Three Questions

1. Why is school climate important?  
2. How does school climate fit within PBIS & MTSS?  
3. How can we establish & sustain positive school climate?

Why School Climate & MTSS?

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline

Mult-Agency Effort:

- US Dept. of Educ.
- US Dept. of Just.
- US Dept of Health & Human Serv.

<table>
<thead>
<tr>
<th>OSEP &amp; OSERS</th>
<th>OJP &amp; OJJDP</th>
<th>SAMHSA</th>
<th>AWARE Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 12 SEA sites • 71 LEA sites (23 states)</td>
<td>• 10 large cities</td>
<td>• 22 dist.</td>
<td>• 20 SEA sites • 100 LEA sites • 9 also SCTG sites</td>
</tr>
</tbody>
</table>
MTSS/PBIS aka SWPBS, MTSS-B, MTBF, RtI-B...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

---

MTSS CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Core Practice Features

- Precision
- Engagement
- Feedback
- Practice
- Teamwork

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: Specialized Group Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

---

Dec 7, 2007

Continuum of Support for All

Universal

All

Intensive

Few

Targeted

Some

All
PBIS emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Potential for cultural exchange & conflict

Positive School Climate

Did you feel that!

 HOW?  

Establish positive school climate

Maximizing academic success

Teaching important social skills

Modeling good behavior

Recognizing good behavior

Supporting positive school climate

Communicating positively

Supervising actively

Teaching important social skills

Modeling good behavior

Recognizing good behavior

Positive adult role models

Positive peer supervision & reinforcement

Positive school wide rate

High rates academic & social success

VIOLENCE PREVENTION

• Surgeon General’s Report on Youth Violence (2001)
• Coordinated Social Emotional & Learning (Greenberg et al., 2003)
• Center for Study & Prevention of Violence (2006)
• White House Conference on School Violence (2006)

Biglan, Colvin, Hoagwood, Mayer, Patterson, Reid, Walker

KID (-) School Climate

• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassing, & intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, & insensitivity
• Academic failure
• 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 driven decision making
• Inefficient, ineffective instruction
• Negative adult role models

Positive School Climate

Positive School Climate

Positive School Climate

Positive School Climate

Positive School Climate
**Positive Reinforcement Cycle**

**SCHOOL (†) School Climate**
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- 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

---

**School Climate Self-Assessment - homework**

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBIS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ? No</td>
<td>1. Do &gt;80% of students engage in daily socially appropriate interactions w/ peers?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>2. Do &gt;80% of staff daily have more positive than negative social interactions with their students?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>3. Do &gt;80% of staff model daily positive expected social behavior?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
<td></td>
</tr>
</tbody>
</table>

---

**GOAL: “Big Outcome”**

- Responsive School Environment
- Effective Organizations & Positive Classroom & School Climates
- Common Language
- Common Vision/Values
- Quality Leadership

---

**RCT & Group Design PBIS Studies**

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, & emotional regulation
- Improvements in academic achievement
- Safety
- Enhancements in organizational health & staff retention
- Improved school climate