

## Chapter 50: Implementing PBIS in the Classroom

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**Abstract:** This paper explores whether implementing Positive Behavior Intervention Support (PBIS) will improve student behavior in the classroom. A review of the literature found that the use of PBIS increases desired impact on all students from preschool to grade 12. To best implement PBIS, providing professional development and using school psychologists would likely lead to positive behavior outcomes. The researcher found that involving all the elements within the school to deal with poor student behavior might have a positive impact on student behavior. Behavior issues should be addressed with systematic instruction. In conclusion, to improve student behavior the teacher will work with administrative staff and support staff as well as several teachers to implement PBIS on one treatment class within the school and the data will be compared between the treatment class and non-treatment classes.

### Implementing PBIS in the Classroom

In behavioral studies, some educational conditions require improvement. Most institutions have yet to maintain complete focus on how students conduct themselves or strategies to sustain positive behavior. The majority need an approach that focuses not only on good behavior but also on its benefits. The approach applied should yield positive outcomes, mainly if it targets the root causes of poor conduct. This is important because children need the discipline that shapes how successful they become in their professional and personal lives. They also require a structure that combines efforts from teachers, support staff, and the administration. An approach, such as Positive Behavioral Interventions and Supports (PBIS), can yield desirable outcomes, including helping each have good behavior at the end of a child's life in school.

Otherwise, graduates would not survive in real life the same way they did in school.

This study looks at PBIS as a possible solution for developing systematic instructions teachers can use to instill positive behavior. The research explores the different areas the system can help rectify, including cognitive-related issues that require specialists. A significant portion of the discussion targets the implementation of PBIS and briefly highlights the impacts realized.

The evidence is showing that PBIS can be a learning intervention approach to improve behavioral problems. The conditions that affect the learning environment interfere with their focus and that of other learners. Therefore, the educational institution needs to take relevant actions that target lasting positive behavior beneficial to both the student and the entire institution.

### Literature Review

School-wide Positive Behavior Intervention Support (SW-PBIS) is a pedagogical system to reward good classroom practices and to address adverse student behavior. Noltemeyer et al. (2018) defined SW-PBIS as a proactive framework in which, eaching, modeling, and reinforcing expected behaviors, while using data to inform the types and intensity of provided (p. 215). The SW-PBIS comprises several classroom applications for teachers to reinforce positive behavior in students and give support to the child when needed. Modifying students' adverse behavior may be necessary if they are to reach an educational standard together with their peers, such as moving to the next class. SW-PBIS is therefore

useful to maximize desirable outcomes for all children from preschool to grade 12 (Swain, Freeman, Kittelman, & Nese, 2018). In applying the intervention support system, each school can have a child achievement of positive behaviors with a personal or social acknowledgment in the classroom environment. Similarly, adverse behavior from a student requires a gentle reminder to keep them within classroom behavioral norms.

Students' behavioral problems can go in secondary school if social individual

Attitudinal differences have not been effectively addressed in other class environments. In fact, general positive support from the teacher may be perceived negatively by the individual or by other students. There are effective techniques from SW-PBIS to deal with such behavior and to improve the classroom environment. Freeman, Wilkinson and Vanlone (2017) stated that growing acceptance of the SW-PBIS suite of techniques in secondary schools indicated the effectiveness of this method in increasing student achievement, dealing with behavioral problems, reducing students' absences and improving the school environment. This evidence indicates that the positive intervention system is useful not only with younger children, but also those reaching adolescence and needing modification in their behavior and attitude to achieve the standard of their peers and to continue with their education. It is also important that teachers receive pre- and post-classroom professional development in the SW-PBIS framework to ensure that research evidence of the effectiveness of certain interventions is widely disseminated.

Dealing with children's cognitive behavioral problems in the classroom may also require specialists in this field, such as psychologists and others for specific disabilities. Noltemeyer et al. (2017) noted that school psychologists are uniquely positioned to assume an active leadership role throughout these state-level processes, considering their training in PBIS and systems change theory and practices, coupled with their expertise in evaluation of evidence-based practices. (p. 238)

Whilst teachers may have the SW-PBIS framework from which to draw interventions of adverse behavior, they can also call in other professionals from their school or wider educational system to ensure that the child and his or her classmates receive the best education available.

### **Discussion**

Student behavior and student learning achievements vary from school to school in Saudi Arabia. Therefore, there is a strong chance that the SW-PBIS framework and its various interventions can be adapted for use in my country. There are obvious differences between the multicultural population in the United States where many different groups tend to form in the school student population and the nature of Arab school systems. Nevertheless, there are common features in national education systems where individual student attitudes and cognitive and physical differences can benefit from interventions from SW-PBIS. It helps schools successfully educate all students and especially those with challenging behaviors.

The research found that PBIS is a process that is applied in school, seeks to modify and develop students' positive behavior and provides a safe learning environment. However, according to the research, there are difficulties in applying SW-PBIS; one is that some teachers lack sufficient knowledge in parts of the framework for a systematic application of the recommended interventions. It would therefore be beneficial in Saudi Arabia to provide professional development in SW-PBIS to deal with student misbehaviors.

SW-PBIS is successful when it involves all elements within the school, including teachers, students, principals, parents and so on. According to the research, because of the participation of the principal, teachers, students and parents, student problems are addressed more effectively. SW-PBIS requires a joint effort by all stakeholders in the educational process, which enhances academic achievements and motivates students to learn.

In the school immersion, I saw how effective SW-PBIS was in dealing with student misbehavior, which was addressed by the educational system. For example, I watched a student repeat a misbehavior and this act called for a specialist. When asked about this intervention, the specialist said when repeating the behavior, the teacher was supported by the school-wide intervention. After a while, I noticed a positive change in the student's behavior. After asking about this change, I found that SW-PBIS allows a continuation of the curriculum for the teacher, who can call for assistance as required. The intervention system therefore relies more on teaching students than on the consequences of what they do, which leads to awareness and increased responsibility so that positive behavior is reinforced.

## Conclusion

The conclusion is that implementing SW-PBIS improves student behavior in the classroom. When I return to Saudi Arabia, I plan to create a three-tier strategy. The first category, administrative staff and support staff are necessary to establish a leadership team, set aims for positive outcomes, agreeing on the applications of appropriate interventions and schedule regular meetings and parent conferences. In addition, professional development will be provided to ensure accurate records on student behavior outcomes are kept. For the second tier, teachers should make a commitment on teaching and reminding the students regularly of the expectations with positive behaviors, promoting the positive behaviors and discouraging the unexpected behaviors. The third and last tier uses information from interventions to provide evidence for monitoring student progress and assess the outcomes for each intervention.

## References

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**Plan of Action**

| <b><u>What steps or actions need to be done?</u></b>  | <b><u>Who will do this step or action?</u></b> | <b><u>Timeline</u> When will you do this step? How long will it take to complete this step?</b> | <b><u>What do I need to do this step or action?</u> Other teachers, Staff, supplies and materials, Time, PLC time</b> | <b><u>Date completed</u></b><br>✓ and write date when completed |
|---|--|---|---|---|
| Search for PBIS training information to create a plan | Myself   | June through August 2020  | Search for PBIS electronic training information; create a folder on my website  | <input type="checkbox"/>  |
| Write survey questions for teachers                   | Myself   | June through August 2020  | Develop survey on each knowledge of PBIS practices and place in a folder on my website                                | <input type="checkbox"/>  |
| Share research with supervisor                        | Myself and my supervisor                       | September 2020  | Time for a one on one meeting with supervisor; present Action Research and presentation                               | <input type="checkbox"/>  |
| Share research with my teachers                       | Myself   | September 2020  | In a teacher meeting; present Action Research and presentation  | <input type="checkbox"/>  |
| Research past discipline data                         | Myself   | September 2020  | Search electronic data; analyze and summarize data  | <input type="checkbox"/>  |
| Survey teachers on PBIS at the beginning of the year  | Myself and teachers                            | September 2020  | Written survey; administer on website   | <input type="checkbox"/>  |

|  |                     |                                      |   |                          |
|--|---------------------|--------------------------------------|---|--------------------------|
| Create the PBIS Training Plan                  | Myself              | September 2020                       | Utilize PBIS resources that have been collected to create a training plan for teachers          | <input type="checkbox"/> |
| Train the teachers in PBIS                     | Myself and teachers | Late September or Early October 2020 | Two or three meetings and ongoing throughout the year; need training location                   | <input type="checkbox"/> |
| Teachers will follow the PBIS plan             | Teachers            | Throughout the 2020-2021 school year | Every day in the classrooms   | <input type="checkbox"/> |
| Observe teachers implementing PBIS             | Myself              | Throughout the 2020-2021 school year | Every day in the classrooms; document observations  | <input type="checkbox"/> |
| Analyze student discipline data at end of year | Myself              | June 2021                            | Search electronic data for discipline records and compare to discipline records from past years | <input type="checkbox"/> |
| Compare the discipline with past years         | Myself              | June 2021                            | Analyze results for trends and changes in discipline numbers and patterns                       | <input type="checkbox"/> |

|  |                     |           |   |                          |
|--|---------------------|-----------|---|--------------------------|
| Survey teachers on PBIS at the end of the year | Myself and teachers | June 2021 | Determine what the teachers have learned throughout the year; determine what new practices are being utilized | <input type="checkbox"/> |
| Analyze the survey results                     | Myself              | June 2021 | Analyze the results of the teacher surveys and determine next steps for 2021-2022 school year                 | <input type="checkbox"/> |

*The Results and Interpretation and Conclusion are to be completed in Saudi Arabia*

### Results and Interpretation

Make sense of the data and the conclusion you have?

Organize using webs, graphs, charts, numbers, etc.

Make observations about the data. Non-judgmental statements of facts.

Search for themes and patterns

Ask questions

Look for gaps

Display the data

Interpret, summarize, and describe the findings. Share the results.

### Conclusion

Now that you have analyzed your data...

What have you learned?

How do you feel about what you have learned?

How do your conclusions differ from what you thought you would learn?

Do the conclusions seem believable?

What actions might you take based on your conclusions?

What new questions emerge for you from the data?

Who else might be interested in these conclusions?

What are the strategies to share your conclusions with others?