

The Staff Perceptions of Behavior and Discipline (SPBD) Data Summary Report for Sunshine Elementary

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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.

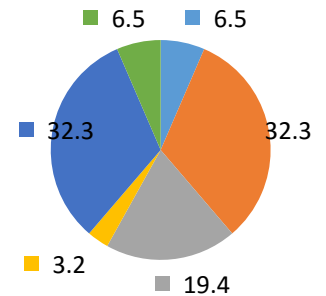


This signifies a barrier; this finding may impede a successful implementation and requires further investigation.



Total Participants: 31

Other	10	32.3 %
Certificated support (e.g., counselor, school psychologist)	10	32.3 %
Certificated teacher	6	19.4 %
Classified staff (e.g., office staff, kitchen staff)	2	6.5 %
Administrator	2	6.5 %
999	1	3.2 %



Domain 1: Teaching & Acknowledging Expectations

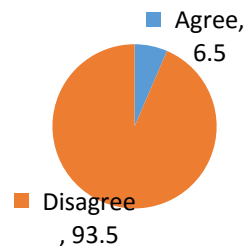
This domain assesses staff beliefs about the effectiveness of and need for SWPBS. When staff feel SWPBS is needed and effective, they are more apt to support implementation. However, it may not be sufficient for SWPBS to be perceived as effective when implemented in other schools. Staff must also perceive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

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



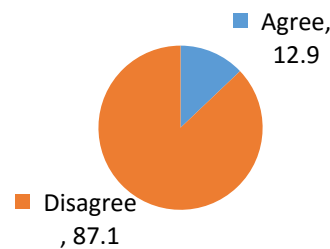
The majority of staff in this school report they have time to teach behavioral expectations. This indicates that staff feel that teaching expectations is an important priority. This is a facilitator of SWPBS.

Role	Agree	Disagree
Certificated Staff	0.0 %	100.0 %
Classified Staff	15.4 %	84.6 %
Total	6.5 %	93.5 %



Question 2: Schoolwide behavior supports may work in other schools, but I doubt it will work in ours.

Role	Agree	Disagree
Certificated Staff	5.6 %	94.4 %
Classified Staff	23.1 %	76.9 %
Total	12.9 %	87.1 %

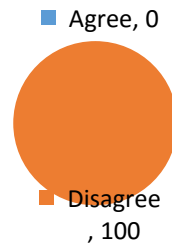


Question 3: We should not have to teach students how to behave at school.



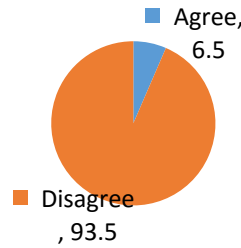
Most staff in this school believe it is within their job responsibilities to teach behavioral expectations. This is a facilitator of SWPBS.

Role	Agree	Disagree
Certificated Staff	0.0 %	100.0 %
Classified Staff	0.0 %	100.0 %
Total	0.0 %	100.0 %



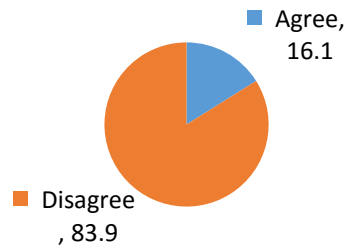
Question 4: I resent being asked to do one more thing.

Role	Agree	Disagree
Certificated Staff	5.6 %	94.4 %
Classified Staff	7.7 %	92.3 %
Total	6.5 %	93.5 %



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

Role	Agree	Disagree
Certificated Staff	27.8 %	72.2 %
Classified Staff	0.0 %	100.0 %
Total	16.1 %	83.9 %

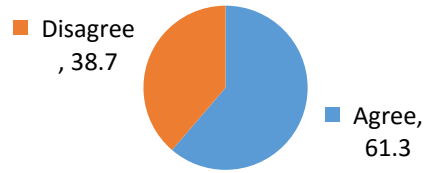


Domain 2: Systemic Resources, Supports and Climate

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	55.6 %	44.4 %
Classified Staff	69.2 %	30.8 %
Total	61.3 %	38.7 %

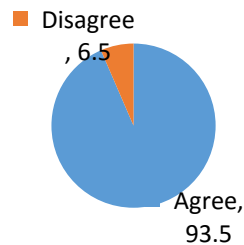


Question 7: I have trust in my administrator's ability to lead us through change.



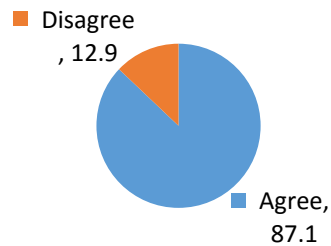
A majority of staff in this school report trust in the current administration. This trust is indicative of strong leadership and can be a powerful facilitator to systemic change.

Role	Agree	Disagree
Certificated Staff	94.4 %	5.6 %
Classified Staff	92.3 %	7.7 %
Total	93.5 %	6.5 %



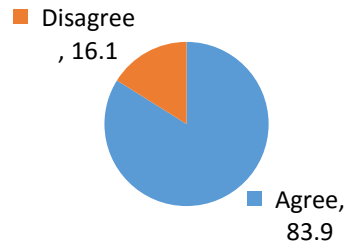
Question 8: Overall, I am satisfied with my job.

Role	Agree	Disagree
Certificated Staff	88.9 %	11.1 %
Classified Staff	84.6 %	15.4 %
Total	87.1 %	12.9 %



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

Role	Agree	Disagree
Certificated Staff	88.9 %	11.1 %
Classified Staff	76.9 %	23.1 %
Total	83.9 %	16.1 %

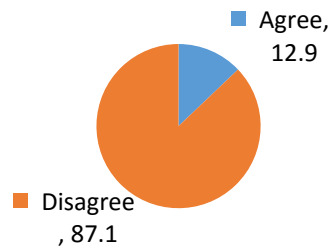


Question 10: Schoolwide behavior support is likely to be yet another fad that comes and goes in this school.



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	16.7 %	83.3 %
Classified Staff	7.7 %	92.3 %
Total	12.9 %	87.1 %

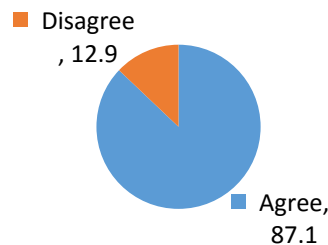


Domain 3: Implementation Integrity

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.

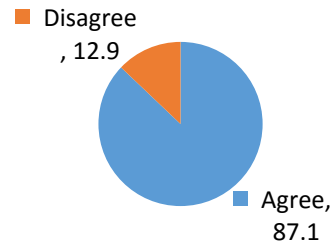
Question 11: Currently, I teach the agreed upon schoolwide behavior expectations to students.

Role	Agree	Disagree
Certificated Staff	83.3 %	16.7 %
Classified Staff	92.3 %	7.7 %
Total	87.1 %	12.9 %



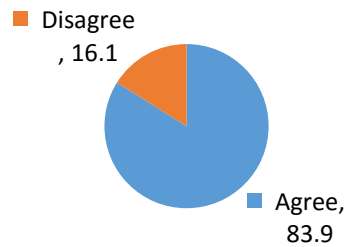
Question 12: Currently, I acknowledge/reward students for meeting the agreed upon schoolwide behavior expectations.

Role	Agree	Disagree
Certificated Staff	83.3 %	16.7 %
Classified Staff	92.3 %	7.7 %
Total	87.1 %	12.9 %



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

Role	Agree	Disagree
Certificated Staff	83.3 %	16.7 %
Classified Staff	84.6 %	15.4 %
Total	83.9 %	16.1 %

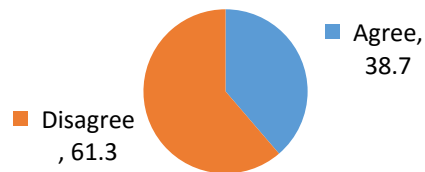


Domain 4: Philosophical Views of Behavior and Discipline

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.

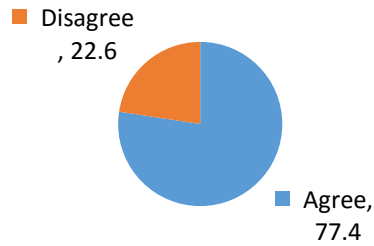
Question 14: When problem behaviors occur, we need to get tougher.

Role	Agree	Disagree
Certificated Staff	27.8 %	72.2 %
Classified Staff	53.8 %	46.2 %
Total	38.7 %	61.3 %



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

Role	Agree	Disagree
Certificated Staff	61.1 %	38.9 %
Classified Staff	100.0 %	0.0 %
Total	77.4 %	22.6 %

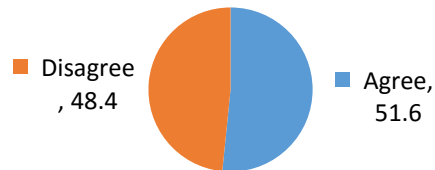


Question 16: Parents in the community don't seem to care about how their children behave at school.



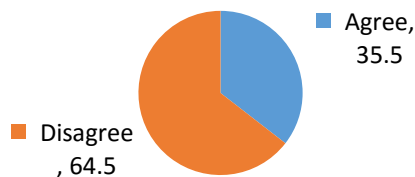
Staff may feel that parents do not support their disciplinary decisions. This can create disconnect between parents and SWPBS efforts. It can be helpful to discuss potential causes of this perception during staff meetings and with parent groups. We also recommend the team strategize ways to encourage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

Role	Agree	Disagree
Certificated Staff	38.9 %	61.1 %
Classified Staff	69.2 %	30.8 %
Total	51.6 %	48.4 %



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

Role	Agree	Disagree
Certificated Staff	33.3 %	66.7 %
Classified Staff	38.5 %	61.5 %
Total	35.5 %	64.5 %

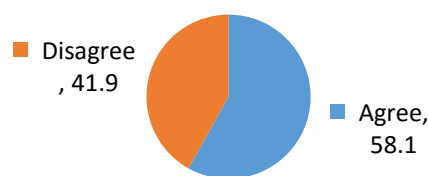


Question 18: If students are not disciplined at home, they are not likely to accept any discipline at school.



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	55.6 %	44.4 %
Classified Staff	61.5 %	38.5 %
Total	58.1 %	41.9 %



Domain 5: Systemic Cohesiveness and Openness to Change

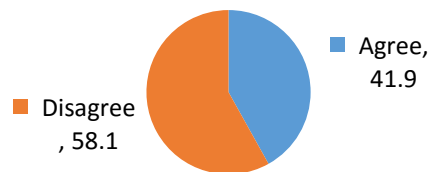
This domain assesses staff perceptions of the ability and willingness of the whole staff to work together to change for the greater good of the school community. SWPBS requires collaboration; therefore, a climate of mutual support, cohesiveness, and professional trust is essential to achieving sustained 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	50.0 %	50.0 %
Classified Staff	30.8 %	69.2 %
Total	41.9 %	58.1 %

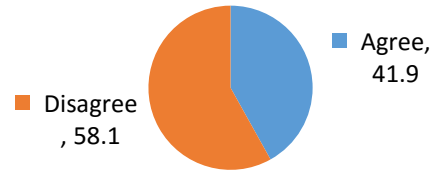


Question 20: This school has successfully implemented change efforts in the past.



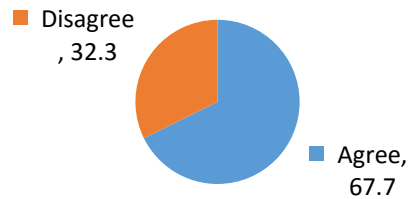
A history of unsuccessful change efforts can be a barrier to SWPBS. Staff often remember these failures, and as a result may be less willing to invest in new change efforts. We recommend the team investigate why past efforts may have failed or why staff perceive these efforts to have failed. We encourage 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	38.9 %	61.1 %
Classified Staff	46.2 %	53.8 %
Total	41.9 %	58.1 %



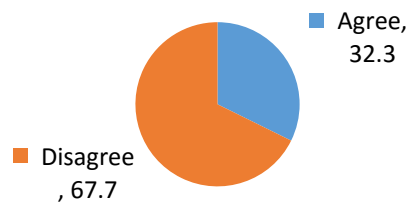
Question 21: My colleagues and I share a common philosophy for behavior and discipline.

Role	Agree	Disagree
Certificated Staff	61.1 %	38.9 %
Classified Staff	76.9 %	23.1 %
Total	67.7 %	32.3 %





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

Role	Agree	Disagree
Certificated Staff	38.9 %	61.1 %
Classified Staff	23.1 %	76.9 %
Total	32.3 %	67.7 %



SPBD Core Item Summary

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

Strengths & Needs

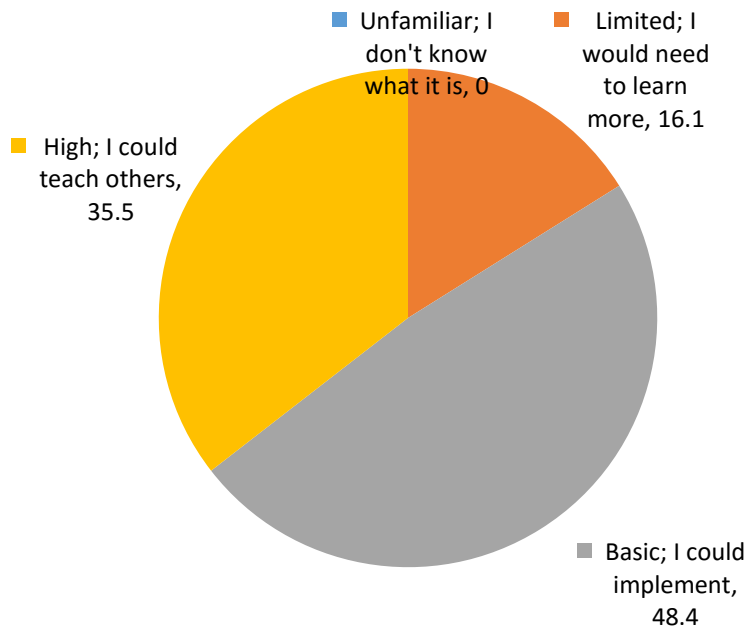
An inventory of current practices can highlight areas of existing capacity and areas in need of improvement. Identifying staff strengths and practices that are currently working well respects the knowledge and activities of staff. Also, it can reduce the amount of change necessary to reach and sustain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

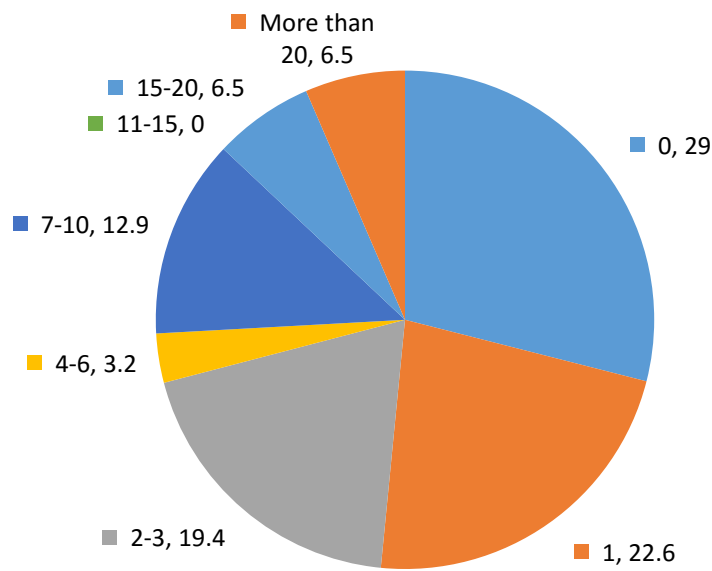
	Certificated	Classified	Total
Unfamiliar; I don't know what it is	0.0 %	0.0 %	0.0 %
Limited; I would need to learn more	16.7 %	15.4 %	16.1 %
Basic; I could implement	44.4 %	53.8 %	48.4 %
High; I could teach others	38.9 %	30.8 %	35.5 %



Question 24: Over the past year, about how many hours of professional development in behavior supports have you received?

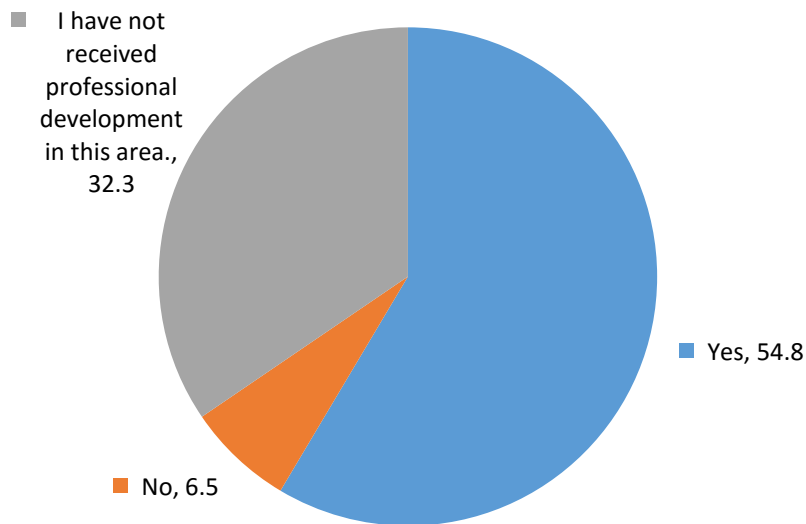
	Certificated	Classified	Total
0	27.8 %	30.8 %	29.0 %
1	22.2 %	23.1 %	22.6 %
2-3	22.2 %	15.4 %	19.4 %
4-6	5.6 %	0.0 %	3.2 %
7-10	16.7 %	7.7 %	12.9 %

11-15	0.0 %	0.0 %	0.0 %
15-20	5.6 %	7.7 %	6.5 %
More than 20	0.0 %	15.4 %	6.5 %



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

	Certificated	Classified	Total
Yes	55.6 %	53.8 %	54.8 %
No	5.6 %	7.7 %	6.5 %
I have not received professional development in this area.	27.8 %	38.5 %	32.3 %

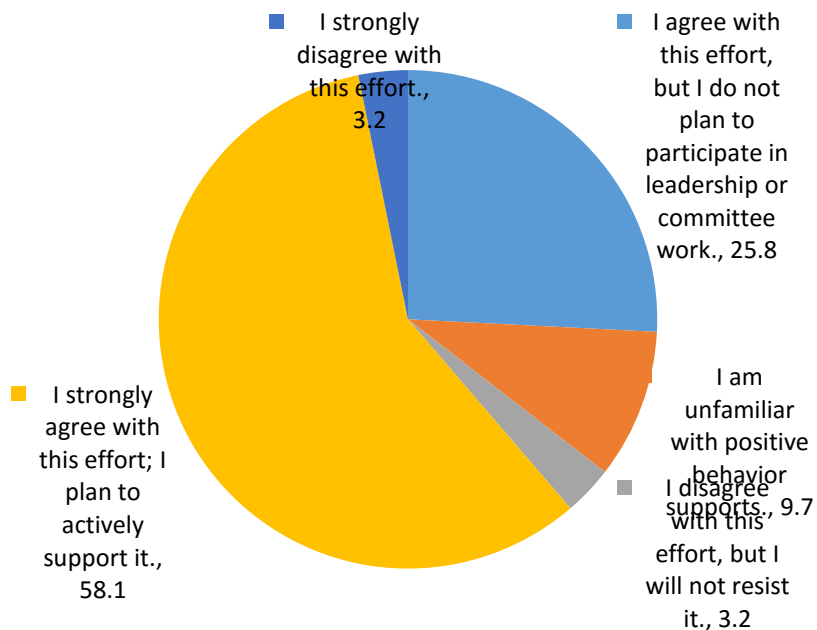


Level of Support for SWPBS

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.	22.2 %	30.8 %	25.8 %
I am unfamiliar with positive behavior supports.	5.6 %	15.4 %	9.7 %
I disagree with this effort, but I will not resist it.	0.0 %	7.7 %	3.2 %
I strongly agree with this effort; I plan to actively support it.	72.2 %	38.5 %	58.1 %
I strongly disagree with this effort.	0.0 %	7.7 %	3.2 %

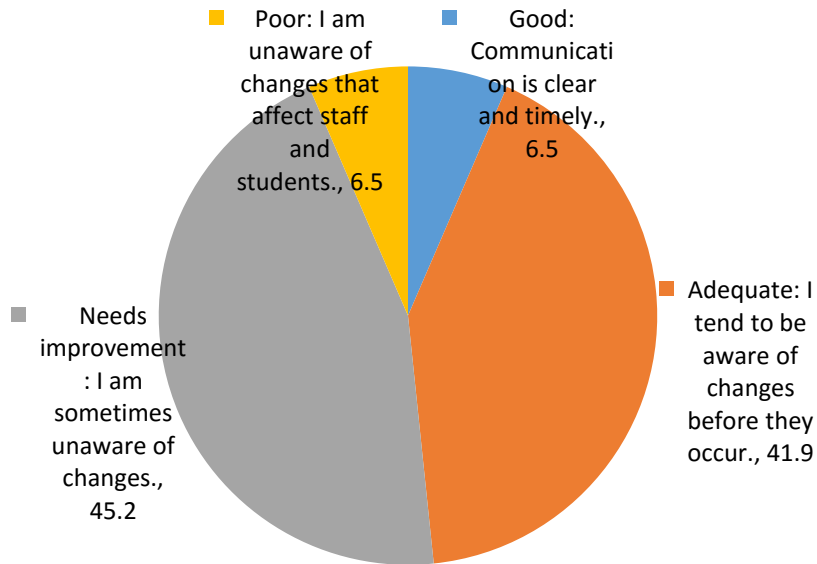


Communication

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.	5.6 %	7.7 %	6.5 %
Adequate: I tend to be aware of changes before they occur.	33.3 %	53.8 %	41.9 %
Needs improvement: I am sometimes unaware of changes.	61.1 %	23.1 %	45.2 %
Poor: I am unaware of changes that affect staff and students.	0.0 %	15.4 %	6.5 %



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?

Having clear expectations and schedules for students to follow lets them know the rewards or consequences of their actions. This keeps some students on track for a good day or helps them get back on track if they are having a tough time.

Positive reinforcement of desired behaviors is something we use frequently and it works very well.

What works best is consistency, communication, and accountability.

I don't believe that much is working well in this school. No one is on the same page with things and communication and morale is poor.

In my class consistency with individuals is key and a nurturing response when redirecting works, at times, while other times a firm and direct response works. Our students need to know where the boundaries are at all times.

Staff are able to establish relationships with students and get to know them well. Students do understand that they can earn incentives for positive behavior and that there are consequences for unexpected behavior.

Positive attitudes. Creating a team approach in the classroom and harnessing student strengths. Looking for what they do well and giving them opportunities to shine. And creating a sense in the classroom that we are like a family.

.... Comments deleted due to confidentiality of content.



NEED

Question 29: What is needed to make it better?

More communication! Some staff do not find out about changes, new plans, implementation etc., and cannot participate in team meetings.

Consistency across the board.

The consequences for problematic behavior need to be less desirable than the avoidant behavior in which students choose to take part.

I think communication between the different classrooms is something that could be improved. Behavior plans get changed but those changes don't always get filtered around to all of the staff.

Better communication before something happens

I think we need additional staff - it is very difficult to manage the number of students who are at this high level of intensity.

Staff consistency and their ability to focus on the children and not take things personal. Staff motivation and desire to do those job well. Staff often not understand mental health needs of the children we serve.

More focus needs to be put on positive behaviors and what students are doing well.

... Comments 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.

I am concerned that PBIS will work for some, but the students that resist the support system will still get more attention from most teachers.

My main concern is that the kids will think the way they are implemented or presented are corny, and will not interest them in the least bit. If anything, I believe they will make fun of them and not give them a chance at all.

My concerns would be ensuring ALL aspects of supports/programs are communicated clearly and effectively for all staff to use. Also, if it's a huge change to what is already in place then it may cause more disruption to the programs that ARE working currently for those students.

My main concern would be making sure everyone is on the same page. Each child is different, so it would be important to make sure that everyone is aware of each child's individual needs. Even when it come to positive support, children can take this differently.

I am concerned about the time needed to implement and follow through on any additional programs. I am concerned with over-rewarding the students adding to their reliance on external rewards to motivate them.

I am most concerned about staff resistance to change. Many staff have worked here for a long time and believe that the interventions we currently implement are either working or are the only option. Staff training is definitely needed, but there is often resistance to staff being asked to change their methods and devote their time to new tasks.

I have concerns that the negative attitudes of some of my colleagues taints the possibility of others buying in. I have concerns that some people are so tired or stressed at the intensity level in the building that they miss opportunities to make positive changes.

... Comments deleted due to the confidentiality of content.

