Today's Expected Outcomes:

- Describe MTSS-PBIS features, practices, & systems.
- Describe how MTSS-PBIS, school climate, & academic achievement are related.
- Describe how teaching social skills & academics are related.

Why Invest in Schools, School Climate, & MTSS?
Schools as Effective Organizations

“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)

Regardless of perceptions of crime, 95% students reported feeling safe at school.

More likely to report feeling safe at school if access to adult or student.
2007-2015
Decreases in rates of reported bullying & hate-related words
Post 2016??

2007-2015
Decreases in rates of reported frequent bullying & increases in telling adult
Post 2016??

FBI Data on Reported Hate Crime Incidents
- 4.6% increase in hate crime incidents: anti-Muslim, race/ethnicity, religion, sexual orientation
- Offenders: 46% white, 25% black

Individual & collective learning histories (cultural norms & experiences)

CLIMATE & CULTURE
Individuals, Classrooms, Schools, Districts...
**Culture**

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

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**Individual 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.

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**Considering Risk & Protective Factors**

**Implementation Challenge**

**Risk Factors**
- Mental Illness
- Discipline
- Substance Use

**Protective Factors**
- A cadre to implement
- Healthy habits
- Interpersonal skills
- Self-maintenance skills

**Risk Enhancers**
- Trauma
- Negative modeling
- Family/school common disruption
- Discrimination

**Protective Factors**
- A cadre to implement
- Healthy habits
- Interpersonal skills
- Self-maintenance skills
Risk Factors

Self-management skills

Interpersonal skills

Healthy habits

Academic competence

Antisocial behavior

Substance use

Disability

Mental illness

EFFECTIVE RESPONSE

- Reactive management
- Exclusion, segregation, isolation
- Train & hope
- Non-evidence-based practices
- Subjective decision-making
- Low quality implementation of evidence-based practices

IN E FFE C TIV E R E S P O N S E

- Prevention-based behavioral sciences
- Tiered support systems
- Data-based decision-making
- Continuous coached professional development
- High-fidelity implementation

Risk Enhancers

- Trauma
- Negative modeling
- Family, school, community disruption
- Discrimination
- Interpersonal
- Self-esteem

Protective Factors

Implement School Climate

INDIVIDUAL & GROUP level construct

Verbally reported

SHARED BELIEFS, values, & attitudes

INTERACTIONS experienced between

& among students, teachers, & administrators

Socially validated

NORMS of (un)acceptable school behavior

School Climate

Informal School Climate Rating of Your School

- Consider your last six school days, both classroom & non-classroom.
- Rate (circle #) your overall perception of the social, emotional, behavioral climate on a 10-point scale from 0 (highly negative) to 10 (highly positive).
- List factors, observations, experiences, etc. that shaped your rating.
- Calculate an average rating with other staff members in your school.
- Discuss your rating with other staff members from your school.

Average school rating: _____________
Rating range (least to highest): _____________

Develop bar graph showing distribution of scores across rating options.
Tiered Prevention Continuum Logic

Universal

Targeted

Intensive

Supports for all students w/ disabilities are multi-tiered

Supports for ALL: “Theora”

Supports for ALL: “Molcom”

Teaching Social Skills:
Modeling, Prompting, Practicing, & Recognizing

- BPS Values
- Teaching Matrices
- Teaching from Matrix
School-Wide & Classroom PBIS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Teaching how to determine hypotenuse of triangle

\[ C^2 = A^2 + B^2 \text{ where } C \text{ is the side opposite right angle} \]

Watch me… If \( A = 3 \) & \( B = 4 \), then \( C^2 = 25 \), & \( C = 5 \) …

I noticed that everyone got #1 & #3 correct. #2 was tricky because of right angle …

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

Work w/ another partner & do these 4 examples …

Concluding Comments:

6 Big Ideas

1. Schools = Excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
BEHAVIORAL SCIENCES (ABA)
serve as useful theory of action/change

“I’m behaving well. Are you sure you wouldn’t like to positively reinforce it.”

“I appreciate the text, Kate, but next time you can just raise hand.”

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

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

DECISION-based DATA systems needed to guide actions

Consideration of CULTURE (local context) & STUDENT BENEFIT needed to guide decisions & actions

NO DATA? SAY WHAT?

NO MORE DATA FOR YOU
COME BACK IN ONE MONTH

PBIS-related Resources