School Climate & Behavioral Sciences

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PURPOSE
School climate has become an important consideration in implementation of PBIS. Purpose of this session is to enhance our understanding of school climate from behavioral perspective & discuss strategies for school climate assessment & change practices.

1:30-2:30

Review of PBIS Foundations

1. Empirical Support
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

2. Student Fit
   - Need (+/-)
   - Priority

3. Context-Environment Fit
   - Language
   - Developmental
   - Educational
   - Cultural

MTSS, PB4L

PBIS = FRAMEWORK for enhancing development & implementation of CONTINUUM of evidence-based practices to achieve ACADEMICALLY & BEHAVIORALLY important outcomes for ALL students

Culture = Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Sugai, O’Keeffe, & Fallon 2012

Culture =

Samples of Definitions
- "EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred & that demonstrate meaningful effects on student outcomes" - Cook & Cook, 2013
- "EBP in psychology is the integration of the best available research evidence with clinical expertise in the context of patient characteristics, culture, & preferences." - American Psychological Association, 2006
- "Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out, to the extent possible, competing explanations for effects achieved (e.g., population & contextual differences)" - HHS SAMHSA, 2009
- "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
- "Process in which the practitioner combines well-research interventions with clinical experience, ethics, client preferences, & culture to guide & inform the delivery of treatments & services" - Socialworkpolicy.org, 2015

"When programs & practices have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations." - National Institute of Justice

"Causal evidence that documents a relationship between an activity, treatment, or intervention and its intended outcomes, including measuring the direction & size of change, & the extent to which a change may be attributed to the activity or intervention. Causal evidence depends on the use of scientific methods to rule out, to the extent possible, alternative explanations for the documented change." - National Institute of Justice

"Treatment or service, has been studied, usually in an academic or community setting, & has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams." - National Alliance on Mental Health, 2007

"Evidence-based"
- "Empirical Support:
  - Functional Relationship
  - Meaningful Effect Size
  - Replication
  - Context

- "Student Fit:
  - Need (+/-)
  - Priority"

- "Context-Environment Fit:
  - Language
  - Developmental
  - Educational
  - Cultural"
Prevention Logic for All

Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior

Prevention Actions
- Teach (practice, monitor, acknowledge) prosocial behavior

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

Behavioral Sciences & Prevention

PBIS Conceptual Foundations

Behaviorism
- Laws of Behavior
- Applied Behavioral Technology
- Social Validity
- Science of Human Action
- PBIS

All Students in Schools

The Nurture Effect

How the Science of Human Behavior Can Improve Our Lives in the World

Alberto & Troutman; Carnine & Engelmann; Cooper, Heward, & Heron; Evans, Johnston & Pennypacker; Kame’enui; Sidman

Behavior is learned

Behavior is lawful, therefore understandable & influence-able

Biology is important

Adjust environment to influence & teach behavior

Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Bailey, & Sugai
Science of behavior has taught us 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

“Power of Habits”  
...or Challenging Behavior
Charles Duhigg, 2012

CUE HABIT REWARD

Dessert Satisfied Eat TV remote Entertained Sit & watch Teased Teasing stops Hit Difficult work Work removed Carrot Satisfied?!

FUNCTION-BASED APPROACH

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

TV remote ➔ Walk ➔ Entertained?!
Teased ➔ Ignore ➔ Teasing stops?!
Difficult work ➔ Try ➔ Work removed?!

Establishing/Replacing Habit
Charles Duhigg, 2014

CUE HABIT REWARD

Function-based Approach

All three elements are considered in SSI...

School Climate & PBIS

School Climate

SHARED beliefs, values, & attitudes
SHAPED interactions between & among students, teachers, & administrators
INDIVIDUAL & GROUP level construct
Sets NORMS of (un)acceptable school behavior
KID: Negative School Climate
• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment, & intimidation
• Disengagement & withdrawal
• Nonattendance, lateness, & truancy
• Violent/aggressive behavior
• Littering, graffiti, & vandalism
• Substance use

SCHOOL: Negative 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-based decision making
• Inefficient, ineffective instruction
• Negative adult role models

Coercive Cycle
Creates environments of control
Triggers & reinforces antisocial behavior
Shifts accountability away from school
Devalues child-adult relationship
Weakens academic & social behavior development

Positive Reinforcement Cycle
Where is your classroom & school on the climate scale?
Coercive Cycle
Reinforcing Cycle

KID: Positive School Climate
• Compliance & cooperation
• Respect & responsibility
• Positive peer & adult interactions
• Engagement & participation
• Attendance & punctuality
• Anger & conflict management
• Safe & clean environment
• Healthful food & substance use
• Self-management behavior

SCHOOL: Positive School Climate
• Positive > negative contacts
• Predictable, consistent, & equitable treatment
• Challenging academic success
• Adults modeling expected behavior
• Recognition & acknowledgment
• Opportunity to learn
• Safe learning environment
• Academic & social engagement

What’s It Take to Shift from Negative to Positive School Climate? Easy to say...requires sustained priority to do.

Where is your classroom & school on the climate scale?
PBIOS goal to establish & maintain positive teaching & learning environment
Quick Climate Scale for

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Positive Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language/gestures</td>
<td>Rough physical play</td>
<td>Academic failure</td>
<td>Teasing, intimidation, harassment</td>
<td>Tardy</td>
<td>Unexcused absent</td>
<td>Inappropriate seeking assistance</td>
<td>Appropriate language</td>
<td>Respectful language</td>
<td>Appropriate play</td>
<td>Academic success</td>
<td>Appropriate problem solving</td>
<td>Punctual Attendance</td>
</tr>
<tr>
<td>Verbal reprimands</td>
<td>Behavior corrections</td>
<td>Detention</td>
<td>Low rates student contact</td>
<td>Reactive management</td>
<td>Low opportunities to respond</td>
<td>Low academic engagement</td>
<td>Specific verbal praise</td>
<td>Positive initiations</td>
<td>Positive active supervision</td>
<td>High student engagement</td>
<td>Many opportunities to respond</td>
<td>Pre-corrections</td>
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Verbal reprimands
Behavior corrections
Detention
Low rates student contact
Reactive management
Low opportunities to respond
Low academic engagement
Specific verbal praise
Positive initiations
Positive active supervision
High student engagement
Many opportunities to respond
Pre-corrections
High academic engagement

<table>
<thead>
<tr>
<th>HOW?</th>
<th>Establish positive school climate</th>
<th>Maximizing academic success</th>
<th>Teaching important social skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communicating positively</td>
<td>Supervising actively</td>
<td>HOW?</td>
</tr>
<tr>
<td></td>
<td>Modeling good behavior</td>
<td>Recognizing good behavior</td>
<td></td>
</tr>
</tbody>
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Biglan, Colvin, Mayer, Patterson, Reid, Walker

School-Wide & Classroom PBIS (Tier 1)

Leadership team
Behavior purpose statement
Set of positive expectations & behaviors
Procedures for on-going data-based monitoring & evaluation
Continuum of procedures for discouraging rule violations
Procedures for teaching SW & classroom-wide expected behavior
Continuum of procedures for encouraging expected behavior
Teaching how to determine hypotenuse of triangle

"Work w/ another partner & do these 4 examples...."
"C² = A² + B² where C is side opposite right angle...." 
"I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle...."
"Watch me... If A = 3 & B = 4, then C² = 25 & C = 5...."
"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples...."

I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle...

"Watch me... If A = 3 & B = 4, then C² = 25 & C = 5...."

Teaching by Getting Tough

"I hate this f_____ing school & you're a dumbf_____!"

"That's disrespectful language, girl. I'm sending you to the office so you'll learn never to say those words again....starting now!"

Social Skills Misrules

Punishment teaches
- Punishment signals error.
- Punishment does not teach SS.

Teach "1 hour every Monday"
- SS are needed all day.
- SS are prompted & practiced all day.

Not my responsibility
- SS are needed to learn.
- SS are needed to teach.

Bad behavior is trait
- SS (good/bad) learned & taught.
- Teaching SS should be formal.

Emphasizing & Teaching Positive Expectations

Social Skill Teaching & Learning Phases

White & Haring, 1980

Acquisition
- New skill w/ accuracy
- Show, model, explain w/ feedback

Fluency
- Speed & consistency
- Practice w/ feedback

Maintenance
- Sustained accuracy & fluency
- Practice w/ less feedback

Generalization
- Use in new context
- Teach, practice in variety of conditions

Adaptation
- Modify & fit behavior in new context
- Teach variations w/ feedback
Basic Behavior Teaching Processes

1. ASSESS current skill
2. TEACH for acquisition (model) & fluency (practice)
3. PRECORRECT for use in required settings
4. Actively MODEL, SUPERVISE, shape & REINFORCE
5. Train w/ new examples for GENERLIZATION

What, when, how, where

Accuracy, speed, ease, conditions

Recognize accuracy, fluency, condition

Monitor, reinforce
1. Climate is context for success
2. Climate generally measured by stakeholder report
3. Academic & behavior success (failure) is interactive
4. Impact of evidence-based interventions affected by implementation context & fidelity
5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices

Big Ideas
1. Climate is context for academic & behavior success
2. Climate generally measured by stakeholder report
3. Climate can be behaviorally observable & teachable
4. Positive climate is outcome of successful PBIS implementation across continuum of supports
5. Climate linked to outcomes, data, practices, & systems

GOAL: Effective School, Family, Community Organizations

- **Effective Organizations**
  - Classroom
  - School
  - Family
  - Community

- **Common Language**
- **Common Experience**
- **Common Vision/Values**
- **Quality Leadership**