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DISSERTATIONS

The Effects of Positive Behavior Interventions and Supports (PBIS) on Middle Level Students

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Document Type

Dissertation

Degree

Doctor of Education

Major

Educational Administration

Date of Defense

12-1-2011

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Abstract

Many theories regarding school discipline have been developed and implemented. In this study, various discipline models are discussed and analyzed. One particular model that claims to significantly reduce discipline referrals is Positive Behavior Interventions and Supports (PBIS). The primary purpose of this study was to determine if PBIS is effective in reducing discipline referrals in a particular Midwest suburban 6-8 middle school. In addition, the referrals were analyzed to determine if there was a significant change in the academic achievement in the Missouri Assessment Program (MAP) math and communication arts test scores after implementation of PBIS in 2008-2009. The population in this study was approximately 600 students attending a suburban Midwestern grade 6-8 middle school with fifty-nine (59) teachers and two (2) administrators. Behavior referral data for the 2009-2010 and 2010-2011 academic years were compared to the 2008-2009 academic year to determine if there was a significant difference in the number of referrals since the program was initiated. In addition, the referrals were analyzed by using a frequency count to determine if conclusions can be drawn from the types of referrals. A comparison of academic achievement, using the Missouri Assessment Program (MAP) was also used to compare the pre and post initiation of PBIS. A t test and an analysis of variance revealed significant effects were only shown for the behavior referral data. The null hypothesis was rejected resulting in acceptance of the alternative hypothesis stating that a significant decrease in behavior referrals occurred. This information provides evidence that PBIS should continue to be implemented to minimize the number of behavior referrals. On the contrary, there was no significant effect on academic achievement according to the MAP results collected. Further studies are necessary to show whether there are any long term effects on academic achievement.

OCLC Number

770682418

Recommended Citation

Havener, Michael Raymond, "The Effects of Positive Behavior Interventions and Supports (PBIS) on Middle Level Students" (2011). *Dissertations*. 404.

<https://irl.umsl.edu/dissertation/404>

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Recent papers in PBIS (Positive Behavior Interventions & Supports). Papers. People. Evaluation of Studies on Positive Behavior Support Interventions. Positive behavioral support is an approach that uses the principles of applied behavior analysis and system changes to improve individuals' quality of life and reduce problem behaviors. In positive behavior support, it is aimed to more. Positive behavioral support is an approach that uses the principles of applied behavior analysis and system changes to improve individuals' quality of life and reduce problem behaviors. In positiv... PBIS is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment. At its heart, PBIS calls on schools to teach students positive behavior strategies, just as they would teach about any other subject—like reading or math. In these schools, all students learn about behavior, including those with IEPs and 504 plans. PBIS recognizes that students can only meet behavioral expectations if they know what the expectations are. Everyone learns what's considered to be appropriate behavior and uses a common language to t Positive Behavior Intervention and Supports (PBIS) is a systems approach to school-wide and classroom discipline designed to enhance the capacity of schools to educate all students. PBIS is a research-based, data driven model that works with all students including those with challenging behavior problems. The major premise of PBIS is that like academics, behaviors are learned and should be taught. By directly teaching expected behaviors, students are better able to understand the behavioral expectations. Schools create and post behavioral matrices in all areas of the school that detail expecte