Improving School Climate and Student Behavior Through Positive Behavior Supports

Doug Maraffa
Expectations

• What type of Climate do I need to create a Culture that is conducive to learning?

• What type of Behavioral Support System do I need to support student and staff needs?

• How do I sustain, with fidelity, the implementation of a behavioral support system throughout the school year?
Culture and Climate Defined...

- Culture is defined by our **Beliefs** and what we **Value**

- Climate is defined by our Organizational Structure of **Behavioral Supports** and our **Attitude** by how we implement those supports

- **Student Outcomes** are a by product of our culture

*So, our current student outcomes are based on our current school culture*
Is that a car?

No doors

No windows

Wheels aren’t the same
How we look at it will most likely determine how we behave and the choices we make.
JJAEP
DAEP
OSS
ISS
Detention
Office Referral
Time – out another room
Time – out in the back of the room
Time – out at your desk
Planned ignoring
Teacher correction
Teacher redirection (verbal)
Teacher redirection (non – verbal)
Ignoring
Token economy
Praise effort
Verbal praise
Non verbal praise
Intermittent praise
Engagement / encouragement
Acknowledgement
Skill development
Motivation
Connection

Choices
Current Approaches

“...Suspension and expulsion often provide troubled kids exactly what they do not need: an extended, unsupervised hiatus from school that increases their risk of engaging in substance abuse and violent crime.”

School to prison pipeline

“In 1997, 68 percent of state prison inmates were school dropouts”

Suspended Education
Urban Middle Schools in Crisis
By Daniel J. Losen and Russell J. Skiba
A Native American boy was talking with his grandfather. “What do you think about the world situation?” he asked. The grandfather replied, “I feel like wolves are fighting in my heart. One is full of anger and hatred; the other is full of love, forgiveness, and peace.” “Which one will win?” asked the boy. To which the grandfather replied, “the one I feed.”
Do we believe the child is a problem or the child has a problem?

(Our Belief in Expectations)
Culture and Climate

Do we primarily focus on Behavior management or Behavioral support?

Emotional before Behavioral

(Our attitude towards students)
Culture and Climate

- Positive attitude
- Preparedness
- Personal touch
- Sense of humor
- Creativity
- Willingness to admit mistakes
- Forgiving
- Respect
- High expectations
- Compassion
- Sense of belonging

“University of Memphis Study”
Culture and Climate

What would staff say is the purpose of teacher interactions?

“Opportunities for Growth”

(Our support of students)
Culture and Climate

“Students are placed 'at risk' when they experience a significant mismatch between their circumstances and needs, and the capacity or willingness of the school to accept, accommodate, and respond to them in a manner that supports and enables their maximum social, emotional, and intellectual growth and development.”
Culture and Climate

“Collaborative Learning Communities” are shifting the focus of school reform from restructuring to reculturing”

(Louis, 2006)
Culture and Climate

Is your current culture and climate conducive for learning?
Expectations

• What type of Culture and Climate do I need that’s conducive for student learning?

• **What Behavioral Support System do I need to develop to promote a positive learning environment?**

• How do I Sustain with Fidelity the implementation of a behavioral support system throughout the school year?
Positive Behavior Supports

“All Positive Behavioral Support practices are founded on the assumption and belief that all children can exhibit appropriate behavior”
Multi-Tiered Model

Academic Systems

- **Individual Interventions**
  - Individual students
  - Assessment-based
  - High intensity

- **Targeted Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

Behavioral Systems

- **Individual Interventions**
  - Individual students
  - Assessment-based
  - Intense, procedures

- **Targeted Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students, all settings
  - Preventive, proactive

SOURCE: Sugai, G. (June 23, 2001). *School climate and discipline: School-wide positive behavior support*
Tier One

• Develop Problem Solving Team
• Universal Screening
• Identify Schoolwide Positive Behavior Expectations (behavior curriculum)
• Teach Schoolwide Positive Behavior Expectations
• Reinforce / Recognize Students
• Use consistent redirection / correction procedures
• Monitor Common Areas
• Data based decision making process
Tier Two

- Group Instruction
- Progress Monitoring
- Duration of intervention
- Intensity of intervention
- Frequency of intervention
- Personnel required

- Example: Group Skills Lesson
  - 3 days a week
  - 20 minutes a day
  - Mentor
Tier Three

- Individual Instruction
- Progress Monitoring
- Duration of intervention
- Intensity of intervention
- Frequency of intervention
- Personnel required

- Examples: Individual Conference every day 30 minutes Specialist
## Example ISD

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Preventative</th>
<th>Interactive</th>
<th>Reactive</th>
<th>Intervention - Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schoolwide</strong></td>
<td>Teach cafeteria expectations Acknowledge – <em>Relationship Building</em> Monitor common Area</td>
<td>Redirect</td>
<td>Teacher Referral Incident Reporting</td>
<td>Common Areas – Arrival/ Dismissal Area, Cafeteria, Hallways, Restrooms, etc</td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td>Teach classroom expectations Acknowledge – <em>Relationship Building</em> Monitor classroom area - proximity Teacher meets student at door Teacher uses barometer check</td>
<td>Redirect Reinforce Skill Building – “Opportunities for Growth”</td>
<td>Problem - Solve Incident Reporting</td>
<td>Pre K - Structure and Routine (Example) Elementary – Acknowledgement (Example) Middle - Peer Interaction (Example) High – Independence (Example)</td>
</tr>
<tr>
<td><strong>Targeted Group</strong></td>
<td>Increase Social Skill Training Increase support - Mentors Increase Progress Monitoring</td>
<td>Wait time Acknowledge Limit verbals Redirect</td>
<td>Debrief - Antecedents Problem Solve Incident Reporting</td>
<td></td>
</tr>
<tr>
<td><strong>Individual</strong></td>
<td>Increase support - Individual Conferences Behavior Contracts Increase Progress Monitoring</td>
<td>Cool – Down Wait time Acknowledge Limit verbals Redirect</td>
<td>De-escalate Debrief Problem – Solve Incident Reporting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multi – Tier Levels of Support based on student need</td>
<td>What’s the DIF? Duration Intensity Frequency</td>
<td>Problem Solving Process</td>
<td>Data Analysis Problem Solving Process Universal Screening Progress Monitoring</td>
</tr>
</tbody>
</table>

*Note: Student need*
Expectations

- What type of Culture and Climate do I need that’s conducive for student learning?

- What Behavioral Support System do I need to develop to promote a positive learning environment?

- How do I Sustain with Fidelity the implementation of a behavioral support system throughout the school year?
District Example
Brownsville ISD Demographic Data

- Student Enrollment – 49,991
- High Schools – 7
- Middle Schools – 11
- Elementary Schools - 36
- Alternative Schools - 3
- Economically Disadvantaged - 95%
- Limited English Proficient – 33%
Brownsville ISD and Review360® Implementation

The implementation began during the 2010-2011 school year as a District-wide Behavior Management Program. A phased implementation plan was developed.

Year One:

- **Trained** teachers and campus level professionals on research-based classroom management and **School-Wide PBIS** practices through online **modular** learning (Tier I)

- Introduced Behaviors of Concern (Tier 2)

- Introduced Incident Reporting system (Tracking / Accountability)

- Introduced RtI progress monitoring process for targeted students Student Support Team Plan (SST) (Behavior Plans) (Tier 3)
Review360®: Professional Development

Online Schoolwide Professional Development Modules

- Creating a school-wide Behavior Support Team
- Developing school-wide behavioral expectations
- Establishing school-wide reinforcements and more positive engagement between students and staff
- Developing procedures for the common areas and systematic supervision and management of the school environment
- Using school and student data to assist administrators and teachers in the decision-making process
Review360®: Professional Development

Online Classroom Management Professional Development Modules

- Teaching Behavioral **Expectations**
- Developing **Procedures** and Routines
- Using **Reinforcement** and Acknowledgement
- Improving Student-Teacher Relationships and **Interactions**
- **Structuring** the Learning Environment
- Developing Effective **Correction** Procedures and Strategies
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- Introduced Incident Reporting system

- Introduced RtI intervention planning process for targeted students Process (Tier II and III) Student Support Team Plan (SST)
### Topic Groups
- **Behavior of Concern**
- Bullying
- Teachers

### Behavior of Concern
- Aggravating Others
- Anger and Aggression
- Being Apathetic or Indifferent
- Bullying
- Calling Out Answers and Interrupting Others
- Cheating
- Clowning Around
- Cursing
- Disorganization
- Disrespecting Adults/Authority
- Excessive Requests to Leave the Room
- Failing to Complete Homework or Assignments
- Failing to Follow Directions or Instructions
- Fighting
- Inability to Develop Interpersonal Relationships with Peers
- Inattentiveness
- Lying
- Making Sexual or Lewd Comments or Inappropriate Overtures
- Needing Assistance with Personal Hygiene and Appearance
- Not Bringing Supplies or Materials to Class
- Snobbish Behavior/Cliques
Anger and Aggression - General Information

- It is not unusual for anxiety and anger to be connected.
- Anger is a normal, healthy emotion, but sometimes it can get out of control and become destructive.
- There are typically five (5) stages involved in anger:
  1. before the conflict occurs
  2. when the student gets emotionally involved
  3. the time before the student becomes angry/aggressive
  4. the time when the student displays anger or aggression related to the incident/conflict
  5. the time when the student receives intervention and begins to cool down
- Mild aggression could include teasing, name calling, knocking things off their own or someone’s desk, arguing with the teacher, poking, tickling, getting in the way or blocking the path of another, and making fun of someone’s ideas, work, or comments.
- Severe aggression could include pushing, shoving, poking with an object, hitting, tripping, grabbing, or fighting.
- Some students demonstrate passive-aggressive behavior and act politely and appropriately when adults are watching but speak, talk and act aggressively or mean-spirited when not being watched or when they think they will not be caught.
- It is normal for students to “press the envelope” to see how far they can go with a teacher.
- The student is usually highly emotional.
- The student is often openly defiant to authority.
- “Nothing improves a child’s hearing more than praise” – Anon.
- Recent research indicates positive reinforcement to be one of the most
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<table>
<thead>
<tr>
<th>Incident Type</th>
<th>Disregard for Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Subject or Participant</td>
</tr>
<tr>
<td>Student Behavior</td>
<td></td>
</tr>
<tr>
<td>Fail to comply with directives</td>
<td></td>
</tr>
<tr>
<td>Leave school grounds</td>
<td></td>
</tr>
<tr>
<td>Disobey rules (bus)</td>
<td></td>
</tr>
<tr>
<td>Refuse to accept interventions</td>
<td></td>
</tr>
<tr>
<td>Reason for Referral/Description</td>
<td></td>
</tr>
<tr>
<td>Teacher Checklist</td>
<td></td>
</tr>
<tr>
<td>Verbal Correction</td>
<td></td>
</tr>
<tr>
<td>Called Parent</td>
<td></td>
</tr>
<tr>
<td>Sent Parent Letter</td>
<td></td>
</tr>
</tbody>
</table>
Reports

Incidents

- Incident Usage
- Incidents By Consequence
- Incidents By Ethnicity
- Incidents By Gender
- Incidents By Grade
- Incidents By Location
- Incidents By Month
- Incidents By Staff Involved
- Incidents By Student
- Incidents By Time Of Day
- Incidents By Type
- Incidents Summary
- Restraints By Non-Certified Staff

Modules

- Module Progress

Universal Screener

- Universal Screener Status
- Universal Screener Student Score Comparison
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### Day's Results:
- Objectives Scored: **2**
- Objective Goals Met: **0.0%**

### Student Plan Status:
- Total Sessions Scored: **13**
- Total Goals Met Percent: **69.2%**

### Absent
- 1
- 2
- 3

### Strategies
- Transition Count Downs
- Cool Down Time
- Positive Reinforcement

### Student Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Goal</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintained self-control</td>
<td>70%</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Responded to adults directions</td>
<td>80%</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### Targeted
- (Tracking - Does not affect the student’s daily score)
- Argues with adults
In order to evaluate first year implementation of the District-Wide Behavior Management system, student discipline data was obtained from PEIMS for the baseline school year 2009-2010 (prior to implementation) and the first year of implementation (2010-2011) for each Brownsville ISD campus having data available for both years.

- Out of School Suspensions
- In-School Suspensions
- All Suspensions, Out of School Suspensions and In-School Suspensions combined

The results of this evaluation are presented in the following charts and tables.
Brownsville ISD: All Suspensions*

Numbers of Suspensions by Year and the Decrease in Suspensions

<table>
<thead>
<tr>
<th>Campus Level</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Decrease</th>
<th>Percentage Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem</td>
<td>1,528</td>
<td>1,170</td>
<td>-358</td>
<td>23%</td>
</tr>
<tr>
<td>Middle</td>
<td>12,009</td>
<td>9,667</td>
<td>-2,342</td>
<td>20%</td>
</tr>
<tr>
<td>High</td>
<td>11,721</td>
<td>8,035</td>
<td>-3,686</td>
<td>31%</td>
</tr>
</tbody>
</table>

* Out of School and In-School Suspensions combined
Brownsville ISD Suspensions: Elementary Schools

Numbers of Suspensions by Year and the Decrease in Suspensions

- Total suspensions decreased by 23% from 2009-10 to 2010-11.
- Out of School suspensions decreased by 793.
- In School suspensions decreased by 377.
- Total suspensions decreased by 358.

* Out of School and In-School Suspensions combined
Brownsville ISD Suspensions: Middle Schools

Numbers of Suspensions by Year and the Decrease in Suspensions

- In School Suspensions: 7,040 (2009-10) and 6,815 (2010-11)
- Out of School Suspensions: 4,969 (2009-10) and 2,852 (2010-11)
- Total Suspensions: 12,009 (2009-10) and 9,667 (2010-11)

Total decrease: -2,342

20% decrease

* Out of School and In-School Suspensions combined
Brownsville ISD Suspensions: High Schools

Numbers of Suspensions by Year and the Decrease in Suspensions

<table>
<thead>
<tr>
<th>Type of Suspension</th>
<th>Total*</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>In School</td>
<td>8,408</td>
<td>6,189</td>
<td></td>
</tr>
<tr>
<td>Out of School</td>
<td>3,313</td>
<td>1,846</td>
<td></td>
</tr>
<tr>
<td>Total*</td>
<td>11,721</td>
<td>8,035</td>
<td></td>
</tr>
</tbody>
</table>

* Out of School and In-School Suspensions combined

31% decrease
Questions

Doug Maraffa
doug.maraffa@pearson.com