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

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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?

- **School-wide PBIS** is:
  - A systems approach (Framework) for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

- Evidence-based features of SWPBIS:
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - Classroom linkage of behavioral and academic supports
  - 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

Common Vision/Values

Common Language

MEMBERSHIP

Common Experience

Common Vision/Values
Welcome to Westwood!

- Be Kind
- Be Safe
- Be a Positive Learner
- Be Your Best

It's the Westwood Way!
A few positive SW Expectations
Visible Reminders of Expectations are Critical

Seahurst's 5-Star Behavior

- Be Respectful
- Be Responsible
- Follow Directions
- Hands & Feet to Self
- Be Here-Be Ready
SOAR

Safe

Organization

Achievement

Respect
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 Decision Making

Supporting Student Behavior

Supporting Staff Behavior

DATA

PRACTICES

SYSTEMS

OUTCOMES
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

- 00: 100
- 01: 200
- 02: 300
- 03: 400
- 04: 500
- 05: 600
- 06: 700
- 07: 800
- 08: 900
- 09: 1000
- 2010: 1500
- 2011: 16,232

Total number of schools implementing SWPBIS since 2000: 16,232
Count of School Implementing SWPBIS by State
August, 2011

12 States ≥ 500 Schools

Illinois
Randomized Controlled 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
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

Facilitative Administration

Decision Support Data System

Integrated & Compensatory

Leadership

Competency Drivers

Adaptive

Technical

Organization Drivers

Continuing Ed

© Fixsen & Blase, 2008
Stages of Implementation

Implementation occurs in stages:

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

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.
Practices that work
Practices that affect quality of life
Practices that are practical, durable and available
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

~80% of Students

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 systems needed for high fidelity, sustained implementation.
- Need help with fidelity measures.
- Need help with efficiency and impact data.

- All doable