4-26-2016

Evaluation of Positive Behavior Support systems as it relates to teacher satisfaction

Shawna Lyn Mulford
Rowan University

EVALUATION OF POSITIVE BEHAVIOR SUPPORT SYSTEMS AS IT RELATES TO TEACHER SATISFACTION

by

Shawna Lyn Mulford

A Thesis

Submitted to the
Department of Psychology
College of Education
In partial fulfillment of the requirement
For the degree of
Master of Arts in School Psychology
at
Rowan University
April 30, 2013

Thesis Chair: Roberta Dihoff, Ph.D

Dedications

I would like to dedicate this manuscript to my children, Jackson Christopher, Taylor Elizabeth, and Vivian Grace, who inspire me every day to be a better person. I thank you for all your smiles, hugs and kisses (that I work for!), which provide the emotional fuel to continue on this 'road not taken.' You three are the best thing(s) to ever happen in my life and for that, I am forever indebted to you. Je t'aime.

To my parents, Bill and Ginny Mulford, for without their active, dedicated support of my family, schooling and daily endeavors, this achievement would not be possible. Their help, guidance, support and unconditional love are unparalleled. And to God who makes life possible and beautiful. Each day that we are here is an amazing gift.

Acknowledgments

To Dr. Rosaura Bagolie, who compiled the research used in this study, my sincere appreciation for all your hard work and my deepest gratitude for your willingness to share your research findings. It is because of you this study was made possible.

To Ms. Karen Heiser, Mr. Eric Gregory, Dr. Harriet Hartman and the Rowan Institutional Review Board, my sincere appreciation in review of this study and the approval for its completion.

To my Professors Teri Allen and Professor Roberta Dihoff, I will be forever in your debt for all your guidance in completion of this thesis. Your continued support has been unwavering and (almost undeservingly) unconditional. Thank you.

To Dr. Barbara Williams, Professor and Coordinator of the School Psychology Program at Rowan University, thank you for taking a chance on me – it has changed everything.

To Mr. Jeff Margolis, Dr. Joseph Davidow and Mrs. Kay DellaBarca, thank you for believing in me and my academic abilities. Never would I be here without your support and advocacy.

Abstract

Shawna Lyn Mulford
EVALUATION OF POSITIVE BEHAVIOR SUPPORT SYSTEMS
AS IT RELATES TO TEACHER SATISFACTION
2012-2013
Terri Allen, Ph.D.
Roberta Dihoff, Ph.D.
Master of Arts in School Psychology

The purpose of this study is to examine if a significant difference exists among the job satisfaction levels of teachers working at schools in New Jersey with a Positive Behavior Support/School-Wide Positive Behavior Support (PBS/SWPBS) program approved by the New Jersey Positive Behavior Support in Schools (NJPBSIS), when compared to teachers working at schools in New Jersey without a PBS/SWPBS program. In 2012, a dissertation study conducted a survey of teacher morale and job satisfaction, which provided data sets used in this study. The sample data set is comprised of 542 surveys (n=542), with 22 surveys from teachers employed at schools with an implemented SWPBS program and 520 surveys from teachers employed at schools without an implemented SWPBS program. The largest group contained within the data set taught in the elementary school setting and of the entire data set extracted for purposes of this study (n=542), 431 respondents (80%) were female. The results an independent t-test concluded that there is no significant difference between the reported job satisfaction levels of teachers working at schools in New Jersey with a PBS program when compared to teachers working at schools in New Jersey without a PBS program.

Table of Contents

Table of Contents Continued

List of Figures

Figure Page

List of Tables

Chapter 1

Introduction

Positive Behavior Support (PBS) is a broad term that describes a comprehensive, evidenced based, proactive approach to behavior support aimed at fostering positive changes in an environment, most commonly applied to a school setting (Association of Positive Behavior Support , 2012; NEA, 2012). In many school-wide positive behavior intervention and support (SWPBS/SWPBIS) programs, the most valued student outcomes and indicators of effectiveness are compliance and safety, where the focus targets comprehensive change for students with challenging behaviors (Muscott, Szczesiul, Berk, Staub, Hoover, Perry-Chisholm, 2008). Positive Behavior Support may also be referred to in literature as Positive Behavioral Interventions and Supports (PBS/PBIS). For purposes of this thesis, we will utilize the acronym PBS when referencing Positive Behavior Support programs. PBS, when applied at the school-wide level, is frequently called: SWPBS or School-Wide Positive Behavior Intervention Supports or SWPBIS. For the remainder of this thesis, SWPBS will be applied when referring to School-Wide Positive Behavior Support programs.

It can be argued that the primary goal of PBS is to help an individual, typically a student, change his or her lifestyle in a direction, thus giving all relevant stakeholders, including the student, teachers and parents, the opportunity to perceive and to enjoy an improved quality of life (Carr, Edward G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A.P., Sailor, W., Anderson, J., Albin, R., Koegel, L.K., Fox, L., 2002). The primary facilitative effect of an implemented PBS program in a school setting would produce positive cultural and lifestyle changes that are stable and enduring not only for

persons with disabilities or exhibiting challenging behaviors, but also for those who support them, such as teachers (Carr et al., 2002).

Teachers report experiencing a multitude of stressors, especially from student discipline problems and lack of emotional support from within the school climate (US Department of Educational National Center for Educational Statistics, 2007; Ross, Romer & Horner, 2011). Conversely, positive school climates have been shown to support teacher's emotional well-being and sense of competence and thus improve outcomes, both student and teacher related (Jennings & Greenberg, 2009; Ross, Romer & Horner, 2011). PBS has been recommended as a means for supporting teachers (Oliver & Reschly, 2007; Ross, Romer & Horner, 2011). Research suggests that PBS has demonstrated positive effects on teachers, including improved teacher perceptions of school quality, specifically elements of student commitment, school leadership, instructional quality and teacher resource management (Young, Shatzer, 2008).

A claim of the Positive Behavior Support System is its improvement on the school climate, including teacher satisfaction (Wasilewski, Gifford & Bonneau, 2008). With an essential component of SWPBS to assist individuals in achieving comprehensive lifestyle changes, potentially improving one's quality of life, SWPBS could facilitate increased perceived job satisfaction among teachers working within a school system with an implemented SWPBS (Young, Shatzer, 2008; Wasilewski, Gifford & Bonneau, 2008). School processes including positive student behavior is positively associated with teacher job satisfaction (Shen, Leslie, Spybrook, Ma,Xin, 2012), however, measuring the teacher satisfaction outcome as it relates to SWPBS has proved elusive in the empirical extent.

The purpose of this study will be to review SWPBS may have on teachers as it relates to job satisfaction. New Jersey State certified teachers employed at both schools with SWPBS and without SWPBS programs were surveyed in 2012 in a teacher morale and job satisfaction survey. Isolating school districts and grade levels, school with SWPBS were identified and compared to schools without SWPBS. Through the survey, we will evaluate the levels of overall job satisfaction to find if significant difference exists among the teachers working at the school with the SWPBS. If SWPBS is effective at improving overall social culture of a school, it was hypothesized that schools implementing SWPBS would show a significant difference displayed in higher levels of job satisfaction when compared to schools that did not.

Definitions

Many terms will be used throughout the course of this research, as well as acronyms.

School-Wide Positive Behavior Interventions and Supports (SWPBS or SWPBIS): a culturally responsive set of systems, practices, and data-based decision-making features designed to achieve socially important behavior change (Muscott et. al., 2008).

School-Wide Positive Behavior Interventions and Supports (SWPBIS) with fidelity: how faithfully the program was implemented relative to its original design and focus and the resources that were directed to it (Algozzine, Horner, Sugai, Barrett, Dickey,Eber, Kincaid, Lewis, Tobin, 2010).

Positive Behavior Supports (PBS): general term that refers to positive behavior interventions and systems sought to achieve behavior changes; PBS (Positive Behavior Support), PBIS (Positive Behavior Interventions and Support) and EBS (Effective Behavior Supports) are alternative terms sometimes used in literature or descriptive study; most states tend to favor the terminology PSB or PBIS (Florida PBS Project, 2005).

Individuals with Disabilities Education Act (IDEA): a law ensuring services to children with disabilities throughout the nation. In 1997, a revision to this law cites Positive Behavioral Interventions and Supports in IDEA, addressing two key components related to PBS, including Individualized Education Plan (IEP) and the Functional Behavior Assessment (FBA) (Vohs,1999).

Individualized Education Plan (IEP): a document containing key information about the student, including specific abilities and disabilities, goals and performance measures and relative services prescribed by a team of education professionals and the student's caregivers. Every student with a disability receiving services under the guidelines of the IDEA, must have an IEP (Bar-Lev, 1998). Specifically, IDEA addressed positive behavior strategies and interventions for students with behavior that limits their learning potential or impedes their peer's learning environment (Bar-Lev, 1998).

Functional Behavior Assessment (FBA): a systematic set of procedures developed to monitor and potentially discover the reason and/or stimulant for behavior demonstrated by individuals with disabilities (McIntyre, 2008). The guiding purpose for the FBA is to generate a plan to address the behavior through an effective intervention plan, relative to the Positive Behavior Support program (National Professional Development Center on Autism Spectrum Disorders, 2010).

Inclusion: a concept that refers to the placement of students with disabilities in environments such as classroom settings (or regular educational settings), associated primarily with the "physical assimilation of students with disabilities with their non-disabled peers" (SELD, 2013). "The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings, and friends" (Erwin, 1993, p.1).

New Jersey Positive Behavior Support in Schools: (NJPBSIS) funded federally through IDEA, this initiative is a collaboration between the NJ Department of Education, Office of Special Education and two additional centers for the purpose of supporting the social-behavior needs of all students in New Jersey. At time of publication, NJPBSIS is currently overseeing the implementation of 113 programs statewide including: 18 high schools, 37 middle schools and 58 elementary schools (NJ Positive Behavior Support.org, 2012)

Teacher Job Satisfaction: For purposes of this study, job satisfaction can be defined as perceptions of fulfillment derived from day-to-day work activities (Judge, Thorensen, Bono & Patton, 2001). Additionally, teacher job satisfaction is a function of the perceived correlation between what a teacher wants from teaching and what they are actually receiving from the profession (Zembylas & Papanstasiou, 2005).

Chapter 2

Literature Review

Teachers report that student behavior is their number one difficulty (Merrett & Wheldall, 1993). Student behavior problems can disrupt daily lesson plans, impede a student's opportunity to learn and/or interfere with other student's learning environment. Problematic behavior problems often overwhelm teachers, especially if the educator is a novice (Bolton, 2012).

Children demonstrating behavior problems typically require extra attention and may or may not be suffering with a disability or undiagnosed disorder (Bolton, 2012). Regarding students with special needs in the classroom, it should be acknowledged that public schools are required by federal law to involve children with disabilities to be educated in the "least restrictive environment appropriate" under the amended the 1997 and 2004 IDEA (Vohs, 1999; SELD 2013). Inclusion in education is an approach to educating students with special educational needs; more specifically it is an interpretation of a child's right to participate in a normalized classroom setting and the school's duty to accept the child within that general education classroom setting (Allen, Schwartz, 2000). Under the inclusion concept, students with special needs spend most or all of their time with non-disabled students. In an inclusion classroom, the general education teacher is the teacher of record; responsible for the child, their learning opportunity and the behaviors exhibited by the child which may or may not inhibit the learning opportunity (Allen, Schwartz, 2000). Regardless of formal diagnosis, assessment or IEP, a teacher is responsible for classroom management and control (Foley, 2012) which may place strain on teachers and could potentially slow the pace at which lessons are managed. Not all teachers are equipped with adequate resources or training to lead or partner in inclusion

classrooms (Allen, Schwartz, 2000). However there are skill and strategies, such as PSB, that can be learned and applied to help a teacher better manage their classroom and their students (Carr et. al, 2000; Muscott et. al, 2008).

Both general and special education teachers also report that they aren't sufficiently trained to deal with the aggression, defiance and violence witnessed daily (Ruef, 1997) in an inclusion classroom. Students in today's classroom are demonstrating challenging behaviors that are more frequent and intensive than in previous years (Christensen & Jaeger, 2005). Teacher complaints revolve around lack of structure to address such behaviors and extend to not having the knowledge base, skills, or confidence to teach these students (Bolton, 2012). The culminating frustration of monitoring and addressing these behaviors compiles and significantly affects overall job satisfaction among teachers (Hastings & Bham, 2003; Landers, Alter, Servilio, 2008).

In addition, there is a severe shortage of teachers trained or specialized to deal directly with problematic behaviors that intrude upon the educational progress of a classroom environment. This shortage of teachers is also coupled with a high burn-out rate among existing teachers, since students with emotional and behavioral problems, specifically those diagnosed with disorders incorporated into an inclusion classroom setting, are especially challenging to teach (Christensen, Jaeger et. al, 2005).

In seeking out new or best practices in handling problematic behavior in schools, especially for teachers not trained in theories such as Applied Behavior Analysis or alternative support therapies, schools across the United States are implementing the expanding Positive Behavior Intervention Support system (PBIS/PBS). PBS is an empirically validated, function-based approach to eliminate challenging behaviors and

replace them with pro-social skills (NASP, 2001). PBS programs have been progressing over the since its inception in the 1980's, helping to remedy the aforementioned complaints of educators nationwide (Muscott et. al, 2008). PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change (NASP, 2001). This arguably 'best practice' of handling problematic behavior in schools has been empirically validated by multiple studies in varied disciplines, including education and psychology (Carr et. al, 2000; Muscott et. al, 2008). SWPBS has been operating in the United States for more than 20 years and has achieved excellent results for schools throughout the US. According to the Association for Positive Behavior Support, there are over 40 states currently that have statewide teams working systematically to implement SWPBS (APBS.org, 2012).

Origins of Positive Behavior Systems

PBS was founded from principles of three major sources: (a) applied behavior analysis, (b) the normalization/inclusion movement, and (c) person-centered values (Carr et. al, 2002).

Applied behavior analysis has made major contributions to the foundation of PBS. First, it has provided one element of a conceptual frame-work relevant to behavior change. Second, and equally important, it has provided a number of assessment and intervention strategies (Carr et. al, 2002). The works of behaviorists such as Skinner in the development of applied behavior analysis and its application to modifying behavior provided the groundwork for PBS.

Philosophically, PBS subscribes to the principle of normalization, that people with disabilities should live in the same settings as others and have access to the same opportunities as others (in terms of home, school, work, recreation, and social life) (Carr et. al, 2002; Association of Positive Behavior Support , 2012). Normalization predicates the concept of inclusion. These trends toward placing students with disabilities in general education classrooms as opposed to segregated classrooms or facilities, established the changing systems of specialized school support systems such as PBS (Carr et. al, 2002).

The third component of PBS revolves around person-centered values. Humanistic values should not replace empiricism; rather these values should inform empiricism. "Science tells us how we can change things, but values tell us what is worth changing (Carr, 1996)". Directed by this precept, PBS allows for intervention plans to be crafted and catered to meet the needs of that person (or for purposes of our research, that student). Strategies designed to improve or change behavior are judged not only with respect to efficacy but also with respect to their ability to enhance personal dignity and opportunities for choice (Carr et. al, 2002). Three interrelated processes serve as the vehicle for implementing the values perspective just described: person- centered planning, self-determination, and the wrap-around approach. The guiding hypothesis is that if an individual's needs are met, then the quality of life will improve, and the problem behavior or behaviors will be reduced or eliminated (Carr et. al, 2002). This hypothesis is a hallmark of the PBS assumptions.

The practices and philosophies surrounding PSB contribute to an evolving comprehensive applied science, dedicated to providing interventions and behavior modifications which assist individuals to achieve an improved quality of life (Carr et. al,

2002). When applied to a school setting, the focus of PBS is on assisting the cohesive unit (i.e. students, teachers, staff, administration, parents) to achieve broad changes that facilitate more positive outcomes for all involved. Given this perspective, the reduction of challenging behaviors can almost be considered as an important but secondary goal of PSB (Carr et. al, 2002). The facilitative effect on producing meaningful lifestyle and cultural changes that are stable and enduring becomes the principle feature. This meaningful lifestyle should include a high level of job satisfaction for the educators involved in practicing PBS in their schools.

Positive behavior systems in schools. Following the reauthorization of the Individuals with Disabilities Act of 1997, federal funding in the form of a grant was supplied to establish a national center on Positive Behavior Interventions and Support (PBIS, 2012). Its purpose was to provide technical assistance and disseminate information on evidence based practices for students struggling with behavioral disorders. Researchers spanning the country contributed to develop interventions for use in schools to improve academic and behavior outcomes (PBIS, 2012).

Expanding the reach beyond students suffering with behavior disorders, PBS shifted focus to include all student populations in their behavior support systems. This evolution placed the emphasis of PBS on school-wide implementation of supports and practices. As a result, the national technical assistance center for Positive Behavior Intervention and Support has defined their program as "a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students" (PBIS, 2012). The

purpose of the PBS initiative is to build capacity to support the social-behavioral needs of all students, including students with disabilities (PBIS, 2012).

The contention involves a "framework," which places an emphasis on a process or approach, rather than a singular curriculum, specific individual intervention, or limited practice. The "continuum" notion emphasizes how evidence- or research-based behavioral practices are presented and organized within a multi-tiered system of support, also called "response-to-intervention" (Sugai & Horner, 2009). Within this definition, the mutually beneficial relationship between academic and social behavior student success is highlighted (Chard, Harn, Sugai, & Horner, 2008; Sugai, Horner, & Gresham, 2002). Finally, the important supportive relationship between positive school- and classroom-wide culture and individual student success is emphasized (PBIS, 2012). PBS has grown from interventions with singular children to school-wide implemented programs and cultures across the United States and into the northern regions of Australia (APBS, 2012).

New Jersey Positive Behavior Support Intervention System (NJPBSIS) provides school staff with training and technical assistance to create environments that encourage and support pro-social student behavior at the school-wide, classroom, and individual student levels using current, research validated practices in positive behavior support (NJPBSIS, 2012). In doing this, school's staff members are better prepared to positively and proactively address the individualized behavior support needs of all students, including students with disabilities, engaging in repeated behavior issues (NJPBSIS, 2012).

To support the capacity of schools to promote the inclusion of students with disabilities and challenging behaviors in general education programs and settings, the PBSIS training team provides training and technical assistance for schools to implement a multi-tiered intervention model known as Positive Behavior Interventions and Supports (NJPBSIS, 2012).

The three tiers. Three levels of implementation exist within the framework of SWPBS. The three tiers build upon one another, with each tier designated with a specific intervention focus and process for implementation. Tier one incorporates Universal Interventions, appropriate for all students, staff and settings within the school environment (NJPBSIS, 2012). This tier offers a preventable approach to behavior and discipline problems through explicit teaching and reinforcement of appropriate behaviors. Tier one promotes a positive school climate by teaching and reinforcing a consistent set of behavioral expectations for all students, staff, and settings school-wide. These expectations are reinforced with a scripted pairing of rewards, ranging from interpersonal recognition to tangible reinforcers (NJPBSIS, 2012).

Secondary interventions make up Tier two in the SWPBS system, involving interventions for students requiring more intrusive support that provided from universal interventions. These function-based interventions provide small group and individually tailored strategies for students with repeated behavior problems, facilitated through a small group format or one-on-one if necessary. A screening process applies predetermined criteria for identifying the students in need, followed by an assessment of specific needs and a function-based skill instruction. Mentoring and behavioral contracting are applied to monitor progress (NJPBSIS, 2012).

Tier three is a function-based problem solving process to conduct assessment and design individualized support plans for students with disabilities who have the most intensive needs. This reverts back to the initial intent of PBS systems and is considered the most involved element of the SWPBS. In most cases, tier three is accompanied by an individualized education plan (IEP) with a multi-component interventions plan that includes proactive strategies (setting event and antecedent interventions), replacement skill instruction and an on-going plan which monitors and modifies the progress of that particular student (NJPBSIS, 2012).

There are more than 16,000 schools with operating SWPBS in the United States, with each state receiving a designated leader and in some places, support staff to aide in the acquisition, implementation and fidelity of a school's PBS (PBIS, 2012). Each school complies a team of staff leaders dedicated to designing the specifics of a PBS system that will be most appropriate for their school. Each team is trained on the PBS implementation framework, ranging in varying degrees of their status of implementation (i.e. Tier 1, tier 2 or tier 3) (PBIS, 2012).

According to the national center for Technical Assistance for PBS, there are 3 states with more than 60% of schools involved in PBS implementation, 9 states with more than 40%, and 16 states with more than 30%. This impact reflects efforts by state and district leadership teams to build capacity for sustaining and scaling up their implementation of PBS (PBIS, 2012).

Schools that are effective in their implementation have (a) more than 80% of their students and staff who can indicate the desired positive behavioral expectations for a given school setting, (b) high rates of positive acknowledgements for contributing to a

positive and safe school climate, (c) have more than 70-80% of their students who have not experienced an office discipline referral for a disciplinary rule infraction, (d) a good idea about which students require more intensive behavior supports, and (e) systems for regular review of their school-wide behavior data to guide their PBS action planning and implementation decision making (PBIS, 2012).

SWPBS prefers to be embraced not as a program, but a process in which schools may vary on the length of time to achieve full implementation. Components are developed and introduced over time and schools can typically begin implementation between three months and a year to establish the critical components. The process is ongoing and constantly evaluated and adapted to meet the changing needs of the school (Florida SWPBS, 2005).

Teacher job satisfaction. In February 2013, MetLife revealed its "Survey of the American Teacher" results. Using a sample size of 1,000 public school teachers across 46 states interviewed, responses showed that only 39% of teachers nationwide were satisfied with their jobs. More than half were regularly under great stress at work (Markow, Macia, Lee, 2013).

Defining job satisfaction in its simplest terms is a harrowing task. With respect to teacher job satisfaction, no generic or academically universal explanation exists (Zembylas & Papanstasiou, 2005; Bagolie, Strobert, Colella, & Matarazzo, 2012). For purposes of this study,teacher job satisfaction is a function of the perceived correlation between what a teacher wants from teaching and what they are actually receiving from the profession (Zembylas & Papanstasiou, 2005) and can be further defined to include perceptions of fulfillment derived from day-to-day work activities (Judge et. al., 2001).

The most challenging aspect of a teacher's profession (as reported by the teachers themselves) is student behavior (Landers, Alter, & Servilio, 2008). These maladaptive behaviors include disrespect, verbal abuse, fighting, tardiness and general classroom disruption or disorder. The time away from teaching while a teacher is busy addressing these behaviors tends to make a teacher feel less effective in the classroom (Dinkes, Cataldi, Lin-Kelly & Snyder, 2007). The teacher begins to feel that their occupation is less about instruction and more about babysitting (Landers et. al, 2008). As time progresses, the constant handling of these challenging behaviors by teachers in the classroom significantly affects overall educator job satisfaction (Landers et. al, 2008).

In 2003, 322 Israeli educators participated in a study related to teacher job satisfaction, evaluating the factors that contributed to dissatisfaction with work conditions (Friedman, 2003; Bagolie et. al., 2012), eventually leading to teacher burnout. Teachers identified behavior and discipline problems, low student motivation and lack of effort, and inadequate resources as components leading to job dissatisfaction with work conditions in the school (Friedman, 2003; Bagolie et. al., 2012).

As previously mentioned, teachers are not always equipped with training or resources to handle their classrooms effectively (Allen, Schwartz, 2000). However skills and strategies prescribed in a PSB program may help a teacher better manage their classroom and their students (Carr et. al, 2000; Muscott et. al, 2008), thus potentially improving the perception of overall job satisfaction for a teacher.

Chapter 3

Research Methodology

The purpose of this study is to explore if a significant difference exists among the job satisfaction levels of teachers 0working at a schools in New Jersey with a PBS program when compared to teachers working at schools in New Jersey without a PBS program. Careful research of the literature did not uncover evaluation of this specific relationship, although improved teacher satisfaction is implied and claimed as a benefit of PBS and SWPBS programs. A study of this nature could provide empirical data to support this claim and further validation of the positive effects of the PBS programs and their implementation in the schools.

Through analysis of data collected in a 2012, teacher morale and job satisfaction survey, we will evaluate the levels of overall job satisfaction to find if significant difference exists in the levels of teacher job satisfaction among the teachers working at the school with the SWPBS. Specifically, we are seeking to determine if teachers employed at a school identified with an implemented PBS program report higher levels of job satisfaction when compared to teachers employed at a school without a PBS program. The following questions were addressed in this study:

1. Do teachers employed at a school with a PBS program report higher levels of job satisfaction?
2. Do teachers employed at a school without a PBS program report lower levels of job satisfaction?

3. Should a significant difference exist between levels of reported teacher job satisfaction, is PBS responsible for the difference? What other factors could be considered?

Archival Data Review

This study was conducted using archival data collected in a 2012 dissertation study, completed at Seton Hall University by doctoral candidate Rosaura Bagolie. This data set is used with expressed written consent and support from the dissertation candidate who originally conducted the study, "Teacher Morale and Job Satisfaction in the state of New Jersey."

In the initial study, the author collected and analyzed 801 surveys completed by teachers who attended the New Jersey Education Association (NJEA) convention in 2011. Districts excluded from NJEA membership, including Newark, Garfield, and Guttenberg, were contacted via mailed to complete the survey (Bagolie et. al., 2012). Online questionnaires were also made available via the internet engine SurveyMonkey.com. Participants who were unable to complete an in-person paper questionnaire had the opportunity to complete the survey online (Bagolie et. al., 2012).

The initial study began with inclusion criteria of certified public school teachers, (who at the time the survey was completed) were currently employed in a New Jersey public (non-charted) school serving in a kindergarten through grade 12 setting. The exclusion criteria expunged non-certified teachers or those certified teachers that (at the time the survey was conducted) were currently not employed by a public school (non-charter) in the state of New Jersey (Bagolie et. al., 2012, p.63). Of the 801 surveys initially gathered, the sample size was reduced to 705 (n=705) (Bagolie et. al., 2012).

The instrument used in the initial study was developed and validated by the dissertation student conducting the original study to evaluate and measure teacher morale and job satisfaction (Bagolie et. al., 2012). "The Teacher Morale and Job Satisfaction Survey (TMJSS) is a Likert type attitude scale using the model of three previously validated instruments: the Purdue Teacher Opinionnaire developed by Bently and Rempel in 1967, the Teacher Job Satisfaction Questionnaire developed by Paula Lester in 1987, and the Schools and Staffing Survey developed by the National Center for Education Statistics in 2004. Permission to use and modify those surveys was acquired from all three parties" (Bagolie et. al., 2012, p. 63). The survey was composed of 10 demographic questions including age, years of experience and district information, and 30 questions referencing teacher morale, satisfaction, and other education-reform related inquiries. Teachers' responses were reported on a Likert scale with a 1-4 range. One point allotted for negative emotion of "strongly disagree"; two points for "somewhat disagree"; three points for "somewhat agree"; and four points allotted for positive emotion of "positively agree" (Bagolie et. al., 2012). In June, 2011, a prototype of the survey instrument was administered and inter-rater reliability of the TMJSS had been established (Bagolie et. al., 2012, p. 67).

Research design. The current study utilized archival data of reported teacher job satisfaction levels collected in 2012 dissertation, "Teacher Morale and Job Satisfaction in the state of New Jersey." Of the 705 data sets obtained and analyzed, there were data sets that did not meet inclusion criteria and therefore eliminated from the data pool. Incomplete data sets were automatically eliminated from the data pool.

1. Inclusion Criteria: determinable school district and school with a school-wide positive behavior program, according to the New Jersey Positive Behavior Support in Schools official website.
2. Exclusion Criteria: data collected with indeterminable identifiable school information.

In the initial questionnaire, demographic information including school districts and grade level taught were identified. These specifications were cross-referenced against a list of current schools approved and participating in the New Jersey Positive Behavior Support in Schools (NJPBSIS) program. Districts in question (having more than one elementary school, middle school or high school not included on the NJPBSIS list) were excluded. The data evaluated in the current study is comprised of:

1. Data responses to the questionnaire from teachers employed at identified schools with a SWPBS program; and
2. Data responses to the questionnaire from teachers employed at identified schools without a SWPBS program.

Note that the term employed means at the time the survey was conducted in 2011; the teachers were employed at the school district reported in their responses.

Instrument review. The TMJSS developed in the initial study offered 30 questions evaluating teacher morale and job satisfaction. For the purpose of this study, responses to survey questions dedicated to job satisfaction and student behavior as it relates to job satisfaction were reviewed, extracted and analyzed. Responses from survey participants were reported on a Likert scale with intervals ranging 1-4 and point allotments as follows: one point for “strongly disagree”; two points for “somewhat

disagree"; three points for "somewhat agree"; and four points "positively agree" (Bagolie et. al., 2012). Four questions were regarded as specifically relevant to the study at hand, including:

#5. I am happy with teaching as my chosen profession.

#11. Teaching is a stressful job.

#12. The level of student misbehavior in my school interferes with my teaching.

#18. I am generally satisfied with being a teacher.

Sample. The sample population for this study, ascertained from the archival data and analyzed for specific inclusion criteria, 692 data sets (individual survey responses) were evaluated. Of the data reviewed, 542 surveys were used in the study (n=542). The excluded surveys failed to meet the criteria for inclusion for purposes of this research.

The New Jersey Positive Behavior Support in Schools hosts a website where participating school districts list their schools implementing SWPBS programs and identify each elementary school, middle school and high school. Initial installment of the SWPBS program at each school is also listed. Being that the survey data was collected in the fall months of 2011, only SWPBS schools with the program implemented since 2011 were considered for inclusion of this research.

At the time of the initial study, fall of 2011, all the teachers surveyed were certified to teach in the state of New jersey and employed in New Jersey public (non-charter) school system.

Table 1

Characteristics of Sample by School Type

		SCHOOLS WITHOUT SWPBS		SCHOOLS WITH SWPBS	
		FREQUENCY	PRECENT	FREQUENCY	PRECENT
School Type	Elementary	236	45.4%	7	31.8%
	Middle School	124	23.8%	9	40.9%
	High School	115	22.1%	3	13.6%
	K-12	45	8.7%	3	13.6%
	Total	520	100%	22	100%

Note. These results demonstrate the characteristic of the sample by school type, consisting of 542 participants (n=542)..

The largest group contained within the data set taught in the elementary school setting. More than 76% of respondents had tenue and all teachers surveyed were full time employees in public schools. Of the entire data set extracted for purposes of this study (n=542), 431 respondents (80%) were female.

Table 2

Characteristics of Sample by Years of Teaching Experience

		SCHOOLS WITHOUT SWPBS		SCHOOLS WITH SWPBS	
		FREQUENCY	PRECENT	FREQUENCY	PRECENT
Years of Teaching Experience	Under 5 years	98	18.9%	7	31.8%
	5-14 years	134	25.8%	4	18.1%
	15-24 years	179	34.4%	7	31.8%
	25-35+ years	109	20.9%	4	18.1%
	Total	520	100%	22	100%

Note. Teachers reported having between 15 and 24 years of experience most frequently in the sample comprised for this study.

Table 3

Characteristics of the Sample by Age Range

		SCHOOLS WITHOUT SWPBS		SCHOOLS WITH SWPBS	
		FREQUENCY	PRECENT	FREQUENCY	PRECENT
Age Range	21-34 years old	126	24.2%	5	22.7%
	35-54 years old	227	43.7%	11	50%
	55+ years	167	32.1%	6	27.2%
	Total	520	100%	22	100%

Note. The largest group of respondents contained within the sample data was between the ages of 35 and 54 years old.

Procedure. 692 data sets of survey responses were reviewed for qualifying participation in this study. Of the 692 data sets, 74 surveys were incomplete and therefore excluded from participation. 608 data sets were organized according to school district and

compared to the listing of New Jersey Positive Behavior Support in Schools participating school districts. Secondary evaluation criteria involved "teaching title" subsets, where age level taught was identified in the demographics of the questionnaire and paired with SWPBS schools subdivided by age levels, including elementary school, middle school or high school. Subsets where either multiple schools were identified or the specific school with the implemented SWPBS program could not be identified, that data set was eliminated from the study. 66 schools were deemed undeterminable and removed from consideration. The sample data set is comprised of 542 surveys (n=542), with 22 surveys from teachers employed at schools with an implemented SWPBS program and 520 surveys from teachers employed at schools without an implemented SWPBS program. Demographic analysis of the survey respondents can also be reported, but the statistics are not relevant to the research goals of this study.

Data analysis. The Statistical Package for the Social Sciences (SPSS) Version 18, was used to analyze the data for this study. Given that only two variables were being evaluated in this study, an independent t-test was used to determine whether there were differences in means between reported satisfaction levels of teachers employed at an SWPBS school or employed at a school without an SWPBS program, based on the responses to the four questions relating to job satisfaction. This inferential statistical test will determine if the means of each computed survey response question and if a significant difference exists.

Testable hypothesis. If SWPBS is effective at improving overall social culture of a school, it is presumed that schools implementing SWPBS would show a significant difference displayed levels of job satisfaction when compared to schools that did not.

Therefore, it is hypothesized that there will be significant difference displayed in higher levels of job satisfaction at the schools where SWPBS is implemented. Conversely, the null hypothesis would demonstrate no significant difference displayed in levels of job satisfaction at the schools where SWPBS is implemented, and therefore the means of the survey responses should be equal.

Limitations. As with any research design, there may be potential limitations that cannot be avoided or accounted for when compiling data, especially when employing archival data. First and foremost, a study which allows individuals to self-select participation in an investigation or self-report responses may contend with numerous extraneous variables that could impact the results of the study. According to Stanford University Research Department, a survey can offer quantitative insight into thoughts, feelings and opinions of a group being surveyed, however the responses are inherently subjective and could potentially be unduly influenced due to the Social Acceptability Bias (Rosenfeld, 2009, 2012). The participant may respond in accordance seeking to appear socially desirable or perhaps intentionally deceive the author of the research.

Teachers were asked survey questions regarding their job satisfaction. An additional point to consider when evaluating job satisfaction is teacher demographics. Teacher job satisfaction can vary with specific variables including gender, career status, and grade level taught (Breaden, 2007).

In utilizing archival data, one limitation could potentially be that the data drives the research inquiries, rather than the research questions are present prior to the data collection. Fortunately, the research questions were designed prior to the discovery of data for this study. When the researcher failed to gain access to the initially targeted

participants, the data used in the current study was located, shared and applied to the research questions previously established.

Additional concerns regarding the use of archival data is the integrity of the data supplied, referring to incomplete or insufficient data. The data collected from the dissertation student who originally conducted the study "Teacher Morale and Job Satisfaction in the state of New Jersey," supplied the raw data in an excel spread sheet format. All numerical values were explained with a legend contained within the document. The majority of 692 data sets were complete with 542 applicable to this research study.

Chapter 4

Findings

The purpose of this study is to examine if a significant difference exists among the job satisfaction levels of teachers working at schools in New Jersey with a PBS program when compared to teachers working at schools in New Jersey without a PBS program. Through analysis of data collected in a 2012 teacher morale and job satisfaction survey, we will evaluate the levels of overall job satisfaction among teachers employed in New Jersey public schools and apply specific inclusion and exclusion criteria. To guide the study, the following hypothesis was explored: there will be significant difference displayed in higher levels of job satisfaction at the schools where SWPBS is implemented. Conversely, the null hypothesis would demonstrate no significant difference displayed in levels of job satisfaction at the schools where SWPBS is implemented, and therefore the means of the survey responses should be equal.

This chapter reviews the analysis of the research findings. A review of the demographic information included in the original data set is offered for additional considerations. T-tests and analysis of the research questions cited will also be presented.

Analysis of Data

The original TMJSS developed in the initial study offered 30 questions evaluating teacher morale and job satisfaction. For the purpose of this study, responses to survey questions dedicated to job satisfaction and student behavior as it relates to job satisfaction were analyzed. Responses from survey participants were reported on a Likert scale with intervals ranging 1-4 and point allotments as follows: one point for “strongly disagree”; two points for “somewhat disagree”; three points for “somewhat agree”; and four points

"positively agree" (Bagolie et. al., 2012). Four questions were regarded as specifically relevant to the study at hand, including:

#5. I am happy with teaching as my chosen profession.

#11. Teaching is a stressful job.

#12. The level of student misbehavior in my school interferes with my teaching.

#18. I am generally satisfied with being a teacher.

An independent samples t-test was conducted to compare teacher job satisfaction levels between teachers working at schools in New Jersey with a PBS program when compared to teachers working at schools in New Jersey without a PBS program.

In evaluating an independent T-test with unequal sample sizes, the first objective is to review the Levene's Test for Equality of Variances to determine if the two conditions have the same or different amounts of variability between scores. The p-value was established at .05; the significance level reported was .289, therefore the variability in the two conditions is not significantly different and equal variances are assumed from our independent samples (Rudestam., 2005; Trochim, 2006).

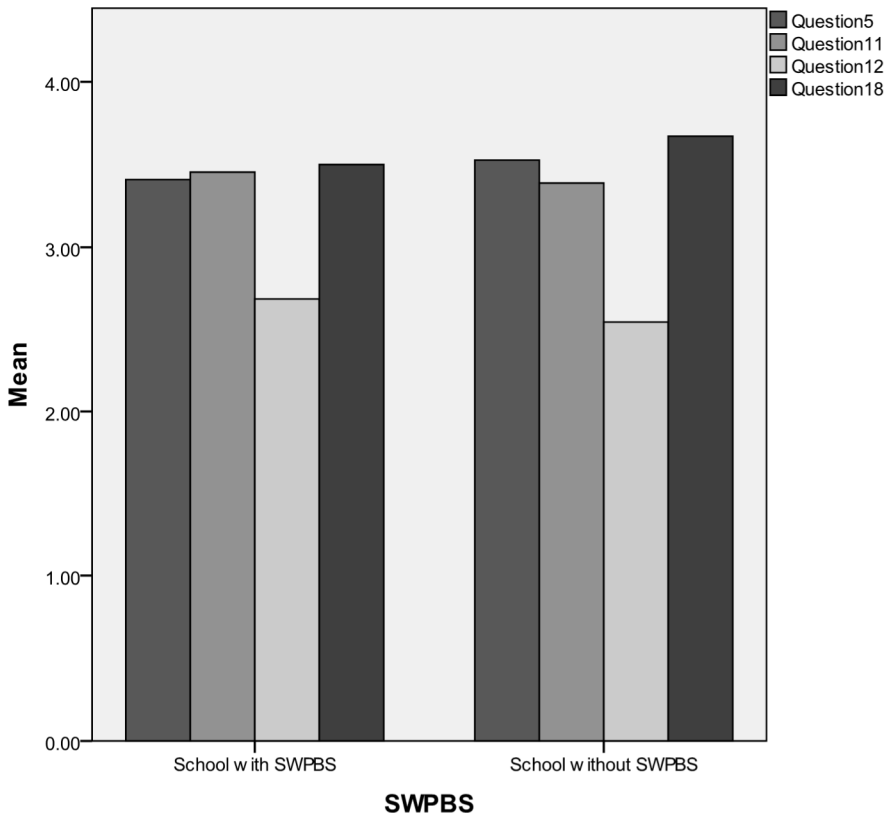

Figure 1. Bar Graph of Responses to Questions 5, 11, 12 and 18

The Bar Graph in Table 4 illustrates that there are no significant differences among the survey responses to questions 5, 8, 11 or 12, relating to teacher job satisfaction.

Summary of findings. The results of the data conclude that there is no significant difference between the reported job satisfaction levels of teachers working at schools in New Jersey with a PBS program when compared to teachers working at schools in New Jersey without a PBS program. Individual question scores are offered as follows:

Question #5 “I am happy with teaching as my chosen profession,” reported no significant difference between the teachers employed at the schools with SWPBS (M=3.4, SD=.85) and the teachers employed at the schools without SWPBS (M=3.5, SD=.80) conditions; t(540)= -.673, p=.501.

Question #11 “Teaching is a stressful job,” reported no significant difference between the teachers employed at the schools with SWPBS (M=3.6, SD=.86) and the teachers employed at the schools without SWPBS (M=3.4, SD=.81) conditions; t(540)= .373, p=.709.

Question #12 “The level of student misbehavior in my school interferes with my teaching,” reported no significant difference between the teachers employed at the schools with SWPBS (M=2.7, SD=1.09) and the teachers employed at the schools without SWPBS (M=2.5, SD=1.02) conditions; t(540)= .627, p=.531.

Question #18 “I am generally satisfied with being a teacher,” reported no significant difference between the teachers employed at the schools with SWPBS (M=3.5, SD=.67) and the teachers employed at the schools without SWPBS (M=3.7, SD=4.2) conditions; t(540)= -.189, p=.850.

The data examined directs the research to accept the null hypothesis as it has been demonstrated that no significant difference exists in levels of job satisfaction at the schools where SWPBS is implemented, and therefore the means of the survey responses are statistically equal.

Chapter 5

Discussion

This study began with a passion and a belief in the theories and practices of Positive Behavior Support programs in schools. After carefully investigating the origins of PBS, guiding theories and practices and potential outcomes of the programs, it was apparent that one area lacking empirical support involved the direct benefits received by the teachers; especially with regard to teacher satisfaction.

Since PBS programs rely on school-wide buy-in and complete compliance, not just participation, from the teaching staff (PBIS.org, 2012) this aspect of teacher satisfaction in relation to PBS evoked a need for review. It would only aide in gaining staff support to demonstrate empirically that PBS does in fact improve the school climate specifically for the teachers, thus giving birth to the present day study.

The research conducted in this study unfortunately did not serve its intended purpose nor did the data analyzed support a positive outcome claimed to be associated with PBS. However review of this research and discussion about future analysis of PBS may prove a correlation may still exist.

The research conducted in this study was a review of pre-existing data collected not for the specific purpose of evaluating the direct effects PBS may have directly on levels of job satisfaction. The data obtained for purposes of this study was valid and had integrity, but a more directed, targeted study should produce stronger findings to discover if a difference truly does exist among teacher satisfaction levels and the claimed benefits of PBS in schools.

A better, more concise study perhaps would evaluate targeted schools with long-standing, implemented PBS programs and gather data dedicated to exploring the strengths of the PBS program as it relates to levels of job satisfaction. This data could then be compared to other schools operating without such structured supports.

It was interesting to find that not many schools in my preliminary research adopted the approved NJPBSIS program. Out of approximately 2,500 public schools in New Jersey, according to the State Department of Education, only 113 schools have implemented or begun to train with the NJPBSIS (NJ Positive Behavior Support.org, 2012; State of New Jersey Department of Education, 2012). As far as percentiles are concerned , these numbers ironically correlate to my research data reviewed. 22 teachers from schools with SWPBS out of 542 total teachers surveyed; approximately 4.1%. And with respect to NJ public school involvement with NJPBSIS, 113 schools implementing or with SWPBS out of approximately 2,500 public schools, yielding a percentile of 4.5%.

Out of the 113 schools with an implemented SWPBS program in the state of New Jersey, 75 of these programs are under three years in operation. 16 schools acquired NJPBSIS in 2011; 29 schools implemented the program in 2012 and currently in 2013, 30 schools are undergoing training to become NJPBSIS facilities (NJPBSIS, 2012). It is evident that this program is expanding significantly in New Jersey, more than doubling its number of schools operating in less than three years. The number of years a school has implemented a PBS program may be considered as a variable in future research when evaluating facets of the PBS program.

The extent to which schools implement SWPBS with fidelity is of consequence to researchers, practitioners and policy makers across the United States. This component of

the PBS program is measured consistently and correspondingly. The definition of fidelity is the extent to which the delivery of plan (or for this purpose, an intervention) adheres to the protocol or program model originally developed. Fidelity assessments are conducted routinely to ensure the PB programs are following through with the protocol initially determined and implemented. The element of fidelity could also be factored into a future study and should be considered in research when evaluating the outcomes of PBS systems.

Additionally, when schools were approach in regards to evaluating the teaching staff regarding SWPBS, alternative programs were presented. Many schools throughout New Jersey are operating with a modified version of the original PBS programs, but manage its progress and hopeful success with differing barometers. This will complicate potential future research should a study of this nature be identically replicated, however, evaluating, comparing and contrasting the strengths of alternative programs within the same state may prove to be just as if not more empirically relevant and significant to the constant continuum of improving our best practices in education.

The data obtained for purposes of this study was valid and had integrity, but a more directed, targeted study should produce stronger findings to discover if a difference truly does exist among teacher satisfaction levels and the claimed benefits of PBS in schools. However, when evaluating job satisfaction among teachers, there are many subsequent factors that must also be considered.

In February 2013, MetLife revealed its "Survey of the American Teacher" results found that teacher job satisfaction had plummeted five percentage points in one year, reaching an all-time low in with only 39% of all teachers interviewed being satisfied with

their jobs. When conducting teacher job satisfaction surveys, compounding factors must be considered, including environmental, work-situational, grade level, gender, etc. These factors should also be weighted and measured in future research.

As the PBS program grows across the state of New Jersey and the United States, more research will be imposed in its merits in an effort to establish the best practices offered from a PBS system. It is with hope that correlations among teacher satisfaction as it relates to PBS will accompany, be included in or become the focus of future research endeavors.

References

Algozzine, B. Horner, R.H., Sugai, G., Barrett, S., Dickey, C.R., Eber, L., Kincaid, D., Lewis, T., Tobin, T. (2010). *Evaluation blueprint for school-wide positive behavior support.* National Technical Center on Positive Behavior Interventions and Support. Retrieved from: www.pbis.org

Allen, K. E., Schwartz, I. (2000). *The Exceptional Child: Inclusion in Early Childhood Education* (4 ed.). Delmar Cengage Learning

Association of Positive Behavior Support. (2012). Retrieved from: http://www.apbs.org/

Bar-Lev, N. (1998). The New IEP Requirements Under IDEA 1997. March 10, 1998. Retrieved from: http://www.specialed.us/issues-IEPissues/writingiep/IEPreq.htm

Bagolie, R., Strobert, B., Colella, A., & Matarazzo, T. (2012). *Teacher Morale and Job Satisfaction in the State of New Jersey*. (Doctoral dissertation). Available from ProQuest Databases. (UMI Number: 3520126)

Bolton, Naomi. (2012). *Common Behavior Problems in the Classroom.* Retrieved from: http://www.321learn.net/teaching-info/classroom-management/common-behavior-problems-and-solutions/

Carr, Edward G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A.P., Sailor, W., Anderson, J., Albin, R., Koegel, L.K., & Fox, L. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions*. (4.4), 4–20.

Carr, E.G. (1996). The transfiguration of behavior analysis: Strategies for survival. *Journal of Behavioral Education*. 6, 263-270.

Chard, D., Harn, B., Sugai, G., & Horner, R. (2008).Core Features of Multi-Tier Systems of Academic and Behavioral Support. In Greenwood, C. G. (Ed.), *Elementary School-Wide Prevention Models: Real Models and Real Lessons Learned*. New York: Guilford

Christensen, B. & Jaeger, M. Clover Park School District Writing Team. (2005). *Teaching Students with Severe Emotional and Behavioral Disorders: Best Practices Guide to Intervention*. January 2005

Cohn, A. (2001). National Association of School Psychologists. Retrieved from: http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

Dinkes, R., Cataldi, E., Lin-Kelly, W., & Snyder, T. (2007). *Indicators of school crime and safety: 2007.* Washington, D.C.: National Center for Education Statistics

Erwin, E. J. (1993). The Philosophy and Status of Inclusion. *Envision: A publication of the Lighthouse National Centre for Vision and Child Development.* P. 1, 3-4.

Foley, D. (2012). *6 Classroom Management Tips Every Teacher Can Use.* National Education Association . Retrieved from: http://www.nea.org/bare/print.html?content=/bare/51721.htm

Florida PBS Project. (2005). Retrieved from: http://flpbs.fmhi.usf.edu/

Friedman, I.A. (2003). Self-efficacy and burnout in teaching: The importance of interpersonal-relations efficacy. *Social Psychology of Education.* 6 (3), 191-215.

Garrahy, D. A., Kulinna, P. H., & Cothran, D. J. (2005). Voices from the trenches: An exploration of teachers' management knowledge. *Journal of Educational Research*, 99, 56–63.

Hastings, R. P., Bham, M. S. (2003). The Relationship Between Student Behavior Patterns and Teacher Burnout. *School Psychology International,* 24*,* 115-127.

Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions,* 11, 133-145.

Judge, T.A., Thorensen, C.J., Bono, J.E. & Patton, G.K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin,* 127, 376-407.

Landers, E., Alter, P., Servilio, K. 2008. Students' Challenging Behavior and Teachers' Job Satisfaction. *Beyond Behavior.* Fall 2008. Pp. 26-33.

Markow, D., Macia, L. Lee, H. (2013). A Survey of Teachers and Principals. *Harris Interactive. Met Life.* Feb. 2013. Retrieved from: https://www.metlife.com/assets/cao/foundation/MetLife-Teacher-Survey-2012.pdf.

Merrett, F., & Wheldall, K. (1993). How do teachers learn to manage classroom behavior? A study of teachers' opinions about their initial training with special reference to classroom behavior management. *Educational Studies*, 19, 91-105.

Muscott,H., Szczesiul,S., Berk, B., Staub, K., Hoover, J., & Perry-Chisholm, P. (2008). Positive Behavior Interventions and Supports. *TEACHING Exceptional Children.* (40.6), 6-14.

McIntyre, T. (2008(. *Functional Behavior Assessment* Retrieved from: *http://www.behavioradvisor.com/FBA.html*

NJ Positive Behavior Support in Schools (NJPBSIS). (2012). Retrieved from: http://www.njpbs.org

National Professional Development Center on Autism Spectrum Disorders. 2010. Retrieved from: *http://autismpdc.fpg.unc.edu/content/functional-behavior-assessment*

NEA (National Education Association) Education and Practice Department. (2012). *Positive Behavioral Interventions and Supports: A Multi-Tiered Framework that Works for Every Student.* Retrieved from NEA Online. http://www.nea.org/assets/docs/PB41positivebehavioralinterventions2012.pdf

Oliver, R. M., & Reschly, D. J. (2007). Effective Classroom Management: Teacher Preparation and Professional Development. *Washington , D.C. National Comprehensive Center for Teacher Quality.*

Positive Behavior Intervention and Supports. (2012). Retrieved from: http://www.pbis.org/school/pbis_revisited.aspx

Ross, S., Romer, N.& Horner, R.H. (2011) Teacher Well-Being and the Implementation of School-Wide Positive Behavior Interventions and Supports. *Journal of Positive Behavior Interventions.* DOI: 10.1177/1098300711413820

Rosenfeld, M. (2009, 2012). *Notes on terminology for evaluation of research.* Retrieved from: http://www.stanford.edu/~mrosenfe/research_terminology.htm

Rudestam. (2005). The Method Chapter Describing Your Research Plan. Retrieved from: http://www.sagepub.com/upm-data/14649_Chapter5.pdf

Ruef, M. B. (1997). The perspectives of six stakeholder groups on the challenging behavior of individuals with mental retardation and/or autism. (Unpublished doctoral dissertation). University of Kansas, Lawrence.

*S*outhwest Educational Development Laboratory (SELD). (2013). *Issues ...about Change* Volume 4, Number 3, Inclusion: The Pros and Cons Retrieved from: http://www.sedl.org/change/issues/issues43/definition_inclusion.html

Shen, J.., Leslie, J.M., Spybrook, J. K., & Ma,X. (2012). Are Principal Background and School Processes Related to Teacher Job Satisfaction? A Multilevel Study Using Schools and Staffing Survey 2003-04. *American Educational Research Journal*. April 2012. 49: 200-230.

State of New Jersey Department of Education (2012). Retrieved from: http://education.state.nj.us/directory/

Trochim, W. M. (2006). Research Methods Knowledge Base. *The T-test.* Retrieved from: http://www.socialresearchmethods.net/kb/stat_t.php

U.S. Department of Education. (2000). *Applying positive behavioral support in schools: Twenty-second Annual Report to Congress on the Implementation of the Individuals with Disability Act.* Washington, D.C.

Vohs, J. (1999). Positive Behavior Supports and Functional Assessment of Behavior (info brief). *Parents engages in Education Reform.* Federation for Children with Special Needs, Boston, MA.

Wasilewski, Y., Gifford, B. & Bonneau, K., (2008). Evaluation of the School-Wide Positive Behavioral Support Program in Eight NC Elementary Schools. *Center for Children and Family Policy. Duke University.* Retrieved from: http://www.childandfamilypolicy.duke.edu/pdfs/projects/PBS_Evaluation%20Report_Final_040108.pdf

Yell, M.L. (2006). Least Restrictive Environment, Mainstreaming, and Inclusion. *The Law and Special Education*. 2006ed. Pearson Education, Inc. p 310-314 .

Young, K.R., Shatzer, R. (July 2008). School-wide Positive Behavior Support: Effects on Middle School Teachers' Perceptions of School Quality. [Presentation]. *Presentation at the OSEP Conference.* Washington, D.C.

Zembylas, M. & Papanastasiou, E. C. (2005). Modeling teacher empowerment: The role of job satisfaction. *Education Research Evaluation,* 11, 433-459.

Appendix A

Teacher Morale and Job Satisfaction Survey

Appendix E

Teacher Morale and Job Satisfaction Surveys

Demographics

1. Are you a certified teacher in the state of New Jersey?_____

2. Are you currently employed by a public teaching institution in the State?_____

3. What is your current teaching title?
   a. Elementary
   b. Middle School
   c. High School
   d. K-12

4. Do you have tenure?_____

5. What is your highest level of education?
   a. Bachelor's
   b. Master's
   c. Master's+32
   d. Doctorate

6. Gender_____

7. Is your current position full time or part time?_____

8. Identify years of teaching experience
   a. 25-35+
   b. 15-24
   c. 5-14
   d. Under 5 years

9. Identify your age range
   a. *55+ (of retirement age)*
   b. *54-35*
   c. *34-21*

10. School district where you teach_____

Appendix B

Teacher Morale and Job Satisfaction Survey

There is no right or wrong response. Mark your statements frankly. Please do ***not*** *record your name on this document. Thank you.*

Read each statement carefully. Then indicate whether you (1) strongly disagree, (2) somewhat disagree, (3) somewhat agree, and (4) strongly agree with each statement. *Please circle only one number for each question.*	**Strongly Disagree 1**	**Somewhat Disagree 2**	**Somewhat Agree 3**	**Strongly Agree 4**
Morale				
1. Parents are supportive of the work I do.	1	2	3	4
2. The school staff works collaboratively.	1	2	3	4
3. The principal recognizes the work of the teachers and acknowledges you for a job well done.	1	2	3	4
4. Society values teaching as a profession.	1	2	3	4
5. I am happy with teaching as my chosen profession.	1	2	3	4
6. I seem to have lost my passion for teaching.	1	2	3	4
7. I am satisfied with my teaching salary.	1	2	3	4
8. My administrators are supportive and encouraging.	1	2	3	4
9. Most of my colleagues share my beliefs and values on teaching.	1	2	3	4
10. I worry about the security of my job.	1	2	3	4
11. Teaching is a stressful job.	1	2	3	4
Job Satisfaction				
12. The level of student misbehavior in my school interferes with my teaching.	1	2	3	4
13. Parents are involved in the school.	1	2	3	4
14. Necessary materials such as textbooks, supplies, and copy machines are readily available to me.	1	2	3	4
15. Routine duties and paperwork interfere with my job of teaching.	1	2	3	4
16. My ability to teach is restricted due to the emphasis placed on standardized testing.	1	2	3	4
17. The principal communicates their mission and expectations effectively.	1	2	3	4
18. I am generally satisfied with being a teacher.	1	2	3	4
19. I consider an assignment that removes me from the classroom to be a promotion.	1	2	3	4
20. I am able to modify and enhance the school's curricula based on the needs of my students.	1	2	3	4
21. Additional duties and paperwork interfere with my satisfaction with teaching.	1	2	3	4
22. I am teaching to the test (i.e., teaching primarily those items that will get my students to pass standardized testing).	1	2	3	4
State reforms to the pension and benefits system including tenure				
23. Changes to tenure and seniority rights will have an impact on my satisfaction with teaching.	1	2	3	4
24. Changes in teacher pension and benefits system will have an impact on my satisfaction with teaching.	1	2	3	4
25. Changes to tenure, benefits, and salary will impact my decision to remain in teaching.	1	2	3	4
26. I feel that the changes in the pension and benefits system have affected me personally.	1	2	3	4
27. Tenure ensures the right and authority to express your views, even when they are unpopular, without undue fear of administrative reprisal.	1	2	3	4
28. Tenure guarantees my job for life.	1	2	3	4
29. Changes to the pension and benefits system will affect my livelihood.	1	2	3	4
30. Changes to the pension and benefits system were necessary in order to ensure the sustainability of the state.	1	2	3	4

Appendix C

NJPBSIS Elementary Schools

NJPBSIS Elementary Schools

District	School
Barrington	Avon Elementary
Barnegat	Lillian M. Dunfee School
Bridgeton	Broad Street School
Bridgeton	Buckshutem Road School
Bridgeton	Indian Avenue School
Bridgeton	Cherry Street
Cherry Hill	Joyce Kilmer Elementary
Clayton	Herma S. Simmons Elementary
East Brunswick	Irwin Elementary School
East Orange	Langston Hughes Elementary
Edison Township	James Madison 5/6 Intermediate School
Edison Township	Martin Luther King School
Edison Township	Woodbrook Elementary School
Edison Township	Lindeneau Elementary School
Edgewater	Magowan Elementary
Englewood	Donald A. Quarles Early Childhood Center
Englewood	Dr. John Grieco Elementary
Englewood	Dr. Leroy McCloud Elementary
Folsom	Folsom Elementary School
Franklin Township	Franklin Park Elementary School
Franklin Township	Sampson G. Smith School (5/6)
Freehold	Joseph J. Catena School
Hackensack	Hackensack 5ive 6ix School
Hoboken	John G. Conners Elementary School
Irvington	Thurgood Marshall School
Jersey City	PS #12 Julia A. Barnes School
Jersey City	PS #20
Jersey City	PS #30 Alexander D. Sullivan
Jersey City	PS # 38 James F. Murray
Jersey City	PS #15 Whitney M. Young Jr.
Jersey City	PS #24 Chaplain Charles Watters
Kearny	Franklin School
Lakewood	Clifton Avenue Elementary School
Lawnside	Lawnside Public School

Appendix C Continued

NJPBSIS Elementary Schools

District	School
Linden	Linden School #1
Linden	Linden School #5
Linden	Linden School #8
Logan	Center Square School
Manalapan-Englishtown	Pine Brook Elementary School
Newark	Sussex Elementary School
Newark	Cleveland Elementary School
Newark	Quitman Elementary School
Passaic	Mario Drago School #3
Passaic	Daniel F. Ryan School #19
Paterson	School 5
Paterson	School 6
Paterson	School 13
Piscataway	Grandview Elementary
Princeton	Johnson Park School
Quinton	Quinton Township School
Rahway	Roosevelt Elementary
Rockaway Township	Stony Brook Elementary
Swedesboro-Woolwich	Margaret C. Clifford School
Union Township	Hannah Caldwell Elementary School
West Deptford	Green-Fields Elementary
Wildwood	Glenwood Avenue Elementary
Woodbine	Woodbine Elementary School
Woodbridge	Menlo Park Terrace School

Appendix D

NJPBSIS Middle Schools

NJPBSIS Middle Schools

District	School
Asbury	Asbury Middle School
Bordentown	MacFarland Middle School
Carteret	Carteret Middle School
Cherry Hill	Beck Middle School
East Brunswick	Hammarskjold Middle School
East Orange	Patrick Healy Middle School
East Orange	John Costly Middle School
Edgewater Park	Ridgeway Middle School
Hackensack	Hackensack Middle School
Edison	John Adams Middle School
Freehold	Eisenhower Middle School
Irvington	Union Avenue Middle School
Irvington	University Middle School
Jefferson	Jefferson Middle School
Jersey City	MS #4 Frank r. Conwell
Jersey City	MS #7 Franklin L. Williams
Jersey City	MS #40 Ezra L. Nolan
Lakewood	Lakewood Middle School
Lawrenceville	Lawrence Middle School
Linden	Joseph Soehl Middle School
Linden	Myles McManus Middle School
Lodi	Thomas Jefferson Middle School
New Brunswick	New Brunswick Middle School
New Providence	New Providence Middle School
North Brunswick	Linwood Middle School
Paterson	New Roberto Clemente School

NJPBSIS Middle Schools

District	School
Pemberton	Helen Fort Middle School
Plainfield	Maxson Middle School
Point Pleasant	Memorial Middle School
Roselle	Grace Wilday Middle School
Rahway	Rahway Middle School
Union	Burnet Middle School
Woodbridge	Colonia Middle School
Woodbridge	Fords Middle School
Warren Hills	Warren Hills Regional Middle
West Deptford	West Deptford Middle School
Westwood	Westwood Regional Middle

Appendix E

NJPBSIS High Schools

NJPBSIS High Schools

District	School
Asbury Park	Asbury Park High School
Asbury Park	Asbury Park Alternative
Bordentown	Bordentown High School
Bridgeton	Bridgeton High School
East Brunswick	Churchill Junior High School
East Orange	Cicely Tyson Middle/HS
Englewood	Dwight Morrow High School
Irvington	Irvington High School
Middlesex Cty	Middlesex County Vo-Tech
Millville	Millville Senior High School
Newark	Barringer High School
Newark	West Side High School
North Brunswick	North Brunswick Twp HS
Roselle	Abraham Clark High School
Passaic	Passaic High School
Pemberton	Pemberton High School
Point Pleasant	Point Pleasant High School
Salem	Salem High School