Abstract

Effectiveness of Positive Behavior Interventions on Student Behavior in an Urban School. Chana-Kay Pommels, 2018: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. Keywords: positive behavior supports, urban schools, intervention, student behavior

This applied dissertation was tailored toward providing information on the effectiveness of positive behavior interventions and support (PBIS) on student behavior in an urban school setting. The PBIS system is the school-based application of behavioral approaches and interventions aimed at effecting behavior change in learning environments. Since the onset of this behavioral management strategy, its effectiveness has been put to scrutiny by a myriad of stakeholders and scholars.

Taking a snapshot of the literature review, most of the studies have been conducted analyzing the effectiveness of the PBIS system in elementary schools, but very limited research has been done in high schools. Schools implementing the PBIS system first focused on addressing discipline and establishing cooperation and dedication amongst the staff before implementation. There is some evidence suggesting that PBIS has been able to address some behavioral challenges in the urban school environments and made it possible to define and evaluate undesirable behavior as the first step in building an effective intervention and prevention system. There are also some close relationships between the PBIS system and student achievement, as well as the PBIS system and its impact on the school climate. Some arguments also exist against its implementation. For instance, teachers argue that dissemination of the PBIS system interventions entails programs that rarely incorporate or give provisions that affect learning skills as well as cognition of students and that these interventions are outside of the school setting.

The methodology entailed an administration of surveys through Survey Monkey and the utilization of tools such as a 5-point Likert-type scale that was used to rate the effectiveness of PBIS. This dissertation researched the issue by establishing the level of satisfaction exhibited by teachers and other stakeholders as to the effectiveness of the PBIS system and the level of satisfaction from the major players in the implementation of PBIS. The research was conducted in an urban high school located in an economically disadvantaged area.