School-wide Positive Behavior Support: Effects on Middle School Teachers' Perceptions of School Quality

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Research Aim:
To explore the effects of school-wide PBS interventions on teachers’ perceptions of school quality.

Results & Discussion

No statistically significant changes in either school but noticeable improvement in PBS School

Significant improvement in PBS School:
E$\beta$ = 0.24, p < .05; Tukey HSD: 2005/2006 < 2007, p < .01
Linear Trend: F(1,145) = 14.91, p < .001

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This study furthers the literature by demonstrating other possible benefits of PBS implementation. During PBS implementation teachers reported:

- Students are more committed and well behaved.
- Students enjoy learning more and have more pride in their schools.
- Administration better promotes good behavior and quality instruction.
- Classroom instruction is more innovative and challenging.
- Staff have more access to training and students have more access to counselors and extracurricular activities.

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Limitations
No parent and student perception data were reported.
Limited sample and homogeneous demographics. Data collected on only one PBS school.
No measure of treatment fidelity

References

Contact Information
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Each data point represents the mean ISQ score for the teachers at each school.

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