WHY

WHY PBIS?
Snapshot

CalTAC ✦ PBIS
promoting safe and equitable learning environments
wwpbiscaltac.org
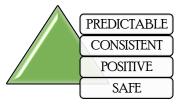
The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments.

PREDICTABLE
CONSISTENT
POSITIVE
SAFE

Main Messages from Dr. Rob Horner

▲ Supporting **social behavior** is central to achieving academic gains.

▲ **Efficiency** is essential
➢ *Never stop doing what already works*
➢ *Look for smallest change that generates largest student benefit*
➢ *To create needed resources never start something new without stopping something you already do*

▲ Establish a **whole-school** social culture
➢ *Cultural sensitivity*
➢ *Family and student engagement*

▲ **Function-based** support
➢ *Implementation of support without attention to function is as likely to make things worse as it is to make things better*
➢ *Invest in* **Prevention** *(Tier I)*
➢ *Define and teach school-wide expectations*
➢ *Support behavior of* **Adults** *as well as behavior of students.*

A Foundation for the Next Generation of Education

▲ **Effective** (academic, behavior)
▲ **Equitable** (all students succeed)
▲ **Efficient** (time, cost)

Time Cost of a Discipline Referral

(Avg. 45 minutes per incident for student
30 min for Admin - 15 min for Teacher)
Dr. Rob Horner, National PBIS Center

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
Totals	1500 Hours	3000 Hours

SWPBIS Experimentally Related to:

▲ Reduction in problem behavior

▲ Increased academic performance

▲ Increased attendance

▲ Improved perception of safety

▲ Reduction in bullying behaviors

▲ Improved organizational efficiency

▲ Reduction in staff turnover

▲ Increased perception of teacher efficacy

▲ Improved Social Emotional competency

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 group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115

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Waasdorp, T., Bradshaw, C., & Leaf, P., (2012) The Impact of Schoolwide Positive Behavioral Interventions and Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial. *Archive of Pediatric Adolescent Medicine.* 2012;166(2):149-156

Why is School Climate Important?

Although academic achievement, classroom settings, and school climate are often considered independently, their interactive nature and influence are overlooked (Stronge, Ward, & Grant, 2011). Positive school climate has been linked to several important outcomes including increased student self-esteem and self-concept, decreased absenteeism, risk prevention, reduced behavioral problems, and school completion (Cohen, McCabe, Michelli, & Pickeral, 2009; Lindstrom Johnson, Pas, & Bradshaw, 2015). Over several decades, researchers, policymakers, and educators have increasingly recognized school climate as a critical component of school improvement efforts because of its effect on student outcomes (Anderson, 1982, Bear, Gaskins, Blank, & Chen, 2011; Cohen et al., 2009; La Salle, Meyers, Varjas, & Roach, 2014; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2014).

Cultural Shifts

The fundamental purpose of PBIS is to make schools more effective and equitable learning environments through establishing safe, positive and predictable behaviors. To make this happen, there must be a **personal shift in our thinking, feelings and actions**.

Shifting From	Shifting To
Negative	Positive
Exclusion	Inclusion
Reactionary	Prevention
Punitive	Disciplinary
What we do TO them	What we do WITH them
Changing the Student	Changing the Environment

Exclusionary Practices

Inclusive Practices for Some

Increasing the Effectiveness of our Environments for all Students

Cultural Shifts

Processing Activity: Take a Stand
Foursquare Guide Page: 16

- ➢ With a partner, read and think about the cultural shifts.
- ➢ Record first, then share with your partner, *which cultural shift will be the easiest and which will be the hardest for you? and why?*
- ➢ Together discuss, *which cultural shift will be the easiest and which will be the hardest for you? and why?* Record responses below.

Easiest Cultural Shift – Individual Why?	Hardest Cultural Shift – Individual Why?
Easiest Cultural Shift – Organization Why?	**Hardest Cultural Shift – Organization Why?**

➢ Number off one to four and move to your assigned table for a meet & greet
➢ Together, silently read your assigned section from the Technical Brief: **SCHOOL CLIMATE: Academic Achievement & Social Behavior Competency** (Center on Positive Behavioral Interventions and Supports, September 2016)
➢ Group facilitator guides discussion on highlights from the assigned read focusing on the question: "WHY is school climate important"?
➢ Recorder writes responses on puzzle piece and reporter shares out to the whole group-puzzle together

1 What is School Climate?

Generally, school climate represents the shared norms, beliefs, attitudes, experiences, and behaviors shaping the nature of interactions between and among students, teachers, and administrators (Emmons et al., 1996; Johnson, Pas, & Bradshaw, 2015; La Salle, Meyers, Varjas, & Roach, 2014). A social or educational validation approach is accentuated (Gresham & Lopez, 1996; Wolf, 1978); meaning key stakeholder perceptions are examined relative to one's expectations about experiences within a given place or organization and with a specific intervention or practice. As such, individual culture, context, and learning history influence one's perceptions, experiences, and actions (Sugai, O'Keeffe, & Fallon, 2012).

These organizational, instructional, and interpersonal expectations and experiences also set the normative parameters of social behavior within the school (Anderson, 1982; Koth, Bradshaw, & Leaf, 2008) and function as the basis for how students, educators, parents, and visitors report on the relative quality of the educational and personal culture and climate of classrooms and the school (e.g., safety, respectfulness, responsibility, community).

Perceptions of school climate are shaped by one's instructional, personal, and interpersonal experiences in classroom and non-classroom settings. For example, in settings described as having negative climates, an observer is more likely to see students engaged in antisocial and atypical behavior and experience reactive punishing adult behavior. In contrast, an observer of positive climates is more likely to see students displaying setting-specific prosocial behavior and social skills with educators engaged in more preventive and constructive instructional and social support actions.

NONEXAMPLES	NONEXAMPLES	EXAMPLES	EXAMPLES
STUDENTS are more likely to be seen and heard ▲ using inappropriate language ▲ being verbally and/or physically aggressive ▲ failing academically ▲ being noncompliant or defiant ▲ displaying unregulated emotions ▲ being late or skipping class ▲ using verbal and nonverbal teasing, intimidation, & harassment ▲ crying easily ▲ being unresponsive ▲ damaging property	**EDUCATORS** are more likely to be seen and heard ▲ giving verbal reprimands ▲ removing students from instructional groups, classrooms, or school ▲ withholding academic instruction ▲ administering corporal punishment ▲ engaging in public humiliation or blaming ▲ coercing compliance ▲ threatening or using physical responses ▲ engaging in public humiliation ▲ avoiding student engagement	**STUDENTS** are more likely to be seen and heard ▲ using setting appropriate language ▲ following directions appropriately ▲ experiencing academic success ▲ handling problems and conflicts calmly and effectively ▲ expressing feeling and emotions appropriately ▲ asking for assistance in an acceptable manner ▲ playing/working cooperatively ▲ listening and following along with instruction ▲ solving problems ▲ restoring relationships or environments	**EDUCATORS** are more likely to be seen and heard ▲ giving positive and informative reminders ▲ having more positive than negative interactions ▲ teaching and reinforcing important classroom routines ▲ expressing high academic and behavioral expectations of their students ▲ maximizing their use of instructional time with high rates of opportunities to respond ▲ modeling expected prosocial skills ▲ handling problem behaviors and rule violations calmly and consistently ▲ positively, actively, and continuously supervising

⟨2⟩ How is School Climate Measured?

School climate data are collected using three general approaches: (a) social validation; (b) archival data; and (c) observation.

a. *Social Validation*

   Stakeholder perceptions are surveyed using descriptors ranging from general (e.g., "I feel safe at school") to specific (e.g., "Teasing, harassment, and bullying behavior is a daily occurrence in my school") along a continuum of responses (e.g., strongly disagree to strongly agree). Perceptions are obtained through surveys, focus groups, and rating scales completed by students, family members, educators, and community members.

b. *Archival Data*

   Archival data on student and/or educator behavior is collected and stored for later examination. For students, indicators may be related to attendance, dropping out, academic records, disciplinary infractions, and/or participation in extracurricular activities. For educators, similar extant data include; for example, attendance, punctuality, illness, transfers, and activity engagement.

c. *Observation*

   Data are collected directly on what students and educators are observed doing (e.g., frequency, rate, duration, latency) in specific settings (e.g., classroom, hallways, lunchrooms, playgrounds, assemblies) or contexts (e.g., in small group, with certain individuals, doing specific academic content). Examples of observation indicators may include the following student and/or educator behaviors seen in the chart below.

Regardless of the approach to measuring school climate, the information must be contextualized by determining (a) where and when, (b) with whom, (c) how often, (d) where and under what contexts, and (e) why (e.g., motivation, function). In addition, the cultural context of students and educators must be considered, that is, family, neighborhood, school, district, community, etc. (Fallon, O'Keeffe, & Sugai, 2012; La Salle, Meyers, Varjas, & Roach, 2014; Sugai, O'Keeffe, & Fallon, 2012). As such, school climate data can assist in considering questions related to equity, disproportionality, and cultural responsiveness and appropriateness.

Observation Indicators: Student Behaviors	Observation Indicators: Educator Behaviors
▲ # teasing and harassment behaviors	▲ # reprimands or reactive responses
▲ # positive interactions with others	▲ Ratio # of positive to negative interactions
▲ # minutes working/social interaction alone and/or with others	▲ # positive acknowledgements and recognition
▲ # positive initiations	▲ # opportunities to respond
▲ # destructive property acts	▲ # opportunities for academic success
▲ # aggressive (verbal/aggressive) acts	▲ # precorrection prompts
▲ # minutes to comply to request	

3 What practices and systems are associated with the development, sustainability, and enhancement of positive school climates?

Given the above prevention-based, behavioral science approach, we propose priority must be given to selecting systems improving the high fidelity and sustainable implementation of effective practices. In general, *practices* are those strategies, interventions, programs, curricula, etc. experienced by students, parents, and guardians to enhance their contributions to a positive school climate. *Systems* are those structural and organizational supports experienced by educators to insure the best selection, adaptation, and accurate and long-term implementation of effective practices. These practices and systems are summarized in the chart below.

Effective PRACTICES

- Effective academic instruction providing frequent opportunities for maximum instructional engagement, active responding, and academic success on challenging content
- Preventive, continuous, and active supervision across all academic and nonacademic contexts and settings throughout the school day
- Explicit, culturally responsive, and active social skills instruction that is taught, practiced, and acknowledged within and across all academic and non-academic contexts and settings throughout the school day
- High rates of positive and informative feedback for both academic and nonacademic responses within and across settings
- Differentiated academic and behavioral supports that increase in intensity, frequency, duration, and individualization based on responsiveness to intervention, learning history, and student characteristics (e.g., disability, medical/physical status)
- Frequent reminders about expected social skills, behaviors, and routines within and across contexts and settings

Effective SUPPORTING SYSTEMS

- Active participation and implementation by school leadership
- Active participation and implementation by majority of staff (>80%).
- Active and frequent educator modeling of expected student social skills
- Action plan that schedules activities for a 2-3year implementation
- Coordinated school-wide implementation by leadership team representing grade/department, non-teaching staff, behavior specialists, leadership, students, families, etc.
- Decision-based data system addressing student responsiveness, implementation fidelity, and implementation capacity development
- Multi-tiered framework for selection, organization, and implementation of effective practices for all students, including data decision rules, expected outcomes, and implementation supports
- District-level supports and participation in the school-based implementation (e.g., policy, funding, personnel, priority)
- Internal and external coaching supports to prompt, remind, and reinforce implementation action plan
- Procedural guide for comprehensive integration and implementation of all behavior related initiatives under a school climate umbrella and within a multi-tiered framework

4 How does school climate relate to other social, emotional, and behavioral initiatives (e.g., bullying, disproportionality and culture, character education, school violence and safety, classroom management, reactive discipline, attendance, restorative practices)?

What students, educators, parents, guardians, and others experience within and across classroom and non-classroom settings affects how they perceive and describe their experiences. If they see or experience bullying or victimization, aggressive acts, humiliation or embarrassment, discrimination, sadness, unsafe actions, etc., they are more likely to perceive and report a negative school climate. If they see or experience more cooperative, helping, effective self-management, safe and caring acts, responsible behaviors, etc., they are more likely to describe these setting has having positive climates.

When social and/or behavioral challenges are experienced, initiatives, programs, and procedures are put in place to address them, for example, bullying prevention, restorative practices, character education, and life skills training. If the focus is on individual students, more specialized supports, like school mental health, special education, and clinical counseling are initiated so intensive strategies can be provided (e.g., cognitive behavior therapy, function-based behavior intervention plans, targeted social skills instruction).

Regardless of whether the emphasis is school-wide, classroom, or individual, the responses are often independently developed and implemented. These responses collectively affect our experience and perceptions of those experiences creating the school climate (Koth, Bradshaw, & Leaf, 2008). If one or a combination of behavioral responses or practices is to have the desired effect and expected outcome, an implementation framework is needed to organize (i.e., align, eliminate, merge, sequence) how they relate to each other and how they would be implemented across all school settings for all students and staff (La Salle, Sugai, & Freeman, in preparation).

Thus, the multi-tiered framework becomes the operating continuum for sequencing, aligning, and integrating multiple behavior related practices contributing to school climate. Examining stakeholders' perceptions of school climate serves to (a) understand how key members of the school community perceive the school environment along a continuum of variables including safety, interpersonal relationships, behavioral expectations, etc.; (b) inform educators about the effectiveness of school interventions; and (c) facilitate contextually relevant data-based decision making within a multi-tiered framework.

This framework generally includes three tiers: (a) Tier 1 - school-wide practices and systems for all students and educators across all classroom and school settings, (b) Tier II - extended Tier 1 practices and systems for students who require small group supports, and (c) Tier III - individualized practices and systems for students who require more intensive supports than provided at Tiers 1 and II.