Violence Prevention & Recovery

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3:00-4:15
Ballroom DEF
www.pbis.org

PURPOSE
Preventing violent behavior & successfully addressing critical incident or crisis situation requires integrated multi-tiered approach.

We discuss how evidence-based practices, effective organizational systems, & unwavering focus on student benefit, & systematic problem solving can be considered within prevention-based, multi-tiered framework logic.

CRITICAL INCIDENT
Any natural, social, or behavioral event associated w/ major injury, disruption, distress, trauma, or damage to individual, group, or community

OUTCOMES
1. Describe how prevention-based approach is operationalized with MTSS.
2. Describe how consideration of risk & protective factors promotes & guides prevention-based approach to violence prevention.
3. Describe how school, family, & community integration are needed to comprehensively prevent & address violent behavior.
4. Describe 4-prong approach to violence prevention & recovery

A CALL for ACTION
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. Safety related information exchange
8. Gun violence protection orders

Why Invest in Schools?
Schools are one of our most structured, predictable, continuous social support systems.

Positive adults modeling
Neighborhood availability
Specialized supports
Positive classroom & school climate
Caring, professional adults
Social, emotional, & behavioral success
12+ yrs., 180 days/yr., 6 hrs./day
Academic success

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)

Systems Outcomes
Common Vision & objectives
Common Language
Common Experiences & Routines
Quality Leadership & coaching

Being Explicit, Direct, & Deliberate in Our Approach

HATE-related behavior: gender, race, disability, nationality, religion, etc.
Modeled VIOLENT behavior
Modeled BULLYING behavior
OPPORTUNITY INEQUITIES: job, income, housing, education, healthcare, etc.
TRAUMATIC & DEADLY events
NEGATIVE CLIMATE: school & community
Ruminating on Challenge

Implementation Challenge
Risk Factors
Mental illness
Disability
Substance Use
Antisocial behavior

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

Risk & Protective Factors, Trauma, Critical Incidents
**MTSS-PBIS: Preventing Violent Behavior**

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

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

**Implementation Challenge**

**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 learning
- Continuous coached professional development
- High fidelity implementation

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**Purpose**
- Increase effectiveness (outcomes)
- Increase efficiency (effort, time, fidelity)
- Increase relevance (culture, context, people)

**Guiding Principles**

**CONCEPTUAL FOUNDATIONS**
- Behavioral Sciences
- Prevention
- Implementation

**CONTINUUM LOGIC**
- 3-Tiered
- Integrated & Aligned Evidence-based Practices
- Responsiveness-to-intervention

**All**
- Students
- Educators
- Family
- Community

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Science of behavior has taught me that students...

- Are **NOT** born with “bad behaviors.”
- Do **NOT** learn when presented aversive consequences
- **DO** learn better ways of behaving by being

- Taught
- Receiving positive feedback

Behavior & environment are functional related

- Behavior is lawful, therefore understandable & influence-able

- Biology is important

- Adjust environment to influence & teach behavior

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**Prevention Logic for All**

Redesign of teaching environments...not students

**Prevention Objectives**
- Decrease development of new problem behaviors

**Prevention Actions**
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

**Tiered Prevention Continuum Logic**

**PRACTICE FEATURES**
- Empirically supported
- Outcome based
- Integrated, sequenced, aligned
- Responsiveness-to-intervention
- Sustainable implementation & durability

Biglan, 1995; Mayer, 1995; Walker et al., 1996
Purpose

- Establish & sustain positive school & classroom climate
- Increase system capacity to respond to emergency events

**Prevention**

**OUTCOMES**
- Positive School & Classroom Climate
- Culturally Responsive & Contextually Relevant Environment
- Social Skills
  - Intergenerational Environment
  - Conflict management
  - Anger management
  - Seeking assistance
  - Goal setting & action planning
  - Problem-solving

**PRACTICES**
- Tier 1
  - Social skills instruction
  - Active supervision
  - Precorrections
  - Positive reinforcement
  - Direct academic instruction
- Tier 2/3
  - Person-centered
  - Medical, physical, etc.
  - Student & family voice
  - Mental health
  - Function-based
  - Greater intensity, duration, frequency, etc.
  - More context-based

**DATA**
- Behavioral Screening
  - Monthly informal
  - Quarterly formally
- Discipline Data
  - Major v. minor
  - Attendance
  - Critical incidence
  - Repeat rule violations
- Threat Assessment
  - Mental health
  - Law enforcement
  - School
  - Prevention monitoring
  - Procedures
  - Treatment follow-up
  - Communication

**SYSTEMS**
- School Team
- District Team
- Classroom-school-family-community communication systems
- Behavioral Coaching
- MOA (mental health, law enforcement, public health)
- Practiced Crisis Response Procedures
- Tier-based Policies, Programs, Initiatives, Organization, etc.
What do office discipline referrals measure?

**Purpose**
- Assess threat/crisis status
- Provide emergency assistance
- Reduce/remove harm, injury threat
- Stabilize & secure physical environment

**EXAMPLES**
- School violence: shooting, gang activity, bomb threat
- Natural events: earthquake, flood, tornado
- Environmental accidents: fire, chemical
- Intruders: people, animals
- Medical emergency: drug overdose, death, accident, etc.

**BEHAVIOR EVENT**
- Verbal reprimand
- Office discipline referral
- In/out school suspension
- Zero-tolerance consequence

**SYSTEMS EVENT**
- Unanticipated crisis, problem, event
- Immediate emotional reaction/response
- Consequence-based zero tolerance policy
- Restructuring organization & policy

**GUIDING PRINCIPLES**
From Geoff Colvin (2006), Crisis/Emergency Responses

1. Safety #1 consideration
2. Escalations are likely to run their course & are inversely related to self-control
3. Timely responses & debriefing are required after critical incident
4. Prosocial responses must be relevant, effective, efficient, & taught
5. Academic success should be maximized
6. Every student should have significant school adult
7. Practice, practice, practice

**Immediate Crisis Plan**

- Crisis Team
- Practices
- Systems Considerations

**Crisis Team**
- Mental health
- Medical/EMT
- Environmental/public health
- Law enforcement (SRO)
- Government

**Practices**
- Trauma informed supports
- Mental health first aid
- Environmental/health management
### Systems Considerations

- Students, staff, family, community
- Communications
- Team member status & capacity
- Physical/environmental safety
- External facilitation

- Single contact & dissemination point
- Confidentiality & privacy

### Extended Recovery/Prevention Plan

**Purpose**
- Establish "new" normal
- Reinstate & adjust previous routines & supports
- Ensure adequate continuation of trauma/crisis informed supports
- Increase capacity for future responding

**District Coordination Team**

- Leadership: Superintendent, principals, fiscal, personnel, curriculum & instruction, physical plant
- Student supports: Transportation, nutrition, physical education, nursing, special education, speech & language, school social work, psychology, counseling
- Emergency: Fire, law enforcement, medical, public works
- Mental health
- Medical & first aid
- Local government

**Community-Agency Liaison**

- Emergency: Fire, law enforcement, medical, public works
- Mental health
- Medical & first aid
- Local government

**Vetting Procedures**

- Volunteers
- Consultants
- Therapists
- Overlapping/redundant
- Competing
- Non-indicated
- Non-empirically supported
- Conceptually ungrounded
- Contingencies

**Information Management**

- Immediate Crisis Response
- Extended Recovery/Prevention Plan

**OTHER CONSIDERATIONS**

From Geoff Colvin (2006), Crisis/Emergency Responses

1. "Safe" areas
2. Clear roles & responsibilities
3. "Fool proof" communications
4. Clear external supports
5. Secure, lock down procedures
6. Easily accessible, usable steps for "unique" situations
7. Procedures for accounting, monitoring individual whereabouts
8. Documenting procedures
9. Procedures for confidential, private communications
10. Significant other
PBIS Forum
October 4-5
Chicago, IL

NEPBS Forum
Nov 15-16
Norwood, MA

PBIS Forum
October 4-5
Chicago, IL

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation. Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

April 3rd.
For more information, visit the Upcoming Events page at www.pbis.org in March.

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