The Staff Perceptions of Behavior and Discipline (SPBD)
Data Summary Report for Rainbow High School

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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: 35

Certificated teacher	29	82.9 %
Other	3	8.6 %
Classified staff (e.g., office staff, kitchen staff)	2	5.7 %
Certificated support (e.g., counselor, school psychologist)	1	2.9 %
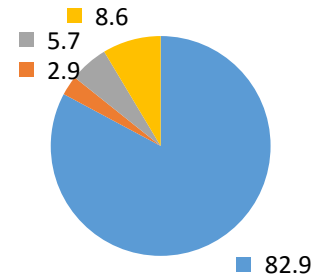
# Domain 1: Teaching & Acknowledging Expectations

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	13.3 %	86.7 %
Classified Staff	0.0 %	100.0 %
Total	11.4 %	88.6 %
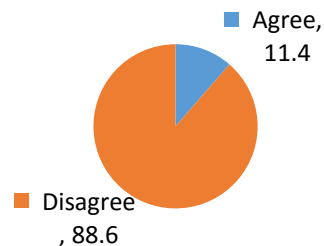
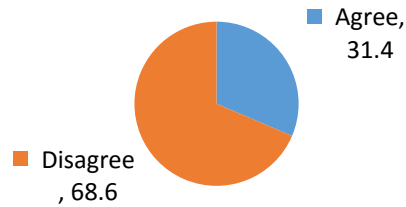## Question 2: Schoolwide behavior supports may work in other schools, but I doubt it will work in ours.

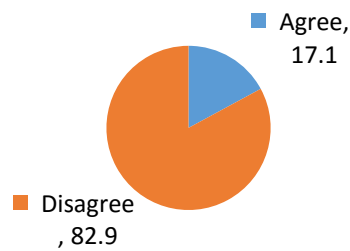| Role	Agree	Disagree
Certificated Staff	20.0 %	80.0 %
Classified Staff	40.0 %	60.0 %
Total	22.9 %	77.1 %
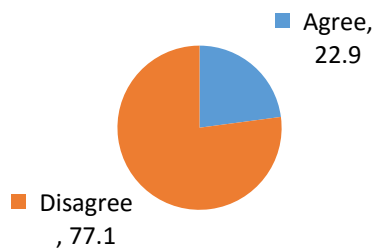
Question 3: We should not have to teach students how to behave at school.

Role	Agree	Disagree
Certificated Staff	23.3 %	76.7 %
Classified Staff	80.0 %	20.0 %
Total	31.4 %	68.6 %

Agree, 31.4

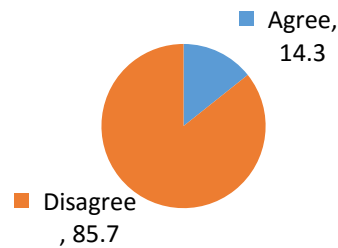Disagree, 68.6

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

Role	Agree	Disagree
Certificated Staff	16.7 %	83.3 %
Classified Staff	20.0 %	80.0 %
Total	17.1 %	82.9 %

Agree, 17.1

Disagree, 82.9

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

Role	Agree	Disagree
Certificated Staff	16.7 %	83.3 %
Classified Staff	0.0 %	100.0 %
Total	14.3 %	85.7 %

Agree, 14.3

Disagree, 85.7

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.

Negative school climate can adversely affect morale and trust among colleagues and administration. It can lead to reactionary disciplinary practices. Climate issues can create barriers to implementation.

We recommend the team closely examine the specific source of these perceptions (e.g., examine staff comments provided in the SPBD at the end of this SPBD report or discuss with focus groups) and strategize ways to increase positive interactions across staff, administrators, and students.

Role	Agree	Disagree
Certificated Staff	40.0 %	60.0 %
Classified Staff	40.0 %	60.0 %
Total	40.0 %	60.0 %

Agree, 40

Disagree, 60
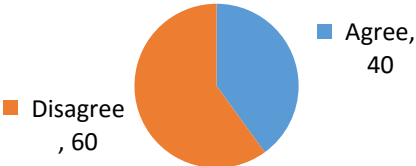
Question 7: I have trust in my administrator's ability to lead us through change.

A significant portion of the staff may be skeptical of the administrations' ability to support staff, allocate necessary resources, or prioritize SWPBS. These perceptions can halt implementation. Teams are encouraged to engage in a rigorous campaign of visibility that links administration to the schoolwide team, resources, outcomes, and long-term commitment to change.

Role	Agree	Disagree
Certificated Staff	43.3 %	56.7 %
Classified Staff	80.0 %	20.0 %
Total	48.6 %	51.4 %

Disagree, 51.4

Agree, 48.6

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

| Role	Agree	Disagree
Certificated Staff	83.3 %	16.7 %
Classified Staff	100.0 %	0.0 %
Total	85.7 %	14.3 %

Disagree, 14.3

Agree, 85.7
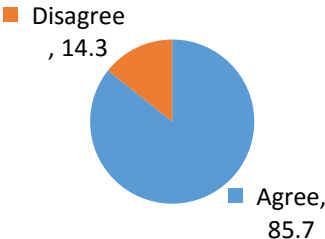
Question 9: I believe our school has (or will have) the necessary resources to support schoolwide positive behavior support.

Staff may be hesitant to implement SWPBS if they feel insufficient resources will be (or have been) allocated. We suggest teams increase the transparency or visibility of resources available for SWPBS, particularly resources that are protected from staff turnover.

Role	Agree	Disagree
Certificated Staff	36.7 %	63.3 %
Classified Staff	80.0 %	20.0 %
Total	42.9 %	57.1 %

Agree, 42.9

Disagree, 57.1
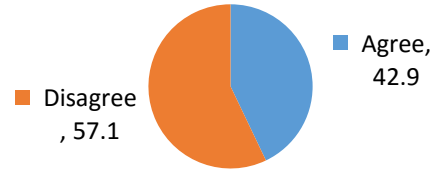
Question 10: Schoolwide behavior support is likely to be yet another fad that comes and goes in this school.

A significant portion of the staff doubt the sustainability of SWPBS. This can cause staff to passively resist implementation in an attempt to wait it out. They may be experiencing "initiative fatigue" or have a history of experiencing short-lived changes due to administrative/staff turnover or cuts in funding. We suggest the team work to increase the visibility of long-term administrative supports and availability of resources. Also, we recommend the team present SWPBS as an effort that will require at least 3-5 years to achieve full implementation and as an ongoing process. It may be helpful to highlight differences between SWPBS and previous, discarded change efforts. Lastly, we recommend the team create a multi-year action plan with specific objective and share this plan with the entire school staff.

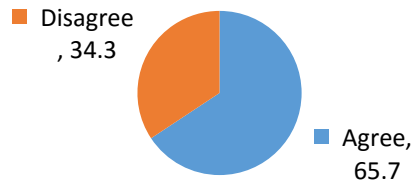| Role	Agree	Disagree
Certificated Staff	80.0 %	20.0 %
Classified Staff	40.0 %	60.0 %
Total	74.3 %	25.7 %

Disagree, 25.7

Agree, 74.3
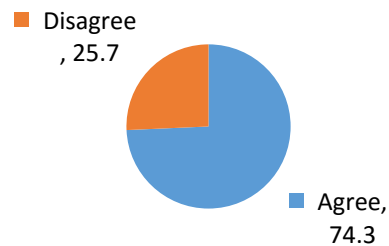
Domain 3: Implementation Integrity

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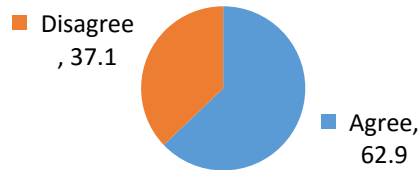
Question 11: Currently, I teach the agreed upon schoolwide behavior expectations to students.

| Role	Agree	Disagree
Certificated Staff	66.7 %	33.3 %
Classified Staff	60.0 %	40.0 %
Total	65.7 %	34.3 %

Disagree, 34.3
Agree, 65.7

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

Role	Agree	Disagree
Certificated Staff	56.7 %	43.3 %
Classified Staff	100.0 %	0.0 %
Total	62.9 %	37.1 %

Disagree, 37.1
Agree, 62.9

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

Role	Agree	Disagree
Certificated Staff	70.0 %	30.0 %
Classified Staff	100.0 %	0.0 %
Total	74.3 %	25.7 %

Disagree, 25.7
Agree, 74.3
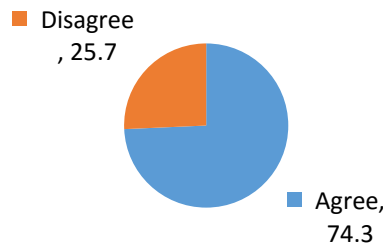
Domain 4: Philosophical Views of Behavior and Discipline

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	70.0 %	30.0 %
Classified Staff	80.0 %	20.0 %
Total	71.4 %	28.6 %
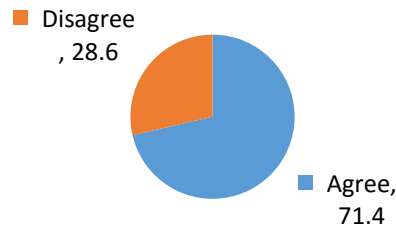
Question 15: The students at this school need to be held more responsible for their own behavior.

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	93.3 %	6.7 %
Classified Staff	100.0 %	0.0 %
Total	94.3 %	5.7 %
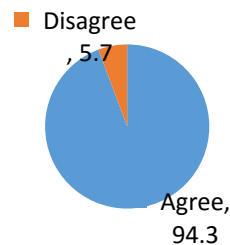
Question 16: Parents in the community don't seem to care about how their children behave at school.

Staff may feel that parents do not support their disciplinary decisions. This can create disconnect between parents and SWPBS efforts. It can be helpful to discuss potential causes of this perception during staff meetings and with parent groups. We also recommend the team strategize ways to encourage parental involvement and increase their visibility with SWPBS efforts.

| Role	Agree	Disagree
Certificated Staff	56.7 %	43.3 %
Classified Staff	80.0 %	20.0 %
Total	60.0 %	40.0 %

Disagree, 40

Agree, 60
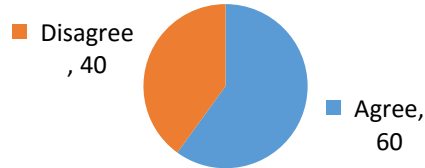
Question 17: I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.

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	73.3 %	26.7 %
Classified Staff	20.0 %	80.0 %
Total	65.7 %	34.3 %

Disagree, 34.3

Agree, 65.7
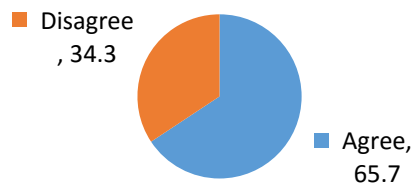
Question 18: If students are not disciplined at home, they are not likely to accept any discipline at school.

Staff may believe student behavior cannot be improved within the parameters of the school environment. They may believe that parents instill behavioral patterns in their children at a young age, and these patterns become so entrenched that there is little school staff can do to alter them. This belief can present a difficult barrier, particularly in secondary schools. Despite the level of chaos that may exist in a students' home environment, students can learn to meet expectations in the school setting that will help them establish positive behavior patterns throughout life. We encourage the team to provide professional development on the mutable nature of behavior –that our beliefs, attitudes, and habits can be changed. Highlight testimonials and research pertaining to the powerful effects of social, emotional, and behavior interventions in the school environment.

Role	Agree	Disagree
Certificated Staff	56.7 %	43.3 %
Classified Staff	60.0 %	40.0 %
Total	57.1 %	42.9 %

Disagree, 42.9

Agree, 57.1
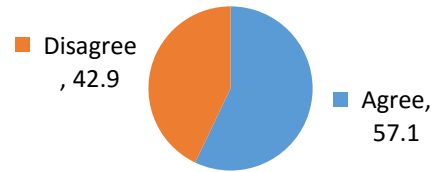
# Domain 5: Systemic Cohesiveness and Openness to Change

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."

Staff feel their colleagues are resistant to change. This may cause frustration in those fully implementing the practices. It may also cause staff to feel isolated and lead them to question whether or not SWPBS is worth the investment of time and energy. We recommend the team seek more information and consider inviting those that are resistant to take part in the planning and implementation process. We also recommend the team invite staff with social influence as SWPBS allies. It may also help to start with small changes and build momentum.

| Role	Agree	Disagree
Certificated Staff	40.0 %	60.0 %
Classified Staff	60.0 %	40.0 %
Total	42.9 %	57.1 %

Agree, 42.9

Disagree, 57.1
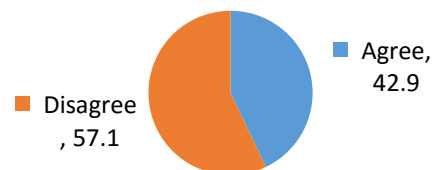
Question 20: This school has successfully implemented change efforts in the past.

A history of unsuccessful change efforts can be a barrier to SWPBS. Staff often remember these failures, and as a result may be less willing to invest in new change efforts. We recommend the team investigate why past efforts may have failed or why staff perceive these efforts to have failed. We encourage the team to learn from any past missteps. Also, it can be helpful to draw distinctions between SWPBS and any unsuccessful, past efforts.

| Role	Agree	Disagree
Certificated Staff	30.0 %	70.0 %
Classified Staff	80.0 %	20.0 %
Total	37.1 %	62.9 %

Agree, 37.1

Disagree, 62.9
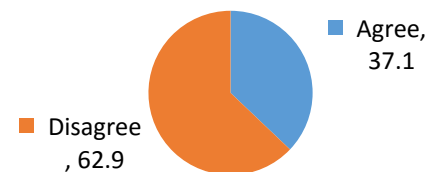
Question 21: My colleagues and I share a common philosophy for behavior and discipline.

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.

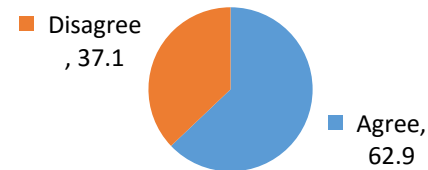| Role	Agree	Disagree
Certificated Staff	53.3 %	46.7 %
Classified Staff	60.0 %	40.0 %
Total	54.3 %	45.7 %

Disagree, 45.7 — Agree, 54.3
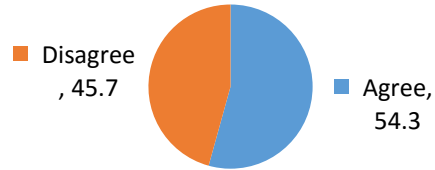
Question 22: I suspect that my colleagues will not (or are not) consistently implementing the agreed upon schoolwide behavior plan.

This is a common perception among schools, and it is associated with the uncertainty and insecurity that change brings. We recommend comparing the results of this question with responses to question 26, which asks staff to report their individual support for SWPBS, and questions 11-13, which ask staff to report their individual level of implementation. Often, this will reveal that staff are more supportive of SWPBS and implementing at a higher level than their colleagues suspect. However, if it does appear that the staff are not supportive or implementing consistently, we recommend investigating the reasons why. Consider some of the indicators herein (e.g., climate, trust, training, resources). Also, responses to open-ended questions 28-30 may shed additional light on this issue.

Role	Agree	Disagree
Certificated Staff	63.3 %	36.7 %
Classified Staff	60.0 %	40.0 %
Total	62.9 %	37.1 %

Disagree, 37.1 — Agree, 62.9

| 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:
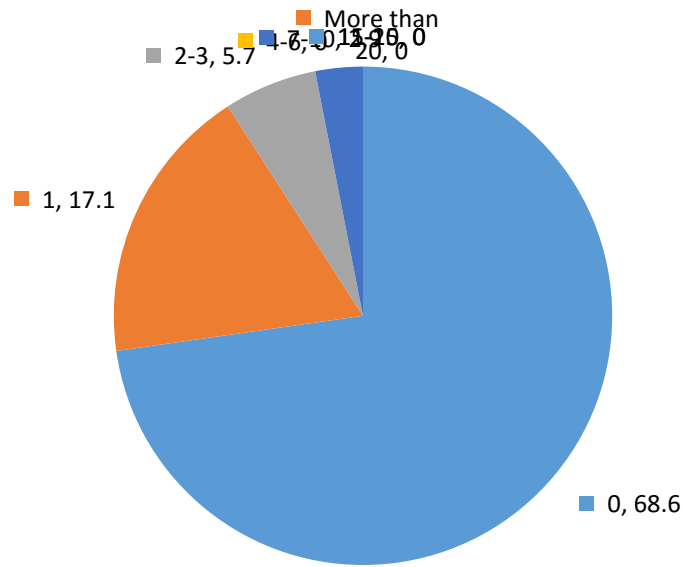
	Certificated	Classified	Total
Unfamiliar; I don't know what it is	6.7 %	20.0 %	8.6 %
Limited; I would need to learn more	36.7 %	40.0 %	37.1 %
Basic; I could implement	30.0 %	40.0 %	31.4 %
High; I could teach others	26.7 %	0.0 %	22.9 %
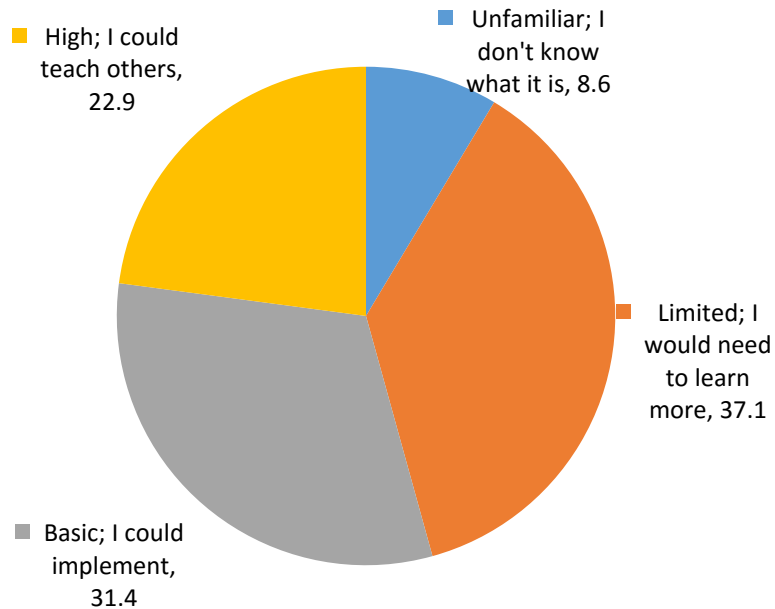
Question 24: Over the past year, about how many hours of professional development in behavior supports have you received?

	Certificated	Classified	Total
0	70.0 %	60.0 %	68.6 %
1	20.0 %	0.0 %	17.1 %
2-3	6.7 %	0.0 %	5.7 %
4-6	0.0 %	0.0 %	0.0 %
7-10	3.3 %	0.0 %	2.9 %

11-15	0.0 %	0.0 %	0.0 %
15-20	0.0 %	0.0 %	0.0 %
More than 20	0.0 %	0.0 %	0.0 %

2-3, 5.7

More than 20, 0

1, 17.1

0, 68.6

Question 25: If you have received professional development in behavior supports, did you find it to be helpful?

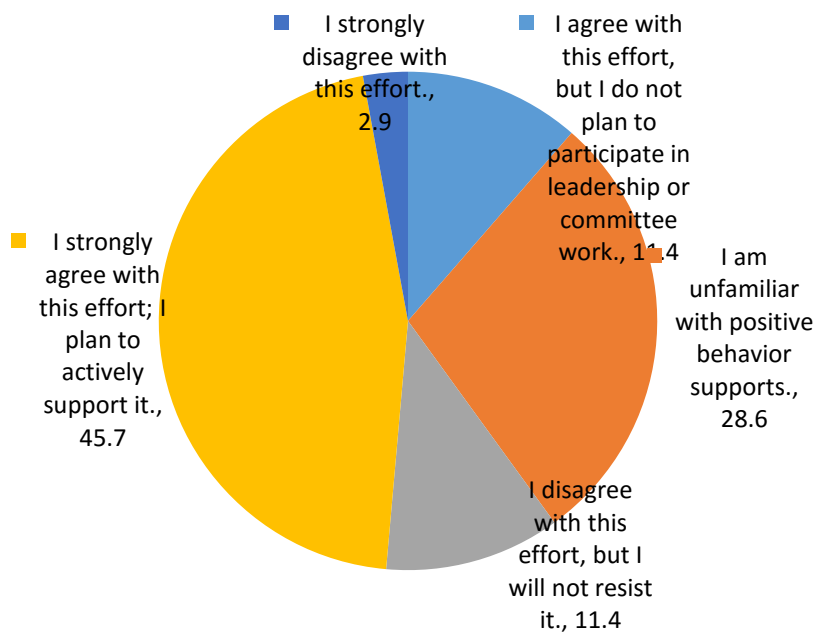|	Certificated	Classified	Total
Yes	16.7 %	0.0 %	14.3 %
No	23.3 %	0.0 %	20.0 %
I have not received professional development in this area.	60.0 %	100.0 %	65.7 %
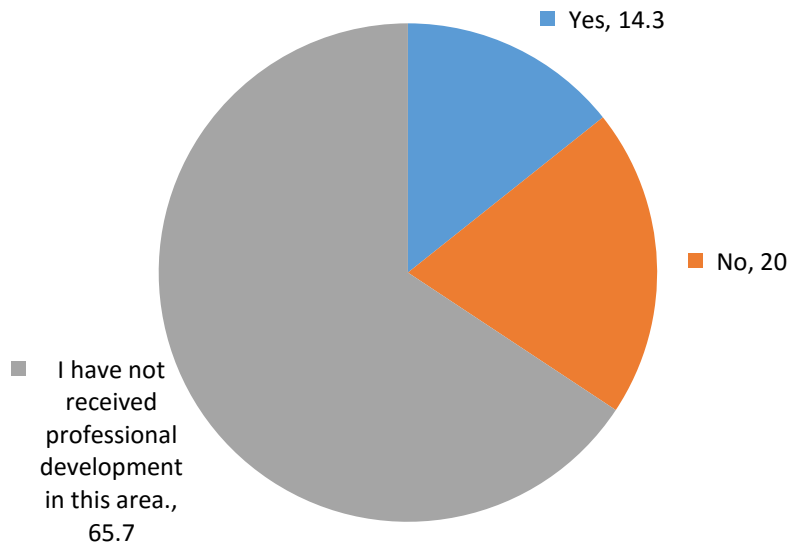
Yes, 14.3

No, 20

I have not received professional development in this area., 65.7

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

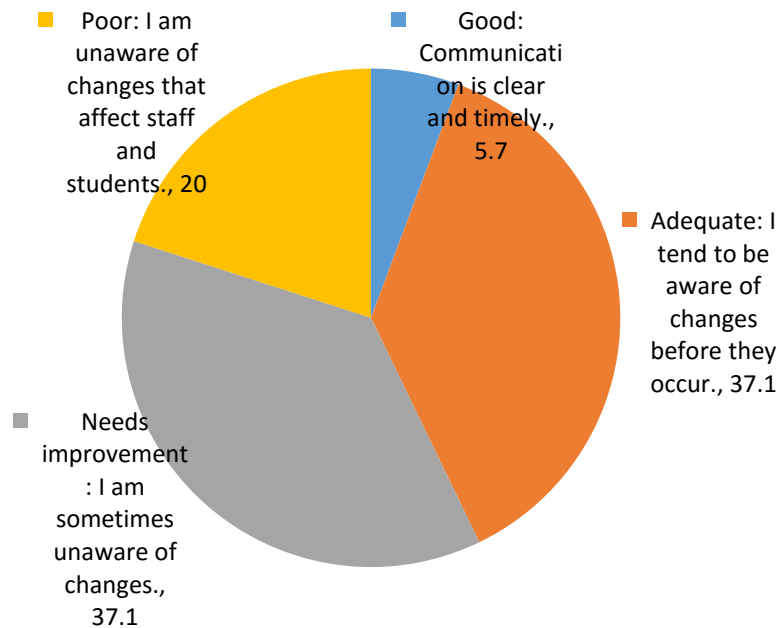|	Certificated	Classified	Total
I agree with this effort, but I do not plan to participate in leadership or committee work.	13.3 %	0.0 %	11.4 %
I am unfamiliar with positive behavior supports.	30.0 %	20.0 %	28.6 %
I disagree with this effort, but I will not resist it.	10.0 %	20.0 %	11.4 %
I strongly agree with this effort; I plan to actively support it.	43.3 %	60.0 %	45.7 %
I strongly disagree with this effort.	3.3 %	0.0 %	2.9 %

Question 27: Please rate the communication at this school.

	Certificated	Classified	Total
Good: Communication is clear and timely.	6.7 %	0.0 %	5.7 %

Adequate: I tend to be aware of changes before they occur.   36.7 %   40.0 %   37.1 %
Needs improvement: I am sometimes unaware of changes.   33.3 %   60.0 %   37.1 %
Poor: I am unaware of changes that affect staff and students.   23.3 %   0.0 %   20.0 %

Pie chart legend:
- Poor: I am unaware of changes that affect staff and students., 20
- Good: Communication is clear and timely., 5.7
- Adequate: I tend to be aware of changes before they occur., 37.1
- Needs improvement: I am sometimes unaware of changes., 37.1

Clear and timely communication to all staff, both certificated and classified, is necessary to sustain SWPBS. We recommend the team investigate possible barriers to clear lines of communication. The team might discuss this issue at a staff meeting or in focus groups and ask for input via email and comment boxes.

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?

The discipline team (deans) at this school do a remarkable job working in the best interest of the students.

For the most part, our students have good relationships with their teachers and usually respect instruction/directions given by them. I also feel very safe on campus.

Honestly, nothing is working. A student could be sent out for roughhousing another student during class, yet return to class the next day, sometimes even the same day, as if nothing happened to them - no suspensions or anything.

This school does not have a great discipline problem. The real trouble, as I see it, is that our rules seem to be contrary to what ought to be happening. For example, we start each year with a tremendous emphasis on dress code without any real discussion as to why a student must tuck in her shirt in order to learn well. Too much seems to be punitive and not instructive; all of our behavior control ideas are summative, none are formative.

---- Concerns deleted due to confidentiality of content.

🔍 NEED
Question 29: What is needed to make it better?

Increased and improved communication is vital. There is very little communication, and the communication that is given is incomplete, inconsistent, and ineffective. Discipline and Guidance should work far more closely together than they currently do.

Consistency, if everyone does not follow and implement the same rules behavior and discipline will not improve.

ALL staff needs to agree to implement any system FULLY and FAIRLY and EVERYONE must be accountable to holding to this system.

Total and complete staff buy-in!!!

The deans need more support. I think we should do away with "expectation". It's a total disruption to the academic process. Even when we try to use them for academic purposes, the students are off-task.

Students and teachers need to be empowered to imagine the environment they want to inhabit and then to take steps for making that environment come to life.

Administrators that follow through, hold teachers accountable as well as the students.

Full cooperation of parents is needed. A good reward system that will boost the morale of some students may work.

..... Concerns deleted due to confidentiality of content.

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

My main concern is that the teachers are not consistent at all with the students, even those students who are perceived as doing well...This is NOT a positive environment in which change can occur as lies create distance and decrease the willingness of the student to try. In addition to that, there are many "veterans" at this school who are very set in their ways, and are not willing to be open to new ideas and procedures.

I am concerned that this is an elementary age model that will not be able to be scaled up for teenagers and for a school of 2500+ students. I do not feel students should be bribed or rewarded for meeting minimum expectations. I am also concerned that the good behavior assemblies and raffles I have seen in the past take away too much instructional time and that students do not really buy into it. I am also concerned about administration being inconsistent in their application of a new model or of them being unsupportive.

It is too time consuming, and MORE work for teachers...This PBS program just gives the students more chances at making bad choices. I have used it before at another school; and it didn't work there. What teachers need is more support from parents and administration.

If the administration does not equally support all agreed upon supports/systems/procedures/rules, then teachers will not follow these systems either because there is no accountability at this school....Until there is some sort of consensus and accountability, and until all of this favoritism and laziness stops, any type of behavior system implemented is most likely to fail.

Will it be just another fad that comes and goes? Will it be more work for teachers and no real work from students and parents?

My concern is that we start things all the time and we don't follow through on any of it.

Everybody needs to be on the same page.

Two of the most common problem behaviors in my classroom are the student's lack of focus, and the inability to sit/stand for an appropriate length of time to effectively learn. Although a handful of students have real behavior issues, our deans are quick on helping teachers handle the situation.

Clear examples need to be shown on how it has worked in other schools. More detail and less fluff.

.... Concerns deleted due to confidentiality of content.