

DATA POINT

U.S. DEPARTMENT OF EDUCATION
NCES 2015-096 MARCH 2018

Students' Relationships in School and Feelings About Personal Safety at School

This report investigates the relationship between students' feelings of safety in school and their perceptions about the level of crime in their home neighborhoods as well as their relationships with adults and peers.

2015 Nationally Representative Sample Survey

The data used in this report is from the 2015 National Crime Victimization Survey (NCVS), with and without questions about feelings of safety.

Perceptions of school safety & neighborhood crime of 12-18 year olds.

USDoE NCES March 2018

Analysis for this report is restricted to the SCS respondents who were enrolled in grades 6 through 12 and who did not receive any part of their education through homeschooling during the school year.

Regardless of their perceptions of the level of crime in their home neighborhoods and school neighborhoods, at least 95 percent of students agreed that they felt safe at school for all school years.

Regardless of perceptions of crime, 95% students reported feeling safe at school.

FIGURE 1. Percentage of students ages 12 through 18 who agree or strongly agree with statements about crime and feeling safe, by school locale: School year 2014-15

NOTE: Data include only students who reported being enrolled in grades 6 through 12 and not receiving any of their education through homeschooling during the school year reported. Exclude codes from the Common Core of Data or the Private School Survey data for 2013-2014. For more information on locale definitions see [Table 1.1. Geographic and Demographic Data](#). School locale data was not available for approximately 24 percent of respondents who were excluded from the analysis. *Rural data for percentages and their standard errors are available at [SDIG 2014-15](#). SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 2015.

FIGURE 2. Percentage of students ages 12 through 18 indicating a lot of crime in their home neighborhoods and/or school neighborhoods who agree or strongly agree that they have supportive relationships with adults and students in school, by whether they feel safe in school: School year 2014-15

More likely to report feeling safe at school if access to adult or student

to say (95.3 percent) at higher rates than students who did not feel safe at school (84.6 percent).

Among students who agreed there was a lot of crime in their school neighborhoods, those who also agreed that they felt safe at school more often agreed that there was a teacher or adult at school who really cared about them (84.6 percent) than students who did not feel safe at school (81.1 percent).

Among students who agreed there was a lot of crime in their school neighborhoods, those who also agreed that they felt safe at school more often agreed that there was a student at school who really cared about them (83.6 percent) than students who did not feel safe at school (77.2 percent).

DATA POINT

U.S. DEPARTMENT OF EDUCATION
NCES 2015-095 MARCH 2018

Changes in Bullying Victimization and Hate-Related Words at School Since 2007

2015 Nationally Representative Sample Survey

Perceptions of bullying victimization & hate-related words of 12-18 year olds.

USDoE NCES March 2018

Analysis is restricted to the SCS respondents in each year who were enrolled in grades 6 through 12, and did not receive any part of their education through homeschooling during the school year.

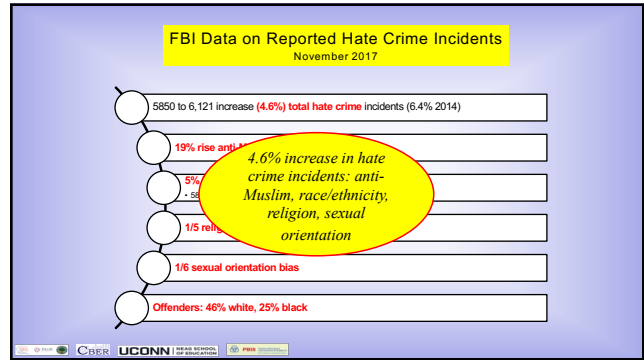
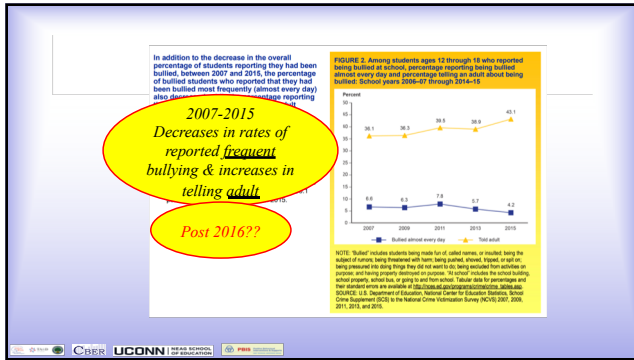
2007-2015

Decreases in rates of reported bullying & hate-related words

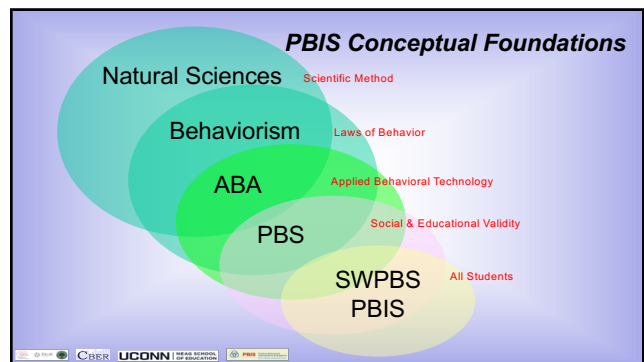
Post 2016??

FIGURE 1. Percentage of students ages 12 through 18 who reported being bullied or called a hate-related word, by year: School years 2006-07 through 2014-15

NOTE: 'Bullied' includes students being made fun of, called names, or teased; being the subject of rumors; being treated with name-calling, teased, teased, teased, or teased; being prevented from doing things they did not want to do; being excluded from activities on campus; and having property damaged or stolen. The report includes the school bullying activity among students in grades 6 through 12. *Rural data for percentages are available in table 1.5 at [SDIG 2014-15](#). SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) 2007, 2008, 2011, 2013, and 2015.



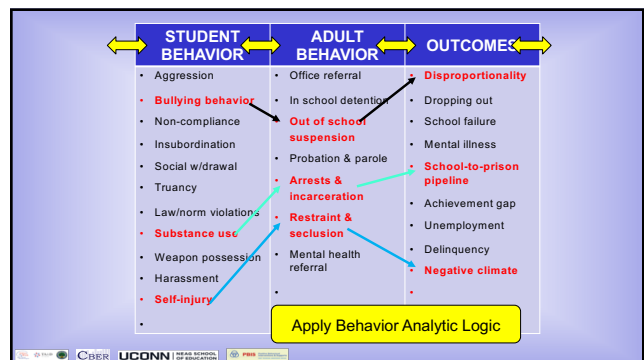
Behaviorism & Theory of Action & Change

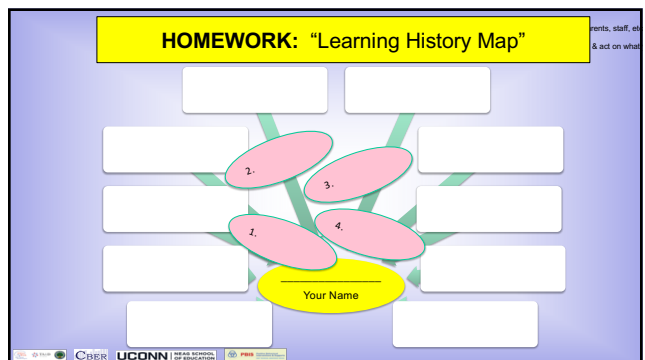
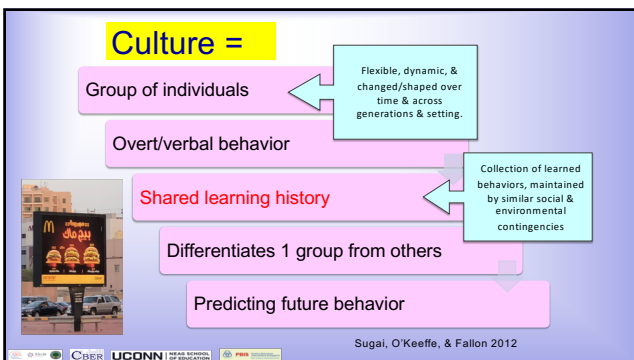
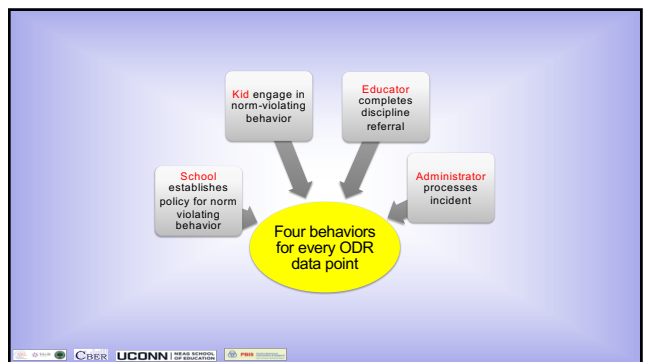
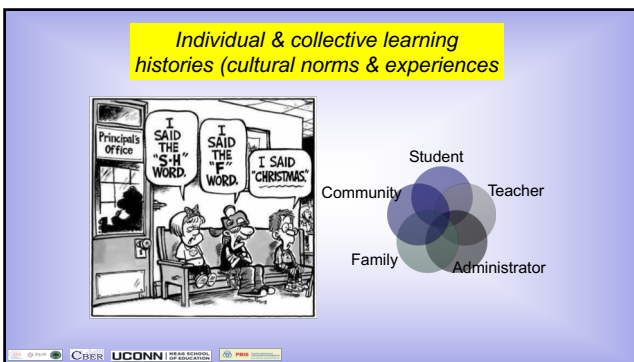
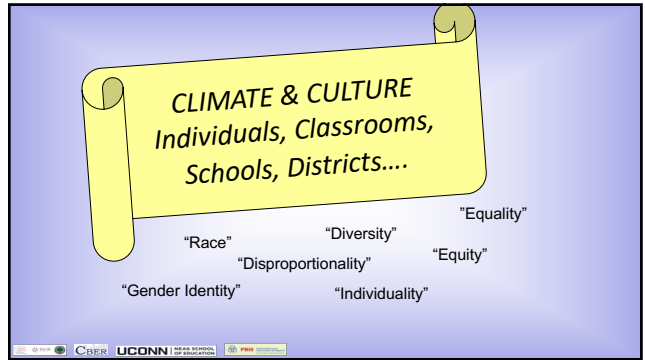
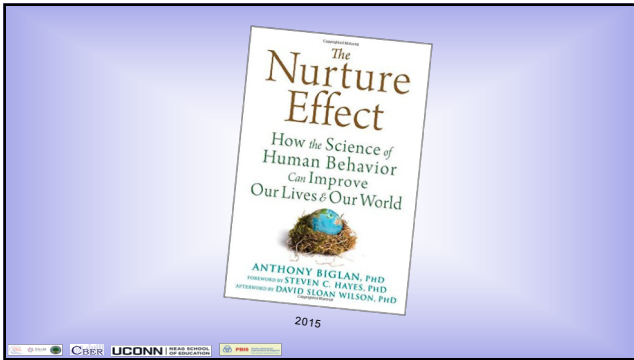


"Fix These, NOW!"

Restraint & seclusion
Dropping out
Negative climate
Out of school suspension
Bullying behavior
Probation & parole
Social withdrawal
Disproportionality
Hate crime
Truancy
Self-injury
Insubordination
& incarceration
Achievement pipeline
Harassment
Mental health referral
Substance use
Non-compliance
Mental illness
Trauma
Law/norm violations
Unemployment
Office referral
In school detention
School failure
Harming animals
Deviant sexual behavior

NOT Equal!





What do behaviorists say about culture?

"No degree of knowledge about the characteristics of groups or cultures can *substitute* for the analysis of the actions of a given individual in their **historical & situational context** because **no two members of any group are socialized in exactly the same way**"
Hayes & Toarmino, 1995

"A culture evolves when practices... contribute to the success of the practicing group in solving its problems"
Skinner, 1981

Early Conclusion...

What matters?
What I do & contextual contingencies that affect what I do?

Nothing is inherently biased or culturally irrelevant about practices & systems of PBIS implementation.

However, we can improve kid outcomes by making those practices & systems **more reflective of norms, expectations, & learning histories** of kids & family, community & staff members

Sugai, O'Keeffe, & Fallon 2012

How does my learning history affect my actions?

- Do I have **shared experiences** 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

References

- **Fallon, L. M., O'Keeffe, B. V., & Sugai, G.** (2012). Consideration of culture and context in School-wide Positive Behavior Support: A review of current literature. *Journal of Positive Behavior Interventions*, 14, 209-219, doi: 10.1177/1098300712442242
- **Sugai, G., O'Keeffe, B. V., & Fallon, L. M.** (2012). A contextual consideration of culture and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 14, 197-208, 10.1177/1098300711426334
- **Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J. & Swain-Bradway, J.** (2011). Toward a conceptual integration of cultural responsiveness and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 13, 219-229.

https://www.spicenter.org/

Southern Poverty Law Center

JOHN LEWIS HONORS CIVIL RIGHTS MARTYRS
A congressional delegation visited our Civil Rights Memorial for a ceremony honoring those who lost their lives in the struggle for civil rights.

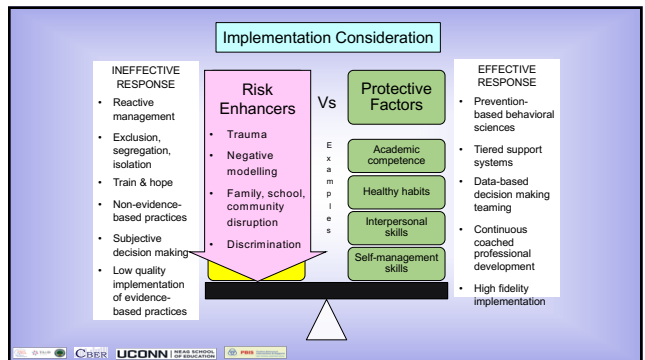
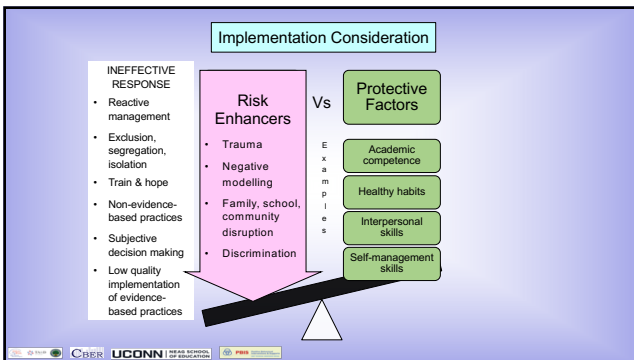
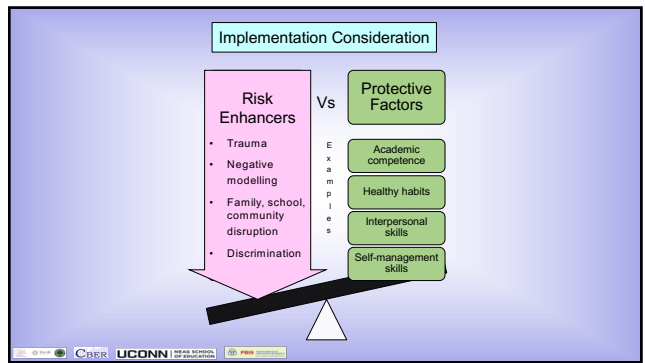
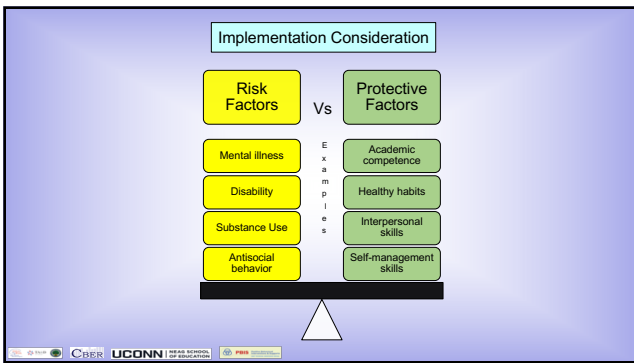
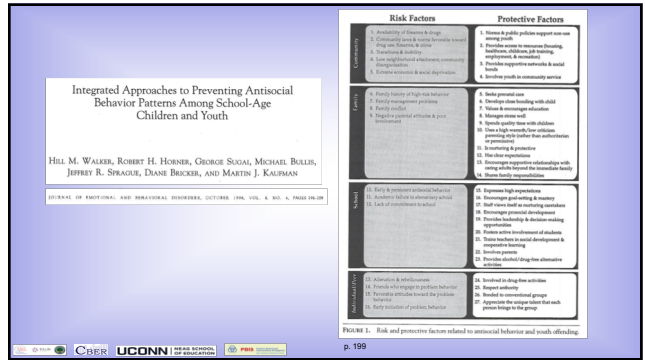
FAMILY SEPARATION ISN'T OVER
The administration is locking up children to use them as bait. We stand — and we'll keep fighting until this policy is truly over.

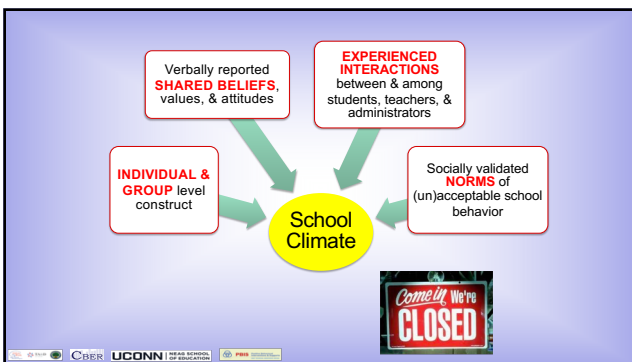
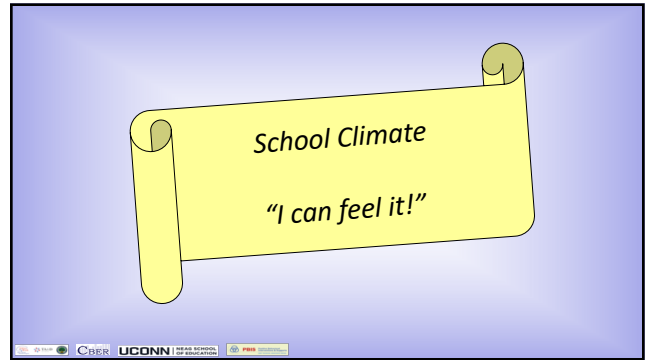
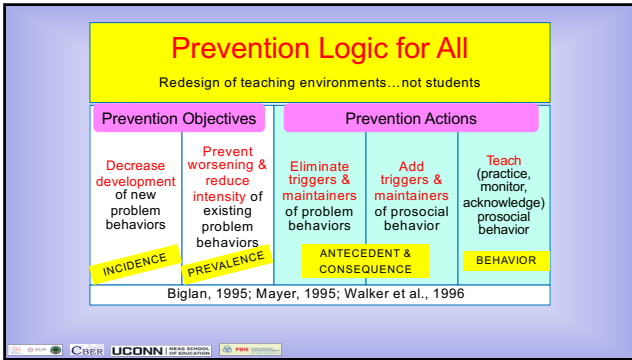
HATE GROUPS AT ALL-TIME HIGH
Our annual hate group count found 1,020 hate groups in the United States in 2016.

Homework Assignment

Describe....

1. ONE historical event/experience that has shaped your professional DEVELOPMENT.
2. How that event INFLUENCES how you DESCRIBE your OBSERVATIONS of & SUPPORT of student/client actions/behaviors.





La Salle et al.
www.pbisapps.org/resources/schoolclimate

2 Informal School Climate Rating of Your School

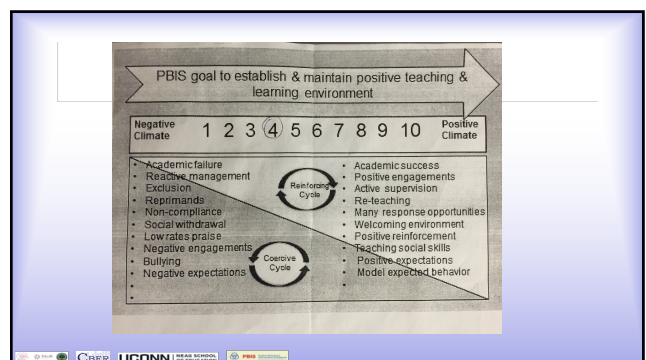
5 minutes in same school groups

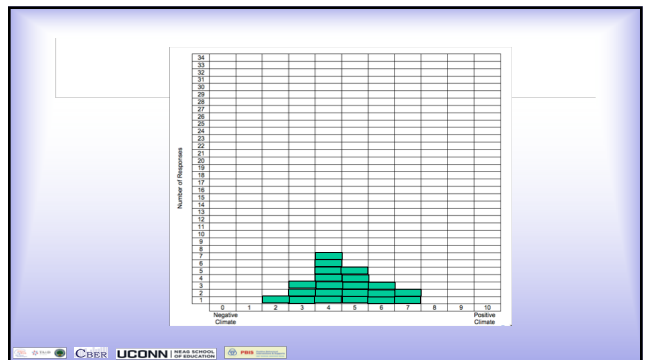
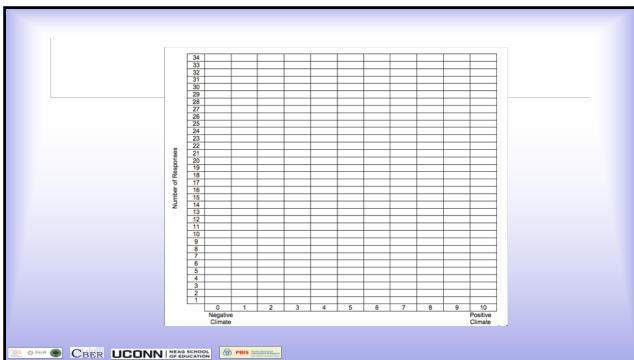
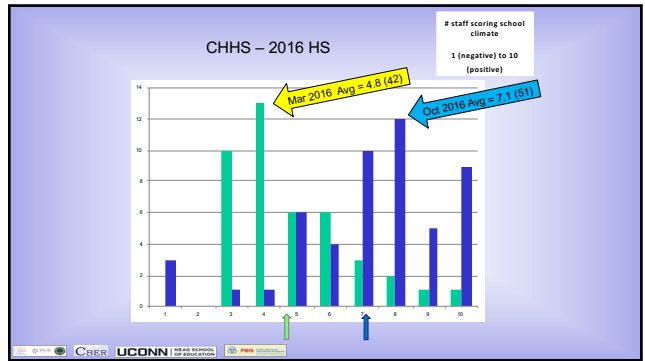
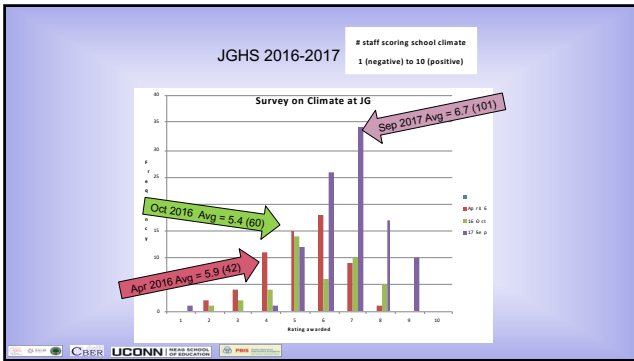
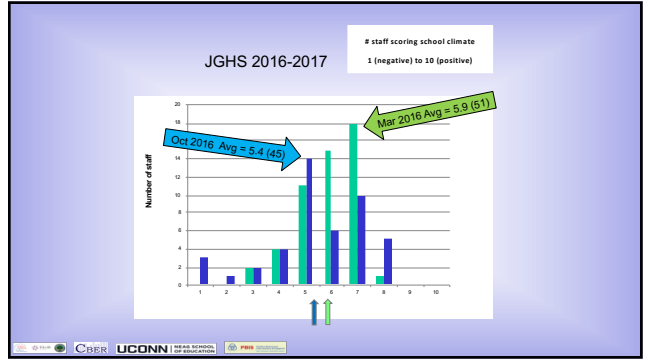
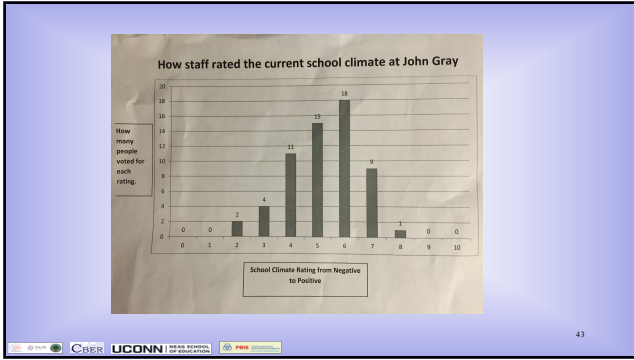
0	1	2	3	4	5	6	7	8	9	10
Generally Negative			Neutral				Generally Positive			

List factors, influences, observations, experiences, etc. that shaped your rating:

- Consider your last full school day, both classroom & nonclassroom.
- Rate (circle #) your overall perception/experience of the social, emotional, behavioral climate on a 10-point scale from 0 (highly negative) to 10 (highly positive).
- List factors, observations, experiences, etc. that shaped your rating.
- Calculate an average rating with other staff members in your school.
- Discuss your rating with other staff members from your school.

Average school rating: _____
 Rating range (lowest to highest): _____
 Develop bar graph showing distribution of scores across rating option.





Homework Assignment

Describe....

1. How would you RATE CLIMATE of your last classroom/school visit: 1 highly negative to 10 highly positive? _____
2. What OBSERVABLE actions, activities, experiences, etc. of STUDENTS influenced your rating?
3. What OBSERVABLE actions, activities, experiences, etc. of ADULTS influenced your rating?

Multi-Tiered Systems of Support (MTSS) & Positive Behavioral Interventions & Supports (PBIS)

"The Triangle"

MTSS is....

MTSS

"Integration of a number of multi-tiered systems into one coherent, strategically combined system meant to address multiple domains or content areas in education"

McIntosh & Goodman, 2016, p. 5

- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (FL MTSS, n.d., p.2).
- "System of supports and interventions that are designed to meet the needs of all students" (C...)
- "Blueprint for school improvement" (MA Exec Office of Ed, 2018).
- "An evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (FL MTSS, n.d., p.2).

Integrate Initiatives around Important Shared Outcomes

Teach & Arrange Learning Environment for Success

Align, Integrate, & Sequence Evidence-based Practices & Systems w/in Continuum

Use Data to Make Big Decisions

Develop Local Content Expertise

Screen Regularly, Early, & Universally

Coordinate Implementation w/ Team

Continuously Monitor Student Progress & Implementation Fidelity

All Variations of MTSS Share Functions

Empirically validated practices

Continuum

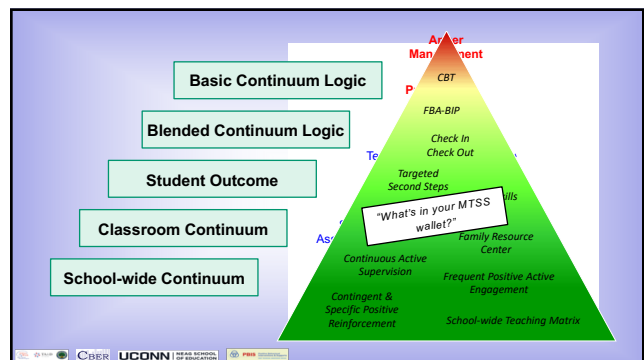
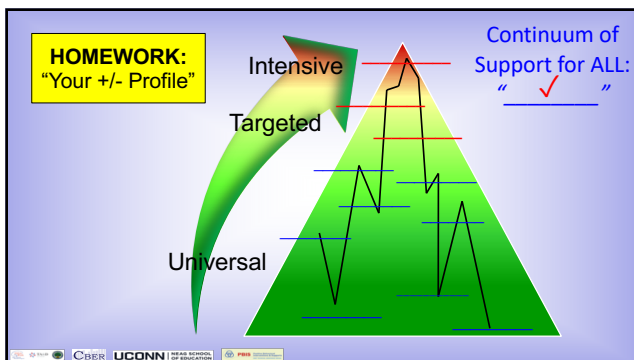
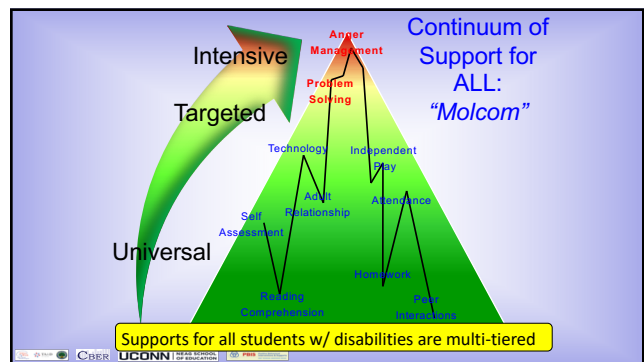
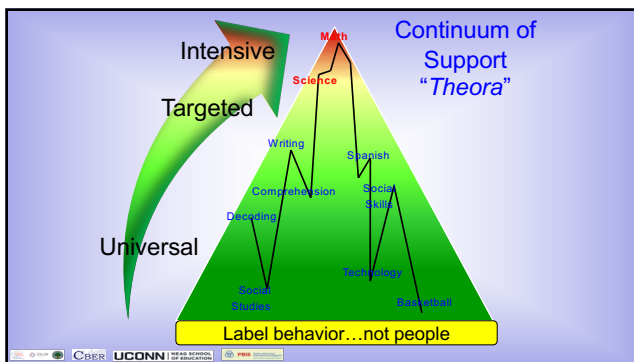
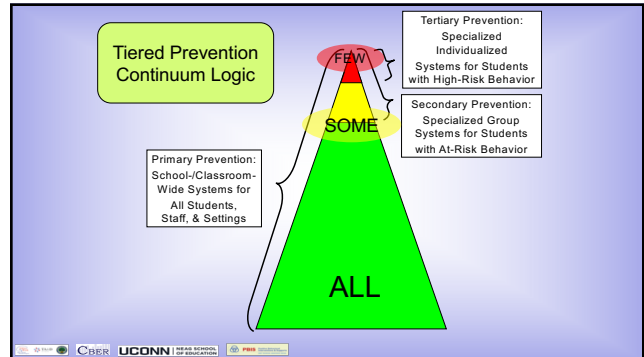
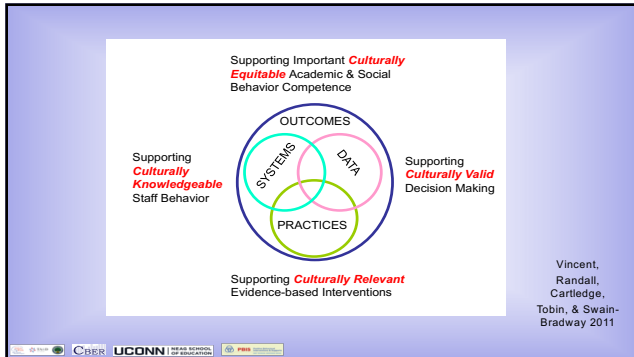
Academic & behavior outcomes

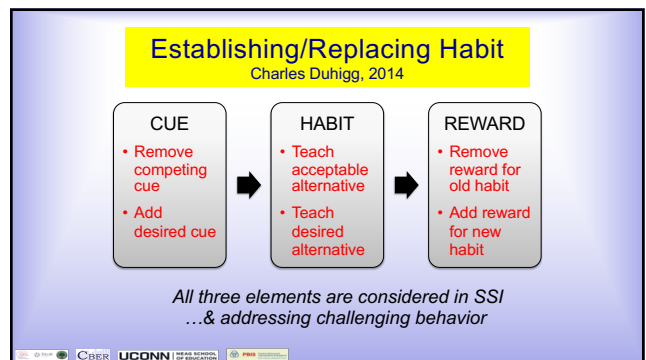
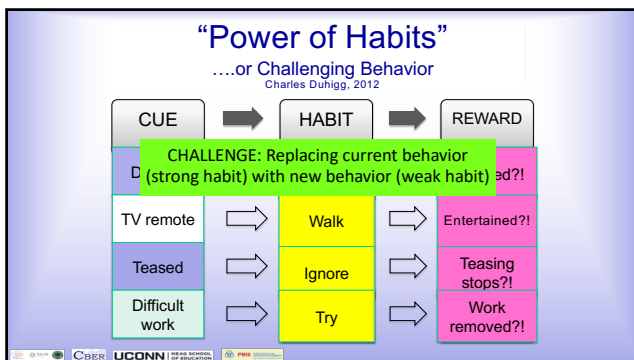
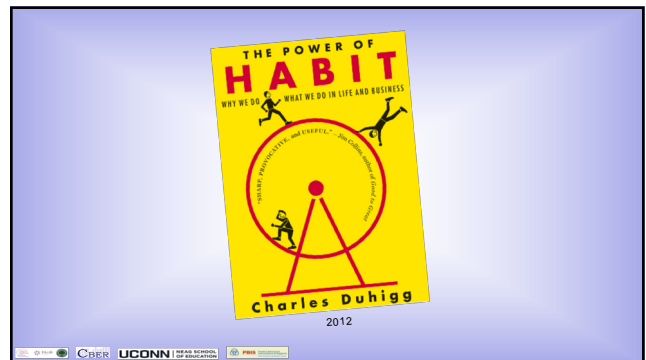
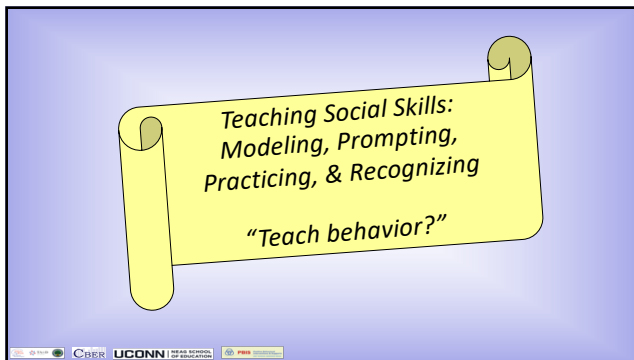
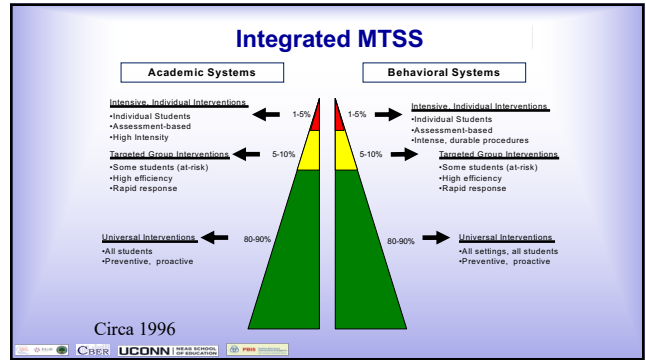
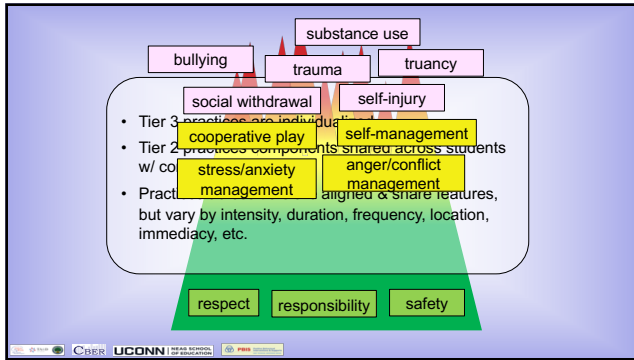
Framework

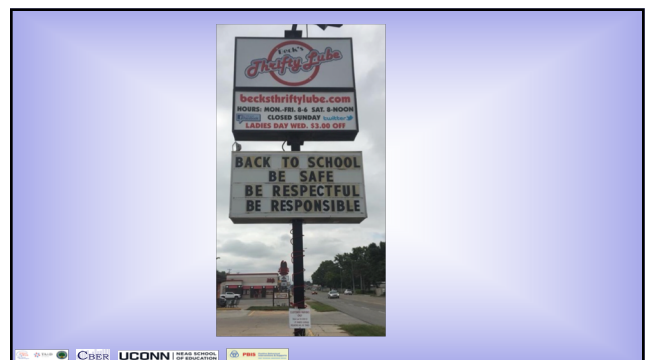
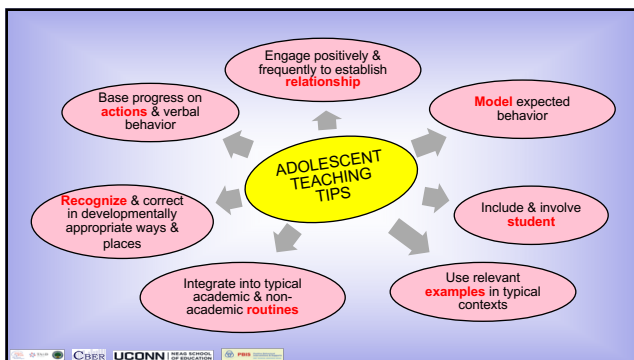
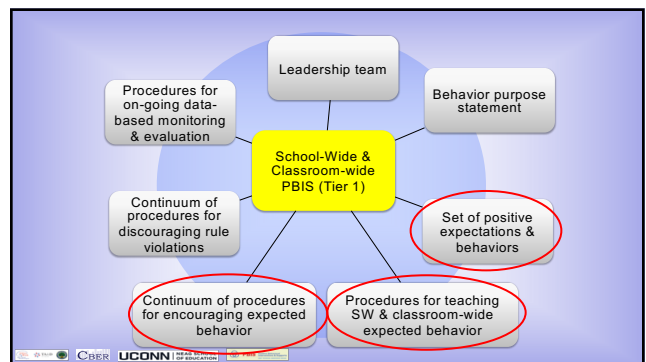
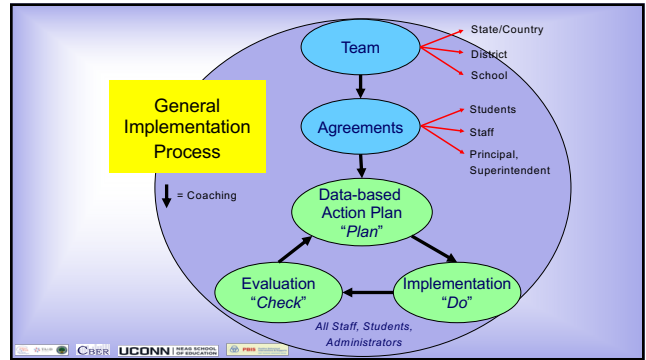
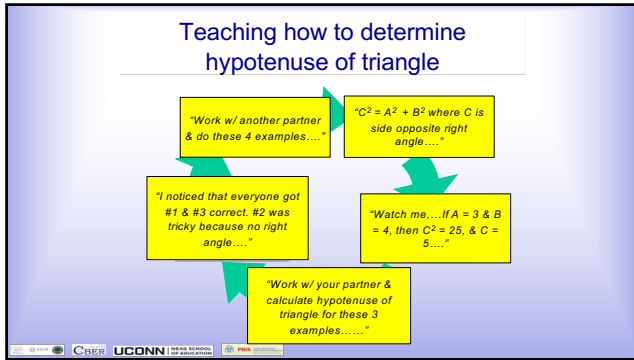
All students

PBIS
Aka MTSS

FRAMEWORK LOGIC
Behavioral sciences-based practices & systems for shaping student & ADULT behavior







GENERIC School-wide Example

Teaching Matrix		SETTING							
		All Settings	Hallways	Playground's	Cafeteria	Library/ Computer Lab	Assembly	Bus	
Expectations	Respect Ourselves	Be on time, attend regularly, follow class rules	1. Behavior Skills	Use normal voice volume, walk to right.	Play safe, include others, share equipment	Use good manners	Study hard	2. Values Contexts	Be on time, attend regularly, follow class rules
	Respect Others	Be kind, respectful, be self-responsible with others	Use normal voice volume, walk to right.	Play safe, include others, share equipment	Use good manners	Study hard	Use appropriate voice	Stand in your seat	
	Respect Property	Recycle, clean up after self	Pick up trash, play safely, respect space	Use normal voice volume, walk to right.	Play safe, include others, share equipment	Use good manners	Study hard	Pick up trash, clean up after self, use appropriately	Wipe your feet, clean appropriately

RAH – at Adams City High School
(Respect – Achievement – Honor)

RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms
Respect	Be on time, attend regularly, follow class rules	Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, put trash in cans, be mindful of others' personal space, flush toilet
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good example to other students, leave the room better than you found it
Honor	Do your own work, tell the truth	Be considerate of yours and others' personal space	Keep your own place in line, maintain personal boundaries	Report any graffiti or vandalism

Douglas County S.D., CO 4-08

Using Your B.U.S. Behavior . . .

Waiting for Bus	On the Bus	Leaving the Bus
<ul style="list-style-type: none"> Arrive 5 Minutes Early Be Ready to Board Have ID's Ready 	<ul style="list-style-type: none"> Listen & Follow Directions Keep Hands, Feet & Objects to Self Find a Seat Quickly Stay Seated Take Pride in Your Bus 	<ul style="list-style-type: none"> Remember all Personal Items Get Off at Your Assigned Stop Stay Away from the Danger Zone
Be a Good Example		
<ul style="list-style-type: none"> Wait in Line Out of Danger Zone Respect Personal & Private Property 	<ul style="list-style-type: none"> Share Your Seat Know All Voice Levels 	<ul style="list-style-type: none"> Put Trash in Trash Can Move to Allow Others to Exit
Use Kind Words with Everyone		
<ul style="list-style-type: none"> Wait in Line Behind Curb Approach Bus When Door Opens Enter Bus in Single File 	<ul style="list-style-type: none"> Seat to Seat & Back to Back Keep Aisle Clear Know Voice Levels 	<ul style="list-style-type: none"> Wait for Door to Open Before Standing Exit in Single File Look at Driver for Hand Signal
Report Danger to Driver		

Nopera

Nopera's expected behaviours at home

Waratah Special Day School, BC

ASV Values *Positive Learning Environment*

	AS A STUDENT, I WILL	AS AN EDUCATOR, I WILL
COME PREPARED	Be punctual Be ready to start the lesson with all class materials Complete my homework on time	Prepare lessons that meet the needs of students Use class time effectively
ACT RESPONSIBLY	Speak in the language of instruction Place up work when absent Leave the classroom clean and tidy	Maintain a clean and orderly classroom Organize and prepare assessments effectively Communicate effectively with parents and students
RESPECT OTHERS	Use appropriate, respectful language and behavior Respect the rules and safety of the school Demonstrate academic honesty	Treat students fairly and equitably Provide an environment of trust and understanding Listen thoughtfully to students
ENGAGE IN LEARNING	Listen thoughtfully to peers and teachers Actively participate in class discussion and activities Ask for help when needed	Support students when they have concerns or questions Provide constructive and timely feedback to students on their progress
Classroom Commitments	All ASV values have been developed to promote a positive learning environment for all students, regardless of ability. ASV's goal is to promote a culture of lifelong learning. All ASV values are based on universal principles, regardless of religious, ethnic, racial, gender, sexual orientation, social class, or disability.	

American School of Valencia, Spain 2017

INTEGRITY

- WE ARE HONEST
- WE TAKE RESPONSIBILITY FOR OUR ACTIONS
- WE APOLOGIZE

COMPASSION

- WE TREAT OTHERS WITH CARE
- WE USE KIND WORDS
- WE LEND A HAND

EXCELLENCE

- WE ARE READY TO LEARN
- WE DO OUR BEST
- WE TAKE PRIDE IN WHAT WE DO

Cayman Islands 2016

MacNeill Code of Conduct

Expectations	Classroom	Work/College	Performance	Self-Care	Community/Service
Respect Respect others, respect property, respect the environment.	• Be respectful of others' personal space and belongings. • Be respectful of others' privacy and confidentiality. • Be respectful of others' time and schedule.	• Be respectful of others' time and schedule. • Be respectful of others' privacy and confidentiality. • Be respectful of others' personal space and belongings.	• Be respectful of others' time and schedule. • Be respectful of others' privacy and confidentiality. • Be respectful of others' personal space and belongings.	• Be respectful of others' time and schedule. • Be respectful of others' privacy and confidentiality. • Be respectful of others' personal space and belongings.	• Be respectful of others' time and schedule. • Be respectful of others' privacy and confidentiality. • Be respectful of others' personal space and belongings.
Responsibility Be responsible for your actions and the actions of others.	• Be responsible for your actions and the actions of others. • Be responsible for your actions and the actions of others.	• Be responsible for your actions and the actions of others. • Be responsible for your actions and the actions of others.	• Be responsible for your actions and the actions of others. • Be responsible for your actions and the actions of others.	• Be responsible for your actions and the actions of others. • Be responsible for your actions and the actions of others.	• Be responsible for your actions and the actions of others. • Be responsible for your actions and the actions of others.
Ready to Learn Be ready to learn and to contribute to the learning of others.	• Be ready to learn and to contribute to the learning of others. • Be ready to learn and to contribute to the learning of others.	• Be ready to learn and to contribute to the learning of others. • Be ready to learn and to contribute to the learning of others.	• Be ready to learn and to contribute to the learning of others. • Be ready to learn and to contribute to the learning of others.	• Be ready to learn and to contribute to the learning of others. • Be ready to learn and to contribute to the learning of others.	• Be ready to learn and to contribute to the learning of others. • Be ready to learn and to contribute to the learning of others.

MacNeill Secondary School, Richmond, British Columbia 4 Nov 2013

Classroom Routines

Expectations	Group work	Desk work	Quizzes and tests	Arrival	Dismissal
Respect	Offer ideas	Sit with feet on the ground	Study for all assessments	Get all supplies for the day	Check on homework
Responsibility	Complete all tasks	Get up and sit down	Read through and double-check all work	Lock belongings in locker	Pack necessary materials
Ready to Learn	Keep materials organized	Keep desks area clean	Keep desk area clean	Close locker doors quietly	Push chairs under desks

Dymers, Oct 2016

Typical Contexts/Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All Times	Use inside voice. Raise hand to answer/talk.	Recycle paper. Return supplies.	Do your best. Have plan.
Lesson Introduction	Eyes on speaker.	Organize materials.	Meet deadlines.
Homework	Do own work. Turn in e-folders.	Return supplies. Maintain your e-folder.	Keep to-do calendar current.
Transition	Use inside voice. Keep hands to self.	Put/get materials first. Keep hands to self.	Have plan. Be punctual.
"I Need Assistance"	Raise hand or show "Assistance Card". Wait 2 minutes & try again.	Have materials ready.	Have plan. Ask if unclear.
Teacher Lecture	Eyes on speaker. Keep hands to self.	Use materials as intended.	Have plan. Ask.
Independent & Lab Work	Use inside voice. Keep hands to self.	Use materials as intended. Return with done.	Use time as planned. Ask or e-ask.
Problem Solving	Stop, Step Back, Think Act	Stop, Step Back, Think Act	Stop, Step Back, Think Act

Native, Tribal Values	EXPECTATIONS	ENTRY PROCEDURE	LECTURE	INDEPENDENT WORK	TURNING IN WORK/EXITING THE ROOM
	Kamakariŋq	Respect	Enter quietly. Treat equipment with care. Mind others' personal space.	Quietly. Your self and others around you.	Quietly. Your self and others around you.
Inuuqatit/Inikayutitŋq	Responsibility	Have a seat. Be prepared with materials. Be alert.	Raise hand if a question. Take notes, when necessary. Listen.	Work on your class assignment quietly. Raise hand if you have a question.	Put equipment away in proper place.
Savagitiŋiyuŋq	Cooperation	Help other's with class materials.	Raise hand if you can explain it to the others in a different way.	Help other if needed.	Help others clean up. Help clean the class.

Shishmaref School AK, Lyon Johnson, Aug 9, 2011

EXPECTATIONS	TYPICAL HOME ROUTINES				
	Morning	Homework	Playtime	Mealttime	Bedtime
Respect	Say "good morning"	Try your best	Use your words	Say "thank you"	Say "good night"
Responsibility	Put clothes in washer	Put backpack & homework by backdoor	Put toys away	Wash hands	Brush teeth
Safety	Return food to refrigerator	Put homework in backpack	Put toys in room when done	Keep chair legs on floor	Put toys on shelf

Home Example

Linking Positive Behavior at School & Home	Be Safe	Be Respectful	Be Ready to Learn
	Morning	*	*
After School	*	*	*
Mealttime	*	*	*
Bedtime	*	*	*

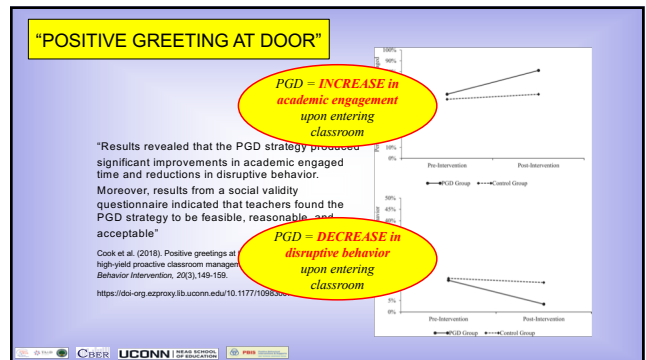
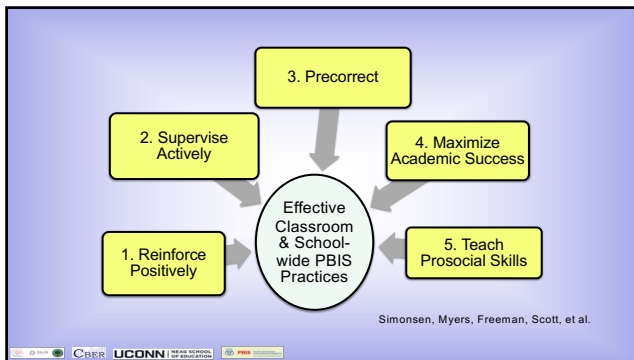
Home Example

		Be Safe	Be Respectful	Be Ready to Learn
Positive Behaviour Support at Home	Morning	Brush your teeth Wash hands and face Oil Have a shower Wear a helmet if riding to school	Brush hair Make your bed	Pack your bag: • Lunch • Reader • Water bottle • Hat • Forms Get dressed in your uniform Eat a healthy breakfast
	After school	Have a snack and water Wash hands before having dinner	Greet everyone with a smile Have a chat about what you did at school Do your chores After playing, pack away toys before dinner	Get changed and fold up uniform or put into wash Do homework Read reader Check for special notes and newsletter Organise your school bag for the next day
	Bedtime	Brush teeth Have a wash	Help set table or help with dishes Say good night to everyone	Go to bed, go to sleep early

Tooborac Public School, BC

High School Home Example

		Safety	Respect	Responsibility
Linking Positive Behavior at School & Home	School		• Honor diversity	• Finish homework before e-games
	Driving	• Fill gas tank	• Tell when expected home	
	Mealtime	• Turn stove off	• Eat dinner with family	
	With Friends	• Designate driver	• Be supportive bystander	



HOMEWORK: "Positive Greeting at Door"

1. Personal Greeting & Interaction

Name, fistbump, high-5, etc.

+

2. Precorrective Task

Tell me, show me, do for me, etc.

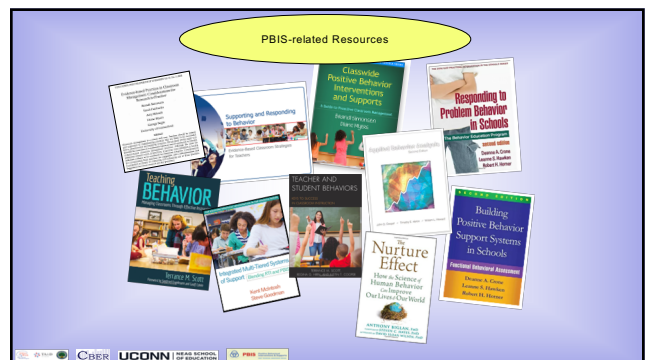
+

3. Positive Reinforcement

Specific verbal praise, gesture, authentic social, etc.

WHEN & WHERE: Every major transition....throughout year, especially, beginning of year, grading period, return from breaks, Mondays, etc.

EXAMPLES: Entering/exiting building, classroom, lunchroom, sporting event, assembly, library, office, bus.



www.pbis.org

Nation Climate Change

Implementation Fidelity

Equity, Discipline, & Culture

School Climate

ESSA & School Climate

Family Engagement

Alignment & Integration

Logos: CBER, UCONN, PBIS

A CALL for ACTION

1. Positive school climate
2. Ban assault-style weapons
3. School-based mental health
4. Reform reactive discipline practices
5. Universal background checks
6. Standardized threat assessment teams
7. Safety related information exchange
8. Gun violence protection orders

Logos: CBER, UCONN, PBIS

"BIG IDEA" OUTCOMES

- Meaningful student-student & student-adult **relationships** linked to student success & positive school climate
- Perceptions** of school climate linked to personal & interpersonal **experiences**
- Individual **learning histories & culture** shape our actions, perceptions, & experiences
- Schools** are great investments in shaping student learning & experiences
- Tiered systems** needed to organize our selection & implementation of effective relationship-building practices & systems

Logos: CBER, UCONN, PBIS

NEPBS Forum
TBA 2019
Norwood, MA

PBIS Forum
October 3-4, 2019
Chicago, IL

APBS
March 11-4, 2020
Miami, FL

NEPBS Forum
May 16-17, 2019
Mystic, CT

APBS
The Expanding World of PBIS:
SCIENCE, VALUES, AND VISION
16th International Conference on Positive Behavioral Support
February 28-29, 2019 - Grand Hyatt Washington D.C.

Logos: CBER, UCONN, PBIS