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| Emergent themes | | |
| 1. Conceptualisation of discipline | 1. The use of PBIS in the school | 1. The future of PBIS |
| 1.1 Factors that allow for effective discipline | 2.1 Teacher training | 3.1 In the South African context |
| 1.2 The evolution of discipline | 2.2 The effects of PBIS in the school | 3.2 Factors that facilitate PBIS |
| 1.3 Factors that influence discipline | 2.3 How the school has made use of PBIS | 3.3 Barriers and obstacles to PBIS |
| Coding for Participant 1 | | |
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| * Routine in discipline is key * A structured environment is necessary * Structure allows boundaries to be seen * Discipline entails communication of expectations * Building relationships with learners is necessary in disciplining * Teachers need to be respectful, fair and consistent * Need for discipline remains for children * Still a need for structure and routine * Teachers need to feel confident to discipline * Experience in discipline helps the teacher * Family dynamics impact on discipline * Core values being taught in families * Respectful communication being shown in families * Need for emphasis on positive values * Knowing boundaries * Knowing expectations * Knowing consequences * Unlearning of old ways to discipline * Discourse on discipline has to change * PBIS brought conduct where there wasn’t before * PBIS provided guidelines to deal with certain situations * PBIS provided stability * Need for PBIS * PBIS allows for the child to be acknowledged * PBIS allows for the child to be praised * Acknowledgement of children causes an increase in confidence * PBIS is adaptable * PBIS is flexible * PBIS inspires learners to be better * PBIS becomes a part of daily living * PBIS encourages a mind shift * PBIS encourages teachers to change their teaching style to suit learners * PBIS shows teachers that discipline should allow the child to see themselves as human * PBIS can be customised to suit the context * PBIS can be used for intense behavioural difficulties * A lack of teacher buy-in. * Teachers may not follow the procedure * Teachers may not follow throw with consequences * Teachers being inconsistent in following procedure * Teachers may not stick to the routine * Frustration from all the work that is needed * Implementation is easier with parental support * Correct timing of implementation and training for staff * Staff buy-in for the PBIS system * Staff motivation and inspiration * PBIS implementation takes time and work * School showed flexibility in implementing PBIS * Evolving with technology and using it as a resource * A mind shift for staff with how they view discipline * The perspective of staff on discipline need to change for PBIS to work * Unlearning is necessary * Using various skills and resources to build on the PBIS * Having a staff member who acts as the PBIS champion is helpful * Understanding that PBIS has good and bad * Collaboration between parents, learners and teachers * PBIS champion who can run with it * Teachers need to model the expected behaviour * PBIS takes team collaboration * PBIS has challenges and obstacles * Buy-in is required from all stakeholders * Progress should be tracked * New staff should be taught to understand PBIS | | |
| Coding from Participant 2 | | |
| - corporal punishment made children obey out of fear  - Discipline was confused with punishment  - The attitude of teachers is to still punish  - Punishment gave control  - Removal of corporal punishment left teachers feeling inadequate  - Central to discipline was humiliation  - Teachers still want to punish  - Different ways to punish the child were introduced  - punish rather than teach a behaviour  - Discipline is confused with punishment  - Discipline is teaching the behaviour you would like to see  - Through discipline good citizenship is cultivated  - Fear has been taught in schools  - Society is driven by fear  - Perpetuation of fear and punishment continues  - Re-teaching on the discourse of discipline.  - Significant change is going to take time  - There is an improvement in building relationships  - Improvement in nurturing a safe environment  - Less punishment of children  - Teachers are struggling to change  - Teachers fear of an incomplete curriculum  - Desire to promote positive values  - New teachers are choosing to build nurturing relationships  - School is influenced by home life  - The intention for change has been made  - Progress to discipline the intended way has been made  - The way of discipline needed to change  - Behaviour needed to be taught  - There was a need to teach discipline in the school and community  - Preparation for PBIS implementation was necessary  - Trial and error was necessary  - Reading and research was necessary  - More Practical training and support in PBIS was needed  - PBIS Training needs to be context specific  - Good aspects of PBIS  - Danger in not making it context specific  - There’s more that needs to be added to the PBIS  - PBIS focuses on intentionally building relationships  - PBIS focus on teaching the behaviour  - Paperwork can be time consuming  - In the states PBIS receives funding from government  - PBIS does focus on extrinsic motivation  - A move to intrinsic motivation is needed  - Social and emotional learning is needed  - Adding restorative practices in the school is necessary  - The school is equipping teachers to teach kids skills  - Adapt PBIS to work for your context  - PBIS is framework  - PBIS provides building blocks  - PBIS has good structure  - PBIS is missing some things that can be implemented  - Behaviour expectations aren’t being taught in line with the values  - Values are becoming part of the language  - Awareness around building positive values  - Kids Skills will be used in Tier 2 and Tier 3 interventions  - Build emotional learning into our curriculum  - School system is a barrier  - Implementation of any system is dependent on management  - Teachers struggle to become agents of change  - Management holds the power  - PBIS’s success dependent on managerial support  - Teacher empowerment is necessary  - Teachers remain unaware of the power they possess  - Victim mind-set in teachers gets transferred to the children  - A modified version of PBIS will remain  - PBIS balances the old with the new  - PBIS has good underlying principles  - PBIS will not do harm  - PBIS is more than many schools currently have  - PBIS needs to be understood not sold  - PBIS should be support from teachers  - Bottom up approach is more sustainable to PBIS | | |
| Coding from participant 3 | | |
| - Time and energy has been put into learner discipline  - Lack of parental support  - Transformation in some repetitive behaviours has been a positive  - Low ambition in learners  - Learners with little future vision  - Little value placed on education  - Discipline has stayed a challenge  - Job of parents to teach discipline  - Lack of parental discipline hampers school discipline  - Discipline challenges interfere with classroom instruction  - Loss of teacher energy due to discipline challenges  - Healthy family dynamics helped for better behaved children  - Dysfunctional family relations  - A need for PBIS  - Discipline demanding too much from teachers  - Discipline challenges causing teacher burnout  - Learner discipline improved  - Teacher loss due to ill-discipline of learners  - A definite need for PBIS  - PBIS allowed for a convergence of discipline methods  - A school wide standard of behaviour  - Training was adequate  - Lessons from SA schools were needed  - Behaviour is learnt  - Behaviour can be unlearnt  - Positive behaviour can be taught  - New teachers need to be taught about PBIS  - PBIS does need to remain a focal point  - PBIS packages well known principles  - PBIS has been valuable  - PBIS would be helpful to any school  - PBIS values displayed in the school  - PBIS didn’t create much work in the classroom  - Communication of expectations between teachers and learners  - Technology with PBIS has been helpful  - Lack of buy-in from teachers  - Lack of consistency from teacher  - Lack of follow through  - Lack of communication with parents  - Lack of accountability from teachers  - Lack of follow through  - Consistency in extrinsic motivation  - PBIS needs a champion  - PBIS could be more effective  - Teacher consistency  - Teacher follow up  - Utilise resources for PBIS implementation  - PBIS conistency  - Use of daily report  - PBIS gives a school structure  - PBIS is a system that works  - PBIS to assist single parents  - A good PBIS foundation has been built  - Discipline has improved  - Still room for improvement  - PBIS beneficial to schools and communities  - Use of PBIS with Class Dojo  - PBIS and Class Dojo work well together  - Peer collaboration to reinforce PBIS values  - Peer collaboration to lighten teachers load  - Involvement of school counsellor with PBIS  - Consistency in PBIS  - Potential for community projects  - Prevention better than cure  - PBIS needs a South African team  - Using other methods to build on the PBIS  - Skills development when faced with misbehaviour  - PBIs to get department support | | |
| Coding from Participant 4 | | |
| - Context of school has changed  - Learners from multicultural backgrounds are now at the school  - Tools to discipline have changed  - Impact of teacher personality on discipline style  - Relationship with learners when disciplining is necessary  - Flexible discipline approach is required  - Discipline cannot be one size fits all  - Parental support aids discipline  - Teacher mentorship and support builds teacher confidence  - Discipline has to be suited to teacher personality  - Discipline is not one size fits all  - Quality teacher training is needed  - Experience in teaching assists with teacher confidence  - Discipline should make an impact on individual character =  - Paradigm shift with regards to discipline is necessary  - Build emotional intelligence in learners  - Understanding of learner misbehaviour  - Discipline takes time  - Discipline is a process  - Two-way communication in discipline  - Clear communication  - Discipline challenges = teacher frustration  - Discipline challenges = teacher resignation  - PBIS is a process  - Understanding that PBIS is a process is necessary  - Change in perspective of discipline is necessary  - Emotional intelligence is key to discipline  - Lack of teacher follow through  - Loss of teacher motivation  - Teacher’s need to see immediate change  - Newly qualified teachers more open to new approaches  - Need for teacher training  - Unlearning of old perspectives  - Lack of teacher empowerment  - Punitive methods of discipline are easy to fall back on  - Mind-shift in the view of discipline  - Adequate teacher training is needed  - Lack of teacher training leads to low confidence  - Keen to implement PBIS  - PBIS packaged well known principles  - Teaching involves loving children  - Teaching involves respect that is reciprocal  - Children should be respected as human beings  - PBIS gave a name to pre-existing principles  - PBIS provided a structure that can be duplicated  - Class Dojo and PBIS work well together  - Class Dojo for communication with parents  - Class Dojo as an easy reward system  - Using technology to reduce paperwork for teachers  - Using technology to reduce paperwork for teachers  - Certain responsibilities of teachers cannot be given to others  - Change is generally difficult  - People require time to adapt to change  - Class dojo allows for PBIS objectives to be met  - Children are being rewarded for holistic development  - Previously all skills were not acknowledged in schools  - PBIS encourages inclusivity  - PBIS encourage acknowledgement of every child  - Changing the discourse on achievement  - Creating a healthy school community  - Children are likelier to behave when they feel part of a whole  - Developing a growth mind-set in children  - A child’s behaviour is separate to their identity  - Teachers still had the desire to punish  - Children have been broken down due to punitive punishment  - The aim is to build children’s self-esteem and confidence  - Emphasis on teaching self-worth  - Emphasis on teaching holistic achievement  - At first it was a struggle to promote objective thinking towards children  - Now a mind shift is taking place  - Patience with PBIS process is necessary  - Progress has been made  - Satisfaction with the progress that has been made  - There are less disciplinary hearing and group punishments of children  - Consequences for misbehaviour need to be helpful and logical  - Investigation into the misbehaviour of a child  - Viewing misbehaviour contextually  - Using the data from PBIS to understand the root causes of misbehaviour  up the child  - Education has transformed  - Discipline has transformed over the years  - Understanding the context of misbehavior  - Solution oriented approach to misbehaviour  - Teacher responsibility for introspection  - Teacher role in misbehaviour  - Self-introspection for teachers  - Discipline approaches have to be authentic  - Teacher well-being can influence the ability to discipline  - There has been a change since we’ve been using PBIS  - PBIS would be beneficial to all schools  - PBIS could be used to identify problems earlier  - Tackling misbehaviour earlier can create a healthy society later  - Teacher and parent collaboration can prevent later challenges in society  - PBIS is aimed at dealing with the root cause of misbehaviour  - PBIS is there to make a lasting change in who the child is  - Promote discipline that is meaningful  - Emotional intelligence should be part of discipline  - Emotional intelligence and regulation  - Adults need to guide this process of becoming more emotionally intelligent  - Children are more stressed out and need ways to deal with the stress  - Children need to be taught skills to be functional  - Proper interventions are necessary for more vulnerable learners  - Intervention is necessary especially for children who are most vulnerable  - PBIS can be helpful in schools and in families  - Developing teachers to develop kids and their skills  - Teaching kids skills to empower them  - Empower teachers to deal with childrens difficulties  - Teaching as beneficial to the teacher  - Work with children as beneficial for teacher growth | | |