PURPOSE
To describe how school climate & PBIS framework relate to & operate:
1. Rationale
2. Description
3. Example

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

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15%

~5%

George’s (PBIS) Theory of Action

Behavior Analysis

Behavior is lawful, therefore understandable & influence-able

Biology is important

Enhance environment to influence & teach behavior

Behavior & environment are functional related

Behavior is learned

Se<ning Conditions, Antecedents, Behaviors, Consequences

OUTCOMES

Systems

Data

Practices

Culturally Relevant & Effective Instruction

Culturally Knowledgeable Staff

Culturally Valid Information for Decisions

Culturally Equitable Academic & Social Behavior Expectations

VINCENT, RANDALL, CARTALGIE, TOLIN, & SWAIN-BRADWAY 2011; SUGAI, O’KEEFE, & FALLON, 2012ab

Culturally Valid Information for Decisions
PREVENTIVE WORK:

- **RISK FACTORS**:
  - Climate conditions
  - Positive role models

- **PREVENTION**:
  - Multi-component, multi-year school-family-community effort

- **OUTCOMES**:
  - Positive academic/social success
  - Positive school-wide climate
  - Positive adult role models
  - Positive active supervision & reinforcement

**BIg IDEA!!!**

Coercive Cycle

- **KID (-) School Climate**
  - Non-compliance & non-cooperation
  - Disrespect
  - Low academic achievement
  - Teasing, harassment, & intimidation
  - Disengagement & withdrawal
  - Nonattendance, tardy, & truancy
  - Violent/aggressive behavior
  - Littering, graffiti, & vandalism
  - Substance use

- **SCHOOL (+) School climate**
  - Reactive management
  - Exclusionary disciplinary practices
  - Informal social skills instruction
  - Poor implementation fidelity of effective practices
  - Inefficient collaboration
  - Poor leadership preparation
  - Non-data-based decision making
  - Inefficient, ineffective instruction
  - Negative adult role models

**NOT Equal**

- School Reform Problem Context
- School violence
- Under-achievement
- Suspension & expulsions
- Disability
- Substance use
- Delinquency
- Restraint & seclusion

**R ECOGNIZED**

- [Image of logic model]
- [Table showing context, student behavior, adult behavior, and outcomes]
Why is negative school climate undesirable?

**Environments of control**
- Triggers antisocial behavior
- Weakens academic & social development

**Shakes responsibility for change**

- Damages relationship

**POSITIVE SCHOOL-WIDE CLIMATE FOR ALL Students, Family, School, Community**

- **Common Language & Behaviors**
  - Common Experience
  - Common Vision/Values

**SCHOOL**
- (+) School Climate
  - Positively reinforced contacts
  - Predictable, consistent, & equitable treatment
  - Challenging academic success
  - Adults modeling expected behavior
  - Recognition & acknowledgement
  - Opportunity to learn
  - Safe learning environment
  - Academic & social engagement

**KID**
- (+) School Climate
  - Compliance & cooperation
  - Respect & responsibility
  - Positive peer & adult interactions
  - Enhanced academic achievement
  - Engagement & participation
  - Attendance & punctuality
  - Anger & conflict management
  - Safe & clean environment
  - Healthy food & substance use
  - Self-management behavior

**Biglan, Colvin, Mayer, Patterson, Reid, Walker**

**Establish positive school climate**

- Maximizing academic success
- Teaching important social skills
- Enhancing academic achievement
- 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??**

**Positive Reinforcement Cycle**

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

**Objective (Outcome data)**

- Objective measures (e.g., school size, discipline referrals, suspension/expulsion, achievement)

**Subjective (Perceptions)**

- Perceptions are based on subjective measurements (e.g., how it should be perceived or experienced)

**Common Vision/Values**
- Common Experience
- Common Vision/Values

**School Climate Indicators**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Subjective (Perceptions)</th>
<th>Objective (Outcome data)</th>
<th>Integrated Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Positively reinforced contacts</td>
<td>• Predictable, consistent, &amp; equitable treatment</td>
<td>• Challenging academic success</td>
<td>• Together subjective and objective data can provide an expanded perspective insight</td>
</tr>
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<td>• Recognition &amp; acknowledgement</td>
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<td>• Academic &amp; social engagement</td>
<td>• Subjective perceptions include variance</td>
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<tr>
<td>• Academic &amp; social engagement</td>
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<td>• Truly “objective” measures such as test scores are not subject to interpretation</td>
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<td>• Academic &amp; social engagement</td>
<td>• Validation of perceptual data through scores must be used cautiously to ensure accuracy of results that include subjectivity</td>
<td></td>
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</table>

**Limitations**

- Largely dependent on previous experience, needs, values, emotions, beliefs, feelings, etc.
- Subjective perceptions of positive school climate in isolation
- Validating perceptual data with outcomes is challenging, and perceptions may vary across groups and individuals.
Creating a Positive School Climate

From a PBIS perspective, a positive school climate results from school environments that are:

- **Predictable**
  - Common language
  - Common vision (understanding expectations)
  - Common experience

- **Positive**
  - Regular recognition for positive behavior

- **Safe**
  - Violence and disruptive behavior is not tolerated

- **Consistent**
  - Adults use similar expectations

Building a Framework...

<table>
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<tr>
<th>PBIS</th>
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Our Purpose...

Our purpose is to integrate both subjective data (school climate perceptions) and objective data (PBIS outcome indicators) to support data-based decision making to improve student outcomes.
Building a Framework...

PBIS  
Predictable  
Order & Discipline  
Safe  
Consistent  
School Climate  
Positive  
Order & Discipline  
Safe  
Fairness/Equity

Data-Based Decision Making: Where Do You Begin?

School Climate Data  
Behavioral Data  
Achievement Data  
PBIS Fidelity Data  
PBIS Implementation Strategies  
Student Outcomes

PBIS Decision Making: Integrating Data

- PBIS decision making can be enhanced by:
  - Integrating multiple sources of data
    - School climate perceptions
    - School outcome data
    - Discipline referrals
    - Suspension/expulsion data
    - PBIS fidelity data
    - School-wide Evaluation Tool
    - Benchmarks of Quality
    - Tiered Fidelity Inventory

School Climate Data: Overall Data

- Data collected in Fall and Spring

QUESTIONS TO CONSIDER

• How do different groups (e.g., students, teachers, parents) view the school climate?
• How do perceptions of school climate change over time (as result of PBIS)?
### School Climate Data: Subscales

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Time</th>
<th>Middle Subscale</th>
<th>Overall</th>
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</thead>
<tbody>
<tr>
<td>School Connectedness (SC)</td>
<td>Time 1</td>
<td>3.5</td>
<td>3.2</td>
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<tr>
<td></td>
<td>Time 2</td>
<td>3.4</td>
<td>3.1</td>
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<tr>
<td></td>
<td>Time 3</td>
<td>3.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Peer Support (PS)</td>
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<td>3.2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Time 2</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>Time 3</td>
<td>3.0</td>
<td>2.8</td>
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<tr>
<td>Adult Support (AS)</td>
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<td>2.9</td>
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<td>Time 2</td>
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<td>Time 3</td>
<td>2.9</td>
<td>2.7</td>
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<tr>
<td>Cultural Acceptance (CA)</td>
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<td>2.6</td>
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<tr>
<td></td>
<td>Time 2</td>
<td>2.7</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Time 3</td>
<td>2.6</td>
<td>2.4</td>
</tr>
<tr>
<td>Social/Civic Learning (S/CL)</td>
<td>Time 1</td>
<td>2.7</td>
<td>2.5</td>
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<tr>
<td></td>
<td>Time 2</td>
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<td>2.4</td>
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<tr>
<td></td>
<td>Time 3</td>
<td>2.5</td>
<td>2.3</td>
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<td>Physical Environment (PE)</td>
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<td></td>
<td>Time 2</td>
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<td>2.4</td>
<td>2.2</td>
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<tr>
<td>Safety (SS)</td>
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<td></td>
<td>Time 2</td>
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<tr>
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<tr>
<td>Peer Victimization (PV)</td>
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<td>2.2</td>
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<td>Order &amp; Discipline (OD)</td>
<td>Time 1</td>
<td>2.3</td>
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<td></td>
<td>Time 3</td>
<td>2.1</td>
<td>1.9</td>
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</table>

### Questions to Consider

- What aspects of school climate do students (parents/teachers) feel positive about?
- What areas do students view negatively about?
- How does this data pair with outcome data (e.g., referrals, suspensions)?
- Are there differences among students across groups (e.g., disability, gender, achievement, race/ethnicity)? Does other data support that?

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Tamika.la_salle
Jennifer.freeman
George.sugai
@uconn.edu
www.chfr.org
www.pbis.org