Application of PBS Through CHAMPS

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Abstract

Research has shown that positive behavioral support (PBS) can help teachers develop approaches to support student learning. In particular CHAMPS, a form of PBS, was designed to assist educators in systematically teaching expected learning behavior. In this case study, self-reported data from 25 in-service teachers who utilized CHAMPS was analyzed. Integrated behavior model was used as the theoretical framework for understanding teachers' choices of misbehavior for correction, descriptions of frequency and context of the misbehavior, interventions for improvement, measurement of progress, and a comparison of the baseline behavior to post intervention levels of behavior. Themes from the data suggested that, although CHAMPS proved effective in implementing PBS in this context, ongoing training was needed for efficacy in its implementation

Introduction

Classroom behavior challenges impact teachers' beliefs about their ability to effectively deliver instruction (Marks, 2010; Landrum & Kauffman, 2006). Classroom behavior challenges can include student off-task behavior, teaching and learning interruptions, and so forth. Survey data from the American Psychological Association (2006) indicated, "52 percent of the first year teachers ranked classroom management as the number one choice for professional development,"

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while "for teachers between two and five years of teaching experience, 28% indicated their first priority as classroom management" and "for teachers with six to ten years of experience, 26% indicated classroom management as their first priority" (p. 41). Based on data from the National Center for Educational Statistics (2007, 2010), teachers have reported increases in disruptive behavior such as noncompliance and disrespect. Due to the impact of classroom behavior challenges, often perceived by teachers as misbehavior, school districts often provide professional development to support teachers' in their abilities to efficaciously manage their classrooms. Landrum and Kauffman (2006) explain the most common approach to managing misbehavior is through behavioral intervention.

One approach to behavioral intervention is Positive Behavior Support (PBS), which emphasizes and reinforces expected behavior while providing a proactive and objective mediation for misbehavior (Landrum & Kauffman, 2006). Sprick (2009) created CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) as a specifically structured approach for implementing PBS in the classroom. The intent was to have teachers create an environment where expectations for learning are explicity understood and reinforce positive behaviors first and foremost, and then correct misbehavior.

This study explored how one school used CHAMPS, as a PBS framework, to identify and correct student misbehavior. As a means of professional development, teachers implemented the procedures of applied behavioral analysis in order to improve an undesirable behavior in their classroom. In this research, CHAMPS was used as the focus of professional development where teachers used CHAMPS as an approach to identify and then correct misbehavior. In this study, teachers chose a behavior they wanted to correct, gathered data about frequency and contextual setting, designed an intervention to improve the problem behavior, measured progress by using similar or the same behavior tracking measures, and compared baseline behavior to post-intervention levels of behavior. The research questions were: (1) What misbehaviors did teachers identify as a focus correcting?, (2) How did teachers describe students' misbehaviors in the school?, and (3) What were the teachers' perceptions of outcomes from implementing PBS?

Literature Review

In this section, we focus on literature that establishes prior research on teachers' perceptions of misbehavior and informs the need for this study on the implementation of a PBS approach to correct misbehavior. This literature review provides a context for past research on how

teachers addressed misbehavior in their classroom, describes research on the implementation of PBS, and discusses CHAMPS as a model for classroom management, especially focusing in on correcting student misbehavior.

How Teachers Addressed Misbehavior

Misbehavior occurs in every classroom, but it is how teachers interpret misbehavior that allows them an avenue for improvement (Ratcliff, Jones, Costner, Savage-Davis, and Hunt, 2010). Sun and Shek (2012) provided the following definition of classroom misbehaviors as, "behaviors which are disruptive to classroom order and cause trouble to teachers," and provided these examples "making nonverbal noise, disobedience, talking out of turn, idleness/slowness, nonpunctuality, hindering others, physical aggression, untidiness, out of seat, and verbal abuse" (p. 1). Ratcliff, Jones, Costner, Savage-Davis, and Hunt's (2010) research provided the following common misbehaviors: "children were constantly sharpening pencils, talking with friends, pointlessly roaming the classroom, playing with rulers, crayons, and other materials, and arguing with the teacher." Additionally, Ze, DeJong, and Koomen (2016) found similar misbehaviors such as aggression, hyperactivity and antisocial behavior to have moderate to strong negative correlations with elementary school teacher's perceived ability to facilitate a successful learning environment.

In one study, Martin, Linfoot, and Stephenson (1999) surveyed 130 participants (95.3% females and 4.7% males), who taught kindergarten, Year One, or Year Two (K–2). The teachers were recruited from 21 randomly selected government primary schools in an urban setting. Based on the results, the authors concluded that "the greater teachers' concern about misbehavior in the classroom, the less confident they felt in managing their students' behavior" (p. 354). What teachers wanted the most was to be provided support to "encourage positive behavior and information that is designed for them specifically (e.g., their rights and responsibilities in terms of behavior management)" to improve undesirable behavior (p. 354). The researchers discussed how teachers preferred within-school support for behavioral management; however, the context of that support was not explored. The finding corroborates that as teachers increase their focus on misbehavior, rates of misbehavior increase. Finally, the researchers described, "Confidence or self-efficacy" lead to using multiple approaches to deal with challenging situations, "elevated levels of effort and persistence," and increases in "cognitive and emotional" processing during difficult situations (Martin et. al, 1999, p. 355). Teachers find themselves in a position of being expected to have skills in managing

classrooms, including intended behavior and misbehavior of students.

Ratcliff, Jones, Costner, Savage-Davis, and Hunt (2010) investigated the interactions of 34 teachers and 588 students in relation to classroom management. Based on categorical data, they found that teachers "characterized as strong" had "interacted more frequently with students, asked more questions, and, in general, created a more engaging, active climate" in comparison with teachers labeled as "needs improvement" (p. 309). Misbehavior occurred often in the classrooms where teachers were evaluated as "needing improvement" in their classroom management skills. Examples of common misbehaviors were, "children were constantly sharpening pencils, talking with friends, pointlessly roaming the classroom, playing with rulers, crayons, and other materials, and arguing with the teacher." The researchers described a "cycle" of interaction in the following steps: "1) student misbehavior, 2) teacher's attempt to control misbehavior, 3) student persistence in continued misbehavior, 4) teacher retreating in frustration, and 5) increase in student misbehavior" (p. 309). Also, the authors pointed out that time was then spent on misbehavior rather than instruction in the classrooms labeled as needing improvement.

In describing how teachers directed misbehavior, Ratcliff et. al. (2010) explained teachers applied normative control to manage students' behavior often. Examples of normative control were children being told: "stop talking, sit down, open your books, sit up straight, and get busy" (Ratcliff et. al., 2010, p. 309). The teachers who needed improvement would then "beg and plead" for students to "comply" with corrections and more so used coercion such as, "teachers moved students' tokens on a behavior chart, sent them out of the classroom, threatened to take away recess or other privileges, and even threatened to call a parent" in what the researchers felt occurred with an "abundance of this type of behavior" (pp. 309-310). In contrast, they found the teachers labeled as strong classroom managers only used "normative control for 2l or more times during 11% of the visits" (p. 310). The needs improvement teachers used the normative control strategies three and a half times as often as the strong teachers. Rewards like tokens and praise were used when students demonstrated the desired behavior from the strong teachers.

Reglin, Akpo-Sanni, and Losike-Sedimo (2012) researched classroom management with what they called "at-risk" students. The participants consisted of teachers from four grade levels (i.e., pre-kindergarten, kindergarten, second grade, and fifth) at an elementary school were 53% of the discipline referrals were written by the 11 participants. The authors found that the teachers were unaware of the effectiveness of their discipline and classroom management strategies (Reglin et. al., 2012). From their research, Reglin et. al. (2012) discussed the need for explicit descriptions of desired behavior and being able to provide students with

direction to improve misbehavior. They provide the following example, "For instance, the teacher can say, 'Jamal, you blurted out the answer three times without raising your hand during the lesson.' Now, Jamal knows exactly what the misbehavior is 'blurting out answers'" (Reglin et. al., 2012, p. 6). The researchers came to the conclusion that with intensive professional development teachers are able to effectively create preventative approaches and interventions that decrease misbehavior and discipline problems. Finally, the researchers articulate the need for school leadership to provide support and professional development reinforcing strategies for positive behavioral support.

Implementation of Positive Behavioral Support (PBS)

Positive Behavioral Support (PBS) adapted from Applied Behavior Analysis provides a systematic approach to establish positive behaviors and then strategies for reinforcing those behaviors (Carr, Dunlap, Horner, Koegel, Turnbull, Sailor, and Fox, 2002. Kincaid, Dunlap, Kern, Lane, Bambara, Brown, and Knoster (2016) collaborated to create a refined description of PBS that describes the systematic process as including ongoing "research-based assessment, intervention, and data-based decision making," which focuses on "building fundamental social competencies, which facilitates creative and supportive environments, while taking a preventative approach to bad behavior, rather than a reactive approach " (p.71). Methods, which support this approach, have been shown to influence teachers' moving towards structured approaches to problem-solving unwanted student behavior (Ingemarson, Bodin, Rubenson, & Guldbrandsson, 2016).

Research informed issues related to approaches for implementation and effectiveness of PBS. One study by Bambera, Goh, Kern, and Caskie (2012) explored "barriers" and "enablers" of the implementation of individualized positive behavior interventions and support (IPBIS). IPBIS and PBS come from the same conceptual frame using applied behavioral analysis to manage behavior: individually for students, for classroom management, and school-wide approaches and interventions (Farrell, 2008). Bambera et. al. (2012) created a survey instrument to establish teachers' beliefs about factors influencing implementation within 3 domains: Administrative/Organizational structure, School Culture, and Professional Development and Practice. Barriers, based on the language in the survey, having the most significant impact included teachers resisting change to "behavior management practices," and their "beliefs that problem behaviors should be punished, students with problems are better served in segregated settings, and behavior interventions

should result in rapid reductions in problem behaviors." Further, the authors explained that the results indicated that the greatest barrier to implementing IPBIS was changing the mindset of the educators at the school who deferred to more traditional modes of management (i.e. detention, exclusion from activities, etc.), which were punitive in nature (Bambera et. al., 2012).

Those items most perceived as enablers of IPBIS's impact were staff observing or experiencing positive changes in student behavior, being receptive to learning about new behavior management strategies, valuing all students, and an inclusive school philosophy (Bambera et. al., 2012). Other variables that enabled its implementation were: data collection for decision-making from observations, IPBIS team members having a positive relationship, assessment and intervention that easily assimilate to classroom routines, and adequate training in IPBIS (Bambera et. al., 2012). While this research focused on PBS being used for individualized interventions, what lacks in the research is an exploration of how teachers express their beliefs about interventions and their power to make changes in small groups, whole classroom, or schoolwide behavior,.

One method for implementing PBS in the classroom was developed by Sprick (2009) called CHAMPS (Conversation, Help, Activity, Movement, Participation, Success). Using a behavioral framework, this method is divided into five sections: (1) Structure Your Classroom for Success, (2) Teach Expectations, (3) Observe Student Behavior, (4) Interact Positively, and (5) Correct Fluently. The positive effects of CHAMPS have been investigated in several school district-based research studies. For example, one study attempted to establish the efficacy of CHAMPS within a school district (School, 2007). Teachers described how CHAMPS helped them, "organize their classroom and effectively orchestrated strategies to increase student time on task" (School, 2007, p. 9). Documentation according to the report validated that CHAMPS was implemented with fidelity, with expectations being clear and displayed in classrooms, corrected misbehaviors without interrupting instruction, and efficaciously incorporated as a team approach to increase communication and consistency amongst teachers (School, 2007). The survey lacked qualitative data about the contexts of the implementation.

Conceptual Framework: Integrated Behavioral Model

Multiple variables influence how and why teachers prefer certain student behaviors and are irritated, frustrated, or disrupted by others. Integrated Behavioral Model (IBM) incorporates the Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB), which, "focus on theoretical constructs concerned with individual motivational factors
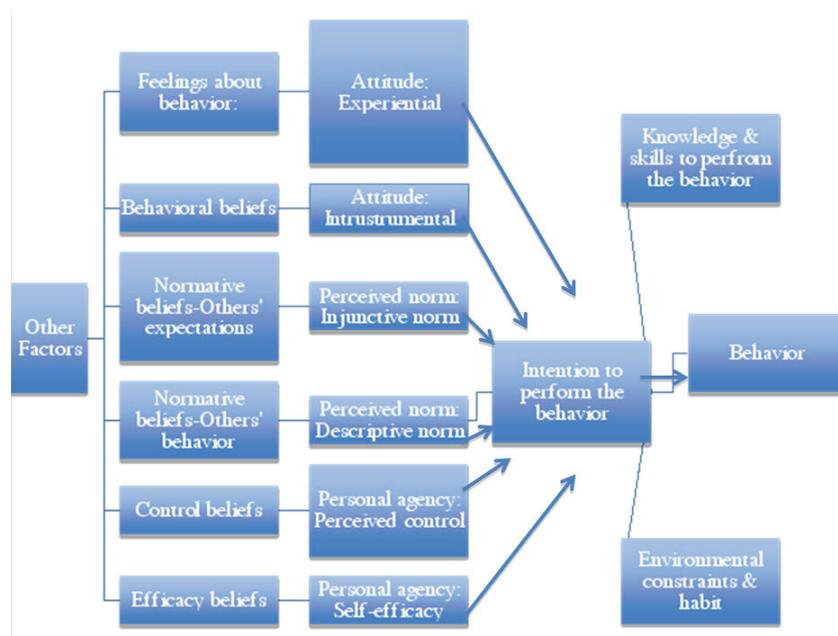
as a determinant of the likelihood of performing a specific behavior" (Montaño & Kasprzyk, 2008, p. 68). Montaño and Kasprzyk (2008) provide the following framework as a means to make sense of an integrated curriculum model (p. 77). Figure 1 shows the model with perceptions of misbehaviors as examples.

The Integrated Behavioral Model theoretical framework provides a framework for rethinking PBS, while changing student misbehaviors by understanding teachers' attitude, perceived norm of the school, and personal agency (Montaño & Kasprzyk, 2008; Fishbein, 2007). Starting with teachers' experiential attitude, they may or may not have a positive emotional attitude or affect towards PBS or its effectiveness. So, while they want to have students change misbehavior, they may or may not actually believe that PBS is an effective way to change that behavior. Therefore, the instrumental attitude includes the cognitive approach of how to change the behavior.

The perceived norm would contextualize the social pressure of all the school personnel in support of PBS and CHAMPS. As Montaño and Kasprzyk (2008) explain, the injunctive norm is the "normative beliefs about what others think one should do and motivation to comply" (p. 79). Applying the injunctive normative at schools using CHAMPS means

Figure 1

Adapted from Application of Integrated Behavioral Model for Misbehaviors

teachers recognize it as the expected norm and attempt to comply with that norm, including visual displays and delivering audio cues. The descriptive norm applied to PBS is where teachers perceive their peers and administrators utilizing CHAMPS to correct misbehavior. Teachers may believe that their peers are efficaciously abiding by the theoretical tenants of CHAMPS to curb off-task behavior by encouraging on-task behavior, whether they are able to confirm that or not.

The final area covered in IBM is personal agency where personal functioning and the environment impact how one understands and approaches behavioral intentions (Montaño & Kasprzyk, 2008; Bandura, 2006). The two components of personal agency are perceived control and self-efficacy. Perceived control is the "amount of control over behavioral performance, determined by one's perception of the degree to which various environmental factors make it easy versus difficult to carry out the behavior" (Montaño & Kasprzyk, 2008, p. 79). In this particular case, perceived control would influence a teacher's ability to balance his or her ability to use PBS/CHAMPS while addressing student behavior or misbehavior. The other component is self-efficacy. Managing misbehavior has the potential to leave teachers wondering what decisions to make in regards to extend consequences (i.e.: calling out students, yelling, restricted opportunities, decreased choices, etc.) knowing they might escalate conflict with a student or backing off or concentrating on another student demonstrating expected behaviors.

The prior ideologies of attitude, perceived norm, and personal agency are the foundation of how one thinks about behavior expectations and their intentional actions to influence behavioral change. However, IBM recognizes several other influences of behavior (whether teacher's ability to encourage positive behavior or reactions to misbehavior). The following also influence how behavior occurs: knowledge and skills to perform the behavior, salience of the behavior, environmental constraints, and habit (Montaño & Kasprzyk, 2008). While PBS focuses on the behavior of students, research providing a context of implementation is needed to understand how teachers process this approach. In this article, we plan to address the void by exploring teachers' perceptions of outcomes from implementing positive behavior support.

Methods

Design and Procedures

Through a case study format, this qualitative research investigated how teachers at a public K-8 school apply CHAMPS as a framework for correcting misbehavior. The intention of this research was to identify mis-

behaviors the teachers wanted to correct, analyze how teachers described students' misbehaviors in the school, and explore teachers' perceptions of outcomes from implementing positive behavior support to correct misbehavior. Data came from peer and administrative classroom observations and teachers' responses from a qualitatively driven internal document designed to guide the applied behavioral analysis (ABA) process. One aspect of data collection included "Ratio Of Interactions Monitoring Form" from the general materials in the CHAMPS workbook. Also, there was a document teachers filled out including the following areas/questions: "Timestart," "What was your targeted behavior," "Analyzing the data-first data collection," "Which one of the following criteria aligned with your results," "Describe your action plan," "How long did you implement your action plan," "Analyzing the data-second data collection," "Reflection," and "How can the CHAMPS team support you?"

Teachers utilized an observation protocol to calculate how many times and where the misbehavior occurred. These misbehaviors were documented for frequency, followed by the development of action-plans by individuals or teams. After the action-plan was implemented, including a timeframe for implementation and perceived impact, the teachers re-evaluated targeted behavior again as a post-treatment evaluation. Teacher evaluation was based on their own data analysis. Teachers themselves, peers, and administrators collected data. This occurred over a month from planning the misbehavior to be corrected to interventions being re-evaluated for outcomes. There was an original count taken of the misbehavior or a description of its context. Teachers individually re-evaluated the behavior.

Data analysis process involved applying descriptive statistics and multiple techniques for interrogating data included: questioning, using meanings of words, personal experience, "waving the red flag," looking at language (in vivo), "words indicating time," and looking for the negative case" (Corbin & Strauss, 2008, p. 68). Initial coding was used to, "fracture the data," looking at how teachers described a misbehavior of focus; intermediate coding was used to reconnect, "the data in ways that are conceptually," and axial coding allowed for categorical framing (Birks and Mills, 2015, p. 12). One threat of validity was the degree the evaluative perceptions of the teachers were trustworthy. Part of the analysis in this particular research was intended to identify ways that teachers lacked fidelity in implementing PBS, although that was only one lens to maintain a critical perspective on its implementation.

Participants and Setting

Participants included 25 teachers from kindergarten through 8th

grade. Teachers from each grade were represented in the sample had taught between 2-to-35 years of teaching experience. Seventy-seven percent of the faculty from the school participated with six male participants and 19 female. Teachers at the school were predominantly White, middle-class females. Two teachers were "specials" teachers (music and librarian). One teacher was a special education teacher who does individual and small group "pull-out" support. One limitation of the participant group was a lack of demographic information, details related to teacher preparation, and professional development, which prevented the ability to qualify their influence on teacher's perceptions or cross-comparisons.

The school was located in the Midwest of the United States. The district was in a mid-sized city within the context of a typical suburban school (i.e., moderate poverty, demographics similar to national averages, resources, etc.). The school currently serves close to 500 students from PreK-8th grade. Demographically the school was: racially over 75% White, 8% Hispanic, 5% or less are Black, Asian American, American Indian; 10% of the students were identified as having a disability; and 40% were identified as economically disadvantaged. The CHAMPS strategies were implemented school-wide. The school administration had a working relationship with the primary investigator leading to this collaborative effort to provide an understanding of the professional development. While this was a convenient sample, it provided a real-world applicationof research methodology to help a local school's staff and administration.

Findings and Interpretations

Data collected from peer and administrative observations and teacher self-reports led to several conceptual categories. The categories that emerged from the data were: (1) types of targeted behavior, (2) teaching and learning design impact, (3) language of behavior, (4) impact of time, and (5) perceptions of improvement.

Types of Targeted Behaviors

The first step in intervention planning is to, "identify the target (problem) behavior and collect objective data" (Sprick, 2009, p. 373). The five behaviors identified by the participants for change were: off-task, talking during instruction, disruptive behavior, name-calling, and particular student. "Off-task" was a relatively open concept where teachers or observers evaluate students' behavior as being what was described in the CHAMPS expectations or not; when it was not it was considered to

be "off-task" behavior. "Talking during instruction," "name-calling" were literally what they were stated to be. "Disruptive behavior" was applied to individual students; the two teachers who chose this category wanted to change a specific behavior they considered disruptive. One teacher, who based on her narrative potentially did not embrace PBS, chose not to indicate a targeted behavior, but instead a "particular student."

Off-task behavior was explained within an evaluative lens. One teacher framed on-task/off-task behavior in the context of learning:

> We just started new centers that seem to need tweaking to get everyone on task. Some of the off-task seemed to be students helping others with the work and then getting off themselves more. Students are experiencing more work with understanding the new tasks during centers.

In this particular case, from an IBM perspective, PBS became an easy instrument to use to correct what was perceived as misbehavior that came out of a new environmental design. The teacher's attitude was fairly positive about the context as a challenge.

Another teacher simply identified the target behavior as a "particular student." No specific behavior is identified, but in the action plan, it was mentioned that a "behavior form" was devised as the intervention. This same teacher described fewer disruptions the second time data were collected. Based on the concept of IBM, the teachers' feelings about behavior and ideas about expectations influenced their decision on what they judged to be misbehavior and needing correction (Montaño & Kasprzyk, 2008; Fishbein, 2007). To this point, the teacher felt one student's behavior was disruptive and the CHAMPS support team suggested the use of an IPBIS through the use of a behavior form. She described, "The first week he disrupted 3-4 times. The second week it was only one time."

Three of the targeted behaviors were indicated due to the perception they disrupted teaching and learning within the classroom. Two teachers identified "disruptive behavior" as the targeted behavior, 10 identified "talking during instruction," and 11 indicated, "off-task" as the behavior. While disruptive behavior was explicitly identified as the targeted behavior for only two teachers, this seemed to be the actual context for most of the targeted "misbehaviors" in the study. One teacher identified "name calling" as the targeted behavior based on three particular students who had the greatest number of occurrences of the identified "misbehavior." Based on the IBM perspective, the teachers' ability to teach was challenged by the misbehavior. According to Montaño and Kasprzyk (2008), the teachers must have felt a certain lack of perceived control when the misbehaviors occurred. Therefore, their intent was to regain personal agency and self-efficacy by correcting those behaviors.

Teaching and Learning Design Impact

A second category that emerged from the study was teaching and learning impact. In fact, eleven of the teachers who identified off-task behavior articulated they made some adjustments with instruction, moving from a large group format to small group, centers, or individual work. Many of the teachers mentioned "enlightenment" during the reflective process of rethinking how they needed to explain their expectations as their instructional design changed. Enlightenment as the teacher described it was self-awareness of what they were saying and doing, how the students reacted to it, and the outcomes related to classroom behavior. Having established expectations for whole group learning, several teachers felt they needed to do the same for smaller groups. One participant described:

> Our action plan was to implement math centers and try them out just on Fridays to see how they went. The first Friday was a little rough. The students weren't used to the centers, how to operate in them, etc. However, after some explaining and re-teaching of CHAMPS, the next Friday was much better with almost no off-task behavior. I feel that when we do math centers it is easier to teach to a small group of students than to the whole class. Students have even said, "I like it when there are less [fewer] kids when you teach." That goes to show that they like that type of learning environment better as well!

This was another example when CHAMPS was used as a way to rethink her pedagogical approach, which aligns with the process of IBM reinforcing PBS.

Understanding the application of CHAMPS through an IBM lens allowed for several teachers to feel personal agency over the learning; in one case, it was the grouping design and in the other case, the teacher created additional support to demonstrate expectations. One kindergarten teacher described, "We have a hard time during math instruction with kids staying on task, so we are trying math centers, so that way we are teaching to six kids at a time versus 26 kids." In reporting improvement, she said, "Since we have started doing centers twice a week, we have observed we have so many more kids on task now." A first/ second-grade teacher using centers explained, "I created individual CHAMPS signs for each lit [literature] corner and we redo expectations each week as the tasks change." Continuing she said, "improvement was noted but daily review was needed." For these teachers' personal agency occurred by changing the environmental design (Montaño & Kasprzyk, 2008).

Feedback, as a tool for teaching and learning, was described as an important component to help students improve behavior. It was explained as a tool for guiding behavior as demonstrated by the following partici-

pant statement, "I also found that giving direct feedback based off of desired behaviors improved behaviors." While feedback was discussed by several of the teachers, only a few really described implementing it into the design for improvement. This might have been a point where using IBM would indicate some of the teachers did not have the skills and knowledge to provide feedback, lacked self-efficacy, or had the attitude that what they chose to do was enough, whether it met the structure of correcting behavior according to CHAMPS or not.

A Language of Behavior

The language of behavior speaks to the words teachers used to describe behaviors. The two subcatgories of language of behavior that emerged were words of responsibility and words of judgment.

Words of Responsibility. Another theme that emerged from the study was the language of behavior with an emphasis on student responsibility. When looking at language (in-vivo), teachers used a number of words to describe their perceptions of actions they needed to take. The following descriptive statistics indicate how many times several words occurred within the narrative report: Reinforce positive behaviors 22, Expectations 17, Re-teach 7, Reinforce 5, Review 5, and Practice 2. Most of the teachers corrected misbehavior in the same way; four teachers used similar terminology to describe providing support a second time, "However, after some explaining and re-teaching of CHAMPS the next Friday was much better with almost no off-task behavior," "The data tells me that reinforcement at the beginning of class is beneficial." "This tells me I need to be really clear with my expectations and give tons of positive feedback," and "IT worked and its good but I need to do daily reinforcements of these expectations." The similarity in language reflected CHAMPS as the common source of terminology for correcting. This reinforced the idea that the school had created a certain of normative beliefs where many teachers coherently had the same attitudes and expectations of CHAMPS as described in IBM (Montaño & Kasprzyk, 2008).

While some teachers concentrated on the change in their behavior, other teachers focused on students' behaviors, emphasizing the students' responsibility instead of their own. Some examples included, "The first week he disrupted 3-4 times," "The second collection [observation of behaviors] showed he was down to one correction in class," "Sylvester's off-task behavior decreased dramatically," and "misbehaviors decreased." These comments reflected the coordination of the school personnel expecting students to be responsible and respectful. CHAMPS expects that teachers demonstrate positive behavior while they are correcting behavior.

Words of Judgment. The second subcategory of the language of behavior was words of judgment. Several participants articulated judgment on either the behavior or the individuals of the terminology. Some examples of participants' word of judgment were: "Highly motivated," "challenging," "negative attention/ interactions," "unusual," "weaker," and "offender/repeat offenders." Other words indicated labels utilizing language typically heard in the context of the law (e.g.: law enforcement or criminal court). One example was the word "offenders" and "repeat offenders" when identifying the students who were part of the targeted misbehavior intervention. The teacher described:

> For the three students who were name-calling, I moved seating and changed groups to keep the offenders as far apart as possible. I also chose to change the consequence for name calling in my classroom. These kids had to complete a more formal apology to peers for name-calling and have a different loss of privileges because they are repeat offenders.

It is often in the context of criminals and crime that the terms "offenders" and "repeat offenders" occur. As Bambera et. al. (2012) explained, if teachers' mindsets about behavior do not change, they utilize punitive approaches towards classroom management. In this example, IBM might lead to the inference that this teacher saw the behavior as negative; then injected a negative attitude towards the children exhibiting the behavior despite the school norm to use PBS (Montaño & Kasprzyk, 2008).

One definition describes offender as, "aggressor, assailant, criminal, evildoer, felon, lawbreaker" or "implicated in the commission of a crime, sinner, transgressor, violator, wrongdoer" (Offender, n.d.). In these instances, applying PBS was problematic because teachers' negative attitudes towards students' behaviors might have prevented them from seeing the possibility of the students learning positive behavior. Because of their negative attitude towards the students' behavior, teachers might not have felt it was their responsibility to be positive and instead fell back on a more punitive approach similar to the coercion. Ratcliff et. al. (2010) found teachers exhibited coercive punishments when they lacked the knowledge and skills to correct positively (Montaño & Kasprzyk, 2008). From IBM, teachers who descrobe student behavior with "offender" language might have an attitude towards student behavior that makes it difficult for them to implement a positive approach towards student behavior.

Impact of Time

Time was important to teachers, as it guided the lesson, day, week, semester, and year. A number of teachers talked about time in various ways. Examples included: "temporary," "Previously," "Later on during the

year," "today," "at times," "at the start of class," "next time," "from day one," "in the future," "before the lesson," "before and during," and "daily." Time clearly impacted how teachers thought about adjusting teaching and learning for improvement. Through the lens of IBM, it was an important factor in teachers believing they had personal agency through perceived control and self-efficacy, as well as their intention to perform PBS (Montaño & Kasprzyk, 2008).

Time also allowed teachers to make comparisons. Some phrases teachers provided were: "Those who are following guidelines," "had materials ready for them," "so much better than last year," and the most common comparison of time, "So much better than first time." The concept of time was often the platform that allowed teachers to reflect on change. The prevalence of time being used for the means of comparisons was evidence of how deeply time provides the boundary from which teachers' think about classroom actions and interactions. Time was seen as a necessary evaluative component of the applied behavioral analysis aspect of the CHAMPS approach to correcting misbehavior (Landrum and Kauffman, 2006).

Perceptions of Improvement

A final category that emerged was perceptions of improvement. Teachers in the study overwhelmingly perceived their interventions to be successful. After analyzing the second data collection, 21 of the 25 participants similarly noted, "The behavior has changed for the better. I will continue to monitor and reinforce the positive behaviors." One participant responded she would, "continue with the classroom format," but also reported a decrease in the number of disruptions indicating a belief the behavior improved. In what one might identify as a slightly more critical analysis, one teacher reflected, "IT worked and its good but I need to do daily reinforcements of expectations." A caution when interpreting the high rates of perceived improvement was the impact of teachers' desire to see improvement might have led to increased perceptions of success, especially considering the small timeframe for implementation and then analysis. In addition, the teachers collected their own data during the second collection.

In one of the most profound reflections, one teacher wrote, "We went from 86% for the identified students, down to 70% in two weeks. It shows that if you pay more attention to behaviors prior to instruction, students demonstrate those behaviors less." It illuminated the fact that too often in today's school climate it is hard to find time to include reflection and evaluation of practice as a means to improve. Most teachers simply need time to reflect critically on their practice.

In response to the question, "How can the CHAMPS team support

you" 17 teachers did not want any support or simply left that response blank. This might indicate that teachers complied with this applied behavior analysis as part of an administrative effort, where they participated fully, but further pursuit would constrain them for time. Eight teachers responded they would like support as demonstrated by the following: "Continue to offer ideas for troubleshooting and lend their observations when behaviors become severe," "When there is a bump in the road, I can use the support to continue to practice the best practices that CHAMPS suggests," "Continue to make us aware of awesome data tools," "Periodic reminders for data collection are helpful as well as paper forms (great physical reminders)," and "Continue answering questions and making comments when situations are brought to their attention." Perceivied improvements aligned with teachers' self-efficacy within the IMB framework (Montaño & Kasprzyk, 2008).

Discussion

In this study, teachers chose a behavior they wanted to correct, gathered data about frequency and contextual setting, designed an intervention to improve the problem behavior, measured progress by using similar or the same behavior tracking measures, and compared baseline behavior to post-intervention levels of behavior. The staff of the school in the present study implemented the CHAMPS intervention with fidelity as connected with Kincaid et. al.'s (2016) description of PBS including decision-making, intervention, and assessment. Exploring the ways that teachers are able to collect and interpret their own data about teaching and learning practices is important. The data revealed not only teachers' evaluation of CHAMPS intervention but also how teachers think about children, teaching, and learning.

The ideal functioning of PBS within the model of IBM would lead to teachers having positive attitudes towards the influence and use of PBS, become part of a school norm that embraces and has consistency with PBS, and feeling they have the self-efficacy to effectively implement PBS. The findings from this study would indicate that PBS often does not occur with full fidelity. The IBM model provides insight as to where the infidelity might occur.

In regards to IBM's emphasis on normed behavior and teachers' attitudes towards those behaviors, there seemed to be a favorable perspective on PBS (Montaño & Kasprzyk, 2008). With the targeted behaviors and the language used to describe teachers' approaches to behavior modification being similar indicated that as a school faculty PBS was normed and teachers validated that norm; none appeared resistant to

the idea of using PBS. This also reinforced the suggestion from McIntosh, MacKay, Hume, Doolittle, Vincent, Horner, and Ervin (2010) that school-wide efforts include coordination in identifying appropriate behavioral language to use with students and staff.

This study, as well as prior research, suggests establishing teachers' attitudes about normative classroom functions and the expected behavior is important when considering the use of PBS. When designing an intervention for change, contextualizing the behavior that teachers want to change is necessary; teachers need to "unpack" what misbehavior looks like and why it occurs. Description of contexts helps provide an understanding of the behavior as related to teacher expectations. Sugai et. al. (2000) explained challenges with implementation of PBS occurred because implementers have been "unable to create and sustain the 'contextual fit' between procedures and practices, and the features of the environments" (p. 5). Teachers must be aware of not only feelings towards students' behaviors, but also their own knowledge and skills to perform interventions, as well as understand the impact of environmental constraints and habits (Montaño & Kasprzyk, 2008). Milner (2010) extends the concept of awareness to, "Teachers should strive to understand themselves in relation to their students, their students' parents, and their students' communities," especially as they have power in the classroom (p. 595).

Teachers' feelings towards behaviors and their belief that students have control over that behavior may influence their attitudes toward the behavior as well as the students based on IBM. The teachers, in this case study, actually not only demonstrated IBM but in many ways expected students to process their behavior metacognitively aligned with IBM with their classroom behavior expectations as the norm. When they label students as "offenders," teachers have demonstrated feelings and attitudes that do not align with the nature of PBS. Additionally, if teachers believed that a student had control over his or her misbehavior, the teachers may have felt anger towards the student. In contrast, if the student is not seen as having control over the behavior, the teacher may feel sympathetic instead (Chang & Davis, 2009). Teachers' beliefs and attitudes toward a behavior often influence their judgment of that behavior as appropriate or inappropriate, with interventions applied based on the "misbehavior's" severity and the degree it is perceived as a threat to their instructional or management goals.

Conclusion

One possible outcome of this study is that despite the emphasis on a Sprick's (2009) "Proactive and Positive Approach to Classroom Man-

agement," what teachers are drawn to when thinking about change in classroom management is decreasing misbehavior. While PBS is intended to increase positive behavior, the teachers in this study were drawn to correcting misbehavior. Research shows correcting misbehavior is a more natural act than reinforcing positive behavior (Bambera et. al., 2012; Marin et. al., 1999). PBS requires consistent and periodic training to re-establish the philosophical focus of this approach. For teachers to effectively make improvements in their ability to manage classroom behaviors in a positive way, they need time and support as part of a process.

IBM provided a lens to understand that when teachers have expectations for student behavior and they are not met, this behavior is categorized as misbehavior. When misbehavior occurs, teachers often feel distracted, not fully in control, and unable to instruct. Therefore, in order to be able to utilize PBS, teachers must understand that misbehavior is a normative part of the classroom and trained to make a cognitive shift, as Martin et. al. (1999) suggested, away from feeling frustrated by misbehavior towards simply seeing it as an opportunity to teach expected or appropriate behavior.

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