Safe and Supportive Schools: Positive School Climate in Pursuit of Academic Excellence

Roger P. Weissberg
University of Illinois at Chicago (UIC)
Collaborative for Academic, Social, and Emotional Learning (CASEL)

Rob Horner
University of Oregon
Center on Positive Behavioral Interventions and Supports (PBIS)
www.pbis.org www.uoecs.org

Goals

- Define Logic and Core Features of School-wide PBIS
- Evidence of impact on student outcomes
- Dissemination of PBIS in U.S.
- Merger with Social/Emotional Learning

Purpose

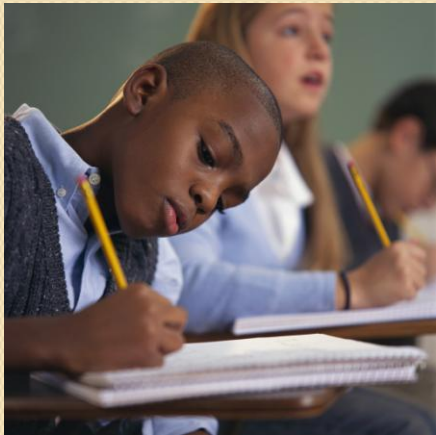
- The purpose of SWPBIS is to make schools more effective learning environments for all students.

A Concern

Need to improve the effectiveness of schools with a wider range of students

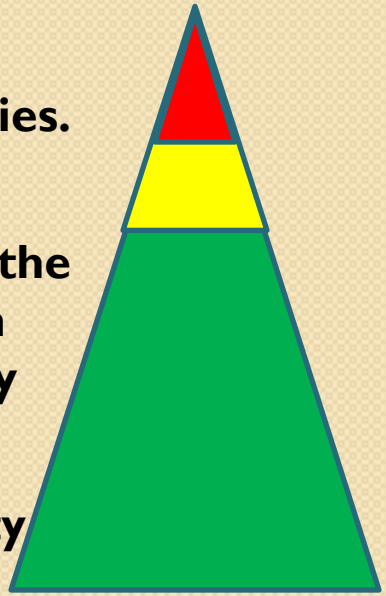
Calls for reform are increasing

Most calls for reform are broad in scope and are NOT tied to specific action



School-wide Positive Behavioral Interventions and Supports (SWPBIS)

- The social culture of a school matters.
- A continuum of supports that begins with the whole school and extends to intensive, wraparound support for individual students and their families.
- Effective practices with the systems needed for high fidelity and sustainability
- Multiple tiers of intensity

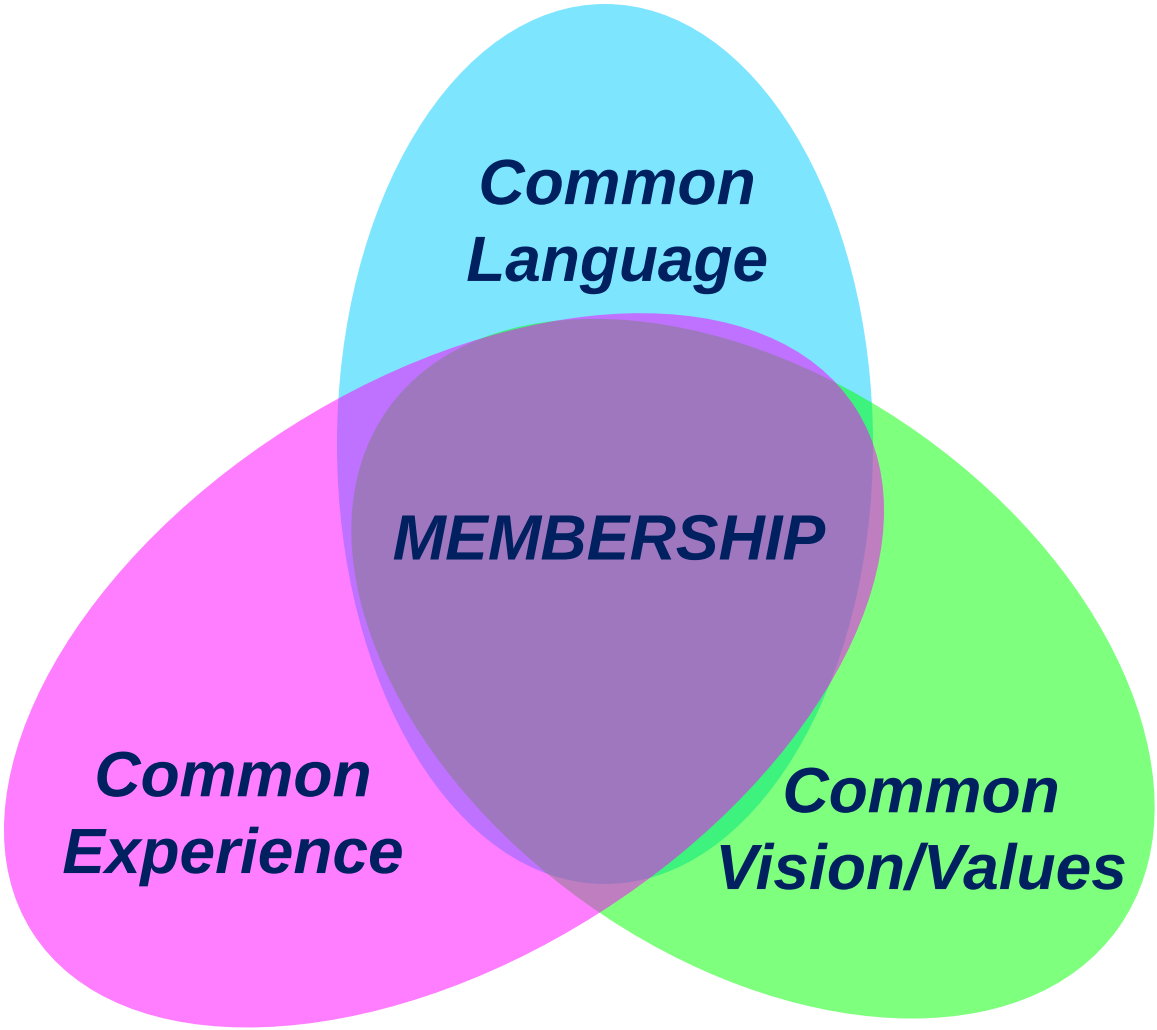


What is **School-wide Positive Behavioral Interventions and Support**?

- S
  - ...tablishing the **social** ... to be an
-
  - Deli...
  - **Acknowledge** posi...
  - Arrange consistent **consequences** ...
  - **Classroom** linkage of behavioral and academic suppo...
  - On-going **collection and use of data** for decision-making
  - **Continuum** of intensive, individual intervention supports.
  - Implementation of the **systems** that support effective practices

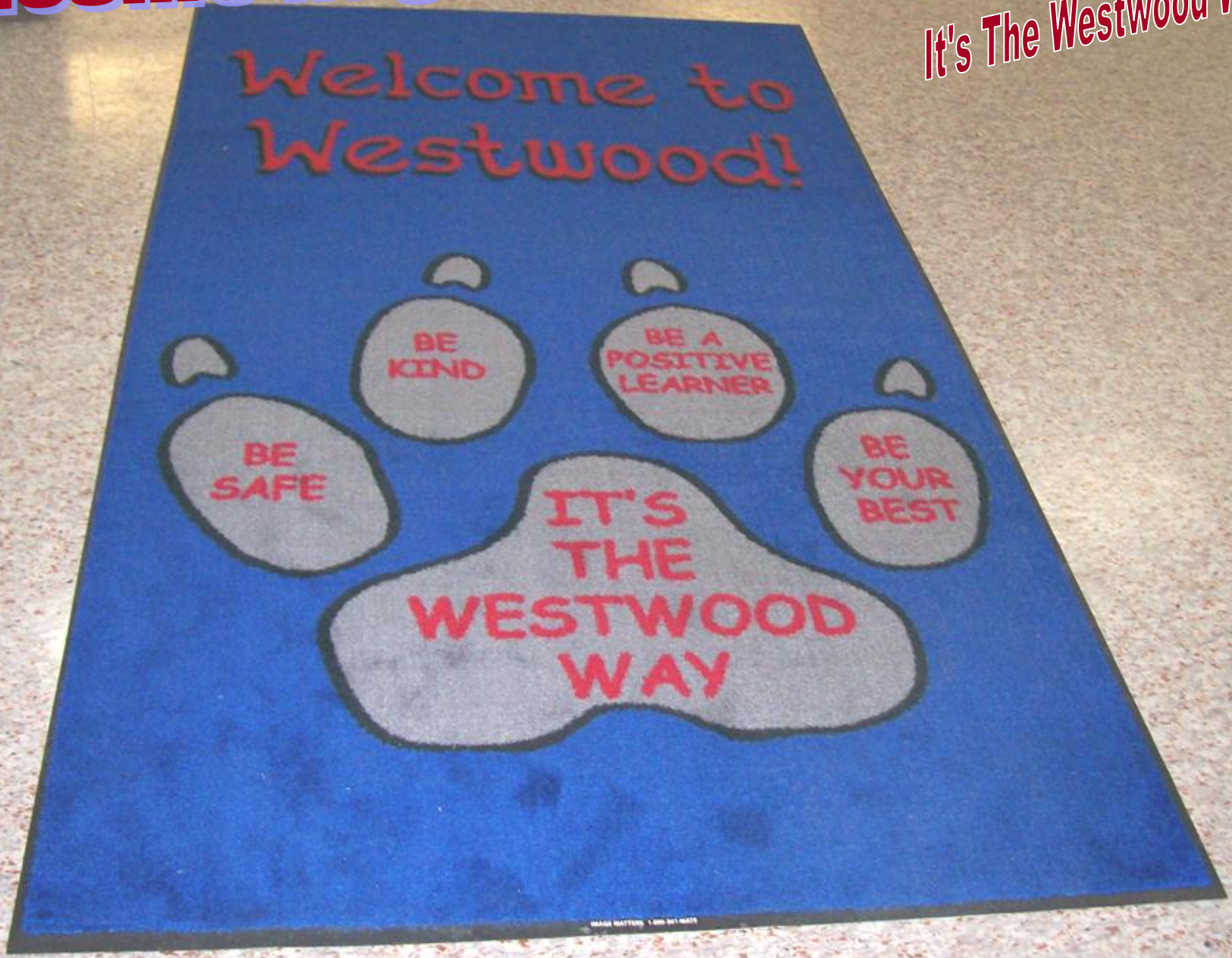
- SWPBIS is a multi-tiered **Framework**
  NOT a specific Curriculum

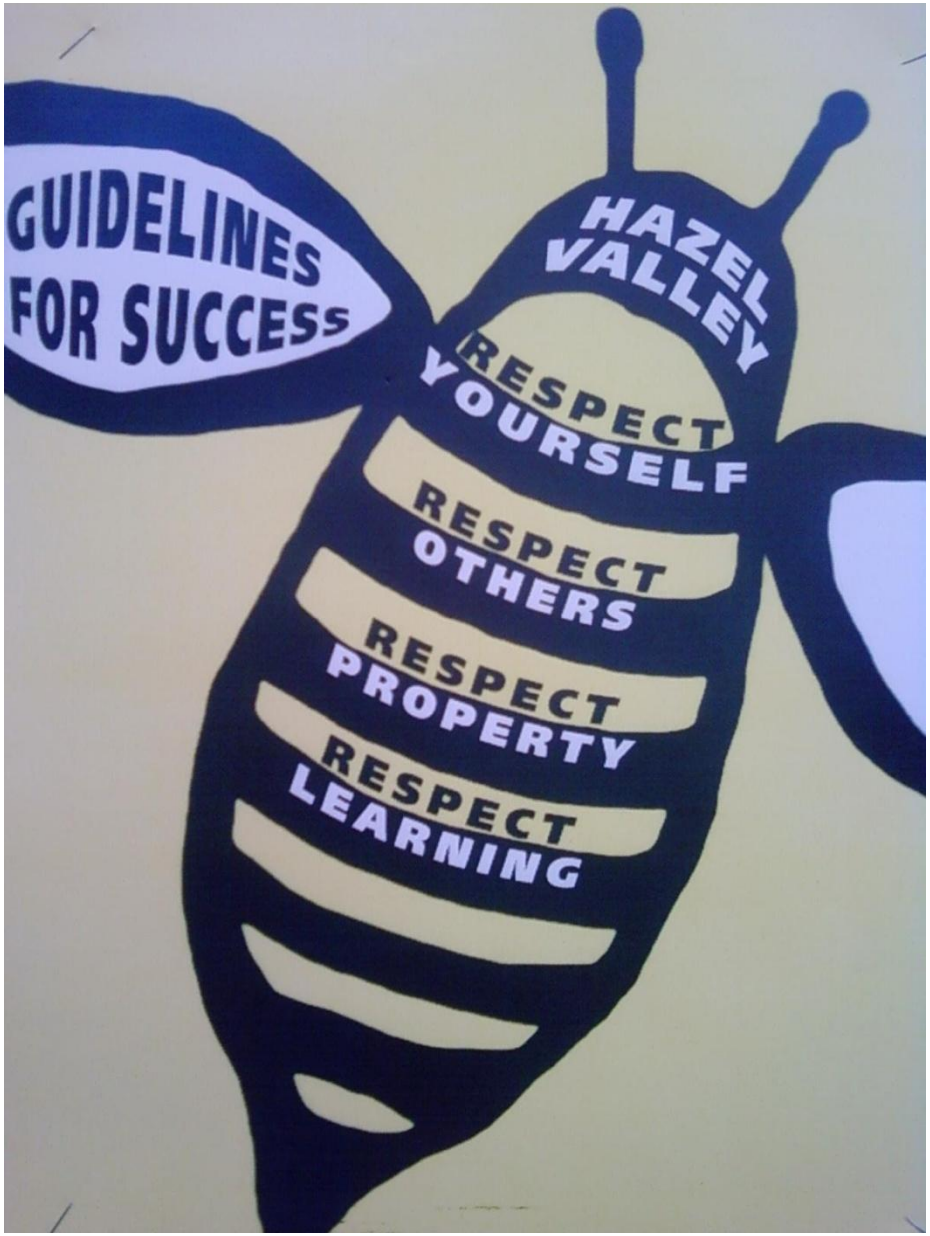
Establishing a Social Culture



Welcome Rugs

It's The Westwood Way!




GUIDELINES FOR SUCCESS
HAZEL VALLEY
RESPECT YOURSELF
RESPECT OTHERS
RESPECT PROPERTY
RESPECT LEARNING

A few positive SW Expectations

“

Visible Reminders of Expectations are Critical

SOAR

Respect

Achievement

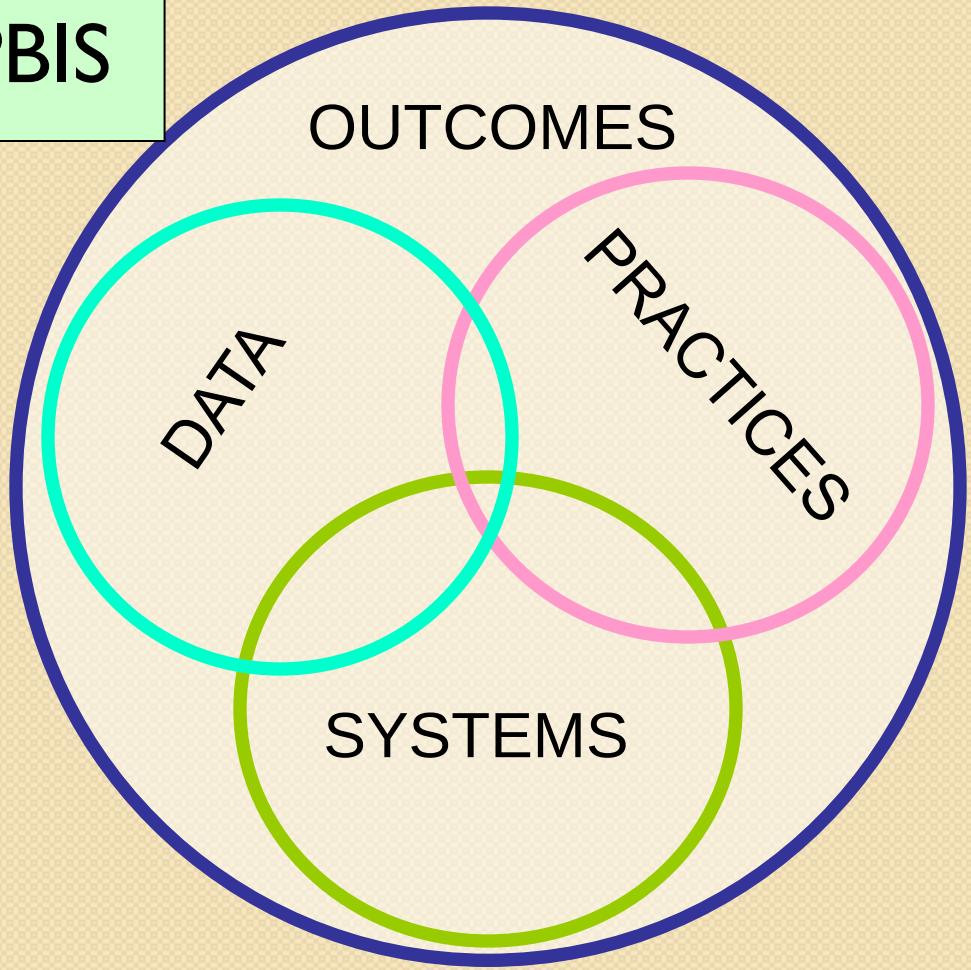
Organization

Safe

le préau
the breezeway
prudence
• walk
• stay with the group
respect
• follow adult directions
• respect the property
• stay on the walkway
responsabilité
• enter & exit quietly
• leave the vegetation alone

Supporting Social Competence,
Academic Achievement and Safety

School-wide PBIS



Supporting
Student
Behavior

Supporting
Decision
Making

Supporting
Staff Behavior

Six Basic Recommendations for Implementing PBIS

- Never stop doing what already works
- Always look for the smallest change that will produce the largest effect
  - Avoid defining a large number of goals
  - Do a small number of things well
  - Define what you will do with operational precision
- Do not add something new without also defining what you will stop doing to make the addition possible.

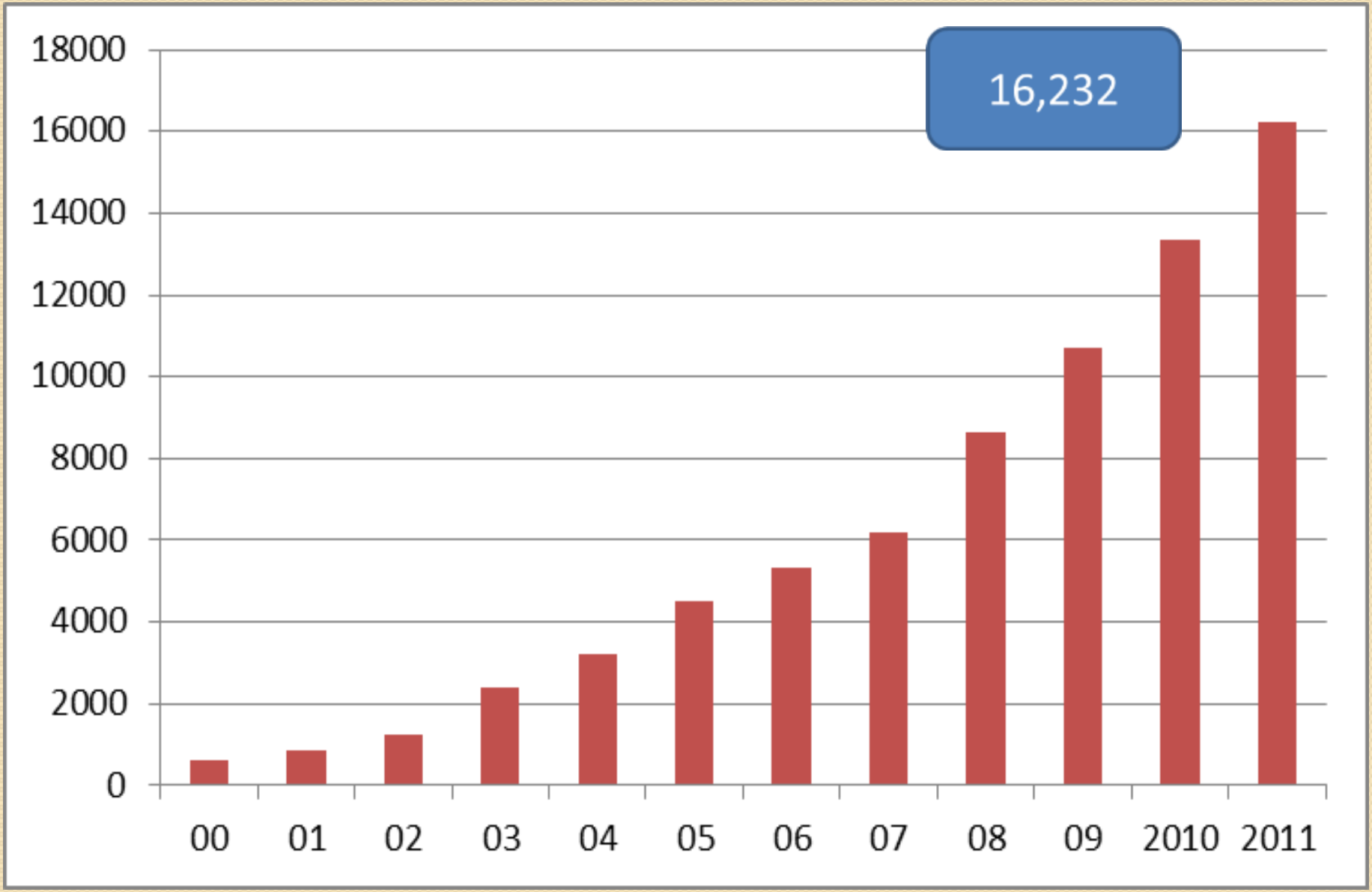
Six Basic Recommendations for Implementing PBIS

- Collect and **use data** for decision-making
  - **Fidelity data**: Are we doing what we said we would do?
  - **Impact Data**: Are we benefiting students?

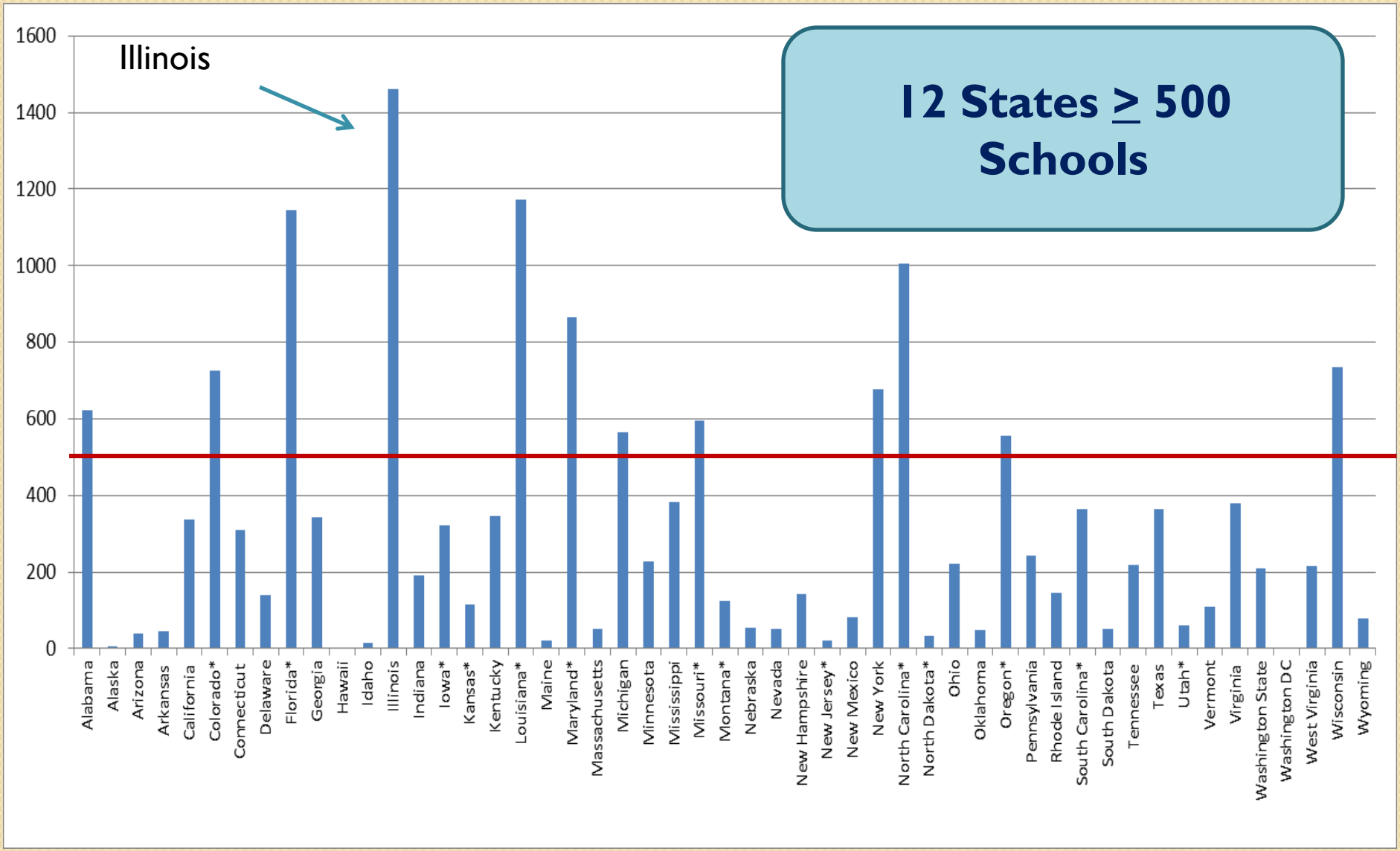
- **Adapt** any initiative to make it "fit" your school community, culture, context.
  - Families
  - Students
  - Faculty
  - Fiscal-political structure

- Establish **policy clarity** before investing in implementation

Number of Schools Implementing SWPBIS since 2000



Count of School Implementing SWPBIS by State
August, 2011



Rand…lled Trials Examining PBIS

- Reduced problem behavior
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- Reductions in teacher's reports of bullying behavior
- Improve social emotional functioning
- Improved teacher effectiveness

Bradshaw, C… …ol-wide … effec…

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Brads… …f school- …servations …

Horner, R., Sugai, G., Smolk… …9). A randomized, wait-list controlled effect… …sitive behavior support in elementary schools. *Journal of Positive Behavi… …1,* 133-145.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.

Using PBIS to Achieve Quality, Equity and Efficiency

- ***QUALITY***: Using what works; Linking Academic and Behavior Supports
  - North Carolina (valued outcomes)
  - Michigan (behavior and literacy supports)
  - Commitment to Fidelity Measures
  - Building functional logic/ theory/ practice (Sanford)

- ***EQUITY***: Making schools work for all
  - Scott Ross
  - Russ Skiba
  - Vincent, Cartledge, May & Tobin
  - Bully prevention

- ***EFFICIENCY***: Working Smarter: Building implementation science into large scale adoption.
  - Using teacher and student time better.
  - Dean Fixsen/ Oregon Dept of Education

Successful Student Outcomes

Program/Initiative/Framework (e.g. RtI)

Performance Assessment
(Fidelity)

Coaching

Systems
Intervention

Training

Facilitative
Administration

Competency Drivers

Organization Drivers

Integrated &
Compensatory

Selection

Decision Support Data
System

Leadership

Adaptive

Technical

Continuing Ed

© *Fixsen & Blase, 2008*

Stages of Implementation

Implementation occurs in stages:

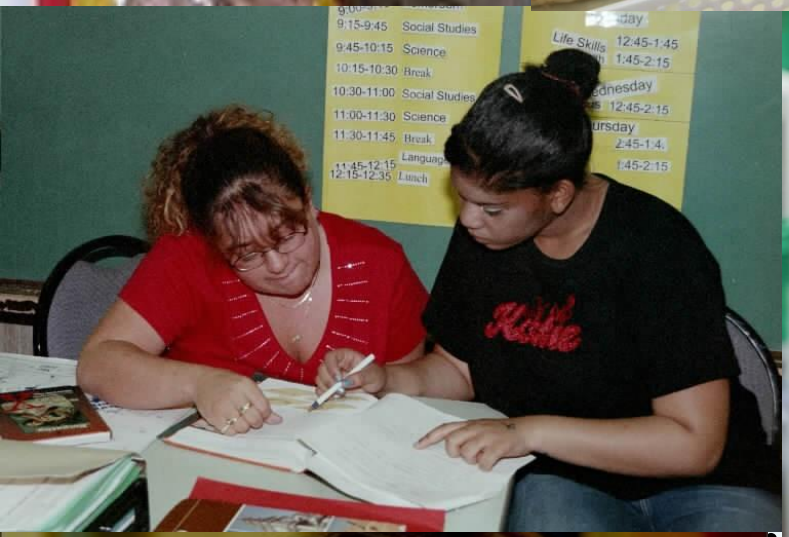
- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation**
- **Sustainability**

2 – 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Lessons Learned

- Maintain a clear and unrelenting focus on **student outcomes** (academic and social)
- Select **research-validated practices** that provide a **multi-tiered system of support**.
- Use data for decision-making to assess BOTH **fidelity and impact**.
  - Assume continuous improvement is essential for sustainability
- Build the **systems** (team structure, policies, data sources) that support high fidelity implementation
- Invest in **durable, large-scale** applications of effective practices.


9:15-9:45 Social Studies
9:45-10:15 Science
10:15-10:30 Break
10:30-11:00 Social Studies
11:00-11:30 Science
11:30-11:45 Break
12:15-12:35 Lunch
Life Skills 12:45-1:45
1:45-2:15
12:45-2:15

Part 3: Merging SWPBIS and SEL

Merging SWPBIS and SEL

Common Features

Commitment to school-wide social culture

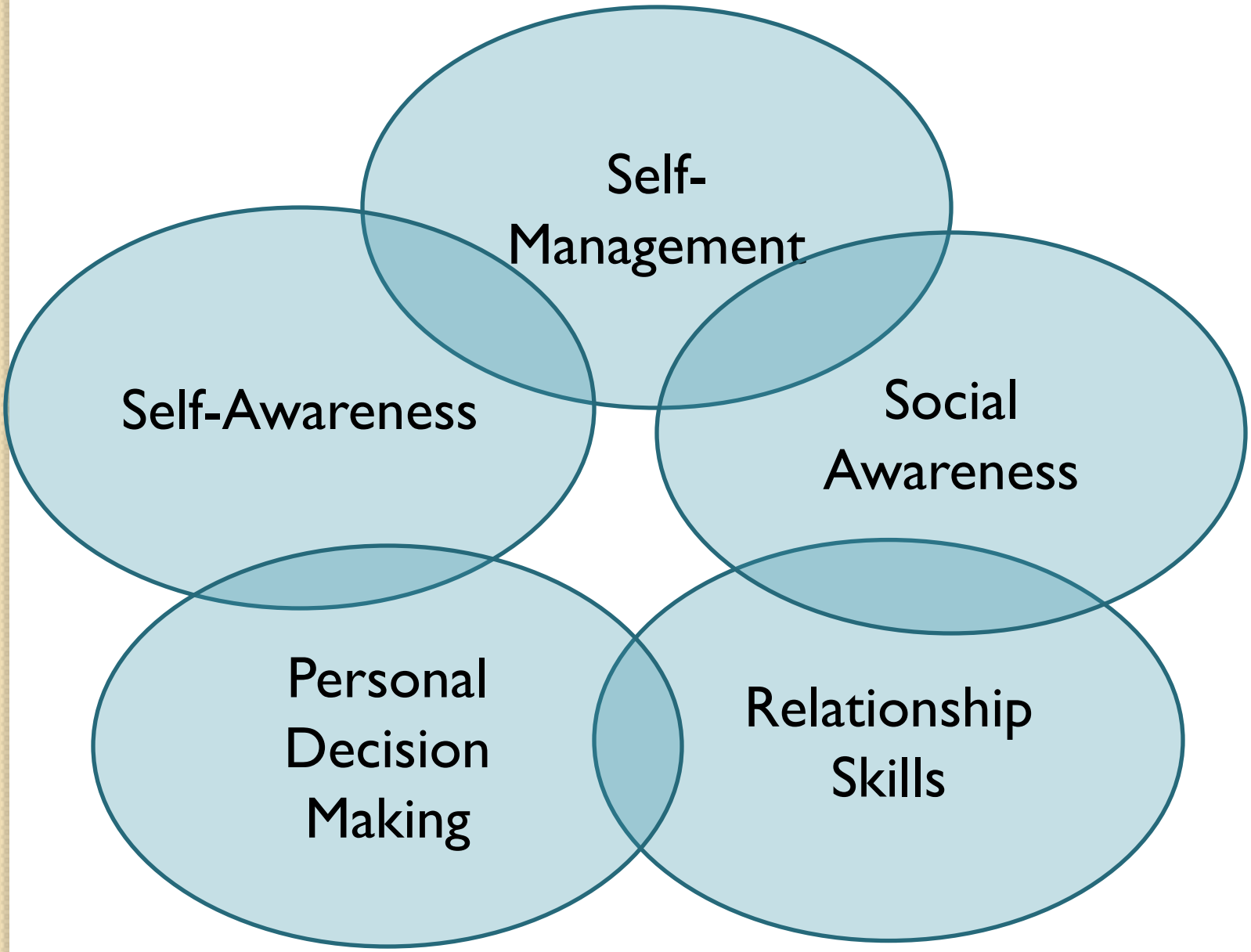
Commitment to building personal competence of students

Linking social development with academic success

Merging SWPBIS and SEL

- Using SEL curricula to define core social expectations for schools

- Using SEL framework for elaborating a multi-tiered system of support
  - SEL for all
  - SEL for those who need a bit more
  - SEL for those students with intense needs.

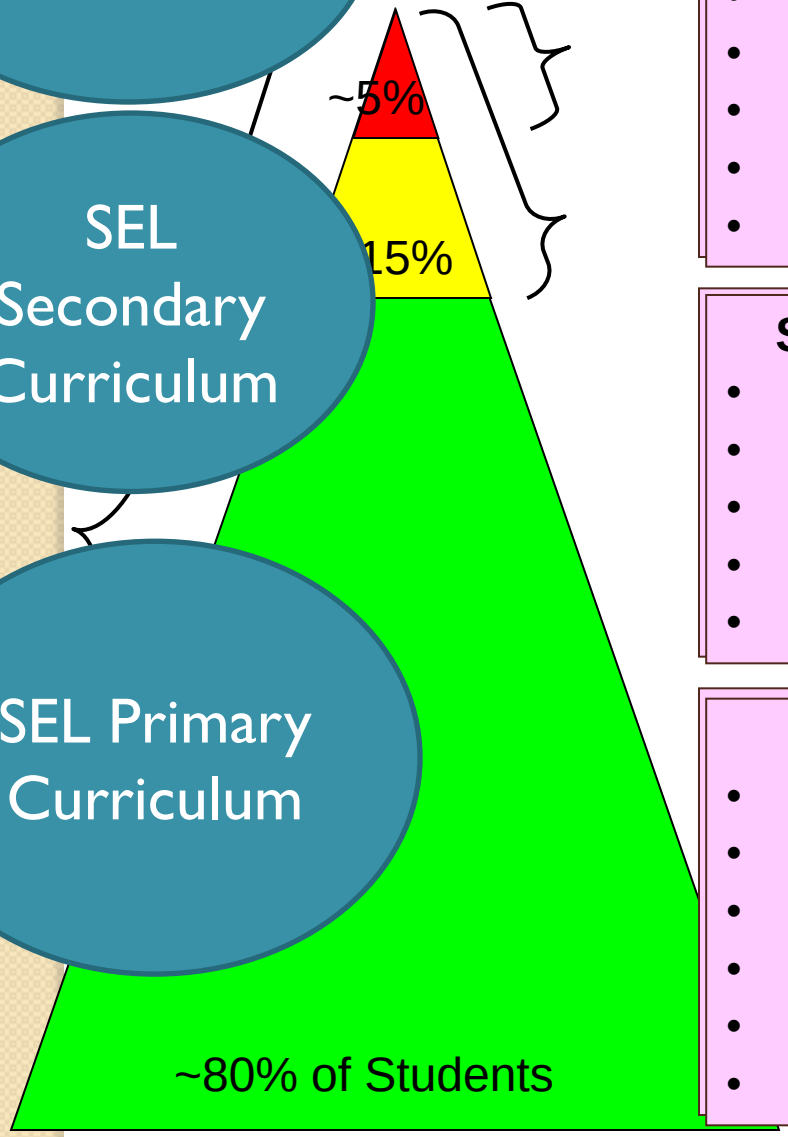

Self-
Management
Self-Awareness
Social
Awareness
Personal
Decision
Making
Relationship
Skills

ESTABLISHING CONTINUUM of SWPBS

SEL Tertiary Curriculum

SEL Secondary Curriculum

SEL Primary Curriculum



TERTIARY PREVENTION

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SECONDARY PREVENTION

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PRIMARY PREVENTION

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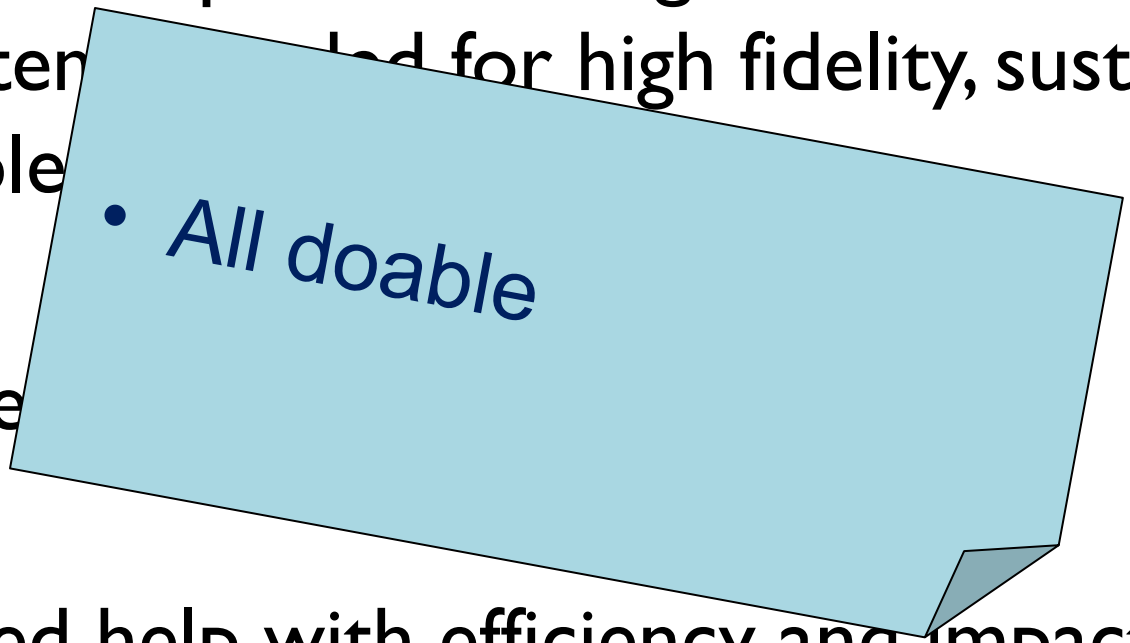
Merging SWPBIS and SEL

- Need help with the organizational syste[illegible]ed for high fidelity, sustained imple[illegible]
- Nee[illegible]
- Need help with efficiency and impact data.