School Climate & Behavioral Sciences

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1:30-2:30

Review of PBIS Foundations

Culture =

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.
Collection of learned behaviors, maintained by similar social & environmental contingencies
Differentiates 1 group from others
Predicting future behavior

Sugai, O'Keeffe, & Fallon 2012

Purpose
School climate has become an important consideration in implementation of PBIS. Purpose of this session is to enhance our understanding of school climate from behavioral perspective & discuss strategies for school climate assessment & change practices.

MTSS, PB4L

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

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

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

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

Samples of Definitions

1. Empirical Support
   - “What programs & practices have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.”

2. Student Fit
   - “When programs & practices have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.”

3. Context-Environment Fit
   - “What programs & practices have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.”

Sugai, O’Keeffe, & Fallon 2012

American Psychological Association, 2006

HHS SAMHSA, 2009

American Psychological Association, 2006

Cook & Cook, 2013

ASHA, www.asha.org

Socialworkpolicy.org, 2015

National Institute of Justice

National Institute of Justice

National Alliance on Mental Health, 2007

NPR Education

American Psychological Association, 2006

HHS SAMHSA, 2009

ASHA, www.asha.org

Socialworkpolicy.org, 2015

NPR Education

NPR Education

NPR Education
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
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Behavioral Sciences & Prevention

PBIS Conceptual Foundations
- Behaviorism
- ABA
- Applied Behavioral Technology
- Social Validity
- Science of Human Action
- PBS
- PBIS
- All Students in Schools

Behavior is learned
- Behavior & environment are functional related
- Behavior is lawful, therefore understandable & influence-able
- Biology is important
- Adjust environment to influence & teach behavior

Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Bailey, & Sugai
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

“Power of Habits” ✓
.....or Challenging Behavior
Charles Duhigg, 2012

CUE  HABIT  REWARD

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)!

- TV remote → Walk
- Teased → Ignore
- Difficult work → Try

Entertained?!
Teasing stops?!
Work removed?!

School Climate & PBIS

School Climate

- SHARED beliefs, values, & attitudes
- SHAPED INTERACTIONS between & among students, teachers, & administrators
- INDIVIDUAL & GROUP level construct
- Sets NORMS of (un)acceptable school behavior

Establishing/Replacing Habit ✓
Charles Duhigg, 2014

CUE  HABIT  REWARD

- Remove competing cue
- Add desired cue
- Teach acceptable alternative
- Teach desired alternative
- Remove reward for old habit
- Add reward for new habit

Function-based Approach

All three elements are considered in SSI
.....& addressing challenging behavior
Coercive Cycle

KID: Negative School Climate
• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment, & intimidation
• Disengagement & withdrawal
• Nonattendance, lateness, & 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 & acknowledgment
• 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

What’s It Take to Shift from Negative to Positive School Climate?

Easy to say...requires sustained priority to do.

Where is your classroom & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment
## Quick Climate Scale for ______________

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language/gestures</td>
<td>Appropriate language</td>
</tr>
<tr>
<td>Rough physical play</td>
<td>Respectful language</td>
</tr>
<tr>
<td>Academic failure</td>
<td>Appropriate play</td>
</tr>
<tr>
<td>Teasing, intimidation, harassment, Terry</td>
<td>Academic success</td>
</tr>
<tr>
<td>Unexcused absent</td>
<td>Appropriate problem solving</td>
</tr>
<tr>
<td>Inappropriate seeking assistance</td>
<td>Punctual</td>
</tr>
<tr>
<td>Attendance</td>
<td>Appropriate seeking assistance</td>
</tr>
</tbody>
</table>

### Verbal reprimands
- Behavior corrections
- Detention
- Low rates student contact
- Reactive management
- Low opportunities to respond
- Low academic engagement

### Verbal praise
- Specific verbal praise
- Positive initiations
- Positive active supervision
- High student engagement
- Many opportunities to respond
- Preemptions
- High academic engagement

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### School Climate Survey Suite

**Administration Manual**

**Citation for this Publication**

[www.pbisapps.org](http://www.pbisapps.org)

### Establishing School Climate

1. **How?**
   - Communicating positively
   - Supervising actively
   - Modeling good behavior
   - Recognizing good behavior
   - Teaching important social skills

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### PBIS

- School-Wide & Classroom PBIS (Tier 1)
  - Leadership team
  - Behavior purpose statement
  - Set of positive expectations & behaviors
  - Procedures for on-going data-based monitoring & evaluation
  - Procedures for encouraging expected behavior

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### Biglan, Colvin, Mayer, Patterson, Reid, Walker

Teaching how to determine hypotenuse of triangle

"C² = A² + B²" where C is side opposite right angle...

"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle..."

"Watch me... If A = 3 & B = 4, then C² = 25, & C = 5..."

"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples...."

"I hate this f____ing school & you're a dumbf____!

"That's disrespectful language, girl. I'm sending you to the office so you'll learn never to say those words again....starting now!"

Teaching Matrix

Social Skills Misrules

Punishment teaches

- Punishment signals error.
- Punishment does not teach SS.

Teach "1 hour every Monday"

- SS are needed all day.
- SS are prompted & practiced all day.

Not my responsibility

- SS are needed to learn.
- SS are needed to teach.

Bad behavior is trait

- SS (good/bad) learned & taught.
- Teaching SS should be formal.

Social Skill Teaching & Learning Phases

White & Haring, 1980

- New skill w/ accuracy
- Show, model, explain w/ feedback

- Speed & consistency
- Practice w/ feedback

- Sustained accuracy & fluency
- Practice w/ less feedback

- Use in new context
- Teach, practice in variety of conditions

- Modify & fit behavior in new context
- Teach variations w/ feedback
Basic Behavior Teaching Processes

1. ASSESS current skill
2. TEACH for acquisition (model) & fluency (practice)
3. PRECORRECT for use in required settings
4. Actively MODEL, SUPERVISE, shape & REINFORCE
5. Train w/ new examples for GENERALIZATION

Accuracy, speed, ease, conditions

Recognize accuracy, fluency, condition

Monitor, reinforce

What, when, how, where

Remind, prompt, rehearse, prepare

Recognize accuracy, fluency, condition
1. Climate is context for success
2. Climate generally measured by stakeholder report
3. Academic & behavior success (failure) is interactive
4. Impact of evidence-based interventions affected by implementation context & fidelity
5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices

Big Ideas
1. Climate is context for academic & behavior success
2. Climate generally measured by stakeholder report
3. Climate can be behaviorally observable & teachable
4. Positive climate is outcome of successful PBIS implementation across continuum of supports
5. Climate linked to outcomes, data, practices, & systems

GOAL: Effective School, Family, Community Organizations

- Common Language
- Common Experience
- Common Vision/Values
- Quality Leadership