

SPLC, 12 Jan 2017
<https://www.splcenter.org/20161128/trump-effect-impact-2016-presidential-election-our-nations-schools>

In the first days after the 2016 presidential election, the Southern Poverty Law Center's Teaching Tolerance project administered an online survey to K-12 educators from across the country. Over 10,000 teachers, counselors, administrators and others who work in schools have responded. The survey data indicate that the results of the election are having a profoundly negative impact on schools and students. **Ninety percent of educators report that school climate has been negatively affected**, and most of them believe it will have a long-lasting impact. **A full 80 percent describe heightened anxiety and concern** on the part of students worried about the impact of the election on themselves and their families.

THE NUMBER OF PEOPLE WHO MENTIONED ...	
SWASTIKAS	54
CONFEDERATE FLAGS	31
THE KKK	40
"BUILD THE WALL"	476
DEPORTATION	672
NAZI	13
THE N-WORD	117
PUSSY	18
LYNCHING	7
NOOSE	4
AFRICA (sent back to)	89
SLAVERY (return to)	20

SPLC Southern Poverty Law Center

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Responses from 10,000 educators.....

- 9/10 seen negative impact on **student mood & behavior** following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened **anxiety by marginalized students**, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard **derogatory language** to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have **no plans** for reporting hate/bias incidents.
- 2500 **specific incident** descriptions of bigotry & **harassment** related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 **hesitant to discuss election** in class. Some principals have told teachers not to discuss election.

Southern Poverty Law Center, 12 Jan 2017
<https://www.splcenter.org/hate-map>

HATE MAP NATIONAL NUMBERS

- 14% Hate group increase since 2015
- 998 # of anti-government "patriot" groups in 2015
- 190 # of KKK groups in 2015
- 42% Anti-Muslim hate group increase since 2015

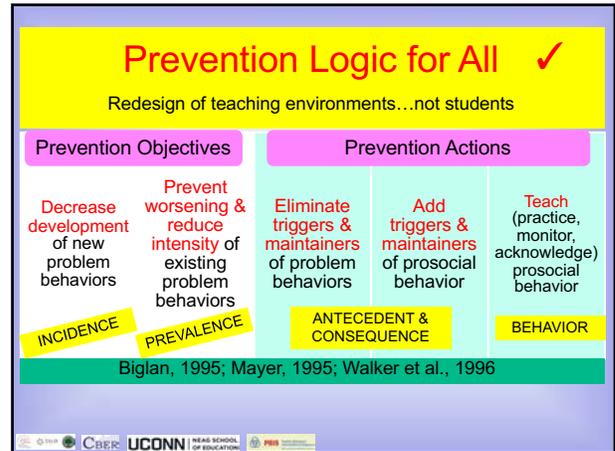
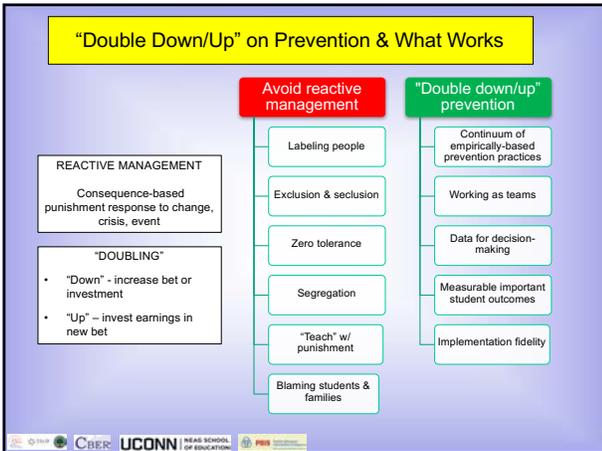
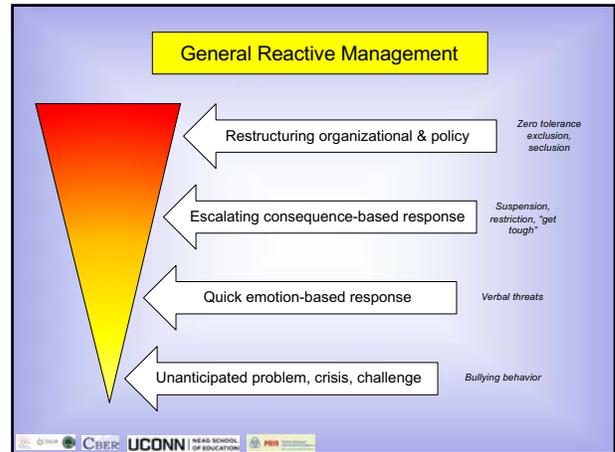
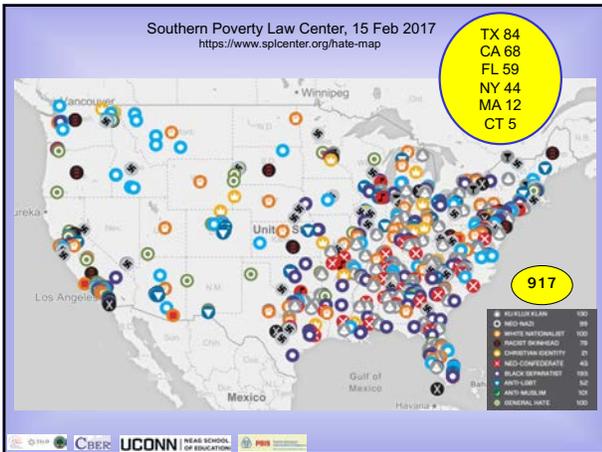
SPLC, 12 Jan 2017
<https://www.splcenter.org/20161129/ten-days-after-harassment-and-intimidation-aftermath-election>

HATE INCIDENT LOCATIONS

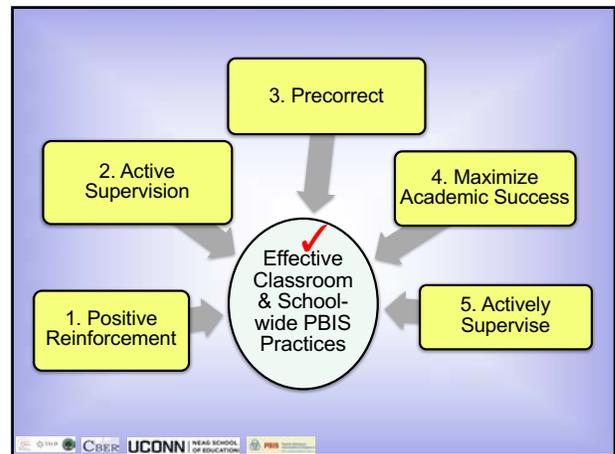
PLACES OF WORSHIP	16
OTHER PUBLIC SPACES	51
PRIVATE PLACES	109
UNIVERSITY	140
WORKPLACE/RETAIL	162
K-12	163
PUBLIC SPACES	206

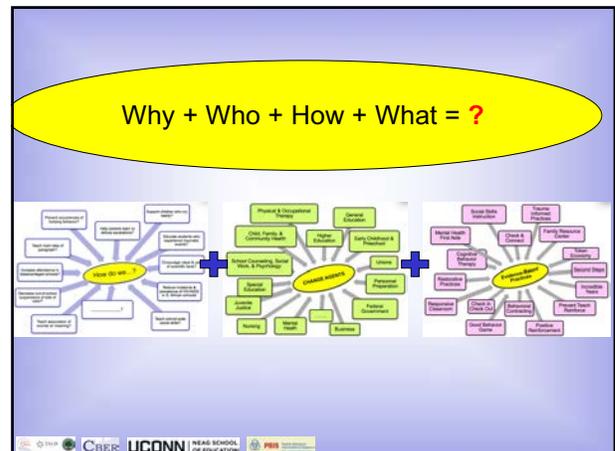
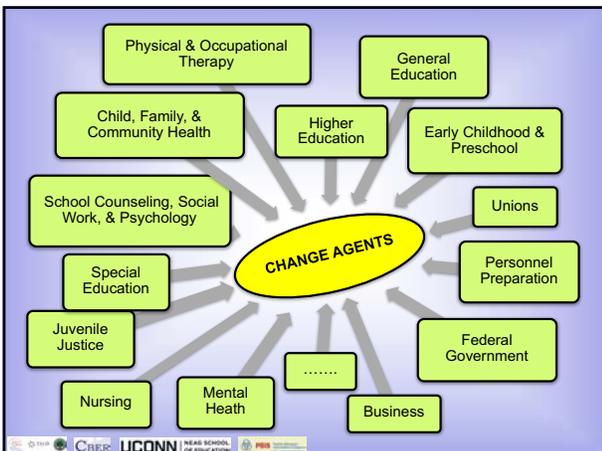
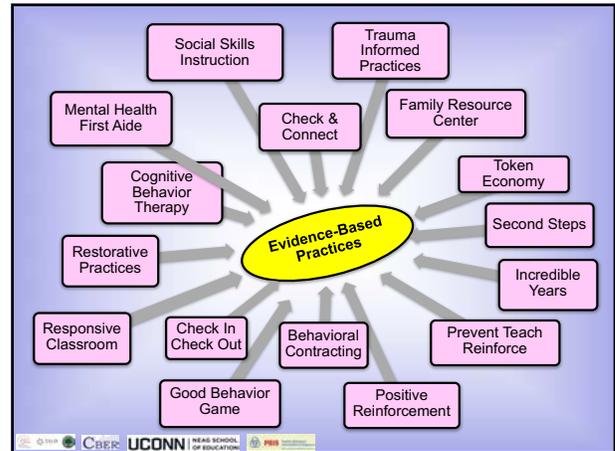
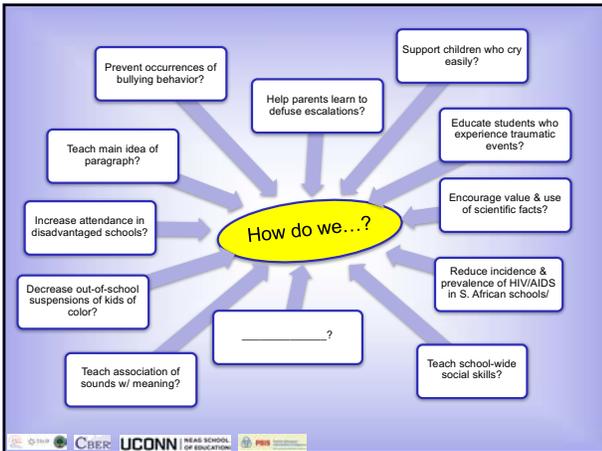
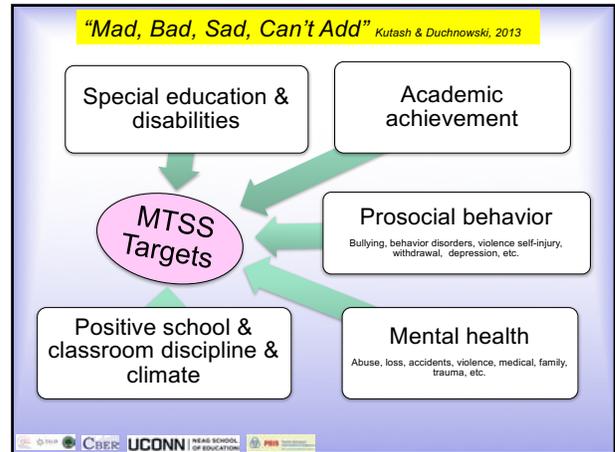
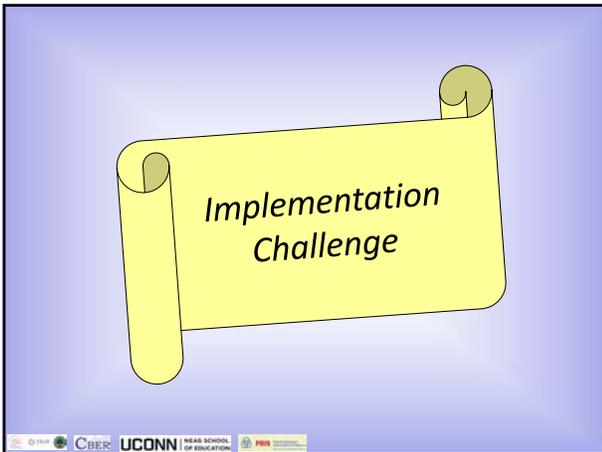
HATE INCIDENT MOTIVATION

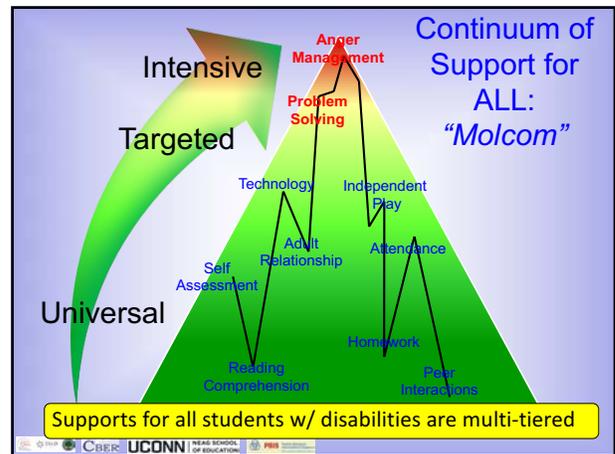
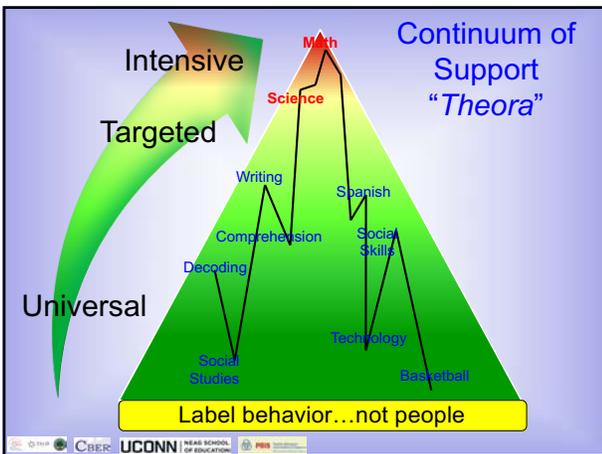
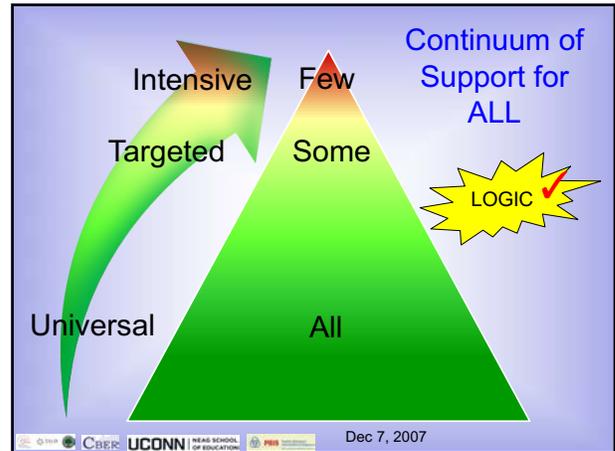
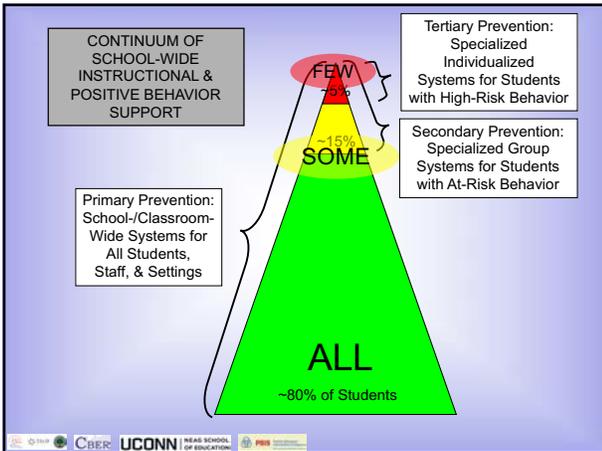
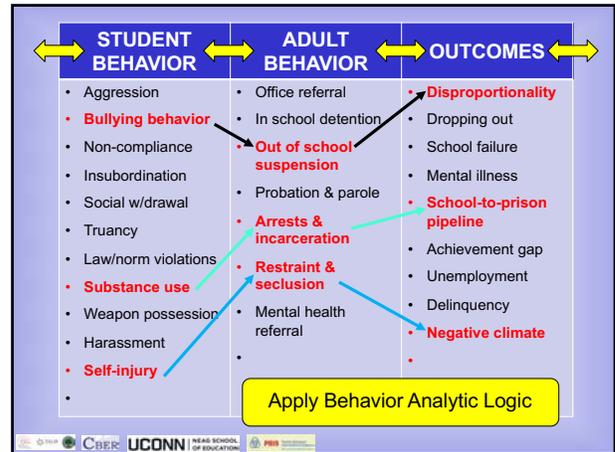
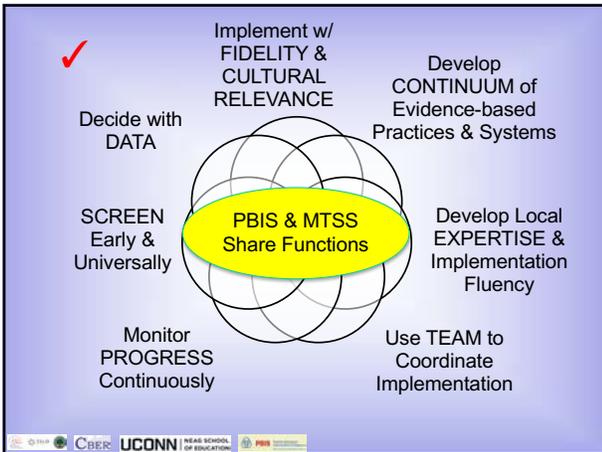
WHITE NATIONALIST	32
TRUMP - GENERAL	43
ANTI-WOMAN	40
OTHER	48
ANTI-TRUMP	23
ANTI-BLACK	107
ANTI-SEMITIC	100
ANTI-MUSLIM	89
ANTI-LGBT	95
ANTI-IMMIGRANT	290

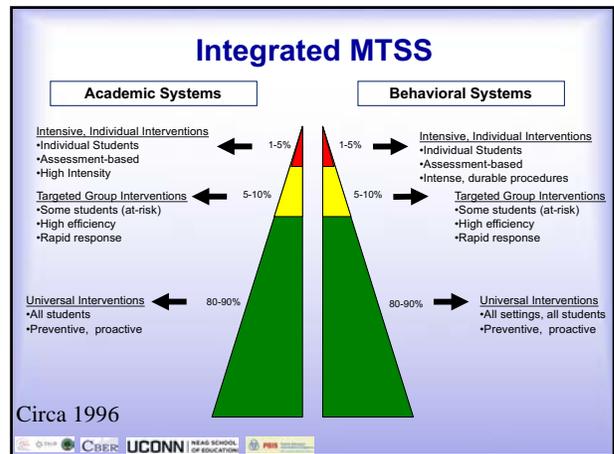
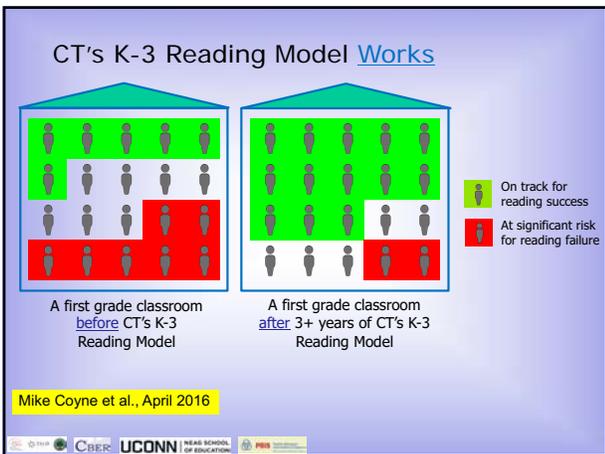
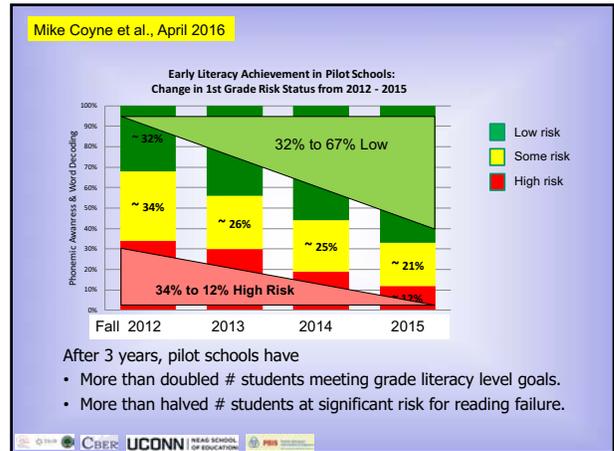
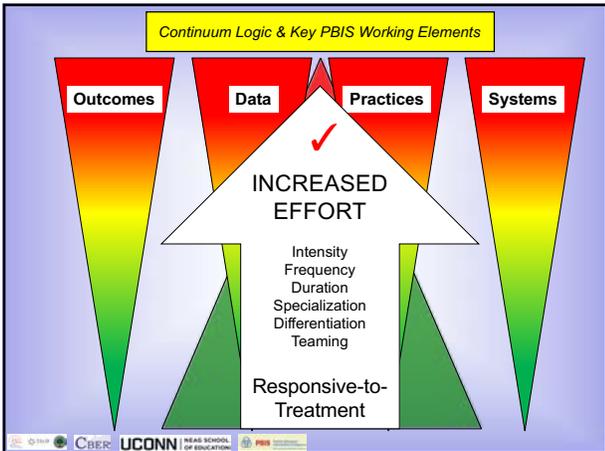
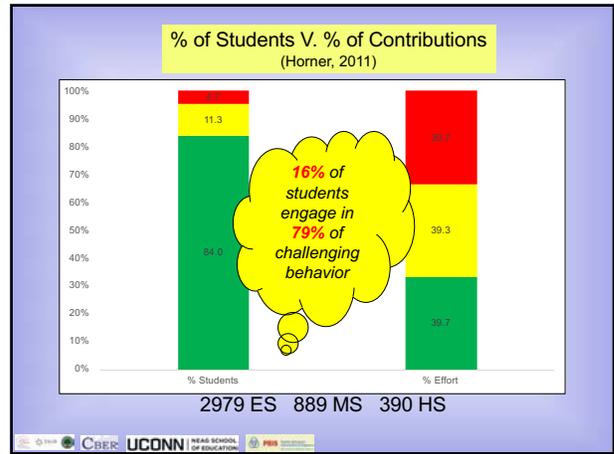
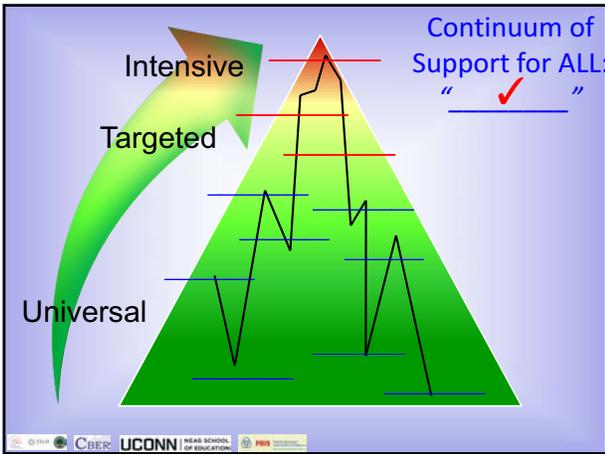


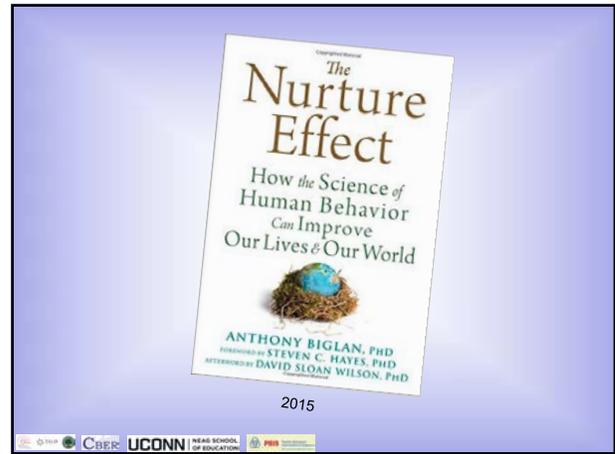
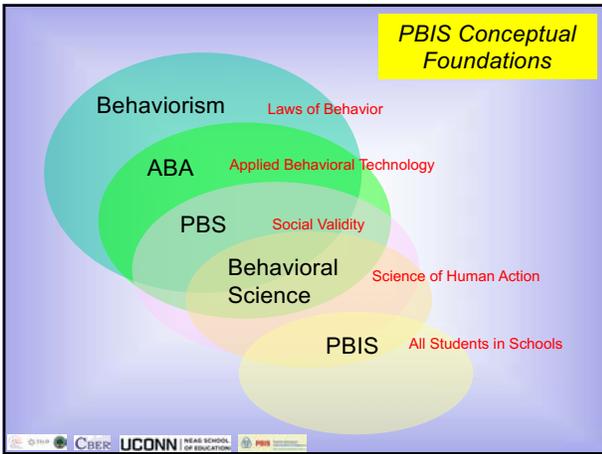
<http://www.pbis.org/whats-new> ✓











Potential for cultural exchange & conflict

Principals Office

I SAID THE "S-H" WORD.

I SAID THE "F" WORD.

I SAID "CHRISTMAS."

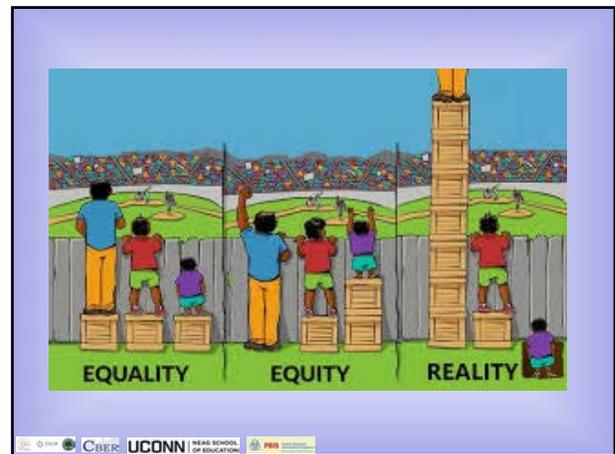
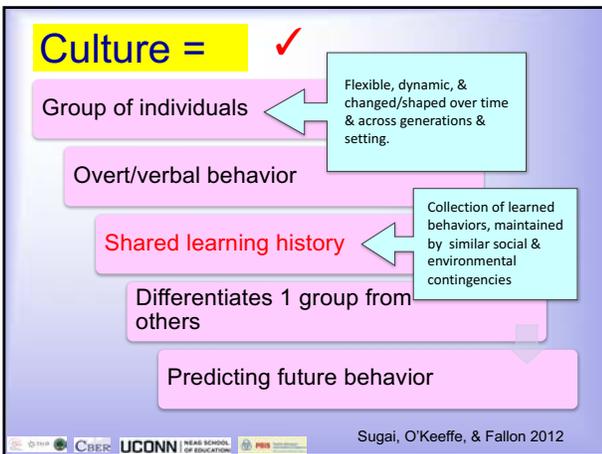
Student

Teacher

Family

Administrator

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Samples of Definitions

"EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, & preferences."
American Psychological Association, 2006

"When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations."
Socialworkpolicy.org, 2015

2. Student Fit

- Need (+/-)
- Priority

3. Context-Environment Fit

- Language
- Developmental
- Educational
- Cultural

1. Empirical Support

- Functional Relationship
- Meaningful Effect Size
- Replication
- Context

Practice Selection
"Bet your next month's salary!!"

"An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions."
ASHA, www.asha.org

"An approach in which research evidence with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services"
Socialworkpolicy.org, 2015

National Alliance on Mental Health, 2007

Logos: CBER, UCONN, NEAS SCHOOL OF EDUCATION, PBS

How does my learning history affect my actions?

- Do I have **shared experience** 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?

McIntosh et al., 2016

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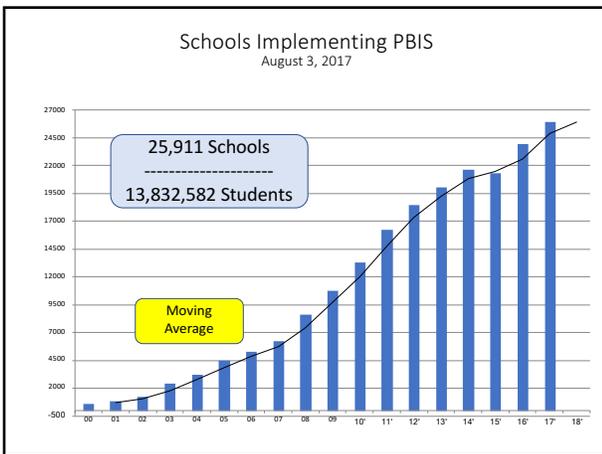
US PBIS Adoption & Implementation

Logos: CBER, UCONN, NEAS SCHOOL OF EDUCATION, PBS

DRAFT

PBIS Counts

2016-17
August, 2017
Horner



Aug 2017 **RCT & Group Design PBIS Studies**

Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. *American Psychologist, 70*, 322-332.

Bradshaw, C. P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a randomized controlled effectiveness trial. *Prevention Science, 10*(2), 100-115

Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*, 133-148.

Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBISplus model. *Advances in School Mental Health Promotion, 5*, 177-193.

Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2006). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.

Bradshaw, C. P., Waasdorp, T. E., & Leaf, P. J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports on child behavior problems. *Pediatrics, 130*(5), 1136-1145.

Goldweber, A., Waasdorp, T. E., & Bradshaw, C. P. (in press). Examining the link between forms of bullying behaviors and perceptions of safety and belonging among secondary school students. *Journal of School Psychology*.

Homer, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-145.

Homer, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(3), 1-14.

Sorlie, M., & Ogdén, T. (2015). School-wide positive behavior support Norway: Impacts on problem behavior and classroom climate. *International Journal of School and Educational Psychology, DOI: 10.1080/21683603.2015.1060912*.

Sprague, J. R., Biglan, A., Rusby, J., Gau, J., & Vincent, C. (2017). Implementing school wide PBIS in middle schools: results of a randomized trial. *Journal of Health Science and Education, 1*, 1-10.

Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of School-wide Positive Behavioral Interventions and Supports (SWPBS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine, 116*(2), 149-156

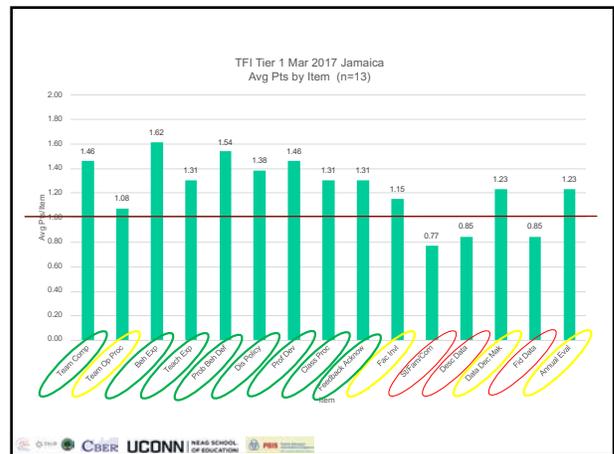
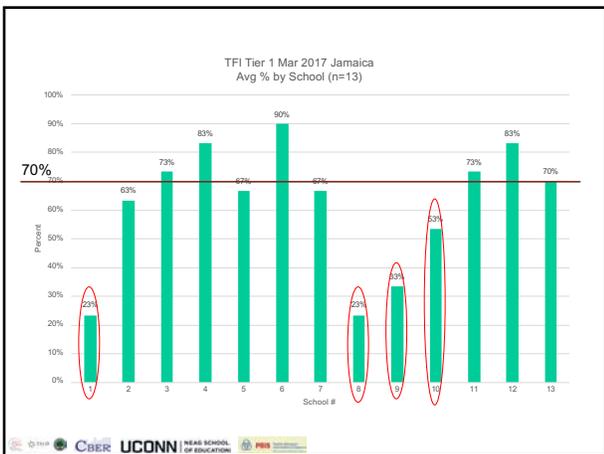
"Bet your next month's salary!!"

- Reduced **major disciplinary infractions**
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in **academic achievement**
- Enhanced perception of organizational health & safety
- Reductions in teacher reported **bullying behavior & peer rejection**
- Improved **school climate**

- Tentative Findings**
- 1 SWIS & US schools are similar
 - 2 Tiered logic can be documented
 - 3 T2/3 require high intensity effort
 - 4 Supports for behavior for young children need attention
 - 5 PBIS impact on major ODR can be documented

SWPBS Tiered Fidelity Inventory
version 2.1

www.pbisapps.org
www.pbis.org



Tentative Findings

- 1 Fidelity T1 needs to be encouraged
- 2 Schools are assessing fidelity T1>T2/3
- 3 T2/3 systems implementation capacity needs attention
- 4 Fidelity assessment varies across states

BIG IDEAS ✓

- 1 Schools = excellent **PREVENTION** opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students
- 2 **BEHAVIORAL SCIENCES** serve as useful theory of action/change
- 3 Positive, doable, effective **PRACTICES** exist to maximize academic/behavioral success
- 4 Implementation **SYSTEMS** needed for students to experience & benefit from effective practices
- 5 **DECISION**-based **DATA** systems to inform actions
- 6 Consideration of **CULTURE** needed to guide decisions & actions

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