School Climate & Student Success

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
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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
Given your ABA learning history….

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

PBS – Respect & Responsibility
“Prompting Self-Managed Behavior”

OTHERS
• Use calls & converse @ breaks
• Work as teams collaboratively

SELF
• Hydrate, stretch, & stand
• Check yourself
• Be safe

ENVIRONMENT
• Pre-cycle & recycle
• Clean environment
• Keep track of personal stuff

Why Invest in Schools, Classrooms, & School Climate?
Subjects:

EVENTS & IMAGERY of VIOLENT & DISRESPECTFUL behavior

Harassment,
Discrimination,
BULLYING behavior

GAP & POLARIZATION

Subjective non-data-based decision making

Events & imagery of violent & disrespectful behavior

Implementation In-fidelity of evidence-based practices

Negative classroom & school climate

Increasing economic, social, & political gaps & polarization

Degradation of scientific knowledge, methods, & decision making

Negative classroom & school culture

12+ yrs. - 16 yrs.

Prioritization of ineffective practices

In-fidelity of evidence-based practices

Negative classroom & school climate

Academic Success

Social, emotional, & behavioral outcomes

Positive classroom & school climate

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

Positive adults

Caring professional adults

Neighborhood availability

Positive adults modeling

Degradation of scientific knowledge, methods, & decision making

In-fidelity of evidence-based practices

Negative classroom & school climate

Academic Success

Social, emotional, & behavioral outcomes

Positive classroom & school climate

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

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 12-16 year olds

USDoE NCES March 2018

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 at 12-16 year olds

USDoE NCES March 2018

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??
HOMEWORK: “Learning History Map”

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?

Implementation Challenge: Risk & Protective Factors
Factors = Sds, Sr, Se

Risk Factors vs Protective Factors

Implementation Consideration
Risk Factors vs Protective Factors

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

Sugai, O'Keeffe, & Fallon 2012

How does my learning history affect my actions?

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

McIntosh et al., 2016
**Risk Factors**
- Mental illness
- Disability
- Substance Use
- Antisocial behavior

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

**Implementation Consideration**
- Risk Enhancers
  - Trauma
  - Negative modeling
  - Family, school, community disruption
  - Discrimination

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

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

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

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**“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?!
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

School Climate

MultiTiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)

School Climate

MTSS is....
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)

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

 tiered Prevention Continuum Logic

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-Based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

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

School Climate

Mismatch between problem & intervention

Discipline Handbook

Functional Equivalent of “Graffiti Hotline”

All students

PBIS Framework

Empirically validated practices & systems shaping student & adult behavior

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Universal Targeted Intensive Continuum of Support for ALL: “Molcom”

Supports for all students w/ disabilities are multi-tiered.

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

Continuum of Support for ALL: “________”

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

School-Wide & Classroom PBIS (Tier 1)

Leadership team
Behavior purpose statement
List of positive expectations & behaviors

Procedures for teaching SW & classroom-wide 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

Adjust for Efficiency
Define Simply
Monitor & Acknowledge Continuously
Practice in Setting
Model

8/26/18
Expectations & behavioral skills are taught & recognized in natural context

Establishing Stimulus Control

"Doing it correctly?

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>EFFECTIVE</th>
<th>NOT EFFECTIVE</th>
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Fixsen & Blase, 2009

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Simonsen, Myers, Freeman, Scott, et al.

"Positive Greeting at Door"

PGD = INCREASE in academic engagement upon entering classroom

PGD = DECREASE in disruptive behavior upon entering classroom

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.


https://doi-org.ezproxy.lib.uconn.edu/10.1177/1098300717753831

PGD = INCREASE in academic engagement upon entering classroom

PGD = DECREASE in disruptive behavior upon entering classroom

HOMEWORK: "Positive Greeting at Door"

1. Personal Greeting & Interaction
   - Name, fist bump, high-5, 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.

"POSITIVE GREETING AT DOOR"

"Concluding Comments: 7 Big Ideas"
Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students.

BEHAVIORAL SCIENCES (ABA) serve as useful theory of action/change.

"I'm behaving well. Are you sure you wouldn't like to positively reinforce it."

"I appreciate the text, Kate, but next time you can just raise hand."

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

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

DECISION-based DATA systems needed to guide actions.

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

NO DATA? Say what?

NO MORE DATA FOR YOU
COME BACK IN ONE MONTH

ONE WAY

GOLD HILL

3. Find x.

Here it is...