National Climate Change: Doubling Down on MTSS, Prevention, & Behavioral Sciences

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PURPOSE
Describe how renewed emphasis on implementation of MTSS/PBIS could function as prevention response to major change in classroom & school climate.
Topics: Behavioral Sciences, Prevention, School Climate, & Culture

Big Ideas

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
   - BEHAVIORAL SCIENCES serve as useful theory of action/change
   - Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
   - Implementation SYSTEMS needed for students to experience & benefit from effective practices
   - DECISION-based DATA systems to inform actions

Climate affects teaching & learning affects climate
Continuum of outcomes, data, practices, & systems.
Multi-tiered Systems Support

Classroom & School Climate

Academic Success ↔ Behavior Success

Reported, observed, experienced directly/indirectly by students & members of staff, family & community
Behavioral Sciences & Prevention

PBIS Conceptual Foundations
- Behaviorism
- ABA
- Applied Behavioral Technology
- PBS
- Social Validity
- PBIS
- All Students

1. Describe & Hypothesize Observations
2. Develop Effective Strategy
3. Establish Implementation System
4. Evaluate & Act on Results

Science of behavior has taught us that students...

- Are NOT born with "bad behaviors."
- Do NOT learn when presented aversive consequences
- Do learn better ways of behaving by being Taught
- Receiving positive feedback

Behavior is learnable, therefore understandable & influence-able

Adjust environment to influence & teach behavior

Science of behavior has taught us that students...

- Are NOT born with "bad behaviors."
- Do NOT learn when presented aversive consequences
- Do learn better ways of behaving by being Taught
- Receiving positive feedback

Biology is important

Behavior & environment are functional related

Change Agents
- Physical & Occupational Therapy
- General Education
- Child, Family, & Community Health
- Higher Education
- School Counseling, Social Work, & Psychology
- Early Childhood & Preschool
- Special Education
- Unions
- Juvenile Justice
- Personnel Preparation
- Nursing
- Mental Health
- Business
- Federal Government
**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

**Prevention Actions**
- Prevent triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

**School Climate & PBIS**

**Coercive Cycle**

**KID: Negative School Climate**
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

**SCHOOL: Negative School climate**
- Reactive management
- Exclusively disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

**School Climate**

**Apply Behavior Analytic Logic**

**STUDENT BEHAVIOR**
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Truancy
- Law/norm violations
- Substance use
- Weapon possession
- Harassment
- Self-injury
- Office referral
- In school detention
- Out of school suspension
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral
- Disproportionality
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate

**ADULT BEHAVIOR**
- Reactive management
- Exclusively disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

**OUTCOMES**
- Disproportionality
- Dropping out
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- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Delinquency
- Negative climate

**Apply Behavior Analytic Logic**

**School Climate**

**INDIVIDUAL & GROUP level construct**
- Shared beliefs, values, & attitudes
- Shaped interactions between & among students, teachers & administrators

**Sets NORMS of (un)acceptable school behavior**
Shifts accountability away from school
Devalues child-adult relationship
Triggers & reinforces antisocial behavior
Creates environments of control

Why is negative school climate undesirable?
Weakens academic & social behavior development

Positive School Climate
• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgement
• Opportunity to learn
• Safe learning environment
• Academic & social engagement

SCHOOL:
Positive School Climate
• Positive School Climate
  ▪ Compliance & cooperation
  ▪ Respect & responsibility
  ▪ Positive peer & adult interactions
  ▪ Engagement & participation
  ▪ Attendance & punctuality
  ▪ Anger & conflict management
  ▪ Safe & clean environment
  ▪ Healthy food & substance use
  ▪ Self-management behavior

KID:
Positive School Climate
• Compliance & cooperation
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PBIS goal to establish & maintain positive teaching & learning environment

Where is your classroom & school on the climate scale?

Negative Climate
0 1 2 3 4 5 6 7 8 9 10 Positive Climate
• Academic failure
• Reactive management
• Exclusion
• Reprimands
• Non-conformance
• Social isolation
• No opportunities

Positive Reinforcement Cycle
Reinforcing Cycle
• Academic success
• Positive reinforcement
• Active praise
• Reward
• Many opportunities
• Walton
• Positive expectations
• Teaching social skills
• Model expected behavior

Coercive Cycle
• Academic failure
• Reactive management
• Exclusion
• Reprimands
• Non-conformance
• Social isolation
• No opportunities

JGHS – 2016 HS
# staff scoring school climate
1 (negative) to 10 (positive)
Mar 2016 Avg = 5.9 (OY)
Oct 2016 Avg = 5.4 (OY)
Mar 2017 Avg = 5.9 (OY)
Quick Climate Scale for ____________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
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<th>7</th>
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<th>Negative Climate</th>
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<th>5</th>
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<th>Positive Climate</th>
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<td>Inappropriate</td>
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<td>Respectful language</td>
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<td>Rough physical play</td>
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<td>Appropriate play</td>
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<td>Positive initiations</td>
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<td>Positive active supervision</td>
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<td>High student engagement</td>
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<td>Many opportunities to respond</td>
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<td>High academic engagement</td>
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www.pbisapps.org

School Climate Survey Suite
Administration Manual

Citations for this Publication
(Rev. 1). Chicago: PBIS Technical Assistance Center at Practice Behavior Interventions and Systems, University of Denver.

The Center supported this portion of the Department of Education’s Office of Special Education Programs’ (OSEP) Schoolwide Positive Behavior Support (PBIS) Technical Assistance Center for schools and school districts to provide positive behavioral interventions for students with disabilities.
What's It Take to Shift from Negative to Positive School Climate?

Establish positive school climate
Maximizing academic success
Communicating positively
Teaching important social skills
Supervising actively
Recognizing good behavior
Modeling good behavior

HOW?

Establish positive school climate
Maximizing academic success
Communicating positively
Modeling good behavior

National Climate Change: “Double-Down” on Prevention & Behavioral Sciences

Responses from 10,000 educators…..

- 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.

SPLC, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

The Southern Poverty Law Center’s Teaching Tolerance project administered an online survey to K-12 educators from across the country. Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicates that the results of the election are having a profoundly negative impact on schools and students. Majority percent of educators report that school climate has been negatively affected, and most of them believe it will have a long-lasting impact. A full 50% report decrease in student diversity and acceptance. The part of students worried about the impact of the election on themselves and their families.

THE NUMBER OF PEOPLE WHO MENTIONED...
SMART TRASH: 54
CONFEDERATE FLAGS: 21
THE EX.: 19
"TRUMP THE WALL": 19
DEPORTATION: 18
ISLAM: 14
THE N WORD: 13
PUSHY .13
RHYTHM: 7
NOISE: 4
AFRICA: 4
SERRY: 3

SPLC, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools
Southern Poverty Law Center, 12 Jan 2017
https://www.splcenter.org/hate-map

HATE MAP NATIONAL NUMBERS

14% Hate group increase since 2015
998 # of anti-government “patriot” groups in 2015
190 # of KKK groups in 2015
42% Anti-Muslim hate group increase since 2015

Southern Poverty Law Center, 15 Feb 2017
https://www.splcenter.org/hate-map

ACTIVE HATE GROUPS

TX (84) CA (69) FL (59) NY (44) New Eng (26) 917

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

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

Potential for cultural exchange & conflict

Culture, Context, & Learning History
How does my learning history affect my actions?

- Do I have shared experience with individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act with team?
- Do I use data to guide my actions?

McIntosh et al., 2016

PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students

Implement with Fidelity

- Deciding with data
- PBIS & MTSS share functions
- Developing evidence-based practices & systems
- Developing local expertise & implementation fluency
- Use team to coordinate implementation

Screen Universally

- Monitor progress continuously
- Use PBIS to enhance development & implementation of evidence-based practices to achieve important outcomes for all students

SW to CW PBIS…basics!

1. SW Tier 1 implemented with fidelity
2. SW & CW data-based decision making
3. CW linked to SW expectations
4. CW linked to expectations & common routines & settings
5. Effective instructional practices & curricula aligned & delivered
6. Full-time application of basic behavior management practices
7. SW based CW Tier 2/3 practices & supports
Effective Classroom Behavior Management

1. Positive Reinforcement
   - Developmental,
   - Cultural, Contextual
   - Positively reinforce
   - Multiple opportunities
e   - Variety of
   - Academically
   - Reinforcement of

2. Active Supervision
   - Interact
   - Model
   - Scan
   - Move

3. Precorrect
   - Identify triggers, maintainers
   - Remove & minimize
   - Add reinforcers for
   - Strengthen & practice

4. Maximize Academic Success
   - Academically challenging
   - Reinforcement of desired approximations

5. Actively Supervise
   - Teach academic routines & social skills
   - Use school-wide behavioral expectations
   - Model, prompt & precorrect
   - Reinforce desired approximations
School-wide Continuum

- ISP Wraparound
- FBA-BIP
- Targeted Second Steps
- Continuous Active Supervision
- Contingent & Specific Positive Reinforcement
- Social Skills Club
- Family Resource Center
- Frequent Positive Active Engagement
- School-wide Teaching Matrix

Classroom Continuum

- FBA-BIP
- Behavioral Contracting
- Check-In Check-Out
- Small Group Skills Practice
- Continuous Active Supervision
- Frequent Positive Active Engagement
- Contingent & Specific Positive Reinforcement
- Effective Instruction

Concluding Comments

Climate affects teaching & learning affects climate

Continuum of outcomes, data, practices, & systems.

Academic Success ↔ Behavior Success

PBIS: Behavioral Sciences, Prevention, & Multi-Tiered Systems of Support

PBIS: Classroom Behavior Management Practices & Systems


Mindsets Matter: The Science of Success in School & Life

The Parent's Guide to the PBIS Multi-Tiered System of Support

Classroom Behavior Interactions & Supports
ADVANCING EDUCATION EFFECTIVENESS: INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

EDITORS: SUSAN BARRETT, LUCILLE EBER & MARK WEIST

PBIS: Family Engagement & Integrated Systems of Behavioral Health

Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

BEHAVIORAL SCIENCES serve as useful theory of action/change

Positive, doable, effective PRACTICES exist to maximize academic/behavioral success

Implementation SYSTEMS needed for students to experience & benefit from effective practices

DECISION-based DATA systems to inform actions

1

2

3

4

5

BIG IDEAS

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www.neswpbis.org

Universal*
Targeted*
Intensive*
Continuum of Support for ALL:
"Molcom"

Dec 7, 2007

Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play
Label*behavior…..not*kids*
Self-regulation
Homework
Technology

Dec 7, 2007

Common%
Vision/Values%
Common%
Language%
Common%
Experience%
Quality
Leadership
Effective Organizations
Classroom
School
District
State