C18 – Preventing & Responding to Violent School Behavior

Jen Freeman & George Sugai
University of Connecticut

Key Words: MTSS, PBIS, emergency, crisis, violence

Roundtable Discussion
RDQ18 – Waldorf
4:00-4:45

Stuff will happen: Invest in effective prevention

- Establish positive & effective school organization & climate
- Prepare for “general case” situation
- Select in documented, doable, & effective practices
- Invest in effective, efficient, & relevant implementation systems

Precorrecting for Implementation Errors
STUDENT BEHAVIOR
- Aggression
- Bullying behavior
- Non-compliance
- Inattention
- Social withdrawal
- Theft
- Law enforcement violations
- Substance use
- Weapon possession
- Harassment
- Self-injury

ADULT BEHAVIOR
- Out of school detention
- Probation & parole
- Mental health referral

OUTCOMES
- In school suspension
- Probation & parole
- Achievement gap
- Delinquency
- Negative climate

• Apply Behavior Analytic Logic

GUIDING PRINCIPLES
- Efficient, effective, & relevant practice & system
- Effective = empirically replicable
- Relevant = contextual, cultural, & aligned
- Improves environment to promote desirable behavior in predictable problem situations

Research-based Sustainability Drivers

School
- Team
- Data collection use
- Data collection shared with staff
- Classroom PBIS

District
- Data team
- Centralized training systems & curriculum
- Implementation Blueprint Self-Assessment

State
- State team
- State-wide training systems & curriculum

McIntosh et al., 3 October 2018 SCTG Preconference

Schools are one of our most structured, predictable, safe, continuous social support systems

- Positive adults modeling
- Academic success
- Social, emotional, & behavioral success
- Neighborhood predictability
- Positive parent & school climate

Why Invest in Schools?
Regardless of perceptions of crime, 95% students reported feeling safe at school.

More likely to report feeling safe at school if access to adult or student.

2007-2015
Decreases in rates of reported frequent bullying & increases in telling adult.

2007-2015
Decreases in rates of reported hate-related words 20% in 2015 Post 2016??
FBI Data on Reported Hate Crime Incidents
November 2017

4.6% increase in hate crime incidents: anti-Muslim, race/ethnicity, religion, sexual orientation

19% rise anti-Muslim hate crimes
5% increase (3,310 to 3,489) race/ethnic hate crimes

58% race (1/2 black)
1/5 religious bias
1/6 sexual orientation bias

Offenders: 46% white, 25% black

Poverty & Crime

Prevention & Crisis & Emergencies

Schools as Effective Organizations

"Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome" (Skinner, 1953, Science of Human Behavior)

Common VISION & objectives
Common LANGUAGE
Common EXPERIENCES & ROUTINES
Quality LEADERSHIP & coaching

Systems Outcomes

Potential for cultural exchange & conflict

Culture =

Group of individuals
Overt/verbal behavior
Shared learning history
Differentiates 1 group from others
Predicting future behavior

Collection of learned behaviors, maintained by similar social & environmental contingencies

Realistic, dynamic, & changeable shaped over time & across generations & settings

Verbally reported SHARED BELIEFS, values, & attitudes

EXPERIENCED INTERACTIONS between & among students, teachers, & administrators

Verbally reported SHARED BELIEFS, values, & attitudes

Sugai, O'Dierno, & Fallon 2012

SUGAI, ODIERNO, & FALLON 2012
Results revealed that the PGD strategy produced significant improvements in academic engaged time and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.


**PGD =**
- INCREASE in academic engagement upon entering classroom
- DECREASE in disruptive behavior upon entering classroom

**WHEN & WHERE:** Every major transition….throughout year, especially, beginning of year, grading period, return from breaks, Mondays, etc.

**EXAMPLES:** Entering/building, classroom, lunchroom, sporting event, assembly, library, office, bus.

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**Logic Model for Violence Prevention**

**END GOAL**
- Effective safe positive school climate

**MEDIUM GOAL**
- Displays of durable & generalizable expected social, emotional & behavioral skills

**IMMEDIATE GOAL**
- Sustained high fidelity implementation

**MTSS IMPLEMENTATION PRACTICES**
- Empirically supported
- Conceptually sound
- Developmentally aligned
- MTSS-aligned
- Culturally & developmentally relevant

**MTSS IMPLEMENTATION SYSTEMS**
- Leadership
- Policy, funding, stakeholders
- Training & coaching capacity
- Data-informed decision making
- Behavioral expertise
Prevention & Risk & Protective Factors

Prevention Logic for All
Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior

Prevention Actions
- Teach (practice, monitor, acknowledge) prosocial behavior

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Risk Factors
- Mental illness
- Disability
- Substance Use
- Antisocial behavior

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- School management skills

Implementation Challenge
- Risk Factors vs Protective Factors

Risk Enhancers
- Trauma
- Neglect
- Family, school, community disruption
- Discrimination

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- School management skills

Implementation Challenge
- Risk Enhancers vs Protective Factors
### Risk Factors vs. Protective Factors

<table>
<thead>
<tr>
<th>Risk Enhancers</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma</td>
<td>Academic competence</td>
</tr>
<tr>
<td>Negative in-adulthood</td>
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</tr>
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</tbody>
</table>

### Implementation Challenge

**Ineffective Response**
- Reactive management
- Exclusion, segregation, isolation
- Trau & hope
- Non-evidence-based practices
- Subjective decision-making
- Low quality implementation of evidence-based practices

**Effective Response**
- Prevention-based behavioral sciences
- Tiered support systems
- Continuous decision-making
- High fidelity implementation

### Understanding Escalating Violent Behavior

**Teacher**

<table>
<thead>
<tr>
<th>Jason</th>
<th>What assignment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason, please turn in your assignment.</td>
<td>The assignment you didn’t finish during class.</td>
</tr>
<tr>
<td>The assignment you didn’t finish during class.</td>
<td>I finished it.</td>
</tr>
<tr>
<td>Great, please turn it in now.</td>
<td>I don’t have it with me now.</td>
</tr>
<tr>
<td>You have a choice: turn it in or do it again.</td>
<td>You never believe me.</td>
</tr>
<tr>
<td>I guess you’ve made the choice to do it again.</td>
<td>Make me.</td>
</tr>
<tr>
<td>That’s disrespectful…go to the office.</td>
<td>F_____ you!</td>
</tr>
<tr>
<td>Moves closer… &amp; puts hand on J’s shoulder.</td>
<td>Pulls away, glares, &amp; raises fist as if to strike.</td>
</tr>
</tbody>
</table>

### “Teaching by getting tough”

**Teacher:** “I hate this f_____ing school & you’re dumb!”

**Jason:** “That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again….starting now!”

### Continuum of School-Wide Instructional & Positive Behavior Support

- **Primary Prevention:**
  - School-Community Wide Systems for All Students, Staff, & Settings
- **Secondary Prevention:**
  - Specialized Group Systems for Students with At-Risk Behavior
- **Tertiary Prevention:**
  - Specialized Individualized Systems for Students with High-Risk Behavior
Working Assumptions

- Behavior is learned (function).
- Behavior is lawful (function).
- Behavior is escalated through successive interactions (practice).
- Behavior can be changed through instructional approach (teaching).

THREE KEY STRATEGIES

- Identify how to intervene early in an escalation.
- Identify environmental factors that can be manipulated.
- Identify replacement behaviors that can be taught & serve similar function.
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FINAL THOUGHT

“It is always important to remember that if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around.

Geoff Colvin (1989)

Multi-Tiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)

MTSS is....

Integration of a number of multi-tiered systems into one coherent, strategically combined system meant to address multiple domains of student needs in education.

MTSS

An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention” (MTSS, n.d., p.2)
Positive Behavioral Interventions & Supports (PBIS) and MTSS

**Primary Prevention:** School/Classroom-Wide Systems for All Students, Staff, & Settings

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**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

**Basic Continuum Logic**

**Blended Continuum Logic**

**Student Outcome**

**Classroom Continuum**

**School-wide Continuum**

**Continuum Logic & Key PBIS Working Elements**

**Outcomes**

**Data**

**Practices**

**Systems**

**INCREASED EFFORT**

- Intensity
- Frequency
- Duration
- Specialization
- Differentiation
- Teamwork
- Responsiveness to-Treatment

**Student**

**Teacher**

**Family**

**Community**

**Administrator**

**Individual & collective learning histories (cultural norms & experiences)**

**MTSS & PBIS Framework**

Empirically validated practices

Academic & behavior outcomes

MTSS

PBIS

All students

- Continuum
- Framework
- Strategy

PBIS and MTSS

Mental Health Act 2007

A central theme is based on the principle that for shaping mindset in ICTT behavior

Primary Prevention SRBI PBL SBH MTSS-B

Secondary Prevention CSSS ISF MIBLSI

Tertiary Prevention RI RI-A RI-B EBS SWPBS MTSS-A

**Behavioral sciences**

- Based
- Systems for shaping mindset in ICTT behavior

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**Behavioral sciences**

- Based
- Systems for shaping mindset in ICTT behavior
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Broadway 2011

School & district learning
Comprehensive threat assessment & risk screening
Classroom-school-family-community communication systems
Behavioral coaching
MO (mental health, law enforcement, public health)
Prevented crises response procedures
Two-tiered practices, programs, initiatives, organizations, etc.

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Trauma-informed
Social skills instruction
Active supervision
Precorrections
Positive reinforcement
Direct academic instruction

Tier 1 aligned
Person-centered
Medical, physical, etc.
Student & family voice
Mental health
Emphases
Function-based
Greater intensity, duration, frequency, etc.
More context-based

Positive school & classroom climate
Culturally responsive & contextually relevant environment
Social skills
Interpersonal
Bystander
Conflict management
Environment
Self-management
Anger management
Seeking assistance
Goal setting & action planning
Problem solving

Behavioral & academic screening
Monthly informal
Quarterly formally
Discipline data
Major v. minor
Attendance
Critical incidence
Repeat rule violations
Threat assessment
Team
Mental health
Law enforcement
School
Prevention monitoring
School

GUIDING PRINCIPLES
From Geoff Colvin (2006), Crisis/Emergency Responses

1. ASSESS situation.
2. REQUEST help/assistance.
3. MONITOR individuals.
4. HELP/LET experts take over.
5. ACT/FOLLOW-UP.
PBIS-related Resources

http://www.pbis.org/whats-new

National Climate Change
School Climate
Implementation Fidelity
Equity, Discipline, & Culture
Family Engagement
Bullying & Hate
ESSA & School Climate
Alignment & Integration

Save the dates, February 20 – 23, 2019 for the...

Washington, DC

Pre-Conference Workshops
FEBRUARY 20
Skill-Building Workshops
FEBRUARY 21
Breakout Sessions
FEBRUARY 22
Networking | Posters | Exhibits
FEBRUARY 23

Please Complete the Session Evaluation to Tell Us What You Thought of This Session

C18

THANK YOU FOR YOUR PARTICIPATION & THINGS YOU DO!

PLEASE BE SAFE.
Do not stand, sit, climb or lean on fences. If you fall, animals could eat you and that might make them sick. Thank you.