

## ABSTRACT OF THE DISSERTATION

### THE NATURAL UTILIZATION OF POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) STRATEGIES AND ITS EFFECTS ON STUDENT BEHAVIOR, TEACHER STRESS, JOB SATISFACTION, AND PROFESSIONAL DEVELOPMENT

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THE BOYER GRADUATE SCHOOL OF EDUCATION, 2017

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Although the proactive and preventative classroom management strategies of Positive Behavior Intervention and Supports (PBIS) have proven to be more effective than the traditional punitive style, some teachers may be hesitant to adjust due to feeling overworked, overwhelmed, stressed, unsatisfied professionally, and anxious about overcoming the obstacles associated with change. This study explored the connection between the natural utilization of PBIS strategies and three variables (classroom behavior, teacher stress, and job satisfaction). The study also investigated the types of professional development and support that would be desired by teachers if PBIS were to be implemented. Teachers in a Los Angeles school district filled out surveys to measure these constructs, and relationships between the natural utilization of PBIS strategies and the three variables were assessed using Spearman correlations. The desired types of PBIS professional development and support were analyzed by assessing the mean (average) of each survey

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question/item. The findings revealed that the natural utilization of PBIS strategies is associated with decreased classroom behavioral issues and greater job satisfaction, but no relationship was found between the natural utilization of PBIS strategies and teacher stress. For professional development and support, it was discovered that teachers are most focused on learning specific PBIS strategies/techniques that can be used in the classroom, as well as time allocated for collaboration.

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