Examining the Utility of the Schoolwide Expectations Survey for Specific Settings

(SESSS): A Data-Informed Approach to Developing Expectation Matrices

By

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Examining the Utility of the Schoolwide Expectations Survey for Specific Settings

(SESSS): A Data-Informed Approach to Developing Expectation Matrices

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Abstract

To best support all students' academic, behavioral, and social needs, an integrated systems approach is necessary. In such systems, all faculty and staff ideally recognize student success is a shared responsibility and collaborate in a data-informed process to define common student behavioral expectations to facilitate success academically, behaviorally, and socially. By defining behavioral expectations, clarity is provided for all students regardless of skill set, allowing equitable access to all areas of instruction. In this dissertation, Chapter 1 frames the need for clearly defined student expectations within three-tiered models of support for both instructional and non-instructional settings. Chapter 2 reviews the literature and determined most schools in published studies used a leadership team to build expectation matrices, sometimes obtained faculty and staff feedback, and rarely used a data-informed decision making process including faculty and staff input. Chapter 3 and 4 explore educator priorities of behavioral expectations in classroom and non-instructional settings—a previously unstudied area of inquiry—for students as measured by the Schoolwide Expectations Survey for Specific Settings (SESSS; Lane, Oakes, & Menzies, 2010). Data are analyzed from a cohort of 10 schools that participated in a year-long comprehensive, integrated, three-tiered (Ci3T; Lane, Oakes, & Menzies, 2014) model of prevention professional learning series. Results indicated educators across school levels (elementary, middle, high) had similar views on what skills should be prioritized for student success, with significant differences found for the hallway setting. Additionally, participant gender and professional development on behavior screeners predicted mean scores for the hallway setting. Chapter 5 discusses implications of these findings and future directions for research in this area.

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List of Abbreviations

ABA	applied behavior analysis
ANOVA	analysis of variance
BASC-2 BESS	Behavior Assessment System for Children—2nd edition: Behavioral and Emotional Screening System
BSP	behavior-specific praise
CI	confidence interval
Ci3T	comprehensive, integrated, three-tiered
DV	dependent variable
EBD	emotional and behavior disorder
IDEA	Individuals with Disabilities Education Act
IQ	intelligence quotient
IRA	interrater agreement
IV	independent variable
K-12	kindergarten through grade 12
MANOVA	multivariate analysis of variance
MIBLSI	Michigan's integrated behavior and learning support initiative
MTSS	multi-tiered system of supports
ODR	office discipline referral
OSEP TAC	Office of Special Education Programs Technical Assistance Center
PBIS	positive behavioral interventions and supports

PI	principal investigator
PIRS	Primary Intervention Rating Scale
PKBS-2	Preschool and Kindergarten Behavior Scales—2nd edition
RtI	response to intervention
SAS	Statistical Analysis Software
SDQ	Strengths and Difficulties Questionnaire
SESSS	Schoolwide Expectations Survey for Specific Settings
SSRS	Social Skills Rating System

Chapter 1

Statement of the Problem

The rich demographic diversity of the United States continues to grow and be embraced by inclusive K-12 classrooms working toward rising accountability measures (Gandhi, 2007; Kozleski, Artiles, McCray, & Lacy, 2014). Along with greater variety in student ethnic and cultural backgrounds, teachers welcome students representing a variety of ability levels, relying on practices such as differentiated instruction to provide students with needed supports to meet standards (Courey, Tappe, Siker, & LePage, 2013). To support the range of student ability levels, tiered systems have fostered partnership between general and special education to promote collective, collaborative efforts and support students more efficiently than individual teacher or service provider efforts (Fuchs, Fuchs, & Stecker, 2010; Kozleski, Gonzalez, Atkinson, Mruczek, & Lacy, 2013; Sailor, 2008; van Garderen, Scheuermann, Jackson, & Hampton, 2009). General education teachers collaborate with multiple staff members to provide instruction to students of all ability levels, including those with or at risk for disabilities such as emotional and behavioral disorders (EBD; Sawka, McCurdy, & Mannella, 2002). Special education teachers collaborate across faculty and staff to manage their caseload of students (instead of working in isolation), and participate in general education progress monitoring and student assessment (van Garderen et al., 2009). Such integral cooperation among general and special educators allows a school to support success for all students via a systems approach where collective efforts can be more efficient than siloed energy (Lane, Menzies, Ennis, & Bezdek, 2013). This becomes particularly

relevant when considering the percentage of students with mild to moderate EBD who are not served by special education but will require additional supports to be successful. Specifically, 0.5% of students received services in school under the emotional disturbance category of the Individuals with Disabilities Education Act (IDEA; 2004) each year from 2011-2014 (latest data); this percentage is down from 0.7% in years 2005-2007 and 0.6% in years 2008-2010 (U.S. Department of Education, 2016). In great contrast, point prevalence estimates indicate 12% of students have at least a moderate EBD and 20% have at least a mild EBD (Forness, Freeman, Paparella, Kauffman, & Walker, 2012). Meaning most students with EBD, those classified as both externalizing (e.g., yelling, vandalism, aggression; Hallahan & Kauffman, 2006; Turnbull III, Wilcox, Turnbull, & Sailor, 2001) and/or internalizing (e.g., depression, withdrawal, anxiety, passivity; McIntosh, Ty, & Miller, 2014; Turnbull III et al., 2001), attend general education classes and do not receive special education support. When mental health supports are provided, they are often through a system separate from academic and behavioral supports (McIntosh, Bohanon, & Goodman, 2010), which is an inefficient method to sustain effective supports capable of addressing the wide range of student needs (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). To best support all students' academic, behavioral, and social needs, an integrated systems approach is necessary. In such systems, all faculty and staff ideally collaborate in a data-informed process to define common student behavioral expectations to facilitate success academically, behaviorally, and socially, recognizing student success is a shared responsibility.

Teacher Expectations

There are great benefits to having clearly defined expectations for adult and student navigation of the K-12 continuum (Lane, Pierson, & Givner, 2003). By defining behavioral expectations, clarity is provided for all students regardless of skill set, allowing equitable access and, in essence, "leveling the playing field." Additionally, having school-wide behavior expectations provides common language to be used by all adults in a building, where any educator (e.g., related service provider, special education teacher, itinerant teacher) can teach behavioral expectations to a student as they would academic skills, and all other adults (e.g., general education teachers, cafeteria staff) can reinforce expected behaviors throughout settings (Fenning, Theodos, Benner, & Bohanon-Edmonson, 2004; Kerr & Zigmond, 1986). To better understand expectations teachers hold for students, Lane, Carter, Common, and Jordan (2012) reviewed studies conducted after the Education for all Handicapped Children Act (1975) and its reauthorizations as the Individuals with Disabilities Education Act (1997, 2004), where access to general education curricula by students with disabilities was emphasized. Authors suggested explicit instruction of teacher expectations for student behavior can facilitate inclusive programming, make grade level transitions easier (e.g., elementary to middle school), support secondary students' daily transitions between teachers, and inform interventions at all levels (Lane, Carter et al., 2012).

In broad view, both general and special educators often had similar expectations of students (Lane et al., 2003). High ranked behaviors involve those facilitating classroom control such as student self-control, study habits, following rules, paying attention to the teacher, and compliance, with low priority given to peer-to-peer interaction skills such as initiating a conversation with a peer, complimenting peers, or

being afraid to ask to join an activity (Kerr & Zigmond, 1986; Walker & Lamon, 1987). With the large majority of office discipline referrals coming from general education teachers, it is important each school learn in more detail what specific behaviors teachers expect of students (Lane, Givner, & Pierson, 2004). Across five studies surveying 2,752 general and special education teachers at 44 elementary, 24 middle, and 16 high schools in various geographic regions, four behavior expectations were ranked as essential for student success by the majority of teachers: (1) follows directions, (2) listens to instruction, (3) controls temper with peers, and (4) controls temper with adults (Lane, Givner et al., 2004; Lane et al., 2003; Lane, Pierson, & Givner, 2004; Lane, Pierson, Stang, & Carter, 2010; Lane, Wehby, & Cooley, 2006). Except for listens to instruction, three of the same behaviors were also identified as essential by 35 teachers at three preschools (Lane, Stanton-Chapman, Jamison, & Phillips, 2007). In some studies additional behaviors were identified as essential by a majority of teachers, such as responds appropriately to peer aggression, gets along with people who are different, uses free time appropriately, and transitions easily between activities.

Examining cooperation skills specifically, Beebe-Frankenberger, Lane, Bocian, Gresham, and MacMillan (2005) surveyed 26 elementary and 27 secondary teachers and found four skills rated critical by both groups: (1) produces correct work, (2) ignores peer distractions when working, (3) easily transitions between activities, and (4) timely finishes work. Three additional skills were rated as critical by secondary teachers: (1) listens to instructions, (2) uses time appropriately, and (3) follows directions. McMullen, Shippen, and Dangel (2007) examined organization skills 12 teachers expected for students with learning disabilities and found the five top ranked behaviors were (1) turns

in homework, (2) starts working immediately, (3) requests help as needed, (4) completes work, and (5) writes down homework assignments.

Beyond these commonly high-ranked behaviors found across studies, teachers can have a variety of expectations, making it especially challenging for middle and high school students to navigate multiple classes throughout each day where expectations differ (Lane, Pierson et al., 2004). Additionally, as elementary students transition to secondary schools, expectations adults have for student success shift with the developmental priorities that come with adolescence. For example, middle and high school educators may not value playground or hallway expectations the same as elementary teachers (where unstructured play and quiet transitions are important), instead expecting adolescents and young adults to socialize with peers (Fuligni, Eccles, Barber, & Clements, 2001; Furman & Buhrmester, 1992). Explicitly teaching school-wide expectations likely to be reinforced by all adults (e.g., when all faculty and staff collaborated to build expectations) across settings may alleviate challenges associated with changing procedures and expectations across school levels. Teaching the agreed upon expectations may increase the likelihood students will learn what is needed for school success in all contexts, maintain skills over time (with adults providing reinforcement when expectations are exhibited across settings), and generalize expectations to new settings and teachers (Lane, Carter et al., 2012). Building school-wide expectations within the continuum of supports found in tiered models of prevention can maximize the potential for all faculty and staff to (a) contribute to expectation development, (b) teach behavior expectations as they would academic skills, and (c)

reinforce desired student behaviors in all settings to help maintain what is socially acceptable.

Tiered Models of Prevention

Schools and districts are moving toward prevention models exemplified in tiered systems and away from reactive models where supports are provided after student failure or disciplinary referral (Lane, Menzies, Oakes, & Kalberg, 2012). Educational leaders recognize the increasing accountability measures for all students (e.g., Every Student Succeeds Act, 2015) and the continuous drive to help students lead positive, productive, full lives. These leaders endeavor to identify students at risk for academic failure and EBD at the earliest signs of concern (e.g., academic and behavior screenings). Tiered systems match such initiatives, offering a school-wide system organized into three levels of graduated support to address the needs of the majority of students (about 80%) through primary (Tier 1) prevention efforts, additional targeted supports for some students (10-15%) who will require secondary (Tier 2) interventions, and more individualized and intensive interventions for a few students (about 5%) who will need tertiary (Tier 3) supports. Sugai and Horner (2009) described how common features among tiered systems include shared leadership through strong school teams, universal screening, data-based decision making, research-based instruction and interventions, and measurement of treatment integrity (e.g., Tiered Fidelity Inventory; Algozzine et al., 2014). There are several tiered models that apply these common elements in different ways, in addition to unique features.

Response to Intervention (RtI)

RtI is a tiered system originally designed to address reading achievement and expanded to include mathematics, part of IDEA (2004) as an alternative to the IQ-discrepancy model for identifying students with specific learning disabilities (Fuchs, Fuchs, & Compton, 2010). RtI combines general, remedial, and sometimes enrichment academic services, provided to all students, to where all faculty and staff are responsible for the success of all students (Pennsylvania Training and Technical Assistance Network, 2011). With RtI, approximately 80-90% of student needs are met at the primary (Tier 1) level where validated core curricula are provided schoolwide (Gresham, 2005). Academic screeners are conducted with all students when school starts and again toward the end of each grading period to determine who might need additional support. Based on academic screeners, students are either provided more intensive instruction at the secondary (Tier 2) or tertiary (Tier 3) level—depending on severity of need—or are frequently monitored for progress to allow data driven decisions about needed supports (Fuchs & Fuchs, 2016). Curriculum-based measures are typically used to screen and monitor progress, such as AIMSweb (NCS Pearson, 2014) or Dynamic Indicators of Basic Early Literacy Skills (Good, Kaminski, Smith, Laimon, & Dill, 2003), which have benchmarks for different grade levels (Floress & Jenkins, 2015). Thus, students performing below benchmark can be monitored for improvement or receive needed supports, and when receiving supports monitoring continues in order to determine how students respond to interventions. When more customized and intensive supports are provided at the tertiary (Tier 3) level, if a student does not show expected improvement he or she may be referred for a comprehensive evaluation to determine if special

education services are needed (Fuchs & Fuchs, 2006). This tiered structure of increasingly intensive supports adds clarity for faculty and staff regarding academic interventions and what is available to aid students who need more than Tier 1 instruction.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a tiered system to prevent and respond to challenging behavior through tenets of applied behavior analysis scaled to the school-wide level (Horner & Sugai, 2015). Within a PBIS framework, schools implement concepts of applied behavior analysis to increase socially acceptable behavior and to prevent and address student misbehavior (Carr et al., 2002). Specifically, a school designing a PBIS framework will examine and improve environmental conditions (setting events; discriminative stimuli) and reinforcing consequences to improve socially important student behavior (response to stimuli; Cooper, Heron, & Heward, 2007). By increasing the density of reinforcement for appropriate behavior (Flora & Pavlik, 1992), students learn socially acceptable behaviors (including academic behaviors) and are more likely to engage in them, contributing to a warm, supportive classroom environment and academic success (Lane, Menzies, Bruhn, & Crnobori, 2011). To determine what is socially important and will contribute to a positive climate supporting all students' success, the school community identifies three to five major behavioral expectations (e.g., be ready, be responsible, be respectful). Then the broad expectations are operationally defined for different school settings with three to five examples each (e.g., respect in the classroom means waiting your turn to talk, cleaning up your workspace, and using kind words; Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008). Next, schools assemble all behaviors (including academic enablers) into a table or matrix of expectations. During the next year when PBIS is implemented,

educators explicitly teach expectations, students are provided opportunities to practice, and faculty and staff reinforce desired behaviors (e.g., provide a "ticket" or "token" paired with behavior-specific praise). Acknowledging behavior with tokens has been shown in behavior analysis studies to make it more likely for those behaviors to occur again in the future, supporting maintenance and generalization (Kazdin, 1977, 2012). Such tokens or tickets can later be exchanged for tangible (e.g., school supplies, toys, food, event tickets, a yearbook) and non-tangible (e.g., homework pass, first in line for lunch, five minutes of extra recess with a friend) rewards or entered in drawings for the chance to win such items or prizes of larger monetary value.

Finding what is reinforcing to students can be key to promoting socially desired behavior. For many students, adult attention in the form of specific praise is sufficiently reinforcing (e.g., "Enrique, I like the way you raised your hand and waited to be acknowledged, that showed respect"). Others, especially at earlier ages, might need more tangible rewards before fading them to intermittently maintain new behaviors when natural reinforcers (e.g., peers asking a student to join their group) and intrinsic motivation develop (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Shull & Lawrence, 1998; Strain & Joseph, 2004). Concurrent with reinforcement, educators withhold consequences that previously maintained minor behaviors (i.e., extinction procedures) such as ignoring behaviors previously maintained by attention, instead providing attention for desirable behaviors (e.g., reinforcing desired student behavior; Umbreit, Ferro, Liaupsin, & Lane, 2007). Additionally, faculty and staff precorrect for desired behaviors (Faul, Stepensky, & Simonsen, 2012) in an upcoming context (e.g., "As we line up for lunch, who can remind us of one way we show responsibility in the

hallway?"). When schools build and teach school-wide behavior expectations, provide expectation posters as discriminative stimuli (e.g., reminders, prompts), and provide consequences that reinforce meeting expectations while not reinforcing undesired behaviors, the learning environment can be transformed from reactivity (e.g., only providing attention to students when correcting misbehavior) and punishment to positivity, prevention, and recognition for meeting behavior expectations (Lane, Oakes, & Menzies, 2014).

Multi-tiered System of Supports (MTSS)

Recently, MTSS began blending academic and behavioral tiered frameworks into a unified program (Batsche, 2013). This blending of existing academic (RtI) and behavior (PBIS) systems initiatives allows for a more whole-school framework recognizing the intertwined nature and reciprocal influence of behavior and academics (Wheldall, 1991). Schools with MTSS retain the tiered structure and features of RtI and PBIS previously described, blended for a more balanced view of students with a system-wide continuum of supports (Averill & Rinaldi, 2011; Sugai & Horner, 2009). A district building MTSS will often train on RtI one year then PBIS the next, or vice versa, supporting full MTSS implementation in year three (e.g., [Anonymous, 2012]). The complexities involved with changing to a tiered system of prevention are multidimensional enough many schools and districts choose to spread changes over time, or may only have capacity to support gradual change as they continue to provide professional learning and time for the maturation of organizational culture (Fixsen et al., 2005). It takes time for school culture to change, just as it does for social cultures to

evolve, and providing new information in an professional learning format can be part of a set of contingencies to facilitate such change (Glenn, 2004).

Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention

Ci3T models of prevention—the model used in this dissertation—integrate systems of RtI for academics, PBIS for behavior, and tiered logic for a validated social skills curriculum into one comprehensive system (Lane, Oakes, & Magill, 2014; Lane, Oakes, & Menzies, 2014). The integration of school-wide social skill instruction, unique to Ci3T, creates an opportunity to explicitly prioritize social and emotional learning. Doing so creates opportunities for all students to learn and practice self-determined behaviors supporting success along multiple dimensions, such as self-regulation skills and interpersonal relations. In Ci3T models, school leadership teams collaborate with district leaders over a year-long six-session professional learning series to (a) choose core academic curricula shown to be effective when implemented as designed, (b) build their PBIS framework, and (c) choose a relevant validated social skills curriculum (Lane, Oakes, Cantwell, & Royer, 2016). Between sessions, teams share information with and obtain feedback from faculty and staff using validated measures (e.g., Primary Intervention Rating Scale; Lane et al., 2009; Lane, Robertson, & Wehby, 2002), in preparation for implementing their Ci3T plan the following academic year with all components in place (i.e., academic, behavior, and social skill domains; Lane, Oakes, Jenkins, Menzies, & Kalberg, 2014). This focused simultaneous approach exemplifies Ci3T's commitment to integrating new practices, policies, and procedures as the new status quo (full operation) after one year of professional learning instead of over time.

Design. Ci3T primary (Tier 1) plans can be fully implemented after the professional learning year concludes partly due to clearly outlined roles and responsibilities for all stakeholders (students, faculty and staff, administrators, parents, community) as they teach, reinforce, and monitor the plan. Lane, Oakes, Cantwell, and Royer (2016) provide exemplars of these responsibilities and procedures, which include academic and behavioral benchmarking three times a year (fall, winter, spring) following an at-a-glance assessment schedule and progress monitoring for students at elevated risk levels. Exemplars additionally include core instruction dosages (reading, math, and social skills), low-intensity teaching strategies (e.g., precorrection, behavior-specific praise, instructional choice, increased opportunities to respond; Lane, Menzies, Ennis, & Oakes, 2015), and classroom management specifics (e.g., room arrangement, predictable routines; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Examples for teaching include how to respond when students do not meet expectations (e.g., reactive plan), how to teach the Ci3T plan to existing, new, and itinerant faculty and staff, and when to teach behavior expectations to students throughout the year. Procedures for teaching also include how to reinforce desired student and staff behavior. Exemplars for monitoring include student outcome measures (e.g., district and state assessments, office discipline referrals, attendance, visits to the nurse), Ci3T plan implementation measures (e.g., teacher self-report and direct observation treatment integrity), and how stakeholders view the Ci3T plan procedures and outcomes (social validity).

Establishing, explicitly teaching, and reinforcing clear behavior expectations for all students is also delineated in Ci3T primary (Tier 1) plan roles and responsibilities, a core feature of PBIS which is the behavioral component of Ci3T models of prevention.

Schools building a Ci3T model foster faculty and staff collaboration to operationally define behaviors customized for various settings and to modify environmental antecedent conditions. Behaviors for each setting are organized into a school's behavior expectation matrix, unique to each school based on current needs and reflective of its diverse community's harmonic values. However, how PBIS schools choose behavior expectations and who is involved in building a school's matrix bears investigation and is the focus of the systematic literature review in Chapter 2 (Lynass, Tsai, Richman, & Cheney, 2012).

Implementation. Once expected student behaviors are operationally defined and agreed upon as part of the Ci3T blueprint through faculty and staff feedback, the plan is implemented when the academic year begins in fall (Lane, Oakes, Cantwell, & Royer, 2016). Academic and social skill curricula, along with direct instruction of school-wide behavior expectations, are taught according to roles and responsibilities outlined in the primary (Tier 1) plan for all students. Faculty and staff reinforce displays of the agreed upon school-wide expectations in all settings using tickets paired with behavior-specific praise, and monitoring of Ci3T plan implementation begins. Procedures for monitoring are delineated in the school's Ci3T blueprint, including student outcome measures (academic, behavior, and social skills) and program measures at the school level (social validity, treatment integrity, and program goals).

As the Ci3T plan is monitored, if data from academic and behavior screeners indicate elevated levels of risk for a student, class, or school, teachers revisit Tier 1 roles and responsibilities outlined in the Ci3T primary plan to ensure they are following the plan with fidelity. Are school-wide expectations being taught and reviewed at key time

points throughout the year? Are students being reinforced for meeting expectations at a high enough rate? Are social skills lessons being taught with integrity, then modeled, prompted, and practiced during core academic instruction? The shared descriptions of expected behaviors help prompt an increased use of behavior-specific praise, as students see expectations posters (discriminative stimuli) and remember what behaviors are expected in each setting, and faculty and staff see posters and are reminded to praise students displaying expectations. It is essential such self-reflection occur at Tier 1 where class-wide evidence-based practices are implemented before teachers or school teams consider more student-centered secondary (Tier 2) interventions (Lane et al., 2013); to show students need additional supports it must first be shown they have received Tier 1 with fidelity (Lane, Oakes, Ennis, & Hirsch, 2014).

Ci3T primary (Tier 1) plan academic, behavioral, and social elements might include optimal physical arrangements, predictable procedures and routines, differentiation, appropriate challenge level, consistent instruction of academic and social skills curricula, and the teaching and reinforcement of behavior expectations following school-wide PBIS procedures (e.g., tickets paired with behavior-specific praise when expectations are met). When these elements are confirmed, teachers can implement or increase use of low-intensity strategies (Lane, Oakes, Cantwell, & Royer, 2016).

A key feature of Ci3T primary (Tier 1) plan efforts is the incorporation of low-intensity teacher-delivered strategies to promote students' academic engagement and prevent or reduce behavior concerns (Lane, Oakes, Menzies, & Germer, 2014). Research has shown many low-intensity strategies can be powerful influences on desired academic and prosocial behaviors (e.g., those defined with faculty and staff input found in school-

wide expectation matrices; Lane et al., 2015). Such strategies include increasing opportunities to respond (Common, Lane, Cantwell, Brunsting, & Oakes, 2016), behavior-specific praise (Royer, Lane, Dunlap, & Ennis, 2017), active supervision (Haydon & Kroeger, 2016), high-probability request sequences (Common, Bross, Oakes, & Cantwell, 2016), precorrection (Ennis, Royer, Lane, & Griffith, in press), and instructional choice (Royer, Lane, Cantwell, & Messenger, 2017).

Behavior-specific praise is particularly well suited to PBIS and Ci3T implementation as reinforcing students who meet expectations (e.g., tickets paired with behavior-specific praise) is critical to helping students generalize and maintain skills (Allday et al., 2012). Being specific with praise is more effective than general praise because students may not understand what precisely they have done well or which expectation they met when told, "Good job," compared to, "Good job having your supplies organized and ready to go." This is especially true for students with a history of challenging behaviors at school who tend to receive even less teacher praise (Lane et al., 2015). With practice, using behavior-specific praise daily is simple to integrate in instruction without disruption and is versatile for use in all settings, subject areas, and with all ages. Providing students feedback with behavior-specific praise is an essential way to reinforce school-wide expectations for establishing and maintaining a safe, positive, warm school climate (Lewis & Sugai, 1999).

Teachers learn about these and additional low-intensity strategies through Ci3T professional learning presentations provided on site by school Ci3T leadership teams or at district-wide staff development (Oakes, Lane, & Germer, 2014), as well as by reviewing resources found at ci3t.org. Such ongoing professional learning is an essential

element of the Ci3T training year and implementation years. Through these low-intensity strategy professional learning sessions, teachers learn they no longer have to wait for behavior specialists or other "experts" to arrive. Instead, teachers are empowered to implement effective strategies with fidelity, to collect class-wide data, and/or collect data at increased rates for targeted students as secondary (Tier 2) supports. Ci3T models of prevention are designed, installed, and sustained through ongoing, high-quality professional learning for faculty and staff as new evidence-based practices are identified, empowering classroom teachers and staff with proven strategies for prevention of academic and behavior problems (Oakes et al., 2014). These professional learnings also equip teachers to intervene at the first sign of concern or with students who have an established pattern of behavior, increasing teacher sense of self-efficacy and reducing dependence on support staff (Oakes, Lane, Jenkins, & Booker, 2013). Empowering teachers with a variety of skills and strategies is imperative considering discipline is a major source of teacher stress, emotional exhaustion, and burnout (Fenning et al., 2004). Thus, having the skills to respond to student behavior and support student needs allows teachers to feel effective, accomplished, and spend more time on academic instruction (Oakes et al., 2013).

When the Ci3T primary (Tier 1) plan with low-intensity strategies has been in place with integrity, students for whom data show need additional supports (approximately 15-20%) can be provided higher-intensity interventions, such as self-monitoring, behavior contracts, or functional assessment-based interventions (Lane et al., 2011). Faculty and staff at Ci3T schools gather multiple sources of school-wide data from regular school practices following their assessment schedule, then refer to

secondary (Tier 2) intervention grids to determine which supports might benefit which students based on intervention descriptions and school-wide entry criteria (Lane, Oakes, Ennis et al., 2014). There is no single intervention proven to work for all students or even for all members of a particular group (e.g., specific learning disability identification category; Fuchs, Mock, Morgan, & Young, 2003), so teachers may need to try more than one Tier 2 intervention to meet the needs of some students. When Tier 2 interventions are insufficient, tertiary (Tier 3) intervention grids are used to find more intensive, individualized supports (e.g., functional assessment-based interventions; Umbreit et al., 2007) for which data-based entry criteria are met. However, Tier 2 and 3 supports are most effective and efficient when the school-wide prevention plan is first in place with fidelity, allowing all students to know what behaviors teachers expect across classrooms and grade levels (Everett, Sugai, Fallon, Simonsen, & O'Keeffe, 2011; Lane, Oakes, Ennis et al., 2014). Thus, clearly established, taught, practiced, and reinforced expectations are the cornerstone of many tiered systems of support.

Building Expectation Matrices

Understanding teacher expectations across grades and disciplines has been explored in the literature over the last several decades, as reviewed earlier. How expectation matrices are built, however, has not been as thoroughly researched and is the topic for the systematic literature review in Chapter 2. When school teams train with the Department of Education Office of Special Education Programs Technical Assistance Center on PBIS (OSEP TAC PBIS; see pbis.org), a team of 10 school representatives (e.g., administrators, general education teachers, special education teachers, and classified staff) typically determine expectations. First, the team chooses three to five

major school-wide behavior expectations to address school needs. Then the team shares the expectations with faculty and staff and determine if 80% buy in (OSEP TAC PBIS, n.d.-c), based on the belief if 80% or more of faculty and staff agree on school-wide behaviors they will be taught schoolwide and reinforced (e.g., be effective; Horner et al., 2004). Next, the team builds most of the matrix, defining each expectation for non-classroom areas with three to five examples, shared with faculty and staff again for 80% buy-in. Finally, the PBIS team works with teachers to define three to five classroom examples for the school-wide expectations – this might be accomplished through a survey, brainstorming, election, written or verbal feedback, or other means (OSEP TAC PBIS, n.d.-a).

In each Ci3T professional learning series, faculty and staff complete the Schoolwide Expectations Survey for Specific Settings (SESSS; Lane, Oakes et al., 2010) before the first session. Surveying faculty and staff before the Ci3T leadership team meets allows all adults in the building to help define common student behaviors critical for school success, an essential collaboration when faculty and staff share responsibility for student achievement. Faculty and staff rate behaviors on the SESSS in three domains (respect, responsibility, best effort) across seven settings (classroom, hallway, cafeteria, playground, restroom, bus, arrival/dismissal) as either 0 = *not important for success*, 1 = *important for success*, or 2 = *critical for success* (Lane, Oakes, Jenkins et al., 2014). The Ci3T leadership team then determines from SESSS report data which expectations were rated by 75% or more of faculty and staff as *critical for success* and decides which to place in the first draft of their expectation matrix. The team then gives additional consideration to behaviors rated by 50% or more of faculty and staff as critical and

decides if any should be placed in the draft matrix. In addition to this data-informed decision-making process of considering items from the SESSS, Ci3T leadership team members also propose expectations from their educational experience and other data sources (e.g., office discipline referral patterns). The drafted expectation matrix is then presented to faculty and staff at two time points throughout the training year for additional feedback and revisions for continued buy-in of all adults.

As illustrated, the SESSS provides a systematic data-informed process to build expectation matrices. Through continued faculty and staff feedback, everyone collaborates to create what will become foundational antecedents to prompt desirable student behaviors maintained through consequences (e.g., positive reinforcement) – the three-term contingency model of behavior analysis (Killeen & Jacobs, 2016). Additional investigation regarding the functional utility of the SESSS is needed in order to better understand how the SESSS is utilized as part of a data-informed building process for creating expectation matrices.

Purpose

Schools may benefit from using a systematic data-informed method to build school-wide behavior expectation matrices such as the SESSS by obtaining input from every adult in a school building – ideally all faculty and staff would contribute (Valenti & Kerr, 2015). Other methods for building behavior expectation matrices bear investigation (Lynass et al., 2012). In this dissertation I examined:

A. Existing literature for how school-wide expectation matrices were typically built (Chapter 2). Research questions were: (a) What were the nature and characteristics of articles published involving the building and/or use of school-

wide behavior expectations? (b) What were the characteristics of stakeholders involved in the construction of school-wide behavior expectations? (c) What procedures were followed in the building of school-wide behavior expectations? (d) What was the nature of school-wide behavior expectation matrix content? (e) What procedures were followed in the teaching and reinforcing of school-wide behavior expectations, and how was matrix content otherwise used?

B. Behaviors considered not important, important, or critical for the success of all students according to faculty and staff as measured by the SESSS. I explored data from a cohort of 10 schools where all faculty and staff were invited to complete the SESSS as part of a year-long Ci3T professional learning series (Chapters 3-4). Specifically, I examined educator priorities of behavioral expectations in classroom and non-instructional settings for students as measured by the SESSS with one Ci3T training cohort. Specific research questions were: (a) To what extent did elementary, middle, and high school faculty and staff converge and diverge on expectations viewed as *not important for success*, *important for success*, and *critical for success* in the classroom and non-instructional settings as measured by the SESSS? (b) To what extent did school level (elementary, middle, high) differentiate participants' mean scores for each setting (classroom, hallway, cafeteria, playground, restroom, bus, arrival/dismissal) regarding expectations for student success as measured by the SESSS? (c) What participant characteristics (gender, age, degree earned, experience in education, experience at current school level, academic screening training, behavior screening training, classroom management course history) predicted their views on student behavior

expectations in classroom and non-instructional settings as measured by the SESSS? (d) To what extent did the four behavior expectations ranked as essential for student success in the classroom setting (i.e., follow directions, listen to instruction, control your temper with peers, control your temper with adults) by the majority of teachers in previous teacher expectation studies (i.e., Lane, Givner et al., 2004; Lane et al., 2003; Lane, Pierson et al., 2004; Lane, Pierson et al., 2010; Lane et al., 2006) compare to behavior expectations prioritized by participating faculty and staff as measured by the SESSS?

C. A discussion and educational implications of using the SESSS as part of a data-informed process to build behavior expectation matrices (Chapter 5).

Chapter 2

A Systematic Review of the Development and Use of Schoolwide Expectations Within Positive Behavioral Interventions and Supports (PBIS) Frameworks

As of 2016, positive behavioral interventions and supports (PBIS; Horner & Sugai, 2015) have been implemented in 23,363 schools since being included two decades ago in the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA; Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports, n.d.-b). This movement away from reactive behavior models toward proactive, prevention-based tiered systems is an effort to respectfully support all students at the earliest sign of need. Respect is a highly-prioritized expectation within PBIS frameworks across the county (Lynass et al., 2012), and the importance of defining respect along community values and cultures cannot be overstated (Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011). Understanding cultural values is key to avoiding subjective interpretations of student behavior when monitoring student progress.

Universal academic and behavior screenings are an important initiative within the tiered-system approach embraced by schools and districts to facilitate student success, including the detection of students who need extra supports. Behavior screenings are an essential school practice considering point prevalence estimates indicate up to 20% of school-age students have at least a mild emotional and/or behavior disorder (EBD; Forness et al., 2012), while only 0.5% of students receive services under the emotional disturbance category of IDEA (U.S. Department of Education, 2016). This means most

students with EBD attend general education classes and often do not receive special education services.

EBD is a general term encompassing externalizing (e.g., yelling, vandalism, aggression; Hallahan & Kauffman, 2006; Turnbull III et al., 2001) and internalizing (e.g., depression, withdrawal, anxiety, passivity; McIntosh et al., 2014; Turnbull III et al., 2001) behavior patterns. Teachers need skills and strategies for supporting students with both externalizing and internalizing behavior patterns, in addition to research-based academic strategies and interventions. To support students with EBD and *all* students' success in school, educators can collaborate to build a school-wide behavior expectation matrix (which include academic enabling behaviors), teach expectations to students, provide practice opportunities, and reinforce desired behaviors in all school settings (Lane, Oakes, Cantwell, & Royer, 2016).

The Promise of Supporting Students Within Tiered Systems of Support

Compared to isolated efforts, teachers are able to more effectively and efficiently support the behavioral needs of all learners when they are part of school-wide PBIS or comprehensive, integrated, three-tiered (Ci3T) models of prevention which address academic, behavior, and social learning domains (Lane, Oakes, & Menzies, 2014). Such tiered models provide clarity to faculty and staff as to their roles and responsibilities for teaching all students at Tier 1 and how to provide and/or connect students with additional supports at Tiers 2 and 3. In a PBIS framework and Ci3T models of prevention that apply a PBIS framework as the behavioral component, expectations are established and taught to students to ensure they acquire and utilize requisite skills to be successful in all school settings. Ci3T models, in addition to incorporating a PBIS framework to support

students' behavioral success, include academic and social skills components to address student needs in these areas along a continuum of supports.

In these tiered models, all faculty and staff have opportunities to access professional learning on effective classroom management, effective instruction, and low-intensity strategies, promoting school-wide consistency and a positive, supportive environment for all students. Districts have realized the need for such improvements at the system level, as classroom management and behavior strategies limited to individual teacher classrooms are typically not sufficient to sustain prosocial behavior without consistent reinforcement from all faculty and staff (Sugai & Horner, 2002).

PBIS has been successful at reducing inappropriate behavior and increasing prosocial behavior, emotional regulation, and academic performance through implementation of applied behavior analysis (ABA) principles at the school-wide level (Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Waasdorp, & Leaf, 2012; Horner & Sugai, 2015). For example, establishing school-wide behavior expectations, explicitly teaching expectations to students, providing opportunities to practice expectations, and using positive reinforcement when students meet expectations (e.g., behavior-specific praise paired with token economy "tickets") are all ABA principles taken to scale. As part of Tier 1 practices, faculty and staff address socially significant goals, incorporate antecedent adjustments (e.g., posting expectation matrices in key settings), operationally define behaviors, and implement a school-wide reinforcement structure (Baer, Wolf, & Risley, 1968; Cooper et al., 2007). Operationally-defined behavior expectations posted throughout school settings become discriminative stimuli not only for student behavior, but for teachers to improve the environment through teaching, practicing, and reinforcing

desired student behavior. These practices simultaneously (a) reduce or eliminate behaviors that previously reinforced undesirable student behavior (e.g., teachers ignore minor disruptions) and (b) acknowledge students who meet expectations (e.g., increased density of reinforcement for on-task behaviors).

The Promise of Clear, Consistent Expectations

Beyond a few consistent classroom expectations teachers have for students across grade levels (e.g., listen, follow directions, control temper; Lane, Givner et al., 2004; Lane et al., 2003; Lane, Pierson et al., 2004; Lane, Pierson et al., 2010; Lane et al., 2006), expectations typically vary from classroom to classroom, and non-instructional settings remain unexplored (e.g., expectations for the hallway, cafeteria, arrival/dismissal). This can become especially challenging for middle and high school students as they attend multiple classes throughout each day, transition through multiple settings, and must remember the different rules and what each adult expects as each hour changes. As expectations fluctuate from setting to setting, a student's behavior might be reinforced in one classroom but reprimanded in another (e.g., shouting out a correct answer, making a comedic aside). Having school-wide expectations for instructional and non-instructional settings can help by creating a common language for all adults to use to teach and reinforce the same behaviors identified as critical for school success (Lane, Pierson et al., 2004). Therefore, one of the first steps toward building a primary (Tier 1) plan to support all students' achievement academically, behaviorally, and socially is for faculty and staff to choose three to five broad school-wide expectations and operationally define them with examples for various settings. A number of reputable sources offer direction on how to establish school-wide expectations, including the Office of Special Education

Programs Technical Assistance Center on Positive Behavioral Interventions and Supports (OSEP TAC PBIS; pbis.org), Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI; miblsi.org), and Ci3T (ci3t.org).

Recommendations From PBIS Technical Assistance Center. OSEP TAC PBIS (2007) provides seven recommendations for building school-wide expectations: (a) establish three to five major school-wide expectations, short and stated positively; (b) consider using a mnemonic tied to a school attribute; (c) refer to the expectations by a special name, being creative but simple (e.g., the 3 Rs, your Bulldog BEST); (d) operationally define each major school-wide expectation for each school setting into a matrix with two to four positively stated examples per cell; (e) post the three to five major school-wide expectations in all settings; (f) consider posting each setting's expectations in that setting; and (g) consider adopting the same school-wide expectations across schools within a feeder system.

Further, OSEP TAC PBIS (2007) provided three considerations for teaching setting lessons. First, teach what is in the matrix. Second, staff in each setting should teach that setting's lesson (e.g., cafeteria staff teach cafeteria expectations, physical education teacher teaches gym expectations). Expectations should be taught using a standardized scripted lesson plan following a schedule, including start of year, after winter break, before spring testing, and more often as needed. Behavior expectations should be taught just as academic skills are taught, in the context and setting where the behaviors will occur (e.g., teach cafeteria expectations in the cafeteria). Third, lesson plans should include the major school-wide expectations, examples, nonexamples, and either role play (younger students) or self-reflection activities (older students).

To broaden the teaching of expectations and reinforce desired student behavior, OSEP TAC PBIS (2007) made four recommendations. First, have a morning pledge where all students recite the major school-wide expectations. Second, consider focusing on one example of an operationalized school-wide expectation in a setting each week and seeing which classroom earns the most acknowledgements (e.g., tickets for being safe by walking on the right in the hallway). Third, use a high rate of reinforcement (tickets) paired with behavior-specific praise. Finally, have end-of-day announcements where students are specifically recognized for meeting expectations.

Recommendations From MIBLSI. Similar to OSEP TAC PBIS, MIBLSI (2016a) provides critical feature checklists for building major school-wide expectations, operationally defining them into a matrix, teaching them, and developing an acknowledgement system. The five critical features for identifying school-wide expectations are to have three to five major expectations with one to three words each, positively stated, applicable to all people in all settings, reflective of community values, and appropriate for student age, level, and culture. Five critical features for operationally defining school-wide expectations for each setting are to check: (a) There is a matrix, it includes the major school-wide expectations, and all settings are listed; (b) Each expectation is defined in observable, specific language; (c) Examples are concise, framing what students should do instead of what not to do; (d) There is a plan for teaching the expectations to all stakeholders, including parents; and (e) Expectations are posted in all settings.

The MIBLSI (2016a) critical features checklist for teaching setting expectation lessons includes similar items as OSEP TAC PBIS's (2007) recommendations, such as to

teach lessons in the natural setting and to include examples and nonexamples. For lesson plans, MIBLSI critical features include choosing role play, assembly, video, or PowerPoint; scheduling lessons (including refresher lessons); staff practice; and developing a method for ensuring lessons are taught. The MIBLSI critical features for an acknowledgement system are to check behaviors that will be reinforced are in the matrix, all students have access to reinforcement, ensure a 4:1 ratio of praise to correction, plan school-wide celebrations and individual recognitions, and acknowledge staff behavior.

MIBLSI (n.d.) recommends school leadership teams include a school principal, personnel with decision-making authority, various grade-level leaders, content experts for reading and behavior, and both general and special education staff. Teams are presented with three options to begin the discussion as to how they will proceed with establishing school-wide expectations: lists of values and behaviors with weighted voting; surveys for staff, parents, and students; or to start with a character education program already in use at the school (MIBLSI, 2016b). Teams training with OSEP TAC PBIS are similarly composed, with approximately 10 school representatives from administrators, general education teachers, special education teachers, and classified staff (OSEP TAC PBIS, n.d.-c). These teams are guided to determine school-wide expectations, share them with faculty and staff for feedback, build the matrix for non-classroom areas, share with faculty and staff again, and work with teachers to define classroom expectations through either a survey, brainstorm, election, written or verbal feedback, or other means (OSEP TAC PBIS, n.d.-a).

Recommendations From Ci3T. Ci3T leadership teams follow OSEP TAC PBIS recommendations with the distinction of using a data-informed approach to building the

behavior expectation matrix (for details on the year-long Ci3T professional learning series please see Lane, Oakes, Cantwell, & Royer, 2016). Specifically, Ci3T leadership teams start by using data from the Schoolwide Expectations Survey for Specific Settings (SESSS; Lane, Oakes et al., 2010) completed by all faculty and staff to inform the construction of a draft matrix. Faculty and staff rate behaviors on the SESSS in three common expectations (respect, responsibility, best effort) across seven settings (classroom, hallway, cafeteria, playground, restroom, bus, arrival/dismissal) as either 0 = *not important for success*, 1 = *important for success*, or 2 = *critical for success* (Lane, Oakes, Jenkins et al., 2014). Using an online survey platform to distribute the SESSS to faculty and staff, the Ci3T leadership team can calculate the percentage of faculty and staff who rated each behavior on the SESSS as *critical for success*. Then the team highlights expectations viewed as *critical for success* by a majority and/or vast majority of faculty and staff (e.g., ≥ 75%) and decide which to place in the first draft of their expectation matrix. Ci3T leadership team members also propose expectations from their educational experience and other data sources, such as office discipline referral (ODR) patterns. The drafted expectation matrix is then presented to faculty and staff at two time points throughout the professional learning series for additional feedback to inform matrix revisions.

Lane, Oakes, Cantwell, and Royer (2016) recommended teaching the school-wide expectations in the matrix with standardized lesson plans for each school setting similar to both MIBLSI (2016a) and OSEP TAC PBIS (2007) recommendations. For example, schools might consider a beginning of the year assembly and scheduled times for teaching and reteaching expectations as a refresher throughout the year. Lane, Oakes,

Cantwell, and Royer also recommend using tickets or another token (e.g., quick-response [QR] codes) paired with behavior-specific praise to reinforce desired student behaviors schoolwide.

By following recommendations from OSEP TAC PBIS (2007), MIBLSI (2016a), and Ci3T (Lane, Oakes, Cantwell, & Royer, 2016), school-site leadership teams are represented by different grade levels, subjects, and related service personnel. Such diverse teams allow discussions and decision making to be informed by faculty and staff feedback from multiple points of view. While recommendations have been provided by these organizations, knowing who is involved and how schools actually engage in the school-wide expectation matrix building process requires further investigation (Lynass et al., 2012).

Purpose

Clarity is needed as to how expectation matrices have been built historically, and given their importance as an instructional tool the research objective was to complete a comprehensive survey of the literature to describe published research illustrating the construction and use of school-wide behavior expectations as a component of primary (Tier 1) intervention efforts. We had five research questions. First, what were the nature and characteristics of articles published involving the building and/or use of school-wide behavior expectations? Second, what were the characteristics of stakeholders involved in the construction of school-wide behavior expectations? Third, what procedures were followed in the building of school-wide behavior expectations? Fourth, what was the nature of school-wide behavior expectation matrix content? Fifth, what procedures were

followed in the teaching and reinforcing of school-wide behavior expectations, and how was matrix content otherwise used?

Method

Search Procedures and Article Selection

The first author conducted an electronic database search of peer-reviewed scholarly journals within Education Resources Information Center (ERIC), PsycARTICLES, PsycINFO, and Research Library using Boolean search terms for all possible derivations and combinations of ("positive behavio*" NEAR support*) AND (expectation* OR indicator* OR rule* OR appropriat*), replicated by the second author with 100% accuracy. The 70 resulting titles and abstracts were read in Microsoft Excel to determine if they met inclusion criteria, coded using a binary scheme (0 = *exclude,* 1 = *include*), with the second author coding for reliability (i.e., accuracy check). From this step, 56 articles met inclusion criteria, with eight disagreements discussed and resolved. Disagreement arose over whether or not the article described how school-wide expectations were developed with sufficient specificity. Interrater agreement (IRA) was 88.57%; $\kappa = .70$, 95% CI = .51-.90, indicating substantial agreement (Cohen, 1960; Landis & Koch, 1977). We then independently read the 56 articles in full and determined 23 met inclusion criteria (IRA = 85.71%; $\kappa = .69$, 95% CI = .50-.89, indicating substantial agreement) from 17 unique journals.

Next, we conducted an ancestral search of the 23 articles, noting citations of interest throughout each and reading reference lists for possible titles meeting inclusion criteria. Ancestral searching allowed us to find articles that briefly mentioned how school-wide behavior expectations were defined but were not the focus of the article and

were not electronically indexed for expectations, and were thus not captured by our electronic search. Of the 821 references from the 23 articles, we selected 55 to read in full (IRA = 92.69%; κ = .49, 95% CI = .36-.61, moderate agreement). Of the 55 read in full, we determined 22 from 13 journals met inclusion criteria (IRA = 87.27%; κ = .72, 95% CI = .53-.91, substantial agreement). Combining the 22 articles from the ancestral search and 23 from the electronic search, we then refined our inclusion criteria to state school-wide expectations needed to be inclusive of more than one setting. For example, if an article focused on how hallway expectations were taught schoolwide (e.g., Kartub, Taylor-Greene, March, & Horner, 2000), authors needed to also indicate what expectations were present for other settings (e.g., full expectation matrix with multiple settings) or how the full set of school-wide expectations were originally developed. Refined inclusion criteria resulted in 16 articles (nine from electronic and seven from ancestral searches) being removed after discussion and resolving discrepancies (IRA = 82.22%; κ = .60, 95% CI = .35-.85, moderate agreement), with 29 articles from 20 unique journals retained.

We then conducted a hand search in a major university library's stacks of five journals where two or more articles were identified: *Education and Treatment of Children, Effective School Practices, Journal of Emotional and Behavioral Disorders, Journal of Positive Behavior Interventions,* and *TEACHING Exceptional Children*. Each volume from 1997 (earliest identified article) through September 2016 was searched page by page by the first and second authors to verify results of the electronic search and find additional articles meeting inclusion criteria. For example, because articles are typically indexed in electronic databases by title, abstract, and key words, when PBIS expectations

were not the focus of an article (i.e., would not appear in indexed fields) but were briefly mentioned as part of the context for an intervention, the article would not have appeared in our electronic results. Hand searching, like ancestral searching, allowed us to find articles mentioning but not focused on how PBIS expectation matrices were built. When volumes of a journal were not available in the library stacks because the university had an electronic subscription, we "hand searched" these online, clicking through each volume, issue by issue. In sum, 356 issues containing 2,669 articles were hand searched with 10 new articles identified for inclusion (IRA = 99.51%; κ = .63, 95% CI = .42-.83, moderate agreement). These 10 articles were then independently ancestral searched by the first two authors, with 1 out of 337 references selected for inclusion (IRA = 86.36%; κ = .35, 95% CI = -.33–1.00, fair agreement). Upon further comparison, it was discovered the brief school example provided in Lewis and Garrison-Harrell (1999) identified in ancestral searching was exact data from Lewis, Sugai, and Colvin (1998) and was dropped from analyses to avoid duplicate data. In total, 39 articles were included from 20 unique journals (see Figure 1).

Inclusion Criteria

Articles in this review met three criteria: (a) Authors indicated how school-wide behavior expectations for multiple settings were developed or used. For example, if the article mentioned who created, provided input, or decided on the school-wide behavior expectations, indicators, or rules (e.g., PBIS team, faculty and staff survey, student survey, district mandate) it was included. If authors mentioned how a school-wide expectation matrix for various settings or a school's major three to five expectations were taught to students (e.g., lecture, videos, skits, posters displayed in various settings), this

was sufficient. An article did not have to indicate operational definitions of school-wide rules for various settings provided they were clearly taught schoolwide and were applied to all settings. For example, Lohrmann-O'Rourke et al. (2000) was included because authors indicated one school day was used to teach school-wide expectations to students "in all prioritized areas of the school, including the bus" (p. 239), though we were only able to code bus as an included setting as others were not specified. Articles were excluded if expectations were limited to one setting (e.g., hallway, bathroom) or one educator (e.g., class-wide PBIS). (b) The school setting was grades preK-12, including residential treatment centers, home settings, or clinics. All settings were included as we were interested in discovering all possible ways school-wide (K-12) or program-wide (preK or early childhood) expectations were created or taught to school-age youth. (c) The article was published in a peer-reviewed scholarly journal in English. Though the peer review process is not always an effective safeguard against errors (Cook, 2014), it is an essential part of scientific inquiry, serving as one element of quality control and improvement for authors (Resnik & Elmore, 2016).

Descriptive Coding Procedures

Included articles were read and coded using a binary scheme (0 = *not present*, 1 = *present*) for article characteristics, school characteristics, expectations, settings, process (used to build school-wide expectations), and team characteristics. If an article included data for more than one school, each was coded as a separate case. However, when data were presented in aggregated form, such as from a state-wide study, data did not provide specific school information for how expectations were built and could not be coded (e.g., Muscott et al., 2004). Of 39 included articles, three were used for training of a second

coder, who then coded 33.33% (*n* = 12) of the remaining 36 articles for reliability, with discrepancies discussed and resolved by consensus (IRA = 93.28%; κ = .84, 95% CI = .82-.86, near perfect agreement; Cohen, 1960; Landis & Koch, 1977). The first author trained the second author using three articles sampled across years represented by included articles (i.e., 1990s, 2000s, 2010s), with criterion set at coding three consecutive articles with 85% IRA or higher. Mean IRA for training articles was 94.66% (range = 93.49-96.43%).

Article characteristics. This category included identifying each article's purpose, research questions if any, and whether the article followed an experimental design, descriptive design (narrative or structured with clear method and results sections), or was a conceptual paper. If the article included a research study we coded if it was experimental in nature (group or single case) or descriptive (case study, illustration, correlational, causal-comparative). An article was coded as conceptual if the primary purpose was to describe, for example, what PBIS is and how it can benefit a school or district. To be included, a conceptual article had to provide a brief real-school example or illustration.

School characteristics. We coded school type (early childhood special education, preschool, elementary, middle, high), grades, geographic region, and demographics for the school characteristics category of variables. Some schools' type was coded as *other* when grade levels spanned traditional elementary, middle, and high school divisions, such as a K-8 or K-12 school, or a specialized school for students with EBD. Geographic region was coded into four locations according to the United States Census Bureau (2015): Northeast, Midwest, South, and West. When provided, school

demographics were coded for race/ethnicity, free- or reduced-price lunch program participation, and special education program participation.

Expectations. We coded if each article mentioned how expectations were built, taught (e.g., by staff, by students, explicit lesson plans, assemblies, videos), reinforced (e.g., with behavior-specific praise, tickets), or otherwise used (e.g., posters, behavior screening). Additionally, we coded the number of major school-wide expectations, key words they contained (e.g., respect, responsible, ready, effort, safe, kind), if they formed an acronym (e.g., R.O.A.R.), and if they were referred to by a special name (e.g., the 3 Rs, eagle expectations).

Settings. We coded the number of settings where expectations were operationalized and what those settings were. For example, if the article provided an expectation matrix with classroom, hallway, cafeteria, common areas, restroom, bus, and arrival/dismissal, all locations were coded as present. If an article mentioned classroom, hallway, and recess expectations but did not provide a full matrix, we only coded those locations explicitly mentioned. In other words, coded data reflect what was explicit in each article but not necessarily all settings for which the school might have defined expectations because a full matrix was often not provided.

Process. Of main interest in this review was coding how school-wide expectations were developed. We coded for (a) team-based process, including if the team surveyed or met with faculty and staff for feedback; (b) administration only process; and (c) faculty and staff consensus process, such as meeting until agreeing on school-wide expectations. We also coded for any data-based components included as part of the above expectation building processes (e.g., ODR themes, faculty and staff survey about

expectations in general or as developed by the leadership team). This did not included measures not directly relevant to building school-wide expectations, such as general school climate or PBIS readiness surveys.

Team characteristics. We coded the number of PBIS leadership team members and their roles, such as administrator, general education teacher, special education teacher, counselor, school psychologist, social worker, district representative, parent, student, and other. If a school had a PBIS leadership team that was not responsible for the development of school-wide expectations (e.g., was formed after expectations were built), we included these team members in our coding as they were responsible for monitoring the school-wide program, suggesting areas for improvement, and revising the plan.

Results

This review examined the literature to determine the nature of articles published involving the building and/or use of school-wide behavior expectations, characteristics of stakeholders involved in the construction of expectations, procedures followed to determine expectations, expectation matrix content, what procedures were followed in the teaching and reinforcing of school-wide behavior expectations, and how matrix content was otherwise used. Within the 39 included articles, data for 44 school cases were coded. Some case descriptions were less detailed than others and did not allow for coding beyond a general category. For example, it could not be determined if a school leadership team, administration, or faculty and staff consensus process was used when "a matrix was developed" appeared in text (Sinnott, 2009, p. 25).

Article Characteristics

The 39 included articles ranged in publication year from 1997-2016 from 20 unique journals (see Figure 2). Of 44 school cases found within the articles, most were from the *Journal of Positive Behavior Interventions* (*n* = 14, 31.82%; see Figure 3), nine (20.45%) were experimental studies, 29 (65.91%) were descriptive studies, and six (13.64%) were conceptual. Of the nine experimental studies, six (66.67%) were group designs and three (33.33%) were single-case. Independent variables were the school-wide plan or a specific setting lesson plan, with dependent variables being ODRs and/or specific behaviors. In the 29 descriptive studies, 13 (44.83%) followed a structured case study design with a clear method and results sections while 16 (55.17%) were narrative in nature. Most descriptive studies examined student behavior through incident reports or ODRs (*n* = 23, 79.31%) and a few through school climate surveys (*n* = 4, 13.79%), with two using both ODRs and surveys as dependent variables.

Stakeholder Characteristics

Thirty-seven school cases provided information regarding who built school-wide expectations. In eight cases (21.62%) faculty and staff met and came to consensus. One of the eight, a case in Valenti and Kerr (2015), first described how administrators developed expectations over summer based on their perspectives of persistent student behaviors. Expectations were introduced at the onset of the next academic year, but year-end incident report data and faculty and staff complaints prompted the process to begin again with the assistance of a PBIS coach who surveyed all faculty and staff on school-wide expectations. Later, faculty and staff met to review survey results and came to consensus on school-wide expectations. The other case in Valenti and Kerr (2015) was

dual coded as first trying a team process before researchers helped use survey data and faculty and staff meetings to achieve consensus.

Five school cases (13.51%) did not clearly state who built school-wide expectations, though one indicated it was administrators and teachers (unclear if small team or full faculty; Warren et al., 2006). The remaining 25 cases (67.57%) used a school leadership team to determine what the expectations would be for the school.

Team characteristics. Of 25 cases with a school leadership team, the number of team members could be determined in eight (32.00%) and ranged from five to 11 (M = 7.88, SD = 2.03, mode = 7). Other articles described roles of team members and sometimes how many people served in those roles, but only when each role was described quantitatively was total team size identified. For example, Todd, Horner, Sugai, and Sprague (1999) described a team comprised of an administrator, grade representation, non-certified staff, and faculty with behavioral expertise, but it was not clear how many people served in each role.

Five additional cases had PBIS leadership teams, but the teams were not responsible for building school-wide expectations. Instead, in four cases it was faculty and staff through consensus procedures who built the expectations originally, and in one case the process used was not clear. Table 1 includes information on the 30 cases with PBIS leadership teams, including the variety of roles, in how many cases each role appeared, and descriptive statistics.

School characteristics. Within the 44 school cases included, one (2.27%) was an early childhood special education school, 22 (50.00%) were elementary schools, 12 (27.27%) were middle schools, four (9.09%) were high schools, and five (11.36%) were

multilevel, including K-12 (*n* = 2), an early childhood-12, early childhood-8, and a grade 5-12 school (see Table 2). The Midwest and West each contained 10 schools (22.73% respectively), nine schools were in the South (20.45%), six were in the Northeast (13.64%), one in British Columbia, Canada (2.27%; Kelm, McIntosh, & Cooley, 2014), and eight did not report location (18.18%). Demographic information was provided in 33 cases (75.00%), with 17 of 33 (51.52%) providing a breakdown of race/ethnicity and either socioeconomic status or free- or reduced-price lunch program eligibility, and 12 (36.36%) reported special education eligibility.

The elementary school described in Todd et al. (1999) uniquely began implementing individual student supports first while developing a school-wide system. Year one was a planning year where the leadership team was established and individual student supports were improved. While implementing the individual student system during the second year, the team defined behavior expectations as part of school-wide effective behavior supports, then implemented the school-wide plan with students in year three.

Procedures Followed

Of 44 included school cases, 37 (84.09%) included how expectations were built (see Table 3). Of these 37, 25 (67.57%) used a team process to build expectations, though one team in Valenti and Kerr (2015) experienced unproductive and frustrating meetings trying to build expectations and changed to a faculty and staff process with survey data (dual coded). Of cases with a team-based process, two teams (8.00%) used a survey to gather feedback from faculty and staff about the expectations the team built, and three teams (12.00%) held a meeting with faculty and staff to hear feedback.

Simonsen, Sugai, and Negron (2008) described a sixth team that also used input from faculty to identify expectations, but did not specify how input was received (e.g., survey, meetings).

Eight cases (21.62%) described faculty and staff meetings for consensus on school-wide expectations. Two of eight first tried another process, either an unsuccessful team process as previously described or an administration only process, before restarting with faculty and staff involvement and survey data (Valenti & Kerr, 2015). Either one or two faculty and staff meetings occurred to establish consensus on expectations. The remaining five cases (13.51%) were not clear as to how school-wide expectations were built, but did state they were systematically designed, developed, added, or in one case, defined by administrators and teachers (Warren et al., 2006).

Five schools (13.51%) used data-based decision making to begin the building of school-wide expectations. Of these five, two (40.00%) used a faculty and staff consensus approach and began by surveying faculty and staff about expectations. Both schools were featured in Valenti and Kerr (2015). In the middle school case, authors (district PBIS consultants) described how initial meetings with faculty and staff to create school-wide expectations were unproductive and caused frustration, so they developed a survey to assess all faculty and staff opinions on student behaviors. Faculty and staff rated 50 behaviors on a 5-point Likert-type scale from 1 = *not important* to 5 = *extremely important*. Survey results were shared as bar graphs as faculty and staff discussed each one and translated them into expectations, eliminating items with low mean scores. For the K-12 EBD school case in Valenti and Kerr authors used a different survey. Instead of rating student behaviors, faculty and staff rated expectations directly as well as

application to various settings (classroom, hallway, cafeteria, restroom, arrival/dismissal, and community/field trips). Survey results were used to create an expectation matrix through discussion with faculty and staff.

Three (60.00%) school cases using data-based decision making to begin the building of school-wide expectations used ODR data to inform decisions on student behaviors they desired to increase. For example, Sadler (2000) described how referral data showed the cafeteria was an area of concern, so the school team ensured clear expectations for that setting and made a video to help students and staff understand cafeteria expectations.

Behavior Expectation Matrix Content

Expectations. Thirty-six of 44 included school cases (81.82%) reported the number of major school-wide expectations (see Table 4). Schools ranged from having two to six major expectations, with most having three (n = 14, 38.89%) or five (n = 13, 36.11%). One school (2.78%) had two major school-wide expectations, seven schools (19.44%) had four, and one school (2.78%) had six.

Of 36 cases, 35 (97.22%) listed what the broad school-wide expectations were. Seven of the 35 (20.00%) formed an acronym from the first letter of each major expectation (e.g., P.R.I.D.E. = prepared, respectful, involved, determined, encouraging; or preparation, respect, integrity, dedication, effort; Burke, Davis, Hagan-Burke, Lee, & Fogarty, 2014; Burke et al., 2012). Nine schools (25.71%) had a name for their school-wide expectations, such as the 3 Rs (Netzel & Eber, 2003), the 4 Bs (Bosworth & Judkins, 2014), and Keys to Success (Simonsen, Sugai et al., 2008). Twenty-four schools (68.57%) included *be respectful* as one of their major school-wide expectations, four

(11.43%) included *respect* by itself, four (11.43%) included *respect others* and *respect property*, and three (8.57%) included *respect yourself* or a slight variant. Overall, at least one variation of respect appeared in 32 cases (91.43%) out of the 35 that provided expectations.

Twenty-one school cases (60.00%) included *responsible* as one major school-wide expectations, 16 schools (45.71%) included *safe*, eight schools (22.86%) included *ready*, seven schools (20.00%) included *kind*, six (17.14%) included *cooperate*, and four (11.43%) included *peace* or *peaceful*. See Table 4 for additional expectations from included articles.

Settings. Most articles did not include a full behavior expectation matrix showing all settings where operational definitions of behavior were created. We therefore coded any settings mentioned within context of school-wide expectations. Out of 44 included cases, 39 (88.64%) specified at least one setting ($M = 4.49$, $SD = 2.58$, range = 1-12, mode = 3) where school-wide expectations applied. Cafeteria appeared in the most cases ($n = 31$, 79.49%), followed by hallway ($n = 28$, 71.79%), and classroom ($n = 27$, 69.23%; see Table 5).

Expectations Taught, Used, and Reinforced

Expectations taught. Sixteen of 44 school cases (36.36%) mentioned faculty and staff were taught the school-wide expectations. Thirty-four cases (77.27%) included detail on how expectations were taught to students (see Table 6). Of these 34 cases, two (5.88%) described how students taught expectations to other students through role play, songs, and skits at assemblies (Menendez, Payne, & Mayton, 2008; Morrissey, Bohanon, & Fenning, 2010). In eight cases (23.53%), assemblies were used to teach school-wide

expectations, and 24 cases (70.59%) described using lesson plans. Eleven cases (32.35%) provided students with examples and non-examples of behavior expectations, exemplifying the ABA tenet to be clear as to what the expected behavior does and does not look like. Modeling of expectations was described in 12 cases (35.29%), students were given opportunities to practice expectations in 15 cases (44.12%), practiced expectations in the settings where they applied in 13 cases (38.24%), role played in nine cases (26.47%), watched skits in six cases (17.65%), and watched videos in five cases (14.71%).

Additional detail on how expectations were taught to students included the instructional schedule. For example, Farkas et al. (2012) described a "kick-off" week of activities and special sessions to support learning the new system and school-wide expectations. Specific lessons continued to be taught each week throughout the year, restarting midyear. Seven school cases dedicated a day or the first week of school where teachers took students to various stations around school to instruct them in that setting's expectations. Similarly, three school cases described using the first one to five days of school to have students take a "passport" to various settings that was stamped after the student was instructed in and/or demonstrated the expectations for that setting (Farkas et al., 2012; George, George, Kern, & Fogt, 2013; Simonsen, Sugai et al., 2008). Simonsen et al. (2012) also used passports but for students who enrolled midyear to ensure they received all setting lessons. One school in Lohrmann-O'Rourke et al. (2000) made an expectations pledge (to accompany the daily Pledge of Allegiance) and taught new lessons each month based on themes, such as thankfulness in November. One high school in Lane, Wehby, Robertson, and Rogers (2007) introduced an expectation every

other month over the course of the year, while the other high school had daily announcements with reminders of school-wide expectations.

Expectations used. Twenty-six of 44 cases (59.09%) mentioned how school-wide expectations were used other than in teaching, reteaching, or reminders (see Table 6). Within these 26 cases, examples included posters (*n* = 17, 65.38%), murals (*n* = 1, 3.85%), t-shirts for staff (*n* = 1, 3.85%), a daily "radio program" (*n* = 1, 3.85%), English language arts stories about expectations integrated across subjects (*n* = 1, 3.85%), as part of behavior intervention plans (*n* = 1, 3.85%), on neck tags worn by staff at recess as a reminder of expectations and active supervision components (*n* = 1, 3.85%), and as behavior screening items (*n* = 5, 19.23%).

Five school cases in three articles used expectations to screen all students for behavior concerns (Burke et al., 2014; Burke et al., 2012; Burke et al., 2016). Teachers rated each student on a Likert-type scale as meeting each major school-wide expectation either *never or almost never* (1), *rarely* (2), *sometimes* (3), *often* (4), or *always or almost always* (5). Results showed 25% of students scored less than 70% on the screener, and compared to Behavior Assessment System for Children–2nd ed.: Behavioral and Emotional Screening System (BASC-2 BESS; Kamphaus & Reynolds, 2007) ratings, was similar in predicting ODRs (areas under receiver operator characteristic [ROC] curves were .93 for BASC-2 BESS and .85 for expectations screener). In Burke et al. (2016), the expectations-based screener was compared to the Strengths and Difficulties Questionnaire (SDQ; Goodman, 2016) and the Preschool and Kindergarten Behavior Scales–2nd ed. (PKBS-2; Merrell, 2002) in a Head Start center, with lower area under ROC curve scores, especially for internalizing behavior comparisons. The expectations-

based scores' accuracy (area under ROC curves), compared to the SDQ, ranged on subscales from .37 (emotional symptoms) to .84 (conduct problems), and compared to the PKBS-2 accuracy on subscales ranged from .18 (social independence) to .84 (externalizing problems).

Expectations reinforced. Of the 44 school cases included, 34 (77.27%) provided information on how behaviors were reinforced when students met school-wide expectations (see Table 6). Of these 34 cases, four (11.76%) mentioned the reward/reinforcement system was explicitly taught to students. Twenty-four cases (70.59%) indicated tickets were used to reinforce desired behavior, 20 (58.82%) mentioned praise was used (with eight stating praise was behavior specific or providing behavior-specific examples), and four (11.76%) indicated some other form of token economy besides tickets was used. For example, Lewis et al. (1998) and Franzen and Kamps (2008) described how elastic bracelets were given to students along with behavior-specific praise for following recess expectations. Students wore the bracelets until returning to class where they reported why they earned them and deposited them into a container, which when full, earned a class party or other reinforcer voted on by the class. Teachers in Simonsen, Britton, and Young (2010) each had their own classroom token system, but when implementation of PBIS began, classroom token systems were aligned to the school-wide expectations so students would be consistently recognized for expectation-following behaviors.

Teachers in Metzler, Biglan, Rusby, and Sprague (2001) could send home praise notes and make positive referrals to administration, supplementing their regular giving of "Tiger Tickets" to students for following school-wide expectations. Less immediate

reinforcement was described in Simonsen, Sugai et al. (2008) where a card system recognized students who earned 0-1 ODRs (yellow card), multiple ODRs but on honor roll (silver card), and 0-1 ODRs on honor roll (gold card). Each level afforded students various privileges, such as sitting next to a friend at lunch or receiving a free slice of pizza at a local restaurant.

Discussion

The purpose of this literature review was to investigate PBIS behavior expectation matrices, including characteristics of articles and stakeholders involved in the building of matrices, procedures followed to determine expectations, matrix content built, how expectations were taught or otherwise used, and how desired student behavior was reinforced when expectations were met. While expectations can vary from teacher to teacher and across settings, building a school-wide behavior expectation matrix with faculty and staff input increases the probability expectations will be reinforced by the majority of adults in the school. Having a behavior expectations matrix within a PBIS framework provides educators an instructional tool for teaching behaviors (including academic behaviors), and displaying expectations on posters provides a prompt to reinforce behaviors that meet expectations (Cabeza et al., 2013; Lane, Oakes, & Magill, 2014). This explicit instruction, practice time, and reinforcement benefits all students at all grade levels, including those with EBD (Lane, Oakes, Cantwell, & Royer, 2016).

As predicted based on technical assistance centers' recommendations, school leadership teams most often built school-wide behavior expectations. One team, however, experienced unproductive and frustrating meetings while attempting to determine school-wide expectations and changed the process to be faculty and staff

driven with survey data (Valenti & Kerr, 2015). Such a shift further illustrates the need for inviting input from all faculty and staff when constructing an expectation matrix. Only six teams (24.00%) solicited feedback from faculty and staff through a survey or a meeting after creating a draft expectation matrix, which was unexpected given the recommendations by PBIS technical assistance centers. It is possible more teams used an iterative process to involve faculty and staff feedback as they built school-wide expectations but articles did not report this level of detail.

Schools did make efforts to ensure leadership team members were representative of the school (see Table 1). However, only three or four teams included students or parents, respectively. Lane, Oakes, Cantwell, and Royer (2016) described how teams should be representative of school faculty and staff as well as students and parents, as all roles bring important and varied points of view to discussions and decision making. This variety of voices, including information on the cultural relevance of expectations from parents and students, is critical when determining what behaviors will become school-wide expectations to be followed by all students and to be most likely reinforced consistently by all faculty and staff.

Five schools (13.51%) used data-based decision making specifically to guide the building of school-wide expectations. Two used a survey specifically about expectations (Valenti & Kerr, 2015) while the other three examined ODR data (Lewis-Palmer, Sugai, & Larson, 1999; Metzler et al., 2001; Sadler, 2000). Interestingly, the two schools in Valenti and Kerr (2015) surveyed their faculty and staff for input on expectations after first attempting a team-based or administrative approach that was unsuccessful. Just as schools develop PBIS frameworks to prevent challenging student behaviors instead of

waiting to react when behaviors manifest, schools building expectation matrices can benefit from these schools' examples and consider starting with a faculty and staff school-wide expectations survey to prevent challenges and frustrations similar to what these teams encountered. Additionally, teams can consider soliciting feedback from faculty and staff on drafted expectations following PBIS technical assistance center recommendations.

Finding 91.43% of school cases included respect in some form as one of their major school-wide expectations and 60.00% included responsible was consistent with findings of Lynass et al. (2012), who found these two expectations and safety appeared in more than 60% of matrices from 155 schools across 12 states. The present study diverged from those findings as safe was as expectation for 45.71% of school cases. Such a high percentage of schools including respect is indicative of contemporary school climates where student bullying, student harassment, and verbal abuse of teachers remains a concern, though they have declined (for example, schools reporting weekly bullying declined from 29% in 1999-2000 to 16% in 2013-2014; verbal abuse of teachers declined from 13% to 5% in the same years; Zhang, Musu-Gillette, & Oudekerk, 2016). Additionally, lack of discipline and fighting/violence/gangs continue to rank in the top four biggest problems facing public schools on the Phi Delta Kappan/Gallup poll conducted yearly since 1969, making the inclusion of respect in 91.43% of school cases understandable (Phi Delta Kappan, 2016).

With the prevalence in schools' prioritizing respect as a universal expectation, the importance of expectations reflecting community values and cultures cannot be overstated. In particular, subjective interpretations of respect have been found to result in

a disproportionate number of office discipline referrals for African American boys (Skiba et al., 2011). Thus operationally defining the expectation of respect with recognition of students' cultural identities offers clear guidance for adults in interpreting, teaching, and reinforcing respect in culturally relevant ways (Vincent et al., 2011).

Only 58.82% of cases mentioned praise was used to reinforce behavior when students met expectations and only eight schools indicated praise should be behavior specific. Given the emphasis on positive reinforcement within PBIS frameworks and the ABA tenet of reinforcement density when teaching new behaviors, all school cases were expected to mention praise as the most frequent reinforcer and how praise should always be paired with tickets when given to students for meeting expectations (Lane et al., 2015). Incorporating behavior-specific praise into daily teaching routines is an effective, efficient, practical means to increase desired academic behaviors and reduce problem behaviors, while being free of cost and requiring virtually no planning after initial practice (Allday et al., 2012; Haydon & Musti-Rao, 2011; Royer, Lane, Dunlap et al., 2017).

Also of note was how cafeteria and hallway setting expectations appeared more often than classroom settings. This might be due to greater need for interventions in noninstructional settings, or to a lack of literature regarding interventions in cafeterias and hallways, prompting more research in these settings. In contrast, when teachers or schools seek classroom interventions, they will find a great number of studies and books with a great variety of theoretical frameworks and methodologies from which to choose.

The procedures schools used to teach behavior expectations to students as part of primary (Tier 1) plans were as recommended by OSEP TAC PBIS and MBLSI, though in

lesser quantity. More cases were expected to mention including nonexamples of behaviors, given technical assistance center recommendations and how PBIS is ABA (scaled up) where operational definitions of target behaviors include examples and nonexamples. It is again possible more schools included non-examples without this level of detail being mentioned in articles. It was encouraging to see how, of 15 studies that mentioned providing students time to practice expectations, 13 (86.67%) took students to practice expectations in situ. Rather than practicing expectations through role play in the classroom, these schools provided authentic opportunities for students to build fluency and receive reinforcement for meeting expectations.

Only five cases (14.71%) mentioned use of videos to teach expectations. There were no cases in the 1990s, while two cases used video in the 2000s, and three cases in the first half of the 2010s, indicative of more video-capable technology (e.g., smart phones, tablets) becoming present in classrooms such as one-to-one tablet initiatives (Chou, Block, & Jesness, 2012). Eight schools (23.53%) mentioned using assemblies to teach expectations, though more were expected given technical assistance centers' recommendations to have beginning of the year kick-off assemblies to introduce PBIS, teach the major school-wide expectations, build excitement, and capture student interest (e.g., MIBLSI, 2014). It is possible school size, resources, time, or the level of planning needed for an assembly to run smoothly were challenges schools faced as they worked to begin implementation of their new school-wide plan. Additional schools mentioned using assemblies as rewards for students throughout the year, but not in an instructional capacity.

A majority of cases (65.38%) using expectations other than in teaching included posters of expectations in various settings, and it is possible more schools did so but did not include this level of detail in articles. Displaying school-wide and setting-specific expectations on large posters is an attractive means to present discriminative stimuli for students to engage in socially acceptable behaviors, as well as prompting faculty and staff to teach behaviors on the posters when needed and reinforce desired student behavior. Similarly, displaying expectations on staff t-shirts, school murals, in songs, and elsewhere keeps expectations in the forefront, making it more likely students will meet expectations and faculty and staff will remember to reinforce desired behaviors (Jones, Caravaca, Cizek, Horner, & Vincent, 2006; Menendez et al., 2008; Simonsen, Sugai et al., 2008; Todd et al., 1999). Incorporating expectations into core curricula such as writing expectation-themed stories or teaching biographies of American Indian people who exemplified school-wide expectations was another way some schools engaged students with expectations (Jones et al., 2006; Lewis et al., 1998). Co-teachers of a community service class in Swain-Bradway, Pinkney, and Flannery (2015) even had students take ownership of expectations by tasking them with creating more interesting and relevant lesson plans, which required surveying the student body, refining examples and nonexamples, and creating activities.

Overall, included school cases building their school-wide behavior plan worked to implement concepts of ABA to increase socially acceptable behavior and to prevent problem behaviors. Schools illustrated their journeys from initial interest in PBIS, to receiving training, examining and improving environmental conditions (setting events; discriminative stimuli), determining school-wide reinforcement logistics (response to

stimuli/consequences), to implementation and evaluation of outcomes. All reported outcomes were positive (e.g., reductions in ODRs), showing how operationally defining expectations, teaching them, providing time to practice them, and consistent reinforcement of appropriate behavior helped students learn what is socially acceptable and maintain behaviors that contributed to a warm, supportive classroom environment (Lane et al., 2011).

Educational Implications

There is a need for school leadership teams to involve faculty and staff in the expectation-building process based on technical assistance center recommendations and findings of this literature review (e.g., only six out of 25 teams used input from faculty and staff). Just as school administrators often involve faculty and staff by committee to get input before making decisions that have school-wide implications, school leadership teams should involve faculty and staff in the building of school-wide student behavior expectations, expectations teachers and staff will be asked to teach and reinforce strategically in all school settings (Andreou, McIntosh, Ross, & Kahn, 2015). This faculty and staff buy-in is important to sustainability of a practice, as are measures of acceptability, contextual fit, and use of data (Andreou et al., 2015; Fixsen, Blase, Naoom, & Duda, 2015). Further, data-based decision making has become integrated in school vocabulary to where its use in school improvement is taken for granted, and PBIS specifically emphasizes the use of data-based decision making for improving the quality of outcomes (MIBLSI, 2014; Murray, 2013; Sugai & Horner, 2009). Therefore, school leadership teams may be wise to consider using data not only to determine readiness for systems change, where problem behaviors typically occur, and/or for outcome measures,

but to ensure the behaviors more likely to be reinforced by faculty and staff are the ones selected for school-wide expectation matrices. For example, if a middle or high school PBIS leadership team did not survey faculty and staff before determining school-wide expectations, they might include "Have 3-ring binder ready when the bell rings" as an expectation, but music classes and physical education classes might not require 3-ring binders. If the team instead included an iterative process with feedback from faculty and staff, surveys or discussions might lead to revising the expectation to "Be prepared with required materials" so it can apply to all students in all classes.

As previously indicated, teachers and staff may benefit from increased use of behavior-specific praise to increase student on-task behaviors and decrease and prevent problem behaviors. Especially when recognizing students for meeting expectations with tickets, behavior-specific praise should always be paired with the ticket so the student knows exactly what he or she did to meet which expectation. The student would then be more likely to engage in that behavior in the future if the attention, ticket, and praise were found to be individually reinforcing, following principles of ABA (Cooper et al., 2007). Learning occurs through consequences, where what happens after a behavior elicits future responding (e.g., operant conditioning; Morris, Smith, & Altus, 2008). Since tickets are given strategically (e.g., higher density at beginning and end of year, before and after breaks) and randomly instead of for every instance a student meets an expectation, behavior-specific praise can be used without tickets to reinforce desired behaviors. Most importantly, behavior-specific praise can be integrated seamlessly into any lesson without disrupting the flow of instruction (Lane et al., 2015).

Limitations and Future Directions

Interpretation of findings should take into consideration the following limitations. First, some articles were excluded from the review, including articles published in a language other than English as translation services were not available. Only articles in peer-reviewed journals were included, as peer-review is an essential part of scientific inquiry, though imperfect (Cook, 2014), and serves as a quality control step offering authors the opportunity for improvement before publication (Resnik & Elmore, 2016). We recognize the possibility of publication bias as well when including only peer-reviewed articles, as articles with significant, positive results tend to be published over those with null findings (which might have included details on expectation matrices; Cook, 2014). Articles with aggregated data (e.g., from large state-wide studies) were also not included, unless they provided specific information for how at least one school's expectations were built. Studies with aggregated data presented means across school cases and summaries of matrix content that did not allow for coding of specific data for individual school cases. Future researchers might include nonrefereed journals, consider contacting authors of aggregated data studies for original data sets, and/or consider contacting state PBIS technical assistance centers to request unpublished case studies and illustrations used in training presentations.

Second, data were coded as they appeared in each article. School plans and additional history on how a school built its PBIS framework or expectation matrix were not requested from authors – only what was documented by authors in included cases was used. Findings may be incomplete, therefore, given the purpose of many articles was not to describe in detail the school's journey in building and implementing PBIS. However,

method sections should be written with replicable detail (e.g., baseline conditions, procedures; Horner et al., 2005; Lane, Wolery, Reichow, & Rogers, 2007; Wolery & Lane, 2014), and knowing what school-wide expectations are in place and how they are taught and reinforced is essential to understanding a study's context and supporting replication. Future publishers might request more detail from authors on how a school built its matrix and/or request full expectation matrices to examine in greater detail, such as the full number and nature of settings where operational definitions of school-wide expectations were taught. A future study might also design and collect survey data from school leadership teams implementing PBIS across the United States, with specific questions about school characteristics, expectations, settings, process used to build school-wide expectations, and team characteristics.

As researchers continue to work with schools to build PBIS, MTSS, or Ci3T frameworks and to design and implement interventions in schools where these tiered models are already in place, it would benefit scholars and practitioners if more detail were included as to how the primary plan was first built. When an intervention is implemented in a school where a tiered model of prevention has high implementation fidelity, results could be dramatically different compared to implementing the same intervention in a school without a tiered model or where Tier 1 fidelity is low, given all other aspects held constant. Thus, readers need to know what primary (Tier 1) prevention plan is in place and at what level of fidelity (e.g., School-wide PBIS Tiered Fidelity Inventory scores, Algozzine et al., 2014; School-wide Evaluation Tool scores, Todd et al., 2012), and relatedly, details as to how the plan was developed and sustained. To illustrate

such narrative description, studies taking place in a school with PBIS or Ci3T should consider including a full behavior expectation matrix.

Summary

This systematic literature review investigated school-wide behavior expectations, including article characteristics, stakeholder characteristics, procedures followed when building expectations, matrix content, and how content was taught and reinforced. Of 44 identified cases, half were elementary schools. A team process was used in the majority of instances (67.57%), but only 24.00% of teams sought faculty and staff input or feedback to inform the expectation-building process. Teams most consistently comprised an administrator, general education teachers, and/or special education teachers, along with a variety of support staff. Respect appeared in some variation (e.g., be respectful, respect others, respect property) in 91.43% of 35 school cases that reported specific school-wide expectations, followed by responsibility which appeared in 60.00% of cases, similar to Lynass et al. (2012) findings.

Schools taught expectations primarily through direct instruction with lesson plans (70.59% of cases). Almost one third of cases (32.35%) taught expectations by including examples and nonexamples, 35.29% included modeling, 26.47% included role play, and 23.53% had assemblies. Of 26 cases mentioning how expectations were used, 17 (65.38%) noted expectations were posted in various settings. Cafeteria, hallway, and classroom settings each appeared in a majority of cases ($\geq$ 69.23%). Tickets were used in a majority of cases (70.59%) that described a school reinforcement system. Praise was mentioned in 58.82% of school cases describing reinforcement, with 23.53% of cases using behavior-specific praise.

Five school cases (11.36%) began building school-wide expectations with data, either a review of ODRs or a faculty and staff survey about behaviors or school-wide expectations. As schools begin the systems-change process to a tiered model of prevention, they should consider using a survey on school-wide expectations critical for student success all faculty and staff can complete to provide data for team decision making (e.g., SESSS; Lane, Oakes et al., 2010). Using such a survey would be likely to increase faculty and staff buy-in, increased further by including an iterative feedback loop after an expectation matrix is drafted, making it more likely the new school-wide plan will be implemented with and sustained with high fidelity.

Table 1

Descriptive Statistics for School Teams When Provided in Cases

Characteristic	Cases *n*
Team size (*M* = 7.88, *SD* = 2.03)	
5	1
6	1
7	2
8	1
9	1
10	1
11	1

Team role	Cases *n*	People per team in role *M* (*SD*; range)
Administrator	9	1.22 (0.67; 1-3)
Teacher, GenEd	8	3.38 (1.77; 2-7)
Teacher, SpEd	7	1.43 (0.79; 1-3)
Psychologist	4	1.25 (0.50; 1-2)
Behavior specialist	3	1.00 (0.00; n/a)
Counselor	3	1.00 (0.00; n/a)
Social worker	2	1.00 (0.00; n/a)
Parent	2	1.00 (0.00; n/a)
Student	1	4.00 (n/a; n/a)
District rep.	1	1.00 (n/a; n/a)
Other		
Experts on EBS	1	2.00 (n/a; n/a)
Research scientist*	1	2.00 (n/a; n/a)
Instructional assistant	1	1.00 (n/a; n/a)
Intervention specialist*	1	1.00 (n/a; n/a)
Rep. of secretary, custodian, cafeteria workers	1	1.00 (n/a; n/a)
School-based student services coordinator	1	1.00 (n/a; n/a)
Writing laboratory rep.	1	1.00 (n/a; n/a)
Classified faculty	1	unknown
Community members	1	unknown
Other school personnel	1	unknown
Paraprofessionals	1	unknown
Several specialists	1	unknown
Support staff	1	unknown

Note. EBS = effective behavioral supports; n/a = not applicable; rep. = representative.
*Project staff (as indicated in article).

Table 2

School Characteristics from Included Cases (N = 44)

Characteristic	Cases *n* (%)
School type	
Head Start preschool	1 (2.27)
Elementary	22 (50.00)
Middle	12 (27.27)
High	4 (9.09)
Other	5 (11.36)
5-12	1 (20.00)
EC-12 NPS	1 (20.00)
EC-8 deaf/hard of hearing	1 (20.00)
K-12 EBD	1 (20.00)
K-12 private EBD, autism	1 (20.00)
Region	
Midwest	10 (22.73)
Northeast	6 (13.64)
South	9 (20.45)
West	10 (22.73)
British Columbia, Canada	1 (2.27)
Not reported	8 (18.18)

Note. Region was coded according to the United States Census Bureau (2015). EBD = emotional and/or behavioral disorder, or emotionally disturbed; EC = early childhood special education; K = kindergarten; NPS = nonpublic school (this NPS specialized in applied behavior analysis for students aged 3–22 with disabilities and educational and behavioral challenges).

Table 3

Procedures Followed When Establishing School-Wide Behavior Expectations in Included Cases (N = 44)

Characteristic	Cases *n* (%)
Procedure used to build expectations	37 (84.09)
Team[a]	25 (67.57)
Faculty and staff meeting to hear feedback	3 (12.00)
Faculty and staff survey for feedback/approval	2 (8.00)
Faculty and staff feedback, method unspecified	1 (4.00)
Faculty and staff meetings until consensus	8 (21.62)
Classified staff included	3 (37.50)
No. of meetings to reach consensus (range)	1-2
School administration[b]	1 (2.70)
Unclear	5 (13.51)
Procedure began with data	5 (13.51)
Office discipline referral data themes	3 (60.00)
Faculty and staff survey on student expectations	2 (40.00)

Note. [a]One team switched to a faculty and staff consensus process. [b]The K-12 school for students with emotional and behavioral disorders in Valenti & Kerr (2015) where administration first determined school-wide expectations started the process over with a PBIS coach and faculty and staff involvement after one year of implementation based on incident report data and faculty and staff complaints.

Table 4

Descriptive Statistics of Expectations in Included Cases (N = 44)

Characteristic	Cases *n* (%)	Characteristic	Cases *n* (%)
No. of major expectations	36 (81.82)	Expectation	35 (79.55)
2	1 (2.78)	All variations of respect	32 (91.43)
3	14 (38.89)	Be respectful	24 (68.57)
4	7 (19.44)	Respect	4 (11.43)
5	13 (36.11)	Respect others	4 (11.43)
6	1 (2.78)	Respect property	4 (11.43)
		Respect yourself	3 (8.57)
Acronym	7 (20.00)	Responsible	21 (60.00)
BAMS	1 (14.29)	Safe	16 (45.71)
Be respectful, act appropriate, manage your time and task, strive to succeed		Ready/prepared	8 (22.86)
		Kind/nice	7 (20.00)
		Cooperate	6 (17.14)
CARR	1 (14.29)	Care	4 (11.43)
Caring, academically engaged, respectful, responsible		Directions	4 (11.43)
		Peaceful	4 (11.43)
		Honest	3 (8.57)
PAWS	1 (14.29)	Academic	2 (5.71)
Positive and polite, achieve your goals, work hard, stay safe		Considerate	2 (5.71)
		Hands and feet to self	2 (5.71)
		Accountable	1 (2.86)
PRIDE	2 (28.57)	Achieve	1 (2.86)
Prepared, respectful, involved, determined, encouraging		Appropriate	1 (2.86)
		Attitude	1 (2.86)
Preparation, respect, integrity, dedication, effort		Control	1 (2.86)
		Dedication	1 (2.86)
RREACH	1 (14.29)	Determined	1 (2.86)
Responsibility, respect, eagerness to learn, awesome attitude, caring, honest always		Effort	1 (2.86)
		Encouraging	1 (2.86)
		Helpful	1 (2.86)
		Integrity	1 (2.86)
SHARP	1 (14.29)	Involved	1 (2.86)
Safe, helpful, accountable, respectful, positive		Learn	1 (2.86)
		Manage	1 (2.86)
		Obedient	1 (2.86)
		On task	1 (2.86)
Name	9 (25.71)	Orderly	1 (2.86)
3 Rs	1 (11.11)	Participate	1 (2.86)
4 Bs	1 (11.11)	Personal space	1 (2.86)
Five Steps to Success	1 (11.11)	Positive	1 (2.86)
Give me Five	1 (11.11)	Positive and polite	1 (2.86)
High-five	1 (11.11)	Pride	1 (2.86)
Keys to Success	1 (11.11)	Put ups, not put-downs	1 (2.86)
The PAWS	1 (11.11)	Strive	1 (2.86)
Take Five	1 (11.11)	Talk only when it is your turn	1 (2.86)
Steps to Success	1 (11.11)	Work hard	1 (2.86)

Note. 36 cases provided no. of major school-wide expectations, 35 cases provided expectation text; percentages calculated accordingly.

Table 5

Setting Characteristics Where School-Wide Expectations Were Applied in Included Cases (N = 44)

Characteristic	Cases *n* (%)
No. of settings	39 (88.64)
1	4 (10.26)
2	3 (7.69)
3	12 (30.77)
4	1 (2.56)
5	8 (20.51)
6	4 (10.26)
7	2 (5.13)
8	3 (7.69)
11	1 (2.56)
12	1 (2.56)
Setting	39 (88.64)
Cafeteria/dining hall	31 (79.49)
Hallway/stairs	28 (71.79)
Classroom	27 (69.23)
Playground/recess	18 (46.15)
Restroom/bathroom	14 (35.90)
Bus	12 (30.77)
Arrival/dismissal	6 (15.38)
Assembly/auditorium	6 (15.38)
Gymnasium	5 (12.82)
Field trip/community	4 (10.26)
Lockers	3 (7.69)
Office	3 (7.69)
Common areas	2 (5.13)
Computer lab	2 (5.13)
Everywhere	2 (5.13)
Library	2 (5.13)
Media center	2 (5.13)
Brushing teeth	1 (2.56)
Centers	1 (2.56)
Circle time	1 (2.56)
Emergency situation	1 (2.56)
Kitchen	1 (2.56)
Rest time	1 (2.56)
Specials (art, music, PE)	1 (2.56)
Transitions	1 (2.56)

Note. PE = physical education.

Table 6

Descriptive Statistics of How Expectations Were Taught, Used, and Reinforced in Included Cases (N = 44)

Characteristic	Cases *n* (%)
Expectations taught to faculty and staff	16 (36.36)
Expectations taught to students	34 (77.27)
Lesson plan	24 (70.59)
Practice	15 (44.12)
Practice *in situ*	13 (38.24)
Modeling	12 (35.29)
Examples and nonexamples	11 (32.35)
Role play	9 (26.47)
Assembly	8 (23.53)
Stations	7 (20.59)
Skit	6 (17.65)
Video	5 (14.71)
Passports	4 (11.76)
Reinforcement/reward system explicitly taught	4 (11.76)
By students	2 (5.88)
Expectations used, other than teaching/reteaching	26 (59.09)
Posters	17 (65.38)
Behavior screener	5 (19.23)
Behavior intervention plans	1 (3.85)
Daily radio program	1 (3.85)
Mural	1 (3.85)
Staff neck tags at recess	1 (3.85)
Staff t-shirts	1 (3.85)
Expectations reinforced	34 (77.27)
Tickets	24 (70.59)
Praise	20 (58.82)
Praise, behavior-specific	8 (23.53)
Tokens, other than tickets	4 (11.76)
Praise notes	1 (2.94)

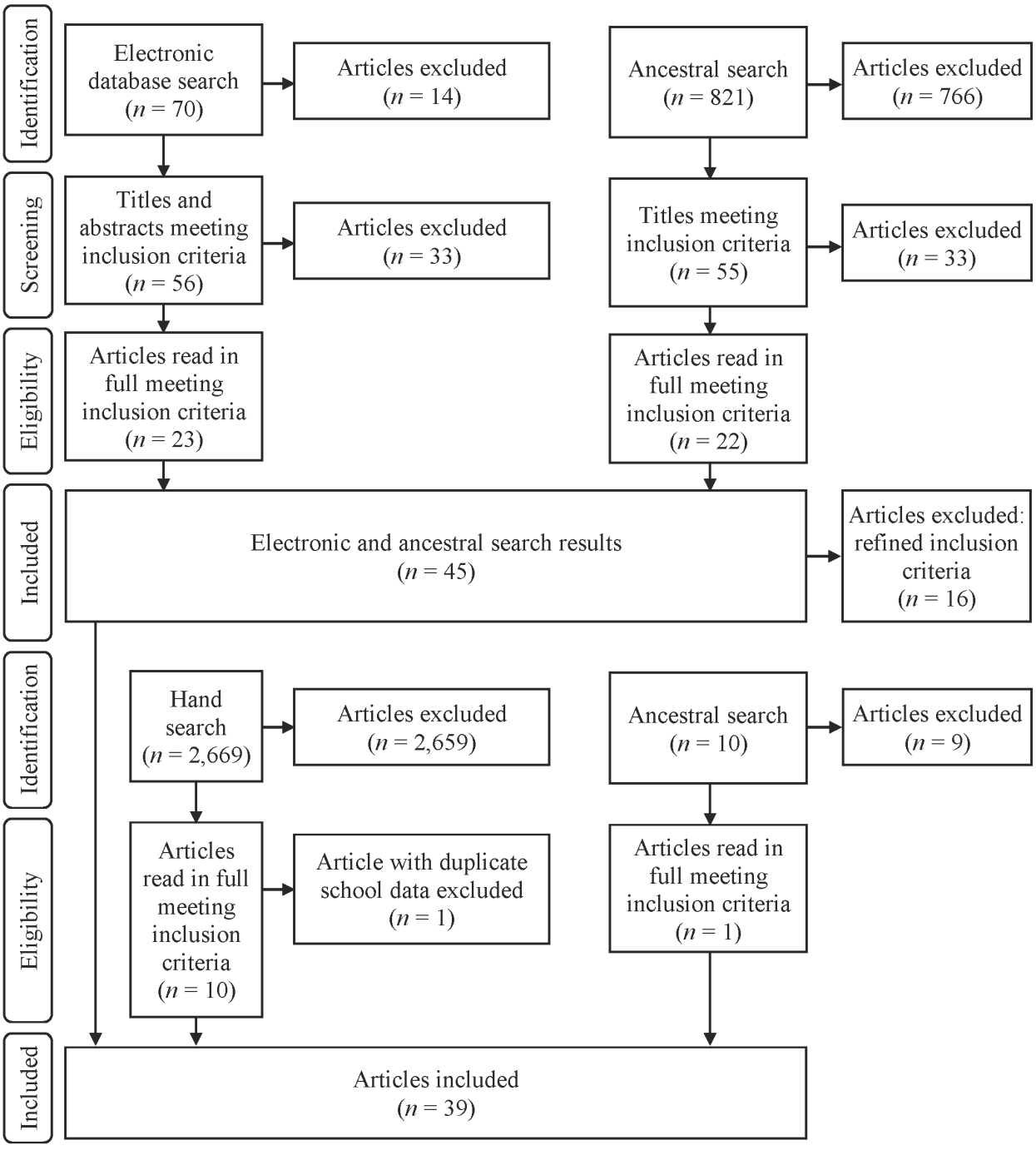


Figure 1. Flow diagram illustrating systematic search procedures and article inclusion for school-wide expectations building.

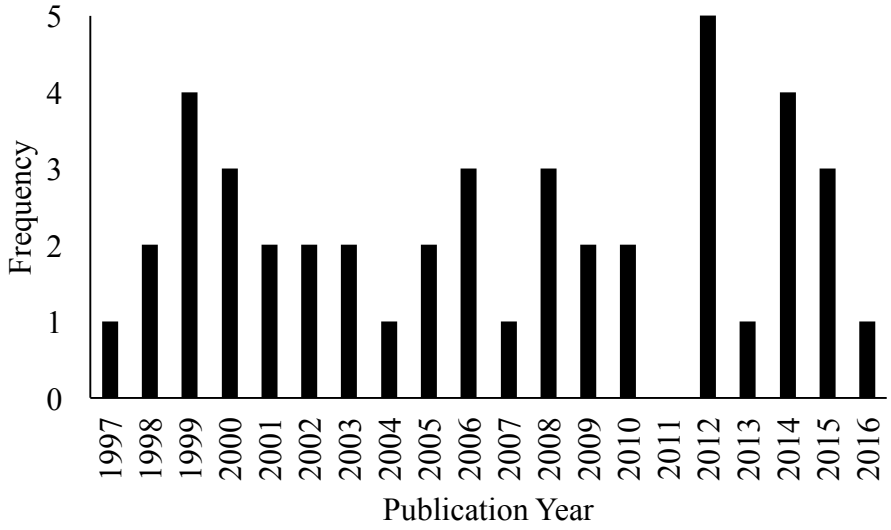


Figure 2. Publication year frequency for included school cases (N = 44).

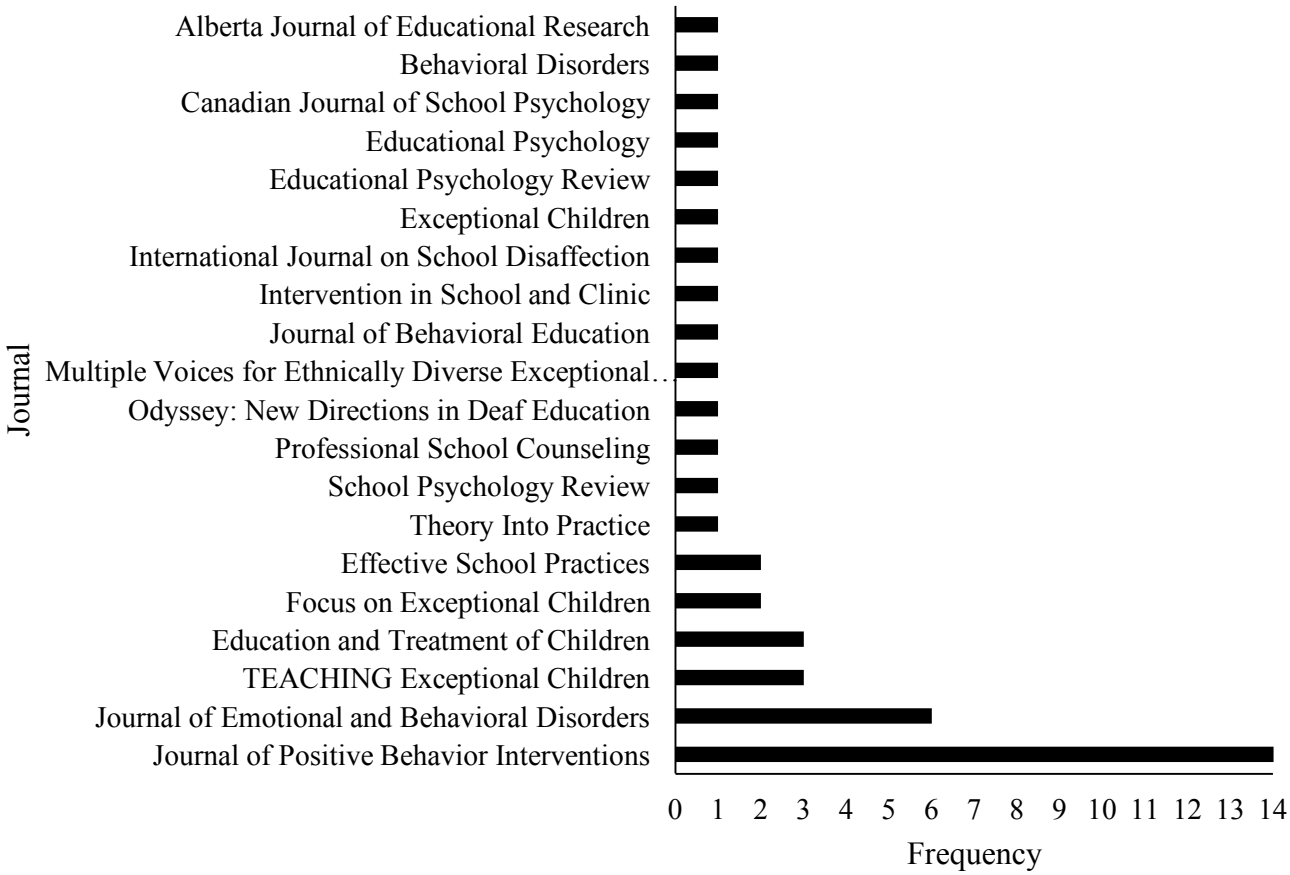


Figure 3. Publication journal frequency for included school cases (N = 44).

Chapter 3

Method

Many school districts are embracing the move toward collaboration and shared faculty and staff responsibility to support all students' academic, behavioral, and social needs (Lane et al., 2013). Teachers are welcoming an increased variety of students from the rich diversity within the United States (Kozleski et al., 2014). All students come to school with different social skillsets, behavioral competencies, and academic abilities, and districts recognize the need to empower teacher collaboration with knowledge and strategies for working with all student ability levels in these domains (Cochran-Smith & Dudley-Marling, 2012; Lane, Menzies et al., 2012). For teacher-delivered strategies to be most effective, defining school-wide expectations for all students is a key system-level support. These school-wide expectations allow consistent language to be used across school settings by all faculty and staff, helping students understand which skills will support their success. Additionally, school-wide expectations can facilitate inclusive programming, make grade level transitions easier (e.g., elementary to middle school), support secondary students' daily transitions between teachers, and inform interventions at all levels (Lane, Carter et al., 2012).

Such school-wide expectations, when determined with faculty and staff participation, help ensure they will be taught and reinforced throughout the school by all adults. Thus an efficient process is needed to gain faculty and staff input on social and academic behaviors critical for school success, and such a process can be data informed in accordance with data-based decision making prevalent in education (Murray, 2013; Sugai & Horner, 2009). The Schoolwide Expectations Survey for Specific Settings

(SESSS; Lane, Oakes et al., 2010) was developed to meet this need. SESSS data can be used when schools first build the behavioral component of a tiered system's school-wide plan, as well as when there is high faculty and staff turnover.

There are a few three-tiered models with a behavioral component schools are adopting as a systems level approach to foster inclusion and support of all students. Such systems typically have three tiers of supports in increasing intensity and include positive behavioral interventions and supports (PBIS; Horner & Sugai, 2015) for behavior; multi-tiered system of supports (MTSS; Batsche, 2013; Sugai & Horner, 2009) which blends academics and behavior; and comprehensive, integrated, three-tiered (Ci3T; Lane, Oakes, & Magill, 2014) models of prevention which combine academic, behavior, and social skill domains. These tiered models have in common a school-wide plan for all students where faculty and staff collaborate in a systems approach to improve efficiency over isolated efforts (Drago-Severson & Pinto, 2006; Oakes et al., 2013). For students who need more than the primary (Tier 1) plan provides, there are additional tiers of specialized supports in increasing intensity, typically secondary (Tier 2) interventions for some students (10-15%) and tertiary (Tier 3) supports reserved for students with the most intensive needs (~5%; Horner & Sugai, 2015).

Within the behavioral component of tiered systems' school-wide plans, tenets of applied behavior analysis (applied, behavioral, analytic, technological, conceptual, effective, generalizable; Baer et al., 1968) are scaled up across school settings to shift the unit of intervention to the whole school (Horner & Sugai, 2015). Socially acceptable and desired behavior expectations for various school settings are explicitly taught to students, students are provided time to practice expectations (ideally in respective settings), and

behaviors are reinforced when expectations are met (OSEP TAC PBIS; n.d.-c). In this manner, antecedent events and discriminative stimuli are refined in order to promote prosocial and self-determined behavior for success not only in school but for positive post-school outcomes (Shogren, Wehmeyer, & Lane, 2016). Challenging behaviors are reduced and prevented by the systematic approach to teaching behavior and reinforcing desired behaviors when students meet expectations, making it more likely socially acceptable behaviors will occur with greater frequency (Cooper et al., 2007).

Previous research on teacher expectations for student behavior revealed both general and special educators have similar expectations of students (Lane et al., 2003). Across five studies surveying 2,752 general and special education teachers at 44 elementary, 24 middle, and 16 high schools in various geographic regions, four behavior expectations were ranked as essential for student success by the majority of teachers on either the Social Skills Rating System (SSRS; Gresham & Elliott, 1990) or a modified version of the SSRS called the Teacher Expectations for School Success (see Lane, Givner et al., 2004): (1) follows directions, (2) listens to instruction, (3) controls temper with peers, and (4) controls temper with adults (Lane, Givner et al., 2004; Lane et al., 2003; Lane, Pierson et al., 2004; Lane, Pierson et al., 2010; Lane et al., 2006). Each school community typically has unique behavioral expectations (including academic behaviors), however, based on current needs and reflective of common cultural values (Lynass et al., 2012). Collaboration of stakeholders is essential in the building of expectations, therefore, as responsibility for students' success is a shared endeavor.

Schools build behavior expectation matrices following various procedures, usually led by a school leadership team representative of the school, but not always

involving direct faculty and staff input (see Chapter 2). When school teams train with the Department of Education Office of Special Education Programs Technical Assistance Center on PBIS (OSEP TAC PBIS; see pbis.org), a team of 10 school representatives (e.g., administrators, general education teachers, special education teachers, and classified staff) typically determines expectations. First, the team chooses three to five major school-wide behavior expectations to address school needs. Then the team shares the expectations with faculty and staff and determines if 80% buy in (OSEP TAC PBIS, n.d.-c), based on the belief if 80% or more of faculty and staff agree on school-wide behaviors they will be taught schoolwide and reinforced (e.g., be effective; Horner et al., 2004). Next, the team builds most of the matrix, defining each expectation for non-classroom areas with three to five examples, shared with faculty and staff again for 80% buy-in. Finally, the PBIS team works with teachers to define three to five classroom examples for the school-wide expectations – this might be accomplished through a survey, brainstorming, election, written or verbal feedback, or other means (OSEP TAC PBIS, n.d.-a).

In contrast, school leadership teams participating in a year-long Ci3T professional learning series (see Figure 4) receive data from faculty and staff on the SESSS (Lane, Oakes et al., 2010). All faculty and staff are invited to complete the SESSS before the professional learning series begins, rating which student behaviors are critical for school success in three domains (respect, responsibility, best effort) across seven settings: classroom, hallway, cafeteria, playground, restroom, bus, and arrival/dismissal (Lane, Oakes, Jenkins et al., 2014). The team uses these data to develop a draft behavior expectation matrix to share with faculty and staff for feedback, which is then used to

inform revisions, ensuring everyone has a chance for their input to be considered. Specifically, teams identify expectations on the SESSS rated by 75% or more faculty and staff as *critical for success* and consider placing those items in a first draft of the expectation matrix, then consider items rated as critical by 50% or more faculty and staff. These items become the operationally defined examples of the three to five positively stated major school-wide expectations (e.g., be respectful, be responsible, be safe) chosen by the Ci3T leadership team. The SESSS provides a systematic data-informed process to build expectation matrices with input from a school's full faculty and staff, and continued buy-in can be encouraged through additional feedback opportunities. Although the SESSS is a data-informed approach to building behavior expectation matrices, further inquiry into its psychometric properties and functional utility is needed to lend additional data to its evidence base and support continued use.

Purpose

The purpose of this study was to explore educator priorities of behavioral expectations in classroom and non-instructional settings—a previously unstudied area of inquiry—for students as measured by the SESSS with one Ci3T training cohort (see Appendices A-C for original institutional review board study objectives, participant informational letter, and approved modification to include dissertation research questions). Specific research questions were: (a) To what extent did elementary, middle, and high school faculty and staff converge and diverge on expectations viewed as *not important for success*, *important for success*, and *critical for success* in the classroom and non-instructional settings as measured by the SESSS? (b) To what extent did school level (elementary, middle, high) differentiate participants' mean scores for each setting

(classroom, hallway, cafeteria, playground, restroom, bus, arrival/dismissal) regarding expectations for student success as measured by the SESSS? (c) What participant characteristics (gender, age, degree earned, experience in education, experience at current school level, academic screening training, behavior screening training, classroom management course history) predicted their views on student behavior expectations in classroom and non-instructional settings as measured by the SESSS? (d) To what extent did the four behavior expectations ranked as essential for student success in the classroom setting (i.e., follow directions, listen to instruction, control your temper with peers, control your temper with adults) by the majority of teachers in previous teacher expectation studies (i.e., Lane, Givner et al., 2004; Lane et al., 2003; Lane, Pierson et al., 2004; Lane, Pierson et al., 2010; Lane et al., 2006) compare to behavior expectations prioritized by participating faculty and staff as measured by the SESSS?

Method

Participants and Setting

Participants were 260 faculty and staff members from 10 schools comprising two school districts in a Midwestern state, each unique to one school level (e.g., only provided services to either elementary, middle, or high schools). Most participants were general educators (n = 142, 54.62%), followed by 76 staff (29.23%), 14 related service providers (5.38%), 20 special education teachers (7.69%), and 8 administrators (3.08%). The majority were female (79.84%), White (98.67%), with five or more years of experience at their school level (76.21%), and a mean age of 44.89 years (SD = 11.90). See Table 7 for additional participant demographics.

Of the 385 school site (non-district) faculty and staff invited, 171 of 176 (97.16%) teachers (general and special education) returned a SESSS, and 121 of 209 (57.89%) other staff (e.g., administrators, related service providers, staff) returned a SESSS. Participant demographic and SESSS data were collected at each school building in the classroom where faculty and staff meetings were held, the media center, or in a central school building's auditorium when multiple schools came together for a Ci3T informational meeting. The Ci3T professional learning series (six sessions) was held in a city central to both districts at a hotel convention center.

School characteristics. In 2013-2014, District A had a total enrollment across pre-kindergarten through grade 12 of 1,655 students (52.27% male, 46.71% female, 1.03% not reported) who were predominantly White (87.37%), 49.24% qualified for the free- or reduced-priced lunch program, with 119.60 full-time equivalent teachers, and a 13.84 pupil/teacher ratio (National Center for Education Statistics Common Core Data, 2014). According to the state's department of education, 14.99% of students had an identified disability in 2013 and 14.67% had an identified disability in 2014. The district locale is classified as town: distant by the U.S. Department of Education. See Table 8 for additional district and school characteristic data.

District B had a total enrollment across pre-kindergarten through grade 12 of 747 students (51.81% male, 48.19% female) who were mostly White (87.42%), 49.93% qualified for the free- or reduced-price lunch program, with 73.6 full-time equivalent teachers, and a 10.15 pupil/teacher ratio (National Center for Education Statistics Common Core Data, 2014). According to the state's department of education, 13.98% of students were identified with a disability in 2013 and 10.91% had an identified disability

in 2014. The district locale is classified as rural: remote by the U.S. Department of Education. One of the middle schools in this district enrolled 48 students in 2013-2014 and closed June 30, 2015, a year after the Ci3T professional learning series concluded. See Table 8 for additional district and school characteristic data.

Chi-square tests contrasting school level × role, school level × teaching experience, role × teaching experience, and gender × teaching experience did not produce significant results (Lane et al., 2006). School level × gender [χ^2 (2, n = 258) = 15.54, p = .0004] and role × gender [χ^2 (2, n = 258) = 7.28, p = .0263] did reveal significant results, with female participants more likely to be employed at each school level and in each role. The sample's gender gap matched national norms where 76% of teachers are female (Walker, 2016).

Procedures

In early 2013, state education leaders approached the university researcher about partnering on a research project to affect systems change throughout the state's K-12 schools. Needs and common areas of interests were identified to inform the planning and integration of the state's next iteration of a tiered system of supports. Two cohorts of schools were selected for the first year of training, and after university and district approvals were obtained for this state-funded technical assistance research project, district leaders worked with all building administrators who selected school leadership team participants for the Ci3T professional learning series. Each school sent a Ci3T leadership team to represent faculty and staff, attending three full-day and three 2-hr after-school training sessions. Teams were designed to be representative of school personnel and included the principal, two general education teachers, a special education

teacher, a district representative, a parent representative, a student representative (who attended Sessions 3 and 5 after school only), and up to three additional members, such as a counselor, school psychologist, social worker, or additional general education teacher.

Before the 2013-2014 academic year began, informational meetings were held with each district's faculty and staff (certified and classified) where the principal investigators (PIs) and university research team provided a brief overview of Ci3T models of prevention, explained each building's Ci3T leadership team's role during the training year, and invited all faculty and staff to contribute to building the plan by completing the SESSS and a brief demographic form (described subsequently). Out of 432 invited faculty and staff, 314 returned a SESSS, of which 302 contained data (i.e., not blank; response rate = 69.91%). Various scholars and journal editors set 50% or 60% as a minimum response rate to indicate a representative sample, which the current study achieved, with 80% being ideal (Baruch & Holtom, 2008; Fincham, 2008; Johnson & Owens, 2003). From the 302 responses with data, 20 were identified as district level employees not assigned to a school site and were removed from the sample. Of the remaining 282, 22 faculty and staff were itinerant, providing services at multiple school levels (e.g., elementary and middle schools, K-12) and were removed from analyses in order to answer research questions focused on school level comparisons. Our sample therefore contained 260 faculty and staff who returned a SESSS with data, each unique to one school level.

After each large group presentation, team members met with project staff in a small group where their role and commitments for the year were explained, an opportunity to ask questions was provided, and consent forms were signed. Team

members completed an additional pre-training measure on their knowledge, confidence, and perceived usefulness of Ci3T components (Lane & Oakes, 2010).

At the first Ci3T professional learning series session, school teams received reports summarizing SESSS data (see Figure 5) including response rate and the number and percentage of faculty and staff who rated each expectation as *critical for success*. Team members then highlighted items rated *critical* by the vast majority of faculty and staff (75% or higher) in one color, and used a second highlighter color to mark items rated *critical for success* by a simple majority (50-75%). At Session 2, teams discussed highlighted items and decided which to transfer to their draft expectation matrix. This drafted matrix was refined during Sessions 3 and 4 and shared at a faculty and staff meeting following Session 4 by the Ci3T leadership team (or in some cases by email with PowerPoint presentation and primary [Tier 1] plan with matrix attached) as part of the first full draft of the school's Ci3T primary (Tier 1) plan. At each school meeting after any discussion and questions were answered, faculty and staff were invited to complete the Primary Intervention Rating Scale (PIRS; Lane et al., 2009; Lane et al., 2002), a social validity measure used to assess opinions on the goals, procedures, and perceived outcomes of the draft Ci3T primary (Tier 1) plan.

At Session 5 of the Ci3T professional learning series, teams received summary reports of PIRS data from faculty and staff feedback. Teams used these data to make minor revisions to the primary (Tier 1) plan and expectation matrix. Additionally, each team received feedback from the student team member who reviewed the draft matrix and (a) indicated any expectations she or he especially liked and believed should be kept, as well as (b) indicated any expectations believed to be unnecessary for the school site.

Each team next shared their full Ci3T model of prevention with faculty and staff between Sessions 5 and 6, with another opportunity for feedback using the Ci3T Model of Prevention: Feedback Form social validity measure (Lane, 2002; Lane, Oakes, Jenkins et al., 2014). Teams used data and comments from the Ci3T Feedback Form during the final Session 6 to complete and polish their Ci3T plan and design posters for their full expectation matrix and setting specific expectations (see Figure 6 and Figure 7).

All measures were completed via paper-and-pencil format by participants. The PIs and project staff explained at each informational meeting and in the team member consenting process how participant responses were confidential but not anonymous. Data were shared with school, district, and state leaders in a de-identified, aggregated format. Responses to open-ended questions were typed with identifying comments redacted (e.g., "As the school's XXXXX, I think…"). PIs and project staff clarified at informational and consenting meetings how collection of demographic data would be used to describe in detail who participated and provided feedback. We explained although data would be reported in aggregate, measures were not anonymous in order for our research team to connect participant responses over time and across measures, and be able to run advanced and/or longitudinal analyses. Completed measures received without names were not included in data entry.

Data entry and reliability. Trained graduate students entered each measure's data into a separate Excel spreadsheet for each school and each measure. Training was provided by project staff who had previous experience working with PIs and the same measures. For each measure, training consisted of an overview presentation with opportunities to ask questions, a check for understanding multiple-choice quiz (criterion

= 90%), and practice entry of five participant forms (criterion = 90%). All project staff met training criteria on the first attempt. All demographic data were checked for accuracy of entry by a second research assistant with an average 98.65% (range = 97.50-100%) reliability. A minimum of 30% of data entered for the SESSS were checked for accuracy by a second research assistant with an average reliability of 99.19% (range = 96.80-100%). All databases associated with Cohort 1 were checked again in summer to ensure no cell in any spreadsheet was empty, participant numbers matched across databases for each school, data were deidentified (i.e., names and emails removed from each database), and data formats were appropriate for importing into Statistical Analysis System (SAS; SAS Institute, 2013) software for analysis. After importing, all Cohort 1 databases were merged in SAS by project-assigned participant identification number variable.

Measures

Brief demographic form. The brief demographic form consisted of nine short sections where participants reported sex, age, race/ethnicity, experience in education, school role (or parent member of the Ci3T leadership team), teacher certification, highest educational degree, course history in classroom management, and professional development history for academic and behavior screening. This form is available from ci3t.org.

Schoolwide Expectations Survey for Specific Settings (SESSS; Lane, Oakes et al., 2010). The SESSS was printed on 8.5" × 14" legal-sized paper and gathered faculty and staff opinions on student behaviors viewed as critical for school success in three broad categories: respect, responsible, and best effort. The three categories are divided

into seven columns for school settings to form a matrix: classroom, hallway, cafeteria, playground, restroom, bus, and arrival/dismissal. Within each setting for each broad category are expectations found most prevalent among schools that implemented Ci3T during academic years 2001-2010 (see also Lynass et al., 2012). Specifically, the classroom setting on the SESSS has 32 expectations, hallway 23, cafeteria 24, playground 15, restroom 18, bus 19, and arrival/dismissal 13, for a total of 144. At the top of each setting's column, participants answered yes or no as to whether or not the setting was applicable to them, indicating they had input on skills important for success in that setting. Participants were therefore not expected to rate each item but only those in settings for which they had input. For example, a staff member who worked in the cafeteria might have indicated only the cafeteria setting was applicable and provided input only for the expectations listed in the cafeteria column. For each applicable setting, participants ranked expectations on a Likert-type scale where 0 = *not important for success in this setting*, 1 = *important for success in this setting*, and 2 = *critical for success in this setting*. Large-print versions of the SESSS were provided to participants on request, consisting of three sheets of 8.5" × 11" letter-sized paper. Both versions of the SESSS are available on ci3t.org.

A recent initial psychometric study by Lane et al. (2017) of participants from 25 K-12 schools (N = 1,157) in a Southern state suggested alpha coefficients for each setting on the SESSS were high, ranging from .89 (arrival/dismissal) to .95 (bus). For each school level, alpha coefficients ranged from .89-.94 (elementary), .91-.97 (middle), and .89-98 (high). Mean scores for each setting (range = 0.00-2.00) were 1.61-1.78

(elementary), 1.46-1.73 (middle), 1.34-1.78 (high), and 1.53-1.76 (combined). See Table 5 in Lane et al. (2017) for more details.

To ensure similar psychometrics held for the current sample of participants who completed the SESSS, Cronbach alpha coefficients examined internal consistency for each of the seven settings. For each setting, highly intercorrelated items were desired for high internal consistency, therefore corrected item-total correlations (correlates the item with all items, excluding itself) less than .30 would have identified inconsistent items (Nunnally & Bernstein, 1994). Alpha coefficients for each setting were similar to Lane et al. (2017) and demonstrated good (.80 to .90) or excellent (≥ .90) internal consistency (DeVellis, 2012): .93 (classroom), .91 (hallway), .92 (cafeteria), .94 (playground), .90 (restroom), .94 (bus), and .87 (arrival/dismissal). When examined by grade level, alphas were also similar to Lane et al. (2017) with elementary ranging from .88 (arrival/dismissal) to .94 (cafeteria), middle school from .89 (hallway, cafeteria, and arrival/dismissal) to .95 (bus), and high school from .87 (arrival/dismissal) to .94 (playground and bus). See Table 9 for alpha coefficients of each setting for each school level and overall.

Design and Analytic Plan

Data screening. Data were first examined for accuracy of entry, equal sample sizes, univariate and multivariate normality, absence of outliers, homogeneity of variance, and lack of multicollinearity. Sphericity was not checked as the SESSS was not a repeated measure (e.g., there were not multiple time points to check the sum of variances minus covariances for equality within sampling variability; Tabachnick & Fidell, 2013). All available data were used without imputation of missing values, as the focus was on

unit level and not population level, necessitating true values of participant responses. Participants were also not expected to have input on behaviors important for success in all settings, as described previously (e.g., bus drivers might have only rated expectations for the bus setting). Descriptive statistics for continuous variables were examined for accuracy of entry, including plausible means and standard deviations, and out of range values (minimum and maximum). Frequency tables for categorical variables were checked for plausibility. Range, means, and standard deviations were within expected values for all variables.

Unequal sample sizes for each group were checked for tolerable ranges before proceeding with analyses to ensure minimal impact. The largest group size was divided by the smallest group size (e.g., school level: 127 [elementary] / 62 [middle school] = 2.05), with the quotient > 1.5 indicating the range was not within tolerance. See Table 10 for participant *N* displayed by school level and by educator role. SAS adjusted for unequal *n* using sum of squares and cross products Type III method, with all cells given equal weight regardless of sample size. Missingness for the setting means (dependent variables; DVs) is reported in Table 11. The playground setting, with missing mean scores for 52.31% of participants, was only used in analyses for elementary and middle school educators.

Univariate normality was checked for each SESSS item and setting mean. Skewness and kurtosis were expected for most items (e.g., almost all educators rated "Follow directions" as critical, resulting in a negative skew). Mean scores (average) instead of composite scores (sum) for each setting were used as each setting on the SESSS has a different number of items. SESSS setting means did not indicate

problematic kurtosis (> 15; Lane, Oakes, Cantwell, Menzies et al., 2016), ranging from -0.61 to 6.96. SAS reports excessive kurtosis by subtracting 3 to show comparison to the normal curve which has a kurtosis of 3. Skewness ranged from -2.40 (playground) to -0.34 (hallway). Skewness was not problematic (± 4) for setting mean scores (DVs) so data transformation was not required.

SESSS item level descriptive statistics for the combined sample and each school level are displayed in Appendix D. Expectations with |skewness| > 4 or |kurtosis| > 15 are bolded, with all items retained for analyses for conceptual reasons; Expectations were predicted to have non-normal distribution given SESSS items were anticipated to be consistently viewed as either *important for success* or *critical for success* when completed by educators.

Univariate outliers were values outside the possible range on any DV, and multivariate outliers were investigated when Mahalanobis D^2 was significant ($p < .01$). Mahalanobis D^2 is the normalized distance of an observation from the centroid (composite mean) of all observations in multidimensional space, the intersection point of all variable means (Hair, Black, Babin, Anderson, & Tatham, 2006). Higher D^2 values indicate an observation is farther from the general distribution of values. No univariate outliers were identified and four multivariate outliers were determined to be legitimate (e.g., participant circled all of the same number for a setting) and were retained [D^2 (7) = 18.71, 24.40, 42.39, and 76.48, $p < .01$].

Lavene's test (univariate) checked for homogeneity of variance (homoscedasticity) and Box's M test (multivariate) checked for homogeneity of variance-covariance. A significant result indicated failed homogeneity and the presence of

heteroscedasticity, the consequence being biased standard error causing inflated/deflated Type 1 error (Tabachnick & Fidell, 2013). Bartlett's test (univariate) was not used due to its sensitivity to even minimally non-normal distribution (Box, 1953).

The playground setting mean score was the only heteroscedastic univariate variable; Levene's test for homogeneity of variance across school levels was significant, $F(2, 133) = 10.47$, $p < .0001$. Significant multivariate heteroscedasticity was discovered with Box's M test when examining school level [$\chi^2(56, n = 116) = 218.51$, $p < .0001$] and educator role [$\chi^2(56, n = 116) = 111.79$, $p < .0001$] grouping variables. This heteroscedasticity violates one of the assumptions for multivariate analysis of variance (MANOVA), and given two special educator MANOVA cells (middle and high school) did not contain more participants than DVs, MANOVA was not considered for the data analytic plan. Finally, Spearman correlation matrices (which are non-parametric to accommodate unequal sample sizes) were examined and found a lack of multicollinearity, the largest correlation between cafeteria and hallway mean setting scores ($r = 0.86$) less than the $r > 0.90$ multicollinearity criterion. An additional multicollinearity check examined variance inflation factors, an index of regression coefficient variance amplified by multicollinearity, and found the largest to be 5.56 (bus setting), well below the criterion of 10 as an indicator of multicollinearity (O'brien, 2007).

Objective. The research objective was to explore educator priorities of behavioral expectations in classroom and non-instructional settings for students as measured by the SESSS with one Ci3T training cohort.

Question 1. To what extent did elementary, middle, and high school faculty and staff converge and diverge on expectations viewed as *not important for success*, *important for success*, and *critical for success* in the classroom and non-instructional settings as measured by the SESSS?

Hypothesis 1a. Elementary, middle, and high school faculty and staff will converge in their views of behavior expectations in the classroom and non-instructional settings as measured by the SESSS (Lane et al., 2003).

Hypothesis 1b. The majority (> 50%) of middle school faculty and staff will view less classroom behavior expectations as *critical for success* on the SESSS compared to elementary faculty and staff, and the majority of high school faculty and staff will view more classroom behaviors as *critical for success* on the SESSS compared to middle school but less than elementary, with some expectations viewed as *critical for success* by a majority of faculty and staff at all school levels (e.g., follow directions, listen and pay attention to the speaker; Lane et al., 2003; Lane, Pierson et al., 2010).

Hypothesis 1c. The vast majority (≥ 75%) of middle school faculty and staff will view less behavior expectations in non-instructional settings as *critical for success* on the SESSS compared to elementary, and the vast majority of high school faculty and staff will view less behavior expectations in non-instructional settings as *critical for success* on the SESSS compared to middle school.

Hypothesis 1d. The majority (> 50%) of middle school faculty and staff will view more behavior expectations in each setting as *not important for success* on the SESSS compared to elementary, and the majority of high school faculty and staff will view more

behavior expectations in each setting as *not important for success* on the SESSS compared to middle school (Lane, Pierson et al., 2004; Lane, Pierson et al., 2010).

Data analytic plan. SAS was used to calculate means and standard deviations for each of the seven settings on the SESSS for each school level. Mean scores for each setting were used instead of composite scores due to the variability of items contained within each setting on the SESSS. Expectations and settings were identified where a majority (> 50%) of participants at a school level viewed the expectation or setting as either *not important for success, important for success,* or *critical for success*.

Frequency distributions (% *n*) at the item level were calculated in SAS to determine which expectations educators (general, special, other [administrator, related service provider, staff]) considered *not important for success* (0), *important for success* (1), and *critical for success* (2) in each of the seven settings on the SESSS for each school level (elementary, middle, high) and total (Lane, Pierson et al., 2004). Expectations were identified where a majority (> 50%) of any educator group or school level viewed the expectation as either *not important, important,* or *critical*.

Frequency distributions (% *n*) at the item level were used to calculate the percentage of items considered *critical for success* by < 40% (low priority), 40-75% (moderate priority), or > 75% (high priority) of educators (general, special, other [administrator, related service provider, staff]) in each of the seven settings on the SESSS at each school level (elementary, middle, high) and total.

Question 2. To what extent did school level (elementary, middle, high) differentiate participants' mean scores for each setting (classroom, hallway, cafeteria,

playground, restroom, bus, arrival/dismissal) regarding expectations for student success as measured by the SESSS?

Hypothesis 2a. There will be significant differences between school levels for classroom, hallway, cafeteria, and playground settings but not for restroom, bus, or arrival/dismissal settings (Lane et al., 2017), indicating high school educators view behavior expectations differently than elementary and middle school educators (Lane et al., 2003).

Data analytic plan. Means and standard deviations for each of the seven settings on the SESSS were calculated for each participant. Seven one-way ANOVA were conducted using the general linear model, one for each setting's mean score as DV (classroom, hallway, cafeteria, playground, restroom, bus, arrival/dismissal), with school level (elementary, middle, high) as a fixed-effect factor. The ANOVA for the playground setting compared elementary and middle school participants only, as the number of high school participants who provided responses for playground expectations was insufficient to include in the ANOVA. This low number was expected given young adults developmentally prioritize peer interactions over play (Fuligni et al., 2001; Furman & Buhrmester, 1992) and high schools in this sample did not have an area designated as a playground. Each ANOVA determined if any statistically significant mean differences existed between elementary, middle, and high school educators' expectations for students to be successful in instructional and non-instructional settings.

Each ANOVA was run for each DV at $\alpha = .0071$ ($.05 \div 7$, no. of tests; to correct for Type 1 error rate) to determine any significant differences between groups with regard to school level. The effect size for each ANOVA (i.e., how much did school level

affect each setting mean score) was calculated using η^2, which indicates the percent of variance in the DV explained by school level, the IV. Higher values of η^2 indicate a stronger relation between IV and DV (Tabachnick & Fidell, 2013). Effect sizes were interpreted using Cohen (1988): small 0.20 to 0.50, medium 0.50 to 0.80, and large 0.80 and over. For each ANOVA that showed significant mean differences between school level on a DV, Tukey-Kramer honest significant difference (HSD) post hoc tests (more conservative for unequal cell sizes) determined which pairs of groups differed. Effect sizes for pairs of group means were calculated using Hedges's *g* with pooled standard deviation in the denominator to account for unequal cell sizes. Effect sizes were interpreted as above using Cohen's (1988) guide.

Question 3. What participant characteristics (gender, age, degree earned, experience in education, experience at current school level, academic screening training, behavior screening training, classroom management course history) predicted their views on student behavior expectations in classroom and non-instructional settings as measured by the SESSS?

Hypothesis 3a. No participant characteristic variable will meet the 0.05 significance level for entry into the regression model (Equation 1), indicating no specific characteristic will be significantly associated with how participants prioritized behavior expectations as rated on the SESSS (Lane, Pierson et al., 2004).

Data analytic plan. We used multiple linear regression to examine the extent educator characteristics (gender, age, degree earned, experience in education, experience at current school level, academic screening training, behavior screening training, classroom management course history) predicted each mean setting score on the SESSS.

Specifically, we wanted to know if any demographic variable explained variance in a setting's mean score above and beyond other demographic variables. Simultaneous regression was used to determine the extent demographic variables influenced high-priority expectations. All variables were entered into the regression equation at the same time, then interpretations consisted of overall R^2 (statistical significance and proportion of variance explained), statistical significance of *b*s (< .05), and magnitude of βs (relative importance of variables).

$$\hat{Y}_{clsrm} = a + b_1X_{gend} + b_2X_{age} + b_3X_{deg} + b_4X_{exp.educ} + b_5X_{exp.lvl} + b_6X_{scrn.ac} + b_7X_{scrn.bx} + b_8X_{cls.mngt} + e \quad (1)$$

Question 4. To what extent did the four behavior expectations ranked as essential for student success in the classroom setting (i.e., follow directions, listen to instruction, control your temper with peers, control your temper with adults) by the majority of teachers in previous teacher expectation studies (i.e., Lane, Givner et al., 2004; Lane et al., 2003; Lane, Pierson et al., 2004; Lane, Pierson et al., 2010; Lane et al., 2006) compare to behavior expectations prioritized by participating faculty and staff as measured by the SESSS?

Hypothesis 4. The behavior expectations on the SESSS equivalent to the four behavior expectations ranked as essential for student success in the classroom by the majority of teachers in previous expectation studies will remain a moderate or high priority for participants in the current study.

Data analytic plan. Frequency distributions (% *n*) for the SESSS item equivalents were calculated in SAS to determine how often those items were rated as *critical for success* by participants, broken down by school level (elementary, middle,

high), educator role (general, special, other), and total. Frequencies < 50% on equivalent SESSS items indicated the behavior expectation was given low priority by participants, 50-75% moderate priority, and > 75% high priority. The equivalent SESSS items in the classroom setting were *follow directions, listen and pay attention to the speaker,* and *control your temper*. Addition items regarding temper are found in the playground setting (*control your temper*) and arrival/dismissal setting (*control temper in conflict situations*) and were also examined for low, moderate, or high priority.

Table 7

Participant Demographics: Faculty and Staff who Returned a SESSS with Data

	School level											
	ES		MS		HS		Combined[a]		Multiple[b]		Total	
Variable/level	*n* = 127		*n* = 62		*n* = 71		*N* = 260		*n* = 22		*n* = 282	
Age *M* (*SD*)	46.52	12.48	46.21	11.02	40.84	10.76	44.89	11.90	41.47	11.68	44.65	11.90
Years educ. exp. *M* (*SD*)	15.16	9.70	17.10	9.58	14.48	9.83	15.44	9.72	13.43	9.67	15.29	9.71
Novice (< 5 years) *n* (%)	15	12.40	6	10.17	12	18.46	33	13.47	4	19.05	37	13.91
Experienced (≥ 5 years) *n* (%)	106	87.60	53	89.83	53	81.54	212	86.53	17	80.95	229	86.09
Years educ. exp. current school level *M* (*SD*)	11.95	9.17	12.31	9.22	10.33	7.49	11.60	8.76	11.41	9.08	11.58	8.77
Novice (< 5 years) *n* (%)	26	21.31	13	22.03	20	29.85	59	23.79	4	18.18	63	23.33
Experienced (≥ 5 years) *n* (%)	96	78.69	46	77.97	47	70.15	189	76.21	18	81.82	207	76.67
Sex	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Male	13	10.24	19	31.67	20	28.17	52	20.16	7	31.82	59	21.07
Female	114	89.76	41	68.33	51	71.83	206	79.84	15	68.18	221	78.93
Race/ethnicity												
White	92	98.92	60	96.77	71	100.00	223	98.67	18	100.00	241	98.77
Black	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Latino	1	1.08	0	0.00	0	0.00	1	0.44	0	0.00	1	0.41
Asian/Pacific Islander	0	0.00	1	1.61	0	0.00	1	0.44	0	0.00	1	0.41
American Indian / Alaska Native	0	0.00	1	1.61	0	0.00	1	0.44	0	0.00	1	0.41
Two or more races	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Role *n* (%)												
General education teachers	61	48.03	37	59.68	44	61.97	142	54.62	7	31.82	149	52.84
Special education teachers	8	6.30	5	8.06	7	9.86	20	7.69	2	9.09	22	7.80
Other	58	45.67	20	32.26	20	28.17	98	37.69	13	59.09	111	39.36
Administrators	3	2.36	1	1.61	4	5.63	8	3.08	3	13.64	11	3.90
Related service providers	9	7.09	2	3.23	3	4.23	14	5.38	10	45.45	24	8.51
Staff	46	36.22	17	27.42	13	18.31	76	29.23	0	0.00	76	26.95
Certified in the area currently teaching	69	98.57	42	97.67	49	98.00	160	98.16	9	100.00	169	98.26
Educational level												
Bachelor's degree	53	42.06	20	32.79	26	37.14	99	38.52	8	36.36	107	38.35
Master's degree	37	29.37	27	44.26	36	51.43	100	38.91	12	54.55	112	40.14
Master's degree +30 units	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Doctorate, medical, or law degree	1	0.79	1	1.64	0	0.00	2	0.78	1	4.55	3	1.08
Other (associate, vocational, HS diploma)	35	27.78	13	21.31	8	11.43	56	21.79	1	4.55	57	20.43
Completed course in classroom management	66	51.97	40	65.57	51	71.83	157	60.62	12	54.55	169	60.14
General education teachers	49	80.33	29	78.38	33	75.00	111	78.17	3	42.86	114	76.51
Special education teachers	8	100.00	5	100.00	7	100.00	20	100.00	2	100.00	22	100.00
Other	9	15.52	6	31.58	11	55.00	26	26.80	7	53.85	33	30.00
Administrators	2	66.67	1	100.00	4	100.00	7	87.50	2	66.67	9	81.82
Related service providers	5	55.56	2	100.00	3	100.00	10	71.43	5	50.00	15	62.50
Staff	2	4.35	3	18.75	4	30.77	9	12.00	0	0.00	9	12.00
PD in academic screening	59	46.46	27	45.00	34	48.57	120	46.69	15	71.43	135	48.56
General education teachers	42	68.85	16	43.24	22	51.16	80	56.74	3	42.86	83	56.08
Special education teachers	6	75.00	5	100.00	7	100.00	18	90.00	2	100.00	20	90.91
Other	11	18.97	6	33.33	5	25.00	22	22.92	10	83.33	32	29.63
Administrators	3	100.00	1	100.00	1	25.00	5	62.50	3	100.00	8	72.73
Related service providers	4	44.44	2	100.00	3	100.00	9	64.29	7	77.78	16	69.57
Staff	4	8.70	3	20.00	1	7.69	8	10.81	0	0.00	8	10.81
PD in behavior screening	19	15.20	12	20.00	15	21.43	46	18.04	10	47.62	56	20.29
General education teachers	10	16.67	4	10.81	7	16.28	21	15.00	2	28.57	23	15.65
Special education teachers	4	50.00	3	60.00	4	57.14	11	55.00	2	100.00	13	59.09
Other	5	8.77	5	27.78	4	20.00	14	14.74	6	50.00	20	18.69
Administrators	1	33.33	0	0.00	1	25.00	2	25.00	1	33.33	3	27.27
Related service providers	1	11.11	1	50.00	2	66.67	4	28.57	5	55.56	9	39.13
Staff	3	6.67	4	26.67	1	7.69	8	10.96	0	0.00	8	10.96

Note. educ. exp. = education experience; ES = elementary school; HS = high school; MS = middle school; PD = professional development; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

[a]Combined school level (ES, MS, HS) represents the sample used in this study, participants unique to one school level. [b]In addition to the sample used in this study, some faculty and staff provided services to multiple school levels (e.g., middle and high schools) and were not included in analyses.

Table 8

School and District Characteristics

	District A											
	ES1 *n* = 272		ES2 *n* = 247		ES3 *n* = 237		MS1 *n* = 378		HS1 *n* = 521		Total *n* = 1,655	
Characteristic	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender												
Male	167	61.40	117	47.37	130	54.85	194	51.32	257	49.33	865	52.27
Female	105	38.60	130	52.63	107	45.15	184	48.68	247	47.41	773	46.71
Not reported	-	-	-	-	-	-	-	-	17	3.26	17	1.03
Ethnicity												
Asian/Pacific Islander	0	0.00	1	0.40	0	0.00	0	0.00	0	0.00	1	0.06
Black	0	0.00	3	1.21	3	1.27	7	1.85	3	0.58	16	0.97
Hispanic	24	8.82	13	5.26	12	5.06	31	8.20	23	4.41	103	6.22
Two or more races	5	1.84	6	2.43	13	5.49	15	3.97	23	4.41	62	3.75
American Indian/Alaska Native	1	0.37	2	0.81	2	0.84	1	0.26	4	0.77	10	0.60
White	242	88.97	222	89.88	207	87.34	324	85.71	451	86.56	1,446	87.37
Not reported	-	-	-	-	-	-	-	-	17	3.26	17	1.03
Grade level												
Prekindergarten	28	10.29	-	-	-	-	-	-	-	-	28	1.69
Kindergarten	129	47.43	-	-	-	-	-	-	-	-	129	7.79
First	115	42.28	-	-	-	-	-	-	-	-	115	6.95
Second	-	-	134	54.25	-	-	-	-	-	-	134	8.10
Third	-	-	113	45.75	-	-	-	-	-	-	113	6.83
Fourth	-	-	-	-	121	51.05	-	-	-	-	121	7.31
Fifth	-	-	-	-	116	48.95	-	-	-	-	116	7.01
Sixth	-	-	-	-	-	-	115	30.42	-	-	115	6.95
Seventh	-	-	-	-	-	-	140	37.04	-	-	140	8.46
Eighth	-	-	-	-	-	-	123	32.54	-	-	123	7.43
Ninth	-	-	-	-	-	-	-	-	146	28.02	146	8.82
Tenth	-	-	-	-	-	-	-	-	122	23.42	122	7.37
Eleventh	-	-	-	-	-	-	-	-	113	21.69	113	6.83
Twelfth	-	-	-	-	-	-	-	-	123	23.61	123	7.43
Ungraded	-	-	-	-	-	-	-	-	17	3.26	17	1.03
Free or reduced-price lunch eligible	152	55.88	140	56.68	120	50.63	192	50.79	211	40.50	815	49.24
Students with disabilities %[a]	20.79		10.04		14.93		15.44		13.68		14.99	
Locale	Town: Distant		Town: Distant		Town: Distant		Town: Distant		Town: Distant		-	
Classroom teachers (FTE)	16.90		14.50		14.00		29.50		39.60		119.60	
Student / teacher ratio	16.09		17.03		16.93		12.81		13.16		13.84	
Title 1 eligible	Yes		Yes		Yes		Yes		Yes		-	

Table 8 (continued)

	District B											
	ES4 *n* = 285		MS2 *n* = 128		HS2 *n* = 217		ES5 *n* = 69		MS3 *n* = 48		Total *n* = 747	
Characteristic	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender												
Male	147	51.58	72	56.25	108	49.77	35	50.72	25	52.08	387	51.81
Female	138	48.42	56	43.75	109	50.23	34	49.28	23	47.92	360	48.19
Not reported	-	-	-	-	-	-	-	-	-	-	-	-
Ethnicity												
Asian/Pacific Islander	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Black	2	0.70	2	1.56	0	0.00	1	1.45	0	0.00	5	0.67
Hispanic	32	11.23	9	7.03	15	6.91	4	5.80	1	2.08	61	8.17
Two or more races	15	5.26	3	2.34	5	2.30	2	2.90	3	6.25	28	3.75
American Indian/Alaska Native	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
White	236	82.81	114	89.06	197	90.78	62	89.86	44	91.67	653	87.42
Not reported	-	-	-	-	-	-	-	-	-	-	-	-
Grade level												
Prekindergarten	17	5.96	-	-	-	-	-	-	-	-	17	2.28
Kindergarten	52	18.25	-	-	-	-	14	20.29	-	-	66	8.84
First	59	20.70	-	-	-	-	14	20.29	-	-	73	9.77
Second	40	14.04	-	-	-	-	13	18.84	-	-	53	7.10
Third	40	14.04	-	-	-	-	15	21.74	-	-	55	7.36
Fourth	43	15.09	-	-	-	-	13	18.84	-	-	56	7.50
Fifth	34	11.93	-	-	-	-	-	-	14	29.17	48	6.43
Sixth	-	-	34	26.56	-	-	-	-	12	25.00	46	6.16
Seventh	-	-	45	35.16	-	-	-	-	11	22.92	56	7.50
Eighth	-	-	49	38.28	-	-	-	-	11	22.92	60	8.03
Ninth	-	-	-	-	55	25.35	-	-	-	-	55	7.36
Tenth	-	-	-	-	64	29.49	-	-	-	-	64	8.57
Eleventh	-	-	-	-	42	19.35	-	-	-	-	42	5.62
Twelfth	-	-	-	-	56	25.81	-	-	-	-	56	7.50
Ungraded	-	-	-	-	-	-	-	-	-	-	0	0.00
Free or reduced-price lunch eligible	177	62.11	63	49.22	84	38.71	30	43.48	19	39.58	373	49.93
Students with disabilities %[a]	13.33		14.93[b]				13.33		17.57		13.98	
Locale	Rural: Remote		Rural: Remote		Rural: Distant		Rural: Distant		-		-	
Classroom teachers (FTE)	22.10		10.90		7.50		5.00		73.60		73.60	
Student / teacher ratio	12.90		11.74		9.20		9.60		10.15		10.15	
Title 1 eligible	Yes		Yes		Yes		Yes		-		-	

Table 8 (continued)

	Districts combined							
	ES		MS		HS		Total	
	n = 1,110		*n* = 554		*n* = 738		*n* = 2,402	
Characteristic	*n*	%	*n*	%	*n*	%	*n*	%
Gender								
Male	596	53.69	291	52.53	365	49.46	1,252	52.12
Female	514	46.31	263	47.47	356	48.24	1,133	47.17
Not reported	-	-	-	-	17	2.30	17	0.71
Ethnicity								
Asian/Pacific Islander	1	0.09	0	0.00	0	0.00	1	0.04
Black	9	0.81	9	1.62	3	0.41	21	0.87
Hispanic	85	7.66	41	7.40	38	5.15	164	6.83
Two or more races	41	3.69	21	3.79	28	3.79	90	3.75
American Indian/Alaska Native	5	0.45	1	0.18	4	0.54	10	0.42
White	969	87.30	482	87.00	648	87.80	2,099	87.39
Not reported	-	-	-	-	17	2.30	17	0.71
Grade level								
Prekindergarten	45	4.05	-	-	-	-	45	1.87
Kindergarten	195	17.57	-	-	-	-	195	8.12
First	188	16.94	-	-	-	-	188	7.83
Second	187	16.85	-	-	-	-	187	7.79
Third	168	15.14	-	-	-	-	168	6.99
Fourth	177	15.95	-	-	-	-	177	7.37
Fifth	150	13.51	14	2.53	-	-	164	6.83
Sixth	-	-	161	29.06	-	-	161	6.70
Seventh	-	-	196	35.38	-	-	196	8.16
Eighth	-	-	183	33.03	-	-	183	7.62
Ninth	-	-	-	-	201	27.24	201	8.37
Tenth	-	-	-	-	186	25.20	186	7.74
Eleventh	-	-	-	-	155	21.00	155	6.45
Twelfth	-	-	-	-	179	24.25	179	7.45
Ungraded	-	-	-	-	17	2.30	17	0.71
Free or reduced-price lunch eligible	619	55.77	274	49.46	295	39.97	1,188	49.46
Students with disabilities %[a]	-		-		-		-	
Locale	-		-		-		-	
Classroom teachers (FTE)	75.00		45.40		59.20		179.60	
Student / teacher ratio	-		-		-		-	
Title 1 eligible	-		-		-		-	

Note. Source: National Center for Education Statistics, Common Core of Data 2013-2014. ES = elementary school; FTE = full time equivalent; HS = high school; MS = middle school.

[a]Source: [Anonymous] State Department of Education (SDE) 2013-2014; *n* not available as SDE determined any quantities < 10 may be personally identifiable. [b]SDE reported data for this middle and high school as a combined junior-senior high school.

Table 9

Cronbach's Alpha Coefficients (Standardized) for SESSS Settings

	School level			
	Elementary	Middle	High	Total
Setting	α	α	α	α
Classroom	0.92	0.93	0.95	0.93
Hallway	0.93	0.89	0.86	0.91
Cafeteria	0.94	0.89	0.92	0.92
Playground	0.92	0.93	0.99	0.94
Restroom	0.91	-[a]	0.89	0.90
Bus	0.92	0.95	0.97	0.94
Arrival/dismissal	0.88	0.89	0.85	0.87

Note. SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

[a]The alpha coefficient for middle school restroom could not be standardized because one item, *give others privacy and remain in own stall*, was viewed as *critical for success* by all respondents in the 47 observations available for calculation, producing no standard deviation.

Table 10

Participant Sample (N = 260) by School Level by Role

	Educator role			
School level	GenEd *n* (%)	SpEd *n* (%)	Other *n* (%)	Total *n* (%)
Elementary	61 (23.56)	8 (3.08)	58 (22.31)	127 (48.85)
Middle	37 (14.23)	5 (1.92)	20 (7.69)	62 (23.85)
High	44 (16.92)	7 (2.69)	20 (7.69)	71 (27.31)
Total	142 (54.62)	20 (7.69)	98 (37.69)	260 (100.00)

Note. GenEd = general education teachers; SpEd = special education teachers; Other = administrators, related service providers, and staff.

Table 11

Amount of Missing Data (N = 260) for SESSS Setting Mean Scores

Setting	*n*	*n* missing
Classroom	232	28
Hallway	238	22
Cafeteria	211	49
Playground	136	124
Restroom	192	68
Bus	177	83
Arrival/dismissal	215	45

Note. SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

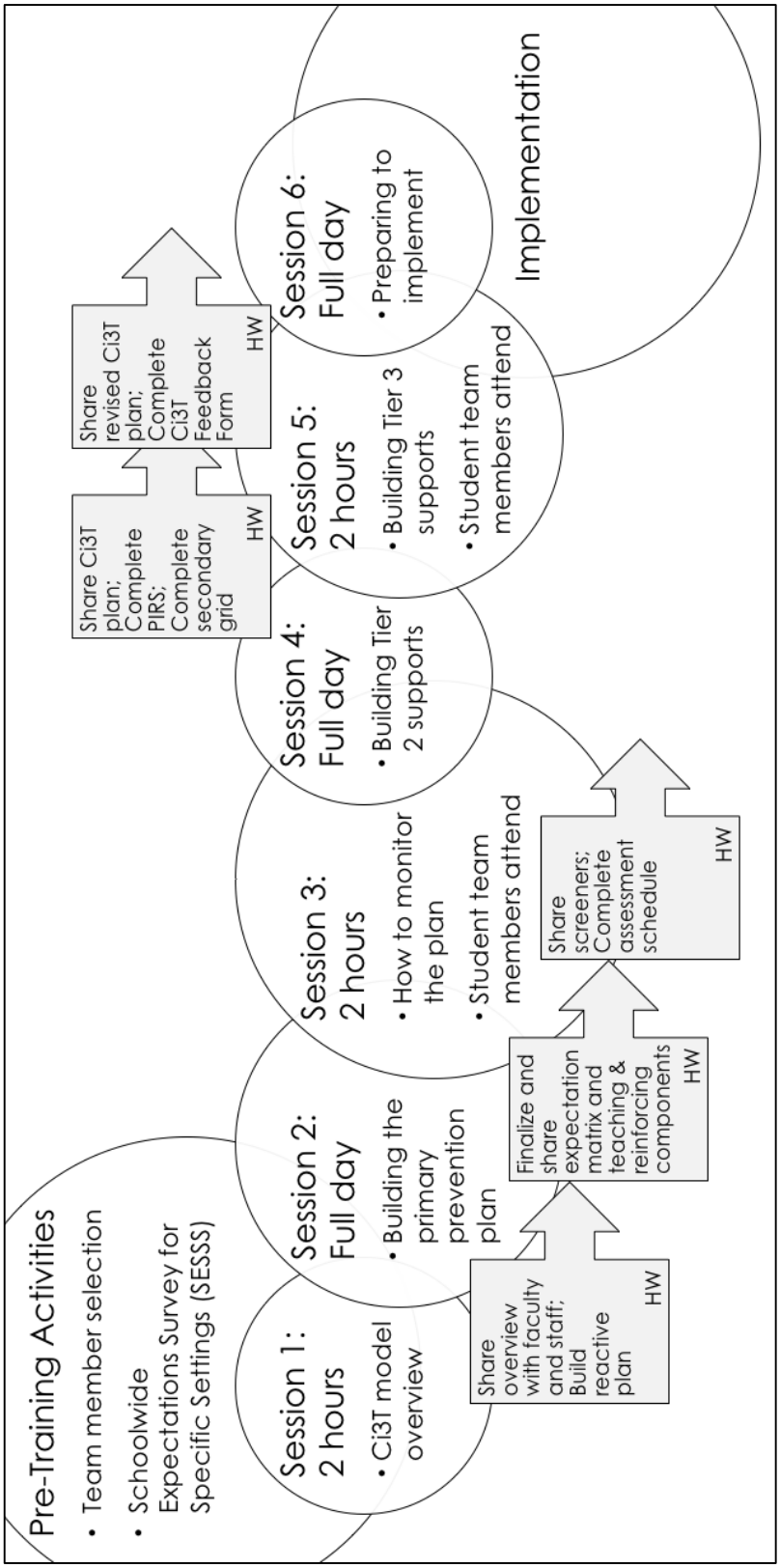
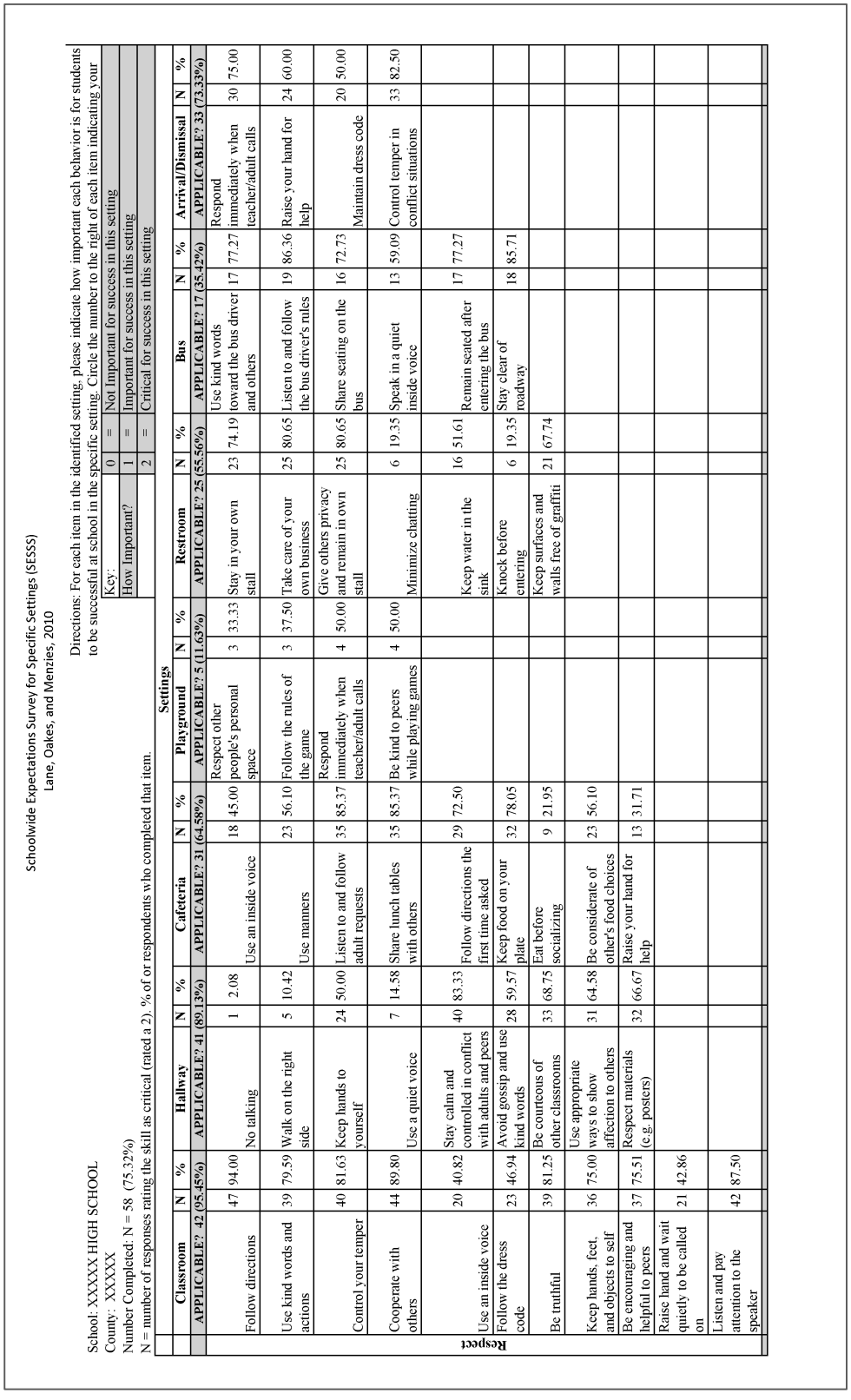


Figure 4. Ci3T professional learning series session schedule.



Schoolwide Expectations Survey for Specific Settings (SESSS)
Lane, Oakes, and Menzies, 2010

School: XXXXX HIGH SCHOOL
County: XXXXX
Number Completed: N = 58 (75.32%)
N = number of responses rating the skill as critical (rated a 2), % of or respondents who completed that item.

Directions: For each item in the identified setting, please indicate how important each behavior is for students to be successful at school in the specific setting. Circle the number to the right of each item indicating your

Key:			
How Important?	0	=	Not Important for success in this setting
	1	=	Important for success in this setting
	2	=	Critical for success in this setting

	Settings																							
	Classroom	**N**	**%**	**Hallway**	**N**	**%**	**Cafeteria**	**N**	**%**	**Playground**	**N**	**%**	**Restroom**	**N**	**%**	**Bus**	**N**	**%**	**Arrival/Dismissal**	**N**	**%**
	APPLICABLE? 42 (95.45%)			**APPLICABLE? 41 (89.13%)**			**APPLICABLE? 31 (64.58%)**			**APPLICABLE? 5 (11.63%)**			**APPLICABLE? 25 (55.56%)**			**APPLICABLE? 17 (35.42%)**			**APPLICABLE? 33 (73.33%)**		
Respect	Follow directions	47	94.00	No talking	1	2.08	Use an inside voice	18	45.00	Respect other people's personal space	3	33.33	Stay in your own stall	23	74.19	Use kind words toward the bus driver and others	17	77.27	Respond immediately when teacher/adult calls	30	75.00
	Use kind words and actions	39	79.59	Walk on the right side	5	10.42	Use manners	23	56.10	Follow the rules of the game	3	37.50	Take care of your own business	25	80.65	Listen to and follow the bus driver's rules	19	86.36	Raise your hand for help	24	60.00
	Control your temper	40	81.63	Keep hands to yourself	24	50.00	Listen to and follow adult requests	35	85.37	Respond immediately when teacher/adult calls	4	50.00	Give others privacy and remain in own stall	25	80.65	Share seating on the bus	16	72.73	Maintain dress code	20	50.00
	Cooperate with others	44	89.80	Use a quiet voice	7	14.58	Share lunch tables with others	35	85.37	Be kind to peers while playing games	4	50.00	Minimize chatting	6	19.35	Speak in a quiet inside voice	13	59.09	Control temper in conflict situations	33	82.50
	Use an inside voice	20	40.82	Stay calm and controlled in conflict with adults and peers	40	83.33	Follow directions the first time asked	29	72.50				Keep water in the sink	16	51.61	Remain seated after entering the bus	17	77.27			
	Follow the dress code	23	46.94	Avoid gossip and use kind words	28	59.57	Keep food on your plate	32	78.05				Knock before entering	6	19.35	Stay clear of roadway	18	85.71			
	Be truthful	39	81.25	Be courteous of other classrooms	33	68.75	Eat before socializing	9	21.95				Keep surfaces and walls free of graffiti	21	67.74						
	Keep hands, feet, and objects to self	36	75.00	Use appropriate ways to show affection to others	31	64.58	Be considerate of other's food choices	23	56.10												
	Be encouraging and helpful to peers	37	75.51	Respect materials (e.g. posters)	32	66.67	Raise your hand for help	13	31.71												
	Raise hand and wait quietly to be called on	21	42.86																		
	Listen and pay attention to the speaker	42	87.50																		

Figure 5. Example SESSS report page showing number and percentage of responses where each skill was rated as critical for success in this setting (2).

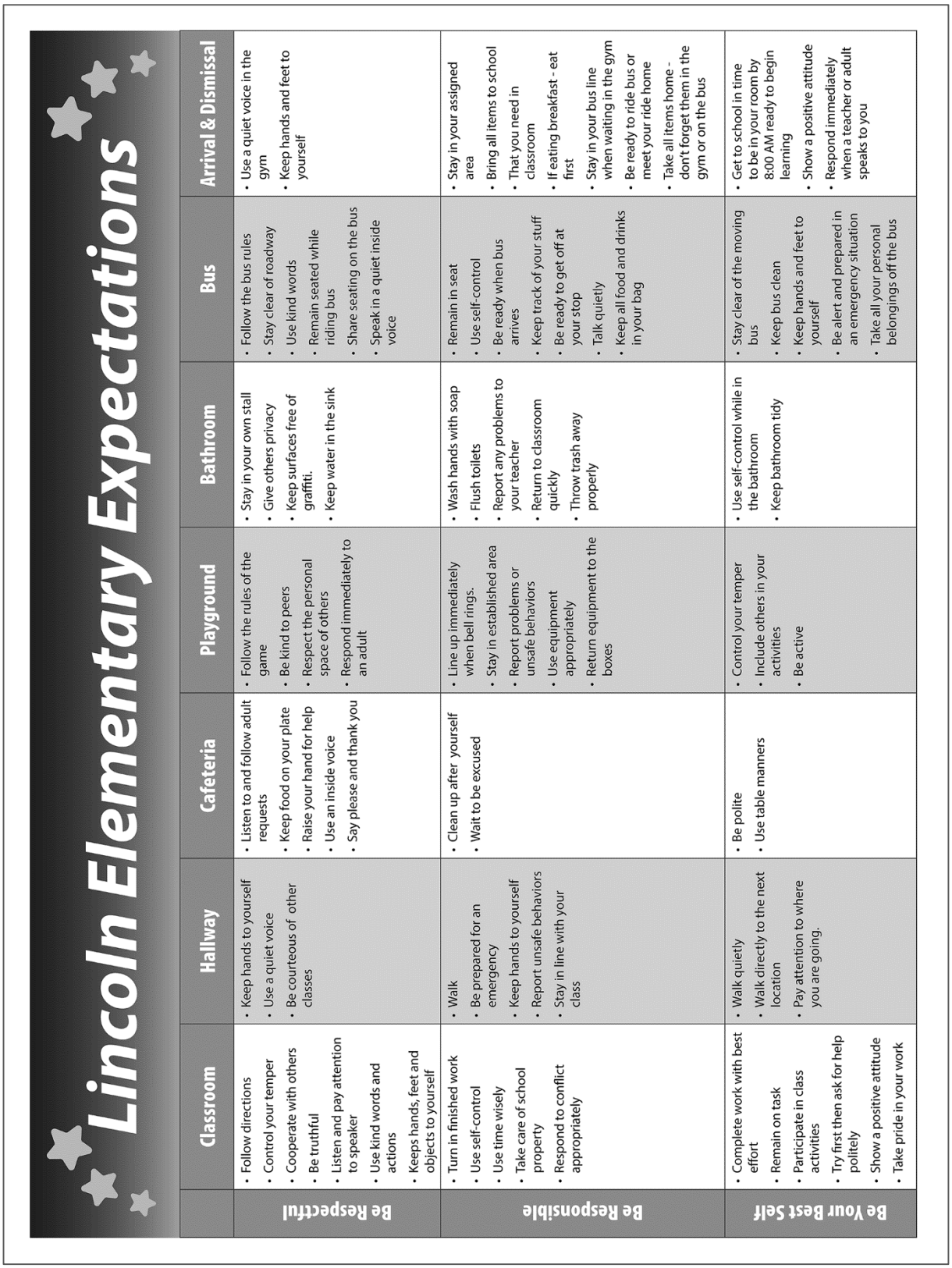


Figure 6. Example behavior expectation matrix poster.

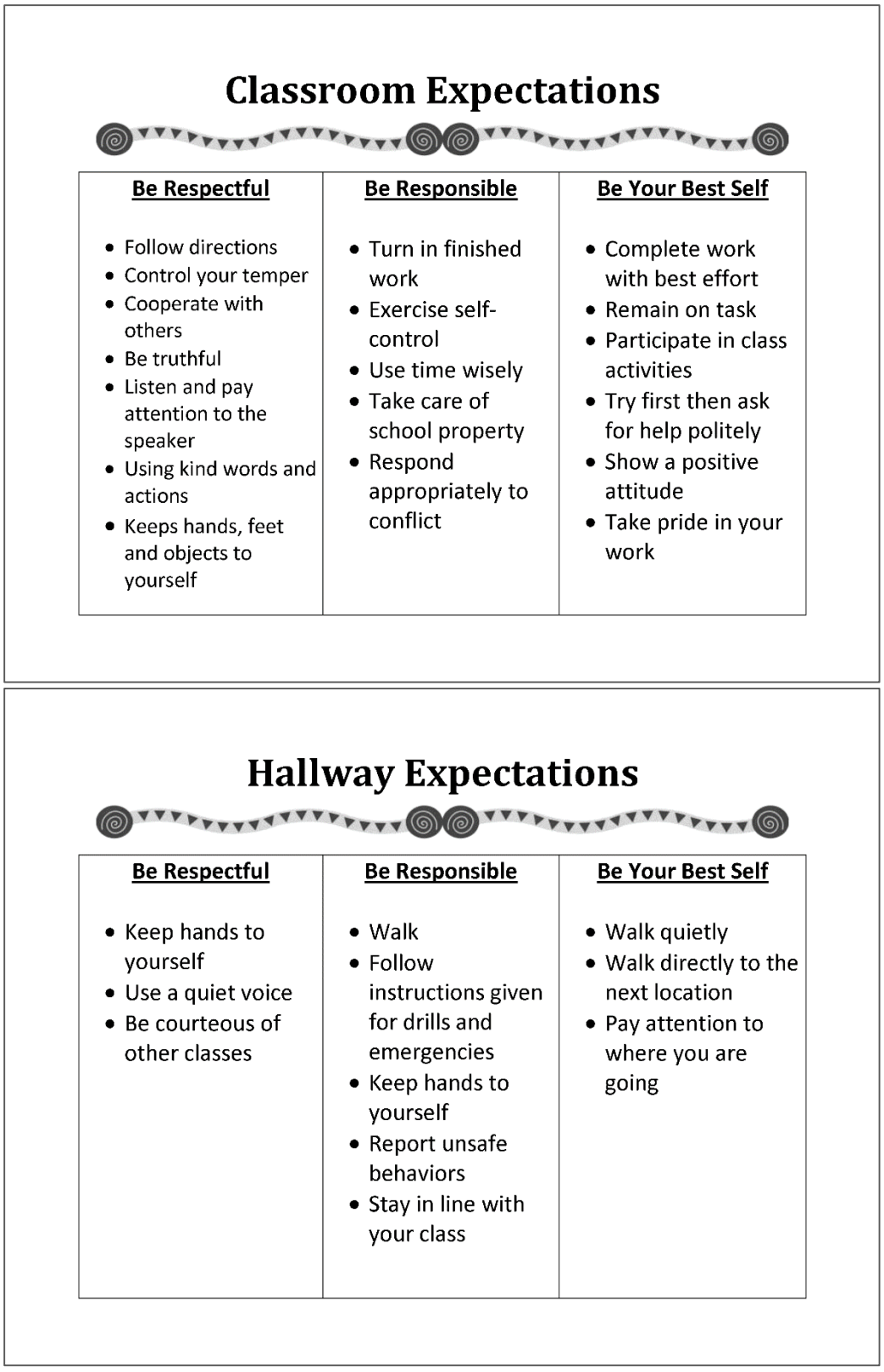


Figure 7. Example setting-specific expectations posters for classroom and hallway settings.

Chapter 4

Results

Educator Priorities

School level. A vast majority of expectations (k = 128; 88.89%) across settings were rated by more than 50% of participants at one or more school level as *critical for success*. In the classroom, more than half of at least one school level rated 28 of 32 (87.50%) expectations as *critical for success*, the exceptions being *follow the dress code*, *be in assigned area before tardy bell*, *keep desk area clean*, and *keep materials organized*. The hallway setting had four expectations not rated by more than 50% of participants at any school level as *critical for success*, and the cafeteria setting contained the most expectations ($k = 6$) not viewed by more than half of any school level as *critical for success*. *Use restroom before going outside* was the only playground expectation not viewed as *critical for success* by most respondents from at least one school level, though at the high school level more than half of participants rated only one expectation as *critical for success*: *be kind to peers while playing games*. The restroom setting contained two items not rated by more than 50% of participants at any school level as *critical for success*: *minimize chatting* and *knock before entering*. For the bus setting, every expectation was viewed as *critical for success* by most respondents for each school level except *follow school dress code* at elementary ($n = 44$; 43.14%). More than 50% of at least one school level viewed each arrival/dismissal expectation as *critical for success*.

Most participants of various school levels viewed 27 of 144 (18.75%) expectations as *important for success* across settings: five in the classroom, seven in the hallway, nine in the cafeteria, two in the restroom, and four at arrival/dismissal (no

playground or bus expectations were rated by a majority as *important for success*). Few expectations (*k* = 4; 2.78%) were viewed as *not important for success* by most participants: *raise hand for permission to get up* in the cafeteria (high school), and in the hallway *no talking* (middle and high schools), *walk on the right side* (high school), and *stay in line with your class* (high school). Frequency distributions (*k* %) for expectations considered *not important for success* (0), *important for success* (1), and *critical for success* (2) in each of the seven settings on the SESSS for each school level (elementary, middle, high) and total are available in Appendix E (Tables E1-E3).

Educator role. When examined in terms of respondents' role, most participants in at least one educator role group rated a vast majority of expectations (*k* = 122; 84.72%) across settings as *critical for success*. In the classroom, more than 50% of at least one educator role group rated 29 of 32 (90.63%) expectations as *critical for success*, the exceptions being *use an inside voice*, *follow the dress code*, and *keep desk area clean*. *Use restroom before going outside* was again the only playground expectation not rated as *critical for success* by more than half of any educator role group. The restroom setting contained four items not rated by most respondents in any educator role group as *critical for success*: *minimize chatting*, *knock before entering*, *clear the restroom before the bell rings*, and *have appropriate hall pass when necessary*. For the bus setting, almost every expectation was viewed as *critical for success* by more than half of participants in each educator role group. Two exceptions were *follow school dress code* and *keep all food and drinks stored away*. Most respondents in at least one educator group viewed each arrival/dismissal expectation as *critical for success*, with more than 50% of special educators viewing all arrival/dismissal expectations as critical. Two arrival/dismissal

expectations were viewed as *critical for success* by less than half of general educators and other staff: *maintain dress code* and *keep all materials in backpack*.

Most participants of one or more educator role group (general, special, other) rated 26 of 144 (18.06%) expectations across settings as *important for success*: seven in the classroom, hallway, and cafeteria respectively, two on the playground, two in the restroom, and one at arrival/dismissal (no bus expectations were rated by a majority as *important for success*). The only group to have more than 50% view any expectation as *not important for success* was general educators (n = 72; 52.17%) on one item, *no talking*, in the hallway setting. Frequency distributions (k %) for general, special, and other educators are available in Appendix F (Tables F1-F3).

Expectations critical for success. Next, we calculated frequency distributions (k %) for the number and percentage of expectations on the SESSS considered *critical for success* by < 40% (low priority), 40-75% (moderate priority), or ≥ 75% (high priority) of each educator role at each school level. Examining grade level ratings, most classroom expectations were given high priority by middle school educators; most playground, restroom, and arrival/dismissal expectations were high priority for elementary and middle school educators; and most bus items were high priority for all grade levels. Comparing responses by educator role, general educators gave high priority to most expectations in the classroom, playground, restroom, bus, and arrival/dismissal settings; special educators highly prioritized most expectations for the playground and arrival/dismissal settings; and other educators (administrators, related service providers, and staff) gave high priority to most expectations in playground and restroom settings. No playground expectations were given high priority by any high school group (general, special, or other

educator). Only middle school special educators gave most of the hallway expectations high priority. No group gave most of the cafeteria expectations high priority. The number and percentage of expectations in each setting viewed as *critical for success* by ≥ 75% of participants (high priority) are displayed in Table 12. Numbers are bolded where more than 50% of expectations within a setting were found to be high priority.

Six groups viewed most of a setting's expectations to be low priority: high school special educators and other staff for the hallway, high school special educators for the cafeteria, high school general educators and other staff for the playground, and high school faculty and staff overall for the playground. Tables for low priority and moderate priority are available in Appendix G (Tables G1-G2).

Expectations: Converging and Diverging

A series of ANOVA indicated school level did not have a statistically significant effect on classroom, cafeteria, restroom, bus, and arrival/dismissal setting mean scores. A significant effect was detected for school level with regard to the hallway setting, $F(2, 235) = 18.49$; $p < .0001$; $\eta^2 = 0.14$ (90% CI = 0.07-0.20; minimal effect). Means for school level are displayed in Table 13 and Figure 8, with relevant ANOVA statistics available in Appendix H (Table H1). Tukey-Kramer's HSD test indicated the elementary mean for the hallway setting was significantly higher than middle school ($p < .05$; Hedges's $g = 0.39$, medium effect) and high school ($p < .05$; Hedges's $g = 0.92$, large effect), with the middle school mean also significantly higher than high school ($p < .05$; Hedges's $g = 0.60$, medium effect).

Expectations: Participant Characteristics

When each setting mean was regressed on the linear combination of demographic variables, only the equation for hallway was significant, accounting for 18.35% of observed variance in hallway setting means, $F(10, 122) = 2.74$; $p = .0044$, $R^2 = .18$, adjusted $R^2 = .12$ (see Appendix H, Table H2 for each setting's results). Beta weights (nonstandardized coefficients) were examined to determine the relative importance of demographic variables in the prediction of hallway setting mean scores. Only gender and professional development on behavior screening displayed significant beta weights, with gender (0.27; $p < .0001$) larger than professional development on behavior screening (-0.18; $p = .0114$). These results indicated females rated the importance of hallway expectations on average 0.27 higher than males on the SESSS, and participants who indicated they had received professional development on behavior screening rated the importance of hallway expectations on average 0.18 lower than participants who indicated they had not received professional development on behavior screening.

Prioritized Expectations

Across the cohort, each SESSS-equivalent behavior expectation prioritized in previous studies (i.e., Lane, Givner et al., 2004; Lane et al., 2003; Lane, Pierson et al., 2004; Lane, Pierson et al., 2010; Lane et al., 2006) was viewed as *critical for success* on the SESSS by 87.72% or more of faculty and staff ($M = 89.89\%$; range = 87.72-95.26%). Table 14 displays detailed results by school level, role, and total. When examined by school level the range was 83.87% (high school: *listen and pay attention to the speaker*) to 96.49% (middle school: *follow directions*), with one outlier *control your temper* in the playground setting for high school where only one high school participant (25.00%) rated

the expectation as *critical for success*. When examining these expectations by role, special educators had the lowest percentage of participants who viewed an expectation as *critical for success*, though still with a large majority (70.00%; *listen and pay attention to the speaker*). General educators had the highest percentage with 97.18% viewing *follow directions* as *critical for success* in the classroom setting.

Table 12

Number and Percent of Items Scored as Critical for Success (2) on the SESSS by ≥ 75% (High Priority) of Faculty and Staff

	Setting (*k*)													
School level / Role	Classroom (32)		Hallway (23)		Cafeteria (24)		Playground (15)		Restroom (18)		Bus (19)		Arrival/dismissal (13)	
	k	%	*k*	%	*k*	%	*k*	%	*k*	%	*k*	%	*k*	%
Elementary	16	50.00	7	30.43	6	25.00	9	**60.00**	12	**66.67**	12	**63.16**	7	**53.85**
GenEd	19	**59.38**	11	47.83	9	37.50	10	**66.67**	12	**66.67**	12	**63.16**	10	**76.92**
SpEd	10	31.25	6	26.09	1	4.17	6	40.00	8	44.44	7	36.84	4	30.77
Other	13	40.63	4	17.39	5	20.83	8	**53.33**	10	**55.56**	8	42.11	5	38.46
Middle	20	**62.50**	5	21.74	5	20.83	9	**60.00**	12	**66.67**	11	**57.89**	9	**69.23**
GenEd	19	**59.38**	6	26.09	6	25.00	9	**60.00**	13	**72.22**	11	**57.89**	9	**69.23**
SpEd	29	**90.63**	13	**56.52**	12	50.00	12	**80.00**	12	**66.67**	19	**100**	12	**92.31**
Other	9	28.13	2	8.70	4	16.67	9	**60.00**	12	**66.67**	15	**78.95**	9	**69.23**
High	16	50.00	3	13.04	5	20.83	0	0.00	8	44.44	11	**57.89**	6	46.15
GenEd	17	**53.13**	3	13.04	5	20.83	0	0.00	7	38.89	12	**63.16**	8	**61.54**
SpEd	6	18.75	4	17.39	4	16.67	0	0.00	9	50.00	6	31.58	7	**53.85**
Other	17	**53.13**	3	13.04	5	20.83	0	0.00	10	**55.56**	9	47.37	3	23.08
Combined	16	50.00	4	17.39	5	20.83	9	**60.00**	11	**61.11**	10	**52.63**	8	**61.54**
GenEd	17	**53.13**	5	21.74	8	33.33	10	**66.67**	12	**66.67**	12	**63.16**	8	**61.54**
SpEd	14	43.75	4	17.39	2	8.33	8	**53.33**	7	38.89	7	36.84	9	**69.23**
Other	13	40.63	3	13.04	2	8.33	8	**53.33**	11	**61.11**	8	42.11	5	38.46

Note. Bold numbers indicate settings where most expectations were viewed to be high priority (scored *critical for success* by ≥ 75% of respondents). GenEd = general education teachers; *k* = number of items; Other = administrators, related service providers, and staff; SpEd = special education teachers; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Table 13

SESSS Setting Mean Scores for Participants at Elementary, Middle, and High School Levels

	School level							
	Elementary *M (SD)*	Middle *M (SD)*	High *M (SD)*		Hedges's *g* effect size			Total *M (SD)*
Setting	*n*	*n*	*n*	Significance testing*	ES:MS	ES:HS	MS:HS	*n*
Classroom	1.69 (0.25)	1.70 (0.24)	1.67 (0.28)	NS	0.05	0.09	0.13	1.69 (0.26)
	111	57	64					232
Hallway	1.58 (0.34)	1.46 (0.28)	1.28 (0.29)	ES > MS > HS	0.39	0.92	0.60	1.48 (0.34)
	120	58	60					238
Cafeteria	1.53 (0.37)	1.45 (0.29)	1.40 (0.34)	NS	0.21	0.36	0.19	1.48 (0.35)
	114	51	46					211
Playground	1.72 (0.30)	1.71 (0.33)	0.74 (0.81)	NS [a]	0.06	-[a]	-[a]	1.68 (0.39)
	106	24	6					136
Restroom	1.66 (0.34)	1.73 (0.23)	1.55 (0.31)	NS	0.23	0.35	0.70	1.66 (0.31)
	106	51	35					192
Bus	1.75 (0.27)	1.79 (0.29)	1.68 (0.43)	NS	0.14	0.22	0.30	1.75 (0.31)
	105	42	30					177
Arrival/	1.72 (0.33)	1.73 (0.28)	1.62 (0.29)	NS	0.05	0.30	0.39	1.70 (0.31)
dismissal	112	56	47					215

Note. ES = elementary school; HS = high school; MS = middle school; NS = analysis of variance suggests no statically significant differences; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

[a]High school *n* for playground setting was insufficient for statistical comparisons.

*p < .05

Table 14

Behavior Expectations Ranked Essential for Student Success by Majority of Teachers in Previous Studiesa Compared to SESSS Items Viewed as Critical for Success (2)

Item from previous studies / SESSS item equivalent (setting)	School level			Educator role			Total
	ES *n* (%)	MS *n* (%)	HS *n* (%)	GenEd *n* (%)	SpEd *n* (%)	Other *n* (%)	*n* (%)
Follows directions							
Follow directions (classroom)	107 (96.40)	55 (96.49)	59 (92.19)	138 (97.18)	18 (90.00)	65 (92.86)	221 (95.26)
Listens to instruction							
Listen and pay attention to the speaker (classroom)	96 (87.27)	52 (92.86)	52 (83.87)	128 (91.43)	14 (70.00)	58 (85.29)	200 (87.72)
Controls temper with peers / Controls temper with adults							
Control your temper (classroom)	98 (89.09)	52 (91.23)	53 (84.13)	124 (88.57)	18 (90.00)	61 (87.14)	203 (88.26)
Control your temper (playground)	95 (91.35)	20 (86.96)	1 (25.00)	62 (87.32)	7 (87.50)	47 (90.38)	116 (88.55)
Control temper in conflict situations (arrival/dismissal)	99 (90.00)	51 (91.07)	41 (87.23)	111 (88.80)	15 (93.75)	65 (90.28)	191 (89.67)

Note. ES = elementary school; HS = high school; MS = middle school; GenEd = general education teachers; SpEd = special education teachers; Other = administrators, related service providers, and staff; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

[a]Lane, Givner, & Pierson, 2004; Lane, Pierson, & Givner, 2003; Lane, Pierson, & Givner, 2004; Lane, Pierson, Stang, & Carter, 2010; Lane, Wehby, & Cooley, 2006.

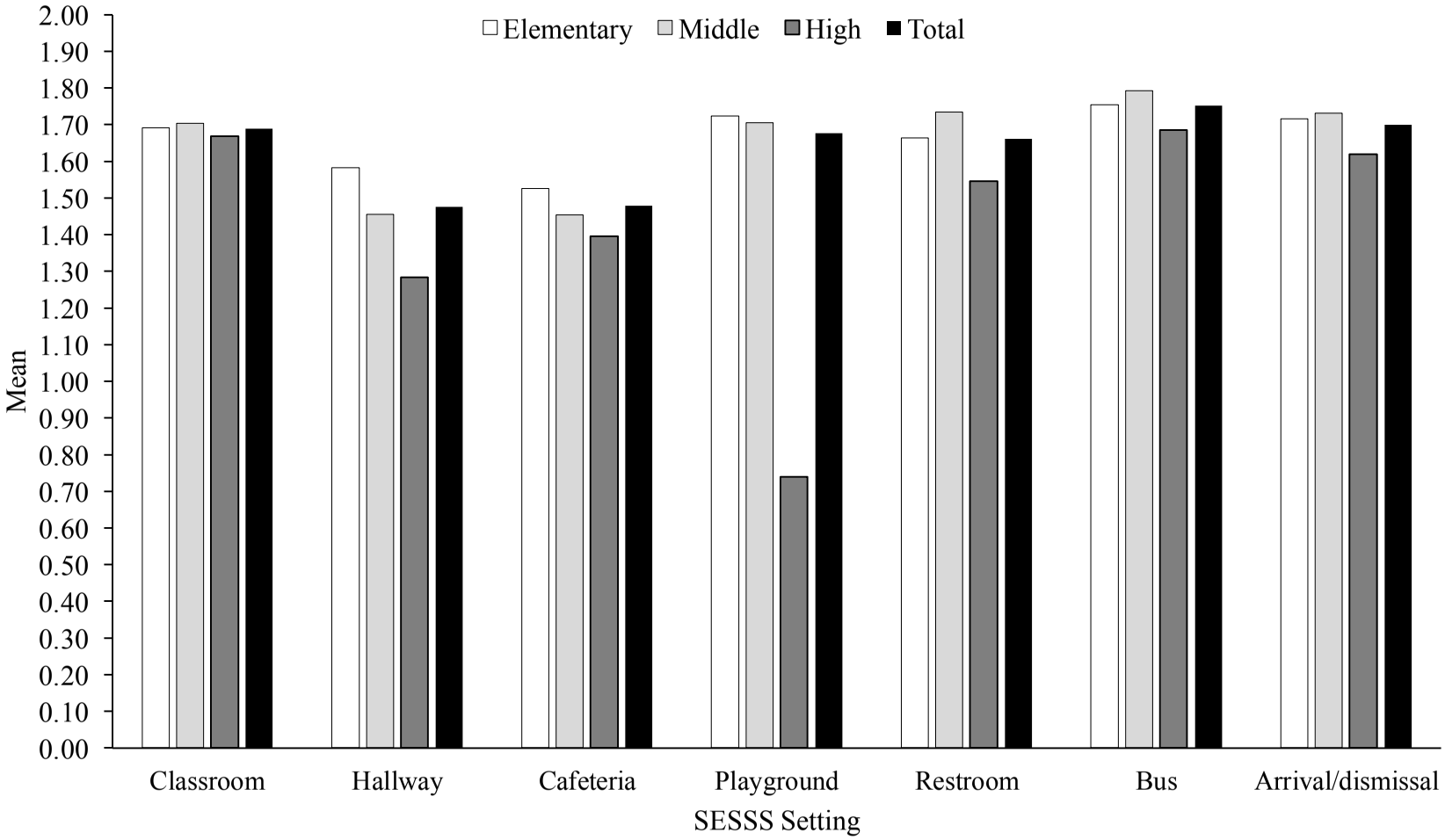


Figure 8. SESSS setting means by school level and overall total. Hallway setting means were significantly different between all school levels ($p < .05$), and high school playground mean was significantly different from elementary and middle school levels ($p < .05$). SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Chapter 5

Discussion

More and more schools are promoting proactive plans to prevent challenging student behavior, with faculty and staff sharing responsibility for supporting students' academic, behavioral, and social needs (Lane et al., 2013). Part of this shared responsibility can involve using a data-informed approach to determine what a building's school-wide expectations should be with faculty and staff input. All adults could then teach the school-wide expectations and reinforce student behaviors meeting expectations, following the principles of applied behavioral analysis (Cooper et al., 2007). Such common language and practices can help efforts toward inclusionary practices, grade level transitions, secondary students' transitions between teachers, and intervention efforts (Lane, Carter et al., 2012). At middle and high school levels specifically, teaching expectations developed with input from all faculty and staff may help reduce challenges some students encounter navigating schedules with multiple teachers and transitions (Lane, Pierson et al., 2004). Behaviors conducive to academic and social success are more likely to be reinforced by all adults in a building across settings when school-wide expectations are developed through a data-informed approach involving all faculty and staff (Lane, Oakes, Cantwell, & Royer, 2016).

The SESSS is a tool a school leadership team can use to efficiently gain faculty and staff input on social and academic behaviors critical for student success across seven settings. SESSS data can be used as part of a data-based decision making process to build a school's expectation matrix within PBIS frameworks and Ci3T models of prevention where PBIS is the behavioral component. For example, using the SESSS

aligns well with OSEP TAC PBIS (2007) and MIBLSI (2016b) recommendations for building expectation matrices. The purpose of this study was to examine priorities educators from one cohort of Ci3T schools placed on behaviors important for school success as measured by the SESSS.

Results suggest the SESSS is a valid tool for measuring faculty and staff perceptions of behavioral skills students need to be successful in various school settings. High alpha coefficients, consistent with Lane et al. (2017), lend additional evidence to the reliability (internal consistency) of the measure, while seeing the vast majority of participants rated items as *critical for success* lends evidence to the measure's validity. In other words, the SESSS measured what it was intended to measure, and using 10 years' worth of frequently implemented expectations from Ci3T training series produced a well-built survey. To illustrate, no behavioral skill on the SESSS was ranked by a majority of this study sample as *not important for success*, 10 (6.94%) were viewed as *important for success*, and 111 (77.08%) were rated *critical for success*. The vast majority of SESSS items seen as *critical for success* indicated the measure represented pertinent behavioral skills educators believed students need for success and would consider including in the construction of a school-wide expectation matrix. For example, in the bus setting every expectation was viewed as *critical for success* by the majority of the combined sample (range = 50.87-93.22%).

Though educators converged on the vast majority of SESSS items as *critical for success*, there was variability. At various school levels a majority viewed 27 (18.75%) expectations as *important for success* and 4 (2.78%) as *not important for success*, illustrating how educators did not rate all expectations as *critical for success*. The four

items rated as *not important for success* included three for the hallway setting (*no talking, walk on the right side, stay in line with your class*) and one for the cafeteria setting (*raise hand for permission to get up*), all by high school educators with the addition of middle school educators for *no talking* in the hallway. It was not surprising to find these items rated by most high school educators as *not important for success* based on different hallway procedures (e.g., passing period between classes, time for socializing) compared to elementary schools (e.g., classes escorted by homeroom teachers to each location) and developmental needs of older students where peer influences rise over adult support (see next section for hallway expectations discussion; Fuligni et al., 2001; Furman & Buhrmester, 1992). Many other expectations were also scored as *not important for success* or *important for success* across settings, but not by a majority of a school level. We concluded therefore not all items on the SESSS were given great priority, though most were, and there was variability among educator responses.

Two classroom setting skills were expected to be prioritized by participants but were not viewed as *critical for success* by a vast majority of any grade level or educator role. *Keep desk area clean* was viewed as *critical for success* by 31.43% or less of each grade level and role, and *keep materials organized* was scored as *critical for success* by 55.00% or less. It was expected elementary educators, if not middle and high school as well, would prioritize *keep desk area clean* in order for students to be ready to learn, work, and be set up for classroom success. Correspondingly, we expected middle and high school educators to have prioritized *keep materials organized* (McMullen et al., 2007) given students at secondary levels transition between multiple classrooms and teachers each day with respective books, assignments, notes, and other required materials

(Langberg et al., 2011; Suh & Suh, 2006). Most educators appeared to view these skills more often as *important for success* than as *critical for success*, a potential area for future qualitative investigation. It would be interesting to conduct semi-structured interviews with educators to explore their thoughts, ideas, and rationale on their ratings of these and other expectations (McIntosh & Morse, 2015). By interviewing participants, a rich description can be obtained to help researchers and other practitioners understand variance found in SESSS scores corresponding to educators' unique beliefs about behavior (Valenti & Kerr, 2015).

Similarity Across School Levels

There was almost no difference between faculty and staff views of behavioral skills when compared across school levels (elementary, middle, high), with the exception of the hallway setting. In the classroom setting, for example, each SESSS expectation was ranked 0, 1, or 2 by nearly the same percentage of participants at each school level (e.g., *respond appropriately to conflict* was viewed as *critical for success* by 81.82% of elementary, 87.72% of middle, and 82.54% of high school respondents). This indicated regardless of school level, skills were viewed with the same level of importance for student success in six of the seven settings. *Follow directions, arrive to class on time,* and *participate in class activities*, as a few examples, appeared to be universal skills viewed as *critical for success* for the classroom setting at all grade levels (Lynass et al., 2012). This might be due in part to the small sample taken from two adjacent school districts in small rural settings with highly similar participant characteristics.

In the hallway setting where significant differences were found between school levels, it was understandable for elementary educators to have had a higher average than

middle school educators, and for middle school educators to have been higher on average than high school faculty and staff. The same significance testing results for the hallway setting were found by Lane et al. (2017) where the sample included 25 schools in a Southern state. Expectations on the SESSS for the hallway can be viewed as less developmentally appropriate for middle and high school students, such as *no talking*, *stay in line with your class*, *walk quietly*, and *walk directly to next location*. At the middle and high school level, students are in the hallway during passing periods between instructional blocks, whereas elementary students transition with their teacher to special classes (e.g., art, physical education, music) through hallways where classroom instruction takes place, necessitating a low noise level (Leedy et al., 2004). Additionally, at middle and high school, students are adolescents or young adults, ages when developmental priorities shift from adult to peer support and influences (Fuligni et al., 2001; Furman & Buhrmester, 1992). Adult expectations for students at these ages may be for students to socialize with peers in the hallway between class time.

The low number of high school respondents for the playground setting was not surprising given developmental considerations, similar to playground results in Lane et al. (2017). High schools in this sample did not have an area designated as a playground and young adults developmentally prioritize peer interactions over play (Kerr & Zigmond, 1986). Together these offer possible explanations for the minimal high school playground setting response (n = 6; 8.45%) and the low mean score for high school educators who did respond (0.74 out of 2.00; SD = 0.81). A larger percentage of middle school educators (38.71%; n = 24) completed items for the playground setting, though less than half the percentage of elementary educators (83.46%; n = 106).

This appears to indicate a small amount of middle school educators believed playground expectations were still relevant for their students. For those who rated middle school playground expectations, they viewed them with nearly identical priority as elementary educators (elementary $M = 1.72$, $SD = 0.30$; middle school $M = 1.71$, $SD = 0.33$). In contrast, the previous SESSS study by Lane et al. (2017) found middle and high school participants to have similar views for playground expectations instead of elementary and middle school participants. The current sample of elementary and middle school educators might have viewed playground expectations so similarly due to small school size and physical proximity (Byrnes & Ruby, 2007; Weiss & Kipnes, 2006). In one district one elementary school was connected to a middle school building, and the district's other middle school included grades 5-8, whereas fifth grade is usually part of the elementary level. The small number of middle school respondents ($n = 62$), where about 43% worked in these two middle schools, possibly accounts for higher ratings on playground expectations compared to Lane et al. (2017). As described in the Method, participants ($n = 22$) who provided services to buildings across multiple school levels to accommodate district resources and caseload sizes (e.g., school psychologists, occupational therapists, social workers servicing grades K-12) were not included in analyses. Itinerant educators and related service providers are unique in how they work with students of all ages (Correa-Torres & Howell, 2004), while our research questions compared educator views from distinct school levels (elementary, middle, high).

Other differences were found in the current sample compared to the previous SESSS study by Lane et al. (2017). In the previous study, significant differences were found between school levels for four settings: hallway (also found in the current study),

playground, classroom, and cafeteria settings. It is possible these differences are a result of samples from different regions of the United States (Midwest for current study, South for previous study) where community values, priorities, and cultures may differ (Louis, 1990). Differences might also be due to procedural variations in school districts (e.g., open seating versus assigned class seating in the cafeteria, enforced or relaxed dress code; Craig, Gregus, Elledge, Pastrana, & Cavell, 2016). Members of our research team have taught across geographic regions (i.e., West Coast, Southwest, Midwest, South) and noted additional differences in school procedures and physical layout. As examples, in warmer climates classrooms may open onto central courtyards instead of hallways (e.g., Colvin, Sugai, Good, & Lee, 1997) and colder climates may often have indoor recess (e.g., Locke et al., 2015); some districts have eliminated hallway lockers for secondary students (eSchool News, 2012); some schools rotate grades through various lunch periods and recess/nutrition break times while others have one lunch period for all students and each recess is schoolwide (e.g., Wheatley et al., 2009); some districts have elementary teachers of special subjects (e.g., music, gym, art) visit each homeroom to teach while other districts have homeroom teachers or other staff escort students to special subject classrooms (e.g., Muhlheim, 2010). Future researchers might investigate such differences systematically and examine any correlations between school procedures, United States regions, and expectations teachers have of students.

Predictors of Priorities

In a previous study of 240 general and special education teachers from two middle and two high schools (Lane, Pierson et al., 2004), teaching experience, program type (general or special educator), gender, secondary level (middle or high school), and

credential status were regressed on educator ratings of 30 social skills from the Social Skills Rating System (Gresham & Elliott, 1990). Secondary level, program type, and credential status were significant predictors of various skills in assertion and cooperation domains, but gender was not. The current study, in contrast, found gender and professional development on behavior screening to be significant predictors of priorities participants placed on hallway expectations. The full model accounted for 18.35% of the observed variance in hallway setting means. This is the same setting where mean scores were significantly different between each school level, which may partially account for gender. More male educators were at secondary school levels (middle school = 31.67%, high school = 28.17%) compared to elementary (10.24%), where hallway means were highest. At the elementary level, hallway behaviors were viewed with more importance likely because classes of students transition to specials, recess, and lunch with their teachers. With more elementary teachers being female, gender was a significant predictor of higher hallway mean scores on the SESSS, 0.27 higher on average. It is important to note these findings regarding gender as predictor of hallway expectations are not intended to be used in any decision-making instructional capacity and should be interpreted with care. Specifically, it would be erroneous to conclude male educators need more professional learning on hallway expectations or that female educators need to lower their expectations for student behavior in hallways.

The relation between hallway expectations and professional development on behavior screening may similarly be due to how participants at various school levels viewed hallway behavior importance. More participants at the middle (20.00%) and high schools (21.43%) reported having professional development on behavior screening

compared to elementary (15.20%). At middle and high school levels hallway expectations were viewed with less importance, possibly because student time spent in hallways is most often passing between class periods. Peer socialization is likely viewed as developmentally appropriate and expected in the hallway setting, making other hallway behaviors less important (Fuligni et al., 2001; Furman & Buhrmester, 1992). Thus, with more participants reporting professional development on behavior screening at middle and high school levels, it was a significant predictor of lower hallway setting mean scores, 0.18 lower on average.

Consistent Priorities

This study confirmed previous studies (i.e., Lane, Givner et al., 2004; Lane et al., 2003; Lane, Pierson et al., 2004; Lane, Pierson et al., 2010; Lane et al., 2006) where educators consistently prioritized classroom expectations equivalent to *follow directions*, *listen and pay attention to the speaker*, and *control your temper*. This study extends the literature by investigating educator priorities for student behaviors critical for success in non-instructional settings. The following behaviors were viewed as *critical for success* on the SESSS by 75% or more of participants at all school levels; hallway: *stay calm and controlled in conflict with adults and peers*, *keep hands to yourself*, *follow instructions given for drills and emergencies*, and *report unsafe behaviors*; cafeteria: *listen to and follow adult requests*, *follow directions the first time asked*, *keep food on your plate*, and *clean up after yourself*; restroom: *take care of your own business*, *give others privacy and remain in own stall*, *keep surfaces and walls free of graffiti*, *flush toilet*, *wash hands with soap*, *throw away any trash properly*, *report any problems to your teacher*, *use the restroom quickly and return to class quietly*, *return to class promptly*, and *respond*

appropriately to conflict situations; bus: *listen to and follow the bus driver's rules*, *remain seated after entering the bus*, *stay clear of roadway*, *remain in seat*, *use self-control*, *be ready when bus arrives*, *keep hands and feet to yourself*, *stay clear of a moving bus*, and *be alert and prepared in emergency situations*; arrival/dismissal: *control temper in conflict situations*, *arrive on time to school*, *bring to school and take home all necessary materials*, *arrive on time to before and after school activities*, *show a positive attitude*, and *resolve conflicts peacefully*.

Limitations and Future Directions

Results of this study should be reviewed with consideration to the following limitations. Primarily, the sample size for this study was small and limited to one geographic region, which limits generalizability of findings. Though participants came from ten schools in two districts, there were just over twice as many elementary educators as middle school educators, and about the same number of middle school educators as high school. The number of special education teacher participants was also expectedly small (n = 20; 7.69%) given the percentage of students with disabilities in each district, which were similar to national norms (National Center for Education Statistics, 2017, May). The small number of special educators meant cell sizes for two-way ANOVAs (with school level and educator role as fixed effects) or a MANOVA (which would have allowed all setting means dependent variables to be analyzed simultaneously) were too small (Wilson VanVoorhis & Morgan, 2007). Future investigations could be enhanced by including SESSS data from a larger sample comprising a sufficient number of special educators, middle and high school educators, and from multiple geographic regions (Lane, Givner et al., 2004). This would allow for

additional statistical analyses and lend credibility to the generalizability of results as to how educators in different roles and at different school levels converge and diverge on views of behaviors and skills critical for student success in instructional and non-instructional settings, as measured by the SESSS.

Given a large enough sample, future studies of the SESSS might also examine differences between administrator and faculty/staff expectations (whereas in this study administrators and staff were part of the "other" educator category along with related service providers) as administrator and teacher views do not always align (Kennedy, Russom, & Kevorkian, 2012). For example, how do administrator views on items such as *follow the dress code* and *turn off cell phones and electronic devices during school hours* differ from teachers and staff? Comparing differences over time on expectations various educator roles have on these and other items may also show how community values change as societal priorities shift. For instance, as cell phones initially became prolific with students, schools often restricted their presence or use at school (e.g., technology as terror invading the classroom; Gilroy, 2004). As they became more integral to daily life many schools began integrating them as instructional tools along with other one-to-one technology integration (Chou et al., 2012). Educator expectations for technology use in classrooms and non-instructional settings will likely evolve as technological industries continue to innovate.

With a larger sample, future studies might consider examining how school level predicts expectations in various settings through a multilevel modeling approach (Bovaird, 2007). Such an analysis could consider the nested nature of SESSS data including geographic region, state, school district, school, and educator role, instead of

viewing data in isolated contexts. This larger systems view could also aid in the generalizability of analytical results.

A second limitation is the SESSS is a self-report measure of educator views on student behaviors necessary for success in various settings. As a self-report measure, there was no opportunity to verify to what level the behaviors reported as *critical for success* were actually prioritized, valued, and reinforced in various settings (Lane et al., 2017). A purpose of the SESSS is to help determine which student behaviors are most likely to be reinforced by the majority of faculty and staff when observed. Therefore, a future study might use direct observation to determine which behaviors are reinforced in various school settings compared to which were prioritized on the SESSS (Lane et al., 2017; Lane et al., 2006). In addition to direct observation, comparing ODR data and social skills lesson content could also provide an indication of prioritized expectations. For example, when hallway expectations are given significantly higher priority at elementary over middle and middle over high schools, would there be a correlation between ODRs for hallway behaviors prior to and/or after implementation of teaching school-wide expectations at each school level (Valenti & Kerr, 2015)? For social skills, if any lessons focus on the hallway setting this would lend evidence toward confirming prioritized hallway expectations. Not only would educators teach the school-wide hallway expectations from the matrix but also in teaching social skills lessons involving the hallway setting.

Future studies might also employ qualitative measures to directly investigate why differences in SESSS data exist when they are discovered. Data for this study were part of a state technical assistance project to help schools design, implement, and monitor a

Ci3T model of prevention. The original purpose of obtaining faculty and staff input on the SESSS was to provide school leadership teams with data to consider as they built their first draft of a school-wide behavior expectation matrix. A qualitative study could explore why educators at each grade level placed different priorities on student behaviors needed for success in various settings. As one illustration, middle and high school educators might be interviewed about hallway expectations to determine if they view peer socialization as a priority over the hallway expectations valued by elementary educators, or if other factors contributed to lower secondary school level hallway mean scores. They might also be asked about their experience with professional development on behavior screening and how it might relate to their views on various settings' expectations.

A future direction for this line of inquiry might examine implications for teacher preparation programs. With statistically significant differences in educator expectations for student success across school levels for some settings (i.e., hallway in the present study; classroom, hallway, cafeteria, and playground in Lane et al., 2017), preservice teachers may benefit from understanding these differences as they prepare to teach at one or more school level, including supporting students when expectations differ from home environments (Lane, Carter et al., 2012). Occasionally faculty and staff will move to a new school level and might benefit from knowing how expectations will typically differ in the new school level where they will be working. Once arrived at the new school site, having a school-wide expectation matrix ready will allow new faculty and staff to teach the locally prioritized skills consistently and in agreement with all faculty and staff. By teaching and reinforcing the new expectations consistently across all grade levels at the

new school, desired and socially acceptable behaviors will be facilitated schoolwide (Lane, Pierson et al., 2010). Knowing which expectations are given high priority by educators at various school levels could inform university faculty as they prepare future teachers to support all students by teaching high-priority expectations (Lane, Carter et al., 2012). Professors could provide evidence-based practices to address highly prioritized skills for student success, practices teachers could take into their classrooms to effectively teach these skills and provide supports to students who need more than the primary (Tier 1) instruction. Such teaching of high-priority expectations would ideally program for generalization as well, helping students connect the skills teachers teach and reinforce as those needed for success not only in school but for a high quality of life in the years after school (Shogren et al., 2016).

Summary

School-wide expectation matrices are a vital teaching tool within tiered systems of supports to help K-12 students learn the skills necessary for success (as agreed upon by the majority of faculty and staff) in various school settings (Carter & Pool, 2012; Lynass et al., 2012). When school-wide expectations are established, taught to students, and reinforced, students are more likely to engage in prosocial and proacademic behaviors (Ennis, Hirsch, MacSuga-Gage, & Kennedy, 2017). The SESSS provides input to a school leadership team from all faculty and staff on behaviors viewed as *critical for success* in seven school settings, behaviors all adults would therefore be more likely to reinforce when students meet expectations (Lane et al., 2017). Using the SESSS as part of a data-informed approach to building a school-wide expectation matrix aligns well with recommendations from PBIS technical assistance centers and Ci3T.

This study showed the SESSS has strong internal consistency and contributes evidence toward its validity, and having a response rate greater than 60% adds to its generalizability (Baruch & Holtom, 2008; Fincham, 2008; Johnson & Owens, 2003). We found elementary, middle, and high school educators converged in their views on expectations for the classroom, cafeteria, playground (elementary and middle schools), restroom, bus, and arrival/dismissal settings. They differed in terms of hallway expectations, where we found gender and professional development on behavior screeners predicted mean setting scores. Additionally, we confirmed classroom behaviors consistently prioritized in previous studies of teacher expectations remained a priority for the vast majority of participants in the present study. We recommend school teams seeking to build or revise a school-wide expectation matrix consider using the SESSS as part of a data-informed decision making process involving input from all faculty and staff.

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Appendix A

Original Research Objectives from University of Kansas Institutional Review Board (KU IRB) STUDY00000040

Below is an excerpt from KU IRB STUDY00000040 titled *Designing Comprehensive, Integrated, Three-Tiered Models (CI3T) of Prevention in [blinded]: Building Multi-tiered Systems Support with an Integrated Focus (MTSS:CI3T Training Project)*. Data analyzed in this dissertation were collected during this study.

Overview of the Research Proposed for this Project

As part of this project, we will be conducting research aimed at informing and evaluating that technical assistance. This IRB application focuses on the following data we propose analyzing for research purposes:

1. For team members participating in the training series, we invite them to complete (a) a short survey addressing their opinions of the behaviors that lead to student success in various settings in their school; (b) a short survey of social validity to determine their faculty and staffs' perceptions of the plan; (c) pre-training, post-training, and follow-up surveys so that we know what team members' learned and how their knowledge, confidence, and use (KCU) of key concepts and strategies develop over time; (d) a short survey evaluating each training session; and (e) a brief demographic sheet (e.g., grade taught, years of experience teaching, highest degree obtained, area of certification). Hypothesis: We hypothesize the teams will use information from faculty and staff to construct the CI3T plan. We anticipate the team members will be able to use the social validity data to inform plan revision and that team members will show lasting increases in their knowledge, confidence, and perceived utility of strategies and concepts related to CI3T features.
2. For faculty/ staff members from schools who have teams attending the training (although they are not attending the training series), we invite them to complete (a) a short survey addressing their opinions of the behaviors that lead to student success in various setting in their school; (b) a short survey of social validity to determine their perceptions of the primary plan (i.e., Primary Intervention Rating Scale); (c) a brief demographic sheet (e.g., grade taught, years of experience teaching, highest degree obtained, area of certification); and (d) a short survey of their satisfaction with the full comprehensive three-tiered plan their team develops. Hypothesis: We hypothesize team members will draft a plan using the information provided by faculty and staff that this plan, following revisions, will be socially valid.
3. For State Coaches, we will hold coaching meeting to support their learning of this model. They will also complete (a) pre-training, post-training, and follow-up surveys so that we know what team members' learned and how their knowledge, confidence, and use (KCU) of key concepts and strategies develop over time; (b) a short survey evaluating each training session; and (c) a brief demographic sheet (e.g., grade taught, years of

experience teaching, highest degree obtained, area of certification). Hypothesis: We hypothesize the State Coaches will show lasting increases in their knowledge, confidence, and perceived utility of strategies and concepts related to CI3T features.
4. For schools whose school-site leadership teams elect to implement their CI3T model as part of regular school practices, we will collect data examining (a) the extent to which the primary plans are implemented as designed; (b) how student performance on school collected measures of academic and behavioral indicators shifts compared to the previous academic year; (c) what teachers' opinions are about their schools' program goals, procedures, and outcomes; and (d) how survey information obtained during the training process are associated with treatment integrity, social validity, and changes in students' performance.

Appendix B

Faculty and Staff Informational Letter Approved by University of Kansas Institutional Review Board (KU IRB) STUDY00000040

KU THE UNIVERSITY OF KANSAS
School of Education

Department of Special Education

July 14, 2013

Greetings!

We are pleased that your school has decided to send a team to attend our training series: *Designing Comprehensive, Integrated, Three-Tiered Models (CI3T) of Prevention in Building Multi-tiered Systems Support with an Integrated Focus.* This training is offered by Kathleen Lane, Ph.D., from University of Kansas and Wendy Oakes, Ph.D. from Arizona State University as part of contract with and University of Kansas provide professional development and assistance to schools interested in a comprehensive, integrated, three-tiered (CI3T) model of prevention. Specifically, our goal is to build schools' capacities to design, implement, and evaluate CI3T models of prevention to (a) prevent the development of learning and behavior problems, and (b) respond more effectively to students with existing learning and behavior problems in inclusive settings.

Procedures

We invite you to participate in this project by providing information that we will use to help your school site team develop your school's comprehensive, integrated three-tiered prevention plan. Also we would like to get your opinion about the plan to help with revising the first draft. You are not being asked to attend the training, instead you are being asked for your opinion on the (a) behaviors that are critical for success for students in various school settings, (b) draft plan your team has designed at two point in the school year, and (c) some brief information about you and your professional experiences so that we can better describe the schools who are participating.

At the end of this letter you will see a table that gives you an overview of what your school-site team will be doing over the course of the training series.

We are not asking you to attend this training series, but we would like you to:

1. Complete a brief (5 min) confidential demographic sheet, today, about your professional experience and certification;

2. Complete a confidential survey (15 min), today, on the behaviors that are critical for success for students in various school settings (Schoolwide Expectations Survey for Specific Settings [SESSS; Lane, Oakes, & Menzies, 2010]);

3. Complete a confidential survey (10 min) to measure of your opinion of the draft plan your team develops during the training; this will be used to refine the plan. You will be asked to complete this survey after your school's team attends the first training day (PIRS; Lane, Robertson, & Wehby, 2002); and

4. Complete a short feedback form (10 min) of their satisfaction with the full comprehensive three-tiered plan after the last training session so that your team can use this information (that will be shared with your team after typing up your responses to protect your confidentiality) to revise the whole plan during the final training session with your team (Comprehensive Three-Tiered Prevention Plan [CTP]: Feedback Form; 10 min).

Risks and Benefits
We do not anticipate any risks to you associated with completing any of these items. The only inconvenience would be the loss of time to do the items listed previously. Your school may benefit if the CI3T model of prevention is implemented. What we learn may help us to improve and refine our future training efforts.

Payment
There is no payment for being in this study, although we certainly appreciate your time.

Participant Confidentiality
All information will be treated as confidential. Each participant will be assigned a unique identification number. A master list linking identification number and names will be kept separate from any surveys. The information will be stored for three years after we have published findings from this study at which time the information will be destroyed. You are agreeing to participate by virtue of turning in the completed surveys. If you do not wish to participate, simply do not turn in the surveys.

Refusal and Authorization & Cancelling this Consent and Authorization
If you choose not to take part in completing the surveys, there will be no penalty or loss of benefits to which you are entitled. If you agree to participate and the data are received, you will not be able to withdraw the data you have already submitted, but you can decide not to complete the remainder surveys. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission. Your decision will not affect your relationship with the University of Kansas, Arizona State University, or or otherwise cause a loss of benefits to which you might otherwise be entitled.

Questions About Participation
If you have any questions, please contact Kathleen Lane [(615) 545-5634; Kathleen.Lane@ku.edu] or Wendy Oakes [(480) 727-5660 Wendy.Oakes@asu.edu]. If you have any general questions about your rights as a research participant, contact the Institutional Review Board of The University of Kansas [(785) 864-5248] or at irb@ku.edu. The research

study number is xxx or Arizona State University Office of Research Integrity and Assurance [480) 965-6788] - The research study number is XXX.

Respectfully,

Kathleen Lynne Lane, Ph.D., BCBA-D
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Example Overview of the Training Sessions

Below is a table that shows you an overview of the types of activities that may take place before and during each sessions to give you a clear picture as to the activities you would be committing to within and beyond your school days over the course of the coming academic year (see item 1 above).

Training Session (Time)	Activities (Time Estimates)	Persons Involved
Pre-Training Activities	Summer – Prepare Training Materials (3 days) (1) Write and submit Institutional Review Board (IRB) application for research studies. (2) Secure district and principal approvals for each participating district. (3) Informational meeting with participating school Teachers and Staff and collect initial training data (Schoolwide Expectations Survey for Specific Settings [SESSS], 15 min) (4) Consent School Team Member and State Trainers attending training (complete Knowledge Confidence and Use Surveys- pre training, 15 min).	K. Lane W. Oakes RA C. Davis District Personnel School Faculty and Staff School Teams State Trainers
Sessions 1 (2 hrs)	Introduction – (1) Welcome, overview of training series and meeting the State Trainers (20 min) (2) *Why are you here?* Setting a Purpose; Group Discussion (30 min) (3) Addressing schoolwide concerns; presentation of how three-tiered models address these concerns (60 min) (4) Set expectation for next meetings; team work to develop model; give items to be completed prior to next training date (10 min)	School-site Teams State Trainers K. Lane W. Oakes RA C. Davis
Before Session 2	(1) Show informational video (to be developed) to Faculty to explain the three-tiered model to be developed creating MTSS:CI3T *** (20 min) (2) Bring the school's mission statement to the next training (10 min) (3) Bring a copy of the schools current reactive plan [reaction to rule or code of conduct violations and Office Discipline Referral form] (10 min)	School-site Teams/ Administrators Full Faculty and Staff at Meeting State Trainers
Session 2 (6 hrs)	(1) Teach about and teams draft first half of Primary Plan; [Mission Statement, Develop Purpose Statement, Expectations and Matrix using the SESSS summary results] (3 hrs) (2) Lunch (1 hr) (3) Teach about and teams draft Procedures for Teaching and Reinforcing. (4) Drafting/ Revising the reactive plan (flowchart) and ODR form. *Provide a structure for Setting a meeting time with an agenda.* (3 hours)	School-site Teams State Trainers K. Lane W. Oakes RA C. Davis
Before Session 3	(1) Have a team meeting to complete all items that has been drafted (30 – 90 min) (2) Teams share the expectation matrix with their faculty and staff including that their surveys were	School-site Teams/ Administrators Full Faculty and Staff at Meeting

	used to develop the content – ask for any suggestions and record ideas given (30 min) (3) Teams work through reactive plan – complete draft of flow chart and share with faculty for initial feedback.	State Trainers
Session 3 (2 hrs)	(1) Teach about Procedures for Monitoring [Screeners, using data sources together – second half of plan] (90 min) (2) Participants will begin to draft the assessment schedule by listing data collected currently and decide on a screener (30 min) *Provide a flow chart of deciding on screener.*	School-site Teams State Trainers K. Lane W. Oakes RA C. Davis
Before Session 4	(1) Work as a team to identify what data are currently collected or available and complete the assessment schedule [include when the data are collected and reviewed and who will be responsible for bringing it to the team meetings]. (30 – 60 min) (2) Share the screener chosen with the faculty and why they chose it [use flow chart to guide discussion] (30 min)	School-site Teams/ Administrators Full Faculty and Staff at Meeting
Sessions 4 (6 hrs)	(1) Teams to review and revise the assessment schedule (30 min) (2) Roles and Responsibilities for each stakeholder [completes the plan] (1.5 hr) (3) Lunch (1 hr) (4) Teams create a presentation of Primary Plan to be shared with faculty (3 hrs)	School-site Teams State Trainers K. Lane W. Oakes RA C. Davis
Before Session 5	(1) School teams share presentation with Faculty (30- 60 min) (2) Faculty and Staff PIRS (10 min) State Trainers and RA: Pick up PIRS – enter data and have ready for session 6.	School-site Teams/ Administrators Full Faculty and Staff at Meeting State Trainers RA
Session 5 (2 hrs)	(1) Provide an overview of Secondary Preventions [teacher level preventions, student focused preventions, using data to determine needs] (1.5 hrs) (2) Team begins to draft the Secondary Grid (30 min)	School-site Teams State Trainers K. Lane W. Oakes RA C. Davis
Before Session 6	(1) School team will have informal conversations or small group meetings with faculty and staff to gather a list of the secondary and tertiary supports that already exist in the building and generate new ideas as desired. [Use the Secondary Grid as a guide] (30 – 60 min, may fluctuate greatly depending on team's decision) (2) Comprehensive Three-Tiered Prevention Plan (CTP): Feedback Form to faculty – to be completed and returned to the team's box; Collected by State Trainer/ RA/ or Shipped to training team: enter data and have ready for session 6 (typed up to maintain confidentiality).	School-site Teams/ Administrators Full Faculty and Staff informal conversations (maybe team meetings in small group) State Trainers RA
Session 6 (6hrs)	(1) Teams revise primary plan from faculty	School-site Teams

	feedback [PIRS and CTP results] (30 min) (2) Teams complete Secondary Grid (30 hr) (3) Overview of Tertiary Supports (1 hr) (4) Teams complete Tertiary Grid (1 hr) (5) Lunch (1 hr) (6) Teams start to plan faculty presentation [teaching the plan to faculty] and first day of school activities [teaching/ introducing the plan to students] and choose materials needed for Implementation [prepared by school-site teams over the summer before implementation] (3 hrs) FINAL WRAP UP!	State Trainers K. Lane W. Oakes RA C. Davis
After Session 6	(1) Teams finalize all plans. (30 min) (2) Complete the faculty Implementation Manual (30 min) (3) State trainers set summer meetings with School teams to finalize implementation details and roll out activities (30 min – 2 hrs.) (4) Team finalized first day of school activities.	School Teams State Trainers

MTSS: CI3T Training Dates		State Coaches	
1. 2 hours	11/12/2013	11/13 (2 hrs 9-11 am Topeka)	11/13/2013
2. 8 hours	12/9/2013	12/10/2013 (2 hrs 9-11 am Topeka)	12/11/2013
3. 2 hours	1/15/2014	1/16/2013 (2 hrs 9-11 am Topeka)	1/16/2014
4. 8 hours	2/24/2014	2/25/2013 2 hrs 9-11 am Topeka)	2/26/2014
5. 2 hours	4/14/2014	4/15/2013 (2 hrs 9-11 am Topeka)	4/15/2014
6. 8 hours	5/5/2014	5/6/2013 2 hrs 12 – 2pm Topeka)	5/7/2014

Appendix C

Approved modifications from University of Kansas Institutional Review Board (KU IRB) STUDY00000040 and Arizona State University IRB ID 1307009461

KU THE UNIVERSITY OF KANSAS
Research

APPROVAL OF PROTOCOL

April 26, 2017

Kathleen Lane
k923l138@ku.edu

Dear Kathleen Lane:

On 4/26/2017, the IRB reviewed the following submission:

Type of Review:	Modification
Title of Study:	Designing Comprehensive, Integrated, Three-Tiered Models (CI3T) of Prevention in : Building Multi-tiered Systems Support with an Integrated Focus (MTSS: CI3T Training Project)
Investigator:	Kathleen Lane
IRB ID:	STUDY00000040
Funding:	Name: , State of, Funding Source ID:
Grant ID:	None
Documents Reviewed:	• IRB STUDY 040 Modification 2017 04 06.docx

The IRB approved the study on 4/26/2017.

1. Notify HSCL about any new investigators not named in original application. Note that new investigators must take the online tutorial at https://rgs.drupal.ku.edu/human_subjects_compliance_training.
2. Any injury to a subject because of the research procedure must be reported immediately.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity.

Continuing review is not required for this project, however you are required to report any significant changes to the protocol prior to altering the project.

Please note university data security and handling requirements for your project:
https://documents.ku.edu/policies/IT/DataClassificationandHandlingProceduresGuide.htm

You must use the final, watermarked version of the consent form, available under the "Documents" tab in eCompliance.

Sincerely,

Stephanie Dyson Elms, MPA
IRB Administrator, KU Lawrence Campus

Human Research Protection Program
Youngberg Hall | 2385 Irving Hill Rd | Lawrence, KS 66045 | (785) 864-7429 | research.ku.edu/hrpp

ASU Knowledge Enterprise Development

APPROVAL: MODIFICATION

Wendy Oakes
Division of Teacher Preparation - Tempe
-
Wendy.Oakes@asu.edu

Dear Wendy Oakes:

On 5/30/2017 the ASU IRB reviewed the following protocol:

Type of Review:	Modification
Title:	Designing Comprehensive, Integrated, Three-Tiered Models (CI3T) of Prevention in : Building Multi-tiered Systems Support with an Integrated Focus (MTSS: CI3T Training Project)
Investigator:	Wendy Oakes
IRB ID:	1307009461
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	None

The IRB approved the modification.

When consent is appropriate, you must use final, watermarked versions available under the "Documents" tab in ERA-IRB.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc:

Appendix D

Item Level Descriptive Statistics of the SESSS

Table D1

Item Level Descriptive Statistics of the SESSS: Total K-12 Sample (N = 260)

Setting / variable	Property			
	Mean <0.20	*SD*	Skewness > 4	Kurtosis > 15
Classroom				
Follow directions	1.95	0.21	**-4.29**	**16.52**
Use kind words and actions	1.76	0.43	-1.22	-0.51
Control your temper	1.88	0.32	-2.39	3.76
Cooperate with others	1.85	0.36	-2.00	2.01
Use an inside voice	1.45	0.53	-0.13	-1.24
Follow the dress code	1.20	0.63	-0.18	-0.57
Be truthful	1.83	0.37	-1.81	1.30
Keep hands, feet, and objects to self	1.78	0.43	-1.52	0.80
Be encouraging and helpful to peers	1.67	0.49	-0.96	-0.54
Raise hand and wait quietly to be called on	1.49	0.56	-0.49	-0.81
Listen and pay attention to the speaker	1.88	0.33	-2.31	3.38
Arrive to class on time	1.76	0.44	-1.40	0.42
Remain in school for the whole day	1.70	0.48	-1.14	-0.10
Bring your required materials	1.73	0.47	-1.40	0.81
Turn in finished work	1.83	0.41	-2.29	4.65
Exercise self-control	1.87	0.34	-2.22	2.97
Be in assigned area before tardy bell	1.47	0.55	-0.34	-0.97
Make up work when absent	1.69	0.53	-1.44	1.14
Participate in all activities	1.57	0.53	-0.65	-0.84
Take care of school property	1.74	0.44	-1.08	-0.85
Use time wisely	1.80	0.41	-1.70	1.46
Respond appropriately to conflict	1.83	0.39	-2.00	2.72
Turn off cell phones and electronic devices during school hours	1.35	0.72	-0.65	-0.84
Participate in class activities	1.79	0.41	-1.46	0.12
Complete work with best effort	1.90	0.31	-2.62	4.91
Try first, then ask for help politely	1.71	0.45	-0.94	-1.13
Keep desk area clean	1.18	0.60	-0.09	-0.39
Use classroom materials appropriately	1.68	0.48	-0.88	-0.91
Keep materials organized	1.39	0.55	-0.16	-0.87
Remain on-task	1.82	0.39	-1.92	2.37
Show a positive attitude	1.75	0.43	-1.19	-0.59
Stay focused on your own work	1.72	0.46	-1.12	-0.38
Hallway				
No talking	0.66	0.69	0.55	-0.78
Walk on the right side	0.93	0.72	0.11	-1.04
Keep hands to yourself	1.69	0.49	-1.12	0.01

Use a quiet voice	1.37	0.59	-0.35	-0.67
Stay calm and controlled in conflict with adults and peers	1.82	0.40	-1.85	2.08
Avoid gossip and use kind words	1.65	0.52	-1.11	0.15
Be courteous of other classrooms	1.75	0.44	-1.15	-0.69
Use appropriate ways to show affection to others	1.59	0.53	-0.73	-0.73
Respect materials (e.g. posters)	1.60	0.51	-0.62	-1.15
Keep hands to yourself	1.75	0.44	-1.33	0.20
Walk	1.67	0.51	-1.13	0.14
Stay in line with your class	1.13	0.80	-0.24	-1.39
Follow instructions given for drills and emergencies	1.93	0.25	-3.46	10.06
Keep the hallways clean	1.55	0.53	-0.54	-0.99
Have a pass and sign in and out	1.07	0.69	-0.10	-0.88
Recognize and walk away from drama	1.56	0.55	-0.71	-0.59
Turn off cell phones and electronic devices during school hours	1.19	0.77	-0.34	-1.23
Report unsafe behaviors	1.81	0.42	-1.92	2.67
Keep materials in your own locker	1.15	0.75	-0.26	-1.18
Walk quietly	1.37	0.66	-0.58	-0.68
Walk directly to next location	1.40	0.66	-0.64	-0.61
Use hallway time appropriately and efficiently	1.65	0.52	-1.09	0.11
Pay attention to where you're going	1.64	0.51	-0.90	-0.52
Cafeteria				
Use an inside voice	1.54	0.53	-0.47	-1.13
Use manners	1.73	0.45	-1.22	-0.09
Listen to and follow adult requests	1.91	0.28	-2.98	6.95
Share lunch tables with others	1.72	0.48	-1.40	0.85
Follow directions the first time asked	1.77	0.45	-1.58	1.35
Keep food on your plate	1.81	0.41	-1.80	1.89
Eat before socializing	1.10	0.64	-0.10	-0.57
Be considerate of other's food choices	1.44	0.62	-0.63	-0.54
Raise your hand for help	1.38	0.69	-0.67	-0.70
Make your choices quickly	1.24	0.62	-0.20	-0.57
Eat your own food	1.51	0.61	-0.83	-0.29
Choose a seat quickly and stay in it	1.44	0.67	-0.77	-0.50
Clean up after yourself	1.79	0.43	-1.80	2.21
Know your order when walking through lunch line	1.37	0.69	-0.62	-0.73
Have money ready	0.93	0.77	0.12	-1.29
Recycle	0.89	0.70	0.15	-0.94
Take only the allowed food portions	1.27	0.66	-0.35	-0.76
Know your lunch number	1.19	0.78	-0.35	-1.29
Raise hand for permission to get up	1.20	0.81	-0.39	-1.39
Use your table manners	1.75	0.46	-1.43	0.82
Keep lunch tables clean	1.60	0.55	-0.93	-0.18
Clear away trash	1.71	0.51	-1.46	1.21
Make healthy choices	1.39	0.61	-0.48	-0.63
Eat lunch	1.66	0.53	-1.27	0.64
Playground				
Respect other people's personal space	1.81	0.46	-2.50	5.74
Follow the rules of the game	1.80	0.43	-2.10	3.73

Respond immediately when teacher/adult calls	1.84	0.44	-2.90	7.96
Be kind to peers while playing games	1.86	0.41	-3.00	8.82
Play approved games	1.52	0.64	-0.96	-0.13
Use equipment appropriately	1.74	0.49	-1.66	1.90
Return equipment when you are done	1.70	0.54	-1.60	1.69
Line up when the bell rings	1.79	0.51	-2.40	4.93
Stay in established area	1.82	0.46	-2.58	6.17
Report problems/unsafe behavior to teacher	1.83	0.43	-2.64	6.59
Use restroom before going outside	1.18	0.74	-0.30	-1.11
Include others in your activities	1.61	0.58	-1.18	0.42
Be active	1.51	0.59	-0.74	-0.42
Wear appropriate clothes and shoes	1.43	0.61	-0.55	-0.59
Control your temper	1.86	0.41	-3.11	9.50
Restroom				
Stay in your own stall	1.84	0.42	-2.73	7.16
Take care of your own business	1.85	0.38	-2.57	6.13
Give others privacy and remain in own stall	1.90	0.35	-3.61	13.33
Minimize chatting	1.23	0.66	-0.27	-0.73
Keep water in the sink	1.68	0.55	-1.52	1.39
Knock before entering	1.14	0.80	-0.27	-1.39
Keep surfaces and walls free of graffiti	1.76	0.48	-1.94	3.01
Flush toilet	1.84	0.41	-2.50	5.85
Wash hands with soap	1.87	0.35	-2.55	5.74
Throw away any trash properly	1.81	0.41	-1.78	1.88
Report any problems to your teacher	1.85	0.36	-1.99	1.97
Use the restroom quickly and return to class quietly	1.80	0.41	-1.78	1.85
Return to class promptly	1.85	0.38	-2.24	4.00
Clear the restroom before the bell rings	1.31	0.71	-0.54	-0.88
Have appropriate hall pass when necessary	1.28	0.74	-0.51	-1.02
Keep bathroom tidy	1.67	0.49	-1.01	-0.35
Avoid using cell phone	1.36	0.79	-0.74	-0.99
Respond appropriately to conflict situations	1.86	0.36	-2.46	5.21
Bus				
Use kind words toward the bus driver and others	1.83	0.39	-2.06	3.15
Listen to and follow the bus driver's rules	1.93	0.28	**-4.04**	**17.15**
Share seating on the bus	1.64	0.54	-1.16	0.33
Speak in a quiet inside voice	1.66	0.51	-1.04	-0.09
Remain seated after entering the bus	1.89	0.33	-2.91	8.09
Stay clear of roadway	1.91	0.31	-3.44	11.98
Talk quietly with others	1.61	0.54	-0.90	-0.31
Remain in seat	1.88	0.34	-2.77	7.15
Use self-control	1.89	0.34	-2.89	7.95
Be ready when bus arrives	1.78	0.43	-1.61	1.22
Carry on all personal belongings needed	1.69	0.51	-1.32	0.73
Follow school dress code	1.40	0.67	-0.69	-0.61
Be alert and watch for your stop on the way home	1.70	0.52	-1.51	1.38
Keep all food and drinks stored away	1.51	0.61	-0.88	-0.22
Keep hands and feet to yourself	1.88	0.34	-2.85	7.67
Keep bus clean	1.74	0.45	-1.29	0.20
Take off all personal belongings	1.64	0.56	-1.30	0.75
Stay clear of a moving bus	1.92	0.29	-3.97	**16.55**

Be alert and prepared in emergency situations	1.76	0.47	-1.74	2.18
Arrival/dismissal				
Respond immediately when teacher/adult calls	1.81	0.42	-1.96	2.90
Raise your hand for help	1.57	0.58	-0.96	-0.06
Maintain dress code	1.35	0.63	-0.45	-0.66
Control temper in conflict situations	1.90	0.31	-2.63	4.94
Stay in assigned area	1.72	0.47	-1.25	0.23
Keep all materials in backpack	1.43	0.58	-0.45	-0.69
Arrive on time to school	1.82	0.40	-1.92	2.41
Go straight to class	1.58	0.55	-0.84	-0.36
Bring to school and take home all necessary materials	1.79	0.42	-1.65	1.33
Arrive on time to before and after school activities	1.78	0.44	-1.69	1.75
Show a positive attitude	1.75	0.45	-1.31	0.16
Resolve conflicts peacefully	1.88	0.34	-2.77	7.01
Fulfill before and after school commitments	1.78	0.43	-1.54	0.91

Note. Bolded numbers indicated those values that may be problematic as they exceed the established threshold noted at the top of each column. Items ranged from 0-2.

Table D2

Item Level Descriptive Statistics of the SESSS by School Level

Setting / variable	School level											
	Elementary (*n* = 127)				Middle (*n* = 62)				High (*n* = 71)			
	Mean <0.20	*SD*	Skewness > 4	Kurtosis > 15	Mean <0.20	*SD*	Skewness > 4	Kurtosis > 15	Mean <0.20	*SD*	Skewness > 4	Kurtosis > 15
Classroom												
Follow directions	1.96	0.19	**-5.05**	**23.90**	1.96	0.19	**-5.19**	**25.85**	1.92	0.27	-3.22	8.64
Use kind words and actions	1.77	0.42	-1.32	-0.26	1.79	0.41	-1.43	0.05	1.71	0.46	-0.97	-1.09
Control your temper	1.89	0.31	-2.54	4.55	1.91	0.29	-2.99	7.22	1.84	0.37	-1.91	1.72
Cooperate with others	1.86	0.34	-2.15	2.66	1.81	0.40	-1.60	0.57	1.87	0.34	-2.30	3.38
Use an inside voice	1.49	0.57	-0.55	-0.69	1.40	0.49	0.40	-1.90	1.41	0.50	0.36	-1.93
Follow the dress code	1.05	0.64	-0.04	-0.54	1.33	0.55	0.03	-0.72	1.36	0.61	-0.37	-0.63
Be truthful	1.87	0.33	-2.28	3.27	1.82	0.38	-1.75	1.11	1.77	0.42	-1.34	-0.20
Keep hands, feet, and objects to self	1.84	0.37	-1.86	1.48	1.74	0.48	-1.59	1.64	1.71	0.46	-0.95	-1.14
Be encouraging and helpful to peers	1.70	0.46	-0.90	-1.21	1.63	0.52	-0.95	-0.28	1.65	0.51	-1.01	-0.17
Raise hand and wait quietly to be called on	1.60	0.51	-0.64	-1.11	1.42	0.57	-0.29	-0.83	1.35	0.60	-0.31	-0.63
Listen and pay attention to the speaker	1.87	0.33	-2.27	3.20	1.93	0.26	-3.42	10.06	1.84	0.37	-1.89	1.61
Arrive to class on time	1.77	0.42	-1.33	-0.23	1.75	0.43	-1.21	-0.55	1.75	0.47	-1.64	1.80
Remain in school for the whole day	1.71	0.48	-1.19	0.07	1.75	0.44	-1.19	-0.61	1.65	0.51	-1.01	-0.17
Bring your required materials	1.65	0.52	-1.03	-0.09	1.82	0.43	-2.44	5.64	1.78	0.42	-1.39	-0.06
Turn in finished work	1.80	0.44	-2.15	4.03	1.93	0.26	-3.46	10.31	1.78	0.45	-1.91	2.92
Exercise self-control	1.89	0.31	-2.56	4.63	1.89	0.31	-2.64	5.16	1.81	0.39	-1.64	0.71
Be in assigned area before tardy bell	1.47	0.54	-0.25	-1.19	1.46	0.57	-0.42	-0.78	1.46	0.56	-0.40	-0.84
Make up work when absent	1.59	0.58	-1.08	0.21	1.79	0.45	-2.04	3.57	1.77	0.46	-1.77	2.32
Participate in all activities	1.59	0.49	-0.35	-1.91	1.47	0.60	-0.66	-0.47	1.64	0.52	-0.96	-0.31
Take care of school property	1.69	0.46	-0.84	-1.32	1.79	0.41	-1.46	0.13	1.77	0.43	-1.28	-0.36
Use time wisely	1.83	0.38	-1.76	1.10	1.77	0.42	-1.33	-0.24	1.78	0.46	-1.88	2.81
Respond appropriately to conflict	1.81	0.42	-1.97	2.97	1.88	0.33	-2.36	3.70	1.83	0.38	-1.76	1.12
Turn off cell phones and electronic devices during school hours	1.43	0.69	-0.79	-0.54	1.48	0.71	-1.03	-0.27	1.11	0.74	-0.18	-1.14
Participate in class activities	1.81	0.39	-1.61	0.60	1.75	0.43	-1.21	-0.55	1.80	0.41	-1.51	0.29
Complete work with best effort	1.91	0.29	-2.90	6.54	1.93	0.26	-3.46	10.31	1.84	0.37	-1.94	1.82

Try first, then ask for help politely	1.72	0.45	-1.00	-1.02	1.67	0.48	-0.73	-1.53	1.73	0.45	-1.09	-0.85
Keep desk area clean	1.18	0.59	-0.06	-0.29	1.25	0.51	0.34	-0.19	1.11	0.69	-0.15	-0.86
Use classroom materials appropriately	1.66	0.50	-0.90	-0.64	1.72	0.45	-1.00	-1.03	1.67	0.47	-0.75	-1.49
Keep materials organized	1.34	0.55	-0.02	-0.76	1.40	0.53	0.03	-1.21	1.45	0.59	-0.53	-0.62
Remain on-task	1.84	0.39	-2.30	4.62	1.82	0.38	-1.75	1.11	1.80	0.41	-1.51	0.29
Show a positive attitude	1.77	0.42	-1.33	-0.23	1.75	0.43	-1.21	-0.55	1.72	0.45	-1.00	-1.04
Stay focused on your own work	1.75	0.44	-1.16	-0.67	1.68	0.47	-0.81	-1.39	1.70	0.49	-1.31	0.65
Hallway												
No talking	1.10	0.60	-0.05	-0.26	**0.19**	0.40	1.60	0.57	0.25	0.47	1.67	1.93
Walk on the right side	1.22	0.68	-0.31	-0.83	0.79	0.59	0.09	-0.34	0.48	0.62	0.93	-0.12
Keep hands to yourself	1.80	0.40	-1.49	0.23	1.72	0.49	-1.46	1.19	1.43	0.56	-0.32	-0.85
Use a quiet voice	1.62	0.52	-0.86	-0.49	1.26	0.55	0.05	-0.36	0.98	0.54	-0.02	0.68
Stay calm and controlled in conflict with adults and peers	1.81	0.42	-1.91	2.65	1.86	0.35	-2.13	2.62	1.80	0.40	-1.54	0.38
Avoid gossip and use kind words	1.71	0.47	-1.20	0.09	1.67	0.51	-1.14	0.18	1.53	0.60	-0.85	-0.22
Be courteous of other classrooms	1.78	0.42	-1.37	-0.13	1.80	0.40	-1.57	0.48	1.63	0.49	-0.57	-1.74
Use appropriate ways to show affection to others	1.60	0.54	-0.91	-0.25	1.60	0.49	-0.40	-1.90	1.57	0.53	-0.62	-0.89
Respect materials (e.g. posters)	1.57	0.53	-0.65	-0.84	1.65	0.48	-0.64	-1.65	1.62	0.49	-0.49	-1.82
Keep hands to yourself	1.84	0.37	-1.85	1.46	1.79	0.41	-1.49	0.21	1.55	0.53	-0.55	-0.98
Walk	1.81	0.39	-1.62	0.63	1.62	0.56	-1.13	0.34	1.45	0.57	-0.38	-0.83
Stay in line with your class	1.66	0.48	-0.68	-1.57	0.75	0.77	0.47	-1.15	0.46	0.60	0.92	-0.09
Follow instructions given for drills and emergencies	1.96	0.20	**-4.60**	**19.51**	1.95	0.22	**-4.16**	**15.82**	1.87	0.34	-2.21	3.00
Keep the hallways clean	1.59	0.56	-0.96	-0.07	1.52	0.50	-0.07	-2.07	1.50	0.50	0.00	-2.07
Have a pass and sign in and out	0.97	0.73	0.04	-1.11	1.31	0.63	-0.34	-0.62	1.03	0.61	-0.02	-0.24
Recognize and walk away from drama	1.58	0.55	-0.80	-0.44	1.49	0.57	-0.56	-0.67	1.59	0.53	-0.72	-0.72
Turn off cell phones and electronic devices during school hours	1.37	0.75	-0.74	-0.86	1.42	0.65	-0.69	-0.51	0.61	0.59	0.35	-0.68
Report unsafe behaviors	1.77	0.44	-1.58	1.31	1.90	0.31	-2.67	5.33	1.80	0.45	-2.10	3.83
Keep materials in your own locker	1.05	0.80	-0.10	-1.41	1.40	0.62	-0.51	-0.59	1.10	0.74	-0.16	-1.10
Walk quietly	1.63	0.57	-1.26	0.65	1.25	0.69	-0.36	-0.83	0.97	0.59	0.00	0.05
Walk directly to next location	1.61	0.59	-1.24	0.55	1.26	0.67	-0.36	-0.74	1.12	0.65	-0.11	-0.55
Use hallway time appropriately and efficiently	1.68	0.52	-1.34	0.84	1.68	0.47	-0.81	-1.39	1.56	0.57	-0.83	-0.30
Pay attention to where you're going	1.71	0.47	-1.18	0.01	1.58	0.53	-0.69	-0.76	1.57	0.53	-0.64	-0.84
Cafeteria												

Use an inside voice	1.65	0.50	-0.87	-0.71	1.45	0.54	-0.19	-1.16	1.38	0.53	0.05	-1.04
Use manners	1.80	0.43	-1.84	2.36	1.69	0.47	-0.83	-1.37	1.63	0.49	-0.56	-1.77
Listen to and follow adult requests	1.92	0.27	-3.15	8.05	1.94	0.24	-3.86	13.46	1.87	0.34	-2.27	3.29
Share lunch tables with others	1.70	0.50	-1.31	0.67	1.71	0.50	-1.42	1.07	1.80	0.40	-1.59	0.54
Follow directions the first time asked	1.74	0.48	-1.62	1.71	1.80	0.40	-1.58	0.51	1.78	0.42	-1.38	-0.09
Keep food on your plate	1.80	0.43	-1.84	2.36	1.84	0.37	-1.91	1.73	1.80	0.40	-1.59	0.54
Eat before socializing	1.28	0.63	-0.31	-0.65	0.88	0.52	-0.19	0.74	0.91	0.66	0.09	-0.61
Be considerate of other's food choices	1.48	0.63	-0.80	-0.35	1.29	0.64	-0.35	-0.64	1.50	0.55	-0.42	-0.99
Raise your hand for help	1.69	0.48	-1.07	-0.25	1.12	0.65	-0.12	-0.58	0.91	0.78	0.16	-1.34
Make your choices quickly	1.29	0.61	-0.26	-0.60	1.16	0.59	-0.04	-0.16	1.20	0.66	-0.24	-0.67
Eat your own food	1.66	0.51	-1.09	0.06	1.31	0.65	-0.40	-0.66	1.36	0.68	-0.58	-0.67
Choose a seat quickly and stay in it	1.60	0.58	-1.11	0.27	1.44	0.65	-0.73	-0.44	1.04	0.73	-0.07	-1.06
Clean up after yourself	1.76	0.47	-1.73	2.15	1.82	0.39	-1.69	0.88	1.84	0.37	-1.97	1.95
Know your order when walking through lunch line	1.48	0.63	-0.80	-0.35	1.48	0.62	-0.78	-0.33	0.98	0.75	0.04	-1.20
Have money ready	0.79	0.78	0.39	-1.26	0.98	0.80	0.04	-1.44	1.20	0.63	-0.16	-0.46
Recycle	0.83	0.72	0.26	-1.01	0.93	0.68	0.08	-0.75	1.00	0.67	0.00	-0.69
Take only the allowed food portions	1.25	0.70	-0.39	-0.89	1.28	0.62	-0.27	-0.56	1.29	0.63	-0.29	-0.58
Know your lunch number	0.89	0.79	0.20	-1.38	1.58	0.61	-1.20	0.46	1.48	0.62	-0.78	-0.33
Raise hand for permission to get up	1.57	0.63	-1.17	0.31	0.89	0.79	0.19	-1.34	0.60	0.78	0.85	-0.80
Use your table manners	1.79	0.45	-2.07	3.64	1.74	0.44	-1.13	-0.76	1.63	0.49	-0.56	-1.77
Keep lunch tables clean	1.55	0.60	-0.97	-0.04	1.63	0.49	-0.57	-1.75	1.67	0.47	-0.77	-1.48
Clear away trash	1.67	0.54	-1.40	1.05	1.78	0.42	-1.39	-0.06	1.72	0.50	-1.54	1.53
Make healthy choices	1.42	0.63	-0.61	-0.55	1.37	0.53	0.12	-1.05	1.35	0.67	-0.55	-0.68
Eat lunch	1.72	0.51	-1.60	1.72	1.63	0.53	-1.01	-0.09	1.56	0.59	-0.93	-0.06
Playground												
Respect other people's personal space	1.88	0.36	-2.92	8.40	1.79	0.41	-1.53	0.38	0.83	0.98	0.46	-2.39
Follow the rules of the game	1.87	0.34	-2.17	2.77	1.75	0.44	-1.23	-0.53	0.80	0.84	0.51	-0.61
Respond immediately when teacher/adult calls	1.88	0.38	-3.48	12.32	1.83	0.38	-1.91	1.79	1.00	1.00	0.00	-3.00
Be kind to peers while playing games	1.89	0.34	-3.33	11.44	1.83	0.38	-1.91	1.79	1.20	1.10	-0.61	-3.33
Play approved games	1.56	0.62	-1.09	0.16	1.50	0.59	-0.69	-0.40	0.50	0.58	0.00	-6.00
Use equipment appropriately	1.75	0.46	-1.49	1.04	1.83	0.38	-1.91	1.79	0.75	0.96	0.85	-1.29
Return equipment when you are done	1.68	0.53	-1.35	0.89	1.92	0.28	-3.22	9.12	1.00	1.15	0.00	-6.00
Line up when the bell rings	1.87	0.37	-2.76	7.36	1.61	0.72	-1.60	1.13	0.75	0.96	0.85	-1.29
Stay in established area	1.89	0.35	-3.13	9.91	1.75	0.53	-2.13	4.14	0.50	0.58	0.00	-6.00

Report problems/unsafe behavior to teacher	1.87	0.37	-2.76	7.36	1.83	0.39	-1.84	1.52	1.00	1.15	0.00	-6.00
Use restroom before going outside	1.23	0.72	-0.38	-1.01	1.04	0.77	-0.08	-1.22	0.75	0.96	0.85	-1.29
Include others in your activities	1.63	0.56	-1.24	0.58	1.70	0.47	-0.91	-1.29	0.50	0.58	0.00	-6.00
Be active	1.53	0.56	-0.63	-0.67	1.61	0.58	-1.22	0.68	0.50	0.58	0.00	-6.00
Wear appropriate clothes and shoes	1.42	0.60	-0.51	-0.61	1.61	0.50	-0.48	-1.95	0.50	0.58	0.00	-6.00
Control your temper	1.90	0.33	-3.59	13.47	1.87	0.34	-2.35	3.86	0.75	0.96	0.85	-1.29
Restroom												
Stay in your own stall	1.87	0.39	-3.11	9.72	1.96	0.20	**-4.89**	**22.83**	1.60	0.60	-1.26	0.67
Take care of your own business	1.85	0.39	-2.47	5.61	1.94	0.24	-3.82	13.12	1.74	0.51	-1.86	2.89
Give others privacy and remain in own stall	1.91	0.35	**-4.03**	**16.75**	1.98	0.14	**-7.07**	**50.00**	1.74	0.51	-1.86	2.89
Minimize chatting	1.43	0.59	-0.45	-0.68	1.02	0.62	-0.01	-0.28	0.91	0.70	0.12	-0.87
Keep water in the sink	1.75	0.50	-1.82	2.56	1.72	0.50	-1.52	1.44	1.43	0.70	-0.83	-0.46
Knock before entering	1.28	0.76	-0.52	-1.08	1.08	0.85	-0.16	-1.60	0.83	0.79	0.32	-1.28
Keep surfaces and walls free of graffiti	1.71	0.55	-1.76	2.18	1.90	0.30	-2.75	5.79	1.74	0.44	-1.16	-0.69
Flush toilet	1.80	0.47	-2.32	4.83	1.90	0.30	-2.79	6.00	1.86	0.36	-2.13	2.70
Wash hands with soap	1.89	0.34	-3.33	11.44	1.88	0.33	-2.45	4.14	1.77	0.43	-1.35	-0.19
Throw away any trash properly	1.80	0.43	-1.88	2.59	1.90	0.30	-2.79	6.00	1.69	0.47	-0.84	-1.38
Report any problems to your teacher	1.85	0.36	-2.02	2.13	1.90	0.30	-2.79	6.00	1.77	0.43	-1.35	-0.19
Use the restroom quickly and return to class quietly	1.80	0.43	-1.87	2.52	1.84	0.37	-1.94	1.85	1.77	0.43	-1.35	-0.19
Return to class promptly	1.86	0.37	-2.72	7.14	1.86	0.35	-2.17	2.83	1.77	0.43	-1.35	-0.19
Clear the restroom before the bell rings	1.30	0.73	-0.54	-0.94	1.37	0.72	-0.70	-0.74	1.26	0.66	-0.32	-0.65
Have appropriate hall pass when necessary	1.17	0.78	-0.30	-1.27	1.55	0.61	-1.02	0.08	1.23	0.73	-0.39	-0.99
Keep bathroom tidy	1.63	0.52	-0.98	-0.19	1.74	0.44	-1.13	-0.76	1.69	0.47	-0.84	-1.38
Avoid using cell phone	1.23	0.84	-0.47	-1.44	1.70	0.61	-1.92	2.54	1.26	0.70	-0.41	-0.83
Respond appropriately to conflict situations	1.85	0.39	-2.44	5.43	1.96	0.20	**-4.84**	**22.33**	1.77	0.43	-1.35	-0.19
Bus												
Use kind words toward the bus driver and others	1.86	0.35	-2.07	2.33	1.90	0.30	-2.86	6.49	1.63	0.56	-1.22	0.62
Listen to and follow the bus driver's rules	1.94	0.23	-3.87	13.24	1.95	0.22	**-4.41**	**18.30**	1.83	0.46	-2.93	8.64
Share seating on the bus	1.64	0.56	-1.25	0.62	1.64	0.48	-0.62	-1.70	1.67	0.55	-1.41	1.20
Speak in a quiet inside voice	1.69	0.49	-1.06	-0.25	1.69	0.52	-1.40	1.08	1.50	0.57	-0.59	-0.62

Remain seated after entering the bus	1.91	0.28	-3.00	7.15	1.88	0.33	-2.44	4.15	1.80	0.48	-2.50	6.06
Stay clear of roadway	1.91	0.28	-3.00	7.15	1.95	0.22	**-4.35**	**17.79**	1.83	0.47	-2.87	8.24
Talk quietly with others	1.60	0.53	-0.82	-0.51	1.71	0.51	-1.52	1.50	1.48	0.57	-0.54	-0.66
Remain in seat	1.90	0.30	-2.76	5.74	1.90	0.30	-2.86	6.49	1.76	0.51	-2.10	3.99
Use self-control	1.88	0.33	-2.30	3.36	1.95	0.22	**-4.41**	**18.30**	1.83	0.47	-2.87	8.24
Be ready when bus arrives	1.79	0.41	-1.43	0.06	1.81	0.40	-1.64	0.71	1.72	0.53	-1.81	2.71
Carry on all personal belongings needed	1.65	0.52	-1.08	0.05	1.76	0.48	-1.93	3.15	1.69	0.54	-1.57	1.77
Follow school dress code	1.29	0.70	-0.48	-0.85	1.52	0.59	-0.83	-0.24	1.62	0.62	-1.45	1.16
Be alert and watch for your stop on the way home	1.76	0.45	-1.55	1.25	1.69	0.52	-1.40	1.08	1.52	0.69	-1.13	0.10
Keep all food and drinks stored away	1.45	0.62	-0.68	-0.48	1.71	0.51	-1.56	1.63	1.45	0.69	-0.87	-0.33
Keep hands and feet to yourself	1.89	0.31	-2.57	4.68	1.93	0.27	-3.35	9.74	1.79	0.49	-2.44	5.74
Keep bus clean	1.75	0.43	-1.19	-0.60	1.72	0.46	-1.01	-1.04	1.72	0.53	-1.81	2.71
Take off all personal belongings	1.64	0.52	-1.00	-0.14	1.61	0.68	-1.50	0.94	1.71	0.53	-1.76	2.49
Stay clear of a moving bus	1.96	0.20	**-4.82**	**21.65**	1.93	0.26	-3.40	10.08	1.79	0.49	-2.44	5.74
Be alert and prepared in emergency situations	1.77	0.45	-1.63	1.57	1.76	0.49	-1.99	3.45	1.72	0.53	-1.81	2.71
Arrival/dismissal												
Respond immediately when teacher/adult calls	1.84	0.42	-2.59	6.42	1.80	0.40	-1.57	0.48	1.74	0.44	-1.16	-0.69
Raise your hand for help	1.70	0.46	-0.88	-1.24	1.46	0.66	-0.85	-0.34	1.40	0.65	-0.63	-0.54
Maintain dress code	1.22	0.66	-0.27	-0.72	1.52	0.57	-0.68	-0.53	1.47	0.58	-0.55	-0.61
Control temper in conflict situations	1.90	0.30	-2.70	5.41	1.91	0.29	-2.96	7.01	1.87	0.34	-2.31	3.46
Stay in assigned area	1.82	0.39	-1.67	0.81	1.82	0.39	-1.73	1.01	1.36	0.57	-0.17	-0.72
Keep all materials in backpack	1.55	0.55	-0.72	-0.56	1.36	0.64	-0.50	-0.63	1.22	0.52	0.28	0.03
Arrive on time to school	1.82	0.41	-2.07	3.44	1.84	0.37	-1.90	1.66	1.81	0.40	-1.62	0.65
Go straight to class	1.73	0.49	-1.51	1.33	1.51	0.57	-0.65	-0.56	1.32	0.56	-0.02	-0.61
Bring to school and take home all necessary materials	1.78	0.41	-1.38	-0.09	1.84	0.37	-1.90	1.66	1.77	0.48	-1.91	3.03
Arrive on time to before and after school activities	1.76	0.45	-1.57	1.28	1.84	0.37	-1.90	1.66	1.74	0.49	-1.73	2.27
Show a positive attitude	1.74	0.46	-1.38	0.64	1.79	0.41	-1.43	0.05	1.72	0.45	-1.03	-0.98
Resolve conflicts peacefully	1.87	0.36	-2.86	8.01	1.95	0.23	**-4.08**	**15.15**	1.83	0.38	-1.81	1.34
Fulfill before and after school commitments	1.74	0.46	-1.37	0.59	1.88	0.33	-2.33	3.56	1.77	0.43	-1.30	-0.33

Note. Bolded numbers indicated those values that may be problematic as they exceed the established threshold noted at the top of each column. Items ranged from 0-2.

Appendix E

SESSS Expectations by School Level

Table E1
Skills Not Important for Success (rated 0 on the SESSS) in Seven Settings by School Level

	Classroom							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Follow directions	0	0.00	0	0.00	0	0.00	0	0.00
Use kind words and actions	0	0.00	0	0.00	0	0.00	0	0.00
Control your temper	0	0.00	0	0.00	0	0.00	0	0.00
Cooperate with others	0	0.00	0	0.00	0	0.00	0	0.00
Use an inside voice	4	3.60	0	0.00	0	0.00	4	1.73
Follow the dress code	20	18.35	2	3.51	4	6.56	26	11.45
Be truthful	0	0.00	0	0.00	0	0.00	0	0.00
Keep hands, feet, and objects to self	0	0.00	1	1.75	0	0.00	1	0.43
Be encouraging and helpful to peers	0	0.00	1	1.75	1	1.59	2	0.87
Raise hand and wait quietly to be called on	1	0.90	2	3.51	4	6.35	7	3.03
Listen and pay attention to the speaker	0	0.00	0	0.00	0	0.00	0	0.00
Responsibility								
Arrive to class on time	0	0.00	0	0.00	1	1.56	1	0.43
Remain in school for the whole day	1	0.91	0	0.00	1	1.59	2	0.87
Bring your required materials	2	1.80	1	1.75	0	0.00	3	1.29
Turn in finished work	2	1.80	0	0.00	1	1.56	3	1.29
Exercise self-control	0	0.00	0	0.00	0	0.00	0	0.00
Be in assigned area before tardy bell	2	1.82	2	3.51	2	3.17	6	2.61
Make up work when absent	5	4.55	1	1.75	1	1.56	7	3.03
Participate in all activities	0	0.00	3	5.26	1	1.56	4	1.72
Take care of school property	0	0.00	0	0.00	0	0.00	0	0.00
Use time wisely	0	0.00	0	0.00	1	1.59	1	0.43
Respond appropriately to conflict	1	0.91	0	0.00	0	0.00	1	0.43
Turn off cell phones and electronic devices during school hours	12	11.11	7	12.50	14	22.22	33	14.54
Best effort								
Participate in class activities	0	0.00	0	0.00	0	0.00	0	0.00
Complete work with best effort	0	0.00	0	0.00	0	0.00	0	0.00
Try first, then ask for help politely	0	0.00	0	0.00	0	0.00	0	0.00
Keep desk area clean	11	9.91	2	3.51	12	18.75	25	10.78
Use classroom materials appropriately	1	0.90	0	0.00	0	0.00	1	0.43
Keep materials organized	4	3.60	1	1.75	3	4.69	8	3.45
Remain on-task	1	0.90	0	0.00	0	0.00	1	0.43
Show a positive attitude	0	0.00	0	0.00	0	0.00	0	0.00
Stay focused on your own work	0	0.00	0	0.00	1	1.56	1	0.43

Table E1 (cont.)

	Hallway							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
No talking	16	13.56	46	**80.70**	46	**76.67**	108	45.96
Walk on the right side	17	14.41	17	30.36	35	**58.33**	69	29.49
Keep hands to yourself	0	0.00	1	1.75	2	3.33	3	1.28
Use a quiet voice	2	1.69	3	5.26	9	15.00	14	5.96
Stay calm and controlled in conflict with adults and peers	1	0.85	0	0.00	0	0.00	1	0.43
Avoid gossip and use kind words	1	0.87	1	1.75	3	5.08	5	2.16
Be courteous of other classrooms	0	0.00	0	0.00	0	0.00	0	0.00
Use appropriate ways to show affection to others	3	2.54	0	0.00	1	1.67	4	1.70
Respect materials (e.g. posters)	2	1.71	0	0.00	0	0.00	2	0.85
Responsibility								
Keep hands to yourself	0	0.00	0	0.00	1	1.67	1	0.43
Walk	0	0.00	2	3.45	2	3.33	4	1.70
Stay in line with your class	0	0.00	25	44.64	35	**59.32**	60	25.86
Follow instructions given for drills and emergencies	0	0.00	0	0.00	0	0.00	0	0.00
Keep the hallways clean	4	3.42	0	0.00	0	0.00	4	1.70
Have a pass and sign in and out	32	27.83	5	8.62	10	16.95	47	20.26
Recognize and walk away from drama	3	2.59	2	3.51	1	1.72	6	2.60
Turn off cell phones and electronic devices during school hours	19	16.52	5	8.77	26	44.07	50	21.65
Report unsafe behaviors	1	0.86	0	0.00	1	1.69	2	0.86
Keep materials in your own locker	32	28.83	4	6.90	13	22.03	49	21.49
Best effort								
Walk quietly	5	4.27	8	14.04	11	18.64	24	10.30
Walk directly to next location	6	5.17	7	12.28	9	15.25	22	9.48
Use hallway time appropriately and efficiently	3	2.59	0	0.00	2	3.39	5	2.16
Pay attention to where you're going	1	0.85	1	1.75	1	1.72	3	1.29

Table E1 (cont.)

	Cafeteria							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use an inside voice	1	0.89	1	1.96	1	2.22	3	1.44
Use manners	1	0.88	0	0.00	0	0.00	1	0.48
Listen to and follow adult requests	0	0.00	0	0.00	0	0.00	0	0.00
Share lunch tables with others	2	1.77	1	1.96	0	0.00	3	1.43
Follow directions the first time asked	2	1.77	0	0.00	0	0.00	2	0.96
Keep food on your plate	1	0.88	0	0.00	0	0.00	1	0.48
Eat before socializing	11	9.73	10	19.61	12	26.09	33	15.71
Be considerate of other's food choices	8	7.21	5	9.80	1	2.17	14	6.73
Raise your hand for help	1	0.88	8	15.69	16	34.78	25	11.90
Responsibility								
Make your choices quickly	9	8.04	5	10.20	6	13.33	20	9.71
Eat your own food	2	1.79	5	10.20	5	11.11	12	5.83
Choose a seat quickly and stay in it	5	4.46	4	8.33	11	23.91	20	9.71
Clean up after yourself	2	1.80	0	0.00	0	0.00	2	0.98
Know your order when walking through lunch line	8	7.21	3	6.52	13	28.89	24	11.88
Have money ready	45	42.86	15	32.61	5	11.11	65	33.16
Recycle	38	35.19	12	26.09	10	22.22	60	30.15
Take only the allowed food portions	16	14.81	4	8.70	4	8.89	24	12.06
Know your lunch number	40	37.38	3	6.25	3	6.52	46	22.89
Raise hand for permission to get up	8	7.14	17	36.17	26	**57.78**	51	25.00
Best effort								
Use your table manners	2	1.79	0	0.00	0	0.00	2	0.96
Keep lunch tables clean	6	5.41	0	0.00	0	0.00	6	2.91
Clear away trash	4	3.57	0	0.00	1	2.17	5	2.40
Make healthy choices	8	7.21	1	2.04	5	10.87	14	6.80
Eat lunch	3	2.73	1	2.04	2	4.44	6	2.94

Table E1 (cont.)

	Playground							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respect other people's personal space	1	0.96	0	0.00	3	50.00	4	2.99
Follow the rules of the game	0	0.00	0	0.00	2	40.00	2	1.50
Respond immediately when teacher/adult calls	2	1.92	0	0.00	2	40.00	4	3.01
Be kind to peers while playing games	1	0.96	0	0.00	2	40.00	3	2.26
Responsibility								
Play approved games	7	6.73	1	4.17	2	50.00	10	7.58
Use equipment appropriately	1	0.95	0	0.00	2	50.00	3	2.26
Return equipment when you are done	3	2.86	0	0.00	2	50.00	5	3.76
Line up when the bell rings	1	0.95	3	13.04	2	50.00	6	4.55
Stay in established area	1	0.95	1	4.17	2	50.00	4	3.01
Report problems/unsafe behavior to teacher	1	0.95	0	0.00	2	50.00	3	2.27
Use restroom before going outside	18	17.14	6	26.09	2	50.00	26	19.70
Best effort								
Include others in your activities	4	3.85	0	0.00	2	50.00	6	4.58
Be active	3	2.88	1	4.35	2	50.00	6	4.58
Wear appropriate clothes and shoes	6	5.77	0	0.00	2	50.00	8	6.11
Control your temper	1	0.96	0	0.00	2	50.00	3	2.29

Table E1 (cont.)

	Restroom							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Stay in your own stall	2	1.89	0	0.00	2	5.71	4	2.08
Take care of your own business	1	0.94	0	0.00	1	2.86	2	1.05
Give others privacy and remain in own stall	2	1.89	0	0.00	1	2.86	3	1.57
Minimize chatting	5	4.76	9	18.00	10	28.57	24	12.63
Keep water in the sink	3	2.83	1	2.00	4	11.43	8	4.19
Knock before entering	19	18.27	15	31.25	14	40.00	48	25.67
Keep surfaces and walls free of graffiti	5	4.72	0	0.00	0	0.00	5	2.62
Responsibility								
Flush toilet	3	2.88	0	0.00	0	0.00	3	1.58
Wash hands with soap	1	0.96	0	0.00	0	0.00	1	0.53
Throw away any trash properly	1	0.96	0	0.00	0	0.00	1	0.53
Report any problems to your teacher	0	0.00	0	0.00	0	0.00	0	0.00
Use the restroom quickly and return to class quietly	1	0.97	0	0.00	0	0.00	1	0.53
Return to class promptly	1	0.97	0	0.00	0	0.00	1	0.53
Clear the restroom before the bell rings	16	15.69	7	13.73	4	11.43	27	14.36
Have appropriate hall pass when necessary	23	22.77	3	5.88	6	17.14	32	17.11
Best effort								
Keep bathroom tidy	2	1.92	0	0.00	0	0.00	2	1.06
Avoid using cell phone	27	26.21	4	8.00	5	14.29	36	19.15
Respond appropriately to conflict situations	1	0.96	0	0.00	0	0.00	1	0.53

Table E1 (cont.)

	Bus							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use kind words toward the bus driver and others	0	0.00	0	0.00	1	3.33	1	0.56
Listen to and follow the bus driver's rules	0	0.00	0	0.00	1	3.33	1	0.56
Share seating on the bus	4	3.81	0	0.00	1	3.33	5	2.82
Speak in a quiet inside voice	1	0.95	1	2.38	1	3.33	3	1.69
Remain seated after entering the bus	0	0.00	0	0.00	1	3.33	1	0.56
Stay clear of roadway	0	0.00	0	0.00	1	3.45	1	0.57
Responsibility								
Talk quietly with others	2	1.94	1	2.44	1	3.45	4	2.31
Remain in seat	0	0.00	0	0.00	1	3.45	1	0.57
Use self-control	0	0.00	0	0.00	1	3.45	1	0.57
Be ready when bus arrives	0	0.00	0	0.00	1	3.45	1	0.57
Carry on all personal belongings needed	2	1.92	1	2.38	1	3.45	4	2.29
Follow school dress code	14	13.73	2	4.76	2	6.90	18	10.40
Be alert and watch for your stop on the way home	1	0.96	1	2.38	3	10.34	5	2.86
Keep all food and drinks stored away	7	6.73	1	2.38	3	10.34	11	6.29
Best effort								
Keep hands and feet to yourself	0	0.00	0	0.00	1	3.45	1	0.58
Keep bus clean	0	0.00	0	0.00	1	3.45	1	0.59
Take off all personal belongings	2	1.96	4	10.53	1	3.57	7	4.17
Stay clear of a moving bus	0	0.00	0	0.00	1	3.45	1	0.58
Be alert and prepared in emergency situations	1	1.01	1	2.63	1	3.45	3	1.81

Table E1 (cont.)

	Arrival/dismissal							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respond immediately when teacher/adult calls	2	1.80	0	0.00	0	0.00	2	0.93
Raise your hand for help	0	0.00	5	8.93	4	8.51	9	4.23
Maintain dress code	14	12.84	2	3.57	2	4.26	18	8.49
Control temper in conflict situations	0	0.00	0	0.00	0	0.00	0	0.00
Responsibility								
Stay in assigned area	0	0.00	0	0.00	2	4.26	2	0.94
Keep all materials in backpack	3	2.73	5	8.93	2	4.44	10	4.74
Arrive on time to school	1	0.91	0	0.00	0	0.00	1	0.47
Go straight to class	2	1.82	2	3.64	2	4.26	6	2.83
Bring to school and take home all necessary materials	0	0.00	0	0.00	1	2.13	1	0.47
Arrive on time to before and after school activities	1	0.91	0	0.00	1	2.13	2	0.94
Best effort								
Show a positive attitude	1	0.90	0	0.00	0	0.00	1	0.47
Resolve conflicts peacefully	1	0.90	0	0.00	0	0.00	1	0.47
Fulfill before and after school commitments	1	0.91	0	0.00	0	0.00	1	0.47

Note. Bold numbers indicate items where more than 50% of respondents rated the expectation as *not important for success in this setting.* ES = elementary school; HS = high school; MS = middle school; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Table E2

Skills Important for Success (rated 1 on the SESSS) in Seven Settings by School Level

	Classroom							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Follow directions	4	3.60	2	3.51	5	7.81	11	4.74
Use kind words and actions	25	22.73	12	21.43	18	28.57	55	24.02
Control your temper	12	10.91	5	8.77	10	15.87	27	11.74
Cooperate with others	15	13.64	11	19.30	8	12.70	34	14.78
Use an inside voice	49	44.14	34	**59.65**	37	**58.73**	120	**51.95**
Follow the dress code	64	**58.72**	34	**59.65**	31	**50.82**	129	**56.83**
Be truthful	14	12.61	10	17.54	14	22.58	38	16.52
Keep hands, feet, and objects to self	18	16.22	13	22.81	18	29.03	49	21.30
Be encouraging and helpful to peers	33	29.73	19	33.33	20	31.75	72	31.17
Raise hand and wait quietly to be called on	42	37.84	29	**50.88**	33	**52.38**	104	45.02
Listen and pay attention to the speaker	14	12.73	4	7.14	10	16.13	28	12.28
Responsibility								
Arrive to class on time	25	22.52	14	24.56	14	21.88	53	22.84
Remain in school for the whole day	30	27.27	14	25.00	20	31.75	64	27.95
Bring your required materials	35	31.53	8	14.04	14	21.88	57	24.57
Turn in finished work	18	16.22	4	7.02	12	18.75	34	14.66
Exercise self-control	12	10.81	6	10.53	12	18.75	30	12.93
Be in assigned area before tardy bell	54	49.09	27	47.37	30	47.62	111	48.26
Make up work when absent	35	31.82	10	17.54	13	20.31	58	25.11
Participate in all activities	46	41.44	24	42.11	21	32.81	91	39.22
Take care of school property	34	30.91	12	21.05	15	23.44	61	26.41
Use time wisely	19	17.27	13	22.81	12	19.05	44	19.13
Respond appropriately to conflict	19	17.27	7	12.28	11	17.46	37	16.09
Turn off cell phones and electronic devices during school hours	38	35.19	15	26.79	28	44.44	81	35.68
Best effort								
Participate in class activities	21	18.92	14	24.56	13	20.31	48	20.69
Complete work with best effort	10	9.01	4	7.02	10	15.63	24	10.34
Try first, then ask for help politely	31	27.93	19	33.33	17	26.56	67	28.88
Keep desk area clean	69	**62.16**	39	**68.42**	33	**51.56**	141	**60.78**
Use classroom materials appropriately	36	32.43	16	28.07	21	32.81	73	31.47
Keep materials organized	65	**58.56**	32	**56.14**	29	45.31	126	**54.31**
Remain on-task	16	14.41	10	17.54	13	20.31	39	16.81
Show a positive attitude	25	22.52	14	24.56	18	28.13	57	24.57
Stay focused on your own work	28	25.23	18	31.58	17	26.56	63	27.16

Table E2 (cont.)

	Hallway							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
No talking	74	**62.71**	11	19.30	13	21.67	98	41.70
Walk on the right side	58	49.15	34	**60.71**	21	35.00	113	48.29
Keep hands to yourself	24	20.34	14	24.56	30	50.00	68	28.94
Use a quiet voice	41	34.75	36	**63.16**	43	**71.67**	120	**51.06**
Stay calm and controlled in conflict with adults and peers	21	17.80	8	14.04	12	20.00	41	17.45
Avoid gossip and use kind words	31	26.96	17	29.82	22	37.29	70	30.30
Be courteous of other classrooms	26	22.03	11	19.64	22	36.67	59	25.21
Use appropriate ways to show affection to others	41	34.75	23	40.35	24	40.00	88	37.45
Respect materials (e.g. posters)	46	39.32	20	35.09	23	38.33	89	38.03
Responsibility								
Keep hands to yourself	19	16.24	12	20.69	25	41.67	56	23.83
Walk	22	18.80	18	31.03	29	48.33	69	29.36
Stay in line with your class	40	34.19	20	35.71	21	35.59	81	34.91
Follow instructions given for drills and emergencies	5	4.24	3	5.17	8	13.33	16	6.78
Keep the hallways clean	40	34.19	28	48.28	30	50.00	98	41.70
Have a pass and sign in and out	54	46.96	30	**51.72**	37	**62.71**	121	**52.16**
Recognize and walk away from drama	43	37.07	25	43.86	22	37.93	90	38.96
Turn off cell phones and electronic devices during school hours	34	29.57	23	40.35	30	**50.85**	87	37.66
Report unsafe behaviors	25	21.55	6	10.34	10	16.95	41	17.60
Keep materials in your own locker	41	36.94	27	46.55	27	45.76	95	41.67
Best effort								
Walk quietly	33	28.21	27	47.37	39	**66.10**	99	42.49
Walk directly to next location	33	28.45	28	49.12	34	**57.63**	95	40.95
Use hallway time appropriately and efficiently	31	26.72	18	31.58	22	37.29	71	30.60
Pay attention to where you're going	32	27.35	22	38.60	23	39.66	77	33.19

Table E2 (cont.)

	Cafeteria							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use an inside voice	37	33.04	26	**50.98**	26	**57.78**	89	42.79
Use manners	21	18.58	16	31.37	17	36.96	54	25.71
Listen to and follow adult requests	9	7.96	3	5.88	6	13.04	18	8.57
Share lunch tables with others	30	26.55	13	25.49	9	19.57	52	24.76
Follow directions the first time asked	25	22.12	10	19.61	10	22.22	45	21.53
Keep food on your plate	21	18.58	8	16.00	9	19.57	38	18.18
Eat before socializing	59	**52.21**	37	**72.55**	26	**56.52**	122	**58.10**
Be considerate of other's food choices	42	37.84	26	**50.98**	21	45.65	89	42.79
Raise your hand for help	33	29.20	29	**56.86**	18	39.13	80	38.10
Responsibility								
Make your choices quickly	61	**54.46**	31	**63.27**	24	**53.33**	116	**56.31**
Eat your own food	34	30.36	24	48.98	19	42.22	77	37.38
Choose a seat quickly and stay in it	35	31.25	19	39.58	22	47.83	76	36.89
Clean up after yourself	23	20.72	9	18.37	7	15.56	39	19.02
Know your order when walking through lunch line	42	37.84	18	39.13	20	44.44	80	39.60
Have money ready	37	35.24	17	36.96	26	**57.78**	80	40.82
Recycle	50	46.30	25	**54.35**	25	**55.56**	100	**50.25**
Take only the allowed food portions	49	45.37	25	**54.35**	24	**53.33**	98	49.25
Know your lunch number	39	36.45	14	29.17	18	39.13	71	35.32
Raise hand for permission to get up	32	28.57	18	38.30	11	24.44	61	29.90
Best effort								
Use your table manners	19	16.96	13	26.00	17	36.96	49	23.56
Keep lunch tables clean	38	34.23	18	36.73	15	32.61	71	34.47
Clear away trash	29	25.89	11	22.00	11	23.91	51	24.52
Make healthy choices	48	43.24	29	**59.18**	20	43.48	97	47.09
Eat lunch	25	22.73	16	32.65	16	35.56	57	27.94

Table E2 (cont.)

	Playground							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respect other people's personal space	11	10.58	5	20.83	1	16.67	17	12.69
Follow the rules of the game	14	13.46	6	25.00	2	40.00	22	16.54
Respond immediately when teacher/adult calls	8	7.69	4	16.67	1	20.00	13	9.77
Be kind to peers while playing games	9	8.65	4	16.67	0	0.00	13	9.77
Responsibility								
Play approved games	32	30.77	10	41.67	2	50.00	44	33.33
Use equipment appropriately	24	22.86	4	16.67	1	25.00	29	21.80
Return equipment when you are done	28	26.67	2	8.33	0	0.00	30	22.56
Line up when the bell rings	12	11.43	3	13.04	1	25.00	16	12.12
Stay in established area	10	9.52	4	16.67	2	50.00	16	12.03
Report problems/unsafe behavior to teacher	12	11.43	4	17.39	0	0.00	16	12.12
Use restroom before going outside	45	42.86	10	43.48	1	25.00	56	42.42
Best effort								
Include others in your activities	30	28.85	7	30.43	2	50.00	39	29.77
Be active	43	41.35	7	30.43	2	50.00	52	39.69
Wear appropriate clothes and shoes	48	46.15	9	39.13	2	50.00	59	45.04
Control your temper	8	7.69	3	13.04	1	25.00	12	9.16

Table E2 (cont.)

	Restroom							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Stay in your own stall	10	9.43	2	3.92	10	28.57	22	11.46
Take care of your own business	14	13.21	3	6.00	7	20.00	24	12.57
Give others privacy and remain in own stall	6	5.66	1	2.00	7	20.00	14	7.33
Minimize chatting	50	47.62	31	**62.00**	18	**51.43**	99	**52.11**
Keep water in the sink	21	19.81	12	24.00	12	34.29	45	23.56
Knock before entering	37	35.58	14	29.17	13	37.14	64	34.22
Keep surfaces and walls free of graffiti	21	19.81	5	10.00	9	25.71	35	18.32
Responsibility								
Flush toilet	15	14.42	5	9.80	5	14.29	25	13.16
Wash hands with soap	9	8.65	6	11.76	8	22.86	23	12.11
Throw away any trash properly	19	18.27	5	9.80	11	31.43	35	18.42
Report any problems to your teacher	15	14.71	5	9.80	8	22.86	28	14.89
Use the restroom quickly and return to class quietly	19	18.45	8	15.69	8	22.86	35	18.52
Return to class promptly	12	11.65	7	13.73	8	22.86	27	14.29
Clear the restroom before the bell rings	39	38.24	18	35.29	18	**51.43**	75	39.89
Have appropriate hall pass when necessary	38	37.62	17	33.33	15	42.86	70	37.43
Best effort								
Keep bathroom tidy	34	32.69	13	26.00	11	31.43	58	30.69
Avoid using cell phone	25	24.27	7	14.00	16	45.71	48	25.53
Respond appropriately to conflict situations	14	13.46	2	4.00	8	22.86	24	12.70

Table E2 (cont.)

	Bus							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use kind words toward the bus driver and others	15	14.29	4	9.52	9	30.00	28	15.82
Listen to and follow the bus driver's rules	6	5.71	2	4.76	3	10.00	11	6.21
Share seating on the bus	30	28.57	15	35.71	8	26.67	53	29.94
Speak in a quiet inside voice	31	29.52	11	26.19	13	43.33	55	31.07
Remain seated after entering the bus	9	8.57	5	11.90	4	13.33	18	10.17
Stay clear of roadway	9	8.57	2	4.88	3	10.34	14	8.00
Responsibility								
Talk quietly with others	37	35.92	10	24.39	13	44.83	60	34.68
Remain in seat	10	9.71	4	9.52	5	17.24	19	10.92
Use self-control	13	12.50	2	4.76	3	10.34	18	10.29
Be ready when bus arrives	22	21.15	8	19.05	6	20.69	36	20.57
Carry on all personal belongings needed	32	30.77	8	19.05	7	24.14	47	26.86
Follow school dress code	44	43.14	16	38.10	7	24.14	67	38.73
Be alert and watch for your stop on the way home	23	22.12	11	26.19	8	27.59	42	24.00
Keep all food and drinks stored away	43	41.35	10	23.81	10	34.48	63	36.00
Best effort								
Keep hands and feet to yourself	11	10.78	3	7.50	4	13.79	18	10.53
Keep bus clean	25	24.75	11	28.21	6	20.69	42	24.85
Take off all personal belongings	33	32.35	7	18.42	6	21.43	46	27.38
Stay clear of a moving bus	4	3.92	3	7.32	4	13.79	11	6.40
Be alert and prepared in emergency situations	21	21.21	7	18.42	6	20.69	34	20.48

Table E2 (cont.)

	Arrival/dismissal							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respond immediately when teacher/adult calls	14	12.61	11	19.64	12	25.53	37	17.29
Raise your hand for help	33	30.00	20	35.71	20	42.55	73	34.27
Maintain dress code	57	**52.29**	23	41.07	21	44.68	101	47.64
Control temper in conflict situations	11	10.00	5	8.93	6	12.77	22	10.33
Responsibility								
Stay in assigned area	20	18.18	10	17.86	26	**55.32**	56	26.29
Keep all materials in backpack	43	39.09	26	46.43	31	**68.89**	100	47.39
Arrive on time to school	18	16.36	9	16.07	9	19.15	36	16.90
Go straight to class	26	23.64	23	41.82	28	**59.57**	77	36.32
Bring to school and take home all necessary materials	24	21.82	9	16.07	9	19.15	42	19.72
Arrive on time to before and after school activities	24	21.82	9	16.07	10	21.28	43	20.19
Best effort								
Show a positive attitude	27	24.32	12	21.43	13	27.66	52	24.30
Resolve conflicts peacefully	12	10.81	3	5.36	8	17.02	23	10.75
Fulfill before and after school commitments	27	24.55	7	12.50	11	23.40	45	21.13

Note. Bold numbers indicate items where more than 50% of respondents rated the expectation as *important for success in this setting.* ES = elementary school; HS = high school; MS = middle school; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Table E3

Skills Critical for Success (rated 2 on the SESSS) in Seven Settings by School Level

	Classroom							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Follow directions	107	**96.40**	55	**96.49**	59	**92.19**	221	**95.26**
Use kind words and actions	85	**77.27**	44	**78.57**	45	**71.43**	174	**75.98**
Control your temper	98	**89.09**	52	**91.23**	53	**84.13**	203	**88.26**
Cooperate with others	95	**86.36**	46	**80.70**	55	**87.30**	196	**85.22**
Use an inside voice	58	**52.25**	23	40.35	26	41.27	107	46.32
Follow the dress code	25	22.94	21	36.84	26	42.62	72	31.72
Be truthful	97	**87.39**	47	**82.46**	48	**77.42**	192	**83.48**
Keep hands, feet, and objects to self	93	**83.78**	43	**75.44**	44	**70.97**	180	**78.26**
Be encouraging and helpful to peers	78	**70.27**	37	**64.91**	42	**66.67**	157	**67.97**
Raise hand and wait quietly to be called on	68	**61.26**	26	45.61	26	41.27	120	**51.95**
Listen and pay attention to the speaker	96	**87.27**	52	**92.86**	52	**83.87**	200	**87.72**
Responsibility								
Arrive to class on time	86	**77.48**	43	**75.44**	49	**76.56**	178	**76.72**
Remain in school for the whole day	79	**71.82**	42	**75.00**	42	**66.67**	163	**71.18**
Bring your required materials	74	**66.67**	48	**84.21**	50	**78.13**	172	**74.14**
Turn in finished work	91	**81.98**	53	**92.98**	51	**79.69**	195	**84.05**
Exercise self-control	99	**89.19**	51	**89.47**	52	**81.25**	202	**87.07**
Be in assigned area before tardy bell	54	49.09	28	49.12	31	49.21	113	49.13
Make up work when absent	70	**63.64**	46	**80.70**	50	**78.13**	166	**71.86**
Participate in all activities	65	**58.56**	30	**52.63**	42	**65.63**	137	**59.05**
Take care of school property	76	**69.09**	45	**78.95**	49	**76.56**	170	**73.59**
Use time wisely	91	**82.73**	44	**77.19**	50	**79.37**	185	**80.43**
Respond appropriately to conflict	90	**81.82**	50	**87.72**	52	**82.54**	192	**83.48**
Turn off cell phones and electronic devices during school hours	58	**53.70**	34	**60.71**	21	33.33	113	49.78
Best effort								
Participate in class activities	90	**81.08**	43	**75.44**	51	**79.69**	184	**79.31**
Complete work with best effort	101	**90.99**	53	**92.98**	54	**84.38**	208	**89.66**
Try first, then ask for help politely	80	**72.07**	38	**66.67**	47	**73.44**	165	**71.12**
Keep desk area clean	31	27.93	16	28.07	19	29.69	66	28.45
Use classroom materials appropriately	74	**66.67**	41	**71.93**	43	**67.19**	158	**68.10**
Keep materials organized	42	37.84	24	42.11	32	50.00	98	42.24
Remain on-task	94	**84.68**	47	**82.46**	51	**79.69**	192	**82.76**
Show a positive attitude	86	**77.48**	43	**75.44**	46	**71.88**	175	**75.43**
Stay focused on your own work	83	**74.77**	39	**68.42**	46	**71.88**	168	**72.41**

Table E3 (cont.)

	Hallway							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
No talking	28	23.73	0	0.00	1	1.67	29	12.34
Walk on the right side	43	36.44	5	8.93	4	6.67	52	22.22
Keep hands to yourself	94	**79.66**	42	**73.68**	28	46.67	164	**69.79**
Use a quiet voice	75	**63.56**	18	31.58	8	13.33	101	42.98
Stay calm and controlled in conflict with adults and peers	96	**81.36**	49	**85.96**	48	**80.00**	193	**82.13**
Avoid gossip and use kind words	83	**72.17**	39	**68.42**	34	**57.63**	156	**67.53**
Be courteous of other classrooms	92	**77.97**	45	**80.36**	38	**63.33**	175	**74.79**
Use appropriate ways to show affection to others	74	**62.71**	34	**59.65**	35	**58.33**	143	**60.85**
Respect materials (e.g. posters)	69	**58.97**	37	**64.91**	37	**61.67**	143	**61.11**
Responsibility								
Keep hands to yourself	98	**83.76**	46	**79.31**	34	**56.67**	178	**75.74**
Walk	95	**81.20**	38	**65.52**	29	48.33	162	**68.94**
Stay in line with your class	77	**65.81**	11	19.64	3	5.08	91	39.22
Follow instructions given for drills and emergencies	113	**95.76**	55	**94.83**	52	**86.67**	220	**93.22**
Keep the hallways clean	73	**62.39**	30	**51.72**	30	50.00	133	**56.60**
Have a pass and sign in and out	29	25.22	23	39.66	12	20.34	64	27.59
Recognize and walk away from drama	70	**60.34**	30	**52.63**	35	**60.34**	135	**58.44**
Turn off cell phones and electronic devices during school hours	62	**53.91**	29	**50.88**	3	5.08	94	40.69
Report unsafe behaviors	90	**77.59**	52	**89.66**	48	**81.36**	190	**81.55**
Keep materials in your own locker	38	34.23	27	46.55	19	32.20	84	36.84
Best effort								
Walk quietly	79	**67.52**	22	38.60	9	15.25	110	47.21
Walk directly to next location	77	**66.38**	22	38.60	16	27.12	115	49.57
Use hallway time appropriately and efficiently	82	**70.69**	39	**68.42**	35	**59.32**	156	**67.24**
Pay attention to where you're going	84	**71.79**	34	**59.65**	34	**58.62**	152	**65.52**

Table E3 (cont.)

	Cafeteria							
	ES		MS		HS		Total	
Domain and item	*n*	**%**	*n*	%	*n*	%	*n*	%
Respect								
Use an inside voice	74	**66.07**	24	47.06	18	40.00	116	**55.77**
Use manners	91	**80.53**	35	**68.63**	29	**63.04**	155	**73.81**
Listen to and follow adult requests	104	**92.04**	48	**94.12**	40	**86.96**	192	**91.43**
Share lunch tables with others	81	**71.68**	37	**72.55**	37	**80.43**	155	**73.81**
Follow directions the first time asked	86	**76.11**	41	**80.39**	35	**77.78**	162	**77.51**
Keep food on your plate	91	**80.53**	42	**84.00**	37	**80.43**	170	**81.34**
Eat before socializing	43	38.05	4	7.84	8	17.39	55	26.19
Be considerate of other's food choices	61	**54.95**	20	39.22	24	**52.17**	105	**50.48**
Raise your hand for help	79	**69.91**	14	27.45	12	26.09	105	50.00
Responsibility								
Make your choices quickly	42	37.50	13	26.53	15	33.33	70	33.98
Eat your own food	76	**67.86**	20	40.82	21	46.67	117	**56.80**
Choose a seat quickly and stay in it	72	**64.29**	25	**52.08**	13	28.26	110	**53.40**
Clean up after yourself	86	**77.48**	40	**81.63**	38	**84.44**	164	**80.00**
Know your order when walking through lunch line	61	**54.95**	25	**54.35**	12	26.67	98	48.51
Have money ready	23	21.90	14	30.43	14	31.11	51	26.02
Recycle	20	18.52	9	19.57	10	22.22	39	19.60
Take only the allowed food portions	43	39.81	17	36.96	17	37.78	77	38.69
Know your lunch number	28	26.17	31	**64.58**	25	**54.35**	84	41.79
Raise hand for permission to get up	72	**64.29**	12	25.53	8	17.78	92	45.10
Best effort								
Use your table manners	91	**81.25**	37	**74.00**	29	**63.04**	157	**75.48**
Keep lunch tables clean	67	**60.36**	31	**63.27**	31	**67.39**	129	**62.62**
Clear away trash	79	**70.54**	39	**78.00**	34	**73.91**	152	**73.08**
Make healthy choices	55	49.55	19	38.78	21	45.65	95	46.12
Eat lunch	82	**74.55**	32	**65.31**	27	**60.00**	141	**69.12**

Table E3 (cont.)

	Playground							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respect other people's personal space	92	**88.46**	19	**79.17**	2	33.33	113	**84.33**
Follow the rules of the game	90	**86.54**	18	**75.00**	1	20.00	109	**81.95**
Respond immediately when teacher/adult calls	94	**90.38**	20	**83.33**	2	40.00	116	**87.22**
Be kind to peers while playing games	94	**90.38**	20	**83.33**	3	**60.00**	117	**87.97**
Responsibility								
Play approved games	65	**62.50**	13	**54.17**	0	0.00	78	**59.09**
Use equipment appropriately	80	**76.19**	20	**83.33**	1	25.00	101	**75.94**
Return equipment when you are done	74	**70.48**	22	**91.67**	2	50.00	98	**73.68**
Line up when the bell rings	92	**87.62**	17	**73.91**	1	25.00	110	**83.33**
Stay in established area	94	**89.52**	19	**79.17**	0	0.00	113	**84.96**
Report problems/unsafe behavior to teacher	92	**87.62**	19	**82.61**	2	50.00	113	**85.61**
Use restroom before going outside	42	40.00	7	30.43	1	25.00	50	37.88
Best effort								
Include others in your activities	70	**67.31**	16	**69.57**	0	0.00	86	**65.65**
Be active	58	**55.77**	15	**65.22**	0	0.00	73	**55.73**
Wear appropriate clothes and shoes	50	48.08	14	**60.87**	0	0.00	64	48.85
Control your temper	95	**91.35**	20	**86.96**	1	25.00	116	**88.55**

Table E3 (cont.)

	Restroom							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Stay in your own stall	94	**88.68**	49	**96.08**	23	**65.71**	166	**86.46**
Take care of your own business	91	**85.85**	47	**94.00**	27	**77.14**	165	**86.39**
Give others privacy and remain in own stall	98	**92.45**	49	**98.00**	27	**77.14**	174	**91.10**
Minimize chatting	50	47.62	10	20.00	7	20.00	67	35.26
Keep water in the sink	82	**77.36**	37	**74.00**	19	**54.29**	138	**72.25**
Knock before entering	48	46.15	19	39.58	8	22.86	75	40.11
Keep surfaces and walls free of graffiti	80	**75.47**	45	**90.00**	26	**74.29**	151	**79.06**
Responsibility								
Flush toilet	86	**82.69**	46	**90.20**	30	**85.71**	162	**85.26**
Wash hands with soap	94	**90.38**	45	**88.24**	27	**77.14**	166	**87.37**
Throw away any trash properly	84	**80.77**	46	**90.20**	24	**68.57**	154	**81.05**
Report any problems to your teacher	87	**85.29**	46	**90.20**	27	**77.14**	160	**85.11**
Use the restroom quickly and return to class quietly	83	**80.58**	43	**84.31**	27	**77.14**	153	**80.95**
Return to class promptly	90	**87.38**	44	**86.27**	27	**77.14**	161	**85.19**
Clear the restroom before the bell rings	47	46.08	26	**50.98**	13	37.14	86	45.74
Have appropriate hall pass when necessary	40	39.60	31	**60.78**	14	40.00	85	45.45
Best effort								
Keep bathroom tidy	68	**65.38**	37	**74.00**	24	**68.57**	129	**68.25**
Avoid using cell phone	51	49.51	39	**78.00**	14	40.00	104	**55.32**
Respond appropriately to conflict situations	89	**85.58**	48	**96.00**	27	**77.14**	164	**86.77**

Table E3 (cont.)

	Bus							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use kind words toward the bus driver and others	90	**85.71**	38	**90.48**	20	**66.67**	148	**83.62**
Listen to and follow the bus driver's rules	99	**94.29**	40	**95.24**	26	**86.67**	165	**93.22**
Share seating on the bus	71	**67.62**	27	**64.29**	21	**70.00**	119	**67.23**
Speak in a quiet inside voice	73	**69.52**	30	**71.43**	16	**53.33**	119	**67.23**
Remain seated after entering the bus	96	**91.43**	37	**88.10**	25	**83.33**	158	**89.27**
Stay clear of roadway	96	**91.43**	39	**95.12**	25	**86.21**	160	**91.43**
Responsibility								
Talk quietly with others	64	**62.14**	30	**73.17**	15	**51.72**	109	**63.01**
Remain in seat	93	**90.29**	38	**90.48**	23	**79.31**	154	**88.51**
Use self-control	91	**87.50**	40	**95.24**	25	**86.21**	156	**89.14**
Be ready when bus arrives	82	**78.85**	34	**80.95**	22	**75.86**	138	**78.86**
Carry on all personal belongings needed	70	**67.31**	33	**78.57**	21	**72.41**	124	**70.86**
Follow school dress code	44	43.14	24	**57.14**	20	**68.97**	88	**50.87**
Be alert and watch for your stop on the way home	80	**76.92**	30	**71.43**	18	**62.07**	128	**73.14**
Keep all food and drinks stored away	54	**51.92**	31	**73.81**	16	**55.17**	101	**57.71**
Best effort								
Keep hands and feet to yourself	91	**89.22**	37	**92.50**	24	**82.76**	152	**88.89**
Keep bus clean	76	**75.25**	28	**71.79**	22	**75.86**	126	**74.56**
Take off all personal belongings	67	**65.69**	27	**71.05**	21	**75.00**	115	**68.45**
Stay clear of a moving bus	98	**96.08**	38	**92.68**	24	**82.76**	160	**93.02**
Be alert and prepared in emergency situations	77	**77.78**	30	**78.95**	22	**75.86**	129	**77.71**

Table E3 (cont.)

	Arrival/dismissal							
	ES		MS		HS		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respond immediately when teacher/adult calls	95	**85.59**	45	**80.36**	35	**74.47**	175	**81.78**
Raise your hand for help	77	**70.00**	31	**55.36**	23	48.94	131	**61.50**
Maintain dress code	38	34.86	31	**55.36**	24	**51.06**	93	43.87
Control temper in conflict situations	99	**90.00**	51	**91.07**	41	**87.23**	191	**89.67**
Responsibility								
Stay in assigned area	90	**81.82**	46	**82.14**	19	40.43	155	**72.77**
Keep all materials in backpack	64	**58.18**	25	44.64	12	26.67	101	47.87
Arrive on time to school	91	**82.73**	47	**83.93**	38	**80.85**	176	**82.63**
Go straight to class	82	**74.55**	30	**54.55**	17	36.17	129	**60.85**
Bring to school and take home all necessary materials	86	**78.18**	47	**83.93**	37	**78.72**	170	**79.81**
Arrive on time to before and after school activities	85	**77.27**	47	**83.93**	36	**76.60**	168	**78.87**
Best effort								
Show a positive attitude	83	**74.77**	44	**78.57**	34	**72.34**	161	**75.23**
Resolve conflicts peacefully	98	**88.29**	53	**94.64**	39	**82.98**	190	**88.79**
Fulfill before and after school commitments	82	**74.55**	49	**87.50**	36	**76.60**	167	**78.40**

Note. Bold numbers indicate items where more than 50% of respondents rated the expectation as *critical for success in this setting.* ES = elementary school; HS = high school; MS = middle school; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Appendix F

SESSS Expectations by Educator Role

Table F1
Skills Not Important for Success (rated 0 on the SESSS) in Seven Settings by Educator Role

	Classroom							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Follow directions	0	0.00	0	0.00	0	0.00	0	0.00
Use kind words and actions	0	0.00	0	0.00	0	0.00	0	0.00
Control your temper	0	0.00	0	0.00	0	0.00	0	0.00
Cooperate with others	0	0.00	0	0.00	0	0.00	0	0.00
Use an inside voice	3	2.13	1	5.00	0	0.00	4	1.73
Follow the dress code	14	10.22	1	5.00	11	15.71	26	11.45
Be truthful	0	0.00	0	0.00	0	0.00	0	0.00
Keep hands, feet, and objects to self	0	0.00	0	0.00	1	1.43	1	0.43
Be encouraging and helpful to peers	1	0.71	0	0.00	1	1.43	2	0.87
Raise hand and wait quietly to be called on	5	3.55	0	0.00	2	2.86	7	3.03
Listen and pay attention to the speaker	0	0.00	0	0.00	0	0.00	0	0.00
Responsibility								
Arrive to class on time	1	0.70	0	0.00	0	0.00	1	0.43
Remain in school for the whole day	1	0.72	0	0.00	1	1.43	2	0.87
Bring your required materials	3	2.11	0	0.00	0	0.00	3	1.29
Turn in finished work	1	0.70	0	0.00	2	2.86	3	1.29
Exercise self-control	0	0.00	0	0.00	0	0.00	0	0.00
Be in assigned area before tardy bell	4	2.84	0	0.00	2	2.90	6	2.61
Make up work when absent	4	2.82	1	5.26	2	2.86	7	3.03
Participate in all activities	2	1.41	0	0.00	2	2.86	4	1.72
Take care of school property	0	0.00	0	0.00	0	0.00	0	0.00
Use time wisely	1	0.71	0	0.00	0	0.00	1	0.43
Respond appropriately to conflict	1	0.70	0	0.00	0	0.00	1	0.43
Turn off cell phones and electronic devices during school hours	22	15.71	1	5.00	10	14.93	33	14.54
Best effort								
Participate in class activities	0	0.00	0	0.00	0	0.00	0	0.00
Complete work with best effort	0	0.00	0	0.00	0	0.00	0	0.00
Try first, then ask for help politely	0	0.00	0	0.00	0	0.00	0	0.00
Keep desk area clean	14	9.86	4	20.00	7	10.00	25	10.78
Use classroom materials appropriately	1	0.70	0	0.00	0	0.00	1	0.43
Keep materials organized	4	2.82	1	5.00	3	4.29	8	3.45
Remain on-task	1	0.70	0	0.00	0	0.00	1	0.43
Show a positive attitude	0	0.00	0	0.00	0	0.00	0	0.00
Stay focused on your own work	1	0.70	0	0.00	0	0.00	1	0.43

Table F1 (cont.)

	Hallway							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
No talking	72	**52.17**	9	47.37	27	34.62	108	45.96
Walk on the right side	47	34.06	5	26.32	17	22.08	69	29.49
Keep hands to yourself	0	0.00	0	0.00	3	3.85	3	1.28
Use a quiet voice	9	6.52	2	10.53	3	3.85	14	5.96
Stay calm and controlled in conflict with adults and peers	1	0.72	0	0.00	0	0.00	1	0.43
Avoid gossip and use kind words	3	2.21	1	5.56	1	1.30	5	2.16
Be courteous of other classrooms	0	0.00	0	0.00	0	0.00	0	0.00
Use appropriate ways to show affection to others	2	1.45	0	0.00	2	2.56	4	1.70
Respect materials (e.g. posters)	1	0.72	0	0.00	1	1.30	2	0.85
Responsibility								
Keep hands to yourself	0	0.00	0	0.00	1	1.30	1	0.43
Walk	2	1.44	0	0.00	2	2.60	4	1.70
Stay in line with your class	44	32.12	6	31.58	10	13.16	60	25.86
Follow instructions given for drills and emergencies	0	0.00	0	0.00	0	0.00	0	0.00
Keep the hallways clean	4	2.88	0	0.00	0	0.00	4	1.70
Have a pass and sign in and out	33	23.91	3	15.79	11	14.67	47	20.26
Recognize and walk away from drama	3	2.17	0	0.00	3	4.05	6	2.60
Turn off cell phones and electronic devices during school hours	34	24.64	3	15.79	13	17.57	50	21.65
Report unsafe behaviors	0	0.00	0	0.00	2	2.67	2	0.86
Keep materials in your own locker	32	23.36	3	16.67	14	19.18	49	21.49
Best effort								
Walk quietly	15	10.79	3	16.67	6	7.89	24	10.30
Walk directly to next location	14	10.07	2	11.11	6	8.00	22	9.48
Use hallway time appropriately and efficiently	3	2.16	0	0.00	2	2.67	5	2.16
Pay attention to where you're going	0	0.00	0	0.00	3	3.95	3	1.29

Table F1 (cont.)

	Cafeteria							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use an inside voice	1	0.91	1	6.67	1	1.20	3	1.44
Use manners	1	0.89	0	0.00	0	0.00	1	0.48
Listen to and follow adult requests	0	0.00	0	0.00	0	0.00	0	0.00
Share lunch tables with others	2	1.79	1	6.67	0	0.00	3	1.43
Follow directions the first time asked	2	1.80	0	0.00	0	0.00	2	0.96
Keep food on your plate	0	0.00	0	0.00	1	1.20	1	0.48
Eat before socializing	24	21.43	3	20.00	6	7.23	33	15.71
Be considerate of other's food choices	8	7.21	1	6.67	5	6.10	14	6.73
Raise your hand for help	14	12.50	2	13.33	9	10.84	25	11.90
Responsibility								
Make your choices quickly	11	10.19	3	21.43	6	7.14	20	9.71
Eat your own food	5	4.63	2	14.29	5	5.95	12	5.83
Choose a seat quickly and stay in it	9	8.26	4	30.77	7	8.33	20	9.71
Clean up after yourself	0	0.00	0	0.00	2	2.44	2	0.98
Know your order when walking through lunch line	14	12.96	1	7.69	9	11.11	24	11.88
Have money ready	33	30.84	2	15.38	30	39.47	65	33.16
Recycle	30	28.04	2	15.38	28	35.44	60	30.15
Take only the allowed food portions	11	10.58	3	23.08	10	12.20	24	12.06
Know your lunch number	25	23.58	1	7.69	20	24.39	46	22.89
Raise hand for permission to get up	30	27.78	5	38.46	16	19.28	51	25.00
Best effort								
Use your table manners	1	0.91	0	0.00	1	1.19	2	0.96
Keep lunch tables clean	1	0.92	1	7.14	4	4.82	6	2.91
Clear away trash	2	1.82	0	0.00	3	3.57	5	2.40
Make healthy choices	7	6.42	2	14.29	5	6.02	14	6.80
Eat lunch	2	1.85	1	7.14	3	3.66	6	2.94

Table F1 (cont.)

	Playground							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respect other people's personal space	2	2.67	0	0.00	2	4.00	4	2.99
Follow the rules of the game	1	1.35	0	0.00	1	2.00	2	1.50
Respond immediately when teacher/adult calls	2	2.70	0	0.00	2	4.00	4	3.01
Be kind to peers while playing games	1	1.35	0	0.00	2	4.00	3	2.26
Responsibility								
Play approved games	6	8.33	1	11.11	3	5.88	10	7.58
Use equipment appropriately	1	1.39	0	0.00	2	3.85	3	2.26
Return equipment when you are done	2	2.78	0	0.00	3	5.77	5	3.76
Line up when the bell rings	4	5.63	0	0.00	2	3.85	6	4.55
Stay in established area	2	2.78	0	0.00	2	3.85	4	3.01
Report problems/unsafe behavior to teacher	1	1.39	0	0.00	2	3.92	3	2.27
Use restroom before going outside	15	21.13	2	22.22	9	17.31	26	19.70
Best effort								
Include others in your activities	1	1.41	2	25.00	3	5.77	6	4.58
Be active	3	4.23	1	12.50	2	3.85	6	4.58
Wear appropriate clothes and shoes	4	5.63	1	12.50	3	5.77	8	6.11
Control your temper	1	1.41	0	0.00	2	3.85	3	2.29

Table F1 (cont.)

	Restroom							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Stay in your own stall	3	2.61	0	0.00	1	1.59	4	2.08
Take care of your own business	1	0.87	0	0.00	1	1.61	2	1.05
Give others privacy and remain in own stall	2	1.74	0	0.00	1	1.61	3	1.57
Minimize chatting	15	13.16	2	14.29	7	11.29	24	12.63
Keep water in the sink	5	4.35	0	0.00	3	4.84	8	4.19
Knock before entering	29	25.22	4	30.77	15	25.42	48	25.67
Keep surfaces and walls free of graffiti	4	3.48	0	0.00	1	1.61	5	2.62
Responsibility								
Flush toilet	2	1.74	0	0.00	1	1.64	3	1.58
Wash hands with soap	0	0.00	0	0.00	1	1.64	1	0.53
Throw away any trash properly	0	0.00	0	0.00	1	1.64	1	0.53
Report any problems to your teacher	0	0.00	0	0.00	0	0.00	0	0.00
Use the restroom quickly and return to class quietly	1	0.87	0	0.00	0	0.00	1	0.53
Return to class promptly	1	0.87	0	0.00	0	0.00	1	0.53
Clear the restroom before the bell rings	15	13.04	4	28.57	8	13.56	27	14.36
Have appropriate hall pass when necessary	24	21.05	4	28.57	4	6.78	32	17.11
Best effort								
Keep bathroom tidy	1	0.87	0	0.00	1	1.64	2	1.06
Avoid using cell phone	24	20.87	2	15.38	10	16.67	36	19.15
Respond appropriately to conflict situations	0	0.00	0	0.00	1	1.64	1	0.53

Table F1 (cont.)

	Bus							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use kind words toward the bus driver and others	0	0.00	0	0.00	1	1.75	1	0.56
Listen to and follow the bus driver's rules	0	0.00	0	0.00	1	1.75	1	0.56
Share seating on the bus	3	2.86	1	6.67	1	1.75	5	2.82
Speak in a quiet inside voice	1	0.95	1	6.67	1	1.75	3	1.69
Remain seated after entering the bus	0	0.00	0	0.00	1	1.75	1	0.56
Stay clear of roadway	0	0.00	0	0.00	1	1.75	1	0.57
Responsibility								
Talk quietly with others	2	1.96	1	7.14	1	1.75	4	2.31
Remain in seat	0	0.00	0	0.00	1	1.75	1	0.57
Use self-control	0	0.00	0	0.00	1	1.75	1	0.57
Be ready when bus arrives	0	0.00	0	0.00	1	1.75	1	0.57
Carry on all personal belongings needed	3	2.91	0	0.00	1	1.75	4	2.29
Follow school dress code	11	10.68	0	0.00	7	12.73	18	10.40
Be alert and watch for your stop on the way home	4	3.88	0	0.00	1	1.75	5	2.86
Keep all food and drinks stored away	6	5.83	2	13.33	3	5.26	11	6.29
Best effort								
Keep hands and feet to yourself	0	0.00	0	0.00	1	1.82	1	0.58
Keep bus clean	0	0.00	0	0.00	1	1.85	1	0.59
Take off all personal belongings	5	5.00	0	0.00	2	3.70	7	4.17
Stay clear of a moving bus	0	0.00	0	0.00	1	1.79	1	0.58
Be alert and prepared in emergency situations	1	1.03	1	7.14	1	1.82	3	1.81

Table F1 (cont.)

	Arrival/dismissal							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respond immediately when teacher/adult calls	1	0.80	0	0.00	1	1.37	2	0.93
Raise your hand for help	4	3.20	1	6.25	4	5.56	9	4.23
Maintain dress code	5	4.00	1	6.25	12	16.90	18	8.49
Control temper in conflict situations	0	0.00	0	0.00	0	0.00	0	0.00
Responsibility								
Stay in assigned area	1	0.80	0	0.00	1	1.39	2	0.94
Keep all materials in backpack	7	5.69	1	6.25	2	2.78	10	4.74
Arrive on time to school	1	0.80	0	0.00	0	0.00	1	0.47
Go straight to class	4	3.23	0	0.00	2	2.78	6	2.83
Bring to school and take home all necessary materials	0	0.00	0	0.00	1	1.39	1	0.47
Arrive on time to before and after school activities	1	0.80	0	0.00	1	1.39	2	0.94
Best effort								
Show a positive attitude	0	0.00	1	6.25	0	0.00	1	0.47
Resolve conflicts peacefully	1	0.79	0	0.00	0	0.00	1	0.47
Fulfill before and after school commitments	1	0.80	0	0.00	0	0.00	1	0.47

Note. Bold numbers indicate items where more than 50% of respondents rated the expectation as *not important for success in this setting.* GenEd = general education teachers; SpEd = special education teachers; Other = administrators, related service providers, and staff; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Table F2

Skills Important for Success (rated 1 on the SESSS) in Seven Settings by Educator Role

	Classroom							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Follow directions	4	2.82	2	10.00	5	7.14	11	4.74
Use kind words and actions	25	17.99	5	25.00	25	35.71	55	24.02
Control your temper	16	11.43	2	10.00	9	12.86	27	11.74
Cooperate with others	19	13.57	4	20.00	11	15.71	34	14.78
Use an inside voice	75	**53.19**	9	45.00	36	**51.43**	120	**51.95**
Follow the dress code	83	**60.58**	11	**55.00**	35	50.00	129	**56.83**
Be truthful	23	16.43	5	25.00	10	14.29	38	16.52
Keep hands, feet, and objects to self	27	19.29	4	20.00	18	25.71	49	21.30
Be encouraging and helpful to peers	37	26.24	9	45.00	26	37.14	72	31.17
Raise hand and wait quietly to be called on	64	45.39	12	**60.00**	28	40.00	104	45.02
Listen and pay attention to the speaker	12	8.57	6	30.00	10	14.71	28	12.28
Responsibility								
Arrive to class on time	26	18.31	8	40.00	19	27.14	53	22.84
Remain in school for the whole day	40	28.78	6	30.00	18	25.71	64	27.95
Bring your required materials	34	23.94	7	35.00	16	22.86	57	24.57
Turn in finished work	17	11.97	4	20.00	13	18.57	34	14.66
Exercise self-control	17	11.97	2	10.00	11	15.71	30	12.93
Be in assigned area before tardy bell	66	46.81	13	**65.00**	32	46.38	111	48.26
Make up work when absent	36	25.35	5	26.32	17	24.29	58	25.11
Participate in all activities	41	28.87	10	50.00	40	**57.14**	91	39.22
Take care of school property	35	24.65	6	31.58	20	28.57	61	26.41
Use time wisely	24	17.02	3	15.00	17	24.64	44	19.13
Respond appropriately to conflict	18	12.68	3	15.00	16	23.53	37	16.09
Turn off cell phones and electronic devices during school hours	55	39.29	9	45.00	17	25.37	81	35.68
Best effort								
Participate in class activities	24	16.90	7	35.00	17	24.29	48	20.69
Complete work with best effort	13	9.15	3	15.00	8	11.43	24	10.34
Try first, then ask for help politely	38	26.76	6	30.00	23	32.86	67	28.88
Keep desk area clean	89	**62.68**	11	**55.00**	41	**58.57**	141	**60.78**
Use classroom materials appropriately	38	26.76	9	45.00	26	37.14	73	31.47
Keep materials organized	80	**56.34**	8	40.00	38	**54.29**	126	**54.31**
Remain on-task	21	14.79	5	25.00	13	18.57	39	16.81
Show a positive attitude	33	23.24	5	25.00	19	27.14	57	24.57
Stay focused on your own work	35	24.65	5	25.00	23	32.86	63	27.16

Table F2 (cont.)

	Hallway							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
No talking	53	38.41	9	47.37	36	46.15	98	41.70
Walk on the right side	66	47.83	11	**57.89**	36	46.75	113	48.29
Keep hands to yourself	36	26.09	5	26.32	27	34.62	68	28.94
Use a quiet voice	68	49.28	11	**57.89**	41	**52.56**	120	**51.06**
Stay calm and controlled in conflict with adults and peers	20	14.49	2	10.53	19	24.36	41	17.45
Avoid gossip and use kind words	36	26.47	8	44.44	26	33.77	70	30.30
Be courteous of other classrooms	27	19.71	5	26.32	27	34.62	59	25.21
Use appropriate ways to show affection to others	49	35.51	10	**52.63**	29	37.18	88	37.45
Respect materials (e.g. posters)	46	33.33	9	47.37	34	44.16	89	38.03
Responsibility								
Keep hands to yourself	31	22.30	3	15.79	22	28.57	56	23.83
Walk	36	25.90	7	36.84	26	33.77	69	29.36
Stay in line with your class	41	29.93	7	36.84	33	43.42	81	34.91
Follow instructions given for drills and emergencies	10	7.19	2	10.53	4	5.13	16	6.78
Keep the hallways clean	52	37.41	10	**52.63**	36	46.75	98	41.70
Have a pass and sign in and out	71	**51.45**	12	**63.16**	38	**50.67**	121	**52.16**
Recognize and walk away from drama	57	41.30	9	47.37	24	32.43	90	38.96
Turn off cell phones and electronic devices during school hours	59	42.75	7	36.84	21	28.38	87	37.66
Report unsafe behaviors	27	19.42	1	5.26	13	17.33	41	17.60
Keep materials in your own locker	50	36.50	12	**66.67**	33	45.21	95	41.67
Best effort								
Walk quietly	54	38.85	11	**61.11**	34	44.74	99	42.49
Walk directly to next location	56	40.29	8	44.44	31	41.33	95	40.95
Use hallway time appropriately and efficiently	38	27.34	6	33.33	27	36.00	71	30.60
Pay attention to where you're going	40	28.99	9	50.00	28	36.84	77	33.19

Table F2 (cont.)

	Cafeteria							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use an inside voice	49	44.55	7	46.67	33	39.76	89	42.79
Use manners	24	21.43	6	40.00	24	28.92	54	25.71
Listen to and follow adult requests	10	8.93	3	20.00	5	6.02	18	8.57
Share lunch tables with others	23	20.54	2	13.33	27	32.53	52	24.76
Follow directions the first time asked	15	13.51	4	26.67	26	31.33	45	21.53
Keep food on your plate	20	18.02	5	33.33	13	15.66	38	18.18
Eat before socializing	64	**57.14**	9	**60.00**	49	**59.04**	122	**58.10**
Be considerate of other's food choices	50	45.05	3	20.00	36	43.90	89	42.79
Raise your hand for help	45	40.18	6	40.00	29	34.94	80	38.10
Responsibility								
Make your choices quickly	60	**55.56**	8	**57.14**	48	**57.14**	116	**56.31**
Eat your own food	47	43.52	5	35.71	25	29.76	77	37.38
Choose a seat quickly and stay in it	44	40.37	5	38.46	27	32.14	76	36.89
Clean up after yourself	14	12.84	5	35.71	20	24.39	39	19.02
Know your order when walking through lunch line	39	36.11	8	**61.54**	33	40.74	80	39.60
Have money ready	46	42.99	10	**76.92**	24	31.58	80	40.82
Recycle	59	**55.14**	9	**69.23**	32	40.51	100	**50.25**
Take only the allowed food portions	52	50.00	8	**61.54**	38	46.34	98	49.25
Know your lunch number	36	33.96	9	**69.23**	26	31.71	71	35.32
Raise hand for permission to get up	31	28.70	4	30.77	26	31.33	61	29.90
Best effort								
Use your table manners	23	20.91	5	35.71	21	25.00	49	23.56
Keep lunch tables clean	33	30.28	4	28.57	34	40.96	71	34.47
Clear away trash	18	16.36	4	28.57	29	34.52	51	24.52
Make healthy choices	51	46.79	7	50.00	39	46.99	97	47.09
Eat lunch	30	27.78	5	35.71	22	26.83	57	27.94

Table F2 (cont.)

	Playground							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respect other people's personal space	6	8.00	3	33.33	8	16.00	17	12.69
Follow the rules of the game	9	12.16	2	22.22	11	22.00	22	16.54
Respond immediately when teacher/adult calls	8	10.81	1	11.11	4	8.00	13	9.77
Be kind to peers while playing games	6	8.11	1	11.11	6	12.00	13	9.77
Responsibility								
Play approved games	24	33.33	4	44.44	16	31.37	44	33.33
Use equipment appropriately	12	16.67	3	33.33	14	26.92	29	21.80
Return equipment when you are done	12	16.67	2	22.22	16	30.77	30	22.56
Line up when the bell rings	7	9.86	1	11.11	8	15.38	16	12.12
Stay in established area	8	11.11	1	11.11	7	13.46	16	12.03
Report problems/unsafe behavior to teacher	9	12.50	1	11.11	6	11.76	16	12.12
Use restroom before going outside	27	38.03	5	**55.56**	24	46.15	56	42.42
Best effort								
Include others in your activities	22	30.99	1	12.50	16	30.77	39	29.77
Be active	26	36.62	4	50.00	22	42.31	52	39.69
Wear appropriate clothes and shoes	30	42.25	5	**62.50**	24	46.15	59	45.04
Control your temper	8	11.27	1	12.50	3	5.77	12	9.16

Table F2 (cont.)

	Restroom							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Stay in your own stall	12	10.43	2	14.29	8	12.70	22	11.46
Take care of your own business	11	9.57	2	14.29	11	17.74	24	12.57
Give others privacy and remain in own stall	8	6.96	2	14.29	4	6.45	14	7.33
Minimize chatting	60	**52.63**	9	**64.29**	30	48.39	99	**52.11**
Keep water in the sink	21	18.26	6	42.86	18	29.03	45	23.56
Knock before entering	40	34.78	6	46.15	18	30.51	64	34.22
Keep surfaces and walls free of graffiti	15	13.04	8	**57.14**	12	19.35	35	18.32
Responsibility								
Flush toilet	15	13.04	2	14.29	8	13.11	25	13.16
Wash hands with soap	13	11.30	4	28.57	6	9.84	23	12.11
Throw away any trash properly	21	18.26	4	28.57	10	16.39	35	18.42
Report any problems to your teacher	16	13.91	2	15.38	10	16.67	28	14.89
Use the restroom quickly and return to class quietly	19	16.52	4	28.57	12	20.00	35	18.52
Return to class promptly	14	12.17	3	21.43	10	16.67	27	14.29
Clear the restroom before the bell rings	43	37.39	4	28.57	28	47.46	75	39.89
Have appropriate hall pass when necessary	35	30.70	6	42.86	29	49.15	70	37.43
Best effort								
Keep bathroom tidy	30	26.09	4	30.77	24	39.34	58	30.69
Avoid using cell phone	29	25.22	2	15.38	17	28.33	48	25.53
Respond appropriately to conflict situations	14	12.17	1	7.69	9	14.75	24	12.70

Table F2 (cont.)

	Bus							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use kind words toward the bus driver and others	13	12.38	5	33.33	10	17.54	28	15.82
Listen to and follow the bus driver's rules	7	6.67	1	6.67	3	5.26	11	6.21
Share seating on the bus	31	29.52	4	26.67	18	31.58	53	29.94
Speak in a quiet inside voice	35	33.33	5	33.33	15	26.32	55	31.07
Remain seated after entering the bus	12	11.43	3	20.00	3	5.26	18	10.17
Stay clear of roadway	9	8.74	1	6.67	4	7.02	14	8.00
Responsibility								
Talk quietly with others	36	35.29	3	21.43	21	36.84	60	34.68
Remain in seat	11	10.78	2	13.33	6	10.53	19	10.92
Use self-control	10	9.71	1	6.67	7	12.28	18	10.29
Be ready when bus arrives	18	17.48	4	26.67	14	24.56	36	20.57
Carry on all personal belongings needed	23	22.33	5	33.33	19	33.33	47	26.86
Follow school dress code	38	36.89	7	46.67	22	40.00	67	38.73
Be alert and watch for your stop on the way home	19	18.45	6	40.00	17	29.82	42	24.00
Keep all food and drinks stored away	36	34.95	6	40.00	21	36.84	63	36.00
Best effort								
Keep hands and feet to yourself	10	9.80	1	7.14	7	12.73	18	10.53
Keep bus clean	22	21.78	6	42.86	14	25.93	42	24.85
Take off all personal belongings	22	22.00	5	35.71	19	35.19	46	27.38
Stay clear of a moving bus	8	7.84	1	7.14	2	3.57	11	6.40
Be alert and prepared in emergency situations	14	14.43	3	21.43	17	30.91	34	20.48

Table F2 (cont.)

	Arrival/dismissal							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respond immediately when teacher/adult calls	19	15.20	3	18.75	15	20.55	37	17.29
Raise your hand for help	46	36.80	6	37.50	21	29.17	73	34.27
Maintain dress code	60	48.00	6	37.50	35	49.30	101	47.64
Control temper in conflict situations	14	11.20	1	6.25	7	9.72	22	10.33
Responsibility								
Stay in assigned area	36	28.80	2	12.50	18	25.00	56	26.29
Keep all materials in backpack	57	46.34	6	37.50	37	**51.39**	100	47.39
Arrive on time to school	19	15.20	2	12.50	15	20.83	36	16.90
Go straight to class	41	33.06	7	43.75	29	40.28	77	36.32
Bring to school and take home all necessary materials	21	16.80	4	25.00	17	23.61	42	19.72
Arrive on time to before and after school activities	19	15.20	3	18.75	21	29.17	43	20.19
Best effort								
Show a positive attitude	26	20.63	2	12.50	24	33.33	52	24.30
Resolve conflicts peacefully	12	9.52	1	6.25	10	13.89	23	10.75
Fulfill before and after school commitments	22	17.60	3	18.75	20	27.78	45	21.13

Note. Bold numbers indicate items where more than 50% of respondents rated the expectation as *important for success in this setting.* GenEd = general education teachers; SpEd = special education teachers; Other = administrators, related service providers, and staff; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Table F3

Skills Critical for Success (rated 2 on the SESSS) in Seven Settings by Educator Role

	Classroom							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Follow directions	138	**97.18**	18	**90.00**	65	**92.86**	221	**95.26**
Use kind words and actions	114	**82.01**	15	**75.00**	45	**64.29**	174	**75.98**
Control your temper	124	**88.57**	18	**90.00**	61	**87.14**	203	**88.26**
Cooperate with others	121	**86.43**	16	**80.00**	59	**84.29**	196	**85.22**
Use an inside voice	63	44.68	10	50.00	34	48.57	107	46.32
Follow the dress code	40	29.20	8	40.00	24	34.29	72	31.72
Be truthful	117	**83.57**	15	**75.00**	60	**85.71**	192	**83.48**
Keep hands, feet, and objects to self	113	**80.71**	16	**80.00**	51	**72.86**	180	**78.26**
Be encouraging and helpful to peers	103	**73.05**	11	**55.00**	43	**61.43**	157	**67.97**
Raise hand and wait quietly to be called on	72	**51.06**	8	40.00	40	**57.14**	120	**51.95**
Listen and pay attention to the speaker	128	**91.43**	14	**70.00**	58	**85.29**	200	**87.72**
Responsibility								
Arrive to class on time	115	**80.99**	12	**60.00**	51	**72.86**	178	**76.72**
Remain in school for the whole day	98	**70.50**	14	**70.00**	51	**72.86**	163	**71.18**
Bring your required materials	105	**73.94**	13	**65.00**	54	**77.14**	172	**74.14**
Turn in finished work	124	**87.32**	16	**80.00**	55	**78.57**	195	**84.05**
Exercise self-control	125	**88.03**	18	**90.00**	59	**84.29**	202	**87.07**
Be in assigned area before tardy bell	71	**50.35**	7	35.00	35	**50.72**	113	49.13
Make up work when absent	102	**71.83**	13	**68.42**	51	**72.86**	166	**71.86**
Participate in all activities	99	**69.72**	10	50.00	28	40.00	137	**59.05**
Take care of school property	107	**75.35**	13	**68.42**	50	**71.43**	170	**73.59**
Use time wisely	116	**82.27**	17	**85.00**	52	**75.36**	185	**80.43**
Respond appropriately to conflict	123	**86.62**	17	**85.00**	52	**76.47**	192	**83.48**
Turn off cell phones and electronic devices during school hours	63	45.00	10	50.00	40	**59.70**	113	49.78
Best effort								
Participate in class activities	118	**83.10**	13	**65.00**	53	**75.71**	184	**79.31**
Complete work with best effort	129	**90.85**	17	**85.00**	62	**88.57**	208	**89.66**
Try first, then ask for help politely	104	**73.24**	14	**70.00**	47	**67.14**	165	**71.12**
Keep desk area clean	39	27.46	5	25.00	22	31.43	66	28.45
Use classroom materials appropriately	103	**72.54**	11	**55.00**	44	**62.86**	158	**68.10**
Keep materials organized	58	40.85	11	**55.00**	29	41.43	98	42.24
Remain on-task	120	**84.51**	15	**75.00**	57	**81.43**	192	**82.76**
Show a positive attitude	109	**76.76**	15	**75.00**	51	**72.86**	175	**75.43**
Stay focused on your own work	106	**74.65**	15	**75.00**	47	**67.14**	168	**72.41**

Table F3 (cont.)

	Hallway							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
No talking	13	9.42	1	5.26	15	19.23	29	12.34
Walk on the right side	25	18.12	3	15.79	24	31.17	52	22.22
Keep hands to yourself	102	**73.91**	14	**73.68**	48	**61.54**	164	**69.79**
Use a quiet voice	61	44.20	6	31.58	34	43.59	101	42.98
Stay calm and controlled in conflict with adults and peers	117	**84.78**	17	**89.47**	59	**75.64**	193	**82.13**
Avoid gossip and use kind words	97	**71.32**	9	50.00	50	**64.94**	156	**67.53**
Be courteous of other classrooms	110	**80.29**	14	**73.68**	51	**65.38**	175	**74.79**
Use appropriate ways to show affection to others	87	**63.04**	9	47.37	47	**60.26**	143	**60.85**
Respect materials (e.g. posters)	91	**65.94**	10	**52.63**	42	**54.55**	143	**61.11**
Responsibility								
Keep hands to yourself	108	**77.70**	16	**84.21**	54	**70.13**	178	**75.74**
Walk	101	**72.66**	12	**63.16**	49	**63.64**	162	**68.94**
Stay in line with your class	52	37.96	6	31.58	33	43.42	91	39.22
Follow instructions given for drills and emergencies	129	**92.81**	17	**89.47**	74	**94.87**	220	**93.22**
Keep the hallways clean	83	**59.71**	9	47.37	41	**53.25**	133	**56.60**
Have a pass and sign in and out	34	24.64	4	21.05	26	34.67	64	27.59
Recognize and walk away from drama	78	**56.52**	10	**52.63**	47	**63.51**	135	**58.44**
Turn off cell phones and electronic devices during school hours	45	32.61	9	47.37	40	**54.05**	94	40.69
Report unsafe behaviors	112	**80.58**	18	**94.74**	60	**80.00**	190	**81.55**
Keep materials in your own locker	55	40.15	3	16.67	26	35.62	84	36.84
Best effort								
Walk quietly	70	**50.36**	4	22.22	36	47.37	110	47.21
Walk directly to next location	69	49.64	8	44.44	38	**50.67**	115	49.57
Use hallway time appropriately and efficiently	98	**70.50**	12	**66.67**	46	**61.33**	156	**67.24**
Pay attention to where you're going	98	**71.01**	9	50.00	45	**59.21**	152	**65.52**

Table F3 (cont.)

	Cafeteria							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	**%**	*n*	%	*n*	%	*n*	%
Respect								
Use an inside voice	60	**54.55**	7	46.67	49	**59.04**	116	**55.77**
Use manners	87	**77.68**	9	**60.00**	59	**71.08**	155	**73.81**
Listen to and follow adult requests	102	**91.07**	12	**80.00**	78	**93.98**	192	**91.43**
Share lunch tables with others	87	**77.68**	12	**80.00**	56	**67.47**	155	**73.81**
Follow directions the first time asked	94	**84.68**	11	**73.33**	57	**68.67**	162	**77.51**
Keep food on your plate	91	**81.98**	10	**66.67**	69	**83.13**	170	**81.34**
Eat before socializing	24	21.43	3	20.00	28	33.73	55	26.19
Be considerate of other's food choices	53	47.75	11	**73.33**	41	50.00	105	**50.48**
Raise your hand for help	53	47.32	7	46.67	45	**54.22**	105	50.00
Responsibility								
Make your choices quickly	37	34.26	3	21.43	30	35.71	70	33.98
Eat your own food	56	**51.85**	7	50.00	54	**64.29**	117	**56.80**
Choose a seat quickly and stay in it	56	**51.38**	4	30.77	50	**59.52**	110	**53.40**
Clean up after yourself	95	**87.16**	9	**64.29**	60	**73.17**	164	**80.00**
Know your order when walking through lunch line	55	**50.93**	4	30.77	39	48.15	98	48.51
Have money ready	28	26.17	1	7.69	22	28.95	51	26.02
Recycle	18	16.82	2	15.38	19	24.05	39	19.60
Take only the allowed food portions	41	39.42	2	15.38	34	41.46	77	38.69
Know your lunch number	45	42.45	3	23.08	36	43.90	84	41.79
Raise hand for permission to get up	47	43.52	4	30.77	41	49.40	92	45.10
Best effort								
Use your table manners	86	**78.18**	9	**64.29**	62	**73.81**	157	**75.48**
Keep lunch tables clean	75	**68.81**	9	**64.29**	45	**54.22**	129	**62.62**
Clear away trash	90	**81.82**	10	**71.43**	52	**61.90**	152	**73.08**
Make healthy choices	51	46.79	5	35.71	39	46.99	95	46.12
Eat lunch	76	**70.37**	8	**57.14**	57	**69.51**	141	**69.12**

Table F3 (cont.)

	Playground							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respect other people's personal space	67	**89.33**	6	**66.67**	40	**80.00**	113	**84.33**
Follow the rules of the game	64	**86.49**	7	**77.78**	38	**76.00**	109	**81.95**
Respond immediately when teacher/adult calls	64	**86.49**	8	**88.89**	44	**88.00**	116	**87.22**
Be kind to peers while playing games	67	**90.54**	8	**88.89**	42	**84.00**	117	**87.97**
Responsibility								
Play approved games	42	**58.33**	4	44.44	32	**62.75**	78	**59.09**
Use equipment appropriately	59	**81.94**	6	**66.67**	36	**69.23**	101	**75.94**
Return equipment when you are done	58	**80.56**	7	**77.78**	33	**63.46**	98	**73.68**
Line up when the bell rings	60	**84.51**	8	**88.89**	42	**80.77**	110	**83.33**
Stay in established area	62	**86.11**	8	**88.89**	43	**82.69**	113	**84.96**
Report problems/unsafe behavior to teacher	62	**86.11**	8	**88.89**	43	**84.31**	113	**85.61**
Use restroom before going outside	29	40.85	2	22.22	19	36.54	50	37.88
Best effort								
Include others in your activities	48	**67.61**	5	**62.50**	33	**63.46**	86	**65.65**
Be active	42	**59.15**	3	37.50	28	**53.85**	73	**55.73**
Wear appropriate clothes and shoes	37	**52.11**	2	25.00	25	48.08	64	48.85
Control your temper	62	**87.32**	7	**87.50**	47	**90.38**	116	**88.55**

Table F3 (cont.)

	Restroom							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Stay in your own stall	100	**86.96**	12	**85.71**	54	**85.71**	166	**86.46**
Take care of your own business	103	**89.57**	12	**85.71**	50	**80.65**	165	**86.39**
Give others privacy and remain in own stall	105	**91.30**	12	**85.71**	57	**91.94**	174	**91.10**
Minimize chatting	39	34.21	3	21.43	25	40.32	67	35.26
Keep water in the sink	89	**77.39**	8	**57.14**	41	**66.13**	138	**72.25**
Knock before entering	46	40.00	3	23.08	26	44.07	75	40.11
Keep surfaces and walls free of graffiti	96	**83.48**	6	42.86	49	**79.03**	151	**79.06**
Responsibility								
Flush toilet	98	**85.22**	12	**85.71**	52	**85.25**	162	**85.26**
Wash hands with soap	102	**88.70**	10	**71.43**	54	**88.52**	166	**87.37**
Throw away any trash properly	94	**81.74**	10	**71.43**	50	**81.97**	154	**81.05**
Report any problems to your teacher	99	**86.09**	11	**84.62**	50	**83.33**	160	**85.11**
Use the restroom quickly and return to class quietly	95	**82.61**	10	**71.43**	48	**80.00**	153	**80.95**
Return to class promptly	100	**86.96**	11	**78.57**	50	**83.33**	161	**85.19**
Clear the restroom before the bell rings	57	49.57	6	42.86	23	38.98	86	45.74
Have appropriate hall pass when necessary	55	48.25	4	28.57	26	44.07	85	45.45
Best effort								
Keep bathroom tidy	84	**73.04**	9	**69.23**	36	**59.02**	129	**68.25**
Avoid using cell phone	62	**53.91**	9	**69.23**	33	**55.00**	104	**55.32**
Respond appropriately to conflict situations	101	**87.83**	12	**92.31**	51	**83.61**	164	**86.77**

Table F3 (cont.)

	Bus							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Use kind words toward the bus driver and others	92	**87.62**	10	**66.67**	46	**80.70**	148	**83.62**
Listen to and follow the bus driver's rules	98	**93.33**	14	**93.33**	53	**92.98**	165	**93.22**
Share seating on the bus	71	**67.62**	10	**66.67**	38	**66.67**	119	**67.23**
Speak in a quiet inside voice	69	**65.71**	9	**60.00**	41	**71.93**	119	**67.23**
Remain seated after entering the bus	93	**88.57**	12	**80.00**	53	**92.98**	158	**89.27**
Stay clear of roadway	94	**91.26**	14	**93.33**	52	**91.23**	160	**91.43**
Responsibility								
Talk quietly with others	64	**62.75**	10	**71.43**	35	**61.40**	109	**63.01**
Remain in seat	91	**89.22**	13	**86.67**	50	**87.72**	154	**88.51**
Use self-control	93	**90.29**	14	**93.33**	49	**85.96**	156	**89.14**
Be ready when bus arrives	85	**82.52**	11	**73.33**	42	**73.68**	138	**78.86**
Carry on all personal belongings needed	77	**74.76**	10	**66.67**	37	**64.91**	124	**70.86**
Follow school dress code	54	**52.43**	8	**53.33**	26	47.27	88	**50.87**
Be alert and watch for your stop on the way home	80	**77.67**	9	**60.00**	39	**68.42**	128	**73.14**
Keep all food and drinks stored away	61	**59.22**	7	46.67	33	**57.89**	101	**57.71**
Best effort								
Keep hands and feet to yourself	92	**90.20**	13	**92.86**	47	**85.45**	152	**88.89**
Keep bus clean	79	**78.22**	8	**57.14**	39	**72.22**	126	**74.56**
Take off all personal belongings	73	**73.00**	9	**64.29**	33	**61.11**	115	**68.45**
Stay clear of a moving bus	94	**92.16**	13	**92.86**	53	**94.64**	160	**93.02**
Be alert and prepared in emergency situations	82	**84.54**	10	**71.43**	37	**67.27**	129	**77.71**

Table F3 (cont.)

	Arrival/dismissal							
	GenEd		SpEd		Other		Total	
Domain and item	*n*	%	*n*	%	*n*	%	*n*	%
Respect								
Respond immediately when teacher/adult calls	105	**84.00**	13	**81.25**	57	**78.08**	175	**81.78**
Raise your hand for help	75	**60.00**	9	**56.25**	47	**65.28**	131	**61.50**
Maintain dress code	60	48.00	9	**56.25**	24	33.80	93	43.87
Control temper in conflict situations	111	**88.80**	15	**93.75**	65	**90.28**	191	**89.67**
Responsibility								
Stay in assigned area	88	**70.40**	14	**87.50**	53	**73.61**	155	**72.77**
Keep all materials in backpack	59	47.97	9	**56.25**	33	45.83	101	47.87
Arrive on time to school	105	**84.00**	14	**87.50**	57	**79.17**	176	**82.63**
Go straight to class	79	**63.71**	9	**56.25**	41	**56.94**	129	**60.85**
Bring to school and take home all necessary materials	104	**83.20**	12	**75.00**	54	**75.00**	170	**79.81**
Arrive on time to before and after school activities	105	**84.00**	13	**81.25**	50	**69.44**	168	**78.87**
Best effort								
Show a positive attitude	100	**79.37**	13	**81.25**	48	**66.67**	161	**75.23**
Resolve conflicts peacefully	113	**89.68**	15	**93.75**	62	**86.11**	190	**88.79**
Fulfill before and after school commitments	102	**81.60**	13	**81.25**	52	**72.22**	167	**78.40**

Note. Bold numbers indicate items where more than 50% of respondents rated the expectation as *critical for success in this setting.* GenEd = general education teachers; SpEd = special education teachers; Other = administrators, related service providers, and staff; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Appendix G

Number and Percentage of SESSS Items Viewed with Low and Moderate Priority

Table G1

Number and Percent of Items Scored as Critical for Success (2) on the SESSS by < 40% (Low Priority) of Faculty and Staff

	Setting (*k*)													
School level/	Classroom (32)		Hallway (23)		Cafeteria (24)		Playground (15)		Restroom (18)		Bus (19)		Arrival/dismissal (13)	
Role	*k*	%	*k*	%	*k*	%	*k*	%	*k*	%	*k*	%	*k*	%
Elementary	3	9.38	4	17.39	6	25.00	0	0.00	1	5.56	0	0.00	1	7.69
GenEd	3	9.38	4	17.39	6	25.00	0	0.00	0	0.00	0	0.00	0	0.00
SpEd	8	25.00	9	39.13	10	41.67	4	26.67	4	22.22	2	10.53	1	7.69
Other	2	6.25	4	17.39	4	16.67	1	6.67	2	11.11	0	0.00	1	7.69
Middle	2	6.25	7	30.43	9	37.50	1	6.67	2	11.11	0	0.00	0	0.00
GenEd	3	9.38	6	26.09	8	33.33	2	13.33	2	11.11	0	0.00	0	0.00
SpEd	0	0.00	3	13.04	6	25.00	0	0.00	1	5.56	0	0.00	0	0.00
Other	4	12.50	6	26.09	10	41.67	1	6.67	0	0.00	0	0.00	1	7.69
High	2	6.25	9	39.13	9	37.50	11	**73.33**	3	16.67	0	0.00	2	15.38
GenEd	3	9.38	9	39.13	11	45.83	8	**53.33**	3	16.67	0	0.00	1	7.69
SpEd	8	25.00	12	**52.17**	15	**62.50**	5	33.33	7	38.89	4	21.05	2	15.38
Other	2	6.25	13	**56.52**	5	20.83	9	**60.00**	5	27.78	1	5.26	4	30.77
Combined	2	6.25	5	21.74	5	20.83	1	6.67	1	5.56	0	0.00	0	0.00
GenEd	2	6.25	5	21.74	5	20.83	0	0.00	1	5.56	0	0.00	0	0.00
SpEd	2	6.25	7	30.43	10	41.67	3	20.00	3	16.67	0	0.00	0	0.00
Other	2	6.25	4	17.39	4	16.67	1	6.67	1	5.56	0	0.00	1	7.69

Note. Bold numbers indicate settings where most expectations were viewed to be low priority (scored *critical for success* by < 40% of respondents). GenEd = general education teachers; *k* = number of items; Other = administrators, related service providers, and staff; SpEd = special education teachers; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Table G2

Number and Percent of Items Scored as Critical for Success (2) on the SESSS by 40-75% (Moderate Priority) of Faculty and Staff

	Setting (*k*)													
School level/ Role	Classroom (32)		Hallway (23)		Cafeteria (24)		Playground (15)		Restroom (18)		Bus (19)		Arrival/dismissal (13)	
	k	%	*k*	%	*k*	%	*k*	%	*k*	%	*k*	%	*k*	%
Elementary	13	40.63	12	**52.17**	12	50.00	6	40.00	5	27.78	7	36.84	5	38.46
GenEd	10	31.25	8	34.78	9	37.50	5	33.33	6	33.33	7	36.84	3	23.08
SpEd	14	43.75	8	34.78	13	**54.17**	5	33.33	6	33.33	10	**52.63**	8	**61.54**
Other	17	**53.13**	15	**65.22**	15	**62.50**	6	40.00	6	33.33	11	**57.89**	7	**53.85**
Middle	10	31.25	11	47.83	10	41.67	5	33.33	4	22.22	8	42.11	4	30.77
GenEd	10	31.25	11	47.83	10	41.67	4	26.67	3	16.67	8	42.11	4	30.77
SpEd	3	9.38	7	30.43	6	25.00	3	20.00	5	27.78	0	0.00	1	7.69
Other	19	**59.38**	15	**65.22**	10	41.67	5	33.33	6	33.33	4	21.05	3	23.08
High	14	43.75	11	47.83	10	41.67	4	26.67	7	38.89	8	42.11	5	38.46
GenEd	12	37.50	11	47.83	8	33.33	7	46.67	8	44.44	7	36.84	4	30.77
SpEd	18	**56.25**	7	30.43	5	20.83	0	0.00	2	11.11	9	47.37	4	30.77
Other	13	40.63	7	30.43	14	**58.33**	6	40.00	3	16.67	9	47.37	6	46.15
Combined	14	43.75	14	**60.87**	14	**58.33**	5	33.33	6	33.33	9	47.37	5	38.46
GenEd	13	40.63	13	**56.52**	11	45.83	5	33.33	5	27.78	7	36.84	5	38.46
SpEd	16	50.00	12	**52.17**	12	50.00	4	26.67	8	44.44	12	**63.16**	4	30.77
Other	17	**53.13**	16	**69.57**	18	**75.00**	6	40.00	6	33.33	11	**57.89**	7	**53.85**

Note. Bold numbers indicate settings where most expectations were viewed to be moderate priority (scored *critical for success* by 40-75% of respondents). GenEd = general education teachers; *k* = number of items; Other = administrators, related service providers, and staff; SpEd = special education teachers; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).

Appendix H

ANOVA and Multiple Linear Regression Statistics

Table H1

One-Way ANOVAs with each SESSS Setting Mean Score as DV and School Level (Elementary, Middle, High) as Fixed-Effect Factors

Setting / source	*df*	*SS*	*MS*	*F*	*p*	R^2	η^2 (CI)
Classroom							
School level	2	0.04	0.02	0.30	0.74	0.00	0.00 (0.00-0.02)
Within groups	229	15.10	0.07	-	-	-	-
Total	231	15.14	-	-	-	-	-
Hallway							
School level	2	3.63	1.81	18.49	<.0001****	0.14	0.14 (0.07-0.20)
Within groups	235	23.06	0.10	-	-	-	-
Total	237	26.68	-	-	-	-	-
Cafeteria							
School level	2	0.60	0.30	2.55	0.08	0.02	0.02 (0.00-0.06)
Within groups	208	24.42	0.12	-	-	-	-
Total	210	25.02	-	-	-	-	-
Playground[a]							
School level	1	0.01	0.01	0.07	0.79	0.00	0.00 (0.00-0.02)
Within groups	128	12.18	0.10	-	-	-	-
Total	129	12.18	-	-	-	-	-
Restroom							
School level	2	0.74	0.37	3.88	0.02	0.04	0.04 (0.00-0.09)
Within groups	189	18.02	0.10	-	-	-	-
Total	191	18.76	-	-	-	-	-
Bus							
School level	2	0.20	0.10	1.08	0.34	0.01	0.01 (0.00-0.04)
Within groups	174	16.42	0.09	-	-	-	-
Total	176	16.62	-	-	-	-	-
Arrival/dismissal							
School level	2	0.39	0.19	2.04	0.13	0.02	0.02 (0.00-0.05)
Within groups	212	20.19	0.10	-	-	-	-
Total	214	20.57	-	-	-	-	-

Note. ANOVA = analysis of variance; CI = 90% confidence interval; DV = dependent variable; MS = mean square; SS = type III sum of squares; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).
[a]The one-way ANOVA for playground was run for elementary and middle school levels only due to insufficient cell sizes at the high school level.
***p < .0071 (α = .05 / 7, no. of tests). ****p < .0001.

Table H2

Multiple Linear Regression (Simultaneous): SESSS Setting Mean Scores Regressed on Demographic Variables

	Classroom (n = 137)				Hallway (n = 133)			
Predictor	B	SE	t	p	B	SE	t	p
Intercept	1.73	0.20	8.81	<.0001****	1.24	0.24	5.11	<.0001****
Gender	0.15	0.05	2.94	0.0039***	0.27	0.07	4.13	<.0001****
Race/ethnicity	0.10	0.08	1.25	0.21	0.10	0.10	0.96	0.34
Certified in the area currently teaching	-0.12	0.16	-0.81	0.42	-0.11	0.19	-0.59	0.56
Age	0.00	0.00	-1.31	0.19	0.00	0.00	0.28	0.78
Years education experience	0.00	0.00	0.49	0.63	0.00	0.01	-0.66	0.51
Years education experience current school level	0.00	0.00	0.41	0.68	0.00	0.00	0.29	0.77
Education level	0.03	0.04	0.64	0.52	0.02	0.05	0.49	0.62
Completed course in classroom management	0.08	0.06	1.34	0.18	0.09	0.07	1.31	0.19
Professional development in academic screening	0.03	0.05	0.70	0.48	0.03	0.06	0.49	0.62
Professional development in behavior screening	-0.09	0.06	-1.57	0.12	-0.18	0.07	-2.57	0.0114*
	F	df	p	R^2	F	df	p	R^2
Overall model	1.53	10	0.14	0.11	2.74	10	.0044***	0.18

	Cafeteria (n = 106)				Playground (n = 66)			
	B	SE	t	p	B	SE	t	p
Intercept	1.32	0.28	4.70	<.0001****	1.32	0.41	3.21	0.0022**
Gender	0.20	0.08	2.43	0.0171*	0.03	0.15	0.23	0.82
Race/ethnicity	0.10	0.11	0.91	0.36	0.00	-	-	-
Certified in the area currently teaching	-0.01	0.21	-0.06	0.95	0.57	0.28	2.01	0.0496*
Age	0.00	0.01	-0.37	0.71	0.00	0.01	0.36	0.72
Years education experience	0.00	0.01	0.44	0.66	0.01	0.01	0.69	0.50
Years education experience current school level	0.00	0.01	-0.55	0.58	-0.01	0.01	-1.29	0.20
Education level	-0.01	0.06	-0.17	0.86	-0.18	0.10	-1.74	0.09
Completed course in classroom management	0.15	0.09	1.75	0.08	0.07	0.15	0.50	0.62
Professional development in academic screening	0.03	0.07	0.46	0.65	0.18	0.12	1.49	0.14
Professional development in behavior screening	-0.21	0.09	-2.44	0.0163*	-0.19	0.14	-1.36	0.18
	F	df	p	R^2	F	df	p	R^2
Overall model	1.45	10	0.17	0.13	1.59	9	0.14	0.20

	Restroom (n = 107)				Bus (n = 101)			
	B	SE	t	p	B	SE	t	p
Intercept	1.43	0.25	5.74	<.0001****	1.44	0.25	5.71	<.0001****
Gender	0.18	0.08	2.30	0.0236*	0.19	0.08	2.33	0.0218*
Race/ethnicity	0.04	0.10	0.41	0.68	0.05	0.10	0.48	0.64
Certified in the area currently teaching	0.10	0.19	0.50	0.62	0.23	0.19	1.18	0.24
Age	0.00	0.00	0.18	0.86	0.00	0.00	-0.25	0.81
Years education experience	0.00	0.01	-0.47	0.64	0.00	0.01	0.51	0.61
Years education experience current school level	0.00	0.01	-0.25	0.81	0.00	0.01	-0.61	0.54
Education level	0.00	0.05	0.07	0.95	-0.01	0.05	-0.11	0.91
Completed course in classroom management	0.11	0.08	1.45	0.15	0.07	0.08	0.87	0.39
Professional development in academic screening	-0.01	0.07	-0.17	0.87	-0.04	0.07	-0.62	0.54
Professional development in behavior screening	-0.25	0.08	-3.15	0.0022***	-0.08	0.08	-1.07	0.29
	F	df	p	R^2	F	df	p	R^2
Overall model	1.77	10	0.08	0.16	0.93	10	0.51	0.09

	Arrival/dismissal (n = 119)			
	B	SE	t	p
Intercept	1.56	0.21	7.29	<.0001****
Gender	0.18	0.06	2.87	0.0049***
Race/ethnicity	0.07	0.09	0.74	0.46
Certified in the area currently teaching	0.20	0.17	1.20	0.23
Age	0.00	0.00	-0.63	0.53
Years education experience	0.00	0.01	0.43	0.67
Years education experience current school level	0.00	0.00	-0.57	0.57
Education level	-0.05	0.04	-1.12	0.27
Completed course in classroom management	0.09	0.07	1.34	0.18
Professional development in academic screening	0.03	0.06	0.53	0.59
Professional development in behavior screening	-0.09	0.07	-1.43	0.16
	F	df	p	R^2
Overall model	1.70	10	0.09	0.14

Note. ANOVA = analysis of variance; DV = dependent variable; ES = elementary school; HS = high school; MS = middle school; SS = Type III sum of squares; SESSS = Schoolwide Expectations Survey for Specific Settings (Lane, Oakes, & Menzies, 2010).
*p < .05. **p < .01. ***p < .0071 (α = .05 / 7). ****p < .0001.