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Institution: Southeastern Louisiana University

Major Field: Educational Leadership

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Title of Study: POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS’ RELATIONSHIP TO THE ELEVEN PRINCIPLES OF EFFECTIVE CHARACTER EDUCATION

Pages in Study: <149>

Candidate for Degree of Doctor of Education

Positive Behavior Interventions and Supports (PBIS) is an intervention-based, character education program that is being implemented in many schools nation-wide. It is important to know the extent to which PBIS reflects the principles of an effective character education program because PBIS is a widely used behavior modification character education program and has been adopted by the Louisiana Department of Education (LDOE) as the preferred approach to character education. The purpose of this mixed methods study was to determine if any, some, or all of the 11 principles of effective character education are embedded within the national PBIS model, the model of
PBIS adopted by the state of Louisiana, the model of PBIS adopted by a southeastern Louisiana district, and the PBIS model at the school level within the same southeastern Louisiana district.

Data was gathered through four instruments, including document analyses, an interview with the district’s PBIS coordinator, a interview with a school leader, and a survey distributed to principals and assistant principals in a southeastern Louisiana district. The data was analyzed through the lens of a conceptual framework that was constructed from the 11 principals of effective character education culled from the literature.