

Positive Behavioral Interventions and Supports on Students' Behavior in Physical Education

A Synthesis Project

Presented to the

Department of Kinesiology, Sport Studies, and Physical Education

SUNY Brockport

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

(Athletic Administration)

by

Austin Reed

May 9th, 2023

SUNY BROCKPORT
BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

Positive Behavioral Interventions and Supports on Students' Behavior in Physical Education

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5/1/23

Date

Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, SUNY Brockport, in partial fulfillment of requirements for the Degree Master of Science in Education (Physical Education).

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5/1/23

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Acknowledgements

I would like to thank my mother and father for their endless time and support over the years and for always encouraging me to work hard and do my best. Also, thank you to my brother Joey, for always being there for me and for always encouraging me to keep going forward. Thank you to my grandparents for all the sacrifices they have made throughout the years and for truly caring for me and my education. Thank you to my girlfriend Alyssa for being patient, flexible with your schedule, and so supportive of me chasing my dreams. Thank you to my friends, Anthony, Zack and Corey for giving me inspiration and motivation to pursue excellence and for showing me nothing is impossible. Thank you to all of the instructors in the athletic administration department and to all my former instructors at SUNY Brockport who have shaped me into the student and person I am today. To everyone unnamed, I appreciate every single one of you and everything you have ever done for me. There are no words to describe how blessed and grateful I am to be around such a great group of individuals.

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Abstract

As school presents a unique challenge for children with behavioral issues the topic of how to deal with challenging behaviors has become an increasingly important topic. The importance of positive behavioral interventions and supports and its effect it has on students' behavior in physical education has come into focus. Analysis of previous research shows that rewarding students when they engage in productive behaviors that will later be expected of them in different contexts creates a positive association with those behaviors, thus incentivizing those students to engage in those behaviors in the future. Positive behavioral interventions and supports had significantly impacted students' behavior in physical education, students with disabilities versus students without disabilities, and student outcomes. Research has suggested that students are motivated to be rewarded when they engage in productive behaviors. It also suggests that positive behavioral interventions and supports demonstrates improvements in disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement. The purpose of this synthesis project is to review the literature on positive behavioral interventions and supports and its effect on students' behavior in physical education.

Chapter 1 – Introduction

School presents a unique challenge for children with behavioral issues. As many as 25,000 schools responded to this growing issue by implementing a school-wide positive behavior interventions and supports system (Lee et al, 2021). School-wide positive behavior support is a set of disciplinary practices that is built on the assumption that behavioral expectations defined, supported, and implemented by the entire school community to establish a common culture where all students are held to the same behavioral standards (Childs et al, 2015).

The critical elements of positive behavioral interventions and support implementation are proactive teaching of school-wide behavioral expectations, consistent reinforcement of expected behaviors, consistent consequences for inappropriate behavior, monitoring of student behavior in all school settings, and use of data for decision making concerning students' support needs (Childs et al, 2015).

Positive behavior interventions and supports is a model of behavior management that emphasizes proactive strategies for defining, teaching, and supporting appropriate students' behaviors to create a positive school environment. Past research has found that it is an alternative to traditional behavior management of control; poorly defined or unclear rules regarding student behavior; weak or inconsistent staff support, including support from other teachers and administrative follow-through; and few allowances for individual student differences (Hinton & Buchanan, 2015).

Positive behavior interventions and support is grounded in applied behavior analysis. It is based on person-centered values, systematic instruction, lifestyle change, and response reduction. Positive behavior interventions and support is not a curriculum. Positive behavior interventions and support relies on a philosophy of respect for an understanding of the student, coupled with

teaching and modeling appropriate behavior. Positive behavior interventions and support assumes acknowledgement of ecological context influences, such as curricular and social aspects. Finally, manipulating factors, such as antecedent behavior consequence, and context, round out the components that are necessary to implementing positive behavior interventions and support successfully (Hinton & Buchanan, 2015).

Research has indicated that the prevalence of problem behavior among students is an indicator of schools that fail, and is correlated with truancy, bullying, reduced learning engagement, and low achievement (Sorlie & Ogden, 2015). Many studies have found that school leaders react to inappropriate behaviors by excluding students, despite research suggesting an association with poor student outcomes. Students with disabilities are frequently subjected to these practices especially in physical education (Grasley-Boy et al, 2019).

This growing body of research supports improvements in disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement (Childs et al, 2015). Also, the use of positive behavioral interventions and support in physical education is based on evidence that supports the effectiveness of constructive teacher interactions with students. Additionally, implementing positive behavioral interventions and support in physical education has great potential to contribute to the successful inclusion of students with disabilities and who demonstrate challenging behaviors. Providing teachers with the tools for implementing positive behavioral interventions and support can go a long way in improving the behavioral aspect of an already difficult physical education environment. Researchers have shown that school-wide positive behavior interventions and support has brought positive changes within elementary, middle, and high schools nationally (Hinton & Buchanan, 2015).

Statement of the Problem

Students in schools are increasingly becoming more diverse, including those in physical education. A primary responsibility of educators is to establish and maintain safe environments that are secure and conducive to learning. Even though maintaining a safe and productive learning environment is important, teachers and administrators have reported disruptive and challenging behavior as one of their foremost concerns and have reported limited knowledge in managing challenging behavior (Hinton & Buchanan, 2015).

Physical educators are constantly seeking ways to improve their teaching effectiveness and to manage the ever-increasing demands placed on them. Such demands may be large classes, inadequate equipment, lack of support for children with special needs, and more.

Purpose of the Synthesis

The purpose of this synthesis project is to review the literature on the effects of PBIS on students' behavior in physical education.

Operational Definitions

1. Positive Behavioral Interventions Support (PBIS) - A framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
2. Physical Education- An effective physical education program includes engaging lessons, trained physical education teachers, adequate instructional periods, and student evaluations. It is crucial to developing physical skills and confidence within students. Also, it develops fitness and fosters the desire for lifelong participation in physical activity. It provides students with education on the benefits of regular exercise and

healthy food choices. Lastly, it improves students' physical, mental, social and emotional well-being.

Research Questions

1. How does a school wide positive behavioral interventions and supports program effect students' behavior in a physical education setting?
2. What is the difference between students with disabilities and students without disabilities behavior in a physical educational setting when a school wide positive behavioral interventions and supports program is provided?
3. What impact does students' behavior in a physical educational setting have on student outcomes when a school wide positive behavioral interventions and supports program is provided?

Delimitations

1. The articles used in the literature review of the synthesis were both peer reviewed and full text.
2. The review included articles between 2013-2023.
3. The articles reviewed in this synthesis were limited to studies on Positive Behavioral Interventions Support in physical education.
4. The ages looked at in this synthesis ranged between 5-18 years old.

Chapter 2

Methods and Procedures

The purpose of this chapter is to review the methods and procedures used to determine positive behavioral interventions and supports system effects on students' behavior in physical education. An extensive search of previous research was conducted to obtain necessary information in order to complete the synthesis. This chapter specifically describes the methods used in obtaining the relevant information for the synthesis.

The studies collected for this synthesis were located using the EBSCO database from the SUNY Brockport Drake Library. Within the EBSCO database the following databases were searched: SPORTDiscus and Academic Search Complete. Researching across the two databases resulted in thousands of articles found depending on the keywords used.

In order to trim the results from thousands to a more reasonable amount, keywords were used to assist in doing so. These keywords included *positive behavioral interventions and supports, physical education, school-wide, students with disabilities and student outcomes*. These keywords were chosen based on their relevance to the research questions, purpose statement, and from articles that were found early on in this process. *Positive behavioral interventions and supports* and *physical education* were the most important keywords used to search the literature. These keywords resulted in a broad set of articles to start the research with, before adding more keywords like *school-wide, students with disabilities and student outcomes*.

The search within SPORTDiscus and Academic Search Complete database began with the keywords *positive behavioral interventions and support*. This search resulted in 6,419 articles. Two limiters were then applied to produce only results with full text and peer reviewed journals. Another limiter that was applied was a published date limiter which ranged from 2013-

2023. This dwindled the results down to 4,493. One of the first five articles that were shown fit the criteria for use in the synthesis. Additional keyword *physical education* was applied resulting in 419 articles shown. Of those 419 articles, four more were used for the synthesis review. Following the addition of those articles, the keyword *physical education* was replaced by the keywords of *student outcomes and students with disabilities*. This search resulted in 46 articles in which one article fit the criteria used for the synthesis. The other five articles used in this synthesis were found within the references of the articles.

Ten total articles were selected through the refined search process. The articles obtained in the databases were gathered from several professional journals. The journals utilized included: *Elementary School Journal*, *Journal of Positive Behavior Interventions*, *Journal of Special Education*, and *Columbia Journal of Law & Social Problems*. Each one of these journals contributed at least one scholarly article for this synthesis.

The first study was comprised of twenty-five boys and girls aged nine to twelve. The second study was made up of 112 schools grades K-12, with demographics of 52% Male, 43.6% Caucasian, 32% African American, 16.9% Latino and 12% Students with IEP's. The third study was 724 elementary schools, 248 middle schools and 150 high schools that had an average of 844 students. The fourth study was made up of 39 staff members, in which 18 were female, 21 were male, 16 were Caucasian and 23 with African American. The fifth study had 544 schools that implemented positive behavioral interventions and support. The sixth study had a total of 75 students aged 7-17 years old, in which 62% were male, while 38% were female. Also, 27% were Caucasian, 37% were African American, 1% Hispanic and 15% other. Another important aspect of this study was that 41% were ages 7-11, while 35% were 11-14 and 24% were 14-17. The seventh study included 75,000 students, as 55% of the student body identified as African

American, 25% as Latino, 13% as Caucasian, 6% as Asian, and 1% Native American. The eighth study a total of 90 schools were included across study. The average enrollment for elementary schools was 493 students, whereas the average enrollment was 1,712 in high schools. Lastly, for the ninth and tenth study examined experts responded to questionnaires. For example, in study number ten 24 expert respondents were an average of 54.26 years of age (range 35–77), and they reported working in the field of school-wide positive behavioral interventions and supports for an average of 20.53 years. Demographic regions included the United States and Norway.

The articles selected for this synthesis included a mix of qualitative and quantitative approaches. Six out of the ten articles were quantitative, while two were qualitative, and the other two articles were a combination of quantitative and qualitative methods. These studies gathered data in a variety of ways. The researchers analyzed the data into valuable information in a variety of ways. The studies included graphs, tables, Likert scales, questionnaires, and surveys were the most common methods used to gather data. The studies that used a combination of both methods collected data through questionnaires and Likert scales to draw conclusions on how positive behavioral interventions and support effects students' behavior in physical education.

Chapter 3 – Review of Literature

The purpose of this chapter is to present a review of literature on positive behavioral interventions and support system effects on students' behavior in physical education. In particular, the following topics will be explored: school-wide positive behavioral interventions and supports, students with disabilities versus students without disabilities, and student outcomes. Many teachers have experienced the negative impact of challenging behaviors during their class. What many people do not understand is that these negative behaviors impact the learning environment for other students as well.

School-Wide Positive Behavioral Interventions and Supports

School-wide positive behavioral interventions and supports is a universal, school-wide prevention program that aims to establish a social culture within schools in which students expect and support appropriate behavior from one another. Positive behavioral interventions and supports create school environments that are socially predictable. School-wide positive behavioral interventions and supports have been widely implemented in more than 25,000 schools (Lee, et al., 2021). Students with emotional and behavioral disorders often receive educational services delivered in more restrictive environment to achieve social and academic success.

This growing body of research supports improvements in disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement. The primary features of school-wide positive behavioral interventions and supports include capitalizing on the prevention of problem behavior, teaching appropriate social behavior and skills, acknowledging appropriate behavior, using a multitiered approach to instruction/intervention that matches behavior support intensity to student need, using data-based

problem solving, and investing in systems that support evidence-based practices (Childs, et al., 2015). A goal of positive behavioral interventions and supports is to decrease the number of new cases of student problem behaviors or situations by creating and maintaining the use of effective practices appropriate for all students.

Hinton and Buchanan (2015) investigated the implementation of positive behavior interventions and support (PBIS) in a physical activity summer camp. The participants in the study were twenty-five boys and girls aged nine to twelve. Teachers at one activity station implemented positive behavioral interventions and supports, and teachers at a second activity station did not for the duration of the study. A significant difference was found in students' behavior marks from the positive behavioral interventions and supports condition to the comparison condition, $M = 1.4$, $SD = 2.82$, $t(24) = 2.48$, $p = 0.00$.

An analysis of covariance statistical procedure was used to test for the activity level and activity type. This was done to ensure that there were no differences in the behavior marks of students based on the activity level or activity type of the tasks for each station. No differences were found in behavior marks based on activity level or activity type; therefore, the data was examined further. A paired sample t-test was conducted to evaluate the differences of behavior marks that student received in the positive behavioral interventions and supports and comparison conditions. When at station one, 18 of the 25 students did not receive behavior marks for the duration of the camp. Students who were provided Tier II support showed a dramatic reduction in behavior marks received from station two to station one. The student who averaged the most behavior marks received fourteen marks at station two versus five at station one. The student with the next highest amount of behavior marks received eight marks at station two versus one at station one. Another student received seven behavior marks at station two

versus zero at station one. Another student received six behavior marks at station two versus two marks at station one, and another student received five behavior marks at station two versus zero marks at station one.

More research is needed by interviewing teachers on the use of positive behavioral interventions and supports to determine their perspectives of its usefulness; interview students about their perceptions of classes in which positive behavioral interventions and supports is used; examine established positive behavioral interventions and supports curricula and investigate teacher efficacy to see if the use of positive behavioral interventions and supports improves efficacy in behavior management.

Positive Behavioral Interventions and Supports on Students with Disabilities Versus Students without Disabilities

The IDEA provides the basic legislative framework addressing protections for students with disabilities. First adopted in 1975 as the Education for All Handicapped Children Act, the statute is designed to ensure that every student with a disability has access to a “free, appropriate public education,” which must be provided in the “least restrictive environment” possible. In 1990, the statute was reauthorized, amended, and renamed as the IDEA; the statute was further amended in 1997 and 2004. The IDEA requires the creation of an Individualized Education Plan (IEP) for every student covered by the statute. The provision for the practice of restraint and seclusion may be included in a student's IEP, as well as other behavioral interventions.

Positive behavioral interventions and supports, use reward-based incentive systems to encourage students to engage in productive behaviors, is consistent with the goal of the IDEA to prepare students for employment and independent living, settings which also contain these

incentives. According to Azizoglu, (2019), rewarding students when they engage in productive behaviors that will later be expected of them in different contexts creates a positive association with those behaviors, thus incentivizing those students to engage in those behaviors in the future.

Grasley-Boy et al., (2019) examined several state-level quasi-experimental studies with discipline data from California. Using propensity score matching, compared 544 schools implementing school-wide positive behavioral interventions and supports programs with fidelity and 544 schools that had never been trained. They discovered the number of Hispanic students who received one out of school suspension was significantly lower in schools implementing school-wide positive behavioral interventions and supports programs with fidelity, and the number of black students who received more than one out of school suspension was significantly lower in schools implementing school-wide positive behavioral interventions and supports programs with fidelity. Perhaps most important, students with disabilities in schools implementing school-wide positive behavioral interventions and supports programs with fidelity were significantly less often referred to alternative settings for disciplinary reasons when compared with students with disabilities in comparison schools.

Experts agreed students with significant disabilities should be included in all tiers of school-wide positive behavioral interventions and supports. Through surveying researchers who have decades of experience in school-wide positive behavioral interventions and supports. Previous research found students with significant disabilities were routinely excluded from Tier 1 school-wide positive behavioral interventions and supports practices and our findings demonstrate that students should be included. This distinction between what is happening (exclusion) and what should happen (inclusion) offers an important contribution to the field in

that it is a continued call to action to realize the goals of the full school-wide positive behavioral interventions and supports framework (including Tier 1 school-wide positive behavioral interventions and supports) to benefit all students and all staff. As such, additional research is needed to ensure full participation of all students and staff in all tiers of school-wide positive behavioral interventions and supports (Zagona, et al., 2021).

Positive Behavioral Interventions and Supports Student Outcomes

A study was conducted to examine data from numerous studies and state projects' evaluation reports point to the impact of school-wide positive behavioral interventions and supports on student outcomes (office discipline referrals, in-school suspensions, out-of-school suspensions) and the possible relationship between implementation fidelity and those student outcomes. The participating schools included 724 elementary schools, 248 middle schools, and 150 high schools. School enrollment ranged from 81 to 7,756 students ($M = 844$; $SD = 461.45$); the percentage of students on free and reduced-price lunch ranged from 1% to 100% ($M = 54.88\%$; $SD = 31.79\%$). The average number of years implementing school-wide positive behavioral interventions and supports was 3.71 years ($SD = 0.98$). For use as a predictor in the growth model analysis, each school's total years of experience were summed across years (2 years, 3 years, 4 years, and 5 years of experience summed to 14 years), resulting in an average of 11.37 years ($SD = 8.71$).

The first step in growth modeling was the estimation of the unconditional model to evaluate the intercept and slope of the dependent variables absent of all predictors, confirm linearity assumption, and calculate an intraclass correlation coefficient. The dependent variables were not transformed and can be directly interpreted. The average number of office discipline referrals at the intercept was 71, but the negative slope value suggests that schools decreased the

number of office discipline referrals by approximately 4 each year. The results were very similar for in-school suspensions and out-of-school suspensions, with the average number of incidents 22 and 28, respectively. Both suspension variables decreased over time, with a larger annual decrease for in-school suspensions. The significant covariance for office discipline referrals and in-school suspensions indicates that as time increases, both discipline outcomes decrease. To assess the proportion of variance explained by time for the dependent variables, they calculated an intraclass correlation coefficient for each using their respective variance estimates. The intraclass correlation coefficient was 0.03 for office discipline referrals, 0.01 for out-of-school suspensions, and 0.03 for in-school suspensions, suggesting time accounted for less than 5% of the total variance for all three discipline variables.

Descriptive results suggest that there was a decreasing trend across all three discipline outcomes. For example, office discipline referrals decreased by an average of approximately six office discipline referrals per year. An exception to the decreasing trend was a slight increase in out-of-school suspensions and in-school suspensions from the 2012–2013 to the 2013–2014 school years. Large differences in the frequency of office discipline referrals, in-school suspensions, and out-of-school suspensions were present between elementary and secondary schools, which may have been related to school size as the average size of elementary schools was 670 students, while the average school size was 1,277 for secondary schools (Childs, et al., 2015).

Over time, research has found other factors that impact students' behavior and their outcomes. Wilkerson et al., (2016) investigated a study to examine the extent to which outcomes of secondary students attending behavior-focused alternative schools differed compared to a matched sample of students attending traditional secondary schools. The sample had

approximately 200 K–12 schools and serves about 75,000 students annually. Demographically, close to 55% of the student body identifies as African American, 25% as Hispanic or Latino, 13% as White (non-Hispanic), 6% as Asian, and 1% Native American. More than 80% of the student population qualifies for free reduced lunch. The percentage of students identified with a behavioral disorder was significantly higher in behavior-focused alternative schools than in traditional schools (28.2% vs. 7.3%). More students received special education services in behavior-focused alternative schools than in traditional schools (55.7% vs. 21.7%).

Following the same line of research, Jolivette et al., (2014) discovered there were four themes when external school-wide positive behavioral interventions and supports were in place. The first was decreased number of disciplinary referrals across the three time periods. The second they found was decreased number of students accruing the referrals. Also, the majority of students received 1 or fewer referrals which mirrors the proportions of school-wide positive behavioral interventions and supports in typical settings. Lastly, they found two of three top problem behaviors are consistent: disruption and disrespect.

In addition, Gage et al., (2018), examined the efficacy of a schoolwide prevention and intervention framework, schoolwide positive behavior interventions and supports, designed to reduce disciplinary exclusion. The study examined a total of 90 schools across the four studies. The average enrollment for elementary schools was 493 students, whereas the average enrollment was 1,712 in high schools. There was no significant effect on disciplinary exclusions, but there was a moderate and statistically significant effect on school suspensions. There is clearly a need to increase the rigor and relevance of school-wide positive behavioral interventions and supports research on disciplinary exclusion to increase the likelihood that

schools, districts, and policy makers continue to support and expand school-wide positive behavioral interventions and supports as an effective approach to reduce disciplinary exclusion.

Sorlie and Ogden, (2015) examined the difference between positive main and differential intervention effects on student problem behavior and classroom learning climate. The research included 39 staff members, which was broken down to 18 female, 21 males, 16 Caucasian, and 23 African American. The school staff had an average of 4 to 5 years of experience teaching students in residential facilities and 3 staff had master's degrees in special education. All staff were asked to independently assess the social validity of school-wide positive behavioral interventions and supports to determine the perceived ease of implementation and effectiveness. Based on a 4-point Likert scale (1 = *not at all*, 2 = *somewhat*, 3 = *mostly*, 4 = *very*), staff responded to nine questions that addressed ease of implementation, likelihood of future implementation, and the effectiveness of school-wide positive behavioral interventions and supports. Fifty-eight percent of school staff completed the social validity survey. When responding to questions related to perceived levels of school-wide positive behavioral interventions and supports effectiveness, 57% of the school staff responded very effective, 29% responded mostly effective, and 14% responded somewhat effective. When members of the school staff were asked about the ease of implementing school-wide positive behavioral interventions and supports, 57% responded it was very easy to use, 29% responded mostly easy, and 14% responded somewhat easy to use. When asked about the likelihood of continuing school-wide positive behavioral interventions and supports in the school, 86% of school staff responded very likely while 14% reported somewhat likely. Seventy percent of school staff reported that school-wide positive behavioral interventions and supports was worth the effort of the entire school, and 86% reported that it was worth their personal time and effort.

Summary

Research has shown that many variables can affect the effectiveness of positive behavioral interventions and supports systems used in schools across the globe. Overall, positive behavioral interventions and supports is an extremely positive and beneficial way to improve negative and disruptive behaviors within the classroom. Do all students respond the same to positive behavioral interventions and supports? No, of course not, and research shows that. However, research has shown school-wide positive behavioral interventions and supports tends to improve students' behavior, outcomes and positively includes students with disabilities.

Administrators and teachers that implement a positive behavioral intervention and supports program are more than likely going to see a reduction in those disruptive behaviors. Allowing students to earn positive behavioral interventions and supports tickets to earn incentives will be extremely beneficial. These tickets allow students to feel included in school and allows their confidence and emotional well-being build, as they feel worthy and feel like they won something. Challenging students to collect these tickets and earn a certain number of tickets for awards, prize box, an outing, such as the zoo, grocery store, dollar store, or even a positive behavioral intervention and supports carnival or another event.

The implementation of positive behavioral interventions and supports tickets is essential for student to have a higher chance of a successful performance academically and less disciplinary issues. The research shows that positive behavioral interventions and supports is highly effective, easy to implement, and is worthwhile for a school

Regardless of a school districts disciplinary issues, it's important for students to be successful academically, emotionally and physically. There are many factors that are involved

for a students' negative and disrupting behaviors. A positive behavioral intervention and supports system is a welcoming and effective way to cope with those struggles.

Chapter 4

Results, Discussion and Recommendations for Future Research

The purpose of this chapter is to present the results of the review of literature on positive behavioral interventions and support system effects on students' behavior in physical education and how these results align with the purported research questions which guided this synthesis project. In addition, recommendations for future research as it relates to positive behavioral interventions and supports effect in physical education.

The results of this review of literature displayed multiple conclusions. First, the research provided an understanding of positive behavioral interventions and supports and how it effects students in a school-wide and physical education setting. Second, the research provided an understanding on how positive behavioral interventions and supports effected students with disabilities versus students without disabilities. Third, the research provided great information on how positive behavioral interventions and supports effects student outcomes.

Discussion

Interpretations

As part of this literature review, several research questions were posed. The first research question synthesized was, how does a school wide positive behavioral interventions and supports program effect students' behavior in a physical education setting? The results of previous literature reviews showed improvements in disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement (Childs, et al., 2015). Hinton and Buchanan (2015) conducted a study were teachers at one activity station implemented positive behavioral interventions and supports, and teachers at a second activity station did not for the duration of the summer camp study. They found a significant difference

was found in students' behavior marks from the positive behavioral interventions and supports condition to the comparison condition. Students with emotional and behavioral disorders often receive educational services delivered in more restrictive environment to achieve social and academic success (Lee, et al., 2021).

The second research question that was examined was, what is the difference between students with disabilities and students without disabilities behavior in a physical educational setting when a school wide positive behavioral interventions and supports program is provided? The results showed throughout several studies showed students with disabilities in schools implementing school-wide positive behavioral interventions and supports programs with fidelity were significantly less often referred to alternative settings for disciplinary reasons when compared with students with disabilities in comparison schools (Grasley-Boy et al., 2019). According to Azizoglu, (2019), rewarding students when they engage in productive behaviors that will later be expected of them in different contexts creates a positive association with those behaviors, thus incentivizing those students to engage in those behaviors in the future. Experts agreed students with significant disabilities should be included in all tiers of school-wide positive behavioral interventions and supports (Zagona, et al., 2021).

The final research question explored was, what impact does students' behavior in a physical educational setting have on student outcomes when a school wide positive behavioral interventions and supports program is provided? The results of this literature showed the percentage of students identified with a behavioral disorder was significantly higher in behavior-focused alternative schools than in traditional schools (28.2% vs. 7.3%) (Wilkerson, et al., 2016). Also, it revealed there was no significant effect on disciplinary exclusions, but there was a

moderate and statistically significant effect on school suspensions. There is clearly a need to increase the rigor and relevance of school-wide positive behavioral interventions and supports research on disciplinary exclusion to increase the likelihood that schools, districts, and policy makers continue to support and expand school-wide positive behavioral interventions and supports as an effective approach to reduce disciplinary exclusion (Gage, et al., 2018). Jolivet et al., (2014) discovered there were four themes when external school-wide positive behavioral interventions and supports were in place. The first was decreased number of disciplinary referrals across the three time periods. The second they found was decreased number of students accruing the referrals. Also, the majority of students received 1 or fewer referrals which mirrors the proportions of school-wide positive behavioral interventions and supports in typical settings. Lastly, they found two of three top problem behaviors are consistent: disruption and disrespect. Childs, et al., (2015) discovered office discipline referrals decreased by an average of approximately six office discipline referrals per year when implementing positive behavioral interventions and supports. Sorlie and Ogden, (2015) examined the difference between positive main and differential intervention effects on student problem behavior and classroom learning climate by surveying teachers, in which they found positive behavioral interventions and supports is 57% very effective, 57% easy to use, 86% continuing to implement rate, and 86% worthwhile of their personal time and effort.

Implications

The literature review performed in this synthesis provide a variety of perspectives on school-wide positive behavioral interventions and supports program effects students' behavior in physical education, students with disabilities versus students without disabilities and the impact on student outcomes. These perspectives also allow researchers to see how positive behavioral

interventions and supports effects students' behavior in physical education, students with disabilities versus students without disabilities and the impact on student outcomes. The results of this synthesis offer practical implications which can benefit the administrators, teachers and other staff to improve the overall learning atmosphere by decreasing the number of negative behaviors.

Overall, the conclusions coincide with previous research. Students are motivated to be rewarded when they engage in productive behaviors. Positive behavioral interventions and supports demonstrates improvements in disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement. The objectives of school-wide positive behavioral interventions and supports include capitalizing on the prevention of problem behavior, teaching appropriate social behavior and skills, acknowledging appropriate behavior, using a multitiered approach to instruction/intervention that matches behavior support intensity to student need, using data-based problem solving, and investing in systems that support evidence-based practices. The overall goal of positive behavioral interventions and supports is to decrease the number of new cases of student problem behaviors or situations by creating and maintaining the use of effective practices appropriate for all students. Students with disabilities in schools implementing school-wide positive behavioral interventions and supports programs are significantly less often referred to alternative settings for disciplinary reasons when compared with students with disabilities in comparison schools. Students receiving suspensions decrease immensely when positive behavioral interventions and supports is implemented.

Recommendations for Future Research

In reviewing the data base on positive behavioral interventions and supports and its' effect on students' behavior in physical education the following limitations were noted regarding the studies under review. The studies surveyed and sampled only a certain number of individuals over a specific length of time. Another limitation of the work previously displayed is that the study only included participants within a specific age range. Additionally, a limitation of the research was that not all of the participants were in person when completing the questionnaire.

Based on these limitations and other insights related to the literature, the following recommendations for future research should be considered:

1. Future research should continue to develop studies that extend over longer periods of time to determine what positive behavioral interventions and supports strategies work the best. More strategies may be developed over time and other techniques may take longer to have an effect.
2. Future research should look to involve a larger sample size in their studies to gain as much data as possible. More data brought in by a more diverse demographic will create more generalizable results for future use. Additional research is needed to ensure full participation of all students and staff in all tiers of school-wide positive behavioral interventions and supports.
3. Future research is needed by interviewing teachers on the use of positive behavioral interventions and supports to determine their perspectives of its usefulness; interview students about their perceptions of classes in which positive behavioral interventions and supports is used; examine established positive behavioral interventions and supports curricula and investigate teacher efficacy to see if the use of positive behavioral interventions and supports improves efficacy in behavior management.

Summary

The purpose of this literature review was to determine how positive behavioral interventions and supports effected students' behavior in physical education, students with disabilities versus students without disabilities and the impact on student outcomes. Delimiting variables were used to do an exhaustive data-based search which yielded 10 articles. These articles were then systematically used to determine the effect of positive behavioral interventions and supports effects on students' behavior in physical education.

Research revealed that positive behavioral interventions and supports made a positive impact on students' behavior in physical education by reducing the number of challenging significantly. Research has shown that positive behavioral interventions and supports has positively impacted students with disabilities as it is a great tool for inclusion in the classroom. Lastly, positive behavioral interventions and supports has positively improved student outcomes by decreasing the number of disciplinary referrals significantly.

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Appendix A

Synthesis Article Grid

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – 32 Commonalities/Differences
Hinton & Buchanan, 2015	Positive Behavior Interventions and Support in a Physical Activity Summer Camp	SPORT Discus	The purpose of this study was to investigate the implementation of positive behavior interventions and support (PBIS) in a summer camp.	Participants in the study were 25 boys and girls aged 9 to 12. Teachers at one activity station implemented PBIS (i.e., Station 1), and teachers at a second activity station (i.e., Station 2) did not for the duration of the study.	Quantitative (Behavior Log) Station 1 implemented PBIS while Station 2 did not.	A significant difference was found in students' behavior marks from the PBIS condition to the comparison condition, $M = 1.4$, $SD = 2.82$, $t(24) = 2.48$, $p = 0.00$.	An analysis of covariance statistical procedure was used to test for the activity level and activity type. This was done to ensure that there were no differences in the behavior marks of students based on the activity level or activity type of the tasks for each station. No differences were found in behavior marks based on activity level or activity type; therefore, the data were examined further. A paired samples t test was conducted to evaluate the differences of behavior marks that student received in the PBIS and comparison conditions. When at Station 1 (PBIS condition), 18 of the 25 students did not receive behavior marks for the duration of the camp. Students who were provided Tier II support showed a dramatic reduction in behavior marks received from Station 2 to

							<p>Station 1. The student who averaged the most behavior marks received 14 marks at Station 2 versus five at Station 1. The student with the next highest amount of behavior marks received eight marks at Station 2 versus one at Station 1. Another student received seven behavior marks at Station 2 versus zero at Station 1. Another student received six behavior marks at Station 2 versus two marks at Station 1, and another student received five behavior marks at Station 2 versus zero marks at Station 1.</p> <p>More research needed by interviewing teachers on the use of PBIS to determine their perspectives of its usefulness; interview students about their perceptions of classes in which PBIS is used; examine established PE curricula and investigate teacher efficacy to see if the use of PBIS improves efficacy in behavior management.</p>
Lee et al others, 2021	The Impacts of School-Wide Positive	Academic Search Complete	The aims of this study are to examine the	Overall, 112 schools implementing SWPBIS with fidelity	Quantitative (Characteristics Table)	Implementing SWPBIS with fidelity has a significant and positive	Individuals with Disabilities Education Act (IDEA, 2004) requires schools to consider

<p>Behavior Interventions and Supports on School Discipline Outcomes for Diverse Students</p>		<p>effects of SWPBIS on eight different school-level discipline outcomes for all students and disaggregated by student demographics (i.e., gender, race/ethnicity, disability status).</p>	<p>(treatment) during the 2015–2016 school year successfully merged with CRDC data. The average enrollment for treatment schools was 689.7 (SD p 259.9), and, on average, 52% of those were male. The majority of students were White (43.6%), followed by Black (32.0%), and Latino/a student’s (16.9%). On average, the percentage of students with IEPs was 12.0%, and those served under Section 504 was 1.0%. Approximately 9% of students received LEP services (see Table 1).</p>	<p>Gender, Race/Ethnicity, Disability Status</p>	<p>impact reducing disciplinary exclusions. These results were found overall and for specific subgroups of students vulnerable to disproportionate discipline. As noted, disproportionate disciplinary exclusion of specific groups of students, namely Black students and students receiving IEP services, continues to be a concern nationwide. Therefore, schools struggling with behavior problems and increased rates of exclusionary discipline should consider identifying technical assistance resources to receive the necessary training and support to implement SWPBIS with fidelity.</p>	<p>positive behavioral interventions and supports (PBIS) as a school-wide approach to promote education for students with behavior problems. In addition, Every Student Succeeds Act (ESSA, 2015) provides funds for professional development to adopt, implement, and sustain PBIS in schools.</p>	
<p>Childs et al others, 2015</p>	<p>The Relationship Between School-Wide Implementation of Positive</p>	<p>Academic Search Complete</p>	<p>The purpose of this study is to examine data from numerous studies and state projects’</p>	<p>The participating schools included 724 elementary schools, 248 middle schools, and 150 high schools. School enrollment</p>	<p>Quantitative (ODR, ISS, OSS Table)</p>	<p>Descriptive results suggest that there was a decreasing trend across all three discipline outcomes. For example, ODR decreased by an</p>	<p>The first step in growth modeling was the estimation of the unconditional model to (a) evaluate the intercept and slope of the dependent variables absent of all</p>

<p>Behavior Intervention and Supports and Student Discipline Outcomes</p>		<p>evaluation reports point to the impact of SWPBIS on student outcomes (office discipline referrals [ODRs], in-school suspensions [ISSs], out-of-school suspensions [OSSs]) and the possible relationship between implementation fidelity and those student outcomes.</p>	<p>ranged from 81 to 7,756 students ($M = 844$; $SD = 461.45$); the percentage of students on free and reduced-price lunch ranged from 1% to 100% ($M = 54.88\%$; $SD = 31.79\%$). The average number of years implementing SWPBIS was 3.71 years ($SD = 0.98$). For use as a predictor in the growth model analysis, each school's total years of experience were summed across years (2 years, 3 years, 4 years, and 5 years of experience summed to 14 years), resulting in an average of 11.37 years ($SD = 8.71$).</p>	<p>Before and after PBIS was introduced</p>	<p>average of approximately six ODRs per year. An exception to the decreasing trend was a slight increase in OSS and ISS from the 2012–2013 to the 2013–2014 school years. Large differences in the frequency of ODR, ISS, and OSS were present between elementary and secondary schools, which may have been related to school size as the average size of elementary schools was 670 students, while the average school size was 1,277 for secondary schools.</p>	<p>predictors, (b) confirm our linearity assumption, and (c) calculate an intraclass correlation coefficient (ICC). The dependent variables were not transformed and can be directly interpreted. The average number of ODR at the intercept was 71, but the negative slope value suggests that schools decreased the number of ODR by approximately 4 each year. The results were very similar for ISS and OSS, with the average number of incidents 28 and 22, respectively. Both suspension variables decreased over time, with a larger annual decrease for ISS. The significant covariance for ODR and ISS indicates that as time increases, both discipline outcomes decrease. To assess the proportion of variance explained by time for the dependent variables, we calculated an ICC for each using their respective variance estimates. The ICC was 0.03 for ODR, 0.01 for OSS, and 0.03 for ISS, suggesting time</p>
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							accounted for less than 5% of the total variance for all three discipline variables. ODR = office discipline referral; ISS = in-school suspension; OSS = out-of-school suspension.
Sorlie & Ogden, 2015	School-Wide Positive Behavior Support-Norway: Impacts on Problem Behavior and Classroom Climate	Academic Search Complete	This study aims to examine the difference between positive main and differential intervention effects on student problem behavior and classroom learning climate.	The general demographics of the 39 staff members included: 18 female, 21 males, 16 Caucasian, and 23 African American. The school staff had an average of 4 to 5 years of experience teaching students in residential facilities and 3 staff had master's degrees in special education	Quantitative & Qualitative Likert Scale & Teachers opinion on effectiveness of PBIS in their classroom.	All staff were asked to independently assess the social validity of SWPBIS to determine the perceived ease of implementation and effectiveness. Based on a 4-point Likert scale (1 = <i>not at all</i> , 2 = <i>somewhat</i> , 3 = <i>mostly</i> , 4 = <i>very</i>), staff responded to nine questions that addressed (a) ease of implementation, (b) likelihood of future implementation, and (c) the effectiveness of SWPBIS. Fifty-eight percent of school staff completed the social validity survey. When responding to questions related to perceived levels of SWPBIS effectiveness, 57% of the	The features of concern were (a) expectations defined = 50%, (b) behavioral expectations taught = 80%, and (c) systems for responding to behavioral violations (50%). The features of ongoing system for rewarding behavioral expectations, monitoring and decision-making, and district-level support all scored a 100% with another feature of management scoring 88%.

						<p>school staff responded very effective, 29% responded mostly effective, and 14% responded somewhat effective. When members of the school staff were asked about the ease of implementing SWPBIS, 57% responded it was very easy to use, 29% responded mostly easy, and 14% responded somewhat easy to use. When asked about the likelihood of continuing SWPBIS in the school, 86% of school staff responded very likely while 14% reported somewhat likely. Seventy percent of school staff reported that SWPBIS was worth the effort of the entire school, and 86% reported that it was worth their personal time and effort.</p>	
Grasley-Boy et al	Effect of SWPBIS on Disciplinary	Academic Search Complete	The purpose of this study was to replicate	Potential comparison schools (N = 6,754), matched comparison	Quantitative (Tables comparing	The number of Hispanic students who received one OSS was	Starting with 6,754 possible untreated schools, propensity score matching identified 544

others, 2019	Exclusions for Students with and Without Disabilities		several state-level quasi-experimental studies with discipline data from California. Using propensity score matching, we compared 544 schools implementing SWPBIS with fidelity and 544 schools that had never been trained.	schools (n = 544), and SWPBIS schools (n = 544).	students with disabilities with students without disabilities).	significantly lower in schools implementing SWPBIS with fidelity, and the number of Black students who received more than one OSS was significantly lower in schools implementing SWPBIS with fidelity. Perhaps most important, SWD in schools implementing SWPBIS with fidelity were significantly less often referred to alternative settings for disciplinary reasons when compared with SWD in comparison schools.	untreated schools matched to the 544 schools implementing SWPBIS with fidelity, resulting in a final analytic sample of 1,088 schools.
Jolivet et al others, 2014	School-Wide Positive Behavioral Interventions and Supports in a Residential School for Students with Emotional and Behavioral Disorders: First Years of Implementation and	Academic Search Complete	The aim of this article is to describe the training and technical support provided to a residential school serving students with E/BD as they implemented school-wide PBIS	75 youth with behavioral disorders ranging in ages from 7 to 17 years old, 62% were male and 38% were female with 27% Caucasian, 37% African American, 1% Hispanic, and 15% other. Forty-one percent were elementary age (7 to 11 years), 35% middle school age (11 to 14	Qualitative (Graphs related to the average number of disciplinary referrals, locations, types of problems, times, and students).	There were four themes when external SWPBIS supports were in place: (a) decreased number of DRs across the three time periods, (b) decreased number of students accruing the referrals, (c) the majority of students received 1 or fewer referrals which mirrors the proportions of SWPBIS in typical settings, and (d) two of	During weekly scheduled staff school meetings, SWPBIS was discussed in terms of the SWIS data collected (e.g., graphs related to the average number of discipline referrals, locations, types of problems, times, and students).

	Maintenance Follow-Up Focus Groups		(SWPBIS) over several years and when the external support was removed, follow-up focus groups of school staff were conducted.	years), and 24% high school age (14 to 17 years).		three top problem behaviors are consistent: disruption and disrespect.	
Wilkerson et al others, 2016	Behavior-Focused Alternative Schools: Impact on Student Outcomes	Academic Search Complete	The purpose of this study is to examine the extent to which outcomes of secondary students attending behavior-focused alternative schools differed compared to a matched sample of students attending traditional secondary schools.	The sample LEA operates approximately 200 K–12 schools and serves about 75,000 students annually. Demographically, close to 55% of the student body identifies as African American, 25% as Hispanic or Latino, 13% as White (non-Hispanic), 6% as Asian, and 1% Native American. More than 80% of the student population qualifies for FRL.	This quasi-experimental design study used a propensity score matching (PSM) technique and Poisson regression analysis to examine the impact of placements in behavior-focused alternative schools on identified behavioral and academic student	The percentage of students identified with a behavioral disorder was significantly higher in behavior-focused alternative schools than in traditional schools (28.2% vs. 7.3%). More students received special education services in behavior-focused alternative schools than in traditional schools (55.7% vs. 21.7%).	Daily attendance in an alternative program is negatively affected by the location or hours of the program. Because of their need to serve students from multiple home schools, behavior-focused alternative programs are often housed in locations far from students' regular home schools. Transportation to these programs may be challenging. Additionally, behavior-focused alternative schools also often adhere to alternative schedules (e.g., half days or late start times), which may have a negative impact on students' attendance patterns. Given the important relationship

					outcome variables compared to placement in traditional secondary schools.		between attendance and school completion and other long-term outcomes.
Gage et al others, 2018	A Review of Schoolwide Positive Behavior Interventions and Supports as a Framework for Reducing Disciplinary Exclusions	Academic Search Complete	Examined the efficacy of a schoolwide prevention and intervention framework, schoolwide positive behavior interventions and supports (SWPBIS), designed to reduce disciplinary exclusion.	A total of 90 schools were included across the four studies. The average enrollment for elementary schools was 493 students, whereas the average enrollment was 1,712 in high schools.	Quantitative (SWPBIS Effect on Disciplinary Exclusions)	There was no significant effect on disciplinary exclusions, but there was a moderate and statistically significant effect on school suspensions	There is clearly a need to increase the rigor and relevance of SWPBIS research on disciplinary exclusion to increase the likelihood that schools, districts, and policy makers continue to support and expand SWPBIS as an effective approach to reduce disciplinary exclusion.
Azizoglu, 2019	Least Restrained Environment: Amending the IDEA to Require Positive Behavioral Interventions	Academic Search Complete	<i>The purpose of this study is to illuminate the risks associated with these restraint practices, which can lead to injury or death when</i>	Implement PBIS into more schools to reduce problem behaviors that may escalate into conduct presenting physical danger and thus requiring more intensive interventions.	Qualitative (Experts Perspective)	PBIS, which uses reward-based incentive systems to encourage students to engage in productive behaviors, is consistent with the goal of the IDEA to prepare students for employment and independent living, settings which also	The IDEA provides the basic legislative framework addressing protections for students with disabilities. First adopted in 1975 as the Education for All Handicapped Children Act, the statute is designed to ensure that every student with a disability has access to a

	and Supports in IEP's		<i>performed improperly.</i>			contain these incentives. Rewarding students when they engage in productive behaviors that will later be expected of them in different contexts creates a positive association with those behaviors, thus incentivizing those students to engage in those behaviors in the future.	“free, appropriate public education” (FAPE), which must be provided in the “least restrictive environment” (LRE) possible. In 1990, the statute was reauthorized, amended, and renamed as the IDEA; the statute was further amended in 1997 and 2004. The IDEA requires the creation of an Individualized Education Plan (IEP) for every student covered by the statute. The provision for the practice of restraint and seclusion may be included in a student's IEP, as well as other behavioral interventions.
Zagona et al others, 2021	Expert Perspectives on the Inclusion of Students with Significant Disabilities in Schoolwide Positive Behavioral Interventions and Supports	Academic Search Complete	The purpose of this study was to investigate expert perspectives on the extent to which students with significant disabilities should be included in SWPBIS.	24 expert respondents were an average of 54.26 years of age (range 35–77), and they reported working in the field of SWPBIS for an average of 20.53 years	Quantitative & Qualitative (Using a scale that ranges from 1 (strongly disagree) to 10 (strongly agree)).	The experts agreed that it is appropriate to include students with significant disabilities in all tiers of SWPBIS (M $\frac{1}{4}$ 9.63, SD $\frac{1}{4}$ 1.17).	Experts agreed students with significant disabilities should be included in all tiers of SWPBIS. Through surveying researchers who have decades of experience in SWPBIS. Previous research found students with significant disabilities were routinely excluded from Tier 1 SWPBIS practices and our findings demonstrate that students should be included. This distinction between what

								is happening (exclusion) and what should happen (inclusion) offers an important contribution to the field in that it is a continued call to action to realize the goals of the full SWPBIS framework (including Tier 1 SWPBIS) to benefit all students and all staff. As such, additional research is needed to ensure full participation of all students and staff in all tiers of SWPBIS.
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