PURPOSE
To discuss how school climate relates to SWPBS and academic achievement, & how positive school climate might be conceptualized & achieved.

EXAMPLES
- School Climate
- Social Skills
- Instruction
- Culture

GOAL: “Big Outcome”

Effective Organizations
- Common Language
- Common Experience
- Common Vision/Values

Quality Leadership

Action Steps - Homework

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Why School Climate & MTSS?
School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline

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

MTSS??!!

RtI-B

PBIS

MTBF

MTSS-B

RtI

PBIS (aka 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 is about....

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Improving support for students w/ EBD

Maximizing academic achievement

PBIS emphasis

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;
Sugai, O’Keeffe, & Fallon, 2012ab

“Teaching to Corner: Getting Tough”

“This is the worst class I’ve ever had.”
IMPLEMENTATION W/ FIDELITY
CONTINUOUS PROGRESS MONITORING
UNIVERSAL SCREENING
DATA-BASED DECISION MAKING & PROBLEM SOLVING
CONTINUUM OF EVIDENCE-BASED INTERVENTIONS
CONTENT EXPERTISE & FLUENCY
TEAM-BASED IMPLEMENTATION

Positive School Climate
Did you feel that!

• Surgeon General’s Report on Youth Violence (2001)
• Coordinated Social Emotional & Learning (Greenberg et al., 2003)
• Center for Study & Prevention of Violence (2006)
• White House Conference on School Violence (2006)

VIOLENCE PREVENTION

Managing school-wide climate
High rates academic & social success
Positive school supervision & reinforcement

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

Why is negative school climate undesirable?
Shifts accountability away from school
Devalues child-adult relationship
Weakens academic & social behavior development

Coercive Cycle

KID (-) School Climate
SCHOOL (+) School climate

• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment & intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, & truancy
• Academic failure
• Violent/aggressive behavior
• Littering, graffiti, & vandalism
• Substance use

• Reactive management
• Exclusionary disciplinary practices
• Informal social skills instruction
• Poor implementation fidelity of effective practices
• Inefficient organization support
• Poor leadership preparation
• Non-data-driven decision making
• Inefficient, ineffective instruction
• Negative adult role models

VIOLENCE PREVENTION

POSITIVE SCHOOL CLIMATE
POSITIVE SCHOOL CLIMATE
**School Climate Self-Assessment – 3 min.**

<table>
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<tr>
<th>Decision</th>
<th>Action</th>
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<tr>
<td>Yes / No</td>
<td>1. Do &gt;80% of students engage in socially appropriate interactions w/ peers daily?</td>
</tr>
<tr>
<td>Yes / No</td>
<td>2. Do &gt;80% of staff have more positive than negative social interactions with their students daily?</td>
</tr>
<tr>
<td>Yes / No</td>
<td>3. Do &gt;80% of staff model positive expected social behavior daily?</td>
</tr>
<tr>
<td>Yes / No</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
</tr>
<tr>
<td>Yes / No</td>
<td>5. Are we using data to monitor the above?</td>
</tr>
<tr>
<td>Yes / No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
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**Positive Reinforcement Cycle**

**SCHOOL (++) School Climate**
- Positive & negative contacts
- Predictable, consistent, equitable treatment
- Challenging, academic success
- Adults modeling expected behavior
- Opportunity to learn
- Academic & social engagement

**KID (++) School Climate**
- Compliance & cooperation
- Respect & responsibility
- Positive peer interactions
- Engagement & participation
- Attention & punctuality
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

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

**Negative Student Behavior**
- Coercive Cycle
- Negative School Behavior

**Positive School Behavior**
- Positive Reinforcement Cycle
- Positive Student Behavior

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**Multi-Tiered Systems of Support**

Arranging environment to be conducive to teaching & learning (N. Haring, 2012)

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**IMPLEMENTATION W/ FIDELITY**

**CONTINUOUS PROGRESS MONITORING**

**CORE FEATURES**
- MTSS/MTBF
- CONTENT EXPERTISE & FLUENCY

**DATA-BASED DECISION MAKING & PROBLEM SOLVING**

**TEAM-BASED IMPLEMENTATION**

---

**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

- Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
- Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
- Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

---

**ALL ~80% of Students**
**Continuum of Support for All**

- Intensive
- Targeted
- Some
- Few
- All

**Continuum of Support for ALL:**

- Intensive
- Targeted
- Some
- Few
- All

**Label behavior...not people**

**Behavior Support**

- Intensive
- Targeted
- Some
- Few
- All

**SWPBS: Core Practice Features**

- Precision
- Engagement
- Feedback
- Practice
- Teamwork

**Establishing Continuum of SWPBS**

- Tertiary Prevention
- Secondary Prevention
- Primary Prevention

**Dec 7, 2007**

- Con0nuum of Support for All
- Theora
- Science
- Soc Studies
- Compre...sion Social Skills
- Decoding
- Technology
- Physical

- Label behavior...not kids

- SWPBS: Core Practice Features

- Precision
- Engagement
- Feedback
- Practice
- Teamwork

- Establishing Continuum of SWPBS

- Tertiary Prevention
- Secondary Prevention
- Primary Prevention
Teaching social skills explicitly

Establishing stimulus control...like academic skills

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.

"Power of Habits"
Charles Duhigg, 2012

CUE → HABIT → REWARD

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

TV remote → Walk → Entertained?
Teased → Ignore → Teasing stops?!
Difficult work → Try → Work removed?!

Establishing/Replacing Habit
Charles Duhigg (2014)

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

All three elements are addressed in SSI!
Social Skills Self-assessment

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<td>2. Do we have a plan for teaching school-wide social skill expectations?</td>
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<td>3. Do we teach school-wide social skill expectations in our classrooms?</td>
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Consider culture & context

Where’d you learn that?

Potential for cultural exchange & conflict

Culture = ★

Group of individuals

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Overt/verbal behavior

Collection of learned behaviors, maintained by similar social & environmental contingencies

Shared learning history

Differentiates 1 group from

Predicting future behavior

References


“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

Skinner, 1953, *Science of Human Behavior*
**Factors Directly & Indirectly Contributing To Student Learning**

![Diagram showing factors contributing to student learning](image1.png)

**Implementation Drivers**

![Diagram showing implementation drivers](image2.png)

**RCT & Group Design PBIS Studies**

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior
- Improved school climate

2014

**Basic MTBF Implementation Framework**

![Diagram showing basic MTBF implementation framework](image3.png)

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Upcoming Events

- **PBIS Forum**
  - Oct 22-23, 2015
  - Rosemont, IL

- **SMH Conference**
  - Nov 5-7, 2015
  - New Orleans, LA

- **New England PBIS**
  - Nov 19-20, 2015
  - Norwood, MA

- **APBS Conf.**
  - Mar 23-26, 2016
  - San Francisco, CA

- **Northeast SWPBS Conf.**
  - May 19-20, 2016
  - Mystic, CT