

Washington State University

College of Education

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Will defend the dissertation on

Date: March 26, 2024

Time: 9:00 A.M.

Spokane Campus – SAC 205

Zoom available upon request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

A QUALITATIVE STUDY OF THE IMPLEMENTATION OF A CLASSROOM-BASED POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS PRACTICE IN A COMPREHENSIVE HIGH SCHOOL

Chair: Kristin Huggins

This qualitative study examined teacher perception of their participation in a professional development program designed to increase teacher use of praise in classrooms, a Positive Behavioral Supports and Interventions practice, in a comprehensive high school. The study examined teacher perception related to their classroom climate, classroom management, and their role as an educator related to professional development in a comprehensive high school. Participants were interviewed before and after participation in a six-week observation and feedback cycle. Holistic analysis of participant experience suggests that because of participation in the study, participants perceived themselves and their classrooms to be more positive and relational, more connected and student centered, having higher levels of empathy and understanding towards students, and desiring deeper, more honest connection with colleagues around teaching practice. Recommendations for school leaders include creating safe places for teachers to reflect on their practice, developing ongoing observation and feedback cycles for high-leverage teaching strategies, and celebrating the teachers who engage these practices.