A New PBIS Tool for Middle and High School Students: The Student Perceptions of Behavior and Discipline (StPBD)

2019 TECBD Conference

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Advance Organizer & Aims

THE BIG PICTURE

- Introductions:
  - One another
  - The importance of staff & student perceptions to SWPBIS

- TOOLS You Can Apply Next Monday:
  - Staff Perceptions of Behavior & Discipline (SPBD) Survey
  - Student Perceptions of Behavior & Discipline (StPBD) Survey

- Concrete, Data-Informed STRATEGIES:
  1. Gathering staff & student perceptual data
  2. Understanding it
  3. Using it

Warm Welcome!

Speakers

Attendees

The importance of this topic: An overview
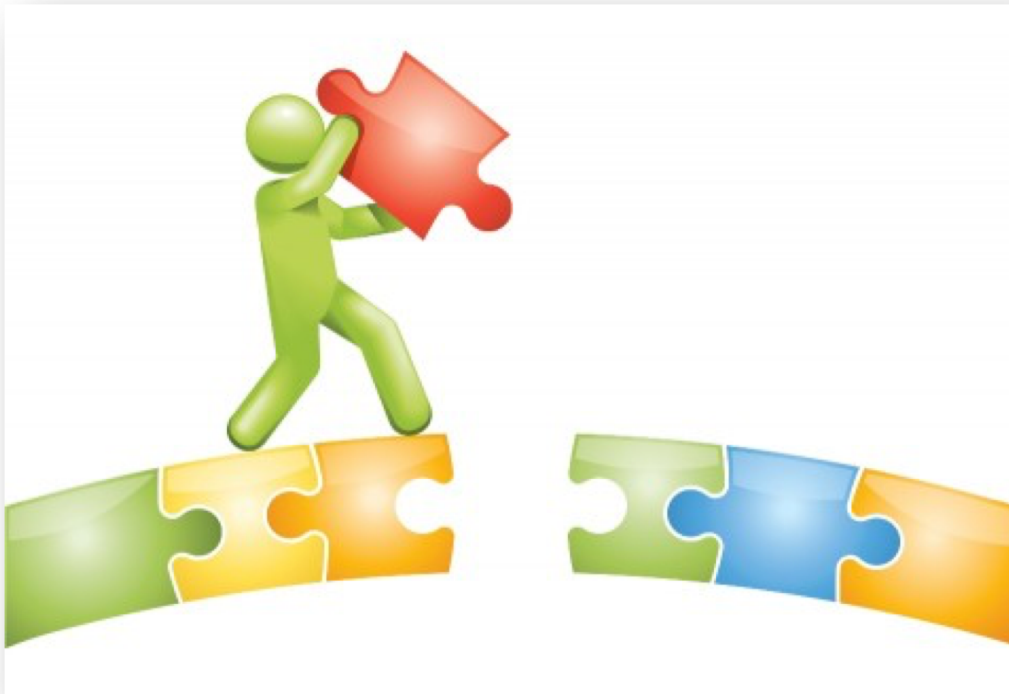
Staff & student voice in SWPBIS implementation

Pop Quiz

Schoolwide Positive Behavior Supports (SWPBIS) is a packaged program.

True or False
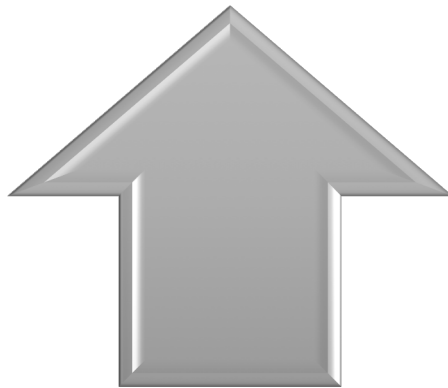
Please explain your answer.
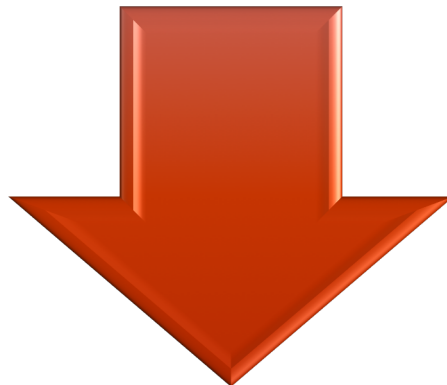
Mind the Research to Practice Gap

SWPBIS is challenging to implement in secondary schools (e.g., Flannery et al., 2013).

Our current challenge is not **what** to do, but rather, **how** to do it.

Fill in the blank.

High levels of staff support & student involvement is associated with high levels of PBIS implementation.

Low levels of staff support & student involvement is associated with _____ ?

Guiding Principles & Corollaries

- If staff perceive SWPBIS favorably, then they are more apt to implement it.
    - *E.g., agree with the philosophy, perceive it to be feasible in their school, believe it to be important, effective and necessary for their school community.*

- If staff perceive that students are responding to (or will respond to) SWPBIS favorably, then they are more apt to implement it.

Guiding Principles & Corollaries

Conversely, if staff *disagree* with the philosophy, do not see it as feasible, or do not believe it is important, necessary, or effective for their school community, then they are *not* likely to implement SWPBIS.

Over a decade of research supports these guiding principles*: (e.g., Bambara, Nonnemacher, & Kern, 2009; Feuerborn & Tyre, 2015; Feuerborn, Wallace, & Tyre, 2016; Kincaid et al., 2007; Lohrmann, Forman, Martin, & Palmieri, 2008).*

Student voice & involvement is critical, particularly in secondary schools.

- We have long known that for meaningful change to occur, a fit between SWPBIS and its application in the school is required (Sugai & Horner, 2006).

- Attaining student voice helps attain a better cultural & contextual fit between SWPBIS practices and the needs of the student body—*including our most historically underrepresented and marginalized voices.*

- **Student & staff "buy-in" is reciprocal**.

Achieving Positive Outcomes through SWPBIS: Theory of Change

Effective SWPBIS implementation is associated with positive student, staff, and climate outcomes.

There is a strong link between staff support, student involvement, and implementation.

Thus, gaining system-wide staff support and student involvement for implementation is critical to successful implementation.

Staff and student voice is often overlooked in planning and the implementation.

There is need for ways to mobilize, understand, and respond to staff and student perceptions, needs, and concerns.

Translating Research to Practice

- Staff may not be willing or able to implement for a variety of reasons.
- Students may not be involved for a variety of reasons.
- In order to involve staff & student, address their concerns and needs, and support them, **we need to develop a plan**.

In order to develop this plan, we will need: _ _ _ _

Inventory of your data practices

✓ **Student social, emotional, and behavioral** (e.g., ODRs, ACES, SAEBRS, Suspensions)

✓ **Student academics** (state achievement tests, grades, graduation rates)

✓ **Implementation and systems supports** (e.g., SET, BofQ, TFI)

❑ Staff perceptions & beliefs of PBIS, behavior and discipline _____?

❑ Staff needs & concerns (personal, climate, & systems) _____?

❑ Student needs, concerns, and perceptions of PBIS & climate _____?

A New Kind of Triangle

- *Triangulate* your data:
  - student data,
  - staff data, and
  - systemic data

Student data

Staff data

System data
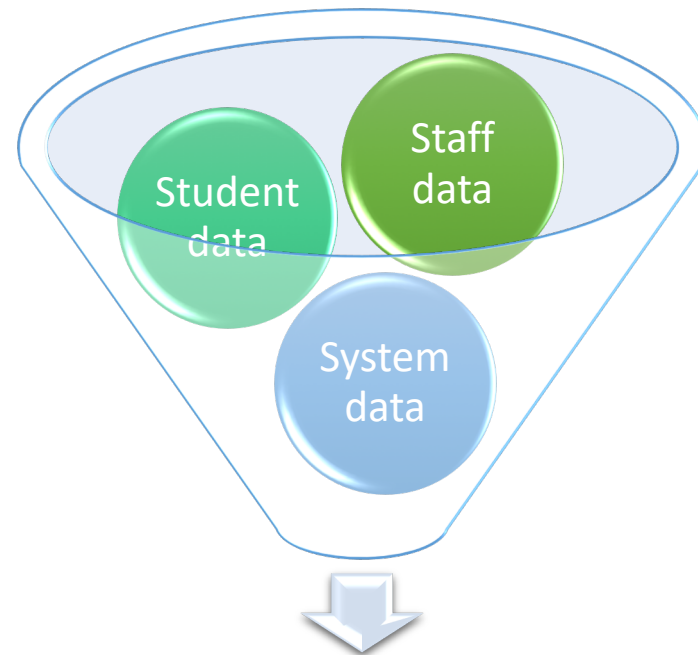
Priorities:

Needs & Capacities

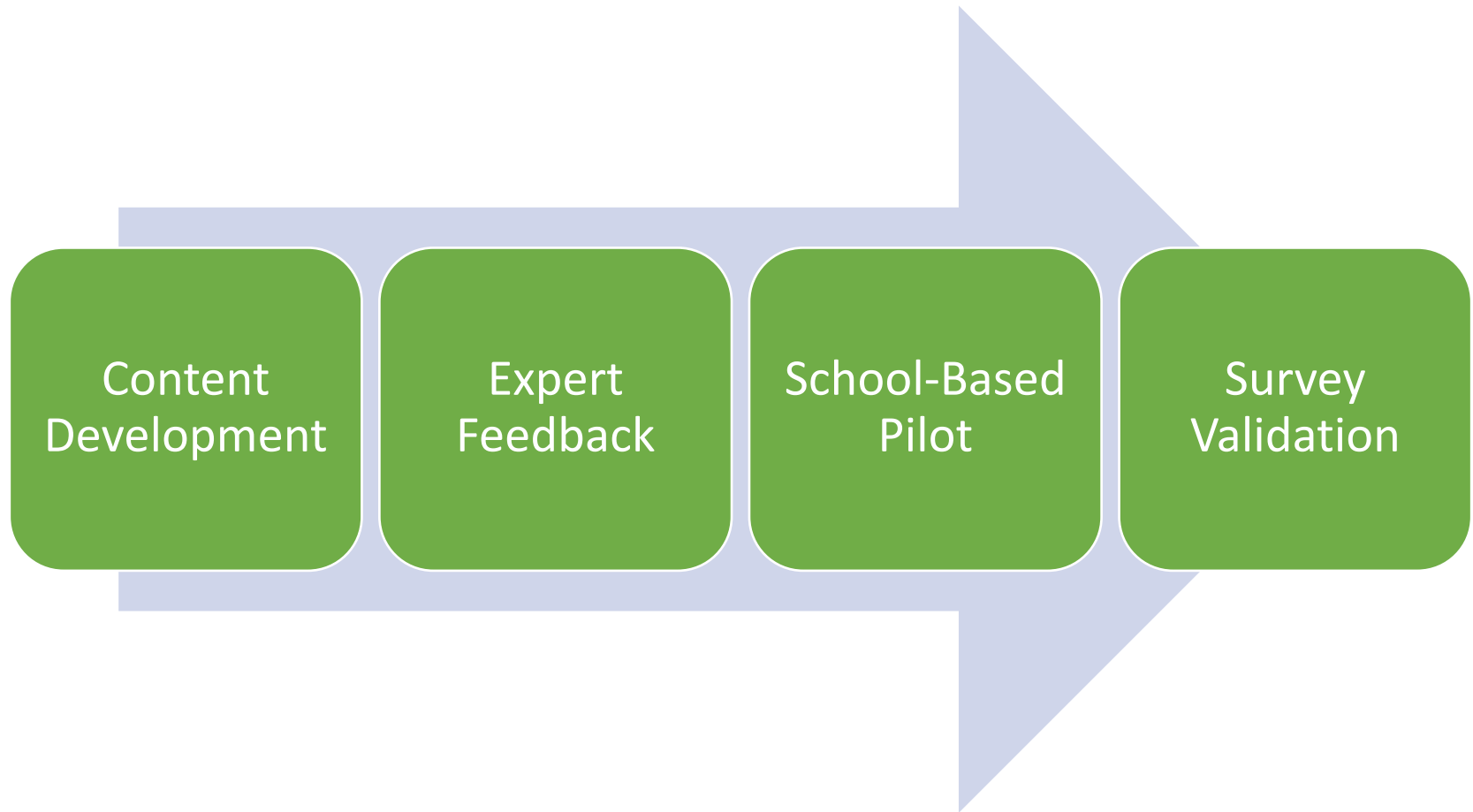*So, is all this necessary?* Yes, if you seek true transformation & meaningful change.

What can you expect? A complex, non-linear process with some stumbles along the way. Data can be your guide.

Staff (SPBD) and Student (StPBD) Surveys

Staff and Student PBIS Survey Development: Parallel Processes

The Staff Perceptions of Behavior and Discipline (SPBD) Survey

- A free & anonymous staff survey gathering information to inform SWPBIS planning & implementation decisions

- The SPBD staff survey assesses staff-related factors that act as facilitators or barriers to successful implementation

- 23 core items, with additional demographic and qualitative items (32 items total)

- Responses automatically compiled into a graphic, easy-to-interpret report with an analysis of barriers, facilitators, and recommendations

- Overall, staff perceptions are more favorable when staff understand PBIS, receive professional development, and work in Pre-K and elementary schools

Staff Survey: SPBD Core Domains

(Feuerborn, Tyre, & Zečević, 2019)
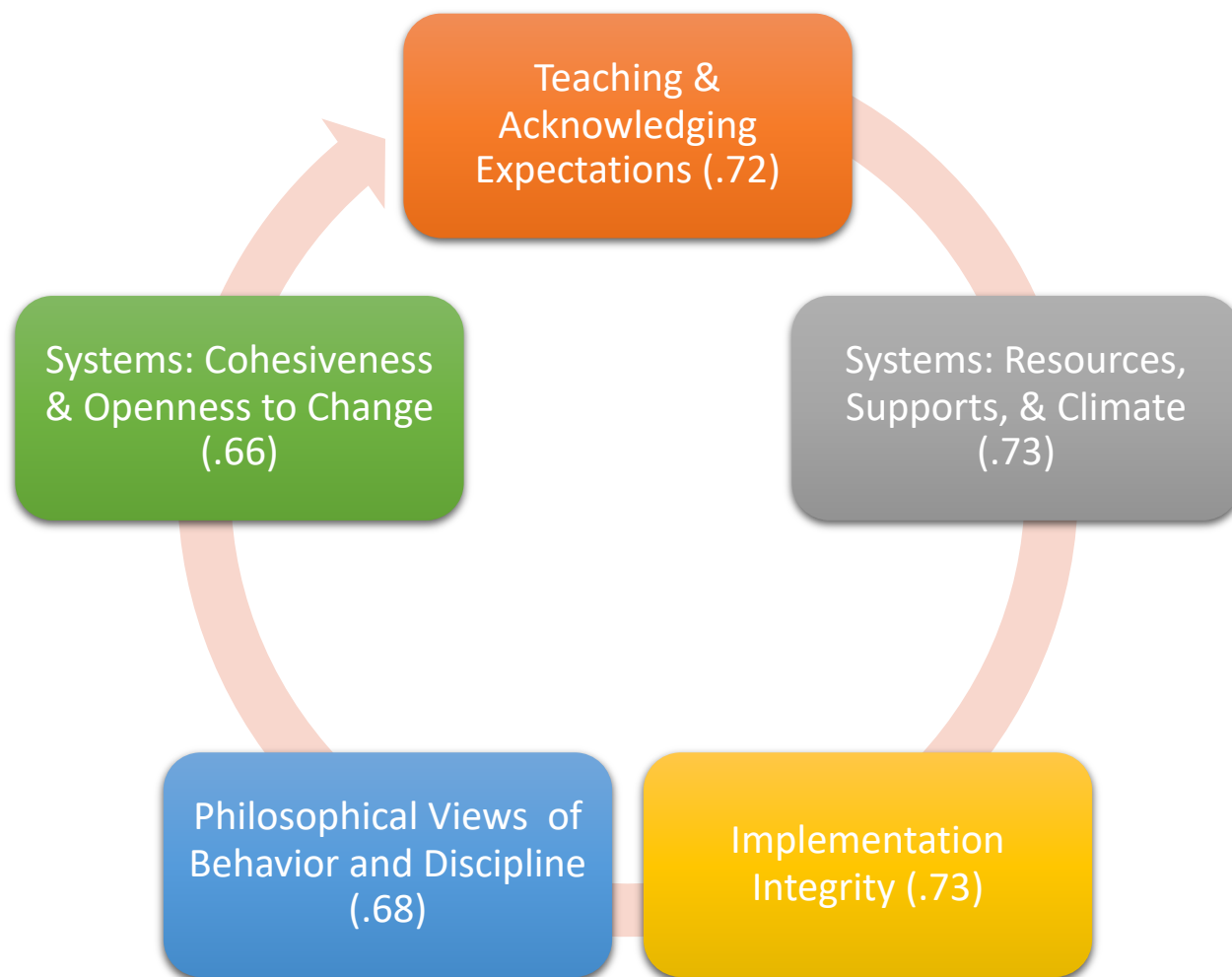
Qualitative Findings:
Concerns of Middle School Teachers

Consistency

Tier 3 Students	Reinforcement
Behavior Violations	Student Buy-In	Prevention
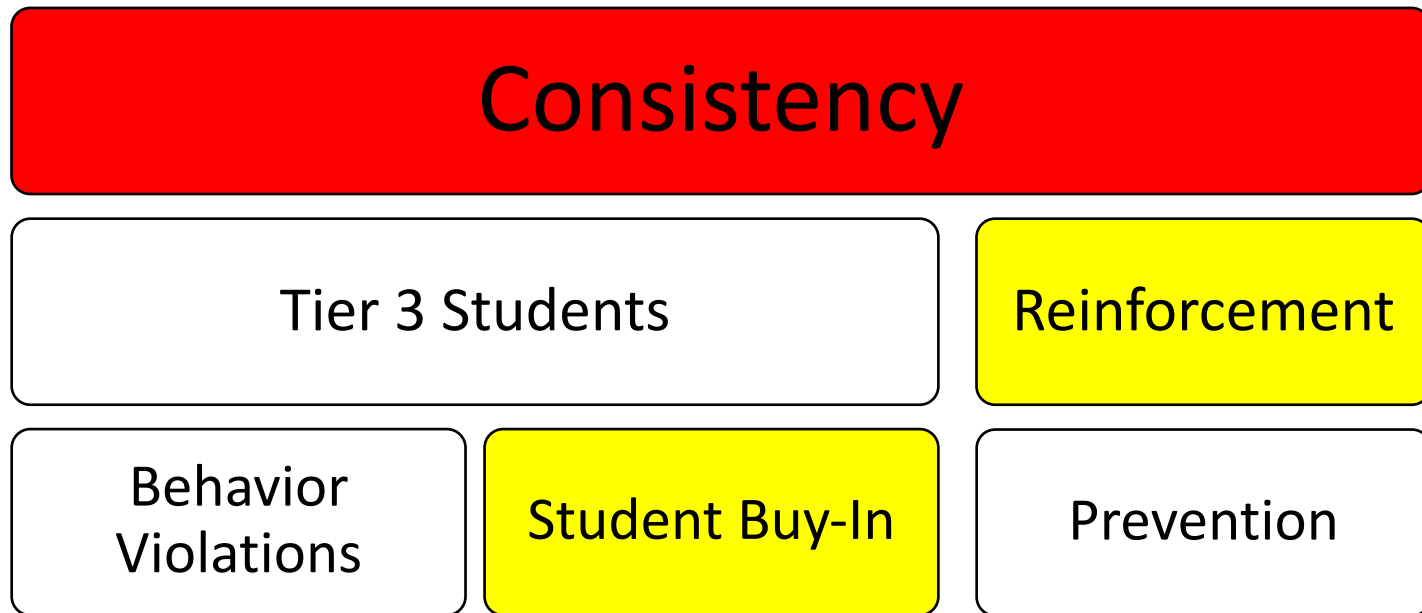
(Tyre, Feuerborn, Beaudoin, & Bruce, 2019)

StPBD Student Survey Development
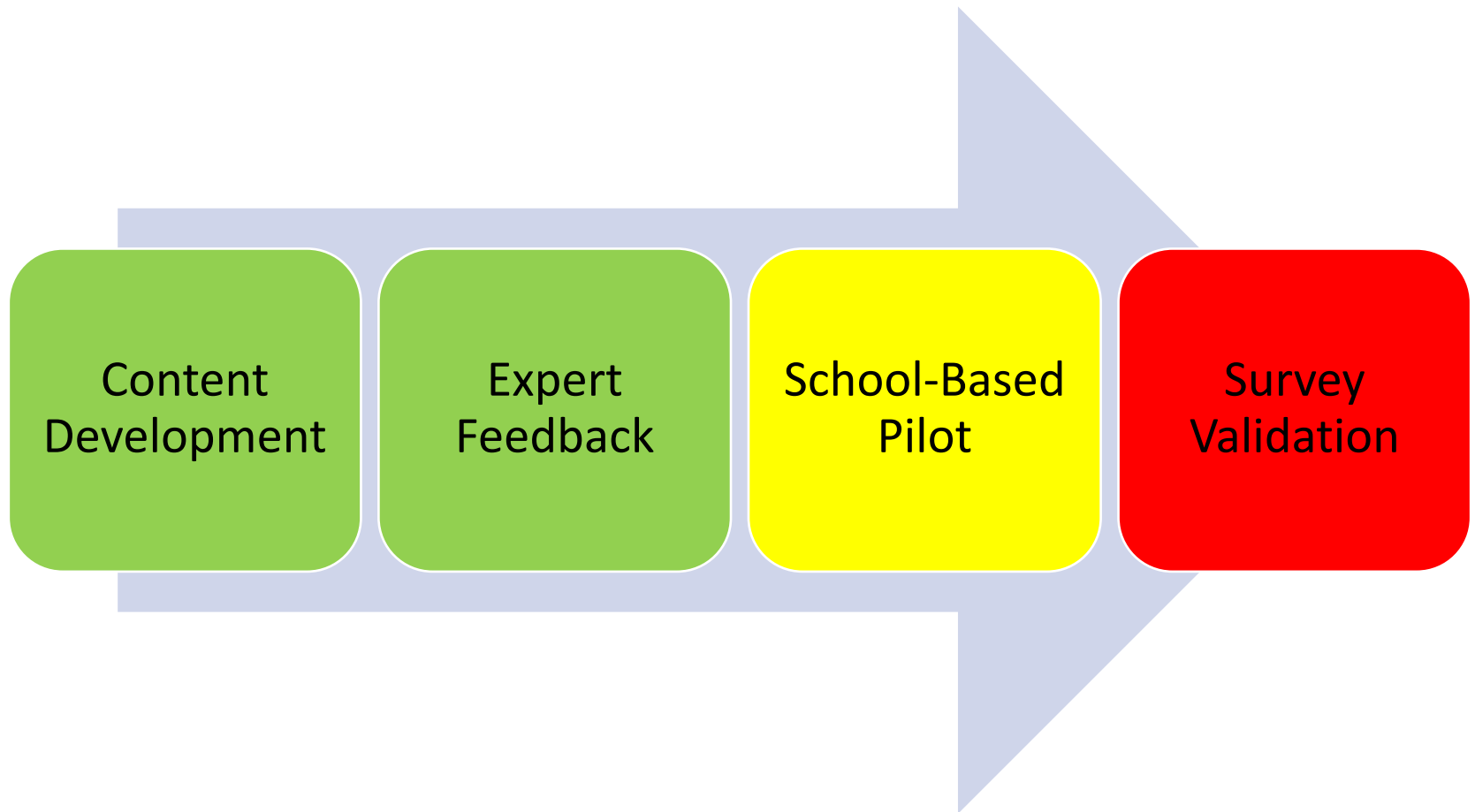
StPBD Student Survey

- A free and anonymous student survey to gather information to inform SWPBIS implementation
- Completed by students in middle and high schools
- Responses automatically compiled into a graphic report
- 41 items in the pilot version, including demographic, core, and open-ended items (To be reduced to about 30)
- Most items contain 6 response options: totally agree, somewhat agree, agree, disagree, somewhat disagree, & totally disagree

Student Survey: StPBD Core Domains
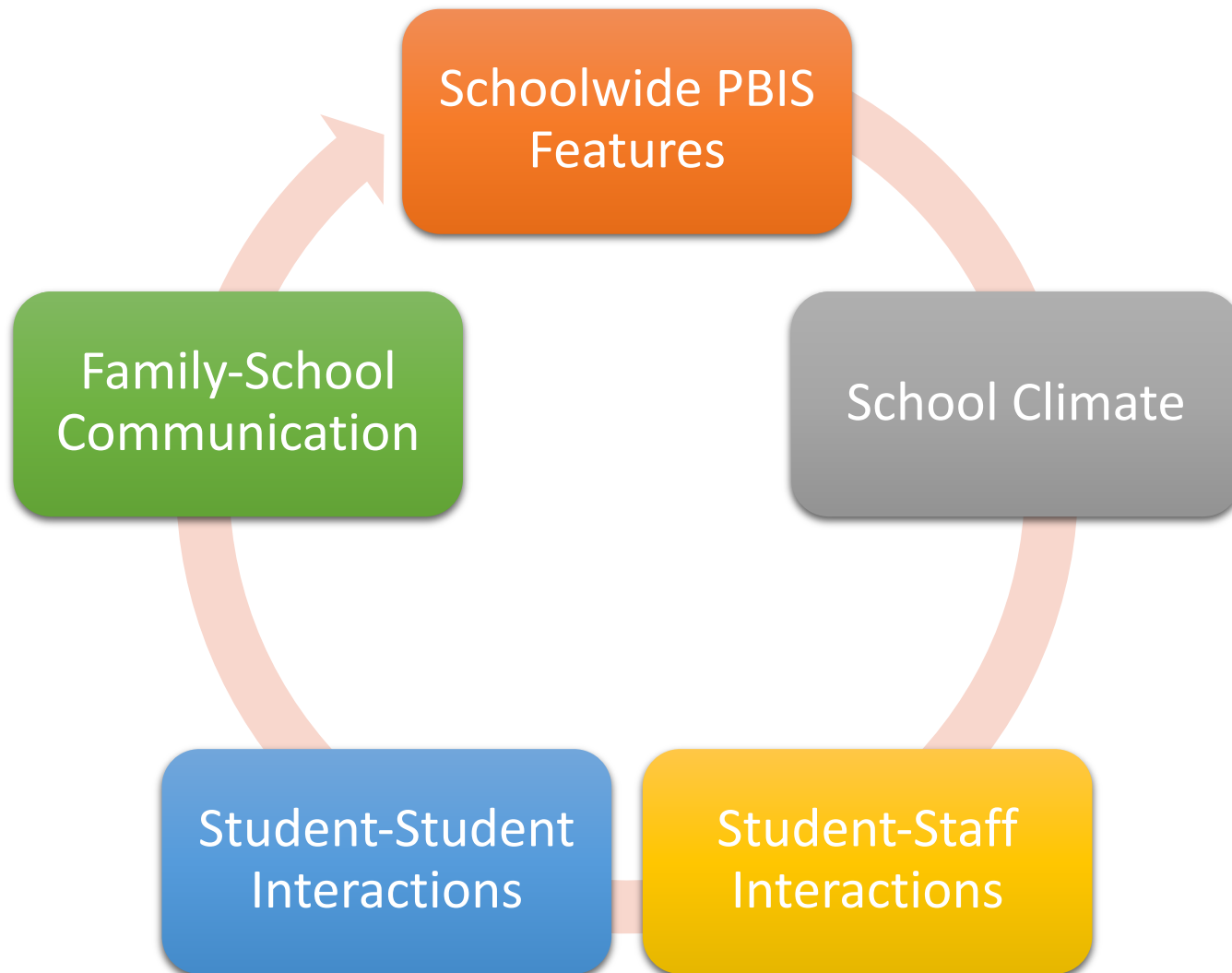
What is your race or ethnicity? Please check all that apply.
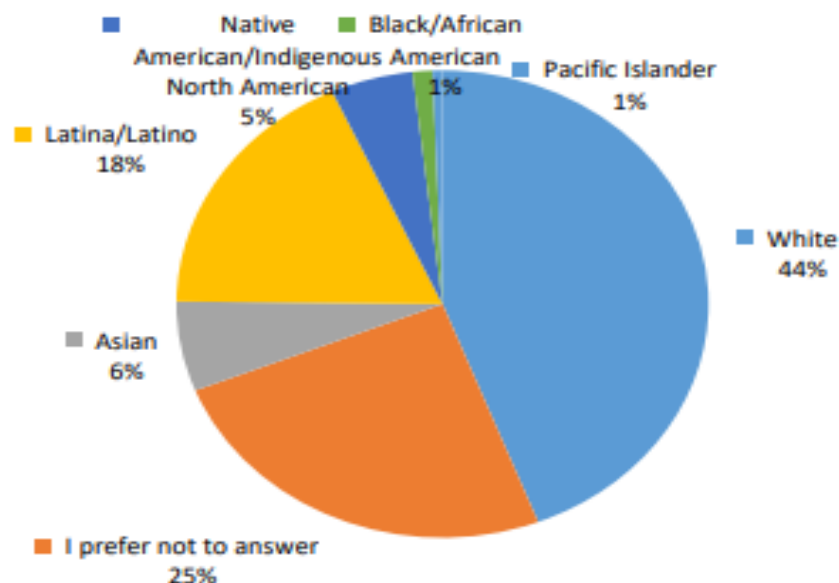
Race	Count	Percent
White	71	44.1 %
I prefer not to answer	40	24.8 %
Latina/Latino	29	18.0 %
Asian	10	6.2 %
Native American/Indigenous North American	8	5.0 %
Black/African American	2	1.2 %
Pacific Islander	1	0.6 %

What is your gender?

Gender	Count	Percent
Male/Boy	66	49.6 %
Female/Girl	66	49.6 %
I prefer not to answer	1	0.8 %
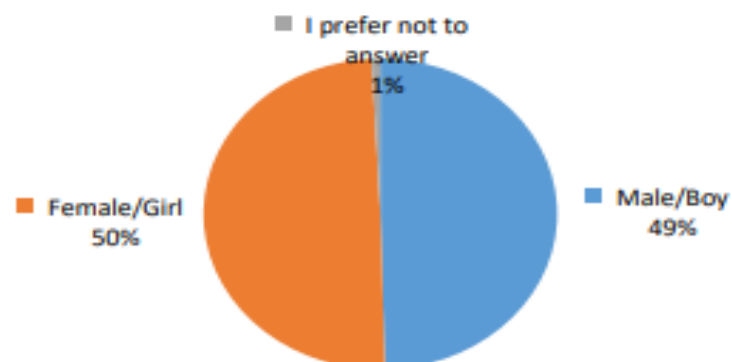
Domain I: Schoolwide PBIS Components

Assesses student perceptions of PBIS that directly impact them (e.g. clarity of behavioral expectations, equitable use of discipline, and student acknowledgement systems)

- *The [schoolwide] expectations are posted in classrooms.*
- *I know what will happen if I break a rule at this school.*
- *What would help you feel valued for your hard work? Please check the options you like best.*

Domain 1: SWPBIS Components

This domain assesses student perceptions of the aspects of PBIS that directly impact them, including clarity of behavioral expectations, equitable use of discipline, and student acknowledgement systems.

Question 1: I know what will happen if I break a rule at this school.

Answer	Count	Percent
Totally agree	56	42.1 %
Somewhat agree	24	18.0 %
Agree	44	33.1 %
Somewhat disagree	4	3.0 %
Disagree	4	3.0 %
Totally disagree	1	0.8 %
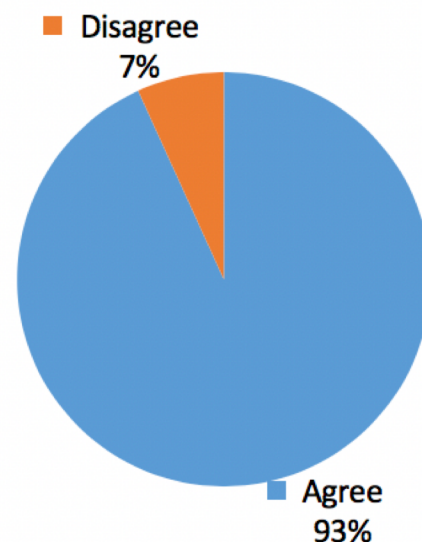
Domain II: School Climate

Assesses student perceptions of safety and belonging, along with their attitudes toward school and the degree to which they perceive to have voice in the school.

- *I am proud of my school.*

- *Adults at this school listen to my ideas.*

- *I don't feel safe when I am in these areas of the school. Check all that apply.*

Question 17: I feel like I belong at this school.

Answer	Count	Percent
Totally agree	37	11.3 %
Somewhat agree	105	32.1 %
Agree	82	25.1 %
Somewhat disagree	44	13.5 %
Disagree	21	6.4 %
Totally disagree	38	11.6 %
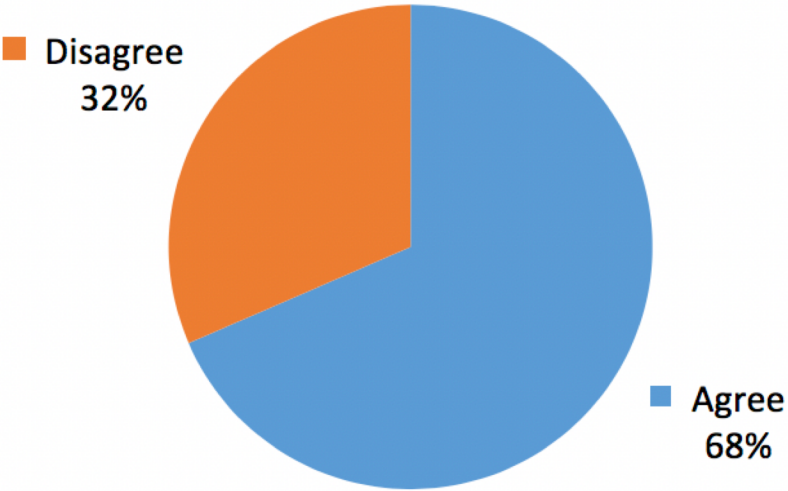
Domain III: Student- Staff Relationships

Assesses student perceptions of student-staff interactions, including whether or not they feel staff care and are willing to help them.

- *Teachers smile and say hello to me*
- *Adults at this school treat me with respect.*
- *Students in this school treat adults with respect.*

Domain 3: Student-Staff Relationships

This domain assesses student perceptions of student-staff interactions, including whether or not they feel staff care and are willing to help them.

Question 22: I feel like my teachers care about me.

Answer	Count	Percent
Totally agree	40	30.1 %
Somewhat agree	33	24.8 %
Agree	50	37.6 %
Somewhat disagree	6	4.5 %
Totally disagree	4	3.0 %
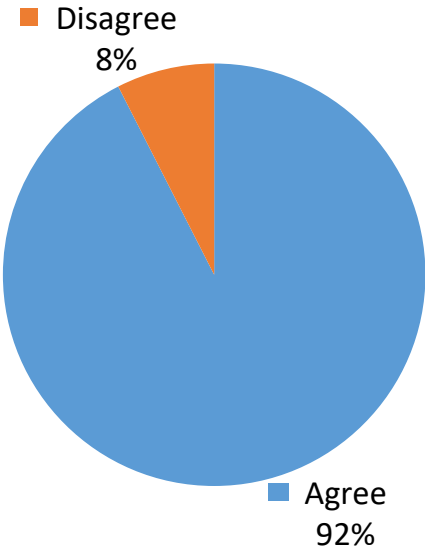
Domain IV: Student- Student Relationships

Assesses student perceptions of student interactions with their peers, including the extent to which they perceive other students to be kind, inclusive, or bully.

- *Students at this school are kind to each other.*

- *If I need something, students at this school will help me.*

- *I am being bothered by a bully from this school.*

Question 31: Students at this school are kind to each other.

Answer	Count	Percent
Totally agree	10	7.5 %
Somewhat agree	54	40.6 %
Agree	15	11.3 %
Somewhat disagree	29	21.8 %
Disagree	17	12.8 %
Totally disagree	8	6.0 %
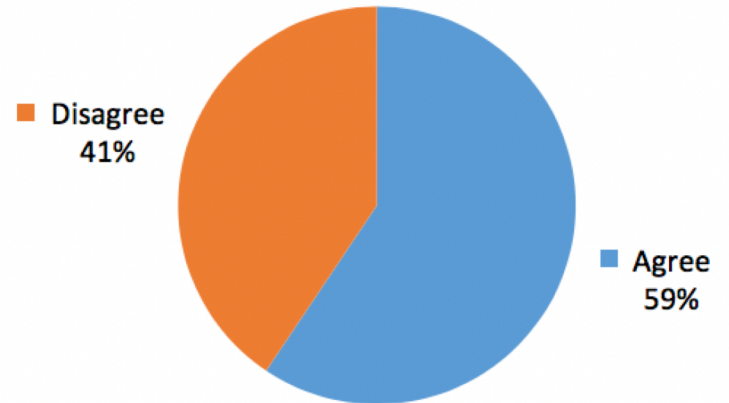
Domain V: Family- School Communication

Assesses the extent to which students perceive their families to be involved with behavior and disciplinary matters.

- *My parent/guardian knows how I'm doing in school.*
- *My parent or guardian cares how I behave at school.*
- *My parent(s)/guardians know my teachers.*

Question 23: If I need something, adults at this school will help me.

Answer	Count	Percent
Totally agree	31	23.3 %
Somewhat agree	43	32.3 %
Agree	47	35.3 %
Somewhat disagree	7	5.3 %
Disagree	2	1.5 %
Totally disagree	3	2.3 %
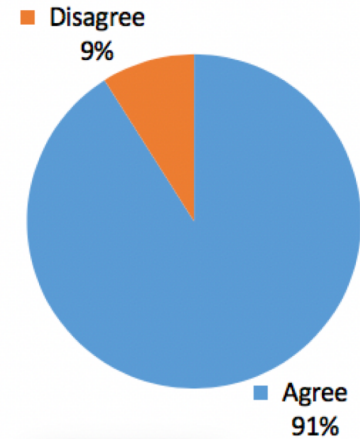
Disagree 9%
Agree 91%

Chart Area

Question 24: I think there's an adult at this school who cares about me.

Answer	Count	Percent
Totally agree	50	37.6 %
Somewhat agree	23	17.3 %
Agree	46	34.6 %
Somewhat disagree	5	3.8 %
Disagree	5	3.8 %
Totally disagree	4	3.0 %

Disagree 11%
Agree 89%
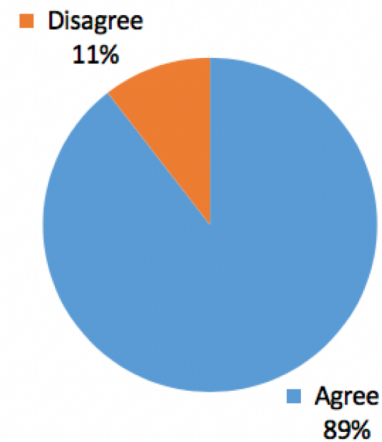
Student voice: In their own words

What do you like about this school?

- *How there's teachers you can talk to if you need to.*

- *I like the free spaghetti*

- *I like that this school is kind to students, even when they misbehave*

- *I like my friends the best because they are supportive and love me for who I am*

- *I DK*

- *Nothing*

What would make this school better?

- *Some student not making fun of other students*

- *MORE rewards for GOOD kids*

- *More punishments for the those that really need it*

- *If there was more adults to keep watch in the court yards so there'd be less bullying around school.*

- *HIGHER PAY FOR TEACHERS…. Give teachers a longer break*

SPBD Support

Staff Perceptions of Behavior and Discipline (SPBD) Supports and Resources

Survey

The 10 Step Process   Request the Survey

SPBD Overview

The SPBD is a research-based survey for schools. The SPBD is a staff survey that provides information to help school teams implement schoolwide positive behavior interventions and supports (SWPBIS or PBIS). The SPBD helps teams 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 involve staff and implement schoolwide positive behavior supports (SWPBIS).

The SPBD survey and data report are free of charge.

Upon completion of the survey, schools receive a data report that contains aggregated data and recommendations.

Survey Use at a Glance: The 10 Step Process

1. Request the survey http://spbdsupport.com/RequestSurvey to receive the survey link(s).

2. Before sending the link to staff or students, discuss the survey with them (e.g. purpose, confidentiality, why it is important)

3. Send the link to all students and/ or staff who work directly with students

4. Provide the time, space, & technology to complete it (20 minutes).

5. Check the numbers, and send out a reminder. Strive for a representative sample.

10 Steps (continued)

6. A day or two after your survey close date, receive the survey data report

7. Review the quantitative data. Check for trends and indicators of areas of success and areas in need of more growth

8. Review qualitative data. These data can help contextualize survey responses, identify strengths, and provide additional insights.

9. Determine how, when, and where you will share these data, along with how you intend to identify priorities from these data alongside of data from other sources (e.g., students, climate, and implementation).

10. Act on the data through training and implementation decisions.

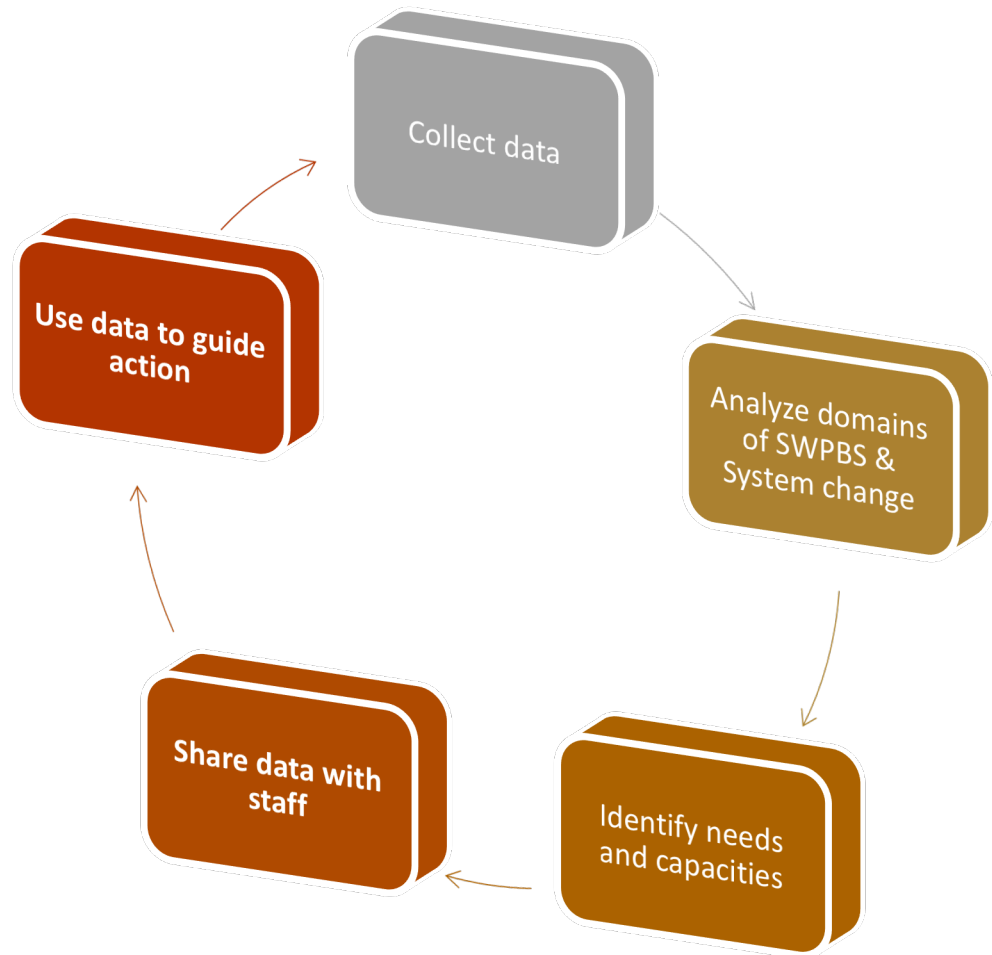# Understanding your Data

You've received your data reports.

Now what?

Data Informed Cycle of Improvement

- ✓ Collect data
- ✓ Integrate it
- ✓ Analyze & filter it
- ✓ Share it with staff
- ✓ Use it to determine actionable priorities

(Repeat)

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

Developed by Laura Feuerborn, Associate Professor, University of Washington, Tacoma & Ashli Tyre, Associate Professor, Seattle University

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

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.

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?	✓	

First, consider who responded.

Consider response rates within the following:

- Role: Teacher, staff, support personnel, administrators, other

1

7

3

35

■ Teacher

■ Support Staff

■ Classified Staff

■ Administrator
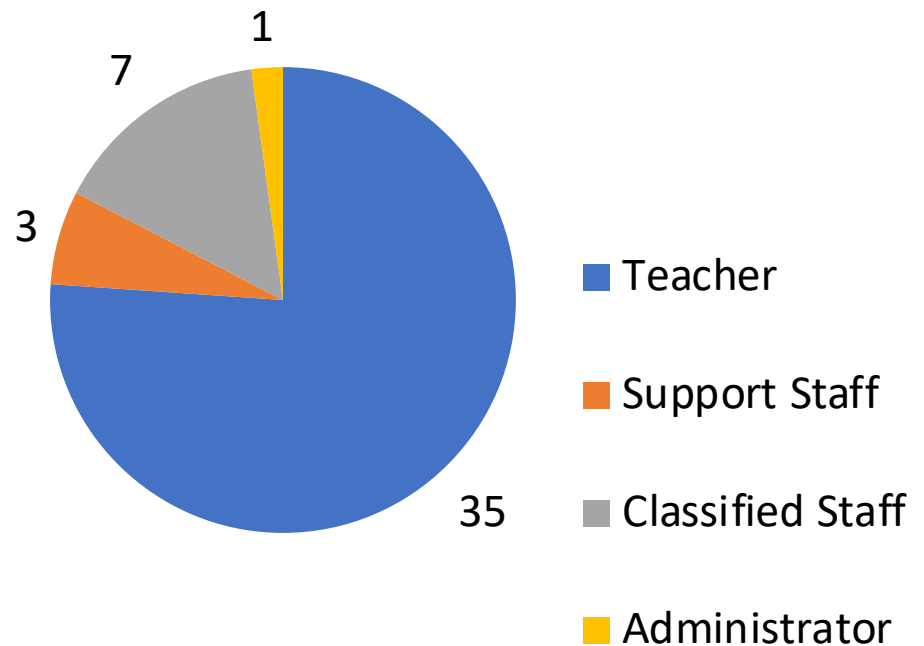
Second, Review the Quantitative Data.

- Use these data as indicators, to explore and identify:
  - General trends
  - Areas to celebrate
  - Areas of concern
  - Areas in need of more investigation

Third, Review the Qualitative Data.

- Use these data to investigate deeper and as diagnostics.
  - To provide context for quantitative data
  - To explain trends
  - To reveal needs not anticipated
  - To guide targeted professional development

Example of Using Qualitative Data to Explain Quantitative Data

The climate at this school is positive.

Agree, 42

Disagree, 58
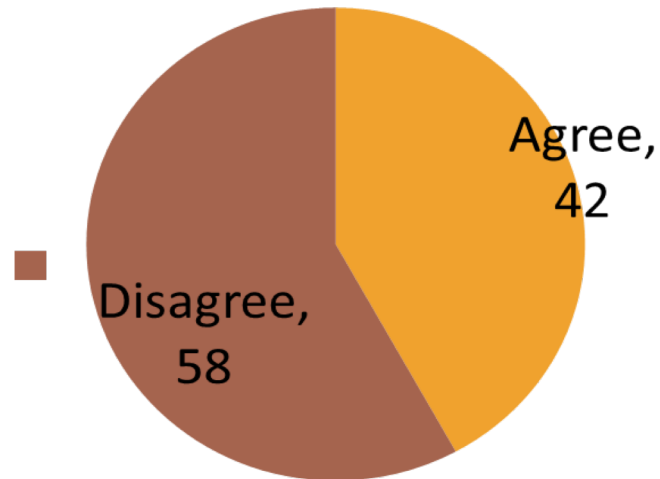
Example statement of Concern

I do believe that the staff cares about our kids deeply, but we are so overwhelmed by the problems we face on a daily basis that fatigue sets in and we just need help. We have tremendous staff turnover and all these inexperienced staff members take a toll on the climate.

Pulling it all together: Data synthesis

- *Triangulate* your data:
  - student data,
  - staff data, and
  - implementation data (e.g., TFI, SET)

Student data

Staff data

System data
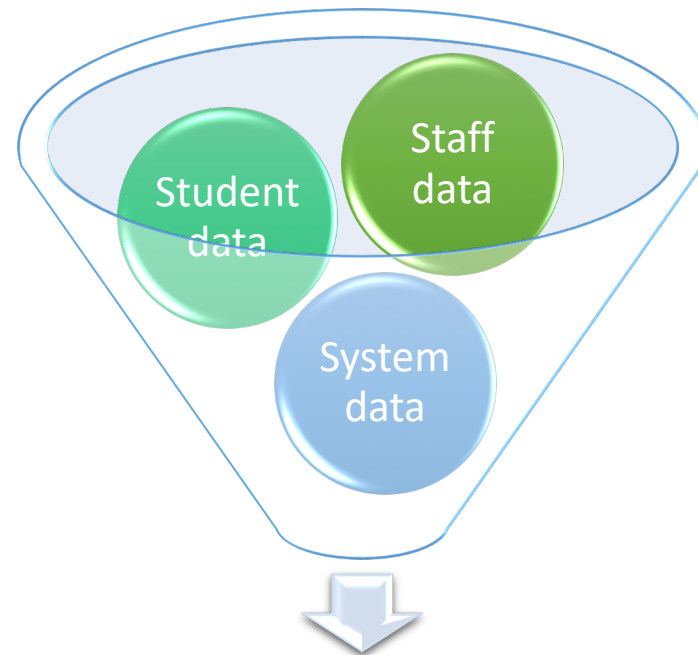
Priorities:

Needs & Capacities

Ok, now I understand our data.

What do I do with it?

The effective communication of the results is important.

- Needs assessment teams tend to focus most of their attention on the evaluative process and much less on dissemination (Carter, 1996)

- Decision makers will act on the needs assessment information only when they can understand the findings and see a clear connection between the results and planning.

(Nagle & Gagnon, 2008, p. 2219)

Use your SPBD Data to Make Data-Informed Decisions

"The initiation of needs assessment without the prior commitment to use data for planning purposes is a waste of time and resources and will likely result in conflict within the school"

(Nagle & Gagnon, 2008, p. 2210)

Determine how you will share the data with staff

What data will you share the data with staff? **How? When?**

How will you share the data with those unable to attend?

Example: Full staff, Other (The student services team (psych, social work, behavior specialist, admin, etc.) first reviewed the results together, then decided as a team, how to present the information to the full staff. The full staff will see the information in the form of a gallery walk during a faculty meeting.)

How will you demonstrate that you are using the data to guide planning and decisions (and the survey wasn't a waste of their time)?

Example: Even prior to completing the survey, we have been making active efforts to begin implementation of Tier I supports and systems; however, the results of the SPBD survey did help inform how we should proceed. We are making efforts to increase transparency with staff and to provide additional training on PBIS and the limitations of punishment.

Can you use initial data sharing as an opportunity to clear up misperceptions and gather more insights?

Example: This was great information to confirm what I suspected. This survey helped to bring our staff together and begin to realize where our PBIS systems need strengthening. The results also supported the need for training in new staff.

Avoid a Deficit Lens:
Build on Existing Capacities.

- Identify staff and student beliefs, strengths, and practices that you can celebrate.
- Identify practices that are currently working well
  - respects the knowledge and activities of staff
  - reduces the amount of change necessary

  Example: To highlight that the large majority of staff is in support of positive behavior supports. To acknowledge the small minority of dissent.

Identify the Function of Resistance

Individual-level considerations:

- *What is this person trying to communicate?*
- *What concerns and needs do they have?*
- *What barriers do they perceive and/or are they experiencing?*

- *"I really looked at the comments section. That to me was a big eye opener. Staff had a chance to vent their frustrations and at the same time you really did get a sense of the perceptions people have about the school climate."*

Is the root problem or barrier a:

- *Skills problem?*
- *Performance problem?*
  - *Motivation problem?*
  - *Habit problem?*
  - *Lack of support/structure problem?*

Goal: Identify Priorities

- Prioritize actionable pieces that proactively address resistance & create a solid contextual fit between SWPBIS & the school.
- Prioritize critical needs (e.g., safety issues)

Consider:

How will the team gain input from stakeholders to identify priorities?

How will the priorities connect to the unified vision/mission of the school community?

How will they connect to the multi-year action plan?

Determine how you will involve your students in the use of your student data.

- Adult-Initiated, Adult-Led Decision; Student-Informed And Assigned
    - *Staff direct students in roles to support PBIS*

- Adult-Initiated, Adult-Led Decision; Student-Informed And Consulted
    - *Staff bring ideas to students for input on improving PBIS*

- Adult-Initiated, Shared Decisions With Students
    - *Staff bring ideas, staff and students reach consensus for improving PBIS*

- Student-Initiated, Shared Decisions With Adults
    - *Students develop and share ideas with staff, collective decision making to determine next steps.*

(Martinez, Kern, Hershfeldt, Peshak George, White, Flannery & Freeman , 2019)

Using Your Data as a Mechanism for Change

What can we really *do* about what staff think or believe?

At first, we thought we had a philosophy issue on our hands...
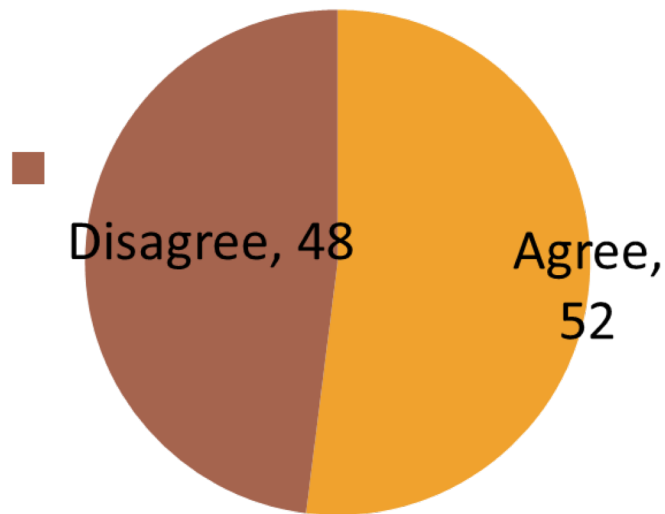
Disagree, 48

Agree, 52

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

…but a closer look suggested otherwise.
If we dig, we find the root of the issue

- *…Often this year the students laugh at the reward tickets I give. If we are going to make this work the kids have to care and right now I feel they are not interested in the rewards. I have seen PBIS work great in Elementary but we need a system that meets the middle school needs.*
- *….Our students don't care if they receive a pencil or a donut with the principal; you have to think like one of our kids What matters to them, what do they value? Food, basketball, music, etc.*

What would help you feel valued for your hard work? Please check all that you like.

Answer	Count	Percent
Earn free time or fun activity	84	20.1 %
Send a positive note to my parent or guardian	72	17.3 %
Choose a fun activity for the whole class	71	17.0 %
Earn a snack	45	10.8 %
Earn a special job in the class (e.g. take materials to the office)	34	8.2 %
Recognize me publicly (e.g. read my name over morning announcements)	30	7.2 %
Wear something fun for a day	25	6.0 %
Eat lunch with an adult in the school	16	3.8 %
Earn school supplies	16	3.8 %
Other (able to hang out with the principal for a day.)	1	0.2 %
Other (Having extra recess)	1	0.2 %

Use Your Data as a Discussion Springboard

When problem behaviors occur, we need to get tougher.


Disagree, 50   Agree, 50
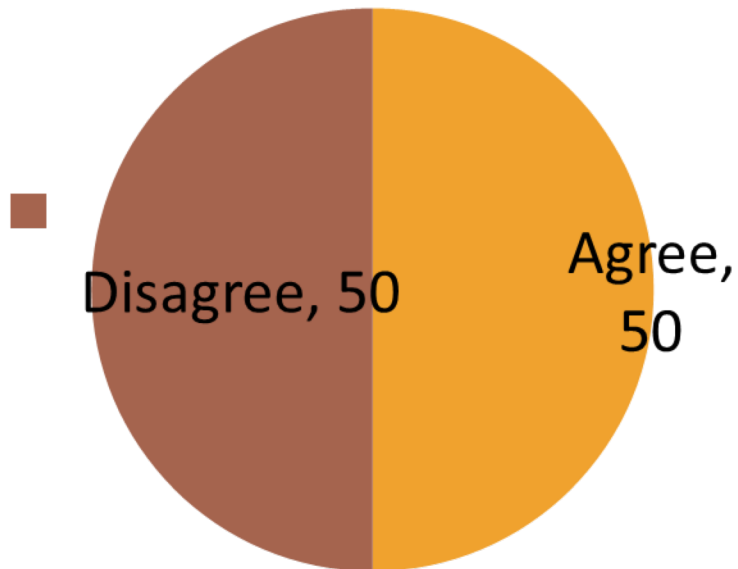
Example statement of concern

- *I called to send a student down to admin, and it was FULL. Kids return from suspension and the behavior continues. Students ask if they can have detention. They get to leave early and get lunch first. I've had students disappointed to not having. Does not seem effective at all. We need something with more teeth.*

But review of the StPBD shows…

Question 5: Someone taught me the SOAR expectations this year.

| Answer	Count	Percent
Totally agree	2	1.5 %
Somewhat agree	4	3.0 %
Agree	8	6.0 %
Somewhat disagree	4	3.0 %
Disagree	49	36.8 %
Totally disagree	66	49.6 %

Agree 10%

Disagree 90%
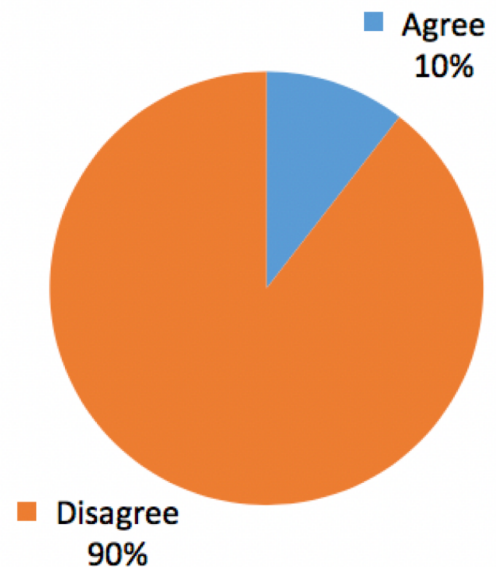
Authentic Feedback & Ideas from Real Schools

What are some other schools doing with their SPBD data?

How was the SPBD helpful?

- *It gave the staff a voice. They are working day in and day out with challenging students and they deserve a right to confidently describe how they feel, what they need, and what could be improved.*

- *This was a big eye opener! Staff had a chance to vent their frustrations and we got a better sense of the climate.*

- *I feel as though we have the problem or root cause, and not just symptoms. It is nice to know we have determined the pathology of our issue.*

"I suppose I'll be the one to mention the elephant in the room."
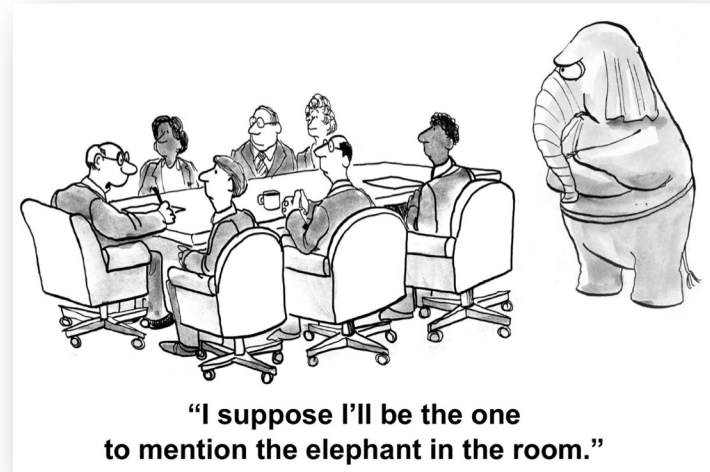
...gave us language to face some of our difficulties and barriers.

How did you use your SPBD data?

- *Created specific training:* including discussions around zero-tolerance and the importance of being proactive rather than discipline-focused.

- *Changed training:* to include student-teacher relationships and bias.

- *Developed Task Forces:* in PLCs to work on issues associated with climate, consequences, and rewards.

- *Changed procedures/process:* Consistency was a recurring theme, so the team worked on revising and condensing behavior referral sheets and providing a list of behavior definitions and a flowchart for addressing behaviors

- *Included classified staff* in our trainings!!! There was a huge discrepancy between classified and certificated staff that we didn't know existed.

Schools Using the SPBD Across Time

- *From last year's results, we made many changes! We targeted areas for training, secured greater administrator support, greater integration of initiatives, and developed coordinated action plans. We also improved our communication strategies and our Red Zone systems.*

- *It was great to see improvement over the years! And, the changes were a direct result of last year's information from the initial administration of the survey. Real success!*

What about this one?

- *We did not share the survey results. We took it at the end of the year and used it for our PBIS team to inform planning.*

Questions?

Want to know more or be a part of our working collaborative?

Please contact us!
Laura Feuerborn: feuerl@uw.edu

Selected works

◉Tyre, A., Feuerborn, L. & Beaudoin, K. (in press). A qualitative exploration of middle school teachers' concerns for implementing the principles of SWPBIS.

◉Feuerborn, L., Tyre, A., & Zečević, M. (2019). Factor Validation of the Staff Perceptions of Behavior and Discipline (SPBD) Survey. *Remedial & Special Education, 40*(1), 32-39

◉Feuerborn, L., Tyre, A, & Beaudoin, K. (2018). Classified staff perceptions of behavior and discipline: Implications for schoolwide positive behavior supports. *Journal of Positive Behavior Interventions, 20*(2), 101-112.

◉Tyre, A., Feuerborn, L., & Woods, L. (2018). Staff concerns in schools planning for and implementing schoolwide positive behavior interventions and supports. *Contemporary School Psychology, 22*(1), 77-89.

◉Tyre, A. & Feuerborn, L. (2017). The minority report: Understanding the concerns of staff in opposition to SWPBIS. *Journal of Psychological and Educational Consultation,* 1-28.

Selected works (continued)

- Feuerborn, L., Wallace, C., & Tyre, A. (2016). A qualitative analysis of middle and high school teacher perceptions of schoolwide positive behavior supports. *Journal of Positive Behavior Interventions, 18,* 219-229.
- Feuerborn, L., Tyre, A., & King, J. (2015). The Staff Perceptions of Behavior and Discipline (SPBD) Survey: A tool to help achieve systemic change through schoolwide positive behavior supports. *Journal of Positive Behavior Interventions.*
- Feuerborn, L. & Tyre, A. (2015). How do staff perceive schoolwide positive behavior supports? Implications for teams in planning and implementing schools. *Preventing School Failure.*
- Feuerborn, L., Wallace, C., & Tyre, A. (2013). Gaining staff support for schoolwide positive behavior supports: A guide for teams. *Beyond Behavior,* 27-34.
- Feuerborn, L. & Chinn, D. (2012). Teacher perceptions of student needs: Implications for positive behavior supports. *Behavior Disorders, 37*(4).