

Positive Behaviour for Learning School-wide

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

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Review of PBIS Foundations

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MTSS, PB4L

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

Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting **Culturally Knowledgeable** Staff Behavior

Supporting **Culturally Relevant** Evidence-based Interventions

Supporting **Culturally Valid** Decision Making

OUTCOMES
DATA
PRACTICES

Dec 7, 2007

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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

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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

1. Empirical Support

- Functional Relationship
- Meaningful Effect Size
- Replication
- Context

2. Student Fit

- Need (+/-)
- Priority

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

3. Context-Environment Fit

- Language
- Developmental
- Educational
- Cultural**

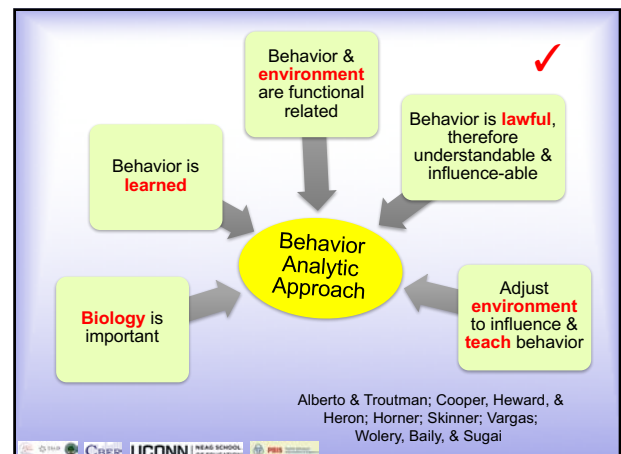
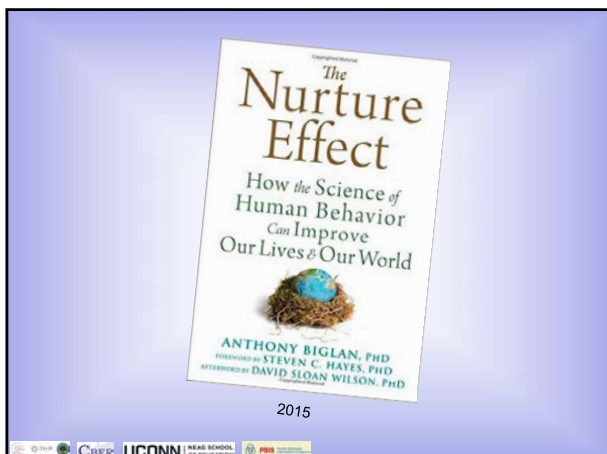
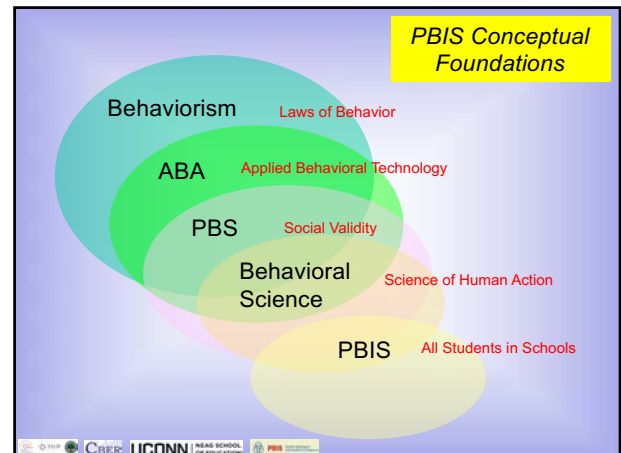
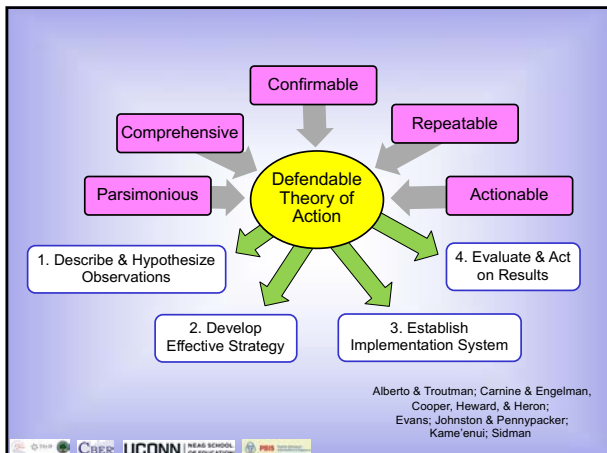
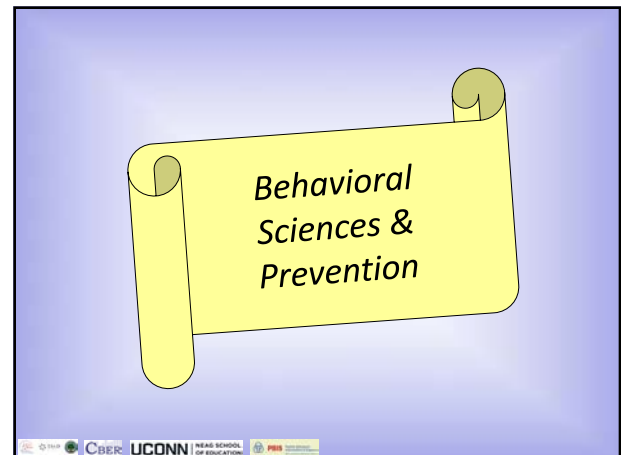
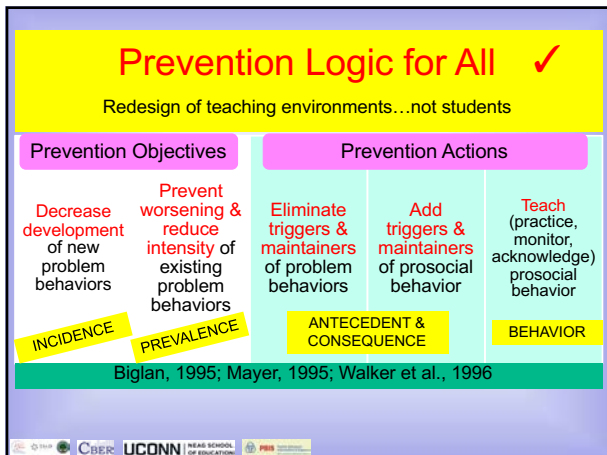
"When programs & practices effectiveness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations."

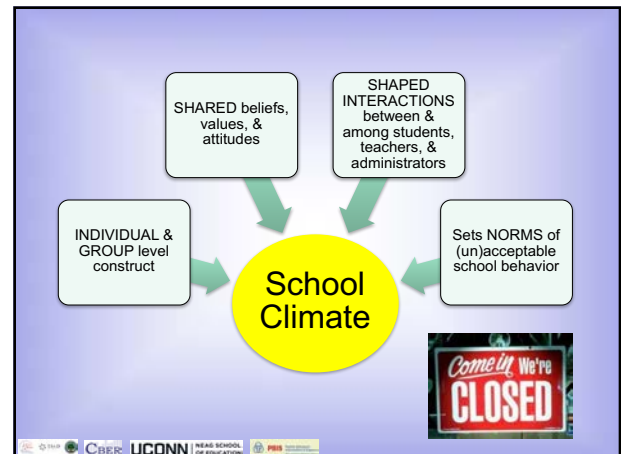
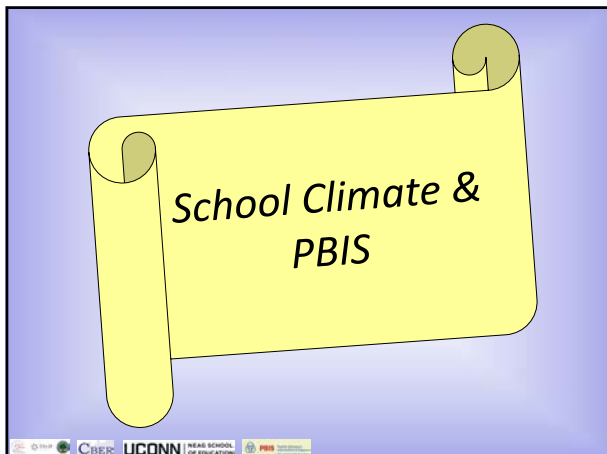
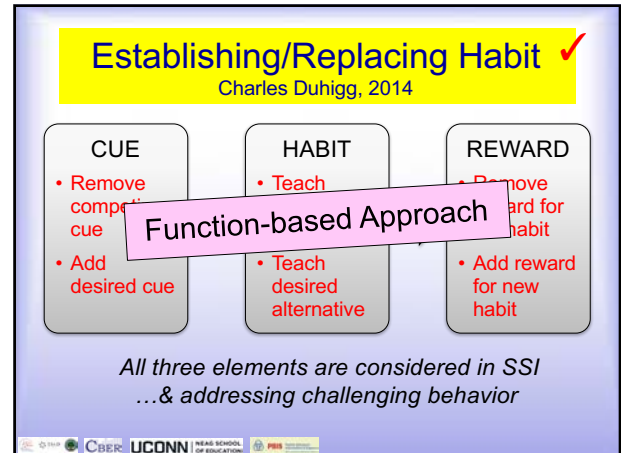
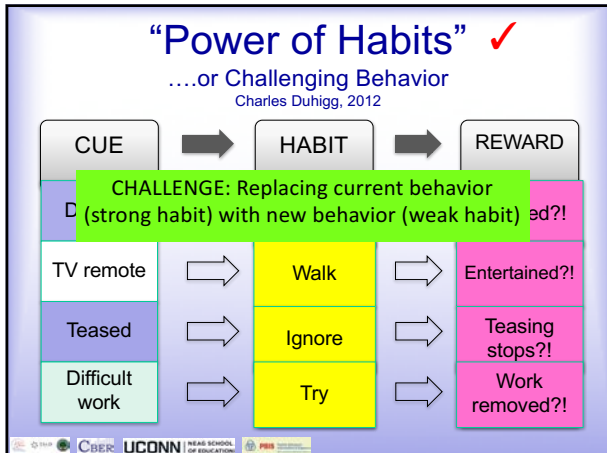
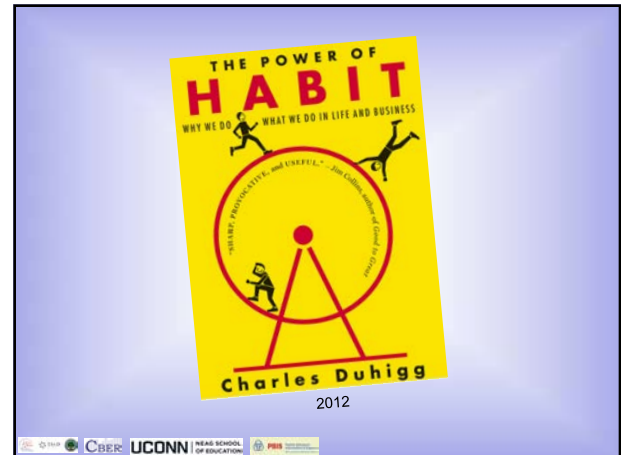
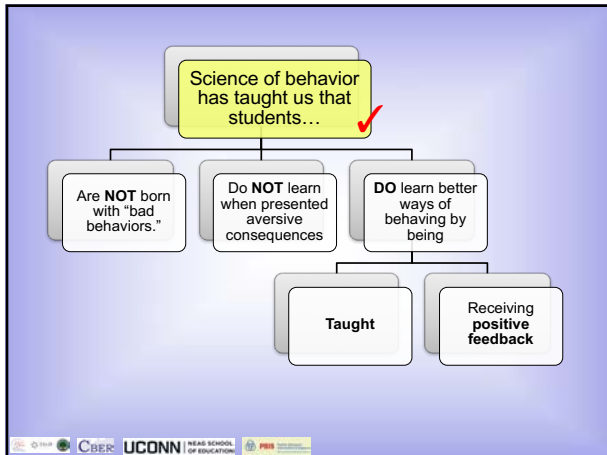
"An approach in which current, high-quality research evidence is integrated with practitioner expertise & client preferences & values into the process of making clinical decisions."
ASHA, www.asha.org

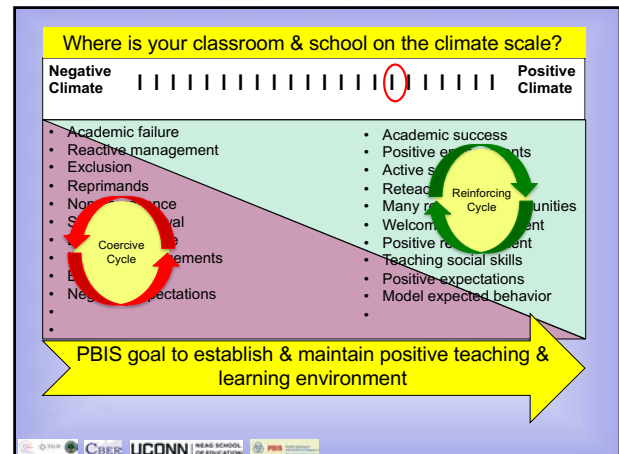
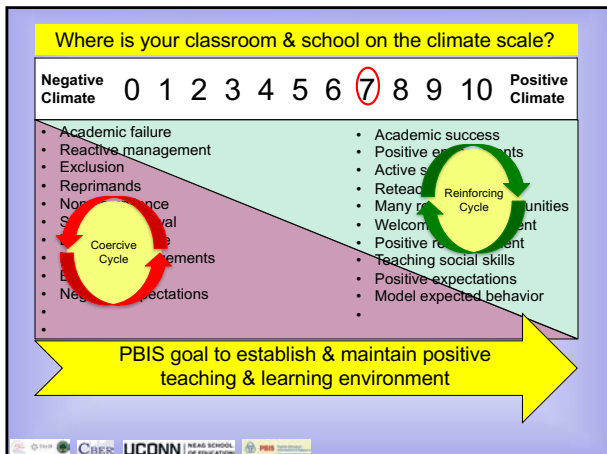
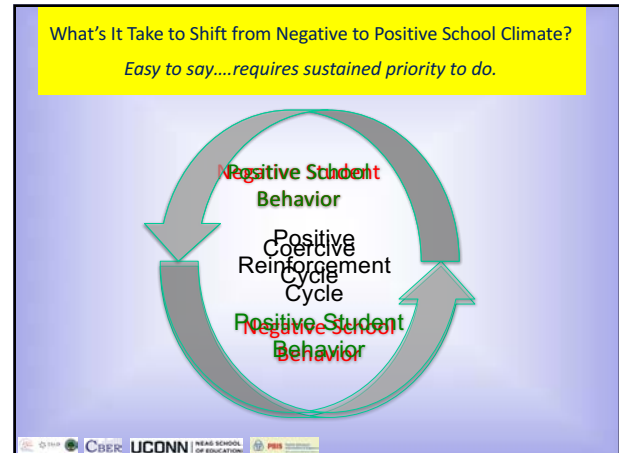
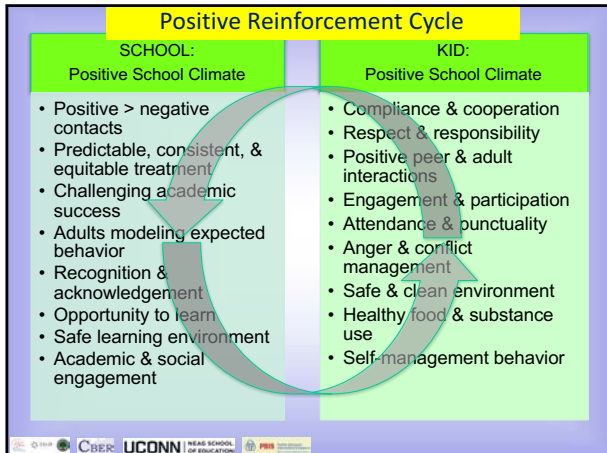
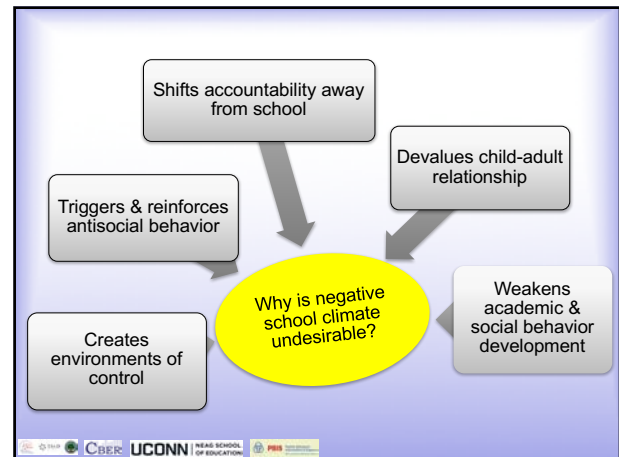
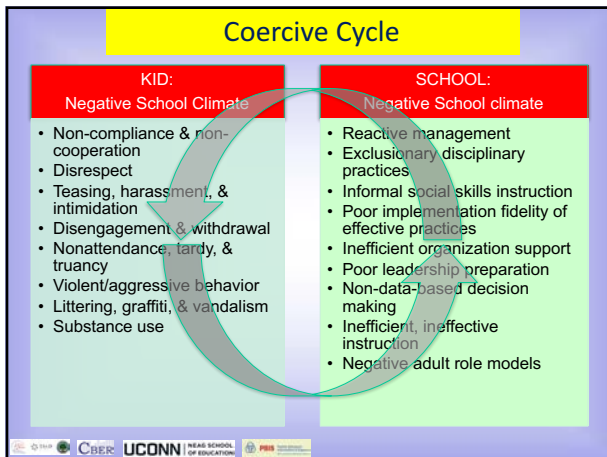
National Alliance on Mental Health, 2007

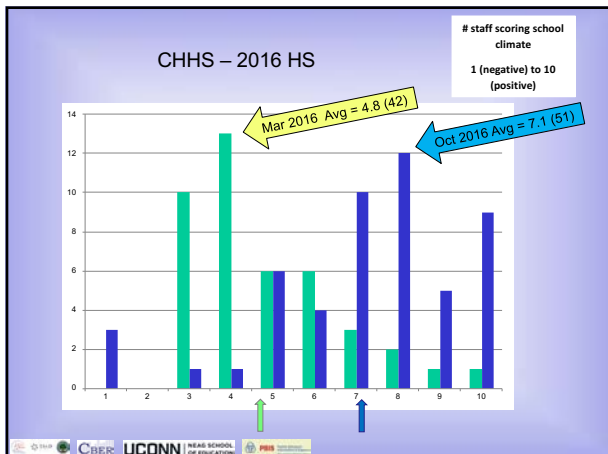
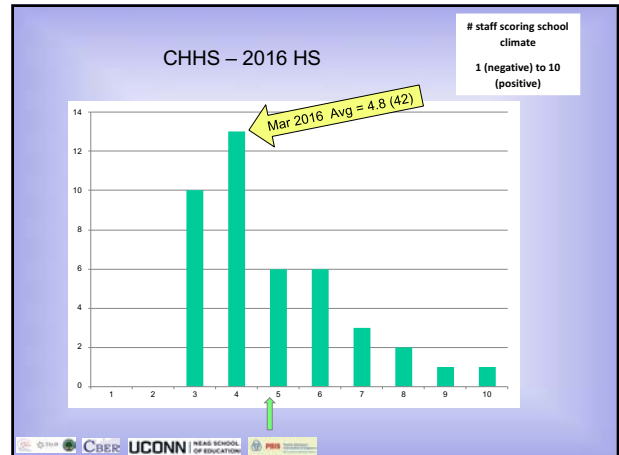
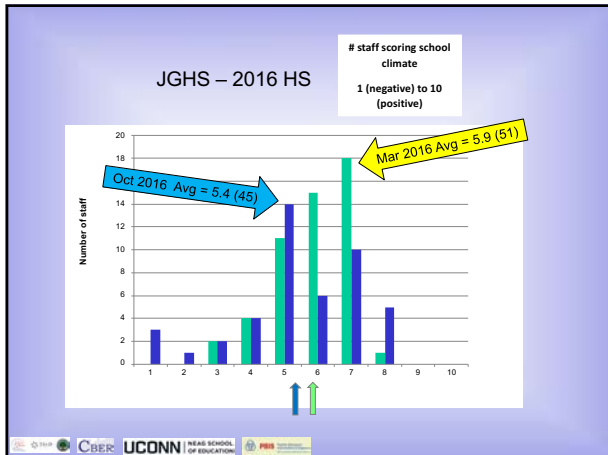
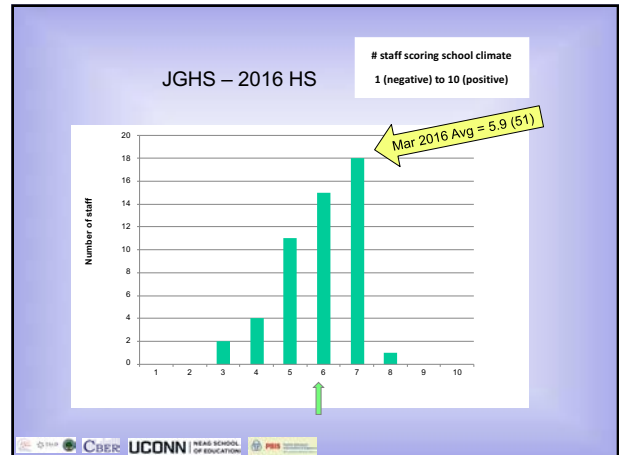
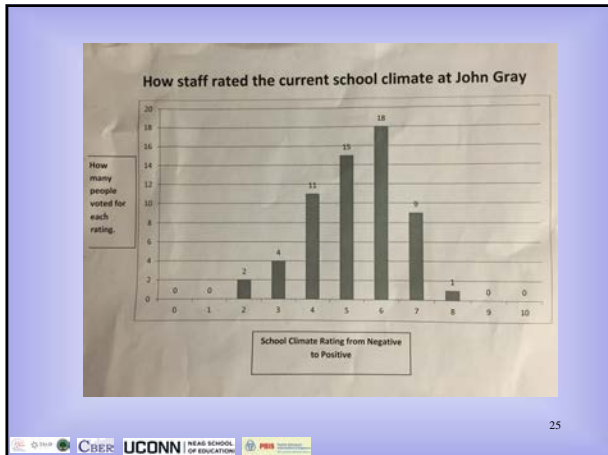
Socialworkpolicy.org, 2015

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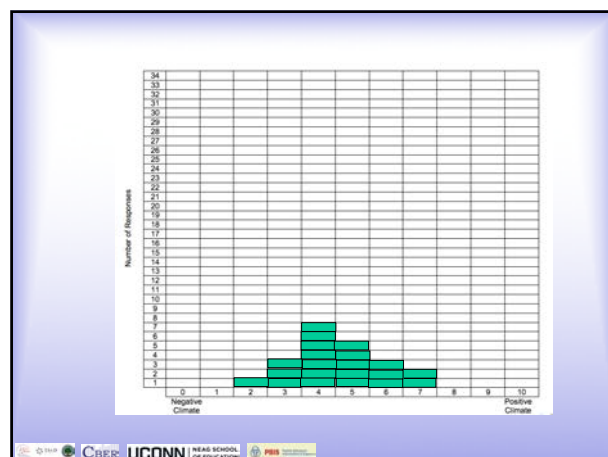


Quick Climate Scale for _____ (setting)

Negative Climate	0	1	2	3	4	5	6	7	8	9	10	Positive Climate
Student Behavior												Student Behavior
Staff Behavior												Staff Behavior

5

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



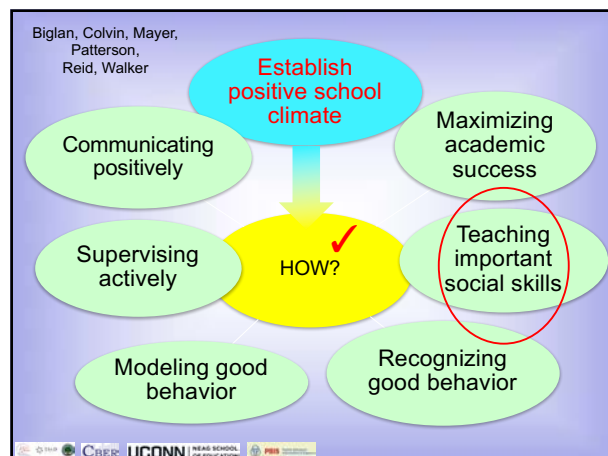
PBIS Positive Behavioral Interventions & Supports
www.pbisapps.org

School Climate Survey Suite

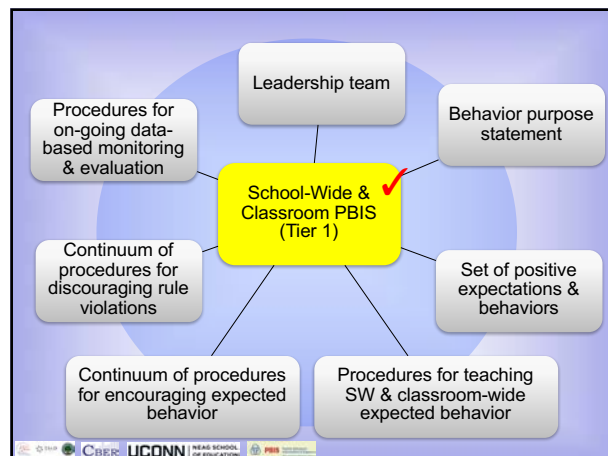
Administration Manual

Citation for this Publication
La Salle, T. P., McInerney, K., & Elliott, B. M. (2016). School climate survey suite administration manual. Eugene, OR: OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, University of Oregon.

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Addressing School Climate through PBIS



Teaching how to determine hypotenuse of triangle

"Work w/ another partner & do these 4 examples...."

" $C^2 = A^2 + B^2$ 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 $C^2 = 25$, & $C = 5$"

"Work w/ your partner & calculate hypotenuse of triangle for these 3 examples....."

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"Teaching"

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

"I hate this f---ing school & you're a dumbf---!"

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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.

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Emphasizing & Teaching Positive Expectations

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Teaching Matrix

		SETTING					
		All Settings	Hallways	Playgrounds	Cafeteria	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give full effort.		Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Watch for stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good manners. Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

1. Social Skill

2. Natural Contexts

3. Behavior Examples

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Social Skill Teaching & Learning Phases

White & Haring, 1980

Acquisition	<ul style="list-style-type: none"> New skill w/ accuracy Show, model, explain w/ feedback
Fluency	<ul style="list-style-type: none"> Speed & consistency Practice w/ feedback
Maintenance	<ul style="list-style-type: none"> Sustained accuracy & fluency Practice w/ less feedback
Generalization	<ul style="list-style-type: none"> Use in new context Teach, practice in variety of conditions
Adaptation	<ul style="list-style-type: none"> Modify & fit behavior in new context Teach variations w/ feedback

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