The Staff Perceptions of Behavior and Discipline (SPBD)
Data Summary Report for Cloudy Day Elementary School

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Please contact Laura Feuerborn with questions. Email feuerl@uw.edu

What is the SPBD?

The SPBD is an anonymous, online survey completed by certificated and classified staff who work directly with students. The SPBD helps schools understand staff beliefs about behavior and discipline, including their beliefs about schoolwide expectations, school climate, and supports and resources. Understanding staff perceptions enables schools to better support staff while planning and implementing schoolwide positive behavior supports (SWPBS).

What does the SPBD measure?

1. Based on research about staff supports for implementing SWPBS, the SPBD assesses staff perceptions and beliefs in five domains*:

> **Domain 1:** Teaching & Acknowledging Expectations
> **Domain 2:** Systemic Resources, Supports and Climate
> **Domain 3:** Implementation Integrity
> **Domain 4:** Philosophical Views of Behavior and Discipline
> **Domain 5:** Systemic Cohesiveness and Openness to Change

2. In addition, the SPBD measures four areas that are critical to the successful implementation of SWPBS, including knowledge, training, support or buy-in, and communication.

3. Last, open-ended questions are used to allow staff to voice their concerns about SWPBS, as well as their views of the strengths and needs of the school.

Further description of each of these domains is provided in this report. For information on the technical properties of the SPBD, please refer to the SPBD Technical Report.

Alerts and Recommendations:

When staff responses exceed certain thresholds, an alert box is triggered and displayed as follows. These alerts are specific to the strengths and needs of the staff in your school.

This signifies a facilitator; this finding identifies a strength that can be highlighted and used as a building block.
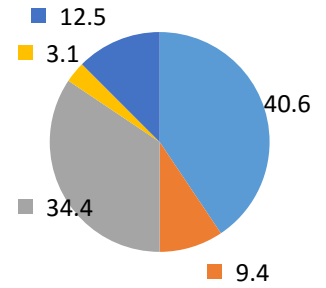
This signifies a barrier; this finding may impede a successful implementation and requires further investigation.

Total Participants: 32

Classified staff (e.g., office staff, kitchen staff)	13	40.6 %
Certificated teacher	11	34.4 %
Certificated support (e.g., counselor, school psychologist)	4	12.5 %
Other	3	9.4 %
Administrator	1	3.1 %

# Domain 1: Teaching & Acknowledging Expectations

This domain assesses staff beliefs about the effectiveness of and need for SWPBS. When staff feel SWPBS is needed and effective, they are more apt to support implementation. However, it may not be sufficient for SWPBS to be perceived as effective when implemented in other schools. Staff must also perceive SWPBS as compatible with the staff and students in their school.

## Question 1: I don't have time to teach the schoolwide behavioral expectations.

The majority of staff in this school report they have time to teach behavioral expectations. This indicates that staff feel that teaching expectations is an important priority. This is a facilitator of SWPBS.

Role	Agree	Disagree
Certificated Staff	6.3 %	93.8 %
Classified Staff	0.0 %	100.0 %
Total	3.1 %	96.9 %
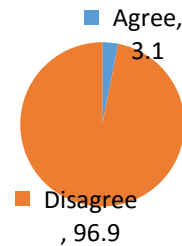
Question 2: Schoolwide behavior supports may work in other schools, but I doubt it will work in ours.

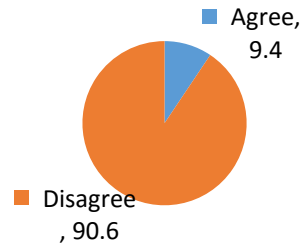| Role	Agree	Disagree
Certificated Staff	0.0 %	100.0 %
Classified Staff	0.0 %	100.0 %
Total	0.0 %	100.0 %
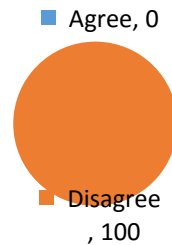
Question 3: We should not have to teach students how to behave at school.

Most staff in this school believe it is within their job responsibilities to teach behavioral expectations. This is a facilitator of SWPBS.

Role	Agree	Disagree
Certificated Staff	6.3 %	93.8 %
Classified Staff	12.5 %	87.5 %
Total	9.4 %	90.6 %

Agree, 9.4

Disagree, 90.6

Question 4: I resent being asked to do one more thing.

Role	Agree	Disagree
Certificated Staff	6.3 %	93.8 %
Classified Staff	6.3 %	93.8 %
Total	6.3 %	93.8 %

Agree, 6.3
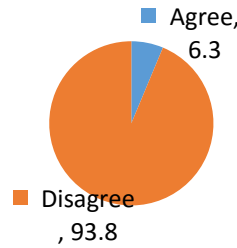
Disagree, 93.8

Question 5: I feel that rewarding students is the same as bribing them.

| Role	Agree	Disagree
Certificated Staff	12.5 %	87.5 %
Classified Staff	6.3 %	93.8 %
Total	9.4 %	90.6 %

Agree, 9.4

Disagree, 90.6
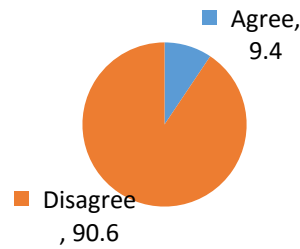
Domain 2: Systemic Resources, Supports and Climate

This domain assesses staff beliefs about administrative leadership, school climate, and resources to support and sustain SWPBS. It is important to secure supports and resources such as materials, space, technology, time, and training for the staff. It is also important that staff are aware these supports and resources exist and know they will be provided to them long-term.

Question 6: The climate at this school is positive.

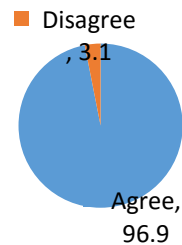| Role	Agree	Disagree
Certificated Staff	93.8 %	6.3 %
Classified Staff	100.0 %	0.0 %
Total	96.9 %	3.1 %

Disagree
, 3.1

Agree,
96.9
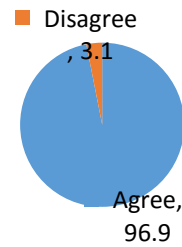
## Question 7: I have trust in my administrator's ability to lead us through change.

A majority of staff in this school report trust in the current administration. This trust is indicative of strong leadership and can be a powerful facilitator to systemic change.

Role	Agree	Disagree
Certificated Staff	100.0 %	0.0 %
Classified Staff	93.8 %	6.3 %
Total	96.9 %	3.1 %

Disagree
, 3.1

Agree,
96.9

Question 8: Overall, I am satisfied with my job.

Role	Agree	Disagree
Certificated Staff	93.8 %	6.3 %
Classified Staff	100.0 %	0.0 %
Total	96.9 %	3.1 %

Disagree
, 3.1
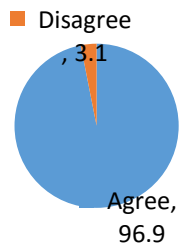
Agree,
96.9

Question 9: I believe our school has (or will have) the necessary resources to support schoolwide positive behavior support.

| Role	Agree	Disagree
Certificated Staff	87.5 %	12.5 %
Classified Staff	93.8 %	6.3 %
Total	90.6 %	9.4 %

Disagree, 9.4

Agree, 90.6
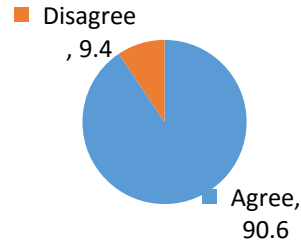
Question 10: Schoolwide behavior support is likely to be yet another fad that comes and goes in this school.

The majority of staff in this school view SWPBS as a long-term effort. Establishing SWPBS as a long-term priority is an important facilitator of successful implementation.

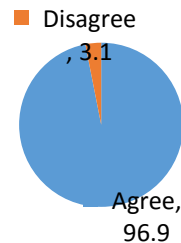| Role	Agree	Disagree
Certificated Staff	12.5 %	87.5 %
Classified Staff	25.0 %	75.0 %
Total	18.8 %	81.3 %

Agree, 18.8

Disagree, 81.3
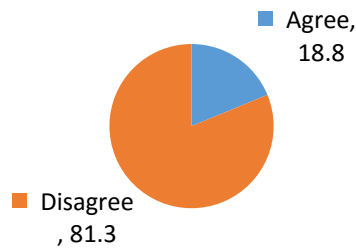
Domain 3: Implementation Integrity

Questions in this domain ask staff to report the extent to which they currently implement the schoolwide disciplinary plan. Please note that people tend to over-report their own levels of implementation. Thus, we suggest teams conservatively interpret this domain.

Question 11: Currently, I teach the agreed upon schoolwide behavior expectations to students.

| Role	Agree	Disagree
Certificated Staff	100.0 %	0.0 %
Classified Staff	93.8 %	6.3 %
Total	96.9 %	3.1 %

Disagree, 3.1

Agree, 96.9

Question 12: Currently, I acknowledge/reward students for meeting the agreed upon schoolwide behavior expectations.

Role	Agree	Disagree
Certificated Staff	93.8 %	6.3 %
Classified Staff	93.8 %	6.3 %
Total	93.8 %	6.3 %

Disagree, 6.3

Agree, 93.8
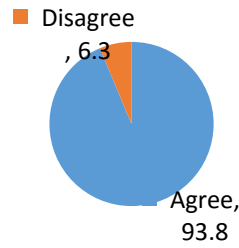
Question 13: Currently, I apply the agreed upon schoolwide disciplinary consequences.

Role	Agree	Disagree
Certificated Staff	81.3 %	18.8 %
Classified Staff	87.5 %	12.5 %
Total	84.4 %	15.6 %

Disagree, 15.6

Agree, 84.4
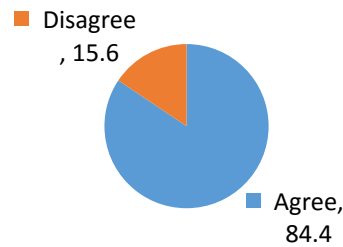
# Domain 4: Philosophical Views of Behavior and Discipline

This domain assesses staff beliefs about student behavior and discipline. Misperceptions, misunderstandings, and outright disagreement with the philosophy of SWPBS can create difficult barriers to the implementation of SWPBS. Often, resistance is due to misinformation and misunderstandings about PBS. These may be remedied through targeted professional development and open discussions.

Question 14: When problem behaviors occur, we need to get tougher.

Staff may over rely on punitive responses to student behavior issues in this school. They may feel that harsher punishment is the solution to troubling student behaviors. We recommend providing professional development to highlight the conditions in which punishment is least and most effective. Also, we recommend emphasizing the limitations of punishment, including the limitations of its long-term effectiveness and the negative impact on school climate.

| Role	Agree	Disagree
Certificated Staff	31.3 %	68.8 %
Classified Staff	56.3 %	43.8 %
Total	43.8 %	56.3 %

Agree, 43.8

Disagree, 56.3
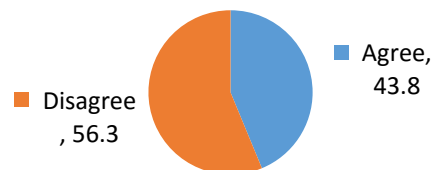
Question 15: The students at this school need to be held more responsible for their own behavior.

Staff feel that students in this school lack responsibility for their behavior. We recommend discussing this issue further with staff. This includes a discussion of responsibility including what it means and what it would involve to hold students more responsible. This might require that the school adopt more consistent consequences or better follow-through with agreed-upon consequences. It can also indicate staff feel a need for tougher consequences. If so, we recommend the team provide professional development to highlight the conditions under which punishment is least and most effective. We recommend the team stress the limitations of punishment, including the limitations of its long-term effectiveness and the negative impact on school climate.

| Role	Agree	Disagree
Certificated Staff	87.5 %	12.5 %
Classified Staff	81.3 %	18.8 %
Total	84.4 %	15.6 %
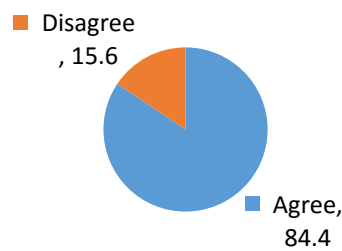
Question 16: Parents in the community don't seem to care about how their children behave at school.

The majority of staff perceive parents are invested in their children's behavior at school. This perception is a facilitator to SWPBS. We recommend teams draw on this resource and involve parents throughout all stages of implementation.

Role	Agree	Disagree
Certificated Staff	18.8 %	81.3 %
Classified Staff	6.3 %	93.8 %
Total	12.5 %	87.5 %
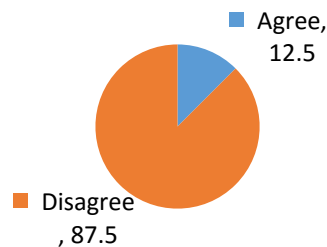
Question 17: I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.

Staff in this school may feel that rewarding students for simply meeting expectations lowers standards and dilutes the value of rewards. They may also believe that systems of extrinsic reinforcement or rewards are detrimental to students' intrinsic motivation. We recommend leading a discussion with staff about this issue. Address the misconception that SWPBS involves rewarding all students for menial behaviors that do not require effort. Also, remind staff that some students

work very hard to simply meet expectations, and acknowledging their efforts encourages additional effort.

| Role	Agree	Disagree
Certificated Staff	37.5 %	62.5 %
Classified Staff	50.0 %	50.0 %
Total	43.8 %	56.3 %
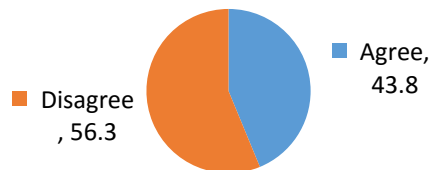
Question 18: If students are not disciplined at home, they are not likely to accept any discipline at school.

Staff believe they have the ability to improve student behavior within the parameters of the school day. This belief in one's ability to have a positive impact on student social, emotional, and behavioral growth, regardless of how the student was raised, is a facilitator of SWPBS.

Role	Agree	Disagree
Certificated Staff	6.3 %	93.8 %
Classified Staff	31.3 %	68.8 %
Total	18.8 %	81.3 %
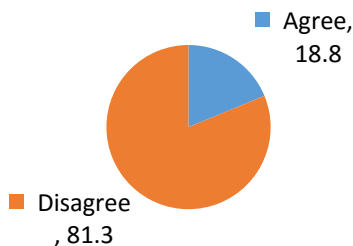
Domain 5: Systemic Cohesiveness and Openness to Change

This domain assesses staff perceptions of the ability and willingness of the whole staff to work together to change for the greater good of the school community. SWPBS requires collaboration; therefore, a climate of mutual support, cohesiveness, and professional trust is essential to achieving sustained implementation.

Question 19: The staff at this school tends to resist change with concerns such as "We don't do it that way here."

Role	Agree	Disagree
Certificated Staff	25.0 %	75.0 %
Classified Staff	25.0 %	75.0 %
Total	25.0 %	75.0 %
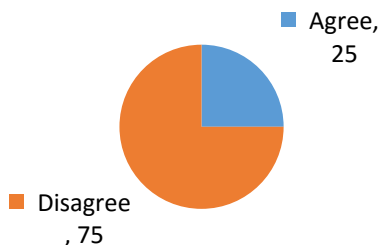
Question 20: This school has successfully implemented change efforts in the past.
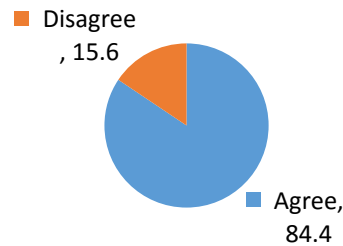
A history of successful schoolwide change efforts can be a facilitator to SWPBS. The team can learn from the successes of past change efforts, and the team can align existing efforts to SWPBS.

| Role	Agree	Disagree
Certificated Staff	93.8 %	6.3 %
Classified Staff	75.0 %	25.0 %
Total	84.4 %	15.6 %

Disagree, 15.6
Agree, 84.4

Question 21: My colleagues and I share a common philosophy for behavior and discipline.

Differences in philosophy can be beneficial if varied perspectives are considered and respected. Philosophical conflict, however, can create a divide among staff and hinder SWPBS. SWPBS is facilitated when staff perceive a shared vision among their colleagues and feel they are working toward a common goal. A set of common hopes can be identified at a staff meeting, and smaller work groups or professional learning communities can refine common aspirations into specific goals and outcomes and report back for a communal vote.

Role	Agree	Disagree
Certificated Staff	37.5 %	62.5 %
Classified Staff	62.5 %	37.5 %
Total	50.0 %	50.0 %

Disagree, 50
Agree, 50
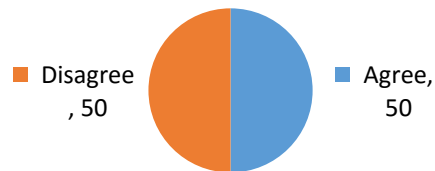
Question 22: I suspect that my colleagues will not (or are not) consistently implementing the agreed upon schoolwide behavior plan.

Staff feel their colleagues are supportive and committed to implementing SWPBS. SWPBS may be an established, cultural norm in the building. This is a powerful facilitator to lasting implementation.

Role	Agree	Disagree
Certificated Staff	31.3 %	68.8 %
Classified Staff	12.5 %	87.5 %
Total	21.9 %	78.1 %

Agree, 21.9
Disagree, 78.1

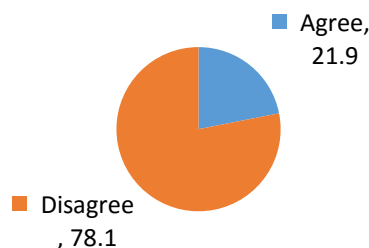| SPBD Core Item Summary			
SPBD Item	**Questions to Consider**	**Facilitator**	**Barrier**
Teaching & Acknowledging Expectations			
I don't have time to teach the schoolwide behavioral expectations.	Do staff prioritize teaching social, emotional, and behavioral expectations?	✓	
Schoolwide behavior supports may work in other schools, but I doubt it will work in ours.	Do staff believe SWPBS is a good fit for their students?		
We should not have to teach students how to behave at school.	Do staff feel that teaching behavior is their responsibility?	✓	
I resent being asked to do one more thing.	Do staff feel overwhelmed or a lack of control?		
I feel that rewarding students is the same as bribing them.	Do staff disagree with the use of rewards?		
Systemic Resources, Supports and Climate			
The climate at this school is positive.	Do staff believe the climate is supportive?		
I have trust in my administrator's ability to lead us through change.	Do staff feel supported by administrators?	✓	
Overall, I am satisfied with my job.	Do staff feel a sense of professional satisfaction?		
I believe our school has (or will have) the necessary resources to support schoolwide positive behavior support.	Will there be a long-term allocation of adequate resources to support SWPBS?		
Schoolwide behavior support is likely to be yet another fad that comes and goes in this school.	Is there a history of initiatives that come and go in this school?	✓	
Philosophical Views of Behavior and Discipline			
When problem behaviors occur, we need to get tougher.	Do staff have an over-reliance on punishment?		✓
The students at this school need to be held more responsible for their own behavior.	What does it mean to hold students more responsible for behavior?		✓
Parents in the community don't seem to care about how their children behave at school.	Is there a sound partnership with families in the community?	✓	
I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.	Do staff believe acknowledging students for meeting expectations lowers standards?		✓
If students are not disciplined at home, they are not likely to accept any discipline at school.	Do staff believe behavior can be changed at any age?	✓	
Systemic Cohesiveness and Openness to Change			
The staff at this school tends to resist change with concerns such as "We don't do it that way here."	Do staff tend to resist change?		
This school has successfully implemented change efforts in the past.	Is there a history of failed past change efforts in this school?	✓	
My colleagues and I share a common philosophy for behavior and discipline.	Do staff feel as if they are on the same page –a sense shared vision?		✓
I suspect that my colleagues will not (or are not) consistently implementing the agreed upon schoolwide behavior plan.	Do staff feel as if others will not implement and they will be alone in their efforts?	✓	

Strengths & Needs

An inventory of current practices can highlight areas of existing capacity and areas in need of improvement. Identifying staff strengths and practices that are currently working well respects the knowledge and activities of staff. Also, it can reduce the amount of change necessary to reach and sustain implementation.

Knowledge & Training

Staff confidence in the ability to implement SWPBS in their job role, or self-efficacy, can strongly influence implementation. Sound professional development can increase self-efficacy and is critical for providing classified and certificated staff with continued education and feedback. Training must be linked to specific staff needs and thoughtfully planned.

Question 23: When it comes to the concepts and procedures of positive behavior supports, my level of understanding is:

	Certificated	Classified	Total
Unfamiliar; I don't know what it is	0.0 %	0.0 %	0.0 %
Limited; I would need to learn more	6.3 %	18.8 %	12.5 %
Basic; I could implement	37.5 %	81.3 %	59.4 %
High; I could teach others	56.3 %	0.0 %	28.1 %

High; I could teach others, 28.1
Unfamiliar; I don't know what it is, 0
Limited; I would need to learn more, 12.5
Basic; I could implement, 59.4
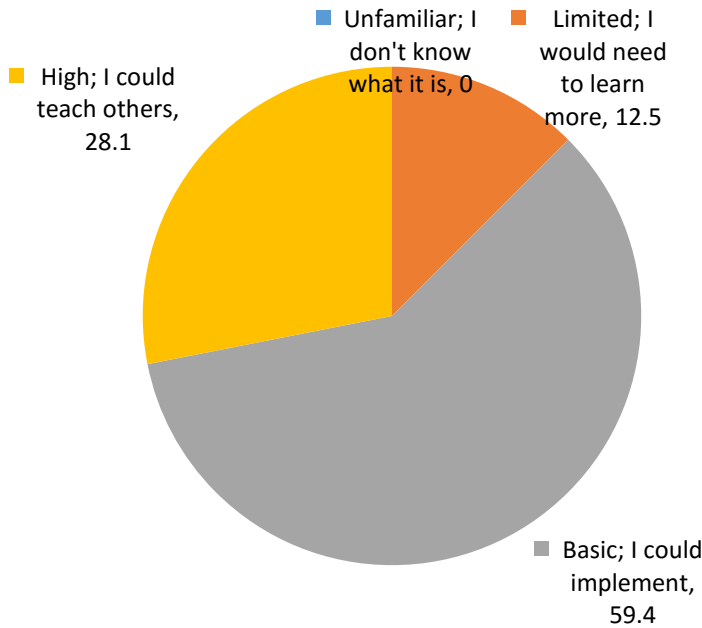
Question 24: Over the past year, about how many hours of professional development in behavior supports have you received?

	Certificated	Classified	Total
0	25.0 %	12.5 %	18.8 %
1	12.5 %	18.8 %	15.6 %
2-3	18.8 %	12.5 %	15.6 %
4-6	0.0 %	31.3 %	15.6 %
7-10	18.8 %	12.5 %	15.6 %

11-15	6.3 %	0.0 %	3.1 %
15-20	12.5 %	0.0 %	6.3 %
More than 20	6.3 %	0.0 %	3.1 %
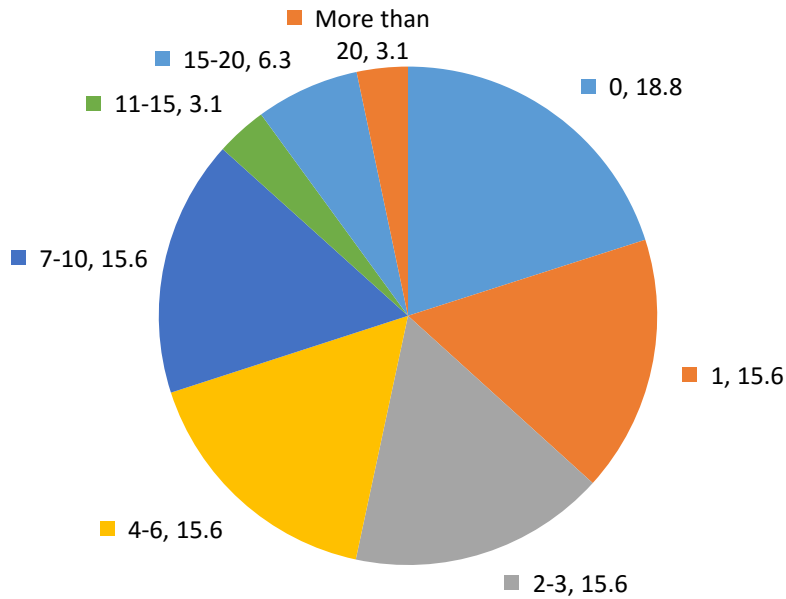
Question 25: If you have received professional development in behavior supports, did you find it to be helpful?

	Certificated	Classified	Total
Yes	62.5 %	56.3 %	59.4 %
No	12.5 %	6.3 %	9.4 %
I have not received professional development in this area.	18.8 %	25.0 %	21.9 %
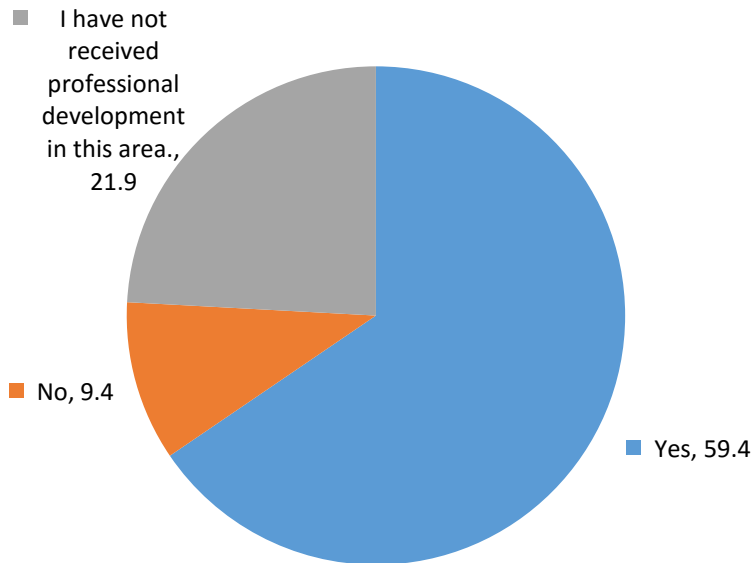
| **Level of Support for SWPBS** |
|---|
| Staff support for implementing SWPBS, or staff buy-in, is associated with their actual level of implementation. In the literature, it is generally acknowledged that successful implementation requires 80% or more of staff to support –and show a commitment to– implementation. With lower levels of staff support or buy-in, it will be necessary to investigate the why. |

Question 26: If you are familiar with schoolwide positive behavior supports, please indicate your current level of support or commitment.

	Certificated	Classified	Total
I agree with this effort, but I do not plan to participate in leadership or committee work.	37.5 %	31.3 %	34.4 %
I am unfamiliar with positive behavior supports.	0.0 %	18.8 %	9.4 %
I disagree with this effort, but I will not resist it.	0.0 %	6.3 %	3.1 %
I strongly agree with this effort; I plan to actively support it.	56.3 %	43.8 %	50.0 %
I strongly disagree with this effort.	6.3 %	0.0 %	3.1 %
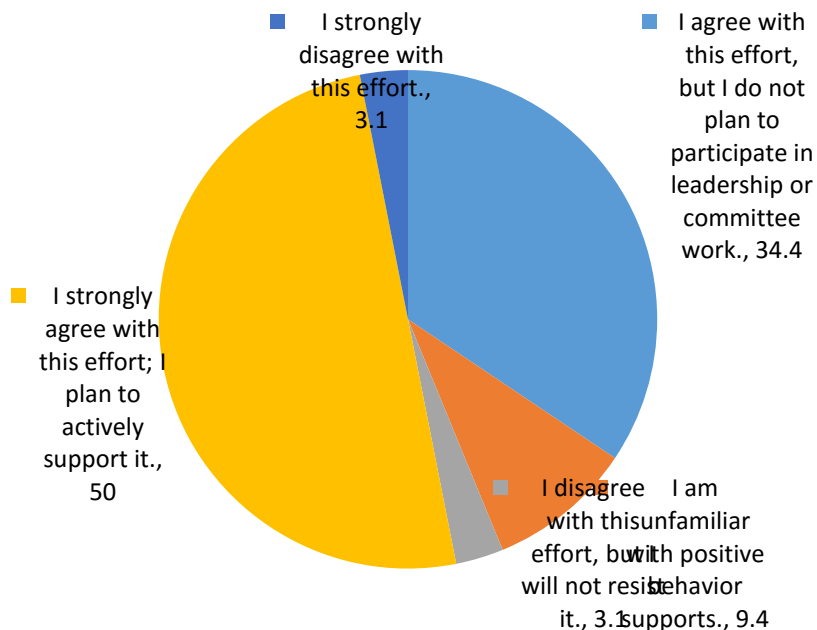
| **Communication** |
|---|
| Clear and timely communication to all staff is necessary for successful implementation of SWPBS. When concerns about communication are voiced by staff, we recommend investigating barriers to clear lines of communication. The issue may be discussed at a staff meeting or ask for input via email or comment boxes. |

Question 27: Please rate the communication at this school.

	Certificated	Classified	Total
Good: Communication is clear and timely.	37.5 %	37.5 %	37.5 %
Adequate: I tend to be aware of changes before they occur.	43.8 %	25.0 %	34.4 %
Needs improvement: I am sometimes unaware of changes.	18.8 %	37.5 %	28.1 %

Poor: I am unaware of changes that affect staff and students.　　0.0 %　　　0.0 %　　　0.0 %

- Needs improvement: I am sometimes unaware of changes., 28.1
- Poor: I am unaware of changes that affect staff and students., 0
- Good: Communication is clear and timely., 37.5
- Adequate: I tend to be aware of changes before they occur., 34.4
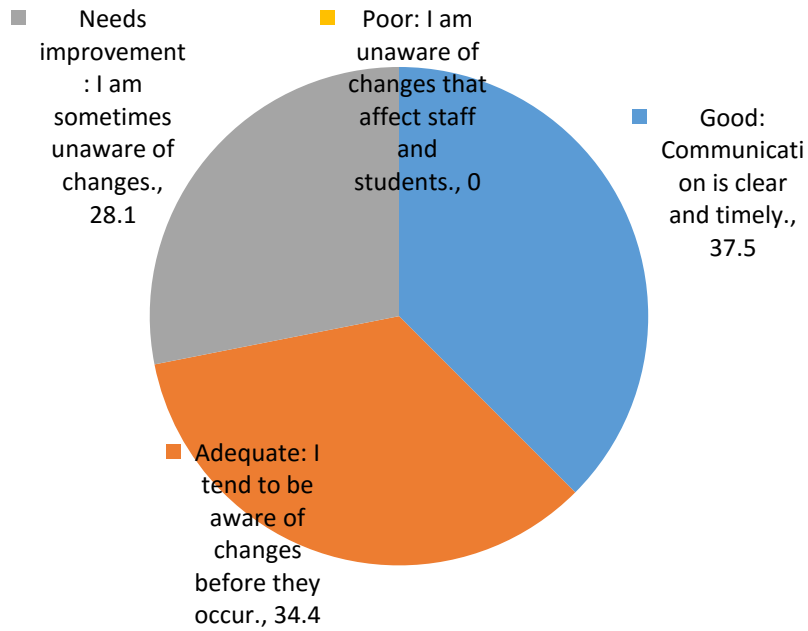
Staff Comments for Open-ended Questions

Note about staff comments: Prior to interpreting the responses to these questions, we recommend considering the overall responses. When negative responses are encountered, do they seem representative of the whole staff or a minority view? While everyone's view is important to consider, it is also typical that a small number of staff may be highly negative and resistant to new approaches. Thus, when interpreting the statements below, we recommend investing most resources in frequently occurring themes or trends in the responses.

🧱 STRENGTH

Question 28: When it comes to behavior and discipline, what is working well in this school?

Getting to know the students and developing mutual trust, appreciation, respect, and genuine communication. Tailoring it to the individual.

Common expectations, tiered system of support.　Focus on teaching behaviors.　Most staff buy in.

It works well to have the same expectations for all students.

Teaching and re-teaching of expectations.

The majority of staff in this building make a real effort to be collaborative and to be consistent. That has made a positive impact on student behavior overall.

Using PBIS has made a difference in our school community and has reduced behavioral incidents overall.　I like that we celebrate meeting a school-wide "tickets" goal and that all teachers are using "tickets" in their classrooms as positive rewards.

.... Comments deleted due to confidentiality of concerns.

Question 29: What is needed to make it better?

More accountability is needed and less work for teachers recording data.

Follow through. Decisions made from admininstration/committees when there is a lot of debate.

Time to train and coach, time to revise procedures, leadership from staff and organization of the core team for consistency in training and planning. Most importantly coaching for playground and lunchroom staff.

It would be better if we learn how to implement the strategies for teaching behaviors in certain settings such as lunch, recess, small group, whole group.

I think some kind of in class discipline/consequence first tried then send out to think time if it does not improve.

We need authentic communication and to clear up any misperceptions. We then need 100% commitment and accountability to the agreed upon expectations.

When more than one person is working with a student that needs support there needs to be a solid plan that everyone is following

.... Comments deleted due to confidentiality of concerns.

Question 30: When you think about schoolwide positive behavior supports, what concerns do you have? Please be frank and answer in complete sentences.

Follow-through on rewards isn't as reliable as kids/staff need.   Lunchroom is still a big mess, from a teacher perspective. Too much unstructured time?

Some kids tell me that there is no specific reward in their classroom for getting "tickets." Those kids tend to be less willing to change their behavior to get a "ticket."   I am starting to see more instances where kids aren't happy with just being praised for their behavior. After I compliment them on something they did well, they will say, "Can I have a "ticket?" I am concerned that they aren't learning any intrinsic motivation. I don't have a big problem with extrinsic rewards, but I feel there should be a balance. (And yes, I give out a lot of "tickets" each day.)

I am concerned that PBIS system is viewed as a system with no consequences. Although we do not punish students who need to learn more about their behavior, there might be always natural consequences for poor behavior and decision. I want the students to understand that there are consequences in life when they make a poor decision.

Behavior charts for individual students take up time and sometimes are hard to keep up with. "Tickets" work well for giving to students that are promoting good behavior. They enjoy every Friday when we draw out a name to go down to the office and receive something special

I am concerned with the inconsistent implementation of agreed upon rewards and consequences for behavior as well as the lack of support around teaching conflict management strategies. It feels like there are some individuals who do not agree with the system in place but those people do not speak up. They just do their own thing.   We are not using data as the basis for decisions to its' full potential.   I am concerned that we do not have an agreed upon set of rules for the playground.

I am concerned that some staff do not adopt the school wide expectations and put their own rules as a higher priority.

…. Comments deleted due to confidentiality of concerns.