



**Wenatchee Education Association Member Survey**  
**Positive Behavioral Intervention and Supports (PBIS)**  
**May 2016**

In December 2014 the Wenatchee School District decided to end the the Make Your Day (MYD) citizenship program after over a decade of use and replaced it with the Positive Behavior Intervention and Support (PBIS) program district wide. Schools were in various stages of converting to PBIS prior to full implementation in the fall of 2015, some had been fully implementing PBIS for years, some had received training and were in process, while others had received no previous training at all.

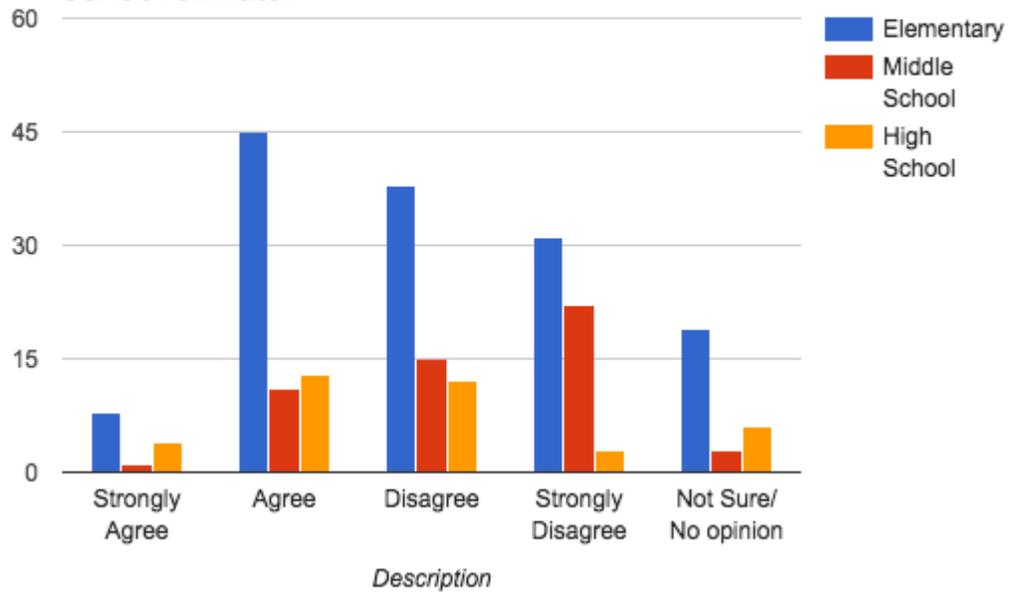
The District's stated intention had been to phase in PBIS over several years, retaining the aspects of MYD that were effective and that complemented the PBIS program. However the threat of an Office of Civil Rights (OCR) complaint brought by a group of parents, expedited the timeline. This resulted in some schools not having an opportunity to receive the same training as other schools due to the elimination of the last year of the phase-in process.

Assistant principals were hired at the elementary schools to help with additional workload created by the teacher evaluation system as well as PBIS. Buildings were given funding to hire a classified staff person to help with the new data and record-keeping duties created by the move to PBIS. The Learning and Teaching Department transferred Sunnyslope principal Cori Pflug Tilton into the role of Assistant Director of PBIS to oversee implementation and training.

In May of 2016, after almost a full school year of district-wide implementation of PBIS, we asked WenEA members to give us their feedback about how the program was working and what resources were still needed to successfully implement PBIS in their buildings. 235 members (approximately 47% with a margin of error of approximately 5%) responded. Their responses follow. While PBIS is working better for some than others, a few key themes emerged from the survey:

- 1) Successful implementation district-wide will require:
  - clear and effective consequences for student misbehavior
  - support for tier 2 and 3 interventions (chronic misbehavior)
  - practical (rather than theoretical) guidance and time to collaborate with colleagues
  - sufficient resources for PBIS building teams
  
- 2) The majority of respondents feel the shift to PBIS has not resulted in:
  - improved parent involvement
  - improved classroom management
  - reduced stress and frustration
  
- 3) While survey results generally indicate more mixed success at the elementary and high school levels, middle school responses consistently indicate by a 3-4+ to 1 margin: the need for greater clarity and resources; a decline in school climate, student behavior, effective classroom management, and parent involvement; an increase in stress and frustration.

**In my building, use of PBIS strategies has resulted in improved student behavior and school climate.**



Description	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/No opinion
Elementary	8	45	38	31	19
Middle School	1	11	15	22	3
High School	4	13	12	3	6

Comments:

**Elementary Group 1**

Due to the fact MYD was eliminated ... PBIS & MYD supported each other at our school. PBIS was the framework; MYD was operational within the program.

We are still earning back ground we lost from MYD, which was working very effectively in our school.

**Elementary Group 2**

In some classrooms yes and in others no. Our lack of practical ways to deal with tier 2 and 3 kids is hurting the whole attempt.

Student behavior has declined greatly due to a lack of parental involvement in discipline.

80 percent of kids are doing well

Was not here last year, holding students accountable is more challenging

what do we for students when repeated "resets" do not help?

It has improved from the beginning of the year, but not from MYD

Improved climate = yes, improved behavior = not necessarily

## PBIS - WenEA Member Survey - May 2016

The 80% of students are doing well most of the time, but the 20% that would be tier 2 and tier 3 behaviors are getting worse and creating an unsafe and uncomfortable learning environment for staff and students  
As a new staff to (building), I don't have the experience to comment on this.  
I wasn't here last year so I can't compare this year to last  
Kids that flourished with MYD flourish with PBIS.

### **Elementary Group 3**

I feel that this is implying that MYD was not a good program.  
climate was good before PBIS implementation  
Wasn't here last year to compare  
I truly miss MYD. It was consistent and behaviors were dealt with immediately. We could have tweaked points, etc so it wouldn't take away with class time.  
Across the board, there are more behavior issues - way less with MYD

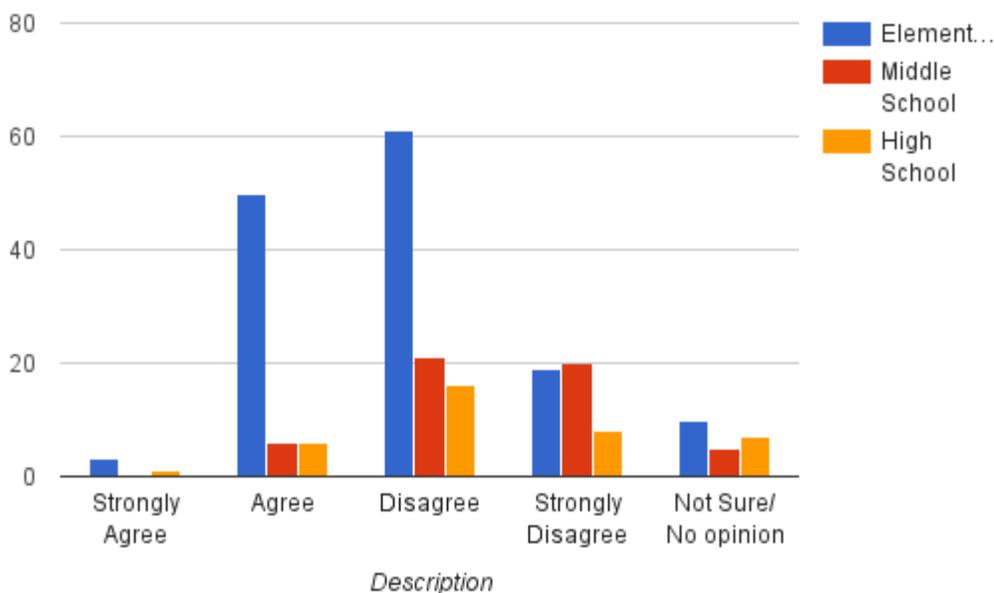
### **Middle School**

Teachers have not consistently implemented the program. There also has not been much guidance on implementation.  
I believe we are still adjusting and making it work but there are still major issues.  
Year one is always bumpy with implementing something new. No doubt next year will go better.  
I feel like's hard to choose one of these. In many ways things are better...more positive and kids are happy.  
That doesn't mean that it's been easy and some things don't work well, yet.  
No consequences for repeat offenders and for defiance!!  
Overall, I'd say yes.... however, many students take advantage of the fact that MYD is gone and consistently push their limits!  
PBIS had eliminated student accountability for behavior and our school climate is substantially worse.

### **High School**

School climate is better in some ways. Behavior is not.  
we just started (a soft start)  
no clue, no data  
too soon to tell

**My building has clear and effective consequences for behavior infractions.**



Description	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/No opinion
Elementary	3	50	61	19	10
Middle School	0	6	21	20	5
High School	1	6	16	8	7

**Comments:**

**Elementary Group 1**

I know ADMIN handles these but not sure if Staff really knows how or what consequences students get. Maybe this is unimportant though. Just as long as consequences are in place. Severe infractions such as fighting and stealing previously were handled effectively with step four conferences are now ignored. They were more clear and consistent with MYD, therefore, our consistency & predictability has suffered for both students and staff. still working on consistency They are clear but not effective It's just very new so staff are not familiar with and thus no everyone is following through as well as we had been able to do in the past.

**Elementary Group 2**

They have it for tier 2 & 3, but not for the everyday, over and over behaviors, like blurting out, not following directions, the same that happens even when you stop and reteach it. There are no consequences and disrespect is at a high. They are pretty clear but need more work There are many inconsistencies in classrooms - very inconsistent. Both teachers and students seem a little fuzzy on consequences, although there is semblance of a protocol

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Talking with staff, we all have different understandings and are not on the same page. I don't think it is "clear" or "effective" for our 20% students.

I don't feel like there is a clear standard for consequences.

What we have tried this year is not as effective as I feel it could be. I do not have the answers for it but I think we need to review our approach to tier 1 infractions.

I chose disagree because of inconsistencies between some students.

### **Elementary Group 3**

case by case

in process

perhaps clear but not terribly effective

When to use refocus/referrals, but we need more guidance.

they do have consequences, but doesn't change ongoing behavior. It lacks on the Tier One level.

We have discussed the need for a continuum of consequences, but have not had the time to create it as a PBIS team (the past (#) years).

### **Middle School**

Admin has ineffective or nonexistent consequences for inappropriate behavior.

I think we are getting more consistent but there are still problems.

I'm confused as to what to do for consequences for behavior IN my classroom.

This is still in development, so in some cases, yes and in some cases, no

NONE that are effective!

Refocus forms are not consequences for behavior and students laugh at the consequences under PBIS.

kind of, still a little unclear on majors versus minors and/or when to send a student to the office

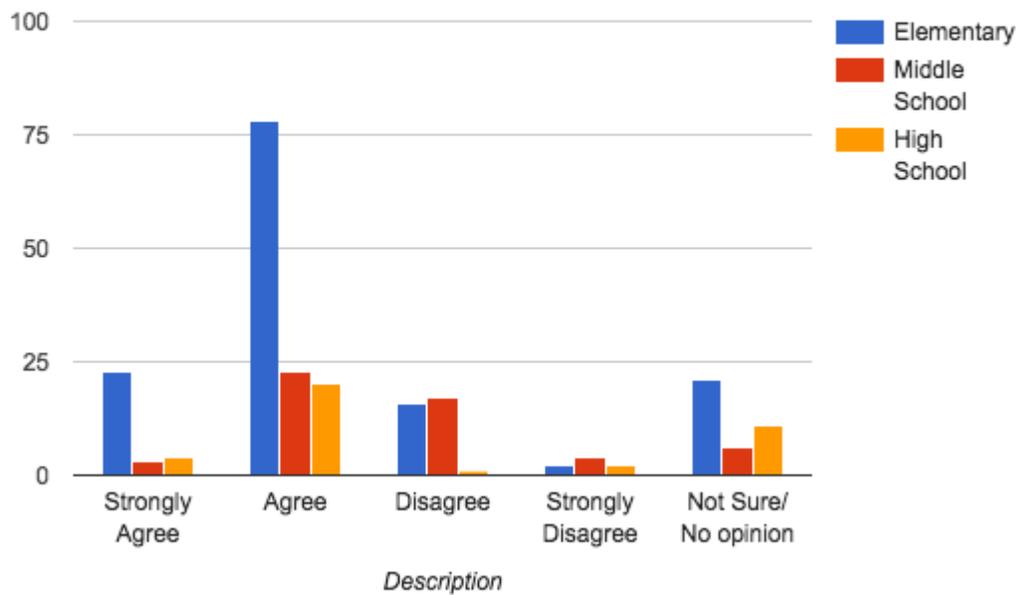
There are no consequences other than a "look"!

### **High School**

again, we are just starting the PBIS process

Usually clear, occasionally effective

**Our building PBIS team effectively supports the implementation efforts of our staff.**



Description	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/No opinion
Elementary	23	78	16	2	21
Middle School	3	23	17	4	6
High School	4	20	1	2	11

Comments:

**Elementary Group 1**

PBIS team doesn't get to meet enough to provide the support the building needs  
 The team has funds from the district to meet for a few meetings. There is no additional support, or coach to do all the extra work of creating forms, implementing PBIS. after the team meeting there is no release time or stipend to do all the work the team knows needs to be done.

**Elementary Group 2**

I believe that our team is doing the best that they can with the limited time & resources they've been provided.  
 Two schools have two different ways of doing things. As a specialist at two schools, I feel I have to give the responsibility back to the classroom teachers and at (building) I don't know what they do with refocus forms. In MYD the specialists handled most of it independently and didn't have to bother the teacher except in extreme situations.  
 I rarely (if ever) hear about what our PBIS team is doing.  
 I'm not sure I understand the question.

## PBIS - WenEA Member Survey - May 2016

I think they are doing the best they can with the limited resources they've been provided. They need be compensated for meeting more frequently and for longer periods of time, or release time during the school day.

Our team is supportive.

### **Elementary Group 3**

they are trying

The team is doing a good job with what they have. It's PBIS that's the problem

specialists and subs are at a severe disadvantage.

they try but staff is not consistent

Yes and no. We are doing what we can to help support our staff and we have provided ideas on various skills (ex; brain breaks) however we have not had enough time to get them the continuum of consequences that has been requested for the last several years.

### **Middle School**

There has been no funding for the PBIS committee to meet regularly so there has been little support for staff.

I think they are doing the best they can!

I'm on the PBIS team and we have only met 1 time this year.

Our staff is trying as hard as they can to implement PBIS. It is not their fault.

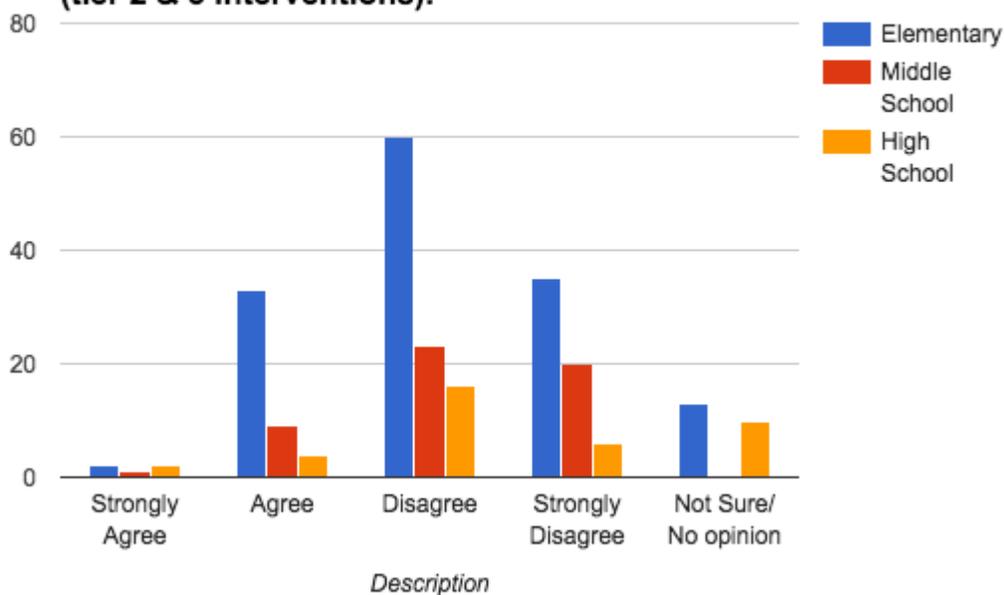
### **High School**

We have not begun full implementation yet

Ricardo is trying very hard to implement PBIS

I'm on the Committee, so I know, from my end, this is true

**We have adequate resources in my building to help students with chronic behavior problems (tier 2 & 3 interventions).**



Description	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/No opinion
Elementary	2	33	60	35	13
Middle School	1	9	23	20	0
High School	2	4	16	6	10

Comments

**Elementary Group 1**

Nothing is done to help the teacher with the chronic behavior students. The teacher is expected to handle the behavior on his/her own.

Only because our counselor and administration are such a strong, supportive, skilled team.

With (#) students there is not enough support to work with tier 2 or 3 students while maintaining school wide tier 1! We need more support. Additional administration, counselor PBIS Coach.

**Elementary Group 2**

We also have no way to deal with students who choose to do nothing at all. Not behavior problems, just quietly sitting and doing nothing.

The office always seems overloaded with students needing immediate intervention.

"Check In, Check Out" is a start, but what do we do if the patterns continue, day after day? "Check in, Check Out" doesn't really work. The kids get a sticker if they reach a goal each week. There has to be more than stickers to change behaviors.

Nope

I think we are on our way to having this - some check-in/check-out for kids

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A select few students and few staff are involved in this, but the majority of us have no idea what is going on or what to do. There is more going on in the classrooms than the office is aware of- we need more options and support.

This is the biggest challenge.

### **Elementary Group 3**

FBA specialists are needed to provide simple&/or detailed FBAs. Increased counseling time is needed & behavior interventionists. Counselors skills are focused more on 'management' of problems, crisis response so there is less time to be able to provide needed counseling for students.

We are supposed to look strategies up online.

No consistent consequences, no predictable response to student misbehavior, lack of communication in regards to action/discussion after a student is referred to the office.

### **Middle School**

Still a work in progress.

Check in and check out forms are a JOKE! If they don't do them there are no consequences. If they get 1's there are no consequences!!!

Need smaller class sizes--more teachers.

We need more options for these students - Detention? In-school suspension?

Students who are chronic disruptors can still disrupt the learning process under PBIS.

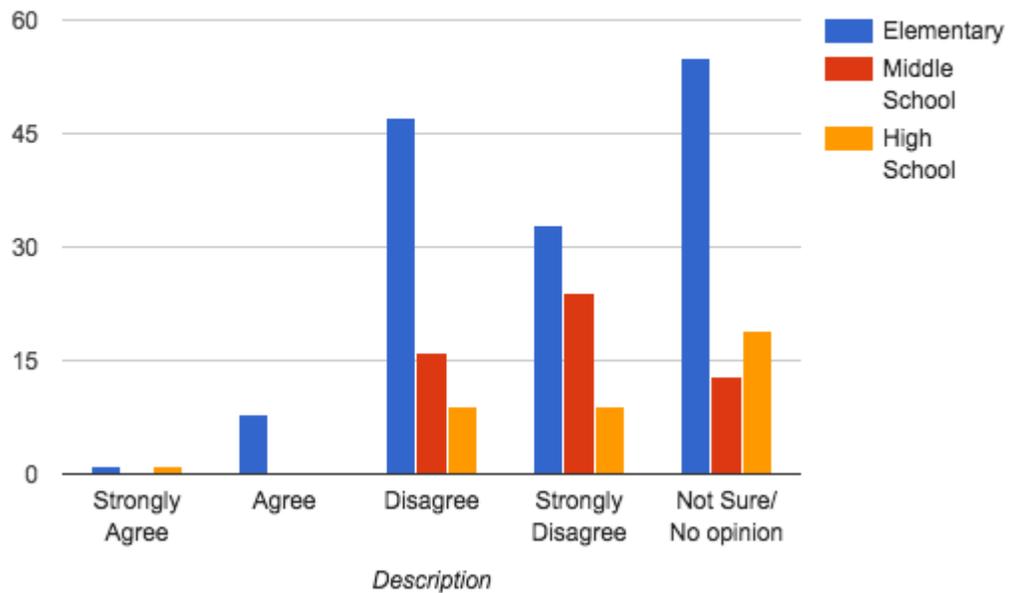
(name) and (name) class (#) period. (name) plans...maybe a more efficient way for students to meet with their mentor, instead of at end of 7th period.

Behavior kids are "pushed" toward special ed.

### **High School**

I am not sure, but I doubt that we have adequate resources

**PBIS implementation has improved parent involvement at our school.**



Description	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/No opinion
Elementary	1	8	47	33	55
Middle School	0	0	16	24	13
High School	1	0	9	9	19

Comments

**Elementary Group 1**

We have less parent behavior than we've ever had. I've worked at this school for 20 years.

**Elementary Group 2**

I do not notice any difference.

I've never thought about this...not sure

I have less conversations and involvement with parents than I did with Make Your Day.

I would like to think that there are many factors that will lead to improved parent involvement, not just PBIS.

**Elementary Group 3**

MYD involved parents more

Parent involvement was strong before.

There is no change - I don't notice a difference.

I was not at (building) prior to PBIS.

## PBIS - WenEA Member Survey - May 2016

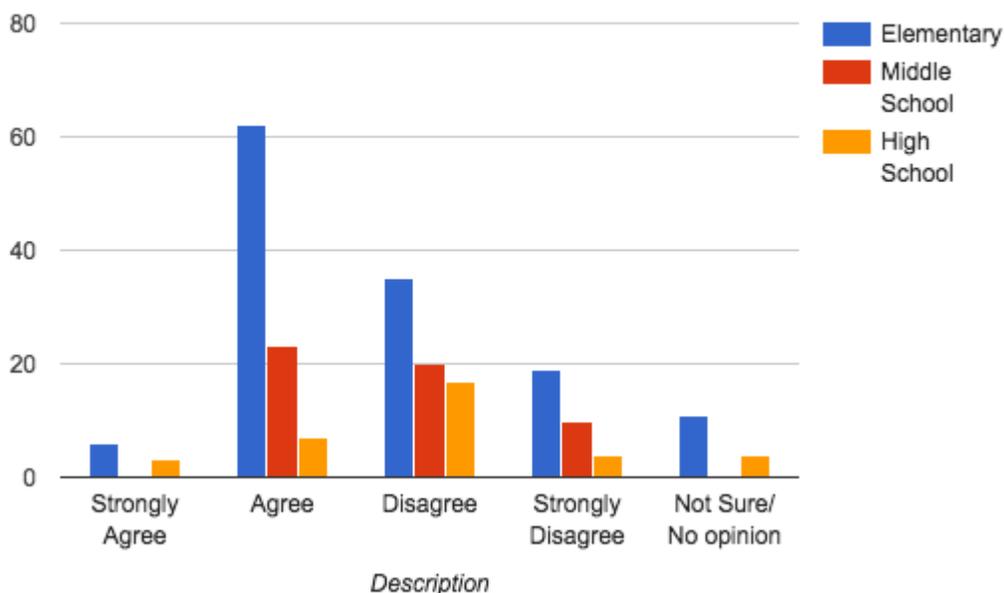
### **Middle School**

There is none. If I made parent contact. I would use my prep time up just with emails and phone calls.  
As far as I can tell, parents are NOT involved since they don't have to come to school when their child steps over the line.

### **High School**

too early to tell  
It has not in my classes.

**I have received sufficient training to effectively implement PBIS in my classroom.**



Description	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/No opinion
Elementary	6	62	35	19	11
Middle School	0	23	20	10	0
High School	3	7	17	4	4

**Comments**

**Elementary Group 1**

We need more time to work as a school team. My concern is how are new employees going to be trained? I'm on the school PBIS TEAM and the district team. There is a HUGE need for training and time for other staff members to get trained on implementing PBIS.

**Elementary Group 2**

I have gone to every training available, but it does not help the specialist.  
 I have received a lot of training, but nothing I apply has a significant positive effect for more than a few days. Some more training would definitely be good.  
 I have a surface understanding of PBIS at the surface level, but I have no understanding of the majority of PBIS or the tier 2 and tier 3... and so on...  
 I previously worked at a school with PBIS, but I didn't receive training. I would like additional training!!  
 We have received some training, but more ideas for day to day behavior management would be very much welcomed.  
 Could use more now that I have experience using it for a year.  
 It is hard to know what you don't know when implementing new programs.

## PBIS - WenEA Member Survey - May 2016

### **Elementary Group 3**

Program was launched too rapidly without a strong, experienced PBIS director being hired for the district.. It is unfortunate so much money is being spent on bringing in outside trainers.

I see over 200 students - 8 different classes a day and the same mundane interruptions happen day in and day out.

I had PBIS training prior to coming to (building). I attended a two week training on PBIS.

### **Middle School**

But I am part of the PBIS committee and went through an intensive 5 day training with Flint. I don't feel the rest of our staff has been adequately trained.

I have made my own expectations and consequences.

Positives yes... however, I would like more training for handling student misbehavior

I am following PBIS as closely as I can with fidelity, but I believe the system is ineffective.

would love more training

### **High School**

Need more

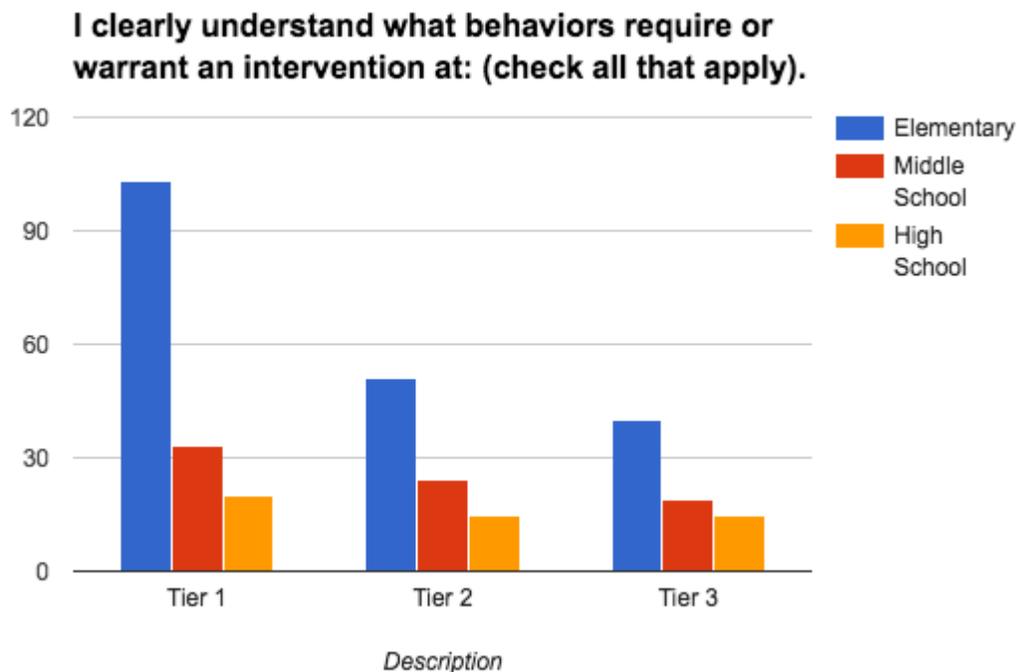
Training was sufficient, but implementation hasn't been effective due to our unwillingness or inability to move beyond tier 1 interventions for most problems.

I have been doing PBIS for 25 years.

Again, I am on the team, so for me, I am at 100%

not yet

Because it is so relationship-based, the kids who refuse to build relationships receive less benefit than when we had black and white consequences.



Description	Elementary	Middle School	High School
Tier 1	103	33	20
Tier 2	51	24	15
Tier 3	40	19	15

## Comments

### Elementary Group 1

still a tad unclear; but maybe it is because in my position, it is not as relevant as the classroom teacher.

no

unsure of which intervention (form) to use

Not sure

Still working on this one

I don't

No one will understand this issue at this time.

### Elementary Group 2

nope

I don't even understand the question. Is an "intervention" an office referral? Does this vary from building to building?

We need more training on Tier 2 and 3.

The difference between tier 2 & 3 are a bit fuzzy for me

I can't say that I can check any of the above... I don't have a "clear" understanding of any of the tiers. I have a small understanding of tier 1. I have zero understanding of tier 2 and tier 3.

## PBIS - WenEA Member Survey - May 2016

I didn't even know there are a difference in terms until May.

### **Elementary Group 3**

Understanding is increasing, yet knowledge of effective interventions within the model is less developed.

It is very vague and gray. Nothing is black and white.

I don't clearly understand... still a lot of gray areas

I need to refresh which is which.

Unfortunately, requests for additional support (tiers 2 & 3) are often met with more tasks for the teacher and not actual intervention from other qualified staff

But our support for tier 2 is a work in progress

I understand but the procedures are time consuming and inefficient

Based on previous training, however, it is not clear at all in my building.

### **Middle School**

None

none

no sure

None

none of the above

I could use more training on this.

I have no idea.

### **High School**

No

?

Not sure my understanding of each tier matches that of others.

We recently looked at the SWIS referral card. It will take a little time to say that "I clearly understand."

We have just been introduced to this form for SWIS and are still making suggestions for the wording on the form

New referral will clarify this.

No idea.



Description	Elementary	Middle School	High School
More theoretical training	14	6	4
More practical training	99	34	24
More time to collaborate with colleagues	78	31	13
I'm good - don't need anything else.	20	4	10

**Comments**

**Elementary Group 1**

support with follow through from admin

none

Not sure. A structured school plan that looks the same in every classroom

Observe what others schools are doing. Have less steps in the intervention process. Maybe just a Think and Return and a Refocus.

Early childhood PBIS training. We have had to get our trainings from the esd using our tuition dollars while all other staff have age appropriate trainings.

## PBIS - WenEA Member Survey - May 2016

### Elementary Group 2

How to navigate between schools with different forms and procedures.

Additional staff to help with behaviors

more consistent practices and clearer communication as to how office personnel will assist with problem behaviors

Time to learn and practice in the classroom

More information and training on tier 2 and tier 3 strategies

I'm having a hard time with my tier 2 and tier 3 kids

No more theoretical training please!

### Elementary Group 3

We were fol need to be able to use aspects of Make Your Day under the umbrella of PBIS. I miss having a consistent behavior management plan at my school.

More time to check different interventions at different tiers.

The swing to full implementation was too fast!

More people need to sit in with specialists who have different classrooms with different class PBIS systems. help from administration

The PBIS team need to be able to meet at least once a month. We started the year meeting, but our times were cut back due to funding.

### Middle School

Principal education - I know, they don't seem to know.

clearer pathways for when to do office referral, what to do with kids who are not responding to interventions

more support from building administrators

Bring back MYD

Ideas for when multiple students misbehave and support.

Please find new presenters. We have sat through 2 trainings with the same 2 guys and haven't learned much practical information.

need a program with consequences ADDED to PBIS

Other options such as Make Your Day provided

I need CONSEQUENCES!!! I need a quick way to notify parents of their students behavior (MYD NOT Slips).

More consistency from admin regarding consequences.

We need clear consequences and rules.

Need more consequences for small infractions...Hands on ideas...not just training.

I think next year's schedule will help in regards to intervening and having a conference with students and all teachers before he/she is on a behavior contract.

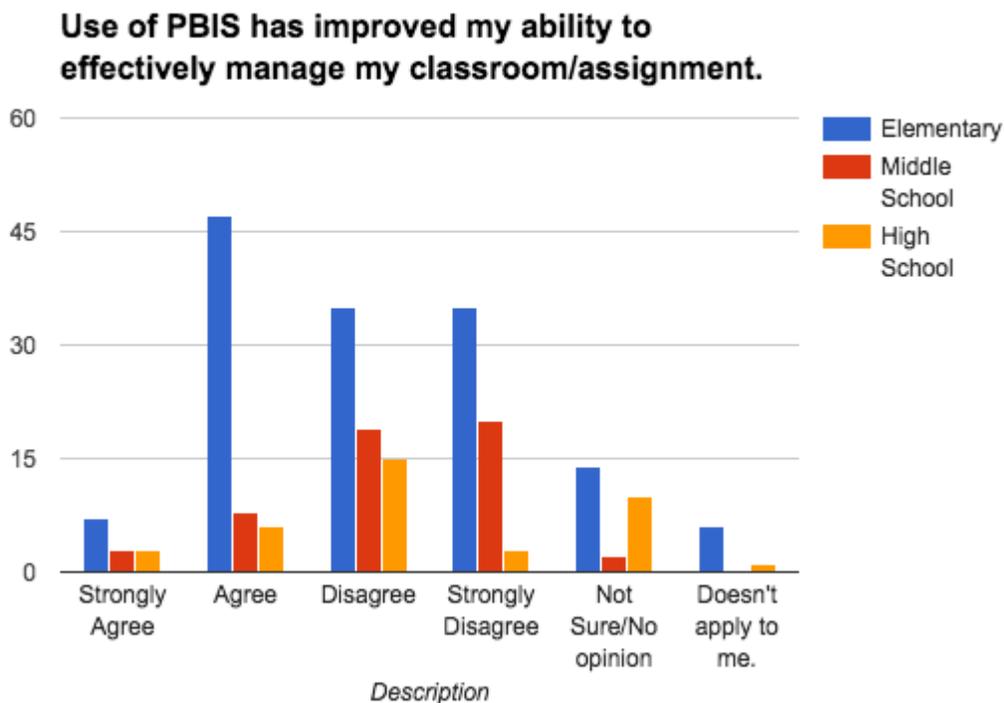
### High School

See question 7. Also need admin to provide more timely and effective support beyond tier 1.

Being on the team/committee really helps :)

Follow through/feedback from admin. on student infractions

I don't really have many problems in class.



Description	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/No opinion	Doesn't apply to me.
Elementary	7	47	35	35	14	6
Middle School	3	8	19	20	2	0
High School	3	6	15	3	10	1

**Comments**

**Elementary Group 1**

Not effective during lunch time in the cafeteria.  
 I have no idea on how to handle the students who repeatedly intentionally misbehave.  
 Except that there are too many steps used at my school.

**Elementary Group 2**

Management of tier one kids is fine. It's tier 2 and 3 kids who are getting lost in our inability to have immediate consequences that convince them to adjust their behavior.  
 I spend so much time having students "check themselves", and talking to students about their behavior, that I lose at least 30 minutes a day teaching time.  
 Kids blurt out more, are disrespectful, refocus forms take up so much more of my time, each 35 minutes. Often they get sent back to me if the form isn't totally filled with all of the details. One school has an elaborate form, the other a very simple one. You get to the point that you don't want to deal with the refocus form. When you don't fill them out each time there is a need to, then the child's behavior doesn't go into the

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data system and that is why I think PBIS looks so good on paper. If you forsake using the refocus, data reflects that it's all improving.

I feel like it takes more classroom teaching time to manage student behavior using the PBIS continuum. There are many "warnings" which results in less direct teaching time. Also, substitutes are struggling with what to do for behavior issues. There is no consistent system for subs. Behavior has gone through the roof when students have substitutes..

I felt more in control with MYD. However, I have an improved climate with PBIS.

I don't feel like I have a good grasp of PBIS to evaluate if it really is helping me to be effective. I don't feel like I'm effectively managing my classroom.

I find myself constantly being interrupted by the same students, many are tier 2 and I can't teach with them constantly interrupting, being distracting, and blurting

I much preferred the automatic and clear consequences of MYD, esp. for my K-2 students.

### **Elementary Group 3**

I spend much more time cueing

Using similar strategies already

Guess what? Our data shows boys have more referrals than girls. So, we do NOT discriminate against boys!

I more effectively managed my classroom with MYD

I have strong management skills already, but I do like it better than MYD because I can adjust strategies to student needs!

### **Middle School**

I have had more problems with students misbehaving and interfering with lessons being taught in the (20+) years I have been in this district.

PBIS is good as a policy but has been ineffective in dealing with intentional misbehaviors from students who just don't care. Many teachers in our building are experiencing high levels of stress with the change to PBIS. Those who have voiced their frustrations have been met with negative comments as if it were their fault. The same teachers had no problems for years under MYD.

NO! WORST YEAR EVER!!! I am looking for jobs in other school district and looking at other job options.

These are strategies that I used before.

This has been the worst year in a long time.

Use of PBIS strategies has eroded my ability to effectively manage my classroom. I have no tools other than reinforcing the positive.

Hasn't really changed, I was already using PBIS strategies in my classroom.

PBIS is a philosophy; what is missing is the structure for citizenship/discipline.

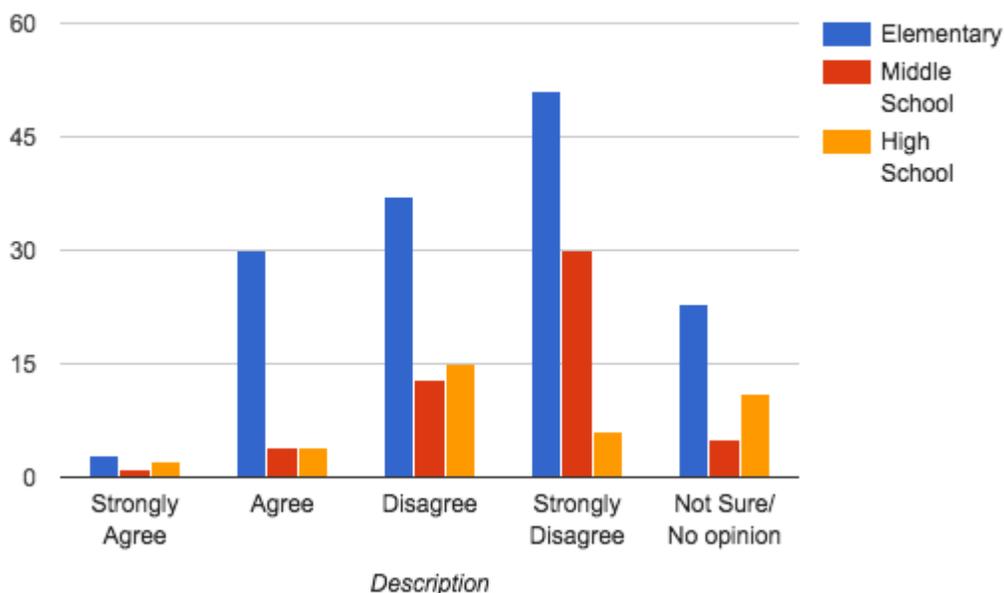
### **High School**

I have used them for years any way

With some kids, not all

My classroom was running smoothly before PBIS

**Overall the shift to PBIS has reduced my stress and frustration level.**



Description	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure/No opinion
Elementary	3	30	37	51	23
Middle School	1	4	13	30	5
High School	2	4	15	6	11

**Comments**

**Elementary Group 1**

There is not enough accountability for students who are consistently misbehaving and disrupting the learning of others - and they know it!

My stress and frustration level regarding student behavior is higher than it has ever been.

I am able to build a different kind of relationship with students.

PBIS has taken student ownership of their behavior out of the equation. It's about what we do, not what they should strive for!!!

**Elementary Group 2**

Students know that all we are going to do is talk to them, so they don't care about behavior, causing teacher stress levels to go through the roof. This "everybody has to feel good about themselves is about as big a farce as everybody gets a trophy. All we are doing is setting our future generations up for failure. Life is not fair. You aren't always going to "feel good". If you don't do your job, you get fired. End of story. If you break the rules of society, a police officer isn't going to tell the guy next to you how much they appreciate him following the law. This PBIS is just another liberal attack on true values and morals.

## PBIS - WenEA Member Survey - May 2016

The shift to PBIS has created an uncertain, very unpleasant environment in my classroom. I have participated enthusiastically in all of the available district and building trainings, attempting to implement all suggested PBIS management strategies, with only extreme frustration as a result. I see much less respect from students in my classroom and throughout my building. My students are confused by too many warnings and a lack of consequences for even extremely offensive behaviors. Their parents are similarly confused, and their promises to help to correct their children's behavior result either in physical punishment or avoidance of dealing with the behaviors at all. Rather than increasing in positivity, my classroom's environment has deteriorated to feel like a battleground. Children resort to bickering and tattle-tale behavior much more frequently than they did in previous years, and my energy is sapped with constantly trying to regain and maintain student attention. There has been far too much change at once this year, with almost all new curriculum along with the PBIS adoption, and often I don't feel like I'm even in the same school as before. This is not a good thing. I feel overwhelmed constantly and devastated by the end of every instructional day. The length of my daily working hours has become intolerable and has begun to affect my physical and emotional health very seriously, as I have almost no time for my family and personal needs, including sleep. For the first time in my many years as a teacher, I believe that the children do not trust me to provide them with a positive, cheerful, and, most of all, safe environment for learning.

I was very, very stressed this fall. I felt very unprepared to use PBIS. It took me months to figure it out, mostly on my own. Now, I am okay but I still need more training. Also, there are children all throughout the building who do not respond to PBIS strategies. The students need help and their teachers need help. It is unfortunate that the rest of the students in the classroom suffer (not to mention the learning that could be taking place) while teachers try everything they can do to manage a student who is not responding to the PBIS strategies or changing their behavior, day after day after day. Also, some parents do not offer any support if a child brings home a "reset" form or receives a call from the teacher about a "reset." So the behaviors are repeated over and over and over again. I have stacks of reset papers from September and 2 particular students are still exhibiting the very same behaviors they have shown since September. One student is now Tier 2 as well. His behavior has improved a little, but he is a constant distraction to the rest of the class.

Actually, yes, because my attitude has shifted more toward the positive.

I am more stressed and more frustrated with the students who are acting out, defiant, disrespectful... I don't know what to do with them. I need help!

this is my first year at the school, I'm not aware of other programs that have been used prior to this year so I can't compare. I'd say behavior (constant interruption with talking and blurting) is definitely a big stressor for me in my classroom

Tier 2&3 students' needs are not being addressed.

### **Elementary Group 3**

increased due to not being a set program

Stress is higher - MYD worked and was more clear-cut! WAY MORE STRESS BUILDING-WIDE WITH PBIS!!!!!!

It's a free for all

The shift to PBIS will reduce stress if there is sufficient support with clear expectations. One of the most critical components (predictable consequences) is completely missing in my building. We do however do an amazing job of pre-teaching and re-teaching when students need reminders of the expectations.

### **Middle School**

Absolutely the opposite.

Kids know that there are no major consequences for their actions. It has caused such an incredible amount of stress this year. I like to think I have really good classroom management. I've had minimal problems in the past, but this year I have wasted SO much teach time just having to deal with behavior issues that don't warrant an office referral. (talking while I am, unprepared, sitting and doing nothing, etc.)

## PBIS - WenEA Member Survey - May 2016

My students now expect rewards when they are in their seats and quiet at the start of class or are respectful to the sub. We give them ice cream, cookies, and headphones for doing what they should be doing as responsible human beings. We are creating a bunch of spoiled and defiant students. Our administrators have no idea how mad our staff morale is.

Stress level has dramatically increased, without a doubt.

I dread coming to work every day with no tools to discipline students other than give out rewards, or have students fill out a refocus form. It has made following rules optional, and students only follow them if they want a reward. For many students, misbehavior is it's own reward.

Stress level is off the chart this year.

Thought, I am more positive, I am constantly debating in my head if they should refocus or not. Thinking about where the line is...maybe I just need more practice.

This has been the worst year of my teaching career. I feel the district has sold out to a few vocal parents and I am on my own.

### **High School**

Teaching can be stressful & frustrating sometimes no matter what!

It hasn't affected me much at all.

## Survey Quick View

Question/Level	Elementary Positive	Elementary Negative	Middle Positive	Middle Negative	High Positive	High Negative
Improved behavior & climate	53	69	12	37	17	15
Clear consequences	53	80	6	41	7	24
PBIS Team support	101	18	26	21	24	3
Tier 2/3 support	35	60	10	43	6	22
Increased parent involvement	9	80	0	40	1	18
Sufficient training	68	54	23	30	10	8
Improved classroom mgmt	54	70	11	39	9	18
Reduced stress & frustration	33	88	5	43	6	21

Positive indicates both agree and strongly agree responses.

Negative indicates both disagree and strongly disagree responses.