Culture, Context, & Connectedness

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Start with defendable, parsimonious, comprehensive theory of action/change

Learn influence of individual & group culture or learning history on decision making & actions

Consider culture when examining prioritizing outcomes, using data, selecting & adapting practices, & implementing systems.

BIG IDEAS

Culture, Context, & Connectedness

Review: Behavioral Sciences & Prevention

Classroom & School Climate

Physical Education
Academic
Mental Health

Emotional
Special Education
Physical

Behavioral
General Education

District, State, Provincial, Territorial Leadership
DATA needed to increase precision of decision making regarding important student outcomes, practice selection, systems integration.

Selection priority is given to evidence-based PRACTICES.

Specification of important student OUTCOMES considers developmental level, culture & context, responsiveness to intervention, severity of risk.

Implementers need SYSTEMS support to maximize alignment, integration, fluency, fidelity, sustainability, adaptation, & scaling.

PBIS Conceptual Foundations
Behaviorism
ABA
Applied Behavioral Technology

PBIS
Social Validity

PBL
All Students

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 and Receiving positive feedback.

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

Alberto & Troutman, Carnine & Engleman, Cooper, Heward, & Heron; Evans, Johnston & Perry predator; Kame'enui; Sidman;

Alberto & Troutman; Cooper, Heward, & Heron; Homer; Skinner; Vargas; Wolery, Bailey, & Sugai
**Culture, Context, & Learning History**

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

**Integrated MTSS**

- **Academic Systems**
  - Intensive, Individual Interventions
    - High efficiency
    - Rapid response
  - Targeted Group Interventions
    - Some students (at-risk)
    - High efficiency
    - Rapid response
  - Universal Interventions
    - All students
      - Preventive, proactive

- **Behavioral Systems**
  - Intensive, Individual Interventions
    - High efficiency
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  - Targeted Group Interventions
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    - High efficiency
    - Rapid response
  - Universal Interventions
    - All settings, all students
      - Preventive, proactive

**Potential for cultural exchange & conflict**

*Culture = Group of individuals*

- Overt/verbal behavior
- Shared learning history
  - Collection of learned behaviors, maintained by similar social & environmental contingencies
- Differentiates 1 group from others
- Predicting future behavior

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*Sugai, O'Keefe, & Fallon 2012*
**History & Context**

Individual Learning History & Context

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

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**Samples of Definitions**

1. **Empirical Support**
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

2. **Student Fit**
   - Need (+/-)
   - Priority

3. **Context-Environment Fit**
   - Language
   - Developmental
   - Educational
   - Cultural

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**RCT & Group Design PBIS Studies**


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**“Doing it correctly?”**

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective</strong></td>
<td><strong>Maximum Student Benefits</strong></td>
</tr>
<tr>
<td></td>
<td>Not Effective</td>
</tr>
</tbody>
</table>

Foxsen & Blase, 2009
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 a team?
- Do I use data to guide my actions?

School Climate & PBIS

Coercive Cycle

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

SCHOOL: Negative School Climate
- Reactive management
- Exclusionary 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

Positive Reinforcement Cycle

SCHOOL: 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

KID: 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

McIntosh et al., 2016

School Climate
- Individual & group level construct
- Shared beliefs, values, & attitudes
- Shaped interactions between & among students, teachers, & administrators

Sets norms of (un)acceptable school behavior
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
- Negative discipline
- Climate of hostilities
- Negative expectations
- Non-inclusive
- Radical sanctions
- Model expected behavior
- Academic success
- Positive discipline
- Active support
- Reteaching
- Many response opportunities
- Welcoming environment
- Positive expectations
- Teaching social skills
- Positive expectations
- Model expected behavior

PBIS goal to establish & maintain positive teaching & learning environment

Where is your classroom & school on the climate scale?

JGHS – 2016 HS

CHHS – 2016 HS
Quick Climate Scale for __________ (setting)

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<th>Negative Climate</th>
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</tr>
<tr>
<td>Student Behavior</td>
<td>Staff Behavior</td>
</tr>
<tr>
<td>Inappropriate language/gestures</td>
<td>Appropriate language</td>
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<tr>
<td>Rough physical play</td>
<td>Respectful language</td>
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<td>Academic failure</td>
<td>Appropriate play</td>
</tr>
<tr>
<td>Seasing, intimidation, harassment</td>
<td>Academic success</td>
</tr>
<tr>
<td>Tardy</td>
<td>Appropriate problem solving</td>
</tr>
<tr>
<td>Unexcused absent</td>
<td>Punctual</td>
</tr>
<tr>
<td>In appropriate seeking assistance</td>
<td>Attendance</td>
</tr>
<tr>
<td>Verbal reprimands</td>
<td>Appropriate seeking assistance</td>
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<tr>
<td>Behavior corrections</td>
<td>Specific verbal praise</td>
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<td>Detention</td>
<td>Positive initiations</td>
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<tr>
<td>Low rates student contact</td>
<td>Positive active supervision</td>
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<td>High student engagement</td>
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What’s It Take to Shift from Negative to Positive School Climate? Easy to say…requires sustained priority to do.

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

www.pbisapps.org
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