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Behavior Training for Educators: What Training do Educators Need to Support Students with Challenging Behaviors?

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Behavior Training for Educators: What Training do Educators Need to Support Students
with Challenging Behaviors?

by

Michelle R. Milburn

A dissertation submitted in partial fulfillment of the
requirements for the degree of

Doctor of Education
in
Educational Leadership: Special and Counselor Education

Dissertation Committee:
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Patrick Burk
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Portland State University
2023

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Abstract

The purpose of this study was to investigate the behavioral training programs/frameworks and Professional Development (PD) delivery methods that certified staff - including teachers, speech-language pathologists, school psychologists, occupational therapists, and teachers on special assignment - as well as administrators, believe to be necessary to address the academic, social, emotional, and behavioral needs of students exhibiting challenging behaviors. This national study used survey methods to explore the views of US K-12 public school educators on the PD needed to support student behavior effectively. Using social media recruitment, primarily through Reddit and Facebook, allowed the survey to reach a substantially larger pool of participants than more traditional means of recruitment. Participant responses were analyzed to determine what behaviors are the most disruptive on a regular basis, what behavior training and training delivery methods educators have had in the past, and what training participants want in the future. Survey questions also asked educators about the fairness of discipline in their setting for different demographics of students. Questions specific to administrators were asked to ascertain their priorities for professional development and the extent of the influence they have over funding and scheduling of professional development. Data from the survey were examined using the principles of the Implementation Science framework. This analysis informed recommendations for enhancing PD practices in the educational setting. The discussion further addresses prospective avenues for future research, emphasizing the potential role social media could serve in enhancing survey distribution to a broader targeted audience.

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Chapter 1: Problem Statement

Background and Statement of the Problem

Most teachers report that challenging behaviors are a concern in K-12 public schools in the United States. Many teachers are seeing both disruptive and intense aggressive challenging behaviors in schools (Alter et al., 2013; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021). National and state surveys of teachers agree that teachers have seen an increase in challenging student behaviors in recent years (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012). In response to this need, both researchers and teachers suggest professional development (PD) is needed to prepare teachers to support students with challenging behaviors (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010).

Both publicly and privately conducted surveys of teachers show that behaviors are a concern in K-12 schools. In a study by the educational consulting firm EAB (2019) that included 41 school districts in the United States and over 1,870 school professionals, it was found that over half of surveyed teachers reported incidents of tantrums or oppositional defiance happening several times a week at the elementary level. Some of these challenging behaviors result in unsafe conditions at school. In examining the nationally representative Schools and Staffing Survey (SASS) from the National Center for Education Statistics (NCES) from 2011-2012, Huang et al. (2020) found that ten percent of general education teachers across grade levels had received a threat of physical violence and six percent reported being physically attacked within the last 12 months.

This literature makes it clear that challenging student behavior is a concern for K-12 teachers in the United States.

Another indicator of challenging behaviors in schools is from data on office discipline referrals (ODRs). Most ODRs in the United States are written by teachers for students in their classrooms exhibiting externalizing behaviors such as fighting, defiance in the elementary school setting, defiance and disruption in the middle school setting, and attendance challenges, such as skipping school or leaving the building (Harrison et al., 2012). A grey literature publication by Vincent et al. (2009) found that ODRs for students with challenging behaviors steadily increased by grade level between first grade and ninth grade, with large jumps in referrals during middle school. Specifically, this study looked at ODRs for, “abusive language, insubordination, sustained disruption, and fighting” (p. 2). Vincent et al. (2009) recommended schools use this information to prioritize the allocation of resources to support the behavioral needs of students from grades one to nine, especially during middle school. They stated that students with a history of behavioral challenges, “tend to drop out in high school” (para. 9). Vincent et al. (2009) had two recommendations, first it was observed that smaller school sizes may make delivering behavioral supports more effective, although this was based on a single observation and additional research is needed to generalize this idea. The second recommendation was of a general nature, stating that allocating building resources, “to meet the demands of students at varying grade levels in the most effective and efficient manner” (para. 11). Vincent et al. (2009) did not clarify these recommendations further, and instead left it open for interpretation according to school needs.

Teacher reports of behavior incidents in K-12 schools are on the rise and a review of the literature reveals that many teachers report needing additional training to be prepared to handle this growing concern (Alter et al., 2013; Autio, 2019; Huang et al., 2020; McMahon et al., 2014). Considering the significant behavioral challenges that teachers are tasked with managing, Huang et al. (2020) found that 44 percent of teachers felt underprepared to manage discipline within their classrooms. Reinke et al. (2012) reported that surveyed elementary teachers felt that classroom management was the most difficult part of their job, and that they received very little training in this area - either as preservice teachers or during in-service professional development (PD). Reinke et al. (2012) conducted research at three elementary schools with high fidelity of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) implementation, as measured by the Systemic Evaluation Tool (SET). Each of the three schools included in the survey had an overall SET score of 80 percent or more, meeting the criteria for implementing SW-PBIS with high fidelity. However, when observations were performed in 33 classrooms located in these schools, they found that only one teacher met the recommended four to one ratio of praise to correction, with the remaining 32 teachers responding with two or fewer positive comments for every negative comment. Since this occurred in schools with high levels of SW-PBIS implementation, additional research is needed to determine if this is also the situation in schools with less training and fidelity monitoring in SW-PBIS strategies. In Walter et al.'s (2006) survey, they found that 48 percent of surveyed teachers viewed disruptive behavior as the primary problem in their classrooms. While managing challenging behaviors in classrooms is of paramount

importance for teachers and students alike, teachers report that this area of their pre-service and in-service training has been neglected (Reinke et al., 2012). Anderson et al. (2015) found that support staff working directly with students with challenging behaviors also wanted PD on how to best work with students displaying behavior problems.

K-12 educators are reporting an increase in challenging behaviors in schools and that they want additional training to be prepared to meet this need. Therefore, the problem of practice that I am interested in exploring is that educators in K-12 public school settings in the US face challenging student behaviors that they feel they do not have the training to support. While the literature shows that teachers want additional PD to support students with behavior challenges, it is unclear what specific PD teachers feel will help them meet the behavioral needs of their students. This paper will explore several common behavioral programs and different approaches to PD implementation. Knowing what type of behavioral programs and PD delivery methods teachers want will help districts and administrators plan for the training needs of their teachers. Once this PD is provided to teachers, it may lead to an improved K-12 experience for all staff and students, and better educational outcomes for students who need behavioral support.

Social Context of Challenging Behaviors in Schools

It is important to understand the social context of the challenging behaviors educators see in K-12 schools. The result of these behaviors in schools has significant school and societal impacts, including suspensions, expulsions, lower graduation rates, and being more likely than their peers to spend time in prison (Anderson, 2018; Artiles et al., 2010; Sharkey & Fenning, 2012; Walker et al., 1999). One obstacle to reviewing the

existing literature on challenging behaviors in schools is that each author defines challenging behaviors differently. The final portion of this section on the social context of challenging behaviors in schools will explore the various definitions and terms used to describe challenging behaviors in the literature.

Behavior Concerns in Oregon

In the Oregon Education Association's (OEA) report, *A Crisis of Disrupted Learning* (Autio, 2019), Oregon teachers expressed concern about safety in classrooms due to challenging behaviors. Teachers across the state report student behaviors such as hitting, using profanity, throwing, and destroying property to be common experiences. Teachers reported that these behaviors made it increasingly difficult, "to provide safe, welcoming and inclusive learning environments" (p. 6). The report showed that 32 percent of the 1,137 teachers responding to a statewide online survey said that "they were scared for students' safety at school because of this issue" (p. 8). Additionally, one quarter of respondents were also scared for their own safety for the same reasons. According to the OEA, educators report the need for additional resources and training. The OEA specifically recommended fully funding behavior PD and ongoing implementation support as a key component in helping teachers support their students. Additionally, they recommended fully funding behavior PD for teachers and providing ongoing implementation support to provide teachers with the support that they need to support students. Further recommendations from other researchers to meet this need will be explored in chapter two.

Other sources of statewide data also indicate that there is ongoing concern about student behavior. The 2018 *Teaching, Empowering, Leading and Learning* (TELL) Survey shows that more than half of teachers surveyed report that they spend over an hour each school day addressing discipline issues at school. The TELL survey is conducted every two years with participation by Oregon educators. The 2018 Oregon TELL survey contains the most current information because the 2020 survey was suspended due to the pandemic. The TELL survey website states that the next TELL survey is planned for 2022, but as of January 2023 the most recent TELL survey data available was conducted in 2018. The Oregon TELL survey is sent to every school principal with individual access codes for each teacher. Prior to taking the survey, principals hold a faculty meeting to share information about the survey and to give out access codes. Responses are anonymous, and if the response rates for particular roles are below five, then data is not reported for that group. Educators are surveyed in eight categories relating to student advancement and teacher retention. In 2018, 19,556 teachers took the survey. The OEA publication and 2018 TELL survey paint a clear picture that educators want additional PD to be prepared to support the behavior needs of their students.

National Behavior Concerns

Surveys of teachers at the national level mirror the concerns of teachers at the state level in Oregon. Griffith and Tyner (2019) surveyed a national sample of elementary through high school teachers and found that most of the teachers felt, “that they are putting up with more misbehavior than they used to, that administrators underreport

serious incidents” (p. 6). Another national survey reported by EAB (2019) echoes these findings with data showing that 71 percent of elementary teachers report that the rate of disruptive behaviors has increased over the last three years. In the same survey, 66 percent of administrators also reported seeing an increase in disruptive behaviors at their schools over the past three years. Robers et al. (2010) drew a similar conclusion, showing that among a nationally representative survey of elementary through high school teachers, 32 percent of educators reported that student misbehavior interfered with their teaching and 25 percent reported bullying occurred at least weekly. Additionally, Robers et al. (2010) found that between 2005 and 2008 the percentage of schools reporting student bullying, disrespect for teachers, and gang activity had increased. Similarly, Wang et al. (2021) reported that during the 2017-2018 school year bullying occurred in 14 percent of K-12 schools once a week or more and 18 percent reported acts of disrespect or verbal abuse towards teachers. These challenging behaviors continue to be a concern in schools from kindergarten through high school.

Negative Outcomes of Challenging Behaviors

Students with challenging behaviors face negative long-term outcomes. Students with challenging behaviors are more likely to experience exclusionary discipline, have higher school dropout rates, and are more likely to spend time in prison. Students of color and students receiving special education services are disproportionately impacted in each of these areas. These concerns are briefly explored here with further development in chapter two (Anderson, 2018; NCES 2013-2014; Sharkey & Fenning, 2012).

Behavior and Suspensions. Sharkey and Fenning (2012) explain that suspensions are the most common discipline response to challenging behaviors in schools. According to information posted on the Office for Civil Rights Data Collection website, national data taken in 2017 shows that 11,205,797 total school days were missed by students due to out-of-school suspensions. Students with disabilities received 24.5 percent of these suspensions, while only making up 13.2 percent of the total student population. While boys consist of 51.4 percent of student enrollment, they received 70.5 percent of out of school suspensions. Also concerning is that students of color constitute 52.7 of K-12 public school enrollment yet accounted for 67.2 percent of out of school suspensions in 2017. These disparities can also be seen in the data from the National Center for Education Statistics (NCES) displayed in Table 1. Please note that the terminology used in Table 1 to identify racial groups is the same vocabulary used by NCES. Table 1 shows the percentage of students suspended or expelled during the 2013-2014 school year by race and gender. Table 1 shows that male students and students who are Black or Indian/Alaskan Native were about twice as likely to experience either suspension or be expelled during the 2013-2014 school year when compared to the total student enrollment. Anderson (2018) warns of the dangers of exclusionary discipline such as suspensions or expulsions, “Exclusionary discipline is associated with lower student achievement, higher risk of drop-out or grade retention, and involvement in the juvenile justice system” (p. 244). Considering this warning from Anderson (2018) and the data from NCES, exclusionary discipline does not appear to benefit students with challenging

behaviors, and exclusionary practices disproportionately impact students with disabilities, students of color, and male students.

Table 1*Percent of Students Suspended and Expelled in the 2013-2014 School Year*

Students Suspended and Expelled during the 2013-2014 School Year										
Total	Race/Ethnicity						Gender		Total	
	White	Black	Hispanic	Asian	Pacific Islander	Indian/Alaska Native	Two or more races	Male		Female
Suspended	3.43	13.68	4.54	1.11	4.53	6.74	5.26	7.25	3.20	5.28
Expelled	0.20	0.44	0.15	0.03	0.12	0.37	0.31	0.32	0.12	0.22

Note. Information obtained from the National Center for Education Statistics (NCES) website. Values denoted indicate percentages of the whole K-12 student enrollment during the 2013-2014 school year.

Behavior and High School Graduation Rates. Students who experience challenging behaviors related to their disability are at higher risk of not graduating from high school. According to Artiles et al. (2010) students receiving special education services under the category of Emotional Behavioral Disorder (EBD) have a high school dropout rate of 50 to 59 percent, whereas the national dropout rate for all students is 11 percent. It should be noted that this special education eligibility is currently referred to as Emotional Disturbance (ED) rather than EBD under IDEA [Sec. 300.8 (2) (4)]. While this data is from the early 2000's, current data shows a similar trend. Beginning in 2010, data for the Adjusted Cohort Graduation Rate (ACGR) began being collected. The ACGR shows high school completion rates for students in the United States. According to McFarland et al. (2018) the ACGR is defined as, "The adjusted cohort graduation rate provides information about the percentage of public high school students who graduate on time (i.e., 4 years after starting 9th grade for the first time) with a regular diploma" (p. iv). Data for the ACGR was collected beginning in the 2010-2011 school year. According to the NCES, beginning in the 2012-2013 school year data for the ACGR was broken down to include information for students receiving special education as well as for some racial groups. While data is not collected for specific disabilities, it is still helpful to consider the ACGR for students receiving special education since it includes students with EBD. Tables 2 and 3 were adapted from two tables on the web site for the NCES. Table 2 shows the ACGR for all students for the years 2010 through 2019, and Table 3 shows the ACGR for students with selected characteristics for the school years 2015-2016 and 2018-2019. The ACGR for all students in the United States in 2015 was 84

percent and rose to 86 percent in 2018. The ACGR for students receiving special education services for any eligibility, not just ED was 66 percent in 2015 and rose to 68 percent in 2019. While graduation rates are increasing for both groups, there continues to be nearly a 20-point difference in graduation rates between the two groups.

Table 2*Adjusted Cohort Graduation Rate for all Students by Year*

School Year	US Public High School 4-year ACGR for all Students by School Year									
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2018-2019
ACGR	79	80	81	82	83	84	85	85	85	86

Note. Information obtained from the National Center for Education Statistics (NCES) website.

Table 3*Adjusted Cohort Graduation Rate for Students with Selected Characteristics*

	2015-2016 and 2018-2019							
	Race/Ethnicity			Student Characteristics				
	White	Black	Hispanic	Asian/ Pacific Islander	Indian/ Alaska Native	Students with Disabilities	Limited English Proficiency	Economically Disadvantaged
2015-2016	88	76	79	91	72	66	67	78
2018-2019	89	80	82	93	74	68	69	80

Note. Information obtained from the National Center for Education Statistics (NCES) website.

Behavior and the School to Prison Pipeline. Challenging behaviors in schools can lead to exclusionary discipline that disproportionately impacts students of color and students receiving special education services. Challenging behaviors can also increase a student's likelihood of being referred to the juvenile justice system. This is particularly true for African American and Latina/o American students. Marchbanks III et al. (2018) explains that at-risk students, “are particularly vulnerable to placement on a ‘school-to-prison pipeline’” (p. 253). Marchbanks III et al. (2018) further explains, “the school-to-prison pipeline process suggests that ‘zero-tolerance’ or stringent punitive school policies, such as detentions, suspensions, and truancy policies, funnel youth out of schools and increase their likelihood of contact with the juvenile or adult justice system” (p. 242). Marchbanks III et al. (2018) defines contact or referral to the juvenile justice system as a referral to the juvenile justice system by anyone with contact with the juvenile that also resulted in an administrative action by the juvenile justice system. Novak (2019) recommends alternatives to exclusionary discipline, such as the use of Positive Behavioral Interventions and Supports (PBIS) or Restorative Justice strategies to decrease the likelihood that students will have contact with the justice system. Novak (2019) states that both PBIS and Restorative Justice strategies have been shown to reduce out of school suspensions. Novak (2019) states, “the relationship between experiences of exclusionary discipline and subsequent justice system involvement finds a significant association between suspension/expulsion and a youth’s odds of justice system contact” (p. 1165). Therefore, using PBIS and Restorative Justice strategies to reduce suspensions

may also reduce the probability that a student with challenging behaviors will have interactions with the juvenile justice system.

Summary of Challenging Behaviors and Negative Outcomes. Students with challenging behaviors often experience exclusionary discipline which can lead to negative outcomes such as not graduating from high school or having interactions with the justice system. These negative outcomes disproportionately impact students who receive special education services and students of color. Knowing how to support students with challenging behaviors is important so that students will be more likely to have positive academic and social outcomes.

Varying Descriptions of Challenging Behaviors in Teacher Surveys

While there is extensive literature examining challenging behaviors in schools, it is important to keep in mind that each educator and researcher uses different terms. For example, Alter et al. (2013) refers to a student being off task as one form of challenging behavior, while Autio (2019) uses the same term to refer to hitting, kicking, and property destruction. To gain an understanding of the challenging behaviors seen by educators in schools, it is important to have a clear understanding of what teachers and researchers mean when the term challenging behavior is used. Furthermore, this will help define what this paper will consider when referencing challenging behaviors. Table 4 lists terms relating to challenging behaviors found in each of the teacher surveys included in this paper. The first two columns include the citation information followed by whether the survey is from a peer reviewed publication. Since many of the teacher surveys are from non-peer reviewed publications, this will be explored in more depth in chapter two. The

last two columns include the term used to describe challenging behaviors in the survey and a description of the term included in the publication. In all, there are 11 publications included in Table 4.

Since there are a variety of types of publications, there is a large range in terms and descriptions. Walter et al.'s description of disruptive behaviors is closer to what many teachers would describe, including, "getting out of a seat, talking out of turn, arguing, failing to comply with rules and requests" (p. 63). Similarly, the OEA (Autio, 2019) defines challenging behaviors as screaming, threatening, profanity, spitting, kicking, hitting, using common classroom items as weapons, and destruction of property. EAB (2019) explains that disruptive behaviors can include tantrums, oppositional defiance, unresponsiveness, bullying, verbal abuse and threats, eloping, and physical violence towards peers or school staff. While there are a lot of definitions available in the literature for challenging behaviors, this paper will focus on the definitions provided OEA (Autio, 2019) since these are the behaviors that were originally identified in my local context that led to the identification of my problem of practice.

It is important to note that a review of Table 4 reveals that most challenging behaviors are externalizing behaviors such as those referenced by Aurio (2019), including screaming, threatening, profanity, spitting, kicking, hitting. Internalizing behaviors are referenced in teacher surveys less often, but can be found in Table 4, such as some of the behaviors listed in Alter et al. (2013), including isolation and no social interaction. While it is important for teachers to be prepared to support both internalizing and externalizing challenging behaviors, this paper will primarily focus on the externalizing behaviors

described by Autio (2019). This focus on externalizing behaviors is because these are the behaviors that educators I have worked with in my local area have reported being the most concerned about. This also aligns with what national surveys of teachers have identified as being a primary concern (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012).

Table 4*Challenging Behaviors as Described in Teacher Surveys on Challenging Behaviors*

Author	Date	Peer Reviewed	Term(s) used for Challenging Behaviors	Description of Term
Alter et al.	2013	No	Challenging Behavior	Off task, verbal disruption, verbal aggression, noncompliance, out of seat, physical aggression, physical disruption, self-stimulatory, isolation and no social interaction
Autio (OEA)	2019	No	Challenging Behaviors	Screaming, threatening, profanity, spitting, kicking, hitting, using common classroom items as weapons, and destruction of property
EAB	2019	No	Disruptive Behaviors	Tantrums, oppositional defiance, unresponsiveness, bullying, verbal abuse and threats, eloping, and physical violence towards peers or school staff
Griffith & Tyner	2019	No	Misbehavior, Disciplinary Incidents, Behavior Problems	Verbal disrespect, physical fights, physical attacks, assault, disruptive, troublemakers
Huang et al.	2020	Yes	Violence Directed Towards Teachers	Threat of injury, physical attack
McMahon et al.	2014	Yes	Violence Directed Against Teachers	Victimization, harassment, property offense, physical attack
Roberts et al.	2010	No – DOE publication	Crime and Safety Issues	School shootings with casualties, nonfatal victimizations, criminal victimization, bullies, gangs, physical fights, carrying

Author	Date	Peer Reviewed	Term(s) used for Challenging Behaviors	Description of Term
				weapons, alcohol and illegal drug use, afraid of attack, and hate crimes
Scholastic	2012	No	Behavior Problems	Behavior problems that interfere with teaching
Snider et al.	2002	Yes	Behavior Problems	Disruptive, hyperactive, impulsive, aggressive, anxious, and distracted
Walter et al.	2006	Yes	Disruptive Behaviors	Students getting out of their seats without permission, talking without permission, not following rules, and arguing
Wang et al.	2021	No – DOE publication	Crime and Safety Issues	School shootings with casualties, nonfatal victimizations, criminal victimization, bullies, gangs, physical fights, carrying weapons, alcohol and illegal drug use, afraid of attack, and hate crimes

Historical Context of Challenging Behaviors Impacted by Teacher Training

Approaches to student behavior in schools have evolved over time as researchers have examined available data to determine what approaches yielded the desired results. Additionally, as preservice teachers complete their teacher training, they are exposed to different approaches to classroom management. The teacher training programs at each of the seven public universities in Oregon will be examined to see what exposure preservice teachers currently have to behavior management training. The literature will then be examined for preservice behavior management training available to teachers at the national level.

Historical Approaches to Challenging Behaviors in Schools

Kauffman (2005) states, “Teachers have always been challenged by the problem of disorderly and disturbing student behavior” (p. 44). Kauffman (2005) reviews approaches schools have taken to challenging student behavior from the 1700s through the present. In the beginning of the eighteenth-century terms such as “insane” and “idiots” were used to label people with mental illnesses. Towards the end of the eighteenth-century, a more humanistic approach emerged and students in schools with disabilities began to be viewed with some human dignity. The approach to children’s behavior in the first half of the nineteenth century focused on, “providing the proper sensory stimulation, discipline, and instruction” (Kauffman, 2005, p. 44). During the first half of the 1800’s there was a movement towards humane care and model social programs to support youth with emotional and behavioral disorders – the focus here was on the early environment in which children were taught and trained. Beginning around

1850 there was another shift in how individuals with emotional and behavioral disorders were treated. During this time public approaches focused on, “pessimism, theorizing, rigidity, and dehumanizing institutionalization” (p. 45) for impacted individuals. During this time there was an increase in institutionalization of individuals with emotional and behavioral disorders. Towards the end of the 1800’s there was a fatalistic view of mental illness, and it was assumed that these conditions were irreversible (Kauffman, 2005).

Beginning in the twentieth century the view of children’s mental and physical health began to be more optimistic (Kauffman, 2005). In 1914 the first special education teacher program was started in Michigan, leading to the first classroom for students with disabilities, which opened in 1925 (Department of Special Education at Eastern Michigan University celebrates its 100th anniversary, 2014; Kauffman, 2005). By 1918 all states had compulsory education laws (Kauffman, 2005; Rauscher, 2014). By the 1930s child guidance clinics emerged which encouraged interdisciplinary collaboration, which treated children with both extreme behavioral disorders as well as children with less intense behaviors. These clinics also focused on, “the effects of interpersonal relationships and adult attitudes on child behavior” (Kauffman, 2005, p. 46). With this new shift in thinking about behaviors in children, two new professional organizations emerged in the early 1900s. The Council of Exceptional Children (CEC) was founded in 1922 (Council for Exceptional Children, 2021; Kauffman, 2005) and the American Orthopsychiatry Association was founded in 1924 (Kauffman, 2005; Weissberg, 1993). Both organizations furthered the understanding of the needs of children. By 1948, 41 of the 48 states in the United States had laws in place requiring some special education services for

children in public schools (Kauffman, 2005), and in 1965 two federal laws were passed which provided states with access to grants for the purpose of educating students with disabilities. These two laws were the Elementary and Secondary Education Act of 1965 (Public Law 89-10) and the State Schools Act (Public Law 89-313) (Council for Exceptional Children, 2021). In the mid and late 1900s many more organizations were formed, and books were written specifically on supporting students with emotional and behavioral disorders in the school setting. Additionally, laws were enacted that provided protections for children with disabilities (Kauffman, 2005). It was also during this time in the 1960s and 1970s that the poor conditions of institutionalization of individuals with disabilities began to be brought to the attention of the public and subsequent laws to be passed, which led to these individuals being moved to community placements instead of large-scale institutions (Brown et al., 2015). In 1975 Congress passed the Education for all Handicapped Children Act (EHA) also known as Public Law 94-142, which later became the Individuals with Disabilities Education Act, or IDEA, in 1990. Before EHA was passed, some children were denied access to public education. This law was the foundation for IDEA, which was reauthorized in 2004 and is periodically revised to provide updates. This law provides protections for, “infants, toddlers, children, and youth with disabilities and their families” (Office of Special Education Programs, 2022, para. 1).

With an increased recognition and understanding of students with emotional and behavioral challenges, schools began implementing curriculum designed to meet these needs. In the 1960s and 1970s the most widely used intervention used to support students

with behavior disorders was behavior modification, more commonly known today as applied behavior analysis. (Kauffman, 2005). With the passage of EHA in 1975, schools in every state were required to provide students with disabilities, including those with challenging behaviors, with a Free and Appropriate Education (FAPE) (OSEP, 2022). Other types of instruction as late as the 1990s included classroom practices with the primary focus of controlling externalizing behaviors and neglecting social skills and academic instruction. The research now supports the need for explicit instruction in positive social behavior and academics for better outcomes (Kauffman, 2005). This is supported by Brown et al. (2015), stating, “effective teaching involves explicit instruction and practice accompanied by performance feedback” (p. 406). Here, Brown et al. (2015) explains the need not only for explicit instruction, but for follow-up opportunities for practice and feedback. Directly related to this approach to improving behavior is the Functional Behavioral Assessment (FBA), a tool to help students make positive progress towards more socially acceptable behavior in schools (Brown et al, 2015; Kauffman, 2005). O’Neill et al. (2015) explains the FBA is, “a set of processes for collecting information about problem behaviors and for defining the events in an environment that reliably predict and maintain those problem behaviors” (p. 2). O’Neill et al. (2015) explains the next step after the FBA is to develop a behavior support plan (BSP), which is based on the FBA and incorporates PBIS and other strategies to help an individual learn skills that are more socially acceptable. This practice began to be widely used in schools in the 1990s. The FBA looks at the function of a student’s behavior and attempts to help

the student achieve those goals with behaviors that are socially acceptable (Brown et al., 2015; Kauffman, 2005; O'Neill et al., 2015; Sasso et al., 2001).

While many students with emotional and behavioral disorders are in the general education setting, some students are placed in more restrictive settings. Beginning in the 1960s there have been a continuum of alternative placements available for students who are not able to have their needs met in the general education setting. Some of these placements include self-contained classrooms in regular education schools with options for mainstreaming, day treatment programs which sometimes include partial hospitalization, homebound instruction, and schools in juvenile detention centers and prisons (Kauffman, 2005; Ryndak et al., 2014). Beginning in the 1980s a push for full inclusion of students receiving special education services to be served in the general education setting, but this was met with criticism due to its blanket approach (Kavale & Forness, 2000; Kauffman, 2005; Ryndak et al., 2014). Ryndak (2014) explains that researchers have identified the inclusion of students with disabilities in the general education setting is tied closely to the ability of schools and districts being prepared to support students with significant disabilities in the general education setting. For schools to be able to support students with disabilities in the general education setting, there is a need for school reform, including the integration of frameworks such as PBIS and Multi-tiered Systems of Support (MTSS), which are needed in order for schools and districts to be ready to support students with significant disabilities in the general education setting. Inclusion of students with disabilities in the general education setting continues to be a priority for the Department of Education, as evidenced by funding for programs such as

Schoolwide Integrated Framework for Transformation (SWIFT) Centers, which can help schools and districts implement the systems needed to support students with disabilities in the general education setting (Ryndak, 2104).

Since significant advancements in behavior management and support have been made in recent years, teachers completing their pre-service licensure programs may have had different training based on when they completed their programs. Understanding how much training new teachers currently get in behavior management will help to create a clearer picture of what additional training might be needed. The next section will look at the number of units devoted to behavior management that are currently required for graduate and undergraduate degrees leading to teacher certification at Oregon public universities.

Current Pre-Service Behavior Training in Oregon

Nearly 80 percent of teachers within Oregon receive their initial teaching certification from an Oregon college. According to the 2019 Oregon Educator Equity Report published by the Educator Advancement Council and the Chief Education Office, there were 3,486 first time teaching licenses awarded to teacher candidates by the Teacher Standards and Practices Commission (TSPC) who completed their teaching program at an Oregon public or private college. During the same year, 962 licenses were awarded to teacher candidates by Teacher Standards and Practices Commission (TSPC) who completed their teacher preparation program at an out of state school, meaning that 78 percent of newly licensed teachers in Oregon in 2019 completed their teacher education programs in Oregon. During the 2017-2018 school year a total of 1,273

students completed a teacher certification program at an Oregon public college, while only 891 students completed a teacher certification program at a private college in Oregon. To get an idea of the pre-service behavior training provided to teacher candidates in Oregon, a search was conducted for each of the seven public universities in Oregon to see how many units relating to behavior management are included in initial teacher certification degree programs. Teacher certification programs for adding an endorsement area were not included in Table 5. Classes were identified as relating to behavior if they included either the terms behavior or classroom management when searching the titles of the required courses for the certification on the current course catalog found on the colleges' websites. Teacher certification programs including either a bachelor's or master's degree in either general or special education were examined. Table 5 lists each university on the left. The columns across the top indicate either special or general education programs, whether a graduate or undergraduate degree is offered, and the number of behavioral units included in the degree program. For example, Portland State University (PSU) offers both graduate and undergraduate degrees leading to certification in special education with seven units included in each degree program relating to behavior management. Portland State also offers a graduate degree leading to teacher certification for general education, which includes three units in behavior management, but does not currently offer an equivalent undergraduate degree. An examination of Table 5 reveals that the special education programs require between three and seven units relating to behavior and the general education programs require between two and seven units relating to behavior. The University of Oregon (UO) and PSU required the most

behavior units for their degree programs while Eastern Oregon University required the fewest units.

Table 5
Behavior Units Required at Oregon Public Universities for Initial Teacher Certification

	Special Education				General Education			
	Degree with Initial Certification offered?		Behavior related units required for degree:		Degree with Initial Certification offered?		Behavior related units required for degree:	
	Graduate	Under-graduate	Graduate	Under-graduate	Graduate	Under-graduate	Graduate	Under-graduate
Eastern Oregon University	Yes	Yes	3	3	Yes	Yes	2	3
Oregon State University (including Cascades)	No	No	-	-	Yes	Yes	3	3
Portland State University	Yes	Yes	7	7	Yes	No	3	-
Southern Oregon University	Yes	No	4	-	Yes	Yes	4	4
University of Oregon	Yes	Yes	7	7	Yes	No	7	-
Western Oregon University	Yes	No	3	-	Yes	Yes	3	3

Note. Oregon Institute of Technology is a public college in Oregon but does not offer any teacher certification programs and was therefore not included in this table. Units listed are quarter units.

Behavior Training for Educators at the District Level

As a former teacher for Beaverton School District (BSD), my experiences interacting with staff and students provided the inspiration for my problem of practice. According to the BSD home page, as of October 2021, BSD is the third largest school district in Oregon with 39,515 students and 4,606 employees. With 54 percent of the students identifying as students of color, 101 languages spoken, 12 percent of the students having disabilities, and 36 percent of the students qualifying for free and reduced lunch, BSD is a diverse school district in the Portland metro area of Oregon. Since BSD has such a diverse student population, it provides extensive PD options for its staff. According to the current collective bargaining agreement between the Beaverton Education Association and Beaverton School District (2021), administrators may use up to a total of 20 hours over the course of the school year for PD. Eight of these are before school starts, with the remaining twelve hours split over three days later in the school year. Building principals may also use weekly staff meetings for building PD. Having worked for BSD for over five years, I have seen PD offered during these times that have included trainings on new adoptions for core subjects, trauma informed care, Restorative Practices, Collaborative Problem Solving (CPS), equity training, and most recently, training on platforms to use during Comprehensive Distance Learning (CDL) when schools were closed due to the Covid-19 pandemic. Beyond the 20 hours of PD that BSD has set aside for PD, optional PD is available to teachers who wish to participate during their own time. While course offerings are listed for current courses on TeacherSource, BSD's platform for teachers to sign up for PD, historical data for past courses is not

maintained. As of August 14, 2021, there are 165 PD offerings listed on TeacherSource, 96 of these courses are pre-recorded offerings that can be accessed anytime, and 69 of these courses are scheduled to occur over the next three months. Almost two-thirds of the PD courses are through Teaching and Learning Department primarily serving general educators and are to support core content instruction or online learning tools. Twenty-two of the courses are through the Multilingual Department for an upcoming summit. Five of the courses cover behavior related topics, including these course titles: Behavioral Health and Wellness Meeting Strategies, Behavioral Health and Wellness BIPOC Affinity Space, Using the BSD Behavior Learning Targets, and two classes for Safety Care: Behavioral Safety Training, one for initial certification and a second class for recertification. The remaining PD covers a range of topics including medication administration, training for substitute teachers, and training on how to use BSD's attendance management platform.

In addition to the PD provided by BSD, the contract between BEA and BSD allows teachers to be reimbursed for up to 12 graduate units every three years. Alternatively, one quarter of those funds could be used to cover the cost of attending a conference or training of the teacher's choice.

Over the last several years the district has had several behavior management PD offerings available to staff members, including Restorative Practices (RP), trauma-informed care (TIC), and Collaborative Problem Solving (CPS). Additionally, many schools in BSD utilize aspects of SW-PBIS, however ongoing training and fidelity monitoring is not in place. Beginning in 2016, BSD began training groups of teachers at

each elementary school in RP, TIC, and CPS, so that they would be able to go back and share what they had learned with the other teachers at their school. During this time BSD hired Student Success Coaches (SSC) for each elementary school to support this work. Implementation data was not collected, but SSC continues to support schools through Multi-Tiered System of Supports (MTSS), PBIS, and social emotional instruction. This information was obtained online from the job description of BSD Teacher on Special Assignment Student Success Coach (2019); however, this information is only available to view on Beaverton School District's intranet. Therefore, the link provided under the references is only viewable for those logged into the Beaverton School District website.

Professional development within BSD covers a range of topics, some of which are required for teachers, and others that teachers can take advantage of if they are interested. Accessing these PD offerings is not tracked at the district level, but each educator has a record of the PD that they have attended. Additionally, teachers have the option to seek out additional training using tuition reimbursement funds which are available according to the teaching contract.

Behavior Training Needs for Educators at the National Level

According to national and localized surveys outside of Oregon, teachers in the United States have a similar amount of training to teachers in Oregon and within BSD (EAB, 2019; Reinke et al., 2012; Scholastic, 2012). While elementary teachers in some surveys report insufficient training in behavior management such as the one conducted by (Reinke et al., 2012), many teachers have had some training exposure to managing classroom behavior. In a survey conducted by the educational consulting firm EAB

(2019) of nearly 2,000 educators, 63 percent of surveyed elementary teachers reported being trained in Positive Behavioral Interventions and Supports (PBIS), 52 percent in de-escalation strategies, 33 RP, and 27 percent in TIC. In a study by Scholastic (2012) 66 percent of surveyed elementary teachers and at least 61 percent of surveyed secondary teachers report needing more training to support their students with challenging behaviors. In another national survey that was conducted by Coalition for Psychology in Schools and Education (CPSE) which included 2,334 educators, over half of surveyed preK-12 teachers in their first year of teaching reported classroom management PD as their top priority (CPSE, 2006). While these studies do not indicate what behavior training teachers have received instruction in, it does show that they have not had sufficient training to feel ready to support their students with challenging behaviors.

More Training is Needed

While some behavior training is available to teachers at the preservice level, the literature shows that educators across the United States report needing additional PD in this area (Anderson et al., 2015; CPSE, 2006; Reinke et al., 2012; Scholastic, 2012). Similarly, Oregon teacher preparation programs provide some classes on behavior management, but Oregon teachers report needing more training to support their students with challenging behaviors (Autio, 2019; TELL, 2019).

Historical Context of Challenging Behaviors Impacted by Federal and State Policies

Historical approaches to supporting students with challenging behaviors as well as the amount of preparation preservice teachers receive from teacher preparation programs have influenced how teachers today approach challenging behaviors in the classroom.

Equally important in understanding how historical approaches to behavior have led to the challenges that teachers face today in supporting students with challenging behaviors in their classrooms, is understanding how federal and state policies have impacted how challenging behavior is addressed in public schools. Federal policies in the form of Dear Colleague Letters (DCLs) impacting how challenging behaviors are addressed in schools will be explored. Next, bills and legislation at the state level that impact how schools handle challenging behaviors will then be examined.

Federal Laws and Policies Relating to Student Behavior

There are several types of federal documents that provide guidance on student behavior and discipline in schools. Included in these documents are Dear Colleague Letters, which provide guidance from the federal government on relevant issues, policy letters found on the US DOE's IDEA website (IDEA Individuals with Disabilities Education Act Policy guidance, 2019), and Every Student Succeeds Act (ESSA) Title II-A. Within the Department of Education, DCLs are also referred to as key policy letters. Other key policy letters include responses to correspondence which are published as public guidance. Table 6 below lists the key policy letters for the last five years that include references to student behavior or discipline. A search for DCLs relating to student behavior or discipline was conducted on the DOE website in two places. First a search was conducted on the DOE website for DCLs published by the Secretary of Education relating to student behavior or discipline between 2016 and 2022. Next a search was conducted for DCLs on the DOE Office of Special Education Programs (OSEP) page using the same search criteria. The titles and summaries were read for each DCL to

determine if it related to either student discipline or student behavior in the K-12 setting. Out of 51 DCLs published between 2016 and July of 2022 by OSEP and Oregon Department of Education (ODE) Secretary of Education, six DCLs were found that were related to student behavior or discipline. One DCL was published in 2022 and the remaining six DCLs were published in 2016, all are listed in Table 6 below.

To gain a more complete picture of available guidance beyond DCLs for students with disabilities that include behavior challenges, a third search was conducted on the DOE's website for policies and guidance that was published relating to IDEA (IDEA Individuals with Disabilities Education Act Policy guidance, 2019, <https://sites.ed.gov/idea/policy-guidance/>). Publications on this site were searched using the same criteria. These publications included some overlap of the DCLs found in the first two searches as well as additional policy guidance related to discipline and behavior of students in the K-12 setting. Each of these publications are listed in Table 6 below. Some of the key publications listed in Table 6 are explored in additional detail below. Each of these policy letters show a shift away from punitive discipline and a move towards providing students with positive behavioral supports so that they can have more success in school. This shift is also seen in ESSA Title II-A guidance, which will be explored in more detail later.

The most recent DCL published in 2022 published by Valerie C. Williams, Director of the Office of Special Education Programs, addresses the disparities of discipline experienced by students with disabilities served under IDEA compared to their nondisabled peers. This DCL encourages schools and districts to use positive and

proactive strategies to support students with disabilities rather than exclusionary discipline.

Another notable example of this shift can be found in the DCL published on November 22, 2016, by Secretary of Education John B. King, Jr. and discusses the use of corporal punishment in schools. This DCL recognizes that corporal punishment is still used in some schools and urges governors and state school officials to eliminate this practice in schools. King (2016) states that corporal punishment is, “harmful, ineffective, and often disproportionately applied to students of color and students with disabilities” (para. 1). This DCL encourages the use of alternatives to corporal punishment, and instead adopt, “school discipline practices that foster safe, supportive, and productive learning environments” (para. 11). This DCL encourages a move away from punitive discipline and towards school policies that provide positive supports for students.

Another DCL listed in Table 6 was published on November 16, 2016, by Secretary of Education John B. King, Jr. This DCL reviews education opportunities available to individuals in jails, including youth 16 and up who do not have a high school diploma. While not directly related to school discipline, this DCL recognizes the importance of providing educational opportunities to youth who have faced challenges and are serving time in prison.

The DCL published on September 8, 2016, by Secretary of Education John B. King, Jr. discusses School Resource Officers (SROs) and school discipline. In this letter King states that he is, “concerned about the potential for violations of students' civil rights and unnecessary citations or arrests of students in schools” (para. 1). He continues

to express concern that this can contribute to students ending up in the school-to-prison pipeline. He states that SROs should be supportive of the learning environment and should not be involved in school discipline.

The DCL published on August 1, 2016, by Sue Swenson, Acting Assistant Secretary of Special Education and Rehabilitative Services and Ruth E. Ryder, Acting Director of OSEP discusses supporting the behavior needs of students receiving special education services. This DCL explains the need for schools to provide students with disabilities with the behavioral supports that they need. It also discusses research that shows that exclusionary discipline, such as suspensions, do not improve behavior and instead make a student more likely to have academic challenges, lose interest in school, and eventually dropout. Instead, this DCL encourages the use of positive behavioral interventions and supports for students to decrease challenging behaviors.

One policy letter related to suspension was published on January 29, 2019. This policy letter provides clarification that students being evaluated for special education services who are not yet eligible for special education are still protected under IDEA. This includes the need to meet as a special education team if the student has been suspended for ten or more days, just as the team would if the student was already eligible for special education services.

A more recent example of policy and guidance from the federal government around behavior relates to the Covid-19 pandemic. The federal guidance published by the US DOE Office of Special Education and Rehabilitative Services in Table 6 was published on September 30, 2021. This policy provides states and LEAs with guidance

on how to support students with disabilities and their mental health and behavioral needs considering what they have experienced because of the Covid-19 pandemic. Suggestions are given to states and LEAs on providing social emotional supports to students.

A review of Table 6 shows a variety of other policy letters and federal guidance relating to student behavior and discipline in the K-12 setting. Another source of information about student behavior can be found in the ESSA Title II-A. Local Education Agencies (LEA) who receive funding from the subgrant under section 2102 of ESSA Title II-A can use this funding to develop programs designed to support teachers in implementing MTSS and positive behavioral interventions for all students, including those with disabilities. Doing this should increase students' abilities to meet challenging state academic standards (Title II preparing, training, and recruiting high-quality teachers, principals, or other school leaders, 2020).

With the various DCLs, federal policy letters, and ESSA Title II-A guidance, the common theme is an increase in positive behavioral support strategies and EBP to support educators to be able to meet the needs of their students with behavioral challenges with a reduced reliance on physical management or punitive measures, for example the DCL published on November 22, 2016, by Secretary of Education John B. King, Jr and the federal guidance from the DOE published on September 30, 2021 which provides guidance to LEAs on how to provide mental health and SEL supports to students during a pandemic.

Table 6*Key Policy Letters from DOE Relating to Student Behavior and Discipline from 2016-2022:*

Date	Type of Guidance	Publisher	Topic	Link to Document
July 19, 2022	Dear Colleague Letter	US DOE Office of Special Education and Rehabilitative Services	Discipline disparities for children with disabilities served under IDEA	https://sites.ed.gov/idea/files/dcl-implementation-of-idea-discipline-provisions.pdf
September 30, 2021	Federal Guidance on interpretation of IDEA and the impact of Covid-19 pandemic	US DOE Office of Special Education and Rehabilitative Services	Return to school roadmap for students with IEPs, special attention to SEL, behavior, mental health needs of students with disabilities	https://sites.ed.gov/idea/files/rts-iep-09-30-2021.pdf

Date	Type of Guidance	Publisher	Topic	Link to Document
January 29, 2019	Policy Letter, Public letter response to correspondence question	Laurie Vanderploeg Director Office of Special Education Programs	Clarifies the process for a student who is being evaluated for a special education eligibility and who has been suspended for ten or more school days.	https://sites.ed.gov/idea/files/osep-letter-to-nathan-01-29-2019.pdf
July 27, 2018	Policy Letter, Public letter response to correspondence question	Ruth E. Ryder, Acting Director Office of Special Education Programs	Clarifies when a student with a disability can receive a suspension and when it is considered a change in placement	https://sites.ed.gov/idea/files/osep-letter-to-mason-07-27-2018.pdf

Date	Type of Guidance	Publisher	Topic	Link to Document
December 7, 2017	Q&A on US Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1	US DOE Supreme Court ruling	Clarification regarding necessity of IEP document to include behavioral interventions and supports when appropriate	https://sites.ed.gov/idea/files/ga-endrewcase-12-07-2017.pdf
December 27, 2016	Frequently Asked Questions	Department of Education	Rights of students with disabilities attending public charter schools, includes information specific to challenging behaviors	https://sites.ed.gov/idea/files/policy_speeded_guid_idea_memosdcltrs_faq-idea-charter-school.pdf

Date	Type of Guidance	Publisher	Topic	Link to Document
December 28, 2016	Dear Colleague Letter	Department of Education	Clarifies when the use of restraint and seclusion may violate the rights of students with disabilities	https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-504-restraint-seclusion-ps.pdf
December 19, 2016	US DOE Federal Register	Office of the Federal Register, National Archives and Records Administration	Addresses disproportionality of students with and without special education services regarding disciplinary actions by the educational agency	https://sites.ed.gov/idea/files/20161219-Part_B_final_regulations.pdf

Date	Type of Guidance	Publisher	Topic	Link to Document
November 22, 2016	Dear Colleague Letter	Secretary of Education John B. King, Jr.	Secretary's letter to Governors and Chief State School Officers about eliminating the use of corporal punishment in schools	https://www2.ed.gov/documents/press-releases/11212016-corporal-punishment.pdf
November 16, 2016	Dear Colleague Letter	Secretary of Education John B. King, Jr.	Letter about correctional education and reentry support programs	https://sites.ed.gov/idea/files/dcl-on-pbis-in-ieps-08-01-2016.pdf

Date	Type of Guidance	Publisher	Topic	Link to Document
September 8, 2016	Dear Colleague Letter	Secretary of Education John B. King, Jr.	Letter to Chief State School Officers and Superintendents about School Resource Officers and school discipline	https://www2.ed.gov/policy/elsec/guid/secletter/160907.html
July 26, 2016	Dear Colleague Letter	Catherine E. Lhamon Assistant Secretary for Civil Rights	Resource Guide for Students with Attention Deficit Hyperactivity Disorder	https://sites.ed.gov/idea/idea-files/ocr-dear-colleague-letter-july-26-2016/

Date	Type of Guidance	Publisher	Topic	Link to Document
August 1, 2016	Dear Colleague Letter	Sue Swenson, Acting Assistant Secretary Special Education and Rehabilitative Services & Ruth E. Ryder, Acting Director Office of Special Education Programs	Supporting Behavior of Students with Disabilities	https://sites.ed.gov/idea/files/dcl-on-pbis-in-ieps-08-01-2016.pdf

Date	Type of Guidance	Publisher	Topic	Link to Document
August 22, 2016	Policy Letter, Public letter response to email question	Ruth E. Ryder Acting Director Office of Special Education Programs	Local Education Agencies need to provide a RTI framework to address the academic and behavioral needs of students	https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/oseplettertozirkel8-22-16.pdf

State Bills Relating to Student Behavior

To assess the legislative impact on school behavior policies in Oregon, a search for bills related to student behavior and discipline was conducted on the Oregon Legislature's website (<https://www.oregonlegislature.gov/>). This search targeted legislation passed from 2016 to 2020 using the terms “student behavior” and “student discipline.” Initially, 119 bills were identified from the 2016–2021 sessions, but only those signed into law by 2020, or introduced into the House or Senate and in committee, were considered for inclusion in Table 7. After screening for relevance, five bills—both House Bills (HB) and Senate Bills (SB) that directly pertain to student behavior in Oregon schools—were selected for Table 7.

Table 7*Oregon Bills Relating to Student Behavior and Discipline from 2016-2021*

Bill Number	Session	Status	Summary from Oregon Legislative Website
HB 4024	2016 Regular Session	Introduced in House, in committee	Directs State Board of Education to adopt by rule complaint process to report district policy in violation of state law prohibiting harassment, intimidation, bullying and cyberbullying.
SB 183	2017 Regular Session	Introduced in Senate, in committee	Directs Department of Education to establish Early Indicator and Intervention System. Establishes department's duties in relation to system. Directs Chief Education Office to establish and provide direction on administration of Graduation Equity Program.
HB 3427	2019 Regular Session	Signed into Law	Establishes Fund for Student Success. Specifies uses of fund, including transfers to State School Fund, Student Investment Account, Statewide Education Initiatives Account and Early Learning Account... Provides for expansion of school breakfast and lunch programs, operation of youth reengagement system, establishment of Statewide School Safety and Prevention System, development and provision of statewide equity initiatives, provision of summer learning program for certain schools and funding for early warning system for high school graduation and directs Department of Education to fund those programs through account.
HB 2899	2019 Regular Session	Introduced in House, in committee	Prescribes requirements for removal of student from classroom or school setting by school employees or law enforcement.
SB 963	2019 Regular Session	Signed into Law	Modifies allowed and prohibited uses of restraint of students by public education programs. Prescribes reporting requirements for use of restraint or seclusion. Requires staff to be instructed in EBP for de-escalation and other approaches to be attempted before physical intervention is permitted.

Three of the five bills listed in Table 7 were introduced and considered but did not go beyond the committee. These three bills were HB 4024, SB 183, and HB 2899. During the 2016 regular session the Oregon legislature considered HB 4024. This bill would have implemented procedures for the State Board of Education to follow when determining if district policies were in violation of the established laws prohibiting harassment, intimidation, bullying and cyberbullying. During the 2017 regular session the Oregon legislature considered SB 183. The goal of this bill was to increase high school graduation rates by establishing an Early Indicator and Intervention System to identify and provide supports to students for not graduating from high school on time. During the 2019 regular session the Oregon legislature considered HB 2899. This bill would have provided additional language limiting the use of exclusionary discipline and physical restraints of students. While HB 2899 was not signed into law, a similar bill, SB 963, was signed into law during this session. Senate Bill 963 is discussed below. While each of these three bills remained in committee and were not signed into law, it is helpful to review these bills since these ideas are being considered by lawmakers and similar bills may be introduced in the future.

One of the two bills included in Table 7 that was signed into law is HB 3427. The Student Success Act (SSA), or HB 3427, is an Oregon bill impacting behavior in K-12 schools. The SSA was signed into law by Governor Brown on May 20, 2019. The plan is for this bill to provide additional funding for Oregon schools for specific purposes, including supporting students' social-emotional learning and development, student mental and behavioral health, improving teaching practices and organizational structures

leading to better interpersonal relationships at school, student health and wellness, trauma-informed practices, school health professionals, and reducing class sizes. This is not a complete list of the areas covered by this bill, but this list does consider many of the aspects of this bill as they relate to preventing challenging student behavior in the school setting. If the ideas proposed in this bill are fully implemented, it will meet many of the needs for teacher training and support identified in the literature (Alter et al., 2013; Autio, 2019; Huang et al., 2020; McMahon et al., 2014).

The second of the two bills included in Table 7 that was signed into law is SB 963. This bill was signed into law during the 2019 regular session. This bill is aimed at preventing the escalation of student behavior to the point of needing physical intervention. It made changes to when and how a physical restraint may be used with a student in a public education setting. This bill also specifies reporting requirements when restraints or seclusions are used. Additionally, this bill requires that staff be trained in EBP for de-escalation and positive behavior supports to reduce the probability that staff need to physically restrain a student to keep the student safe.

Both federal policies in the form of DCLs and federal policy letters and state bills relating to student behavior in schools over the last five years gives insight into the changes that policy makers would like to see in public schools. The DCLs and federal policy letters reviewed in Table 6 represent policies that seek to support students' success and inclusion within schools and minimize exclusionary discipline. Similarly, the bills reviewed in Table 7 show a similar trend, promoting the use of positive behavioral supports in schools and placing limits on restraints and seclusions. Federal and state

policies over the last five years show a shift away from punitive consequences for challenging behaviors and encouraging providing students with additional supports to increase positive behaviors. For example, at the state level HB 3427 provides financial support to provide mental health and social emotional supports to students, and at the federal level, the Center on Positive Behavioral Interventions & Supports (PBIS) encourages positive strategies over punitive measures and establishes this as an EBP – more information on this program is found in Table 8.

Government Resources Promoting Positive Student Behavior for Educators

In addition to federal policies and state bills relating to student behavior in schools, there are federal and state resources available to educators interested in learning more about promoting positive student behavior. These resources are made available to educators and school leaders to promote PBIS strategies for students, in compliance with federal and state recommendation and policies. Federal resources can be accessed online and include multiple organizations, each with a specific focus. Many of the federal organizations also have related organizations at the state level. Additionally, there are state resources available to support positive student behavior available to educators and local education agencies.

Federal Resources Promoting Positive Student Behavior. Federal resources available to educators and school leaders that promote positive student behavior are available at no charge. Table 8 lists some federal resources available to educators and school leaders wishing to learn more about supporting students with challenging behaviors in the school setting. All these resources support EBP and most mention the

use of PBIS strategies, and none of the resources suggest exclusionary discipline as a best practice. Federal policies over the last several years show a shift away from punishing students for misbehavior and instead providing students with needed support to increase positive behavior. Examples can be found in the resources listed in Table 8, such as What Works Clearinghouse (WWC) which has a behavior section that includes interventions such as Social Skills Training and Functional Behavioral Assessment based interventions. Also included in Table 8 is the CEEDAR Center which includes resources for implementing MTSS and high leverage practices for classroom management – both of which promote supporting positive behavior rather than using exclusionary discipline as a response to challenging behaviors. High leverage practices differ slightly from EBP in that they have a larger research base and are more targeted towards particular outcomes, such as behavior or certain grade levels (CEEDAR Center, 2020). The resources included in Table 8 support proactive approaches to challenging behaviors, such as the Center on Positive Behavioral Interventions & Supports (PBIS) which aims to increase school and district capacity to implement positive and proactive, EBP to increase positive behaviors and reduce challenging behaviors. The wealth of federal resources represented in Table 8 that are provided to educators, administrators, and policy makers at all levels focusing on positive interventions and prevention of challenging behaviors encourages the use of the positive practices for professionals at all levels to support students.

Table 8*Federal Resources for Educators and School Leaders Related to Behavior in Schools*

Organization	Website	Vision/Mission	Sample Focus Areas	Sample Topics Covered	State Resources
CEEDAR Center	https://ceedar.education.ufl.edu/	To help states to train educators through LEAs and IHEs to support students with disabilities to improve instruction and prepare students for college and careers	Supporting students with disabilities by expanding the capacity of educators and systems in using HLPs and MTSS	Modules on a variety of topics including MTSS, HLPs in classroom management, HLPs in teaching core content, and HLPs in supporting students with disabilities	Local Networked Improvement Communities (NIC) are available within many states, including Oregon

Organization	Website	Vision/Goal/ Mission	Sample Focus Areas	Sample Topics Covered	State Resources
What Works Clearinghouse (WWC)	https://ies.ed.gov/ncee/wwc/	Review and summarize studies to determine which ones meet rigorous standards for high quality educational practices to improve student outcomes	Providing, “scientific evidence on education programs, products, practices, and policies”	Publications that review the effectiveness of resources and approaches on behavior, core content, distance learning, and graduation	Primarily a federally focused program

Organization	Website	Vision/Goal/ Mission	Sample Focus Areas	Sample Topics Covered	State Resources
The National Center on Safe Supportive Learning Environments (NCSSLE)	https://safesupportivelearning.ed.gov/	To provide information to states, LEAs, and IHEs to improve school climate through information on their website in three key areas: grants that support school based mental health, improving school climate by gathering and sharing data, and managing the US DOE's School Climate Surveys	Improving learning conditions and school climate, managing the US DOE School Climate Surveys, and providing training and support to state and local administrators that are the recipients of various grants from the federal government	Toolkits available for improving school climate, promoting student mental health, disparities in school discipline, trauma-sensitive schools training, and creating safe and respectful environments in classrooms and busses.	Information for each state is provided, including active grants and other state initiatives that promote safe and supportive learning environments

Organization	Website	Vision/Goal/ Mission	Sample Focus Areas	Sample Topics Covered	State Resources
The Center on Positive Behavioral Interventions & Supports (PBIS)	https://www.pbis.org/	Improve the ability of states and LEAs to implement and continue the PBIS framework, improve tier 2 and 3 supports for students who have or are at-risk of having a disability, improve school climate and safety, and to improve learning conditions	Provides resources to build system capacity of schools and districts in implementing a multi-tiered PBIS to improve social, emotional, and academic outcomes for students	PBIS implementation resources	Contact information for each state chapter is available

Organization	Website	Vision/Goal/ Mission	Sample Focus Areas	Sample Topics Covered	State Resources
The IRIS Center	https://iris.peabody.vanderbilt.edu/	To increase educator knowledge and abilities to implement EBP and use data driven instruction to improve educational outcomes for all students, especially for students with disabilities or who are struggling	Improving educational outcomes for all students, including struggling learners and those with disabilities using EBP	PD modules, which have the option to be taken for college credit and can be completed by individuals. Also includes articles, and reports covering EBP to support students with disabilities.	Primarily a federally focused program

Organization	Website	Vision/Goal/ Mission	Sample Focus Areas	Sample Topics Covered	State Resources
OESE Technical Assistance Centers	https://oese.ed.gov/resources/oese-technical-assistance-centers/	Provide resources to national, state, and local agencies to improve outcomes for all students, improve instruction, and close achievement gaps.	Equity, improving the quality of education for all students, resources for families and educators	Available grants for educators, administrators, and districts, federal policies and guidance related to education, links to federal technical assistance centers	Primarily federal resources available for nationwide use
Database of Federally Funded Technical Assistance and Research Centers	https://osepideasthatwork.org/find-center-or-grant/find-a-center	Collection of resources and links to federally funded programs and research centers for education.	IDEA Data, PBIS, IRIS Center, National Center for Homeless Education	Each of the focus areas links to a separate website with additional information.	Regional centers, including southwest, Midwest, southeast, mid-Atlantic, Pacific

Organization	Website	Vision/Goal/ Mission	Sample Focus Areas	Sample Topics Covered	State Resources
National Center to Inform Policy and Practice in Special Education Professional Development	http://ncipp.education.ufl.edu/index.php	Improve teacher's abilities to teach students with disabilities, informing special education policies on mentoring and mentoring implementation strategies.	Research and recommendations to administrators on how to support and provide mentoring to new special education teachers.	A variety of reports, presentations, webinars and descriptions of programs used around the country to support new special education teachers.	Resources are provided for state policy makers.
National Center on Intensive Intervention	https://intensiveintervention.org/	To help educators at all levels use data on an individualized student level to guide intensive interventions for students with challenging behaviors.	PD and training modules for trainers and coaches to use to use at the building and district level to increase knowledge of EBPs to support behavior interventions.	How to provide behavior coaching, data collection, MTSS, individual training modules for intensive interventions.	Select states have state chapters, for example, Oregon has the Oregon Response to Instruction and Intervention (ORTI)

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center offers a variety of training on topics related to students who have disabilities. Among the topics covered are classroom and behavior management. These trainings are available to institutions, teacher leaders, teachers, and preservice educators. One such available training is a Classroom and Behavior Management module that encompasses several hundred pages of literature, PowerPoint presentations, and handouts. Resources from the CEEDAR Center can be used for individuals or larger school systems to learn about HLPs to use in the school setting to improve student behavior.

Another federally funded program like the CEEDAR Center is the What Works Clearinghouse (WWC). The WWC evaluates programs, products, and policies for EBP and provides this information on its website. This is useful for individuals and schools considering implementing a new program. Some of the resources available on this site include publication manuals, reviews of commercial behavior programs, and training modules.

The National Center on Safe Supportive Learning Environments (NCSSLE) is another resource for free training resources for districts, schools, and teachers. The NCSSLE is funded by the US Department of Education's Office of Safe and Supportive Schools. Various toolkits and other resources supporting safe and supportive learning environments are available at no cost. One such resource is the Trauma-Sensitive School Training Package. This is a comprehensive training package that guides school leaders on

how to support their school in becoming more sensitive to trauma in students. Another set of resources available consists of mental health supports for schools.

The Center on Positive Behavioral Interventions & Supports (PBIS) is another resource for educators and school leaders. This website has a wealth of up-to-date training, articles, and lesson plans to support positive classroom behavior. Some topics covered include bullying prevention, classroom PBIS, early childhood PBIS, high school PBIS, and equity. These resources include EBP as well as guidance for implementing these practices to get the best results.

The IRIS Center (2022) is also a resource for educators and school leaders. The IRIS Center offers free online resources to districts, schools, and educators to support positive student behavior in schools. The IRIS Center is primarily focused on students with disabilities and many training modules and articles are available to support students who struggle with behavior. While these resources are primarily intended for students receiving special education services, many of the resources for students who struggle with behavior are also appropriate for students without a disability. The IRIS Center has modules on various topics that can be completed by individuals at their own pace. This can be useful to teachers and paraprofessionals to increase their knowledge in specific areas. Like the other resources in Table 8, these resources are also available at no cost to states, districts, schools, and educators.

State Resources Promoting Positive Student Behavior

The ODE has several behavior resources available to educators and local education agencies. Currently, most of these resources relate to mental and emotional

health. This focus is due to the need to support students' overall well-being as they transition back to in-person learning after an unusual school year that was impacted by the pandemic. These resources are in line with the positive supports that state laws and federal guidance are encouraging to promote positive student behavior. Table 9 lists the resources available on the ODE website to support the mental health and well-being of students. Many of these resources include references to MTSS approaches, inclusive environments, awareness of traumatic stress impacting behavior, and decreasing negative behaviors such as bullying and harassment. These resources, along with the resources provided by the federal government, are available to educators and school leaders at no cost to learn how to better support students with challenging behaviors. While there are state resources available to Oregon teachers through the ODE website as listed in Table 9, it is possible that many teachers may not know about or have the time to access these resources.

Table 9*Resources Available on ODE's Website Promoting Mental Health and Well-being*

Resource	Website Link	Resource Description
Mental Health Toolkit	https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Mental-Health-Toolkit.aspx	Topics covered include: MTSS, Promoting Inclusive School Environments, Traumatic Stress, and Elevating Student Voice
An Integrated Model for Mental and Emotional Health	https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Integrated-Model-of-Mental-Health.aspx	Integrates trauma-informed care, social-emotional learning, equity, and strengths-based approaches
Mental Health Guidance & Resources	https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Mental-Health-Guidance-and-Resources.aspx	Includes a wealth of mental health resources for families, schools, educators, and school leaders including webinars, training resources, and links to additional information
Strengthening Mental Health in Education Initiatives	https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Strengthening-Mental-Health-in-Education.aspx	A multi-agency initiative that aims to improve mental health support in schools by defining and integrating resources at all levels within the state

Resource	Website Link	Resource Description
Suicide Prevention (Adi's Act)	https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Suicide-Prevention,-Intervention,-Postvention-(Adi%27s-Act).aspx#douglas	Resources to support districts within the state to develop student suicide prevention plans.
School Safety & Prevention System (SSPS)	https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/School-Safety-and-Prevention-System-(SSPS).aspx	MTSS including bullying prevention which includes cyberbullying, harassment, and intimidation and promoting mental health and well-being
Every Student Belongs	https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/EveryStudentBelongs.aspx	Includes resources to promote an inclusive setting where all students feel welcomed and that they belong regardless of race, religion, sexual orientation or disability.

Cultural Context of the Disproportionality of Challenging Behaviors in Schools

According to the National Association of School Psychologists, “Disciplinary disproportionality encompasses the disproportionately high rates at which students from certain racial/ethnic groups are subjected to office discipline referrals, suspensions, school arrests, and expulsion” (National Association of School Psychologists, 2013). Students demonstrating challenging behaviors are more likely to receive an ODR if they are a student of color or if they are a male student. Office Discipline Referrals frequently involve the student being sent to the office during class time and are a form of exclusionary discipline. Bryan et al. (2012) discusses disproportionality and ODRs. According to the study, both race and gender were predictors of disproportionate ODRs by teachers. Male students are more likely to receive an ODR than girls. While white students were often referred for observable behaviors, students of color were more often to be referred for subjective behaviors such as being disrespectful or for threats (Bryan et al., 2012).

Suspensions are another form of exclusionary discipline used with students as a consequence for challenging behaviors. Like ODRs, students of color experience suspensions at disproportionate rates (Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al, 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015). A study by Skiba et al. (2014) found that race was a strong predictor for students receiving an out of school suspension (OSS) for behaviors such as defiance and disruption and that African American students were suspended at higher rates than students of other races. Burke and Nishioka (2014) had

similar findings, explaining that American Indian, Black, Hispanic, and multiracial students were more likely to be suspended multiple times when compared to White and Asian students. According to Bryan et al. (2012) African American students are suspended four times as often as white students, and Latino students are suspended at twice the rate of white students. When both gender and race are taken into consideration, there is an even greater disparity in suspension rates, African American girls are 540 percent more likely to be suspended than white girls for behavior challenges in schools (Bryan et al., 2012). These studies show that students of color experiencing challenging behaviors are disproportionately impacted by ODRs and suspensions.

Students of color with challenging behaviors are disproportionately impacted by ODRs and suspensions. One study by Neal et al. (2003) shows that teachers' racial perceptions of students could also have an impact on teachers' discipline decisions for perceived challenging behavior. According to Neal et al. (2003) teachers' racial perceptions of students may impact how likely they are to expect students to be aggressive, have low academic achievement, or need a referral for special education services. Neal et al. (2003) conducted a study in the southwestern US with 136 middle school teachers. These teachers viewed a video featuring students demonstrating a specific walking style called a "stroll." Neal et al. (2003) described this stroll as, "A nonstandard walking style (also referred to as a "stroll"), which is used by some African American adolescents, was characterized as a deliberately swaggered or bent posture, with the head held slightly tilted to the side, one foot dragging, and an exaggerated knee bend (dip). For the purposes of this study, we used the term stroll to refer to the walking

style of African American males” (p. 50). Based on the video, the teachers filled out a questionnaire on their perceptions. The results showed that they perceived students with a stroll to be higher in aggression, to be more likely to need a special education referral, and to have lower academic achievement than students with traditional walking styles. The results of this study combined the literature showing that students of color are disproportionately impacted by ODRs and suspensions for challenging behaviors (Bryan et al., 2012; Burke & Nishioka, 2014; Skiba et al., 2014) further compound the problem of students of color experiencing exclusionary discipline at disproportionate rates.

Public Perceptions of Challenging Behaviors in Schools

Like teachers, the public in the United States feels that behavior in schools is a concern. National opinion polls show that the public feels that lack of discipline in schools is a problem and that harsher consequences should be instituted (Way, 2011). In a national opinion poll conducted by Phi Delta Kappan (2019) 51 percent of surveyed parents reported that schools were not strict enough when disciplining students for behavior infractions. Many parents and adults in the community feel that some behaviors in schools should be turned over to the police, between 78 and 93 percent of teachers, parents, and community members feel that “bringing a weapon or drugs to school, distributing drugs in school, or a sexual assault in school all should be police matters, (p. 18). When asked about zero tolerance policies, described as drug or weapon possession at school resulting in an automatic suspension, over 71 percent of parents, teachers, and all adults were in support of this policy. When the same group was asked if the same policy should apply if a student accidentally brought a folding knife to school, 55 percent

of surveyed adults said that this policy should not apply to this situation. When surveyed adults, parents, and teachers were presented with mediation as an alternative to suspension for misbehavior, 60 percent, 69 percent, and 72 percent, respectively, identified this as an effective practice for misbehavior. Mediation was described as the student who misbehaved and the student who was mistreated meeting together with a trained mediator to discuss what happened. The survey responses from this poll show that while the public is concerned that schools are not adequately responding to the challenging behaviors involving weapons or guns, that they are in support of a more positive approach such as mediation in response to other misbehaviors at school.

Challenging student behaviors have been examined in the social, historical, and cultural contexts. In the social context teachers see challenging student behaviors nationally and at the state level, and these behaviors are leading to negative outcomes for many students, disproportionately impacting students of color. Historical approaches to managing student behavior were explored, as well as policies and laws reviewed that relate to student behavior over the last five years at the federal and state levels. Finally, the cultural context of challenging behaviors was explored which showed that students of color and male students are disproportionately disciplined for challenging behaviors. Public perceptions of school discipline for misbehavior were also considered. The social, historical, and cultural contexts influencing challenging behaviors in schools will be considered as the statement of the research problem is presented in the next section.

Statement of the Research Problem

Many teachers are reporting an increase in challenging student behaviors that they do not feel prepared to support (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012). Both educators and researchers suggest additional PD is needed to address this need (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010). This need was explored through social, historical, and cultural contexts. Teachers have seen an increase in these behaviors in K-12 schools in recent years and they are leading to negative outcomes that are disproportionately impacting students of color and students with disabilities. Specifically, some students with challenging behaviors are facing negative consequences such as suspensions, expulsions, time in prison, and lower graduation rates (Anderson, 2018; Artiles et al., 2010; Sharkey & Fenning, 2012; Walker et al., 1999). Exclusionary discipline is disproportionately experienced by male students, students of color, and students with disabilities (Anderson, 2018; NCES, n.d.; Sharkey & Fenning, 2012). Historical approaches to managing student behavior have evolved over time as researchers have documented the best approaches to changing behavior and implementing programs. Federal and state policies have been shared and laws have been passed establishing a move away from punitive measures for student misbehavior and encouraging positive behavioral supports for students. Federal and state resources have also been made available at no cost to educators and school leaders to support these moves. The cultural impact of students with challenging behaviors has included exclusionary discipline for misbehavior disproportionately impacting students of color (Anderson, 2018; NCES, n.d.; Sharkey & Fenning, 2012). A survey by Phi Delta Kappan (2019) showed that the public is concerned about how discipline is handled within

schools, and that they are open to alternatives to suspensions, such as mediation, to handle some types of misbehaviors. Researchers agree that non-punitive and preventive approaches are more successful at improving student behavior (Chu & Ready, 2018; Reynolds et al., 2008).

Based on the information reviewed here, the problem of practice that I am interested in exploring is that many educators in K-12 settings face challenging student behaviors that they do not have enough training to support. Historically students with challenging behaviors have faced exclusionary discipline, but government policies and programs are encouraging a shift away from punitive approaches to discipline and towards prevention strategies and inclusive practices such as PBIS and MTSS, as suggested by sources found on government websites such as the CEEDAR Center, WWC, and the IRIS Center. While the literature shows that teachers and researchers suggest additional training for teachers so that they can meet the needs of their students with challenging behaviors, it is unclear what training teachers have already had and what additional training they need to be prepared to meet the needs of their students. Knowing what training teachers have had, if it was effective, and what additional training is needed will help districts and administrators plan for the training needs of their teachers. Once this training is provided to teachers, it may lead to an improved K-12 experience for all staff and students, and better educational outcomes for students who need behavioral support.

While this information will help administrators have more information to plan for the PD that teachers want to support their students with challenging behaviors, there are

other considerations administrators will need to explore to make the best decisions for their schools, such as the evidence behind the effectiveness of the PD, the effectiveness of the implementation of the PD, and having a consistent and sustainable building wide approach to supporting positive student behavior. These considerations will be explored further in chapter two.

Significance of the Research Problem

Many educators report not having the training needed to support their students with challenging behaviors. This is significant because it can lead to a loss of instructional time for the class due to the teacher responding to the behavior, a loss of instructional time for the student with the challenging behavior due to exclusionary discipline practices such as office discipline referrals and suspensions. Additionally, teachers who feel unprepared to meet the needs of their students with challenging behaviors state this as one of the main reasons for leaving the profession.

Challenging Behaviors and Classroom Instructional Time

Challenging behaviors by a few students in a classroom can lead to a loss of instructional time for all students. In a survey conducted by an educational consulting firm, EAB (2019) that included over 1,100 general education elementary teachers, surveyed teachers reported that disruptive student behaviors resulted in an average loss of two and a half hours per week of instructional time. Similar findings were reported in Oregon Education Association's (OEA) report, *A Crisis of Disrupted Learning* (Autio, 2019) participants reported that repeated disruptive behaviors resulted in a loss of instructional time. Autio (2019) elaborates on this point, "The impact on students

witnessing extreme behavior is also real and tangible. First is the loss of valuable instructional time, already in short supply.” (p. 9). Autio (2019) continues to explain that when students witness a peer having repeated disruptive behaviors that sometimes lead to the need to leave the classroom, that this can result in students not feeling safe and additional losses of instructional time. While students witnessing disruptive behaviors face a loss of instructional time, the loss of instructional time for the student experiencing the challenging behavior is even greater.

Loss of Instruction Due to Office Discipline Referrals

One reason students displaying challenging behaviors lose more instructional time than their peers are due to ODRs. When a student is sent out of the classroom with an ODR, then they are missing out on instruction. Spending time out of the classroom during the instructional day leads to less exposure to the grade level curriculum. Harrison et al. (2012) found that ODRs at the elementary level are most likely to be for fighting and aggression, at the middle school level ODRs are most likely to be for defiance and disruption, and at the high school level most likely to be for attendance issues such as skipping school or leaving building. Bryan et al. (2012) states that teachers gave ODRs to students of color and male students more often than other students. Pas et al. (2010) found that teacher perceptions of students with challenging behaviors resulted in students being about six times as likely to get an ODR. This is especially concerning when considering Neal et al.’s 2003 study, which found that teacher perceptions of students walking with a stroll were perceived to be more aggressive, more likely to have low academic achievement, and more likely to need special education services. Teacher

perceptions of students and student behaviors have the potential to further exacerbate the problem of students of color being more likely to get ODRs and consequently miss instructional time (Bryan et al., 2012). Students with challenging behaviors who are given ODRs lose instructional time, which disproportionately impacts students of color. This is an educationally significant problem because over time this can result in a substantial loss of instruction for students receiving multiple ODRs.

Loss of Instruction Due to Suspensions

Another reason that students with challenging behaviors may be removed from the classroom and therefore miss instructional time is due to being suspended. According to the National Center on Safe Supportive Learning Environment (2022), the report entitled Oregon Compilation of School Discipline Laws and Regulations states students can be suspended for specific reasons, including when the student has had prior notice of expectations, an opportunity to present their view of the offence, and the parents are notified. Additionally, a student may be suspended in an emergency if, “there is a serious risk that substantial harm will occur if suspension does not take place immediately” (p. 46). Additional limitations are put on suspending a student in fifth grade or below, the offense must have been purposeful, the student’s behavior is causing a “direct threat to the health or safety of students or school employees” (p. 7), or when the suspension is required by law.

A careful examination of the literature reveals suspensions impact student groups differently, resulting in inequitable access to education. According to a study conducted in 2012 that looked at suspension rates of students in six Oregon school districts,

suspension rates among disadvantaged groups is higher than for other groups (Burke & Nishioka, 2014). Other researchers have found similar results when examining race and suspensions. Skiba et al. (2014) found that students with defiance and disruptive behaviors were more likely to be suspended if they were students of color. Mayworm et al. (2016) explains that racial and ethnic disproportionality exists in schools, and this frequently leads to students of color being suspended or expelled for behavior infractions. Students missing valuable instructional time due to exclusionary discipline such as suspensions or expulsion denies them access to their education. This educationally significant problem is further compounded since it disproportionately impacts students of color (Burke & Nishioka, 2014; Mayworm et al., 2016).

Teacher Attrition

Another negative impact of teachers not having the necessary training to support students with challenging behaviors is that the resulting stress can lead to teachers leaving the profession. Chang (2013) states, “student misbehavior is considered as the top source of teacher stress and teacher burnout” (p. 815). Berg et al. (2016) agrees, stating that challenges with student discipline is one of the most common reasons that teachers give for leaving the profession. Autio (2019) also reported that the stress of challenging student behaviors is causing some teachers to leave the profession. Autio (2019) clarifies that some teachers are considering leaving teaching after being injured by disruptive students, while others are considering leaving due to, “the toll of this secondary traumatic stress (often referred to as compassion fatigue)” (p. 10) after spending a lot of time attending to challenging student behaviors in their classrooms. In Phi Delta Kappan’s

(2019) teacher survey, 51 percent of surveyed teachers reported seriously considering leaving the profession within the last few years, with 28 percent stating the reason they considered leaving teaching was either stress or student behavior. This is an educationally significant issue because teachers not having the needed training to support students with challenging behaviors is leading to a loss of educators. The issue of challenging student behaviors leading to teacher attrition and recommendations from researchers will be explored in more depth in chapter two.

Conclusions on the Educational Significance of Teachers without Training to Support Student Behaviors

Many teachers do not have the training to support students with challenging behaviors. This is a significant issue in education because students experiencing challenging behaviors often cause disruptions in the classroom that result in a loss of instructional time for the whole class. The loss of instructional time is even greater for the student experiencing challenging behavior since this student often loses additional instructional time due to receiving ODRs and suspensions. This is also an equity problem since ODRs and suspensions disproportionately impact students of color. Additionally, the stress that teachers experience when they are not able to effectively manage challenging behaviors leads to some teachers leaving the profession. This means that teachers lacking the necessary behavior training to support students with challenging behaviors is having a negative impact on all students and teachers. This educationally significant issue can be addressed once the specific training needs are identified for teachers to be able to support their students with challenging behaviors.

Proposed Research Methods and Research Questions

This study included an online survey of national educators in K-12 schools. Much like Reinke (2011)'s survey that surveyed teachers about their perceptions of the needs of students in schools, this survey asked teachers about their experience, knowledge, and opinions about PD to support students with challenging behaviors.

To conduct a quality survey, several publications were reviewed to determine best practices in survey research in the social sciences. The reviewed articles were by Barribeau et al. (2005), Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b), and Walston et al. (2017). These recent publications were selected because they come from authoritative sources and focus on survey research best practices in the social sciences. All articles agreed on the need to account for reliability, validity, the use of pilot testing, follow-up reminders to participants for survey completion, and examining the reasons behind incomplete surveys for potential bias. The best practices recommended by these three publications are further explored in detail in chapter two.

Research Problem

The problem of practice that I am exploring is that many educators in K-12 settings face challenging student behaviors that they do not have the training to support. Surveys and focus groups have shown that teachers report that they have students with challenging behaviors in their classrooms and that they want training to prepare them to meet the needs of these students. However, few surveys have asked teachers what training they have already had and what type of behavior training, and what training format they would like to have to meet the needs of their students with challenging

behaviors. Additionally, most surveys have focused on general and special education teachers and have not included other certified staff in the school setting. To gain a more complete understanding of the training needed within schools to support students with challenging behaviors, it is important to include all certified staff that work with students, including administrators, School Psychologists, Speech Language Pathologists, School Counselors, Occupational Therapists, and other certified educators. Since the literature shows that students of color, gender identity, and students with disabilities are disproportionately disciplined for challenging behaviors, this survey will also seek to understand educators' perspectives on discipline equity in their local setting (Anderson, 2018; Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al, 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015).

Research Purpose

The purpose of this study was to determine what behavior training and training delivery methods are needed for educators for them to be able to effectively and equitably support their students with challenging behaviors. Survey questions were designed to assess prior PD educators have received in both their preservice programs and after their teacher certification program.

Research Questions

The research questions that were used to explore this purpose included:

1. What are the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context?

2. What behavior training programs, frameworks, or strategies have educators had training in to support students with challenging behaviors?
3. Of the training educators have had to support their students with challenging behaviors, what has been the delivery method of the training?
4. What behavior programs, frameworks, or strategies do educators want initial or further training in to provide support to their students with challenging behaviors, both individually and for their school/district?
5. What delivery method of behavior training do educators prefer for future professional development, both individually and for their school/district?
6. On a school or district level, do educators feel that discipline is fair and equitable, or do they feel that students of color, students with disabilities, or other student populations receive a disproportionate amount of discipline within their setting?
7. What are the priorities and resource allocation flexibility related to PD of administrators at the school and district levels?

Research Participants

Research participants included K-12 educators in the United States, including a sample of all certified staff that work with students, such as administrators, School Psychologists, Speech Language Pathologists, School Counselors, Occupational Therapists, School Nurses, and other certified educators.

The present survey was conducted between May 18 and June 4, 2023. Out of 1,170 individuals who viewed the IRB consent page, 641 completed the survey, and 586 of these met the participation criteria and chose to include their responses in the study. The data analysis is based on these 586 valid responses.

The survey results showed that general education teachers were the majority of respondents at 65.4 percent, followed by special education teachers at 15.2 percent, and

specialists/support staff at 12.3 percent. Substitute and recently retired teachers, and administrators, comprised 5.5 percent and 1.7 percent, respectively. Due to their low representation, findings concerning the 1.7 percent of administrators should be considered with caution. Among general education teachers, core content teachers constituted 69 percent, and elective teachers, 28 percent of responses.

Research Methods

Based on the research problem, purpose, and questions, and following the best practices identified by Barribeau et al. (2005), Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b), and Walston et al. (2017), a survey was developed. The survey included questions that include demographic information, participants' previous behavior training, participants' preferences for types and formats of trainings, and participants' knowledge of EBP. Survey questions included items on a Likert scale, check boxes, multiple choice, ranking, and open-ended responses. A complete copy of the survey can be found in Appendix B. Survey participants were recruited using social media, following guidelines suggested by Gelinias et al. (2017), Harvard Catalyst Regulatory Foundations, Ethics, & Law Program (2017), Shatz, (2017), and Virginia Commonwealth University (2021).

The survey was distributed via Facebook and Reddit, with recruitment posts on strategically selected Facebook groups and Reddit communities. Participation was online, accessible across devices, and data was securely stored on Qualtrics. Strategic timing for the posts was timed for peak usage for each platform to increase post visibility on both platforms.

Summary of Research Methods

This study included a mixed methods study employing survey research methods. Survey best practices are identified in chapter two and were incorporated into the design of the study. The problem of practice is that educators in K-12 settings face challenging student behaviors that they do not have the training to support. The purpose of this study was to determine what behavior training and PD delivery method educators want to be able to effectively support their students with challenging behaviors. The research participants consisted of K-12 certified educators in the United States. Chapter three includes a more detailed account of the research methods employed for this study.

Definitions of Key Concepts

To better understand the challenges that educators are facing in supporting students with challenging behaviors, it is important to examine the problem with clearly defined terms. This section will define key terms included in this study to gain a clearer understanding of the problem.

Office Discipline Referral (ODR) – Bryan et al. (2013) describes an Office Discipline Referrals (ODRs) as a form of exclusionary discipline where a student is sent to the office for either objective offenses such as swearing or leaving the class without permission, or subjective offenses such as disrespect or threats. The student then goes to the office where the administration handles the discipline.

Suspension - According to the School Discipline, Bullying, Restraint and Seclusion resource found on the ODE website (n.d.), suspension is a form of exclusionary discipline that results in a student being removed from the classroom(s) for disciplinary

reasons for a designated amount of time where the student instead spends the time in a designated location within the school under the direct supervision of school staff, known as an in-school suspension. Similarly, an out of school suspension results in the same removal reason, except the child instead spends time out of school under the supervision of the student's guardian.

Expulsion - The School Discipline, Bullying, Restraint and Seclusion resource found on the ODE website (n.d.), defines an expulsion as, “An action taken by a local educational agency to remove a child from his/her regular school for disciplinary purposes for a period lasting longer than the permitted out-of-school suspension period allowed by the local educational agency policy” (p. 36).

High Leverage Practices (HLPs) – Are defined by the CEEDAR Center as an infrastructure of practices backed by research that can be implemented across content and grade levels, and preservice teachers can learn by practicing professional knowledge and skills and receiving feedback on implementation (CEEDAR Center, 2020).

Evidence-based Practice (EBP) – The CEEDAR Center (2020) defines EBP as being backed by research, but are targeted to specific age groups or content, and thus are more specific than HLPs. Brown et al. (2015) describes an EBP as having multiple case studies and research methods that show the same results when the practice is implemented.

Professional development (PD) – In this paper, training and PD are used interchangeably. According to Grasley-Boy et al. (2021), “Teachers require pre- or in-service professional development (PD) to acquire classroom management knowledge and

skills” (para 1). Professional development for teachers can range from, “using one-time didactic training without follow-up check-ins or support” (para. 3), which both Grasley-Boy et al. (2021) and ODE (2019) refer to as the train and hope model, to a more effective approach that involves initial training followed up by a multitiered support framework which includes ongoing coaching and feedback.

Challenging behaviors - Westling (2010) defines challenging behaviors as, “Intense behaviors that present physical, instructional, or social concerns to the teacher. These behaviors disrupt learning, are dangerous to the student or others, cause physical pain, cause property damage, or seriously disrupt the teaching-learning process. Challenging behaviors are demonstrated frequently by a student and are difficult to manage” (p. 50). For the purposes of this paper this definition will also be used to define problem behaviors and externalizing behaviors.

Disruptive behaviors – Often associated with aggression, disruptive behaviors displayed by students in school can include fighting, breaking rules, takes others' property, and harming others (Powers & Bierman, 2013).

Teachers - Teachers considered within this paper include teachers in public school settings in the United States for grades kindergarten through 12th grade. Teachers may be in various roles including general education, special education, Speech Language Pathologists (SLP), School Psychologists, Teachers on Special Assignments (TOSA) and other teacher roles typically found in public school settings.

Administrators - Administrators considered within this paper include building principals and assistant principals in public school settings serving grades kindergarten through 12th grade.

Educators – Educators will encompass both teachers and administrators, including all certified staff working in K-12 US public schools. Educators may be in traditional classroom teaching positions, working in certified positions outside the classroom, including school psychologists, school counselors, Teachers on Special Assignment (TOSA), and any other certified role within a K-12 US public school.

Dysregulation - According to Thompson (2019) dysregulation is defined as, “Emotion dysregulation is defined as patterns of emotional experience or expression that interfere with goal-directed activity” (p. 805). Lane et al. (2012) clarifies that externalizing behaviors are characterized by, “outward directed behaviors such as verbal and physical aggression as well as coercive tactics (e.g., arguing). Clearly, these behaviors tend to disrupt instruction by quickly capturing teachers’ attention” (p. 244).

Culture - Ingraham (2016) states that, “culture is defined as the values, perspectives, beliefs, worldviews, traditions, and ways of thinking and behaving that correspond to a particular group” (p. 355).

Disproportionality - When groups of students are either over or underrepresented in certain data points. Groups of students can include special education eligibility categories, low or high socioeconomic status, race and gender. Data points can be graduation rates, suspensions and expulsion rates, enrollment in advanced placement courses or ODRs (Bryan et al., 2012).

Social Emotional Learning (SEL) - According to a publication by The Collaborative for Academic, Social, and Emotional Learning (CASEL), a nonprofit organization housed at the University of Illinois at Chicago, SEL helps children develop the skills, “to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices” (p. 1).

Collaborative Problem Solving (CPS) involves following one of three paths in response to challenging behavior, imposing the adult’s will, solving the problem with the child collaboratively, or temporarily removing the expectation (Greene et al., 2003). The emphasis is on solving the problem with the child. While there is significant literature written about CPS, there is a lack of unbiased peer reviewed articles that show it to be an EBP.

Trauma Informed Care (TIC) Wiest-Stevenson and Lee (2016) state that many students have experienced trauma either firsthand, or secondhand by witnessing it happen to someone else. Trauma can have a negative impact on a child or adolescent’s ability to develop and learn. School personnel can support students who have experienced trauma by realizing that the student has experience trauma, recognizing the signs of trauma, and responding to the student in a supportive manner that does not re-traumatize the student (Overstreet & Chafouleas, 2016).

Restorative Practices (RP), According to Vaandering (2013), “RJ [Restorative Justice] begins as a response to specific, harmful student behavior and attempts to grow into an approach that engages all students in an environment that encourages respectful, caring interaction” (p. 66). Restorative Practices (RP) focuses on the harm that was done,

rather than the rules that were broken, communication and relationships, and facilitates a dialogue among all individuals and groups affected by the harm that was done.

School Wide-Positive Behavior Supports (SW-PBIS) - According to Sugai and Horner (2009), “the two main goals of SW-PBIS are to positively support teaching and learning environments so that the academic outcomes are maximized and to formalize the school and classroom organization and operation so that a positive social culture is established” (p. 311).

Minority-Majority Schools - Schools serving students with 50 percent or more students of color (Education Week, 2014).

Chapter 2: Literature Review

Many educators in K-12 public schools in the United States face challenging student behaviors that they do not have enough training to support. The literature shows that teachers want additional training to support their students with challenging behaviors, however it is unclear what specific training teachers feel will help them meet the behavioral needs of their students. There are a variety of theoretical frameworks that can be used to view this problem, however the theoretical framework that provides the most clarity for this problem is Implementation Science (IS). The IS theoretical framework will be explored from its beginnings in the 1940s to the latest recommendations from researchers on implementation best practices that constitutes what IS is today. The need for research in effective implementation practices was documented as early as the 1940s (Kelly, 2013; Nordstrum et al., 2017). Since that time researchers have been documenting the components needed to effectively implement new systems into organizations in real-world settings (Kelly, 2013; Nordstrum et al., 2017; ODE, 2019; Van Dyke & Naoom, 2016).

Background of Program Implementation in Schools and Other Industries

Nordstrum et al. (2017) explains that training provided to teachers by schools typically does not meet the criteria for EBP and the training that is provided is not monitored for implementation fidelity. Recognizing this need, in 1999 the federal government allocated \$310 million dollars in grant funding towards educational reform for programs with strong evidence of effectiveness. However, when 2,665 of these programs were examined, only one in five were rated as showing strong evidence

(Nordstrum et al., 2017). Nordstrum et al. (2017) states “Education programs have historically been created and disseminated without much concern for their potential for effectiveness” (p. 60). With this same idea in mind, both Grasley-Boy et al. (2021) and ODE (2019) explain that schools have historically employed the “train and hope” model for PD for teachers. These models have been shown to be ineffective at changing the behavior of educators.

Similar findings were observed in other industries implementing training for employees as early as the 1940s (Kelly, 2013; Nordstrum et al., 2017). Nordstrum et al. (2017) explains that beginning in the 1940s researchers in the health care industry began discovering that implementing evidence-based programs often did not yield the expected results. The conclusion was the programs were not implemented effectively (Kelly, 2013). In the 1960s and 1970s researchers observed that when organizations attempted to replicate successful, empirically based programs in different settings that the programs were often unsuccessful, even with carefully designed implementation (Nordstrum et al., 2017). Van Dyke and Naoom (2016) assert that 70 percent of large change efforts within organizations are not successful, with research indicating that this is due to the implementation design and sustainability challenges. To address this gap between research and implementation in real world settings, researchers began studying the implementation process (Kelly, 2013; Nordstrum et al., 2017). They identified several key components that influenced how successful implementing a new program would be, including available resources, practitioner opinions of the program being implemented,

and having clearly defined goals and steps to implement the program clearly documented in written form (Kelly, 2013; Nordstrum et al., 2017).

Fixsen et al. (2005) describes the challenge of using EBP identified through research and implementing them in real-world settings. Fixsen et al. (2005) explains, “Over the past decade, the science related to developing and identifying ‘evidence-based practices and programs’ has improved – however the science related to implementing these programs with fidelity and good outcomes for consumers lags far behind” (p. vi). This is the reasoning behind Fixsen et al.’s 2005 literature synthesis which explored existing literature and identified components of successful implementation systems. They emphasize in their review the necessity of systematic implementation of EBP to improve lives. They state, “The components of implementation and factors promoting its effectiveness must be understood, and we hope the frameworks and recommendations introduced in this volume provide a foundation for this understanding” (p. vi).

As researchers began publishing their findings on effective implementation processes, there was a need to consolidate this information. In 2006 the journal *Implementation Science* emerged and began to publish research findings to, “enhance the development and refinement of implementation research” (Eccles & Mittman, 2006, p. 1). Additionally, the National Implementation Research Network (NIRN, 2013-2019) was established as a multidisciplinary team, “to contribute to the best practices and science of implementation.” Both organizations offer free resources online to promote the development of IS. The National Implementation Research Network also provides

extensive training materials that are available for free to individuals and organizations wishing to further their knowledge of IS.

The resulting framework of IS emerged from the body of research investigating the way in which new programs are implemented influences the success of program implementation. Within the healthcare setting it was found that programs implemented without using the IS framework were less likely to show the expected results when compared to programs implemented with the IS framework components. Programs implemented and resulted in the expected results were less likely to be sustained over time (Nordstrum et al., 2017). While this research began in health care and was later studied in educational settings. It was found that specific implementation processes increased the likelihood that a program would yield the expected results (Eccles & Mittman, 2006; Fixsen et al., 2013; Nordstrum et al., 2017). The IS framework has specific components which organizations can follow to provide training and support to effectively implement sustained change for improvements. These components and processes are discussed below. The ideas leading up to the development of IS include using science and EBP to document what has worked and using these same approaches to predictably replicate these results in other real-world settings. These ideas, as well as the specific components that make up IS serve as the theoretical framework used to view the problem of practice discussed in this dissertation.

Underlying Theories of Implementation Science as a Theoretical Framework

Implementation Science

Theories that drive IS are founded in what researchers have observed in other industries when organizations attempt to implement empirically based programs in new settings and have very low success rates (Kelly, 2013; Nordstrum et al., 2017; ODE, 2019; Van Dyke & Naoom, 2016). Implementation Science is concerned with both identifying the best program to meet the needs of the organization, preferably a program that is considered an EBP, and implementing the program systematically so that the expected results are realized (Kelly & Perkins, 2012). According to Ogden and Fixsen (2014), while EBP are encouraged, they are not required for IS. As Kelly and Perkins (2012) state, “High-quality implementation of a poor programme may be more effective than low-quality implementation of evidence-based programmes” (p. 120).

Implementation Science addresses the “science to service gap” by outlining how to identify and implement EBP into “ordinary service settings” (p. 4). Nordstrum et al. (2017) expanded on this, saying, “Implementation Science is concerned with understanding and finding solutions to the causes of variation in a program's outcomes relating to its implementation” (p. 58). Using the information learned from studying the implementation process, researchers have identified the components needed for effective program selection and implementation, this is now known as IS.

According to Blasé et al. (2012), IS is made up of four main components: stages of implementation, implementation drivers, implementation teams, and a continuous improvement process. Each of these components has subcomponents that are discussed below. Kelly and Perkins (2012) point out that while these components and processes are

listed out linearly, IS is not a linear process. Many of the components overlap and components of stages may need to be revisited as programs are being implemented.

Four Implementation Stages. Implementation Science takes strategies that researchers have found to be effective for program implementation and translates this into a four-stage framework to replicate the results in other settings. The stages of IS are the Exploration Stage, Installation Stage, Initial Implementation, and Full Implementation Blasé et al. (2012).

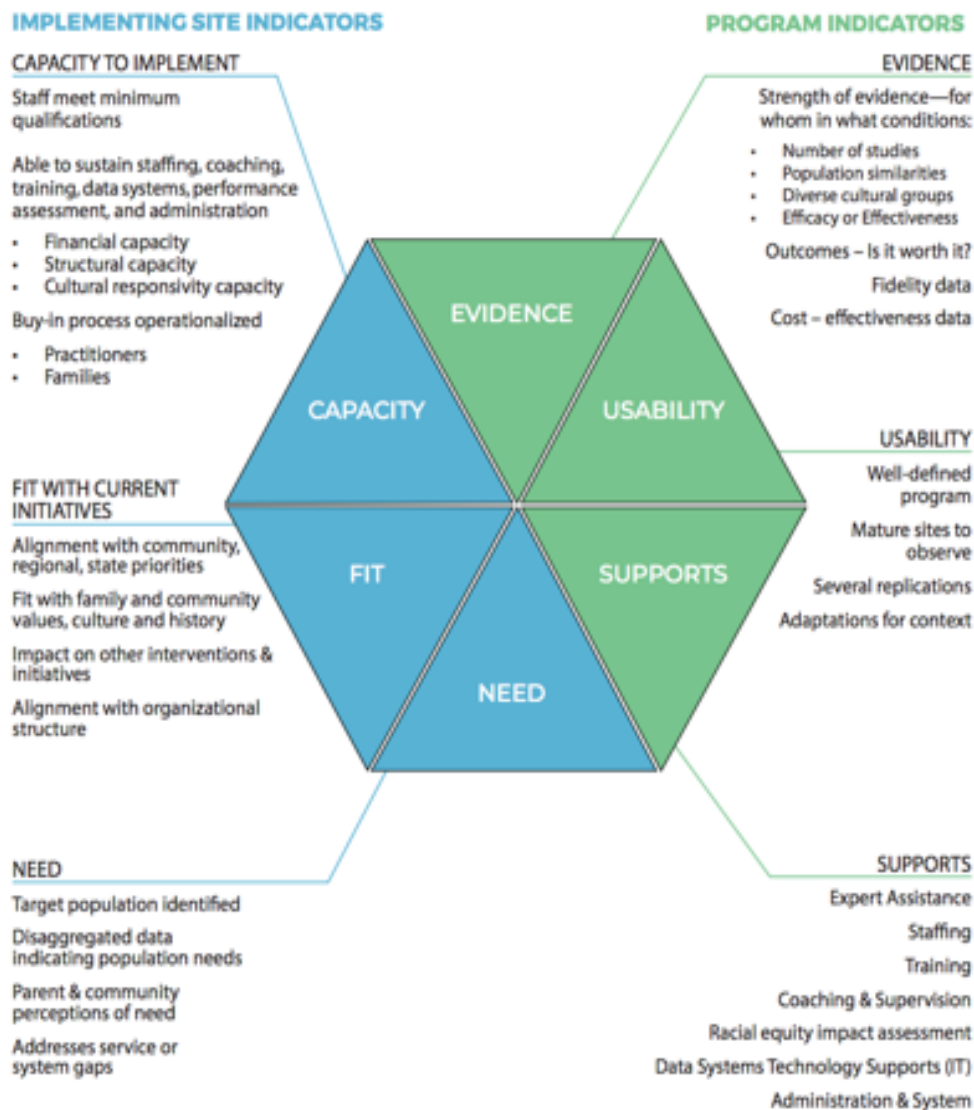
Exploration and Adoption Stage. During the exploration and adoption stage the implementation team assesses the need, fit, resources, evidence for the proposed intervention, readiness for replication, and capacity to implement the intervention (Fixsen et al., 2013; Kelly & Perkins, 2012). This stage is critical to the ultimate success of achieving the desired change, yet this step is often skipped, especially in the public-school setting. Kelly and Perkins (2012) explain that when skipping this step, “administrators, teachers, districts, and schools may not be making informed choices when choosing programs to adopt and then implement” (p. 18). This stage is important for public schools to fully explore to identify the program or practice that will best fit their resources and needs. This stage is imperative for schools and districts considering PD for teachers to meet the needs of their students with challenging behaviors.

To explore available resources, needs, and usability of potential programs during the exploration and adoption stage, schools could use the Hexagon Tool published by NIRN (Metz & Louison, 2018). The Hexagon Tool graphic is shown in Figure 1 (Blasé et al., 2013; Fixsen et al., 2013). This valuable tool provides a systematic way of evaluating

the available programs, if they are EBP, and how effective the implementation might be for a particular setting. The Hexagon Tool has two main sections. The first section goes over program indicators for the EBP, including evidence, usability, and support. The second section consists of the implementation site indicators, including capacity to implement, fit with current initiatives, and need. Going through this tool systematically before implementing a new program will give a greater probability of a successful outcome (Metz & Louison, 2018).

Figure 1

Hexagon Tool



Note: “The hexagon tool: Exploring context” National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. (<https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool>)

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Installation Stage. Following the exploration stage is the installation stage. There are three primary goals of this stage, establishing the infrastructure for implementation, making organizational changes such as forming teams, and providing needed space and supplies for the program (Blasé et al., 2013). The Installation stage is composed of overseeing and developing plans for funding, staffing strategies, developing processes and policies related to the new program, and reporting frameworks and outcome expectations. Depending on the situation, additional resources may also need to be secured during the Installation stage, including finding needed space, technology and other supplies, and funding for substitutes while the staff attends required training. (Fixsen et al., 2013).

This stage can consist of large expenditures of resources, time, and changes, yet the anticipated results will not be seen for months. This is a vulnerable stage for schools because resources are being spent but immediate results may not be seen right away, this can lead to staff members being unsure of the process because immediate results may not be seen at this stage. Implementation teams need to prepare staff for this stage in advance so that they know what to expect. Additionally, implementation teams need to be ready for rapid-cycle problem solving to address unanticipated problems. The organizational drivers can help this stage to be more successful (Kelly & Perkins, 2012).

Initial Implementation Stage. The next stage is the initial implementation stage. During this stage, the new intervention is implemented for the first time. This time is characterized by staff members learning from mistakes, practicing using the new material, frequent problem solving, and continued efforts to get and maintain buy-in by

those implementing the new program (Fixsen et al., 2013). Kelly and Perkins (2012) explain, “This is a time of vulnerability for the intervention because everyone is new to their roles, and feelings of incompetence and doubts about the decision are prevalent” (p. 19). These challenges can be mitigated with ongoing coaching for staff that is guided by data collection (Kelly & Perkins, 2012). If the stages of IS are followed and there is a strong structure in place that utilizes the implementation drivers, after 2-4 years of Initial Implementation the program moves on to the Full Implementation Stage (Fixsen et al., 2013; Kelly & Perkins, 2012).

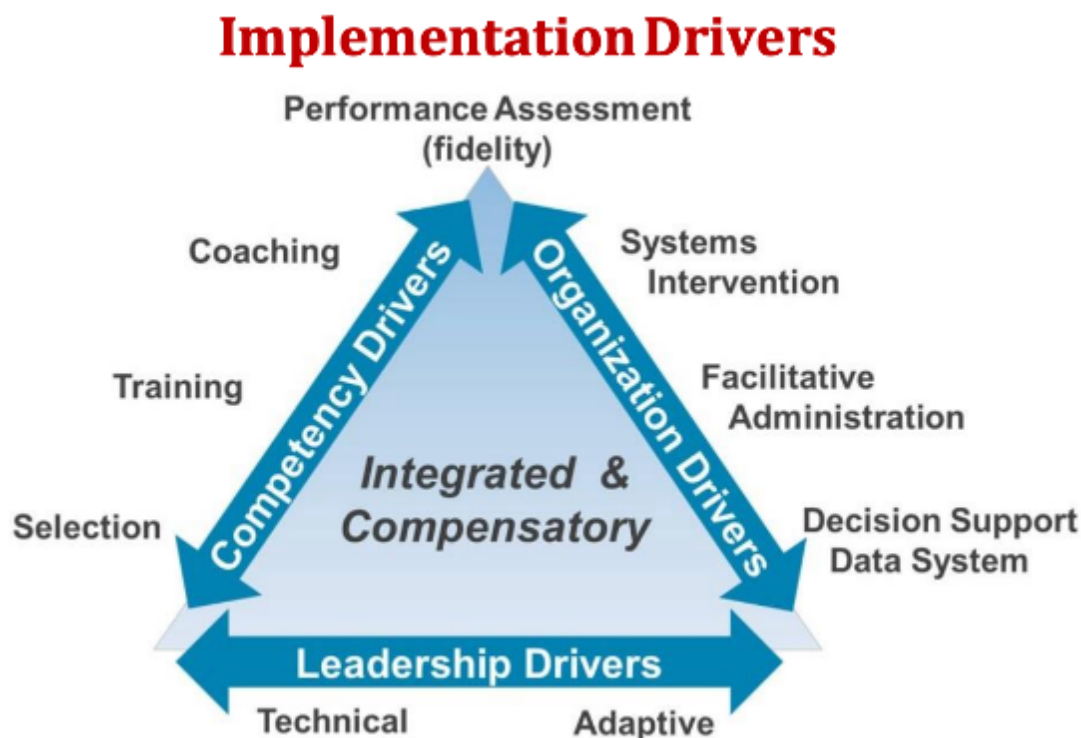
Full Implementation Stage. During the full implementation stage, staff are fully trained and proficient in implementing the program. There is ongoing administrative and political support, as well as funding to support continued implementation of the program. As there is staff turnover, new staff are hired that are trained in the new practice, or training is provided to the new staff members (Fixsen et al., 2013). It is important to continue to collect data to ensure continued program fidelity to continue to see the expected results (Kelly & Perkins, 2012). Kelly and Perkins (2012) notes, “day-to-day realities of the education system have been changed in order to support the new program. Full implementation and positive outcomes occur because the intervention does not change its core elements to fit the existing system, but the system changes to support the intervention” (p. 20). If changes have been established within the school to support the program implementation, then it is important that these changes remain in place to continue to see the positive expected results from the program implementation.

Implementation Drivers. Kelly and Perkins (2012) explain that Implementation Drivers are a key component of IS. The Implementation Drivers are utilized throughout the four stages of IS. The Leadership Team oversees and supports the Implementation Drivers, addressing challenges as needed (Fixsen et al., 2013). The graphic in Figure 2 illustrates the components of the Implementation Drivers. There are three main drivers with subcategories for each one. The three categories are Competency Drivers, Organizational Drivers, and Leadership Drivers. Each of these three drivers work together to, “leverage and sustain change at the individual and organizational levels” (Kelly & Perkins, 2012, p. 22).

Competency Drivers. Competency Drivers are made up of selection, training, and coaching of staff. The coaching should consist of consultation, data collection, and monitoring for program fidelity (Kelly & Perkins, 2012). As Kelly (2013) stated, there is a “well established, powerful link between the behavior, beliefs and values of the practitioner involved in the direct implementation of programs and interventions and their impact and outcome for receivers” (p. 3). This supports the research behind this competency driver that recommends carefully selecting staff that will support the implementation and accept coaching and feedback throughout the implementation process (Kelly & Perkins, 2012).

Figure 2

Implementation Drivers Performance Assessment



Note: “Implementation drivers: Assessing best practices” Fixsen, D., Blase, K., Naoom, S. Duda, M., *National Implementation Research Network (NIRN)*.

[https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN-](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN-ImplementationDriversAssessingBestPractices2015.pdf)

[ImplementationDriversAssessingBestPractices2015.pdf](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN-ImplementationDriversAssessingBestPractices2015.pdf)) Copyright 2013 by the National Implementation Research Network

Organizational Drivers. Organizational Drivers are made up of systems intervention, facilitative administration, and data driven decision support. Systems intervention is concerned with the current systems that support the current results and altering those systems so that they support programs being implemented. This driver is

concerned with both the local system, for example the school, and the larger systems such as district and state policies that influence processes and funding. Facilitative administration uses data to drive the decision-making process to adjust current resource allocation, procedures, and policies so that they better support the newly adopted practice or program (Kelly & Perkins, 2012). Finally, the data driven decision support driver encourages implementation teams to use data to guide decisions. For example, if the data shows that ODRs initially went down with program implementation but are beginning to rise, the implementation team can use this data to guide decisions about resource allocation such as additional staffing, coaching, or classroom space within a building (Kelly & Perkins, 2012).

Leadership Drivers. Leadership Drivers are at the foundation of IS. It is well established within the literature that leadership determines the success of large-scale reform within organizations and schools. Staff are more likely to implement new practices when they perceive that their administration values the new practice (Kelly & Perkins, 2012). Kelly and Perkins (2012) explain, “Leadership matters in achieving implementation outcomes (e.g., willingness to implement) and in achieving student outcomes (e.g., academic and behavioral changes)” (p. 27). Leadership Drivers are made up of technical challenges (time and funding) and more complex adaptive challenges (motivation and clinical inertia). Both technical and adaptive leadership are required for successfully implementing a program (Kelly & Perkins, 2012).

Related to the idea of adaptive leadership and sustainable change, Linsky and Heifetz explain, “For transformative change to be sustainable, it not only has to take root

in its own culture, but also has to successfully engage its changing environment. It must be adaptive to both internal and external realities. Therefore, leadership needs to start with listening and learning, finding out where people are, valuing what is best in what they already know, value, and do, and build from there” (2017, p. 9). While not referencing IS specifically, Linsky and Heifetz add to our understanding of the importance of adaptive leadership within leadership drivers. In order to build capacity within an organization, it is important to keep the individuals’ values in mind while also remaining flexible in responding to challenges as they occur (Linsky & Heifetz, 2017).

Implementation Teams. Implementation Teams are an important component of IS. As Kelly and Perkins (2012) explain, “Implementation teams are focal points for accountability and for sustaining the challenging effort of high-quality implementation of evidence-based programs and practices” (p. 28). Implementation teams are made up of staff members with knowledge of both how the implementation process works, as well as knowledge of the program being implemented. Each team consists of 3-5 individuals at different levels within the organization such as school-based staff, district level staff, and state level staff. Team members should consist of dedicated personnel and expertise to support the implementation of the program. Team members should also have open communication lines and documented systems for problem solving. Implementation Teams support staff in the implementation of the program daily. Implementation Teams have been shown to significantly improve the fidelity of implementation of programs (Kelly & Perkins, 2012; NIRN, 2013-2019).

Improvement Process. As explained by Kelly and Perkins (2012) earlier, the IS components of implementation stages, implementation drivers, implementation teams, and a continuous improvement process are listed out linearly, IS is not a linear process. The improvement process of IS is embedded into each of the first three components: stages, drivers, and teams. Data is collected and examined throughout the process of implementation, and the data is used to make adjustments and improvements when needed. Kelly and Perkins (2012) explain the improvement processes are used, “to improve practice, test the usefulness of the intervention, and align policies, procedures, funding, and so on to support new programs and practices” (p. 16). The idea behind the improvement process was originally developed in the 1920s by Bell Laboratories and consists of the Plan, Do, Study, Act (PDSA) cycle.

Improvement Science, which uses this same cycle for testing identified change ideas in a small setting before expanding to the larger program. However, Improvement Science is less focused on training and implementing programs than implementation science. Instead, Improvement Science aims to identify the root cause of a problem and use the PDSA cycle to test out change ideas (Spaulding & Hinnant-Crawford, 2019). Improvement Science was considered as a framework for this study but IS was a better fit because of its focus on training, ongoing coaching, and already included the PDSA cycle embedded in the framework.

Implementation Science Summary. Implementation Science is based on research on effectively implementing programs, preferably ones identified as EBP, into real world settings. Implementation Science addresses the research to practice gap by

identifying the best programs to meet the needs of the organization and then implementing it systematically with research-based implementation practices (Kelly & Perkins, 2012). Implementation Science uses implementation teams, ongoing improvement processes, implementation drivers, and implementation stages.

Implementation Science Clarifies the Need for Teacher Training

Implementation Science uses an evidence-based approach to program implementation to get the expected results. Traditionally, schools have used the train and hope model (Grasley-Boy et al., 2021; ODE, 2019), which when viewed from an IS framework helps to explain why some students are experiencing challenging behaviors which many teachers do not feel they have the training to support.

Implementation Science clarifies the need for additional teacher training to help educators who do not feel prepared to support their students with challenging behaviors. As discussed in chapter one, most preservice programs for general and special education teachers include only a few classes on managing student behavior. When teachers begin teaching at a new school with a behavior management program following the IS model, such as SW-PBIS, the teacher can expect to be trained in the program and then receive ongoing coaching. However, if the school does not have a program like this in place, then teachers may not have this level of training and support. This helps clarify why many teachers report that this is an area they want additional training in (Anderson et al., 2015; Autio, 2019; EAB, 2019; Reinke et al., 2012). Indeed, this level of behavior training and support in schools is rare, with most schools opting for the train and hope model described by Grasley-Boy et al. (2021) and ODE (2019).

Implementation Science encourages the use of research-based implementation practices to get replicable, expected results. While it may be best to select EBP to implement, this is not a requirement of IS. Schools have historically taken the train and hope approach to PD without ongoing coaching, fidelity monitoring, and embedded systemic supports (Grasley-Boy et al., 2021; ODE, 2019). Following the IS approach, schools and districts would need to thoughtfully select and implement a program or practice that would fit their needs with the implementation stages and drivers outlined in IS to get the desired results.

Shortfalls of Implementation Science relating to Behavior Challenges in Schools

Key Assumptions. Embedded within IS are three key assumptions which make it a less than ideal theoretical framework for the problem of providing PD to teachers so that they will have the skills necessary to meet the needs of their students with challenging behaviors. First, IS assumes that a school or building has the financial and personnel resources necessary to carry out effective implementation of a program over several years. This is a challenge since schools are often underfunded, for example even with the passage of the Student Success Act, Oregon is still operating at 9.1 percent below the minimum funding according to the QEM model (ODE Quality education model, 2020). Second, IS assumes schools have the time to devote to training, ongoing data collection, coaching, and time for IS teams to meet. Time for training is often contractually negotiated, so building and district administration are limited in their ability to provide consistent training. Lastly, IS assumes there is space available for program implementation. Depending on the program selected, it is possible that this may be a

challenge for some schools, when many schools are already at capacity and using portable classrooms brought in to supplement the existing building. Even if the program does not require additional space, there needs to be space set aside for program implementation teams to meet to review data and progress monitoring.

Incorporation of Individual Values. Implementation Science is a framework backed by a substantial amount of research (Fixsen et al., 2013; Kelly & Perkins, 2012). While this has proven highly effective in obtaining the expected results when implementing a new program, it is also important to consider the individuals within the school. As Linsky and Heifetz point out, “It’s dangerous to lead with only a change idea in mind. You need both a healthy respect for the values, competence, and history of people, as well as the changing environment,” (2017, p. 9). The incorporation of healthy respect for the values, culture, and personalities of individuals within an organization is important to incorporate into the leadership drivers of IS for sustainable change to take place as a program is being implemented. Without this additional consideration of individual values and perspectives, achieving sustainable change is difficult (Linsky & Heifetz, 2017).

Structure Needed for Program Implementation. Following the guidelines of IS, successfully implementing a new program requires an LEA to identify a program that is a good fit, has EBP embedded within the program, and clearly defined systems for implementation, including ongoing data monitoring for implementation fidelity. While SW-PBIS has structures in place to meet this requirement, restorative justice and trauma informed care do not have the same level of detail available to replicate their programs in

different settings. In ODE's (2019) study that looked at implementing Trauma Informed Care practices into two Oregon high schools using the IS model, they attempted to document additional needed resources such as using components of PBIS and the addition of ongoing equity training. In a similar study, Mayworm et al. (2016) examined the literature on the success of implementing Restorative Justice (RJ) programs in schools. Many of their recommendations followed the IS model, such as multi-tiered PD for educators and coaching, but this recommendation acknowledged that schools may not have available funding to support these efforts. Mayworm et al. (2016) also recommended research on data collection in the areas of student engagement and discipline disproportionality, since these are components not already embedded into the Restorative Justice program. Data collection in these areas would support the IS model, but procedures would first need to be established to collect data on student engagement and discipline. It is possible that all three programs, SW-PBIS, Trauma Informed Care, and Restorative Justice could be implemented using IS, but Trauma Informed Care and Restorative Justice would require additional planning in the early phases of IS to ensure there is written documentation detailing how IS would be followed in order to get the expected results, including the use of stages of implementation, implementation drivers, implementation teams, and a continuous improvement process that incorporates data collection and ongoing coaching Blasé et al. (2012). As explained by Sugai and Horner (2006), SW-PBIS integrates data collection and ongoing coaching, key components of the IS framework. This means that few, if any, changes would need to be made to the SW-PBIS system in order to implement it using the IS framework.

Selection of the Implementation Science Framework Summary

Implementation Science uses an evidence-based approach to program implementation to get the desired results when implementing an EBP. Recent national surveys show that teachers are seeing an increase in challenging behaviors in schools (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012), and both researchers and teachers recommend PD to address this need (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010). Historically, schools have used the train and hope model (Grasley-Boy et al., 2021; ODE, 2019) when implementing new programs in schools. When this is viewed from an IS framework, it helps to explain why many teachers are reporting that they do not have the training to support their students with challenging behaviors.

While IS provides clarity to understanding this problem, there are two challenges when using IS to address this problem. First, available resources can be a problem for schools and districts when they are not adequately funded. Second, programs that schools may want to implement to address challenging behaviors may not have the necessary components embedded into the programs. While these components can be developed, this means additional resources and time are necessary when implementing these programs. However, IS provides an excellent framework and may add clarity to understanding the problem that teachers need additional training to support their students with challenging behaviors.

Literature Review of Challenging Behaviors in School

The following section includes a literature review of challenging behaviors in schools which was done by conducting a systematic search of the literature. This literature review was modeled after the one conducted by Liebowitz and Porter (2019), published in the *Review of Educational Research*. This publication was selected as a model because of its focus on principals' behaviors and the resulting impact on students, teachers, and K-12 public schools. Liebowitz and Porter (2019) began their literature review by conducting a search of publications in several databases, including Google Scholar, using targeted search terms. Inclusion criteria was used to screen for relevant articles. References of articles were screened for additional publications to include in the literature review. The same approach was used for this literature review of teacher training and challenging behaviors in schools.

The topics reviewed include evidence of challenging behaviors in schools, challenging behaviors leading to teacher attrition, professional development needed for teachers, discipline and disproportionality relating to challenging behaviors, styles of providing in-service professional development, and common types of PD for educators to support students with challenging behaviors including PBIS, Restorative Practices, and Trauma Informed Care. These topics were considered when identifying the search terms needed to identify publications in the literature review.

Following the process used by Liebowitz and Porter (2019) and applying it to the problem of practice for this dissertation, targeted search terms were identified to include in the initial database search of the literature. Google Scholar was used for the initial literature database search. The following search terms were entered into Google Scholar

on July 14, 2021: challenging behavior teach * OR administrator OR “professional development” OR survey OR training OR discipline OR equity OR disproportionate OR “trauma informed” OR “restorative practices” OR PBIS OR “positive behavior * support” -preschool. The search terms “challenging” and “behaviors” were entered as required words to be found somewhere in the article. The search term teach* was also entered as a required term to be found somewhere in the article. The asterisk after teach denotes that any form of the word teach can be used for this search, including teacher, teaching, or teach. The following terms were entered so that the results would include at least one of these terms in the article: administrator OR “professional development” OR survey OR training OR discipline OR equity OR disproportionate OR “trauma informed” OR “restorative practices” OR PBIS OR “positive behavior * support”. Words found within quotation marks are required to be found together within the article. The asterisk after behavior denotes that any form of the word behavior would be included, such as behavior, or behavioral. Finally, the word preschool was specifically excluded from the search and denoted as “-preschool”. The results were limited to publications from 2001 to 2021 to capture the most relevant material from the past twenty years. Similar to what Liebowitz and Porter (2019) found when conducting their systematic literature review using Google Scholar yielding tens of thousands of results, the Google Scholar search described above resulted in nearly 18,000 results. Liebowitz and Porter (2019) stated in their literature review, “As is typical, this search returned tens of thousands of articles, so the author stopped the review in Google Scholar once results were no longer qualitatively relevant” (p. 795). The search results from Google Scholar for this dissertation used the

same approach as described by Liebowitz and Porter (2019). For this dissertation the search results were determined to no longer be qualitatively relevant when using the screening criteria for including articles resulted in no new articles after reviewing 20 consecutive search results.

To find the most relevant articles, parameters for including and excluding articles were established. The literature review search results were screened for relevant themes including evidence of challenging behaviors in schools, challenging behaviors leading to teacher attrition, professional development needed for teachers, discipline and disproportionality, styles of providing in-service professional development, and common types of PD for educators to support students with challenging behaviors which included PBIS, Restorative Practices, and Trauma Informed Care. Results were also screened for publications that focused on K-12 public school settings in the United States and prioritized peer reviewed articles and other publications that included surveys and other quantitative research methods. Like the literature review process followed by Liebowitz and Porter (2019), the reference pages of articles identified as relevant and fit into the above categories for this literature review were searched to identify additional publications that did not show up in the initial Google Scholar search.

To ensure that an exhaustive search was conducted, the same search was also conducted using ERIC. The same search terms were used along with the limitation to only include articles published within the last 20 years. This search resulted in over 300,000 publications. Unlike Google Scholar, ERIC has the option to filter publications by location. Since publications for this literature review were screened for studies done in

the United States, this filter was applied to the search and the result was 7,705 articles. These articles were then screened with the same criteria used in the Google Scholar search for inclusion in the literature review.

The identified articles from both searches were then sorted into the themes identified above, including evidence of challenging behaviors in schools, challenging behaviors leading to teacher attrition, professional development needed for teachers, discipline and disproportionality, styles of providing in-service professional development, and common types of PD for educators to support students with challenging behaviors including PBIS, Restorative Practices, and Trauma Informed Care. The following sections will examine the publications identified in each of these areas which will then be synthesized, identifying relevant themes, patterns, and then critiqued for inconsistencies among the articles. Each section will be examined to see how it does or does not fit with the IS theoretical framework.

Evidence of Challenging Behaviors Exist in Schools

The first theme explored in the literature is that teachers see challenging behaviors in schools. Evidence of this was found in the articles identified through the search conducted on Google Scholar and ERIC which included teacher surveys and studies of challenging behaviors in schools. The articles included below met the inclusion criteria discussed above, including being a survey or study based in the United State with a focus on challenging behaviors in K-12 public schools. Since national studies of challenging behaviors in schools was discussed in chapter one, a review of this discussion is included

below, followed by an examination of localized studies of student behavior and how these studies compare to the larger scale studies explored in chapter one.

Teacher Surveys Show Evidence of Challenging Behaviors. There are a number of national teacher surveys that have been done that show that there are challenging behaviors in K-12 schools. Table 10 below lists the publications referenced in this section that used survey data to examine challenging behaviors in K-12 public schools in the United States. Only 11 surveys identified during the literature review that included surveying teachers about challenging student behaviors. Of these 11 surveys, only four were peer reviewed. Table 10 is formatted with the publication's author, date, themes observed, and study highlights. Studies in Table 10 show that many teachers are seeing an increase in challenging behaviors within their classrooms (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012) and educators see disruptive and aggressive behaviors in schools (Alter et al., 2013; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021).

Table 10*Teacher Surveys Showing Evidence of Challenging Behaviors*

Author	Date	Peer Reviewed	Theme	Survey Highlights
Alter et al.	2013	No	Educators currently see challenging behaviors in schools	Teachers reported most problematic behaviors as: 1. Off task 2. Verbal disruption 3 verbal aggression, elementary teachers listed physical aggression as more of a problem than secondary teachers
Autio, Oregon Education Association	2019	No	Increasing behaviors seen in schools	Oregon teachers surveyed reported students being verbally abusive, spitting, kicking, hitting, weaponizing the classroom, and destroying property. The report suggests PD for teachers as part of the solution to address this problem.
EAB	2019	No	Increasing behaviors seen in schools	Elementary teachers surveyed reported disruptive student behaviors have been increasing and include tantrums, defiance, bullying, threats, elopement, and physically hurting others. Teachers report not feeling prepared to manage student disruptions. While most teachers reported being trained in PBIS, most had not received training in restorative practices or trauma-informed care.
Griffith & Tyner	2019	No	Increasing behaviors seen in schools	Third through twelfth grade teachers report an increase in students with disruptive behavior. Surveyed teachers see value in PBIS and restorative practices but also feel that suspensions should be used sometimes.
Huang et al.	2020	Yes	Educators currently see challenging	Report found that 44 percent of K-12 teachers do not feel prepared to meet the needs of their students with challenging behaviors

Author	Date	Peer Reviewed	Theme	Survey Highlights
			behaviors in schools	
McMahon et al.	2014	Yes	Educators currently see challenging behaviors in schools	Majority of teachers surveyed experienced victimization, harassment, and property damage and early half were physically attacked within the past year.
Roberts et al.	2010	No – DOE publication	Educators currently see challenging behaviors in schools	Most US public schools had theft, violence, or other similar crimes which resulted in a police report during the 2007-2008 school year. Bullying was also reported to be a problem in 21 percent of elementary and 44 percent of middle schools.
Scholastic	2012	No	Increasing behaviors seen in schools	Three quarters of surveyed teachers report needing more resources to support students with behavioral concerns, 62 percent of teachers report more students with challenging behaviors in school today than when they began teaching, and over 60 percent of teachers report needing more training to support their students with challenging behaviors.
Snider et al.	2002	Yes	Researchers see challenging behaviors in schools	Direct observational study rather than a survey, shows that challenging student behaviors occurred in over one fourth of students observed in classrooms, with differentiation between disruptive and aggressive behaviors.
Walter et al.	2006	Yes	Educators currently see challenging	Nearly half of teachers surveyed reported disruptive behavior as the primary problem within their classrooms.

Author	Date	Peer Reviewed	Theme	Survey Highlights
Wang et al.	2021	No – DOE publication	behaviors in schools Educators currently see challenging behaviors in schools	Follow up to the Robers et al. report, showed modest improvements in theft, violence, and bullying, however school shootings increased from 11 a year to 75 a year.

Teachers Report Increasing Challenging Behaviors in Schools. A review of the literature shows that both national and localized surveys from a variety of publications throughout the United States show students are experiencing challenging behaviors in classrooms. Scholastic (2012) conducted a national survey of K-12 teachers in the United States and found that 62 percent of teachers reported more students with challenging behaviors in their classrooms now than when they began teaching. A survey conducted by the educational consulting firm EAB (2019) found that elementary teachers across the country were seeing an increase in disruptive behaviors in their classrooms, including tantrums, defiance, and threats. Similarly, a study published by the OEA (Autio, 2019) found that Oregon teachers reported that student behaviors such as being verbally abusive, spitting, kicking, and destroying property were concerns within their classrooms. Griffith and Tyner (2019) also conducted a survey supported by the nonprofit Thomas B. Fordham Institute which included teachers from across the United States and found that 3rd through 12th grade teachers reported an increase in disruptive behaviors in their classrooms.

In response to these findings, Autio (2019) and EAB (2019) recommend implementing evidence-based prevention strategies and additional teacher training. Griffith and Tyner (2019) did not make these recommendations, their recommendations included hiring additional support staff to meet this need. Scholastic (2012) focused on presenting teacher survey results and did not make any recommendations.

Challenging Behaviors Currently Exist in Schools. Snider et al. (2002) conducted a direct observational study in a school in Washington, DC which showed that

problem behaviors occurred in 25.7 percent of students in observed classrooms, with 11 percent of behaviors being disruptive and five percent being aggressive. This study was different from most studies since it did not rely on teacher reports, but instead utilized direct observational data from researchers. The study included observations of 553 children in grades k through 6 and were observed monthly for seven consecutive months by three different observers.

Alter et al. (2013) conducted a survey of 800 teachers with similar findings. In this study teachers reported the primary problematic behaviors students experienced were being off task, followed by verbal disruption and aggression. Elementary teachers surveyed reported that physical aggression was also a concern. Similarly, Walter et al. (2006) found that 48 percent of the 119 inner city elementary school teachers surveyed viewed disruptive behavior as the primary problem in their classrooms. This is in line with the larger national surveys that also show that challenging behavior and classroom management is one of the biggest concerns among teachers (EAB, 2019; McMahon et al., 2014; Robers et al., 2010; Scholastic, 2012). Alter et al. (2013) recommends that teachers proactively use EBP to reduce challenging behaviors in their classrooms, including increasing engagement by providing more opportunities for students to respond during instruction, the use of cooperative learning groups, and peer-mediated tutoring. Alter et al. (2013) states that these are all EBP that provide students with more engagement and interaction, resulting in fewer instances of off task behavior.

Surveys show that many teachers are seeing challenging behaviors in their classrooms, for example the disruptive behaviors reported by Alter et al. (2013). Other

studies show different categories of challenging behaviors in schools. One study, conducted by McMahon et al. (2014) found that among a national survey of teachers that 80 percent reported experiencing at least one type of victimization, including harassment, property offenses, and physical offenses, during the past school year. Seventy-three percent of teachers reported experiencing one or more incidents of harassment, such as being verbally threatened or intimidated. Fifty-four percent of teachers reported experiencing one or more incidences of a property offense, such as theft or damage to personal property. Additionally, 44 percent of teachers reported being physically attacked within the past year (McMahon et al., 2014).

Challenging behaviors can also be manifest through theft and violence. In the annual *Report on Indicators of School Crime and Safety* Robers et al. (2010) reports that among a national survey of principals and teachers in the United States during the 2007-2008 school year that 85 percent of schools had one or more occurrences of theft, violence, or other similar crimes. This resulted in 62 percent of schools reporting at least one of these incidents to the police. The report also found that 21 percent of elementary schools and 44 percent of middle schools reported bullying to be at least a weekly problem.

In an updated *Report on Indicators of School Crime and Safety*, Wang et al. (2021) shows some improvements over the last several years. Occurrences of theft, violence, or other similar crimes during the 2017-2018 school year were reported by 80 percent of schools, down five percent from ten years ago. Similarly, the percentage of these incidents reported to the police also declined to 47 percent, a 15 percent drop from

ten years ago. The percentage of students reporting being bullied at school also declined over the last ten years from 28 percent in 2009 to 22 percent in 2019. One area of concern is the increase in school shootings. Between the 2009-2010 school year and the 2019-2020 school year total school shootings increased from 11 total shootings to 75 total shootings. While some of these statistics show an encouraging downward trend, studies such as the one conducted by McMahon et al. (2014) show that these incidents remain a concern in K-12 settings.

Similar to the *Indicators of School Crime and Safety* (Robers et al., 2010; Wang et al., 2021), Huang et al. (2020) examined the nationally representative *Schools and Staffing Survey* (SASS) from the National Center for Education Statistics (NCES) from 2011-2012. Huanget al. (2020) found that ten percent of general education teachers in the K-12 setting had received a threat of being physically injured by a student and six percent reported being physically attacked within the last 12 months. Huang et al. (2020) also found that 44 percent of kindergarten through 12th grade teachers, “felt only somewhat or not at all prepared to handle a range of classroom management or discipline situations” (p. 5542). The focus of Huang et al.’s (2020) study focused on school climate rather than PD to support teachers. However, the idea that 44 percent of surveyed teachers do not feel prepared to manage their classrooms lends support to the idea that additional PD is needed to support teachers in this area. Reinke (2011) found that when teachers were asked for top areas that they needed additional training, the number one answer was for “strategies for working with children with externalizing behavior problems” (p. 7). This

further supports the idea that challenging behaviors exist in schools and teachers need support through training to meet this need.

These studies show that many teachers are reporting an increase in challenging behaviors in schools (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012) and many teachers are currently seeing both disruptive and aggressive challenging behaviors in schools (Alter et al., 2013; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021). Other studies substantiate that challenging behaviors exist in schools and suggest that teacher training is needed to support teachers so that they can meet the needs of their students.

Synthesis and Critique of Literature and Challenging Behaviors Existing in Schools. Several trends can be seen in the publications reviewed in this section. National and state surveys of teachers agree that teachers have seen an increase in challenging student behaviors in recent years (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012). While these surveys are helpful to understand what many teachers are seeing in K-12 public classrooms across the United States, none of these publications are from peer reviewed journals and therefore might have biases. The OEA's publication (Autio, 2019) was published by the association supporting Oregon teachers and included suggestions to support students and teachers such as additional training for teachers and additional staffing to support teachers and students. Both EAB's (2019) and Griffith and Tyner's (2019) publications were conducted outside the university setting. The EAB, an educational consulting firm, (2019) was self-funded and the survey from Griffith and Tyner (2019) was funded by the nonprofit Thomas B. Fordham Institute. Griffith and

Tyner's (2019) article includes critiques of presidential actions and may therefore have a political bias. The EAB (2019) publication explains how a thorough representation of survey respondents was achieved, but lacks key details such as how survey participants were recruited and the completion rate of surveys. Finally, Scholastic's (2012) survey is thorough in the explanation of methods but since it was done with the support of the Bill and Melinda Gates Foundation it is possible that this publication also has some bias.

Surveys in this section also expounded on the idea that many teachers are currently seeing both disruptive and aggressive challenging behaviors in their classrooms (Alter et al., 2013; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021). Unlike the surveys discussed previously that documented an increase in behaviors over time, these surveys establish that teachers currently see different types of challenging behaviors in classrooms. Each of these surveys are either from peer reviewed journals or from government publications with large data sets and are therefore less likely to contain bias. While some of these studies are with smaller populations of teachers, such as the one conducted by Walter et al in 2006, other publications, such as the one by Wang et al. in 2021, used large data sets from government publications such as, "School-Associated Violent Death Surveillance System, sponsored by the US Department of Education, the US Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by CDC; the K-12 School Shooting Database, sponsored by the US Department of Defense; the National Crime Victimization Survey and School Crime Supplement to that survey" (Wang et al., 2021, p. iii).

The primary focus of the publications explored in this section was to establish that educators have students with challenging behaviors in their classrooms. Future sections of this literature review will address the implications this has for students and teachers. Implementation Science is the theoretical framework used to view the topics in this dissertation. The first step in IS involves identifying the need. It is clear from the literature that teachers need support to meet the needs of their students with challenging behaviors.

Professional Development is Needed

Studies reviewed so far show that teachers do not feel prepared to support their students with challenging behaviors. This section will explore the implications of this need by looking at teacher surveys and other publications to determine what supports teachers need to support their students with challenging behaviors. Table 11 below lists the publications reviewed in this section that examine what supports teachers need to support their students with challenging behaviors.

Table 11*Professional Development is Needed*

Author	Date	Peer Reviewed	Theme	Study Highlights
Coalition for Psychology in Schools and Education	2006	No	Teachers want additional PD	National survey showed new teachers' most requested training is on classroom management and seasoned teachers second most requested training is on classroom management.
Gable et al.	2012	Yes	Researchers suggest is PD needed	Surveyed teachers were asked to rate EBP for classroom management and supports for students with challenging behaviors.
Reinke et al.	2011	Yes	Teachers want additional PD	Most teachers surveyed rated PD to support students with externalizing behaviors was rated as the PD that they need the most. Many teachers also reported that they do not feel prepared to meet the mental health needs of their students.
Westling	2010	Yes	Researchers suggest is PD needed	General education teachers reported an average of 24 percent of their students exhibiting challenging behaviors such as defiance and disruption. Approximately half of teachers had received classroom management training and less than half reported training in SW-PBIS.

Teacher Training to Improve Student Behavior. Since many teachers are seeing challenging behaviors in schools, both researchers and teachers suggest teacher training is needed to prepare teachers to support students with challenging behaviors (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010). The publications listed in Table 11 are reviewed in this section to further explore the need for teacher training to support students with challenging behaviors.

Gable et al. (2012) conducted a survey involving 12,714 K-12 grade general and special education teachers in a mid-Atlantic state and found that neither group of teachers reported feeling equipped to teach social skills to students with challenging behaviors. This study also presented several EBP to teachers and asked them to rank how important they were to use in the classroom to support positive behavior. Some of the twenty EBP presented included PBIS, Choice Making Opportunities, and utilizing individualized Behavior Management Plans. The 20 EBPs were identified through reviewing literature from the last ten years which had, “reliable research to document positive outcomes,” (p. 504) for students identified as having an emotional disturbance special education eligibility. While 80 percent of special education teachers and 55 percent of general education teachers felt that the EBP practices were important, only 52 percent of special education teachers and 41 percent of general education teachers indicated that they felt prepared to implement these EBP in the classroom setting. In reference to students identified as having an Emotional Disturbance (ED), Gable et al. (2012) states, “Results of the present study underscore the need to increase substantially the efforts to prepare school personnel to address the academic, social, and behavioral needs of this population

of students” (p. 514). Here Gable et al. (2012) underscores the importance of training teachers to use EBP to meet the needs of students with challenging behaviors. Gable et al. (2012) continues to state that exposure to these strategies for teachers is not sufficient, teachers must be trained and supported so that they have a mastery of the EBP used to support students with ED. While Gable et al. (2012) is addressing this need so that teachers can support students with ED, these same strategies can be used for students with challenging behaviors but may not have been identified as having ED.

An additional small-scale study was completed by Westling (2010). Westling found that in a survey of 32 general education teachers and 38 special education teachers, most of the teachers reported not having enough pre-service training in effective ways to handle challenging behaviors. While most teachers felt that they had learned effective techniques over time to manage disruptive behavior, very few of the surveyed teachers reported using any evidence-based supports, such as PBIS, found in the literature. When asked about preservice preparation for classroom management, 55 percent of special education teachers and 57 percent of general education teachers felt they were adequately prepared. When asked about PBIS, 39 percent of special education teachers and 26 percent of general education teachers reported preservice training. Most teachers also felt that they did not have support from administrators within their schools to manage student behavior, with 69 percent of general education teachers not feeling supported and 49 percent of special education teachers not feeling that they have the support that they need. When asked about support from district administration, both general and special education teachers reported even less support, with 97 percent of general education

teachers and 86 percent of special education teachers not feeling supported by district administration (Westling, 2010).

The Coalition for Psychology in Schools and Education (CPSE, 2006) conducted a much larger survey during the 2005-2006 school year with similar findings. After surveying 2,334 teachers in 49 states and the District of Columbia about their professional development preferences and found that classroom management was the most requested professional development workshop among new teachers, and it was among the top two most requested workshop topics for seasoned teachers. Specifically, survey respondents wanted training that focused on minimizing negative behaviors that distract students and teachers, how to keep students emotionally safe, and how to manage student participation.

Reinke et al. (2011) conducted a localized study in the United States with similar findings. Reinke et al.'s (2011) study included 292 preschool and elementary teachers from five school districts within a single state consisting of rural, suburban, and urban settings. It was found that 9 out of 10 of the teachers reported working with defiant children or with children that are experiencing family stressors. The same study found that 36 percent of teachers do not feel that they have the skills required to meet the mental health needs of their students. Reinke et al. (2011) explores the idea that teacher preparation programs might be lacking in this area and the implications that this has. Reinke et al. (2011) states, "Teacher education programs that fail to equip future educators with effective classroom management and behavior support planning skills are doing a disservice to the field" (p. 8). If teachers do not get adequate training from

preservice preparation, then they will need additional PD after licensing to meet this need. Reinke et al. (2011) found that 68 percent of teachers reported that workshops and in-services provided them with training on behavioral interventions. Fifty-three percent of teachers indicated that staff development opportunities have provided them with training on behavioral interventions. While it is helpful that some teachers are getting this training, it leaves a significant percentage of teachers with little or no formal training in behavior management. The quality of these PD opportunities is also unclear. If these trainings were provided following the IS framework, then teachers will have gained a thorough understanding of the practice, however if the training was provided as simply an exposure to the EBP then as Gable et al. (2012) suggested, this is not sufficient for the teachers to have gained mastery. As Reinke et al. (2011) suggests, it is important to understand teachers' previous training in supporting student behavior, so that administrators and school districts will be in a better position to plan for needed PD so that teachers will be able to meet the needs of their students.

Synthesis and Critique of Literature and Professional Development. This section reviewed publications showing that teachers and researchers feel additional PD in classroom management is needed so that teachers can meet the needs of their students with challenging behaviors (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010). All the articles had the same recommendation for additional teacher training to help teachers be prepared to meet the needs of their students with challenging behaviors. Both Reinke et al. (2011) and CPSE (2006) included surveys that showed that teachers want additional training, while Gable et al. (2012) and Westling (2010) included

additional teacher training at the suggestion of the authors to meet the need expressed by teachers.

There are several limitations of this section of the literature review. First, this area lacks additional sources to explore the support that educators want to meet the needs of their students with challenging behaviors. Additionally, the sources that were included were primarily focused on general and special education teachers, without considering the supports other licensed educators, such as Speech Language Pathologists and Occupational Therapists, might want in the school setting to support students with challenging behaviors. Another limitation of this section is that while three of these studies involved localized samples of teachers (Gable et al., 2012; Reinke et al., 2011; Westling, 2010), only CPSE's (2006) study included a national sample of teachers. The three localized studies (Gable et al., 2012; Reinke et al., 2011; Westling, 2010) were published in peer reviewed journals. The CPSE (2006) study was published by the APA and included a description of their methods and sample characteristics.

Challenging Behaviors Leads to Teacher Attrition

Another aspect of challenging behaviors in schools to consider is the impact that it has on teachers leaving the profession. Several studies have been done that can be seen in Table 12 below that examine this issue. Each of these studies are reviewed along with the authors' suggestions on how to reduce the impact that teachers' experiences with challenging student behaviors have on teacher attrition.

Table 12*Challenging Behaviors Leads to Teacher Attrition*

Author	Date	Peer Reviewed	Theme	Study Highlights
Berg et al.	2016	Yes	Suggests PD to reduce teacher burnout	Emphasizes the role of student behavior and school climate on teacher burnout. Suggests school wide program such as SW-PBIS to improve behavior, school climate, and reduce teacher burnout.
Chang	2013	Yes	Suggests administrators help teachers implement classroom management techniques to reduce teacher burnout	The article states that teachers experiencing high levels of emotion when students had challenging behaviors had a positive correlation with teacher burnout. Chang suggests that administrators help teachers adopt culturally responsive classroom management practices to meet student needs and decrease teacher burnout.
Deangelis and Presley	2010	Yes	Suggests PD to reduce teacher burnout but notes that burnout is site specific	Teacher attrition may be influenced by a variety of school site specific issues such as administrative support, behavioral climate, and quality of facilities.
Pas et al.	2012	Yes	Suggests PD to reduce teacher burnout	The article suggests that ongoing PD to support teachers in effective classroom management techniques may reduce teacher burnout.
Tsouloupas et al.	2010	Yes	Suggests PD to reduce teacher burnout	The findings in the article indicate that repeated exposure by teachers to challenging student behaviors without adequate training leads to teacher burnout. Suggests are made for ongoing PD to support teachers' expertise in managing student behavior may lead to lower the rate at which teachers leave teaching.

Chang (2013) surveyed 492 teachers within their first four years of teaching in the midwestern region of the United States about teachers' perceptions of challenging student behaviors and the emotional regulation strategies that the teachers used to cope when teaching in a classroom with these behaviors. When looking specifically at teachers new to the profession, Chang found that these teachers rated classroom management as their most difficult challenge. In examining the survey responses from all 492 teachers, Chang found that the need to effectively manage high intensities of challenging student behaviors left many teachers feeling frustrated, angry, and unhappy. Chang also found that there was a positive correlation between a teacher experiencing high intensity levels of these emotions when a student was displaying a challenging behavior and the level of job burnout that the teacher reported experiencing. Chang reports that these feelings of burnout experienced by teachers when exposed to challenging behaviors is in line with other research, "which indicates the most significant contributing factor to teacher burnout is disruptive student behavior" (p. 799). Chang (2013) concludes with a suggestion for administrators to support teachers in adopting classroom management programs that are culturally responsive to be prepared for future challenging behaviors and mitigate teacher burnout.

Tsouloupas et al. (2010) conducted a study with similar conclusions. Tsouloupas et al. (2010) used an online survey of 610 kindergarten through grade 12 teachers to look at the relationship between how teachers experienced challenging student behaviors and the teachers' emotional exhaustion. Tsouloupas et al. (2010) found that teachers who experienced more incidents of students with challenging behaviors were at increased risk

of having thoughts about either changing job sites or leaving the profession altogether. Like Chang (2013), Tsouloupas et al. (2010) encourages changes so that teachers can be more prepared to handle challenging student behaviors and therefore less likely to abandon teaching as a career. Tsouloupas et al. (2010) stresses the need for ongoing PD so that teachers can develop strategies and guidelines to manage student behavior. This emphasis on developing strategies through ongoing PD falls within the IS framework, specifically using the improvement process of the rapid PDSA cycles and data collection to develop and improve effective strategies.

In another study, Deangelis and Presley (2010) conclude that a variety of school site specific issues need further examination to determine why teachers leave the profession. Deangelis and Presley (2010) utilized data collected from the Illinois Teacher Service Record (TSR) data set, which is managed by the Illinois State Board of Education. This data set consists of data collected over 30 years. They state that within the first five years of entering the teaching profession, between 27 and 44 percent of new teachers will leave teaching. When examining the reasons that teachers leave teaching, Deangelis and Presley (2010) state, “Working conditions in schools that influence new teachers; decisions to leave the profession, such as the level of administrative support, the quality of facilities, teachers’ relationships with their colleagues, and the behavioral climate in the school” (p. 604). What Deangelis and Presley (2010) found after examining the data that differed from previous similar studies was the rate at which teachers left teaching varied not with the population that the school served, but within

each specific school. Deangelis and Presley (2010) suggest that further examination of site-specific issues should be further examined in future studies.

Berg et al. (2016) also considered student behavior and school climate and the impact that this has on teachers leaving teaching. Berg et al. (2016) states that challenges with student discipline is one of the most common reasons that teachers give for leaving the profession. The article goes on to suggest that implementing a school wide behavior support system, such as the SW-PBIS program described by Sugai and Horner (2006), can both improve student behavior and reduce the stress that teachers feel because of student misbehavior. Lowering the stress that teachers feel might lower the rate at which teachers leave the profession. Implementing a program such as SW-PBIS to support students and reduce the rate at which teachers leave teaching falls within the IS framework.

Pas et al. (2012) states that approximately 50 percent of teachers leave teaching within the first five years in the profession. They state that there is an established connection between how confident a teacher feels in their ability to provide effective instruction and positively manage their classroom and remaining in the profession. They state that teachers with less confidence in these abilities experience higher rates of burnout. Expounding on this, Pas et al. (2012) states, “Teachers reporting high levels of burnout are often less tolerant of student conduct, which may contribute to problematic student behavior through teachers’ inability to mediate and calmly pacify potentially volatile situations” (p. 130). To address this need, Pas et al. (2012) concludes that teacher training at both the pre-service and in-service levels may be one way to reduce the rates

of teacher burnout. A study by Mitchell et al. (2010) supports this conclusion with their finding that there is a direct link between how teachers feel about the overall school climate and strength of the individual teachers' classroom management. Helping teachers feel prepared to meet the behavior needs of their students through training or through school climate could lower teacher stress levels and decrease teacher attrition. Providing teachers with ongoing training in classroom management may reduce teacher burnout and falls within the IS framework.

Synthesis and Critique of Challenging Behaviors Leading to Teacher

Attrition. Most of the articles explored suggest that there is a connection between challenging student behaviors and teacher burnout (Berg et al., 2016; Deangelis & Presley, 2010; Pas et al., 2012; Tsouloupas et al., 2010). Chang (2013) does not draw a clear connection between student behavior and teacher burnout, but instead suggests that teacher burnout is higher at specific schools rather than across types of schools and that site specific factors should be further examined. However, Chang (2013) does suggest that student misbehavior is the main source of stress for educators resulting in burnout.

To address the stress that teachers feel from repeated exposure to challenging student behaviors each of the articles examined suggests that some type of PD should be provided to increase teacher efficacy around classroom management and reduce teacher burnout (Berg et al., 2016; Chang, 2013; Deangelis & Presley, 2010; Pas et al., 2012; Tsouloupas et al., 2010). Chang (2013) suggests that administrators should support teachers in implementing a culturally relevant classroom management system. While this does not explicitly state that teachers should be provided with training, it is reasonable to

infer that administrative support for implementing this strategy would include training. The rest of the articles all explicitly suggest teacher training in strategies to support positive student behavior as an important step in helping teachers to have fewer negative experiences with challenging student behaviors which should result in a decrease in teacher burnout. While these articles suggested teacher training as part of the solution to address teacher burnout, none of the articles specified how this training should be selected and implemented (Berg et al., 2016; Deangelis & Presley, 2010; Pas et al., 2012; Tsouloupas et al., 2010).

Providing teachers with a one-day PD on how to effectively manage student behavior without ongoing coaching and data collection is unlikely to result in teachers mastering the skills and EBP necessary to support students with challenging behaviors (Grasley-Boy et al., 2021). As Gable et al. (2012) stated, exposure to an EBP is not sufficient for teachers to gain mastery of EBP to support student behaviors. However, if the approach to train teachers in a new program containing EBP to support positive student behaviors is delivered using the IS framework, then LEAs are more likely to see the program successfully implemented. This is because teachers will have the ongoing training, coaching, and support needed to effectively implement the program and see improvements in student behavior. This approach should result in increasing teachers' knowledge and ability to cultivate a positive student environment, which should lead to lower teacher attrition. Additionally, if the improvement process within the IS framework is used within a school to improve approaches to managing student behavior and effective techniques are shared across classrooms, then the ongoing data collection and

support should result in an improvement in classroom management and result in a decrease in teacher turnover.

Behavior, Discipline, and Disproportionality

It is important to provide teachers with the training that they need so that they can support their students with challenging behaviors. Studies show that students with challenging behaviors are more likely to experience exclusionary discipline practices if they are students of color or students identified as needing special education services (Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al, 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015). Zero tolerance policies are explored in this section followed by the impact of challenging behaviors on students over time. Alternate approaches recommended by authors are explored along with how these recommendations fit within the IS framework. Table 13 includes the publications related to behavior, discipline and disproportionality reviewed in this section.

Table 13*Behavior, Discipline, and Disproportionality*

Author	Date	Peer Reviewed	Theme	Study Highlights
Anderson	2018	Yes	Suspensions	Findings show that suspensions lead to negative long-term outcomes for students.
Bryan et al.	2012	Yes	ODRs	Findings show race and gender were both predictors of disproportionate ODRs by teachers.
Burke & Nishioka	2014	Yes	Suspensions	Suspensions disproportionately impact students of color and students receiving special education services.
Chu & Ready	2018	Yes	Suspensions	African American students and students receiving special education services have higher rates of suspensions compared to their larger peer group.
Darney et al.	2013	Yes	Longitudinal	Study showed that first grade students with behavioral challenges had negative outcomes in 1 st grade when compared to their typical peers.
Mayworm et al.	2016	Yes	Suspensions	Findings show that racial and ethnic disproportionality in school discipline since discipline practices have a direct impact on suspension and expulsion rates, academic achievement, school climate, and behavior infractions.
Pas et al.	2010	Yes	Sped referrals	Boys more likely to be referred for special education evaluation than girls, especially for an Emotional Disturbance eligibility.
Phi Delta Kappan	2019	No	Zero tolerance	Survey showed 51 percent of parents think that school's discipline policies are not strict enough, over 70 percent of teachers and parents support zero tolerance.
Reynolds et al.	2008	Yes	Zero tolerance	This APA report on Zero Tolerance Policies showed that African American students were disciplined for subjective reasons more than other students. The report states that this is due to lack of teacher preparation in classroom management and cultural competence.

Author	Date	Peer Reviewed	Theme	Study Highlights
Sharkey & Fenning	2012	Yes	Suspensions	Suspensions are not effective at promoting positive future behaviors and disproportionately impact students of color, instead schools should proactively implement EBP.
Skiba et al.	2014	Yes	Suspensions	African American and Latino student are disciplined at a higher rate than their peers for mild to moderate discipline problems.
Way	2011	Yes	Suspensions	Using a Normative Framework which focuses on relationships leads to students willingly complying with rules and results in fewer rule infractions and suspensions.
Wright	2015	Yes	Suspensions	African American students were suspended less frequently when they had an African American teacher.

Office Discipline Referrals. When a student experiences challenging behaviors in the school setting this can result in the student being the recipient of exclusionary discipline practices such as ODRs, suspensions, or expulsions. Anderson (2018) explains, “Exclusionary discipline is associated with lower student achievement, higher risk of drop-out or grade retention, and involvement in the juvenile justice system” (p. 244). As discussed previously, Bryan et al (2012) found that students of color and male students were more likely to receive an ODR from their teachers. Bryan et al. (2012) also found that students of color were more likely than their white peers to receive an ODR for subjective behaviors such as being disrespectful or for threats.

Suspensions and Disproportionality. Suspensions are another form of exclusionary discipline that also disproportionately impact students of color (Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al, 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015). Mayworm et al. (2016) points out that there is a need to address racial and ethnic disproportionality in school discipline since discipline practices have a direct impact on suspension and expulsion rates, academic achievement, school climate, and behavior infractions. This is an urgent matter that needs to be addressed so that all students will have equal access to a quality education and groups of students will not be disproportionately excluded from educational experiences because of challenging behaviors.

Wright (2015) found that African American students were suspended less frequently when they had an African American teacher. Wright also found that African American students were perceived as less disruptive when they had an African American

teacher. He suggests that this might be due to many teachers espousing, “white, middle-class standards of deportment and behavior” (p. 5). This further exacerbates how this group of students is impacted by suspensions. Reynolds et al. (2008) suggests that this might be due to teacher preparation programs not preparing students. Reynolds et al. (2008) states, “Emerging professional opinion and qualitative research findings suggest that disproportionate discipline of students of color may be due to lack of teacher preparation in classroom management or cultural competence” (p. 6).

Burke and Nishioka (2014) also found that students of color are disproportionately impacted by exclusionary discipline, including American Indian, Black, Hispanic, and multiracial students, who are statistically more likely to be suspended multiple times when compared to White and Asian students. Burke and Nishioka (2014) also found that forty percent of the students receiving suspensions were suspended multiple times in one year. Since many of these students are from disadvantaged groups, this means that they are missing even more instructional time since many of them are suspended multiple times within the school year.

Another group inequitably impacted, students receiving special education services, are four times as likely to be suspended from school than students who are not identified as needing special education services (Burke & Nishioka, 2014). This means that the most disadvantaged students do not have the same access to instruction and educational opportunities as their non-disadvantaged peers. Boys are also more likely to be suspended than girls. Pas et al. (2010) found that boys were 30 percent more likely to be referred to the Student Study Team (SST) which potentially leads to a special

education referral. They further explained that boys are 21 percent more likely to be referred for special education and are two to three times more likely to be referred for discipline problems.

Zero Tolerance Policies. Like teachers, the public in the United States feels that behavior in schools is a concern. National opinion polls show that the public feels that lack of discipline in schools is a problem and that harsher consequences should be instituted (Way, 2011). Phi Delta Kappan (2019) also reported similar findings in their survey, with 74 percent of parents supporting a zero-tolerance policy and 29 percent of adults supporting suspension over mediation for misconduct. Way (2011) argues that schools should move away from a deterrence framework that uses an authoritarian model with punishments for breaking rules to a normative framework that emphasizes relationships and establishing rules that are perceived as fair by students to promote willing compliance. Way's 2011 study showed that using a normative framework with an emphasis on relationships and establishing school rules that students perceived as fair led to fewer instances of rule breaking and suspensions. While the public may feel that schools need to be harsher in their disciplinarian approach, the research indicates that it is more effective for schools to approach discipline within a normative framework.

In the APA's report on zero tolerance in schools, Reynolds et al.(2008) states that when adhering to a zero-tolerance policy, "African American students may be disciplined more severely for less serious or more subjective reasons" (p. 6). Skiba et al. (2014) had a similar finding, "African American and Latino students were far more likely to receive exclusionary discipline consequences for mild and moderate offenses" (p. 659). While

zero tolerance policies may appear on the surface to establish consistent and fair policies, Reynolds et al. (2008) states that this is not the case. Reynolds et al. (2008) suggests that the research supports a different approach to discipline and recommends prevention strategies for all students with additional prevention strategies for students who are at greater risk or who have engaged in violent or disruptive behaviors.

Sharkey and Fenning (2012) state that while suspensions are the most common discipline response to challenging behaviors, they are also not effective at deterring future infractions. Sharkey and Fenning (2012) argue that there is a need to implement proactive EBP instead of continuing to suspend students for misbehavior. This is especially important since students of color continue to be suspended at a disproportionate rate, even when socioeconomic status and the seriousness of the rule breaking offense are accounted for.

Discipline Problems Over Time. The inequity of behavior challenges begins early and has profound long-term impacts. Darney et al. (2013) found that first grade students with behavioral challenges had negative outcomes in 1st grade when compared to their typical peers. Darney et al. (2013) found that first graders with behavior problems, when compared with their typical peers, were more likely to receive special education services, be diagnosed with a conduct disorder, and more likely to have been arrested by 1st grade. This adds further evidence to the urgency of meeting the needs of students early on so that they can have positive outcomes later in their schooling.

Chu and Ready (2018) echo what other publications in this section have established, that exclusionary discipline and zero tolerance policies are not effective at

encouraging a positive change in behavior, suspensions disproportionately impact African American students and students receiving special education services, and suspensions lead to negative educational and life outcomes. Chu and Ready (2018) state, “Our research adds to that evidence base by confirming the negative impacts that suspensions have on students’ educational outcomes and, by extension, their life trajectories” (p. 504). Instead of exclusionary discipline, Chu and Ready (2018) suggest using preventative strategies and a restorative justice approach with students.

Synthesis and Critique of Behavior, Discipline, and Disproportionality

Literature. This section reviewed literature that showed students with challenging behaviors are more likely to experience exclusionary discipline practices if they are students of color or students identified as needing special education services (Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al, 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015). The literature reviewed also established the negative impact of zero tolerance policies on students of color and that they do not promote a positive change in behavior (Phi Delta Kappan, 2019; Reynolds et al., 2008; Way, 2011). Furthermore, studies have also shown that challenging behaviors have a negative impact on students over time (Chu & Ready, 2018; Darney et al., 2013).

Three studies had recommendations as alternatives to exclusionary discipline practices. Chu and Ready (2018) suggest using preventative strategies and a restorative justice approach with students. Reynolds et al. (2008) recommends prevention strategies for all students with additional prevention strategies for students who are at greater risk or

who have engaged in violent or disruptive behaviors. Sharkey and Fenning (2012) argue that there is a need to implement proactive EBPs instead of continuing to suspend students for challenging behaviors. Each of these suggestions supports a move away from punitive consequences for challenging student behaviors to a proactive approach that encourages positive student behaviors. The IS framework can be used for schools wishing to adopt proactive strategies utilizing EBP to support positive student behavior, as described by Chu and Ready (2018), Reynolds et al. (2008), and Sharkey and Fenning (2012), to support positive student behavior.

Professional Development Approaches

Grasley-Boy et al. (2021) and ODE (2019) both explain that PD often uses the train and hope model which involves a one-time didactic training without any follow up coaching, ongoing training, or follow up support. This section will review recommendations and approaches to PD for in-service teachers. The articles in Table 14 highlight approaches that can be used for PD and what researchers have discovered about each of these approaches. Several overlapping themes of effective PD are identified and discussed.

Table 14*Professional Development Approaches*

Author	Date	Peer Reviewed	Theme	Study Highlights
Bradshaw et al.	2012	Yes	Implementation over a sustained amount of time EBP and fidelity	The authors studied 37 elementary schools implementing SW-PBIS over four years, measuring for fidelity which resulted in a positive impact on reducing challenging behaviors and ODRs.
Brown & Militello	2016	Yes	Implementation over a sustained amount of time PD with follow up support	Principals felt that the best PD should include a sustained focus and include professional learning community collaboration.
Burke et al.	2011	Yes	EBP and fidelity	The study explored the implications to fidelity of program implementation over time and the impact on student learning and behavior. High program fidelity over time had a positive impact on student behavior.
Desimone et al.	2002	Yes	Implementation over a sustained amount of time PD with follow up support	This study states that most PD is not high quality, and that PD needs to be high quality to result in a change in teaching. The authors recommend that districts develop high quality PD.
Green & Allen	2015	Yes	PD with follow up support	High quality PD was associated with improving teacher effectiveness. PD combined with PLCs are more effective than PD alone
Grasley-Boy et al.	2021	Yes	PD with follow up support	MTSS-PD involves multiple levels of training support, but in practice involves an initial training followed by ongoing performance feedback.

Author	Date	Peer Reviewed	Theme	Study Highlights
Reinke et al.	2014	Yes	PD with follow up support	The study found that relevant PD in EBP has a positive impact on student behavior. Recommendations are made for staff training sessions followed by coaching in context.
Xu	2016	Yes	Teacher attitudes impact on effectiveness of PD	Teacher attitudes towards PD were an important predictor at both the elementary and middle school levels, the same was not true at the high school level.

Evidence Based Practices and Implementation Fidelity. Burke et al. (2011) conducted a study which measured the relationship between program fidelity and positive outcomes for student behavior. Burke et al. (2011) provided an initial training for all school staff with evidence-based classroom management practices and followed this up with additional training for administrators so they could systematically collect data to measure program implementation fidelity. Teacher coaching sessions were also provided. The results of the training showed a positive relationship between teacher fidelity to the program and improvements in student behaviors. Burke et al. (2011) found that three years after being trained in a behavior management system, teachers with high levels of fidelity to the program had more academically engaged students and fewer rules broken in classrooms, which resulted in fewer suspensions. This study utilized many aspects used in the IS process, including initial training, data collection to monitor implementation fidelity, and follow up coaching support (Fixsen et al., 2013; Kelly & Perkins, 2012). While this does not encompass all aspects of IS, it does show that even following some of the key aspects of IS can yield favorable results.

Evidence Based Practices and Implementation Support. Like Burke et al. (2011), Bradshaw et al. (2012) found that training teachers to use EBP to improve student behavior and providing implementation support after the initial training resulted in positive results. Bradshaw et al. (2012) conducted a study that included 37 elementary schools implementing SW-PBIS over four years and found that it had a positive impact on reducing challenging behaviors and ODRs. This implementation strategy follows many of the characteristics of IS since it uses EBP, initial training, and ongoing support.

Professional Development with a Sustained Focus. Brown and Militello (2016) state that “Professional development (PD) continues to be the most common prescription for all that ails our educational system” (p. 703). Brown and Militello (2016) used a survey to explore principals’ views on PD for teachers. They found that principals felt that the best PD should include a “sustained focus over time” (p. 723) and should target curriculum and instruction. It was found that principals also valued sustainability and collaboration. The ideas of sustained focus over time and follow up collaboration aligns with the principals in IS. The authors suggest that there is a need for training principals in how to identify quality PD.

Desimone et al. (2002) states, “nationwide, the typical professional development experience is not high quality” (p. 105). Desimone et al. (2002) found that certain characteristics of PD were found to be particularly effective, including specific content focus with specific practices that teachers could take back and use in the classrooms and active learning with audience participation. Professional development was determined as effective when it resulted in a positive change in teaching practices. While this study looked specifically at math and science instruction, these same principles could be applied to teaching behavior management strategies. Desimone et al. (2002) advises that PD needs to be high quality to result in a change in teaching and recommends that districts develop high quality PD for teachers by focusing on a specific area for PD over time, finding and devoting resources towards the PD, building the infrastructure for implementation of PD and seeking additional funding through government sources. Many of these recommendations align with IS.

Professional Development with Follow-up Support. Several authors recommended PD is most effective when follow up support is provided. Grasley-Boy et al. (2021) feels that preservice training for classroom management is lacking for most teachers. The authors suggest the best PD involves initial training followed by 30 or more hours of coaching. Following their own recommendations, Grasley-Boy et al. (2021) conducted a study that used the Multitiered support for professional development (MTS-PD) framework for implementation. This framework involves the use of a three-tiered support system to teach classroom management strategies to educators with embedded coaching. The initial training was followed up by screening for teachers needing more support. These teachers were provided with a reteaching opportunity which was followed up with performance feedback. One-to-one was provided if needed. The authors state that in practice, most MTS-PD utilizes universal PD and regular performance feedback for all participants. This was a small-scale study that showed positive results. The teachers in the study indicated through surveys that they liked getting feedback through text messaging due to easy access and because it was meaningful to them. The results showed the teachers improved implementation fidelity of the targeted program and this resulted in improved student outcomes.

A study by Green and Allen (2015) also recommends PD that includes initial training followed up with implementation support. Green and Allen (2015) found that high quality PD was associated with improving teacher effectiveness leading to improved student test scores. High quality PD is defined as aligning with, “the 12 National Standards Development Council standards for quality professional development” (p. 53).

Teachers in high achieving schools reported greater satisfaction with available PD. Green and Allen (2015) also recommended the use of professional learning communities to support results in improved student achievement.

Reinke et al. (2014) found that when teachers receive appropriate PD in EBP which is followed by coaching to support students with challenging behaviors it has positive results. When teachers received both training and coaching in positive behavioral supports for students in their classrooms with challenging behaviors, the results were, “decreased rates of disruptive behavior, increased prosocial behavior, and a trend toward improved on-task behavior” (Reinke et al., 2014, p. 74). This study included six initial training sessions for teachers that were followed by weekly observations and coaching sessions. Reinke et al. (2014) points out that while there are many EBP to support student behavior available that the research to practice gap remains, explaining “many teachers are unaware of evidence-based practices that might increase positive outcomes for students in their classrooms with disruptive behavior problems” (p. 75). Like Grasley-Boy et al.’s (2021) study and Green and Allen’s (2015) study, Reinke et al.’s (2014) study involved initial training which was followed by ongoing support in the form of coaching or professional learning communities. These characteristics are found within the IS framework.

Teacher Attitudes Impact Effectiveness of Professional Development. Xu (2016) examined TELL survey data from 2013 for 1,120 schools in Kentucky. Xu focused on the relationship between teachers’ attitudes towards PD and overall school performance. Xu found that while teacher attitudes towards PD were an important

predictor for academic school performance at both the elementary and middle school levels, the same was not true at the high school level. This may have important implications about how PD is presented to teachers at different educational levels to obtain the best result. At the elementary level, encouraging teachers to reflect on practice after PD was also found to impact positive school performance. This study focused on academic results rather than behavior, but the implications for behavior PD may still be applicable. Implementation Science begins with exploring what the LEAs needs are, how well the potential programs might fit within existing structures, and the capacity to implement the program (Fixsen et al., 2013; Kelly & Perkins, 2012). Xu (2016) used part of this approach as interviews were conducted with teachers after receiving PD. This is the beginning of the IS approach as the needs and fit of existing PD were assessed. This approach could help administrators to involve teachers in the selection of behavior focused PD, potentially leading to PD that teachers would be invested in. Xu's (2016) findings about teacher attitudes influencing how effective PD is aligns with what Nordstrum et al. (2017) said about implementing new programs, "researchers have found a powerful link among the behaviors, beliefs and values of practitioners involved in implemented programs and the outcomes of that implementation" (p. 59). While this does not explain the difference between teacher attitudes towards PD and student outcomes for the k-8 group being different from the 9-12 group of teachers, it does give some insight as to one possible area to explore about teacher attitudes towards PD and how effective the PD is. In Xu's (2016) study, it is possible that there were other unknown variables influencing the outcomes for the k-8 teachers and the 9-12 teachers.

Synthesis and Critique of Professional Development Literature. This section covered approaches to PD used for in-service teacher PD. As both Grasley-Boy et al. (2021) and ODE (2019) pointed out, many districts and schools use the train and hope model, with an initial training without any follow up support. Recommendations from authors were reviewed and several themes emerged. The importance of using EBP was discussed by Burke et al. (2011), Bradshaw et al. (2012), and Reinke et al. (2014). Implementation and follow up support were encouraged by Bradshaw et al. (2012), Grasley-Boy et al. (2021), Green and Allen (2015), and Reinke et al. (2014). Sustained focus over time was presented as important by Brown and Militello (2016) and Desimone et al. (2002). The importance of implementation fidelity was discussed by both Burke et al. (2011) and Reinke et al. (2014). These studies showed that improved implementation fidelity resulted in higher rates of desired outcomes. Each of these themes, using EBP, follow up and implementation support, and having a sustained focus over time on the PD, and implementation fidelity are all characteristics found within the IS framework. Following these guidelines should result in higher quality PD. As Gable et al. (2012) suggested, it is important for teachers to gain proficiency in EBP. Exposure, such as a stand-alone PD, is not sufficient. However, following these suggestions and using EBP such as IS as part of the PD implementation process will lead to better PD results than the stand-alone PD using the train and hope method discussed by both Grasley-Boy et al. (2021) and ODE (2019).

Xu (2016) was the only author in this section to explore how teacher attitudes toward PD impacts outcomes. Xu (2016) found that elementary and middle school

teachers' attitudes towards PD had a statistically significant impact on how effective the PD was, as measured by student achievement, however when the same method was used to look at high school teachers' attitudes towards PD, their attitudes towards the PD did not have an impact on how effective the PD was at improving student achievement. Xu (2016) suggested further research is needed to examine teacher attitudes of PD and the resulting student achievement, especially at the high school level. This is because it was unclear why there was a difference between the two groups of teachers, k-8 and 9-12. While this was not discussed by the other authors in this section, it is important to consider when considering the selection of PD. Implementation Science involves gathering information from stakeholder groups in the initial stages. Involving teachers in the information gathering and selection process is important so that they will have a vested interest in the PD. This aligns with what Nordstrum et al. (2017) said about educator attitude being a strong indicator of the outcomes of the PD. This study shows how important it is to consider educator attitudes towards PD before it is implemented.

While both Grasley-Boy et al. (2021) and ODE (2019) stated in their articles that many districts and schools use the train and hope model, no studies focused on what types of PD delivery methods were most used by schools and districts. This information would be helpful to determine which changes might be most impactful to improve PD outcomes.

Common Professional Development for Teachers to Support Challenging Behaviors

There are many approaches that educators can take to supporting students with challenging behaviors in their schools. This section will examine the programs that have

been mentioned by authors in this chapter as effective with students with challenging behaviors, including RP, TIC, and PBIS. These are also some of the most widely used programs currently used in schools. Table 15 below shows the publications discussed in this section.

Table 15*Common Professional Development for Teachers to Support Students with Challenging Behaviors*

Author	Date	Peer Reviewed	Theme	Study Highlights
Bradshaw et al.	2012	Yes	SW-PBIS	Examines the implementation of SW-PBIS in study schools resulted in more prosocial behaviors and a reduction in challenging behaviors.
Chafouleas et al.	2015	Yes	Trauma Informed Care	The article provides blueprint for implementing trauma informed care model in schools.
Cressey et al.	2014	Yes	SW-PBIS	The authors explore how to implement SW-PBIS in the whole school setting.
Gregory et al.	2016	Yes	RJ RP	This study found that RP implemented with high fidelity resulted in lowering suspension rates among high school students, especially for students of color.
Horner	2006	Yes	SW-PBIS	The article examines SW-PBIS and EBP.
Ingraham	2016	Yes	RJ RP	The article proposes a model for school wide implementation of RP in multiculturally diverse schools.
Mayworm et al.	2016	Yes	RJ RP	The article proposes a model for implementing RJ in the school setting.
Overstreet & Chafouleas	2016	Yes	Trauma Informed Care	The article proposes multitiered model to implement trauma informed approaches in schools.
Reinke et al.	2012	Yes	SW-PBIS	The authors studied the implementation of SW-PBIS in 33 elementary schools.
Sugai and Horner	2006	Yes	SW-PBIS	This article contains a description of SW-PBIS and the implementation process.
Horner et al.	2010	Yes	SW-PBIS	Examines what it means to be an EBP and applies these principles to SW-PBIS

Author	Date	Peer Reviewed	Theme	Study Highlights
Mitchell	2018	Yes	SW-PBIS	Explains the key components of SW-PBIS implementation to help educators reduce problem behaviors, and establishes it as an EBP
Lee & Gage,	2020	Yes	SW-PBIS	Systemic review of 29 SW-PBIS studies found statistically significant reduction in school discipline problems and an increase in academic achievement
Horner et al.	2017	Yes	SW-PBIS	Discusses lessons learned from large scale implementation of PBIS and how it fits within the MTSS framework
Horner & Macaya	2018	Yes	SW-PBIS	Discusses lessons learned about implementing PBIS practices in 26,000 schools and how it integrates practices of Implementation Science
Lodi et al.	2022	Yes	RJ RP	
Trauma Informed Oregon	2022	No	Trauma Informed Care	Resources for implementing Trauma Informed practices, publications, consultations, and trainings.

Positive Behavior Interventions and Supports. As of 2018, SW-PBIS was used in over 25,000 schools in the United States (County Health Rankings, 2022) and will be the first program to be reviewed in this section. SW-PBIS is Sugai and Horner (2006) explain that a primary purpose of school-wide positive behavior support (SWPBS) is the “integration of measurable outcomes, data-based decision making, evidence-based practices, and overt support systems for implementers” (para. 1). Since SW-PBS includes EBP (Horner et al., 2017; Horner & Macaya, 2018; Horner et al., 2010, Lee & Gage, 2020) and continuous data tracking to guide implementation decisions, it aligns well with the IS framework. Within the SW-PBS framework, students receive direct instruction in desired behaviors, are given chances to practice the behaviors, and given positive feedback when they display the desired behaviors (Horner & Macaya, 2018; Sugai & Horner, 2006).

Implementing PBIS involves more than initial training. Horner and Macaya explain, “Adoption of PBIS by a school typically requires one to three years, and active district support” (p. 665). Horner (2006) expounded on this, stating that there are three primary targets of SWPBS, prevention, using EBP, and systems implementation. Horner et al. further clarifies, “A central feature of PBIS is the selection of behavior support practices that are empirically validated yet match the social and cultural context of a school” (2017, p. 26). Thus, not only should adopted practices have evidence to show their effectiveness, but they should also fit the social and cultural aspects of the school, which also aligns with the IS framework. Horner (2006) states that prevention involves a three-tiered approach. The first tier targets all students in all school settings, teaching all

students desired behaviors, as referenced above. The second tier targets a smaller subsection of students who need more targeted adult support. The third tier targets an even smaller subsection of students that need wrap around support from a team of school professionals. The second target of SW-PBS includes theoretically sound EBPs to encourage prosocial behaviors. The SWPBS model includes interventions that are researched to ensure that they have been tested and found to be effective at supporting desired behaviors in similar school environments (Horner et al, 2017). Finally, the third target of SWPBS includes systems implementation. Sugai and Horner (2006) elaborate this as, “individuals within an organization need appropriate systems-level supports to promote desired goal-related behaviors” (para. 13). Much like students need ongoing support of prosocial behaviors, individuals working within schools need ongoing support to implement behavioral interventions continuously and effectively.

To effectively implement SW-PBIS, Mitchell et al. (2018) states that three features that need to be used, “These include (a) use of data to guide instructional/intervention decision-making, (b) directly teaching social expectations and providing feedback to students, and (c) systems to support educator implementation with fidelity” (p. 240). Including each of these, data guided instruction, explicit teaching, and ongoing support for educators across the three tiers of student support provides optimal conditions for supporting both educators and students to get the desired outcomes – improved student behavior.

Sugai and Horner (2006) explain that while many schools and districts implement punitive measures for students with challenging behaviors when there is an absence of a

comprehensive behavioral support system within a school, the available evidence shows that this is not effective. They clarify that the students with the most severe challenging behaviors are the “least likely to be responsive to these consequences, and the intensity and frequency of their behavior is likely to get worse instead of better” (para. 4). Given the need to support students with challenging behaviors, it is important to be able to identify EBP that will support all students – which means using systems like SW-PBIS rather than exclusionary discipline (Sugai & Horner, 2006).

Horner et al. (2010) discuss the criteria needed for a practice to be considered an EBP and applied these principles to SW-PBS. Brown et al. (2015) states, “Given the accumulated empirical evidence Horner et al. (2010) concluded that sufficient documentation existed to classify SWPBS as an evidence-based practice, thus warranting large-scale dissemination” (p. 17). A full blueprint for implementing SW-PBIS from school to statewide adoption exists, and is considered an EBP (Brown et al., 2015). In considering both SW-PBIS and other potential EBP, Horner et al. (2010) states, “The current emphasis on defining evidence-based practices is useful and has identified an array of issues that will help guide future research, refine our adoption and implementation of practices, and evaluate our sustainability and scaling efforts” (p. 11). Thus, SW-PBIS is an EBP, and the current trajectory is to continue to identify additional EBP that can also be sustained and implemented on a large scale.

While Lee and Gage (2020), Sugai and Horner (2006), Horner and Macaya (2018), Horner (2006), Horner et al. (2010), and Horner et al. (2017) explained the mechanics and general implementation of SW-PBIS implementation, Reinke et al. (2012)

conducted a study that looked at the practical implementation of SW-PBIS in 33 classrooms in one real-world setting. Reinke et al. (2012) examined the implementation of SW-PBIS in the classroom setting of schools implementing the SW-PBIS model. Observations were conducted in classrooms in 33 schools implementing SW-PBIS with high fidelity. The focus was on posted classroom expectations, praise to correction ratios, and opportunities for students to respond (OTR). While most classrooms had positive student expectations posted in three to five rules, most classrooms did not meet SW-PBIS standards with regards to praise rates and OTR. This is of particular concern since research has shown that low rates of praise to corrections lead to increased negative behaviors (Pisacreta et al., 2011). High rates of negative classroom behaviors lead to teachers feeling less effective and emotional exhaustion, and to students having less academic instruction (Reinke et al., 2012). The ideal rates for students to have for OTR is between 4 and 6 per minute. However, observations indicated that most classrooms fell below this threshold. This leads to lower student learning and engagement (Reinke et al., 2012). This practical implementation of SW-PBIS is helpful to see the benefits as well as the challenges to implementation.

Cressey et al (2014) examined how one school was able to improve student behavior and school organizational health through the implementation of SW-PBIS over a five-year period. This effort was led by the school counselor. The initial implementation focused on one grade, and included universal practices for the SWPBIS model, including rules across school settings, specific systems for encouraging desired behaviors, explicit instructions on rules and routines, and systems to deter challenging

behaviors across school settings. The result was a reduction in problem behaviors at that grade level. When other grade levels observed how effective the implementation was for the teachers and students, the school subsequently decided to implement the program on a school-wide level. This study provides one model that schools can use to implement SW-PBIS to improve student behavior and provide support for PD for teachers.

In another study of SW-PBIS in the elementary setting, Bradshaw et al. (2012) examined how SW-PBIS resulted in a reduction of challenging behaviors. Bradshaw et al. (2012) conducted a study that included 37 elementary schools implementing SW-PBIS over four years and found that it had a positive impact on reducing challenging behaviors and ODRs.

Restorative Practices. The next program that will be reviewed is Restorative Practices (RP) along with Restorative Justice (RJ). According to the Center for Restorative Process (2015) RJ are the principles upon which RP are based. Mayworm et al. (2016) explains that the purpose of RJ is to, “engage, rather than exclude, students who misbehave in schools” (p. 385). Since punitive measures for misbehavior in schools such as suspensions and expulsions have been shown to be both ineffective and to disproportionately impact students of color, RJ is an alternative approach that engages students with challenging behaviors, holds them accountable for their actions, and supports students through this learning process (Mayworm et al., 2016). Restorative Justice practices can include alternatives to conflict resolution, such as mediation, peer mediation, restorative conferencing, conversation, community-building circle, and circles of peace (Lodi et al., 2022).

For districts planning to implement a RJ framework in their schools, Mayworm et al. (2016) states that there are four key features of effective RJ PD for teachers to get the best results. First, teachers need to be taught how students learn this new material, then have the opportunity to discuss the new concepts. The next step is to link RJ principals to existing knowledge and beliefs that the teachers have. Finally, it is important to include a minimum of 20 hours of training over the course of a semester for teachers to learn about RJ and implementation in the school setting. Mayworm et al. (2016) asserts that these 20 hours allow teachers to have the supports they need to change their practice, and contrasts this to the “one shot’ trainings” (p. 396) in which teachers are provided an initial training without any follow up (Mayworm et al., 2016). Mayworm et al. (2016) does not explain how the twenty hours of training over a semester was determined, aside of it being more than just an initial training without additional follow up.

Gregory et al. (2016) conducted a study that used survey data from high school students to determine how effective RP were in the high school setting. Gregory et al. (2016) found that RP implemented with high fidelity resulted in lowering suspension rates among high school students. This was especially true for Latino and African American students, indicating that RP implemented with fidelity is one way to lower the racial discipline gap. Additionally, Gregory et al. (2016) found that teachers with high fidelity implementation were also found to have more positive relationships with their students from diverse backgrounds. Positive results were found from Gregory et al.’s (2016) study of RJ used in the high school setting.

Ingraham (2016) conducted a mixed methods study looking at RP in an elementary setting. While most RP research has focused on the secondary setting and shown to have a positive impact, Ingraham (2016) found similar results when looking at this practice in a culturally and linguistically diverse (CLD) elementary school. In Ingraham's (2016) study, 16 elementary teachers were trained in RP through presentations in year one, followed by PLCs in the following year. The result was that over 90 percent of participating teachers embraced RP as a preferred way of supporting students with behavior challenges when compared to more punitive measures. In year three the training was extended to include a total of 28 participating teachers. A survey at the beginning of year three showed that 73 percent of teachers supported the idea of including, "All those involved in an incident need to decide how to repair the harm done" (p. 372). The same survey was given at the end of year three to the same teachers who had received the RP training, and the score went up to 96 percent of teachers supporting this idea. While this was a small-scale study, it does show one method of training teachers in RP that could be replicated in other elementary school settings.

After examining 34 articles which studied the implementation of RP in a total of 900 schools, Lodi et al. (2022) found "positive outcomes for schools, teachers, students, and the school community at large" (p. 17). Lodi et al. (2022) found that the use of RP was especially important to supporting students who are disproportionately impacted by exclusionary discipline, "Traditional approaches and/or zero-tolerance policies very often exaggerate the inequalities of treatment of students of different races, gender, socioeconomic status and increase the likelihood of recurrence of deviant behaviours and

criminal behaviours, as well as school dropout” (p. 15). Lodi et al. (2022) also stresses the importance of training all staff and students when newly adopting RP, especially if this approach is replacing traditional exclusionary discipline measures. When RPs are implemented school-wide the results are positive, resulting in higher grades, higher school attendance, and higher graduation rates, and a significant decrease in dropout rates for all students (Lodi et al., 2022).

Trauma Informed Care. The last program to be explored in this section is Trauma Informed Care. Trauma Informed Care in schools seeks to help educators have a realization of the pervasiveness of trauma among students and help educators understand effective, evidence-based approaches to support students who have experienced trauma. Additionally, this approach encourages schools to have systems in place in the school setting to reduce the likelihood that traumatized students will be re-traumatized. For example, teaching staff de-escalation strategies may retraumatize students (Overstreet & Chafouleas, 2016; Trauma informed Oregon, 2022). Overstreet and Chafouleas (2016) account for how widespread and far-reaching trauma is among youth by stating that two-thirds of students will have experienced trauma by the age of 17. Students who have experienced trauma are more likely to experience academic and social challenges in the school setting, be on an Individual Educational Plan (IEP), repeat a grade, and have reduced engagement at school (Overstreet & Chafouleas, 2016).

According to Overstreet and Chafouleas (2016), PD is often the first step to instituting a trauma informed care approach within a school or district. While studies have shown that this is effective for shifting the mindset of practitioners in the mental

health setting, this has not been studied sufficiently in the educational setting to determine if providing PD would have the same mindset shift for teachers. While there is a need for additional research in this area, it is clear from the standpoint of the Cognitive Behavioral Theoretical Framework that to have teachers change their behavior responses to students who may have experienced trauma, teachers first need to change the way that they think about students who have experienced trauma. Without training in trauma informed care, teachers are more likely to view students who have experienced trauma as being, “bad, unmotivated, hostile, or lost” (Overstreet & Chafouleas, 2016, p. 3). With training in trauma informed care, teachers can begin to view externalizing behaviors through a lens of understanding that will lead to supportive, evidence-based interventions that will help to avoid retraumatizing the student in the school setting.

Chafouleas et al. (2015) states that an important aspect of introducing a trauma informed approach to a school is to get the teachers on board through effective PD that shares with educators the need for and effectiveness of this approach. Chafouleas et al. (2015) further argues that trauma informed care should be implemented using the IS framework and supported with a multi-tiered approach such as SW-PBIS or RTI. These are EBP and are in line with the theoretical frameworks used for this dissertation.

Synthesis and Critique of Programs for Improved Student Behavior. Three programs used to improve student behavior were reviewed including SW-PBIS, Restorative Justice principles supported by Restorative Practices, and Trauma Informed Care. Common themes were identified in the implementation of each of these programs, including initial training for educators with follow up support and helping educators to

develop an understanding of the root cause of student behavior. Both RP and Trauma Informed Care require teachers to understand the importance of positive relationships in supporting positive student behavior. Another common theme seen in all three of these programs is how well each of these programs fit within the IS framework. Each of these programs require initial and ongoing training and support. While data collection and fidelity implementation are not as well defined in the implementation process for Trauma Informed Care and RJ as it is for SW-PBIS, these aspects of program implementation could be incorporated into these programs. While this is not established in the literature, this would be a good framework to follow for these two programs.

While each of these programs have proven positive impacts on student behavior, there are some challenges when viewed through the IS framework. School-wide PBIS is a framework which includes established EBP according to a recent systematic review of the literature (Lee & Gage, 2020), however the research base for practices included in RJ and trauma informed care is still emerging. Because of this, it could be argued that RJ and trauma informed care do not include EBP, however they still contain valuable practices that may emerge as EBP when more research has been done. Additionally, authors such as Mayworm et al. (2016), ODE (2019), and Trauma Informed Care Oregon (2022) are starting to contribute to the available literature on the results of implementing these programs in school settings.

Synthesis and Critique of the Literature Addressing Challenging Behavior in Schools

My problem of practice is that many educators in K-12 settings have students with challenging behaviors that they do not feel they have the training to support. An

initial review of the literature showed that teachers want additional training, but it is unclear what training that educators feel will help prepare them to meet the needs of their students. This literature review identified relevant publications in six categories: challenging behaviors exist in schools, author recommendations and teacher requests for training to support challenging behaviors, teacher attrition resulting from challenging behaviors, discipline and disproportionality, approaches to PD implementation, and common programs used in schools to improve student behavior. Each of these categories within the literature review included a summary which highlighted common themes, critiques, and how they fit within the IS theoretical framework. The following section will highlight additional themes observed across the categories and identify if there are any additional inconsistencies or contradictory information within the literature that were not identified previously.

Table 16 shows the six categories covered in the literature review along the left-hand side of the table. The top row of the table lists the three themes that were observed across categories, including recommendations for PD, recommendations for EBP, and recommendations for the use of preventative strategies. Within the table publications are listed for the category in the literature review in which they were covered and the relevant theme. Reading across the first row we can see that in the first section of the literature review explored the idea that challenging behaviors exist in schools. Looking across the row both Autio (2019) and EAB (2019) are listed as recommending PD, the use of EBP, and implementing preventative strategies to promote positive student behavior. However, Alter et al. (2013) is only listed under the second two columns,

meaning that they did not explicitly recommend PD, but did recommend the use of EBP and preventative strategies to promote positive student behavior.

Table 16 can also be read vertically to see how articles covered in the different sections of the literature agree. Looking at the articles listed under ‘Recommends PD’ there were articles in the first three sections of the literature review that contained this recommendation, but not in the last three sections of the literature review. It makes sense that the last articles from the last two sections would not explicitly recommend PD for teachers since the primary focus of these sections was on approaches to PD implementation and specific programs commonly used in schools to support positive student behavior, rather than challenges facing teachers that are covered in the first three sections. However, it is interesting that none of the articles in the discipline and disproportionality section explicitly recommended PD for teachers. Instead, most articles in this section recommended the use of preventative strategies. Preventative strategies, such as those recommended by SW-PBIS, closely align with the IS theoretical framework. From an IS standpoint, to address the problem of disproportionality in school discipline, it would be important to select a program that is evidence based and includes ongoing PD and coaching.

The row entitled ‘Teacher attrition resulting from challenging behaviors’ in Table 16 shows that five different authors recommend PD to address this issue, but none of these authors recommended providing PD that used an EBP or that used preventative strategies for challenging student behavior. This is important to consider from a teacher retention standpoint – providing PD to teachers is a good first step, but if that PD is not

effectively selected or implemented, then it may not have the desired outcome of retaining more teachers. From an IS framework, to implement the training that the authors in the section recommend, it is important to select a program that is evidence based and focuses on preventing challenging student behaviors.

The IS framework includes the need for training with ongoing support, the use of EBP, and creating an environment that supports the new implementation, including preventative strategies when implementing a program to improve student behavior. It would be reasonable to expect that most of the articles referenced in this literature review would include recommendations for PD, EBP, and preventative strategies. Since this is not the case, it may help to explain the research to practice gap that continues to exist. While there are EBP available to schools, the science behind effectively selecting and implementing these programs are not consistently referenced in published articles, whether they are peer reviewed or from other sources.

Table 16*Common Themes and Challenges with the Literature Review*

Theme	Recommends PD	Recommends EBP	Recommends Preventative Strategies for Challenging Student Behavior
Challenging behaviors exist in schools	Autio, 2019 EAB, 2019	Alter et al., 2013 Autio, 2019 EAB, 2019	Alter et al., 2013 Autio, 2019 EAB, 2019
Author recommendations and teacher requests for training to support challenging behaviors	CPSE, 2006 Gable et al., 2012; Reinke et al., 2011; Westling, 2010	Gable et al., 2012 Reinke et al., 2011;	
Teacher attrition resulting from challenging behaviors	Berg et al., 2016 Chang, 2013 Deangelis & Presley, 2010 Pas et al., 2012 Tsouloupas et al., 2010		
Discipline and disproportionality		Sharkey and Fenning, 2012	Reynolds et al., 2008 Chu and Ready, 2018 Sharkey & Fenning, 2012

Theme	Recommends PD	Recommends EBP	Recommends Preventative Strategies for Challenging Student Behavior
Approaches to PD implementation		Burke et al., 2011 Bradshaw et al., 2012 Reinke et al., 2014	
Common programs used in schools to improve student behavior (RJ, SW-PBIS, and trauma informed care)		Bradshaw et al., 2012 Cressey et al., 2014 Horner, 2006 Reinke et al., 2012 Sugai and Horner, 2006 Chafouleas et al., 2015	Bradshaw et al., 2012 Cressey et al., 2014 Horner, 2006 Reinke et al., 2012 Sugai and Horner, 2006

In addition to the themes noted above, the literature was also reviewed for common themes and inconsistencies within the section summaries. As discussed in the first two sections, there was agreement among the articles reviewed that many teachers are reporting challenging behaviors in schools (Alter et al., 2013; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021), and researchers and teachers suggest training to address this need (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010). However, aside from the use of EBP and preventative supports, these articles did not suggest what type of training should be provided.

One critique highlighted in the first section of the literature review is the inclusion of several non-peer reviewed articles, specifically the national teacher surveys (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012). While there were many surveys included in the literature review, there were no national teacher surveys from peer reviewed sources identified during the systemic review of the literature. Another critique of the survey literature that includes both national and localized studies that surveyed teachers about challenging student behaviors is that they only surveyed general and special education teachers. There are many other certified professionals working with students in schools that should be included in educator surveys, such as school psychologists, Occupational Therapists, Speech Language Pathologists, and School Counselors. These practitioners should be included in future educator surveys to gain a better understanding of the training needed to support students with challenging behaviors.

In the section that reviewed teacher attrition, Xu (2016) was the only author to explore how teacher attitudes towards PD impacts the outcome of the PD. This is important to note since this is part of IS, having an alignment between teacher beliefs and values and the program being implemented impacts the success of the program (Nordstrum et al., 2017). This is another key idea that should be included in future surveys, asking educators about their opinions of potential interventions such as SW-PBIS, restorative practices and trauma informed care.

The final consideration is that while many studies listed in Table 16 recommended PD for teachers to support students with challenging behaviors, the recommendations are vague stating only that they should include EBP or preventative strategies. These articles do not include recommendations for training in specific programs or ideas on the delivery method of the recommended preventative EBP. This is a central idea of this study – to learn from study participants what programs or strategies educators want training in to support their students with challenging behaviors, and how they would like that training derived.

The next section will review the ideas covered in the literature review, with special attention given to the surveys included in the literature review. Additional articles are included to review the best practices in conducting survey research.

Methodological Review of Surveys from Literature Review

This section includes a review of relevant methodological literature, including all publications referenced in the literature review with surveys. Additionally, several articles are reviewed to determine best practices when conducting surveys in the social

sciences, these articles are summarized in Table 17. Four additional articles for conducting survey research using social media as a recruitment tool are reviewed and summarized in Table 18. The next three tables contain surveys included in the literature review, one with peer reviewed articles where authors conducted their own surveys, one with peer reviewed articles where authors used survey data from other sources, one table with surveys that are from other types of publications. Following these tables, is Table 23, listing quality indicators for conducting survey research with a listing of all the surveys and whether they meet each of the quality indicators.

Best Practices for Conducting Survey Research

Three publications were reviewed to determine best practices in survey research in the social sciences from authoritative sources. Following this discussion, the surveys included in the literature review will be considered, including an examination of best practices used within each survey. Table 17 lists the best practices recommended for quality survey research as presented by Walston et al. (2017) published by the American Institutes for Research and supported by the Institute of Educational Sciences (IES). Barribeau et al. (2005), is also included in Table 17, and is published as a writing guide for social science survey research by Colorado State University. Finally, Table 17 includes a three-part series on survey methods for educators published by the IEPS and the US DOE, part one is by Irwin et al. (2016), part two is by Pazzaglia et al. (2016a), and part three is by Pazzaglia et al. (2016b). Each of these publications agree on the need to address survey participants, sample design, sample size, question design, survey questions, survey formatting, accounting for reliability and validity, the need for pilot

testing, addressing the survey response rate, survey completion incentives and reminders, potential bias of incomplete surveys, and the benefits of online surveys. While each article agrees on addressing these considerations, each article highlights different aspects of these topics.

All the publications in Table 17 discussed survey participants, but each emphasized a different aspect to consider about survey participants. Walston et al. (2017) noted the need to identify subgroups of participants, noting the need to consider which subgroups of participants would be helpful to compare once the data is collected. Similarly, Barribeau et al. (2005) stated the importance of collecting demographic information of survey participants. Pazzaglia et al. (2016a) had a different emphasis when considering survey participants, instead focusing on the need to ensure participants know that survey completion is anonymous and confidential. Another area considered by each of the publications in Table 17 was the need to carefully consider the formatting and length of the survey. Watson et al. (2017) suggests shading alternate rows to make the survey easier to read and reduce respondent errors. Pilot testing surveys was suggested by Irwin et al. (2016) to determine the appropriate length of the survey. Barribeau et al. (2005) had several suggestions for improving the format of the survey including, the use of transitions, using a variety of response options, and placing easier questions towards the end of the survey to increase the likelihood of survey completion. It was interesting to note that all the publications listed different strengths of online surveys including: the ability to seamlessly skip questions that are not relevant to specific participants, the variety of only survey platforms to choose from, faster response rates than traditional

paper surveys, and the ease of data storage from surveys (Walston et al., 2017). Irwin et al. (2016) agreed with the significance of data storage, further noting the time saved since data entry was not needed. Barribeau et al. (2005) stated that the data is easier and faster to edit and analyze, the ability to monitor participation levels in real time, and also noted that survey respondents are more likely to be candid in their response, and the potential of online surveys to reach a larger population than paper-based surveys. While some of the highlights are of quality surveys discussed here, Table 17 goes into greater detail about what goes into each of the quality indicators for survey research.

Of particular note in survey best practices involves sampling methods. According to Walston et al. (2017) random sampling is best, followed by stratified random sampling, with convenience sampling being the least representative due to the possibility of not being representative of the target population. Since it is not feasible to have a random sampling or stratified random sampling of US K-12 public educators for this study due to logistical and financial constraints, this survey used convenience sampling with a large sample size. Demographic data was collected and used to examine potential bias in the sample pool. The present study used targeted recruitment on Facebook and Reddit to increase the likelihood of reaching the target populations. While the survey was targeted to relevant populations on social media, it was open for anyone to access, and thus according to Eysenbach (2004) is considered an open convenience sample, since it is open for anyone to respond to. As Pazzaglia et al. (2016a) points out, convenience sampling is one way of increasing the sample size. The sample size should be large enough so that subgroups within the survey participants have adequate representation

(Walton et al., 2017). Additionally, having a larger sample size of the total population will decrease the margin of error (Pazzaglia et al., 2016a) and result in a more favorable confidence interval (Barribeau et al., 2005). Eysenbach (2004) states, “Every biased sample is an unbiased sample of another target population, and it is sometimes just a question of defining for which subset of a population the conclusions drawn are assumed to be valid” (p. 1). Here, Eysenbach (2004) is referencing internet-based surveys which are seen by subsets of the population, giving the example of a CNN poll. In his example the CNN poll would be representative of viewers of CNN, but not necessarily other news platforms. In this study, specific specialists/support staff were targeted on Facebook and Reddit, such as general education teachers, school nurses, and speech language pathologists working in school settings, so that the convenience sample had the potential to yield a large number of participants within the demographics included in this study. Demographic data was collected to ensure adequate representation from each of the specialists/support staff included in this survey. Demographic information from participants was used to identify over or under representation of educators in the study sample, and this is addressed and examined for bias in chapter 5.

Table 17

Quality Indicators in Survey Research

Quality Indicator	Walston et al., 2017	IES US DOE, parts 1, 2, & 3 Irwin et al., 2016, part 1 Pazzaglia et al., 2016a, part 2 Pazzaglia et al., 2016b, part 3	Barribeau et al., 2005
Survey Participants/ Respondents	Identify subgroups of survey participants	Ensure participants that completing the survey is both anonymous and confidential (Pazzaglia et al., 2016a)	Collect demographic information on survey participants
Sample Type/Design	Random sampling is best, followed by stratified random sampling, with convenience sampling being the least representative due to the possibility of not being representative of the target population.	Convenience sample – increases response rates (Pazzaglia et al., 2016a) Judgement sample – some disagreement on what makes up a typical sample (Pazzaglia et al., 2016a) Quota Sample – controls the proportion of units sampled from identified subgroups in the survey (Pazzaglia, et al., 2016a)	Probability sampling is best, including Simple random sample, Systematic selection procedure sample, Stratified sample, Cluster sample, Multistage sampling
Sample Size	Sample size should be large but take into consideration the potential increased cost of a larger sample size. The sample size should be large enough so that subgroups within the survey participants have adequate representation.	Having a larger sample size of the total population will decrease the margin of error (Pazzaglia et al., 2016a)	A larger sample size will result in a more favorable confidence interval

Quality Indicator	Walston et al., 2017	IES US DOE, parts 1, 2, & 3 Irwin et al., 2016, part 1 Pazzaglia et al., 2016a, part 2 Pazzaglia et al., 2016b, part 3	Barribeau et al., 2005
Question Design	<p>Define what is being analyzed</p> <p>Clarify research goals</p> <p>Define research questions</p>	Survey questions can include rating scales, multiple choice, open response, and other types of response options (Irwin et al., 2016)	Can include rating scales, ranking scales, magnitude estimation scales, unfolding questions, funneling questions
Survey Questions	<p>Align research questions to goals</p> <p>Survey questions should be clear, relevant, avoid asking sensitive information, and be concise.</p>	Avoid jargon, ensure both questions and responses are clear and appropriate for the target population, ask only one question at a time, avoid double negatives, avoid wording that may introduce bias (Irwin et al., 2016)	<p>Use direct language tailored to respondents</p> <p>Specific questions are better than general questions</p> <p>Questions should be succinct while still including necessary information</p>
Formatting & Length	Shading alternate rows makes the survey easier to read and reduces respondent errors.	Use pilot testing to see if the length is appropriate (Irwin et al., 2016)	Formatting should include transitions, a variety of response options, and easier questions placed towards the end of the survey
Account for Reliability and Validity	Recommended to consider at all stages of survey development	Reliability and validity should be considered by comparing the draft survey to similar surveys that have been	Pretesting the survey can help ensure reliability and validity

Quality Indicator	Walston et al., 2017	IES US DOE, parts 1, 2, & 3 Irwin et al., 2016, part 1 Pazzaglia et al., 2016a, part 2 Pazzaglia et al., 2016b, part 3	Barribeau et al., 2005
published in academic journals. (Irwin et al., 2016, p. 7)			
Pilot Testing	Recommended – improves validity and informs improvements such as awkwardly worded questions.	Recommends other sources for recommendations on piloting surveys (Irwin et al., 2016)	Recommended for reliability and validity
Response Rate	Better to have a smaller sample size with a higher response rate than a larger sample size with a higher response rate. Higher response rates have less bias and are more representative of the target population.	Response rates will vary by type of sampling method used (Pazzaglia, et al., 2016b) If a probability sampling approach is not used then claims about the target population cannot be made – only claims about the sample population (Pazzaglia, et al., 2016b)	Electronic surveys have a better response rate than paper surveys or interviews Survey design is a contributing factor to a potential survey participant. Decisions to participate usually occur within the first few seconds of the survey being presented.
Incentives and Reminders for Survey Completion	Incentives help improve response rates. Monitor response rates and follow up with reminders for nonrespondents.	Incentives for participation help – drawing for a prize or gift cards (Pazzaglia, et al., 2016a) Advertise survey and its importance through websites and newsletters (Pazzaglia, et al., 2016a)	Incentives can be helpful to increase participation.

Quality Indicator	Walston et al., 2017	IES US DOE, parts 1, 2, & 3 Irwin et al., 2016, part 1 Pazzaglia et al., 2016a, part 2 Pazzaglia et al., 2016b, part 3	Barribeau et al., 2005
Incomplete Surveys Examined for Potential Bias	Surveys sent to potential participants who do not respond should be examined to see if there are groups that are underrepresented within the survey responses	Limit nonresponse bias (Irwin, et al., 2016) Low response rates could indicate bias (Pazzaglia, et al., 2016a)	Nonresponse bias includes the challenge of not knowing which portions of the population are underrepresented in survey responses, this is a greater problem with smaller sample sizes.
Online survey strengths	<p>Skipping questions that are not relevant to the participant is seamless in online surveys.</p> <p>Many online survey programs available to choose from.</p> <p>Faster responses.</p> <p>Makes survey data storage easy.</p>	Online surveys negate the need for data entry of survey responses (Irwin, et al., 2016)	Easier to edit, analyze, faster transition time, able to monitor participation levels, higher response rate, more candid answers, potentially able to cover larger population

Table 18

Recruitment and Selection of Survey Participants Using Social Media and Internet Based Surveys

Key Ideas	Gelinas et al., 2017	Harvard Catalyst Regulatory Foundations, Ethics, & Law Program, 2017	Shatz, 2017	Virginia Commonwealth University, 2021	Eysenbach, 2004
Focus	Social Media Recruitment	Social Media Recruitment	Social Media Recruitment	Social Media Recruitment	Internet based Surveys
Institutional Review Board (IRB)	Due to the newness of this approach, there is no specific regulatory guidance for IRBs to follow	Federal regulations do not yet exist for specifically for using social media as a form of human subject participant recruitment. Researchers should address the potential of online conversations with potential research participants to ensure consistent information is communicated and privacy is maintained.	Suggests the use of the Checklist for Reporting Results of Internet E-Surveys (CHERRIES) published by Eysenbach, 2004.	Clearly describe to the IRB which social media platforms will be used and how they are appropriate, if compensation will be offered, how the researcher will represent themselves, how the researcher will engage with potential survey participants, and a description of the relevant policies and norms specific to each social media platform to be used and how these will be followed.	State for potential survey participants if the survey has been approved by the IRB
	Some IRBs have policies on social media recruitment, but most IRBs do not have policies in place				
					Include a plan for reminders and following up with participants who have incomplete surveys.

Key Ideas	Gelinas et al., 2017	Harvard Catalyst Regulatory Foundations, Ethics, & Law Program, 2017	Shatz, 2017	Virginia Commonwealth University, 2021	Eysenbach, 2004
Confidentiality	Due to the specific nature of targeted populations on social media, care needs to be taken to ensure participants remain anonymous	Privacy and confidentiality considerations when using social media as a recruitment tool are held to the same standards as traditional recruitment methods.	Answering questions after the initial recruitment post is posted can increase participation. Article does not state how to avoid breaches of confidentiality when doing this in a public forum.	Create a separate public account to use on social media platforms for survey recruitment.	Explain the informed consent process
	Privacy and transparency need to be considered in light of the amount of personal information available on the internet. These need to be accounted for to protect potential survey participants	Additional considerations on privacy include being aware of expectations among specific social media sites and communities within the different social media sites.			Explain how personal information will be collected, stored, and protected

Key Ideas	Gelinas et al., 2017	Harvard Catalyst Regulatory Foundations, Ethics, & Law Program, 2017	Shatz, 2017	Virginia Commonwealth University, 2021	Eysenbach, 2004
Social Media Examples	Facebook, Twitter, Instagram, LinkedIn	Facebook	Reddit, Facebook, Twitter	LinkedIn, Facebook, Twitter, Reddit	This article focused on web-based surveys, and did not include specific information about social media

Key Ideas	Gelinas et al., 2017	Harvard Catalyst Regulatory Foundations, Ethics, & Law Program, 2017	Shatz, 2017	Virginia Commonwealth University, 2021	Eysenbach, 2004
Benefits	<p>May reach wider segment of target population</p> <p>May be able to predict eligibility based on where study is advertised</p> <p>Cost effective</p>	<p>Early signs show that social media is effective for recruiting participants.</p> <p>Social media is a growing industry.</p>	<p>Potentially large groups of participants reached in a short amount of time, one example cited had 848 participants begin the survey within 24 hours of the initial post.</p> <p>No cost</p> <p>Ability to target specific populations</p>	<p>Can be an effective way to reach a target population</p>	<p>Can target specific populations</p> <p>Adaptive questioning can be used</p>

Drawbacks	Difficulty tracking response rates, questions about how this would be done while maintaining confidentiality	A lack of IRB guidelines specific to social media means that social media recruitment needs to be considered within IRB guidelines designed for similar recruitment methods, such as paper posters instead of online advertisements.	Limited research using social media as a recruitment tool exists, so there are few examples to draw on Advertisements on Google or Facebook can be expensive	Need additional screening questions to ensure participants meet the criteria to participate I the survey May unintentionally not reach some of the target population	Response rates may need to be replaced with other measures, such as participation rate, view rate, and completion rate. Each of these will be further discussed below.
			Social Media platforms may not have a representative sample of the target population (including age, political leanings, and gender).		Sample may be biased Web based surveys have low response rates – although this does not consider social media as a recruitment tool

<p>Other Considerations</p>	<p>Initial recruitment post on social media cite needs to be clear that a researcher is making the post and the purpose of the research</p>	<p>Social media recruitment methods are very similar to traditional methods, such as using online “banner ads” for targeted recruitment being very similar to placing paper posters for recruitment up in areas potential participants frequent.</p> <p>The social media platform’s terms of use must be followed.</p> <p>Each social media site has different cultures and expectations, these should be addressed and respected.</p>	<p>Survey completion rates need to be defined differently than they are when emailed to specific potential participants.</p> <p>Initial recruitment post time of day and day of week can impact response rate.</p> <p>In the recruitment post, stating the survey completion time and keeping the survey to 10 minutes or less increases participation and completion rates.</p>	<p>If compensation is used for survey completion, ensure a way to screen for bots completing surveys.</p> <p> Cookies and IP addresses can be used to prevent surveys being completed more than once per participant</p> <p>The study should state whether incentives are to be used for survey recruitment</p> <p>In order to account for completeness, all survey questions should include an “other” or ‘n/a’ response option – without this it may appear that the survey was not completed</p>
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Key Ideas	Gelinas et al., 2017	Harvard Catalyst Regulatory Foundations, Ethics, & Law Program, 2017	Shatz, 2017	Virginia Commonwealth University, 2021	Eysenbach, 2004
					even though the participant did read the question.

Table 19

Key Considerations for Web Based Surveys, A Review of Eysnbaach's (2004) CHERRIES Checklist

Survey Design & IRB Considerations	Survey Recruitment & Administration	Calculating Response Rates	Potential for Repeat Survey Submissions	Post-Survey Data Analysis
State the target population	State how potential survey participants will be made aware of the survey: if advertising is used, state how this will be done, if a survey announcement is posted on the internet, this should be listed in the appendix.	Unique site visitors – describe if IP addresses, view rates, and/or cookies will be used in the calculation of response rates	Cookies can be used to assign an identifier to each unique computer. Some software programs can track this to track or prevent multiple submissions from the same electronic device.	Handling of incomplete surveys – describe how incomplete surveys will be handled, state if surveys that were terminated early will be included in the data set, or if partially complete surveys that were

Survey Design & IRB Considerations	Survey Recruitment & Administration	Calculating Response Rates	Potential for Repeat Survey Submissions	Post-Survey Data Analysis
State the type of sample (this is most likely convenience sample in open web-based surveys)	State how the survey will be electronically disseminated, including the context, or platform, in which the survey will be made available to potential survey participants	View rates are the number of unique survey visitors divided by the unique site visitors – this is different from the number of page views	IP addresses – each electronic device has a unique IP address, this information can be collected to track or prevent multiple submissions from the same device.	Surveys submitted with an atypical timestamp – describe if a survey that took much longer or much shorter than the expected time to complete will be considered in the final data set.

Survey Design & IRB Considerations	Survey Recruitment & Administration	Calculating Response Rates	Potential for Repeat Survey Submissions	Post-Survey Data Analysis
State how the survey was developed to be user friendly	Describe if any incentives for survey completion are offered	Participation rate is the unique visitors who agreed to take the survey divided by the unique site visitors	Log file analysis – describe if other techniques similar to cookies or IP addresses are used to track entries.	Statistical correction – Describe if any items in the survey questions will be given more importance or if there are embedded procedures within the survey software for adjusting for a non-representative sample.
State if the survey has been approved	Describe the timeframe in which surveys will be available for completion and if users are able to review and/or change	Completion rate is the users to submitted the survey divided by the	Registration can be used by some survey programs when	

Survey Design & IRB Considerations	Survey Recruitment & Administration	Calculating Response Rates	Potential for Repeat Survey Submissions	Post-Survey Data Analysis
by an IRB and the informed consent process, including: time to take survey; what, where, and how data will be stored; who the investigator is; and the purpose of the study	Survey Recruitment & Administration answers, or if users can use the back button to change answers before submitting the survey	users who consented to take the survey	closed surveys are used. In this instance the survey is only open to specific participants, this requires tracking through user names or passwords.	
Data protection – further detail should be provided to potential survey	The number of items and screens should be limited to increase completion rates. Adaptive questions can be used to shorten the survey for participants so questions displayed are relevant to the	Completeness check – provide options for users to skip questions, so completion rates for the overall survey can be considered along with individual		

Survey Design & IRB Considerations	Survey Recruitment & Administration	Calculating Response Rates	Potential for Repeat Survey Submissions	Post-Survey Data Analysis
participants about how personal information will be used and protected	survey participant, reducing the time and complexity of the survey.	question completion rates		

Using Social Media for Survey Recruitment

With a consensus among the authors in Table 17 on the benefits of online surveys, Table 18 was created to consider the benefits and challenges of using online social media platforms for the recruitment of survey participants for web-based surveys. Some examples of social media platforms that have the potential to be used for survey recruitment include Facebook, Twitter, Reddit, LinkedIn, Instagram, YouTube, Discord, and TikTok. The most appropriate social media platforms for survey recruitment for this study are Facebook and Reddit. This is because these platforms permit posts to targeted audiences that have the potential to be viewed by a large number of people at no cost. Other social media platforms either require an account with a large number of followers for a post to be seen, such as Instagram or YouTube. This would require the owners of these groups to agree to post the survey link, and may charge a fee, or may not be willing to do this at all. LinkedIn is primarily a job networking social media platform, Discord is primarily made up of private special interest groups, and TikTok is primarily a video sharing platform. The ability to post to public subgroups targeted at specific groups at no cost on Reddit and Facebook make these platforms the most appropriate, accessible, and cost-effective social media platforms to use for this study.

Facebook has Facebook groups that Facebook users can set up for a specific interest and others can join this group. Similarly, Reddit has Reddit communities that Reddit users can set up around a particular interest or topic that others can join, named as 'r/groupname' if groupname was the actual name of the Reddit community. Since using social media as a recruitment tool is new, most Institutional Review Boards (IRB)s do not

have specific guidance around this participant recruitment approach, instead relying on existing guidance with more traditional recruitment approaches in mind (Gelinas et al., 2017; Harvard Catalyst Regulatory Foundations, Ethics, & Law Program, 2017). Table 18 includes five publications addressing these issues, three of the publications are from peer reviewed articles, Eysenbach (2004), Gelinas et al. (2017), and Shatz (2017). The other two publications are from US universities, Virginia Commonwealth University (2021), and Harvard Catalyst Regulatory Foundations, Ethics, & Law Program (2017). Four of these publications address considerations of using social media as a recruitment method, including examples of social media platforms that may be used, similarities in existing IRB rules that can be applied to social media recruitment, confidentiality, benefits and drawbacks of this recruitment approach as well as other considerations. Eysenbach (2004) does not address social media as a recruitment tool but was included in Table 18 because of its thorough review of the unique considerations when using internet-based surveys. While the Harvard Catalyst Regulatory Foundations, Ethics, & Law Program (2017) points out that federal IRB regulations specific to social media do not yet exist, Shatz (2017) suggests researchers use the Checklist for Reporting Results of Internet E-Surveys (CHERRIES) published by Eysenbach (2004).

Special Considerations for Web-Based Surveys

Table 19 was created based from the CHERRIES checklist because of the comprehensive considerations of the unique aspects of web-based surveys, including development, recruitment, IRB approval, how to calculate response rates, data and confidentiality, and analyzing the data after the survey has closed. Table 19 includes

suggestions on possible ways response rates can be calculated, techniques that can be used to prevent a participant from completing the survey multiple times, and how to increase response rates. Special consideration of Eysenbach's (2004) ideas of calculating response rates and post survey data analysis is outlined in chapter three.

While Eysenbach (2004) goes into the greatest detail for web-based surveys, all five of the publications in Table 18 explore additional considerations for using social media as a platform for participant recruitment, such as confidentiality. Virginia Commonwealth University, 2021 suggests creating a separate social media account for the researcher, separate from personal accounts, as one aspect of online confidentiality. Adding to this, the Harvard Catalyst Regulatory Foundations, Ethics, & Law Program (2017) states that using social media as a recruitment tool means that these methods need to be carefully explored and held to the same standards as traditional recruitment methods. Additionally, each social media site has their own rules and expectations that also need to be respected and incorporated into the recruitment plan. Shatz (2017) expands on the need for planning for confidentiality if potential survey participants ask the researcher questions in the online forum about the survey. The benefits of this recruitment approach are numerous, including potentially reaching a wider segment of the target population, the ability to target specific populations, early signs show that it is an effective recruitment tool in a continuously growing industry, it is a very cost-effective approach, and the rapid response rate of participants (Gelinas et al., 2017; Harvard Catalyst Regulatory Foundations, Ethics, & Law Program, 2017; Shatz, 2017; Virginia Commonwealth University, 2021).

Gelinas et al. (2017) states that while there are limited examples of using social media for survey recruitment, there are some examples in the literature. Gelinas et al. (2017) cite three examples, one involving recruitment of participants through Facebook, another recruiting using online banner ads, and the third used a dating application targeted at a specific segment of the population in a specific locality. Each of these examples included considering different aspects of the recruitment platforms, such as the potential for only reaching a segment of the population that is not representative of the whole, confidentiality concerns, and adhering to the rules for each of the social media platforms. Shatz (2017) also cites an example of using social media, specifically Reddit, as a study recruitment platform. In the example the same author, Shatz (2015) conducted a survey on the learning process. There was an initial post on a Reddit community in which 962 participants began the survey, with 848 of the participants doing this within 24 hours of the initial post. The survey was discontinued once there were no new survey respondents for 24 hours. A total of 634 participants completed the survey and a total of 526 were included in the results, with 108 being excluded for not meeting the study parameters. Of the 108 excluded, 66 were excluded due to a technical error where the time limit was not imposed, 25 were excluded because they did not meet the eligibility criteria for the study, and the final four were excluded because they provided incomplete data in the questionnaire. This example shows that it is possible to get a large number of survey respondents with a targeted population within a very short timeframe.

Richard et al. (2021) conducted a study that compared data quality using a popular online crowdsourcing platform called Amazon Mechanical Turk (Mturk) and

compared it to the Reddit community r/samplesize, which is a Reddit community dedicated to people who want to take surveys. Mturk has been used in student samples for psychology research but can be cost prohibitive for a large sample size. Mturk has a suggested fee of six dollars per hour for participants, which for a ten-minute survey comes out to one dollar per survey. The fee structure is more complicated than this and becomes more expensive with larger surveys. Richard et al. (2021) used both Mturk and r/samplesize and had participants fill out a demographic survey. The Mturk survey consisted of 256 participants, referred to as workers since they get paid, and the r/samplesize had 277 participants. Richard et al. (2021) found that both sample pools were very similar in composition of gender, income levels, education, and age. Using only r/samplesize, it took one month to get the 277 participants. This is a much longer time when compared to the study Shatz (2017) discussed which yielded 848 participants within 24 hours. This likely has to do with the Reddit community used and the number of active participants of the Reddit community. The present study seeks to post the study to multiple Reddit communities and Facebook groups, which should yield a very high number of participants in a short amount of time.

While there are limited examples and guidelines for using social media as a recruitment platform for web-based survey research, the examples presented, and considerations included in Table 18 and Table 19 were used in the development, recruitment, and data analysis of the survey described in this paper. The ability to reach a large number of current educators in a variety of roles across the US in a short amount of time makes this recruitment approach strongly worth considering.

Review of Articles from Literature Review Containing Surveys

Having a clear idea of the best practices for conducting quality survey research, this section will review each of the articles included in the literature review that include survey research. Included below are three tables reviewing the surveys included in the literature review, one with peer reviewed articles where authors conducted their own surveys, one with peer reviewed articles and government publications where authors used survey data from other sources, one table with surveys that are from other types of publications. Table 20 includes the peer reviewed articles with surveys and has categories for the number of completed surveys, the return rate, the returned surveys that were incomplete, and notes about the survey. Table 21 includes non-peer reviewed articles with privately conducted surveys. Like Table 20, there are categories for the number of completed surveys, the return rate, the returned surveys that were incomplete, and notes about the survey. Since Table 2 is for non-peer reviewed publications, there is an additional column for the type of publication. Table 22 includes peer reviewed articles and government publications that include survey research from other sources. This table has categories for survey data source and notes. Following the review of these tables is Table 23 which includes a summary of each of the surveys from Tables 19 and 20 and incorporates the quality indicators for survey research suggested in Table 17 by Barribeau et al. (2005), Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b), and Walston et al. (2017).

Peer Reviewed Publications with Surveys. Table 20 below includes the eight publications from peer reviewed articles that included surveys. The sample size, response

rate, and accounting for incomplete surveys were discussed as important considerations in survey research by Barribeau et al. (2005), Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b), and Walston et al. (2017) and are included in the Table 18. Of the eight authors, all listed the number of survey participants and five also included the response rate of the surveys that were sent out. However, only three authors discussed incomplete or disqualified surveys. As discussed earlier, including a discussion about the potential bias from incomplete surveys is important to include for high quality survey research (Barribeau et al., 2005; Irwin et al., 2016; Pazzaglia et al., 2016a; Pazzaglia et al., 2016b; Walston et al., 2017). Apart from Westling (2010) and Walter et al. (2006), all surveys included survey responses of 300 or more participants. The data included here will be compared with the data in Table 21 which lists the surveys from the literature review that are not published in peer reviewed journals.

Table 20*Peer Reviewed Publications with Surveys*

Authors	Date	Respondents	N	Response Rate	Incomplete Surveys	Notes
Alter et al.	2013	Convenience sample of K-12 public school teachers in a southwest state in the US	800	Not disclosed	Not disclosed	Definitions of behaviors provided, teachers reported most problematic behaviors
Chang	2013	teachers in the midwestern region of the US	492	26%	93 incomplete, additional 132 disqualified due to inadequate responses	Clearly described methods, examined how teachers' perceptions of challenging student behaviors and how this relates to teacher turnover
Gable et al.	2012	K-12 general and special education teachers in a mid-Atlantic state	12,714	Not disclosed	Not disclosed	Paper based survey through the mail, asked teachers to rate EBP for classroom management and supports for students with challenging behaviors

Authors	Date	Respondents	N	Response Rate	Incomplete Surveys	Notes
Pas et al.	2010	elementary teachers at 31 Maryland public schools	491	76%	Not disclosed	Paper based survey through the mail. Survey examined the relationship between low teacher efficacy and ODR and students receiving out of school suspensions
Reinke et al.	2011	Pk-5 general and special education teachers	292	49%	91% of respondents completed all survey questions	Survey took 15-20 minutes to complete and had a 1-month window Incentive for completion offered
Tsouloupas et al.	2010	Online survey of K-12	610	25%	124 disqualified surveys, article does not disclose why they were disqualified	Examined the relationship between how teachers experienced challenging student behaviors and teachers' emotional exhaustion

Authors	Date	Respondents	N	Response Rate	Incomplete Surveys	Notes
Walter et al.	2006	Elementary teachers in the midwestern US	119	93%	Not disclosed	Surveyed teachers to determine their beliefs about mental health needs of inner-city elementary students
Westling	2010	K-12 general and special education teachers	70	Not disclosed	Not disclosed	Convenience sample with 70 teachers composed of both general and special education teachers

Non-Peer Reviewed Publications with Surveys. Table 20 below lists surveys from the literature review that were not published in peer reviewed journals. This information was reviewed and compared with the information from Table 20 that lists articles with surveys from peer reviewed articles. Like Table 20, Table 21 includes the number of survey participants for all the publications in the table. However, information about the response rate was only included for two of the seven articles in this table. Additionally, none of the publications included information about incomplete surveys and how this may have introduced bias into the survey results. The peer reviewed articles included the response rate for five of the eight articles and the number of incomplete surveys was included for three of the eight articles. The inclusion and discussion of this information may be one reason that these articles were able to be published in peer reviewed journals, while the other publications were published elsewhere.

Table 21*Non-Peer Reviewed Publications with Surveys*

Authors	Date	Type of Publication	Data Source(s)	N	Response Rate	Incomplete Surveys	Notes
Autio (OEA)	2019	Sponsored by the Oregon Education Association, a union representing Oregon teachers	Oregon public school teachers from 112 of 197 districts	1,137	Not disclosed	Not disclosed	Included both an online survey and regional focus groups with teachers' experience with challenging behaviors followed by OEA's recommendations to address the needs
Coalition for Psychology in Schools and Education (CPSE)	2006	Report published by the American Psychological Association	PreK-12 teachers in 49 states in the US and the District of Columbia	2,334	Not disclosed	Not disclosed	Surveyed teachers in four categories: classroom management, instructional strategies, diversity, and family outreach

Authors	Date	Type of Publication	Data Source(s)	N	Response Rate	Incomplete Surveys	Notes
EAB	2019	Private publication, not peer reviewed, national survey	Privately conducted survey of k-5 administrators, teachers, and support staff in US public schools	320 Administrators 1,400+ Teachers 150 Support Staff	Not disclosed	Not disclosed	Examined educators' perceptions of student behavior in k-5 public schools in the US
Griffith & Tyner	2019	Thomas B. Fordham Institute, Advancing Educational Excellence Private publication with potential political bias	Nationally representative sample of 3 rd -12 th grade teachers, from RAND American Teacher Panel	1,219	58%	Not disclosed	Included focus groups Piloted survey States complex design of survey questions, "muddies discussions of statistical significance" (p. 17)

Authors	Date	Type of Publication	Data Source(s)	N	Response Rate	Incomplete Surveys	Notes
Phi Delta Kappan	2019	Annual publication since 1969 by Kappan Magazine with data collection by Langer Research Associates	Representative sample of US adults with overlapping categories for parents, adults, and teachers	2,389 Adults 1,083 Parents 556 Teachers	Not disclosed	Not disclosed	Attitudes of parents, teachers, and other adults towards US K-12 public schools examined in areas such as discipline, preparation, and funding
Scholastic	2012	Privately conducted online survey conducted by Harrison Group, published by Scholastic with support from The Bill & Melinda Gates Foundation	PreK-12 public school teachers in the United States, with respondents from all 50 states	10,000+	Not disclosed	Not disclosed	Examined teachers' perceptions of school conditions, student achievement, school supports, and issues impacting students and teachers

Authors	Date	Type of Publication	Data Source(s)	N	Response Rate	Incomplete Surveys	Notes
TELL Survey	2018	State funded survey conducted every two years in Oregon	Anonymous annual online survey of licensed educators in Oregon	19,556	54%	Not disclosed	Survey questions examines educators' perceptions of school conditions

Peer Reviewed and Government Publications with Survey Data from Other Sources. Table 22 contains the five articles with surveys from the literature review that contained survey data from other sources. Since these authors used surveys completed by other sources, the source of the survey data is listed along with notes on the study. Information in Table 22 does not include the number of survey participants, response rate, or incomplete survey data since these publications used surveys completed by other organizations. Some of the publications, such as Xu (2016) and Huang et al. (2020) used survey data which included very large data sets. The data set used by Xu (2016) used data including responses from over 43,000 teachers and Huang et al. (2020) included responses from over 24,000 teachers. While McMahon et al. (2014) used a smaller data set of under 3,000 teachers, it could be considered representative of the larger population being studied if it was shown that it was representative of the larger population with regards to demographic information. If this was the case, then this should be an adequate sample size (Walston et al., 2017). However, McMahon et al. (2014) states in the limitations of the study that the survey was anonymous and not a random sample, therefore it is unknown if it is representative of the larger population. McMahon et al. (2014) states that it is possible that educators electing to take part in the study may have had more experience with violent student behaviors than their peers without these experiences. Robers et al. (2010) and Wang et al. (2021) both included survey data from multiple large-scale surveys conducted by NCES and the US Census Bureau. Both publications also included a discussion on methods, statistical significance, data analysis and interpretation, and links to publicly available survey data. While these publications

did not conduct their own surveys, most of the data used were from government sponsored surveys and included detailed discussions that examined the data.

Table 22*Peer Reviewed and Government Publications with Survey Data from Other Sources*

Authors	Date	Source	Notes
Huang et al.	2020	Schools and Staffing Survey (SASS) from the National Center for Education Statistics (NCES) 2011-2012	Included only responses from general education teachers from the SASS and examined school conditions related to teacher victimization
McMahon et al.	2014	Survey conducted by APA Classroom Violence Directed Against Teachers Task Force	National study with 2,998 K-12 teachers from 48 states
Roberts et al.	2010	Indicators of School Crime and Safety – Joint publication: NCES, IES, in the US D.O.E., and the BJS in the US D.O.J.	Federal statistical data sources with data collection between 2007-2009
Wang et al.	2021	Indicators of School Crime and Safety – Joint publication: NCES and the BJS	Federal statistical data sources with data collection between 2016-2020
Xu	2016	Examined TELL survey data from 2013	Used a correlational research design

Survey Best Practices. The following table, Table 23, reviews the best practices for survey research for each of the articles in this section that conducted their own surveys. The quality indicators included below are the ones for which all three authors were in complete agreement, including accounting for reliability, validity, pilot testing the survey, reminders for survey completion, and accounting for potential bias in incomplete surveys. The previous tables and discussions included information on sample size, response rate, so this information is not included in Table 23. The publications that used survey data from other sources are not included since these quality indicators would have been considered at the time of survey development and completion, which were not part of these publications.

Table 23 lists 15 publications that conducted surveys which were included in the literature review. The first eight publications are from peer reviewed articles while the remaining seven are from other sources, as indicated in the third column. Columns four through eight each list one of the quality indicators suggested by each of the three articles reviewed for quality survey research (Barribeau et al., 2005; Irwin et al., 2016; Pazzaglia et al., 2016a; Pazzaglia et al., 2016b; Walston et al., 2017). If the authors of the publication accounted for or included the quality indicator, then it is indicated with ‘Yes’. To make the table more readable, a dash is used in place of a ‘No’ if the authors did not account for or include the quality indicator. Discussions of reliability and validity were much more likely to be included in the peer reviewed articles than in the other publications. Only one of the non-peer reviewed publications discussed reliability and none discussed validity. One third of the publications included a pilot test of the survey

and survey reminders, and these were evenly distributed among the peer reviewed and non-peer reviewed articles. While all three articles reviewed for quality survey research recommended considering potential bias from incomplete surveys, none of the 15 articles in Table 23 discussed this in their publications. The two peer reviewed articles with the highest rate of meeting the quality indicators listed in Table 23 were Chang (2013) and Reinke et al. (2011). Chang's (2013) article examined teacher burnout as it related to student behavior and Reinke et al.'s (2011) article examined teacher's perceptions of the needs of students with challenging behaviors due to mental health needs. Since Reinke et al.'s (2011) article met most of the quality indicators and closely aligns with the proposed survey for this dissertation, the methods of this article will be explored further.

Table 23

Survey Best Practices

Did the authors include:							
<i>Authors</i>	<i>Date</i>	<i>Peer Reviewed</i>	Evidence of Reliability	Evidence of Validity	Pilot test of survey	Survey reminders	Address any potential bias or reasons for incomplete surveys
Alter et al.	2013	Yes	Yes	-	-	-	-
Chang	2013	Yes	Yes	Yes	Yes	Yes	-
Gable et al.	2012	Yes	-	-	-	Yes	-
Pas et al.	2010	Yes	Yes	Yes	-	-	-
Reinke et al.	2011	Yes	Yes	Yes	Yes	-	-
Tsouloupas et al.	2010	Yes	Yes	-	-	Yes	-
Walter et al.	2006	Yes	Yes	-	-	-	-
Westling	2010	Yes	Yes	Yes	-	-	-
Autio (OEA)	2019	-	-	-	-	Yes	-
CPSE	2006	-	-	-	Yes	-	-
EAB	2019	-	-	-	-	-	-
Griffith & Tyner	2019	-	-	-	Yes	-	-
Phi Delta Kappan	2019	-	-	-	-	Yes	-
Scholastic	2012	-	Yes	-	Yes	-	-
TELL Survey	2018	-	-	-	-	-	-

Proposed Research Methods. Survey research should include considerations for reliability, validity, sample size, response rate, incomplete surveys examined for bias, pilot testing for the survey, and survey reminders (Barribeau et al., 2005; Irwin et al., 2016; Pazzaglia et al., 2016a; Pazzaglia et al., 2016b; Walston et al., 2017). Reinke et al. (2011) included all of these in their study except for incomplete surveys examined for bias and survey reminders. Reinke et al. (2011) includes a discussion of participant selection at the beginning of the methods section, followed by a discussion of the survey measures. While the survey development did not include a pilot study, it was developed by reviewing similar previous surveys and critiqued by several groups knowledgeable about the topic. Following revisions from these reviews, content validity and reliability was established by having five expert scholars review the survey. The survey was then converted to electronic form through Survey Monkey and was piloted with 25 members of the research team. The research team consisted of faculty and graduate students, all of which had experience working with mental health systems in school settings. Their feedback informed the research team on changes needed to make the survey clearer before distributing it to study participants (Reinke et al., 2011). Reinke et al. (2011) includes a discussion of the survey response rate in the procedures section. While survey reminders were not sent out, a monetary incentive for survey completion was included. The survey averaged 15-20 minutes to complete and was available online for a one month period. Incomplete surveys were attributed to participant fatigue, however the potential bias caused by the incomplete surveys was not discussed.

Selection of Research Methods

Summary of Research Methods. This section reviewed the best practices recommended for quality survey research (Barribeau et al., 2005; Irwin et al., 2016; Pazzaglia et al., 2016a; Pazzaglia et al., 2016b; Walston et al., 2017) and used this information to review the methods used for publications including surveys included in the literature review. Surveys conducted as part of non-peer reviewed publications tended to meet fewer of the quality indicators recommended for survey research. The peer reviewed articles that were reviewed met most of the quality indicators, with Chang (2013) and Reinke et al. (2011) meeting more than the other articles. Reinke et al.'s (2011) article included a survey of teacher perceptions and most closely aligned with the purpose of the proposed study for this dissertation. Therefore, Reinke et al.'s (2011) methods were reviewed and were closely considered when developing the survey for this study.

Problem of Practice and Research Methods. The problem of practice being examined is that many educators in K-12 settings have students with challenging behaviors that they do not feel they have the training to support. The literature review showed that teachers want additional training, but it is unclear what training that educators feel will help prepare them to meet the needs of their students. As both Grasley-Boy et al. (2021) and ODE (2019) explained, PD for teachers often uses the train and hope model which involves a one-time didactic training without any follow up support. When considered within the framework of Implementation Science, it makes sense that teachers who have had this type of training or no training at all, would struggle to meet the needs of their students with challenging behaviors. This study seeks to

understand what type of training that teachers have had, what type of training that they want, if they would be open to ongoing coaching and support following an initial training, and their familiarity with EBP to support positive behaviors.

After a review of survey research best practices and the methodology of the surveys included in the literature review, this study will implement a survey to address these research questions. The survey was designed following research best practices as suggested by Barribeau et al. (2005), Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b), and Walston et al. (2017). Following the recommendations of Shatz (2017), a survey was developed that takes less than ten minutes in order to increase completion rates. Special considerations were followed as outlined in Table 18 for web-based surveys.

Summary of the Research Literature

This chapter began with an introduction and justification for the selection of the Implementation Science theoretical framework, followed by a review of the literature surrounding the problem that teachers have students with challenging behaviors in their classrooms that they do not have the training to support. Historically, schools have used the train and hope model for PD (Grasley-Boy et al., 2021; ODE, 2019), which when viewed from an IS framework may help to explain why many teachers are reporting that they do not have the training to support their students with challenging behaviors. Implementation Science provides clarity to understanding the problem expressed by teachers of lacking the training to support their students with challenging behaviors.

The literature review included sections on challenging student behaviors seen in schools, author recommendations and teacher requests for educator training to improve these behaviors, teacher attrition due to challenging behaviors, discipline and disproportionality, approaches to PD implementation in schools, and three common programs used in schools to improve student behavior. The literature supported the idea that there are students with challenging behaviors in schools (Alter et al., 2013; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021). Specifically, the Oregon TELL (2018) survey showed that more than half of teachers surveyed report that they spend over an hour each school day addressing discipline issues at school. The literature also showed that researchers and teachers believe that teacher training should be provided to meet this need (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010). The literature showed that students with behavioral challenges are more likely to experience exclusionary discipline practices if they are students of color or students identified as needing special education services (Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al., 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015). The literature was also reviewed to determine the approaches to PD in schools. While a variety of approaches are taken, most utilize one time training without follow up support (Gable et al., 2012). Recommendations from researchers echoed many of the components of IS, including the use of EBP, follow up support, and a sustained PD focus over time (Bradshaw et al., 2012; Brown & Militello, 2016; Desimone et al., 2002; Grasley-Boy et al., 2021; Green & Allen, 2015; Reinke et al., 2014). The final section of

the literature review included three common programs used to support positive student behaviors in school, SW-PBIS, Restorative Justice, and Trauma Informed Care. While each of these programs can be implemented using the IS framework, Restorative Justice and Trauma Informed Care may take additional steps to develop necessary fidelity monitoring measures and may also be best implemented alongside another EBP such as SW-PBIS.

The methodological literature review included a review of survey research best practices followed by a careful review of the methods used by each of the publications that included surveys from the literature review. The survey for this study was designed following the suggestions for survey research provided by Barribeau et al. (2005), Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b), and Walston et al. (2017), and incorporate the ideas for using social media participant recruitment as suggested by Gelinas et al. (2017), Harvard Catalyst Regulatory Foundations, Ethics, & Law Program (2017), Shatz (2017), and Virginia Commonwealth University (2021). Best practices included accounting for reliability, validity, the use of pilot testing, follow-up reminders to participants for survey completion, examining the reasons behind incomplete surveys for potential bias, determining sample size, and sample type. Eysenbach (2004) addresses considerations for survey research which are unique to internet-based surveys, such as how response rates are discussed and confidentiality. These survey best practices and considerations were followed, as described in the next chapter. The next chapter includes the methods used for the study, including an explanation of how the methods were designed to address the following research questions:

1. What are the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context?
2. What behavior training programs, frameworks, or strategies have educators had training in to support students with challenging behaviors?
3. Of the training educators have had to support their students with challenging behaviors, what has been the delivery method of the training?
4. What behavior programs, frameworks, or strategies do educators want initial or further training in to provide support to their students with challenging behaviors, both individually and for their school/district?
5. What delivery method of behavior training do educators prefer for future professional development, both individually and for their school/district?
6. On a school or district level, do educators feel that discipline is fair and equitable, or do they feel that students of color, students with disabilities, or other student populations receive a disproportionate amount of discipline within their setting?
7. What are the priorities and resource allocation flexibility related to PD of administrators at the school and district levels?

Chapter 3: Methods

Introduction

Teacher surveys show that many educators see challenging behaviors in schools (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012) and both researchers and teachers suggest PD is needed to prepare teachers to support students with these behaviors (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010). The literature review showed that traditional training methods, such as one-time didactic trainings without follow up support, have not been successful (Grasley-Boy et al., 2021; Nordstrum et al., 2017; ODE, 2019). This is in contrast to PD designed using the principles of Implementation Science (IS), which involves a systematic and ongoing approach to implementing new practices, which is needed in order to obtain expected results (Kelly & Perkins, 2012). The problem this study seeks to understand is that many educators do not feel they have the training needed to support their students with challenging behaviors.

The study was conducted to determine what prior behavior training educators were exposed to, the delivery method of the training, and what behavior training and training delivery methods educators want in the future. This study also collected demographic information to determine if patterns could be identified in the types of training programs and strategies, and training delivery methods, educators need to meet the needs of their students who experience challenging behaviors. Demographic information collected included years of experience, current role, geographic location, and demographics of their local setting. This information was collected with the intention to

inform administrators and federal and state educational leaders on how to best use resources to support educator PD so they can be better prepared to meet the needs of students with challenging behaviors.

The literature has shown that historically, discipline has disproportionately impacted students of color, male students, and students with disabilities, particularly when these students experience challenging behaviors (Anderson, 2018; Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al, 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015). Given this context, this study includes questions to explore educators' perceptions about the equity of disciplinary practices in their local settings for varied student demographic groups. This information will help inform leaders if changes are needed to disciplinary practices to promote fairness among all populations of students.

The study objectives for this research were to determine what PD programs and training delivery methods educators want to meet the needs of their students with challenging behaviors. A survey was developed, based on best practices for survey methods, as discussed. The survey questions were based on the study objective and related research questions. Following the research methods section, the survey participants, procedures, instruments and measures, and data collection and analysis procedures are described in detail.

Research Methods

The study utilized a mixed-methods approach, combining quantitative survey techniques with the option for participants to provide written responses to many of the

survey questions. This was facilitated through the use of the online survey platform, Qualtrics. The inclusion of optional write-in responses for survey participants enabled the collection of qualitative data through the survey administration. This provided a deeper insight into the survey participants' experiences and perspectives, thus allowing for a richer and more robust data set from which to draw conclusions. This study sought to understand what type of training K-12 US public educators want to support students with challenging behaviors, therefore a large-scale survey was designed to help identify answers to these questions. A national survey using convenience sampling from the social media platforms of Reddit and Facebook was used, allowing a large sample size of survey participants who are US K-12 public educators to have their views represented in the survey. While traditional methods of survey recruitment through asking school districts to email their teachers the survey were considered, it was concluded that using social media would allow the survey to reach a larger participant pool, resulting in a larger data set. The final usable data set included 586 educators in US K-12 public schools in a variety of certified roles.

This study followed survey best practices detailed in Table 17 by Barribeau et al. (2005), Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b), and Walston et al. (2017), and follow the recommendations for social media survey participant recruitment detailed in Table 18 by Gelinas et al. (2017), Harvard Catalyst Regulatory Foundations, Ethics, & Law Program (2017), Shatz (2017), and Virginia Commonwealth University (2021). Eysenbach's (2004) considerations for web-based surveys, included in Table 19, was also integrated into the methods section of this study. The survey for this

study was conducted using Qualtrics and took a mean average of 11 minutes and 6 seconds, including reading through the consent to participate page and omitting responses over 30 minutes. The median time to complete the survey was 8 minutes and 53 seconds. The average time for all survey responses, including those between 30 minutes and 9 days to complete was 2 hours and 47 minutes. According to Shatz (2017), keeping an online survey to 10 minutes or less increases survey completion rates. On average, this survey fell within the recommendations of Shatz (2017), when taking into account the outliers who took more than 30 minutes to complete the survey and likely stopped the survey and finished it at a later time. A copy of the survey used for this study is included in Appendix B.

Qualtrics and IRB Recommendations

An initial review of Portland State University's (PSU's) Institutional Review Boards (IRB) did not result in any specific guidelines for using Qualtrics survey software, so a review of other universities with IRB guidance using Qualtrics software was conducted. In order to determine best practices when using survey participant recruitment using Qualtrics and compliance with IRB guidelines, a Google search of the top ten research universities in the US was conducted to see if they had published guidelines for this recruitment approach. The Google search of the top ten US research universities resulted in the following list of universities: Massachusetts Institute of Technology, University of California at Los Angeles, John Hopkins University, Texas A & M University, Princeton University, California Institute of Technology – Caltech, Yale University, Cornell University, Georgia Institute of Technology, and Emory University.

Each of these universities was then Googled along with the words “IRB guidelines for Qualtrics.” Most of the results either did not specifically address Qualtrics or included information previously covered as best practices for survey research. Emory University (2019) had the most relevant information, with the following suggestions: following the guidelines of the social media platform being posted to, using an official university social media account for recruitment posts, clearly identifying the target population being recruited since it is easy for electronic information with links to the survey to be forwarded to other populations who may not meet the participation criteria, and including a description of how online interactions were to be handled if potential survey participants messaged the researcher, either within the social media platform or through private messaging. These suggestions were followed to the extent possible, with the exception of using the social media account of the university. Instead of using Portland State University’s public account for Facebook and Reddit, the researchers created an account using a PSU email account specifically for the purposes of this study.

Research Methods Summary

The present study employed a mixed-methods approach, utilizing the Qualtrics survey platform and incorporating write-in response options to explore certified educators' prior PD experiences and behavior training. It specifically sought their opinions on the most effective PD frameworks and delivery methods for educators to support students who experience challenging behaviors. Social media platforms were utilized to recruit survey participants, capitalizing on their broad reach and attempting to secure a sizable and representative sample of US K-12 certified public educators. Data

analysis was performed using the Qualtrics DesignXM platform, as per guidelines from the “Navigating Data & Analysis” section on the Qualtrics XM Basecamp website (2022). This platform's features enabled the examination of data from individual survey questions, survey data from questions filtered according to demographics, tables containing data from multiple survey questions, and text response analysis. The best practices discussed in this section for traditional survey development, special considerations for web-based surveys, and social media recruitment were incorporated into this study. Specific details on how this was implemented are outlined in the remaining sections of this chapter.

Participants

While most surveys in the existing literature involving educator opinions on student behavior include only general and special education teachers, this study sought to understand the experiences and opinions of all certified staff who support students in K-12 public schools in the US to gain a better understanding of what training is needed for educators to support students. The participants for this study included certified educators, including all certified staff members such as teachers, administrators, and certified specialists/support staff working in K-12 public schools in the United States. Walston et al. (2017) stated the need to identify subgroups within the participant pool. As discussed earlier, the literature review did not contain any national or regional surveys of teachers and their experiences with challenging student behaviors in schools published in peer reviewed journals, although national surveys were found from other sources (Autio, 2019; EAB, 2019; Griffith & Tyner, 2019; Scholastic, 2012). Localized surveys from

peer reviewed journals examining educators' perceptions of challenging behaviors typically only included general and special education teachers. Other certified educators supporting students in K-12 public schools in the US include school psychologists, Occupational Therapists (OTs), Speech Language Pathologists (SLPs), School Counselors, Physical Therapists (PTs), Teachers on Special Assignment (TOSAs), school nurses, school social workers, administrators, and other staff members working in certified positions. To get a comprehensive view of educators' training and experience with behavior training for working with students with challenging behaviors, all certified staff working with students in schools were included in this survey. District certified staff and other certified staff members not specifically mentioned were included within the survey, whether or not their current role includes student interactions. Their experiences and opinions are valuable, as they are often involved in decision-making about what and how PD is implemented within districts. Educators' current role(s) were collected as part of the demographic information in the survey to compare training, experience, and preferences for training among educator populations.

Using Reddit and Facebook as survey participant recruitment platforms allowed this survey to reach a much larger potential participant pool than traditional recruitment methods. Using these forums for recruitment also allowed the survey to be targeted toward the specific groups included in the survey, such as school psychologists, school counselors, general education teachers, special education teachers, and administrators. Each post had a brief introduction, found in Appendix A and a link to the survey. Potential participants were encouraged to share a link to the survey link with colleagues

that may not have seen the post on Reddit or Facebook, and who may have had an interest in completing the survey. The initial page of the survey contained additional information about the study and participation criteria. The second page of the survey was included in the Informed Consent page. This information can be found in Appendix B.

Survey responses included 1,170 potential survey participants who viewed the IRB consent page, of which 641 completed the survey. Of these 641 survey responses, 586 both met the survey participation requirements and agreed to the final survey question to have their responses included in the final data set. These 586 completed surveys included survey responses from educators working in certified positions in K-12 US public schools. In all, 30.4 percent of the 586 respondents indicated that they worked in elementary settings, 24.7 percent in middle school settings, 30.2 percent in high school settings, and 14.7 percent across multiple grade bands. Specialists and support staff, as well as administrators, had more representation at the elementary level (43.1 percent and 50 percent, respectively) compared to the secondary level. Among specialists/support staff, there was a diverse representation with roles such as Speech Language Pathologists, School Psychologists, and School Counselors. An in-depth analysis of the demographics and local educational settings of the 586 survey respondents is presented at the beginning of the next chapter.

Sampling Methods

Table 17 includes recommendations from Walston et al. (2017), Barribeau et al. (2005), and the three-part publication by Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b) regarding survey participants, sample design, and sample size,

and the benefits of online surveys. Following these recommendations, this study used targeted convenience sampling. This survey was made available online on both Reddit and Facebook, specifically on Reddit communities and Facebook groups that are designed for groups which fall within the target population of this survey, such as teachers, administrators, school psychologists, and SLPs. While targeted at specific groups, this survey used convenience sampling methods and was open to anyone who met the survey participation criteria.

Barribeau et al., (2005) discusses the importance of collecting demographic data on survey participants. This was embedded into the survey to screen for survey participation eligibility and to help draw insights from the data. However, no identifying information was collected. This was to help protect survey participants' privacy and is further discussed in the procedures section.

Survey participants were recruited from the Reddit communities and Facebook groups listed in Table 24, including only the ones that permit this type of survey recruitment within their posting rules. These Facebook groups and Reddit communities were selected because they consisted of the populations to whom this survey is open and because of the size of the groups. While not all members of these groups saw the survey, or met the survey participation criteria, this targeted recruitment through these social media sites had the potential to reach many educators who may have been interested in completing this survey. The procedures for posting to the Reddit communities and Facebook groups are further discussed in the procedures section below.

Study Procedures, Protocols, and Data Collection

This section delineates the study protocols, procedures for survey participant recruitment, the informed consent process, and how data was collected and maintained.

Protocols

This study used a survey based on the research questions and developed by following the best practices described in the previous sections. A copy of the survey can be found in Appendix B. This survey used a targeted convenience sample of K-12 US public educators using social media recruitment. Study participant recruitment and the timeline for the survey participation are described below. Data collection steps, including how informed consent was obtained before potential participants were taken to the survey, is explained. Finally, the steps to securely maintain data are addressed.

Survey Participant Recruitment

The survey was conducted using a convenience sample with the survey posted on specific Reddit and Facebook sites that are likely to include educators, which was designed to increase response rates from the population for which the survey is intended (Pazzaglia et al., 2016a). As described earlier, an initial post was made to each Reddit community and Facebook group listed in Table 24 that allows surveys to be posted. As suggested by Virginia Commonwealth University (2021) all posts to each Reddit community and Facebook group listed in Table 24 were made from a separate Reddit and Facebook account created for the purpose of conducting this study. This was to ensure potential survey participants were not influenced by looking at previous information the researcher may have shared from their personal Facebook or Reddit accounts. The text

that was used for the initial Facebook and Reddit posts is listed below, as well as in Appendix A.

Subject title: Educator Survey on Student Behavior - Invitation to Participate

Post: You are invited to participate in an IRB approved national survey for educators working in K-12 US public schools. This survey is for general and special education teachers, administrators, and certified support staff. The survey will take no more than ten minutes to complete. For more information, please visit this link:

https://portlandstate.qualtrics.com/jfe/form/SV_9SrYRLFZdMpgOeW

The survey link included an initial page with the purpose of the study and participation criteria. Survey respondents needed to meet the following qualifications to participate in the survey: be a current K-12 certified staff member or administrator at a US K-12 public school. This survey excluded teachers from private schools, teachers outside the US not teaching at a Department of Defense school, school staff members working as classified employees, preschool teachers, and retired educators who had not taught within the past year. Substitute teachers, retired teachers who taught within the past year, and special education teachers working with students in a transition program for 18–21-year-old students in public schools were included in the survey.

A link was also made available on the first page for potential survey participants to share with colleagues who may be interested in completing the survey, but who may not have seen the post on either Facebook or Reddit. It was anticipated that the Qualtrics software would keep track of where the survey was accessed from: a Facebook page, a Reddit community, or the direct link shared by survey participants with their colleagues. However, it was discovered after the survey was administered that by not collecting IP

addresses, Qualtrics was unable to differentiate responses from Reddit or Facebook. Knowing which platform the survey was accessed from would have been helpful when analyzing the data and for planning future surveys. This is discussed further in the study limitations section.

While using a single social media platform for recruitment may not yield a representative sample of the population (Shatz, 2017), this survey was presented on two media platforms, Facebook and Reddit to reach a wider population. To further increase the number of people this survey reaches, the survey was posted on over thirty Reddit communities and Facebook groups, as listed in Table 24, resulting in a potential for the survey to be seen by over a million people (see Table 24). Table 24 lists the social media sites and groups within those sites which were used to recruit survey participants. The group membership listed in Table 24 has been rounded to the nearest thousand as of April 23, 2022. The Reddit communities and Facebook pages were selected by searching for Facebook groups and Reddit communities including the titles of each of the certified staff included in the survey. Reddit communities and Facebook groups which specifically prohibit surveys were omitted, as indicated in Table 24. Most Facebook groups and Reddit communities do not have specific rules prohibiting surveys, although those which specific rules are listed in Table 24 and those rules were followed. If the Facebook page or Reddit community does not have specific guidelines for posting surveys, this is also in Table 24.

As of 2021, Reddit had 52 million active daily users, 430 million active monthly users, and was used by 25 percent of adults in the US (Dean, 2021). According to Kemp

(2022), Facebook reaches nearly 54 percent of the US population, however more detailed statistics on daily and monthly use were not available. Although not everyone might see the survey, and a portion of those viewing the study might not meet the participation criteria, even a small fraction of participants was anticipated to produce a significant data set. In all, 586 survey participants completed the survey, met all of the survey participation criteria, and agreed to the IRB consent as well as a second consent at the end of the survey to have their data included in the survey.

Having a survey that takes less than 10 minutes to complete and includes a progress bar has been shown to increase survey completion rates (Shatz, 2017). Including reading through and agreeing to the Informed Consent, the survey took survey participants approximately 11 minutes to complete, and included a progress bar showing participants how much of the survey was remaining. When considering that the survey started after the consent page, most survey participants were able to complete the survey itself in less than 10 minutes.

In the event the researcher was messaged privately about the research, factual information already available on the website linked in the post was planned to be shared. However, no survey participants messaged the researcher directly. If a Reddit community moderator or Facebook page moderator removed the post for any reason, this would have been reported when examining the data, including the reasons given and how long the post was active. However, this did not happen, likely because all posting criteria for Facebook groups and Reddit communities were screened to ensure that posting a survey is permitted, and all Facebook groups and Reddit communities with specific guidelines

for posting surveys were followed. All posts by the researcher to each of the Facebook pages and Reddit communities were also monitored for comments, since survey participants could be influenced by what others post about the survey. Screenshots were taken of comments, so this information was available when examining the data.

One Reddit community is listed in Table 24 that does not allow surveys, r/Teachers. The survey recruitment post for this study will not be shared on this Reddit community. This one Reddit community was listed because it is the largest Reddit community for teachers on Reddit and their ban on surveys needed to be noted so readers of this study would know why this Reddit community was not included in the present study.

Harvard Catalyst Regulatory Foundations, Ethics, and Law Program (2017) addresses the concern of confidentiality if participants attempt to engage in conversation directly with the researcher through social media. For the present study, conversations initiated in a public forum, such as a response to the initial post with a question directed at the researcher, the researcher responded with information available either in the initial post or in the introduction on the first or second page of the survey link before potential survey participants begin the survey. In an effort to control variables that could influence survey responses, further information was not shared. When potential responders made public posts in response to the initial post by the researcher without a direct question, no response was provided by the researcher. Screenshots of these responses were taken, and this information was considered when reviewing the survey data. It is possible that a

comment on the original post could influence survey participants who take the survey after reading the comment.

One limitation to not collecting personally identifiable information, such as email addresses or IP addresses, was the potential for survey participants to fill out the survey more than once. While this was a possibility, it was unlikely for this to be a significant problem since survey participants were not being paid or otherwise rewarded for participating in the survey. Qualtrics has the ability to review responses and identify surveys that were completed abnormally fast; filtering out these surveys from the data set increased the probability that surveys included in the study were filled out by a person who took the time to read the survey questions.

Data Collection

Data collection involved multiple steps. First, initial posts were made to the Facebook groups and Reddit communities, as listed in Table 24. Posts were made from newly created Facebook and Reddit accounts using the researcher's Portland State University email. This separated the researcher's private social media accounts from the one used for the study (Virginia Commonwealth University, 2021). The timing for initial posts for survey participant recruitment on each platform, and follow-up posts is explained below. Both initial and follow-up posts included a brief description of the survey and a link to the survey landing webpage with a more in-depth explanation of the purpose of the survey, participation criteria, and information about IRB approval and consent for survey participation. Wording for the initial posts with the survey website link and wording on the survey website is found in Appendix A. Participants electing to

take part in the survey completed the survey online, either on a mobile device, a laptop, or a computer. The data from the surveys was maintained in the secure Qualtrics database, as described above.

To maximize the number of people who see the initial post with a link to the survey landing webpage, the timing of each post was carefully planned to reach peak viewing hours for each platform, Reddit and Facebook. The second post, containing the same information, was also carefully planned so it was viewed by as many people as possible. The timing of these posts was different for Reddit and Facebook.

Reddit. According to Wise (2022) Reddit posts get the most views on the weekends between 7am and 8am Pacific Daylight Time (PDT), with the most views occurring on Saturday. Therefore, initial posts to the Reddit communities listed in Table 24 had initial posts posted on Saturday between 7am and 8am PDT, and identical follow up posts on the following week on Sunday between 7am and 8am PDT. Posting on an alternate day had the potential to reach Reddit users who may have been more active on Sundays, and still within the peak usage days and times for Reddit (Wise, 2022). Walston et al. (2017) recommends sending reminders for survey completion as a survey best practice to increase participation. Having a second post also served as a reminder for those who saw the initial post but did not complete the survey, and will also have the potential to reach different Reddit users, since it is posted on an alternate peak usage day and time (Wise, 2022).

Facebook. Facebook users show different patterns of engagement than Reddit users. Facebook users have peak engagement on this platform on Thursdays, with the

most users logged on at 11am local time (Das, 2022). To reach educators in the time zones in the continental US, Facebook posts were made at 8am PDT on Thursday and repeated one week later on Thursday at 11am PDT. As with the second Reddit post, the second Facebook post served as a reminder for survey completion to those who saw the initial post, following the recommendation of Walston et al. (2017) to send out reminders for survey completion as a best practice for survey research.

Potential for Online Sampling Bias. Birnbaum (2004) warns of sampling bias when using online surveys, “It would be a mistake to treat data recruited from the Web as if they represented a sample of some stable population of ‘Web users,’” (p. 820) While Birnbaum wrote this 18 years ago, his point remains pertinent to this study. Most educators have access to the internet. During the 2020-2021 school year, about 80 percent of households with school age children were using some form of online resources (US Census Bureau, 2021). While not a direct correlation to educators having access to the internet, this does give some insight that many educators were using online sources to support their students during the 2020-2021 school year when many schools were holding classes remotely. However, just because educators use the internet, does not mean they are using Reddit or Facebook. This could introduce some bias into the survey because educators not using Facebook or Reddit consist of a group of educators who are less likely to see the survey. To help address this concern, potential survey participants who reach the survey through either Reddit or Facebook were encouraged to share a direct link to the survey with their colleagues who may have an interest in the survey, but may

not be on Facebook or Reddit. This survey link was available on the first page of the survey as well as included in the last question of the survey.

Survey timeline

Table 25 shows the timeline for the survey, including when initial and second posts were made on each platform, and when the survey was open for responses. The survey remained open for responses for 18 days from the initial social media posts, since similar recruitment efforts show the highest response rates are expected within 24 hours of the initial post and dropping to about ten percent of the initial response rate on the second day (Shatz, 2017). The 18-day timeline gave potential survey participants seven days after the second post on Reddit, and ten days after the second post on Facebook. This gave potential survey participants ample time to complete the survey, since survey participation is expected to drop off significantly after 24 hours of the last post on each platform (Shatz, 2017). Once the survey closed, the webpage linked in the initial posts was removed and the survey link was deactivated.

Informed Consent

Once participants read the brief description of the survey on either Reddit or Facebook and clicked the link, they were taken to the initial page of the survey with additional information about the purpose of the survey and participation criteria. This text of the initial post to Facebook pages and Reddit communities is found in Appendix A. After reading more about the purpose of the study, if potential survey participants were interested, they were able to advance to the next page of the survey which included the IRB informed consent form, which is found in Appendix B. The informed consent was

integrated into the Qualtrics survey platform and potential participants were able to read through the informed consent page before agreeing to take part in the survey. If potential survey participants had questions, contact information for the researchers and the IRB was included in the informed consent page so potential participants could have had any questions addressed before agreeing to participate in the survey. The informed consent covered the following topics: participation is voluntary, the purpose of the study, expected time to complete the survey, risks, benefits, how personally identifiable information was protected, how to stop participation in the survey, compensation, and how to contact the researchers with questions. Participants must select “I agree to take part in this study” to participate in the survey after reading through the informed consent page. If they did not select the agree box, then they were not taken to the survey. The informed consent text was integrated into the beginning of the Qualtrics survey platform, however only survey participants who agree to the informed consent will proceed on to the survey. This information is included at the beginning of Appendix B, followed by a text-based version of the survey.

Maintaining Data and Confidentiality

Maintaining data and confidentiality was addressed in several ways and was explained in the informed consent to potential survey participants. Limiting the collection of personally identifiable information, limiting access to the data collected to the researchers of the study through password protected accounts, and deleting the data collected upon completion of the study – with the exception of the data included in the final dissertation, is addressed below.

Personally Identifiable Information. Demographic data was collected and analyzed to help identify prior types of behavior training, delivery of training, and desires for future training wanted by educators according to current role, years of experience, level taught, and other demographic data. No specific information was collected that would allow a person to be identified, such as email address, name, or employer. Limiting demographic information collected to general categories was designed to minimize the probability of a survey participant's responses being able to be traced back to an individual.

Qualtrics software can collect email addresses, Internet Protocol (IP) addresses, and to store cookies on an individual's device to detect whether that device has accessed the survey previously. Collecting these pieces of personally identifiable information to minimize the chances of people filling out the survey more than once was an option; however, this study did not collect this information in an effort to protect personally identifiable information of survey participants. This information was included in the informed consent under the heading 'How will I and my information be protected?'. Since there was not a monetary incentive to fill out this survey, there was minimal risk to having multiple survey submissions by the same individual.

Data Collection, Storage, and Disposal. Data was stored and maintained using the Qualtrics software. Qualtrics stores data on servers protected by firewalls and conducts scans to detect any vulnerabilities and addresses any potential vulnerabilities in protecting the data storage quickly. These scans are conducted by an independent third party. Access to data for this survey was password protected, and only available to the

researchers, Randall De Pry, PhD and Michelle Milburn (Qualtrics, 2021). Once the survey was complete, data was available to the researchers within the Google suite of products while the dissertation was being completed. These files were only available to Randall De Pry, PhD and Michelle Milburn and were password protected. While the dissertation was being written, data was stored on a password protected folder on Portland State University's Google Drive cloud environment. Upon completion of the dissertation, all raw data not included in the final dissertation was deleted and destroyed on all platforms to protect the confidentiality of survey participants.

While demographic information was collected, it was general enough that it was not expected to be personally identifiable. Additionally, the sample size of this survey was large enough that the chances of individual responses being identified as originating from a specific individual were very low. In the event that there were fewer than ten responses within a particular demographic, for example nine occupational therapists responding from the Pacific time zone, this information would have either been pooled together with a similar demographic, or completely omitted in order to reduce the probability of being able to identify survey participants. There were enough responses in each demographic that this was not a concern.

Table 24

Social Media Recruitment Platforms

Social Media Platform	Sub-Group within Social Media Platform, including link if available	Number of members/followers of Reddit community/Facebook page	Target Group for Survey Participation	Rules for Survey Posting
Reddit	r/education https://www.reddit.com/r/education/	163k	Educators	Posting a link must include the purpose and relevance
Reddit	r/teachingresources https://www.reddit.com/r/teachingresources/	31.2k	Teachers	No explicit rules
Reddit	r/special https://www.reddit.com/r/special/	12.8k	Special Education Teachers	No explicit rules
Reddit	r/specialeducation https://www.reddit.com/r/specialeducation/	6.1k	Special Education Teachers	No explicit rules
Reddit	r/ELATeachers https://www.reddit.com/r/ELATeachers/	15.4k	ELA Teachers	No explicit rules
Reddit	r/historyteachers https://www.reddit.com/r/historyteachers/	12.5k	History Teachers	No explicit rules
Reddit	r/matheducation https://www.reddit.com/r/matheducation/	23.7k	Math Teachers	No explicit rules

Social Media Platform	Sub-Group within Social Media Platform, including link if available	Number of members/followers of Reddit community/Facebook page	Target Group for Survey Participation	Rules for Survey Posting
Reddit	r/ArtEd https://www.reddit.com/r/ArtEd/	5.7k	Art Teachers	No explicit rules
Reddit	r/science teachers https://www.reddit.com/r/ScienceTeachers/	38.5k	Science Teachers	No explicit rules
Reddit	r/slp https://www.reddit.com/r/slp/	35.7k	Speech Language Pathologists	No explicit rules
Reddit	r/CSEducation https://www.reddit.com/r/CSEducation/	23.4k	Computer Science Educators	No explicit rules
Reddit	r/edtech https://www.reddit.com/r/edtech/	17.7k	Teachers using educational technology	No explicit rules
Reddit	r/schoolpsychology https://www.reddit.com/r/schoolpsychology/	7.9k	School Psychologists	Requires moderator permission to post surveys
Reddit	r/OccupationalTherapy https://www.reddit.com/r/OccupationalTherapy/	25.3k	Occupational Therapists	Post with survey link must include inclusion and exclusion criteria, countries eligible to participate and have a research flair

Social Media Platform	Sub-Group within Social Media Platform, including link if available	Number of members/followers of Reddit community/ Facebook page	Target Group for Survey Participation	Rules for Survey Posting
Reddit	r/PhysicalEducation https://www.reddit.com/r/PhysicalEducation/	2.1k	PE Teachers	No explicit rules
Reddit	r/Principals https://www.reddit.com/r/Principals/	1.3k	Principals	No explicit rules
Reddit	r/SampleSize https://www.reddit.com/r/SampleSize/	197k	General Population	Topic should be in title, survey link should be in the body, can repost once per day
Reddit	r/SchoolSocialWork https://www.reddit.com/r/SchoolSocialWork/	1.1k	School Social Workers	No explicit rules
Reddit	r/schoolcounseling https://www.reddit.com/r/schoolcounseling/	4.6k	School Counselors	IRB approved survey research posts permitted
Reddit	r/Teachers https://www.reddit.com/r/Teachers/	396k	Teachers	Surveys not permitted – will not post to this Reddit community
Facebook	School Psychologist https://www.facebook.com/groups/176842253196623	1.7k	School Psychologists and Counselors	Relevant links are permitted

Social Media Platform	Sub-Group within Social Media Platform, including link if available	Number of members/followers of Reddit community/ Facebook page	Target Group for Survey Participation	Rules for Survey Posting
Facebook	The School Nurse Public Group https://www.facebook.com/groups/theshoollnursepublicgroup	7.6k	School Nurses	Survey links need approval from moderators
Facebook	Teachers https://www.facebook.com/groups/5869691522	48k	Teachers	Relevant links are permitted
Facebook	Special Education Teachers https://www.facebook.com/groups/242764282533160	26k	Special Education Teachers	Relevant links are permitted
Facebook	Occupational Therapy Group https://www.facebook.com/groups/OccupationalTherapyCommunity	28k	Occupational Therapists	Research posts allowed
Facebook	Physical Therapy https://www.facebook.com/groups/physicaltherapy	38k	Physical Therapists	Relevant posts are permitted
Facebook	Teachers – sharing ideas and resources https://www.facebook.com/groups/17723199360	89k	Teachers	Relevant links permitted
Facebook	Teachers’ resources, teaching tips, teaching articles https://www.facebook.com/groups/classroomteachers	65k	Teachers	Survey links need approval from moderators

Social Media Platform	Sub-Group within Social Media Platform, including link if available	Number of members/followers of Reddit community/ Facebook page	Target Group for Survey Participation	Rules for Survey Posting
Facebook k	Educators Network https://www.facebook.com/groups/12230540441	3k	Teachers, School Counselors, Social Workers	Relevant posts permitted
Facebook k	Deped Teachers – Department of Education https://www.facebook.com/groups/640708776560646	130k	Educators	Relevant posts permitted
Facebook k	Teachers- sharing ideas and resources for the classroom! https://www.facebook.com/groups/17723199360/	86.9k	Teachers	Posts relevant to teachers permitted
Facebook k	Teachers’ Resources and Ideas https://www.facebook.com/groups/1109140819425716	23.6k	Teachers	Relevant posts permitted
Facebook k	Teachers Sharing Resources https://www.facebook.com/groups/schoolresources	26.2k	Teachers	Relevant posts permitted
Facebook k	Secondary School Teachers forum https://www.facebook.com/groups/565732390475198	3.1k	Secondary Teachers	Relevant posts permitted
Facebook k	Science Teachers https://www.facebook.com/groups/565732390475198	22.6k	Science Teachers	Relevant posts permitted

Table 25*Survey Timeline*

Day Number (Not date)	Post - Day of the Week	Post – Time	Social Media Platform Post	Survey Status
1	Thursday	8am PDT	Facebook – 1 st Post	Open
2				Open
3	Saturday	7am PDT	Reddit – 1 st Post	Open
4				Open
5				Open
6				Open
7				Open
8	Thursday	11am PDT	Facebook – 2 nd Post	Open
9				Open
10				Open
11	Sunday	7am PDT	Reddit – 2 nd Post	Open
12				Open
13				Open
14				Open
15				Open
16				Open
17				Open
18	Sunday	7am PDT	No Post	Survey Closes, one full week after the last post to social media

Data Collection Instruments and Measures

This section will discuss why Qualtrics was selected as the platform for the survey for this study and how the survey length, question formatting, and question design were developed. Additional considerations are discussed, including survey reliability and validity, reminders and incentives, and potential sources of bias. Finally, strengths of online surveys and special considerations for social media recruitment and compliance with IRB guidelines are explored.

Survey Platform

Data collection included surveys completed online using Qualtrics software. Qualtrics was selected because of its ability to collect responses directly from social media websites or through a direct survey link, without the need to collect personally identifiable information such as email addresses, and the capacity to accept a large number of responses. Since Qualtrics is available through Portland State University for the researchers at no additional charge, it has many features that other commercially available surveys either do not offer, or only offer at a substantial cost. Other commercial survey software companies, such as Survey Monkey or Qualaroo, offer surveys which collect email addresses, but do not require a user to have a specific type of email. However, these platforms either limit the number of survey responses or are cost prohibitive if the survey has a large number of responses. Additionally, the requirement to collect an email address is not ideal since it poses an unnecessary collection of identifiable information. Qualtrics offers all the necessary features for this survey and does not require the collection of email addresses.

An additional advantage of using Qualtrics is that it maintains multiple high-level security certifications to protect data including ISO 27001 Certification, Fedramp, Hitrust, and SOC2 Type 2 Certification (Qualtrics, 2021). Only the researchers for the present study had access to the data collected on Qualtrics, which can only be accessed through the researchers' password protected accounts.

Survey Length and Formatting

Survey length and formatting best practices were followed as described by Walston et al. (2017), Barribeau et al. (2005), and the three-part publication by Irwin et al. (2016), Pazzaglia et al. (2016a), Pazzaglia et al. (2016b). The survey took survey participants approximately 8 minutes to complete, which increases the likelihood of survey completion (Shatz, 2017). As suggested by Barribeau et al. (2005), Irwin et al. (2016), and Pazzaglia et al. (2016b), questions employed a variety of formats to keep the interest of the survey participants, such as drop-down menus, select all that apply, and multiple-choice options. Formatting also included adequate spacing, a progress bar, and color to make the survey more visually interesting and easier to read, as suggested by Walston et al. (2017), Barribeau et al. (2005), and Irwin et al. (2016). Barribeau et al. (2005) further recommended the use of transitions within the survey and placing easier questions towards the end of the survey to increase completion rates. Following this recommendation, a natural progression of questions was included in the survey and easier demographic questions were included at the end of the survey. Qualtrics allows for blocks within the survey, which was used for organization of types of questions, supporting organization and a natural organization of types of questions. Blocks one and

two included the introduction and IRB consent form, block three included survey participation eligibility and demographic questions, block four included questions about educators' experiences and opinions about student behavior, block five included questions about educators' experiences and opinions on behavior training and training delivery methods, block six included discipline equity questions, and the final block included additional demographic questions. A progress bar was included so survey participants would know how much of the survey remained for them to complete. These organizational components were designed to increase survey completion rates.

Survey Question Design

Survey questions were based on clear research goals and questions (Walston et al., 2017). Barribeau et al. (2005) recommends using language tailored to the respondents. Additionally, survey questions were clearly and concisely written and avoided the use of jargon, double negatives, and wording which had the potential to introduce bias (Irwin et al., 2016; Walston et al., 2017). These recommendations were followed in the development of the survey. A text-based version of the survey is in Appendix B.

Survey Question Logic

Several tools within Qualtrics were used to make the user interface easier to use, showing only questions that are appropriate to the survey participant. The tools used in this survey include skip logic, display logic, and carry forward. Additionally, some questions required the survey participant to make a choice before moving forward. These questions were the ones in which the survey participant had the opportunity to agree or

disagree to take part in the study, questions ensuring the survey participant met the participation criteria, and the final question in which the survey participant was able to select to have their responses included in the survey data, or to have their responses omitted. The rest of the survey questions did not require survey participants to answer the question before moving forward. If a survey participant would like to return to a previous question, they can do this until they have either submitted the survey or been directed to the end of the survey because they did not meet the participation criteria.

Skip logic was used for the first few questions. Qualtrics suggests using skip logic, “to skip respondents to a later point in your survey if they select a specified answer choice on a question” (Qualtrics, 2022). This was useful so survey participants did not see questions that did not apply to them, such as if they selected their main role as a general education teacher, they would not see the follow up questions intended for special education teachers or administrators.

The IRB consent page required an answer of “agree to participate” in order to be included in the survey data. Likewise, the participation criteria questions required answers indicating that the survey participant is a licensed employee in a K-12 public school and not retired or a preschool teacher. Each of these questions required a response. Responses that did not meet these criteria immediately directed the survey participant to the end of the survey, thanking them for their interest, without the ability to answer any other questions or submit their responses to be included in the final data set.

Several questions used display logic, only displaying a question if the survey participant answered a previous question making the display logic question relevant. For

example, if a survey participant indicated in question 3.2 that they are a general education teacher, they were directed to question 3.3 which asks what subject matter they teach. If a survey participant instead selected administrator in question 3.2, they were taken to question 3.4 asking for more detail on the type of administrative role the survey participant is currently working in.

Carry forward choices is another time saving tool that was used so survey participants only see relevant items. An example of this can be found in question 4.1 where survey participants were asked to select all of the challenging behaviors they have seen in their setting. The next question carries forward only the selected choices and asks the survey participant to arrange the behaviors from most disruptive to least disruptive, omitting any items from the previous question that were not selected.

Reminders and Incentives

Reminders to complete surveys can improve response rates (Walston et al., 2017). For this study reminders came in the form of a second post to the Reddit community or Facebook group as described earlier. Incentives can also help increase survey response rates (Barribeau et al., 2005; Pazzaglia et al., 2016a; Walston et al., 2017). However, given the large number of potential participants this survey was shared with, and limited funds, this study did not include monetary incentives for participation.

Role of the Researcher

The role of the researcher in this study was to ensure strict adherence to the posting timelines as well as monitoring, responding to, and gathering screenshots of responses to posts so they can be considered in the evaluation of the data for potentially

influencing survey participants. The researcher was prepared to respond to individual questions privately sent to the researcher, however this did not happen. All responses to public questions followed the guidelines outlined above with factual information already included in the original post and informed consent.

Since the researcher is interested in how behavior is addressed by educators in schools, there is some potential bias in how the data could be interpreted by the researcher. Every attempt was made to remain neutral and present the data in a factual manner, highlighting factual information obtained from the data through the use of tables and narratives explaining the data presented in the tables obtained from survey responses. Throughout the process of analyzing the data, organizing the data into tables into tables, and providing a narrative of the survey responses, the researcher consulted with the dissertation committee, especially the committee chair, to help ensure that the data was presented in an unbiased manner.

Data Collection and Analysis

This section will cover data collected from survey responses and how the data was analyzed. Data analysis included three components. First the data was filtered. Next, descriptive statistics analysis tools embedded within Qualtrics, found within the Qualtrics DesignXM, Navigating Data & Analysis, and explained on the Qualtrics XM Basecamp website (2022), were used to answer each of the research questions. Finally, the survey and individual survey questions were assessed for bias by examining response rates.

Data collection occurred online through the Qualtrics platform as survey participants submitted surveys. After filtering the data, survey analysis used descriptive

statistics to interpret the data and answer the research questions. The data analysis tools embedded within the Qualtrics platform were used, including: Filtering Data, Simple Tables, Statistics Tables, cross-tabulation (Cross-Tabs), Buckets, and charts to examine the data. These tools were used to gain an understanding of the behavior programs and strategies, and the training delivery methods certified staff want to meet the needs of their students with challenging behaviors.

The main topics of the survey included examining what educators feel the most disruptive challenging behaviors are in their settings, what behavior programs they have had training in, what training they feel they need, the delivery method of prior behavior training, and their preferences for the delivery method of future trainings. Educators' opinions on discipline equity for different demographics of students was examined, as well as administrators' PD priorities and how much control they have over PD in their settings. Table 26 shows how each of these topics was looked at individually, through the use of descriptive statistics, to answer the first research questions, including any differences in responses from different demographics of educators. This was done using descriptive statistics, using tools such as Cross-Tabs and charts that are able to integrate responses to more than one survey question at a time. This allowed conclusions to be drawn in regards to what behavior programs and delivery methods are wanted by educators working with different grade levels, working in different roles, and with varying levels of experience in education.

Filtering Data and Inclusion Criteria

Once the survey has closed and before analyzing survey responses, it was first necessary to filter the responses to include only those who agreed to participate in the survey and met the criteria for survey participation, including working in a US K-12 public school in a certified position. The ability to filter responses is built into the Qualtrics Data & Analysis tab (Qualtrics, 2022). This was necessary since only completed surveys were considered in the final pool of data. This means that survey participants indicated that they agreed to participate in the survey on the IRB consent page, met all survey participation criteria, and submitted the survey by selecting the option on the final survey question stating, “By clicking the submit button your data will be included as part of this research project”. This filtered data set was used to answer the research questions through the use of descriptive statistics.

Research Questions and Descriptive Statistics

Descriptive statistics were used to analyze the data and answer the research questions. Table 26 lists the research questions on the left with the corresponding survey questions on the right that were used to answer each question. Blocks were utilized to organize data within the survey. The survey participants did not see the blocks; however, the blocks were used to organize the types of questions included within each block. As seen in Table 26, this helped with organization as the survey responses are analyzed (Qualtrics, 2022).

A simple table was created for most of the survey questions, followed by a narrative, to determine the composition of the participant pool and to answer the first five research questions. Simple tables contain basic information from the question, such as the

answer choice and the number and percent of respondents who selected each choice.

When a table was not appropriate for the question, other tools embedded within Qualtrics, pie charts, were used. These tools were used for questions that asked survey participants to ‘select all that apply’ or rank their choices in order. Write-in text responses were presented in a narrative form, highlighting trends and answering the research questions.

For some of the survey questions, the use of Buckets and Scaled data were used to combine responses to better understand the data. These tools were used to provide clarity when interpreting the data. Questions asking survey participants to either agree or disagree on a sliding scale may be used in this manner, combining agree/strongly agree, and disagree/strongly disagree to help provide a clearer picture of the opinions of survey participants. These tools were integrated into the tables, graphs, and other Qualtrics descriptive statistics tools to gain a better understanding of the data.

Bias from Incomplete Surveys and Survey Questions

After filtering the survey responses and creating a visual representation and narrative for each of the survey questions to answer the research questions, the data set was examined for completion rates. As discussed in chapter two, Eysenbach’s (2004) article had specific recommendations for determining response rates for online surveys, since traditional methods for determining response rates are not practical for online surveys. The survey and individual survey questions were assessed for bias by examining response rates.

Survey Completion Rates. Survey data was examined for potential bias by looking at the overall survey completion rate, and individual question completion rates. The overall survey completion was determined by dividing the number of survey participants who completed the survey by answering the final survey question stating they wanted their survey to be included in the final data set by survey respondents who both agreed to participate in the survey and met the survey participation criteria but did not finish the survey by submitting the final question stating they want their data to be included in the final data set. This was the overall survey completion rate. Surveys that were started, and participants indicated that they met the criteria for participation, but were submitted by selecting the option that said “Exclude my survey responses from the study” were going to be examined for potential bias, as suggested by Barribeau et al. (2005), Pazzaglia et al. (2016a), and Walston et al. (2017). However, the surveys that were not submitted by agreeing to the final question were only looked at as incomplete, no demographic information was examined because the survey participant did not give permission to include that information in the survey results. There were only 8 surveys that were completed, but did not give permission to include their information in the final data set, so this was not considered to be a significant source of bias.

Since the survey took an average of 11 minutes to complete, including reading the IRB consent page, it was anticipated that the survey completion rate would be high. However, since Pazzaglia et al. (2016a) states that low response rates can indicate bias if the survey completion rate is low, the survey completion rate will be reported in the data review in chapter 4.

This study attempted to minimize the number of incomplete surveys by sharing it with the dissertation committee members as part of the dissertation proposal, and making adjustments based on their feedback before submitting it to the IRB for approval. At the advice of the committee, this survey was also piloted with 11 certified educators who provided feedback about the survey. The survey took an average of 10 minutes to complete, and minor adjustments to questions were made based on feedback. This study was expected to yield a high number of survey respondents, so bias from incomplete surveys was less of a concern than if the survey was done on a smaller scale (Barribeau et al., 2005).

Survey Question Completion Rates. Similarly, response rates to individual questions were analyzed for bias, and are discussed in chapter four. This was determined by the total number of survey participants who answered a question divided by the total number of survey participants who agreed to participate in the survey, met all participation criteria, and submitted their survey in the final question stating they wanted their survey responses to be included in the final data set. There were some questions that required a response at the beginning of the survey, such as agreeing to participate in the survey and questions establishing that survey participants met the survey participation criteria. These questions were omitted when looking at individual question completion rates. Questions with low completion rates were planned to be examined for potential bias, however all survey questions had a response rate of 94.9 or higher. Therefore, survey question completion rates were not considered a source of bias for the present study.

Thematic Analysis. When interpreting the data, themes were considered to better understand how the data aligned with the research questions. Braun and Clarke (2006) explain how themes can help highlight patterns and meaning found within the data. Ayre and McCaffery (2022) also discuss how identifying themes within data helps to synthesize the data, and themes should be reflected on and identified after the data is collected and reviewed. Following the guidance of Braun and Clarke (2006) Ayre and McCaffery (2022) the evolution of the themes for this study involved more than a revisit of the seven research questions. Instead, it implemented a holistic examination, encompassing the survey data, the research questions, and the rich insights from the many write-in comments.

A deeper understanding of how thematic analysis helps to better understand the data from the present study can be understood according to Braun and Clarke (2006), “A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (p. 82). While thematic analysis is typically used for qualitative research, it is useful for the present study because it is a mixed methods study, fits within the theoretical framework, the research questions, and allows for deeper analysis of how the write-in comments add to the understanding of how the data fits within the larger context. Maguire and Delahunt (2017) also explain that since thematic analysis is not connected to a specific theoretical or epistemological perspective, that this approach to understanding data is more flexible, especially when doing research in the field of teaching and learning. Ayre and McCaffery (2022) expand on this process, explaining the process of developing themes after the data

has been reviewed, “Developing themes further is fundamentally about reflecting on connections between the data, themes and researcher. A researcher might refine themes, for example, by reflecting on the assumptions they or participants have made about the data with these ideas in mind, the data and research questions will be explored to identify relevant themes to aid in synthesizing the data and situating it into the larger context” (p. 78). These ideas were incorporated in the development of themes that help to clearly synthesize the data, situate it in the larger context, and help clarify the implications for local contexts, state and federal education policies, and recommendations for future research.

The development of the themes involves more than just a review of the seven research questions. Instead, the research questions, along with the data, and further insights gleaned from the many write-in comments were considered. In all, six overall themes were identified. These six themes, and how they relate to the seven research questions, are discussed in chapter five.

Table 26

Research Questions and Corresponding Survey Questions

Research Questions & Demographics	Survey Question Summaries		
	Block 3 & 7	Block 4	Block 6
Demographic information to be reviewed and considered when answering the seven research questions.	Q3.1. Do/did you work as a licensed employee in a K-12 public school in the United States either this school year or within the last year?	Block 4	Block 6
	Q3.2. What best describes your primary role?		
	Q3.3. General Education - my role is best described as:		

Research Questions & Demographics	Survey Question Summaries		
	Block 3 & 7	Block 4	Block 5 Block 6
Q3.4. Administrator - my role is best described as:			
Q3.8. Licensed Specialist - my role is best described as:			
Q7.1. What grade levels do you currently serve?			
Q7.2. Location - what time zone do you work in?			
Q7.3. Including this year, how many years have you been employed in a K-12 public			

Research Questions & Demographics	Survey Question Summaries		
Block 3 & 7	Block 4	Block 5	Block 6
<p>setting in any licensed position?</p> <p>Q7.4. Select the term(s) that best describes your ethnicity:</p> <p>Q7.5. Gender/gender identity - how do you identify?</p> <p>Q7.6. Do you work in a school that receives federal Title I funding for services to low income students?</p> <p>Q7.7. Is the overall student population in your local setting comprised of 50</p>			

Research Questions & Demographics	Survey Question Summaries			
	Block 3 & 7	Block 4	Block 5	Block 6
percent or more of students of color?				
Q7.8. Which of these terms best describes your local setting? (Urban, Suburban, Rural)				
Q7.9. Approximately how many schools are in your district?				
1. What are the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context?		Q4.1. Which of these challenging behaviors have you observed on a regular basis (once a week or more) in your setting within the last year? (select all that apply)		

Research Questions & Demographics	Survey Question Summaries		
Block 3 & 7	Block 4	Block 5	Block 6
	<p>Q4.2. Which of the challenging behaviors selected in Q4.1 are the most disruptive to student learning in classroom and non-classroom settings? Move the most disruptive behaviors to the top, and the least disruptive to the bottom.</p>		
	<p>Q4.3. Dangerous challenging behaviors are those that are likely to cause bodily harm to the student, peers, or staff. Does your school have a plan for handling these behaviors?</p>		
	<p>Q4.4. If yes to Q4.3 - How effective do you believe</p>		

Research Questions & Demographics	Survey Question Summaries		
	Block 3 & 7	Block 4	Block 5 Block 6
	your school's plan is for handling dangerous challenging behaviors?		
2. What behavior training programs, or frameworks, or strategies have educators had training in to support students with challenging behaviors?	Q4.5. Which of these practices/frameworks have you had training in?		
3. Of the training educators have had to support their students with challenging behaviors, what has been the	Q5.1. Which of the following training delivery methods have you had to support students with challenging behaviors?		

Research Questions & Demographics	Survey Question Summaries		
	Block 3 & 7	Block 4	Block 5 Block 6
<p>delivery method of the training?</p>		<p>Q4.6. Which of these practices/frameworks would you like to be trained in and/or have further training in?</p>	
<p>4. What behavior programs, frameworks, or strategies do educators want initial or further training in to provide support to their students with challenging behaviors, both individually and for their school/district?</p>		<p>Q4.7. Which of these practices/frameworks would you like your local school/district to be trained in and/or have further training in?</p>	
<p>5. What delivery method of behavior training do educators prefer</p>			<p>Q5.3. Rank your preference for the delivery method of future</p>

Survey Question Summaries		
Research Questions & Demographics	Block 3 & 7	Block 5
for future professional development, both individually and for their school/district?	Block 4	Block 6
6. On a school or district level, do educators feel that discipline is fair and equitable, or do they feel that students of color, students with disabilities, or other student populations receive a disproportionate amount of		<p>PD to support students with challenging behavior that you would like implemented your local school / district:</p> <p>Q6.1 & Q6.2. In general, do you feel educators within your school or district administer discipline fairly across all student demographics, if no, why?</p> <p>Q6.3 & Q6.4 Do you feel educators within your school or district administer discipline fairly across grade levels, if no, why?</p> <p>Q6.5. & Q.6.6 Do you feel educators within your school or</p>

Research Questions & Demographics	Survey Question Summaries		
	Block 3 & 7	Block 5	Block 6
discipline within their setting?			<p data-bbox="480 1251 553 1766">district administer discipline fairly across genders, if no, why?</p> <p data-bbox="594 1251 756 1766">Q6.7 & Q6.8 Do you feel educators within your school or district administer discipline fairly across race/ethnicities, if no, why?</p> <p data-bbox="805 1251 1089 1766">Q6.9 & 6.10 Do you feel educators within your school or district administer discipline equitably for students receiving special education services, or have 504 plans, when compared to peers without these services, if no, why?</p> <p data-bbox="1138 1251 1341 1766">Q6.11. Review the list of disability categories below and select those that you feel are disproportionately impacted by current discipline practices in your school/district.</p>

Research Questions & Demographics	Survey Question Summaries		
	Block 3 & 7	Block 4	Block 5
7. What are the priorities and resource allocation flexibility related to PD of administrators at the school and district levels?	Q3.5. How much control do you have over how funding for PD is allocated?	Q3.6. How much control do you have over how time for PD is allocated?	Q3.7. What is currently your top priority for PD for your staff?
	Q6.12 & Q 6.13 Do you feel educators within your school or district administer discipline equitably for students receiving ELD/ELL services when compared to peers without these services, if no, why?		

Methods Summary

This section reviewed how this study addressed the research problem of identifying behavior training programs and the delivery method of the training educators want in order to meet the needs of their students. The study utilized the Qualtrics survey platform and social media recruitment through Facebook and Reddit to reach a large population of K-12 US public educators as potential study participants. A link was shared on social media, which survey participants were able to share with colleagues who have limited engagement in social media.

This section reviewed procedures for analyzing data collected from survey responses, including filtering data, using descriptive statistics to answer the survey questions, and steps for determining survey and question completion rates. Table 26 outlines which survey questions were used to answer each of the research questions. Tables and other graphical representations were created to show the data from each of the survey questions and to help answer each of the research questions. Tables and other graphical representations were also developed to help answer the research questions, which included combining demographic information with answers to other survey questions. All tables and other graphical representations were developed to include a discussion of the data displayed. Survey and question completion rates were discussed, including an analysis of low response rates, defined as 90 percent or less, which could have signified potential bias within the survey.

After a thorough review of the data, a thematic analysis was developed and presented in chapter five. This included a discussion on insights gained from the data,

suggestions for administrators and LEAs on educator preferences for behavior programs and training delivery methods, and other relevant findings. Recommendations for further research were presented.

Chapter 4: Results/Analysis

Introduction

A review of the literature shows that most teachers are reporting that challenging behaviors are a concern in K-12 public schools in the United States. Many teachers are seeing both disruptive and aggressive challenging behaviors in schools. The literature shows that teachers want additional professional development to help meet the needs of their students with challenging behaviors. The purpose of this study was to add to the existing literature about the challenging student behaviors teachers report in their local settings and the PD that is wanted by educators to support their students. The question this study sought to answer was: What PD programs or frameworks and PD delivery methods do educators want to prepare them to meet the needs of their students with challenging behaviors? This question was explored while taking into consideration educator demographics, local contexts, and how some groups of students may be disproportionately impacted by exclusionary practices in response to challenging behavior. With this purpose and study question in mind, the seven research questions this study investigated were:

1. What are the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context?
2. What behavior training programs, frameworks, or strategies have educators had training in to support students with challenging behaviors?
3. Of the training educators have had to support their students with challenging behaviors, what has been the delivery method of the training?

4. What behavior programs, frameworks, or strategies do educators want initial or further training in to provide support to their students with challenging behaviors, both individually and for their school/district?
5. What delivery method of behavior training do educators prefer for future professional development, both individually and for their school/district?
6. On a school or district level, do educators feel that discipline is fair and equitable, or do they feel that students of color, students with disabilities, or other student populations receive a disproportionate amount of discipline within their setting?
7. What are the priorities and resource allocation flexibility related to PD of administrators at the school and district levels?

Each of these study questions were examined using the corresponding survey questions listed in Table 26 in Chapter 3. First, a review of the demographic information collected was considered. Following this, each survey question was looked at from multiple angles, including a breakdown of how educators in different roles, years of experience, levels taught, and other demographic information to identify commonalities and differences in responses. Each survey question was represented using a variety of tables and figures, as appropriate, and discussed using descriptive statistics. CrossTabs and Bucketing enabled tables to be developed to display survey respondents' experiences and preferences alongside demographic information to thoroughly explore the answer each study question.

Survey Data Analysis, Results, and Findings

The survey was administered as outlined in Chapter 3 beginning on Thursday, May 18, 2023 and ending on Sunday, June 4, 2023. During this time there were 1,170 potential survey participants who saw the IRB consent page, which included 641

completed surveys. Of the 641 completed surveys, 586 both met the survey participation criteria and finished the survey by selecting the option to have their information included in the final study results. Of the 55 completed surveys not included in the final data set, 8 met the criteria and completed the study, but elected to not have their information included in the final data set, and the remaining 47 started the survey, but their answers to the screening questions for meeting the survey participation criteria indicated they were not eligible to participate in the survey. They were thanked for their interest and time, but not included in the final data set. The information included in the analysis of the survey data consists of the 586 survey responses who agreed to the IRB consent page, met all survey participation criteria, and agreed to the final question to have their survey answers included in the final data set.

This section will begin with a review of the demographic information provided by the 586 survey participants. Subsequently, the seven study questions, and the corresponding survey questions, are examined. Each of the survey questions are analyzed from a variety of demographic angles to answer each study question, and provide information on how this information may be employed to best support educators and to effectively equip them to meet the needs of their students with challenging behaviors. Each section includes tables and figures, as appropriate, with discussions to best interpret the survey data collected. Response rates were included for each section.

Since this survey used the social media platforms of Facebook and Reddit for survey participation recruitment, it was anticipated that a review of the number of survey participants who saw the survey recruitment post on each of these platforms would be

discussed. A separate link was used for each survey platform. However, it was learned after the study was completed that since no personally identifiable information was collected, the Qualtrics software was unable to differentiate which survey participants used the Facebook link and which ones used the Reddit link.

The following is a discussion of the information collected from the 586 survey participants in this study. The first section begins with the demographic information, followed by a review of each survey question and the relevant demographic information.

Demographics and Response Rates

All but one of the demographic questions reviewed in this section had a 100 percent response rate. The survey question that did not have a 100 percent response rate asked if survey participants worked in a setting with more than 50 percent of the student population identifying as students of color. For this question, there was only one survey participant who did not answer, so this question had a 99.8 percent response rate.

Demographic Information about Survey Participants. The survey asked participants demographic information about themselves, including educators' roles within their local setting, grade levels served, the number of years of experience in education, their race/ethnicity, and their gender identity.

Survey Participant Roles. Table 27 reviews the number of survey participants serving in various roles within their local context. The largest number of survey participant are general education teachers, followed by special education teachers, and specialists/support staff, with 383 respondents, 89 respondents, and 72 respondents, respectively. It can be helpful to look at how these numbers are reflected in percentages.

General education teachers make up 65.4 percent of survey participants, 15.2 percent are special education teachers, and 12.3 percent are specialists/support staff such as counselors or school psychologists.

The remaining 42 survey participants consisted of 5.5 percent of respondents that are either substitute teachers or retired teachers who have taught within the last year, and 10 administrators, who made up 1.7 percent of survey participants. The 1.7 percent of survey participants who are administrators are represented by 10 of the 586 survey responses. This low number of responses for the administrative group will be interpreted with caution, given that a single response from this group can have a larger overall impact on the results when compared to other roles represented in this survey.

The survey asked general education teachers about their specific roles. The largest categories for this group of educators are core content teachers with 265 total responses representing 69 percent of the general education teachers, and 108 elective teachers representing 28 percent of the general education teachers.

Table 27*Demographics: Role within Local Context*

Role within Local Context	Number of Survey Participants in Each Role	Percent of Survey Participants in Each Role
General Education Teacher (Including core content, electives, & school/district level educator supporting other educators)	383	65.4
Special Education Teacher (Including school/district level educator supporting special education teams)	89	15.2
Licensed Specialist (ELD teacher, Counselor, SLP, dean of students, etc.)	72	12.3
Substitute Teacher	29	4.9
Administrator	10	1.7
Retired Teacher - who has taught within the last year	3	0.5
Total Number/Percent of Responses to this Question	586	100

Grade Levels Served and Educator Roles. A review of the data showed that 30.4 percent of survey participants teach and support students in the elementary grades, 24.7 percent of survey participants teach and support students in the middle grades, 30.2 percent of survey participants teach and support students at the high school level, and

14.7 percent of survey participants teach and support students across multiple grade bands, including supporting students in a post high school transition program with students receiving special education services who graduated with a nonstandard diploma, or educators working at the district level. While this is roughly an even distribution, since the elementary grades generally cover six grade levels, kindergarten through fifth grade, this means that this grade band is slightly underrepresented in this survey since secondary survey participants consist of 54.9 percent of the responses and generally cover seven grade levels from sixth through twelfth grade.

Table 28 shows the cross section of grade levels served and roles within the local setting. Of note from this table is that there was a higher representation of specialists/support staff/support staff and administrators at the elementary level, with 43.1 percent and 50 percent, respectively, compared to specialists/support staff and administrators at the secondary level, with 20.7 percent and 20 percent, respectively. When looking at general education teachers, this survey had more general educators teaching and supporting at the secondary level, with 67.6 percent of educators, compared to 25.6 percent of educators at the elementary level. The rows for 'K-12 or a subset of these grades' and "other" are similar and were purposefully placed next to each other. This is because some survey participants selected "other" and then wrote in a sub-grouping of K-12, such as 6-12 or K-2 even though these answers could have fallen under the 'K-12 or a subset of these grades' survey selection option.

The specialists/support staff shown in Table 29 include 72 survey respondents, constituting 12.3 percent of the educators in this survey. Table 29 shows a diverse

representation of specialists/support staff, including 20 Speech Language Pathologists (SLPs), 13 School Counselors, 12 School Social Workers, 8 School Psychologists, 5 English Language Development (ELD) Teachers, and 10 specialists/support staff who selected “other”. Specialists/support staff who selected “other” for grade levels served all fell within the multiple grade level category, but indicated more specific grade levels by writing in responses such as all, “substitute across all grade levels” and, “grade levels 6-12.” These responses were combined with the K-12 responses, and are reflected in this column of Table 29. The ten specialists/support staff who selected “other” as their role did not write a specific title for their role.

Table 28*Demographics: Total Number of Respondents for Level Taught and Role within Local Context*

Grade Level	General Education	Special Education	Administrator	Specialist	Substitute Teacher	Retired Teacher	Total
Elementary	98	35	5	31	7	2	178
Middle	116	20	1	4	4	0	145
High	143	15	1	11	7	0	177
K-12 or a subset of these grades	26	12	0	20	9	1	68
Other	0	3	0	6	2	0	11
Transition: ages 18-21	0	1	0	0	0	0	1
District Position	0	3	3	0	0	0	6
Totals	383	89	10	72	29	3	586

Table 29*Demographics: Total Number/Percent of Specialists/Support Staff by Role and Level Taught*

Level: Specialists/ Support Staff Role	Elementary School		Middle School		High School		K-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SLP	7	9.7	1	1.4	1	1.4	11	15.3
Social Worker	7	9.7	1	1.4	1	1.4	3	4.2
School Psychologist	2	2.8	1	1.4	2	2.8	3	4.2
School Counselor	8	11.1	1	1.4	3	4.2	1	1.4
ELL / ELD Teacher	3	4.2	0	0	1	1.4	1	1.4
Other	4	5.6	0	0	3	4.2	3	4.2
Staff per level	31	43.1	4	5.6	11	15.3	26	36.1

Note. K-12 represents respondents working across all grade levels, or a subset of grade levels K-12 crossing multiple grade bands.

Percent listed as a percent of the 72 specialists and support staff responding to this question.

Educators' Experience. All survey participants responded to the survey question asking how many years of experience they have in education. The largest group of educators, 38.2 percent reported being within their first five years of teaching. The smallest group was the group with 11-15 years of experience, with 14.7 percent of respondents. There were 136 survey participants, representing 23.2 percent of survey participants, with 16 or more years of experience in education.

Race / Ethnicity of Survey Participants. The next section reviews how survey participants identified their race / ethnicity. By far the largest group identified as White / Caucasian, which included 500 survey participants, making up 85.3 percent of the survey responses. Only 1.5 percent of survey participants identified as Black or African American, and 7 percent as Hispanic.

When this information is compared to survey responses for educators working in minority majority schools, it shows that the educators' racial / ethnic identities does not reflect the majority of students in their settings in most cases. For example, there were 7 percent of educators who identified as Black / African American, 10.4 percent of educators who identified as Hispanic, and 82.4 percent of educators who identified as White / Caucasian report working in schools where fifty percent or more of the student body is composed of students of color. In contrast, survey participants working in schools that do not fall into the category of minority majority schools exhibit an even more pronounced absence of racial diversity among staff, with 0.8 percent of educators who identified as Black / African American, 3.2 percent of educators who identified as

Hispanic, and a significant majority of survey participants, 90.3 percent, identified as White / Caucasian.

Gender Identity of Survey Participants. Survey participants were asked about their gender identity. All 586 survey participants answered this question, with 74.1 percent identifying as a woman, and 18.4 percent identifying as a man. The survey choices for this question offered participants the options of “man” and “woman” instead of “male” and “female.” Notably, none of the survey participants opted to respond to the fill in option with “male” or “female” instead of “man” and “woman.” The responses for transgender and non-binary/non-conforming, consisted of 0.7 percent and 4.3 percent, respectively. There were 3.6 percent of respondents who selected “Prefer not to answer” and 0.7 who selected the “Fill-in” option. Of those the four survey participants who filled in their own option, one put genderfluid, one put non-binary, one put in hobbit, and the last one put in what appears to be their Reddit username, which has been omitted for privacy purposes.

Demographic Information about the Local Setting of Survey Participants.

Similar to the educator demographic information above, the survey also collected demographic information of the local settings the survey participants serve in, including if the survey participants work in a Title I school, if they work in a minority majority school, if they work in an urban setting, the number of schools in their local district or setting, and their geographic location as determined by their local time zone. Highlights of each of these categories are reviewed below, along with references to additional tables and figures with related information.

Title I Schools. The survey asked participants if they work in a school receiving Title I funding. A school receiving Title I funding is a school that has a high percentage of students who are from economically disadvantaged households. Responses to this question indicate that 63.5 percent of survey participants work in a Title I school, 29.9 percent do not work in a Title I school, and 6.7 percent were not sure if their school qualified as a Title I school.

Minority Majority Schools. Participants were asked if they worked in a school where minority students make up 50 percent or more of the student body, hence the term minority majority school. The specific wording of this question was, ‘Is the student population you serve in your local setting comprised of 50 percent or more of students of color?’. Responses to this question show that 52.5 percent of educators who took this survey work in schools that are considered minority majority schools.

Urban, Suburban, or Rural Setting. This survey question asked if their local school or district was located in an urban, suburban, or rural setting. 54.3 percent of participants reported working in a suburban setting, with the next largest group including 26.1 percent of respondents working in an urban setting. 17.4 percent of survey participants reported working in rural settings. The final group consisted of 2.2 percent of the survey responses, with nine write-in responses. Most of the responses indicated that they worked in a combination of settings listed as individual answers in the survey, including urban, suburban, and/or rural settings. This indicates that the choices provided in the survey did not accurately capture the settings for these participants. There were two

respondents who wrote-in “Black” and “Costal” as their local setting, it is unclear if these two respondents understood what the survey question was asking.

Number of Schools in Local Setting. Responses to this this survey question indicated that educators participating in this survey work in a variety of sizes of districts. There were 45.3 percent of survey participants working in districts with no more than 12 schools, 28 percent work in a district with between 12 and 40 schools, and 25.4 percent working in districts with over 40 schools. 1.4 percent of respondents who selected “other” for this question. These respondents wrote in their unique working conditions, all with variations of working with two or more districts.

Geographical Location. When survey participants were asked about their geographic location as determined by their time zone, the distribution of survey participants was heavily weighted towards those in the Eastern time zone, with 40.3 percent of the survey respondents. The Central and Pacific time zones were represented by 28.2 percent, and 22.9 percent of participants, respectively. The smallest representation was in the Mountain time zone, with 6.8 percent of survey participants, and those who selected, “Alaska, Hawaii, or Other” with 1.9 percent of educators participating in this survey.

Demographic Summary. There is a higher representation in this survey of those working in secondary settings than elementary, 54.4 percent compared to 30.4 percent, respectively. While there were 84.8 percent of survey participants that indicated they worked in an elementary or secondary setting, the remaining 14.2 percent worked across levels, such as specialists / support staff serving K-12, substitutes working across

multiple grade levels, or district level administrators. Only 10 administrators answered this survey, compared educators to 576 in non-administrative roles. Additionally, there were more survey participants living in the Eastern time zone, 40.3 percent of survey participants, than in the other time zones. The demographic information reviewed in this section is taken into consideration as each research question is reviewed.

Research Question One: Most Disruptive Behaviors

The first study question seeks to understand what educators view as the most challenging student behaviors they see in their local settings on a regular basis. Regular basis was defined as once a week or more within the past year. All survey participants answered this question, which included 586 out of 586 survey participant responses, for a 100 percent response rate. The text of the study question is listed below. As listed in Table 26, there were four survey questions that were used to answer this study question. Each of these survey questions are listed after the study question below.

Study Question One: What are the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context?

Related Survey Questions:

1. Which of these challenging behaviors have you observed on a regular basis (once a week or more) in your setting within the last year? (Select all that apply)
2. Which of the challenging behaviors selected in the previous question are the most disruptive to student learning in classroom and non-classroom settings?
3. Dangerous challenging behaviors are those that are likely to cause bodily harm to the student, peers, or staff. Does your school have a plan for handling these behaviors?

4. If yes - How effective do you believe your school's plan is for handling dangerous challenging behaviors?

Common Challenging Behaviors Educators See on a Regular Basis

A review of the literature showed that educators in the US are seeing challenging behaviors, but specifically what these behaviors are is not clear in the existing literature. Table 30 shows the percentage of all survey respondents that reported seeing each of the 13 challenging behaviors listed in each of the rows of this table. This included an “other” option with an opportunity to fill in any behaviors not listed on the survey. Survey participants were asked to select all behaviors that they have seen once a week or more within the last year. Two additional columns on Table 30 list the total percentages of survey participants who selected each behavior who work in elementary and secondary settings. Since the column that includes all educators encompasses elementary educators, secondary educators, and educators who serve multiple grade levels, the first column has is not an average of the second two columns. Behaviors are listed in ascending order for the greatest number of responses for all participants for each behavior. The final columns in Table 30 include the percentage of survey participants by educator role who selected each of the behaviors as the most disruptive in their setting.

“Work refusal / avoidance” was selected by 97.3 percent of survey participants, showing this as the most common challenging behavior. When looking at elementary and secondary responses, this was a concern for both, but more common in secondary settings than in elementary settings, 99.1 and 93.3 percent respectively.

The two categories with the greatest difference in responses from elementary and secondary respondents were ‘unsafe body in class (hitting, kicking, throwing)’ and ‘bringing illegal substances to school.’ For the behavior ‘unsafe body in class’, there were 65.8 of all respondents who selected this option, but a much higher percent of elementary teachers selected this behavior when compared to secondary teachers, 82 percent compared to 53 percent. For the category of “bringing illegal substances to school” there were 33.5 of survey participants who selected this option, but only 7.3 percent of elementary educators selected this behavior while 50.5 percent of secondary educators selected this option.

Table 30 shows that many behavior categories had comparable percentages of survey participants who observed these behaviors in both elementary and secondary settings, and across all educator roles. These comparable percentages were within 5 percentage points. For example, the behavior of “Out of designated space” had 84.8 percent of all educators reporting this as the seen once a week or more, with similar percentages of elementary teachers, 84.3 percent, secondary teachers, 86 percent, general education teachers, 85.9 percent, and special education teachers, 87.6 percent.

The two categories that had the lowest percentage of educators selecting this category included threats of self-harm and the category for “other” with the option to fill in responses. While there were only 27.4 percent of educators who reported students threatening self-harm, this is still a significant percentage since it is observed weekly or more by 160 educators in this survey. The category for “other” behaviors with write-in

responses had 9.4 percent of overall responses, with 6.7 elementary educators, and 11.2 percent of secondary educators selecting this option.

While most of the responses for this demographic were also similar, there are some notable differences. Destroying behavior categories containing survey responses for special education staff which were higher than for general education staff: yelling in class, 7.9 percent higher, destroying property, 8.5 percent higher, classroom/school elopement, 17.9 percent higher, threats of harm to others, 6.5 percent higher, threats of destroying property, 11.4 percent higher, and threats of self-harm, 14 percent higher for special education teachers compared to general education teachers.

Severity of Behaviors Seen by Educators in Local settings. Table 30 lists a spectrum of behaviors many educators see within their settings. While most educators reported seeing “Work refusal / avoidance” (97.3 percent of survey participants), this type of behavior is often one that is addressed within the classroom, and is less likely than other behaviors, such as “Unsafe body in class (hitting, kicking, throwing)” (seen by 68.2 percent of survey respondents), to cause a larger disruption to learning and the potential for bodily harm. This is an important consideration when looking at both Tables 30 and 31, and is further discussed in chapter 5 as thematic analysis is incorporated into this study to better understand which behaviors might be prioritized by local school leaders.

Write in Comments for Common Challenging Behaviors. There were 52 survey participants who selected the “other” option and wrote in one or more challenging behaviors observed in their settings. These comments fell into ten overall categories,

including: cellphones and other technology, bullying, insubordination, weapons/drugs, physical violence, disruptive behaviors, sexualized behavior or indecent exposure, theft and cheating, and two comments that did not fit into any of these categories. The top three categories included disruptive behaviors with ten comments, insubordination with eight comments, and cell phones/technology with eight comments. The disruptive behaviors included a variety of non-dangerous behaviors that disrupt learning, such as “Uber Eats being called to the classroom” talking during lessons, and “rough housing in the classroom.” Insubordination comments centered around ignoring, arguing with, or defiance of adults. Cellphone and technology comments centered on using cellphones during class, recording or taking photos without permission, and posting educators’ personal information online. There were enough comments centering around these three themes that should be considered by local leaders when looking at supporting educators with strategies to address these behaviors.

Educator Demographics and Challenging Behaviors

When reviewing the demographic data survey participants provided in the survey and their responses to the challenging behaviors they see in their local settings once a week or more, most responses for each demographic were very similar, with a few exceptions. As discussed in the previous section, there were a few notable differences in the frequency of some of the behaviors when looking at elementary and secondary settings. This section will review the demographic categories that had similar responses, and those that had a few areas with notable differences.

Notable Similarities and Differences in Responses. The majority of the educator demographic categories considered had very similar responses. For example, the only difference for responses when looking at how long educators have been teaching was in the area of unsafe language in class. According to survey responses, the longer a teacher has been teaching, the less of a concern unsafe language in class was for the educator. All other responses across educator experience levels reflected percentages that were close in percentage points for the other behaviors listed. When looking at educator gender identities, educator race/ethnicity, and geographic location according to time zones, responses to each of the behaviors were observed were very similar.

Local Setting Demographics and Challenging Behaviors

Study question one seeks to understand what the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context. The data has shown that are more similarities than differences in the top disruptive behaviors educators report seeing overall and when accounting for educator demographics. The same is true for the different settings that educators work in.

Similarities in Responses for Local Settings and Challenging Behaviors

Reported. A review of the survey data showed similar responses for behaviors observed in geographic settings, as defined by time zones, and across urban, suburban, and rural settings. The responses from educators in these settings for each behavior were within a few percentage points.

Notable Differences for Local Settings and Challenging Behaviors Reported.

There were two demographic settings where the percentage of educators who reported

seeing specific behaviors was different. The two settings were for educators working in schools receiving Title I funding compared to those working in schools without this funding source, and the second setting was in schools serving students with 50 percent or more students of color, sometimes referred to as minority majority schools (Education Week, 2014), compared to schools with less than 50 percent students of color.

For educators working in schools receiving Title I funding, there were seven of the 14 behaviors that were seen more frequently in the schools receiving Title I funding compared to schools without this funding. These behaviors included: unsafe language in class, unsafe body in class, property destruction, threats of harm to others, threats of destroying property, bringing illegal substances to school, and threats of self-harm. Having an unsafe body in class was seen by 68.9 percent of educators teaching in Title I schools and by 60.3 percent of educators working in schools without this funding. Similarly, property destruction was seen by 64 percent of educators teaching in schools with Title I funding, compared to 52.3 percent of educators teaching in schools without this funding.

Educators working in minority majority schools reported seven of the 14 behaviors with greater frequency than educators working at non-minority majority schools. These behaviors included: school/class elopement, unsafe language, unsafe body, property destruction, threats of harm to others, threats of property destruction, and bringing illegal substances to school. Elopement was seen by 61.9 percent of educators in minority majority schools, compared to 50.2 percent of educators in non-minority majority schools. Threats of harm to others was reported by 55.4 percent of educators in

minority majority schools, and by 41.3 percent of educators in non-minority majority schools.

It is interesting to note that all except for one behavior was reported with more frequency for educators working at Title I and Minority Majority schools, threats of self-harm. This behavior was reported with more frequency for educators working at Title I schools than those not working at Title I schools, but at nearly the same rate for minority majority and non-minority majority schools.

Summary of the Most Common Challenging Behaviors Reported by Educators. This survey question identified work refusal and avoidance, being out of designated space, and yelling in class as the top three most common challenging behaviors seen by educators who took this survey. However, while this survey question identified the most common challenging behaviors seen by survey participants, it did not identify which of these behaviors are the most disruptive. This will be examined in the next survey question to provide a comprehensive answer to the first study question.

Table 30*Behaviors Observed Once a Week or More within the Past Year by Educators*

Behaviors	All Ed		Level - Percent		Role - Percent				
	N	%	Elementary	Secondary	Gen Ed	SpEd	Support Staff	Administrators	Substitutes
Work refusal / avoidance	569	97.3	93.3	99.1	97.4	98.9	95.8	90	100
Out of designated space	496	84.8	84.3	86.0	85.9	87.6	79.2	70	82.8
Yelling in class	437	74.7	82.0	70.4	74.1	82	75	60	65.5
Unsafe language in class	399	68.2	69.1	68.8	69.4	67.4	69.4	60	55.2
Unsafe body in class (hitting, kicking, throwing)	385	65.8	82.0	53.0	62.8	68.5	75	90	69
Destroying property	347	59.3	69.1	54.2	58.9	67.4	56.9	60	44.8
Classroom/School elopement	337	57.6	58.4	55.5	51.8	69.7	75	70	55.2
Threats of harm to others	288	49.2	55.6	43.9	46.3	52.8	52.8	90	55.2
Sexualized behavior	257	43.9	30.9	51.1	48.7	37.1	29.2	30	48.3
Threats of destroying property	214	36.6	43.3	31.5	33.5	44.9	41.7	70	31

Behaviors	All Ed		Level - Percent		Role - Percent				
	N	%	Elementary	Secondary	Gen Ed	SpEd	Support Staff	Administrators	Substitutes
Bringing illegal substances to school	196	33.5	7.3	50.5	37.7	23.6	27.8	40	24.1
Threats of self-harm	160	27.4	29.8	25.2	22	36	44.4	60	13.8
Other	55	9.4	6.7	11.2	9.7	11.2	6.9	0	6.9

Note: N is short for Number, % is short for percent, All Ed is short for All Educators, Gen Ed is short for General Education, SpEd is short for Special Education. Retired teachers were not included in this table because this group only had three survey participants.

Challenging Behaviors Ranked by Educators

This survey question examines which of the challenging behaviors educators indicated were observed in their setting are the most disruptive. The first column in Table 31 lists the total number of educators who selected each behavior as one seen in their setting, the table is sorted by the most commonly seen to least commonly seen behaviors. The next column shows the percentage of educators who reported each behavior as the most disruptive behavior in their setting by all educators on the left, followed by elementary and secondary educators. The columns with elementary and secondary educators include the percentages for these specific groups, but omits educators teaching across all settings, so adding the percentages in the elementary and secondary column may not equal the percentage listed in the column for all educators. The columns on the right side of Table 31 show the percentage of educators by role who reported each behavior as the most disruptive in their setting.

Most Disruptive Behaviors in all Settings. While the most common behavior selected in the previous survey question was “Work refusal / avoidance” with 569 educators observing this behavior in their setting, only 19.8 percent of these educators listed this as the number one most disruptive behavior in their setting. The next most frequently reported behavior, “Out of designated space” was reported by 496 of the total survey participants, yet only 7.8 percent of these educators said that this was the most disruptive behavior in their setting.

When looking at the highest percentages, the most disruptive behaviors is “Unsafe body in class (hitting, kicking, throwing)” listed by 42.5 percent of the 385 educators

who reported this behavior, this was followed by “other” with the write-in option, with 23.6 percent of the 55 educators who selected this response. However, while it is a higher percentage, it only represents 13 total educators, since 23.6 percent of 55 is 13.

Table 31 presents what behaviors are the most disruptive for educators in their settings, but it is important to consider both the percentage and number of educators reporting these behaviors in order to best understand the data. The first column in Table 31 lists the total number of educators who selected each behavior as one seen in their setting. This is included because it shows a more complete picture of which behaviors are of the most concern to the greatest number of educators. It is helpful to look at Table 31 starting at the top with the most frequently reported behaviors, and then consider the percentage of those educators who selected it as the most disruptive behavior in their setting.

Disruptive Behaviors in Elementary and Secondary Settings. Among educators working in elementary and those working in secondary settings, there were some similarities and some differences in the behaviors reported as most disruptive. As noted in Table 31, both groups indicated that students with “Unsafe body in class (hitting, kicking, throwing)” was the top disruptive behavior, with 50.7 of elementary teachers and 31.9 percent of secondary teachers reporting this as the most disruptive behavior in their setting. This included a total of 72 elementary survey participants and 52 secondary survey participants listing this as their top concern. Other notable differences were for work refusal, with 10 percent of elementary educators selecting this as the top disruptive behavior and 25.7 percent of secondary educators rating this as their top disruptive

behavior. Threats of harm to others was another behavior where there was a notable difference, 5.2 percent of elementary educators and 15.3 percent of secondary educators report that this is the most disruptive behavior in their setting.

Disruptive Behaviors by Educator Role. There were noteworthy differences in the percentages of educators in different roles and which behaviors they selected as the most disruptive in their settings. “Yelling in class” was selected as the most disruptive behavior by 41.2 percent of substitute teachers, 26.8 percent of general education teachers, and 9.4 percent of special education teachers. Conversely, “unsafe language in class was ranked as the top disruptive behavior by 3.6 percent of general education teachers and 3.7 percent of special education teachers. Looking at Table 31, and considering educator roles and how they ranked the most disruptive behaviors in their setting provides insight into the priorities and the behaviors that educators in different roles see and prioritize in their settings.

Behaviors	All Ed		Level - Percent		Role - Percent				
	N	%	Ele- mentary	Sec- ondary	Gen Ed	SpEd	Support Staff	Admin- istrators	Sub- stitutes
Bringing illegal substances to school	196	7.6	0	9.3	9.6	0	5.3	0	0
Threats of self-harm	160	4.0	1.9	2.7	1.3	3.2	7.1	16.7	0
Other	55	23.6	16.7	27.8	27	30	0	0	0

Note: N is short for Number, % is short for percent, All Ed is short for All Educators, Gen Ed is short for General Education, SpEd is short for Special Education. Retired teachers were not included in this table because this group only had three survey participants. Survey participants were asked to select all training modalities that applied to them.

Challenging Behaviors Ranked by Educators in Different Settings. This survey collected demographic information about educators and the settings in which they work. This section looks at commonalities in the most disruptive behaviors separated by demographic information. The demographics examined include educators working in elementary and secondary settings, schools receiving Title I funding, and minority majority schools.

Disruptive Behaviors in Schools with and without Title I Funding. Among educators working in schools with and without Title I funding, both groups indicated that students with unsafe bodies was the top disruptive behavior, with 41.5 percent of 159

educators working in schools with Title I funding and 50 percent of 50 educators working in schools not receiving Title I funding indicating this as their top concern.

Disruptive Behaviors and Schools with and without a Minority Majority

Student Population. Similar to educators in the previous two sections, educators working in schools with and without a minority majority student population, both groups indicated that students with unsafe bodies was the top disruptive behavior, with 41.1 percent of 87 educators working in minority majority schools and 43 percent of 61 educators not working in minority majority schools indicating this as their top concern.

Summary. This section showed that educators have concerns about many of the same behaviors across settings. The top disruptive behaviors for all educators responding to this survey were: unsafe body in class, 42.5 percent of educators, “other”, 23.6 percent of educators, yelling in class, 22.9 percent of educators, work refusal / avoidance, 19.8 percent of educators, threats of harm to others, 10.4 percent of educators, and elopement, 9.9 percent of educators. However, it should be taken into consideration that “other” was ranked as the top disruptive behavior by 23.6 percent of educators, but this only represents 13 total educators. Since the rankings are so close, all six of these behaviors should be considered when looking at the top disruptive behaviors educators see in their settings. The next section will consider some of the more dangerous behaviors and plans for handling these behaviors.

School Plan and Effectiveness for Handling Dangerous Challenging Behaviors

This study asked educators about their school’s plan for handling challenging behaviors that are likely to cause bodily harm to others, including the student, peers, or

staff. Of the 585 educators responding to this question, 57 percent said that their school does have a plan in place for responding to these behaviors, while 43 percent of educators said that their school either does not have a plan, or they were unsure if their school has a plan. Of those that responded that their school does have a plan for handling these dangerous behaviors, the responses were split as to how effective they believed this plan to be. Roughly half, 45.5 percent, said the plan was somewhat effective, while 26.5 said it was not effective and 30 percent said that it was effective. In all, this tells us that of the educators responding to this survey, 17.1 percent believe their school has an effective plan in place for handling dangerous challenging behaviors.

Summary of Findings of Study Question One: Most Disruptive Behaviors

This section sought to answer the first research question: What are the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context? The survey was analyzed to determine which challenging behaviors educators see in their setting on a regular basis. It was found that the most common challenging behaviors seen once a week or more by educators who took this survey were work refusal / avoidance, “other”, being out of designated space, yelling in class, unsafe language in class, unsafe body in class, destroying property, and classroom/school elopement. Survey respondents were then asked to rank their selected behaviors by most to least disruptive. The most disruptive behavior among all educators was unsafe body in class, with 42.5 of survey participants listing this as the most disruptive behavior. This was followed by “other”, with 23.6 percent of educators, yelling in class, with 22.9 percent of educators, work refusal / avoidance, with 19.8

percent of educators, threats of harm to others, with 10.4 percent of educators, and elopement, with 9.9 percent of educators. It should also be noted that “other” was ranked as a top disruptive behavior by 23.6 percent of all educators. There were important write-in comments for the “other” option, such as abuse of technology and cell phones, that should be considered when looking at the most disruptive behaviors that educators see in their settings. While some differences were highlighted for educators according to demographics, such as role or level taught, the vast majority of responses reported similar behavior concerns when educator demographics were considered.

The question about a local school plan for handling dangerous behaviors was asked of survey participants. There were 57 percent of survey participants who reported having a plan in place at their school, but when all survey responses were taken into account, 17.1 percent of all educators taking the survey were aware of an effective plan in place at their school to handle these behaviors.

It is important to keep in mind these disruptive challenging behaviors as the next research question is examined. The next research question takes into account prior training educators have had to address challenging behaviors.

Research Question Two: Educators’ Prior Training in Behavior Programs

The second study question looks at the behavior training programs, frameworks, and strategies that educators have been trained in. Specifically, the study question asks: What behavior training programs, frameworks, or strategies have educators had training in to support students with challenging behaviors? This section will answer this question by examining the responses to the survey question that asked which practices/frameworks

educators have had training in. Survey participants were asked to select all of the following programs/frameworks that they have had training in: PBIS, RP / RJ, TIC, CPS, general classroom management, or “other” - with the ability to write-in their own answer. Overall survey responses to this question are reviewed, as well as responses for grade levels served and roles within educators’ local settings. Demographic responses are reviewed and highlights were noted. Additionally, write-in responses for educators who selected “other” are also examined.

The questions in this section had a 96.2 percent response rate by survey participants, including 564 out of 586 survey participants provided input regarding their prior behavior training.

Educator Training in Behavior Programs

Table 32 shows the selections of all survey participants for the programs/frameworks that they have had training in. Educators were asked to select all programs/frameworks that they have had prior behavior training in. This section also reviews which training programs/frameworks educators have had according to the grade levels they serve and reviews this data according to their roles within their local settings. The responses are examined for each program/framework.

All Educators and their Training in Behavior Programs. Educators were asked to select all behavior programs / frameworks that they had had training in. “Classroom management” and “PBIS” were the top two programs selected for all educators. Survey participants indicated that 83.3 percent had been trained in general classroom management, and 77.5 had been trained in PBIS. There were 52.3 percent of

educators who reported being trained in TIC and 50.5 percent who had been trained in RP / RJ. Only 29.9 percent had been trained in CPS, and 6.6 percent selected the write-in option for training in another behavior program.

Educator Training by Grade Levels Served. When comparing educators serving at the elementary and secondary levels to the overall data for behavior programs and frameworks educators participating in this survey have had training in there are more similarities than differences. Both general classroom management and PBIS remain the top two areas educators across grade levels have had training in, followed by TIC and RP / RJ.

However, when comparing percentages within each behavior program / framework for the three grade levels, it is interesting to note some trends. As seen in Table 32, a higher percentage of elementary teachers who participated in this survey have had training in PBIS, 86.2 percent, than general classroom management, 81.6 percent, as part of their preservice or in-service training. Conversely, the opposite is true for secondary teachers. For PBIS in particular, 13.4 percent fewer secondary educators have had this training, when compared to their colleagues in the elementary setting. Another interesting note is that there more elementary teachers trained in TIC than secondary educators, 60.9 percent of elementary educators compared to 47.8 percent of secondary educators. Finally, 39.1 percent of elementary teachers' report being trained in CPS, compared to 23.4 percent of secondary teachers.

These differences in training rates for the different behavior programs / frameworks across grade level bands are important to note when considering what

training educators have had in order to more fully answer research question two. It is also important to consider other demographic data and differences in the training educators participating in this survey have had, such as educators' roles within their settings.

Educator Training by Educators' Roles. The right side of Table 32 looks at the behavior programs / frameworks through the lens of educators' roles within their local settings, including educators teaching and supporting in general education, special education, specialists/support staff, administrative, and substitute roles. Similar to both the overall data and demographic data for grade levels, the data here paints a similar picture with the most common behavior programs / frameworks that educators report being trained in being general classroom management and PBIS, followed by TIC and RP / RJ.

However, like what was seen with the grade level data, some differences also exist with the behavior training reported according to roles within educators' local settings. General classroom management remains at the top of the list for training for both general and special education teachers, but PBIS is the top behavior program / framework for specialists/support staff and administrators to have been trained in. Of the administrators responding to this survey, 100 percent report being trained in PBIS, 90 percent in general classroom management, and 80 percent in RP / RJ. When comparing general and special education teachers, slightly more special education teachers have had training in all behavior programs / frameworks listed, although training rates for many of the programs was very close. Specialists/support staff were somewhat of an outlier for general classroom management, with 52.9 percent reporting training in this area,

compared to 87.5 percent of general education teachers and 87.6 percent of special education teachers being trained in general classroom management.

The similarities in behavior training overall are more similar than different when looking at the data as a whole. However, keeping in mind some of these differences will be important to fully answer the question about what behavior training educators have had.

Educator Training and Other Demographic Data. It is important to consider all demographic data when looking at the training that educators in this survey have had. While the biggest highlights are found when looking at grade level bands and educators' roles in their local contexts, there are a few other data points that should be reviewed. The same trend of general classroom management and PBIS as being the top two behavior training that educators have had in different settings, including considering the number of schools within their district, both Title I and non-Title I Schools, and both minority majority and non-minority majority schools. Similarly, for each of these settings, the second two most popular training behavior training programs / frameworks that educators reported having were in RP / RJ and TIC, followed by CPS.

Write in Responses to Prior Behavior Training

The "other" option for behavior training programs / frameworks offered survey participants selecting this option to write-in their own responses. In all, there were write-in responses by 37 survey participants. Of these comments, 10 fell into one of three restraint and de-escalation programs, Crisis Prevention Intervention (CPI), Safety Care, and ProAct. Eight of these were listed by special education teachers and two were listed

by specialists/support staff. There were two write-in comments for general de-escalation strategies, one from a special education teacher and one from a general education teacher. There were 10 specific programs / frameworks listed, including Love and Logic, Boystown, Conscious Discipline, and other similar programs. Other trainings were also listed, such as ABA, behavior support plans (BSP), and behavior threat assessments. Finally, there were two comments indicating these educators did not find any of the other 12 listed behavior programs / frameworks helpful, stating, “These are all terrible” and, “None of it is supported or works.”

From these comments it appears that many special education teachers and specialists/support staff have had restraint and de-escalation training, a few educators have had standalone programs that they have had training in, and a couple of survey respondents did not find any of the trainings that they have had helpful.

Table 32*Prior Behavior Training of Survey Participants*

Behavior Program Framework	Survey Participants Trained in Behavior Program / Framework								
	All Ed		Level - Percent		Role - Percent				
	N	%	Elementary	Secondary	Gen Ed	SpEd	Support Staff	Administrators	Substitutes
Class Mgmt	470	83.3	81.6	84.5	87.5	87.6	52.9	90	84.6
PBIS	437	77.5	86.2	72.8	75	84.3	88.2	100	53.8
TIC	295	52.3	60.9	47.8	48.6	56.2	75	70	26.9
RP / RJ	285	50.5	47.7	53	48.4	50.6	64.7	80	38.5
CPS	168	29.8	39.1	23.4	24.7	41.6	38.2	60	26.9
Other	37	6.6	7.5	5.5	4.3	18	7.4	0	0

Note: N is short for Number, % is short for percent, Class Mgmt is short for Classroom Management, All Ed is short for All Educators, Gen Ed is short for General Education, SpEd is short for Special Education. Retired teachers were not included in this table because this group only had three survey participants.

Summary of Findings of Study Question Two

This section sought to answer the first research question: What behavior training programs, frameworks, or strategies have educators had training in to support students with challenging behaviors? In all, it appears that most surveyed educators have had training in general classroom management and PBIS, and many have also had training in

RP / RJ and TIC. From the write-in comments, it also appears that many special education teachers and specialists/support staff have had restraint and de-escalation training. While there are some differences in previous training for educators serving different grade level bands and among roles within the schools, the overall percentages were fairly consistent with classroom management and PBIS being the most common training followed by TIC and RP / RJ for all educators.

Another important consideration of the behavior training that educators have had is the delivery method of the training. As viewed through the Implementation Science framework, the delivery method of the training can have a significant impact on the desired outcomes of the training. This will be discussed when looking at the next research question.

Research Question Three: Prior Behavior Training Delivery Methods

The third study question asked: Of the training educators have had to support their students with challenging behaviors, what has been the delivery method of the training? Survey participants were asked to select all the training delivery methods that they have had from 11 different options, including a choice labeled “other” that includes the ability to write-in their own answer. Write in responses for educators who selected “other” will be examined along with overall answers for all educators and an overview of responses from different demographics to highlight similarities and differences among responses.

The response rate to questions in this section included 100 percent of survey participants. In all, 586 out of 586 educators provided input on training delivery methods they had previously had for behavior programs and frameworks.

Delivery Methods of Behavior Training

Table 33 shows the selections of all educators taking the survey for the behavior training delivery methods that they have had, which training delivery methods survey participants had according to the grade levels they teach and support, and the right-hand side of this table shows this data according educator roles within their local settings. The responses will be examined for overall responses and any differences noted within the data for grade levels served, roles within local settings, and other demographic data to see if there are notable differences within survey answers. Finally, write-in comments will be discussed and common themes will be identified.

All Educators and Behavior Training Delivery Methods. Educators were given a list of 11 different training modalities, including a response labeled “other” with a write-in option. Survey participants were asked to select all the training modalities that they have been a part of to support students with challenging behaviors. Over half of all survey participants indicated that they had participated in trainings that included the following three delivery methods: single day trainings, 58.4 percent, short trainings offered during staff meetings, 56.3 percent, and personal research using books and/or research articles, 53 percent. Notably, 48.9 percent of educators reported they had completed computer-based training that was asynchronous. It is worth highlighting that 23.7 percent of all survey participants had participated in trainings within their district followed by ongoing coaching / mentoring in their local setting. Similarly, only 19 percent had participated in training that involved ongoing mentoring or training within their local setting that was not linked to an initial training. Additionally, there were 16

total responses, representing 2.8 percent of survey participants who write-in their own responses. These are discussed after reviewing the similarities and differences noted in the demographics of survey responses to this question.

Behavior Training Delivery Methods and Grade Level Bands. Table 33 also shows the percentage of educators responding to this survey teaching and supporting students at the elementary and secondary levels who received training in behavior programs using the 11 listed training delivery methods. With a few exceptions, the distribution of the data is within a few percentage points of the overall data for all educators responding to this question. The top three training methods for both elementary and secondary teachers remain the same as those listed for all educators, including “Single day trainings” 61.4 percent of elementary teachers and 59.6 percent of secondary teachers, “Short trainings at staff meetings” 60.8 percent of elementary teachers and 56.3 percent of secondary teachers, and “Personal research” 52.3 percent of elementary teachers and 51.6 percent of secondary teachers. It is worth noting that more secondary educators have had asynchronous computer-based training than their elementary colleagues, 56.2 percent, and 43.8 percent, respectively. More elementary educators have had multi day trainings than their secondary colleagues, 40.3 percent, and 33.8 percent, respectively. Both initial training with ongoing coaching, and coaching not associated to an initial training, remain low across all grade level bands. For an initial training with ongoing coaching, 25.6 percent of elementary teachers, and 22.4 percent of secondary teachers report having this type of training. For coaching not associated to an initial training, 22.7 percent of elementary teachers, and 18.3 percent of secondary teachers

report having this type of training. In all, there are more similarities than differences when looking at the grade level bands and comparing the response rates to the overall responses for all educators in this survey.

Behavior Training Delivery Methods and Educator Roles. Next the impact of educator roles has on the delivery methods of behavior training that they have participated in will be compared to that of all educators responding to this survey. Table 33 looks at the 11 different training delivery methods considered and the educators' roles within their local setting. While the data is very similar to the overall percentages seen in Table 33 for all educators, there are a few notable differences. The top three training delivery methods remain the same for most survey participants in each of the five roles. However, when considering the data overall, general education teachers have the lowest percentage for nine out of the 11 training modalities listed. The two modalities where they had a slightly higher rate of training were for an initial training that was followed by ongoing coaching, 24.3 percent, and mentoring not linked to an initial training, with 20.9 percent. While they did have a higher percentage in these two categories than most of the other educator roles, the percentages across each of these categories were close. In all, special education teachers and administrators have participated in more training modalities than general education teachers and specialists/support staff.

Educator Training Deliver Methods and Other Demographic Data. Each of the demographics was considered with regard to the training delivery methods survey participants had been a part of. Overall, the data remained very consistent for both educator demographics and the demographics of their local settings. The top three

behavior training modalities for most survey participants across educator and setting demographics were consistently single day trainings, short trainings offered during staff meetings, and personal research using books and/or research articles. These were closely followed by asynchronous computer-based training.

Write in Responses to Behavior Training Delivery Methods

The “other” option for behavior training delivery methods gave educators an opportunity to write-in their own responses. There were eight write-in responses that indicated that they have had no behavior training, or nearly no behavior training. Related to this, one write-in response suggested that “many teachers participating in either live or recorded trainings turn on the computer video, and then do other things.” There were three write-in responses that said they had participated in training through their own initiative leading to formal degrees or certifications. Finally, there were a couple of responses that did not fit in any other categories, including a “classroom management book study” and attending disciplinary meetings for teachers who were, “failing to stop unwanted student behaviors.” In all, these write-in responses suggest that educators want more training for themselves, or in the case of the last write in comment, administrators would like additional training for the teacher.

Table 33*Survey Participants' who have had Training in the following Modalities*

Survey Participants Trained with this Delivery Method									
Training Delivery Method	All Ed		Level - Percent		Role - Percent				
	N	%	Elementary	Secondary	Gen Ed	SpEd	Support Staff	Administrators	Substitutes
Single day trainings	338	58.4	61.4	59.6	55.3	60.7	62.9	70	37.9
Short trainings at staff meetings	326	56.3	60.8	56.3	57.4	73	55.7	70	20.7
Personal research	307	53	52.3	51.6	50.5	59.6	54.3	80	13.8
Computer training (recorded)	283	48.9	43.8	52.6	48.1	53.9	48.6	50	48.3
Multi-day trainings	208	35.9	40.3	33.8	33.3	48.3	38.6	50	17.2
Peer led training	159	27.5	29	27.15	25.1	33.7	32.9	60	6.9
Training with ongoing coaching	137	23.7	25.6	22.4	24.3	23.6	21.4	40	51.7
Computer based training (live)	119	20.6	20.5	20.5	18.8	23.6	28.6	20	3.4
	110	19	22.7	18.3	20.9	15.7	18.6	20	27.6

Survey Participants Trained with this Delivery Method									
Training Delivery Method	All Ed		Level - Percent		Role - Percent				
	N	%	Elementary	Secondary	Gen Ed	SpEd	Support Staff	Administrators	Substitutes
Ongoing coaching without training									
1–3-day conferences	89	15.4	17	13.2	12.7	22.5	21.4	40	17.2
Other	16	2.8	2.3	2.3	2.4	1.1	5.7	0	6.9

Note: N is short for Number, % is short for percent, All Ed is short for All Educators, Gen Ed is short for General Education, SpEd is short for Special Education. Retired teachers were not included in this table because this group only had three survey participants. Survey participants were asked to select all training modalities that applied to them.

Summary of Findings for Research Question Three

This section sought to answer the third research question: Of the training educators have had to support their students with challenging behaviors, what has been the delivery method of the training? There were consistent answers to this survey question across demographics. The most common training methods were single day trainings, short trainings offered during staff meetings, and personal research using books and/or research articles. The write-in comments, while only representing 2.8 percent of

survey participants, indicated a strong need for more behavior training without specifying a particular modality for the training delivery method.

Research questions two and three considered what behavior training and behavior training delivery methods educators have had. The next two research questions asked survey participants for their preferences for future behavior training programs and delivery methods, both for themselves, and for the educators in their local settings.

Research Question Four: Future Behavior Training for Educators

The fourth research question considers what behavior programs, frameworks, and strategies educators want training in, both for themselves and for educators in their local settings. Specifically, this research question asks: What behavior programs, frameworks, or strategies do educators want initial or further training in to provide support to their students with challenging behaviors, both individually and for their school/district? Survey participants were asked to select all responses that applied to them. This section will review survey data to determine what behavior training programs, frameworks, and strategies educators want for themselves and for their colleagues in their local setting. The beginning of this section will review what PD educators want for themselves, along with a review of any differences and similarities when demographic information is considered. Next, this same information will be analyzed for what educators want for their colleagues in their local setting, and if this varies by demographics. A summary will follow with what the survey data showed in order to answer this research question.

Research question four had a 100 percent response rate. In all, 586 out of 586 educators participating in this survey provided input on their desire for future behavior training programs and frameworks, both for themselves and for their local setting.

Educator Training Program Preferences for Themselves

Table 34 shows that overall, 58.2 percent of all surveyed educators would like training in TIC for themselves. Nearly half of all survey respondents reported wanting training in CPS, 48.7 percent of educators, and RP / RJ, with 46.1 percent of educators, citing these as preferred trainings. Only 34.2 percent of educators reported wanting training in PBIS, and 39.6 percent in classroom management. There were 16 survey responses that selected “other”, and all 16 educators elected to write-in responses. This feedback will be reviewed after reviewing similarities and differences of responses to this question when demographics are considered.

Educator Training by Grade Levels Served. When comparing responses of educators to those serving different grade level bands, there are more similarities than differences, as seen in Table 34. The most requested training remains TIC for both the elementary and secondary levels, 60.1 percent, and 55.4 percent, respectively. However, CPS was requested by more secondary teachers than elementary teachers, 51.1 percent compared to 45.8 percent. 56.2 percent of elementary teachers who indicated they wanted training in RP / RJ, while 41 percent of secondary teachers reported wanting this training. When considering the breakdown of grade levels, the data shows that the top three requested training are in TIC, CPS, and RP / RJ. The remaining programs, general

classroom management and PBIS remained consistent across grade level bands when compared to the training preferences of all educators, as seen in Table 34.

Educator Training by Educators' Roles. Table 34 also displays survey participants' behavior training preferences according to educator roles. There are more differences in preferences for specific training according to educator roles than was seen when looking at grade level bands. While TIC remains the most preferred future training, there is a marked difference when looking at administrator and special education teacher responses compared to general education teachers and specialists/support staff. Ninety percent of administrators and 70.6 percent of special education teachers would like initial or additional training in TIC, compared to 58.6 percent of specialists/support staff and 54 percent of general education teachers. Another interesting note when looking at Table 34 and educator roles is that "CPS" was selected as a preferred future training by 48.7 percent of general education teachers, 47.1 percent of special education teachers, and 51.7 percent of specialists/support staff, but only 30 percent of administrators and 26.9 percent of substitute teachers. When looking at preferences for training in RP / RJ, the data is like what was seen for CPS, except for administrators. Eighty percent of administrators indicated RP / RJ as a preferred future training, compared to 44.6 percent of general education teachers, 39.7 percent of special education teachers, and 53.4 percent of specialists/support staff. Like the data seen when looking at training preferences across grade level bands and overall, classroom management and PBIS remained the least requested trainings.

Educator Training Preferences and Other Demographic Data. The data reviewed so far shows that overall, individual educators responding to this question indicated preferences for TIC, CPS, and PR /RJ with the most frequency. It also showed that general classroom management and PBIS were selected as preferred future trainings with less frequency. Reviewing responses filtered for other demographics showed similar trends for all geographic locations, whether a school receives Title I funding, the size of the school district, and other demographic data.

The one exception that was found was the number of years an educator has been teaching. Across all training programs and frameworks listed, the longer an educator has been teaching, their desire for additional training goes down. For example, educators within their first two years of teaching requested TIC training 66.3 percent of the time, but teachers with 16 or more years of experience selected this as a training preference 57 percent of the time. This reflects a 9.3 percent difference, and this same trend is seen for each of the programs and frameworks listed.

Write in Responses for Future Behavior Training Preferences. There was a total of 16 “other” responses to this question, and all of these educators choose to write-in a response. There were four main categories of responses, specific programs, physical management training, administrative support, and opinions on behavior training. There were two specific programs mentioned by name, Yale R.U.L.E.R. (Hagelskamp et al., 2013) and Love and Logic (Cox, 1992). There were two responses that referenced physical management, “plan for physical attack” and, “restraint / de-escalation of physical fights.” There were several responses that stated they would like more behavior

support from their administration for classroom behavior, with one participant stating, “I would like more admin and classroom support.” Additional commenters shared their opinions on behavior and behavior training. One comment said they would like, “any training” another, “wants to understand poverty.” Two comments said they wanted different behavior programs than the ones listed, one saying that “None of the above besides your own class management, all garbage” but did not offer any examples of alternative programs. Two survey participants commented that they want more parental support for classroom behavior. One referenced violence in a special education classroom, and would like any training that would help lower the level of violence. Another commenter said they would like, “Hostage negotiation, no lie. Thread on reddit seemed applicable”, referencing a Reddit thread that they felt was applicable.

In all, these comments indicated a general dissatisfaction with current levels of training to support challenging student behaviors. Furthermore, the feedback supports the survey results, suggesting a prevalent sentiment among survey participants favoring enhanced training programs and training delivery methods. It underscores a perception that the existing training is not meeting the needs of the educators participating in this survey to address the complex behavioral needs of their students. Additionally, there's a desire for increased parental support, and to foster greater collaborative opportunities among educators to create a positive school atmosphere with fewer challenging behaviors.

Table 34

Behavior Training Programs Educators want Initial or Additional Training in for Themselves

Behavior Program Framework	Behavior Program / Framework Training Survey Participants Want								
	All Ed		Level - Percent		Role - Percent				
	N	%	Elementary	Secondary	Gen Ed	SpEd	Support Staff	Administrators	Substitutes
TIC	269	58.2	60.1	55.4	54	70.6	58.6	90	26.9
CPS	225	48.7	45.8	51.1	48.7	47.1	51.7	30	26.9
RP / RJ	213	46.1	56.2	41	44.6	39.7	53.4	80	38.5
Class Mgmt	183	39.6	40.5	38.7	40.6	26.5	46.6	10	84.6
PBIS	158	34.2	34	33.7	32.9	33.8	36.2	20	53.8
Other	18	3.9	3.3	4.6	4.4	4.4	1.7	0	0

Note: N is short for Number, % is short for percent, Class Mgmt is short for Classroom Management, All Ed is short for All Educators, Gen Ed is short for General Education, SpEd is short for Special Education. Retired teachers were not included in this table because this group only had three survey participants. Survey participants were asked to select all behavior training programs listed that they would like additional training in for themselves.

Summary of Future Behavior Training Preferences for Individual

Educators. The data from the survey indicates a strong desire for training programs and frameworks to support students with challenging behaviors. Overall, the most requested

trainings were in TIC, CPS, and RP / RJ. Fewer educators requested general classroom management and PBIS training. This seemed to be true across most demographics of educators and local settings. The write-in comments, while few, indicated a lack of satisfaction with current behavior training levels.

The next part of this section will examine the survey data to answer the second part of the fourth research question – What behavior programs, frameworks, or strategies do educators want training in to provide support students with challenging behaviors for educators in their local setting?

Educator Training Program Preferences for their Colleagues in their Local Setting

Table 35 looks at what behavior training programs and frameworks they would like to see implemented for themselves and their colleagues in their local school or district. Table 35 also includes educator preferences for behavior training in respondents' local settings by grade level bands and training preferences by educator roles.

An examination of Table 35 shows similar priorities for behavior training for educators' local settings as was seen for the individual educators in Table 34. Both tables show TIC as the training with the most requests by survey respondents, followed closely by CPS. However, it is notable that Table 35 shows that more educators want this training for their local school or district than for themselves individually. Table 35 shows that 65.2 percent of survey participants want TIC training in their local setting, compared to 58.2 when asked about this training for themselves. This represents a 7 percent increase. The same is true for CPS, the second most requested training, which has a 5.5

percent higher percentage of participants requesting this training for their local setting over individual training.

A major difference that can be seen is when looking at the third most requested training for local settings, general classroom management is the third most requested training with 53 percent of participants selecting this option. This shows that 13.4 percent more participants selected general classroom management for their local setting than for themselves as individuals. The same is true for PBIS. A total of 34.2 percent of individual educators requested this training, while 45.2 percent of educators would like this training for teachers in their local setting.

One other notable difference between responses to this question was that there were 18 responses for “other” for individual training, but 26 for training for educators in their local setting. The write-in responses to this option will be reviewed after reviewing the demographic data for this question. The next section will review grade level demographic information and how this question was answered for local setting training preferences.

Educator Training Program Preferences for their Local Setting by Grade Levels Served. Table 35 shows a similar trend for grade level bands and preferences for behavior training in the local setting as was seen for the overall data. Like the overall data for behavior training preferences for local settings, TIC remains the most requested behavior training. For example, when looking at elementary educators, 60.1 percent would like this training for themselves, and 71.4 percent would like to see this training implemented for all educators within their local setting. This represents a 10.3 percent

increase of elementary educators wanting this training in their local setting when compared to those indicating they would like this training specifically for their own professional growth. This same trend of more educators in each grade band wanting training for TIC, CPS, general classroom management and PBIS at higher rates for their local settings than for their own professional development. The only exception to this was for RP / RJ. While 52.1 percent of secondary educators wanted this training for their local setting, only 41 percent wanted this training for themselves. The opposite was true for elementary teachers, with 53.6 wanting this training in their local setting and 56.2 wanting it for themselves.

Educator Training Preferences for their Local Setting by Educators' Roles.

Similar trends are seen when reviewing data for educator preferences for behavior program training in their local settings as was seen for grade level bands and for all survey responses. The top two trainings requested remain TIC and CPS, however when broken down by educator roles, only specialists/support staff show a higher rate of wanting TIC training for their setting than individually, 58.6 percent of individual specialists/support staff as seen in Table 34 compared to 82.1 percent of specialists/support staff wanting this training for their setting, as seen in Table 35. The second most requested training, "CPS", was selected as a local setting training preference slightly more than for individual survey respondents, for example 55.7 percent of special education teachers would like this training implemented in their local setting, compared to 47.1 percent would like this training for their own professional growth. The "RP / RJ" training was selected at close to the same rate across roles, for example 40.5 percent of

special education teachers would like this in their local setting compared to 39.7 percent who would like this as an individual training. Similar rates can be seen for other roles when looking at Table 34 and Table 35. Also like the last two sections, both “general classroom management” and “PBIS” were selected more frequently by survey respondents to be implemented in their local setting than for individual trainings. This was true for all educator roles, as seen in Table 34 and Table 35.

Educator Training Preferences for the Local Setting and Other Demographic Data. The only demographic where differences were noted was for educators’ years of experience. Training preferences for educators with more experience was lower than that of their colleagues with less experience, this held true when looking at training requests for their local setting for all the behavior programs listed. For example, TIC was requested by 73.5 percent of educators in their first or second year of teaching, dropped to 65 percent for those with 6-10 years of experience, and 58.8 percent for those with 11-15 years of experience. Other behavior programs listed followed the same trend of decreasing interest in training for the local setting as educators experience increased.

Write in Responses for Future Behavior Training Preferences at the Local Setting. There were 26 survey participants who selected “other” with the option to write in a response. These responses for local setting training fell into the same four general categories as the previous question that asked about individual educator training: specific programs, physical management, administration support, and opinions on behavior training. There were a few additional specific programs listed in this question that were not listed previously, “Capturing Kids Hearts” (Flippen Group, LLC et al., 2023), “Ruby

Payne Understanding Poverty” (Payne, 2005), and “district-wide MTSS” (Horner et al., 2017). Like the previous question, this one had several requests for de-escalation and physical management training. The comments around administration support asked for more clarification around the rules for suspending students with IEPs, wanting administration to provide behavior support outside of giving students detention and suspending students, and a request that administrators follow through with discipline procedures.

The final section of the write-in responses with opinions on behavior training contained the most comments. Several requests for new programs that work, stating that educators have been trained in all the listed programs and frameworks and these do not lead to less disruptive behaviors. One response stated that their school has fully implemented PBIS and that challenging behaviors have gotten much worse since PBIS was implemented. Several write-in responses referenced the need to hold students and parents accountable, including removing students from the classroom, expelling students, and “implementing criminal charges.” Several comments stated the need for “escalating consequences for disruptive and violent behaviors.” Additionally, “FBI and hostage negotiation tactics” were referenced twice as a training that would be helpful.

Table 35*Behavior Training Programs Educators want in Their Local Settings*

Behavior Training Programs / Frameworks Survey Participants Want									
Behavior Program Framework	All Ed		Level - Percent		Role - Percent				
	N	%	Elementary	Secondary	Gen Ed	SpEd	Support Staff	Administrators	Substitutes
TIC	332	65.2	71.4	60.6	59.3	72.2	82.1	80	61.5
CPS	276	54.2	54.2	51.6	51.9	55.7	61.2	40	53.8
Class Mgmt	270	53	50	52.1	53.1	35.4	68.7	20	61.5
RP / RJ	252	49.5	53.6	48.4	49.4	40.5	56.7	70	50
PBIS	230	45.2	44.6	42.8	41.6	40.5	58.2	40	50
Other	26	5.1	4.2	6.7	6.2	5.1	0	0	0

Note: N is short for Number, % is short for percent, Class Mgmt is short for Classroom Management, All Ed is short for All Educators, Gen Ed is short for General Education, SpEd is short for Special Education. Retired teachers were not included in this table because this group only had three survey participants. Survey participants were asked to select all behavior training programs listed that they would like additional training in for their local setting.

Summary of Future Behavior Training Preferences for Educators' Local Settings. Reviewing survey data for educator training preferences for their local settings showed a stronger interest in school and district wide training for TIC, CPS, PBIS, and

general classroom management when compared to individual training priorities. The write-in comments for this section, while only representing five percent of survey responses, showed that educators are continuing to see challenging and even violent behaviors in their settings. Many are requesting support in the form of a different training or increasing discipline for students displaying challenging behaviors.

Summary of Findings for Research Question Four

This section sought to answer the first research question: What behavior programs, frameworks, or strategies do educators want initial or further training in to provide support to their students with challenging behaviors, both individually and for their school/district? Answers to survey questions show that educators in this survey want additional training in TIC, CPS, and RP / RJ both individually and for their colleagues in their local setting. Training preferences for local settings were higher than for individual trainings, particularly for general classroom management and PBIS. Overall, behavior training preferences for school or district-wide PD were indicated by 45-65 percent of survey participants for TIC, CPS, RP / RJ, general classroom management, and PBIS. Specifically, 65.2 percent of survey participants want training in TIC, 54.2 percent want training in CPS, 53 percent want training in classroom management, 49.5 percent want training in RP / RJ, and 45.2 percent want training in PBIS. Most educators who participated in this survey want more behavior training.

Research Question Five: Future Behavior Training Delivery Method Preferences

This research question seeks to understand what format of training educators prefer for themselves and for their local school or district. Specifically, this question asks:

What delivery method of behavior training do educators prefer for future professional development, both individually and for their school/district? There were two survey questions that asked educators to rank their preferences for the delivery method of future behavior training. The first question was for the individual educator, and included ten options for them to rank according to what works best for their learning style. The second question asked survey participants to rank seven training delivery methods that they preferred to be used in their local school or district. The second question had three fewer options because some of the options in the first question were only applicable to an individual learner, such as personal research. The responses to these survey questions will be examined in order to answer research question five.

Research question five also had a slightly lower number of survey participants who responded to questions in this section when compared to the first three sections. The response rate to questions in this section included 94.9 percent of survey participants. In all, 556 out of 586 educators provided input on future behavior training delivery method preferences. This means that 30 educators participating in this survey decided to skip this question.

Educator Training Delivery Method Preferences for Themselves

Table 36 summarizes training delivery methods preferences for future PD. The top four selections by educators taking this survey were initial trainings within their district followed by ongoing coaching / mentoring in their school/classroom, multi-day trainings (provided over consecutive days or spread over the course of the school year), one-to-three-day conferences, and single day trainings, with 21.2 percent, 18.3 percent,

15.1 percent, and 14.7 percent of educators selecting these as their top choice, respectively. These four choices were very close when looking at these percentages, with only a 6.5 percent difference between the first and fourth choice among survey participants. While these four options were all very close in their percentage rankings, the training delivery methods that followed had a sharp drop-off in popularity, with the fifth most requested training of “Ongoing coaching not linked to a training” with 8.3 percent, and “Peer led training” with 4.7 percent, as seen in Table 36. Some of the least preferred trainings included computer-based tracings, both synchronous, 4 percent, and asynchronous, 3.8 percent, personal research, 4.9 percent, and short trainings offered during staff meetings, 5 percent.

The next question that will be considered is what training delivery methods educators taking this survey prefer for their local settings, specifically their local schools and districts. Survey participants were asked to, “Rank your preference for the delivery method of future PD to support students with challenging behavior that you would like implemented in your local school / district” and they were given a list of six training delivery options as seen in Table 36. The responses to this question will be compared to the previous one see if preferences are consistent with individual training preferences. The top choices, noted by the percentage of respondents who selected each option as their first choice, will be compared, as seen in Tables 35 and 36.

Table 36

Survey Participants' Preferences for Future Individual Training in the following Modalities

Future Training Delivery Method Preferences for Personal Learning				
Training Delivery Method / Modality	Number One Choice			All Responses
	Percentage			Number
	K-12	Elementary	Secondary	K-12
Training followed by ongoing coaching	21.2	21.6	20.3	292
Multi-day trainings	18.3	17.5	17.9	298
Single day trainings	14.7	17.5	12.3	282
1–3-day conferences	15.1	12.9	15.6	198
Ongoing coaching not linked to a training	8.3	9.4	7.6	150
Peer led training	4.7	4.1	5.6	130
Short trainings at staff meetings	5	4.1	6.3	86
Computer based training (recorded)	3.8	4.1	4.3	83
Personal research	4.9	4.7	5.6	80
Computer based training (live)	4	4.1	4.3	69

Note: All Levels includes educators who work across K-12, so percentages in the elementary and secondary columns do not always add up to the percentage in the K-12 column for the top ranked training choices.

Educator Training Delivery Method Preferences for their Local Setting

Educators taking this survey were asked to rank behavior training delivery methods that they would like to be implemented in their local school or district. Participants had a list of seven training delivery methods, listed in Table 37 on the left-hand column. The three training delivery methods that were listed for individuals but not as options for the local setting were “1–3-day conferences that allow you to self-select trainings,” “Live/synchronous remote training through Zoom or similar platform,” and “Personal research using books and/or research articles”. These were omitted because these training platforms are more appropriate to individuals attending trainings. The one exception is the “live computer-based training” that was a popular option during COVID when remote learning was in place. However, this delivery method was not included in this survey for whole school or district trainings because this type of training is more likely to be delivered in an in person setting as most schools have returned to in person learning.

Table 37 shows preferences for training delivery methods that favor trainings over multiple days and with ongoing coaching. The top three requested trainings were: initial trainings within their district followed by ongoing coaching / mentoring in their school/classroom, multi-day trainings (provided over consecutive days or spread over the

course of the school year), and single day trainings, with 24.8 percent, percent, 24 percent, and 20.2 percent of educators selecting these as their top choices, respectively. Table 37 showed that short trainings during staff meetings and computer-based trainings were among the bottom choices for behavior training delivery methods for educators in their local settings, with 7.9 percent and 6.7 percent of all educators selecting these as their top choice for training in their local settings. Table 37 also shows data for educator preferences for behavior training delivery methods examined by looking at the responses of different demographics of teachers and local settings.

When these responses are compared to those seen in Table 36 in order to compare how survey participants view PD preferences for themselves and for their local settings, many similarities are observed. The top choice for individual survey participants was “training followed by ongoing coaching,” including 21.2 percent of all survey respondents. The same training modality was preferred by survey participants for their local setting, indicated by 24.8 percent of respondents. Similarly, “Multi-day trainings” were the second choice for individuals, 18.3 percent, and for local settings, 24 percent. There were more training delivery options for individual survey participants, such as personal research, that were not appropriate to list for all staff in local settings, which may account for the lower percentages for training delivery methods for individuals.

Table 37

Educators' Preferences for Future Training in the following Modalities in their Local Settings

Future Training Delivery Method Preferences for Educators' Local Setting				
Training Delivery Method	Number One Choice			Number
	Percentage			
	All Levels	Elementary	Secondary	
Training followed by ongoing coaching	24.8	25.2	23.7	323
Multi-day trainings	24	24.5	23.7	310
Single day trainings	20.2	17.9	20.4	313
Ongoing coaching not linked to a training	9.1	11.3	7.4	187
Peer led training	7.3	6.6	8.9	153
Short trainings at staff meetings	7.9	7.9	9.6	110
Computer based training (recorded)	6.7	6.6	6.3	89

Note: All Levels includes educators who work across K-12, so percentages in the elementary and secondary columns do not always add up to the percentage in the all-levels column for the top ranked training choices.

Summary of Educator Training Delivery Method Preferences

This section showed that educators taking this survey had a clear preference for behavior training delivery methods both individually and for their local settings, including initial trainings within their district followed by ongoing coaching / mentoring in their school/classroom, single day trainings, and multi-day trainings (provided over consecutive days or spread over the course of the school year). Similarly, these same training delivery methods were ranked as the preferred method for educators' local setting. For both individual educator training delivery methods and for training in their local school or district, there was a sharp drop off when other training delivery methods were considered, such as computer based training and short trainings offered during staff meetings. These findings were consistent across educators and local setting demographics.

This section asked survey respondents to rank specific training delivery methods by clicking and dragging them to the top or bottom according to their preferences. As such, these two questions did not offer survey respondents the option of writing in their own responses.

Research Question Six: Equity and Discipline

The next research question considers how educators perceive the fairness of how discipline is administered within their local setting. This research question asks: On a school or district level, do educators feel that discipline is fair and equitable, or do they feel that students of color, students with disabilities, or other student populations receive a disproportionate amount of discipline within their setting?

This section consisted of a total of 13 survey questions that were used to collect data to answer this research question. The first two questions asked survey participants for their opinions about whether they feel discipline is administered fairly across all student demographics. Educators who answered no were asked a follow up question about why they felt this was the case. Each of these two questions had an option titled “other” with the ability to write-in answers. Following the first general equity question about discipline for all students in this section, survey participants were asked five additional specific student demographic questions regarding educators’ perceptions of equitable practices of discipline for each of these student demographic groups in their setting. Survey participants who answered no to any of these questions were asked a follow up question to determine why this might be the case. The specific demographic categories addressed in this section include grade levels of students, student genders, student race/ethnicities, students with disabilities, and students receiving ELL/ELD services. Data from each of the six equity and discipline categories will be explored, including the write-in responses to each question. The responses to each of these survey questions will be summarized in order to answer research question six.

The overall response rates to each of the questions in this section were very high. The first general question for all student demographics had a 100 percent response rate, as did the questions asking about student grade levels, and students with disabilities. The questions asked about discipline equity related to student genders and student race/ethnicities both had 584 out of 586 survey respondents answering these questions, which means these two categories each had a 99.7 percent response rate. The question

with the lowest response rate in this section asked about students receiving ELD/ELL service. This question had 583 out of 586 educators provide responses to this question. This question had a 99.5 response rate. These questions were towards the end of the survey, yet still had an excellent overall response rate.

Overall Equity and Discipline in Local Settings

Figure 3 and Table 38 contain educator responses to this question. Overall, 52.4 percent of survey participants, including 307 educators, indicated that discipline is handled unfairly in their setting. There were 0.7 percent educators who selected “other” and wrote in their own responses. These write-in responses reported that administrators do not discipline students out of fear of the parents, a lack of parental support, and that students with special education services do not have any consequences for their actions.

These 307 educators who responded that discipline was not administered fairly were asked why they thought this was the case. They were given several options to choose from, and asked to select all the reasons that they thought applied. They were also given the option to select “other” and write-in their own answer. Their responses are found in Table 38. There were 27.2 percent of educators who reported that this was because of local policies and rules not being equitably enforced and 24.9 percent said that it was because of a lack of proactive supports for some students. A total of 23.2 percent of this group of educators also opted to write-in their own answer about which student groups they felt were disproportionately impacted. These write-in answers, along with the eight percent of participants who selected the “other” option with a write-in option will be explored next.

Write-in Responses for Demographics of Students Disproportionately

Impacted. Educators were given the option of sharing which student groups they felt were the most disproportionately impacted by the administration of discipline. Of the 157 write-in responses, which included 23.2 percent of educators responding to this question, the most frequently cited demographics of students included students of color, with Black and Hispanic students specifically referenced the most, followed by students receiving special education services, economically disadvantaged students, and male students. There were several responses that stated LGBTQ students were disciplined unfairly. Additional responses indicated that either no discipline was administered by building administration, or that it was administered unfairly, “favoring those students who had relatives that were influential” within the local setting. There were also a few responses that said that “good” students and girls were unfairly disciplined – but these responses were much less frequent than typed in responses indicating students of color, students with disabilities, economically disadvantaged students, and male student were negatively impacted by a disproportionate amount of discipline within the local setting.

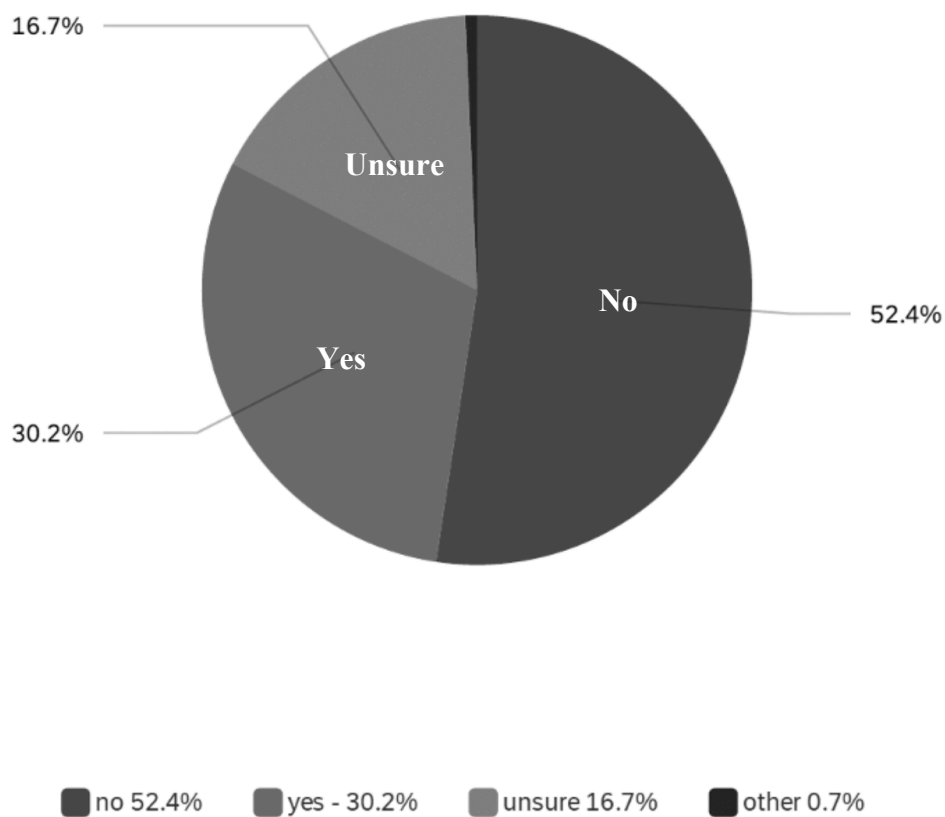
Write-in Responses for Survey Participants Selecting “Other” as a Reason for Disproportionate Discipline. There were 54 written in responses for the “other” option in this section. Here, survey participants listed opinions on why they thought discipline was disproportionately administered. The most common responses indicated implicit bias, lack of training and implementation of trainings, favoritism, and fear of both social media and parents. Also mentioned were not wanting to discipline athletes, overall lack of discipline, and systemic racism.

Demographic Variances in Responses to Overall Equity and Discipline in

Local Settings. Review of similarities and differences identified among educator demographics and local setting demographics. There were a few differences in responses according to educator demographics, mostly around uncertainty about the fairness of discipline. There were 20.2 percent of elementary teachers who were uncertain about overall equity and discipline, compared to 15.2 percent of middle level teachers, and 16.4 percent of high school teachers. Similarly, when looking at roles in the local settings, 18.8 percent of general education teachers were unsure about discipline equity, compared to 11.2 percent of special education teachers and 10 percent of administrators. Responses for these groups were closer when looking at those that said no or yes. For example, among general education teachers, 49.3 percent said that discipline was not equitable, and 53.9 percent of special education teachers had the same response. Little variance was observed when looking at other demographics of teachers and settings, when compared to the overall responses of all survey participants seen in Figure 3. This data indicates that survey participants are concerned about the fairness of disciplinary actions, but the specific reasons for their concerns is unclear.

Figure 3

Do you feel educators in your setting administer discipline fairly across student demographics?

**Table 38**

If no, why do you think this is? (select all that apply)

Reasons	Percent of Survey Participants	Number of Survey Participants
Local Policies / Rules not enforced equitably	27.2	184
Lack of proactive supports for some students	24.9	168
Local Policies / Rules enforced fairly but disproportionately impacts some students	15.8	107
Other	8	54
Unsure	0.9	6

Equity and Discipline Across Grade Levels in Local Settings

The next set of survey questions in this section asks educators if they feel that educators in their local setting administer discipline fairly across grade levels. Figure 4 and Table 39 contain educator responses to this question. Figure 4 shows that 52.4 percent of survey participants do not feel that discipline is equitable among grade levels. Only 30.2 responded that discipline is equitable among grade levels, and 16.7 percent of educators replied that they were unsure.

0.7 percent educators who selected “other” and wrote in their own responses. These written responses talked about a lack of support from parents and a lack of support in the from local policies.

When the survey respondents who selected “no” when asked if discipline was administered fairly, 27.2 percent stated this was because of local policies and rules not being enforced equitably, and 24.9 said that the reason was a lack of proactive supports for students. Additionally, there were 54 responses that selected “other” and wrote in their own reason. There were also 100 educators who wrote in a response indicating which grades they felt were disproportionately disciplined.

Write-in Responses for Demographics of Students Disproportionately Impacted. Among the write-in responses for this question, all grade levels were mentioned. However, high school, including specific grades within high school, were listed 55 percent more frequently than grades K-8. Elementary, including kindergarten, and middle school students made up 45 percent of the write-in responses. There were six

responses that said that all grades were disproportionately impacted, but no other information was provided by these six responses.

Write-in Responses for Survey Participants Selecting “Other” as a Reason for Disproportionate Discipline. Of the 32 write-in responses to for the “other” option, survey participants listed opinions on why they thought discipline was disproportionately administered for different grade levels. These reasons included here were very similar to the reason listed for overall disproportionate discipline. Reasons stated here included: fear of parents, inconsistency among administrators, the district not allowing disciplinary action, low expectations, and favoritism.

Demographic Variances in Responses to Equity and Discipline. An examination of survey responses filtered for educator and setting demographics showed a few differences in responses. Among educators at the elementary level, 42.1 percent stated that discipline was not equitable among grade levels, 49 percent of middle level teachers and 35 percent of high school teachers also responded that they felt discipline was not equitable among grade levels. Similarly, there was a marked difference in responses among educators working at minority majority and non-minority majority schools. There were 49.2 percent of educators in minority majority schools who reported inequitable discipline practices among grade levels, while only 35.5 percent of their colleague at non-minority majority schools felt discipline practices were inequitable across grade levels. A similar pattern was seen among schools receiving Title I funding, with 46 percent of educators at these schools reporting inequitable discipline across grade

levels and 36.6 percent of their colleagues at schools without this funding reporting inequitable discipline practices among grade levels.

Figure 4

Do you feel educators within your local setting administer discipline fairly across grade levels?

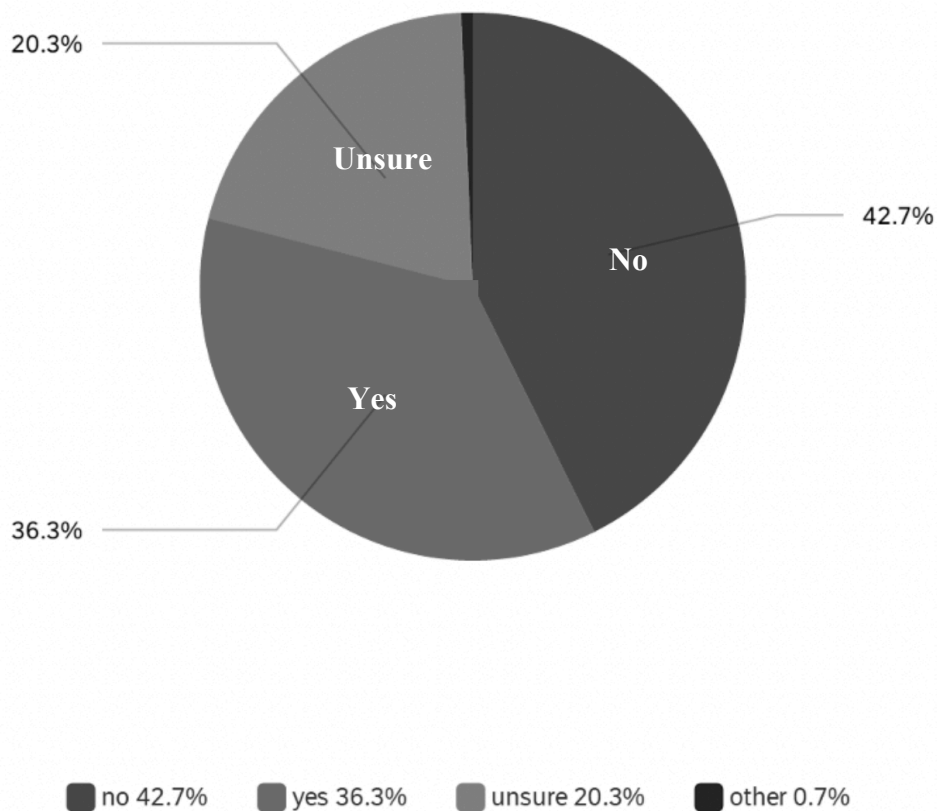


Table 39

If no, why do you think this is? (select all that apply)

Reasons	Percent of Survey Participants	Number of Survey Participants
Local Policies / Rules not enforced equitably	57.4	143
Lack of proactive supports for some students	43.8	109
Local Policies / Rules enforced fairly but disproportionately impacts some students	26.9	67
Other	12.9	32
Unsure	6	15

Equity and Discipline Related to Gender

Data from this question is displayed in Figure 5, and shows that 44 percent of educators felt that discipline was fair across genders, 20.4 percent were unsure, and 34.8 percent felt that discipline was unfair across genders.

There were five educators who selected “other” and wrote in their own responses. Of these responses, one stated that “girls get away with everything,” one said that “boys get away with more – especially athletes,” and the remaining write-in responses emphasized that this is a key issue that needs more attention.

When asked why they felt discipline was not fair across genders, 59.1 percent felt this was due to “local policies and rules not being enforced equitably,” as seen in Table 40. This reason followed by two other reasons for this inequity, “a lack of proactive supports for some students” and “local policies followed, but disproportionately impacts some students,” reported by 36 percent and 28.6 percent of educators, respectively. The responses from the 16 survey participants who selected “other” are reviewed below.

Write-in Responses for Survey Participants Selecting “Other” as a Reason for Disproportionate Discipline. Of the 16 write-in responses to for the “other” option, survey participants listed opinions on why they thought discipline was disproportionately administered for different genders of students. These reasons included responses that said “female students get more favorable treatment because they are more remorseful after breaking a rule.” Several also stated the opposite, saying male students get preferential treatment, especially if they are athletes, and therefore are less likely to be disciplined. Several educators cited personal bias of those delivering discipline playing a role, but did

not specify how this bias impacted disproportionate discipline for students of different genders. Other responses indicated a lack of discipline overall coming from administration. Finally, one response said that “administrators do not want to appear bias against students who do not identify with their gender assigned at birth,” and therefore do not discipline students who have a “gender identity that does not align with the traditional male or female roles that were assigned to them.” There was a second response that contained the same response about discipline and gender identity, but worded differently.

Write in Responses for Disproportionately Impacted Genders. Educators were given the opportunity to write-in what gender groups they felt were the most impacted by disproportionate discipline. There were 96 educators who selected to type in an answer to this question. There were 15 references to transgender and nonbinary individuals, 33 responses mentioned females, and 59 responses reported males as being disciplined at unfair rates. These answers add up to more than the 96 educators who wrote in comments because some wrote in multiple answers, such as “females getting into more trouble for dress code violations and male students getting into more trouble for other infractions.”

Demographic Variances in Responses to Equity and Discipline as Related to Gender. A review of any similarities and differences among demographics of educators and their local settings and how they responded to this question was done. It was found that the percentages were very close to the overall percentages listed in Figure 5. For example, among educators identifying as a woman, 41.6 percent said that discipline was administered fairly across genders and 35.8 percent said that it was not fair. These percentages are very close to the overall percentages from all educators of a “yes”

response to discipline being administered fairly for all genders, 44 percent, and a “no” response of 34.8 percent. No notable differences in responses were seen when examining data from other educator demographic groups.

Figure 5

Do you feel educators within your local setting administer discipline fairly across genders?

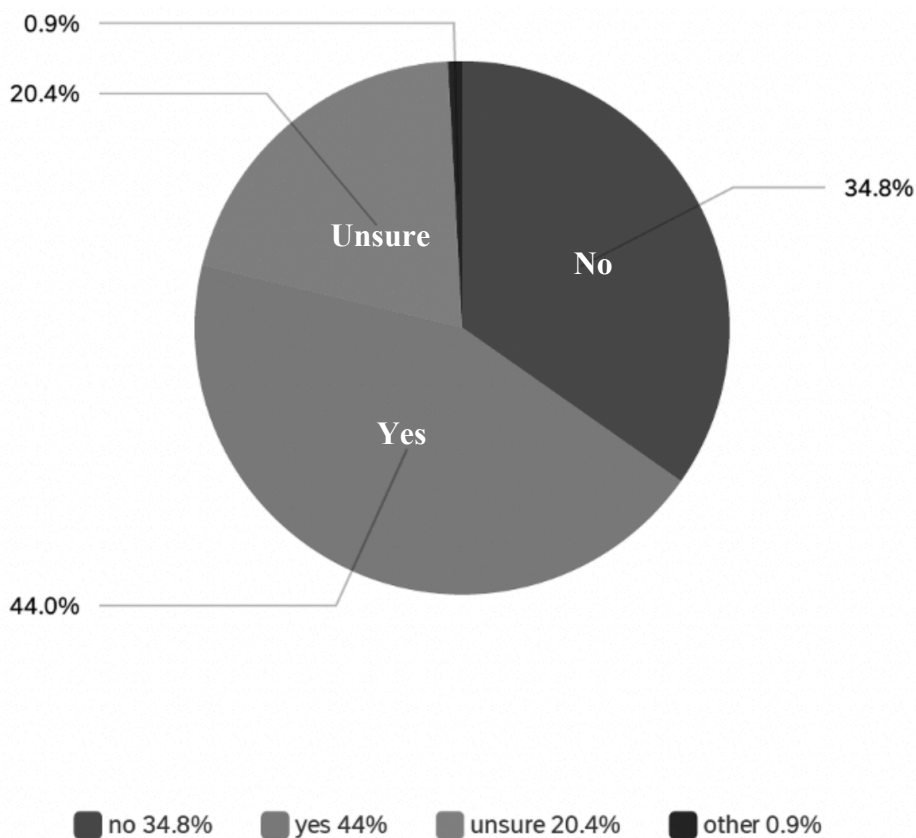


Table 40

If no, why do you think this is? (select all that apply)

Reasons	Percent of Survey Participants	Number of Survey Participants
Local Policies / Rules not enforced equitably	59.1	120
Lack of proactive supports for some students	36	73
Local Policies / Rules enforced fairly but disproportionately impacts some students	28.6	58
Other	7.9	16

Reasons	Percent of Survey Participants	Number of Survey Participants
Unsure	7.4	15

Equity and Discipline Related to Race/Ethnicities

This question asked survey participants about their opinions on how fairly their local setting administers discipline with respect to students' race/ethnicities. Figure 6 and Table 41 contain educator responses to this question. In all, 43 percent said that they felt discipline was fair for students of all race/ethnicities. There were 36.8 percent that felt that discipline was not administered equitably, 18.7 percent who were not sure, and 1.5 percent of educators selected "other" and wrote in their own answer. The write-in answers will be discussed next, followed by a discussion of the reasons given by the 36.8 percent of educators who felt that discipline was disproportionate for some students when race/ethnicity was considered.

Of the 9 write-in responses to for the "other" option, survey participants listed opinions on why they thought discipline was disproportionately administered for some students of different races/ethnicities. These reasons included a full range of responses. Once educator felt "students of color are disciplined more harshly," and another educator stated that "white students are disciplined immediately while students of color are given multiple chances." Other educators responded with "not sure," "not always," and "this is an important topic to monitor."

Table 41 shows the reasons reported by the 36.8 percent of educators who felt discipline was not equitable with respect to students' races/ethnicities. The most common reasons stated were "local policies not enforced equitably" and "a lack of proactive

supports for some students,” listed by 60.1 percent and 53.5 percent of educators, respectively. There were 8.9 percent of survey responses to this question that selected “other”. The write-in responses for this option are discussed next.

Write-in Responses for Survey Participants Selecting “Other” as a Reason for Disproportionate Discipline. There were 19 educators who selected “other” as a reason for disproportionate discipline practices for students when race/ethnicity was considered. The most common write-in responses included “racism,” “bias,” “fear of appearing racist,” and “lack of teacher training for diversity and cultural norms.” One survey participant wrote, “Local policies and rules are designed so that behavior that is typical to cultural experiences of different races/ethnicities are punished.” This comment encapsulates similar write-in comments made by several other survey participants.

Write in Comments for Races/Ethnicities that are Disproportionately Impacted. There were 101 educators who responded to this question, including three who indicated that white students faced disproportionate discipline. The remaining 98 responses said that students of color are disproportionately disciplined, mentioning specific groups of students, including: “black students”, “Hispanic students”, “Jewish students,” and “Middle Eastern students.” In all, 97 percent of the comments communicated that students of color experience disproportionate rates of discipline.

Demographic Variances in Responses to Equity and Discipline Race/Ethnicity. A review of educator responses to this question by educator demographics was performed. Responses for most demographics reflected similar answers when compared to educators overall. There were two demographics of educators

that provided answers that showed some notable variances from the overall responses, these are reviewed below. When looking at all educator responses, the average response of race/ethnicity discipline not being administered fairly was 36.8. However, when this data was reviewed according to role of survey participants within their local setting special education teachers, administrators, and specialists/support staff all had a higher percentage who felt that discipline was not administered fairly, with 43.8 percent of special education teachers, 60 percent of administrators, and 45.8 percent of specialists/support staff responding no to this question. General education teachers responded with 33.9 percent saying “no” – which is closer to the overall average of 36.9 percent. The only other notable variance in responses was for the size of the local district. Educators teaching in smaller districts with no more than three schools reported that discipline was unfair by 25.4 percent of educators. All other size districts were much closer to 36.8 percent of all educators that stated discipline was unfair. For example, 35.3 percent of the 201 educators teaching in districts with between 4 and 12 schools reported that discipline was unfair. No other demographic variances were observed in educator responses to this question.

Figure 6

Do you feel educators within your setting administer discipline fairly across race/ethnicities?

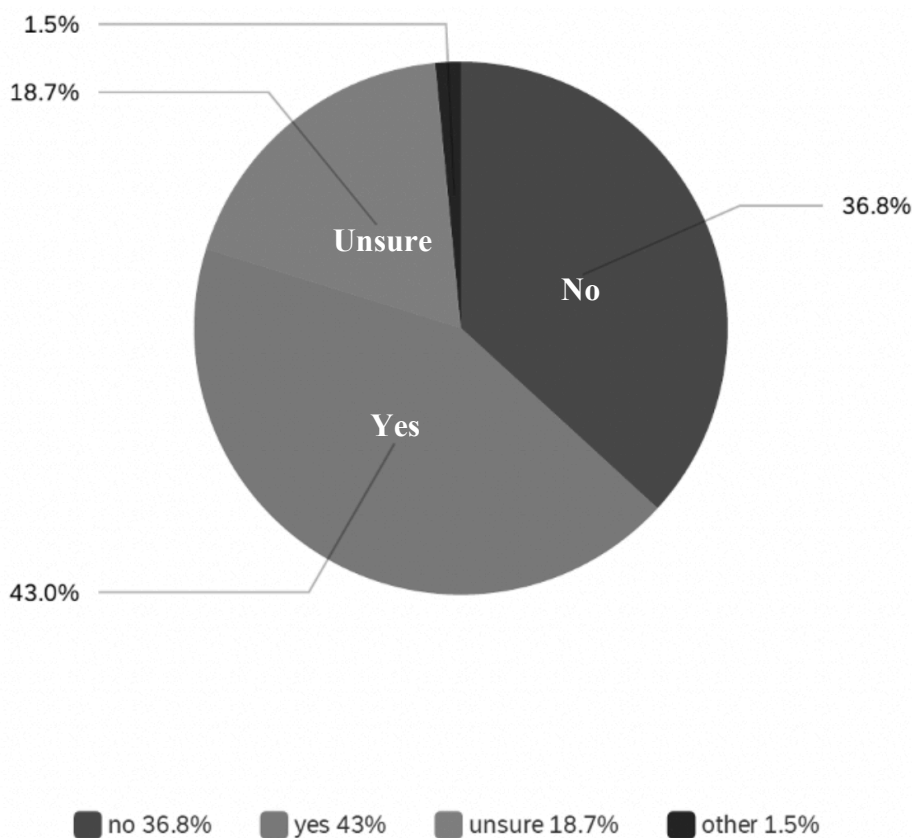


Table 41

If no, why do you think this is? (select all that apply)

Reasons	Percent of Survey Participants	Number of Survey Participants
Local Policies / Rules not enforced equitably	60.1	128
Lack of proactive supports for some students	53.5	114
Local Policies / Rules enforced fairly but disproportionately impacts some students	37.6	80
Other	8.9	19
Unsure	2.3	5

Equity and Discipline for Students Receiving Special Education Services or with 504 Plans

This question asked educators about their opinions on how fairly their local setting administers discipline for students receiving special education services or who have 504 plans. Figure 7 and Table 42 contain educator responses to this question. Additionally, Table 43 reviews which students with disabilities educators feel are the most at-risk for receiving disproportionate discipline.

Reviewing Figure 7 shows that in all, 29.2 percent of educators said that they felt discipline was fair for students receiving special education services or who have 504 plans. 50.7 percent of survey participants felt discipline was not administered equitably, 15.4 percent who were not sure, and 4.8 percent of educators selected “other” and wrote in their own answer.

The write-in responses shown in Figure 7 include 4.8 percent of survey participants, including a total of 28 survey respondents selecting this option, and 27 educators wrote in comments. These comments included 21 out of 27, or 77.8 percent, that stated students with IEPs or 504 plans receive significantly less discipline, or no discipline, when compared to their non-disabled peers for similar behaviors. One educator wrote, “It’s almost impossible to discipline students with IEPs or 504s in my district. The needs of 29 other students become secondary because we are not allowed to remove students with IEPs who are being violent or otherwise unsafe.” This is representative of the other 20 comments sharing similar sentiments. The other six

comments included comments from educators working in settings where all students were on IEPs, pleas for “more staffing to meet the needs of students with disabilities,” and statements such as, “it depends on the educator” on how students who have IEPs or 504s are disciplined.

Table 42 summarizes the reasons stated by the 50.7 percent of educators who indicated that students who have IEPs or 504 plans are disproportionately disciplined when compared to their nondisabled peers. The top two responses were “local policies not being enforced equitably,” selected by 52.5 percent of this group of educators, and a “lack of proactive supports for students with disabilities,” selected by 51.2 percent of this group of educators. This section had a higher percent of educators selecting “other”, 20.5 percent, which included 61 educators. There were 58 of the 61 educators who wrote in comments.

Write-in Responses for Survey Participants Selecting “Other” as a Reason for Disproportionate Discipline. Of the 61 educators who selected “other,” 58 write-in responses to for the “other” option, survey participants listed opinions on why they thought discipline was disproportionately administered for students receiving special education services or students on 504 plans. These were a few comments that stated there is a “lack of staffing” available to support students with disabilities and that it is “easier to suspend” them. One write-in comment referenced discrimination. The remaining 55 comments all said that students with disabilities were either “not disciplined at all,” or received significantly “less discipline” due to their disability. There were comments about administration and parents excusing “any violent or disruptive behavior” from a

student with a disability, while the same was not true for students without disabilities.

Several comments indicated that districts are “afraid of being sued,” and therefore “limit consequences for students with disabilities who have dangerous or disruptive behaviors.”

Students with Disabilities that Face Disproportionate Discipline. Table 43 looks at which students with disabilities are most impacted by disproportionate discipline. The special education category of “Emotional Disturbance / Emotional Behavioral Disorder” was selected by 234 educators, representing 80.4 percent of educators who indicated they felt discipline was not equitable for students receiving special education services. The wording of this survey question was: Which student groups with the following special education disability(s), or 504 plans, do you feel are disproportionately impacted by inequitable discipline practices in your local setting?

When this survey was designed it was thought that those selecting the disability categories in this question would be an indication that they thought that students with these disabilities received a disproportionate amount of discipline when compared to their nondisabled peers. However, considering the comments written in for educators who selected “other”, it is now unclear whether these educators meant that these students are disproportionately disciplined so they get more discipline or less discipline when compared to their nondisabled peers. Of the 61 educators who selected “other” in Table 42, 43 of these educators also selected “Emotional Disturbance / Emotional Behavioral Disorder” when asked which disabilities were disproportionately impacted. Table 43 shows that 234 educators selected “Emotional Disturbance / Emotional Behavioral Disorder,” and 43 of these wrote in comments reviewed earlier, with most of these

comments stating that students with disabilities are under-disciplined for violent and disruptive behaviors. Therefore, it is unknown whether the 80.4 percent of educators who selected students with “Emotional Disturbance / Emotional Behavioral Disorder” are disproportionately disciplined by receiving more or less discipline than their neurotypical peers.

Demographic Variances in Responses to Equity and Discipline for Students Receiving Special Education Services or with 504 Plans. A review of responses disaggregated by educator demographics showed a few outliers in responses to this question. Figure 7 shows that 50.7 percent of survey participants that felt that discipline was not equitable for students receiving special education services or who have 504 plans. When looking at responses from grade level bands stating that discipline was not equitable, the percentages were similar for elementary teachers, 51.7 percent, and middle level teachers, 54.5 percent, but lower for high school teachers, 42.4 percent.

Another demographic that included some outlier responses to this question included educator roles within their local setting. While the overall response from all survey participants indicating that discipline was not equitable for this group was 50.7 percent, there was some above and below this percent according to educator roles. There were 47.8 percent of general education teachers, 55.1 percent of special education teachers, 40 percent of administrators, and 59.7 percent of licensed specialists/support staff who felt that discipline practices were not administered fairly for students receiving special education services or on 504 plans. Comparing the 40 percent of administrators to the 59.7 percent of specialists/support staff shows a difference of 19.7 percent.

When educator gender identity was reviewed for this question, there were additional variances noted in responses. Keeping in mind that the overall response that discipline is not administered fairly for students with disabilities was 50.7 percent of all educators, when looking at responses to this same question for educators with different gender identities highlighted some differences. The data showed that 52.3 percent of female educators, 45.4 percent of male educators, 75 percent of transgender educators, and 68 percent of non-binary educators felt that discipline practices for students with disabilities was not fair.

The data for the responses to this question from educators was reviewed for demographic settings and educator demographics was reviewed, but no other large variances in the data were noted.

Figure 7

Do you feel educators administer discipline fairly for students with IEPs/504 plans?

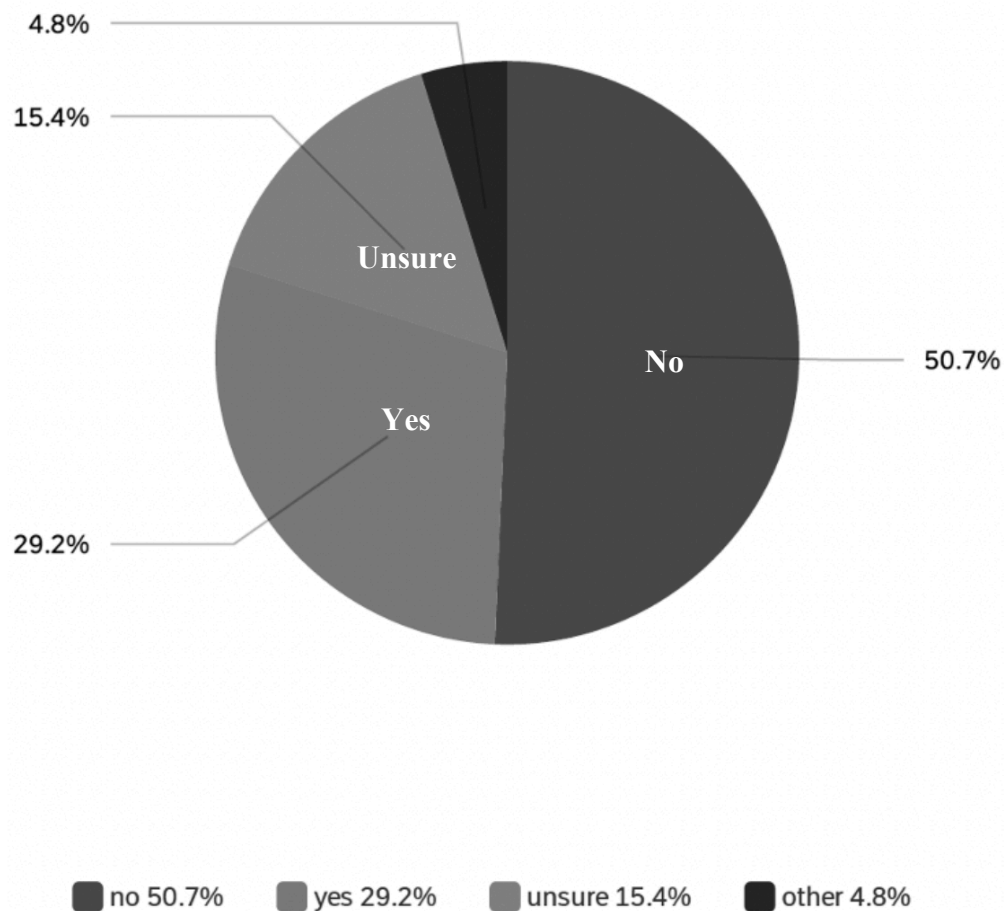


Table 42

If no, why do you think this is? (select all that apply)

Reasons	Percent of Survey Participants	Number of Survey Participants
Local Policies / Rules not enforced equitably	52.5	156
Lack of proactive supports for some students	51.2	152
Local Policies / Rules enforced fairly but disproportionately impacts some students	23.9	71
Other	20.5	61

Reasons	Percent of Survey Participants	Number of Survey Participants
Unsure	3.7	11

Table 43

Which student groups with the following disabilities do you feel are unfairly disciplined?

Disability Category	Percent	Responses
Emotional Disturbance / Emotional Behavioral Disorder	80.4	234
Students with a 504 plan	44.3	129
Autism Spectrum Disorder	45	131
Specific Learning Disability	35.1	102
Other Health Impairment	26.8	78
Intellectually Disability	26.5	77
Developmental Delay	19.6	57
Communication Disorder	18.9	55
Unsure	9.3	27
Orthopedic Impairment, Visually Impairment, Deaf or Hard of Hearing, Traumatic Brain Injury, Deaf-blindness, or Multiple Disabilities	7.2	21

Equity and Discipline for Students Receiving ELD/ELL Services – 6.12

Survey participants were asked about the fairness of discipline for students receiving ELD/ELL services. The data from this question is displayed in Figure 8, and shows that 52.3 percent of educators felt that discipline for students receiving ELD/ELL services was fair, 25.7 percent were unsure, and 19.6 percent felt that discipline for students receiving ELD/ELL services was not fairly administered.

There were 2.4 percent educators, including 14 individual responses. There were 13 educators who opted to write-in their own responses. Of these responses, six of them

said that this question was not applicable because they did not have any students receiving ELL services at their school. The remaining 7 replies included the following reasons: the language barrier makes disciplining ELL students difficult, one said ELL students are punished more severely while another educator said that ELL students are not disciplined at all, and several responses said that ELL students were disciplined more severely because they are students of color.

Table 44 shows 19.6 percent of educators that felt discipline was unfair for students receiving ELD/ELL services included 114 total survey responses. When asked why they felt discipline was not fair for students receiving ELD/ELL services, 55.8 percent said that it was due to “a lack of proactive supports for students,” and 54 percent felt this was due to “local policies and rules not being enforced equitably.” 11.5 percent of educators, including 13 survey participants, who selected “other” with the option to write-in their own responses. These write-in responses are reviewed below.

Write-in Responses for Survey Participants Selecting “Other” as a Reason for Disproportionate Discipline. Of the 13 educators who selected “other”, as seen in Table 44, all 13 elected to write-in their responses on why they thought discipline was unfairly administered for students receiving ELD/ELL services. These reasons included “communication barriers,” “fear of lawsuits,” “administration not following through with discipline” for this group of students, and a “lack of legal protections for ELL students – which results in more severe punishments for disruptive behaviors.” There was a lack of consensus when reviewing the comments for this section. Comments included that this

question was “not applicable,” and some comments that ELL students are “over disciplined” while other comments said that this group is “under disciplined.”

Demographic Variances in Responses to Equity and Discipline A review of similarities and differences among the data for educator demographics and local setting demographics for responses to this question was conducted. With one exception, the responses among all demographics were very similar to the overall responses seen in Figure 8. When the data was reviewed for educators working in minority majority and non-minority majority schools, there were some differences noted. While the overall response to discipline not being equitable for students receiving ELL/ELD services was 19.6 percent of all educators, there was a larger difference when the data was disaggregated to account for minority majority schools. There was an almost even distribution of educators working in minority majority and non-minority majority school, with 307 educators teaching in minority majority schools, 246 teaching in non-minority majority schools, 29 unsure about if their school is a minority majority school, and 4 survey participants not responding to this demographic question. With this relatively even distribution of educators in mind, it is notable that 23.8 percent of educators working at minority majority schools report discipline is not fair for students receiving ELL/ELD services, while 14.6 percent of educators working at non-minority majority schools report discipline not being fair for this group of students. This represents a 9.2 percent difference in these two settings.

Figure 8

Do you feel educators administer discipline fairly for students Receiving ELD/ELL services?

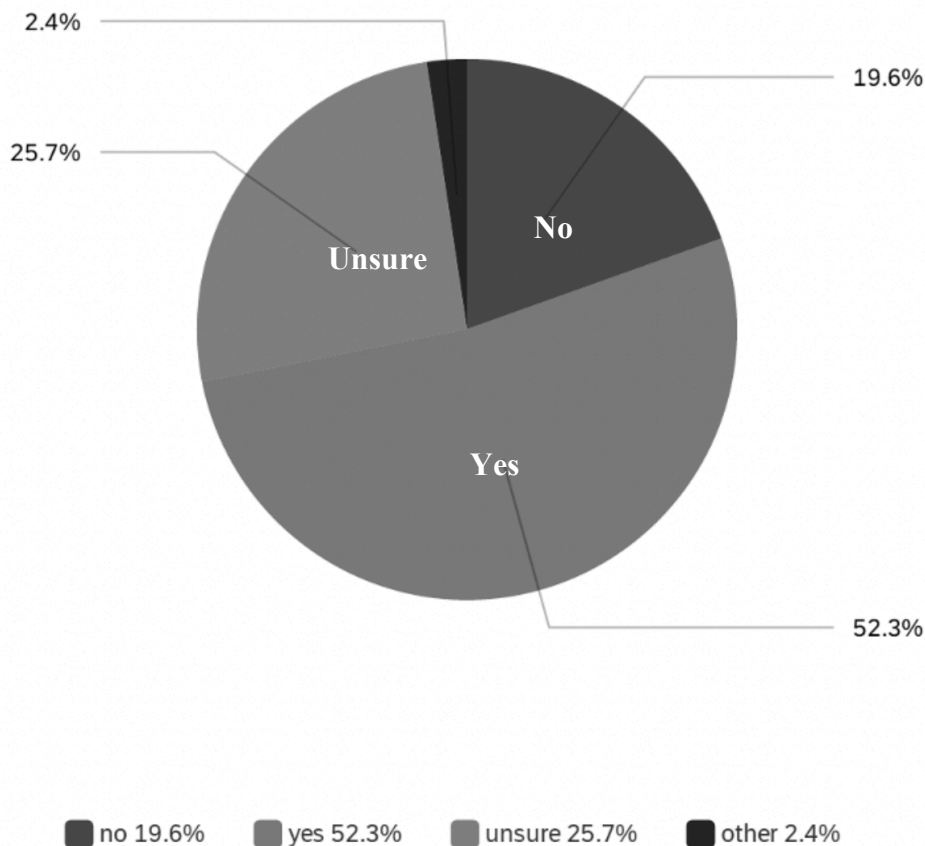


Table 44

If no, why do you think this is? (select all that apply)

Reasons	Percent of Survey Participants	Number of Survey Participants
Lack of proactive supports for some students	55.8	63
Local Policies / Rules not enforced equitably	54	61
Local Policies / Rules enforced fairly but disproportionately impacts some students	24.8	28
Other	11.5	13

Reasons	Percent of Survey Participants	Number of Survey Participants
Unsure	2.7	3

Summary of Findings for Research Question Six - Equity and Discipline

Research question six asked, “On a school or district level, do educators feel that discipline is fair and equitable, or do they feel that students of color, students with disabilities, or other student populations receive a disproportionate amount of discipline within their setting?” There were six sections that sought to answer this question, including an overall equity section and five sections that focused on discipline equity for: grade levels of students, student genders, student race/ethnicities, students with disabilities, and students receiving ELL/ELD services. Responses showed that 52.4 percent educators felt discipline was not administered fairly overall, 42.7 percent of educators felt discipline was not administered fairly for students when accounting for grade levels, 34.8 percent felt discipline was not administered fairly for students when accounting for genders, 36.8 percent felt discipline was not administered fairly for students when accounting for race/ethnicities, 50.7 percent felt discipline was not administered fairly for students when accounting for students receiving services for special education or with 504 plans, and 19.6 percent felt discipline was not administered fairly for students when accounting for students receiving ELL/ELD services.

Research Question Seven: Administrators and PD

The final research question in this study seeks to understand what priorities and flexibility administrators have for resources related to PD. Since there were only 10 administrators who participated in this study, the participant pool for this set of questions

was significantly smaller than for the previous sections. However, there was a 100 percent response rate to questions in this section. The survey question that this section will answer is: “What are the priorities and resource allocation flexibility related to PD of administrators at the school and district levels?”

There were four survey questions for administrators in this section. These questions investigated how much control administrators had over time and funding for PD, their priorities for PD, and what level they serve in their administrative role. All four of the questions had an answer choice labeled “other” with the option to write-in their own response. None of the ten administrators selected this option for any of the four survey questions.

The demographic composition of administrators answering this survey consisted of the following: 50 percent work at the elementary level, 20 percent work at the secondary level, and 30 percent work at the district level.

Responses to the question about control over funding can be seen in Figure 9, with 50 percent of administrators having “Very Little or no Control” over PD funding, and 50 percent having either “Some Control” or “Complete Control.”

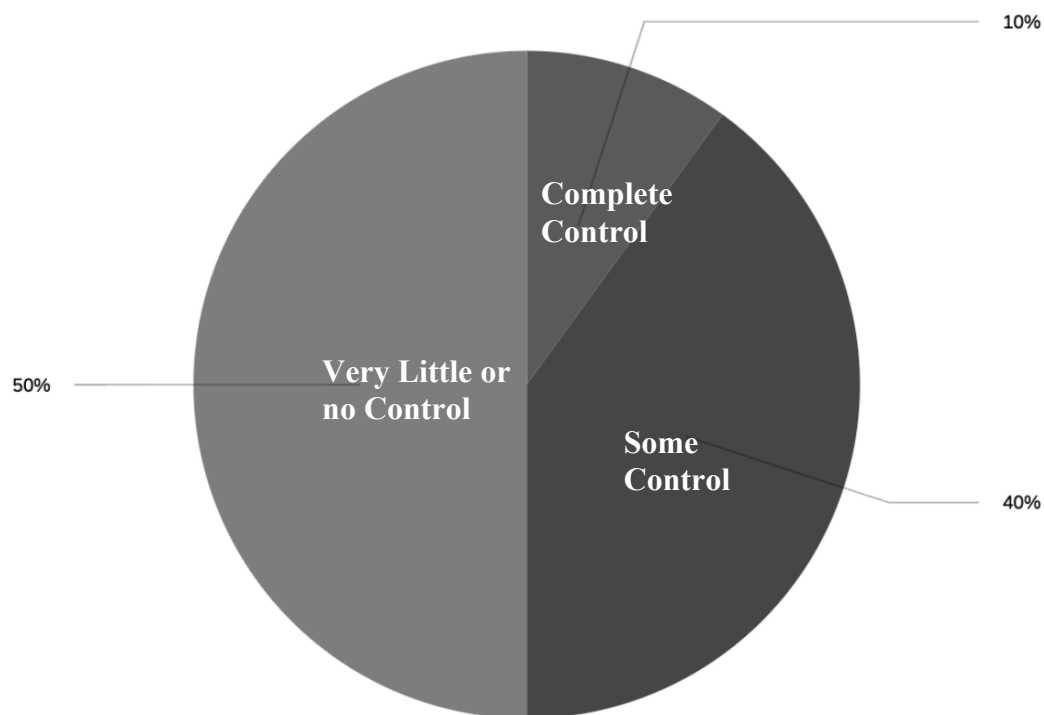
When asked about the amount of control over time allotment for PD this group of administrators had, 20 percent indicated they had “Some Control” and 80 percent expressed they had “Very Little or no Control.” None of the administrators selected the option for “Complete Control” for this question.

The final question asked administrators about their priorities for their staff for future PD. Administrators were given four choices, including an option to select “other”

and write-in their own response. Only one administrator selected “Behavior or Social Emotional Learning” as their top priority. Most administrators, 60 percent, said that Anti-Biased Antiracist (ABAR) work was their top PD priority for their staff. The remaining 30 percent of administrators said that PD around core content was their top priority for their staff.

Figure 9

Administrator Control over Funding for PD



■ Complete Control 10% ■ Some Control 40% ■ Very little or no control 50%

Summary for Research Question Seven

Of the administrators participating in this study, half are leaders at the elementary level, 30 percent are leaders at the district level, and 20 percent are leaders at the secondary level. When asked about how much control they each had over finding for PD, 90 percent said they had between some and no control. Similarly, when asked about how much control they each had over time for PD, 80 percent said they had little or no control, and the remaining 20 percent said they had some control. Administrator priorities for future PD included 60 percent of administrators stating ABAR work was their top priority, followed by 30 percent of administrators stating that core content was their top priority, and 10 percent selecting Behavior and SEL as their top priority for PD.

Analysis of Data

This chapter reviewed the data from the 586 survey participants in order to answer the seven research questions. The chapter began with a review of the demographic data of survey participants. Each research question is listed below with a brief summary and analysis of the data.

Research Question One

What are the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context?

The data showed that the most disruptive behaviors seen in local settings among all educators was unsafe body in class, with 42.5 of survey participants listing this as the most disruptive behavior. The second most disruptive behavior was “other” with 22.9 percent of the 55 survey participants who selected this option, and the third most

disruptive behavior was yelling in class, listed by 22.9 percent of all educators as the most disruptive behavior in their setting. Work refusal was listed by 19.8 percent of the 511 educators who indicated that they see this behavior in their setting as the most disruptive behavior in their local setting.

Research Question Two

What behavior training programs, frameworks, or strategies have educators had training in to support students with challenging behaviors?

The data showed that most surveyed educators have had training in general classroom management and PBIS, this was followed closely by educators who have also had training in RP / RJ and TIC.

Research Question Three

Of the training educators have had to support their students with challenging behaviors, what has been the delivery method of the training?

The data showed that most common behavior training delivery methods were single day trainings, short trainings offered during staff meetings, and personal research using books and/or research articles. Other listed trainings that required more time, such as initial trainings followed by ongoing coaching, happened much less frequently.

Research Question Four

What behavior programs, frameworks, or strategies do educators want initial or further training in to provide support to their students with challenging behaviors, both individually and for their school/district?

The data showed that educators in this survey want additional training in TIC, CPS, and RP / RJ both in their local schools and districts and for themselves as individuals. Training preferences for local settings were higher than for individual trainings, particularly for general classroom management and PBIS. Despite many educators in this study already having had training in many of the behavior programs and frameworks discussed in this survey, most survey participants continue to want additional behavior training.

Research Question Five

What delivery method of behavior training do educators prefer for future professional development, both individually and for their school/district?

The data showed educators participating in this study prefer behavior training delivery methods for themselves that included: initial trainings within their district followed by ongoing coaching / mentoring in their school/classroom, multi-day trainings (provided over consecutive days or spread over the course of the school year) one-to-three-day conferences, and single day trainings. Similarly, when asked about training delivery methods in their local settings the top choices were initial trainings within their district followed by ongoing coaching / mentoring in their school/classroom, multi-day trainings (provided over consecutive days or spread over the course of the school year), and single day trainings. Since one-to-three-day conferences were not listed as an option for trainings in local settings, this option did not appear in the top choices for local settings, although it was listed as the third most requested training method for the individuals participating in this study.

Research Question Six

On a school or district level, do educators feel that discipline is fair and equitable, or do they feel that students of color, students with disabilities, or other student populations receive a disproportionate amount of discipline within their setting?

The data showed that many educators do not feel that discipline is administered fairly. This was particularly true when asked about the fairness of discipline overall, and when asked about students with disabilities. Many survey participants also indicated that they felt discipline was not fairly administered with respect to races/ethnicities and genders. However, it is unclear if survey participants indicate that they feel discipline is unfair for the demographics listed because they received more or less discipline than their peers. This was due to the wording of the question and write-in responses that listed unfair discipline both favoring and disproportionately impacting the demographics of students reviewed in this section.

Research Question Seven

What are the priorities and resource allocation flexibility related to PD of administrators at the school and district levels?

The data showed that administrators' priorities for PD are ABAR work, followed by core content, with Behavior training being the least popular priority for future training among administrators. Administrators also indicated they have minimal control over the funding and timing for PD.

With the summary of the data answering each of the research questions in mind, the next section will review the limitations of this study.

Limitations of Study

There were several limitations of this study, including potential bias in recruitment methods resulting in a lack of racial diversity among respondents, potential age bias, and the number of participants – particularly for some educator roles. Additional limitations included: response rate calculations, the anonymous design of the survey, inability to determine which social media platform survey participants accessed the survey from, social media comments may have influenced those who took the survey, ambiguity around how the words “fair” and “equitable” were used in the equity questions, the lack of operationally defining terms used for PD delivery methods and PD frameworks - which left these open to individual respondents interpretations, and the lack of discussion around the importance of considering individual buy in for behavioral programs adopted within local settings. Each of these limitations is discussed below.

Potential Bias in Sampling and Recruitment Methods

This study used a convenience sample with social media recruitment as a recruitment platform. While a convenience sample increases response rates (Pazzaglia et al., 2016a), probability sampling would have provided a more representative sample (Barribeau et al., 2005).

Additionally, using social media as a recruitment platform is relatively new for survey research. Using this method limits the potential participant pool to those using the social media platforms the survey is posted on, in the case of this study, Reddit and Facebook. While there was a link included for survey participants to share with

colleagues who may not access social media, this still represents a barrier to reaching educators who do not access social media.

It is unclear if the demographic information collected is an indication of bias due to the recruitment platform. There were 85.3 percent of educators who identified as white, 73 percent who identified as female, and 18 percent who identified as male. It is possible that this demographic information represents bias in the recruitment methods used for this survey. This study did not specifically seek out Facebook pages and Reddit communities for certified staff who identify Black, Indigenous, and People of Color (BIPOC). Doing this may have resulted in a more diverse racial representation among survey respondents. As Wright's (2015) study demonstrated, African American students received fewer suspensions when they had an African American teacher. This information substantiates the need for a representative sample of educators in the present study, and is therefore viewed as a limitation of this study.

Additionally, while this survey did not ask about the age of educators, it did ask educators how long they had been teaching. There were 38.3 percent of survey participants that were within their first five years of teaching, and 62.2 percent who were within their first ten years of teaching. While some educators may have entered the teaching field as a second career, these percentages of educators participating in the survey within their first ten years of teaching may mean that a large portion of the survey participants are younger – which may have introduced additional recruitment bias.

In all, potential bias exists in this study due to the use of convenience sampling and social media recruitment methods. These social media recruitment methods could

have been improved through seeking out social media groups with higher representations of BIPOC individuals.

Number of Survey Participants

Since there is limited information on social media as a recruitment platform for surveys, it was unknown how many survey participants would select to participate in the survey. A large number of survey participants with adequate representation among the subgroups of survey participants is ideal. This survey had 586 survey participants who met all of the survey participation criteria and who completed the survey and consented both at the beginning of the survey and at the end of the survey to have their answers included. It would have been better to have an even larger number of survey participants. It was also noted that there were only 10 administrators who participated in the survey. This low number for this subgroup of participants is another limitation of this survey.

Response Rate Calculations

Using social media as a recruitment platform for survey research meant that traditional methods of response rate calculations were not possible. Instead, this survey employed the suggestions of Eysnbach's (2004) CHERRIES Checklist. This survey had 1,170 potential survey participants who viewed the IRB consent page. Of the 1,170 views of the IRB consent page, 641 potential survey participants agreed to the IRB consent page and completed the survey. However, only 586 of the 641 survey participants both met the minimum criteria for participation in the survey and selected the option at the end of the survey to have their responses included in the final data set. Therefore, 54.8 percent of those who viewed the IRB consent page went on to complete the survey. There

were 586 survey participants who both met the survey participation criteria requirements and submitted their answers to be included in the final data set, meaning 91.4 percent of those who completed the survey had their responses included in the final data set. This also means that 50.1 percent of those who saw the IRB consent page went on to complete the survey, met the participation criteria, and submitted their answers to be included in the final data set.

Except for a few required questions, such as agreeing to the IRB consent page, and answering the questions indicating survey participants met the criteria to take part in the survey, all other questions were optional. Response rates were reviewed in each section. Most questions had a 100 or nearly 100 percent response rate.

While these response rates appear to be positive, there is limited data available on calculating response rates for surveys with social media recruitment. Therefore, this could be considered a limitation of this study, and an area to be further explored in future research.

Anonymous and Non-Incentive Based Design of Survey

The anonymous design of this survey was both an advantage and a limitation. The anonymous survey allowed participants to participate with less concern that information could be traced back to them. It also did not provide monetary incentives for participation – which decreased the likelihood of an individual taking the survey that did not meet the prerequisites, or survey participants taking it more than once in pursuit of an external incentive.

However, these same advantages to having an anonymous survey create inherent disadvantages. Since the survey was anonymous, there is no way of knowing if the responses provided are from who they say they are. While a survey participant may have stated that they are a general education high school teacher who had been teaching for 16 years, there is no way to verify that information. This is a limitation of this study.

Lack of Information Regarding Social Media Platforms

With limited information being available regarding the use of social media for study recruitment, a secondary goal when conducting this study was to find out how many survey participants accessed the survey from Reddit and how many accessed it from Facebook. Separate links were generated within Qualtrics for this purpose.

However, it was not until after the survey was completed and the researchers attempted to access this data that it was determined that by electing to keep the survey anonymous and not collect IP addresses, there was no way to access the information about which survey participants had accessed the survey from Reddit and which ones had accessed the survey from Facebook. If this survey was to be completed again, adding a question asking which social media platform the survey was seen on could be added to the survey. This lack of information represents another limitation of this study.

Clarity of Equity Questions

The equity section of the survey included questions that addressed the fair administration of discipline for students with special education services or 504 plans. The questions were phrased as follows: "Do you feel that educators within your school or district administer discipline equitably for" with the specific student demographic listed

next. This was not clearly defined, likely causing confusion among survey participants. The terms “fair” and “equitable” were not operationally defined, leaving it unclear whether they referred to favoritism for or against the identified demographic of students. This ambiguity led to a variety of interpretations, as evidenced by “no” responses and comments that discipline was either insufficient or excessive for the targeted demographic. The volume of write-in responses suggests strong opinions on the matter, highlighting an area for further investigation but also presenting a limitation in this study's findings.

Many of the write-in responses indicated that some survey participants had indicated that they did not feel that discipline was fair for students receiving special education services or on 504 plans because they were disciplined at a lower rate when compared to their non-disabled peers. That was not how the question was intended to be interpreted when written by the researchers. Then intention was that by selecting no to this question, it was an indication that students with disabilities were disciplined with greater frequency or more severely than their non-disabled peers. It is possible that survey participants did understand this, but used the write-in response as a way to communicate their feelings. If this study was to be repeated, this question should be reworded for clarity, and possibly give survey participants additional response options.

Need for Operationally Defining terms for PD Programs and Training Delivery

Methods

While many terms were operationally defined in chapter one, the survey only contained a few operationally defined terms. The terms used for the types of training

delivery methods, and the behavior programs and frameworks listed were not defined within the survey. This likely resulted in different interpretations of these terms and could have influenced survey participants' responses to these questions.

Lack of Addressing the Need for Individual Interest in School Wide Program

Implementation

While IS addresses the science behind effectively selecting and implementing a program in an organization in order to get the desired results, there is less of a focus on individual educator's feelings towards the new program. There are opportunities to include employees in the selection process, but the focus is primarily on the components needed for successful selection and implementation of a program that is a good fit for the organization (Fixsen et al., 2013; Kelly & Perkins, 2012). Addressing the individuals within an organization, and including their voices, opinions, and motivation for change in the identification of needs and priorities was not something this study addressed, and is therefore considered a limitation of this study.

Chapter 5: Discussion/Conclusion

Introduction

The literature showed that most educators in US K-12 public schools report an increase in challenging behaviors, and they want training to be able to meet their students' behavioral needs. This study added to the literature with similar findings it determined specific challenging behaviors the 586 educators who took this survey see in their settings and training programs and delivery methods these educators would like to have in the future. The specific research questions this study addressed through assessing the survey data in chapter four were:

1. What are the most disruptive challenging student behaviors educators have seen on a regular basis this year in their local context?
2. What behavior training programs, frameworks, or strategies have educators had training in to support students with challenging behaviors?
3. Of the training educators have had to support their students with challenging behaviors, what has been the delivery method of the training?
4. What behavior programs, frameworks, or strategies do educators want initial or further training in to provide support to their students with challenging behaviors, both individually and for their school/district?
5. What delivery method of behavior training do educators prefer for future professional development, both individually and for their school/district?
6. On a school or district level, do educators feel that discipline is fair and equitable, or do they feel that students of color, students with disabilities, or other student populations receive a disproportionate amount of discipline within their setting?
7. What are the priorities and resource allocation flexibility related to PD of administrators at the school and district levels?

Each of these research questions was explored using data from the survey questions that 586 survey participants. Considering the information learned from the survey data for each of the research questions, this information will be synthesized along with conclusions that can be drawn from the data. These findings will then be related back to how the information can be used in local contexts by districts and administrators to best plan for the professional development of their staff in order to better meet the needs of students struggling with challenging behaviors. These results will be viewed through the Implementation Science (IS) theoretical framework to better understand the behavior challenges of students and potential solutions for educators in local settings. Thematic analysis was employed to comprehensively analyze the data, contextualize it within both local and broader settings, and to understand how it contributes to addressing our understanding of the present study. Finally, recommendations will be made for future studies, policies, and practices, as a result of what was learned from this study.

Themes Identified

The first theme relates to research question one, focusing on what the most common disruptive behaviors educators see on a regular basis – once a week or more. Since this has not been explored in the existing literature, this theme explores disruptive behaviors identified in the survey data categorized by frequency and intensity.

There was a smaller part of research question one that revealed some unexpected, but very important information, which is significant enough to justify a standalone theme: local school plans for dangerous behaviors.

The third theme relates to research questions two and four. This theme looks at what behavior training educators have had, and what they would like for future behavior training, and what they would like for future behavior PD – both for themselves and for their local settings. This theme is: behavior training educators have had and want.

The fourth theme is closely related to the third theme: behavior training delivery methods educators have had and want. This theme is directly related to research questions three and five. After both themes three and four have been synthesized, the two themes will be combined as they are situated in the larger context and the implications of the findings are discussed.

Theme five relates back to research question six: discipline and equity. There was a significant amount of data that falls within this theme, especially as the wording of the questions are considered alongside the significant amount of write-in comments. This theme will also be synthesized, situated in the larger context, and implications and next steps will be explored.

The final theme is theme six: behavior training and administrators' sphere of influence. While there were only ten administrators who participated in this study, the data gathered will be synthesized, discussed as to how it may be used in the larger context, and a discussion will follow for what the implications of the data might mean for future research, local settings, and state and federal policies.

Synthesis of Findings Situated in Larger Context and their Implications

As each of the six themes are reviewed, they will be situated in the larger context. The literature has shown that disruptive and dangerous challenging student behavior is a

concern in K-12 US public schools (Alter et al., 2013; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021), and that educators want, and researchers suggest, training to meet the needs of their students with challenging behaviors (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010). While the literature has identified challenging student behaviors, and training to support educators as a need, there has not been a comprehensive survey asking educators what their top disruptive behaviors are, or what training and training delivery methods they want to meet the needs of their students. Additionally, previous surveys that have been done have only included special education and general education teachers, omitting the insights of other certified staff in schools.

The present study used a convenience sampling of all certified staff in US K-12 public schools to determine the most disruptive behaviors, behavior training and training delivery methods certified staff want, if discipline is administered equitably within local contexts, and how much control local administrators have over the funding and timing of staff training.

With this larger context in mind, the six identified themes, encompassing the seven research questions, will next be situated in the larger context of K-12 US public schools in the US, at the national, state, district, and local school levels. The six themes that emerged after reviewing the data and how these themes have implications in each of these contexts will be viewed through the IS framework, and situated within the existing literature. Two of the six themes, themes three and four, will be combined as they are

situated within the larger context because they are so closely related. These two themes cover behavior training programs / frameworks, and the delivery of behavior training.

Following the discussion of the synthesis of findings and how these findings are situated within the larger context for each theme, a discussion of the implications and recommendations related to each theme will be explored. While this will be done individually for themes one, two, five, and six, and combined for themes three and four, this will be followed by a comprehensive review of implications and recommendations after all the themes have been discussed.

Theme One: Top Disruptive Behaviors Reported by Educators; Categorized by Frequency and Intensity

Synthesis of Findings. Theme one, the Top Disruptive Behaviors Reported by Educators Theme, is directly related to research question one. While the literature was clear that educators see challenging behaviors in classrooms (Alter et al., 2013; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021), and that they want support meeting the needs of students with challenging behaviors (CPSE, 2006; Gable et al., 2012; Reinke et al., 2011; Westling, 2010), the specific behaviors teachers were most concerned with was unclear. As seen in Table 31, the data from this survey showed that the challenging behaviors that cause the most disruption in local settings as reported by educators across the US who participated in this survey were: unsafe body in class, yelling in class, work refusal / avoidance, threats of harm to others, being out of designated space, unsafe language in class, destroying property, and classroom/school elopement.

There was an additional behavior identified in the comment section by many secondary teachers who elected to write-in their own responses that needs to be considered as plans for future training and policies are considered. The behavior mentioned by many secondary teachers involved cell phone use and access during school.

Frequency of Disruptive Behaviors. Table 31 identified 569 educators who listed “Work refusal / avoidance” as a behavior seen once a week or more, with 19.8 percent of these survey participants citing this as the most disruptive behavior in their setting. This was followed by 496 educators who selected “Out of designated space” as a behavior seen in their setting once a week or more, and 7.8 percent of these educators said that this was the most disruptive behavior in their setting. The third most frequently seen behavior was “Yelling in class” seen by 437 educators in this survey in their local setting, with 22.9 percent of these survey participants stating that this is the most disruptive behavior in their setting.

Intensity of Disruptive Behaviors. Table 31 also shows which behaviors are not seen as frequently by participants in local settings, but their intensity is reflected in the high percent of educators saying that these behaviors are the most disruptive in their setting. When considering the most intense challenging behaviors, the present study refers back to Autio (2019) which listed behaviors Oregon public educators described as, “student behavior that has increasingly made it challenging to provide safe, welcoming, and inclusive learning environments conducive to high quality instruction” (p. 6). Examples of behaviors in this study which make it difficult for educators to provide safe learning environments included: threats, kicking, biting, throwing furniture, using

scissors as weapons, and property destruction. The present study saw many similar intense behaviors listed by a high percentage of educators as being the most disruptive in their setting – even though these same behaviors were not the most frequently seen disruptive behaviors (see Table 30 and Table 31). The most intense behaviors in this survey with the highest percentage of educators listing it as the most disruptive in their setting included “Unsafe body in class (hitting, kicking, throwing)” with 385 educators who indicated that this is a behavior seen in their setting once a week or more, with 42.5 percent of these educators saying that it is the most disruptive behavior in their setting. “Yelling in class” is another intense behavior seen by 437 educators in this survey and selected by 22.9 percent of these educators as the most disruptive in their setting. The final intense behavior highlighted here is “Threats of harm to others” seen by 288 educators at least weekly with 10.4 percent of these educators saying this is the most disruptive behavior in their setting. While this represents a smaller number of educators seeing this disruptive behavior than those citing work avoidance as the most disruptive behavior, threatening to harm another person is a more intense behavior that requires a different approach than work avoidance.

Situated in Larger Context. The literature is clear that there are increasingly more disruptive and intense dangerous behaviors in US K-12 public schools, but it is unclear what the most frequent and intense disruptive behaviors educators see on a regular basis in their local settings (Alter et al., 2013; Autio, 2019; Huang et al., 2020; McMahon et al., 2014; Robers et al., 2010; Snider et al., 2002; Walter et al., 2006; Wang et al., 2021). Knowing what the most frequent and intense disruptive behaviors educators

see on a regular basis, defined as once a week or more for the present study, is important to know so appropriate training can be identified to help teachers meet the needs of their students with the challenging behaviors that are the most disruptive in the local setting.

Table 31 of this survey showed that the most disruptive behaviors educators see on a regular basis, once a week or more, in their local settings include: unsafe body in class, other behaviors that educators wrote in responses to, yelling in class, and work refusal. Other behaviors of concern included threats of harm to others, class / school elopement and being out of designated space. Additionally, from the write-in comments, cell phone usage at the secondary level is also a disruptive behavior of concern.

Considering these behaviors through the IS framework is important so that appropriate programs or frameworks can be identified to meet the needs of educators. Identifying these behaviors gives local leaders an idea of what challenging behaviors to consider in their local setting, to see which of these behaviors are a concern for educators in the local context. The first stage of the IS is concerned with identifying the need, fit, resources, and evidence of potential interventions (Fixsen et al., 2013; Kelly & Perkins, 2012). Knowing which behaviors are the most disruptive in the local setting helps with the first step of identifying what the need is.

Related to IS, The Center for Positive Interventions and Supports (PBIS) outlines three levels of supports, called tiers, to provide preventative supports for students. Tier 1 is designed for all students, Tier 2 is designed to provide more intensive positive, proactive supports for the 10 to 15 percent of students who need additional this level of support, and Tier 3 provides the most individualized intensive supports to the students

who do not have their needs met in the first two tiers of supports (2023). Additionally, PBIS (2023) describes how these interventions can be implemented and monitored for fidelity at the school, district, and state levels. The interventions at each tier are EBP implemented with training, teams that monitor for fidelity of implementation, and ongoing coaching. This aligns very well with the program implementation guidelines for IS (Fixsen et al., 2013; Kelly & Perkins, 2012).

A similar program using schoolwide positive behavior support (SWPBS) described by Sadler and Sugai (2009) also uses a three-tiered model of preventative strategies to meet students' behavioral needs. Sadler and Sugai describe this as using, "empirically supported behavioral interventions, application of local data-based decision making, establishment of local implementation capacity, conducting of outcome-based evaluation, and use of continuous professional development" (p. 36). Like the program described by The Center for PBIS (2023), this program also distinguishes the need for different levels of supports for students struggling with different intensities of behaviors. This program outlined by Sadler and Sugai (2009) also has many of the same elements of IS, including the consideration of capacity, using data-based decision making, and ongoing PD (Fixsen et al., 2013; Kelly & Perkins, 2012).

At the state and federal levels, knowing what the most disruptive challenging behaviors are for educators across the US helps agencies know where to focus their efforts to identify EBP and resources and then connect local education agencies (LEA) to the resources that best meet their needs. This is true of both the EBP and resources, and guidance for implementation of training that LEAs can use to support their staff and

students. As seen in Tables 6, 7, and 8, there are DCLs, state bills, and state and federal resources that the government can provide to help support local districts and schools meet the needs in their local settings. Identifying these key disruptive behaviors that educators across the US see in their local contexts can provide guidance to these agencies about what supports would be most beneficial in local contexts to address these challenging behaviors. Expanding on this and assisting LEAs to identify a continuum of supports and initiatives to address the varying frequencies and intensities of challenging student behaviors in local settings, and pairing this with programs tailored to address these needs with training implemented as outlined in IS has the highest likelihood of giving teachers the training and support they need to best support their students with challenging behaviors.

Implications and Recommendations. The identification of the most disruptive challenging behaviors seen in local contexts across the US shows local leaders, leaders in government, and researchers where to focus to provide resources to address these needs. Administrators, including superintendents, district level administrators, and building principals can use this data as a starting point to determine what behaviors are seen most frequently and which behaviors are the most intense in their local settings. Once this has been identified, these administrators can use IS to identify what strategies or programs are the best fit for their setting.

In the local context, leaders should assess which behaviors are of most concern for their setting. They can start with the behaviors identified in this study, as seen in Table 31, to see which ones cause the most disruption in their local settings. Once the top

behaviors are identified, they can use the IS framework to guide their next steps in addressing these challenging behaviors. One possible way LEAs can identify and address behaviors of greatest concern in their settings is by following the recommendations for data-based decision making with a team-based approach (PBIS, 2023). This includes having a school team to gather baseline data, define challenging behaviors of concern, establish protocols and consequences for behaviors, and identify positive replacement behaviors that can be explicitly taught and reinforced across school settings.

At the state and federal levels, this data can be used to guide further research, resource assessment, and identification of best practices to support local districts and schools. Further research can be done on a larger scale to see if the same behaviors are of the greatest concern. Existing resources can be assessed to see if they reliably support the development of prosocial behaviors to replace the identified disruptive challenging behaviors. These resources can be disseminated through organizations such as those listed in Table 8 and through DCLs.

Similarly, researchers can add to the existing literature to see if the same behaviors are identified in larger scale studies, or through qualitative research with focus groups to gain a better understanding of which behaviors are the most disruptive in US schools. Researchers can also study existing programs and frameworks to see which ones work to address the identified disruptive challenging behaviors.

Theme Two: Local School Plans for Dangerous Behaviors

Synthesis of Findings. Theme two, Local School Plans for Dangerous Behaviors, emerged as a portion of research question one, but the data was distinct enough to

warrant a separate discussion. Survey participants were asked if their local setting had a plan for handling dangerous behaviors that are likely to cause physical harm to the student, peers, or staff, and if yes, educators were asked to rate how effective they believed the plan was. 57 percent of educators who were aware of a plan in their local setting to handle these behaviors. Of these educators, 26.5 percent felt the plan was not effective, 45.5 percent felt ranked it as halfway between effective and not effective, and 30 percent said it was mostly effective. This means that 17.6 percent of the 585 educators answering this question are both aware of a school plan for handling dangerous behaviors and believe the plan is effective. This is an outcome of the survey that would highly benefit school administrators to know so that they can make appropriate plans with their staff.

Situated in Larger Context. This survey asked educators about their school's plan for handling dangerous behaviors, both their awareness of a plan, and if a plan was in place, how effective it was in their setting. The 585 survey participants answering this question showed that 17.6 percent of educators in this survey were aware of an effective plan for handling dangerous behaviors in their local setting. This data is in line with what Westling (2010) reported, stating that 97 percent of general education teachers and 86 percent of special education teachers do not feel supported by district administration, including a lack of support for students with behaviors that included hitting, kicking, and fighting peers and staff.

Despite this finding, states such as Oregon have laws requiring districts to have plans to address threats of violence or harm in public schools. According to ORS 339.250

“Each district school board shall adopt written policies on managing students who threaten violence or harm in public schools” (Duty of student to comply with rules, 2014).

This is highly relevant to planning PD for behavior in local settings. As federal, state, and local policies are reviewed, care should be taken to ensure effective plans are in place in each local school that comply with these laws and policies, and that all educators are familiar with these plans.

Viewing the problem of educators needing training to support their students with challenging behaviors through the IS framework, this information is critical in order to identify or develop a behavior plan to implement in the local setting that will meet the needs and fit within the local context (Fixsen et al., 2013; Kelly & Perkins, 2012). The data for this theme shows that local leaders need to assess whether they have a plan to handle dangerous challenging behaviors in their setting that complies with laws and policies, is effective, and fits their local needs and resources. From there local leaders need to ensure all educators are aware of this plan.

Implications and Recommendations. This was an unexpected, but very important, finding of this study. The implications clearly show that local leaders need to assess if they have an effective plan in place that complies with laws and policies, and that all educators within their setting are aware of this plan. 82.4 percent of surveyed educators across the US either unaware of a local plan for handling dangerous behaviors or have a plan that they feel is ineffective, shows that this is an urgent need. This is even more concerning when this is considered alongside the 65.8 percent of survey

participants who listed unsafe body as a challenging behavior they see once a week or more in their setting, as seen in Table 31.

State and federal agencies may want to develop templates and collect data on district and school plans for handling dangerous behaviors. This data suggests that this is an area that many districts and schools need support with. While there is a need for more support from governmental education agencies, there are some resources currently available, such as those found on the website from American Institutes for Research, (2023). This website contains a variety of resources and articles to improve school climate, such as discipline, mental health, bullying, emotional and physical safety. Another resource can be found on the website for the Office of Elementary & Secondary Education, Safe & Supportive Schools (2023). This website provides information on available grants for schools, a database of DCLs and related documents, and other resources relevant to safety and discipline in schools.

Helping LEAs know about and access these resources would promote their understanding of how to apply data collection in their districts and schools, and how this can lead to a better understanding of what behavior programs and support are needed for their teachers to be better prepared to meet these needs. Additionally, if schools and districts have help accessing these resources, this could include helping them understand the importance of implementing training in a way that they are likely to get the desired results, such as outlined by IS context (Fixsen et al., 2013; Kelly & Perkins, 2012). This understanding by local leaders in schools and districts about how to collect and use data,

identifying effective PD and PD implementation would likely lead to improved student behavior in their settings.

From the IS framework perspective, it is important to first determine if there is a plan or program in place for handling behaviors. If not, determining the needs and fit are the first steps. If there is a plan in place, then local leaders should assess if educators are aware of this plan and if they feel it is effective. If this plan has not been taught, along with continuous data collection, ongoing coaching, and assessed for fidelity, then it is likely that following the IS steps for implementation are needed to address this need (Fixsen et al., 2013; Kelly & Perkins, 2012).

Theme Three: Behavior Training Educators Have Had and Want

Synthesis of Findings. Theme three, Training Educators have Had and Want, is directly related to research questions two and four. Educators were asked what behavior programs and frameworks that they have had training in, and then asked what behavior programs and frameworks they would like initial or additional training in, both for themselves and for educators in their local setting. Most educators reported having had training in general classroom management and PBIS, closely followed by RP / RJ and TIC.

When asked what training they would like initial for additional PD in for themselves, TIC, CPS, and RP / RJ were the top training preferences. This is interesting since many had already reported some training in RP / RJ and TIC. This may indicate that the educators who had already had some training in these programs felt the ideas were valuable, but some may feel additional training would be helpful.

When educators were asked what training they would like implemented in their local setting, the highest ranked trainings were general classroom management and PBIS. This is interesting since most survey respondents reported already being trained in these programs, and most did not request additional training in these two areas for themselves. This may indicate that educators see a need for this training to be taught and / reinforced in their local setting for their colleagues, but that they do not feel that it is a top priority for themselves.

Since many of the ideas within PBIS are used in general classroom management, it is possible that these two behavior frameworks were ranked closely together, both when considering what training educators have had, additional training they want for themselves, and additional training they would like in their local setting. One interpretation for why these two behavior frameworks were identified by educators in this survey as a need in their local setting, but not necessarily for themselves, is that educators taking this survey see overall challenging behaviors within their setting and with their colleagues that could be addressed through these frameworks. It is possible that many of the educators taking this survey feel that they feel confident in their abilities in these areas, but would instead like additional training in other behavioral frameworks, such as TIC and RP / RJ, as indicated by the survey data.

While this is speculation and not found in the current literature, this might indicate an immediate need for behavioral programs to be implemented with fidelity. Implementation Science aligns closely with how SW-PBIS is implemented, with initial and ongoing training, coaches, implementation teams, and continuous fidelity monitoring

(Sugai & Horner, 2006). If individual teachers are trained in PBIS strategies, but SW-PBIS is not being implemented with fidelity in their local setting, this could explain why individual teachers want different training for themselves, but classroom management and PBIS training in their local setting. Giving credence to this idea, Berg et al. (2016) suggests implementing a school wide behavior system, such as SW-PBIS, would decrease overall challenging behaviors in schools. While Berg et al. (2016) recommend this strategy primarily to reduce teacher turnover, it is equally relevant in this context as it offers a path to foster positive behavioral shifts in students through a comprehensive school-wide behavioral framework implementation that may meet the behavior training needs survey participants see in their local setting.

Like SW-PBIS, IS is described by Blasé et al. (2012) as having four primary elements: stages of implementation, implementation drivers, implementation teams, and an ongoing enhancement process. These stages are similar to what is seen in SW-PBIS when implemented with fidelity, which likely accounts for the success that has been seen in SW-PBIS implementation in schools (Sugai & Horner, 2006).

Situated in Larger Context and Implications and Recommendations. The discussion for theme three will be combined with theme four for the purposes of situating these themes in the larger context and for a discussion of the implications of the data. This is because the selection of behavior PD and the delivery methods of PD are so closely tied together when viewed through the IS lens. This discussion will be further examined in theme four, but there are some key considerations to include here specific to this theme.

The insights from IS further clarify the data previously analyzed, indicating that while educators have undergone behavioral training, there remains a desire for further instruction. Refer to Tables 33-38 for a detailed analysis of this data. As highlighted in Table 32, the study reveals that many educators have participated in numerous behavior-related training programs, yet there is still a significant demand for additional behavioral training both for individual survey participants and applicability in local contexts, as indicated in Tables 35 and 36. Through the lens of IS, it can be inferred that while many educators might have been exposed to training in PBIS, TIC, RP/RJ, classroom management, and CPS, these might have been standalone sessions not supported by the EBP of IS. Instead, these trainings likely used the train and hope model described by Grasley-Boy et al. (2021) and ODE (2019). These one-day trainings were likely not effective because IS recommends that for a program to yield its intended outcomes in a local setting, it requires elements such as implementation teams, initial and ongoing training, and fidelity monitoring (Kelly & Perkins, 2012). Such a comprehensive approach aligns more with continuous coaching rather than isolated training sessions or brief staff meeting PD. This perspective sheds light on why, according to this survey and existing literature (referenced by Reinke et al., 2011 and shown in Tables 35 and 36), educators continue to want behavioral training to support students with challenging behaviors, despite having previously been exposed to behavioral trainings, as seen in Table 32.

Theme Four: Behavior Training Delivery Methods Educators Have Had and Want

Synthesis of Findings. Theme four, Behavior Training Delivery Methods

Educators Have Had and Want, covers research questions three and five, and covers what delivery methods of behavior training educators have had and what training modalities they would like for future trainings for themselves and for their colleagues in their local settings. When asked what training delivery methods they had previously experienced, the most common modalities were single day trainings, short trainings offered during staff meetings, and personal research using books and/or research articles.

When asked what behavior training delivery methods they would prefer for future PD, the responses were the same for both individual survey participants and for educators' preferences for PD delivery in their local settings. Unlike the training methods most educators listed as having had previously, their preferences for future trainings included PD with a more comprehensive long-term approach: initial trainings within their district followed by ongoing coaching / mentoring in their school/classroom, single day trainings and multi-day trainings (provided over consecutive days or spread over the course of the school year).

Insights Provided by Past Training and Future Training Preferences. When viewed through the IS framework, the desire for additional training in programs and frameworks many educators have already had, along with preferences for long term comprehensive trainings, educators struggle with meeting the needs of their students with challenging behaviors makes more sense. It is likely that many of the trainings educators have had have followed the train and hope model described by Grasley-Boy et al. (2021) and ODE (2019). This matches what is seen in Table 33 that shows the most common

trainings educators have had include: single day trainings, 58.4 percent of educators, short trainings at staff meetings, 56.3 percent of educators, and personal research, 53 percent of educators. This would help to clarify why past training have not produced the desired results. This will be further discussed later in this chapter. In contrast, Table 35 shows that the training delivery method that most educators want is training paired with ongoing coaching, the first choice for PD delivery by 21.2 of educators taking this survey. This preference is more in line with the IS framework (Fixsen et al., 2013; Kelly & Perkins, 2012).

Situated in Larger Context: Themes Three and Four. Behavior training programs and the delivery methods of these programs are closely related, therefore themes three and four have been combined to examine how these fit into the larger context in local settings, as well as how they are situated within state and federal policies. Implementation Science also helps make sense of the data reviewed earlier, showing that educators have had behavior training, yet still want additional behavior training. See Tables 33-38 for a review of this data.

This study has shown that educators have had training in many of the behavior programs and frameworks included in this study, as seen in Table 32, yet they want more training for themselves and for their local settings, see Tables 35 and 36. This study also showed that the most common training delivery methods educators have had included single day trainings, short trainings offered during staff meetings, and personal research using books and/or research articles, as seen in Table 33. However, when asked what their preferred behavior training delivery methods were, both for themselves and for

educators in their local settings, the clear preference was for either an initial training followed by ongoing coaching or multiday trainings provided over consecutive days or over the course of the school year, as seen in Tables 37 and 38.

Viewing this information through the IS framework, it is possible that while many educators have had some training in PBIS, TIC, RP / RJ, classroom management, and CPS, many of these trainings were likely short trainings during staff meetings or consisted of a single day training, see Table 33. Implementation Science has shown that in order to get the desired results from a program being implemented in a real-world setting, requires implementation teams, ongoing improvement processes, implementation drivers, and implementation stages (Kelly & Perkins, 2012). This is more closely related to an initial training followed by ongoing coaching than to the more frequently used training approaches of a single day training or a training during a staff meeting.

Since most educators reported having single day trainings or trainings during staff meetings, but would prefer initial trainings with ongoing coaching, this makes sense that they would like additional behavior training, even if it is a training that they have already had. Implementation Science shows us that the educators participating in this survey likely have not had the opportunity to have a robust behavior training implementation in their setting, as outlined by the IS framework, and therefore have not been given the opportunity to fully learn and implement behavior programs or frameworks in their local settings. This helps clarify why the educators in this survey, and the educators included within the existing literature, want additional behavior training to meet the needs of their students with challenging behaviors as referenced by Reinke et al., 2011 and in Tables 35

and 36, even though many of them report having had some behavior training, see Table 32.

When the challenge of effective behavior training implementation is viewed in the larger federal and state contexts, it may be that policies and funding for behavior training implementation are needed for district leaders, and subsequent funding and training support so that districts can implement behaviors training in their local settings following the precepts of IS to meet the training needs of educators so that they can better support their students with challenging behaviors.

While previous federal funding has been provided to schools for educational reform with the purpose of using EBP, such as the \$310 million dollars in grant funding provided in 1999 for this purpose. In this instance only 20 percent of the programs implemented in schools showed strong evidence of being effective (Nordstrum et al., 2017). Following the IS model, the first step involves identifying the need and fit of potential programs for a local setting (Fixsen et al., 2013; Kelly & Perkins, 2012), as well as evaluating potential programs to see if they are EBP and if there is evidence for effectiveness in settings like the one the program is being considered for (Blasé et al., 2013; Fixsen et al., 2013).

While previous attempts have been made at the federal level to support EBP being implemented in schools for improved outcomes, there continues to be a need to help schools effectively identify programs that will meet the needs of educators within their local settings to support students with challenging behaviors. Educational settings

continue to need support to bridge the gap between research and the identification and implementation of EBP (Kelly & Perkins, 2012).

To address this research-to-practice gap, the State Implementation and Scaling-up of Evidence-Based Practices (SISEP) Micro-credentials (2023), endorsed by the National Implementation Research Network Center, has introduced a comprehensive training program specifically for educational professionals. This program delves deep into the core principles and nuanced facets of IS. It is composed of four progressive tiers of micro-credentialing, spanning eight modules, culminating in a profound comprehension and practical application of IS. This online program with asynchronous and collaborative synchronous components aims to amplify the awareness of EBP – emphasizing both the discernment of evidence-supported methodologies and their training delivery methods local contexts. This approach is poised to augment the expertise of educational leaders, empowering them to improve PD in their local settings and to obtain the desired outcomes for the schools and districts they support.

Implications and Recommendations: Themes Three and Four. The data from the present study shows a need among educators for additional training to support students with challenging behaviors, and the preferred training delivery method is one with ongoing training paired with coaching. This is in line with many of the recommendations of IS. Kelly and Perkins (2012) explain the core components of IS, which encompass the use of initial and ongoing training, embedded coaching, implementation teams, continuous refinement processes, key implementation drivers, and distinct implementation phases. While IS is more than just initial training and ongoing

coaching, these are critical components of IS. This approach is a significant improvement over what most educators report for the most common PD approach for prior learning, with 58.4 percent of 338 survey participants reporting having had “single day trainings” and 56.3 percent of 326 survey participants reporting having had “short trainings at staff meetings” as seen in Table 33. The landscape of PD for educators is diverse, spanning from rudimentary one-off sessions without subsequent support, such as seen as the most common training approach in Table 33, and termed the "train and hope" model by both Grasley-Boy et al. (2021) and ODE (2019) - to a more comprehensive strategy. The latter encompasses initial training and is complemented by a multi-tiered scaffold of sustained coaching and feedback, ensuring a holistic development approach. This latter approach has more of the components of IS (Kelly & Perkins; 2012).

The prevailing research echoes the sentiments of educators, highlighting a persistent divide between the study of EBP and its systematic implementation grounded in research (Kelly & Perkins, 2012). There is a need for research-based behavior training, delivered to educators in a method proven to yield expected outcomes and enduring supports provided by implementation teams, ongoing training, and fidelity monitoring, as outlined by IS.

Additional federal and state guidance, education, assistance, and program funding is needed to support local leaders to provide needed reform based on EBP, such as described by Nordstrum et al. (2107). This support from federal and state agencies needs to be paired with guidance and assistance for local education agencies in creating and implementing plans for behavioral PD selected and delivered in line with IS.

Additionally, education for local leaders on how to select a behavioral program / framework that will fit their local needs, and how to implement it in a systematic manner following the IS framework would be beneficial. This could be supported by having educational leaders accessing the micro-credentialling IS program, as described by SISEP (2023). If these steps are taken, it is likely that educators would receive higher quality training that would result in a decrease in the most frequent and intensive disruptive challenging behaviors educators are seeing in their local settings.

On a local level, it is recommended that district and school leaders determine the challenging behaviors that are the most disruptive to teachers on a regular basis. This can also be supported through the micro-credentialling IS program, as described by SISEP (2023). Subsequently, local leaders can use the IS model to identify an EBP that would fit their local needs and resources. It is recommended that PD be provided on an ongoing basis paired with ongoing coaching. This fits both with the data gathered in this survey and within the IS framework so that the expected results can be achieved (Kelly & Perkins, 2012).

Theme Five: Discipline and Equity

Synthesis of Findings. Theme five, the Discipline and Equity Theme, is directly related to research question six, which explored educators' experiences and insights on the fairness of discipline overall and for specific demographics of students in their settings. This was an important question to ask educators since the literature shows that exclusionary disciplinary practices, such as suspensions and expulsions, for students experiencing challenging behaviors disproportionately impact students receiving special

education services, students of color, and male students (Anderson, 2018; NCES, n.d.; Sharkey & Fenning, 2012). The present study showed that most survey participants did not feel that discipline was fair overall, with 52.4 percent answering it was not fair, and another 16.7 percent of educators stating they were unsure if it was fair, as shown in Figure 3.

Questions that asked survey participants about specific demographics, including genders, grade levels, and race/ethnicities showed that many educators were either unsure or felt discipline was unfair, with 64.4 percent, 63 percent, and 55.5 percent, of educators answering either no or unsure for each of these demographics, respectively (see Figures 4-6).

The question that asked educators about the fairness of discipline for students receiving special education services or on 504 plans had the most complex answers, as seen in Figure 7 and Tables 44 and 45. 29.2 percent of educators answering this question felt that discipline was administered fairly. Over half of educators, 50.7 percent, answered that discipline for this demographic of students was administered unfairly.

When these survey questions were written, the intention was to determine if this demographic of students was disciplined more frequently or harshly than their peers, as reviewed in the literature for students of color and students receiving special education services (Anderson, 2018; NCES 2013-2014; Sharkey & Fenning, 2012). However, when reviewing the write-in responses to these questions, both for those who selected “other” in response to the first question about the fairness of discipline, and for those who selected “other” for those who replied that discipline was unfair in the first question,

showed that many educators feel that students with special education services and 504 plans are either not disciplined at all, or less severely and frequently than their non-disabled peers. It is likely that some of the responses to this question were meant to indicate that students with special education services or 504 plans are disciplined more frequently or harshly. However, due to how this question was written, and the numerous write-in responses stating that this demographic of students is disciplined less frequently and less severely, it remains unclear how educators view how discipline is administered for this group of students – if it is more or less frequent and harsh than their non-disabled peers. It is clear from the responses and comments that educators feel that this demographic of students is treated unfairly – many feel that they are either given preferential or non-preferential treatment.

While many educators responding to this survey feel that these students are unfairly treated, further research is needed to determine if educators feel this unfair treatment is too much or not enough discipline, when compared to the overall student population.

While there may be debate among the findings in this study regarding how frequently students with disabilities are disciplined, the literature is clear that students with disabilities are disciplined at disproportionate rates (Anderson, 2018; Artiles et al., 2010; Sharkey & Fenning, 2012; Walker et al., 1999). Indeed, the US DOE is concerned that students with disabilities are disproportionately disciplined. A DCL published on July 19, 2022 from the US DOE Office of Special Education and Rehabilitative Services (OSERS) states, “While the U.S. Department of Education (Department) affirms that

IDEA does not preclude a local education agency from disciplining a child with a disability for violating a school's code of student conduct, the Department is particularly concerned with disparities in the use of discipline for children with disabilities and the implementation of IDEA's discipline provisions" (p. 1). This same DCL contains data showing that students with disabilities are disciplined at disproportionate rates when compared to their nondisabled peers, "School-age students with disabilities served under IDEA represented 13.2 percent of total student enrollment but received 20.5 percent of one or more in-school suspensions and 24.5 percent of one or more out-of-school suspensions" (p. 3). This is further compounded when race is taken into consideration. Black students in preschool through 21 settings make up 17.2 percent of students with disabilities, but 43.5 percent of suspensions and expulsions for students with disabilities are for Black students with disabilities (US DOE OSERS, 2022). This is also supported by the existing literature showing that students with disabilities and students of color are experience disproportionate rates of exclusionary discipline (Anderson, 2018; Artiles et al., 2010; Bryan et al., 2012; Burke & Nishioka, 2014; Sharkey & Fenning, 2012; Skiba et al., 2014; Walker et al., 1999).

Situated in Larger Context. Theme five covers research question six, which asked educators if they felt that discipline was administered fairly in their local context, both in general, and for specific demographics of students. As reviewed in the previous section, there are many educators who took this survey who have concerns about the equity of discipline in their local setting. As previously stated, this is consistent with existing literature clearly demonstrating that students of color and those receiving special

education services face exclusionary discipline more frequently than other school aged children (Anderson, 2018; Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al, 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015).

This survey also looked at additional demographics, including student genders, students in different grade levels, and students receiving ELL / ELD services. Many of the educators responding to this survey reported seeing unfair discipline practices for these demographics of students as well – particularly when considering genders and grade levels.

An important consideration when looking at discipline disproportionality is the student demographics within a school setting and if that matches the educator demographics within the same setting. Wright (2015) found that African American students were perceived as having less disruptive behaviors and experienced fewer suspensions when they had an African American teacher. Since race was identified by many educators taking this survey as a concern for unfair discipline practices, it is important to consider the race / ethnicities of the survey participants taking this study. Survey participants in this study were asked about their race / ethnicity, 1.5 percent of educators identified as Black or African American and 7 percent as Hispanic. The largest group in this study included 85.3 percent of survey participants who identified as White / Caucasian, which included 500 of the 586 survey participants. Considering this information alongside the demographic data that showed that 52.5 percent of educators who took this survey work in schools that are minority majority schools. This could be a

reason that so many educators reported unfair discipline practices within their local setting with regard to student race / ethnicities.

The information gathered in this section, especially when the write-in comments were reviewed, showed that many educators feel that discipline is unfair to many students in different demographic groups. However, many of the comments suggest that educators taking this survey feel that students of color and students with disabilities receive less discipline than their peers.

This data shows how important it is for local leaders to consider the demographics of the students and the educators within their contexts. Using the IS framework would allow local leaders to identify if there are demographics of students who are disciplined unfairly, either more or less than their peers. Local leaders can then determine if there is a need for training around equity and behavior is needed, and if there is, identify a program or framework that would work within their local setting, including available resources.

Implications and Recommendations. Further research on a larger scale and within local settings is needed to determine if students with special education services, students of color, and other demographics of students continue to be disciplined at disproportionate rates, as the existing literature shows, or if there has been a shift in the opposite direction and these students receive less discipline than their peers, as many of the write-in comments in this study suggested. Additional studies are needed to understand this phenomenon more fully. This research could be done by federal and state departments of education, and by researchers.

It is possible that training for educators around supporting all students with challenging behaviors would be beneficial to local districts and schools, paired with equity training. This could help promote the understanding of the cultures of students in the local setting, how to support students with disabilities, and an increased awareness of how to best support other demographics of students.

Theme Six: Behavior Training and Administrators' Sphere of Influence

Synthesis of Findings. Theme six is the final theme, Behavior Training and Administrators' Sphere of Influence. This theme relates to research question seven, the last research question regarding administrator priorities for and influence over PD for staff. There were ten administrators that participated in this study, and all ten answered the questions in this section.

The administrators participating in this study were asked about priorities for training and how much control they have over funding and timing allocated to training. In light of reviewing theme five, it makes sense that most administrators listed ABAR work as their top training priority, as seen in Figure 9. It is possible that the six administrators selecting ABAR work as their top training priority see a close relationship between equity and challenging behaviors. However, only one of the ten administrators listed behavior as their first priority for PD for their staff. With such a small sample size, further studies are needed to gain a more accurate understanding of the training priorities of US K-12 public administrators.

While many educators want additional, robustly delivered, behavior training, this may not be a priority for administrators. Additionally, even if administrators see a need

for behavior or other training in their local settings, 50 percent of those responding to this survey indicate that they have very little or no control over the financing of PD, and 80 percent said they have very little to no control over the time allocated to training (see Table 45). However, only ten administrators responded to this survey, so they may not be representative of US K-12 public school administrators in general.

Situated in Larger Context. If this small sample is an indication of administrators' priorities and sphere of influence over the content, funding, and timing of PD, then this information can help to explain why educators see challenging behaviors in their setting and want additional PD. If most administrators have limited control over the funding and timing of PD, then this could help explain why short trainings during staff meetings and single day trainings are the most common trainings educators in this survey have participated in, see Table 33. This could also help to understand why many educators have had behavior training, but continue to want additional training that is delivered through ongoing training and coaching, see Tables 37 and 38. If administrators have limited amount of time and funding that they are able to allocate towards PD, then following the IS framework may be difficult for local administrators because IS requires an investment of both time and funding over a sustained amount of time in order to yield the expected results (Fixsen et al., 2013; Kelly & Perkins, 2012; Nordstrum et al., 2017).

Implications and Recommendations. While this was a small sample size, it may be that administrators working higher up within the district have more control over timing and funding of PD, or it is possible that timing and funding are controlled more at the state or federal levels. It is also possible that teacher contracts impact the amount of

time available to administrators to devote to PD. Further studies with a larger sample size of administrators are needed to better understand how funding and timing impacts administrators' ability to implement PD in their settings.

With regards to the priorities for PD for administrators in this study, further investigation is needed with a larger sample size to see if this is representative of US K-12 public administrators. This study focused primarily on challenging behaviors that educators see in their local settings and PD needed to enable educators to have the knowledge and tools to support students with challenging behaviors. Related to challenging behaviors and PD, the literature review included information on how equity and discipline for challenging behaviors are related. The existing literature showed that students of color, students with disabilities, and male students are disciplined with ODRs, suspensions, and expulsions at higher rates than their peers (Anderson, 2018; Burke & Nishioka, 2014; Chu & Ready, 2018; Mayworm et al, 2016; Phi Delta Kappan, 2019; Reynolds, 2008; Sharkey & Fenning, 2012; Skiba et al., 2014; Wright, 2015). This may be why 6 out of the 10 administrators in this study indicated that ABAR work was their top priority. Further research is needed to determine why administrators selected "ABAR" as a priority for PD over "behavior / SEL" training for their settings.

Conclusion and Overall Implications and Recommendations for All Themes

This study investigated what the most disruptive behaviors educators see on a regular basis in their local settings are, preferred behavior trainings and training delivery methods, the fairness of discipline for challenging behaviors, and administrators' sphere of influence over PD in their settings. After reviewing the data along with each of the six

themes, the following are the recommendations for next steps at the local levels, federal and state levels, and topics recommended for further research.

Recommendations for Local Settings

Based on the findings of this study and the existing literature, it is recommended that schools and districts assess the most disruptive challenging behaviors in their local settings, use the IS framework to identify an EBP that will meet local needs and resources, and include a training implementation method that aligns with IS and includes ongoing training and coaching. Ideally, local leaders with decision making power around PD should access the micro-credentialling modules through SISEP (2023) to become better versed in the best practices for training implementation, as recommended by the IS research.

It is recommended that local leaders assess whether they have an effective plan for handling dangerous behaviors and ensure that all educators are aware of this plan. Surveying educators anonymously about the effectiveness of the plan may give local leaders additional information about where adjustments or support is needed. Local leaders should also review data to determine if discipline is administered equitably across demographics, and if not use the IS framework to address this issue.

For local administrators and district level leaders, it is recommended that program implementation is led by the district, and implemented across all schools within the district for consistency. This would add value for students and staff through consistent vocabulary and expectation that do not need to be re-taught when students move from elementary to middle school, or move schools within the district. It also provides

opportunities for support and consultation across buildings, and consistency for staff working in multiple buildings within the district.

It is recommended that educators in local settings seek out opportunities to serve on committees that assess new programs for their local settings and encourage the use of EBP for implementation. Successfully implementing a program with the principles of IS could set a precedent for its application in future behavioral and various other programs, potentially yielding benefits for students, staff, and the entire school community.

Recommendations for Federal and State Priorities

The data from this study shows a need for an evidence-based approach appropriate to local settings to address challenging behaviors through educator training that is backed by scientific research. Educators have had behavior training, yet continue to need additional training. Federal funding through grants and other sources, along with guidance and policies that prioritize using the IS framework to identify behavior programs and frameworks that are EBP that can be implemented over a sustained amount of time in local settings is needed.

Local settings may also need federal and state support through funding and guidance to develop a plan for handling dangerous behaviors and train educators in their settings on how to implement this plan. Ongoing data collection on the effectiveness of these plans may be needed to ensure all schools and districts have plans in place. Having state educational leaders available to support local educational settings is critical so that district and school leaders have the expert guidance necessary to implement these plans to improve the safety of their school community.

Recommendations for Future Research for PD Selection and Implementation

Several avenues of research are recommended to expand on this study's findings. A study with a larger number of survey participants and more diverse educator population which examines behaviors of greatest concern to educators, differentiating disruptive behaviors by frequency and intensity, as well as preferred behavior training programs, and optimal training delivery methods would add to the findings of this study. Additionally, a vital area for exploration is to discern educators' perspectives on discipline and equity across different student demographics such as students with disabilities, student ethnicities, student gender identities, and other demographic factors.

Operationally Defining Terms within the Survey. It is important to integrate operational definitions of key terms into future studies, including these definitions in the surveys to get more reliable data. Terms used to describe the delivery methods of PD, the behavior programs and frameworks for PD, as well as terms related to bias, equity, and fairness need to be clearly stated.

Clarifying Research Questions Through Focus Groups. Future research would benefit from focus groups to provide clarity to educator priorities for behavior PD. This forum would allow for researchers to ask clarifying questions which could lead to an additional national study with focused and refined survey questions. These focus groups could also help provide clarity to how educators view fairness and discipline, and to help researchers shape operational definitions of these and related terms to be included in a future study.

Administrator Perspectives and Future Studies. There is a need for future studies with greater administrator participation, possibly including focus groups followed by a survey. This study had 10 administrators that participated in the study, and a larger number of administrators is needed to gain a better understanding of their views, priorities, understanding, and influence over PD. In order to increase understanding and participation for administrators, it is recommended to start with focus groups to gain a better understanding of administrators' perspectives on PD delivery, PD program selection, funding for PD, time allocation for PD, and equity as it relates to discipline for different demographics of students. Additionally, seeking input from administrators regarding their experience and understanding of how to identify, select, and implement PD that includes the use of in their settings, for both program identification and program implementation, is important to understand what support administrators need in these areas. Following the focus groups, a follow up survey involving a larger sample of K-12 US public school administrators is also needed to gain a clearer understanding of administrators' PD priorities, and to gain an understanding if the results of this small sample are representative of administrators across the country with regards to limited control over the time and funding of PD. With the lack of literature specifically for administrators around these issues, implementing these focus groups and a subsequent survey could greatly improve our understanding of what is needed by administrators to better serve their students, staff, and school community in their local settings.

Recommendations for Integrating Social-Media for Enhancing Participant Recruitment in Future Studies

The present study used social media recruitment methods to target a larger number of survey participants over a wide geographical area within a short timeframe and limited budget. The use of social media for study participant recruitment is relatively new. This survey adhered to PSU's IRB guidelines applicable to this study and sought recommendations on best practices for social media recruitment from the literature, including those found in Table 17 by authors such as Barribeau et al. (2005), Irwin et al. (2016), and Pazzaglia et al. (2016a, 2016b). While social media as a means of survey participant recruitment is relatively novel, it was determined that leveraging social media would facilitate access to a more expansive participant base and consequently a richer dataset.

Targeted posts were shared on specific Facebook pages and Reddit communities chosen for their alignment with the intended audience (see Table 24), and adhering to the timeline outlined in Table 25. Within each post was an additional link that could be shared with colleagues who do not use social media, enabling them the opportunity to participate in the study as well. During the time the study was open, the IRB consent page was viewed by 1,170 potential participants. Out of these, 641 survey participants went on to complete the survey within the window the survey was open. The remainder of incomplete surveys were deleted on Sunday, June 4, 2023. Among the completed surveys, 586 participants met the criteria for inclusion and opted to have their data incorporated in the final study results. Consequently, the analysis was based on these 586 responses from a variety of K-12 US public certified educators.

Two considerations that make social media a promising avenue for future survey recruitment are that 586 survey participants were obtained within 17 days, and that among those 586 survey respondents the individual survey question completion rate ranged from 94.9 percent to 100 percent – with most questions having a 100 percent completion rate. The take aways from this data points are that it is possible to use social media for survey participant recruitment and get hundreds of responses within two to three weeks. Additionally, it appears that this survey had a high interest rate, as seen by completion rates and the number of write in responses. Further research related to the ideas in this study with social media recruitment may yield similar participation and question completion rates.

Best practices for calculating survey response rates with social media recruitment are not well-defined in the current literature. Therefore, this study suggests that future research should apply traditional response rate calculation methods where appropriate, as recommended by Barribeau et al. (2005), Irwin et al. (2016), and Pazzaglia et al. (2016a, 2016b), and Walston et al. (2017). It is also recommended to follow Shatz's (2017) guidance to use the CHERRIES checklist by Eysenbach (2004) for online surveys, as many of these recommendations are more applicable to surveys utilizing social media recruitment. Future researchers are encouraged to explore and document innovative approaches for calculating response rates when using social media for survey participant recruitment.

Conclusion

The present study offered clarity and understanding regarding the challenging behaviors observed by US K-12 public educators, identifying which behaviors are most disruptive, both with frequency and intensity of behaviors, and outlining the desired behavioral training and delivery methods teachers want in order to better support their students. Furthermore, it highlighted the need for additional resources and support from both state and federal levels to meet local needs, while also pinpointing areas that need further research. While this research clearly underscores the necessity for behavioral training situated in EBP for US K-12 public school educators implemented using the recommendations of IS, its paramount contribution might be highlighting the escalating national imperative that will require collaborative efforts among local educational agencies, researchers, and state and federal governmental education bodies. This study, therefore, contributes to a growing body of evidence demonstrating that educators in US K-12 public schools are seeing an increase in challenging behaviors and are in need of additional behavioral training to meet the needs of their students. This study added to the literature by giving a voice to educators so they could express what types of behavior PD and training delivery methods that they want to enable them to better support their students' behavioral needs.

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Appendix A

Initial Post to Facebook and Reddit with Survey Link

Subject title:

Educator Survey on Student Behavior - Invitation to Participate

Post:

You are invited to participate in an IRB approved national survey for educators working in K-12 US public schools. This survey is for general and special education teachers, administrators, and certified support staff. The survey will take no more than ten minutes to complete. For more information, please visit this link:

https://portlandstate.qualtrics.com/jfe/form/SV_9SrYRLFZdMpgOeW

Appendix B

Informed Consent and Survey



K-12 Behavior PD Survey

Introduction

Q1.1.

Welcome

Challenging behavior is a growing concern for educators. This is an opportunity to have your experiences and opinions included in a national survey addressing challenging behaviors in schools and the support educators need to meet the needs of students with challenging behaviors.

Time

This survey will take approximately 10-12 minutes to complete.

This Survey is Designed for Certified Staff in US K-12 Public Schools, Including:

- General and Special Education Teachers
- Specialists (Social Workers, School Psychologists, SLPs, OTs, PTs, Counselors, School Nurses, etc.)
- Licensed administrators
- Other certified staff members (Teacher Mentors, Dean of Students, TOSAs, Intervention Teachers)
- Student Teachers or Specialists Completing a Practicum

Survey Participant Eligibility Criteria

- You must be over 18 years old
- Currently work (or have worked within the past year) as a certified staff member in a US K-12 public school.
 - Including certified staff working with 18-21 year old transition students receiving special education services and who graduated with a non standard diploma.

Survey Platform

This survey may be taken on any device with an internet connection, including, but not limited to, a phone, tablet, laptop, desktop computer.

Sharable Link

[This link](#) can be shared with colleagues who may be interested in being survey participants who may not have seen this post on Facebook or Reddit.

Study Results

Anyone can view the results of the study at no charge. Once complete, the published dissertation can be downloaded on pdxscholar.library.pdx.edu. It is anticipated this will be available by the end of 2023.

Compensation

There is no compensation provided by participating in this survey.

Acronyms Used:

Professional Development (PD)

English Language Development (ELD)

English Language Learners (ELL)

Teacher on Special Assignment (TOSA)

Physical Therapist (PT)

Occupational Therapist (OT)

Speech Language Pathologist (SLP)

English Language Arts (ELA)

Physical Education (PE)

Science, Technology, Engineering, the Arts, and Math (STEAM)

Career and Technical Education (CTE)

Questions

If you have any questions, you can email the researchers at:


rdepry@pdx.edu

Randall L. De Pry, Ph.D.

Professor and Department Chair College of Education

Department of Special Education

milburn@pdx.edu
Michelle R. Milburn
Doctoral Student
Portland State University

 [Click here to be taken to the IRB Consent Page](#)

Q1.2. Consent to Participate in Research

Project Title

Behavior Training for Educators

Population

Certified Educators working in K-12 US Public Schools, National Survey

Researcher

Principal Investigator/Faculty Advisor:
Randall L. De Pry, Ph.D.
Professor and Department Chair
Portland State University
College of Education
Department of Special Education

Student Investigator

Michelle R. Milburn
Graduate Student
Portland State University
College of Education
Department of Special Education

Contact:

Randall L. De Pry, Ph.D.
rdepry@pdx.edu
503 725-4493

Michelle R. Milburn
milburn@pdx.edu
971 248-0350

You are being asked to take part in a research study. The box below shows the main facts you need to know about this research for you to think about when making a decision about if you want to join in. Carefully look over the information in this form and ask questions about anything you do not understand before you make your decision. If you have questions, please email the researchers:

rdepry@pdx.edu
Randall L. De Pry, Ph.D.
Professor and Department Chair College of Education
Department of Special Education

milburn@pdx.edu
Michelle R. Milburn
Doctoral Student Portland State University

Key Information for You to Consider

Voluntary Consent

You are being asked to volunteer for a research study. It is up to you whether you choose to involve yourself or not. There is no penalty if you choose not to join in or decide to stop or only answer certain questions.

Only questions establishing eligibility to participate in the survey are required. All other questions are optional.

Purpose

The reasons for doing this research are to determine:

- What challenging student behaviors educators feel are the most disruptive
- What training educators in US K-12 public schools have had to support students with challenging behaviors
- What training educators want to be able to effectively and equitably support students with challenging behaviors, both individually and within their local contexts
- Demographic information will be collected to see if there are differences in training wanted to support students with challenging student behaviors among groups of educators and local contexts

Duration

It is expected that the survey will take approximately 10-12 minutes to complete.

Procedures and Activities

You will be asked to complete an online survey about your experiences, training, and opinions relating to challenging student behaviors.

Risks

Some of the possible risks or discomforts of taking part in this study include feeling discomfort when remembering working with students with challenging behaviors.

Benefits

Some of the benefits that you may expect by participating in this survey include having your experiences and opinions included in a large national survey about challenging student behavior and what training you believe educators need. This survey will contribute to the growing body of literature used to inform school leaders on the type of support needed by educators to meet the needs of their students with challenging behaviors. Your participation in this survey will ensure your experiences and opinions are reflected within the study results.

Options

Participation is voluntary and the only alternative is to not participate.

If you choose to participate in the survey, only questions establishing you meet the criteria to participate in the survey are required. Survey participants may skip any of the other survey questions.

What happens to the information collected?

Information collected from you for this research will be used as part of a national survey to determine K-12 US public educators' experiences with disruptive challenging student behaviors, prior training to support positive student behavior, and future training needs to meet the needs of students experiencing challenging behaviors.

How will I and my information be protected?

We will take measures to protect your privacy including not collecting any personally identifiable information such as names, email addresses, or Internet Protocol address. Cookies will not be stored on your device in order to further protect your personal information. The information that is collected will initially be stored in the Qualtrics data base, which is password protected and only available to the researchers. When the survey closes, information will be moved over to a Google Drive, also password protected and only available to the researchers. At the conclusion of the study and after the dissertation is complete, all data associated with the study stored in the Qualtrics database and Google Drive will be deleted. The only data that will not be deleted is the data included in the final form of the dissertation. The data included in the dissertation will not include any personally identifiable information. Despite these precautions, we can never fully guarantee that all your study information will not be revealed.

What if I want to stop being in this research?

You do not have to take part in this study, but if you do, you may stop at any time. You have the right to choose not to join in any study activity or completely stop your participation at any point without penalty or loss of benefits you would otherwise get. Your decision whether or not to take part in research will not affect your relationship with the researchers or Portland State University.

The last question of the survey asks if you would like your responses to be included in the study. Your responses will only be included in the study if you respond to this last question and select the response indicating you want your responses to be included in the study.

Will it cost me money to take part in this research?

There is no cost to taking part in this research, beyond your time.

Will I be paid for taking part in this research?

There is no compensation for participating in this research study.

Who can answer my questions about this research?

If you have questions or concerns, contact the research team at:

Michelle R. Milburn

971 248-0350

milburn@pdx.edu

Who can I speak to about my rights as a research participant?

The Portland State University Institutional Review Board (“IRB”) is overseeing this research. The IRB is a group of people who review research studies to make sure the rights and welfare of the people who take part in research are protected. The Office of Research Integrity is the office at Portland State University that supports the IRB. If you have questions about your rights, or wish to speak with someone other than the research team, you may contact:

Office of Research Integrity

PO Box 751

Portland, OR 97207-0751

Phone: (503) 725-5484

Toll Free: 1 (877) 480-440

Email: psuirb@pdx.edu

Consent Statement

I have had the chance to read and think about the information in this form. I have asked any questions I have, and I can make a decision about my participation. I understand that I can ask additional questions anytime while I take part in the research by contacting the researcher at Michelle R. Milburn at 971 248-0350 or milburn@pdx.edu.

I also understand that my answers will only be included as part of the survey if I answer the last survey question and indicate that I want my answers to be included in the survey.

To download a copy of this 'Consent to Participate in Research' page click this link:

[Consent to participate in research](#) .

- I agree to take part in this study
- I do not agree to take part in this study

Introduction

Q2.1. I understand that this survey is about challenging student behaviors at school, but does not include school shootings. This level of challenging behavior is not included in this survey.

The primary focus of this study is on challenging behaviors seen on a regular basis (once a week or more) in classroom and non-classroom settings in your local setting within the past year.

- I understand

Participation Criteria

Q3.1. Do/did you work as a licensed employee in a k-12 public school in the United States either this school year or within the last year?

- Yes - fully licensed for the position I work in
- Yes - working under an emergency license
- Yes, as a student teacher or completing a practicum for another certified role
- No, I do not work as a licensed employee in a k-12 public school in the United States

Q3.2. What best describes your primary role? Select one:

- General Education Teacher (Including Core Content, Electives, & school/district level educator supporting other educators)
- SpEd Teacher or school/district level educator supporting SpEd teams (k-21)
- Administrator
- Licensed Specialist (ELD teacher, Counselor, SLP, Dean of Students, etc.)
- Substitute Teacher
- Retired teacher - who has taught within the last year
- Non licensed / Classified Position
- Retired Teacher who has NOT worked or substituted in the past year
- Preschool Teacher

Q3.3. General Education - my role is best described as:

- Core Content (ELA, Math, Science, Social Studies)
- Electives (Music, PE, STEAM, CTE, etc.)
- School/district level educator supporting other educators focused on Core Content (Mentor Teacher, TOSA, etc.)
- School/district level educator supporting other educators focused on Electives (Mentor Teacher, TOSA, etc.)
- Other

Q3.4. Administrator - my role is best described as:

- Building Principal
- Building Assistant / Associate / or Vice Principal
- District Level Administrator
- Superintendent
- Other

Q3.5. How much control do you have over how funding for PD is allocated?

- Complete control
- Some control
- Very little or no control
- Other

Q3.6. How much control do you have over how time for PD is allocated?

- Complete control
- Some control
- Very little or no control
- Other

Q3.7. What is currently your top priority for PD for your staff?

- Academic / Content
- Behavior / SEL
- Anti-bias, Antiracist (ABAR) work

Other

Q3.8. Licensed Specialist - my role is best described as:

- School Counselor
- School Psychologist
- Speech Language Pathologist
- Occupational Therapist
- Social Worker
- Physical Therapist
- School Nurse
- Dean of Students
- School/district level educator supporting other educators (Mentor Teacher, TOSA, etc.)
- ELL or ELD Teacher
- Other

Q3.9. Select all areas for which you are currently licensed, or for which you previously held a license:

- School Counselor
- School Psychologist
- Speech Language Pathologist
- Occupational Therapist
- Social Worker
- Physical Therapist
- School Nurse
- Elementary Teacher
- Foreign Language
- English Language Development
- Mathematics
- Language Arts / Reading
- Science
- History / Social Studies
- Electives (Art, Music, Theater, etc.)
- Physical Education
- Special Education
- Administrator
- Library Media
- Superintendent

Other

behavior strategies/programs - experiences and opinions

Q4.1. Which of these challenging behaviors have you observed on a regular basis (once a week or more) in your setting within the last year? (select all that apply)

- Work refusal / avoidance
- Out of designated space
- Classroom/School elopement
- Yelling in class
- Unsafe language in class
- Unsafe body in class (hitting, kicking, throwing)
- Destroying property
- Threats of self harm
- Threats of harm to others
- Threats of destroying to property
- Bringing illegal substances to school
- Sexualized behavior
- Other: Please describe

Q4.2. Which of these challenging behaviors are the most disruptive to student learning in classroom and non-classroom settings? Move the most disruptive behaviors to the top, and the least disruptive to the bottom.

- » Work refusal / avoidance
- » Out of designated space
- » Classroom/School elopement
- » Yelling in class
- » Unsafe language in class
- » Unsafe body in class (hitting, kicking, throwing)
- » Destroying property
- » Threats of self harm
- » Threats of harm to others

- » Threats of destroying to property
- » Bringing illegal substances to school
- » Sexualized behavior
- » Other: Please describe

Q4.3. Dangerous challenging behaviors are those that are likely to cause bodily harm to the student, peers, or staff. Does your school have a plan for handling these behaviors?

- Yes
- No or not sure

Q4.4. How effective do you believe your school's plan is for handling dangerous challenging behaviors?

0 = not at all effective 4 = highly effective

0 1 2 3 4

Q4.5. Which of these practices/frameworks have you had training in?

- Positive Behavioral Interventions and Supports
- Restorative Practices / Justice
- Trauma Informed Care
- Collaborative Problem Solving
- General Classroom Management
- Other (please describe)
- None of the above

Q4.6. Which of these practices/frameworks would you like to be trained in and/or have further training in?

- Positive Behavioral Interventions and Supports
- Restorative Practices / Justice
- Trauma Informed Care
- Collaborative Problem Solving
- General Classroom Management
- Other (please describe)

None of the above

Q4.7. Which of these practices/frameworks would you like your local school/district to be trained in and/or have further training in?

- Positive Behavioral Interventions and Supports
- Restorative Practices / Justice
- Trauma Informed Care
- Collaborative Problem Solving
- General Classroom Management
- Other (please describe)
- None of the above

delivery methods of trainings - experiences and opinions

Q5.1. Which of the following training delivery methods have you had to support students with challenging behaviors?

- Single day trainings
- Multi-day trainings (provided over consecutive days or spread over the course of the school year)
- Initial trainings within your district followed by ongoing coaching / mentoring in your school/classroom
- Computer based training asynchronous learning (recorded)
- Peer led training within your district or school
- 1-3 day conferences that allow you to self select trainings
- Personal research using books and/or research articles
- Ongoing Coaching or Mentoring not linked to a training
- Short trainings offered during staff meetings
- Live/synchronous remote training through Zoom or similar platform
- Other

Q5.2. Rank your preference for the delivery method of future PD to support students with challenging behavior (move the ones that work best for your learning style to the top):

Single day trainings

Multi-day trainings (provided over consecutive days or spread over the course of the school year)

Initial trainings within your district followed by ongoing coaching / mentoring in your school/classroom

- Computer based training asynchronous learning (recorded)
- Peer led training within your district or school
- 1-3 day conferences that allow you to self select trainings
- Personal research using books and/or research articles
- Ongoing Coaching or Mentoring not linked to a training
- Short trainings offered during staff meetings
- Live/synchronous remote training through Zoom or similar platform

Q5.3. Rank your preference for the delivery method of future PD to support students with challenging behavior that you would like implemented your local school / district:

- Single day trainings
- Multi-day trainings (provided over consecutive days or spread over the course of the school year)
- Initial trainings within your district followed by ongoing coaching / mentoring in your school/classroom
- Computer based training asynchronous learning (recorded)
- Peer led training within your district or school
- Ongoing Coaching or Mentoring not linked to a training
- Short trainings offered during staff meetings

Equity

Q6.1. In general, do you feel educators within your school or district administer discipline fairly across all student demographics:

- yes
- no
- unsure
- other

Q6.2. Why do you think this is? (select all that apply)

- Local Policies / Rules enforced fairly but disproportionately impacts some demographics of students

- Local Policies / Rules not enforced equitably
- Lack of proactive supports for students in some grades
- Unsure
- Other
- Which student demographics do you feel are disproportionately impacted?

Q6.3. Do you feel educators within your school or district administer discipline fairly across grade levels?

- yes
- no
- unsure
- other

Q6.4. Why do you think this is? (select all that apply)

- Local Policies / Rules enforced fairly but disproportionately impacts some grades
- Local Policies / Rules not enforced equitably
- Lack of proactive supports for this demographic of students
- Unsure
- Other
- Which grade levels do you feel are disproportionately impacted?

Q6.5. Do you feel educators within your school or district administer discipline fairly across genders?

- yes
- no
- unsure
- other

Q6.6. Why do you think this is? (select all that apply)

- Local Policies / Rules enforced fairly but disproportionately impacts some genders
- Local Policies / Rules not enforced equitably
- Lack of proactive supports for this demographic of students
- Unsure

- Other
- Which genders do you feel are disproportionately impacted?

Q6.7. Do you feel educators within your school or district administer discipline fairly across race/ethnicities?

- yes
- no
- unsure
- other

Q6.8. Why do you think this is? (select all that apply)

- Local Policies / Rules enforced fairly but disproportionately impacts some races/ethnicities
- Local Policies / Rules not enforced equitably
- Lack of proactive supports for this demographic of students
- Unsure
- Other
- Which races/ethnicities do you feel are disproportionately impacted?

Q6.9. Do you feel educators within your school or district administer discipline equitably for students receiving special education services, or have 504 plans, when compared to peers without these services?

- yes
- no
- unsure
- other

Q6.10. Why do you think this is? (select all that apply)

- Local Policies / Rules enforced fairly but disproportionately impacts this group
- Local Policies / Rules not enforced equitably
- Lack of proactive supports for this demographic of students
- Unsure
- Other

Q6.11. Review the list of disability categories below and select those that you feel are disproportionately impacted by current discipline practices in your school/district. (select all that apply)

- Students with a 504 plan
- Emotional Disturbance / Emotional Behavioral Disorder
- Intellectually Disability
- Specific Learning Disability
- Other Health Impairment
- Autism Spectrum Disorder
- Communication Disorder
- Developmental Delay
- Orthopedic Impairment, Visually Impairment, Deaf or Hard of Hearing, Traumatic Brain Injury, Deaf-blindness, or Multiple Disabilities
- Unsure

Q6.12. Do you feel educators within your school or district administer discipline equitably for students receiving ELD/ELL services when compared to peers without these services?

- yes
- no
- unsure
- other

Q6.13. Why do you think this is? (select all that apply)

- Local Policies / Rules enforced fairly but disproportionately impacts this group
- Local Policies / Rules not enforced equitably
- Lack of proactive supports for this demographic of students
- Unsure
- Other

Additional Demographic Information

Q7.1. What grade levels do you currently serve? Select the closest match:

- Elementary
- Middle
- High School

- Multiple grades, k-12, or a subset of these grades
- District position without direct student contact
- Transition for students up to age 21 who graduated with a non-standard diploma
- Other

Q7.2. Location - what time zone do you work in?

- Pacific
- Mountain
- Central
- Eastern
- Alaska, Hawaii, or Other

Q7.3. Including this year, how many years have you been employed in a k-12 public setting in any licensed position (including substitute teaching, administration, etc.):

- 0 = Student Teacher
- 1-2 years (including first year teachers on an emergency license)
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20+ years

Q7.4. Select the term(s) that best describes your ethnicity:

- American Indian or Alaskan Native
- Asian / Pacific Islander
- Black or African American
- Hispanic
- White / Caucasian
- Other
- Prefer not to answer

Q7.5. Gender/gender identity - how do you identify? (select all that apply)

- Woman
- Man
- Transgender

- Non-binary/non-conforming
- Prefer not to answer
- Fill in

Q7.6. Do you work in a school that receives federal Title I funding for services to low income students?

- yes
- no
- unsure

Q7.7. Is the overall student population in your local setting comprised of 50 percent or more of students of color?

- yes
- no
- unsure

Q7.8. Which of these terms best describes your local setting?

- Urban
- Suburban
- Rural
- Other

Q7.9. Approximately how many schools are in your district?

- 1-3
- 4-12
- 12-40
- 41 or more
- Other

Q7.10. End of Survey

By clicking the 'Submit my survey' button and then the green arrow on the bottom right of the screen, your data will be included as part of this research project.

If you do not want your answers to be included in the survey results, you can select 'Exclude my survey responses from the study'. Survey participants who do not select either option will be considered incomplete and not included in the final results.

[This link](#) can be shared with colleagues who may be interested in being survey participants who may not have seen this post on Facebook or Reddit.

- Submit my survey
- Exclude my survey responses from the study.

Q7.11. Thank you for your time. Your responses will **NOT** be included in the survey results.

- I understand my responses will be excluded from the survey results.