Climate Change: Why are Discipline, Social Skills Instruction, & Behavior Support Important to Academic Achievement

George Sugai
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OSEP Center on PBIS
University of Connecticut
George.sugai@uconn.edu
www.pbis.org  www.neswpbs.org  www.cber.org

9:45 -10:55

PURPOSE

- Climate Change
- Culture
- School climate
- PBIS/MTSS

Expanding understanding of school discipline, culture, and climate change & their influence on teaching practices and student learning. Highlighting PBIS/MTSS as transforming climate change practices & strategies

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

Teaching to Corner

“With the social/emotional needs of the students, this is the worst class I’ve ever had.”

BIG IDEAS

- Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
- Positive, doable, effective PRACTICES exist to maximize academic/behavioral success
- Implementation SYSTEMS needed for students to experience & benefit from effective practices

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

How does my learning history affect my actions?
- Do I have experience w/ individuals who are diverse?
- Are my actions equitable?
- Do I stop & check before I act?
- Do I act w/ team?
- Do I use data to guide my actions?

What is PBIS (MTSS)?

PBIS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B…

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students
PBIS & MTSS
Share Functions

- Implement with Fidelity
- Decide with Data
- Screen Universally
- Monitor Progress Continuously
- Develop Continuum of Evidence-based Practices & Systems
- Develop Local Expertise & Implementation Fluency
- Use Team to Coordinate Implementation

Doing Business

Supporting Important Culturally Equitable Academic & Social Behavior Competence

OUTCOMES

- Supporting Culturally Valid Decision Making
- Supporting Culturally Relevant Evidence-based Interventions

Primary Prevention: School-/Classroom-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

PBIS (MTSS-B) is about

- Improving school climate
- Deciding with data
- Monitoring progress continuously
- Maximizing academic achievement
- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students with EBD

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

- ALL ~80% of Students
- SOME ~15%
- FEW ~5%

INCREASED EFFORT

- Intensity
- Frequency
- Duration
- Specialization
- Differentiation
- Teaming
- Responsive-to-Treatment

Continuum Logic & Key PBIS Working Elements

Outcomes | Data | Practices | Systems
--- | --- | --- | ---
--- | --- | --- | ---
--- | --- | --- | ---
--- | --- | --- | ---
--- | --- | --- | ---
--- | --- | --- | ---
--- | --- | --- | ---
--- | --- | --- | ---
A first grade classroom engage behavior students 79% 16% of students meeting grade literacy level goals. More than halved % students at significant risk for reading failure.

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Integrated MTSS

Academic Systems

Behavioral Systems

Academic-Behavior Connection


**SCHOOL CLIMATE**
- Individual & group level construct
- Refers to shared beliefs, values, & attitudes
- Shapes interactions between & among students, teachers, & administrators &
- Sets parameters of acceptable behavior & norms for school


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**Coercive Cycle**

**KID: Negative School Climate**
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement, latency, & truancy
- Violent/aggressive behavior
- Littering, grafitti, & 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

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**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
- Attendence & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

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**Why is negative school climate undesirable?**

- Shifts accountability away from school
- Creates environments of control
- Devalues child-adult relationship
- Triggers & reinforces antisocial behavior
- Weakens academic & social behavior development
What's It Take to Shift from Negative to Positive School Climate?

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

Coercive Cycle
- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Non-academic involvement

Positive Reinforcement Cycle
- Positive expectations
- Teaching social skills
- Many response opportunities
- Welcoming environment
- Positive reinforcement

Coercive Cycle
- Positive students
- Positive staff
- Positive expectations
- Teaching social skills
- Many response opportunities
- Welcoming environment
- Positive reinforcement

Positive Reinforcement Cycle
- Negative students
- Negative staff
- Negative expectations
- Teaching social skills
- Many response opportunities
- Welcoming environment
- Positive reinforcement

Where is your classroom & school on the climate scale?

Negative Climate
- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Non-academic involvement

Positive Climate
- Academic success
- Positive expectations
- Active participation
- Reopening
- Many opportunities
- Welcoming environment
- Positive expectations
- Teaching social skills
- Many response opportunities
- Welcoming environment
- Positive reinforcement

PBIS goal to establish & maintain positive teaching & learning environment

JGHS – 2016 HS

CHHS – 2016 HS

# staff scoring school climate 1 (negative) to 10 (positive)

Mar 2016 Avg = 6.9 (0.1)

Out 2016 Avg = 5.4 (0.1)

Mar 2016 Avg = 4.8 (0.2)
Quick Climate Scale for ____________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language/gestures</td>
<td></td>
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<td></td>
<td>Appropriate language</td>
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<tr>
<td>Rough physical play</td>
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<td></td>
<td>Respectful language</td>
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<tr>
<td>Academic failure</td>
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<td></td>
<td>Appropriate play</td>
</tr>
<tr>
<td>Teasing, intimidation, harassment</td>
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<td></td>
<td>Academic success</td>
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<tr>
<td>Tardy</td>
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<td>Appropriate problem solving</td>
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<tr>
<td>Unexcused absent</td>
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<td></td>
<td>Punctual</td>
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<tr>
<td>In appropriate seeking assistance</td>
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<td></td>
<td>Attendance</td>
</tr>
<tr>
<td>Verbal reprimands</td>
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<td></td>
<td>Appropriate seeking assistance</td>
</tr>
<tr>
<td>Behavior corrections</td>
<td></td>
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<td></td>
<td>Specific verbal praise</td>
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<tr>
<td>Detention</td>
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<td></td>
<td></td>
<td></td>
<td>Positive initiations</td>
</tr>
<tr>
<td>50 percent student contact</td>
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<td></td>
<td>Positive active supervision</td>
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<tr>
<td>Reactive management</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Many opportunities to respond</td>
</tr>
<tr>
<td>Reactive management</td>
<td></td>
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<td></td>
<td>Pre-corrections</td>
</tr>
<tr>
<td>Low academic engagement</td>
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<td></td>
<td>High academic engagement</td>
</tr>
</tbody>
</table>

CHHS – 2016 HS

# staff scoring school climate
1 (negative) to 10 (positive)
Mar 2016 Avg = 4.5 (42)
Oct 2015 Avg = 3.3 (60)

Quick Climate Scale for ____________

Student Behavior

Staff Behavior

School Climate Survey Suite

Administration Manual

www.pbisapps.org
EXPECTATIONS

TYPICAL HOME ROUTINES

<table>
<thead>
<tr>
<th>Stage</th>
<th>Morning</th>
<th>Homework</th>
<th>Playtime</th>
<th>Mealtime</th>
<th>Bedtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Say &quot;good morning&quot; by your best</td>
<td>Use your words</td>
<td>Say &quot;thank you&quot;</td>
<td>Say &quot;good night&quot;</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by backpack</td>
<td>Put toys in room when done</td>
<td>Wash hands</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>Return from recreation</td>
<td></td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
<td></td>
</tr>
</tbody>
</table>

Home Example

- Be Safe
  -刷牙
  -刷牙
  -刷牙
- Be Respectful
  -喂你饭
  -喂你饭
  -喂你饭
- Be Ready to Learn
  -喂你饭
  -喂你饭
  -喂你饭

High School Home Example

<table>
<thead>
<tr>
<th>Stage</th>
<th>Safety</th>
<th>Respect</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>-</td>
<td>+ Honor diversity</td>
<td>- Finish homework before games</td>
</tr>
<tr>
<td>Driving</td>
<td>- Fill gas tank</td>
<td>-</td>
<td>+ be responsible</td>
</tr>
<tr>
<td>Mealtime</td>
<td>- Turn stove off</td>
<td>- Eat dinner with family</td>
<td>-</td>
</tr>
<tr>
<td>With Friends</td>
<td>- Designate driver</td>
<td>- Be supportive</td>
<td>-</td>
</tr>
</tbody>
</table>

GOAL: Effective School, Family, Community Organizations

Effective Organizations
Common Vision/Values
Common Experience
Common Language
Quality Leadership

Classroom
School
Family
Community


"Doing it correctly?"

Effective
Maximum Student Benefits

Not Effective

Fixsen & Blase, 2009
### Upcoming Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast PBIS</td>
<td>May 18-19</td>
<td>Mystic, CT</td>
</tr>
<tr>
<td>PBIS Forum</td>
<td>Sep 27-29</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td>New England PBIS</td>
<td>Nov 14-15</td>
<td>Norwood, MA</td>
</tr>
</tbody>
</table>

*Universal*  
*Targeted*  
*Intensive*  

*Continuum of Support for ALL:*

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

<table>
<thead>
<tr>
<th>Common%</th>
<th>Vision/Values%</th>
<th>Common%</th>
<th>Language%</th>
<th>Common%</th>
<th>Experience%</th>
<th>Quality</th>
<th>Leadership</th>
<th>Effective<em>Organizations</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>School</td>
<td>District</td>
<td>State</td>
<td></td>
<td></td>
<td></td>
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</tbody>
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