Through the Eyes of Students: Exploring New Perspectives for School Systems for Positive Climates for Learning

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PURPOSE: Describe how school climate, academic success, & social behavior competence are integrally braided.

BIG IDEA: Student benefit is linked to high quality teaching & learning environments (effective practices, informed decisions, & efficient systems).

1. Positive School Climate
Did you feel it or did you see it!!

Factors Directly & Indirectly Contributing To Student Learning

- Coordinated Social Emotional & Learning (Greenberg et al., 2003)
- Center for Study & Prevention of Violence (2006)
- White House Conference on School Violence (2006)

Coercive Cycle

KID (-) School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, or intimidation
- Disengagement & withdrawal
- Nonattendance, tardiness, & 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 organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

Positive Reinforcement Cycle

SCHOOL (+) School Climate
- Positive > negative contacts
- Predictable, confident, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgment
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

KID (+) 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

Why is negative school climate undesirable?
- Shifts accountability away from school
- Devalues child-adult relationship
- Creates environments of control
- Weaken academic & social behavior development

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

GOAL (Big Outcome)

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

Common Language

Common Vision/Values

Common Experience

Quality Leadership
2. Multi-tiered Systems of Support

Planning success for all students

Multi-tiered Systems of Support (MTSS), PBIS, SWPBS

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Continuum of Support for All

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

Universal ~80% of Students

Targeted ~15%

Intensive ~5%

Dec 7, 2007

Continuum of Support for ALL: "Molcom"

Universal

Targeted

Intensive

Label behavior…..not kids

3. Implementation Efficiency

Planning success for all students
Flessen & Blase, 2009

**IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Effective</th>
<th>Not Effective</th>
<th>Maximum Student Benefit</th>
<th>Reduced Probability of Student Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Low Probability for Student Benefit</td>
<td>Low Probability for Student Benefit</td>
<td></td>
</tr>
</tbody>
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“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*

**LEADERSHIP**

Coordination, Readiness, Priority, Funding, Visibility, Dissemination

**TEAM**

Regional/State Leadership, School Staff

**Support**

Local Implementation Demonstrations

**Implementation Drivers**

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Selection
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

**Basic MTBF Implementation Framework**

- Regional/State Leadership
- Internal Coaching Support
- External Coaching Support
- Team Support

**Teaching social like academic skills**

Define simply

Adjust instruction for efficiency & new settings

Model & demonstrate range of examples

Monitor & provide performance feedback & reinforcement

Practice in range of natural settings
Expectations

Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/</th>
<th>Compute</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Ourselves</td>
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<tr>
<td>Respect Others</td>
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<td></td>
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<tr>
<td>Respect Property</td>
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1. Social Skill

2. Natural Context

3. Behavior Examples

“Power of Habits”
Charles Duhigg, 2012

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dessert</td>
<td>Healthy diet</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Tv</td>
<td>Exercise</td>
<td>Entertained</td>
</tr>
<tr>
<td>Tease</td>
<td>Problem solving</td>
<td>Teasing stops</td>
</tr>
<tr>
<td>Difficult work</td>
<td>Ask assistance</td>
<td>Work removed</td>
</tr>
</tbody>
</table>

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

Establishing/Replacing Habit
Charles Duhigg (2014)

All three elements & 6 actions are addressed in SSI

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

5. Culture & context
Learning history

Potential for cultural exchange & conflict

Kid Benefit
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions
CONCLUSION

GOAL (Big Outcome)

POSITIVE SCHOOL-WIDE CLIMATE FOR ALL
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Common Vision/Values
Common Experience
Common Language
Quality Leadership

PBIS Leadership Forum, 29-30 Oct. 2014, Rosemont, IL
Association for PBS, 11-14 Mar. 2015, Boston, MA

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