The Vital Role School Climate and Social/Emotional Supports Play in Academic Success

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Agenda

- Introductions
- Social Emotional Well Being and Achievement: The Big Picture
- Common Core Standards
- Classroom Climate
- Merging PBIS and CCS
Engagement Time!
Learning Objectives

- Describe the importance of concurrent social and academic supports for high school students.
- Provide 2-3 examples of practical application of merged academic and social supports.
- Describe strategies that promote a school climate that is focused on the "whole" student.
Questions to consider

⭐ Where are we in our implementation?
⭐ What do I hope to learn?
⭐ What did I learn?
⭐ What will I do with what I learned?
Adolescent Brain Development and School Retention Literature

Overlap of findings in Supporting Achievement
Path through the grassy field...
Not just a cool hat...

- Observing which brain structures participate in specific functions ...
- Functional Magnetic Resonance Imaging (fMRI)
  - Blood oxygen levels
- Magnetoencephalography (MEG)
  - Electrical currents in neurons
Adolescent cognitive processes **ARE VERY DIFFERENT** from adult cognitive processes.
Frontal Lobe: Self control, judgment, emotional regulation

Corpus callosum: communication between 2 sides of brain

Parietal Lobe: Sensory integration

Temporal Lobe: Emotional maturity

Restructured in teen years

Still developing after age 16 +/-

Im mature until age 16+-/

Reaches full maturity in 20’s
Prefrontal cortex

For **adults**, the Prefrontal area, is the “CEO” of the brain

- Memory
- Attention
- Reasoning
- Planning
- Decision Making
- Impulse Control
The Amygdala!

- Adolescent brain functioning relies heavily on the **instinctual part of the brain**, the amygdala
  - Regulates emotional responses
- In Adolescents executive functioning skills are **NOT regulated by PFC**
- Regulated by the Amygdala (Oh no)!
Adolescent Brain

- About 80 percent as developed as an adult brain.
- Frontal lobes are responsible for planning, organization, and impulse control,
  - Typically under-developed during adolescence.
  - In some cases the “adolescent brain” may persist until about the age of 30. (Sowell, E. UCLA Lab of Neuro Imaging)
- Adolescent “Rewards Centers” are also underdeveloped
  - Adolescent brains do not recognize rewards as efficiently, effectively as adult brain
Implications for Support

★ Adolescents need MORE support around:
★ Executive Functioning Skills & Social Emotional Development:
  ▪ Decision-making
  ▪ Planning
  ▪ Understanding impact of behaviors
    • Cause / Effect
    • Long term impact
★ Supports must be developmentally appropriate
Supporting Graduation

★ ABCs
- Attendance
- Behavior
- Completion of Work

★ Multi-pronged approach beginning with universal climate of support
- Secondary / Tertiary
  • More intense, build on foundations
Supportive Climates

★ **Adult feedback or interaction** (Croninger & Lee, 2001; Dynarski, 2001; Fashola & Slavin, 1998; Hayward & Tallmadge, 1995; Kerr & Legters; Lee & Burkham, 2003; McPartland, 1994; Schargle & Smink, 2001; Sinclair, Christenson, Lehr, & Anderson, 2003; Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995)

★ **Increase home / school connection** (Dynarski, 2001; Fashol & Slavin, 1998; Sinclair, Christenson, Lehr, & Anderson, 2003; Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995)
Supportive Climates

- **Increase structure and predictability** (Dynarski, 2000; Fashola and Slavin, 1998; Hayward and Tallmadge, 1995; Lee and Burkham, 2003; Sinclair, Christenson, Lehr, and Anderson, 2003)

- **Both academic and social supports** (Dynarski, 2001; Fashol & Slavin, 1998; Hayward & Tallmadge, 1995; Kemple, Herlihy, & Smith, 2005; McPartland, 1994; Schargle & Smink, 2001; Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995).
Supportive Climates

- High Expectations
- Coupled with High Supports
  - Adult positive interactions
  - Home school connection
  - Predictable, structured day /activities
  - Social and Academic supports
- Fewer “basic” level classes
- More advanced classes, with adequate support (Jerald, 2006)
Supportive Climates

- Have classes that reflect the level of achievement we want to see
  NOT
- Where student “begin”

Universal Design
- Differentiation of Instruction
- Routines, activities, environment, encouragement = academic self management and achievement
Questions? Comments?

- Is your team / school already engaging in social emotional supports as a means to academic achievement?
  - How close / far are you?

- How is this view of supporting adolescents different from tradition?

- Would your staff buy into this approach?
  - Why / Why not?
Common Core Standards

Defined, Language
What do Common Core, Safe and Supportive Schools, and Universal Design for Learning (UDL) have in Common?
Why We Need the Common Core

I Choose C
Why Do We Need Common Standards?

★ Disparate standards across states
★ Today’s jobs require different skills
★ Global competition
★ For many young people, a high school degree isn’t preparing them for college or a good job
Features of the Standards

- Aligned with college and work expectations
- Focused and coherent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Based on evidence and research
- Internationally benchmarked
- Should be read to allow the widest possible range of students to participate fully
Shifts in English Language Arts

- Balancing Informational and Literary Text
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Source
- Academic Vocabulary
Shifts in Math

- Focus
- Coherence
- Fluency
- Deep Understanding
- Application
- Dual Intensity
Universal Design for Learning

What is the essential shift educators need to make to ensure all learners achieve college and career readiness?

Focus on the Learners
Gathering Facts about our Learners

What are Students’:

• Learning Preferences?
  • Auditory, visual, kinesthetic, tactile
  • Group or individual work
• Interests?
• Previous academic record?
• Disability specific information?
• English Language Learner?
<table>
<thead>
<tr>
<th>The <strong>What</strong> of Learning</th>
<th>The <strong>How</strong> of Learning</th>
<th>The <strong>Why</strong> of Learning</th>
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<tbody>
<tr>
<td>We know from brain research the learner processes knowledge through <strong>Recognition</strong></td>
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<td><strong>Network:</strong></td>
<td>through <strong>Strategic Network:</strong> Planning for Action</td>
<td>through <strong>Affective Networks:</strong> Connecting Emotionally,</td>
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<td>The Big Idea, Enduring Learning</td>
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<td>Evaluating Patterns, Providing Purpose</td>
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<td><strong>UDL suggests:</strong> Multiple and Flexible Means of Presenting</td>
<td><strong>UDL suggests:</strong> Multiple and Flexible means of Engaging</td>
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<td>what is to be Learned: <strong>Representation</strong></td>
<td>the learner in what is to be Learned: <strong>Expression</strong></td>
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<td><strong>UDL suggests:</strong> Multiple and Flexible Means of Demonstrating</td>
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<td>the learner in what is to be Learned: <strong>Engagement</strong></td>
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Local School Systems, Schools, and Teachers Provide

- Flexible ways of presenting lesson content
- Flexible options for student engagement
- Flexible methods of expression and assessment

Students Have

- Options for how they learn
- Choices that will engage their interests
- Choices for how they demonstrate their learning

Source: www.cast.org
“UDL calls for constructing the methods for communicating the curriculum with all possible students in mind in the same way that universal design in architecture directs up-front planning of the physical building for all possible uses.”

School Climate

In your teams, discuss: “What is necessary in order for all of these shifts to occur in our classrooms?”

Be prepared to share
Classroom Climate and Common Core

From conceptual to Application
School Climate

Engagement
- Relationships
- Respect for Diversity
- School Participation

Safety
- Emotional Safety
- Physical Safety
- Substance Use

Environment
- Physical Environment
- Academic Environment
- Wellness
- Disciplinary Environment
Giving Equal Priority to Academics and School Climate

**Academic Systems**

- Intensive, Individually Designed Interventions
  - Address individual needs of student
  - Assessment-based
  - High Intensity

- Targeted, Group Interventions
  - Small, needs-based groups for at risk students who do not respond to universal strategies
  - High efficiency
  - Rapid response

- Core Curriculum and Differentiated Instruction
  - All students
  - Preventive, proactive
  - School-wide or classroom systems for ALL students

**Behavioral Systems**

- Intensive, Individually Designed Interventions
  - Strategies to address needs of individual students with intensive needs
  - Function-based assessments
  - Intense, durable strategies

- Targeted, Group Interventions
  - Small, needs-based groups for at-risk students who do not respond to universal strategies
  - High efficiency/ Rapid response
  - Function-based logic

- Core Curriculum and Universal Interventions
  - All settings, all students
  - Preventive, proactive
  - School-wide or classroom systems for ALL students and staff
Shift in Thinking about School Climate

**Academic Systems**

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Climate as a part of core curriculum
Climate and Common Core

For Common Core success, every classroom must have a climate that features …

- Active Participation
- Student Self-Advocacy
- Academic Risk Taking
- Cooperative Group Work
Activity

- What conditions are necessary for students to demonstrate these behaviors in class?
- What resources/practices do you currently have in place at your school that teach these skills? Are these resources/practices taught universally or are they used as a targeted intervention?
- What shifts need to take place for these skills to be taught to all students as an integrated part of the curriculum?
- What additional resources do you need?
- What supports do you need to put into place to help teachers with this shift?
Other Examples

PBIS and CCS
High School Example I

Henry E. Lackey High School Indian Head, MD

★ Universal Approach

★ PBIS monthly lessons were shifted to weekly lessons to accommodate Olweus Bully Prevention Program

★ These lessons (now referred to as class meetings) became a flexible curriculum with just a few mandatory lessons
High School Example I

Lesson Topics

★ PBIS Behavioral Expectations
★ Bully Prevention
★ Self Advocacy
★ Cooperation
★ Risk Assessment
★ Study Skills
★ Organization
How?

- Committee was formed to write lesson plans
- Classroom Meetings that Matter
- Goal for next year is to have a student committee to guide the meetings
High School Example II

Kenwood High School Essex, MD

- Tier 2 Approach
- Identified disengaged students:
  - 1 or more suspensions during previous school year
  - 15-25% Absence rate during previous school year
  - 1.0-2.0 cumulative GPA during previous school year
- Implemented an EBP mentoring program (Check and Connect)
High School Example II

Suspensions

★ % Students Suspended 1+ Times (2011-12): 46%
★ % Students Suspended 1+ Times (2012-13): 15%
31% Decrease

★ % Students Suspended 2+ Times (2011-12): 23%
★ % Students Suspended 2+ Times (2012-13): 3.8%
19.2% Decrease
High School Example II

GPA

★ % Students GPA ≥ 2.0 (2011-12): 0%
★ % Students GPA ≥ 2.0 (2012-13): 42.3%

42.3% Increase

★ % Students GPA ≥ 3.0 (2011-12): 0%
★ % Students GPA ≥ 3.0 (2012-13): 7.6%

7.6% Increase

Overall GPA: 1.55
Summary

★ Research supports a “whole child” approach in high school
★ Social emotional supports as a foundation to academic achievement
★ Schools are merging these supports
   ▪ Both Explicitly and “Hidden”
★ PBIS is a flexible framework for this merger
Thinking back

★ Where are we in our implementation?
  ▪ Are you actively blending social and academic supports?
  ▪ Does your school climate focus on the “whole” student?

★ What do I hope to learn?
  ▪ Did we provide relevant information?

★ What did I learn?
  ▪ Examples?

★ What will I do with what I learned?
  ▪ Share how this is applicable in the short and long term.
Questions? Comments?
Thank you!

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