**Culture**

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

**School Climate & Culture (ESSA)**

- Common vision & objectives
- Common language
- Common experiences & routines
- Quality leadership & coaching

"Schools as Effective Organizations"

"Organizations are groups of individuals whose collective behaviors are directed toward a common goal and maintained by a common outcome" (Skinner, 1953, *Science of Human Behavior*)

- Flexible, dynamic, & changed/shaped over time & across generations & settings
- Collection of learned behaviors, maintained by similar social & environmental contingencies

**School Climate**

- Shared goals: values, & attitudes
- Shared interactions between & among students, teachers, & administrators

- Sets NORMS of (un)acceptable school behavior

---

**RCT & Group Design PBIS Studies**

- Aug 2017
- RCT & Group Design PBIS Studies

**Examples:**

- 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 behaviors & peer rejection
- Improved school climate
Coercive Cycle

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
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

Shifts accountability away from school
Devalues child-adult relationship
Creates environments of control
Why is negative school climate undesirable?

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
- 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.

Positive Student Behavior
Positive School Behavior

Coercive Cycle
Positive Reinforcement Cycle

Quick Climate Scale for ____________ (setting)

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</td>
<td>Academic success</td>
</tr>
<tr>
<td>Tardy</td>
<td>Appropriate problem solving</td>
</tr>
<tr>
<td>Unexcused absent</td>
<td>Punctual</td>
</tr>
<tr>
<td>Inappropriate seeking assistance</td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>Appropriate seeking assistance</td>
</tr>
<tr>
<td>Verbal reprimands</td>
<td>Specific verbal praise</td>
</tr>
<tr>
<td>Behavior corrections</td>
<td>Positive initiations</td>
</tr>
<tr>
<td>Detention</td>
<td>Positive active supervision</td>
</tr>
<tr>
<td>Low rates student contact</td>
<td>High student engagement</td>
</tr>
<tr>
<td>Reactive management</td>
<td>Many opportunities to respond</td>
</tr>
<tr>
<td>Low opportunities to respond</td>
<td>Precorrections</td>
</tr>
<tr>
<td>Low academic engagement</td>
<td>High academic engagement</td>
</tr>
</tbody>
</table>

JGHS – 2016 HS

CHHS – 2016 HS

How staff rated the current school climate at John Gray

School Climate Rating from Reactive to Positive

Number of staff scoring school climate

1 (negative) to 10 (positive)
HOW?

Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

HOW?

Biglan, Colvin, Mayer, Patterson, Rod, Walker

Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

GOAL to create safe, respectful, effective, & relevant social culture where successful teaching & learning are possible & prosocial behaviors are promoted

Common Vision/Values

Common Language

Common Experience

School Culture & Climate

Quality Leadership

Effective Organization/Systems

Teaching Matrix

Setting

All Settings

Hallways

Playgrounds

Cafeteria

Library/Computer Lab

Assembly

Bus

Respect

Ourselves

Be on task.

Give your best effort.

Be prepared.

Walk.

Have a plan.

Respect

Others

Be kind.

Hands/feet to self.

Help/share with others.

Use normal voice volume.

Walk to right.

Respect

Property

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.

Pick up.

Treat chairs appropriately.

Wipe your feet.

Sit appropriately.

1. Social Skill

2. Natural Contexts

3. Behavior Examples

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

Basic Behavior Teaching Processes

Engelmann, Becker, Camine, Colvin

ASSESS current skill

TEACH for acquisition (model) & fluency (practice)

PRECORRECT for use in required settings

Actively MODEL, SUPERVISe, shape & REINFORCE

Train w/ new examples for GENERALIZATION
Social Skill Teaching & Learning Phases
White & Haring, 1980

**Acquisition**
- New skill must be contextually accurate
- **HOW**: show, model, explain w/ feedback (A-B-C)

**Fluency**
- New skill must be smooth & consistent
- **HOW**: practice w/ feedback (A-B-C)

**Maintenance**
- New skill must continue when training removed
- **HOW**: practice w/ less feedback (A-B-C)

**Generalization**
- New skill must be used in new similar situations
- **HOW**: teach, practice in variety conditions (A-b-C)

**Adaptation**
- New skill must be changed to fit new different situations
- **HOW**: teach variations w/ feedback (A-B-c)

---

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.

---

“Double Down/Up” on Prevention & What Works

**Avoid reactive management**
- Labeling people
-Exclusion & isolation
- Zero tolerance
-Segregation
-“Teach” w/ punishment
-Stalking students & families

**Double down/up prevention**
- Behavioral sciences
- Continuum of empirically-based prevention practices
- Working as teams
- Data for decision-making
- Measurable important student outcomes
- Implementation fidelity

---

General Reactive Management

- Restructuring organizational & policy
- Escalating consequence-based response
- Quick emotion-based response
- Unanticipated problem, crisis, challenge
- Bullying behavior

---

SPLC, 12 Jan 2017
https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools

---

http://www.pbis.org/whats-new

- Nation Climate Change
- Equity, Discipline, & Culture
- Implementation Fidelity
- School Climate
- Family Engagement
- Alignment & Integration
1. Reinforce Positively
2. Supervise Actively
3. Precorrect
4. Maximize Academic Success
5. Teach Prosocial Skills

Effective Classroom & School-wide PBIS Practices

Culture, Context, & Learning History

Potential for cultural exchange & conflict

Culture =

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012

Individually Learning History & Context

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

Samples of Definitions for “Evidence-based”

“An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions.”

ASHA, www.asha.org

“Process in which the practitioner combines well-researched interventions with clinical experience, ethics, client preferences & culture to guide & inform the delivery of treatments & services.”

Socialworkpolicy.org, 2015

“Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams.”

National Alliance on Mental Health, 2007

EBPs are practices supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes

Cook & Cook, 2013

“EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences.”

American Psychological Association, 2006

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out, to the extent possible, competing explanations for effects achieved (e.g., population & contextual differences)

HHS SAMHSA, 2009
Teaching Behavior Skills Like Academic Skills

**GENERAL IMPLEMENTATION PROCESS: “Getting Started”**

- **Team**
  - Agreements
- **Data-based Action Plan**
  - Evaluation
  - Implementation

**School-wide Positive Behavioral Interventions and Supports (SWPBIS): Getting Started Workbook**

- Leadership team
  - Behavior purpose statement
- Procedures for on-going data-based monitoring & evaluation
- School-Wide & Classroom-wide PBIS (Tier 1)
  - Set of positive expectations & behaviors
- Continuum of procedures for discouraging rule violations
- Continuum of procedures for encouraging expected behavior
- Procedures for teaching SW & classroom-wide expected behavior

**Teaching how to determine hypotenuse of triangle**

- “Work w/ another partner & do these 4 examples…”
- “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….”

**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.
Emphasizing & Teaching Positive Expectations

Social Skill Teaching & Learning Phases
White & Haring, 1980

- Acquisition
  - New skill must be contextually accurate
  - HOW: show, model, explain w/ feedback
- Fluency
  - New skill must be smooth & consistent
  - HOW: practice w/ feedback
- Maintenance
  - New skill must continue when training removed
  - HOW: practice w/ less feedback
- Generalization
  - New skill must be used in new similar situations
  - HOW: teach, practice in variety conditions
- Adaptation
  - New skill must be changed to fit new different situations
  - HOW: 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. Trees w/ new examples for GENERALIZATION

Teaching Matrix

1. Social Skill
2. Natural Context
3. Behavior Examples

Expectations & behavioral skills are taught & recognized in natural context
American School of Valencia, Spain 2017

Maxfield Park Primary School, Jamaica
March 2017

Acknowledge & Recognize

SW & Classroom

Expectations

Group work
Desk work
Quizzes and tests
Arrival
Dismissal

Respect
Offer ideas
Complete all tasks
Sit with feet on the ground
Get up and stretch if necessary
Read through and double-check all work
Get all work for homework
Lock belongings in locker

Responsibility
Organize my materials
Read quietly if finished ahead of others
Keep eyes on your own paper
Study with others
Keep phone off and in bag

Ready to Learn
Keep materials organized
Move desks quietly
Keep desk area clean
Use scrap paper
Close locker doors quietly
Move chairs quietly
Push chairs under desks
Walk in the hallways

Typical Classroom Settings/Routines

Activity – 3 min.

1 Minute
SW & Home

**EXCLUSIONS**

**TYPICAL HOME ROUTINES**

<table>
<thead>
<tr>
<th>Expectations</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;</td>
<td>Try your best</td>
<td>Use your words</td>
<td>Say &quot;thank you&quot;</td>
<td>Say &quot;good night&quot;</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Put clothes in washer</td>
<td>Put backpack &amp; homework by backdoor</td>
<td>Put toys away</td>
<td>Wash hands</td>
<td>Brush teeth</td>
</tr>
<tr>
<td>Safety</td>
<td>Return food to refrigerator</td>
<td>Put homework in backpack</td>
<td>Put toys in room when done</td>
<td>Keep chair legs on floor</td>
<td>Put toys on shelf</td>
</tr>
</tbody>
</table>

---

**Strengthening Social Behavior Fluency & Maintenance**

**Practice Assumptions**

1. Academic & social behavior learned & taught similarly
2. Learner requires systematic instructional feedback to strengthen skill use
3. Self management must be taught
4. Strengthening social skills requires consideration of what maintains problem behavior

**Practice Guidelines**

1. Must be authentic & developmentally & contextually relevant
2. Must be positive, contingent, informative, & specific
3. Must be frequent during acquisition & fluency building
4. Must be varied based on responsiveness

---

**Teaching Behavior Skills Like Academic Skills**

---

**How did we get here?**

1. Positive Reinforcement
2. Active Supervision
3. Precorrect
4. Maximize Academic Success
5. Teach Behavior like Academic

---

**Effective Classroom Behavior Management**

---

**Evidence-based Practices in Classroom Management: Considerations for Research to Practice**

1. Sarah Farborki
2. Amy Bean
3. Dana Myers
4. George Sayegh

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

2. Actively supervise
- Move
- Interact
- Model
- Reinforce
- Scan

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

PBIS: Classroom Behavior Management Practices & Systems
**BIG IDEAS**

1. Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students.

2. BEHAVIORAL SCIENCES serve as useful theory of action/change.

3. Positive, doable, effective PRACTICES exist to maximize academic/behavioral success.

4. Implementation SYSTEMS needed for students to experience & benefit from effective practices.

5. DECISION-based DATA systems to inform actions.

6. Consideration of CULTURE needed to guide decisions & actions.

**Upcoming Events**

- **New England PBIS**
  - Nov 14-15, 2018
  - Norwood, MA

- **Association of PBS**
  - Mar 28-30, 2018
  - San Diego, CA

- **PBIS Forum**
  - Oct 3-5, 2018
  - Chicago, IL

---

Save the date, March 28–31, 2018 for the…

**Expanding World of PBS: San Diego, California**

- Pre-Conference Workshops: MARCH 28
- Skill-Building Workshops: MARCH 31
- Breakout Sessions
- Networking
- Posters
- Exhibits

For more information, go to: conference.apbs.org

---

RobH@uoregon.edu
Lewist@missouri.edu
George.sugar@uconn.edu
www.pbis.org
www.neswpbis.org