

# The Staff Perceptions of Behavior and Discipline (SPBD) Data Summary Report for Snowy Middle 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.

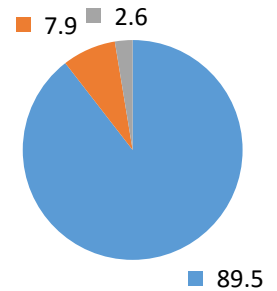


This signifies a barrier; this finding may impede a successful implementation and requires further investigation.



## Total Participants: 38

Certificated teacher	34	89.5 %
Certificated support (e.g., counselor, school psychologist)	3	7.9 %
Administrator	1	2.6 %



## Domain 1: Teaching & Acknowledging Expectations

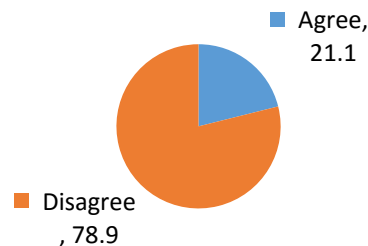
This domain assesses staff beliefs about the effectiveness of and need for SWPBS. When staff feel SWPBS is needed and effective, they are more apt to support implementation. However, it may not be sufficient for SWPBS to be perceived as effective when implemented in other schools. Staff must also perceive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

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



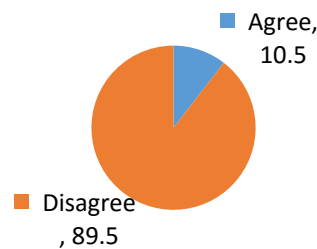
The majority of staff in this school report they have time to teach behavioral expectations. This indicates that staff feel that teaching expectations is an important priority. This is a facilitator of SWPBS.

Role	Agree	Disagree
Certificated Staff	21.1 %	78.9 %
Classified Staff	0.0 %	0.0 %
Total	21.1 %	78.9 %



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

Role	Agree	Disagree
Certificated Staff	10.5 %	89.5 %
Classified Staff	0.0 %	0.0 %
Total	10.5 %	89.5 %

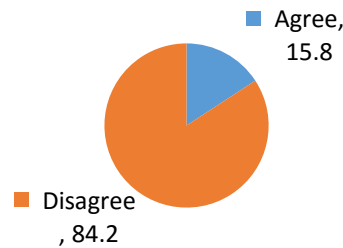


**Question 3: We should not have to teach students how to behave at school.**



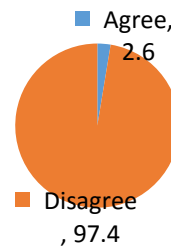
Most staff in this school believe it is within their job responsibilities to teach behavioral expectations. This is a facilitator of SWPBS.

Role	Agree	Disagree
Certificated Staff	15.8 %	84.2 %
Classified Staff	0.0 %	0.0 %
Total	15.8 %	84.2 %



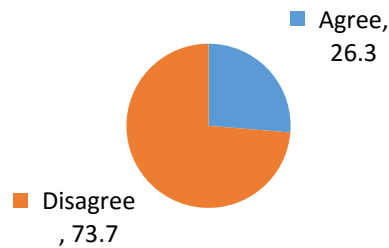
**Question 4: I resent being asked to do one more thing.**

Role	Agree	Disagree
Certificated Staff	2.6 %	97.4 %
Classified Staff	0.0 %	0.0 %
Total	2.6 %	97.4 %



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

Role	Agree	Disagree
Certificated Staff	26.3 %	73.7 %
Classified Staff	0.0 %	0.0 %
Total	26.3 %	73.7 %

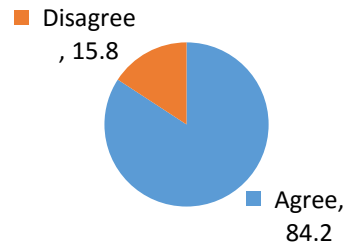


**Domain 2: Systemic Resources, Supports and Climate**

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.

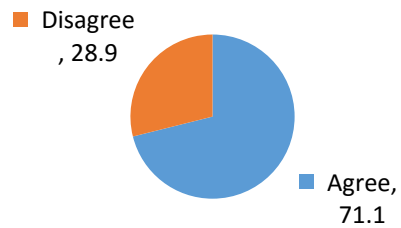
**Question 6: The climate at this school is positive.**

Role	Agree	Disagree
Certificated Staff	84.2 %	15.8 %
Classified Staff	0.0 %	0.0 %
Total	84.2 %	15.8 %



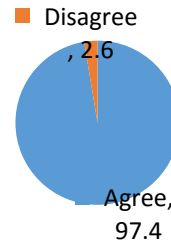
**Question 7: I have trust in my administrator's ability to lead us through change.**

Role	Agree	Disagree
Certificated Staff	71.1 %	28.9 %
Classified Staff	0.0 %	0.0 %
Total	71.1 %	28.9 %



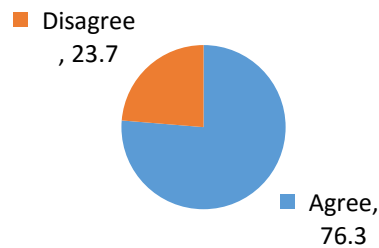
**Question 8: Overall, I am satisfied with my job.**

Role	Agree	Disagree
Certificated Staff	97.4 %	2.6 %
Classified Staff	0.0 %	0.0 %
Total	97.4 %	2.6 %



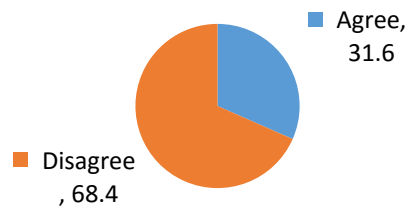
**Question 9: I believe our school has (or will have) the necessary resources to support schoolwide positive behavior support.**

Role	Agree	Disagree
Certificated Staff	76.3 %	23.7 %
Classified Staff	0.0 %	0.0 %
Total	76.3 %	23.7 %



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

Role	Agree	Disagree
Certificated Staff	31.6 %	68.4 %
Classified Staff	0.0 %	0.0 %
Total	31.6 %	68.4 %

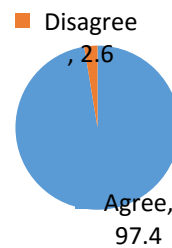


### Domain 3: Implementation Integrity

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.

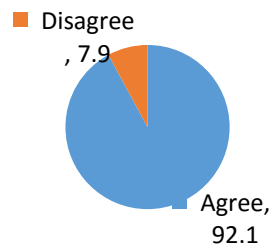
**Question 11: Currently, I teach the agreed upon schoolwide behavior expectations to students.**

Role	Agree	Disagree
Certificated Staff	97.4 %	2.6 %
Classified Staff	0.0 %	0.0 %
Total	97.4 %	2.6 %



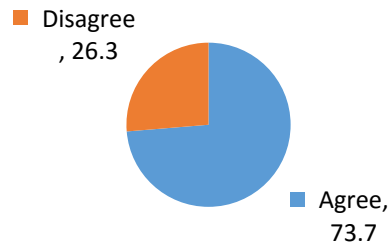
**Question 12: Currently, I acknowledge/reward students for meeting the agreed upon schoolwide behavior expectations.**

Role	Agree	Disagree
Certificated Staff	92.1 %	7.9 %
Classified Staff	0.0 %	0.0 %
Total	92.1 %	7.9 %



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

Role	Agree	Disagree
Certificated Staff	73.7 %	26.3 %
Classified Staff	0.0 %	0.0 %
Total	73.7 %	26.3 %



**Domain 4: Philosophical Views of Behavior and Discipline**

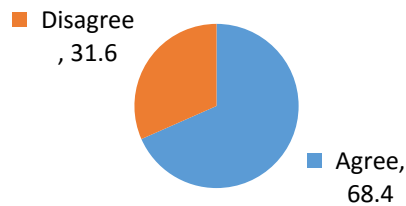
This domain assesses staff beliefs about student behavior and discipline. Misperceptions, misunderstandings, and outright disagreement with the philosophy of SWPBS can create difficult barriers to the implementation of SWPBS. Often, resistance is due to misinformation and misunderstandings about PBS. 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	68.4 %	31.6 %
Classified Staff	0.0 %	0.0 %
Total	68.4 %	31.6 %

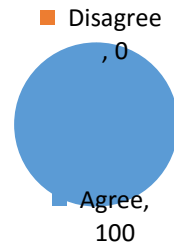


**Question 15: The students at this school need to be held more responsible for their own behavior.**



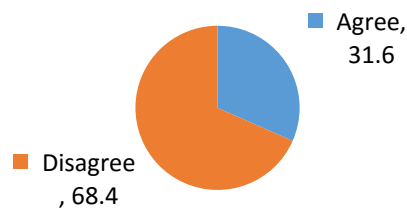
Staff feel that students in this school lack responsibility for their behavior. We recommend discussing this issue further with staff. This includes a discussion of responsibility including what it means and what it would involve to hold students more responsible. This might require that the school adopt 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	100.0 %	0.0 %
Classified Staff	0.0 %	0.0 %
Total	100.0 %	0.0 %



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

Role	Agree	Disagree
Certificated Staff	31.6 %	68.4 %
Classified Staff	0.0 %	0.0 %
Total	31.6 %	68.4 %

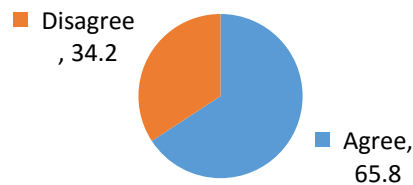


**Question 17: I believe we should reserve rewards for students exceeding expectations, not simply for meeting them.**



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	65.8 %	34.2 %
Classified Staff	0.0 %	0.0 %
Total	65.8 %	34.2 %

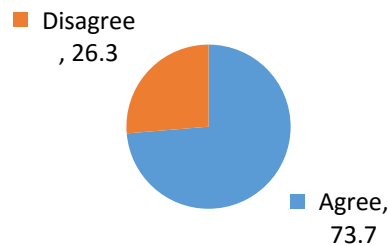


**Question 18: If students are not disciplined at home, they are not likely to accept any discipline at school.**



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	73.7 %	26.3 %
Classified Staff	0.0 %	0.0 %
Total	73.7 %	26.3 %

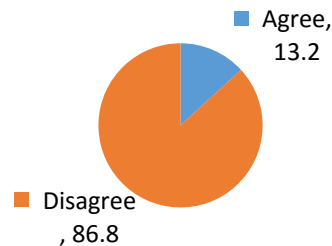


**Domain 5: Systemic Cohesiveness and Openness to Change**

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

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

Role	Agree	Disagree
Certificated Staff	13.2 %	86.8 %
Classified Staff	0.0 %	0.0 %
Total	13.2 %	86.8 %



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



A history of successful schoolwide change efforts can be a facilitator to SWPBS. The team can learn from the successes of past change efforts, and the team can align existing efforts to SWPBS.

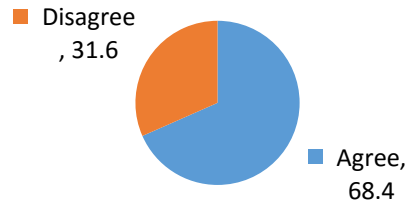
Role	Agree	Disagree



Certificated Staff	78.9 %	21.1 %
Classified Staff	0.0 %	0.0 %
Total	78.9 %	21.1 %

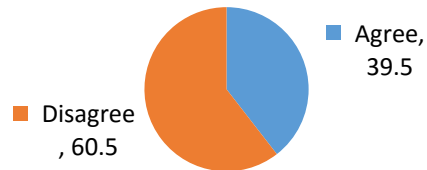
**Question 21: My colleagues and I share a common philosophy for behavior and discipline.**

Role	Agree	Disagree
Certificated Staff	68.4 %	31.6 %
Classified Staff	0.0 %	0.0 %
Total	68.4 %	31.6 %





**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	39.5 %	60.5 %
Classified Staff	0.0 %	0.0 %
Total	39.5 %	60.5 %



## SPBD Core Item Summary

SPBD Item	Questions to Consider	Facilitator	Barrier
			
<b>Teaching &amp; Acknowledging Expectations</b>			
<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?		
<b>Systemic Resources, Supports and Climate</b>			
<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?		
<b>Philosophical Views of Behavior and Discipline</b>			
<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?		✓
<b>Systemic Cohesiveness and Openness to Change</b>			
<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

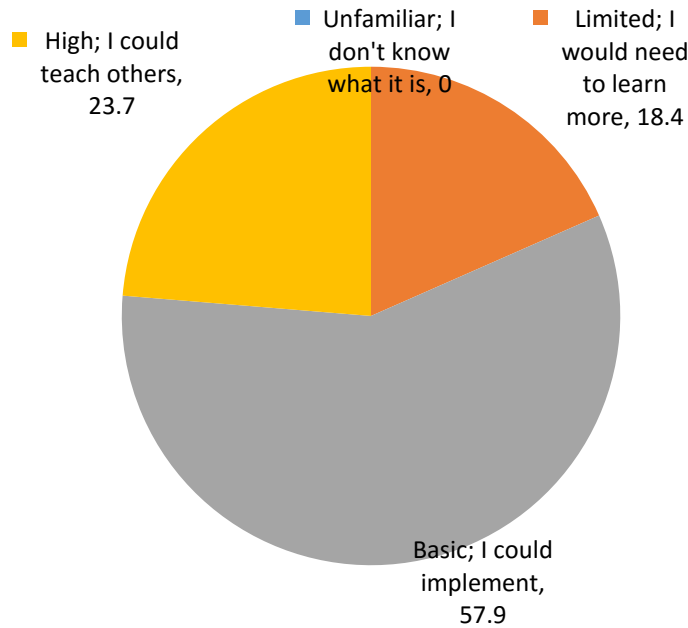
An inventory of current practices can highlight areas of existing capacity and areas in need of improvement. Identifying staff strengths and practices that are currently working well respects the knowledge and activities of staff. Also, it can reduce the amount of change necessary to reach and sustain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

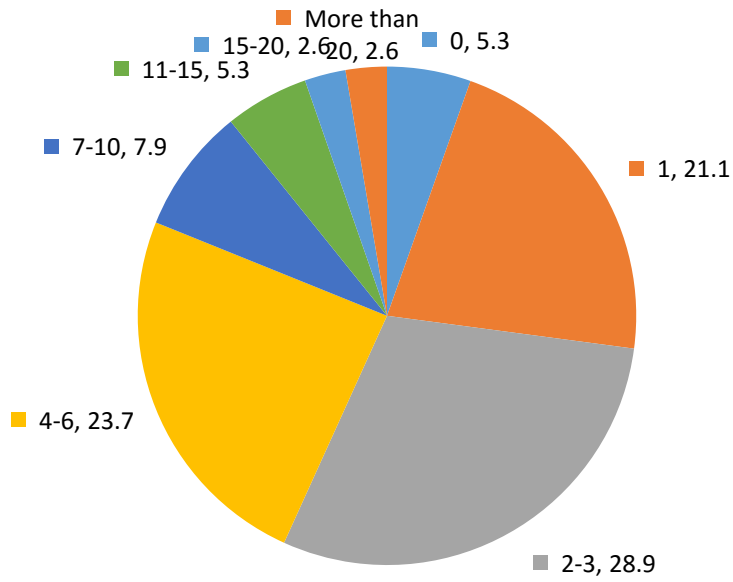
	Certificated	Classified	Total
Unfamiliar; I don't know what it is	0.0 %	0.0 %	0.0 %
Limited; I would need to learn more	18.4 %	0.0 %	18.4 %
Basic; I could implement	57.9 %	0.0 %	57.9 %
High; I could teach others	23.7 %	0.0 %	23.7 %



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

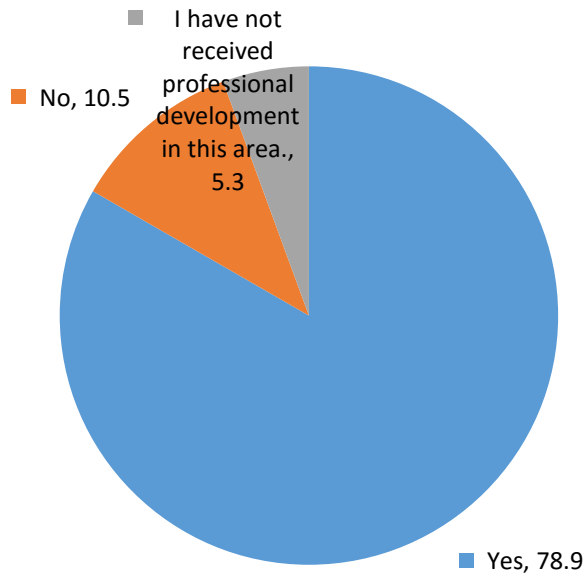
	Certificated	Classified	Total
0	5.3 %	0.0 %	5.3 %
1	21.1 %	0.0 %	21.1 %
2-3	28.9 %	0.0 %	28.9 %
4-6	23.7 %	0.0 %	23.7 %
7-10	7.9 %	0.0 %	7.9 %

11-15	5.3 %	0.0 %	5.3 %
15-20	2.6 %	0.0 %	2.6 %
More than 20	2.6 %	0.0 %	2.6 %



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

	Certificated	Classified	Total
Yes	78.9 %	0.0 %	78.9 %
No	10.5 %	0.0 %	10.5 %
I have not received professional development in this area.	5.3 %	0.0 %	5.3 %

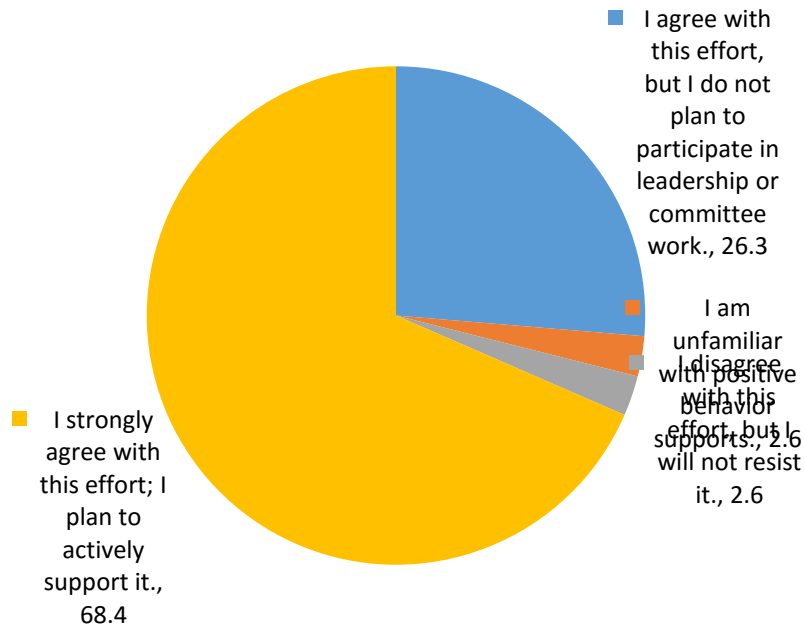


### Level of Support for SWPBS

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.	26.3 %	0.0 %	26.3 %
I am unfamiliar with positive behavior supports.	2.6 %	0.0 %	2.6 %
I disagree with this effort, but I will not resist it.	2.6 %	0.0 %	2.6 %
I strongly agree with this effort; I plan to actively support it.	68.4 %	0.0 %	68.4 %

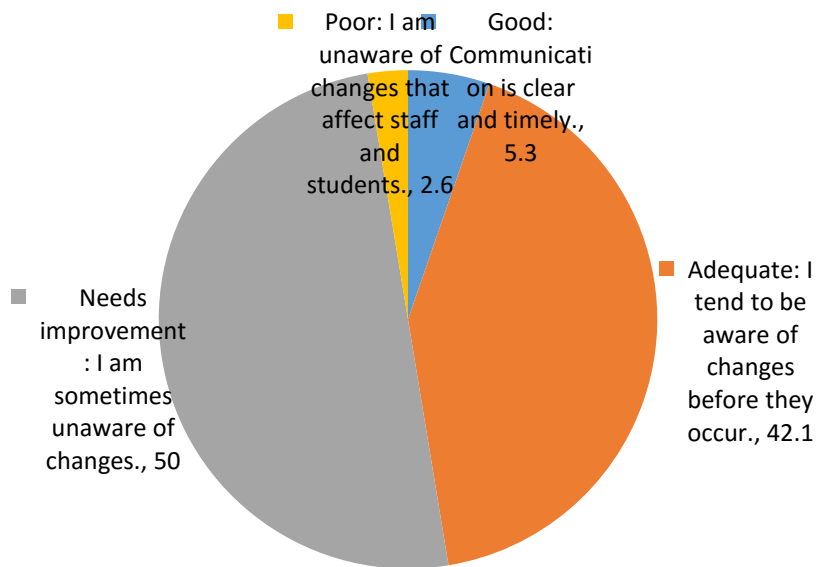


### Communication

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.	5.3 %	0.0 %	5.3 %
Adequate: I tend to be aware of changes before they occur.	42.1 %	0.0 %	42.1 %
Needs improvement: I am sometimes unaware of changes.	50.0 %	0.0 %	50.0 %
Poor: I am unaware of changes that affect staff and students.	2.6 %	0.0 %	2.6 %



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 school has the right intentions and is heading in the right direction.

We have good simple, clear standards and we structure rewards, etc. around them.

Some of the class rewards work well, as do risks of losing out on sport and club activities in exchange for behavior.

Positive reinforcements are working and giving incentives to the students is encouraging to continue with a good behavior.

Students know and understand expectations.

Adults monitoring the hallways.

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



## NEED

### Question 29: What is needed to make it better?

Places students can be sent for a timeout, parents taking more time to react to their student behavior

Consistency, consistency, consistency!!!

Stronger consequences for positive and negative behavior that reflects the wants and needs of student preferences.

More supervision around the school.

More professional development opportunities where teachers can address how to address minor behavior problems that do not require administrator intervention.

Complete faculty commitment. Feedback on interventions and incentive effectiveness.

Students need to be held responsible for their actions.

Better admin support when students are referred to the office.

.... 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 believe that school wide positive behavior supports are needed. I am concerned that many of the ideas are contingent on rewards, however, funds are not allocated to cover the expenses for these rewards.

Students are not genuine but do things only for a reward.

The research for intrinsic v. extrinsic rewards is substantial. Extrinsic rewards diminish intrinsic motivation. How do we build capacity in our students to take authentic ownership of their actions not only do this because of rewards? How do we motivate teachers to truly uphold the rules of the school.

Concerns include whether there will be sufficient follow-up by other staff members concerning behavioral issues related to behavior supports.

Making sure that students know there are consequences for their behavior and knowing that not all behavior will be rewarded in life.

I'm concerned that there are no real consequences. These consequences need to be based on behavior modification and self-acknowledgement. We have a great culture here at school but we need to have students self-actualize. I'm not really sure about how to do this, but I think it would be more effective.

There is no consistency.

Faculty commitment. Change will most likely be gradual and plan to fully implement is needed to see full effect.

I see a constant improvement rate each year. In my opinion this has been one of the best years in terms of implementing creative rewards.

I think the students need to be held more responsible for their actions at school and our current positive behavior interventions do not support that.

... Comments deleted due to confidentiality of content.