Northeast PBIS (NEPBIS) Network

www.nepbis.org

The NEPBIS Network represents leaders in PBIS from 10 northeast states who collaborate to improve the efficiency and effectiveness of PBIS implementation in northeast schools and districts by enabling communications, information exchange, political visibility, and technical assistance.

Strand K: Northeast PBIS – Positive Behavioral Interventions and Supports for All

• Session 1: Supporting All Students’ Academic and Behavioral Needs through Multi-Tiered System of Support
  Presenters: Tamika La Salle & George Sugai

• Session 2: Positive Classroom Behavior Support: Critical Foundations, Practices, and Systems
  Presenters: Jen Freeman & Diane Myers

• Session 3: Supporting District, State, and Regional Implementation Capacity: Lessons Learned from Northeast PBIS
  Presenters: Adam Feinberg & Jen Freeman

Purposes of NEPBIS Strand

• Promoting key research-supported content related to multi-tiered systems of support (MTSS) implementation in schools (Session 1) & classrooms (Session 2)

• Describing capacity development efforts at district, state, & regional levels (Session 3).
Session 1: Purpose

Review core features of MTSS as introduction to discussion related to implementation at classroom, school, district, & state levels. Our PBIS & school climate work will be used as MTSS example.

School Discipline Challenge: Academic & behavior success (failure) are linked!

"This is the worst class I've ever had."

National Climate Change & need to “double-down” on Prevention.
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.

Hate group increase since 2015

- # of anti-government “patriot” groups in 2015: 14%
- # of KKK groups in 2015: 190
- Anti-Muslim hate group increase since 2015: 42%
Effective Classroom Behavior Management

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Teach Academic Routines & Social Skills

Positive, respectful, responsible, & safe classroom & school climates for ALL

PBIS

MTSS aka SWPBS, MTSS-B, MTBF, RtI-B…

What is PBIS (MTSS)?

PBIS Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway (2011; 2012a, 2012b)
Primary Prevention:
School-Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

~15% of Students

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

~5% of Students

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal

Intensive

Targeted

Some

Few

ALL

Some

Few

Continuum of Support for All
Label behaviors & practices...not people

% of Students V. % of Contributions (Horner, 2011)

16% of students engage in 79% of challenging behavior

2979 ES  889 MS  390 HS

School Climate

Tamika La Salle
Culture is....

Culture is... not static, important valued, acknowledged, expressed through behaviors. A part of everyone, all the time, in different (and changing ways).

The way we teach
The way we think
The way we learn
The way we make sense of information
The way we perceive our environment
The way we plan instruction
What we think is important
The basis from which behavioral expectations are formed

So...what about culture & school climate?
School Climate

- Engaging students only academically (time on task, work completion) and behaviorally (attendance) is not enough.
- Now more than ever, we must also consider students' level of personal investment in learning (I can, I want to) and degree of belonging and social connectedness (I belong, peer and teacher support, I feel safe).
- Understanding the perceptions of the learner – and fostering their education – becomes critical.

School Climate Survey

Using School Wide Data

- Who does the data represent?
  - Most individuals in the school.
  - Do some individuals like it so much that it makes the data appear like all groups feel great about the climate?
  - Do different groups (e.g., students, teachers) feel similarly or differently about the climate?
    - Students feel really positively...teachers do not.
    - Teachers feel really positively...students do not.

Creating a Positive School Climate

From PBIS perspective, positive school climate results from school environments that are:

- Predictable
  - Common language
  - Common vision (understanding expectations)
  - Common experience
- Positive
  - Regular recognition for positive behavior
- Safe
  - Violence and disruptive behavior is not tolerated
- Consistent
  - Adults use similar expectations
PBIS Decision Making: Integrating Data

- PBIS decision making can be enhanced by integrating multiple sources of data:
  - School climate perceptions
  - School outcome data
  - Discipline referrals
  - Suspension/expulsion data
  - PBIS fidelity data
  - School-wide Evaluation Tool
  - Benchmarks of Quality
  - Tiered Fidelity Inventory

A Comprehensive Framework

Teacher Perceptions

- Use the school climate sample data to set goals for staff and personnel:
  - Identify areas of strength
  - Identify areas for improvement
  - Contextualize data using other relevant information (PBIS data, culture)
  - Create specific, measurable goals

Secondary Student Perceptions

- Do you see any trends in school climate ratings over time?
- How might you use school climate data to set long term goals?

Elementary Perceptions

- Do you see any trends in school climate ratings over time?
- How might you use school climate data to set long term goals?
School Climate Data as a Meaningful Resource

- Is efficient & easy to assess
- Provides information about school environment from multiple perspectives
- Allows for comparison of data across participants, time, settings, etc.
- Can be immediate feedback

Comparing Subgroups

What are some observations?

Using School Climate Data

- Office Discipline Referrals
- Suspensions/Expulsions
- Disproportionality
- Achievement

Do patterns pair w/ existing data?
- Example - significantly more discipline referrals in 7th grade when compared to other grades.
- Boys are suspended at much higher rate than girls
- Immigrant students have higher rates of chronic absenteeism than their counterparts.

Next Steps

- Assess where you are
  - Are your practices/goals/mission statements aligned w/ CC standard
- Identify areas of focus
  - What data are you using to make decisions:
    - ODR/Attendance/School Climate/Teacher Turnover
- Identify existing resources
  - What available resources do you have to carry out goals.

Q&A

Thank you
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