School Climate & Student Success

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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
Given your ABA learning history….

- 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.

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

OTHERS
- Use cells & converse @ breaks
- Work as team collaboratively

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?
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)

Schools are one of our most structured, predictable, continuous social support systems

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 20% in 2015 Post 2016??

FBI Data on Reported Hate Crime Incidents
November 2017

- 676 total hate crime incidents (4.4% 2014)
- 2.0% increase in hate crime incidents, anti-Muslim, race/ethnicity, religion, sexual orientation
- 19 at sexual orientation
- 22 of crimes: 46% white, 20% black

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

“Race” “Gender Identity”
“Diversity” “Individuality”
“Equity” “Disproportionality”

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

1. Kid engages in norm-violating behavior
2. School establishes policy for norm-violating behavior
3. Educator completes discipline referral
4. Administrator processes incident

**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

**Early Conclusion...**

Nothing is inherently biased or culturally irrelevant about practices & systems of PBIS implementation.

However, we can improve kid outcomes by making those practices & systems more reflective of norms, expectations, & learning histories of kids & family, community & staff members.

**Culture =**

Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

**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 Factors**
- Trauma
- Negative modelling
- Family, school, community disruption
- Discrimination

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

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**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 and teaming
- Continuous coached professional development
- High fidelity implementation

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

**CUE**
- TV remote
- Teased
- Difficult work

**HABIT**
- Walk
- Ignore
- Try

**REWARD**
- Entertained?
- Teasing stops?
- Work removed?!

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**Establishing/Replacing Habit**
Charles Duhigg, 2014

**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

All three elements are considered in SSI ... & addressing challenging behavior

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**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 behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Biglan, 1996; Mayer, 1996; Walker at al., 1996
Prevention as explicit & precise actions

**ANTECEDENTS**
- Add discriminative stimuli
- Remove discriminative stimulus

**BEHAVIOR**
- Increase probability of desired behavior
- Decrease probability of problem behavior

**CONSEQUENCES**
- Add effective reinforcers
- Remove maintaining reinforcers

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**School Climate**

- Verbally reported shared beliefs, values, and attitudes
- Socially validated norms of (un)acceptable school behavior

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**Tiered Prevention Continuum Logic**

- **Universal**
- **Targeted**
- **Intensive**

**ALL**

**SOME**

**FEP**

- Primary Prevention: School-Climate-Wide Systems for All Students, Staff, & Settings
- Secondary Prevention: Specialized Group Systems for Students with High-Risk Behavior
- Tertiary Prevention: Specialized Individualized Systems for Students with At-Risk Behavior

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*Vincent, R., Randal, C., Cartledge, T., & Swain-Bradway, 2011*
Universal Targeted Intensive Continuum of Support for ALL: “Molcom”

Problem Solving
Reading Comprehension
Adult Relationship
Anger Management
Attendance
Peer Interactions
Independent Play
Self Assessment
Homework
Technology

Basic Continuum Logic
Blended Continuum Logic
Student Outcome
Classroom Continuum
School-wide Continuum

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

Teaching how to determine hypotenuse of triangle
“Teaching by Getting Tough”

That’s disrespectful language, girl. I’m sending you to the office so you’ll learn never to say those words again…starting now!

Simonsen, Myers, Freeman, Scott, et al.

Effective Classroom & School-wide PBIS Practices

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

Expectations & behavioral skills are taught & recognized in natural context

“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.


PGD = INCREASE in academic engagement upon entering classroom
PGD = DECREASE in disruptive behavior upon entering classroom

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,

HOMEWORK: “Positive Greeting at Door”

1. Personal Greeting & Interaction
   Name, fist bump, high-five, etc.

2. Precorrective Task
   Tell me, show me, do for me, etc.

3. Positive Reinforcement
   Specific verbal praise, gesture, authentic social, etc.

Concluding Comments:

7 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.

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

5. DECISION-based DATA systems needed to guide actions.

Fixsen & Blase, 2009
**BIG IDEAS**

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

Context matters... do not leave behavior to chance!!

Use minutes wisely, & teach precisely & explicitly for prevention.

**BIG IDEAS**

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

“Which door would you enter?”

EPBP Forum Nov 15-16 Norwood, MA

PBIS Forum October 4-5 Chicago, IL

APBS February 28-29, 2019 Washington DC

NEPB Forum May 16-17, 2019 Mystic, CT

PBS-related Resources

http://www.pbs.org/whats-new

- School Climate
- Equity, Discipline, & Culture
- Implementation: fidelity
- Family Engagement
- ESSA & School Climate
- Alignment & integration