and try to learn by example. The most important aspect that requires to be followed is simple good practice. This will allow individuals to be better leaders as well as help motivate employees.

Motivation, more than any other skill simply requires a person to be clear-minded with strong and positive principles. Motivation is not a mysterious process. It is a process which involves good analysis and thinking of the problems. Thus at any given point in time, this should be carefully thought out and there is no cure-all situation for motivation of employees. There are always loop-holes where employees require a different approach to be motivated to work better. It is also up to the managers to explain to the staff how implementation of the PBIS systems is in line with the values and mission of the organisation. Every organisation has a set system of values from the outset. The values of the firm are as important as the mission or vision of the organisation. The values are normally relevant to the corporate objectives of the firm and are set out on the basis of what the company believes in. If an organisation sets down a set of values, it is essential that then its strategy also provides for these things to happen in a relevant manner.

## **2.4 Al Amanah College – An Overview**

### **2.4.1 Overview of Culture**

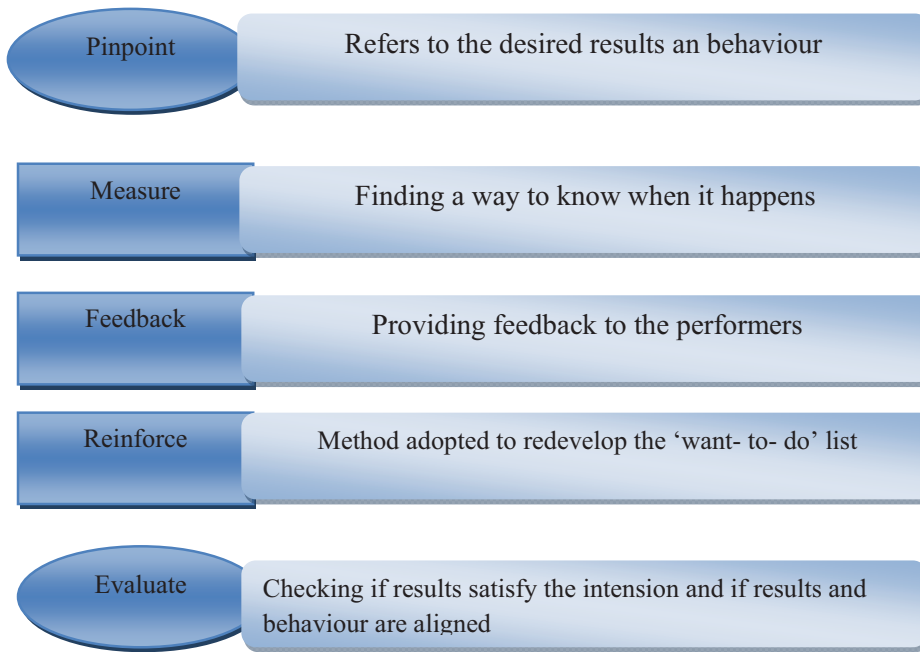
The college is predominantly an Arabic college with major focus on Islamic religion. However it is important to note, that all efforts have been put in the school to ensure that students are provided with the best knowledge both in terms of Islamic studies as well as basic elements of life. The culture of the organisation is clearly one that is ‘student-centric’ which can be seen in the motto of the school: “Success through Knowledge”. It is evident that there is a major focus on ensuring that students gain the best knowledge. It is also clear from the mission statement of the college that immense importance is given to all the members and a continuous urge to grow and develop is present. The mission statement of the college is as follows “The Mission of Al Amanah Islamic College is to provide and sustain excellence in Islamic studies and quality primary and secondary education. This is achieved through the growth, development and

interaction of students, staff, parents and community in a safe and harmonious school learning environment” (Al Amanah College, 2010).

The school concentrates on the environment that the children grow up in and hence its aim is to ensure the environment is safe, secure, warm and friendly. This is not only for the students, but staff and community members alike. This strong culture of safe environment has clearly been built, keeping in mind the academic architecture and the landscape of academic guidance. This helps promote confidence in the staff that the children are growing effectively and that the main function of the school, i.e. imparting knowledge is effectively and efficiently achieved. Apart from the students, the management of the school also pays a lot of attention to the staff to ensure that there are high levels of emphasis placed on the professional development. The college website explains “Good teaching practices, combined with knowledge of the Islamic and Australian curriculum ensures that Al Amanah College reflects moderate ideologies and the best modern practice” (Al Amanah College, 2010).

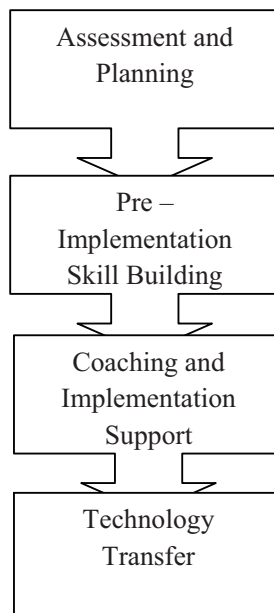
#### **2.4.2 Criteria and Measures for Improvement and Acceptance**

Measuring improvement and acceptance are part of the overall PBIS system implementation. Leadership plays a very important role. Before moving into the discussion of the measures for acceptance and improvement, it is important to understand the five main steps involved in the functioning of the new implementation within the organisation. See figure 10.



**Figure 10** *The 5 Steps and the Questions behind Them (ADI, 2010)*

The five steps form the crux of any change management and together allow managers to develop the intended systems in the organisation more effectively and efficiently. ‘The Precision Leadership System’ provides a clear step-by-step process. The system provides a clear insight into the assessment and planning, pre-implementation skill-building, coaching and implementation support, and technology transfer.



**Figure 11** *The Precision Leadership System*

The Precision Leadership System provides a clear step-by-step explanation of the implementation. Each of the steps will be discussed below

a) *Pre-Implementation Skill Building* Here details like the duties of each team are explained and these provide a clear view of the responsibility and ownership of each task.

- i. *The Leadership team* focuses on the developing the road map and the conduct sessions for the behavioural concepts overview.
- ii. *Managers and Supervisors* focus on the promoting the fluency building and on the behavioural aspects.
- iii. *Employees* focus on the application of the behavioural science and understand how the technology works.

b) *Coaching and Implementation Support* The second stage focuses on coaching and implementation. The following aspects are taken care of during this stage

- i. *Senior Leaders and sponsor groups* work on developing a clear mission
- ii. *Managers and Supervisors* work on the coaching which includes both individual coaching as well as small group coaching. Here the focus is on leadership and culture and action plan implementation.
- iii. *Baselines, Follow up survey, or observations* are conducted to gain complete accountability for change.
- iv. *Feedback system and Performance measurement*, systems are designed to keep track of the performance of the staff and keep scorecards. Details of what has been completed and who works on the part of the project are kept and updated (ADI, 2010).

c) *Technology Transfer* The rules of conduct and all similar details are decided by the senior leaders. The staff training and coaching continues to work alongside with the development and the finalisation of the feedback systems. Here at this level the behaviour based approach and the internal staff training is also detailed.

### **2.4.3 Students and PBIS and RtI**

Intervention programs like PBIS and the responsiveness to intervention, both have a major impact on students. It is clear that PBIS is a school-wide system that provides clear expectations of behaviours and consistent consequences for inappropriate behaviours across all classrooms and across all school settings. It is anticipated that this system will assist the subject school to reduce problem behaviour, increase academic performance, increase safety and establish positive school cultures. The main focus of PBIS is to provide a clear system for all expected behaviours at Al Amanah College High School. While many faculty and students may have assumptions of what is expected behaviour, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which all school community members have clear expectations and understanding of their role in the educational process. In conceptualizing this research a specific and clear identification of the problem addressed in a form of a statement what is hoped to be achieved is essential, in addition to adequate awareness of how PBIS was first thought of, regulated and implemented. "The bedrock axiom ...the problem for the research dictates the research methodology"(Leedy and Ormond, 2005).

In terms of the responsiveness to intervention, it is essential to note that the process allows students to academically improve. This intervention is also very beneficial as it helps reduce the academic anxiety and tension of the student in terms of academic tuition, which in turn can help

in the behavioural aspects as well. The method has a positive impact on the academics of the students which in turn has a positive impact on a few of the behavioural traits of that person.

## **2.5 Conclusion**

This chapter has discussed in detail PBIS including a discussion of the history of PBIS and further details that pertain to the elements of PBIS, main theories and ideas, the implementation of PBIS and also the three-tier approach. A thorough discussion of RtI has also been presented. The chapter provides a detailed set of comparison of PBIS and the traditional behaviour management as well as a comparison of RtI and PBIS.

The implementation of PBIS at Al Amanah College will result in a large number of changes to the culture of the college. Change management is an essential aspect of the entire implementation process. Various models of managing change are available. Two important models that may prove beneficial for the case of Al Amanah College are Force Field Analysis and ADKAR model. The chapter also touches upon leadership and the need for a thorough blueprint for the implementation of school-wide PBIS.

Since the main aim of this thesis is implementation of PBIS systems in Al Amanah College, the thesis includes a detailed explanation of the college. This chapter has discussed the improvement and acceptance measures within the college. The chapter has also discussed the possible impact of RtI and PBIS on students. The next chapter will deal with the research methodology of the study.

## **Chapter 3**

### **Research Methodology**

#### **3.1 Introduction**

This chapter explains the research methodology used in this study and identifies the advantages and disadvantages of the various methods adopted. Research triangulation is thoroughly discussed, as is the issue of, the different types of research methods and the reliability and validity of the research as a whole. The achievability of the research objectives, the sampling strategies, data collection methods and the pilot research are also discussed. The similarities and differences between qualitative and quantitative research will be discussed to provide a clear understanding of the research method used in this study.

#### **3.2 Achievability of Objectives**

The main objective of this research is to examine: whether personal, social, and environmental factors influence effective Change Management and Leadership when implementing a Positive Behaviour and Support model in a School environment.

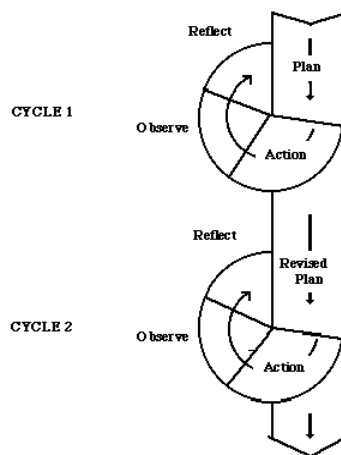
One of the main aims of this research is to study the effects of the PBIS action plan on the High School students of Al Amanah College. This research contrasts the benefits of implementing PBIS with its overall impact on Al Amanah College. The study enables the researcher to gain an insight into the perspective of both parents and students on the implementation and benefits of PBIS at the school.

### 3.3 Action Research Methodology

Action research methodology has been adopted in this research. Action research is usually participative. This implies a partnership between the researcher and his clients. This researcher selected the action research methodology because he found this more ethically satisfying and more occupationally relevant. The researcher adopted action research methodology as it has the potential to increase the amount he learns consciously from his experience.

O'Brien (1998) observes:

Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process.



**Figure 12 Simple Action Research Model**

*(adapted from MacIsaac, 1995)*

“The main aim of action research is to ensure complete accuracy and focus on the data collected to ensure validity and reliability. The methodology seeks to refine the methodological tools to suit the exigencies of the situation and on collecting, analyzing, and presenting data on an ongoing, cyclical basis” (O’Brien, 1998). Action research has a number of characteristics, which differentiate it from the other types of research.

O’Brien (1998) explains that,

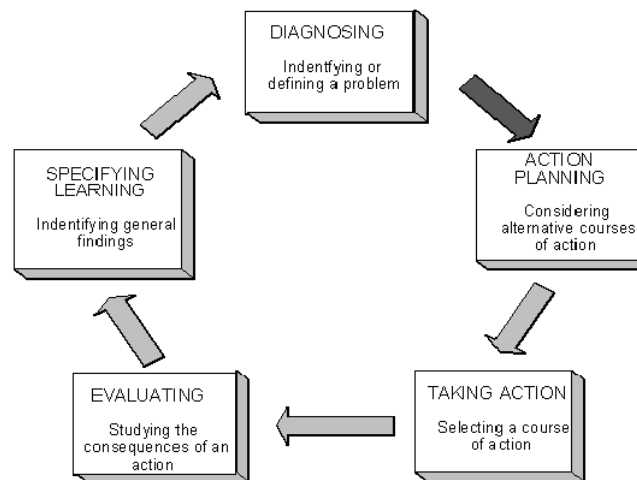
Several attributes separate action research from other types of research. Primary is its focus on turning the people involved into researchers, too - people learn best, and more willingly apply what they have learned, when they do it themselves. It also has a social dimension - the research takes place in real-world situations, and aims to solve real problems. Finally, the initiating researcher, unlike in other disciplines, makes no attempt to remain objective, but openly acknowledges their bias to the other participants

Donato (2003 online) stated that: "Based on Kemmis and McTaggart's (1998) original formulation of action research and subsequent modifications, Mills (2003) developed the following framework for action research:

- Describe the problem and area of focus.
- Define the factors involved in your area of focus (e.g., the curriculum, school setting, student outcomes, and instructional strategies).
- Develop research questions.
- Describe the intervention or innovation to be implemented.
- Develop a timeline for implementation.
- Describe the membership of the action research group.
- Develop a list of resources to implement the plan.

- Describe the data to be collected.
- Develop a data collection and analysis plan.
- Select appropriate tools of inquiry.
- Carry out the plan (implementation, data collection, data analysis).
- Report the results”

Over the years, different views and approaches have been developed to improvise the research cycle. The Action Research cycle introduced by Gerald Susman (1983) depicted in Figure 13, divided into five steps.



**Figure 13** *Detailed Action Research Model (adapted from Susman 1983)*

Susman has identified five steps involved in the action research model

- Diagnosing: Identifying the issue and the data that have been collected to conduct higher and more detailed diagnosis;
- Action planning: Identifying all possible solutions following which one plan of action is then chosen and implemented;
- Taking action: Here all the results of the intervention need to be collected and used for analysis;

- d) Evaluating: The findings of a research clearly imply how successful the action has been and the results provide a clear overview of the success of the action; and
- e) Specifying learning: Finally, here the issue is again reassessed and based on this reassessment, a new cycle again begins. This is a continuous cycle and is repeated for as long as the issue is not resolved and the problem is fully solved.

To ensure that all aspects of the implementation of the PBIS systems are covered precisely this research adopts Susman's model of continuous research. Since PBIS is implemented in a human ecosystem, care needs to be taken to ensure accuracy in its implementation.

### **3.4 Researcher's Role**

Creswell (2003) explains that the choice of research methods used depends on three main elements. These, include the interest of the people, the researcher's philosophy and finally the nature of the research question. The design and execution of the research plays a major role in the overall success of the research. The interpretation of the researcher also has a major impact on the method used for the research.

The researcher is the high school coordinator and the Head of the Mathematics Department at Al Amanah College. The high school have supervisors and heads of departments who manage the students' welfare and curriculum and report to the high school coordinator. The high school coordinator also who manages much of the day-to-day operations of the high school and functions much as an assistant principal would in a more traditional setting.

The researcher for this project has served in the position for seven years. Prior to accepting this assignment, he spent twelve years in other capacities within the school district. He was a teacher at various traditional high schools for twelve years, the last six of these serving as the high school coordinator, director of studies and head of the Mathematics Department at Al Amanah

College in addition to teaching one Mathematics Advanced class and one Mathematics Extension I class. He has had considerable experience in school improvement, serving as the head of high school four seven years, as well as assisting in the high school accreditation process. The researcher also served as an assistant principal, dealing predominantly with student discipline and attendance issues. He readily adopted the system of discipline that was in place when he took on those responsibilities: a system based on progressively more severe consequences for all infractions and one that eschewed situational judgment in favour of prescribed, mandatory consequences.

Additionally, the almost complete failure of the detention program that was in place became blatantly obvious when he noticed that the same individuals were inhabiting the detention room throughout the year and that this experience was having very little if any impact on these students' school behaviour. He advocated changing this system but was unable to garner any real support for that initiative. Thus when he learned of an alternative strategy for addressing student behaviour problems (PBIS), there was immediate interest in this initiative and enthusiasm for exploring the program further. The researcher recognized his role in the process of implementing PBIS at this high school. As the high school coordinator, he has had a significant role in introducing the innovation to the staff and, indeed, to the larger school district.

Considerable effort was directed toward effectively addressing the problems of error and bias. The type of error and bias that was encountered was sampling error that results from the observer being unable to observe a reasonable sampling of relevant aspects of or variations in the phenomenon being observed because of the biasing effects of the observer's research role, personal characteristics, or theoretical perspective. This type of error and bias was significant and was of concern to this researcher. Given that the staff numbers at the high school are relatively small (25), it was possible to include the input of virtually all elements of the

population. Most staff members were willing to take the teacher's survey, and ten staff members consented to complete the survey (while the opportunity was extended to all, some declined to participate).

One final safeguard employed by this researcher was to use third-party assistants to directly collect the data. The researcher conducted all interviews. The administration and collection of surveys were administered by a third-party assistant. This was not only an attempt to address the problem of error and bias in the data collection, but it also addressed the ethical problem of having a supervisor (this researcher) collect surveys questions that might have made participants uncomfortable or less than honest in their responses. All data collected by this assistant were shared with this researcher. The data didn't include any identifying characteristics. The third-party assistant also made sure that all identifying (if any) characteristics were removed before sharing it with the researcher.

### **3.5 Framework for Action Research**

In adopting Susman's action research plan this thesis:

Firstly, needs to describe the problem and area of focus. This involves analysing the impact of the implementation of Positive Behaviour Intervention and Support systems into Al Amanah College.

The second element is the school setting, where the research is being carried out, i.e. a High School with teachers, students and their parents.

The research questions have been identified and different sets of questionnaires have been developed for each of the groups, i.e. parents, teachers and students. The research questionnaires appear in Appendices G, H and I.

In order to complete the research, a research survey was developed and filled out by the three groups. The timeline for the research survey has been kept within a period of one month.

The data collected provide an insight into the various aspects of the participants' responses to PBIS including what the groups know about the PBIS systems and their views on the need for such systems. Parents and teachers were asked for details with regard to areas in which students need assistance and the topic of behaviour management within the school. The data analysis was conducted using quantitative tools and methods. Action research is often conducted to discover a plan for innovation or intervention and is collaborative.

### **3.6 Implementation of PBIS and Action Research**

Implementing the PBIS systems in a school and understanding the consequences involves a wide range of research and detailed study of the subject school and all participants. The main aim is to identify the needs of the individuals in the school and to develop a Positive Behaviour Implementation Support Plan. The overall implementation process is similar to an hourglass research process. This begins with a broad question, which becomes more focused. There is also a need to operationalise, observe, and analyze the data, before reaching any conclusions. This process is repeated as part of the Action Research Methodology until valid and concrete conclusions are developed.

Action research is an appropriate methodology for this study as it exposes the myriad of school issues and problems. Following Susman's action research five steps: [diagnosing, action planning, taking action, evaluating and specifying learning] this action research will provide the school with an insight into its professional development needs in order to meet the PBIS implementation requirements.

Staff, management and leaders will be able to use general findings from this action research by following the eight step program discussed in the previous chapter. This will make teachers feel more confident when implementing the PBIS plan. Action research will help in improving the teachers' confidence as well as assist them in developing better behaviour management thinking and overall communication skills. The Action Research method encourages improved interaction between teachers and students and the teaching and learning environment within the school.

Eileen Ferrance (2000) observes,

This process creates new patterns of collegiality, communication, and sharing. Contributions to the body of knowledge about teaching and learning may also result. Development of priorities for school-wide planning and assessment efforts arise from inquiry with potential to motivate change for improvement's sake

### **3.7 Data Collection Methods**

#### **3.7.1 Theoretical Framework**

There are numerous classifications of research methodology. Methodology is the framework associated with a research paradigm, e.g. scientific method, action research, ethnography etc. Moore (1983) explains that there are four main types of research, which include, a) survey, b) observational, c) correctional and d) casual comparatives. Methods are techniques used to collect data, e.g. surveys, observation, etc. Tools are devices to help collect data e.g. interviews, questions, survey questions. The methodological design of this research is one that incorporates methodology, methods and tools.

Neuman has been one of the major contributors to the field. Neuman (2000) argues that the positivist approach has been built on the assumptions of Epistemologies. Neuman (2000)

explains that these are also based on the variables which tend to be measurable and observable in nature and which can be well predicted and verified. A positive approach is founded mainly on the quantitative aspects as well as descriptive designs.

Alreck and Settle (1995) explain that the descriptive design includes different areas like the demographic of the respondents and also other basic attributes of individuals. These, they explain, provide additional information to be included in the research; however do not have any form of control or manipulation over the research or its findings.

In addressing the concept of paradigm we need first to identify it. A paradigm refers to the world and beliefs, which impact the overall development of research. Paradigms impact on data collection and analysis (Collis and Hussey, 2003). There are numerous research approaches that can be used, however Collis and Hussey highlight that the most common of these are ‘phenomenological paradigm’ and ‘positivistic paradigm’ which basically use qualitative and quantitative research methods respectively (2003:47). These methods are not mutually exclusive and can be used together to great advantage.

### **3.7.2 Comparative Study of Qualitative and Quantitative Methods**

Over the years, there has been a debate about the type of research that should be used for academic and business research. The debate centers on whether qualitative or quantitative research should be used and which of these are more effective. Before discussing the qualitative and quantitative methods in relation to academic management research, it is useful to get a brief overview around the similarities and differences between the two methods. Table 3 below provides an explanation of the differences between qualitative and quantitative research methods

**Table 3 Comparative Study of Qualitative and Quantitative Methods**

<i>Comparative Study of Qualitative and Quantitative Research Methods</i>		
<i>Dimension of Comparison</i>	<i>Qualitative Research</i>	<i>Quantitative Research</i>
<i>Type of Research</i>	This form of research is very exploratory in nature	Here the research is more causal or descriptive
<i>Analysis Type</i>	Most of the analysis is normally subjective and interpretive in nature	Here the analysis tends to be statistical and is more of summarization
<i>Style of Questions</i>	These questions tend to be more probing in nature and also involve a direct contact with the respondents. This allows in more detailed questioning	Here there is no probing involved in the research and here the questions are more close ended and hence respondents need to answer in one word answers
<i>Sample Sizes</i>	The sample size needed is generally small and limited. The focus is more on quality of the research than the quantity.	Here the respondents are much higher and the sample needs to be larger to be able to get valid and reliable results.
<i>Information Collectable</i>	High as the questions can be probing and open ended	Can vary from research to research
<i>Administration</i>	This form of research requires special interviewing skills	Here not much special skills required, tends to be more focused on development of good survey instruments
<i>Basis of research</i>	These researches tend to be more text base	These tend to be more number based
<i>Response Options</i>	Here the responses tend to be more unstructured or semi structured response options	Here the response options are fixed
<i>Statistical Involvements</i>	Less or no statistical involvement is present in this form of research	Here there is a higher use of statistical tests for the analysis
<i>Validity and Reliability</i>	Can be valid and reliable however it is mostly dependent on the skills and rigor of the researchers	This form of research is also considered to be valid and reliable and is dependent on the instrument used and the sample size chosen

<i>Time and Costs Involved</i>	The time spent is light during the planning phase however can be much higher during the analysis phase. Costs involved are minimal	The time spent here is highest during the planning stages of the research and is lesser during the analysis phase. The costs involved can be high especially in the case of surveys, etc
<i>Types of research methods</i>	Focus Groups, in – depth interviews, telephonic interviews, reviews	Surveys
<i>Primary Process</i>	Here this is a inductive process used for the formulation of the theories	Here this is more of a deductive process used and is mostly to test already specified concepts, and hypothesis that build theories

Hussey, J. and Hussey (1997), Walker (1985), Saunders, et.al (2000), Houseland Nelson, (2005)

The above table provides a clear and concise view of the differences of quantitative and qualitative methods of research. According to Denzin and Lincoln (Silverman 2005:10), “qualitative investigators think they can get closer to the actor’s perspective through detailed interviewing and observation”.

With qualitative researchers, the emphasis is on the close relationship between the subject of research and the researcher where the value is in the social reality and the meaning of the social event or phenomenon. Quantitative researchers focus on the measurement and analysis of facts and causes. The qualitative approach relies on the quality and depth of data and does not focus on the “measured (if measured at all) in terms of quantity, amount, intensity, or frequency” (Denzin and Lincoln, 2000:8). In addition, as Waters (2001) explains, the quantitative approach is based on “simplified representations of reality where real features are depicted by symbols”.

The two methods have proved to be very effective either when each is exclusively used or when used together. The qualitative method by itself proves to be very effective as it involves getting interviews from experts, which allows the research to be based on theories as well as practice.

This allows the researcher to gain an understanding of how the techniques are used by experts and to decide on the areas upon which to concentrate.

Quantitative research, takes into account the views of a number of people, i.e. like students, teachers and parents who are the focus group of the study. The presence of higher numbers of respondents helps increase both the validity and the reliability of the research. Here we see how the two methods complement each other. Later in this study this point is clearly detailed in the discussion of research triangulation.

Lincoln and Guba (1985) have argued that sustaining trustworthiness for a research report is dependent on several factors that together form the validity and reliability of the research. Over the years the focus of measuring the reliability and the validity of research has been replaced by the idea of trustworthiness. This basically refers to establishing confidence in the findings. Maxwell (1992) argues that methods and procedures do not assure validity of research, but are critical to process of excluding threats to validity that lead to increasing creditability of the conclusions.

The concept of the validity of qualitative research has been defined as, ‘... a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects’ (Winter, 2000:1). Maxwell (1992) argues that validity is a goal rather than a product. This goal encounters some threats, which are made by evidence, not methods. In order to exclude these threats, validity as an important component of the research, must entail certain strategies. These strategies require the researcher to identify the specific threat in question and to develop ways to rule out that particular threat. The threats to validity and the way they can be dealt with is a key issue in a qualitative research proposal. In dealing with threats to validity, Maxwell (1992) argues that qualitative researchers usually consider these threats as particular events or processes, rather than as generic variables. Comparatively, the validity of quantitative

research is very different as the results are based on surveys. There are two main forms of validity here, i.e. internal validity where the results produced come with a degree of certainty which is observed as a result of an experimental treatment. Here validity is enhanced with increased control of other variables. The other form of validity is an external validity. Here the real world is taken into the picture and this is more general in nature. Validity is based on the controlled setting of the research in this case (Collis and Hussey, 2003).

### **3.7.3 Collection Method Used**

Two main data collection methods have been used in this research, Interviews and Observations.

#### **In-Depth Interviews**

Research interviews were conducted with Al Amanah College High School Students. The questions asked in the interview concerning the research question were open-ended allowing the respondents to express their views on the subject, without any restrictions. The nature of this research method allows for the possibility of further probing during the interview, so as to collect the maximum information possible.

It is an open-ended and discovery oriented method that helps ascertain the perspective of the key stakeholders or the target audience (Guion, 2009). There are a number of elements that can impact the in-depth interviews. These include a) Open ended questions requiring participants to answer beyond a simple yes or no. This makes the research lengthy which in some cases may be an issue for respondents. b) Whether the questionnaire is preconceived. It is essential to have some structure to the research.

The in-depth interview is a process that helps the researcher obtain important insights into the subject matter. In questioning the interviewee the researcher needs to ensure that the answers obtained are clear and in turn help shed some light on the actual question. Since this is a goal-

oriented and open-ended program, the outcomes of interviews are expected to provide findings that will form the premise upon which this study rests. Moreover, as the name suggests, it gives an in-depth understanding of key issues.

In relation to PBIS, the aim of the in-depth interviews is to obtain the views of participants in the school to help gain a better perspective on whether personal, social and environmental factors the effectiveness of change management and leadership when implementing the PBIS system as implemented at the school. To ensure that all details are covered a five basic questions were chosen to help provide insight into the topic.

Interviews and Questionnaires (what people say and how people act)

The researcher interviewed representatives from the high school student body. Students were interviewed as they were directly impacted by the implementation of PBIS. The interviews were transcribed. Students did not include any identifying characteristics during the interview with the researcher. The interviews were structured through the use of questions to prompt responses. Interviewees were allowed to elaborate and make additional comments and observations as they responded to the prompts. Interview questions were developed in the context of various theoretical frameworks. The interview questions are included in Appendix G, Section D.

For example, the following key questions were included in a survey and/or addressed in an interview:

1. Do you have any difficulty with the implementation of PBIS at our school?
2. Do you think the implementation of PBIS will help make our school better?

## **Observational Method**

Qualitative data collection played a significant role in this project. The researcher's observations as well as the perspectives and observations of high school students and staff were invaluable in terms of telling the story - shedding light on the research question(s).

The second method used in this research is the observational method. The researcher asked teachers to provide a suitable time for the in – class observations to take place. The researcher observed teachers engaged in various PBIS sessions. The data that were noted down during the observation session were directly linked to the Al Amanah PBIS matrix (see Appendix P) of High School Rules concerning Respect, Achievement and Honour in the following areas of the School: Classroom, Hallways, Canteen, Playground, Toilets, Public transport, Excursions, and Prayers.

The researcher maintained a written record of observations regarding the impact the implementation of PBIS was having on the culture of the high school. The researcher did not have a participative role in the classes other than a silent spectator, noting down what was observed (See Appendix K).

The role of participant observer offers advantages as well as disadvantages, and keeping note observations unadulterated by his personal reflections was one of the greatest challenges of this project. Notes were treated similar to transcripts from interviews: organised chronologically and coded. Personal reflections were kept separately in journal form and organised chronologically. These observations suggest the possibility of an important relationship in the classroom between the instructor and the student, and this relationship could influence the teacher's attitudes and approaches to handling student behavioural issues. The researcher noted the observations and provided suggestions to the Learning and Pedagogy as well the Learning environment in relation to the three main rules of PBIS at Al Amanah College. The researcher used the results of these

observations to provide further improvement to the implementation of this initiative within a classroom environment.

Some of these suggestions were:

1. All classes should have a seating plan to ensure that desk formation is consistent and so students are seated in an appropriate manner conducive for learning.
2. PBIS expectations should be displayed in all classrooms and referred to throughout the lessons.
3. Ensure consequences for inappropriate behaviour such as calling out etc is followed through in a consistent manner.

Data collection were based on the following methods

a) *Written Surveys*

Here all the questionnaires were prepared and sent out to different groups, i.e. parents, teachers and students. The groups were required to fill out their respective surveys. This method was easy to use, cost effective, and assisted with the data analysis. Questions for the surveys were developed by considering the various theoretical frameworks employed in the study and discussed in chapter two. The surveys appear in Appendices G, H and I.

Twenty students were invited to participate in the written surveys. Appendix F contains the invitation and the students' consent letter to parents, nineteen parents consented their children to take part in this study (the opportunity was extended to all twenty students; however, only one declined to participate). Ten teachers were invited to participate in the written surveys. Appendix E contains the invitation and the information sheet for teachers. Six parents were invited to participate in the written surveys. Appendix D contains the information sheet for parents.

### ***b) Interviews***

This type of method is characterized by the notion that it provides real world factual data. Such data will further assist the researcher in analyzing the benefits of the implementation of the PBIS systems within the school. It is important to note that a total of nineteen students completed the in-depth interviews. The interview questions are included in Appendix G, Section D. For example, the following questions were included in a survey and addressed in an interview:

1. Do you have any difficulty with the implementation of PBIS at our school?
2. Do you think the implementation of PBIS will help make our school better?

### ***c) Observations***

These will be used to assess the students' general behaviour. The focus of this part of the research is to identify the problem areas and to help plan programs to help resolve these issues and problems. The researcher observed the students in order to gain substantial knowledge around potential problem areas and their reactive effect on students' behaviour. The researcher maintained a written record of observations regarding the impact the implementation of PBIS is having on the culture of the high school. Appendix K contains the observation notes.

All three methods were triangulated in an attempt to generate a more reliable data analysis. This approach provides an overall view of the issues and their possible solutions. Human behaviour being such a complex topic, Collis and Hussey (2003) believe that this requires complete details, thus the importance of the quantitative research approach. It is important however to note that the breadth of quantitative research in spite of its provision of detail doesn't provide an in-depth

analysis such as required for academic and management research. It is in this context that subjective issues like perceptions need to be critically discussed and analyzed.

### 3.8 Sampling Strategies

Sampling is defined as, ‘the act, process, or technique of selecting a suitable sample; specifically the act, process, or technique of selecting a representative part of a population for the purpose of determining parameters or characteristics of the whole population’ (Merriam-Webster, 2010).

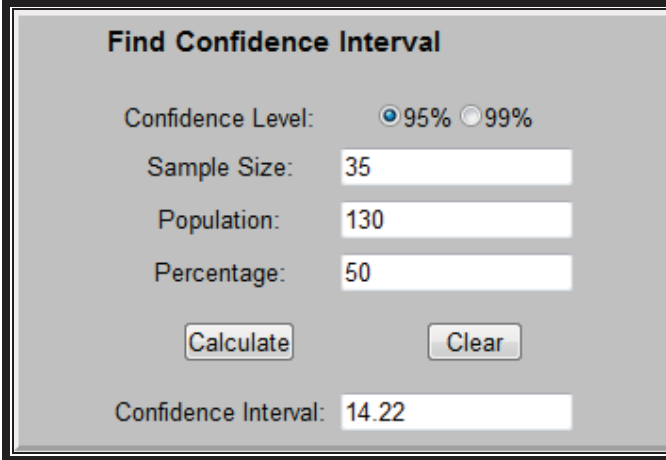
The sample chosen in this study forms an integral part of the research. Practical steps were taken to ensure that any bias was reduced and that the research was valid and reliable. The main respondents groups were Teachers, Students and Parents. To reduce bias the groups were selected using an automatic random sampling method. The population totaled 445 people. Of these, 150 fall into the parent category (80 females and 70 males), 25 teachers (18 females and 7 males), 57 students in year seven (29 boys and 28 girls), 53 students in year eight (26 boys and 27 girls), 46 students in year nine (22 boys and 24 girls), 49 students in year ten (24 boys and 25 girls), 37 students in year 11 (17 boys and 20 girls), and 28 students (13 boys and 15 girls). The breakdown of the population appears in table 4:

**Table 4 Total Population**

Category	Male	Female
Parents	80	70
Teachers	18	7
Year 7	29	28
Year 8	26	27
Year 9	22	24
Year 10	24	25
Year 11	17	20
Year 12	13	15

This study adopts systematic random sampling. This method of sampling is one where the researcher aims at selecting one unit on a random basis and the rest are selected at evenly spaced intervals (Ardilly and Tillé, 2005). This is done until the required numbers of people are chosen for the research. In this method the following are needed to find the systematic random sample, “number the units in the population from 1 to N, decide on the n (sample size) that you want or need,  $k = N/n =$  the interval size, randomly select an integer between 1 to k, then take every  $k^{\text{th}}$  unit” (Trochim, 2006). Trochim explains that, this is a relatively more accurate and precise method when compared to the simple random sampling.

The required sample size can be determined based on the confidence level and the confidence interval. Keeping a confidence level of 95% and a confidence interval of 8, the optimum sample size for the study should be around 112 respondents.



The image shows a software interface titled "Find Confidence Interval". It features several input fields and buttons. The "Confidence Level" is set to 95% (selected with a radio button). The "Sample Size" is 35, "Population" is 130, and "Percentage" is 50. There are "Calculate" and "Clear" buttons. Below these, the "Confidence Interval" is displayed as 14.22.

Field	Value
Confidence Level	95%
Sample Size	35
Population	130
Percentage	50
Confidence Interval	14.22

**Figure 14** *Find Confidence Level (Sample Size, 2010)*

**Determine Sample Size**

Confidence Level:  95%  99%

Confidence Interval: 14

Population: 130

Sample size needed: 36

**Figure 15** *Determine Sample Size (Sample Size, 2010)*

One in every 4 respondents ( $130/36 = 3.6$  or 4) is needed from the groups to get the random sample. One in every four, in any of the subgroups of the Target Population, is a sufficient number since they represent common characteristics in the target population (Schneider, 2002 58). Therefore a cross-sectional population that is stratified correctly and chosen randomly will produce as a minimum 36 respondents comprising 6 parents (5 females and 1 male), 5 female teachers, 5 male teachers, 1 student in year 7 Boys, 1 student in year 7 Girls, 1 student in year 8 Boys, 1 student in year 8 Girls, 3 students in year 9 Boys, 2 students in year 9 Girls, 2 students in year 10 Boys, 2 students in year 10 Girls, 3 students in year 11 Boys, 1 student in year 11 Girls, 1 student in year 12 Boys, 2 students in year 12 Girls.

A significant problem for any statistical study is the existence of outliers. An outlier is a value that lies far outside where most other values lie (Easttom's, 2010). Due to the fact that the sample size chosen is relatively small, the chance of the existence of outliers is very real.

The researcher has made considerable effort to exclude any outliers from the qualitative data set. It is common to exclude data points that are 2 or more standard deviations from the mean. Statistics generated by including that data point in the sample will not accurately reflect the sample. In this research no outliers were identified and hence there was no need to exclude any from the data set.

The minimum sample size appears in table 5:

**Table 5** Minimum Sample Size Table

<b>Category</b>	<b>Male</b>	<b>Female</b>
Parents	5	1
Teachers	5	5
Year 7	1	1
Year 8	1	1
Year 9	3	2
Year 10	2	2
Year 11	3	1
Year 12	1	2

The type of sample that is chosen for the research has a major impact on the validity and reliability of the research. If the researcher uses a small sample such as in this research, then the research findings are not applicable to a broader and diverse population. Given the potentially small sample cell sizes care must be taken in interpreting the results of this study. The main aim of the research is to develop an unbiased sample so the rest of the population i.e. the entire school, can benefit from the research (Haslam and McGarty, 1998). The validity of any research is highly weighed by the sampling technique and the population that the researcher adopts for the research.

### **3.9 Reliability, Validity and Research Triangulation**

Reliability and validity of any research is important. This has been described by Winter as, “...a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects’ (Winter, 2000:1). Maxwell, on the other hand, explains that validity is a goal rather than a product. There are numerous threats that can develop which may not necessarily be based on the methods but in relation to the evidence. Hence to overcome these threats, it is important to include validity, which helps ensure consistency and also helps with certain strategies to be used more effectively than others. The threats can have a major impact on the qualitative aspects of the research. There are two main aspects that need to be considered, i.e. bias and reactivity. Maxwell explains that to ensure there is no bias or reactivity in the research, the research needs to be conducted over a wide range of participants, as this helps to avoid any form of stereotyping.

The best way to ensure a holistic view in the research is to use a triangulation method. “Triangulation can overcome the potential bias and sterility of a single-method approach”, (Hussey and Hussey, 1997:4). Triangulation in simple terms is a method of reinforcing the points that have been found in one method and checking whether all methods (quantitative as well as qualitative methods) indicate similar answers thereby making the response insightful and reliable as well (Collis and Hussey, 2003). Triangulation is also referred to as a mixed approach. Triangulation is beneficial in research such as this project, where there is a need for both a strong quantitative backing as well as an understanding of the associated human behaviour.

Valid quantitative data have been particularly difficult to be obtained in the College; this is due to the inconsistency in collecting data on student behaviour, and the unavailability of a data analysing program, such as SWIS (School-wide Information System). The quantitative study carried out an attitude survey of students, teachers and parents.

An enormous benefit of the Positive Behaviour and Intervention Supports system is that it requires ongoing and accurate data collection. Many schools that employ PBIS use a data collection tool called SWIS (School-wide Information System) in order to achieve that benefit.

“The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- An efficient system for gathering information
- A web-based computer application for data entry and report generation
- A practical process for using information for decision making” (SWIS, 2011)

SWIS provides a wealth of quantifiable data that reflect the student behaviour climate in the school. It provides considerable information including, but not limited to, the following:

- The number of office discipline referrals per month.
- The type of problem behaviours leading to office referrals.
- The locations of problem behaviour events.
- The problem behaviour events by time of day.
- The students contributing to the office discipline referrals.

Qualitative data collection played a vital role in this project. The researcher’s observations as well as the perspectives and observations of High School teachers and parents were invaluable in terms of telling the story that shed light on the research question. It is important to note that in order to protect the anonymity of the data concerning teacher, student and parent; all participants were asked not to provide their names.

Students' interviews were conducted by the researcher who provided the interview questions on paper, and verbal explanation when needed. All identifying information was not given by students before they came into the possession of the researcher. Likewise, teachers and parents surveys and questionnaires were collected by a third-party assistant who passed on the information to this researcher.

### **3.10 Conclusion**

This chapter is the third of six chapters. Chapter One provided an overview of the study and establishes that the purpose of the study was to determine the effect of the PBIS action plan on Al Amanah College High School students and to decide whether or not amendments are necessary to maximize its benefits. Chapter Two is a review of the literature that supported the conceptual frameworks used in the study. This chapter addressed the Action research Methodology used in this study, the researcher's philosophy, the research methods used in data collection, comparative study of qualitative and quantitative methods, as well as the sampling strategies used for this study. Chapter Four will discuss the findings of the research; Chapter Five will discuss the outcomes and implications of results and Chapter Six will present conclusions and suggestions for future research.

# Chapter 4

## Data and Analysis

### 4.1 Introduction

In chapter three we explored the research methodology used in this study in relation to the research question: “whether personal, social, and environmental factors influence effective Change Management and Leadership when implementing a Positive Behaviour and Support model in a School environment”. This Chapter presents an analysis of the data that were collected in the form of observations, surveys and interviews. Chapter four discusses the different types of data processing, data analysis procedures and findings. The similarities, differences and association between the various variables in response to PBIS are presented.

### 4.2 Students’ Surveys and Interviews Responses

Table 6 presents the frequency statistics associated with the student surveys. A further gender and grade breakdown is provided in Table 7.

**Table 6** Frequency Statistics

		Frequency	Percent
Gender			
	Male	11	57.9
	Female	8	42.1
	Total	19	100.0
Grade			
	Year 7	2	10.5
	Year 8	1	5.3
	Year 9	5	26.3
	Year 10	4	21.1
	Year 11	4	21.1
	Year 12	3	15.8
	Total	19	100.0
Ethnicity			
	ESL	15	93.8
	Disabled	1	6.3

**Table 7** Students "Gender and Grade" breakdown

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Male	1	1	3	2	3	1	11
Female	1	0	2	2	1	2	8

In any research with gender as one of the variables, it is always important to carry out a binomial test to test for equal representation

**Table 8** Gender Binomial Test

		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
Gender	Group 1	Male	11	.58	.50	.648
	Group 2	Female	8	.42	--	--
	Total		19	1.00	--	--

The Binomial results above show that males and females representation is almost the same at 5% level of significance (Test proportion = 0.5,  $p=0.648$ ,  $p>0.05$ ).

The mean number of years enrolled in the college was found to be 3.79 with a standard deviation of 0.713 [ $\bar{x} = 3.79$ ,  $SD = 0.713$ ]. Males had a mean of 3.73 years enrolled in the college with a standard deviation of 0.905 while females had a mean of 3.87 years enrolled with a standard deviation of 0.354. The amount of variation in years of enrollment was higher in males than in females; this is in contrast with the data that the school normally collects in relation to the behaviour incidents at the school around the same time when this data were collected.

A normality test was conducted to ascertain any difference in the years of enrollment between males and females.

**Table 9** Tests of Normality

	Gender	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Years Enrolled	Male	.528	11	.000	.345	11	.000
	Female	.513	8	.000	.418	8	.000

Table 9 results indicate that ranked data enrolments are not normality distributed and thus a parametric test of differences cannot be used. The non-parametric Mann-Whitney U-test that does not assume any distribution was conducted.

**Table 10** Mann-Whitney U-Test Statistic

	Years Enrolled
Mann-Whitney U	43.000
Wilcoxon W	79.000
Z	-.155
Asymp. Sig. (2-tailed)	.877
Exact Sig. [2*(1-tailed Sig.)]	.968(a)

(a) Not corrected for ties; b Grouping Variable Gender

The results indicate that, the mean differences between the years of enrollment for males and females are not statistically different ( $U = 43$ ,  $p = 0.968$ ,  $p > 0.05$ ).

**Table 11** Reliability Analysis - Help us Help You

	Alpha Value
I am keen to come to school	0.7099
I get the attention I want from my teachers and family	0.6117
I wish to learn more about PBIS to help myself and my friends	0.7118
I need assistance with my studies	0.6644
I need a different approach in the classroom to assist me academically	0.5514
I have issues in social situations and require assistance to improve the way I behave at times	0.6060
I need help in participating in the teams for positive behaviour, support and planning	0.6367
I do not understand the consequences of problem behaviour	0.6192
I do not understand the rules and the behaviour expected of me	0.7092
I need help in improving my behaviour outside of school	0.6223

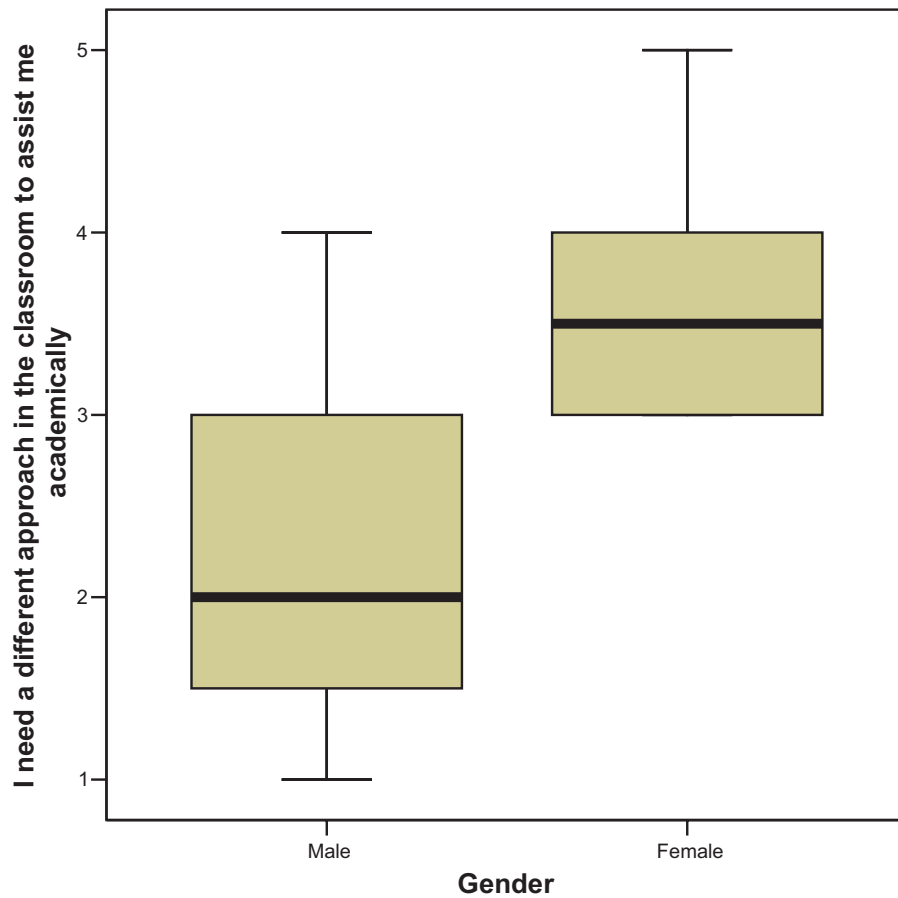
Before further analysis of the “help us to help you” student survey questions, an internal consistency reliability analysis was conducted using the Cronbach Alpha test. The variables alpha values were found to be between “the agreeable ranges of 0.5 to 0.9” (Cooksey, 2007).

**Table 12** Descriptive Statistics- Help us Help You

	<i>N</i>	Min	Max	$\bar{X}$	SD
I am keen to come to school	19	2	5	4.26	.933
I get the attention I want from my teachers and family	19	2	5	4.11	.937
I wish to learn more about PBIS to help myself and my friends	19	2	5	4.00	1.054
I need assistance with my studies	19	1	5	2.84	1.214
I need a different approach in the classroom to assist me academically	19	1	5	2.79	1.134
I have issues in social situations and require assistance to improve the way I behave at times	19	1	5	2.47	1.349
I need help in participating in the teams for positive behaviour, support and planning	19	1	4	1.89	.937
I do not understand the consequences of problem behaviour	19	1	4	1.74	1.147
I do not understand the rules and the behaviour expected of me	19	1	4	1.58	1.071
I need help in improving my behaviour outside of school	19	1	3	1.37	.597

Overall, the participants gave a strong indication of their willingness to come to school [ $\bar{X}$  = 4.26, SD = 0.933]. In addition, they agreed strongly that they get the attention they wish for from both teachers and family [ $\bar{X}$  = 4.11, SD = 0.937] and that they would like to learn more about the PBIS in order to help themselves and friends [ $\bar{X}$  = 4.00, SD = 1.054]. Students admitted a need for assistance in their studies [ $\bar{X}$  = 2.84, SD = 1.214] while on average, agreed to the need for a different approach in the classroom to assist them academically [ $\bar{X}$  = 2.79, SD = 1.134]. Those that needed help in improving their behaviour outside of school recorded a very low mean [ $\bar{X}$  = 1.37, SD = 0.597].

A mean comparison test shows that males and females responses are the same for all 9 variables, but one, “I need help in improving my behaviour outside of school” where males recorded an unwillingness to be assisted (*see the box plot below*).



**Figure 16** Box plot for “I need help in improving my behaviour outside of school” Vs Gender

**Table 13** Reliability Analysis - Help us Make Our School a Better Place

	Alpha Values
I have been taught what is good behaviour	0.6811
I have been taught the behaviour expected of me	0.6990
Consequences for problem behaviours are defined clearly	0.7358
My teachers use PBIS rules "Respect, Achievement, Honour" in the classroom	0.7242
Expected behaviour is rewarded in and outside the classroom	0.8080

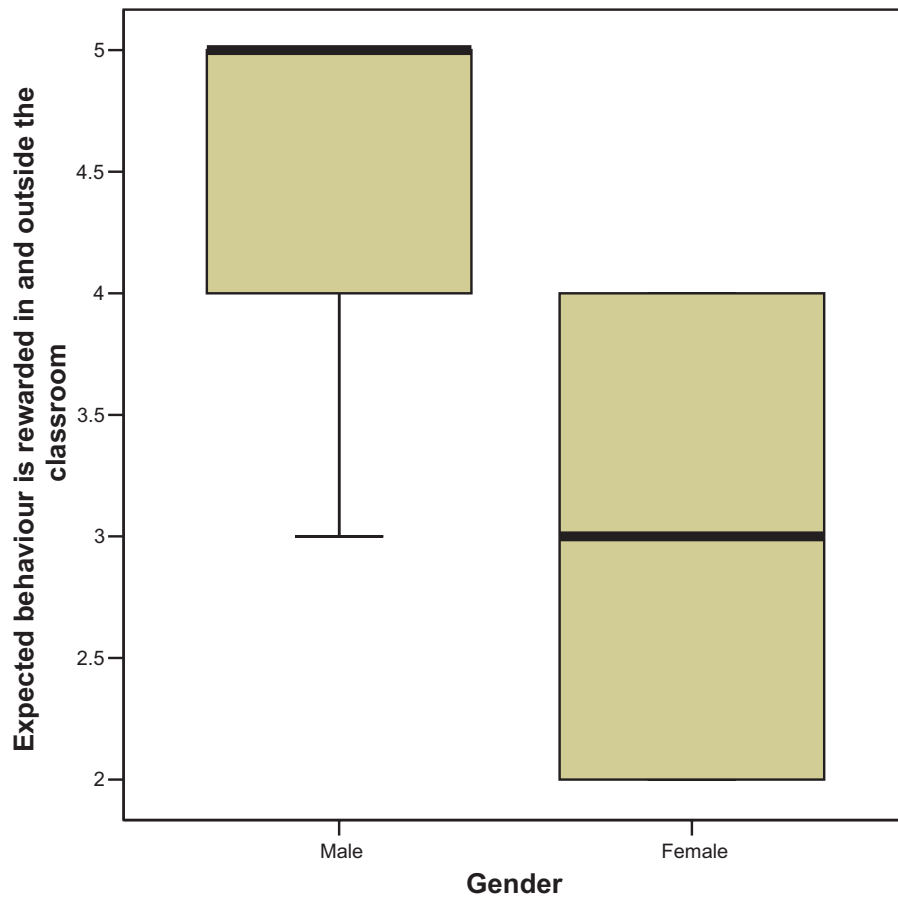
Before further analysis of the “Help us Make Our School a Better Place” student survey questions, an interested reliability analysis was conducted using the Cronbach Alpha test. The variables alpha values were found to be between “the agreeable ranges of 0.5 to 0.9” (Cooksey, 2007).

**Table 14** Descriptive Statistics- Help us Make Our School A Better Place

	<i>N</i>	Min	Max	$\bar{X}$	SD
I have been taught what is good behaviour	19	2	5	4.74	.733
I have been taught the behaviour expected of me	19	3	5	4.53	.612
Consequences for problem behaviours are defined clearly	19	2	5	4.32	1.003
My teachers use PBIS rules "Respect, Achievement, Honour" in the classroom	19	2	5	3.89	.994
Expected behaviour is rewarded in and outside the classroom	19	2	5	3.84	1.119

Overall, the participants gave a strong indication of having been taught what good behaviour is [ $\bar{X}$  = 4.74, SD = 0.733]. In addition, they agreed strongly that they have been taught the behaviour expected of them [ $\bar{X}$  = 4.53, SD = 0.612] and that the consequences of problem behaviours have been properly defined [ $\bar{X}$  = 4.32, SD = 1.003]. Students admitted that teachers use PBIS rules "Respect, Achievement, Honour" in the classroom [ $\bar{X}$  = 3.89, SD = 0.994] while if one adheres to the expected behaviour, then he/she is rewarded in and outside the classroom [ $\bar{X}$  = 3.84, SD = 0.1.119].

A mean comparison test shows that males and females responses are the same for 4 variables, but one, "Expected behaviour is rewarded in and outside the classroom" where females recorded un-availability of rewards for adhering to expected behaviour (*see the box plot below*).



**Figure 17** Box Plot for “Expected behaviour is rewarded in and outside the classroom” Vs Gender

**Interviews - Students’ Responses**

**Table 15** Interviews - Students

	Frequency	Percent
<b>The feedback provided is very helpful</b>		
Yes	17	89.5
Don't Know	2	10.5
Total	19	100.0
<b>Do you experience any difficulty with implementation of PBIS in your school?</b>		
No	19	100.0
<b>Do you think the implementation of PBIS will make the school better?</b>		
Yes	19	100.0
<b>Implementation of PBIS will make the school better by</b>		
Ensuring positive Learning Environment	14	73.7
Providing Guidelines on Good behaviour	2	10.5
Support students in behaviour change	1	5.3
Will have a positive Influence on students	2	10.5
Total	19	100.0

The interview questions were included in Section D of the Student’s Survey; see Appendix G, Section D. The researcher interviewed 19 students from the high school; students did not include any identifying characteristics during the interview with the researcher. The interviews were structured through the use of questions to prompt responses. Students were allowed to elaborate and make additional comments and observations as they responded to the prompts.

A total of 17 students (89.5%) felt that the feedback given by teachers is very helpful. All the students who took part in the research study admitted that they have not experienced any difficulty during the implementation of the PBIS in the school and agreed that its implementation will be beneficial to the school as it will create a positive learning environment while providing guidelines on good behaviour. Further, according to the students, PBIS implementation will support them in accepting a new framework for behaviour change by having a positive influence on them. Table 16 below summarizes the interviewees’ responses.

**Table 16 Interviews Responses Summary**

<b>SECTION D – Interviews Responses</b>				
<b>Effectiveness of teacher's feedback on behaviour</b>	<b>Effectiveness of current PBIS</b>	<b>Opinion on implementing PBIS</b>	<b>Better ways to manage behaviour</b>	<b>Positive current PBIS strategies</b>
Helpful	No Problems	Helpful- positive learning environment	Control mechanisms and follow-up, positive reinforcement, reminders	Maintains strong religious culture, educational support

Don't know	No Problems	Helpful- positive learning environment	Personal recognition of positive and negative behaviours, provide alternatives, provide consequences and positive reinforcement	Positive reinforcement assembly, unity among students, objectivity
Helpful	No Problems	Helpful- positive learning environment	Different positive reinforcement and consequences strategies, improved teacher- student relationship	Student involvement, relaxed teacher- student relationship during recreational events.
Helpful	No Problems	Helpful- positive learning environment	Different positive reinforcement and consequences strategies, student training	Student awareness, teacher support
Helpful	No Problems	Helpful- positive learning environment	Different positive reinforcement and consequences strategies, teacher support/motivation	Student awareness, teacher support, student training
Helpful	No Problems	Helpful- provides guidelines	Student training	Reminders, teacher support
Helpful	No Problems	Helpful	Student awareness, provide consequences	Positive reinforcement, communicate positive behaviour to parents
Helpful	No Problems	Helpful- positive learning environment	Different and relevant consequences, student awareness	Positive reinforcement, communicate positive behaviour to parents, teacher support
Helpful	No Problems	Helpful- positive learning environment	Control mechanisms and follow up, positive reinforcement and harsher consequences, reminders	Executive accountability, serious consequences

Helpful	No Problems	Helpful- positive learning environment	Different positive reinforcement and consequence strategies, communicate guidance to students	Communication with parents, record keeping
Helpful	No Problems	Helpful- positive learning environment	Teacher- student relationship, balanced and individualized consequences	Islamic culture, extra-curricular activities, caring environment
Helpful	No Problems	Helpful- supportive	Interactive decorations of school, grassy areas, learning equipment, interactive workshops, allow mobiles, extra-curricular activities,	Islamic culture, teacher support, shouldn't contact parents immediately, surveillance cameras.
Helpful	No Problems	Helpful- better learning environment	Interactive learning experience, communicate positive behaviour to parents, student training and reminders	Islamic culture, effective consequences and remind about respect
Helpful	No Problems	Helpful- guides on respectful behaviour	Positive reinforcement and communicate positive behaviour and improvement, student awareness of rules and purpose, reminders, clear relationship between behaviour and consequence	Teacher role modeling, positive reinforcement, Islamic culture to guide good behaviour
Helpful	No Problems	Helpful- better learning environment	Extra- curricular activites	Positive reinforcement from teachers
Helpful	No Problems	Helpful- positive influence on students	Positive re-inforcment and communicate problems privately, repeat consequences for repeated situations	Islamic culture, students awareness and training, positive reinforcement

Helpful	No Problems	Helpful- better learning environment	Positive self-reflection, teacher support, behaviour control	Islamic culture, academic support for exams, solving problems
Don't know	No Problems	Helpful- improves behaviour	More sport activities, student awareness of PBIS, teacher support	Islamic culture, school honour, respect teachers
Helpful	No Problems	Helpful- better learning environment	Interactive learning environment, grassy areas, extra-curricular activities, consequences for bad behaviour	Student awareness using school decoration, reinforce effective study, Islamic culture

According to the students for the school to do better in behaviour management there is need for:

- A behaviour control mechanism which will ensure follow-up, positive reinforcement, reminders to students;
- Improved teacher-student relationships, clear communication and teacher support and motivation;
- Beautification of the learning environment;
- Student training and awareness creation; and
- The introduction of interactive learning methods e.g. workshops and through extra-curricular activities.

However, for students, the school has excelled in the following areas

- Maintenance of a strong religious culture;
- Educational support;
- Positive reinforcement assemblies to create unity among students;
- Student involvement during recreational events;
- Student awareness creation;
- Teacher support;
- School management involvement; and
- Effective communication systems;

### 4.3 Parent Survey Responses

Table 17 presents the frequency statistics associated with the student surveys. A further gender and age breakdown is provided in Table 18.

**Table 17** Frequency Statistics - Parents

	Frequency	Percent
<b>Gender</b>		
Male	1	16.7
Female	5	83.3
Total	6	100.0
<b>Age Group</b>		
30-39	4	66.7
40-49	2	33.3
Total	6	100.0
<b>Level of Education</b>		
High School	3	60.0%
Postgraduate	2	40.0%

**Table 18** Gender vs. Age - Parents

	30-39	40-49	Total
Male	0	1	1
Female	4	1	5

**Table 19** Gender vs. Level of Education - Parents

	High School	Postgraduate	Total
Male	1	0	1
Female	2	3	5

**Table 20** Descriptive Statistics

	<i>N</i>	Min	Max	$\bar{x}$	SD
Number of children in the College	6	2	4	3.17	.983
Number of years child enrolled	6	4	13	8.67	3.559

Parents had on average more than 3 students in the school [ $\bar{x}$  = 3.17, SD = 0.983] who were enrolled for between 4 and 13 years [ $\bar{x}$  = 8.67, SD = 3,559].

**Table 21** Binomial Test-Parents

		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
Gender	Group 1	Female	5	.83	.50	.219
	Group 2	Male	1	.17		
	Total		6	1.00		

The Binomial results above show that males and females representation is almost the same at 5% level of significance (Test proportion = 0.5, p=0.219, p>0.05).

**Table 22** Reliability Analysis-School Details

	Alpha Values
My child/ren considers school a safe and positive place	-
I feel comfortable speaking with teachers and staff about issues concerning my child/ren	-
The school provides me with clear information on my child/ren's behaviour at school	-
I am aware of how my child/ren is behaving at school	0.7816
I encourage my children to behave well at school	-
I am aware of the school PBIS rules "Respect, Achievement, Honour"	0.7816
Teachers regularly praise and reward students when they are successful	0.7923
My child/ren are keen to go to school	
My home rules are similar to the School PBIS rules	0.7882
The school provides me with clear information concerning daily routines, excursions and special events	0.7924
The school provides me with clear information on my child/ren's academic progress	0.7690
My child/ren knows teachers will help them if they are having a problem in the playground	0.7441
School staff treat my concerns seriously and do their best to work toward a solution	0.8051
School staff are attentive and polite when speaking with me	0.7374
The school encourages and supports me to be actively involved in my child/ren's learning	0.7816
The school helps me to gain access to other agencies, such as tutoring,	-
My Child/ren is aware of the school PBIS rules "Respect, Achievement, Honour"	0.7806
My child/ren knows teachers will help them if they are having a problem in the classroom	0.7910
I feel comfortable and pleased that my child is at Al Amanah College	0.7924
The teachers provide guidance and support to help me supervise and assist my child/ren with homework assignments and other school-related activities	0.8151
The school encourages parents to be involved in the decision making for the school	0.7816
My Child/ren sometimes refers to the school PBIS rules at home	0.8435
I avoid blaming my child/ren for their wrong doings	0.7914
My child/ren is often bored at school	0.8361

Before further analysis of the “school details” questions, an internal consistency reliability analysis was conducted using the Cronbach Alpha test. The variables alpha values were found to be between the agreeable ranges of 0.5 to 0.9.

**Table 23** Descriptive Statistics – School Details

	<i>N</i>	Min	Max	$\bar{x}$	SD
My child/ren considers school a safe and positive place	6	5	5	5.00	.000
I feel comfortable speaking with teachers and staff about issues concerning my child/ren	6	5	5	5.00	.000
The school provides me with clear information on my child/ren's behaviour at school	6	5	5	5.00	.000
I am aware of how my child/ren is behaving at school	6	5	5	5.00	.000
I encourage my children to behave well at school	6	5	5	5.00	.000
I am aware of the school PBIS rules "Respect, Achievement, Honour"	6	5	5	5.00	.000
Teachers regularly praise and reward students when they are successful	6	4	5	4.83	.408
My child/ren are keen to go to school	6	4	5	4.83	.408
My home rules are similar to the School PBIS rules	6	4	5	4.83	.408
The school provides me with clear information concerning daily routines, excursions and special events	6	4	5	4.83	.408
The school provides me with clear information on my child/ren's academic progress	6	4	5	4.83	.408
My child/ren knows teachers will help them if they are having a problem in the playground	6	4	5	4.67	.516
School staff treat my concerns seriously and do their best to work toward a solution	6	4	5	4.67	.516
School staff are attentive and polite when speaking with me	6	4	5	4.67	.516
The school encourages and supports me to be actively involved in my child/ren's learning	6	3	5	4.67	.816
The school helps me to gain access to other agencies, such as tutoring,	6	3	5	4.50	.837
My Child/ren is aware of the school PBIS rules "Respect, Achievement, Honour"	6	3	5	4.50	.837
My child/ren knows teachers will help them if they are having a problem in the classroom	6	2	5	4.33	1.211
I feel comfortable and pleased that my child is at Al Amanah College	6	1	5	4.33	1.633
The teachers provide guidance and support to help me supervise and assist my child/ren with homework assignments and other school-related activities	6	1	5	3.67	1.633
The school encourages parents to be involved in the decision making for the school	6	1	5	3.67	1.506
My Child/ren sometimes refers to the school PBIS rules at home	6	1	5	3.67	1.366
I avoid blaming my child/ren for their wrong doings	6	2	5	3.50	1.225
My child/ren is often bored at school	6	1	4	1.83	1.329

Overall, parents indicated that their children consider school a safe and positive place [ $\bar{x}$  = 5] and that whenever they speak to the teachers and staff on issues concerning their children they feel comfortable [ $\bar{x}$ =5]. This makes them aware of how their children's behave in school [ $\bar{x}$  = 5] and enables them to further encourage their children's to behave well at school [ $\bar{x}$  = 5]. Parents further admitted to being aware of the school PBIS rules "Respect, Achievement, and Honour" [ $\bar{x}$  = 5].

Parents are aware that the school leaders and the teachers award and praise students when they perform to the best of their ability, that the children are keen on going to school, that home rules are similar to PBIS rules, and that the school provides them with clear information concerning daily routines, excursions and special events [ $\bar{x}$  = 4.83, SD = 0.408]. Further, parents believe that their children are aware that teachers will help them if they are having a problem in the playground; that school staff treat their concerns seriously and do their best to work toward a solution; that school staff are attentive and polite when speaking with them and the school encourages and supports parents to be actively involved in their children's learning [ $\bar{x}$  = 4.67, SD = 0.516].

**Table 24** Reliability Analysis - Child Details

	Alpha Values
I am aware of how my child is behaving outside home and school, in social settings	0.6619
My child is comfortable with his teachers	0.6963
There is a need for stronger parent involvement in schools to assist in improvement of student behaviour	0.7459
My child needs more attention and assistance for performing better at school	0.6659
My child's behaviour at home and in social situations is not of any concern	0.7601
My child has major issues in terms of social situations and basic behaviour	0.7432
My child display destructive behaviour	0.7421

Before further analysis of the “child details” questions, an internal consistency reliability analysis was conducted using Cronbach Alpha test. The variables alpha values were found to be between the agreeable ranges of 0.5 to 0.9.

**Table 25** Descriptive Statistics – Child Details

	<i>N</i>	Min	Max	$\bar{x}$	SD
I am aware of how my child is behaving outside home and school, in social settings	6	4	5	4.67	.516
My child is comfortable with his teachers	6	4	5	4.50	.548
There is a need for stronger parent involvement in schools to assist in improvement of student behaviour	6	1	5	3.67	1.366
My child needs more attention and assistance for performing better at school	6	1	5	3.17	1.472
My child's behaviour at home and in social situations is not of any concern	6	1	5	2.83	1.835
My child has major issues in terms of social situations and basic behaviour	6	1	3	1.83	.983
My child display destructive behaviour	6	1	3	1.33	.816

Individual parents admitted to being aware of how their child was behaving outside home and school, in social settings [ $\bar{x}$  = 4.67, SD = 0.516] and that they felt that their child was comfortable with the teachers [ $\bar{x}$  = 4.5, SD = 0.548].

On average, there is a need for stronger parent involvement in the school to assist in improving student behaviour [ $\bar{x}$  = 3.67, SD = 1.366] while the child needs more attention and assistance to perform better at school [ $\bar{x}$  = 3.17, SD = 1.472]. In social situations, few parents thought that child's behaviour at home and in social situations was not of any concern to them [ $\bar{x}$  = 2.83, SD = 1.835] with few of those admitting to the fact that their child has major issues in terms of social situations and basic behaviour and displays destructive behaviour [ $\bar{x}$  = 1.83, SD = 0.983 and  $\bar{x}$  = 1.33, SD = 0.816 respectively].

In general parents thought that their involvement, motivation, support and effective communication with their children can improve their child's behaviour. For them, teacher support, academic support, student training and individualizing behaviour enforcement are positives that have been realized through the implementation of PBIS.

#### 4.4 Teachers Survey Responses

Table 26 presents the frequency statistics associated with the teacher surveys. Further descriptive statistics are provided in Table 27.

**Table 26** Frequency Statistics - Teachers

	Frequency	Percent
<b>Gender</b>		
Male	5	50.0
Female	5	50.0
Total	10	100.0
<b>Age Group</b>		
29-35	5	50.0
36-45	2	20.0
>45	3	30.0
Total	10	100.0
<b>Faculty</b>		
English	3	30.0
Mathematics	2	20.0
Science	1	10.0
TAS	2	20.0
Creative Arts	1	10.0
LOTE	1	10.0
Total	10	100.0

The teachers sample was well balanced. Of the 10 participants, 5 were males and 5 were females. 50% had between 29 and 35 years, 20% had between 36 and 45 years while the remaining 30% had more than 45 years. English teachers accounted for 30% while Mathematics and TAS each had 20% representation. Creative arts and LOTE both had a representation of 10% each. All the teachers were working full time.

**Table 27** Descriptive Statistics - Teachers

	N	Min	Max	X	SD
Number of years teaching	10	3	26	10.10	6.506
Number of years in current school	10	2	10	6.40	2.366

The teachers had a mean of 10.10 teaching years, 6.4 years in the current school.

**Table 28** Tests of Normality – Teachers Vs Years of teaching

	Gender	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Number of	Male	.248	5	.200(*)	.875	5	.286

years teaching	Female	.237	5	.200(*)	.950	5	.740
Number of years in current school	Male	.261	5	.200(*)	.859	5	.223
	Female	.166	5	.200(*)	.989	5	.977

\* This is a lower bound of the true significance; a Lilliefors Significance Correction

Table 27 indicates that the data are normality distributed and thus parametric test of differences can be used, rather, non-parametric tests which do not assume any distribution. In this case, independent samples *t*-test was conducted.

**Table 29** Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Number of years teaching	Equal variances assumed	3.141	.114	2.119	8	.067	7.400	3.493	-0.655	15.455
	Equal variances not assumed	--	--	2.119	4.909	.089	7.400	3.493	-1.629	16.429
Number of years in current school	Equal variances assumed	.419	.536	.512	8	.622	.800	1.562	-2.802	4.402
	Equal variances not assumed	--	--	.512	6.928	.624	.800	1.562	-2.901	4.501

The difference in means between males and females with equal variances assumed shows that the number of years in teaching is not different at 5% level of significance ( $t(8) = 2.119, p = 0.067, p > 0.05$ ). Further, the difference in means between males and females with equal variances assumed shows that the number of years in teaching in the current school is not different at 5% level of significance ( $t(8) = 0.512, p = 0.622, p > 0.05$ ).

**Table 30** Reliability Analysis - Help Us Make Our School a Better Place

	Alpha Values
A team exists for behaviour support, planning and problem solving	0.7459
Patterns of student problem behaviour are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly)	0.6659
Procedures are in place to address emergency/dangerous situations	0.7601
The consequences of problem behaviours are clearly defined in my teaching practices	0.7432
A simple process exists for teachers to request assistance	0.7601
Options exist to allow classroom instruction to continue when problem behaviour occurs	0.7432
Problem behaviours are clearly defined in my teaching practices	0.7421
Expected student behaviours are taught directly to students	0.7816
The PBIS rules, "Respect, Achievement, Honour", are used as part of my teaching practices	0.7882
Distinctions between office v. classroom managed problem behaviours are clear to me	0.7924
Supervisors actively supervise (move, scan, and interact with) students in non-classroom settings	0.7690
I define a small number (e.g. 3-5) of clear and positive student expectations in my teaching practices.	0.7441
Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces	0.8051
A behaviour support team responds promptly to students who present chronic problem behaviours	0.7374
All teaching staff are involved directly and/or indirectly in school-wide interventions	0.7816
Data on problem behaviour patterns are collected and summarized within an on-going system	0.7441
Significant family, or community members, or both are involved when appropriate and possible.	0.8051
Assessments are conducted regularly to identify students with chronic problem behaviours	0.7374
Behaviour is monitored and feedback provided regularly to the behaviour support team and relevant staff	0.7882
The School has formal strategies for informing families about expected student behaviours at school	0.7924
Expected student behaviours are rewarded regularly in classroom settings and in non-classroom settings	0.7690
The school PBIS review team has access to on-going training and support	0.7441
Booster training activities for students are developed, modified, and conducted, based on school PBIS data	0.8051
The school-wide behaviour support team has a budget for annual staff planning	0.7374
The school-wide behaviour support team has a budget for teaching students,	0.7816
School includes formal opportunities for families to receive training on behavioural support	0.8435
The school-wide behaviour support team has a budget for on-going rewards	0.7914

Before further analysis of the “Help us Make Our School a Better Place” questions, an internal consistency reliability analysis was conducted using the Cronbach Alpha test. The variables alpha values were found to be between the agreeable ranges of 0.5 to 0.9.

**Table 31** Descriptive Statistics – Help us Make Our School a Better Place

	N	Min	Max	$\bar{x}$	SD
A team exists for behaviour support, planning and problem solving	10	3	5	4.60	.699
Patterns of student problem behaviour are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly)	10	3	5	4.60	.699
Procedures are in place to address emergency/dangerous situations	10	4	5	4.60	.516
The consequences of problem behaviours are clearly defined in my teaching practices	10	3	5	4.60	.699
A simple process exists for teachers to request assistance	10	3	5	4.50	.707
Options exist to allow classroom instruction to continue when problem behaviour occurs	10	4	5	4.50	.527
Problem behaviours are clearly defined in my teaching practices	10	3	5	4.50	.707
Expected student behaviours are taught directly to students	10	3	5	4.40	.699
The PBIS rules, "Respect, Achievement, Honour", are used as part of my teaching practices	10	4	5	4.40	.516
Distinctions between office v. classroom managed problem behaviours are clear to me	10	3	5	4.40	.699
Supervisors actively supervise (move, scan, and interact with) students in non-classroom settings	10	3	5	4.30	.675
I define a small number (e.g. 3-5) of clear and positive student expectations in my teaching practices.	10	2	5	4.20	1.033
Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces	10	3	5	4.20	.789
A behaviour support team responds promptly to students who present chronic problem behaviours	10	3	5	4.10	.738
All teaching staff are involved directly and/or indirectly in school-wide interventions	10	2	5	4.10	.994
Data on problem behaviour patterns are collected and summarized within an on-going system	10	3	5	4.10	.738
Significant family, or community members, or both are involved when appropriate and possible.	10	2	5	4.00	1.054
Assessments are conducted regularly to identify students with chronic problem behaviours	10	3	5	3.90	.568
Behaviour is monitored and feedback provided regularly to the behaviour support team and relevant staff	10	2	5	3.90	.994
The School has formal strategies for informing families about expected student behaviours at school	10	2	5	3.90	.994
Expected student behaviours are rewarded regularly in classroom settings and in non-classroom settings	10	2	5	3.80	1.033
The school PBIS review team has access to on-going training and support	9	2	5	3.78	.972
Booster training activities for students are developed, modified, and conducted, based on school PBIS data	9	2	5	3.56	1.014
The school-wide behaviour support team has a budget for annual staff planning	9	1	5	3.33	1.118

	<i>N</i>	Min	Max	$\bar{X}$	SD
The school-wide behaviour support team has a budget for teaching students,	9	1	4	3.00	.866
School includes formal opportunities for families to receive training on behavioural support	9	1	4	2.89	.928
The school-wide behaviour support team has a budget for on-going rewards	8	1	4	2.75	.886

The school has a team for behaviour support, planning and problem solving. Patterns of student behaviour problems are reported to the team in charge of behaviour support for active decision-making on a regular basis (e.g. monthly). The school has procedures in place to address emergency or dangerous situations that may arise due to dangerous or extreme behaviours. The consequences of problem behaviours are also clearly defined in their teaching practices and well documented in the school manuals and teaching programs [ $\bar{X}$  = 4.6]. There exist simple processes for teachers to request assistance and options to allow classroom instruction to continue when problem behaviour occurs. According to teachers, expected student behaviours are taught directly to students using the PBIS rules, of "Respect, Achievement, and Honour". There exists clear distinctions between office and classroom managed problem behaviours [ $\bar{X}$  = 4.3].

Respondents indicated that, supervisors actively supervise (move, scan, and interact with) students in non-classroom settings [ $\bar{X}$  = 4.3]. Teachers in the school define a small number (e.g. 3-5) of clear and positive student expectations in their teaching practices and the scheduling of student movement ensures appropriate numbers of students in non-classroom spaces [ $\bar{X}$  = 4.2]. The school further has a behaviour support team that responds promptly to students who present chronic problem behaviours and all teaching staff are involved directly and/or indirectly in school-wide interventions. In such a case, significant family or community members or both are engaged when appropriate and possible. Data on problem behaviour patterns were collected and summarized within an on-going system [ $\bar{X}$  = 4.1].

In the case of students with chronic behaviour problems the school assesses adherence to PBIS principles by conducting regular assessments to continue to identify students with chronic

problem behaviours while behavioural change is monitored and feedback provided regularly to the behaviour support team and relevant staff. In the event of an extreme case presenting, the School has formal strategies for informing families about expected student behaviours at school. In the case where students perform better than expected, rewards are given on regular basis in classroom settings and in non-classroom settings [ $\bar{x}$ =3.9]. In order to ensure effective implementation of PBIS, the school PBIS review team has access to on-going training and support while booster training activities for students are developed, modified, and conducted, based on school PBIS data. Further, the school-wide behaviour support team has a budget for annual staff planning, for teaching and rewarding students. The school includes formal opportunities for families to receive training on behavioural support

**Table 32** Descriptive Statistics - Help us to Help You

	<i>N</i>	Min	Max	$\bar{x}$	SD
I am willing to change and need guidance to be able to do so	8	2	5	3.75	1.035
I don't like teachers or the school interfering in my personal life and space	10	2	5	3.20	1.229
I wish to have more focused attention in my problem areas to improve and develop my classroom management skills	10	1	4	2.40	1.174
I need help in improving my academic standards	10	1	4	1.90	.994
I need help in improving as social behaviour to be more successful as a person	10	1	3	1.60	.843
I have difficulties in expressing my emotional needs effectively	10	1	3	1.50	.707
I don't feel that my behaviour management needs are understood and met within the school	10	1	3	1.50	.707

Whilst most teachers are willing to change they need guidance to be able to do so. However, there is a strong indication that school interference in the teacher's personal life does not support effective PBIS implementations. Teachers consider it personal commitment to implement PBIS for improved performance standards and social behaviour. Further, teachers' behaviour management needs are understood and met at the school.

To achieve overall change in students' behaviour at school, there is a need for:

- A unified and consistent follow up system;
- Teacher training in order to improve parents' attitudes;
- Positive reinforcement by management;
- Delegation of responsibilities to teachers;
- Intensive teacher training on the implementation of PBIS procedures;
- Role modeling during PBIS students' training workshop through controlled mechanisms;
- and
- Organisation of social days where PBIS awareness is reinforced.

So far, the school has been able to:

- Improve students' movement in and around the school;
- Facilitate more open communication between teachers, parents and students;
- Provide executive support and training to teachers and students;
- Allot funds and resources for the implementation of the PBIS; and
- Create student awareness, through PBIS posters to reinforce rules and principles.

#### **4.5 Conclusion**

The action research results indicate that parents, teachers and students have raised their awareness of a full scope PBIS implementation and the benefits embedded within. It has highlighted each school community members' obligation in respect to a successful implementation. The following chapter will discuss the results presented in the context of the literature and research study objectives.

# Chapter 5

## Findings

### 5.1 Introduction

Chapter four discussed the different types of data processing, data analysis procedures and findings. This chapter presents a summary of the findings revealed by data collected during the study of one alternative high school in South Western Sydney that was engaged in the third-year implementation of Positive Behaviour Intervention and Support. The following topics are discussed in this chapter: An interpretation of the findings, the inherent implications for social change, and the recommended actions to bring about this change.

### 5.2 Interpretation of the Findings

This study looked at the third-year implementation of Positive Behaviour Intervention and Support in one alternative high school in South Western Sydney – Al Amanah College. This high school has a number of unique characteristics that need to be considered prior to any general extrapolation of the findings. First of all, the high school that is the focus of this study is multicultural with 100% of its students coming from non-English-speaking backgrounds. The majority of students come from homes where Arabic is predominantly the spoken language of the household.

Another unique characteristic of this high school is that teachers are required to teach three consecutive one hundred-minute blocks during the school day, with only a thirty-minute lunch break. They have two individual planning times scheduled during the week, once a week staff meeting for the collaborative discussion of concerns. The school building has its own unique culture; playgrounds are concrete and shared with the primary school. It therefore seems plausible that some of the findings of this study can reasonably be used to better understand reform initiative implementation regardless of the particular initiative or the particular school.

By necessity, staff take into consideration these characteristics to an extent that might exceed the norm in other high schools. Consequently, this particular reform initiative might have had greater appeal to these staff than many other reform initiatives, and staff members therefore might have been willing to work harder at implementation than is typical for a high school staff confronting a reform innovation.

A sample of 35 participants took part in this research study comprising 19 students, 6 parents and 10 teachers. Of these participants 11 (57.9%) of the students were males while the remaining 8 (42.1%) were females. The students were from various grades.

Of the 6 parents who took part in this research study 5 were females. The teachers' sample was gender balanced, 5 were males and 5 were females. Both teachers and parents were of different age groups. Further, the teachers were stratified according to department while students were stratified in terms of grades.

Prior to analysing the results, general bias, normality and reliability tests were undertaken. "Gender representation is essential for any research findings to be reliable and valid. Normally, this is determined using the binomial tests" (Colwell, 2006). In this case, the outcome established that gender representation was not a problem. "Another important consideration was the extent of normality of the data distribution to ascertain on whether to use parametric or non-parametric tests" (Dobson, 1990). Furthermore, reliability tests were conducted to establish the reliability and validity of the formulated variables to justify either their inclusion or deletion from the study.

Student participants gave a strong indication of their willingness to come to school since they were getting the attention they desired from both teachers and family. Students indicated that this was a strong reason for wanting to learn more about the PBIS principles in order to help themselves and their friends. In support of the above findings, Darley (1980) argues that school management behaviour interventions should be tailored in such a way that the student as the beneficiary is not affected significantly by school attendance, rather, he/she be encouraged to learn for double edged benefits and should be assisted in whatever way possible. This is true despite students admitting the existence of the need for assistance in their studies through the use of a different approach in the classroom to assist them academically. In contrast, the need for help in improving their behaviour outside of school recorded a very low mean. Mean comparison tests were used to show differences in means among categorical variables (Green and Salkind, 2008). In this case, it was found that the mean difference between males and females responses was the same for all 9 variables, but one, "I need help in improving my behaviour outside of school" where males recorded unwillingness to be assisted. This is true for any research involving human beings where gender is a variable. Males and females have different tastes and preferences that depend on the settings. In school, both may have some reservations, which are not visible outside school (McNeill, 2002; Punch, 2005).

Students gave a strong indication of having been taught what good behaviour is, what sort of behaviour is expected of them, and the consequences of problem behaviours. Students experienced how teachers used PBIS rules of "Respect, Achievement, Honour" in the classroom while teaching. Male students were aware that adherence to the expected behaviour is rewarded in and outside the classroom. Awareness was achieved by the school management.

Teachers often give feedback on social behaviour. According to Schrader-Frechette, this is in line with the generally agreed phenomenon of getting results midway and at the end of any

intervention if it is to meet the monitoring indicators formulated. Feedback should be given despite its direction (positive or negative) (Schrader-Frechette 1994; Marczyk 2005). In this case, according to the students, the feedback given by teachers was positive and very helpful. All the students who took part in the research study admitted that they have not experienced any difficulty during the implementation of the PBIS in the school and agreed that its implementation was beneficial to the school as it creates a positive learning environment while providing guidelines on good behaviour. Furthermore according to the students, PBIS implementation did support them in accepting a new frame work for behaviour change by having a positive influence on them. This is in line with Ferrance (2000) assertions that there is need for priorities if the impacts of PBIS are to be realized.

On the other hand, Richter (2008) states that parents always indicate that their children consider school a safe and positive place and that whenever they speak to the teachers and staff on issues concerning their children they feel comfortable. This is possibly a result of the clear information they get from the school on children's behaviour. This makes them aware of how their children's behave in school and enables them to further encourage their children to behave well at school. In this study, parents admitted to being aware of the school PBIS rules "Respect, Achievement, and Honour" and that the school staff teaching and non teaching award and praise students when they achieve. Parents further stated that their home rules are similar to the PBIS rules. In support of the above, Godin (1993) uses the theory of reasoned actions and planned behaviour to argue that involvement of key stakeholders is essential since it is a form of encouragement. With the school providing parents with clear information concerning daily routines, excursions and special events, parents have been made aware that teachers will help them if they are having a problem in the playground. The fact that the school treats parents well is evidenced through parents acknowledging that school staff treat their concerns seriously and do their best to work

towards a solution. Furthermore school staff members are attentive and polite when speaking with parents.

In addition, parents admitted to being aware of how their child is behaving in social settings outside home and school. However, parents felt that there is a need for stronger parent involvement in schools to assist in improving student behaviour. Parents also felt that the child needs more attention and assistance in order to perform better at school. Few parents thought that child's behaviour at home and in social situations was not of any concern to them. A few parents admitted to the fact that their child has major issues in terms of social situations and at times displaying destructive behaviour.

Furthermore, at school with the presence of a team for behaviour support, planning and problem solving, patterns of student problem behaviour are reported for decisive action on a regular basis. The school has procedures in place to address emergency situations arising from behaviour problem. It was found that, there exists a simple process for teachers to request assistance and options to allow classroom instruction to continue when problem behaviour occurs. Teachers reported that problem behaviours are clearly defined in their teaching practices and appropriate student behaviours are taught directly to students using the PBIS rules, of "Respect, Achievement, and Honour". Additionally, there exists a clear distinction between office and classroom managed problem behaviours, see Appendix L.

In relation to supervision, students are actively supervised (move, scan, and interact with) in non-classroom settings. This is made possible through the definition of a small number (e.g. 3-5) of clear and positive student expectations in their teaching practices. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces. The school also has a behaviour support team that responds promptly to students who present chronic problem behaviours. All teaching staff members are involved directly and indirectly in school-wide

interventions. In such case, significant family or community members or both are involved when appropriate and possible.

To examine this, data on problem behaviour patterns were collected and summarized in an on-going fashion. The school assesses students' adherence to school rules and policies by conducting regular assessments in order to identify students with problems. Behavioural change is monitored and feedback is provided regularly to the behaviour support team and relevant staff. In extreme cases, the School has formal procedures to communicate to the families the expected student behaviours at school. Some examples about those formal procedures include parent information sessions and workshops.

Furthermore, in order to ensure effective implementation of PBIS, the school PBIS review team has access to on-going training and support while booster training activities for students are developed, modified, and conducted, based on school PBIS data. Additionally, the school-wide behaviour support team has a budget for annual staff planning, for training and rewarding students.

The data extracted from the teachers' surveys (Section D) and the Students' Interviews (Section D) indicated that the school has excelled in the following areas

- Maintenance of a strong religious culture;
- Educational support;
- Weekly assemblies to promote positive and caring school environment as well as to create unity among students;
- Student involvement during recreational events;
- Student awareness creation and
- Teacher support.

The data revealed also the following areas for targeted improvement;

- Behaviour control mechanisms ensuring follow-up, positive reinforcement, reminders to students;
- Improved teacher-student relationship, clear communication and teacher support and motivation;
- Beautification of the learning environment;
- Student training and awareness creation; and
- The introduction of interactive learning methods e.g. workshops and through extra-curricular activities.

### **5.3 Implications of Results**

Although this study examined the effect of the PBIS action plan on Al Amanah College High School students, a number of important observations became apparent. These have implications that need to be considered when school leaders attempt to implement such a change. It is worthy to note that the data revealed were of considerable weight demanding the attention of the school leaders attempting to implement PBIS. The researcher also discovered that the school leaders will face challenges in overseeing a successful implementation of PBIS. It was also discovered that those challenges were focused around the planning, resource allocation, and environmental and instructional factors.

The researcher is of the view that the implementation of PBIS in the High School needs to become a constituent in the fibre that makes up the school whole approach to behaviour management. This calls on the adoption of such a change by all high school staff members including executives, administration staff and school assistants. Every member of the school community needs to refer to and reinforce the rules detailed in the High School rules matrix, see

Appendix P. The High School matrix is a result of the collaborative effort of all high school teachers; it was first drafted in 2009 and revisited in 2010.

The overall results imply that effective implementation of PBIS is beneficial and that extra involvement of all concerned parties is inherent in its success. The final chapter will discuss the conclusions of this research.

# Chapter 6

## Conclusions

### 6.1 Introduction

Chapter five discussed the results outlined in Chapter four. This final Chapter concludes this research presenting a discussion on the limitations of the study, recommendations for future research and concludes with a summary.

### 6.2 Limitations

Ross (2010:11) states that:

Every high school is unique: at any given time, the particular combination of staff, students, and social-political context insures a certain distinctiveness that could make blanket comparisons among high schools misleading and inaccurate.

The high school staff shared a distinct educational culture that is the result of its particular history, its students, and its environment. The researcher makes no claim that the results of this study would be identical if the research had been conducted in another high school. The researcher also makes no claim that the results of this study would be identical if some other school improvement initiative were being implemented. However, high schools and high school staff are sufficiently similar to make the findings of this study significant for educators attempting to implement a school reform initiative.

There are several limitations to the study apart from acknowledging that the results can only be interpreted with respect to those who participated in the survey. The limitations can be grouped under four main headings

- Sample Size

Since the sample size was obtained from one school only and hence limited, it undermines the extent to which the findings may be generalised.

The small sample size had a major impact on the validity of the research statistics and the interpretation of the results. It could be argued that the practice of recruiting from one location controls the data from potential contaminants, selection and historical biases which could affect whether or not the estimates are biased in addition to supporting internal validity.

The exclusion of non teaching staff and school executives from participating in surveys pertaining to this study had an impact on the validity of the research statistics. The implementation of PBIS is not limited to teachers only; it is as stated in its definition, a school-wide system that provides the framework for clear expectations of behaviours and consistent consequences for inappropriate behaviours across all classrooms and other school settings. And therefore, the participation of non teaching staff in surveys would have added more value to the validity of the findings as well as reduced the amount of limitations.

- Survey questions and observations

The length, time, and effort involved in the data collection from the prospective participants may have promoted unreliable answers. Add to this the age of the participants, their experience with surveys and their low socio-economic backgrounds.

A point in case is that the ranked question presented participants with a difficult task due to its unfamiliarity. As well a number of participants for example checked several boxes but then ranked the remaining boxes using the same number. Another limitation is evident in the fact that the observations were undertaken only in classrooms and in turn did not provide more reliable and valid results.

- PBIS is a long-term intervention system

The other limitation lies in the fact that the long-term PBIS interventions should be matched to a much longer period of research and study to provide more reliable data and therefore a more successful application.

Another limitation was the relatively short period of time that some students have spent at the school disallowing them a long term and deeper awareness of the school life essential for the provision of more reliable answers.

- Inadequate resourcing

These include some of the variables such as the school physical structure, PBIS materials used at the school, and the time allocated for scheduling and planning for PBIS, which may result in a less efficient implementation of the PBIS action plan on the part of the school. This in turn is considered a limitation since the findings of the research call upon more of the above mentioned resources in order to achieve the desired outcome of this study.

Valid quantitative data have been particularly difficult to be obtained in the College; this is due to the inconsistency in collecting data on student behaviour, and the unavailability of a data analysing program, such as SWIS (School-wide Information System).

School staff should be able to enter discipline data daily into a secure server housed at the College. The data can be summarized numerically and graphically to look at the behaviour of individual students, groups of students or the entire student body (School-wide Information System web site). In particular, the data will give a good indication as to whether PBIS is making an impact on student behaviour.

### **6.3 Recommendations for Future Research**

A number of areas can be suggested for future research. One area would be to conduct further and more intensive research of PBIS at Al Amanah College in its both campuses, primary and high school. There is a need for the community as a whole to be educated in, and involved in the implementation of such a behavioural support system. Such research would have as its methodology a more interactive approach than a mere survey in the form of interviews and focus groups.

Research should have data collection tools which are more precise, specific and provide more clarity in order to promote more reliable answers from the participants. This research should be conducted over an extended period of time enough to warrant more reliable data and one that takes into account all covariates.

The SWIS system should be introduced, as it gives accurate breakdowns as to the time, nature, and location of all student discipline events. The school staff will be able to collect data regarding the total number of referrals, so the success of PBIS in reducing significant student disciplinary events could be quantifiably evaluated using simple statistical techniques.

Investigate the most effective cycle for training and retraining staff in a school reform initiative. It would be very beneficial to know how best to allocate resources in terms of staff training and retraining. Also, it would be worthwhile to further investigate the effectiveness of various training programs.

It is also important to investigate creative solutions to resolve time restraints inherently present in the school calendar. And if any school reform initiative is to be successful, it is absolutely

necessary to provide school staff with adequate release time for training, collaboration, and reflection.

#### **6.4 Summary**

This chapter presented and discussed the findings that emerged from this Action Research Study on the effectiveness of the implementation of Positive Behaviour Intervention Support in Al Amanah College High School - Liverpool Campus.

The study found that following the third year of Positive Behaviour Interventions and Support implementation, the staff at Al Amanah College High School still believed in the effectiveness of this reform initiative; however most staff members were unable to effect further changes to the program into a more practical and user friendly forms. The reasons for this inability to advance the initiative was due to a lack of additional training for experienced and new staff members, necessary financial resources to adequately support the program, and time for planning and reflection. This coupled with the competing demands of other everyday school activities and expectations, as well as a natural apprehension regarding effective collaboration with peers made this an even greater challenge. Furthermore, the study found that an emphasis on additional training for experienced staff would be of special benefit since it aims at replacing previously learned and deeply rooted behaviours, allowing for a more positive social school culture.

The results, although limited to the sample data, suggest that effective implementation of PBIS is beneficial and that the extra involvement of all concerned stakeholders assists the process. Controlling the data from potential contaminants, selection and historical biases, in addition to supporting internal validity is critical. The chapter concluded with recommendations for future research.

## *Al Amanah College High School Rules*

### **Respect**

Respect for myself, my school and people around me.

### **Achievement**

I strive to achieve in all areas of school.

### **Honour**

I am honest and show integrity.

If PBIS sits more comfortably with the Essential Learnings than traditional approaches to behaviour, perhaps it is time for the curriculum reform process to prompt behavioural reform (Vanderaa, 2004).

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**Appendix A JMMS PBIS Program (JMMS PBIS Program, 2009)**

	<b>ALL SETTINGS</b>	<b>CLASSROOMS</b>	<b>HALLWAYS</b>	<b>CAFETERIA</b>	<b>BATHROOM</b>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>* Treat others the way you would like to be treated</li> <li>* Keep unkind words to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>* Say "please" and "thank you"</li> <li>* Patiently wait your turn</li> <li>* Be a good listener</li> <li>* Get positive attention</li> </ul>	<ul style="list-style-type: none"> <li>* Treat others the way you would like to be treated</li> <li>* Maintain personal space of 18 inches</li> </ul>	<ul style="list-style-type: none"> <li>* Leave the area around you clean</li> <li>* Use inside voices</li> <li>* Be kind</li> </ul>	<ul style="list-style-type: none"> <li>* Patiently wait your turn</li> <li>* Respect personal space</li> <li>* Keep feet on floor and body parts to self</li> </ul>
<b>SAFE</b>	<ul style="list-style-type: none"> <li>* Use kind actions</li> <li>* Help keep the school neat and clean</li> <li>* Behave in a safe manner</li> <li>* Carry hall pass at all times</li> </ul>	<ul style="list-style-type: none"> <li>* Keep hands and feet to self</li> <li>* Ask permission before leaving class</li> <li>* Always walk</li> <li>* Report any issues or problems</li> </ul>	<ul style="list-style-type: none"> <li>* Always walk single file on the right side of the hallway</li> <li>* Carry a hall pass at times</li> <li>* Always face the front of the line</li> </ul>	<ul style="list-style-type: none"> <li>* Silently enter in a safe and orderly way</li> <li>* Keep hands, feet and all other object to self</li> <li>* Place all trash in the garbage cans</li> </ul>	<ul style="list-style-type: none"> <li>* Keep bathrooms clean, neat and free of graffiti</li> <li>* Flush toilet once</li> <li>* Use only toilet paper in toilets</li> <li>* Keep water in sinks</li> </ul>
<b>RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>* Do as you are asked the first time</li> <li>* Listen to your teachers</li> <li>* Ask permission to leave your seat or the room</li> <li>* Use inside voices</li> </ul>	<ul style="list-style-type: none"> <li>* Follow directions the first time given</li> <li>* Be prepared for class</li> <li>* Stay on task</li> <li>* Be a team player</li> </ul>	<ul style="list-style-type: none"> <li>* Follow adult directions politely</li> </ul>	<ul style="list-style-type: none"> <li>* Remain silent when an adult is speaking</li> <li>* Talk quietly with peers next to you</li> <li>* Get quiet quickly when it is time to leave</li> </ul>	<ul style="list-style-type: none"> <li>* Ask adult permission to use the restroom</li> <li>* Use the bathroom without horseplay</li> <li>* Wash and dry hands before leaving the restroom</li> </ul>
<b>SUCCESSFUL</b>	<ul style="list-style-type: none"> <li>* Always try your best</li> <li>* Use kind words and actions</li> </ul>	<ul style="list-style-type: none"> <li>* Always try your best</li> <li>* Come to class prepared with materials and work</li> </ul>	<ul style="list-style-type: none"> <li>* Always walk</li> <li>* Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>* Clean up after your self</li> <li>* Recycle trash</li> </ul>	<ul style="list-style-type: none"> <li>* Use restrooms in orderly manner</li> <li>* Flush toilet only once</li> <li>* Wash and dry hands</li> </ul>

## Appendix B PBS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT<sup>1 2</sup>

Center on Positive Behavioral Interventions and Supports

(Draft gs 9-15-02, rh 10-29-02, gs 10-30-02)

**Purposes:** This self-assessment has been designed to serve as a multi-level guide for (a) appraising the status of positive behavior support (PBS) organizational systems, and (b) developing and evaluating PBS action plans.

### **Guidelines for Use<sup>3</sup>:**

- Form team to complete self-assessment.
- Specify how self-assessment information will be used.
- Consider existing behavior-related efforts, initiatives, and/or programs.
- Review existing behavior-related data (e.g., suspension/expulsions, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates).

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**Date** \_\_\_\_\_

**Members of Team Completing Self-Assessment** \_\_\_\_\_

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### **Level of Implementation Being Considered**

State-wide    District-wide    School-wide    Other \_\_\_\_\_

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<sup>1</sup> The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

<sup>2</sup> © 2002 Center on Positive Behavioral Interventions and Supports, University of Oregon

<sup>3</sup> See *PBS Implementers' Blueprint* for supporting definitions, descriptions, and guidelines.

## PBS Leadership Team Self-Assessment and Planning Tool

FEATURE		IN PLACE STATUS		
		Yes	Partial	No
<b>Leadership Team</b>	1. Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc).			
	2. Team determines how many schools are to be involved in the effort.			
	3. Team completes self-assessment.			
	4. Team completes a 3-5 year prevention-based action plan.			
	5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc).			
<b>Coordination</b>	6. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations.			
<i>Funding</i>	7. Funding sources to cover activities for at least three years can be identified.			
<b>Visibility</b>	8. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences, TV).			
<i>Political Support</i>	9. Student social behavior is one of the top five goals for the political unit (state, district, etc).			
	10. Leadership team reports to the political unit at least annually on the activities & outcomes related to student behavior goal.			
	11. PBS policy statement developed & endorsed.			
	12. Participation & support by administrator from political unit.			
<i>Training Capacity</i>	13. Leadership team has established trainers to build & sustain school-wide PBS practices.			
<i>Coaching Capacity</i>	14. Leadership team has developed a coaching network that builds & sustains school-wide PBS			
	15. A coach is available to meet at least monthly with each emerging school team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.			
<b>Demonstrations</b>	16. At least 10 schools have adopted school-wide PBS, & can be used as local demonstrations of process & outcomes.			
<b>Evaluation</b>	17. Leadership has developed evaluation process for assessing (a) extent to which teams are using school-wide PBS (b) impact of school-wide PBS on student outcomes, & (c) extent to which the leadership team's action plan is implemented.			
	18. School-based information systems (e.g., data collection tools & evaluation processes) are in place.			
	19. At least quarterly dissemination, celebration & acknowledgement of outcomes & accomplishments			

## Leadership Team Action Planning

Activity	Activity Task Analysis	Who	When
<b>Leadership Team</b> <ul style="list-style-type: none"> <li>• Representative</li> <li>• Defined range of influence</li> <li>• Self-assessment</li> <li>• Prevention action plan</li> <li>• Regular meeting schedule &amp; process</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<b>Coordination</b> <ul style="list-style-type: none"> <li>• Person(s) identified to coordinate activities</li> <li>• FTE for coordination &amp; management</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<p style="text-align: center;"><i>Funding</i></p> <ul style="list-style-type: none"> <li>• 3 year funding support</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<p style="text-align: center;"><i>Visibility</i></p> <ul style="list-style-type: none"> <li>• Dissemination system &amp;</li> </ul>	a.		

	b.		
	c.		
	d.		
	e.		
<p><i>Political Support</i></p> <ul style="list-style-type: none"> <li>• Student social behavior one of top five goals</li> <li>• Annual leadership team report to political unit</li> <li>• PBS policy statement</li> <li>• Administrative participation &amp; support</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<p><i>Training Capacity</i></p> <ul style="list-style-type: none"> <li>• Trainers for team-training</li> </ul>	a.		
	b.		
	c.		
	d.		
<p><i>Coaching Capacity</i></p> <ul style="list-style-type: none"> <li>• Coaching network</li> <li>• Coaches meet with teams</li> </ul>	a.		
	b.		
	c.		
	d.		

<p><i>Demonstrations</i></p> <ul style="list-style-type: none"> <li>• Representative # of implementation examples</li> </ul>	a.		
	b.		
	c.		
	d.		
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Evaluation process</li> <li>• School-based information system</li> <li>• Dissemination, celebrations, &amp; acknowledgements</li> </ul>	a.		
	b.		
	c.		
	d.		

**Appendix C**  
**INFORMATION SHEET FOR CHILDREN AND YOUNG PEOPLE**  
**(aged 12-16)**

***“Change Management and Leadership in  
the context of implementing a Positive  
Behaviour and Support model in a School  
environment”***

Dear Students;

I wish to invite you to participate in my research on the above topic concerning PBIS in Al Amanah College High School. I am currently doing a research study that is trying to find out more about how PBIS is being implemented at Al Amanah College. I am conducting this research project as part of my Master's degree and to improve PBIS at our College. I can be contacted by email at [aalwan@alamanah.nsw.edu.au](mailto:aalwan@alamanah.nsw.edu.au) or [aalwan@une.edu.au](mailto:aalwan@une.edu.au) or phone on 02 9822 8022.

This Information Sheet has the answers to many of the questions that you and your parent(s) may have about the study. There is a lot of information in here so don't worry if it is too much for one read. Just read through a bit at a time if you want.

PBIS (Positive Behaviour Intervention Support) is a school-wide system that provides clear expectations of behaviours and consistent consequences for inappropriate behaviours across all classrooms and across all school settings. This system will assist our school to decrease problem behaviour, increase academic performance, increase safety and establish positive school cultures.

**1) What is the study for and why is it being done?**

We hope that by doing this study, we will learn more about how the PBIS is being implemented at Al Amanah College. There is a lot of research about positive behaviour intervention support; but not very much on how is being implemented. This information will help us to design new ways and strategies for teachers so that they can do the best job in dealing with children and young people.

**2) What would I be asked to do if I took part in the study?**

You will be asked to read these texts out loud and to then answer some easy questions when you have finished reading. These questions are a bit different to the questions you might be use to in class, as there are no right or wrong answers, we want to know what you think about the texts.

**3) Will my parents have to do anything?**

Your parents need to make sure you are happy to participate in this research project, your parents will be asked to sign the consent form in order for you to be able to participate in this research.

**4) When and where would the Survey and interview take place?**

The survey and the interview will take place once during this term; teachers will show you the room where you are required to complete the survey.

**5) What information will the researchers want me to tell them?**

We want you to tell us all about your thoughts and feelings about the implementations of PBIS in Al Amanah College High School. We want you to tell us about things that YOU think are important. We want you to tell us what you think teachers should know about PBIS.

## 6) What will be done with the information that I give?

First, Mr. Alwan will take the completed surveys to his office, Mr. Alwan makes sure that no-one's real names are written on the survey. This makes sure that nobody reading it can tell who has said what, and so what you say stays confidential.

Then, the researchers read through these completed surveys very carefully, making notes and trying to pick out all of the most interesting and important things that the participants have told us. We are looking for things that will help us and other people understand more about how children see the implementation of PBIS at Amanah College.

The researchers will write a report at the end of the study so that we can share the information from this study with other researchers and teachers who are interested and involved in children and young people's education.

We also try to write articles about the study and publish these and also talk about the study at meetings and conferences so that what we have found out actually gets to people who might be able to use the information. If we didn't do this, then the children and young people who helped us might feel that they had done this for nothing.

Remember again though, that in any of the articles or reports, your name will not appear, as what you tell us is confidential and private. What we would do is perhaps say that "A 10 year old girl said that ....".

## 7) Who will be told about any information that I give?

Each of the completed surveys is strictly confidential. What you tell us will stay within the research team, apart from when we report the study as we explained above in point (6). None of what you tell us will become part of any school records or notes. All information remains confidential.

## 8) Do I have to take part in this study?



Not at all. You should only take part if you want to and are happy to complete the survey.

**9) What will happen if I don't want to take part?**

Nothing at all. You have every right to say that you would rather not take part.

**10) Can I change my mind if I decide to participate?**

Yes. You can choose to leave the study at any time and nothing at all will be said, apart from 'Thank you very much for thinking about taking part'. You can also choose to discuss or not discuss any aspect of your experience - whatever you feel most comfy with.

**11) Will the study benefit me in any way?**

We can't promise that you will get any benefit from taking part. However, you might feel that by describing your thoughts about PBIS, you may be helping other children and teachers at Al Amanah College to get a better understanding of what needs to be done when applying the strategies in PBIS at the college.

**12) Have you got permission to do this study?**

Yes. We have permission from the Ethics Committee at the Human Research Ethics Committee of the University of New England. They have looked carefully at this study and have 'passed' it. Other researchers and teachers, including Professor Colbran and Mr. Gee have also looked carefully at the study and thought that it was a good study to do.

**13) What if I have other questions about the study?**



Please contact the Principal Researcher, Mr. Ayman Alwan at any time. His office phone number is 02 9822 8022. You can also call Professor Colbran on 02 6773 2910 or Mr. David Gee on 02 6773 5010.

If you have any complaints about the way this research is conducted, please contact the Research Ethics Officer at the following address

Research Services

University of New England

Armidale, NSW 2351.

Telephone (02) 6773 3449 Facsimile (02) 6773 3543

Email [ethics@une.edu.au](mailto:ethics@une.edu.au)

## **16) The formal 'stuff'**

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE10/206, valid to 18/02/2012).

Please keep this information sheet as you might want to discuss it with friends, family or relatives.

Thanks a lot for taking the time to read this and for any help that you are able to give us with this study.

**Ayman Alwan, Stephan Colbran and David Gee**

**ASSENT FORM for STUDENTS**

**PBIS in Al Amanah College High School**

*Please write your name after 'I', and circle the yes/no answer you want.*

I, ....., have read the Information Sheet for Students and any questions I asked have been answered and I understand them. Yes/No

I agree to take part in this work, and I know that I can change my mind at any time. Yes/No

.....  
Student Date

.....  
Researcher Date



School of Law  
Faculty of The Professions  
University of New England  
Armidale NSW 2351  
Australia

Phone 61 2 6773 3598  
Fax 61 2 6773 3602  
law@une.edu.au  
www.une.edu.au/law

## Appendix D Information Sheet For parents

### PLEASE RETURN BY 11 March 2011

#### Parent Survey

#### Research Project “Change Management and Leadership in the context of implementing a Positive Behaviour and Support model in a School environment.”

Dear Parents/caregivers;

I wish to invite you to participate in my research on the above topic concerning PBIS in Al Amanah College High School. The details of the study follow and I hope you will consider being involved. I am conducting this research project as part of my Master's degree as well as to improve the implementation of the PBIS program at Al Amanah College. I can be contacted by email at [aalwan@alamanah.nsw.edu.au](mailto:aalwan@alamanah.nsw.edu.au) or [aalwan@une.edu.au](mailto:aalwan@une.edu.au) or phone on 02 9822 8022.

Participation in this research is voluntary and you are free to withdraw from the study at any time. Please take the time to answer the following questions concerning the eldest child you have attending Al Amanah College. We would ask that you make your answers both thoughtful and honest. We recognise that for some of you it may be hard to say critical things however it is vital that you do! We as a school need to be aware of areas in which we should improve the service that we provide. In return for your honest answers we will endeavour to humbly and thoughtfully make appropriate changes.

PBIS (Positive Behaviour Intervention and Support) is a school-wide system that provides clear expectations of behaviours and consistent consequences for inappropriate behaviours across all classrooms and across all school settings. This system will assist our school to decrease problem behaviour, increase academic performance, increase safety and establish positive school cultures.

#### *Aim of the Study*

This survey aims to identify and investigate the usefulness of PBIS and its implementation at Al Amanah College High School. Currently the school is undertaking a review process with the aim of improving our school. Part of this process is identifying our strengths and weaknesses. For this we need your help! This review is aimed to examine the process on how PBIS has been introduced and is being implemented at Al Amanah College High School.

#### *Time Requirements*

The survey form should take approximately 15 minutes to complete. We do appreciate your time and contribution to the school community. If you have any difficulties in completing any of the questions, please contact Mr. Ayman Alwan.

#### *Confidentiality*

The information you provide is confidential and your personal details will not be disclosed to any organisation or individual. Any summary data and conclusions arising out of this study will not identify you personally. Please note that you must be 18 years of age or over to participate.

The survey questionnaires responses will be kept in a locked filing cabinet at the principal supervisor's office for five (5) years following thesis submission and then destroyed. Only the investigators will have access to the data.

Once completed, please place the survey in the reply-paid envelope provided. A Response Card is also enclosed. Returning this Response Card in the separate reply-paid envelope provided will ensure that no follow up requests regarding the survey will be forwarded to you. The information provided on the Response Card will in no way be linked to the completed survey.

You will be informed of the outcome of this study by mail. All participants' responses will be kept confidential. It is anticipated that this research will be completed by the end of **June 2011**.

*Thank you for considering this request and for taking the time to complete this survey.*

*Yours Faithfully*

Mr. Ayman Alwan

*Project Supervisors*

Professor Stephen Colbran  
School of Law  
University of New England  
Ph 02 6773 2910  
Fax 02 6773 3602  
Email [scolbra2@une.edu.au](mailto:scolbra2@une.edu.au)

Mr. David Gee  
Senior Lecturer in School Leadership  
School of Education  
Faculty of The Professions  
University of New England  
Armidale NSW 2351  
Australia  
Phone +61 (0) 2 6773 5010  
Fax +61 (0) 2 6773 2445  
Email [david.gee@une.edu.au](mailto:david.gee@une.edu.au)

<p>This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE10/206, Valid to 18/02/2012) Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address Research Services University of New England Armidale, NSW 2351. Telephone (02) 6773 3449 Facsimile (02) 6773 3543 Email <a href="mailto:ethics@une.edu.au">ethics@une.edu.au</a></p>
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## Appendix E Information Sheet for Teachers

**PLEASE RETURN BY 11 March 2011**

### Teacher Survey

#### Research Project “Change Management and Leadership in the context of implementing a Positive Behaviour and Support model in a School environment.”

Dear Teacher;

I wish to invite you to participate in my research on the above topic concerning PBIS in Al Amanah College High School. The details of the study follow and I hope you will consider being involved. I am conducting this research project as part of my Master's degree as well as to improve the implementation of the PBIS program at Al Amanah College High School. I can be contacted by email at [aalwan@alamanah.nsw.edu.au](mailto:aalwan@alamanah.nsw.edu.au) or [aalwan@une.edu.au](mailto:aalwan@une.edu.au) or phone on 02 9822 8022.

Participation in this research is voluntary and you are free to withdraw from the study at any time. Please take the time to answer the following questions. We would ask that you make your answers both thoughtful and honest. We recognise that for some of you it may be hard to say critical things; however it is vital that you do! We as a school need to be aware of areas in which we should improve the service that we provide. In return for your honest answers we will endeavour to humbly and thoughtfully make appropriate changes.

PBIS (Positive Behaviour Intervention and Support) is a school-wide system that provides clear expectations of behaviours and consistent consequences for inappropriate behaviours across all classrooms and across all school settings. This system will assist our school to decrease problem behaviour, increase academic performance, increase safety and establish positive school cultures.

#### *Aim of the Study*

This online survey aims to identify and investigate the usefulness of PBIS and its implementation at Al Amanah College High School. Currently the school is undertaking a review process with the aim of improving our school. Part of this process is identifying our strengths and weaknesses. For this we need your help! This review is aimed to examine the process on how PBIS has been introduced and is being implemented at Al Amanah College High School.

#### *Time Requirements*

The survey form should take approximately 15 minutes to complete. We do appreciate your time and contribution to the school community. If you have any difficulties in completing any of the questions, please ask Mr. Ayman Alwan.

#### *Confidentiality*

The information you provide is confidential and your personal details will not be disclosed to any organisation or individual. Any summary data and conclusions arising out of this study will not identify you personally. Please note that you must be 18 years of age or over to participate.

The survey questionnaires responses will be kept in a locked filing cabinet at the principal supervisor's office for five (5) years following thesis submission and then destroyed. Only the investigators will have access to the data.

Once completed, please place the survey response card in the envelope provided. Returning this Response Card will ensure that no follow up requests regarding the survey will be forwarded to you. The information provided on the Response Card will in no way be linked to the completed survey.

Feedback will be provided to you by email. All participants' responses will be kept confidential.

It is anticipated that this research will be completed by the end of **June 2011**.

*Thank you for considering this request and for taking the time to complete this survey.*

*Yours Faithfully*

Mr. Ayman Alwan

*Project Supervisors*

Professor Stephen Colbran

School of Law

University of New England

Ph 02 6773 2910

Fax 02 6773 3602

Email [scolbra2@une.edu.au](mailto:scolbra2@une.edu.au)

Mr. David Gee

Senior Lecturer in School Leadership

School of Education

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Armidale NSW 2351

Australia

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Email [david.gee@une.edu.au](mailto:david.gee@une.edu.au)

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE10/206, Valid to 18/02/2012)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address

Research Services

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University of New England  
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Australia

Phone 61 2 6773 3598  
Fax 61 2 6773 3602  
law@une.edu.au  
www.une.edu.au/law

## Appendix F

### *PBIS Consent Letter to Parents*

Date 7  
March 2011

Dear Parents/caregivers;

#### **Research Project “Change Management and Leadership in the context of implementing a Positive Behaviour and Support model in a School environment.”**

I wish to invite your eldest son/daughter to participate in my research on above topic concerning PBIS in Al Amanah College High School. I am conducting this research project as part of my Master's degree as well as to improve the implementation of the PBIS program at Al Amanah College, and can be contacted by email at [aalwan@alamanah.nsw.edu.au](mailto:aalwan@alamanah.nsw.edu.au) or [aalwan@une.edu.au](mailto:aalwan@une.edu.au) or phone on 02 9822 8022, should you have any questions or concerns.

#### *Aim of the Study*

Currently the school is undertaking a review process with the aim of improving our school Positive Behaviour Intervention System (PBIS). Part of this process is identifying our strengths and weaknesses. For this we need your help! This review aims to examine the process of how PBIS has been introduced and is being implemented at Al Amanah College High School. Please take the time to read this letter carefully as it is for the benefit of the school community as a whole.

PBIS (Positive Behaviour Intervention and Support) is a school-wide system that provides clear expectations of behaviours and consistent consequences for inappropriate behaviours across all classrooms and school settings. This system will assist our school to decrease problem behaviour, increase academic performance, increase safety and establish positive school cultures.

Our school's involvement in the PBIS is driven by our commitment to see improvement in students' academic performance as well as their behavioural performance.

The initial stage of this review is the collection and analysis of data exclusively pertaining to our school. The sources of this data will include 2008/2009 PBIS data, surveys, questionnaires, and focus groups.

The survey questionnaires responses will be kept in a locked filing cabinet at the principal supervisor's office for five (5) years following thesis submission and then destroyed. Only the investigators will have access to the data.

#### *Time Requirements*

The survey your eldest child will be completing should take approximately 15 minutes to complete.

#### *Confidentiality*

As a High School Coordinator I have a duty of care to all the students at Al Amanah College. Therefore, your permission is required in order for your eldest child to complete the survey. Take into consideration that the identity of participants in such surveys is kept anonymous. Please fill out the slip below as an indication of acceptance or refusal.

The results of this study are intended to assist parents and educators in understanding the value process of PBIS action plan. Some educators and teachers assume that children are likely to become incompetent in their studies and achieve low grades due to their behavioural issues.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE10/206 Valid to 18/02/2012)

Your son / daughter will receive a copy of the survey and will be interviewed if he / she has been granted your permission.

Yours Sincerely,

Mr. Ayman Alwan

***Project Supervisors***

Professor Stephen Colbran  
School of Law  
University of New England  
Ph 02 6773 2910 Fax 02 6773 3602  
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School of Education  
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**Appendix G**  
**STUDENT SURVEY**

**Section A: Demographic Information:**

**1. Gender**

- Male
- Female

**2. Grade**

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12

**3. Are you (*please select all that apply to you*)**

- An aboriginal or Torres Strait Islander
- A person whose first language is not English
- A person with a disability

**4. Number of years you have been enrolled at Al Amanah College**

- 1 year
- 2 years
- 3 years
- > 4 years

**Section B: Help Us Help You**

**Instructions**

Using the 5 point scale below to indicate your agreement with each statement as it relates to your school by *ticking only one* box in each line.

1= Strongly disagree 2 = Disagree 3=Neutral 4 = Agree 5= Strongly agree.

	Statement of effective practice	Rating				
		1	2	3	4	5
1	I am keen to come to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I get the attention I want from my teachers and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I have issues in social situations and require assistance to improve the way I behave at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I need assistance with my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I do not understand the consequences of problem behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I do not understand the rules and the behaviour expected of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I need help in improving my behaviour outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I need help in participating in the teams for positive behaviour, support and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I wish to learn more about PBIS to help myself and my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I need a different approach in the classroom to assist me academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section C: Help Us Make Our School A Better Place**

**Instructions**

Using the 5 point scale, indicate your agreement with each statement as it relates to your school by *ticking **only one*** box in each line.

1= Strongly disagree 2 = Disagree 3=Neutral 4 = Agree 5= Strongly agree.

	Statement of effective practice	Rating				
		1	2	3	4	5
1	My teachers use PBIS rules “Respect, Achievement, Honour” in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have been taught the behaviour expected of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Expected behaviour is rewarded in and outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have been taught what is good behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Consequences for problem behaviours are defined clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section D: Comments and Interview questions:**

**1. The Feedback provided on my behaviour by my teachers is very helpful**

- Yes
- No
- Don't Know

**2. Do you have any difficulty with the implementation of PBIS at our school?**

- Yes, if Yes why? \_\_\_\_\_
- No

**3. Do you think the implementation of PBIS will help make our school better?**

- Yes, if yes why? \_\_\_\_\_
- No, if no why? \_\_\_\_\_

**4. Please write three things you would like the school to do better in relation to behaviour management**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**5. Please write three things you think the school does really well in relation to PBIS**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

Thank you very much for taking the time to help us make our school a better place.

**Appendix H**  
**TEACHER SURVEY**

**Section A: Demographic Information:**

**1. Gender**

- Male
- Female

**2. Age Group**

- 21-28
- 28-35
- 36-45
- >45

**3. Employment**

- Part Time
- Full Time

**4. Level of Education (Last completed/Ongoing)**

- Diploma of Teaching
- Undergraduate
- Postgraduate

**5. Number of years teaching \_\_\_\_\_**

**6. Number of years teaching in current school \_\_\_\_\_**

**7. Faculty**

- English**
- Mathematics**
- Science**
- TAS**
- Creative Arts**
- LOTE**

**Section B: Help Us Make Our School A Better Place**

**Instructions**

Using the 5 point Likert scale, indicate your agreement with each statement as it relates to your school by *ticking only one* box in each line.

1= Strongly disagree 2 = Disagree 3=Neutral 4 = Agree 5= Strongly agree.

	Statement of effective practice	Rating				
		1	2	3	4	5
1	The PBIS rules, "Respect, Achievement, Honour", are used as part of my teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Expected student behaviours are taught directly to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Expected student behaviours are rewarded regularly in classroom settings and in non-classroom settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Problem behaviours are clearly defined in my teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The consequences of problem behaviours are clearly defined in my teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I define a small number (e.g. 3-5) of clear and positive student expectations in my teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Distinctions between office v. classroom managed problem behaviours are clear to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Options exist to allow classroom instruction to continue when problem behaviour occurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Procedures are in place to address emergency/dangerous situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	A team exists for behaviour support, planning and problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Data on problem behaviour patterns are collected and summarized within an on-going system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12	Patterns of student problem behaviour are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	The School has formal strategies for informing families about expected student behaviours at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Booster training activities for students are developed, modified, and conducted, based on school PBIS data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Statement of effective practice</b>	<b>Rating</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
15	The school-wide behaviour support team has a budget for teaching students,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The school-wide behaviour support team has a budget for on-going rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The school-wide behaviour support team has a budget for annual staff planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	All teaching staff are involved directly and/or indirectly in school-wide interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The school PBIS review team has access to on-going training and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Supervisors actively supervise (move, scan, and interact with) students in non-classroom settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Assessments are conducted regularly to identify students with chronic problem behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	A simple process exists for teachers to request assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24	A behaviour support team responds promptly to students who present chronic problem behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Significant family,or community members, or both are involved when appropriate and possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	School includes formal opportunities for families to receive training on behavioural support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Behaviour is monitored and feedback provided regularly to the behaviour support team and relevant staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section C: Help Us Help You**

**Instructions**

Using the 5 point Likert scale, indicate your agreement with each statement as it relates to your school by *ticking only one* box in each line.

1= Strongly disagree 2 = Disagree 3=Neutral 4 = Agree 5= Strongly agree.

	Statement of effective practice	Rating				
		1	2	3	4	5
1	I don't feel that my behaviour management needs are understood and met within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I wish to have more focused attention in my problem areas to improve and develop my classroom management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am willing to change and need guidance to be able to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have difficulties in expressing my emotional needs effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I don't like teachers or the school interfering in my personal life and space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I need help in improving my academic standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I need help in improving as social behaviour to be more successful as a person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section D: Other Comments**

Please write three things you would like the school to do better in relation to the current PBIS program

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please write three things you think the school is doing well in relation to the current PBIS program

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you very much for taking the time to help us make our school a better place.

Appendix I  
**PARENT SURVEY**

**Section A: Demographic Information:**

**1. Gender**

- Male
- Female

**2. Age Group**

- 30-39
- 40-49
- 50-59
- >60

**3. Level of Education (Last completed/Ongoing)**

- High School
- Undergraduate
- Postgraduate

**4. Number of children enrolled at Al Amanah College**

- 1
- 2
- 3
- >3

**5. Number of years my child/ren have been enrolled at Al Amanah College \_\_\_\_\_**

**6. Are you (*please select all that apply to you*)**

- An aboriginal or Torres Strait Islander
- A person whose first language is not English
- A person with a disability

**Section B: School Details**

Using the 5 point Likert scale, indicate your agreement with each statement as it relates to your school by *ticking only one* box in each line.

1= Strongly disagree 2 = Disagree 3=Neutral 4 = Agree 5= Strongly agree.

	Statement of effective practice	Rating				
		1	2	3	4	5
1	I am aware of the school PBIS rules “Respect, Achievement, Honour”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I encourage my children to behave well at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am aware of how my child/ren is behaving at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The school provides me with clear information on my child/ren’s academic progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The school provides me with clear information on my child/ren’s behaviour at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The school provides me with clear information concerning daily routines, excursions and special events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The school encourages and supports me to be actively involved in my child/ren’s learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I feel comfortable speaking with teachers and staff about issues concerning my child/ren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	School staff are attentive and polite when speaking with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	School staff treat my concerns seriously and do their best to work toward a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	My Child/ren is aware of the school PBIS rules “Respect, Achievement, Honour”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12	My Child/ren sometimes refers to the school PBIS rules at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	My home rules are similar to the School PBIS rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The school encourages parents to be involved in the decision making for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Statement of effective practice</b>	<b>Rating</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
15	My child/ren are keen to go to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	My child/ren is often bored at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	My child/ren considers school a safe and positive place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	My child/ren knows teachers will help them if they are having a problem in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	My child/ren knows teachers will help them if they are having a problem in the playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The school helps me to gain access to other agencies, such as tutoring,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Teachers regularly praise and reward students when they are successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	The teachers provide guidance and support to help me supervise and assist my child/ren with homework assignments and other school-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I avoid blaming my child/ren for their wrong doings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I feel comfortable and pleased that my child is at Al Amanah College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section C: Eldest Child's Details**

Using the 5 point Likert scale, indicate your views on your eldest child, and his/her behaviour, for us to gain a little more details on the problem area for the child and help in better implementation of PBIS within the school by *ticking only one* box in each line.

1= Strongly disagree 2 = Disagree 3=Neutral 4 = Agree 5= Strongly agree.

	Statement of effective practice	Rating				
		1	2	3	4	5
1	My child's behaviour at home and in social situations is not of any concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My child has major issues in terms of social situations and basic behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am aware of how my child is behaving outside home and school, in social settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My child needs more attention and assistance for performing better at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	My child is comfortable with his teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My child display destructive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	There is a need for stronger parent involvement in schools to assist in improvement of student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section D: Open ended questions:**

List what further steps you feel you can do to support your Child/ren

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Please write three things you would like the school to do better in relation to behaviour management

4. 

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---

---
5. 

---

---

---
6. 

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---

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Please write three things you think the school is doing really well in relation to the current PBIS program

1. 

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---

---
2. 

---

---

---
3. 

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Thank you very much for taking the time to help us make our school a better place.

**Appendix J**  
**Survey Response Card**

**Date:** ...../...../.....

**Name:** .....

**Appendix K**  
**Observation Notes**

**6 and 8 September 2010**

**General Observations and Suggestions:**

**Learning Environment**

- All classes should have a seating plan to ensure that desk formation is consistent and so students are seated in an appropriate manner conducive for learning.
- Class teachers to ensure that the classrooms are left in an orderly way with desks arranged neatly prior to leaving the classroom.
- PBIS expectations should be displayed in all classrooms and referred to throughout the lessons.
- Establish consistent routines and structures such as entry to the classroom, handing out materials, ways to respond to questions and how to get help e.g. hands up.
- Ensure consequences for inappropriate behaviour such as calling out etc is followed through in a consistent manner.
- Continue to provide students with a structure of the lesson including a lesson timetable on board.
- Give students a time limit to complete given tasks e.g. “You will have 10 minutes to complete this sheet.” Record this on the board.
- Record directions and homework on the board for students to visually refer to.
- Ensure classes have clear end point to signal to students the end of the lesson and to ensure a smooth transition to the next class and teacher.

### **Learning and pedagogy**

- Provide key vocabulary and environmental / literacy print in visual format around the room and on notice boards for student reference.
- Use notice boards to display student work and visual cues of essential concepts in units of work being studied. This will also help students develop a sense of pride and ownership of their learning spaces.
- Use open ended questioning techniques with students to engage them in higher order thinking. An example of this might be to add an extra question to the student's response such as "Can you explain that further?", "What does that mean?", "Why do you think that?", "How do you know that?"
- Teacher movement around the classroom such as roaming as students are working will support student academic engaged time.
- Clear instructions are given for tasks and recorded on the board for students to follow. Set time limits for each task.
- Begin lessons with a review of the previous lesson to make clear connections with students' prior knowledge.
- Where possible help students to draw connections with the information that are learning in class with the contexts outside of the classroom.
- Continue to provide systematic organisation of boards such as date, class timetable, homework, key words of lesson etc to be written on boards each lesson.

## 8G1 Maths

Observations	Suggestions
<ul style="list-style-type: none"><li>• Stood to greet visitor.</li><li>• Blackboard set out with lesson schedule and expectations (Respect, Achievement and Honour) written across top of board.</li><li>• Class reward poster was displayed on notice board.</li><li>• Desks set out in an organised arrangement and student work displayed on notice boards.</li><li>• All students seemed to have books and equipment.</li><li>• There was an extra support teacher in the classroom.</li><li>• Teacher gave students time limits “You have 5 minutes to write this down.”</li><li>• Teacher had reward tokens which were given out as students worked and followed behaviour expectations.</li><li>• There was some low level noise, however the teacher waited for quiet before giving directions and called some students’ name to gain attention.</li><li>• Wrote task students needed to complete on board and set a time limit of 25 minutes to complete the task. Teacher moved around the room to help individual students – asked “where are you up to?”</li></ul>	<ul style="list-style-type: none"><li>• Ensure that the behaviour expectations posters are displayed in the room and refer to them as a reminder for students.</li><li>• Be aware of low level chat as it can quickly escalate.</li><li>• Remind students who call out to raise their hand and wait.</li><li>• For double periods, try to break the lesson into small parts with several different tasks for students to complete to promote more academic engaged time and time on task.</li></ul>

## 8G2 Maths

Observations	Suggestions
<ul style="list-style-type: none"><li>• Desks set out in an organised arrangement – students were spread out around the classroom.</li><li>• Students were reminded to raise their hand and not call out.</li><li>• All students attended to teacher input when she was explaining units of speed and while students read aloud from the text book.</li><li>• There was some low level noise; however the teacher waited for quiet before giving directions and homework. Homework was recorded on blackboard.</li><li>• Students who caught the bus left earlier with little fuss – this is an area that has improved.</li><li>• A student asked a question, “Are we behind the other class?” A response could be, “Yes we are a little behind as your behaviour has made it difficult to teach, however now that you are more settled and following the expectations we will catch up very quickly.”</li><li>• Students were asked to tidy the classroom before leaving.</li></ul>	<ul style="list-style-type: none"><li>• Ensure that the behaviour expectations posters are displayed in the room and refer to them as a reminder for students.</li><li>• Check that all students have equipment at the beginning of the lesson. The only time students moved from their desk was to borrow pens. This was a little disruptive.</li><li>• Be aware of low level chat as it can quickly escalate.</li><li>• Use the token system to reward students’ behaviour. Acknowledge students who are doing the right thing, “Thanks for putting up your hand and waiting. You are showing honour.”</li></ul>

## 8G 1/2 Arabic

Observations	Suggestions
<ul style="list-style-type: none"><li>• Desks set out in an organised arrangement – students were spread out around the classroom in single seats.</li><li>• Formal greeting before the lesson began.</li><li>• All students seemed to have books and equipment.</li><li>• Used rule reminders, “Don’t answer until the teacher asks you.”</li><li>• Students were putting up their hand and waiting to be asked.</li><li>• Cued students in prior to giving directions, “listen, stop and listen” and waited for silence before giving the direction.</li><li>• Teacher used a non verbal signal for hands up as a rule reminder.</li><li>• Teacher moved to students who were beginning to get off task or become disruptive. She engaged them with a question related to their work.</li><li>• The teachers established and reminded students of the classroom expectations and insisted on these. The class worked well.</li><li>• At the conclusion of the lesson, the teacher gave students feedback on their behaviour, “You all worked very well but we need to work on putting our hands up.”</li><li>• It should be noted that a number of students were absent on the day of this observation.</li></ul>	<ul style="list-style-type: none"><li>• Ensure that the behaviour expectations posters are displayed in the room and refer to them as a reminder for students.</li><li>• Try to break lesson into smaller parts to avoid lengthy teacher talk and students becoming disengaged.</li></ul>

## 8G 1/2 Religion

Observations	Suggestions
<ul style="list-style-type: none"><li>• There was a swift transition between the Arabic teacher and religion teacher.</li><li>• Formal greeting before the lesson began.</li><li>• Teacher checked books and equipment and marked the roll – this took quite a while.</li><li>• Students were reminded that tokens would be used this lesson to reward students doing the right thing.</li><li>• High expectations were set for the students – they had to recite the passage before leaving to go to lunch. Good that this was followed through.</li><li>• It should be noted that a number of students were absent on the day of this observation.</li></ul>	<ul style="list-style-type: none"><li>• At the beginning of the lesson ask students to place all books, equipment, diary, pens etc on their desk. Scan around the room to ensure all students have equipment – this will save disruptions later in the lesson in students borrowing text books etc.</li><li>• Remind students that the tokens have to earn for correct behaviour rather than saying that tokens will be give away this lesson.</li><li>• Do not allow students to call out. Stop and wait for silence before giving a direction – cue students in two directions e.g. “I will be giving this direction once only, so listen carefully.”</li><li>• Try not to buy into arguments with students, rather given them an option, “Put the pen down now or we will discuss this at lunch time.”</li><li>• Perhaps students could be explicitly taught different strategies to recite/ memorise passages.</li><li>• For students who recite the passage earlier in the lesson, give them a task to do such as a worksheet or to write in their books. This will prevent them from disrupting other students who are still memorising the passage.</li></ul>

**Suggestions for more challenging students:**

Most behaviour strategies will work for the majority students; however, a small number of students will require an intensive and direct behaviour management plan.

For these students, the following is suggested:

- Give clear choice, “You can choose to do this work now or you can finish it at lunch time with me.”
- Collect some data about their behaviour.
- Find out if they are disruptive and off task in other classes. If they have similar behaviour in a number of classes, an Individual Behaviour Management plan may be required.
- This should be developed with parents and key teachers.
- Ensure that there are consistent consequences for their behaviour across all classes.

Appendix L **AL AMANAH COLLEGE**

***Office Managed Behaviors***

<b>Fighting</b>	<b>Major Disruption</b>
<b>Aggressive physical attack</b>	<b>Aggressive language</b>
<b>Verbal Threats</b>	<b>Class cutting</b>
<b>Harassment (of students or teachers)</b>	<b>Major dishonesty</b>
<b>Truancy</b>	<b>Lateness</b>
<b>Inappropriate behaviors in the hallway</b>	<b>Smoking</b>
<b>Vandalism (significant)</b>	<b>Walking out of class</b>
<b>Dress Code</b>	<b>Stealing</b>

***Classroom Managed Behaviors***

<b>Language (between students)</b>	<b>Put downs</b>
<b>Preparedness</b>	<b>Calling Out</b>
<b>Throwing small object</b>	<b>Refusing to work</b>
<b>Noncompliance</b>	<b>Minor dishonesty</b>
<b>Touching (minor)</b>	<b>Attitude/Tone</b>
<b>Inappropriate Comments</b>	<b>Sleeping</b>
<b>Electronic Devices</b>	<b>Food or Drink</b>
<b>Minor disruption</b>	

# AL AMANAH COLLEGE

## ***Classroom Consequences***

**Below are suggestions for classroom consequences. Teachers should choose an appropriate consequence for the behavior. Documentation of the incident and the consequence is encouraged in the event administrative action becomes necessary.**

### ***First Offense***

**Proximity Control  
Nonverbal signal to correct behavior  
Warning (Verbal or Written)/ Behavior Correction**

### ***Second Offense***

**Last to leave room  
Seat change  
Parent Contact  
Time Out in the Classroom  
Write apology**

### ***Third Offense***

**Parent Contact  
Write essay about incident  
Time Out during recess**

### ***Fourth Offense***

**Parent Contact & Referral**







**Appendix P** Al Amanah College High School Rules

LOCATION	RESPECT	ACHIEVEMENT	HONOUR
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Follow teacher’s instructions.</li> <li>• Treat others as you would like to be treated.</li> <li>• Be positive in giving and receiving feedback</li> <li>• Keep your environment clean and tidy</li> <li>• Keep your uniform neat</li> <li>• Respect your self</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in all classes.</li> <li>• Work to the best of your ability at all times.</li> <li>• Work consistently and ask for assistance.</li> <li>• Hand assessments and homework in on time.</li> <li>• Aim for high marks and awards</li> <li>• Participate in class activities</li> <li>• Strive to achieve your best</li> <li>• Be prepared and use the right equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Be honest with all those around you.</li> <li>• Respect yourself.</li> <li>• Stay seated at all times</li> <li>• Raise your hand if you want to speak</li> <li>• Be polite</li> <li>• Listen to the teacher</li> <li>• Follow the teachers instructions</li> <li>• Be honest with all work</li> <li>• Be trustworthy</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Walk to your left</li> <li>• Be considerate of others and their property</li> <li>• Keep your voice down and use appropriate language</li> <li>• Walk sensibly</li> <li>• Carry a class pass and return it to teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in the hall way</li> <li>• Keep the hallway clean</li> <li>• Line up quickly and quietly</li> <li>• Keep the hallway tidy and respect display items</li> <li>• Hold a class pass during class time</li> </ul>	<ul style="list-style-type: none"> <li>• Dress neatly.</li> <li>• Respect others’ space in the hallway</li> <li>• Walk slowly and quietly</li> <li>• Always be well presented and in full uniform</li> <li>• Keep your hands and feet to your self</li> <li>• Walk with pride and dignity in the hallway.</li> </ul>

<b>Canteen</b>	<ul style="list-style-type: none"> <li>• Line up and wait your turn.</li> <li>• Listen to the teacher’s instructions.</li> <li>• Use your manners with canteen staff</li> <li>• Have a positive attitude</li> <li>• Wait patiently and line up quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use your manners proudly.</li> <li>• Purchase food for yourself only</li> <li>• Manage your time properly</li> <li>• Acknowledge staff’s efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Use your manners proudly.</li> <li>• Wait patiently in line.</li> <li>• Keep your hands and feet to yourself</li> <li>• Be honest</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>• Listen for the bell.</li> <li>• Be aware of harm towards other students and avoid physical contact</li> <li>• Keep the playground clean</li> <li>• Stay in school boundaries</li> <li>• Be sensible</li> </ul>	<ul style="list-style-type: none"> <li>• Set an example for those around you.</li> <li>• Keep your hands and feet to yourself</li> <li>• Play a safe game</li> <li>• Keep the playground clean</li> <li>• Be in the right areas</li> </ul>	<ul style="list-style-type: none"> <li>• Set an example for those around you.</li> <li>• Set an example for younger students.</li> <li>• Use appropriate language at all times.</li> <li>• Honour people’s personal space</li> <li>• Have good sportsmanship</li> <li>• Be nice to your peers</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Use the toilets and leave.</li> <li>• Dispose of your rubbish in bins provided</li> <li>• Use your available resources wisely</li> <li>• Take care of your personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Be quiet.</li> <li>• Keep the toilets clean</li> <li>• Use your time wisely</li> </ul>	<ul style="list-style-type: none"> <li>• Be quiet.</li> <li>• Keep the toilets clean.</li> <li>• Keep to your self</li> </ul>

<b>Public Transport</b>	<ul style="list-style-type: none"> <li>• Be polite to those around you.</li> <li>• Respect the property of others.</li> <li>• Follow the transport rules.</li> <li>• Remember you are representing the school.</li> <li>• Dispose of your waste in the bins provided</li> </ul>	<ul style="list-style-type: none"> <li>• Set an example for those around you.</li> <li>• Use ID.</li> <li>• Keep transport clean.</li> <li>• Speak politely.</li> </ul>	<ul style="list-style-type: none"> <li>• Set an example for those around you.</li> <li>• Be proud of yourself and your school.</li> </ul>
<b>Excursions</b>	<ul style="list-style-type: none"> <li>• Be polite to all in the community.</li> <li>• Follow teacher's instructions at all times.</li> <li>• Represent your school proudly.</li> </ul>	<ul style="list-style-type: none"> <li>• Set an example for those around you.</li> <li>• Be proud of your school and what you have achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Set an example for those around you.</li> <li>• Be proud of your school and what you have achieved</li> </ul>
<b>Prayers</b>	<ul style="list-style-type: none"> <li>• Be quiet for those praying.</li> <li>• Think of your hereafter.</li> <li>• Use the time to remember your goals in life.</li> <li>• Be punctual.</li> <li>• Follow teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Be proud in knowing your obligatory knowledge.</li> <li>• Teach others around you.</li> <li>• Do as Islam teaches you.</li> <li>• Praying with sincerity</li> </ul>	<ul style="list-style-type: none"> <li>• Be proud in knowing your obligatory knowledge.</li> <li>• Teach others around you.</li> <li>• Do as Islam teaches you.</li> </ul>