Getting Tough
Teaching to Corner

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

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

**BIG IDEAS**

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

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PURPOSE
Discuss how (a) school climate is influenced by discipline approach, classroom behavior management, social skills instruction, academic instruction & (b) multi-tiered systems like PBIS support development of positive school climate.

“Presentations”

www.neswpbis.org
www.pbis.org

“Teaching to Corner

“This is the worst class I’ve ever had.”
In the first days after the 2016 presidential election, the Southern Poverty Law Center's Southern Exposure project administered an online survey to K-12 educators from across the country. Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students.

**The number of people who mentioned...**

<table>
<thead>
<tr>
<th>Mentioned Item</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Swastikas</td>
<td>54%</td>
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<tr>
<td>Confederate flags</td>
<td>31%</td>
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<tr>
<td>KKK</td>
<td>20%</td>
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<tr>
<td>Anti-Minority groups</td>
<td>15%</td>
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<tr>
<td>Anti-LGBT</td>
<td>15%</td>
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<td>Anti-Immigrant groups</td>
<td>10%</td>
</tr>
<tr>
<td>Anti-Swastika</td>
<td>9%</td>
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<tr>
<td>Anti-Origin</td>
<td>6%</td>
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</tbody>
</table>

Most of those who responded to the survey said they believe it will have a long-lasting impact. A full 60% reported an increase in hyperactive and violent behavior on the part of students worried about the impact of the election on themselves and their families.

Responses from 10,000 educators:

- 9/10 saw 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 incidents 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 and government "patriot" groups have increased since 2015.

- 14% increase in hate groups
- 998 anti-Muslim groups in 2015
- 42% increase in anti-Muslim hate group
- 190 KKK groups in 2015

Anti-Muslim hate group and government "patriot" groups have increased since 2015.

- 21% increase in anti-Muslim groups
- 34% increase in government "patriot" groups
Effective Classroom Behavior Management

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

Culture, Context, & Learning History

Potential for cultural exchange & conflict

Equality, Equity, Reality
Culture =

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

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

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

Sugai, O’Keeffe, & Fallon 2012

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

Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Screen Universally

Develop Local Expertise & Implementation Fluency

Monitor Progress Continuously

Use Team to Coordinate Implementation

PBIS & MTSS Share Functions

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon

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Mismatch between problem & intervention

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

~80% of Students
~15%
~5%

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Universal
Targeted
Intensive

Dec 7, 2007

Continuum of Support for All: “Molcom”

Supports for all students w/ disabilities are multi-tiered

Dec 7, 2007

Continuum of Support for All: “Theora”

Dec 7, 2007

Continuum of Support for All: “George”

Label behavior…not people

Discipline Handbook
Functional Equivalent of “Graffiti Hotline!”

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

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

Label behavior…not people

Self-assess
Homework

Technology
Expressing Emotions

Reading
Comprehension

Technology
Lawn Mowing

Reading

Statistics

Technology

TAIWANESE

Reading

Comprehension

Technology

Coaching

Tennis

Statistics

Self-assess

Adult

Technology

Reading

Technology

Self-assess

Adult

Technology

Reading

Technology

Self-assess

Adult

Technology

Reading

Technology

Self-assess

Adult

Technology

Reading

Technology

Self-assess

Adult

Technology

Reading
Dec 7, 2007

**Continuum of Support for ALL**

- **Universal**
  - Targeted
  - Intensive

Mike Coyne et al., April 2016

CT’s K-3 Reading Model **Works**

A first grade classroom **before** CT’s K-3 Reading Model

A first grade classroom **after** 3+ years of CT’s K-3 Reading Model

Mike Coyne et al., April 2016

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**Integrated MTSS**

**Academic Systems**

- Intensive, Individual Interventions
  - Individual Students
    - Assessment-based
    - High Intensity
  - Targeted Group Interventions
    - Some students (at-risk)
    - High-efficiency
    - Rapid response

**Behavioral Systems**

- Universal Interventions
  - All students
    - Proactive, proactive

Mike Coyne et al., April 2016

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**Continuum Logic & Key PBIS Working Elements**

- Outcomes
- Data
- Practices
- Systems

**INCREASED EFFORT**

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

Mike Coyne et al., April 2016

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**% of Students V. % of Contributions**

(Horner, 2011)

- 16% of students engage in 79% of challenging behavior

2979 ES  889 MS  390 HS

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**Early Literacy Achievement in Pilot Schools:**

- Change in 1st Grade Risk Status from 2012 - 2015

- After 3 years, pilot schools have
  - More than doubled # students meeting grade literacy level goals.
  - More than halved # students at significant risk for reading failure.

- Mike Coyne et al., April 2016

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**Circa 1996**
ACADEMIC-BEHAVIOR ASSOCIATION


Schools Using PBIS

August 2016

23,363 schools

www.pbisapps.org
www.pbis.org

School Climate & PBIS
School Climate

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

**SHARED beliefs, values, & attitudes**
- Sets NORMS of (un)acceptable school behavior

**KID:**
- Negative School Climate
  - Non-compliance & non-cooperation
  - Disrespect
  - Teasing, harassment, & intimidation
  - Disengagement & withdrawal
  - Nonattendance, tardy, & 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 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

**Positive Reinforcement Cycle**
- SCHOOL: Positive School Climate
  - Positive behavior
  - Many response opportunities
  - Welcoming environment
  - Positive reinforcement
  - Teaching social skills
  - Positive expectations
  - Model expected behavior
- KID: Positive Student Behavior
  - Positive contacts
  - Predictable, consistent, & equitable treatment
  - Challenging academic success
  - Adults modeling expected behavior
  - Recognition & acknowledgement
  - Opportunity to learn
  - Safe learning environment
  - Academic & social engagement

**Coercive Cycle**
- 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
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**Where is your classroom & school on the climate scale?**

**PBIS goal to establish & maintain positive teaching & learning environment**

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

*Easy to say... requires sustained priority to do.*
How staff rated the current school climate at John Gray

JGHS – 2016 HS

CHHS – 2016 HS

CHHS – 2016 HS

Quick Climate Scale for ____________ (setting)
Quick Climate Scale for __________________

<table>
<thead>
<tr>
<th>Negative Climate</th>
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<th>2</th>
<th>3</th>
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<td>High academic engagement</td>
</tr>
</tbody>
</table>

Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

HOW?

Communicating positively

Supervising actively

PBIS & Social Skills Instruction
Teaching how to determine hypotenuse of triangle

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

"Watch me,... If A = 3 & B = 4, then C^2 = 25, & C = 5..."

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

"Teaching by Getting Tough"

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

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

Social Skills Misrules

Punishment teaches

Teach "1 hour every Monday"

Not my responsibility

Bad behavior is trait

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

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

• SS are needed to learn.
• SS are needed to teach.

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

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Teaching Matrix

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<thead>
<tr>
<th>SETTINGS</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Assembly</th>
<th>Bus</th>
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</thead>
<tbody>
<tr>
<td>Respect</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Others</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td></td>
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</tr>
</tbody>
</table>

Expectations & behavioral skills are taught & recognized in natural context

- Social Skill
- Be on task.
- Be prepared.
- Walk. Have a plan.
- Eat all your food.
- Select healthy foods.
- Study, read, compute.
- Sit in one spot.
- Watch for your stop.

- Be kind.
- Hands/feet to self.
- Help/share with others.
- Use normal voice volume.
- Walk to right.
- Play safe.
- Include others.
- Share equipment.
- Practice good table manners.
- Whisper.
- Return books.
- Listen/watch.
- Use appropriate applause.
- Use a quiet voice.
- Stay in your seat.

- Recycle.
- Clean up after self.
- Pick up litter.
- Maintain physical space.
- Use equipment properly.
- Put litter in garbage can.
- Replace trays & utensils.
- Clean up eating area.
- Push in chairs.
- Treat books carefully.
- Sit appropriately.
- Wipe your feet.
- Sit appropriately.

Expectations with Effective Classroom Behavior Practices

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

1. Positively reinforce
   - Individual & Group
   - Verbal & Non-verbal
   - Positive > Negatives
   - Developmental, Cultural, Contextual
   - Public & Private
   - Academic & Social

2. Actively supervise
   - Move
   - Interact
   - Model
   - Scan
   - Reinforce
3. Precorrect
- Identify triggers, maintainers in problem context
- Remove & minimize triggers & maintainers
- Strengthen & practice replacement responses
- Add reinforcers for approximations

4. Maximize academic success
- Multiple opportunities to respond
- Academically challenging
- Variety of engagements
- Reinforcement of desired approximations

5. Teach academic routines & social skills
- Teach for fluency & generalized use in context
- Use school-wide behavioral expectations
- Model, prompt & precorrect
- Reinforce desired approximations

<table>
<thead>
<tr>
<th>“Doing it correctly?”</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefits</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Not Effective</td>
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</tbody>
</table>

Fixsen & Blase, 2009
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

GOAL: Effective School, Family, Community Organizations

Effective Organizations

Classroom

School

Family

Community

Common Language

Common Experience

Quality Leadership

Common Vision/Values

Climate affects teaching & learning affects climate

Classroom & School Climate

Academic Success

Behavior Success

Continuum of outcomes, data, practices, & systems.

Multi-tiered Systems Support

Upcoming Events

Northeast PBIS

PBIS Forum

New England PBIS

May 18-19

Sep 27-29

Nov 14-15

Mystic, CT

Chicago, IL

Norwood, MA

Universal*

Targeted*

Intensive*

Continuum of Support for ALL:

“Molcom”

Dec 7, 2007

Problem solving

Cooperative play

Adult relationships

Anger management

Attendance

Peer interactions

Independent play

Label*behavior…..not*kids*

Self-regulation

Homework

Technology

Common%

Vision/Values%

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