Kelly,

Thanks for your hard work. Please do not panic when checking my comments. I know that there are many areas that you need to improve, and my comments may seem very “demanding” to you at this point. Some comments are targeted for the future so that you know even after this course, what you can do to keep improving your prospectus and even proposal. This is a great learning process and I hope my comments will be helpful.

When you revise this prospectus, please use track changes so that I know which part you changed. Please also keep all my comments in this version so that I can see how well you could address my comments in the next review.

Please feel free to contact me for questions and thanks for your great work.

Tianyi

**Dissertation Prospectus**

Impact of Positive Behavior Interventions and Support (PBIS) implementation on at-risk youth behavior within the alternative educational setting.

Submitted by

Kelly Remia

September 20, 2017

TBD

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| --- |
| **Prospectus Instructions:**   1. Read the entire Prospectus Template to understand the requirements for writing your Prospectus. Each section contains a narrative overview of what should be included in the section and a table with criteria required for each section. These criteria will be used to assess the prospectus for overall quality and feasibility of the proposed research study. 2. As you draft each section, delete the narrative instructions and insert your work related to that section. Use the criteria table for each section to ensure that you address the requirements for that particular section. **Do not delete/remove the criteria table as this is used by you and your Committee to evaluate your prospectus.** 3. Prior to submitting your prospectus for review by your Chair or Methodologist, use the criteria table for each section to complete a self-evaluation, inserting what you believe is **your score for each listed criteria** into the Learner Self-Evaluation column. 4. The scoring for the criteria ranges from a 0-3 as defined below. Complete a realistic and thoughtful evaluation of your work. Your Chair and Methodologist will also use the criteria tables to evaluate your work. 5. Your Prospectus should be between 6-10 pages when the tables are deleted. |

|  |  |
| --- | --- |
| **Score** | **Assessment** |
| **0** | **Item Not Present** |
| **1** | **Item is Present, But Does Not Meet Expectations:** Not all components are present. Large gaps are present in the components that leave the reader with significant questions. All items scored at 1 must be addressed by learner per reviewer comments. |
| **2** | **Item Approaches Meeting Expectations, But Needs Revision:** Component is present and adequate. Small gaps are present that leave the reader with questions. Any item scored at 2 must be addressed by the learner per the reviewer comments. |
| **3** | **Item Meets Expectations:** Component is addressed clearly and comprehensively. No gaps are present that leave the reader with questions. No changes required. |

# Dissertation Prospectus

## Introduction

The traditional discipline model, that is, the conventional learning setting, educators, more often acknowledge inappropriate behavior rather than positive behaviors and also they punitively response to inappropriate behavior after it has occurred. Contrary, Positive Behavioral Interventions and Support (PBIS) focus on the appropriate behaviors. As the traditional approach often control the consequences incoherently and as a result, they failed to teach the anticipated behaviors. Subsequently, PBIS uses support based and continuum of interventions to address the need of the students for academic achievement. Positive behavioral Interventions and support has an important role in the improvement of the learning standards of the students in the alternative education segments. In any society, there are expected codes of conduct. However, as is common in any society, there are various deviant behaviors that are detestable and therefore unacceptable in the society. Alternative education students learn in a unique environment. Instructively, the main function of alternative education is to provide the students with an environment that is different from the traditional learning environment due to the special needs that they have. In the process of learning, it is possible that the students may delve into behaviors that are unacceptable in the communities. In that regard, it becomes incredibly important to develop the necessary behavioral interventions and support so as to improve the education process and experience of the learners

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Introduction**  This section briefly overviews the research focus or problem, why this study is worth conducting, and how this study will be completed.  **The recommended length for this section is one paragraph.** | | |
| 1. Dissertation topic is introduced. |  | 1 |
| 1. Describes how the study extends prior research or fills a “need” or “defined gap” from current literature. |  | 1 |
| NOTE: *This Introduction section elaborates on Point #1(the Topic) from the* ***10 Strategic Points****.* This Introduction section provides the foundation for the Introduction section in Chapter 1 of the Proposal. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

## Background of the Problem

Based on state and federal mandates for higher academic learning, test scores for reading, language and mathematics on the MAP formative assessment are the key indicators for all schools and school districts in meeting their annual yearly progress. In the midst of meeting state and federal standards of academics, schools face escalating problematic student behaviors (Best, 2012). Student behavioral problems are a concern and a challenge for schools. Suspension, expulsion, academic failure, retention and school dropout are common experiences of students with behavioral problems. Estimates suggests that between 12% and 50% of these youth have disabilities, and most youth are placed in restrictive settings as a result of these behavior problems (Mathur& Nelson, 2013).

The increase in problematic student behaviors creates a major disruption for the learning environment and a loss of valuable instructional time (Mohar& Lindquist, 2010). The increase of disruptive student behavior in classrooms across the nation is resulting in administration and school officials to find develop, and implement a program that will address these problems such as PBIS. The effects of the school wide positive behavioral intervention and support are key in addressing needs of children who are at high and low risk of social and emotional classification (Bradshaw et al., 2015). There is a gap in the literature regarding the effectiveness of PBIS systems in increasing their levels of academic achievement of students in alternative education classes (Flannery, Fenning, Kato, & McIntosh, 2014).

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Background of the Problem**  The background section explains both the history of and the present state of the problem and research focus.  **The recommended length for this section is two-three paragraphs.** | | |
| 1. Identifies the “need,” or “defined gap” that will lead to the research problem statement in a following section. Citations from the literature in the last 5 years describe the problem as a current “need” or “gap” for further research. |  | **1.5** |
| 1. Discusses how the “need” or “defined gap” has evolved historically into the current problem or opportunity to be addressed by the proposed study. |  | **1.5** |
| 1. ALIGNMENT: The **problem statement** for the dissertation will be developed from and justified by the “need” or “defined gap” that is described in this section and supported by the Literature. |  | **1.5** |
| NOTE: *This* ***Background of the Problem*** *section uses information from Point #2 (Literature Review) in the* ***10 Strategic Points****.* This **Background of the Problem** section becomes the **Background of the Study** in Chapter 1 in the Proposal. It is then expanded to develop the comprehensive **Background to the Problem** section in Chapter 2 (Literature Review) in the **Proposal**. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as, uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

## Theoretical Foundations and Review of the Literature/Themes

This research is based on two theoretical foundations. The positive behavior intervention and supports has a foundation in the theory of behaviorism (Watson, 1997). Behaviorism emerged as a science and originated with the works of John Watson in 1913. According to Watson (1997), behaviorism is the scientific study of human behavior. In this system, changes occur in both students and teachers that result in promoting and teaching positive behaviors. The behaviorist theory outlines for PBIS three basic components: systems change framework, school building level procedures, and the utilization of varied levels of interventions and support (Sardina, 2012). In additional, behaviorist concepts describes the fundamental PBIS constituents in teaching and promoting positive behaviors in schools to achieve a positive behavioral change for both students and teachers. The theory of behavior modification use the approach that rewards the appropriate behaviors and discourages the inappropriate behaviors. According to Skinner (1968), the consequences of an individual’s behavior will determine the probability of reoccurrence of that behavior. The theory and model of behavior modification is based upon the idea that all human behaviors are responses to the stimuli that exists in their environments. The importance of reinforcing and rewarding appropriate behaviors while not engaging the inappropriate behaviors of students is required by classroom teachers (Anderson, 2009).

**Review of the Literature**

i. School behavior management- School administrators are placing emphasis on providing an environment conducive for learning, and shifting the attention from students 40 displaying problematic behaviors to those display positive behaviors (Belvel, 2010).

ii. Alternative Education- Research states “typical’ behavior management practice in alternative settings may be more punitive than positive. Research shows a variety of potentially effective proactive strategies for AE setting, including supportive school climate, preventative and positive practices, effective classroom management, social skills instruction, adult mentoring, individualized and function-based behavior support, flexibility and choice, functional assessment and curriculum, effective academic instruction/support, specialized teacher training, data-based decision making, collaboration, and parent involvement ( Simonsen&Sugai, 2013).

iii. Positive Behavioral Interventions and Supports (PBIS)- PBIS can be distinguished from traditional, exclusionary, and zero tolerance discipline practices due to its emphasis on prevention of problematic behaviors through the reorganization of the whole school environment. This school reorganization includes students, teachers, and administrators, the holistic approach to discipline and behavioral management With the need to shift towards the use of more positive and preventive practices that are constructive, effective, and less likely to result in ethical violation and abuse in schools (Sardina, 2012) & (Simonsen&Sugai, 2013).

i. Effects of discipline on student achievement - Problematic student behaviors or disruptions can pose a negative effect on the learning process and outcomes of students Behavior is vital to students’ levels of academic achievement and can influence their ability to learn (Sardina, 2012).

iv. Effects of PBIS on student behavior-Through the implementation of PBIS practices, schools are able to cultivate learning and social environments where students are clear on what is expected of them and where they can receive needed supports (Fitzgerald, Geraci, & Swanson, M. 2014).

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Theoretical Foundations and/or Conceptual Framework**  This section identifies the theory(s) or model(s) that provide the foundation for the research. This section should present the theory(s) or models(s) and explain how the problem under investigation relates to the theory or model. The theory(s) or models(s) guide the research questions and justify what is being measured (variables) as well as how those variables are related (quantitative) or the phenomena being investigated (qualitative).  **Review of the Literature**  This section provides a broad, balanced overview of the existing literature related to the proposed research topic. It describes the literature in related topic areas and its relevance to the proposed research topic findings, providing a short one-two sentence description of each theme/topic and identifies its relevance to the research topic supporting it with at least one citation from the literature.  **The recommended length for this section is two-three paragraphs** | | |
| 1. **Theoretical Foundations** **section** identifies the theory(s), model(s) relevant to the variables (quantitative study) or phenomenon (qualitative study). This section should explain how the study topic or problem coming out of the “need” or “defined gap” in the **Background to the Problem** section relates to the theory(s) or model(s). (One paragraph) |  | 1 |
| 1. **Review of the Literature Themes/Topics section**: This section lists the major themes or topics related to the research topic. It provides a short one-two sentence description of each theme/topic and identifies its relevance to the research topic supporting it with at least one citation from the literature. (One or two sentences per theme/topic). |  | 2 |
| 1. ALIGNMENT: The **Theoretical Foundations** models and theories need to be related to and support the problem statement or study topic. The sections in the **Review of the Literature** are topical areas needed to understand the various aspects of the phenomenon (qualitative) or variables/groups (quantitative) being studied; to select the design needed to address the Problem Statement; to select surveys or instruments to collect information on variables/groups; to define the population and sample for the study; to describe components or factors that comprise the phenomenon; to describe key topics related to the study topic, etc. |  | 1 |
| NOTE: *The two parts of this section use information from Point #2 (Literature Review) from the* ***10 Strategic Points.*** This **Theoretical Foundations** section is expanded upon to become the **Theoretical Foundations** section in Chapter 2 (Literature Review). The **Theoretical Foundations** section is also used to help create the **Advancing Scientific Knowledge** section in Chapter 1. This **Review of Literature Themes/Topics** section is expanded upon to provide the **Review of the Literature** section in Chapter 2 (Literature Review). The **Review of the Literature** **Themes/Topics** section is also used to provide the basis for the Significance of the Study section in Chapter 1. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

## Problem Statement

It is unknown if, and to what extent, a relationship exists between Positive Behavioral Interventions and Support and academic achievement for students required to attend alternative education classes. In that line, it is important to establish the nature of the relationship, if any, and the manner in which such relationships affect the academic achievements for the learners who attend the alternative education classes. The following problems lead to the adoption of the various program such as PBIS to mitigate such challenges to boost education performance. The literature states PBIS is increasing levels of academic achievement of students in alternative education classes.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Problem Statement**  This section includes the problem statement, the population affected, and how the study will contribute to solving the problem.  **The recommended length for this section is one paragraph.** | | |
| 1. Presents a clear declarative statement that begins with either:  “It is not known how or why…” (qualitative),   *or*  “It is not known if or to what degree/extent…” (quantitative). |  | 1 |
| 1. Clearly describes the magnitude and importance of the problem, supporting it with citations from the literature. |  | 1 |
| 1. ALIGNMENT: The problem statement is developed from and justified by the “need” or “defined gap” defined by the Literature that is discussed in the **Background to the Problem** section above. |  | 1 |
| NOTE: This section elaborates on Points #3 (Problem Statement) from the 10 Strategic Points. This section becomes the foundation for the Problem Statement section in Chapter 1(and other Chapters where appropriate) in the Proposal. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format | | |
| **Comments from Evaluator:** | | |

## Research Question(s) and Phenomenon *or* Research Questions, Hypotheses, and Variables

The proposed study seeks to identify if a relationship exist between Positive Behavioral Interventions and Support and academic achievement for students who attend alternative education classes. The following research questions will be examined

R1: Does a relationship exists between Positive Behavioral Interventions and Support and mathematic achievement for students required to attend alternative education classes?

H01: A relationship does exist between Positive Behavioral Interventions and Support and academic achievement in mathematics for students required to attend alternative education classes

Ha1: A relationship does not exist between Positive Behavioral Interventions and Support and academic achievement in mathematics for students required to attend alternative education classes.

R2: Does a relationship exists between Positive Behavioral Interventions and Support and reading achievement for students required to attend alternative education classes?

H02: A relationship does exist between Positive Behavioral Interventions and Support and academic achievement in reading for students required to attend alternative education classes.

Ha2: A relationship does not exist between Positive Behavioral Interventions and Support and academic achievement in reading for students required to attend alternative education classes.

R3 Does a relationship exists between Positive Behavioral Interventions and Support and language usage achievement for students required to attend alternative education classes?

H03: A relationship does exist between Positive Behavioral Interventions and Support and academic achievement in language usage for students required to attend alternative education classes.

Ha3: A relationship does not exist between Positive Behavioral Interventions and Support and academic achievement in language usage for students required to attend alternative education classes.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Research Question(s) and/or Hypotheses**  This section narrows the focus of the study and specifies the research questions to address the problem  statement. Based on the research questions, it describes the variables or groups and their hypothesized  relationship for a quantitative study or the phenomena under investigation for a qualitative study.  (2-3paragraphs)   * **The recommendation is a minimum of two research questions along with related hypotheses and variables is required for a quantitative study.** * **Also recommended is a minimum of two research questions along with the phenomenon description is required for a qualitative study.** * **Put the Research Questions in the appropriate Table in Appendix B based on whether the study is qualitative or quantitative.** | | |
| 1. Qualitative Designs: States the research question(s) the study will answer, and describes the phenomenon to be studied. *or* 2. Quantitative Designs: States the research question(s) the study will answer, identifies the variables, and presents the hypotheses. |  | 1 |
| 1. ALIGNMENT: The research questions are based on both the Problem Statement and Theoretical Foundation model(s) or theory(s). There should be no research questions that are not clearly aligned to the Problem Statement. |  | 1.5 |
| NOTE: *This section elaborates on Points #5 (Research Questions) & #6* *Hypothesis/variables or Phenomena) from the* ***10 Strategic Points****.* This section becomes the foundation for the **Research Question(s) and/or Hypotheses** section in Chapter 1 in the **Proposal**. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

## Significance of the Study

The significance of this quantitative correlational study is that it seeks to determine the causative agents of the behavior exhibited by these children that leads to externalizing and internalizing behavior and aggressive physical and verbal disposition. This is aimed to be a preventative measure rather than a corrective one. The significant increase of the disruptive student behaviors in the school across all the world has forced the school management to find the appropriate approach to address this problem. As a result, schools have developed and implement various programs such as PBIS to mitigate the problem identified. Furthermore, positive behavior interventions are supported by different concepts such as the theory of behaviorism and behavior modification. Therefore, addressing the disrupted behaviors particularly to youth in school will result in academic achievement and as well avoid various challenges such as school dropout, expulsion, and suspension.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Significance of the Study**  This section identifies and describes the significance of the study and the implications of the potential results based on the research questions and problem statement, hypotheses, or the investigated phenomena. It describes how the research fits within and will contribute to the current literature or body of research. It describes potential practical applications from the research.  **The recommended length for this section is one paragraph.** | | |
| 1. Describes how the proposed research will contribute to the Literature, relating it specifically to other studies from the Background to the Problem and Problem Statement above. |  | 1 |
| 1. Describes how the proposed research will contribute to the literature on the selected theory(s) or model(s) that comprise the Theoretical Foundation for the study. |  | 1 |
| 1. Describes how addressing the problem will have practical value for the real world considering the population, community, and/or society. |  | 1 |
| 1. ALIGNMENT:   Part 1 is based on specific studies from the **Background to the Problem** and **Problem Statements** sections above and identifies how this research will contribute to that Literature. Part 2 is based on specific model(s), theory(s) or variables from the **Theoretical Foundations** section above and identifies how this research will contribute to the knowledge on those model(s) or theory(s). Part 3 reflects on potential practical applications of the potential research findings based on Literature in the field of practice. |  | 1 |
| *NOTE: This section does not directly come from any section of the 10 Strategic Points. However it does build on the* ***Background to the Problem****,* ***Problem Statement*** *and* ***Theoretical Foundations*** *sections that are developed from the* ***10 Strategic Points****.* This section becomes the **Significance of the Study** section in Chapter 1 in the Proposal. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

## 

## Rationale for Methodology

This research study will quantitative methodology to address the problem adequately, since most of the schools and the students who adopt various programs such as PBIS has significantly realized a positive outcome regarding academic. That is, schools which have intervention program they experience little-disrupted behaviors such as bullying and therefore achieving high performance. According to Weiss (20O4) over 20,000 schools in the US have integrated their system with SWPBIS and are experiencing an increase in student academic and behavioral success whereas improving healthy school climate.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Rationale for Methodology**  This section clearly justifies the methodology the researcher plans to use for conducting the study. It argues how the methodological framework is the best approach to answer the research questions and address the problem statement. It uses citations from textbooks and articles on research methodology and/or articles on related studies.  **The recommend length for this section is one paragraph and completion of Table 1 (quantitative) and/or Table 2 (qualitative) in Appendix B.** | | |
| 1. Identifies the specific research methodology for the study (quantitative, qualitative, or mixed). |  | 2 |
| 1. Justifies the research methodology to be used for the study by discussing why it is the best approach for answering the research question and addressing the problem statement. Uses citations from original sources in the literature on the specific research methodology to support the arguments. (NOTE: Books such as those by Creswell, which are secondary sources summarizing others approaches to research, may not be used as sources in this section). |  | 0 |
| 1. ALIGNMENT: The selected methodology should be justified based on the **Problem Statement** and **Research Questions.** |  | 1 |
| NOTE: *This section elaborates on the methodology part of Point #7(Methodology and Design) in the* ***10 Strategic Points.***  This section becomes the foundation for the Research Methodology in Chapter 1 of the Proposal and the basis for developing Chapter 3, Research Methodology. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format | | |
| **Comments from the Evaluator:** | | |

## Nature of the Research Design for the Study

The correlational design has been selected for the purpose of the investigation of the phenomenon in the study. Due to the nature of the enquiry being made, it is apparent that the correlational design would be the best in achieving the desired results. It is simple, clear and accurate when it is implemented appropriately. The correlational research design adopted provides relationships and prevalence among various variables, in this case, the behaviors and academic performance. Additional, it forecast various anticipated events from the current knowledge and data and therefore is preferable because it minimizes mistakes and the critical subject is singled out to provide different options for data analysis.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Nature of the Research Design for the Study**  This section describes the specific research design to answer the research questions and why this approach was selected. It describes the research sample being studied as well as the process that will be used to collect the data on the sample.  **The recommend length for this section is one paragraph and completion of Table 1 (quantitative) and/or Table 2 (qualitative) in Appendix B.** | | |
| 1. Identifies the specific type of research design chosen for the study as well as a sample appropriate for the design. (e.g., Quantitative designs include descriptive/survey, correlational, causal-comparative, quasi-experimental, and experimental. Qualitative designs include case study, narrative, grounded theory, historical, and phenomenological.) Although other designs are possible, these are the designs GCU recommends doctoral learners use to help ensure a doable study. |  | Cannot tell based on this version |
| 1. Discusses why the selected design is the best design to address the research questions as compared to other designs. |  | 0 |
| 1. ALIGNMENT: The selected Research Design should be justified based on the research questions as well as the hypotheses/variables (quantitative) or phenomenon (qualitative). It should also be aligned with the selected Research Methodology. |  | n/a |
| NOTE: *This section also elaborates on the Design part of Point #7 (Methodology and Design) in the* ***10 Strategic Points***. This section provides the foundation for Nature of the Research Design for the Study in Chapter 1. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from Evaluator:** | | |

## Purpose of the Study

The purpose of this research study is to use quantitative and correlative research design to carry out a study on 50 or more young student in alternative education classes undertaking courses in English, reading, and mathematics in South Carolina to observe their behaviors and academic achievement. Therefore, it is not known if, and to what extent, a relationship exists between Positive Behavioral Interventions and Support and academic achievement (mathematics, reading, and language usage) for students required to attend alternative education classes.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Purpose of the Study**  The purpose statement section provides a reflection of the problem statement and identifies how the study will be accomplished. It explains how the proposed study will contribute to the field.  **The recommend length for this section is one paragraph.** | | |
| 1. Presents a declarative statement: “The purpose of this \_\_\_\_\_\_\_study is….” that identifies the research methodology, research design, target population, variables/groups (quantitative), or phenomena (qualitative) to be studied, and geographic location. It often includes a version of the Problem Statement as a way to define the phenomenon or variables/hypotheses. |  | 1 |
| 1. ALIGNMENT: The Purpose Statement includes: **Research Methodology**, **Research Design**, and **Problem Statement** from the previous sections. It also includes the target population, which should be of sufficient size to provide a large enough sample to complete the study and provide significant (quantitative) or meaningful (qualitative) results. |  | 1 |
| NOTE: *This section elaborates on Points #8 (Purpose Statement) in the* ***10 Strategic Points****.* This section becomes the foundation for the **Purpose of the Study** in Chapter 1 of the **Proposal.** | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

## Instrumentation or Sources of Data

In this research study, the data to be collected include whether the positive relation between PBIS and English, reading, and mathematics to both students and teachers. Therefore, the data collected will cover all variables, e.g., the relation between PBIS and English student, the relationship between PBIS and reading student and relation between PBIS and mathematics students. Besides, the quantitative data will be collected through questionnaires and accessed through a computer database. According to the Clonan (2004) by virtual of the research being data-driven, it is highly essential that evaluation to be done, efficient and effective manner.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Instrumentation or Sources of Data**  Describes, in detail, all data collection instruments and sources (tests, questionnaires, interviews, data bases, media, etc.). Discusses the specific instrument or source to collect data for each variable or group (quantitative study). Discusses specific instrument or source to collect information to describe the phenomena being studied (qualitative study).  **The recommend length for this section is one paragraph AND completion of Table 1 (quantitative) and/or Table 2 (qualitative) in Appendix B.** | | |
| 1. Identifies and describes the types of data that will be collected to answer each Research Question for a qualitative study. Identifies the data that will be collected for each Variable/Group in a quantitative study. |  | 1 |
| 1. Identifiestools, instruments, or databases to be used to collect the data (e.g., observations, interviews, questionnaires, documents, media (qualitative), standardized tests, surveys, and databases (quantitative)). For a qualitative study, identify the specific tools, instruments, or databases for each research question in a qualitative study. For a quantitative study, identify the name of the specific “validated” and “previously used in quantitative research” survey or data source to be used to collect data for each variable, providing a citation for the instrument or data source. |  | 1 |
| 1. ALIGNMENT: Aligns with the Research Questions (qualitative) or Variables (quantitative) previously described in the **Research Question(s) and Phenomena *or* Research Questions, Hypotheses, and Variables** section above.Identifies and describes the data and data source that will be used to answer each Research Question for a qualitative study. Identifies, describes, and names the type of numerical data and specific data collection instrument or source that will be used for each variable and group in a quantitative study. |  | 1 |
| NOTE: *This section elaborates on Point #9 (Data Collection) from the 10 Strategic Points*. This information is summarized high level in Chapter 1 in the Proposal in the **Nature of the Research Design for the Study** section. This section provides the foundation for **Instrumentation (quantitative) or Sources of Data (qualitative)** section in Chapter 3. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| Comments from the Evaluator: | | |

## Data Collection Procedures

The target population is located in South Carolina, and there are Students in alternative education classes in Richland 2 School District. The expected sample size is 75-80 students taking courses in English, reading, and mathematics at Blythewood Academy. As a result, the research is anticipated to produce a meaningful outcome. The procedure for data collection used is as follows; identify the location, population and size, data collection method and tools, seek consent from participating organization, conduct reviews of the organization practices, policies and procedure applicable to the organization, assess external and internal context, check representation, set goals, plan method and approach, collect data, analyze and interpret data as well as acting on the results.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Data Collection Procedures**  This section details the entirety of the process used to collect the data. It describes each step of the data collection process in a way that another researcher could replicate the study.  **NOTE:** It is recommended that the researcher get written approval (or at the very least unofficial approval) to conduct their research study in their selected organization. Ensure the person (who is usually a school superintendent, school boards, or corporate officer) providing approval is authorized by the organization to grant approval for research. Do not assume your organization will allow you to collect data since many organization do not allow research to be completed within the organization.  **The recommended length for this section is two paragraphs.** | | |
| 1. Defines the target population and the expected sample size, which comprises **the people or organizations being studied**, as defined in the problem statement. For quantitative studies, it justifies why the target population and expected sample size (final number of people or organizations being studied for which data will be collected) is large enough to produce statistically significant results (quantitative) or meaningful results (qualitative). |  | 1 |
| 1. Provides an overview the proposed step-by-step procedure to collect data using the tools, instruments, or databases from the section above. Includes the steps (e.g., obtaining initial informed consent from participating organization; IRB review; sample selection; groupings; protecting rights/well-being; maintaining data security; sample recruitment; data collection instruments and approaches; field testing instruments; notifying participants; collecting the data, etc.) in a way another researcher can replicate the study. Steps may be provided in a list format. |  | 0 |
| 1. ALIGNMENT: Shows the steps and approach to collect data for each and every data source identified in the Instrumentation or Sources of Data section. Defines the sample as the set of people or organizations being studied for which data will be collected. The sample size must be correct for the type of design selected to get statistically significant (quantitative) or meaningful (qualitative) results. |  | 1 |
| **NOTE:** *This section elaborates on Points #4 (Sample and Location) and #9 (Data Collection) in the* ***10 Strategic Points***.  This section provides the foundation for the **Data Collection Procedures** section in Chapter 3 in the Proposal. And it is summarized high level in Chapter 1 in **Nature of the Research Design for the Study** in the Proposal. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

## Data Analysis Procedures

Descriptive statistics will be used to characterize the samples and demonstrate the trend represented, inferential statistics may then be used to analyze the hypothesis to prove or disprove them Four validated measures will be used to assess SWPBIS implementation: Benchmarks of Quality (BoQ), School-wide Evaluation Tool (SET), Self-Assessment Survey (SAS), or Team Implementation Checklist (TIC). Each measure has its own threshold criterion for implementation fidelity: either 70% or 80%. Based on at least one of these scores (see McIntosh et al., 2013).

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Data Analysis Procedures**  This section describes how the data were collected for each variable or group (quantitative study) or for each research question (qualitative study). It describes the type of data to be analyzed, identifying the descriptive, inferential, and/or non-statistical analyses. Demonstrates that the research analysis is aligned to the specific research design.  **The recommend length for this section is one paragraph AND completion of Table 1 (quantitative) and/or Table 2 (qualitative) in Appendix B.** | | |
| 1. Describes the analysis to examine each stated research question and/or hypothesis. *For quantitative studies*, describes the analyses including the inferential and/or descriptive statistics to be completed. F*or qualitative studies*, describes the specific analytic approach appropriate for the Research Design and each research question to be completed. In qualitative research the different research questions may require different approaches to doing qualitative data analysis, as well as descriptive statistics. |  | 0 |
| 1. ALIGNMENT: **For qualitative studies**, there is a clear and obvious alignment between each research question, data to be collected, tool or data source, as well as data analysis to understand/explain the phenomenon. **For quantitative studies**, there is a clear and obvious alignment between each variable, data to be collected, instrument or data source, as well as data analysis for each hypothesis. |  | N/A |
| NOTE: *This section elaborates on Point #10 (Data Analysis) from the* ***10 Strategic Points****.* This section provides the foundation for Data Analysis Procedures section in Chapter 3 in the Proposal. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

## Ethical Considerations

Considering the nature of the research, the direct interaction between participants and researcher can be ethical challenging. There are ethical considerations would be made in the process of conducting the investigation. Firstly, consent would have to be obtained from the parents or guardians of the students. It is unethical to study a population without obtaining the required clearance. Additionally, it would be incredibly important to make sure that all the sensitive information that may be needed during the research is approach in a manner that would not violate the rights of the learners. In the event an individual is uncomfortable with a particular line of questioning, it would be important to abandon it on the spot. Finally, all the pieces of information that is intended to be confidential should be treated as such since violation of the confidentiality is a serious ethical concern.

| ***Criteria (Required Components): score 0-3*** | ***Learner Self-Evaluation Score***  ***(0-3)*** | ***Chair or Reviewer Evaluation Score***  ***(0-3)*** |
| --- | --- | --- |
| **Ethical Considerations**  This section discusses the potential ethical issues surrounding the research, as well as how human subjects and data will be protected. It identifies how any potential ethical issues will be addressed.  **The recommended length for this section is one paragraph.** | | |
| 1. Discusses potential ethical concerns that might occur during the data collection process. |  | 2 |
| 1. Describes how the identities of the participants in the study and data will be protected. |  | 2 |
| 1. Describes subject recruiting, informed consent and site authorization processes. |  | 2 |
| 1. ALIGNMENT: Ethical considerations are clearly aligned with, and relate directly to the specific Data Collection Procedures. This section also identifies ethical considerations related to the target population being researched and organization or location as described in the Purpose Statement section. |  | 2 |
| NOTE: *This section does use information from any of the* ***10 Strategic Points****.*  This section provides the foundation for **Ethical Considerations** section in Chapter 3 in the Proposal. | | |
| NOTE: When writing this section ensure it has a logical flow, as well as uses correct paragraph structure, sentence structure, tense, punctuation, and APA format. | | |
| **Comments from the Evaluator:** | | |

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Appendix A

The *10 Strategic Points* for the Prospectus, Proposal, and Dissertation

**Introduction**

In the Prospectus, Proposal and Dissertation there are **10 key or strategic points** that need to be **clear, simple, correct, and aligned** to ensure the research is **doable, valuable, and credible**. These points, which provide a guide or vision for the research, are present in almost any research. They are defined within this *10 Strategic Points* document.

**The 10 Strategic Points**

1. **Topic – Provides a broad research topic area/title:**  Positive Behavioral Interventions and Support and its impact on academic achievement for alternative education students
2. **Literature review - Lists primary points for four sections in the Literature Review:**  **a. Background of the problem/gap; b. Theoretical foundations (models and theories to be foundation for study); c. Review of literature topics with key theme for each one; d. Summary**
   1. **Background of the problem/gap;**

It is unknown if, and to what extent, a relationship exists between Positive Behavioral Interventions and Support and academic achievement for students required to attend alternative education classes. Based on state and federal mandates for higher academic learning, test scores for reading, language and mathematics on the MAP formative assessment are the key indicators for all schools and school districts in meeting their annual yearly progress. In the midst of meeting state and federal standards of academics, schools face escalating problematic student behaviors (Best, 2012). Student behavioral problems are a concern and a challenge for school interventions and support is key in addressing needs of children who are at high risk (Bradshaw et al., 2015). The increase in problematic student behaviors creates a major disruption for the learning environment and a loss of valuable instructional time (Mohar & Lindquist, 2010). Suspension, expulsion, academic failure, retention and school dropout are common experiences of students with emotional/ behavioral disorders. Estimates suggests that between 12% to 50% of these youth have disabilities, and most youth are placed in restrictive settings a s a result of significant behavior challenges (Mathur & Nelson, 2013). There is a gap in the literature regarding the effectiveness of PBIS systems in increasing their levels of academic achievement of students in alternative education classes (). The increase of disruptive student behavior in classrooms across the nation is resulting in administration and school officials to find develop, and implement a program that will address this problems such as PBIS.

* 1. **Theoretical foundations (models and theories to be foundation for study);**

1. Theory of behaviorism (Watson, 1997) - The positive behavior intervention and supports has a foundation in the theory of behaviorism. Behaviorism emerged as a science and originated with the works of John Watson in 1913. According to Watson (1997), behaviorism is the scientific study of human behavior. In this system, changes occur in both students and teachers that result in promoting and teaching positive behaviors. The behaviorist theory outlines for PBIS three basic components: systems change framework, school building level procedures, and the utilization of varied levels of interventions and support (Sardina, 2012).
2. Theory of behavior modification (Skinner, 1968) – The theory of behavior modification use the approach that rewards the appropriate behaviors and discourages the inappropriate behaviors. According to Skinner (1968), the consequences of an individual’s behavior will determine the probability of reoccurrence of that behavior. The theory and model of behavior modification is based upon the idea that all human behaviors are responses to the stimuli that exists in their environments. The importance of reinforcing and rewarding appropriate behaviors while not engaging the inappropriate behaviors of students is required by classroom teachers (Anderson, 2009).
   1. **Review of literature topics with key theme:**
3. **School behavior management-** School administrators are placing emphasis on providing an environment conducive for learning, and shifting the attention from students 40 displaying problematic behaviors to those display positive behaviors (Belvel, 2010).
4. **Alternative Education**- Research states “typical’ behavior management practice in alternative settings may be more punitive than positive. Research shows a variety of potentially effective proactive strategies for AE setting, including supportive school climate, preventative and positive practices, effective classroom management, social skills instruction, adult mentoring, individualized and function-based behavior support, flexibility and choice, functional assessment and curriculum, effective academic instruction/support, specialized teacher training, data-based decision making, collaboration, and parent involvement ( Simonsen & Sugai, 2013).
5. **Positive Behavioral Interventions and Supports (PBIS**)- PBIS can be distinguished from traditional, exclusionary, and zero tolerance discipline practices due to its emphasis on prevention of problematic behaviors through the reorganization of the whole school environment. This school reorganization includes students, teachers, and administrators, the holistic approach to discipline and behavioral management With the need to shift towards the use of more positive and preventive practices that are constructive, effective, and less likely to result in ethical violation and abuse in schools (Sardina, 2012) & (Simonsen & Sugai, 2013).
6. **Effects of discipline on student achievement** - Problematic student behaviors or disruptions can pose a negative effect on the learning process and outcomes of students Behavior is vital to students’ levels of academic achievement and can influence their ability to learn (Sardina, 2012).
7. **Effects of PBIS on student behavior-**Through the implementation of PBIS practices, schools are able to cultivate learning and social environments where students are clear on what is expected of them and where they can receive needed supports (Fitzgerald, Geraci, & Swanson, 2014).
8. **Methodology**: The primary design from the Literature Review used to evaluate the relationship between Positive Behavioral Interventions and Support and academic achievement (mathematics, reading, language usage) for students required to attend alternative education classes has been correlational. (Ary, Jacobs, Sorensen, & Walker, 2014)
   1. **Summary**

i. Background- there exists disparities between the academic achievement of education in alternative education setting with implementation of PBIS as compared to those in the non-PBIS setting.

ii. Gap- Demonstrate the relationship between PBIS and academic achievement in math, language and reading in alternative education students

1. Quantitative study: Instrument and source of data exist to collect numerical data on the three variables.
2. Significance- Past studies have provided evidence of a direct connection between students’ academic achievement and behavioral problems in the elementary, middle school, and high school settings (Anderson, 2009; Massey, 2012). Little research emphasizes the academic success of students in PBIS alternative education classes. A gap exist in the literature as to whether the PBIS had any significant effect on academic achievement of alternative class students (Flannery, Fenning, Kato, & McIntosh, 2014; Hansen, Labat., & Labat, 2014). Creating a society where students expect and demand appropriate behaviors from each other, where learning occurs ad accountability is a requirement would produce an optimal school culture.

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1. **Problem statement - Describes the phenomena to study (qualitative) or variables/groups (quantitative) to study**, **in one sentence:** It is not known if, and to what extent, a relationship exists between Positive Behavioral Interventions and Support and academic achievement (mathematics, reading, and language usage) for students required to attend alternative education classes.
2. **Sample and location – Identifies sample, needed sample size, and location (study phenomena with small numbers and variables/groups with large numbers).**
3. Location: South Carolina
4. Population: Students in alternative education classes
5. Sample: 50 or more Students taking courses in English/reading and mathematics (Will seek permission from the parents and students for identified participants)
6. Number of observations of students’ behaviors. There will be questionnaire completed by identified students and parents. Teachers and Principals will be asked to complete instruments on the students.
7. **Research questions – Provides research questions to collect data to answer the problem statement:**  R1: Does a relationship exists between Positive Behavioral Interventions and Support and mathematic achievement for students required to attend alternative education classes? R2: Does a relationship exists between Positive Behavioral Interventions and Support and reading achievement for students required to attend alternative education classes? R3 Does a relationship exists between Positive Behavioral Interventions and Support and language usage achievement for students required to attend alternative education classes?
8. **Hypothesis/variables or Phenomena - Provides hypotheses with variables for each research question (quantitative) or describes the phenomena to be better understood (qualitative).**
   1. H01: A relationship does exist between Positive Behavioral Interventions and Support and academic achievement in mathematics for students required to attend alternative education classes
   2. H1: A relationship does not exist between Positive Behavioral Interventions and Support and academic achievement in mathematics for students required to attend alternative education classes.
   3. H02: A relationship does exist between Positive Behavioral Interventions and Support and academic achievement in reading for students required to attend alternative education classes.
   4. H2: A relationship does not exist between Positive Behavioral Interventions and Support and academic achievement in reading for students required to attend alternative education classes.
   5. H03: A relationship does exist between Positive Behavioral Interventions and Support and academic achievement in language usage for students required to attend alternative education classes.
   6. H3: A relationship does not exist between Positive Behavioral Interventions and Support and academic achievement in language usage for students required to attend alternative education classes.
9. **Methodology and design - Describes the selected methodology and specific research design to address problem statement and research questions:** This study will use a Quantitative Methodology with a Correlational Design.
10. **Purpose statement – Provides one sentence statement of purpose including the problem statement, sample, methodology, and design:**  The purpose of this quantitative correlational study is to determine the causative agents of the behavior exhibited by these children that leads to externalizing and internalizing behavior and aggressive physical and verbal disposition. This is aimed to be a preventative measure rather than a corrective one.
11. **Data collection – Describes primary instruments and sources of data to answer research questions:** Questionnaires will be used, students and staff members will fill out data, which will then be loaded on to the computers to check for consistency and thereafter analysis will follow.

1. **Data analysis – Describes the specific data analysis approaches to be used to address research questions.**

# Appendix B

Variables/Groups, Phenomena, and Data Analysis

Instructions: Complete the applicable table to assist with your research design. Use Table 1 for quantitative studies. Use Table 2 for qualitative studies. Use ***both*** tables for mixed method studies. This table is intended to define how you will collect and analyze the specific data for each research questions (qualitative) and each variable (quantitative). Add additional rows to your table if needed.

Table 1

Quantitative Studies

| **Research Questions:**  State the research Questions | **Hypotheses:**  State the hypotheses to match each Research question | **List of Variables/Groups to Collect Data For:**  Independent and Dependent Variable(s) | **Instrument(s)**  To collect data for each variable | **Analysis Plan**  Data analysis approach to (1) describe data and (2) test the hypothesis |
| --- | --- | --- | --- | --- |
| 1. 1. |  |  |  |  |
| 1. 2. |  |  |  |
| 3. |  |  |  |

Table 2

Qualitative Studies

| **Research Questions**: State the Research Questions that will be used to collect data to understand the Phenomenon being studied | **Phenomenon:**  Describe the overall phenomenon being studied by the research questions | **Sources of Data:**  Identify the specific approach (e.g., interview, observation, artifacts, documents, database, etc.) to be used to collect the data to answer each Research Question | **Analysis Plan:** Describe the specific approach that will be used to (1) summarize the data and (2) analyze the data. |
| --- | --- | --- | --- |
| 1. 1. |  |  |  |
| 1. 2. |  |
| 3. |  |