PURPOSE

CONTEXT: Unfortunately, violence is conspicuous risk feature of our culture. Fortunately, schools serve a powerful protective function for students.

PURPOSE: Describe how MTSS enhance our ability to establish preventive, safe, caring, & constructive learning and teaching environments.

TOPICS: violence prevention, school climate & culture, behavioral sciences, risk & protective factors, behavioral screening, & PBIS.

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

Why Invest in Schools for Building Social, Emotional, & Behavioral Competence & Violence Prevention?

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)
Being Explicit, Direct, & Deliberate in Our Approach

WHY?

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

Ruminating on Challenge

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 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
Post 2016??

After dip in 2013-14, # of hate groups have increased to 954 in 2017

FBI Data on Reported Hate Crime Incidents
November 2017

After dip in 2013-14, # of hate groups have increased to 954 in 2017

Prevention Logic for All
Redesign of teaching environments...not students

Risk & Protective Factors, Trauma, Critical Incidents
Risk Factors
- Mental illness
- Disability
- Substance Use
- Antisocial behavior

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

Implementation Challenge

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

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

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
- Continuous coached professional development
- High fidelity implementation

School Climate, MTSS, PBIS
- School Climate
- Risk & Protective Factors
- Prevention
- PBIS/MTSS
- Continua of Support

Guiding Principles

CONCEPTUAL FOUNDATIONS
- Behavioral Sciences
- Prevention
- Implementation

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

PBIS
Aka MTSS

Academic & behavior outcomes

All students
- Students
- Educators
- Family
- Community

Positive Behavioral Interventions & Supports

Empirically validated practices

Academic & behavior outcomes

Continuum

PBIS
Aka MTSS

Aka MTSS

Behavioral sciences-based practices & systems for shaping student & ADULT 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

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

EXAMPLE: School-wide Continuum

EXAMPLE: Classroom Continuum

Informal School Climate Rating of Your School
5 minutes in same school groups

INDIVIDUAL & GROUP level construct
School Climate

Socially validated NORMS of (un)acceptable school behavior

INTERACTIONS experienced between & among students, teachers, & administrators

Verbally reported SHARED BELIEFS, values, & attitudes

✓ Informal School Climate Rating of Your School
5 minutes in same school groups

Consider your last full school day, both classroom & nonclassroom.
Rate (circle #) your overall perception/experience of the social, emotional, behavioral climate on a 10-point scale from 0 (highly negative) to 10 (highly positive).
List factors, observations, experiences, etc. that shaped your rating.
Calculate an average rating with other staff members in your school.
Discuss your rating with other staff members from your school.

List factors, influences, observations, experiences, etc. shaped your rating.

Average school rating ________
Rating range (lowest to highest) _______

Develop bar graph showing distribution of scores across rating option.
How staff rated the current school climate at John Gray

JGHS – 2016 HS

JGHS 2016-2017

CHHS – 2016 HS

CHHS – 2016 HS
PBIS Working Elements

**PRACTICES**

- Supporting Important Culturally Equitable Academic & Social Behavior Competence
- Supporting Culturally Relevant Evidence-Based Interventions
- Supporting Culturally Knowledgeable Staff Behavior
- Supporting Culturally Valid Decision Making

**OUTCOMES**

- Shorter & straighten line to student benefit
- Data for decision making
- Effective practices for students
- Effective supports for adults

**SYSTEMS**

- School Team
- District Team
- Classroom-school-family-community communication systems
- Behavioral Coaching
- MOA (mental health, law enforcement, public health)
- Practiced Crisis Response Procedures

**PRACTICES**

- Tier 1
  - Trauma-informed
  - Social skills instruction
  - Active supervision
  - Precorrections
  - Positive reinforcement
  - Direct academic instruction

- Tier 1 aligned
  - Person-centered
  - Medical, physical, etc.
  - Student & family voice
  - Mental health
  - Function-based
  - Greater intensity, duration, frequency, etc.
  - More context-based

- Tier 2:
  - Emphasizes

OUTCOMES

Positive School & Classroom Climate
- Culturally Responsive & Contextually Relevant Environment

Social Skills
- Interpersonal Environment
- Conflict management
- Anger management
- Seeking assistance
- Goal setting & action planning
- Problem solving

Self-management
- Social Skills
- Bystander Conflict management
- Environment

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
- Treatment follow-up
- Communication

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

1. ASSESS situation.
2. REQUEST help/assistance.
3. MONITOR individuals.
4. HELP/LET experts take over.
5. ACT/FOLLOW-UP.
6. Practice, practice, practice

BEHAVIOR EVENT

SYSTEMS EVENT

Verbal reprimand
- Unanticipated crisis, problem, event
Office discipline referral
- Immediate emotional reaction/response
In/Out school suspension
- Consequence-based zero tolerance policy
Zero-tolerance consequence
- Restructuring organization & policy

INCIDENT

Immediate Response
Extended Recovery Plan

District Coordination Team
- Decision making Vetting Procedures
- Information Management & Dissemination

Intermediate & Long Term Planning
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

OTHER CONSIDERATIONS
From Geoff Colvin (2006), Crisis/Emergency Responses

建立积极的学校氛围

最大化学术成功

积极监督

模型良好行为

识别良好行为

Biglan, Colvin, Mayer, Patterson, Reid, Walker

有效实施

无效实施

有效

最大学生利益

有效

无效

Fixsen & Blase, 2009

“做对这些，现在！”

将行为分析逻辑应用于。

“做对这些，现在！”

剥夺和隔离

学校外的暂停

欺凌行为

非违规行为

违法行为

虚荣

逃学

被判有罪或入狱

受虐待

自我伤害

导师

辍学

学校失败

精神疾病

学校到监狱的管道

成就差距

失业

犯罪

不平等！
Final Thoughts

1. Formally invest in development of positive school climate
2. Deliberately & directly teach, prompt, model, practice, & reinforce social skills
3. Establish & practice crisis incident plan based on threat assessment
4. Regularly screen for risk
5. Develop school-wide & classroom MTSS continuum of practices
6. Assess response-to-intervention (data) to decide & problem solve
7. Arrange systems to maximize implementation fidelity
8. Use smallest w/ biggest, durable effect

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