School Climate & Student Success: Catch 'em at the Door

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
20 September 2018
www.pbis.org  www.neswpbs.org
George.sugai@uconn.edu

PURPOSE
Share some thoughts & strategies for establishing positive & effective teaching & learning environments (aka climates & cultures) for all students & family, school, & community staff members.

EXPECTED OUTCOMES
- Identify factors that contribute to +/- classroom & school climate.
- Describe relationship between teaching academic & social behavior success.
- Describe how success of all relates to success of each.
- Invest in developing respectful relationship with each student.

PBIS – Respect & Responsibility
"Prompting Self-Managed Behavior"

- Others
  - Use cells & converse @ breaks
  - Work collaboratively as team
- Self
  - Hydrate, stretch, & stand
  - Check yourself
  - Be safe
- Environment
  - Pre-cycle & recycle
  - Check environment
  - Keep track of personal stuff

Why Invest in Schools, Classrooms, & School Climate?
Possible incorrectness:

- **DATA POINT** Students’ Relationships in School and Feelings About Personal Safety at School

2015 Nationally Representative Sample Survey

Perceptions of school safety & neighborhood crime of 12-18 year olds

USDoE NCES March 2018

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

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

- **DATA POINT** 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 12-18 year olds

USDoE NCES March 2018
Decreases in rates of reported bullying & hate-related words

2007-2015
Post 2016??

20% in 2015
Post 2016??

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

Offenders: 46% white, 25% black

FBI Data on Reported Hate Crime Incidents
November 2017

4.6% increase in hate crime incidents: anti-Muslim, race/ethnicity, religion, sexual orientation

Individual & collective learning histories (cultural norms & experiences)
Four behaviors for every ODR data point

School establishes policy for norm violating behavior

Kid engages in norm-violating behavior

Educator completes discipline referral

Administrator processes incident

Culture =

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012

Culture =

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012

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

How does my learning history affect my actions?

Do I have shared experiences w/ individuals who are diverse?

Are my actions equitable?

Do I stop & check before I act?

Do I act w/ team?

Do I use data to guide my actions?

References

Risk & Protective Factors: Behaviors, Antecedent & Consequence Stimuli, & Setting Events

Implementation Consideration

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

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

“Power of Habits”
...or Challenging Behavior
Charles Duhigg, 2012

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?!
MTSS is....

- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (Batsche, 2015).
- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (Batsche et al., 2005).
- "Blueprint for school improvement: A multi-tiered system of support and supports across the district, school, and classroom to meet the academic and non-academic needs of all students" (MA Exec. Office of Ed., Jul 16, 2017).
- "An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems to support those needs. The focus is on making decisions to support student learning in a multi-tiered system of support (MTSS). MTSS is implemented to support student learning within the educational system and aligned with the ABA response data to important educational decisions" (Batsche et al., 2005).

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

Establishing/Replacing Habit

<table>
<thead>
<tr>
<th>CUE</th>
<th>HABIT</th>
<th>REWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remove competing cue</td>
<td>• Teach acceptable alternative</td>
<td>• Remove reward for old habit</td>
</tr>
<tr>
<td>• Add desired cue</td>
<td>• Teach desired alternative</td>
<td>• Add reward for new habit</td>
</tr>
</tbody>
</table>

All three elements are considered in SSI & addressing challenging behavior.
Mismatch between problem & intervention

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

FEW

Tiered Prevention Continuum Logic

Theora

Molcom

Label behavior…not people

Supports for all students w/ disabilities are multi-tiered

Basic Continuum Logic

Blended Continuum Logic

Student Outcome

Classroom Continuum

School-wide Continuum

Discipline Handbook

Functional Equivalent of “Graffiti Hollerin”

9/6/18
Teaching Social Skills: Modeling, Prompting, Practicing, & Recognizing

- **Modeling**: Teaching by example.
- **Prompting**: Providing cues to support behavior.
- **Practicing**: Opportunities to apply skills.
- **Recognizing**: Positive reinforcement for efforts.

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

**Teaching how to determine hypotenuse of triangle**

- **Teach**: "Work w/ a partner & do these 4 examples… ."

- **Model**: "$C^2 = A^2 + B^2$ where $C$ is the opposite right angle… ."

- **Practice**: "I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle."

- **In Setting**: "Work w/ your partner & calculate hypotenuse of triangle for these 3 examples… ."

- **Adjust for Efficiency**: "Work w/ another partner & do these 4 examples… ."

**Expectations & behavioral skills are taught & recognized in natural context**

- **Establishing Stimulus Control**

**POSITIVE GREETING AT DOOR**

- **Results** revealed that the PGD strategy produced significant improvements in academic engagement 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.


https://doi.org/10.1177/1098300717753831
HOMEWORK: “Positive Greeting at Door”

1. Personal Greeting & Interaction
   - Name, fistbump, 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.
- Beginning of year, grading period, return from break, Mondays, etc.

EXAMPLES:
- Entering/exiting building, classroom, lunchroom, sporting event, assembly,
  library, office, bus.

CONCLUDING COMMENTS:
- 7 Big Ideas

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 (ABA)
   serve as useful theory of action/change

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

IMPLEMENTATION

<table>
<thead>
<tr>
<th>“Doing it correctly?”</th>
<th>EFFECTIVE</th>
<th>NOT EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Student Benefits</td>
<td>Effective</td>
<td>Not Effective</td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009
**BIG IDEAS**

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

5. DECISION-based DATA systems needed to guide actions

6. TEACH directly by modeling, prompting, practicing, & reinforcing

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

**Schools as Effective Organizations**

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

(Perrow, 1967, Science of Human Behavior)

- Common VISION & objectives
- Shared LANGUAGE
- Common EXPERIENCES & ROUTINES
- Quality LEADERSHIP & coaching

**Events**

- **NEPBIS Forum**
  - Nov 15-16
  - Norwood, MA

- **APBS**
  - February 28-23, 2019
  - Washington DC

- **PBS Forum**
  - October 4-5
  - Chicago, IL

- **NEPBS Forum**
  - May 16-17, 2019
  - Mystic, CT