Positive Climate to Reduce Suspensions and Improve Motivation

Presented by:
Randy Sprick, Ph.D.

ACSA Every Child Counts Symposium
February 14, 2018

For more information contact Safe & Civil Schools
800-323-8819 or info@safecivilschools.com
Foundations: Module C
Conscious Construction of an Inviting School Climate

Introduction

• What is climate?
• Why is an inviting climate important?
• What is the major factor in creating an inviting climate?

School Climate

• Involves:
  o School Connectedness
  o School Bonding
  o Teacher Support
  o Student Engagement

Constructing and Maintaining a Positive Climate

Foundations
Module C, Presentation 1

School Climate

• Why is it important?

  By high school, 40 to 60% of all students are chronically disengaged from school.
School Climate

• Why is it important?
  o School connectedness is an important factor in both health and learning. Students who feel connected to school are:
    ▪ More likely to attend school regularly, stay in school longer, and have higher grades and test scores.
    ▪ Less likely to smoke cigarettes, drink alcohol, or have sexual intercourse at an early age.

  Centers for Disease Control and Prevention (2009)

School Climate

• Why is it important?
  o School connectedness is important to both health and learning. Students who feel connected to school are:
    ▪ Less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts.
    ▪ Less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts.

  Centers for Disease Control and Prevention (2009)

Four factors can help strengthen school connectedness for students: adult support, belonging to a positive peer group, commitment to education, and a positive school environment. School staff members are important adults in students’ lives; the time, interest, attention, and emotional support they give students can engage them in school and learning.”

Centers for Disease Control and Prevention (2009)

School Climate

• Why is it important?
  o Inviting School Success by William Purkey (1984) points out that some of what we do in school is well intentioned but may be disinviting.
  o Researchers from many different disciplines have all determined that positive climate influences connectedness, which influences everything.

School Climate

• What is the most important factor in school climate?
  o The daily behavior of staff
    o Adults must make an overt effort to make all students feel valued and welcomed.
    o Research on Teen Perceptions of Self (Michael Hock, Center for Research and Learning at the University of Kansas)
School Climate

- Research on Teen Perceptions of Self (Michael Hock, Center for Research and Learning at the University of Kansas)

<table>
<thead>
<tr>
<th>Influence Factor</th>
<th>A Lot or Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Teachers</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Other kids</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>Religion</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Girlfriend/Bf</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Celebrities</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>TV shows</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Advertising</td>
<td>36%</td>
<td>64%</td>
</tr>
</tbody>
</table>

School Climate

- Research on Teen Perceptions of Self (Michael Hock, Center for Research and Learning at the University of Kansas)

<table>
<thead>
<tr>
<th>Who understands you the most?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
</tr>
<tr>
<td>Parent</td>
</tr>
<tr>
<td>Girlfriend/Bf</td>
</tr>
<tr>
<td>No one</td>
</tr>
<tr>
<td>Sibling</td>
</tr>
<tr>
<td>Religious leader</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

School Climate

- What is the most important factor in school climate?
  - Middle School Principal Survey—“What three things would you like your teachers to know about you?”
  - Grateful Dads—Lewisville High School, Lewisville, Texas

Preview

- Module C is about making an overt effort to create connections with students.
  - Presentation 2: Guidelines for Success
  - Presentation 3: Ratios of Positive Interactions
  - Presentation 4: Improving Attendance
  - Presentations 5 & 6: Meeting Basic Human Needs & Programs and Strategies
  - Presentation 7: Making a Good First Impression
## Module C Implementation Checklist (1 of 5)

<table>
<thead>
<tr>
<th>Implementation Actions</th>
<th>Completed Y/N</th>
<th>Evidence of Implementation</th>
<th>Evidence Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation 1: Constructing and Maintaining a Positive Climate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The team has presented to or reviewed with all staff the concept of and the role staff members play in consciously constructing a positive, inviting school climate.</td>
<td>✓</td>
<td>Foundations Process: Presentations/Communications With Staff</td>
<td>✓</td>
</tr>
<tr>
<td>2. The team has presented to or reviewed with all staff how an inviting climate affects school connectedness, which in turn affects academic achievement, dropout rates, the health choices students make, and more.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation 2: Guidelines for Success</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. During initial development, the team has determined whether the school already has something comparable to Guidelines for Success (GFS), such as schoolwide goals or a pledge, and whether it is used by staff throughout the school, taught to students, and communicated to families. If yes, skip development tasks 2 and 3 below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When developing the school’s GFS, the team or task force presented the concept and usefulness of GFS to the entire staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When developing the school’s GFS, the team or task force gathered suggestions from staff, students, and families on both the content of and the name for the GFS, and the team or task force designed a development process that actively involved the staff and created a sense of value and ownership among staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. GFS (or equivalent) are highly visible throughout the school, in all classrooms, in communications with parents, and in staff and student handbooks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. GFS are relaunched and directly taught to students at the beginning of each new school year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. A GFS implementation calendar is developed to ensure that GFS are woven into the fabric of school life and used as the hub of all behavior management and motivation practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Staff Handbook Entry for Guidelines for Success

Guidelines for Success

✓ Always Try
✓ Be Responsible
✓ Cooperate With Others
✓ Do Your Best
✓ Everyone Deserves Respect, Including You

All staff recognize that these guidelines represent lifelong learning goals, as opposed to rules or procedures. Staff will use these Guidelines for Success in the following ways:

Correct behavioral errors
“Trevor, please stop making that noise. To be respectful during a work period requires that you work quietly and not disturb others.”

Recognize sustained effort
“Genessa, you have turned in every assignment on time through this entire first quarter. You consistently demonstrate the guideline about being responsible.”

Recognize behavioral and academic improvement
“Jacob, your grade in this class is improving consistently since we had that talk about ‘Always try.’ When you try to complete assignments, even if they are difficult, it makes a difference in how much you learn and in the grade you receive.”

Participate in the school's monthly themes
- Assign students to write about the theme.
- Discuss quotes provided in the morning announcements.
- Actively participate in theme assemblies.
- Nominate students for “True Tales of _____” for the newsletter and press releases.

The themes will be as follows
- First 2 weeks of school:
  - Go over all guidelines.
  - Teach how the guidelines relate to success in the classroom.
  - Teach how the guidelines relate to behavior in the common areas of the school.
- September: Always try.
- October: Be responsible.
- November: Cooperate with others.
- December: Do your best.
- January: Everyone deserves respect, including you.
- Relate the guidelines to any career instruction or discussion.
- Use the guidelines when providing positive feedback to families.
- Use the guidelines in class discussions about issues and problems.
### Module C Implementation Checklist (2 of 5)

<table>
<thead>
<tr>
<th>Implementation Actions</th>
<th>Completed Y/N</th>
<th>Evidence of Implementation</th>
<th>Evidence Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation 3: Ratios of Positive Interactions</strong></td>
<td><img src="https://example.com/checked.png" alt="Completed" /></td>
<td>Foundations Process: Presentations/ Communications With Staff</td>
<td><img src="https://example.com/checked.png" alt="Evidence" /></td>
</tr>
<tr>
<td>1. The team has presented to or reviewed with all staff the concept of ratios of positive interactions (RPI) and the differences between and definitions of attention to positive behavior (positives) and attention to corrective behavior (correctives).</td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
<td></td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
</tr>
<tr>
<td>2. Staff have received training and understand the potential negative impact of ratios skewed to correctives—specifically, that some students learn that it is easier to get adult attention by breaking rules than by following rules. Conversely, staff understand that a ratio skewed at least 3 to 1 toward the positive can be a powerful tool in setting a positive climate and encouraging responsible behavior.</td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
<td></td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
</tr>
<tr>
<td>3. Staff have received training in how to identify and count both positives and correctives.</td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
<td></td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
</tr>
<tr>
<td>4. At least once per year, staff use the Ratios of Positive Interactions Monitoring Form (Reproducible Form C-03a, b, and c) to monitor and analyze their RPI with students during the most challenging 30 minutes of the school day.</td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
<td></td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
</tr>
<tr>
<td>5. Annually, staff use the document Strategies for Increasing Positive Interactions (Reproducible Form C-04) and place reminders in their planning calendars to consciously work on keeping the positives at a very high level.</td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
<td></td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
</tr>
<tr>
<td>6. Staff are encouraged (perhaps even required) to observe a colleague and count RPI.</td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
<td></td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
</tr>
<tr>
<td>7. Whenever a student exhibits chronic motivation or behavior problems, staff consider the RPI concepts and establish a plan to modify some aspect of their current interactions with that student.</td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
<td></td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
</tr>
<tr>
<td>8. The team involves staff in developing a plan for giving respectful, attention-grabbing reminders about RPI to staff.</td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
<td></td>
<td><img src="https://example.com/unchecked.png" alt="Evidence" /></td>
</tr>
</tbody>
</table>
## Ratios of Positive Interactions Monitoring Form
### During a Particular Time of Day

Teacher: ___________________________ Date: _______________ Time of Day: ________

Coding system used (if any):

<table>
<thead>
<tr>
<th>Positive Interactions (Praise or noncontingent attention while student is behaving appropriately)</th>
<th>Corrective Interactions (All attention while student is misbehaving)</th>
</tr>
</thead>
</table>

Analysis and plan of action:
Strategies for Increasing Positive Interactions Checklist

☐ a. Provide frequent noncontingent attention:
   - ___ As students enter common area
   - ___ When you are circulating through the halls, cafeteria, or playground
   - ___ Before the bell rings or at the beginning of class
   - ___ During class transitions, free time, or dismissal
   - ___ At the beginning of an independent work task
   - ___ Other: __________________________

☐ b. Use nonverbal gestures.
☐ c. Use brief physical contact.
☐ d. Use first names.
☐ e. Use positive nicknames.
☐ f. Give positive farewells.
☐ g. Express interest in classwork (for your and other classes).
☐ h. Learn foreign-language greetings and farewells (for ELL students).
☐ i. Offer help frequently.
☐ j. Ask about activities outside of school.
☐ k. Every third or fourth student, make eye contact and smile (in common areas).
☐ l. After a corrective interaction, remind yourself to deliver at least three positive interactions.
☐ m. Use visual reminders to deliver more noncontingent attention.
☐ n. Use reminders to provide noncontingent attention to specific students who are struggling.
☐ o. Use the 10–10–10 approach (10 comments to 10 students by 10:00 a.m.).
☐ p. Use the 10 by 2 approach (for 10 days, spend 2 minutes talking with an individual student).
☐ q. Recognize student birthdays.
☐ r. Program your phone or computer to remind you to deliver positive feedback for appropriate behavior.
☐ s. Deliver a Crazy Handshake.
☐ t. Pick a student to be famous for the day or period.
☐ u. Increase opportunities to respond.
☐ v. Post an on-task list on the board (or a list about any other specific, positive behavior or trait).
☐ w. Conduct individual conferences.
☐ x. Use a common occurrence as a reminder to interact positively.
☐ y. Scan for reinforceable behaviors.
☐ z. Write brief positive notes.
☐ aa. Publicly post examples of positive work.
☐ bb. Praise one student, then another for similar behavior.
☐ cc. Tell the student, “You remind me of . . . .”
☐ dd. Make two positive phone calls to parents each week.
☐ ee. Precorrect.
THE POWER OF THREE:
Increasing the Positive Behaviors at Kings Canyon

NOVEMBER: 3 positives to 1 corrective a day
3 periods at your door a day
3 valid compliments to a coworker
3 positive parent contacts a week
3 students to discuss ACS/CST scores
3 positives to 1 corrective based on E5, good behavior
Positive contact with former/new students
Positive send-offs to 8th graders

DECEMBER: 3 positives to 1 corrective a day
3 periods at your door a day
3 valid compliments to a coworker
3 positive parent contacts a week
3 students to discuss ACS/CST scores
3 positives to 1 corrective based on E5, good behavior
Positive contact with former/new students

JANUARY: 3 positives to 1 corrective a day
3 periods at your door a day
3 valid compliments to a coworker
3 positive parent contacts a week
3 students to discuss ACS/CST scores
3 positives to 1 corrective based on E5, good behavior
Positive contact with former/new students

FEBRUARY: 3 positives to 1 corrective a day
3 periods at your door a day
3 valid compliments to a coworker
3 positive parent contacts a week
3 students to discuss ACS/CST scores
3 positives to 1 corrective based on E5, good behavior
Positive contact with former/new students

MARCH: 3 positives to 1 corrective a day
3 periods at your door a day
3 valid compliments to a coworker
3 positive parent contacts a week
3 students to discuss ACS/CST scores
3 positives to 1 corrective based on E5, good behavior
Positive contact with former/new students

APRIL: 3 positives to 1 corrective a day
3 periods at your door a day
3 valid compliments to a coworker
3 positive parent contacts a week
3 students to discuss ACS/CST scores
3 positives to 1 corrective based on E5, good behavior
Positive contact with former/new students

MAY: 3 positives to 1 corrective a day
3 periods at your door a day
3 valid compliments to a coworker
3 positive parent contacts a week
3 students to discuss ACS/CST scores
3 positives to 1 corrective based on E5, good behavior
Positive contact with former/new students

JUNE: 3 positives to 1 corrective a day
3 periods at your door a day
3 valid compliments to a coworker
3 positive parent contacts a week
3 students to discuss ACS/CST scores
3 positives to 1 corrective based on E5, good behavior
Positive contact with former/new students
References and Resources

Materials in the Safe & Civil Schools Library are now listed on SAMHSA's National Registry of Evidence-based Programs and Practices. To view details on the Safe & Civil Schools Positive Behavior Interventions and Supports Model, visit: http://legacy.nreppadmin.net/ViewIntervention.aspx?id=242

CHAMPS: A Proactive and Positive Approach to Classroom Management (2nd ed.), by Randy Sprick (2009)


Interventions: Evidence-Based Behavior Strategies for Individual Students (2nd ed.), by Randy Sprick and Mickey Garrison (2008)


Meaningful Work: Changing Student Behavior With School Jobs, by B. J. Wise, Kim Marcum, Mike Haykin, Randy Sprick, and Marilyn Sprick (2011)

START on Time! Safe Transitions and Reduced Tardiness in Secondary Schools, CD program, by Randy Sprick (2003)


Functional Behavior Assessment Of Bullying, by William R. Jenson, Jessica Sprick, Cristy Coughlin, Elaine Clark, and Julie Bowen (2017)


Behavioral Response to Intervention (B-RTI): Creating a Continuum of Problem-Solving and Support, by Randy Sprick, Mike Booher, and Mickey Garrison (2009)

For more information and to purchase, visit Pacific Northwest Publishing at pacificnwpublish.com or call 1-866-542-1490

The Council of Administrators of Special Education (CASE) has endorsed three Safe & Civil Schools resources: Foundations, CHAMPS, and Interventions

For more information, visit: casecec.org
Report on Graduation Rates in the U.S.

According to the U. S. Department of Education, the high school graduation rate in the United States for the school year 2011-12 was roughly 81%. Graduation rates by race/ethnicity for that year were:

- Hispanic: 76%
- White: 85%
- African American: 68%
- Asian: 93%
- Native American: 68%


Report on School Connectedness

“Increasing evidence shows that when adolescents feel cared for by people at their school and feel like a part of the school, they are less likely to use substances, engage in violence, or initiate sexual activity at an early age.”

This article demonstrates an association between connectedness and effective classroom management, effective disciplinary practices, small school size, and involvement in extracurricular activities.


Research has shown that students who feel connected to school do better academically and also are less likely to be involved in risky health behaviors: drug use, cigarette smoking, early sex, violence, and suicidal thoughts and attempts. This report summarizes what is known about school connectedness.


Randy Sprick’s Safe & Civil Schools

Visit www.safeandcivilschools.com for information on Safe & Civil Schools products and services to help improve school connectedness, reduce suspensions/expulsions, and improve behavior, discipline, and school climate.

Follow us on Twitter @SafeCivilSchool
Solutions and Implementation Strategies for Effective Tiered Behavior Interventions

Name

Position

District

School

Address

city

State

Zip

Email

Phone

Comments

☐ Opt out of mailing list

<table>
<thead>
<tr>
<th>Please rate your interest</th>
<th>Low</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Discipline Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Management Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2 Behavior Interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Tier 3 Behavior Interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Playground Behavior Strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Cafeteria Behavior Strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>PD for Behavior Management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>PD for Leadership in Behavior Strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Please print neatly! If you wish to subscribe to Safe & Civil Schools email list, please complete all fields. As a subscriber, you will receive occasional updates on workshops, tips, and new products from us and our publisher, Pacific Northwest Publishing. We will NEVER sell or give out your email address.

© Safe & Civil Schools