Keynote 8:15 – 9:45
Discussion 10:00 – 11:15

PURPOSE
Social behavior competence & academic success are closely tied for most high school students. Purpose of this presentation is to provide overview of factors promoting development & use of social skills in high school youth.

“BIG IDEA” OUTCOMES
Meaningful student-student & student-adult relationships linked to student success & positive school climate
Perceptions of school climate linked to personal & interpersonal experiences
Individual learning histories & culture shape our actions, perceptions, & experiences
Schools are great investments in shaping student learning & experiences
Tiered systems needed to organize our selection & implementation of effective relationship-building practices & systems

Why Invest in Schools, Classrooms, & School Climate?

High School PBIS Symposium 2019
George Sugai
OSEP Center on PBIS
University of Connecticut
6 March 2019
www.pbis.org  www.neswpbs.org
George.sugai@uconn.edu
Schools are one of our most structured, predictable, continuous social support systems.

Positive adults' modeling

Social, emotional, & behavioral success

Positive classroom & school climate

Caring, professional adults

Specialized supports

12+ yrs, 180 days/year

Academic success

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

More likely to report feeling safe at school if access to adult or student.

DATA POINT
Students' Relationships in School and Feelings About Personal Safety at School

Changes in Bullying Victimization and Hate-Related Words at School Since 2007

2015 Nationally Representative Sample Survey
Perceptions of bullying victimization & hate-related words of 12-16 year olds.

DATA POINT
USDoE NCES March 2018

2007-2015
Decreases in rates of reported bullying & hate-related words

20% in 2015
Post 2016??
Decreases in rates of reported frequent bullying & increases in telling adult Post 2016??

FBI Data on Reported Hate Crime Incidents
November 2017

- 5850 to 6,121 increase (4.6%) total hate crime incidents (6.4% 2014)
- 19% rise anti-Muslim hate crimes
- 5% increase (3,310 to 3,489) race/ethnic hate crimes

58% race (1/2 black) 1/5 religious bias 1/6 sexual orientation bias

PBIS Conceptual Foundations
Natural Sciences
Behaviorism
ABA
PBS
SWPBS
PBIS

Behaviorism & Theory of Action & Change

“Fix These, NOW!”

STUDENT BEHAVIOR
- Aggression
- Bullying behavior
- Non-compliance
- Insubordination
- Social withdrawal
- Disproportionality
- Trauca
- Disruption
- Law/norm violations
- Substance use
- Weapon possession
- Self-injury
- In school detention
- Office referral
- School failure
- Harassing
- Deviant sexual behavior

ADULT BEHAVIOR
- Critical infractions
- In school detention
- Probation & parole
- Arrests & incarceration
- Restraint & seclusion
- Mental health referral
- Delinquency
- School failure
- Probation & parole
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Deterioration
- Negative climate

OUTCOMES
- Dropping out
- School failure
- Mental illness
- School-to-prison pipeline
- Achievement gap
- Unemployment
- Deterioration
- Negative climate

Apply Behavior Analytic Logic
Culture =

- Group of individuals
- Flexible, dynamic, & changed shaped over time & across generations & setting.

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Culture =

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O'Neill, & Fallon 2012

CLIMATE & CULTURE

Individuals, Classrooms, Schools, Districts...

“Race”  “Diversity”  “Equality”

“Disproportionality”  “Equity”

“Gender Identity”  “Individuality”

HOMEWORK: “Learning History Map”
What do behaviorists say about culture?

“No degree of knowledge about the characteristics of groups or cultures can substitute for the analysis of the actions of a given individual in their historical & situational context because no two members of any group are socialized in exactly the same way”
Hayes & Toarmino, 1995

“A culture evolves when practices... contribute to the success of the practicing group in solving its problems”
Skinner, 1981

Hayes & Toarmino, 1995

What do behaviorists say about culture?

A culture evolves when practices... contribute to the success of the practicing group in solving its problems”
Skinner, 1981

What matters?
What I do & contextual contingencies that affect what I do?

How does my learning history affect my actions?

1. Do I have shared experiences w/ individuals who are diverse?
2. Are my actions equitable?
3. Do I stop & check before I act?
4. Do I act w/ team?
5. Do I use data to guide my actions?

McIntosh et al., 2016

References


Homework Assignment

Describe...
1. ONE historical event/experience that has shaped your professional DEVELOPMENT.
2. How that event INFLUENCES how you DESCRIBE your OBSERVATIONS of SUPPORT of student/client actions/behaviors.
Risk & Protective Factors

"Prevention & Precorrection"

Implementation Consideration

Risk Factors
- Mental health
- Disability
- Substance Use
- Antisocial behavior

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

Implementation Consideration

Risk Factors
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Implementation Consideration

Risk Factors
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Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

Implementation Consideration

EFFECTIVE RESPONSE
- Prevention-based behavioral science
- Tiered support systems
- Data-based decision making
- Continued support for professionals
- High fidelity implementation

Implementation Consideration

INEFFECTIVE RESPONSE
- Reactive management
- Exclusion, segregation, isolation
- Trauma
- Negative m-attitude
- Family, school, community disruption
- Disciplinary

Risk Enhancers
- Trauma
- Negative m-attitude
- Family, school, community disruption
- Disciplinary

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills

Implementation Consideration

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Risk Enhancers
- Trauma
- Negative m-attitude
- Family, school, community disruption
- Disciplinary

Protective Factors
- Academic competence
- Healthy habits
- Interpersonal skills
- Self-management skills
Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions
- Eliminate triggers & maintainers of problem behavior
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1998

School Climate

“I can feel it!”

Informal School Climate Rating of Your School

Consider your last full school day, both classroom & nonclassroom.
- Rate (circle #) your overall perception/experience 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.

School Climate Indicators

Verbally reported

EXPERIENCED

INTERACTIONS

between & among

students, teachers, &
administrators

Socially validated

NORMS

of (un)acceptable school behavior

La Salle et al. www.pbisapps.org/resources/schoolclimate

Informal School Climate Rating of Your School

2 3 4 5 6 7 8 9 10

School Climate

Informal Rating

General Negative
Neutral
Generally Positive

List factors, influences, observations, experiences, etc. that shaped your rating.

Average school rating ________

Rating range (lowest to highest) _______

Develop bar graph showing distribution of scores across rating options.

• Consider your last full school day, both classroom & nonclassroom.
• Rate (circle #) your overall perception/experience 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.

Informal School Climate Rating of Your School

5 minutes in same school groups

2 3 4 5 6 7 8 9 10

School Climate

Informal Rating

General Negative
Neutral
Generally Positive
Survey on Climate at JG

JGHS 2016-2017

CHHS – 2016 HS
Homework Assignment

Describe:
1. How would you rate CLIMATE of your last classroom/school visit? 1 highly negative to 10 highly positive? ______
2. What OBSERVABLE actions, activities, experiences, etc. of STUDENTS influenced your rating?
3. What OBSERVABLE actions, activities, experiences, etc. of ADULTS influenced your rating?

Multi-Tiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)

"The Triangle"

MTSS is….

"Integration of a number of multiple, related systems into one coherent, strategically coordinated array of tools to address multiple domains of content areas in education.”

Integrate Initiatives around Important Shared Outcomes
Teach & Arrange Learning Environment for Success
Use Data to Make Big Decisions
Screen Regularly, Early, & Universally
Continuously Monitor Student Progress & Implementation Fidelity
Align, Integrate, & Sequence Evidence-based Practices & Systems w/ Continuum
Develop Local Content Expertise
Coordinate Implementation w/ Team

FRAMEWORK LOGIC
Behavioral sciences-based practices fit within the developing standard of ADULT behavior
Fidelity

All Variations of MTSS Share Functions

SRBI (MTSS-A)
PBIL (MTSS-B)
PBIS
PBIL
SRBI
SWPBIS
MTSS-A
MTSS-B
IFL
MTSS
All Students
All Students

FRAMEWORK LOGIC
Behavioral sciences-based practices fit within the developing standard of ADULT behavior

Empirically validated practices
Academic & Behavioral outcomes
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011

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

ALL

SOME

Tiered Prevention Continuum Logic

Universal

Targeted

Intensive

Continuum of Support “Theora”

Label behavior…not people

Universal

Targeted

Intensive

Continuum of Support for ALL: “Molcom”

Support for all students w/ disabilities are multi-tiered

CLASSROOM

School-wide Continuum

Student Outcome

Blended Continuum Logic

Supporting Culturally Valid Decision Making

ALL

HOMEWORK: “Your +/- Profile”

Intensive

Targeted

Universal

Continuum of Support for ALL: “”

Basic Continuum Logic
Tier 3 practices are individualized
Tier 2 practices include components shared across students with common needs
Practices across tiers are aligned and share features, but vary by intensity, duration, frequency, location, immediacy, etc.

- Respect
- Responsibility
- Safety

Teaching Social Skills:
- Modeling
- Prompting
- Practicing
- Recognizing

"Teach behavior?"

"Power of Habits"

- Modeling
- Prompting
- Practicing
- Recognizing

"Establishing/Replacing Habit"

CUE → HABIT → REWARD

- Challenge: Replacing current behavior (strong habit) with new behavior (weak habit)
- TV remote → Walk → Entertained?
- Teased → Ignore → Teasing stops?
- Difficult work → Try → Work removed?

- CUE → HABIT → REWARD

- Challenge: Add acceptable alternative
- CUE → HABIT → REWARD

- Remove competing cue
- Add desired cue
- Teach acceptable alternative
- Teach desired alternative
- Add reward for new habit

All three elements are considered in SSI...& addressing challenging behavior
Teaching how to determine hypotenuse of triangle

\[ C^2 = A^2 + B^2 \] where \( C \) is the 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 no right angle...

"Work w/ another partner & do these 4 examples..."
RAH – at Adams City High School

<table>
<thead>
<tr>
<th>RAH – Respect – Achievement – Honor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
</tr>
<tr>
<td>Achievement</td>
</tr>
<tr>
<td>Honor</td>
</tr>
</tbody>
</table>

**Respect**
- Be on time; attend regularly; follow class rules
- Keep location neat, keep to the right, use appropriate language, monitor noise level, allow others to pass
- Put trash in cans, push in your chair, be courteous to all staff and students

**Achievement**
- Do your best on all assignments and assessments, take notes, ask questions
- Keep track of your belongings, monitor time to get to class
- Check space before you leave, keep track of personal belongings
- Be a good example to other students, leave the room better than you found it

**Honor**
- Do your own work; tell the truth
- Be considerate of yours and others' personal space
- Keep your own place in line, maintain personal boundaries
- Report any graffiti or vandalism

---

**Teaching Matrix**

- **Settings**
  - Hallways
  - Playgrounds
  - Cafeteria
  - Library/Computers
  - Assembly
  - Bus

- **General Example**

- **Teaching Matrix**

- **Settings**
  - Hallways
  - Playgrounds
  - Cafeteria
  - Library/Computers
  - Assembly
  - Bus

- **Respect**
  - Ourselves
  - Be on task.
  - Give your best effort.
  - Be prepared.
  - Walk.
  - Have a plan.
  - Eat all your food.
  - Select healthy foods.
  - Study, read, compute.
  - Sit in one spot.
  - Watch for your stop.

- **Respect**
  - Others
  - 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.

- **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.

---

**Douglas County S.D., CO 4-08**

**Using Your B.U.S. Behavior**

- **Rules**
  - Respect
  - Be on time; attend regularly; follow class rules
- **Learning**
  - Teamwork
  - Listen to the teacher
  - Raise your hand
- **Using**
  - Listen to the teacher
  - Raise your hand
  - Bear your work
  - Keep your own place in line, maintain personal boundaries

**Good Examples**

- **Walk in Line**
  - Keep to the right
  - Use appropriate language
- **Sitting**
  - Sit in own spot
  - Watch for your stop

**Good Manners**

- **Talk**
  - In class
  - In hallways
- **Listen**
  - Be silent
  - Listen to the teacher
  - Listen to the speaker

---

**American School of Valencia, Spain 2017**

**ASV Values**

- **Respect**
  - Treat others with care, use kind words, have a hand in decisions
- **Integrity**
  - We are ready to learn, we do our best, we take pride in what we do
- **Compassion**
  - Treat others with care, use kind words, have a hand in decisions
- **Excellence**
  - We are ready to learn, we do our best, we take pride in what we do

---

**Guyan Islands 2016**

**Integrity**

- We are ready to learn, we do our best, we take pride in what we do

---

**Waratah Special Day School, BC**

**Separate expected behaviors at home**

- **ART**
  - Analyze
  - React
  - Think
- **ABC**
  - Activity
  - Behaviors
  - Consequences

---

3/4/19
**Teachable Expectations (Classroom)**

**Native, Tribal Values**

**Kamaksriqi**
- Respect
  - Say "good morning"
  - Try your best
  - Use your words
  - Say "thank you"
  - Say "good night"

**Inuuiaqatuni ikayuutijiq**
- Responsibility
  - Put clothes in washer
  - Put backpack & homework by backpack
  - Put toys away
  - Wash hands
  - Brush teeth

**Savaqatigiiyujiq**
- Cooperation
  - Return food to refrigerator
  - Put homework in backpack
  - Put toy in room when done
  - Keep chair legs on floor
  - Put toys on shelf

**EXAMPLE**

**Teachable Expectations (Home)**

**EXCEPTIO**

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>TYPICAL HOME ROUTINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Homework</td>
</tr>
</tbody>
</table>
|Respect|Say "good morning"|Try your best|Use your words|Say "thank you"|Say "good night"
|Responsibility|Put clothes in washer|Put backpack & homework by backpack|Put toys away|Wash hands|Brush teeth
|Safety|Return food to refrigerator|Put homework in backpack|Put toy in room when done|Keep chair legs on floor|Put toys on shelf

**EXAMPLE**

**Teachable Expectations (School)**

**EXPECTED**

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>TYPICAL SCHOOL ROUTINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Homework</td>
</tr>
<tr>
<td>Respect</td>
<td>Off to work</td>
</tr>
</tbody>
</table>
|Responsibility|Be well fed|Wash hands
  - Turn in assignments
  - Keep all equipment
  - Keep pencils sharp
  - Keep homework in backpack
|Ready to Learn|Study for all assessments
  - Read through and study all work
  - Put work on table
  - Put work in backpack
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**Home Example**

<table>
<thead>
<tr>
<th>Morning</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brush your teeth</td>
<td>Brush your teeth</td>
<td>Fabric your bed</td>
<td>Fabric your bed</td>
</tr>
<tr>
<td>Pack lunch and backpack</td>
<td>Pack lunch and backpack</td>
<td>Wake up before school</td>
<td>Wake up before school</td>
</tr>
<tr>
<td>Before school</td>
<td>School</td>
<td>Before school</td>
<td>School</td>
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<tr>
<td>After school</td>
<td>Before school</td>
<td>After school</td>
<td>Before school</td>
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<tr>
<td>Bedtime</td>
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</tbody>
</table>

**High School Home Example**

<table>
<thead>
<tr>
<th>School</th>
<th>Driving</th>
<th>Medicine</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Respect</td>
<td>Responsibility</td>
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**Effective Classroom & School-wide PBIS Practices**

1. Reinforce Positively
2. Supervise Actively
3. Precorrect
4. Maximize Academic Success
5. Teach Prosocial Skills

**POSITIVE GREETING AT DOOR**

*Results revealed that the PGD strategy produced significant improvements in academic engaged time, and reductions in disruptive behavior. Moreover, results from a social validity questionnaire indicated that teachers found the PGD strategy to be feasible, reasonable, and acceptable.*


**HOMEWORK: “Positive Greeting at Door”**

1. **Personal Greeting & Interaction**
   - Name, fisticio, high-five, etc.
2. **Precorrective Task**
   - Tell me, show me, do for me, etc.
3. **Positive Reinforcement**
   - Specific, verbal praise, gesture, authentic social, etc.

**WHEN & WHERE:** Every major transition – throughout year, especially beginning of year, grading period, return from breaks, Mondays, etc.

**EXAMPLES:** Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus.
Meaningful student-student & student-adult experiences

School Climate

ESSA & School Climate

School Climate Change

Implementation Fidelity

Equity, Discourse & Culture

Bullying & Hate

Norwood, MA

TBA 2019

March 11-4, 2020

Miami, FL

1. Positive school climate
2. Ban assault-style weapons
3. School-based mental health
4. Reform reactive discipline practices
5. Universal background checks
6. Standardized threat assessment teams
7. Safely related information exchange
8. Gun violence protection orders

PBIS Forum

October 3-4, 2019

Chicago, IL

APBS

March 11-4, 2020

Miami, FL

NEPBS Forum

May 16-17, 2019

Mystic, CT

Meaningful student-student & student-adult relationships linked to student success & positive school climate

Perceptions of school climate linked to personal & interpersonal experiences

Individual learning histories & culture shape our actions, perceptions, & experiences

Schools are great investments in shaping student learning & experiences

Threat systems needed to organize our selection & implementation of effective relationship-building practices & systems

A CALL for ACTION

“BIG IDEA” OUTCOMES