

School-Wide Frameworks and Interventions to Improve Student Behavior and Engagement

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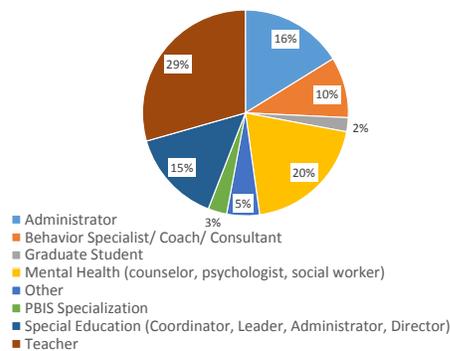
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Outcomes

1. Participants will learn about approaches for promoting the *use of data* to make informed decisions regarding the implementation of evidence-based preventive interventions in middle and high schools.
2. Participants will learn about an *integrated PBIS/RP model* and preliminary lessons learned from school-wide implementation.
3. Participants will learn about Double Check, a schoolwide framework built on the foundation of PBIS to *increase staff cultural proficiency and student engagement*.

Audience (N= 137)



Part 1: Why School Climate?

Overview

- Three preventive interventions aimed at improving student behavior and engagement.
 - MDS3
 - Continuum of Evidence-based Practices Used Across Multiple Tiers
 - PBIS/RP
 - Integration Efforts
 - Double Check
 - Increasing Cultural Proficiency and Student Engagement

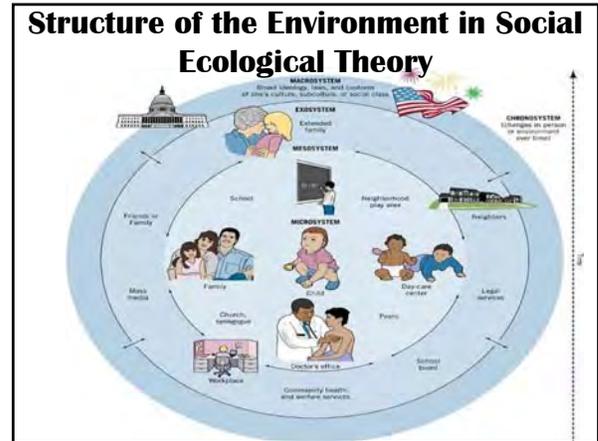
Today's Objectives

Part 1: Understanding School Climate & Its Importance

1. Measuring School Climate
2. Improving School Climate
3. Integrating School Climate and PBIS

Presentation Organization

-  **CORE CONTENT:**
Definition, Rationale, & Examples
-  **PRACTICE:**
Activities for Fluency
-  **SELF-ASSESSMENT:**
Activity to Promote Reflection
-  **ACTION PLANNING:**
Applying the Core Content to Your School



What You Need

Handouts for this section

- Reflection Items:
 - Needs Identified by Maslow
 - Multiple Sources of School Climate Data
 - Using School Climate Data in Your School
 - How to Incorporate School Climate into PBIS
- Summary of School Climate Scales
 - Survey Constructs and Items
- Barriers to Collecting (and sharing about) School Climate Data and Possible Solutions
- Action Plan for Communicating About a School Climate Survey
- School Climate Resources

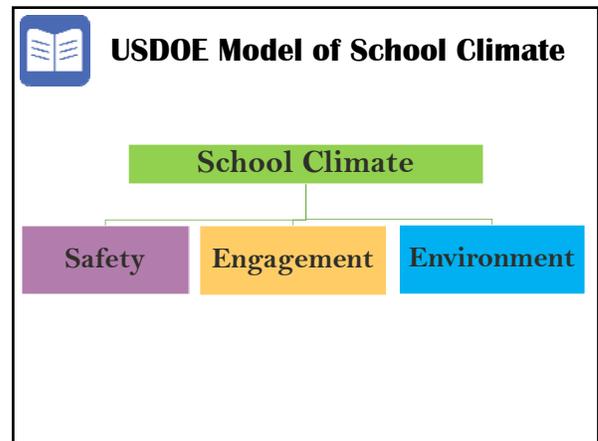
What is School Climate?

...that support people feeling...

- ✓ Norms 
- ✓ Values 
- ✓ Expectations 
- ✓ Socially safe 
- ✓ Emotionally safe 
- ✓ Physically safe 

(National School Climate Council, 2007)

Understanding School Climate





How Does Negative School Climate Impact Students?

- Less *engagement* with education (Diaz, Kosciw, & Greytak, 2010; CDC, 2011)
- Poor student *achievement* (Kosciw et al., 2010)
- Poor *physical health* (Gruber & Fineran, 2008; Russell, Ryan, Toomey, Diaz, & Sanchez, 2011)
- Poor *emotional well-being* (Kosciw et al., 2010; Russell & Joyner, 2001)
- *Youth of color* tend to report less supportive relationships with their teachers, have lower perceptions of equity, and perceive the environment as less safe (Bottiani, Bradshaw, & Mendelson, 2016; Fan et al., 2011)

Positive School Climate is Associated With:

- ↓ *Discipline problems* (Cohen & Geier, 2010)
- ↓ *Suspensions* (Lee et al., 2011)
- ↓ *Aggressive and violent behavior* (Gregory et al., 2010)
- ↓ Problems with *absence and lateness* (Gottfredson et al., 2005)
- ↓ *Alcohol and drug use* (LaRusso et al., 2008)
- ↓ *Bullying* (Meyer-Adams & Conner, 2008; Bradshaw et al., 2009) and *harassment* (Attar-Schwartz, 2009)

How Does Negative School Climate Impact Teachers?

- Increases classroom disruption
 - Less instructional time
 - Greater office referrals and suspensions
- Decreases staff motivation
- Increases burnout

(Fernet, Guay, Senecal, & Austin, 2012; Irvin et al., 2006; Pas, Bradshaw, & Hershfeldt, 2011; Pas, Bradshaw, & Mitchell, 2011; Walker et al., 1996)

Positive School Climate is Associated With:

- ↑ Student *academic motivation and engagement* (Eccles et al., 1993; Thapa et al., 2013)
- ↑ Student *academic achievement* (Brand et al., 2003; Stewart, 2008)
- ↑ Student *psychological well-being* (Ruus et al., 2007; Shochet et al., 2006)
- ↑ Teacher *job satisfaction and retention* (Brown & Medway, 2007; Singh & Billingsley, 1998)

Self-Assessment

1. Which aspects of the school environment matter for student outcomes?
 - a. The built environment
 - b. The social environment
 - c. Relationships between students and teachers
 - d. Condition of the bathrooms
 - e. Condition of the school grounds
 - f. All of the above

(Answer: f)



Self-Assessment

2. Which of Maslow's identified needs can be addressed by a positive school climate?

- Safety needs
- Esteem needs
- Love and Belongingness needs
- None of the above
- All of the above

(Answer: e)



Ways to Measure School Climate

- Surveys
 - Students
 - Staff/teachers
 - Administrators
 - Parents
- Observations
 - Classroom
 - Non-classroom settings
- Administrative data
 - Suspensions
 - Attendance
 - Academic performance



Measuring School Climate



Importance of Multiple Perspectives



Activity 1: Addressing Student Needs

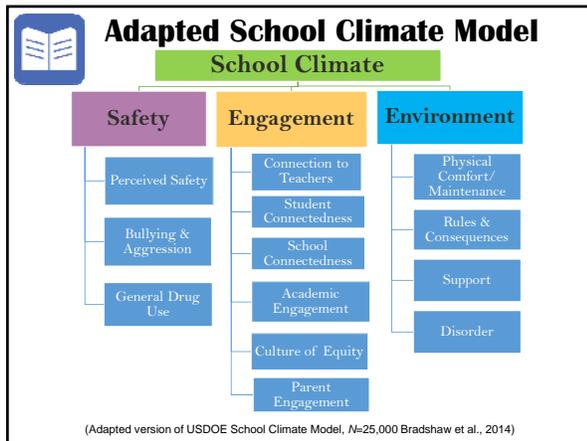
Reflect on the needs identified by Maslow

- Which of these needs does your school address well?
- Could your school better support students in any of these needs? How?
- Are there any groups of students that your school may want to focus on?



Activity 2: Reflection on Multiple Sources of School Climate Data

- What types of data do you have available to you currently that might provide some insight into your school's climate?
- What additional data would you want to collect?
- What resources are needed to collect additional data?
- How might data help in obtaining buy-in for making changes?
- How can you share data with other stakeholders?



Self-Assessment

4. School climate is too subjective to measure.

- True
- False

(Answer: b)

MDS3 School Climate Findings

Students report that:	Elem	Middle	High
They feel safe at school	88%	86%	84%
They have been bullied in the past month	41%	25%	20%
Other students try to stop bullying	N/A	52%	47%
Often or very often feeling sad	21%	19%	22%
Student alcohol use is a problem	14%	28%	73%
They belong at school	81%	78%	69%
Teachers encourage them to work hard in their classes	93%	88%	81%
Parents are told when the students do well	79%	59%	44%
Students of all races are treated the same	77%	71%	63%
Disruptions get in the way of learning	N/A	73%	69%
The school building is clean and well-maintained	67%	63%	53%
Students who need help with their problems are able to get it at school	N/A	77%	70%

*Data from 37,552 students in 114 schools across Maryland

Self-Assessment

5. The only perspectives that matter are parents' and teachers'.

- True
- False

(Answer: b)
Everyone in the school community is impacted by school climate

Self-Assessment

3. Which of the following are dimensions of school climate?

- Safety
- Environment
- Engagement
- a and b
- a, b, and c

(Answer: e)

Self-Assessment

6. School climate effects _____.

- Students
- Parents
- Staff
- Teachers
- Administrators
- All of the above

(Answer: f)



Self-Assessment

7. Student behavior and school climate both influence each other.

- a. True
- b. False

(Answer: a)

While we often think about the impact of school climate on behavior, behavior often impacts the overall climate, thereby suggesting a bidirectional influence of climate and behavior.



Recommendations for Effective School Climate Promotion

Prioritize and Integrate School Climate into School Initiatives

- Start with tier 1 supports
- Identify climate and student behavior as school-wide goals
- Integrate with other initiatives that address behavior, school climate, and disproportionality or equity.

(Bradshaw et al., 2014; *Adolescent Psychiatry*)

Improving School Climate



Recommendations for Effective School Climate Promotion

Incorporate the Voices of Multiple Stakeholders

- Include youth voice
- Improve communication efforts
- Use or improve use of data
 - Examine data overall and also separately by different student groups (e.g., race/ethnicity, gender, grades)

(Bradshaw et al., 2014; *Adolescent Psychiatry*)



Activity 3: Reflection Questions with Your Team

- Reflect with your team
 - How have you or can you talk about school climate among the staff ... students ... parents?
 - What impact does school climate have on the staff and their willingness to work with students?
 - How might different student groups respond about the climate of your school?
 - How much buy-in do we think we have among school staff and students to try to improve the climate in our school?
 - Brainstorm ideas for improving each of the components of school climate.



Recommendations for Effective School Climate Promotion

Enable Success

- Attend to the importance of a strong leadership team and administrator support
 - Critical for implementation
 - Leadership can model the behaviors desired from staff and students
- Consider designating someone to be a "school climate coach" for your school



(Bradshaw et al., 2014; *Adolescent Psychiatry*)



Self-Assessment

8. Principals play an important role in promoting a positive school climate.
- True
 - False

(Answer: a)



Creating Behavioral Structures to Support Students

- Schools serve as the identifying agency for most students' behavioral and social-emotional problems
- Intervening at school can reduce barriers for those in need of services (i.e., financial, stigma, time)
- Evidence-based programs can be implemented in schools to ensure all students have the skills needed for learning

(Huang et al., 2005)

Positive Behavioral Interventions and Supports (PBIS) and School Climate



Focus of PBIS



- Focuses on improving *systems* (e.g., teaming) and *practices* (e.g., evidence-based programs) through *data-based* decision making.
- Team-based approach that involves coaching.
- Aims:
 - To alter the environment and promote and reinforce more positive student behavior
 - To decrease negative student behaviors and thus increase safety
 - To provide the conditions for learning which promote better student engagement and achievement.



Activity 4: Reflection About PBIS and School Climate

- Write down some ways your current PBIS implementation addresses school climate.
- What are some additional areas of climate you want to incorporate into your PBIS implementation?



PBIS Data-Based Decision Making



- Strong focus on behavioral data (e.g., office discipline referrals/ODRs, suspensions) for ongoing decision making.
 - Examination of data for disproportionality among certain student groups
- School climate data as complementary to traditional PBIS data.



PBIS: 3-5 Expectations



- PBIS encourages the selection, teaching, and reinforcing of 3-5 specific behavioral expectations.
- Common examples are often:

Be safe	SAFETY
Be ready (to learn)	ENGAGEMENT
Be respectful (of own/others property)	ENVIRONMENT



Self-Assessment

9. School-wide PBIS has been shown to impact which of the following outcomes:
- Academic performance
 - School climate
 - Behavior problems
 - Prosocial behavior
 - All of the above

(Answer: e)



PBIS Effects on School Climate



- Improved staff perceptions of:
 - Administrator's support
 - Administrator's support
 - Relationships between staff
 - Students' focus on academics
- Improved student report of:
 - Weapon carrying and threats/injuries by a weapon
 - Skipping school because of a fear for safety
 - Marijuana use
 - Engagement in school community activities

(Bradshaw, et al., 2008; Bradshaw et al., 2009; Bradshaw et al., 2014)



Self-Assessment

10. PBIS improves the work environment and school climate for students, but not school staff?
- True
 - False

(Answer: b)

There are impacts for both students and staff.



PBIS Effects on Student Outcomes



- PBIS is associated with significant improvements in:
 - Suspension and office discipline rates
 - Academic achievement
- Also associated with improvements on teacher report of students':
 - Aggressive/disruptive behavior
 - Concentration problems
 - Rejection and bullying
 - Emotion regulation
 - Prosocial behavior

(Bradshaw et al., 2012; Horner, Sugai, & Anderson, 2009; Waasdorp, Bradshaw, & Leaf, 2012)



Self-Assessment

11. Who should select the school-wide expectations and develop the reinforcement system?
- Administrators
 - Teachers
 - Students
 - Parents
 - All of the above
 - A school-based team that is representative of the school community

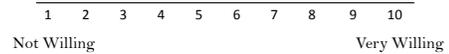
(Answer: f)

Concluding Thoughts and Next Steps



Self-Assessment for Next Steps

How willing are you to communicate the importance of school climate data and advocate for its use in your school?



Summarizing

- School climate is an important factor for student success
- Measuring school climate should take into consideration the perspectives of multiple stakeholders - surveys are an efficient way to do this
- Climate isn't an "initiative" to bring into your school, but something that impacts every element of what schools do
- Natural fit between school climate and PBIS
- Consideration of school climate may help guide implementation of evidence-based practices (EBPs) at different tiers.

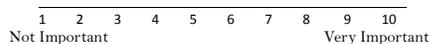
Some Barriers & Solutions

Barrier	Suggested Ways to Overcome	Your Way to Overcome
Buy-in	<ul style="list-style-type: none"> • Talk to a trusted colleague about ways to garner buy-in • Share these slides • Introduce the information gradually 	
I don't feel empowered in my role to advocate for a school climate focus	<ul style="list-style-type: none"> • Consider who in your building may buy-in and can advocate for this • Introduce the information gradually 	
Who would be in charge of the data?	<ul style="list-style-type: none"> • An available survey system compiles data automatically- see Module 2 	
Too many initiatives	<ul style="list-style-type: none"> • Climate isn't just an "add on"- it relates to everything • Map out how climate relates to your current initiatives • Consider whether you may already have access to climate data 	



Self-Assessment for Next Steps

How important do you think school climate is in shaping students' behavior in your building?



How confident do you feel about your knowledge of school climate (i.e., that you could teach others in your school)?



Action Planning

- Identify and implement three action steps for communicating the importance of school climate for each of the following groups:
 - Staff and teachers
 - Students
 - Parents
 - Community

 **Complete an Action Plan**

Strategies for Communicating the Importance of School Climate	WHO will help with this?	WHEN will this happen?
Staff and Teachers 1. 2. 3.		
Students 1. 2. 3.		
Parents 1. 2. 3.		
Community 1. 2. 3.		

- What you Need**
- Your action plans from the last section
 - Handouts for this section
 - Planning Your Communication
 - Data Discussions
 - Set Your Own Expectations for Data Discussions
 - Guiding Questions for Facilitating Productive Data Discussions
 - School Climate Survey Data Review
 - School Climate Feedback Form
 - Strategies to Improve School Climate
 - Administrator Walk Through Tool

- Resources on School Climate**
- National School Climate Center: www.schoolclimate.org
 - National Center on Safe Supportive Learning Environments: <http://safesupportiveschools.ed.gov/>
 - National Center on Safe Supportive Learning Environments' School Climate Survey Compendium: <http://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>
 - National Technical Assistance Center on PBIS WWW.PBIS.org
 - Center for the Advancement of Social and Emotional Learning WWW.CASEL.org

Leading Productive Discussions About School Climate Data

**Part 2:
Applying Climate Data to
Data-Based Decision
Making**

-  **Goals for Data Discussions**
- Shift the lens from *accountability* to *growth*
 - Facilitate collaboration and shared action planning
 - Focus on the future more than the past
 - Where are we going?
 - What will we do next?



Motivating the Team Through Communication

- Understand the values and vision of key stakeholders
 - What about school climate is important to them?
 - What would they like to see changed in their school?
 - How might the school look if they had a magic wand?

How can you align this information to motivate staff to focus on school climate?



Setting Clear Expectations for Data Discussions

- Keep discussions positive and strengths focused – do not cast blame
- Base judgments or interpretations of problems on specific data – not perceptions or opinions
- Be a good listener
 - Allow other team members to speak
 - Ask clarifying questions to elicit more information
- Be solution focused
 - Ask questions that help with action planning

Remember: Problems do not get solved in one discussion. Some of these conversations (e.g., equity) will be challenging.



Motivating the Team Through Communication

- Consider the history
 - What has been tried already?
 - How did that go?
 - How can you build on what has been done?
- Understand team members' frustrations
 - How do these relate to the school's vision and to past experiences?
 - How can we avoid past frustrations in our work now?



Set Your Own Expectations for Data Discussions

- List 3-5 clear expectations for your school's data discussions.

Data Discussion Expectations
1. Participants will identify areas of strength to build upon during data discussion.
2.
3.
4.
5.

Think about how you will share your ideas and engage your school team in making them norms.



Planning Your Communication

- Reflect on the values, frustrations, and history that might affect your school's discussions about climate.

Factors to consider	Examples of those present at your school	How can you link this to school climate?
Vision/Values		
Frustrations		
History		

- Consider how you may process these factors as a team and allow for productive data discussions.



Facilitating Data Discussions

Guiding Questions:

- What do the data suggest?
- Do the data suggest that any student groups (e.g., race/ethnicity, gender) may need extra support?
- What are areas that can be *celebrated*?
- What surprises you about the data?
- What are areas of concern?
- What questions do you still have about the data?
- Is there additional data that you would like to see?
- What are the next steps? Where do we go from here?



Considerations of Team Overlap

- Teams that may already review relevant data to school climate:
 - PBIS Team
 - Student Support Team/Pre-Referral Team
 - Leadership Team
 - Other team...
- Consider how to gather the identified sources of data:
 - Will different individuals/teams provide data?
 - Will one person be in charge of collecting it all?
- Consider the cross-team communication



Self-Assessment

3. Which is an example of an open-ended question that will help facilitate productive data discussions?
- a. Why are the referrals so high?
 - b. Do you think we have improved?
 - c. What was done before that may be helpful to us now?
 - d. What do the data suggest we may need to implement?
 - e. A and B
 - f. C and D

(Answer: f)



Self-Assessment

1. The way in which questions are asked can play a key role in facilitating productive data discussions.
- a. True
 - b. False

(Answer: a)



Self-Assessment

4. It is not important to review meeting norms for data discussions at the beginning of each meeting.
- a. True
 - b. False

(Answer: b)



Self-Assessment

2. In a team meeting, if a member reflects that the issue with the school climate ratings was that the students had really bad behaviors this year, they...
- a. Are helping to focus on the future steps
 - b. Are casting blame and not keeping a solution focus
 - c. Neither A or B
 - d. Both A and B

(Answer: b)

Understanding Your Data

 **Data Related to Positive Behavioral Interventions & Supports**

Data Type	Data Source
PBIS Implementation	- SET - TFI - BoQ - ISSET - IPI - Other:
Behavioral Infractions	- Office referrals (e.g., SWIS; minor and major incidents) - Suspensions - Walk throughs/observations - Surveys/self-report - Other:
Classroom Management	- Walk-throughs/Observations - Surveys/self-report - Other:

 **Data Related to Engagement**

Data Type	Data Source
School Avoidance	- (Chronic) Absenteeism - Tardies - Skipping class - Surveys/self-report - Other:
Family Involvement	- Surveys/self-report - Student extra curricular participation - Parent volunteering and event attendance - Parent-teacher conference attendance - Other:

 **Data Related to Safety**

Data Type	Data Source
Behavioral Infractions	- Office referrals (e.g., SWIS) - Suspensions - Referrals to pre-referral team - Walk-throughs/observations - Surveys/self-report - Other:
School Avoidance	- (Chronic) Absenteeism - Tardies - Skipping class - Surveys/self-report - Other:

 **Data Related to Environment**

Data Type	Data Source
School Appearance	- Observations/walk-throughs - Surveys/self-reports - Other:
Need for Additional/Mental Health Services	- Pre-referrals for special education - Special education rate - Counselor referrals - Surveys/self-report - Other:

 **Data Related to Engagement**

Data Type	Data Source
Achievement	- Formative assessments - Standardized tests - Promotion/graduation - Grades - Other:
Behavioral Infractions	- Office referrals (e.g., SWIS) - Suspensions - Referrals to pre-referral team - Surveys/self-report - Other:

 **Self-Assessment**

5. Attendance data are relevant to

- a. Safety
- b. Engagement
- c. Environment
- d. None of the above
- e. A and B

(Answer: e)



Self-Assessment

6. Survey data can inform a school’s knowledge about:
- Safety
 - Engagement
 - Environment
 - All of the above
 - None of the above

(Answer: d)



MDS3 Reporting

2- Advanced Report

- Generate data for specific student groups (for any or all items)
 - *Consider how differing perceptions of school climate may relate to behavioral and academic indicators
- Drill down into specific constructs (for everyone or for specific groups)
- Run each subheading within the system, one at a time (i.e., 12 reports, if using just one group)
- PDF/print out any of the areas you have chosen

Leveraging the MDS3 Survey System



Picking Student Groups

The screenshot shows a 'Filter' menu with several sections:

- Select any demographic filters:** Filter by Gender (Male, Female), Filter by Grade (Grades 6-12, Parents, Staff), Filter by Race (Hispanic/Latino, Black/African American, White, Asian, Other).
- Filter by Gender:** Male, Female
- Filter by Grade:** 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade, Parents, Staff
- Filter by Race:** Hispanic/Latino, Black/African American, White, Asian, Other



MDS3 Reporting

1- Executive Report

- Quick look at all areas
- Start to figure out areas to build upon as strengths (e.g., not flagged; area you worked on that isn't flagged)
 - Are there other data sources that support this?
- Identify areas to improve (e.g., flagged or percent respondents is unsatisfactory)
 - Are there other data sources that support this?



Survey Items and Constructs

Item	Item	Item
SAFETY - PHYSICAL SAFETY		
How safe are you at school?	How safe are you at school?	How safe are you at school?
How safe is it to go to and from school?	How safe is it to go to and from school?	How safe is it to go to and from school?
How safe are you at school?	How safe are you at school?	How safe are you at school?
How safe are you at school?	How safe are you at school?	How safe are you at school?



Analyzing the Advanced Reports

Team review

- Assign members a specific data section
- Have members team up
- Have teams rotate “stations” to look over data
- Other ways...

Provide structured guiding questions

- How do the data for this section look overall?
- Are there specific concerning areas/items?*
- How could this be addressed?

**Disregard if just 1 item seems problematic in an area*



Student Survey Constructs

Construct	What Items Assess
Parent Involvement	• Assesses how welcomed parents are made to feel as well as communication with parents about students' behavior
Culture of Inclusion & Equity	• Assesses the extent to which all groups are perceived to be treated equally and whether curriculum reflects student race/ethnicity
Order & Discipline	• Assesses positive behavior supports, orderliness of student behavior, and whether teachers address student behavior well
Physical Environment	• Assesses the adequacy of building maintenance and appearance and its perceived comfort
Supportive Services	• Assesses availability of school resources (e.g., supplies) extracurricular activities, programs to address violence/conflict management, and to address additional student needs
Wellness	• Assesses student dietary and nutritional choices, physical fitness, sleep, and peer and romantic relationships



MDS3 Reporting

3- Comparison Report

- Track the specific areas you have chosen to target and track how these areas have changed over time
- Compare to other (not targeted) areas



Logistics of Reviewing School Climate Data

- Provide selected data/reports to the targeted individual(s) and decide how to go over it
- Set the expectations on how the discussions occur
- Consider starting small



Student Survey Constructs

Construct	What Items Assess
Physical Safety	• Asks students how safe they feel and whether they have been in fights, injured by a weapon, and are in a gang • Asks whether safety issues are an issue at the school
Bullying	• Asks about perpetration of and victimization; assesses frequency, form, and locations as well as how school addresses bullying
Social-Emotional Wellbeing	• Asks about acceptability of aggression and retaliation as well as internalizing symptoms (loneliness, sadness, and anxiety)
Substance Use	• Frequency of use of tobacco, alcohol, and drugs • How difficult it is for students at school to get access to tobacco, alcohol, and drugs
Relationships & Connectedness	• Assesses student-teacher and student-student relationships, connectedness to school, and school organization
School Participation & Academic Emphasis	• Assesses focus on school work and future aspirations as well as perceived teacher encouragement for students to do well in school and student empowerment to make decisions in class



Sample Form for Guiding the Data Review

School Climate Survey Review

Survey Report Name:
Date to Celebrate:
Date of Concern:
Data you want to know more about:
Suggestions for Improvement:
Team best equipped to do action planning around items of concern:



Self-Assessment

7. Schools should only use the executive report once they have viewed all items on the MDS3 survey
- True
 - False

(Answer: b)



So Much to Do, So Little Time

- How do you choose where to focus?
- How do you know what is most important?
- What will get you the most 'bang for your buck'?



Self-Assessment

8. The advanced report can be used to filter by items and would allow a team to print out separate reports for each of the 12 constructs/sub-headings
- True
 - False

(Answer: a)



Decisions, Decisions, Decisions

- Where do I start?
 - Cross data-source consistencies and red flags
- Here are some things you may want to consider when deciding where to focus your efforts
 - LEA initiatives and mandates
 - Administrative priorities
 - School Improvement Plan goals
 - Focusing on equity and disproportionality
 - Manageability
 - Current efforts/outcomes

Prioritizing Your Focus



Prioritizing

- Look for patterns across data sources regarding PBIS implementation, Safety, Engagement, and Environment
 - Relative strengths
 - Relative weaknesses
- List out the areas where you see a pattern of concern
 - Focus on equity within any area you are concerned about



Getting Back to the Bigger Picture

- Select which to focus on first- some suggestions:
 - Identify what is part of a district or state priority
 - Identify what can be easily addressed through existing efforts that just may need enhancement
 - Identify an area that if improved, will also improve other areas
 - Focus on something that will boost staff and/or student morale
 - Have the team (or whole staff) rank order which they want to work on



Ways to Improve Positive Behavioral Interventions & Supports

Cause of Concern	Possible Solutions
Teachers struggle with classroom management	<ul style="list-style-type: none"> - PD sessions that go "back to basics" - Develop a climate that facilitates teachers coaching and supporting one another - Target specific teacher groups for coaching - Identify exemplar classroom management and allow others to observe
Poor monitoring or supervision of students in non-classroom settings	<ul style="list-style-type: none"> - Create systems that improve monitoring or active supervision - Reward and incentivize teachers
Majority of students do respond, but a cluster of students do not	<ul style="list-style-type: none"> - Identify these students through screening and provide additional Tier 2 supports

Strategies to Address Identified Concerns



Ways to Improve Safety

Cause of Concern	Possible Solutions
Breakdown in behavioral expectations	<ul style="list-style-type: none"> - Consult PBIS implementation measures - Revamp expectations - Build better teacher buy-in and consensus for PBIS - Build student buy-in by involving them
Students are not motivated by behavioral reinforcement system	<ul style="list-style-type: none"> - Seek student voice to guide efforts - Fund raise for better incentives - Hone in on relationship building - Try to generate more (free) incentives
Students are not deterred by the consequences	<ul style="list-style-type: none"> - Examine behavioral responses: <ul style="list-style-type: none"> - Consistently used - Are not overused - Matches behavioral function - Changes behavior (doesn't just punish)



Ways to Improve Positive Behavioral Interventions & Supports

Cause of Concern	Possible Solutions
Breakdown in behavioral expectations	<ul style="list-style-type: none"> - Consult PBIS implementation measures - Revamp expectations - Build better teacher buy-in and consensus for PBIS - Build student buy-in by involving them
Students are not motivated by behavioral reinforcement system	<ul style="list-style-type: none"> - Seek student voice to guide efforts - Fund raise for better incentives - Hone in on relationship building - Try to generate more (free) incentives - Ensure that the reinforcements are being consistently implemented



Ways to Improve Safety

Cause of Concern	Possible Solutions
Students engage in negative interactions with one another	<ul style="list-style-type: none"> - Address social behaviors universally through school-wide expectations and teaching matrix - Introduce guidance lessons about peer relations and managing conflict - Provide staff PD - Provide positive reinforcement of social behaviors - Ensure consistent consequences - Build student connections/relationships
Substance use problems	<ul style="list-style-type: none"> - Consult with health/mental health staff - Ensure that evidence of substances on school campus are removed
Major safety concerns	<ul style="list-style-type: none"> - Ensure universal behavioral practices are implemented - Ensure appropriate staff are trained in the responses to major safety concerns

Ways to Improve Engagement

Cause of Concern	Possible Solutions
Poor student-teacher relationships	<ul style="list-style-type: none"> - Implement universal relationship building strategies but also be mindful to identify vulnerable student populations - Ensure consistency in student recognition across grades, gender, and race/ethnicity groups - Schedule enjoyable events for students & staff - Seek student voice about how to improve relationships
Students are not engaged in, are bored, or are disinterested in content or classes	<ul style="list-style-type: none"> - Promote student facilitated instruction/co-teaching - Make sure curriculum are relevant to students - Lesson planning includes how to connect students to the content - Develop teacher skills that focus on making content more interesting for all students

Complete an Action Plan

Area of Concern	Data	Potential Causes	Possible Solutions
PBIS			
Safety			
Engagement			
Environment			

Ways to Improve Engagement

Cause of Concern	Possible Solutions
Particular student groups report or demonstrate less engagement	<ul style="list-style-type: none"> - Regularly examine disproportionality and equity - Explore PD that is relevant to the outcome of concern and cultural sensitivity - Seek student and parent voice
Lack of parent involvement	<ul style="list-style-type: none"> - Positive calls home and celebratory meetings - Regular positive written communication to parents - Advance and repeated notice for events - Re-scheduling options for parent meetings - Interpretation and translated materials - Survey parents or find other ways to attain parent voice

Tools to Address Identified Concerns

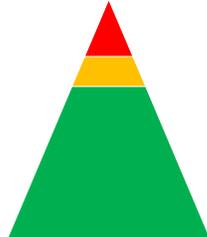
Ways to Improve Environment

Cause of Concern	Possible Solutions
Building in disrepair	<ul style="list-style-type: none"> - Make repairs to common spaces - Improve lighting - Monitor regularly with administrators and custodial staff
Building is not warm and welcoming	<ul style="list-style-type: none"> - Include more student work throughout building - Incorporate student murals or wall decorations - Seek student and parent voice on the school's appearance
Proper supports do not reach those students who need them	<ul style="list-style-type: none"> - Identify effective methods of communication with parents and student support providers - Review data; screen and monitor systematically

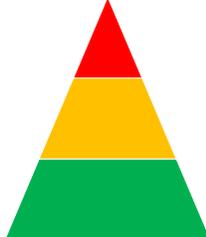
Tools and Resources: Re-building/Revitalizing PBIS

- Make a case for PBIS – use your data!!

Does your school look like this?



Or like this?





Tools and Resources: Re-building/Revitalizing PBIS

- Integrate staff voice into the decisions being made
- Inform staff regularly about PBIS initiatives and successes being seen
- Model the use of positive behavior supports with teachers
- Pull resources on buy-in from:
 - www.pbis.org
 - www.pbismaryland.org
 - www.midatlanticpbis.org
 - Other PBIS networks



Tools and Resources: Sample Classroom Tool (Mid-Atlantic)

Called "Classroom Rules Action Plan"

Plan for Teaching Classroom Rules

What will be done?	How will it be done?	When will it be done?
Introduce the expectations & rules		
Post the Classroom Matrix		
Establish a signal for obtaining class attention & transitions		
Model what the expectations look like		
Practice with students		
Provide specific feedback		
Acknowledge students who demonstrate the expected behavior		
Pre-correct and Review		



Tools and Resources: Free Incentives

Category	Elementary	Secondary
Time with adult or peer	<ul style="list-style-type: none"> • Lunch with teacher • Sitting next to a friend for group work 	<ul style="list-style-type: none"> • Lunch with teacher • Partnering with a friend for a project
Free time/fun activity	<ul style="list-style-type: none"> • Coloring activity • Listening to music • Going to "the carpet" for free choice reading 	<ul style="list-style-type: none"> • Watching a video • Listening to music
Special permission	<ul style="list-style-type: none"> • Getting to share a joke with class • Doing a desired "job" • Doing something (like make silly noises) that isn't usually allowed 	<ul style="list-style-type: none"> • Getting to share a joke with class • Using cell phone for last 5 minutes of class • Getting to tweet a favorite thing about class today • Getting out of an assignment • Sitting in teacher's chair
Class game	<ul style="list-style-type: none"> • Class dancing 	<ul style="list-style-type: none"> • Class jeopardy • Student choice of game

Also see <http://www.interventioncentral.org/behavioral-interventions/rewards/>



Tools and Resources: Classroom Management PD

<http://www.midatlanticpbis.org/materials-1/classroom>

Classroom Snapshot: Multiple Opportunities to Respond (OTR)

Multiple Opportunities to Respond is an instructional question, statement or gesture made by the teacher seeking an academic response from students (Cipriani, Knight, Ransler, & McKeon, 2009). A teacher initiates or that prompts or solicits a student response (verbal, written, gesture) (Cipriani, Myers, & DeLuca, 2010)

Components of OTRs

Identify opportunities within your lesson plans to increase opportunities for students to respond. Identify opportunities to replace single student responding through hand-raising with multiple student responding through the use of response cards, dry erase boards, electronic white boards and response (stickers, choral) responses.

Antecedent	Behavior	Consequences
Teacher provides Verbal Questions Prompts	Student Responds: Written Choral Verbal	Teacher Provides Specific Positive Feedback
Teacher says "When I give the signal everyone answer this question: 'What is 4 times 6?'"	Students chorally respond "24"	Teacher says "Yes! The correct answer is 24"
Teacher waits a few seconds and gives signal.	Repeat 3 times.	Teacher ignores some responses, gives correct response. Asks same question again.



Tools and Resources: Improving PBIS in Classrooms

<http://www.midatlanticpbis.org/materials-1/classroom>

Home About Coaches Evaluation **Materials** Events High Schools Mental Health Current Projects

Materials > Classroom

- [Planning Classroom Behavioral Supports Guidebook](#)
- Action Plan
- Coding of Routines and Procedures with matrix and tool tools
- Classroom Rules Action Plan
- CM Snapshot - Active Supervision
- CM Snapshot - Behavior Specific Praise
 - CM Snapshot - Knowing use of BSP
- CM Snapshot - Error Correction
- CM Snapshot - Expectations and Rules
- CM Snapshot - Opportunities to Respond
- CM Snapshot - Physical Environment
- CM Snapshot - Positive Behavior Games
- CM Snapshot - Structure Routines
- Guiding Questions for Planning Physical Space
- Recorded Active Supervision
- Recorded BSP
- Recorded Error Correction
- Recorded Expectations and Rules
- Recorded Instruction and Overview
- Recorded Physical Arrangements
- Recorded Positive Behavior Games
- Recorded Routines and Procedures
- Recorded Opportunities to Respond
- Routines and Procedures Matrix



Tools and Resources: Administrator Walk-Through

MDS3 Administrator Walk-through Tool

	LOOK FOR	RATING	ACTION PLAN
Observe the entrance that most students use upon arrival.	Count evidence of school ownership. Look for things with the school name or logo prominently displayed.	None 1-3 4 or more	
	Count signs with positive behavioral expectations of students.	None 1 or more	
	Count groupings of student work.	0-1 2-4 5 or more	
	Count evidence of defacement. This includes markings/etchings of names, symbols, or profanity on walls, doors, etc.	None 1-2 3 or more	
	Count evidence of vandalism. Look for things that have been intentionally broken or bent.	None 1-2 3 or more	
	Count broken lights. Look for fixtures that contain burned out bulbs or are otherwise broken or not functioning.	None 1 or more	



Tools and Resources: Connectedness Strategies

- Spend 5-10 minutes weekly with target teacher/student doing an activity or talking about a topic she/he chooses/enjoys.
- Greet teachers/students in the morning or take a few minutes at the end of the day to ask the teachers about their day.
- Specific praise/acknowledgement/recognition for appropriate behavior and/or accomplishments.
Examples: Verbal praise statements to the teacher in front of their colleagues, sending positive praise emails or notes in his/her box, etc.
- Ongoing and frequent conversations (ask about a recent vacation, their family, sporting event, etc.).
- Attend one of the teacher's/student's activities or lessons to show support. After the event let the teacher/student know that you attended to support them, that you had a good time, and that really enjoyed their performance.
- Be familiar with teachers'/students' celebrations and disappointments in their life.
- Provide encouragement and support when the teacher/student appears frustrated or overwhelmed with work or a challenge.
- Remind teacher/students that you have their back and follow up with them about challenges.

Part 3: Integrating Restorative Practices within the Maryland Safe and Supportive Schools (MDS3) Middle School Initiative

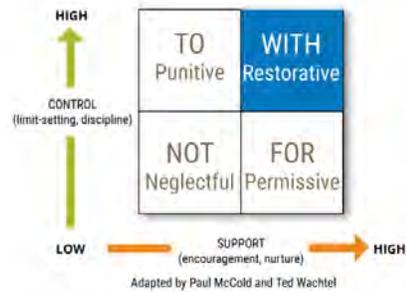


National Bullying Resources

- StopBullying.Gov Best Practices
<https://www.stopbullying.gov/news/media/bestpractices/index.html>
- Reducing Bullying Behavior through SWPBS
http://www.pbis.org/pbis_resource_detail_page.aspx?PBIS_ResourceID=785 (ES manual)
http://www.pbis.org/pbis_resource_detail_page.aspx?PBIS_ResourceID=900 (MS/HS Expect Respect)

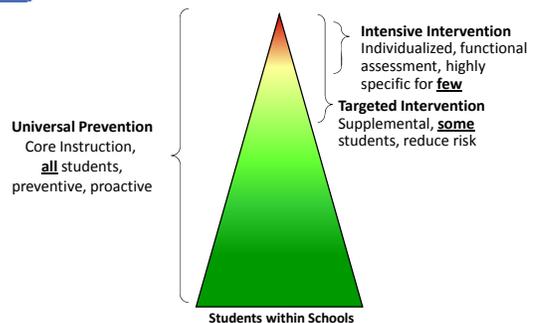


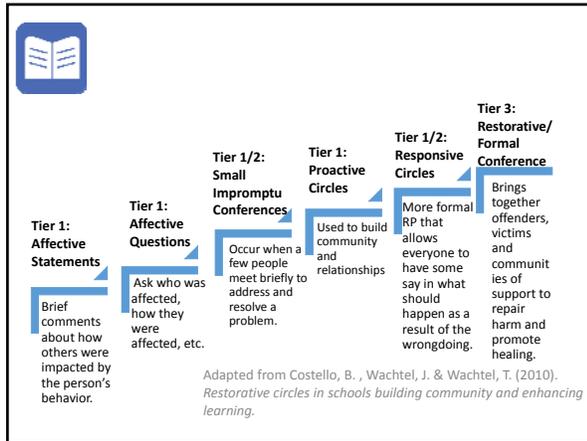
Restorative Practices/PBIS Framework



Complete an Action Plan

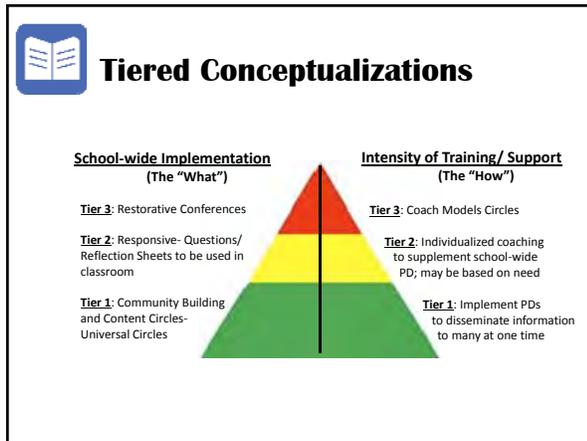
Identified Problems	Tools/Resources You Are Interested In	What are your next steps?



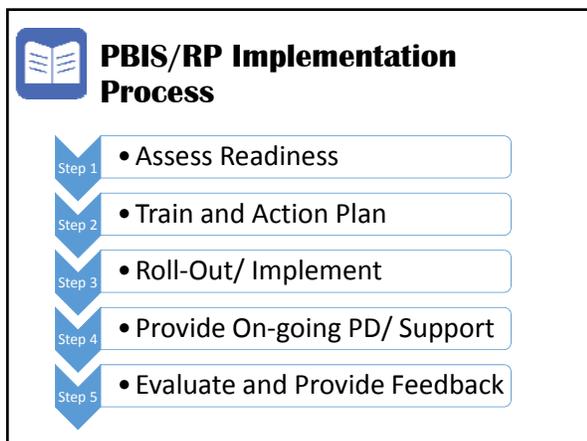


Assessing Readiness

- Data indicates need for relationship/ community building
- Measurable school goals aligned with purpose of RP implementation
- Commitment/ Interest
 - Team
 - Staff
- Prior Training
- Resources



- ### Training & Action Planning
- Choose a team
 - Who has demonstrated interest?
 - Who is naturally inclined for RP?
 - Who has been recommended?
 - Who has an equity lens?
 - Train the team
 - Central Training
 - In-School (small group/ whole school)
 - Action Plan with the team
 - Who, How, When?



- ### Roll-Out/ Implementation
- Support Initial 60 Minute PD for Staff
 - 20 minute introduction by principal
 - 40 minute PD in break-out sessions by grade
 - *Circulate
 - Community Circles implemented on Mondays and Fridays during homeroom
 - Continue PD/ Coaching Support
 - Feedback from staff about circles during grade-level team meetings



On-going PD/ Support

- Three Coaching Options
 - Observe Teacher & Provide Feedback
 - Co-Facilitate with Teacher
 - Model with Students (teacher observes)
- Dependent on...
 - Teacher Desire/ Willingness/ Comfort
 - Coach Availability

Part 4: Implementing Double Check to Increase Staff Cultural Proficiency and Student Engagement



Implementation Fidelity

Restorative Practices Implementation Checklist

The purpose of this document is to provide a tool for staff self-assessment for practice implementation. It is not intended to be used as a tool for evaluation of individual staff members. It is intended to be used as a tool for self-reflection and to provide a starting point for discussion and feedback.

A. SYSTEM	Back Issues	In Place	Partially In Place	Not in Place
1. There is the intentionality that all members of staff (staff) agree to enact and implement Restorative Practices.				
2. District Restorative policy includes administration and teacher use of restorative practices / restorative circles for both supporting building and response to student behaviors.				
3. Restorative Practices policy describes practices for conversation readiness to which the student is not required to be brought to conversation.				
4. School Restorative Practices are implemented that involve staff, students and families.				
5. School's Restorative Practices are implemented that involve staff, students and administrators.				
6. All teachers report staff and administration receive ongoing professional development to use of restorative practices.				
7. Restorative Practices are implemented for all students including teacher and student responsibility and follow up in circles.				
8. Restorative Practices are implemented for all students including students, administrators and guest practitioners of the Restorative Practices.				
9. Restorative Practices are implemented for all students including students, administrators and guest practitioners of the Restorative Practices.				
10. Restorative Practices are implemented for all students including students, administrators and guest practitioners of the Restorative Practices.				
11. Restorative Practices are implemented for all students including students, administrators and guest practitioners of the Restorative Practices.				
12. Restorative Practices are implemented for all students including students, administrators and guest practitioners of the Restorative Practices.				

- Circulate/ Informal Data (e.g., how many classrooms implementing?)
- Ask for feedback during team meetings
- Implementation Fidelity Checklist
 - Systems
 - Data
 - Circles
 - Conferencing

3/15/2015, Jessica Swain-Bradway, Lucille Eber, Edwin Johnson, Sara Balgoyen & Dan Maggin



Overview

- Double Check Model
 - Background and Rationale
 - Overview of Double Check Model
- Snapshot of a Double Check Training
 - Brainstorming Strategies
 - Action Planning



Lessons Learned

- Relationship building and presence as a coach in the building is key
 - School Teams
- Get buy-in and have clear rationale
 - Data and Resources
- Start small!
- Build your ideal team
 - Know your teachers



Thermometer

- What is disproportionality?
- Does disproportionality show up in your school? If yes, how so?
- How does disproportionality show up in your school's data?



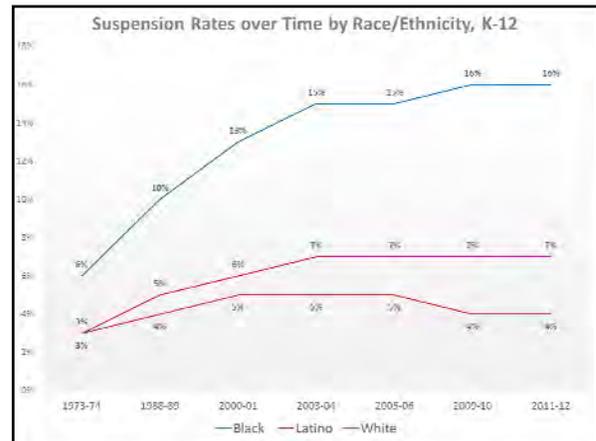
What is Disproportionality?



Disproportionality refers to a group's representation in a particular category that "exceeds our expectations for that group, or differs substantially from the representation of others in that category" (Skiba et al., 2008, p. 266).

Disciplinary Disproportionality encompasses the disproportionately high rates at which students from certain racial/ethnic groups are subjected to office discipline referrals, suspensions, school arrests, and expulsion (Skiba, Shure, & Williams, 2012).

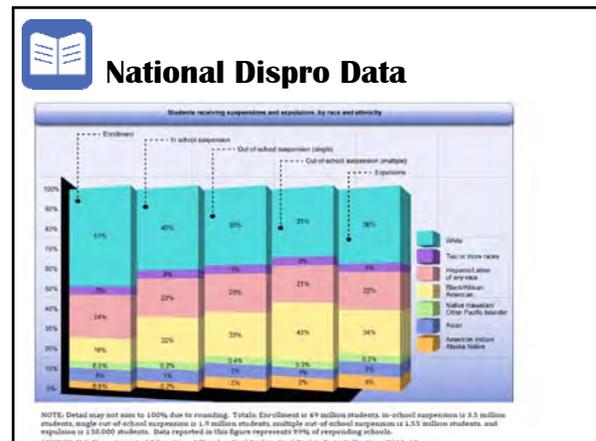
Special Education Disproportionality has been referred to as "the extent to which membership in a given group affects the probability of being placed in a specific disability category" (Oswald, Coutinho, Best, & Singh, 1999, p. 198).



What disproportionality looks like in Schools

- Exclusionary and punitive practices:
 - Restraint, seclusion, suspension, expulsion, referral to law enforcement
- Used more frequently for certain racial/ethnic groups
 - Hispanic and Black students are disciplined more harshly
- But also used differentially more depending on offense
 - Hispanic and Black students are suspended disproportionately more than White students for non-violent offenses, ranging from dress code violations to acts of disrespect

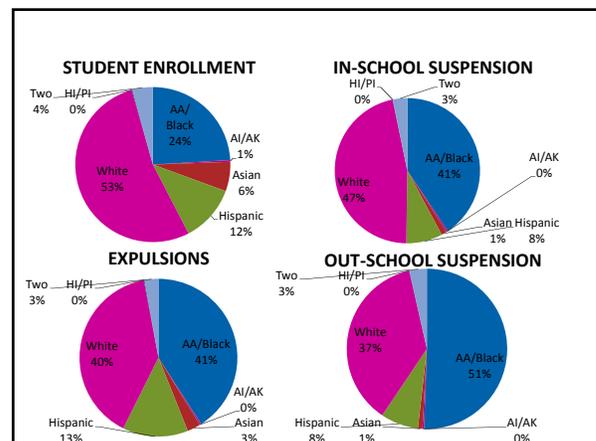
Data from U.S. Department of Education Office for Civil Rights (2011-2012)



Discipline Disproportionality is a National Concern

- Nationally, Black students are suspended and expelled at rates 3 times greater than White students
 - 16 states and DC reported even higher gaps than the nation between suspension rates of Black and White students
- Disciplinary disproportionality is present from preschool to high school and for both male and female students
- Findings extend to other minorities (Hispanic, American Indian, Native-Alaskan) in some contexts

Data from U.S. Department of Education Office for Civil Rights (2011-2012)



 **What is the Double Check Model?**

- A *professional development* and *coaching* framework that builds on *SW-PBIS* to help teachers enhance 5 core components of culturally responsive practices.
- Addresses overrepresentation of students of color in disciplinary referrals, suspensions, and special education referrals.
 - Assumptions:
 - Classroom management and SW-PBIS are necessary but not sufficient
 - Traditional focus of diversity training has been on power and privilege, not skill development

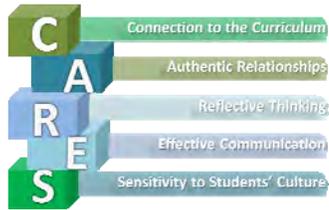
 **Strategies: Handout**

- Working with your groups, brainstorm strategies for each Double Check domain.



 **5 Components of Double Check**

Double Check (Rosenberg, 2007) is a self-reflection process that promotes culturally responsive practices through five components:



Goals:

- Increase staff cultural proficiency
- Increase student engagement
- Increase teacher classroom management skills
- Reduce disproportionality

 **Discussion Rotation**

- Use your *Strategy* worksheet and write down strategies for each domain that your colleagues share with you.
- Return to your table and select one strategy in one domain that **you** could target and implement in **your** classroom.
- Complete the last two rows of the *Action Plan* based on the strategy chosen:
 - How will I implement this strategy?
 - When will I implement this strategy?

 **Brainstorm: The “Why”**

Why is it important to:

- **C**onnect students to the curriculum?
- Develop **A**uthentic relationships with students?
- **R**eflect on your practices in the classroom with students?
- **E**ffectively communicate with students and parents?
- Be **S**ensitive to students’ culture?

The Classroom Check-Up

Step 1	<ul style="list-style-type: none"> • Teacher Interview • Teacher Completes Ecology Checklist
Step 2	<ul style="list-style-type: none"> • Coach Conducts Classroom Visits • Coach Trains Teachers on Observations • Teachers Observe Each Other
Step 3	<ul style="list-style-type: none"> • Personalized Feedback Session • Develop Menu of Options
Step 4	<ul style="list-style-type: none"> • Collaborative Goal Setting (Teachers include partners in goal setting)
Step 5	<ul style="list-style-type: none"> • Teacher Monitors Daily Implementation • Teachers Provide Continued Support to Each Other





Using Motivational Interviewing Strategies to Engage Teachers in Coaching

“The most challenging part of consulting with teachers is getting them to do what I want them to do.”

Examples of Commitment Language

Very Strong ← → Less Strong

5	4	3	2	1
I guarantee	I am devoted to	I look forward to	I favor	I mean to
I will	I pledge to	I consent to	I endorse	I foresee
I promise	I agree to	I plan to	I believe	I envisage
I vow	I am prepared to	I resolve to	I accept	I assume
I shall	I intend to	I expect to	I volunteer	I bet
I give my word	I am ready to	I concede to	I aim	I hope to
I assure		I declare my intention to	I aspire	I will risk
I dedicate myself			I propose	I will try
I know			I am predisposed	I think I will
			I anticipate	I suppose I will
			I predict	I imagine I will
			I presume	I suspect I will
				I contemplate
				I guess I will
				I wager
				I will see (about)



Spirit of Motivational Interviewing

- Client-centered
 - Not just a set of techniques
- Collaborative
- Evocative
 - Listening more than telling
- Respectful
 - Honoring a person’s autonomy, resources

Give advice *only* with permission!



Activity: Empowering Questions

Speaker role: Talk to your partner about something that you want to change in your life.

Listener role: Listen to your partner. Don’t try to persuade or fix anything. Don’t offer advice. Instead, ask these three questions, one at a time, and listen carefully to their responses:

1. **Why would you want to make this change?**
2. **If you did decide to make this change, how might you go about it in order to succeed?**
3. **What are the three best reasons for you to do it?**

After you have listened carefully to the answers to these questions, give back a short summary of what you heard about the person’s motivations for change. Then ask one more question:

4. **So what do you think you’ll do?**

And listen with interest to the answer.

Miller, W.R. & Rollnick, S. (2013). *Motivational Interviewing, 3rd Edition, Helping People Change*. Guilford Press: New York, NY.

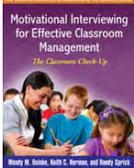


General Principles of Motivational Interviewing

- Develop Discrepancy
 - Listen for values
 - Accentuate discrepancies between where they are and where they want to be
- Listen for Change Talk
- Express Empathy
- Roll with Resistance
- Support Self-Efficacy



Additional Resources



- Book coming soon from Guilford Press: Bradshaw, C.P., & Rosenberg, M.S. (Eds.) (forthcoming). *Double Check: Promoting Culturally Responsive Behavior Management and Enhanced Student Engagement*. New York, NY: Guilford Press.
- Miller, W.R. & Rollnick, S. (Eds.) (2013). *Motivational Interviewing (3rd Edition) Helping People Change*. New York, NY: Guilford Press.



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Conclusions and Implications

- MDS3
 - Continuum of Evidence-based Practices Used Across Multiple Tiers
- PBIS/RP
 - Integration Efforts
- Double Check
 - Increasing Cultural Proficiency and Student Engagement



Exit Ticket

- “3” strategies I want to take back to my team or school
- “2” things I want to learn more about
- “1” thing I learned about myself today

Midwest Symposium for Leadership in Behavior Disorders

Handout Titles	Description
Part 1: Why School Climate?	
*1. Reflection Items to Address with Team	Needs Identified by Maslow ; Using Climate Data; Multiple sources of School Climate
*2. MDS3 Student and Teacher survey scales and items	Constructs and what items assess
3. Barriers to Collecting School Climate Data and Possible Solutions	Audience responds to how they are going to overcome barriers .
4. Action Plan for Communicating the importance of School Climate	Strategies for communicating the importance of school climate (Who will help and when will this happen?)
5. Resources on School Climate	PBIS Resources; MSDE Resources; Mid Atlantic.
Part 2: Applying Climate Data to Data-Based Decision Making	
6. Planning Your Communication	Vision/ Values, Frustrations, History (Examples and links to school climate)
7. Data discussions	3-5 Expectations for Data Discussions (e.g., identify areas of strength)
8. Climate Survey Review Notes Sheet BCPS	Data to Celebrate and areas of concern; areas wanting to know more about; suggestions for improvement; team to do action planning)
9. School Climate Feedback Form_MDS3 middle	Green to Red Spectrum Feedback Sheet
10. Strategies to Improve Climate	Suggestions to improve (broken down into Safety, Engagement, Environment)
*11. Admin Walk Through Tool	A tool to use to assess classroom and non-classroom environments
12. Action Planning Slide 65	Identified problems, tools, and next steps
13. Area of Concern Action Planning	Action planning for PBIS, Safety, Engagement, and Environment (Causes and Solutions)
Part 3: Integrating Restorative Practices within the Maryland Safe and Supportive Schools (MDS3) Middle School Initiative	
*14. PBIS/RP Readiness and Early Implementation Checklist	Assessing Readiness for Implementing Integrated model of PBIS/RP
15. PBIS and RP Integration: Menu of Option	Assesses the interest (not, possibly, very) of school teams)
16. Restorative Practices Implementation Checklist	Assesses Implementation Fidelity (Handout from JSW Eber et al.)
Part 4: Implementing Double Check to Increase Staff Cultural Proficiency and Student Engagement	
*17. Strategies Handout	Participants will brainstorm strategies for each CARES Domain
*18. CARES Action Plan Worksheet	Participants will create an action plan (e.g., select a strategy and determine who and how the strategy will be implemented).

* Items included in the handout packet. Other items are available upon request from the presenters.

Reflection Items to Address with Team

Needs identified by Maslow

Which of these needs does your school address well?

Could your school better support students in any of these needs? How?

Are there any groups of students that your school may want to focus on?

Using School Climate Data in Your School

How have you or can you talk about school climate among the staff...students...parents?

What impact does school climate have on the staff and their willingness to work with students?

How might different student groups respond about the climate of your school?

How much buy-in do we think we have among school staff and students to try to improve the climate in our school?

Brainstorm ideas for improving each of the components of school climate.

Multiple Sources of School Climate Data

What types of data do you have available to you currently that might provide some insight into your school's climate?

What additional data would you want to collect?

What resources are needed to collect additional data?

How might that data help in getting buy-in for making changes?

How can you share data with other stakeholders?

Summary of Student and Teacher MDS3 School Climate Survey Scales

STUDENT ITEMS	
Construct/Scale	What Items Assess
Physical Safety	<ul style="list-style-type: none"> • How safe students feel and whether they have been in fights, injured by a weapon, and are in gang • Whether safety issues are an issue at the school
Bullying	<ul style="list-style-type: none"> • Perpetration of and victimization; including frequency, form, and locations • How well school addresses bullying
Substance Use	<ul style="list-style-type: none"> • Frequency of use of tobacco, alcohol, and drugs • How difficult it is for students at school to get access to tobacco, alcohol and drugs
Connectedness to Teachers	<ul style="list-style-type: none"> • Extent to which students feel they have a trusting, caring, and respectful relationship with teachers
Connectedness to Students	<ul style="list-style-type: none"> • How trusting, respectful, and helpful the relationships with other students are
Connectedness to Whole School	<ul style="list-style-type: none"> • Extent to which students enjoy and like coming to school
Academic Expectations	<ul style="list-style-type: none"> • Focus on school work and future aspirations • Perceived teacher encouragement for students to do well in school • Student empowerment to make decisions in class
Culture of Inclusion and Equity	<ul style="list-style-type: none"> • Extent to which all groups are perceived to be treated equally • Whether curriculum reflects student race/ethnicity
Parental Engagement	<ul style="list-style-type: none"> • How welcomed parents are made to feel • Communication with parents about the student's behavior
Social and Emotional Adjustment	<ul style="list-style-type: none"> • Acceptability of aggression and retaliation • Internalizing symptoms (loneliness, sadness, and anxiety)
Order and Discipline	<ul style="list-style-type: none"> • Presence of positive behavior supports, orderliness of student behavior, and whether teachers address student behavior well
Physical Environment	<ul style="list-style-type: none"> • Adequacy of building maintenance and appearance and its perceived comfort
Services and Resources	<ul style="list-style-type: none"> • Availability of school resources (e.g., supplies), extracurricular activities, programs to address violence/conflict management, and to address additional student needs
Wellness	<ul style="list-style-type: none"> • Student dietary and nutritional choices, physical fitness, sleep, and peer and romantic relationships

Module 1: Why School Climate? Handout#2

Module 2: Administering and Accessing Data through the MDS3 School Climate Survey System

Handout #2

Summary of Student and Teacher MDS3 School Climate Survey Scales

TEACHER ITEMS	
Construct/Scale	What Items Assess
Physical Safety	<ul style="list-style-type: none"> • How safe teachers feel • Whether safety issues are an issue at the school
Bullying	<ul style="list-style-type: none"> • Witnessing of perpetration of and victimization; including frequency, form, and locations • How well school addresses bullying
Substance Use	<ul style="list-style-type: none"> • Perceptions of whether student use of tobacco, alcohol, and drugs is a problem at the school
Student-Teacher Relationships	<ul style="list-style-type: none"> • Extent to which teachers report that there are trusting, caring, and respectful relationships between teachers and students
Student-Student Relationships	<ul style="list-style-type: none"> • How trusting, respectful, and helpful the teachers perceive the relationships between students are
Connectedness to Whole School	<ul style="list-style-type: none"> • Extent to which teachers perceive a school community where they are well connected and people take pride in their school.
Teacher Affiliation	<ul style="list-style-type: none"> • Sense of support and community among teachers whereby they feel respected, support, and cared about
Collegial Leadership	<ul style="list-style-type: none"> • The principal’s leadership style and the extent to which the principal sets a positive and rewarding climate
Academic Expectations	<ul style="list-style-type: none"> • The extent to which teachers encourage students to do well and set high expectations
Culture of Inclusion and Equity	<ul style="list-style-type: none"> • Extent to which all groups are treated equally • Whether curriculum reflects student race/ethnicity
Parental Engagement	<ul style="list-style-type: none"> • How welcomed teachers perceive that parents are made to feel • Communication with parents about the student’s behavior
Order and Discipline	<ul style="list-style-type: none"> • Presence of positive behavior supports, orderliness of student behavior, and whether teachers address student behavior well
Physical Environment	<ul style="list-style-type: none"> • Adequacy of building maintenance and appearance and its perceived comfort
Services and Resources	<ul style="list-style-type: none"> • Availability of school resources to address student emotional, behavioral, and learning difficulties
Burnout	<ul style="list-style-type: none"> • Symptoms of emotional exhaustion
Behavioral Management Self-Efficacy	<ul style="list-style-type: none"> • Extent to which teachers feel equipped to handle behavioral challenges

Module 1: Why School Climate? Handout#2

Module 2: Administering and Accessing Data through the MDS3 School Climate Survey System

Handout #2

MDS3 School Climate Administrator Walk-through Tool

PURPOSE: To systematically gather data about school climate by observing both the physical environment and social interactions. This tool then can be used to make an action plan focusing on locations (i.e., improving the hallway environment) and/or indicators (i.e., reducing trash throughout the school).

MAY INVOLVE: Administrators, leadership team members, school improvement or climate coaches.

PROCESS:

- 1) Read through the entire tool. Note the different locations where observations will be conducted as well as the types of indicators you will be looking for, including both physical aspects of the school building, as well as behaviors.
- 2) Plan your schedule of observations. It is best to conduct the observations when students and staff are using the space as they normally would (i.e., in hallways during class transitions).
- 3) Ideally the Administrator Walk-through will be completed in one day by the same person or persons. If this is not possible, try and complete the walk-through during one week.
- 4) Use the *Notes/Action Items* section at the end of the form to organize how and when you will address any needs determined from the Climate Walk-through.

Student Entrance – Observe the entrance that most students use upon arrival.		Rating		
Count signs with positive behavioral expectations of students.		None 1 or more		
Count groupings of student work.		0-1 2-4 5 or more		
Count evidence of defacement. This includes markings/etchings of names, symbols, or profanity on walls, doors, etc.		None 1-7 8 or more		
Count evidence of vandalism. Look for things that have been intentionally broken or bent.		None 1-7 8 or more		
Count broken lights. Look for fixtures that contain burned out bulbs or are otherwise broken or not functioning.		None 1 or more		
Are adults present to monitor student entrance during morning arrival?		Yes No		
Students consistently follow rules appropriate to setting.		Never	Some of the time	A lot of the time
School Grounds – Walk the perimeter of the school buildings.		Rating		
Are there signs clearly posted to indicate the entrance to the school grounds?		Yes No		
What is the condition of the landscaping around the building?		Not maintained Maintained Well-maintained		
Count evidence of school-ownership. Look for things with the school name or logo prominently displayed.		None 1-3 4 or more		
Count evidence of defacement. This includes markings/etchings of names, symbols, or profanity on walls, doors, etc.		None 1-7 8 or more		
Count evidence of vandalism. Look for things that have been intentionally broken or bent.		None 1-7 8 or more		
Count trash.		full grocery bag: ≤ 1 = 2 ≥ 3		
Count evidence of substance use. Look for bottles, cans, or paraphernalia that once held alcohol, prescriptions, or illicit drugs.		None 1 or more		
Bathrooms – Choose commonly used restroom. If possible visit both girls and boys.		Rating		
Bathroom is clean and in good repair (e.g., fixtures not leaking).		SD D A SA		
Bathroom has needed supplies.		SD D A SA		
Count evidence of defacement. This includes markings/etchings of names, symbols, or profanity on walls, doors etc.		None 1-7 8 or more		
Count broken lights. Look for fixtures that contain burned out bulbs or are otherwise broken or not functioning.		None 1 or more		
Students consistently follow rules appropriate to setting.		Never	Some of the time	A lot of the time
Count trash.		None or a few pieces = 1 full grocery bag ≥ 2 full grocery bags		
Hallway – Observe a space that includes two classrooms during the transition between classes.		Rating		
Count groupings of student work.		0-1 2-4 5 or more		
Count evidence of defacement. This includes markings/etchings of names, symbols, and profanity on walls, doors, etc.		None 1-7 8 or more		
Count broken lights. Look for fixtures that contain burned out bulbs or are otherwise broken or not functioning.		None 1 or more		
Count signs with positive behavioral expectations of students.		None 1 or more		
Adults are visible in the hallway during transition.		Never	Some of the time	A lot of the time
Adults scan the area and are aware of what is occurring.		Never	Some of the time	A lot of the time
Adults use verbal reminders or nonverbal cues regarding expected behaviors.		Never	Some of the time	A lot of the time
Adults and students have positive interactions (i.e., greet each other).		Never	Some of the time	A lot of the time
Students consistently follow rules appropriate to setting.		Never	Some of the time	A lot of the time
Hallway is crowded.		Never	Some of the time	A lot of the time
Noise level is appropriate for the activities in the location.		Never	Some of the time	A lot of the time
Stairwell – Observe a space between 2 floors.		Rating		
Count evidence of defacement. This includes markings/etchings of names, symbols, and profanity on walls, doors, etc.		None 1-7 8 or more		
Count broken lights. Look for fixtures that contain burned out bulbs or are otherwise broken or not functioning.		None 1 or more		
Noise level is appropriate for the activities in the location.		Never	Some of the time	A lot of the time

Cafeteria - Walk the perimeter of the cafeteria during lunch.		Rating		
Cafeteria is clean and maintained aesthetically.		SD	D	A SA
Count evidence of defacement. This includes markings/etchings of names, symbols, and profanity on walls, doors, etc.		None	1-7	8 or more
Count broken lights. Look for fixtures that contain burned out bulbs or are otherwise broken or not functioning.		None	1-7	8 or more
Count signs with positive behavioral expectations of students.		None	1-7	8 or more
The cafeteria promotes healthy eating.		SD	D	A SA
Students consistently follow rules appropriate to settings.	Never	Some of the time	A lot of the time	
Students treat their peers with respect.	Never	Some of the time	A lot of the time	
Noise level is appropriate for the activities in the location.	Never	Some of the time	A lot of the time	
Count trash immediately after students leave the cafeteria.	None or a few pieces = 1 full grocery bag ≥ 2 full grocery bags			
Hotspot - Observe one area where students engage in problem or dangerous behavior. (What location did you select as the Hotspot? _____)		Rating		
Count evidence of defacement. This includes markings/etchings of names, symbols, and profanity on walls, doors, etc.		None	1-7	8 or more
Count broken lights. Look for fixtures that contain burned out bulbs or are otherwise broken or not functioning.		None	1 or more	
Count vandalism. Look for things that have been intentionally broken or bent.		None	1-7	8 or more
Count evidence of substance use. Look for bottles, cans, or paraphernalia that once held alcohol, prescriptions, or illicit drugs.		None	1 or more	
Count trash.	None or a few pieces = 1 full grocery bag ≥ 2 full grocery bags			
Pick-Up Area - Observe the space most students are picked up by buses/cars.		Rating		
Count evidence of school ownership. Look for things with the school name or logo prominently displayed.		None	1-3	4 or more
Count evident of defacement. This includes markings/etchings of names, symbols, and profanity on walls, doors, etc.		None	1-7	8 or more
Count evidence of vandalism. Look for things that have been intentionally broken or bent.		None	1-7	8 or more
Count evidence of substance use. Look for bottles, cans, or paraphernalia that once held alcohol, prescriptions, or illicit drugs.		None	1 or more	
Count trash.	None or a few pieces = 1 full grocery bag ≥ 2 full grocery bags			

Notes/Action Items:

Classroom – Observe a classroom from each grade level for 5 minutes.		Rating			
The classroom is clean and maintained aesthetically.		SD	D	A	SA
Count signs of positive behavioral expectations.		0-2	3-5	6 or more	
A behavioral matrix is present.		Yes	No		
Observed evidence that the teacher has a reinforcement system to reward positive behaviors.		Yes	No		
Count groupings of student work.		0-1	2-4	5 or more	
Teacher shows some evidence that she/he is aware of students' interests and backgrounds.	Never	Some of the time	A lot of the time		
Teacher integrates cultural artifacts reflective of students' interests into learning activities (e.g., music, local landmarks, artwork).	Never	Some of the time	A lot of the time		
Teacher is calm and attentive when problems arise.	Never	Some of the time	A lot of the time		
Teacher uses active listening techniques (e.g., eye contact, focusing, body language, not interrupting, paraphrasing, asking for more details, offering information, responding in full sentences rather than yes or no).	Never	Some of the time	A lot of the time		
Teacher interacts positively with students (i.e., uses more praise than reprimands).	Never	Some of the time	A lot of the time		
Students consistently follow rules appropriate to settings.	Never	Some of the time	A lot of the time		
Students are interested and engaged.	Never	Some of the time	A lot of the time		
Students treat their peers with respect. (e.g., listen when peers are talking).	Never	Some of the time	A lot of the time		
Classroom – Observe a classroom from each grade level for 5 minutes.		Rating			
The classroom is clean and maintained aesthetically.		SD	D	A	SA
Count signs of positive behavioral expectations.		0-2	3-5	6 or more	
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The classroom is clean and maintained aesthetically.		SD	D	A	SA
Count signs of positive behavioral expectations.		0-2	3-5	6 or more	
A behavioral matrix is present.		Yes	No		
Observed evidence that the teacher has a reinforcement system to reward positive behaviors.		Yes	No		
Count groupings of student work.		0-1	2-4	5 or more	
Teacher shows some evidence that she/he is aware of students' interests and backgrounds.	Never	Some of the time	A lot of the time		
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Students consistently follow rules appropriate to settings.	Never	Some of the time	A lot of the time		
Students are interested and engaged.	Never	Some of the time	A lot of the time		
Students treat their peers with respect. (e.g., listen when peers are talking).	Never	Some of the time	A lot of the time		

Notes/Action Items:

PBIS / RESTORATIVE PRACTICES READINESS AND EARLY IMPLEMENTATION CHECKLIST



Readiness Indicator	Yes	Partial	No	Evidence	Plan to Meet these Criteria? (Who, When, How, etc.)
Review of data relevant to the current tiered behavioral supports indicates a need for community and relationship building.					
The school has goals within the SIP and PBIS Action Plan that align with RP (e.g., relationship and community building).					
The school has identified measurable impacts it hopes to achieve by implementing RP.					
The Principal demonstrates commitment to implement RP by 1) making a plan for training and implementation and 2) allotting time for faculty/staff to obtain and deliver training and implement the RP process.					
The Principal, an AP, and at least 1 member of the PBIS team have been trained in RP.					
Faculty/ staff members are familiar with RP and have had an opportunity to consider if RP would be an effective way to address school needs.					
The school has faculty members interested in becoming trained in RP strategies and implementing these strategies in their classrooms.					
Potential RP strategies have been discussed at meetings (e.g., PBIS, SIP, Leadership, Administrator, etc.)					
The identified leader of the RP initiative in the building has the time and skills to coach others in their PBIS/RP integration.					
A plan for integrating student voice into the process has been discussed (e.g., small groups including student leaders and students who could benefit the most from RP; a mechanism for assessing student buy-in exists).					
Necessary resources to implement RP have been identified and are available.					

*Double Check:
Strategies for Culturally Responsive Teaching*



Connection to the Curriculum: Teachers and students are partners in learning, and mastery of the curriculum is the shared goal. The value of culture should permeate the curriculum at all times and be representative of all students within the class.

Authentic Relationships: It's important to understand who your students are. When teachers have an authentic relationship with a student, they are better able to plan interventions to support learning which aligns to rather than conflicts with the student's culture.

Reflective Thinking: Consider that behaviors can be culturally motivated and reinforced. A culturally responsive practitioner can understand different behaviors without assigning judgment.

Effective Communication: Communication is culturally bound and code-switching can be challenging. While students should know the culture of the school, the school culture should be inclusive of all students.

Sensitivity to Students' Culture: Understanding your students' cultures helps teachers to respond in culturally responsive ways. Making connections with students' cultural communities and families not only communicates a genuine interest and desire to understand, but also has proven effective in the prevention of behavioral infractions.

Double Check CARES: Action Plan



	C	A	R	E	S
<i>Domain</i>	CONNECTION TO THE CURRICULUM	AUTHENTIC RELATIONSHIPS	REFLECTIVE THINKING	EFFECTIVE COMMUNICATION	SENSITIVITY TO STUDENTS' CULTURE
<i>Definition</i>	Teachers and students are partners in learning, and mastery of the curriculum is the shared goal. The value of culture should permeate the curriculum at all times and be representative of all students within the class.	It's important to understand who your students are. When teachers have an authentic relationship with a student, they are better able to plan interventions to support learning which aligns to rather than conflicts with the student's culture.	Consider that behaviors can be culturally motivated and reinforced. A culturally responsive practitioner can understand different behaviors without assigning judgment.	Communication is culturally bound and code-switching can be challenging. While students should know the culture of the school, the school culture should be inclusive of all students.	Understanding your students' cultures helps teachers to respond in culturally responsive ways. Making connections with students' cultural communities and families not only communicates a genuine interest and desire to understand, but also has proven effective in the prevention of behavioral infractions.
<i>Strategies</i>					

	C	A	R	E	S
<i>Domain</i>	CONNECTION TO THE CURRICULUM	AUTHENTIC RELATIONSHIPS	REFLECTIVE THINKING	EFFECTIVE COMMUNICATION	SENSITIVITY TO STUDENTS' CULTURE
<i>What strategy will I implement?</i>					
<i>How will I implement this strategy?</i>					
<i>When will I implement this strategy?</i>					