

IMPLEMENTATION OF A BEHAVIOR MANAGEMENT PROGRAM IN A
RESIDENTIAL SCHOOL: TEACHER KNOWLEDGE, USE, ATTITUDES, AND
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ABSTRACT

Educational programs that serve youth with emotional and behavioral disabilities (E/BD), including residential treatment centers, often utilize behavioral techniques and behavior management programs such as Positive Behavior Supports (PBS) to decrease student maladaptive behavior, and increase adaptive behavior. The successful implementation of behavior management programs is influenced by a variety of factors related to the organizational context. However, few program evaluation studies have looked specifically at factors that influence the implementation of behavior management programs in specialized school settings for students with E/BD. New Jersey Private School (NJPS), a residential treatment center for boys with E/BD, requested a program evaluation in order to assess the implementation and outcomes of their behavior management system. Staff surveys were used to answer program evaluation questions regarding implementer knowledge, self-reported use, attitudes, perceptions of administrative support, and perceptions of student responsiveness towards programs. School observations and a review of permanent records were conducted in order to answer additional questions regarding fidelity and student behavioral outcomes. Teachers who reported using behavior management programs consistently were found to have more knowledge and more positive attitudes towards programs. Additionally, teachers' positive perceptions of administrator support were found to be related to overall positive attitudes towards programs, as well as to fewer behavioral incidents in their classrooms. Barriers to implementation identified by this survey included a lack of knowledge of behavioral theory and techniques, and poor perceptions of consistency of implementation,

communication, and team work amongst staff. Staff identified training and performance feedback as two areas of need. In general, teachers' knowledge, and their positive perceptions of both programs and administrator support were strongly associated with higher implementation and more successful outcomes for students. Ultimately, the results of this study suggest that in order to ensure successful implementation of behavior management programs, administrators must focus on providing implementers with the supports necessary to maintain high knowledge and positive attitudes, including ongoing training, performance feedback, and facilitation of cohesion amongst staff.

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CHAPTER I

Introduction

Characteristics of Youth in Residential Treatment

Youth living in residential treatment facilities are a diverse group of individuals with highly specialized needs. They often carry a mental health or developmental disability diagnosis, such as Autism or Attention Deficit-Hyperactivity Disorder. They are also often involved with multiple systems of care, including child welfare agencies, community mental health care agencies, and the special education system. Residential treatment centers are usually temporary placements for children who are thought will benefit from receiving care in a specialized setting, away from the mainstream, where they can access treatment tailored to their needs and learn skills that they can transfer to their homes and communities following discharge.

The following review of literature will focus on research pertaining to youth in residential treatment with emotional and behavioral disorders, and will exclude literature regarding children with developmental disabilities. There are currently approximately 45,000 children with emotional disturbances in residential treatment in the United States, representing 15 out of 100,000 people in the general population (Substance Abuse and Mental Health Services Administration, 2012). Although there are no state data available specifically indicating the number of children with emotional disturbances placed in residential treatment, reports from the New Jersey Department of Children and Families website state that as of 2011, 1,826 children were living in out of home placements. 33% (or approximately 622) of those were placed in residential treatment centers (New Jersey Department of Children and Families, 2012). For children with behavioral disorders, such as conduct disorder, a residential placement can provide a

respite from the stressors of difficult home lives, while they simultaneously provide a therapeutic environment in which children can learn adaptive skills, such as anger management, and receive therapeutic services such as individual and family therapy. Additionally, schools in residential treatment centers generally offer a range of special education services and smaller class sizes than in public school. Descriptive information regarding youth placed in residential treatment centers (RTC's) is somewhat limited. Studies on youth in residential treatment are generally limited in scope to individual RTC's, which hampers the ability to make broad conclusions regarding characteristics of youth in RTC's nationwide. However, the studies reviewed here, though singular case studies of individual RTC's, reveal similar findings despite their geographically disparate populations. Youth with emotional and behavioral disorders who are placed in RTC's have high rates of psychiatric diagnosis, history of trauma and neglect, physical or sexual abuse, aggressive behavior, and family instability.

Social- emotional and academic functioning. Students in RTC's are frequently diagnosed with mental health disorders, most commonly Attention Deficit-Hyperactivity Disorder (ADHD), followed by Post-Traumatic Stress Disorder (PTSD), Depression, Oppositional Defiant Disorder (ODD), and psychotic disorders (Brady & Caraway, 2002; Connor, Doerfler, Toscano, Volungis & Steingard, 2004). Additionally, youth in RTC's are frequently diagnosed with more than one mental health disorder (Brady & Caraway, 2002). The majority of youth in RTC's have experienced physical abuse, neglect, or sexual abuse; nearly half have witnessed domestic violence; and about a third have experienced termination of parental rights (Brady & Caraway, 2002). In addition to having profound mental health and family difficulties, the typical student in residential

treatment struggles academically. Youth in residential treatment are typically one to two grade levels behind their peers, and demonstrate difficulty learning, despite the fact that for the majority, intellectual capacity is in the average range and they are not diagnosed with a learning disability (Trout, Nordness, Pierce & Epstein, 2003).

Behavioral functioning. Exposure to family violence, low attachment to parents, low commitment to school, living in high-crime neighborhoods, and having peers and parents with delinquent or “problem” behavior are all risk factors for youth to commit violence (Thornberry, Huizinga, & Loeber, 1995). More than half of youth in residential treatment exhibit high rates of aggressive behavior, including verbal aggression, physical assault, property destruction, and self-injurious behavior (Brady & Caraway, 2002). Additionally, the majority of youth in residential placement tend to respond to perceived threats with aggression, and a smaller proportion of youth also view aggression as an acceptable means of resolving conflicts or obtaining resources (Connor et al., 2004). Among the most violent youth, other social and behavioral problems commonly co-occur, including high rates of school dropout, gun ownership and gun use, gang membership, teenage sexual activity and teenage parenthood, and early independence from their families (Thornberry et al., 1995).

Youth in residential treatment present with complex difficulties, including intrapsychic mental health conditions, family and interpersonal histories characterized by trauma and neglect, low academic functioning, and behavioral disturbances marked by aggression. In order for residential treatment to be successful for such a population, it must address the multiple needs of these youth, including mental health, behavioral, familial, and educational.

Applied Behavior Analysis in Educational Settings

Many school-based behavior management systems are based upon Skinner's theory of operant conditioning, and more specifically on the principle of reinforcement (Skinner, 1953). The reinforcement principle indicates that in order to change behavior, the desired behavior should be followed by a consequence that will strengthen that behavior, while the undesired behavior should be followed by a consequence that will weaken that behavior. Positive reinforcement is commonly used in school settings to increase adaptive behavior, and may be defined as "the contingent application of consequences that increase the probability of behaviors," (Leslie & O'Reilly, 1999, p. 212). Because it is reward- rather than punishment-based, positive reinforcement is an acceptable practice for a school environment. In a school context, a positive reinforcement system rewards students for exhibiting desirable behaviors, such as a teacher giving a child a sticker following the completion of school work, in order to increase the desired behavior.

In addition to the use of positive reinforcement, extinction, or "a procedure in which the contingency between the reinforcer and response is removed," (Leslie & O'Reilly, 1999, p. 266), can be employed in schools to reduce instances of maladaptive behavior. For example, a teacher ignoring a student's mild temper tantrum is an example of the use of extinction. Differential reinforcement is a procedure in which the reinforcer is only given to a child following instances of adaptive behavior, while instances of maladaptive behavior are met with a different response, such as extinction. Therefore, if the student gets back to work following the mild temper tantrum, the teacher would reinforce the "back to work" behavior by providing attention to the student, and perhaps

giving him a sticker on his behavior chart for doing his work. Differential reinforcement can be used in order to strengthen adaptive behavior, while simultaneously reducing negative behavior by removing any observable positive consequences that follow the unwanted behavior.

The time-out procedure is another technique for reducing maladaptive behavior that is often used in special education settings. In time-out, a student is removed from the reinforcing environment following the display of maladaptive behavior, and placed in an exclusionary environment in which no reinforcement is available. Time-out procedures are only effective when the environment from which the student was removed is experienced by the student as highly reinforcing, and the time out area is experienced as devoid of reinforcement (Leslie & O'Reilly, 1999). When a student is removed from the milieu, he does not receive any attention from teachers or peers interactions, and is unable to participate in any reinforcing activities, such as going to class. Therefore, the experience of missing the reinforcing environment, motivates the student to desire to change behavior so that in the future, he will be able to exhibit the appropriate behaviors to allow him to remain in the milieu.

Punishment, a third possible response to behavior as described by Skinner, may be defined as, "the application or removal of a stimulus contingent on responding that decreases the probability of responding," or what is known as positive punishment (Leslie & O'Reilly, 1999, p. 282). If the teacher in the previous example chose to punish, rather than ignore the student's temper tantrum behavior, she would enforce a consequence such as sending the student to the principal's office, because she would expect this to decrease the chances of the temper tantrum occurring in the future. Many

schools utilize punishment consequences as part of their discipline codes, for example by following inappropriate student behavior with demerits, detentions, and in-school and out of school suspensions. There are three types of punishment that may be used in a school environment. First, punishment may include “the presentation of aversive events contingent on responding,” (Leslie & O’Reilly, 1999, p. 283). The use of aversive techniques is very rare in school settings, and is typically only done to stop severe and dangerous behaviors that have not responded to other types of intervention. An example of an aversive punishment is an electric shock being applied at the onset of a self-harming behavior such as repetitively slapping one’s head. A second type of punishment that is more commonly used in schools is known as response cost, or “the removal of positive events contingent on responding,” (Leslie & O’Reilly, 1999, p. 283). A recess detention is one example of removing positive events as a consequence for negative behavior. A last form of punishment known as overcorrection, requires a student to perform an unpleasant activity as a consequence for inappropriate behavior (Leslie & O’Reilly, 1999). An example of this type of punishment procedure is having a student write 100 sentences such as, “I will not lie to my teacher.”

Behavior Management in Residential Treatment Centers

Residential Treatment Centers (RTC’s) have a dual responsibility to provide students with a therapeutic environment in which they can learn and practice adaptive behavior, while they must also have the capacity to manage incidents of disruptive and aggressive behavior. RTC’s employ a variety of interventions and techniques in order to accomplish their dual mission. Research in behavior management in residential treatment recommends the implementation of a comprehensive behavior management system,

which includes both proactive strategies to prevent problem behavior from occurring, as well as reactive procedures for intervention following a behavioral incident (Allen, McDonald, Dunn, and Doyle, 1997; Simonsen, Britton & Young, 2010). Behavior management techniques such as physical restraint and isolation are utilized to control aggressive behavior, and to prevent students from harming themselves or others. In addition to training staff to effectively manage behavior, as part of a comprehensive system residents are taught to utilize socially acceptable means to manage their emotions and impulses, and solve problems. Interventions intended to teach youth adaptive strategies include both behavior modification and positive reinforcement techniques, such as points systems and behavior intervention plans based on Functional Behavior Analysis (FBA). Token reinforcement systems have been shown to be effective in modifying behavior of adolescent males in residential treatment for anti-social and aggressive acts (Hobbs & Holt, 1976; Kazdin & Bootzin, 1972; Phillips, Phillips, Fixsen, & Wolf, 1971).

There is a small but growing body of research on effective practices in alternative education settings, including residential and private day schools. Tobin and Sprague (2000) identified eight general “effective practices” that may be used in isolation or in combination as part of a comprehensive behavior management system. The eight practices Tobin and Sprague identified that positively impact students with emotional and behavioral disorders are as follows: (1) Low student to teacher ratio; (2) Highly structured classroom with behavioral classroom management; (3) Positive methods to increase appropriate behavior; (4) School-based adult mentor; (5) Functional behavioral assessment (FBA); (6) Social skills instruction; (7) Effective academic instruction; and (8) Parent involvement. Many of these practices assist school staff with managing

problem behavior effectively and teaching positive behavior, including behavioral management in the classroom, positive methods to increase appropriate behavior, functional behavior assessment, and social skills instruction.

Although these effective practices have been identified for alternative education placements, they are not implemented uniformly across different programs. In a review of literature, Flower, McDaniel, and Jolivette (2011) found that alternative education programs usually do have a low student to teacher ratio, however none of Tobin and Sprague's (2000) other practices were found to be implemented consistently by the 39 studies included in their review. Flower et al. (2011) found that 29 studies of alternative education programs demonstrated the use of between one and four effective practices, while 10 studies did not demonstrate the use of any of the practices. Although Tobin and Sprague have helped to identify practices that work, the follow up analysis by Flower et al. indicates that alternative education settings, including residential treatment centers, do not necessarily implement the recommended practices consistently.

School-Wide Approaches to Teaching Positive Behavior

Positive Behavioral Support (PBS) is developing an evidence base as a systematic process to utilize interventions for children with behavioral disorders in special education settings. "Positive behavioral support is a general term that refers to the application of positive behavioral interventions and systems to achieve socially important behavior change," (Sugai et al., 2000, p. 6). PBS is a 3-tiered model of support that provides a framework for social-emotional interventions at three levels: whole population interventions, at-risk group interventions, and individualized tailored interventions. In recent years Positive Behavioral Support has amassed a body of research to document its

effectiveness as a school-wide approach to behavior management (Simonson, Sugai and Negron, 2008; Scott et al., 2002). PBS is used in schools as a means to organize social emotional curricula so that students are targeted to receive a more or less intensive level of intervention, depending on assessment of their needs.

According to Simonson, Sugai, & Negron (2008), school-wide PBS “is a proactive, systems-level approach that enables schools to effectively and efficiently support student (and staff) behavior.” While much of the research on PBS has taken place in public schools, researchers and practitioners in specialized settings such as residential treatment centers have begun to document the usefulness of PBS for students with emotional and behavioral disabilities (EB/D). Researchers have recommended the use of PBS with at-risk and adjudicated youth, in both public and alternative school settings. In public settings, PBS can be useful in preventing the escalation of deviant behavior in at-risk students, whereas in alternative settings, PBS is an appropriate structure for implementing evidence-based practices for students already identified for specialized levels of intervention (Scott et al., 2002). Additionally, the PBS structure supports implementation of interventions that have been proven effective with at-risk and adjudicated youth. For example, social skills instruction is most effective when specific skills are taught and reinforced throughout the school (Scott et al.), as in a PBS model which identifies and teaches positive school-wide goal behaviors.

In an alternative setting, such as a residential school, PBS provides a framework for implementing consistent behavioral interventions across classroom, school, and dormitory settings. The PBS framework is dependent upon the use of ongoing data collection in order to determine which students are in need of more targeted

interventions, as well as in monitoring already identified students' progress towards their goals. The approach indicates that at the tertiary prevention level, intervention plans should be developed that extend across settings, so that multiple agencies involved in a child's life work together towards common goals (Scott, et al.).

Research findings have documented that in alternative settings where PBS has been implemented, there have been reductions in both the number of serious behavior incidents and the use of physical restraints. Simonsen, Britton & Young (2010) studied the implementation of a PBS model in an alternative school setting in Northern California. The school specialized in the use of applied behavior analysis and served students aged 3-22 with a variety of disabilities and behavioral needs. The PBS program included interventions at the primary, secondary, and tertiary tiers. At the primary level, three school-wide expectations were established and then further defined and taught at the classroom level. Additionally, an evidence-based social skills curriculum was implemented, which was differentiated across classrooms. At the secondary level, the token economy system used in the classrooms was utilized to reinforce the school-wide expectations. At the tertiary level, students' individualized behavior plans were written to target deficits through reinforcing specific skills from the social skills curriculum. Data on two measures were gathered to examine outcomes of the PBS program: (1) the number of physical interventions used per month, and (2) the number of serious incidents per student. Analysis of the data showed that over the first two years of implementation, the overall number of serious incidents decreased, and the percentage of students with zero serious incidents per year increased. The authors of the study concluded that PBS

had been effective in reducing the amount of physical aggression and need for restraint in the alternative school.

Implementation of a PBS model at a private therapeutic junior-senior high school for students with E/BD was found to have positive behavioral outcomes for students (Farkas et al. (2012). Following one year of implementation of PBS, the average number of students who attained the two highest levels of the school's behavior system increased by nearly 30% from baseline. Additionally, the number of behavioral incidents immediately decreased by 43%, and this trend continued throughout the first year of implementation.

PBS appears to be a system that is both effective and comprehensive, while flexible enough to adapt to the specific needs of various organizations. A residential treatment center that implements PBS for example, would have the freedom to choose specific interventions that suit their particular clients' needs, within the overall structure of the PBS framework. In this regard, PBS provides a means by which a residential program can plan and structure interventions for their whole population, as well as for sub-groups within their setting, according to needs identified through data-collection.

Functional behavior assessment and Positive Behavior Supports in school settings.

Functional Behavior Analysis (FBA) is another method used to change disruptive and aggressive behavior in youth. Along with PBS, FBA was listed in the 1997 version of the Individuals with Disabilities Education Act (IDEA) as an important step in intervening with a student's problem behavior. FBA is the process of identifying the preceding and maintaining factors of a child's problem behavior (Crone & Horner, 2003). The FBA typically involves a data collection period including review of existing records

and observations of the student in various settings; interviews with the teacher and student; and completion of behavioral ratings scales that may help identify the motivating or other underlying factors behind the student's behavior. Analysis of the antecedent and consequential events to a behavior is then used to determine the function of the behavior, or what the individual gains by engaging in the behavior. Strategies for intervention are developed based on the functional analysis. Antecedent interventions attempt to modify the events that trigger the behavior, whereas consequence strategies modify the actions of others in response to the behavior. Both antecedent and consequence strategies aim to remove any factors that may maintain or reinforce the problem behavior. The results of the functional analysis are used to develop behavior plans which are based upon the principles of positive reinforcement, and gradually shape student behavior towards an adaptive behavior goal, by rewarding students for exhibiting the goal behaviors. FBA can be used in conjunction with PBS, as a data-based and individualized positive reinforcement plan for students with behavior problems. Additionally, in a residential placement, the PBS system supports data-based interventions derived from functional behavioral assessment (FBA), (Scott et al., 2002).

Behavioral consultation models have been shown to be effective with students with emotional and behavioral disorders in alternative education settings. Cautilli, et al. (2004) conducted research on a behavioral consultation model with a heterogeneous sample of students with behavioral problems in the classroom. The program utilized FBA data to develop individualized intervention strategies for the classroom teachers involved. The authors found that 70% of the children in the study made significant behavioral improvements based on pre- and post-test data using the Achenbach Teacher

Report Form of the Achenbach Behavioral Ratings System. The Cautilli et al. study provides evidence for the use of a behavioral consultation model in which teachers are the primary clients, and interventions are developed collaboratively through consultation and training sessions with a behavioral consultant. This type of behavioral consultation model fits well within a comprehensive behavior management system, such as PBS, and is documented as an effective approach for students with emotional and behavioral disabilities similar to those students in residential treatment centers.

Kalke, Glanton, & Cristalli (2007) described the implementation process of a PBS program in a residential school setting for children with high-risk behaviors that incorporated the use of FBA's for students in need of individualized intervention. PBS was chosen by the organization in order to proactively address aggressive and disruptive behavior which was not improving with staff's use of reactive techniques, such as safety holds and removal from the classroom. The initial implementation of the PBS program included an introductory two-day staff training followed by a data collection period which was done by teams created during training. Next, staff and students worked together to define school-wide expectations, which were subsequently taught to students in behaviorally specific lesson plans. Reinforcers, including both individual and group items, privileges, and events were established.

In addition to PBS training, staff were trained in Therapeutic Crisis Intervention, a model of safe physical management, to address the need for staff to be able to effectively intervene with students in crisis. Staff were also provided with staff responsibility matrixes which detailed how staff should consistently respond to a variety of student behaviors, and participated in training throughout the year on positive reinforcement

techniques. Lastly, staff were held accountable for their adherence to the PBS system by including it in their yearly performance evaluations. Following the training period and implementation of the first level of the PBS model, the PBS teams used surveys to gather information on staff attitudes. In addition, data was collected from incident reports on the use of safety holds and serious behaviors, such as student aggression; and from student point sheets to monitor students' response to intervention. The PBS teams shared the data they collected at staff, parent, and student council meetings, and the data was utilized to make changes to intervention strategies.

Once primary level supports were in place, staff received additional training on PBS at the secondary and tertiary levels for students not responding to primary supports. Techniques included using FBA for individual students as well as groups, focused teaching of new behaviors, targeted interventions, wrap-around interventions, and crisis safety plans. Following one year of implementing the program, data reflected a decrease in support room referrals and a reduction in safety holds. The implementation study revealed how ongoing staff training in both preventative and reactive techniques, as well as the implementation of a thoughtfully charted PBS system that included the use of FBA could be effectively utilized in an alternative setting, and for a specialized population.

Students in residential treatment have a variety of emotional and behavioral needs. Residential treatment centers must have a proactive and comprehensive system of behavior management in order to respond effectively to students' behavioral and social emotional needs, and in order to help these students rehabilitate and learn adaptive skills that will enable them to be successful in a mainstream and community setting. PBS provides a structured approach to intervention and has been shown to be an effective

means by which to implement interventions at the system-wide, small group, and individual levels. Additionally, PBS is gaining evidence as an effective practice with students in alternative educational settings, such as residential treatment centers. FBA can be used as an integral component of a PBS system. FBA targets students with the most concerning behavior for intensive, individualized, data-based intervention.

Behavioral consultation models have been demonstrated as an effective means to develop and deliver interventions for behaviorally disabled students. Therefore, a PBS model that incorporates FBA is an appropriate model of behavioral intervention for a residential school setting.

Crisis Management: The use of seclusion and restraint

While PBS and other effective practices can provide structured guides to intervention for behavior management and social-emotional learning, residential treatment centers must also be able to respond appropriately to physical aggression, in order to maintain the safety of both students and staff. Two commonly used methods for managing severely aggressive behavior include seclusion and restraint, which both pose risks to youth, and must be properly implemented by trained staff. Appropriate measures for responding to physically aggressive behavior must be part of any residential treatment center's comprehensive behavior management system.

States have guidelines for residential treatment centers regarding the management of physical aggression. In 1992, the state of New Jersey Department of Human Services' Division of Youth and Family Services developed model licensing requirements for residential facilities that use restraints to manage aggressive behavior (Murray & Sefchik, 1992). Based on the literature reviewed in the process of developing the

recommendations, the model licensing requirements stipulate that positive reinforcement must be used in any program that also uses restraint or isolation. The positive reinforcement requirement was included because research does not support the use of punishment techniques as a means to increase appropriate behavior, but only to decrease negative behavior. These model licensing requirements, which were developed for the implementation of physical restraint, specify that (a) restraint should only be used in order to protect a child from self-harm, or to protect others from imminent harm or the destruction of property; (b) only therapeutic restraint techniques should be used; and (c) staff members should receive training both in utilizing restraint and in utilizing alternatives to restraint. Additionally, the licensing requirements state that all instances of restraint must be discussed by supervisors and documented in an incident report. Exclusion and isolation may be used following a restraint in order to ensure a student's physical safety by removing him from the environment where the aggressive behavior occurred. However, these techniques may only be used for the amount of time that the child needs to regain control. Guidelines also require that exclusion, isolation, and restraint only be used when the child's program also includes positive reinforcement. Additionally, requirements for staff training are outlined, citing that proper training reduces the use of restraint and teaches staff alternative ways to handle aggressive behavior (Murray & Sefchik).

Researchers and practitioners have an interest in reducing both instances of physical aggression and the use of restraint. Increased staff training in preventative techniques is one method that has been shown to be effective in reducing the use of restraints by staff. Allen, McDonald, Dunn, and Doyle (1997) studied the effect of a staff

training program in a new approach to behavior management on an inpatient unit for persons with developmental disabilities and aggressive behavior. The staff training was performed as part of an overall effort to reduce the incidences of physical restraint on the unit, and to employ safer methods. In addition to learning new techniques for physical restraint, staff were trained to develop and utilize behavior plans based on functional behavior analysis, and that included antecedent intervention strategies such as modifying the environment to remove triggers. Staff also learned diffusion and distraction strategies that could be implemented when resident behavior began to escalate. Training took place via classroom instruction, role play, and the practice of physical interventions. Staff were also required to attend follow-up trainings at 6-month intervals. The data analysis revealed a clear downward trend in the use of physical restraints following the implementation of the new behavior management techniques.

Jani, Knight, and Jani (2011) studied the implementation of a milieu therapy model on the reduction of the use of restraints in a residential treatment center. Staff participated in a training program for the prevention and management of disruptive behaviors in children and adolescents. Training occurred through three web-based teaching modules, and was followed up with peer and supervisor observations of staffs' use of the techniques. The authors found a reduction in the use of restraints following implementation of the model. Both the Allen et al. (1997) and Jani et al. studies provide evidence for the importance of ongoing staff training in order to reduce the rate of the use of restraints as a behavior management technique. Additionally, the studies indicate that training staff in preventative techniques is an effective way to reduce the use of restraints, most likely because the training results in staff feeling empowered to provide more

supportive interventions to students, prior to the student acting out. Therefore, training staff in preventative techniques also reduces the likelihood that staff will wait until a student's behavior has become out of control in order to get involved. The emphasis on prevention in these studies supports a relationship-based model in which staff are trained to engage with students early and often.

New Jersey Private School

Description of the setting. New Jersey Private School is a private RTC and school in New Jersey that serves boys aged 8-17 with emotional and behavioral disabilities (E/BD). The school serves a maximum of 120 students, including a maximum of 76 residents, and typically has an enrollment of about 70 residential students and 30 day students. The boys typically have a history of emotional and behavioral problems, including mental health disorders and physical aggression; family instability; and juvenile justice or social services involvement which led to their placement at the facility. Many of the boys have drug and alcohol problems and histories of emotional, physical, and sexual abuse. In addition to educational services, New Jersey Private School provides clinical services, including individual therapy and psychiatric care.

Organizational structure. New Jersey Private School is a complex organization that is comprised of three interrelated departments: the residential services department, the education department, and the clinical services division of the education department. The education department and residential services department are two distinct organizations with different management and different payrolls. The clinical services division is technically part of the education department, however the division retains a high degree of autonomy within the organization, and works together with both education

and residential services. The school adheres to the New Jersey state curriculum guidelines, providing all required subjects for its students, while also differentiating instruction based upon students' individualized education plan goals and learning needs.

The mission of the education department is as follows:

It is the aim of the education department to provide an emotionally supportive environment in which students can learn at their own pace according to their individual strengths and needs. They are provided with skills and the supports needed that foster self-esteem and confidence.

Description of staff. New Jersey Private School's administration includes the school owner and Executive Director, the two directors of the education and residential departments, the director of social services, the school principal, and the school vice-principal. The education department is comprised of all teaching staff, behavioral services staff, social services staff, and administration. In the 2012-2013 school year, there were a total of 33 teaching staff and six behavioral services staff in the school. Teaching staff included 15 special-education certified classroom lead teachers; 12 teacher-certified classroom teaching assistants; and six certified teachers of special subject areas (including art, gym, music, and science). Behavioral services staff included four staff, one supervisor, and the school vice principal. The social services division included ten licensed clinical social workers, including the director.

Behavioral services staff. The behavioral services staff (also referred to as crisis specialists) perform a variety of duties in implementation of the school's behavior management system, and utilize a variety of techniques, including preventative counseling, behavior plan development and implementation, and crisis intervention,

including physical restraint. Teachers utilize behavioral staff to provide both preventative and reactive interventions, including brief counseling and de-escalation, removing the student from the classroom, and physical restraint. For students exhibiting ongoing behavioral difficulties, behavioral staff can work together with the teacher in order to develop an individualized behavior plan. Additionally, behavioral staff have an integral role in implementing the school's positive reinforcement system. First, behavioral staff assist teachers in developing their classroom-based behavior management systems, and may also provide training to teachers in implementation of these systems. Additionally, behavioral staff implement the rewards portion of the school's honors program, by recording students' weekly points and running the school's honors store. These procedures are described in more detail in the section entitled, "Behavior management at New Jersey Private School."

In the 2012-13 school year, there were six members of behavioral services, which represented a reduction in staff from the previous school year in which there were nine staff members. The head of behavioral services held a master's degree in counseling psychology, and was appointed to this role in 2011. The school vice-principal and one behavioral services staff member held master's degrees in education. Three behavioral services staff members held bachelor's degrees in fields including education, criminal justice, and religious studies. The majority of the behavioral services staff were relatively new to the field of student behavior management, having less than five years of experience. One behavioral services staff member was a new employee, having worked for New Jersey Private School for less than one year.

Behavior Management at New Jersey Private School. The behavior management system at New Jersey Private School was developed and implemented during a three year consultation relationship that lasted from 2009-2012, between New Jersey Private School and a behavioral psychologist. The New Jersey Private School Behavioral Policy, Support Systems, and Required Procedures for Crisis Referral Guidelines states, “Behavioral support systems provide students with a predictable environment, clear behavioral rules, and the opportunity to earn guaranteed positive outcomes (reinforcers) for the presentation of adaptive behaviors” (Appendix A). The comprehensive behavior management system is based upon the psychological theory of behaviorism, and specifically includes procedures based upon Skinner’s principles of reinforcement. The system includes procedures for increasing adaptive behavior, as well as decreasing negative behavior, including aggression. The history and rationale behind the program, as well as the program components, procedures, policies, and supporting theory are described in the following section.

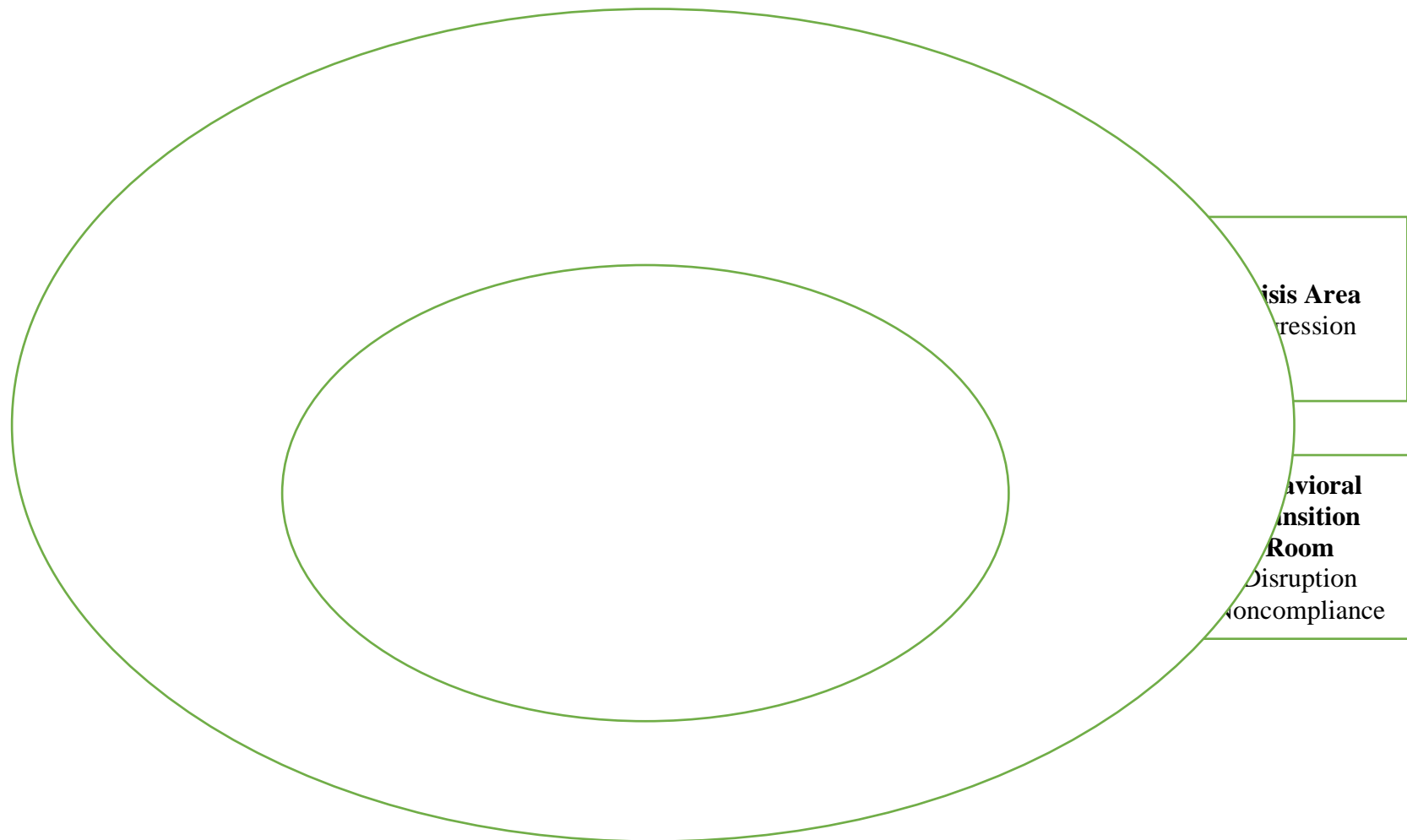
A rationale and history of the behavior management program at New Jersey Private School. The behavior management system at New Jersey Private School was specifically designed for the school and its population through a consultation process. Following a state evaluation in which some concerns regarding the behavior management practices in the residential setting were brought to the organization’s attention, New Jersey Private School identified the school’s behavior management system as in need of improvement as well, and requested the assistance of the consulting psychologist. The organization wished to further develop its positive reinforcement system, and to reduce the number of physical restraints.

The school hired additional staff for its behavioral services division, and trained staff in Handle with Care, a model for crisis intervention and safe physical management that was designed specifically for use with children or patients with aggressive behavior. Handle with Care's founder Bruce Chapman developed the model while he worked on an inpatient unit at Pennsylvania Hospital in Philadelphia. Handle with Care is in compliance with the Individuals with Disabilities Education Act, and is commonly used in schools and special education settings nationwide, for safely deescalating and physically containing students exhibiting aggression towards self or others ("Handle With Care behavior management system," n.d.).

Description, policies, and procedures of behavior management programs. Over the course of their partnership, New Jersey Private School and its consulting psychologist developed and implemented several positive reinforcement programs. Figure 1 depicts a model of the program theory of change. At the center of the program model is the student with behavioral problems. His problems are addressed by a variety of support structures embedded within the program. The innermost oval surrounding the student represents the individualized therapeutic supports provided to each student. These therapeutic supports, provided by the social work department, assist students in reaching individualized and family relational goals. The next outer oval, depicting reinforcing environments, lists the positive reinforcement-based behavior programs, including classroom behavior management, the honors system, the specials rewards program, and individual behavior management. These programs are all designed to reinforce students for exhibiting positive behaviors throughout various school contexts, and will be described in more detail in the following sections. These programs are implemented by

educational staff, including teachers, behavioral services staff, and administrators, whose roles will be explained in detail in the following sections. The outermost oval, depicting program-wide educational supports, represents the general structure and supports available throughout the school program, including small class sizes, a low student to teacher ratio, and special education certified teaching staff. The two boxes on the right outer edge of the program model represent the crisis area and the behavioral transition room. These two programs, implemented by behavioral services staff, provide support for students exhibiting aggressive, disruptive, or noncompliant behavior. Because these programs are designed to contain, and not reinforce behavior, they are depicted as units that, while an integral part of the school program, are separate from the reinforcing environment. The use of the behavioral transition room and the crisis area to manage disruptive and aggressive behavior will be explained in further detail in the sections below.

Figure 1. New Jersey Private School Behavior Management System Program Model



Classroom behavior management. According to the New Jersey Private School Behavioral Policy, each classroom identifies its own specific behavioral goals that students will receive rewards for exhibiting. The policy specifies:

Each classroom will implement its own behavioral system, which should include the following components: (1) 2-3 operationally defined positive behavioral goals; (2) A method for noting behavioral performance on each of the goals (i.e. point/token system); (3) A reinforcement menu; (4) The system should be based on the outcome of a functional behavioral assessment conducted by a member of the behavioral staff; (5) Students' performance data should be collected and made available to behavioral staff on a weekly basis.

As described above, the operationally defined behavior goals of each classroom are reinforced through the use of either a token or point system. The points system allows students to earn a fixed number of total possible points per class period, per day. Teachers monitor the students' points, and therefore collect data on the adaptive behaviors presented by each student, per period, per day. At the end of each week, the students' points are reported to the behavioral services division office in order to determine students' rank in the Honors program, which is the school's level system.

Honors program. The Honors program was developed prior to the current school principal's tenure in her position. The Honors program gives students the opportunity to earn social and material rewards for exhibiting positive behavior. Each Friday, teachers report the percentage of total possible points their students have earned that week. Students who earn high percentages of their total possible points are given Honors Status for the following week. A student's status is determined as follows: (a) High Honor

Status = 95-100% of points earned, (b) Honor Status = 85% of points earned, (c) Honorable Mention Status = 75% of points earned, and (d) Up and Coming Status = 70-74% of points earned. Students who earn High Honors and Honors status are publicly acknowledged by having their pictures posted on a centrally located bulletin board for the following week. Students who earn Honorable Mention through High Honors status are given the opportunity to use their points to shop in the school's Honors store, which has items such as snacks and clothing, on the following Monday.

Specials rewards program. The Specials Rewards Program was developed during the 2011-12 school year in order to support students in displaying positive behaviors during special subject areas. The purpose of this program was to support students and teachers during classes that took place outside of the homeroom, including gym, art, music, and science, which are known as "specials." Teachers of the special subject areas and homeroom teachers had noted a problem with student behavior in special subjects. The specials rewards program modified the school points system so that the students earned additional points for exhibiting five specific goal behaviors during specials classes. Students who earned 75% of their specials points in a given week received both social and tangible rewards. First, students who earned the specials reward would have their names announced at lunchtime each Thursday. These students would also have their names entered into a raffle, the two winners of which were then chosen to spin a "prize wheel." The prize wheel included additional rewards such as lunch from a local restaurant. All students who earned 75% of their specials points in a week were invited to participate in a reward activity in the following week, such as a snack and a movie. At

the end of each month, the students who earned the most specials points that month would have their names announced during lunch, and receive an additional reward.

Catch 'em Being Good program. The “Catch ‘em Being Good” program was developed and implemented in the 2010-11 school year. The purpose of the program was to encourage appropriate behavior across school settings through a competitive incentive program in which every classroom teacher had a fixed amount of tokens they were to distribute to students whom they “caught” exhibiting positive behavior. The tokens were only to be given to students from classrooms other than the teacher’s own. At the end of each week the homeroom that earned the most tokens received a reward. This program was discontinued following its first year of implementation due to difficulties with implementation.

Management of disruptive and aggressive behavior. In addition to the positive reinforcement procedures described above, the Behavioral Policy clarifies the roles of classroom staff and behavioral staff, with regard to management of disruptive and aggressive behavior. The procedures utilized are based upon Skinner’s (1953) reinforcement principles, including the use of techniques such as extinction and punishment.

Behavioral transition room. The behavioral transition room, also known as Room 110, is a space that can be utilized for students who, due to noncompliant, withdrawn, or disruptive behavior require additional supports away from the classroom environment. The room is staffed with one behavioral staff person whose purpose is to monitor the students and ensure a calm and quiet atmosphere. An embodiment of the behavioral principle of extinction, the room is meant to be devoid of any form reinforcement, such

as social attention, engaging activities, or preferred objects or food. The purpose of the room is to remove reinforcement for the student's inappropriate behavior, and to return the student to a state of calm-alertness appropriate for the classroom.

According to the New Jersey Private School Behavioral Transition Classroom Staff Guide (Appendix B), staff may send a student to the behavioral transition room for the following reasons: (a) The student's behavior has already been addressed by a crisis specialist several times and has not improved, (b) A crisis specialist believes a student would benefit from time away from class to "re-organize," (c) A student has spent time in the behavioral services office and is using the behavior transition room as a transitional period before returning to class. The Staff Guide further states that students must be escorted to the behavioral transition room by a crisis specialist.

While in the behavioral transition room, a student engages in the following activities: (a) The student may speak to a crisis specialist about what event led to him coming to the behavioral transition room, the fact that he is missing out on earning points, and what he needs to do in order to return to class; (b) The student is given a quiet activity to complete in order to show "readiness to return." In addition, the guide states that crisis specialists are not expected to engage in "counseling" with students while in the behavioral transition room, which may "inadvertently reinforce the behavior" that led them there.

The procedure for returning a student to class from the behavioral transition room is outlined as: (a) A student should demonstrate "readiness" by having completed an activity, (b) A crisis specialist should escort the student back to class, (c) The crisis specialist should report publicly to the classroom staff that the student "has done a nice

job getting himself together and is now ready to return,” in order to prompt a positive “welcome back.”

Crisis area. The Crisis Area, also known as “room 8,” or “the office” (due to its location in the behavioral services office) is an area of the school utilized to contain students exhibiting aggressive or unsafe behavior. The purpose of the crisis area is to provide containment in order to prevent students from causing harm to themselves or others, destroying property, or engaging in unsafe behavior such as running away. Behavioral services staff provide crisis intervention support to classrooms when a student exhibits such behavior. In the event that a student becomes aggressive or unsafe in class, a teacher may call the behavioral services office to request assistance. The Crisis Referral Guidelines, as written in the Behavioral Policy, outline the procedures for teachers to make referrals to the behavioral services office when a student is in crisis. The guidelines are summarized here as follows (Appendix A):

Students will be referred to the crisis team (Room 8) for one of the following reasons ONLY: (1) a student engages in an act of self-injury or physical aggression; (2) a student makes a specific verbal threat; (3) a student leaves the classroom and refuses to return after two requests; (3) a student engages in an act of fire setting; (4) a student acts out sexually; (5) a student destroys property. Additionally, the policy states that once a student is referred to the crisis team, the referring staff must fill out an incident report and return it to the office within 30 minutes.

The Crisis Referral Guidelines also outline a procedure for returning students to the program from the behavioral services office. The procedure is as follows: (a) Once

calm, the student will verbally discuss and resolve the issue with a crisis specialist, and if determined necessary, will also resolve the issue with the originating staff. (b) The student will remain in the behavioral services office until he is able to resolve the issue; (c) Classroom staff welcome a student back to class and urge him to begin earning reinforcers.

Individualized behavior planning. Behavioral staff may be involved in implementing preventative and clinical interventions for students with behavioral needs, performing behavioral assessments, and developing individualized behavior plans. Individualized behavioral intervention is outlined in the Behavioral Policy, item V. The policy specifies, when a student engages in “chronic repetitive behavior,” or following a “specific act of a serious nature,” a teacher may submit a meeting request form to the behavioral services division. The Behavioral Policy specifies that a teacher may request a meeting by providing documentation of 10 incidents of the students’ negative behavior. An “ABC Sheet” was developed for documentation of significant behavioral incidents, and includes columns for staff to indicate antecedent, behavior, and consequence events. When completing the ABC sheet, staff choose an item from a list of check boxes under each column heading that best describes the event (Appendix G). The behavioral planning meeting is used to determine whether a behavioral assessment will be performed and an individualized behavior plan developed for the student. If it is determined that a behavior analysis is indicated, behavioral staff will conduct student observations and analysis of data collected. Following the data collection period, behavioral staff will work with the teacher to develop an individualized behavior plan for the student. Additionally, a school administrator may call a behavioral planning meeting with the

teacher and a crisis specialist in order to further discuss a behavior plan for the student. In the event of a serious incident, the school principal and head of behavioral services will determine any disciplinary action and form a plan to transition the student back to the classroom.

Discipline policy. The detention policy (Appendix F) specifies that “detention can be used at the teacher’s discretion as a form of a natural consequence.” Teachers may assign after-school detentions to students who violate their classroom norms, for example by swearing or consistently breaking classroom rules. Suspensions are assigned by the vice principal as a consequence for students who have committed more extreme violations of the school discipline policy by stealing or injuring another person. Suspensions are generally given in-school, and are served in the behavioral transition room. However, on rare occasion and at the discretion of administration, out of school suspensions may be utilized.

Implementation Evaluation

Research in implementation evaluation. Program implementation evaluation examines whether and how a program, as implemented, is achieving its objectives (King, Morris & Fitz-Gibbon, 1987). Many program evaluations seek to judge program effectiveness by assessing participants’ outcomes (King et al.). In contrast to outcomes evaluations, implementation evaluations can be utilized to examine the process of putting a program into use. Implementation evaluations have multiple purposes, including improving upon a program design, validating program models and their results, and providing continuous feedback to ensure successful implementation (Love, 2004). Program implementation evaluation conducted at the program delivery stage can be

utilized to answer questions regarding fidelity to the program design and effects of the program. Examples of questions that may be answered at the program delivery stage include: (a) Is the program design being implemented as it was written? (b) Is the program producing the services that were planned? (c) What obstacles to implementation have occurred? (d) Is the program meeting its goals? (e) Are the clients achieving expected outcomes? (f) What are the strengths and weaknesses of the program? (g) What areas of the program are in need of improvement? (Love).

Program implementation evaluation research has shown that certain factors, including fidelity to the original program design; staff factors such as attitudes toward the program, knowledge, and training; the availability of ongoing technical support provided to the implementer; and administrative support for the program can greatly affect how successful a program will be (Forman & Barakat, 2011). Additionally, having access to a program design document that clearly identifies the program components is crucial in order to perform a program implementation evaluation. Evaluators utilize the program design in order to examine implementation fidelity issues, including how well program components were implemented, and which specific components and features of a program were successful (King et al, 1987).

This study utilized a process evaluation approach in order to determine whether services delivered match the original program design (Love, 2004), and analyzed the following constructs: implementation fidelity; staff knowledge of the program; staff self-reported use of the program; staff attitudes toward the program, including its perceived effectiveness, competency with program procedures, and desire to use it in the future; staff perception of administrative support for the program; and program outcomes. The

following review of literature presents research on implementation of programs from a variety of settings that closely relate to residential treatment centers and/or populations of students with emotional and behavioral disabilities.

Behavior management programs for youth with E/BD. Implementation studies of behavior management programs for youth with E/BD have found factors such as program acceptability to implementers and ongoing staff training can greatly enhance a program's viability, sustainability, and student outcomes. Adolphson, Hawken, and Carroll (2009) evaluated a training and behavior consultation program for paraprofessionals who worked with students identified for special education with challenging behaviors. The paraprofessionals were given ongoing training throughout the implementation process, and received pay increases once they completed the training sequence. Results of the evaluation revealed high ratings of acceptability by staff involved, as well as positive outcomes for students, including academic and social growth, as well as reduced disruptiveness to the classroom environment. School personnel, including the paraprofessionals, rated the program very highly on acceptability, and teachers commented that the program was a crucial part of their schools' disciplinary plans. This implementation evaluation highlighted how a well-designed intervention program was successful by providing incentives for staff to participate, having a good fit with the school's discipline system, and demonstrating the effectiveness of the interventions for students. Acceptability of programs to the implementers has been shown to be a factor related to both efficacy and sustainability. Maggin, Fallon, Hagermoser Sanetti, and Ruberto (2012) found that intensive training on an intervention for students with E/BD in a self-contained classroom improved implementation of the intervention by

paraprofessionals. Training improved implementer fidelity and was associated with positive outcomes for students.

Behavior management programs for youth in alternative educational settings.

The existing implementation evaluation research on behavior management programs for youth in residential and alternative education settings is limited. However, factors shown to either enhance or present barriers to implementation in alternative educational settings are consistent with the findings of implementation factors in other settings, as described in the previous section. The following studies demonstrate how implementer knowledge and attitudes towards innovations are often found to be positive when implementers receive ongoing training, and when administrators offer instrumental support for the program. In the following studies, implementer knowledge and attitudes were typically measured through the use of surveys or focus groups. Implementation fidelity was measured through the use of data collection and monitoring systems. When positive outcomes on implementer knowledge, attitudes, and administrator support were found, student outcomes often also improved from pre-implementation.

Positive staff attitudes and improved student outcomes were associated with staff training and implementation of the trauma-informed Sanctuary Model at a residential treatment center for youth (Rivard, Bloom, McCorkle & Abramovitz, 2005). Treatment units that implemented the Sanctuary Model saw improvements in student outcomes when compared with units that did not implement the model. Implementation fidelity was measured through the use of an implementation checklist of observable criteria. Qualitative data of staff perceptions were gathered through focus groups. When staff were asked to describe the most important aspects of the model, they noted an increased

sense of community and team work, improved understanding and knowledge of key concepts of the program (trauma theories), and the use of new methods to work with youth.

Administrator support and staff buy-in were found to be essential factors in successfully integrating a PBS model with an existing behavior management system in an alternative education setting. McDaniel, Jolivet and Ennis (2012) compared the implementation of PBS in two different residential treatment centers for youth with E/BD, referred to as program A and program B. Focus groups were used to obtain information regarding implementer perceptions of the programs, and problems with staff buy-in were identified during initial implementation in both settings. While program A did not respond effectively to buy-in problems, and ultimately abandoned PBS, program B leadership provided teachers with the assistance they needed to implement the new program requirements. At program B, PBS was successfully integrated into the existing behavior management program, emphasizing the importance of administrator support during the initial implementation of new behavior management programs.

Using data collection to monitor implementation fidelity and providing ongoing training were found to enhance implementation of PBS in an alternative school setting. Following training and implementation of a PBS intervention at a private therapeutic junior-senior high school for students with E/BD, positive ratings were found for social validity, fidelity measures, and positive student outcomes (Farkas et al., 2012). Social validity of the model was measured through surveys of staff's perceptions of the program's effectiveness, as well as their felt competence with implementing the system. Fidelity was measured through observation of PBS lessons, staff surveys of the specific

behaviors for which they gave positive behavior tickets to students, and monitoring the rate at which staff distributed tickets to students. Student outcomes were measured by reviewing data on the number of critical incidents following implementation of PBS. Positive outcomes were found on all measures, indicating that along with ongoing training and fidelity monitoring, social validity of a model is an important factor for successful program implementation, and ultimately for positive outcomes for students.

An implementation study of a behavioral model designed for youth residing in shelters highlighted the importance of thorough training procedures for staff, as well as utilizing data collection in order to observe student change over time, and ensuring program sustainability by training staff members as trainers. Hurley, Ingram, Czys, Juliano, & Wilson (2006) describe the implementation process of a comprehensive behavior management program at a short-term care facility for youth. Shelter staff received a 40-hour workshop in a behavioral model called Managing Youth in Short Term Care (MYSTC). Measures of staff implementation integrity included daily knowledge assessments throughout training, four skill assessments that took place following the initial training, and a self-report system in which staff recorded the interactions they had with students with a goal of achieving an 8:1 positive to negative teaching ratio. Staff opinion surveys were used pre- and post-implementation in order to gain information about staff satisfaction with their behavior management skills. Staff self-ratings of their proficiency in behavior management and in teaching youth skills increased following implementation. Additionally, post-implementation student outcomes data revealed reductions in critical incidents, the use of restraints and seclusion, and in inappropriate behavior incidents. Intensive training paired with monitoring of

staff progress enabled the organization to further target staff training needs. Monitoring staff implementation of positive interactions with youth and skill teaching provided a system of accountability. The staff surveys provided the organization with valuable information regarding staff's perceptions of their competence with the intervention techniques. This implementation evaluation emphasizes how the time and resources that the organization invested in staff development and training, as well as ongoing monitoring of implementation, led to improvements in levels of student functioning.

Physical behavior management. Staff training has been shown to have positive impacts on staff attitudes towards, and knowledge of interventions for physical behavior management. Nunno, Holden and Leidy (2003) studied the implementation of an intervention for physical behavior management at a residential treatment facility. Following training, direct care staff increased in knowledge and use of techniques. Staff also increased confidence in working with a team approach with their colleagues, and in their intervention skills. This study also highlighted the significance of administrator agreement with program philosophy, the development of monitoring systems, and having a comprehensive crisis intervention strategy for successful program implementation. Killik and Allen (2005) found that following training in the Positive Behaviour Management approach to physical behavior management, staff attitudes and knowledge increased. However, these effects were not sustained upon follow up, indicating the need for ongoing opportunities for staff to receive refresher training.

The implementation literature pertaining to programs for youth with emotional and behavioral disabilities in residential treatment emphasizes the importance of developing a well-trained staff that are capable of implementing the program procedures,

are provided with a cadre of preventative and positive intervention strategies, and are held accountable for their use of the techniques through ongoing data collection. In addition, staff who received training and administrator support showed increases in knowledge, reported using the techniques they learned in training, and expressed positive attitudes towards the new programs. In contrast, a program that did not have adequate administrator support had difficulty overcoming problems with staff buy-in, and eventually abandoned the new program.

Purpose of this implementation evaluation. New Jersey Private School's principal requested this evaluation in order to determine whether or not the school is "doing what we say we're doing," in terms of implementing their behavior management system, and helping students to achieve behavioral change. The purpose of this evaluation was to study the implementation process of the New Jersey Private School behavior management program, in order to identify strengths and weaknesses of the program, areas in need of improvement, and student outcomes. Implementation issues including fidelity to the program design, attitudes of staff, knowledge and training of staff, administrative support, student responsiveness to reinforcers, as well as student behavioral outcomes were examined. The information gathered in this evaluation will be used to inform the school principal as to the effectiveness of the implementation of the behavior management program, and provide recommendations for improvement.

This program evaluation contributes to the small body of literature on behavior management program evaluation in specialized educational settings for students with E/BD. This study examined implementation factors related to staff knowledge, use, and attitudes towards behavior management programs in an attempt to further elucidate

factors that either enhance or present barriers to implementation. While previous research has emphasized the importance of training and monitoring on successful implementation, this study focused not only on staff knowledge, but also on staff perceptions of programs, including program acceptability and attitudes towards administrator support. This study further explored how implementers' perceptions and attitudes relate to their use of an innovation and fidelity of implementation.

CHAPTER II

Method

Participants

All New Jersey Private School education department staff during the 2012-2013 school year, for a total of 39 staff, were invited to participate in this study. This included a total of 33 teaching staff and six behavioral services staff. Teaching staff included 15 homeroom teachers, six specials teachers (i.e. teachers of physical education, art, music, and science), and 12 paraprofessionals. Behavioral services staff included four behavioral services staff, their direct supervisor, and the school's vice-principal. Of the 39 staff invited to participate in the study, 34 completed the survey, for a total response rate of 87%. The respondents included 14 homeroom teachers, six specials teachers, eight paraprofessionals, and six behavioral services staff. Of the six behavioral services staff, one was the supervisor of behavioral services and one was the school vice principal. Five staff, including one homeroom teacher, and four paraprofessionals did not complete a survey.

A review of the participants' demographic characteristics indicates that the reported mean number of years of teaching experience was 13.8 ($SD = 11.7$). The range spanned from a minimum of one year and a maximum of 34 years of teaching. As seen in Table 2.1, the majority of the participants (59%) were female and reported possessing a Bachelor's degree (67%).

Table 2.1
Characteristics of Study Participants

	Total Participants		
	<i>n</i>	<i>%</i>	<i>M (SD)</i>
Total	34	100	
Female	20	59	
Male	14	41	
Homeroom Teacher	14	41	
Specials Teacher	6	18	
Paraprofessional	8	23	
Behavioral Services Staff	6	18	
Years in Special Education	32	94	13.8 (11.7)
Degree	33	97	
Associate's	1	3	
Bachelor's	22	67	
Master's	9	27	
Doctoral	1	3	

Setting

New Jersey Private School (NJPS) is a residential treatment center and school in New Jersey that serves boys aged 8-17 with emotional and behavioral disabilities (E/BD). The school serves a maximum of 120 students, including a maximum of 76 residents. In

the 2012-13 school year, NJPS typically had an enrollment of about 70 residential students and 30 day students. Enrollment numbers changed every month due to students discharging and entering the program on an ongoing basis. In the course of the school year, NJPS experienced a high of 103 (32 day, 71 residential) enrolled students in April 2013, and a low of 94 (21 day, 73 residential) enrolled students in November 2012. Students at NJPS typically have a history of emotional and behavioral difficulties in the home and community, including mental health disorders, physical aggression, family instability; and juvenile justice or social services involvement. In addition, many of the boys have drug and alcohol problems and histories of emotional, physical, and sexual abuse. New Jersey Private School provides both educational and clinical services, including individual and group therapy, and on-site psychiatric care.

Measures

Description of survey. Two versions of a survey, titled *New Jersey Private School Behavior Management Survey*, one for teaching staff (Appendix H) and one for behavioral services staff (Appendix I), were created to assess staff's use and implementation of New Jersey Private School's behavior management system. The survey was developed to answer the following questions regarding New Jersey Private School's behavior management system: (a) How knowledgeable are teachers and behavioral staff of the program? (c) How consistently do staff currently use the program? (d) How do staff demonstrate fidelity to the program design (e) What are staff's attitudes towards the program, including perceived effectiveness, willingness to use the program in the future , and perceived competence with using the program? (f) Do staff perceive administrators as supportive in their implementation of the programs? and (g) Do staff

perceive students as motivated by the program? The teacher version of the behavior management survey included 46 items, and the behavior staff version of the survey included 42 items. Staff surveys were developed in order to assess the following constructs which were identified as crucial to successful program implementation:

1. The knowledge construct questions were written to gain information regarding staff members' understanding of program goals and objectives.
2. The self-reported use construct questions were written to gain information regarding how closely staff follow procedures as written in the program design.
3. The attitudes construct questions were written to gain information regarding three different measures of staff's feelings towards the program,
 - a. staff's feelings of competence in their ability to implement the program,
 - b. staff's perception of the program's effectiveness at changing student behavior, and
 - c. staff's desire to continue using the program in the future;
4. The administrator support questions were written to gain information regarding how helpful and supportive staff perceive the school principal and other administrators to be with their implementation of the program.
5. The student responsiveness questions were written to gain information regarding how positively or negatively staff perceive students' response to the program.

Each of the above constructs were measured for each of the six components of the school's behavior management program, (a) Classroom Behavior Management, (b) the Honors System, (c) the Specials Rewards Program, (d) the Behavioral Transition Room,

or “Room 110”, (e) the Crisis Area, or “Room 8”, and (f) Individualized Behavior Planning.

Survey organization. The first portion of the survey asked respondents to provide basic demographic information. The first item on the teacher survey asked participants to check the appropriate box indicating their level of education, including *Bachelor’s degree*, *Master’s degree*, *Additional certification*, and a fill-in-the-blank for any other education not listed. The second item asked participants to indicate how many years of experience they had in special education. The third item asked participants to indicate their position, including *Homeroom teacher*, *Specials teacher*, *Paraprofessional*, and a fill-in-the-blank for any other position not listed. Item one of the behavior staff version of the survey asked participants to indicate how many years of experience they had working in behavior management. The second item asked participants to check the appropriate box indicating their level of education, including *Bachelor’s degree*, *Master’s degree*, *Additional certification*, and a fill-in-the-blank for any other education not listed.

The second portion of the survey was organized by the six components of the NJPS behavior management system. For each of the six program components, participants responded to one or more short-answer questions designed to measure the Knowledge construct. These items asked participants to provide factual information about each program component, such as to name the goals of the program or to list behavior management strategies. These items were hand scored by this researcher, and participants were given one point for each correct response. Items had different values which ranged from two to six points each.

Each program component section of the survey also contained five to six items that were rated on a five-point scale. The first such item was designed to measure the Self-Reported Use construct. These questions ranged from 1 (*Never*) to 5 (*Always*). The second, third, and fourth items were designed to measure the Attitudes construct, including staff competence, perceptions of the program's effectiveness, and staff desire to use the program in the future. These questions ranged from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). The fifth item was designed to measure the Administrator Support construct, and ranged from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). Three of the program components (Classroom Behavior Management, the Honors System, and the Specials Rewards Program) also included a question that was designed to measure the Student Responsiveness construct, and was rated from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

Classroom behavior management survey questions. For the Classroom Behavior Management program, teachers were asked three knowledge questions, (1) to list the goals of their classroom behavior management system, (2) to list positive reinforcement strategies they use in the classroom, and (3) to list strategies they use to manage inappropriate behaviors (Table J1). Specials teachers were exempt from the first item because the Specials program has its own goals. Behavioral services staff were not asked to list classroom goals, but were asked to list positive reinforcement strategies, as well as strategies they use to manage inappropriate behaviors when assisting teachers in the classroom (Table J2). The first item on the teacher survey was worth up to three points, based on the program design which recommends each classroom have two to three operationally defined goals. Teachers were given one point for each classroom goal

that they listed in observable and measurable terms. The second two items were worth up to five points each, on both teacher and behavior staff versions of the survey.

Participants were given one point for each separate strategy they listed. If a participant listed two strategies that were the same or similar, for example listing two types of video games as two separate reward strategies, the teacher was given one point total for the two items.

Honors system survey questions. For the Honors system, teachers were asked to describe how they determine which students make Honors each week (Table J1). The survey for behavioral services staff did not have a short-answer question for this component. This item was worth up to two points. In the original scoring criteria, teachers earned one point for each for stating that they determined the percentage of points for each student and then reported the points to the office. However, the scoring criteria for this item were changed after teachers' responses to the question were not as anticipated. Teachers were given one point for stating that Honors is determined by the students' points, and another point if they mentioned calculating a percentage of the students' points.

Specials rewards program survey questions. For the Specials Rewards program, teachers were asked to list the behavioral goals for the specials classes (Table J1). The behavioral services staff version of the survey did not have a knowledge construct question. Teachers were given one point for each of the Specials program goals they correctly listed, for a total of five possible points.

Behavioral transition room survey questions. For the Behavioral Transition Room program component, teachers were asked to list the conditions under which they

would send a student to the behavioral transition room (Table J1). The results of this item were also unanticipated, and resulted in a change to the scoring criteria which originally awarded teachers points for listing specific student behaviors that would result in a behavioral transition room referral, as listed in the program design document. Instead, teachers were given one point for each of three process steps, rather than behaviors, that may result in a student being sent to the behavioral transition room.

The behavioral services staff version of the survey asked staff to describe how they would respond to a behavioral incident when supervising the behavioral transition room (Table J2). Staff were given one point for each strategy they listed, with a maximum of five points.

Crisis area survey questions. For the Crisis Area program component, teachers were asked to list the conditions under which they would send a student to the crisis area (Table J1). Teachers were given one point for each of the six conditions for sending a student to the crisis area as listed in the program design document, with a maximum of six points.

The behavioral services staff version of the survey asked staff to describe how they would respond to a behavioral incident when supervising the crisis area (Table J2). Staff were given one point for each strategy they listed, with a maximum of five points.

Individual behavior planning survey questions. For the Individual Behavior Planning component, teachers were asked to define the terms, *Antecedent* and *Consequence* (Table J1). Teachers were given one point for each correctly defined term, for a maximum of two points. The behavioral services staff version of the survey did not have a knowledge construct question.

The final section of the survey included five open-ended questions that asked the respondents to provide their impressions and opinions regarding the overall behavior management system. The first question asked participants to describe any barriers they saw to implementing an effective behavior management system. The second question asked participants to describe any changes that were needed to improve the program. The third question asked participants to describe the part of the program they found most effective. The fourth question asked participants to describe the part of the program they viewed as least effective. The fifth question asked participants to provide any additional comments.

Development of the survey. The NJPS Behavior Management Survey was developed in order to assess staff perceptions of the current program. The constructs developed for the survey (Knowledge, Self-Reported Use, Attitudes, Administrator Support, and Student Responsiveness) were identified through a review of program implementation evaluation literature. The Knowledge and Self-Reported Use constructs of the NJPS Behavior Management Survey were developed to measure implementer fidelity. Knowledge and understanding of a program has been shown to increase implementers' skill level, and therefore promote consistency of use and fidelity to the program design (Beets, Flay, Vuchinich, Acock, Li, & Allred, 2008; Dane and Schneider, 1998; Dariotis, Bumbarger, Duncan, & Greenberg, 2008). The Attitudes construct was developed to measure implementer self-efficacy and acceptability of the intervention. Attitudes and characteristics of implementers have been found to have a strong influence on fidelity (Chen, 1998; Rogers, 2002). Self-efficacy is characteristic that is often linked to higher program fidelity (Forman et al., 2009; Han & Weiss, 2005; Rimm-Kaufman &

Sawyer, 2004). Additionally, implementers' belief in the appropriateness and acceptability of an intervention influence their desire to continue to use the intervention (Han & Weiss, 2005). The Administrator Support construct was developed to assess implementers' perceptions of their principal's and other administrators' backing of the program. Administrators' support, including verbal support for the program, allocation of resources to the program, and presence at program events, has been identified as essential to a program's successful implementation (Beets, Flay, Vuchinich, Acock, Li, & Allred, 2008; Forman et al., 2009; Han & Weiss, 2005). Lastly, the Student Responsiveness construct was developed to measure implementers' perceptions of how well students buy-in to the program.

Review of records. Fifty-nine student files were reviewed in order to count the number of behavior incidents per student and to use this data to obtain an average number of behavior incidents per teacher. Incident reports are written descriptions of a student crisis, and can be done by any staff person who was involved in the crisis (homeroom teacher, specials teacher, paraprofessional, or behavioral services staff). Incident reports were counted for this study if they described one of the six criteria for a student to be sent to the crisis area (physical aggression to self or others; verbal threatening; leaving the classroom without permission; fire setting; sexual acting out; property destruction). Any incident report that did not describe one of the six criteria was discarded. In order to obtain an average number of behavior incidents per teacher, each student's incident was counted under the name of the teacher and paraprofessional whose homeroom the student was assigned to at the time of the incident.

Procedures

Classroom observations. Classroom observations were performed in order to assess implementation fidelity of teachers' classroom behavior management systems and the Honors program. This researcher visited 18 classrooms for brief (5-10 minute) inspections. Twelve out of 12 homerooms were observed. Four out of five specials classrooms were observed. Visual inspections of the classrooms along with brief interviews with teachers and paraprofessionals were done in order to discover if each classroom had clearly posted classroom goals, a visual display of the class point system, and a visual display of the students who made Honors status.

Survey distribution. Following receiving written permission from New Jersey Private School's principal to conduct the study, a date was selected for survey distribution. Education staff were notified that this researcher would be present to distribute surveys in a designated room of the school during the school day. Staff were encouraged to come and complete the survey during their free periods or following student dismissal at the end of the day. Twenty-six surveys were completed on the first distribution date. At the end of that day, a blank copy of the survey was both distributed in staff mail boxes and emailed to staff who had not been able to complete the survey on that day. Additionally, a date was scheduled for this researcher to return to the school in order to perform classroom observations. By the date scheduled for the observations, no surveys had been returned via email or postal mail. In order to increase the number of survey respondents, on the morning of the classroom observations, this examiner approached school staff who had not yet completed a survey, offered them the survey,

and requested that it be returned by the end of that school day. This strategy resulted in the receipt of 8 additional surveys.

Review of records. In order to assess student outcomes, a review of student records was performed. This researcher hand-reviewed 59 student files from the 2012-13 school year for behavioral incidents. Initially, five students were randomly selected from each teacher's homeroom class for the record reviews. In some cases, student files were not accessible because they had been discharged from the program and the files moved to long-term storage. Therefore, these students' files were excluded from the review and another student's file was randomly selected from the class. The files of students who enrolled at any time during the year were included in the review. The total number of behavioral incident reports and physical restraints were hand-counted for each student. Each incident was then recorded under the name of a teacher. If the incident occurred during a special, it was recorded under the name of the specials teacher. If it occurred at any other time of the day, it was recorded under both the name of the teacher and the paraprofessional whose classroom the student was assigned to at the time of the incident. Because students often changed classrooms once or twice in a school year, and this information was not routinely included on the incident reports, the date of each incident was cross-referenced with the classroom roster for that day in order to ensure that each incident was assigned to the correct teacher and paraprofessional.

Preparation for Data Analysis

Each of the six NJPS behavior management program components (Classroom Behavior Management, Honors system, Specials Rewards Program, Behavioral Transition Room, Crisis Area, and Individual Behavior Planning) were measured on five

constructs identified for this implementation evaluation: (1) knowledge; (2) self-reported use; (3) attitudes, which included staff's competence, staff's belief in the program's effectiveness, and staff's desire to use the program in the future; (4) administrative support; and (5) student response. Tables J1 and J2 present a summary of all scores obtained from the survey.

Quantitative analysis. Prior to conducting the analyses, surveys were hand scored by this researcher. Surveys contained no identifying information beyond demographics. Each participant was given a code number and a master sheet was created that matched each staff person's name with their code number.

Knowledge construct short answer questions were read by this researcher and scored based on each respondent's ability to accurately report factual information, such as specific goals and strategies, for each program component. Tables J1 and J2 provide details of the information required for each question on the survey. Participants received one point for each correctly listed fact that they provided. A Knowledge construct score for each program component (Classroom Behavior Management, Honors System, Specials Rewards Program, Behavioral Transition Room, Crisis Area, Individual Behavior Planning) was found by summing the points the respondent earned for each short answer item. Questions for the other four constructs (Self-Reported Use, Attitudes, Administrative Support, and Student Response) were scored on a 0-5 point rating scale based on the participant's indicated response. Several items the teacher version (Items 4, 11, and 35), and on the behavioral services staff version (Items 15, 23, and 28) were reverse-scored. Total scores for each construct (Knowledge, Self-Reported Use, Attitudes, Administrative Support, and Student Response) were generated for each of the

six program components by summing the points the participant earned for every component.

An overall score was calculated for each construct (Knowledge, Self-Reported Use, Attitudes, Administrative Support, and Student Response) by summing each participant's points per construct, for all of the program components. Additionally, an Overall Behavior Management score was calculated by summing the participant's total points for all five constructs on the survey.

Respondents' scores for every item on both surveys, excluding the open-ended questions which were qualitatively analyzed, were entered into SPSS v.21. Descriptive statistics, including mean scores and standard deviations, were computed for all teaching staff and separately for all behavior staff. This was done for each item on the survey individually, for the three constructs (Knowledge, Attitudes, and Student) for every program component, for the overall scores for each of the six program components (Classroom Behavior Management, Honors System, Specials Rewards Program, Behavioral Transition Room, Crisis Area, and Individual Behavior Planning), for the total construct scores for the survey (total Knowledge, total Attitudes, and total Student), and for the overall total Behavior Management Survey score (total Knowledge score, plus total Attitudes score, plus total Student score). Frequencies were then computed for each survey question in order to find the percentage of respondents who answered 1 through 5 on the Likert-rated and short answer items.

Correlation and regression analysis. Correlations were calculated in order to determine whether a relationship existed between an individual teacher's scores on the behavior management survey and the number of behavioral incidents their students

exhibited. First, an average number of behavior incidents per teacher was calculated. Because teachers had different numbers of students in their classrooms and because students sometimes changed classrooms throughout the course of the year, this average was derived from the number of incidents per teacher, per number of days pupils were enrolled in the classroom, according to the classroom rosters. Teachers' raw scores for each program component and each construct were then converted into Z-scores. Items that were not completed by the participants were left blank during data entry. The Z-scores were then entered into a correlation with the teachers' average behavioral incident scores, in order to determine whether or not a relationship existed between a teacher's behavior management scores and the average number of students' behavior incidents in their class. Regressions were performed using significant correlations with control variables, including teachers' gender, years of experience, level of education, and teacher type (homeroom, specials, or paraprofessional).

Qualitative analysis. Five open-ended questions were qualitatively analyzed for prevalent themes using content analysis. For each question, the respondent's answer was copied verbatim into a spreadsheet. This researcher then read and took notes on the respondents' answers, and then re-read the answers and notes, and assigned a code for each theme that arose from the data. After repeating this process for all five open-ended questions, the responses and codes were re-read and checked in order to ensure consistency in coding. In total, a code book containing 47 codes for prevalent themes was developed (Table L1). For each question, the number of times each theme was

mentioned was hand counted and double-checked for accuracy. Then, the themes were ordered from most- to least-mentioned for each question, as well as in summary for four of the five questions.

CHAPTER III

Results

Survey Results

Results of individual items on the behavior management survey. Twenty-eight teachers and six behavioral services staff completed the behavior management survey (Teacher version and behavioral services staff version). Tables K1-K12 show the scores derived from the teacher version of the survey. Tables K13-K23 show the scores derived from the behavioral services staff version of the survey. The tables show the participants' scores, as well as the mean, and standard deviation for each construct measured by the survey [Knowledge; Self-Reported Use; Attitudes (Competence, Effectiveness, Future Use); Administrator Support; Student Responsiveness].

Results of the Teacher Survey

Knowledge Construct. The eight Knowledge construct items on the teacher version of the behavior management survey asked participants to provide specific factual information, such as goals and strategies, for each program component of the NJPS behavior management system. Table K1 shows the results for these items.

Classroom Behavior Management component. In order to answer the question, “Are teachers knowledgeable of classroom behavior management techniques?” the NJPS Behavior Management Survey asked teachers to identify the goals of their classroom behavior management systems, to list strategies they use to promote positive behaviors in the classroom, and to list strategies they use to manage inappropriate behaviors in the classroom. As reported in Table K1, all 20 homeroom teachers and paraprofessionals responded to Item 1, which asked them to list the goals of their classroom behavior

management system. The eight specials teachers who participated in the survey were not asked to respond to this question. Participants earned one point for each goal they were able to list in observable and measurable terms. Twenty percent of respondents scored 0 points, 30% scored 1 point, 15% scored 2 points, and 35% scored 3 points, with a mean of 1.65 goals listed. Therefore, about half of survey respondents were able to list two to three operationalized goals, while the other half either did not list the goals, or were unable to list goals in observable and measurable terms. Only 35% of teachers were able to provide three operationalized goals, which is the number of goals teachers are expected to have, according to the NJPS Behavioral Policy (Appendix A). The remainder of teachers provided fewer goals or did not present the goals in observable and measurable terms.

All 28 teachers (homeroom teachers, specials teachers, and paraprofessionals) responded to Item 2, which asked them to list the strategies they use to reward positive behavior in the classroom (Table K1). Participants earned one point for each strategy they listed. 4% of respondents scored 1 point, 14% scored 2 points, 32% scored 3 points, 18% scored 4 points, and 32% scored 5 points. The mean number of positive reinforcement strategies listed was 3.61. The large majority of teachers surveyed were able to list at least three strategies, while about half of teachers listed four or more strategies.

All 28 teachers responded to Item 3, which asked them to list the strategies they use to manage inappropriate behavior in the classroom. Participants earned one point for each strategy they were able to list. 4% earned 1 point, 11% earned 2 points, 39% earned 3 points, 21% earned 4 points, and 25% earned 5 points. The mean number of behavior

management strategies listed was 3.54. The large majority of teachers surveyed were able to list at least three strategies they use to manage inappropriate behavior; while about half of teachers were able to list four or five.

The overall mean for the three knowledge questions combined was 8.86 (out of 13 points) for homeroom teachers and paraprofessionals combined; 9.71 for homeroom teachers; and 7.38 for paraprofessionals. The mean for specials teachers was 6.33 out of 10 points. Homeroom teachers' overall mean was higher than that of paraprofessionals.

Honors System. In order to answer the question, “Are teachers knowledgeable of the Honors System?” teachers were asked to describe how they determine which students make Honors each week. Respondents scored 1 point for stating that they use the students' points, and 1 point for stating that they use an average of the students' points in order to determine which students make Honors status. Eight percent of respondents scored 0, 50% scored 1 point, and 42% scored 2 points for this item (Table K1).

The mean Knowledge construct score on the honors system for all teachers was 1.34, out of a total possible of 2 points (Table K2). The mean score for homeroom teachers was 1.21. The mean score for specials teachers was 1.20. The mean score for paraprofessionals was 1.80. Paraprofessionals performed best on this item, while the mean for both homeroom and specials teachers was nearly the same. Overall, the large majority of teachers reported that they use the students' points to determine who makes honors status each week, and a minority included that they determine honors status by calculating an average.

Specials Rewards Program. In order to answer the question, “Are teachers knowledgeable of the Specials Rewards Program?” teachers were asked to list the

behavioral goals for the specials rewards program. Twenty-five teachers responded to Item 17. Participants earned one point for each of the five goals they listed. 28% of respondents scored 0 points, 8% scored 1 point, 16% scored 2 points, 16% scored 3 points, 16% scored 4 points, and 16% scored 5 points (Table K1). The mean number of goals listed for all teachers was 2.32 (Table K2). Specials teachers' mean score was the highest, at 4.33. The mean for paraprofessionals was 2.13, while homeroom teachers' score was the lowest at 1.50.

About one third of the teachers knew little to nothing about the Specials goals, one third could list two to three goals, and one third knew four to five goals. Upon closer examination of the staff, it appears as though those staff who had the most contact with the Specials program had the most familiarity with the goals. Specials teachers, who are highly invested in the specials program, did very well on this question. Paraprofessionals, who often accompany their class to specials, knew more of the goals than homeroom teachers. Homeroom teachers knew the least about the specials program and often were not able to list any specials goals.

Behavioral Transition Room. In order to answer the question, "Are teachers knowledgeable of the Behavioral Transition Room?" teachers were asked to list the conditions under which they would send a student to the Behavioral Transition Room. As reported in Table K1, 26 teachers responded to Item 24. Participants earned one point for each of the three conditions they listed. Twelve percent of respondents scored 0 points, 69% scored 1 point, 19% scored 2 points, and 0% scored 3 points. The mean number of conditions listed for all teachers was 1.08 (Table K2). The mean score for

homeroom teachers was 0.92. The mean score for specials teachers was 1.17. The mean score for paraprofessionals was 0.63.

While most teachers listed at least one condition for sending a student to the behavioral transition room correctly, and some listed two conditions, 12% of teachers earned zero points on this item (Table K1). Teachers' scores on this question were very low for several reasons. First, many teachers responded to this item by writing that they do not send students to the behavioral transition room, and that this is a decision made by behavioral staff. Many teachers had different ideas of how students are referred to the behavioral transition room, and most teachers believed that they were not allowed to make this decision themselves.

Crisis Area. In order to answer the question, "Are teachers knowledgeable of the Crisis Area?" teachers were asked to list the conditions under which they would send a student to the Crisis Area (Room 8). As reported in Table K1, 27 teachers responded to Item 30. Participants earned one point for each of the six conditions they listed. Nineteen percent of respondents scored 0 points, 15% scored 1 point, 30% scored 2 points, 22% scored 3 points, 7% scored 4 points, 7% scored 5 points, and 0% scored 6 points. The mean number of conditions listed for all teachers was 2.07 (Table K2). Paraprofessionals' mean score was the highest at 2.25. Homeroom teachers' mean score was similar, at 2.23. Specials teachers' score was the lowest at 1.50.

About half of teachers were able to list two to three out of six total conditions for sending a student to the crisis area (Table K1). About a third of teachers listed zero to one condition, and only 14% listed four to five conditions. No teacher listed all six conditions. While teachers generally understood that the crisis area is used for extreme

behavior, they lacked specific knowledge in terms of conditions the room is designated for.

Individual Behavior Planning. In order to answer the question, “Are teachers knowledgeable of the Individual Behavior Planning process?” teachers were asked to define the terms Antecedent and Consequence, which are used in the data collection process when developing an individual behavior plan. As reported in Table K1, 27 teachers responded to Item 36. Participants earned one point for each term they correctly defined. Eleven percent of respondents scored 0 points, 70% scored 1 point, and 19% scored 2 points. The mean number of terms correctly defined by all teachers was 1.07 (Table K2). Homeroom teachers’ mean score was the highest at 1.31. Specials teachers’ mean score was 1.17, and paraprofessionals’ mean score was the lowest at 0.63. Overall, teachers expressed a limited understanding of these concepts. The large majority of teachers were only able to provide a partially correct definition for one or both of these terms, while less than 20% correctly defined both terms.

Knowledge Construct Summary. Table K2 reports the means and standard deviations derived from teachers’ responses on the Knowledge construct for each program component. The scores are presented for all teachers as a group, and then separately for homeroom teachers, specials teachers, and paraprofessionals. The mean Overall Knowledge score for all teachers was 15.59 (out of 31 points). This number excludes specials teachers because they were not required to answer item 1. The mean score for homeroom teachers was 16.14, and the mean score for paraprofessionals was 14.63. The mean score for specials teachers was 15.50 (out of 28 points).

Overall, teachers had the highest knowledge scores for the classroom behavior management program component, where they were able to list the goals of their classroom programs with moderate success, and were able to list many behavior management strategies they use in the classroom. Teachers all reported adequate knowledge of the process used to determine which students make honors status each week. Specials teachers scored highest on the specials program, while homeroom teachers reported little knowledge of the specials program goals. Teachers' knowledge of the behavioral transition room was poor overall, and teachers' responses to this item revealed that they feel they have very little agency in the decision to send a student to the behavioral transition room. Teachers' knowledge of the crisis area was also low, with most teachers unable to describe more than two of the specific conditions under which the crisis area should be utilized. Teachers also had a limited understanding of the terms "antecedent" and "consequence" used for data collection when developing an individual behavior plan.

Self-Reported Use Construct. The self-reported use construct items asked teachers to rate how consistently they used the behavior management program components. Table K3 presents the results for these items.

Classroom Behavior Management. In order to answer the question "Do teachers use positive reinforcement techniques consistently?" participants were asked to rate how often they use behavior management strategies in the classroom. As displayed in Table K3, all 28 teachers responded to Item 4, "In the classroom, there are many competing demands for my attention which can make me forget to use my positive reinforcement-based behavior management system." Seven percent responded 1 (*never*), 43%

responded 2 (*seldom*), 43% responded 3 (*sometimes*), 7% responded 4 (*frequently*), and 0% responded 5 (*always*). The mean for Item 4 for all teachers was 2.50 (Table K4).

The mean for homeroom teachers was 2.43. The mean for specials teachers was 2.84.

The mean for paraprofessionals was 2.38. The majority of teachers reported that they use positive reinforcement strategies most of the time, even in the context of many demands for their attention, though a small percentage reported often forgetting to use positive reinforcement strategies.

Honors System. In order to answer the question, “Do teachers use the Honors system consistently?” they were asked to rate how consistently they report the students’ points to the office each week. As displayed in Table K3, 27 teachers responded to Item 11, “My other job responsibilities get in the way of me being able to accurately report the percentages of points my students earn to the education office each week.” Table K3 reports the teachers’ responses to this item. Fifty-two percent responded 1 (*never*), 33% responded 2 (*seldom*), 11% responded 3 (*sometimes*), 0% responded 4 (*frequently*), and 4% responded 5 (*always*). The mean for this item for all teachers was 1.70 (Table K4). The mean for homeroom teachers was 1.43. The mean for specials teachers was 2.00. The mean for paraprofessionals was 2.00. Almost all teachers stated that they consistently report the students’ points to the office each week, and that it was rare for them not to report the points. However, a small percentage of teachers responded that their other job responsibilities always get in the way of reporting the points.

Specials Rewards Program. In order to answer the question, “Do teachers use the Specials Rewards Program consistently?” specials teachers were asked to rate how consistently they inform the students of how many points they earned in a class period.

As displayed in Table K3, all six specials teachers responded to Item 18, “I inform the students of how many points they earned at the end of each class.” Thirty-three percent responded 1 (*never*), 0% responded 2 (*seldom*), 50% responded 3 (*sometimes*), 17% responded 4 (*frequently*), and 0% responded 5 (*always*). The mean score for specials teachers on this item was 2.50, out of a total of 5 points (Table K4). Homeroom teachers and paraprofessionals were not required to answer this question. In general, most specials teachers reported that they sometimes, and to a lesser extent, frequently tell students how many points they have earned at the end of class. However, about one third reported that they never report the points to students.

Behavioral Transition Room. In order to answer the question, “Do teachers use the Behavioral Transition Room consistently?” teachers were asked to rate how often they send a student to the behavioral transition room if he does not respond to redirection. As displayed in Table K3, 23 teachers responded to Item 25, “If a student does not respond to my attempts to redirect, I send them to the behavioral transition room.” Four percent responded 1 (*never*), 22% responded 2 (*seldom*), 65% responded 3 (*sometimes*), 9% responded 4 (*frequently*), and 0% responded 5 (*always*). The mean score for all teachers was 2.78, out of a total of 5 points (Table K4). Specials teachers’ mean score was the highest at 3.17, homeroom teachers’ mean score was 2.73, and paraprofessionals’ mean score was the lowest at 2.50. Most teachers responded “sometimes” to this question. Because many teachers reported that sending students to the behavioral transition room is not a decision that they are authorized to make, it is therefore not surprising that they also tended to respond that they do not consistently send students to the behavioral transition room.

Crisis Area. In order to answer the question, “Do teachers use the Crisis Area consistently?” teachers were asked to rate how often they use the crisis area to manage serious student behaviors. As displayed in Table K3, 26 teachers responded to Item 31, “I use room 8 to manage serious student behavior, such as physical aggression.” Four percent responded 1 (*never*), 0% responded 2 (*seldom*), 42% responded 3 (*sometimes*), 8% responded 4 (*frequently*), and 46% responded 5 (*always*). The mean for all teachers for this item was 3.92, out of a total of 5 points (Table K4). Specials teachers mean score was the highest at 4.20, paraprofessionals’ mean score was 4.14, and homeroom teachers’ mean score was the lowest at 3.71. Slightly more than half of teachers responded that they often or always use the crisis area, while around 40% responded *sometimes*. Overall, teachers displayed a much more consistent pattern of use of the crisis area, as compared to the behavioral transition room.

Individual Behavior Planning. In order to answer the question, “Do teachers use Individual Behavior Planning consistently?” teachers were asked to rate how often they use individual behavior planning to manage chronic student behavior difficulties. As displayed in Table K3, all 28 teachers responded to Item 37, “I use individualized behavior planning on a regular basis to manage chronic student behavior difficulties.” No participants responded 1 (*never*), 7% responded 2 (*seldom*), 32% responded 3 (*sometimes*), 46% responded 4 (*frequently*), and 14% responded 5 (*always*). The mean score for all teachers on this item was 3.68, out of a total of 5 points (Table K4). Homeroom teachers’ mean score was the highest at 3.79, paraprofessionals’ mean score was 3.63, and specials teachers’ mean score was the lowest at 3.50. Overall, the majority of teachers reported using individual behavior planning consistently, with about 60%

responding *frequently* or *always* to this item, while the remaining teachers responded *sometimes* or *seldom*.

Self-Reported Use Construct Summary. Table K4 reports the means and standard deviations derived from teachers' responses on the Self-Reported Use construct Item for each program component. The mean score for all teachers includes only homeroom teachers and paraprofessionals, because they were not required to answer the question pertaining to the specials program. The overall mean for 22 homeroom teachers and paraprofessionals was 17.41, out of 25 possible points. Homeroom teachers' mean score was 17.79, and paraprofessionals' mean score was 16.75. The overall mean score for specials teachers was 19.17 out of 30 possible points. Teachers' consistency of use varied from program to program. Consistency was highest for classroom behavior management and the honors system. Specials teachers were mixed, with some teachers reporting consistently talking to students about how many points they earned, while others reported that they never do so. The behavioral transition room was the area in which teachers reported the least consistency of use, with most teachers indicating that they send students to the behavioral transition room only *sometimes*. Teachers were more consistent in their responses to the crisis area, with half of teachers indicating that they use the crisis area to manage aggression *frequently* to *always*. While the majority of teachers reported using individual behavior planning consistently, a large minority reported using it only *sometimes* to *seldom*.

Attitudes Construct. The Attitudes construct measured three separate scales: Competence, Effectiveness, and Future Use. The Competence items asked teachers to rate their feelings of confidence in their ability to implement the program. The

Effectiveness items asked teachers to rate how much they believe the program works to improve student behavior. The Future Use items asked teachers to rate how much they think NJPS should continue to use the program. Tables 3.5, 3.6, and 3.7 present the results for these items.

Competence.

Classroom Behavior Management. In order to answer the question, “Are teachers competent in using their classroom behavior management systems?” teachers were asked to rate their confidence in their ability to implement their classroom behavior management systems. As seen in Table K5, all 28 teachers responded to Item 5, “I feel confident in my ability to implement my classroom behavior management system.” No teachers responded 1 (*Strongly disagree*) or 2 (*disagree*), 11% responded 3 (*neutral*), 32% responded 4 (*agree*), and 57% responded 5 (*strongly agree*). The mean score for all teachers for Item 5 was 4.46. Overall, teachers report a high degree of confidence in their ability to implement their classroom behavior management systems.

Honors System. In order to answer the question, “Are teachers competent in using the honors system?” teachers were asked to rate their confidence in their ability to implement the honors system. As seen in Table K5, 27 teachers responded to Item 12, “I feel confident in my ability to implement the Honors system.” Four percent responded 1 (*Strongly disagree*), 0% responded 2 (*disagree*), 7% responded 3 (*neutral*), 26% responded 4 (*agree*), and 63% responded 5 (*strongly agree*). The mean for all teachers for Item 12 was 4.45. While the large majority of teachers reported feeling very confident with implementing the honors system, a small minority reported the opposite, indicating that comfort with the program is not uniform among staff.

Specials Rewards Program. In order to answer the question, “Are teachers competent in using the specials rewards program?” specials teachers were asked to rate their confidence in their ability to implement the program. As seen in Table K5, all six specials teachers responded to Item 19, “I feel competent in my ability to implement the Specials program.” No teachers responded 1 (*Strongly disagree*) or 2 (*disagree*), 17%, or one teacher, responded 3 (*neutral*), 50%, or three teachers, responded 4 (*agree*), and 33 %, or two teachers, responded 5 (*strongly agree*). The mean for Item 19 was 4.17. Overall, only half of specials teachers report feeling confident in implementing the specials rewards program, while half report feeling “neutral.” This indicates that as a group, specials teachers do not have a high level of comfort with the program.

Behavioral Transition Room. In order to answer the question, “Are teachers competent in using the behavioral transition room?” teachers were asked to rate their confidence in their ability to implement the program. As seen in Table K5, 27 teachers responded to Item 26, “The procedures for sending a student to room 110, versus room 8 are clear to me.” Twenty-two percent of teachers responded 1 (*Strongly disagree*), 22% responded 2 (*disagree*), 15% responded 3 (*neutral*), 26% responded 4 (*agree*), and 15% responded 5 (*strongly agree*). The mean for this item was 2.89. Overall, a little more than half of teachers either disagreed that the procedures for sending a student to the behavioral transition room were clear, or responded that they felt “neutral” about this item. Only about 40% agreed that the procedures were clear. The responses to this item indicate a low level of competence among staff, when it comes to understanding the procedures for using the behavioral transition room.

Crisis Area. In order to answer the question, “Are teachers competent in using the crisis area?” teachers were asked to rate their confidence in their ability to implement the procedures for sending a student to the crisis area. As seen in Table K5, all 28 teachers responded to Item 32, “I feel competent and can carry out the procedures for sending students to room 8.” No teachers responded 1 (*Strongly disagree*), 4% responded 2 (*disagree*), 7% responded 3 (*neutral*), 46% responded 4 (*agree*), and 43% responded 5 (*strongly agree*). The mean for Item 32 was 4.29. In contrast to the behavioral transition room, large majority of teachers report a high level of confidence in their ability to use the crisis area. However, a small minority of about 11% reported that they either did not feel competent or were “neutral” on this item.

Individual Behavior Planning. In order to answer the question, “Are teachers competent in using individual behavior planning?” teachers were asked to rate their confidence in their ability to implement the program. As seen in Table K5, all 28 teachers responded to Item 38, “I feel confident in my abilities to implement an individual behavior plan effectively.” No teachers responded 1 (*Strongly disagree*), or 2 (*disagree*), 7% responded 3 (*neutral*), 57% responded 4 (*agree*), and 36% responded 5 (*strongly agree*). The mean for Item 38 was 4.29. The results of this item were very positive, with the vast majority of teachers (about 97%) reported feeling competent with their use of individual behavior planning.

Effectiveness.

Classroom Behavior Management. In order to answer the question, “Do teachers believe that classroom behavior management programming is effective?” teachers were asked to rate how well they think classroom behavior management works to improve

student behavior. As seen in Table K6, all 28 teachers responded to Item 6, “Positive reinforcement behavior management systems are effective at improving student behavior.” No teachers responded 1 (*Strongly disagree*) or 2 (*disagree*), 25% responded 3 (*neutral*), 46% responded 4 (*agree*), and 29% responded 5 (*strongly agree*). The mean for this item was 4.04. Overall, teachers tend to agree that a positive reinforcement-based classroom behavior management program works to change student behavior, however, one-quarter of teachers responded “neutral” to this item, indicating that a sizable minority of teachers do not believe in the philosophy behind the interventions that they are being asked to implement.

Honors System. In order to answer the question, “Do teachers believe that the honors system is effective?” teachers were asked to rate how well they think the honors system works to improve student behavior. As seen in Table K6, all 28 teachers responded to item 13, “The Honors system motivates students to improve their behavior.” Four percent of teachers responded 1 (*Strongly disagree*), 14% responded 2 (*disagree*), 39% responded 3 (*neutral*), 36% responded 4 (*agree*), and 7% responded 5 (*strongly agree*). The mean for Item 13 was 3.29. Teachers’ attitudes towards the effectiveness of the honors system were far lower than that of the classroom behavior management program. Nearly 60% of teachers either do not feel that the honors system is effective or were “neutral” regarding its effectiveness, while only about 40% feel the system is effective.

Specials Rewards Program. In order to answer the question, “Do teachers believe that the specials rewards program is effective?” teachers were asked to rate how well they think the specials rewards program works to improve student behavior. As seen in Table

K6, 26 teachers responded to Item 20, “The Specials program has helped to improve student behavior in specials classes” Eight percent of teachers responded 1 (*Strongly disagree*), 27% responded 2 (*disagree*), 23% responded 3 (*neutral*), 35% responded 4 (*agree*), and 8% responded 5 (*strongly agree*). The mean for Item 20 was 3.08. Teachers displayed a wide diversity in their responses to this item. While over 40% of teachers believe that the specials program is effective, 35% believe that it is ineffective, and the rest of teachers responded “neutral” to this item.

Behavioral Transition Room. In order to answer the question, “Do teachers believe that the behavioral transition room is effective?” teachers were asked to rate how well they think the behavioral transition room works to improve student behavior. As seen in Table K6, all 28 teachers responded to item 27, “Room 110 is effective as a place for deescalating students so that they can return to class.” Eighteen percent of teachers responded 1 (*Strongly disagree*), 21% responded 2 (*disagree*), 36% responded 3 (*neutral*), 21% responded 4 (*agree*), and 4% responded 5 (*strongly agree*). The mean for this item was 2.71. Overall, the behavioral transition room received low ratings from teachers for effectiveness. Only about one-quarter of teachers agree that the behavioral transition room is effective as a place for students to deescalate so that they can return to class, while nearly 40% of teachers disagreed with this item, and the remainder responded that they were “neutral.”

Crisis Area. In order to answer the question, “Do teachers believe that the crisis area is effective?” teachers were asked to rate how well they think the crisis area works to improve student behavior. As seen in Table K6, all 28 teachers responded to Item 33, “Room 8 is effective as a place to contain and deescalate students exhibiting dangerous

behavior so that they can return to class.” Eleven percent of teachers responded 1 (*Strongly disagree*), 11% responded 2 (*disagree*), 29% responded 3 (*neutral*), 43% responded 4 (*agree*), and 7% responded 5 (*strongly agree*). The mean for Item 33 was 3.25. While the crisis area received higher ratings for effectiveness than the behavioral transition room, there was still a diversity of opinions amongst staff. About half of teachers believe that the crisis area is effective, however about 20% believe that it is ineffective, and the remaining third responded that they were “neutral” to this item.

Individual Behavior Planning. In order to answer the question, “Do teachers believe that individual behavior planning is effective?” teachers were asked to rate how well they think individual behavior planning works to improve student behavior. As seen in Table K6, all 28 teachers responded to Item 39, “The individual behavior planning process is effective in decreasing students’ negative behavior, and increasing goal behavior.” No teachers responded 1 (*Strongly disagree*), 7% responded 2 (*disagree*), 29% responded 3 (*neutral*), 46% responded 4 (*agree*), and 18% responded 5 (*strongly agree*). The mean for Item 39 was 3.75. While over 60% of teachers report believing that individual behavior planning is effective, about 30% responded that they were “neutral” and a small percentage disagreed with this item. Therefore, while the large majority of teachers believe in the individual behavior planning process, a remaining 40% of staff have little confidence that the process will actually work to improve student behavior.

Future Use.

Classroom Behavior Management. In order to answer the question, “Do teachers think that NJPS should continue to use classroom behavior management in the future?”

teachers were asked to rate how strongly they agree that NJPS should continue to use the program. As seen in Table K7, all 28 teachers answered Item 7, “I think NJPS should continue to use positive reinforcement-based behavior management in classrooms in the future.” No teachers responded 1 (*Strongly disagree*) or 2 (*disagree*), 14% responded 3 (*neutral*), 43% responded 4 (*agree*), and 43% responded 5 (*strongly agree*). The mean for this item was 4.29. Overall, teachers had a very favorable opinion on this item, with 86% indicating that NJPS should continue to use classroom behavior management in the future.

Honors System. In order to answer the question, “Do teachers think that NJPS should continue to use the honors system in the future?” teachers were asked to rate how strongly they agree that NJPS should continue to use the program. As seen in Table K7, all 28 teachers responded to Item 14, “SHS should continue to use the Honors system in the future.” No teachers responded 1 (*Strongly disagree*) or 2 (*disagree*), 18% responded 3 (*neutral*), 57% responded 4 (*agree*), and 25% responded 5 (*strongly agree*). The mean for Item 14 was 4.07. Teachers responded very positively to this item, with over 80% agreeing that NJPS should continue to use the honors system in the future, and the remaining teachers responding that they were “neutral” to this item.

Specials Rewards Program. In order to answer the question, “Do teachers think that NJPS should continue to use the specials rewards program in the future?” teachers were asked to rate how strongly they agree that NJPS should continue to use the program. As seen in Table K7, 26 teachers responded to Item 21, “I think NJPS should continue to use the Specials program in the future.” No teachers responded 1 (*Strongly disagree*), 4% responded 2 (*disagree*), 27% responded 3 (*neutral*), 46% responded 4 (*agree*), and

23% responded 5 (*strongly agree*). The mean for Item 21 was 3.88. Teachers were less positive about the specials rewards program than the classroom behavior management program and honors system. About one third of teachers responded that they felt neutral or disagreed with continuing to use the specials rewards program. However, opinions amongst staff were split, with nearly 70% agreeing that the program should be continued.

Behavioral Transition Room. In order to answer the question, “Do teachers think that NJPS should continue to use the behavioral transition room in the future?” teachers were asked to rate how strongly they agree that NJPS should continue to use the program. As seen in Table K7, 27 teachers responded to Item 28, “NJPS should continue to use room 110 to manage student behavior.” Seven percent responded 1 (*Strongly disagree*), 7% responded 2 (*disagree*), 37% responded 3 (*neutral*), 41% responded 4 (*agree*), and 7% responded 5 (*strongly agree*). The mean for this item was 3.33. Staff were less positive in their opinion regarding future use of the behavioral transition room with less than half agreeing with this item. The majority of staff were either neutral, or believe that NJPS should discontinue using the behavioral transition room in the future.

Crisis Area. In order to answer the question, “Do teachers think that NJPS should continue to use the crisis area in the future?” teachers were asked to rate how strongly they agree that NJPS should continue to use the program. As seen in Table K7, all 28 teachers responded to Item 34, “NJPS should continue to use room 8 to manage dangerous and aggressive student behavior.” No teachers responded 1 (*Strongly disagree*), 4% responded 2 (*disagree*), 21% responded 3 (*neutral*), 39% responded 4 (*agree*), and 36% responded 5 (*strongly agree*). The mean for Item 34 was 4.07. Teachers were more positive in their feelings towards the crisis area than the behavioral

transition room, with about three-quarters of teachers agreeing that the crisis area should be used in the future.

Individual Behavior Planning. In order to answer the question, “Do teachers think that NJPS should continue to use individual behavior planning in the future?” teachers were asked to rate how strongly they agree that NJPS should continue to use the program. As seen in Table K7, 27 teachers responded to Item 40, “NJPS should continue to use individual behavior planning in the future.” No teachers responded 1 (*Strongly disagree*), 4% responded 2 (*disagree*), 15% responded 3 (*neutral*), 52% responded 4 (*agree*), and 30% responded 5 (*strongly agree*). The mean for Item 40 was 4.07. Overall, teachers were positive in regards to future use of individual behavior planning, with over 80% agreeing with this item.

Attitudes Construct Summary. Table K8 reports the mean scores and standard deviations derived from teachers’ responses on the combined scores from the Competence, Effectiveness, and Future Use measures on the Attitudes construct, for each program component. The scores are presented for all teachers as a group, and separately for homeroom teachers, specials teachers, and paraprofessionals.

Classroom behavior management. As reported in Table K8, as a group, teachers obtained a mean score of 12.79 out of a possible 15 points on the overall Attitudes construct for the classroom behavior management program. Homeroom teachers’ mean score was 13.43, and paraprofessionals’ mean score was 12.63. Specials teachers’ mean score was lowest at 11.50.

Overall, teachers reported very positive attitudes towards the classroom behavior management program. Over 85% percent of teachers reported feeling confident with

their ability to implement their classroom behavior management systems (Table K5), and agreed that NJPS should continue using positive reinforcement-based classroom behavior management in the future (Table K7). However, teachers rated effectiveness of the program slightly less favorably, with only 75% agreeing that positive reinforcement is effective at changing student behavior (Table K6).

Honors system. As reported in Table K8, as a group, teachers obtained a mean score of 11.81 out of a possible 15 points on the overall Attitudes construct for the honors system. Homeroom teachers' mean score was 12.36, and paraprofessionals' mean score was 11.75. Specials teachers scored lowest at 10.40.

Overall, teachers reported very positive attitudes towards the honors system. Nearly 90% of teachers reported feeling confident in their ability to implement the honors system (Table K5), and over 80% of teachers agreed that NJPS should continue using the Honors program in the future (Table K7). However, opinions regarding the program's effectiveness starkly contrasted the program's high ratings for Competence and Future Use. Less than 40% of teachers agreed that the program is effective in motivating students to change their behavior (Table K6).

Specials Rewards Program. As reported in Table K8, total mean score for homeroom teachers and paraprofessionals was 6.80, out of a total of 10 points. Homeroom teachers' mean score was 6.58, and paraprofessionals' mean score was 7.13. Specials' teachers mean score was 7.50 out of a total of 15 points.

Specials teachers reported fairly high levels of competence, with over 80% reporting that they felt confident with their ability to implement the program (Table K5). About 70% of all teachers agreed that the program should be used in the future (Table

K7). However, teachers' ratings of the program's effectiveness were much lower, with only about 40% of teachers agreeing that the program works to improve student behavior in specials classes (Table K6).

Behavioral transition room. As reported in Table K8, as a group, teachers obtained a mean score of 8.88, out of a total of 15 points, for their overall attitudes towards the behavioral transition room. Homeroom teachers' mean score was 8.85, and paraprofessionals' mean score was 8.25. Specials teachers' mean score was the highest at 10.00.

Teachers' ratings of competence in using the behavioral transition room were unenthusiastic, with 44% of teachers reporting that the procedures for sending students to the behavioral transition room were not clear to them (Table K5). Only half of teachers agreed that NJPS should continue to use the behavioral transition room in the future (Table K7), and just one-quarter of teachers agreed that the behavioral transition room is effective as a place for students to deescalate (Table K6). Overall, teachers' lacked confidence in their attitudes towards the behavioral transition room.

Crisis area. As reported in Table K8, as a group, teachers obtained a mean score of 11.60, out of a total of 15 points, for their overall attitudes towards the crisis area. Homeroom teachers' mean score was 11.43, specials teachers' mean score was 11.83, and paraprofessionals' mean score was 11.75.

In contrast to the low ratings for the behavioral transition room, nearly all teachers agreed or strongly agreed that they felt competent in using the crisis area (Table K5), and 75% agreed or strongly agreed that NJPS should continue using the crisis area in the

future (Table K7). However, only half of teachers agreed that the crisis area is effective as a place for managing and deescalating dangerous student behavior (Table K6).

Individual behavior planning. As reported in Table K8, as a group, teachers obtained a mean score of 12.11, out of a total of 15 points, for their overall attitudes towards individual behavior planning. Homeroom teachers' mean score was 12.23, and paraprofessionals' mean score was 12.75. Specials teachers' mean score was the lowest at 11.00.

Nearly all teachers (over 90%) reported feeling competent in their ability to effectively implement an individual behavior plan (Table K5). Over 60% of teachers also believed that individual behavior planning is effective in changing problem behavior (Table K6), and over 80% agreed that NJPS should continue using individual behavior planning in the future (Table K7). Teachers' overall attitudes towards individual behavior planning were very positive.

Administrator support construct. The Administrator Support construct questions asked teachers to rate how supported they feel by administrators, in terms of having the necessary time and resources in order to effectively implement programs.

Classroom behavior management. In order to answer the question, "Do staff perceive administrators as supportive in their implementation of the classroom behavior management program?" teachers were asked to rate how strongly they agreed with the statement that administrators are supportive and provide them with materials and time needed in order to implement a positive reinforcement-based classroom behavior management program effectively. As presented in Table K9, 27 teachers responded to Item 8, "NJPS School administrators are supportive of my use of a positive

reinforcement-based classroom behavior management system, and provide me with the materials and time I need to implement the system effectively.” Seven percent of teachers responded 1 (*strongly disagree*), 11% responded 2 (*disagree*), 41% responded 3 (*neutral*), 30% responded 4 (*agree*), and 11% responded 5 (*strongly agree*). The mean for all teachers for Item 8 was 3.26 (Table 3.10). Homeroom teachers’ mean score was 3.36; specials teachers’ mean score was 3.17, and paraprofessionals’ mean score was 3.14.

Overall, teachers rated administrative support as relatively low for this program component. Only 41% of teachers reported feeling supported by administration in implementing their classroom behavior management systems, while 18% disagreed that administrators were supportive. The means for all three groups of teachers were similar, indicating that homeroom teachers, specials teachers, and paraprofessionals have a similar perception of administrative support for this program.

Honors system. In order to answer the question, “Do staff perceive administrators as supportive in their implementation of the Honors system?” teachers were asked to rate how strongly they agree that administrators are supportive, and provide them with materials and time needed in order to implement the Honors system effectively. As seen in Table K9, 27 teachers responded to Item 15, “NJPS administrators support my use of the Honors system and provide me with the materials and time I need to implement it effectively.” Four percent of teachers responded 1 (*strongly disagree*), 15% responded 2 (*disagree*), 33% responded 3 (*neutral*), 30% responded 4 (*agree*), and 19% responded 5 (*strongly agree*). The mean score for all teachers was 3.44, out of a total of 5 points (Table K10). Homeroom teachers’ mean

score was 3.43; specials teachers' mean score was 3.40, and paraprofessionals' mean score was 3.50.

Teachers were split in their perceptions of administrator support for the honors system. Almost half of teachers agreed that administrators were supportive, while 19% disagreed that administrators were supportive, and the remainder replied that they were "neutral" in response to this item. The means for all three groups of teachers were similar, indicating that homeroom teachers, specials teachers, and paraprofessionals have a similar perception of administrative support for this program.

Specials rewards program. In order to answer the question, "Do staff perceive administrators as supportive in their implementation of the Specials Rewards Program?" teachers were asked to rate how strongly they agree with the statement that administrators are supportive, and provide them with materials and time needed in order to implement the Specials Reward Program effectively. As seen in Table K9, 20 teachers responded to Item 22, "Administrators are available to help with the Specials program, including by providing the materials and time I need to implement the program effectively." Five percent responded 1 (*strongly disagree*), 10% responded 2 (*disagree*), 50% responded 3 (*neutral*), 20% responded 4 (*agree*), and 15 % responded 5 (*strongly agree*). The mean for Item 22 was 3.30, out of five points (Table K10). Specials teachers' mean score was 3.67; paraprofessionals' mean score was 3.50; and homeroom teachers' mean score was lowest, at 2.88.

Teachers' opinions of administrative support for the specials program displayed a range of opinion. While a little more than one third reported feeling supported, half of teachers responded "neutral" to this item, and the remaining 15% disagreed that

administrators were supportive. Specials teachers reported the highest levels of support, followed closely by paraprofessionals. However, homeroom teachers reported a much lower level of administrative support for the program, in contrast to their coworkers.

Behavioral transition room. In order to answer the question, “Do staff perceive administrators as supportive in their implementation of the Behavioral Transition Room?” teachers were asked to rate how strongly they agree with the statement that administrators are supportive, and provide them with materials and time needed in order to implement the Behavioral Transition Room effectively. As seen in Table K9, 27 teachers responded to Item 29, “NJPS administrators support my use of room 110.” No teachers responded 1 (*strongly disagree*), 22% responded 2 (*disagree*), 41% responded 3 (*neutral*), 30% responded 4 (*agree*), and 7% responded 5 (*strongly agree*). The mean score for this item for all teachers was 3.22, out of five points (Table K10). Homeroom teachers’ mean score was the lowest at 2.93; specials teachers’ mean score was the highest at 3.60; and paraprofessionals’ mean score was 3.50.

In general, teachers’ perception of administrative support for their use of the behavioral transition room was low. While 37% of teachers reported feeling supported by administrators, over 20% disagreed that they felt supported. Nearly 40% responded “neutral” to this item. Homeroom teachers, who had a lower mean than the other groups appear to feel the least supported, while specials teachers and paraprofessionals reported higher levels of support.

Crisis area. In order to answer the question, “Do staff perceive administrators as supportive in their implementation of the Crisis Area?” teachers were asked to rate how strongly they agree with the statement that administrators are supportive of their use of

the crisis area. As seen in Table K9, 28 teachers responded to Item 35, “NJPS administrators give me the impression that they do not support my use of room 8.” Seven percent of teachers responded 1 (*strongly disagree*), 18% responded 2 (*disagree*), 56% responded 3 (*neutral*), 15% responded 4 (*agree*), and 4% responded 5 (*strongly agree*). The mean score for all teachers for Item 35 was 2.89, out of five points (Table K10). Homeroom teachers’ mean score was 3.00; specials teachers’ mean score was the lowest at 2.60; and paraprofessionals’ mean score was 2.88.

The majority of teachers responded “neutral” to this item, indicating that while most teachers do not necessarily feel supported, they also do not feel unsupported. Nearly 20% of teachers did not agree with the statement that administrators do not support their use of the crisis area. However, another 20% of teachers reported feeling that their use of the crisis area is not supported by administrators. Homeroom teachers, who had the highest mean, reported feeling the least supported. Specials teachers reported the most support; and paraprofessionals reported slightly less support than specials teachers. Overall, teachers do not report feeling a strong degree of support from administrators, and some teachers feel discouraged from using the crisis area.

Individual behavior planning. In order to answer the question, “Do staff perceive administrators as supportive in their implementation of the individual behavior planning process?” teachers were asked to rate how strongly they agreed with the statement that administrators available to meet when they request an individual behavior planning meeting in order to address a student’s chronic behavior problems in the classroom. As seen in Table K9, 28 teachers responded to Item 41, “Administrators are available to meet with me when I am having difficulty managing a student’s behavior in the

classroom, and request a behavior planning meeting.” Twenty-five percent of teachers responded 1 (*strongly disagree*), 18% responded 2 (*disagree*), 25% responded 3 (*neutral*), 21% responded 4 (*agree*), and 11% responded 5 (*strongly agree*). The mean for all teachers for Item 41 was 2.75 (Table K10). Homeroom teachers’ mean score was the lowest at 2.64; specials teachers’ mean score was 3.00; and paraprofessionals’ mean score was 2.75.

Overall, teachers report a low degree of administrative support, in terms of availability to meet with them in order to discuss individual behavior planning. Over 40% of teachers disagreed that administrators are available to meet with them. About one-third of teachers agreed that administrators are available to meet, while one-quarter responded “neutral” to this item. Homeroom teachers reported the lowest level of administrative support of the three groups, and specials teachers reported the highest.

Administrator support construct summary. Table K10 reports the means and standard deviations derived from teachers’ responses on the Administrator Support construct item for each program component. The overall mean score for 28 teachers was 17.68, out of 30 points. Homeroom teachers’ mean score was 17.00; specials teachers’ mean score was the highest at 18.50; and paraprofessionals’ mean score was 18.25.

Overall, teachers report low levels of administrative support for implementing the program components of the NJPS behavior management system. Across most of the program components (classroom behavior management, the honors system, the specials rewards program, the behavioral transition room, and the crisis area), 15-20% of teachers reported that they did not feel supported by administrators. However, for the individual

behavior planning program component, the number of teachers who reported feeling unsupported jumped to over 40%.

Teachers reported feeling different levels of support for different program components. The honors system received the highest rating, with close to 50% of teachers reporting that they felt supported; followed by the classroom behavior management program for which 41% of teachers reported feeling supported. Around one-third of teachers reported feeling support for the specials rewards program, and slightly more than one-third reported feeling supported in their use of the behavioral transition room. Only 25% of teachers reported feeling supported in their use of the crisis area.

Student Responsiveness Construct. The Student Responsiveness construct questions asked teachers to rate how much they think students are motivated by the incentives available as rewards for three of the behavior management program components. Table K11 presents the results of these items.

Classroom behavior management. In order to answer the question, “Do staff perceive students as motivated by the program?” teachers were asked to rate how much they thought students were motivated by the rewards available in the classroom. As presented in Table K11, all 28 teachers answered Item 9, which stated, “Students seem motivated by the rewards available in the classroom.” No teachers responded 1 (*strongly disagree*), 11% responded 2 (*disagree*), 11% responded 3 (*neutral*), 61% responded 4 (*agree*), and 18% responded 5 (*strongly agree*). The mean for all teachers for Item 9 was 3.86, out of five points (Table K12). Homeroom teachers’ mean score was 4.29; specials teachers’ mean score was 3.33; and paraprofessionals’ mean score was 3.50.

Overall, the majority of teachers (79%) agreed that students seem motivated by the rewards available in the classroom. A small minority of teachers disagreed with this item. Homeroom teachers gave the most enthusiastic ratings for their classroom rewards, while by contrast, paraprofessionals gave the classroom rewards a medium to good rating. Specials teachers gave the classroom rewards the lowest rating.

Honors system. In order to answer the question, “Do staff perceive students as motivated by honors system?” teachers were asked to rate how motivated they thought students were by the rewards available in the Honors store. As reported in Table K11, all 28 teachers responded to Item 16, “Students seem motivated by the rewards available in the Honors store.” Seven percent of teachers responded 1 (*strongly disagree*), 7% responded 2 (*disagree*), 29% responded 3 (*neutral*), 50% responded 4 (*agree*), and 7% responded 5 (*strongly agree*). The mean score for all teachers was 3.43 (Table K12). Homeroom teachers mean score was the highest at scored 3.57; specials teachers scored the lowest at 3.17; and paraprofessionals’ mean score was 3.38.

Overall, more than half of teachers (57%) agreed that the students were motivated by the rewards available in the Honors store. Close to a third of teachers were “neutral” on this point, and 14% disagreed that students were motivated by the rewards. Homeroom teachers gave the honors store rewards a medium to good rating, while specials teachers and paraprofessionals rated it slightly lower.

Specials rewards program. In order to answer the question, “Do staff perceive students as motivated by the specials rewards program?” teachers were asked to rate how motivated they thought students were by the rewards available for the Specials program. As seen in Table K11, 26 teachers responded to Item 23, “Students seem motivated by

the Specials program rewards.” Four percent of teachers responded 1 (*strongly disagree*), 15% responded 2 (*disagree*), 35% responded 3 (*neutral*), 42% responded 4 (*agree*), and 4% responded 5 (*strongly agree*). The mean for all teachers for the specials rewards program was 3.27, out of five points (Table K12). Homeroom teachers’ mean score was the lowest at 3.00; specials teachers’ mean score was 3.17; and paraprofessionals scored the highest at 3.38.

Overall, slightly less than half of teachers agreed that students seem motivated by the specials program rewards (46%), over one-third of teachers were “neutral,” and close to 20% disagreed that the specials rewards motivate students. Paraprofessionals rated the specials reward the most positively out of the three groups of teachers.

Student responsiveness construct summary. Table K12 reports the means and standard deviations derived from teachers’ responses on the Student Responsiveness construct for each program component. The scores are presented for all teachers as a group, homeroom teachers, specials teachers, and paraprofessionals. The mean Student Responsiveness construct score for all teachers was 10.32, out of a total of 15 points. Homeroom teachers’ mean score was 10.64; specials teachers’ mean score was 9.67; and paraprofessionals’ mean score was 10.25.

Overall, teachers provided fairly similar ratings for how strongly they thought students were motivated by the rewards available for each of the programs surveyed for this construct (classroom behavior management, honors system, and specials program). Teachers gave the classroom behavior management program rewards the highest rating, but all three programs received a mean score in the 3.00-4.00 (neutral to agree) point range, indicating that teachers generally think that the rewards are only somewhat

motivating for students. Teachers indicated that the classroom behavior management program rewards were the most motivating for students.

Results of the Behavioral Services Staff Survey

Knowledge Construct. The four Knowledge construct items on the behavioral services staff version of the behavior management survey asked participants to provide specific factual information, such as goals and strategies, for the classroom behavior management, behavioral transition room, and crisis area components of the behavior management system. Table K13 summarizes the results for these items.

Classroom behavior management. In order to answer the question, “Are behavioral services staff knowledgeable of classroom behavior management techniques?” the NJPS Behavior Management Survey asked behavioral services staff to list strategies they use to reward students for positive behaviors, and strategies they use to manage inappropriate behaviors when assisting a teacher in the classroom. As reported in Table K13, all six behavioral services staff responded to Item 1, which asked them to list the strategies they use to reward positive behavior when assisting teachers in the classroom. Participants earned one point for each strategy they listed. One participant (16.67%) scored 2 points, two participants (33.34%) scored 3 points, one participant (16.67%) scored 4 points, and 2 participants (33.34%) scored 5 points. The mean number of rewards strategies listed was 3.67. Overall, most behavior staff listed three or more strategies for rewarding positive behavior, while one person listed only two strategies.

All six behavioral services staff responded to Item 2, which asked them to list the strategies they use to assist teachers in managing inappropriate behavior in the classroom, and was worth 5 points. Participants earned one point for each strategy they listed. As

displayed in Table K13, three participants (50%) scored 2 points, one participant (16.67%) scored 3 points, one participant scored 4 points (16.67%), and one participant scored 5 points (16.67%). The mean number of strategies listed was 3.00. Overall, half of behavior staff listed three or more strategies for managing inappropriate behavior, while half listed only two strategies.

Behavioral transition room. In order to answer the question, “Do behavioral services staff have knowledge of behavioral techniques needed in order to manage the behavioral transition room?” staff were provided with a brief scenario and asked to list strategies they may use to manage the situation. As reported in Table K13, all six participants responded to Item 21, which asked them to list strategies that they would use to manage inappropriate behavior (as described in a brief vignette) while monitoring the behavioral transition room (room 110). Participants earned one point for each behavior management strategy that they listed. No participants scored 0 or 1 point, four participants (67%) scored 2 points, two participants (33%) scored 3 points, and no participants scored 4 or 5 points. The mean number of behavior management strategies listed was 2.33. The majority of participants were able to list two to three strategies they use for managing inappropriate behavior when monitoring the behavioral transition room.

Crisis area. In order to answer the question, “Do behavioral services staff have knowledge of behavioral techniques needed in order to manage the crisis area?” staff were provided with a brief scenario and asked to list strategies they might use to manage the situation. As reported in Table K13, all six behavioral staff responded to Item 27, which asked them to list strategies they would use to manage inappropriate behavior when monitoring the Crisis Area (Room 8), based on a brief vignette. Participants earned

one point for each behavior management strategy they listed. No participants scored 0 points, 1 participant (17%) scored 1 point, no participants scored 2 points, 4 participants (66%) scored 3 points, 1 participant (17%) scored 4 points, and no participants scored 5 points. The mean number of behavior management strategies listed was 2.83. The majority of behavioral services staff were able to provide three strategies they would use to manage behavior when monitoring the crisis area.

Knowledge construct summary. Behavioral services staff scored highest on question 1, which asked them to list strategies they use to reinforce students in the classroom. The mean number of strategies listed was 3.67 (Table K13). They scored lowest on question 21, which asked them to list strategies they use to respond to behavior when monitoring the behavioral transition room. The mean number of strategies listed was 2.33 (Table K13). Table K23 presents the overall score for each of the constructs measured. The mean Overall Knowledge score for behavioral services staff was 11.83 out of 20 points. In general, behavioral services staff were able to list 2-4 strategies for rewarding and managing student behavior.

Self-Reported Use Construct. The self-reported use construct items asked behavioral services staff to rate how consistently they used the behavior management program components. Table K4 presents the results for these items.

Classroom behavior management. In order to answer the question “How often do behavioral services staff help teachers with classroom behavior management?” staff were asked to rate how consistently they assist teachers in developing classroom behavior management systems. As reported in Table K14, all six participants responded to Item 3, “I assist teachers in developing classroom behavior management systems that are based

on my behavioral observations and analysis.” No participants responded 1 (*never*), no participants responded 2 (*seldom*), two participants (33%) responded 3 (*sometimes*), three participants (50%) responded 4 (*frequently*), and one participant (17%) responded 5 (*always*). The mean for Item 3 was 3.83. The majority of behavior staff (four staff or 67%) responded that they consistently assist teachers in developing their classroom behavior management systems.

Honors system. In order to answer the question “How consistently do behavior staff implement the honors system?” staff were asked to rate how often they help determine which students make honors status each week. As shown in Table K14, all six participants responded to Item 9, “Each week I help determine which students made Honors.” Two participants (33%) responded 1 (*never*), no participants responded 2 (*seldom*), one participant (17%) responded 3 (*sometimes*), two participants (33%) responded 4 (*frequently*), and one participant (17%) responded 5 (*always*). The mean for Item 9 was 3.0. Overall, about half of behavioral services staff (three staff members) reported that they consistently help determine which students make honors status each week, while the remaining half reported that they never or sometimes help to determine honors status.

Specials rewards program. In order to answer the question “How consistently do behavior staff implement the Specials Rewards program?” behavior staff were asked to rate how often their other job responsibilities get in the way of them being able to provide the specials program reward each week. As shown in Table K14, all six participants responded to Item 15, “Other job responsibilities can get in the way of me being able to provide the Specials program reward on time each week.” No participants responded 1

(*never*), two participants (33.33%) responded 2 (*seldom*), two participants (33.33%) responded 3 (*sometimes*), no participants responded 4 (*frequently*), and two participants (33.33%) responded 5 (*always*). The mean for Item 15 was 3.34 out of five points. Staff's responses to this question were equally divided, with two behavior staff stating that their other job responsibilities seldom get in the way of implementing the reward, two stating that their other job responsibilities always get in the way, and two responding *sometimes*.

Behavioral transition room. In order to answer the question "How consistently do behavior staff use behavior management techniques when managing the behavioral transition room?" staff were asked to rate how often they use redirection or ignoring when monitoring the behavioral transition room. As shown in Table K14, all six participants responded to Item 22, "I use redirection or ignoring as behavior management strategies in room 110." All six participants responded 4 (*frequently*). The mean for Item 22 was 4.00. All six staff responded that they almost always use these strategies, indicating a high degree of implementation of these common behavior management techniques.

Crisis area. In order to answer the question "How consistently do behavior staff use behavior management techniques when managing the behavioral transition room?" staff were asked to rate how often they use behavior management strategies when monitoring the crisis area. As shown in Table K14, all six participants responded to Item 28, "Room 8 can be so hectic that I forget to use behavior management strategies, and rely more on my instincts when dealing with student behavior." Three participants (50%) responded 1 (*never*), two participants (33%) responded 2 (*seldom*), no participants

responded 3 (*sometimes*), one participant (17%) responded 4 (*frequently*), and no participants responded 5 (*always*). The mean for Item 28 was 1.83. The majority of staff (five staff members) responded that they never or almost never forget to use behavior management strategies when monitoring the crisis area. However, one staff member indicated that they frequently rely more upon their instincts when monitoring the crisis area. The majority of behavioral services staff indicate a high degree of implementation of behavior management strategies.

Individual behavior planning. In order to answer the question “How consistently do behavior staff participate in the individual behavior planning process?” staff were asked to rate how often they help develop and implement individual behavior plans. As shown in Table K14, all six participants responded to Item 33, “I help to develop and implement individual behavior plans on a regular basis.” One participant (17%) responded 1 (*never*), One participant (17%) responded 2 (*seldom*), One participant (17%) responded 3 (*sometimes*), no participants responded 4 (*frequently*), and three participants (50%) responded 5 (*always*). The mean for this item was 3.50. This item revealed an inconsistency in the participation of behavioral services staff in developing and implementing individual behavior plans. While half of staff (three staff members) report that they always help develop and implement individual behavior plans, the remaining three staff members responded that they never to seldom assist with this process.

Self-reported use construct summary. Behavioral services staff provided the strongest response to Item 28, which asked them to rate how often they forget to use behavior management strategies when monitoring the crisis area. The majority of staff reported that they almost never forget to use behavior management strategies, with a

mean of 1.83. Behavioral services staff responded with unanimous consistency to Item 22, to which they responded that they almost always use redirection and ignoring when monitoring the behavioral transition room. Behavioral services staff provided the lowest response to Item 15, which asked them how often other job responsibilities get in the way of them providing the specials rewards program. While two staff reported that this *seldom* occurs, two staff responded *sometimes*, and two staff reported that other things *always* get in the way of providing the specials program. Table K23 presents the overall score for each of the constructs measured. The mean Overall Self-Reported Use score for behavioral services staff was 17.83 out of 30 points. Overall, behavioral services staff report a medium to high degree of use of the behavior management program components, however the level of participation appears to vary on an individual basis, and from program to program.

Attitudes Construct. The Attitudes construct measured three separate scales: Competence, Effectiveness, and Future Use. The Competence items asked behavioral services staff to rate their feelings of confidence in their ability to implement the program. The Effectiveness items asked behavioral services staff to rate how much they believe the program works to improve student behavior. The Future Use items asked behavioral services staff to rate how much they think NJPS should continue to use the program. Tables K15, K16, and K17 present the results for these items.

Competence. In order to answer the question, “Are behavioral services staff competent in implementing behavior management programs?” staff were asked to rate their response to this question for each of the six behavior management program components at NJPS.

Classroom Behavior Management. As seen in Table K15, all 6 behavioral services staff responded to Item 4, “I am confident in my ability to help teachers implement positive reinforcement-based behavior management system in the classroom.” No participants responded 1 (*strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and three participants (50%) responded 5 (*strongly agree*). The mean for Item 4 was 4.50. All six behavioral services staff reported feeling confident in their ability to assist teachers in implementing positive reinforcement-based behavior management in the classroom.

Honors system. As seen in Table K15, all six behavioral services staff responded to Item 10, “I feel confident in my ability to implement the Honors system.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), two participants (33%) responded 3 (*neutral*), one participant (17%) responded 4 (*agree*), and three participants (50%) responded 5 (*strongly agree*). The mean for this item was 4.17. The majority of behavioral services staff (four staff members) reported feeling confident in implementing the honors program, however two staff responded “neutral” to this item.

Specials rewards program. As seen in Table K15, all six behavioral services staff responded to Item 16, “I feel competent in my ability to implement the Specials program reward.” No participants responded 1 (*strongly disagree*), one participant (17%) responded 2 (*disagree*), no participants responded 3 (*neutral*), two participants (33%) responded 4 (*agree*), and three participants (50%) responded 5 (*strongly agree*). The mean for this item was 4.17. While five behavioral services staff reported feeling

confident in implementing the specials reward program, one staff member disagreed with this item.

Behavioral transition room. As seen in Table K15, all six behavioral services staff responded to Item 23, “I’m not always sure how to best handle behaviors when I’m supervising room 110.” Three participants (50%) responded 1 (*Strongly disagree*), and three participants (50%) responded 2 (*disagree*). The mean for Item 23 was 1.50.

Behavioral services staff all reported feeling confident in their ability to handle behaviors when supervision the behavioral transition room.

Crisis area. As seen in Table K15, all six behavioral services staff responded to Item 29, “I feel competent with using procedures to manage behavioral crises that occur in the classroom.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and three participants (50%) responded 5 (*strongly agree*). The mean for this item was 4.50. All six behavioral services staff report feeling competent in managing student behavioral crises.

Individual behavior planning. As seen in Table K15, all six behavioral services staff responded to Item 34, “I feel confident in my abilities to develop an individual behavior plan.” No participants responded 1 (*Strongly disagree*), one participant (17%) responded 2 (*disagree*), one participant (17%) responded 3 (*neutral*), two participants (33%) responded 4 (*agree*), and two participants (33%) responded 5 (*strongly agree*). The mean for Item 34 was 3.83. While the majority (four staff members) of behavioral services staff reported feeling confident in their ability to develop an individual behavior plan, two staff did not report feeling confident.

Attitudes: Competence construct summary. Overall, behavioral services staff reported high levels of confidence in their ability to implement all programs. Staff rated the classroom behavior management, behavioral transition room, and crisis area programs the highest. Despite these high ratings, however, behavioral services staff were not always unanimous in their perceptions of their competency to implement. For the honors system, the specials rewards program and individual behavior planning, one to two staff reported that they did not feel confident or felt “neutral” in their ability to implement programs.

Effectiveness. In order to answer the question, “Do behavioral services staff believe that behavior management programs at NJPS are effective at improving student behavior?” staff were asked to rate their response to this question for each of the six behavior management program components.

Classroom behavior management. As seen in Table K16, all six behavioral services staff responded to Item 5, “Positive reinforcement-based behavior management systems are effective at improving student behavior.” No participants responded 1 (*strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), five participants (83%) responded 4 (*agree*), and one participant (17%) responded 5 (*strongly agree*). The mean for Item 5 was 4.17. All six behavioral services staff agreed that positive reinforcement-based classroom behavior management systems are effective.

Honors system. As seen in Table K16, all 6 behavioral services staff responded to Item 11, “The Honors system motivates students to improve their behavior.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), one

participant (17%) responded 3 (*neutral*), five participants (83%) responded 4 (*agree*), and no participants responded 5 (*strongly agree*). The mean for Item 11 was 3.83 out of five points. The majority of behavioral services staff (five staff members) believe that the honors system is effective, while one staff member responded “neutral.”

Specials rewards program. As seen in Table K16, all six behavioral services staff responded to Item 17, “The Specials program has helped to improve student behavior in specials classes.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), one participant (17%) responded 3 (*neutral*), four participants (66%) responded 4 (*agree*), and one participant (17%) responded 5 (*strongly agree*). The mean for Item 17 was 4.00. The majority of behavioral services staff (five staff members) believe that the specials rewards program is effective at improving student behavior, however one staff member disagreed with this item.

Behavioral transition room. As seen in Table K16, all six behavioral services staff responded to Item 24, “Room 110 is effective as a place for deescalating students so that they can return to class.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), four participants (66%) responded 4 (*agree*), and two participants (34%) responded 5 (*strongly agree*). The mean for Item 24 was 4.34. All six behavioral services staff reported believing that the behavioral transition room is effective.

Crisis area. As seen in Table K16, all six behavioral services staff responded to Item 30, “Room 8 is effective as a place to contain and deescalate students exhibiting dangerous behavior so that they can return to class.” No participants responded 1, no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), five

participants (83%) responded 4 (*agree*), and one participant (17%) responded 5 (*strongly agree*). The mean for Item 30 was 4.17. All six behavioral services staff reported believing that the crisis area is effective.

Individual behavior planning. As seen in Table K16, all six behavioral services staff responded to Item 35, “The individual behavior planning process is effective in decreasing students’ negative behavior, and increasing goal behavior.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), one participant (17%) responded 3 (*neutral*), five participants (83%) responded 4 (*agree*), and no participants responded 5 (*strongly agree*). The mean for Item 35 was 3.83. While five behavioral services staff reported that they believe individual behavior planning is effective at improving student behavior, one staff member responded “neutral” to this question.

Attitudes: Effectiveness construct summary. Overall, behavioral services staff reported that they believe the behavior management programs at NJPS are effective at improving student behavior. Staff rated the classroom behavior management, behavioral transition room, and crisis area programs the highest, with staff unanimously agreeing that these programs are effective. Despite these high ratings, however, behavioral services staff were not always unanimous in their perceptions of programs’ effectiveness. For the honors system, the specials rewards program, and individual behavior planning, one staff member reported being “neutral” regarding the programs’ effectiveness.

Future Use. In order to answer the question, “Do behavioral services staff believe that NJPS should continue to use behavior management programs in the future?”

staff were asked to rate their response to this question for each of the six components of the behavior management program at NJPS.

Classroom behavior management. As seen in Table K17, all six behavioral services staff responded to Item 6, “I think NJPS should continue to use positive reinforcement-based behavior management in classrooms in the future.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), five participants (83%) responded 4 (*agree*), and one participant (17%) responded 5 (*strongly agree*). The mean for Item 6 was 4.17. All six behavioral services staff agreed that NJPS should continue to use the classroom behavior management program in the future.

Honors system. As seen in Table K17, all six behavioral services staff responded to Item 12 “NJPS should continue to use the Honors system in the future.” No participants responded 1, (*strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and three participants responded 5 (*strongly agree*). The mean for Item 12 was 4.50. All six behavioral services staff agreed that NJPS should continue to use the honors system in the future.

Specials rewards program. As seen in Table K17, all six behavioral services staff responded to Item 18 “I think NJPS should continue to use the Specials program in the future.” No participants responded 1, (*strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and three participants (50%) responded 5 (*strongly agree*). The mean for Item

18 was 4.50. All six behavioral services staff agreed that NJPS should continue to use the specials rewards program in the future.

Behavioral transition room. As seen in Table K17, all six behavioral services staff responded to Item 25, “NJPS should continue to use room 110 to manage student behavior.” No participants responded 1, (*strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), two participants (34%) responded 4 (*agree*), and four participants (66%) responded 5 (*strongly agree*). The mean for Item 25 was 4.67. All six behavioral services staff agreed that NJPS should continue to use the behavioral transition room in the future.

Crisis area. As seen in Table K17, all 6 behavioral services staff responded to Item 31, “NJPS should continue to use room 8 to manage dangerous and aggressive student behavior.” No participants responded 1 (*strongly disagree*), no participants responded 2 (*disagree*), no participants responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and three participants (50%) responded 5 (*strongly agree*). The mean for Item 31 was 4.50. All six behavioral services staff agreed that NJPS should continue to use the crisis area in the future.

Individual behavior planning. As seen in Table K17, all six behavioral services staff responded to Item 36, “NJPS should continue to use individual behavior planning to improve student behavior in the future.” All six participants (100%) responded 4 (*agree*). The mean for Item 36 was 4.00. Behavioral services staff indicated unanimous opinions on this item, with all six staff agreeing that NJPS should continue to use individual behavior planning in the future.

Attitudes construct summary. In order to answer the question, “What are behavioral services staff’s attitudes towards the NJPS behavior management program?” behavioral services staff were asked to rate how competent they feel with using each of the program components, how strongly they agree that each of the program components are effective, and how willing they are to continue to use each of the program components in the future. As seen in Table K18, the mean score for overall attitudes for behavioral services staff was 76.33 out of 90 total points. In general, behavioral services staff reported positive attitudes on all three of the attitudes constructs for each of the program components.

Classroom behavior management. As seen in Table K18, the mean score for overall attitudes on the classroom behavior management component was 12.83 out of 15 points. Behavioral services staffs’ attitudes towards the classroom behavior management program were very positive, with all staff agreeing or strongly agreeing that they feel confident, the program is effective, and that they want to continue using classroom behavior management in the future.

Honors system. As seen in Table K18, the mean score for overall attitudes the honors system construct was 12.50 out of 15 points. Staff’s attitudes were very positive overall, with behavioral services staff unanimously agreeing that the honors program is effective and that NJPS should continue to use it in the future. Staff were slightly less positive in how confident they felt in their ability to implement the program, with two staff responding that they felt “neutral” (Table K15).

Specials rewards program. As seen in Table K18, the mean score for overall attitudes for the specials program was 12.67 out of 15 points. Overall, behavioral

services staff's attitudes towards the specials rewards program were very positive. Only one individual disagreed that he felt competent in his ability to implement the program, and only one individual felt "neutral" that the program has helped to improve student behavior in specials classes. The remaining staff all agreed or strongly agreed that they felt competent to use the specials program and thought it was effective. All six staff agreed that the specials program should be used in the future (Table K17).

Behavioral transition room. As seen in Table K18, the mean score for overall attitudes for the behavioral transition room was 13.50 out of 15 points. Overall, behavioral services staff's attitudes towards the behavioral transition room were very positive. Staff unanimously agreed that they felt competent with managing student behavior, that the room is effective, and that NJPS should continue using the room in the future (Tables 3.15, 3.16, and 3.17).

Crisis area. As seen in Table K18, the mean score for overall attitudes for the crisis area was 13.17 out of 15 points. Overall, behavioral services staff's attitudes towards the crisis area were very positive with all staff agreeing or strongly agreeing that they felt competent in managing student crisis behavior, that the crisis area is effective, and that NJPS should continue to use the crisis area in the future (Tables 3.15, 3.16, and 3.17).

Individual behavior planning. As seen in Table K18, the mean score for overall attitudes for individual behavior planning was 11.67 out of 15 points. Overall, behavioral services staff's attitudes towards individual behavior planning were mostly positive. All staff agreed that individual behavior planning is effective at improving student behavior, and that individual behavior planning should continue to be used in the future (Tables

3.16 and 3.17). However one staff person disagreed, and one staff person responded “neutral,” when it comes to feeling competent in their ability to develop an individual behavior plan (Table K15).

Administrator Support Construct. In order to answer the question, “Do behavioral services staff perceive administrators as supportive in their implementation of the NJPS behavior management system?” behavioral services staff were asked to rate how strongly they agreed with the statement that administrators are supportive and provide them with materials and time needed in order to implement each of the six components of the NJPS behavior management system effectively.

Classroom behavior management. As seen in Table K19, all six behavioral services staff responded to Item 7, “NJPS administrators support me in helping teachers design and implement their classroom behavior management systems, by providing the materials and time I need to do this effectively.” No participants responded 1 (*Strongly disagree*), one participant (17%) responded 2 (*disagree*), two participants (33%) responded 3 (*neutral*), two participants (33%) responded 4 (*agree*), and one participant (17%) responded 5 (*strongly agree*). The mean for Item 7 was 3.5. Behavioral services staff were less positive in their responses to this item, with half of staff agreeing or strongly agreeing that administrators support them, while the other half remained neutral or disagreed.

Honors system. As seen in Table K19, all six behavioral services staff responded to Item 13, “NJPS administrators support my use of the Honors system and provide me with the materials and time I need to implement it effectively.” No participants responded 1 (*Strongly disagree*), one participant (17%) responded 2 (*disagree*), one

participant (17%) responded 3 (*neutral*), four participants (66%) responded 4 (*agree*), and no participants responded 5 (*strongly agree*). The mean for Item 13 was 3.50. While four staff agreed that administrators are supportive of their implementation of the honors system, one staff person was neutral, and one staff person disagreed with the item.

Specials rewards program. As seen in Table K19, all six behavioral services staff responded to Item 19, “Administrators are available to help with the Specials program by providing the materials and time I need to implement the program effectively.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), one participant (17%) responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and two participants (33%) responded 5 (*strongly agree*). The mean for Item 19 was 4.17. Behavioral services staff were mostly positive in their responses to this question, with five staff agreeing that they feel supported, while one staff person remained neutral.

Behavioral transition room. As seen in Table K19, all six participants responded to Item 26, “NJPS school administrators support my use of room 110 and provide me with adequate time and resources to manage the room effectively.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), one participant (17%) responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and two participants (33%) responded 5 (*strongly agree*). The mean for Item 26 was 4.17. Most behavior staff agreed that administrators were supportive of their use of the room, while one staff responded “neutral” to this item.

Crisis area. As seen in Table K19, all six participants responded to Item 32, “NJPS school administrators provide the appropriate support to me so that I can

implement crisis management procedures safely and effectively.” No participants responded 1 (*Strongly disagree*), no participants responded 2 (*disagree*), two participants (33%) responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and one participant (17%) responded 5 (*strongly agree*). The mean for Item 32 was 3.83. While four behavioral services staff reported feeling supported by administrators in their use of the crisis area, two staff responded “neutral” to this item.

Individual behavior planning. As seen in Table K19, all six participants responded to Item 37, “Administrators support me in designing and implementing individual behavior plans.” No participants responded 1 (*strongly disagree*), no participants responded 2 (*disagree*), two participants (33%) responded 3 (*neutral*), three participants (50%) responded 4 (*agree*), and one participant responded 5 (*strongly agree*). The mean for Item 37 was 3.83. While four behavioral services staff reported feeling supported by administrators in their use of individual behavior planning, two staff members responded “neutral” to this item.

Administrator support construct summary. As seen in Table K20, the mean Overall Administrator Support score for behavioral services staff was 23.00 out of 30 points. Behavioral services staff reported the highest levels of administrator support for the specials program and the behavioral transition room. For both of these program components, five staff reported feeling supported, while one staff member responded *neutral*. Staff reported the lowest level of administrative support on the classroom behavior management component, with one staff person disagreeing that administrators are supportive, and two responding *neutral*.

Student responsiveness construct. In order to answer the question, “Do behavioral services staff perceive students as motivated by the NJPS behavior management program?” staff were asked to rate how motivated they thought students were by the rewards available for three of the program components: the classroom behavior management system, the honors system, and the specials rewards program.

Classroom behavior management. As seen in Table K21, all six behavioral services staff responded to Item 8, “Students seem motivated by the rewards available in the classroom.” No participants responded 1 (*Strongly disagree*), one participant (17%) responded 2 (*disagree*), one participant (17%) responded 3 (*neutral*), four participants (66%) responded 4 (*agree*), and no participants responded 5 (*strongly agree*). The mean for Item 8 was 3.5. More than half of behavioral services staff were positive regarding rewards available in the classroom. Four behavioral services staff agreed that students were motivated by the rewards available in their classrooms, while one staff member was neutral, and one disagreed.

Honors system. As seen in Table K21, all six participants responded to Item 14, “Students seem motivated by the rewards available in the Honors store.” No participants responded 1 (*Strongly disagree*), one participant (17%) responded 2 (*disagree*), no participants responded 3 (*neutral*), five participants (83%) responded 4 (*agree*), and no participants responded 5 (*strongly agree*). The mean for Item 13 was 3.67. Almost all behavioral services staff reported feeling positively about the rewards available in the honors store. Five staff agreed that students are motivated by the rewards available in the honors store, while one disagreed.

Specials rewards program. As seen in Table K21, all six behavioral services staff responded to Item 20, “Students seem motivated by the Specials program rewards. No participants responded 1 (*Strongly disagree*), one participant (17%) responded 2 (*disagree*), no participants responded 3 (*neutral*), four participants (66%) responded 4 (*agree*), and one participant (17%) responded 5 (*strongly agree*). The mean for Item 20 was 3.83. Almost all behavioral services staff reported feeling positively about the rewards available for the specials rewards program. Five staff agreed that students are motivated by the rewards available for the specials rewards program, while one disagreed.

Student responsiveness construct summary. As seen in Table K22, the mean Overall Student Responsiveness score for behavioral services staff was 11.00 out of 15 points. Staff gave similar ratings to the three program components measured for this construct. They rated the honors program the highest, with five staff agreeing that the rewards available in the honors store are motivating for students. For the classroom behavior management program and the specials rewards program, four staff agreed that the rewards motivated students. Despite the overall positive ratings for on this construct, for all three programs, one staff person disagreed that the rewards available are motivating for students.

Overall Construct Scores. The Overall Knowledge construct mean score was 11.83 out of 20 points. The overall Self-Reported Use construct mean score was 17.83 out of 30 points. The overall Attitudes construct mean score was 76.34 out of 90 points. The overall Student construct mean score was 11.00 out of 15 points. The overall

Administrative Support mean score was 23.00 out of 30 points. The Overall Total mean score for the Behavior Management Survey was 144.00 out of 185 points.

Correlation and Regression Analysis

Correlation of survey constructs. In order to establish validity of the behavior management survey, correlations were calculated between the five constructs (Knowledge, Self-Reported Use, Attitudes, Administrator Support, and Student Responsiveness) of the teacher version of the survey. As shown in Table K24, significant relationships were found between several of the survey constructs. Due to low power in this study, correlations at the $p < .10$ were considered significant.

For the Knowledge construct, a positive significant correlation was found with the Self-Reported Use construct at the $p < .10$ level. A negative significant correlation was found with the Student Responsiveness construct at the $p < .10$ level. These findings indicate that teachers with more knowledge of behavior management programs tend to use them more consistently. However, an inverse relationship found between knowledge and student responsiveness indicates that participants with more knowledge of programs also viewed students as less motivated by the rewards available.

For the Self-Reported Use construct, a significant correlation was found with the Attitudes construct at the $p < .05$ level; and with the Total Behavior Management Survey Score at the $p < .001$ level. These results indicate that teachers who report using behavior management programs consistently tend to have better attitudes towards the programs. More consistent use was also associated with higher levels of overall implementation.

For the Attitudes construct, a significant correlation was found with the Self-Reported Use, Administrator Support, and Student Responsiveness constructs at the

$p < .05$ level. A significant correlation was found with the Total Behavior Management Survey score at the $p < .001$ level. These results indicate that teachers who have better attitudes towards behavior management programs also use the programs more consistently, perceive administrators to be more supportive, and perceive students to be more motivated by the available rewards. Teacher attitudes were also strongly associated with a teacher's overall level of implementation.

For the Administrator Support construct, a significant correlation was found with the Attitudes construct at the $p < .05$ level. These results indicate that teachers who report feeling more supported by administrators also tended to have better attitudes towards the behavior management programs.

For the Student Responsiveness construct, a negative significant relationship was found with the Knowledge construct at the $p < .10$ level. A positive significant relationship was found with the Attitudes and Administrator support constructs at the $p < .05$ level. These results indicate that teachers who believe students are motivated by the available rewards also have less knowledge of programs. However, teachers' views of student responsiveness were also found to be closely associated with both their attitudes and perceptions of administrator support; indicating that teachers who believe students are motivated by the available rewards also have positive attitudes towards the behavior management programs and feel more supported by administrators.

For the Overall Behavior Management Survey score, significant relationships were found with the Self-Reported Use and Attitudes constructs at the $p < .01$ level. A significant relationship was found with the Administrator Support construct at the $p < .05$ level. These results indicate that teachers with the highest scores on overall

implementation tend to be the most consistent users and have better attitudes towards the behavior management programs. Higher scores on the total behavior management survey score was also associated with more positive views of administrator support.

Overall, the Attitudes construct had the most significant correlations with other constructs on the behavior management survey, indicating that a teacher's attitudes towards behavior management programs are strongly related to their overall implementation. Administrative support and Self-Reported Use each had three significant correlations with other survey constructs, indicating that along with Attitudes, a teacher's consistent use of programs and perceptions of administrative support also influence their overall implementation of programs.

Correlation of average behavior incidents per teacher. In order to ascertain any relationship between a teacher's score on the behavior management survey and the number of behavioral incidents in that teacher's classroom, the average number of behavioral incidents per teacher was calculated. Then, this number was correlated with teachers' scores on all indices of the behavior management survey. Due to low power in this study, correlations at the $p < .10$ levels were considered significant. As shown in Table K24, a negative relationship significant at the $p < .10$ level was found between a teacher's score on the Administrator Support Total score and the number of behavioral incidents per classroom. Therefore, teachers who reported feeling more supported by school administrators also had fewer behavioral incidents in their classrooms.

A regression analysis was conducted in order to identify any control variables that may have had an effect on the results of significant correlations. None of the control variables, including teacher type (homeroom or specials teacher), sex, years of experience

in special education, or level of education were related to a teacher's average number of behavior incidents.

Qualitative Data Analysis

Evaluative questions. Five evaluative questions on the survey asked participants to provide their thoughts and opinions regarding the behavior management system in their own words. These questions were the same for both teachers and behavioral services staff, however on the teacher survey, these were Items 42-46, while on the behavioral services staff survey these were Items 38-42. For the purposes of this discussion, the questions will be referred to by the item numbers from the teacher version of the survey, however both teacher responses and behavioral services staff responses are included in these results. Survey responses were coded for themes using content analysis. In total, 47 themes were identified (Table L1). The results of this analysis are reported in Table L2, which lists the number of survey respondents who cited each theme, in order from most cited to least cited. Table L2 combines the responses for questions 42, 43, 45, and 46 because all four of these questions asked respondents to list weaknesses or areas in need of improvement in the school's behavior management programs. Table L3 reports the results for question 42, Table L4 reports the results for question 43, Table L5 reports the results for question 45, and Table L6 reports the results for question 46. The results for question 44, which asked participants to describe the part of the behavior management system that they thought was most effective, are reported in Table L7.

Themes. A review of the responses to the five evaluative questions yielded forty-seven themes. A complete list of the codes developed for these themes, along with a

brief description of each theme are listed in Table L1. The following themes were the most commonly listed

- *Aggression interventions ineffective (AG)*: Interventions used to manage physical aggression are not effective, appropriate, and/or consistent.
- *Behavioral services staff presence (BS)*: Behavioral services staff having a presence around the school building, i.e. cafeteria, classrooms, and hallways, and working together with teachers, is helpful in managing behavior problems.
- *Poor buy-in (BI)*: Staff have poor buy-in to the program; staff do not like the program; staff do not think the program is effective; and/or staff are resistant to change.
- *Poor Communication (CO)*: There is poor communication between staff or departments; improved communication is needed.
- *Consequences ineffective (CQ)*: Consequences for student behavior are inappropriate to the offense, inconsistently implemented, and/or aggressors are not held accountable for their actions; consequences should teach students “cause and effect.”
- *Implementation inconsistent/poor (IC)*: Implementation is inconsistent; different staff members and/or departments do not implement the programs in the same way, or are not consistent in their implementation of programs or interventions from student to student. Implementation and follow through of interventions or procedures is poor.
- *Crisis area (CA)*: Policies and procedures, or implementation of the crisis area.
- *Detention ineffective (DT)*: After school detention is not effective.

- *Favoritism (FAV)*: Staff give special treatment to or make “side deals” with certain students which undermines other staff’s efforts. Feedback to students: staff provide immediate feedback to students regarding their behavior.
- *Individual behavior planning (IBP)*: policies and procedures, or implementation of individual behavior planning.
- *Interventions ineffective (IN)*: lack of effective, appropriate, or any interventions.
- *Negative affect (NA)*: Staff have negative emotions towards students; staff are scared of students; staff feel frustrated/ineffective with students. Negative affect expressed towards the program or other departments.
- *Policies ineffective (PO)*: Policies need improvement or are not being followed.
- *Procedures ineffective (PR)*: Procedures need improvement or are not being followed.
- *Processing the issue (PI)*: There is a need for staff to discuss with students the reason they went to the behavioral transition room or crisis area, and to help them resolve the problem prior to returning to class.
- *Removal of disruptive students (RM)*: Staff should remove disruptive students from the classroom.
- *Residential services problems (RS)*: Problems with behavior management in Residential Services and the dorms affect student behavior in school.
- *Performance review needed (RV)*: Staff need administrators to provide feedback or performance reviews regarding their implementation of programs; staff need positive reinforcement from administrators.
- *Rewards ineffective (RW)*: Rewards are not motivating for students.
- *Security measures needed (SC)*: Enhanced security measures are needed, such as surveillance, metal detectors, security guards, etc.

- *Social work department problems (SW)*: Communication and interactions with the social work department are not effective.
- *State or federal restrictions (S/F)*: State or federal restrictions impose requirements on the school that are not helpful, or prevent them from implementing programs that would be helpful for students.
- *Extreme student behavior (SB)*: Student behavior is extreme and/or student behaviors are diverse; student behavior does not improve in response to the behavior management program.
- *Lack of support (SP)*: Staff feel there is a lack of support for them from other departments or from administrators.
- *Teachers' input not valued (TCH)*: Teachers' input and opinions are not valued; teachers are disrespected by the administration and/or behavior staff.
- *Team work needed (TW)*: All staff members from different departments who work with a particular student should work together; all staff should work together as a community.
- *Training needed (TR)*: Staff need more training and/or professional development in behavior management.
- *Behavioral services department staffing (US)*: The behavioral services department needs to be fully staffed; there are not enough staff.

Question 42. Question 42 asked staff, “What are the barriers to implementing an effective behavior management system at NJPS?” Table L3 reports the results of the 11 themes that were cited for this question. *Implementation inconsistent/poor* was the most common response to this item and was cited 18 times. One teacher’s sense of frustration with inconsistency, as well as the practice of *favoritism*, came through clearly in their response to this question:

[The barriers are] everyone being on the same page and being consistent with the/a behavioral system. Not everyone follows the same procedures and some kids are not treated as others. Staff gets “buddy buddy” with the students and the students don’t see the staff as authority.

The problem with inconsistency of implementation was similarly described by a behavioral services staff person, “All staff. . . are not uniform in their adoption and implementation of the behavioral management system. Often, there are too many exceptions made for certain students.” *Poor communication* was the next most common theme staff used to respond to this item, and was cited 10 times. One homeroom teacher wrote, “[There is] no communication between departments, no follow through from classroom, administration and behavior staff.” The theme *team work needed* was cited seven times. *Extreme student behavior* was cited five times. *Favoritism* and *behavioral services department staffing* were each cited four times. *Lack of support* was cited three times. *Crisis area* and *residential services problems* were each cited twice. Overall when asked to identify the barriers to effective implementation, the themes most commonly named by staff included *implementation inconsistent/poor*, *poor communication* between staff or departments, and *team work needed*.

Question 43. Question 43 asked staff, “What changes in terms of policies, procedures, staff training, or staff/administrator roles do you think are needed to improve the behavior management program at NJPS?” As seen in Table L4, 32 participants responded to this question using 14 different themes. *Implementation inconsistent/poor* was the most cited theme, and was cited 11 times. One homeroom teacher described the need for consistency as, “Implementation of [the] existing policy on a consistent basis

without changing as per individual. . . mood.” *Team work needed* was the next most cited theme, and was mentioned eight times. One specials teacher described a desire to work together with colleagues as a community:

I think there should be more interaction within the school community to get a sense of what different teachers and assistants have experienced with different students. This would give some insight on what has worked and could be implemented in different areas.

A homeroom teacher expressed a need to work together with colleagues, as well as a desire for interdepartmental support, “Teachers and behavior personnel need to work together. Behavioral staff need to take on the role of support staff to teachers.” The themes *poor communication* and *training needed* were each cited six times. One specials teacher described the need for training as follows, “[Staff need] real training so ALL staff can use the same vocabulary when dealing with a student; so that all staff can be on the same page with expectations.” One paraprofessional summarized the need for training as, “[Staff need] training & policies so that all staff treat every student with behavior issues the same way.” One behavioral services staff member advocated for increased training as follows, “There needs to be significantly more professional development dedicated to behavioral management techniques.” The *crisis area* was cited five times as a program in need of change. *Behavioral services department staffing* was cited four times. *Behavioral services staff presence*, *ineffective interventions*, *performance review needed*, and *lack of support* were each cited three times. *Poor buy-in*, *negative affect*, and *ineffective procedures*, were cited one time each. Overall, when asked to describe what changes are needed in order to improve the behavior management system, staff

identified many of the same factors as were listed as barriers to implementation for question 42. The themes most commonly identified were *implementation inconsistent/poor*, *team work needed*, *poor communication* between staff or between departments, and *training needed*.

Question 44. Question 44 asked respondents, “What part of the current behavior management program do you find most effective?” Table L7 reports the results of this question. Seven out of the 31 participants who responded to this question listed *rewards effective* as the most effective part of the behavior management system. In describing the importance of rewards, one specials teacher wrote, “I find the positive rewards to be very effective. Most of the kids do value their reward, and knowing that they have the possibility of earning it can often get them back on track when they are having a difficult day.” The *honors system*, *specials rewards program*, and *token/point system* were each cited six times. One behavioral services staff person lauded the specials program, stating, “The specials rewards program has significantly improved some students’ behaviors in specials. It has been a very effective addition to the school’s behavior management program.” The *behavioral transition room*, *behavioral services staff presence*, and *consistency of implementation*, were each cited three times. Regarding the effectiveness of behavioral staff presence, one paraprofessional stated, “[It is effective] when behavior management staff stays and tries to work out problem with teacher.” The themes, *buy-in*; *feedback to students*, *removal of disruptive students*, and *team work needed*, were each cited twice. Ten other themes were each cited one time: *crisis area*, *code of conduct*, *don’t know*, *favoritism*, *in-school suspension*, *positive affect*, *pass program*, *technology*, and *behavioral services department staffing*. Overall, staff reported that the most

effective parts of the behavior management system are *rewards effective, the honors system, the specials rewards program, and the point or token systems.*

Question 45. Question 45 asked respondents to identify the part of the behavior management system that they found least effective. Table L5 shows the results of this question. Eleven out of the 32 participants who responded to this question listed the *crisis area* as the least effective part of the behavior management system. Describing their frustration with the crisis area procedure, one specials teacher wrote, “[The least effective part of the behavior management program is] the turnstile approach of returning children without knowing why they would have been sent and not giving feedback to staff. Wanting better insight with the students they [*sic*] may have issue in your class.” *Consequences ineffective* was the next most cited theme, and was cited nine times. *Favoritism* and *implementation inconsistent/poor* were each cited six times. *Poor communication* was cited five times. *Team work needed* was cited four times. *Processing the issue* was cited three times. *Rewards ineffective, teachers’ input not valued,* and *behavioral services department staffing* were each cited twice. Overall, when asked to describe the least effective parts of the behavior management system, the *crisis area* was the most identified problem. This was followed by *consequences ineffective* for negative behavior, staff showing *favoritism* towards certain students, *implementation inconsistent/poor*, and *poor communication* between staff or departments.

Question 46. Question 46 asked respondents to list any additional comments (Table L6). Eight participants responded to this question, and 26 participants gave no response. The *crisis area* was cited three times as a problematic part of the behavior management system. *Favoritism, implementation inconsistent/poor, processing the issue,*

and *teachers' input not valued* were each cited twice as problematic parts of the behavior management system. One homeroom teacher suggested the following improvement, "Including teachers more in what their opinions are and encouraging their opinions [would improve program development and implementation], since we spend a lot of time with the students in the classroom." The following eight themes were listed one time each: *Behavioral services staff presence, ineffective consequences, classroom rules, lack of student goal orientation, ineffective policies, residential services problems, training needed, and team work needed*. In general, staff used the additional comments section to elaborate upon what they viewed as the most problematic areas of the behavior management system. They identified the *crisis area* as most problematic, followed by *favoritism* shown towards certain students, *implementation inconsistent/poor, processing the issue* with students, and *teachers' input not valued* as problems with the behavior management system.

Evaluative questions summary. As shown in Table L2, 34 participants responded to the five evaluative questions on the behavior management survey. *Implementation inconsistent/poor* was the theme most cited overall, and was used as a response 39 times. The themes *crisis area, poor communication, and consequences ineffective*, were the next most cited themes, and were each given as responses 21 times. *Favoritism* was cited 14 times, and *behavioral services department staffing* was cited 10 times. *Processing the issue* with students was cited eight times; and *residential services problems, teachers' input not valued, and training needed* were each cited seven times. *Extreme student behavior, lack of support for teachers, and social work department problems*, were each cited six times. *Interventions ineffective* and *rewards ineffective*

were each cited five times. *Aggression interventions ineffective*, *behavioral services staff presence*, *individual behavior planning*, *negative affect*, and *policies ineffective* were each cited four times. *State or federal restrictions* and *performance review needed* were each cited three times. *Poor buy-in*, *detention ineffective*, and *security measures needed* were each cited twice. The remaining 10 themes were cited one time each: *behavioral transition room*, *classroom rules*, *lack of student goal orientation*, *honors program*, *in-school suspension problems*, *procedures ineffective*, *specials rewards program*, *staff safety endangered*, *lack of structure*, and *lack of understanding or knowledge of behavior management*.

Overall, staff were fairly unified in a perception that as a group, they lack consistency in their implementation of the various components of the behavior management system, and that this problem is directly connected to the inefficacies of the overall behavior management system. The next greatest areas of concern were the *crisis area*, *poor communication* between staff or departments, and *consequences ineffective* for students.

Classroom Observations. Classroom observations and informal teacher interviews were conducted in order to gain more information regarding teachers' use of incentive programs within the classroom, and to gauge implementation fidelity to the school's behavior management programs. Twelve homerooms were observed for fidelity to the Classroom Behavior Management program, the Honors System, and the Specials Rewards Program. As seen in Table L8, seven out of the twelve homerooms posted their class goals. These goals were unique to each classroom, but often overlapped with one another. Commonly used goals included, "Use Appropriate Language," "Respect

Others,” and “Follow Directions.” All of the homerooms had a classroom incentive program, which allowed students to earn in-class rewards for good behavior. All classrooms used earned free time as an incentive, during which students are allowed to use game systems, watch movies, listen to music, or engage in quiet activities at their desks. Some classrooms had additional incentive programs, including allowing students to use their points make purchases from the class store (snacks or prizes), enter good behavior tickets into a raffle, or earn a take-out lunch from a restaurant of their choice. The majority of homerooms (nine out of twelve) dedicated a bulletin board to displaying the names and/or pictures of students who made Honors status each week. Two homerooms devoted a bulletin board to the “Specials Crew,” where the names of students who earned the specials reward were posted each week. Additionally, four classrooms posted their class schedule, and three classrooms posted the school’s Code of Conduct.

Four specials classrooms were observed for fidelity to the Specials Rewards Program. Two specials classrooms posted the five specials program goals. All four specials teachers reported using the specials points system, however none of them reported posting the names of students who earned the specials program reward each week.

CHAPTER IV

Discussion

Behavior Management Survey

In order to study the implementation of the New Jersey Private School behavior management system, teachers' and behavioral services staff's knowledge, self-reported use, attitudes, perceptions of administrator support, and perceptions of students' responsiveness to the program rewards were assessed through a self-report survey. The survey was developed to answer the following questions for each component of NJPS's behavior management system: (a) How knowledgeable are teachers and behavioral staff of the program? (b) How consistently do staff currently use the program? (c) What are staff's attitudes towards the program, including their perceived competence with implementing the program, their perceived effectiveness of the program, and their desire to use the program in the future? (d) Do staff perceive administrators as supportive in their implementation of the program? and (e) Do staff perceive students as motivated by the program? Program implementation evaluation research has shown that certain factors, including fidelity to the original program design; staff factors such as attitudes toward the program, knowledge, and training; the availability of ongoing technical support provided to the implementer; and administrative support for the program can greatly affect how successful a program will be (Forman & Barakat, 2011).

Behavior Management Survey, Teacher Version

Teachers' knowledge. Implementer knowledge refers to teachers' understanding of basic terms, concepts, and requirements of behavior management programs at NJPS, such as program goals. In general, teachers' knowledge of programs at NJPS appeared to be more limited to the programs they directly implemented, and they were less knowledgeable of programs used in other parts of the school. For example, homeroom teachers' knowledge was highest for classroom behavior management, and specials teachers' knowledge was highest for the specials rewards program. For classroom behavior management, teachers were generally able to list several behavior management strategies they use in the classroom to both reward students, and manage negative behavior. However, only about one third of teachers were able to list two to three goals of their classroom behavior management systems in observable and measurable terms. Therefore, while teachers at NJPS do report possessing basic strategies for managing student behavior, many of them do not necessarily connect using positive reinforcement techniques to shaping specific goal behaviors in the classroom.

Although in general, teachers tended to have more knowledge of programs they directly implement, their knowledge of specific behavioral concepts was poor. For example, homeroom teachers scored highest on the classroom behavior management component, however despite this, many were not able to list their classroom goals in operationalized (observable and measurable) terms as required in the program design. Most teachers were also not able to adequately define the terms *antecedent* and *consequence*, which are used in the data collection process for the individual behavior planning program. Overall, teachers expressed a limited understanding of behavioral

concepts, which may impact fidelity of implementation and program effectiveness. As shown in previous studies, a lack of knowledge of basic principles of behavior management practices is a commonly experienced barrier to school-wide implementation (Bambara, Goh, Kern & Caskie, 2012). Teachers' lower knowledge of behavioral concepts suggests that they may be implementing behavior management programs based on their prior knowledge and experience, rather than the educational and behavioral psychology theories that the behavior management programs are based upon. This also suggests that teachers would benefit from further exposure to the theory behind the programs that they are expected to implement, and specific training in behavior management procedures and techniques.

Survey results for the behavioral transition room and crisis area revealed that of all program components, teachers had the least knowledge of these programs, which they viewed as being under the auspices of behavioral services staff. Procedures for use of the behavioral transition room were not clear to teachers, who had different understandings of how and why to use the room. Teachers also expressed not having any decision making capacity for sending students to the behavioral transition room, but rather perceived that behavioral services staff were the gatekeepers of the room, and unilaterally made the decision whether or not a student should go to the behavioral transition room. Teachers and behavioral services staff therefore lack a shared decision making process regarding use of the behavioral transition room, which enhances implementation by encouraging staff from different parts of the organization to work together when using interventions (Durlak & DuPre, 2008).

Similar to the results from the behavioral transition room component, teachers' knowledge of the crisis area was low, with most teachers able to list only two out of six reasons for utilizing the crisis area. While teachers generally understood that the crisis area is used for extreme behavior, they lacked specific knowledge in terms of conditions the room is designated for. Additionally, it is possible that the crisis area is being used for different circumstances than written in the program design, and teachers' responses to this question were based on their experiences with using the room and school culture, rather than the original program intentions. Teachers' perception of the crisis area was similar to that of the behavioral transition room, in that teachers believe they are not authorized to make determinations regarding use of the crisis area. This perception appears to be a factor that impedes teachers' knowledge of both of these interventions. Because cross-departmental decision making does not occur when making the determination of whether or not a student should go to the behavioral transition room or the crisis area, teachers are not involved in these crucial behavior management interventions. As a result, this lack of authority in using the behavioral transition room, and the crisis area to a lesser extent, as an intervention for student behavior disempowers teachers, and places the ability to use this consequence in the jurisdiction of staff from a different department. This tendency for departments at NJPS to work independently of one another without consulting staff from other departments was a pattern which emerged throughout this implementation study.

Teachers' low knowledge scores for both the behavioral transition room and the crisis area items indicates that they tend to have higher knowledge of programs that they are primarily responsible for, and lower knowledge of programs that they do not directly

implement. Likewise, specials teachers' knowledge of the specials rewards program was high, while homeroom teachers struggled when asked to identify specials program goals. While it is logical that implementers would have the most knowledge of programs they are most directly involved with, it is also alarming that teachers' knowledge of programs in other departments of the school was so poor. For example, teachers' knowledge of the behavioral transition room, an intervention that is used by all teachers in the school on a regular basis, was poor, with most teachers only able to list one out of five reasons for utilizing the behavioral transition room. The low scores on this item may indicate a poorly understood procedure, that the procedure is not being implemented as described in the program design document, and/or a lack of collaborative communication between teachers and behavioral services staff. This lack of familiarity with other programs may indicate that teachers could benefit from increased communication and training regarding all programs in the school as well as in behavioral concepts. Training has been shown to have a direct impact on teachers' implementation of programs (Maggin, Fallon, Hagermoser Sanetti & Ruberto, 2012). The general lack of knowledge of school-wide programs reveals a trend for staff to remain isolated in their own departments, and to view other programs as not part of their repertoire of responsibility.

Teachers' self-reported use. In general, teachers reported implementing both the classroom behavior management program and the honors system very consistently. The majority of teachers reported that while occasionally situations may interfere with their use of positive reinforcement strategies, they still manage to use these strategies most of the time, even in the context of many demands for their attention. Only a small percentage of teachers reported often forgetting to use positive reinforcement strategies.

These results are consistent with previous research that has indicated that teachers are more likely to use strategies that can be incorporated into their teaching, as is the case for many positive reinforcement strategies (Biggs, Vernberg, Twemlow, Fonagy & Dill, 2008). Similarly, almost all teachers reported implementing the honors system consistently, in terms of assigning students points each day and reporting the points to the office each week. Teachers did not report using the behavioral transition room consistently, likely due to their belief that this is an intervention only behavioral services staff are authorized to use. This finding is supported by previous research that has shown that the use of shared decision-making processes, which are lacking at NJPS, improve implementation by empowering community members to work together to solve problems (Durlak & DuPre, 2008). Similarly, only about half of teachers reported that they use the crisis area consistently to manage dangerous behavior. Most teachers were also inconsistent in their use of individual behavior planning, with more than half reporting that they use individual behavior planning *often* to *always*, while the remainder reported that they use it only *sometimes* to *seldom*.

Although many teachers reported using the honors system and specials rewards programs consistently, in terms of recording students' points and reporting them each week, many teachers stated that they do not show students their points at the end of a class period. This practice was found to be common for both homeroom and specials teachers. These responses may reflect that teachers' beliefs about how best to use the points differ from the concept of positive reinforcement that is behind the points system. By failing to report the points earned to students, teachers miss the opportunity to use points to reinforce students and shape behavior. Previous research has indicated that

teachers' use of interventions is related to their belief that the interventions are useful, and their agreement with the interventions' theory (Biggs et al., 2008). This study revealed that at NJPS, teachers frequently implement only some parts of programs. This practice may indicate that teachers do not agree that some of the behavior management procedures are either useful or helpful. Instead, teachers tend to implement programs based on their experientially-derived beliefs about what works with students with emotional and behavioral disabilities. Overall, consistency of use of behavior management programs at NJPS varied not only from program to program, but from teacher to teacher. Consistency was strongest in terms of teachers using behavior management strategies in their classrooms and recording and reporting students' points to the office. Consistency was lacking in terms of how teachers gave feedback to students regarding the points they earned, in teachers' use of the behavioral transition room and crisis area, and in their utilization of individual behavior planning.

Teachers' attitudes. Implementer attitudes refers to teachers' beliefs in their competence to implement programs, their beliefs that programs are effective, and their desire to continue using programs in the future. NJPS teachers were found to have more positive attitudes towards their competence to implement programs and desire to use programs in the future, and less positive attitudes regarding programs' effectiveness.

Competence. Teachers reported high levels of competence for all components of the behavior management system, except for the behavioral transition room, where 44% of teachers reported that the procedures for sending students to the behavioral transition room were not clear to them. Teachers' ratings of competence in their abilities were higher than their ratings for both self-reported use and knowledge of programs, indicating

that while teachers tend to be self-confident, they could benefit from increasing their knowledge and consistency of implementation.

Effectiveness. Teachers' ratings of behavior management programs' effectiveness were less robust than their ratings for competency, with many teachers indicating that they do not believe that the programs actually work to improve student behavior. Out of all the programs, teachers only strongly endorsed the effectiveness of the classroom behavior management program, with three-quarters of teachers agreeing that it was effective at improving student behavior. The next most strongly rated program was individual behavior planning, for which a little more than 60% of teachers agreed that it was effective. Teachers gave a slightly lower rating to the crisis area, with only half agreeing that it was effective as a place to deescalate students exhibiting dangerous behavior so that they can return to class. Teachers' ratings of the honors program and the specials rewards program were low, with less than half of teachers endorsing their effectiveness. Teachers' ratings of the behavioral transition room were very poor, with only one-quarter agreeing that it is effective as a place for students to calm down so that they can return to class.

In contrast to their mainly positive attitudes regarding their competence to implement programs, most teachers showed little confidence that behavior management programs actually work to improve student behavior. The programs that teachers believed were most effective (classroom behavior management and individual behavior planning) were also the programs that received the highest ratings for self-reported use, indicating a link between teachers' regular implementation of programs and belief that they are effective. This result is consistent with prior research that has indicated that

teachers' implementation of programs is related to their beliefs that the program is useful (Biggs et al., 2008).

Future use. Despite the generally low ratings for program effectiveness, teachers overwhelmingly agreed that NJPS should continue to use five out of its six behavior management programs in the future. More than three-quarters of teachers agreed that NJPS should continue to use the classroom behavior management program, the honors system, the specials rewards program, the crisis area, and individual behavior planning. The behavioral transition room was the one program that teachers clearly did not prefer, with fewer than half of teachers agreeing that the room should be used in the future. Teachers' low ratings of the behavioral transition room were consistent for all three attitudes construct domains.

Attitudes construct summary. Teachers' ratings for the three attitudes domains (competence, effectiveness, and future-use) were not consistent. While teachers reported high levels of competence for most programs, and tended to agree that programs should continue to be used in the future, their ratings of programs' effectiveness were much lower. This result suggests that while teachers generally have confidence in their ability to use most of the programs, they do not necessarily believe that these programs propel positive behavior change in students. However, despite their attitude that behavior management programs are generally only somewhat effective as a means of changing student behavior, these results were not related to their views on future use of programs. Teachers' indication that practices they do not believe to be effective should continue to be used in the future seems puzzling, however, considering teachers' generally limited understanding of behavioral theory and practice, teachers may not be knowledgeable of

how specifically to improve the current programs' effectiveness, and therefore prefer to continue using programs they feel comfortable with than to dismantle them.

Overall, teachers possessed the most positive attitudes towards the classroom behavior management program, while the behavioral transition room stood out amongst the six programs as gaining the least favorable ratings on all three attitudes domains. Though for the most part teachers positively endorsed the honors system, specials rewards program, crisis area, and individual behavior planning programs for both competence and future use, teachers rated all of these programs lower on effectiveness. Teachers' high confidence in their ability to implement their classroom behavior management programs, combined with their inconsistent scores on self-reported use of programs, may indicate that across the school teachers tend to operate in a very individualistic manner. Each teacher runs his or her classroom according to the method that he or she believes is most effective, implementing procedures with which he or she feels comfortable. While there is some overlap between classrooms, teachers do not generally have positive attitudes towards the programs run by other departments in the school. The finding that teachers tend to rate the effectiveness of the programs they themselves implement more positively, and tend to rate programs implemented by other staff lower, underscores the apparently splintered nature of NJPS departments. Teachers' ratings reveal a confidence in their own ability that does not extend to other departments. This attitude is less a reflection of a superior knowledge or skill, but is more based upon their personal experiences of what works with students with emotional and behavioral disabilities, and a lack of familiarity with the programs implemented by other departments in the school. This finding is consistent with the findings of other

implementation studies that have suggested that teachers with more experience, with core beliefs that are more traditional, or beliefs that may conflict with positive reinforcement techniques, tend to have less positive attitudes towards using behavior management strategies, and these beliefs and attitudes present barriers to implementation (Bambara et al., 2012; Hamre et al., 2011).

Teachers' perceptions of administrator support. Administrator support refers to teachers' perception that administrators provided the time, materials, and help necessary to implement behavior management programs. Out of the five constructs measured by the NJPS survey, teachers gave the lowest ratings to the administrator support construct. Across all behavior management programs, teachers reported low levels of support, ranging from almost 50% to only 20% agreeing that they felt supported by administrators. Teachers reported the most support for their use of the honors system, where close to half of teachers reported feeling supported. The crisis area received the lowest ratings, for which only 25% of teachers reported feeling supported.

For some programs, teachers disagreed when asked if they felt supported. Teachers reported the highest levels of disagreement for individual behavior planning, to which 40% of teachers disagreed when asked if administrators were available to meet with them when they request an individual behavior planning meeting. Individual behavior planning was also a program that had lower rates of self-reported use, with just under half of teachers indicating that they do not use the program. These results are consistent with research that has shown that administrator support, and particularly support from the principal, is crucial in the implementation of individual interventions

(Forman, Olin, Hoagwood, Crowe & Saka (2009). For the remaining programs, approximately 15-20% of teachers disagreed when asked if they felt supported.

These results highlight a large gap between teaching staff's perception of administrators' availability and supportiveness in their implementation of programs, and a perceived need for supportiveness. Previous research has shown that teachers' positive perception of administrator support is related to the quality of implementation (Ransford, Greenberg, Domitrovich, Small & Jacobson, 2009). Previous research has also indicated that insufficient time to implement program requirements is a commonly reported barrier to implementation for teachers (Bambara et al., 2012). Though at NJPS teachers generally reported using behavior management programs consistently, their poor perceptions of administrator support indicate other problems with implementation, including the need for additional time and materials.

For nearly all program components, scores on administrator support tended to be similar to teachers' scores on the knowledge construct. For example, for classroom behavior management, 35-45% of teachers had high scores for both knowledge and administrator support. This trend was evident for all other programs but individual behavior planning. These results could indicate that teachers who have more contact with administrators are also likely to have greater knowledge of programs, or conversely that teachers who have the least knowledge of programs also tend to have a very low perception of administrator support. An alternative hypothesis could be that teachers who are more knowledgeable of programs also tend to perceive greater levels of support from their administrators.

Teachers' perceptions of student responsiveness. Student responsiveness refers to teachers' perception of how much students were motivated by program rewards to change their behavior. The classroom behavior management system received the highest ratings, for which nearly 80% of teachers agreed that students were motivated by the available rewards. This was followed by the honors system, for which nearly 60% of teachers agreed that students were motivated by the rewards available in the honors store. The specials rewards program received the lowest ratings, where just close to half of teachers agreed that the students were motivated by the specials rewards. The more positive rating for classroom behavior management is likely influenced by the fact that the majority of teachers surveyed were homeroom teachers, who therefore view their own class system as more motivating than either that of the honors or specials program. These results mirror those found in many other survey constructs, in that teachers tend to view the programs they implement more positively, and have less positive views of practices in other parts of the school that they are less involved with.

Teacher survey summary. Relationships between several constructs on the survey were observed. These included a trend for teachers' knowledge and self-reported use of programs to be similar.

Relationship between teachers' knowledge and self-reported use. A perhaps intuitive link between implementers' knowledge and their self-reported use of programs was highlighted by the results of this study. These two constructs appeared to be mutually influential, in that, for most of the program components, if knowledge was high, self-reported use was also high. In one case where knowledge was low, self-reported use was also low. For example, out of all program components, teachers reported the most

knowledge and the most consistent use for the classroom behavior management program. Similarly, teachers reported high knowledge and high levels of self-reported use for the honors system. By contrast, teachers reported the lowest knowledge and the least consistent use for the behavioral transition room. For the crisis area, teachers demonstrated only some knowledge of the specific conditions under which the crisis area should be utilized, and they reported a similarly mixed consistency of use. The specials program and individual behavior planning were exceptions to this trend, but highlighted a tendency for teaching staff to implement programs based more on their own beliefs about behavior management, and less on an understanding of behavioral techniques. Though specials teachers demonstrated a high knowledge of the program goals, they did not endorse reporting points to their students consistently. For individual behavior planning, although teachers' knowledge of behavioral terms was low, the majority of teachers reported using individual behavior planning consistently, indicating that many teachers develop individual behavior plans though they lack a thorough understanding of behavioral concepts.

In general, the results of this study establish a trend between teachers' knowledge of programs and their consistency of implementation. This confirms the supposition that an implementer who has a thorough understanding of a program's procedures is more likely to use the program consistently. However, a failure to understand the theoretical concepts behind interventions appears to hamper implementation. For example, for the individual behavior planning program, teachers revealed a poor knowledge of behavior management techniques, and their self-reported use hovered at 60%. Therefore, although a majority of staff reported using individual behavioral planning regularly, a sizable

minority who reported not using the program at all would surely benefit from additional training in the program, as well as from procedures to encourage more regular usage. These results underline the importance of implementers having good knowledge not only of a program's procedures, but also its theory. Potential implementers who lack knowledge of program theory are much less likely to implement data-based behavior programs, and instead either fail to implement programs, or implement programs based on their own prior knowledge and experience. All staff could benefit from a more thorough knowledge of behavioral theory and techniques. Those teachers who already report consistent use of programs would strengthen their existing practice. Teachers who do not implement programs consistently would be taught the skills and knowledge they are lacking.

Behavior Management Survey, Behavioral Services Staff Version

Behavioral services staff's knowledge. Knowledge refers to behavioral services staff's ability to recall behavior management techniques they use when implementing the classroom behavior management program, the behavioral transition room, and the crisis area. Staff provided the most behavior management strategies when asked to list methods they used to reward students for positive behavior in the classroom, with half of the six staff listing four or more strategies. For the remaining questions, which asked them how they would respond to problem behavior in the classroom, behavioral transition room, and crisis area, most staff listed only two to three strategies. Overall, these results may indicate that behavioral services staff tend to have a brief repertoire of strategies that they implement when responding to negative student behavior. They tend to use more varied strategies when reinforcing positive behavior.

Behavioral services staff's self-reported use. Self-reported use refers to how often behavioral services staff participate in implementing programs. When asked about how often they assist teachers with developing their classroom behavior management systems, behavioral services staff reported that they do this frequently. For the honors system, behavioral services staff's self-reported use was inconsistent and varied from individual to individual, with staff reporting responding from *never* to *frequently*. The specials rewards program had similar results, with staff evenly reporting that their other job responsibilities get in the way of implementing the program from *always* to *seldom*. Behavioral services staff's self-reported use of individual behavior planning was divided, with half of staff reporting they *always* assist teachers with individual behavior planning, and the remaining staff reporting participating in this process from *never* to *sometimes*. Out of all programs, behavioral services staff's self-reported use of behavior management strategies was the most consistent for the behavioral transition room and crisis area, with the exception of one staff person who reported *frequently* forgetting to use behavior management techniques when in the crisis area.

While nearly all behavioral services staff reported consistent use of behavior management techniques when monitoring the behavioral transition room and crisis area, their self-reported use of other NJPS behavior management programs was much less consistent. For example, some staff reported *frequently* implementing the specials program, while other staff reported they were *seldom* involved with this program. Results were similarly inconsistent for the honors program and individual behavior planning programs. Aside from the behavioral transition room and crisis area, classroom behavior management received the next highest ratings for self-reported use. However,

even with overall positive ratings, two out of six staff reported only *sometimes* assisting teachers with developing classroom behavior management systems. Given the varied responses obtained from the survey, it appears that behavioral services staff do not participate in all programs equally. One explanation for their uneven participation in programs could be that because there are only six behavioral services staff, two of whom have supervisory responsibilities, staff have too many responsibilities to participate in all behavior management programs. Therefore, because behavioral services staff are a limited resource within the school, their participation in behavior management programs other than the behavioral transition room and crisis area, tends to be judicious, with staff only participating in certain activities.

Behavioral services staff members' attitudes. Attitudes refers to behavioral services staff's perceptions that they are competent at implementing behavior management programs, that the programs are effective, and that the programs should continue to be used in the future. Behavioral services staff tended to have consistently positive ratings for the NJPS behavior management programs. For classroom behavior management, the specials rewards program, the behavioral transition room, and the crisis area, five to six staff rated programs high for all three attitudes domains. For the honors program, the specials rewards program, and individual behavior planning, one staff person rated the effectiveness of these programs as *neutral*. For the honors system and individual behavior planning, most staff rated programs high for effectiveness and future use, however some staff did not report feeling as competent to implement the programs.

While behavioral services staff were not completely unanimous in their attitudes towards programs, the majority provided positive ratings of all programs. The lowest

ratings appeared on the competence domain, where one to two staff reported they did not feel confident in their ability to implement the specials rewards and individual behavior planning programs. This finding could be explained by the hypothesis that while all behavioral services staff appear to be very involved with the behavioral transition room and the crisis area, their involvement with other behavior management programs may be splintered, with staff only participating in certain programs. Therefore their perceived competence with programs may be affected by their familiarity with programs and their regular use of programs. Staff competence may be improved with specific training in behavior management, which in prior research has been associated with more positive perceptions of one's own skill at implementing interventions (Hurley, Ingram, Czys, Juliano & Wilson, 2006).

Despite the mixed ratings of behavioral services staff's competence, their ratings of programs' effectiveness was very positive overall. This was a contrast to the teachers' ratings of effectiveness that tended to be much lower. Behavioral services staff gave future-use the highest ratings out of the three attitudes domains, with all six staff unanimously agreeing that all of the programs should continue to be used in the future. Behavioral services staff's high ratings of the behavioral transition room provided a stark contrast to teachers' much lower ratings of this program across all three attitudes domains. Teachers also expressed not having any authority to decide when students should use the behavioral transition room. The difference in teachers' and behavioral services staff's perception of the behavioral transition room supports the hypothesis that implementers who have higher knowledge of programs and consistent use also tend to have more positive attitudes towards programs. However, the gap in perception between

teachers and behavioral services staff of the value of the behavioral transition room points to a distinct problem with the implementation of this program. The disagreement between teachers and behavioral services staff in the successfulness of the behavioral transition room points to a need for increased communication and problem solving regarding the existing procedures for the room's use.

Behavioral services staff's perceptions of administrator support. Administrator support refers to behavioral services staff's perceptions that administrators provide them with the time, materials, and support necessary to implement behavior management programs. Behavioral services staff members' perceptions of administrator support were more positive than that of classroom teachers. This finding is consistent with previous research that found that staff role was associated with perceptions of administrator support, and specifically that teachers' perceptions were less positive than that of support staff (Debnam, Pas & Bradshaw, 2013). Behavioral services staff reported the highest levels of administrator support for the specials program and the behavioral transition room, and the lowest levels of support for the classroom behavior management program. The majority of behavioral services staff reported feeling supported by administrators for all program components except classroom behavior management, where one staff person disagreed that administrators were supportive, and two staff responded *neutral*. For each of the five other program components, while the majority (four staff) agreed that administrators were supportive, the two remaining staff disagreed or were neutral that administrators were supportive. These ratings indicate that one to two staff consistently perceived administrators to be less supportive than the majority.

Behavioral services staff survey summary. When asked about their knowledge of behavior management strategies, behavioral services staff obtained modest scores, indicating that they may benefit from additional training in behavior management techniques for managing problem behavior. Previous research has shown that following training in behavior management techniques, staff displayed increases in both knowledge and confidence (Killick & Allen, 2005; Nunno, Holden & Leidy, 2003). Behavioral services staff's reports of program use seemed to vary by individual, with different staff members reporting consistent use of different programs from one another. This finding may indicate that behavioral services staff tend to specialize in one or two programs (outside of the behavioral transition room and crisis area), rather than participate in all the programs. Staff were very positive, and more positive than teachers, when asked to rate their attitudes towards behavior management programs, though some staff rated their competence lower than other attitudes measures. Prior research of residential staff has found that positive staff attitudes are associated with training in, and knowledge of behavioral interventions (Hurley et al., 2006; Totsika, Toogood, Hastings & Nash, 2008), indicating that NJPS staff may benefit from additional training. Behavioral services staff were mostly positive in their views of administrator support. However, their ratings for classroom behavior management for the administrator support construct were lower than their other ratings for this program. On the self-reported use construct, two staff reported that they only sometimes helped teachers develop classroom behavior management systems. One explanation for the lower ratings for classroom behavior management on both the self-reported use and administrator support constructs is that those staff who are less involved in helping teachers develop classroom behavior management systems also

feel that they need more support from administrators in order to be able to adequately assist teachers. An alternative hypothesis is that staff who are involved feel that they could use additional time and materials in order to implement more effective programs. Therefore, according to these results, implementers who feel more supported by administrators are likely to also be more consistent in their use of programs.

Correlations of Survey Constructs

Significant correlations were found between several constructs on the teacher survey, revealing relationships between the constructs studied that affect the implementation of programs at NJPS.

Significant correlations with teachers' self-reported use. Significant correlations were found between teachers' self-reported use and knowledge of programs, as well as between self-reported use and attitudes towards programs. These results are consistent with previous research in alternative educational settings in which schools that successfully implemented school-wide behavioral interventions had both high measures of implementer fidelity, and positive attitudes towards the program (Farkas, et al., 2012).

The results of this study showed that teachers who used behavior management programs consistently also had more knowledge and better attitudes towards the programs. Conversely, teachers who uses programs less, possessed less knowledge and had poorer attitudes towards the programs. In terms of successful implementation, these findings suggest that in order to foster consistent use of programs, implementers should have a good knowledge base of the program's concepts and procedures. Therefore, staff should receive ongoing opportunities to improve their knowledge of required programs

through training, which has been shown to improve teachers' implementation of programs (Maggin et al., 2012).

The correlation between teacher attitudes and self-reported use suggests that attitudes towards programs tend to improve with regular usage, while attitudes towards programs are poorer in those who do not use the programs regularly. These results are consistent with previous research that has found a positive association between implementer attitudes and implementation fidelity (Biggs et al., 2008; Miramontes, Marchant, Heath & Fischer, 2011). Therefore, embedding systems to encourage implementation fidelity within the program, such as observation and documentation of program use, may increase staff use of, and attitudes towards programs. In order to further garner school-wide support for programs, the relationship between teacher use and attitudes provides a compelling reason to share the results and benefits of programs with staff who are less regularly involved in a program's implementation. By doing so, staff who are less involved in implementation may gain both knowledge of the program and enhanced positive attitudes towards the program. Self-reported use scores also significantly correlated with teachers' overall behavior management survey score, emphasizing the hypothesis that an implementer's regular use of programs is linked to the program's overall successful implementation.

Significant correlations with teachers' attitudes. Significant correlations were found between teachers' attitudes towards programs and their perceptions of administrator support, as well as their perceptions of students' responsiveness to programs, and with teachers' overall behavior management survey score. These results indicate that teachers with more positive attitudes towards behavior management

programs not only use programs more consistently, as described above, but also perceive administrators as more supportive, and students as more motivated by the available rewards. While many factors are likely to affect an implementer's attitudes towards a program, these results link administrator support, in terms of providing teachers with time and materials, with more positive attitudes. Therefore, these results suggest that one thing administrators can do to improve staff attitudes towards programs is to provide staff with materials, time, and other appropriate supports. This hypothesis is consistent with prior research that has suggested that schools in which staff have positive perceptions of the overall environment also tend to have more positive views towards administrator support (Debnam et al., 2013). Because teachers' attitudes correlated with their scores on overall behavior management, these results also suggest that teachers with positive attitudes are likely to be high implementers. An alternative interpretation of these results could be that implementers with more positive attitudes tend to be more optimistic in their attitudes in general, and therefore they view themselves, their administrators, and behavior management programs in a more positive light.

Significant correlations with teachers' perceptions of administrator support and average number of behavior incidents. Contrary to the findings of other studies, at NJPS, teachers' ratings of administrator support were not associated with their self-reported use of programs (Ransford et al., 2009). However, a significant inverse correlation found between teachers' perception of administrator support and the average number of behavior incidents in their classroom showed that at NJPS, teachers who feel that administrators are supportive also tend to have fewer behavioral incidents in their classrooms. This result suggests that teachers with more positive perceptions of

administrator support also tended to have better student outcomes. Previous research has documented the importance of administrative support to implementation fidelity (Ransford et al., 2009). While prior research has not supported a direct link between administrator support and student behavioral outcomes, administrator support is generally viewed as an important enabler of implementation fidelity (Forman et al., 2009). One possible explanation for the relationship found here is that teachers who have access to more resources, including planning time, materials for their classrooms, and meetings with their administrators are better prepared to manage behaviors, and therefore tend to have fewer behavioral incidents in their classes. Additionally, it is possible that teachers who view administrators as supportive may have better relationships with administrators, and therefore may be more likely to access help from administrators when student behaviors become chronic or acutely problematic. Lastly, teachers who view administrators as more supportive and have fewer student incidents may be more adept at social relationships in general, and therefore better able to manage both student needs and administrator requests.

Unexpected results. A significant negative correlation between teachers' knowledge and their views of student responsiveness to program rewards indicated that the most knowledgeable teachers do not view students as motivated by the rewards available. These results suggest numerous hypotheses, including that teachers with high knowledge may believe the rewards available need improvement, or that teachers with high knowledge have a philosophical difference with behavior management programs, and disagree that rewards are motivating enough to students to change behavior, in

general. A further investigation of this relationship is needed in order to clarify these results.

Analysis of Qualitative Results

All staff, including both teachers and behavioral services staff, were very consistent in their criticisms and analysis of the current behavior management programs at NJPS. Staff identified lack of consistency as the greatest barrier, as well as the greatest change needed, in order to improve implementation of the behavior management programs. Staff reported that programs are inconsistently implemented between departments (education, behavioral services, and social work), as well as from individual to individual. A second theme that arose from the data was a need for improved communication. Staff identified a lack of communication between departments as a problematic factor that affected all behavior management programs. Many staff expressed a desire for more team work, in terms of staff from all departments working together on cases that they are all involved with. Lack of time to meet in teams is one barrier mentioned in the implementation research (Bambara et al., 2012). This concern mirrored the concerns with inconsistency, as many staff expressed their frustration that student behavior was not handled uniformly across the school, but varied depending upon the individual student and staff members involved. Several staff also identified additional training in behavior management as a much needed support for teachers. These results are consistent with prior research that identified limited staff training as a barrier to implementation (Bambara et al., 2012), and that has associated training with fidelity to program delivery (Maggin et al., 2012). Along with the need for additional training, staff identified a wish for additional feedback and supervision. This identified need aligns

with research that has supported the use of providing performance feedback to teachers throughout implementation, in order to support teachers' use of interventions on which they have received training (Reinke, Stormont, Herman & Newcomer, 2014). In terms of specific programs, teachers identified the crisis area and the behavioral transition room as problematic from their perspective, in that frequently, students who return to class from the crisis area or the behavioral transition room continue to have behavioral problems. When asked to identify aspects of the program that they think are effective, many staff expressed that they think the incentives available, including rewards, points, and honors status, are all very motivating to students.

At NJPS, a splintering between departments has occurred that seems to be due at least in part to a lack of consistency of implementation. As each department had adapted the behavior management programs to suit their particular environment, they have failed to collaborate with their cross-department peers in order to ensure that the program is effective school-wide. This has resulted in a situation in which departments operate in isolation from one another, all the while critical of the other's proceedings. In turn, collaboration between departments has eroded, as each becomes further entrenched in their own way of doing things.

Study Limitations

Having formally worked for NJPS as a practicum student part-time for one year prior to conducting this program evaluation, this researcher had insider status with the organization that was both an asset to this study as well as a potential threat to the study's validity. As a prior implementer of the many behavior management programs at NJPS, this evaluator possess an experiential knowledge of the common practices at NJPS.

When compared to the program design documents that describe the behavior management programs, some of the practices look somewhat different in their daily use than how they were intended at the time they were developed. While it is common that implementers adapt innovations in order to fit them to their environment, and a certain amount of flexibility between a program design and its actual implementation is expected in many cases, when it came time for this evaluator to develop the behavior management survey, this insider knowledge of the differences between the programs' design and their implementation presented a challenge (Rogers, 2003). As this evaluator developed survey questions, it was critical to strike a balance between the information written in the programs' design and how they were actually being practiced, so that the questions would elicit responses from the school staff that would provide the most useful information for this program evaluation. In the end, some difficulties with the original questions did arise. The question that elicited the most baffled responses, and that was one of the most revealing in terms of teachers' use of the behavioral transition room, asked teachers to list the conditions under which they would send a student to the behavioral transition room. Teachers' response to this question was often something like, "We don't make that decision. It's behavioral services staff who decide if a student should go to the behavioral transition room." This information revealed that teachers and behavioral services staff do not work collaboratively in determining whether a student should remain in class or go to the behavioral transition room. Additionally, the survey elucidated the fact that teachers did not actually know what the criteria were for students to go to the behavioral transition room. Though the question produced very interesting information,

it was not the information that this evaluator expected to receive when the survey was initially developed.

A second limitation of the study is that it was entirely based on staff members' self-reported perceptions of implementation, and no observational strategies were used in data collection procedures. Objective data collection procedures, such as classroom observations to assess teachers' use of programs, would have enhanced this study, especially in terms of gaining information regarding implementation fidelity. Although this researcher strove for objectivity in developing the survey questions, teachers' responses are subjective, as they are based on their opinions and evaluations of their own and their colleagues' performance. Instead, teachers' use of programs is based on their self-report, the danger being that teachers may perceive their implementation as more or less consistent with program expectations than it is in actuality. Additionally, self-report surveys are subject to social desirability, in which participants provide responses that they believe are more socially acceptable, but not necessarily an accurate representation of their implementation.

A behavior management survey was created specifically for the purpose of this program evaluation. Although this survey yielded a depth of information about the behavior management programs that would not have been available from an existing survey, there were several limitations with its use. Because the scale was newly developed for NJPS, it has not been tested for validity. The use single items to measure behavior management constructs was intended to keep the survey brief, however this limited the ability to test for internal consistency. Lastly, because of the individualized nature of the scale to NJPS, it cannot be used at other settings.

Small population size was a further, unavoidable constraint in this study. This researcher worked diligently to obtain as many survey responses as possible, and succeeded in gaining surveys from 34 out of 39 eligible staff. All but five teaching staff (one teacher and four paraprofessionals) for a total of 27 teachers and paraprofessionals, and all six behavioral services staff completed the survey. However, with an n of 34, power of this study was limited. Further, analyses of smaller groups (specials teachers or behavioral services staff only) are even more limited and must be interpreted with extreme caution. Results of the behavioral services staff survey must also be interpreted with the caution because only four of the respondents were staff, while the other two served in supervisory roles, which means that their responses may not be representative of other behavioral services staff members. However, due to the close involvement of these supervisors with the day to day operations of running the behavioral services office, it was imperative to obtain their input for this survey. Due to the small sample size, the behavioral services staff survey was not included in the correlational analysis. Finally, because this study was a single-case design, there was no control group available for comparison.

Implications for New Jersey Private School

This study yielded many findings that could be informative for the purposes of improving implementation of behavior management programs at NJPS. Problems with implementation that were identified by the behavior management survey included inconsistencies between how programs were designed and what is being implemented, including the following: (a) generally low staff knowledge of behavior management concepts and classroom behavior management programs lacking operationalized goals;

(b) inconsistent implementation of programs by staff, and a lack of collaboration between departments which negatively impacts programs that rely on cross-departmental collaboration (specials program, behavioral transition room); (c) pessimistic teacher attitudes regarding programs' effectiveness, and lower competence of some behavioral services staff in their ability to implement some programs; (d) teachers' feeling that they do not receive adequate support from administrators to properly implement programs; and (e) disagreement amongst staff as to how much students are motivated by program rewards. The main themes identified by the qualitative analysis as areas in need of improvement include (a) inconsistent implementation, (b) poor communication, (c) desire for team work, (d) need for training, and (e) a desire for performance feedback from supervisors.

Staff training. Teachers and behavioral services staff would all benefit from receiving specific training in the behavioral concepts and interventions they are expected to use school-wide. Training in school-based behavioral interventions has been associated with implementers' regular use of innovations and fidelity to program delivery (Maggin, et al., 2012; Reinke, et al., 2014). Training of support staff in targeted behavioral interventions has been shown to result in a reduction of critical incidents, as well increases in staff knowledge and confidence (Hurley et al., 2006; Killick & Allen, 2005; Nunno et al., 2003).

Systems for monitoring program implementation. In order to improve consistent use of programs, as well as adherence to program design, systems for staff to monitor their use of programs should be developed and their use encouraged. Staff may use a check-sheet, log, or diary to keep track of their implementation over time. For

example, if a student's individual program requires a teacher to perform daily check-ins with the student, the teacher should have a place to document the check-ins. Other systems for monitoring could include collaborations with other staff, for example, having regular small group meetings of staff involved in a student's program for purposes of staff discussing program implementation successes and areas in need of improvement.

Performance feedback and coaching. Teachers and behavioral services staff would benefit from improving their behavior management skills. Performance feedback and coaching can assist staff in improving their regular use of newly acquired strategies, and behavior management programs. Because implementation may tend to lessen over time following initial training, ongoing coaching and feedback supports teachers in incorporating new skills into their teaching (Reinke, et al., 2014). Additionally, teachers who receive performance feedback and coaching tend to use more proactive behavior management strategies, and fewer reactive strategies (Reinke, et al., 2014). Finally, in this study, staff specifically asked for additional support from administrators, including feedback on their performance.

School-wide communication and collaboration. Consistent throughout teachers' and behavioral services staff members' responses to the behavior management survey was an imploring for more communication and collaboration between departments. NJPS staff would benefit from interdepartmental meetings with a team approach towards problem solving. Prior research has identified a lack of time to meet in teams as a barrier to successful program implementation (Bambara et al., 2012).

- Administrator support: Teachers may benefit from having a forum through which they can communicate their needs and ideas to administrators in terms of what additional supports they think are necessary to improve program implementation.

- Cross-departmental collaboration
 - Technology in classrooms would aid school staff's ability to communicate with one another regarding student crises and other needs. Modernized facilities that include telephones in classrooms, should be standardized throughout the school so that teachers can easily speak with behavioral services staff and social workers.
 - Staff also expressed the absolute necessity of improved communication between departments, and clearly desired more "team work," where all staff involved with a particular student would work together. Some of these expressed needs could be met through interdepartmental meetings with a sole purpose of agreeing upon a consistent approach to managing student behavior.
 - Learning to use a specific model of behavior plan development, for example using Functional Behavior Analysis, would assist school staff in developing and implementing data-based behavior plans consistently and with a team approach.
- A survey of student satisfaction with rewards programs may yield important information regarding ways NJPS could improve the honors store, the specials rewards program, and classroom rewards systems.

Finally, taking these steps to support implementation should lessen some of the conflicts between departments that became apparent through the NJPS study. NJPS staff complained that each department seemed to implement programs in a different way, especially in terms of their treatment of individual students. Some staff felt strongly that their efforts with students were undermined by staff from other departments, due to this inconsistency. This task would be much easier for NJPS to accomplish if they first establish the crucial measures for successful implementation described in the above paragraph. In order to have a productive collaboration between departments, all

departments must have the same training and understanding of the behavior management programs procedures, theory, and goals.

Implications for Other Practice Settings

This study yielded many promising results that may be informative for other schools for students with emotional and behavioral disabilities, when either conducting their own implementation evaluations, or when considering ways in which to ensure or improve successful implementation.

Enhancing implementation fidelity. Of the constructs measured in this study, high self-reported use had the most positive relationship with other aspects of implementation, meaning that in order to promote successful program implementation, settings should take measures to ensure that implementers use programs with both fidelity and consistency. In order to support implementers' consistent use of programs, this study demonstrated that knowledge of programs is foundational. Previous research has also suggested that training in school-based behavioral interventions has been associated with implementers' regular use of innovations (Reinke, et al., 2014). Implementers should have ongoing professional development in the procedures and techniques required by, as well as the concepts behind the program. In order to further enhance use of programs, systems to monitor implementation, such as observation and documentation of program use should be included as a routine component of the program. Previous research has shown that teachers are more likely to use interventions that they can incorporate into teaching (Biggs, Vernberg, Twemlow, Fonagy & Dill, 2008). This concept was reinforced in this study which demonstrated that implementers had the most knowledge, consistent use of, and positive attitudes towards programs that they used in their

classroom on a daily basis. Therefore, implementers are more likely to use behavior management programs that they see as a good fit with their teaching style, and that they can easily incorporate into their classroom. Implementers who scored high on self-reported use in this study also had positive attitudes towards programs, in terms of their perceptions of their own competence in implementing the program, the effectiveness of the program, and desire to use the program in the future. This study also demonstrated that implementers tend to believe programs are most effective if they use them consistently. Therefore, their prior experience must be valued, and implementers should be encouraged to make programs creative and personalized, while still adhering to the principles and procedures required.

In this study, teachers demonstrated the lowest knowledge, use, and attitudes towards the behavioral transition room. These results highlighted a problematic procedure in which teachers and behavioral services staff were not using the program collaboratively, which left teachers feeling disenfranchised. Previous research has shown that a shared decision making process enhances implementation by encouraging staff from different parts of an organization to work together (Durlak & DuPre, 2008). Therefore, when implementing programs that involve staff from multiple departments, settings should ensure that roles and procedures are very detailed and clear to all staff involved. Participants in this study also expressed a desire for more “team work” both within and across departments, so that knowledge of students can be shared. Settings wishing to enhance collaborative processes between staff and departments should provide structured opportunities for staff to work together on programs, for example through the use of peer supervision; or using interdepartmental meetings to plan implementation,

such as prescribing staff roles for a behavior plan. Therefore, settings should include direction to staff regarding how decisions to use interventions like the behavioral transition room should be made. Such clarity will encourage staff to collaborate, and therefore attitudes towards, knowledge, and use of the program are more likely to remain positive.

In addition to reporting more consistent use, in this study implementers with positive attitudes towards programs viewed administrators as more supportive, and students as more motivated by the program rewards. Additionally, teachers who viewed administrators as more supportive were less likely to have behavioral incidents in their classrooms. Schools wishing to ensure successful implementation should therefore take measures not only to adequately train staff, and encourage their consistent use of programs, but should also provide adequate support to implementers, including face time or supervision with administrators, planning time, and materials needed to perform their interventions effectively.

Summary and Directions for Future Research

This study examined the implementation of a comprehensive behavior management program for a residential school that served approximately 100 E/BD students in New Jersey in the 2012-13 school year. Staff attitudes and knowledge of behavior management were found to be closely related to consistent implementation of programs. Additionally, this study identified a tendency for departments to operate in an isolated manner from one another, which contributed to different departments' staff identifying a lack of communication and collaboration with one another as a serious problem with program implementation. This study contributed to the small body of

program implementation research concerning interventions for students with emotional and behavioral disabilities (E/BD) in residential and/or alternative school placements. Educational placements for E/BD students require the presence of comprehensive behavior management programs that both manage aggressive behavior, and reinforce socially adaptive behaviors. Few studies have described the particular implementation issues that may arise in such specialized school settings.

Future studies of behavior management program implementation could incorporate more objective measures, such as classroom observations, in order to further investigate how staff attitudes and knowledge of behavior management strategies influence implementation. A more comprehensive exploration of implementer attitudes, including how prior experience, values and acceptability of programs may influence implementation, would also make an excellent follow up to this research. Additionally, in this study administrator support was found to have a significant inverse correlation with the average number of behavior incidents per teacher. The construct of teachers' perception of administrator support, and its relationship to student behavior would be an interesting avenue to further explore. Further, an analysis of organizational problems may serve implementation researchers in understanding how structural problems within an organization may present barriers to implementation. Lastly, the students themselves were not surveyed as a part of this project. Their voices and opinions regarding which interventions are helpful in assisting them to meet their behavioral goals should not be overlooked. Future studies may wish to undertake a survey of students with emotional and behavioral disabilities in specialized school placements in order to further understand their perceptions and experiences of behavior management programs.

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Appendix A

New Jersey Private School Behavioral Policy, Support Systems, and Required Procedures for Crisis Referral Guideline

New Jersey Private School Behavioral Policy, Support Systems, and Required Procedures for Crisis Referral Guidelines

Behavioral support systems provide students with a predictable environment, clear behavioral rules and the opportunity to earn guaranteed positive outcomes (reinforcers) for the presentation of adaptive behaviors. It is our responsibility as educators and clinicians to develop a system that outlines (teaches, if necessary) the behavioral goals that are expected in each academic environment.

Behavioral support/intervention is accomplished through the implementation of a behavioral system within each classroom. The staff members within these environments are the only professionals familiar enough with their students to effectively carry out this system of behavioral support.

Crisis management services on the other hand are designed to assist students who demonstrate behaviors that place themselves or others at physical risk or present the classroom staff with a level of programmatic disruption that makes it impossible to provide an adequate academic experience. The goal of crisis management is to help the student "re-organize" and return to the classroom as quickly as possible.

Crisis is not designed to change behavior and should not be used as a behavior management technique. Effective behavior management is executed through successful behavior programming in the classroom/residence. Training and/or support in the implementation and maintenance of behavioral systems will be accomplished with the assistance of behavioral staff.

I. Behavioral Support Referral Guidelines

Each classroom will be expected to have a formal (written) behavioral system operating at all times. This plan should include the following:

- 2-3 operationally defined positive behavioral goals.
- A method for noting behavioral performance on each of the assigned goals (i.e. point/token system).
- A reinforcement menu that provides valued rewards for the demonstration of positive behavior.
- Behavioral system should be based on the outcome of a functional behavioral assessment (FBA) conducted/overseen by a member of the behavioral staff.
- Performance data should be collected by classroom staff and made available to behavioral staff on a weekly basis.

II. Use of Behavioral Teams as Preventive Clinical Intervention

- A student may be asked to visit a crisis specialist if they are experiencing emotional distress or presenting behavior that does not meet criteria for a crisis referral.
- A student in this situation can be seen in the school office or directly outside the classroom by a crisis specialist
- The goal of this contact is to prevent a more serious clinical escalation through a brief discussion with the counselor or teachers.
- The crisis staff may determine that further clinical assessment is necessary and will contact the social worker (MSW or LCSW) for an immediate intervention.
- The social worker and crisis specialist may determine that a meeting is necessary.
- A teacher may request a behavioral planning meeting, for chronic repetitive behaviors through the education office. Prior to doing so, they must collect at least ten (10) ABC sheets. These may be done throughout the day; thereby collection more than one per day.

III. Crisis Referral Guidelines

Students will be referred to the crisis team (Room 8) for one of the following reasons ONLY:

- Student engages in an act of self-injury or an act of physical aggression (i.e. hitting, kicking) toward another student or a staff member.
- Student makes a specific verbal threat toward another student or staff (i.e. "I am going to punch you in the face").
- Student physically leaves the classroom or building and will not return after two requests.
- Student engages in an act of fire setting.
- Student engages in sexually acting out behaviors toward another student or a staff member (i.e. students touches a student or staff member in an inappropriate sexual manner).
- Student who engages in an intentional act that will destroy property (i.e. kicks a hole in the wall or throws a book through the window).

Once a student is referred to the Room 8, the staff member responsible must fill out a Crisis ABC form and return to the office within 30 minutes from the incident.

IV. Crisis Return Guidelines

- A student who is brought to Room 8 will be given time to calm down. Once calm, the student will verbally discuss and resolve the issue with the crisis staff if determined necessary the staff member present when the crisis developed will be asked to meet with the student to resolve the issue before returning to class.
- If the student refuses or is unable to resolve the issue, he will remain in Room 8 until such time that he can.
- The crisis staff will continue to counsel the student.
- When he returns to class, it is imperative that classroom staff welcome him back and urge him to earn as many reinforcers as he can. The fact that he has returned is a good thing and should be treated as such.

If you allow the student to keep his "dignity," you increase the chance that he will reflect on his behavior and choose more appropriate choices in the future.

V. Individualized Behavioral Planning Meeting

When a student is not responding to the behavioral system in the classroom and they engage in the following:

- Chronic repetitive behavior.

The school administration may call a behavioral planning meeting for chronic repetitive behavior that is disruptive in the classroom based on a teachers' request. However, ABC data collection must be taken for a two-week period prior to the meeting. The most recent crisis ABC data collected prior to the meeting request may be used toward the two-week collection period. The outcome will be modified program instructions for the student.

- A specific act of a serious nature.

Dependent on the severity of the behavior the school principal and head of crisis will determine the disciplinary action and will communicate this to the teacher or teachers involved, along with the plan of transitioning the student back into the classroom.

Appendix B

Criteria for Earning High Honors, Honors, Honorable Mention & Up and Coming Status

CRITERIA FOR EARNING HIGH HONORS, HONORS, HONORABLE MENTION & UP AND COMING STATUS

All students have the opportunity to earn points in their classrooms and on the campus throughout the school day. Each classroom will use the following for the awarding of high honors, honors, honorable mention and, up and coming. Specials are included in the academic schedule, therefore; the classroom points should be included in the students' daily and weekly tallies.

- High Honor Status-95–100% of pointsearned
- Honor Status -85 % of points earned
- Honorable Mention Status - 75 % of points earned
- Up and Coming 70-74% of points earned

A student who is being considered for High Honor status must be able to resolve issues with their classroom teachers.

A student who is being considered for Honors, Honorable Mention and Up & Coming Status may earn this status even if he has visited the office to speak with someone. He may also have one room 8 visit; however, this will be determined by the Principal or Crisis Specialist The teachers must speak withthe Crisis Specialist in these cases.

The earning of status is based on the data from the behavioral system in specials and each student's classroom. It is not up to teacher/staff discretion! If a behavior occurs that may deem a natural consequence, it must be approved by the office.

Appendix C
Specials Rewards Program

Specials Reinforcement Plan

1. Students will have the opportunity to earn points for 5 identified good behaviors during specials.
2. Students who earn 75% of their specials points in a given week will receive a reinforcer on the following Thursday.
3. The students who earned their specials points will have their names announced in the dining hall during dessert. The winners will be able to choose a reinforcement item from a list of items. The students will receive the reinforcement item on Thursday afternoon.
4. Those students will also have their names entered into a raffle. 2 students' names will be drawn from the raffle.
5. The raffle winners will have the opportunity to spin the prize wheel to earn an additional reward. The prize wheel rewards will include mostly food items, such as Subway, or other tangible items that can easily be given in school, such as computer time.
6. On the last Thursday of the month, the students who earned the most specials points for the month will be announced. Those students will receive an additional, larger-ticket reward. Rewards are listed below.

Weekly Rewards:

Time with staff
 Food item-burritos, fast food, etc.
 Computer Time
 Snowtubing
 Make your own Sundae/Cookies, etc.

“Extreme Sports” with Mr. M
 Xbox tournament
 Playstation tournament

Monthly Rewards:

Dave and Buster's
 Shopping
 Skating rink
 Movies
 Shopping trip

Laser Tag
 Bowling
 Restaurant trip
 Rock Gym

Appendix D

The New Jersey Private School Behavioral Transition Classroom

Staff Guide and Classroom Guidelines

NJPS Behavioral Transition Room Classroom (110) Staff Guide

I. How a Student "Arrives"

- Student's behavior does not meet criteria for Room 8
- Student's behavior has already been addressed by a behavioral team member several times outside of classroom
- Behavioral Team member believes that student would benefit from time away from class/activity in order to "re-organize."
- Student **MUST** be escorted to room 110 by a behavior team member. **NO STUDENT IS TO ARRIVE UNESCORTED AND BE ALLOWED TO ENTER!!** If a student does arrive unescorted, Room 110 staff should contact student's teacher and return that student to class immediately (unless otherwise **agreed** upon w/the principal, vice principal, or behavioral services staff manager).
- Student may also arrive in Room 110 after spending time in Room 8 as a transition back to class

II. What a Student Does While in Room 110

- While in Room 110, a student should have the opportunity to speak with a behavioral services staff member. The conversation should be specific to the event which led to his arrival and what behaviors he needs to engage in to get back to class. Emphasis should be on what the student misses by being in Room 110 (points toward "status") and on the techniques required to have him be ready to return
- Students should be given some activity to engage in while in 110 to show "readiness" to return. These activities will be located in a resource folder and kept in 110.
- Student must complete some activity in order to return to class
- Other than conversations with staff that may be of a counseling nature, behavioral team members are not expected to engage in counseling with students in 110. This may inadvertently reinforce the behavior that caused the referral in the first place. The bulk of the discussion must be focused on getting ready for return to class

III. How a Student Returns to Class

- Once a student has demonstrated “readiness,” he is to be escorted back to class by a member of the behavioral team. The escorting member should report publicly to the classroom staff that the student has done a nice job getting himself together and that he is now ready to return. Staff are trying to prompt a positive “welcome back” with this statement.

Appendix E

Criteria for the Crisis Area (Room 8)

CRITERIA FOR ROOM 8

Room 8 is our crisis area and should be used for crisis only. Students are expected to be participating and learning in the classroom; unless one or more of the following situations occur.

Students are sent to Room 8 when:

- they are in danger of hurting themselves.
- they are in danger of hurting the teacher or other student/s.
- they are so out of control behaviorally that the other student's learning is being seriously impacted.

If a student is sent to Room 8, communication is essential. A verbal, as well as, an ABC form must be filled out within 30 minutes.

CRITERIA FOR SENDING STUDENT TO THE OFFICE AREA

- A student is upset after Counseling, OT, Speech, or any other session and needs to calm down before returning to class.
- The student needs to talk to the office social worker about an issue that is causing them to become emotional upset to the point that it impacts their behavior.
- The teacher would like the office to intervene so that the student does not end up in Room 8.
- The student returns from a visit or appointment and needs to wait for their class to return from a special.

Appendix F

Detention Policy

DETENTION POLICY

Detention can be used at the teacher's discretion as a form of a natural consequence for a variety of behaviors. Detention is not designed to decrease behavior; however it can be a consistent outcome for certain behaviors. The detention must be supervised by the classroom staff. In case of staff unavailability from 3:00 - 4:00p.m. the detentions can be served during the academic day.

Examples could include:

- A student curses in an aggressive hostile manner, without regard to teacher direction.
- A student gives a teacher or peer the finger.
- A student engages consistently in noise making that is intentional provoking of others.
- When a student consistently breaks many of the class rules throughout the school day and demonstrates a continued unwillingness to comply.
- Any acts of violence or aggression toward teachers or students.

Appendix G
ABC Data Collection Sheet

ABC Data Collection Sheet

Child Name _____

Date _____

Completed by: _____

Antecedent(s)	Behavior(s)	Consequence(s)
<p><u>Describe the setting</u></p> <p>Location:</p> <p><input type="checkbox"/> Classroom: _____</p> <p><input type="checkbox"/> Hallway</p> <p><input type="checkbox"/> Cafeteria/Gym (circle one)</p> <p><input type="checkbox"/> Library</p> <p><input type="checkbox"/> Recess</p> <p><input type="checkbox"/> Specials: _____</p> <p><input type="checkbox"/> Other: _____</p> <p>Activity:</p> <p><input type="checkbox"/> Work: _____</p> <p><input type="checkbox"/> AM/PM Routine</p> <p><input type="checkbox"/> Transition: _____</p> <p><input type="checkbox"/> Unstructured activity: _____</p> <p><input type="checkbox"/> Independent activity</p> <p><input type="checkbox"/> Group activity</p> <p><input type="checkbox"/> Other _____</p>	<p><u>Describe what the child did/said</u></p> <p><input type="checkbox"/> Physical aggression: _____</p> <p><input type="checkbox"/> Verbal aggression _____</p> <p><input type="checkbox"/> Elopement: _____</p> <p><input type="checkbox"/> Self-harm: _____</p> <p><input type="checkbox"/> Screaming</p> <p><input type="checkbox"/> Crying</p> <p><input type="checkbox"/> Other: _____</p>	<p><u>Describe what happened after</u></p> <p><input type="checkbox"/> Verbal redirection _____</p> <p><input type="checkbox"/> In-class consequence _____</p> <p><input type="checkbox"/> Physical redirection _____</p> <p><input type="checkbox"/> Behavioral services staff notified _____</p> <p><input type="checkbox"/> Peer attention _____</p> <p><input type="checkbox"/> Room 110</p> <p><input type="checkbox"/> Room 8</p> <p><input type="checkbox"/> Other: _____</p>

Appendix H
Teacher Behavior Management Survey

NJPS Behavior Management Survey – Teacher Version

Please indicate your highest level of education:

- | | |
|--|---|
| <input type="radio"/> Bachelor's degree
<input type="radio"/> Master's degree | <input type="radio"/> Additional certification
<input type="radio"/> _____ |
|--|---|

How many years of experience do you have in special education? _____

Please indicate your position:

- | | |
|--|---|
| <input type="radio"/> Homeroom Teacher
<input type="radio"/> Specials Teacher | <input type="radio"/> Paraprofessional
<input type="radio"/> _____ |
|--|---|

CLASSROOM BEHAVIOR MANAGEMENT SYSTEM

1. Please list the goals of your classroom behavior management system (applies to homeroom teachers and paraprofessionals only):

2. Please list the positive reinforcement strategies you use to reward students for exhibiting goal behaviors:

3. Please list the strategies that you use to deal with inappropriate behavior in the classroom:

4. In the classroom, there are many competing demands for my attention which can make me forget to use my positive reinforcement-based behavior management system.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

5. I feel confident in my ability to implement my classroom behavior management system.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

6. Positive reinforcement behavior management systems are effective at improving student behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

7. I think NJPS should continue to use positive reinforcement-based behavior management in classrooms in the future.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

8. NJPS School administrators are supportive of my use of a positive reinforcement-based classroom behavior management system, and provide me with the materials and time I need to implement the system effectively.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

9. Students seem motivated by the rewards available in the classroom.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

HONORS SYSTEM

10. Briefly describe how you determine which students make honors each week.

You have now completed 30% of the survey!

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

17. Please list the behavioral goals for the specials classes.

[illegible]

You're nearly half-way through!

18. I inform the students of how many points they earned at the end of each class (applies only to specials teachers).

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

19. I feel competent in my ability to implement the Specials program (applies only to specials teachers).

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

20. The Specials program has helped to improve student behavior in specials classes.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

21. I think NJPS should continue to use the Specials program in the future.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

22. Administrators are available to help with the Specials program, including by providing the materials and time I need to implement the program effectively.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

23. Students seem motivated by the Specials program rewards.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

BEHAVIORAL TRANSITION ROOM (Room 110)

24. Please list the conditions under which you would send a student to room 110.

25. If a student does not respond to my attempts to redirect, I send them to the behavioral transition room.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

Great work... keep it up!

33. Room 8 is effective as a place to contain and deescalate students exhibiting dangerous behavior so that they can return to class.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

34. NJPS should continue to use room 8 to manage dangerous and aggressive student behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

35. NJPS administrators give me the impression that they do not support my use of room 8.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

INDIVIDUAL BEHAVIOR PLANNING

36. An ABC sheet asks for you to describe antecedent, behavior, and consequence events. Please briefly define the following terms:

Antecedent: _____

Consequence: _____

37. I use individualized behavior planning on a regular basis to manage chronic student behavior difficulties.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

38. I feel confident in my abilities to implement an individual behavior plan effectively.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

39. The individual behavior planning process is effective in decreasing students' negative behavior, and increasing goal behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

You are now 90% finished with this survey!

40. NJPS should continue to use individual behavior planning in the future.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

41. Administrators are available to meet with me when I am having difficulty managing a student's behavior in the classroom, and request a behavior planning meeting.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

Open ended questions:

42. What are the barriers to implementing an effective behavior management system at NJPS?

43. What change(s) in terms of policies, procedures, staff training, or staff/administrator roles do you think are needed to improve the behavior management program at NJPS?

44. What part of the current behavior management program do you find most effective?

Wow! You're nearly there!

45. What part of the current behavior management program do you find least effective?

46. Additional Comments:

Thanks for your participation in this survey!

Appendix I

Behavioral Services Staff Behavior Management Survey

NJPS Behavior Management Survey – Behavioral Services Staff Version

How many years of experience do you have working in behavior management? _____

Please indicate your highest level of education:

- ☐ Bachelor's degree
 ☐ Additional certification
☐ Master's degree
 ☐ _____

CLASSROOM BEHAVIOR MANAGEMENT SYSTEM

47. Please list the positive reinforcement strategies you use to reward students for exhibiting goal behaviors:

48. Please list the strategies that you use to support teachers in dealing with inappropriate behavior (not crisis behavior) in the classroom:

49. I assist teachers in developing classroom behavior management systems that are based on my behavioral observations and analysis.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

50. I am confident in my ability to help teachers implement positive reinforcement-based behavior management system in the classroom.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

51. Positive reinforcement-based behavior management systems are effective at improving student behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

52. I think NJPS should continue to use positive reinforcement-based behavior management in classrooms in the future.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

53. NJPS administrators support me in helping teachers design and implement their classroom behavior management systems, by providing the materials and time I need to do this effectively.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

54. Students seem motivated by the rewards available to them in the classroom.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

HONORS SYSTEM

55. Each week I help determine which students made Honors.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

56. I feel confident in my ability to implement the Honors system.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

57. The Honors system motivates students to improve their behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

58. NJPS should continue to use the Honors system in the future.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

59. NJPS administrators support my use of the Honors system and provide me with the materials and time I need to implement it effectively.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

60. Students seem motivated by the rewards available in the Honors store.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

You have now completed one-third of the survey!

SPECIALS REWARDS PROGRAM

61. Other job responsibilities can get in the way of me being able to provide the Specials program reward on time each week.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

62. I feel competent in my ability to implement the Specials program reward.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

63. The Specials program has helped to improve student behavior in specials classes.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

64. I think NJPS should continue to use the Specials program in the future.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

65. Administrators support the Specials program by providing the materials and time I need to implement the program effectively.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

66. Students seem motivated by the Specials program rewards.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

BEHAVIORAL TRANSITION ROOM (Room 110)

67. Please briefly describe how you would respond to the following situation: While you are monitoring room 110, a student gets out of his seat, walks around the room, and makes comments to other students. You have already asked the student once to sit down.

You're nearly half-way through!

68. I use redirection or ignoring as behavior management strategies in room 110.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

69. I'm not always sure how to best handle behaviors when I'm supervising room 110.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

70. Room 110 is effective as a place for deescalating students so that they can return to class.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

71. NJPS should continue to use room 110 to manage student behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

72. NJPS school administrators support my use of room 110 and provide me with adequate time and resources to manage the room effectively.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

CRISIS AREA (Room 8)

73. Please briefly describe how you would respond to the following situation: While you are monitoring room 8, one of the students starts crying, which soon turns into loud wailing, and then calls out "I hate this life!"

74. Room 8 can be so hectic that I forget to use behavior management strategies, and rely more on my instincts when dealing with student behavior.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

75. I feel competent with using procedures to manage behavioral crises that occur in the classroom.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

Great work... keep it up!

76. Room 8 is effective as a place to contain and deescalate students exhibiting dangerous behavior so that they can return to class.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

77. NJPS should continue to use room 8 to manage dangerous and aggressive student behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

78. NJPS school administrators provide the appropriate support to me so that I can implement crisis management procedures safely and effectively.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

INDIVIDUAL BEHAVIOR PLANNING

79. I help to develop and implement individual behavior plans on a regular basis.

1 Never 2 Seldom 3 Sometimes 4 Frequently 5 Always

80. I feel confident in my abilities to develop an individual behavior plan.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

81. The individual behavior planning process is effective in decreasing students' negative behavior, and increasing goal behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

82. NJPS should continue to use individual behavior planning to improve student behavior in the future.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

83. Administrators support me in designing and implementing individual behavior plans.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

You've now completed 88% of the survey!

Open ended questions:

84. What are the barriers to implementing an effective behavior management system at NJPS?

85. What change(s) in terms of policies, procedures, staff training, or staff/administrator roles do you think are needed to improve the behavior management program at NJPS?

86. What part of the current behavior management program do you find most effective?

Wow! You're nearly there!

87. What part of the current behavior management program do you find least effective?

88. Additional Comments:

Thanks for your participation in this survey!

Appendix J

Behavior Management Survey Construct Definitions and Scoring

Table J1

Behavior Management Survey Construct Definitions

Construct	Description	Derived Scores	Information Measured	Point Value
Knowledge	Staff knowledge of information such as program goals, behavior management concepts, and strategies	Classroom Behavior Management	Program goals	3
			Positive reinforcement strategies	5
			Behavior management strategies	5
		Honors System	How Honors status is determined	2
		Specials Rewards Program	Program goals	5
		Behavioral Transition Room	Criteria for sending students to the behavioral transition room	3
		Crisis Area	Criteria for sending students to the crisis area	6
		Individual Behavior Planning	Definition of terms “antecedent” and “consequence”	2
		Overall Knowledge	Summary of all six Knowledge scores	31

(Continued)

Table J1

Behavior Management Survey Construct Definitions (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
Self-Reported Use	Consistency of staff's use of the program	Classroom Behavior Management	Consistency with which staff use positive reinforcement techniques	5
		Honors System	Consistency with which staff report student points each week	5
		Specials Rewards Program	Consistency with which staff inform students of their points every period	5
		Behavioral Transition Room	Consistency with which staff send students to the behavioral transition room	5
		Crisis Area	Consistency with which staff use the crisis area to manage unsafe behavior	5
		Individual Behavior Planning	Consistency with which staff use individual behavior planning to manage chronic problems	5
		Overall Self-Reported Use	Summary of all six Self-Reported Use scores	30

(Continued)

Table J1

Behavior Management Survey Construct Definitions (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
Attitudes				
▪ Competence	Staff confidence in their ability to implement the program	Classroom Behavior Management	Confidence in ability to implement their classroom behavior management system	5
		Honors System	Confidence in ability to implement the Honors system	5
		Specials Rewards Program	Specials teachers' confidence in ability to implement Specials program	5
		Behavioral Transition Room	How clear the procedures for sending a student to the behavioral transition room are to staff	5
		Crisis Area	Competence in ability to carry out the procedures for sending students to the crisis area	5
		Individual Behavior Planning	Confidence in ability to implement an individual behavior plan	5

(Continued)

Table J1

Behavior Management Survey Construct Definitions (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
▪ Perceived Effectiveness	Staff belief that program is effective	Classroom Behavior Management	Belief that positive reinforcement is effective in changing behavior	5
		Honors System	Belief that the Honors system motivates students to improve behavior	5
		Specials Rewards Program	Belief that the Specials program has improved student behavior	5
		Behavioral Transition Room	Belief that the Behavioral Transition Room is effective at deescalating student behavior	5
		Crisis Area	Belief that the crisis area is effective to contain and deescalate students with unsafe behavior	5
		Individual Behavior Planning	Belief that individual behavior plans improve student behavior	5
▪ Future Use	Staff desire to continue using program	Classroom Behavior Management	Desire to continue using positive reinforcement in the future	5

(Continued)

Table J1

Behavior Management Survey Construct Definitions (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
		Honors System	Desire to continue using the Honors system in the future.	5
		Specials Rewards Program	Desire to continue using the Specials program in the future	5
		Behavioral Transition Room	Desire to continue using the behavioral transition room in the future	5
		Crisis Area	Desire to continue using the crisis area in the future	5
		Individual Behavior Planning	Desire to continue using individual behavior planning in the future	5
		Overall Attitudes	Summary of all six Competence, Perceived Effectiveness, and Future Use scores	90

(Continued)

Table J1

Behavior Management Survey Construct Definitions (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
Administrative Support	Staff perception that administrators support their use of the program	Classroom Behavior Management	How much staff agree that administrators support their classroom behavior management systems and provide them with time and materials	5
		Honors System	How much staff agree that administrators support their use of the honors system and provide them with time and materials	5
		Specials Rewards Program	How much specials teachers agree that administrators support their use of the specials rewards program and provide them with time and materials	5
		Behavioral Transition Room	How much staff agree that administrators support their use of the behavioral transition room	5
		Crisis Area	How much staff agree that administrators support their use of the crisis area.	5

(Continued)

Table J1

Behavior Management Survey Construct Definitions (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
Student Response	Staff perception that students are motivated by the program	Individual Behavior Planning	How much staff agree that administrators are available to meet with when they request an individual behavior planning meeting.	5
		Overall Administrative Support	Summary of all six Administrative Support scores	30
		Classroom Behavior Management	Staff's perception that students are motivated by the rewards available in the classroom	5
		Honors System	Staff's perception that students are motivated by the rewards available in the Honors store	5
		Specials Rewards Program	Staff's perception that students are motivated by the Specials program rewards	5
		Overall Student Response	Summary of all three Student Response scores	15

(Continued)

Table J1

Behavior Management Survey Construct Definitions (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
Behavior Management	Staff's Knowledge, Use, Attitudes, perception of Administrative Support, and perception of Student Response to the NJPS behavior management system	Overall Behavior Management	Summary score that represents the total of all five construct scores	196

Table J2

Behavior Management Survey Construct Definitions and Scoring – Behavioral Services Staff version

Construct	Description	Derived Scores	Information Measured	Point Value
Knowledge	Staff knowledge of information such as program goals, behavior management concepts, and strategies	Classroom Behavior Management	▪ Positive reinforcement strategies	5
			▪ Behavior management strategies	5
		Behavioral Transition Room	Behavior management strategies	5
		Crisis Area	Behavior management strategies	5
		Overall Knowledge	Summary of all four Knowledge scores	20
Self-Reported Use	Consistency of staff's use of the program	Classroom Behavior Management	Consistency with which staff assist teachers in developing data-based classroom behavior management systems	5
		Honors System	Consistency with which staff help determine which students make Honors each week	5

(Continued)

Table J2

Behavior Management Survey Construct Definitions and Scoring – Behavioral Services Staff version (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
Attitudes ▪ Competence	Staff confidence in their ability to implement the program	Specials Rewards Program	Consistency with which staff provide the Specials Program reward each week	5
		Behavioral Transition Room	Consistency with which staff use redirection and ignoring when supervising the behavioral transition room	5
		Crisis Area	Consistency with which staff use behavior management strategies when managing student behavior.	5
		Individual Behavior Planning	Consistency with which staff develop and implement individual behavior plans	5
		Overall Self-Reported Use	Summary of all six Self-Reported Use scores	30
		Classroom Behavior Management	Confidence in ability to use positive reinforcement when helping teachers in the classroom	5

(Continued)

Table J2

Behavior Management Survey Construct Definitions and Scoring – Behavioral Services Staff version (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
<ul style="list-style-type: none"> ▪ Perceived Effectiveness 	Staff belief that program is effective	Honors System	Confidence in ability to implement the Honors system	5
		Specials Rewards Program	Competence with implementing the Specials program reward	5
		Behavioral Transition Room	Confidence in ability to manage student behaviors when supervising the behavioral transition room	5
		Crisis Area	Competence with managing behavioral crises	5
		Individual Behavior Planning	Confidence in ability to develop an individual behavior plan	5
		Classroom Behavior Management	Belief that positive reinforcement is effective in changing behavior	5
		Honors System	Belief that the Honors system motivates students to improve behavior	5

(Continued)

Table J2

Behavior Management Survey Construct Definitions and Scoring – Behavioral Services Staff version (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
▪ Future Use	Staff desire to continue using program	Specials Rewards Program	Belief that the Specials program has improved student behavior	5
		Behavioral Transition Room	Belief that the Behavioral Transition Room is effective at deescalating student behavior	5
		Crisis Area	Belief that the crisis area is effective to contain and deescalate students with unsafe behavior	5
		Individual Behavior Planning	Belief that individual behavior plans improve student behavior	5
		Classroom Behavior Management	Desire to continue using positive reinforcement in the future	5
		Honors System	Desire to continue using the Honors system in the future.	5
		Specials Rewards Program	Desire to continue using the Specials program in the future	5

(Continued)

Table J2

Behavior Management Survey Construct Definitions and Scoring – Behavioral Services Staff version (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
		Behavioral Transition Room	Desire to continue using the behavioral transition room in the future	5
		Crisis Area	Desire to continue using the crisis area in the future	5
		Individual Behavior Planning	Desire to continue using individual behavior planning in the future	5
		Overall Attitudes	Summary of all 18 Competence, Perceived Effectiveness, and Future Use scores	90
Administrative Support	Staff perception that administrators support their use of the program	Classroom Behavior Management	How much staff agree that administrators support them in designing and implementing classroom behavior management systems by providing necessary time and materials	5

(Continued)

Table J2

Behavior Management Survey Construct Definitions and Scoring – Behavioral Services Staff version (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
		Honors System	How much staff agree that administrators support their use of the honors system and provide them with necessary time and materials	5
		Specials Rewards Program	How much specials teachers agree that administrators support their use of the specials rewards program and provide them with necessary time and materials	5
		Behavioral Transition Room	How much staff agree that administrators support their use of the behavioral transition room and provide them with necessary time and materials	5
		Crisis Area	How much staff agree that administrators provide appropriate support so that crisis procedures can be implemented safely and effectively	5

(Continued)

Table J2

Behavior Management Survey Construct Definitions and Scoring – Behavioral Services Staff version (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
Student Response	Staff perception that students are motivated by the program	Individual Behavior Planning	How much staff agree that administrators support them in designing and implementing individual behavior plans	5
		Overall Administrative Support	Summary of all six Administrative Support scores	30
		Classroom Behavior Management	Staff's belief that positive reinforcement programs improve student behavior	5
		Honors System	Staff's perception that students are motivated by the rewards available in the Honors store	5
		Specials Rewards Program	Staff's perception that students are motivated by the Specials program rewards	5
		Overall Student Response	Summary of all three Student Response scores	15

(Continued)

Table J2

Behavior Management Survey Construct Definitions and Scoring – Behavioral Services Staff version (Continued)

Construct	Description	Derived Scores	Information Measured	Point Value
Overall Behavior Management	Staff’s Knowledge, Use, Attitudes, perception of Administrative Support, and perception of Student Response to the NJPS behavior management system	Overall Behavior Management	Summary score that represents the total of all five construct scores	185

Appendix K

Results of Quantitative Data Analysis

Results of Quantitative Data Analysis

Table K1

Teachers' Responses to Knowledge Construct Short-Answer Questions

Item	Objective	Program Component	Point Value	<i>n</i>	Percentage who scored:						<i>M</i>	<i>SD</i>
					0	1	2	3	4	5		
1	Lists 2 to 3 operationalized goals of the classroom behavior management system.	Classroom Behavior Management	3	20	20	30	15	35			1.65	1.18
2	Lists up to 5 strategies for rewarding positive behavior in the classroom.	Classroom Behavior Management	5	28	0	4	14	32	18	32	3.61	1.20
3	Lists up to 5 strategies for managing inappropriate behavior in the classroom.	Classroom Behavior Management	5	28	0	4	11	39	21	25	3.54	1.10
10	Describes using a percentage of student points to determine honors.	Honors Program	2	24	8	50	42				1.34	0.64
17	Lists up to 5 behavioral goals for the specials classes.	Specials Rewards Program	5	25	28	8	16	16	16	16	2.32	1.87
24	Lists up to 3 conditions for a student to be sent to the behavioral transition room.	Behavioral Transition Room	3	26	12	69	19	0			1.08	0.56
30	Lists up to 6 conditions for a student to be sent to the crisis area.	Crisis Area	6	27	19	15	30	22	7	7	2.07	1.47
36	Defines the terms "Antecedent" and "Consequence."	Individual Behavior Planning	2	27	11	70	19				1.07	0.55

Table K2

Teacher Survey Results: Knowledge construct means and standard deviations

Program Component	All Teachers			Homeroom Teachers			Specials Teachers			Paraprofessionals		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Classroom Behavior Management	22	8.86*	2.36	14	9.71	2.02	6	6.33	2.88	8	7.38	2.26
Honors System	24	1.34	0.64	14	1.21	0.70	5	1.20	0.45	5	1.80	0.45
Specials Program	25	2.32	1.87	10	1.50	1.51	6	4.33	.82	8	2.13	1.80
Crisis Area	27	2.07	1.47	13	2.23	1.48	6	1.50	1.52	8	2.25	1.49
Behavioral Transition Room	26	1.08	0.56	13	0.92	.64	6	1.17	.41	8	1.13	0.64
Individual Behavior Planning	27	1.07	0.55	13	1.31	.48	6	1.17	0.41	8	0.63	0.52
Overall Knowledge	22	15.59*	3.61	14	16.14	3.16	6	15.50	4.18	8	14.63	4.34

*Homeroom teachers and paraprofessionals only.

Table K3

Teachers' Responses to Self-Reported Use Construct Questions

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
					1	2	3	4	5		
4	In the classroom, there are many competing demands for my attention which can make me forget to use my positive reinforcement-based behavior management system. (Reverse Scored Item)	Classroom Behavior Management	5	28	7	43	43	7	0	2.50	0.75
11	My other job responsibilities get in the way of me being able to accurately report the percentages of points my students earn to the education office each week. (Reverse Scored Item)	Honors System	5	27	52	33	11	0	4	1.70	0.95
18	I inform the students of how many points they earned at the end of each class (applies only to specials teachers).	Specials Rewards Program	5	6	33	0	50	17	0	2.50	1.23
25	If a student does not respond to my attempts to redirect, I send them to the behavioral transition room.	Behavioral Transition Room	5	23	4	22	65	9	0	2.78	0.67
31	I use room 8 to manage serious student behavior, such as physical aggression.	Crisis Area	5	26	4	0	42	8	46	3.92	1.13
37	I use individualized behavior planning on a regular basis to manage chronic student behavior difficulties.	Individual Behavior Planning	5	28	0	7	32	46	14	3.68	0.82

Note. 1=Never, 2=Seldom, 3=Sometimes, 4=Frequently, 5=Always

Table K4

Teacher Survey Results: Self-reported use construct means and standard deviations

Program Component	All Teachers			Homeroom Teachers			Specials Teachers			Paraprofessionals		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Classroom Behavior Management	28	2.50	0.75	14	2.43	0.76	6	2.84	0.41	8	2.38	0.92
Honors System	27	1.70	0.95	14	1.43	0.51	5	2.00	1.00	8	2.00	1.41
Specials Program							6	2.50	1.23			
Behavioral Transition Room	23	2.78	0.67	11	2.73	0.79	6	3.17	0.41	6	2.50	0.55
Crisis Area	26	3.92	1.13	14	3.71	1.20	5	4.20	1.10	7	4.14	1.07
Individual Behavior Planning	28	3.68	0.82	14	3.79	1.20	6	3.50	0.84	8	3.63	0.92
Overall Self-Reported Use	22	17.41*	2.75	14	17.79	2.08	6	19.17	2.32	8	16.75	3.73

* Includes homeroom teachers and paraprofessionals only.

Table K5

Teachers' Responses to the Attitudes, Competence Construct Items

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
					1	2	3	4	5		
5	I feel confident in my ability to implement my classroom behavior management system.	Classroom Behavior Management	5	28	0	0	11	32	57	4.46	0.69
12	I feel confident in my ability to implement the Honors system.	Honors System	5	27	4	0	7	26	63	4.45	0.93
19	I feel competent in my ability to implement the Specials program (applies only to specials teachers).	Specials Rewards Program	5	6	0	0	17	50	33	4.17	0.75
26	The procedures for sending a student to room 110, versus room 8 are clear to me.	Behavioral Transition Room	5	27	22	22	15	26	15	2.89	1.42
32	I feel competent and can carry out the procedures for sending students to room 8.	Crisis Area	5	28	0	4	7	46	43	4.29	0.76
38	I feel confident in my abilities to implement an individual behavior plan effectively.	Individual Behavior Planning	5	28	0	7	32	46	14	3.68	0.82

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K6

Teachers' Responses to the Attitudes, Effectiveness Construct Items

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
					1	2	3	4	5		
6	Positive reinforcement behavior management systems are effective at improving student behavior.	Classroom Behavior Management	5	28	0	0	25	46	29	4.04	0.74
13	The Honors system motivates students to improve their behavior.	Honors System	5	28	4	14	39	36	7	3.29	0.94
20	The Specials program has helped to improve student behavior in specials classes.	Specials Rewards Program	5	26	8	27	23	35	8	3.08	1.13
27	Room 110 is effective as a place for deescalating students so that they can return to class.	Behavioral Transition Room	5	28	18	21	36	21	4	2.71	1.12
33	Room 8 is effective as a place to contain and deescalate students exhibiting dangerous behavior so that they can return to class.	Crisis Area	5	28	11	11	29	43	7	3.25	1.11
39	The individual behavior planning process is effective in decreasing students' negative behavior, and increasing goal behavior.	Individual Behavior Planning	5	28	0	7	29	46	18	3.75	0.84

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K7

Teachers' Responses to the Attitudes, Future Use Construct Items

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
					1	2	3	4	5		
7	I think SHS should continue to use positive reinforcement-based behavior management in classrooms in the future.	Classroom Behavior Management	5	28	0	0	14	43	43	4.29	0.71
14	SHS should continue to use the Honors system in the future.	Honors System	5	28	0	0	18	57	25	4.07	0.66
21	I think SHS should continue to use the Specials program in the future.	Specials Rewards Program	5	26	0	4	27	46	23	3.88	0.82
28	SHS should continue to use room 110 to manage student behavior.	Behavioral Transition Room	5	27	7	7	37	41	7	3.33	1.00
34	SHS should continue to use room 8 to manage dangerous and aggressive student behavior.	Crisis Area	5	28	0	4	21	39	36	4.07	0.86
40	NJPS should continue to use individual behavior planning in the future.	Individual Behavior Planning	5	28	0	4	15	52	30	4.07	0.86

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K8

Teacher Survey Results: Attitudes construct means and standard deviations

Program Component	All Teachers			Homeroom Teachers			Specials Teachers			Paraprofessionals		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Classroom Behavior Management	28	12.79	1.57	14	13.43	1.45	6	11.50	1.05	8	12.63	1.60
Honors System	27	11.81	1.86	14	12.36	1.78	5	10.40	1.52	8	11.75	1.91
Specials Program	20	6.80*	1.70	12	6.58	1.51	6	7.50	2.07	8	7.13	2.03
Behavioral Transition Room	26	8.88	2.73	13	8.85	2.79	5	10.00	1.41	8	8.25	3.28
Crisis Area	28	11.60	1.85	14	11.43	1.69	6	11.83	1.72	8	11.75	2.38
Individual Behavior Planning	27	12.11	1.91	13	12.23	1.96	6	11.00	1.55	8	12.75	1.91
Overall Attitudes	22	63.82	7.12	14	63.57	6.37	6	65.00	8.76	8	64.25	8.71

*Includes homeroom teachers and paraprofessionals only.

Table K9

Teachers' Responses to Administrative Support Questions

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:						<i>M</i>	<i>SD</i>
					1	2	3	4	5			
8	SHS School administrators are supportive of my use of a positive reinforcement-based classroom behavior management system, and provide me with the materials and time I need to implement the system effectively.	Classroom Behavior Management	5	27	7	11	41	30	11	3.26	1.06	
15	SHS administrators support my use of the Honors system and provide me with the materials and time I need to implement it effectively.	Honors System	5	27	4	15	33	30	19	3.44	1.09	
22	Administrators are available to help with the Specials program, including by providing the materials and time I need to implement the program effectively.	Specials Rewards Program	5	20	5	10	50	20	15	3.30	1.03	
29	SHS school administrators support my use of room 110.	Behavioral Transition Room	5	27	0	22	41	30	7	3.22	.89	
35	SHS administrators give me the impression that they do not support my use of room 8. (Reverse Scored Item)	Crisis Area	5	27	7	18	56	15	4	2.89	0.89	
41	Administrators are available to meet with me when I am having difficulty managing a student’s behavior in the classroom, and request a behavior planning meeting.	Individual Behavior Planning	5	28	25	18	25	21	11	2.75	1.35	

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K10

Teacher Survey Results: Administrator support construct means and standard deviations

Program Component	All Teachers			Homeroom Teachers			Specials Teachers			Paraprofessionals		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Classroom Behavior Management	27	3.26	1.06	14	3.36	1.15	6	3.17	.98	7	3.14	1.07
Honors System	27	3.44	1.09	14	3.43	1.22	5	3.40	1.14	8	3.50	0.93
Specials Program	20	3.30	1.03	8	2.88	1.13	6	3.67	1.03	6	3.50	0.84
Behavioral Transition Room	27	3.22	0.89	14	2.93	.92	5	3.60	0.55	8	3.50	0.93
Crisis Area	27	2.89	0.89	14	3.00	1.11	5	2.60	0.55	8	2.88	0.64
Individual Behavior Planning	28	2.75	1.35	14	2.64	1.60	6	3.00	0.89	8	2.75	1.28
Overall Administrator Support	28	17.68	4.88	14	17.00	4.99	6	18.50	6.83	8	18.25	3.24

Table K11

Teachers' Responses to Student Responsiveness Questions

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
					1	2	3	4	5		
9	Students seem motivated by the rewards available in the classroom.	Classroom Behavior Management	5	28	0	11	11	61	18	3.86	0.85
16	Students seem motivated by the rewards available in the Honors store.	Honors System	5	28	7	7	29	50	7	3.43	0.99
23	Students seem motivated by the Specials program rewards.	Specials Rewards Program	5	26	4	15	35	42	4	3.27	0.92

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K12

Teacher Survey Results: Student responsiveness construct means and standard deviations

Program Component	All Teachers			Homeroom Teachers			Specials Teachers			Paraprofessionals			Behavioral Services Staff		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Classroom Behavior Management	28	3.86	0.85	14	4.29	0.47	6	3.33	0.82	8	3.50	1.07	6	3.50	0.84
Honors System	28	3.43	1.00	14	3.57	1.02	6	3.17	0.75	8	3.38	1.19	6	3.67	0.82
Specials Program	26	3.27	0.92	12	3.25	0.75	6	3.17	0.98	8	3.38	1.19	6	3.83	0.98
Overall Student Responsiveness Total	28	10.32	2.31	14	10.64	1.99	6	9.67	2.34	8	10.25	2.96	6	11.00	2.53

Table K13

Behavioral Services Staff Responses to Knowledge Construct Short Answer Questions

Item	Objective	Program Component	Point Value	<i>n</i>	Amount/percent of respondents who scored 0-5 points:						<i>M</i>	<i>SD</i>
					0	1	2	3	4	5		
1	Lists up to 5 strategies for rewarding students for positive behavior.	Classroom Behavior Management	5	6	0	0	1	2	1	2	3.67	1.21
2	Lists up to 5 strategies for assisting teachers with managing inappropriate behavior in the classroom.	Classroom Behavior Management	5	6	0	0	3	1	1	1	3.00	1.26
21	Lists up to 5 strategies for managing inappropriate behavior in the behavioral transition room.	Behavioral Transition Room	5	6	0	0	4	2	0	0	2.33	0.52
27	Lists up to 5 strategies for managing inappropriate behavior in the crisis area.	Crisis Area	5	6	0	1	0	4	1	0	2.83	0.98

Table K14

Behavioral Services Staff Responses to Self-Reported Use Construct Questions

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
					1	2	3	4	5		
3	I assist teachers in developing classroom behavior management systems that are based on my behavioral observations and analysis.	Classroom Behavior Management	5	6	0	0	2	3	1	3.83	0.75
9	Each week I help determine which students made Honors.	Honors System	5	6	2	0	1	2	1	3.00	1.67
15	Other job responsibilities can get in the way of me being able to provide the Specials program reward on time each week. (Reverse-Scored Item)	Specials Rewards Program	5	6	0	2	2	0	2	3.34	1.37
22	I use redirection or ignoring as behavior management strategies in room 110.	Behavioral Transition Room	5	6	0	0	0	6	0	4.00	0.00
28	Room 8 can be so hectic that I forget to use behavior management strategies, and rely more on my instincts when dealing with student behavior. (Reverse Scored Item)	Crisis Area	5	6	3	2	0	1	0	1.83	1.17
33	I help to develop and implement individual behavior plans on a regular basis.	Individual Behavior Planning	5	6	1	1	1	0	3	3.50	1.76

Note. 1=Never, 2=Seldom, 3=Sometimes, 4=Frequently, 5=Always

Table K15

Behavioral Services Staff Responses to Attitudes, Competence Construct Items

Item	Statement	Attitudes Construct	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
						1	2	3	4	5		
4	I am confident in my ability to help teachers implement positive reinforcement-based behavior management system in the classroom.	Competence	Classroom Behavior Management	5	6	0	0	0	3	3	4.50	0.55
10	I feel confident in my ability to implement the Honors system.	Competence	Honors System	5	6	0	0	2	1	3	4.17	0.98
16	I feel competent in my ability to implement the Specials program reward.	Competence	Specials Rewards Program	5	6	0	1	0	2	3	4.17	1.17
23	I'm not always sure how to best handle behaviors when I'm supervising room 110. (Reverse Scored-item)	Competence	Behavioral Transition Room	5	6	3	3	0	0	0	1.50	0.55
29	I feel competent with using procedures to manage behavioral crises that occur in the classroom.	Competence	Crisis Area	5	6	0	0	0	3	3	4.50	0.55
34	I feel confident in my abilities to develop an individual behavior plan.	Competence	Individual Behavior Planning	5	6	0	1	1	2	2	3.83	1.17

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K16

Behavioral Services Staff Responses to Attitudes, Effectiveness Construct Items

Item	Statement	Attitudes Construct	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
						1	2	3	4	5		
5	Positive reinforcement-based behavior management systems are effective at improving student behavior.	Effectiveness	Classroom Behavior Management	5	6	0	0	0	5	1	4.17	0.41
11	The Honors system motivates students to improve their behavior.	Effectiveness	Honors System	5	6	0	0	1	5	0	3.83	0.41
17	The Specials program has helped to improve student behavior in specials classes.	Effectiveness	Specials Rewards Program	5	6	0	0	1	4	1	4.00	0.63
24	Room 110 is effective as a place for deescalating students so that they can return to class.	Effectiveness	Behavioral Transition Room	5	6	0	0	0	4	2	4.34	0.52
30	Room 8 is effective as a place to contain and deescalate students exhibiting dangerous behavior so that they can return to class.	Effectiveness	Crisis Area	5	6	0	0	0	5	1	4.17	0.41
35	The individual behavior planning process is effective in decreasing students' negative behavior, and increasing goal behavior.	Effectiveness	Individual Behavior Planning	5	6	0	0	1	5	0	3.83	0.41

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K17

Behavioral Services Staff Responses to Attitudes, Future Use Construct Items

Item	Statement	Attitudes Construct	Program Component	Point Value	<i>n</i>	Percentage who scored:					<i>M</i>	<i>SD</i>
						1	2	3	4	5		
6	I think SHS should continue to use positive reinforcement-based behavior management in classrooms in the future.	Future Use	Classroom Behavior Management	5	6	0	0	0	5	1	4.17	0.41
12	SHS should continue to use the Honors system in the future.	Future Use	Honors System	5	6	0	0	0	3	3	4.50	0.55
18	I think SHS should continue to use the Specials program in the future.	Future Use	Specials Rewards Program	5	6	0	0	0	3	3	4.50	0.55
25	SHS should continue to use room 110 to manage student behavior.	Future Use	Behavioral Transition Room	5	6	0	0	0	2	4	4.67	0.52
31	SHS should continue to use room 8 to manage dangerous and aggressive student behavior.	Future Use	Crisis Area	5	6	0	0	0	3	3	4.50	0.55
36	SHS should continue to use individual behavior planning to improve student behavior in the future.	Future Use	Individual Behavior Planning	5	6	0	0	0	6	0	4.00	0.00

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K18

Behavioral Services Staff Survey Results:

Attitudes construct means and standard deviations

	<i>n</i>	<i>M</i>	<i>SD</i>
Classroom Behavior Management	6	12.83	0.75
Honors System	6	12.50	1.52
Specials Rewards Program	6	12.67	1.75
Behavioral Transition Room	6	13.50	1.05
Crisis Area	6	13.17	0.75
Individual Behavior Planning	6	11.67	1.51
Overall Attitudes	6	76.33	5.32

Table K19

Behavioral Services Staff Responses to Administrator Support Questions

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:						<i>M</i>	<i>SD</i>
					1	2	3	4	5			
7	SHS administrators support me in helping teachers design and implement their classroom behavior management systems, by providing the materials and time I need to do this effectively.	Classroom Behavior Management	5	6	0	1	2	2	1		3.50	1.05
13	SHS administrators support my use of the Honors system and provide me with the materials and time I need to implement it effectively.	Honors System	5	6	0	1	1	4	0		3.50	0.84
19	Administrators are available to help with the Specials program by providing the materials and time I need to implement the program effectively.	Specials Rewards Program	5	6	0	0	1	3	2		4.17	0.75
26	SHS school administrators support my use of room 110 and provide me with adequate time and resources to manage the room effectively.	Behavioral Transition Room	5	6	0	0	1	3	2		4.17	0.75
32	SHS school administrators provide the appropriate support to me so that I can implement crisis management procedures safely and effectively.	Crisis Area	5	6	0	0	2	3	1		3.83	0.75
37	Administrators support me in designing and implementing individual behavior plans.	Individual Behavior Planning	5	6	0	0	2	3	1		3.83	0.75

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K20

Behavioral Services Staff Survey Results: Administrator
support construct means and standard deviations

Program Component	<i>N</i>	<i>M</i>	<i>SD</i>
Classroom Behavior Management	6	3.50	1.05
Honors System	6	3.50	0.84
Specials Program	6	4.17	0.75
Behavioral Transition Room	6	4.17	0.75
Crisis Area	6	3.83	0.75
Individual Behavior Planning	6	3.83	0.75
Overall Total	6	23.00	1.79

Table K21

Behavioral Services Staff Responses to Student Responsiveness Questions

Item	Statement	Program Component	Point Value	<i>n</i>	Percentage who scored:						<i>M</i>	<i>SD</i>
					1	2	3	4	5			
8	Students seem motivated by the rewards available in the classroom.	Classroom Behavior Management	5	6	0	1	1	4	0	3.50	0.84	
14	Students seem motivated by the rewards available in the Honors store.	Honors System	5	6	0	1	0	5	0	3.67	0.82	
20	Students seem motivated by the Specials program rewards.	Specials Rewards Program	5	6	0	1	0	4	1	3.83	0.98	

Note. 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Table K22

Behavioral Services Staff Survey Results: Student

responsiveness construct means and standard deviations

Program Component	<i>n</i>	<i>M</i>	<i>SD</i>
Classroom Behavior Management	6	3.50	0.84
Honors System	6	3.67	0.82
Specials Program	6	3.83	0.98
Overall Student Responsiveness Total	6	11.00	2.53

Table K23

Summary of Construct Scores for Behavioral Services Staff

Construct	<i>n</i>	<i>M</i>	<i>SD</i>
Overall Knowledge	6	11.83	2.79
Overall Self-Reported Use	6	17.83	3.66
Overall Attitudes	6	76.34	5.32
Overall Student	6	11.00	2.53
Overall Administrator Support	6	23.00	1.79
Overall Total	6	144.00	11.76

Table K24
Correlations Among Constructs on the Behavior Management Survey, Teacher Version

	Knowledge	Self-Reported Use	Attitudes	Administrator Support	Student Responsiveness	Total Behavior Management Survey Score
Overall Knowledge	-					
Overall Self- Reported Use	.337†	-				
Overall Attitudes	.060	.386*	-			
Overall Administrator Support	-.296	.106	.472*	-		
Overall Student Responsiveness	-.322†	-.098	.387*	.445*	-	
Total Behavior Management Survey Score	.019	.629**	.892**	.451*	.293	-
Average Behavior Incidents per Teacher	-.011	-.367	-.086	-.439†	.071	-.314

** $p < 0.01$ level.

* $p < 0.05$ level.

† $p < 0.10$ level.

Appendix L

Results of Qualitative Data Analysis

Results of Qualitative Data Analysis

Table L1

Codes and Themes Derived from Qualitative Content Analysis

Code		Theme
AG	Aggression interventions ineffective	Interventions used to manage physical aggression are not effective, appropriate, and/or consistent.
BI	Poor Buy-in	Staff have poor buy-in to the program; staff do not like the program; staff do not think the program is effective; and/or staff are resistant to change.
BS	Behavioral services staff presence	Behavioral services staff having a presence around the school building, i.e. cafeteria, classrooms, and hallways, and working together with teachers, is helpful in managing behavior problems.
BTR	Behavioral transition room	Policies and procedures, or implementation of the behavioral transition room.
CA	Crisis area	Policies and procedures, or implementation of the crisis area.
CC	Code of conduct	The school code of conduct should be followed.
CN	Consistency of implementation	Consistency of implementation between staff and between departments increases programs' effectiveness.
CO	Poor communication	There is poor communication between staff or departments; improved communication is needed.
CQ	Consequences ineffective	Consequences for student behavior are inappropriate to the offense, inconsistently implemented, and/or aggressors are not held accountable for their actions; consequences should teach students "cause and effect."
CR	Classroom rules	Classroom rules should be enforced.
DK	Don't know	Respondent replied "I don't know."

(Continued)

Table L1

Codes and Themes Derived from Qualitative Content Analysis (Continued)

Code		Theme
DT	Detention ineffective	After school detention is not effective.
FAV	Favoritism	Staff give special treatment to or make “side deals” with certain students which undermines other staff’s efforts.
FB	Feedback to students	Immediate feedback should be given to students regarding their behavior.
GO	Lack of student goal orientation	Students lack a goal/future orientation.
HNP	Honors program	Policies and procedures, or implementation of the honors program.
IBP	Individual behavior planning	Policies and procedures, or implementation of individual behavior planning.
IMP	Implementation inconsistent/ poor	Implementation is inconsistent; different staff members and/or departments do not implement the programs in the same way, or are not consistent in their implementation of programs or interventions from student to student. Implementation and follow through of interventions or procedures is poor.
IN	Interventions ineffective	Lack of effective, appropriate, or any interventions.
ISS NA	In-school suspension Negative affect	Use of in-school suspension to manage behavior. Staff have negative emotions toward students; staff are scared of students; staff feel frustrated/ ineffective with students. Negative affect expressed towards the program or other departments.
NR	No response	Respondent left the item blank.
PA	Positive affect	Staff express positive affect towards programs or departments.

(Continued)

Table L1

Codes and Themes Derived from Qualitative Content Analysis (Continued)

Code		Theme
PI	Processing the issue	There is a need for staff to discuss with students the reason they went to the behavioral transition room or crisis area, and to help them to resolve the problem prior to returning to class.
PT/TK	Points or token system	Policies and procedures, or implementation of the point or token systems.
PO	Policies ineffective	Policies need improvement or are not being followed.
PR	Procedures ineffective	Procedures need improvement or are not being followed.
PP	Pass program	The pass or snack programs implemented by behavioral services.
RS	Residential services problems	Problems with behavior management in residential services and the dorms affect student behavior in school.
RM	Removal of disruptive students.	Staff should remove disruptive students from classroom.
RV	Performance review needed	Staff need administrators to provide feedback or performance reviews regarding their implementation of programs; staff need positive reinforcement from administrators
RWE	Rewards effective	Rewards are motivating for students.
RWI	Rewards ineffective	Rewards are not motivating for students.
SB	Extreme student behavior	Student behavior is extreme and/or student behaviors are diverse; student behavior does not improve in response to the behavior management program.

(Continued)

Table L1

Codes and Themes Derived from Qualitative Content Analysis (Continued)

Code		Theme
SC	Security measures needed	Enhanced security measures are needed, such as surveillance, metal detectors, security guards, etc.
S/F	State or federal restrictions	State or federal restrictions impose requirements on the school that are not helpful or prevent them from implementing programs that would be helpful for students.
SS	Staff safety endangered	Staff are physically endangered.
SP	Lack of support	Staff feel there is a lack of support for them from other departments or from administrators.
SR	Specials rewards program	Policies and procedures, or implementation of the specials rewards program.
ST	Lack of structure	Students require more structure.
SW	Social work department problems	Communication and interactions with the social work department are not effective.
TCH	Teachers' input not valued	Teachers' input and opinions are not valued, teachers are disrespected by administration or other staff.
TN	Technology	Use of technology.
TR	Training needed	Staff need more training and/or professional development in behavior management.
TW	Team work needed	All staff members from different departments who work with a particular student should work together; all staff should work together as a community.
UN	Lack of understanding or knowledge of behavior management	Staff lack knowledge and understanding of the appropriate procedures for managing behavior; staff express confusion with the behavior management system.
US	Behavioral services department staffing	The behavioral services department needs to be fully staffed; there are not enough staff.

Table L2

Number of Responses per Code for Questions 42, 43, 45 and 46 Combined

Code	Total Responses (n=34)	Teachers (n=28)	Behavioral Services Staff (n=6)
No Response	30	23	7
Implementation inconsistent/ poor	39	31	8
Crisis area	21	21	0
Poor communication	21	21	0
Consequences ineffective	21	19	2
Team work needed	20	13	7
Favoritism	14	12	2
Behavioral services department staffing	10	8	2
Processing the issue	8	8	0
Residential services problems	7	5	2
Teachers' input not valued	7	7	0
Training needed	7	5	2
Extreme student behavior	6	6	0
Lack of support	6	5	1
Social work department problems	6	5	1
Interventions ineffective	5	5	0
Rewards ineffective	5	5	0
Aggression interventions ineffective	4	4	0
Behavioral services staff presence	4	4	0

(Continued)

Table L2

Number of Responses per Code for Questions 42, 43, 45 and 46 Combined (Continued)

Code	All Responses <i>n</i> =34	Teachers <i>n</i> =28	Behavioral Services Staff <i>n</i> =6
Individual behavior planning	4	4	0
Negative affect	4	2	2
Policies ineffective	4	3	1
State or federal restrictions	3	3	0
Performance review needed	3	2	1
Poor buy-in	2	0	2
Detention ineffective	2	1	1
Security measures needed	2	2	0
Behavioral transition room	1	1	0
Classroom rules	1	0	1
Lack of student goal orientation	1	1	0
Honors program	1	1	0
In-school suspension problems	1	1	0
Procedures ineffective	1	0	1
Specials rewards program	1	1	0
Staff safety endangered	1	0	1
Lack of structure	1	1	0
Lack of understanding or knowledge of behavior management	1	1	0

Table L3

Number of Responses per Code for Question 42: *What are the barriers to implementing an effective behavior management system at NJPS?*

Code	All Responses (n=34)	Teachers (n=28)	Behavioral Services Staff (n=6)
Implementation inconsistent/ poor	18	14	4
Poor communication	10	10	0
Ineffective consequences	8	7	1
Team work needed	7	7	0
Extreme student behavior	5	5	0
Favoritism	4	3	1
Behavioral services department staffing	4	2	2
Lack of support	3	2	1
Crisis area	2	2	0
Residential services problems	2	0	2

Table L4

Number of Responses per Code for Question 43: *What change(s) in terms of policies, procedures, staff training, or staff/administrator roles do you think are needed to improve the behavior management program at NJPS?*

Code	All Responses (n=32)	Teachers (n=27)	Behavioral Services Staff (n=5)
Implementation inconsistent/ poor	11	10	1
Team work needed	8	7	1
Poor communication	6	6	0
Training needed	6	4	2
Crisis area	5	5	0
Behavioral services department staffing	4	4	0
Behavioral services staff presence	3	3	0
Ineffective consequences	3	3	0
Ineffective interventions	3	3	0
Performance review needed	3	2	1
Lack of support	3	3	0
Poor buy-in	1	0	1
Negative affect	1	0	1
Ineffective procedures	1	0	1

Table L5

Number of Responses per Code for Question 45: *What part of the current behavior management program do you find least effective?*

Code	All Responses (n=32)	Teachers (n=27)	Behavioral Services Staff (n=5)
Crisis area	11	11	0
Consequences ineffective	9	8	1
Favoritism	6	6	0
Implementation inconsistent/ poor	6	3	3
Poor communication	5	5	0
Team work needed	4	2	2
Processing the issue	3	3	0
Rewards ineffective	2	2	0
Teachers' input not valued	2	2	0
Behavioral services department staffing	2	2	0

Table L6

Number of Responses per Code for Qualitative Results Question 46:
Additional Comments

Code	All Responses (n=34)	Teachers (n=28)
No Response	26	20
Crisis area	3	3
Favoritism	2	2
Implementation inconsistent/ poor	2	2
Processing the issue	2	2
Teachers' input not valued	2	2
Behavioral services staff presence	1	1
Consequences ineffective	1	1
Classroom rules	1	1
Lack of student goal orientation	1	1
Policies ineffective	1	1
Residential services problems	1	1
Training needed	1	1
Team work needed	1	1

Table L7

Number of Responses per Code for Question 44: *What part of the current behavior management program do you find most effective?*

Code	All Responses (n=31)	Teachers (n=25)	Behavioral Services Staff (n=6)
Rewards effective	7	6	1
Honors program	6	4	2
Specials rewards program	6	4	2
Token/point system	6	6	0
Behavioral transition room	3	2	1
Behavioral services staff presence	3	3	0
Consistency of implementation	4	2	2
Buy-in	2	2	0
Feedback to students	2	2	0
Removal of disruptive students	2	2	0
Team work	2	0	2
Crisis area	1	1	0
Code of conduct	1	1	0
Don't Know	1	1	0
Favoritism	1	1	0
In-school suspension	1	1	0
Positive affect	1	1	0
Pass program	1	0	1
Technology	1	1	0
Behavioral services department staffing	1	1	0

Table L8

Incentives and Consequences of NJPS Classrooms

Posted in Classroom	Homerooms <i>n</i> =12	Specials Classrooms <i>n</i> =4
Honors Status Bulletin Board	9	0
Classroom Rules/Goals	6	2
Earned Free Time	12	2
Additional Classroom Incentive Program	5	1
Lunch Behavior Incentive Program	1	0
“Specials Crew” Bulletin Board	2	0
Other Positive Posters	4	1
Class Schedule Posted	4	0
Code of Conduct Posted	3	0
Discipline Code Posted	1	0
Consequences	1	0
Inspirational journals	1	0
Specials Incentive Program	0	4
Quiet Area	0	1