



Integrating School Climate Strategies and Programs into Existing School Structures

November 21, 2013

California School Climate Symposium

Sacramento, CA

Objectives



- **Understand the benefits of a healthy school climate and identify the components of a disciplinary approach and a safe school planning process**
- **Design a school-wide system, within the prevention framework, to promote student success**
- **Understand the impact of trauma on children and youth**
- **Implement school climate teams to support learning and assist with sustainability**
- **Use school data to identify resources and select interventions to address the identified needs**



- **What is your role?**
- **Why are you interested in this session?**
- **What do you hope to walk away with today?**

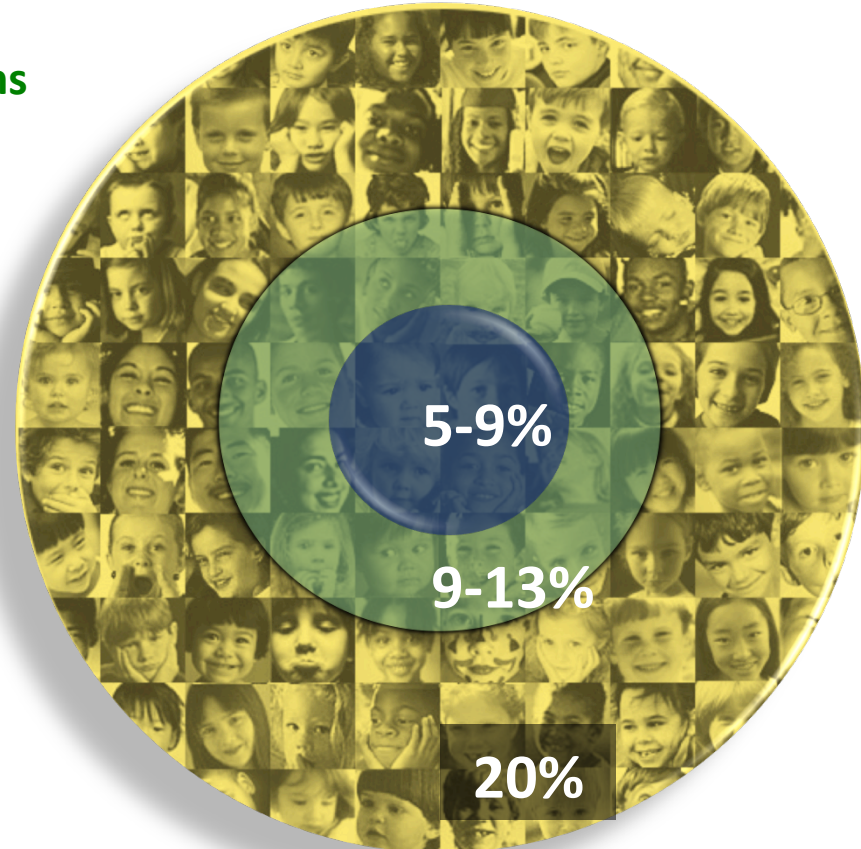


Seriousness of the Problem

Prevalence of Serious Emotional Disturbance (SED)

Population Proportions (9 to 17 year-olds)

- 5-9% Youth with SED & extreme functional impairment
- 9-13% Youth with SED, with substantial functional impairment
- 20% Youth with any diagnosable disorder



What about the other 18%?



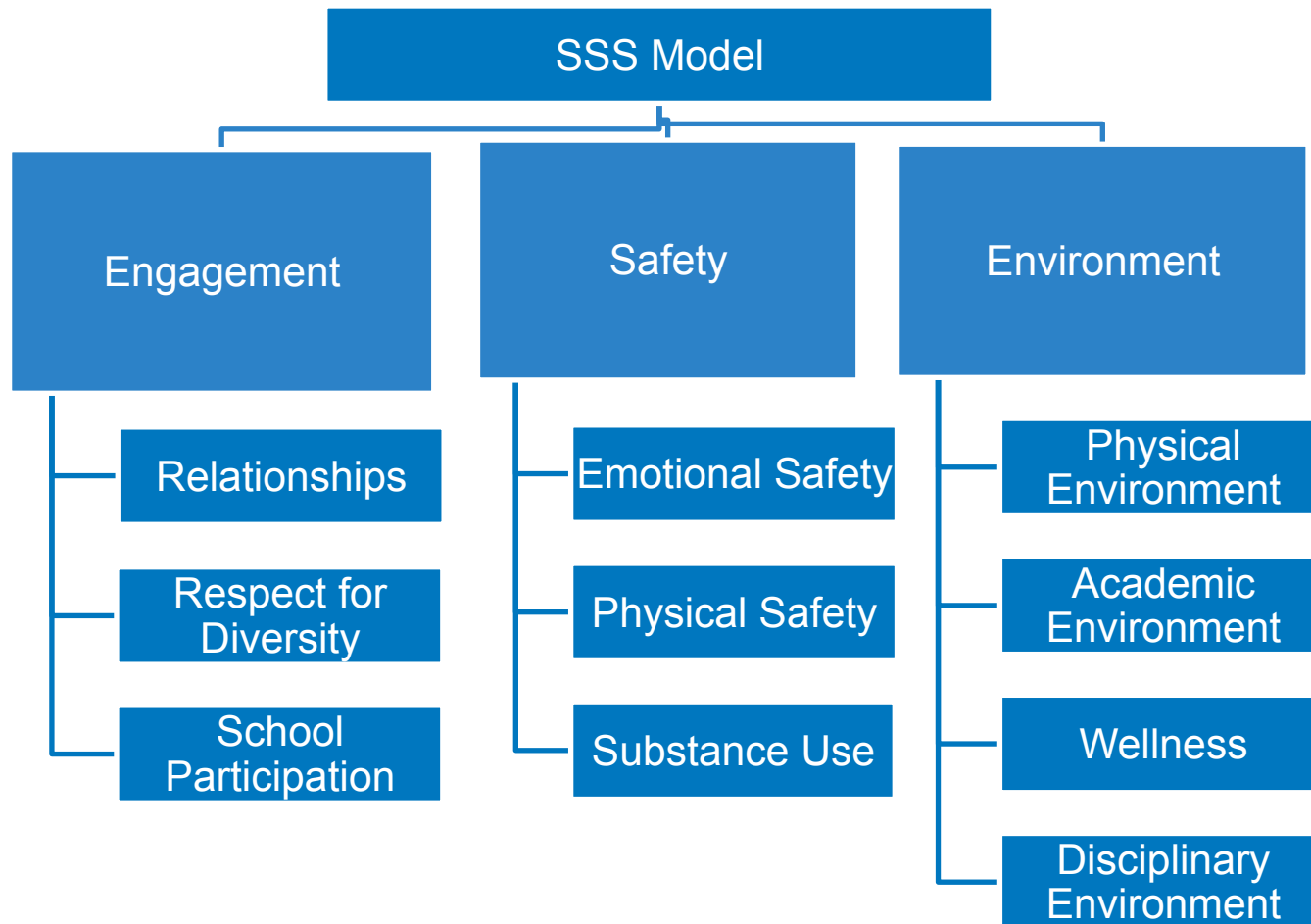
- **20 % have needs and only 2% are identified under the Special Education System nationally**
- **The other 18% are still in our schools, in our classrooms, in our communities**
- **Need a structured approach to support their needs**
- **Other factor to consider: They are not SED, or have those needs 100% of the time**
- **Therefore, need a structure or system of support that is flexible and responsive to those needs**

About the Safe and Supportive Learning Environments Initiative



Safe and Supportive Schools
Engagement | Safety | Environment

Safe and Supportive Schools An Approach to K-12 School Safety



What Challenges Do Schools and Districts Often Face?



- Using school data to identify what types of interventions are needed
- Selecting the interventions that you will be able to implement to address your particular needs





Your data recording:

- ▶ **What data do you record?**
- ▶ **Why data?**
 - Helps identify what works for each student
 - Helps identify discipline trends within the school
 - Gives you the feedback about what you are doing for assisting specific students and how your interventions can be successful for other similar students
 - Validates your efforts for others to see

SSS LEA Data (n=210): Identified Needs 2011



Table 1. Summary of Needs Identified from Survey Results in LEA Needs Assessment

	Students	Staff	Families	TOTAL
<i>For engagement, the top needs reported, in descending order, were:</i>				
• Support to improve student-student, student-adult, and/or adult-adult relationships	9	4	5	18
• Support to enhance respecting diversity	4	3	1	8
• Support to improve school participation and connectedness	4	3	0	7
• "Prevent conflict after school"	0	0	1	1
<i>For safety, the top needs reported, in descending order, were:</i>				
• Support to improve students' sense of emotional safety	9	5	1	15
• Support to address concerns related to substance use, such as alcohol, tobacco or other drugs	6	1	1	8
• Support to address physical safety issues	5	2	1	8
• Emotional and physical safety issues (depression, suicide prevention, mental health, dating violence)	2	0	0	2
<i>For environment, the top needs reported, in descending order, were:</i>				
• Support to address issues with the disciplinary environment	5	4	1	10
• Support to address concerns about schools' physical environment	4	3	1	8
• Support to address concerns related to wellness issues	3	1	1	5
• Support to address issues with schools' academic environment	1	3	0	4

SSS LEA Data (n=207): Identified Needs 2012



Summary of Top Needs Identified from Survey Results in LEA Needs Assessment

	Students	Staff	Families	TOTAL
For <i>engagement</i>, the top needs reported, in descending order, were:				
• Support to improve student-student, student-adult, and/or adult-adult relationships	9	8	5	22
• Support to improve school participation and connectedness	8	4	7	19
• Support to enhance respecting diversity	4	2	2	8
For <i>safety</i>, the top needs reported, in descending order, were:				
• Support to address physical safety issues	6	7	1	14
• Support to address concerns related to substance use, such as alcohol, tobacco or other drugs	10	1	2	13
• Support to improve students' sense of emotional safety	8	1	4	13
• Emotional <i>and</i> physical safety issues (including bullying, general climate of violence, and antisocial behavior)	8	2	3	13
For <i>environment</i>, the top needs reported, in descending order, were:				
• Support to address issues with schools' academic environment	6	7	4	17
• Support to address issues with the disciplinary environment	7	4	4	15
• Support to address concerns about schools' physical environment	5	3	5	13
• Support to address concerns related to wellness issues	4	2	1	7

Top Needs Identified by Incident Data



Engagement

Truancy, attendance, low graduation rates and dropout

Safety

Bullying, fights, violent acts, weapons

Drug possession and ATOD use

Engagement

Suspensions, expulsions, alternative disciplinary practices

School connectedness and participation



School Experiences Which Contribute to a Healthy School Climate and Academic Achievement



Protection

- Connection
- Safety
- Positive Relationships With Adults And Peers
- Caring Interactions
- Academic Challenges
- Academic Support
- Academic Engagement
- Positive Role Modeling
- Social Emotional Learning
- Positive Behavioral Supports
- Access to Needed Services And Supports

School Experiences Which Contribute to Poor School Climate and Low Academic Achievement



Risk

- Lack of connection
- Danger
- Teasing, Bullying, Gangs
- Negative Relationships With Adults And Peers
- Uncaring interactions
- Low expectations
- Academic disengagement
- Academic frustration
- Poor role models
- School-driven Mobility
- Reactive punitive approaches to discipline

Benefits of Improved School Climate



- Improved test scores
- Improved graduation rates
- Improved school safety
- Improved student attendance
- Reduced drop-out rate
- Improved working environment (student-teacher and peer relationships)
- Higher rates of teacher satisfaction



- **At some point, school staff need to have the difficult discussions about what they believe about behavior, discipline, punishment, school's role in teaching values, and in providing mental health supports for students.**
- **Also need to discuss how do they include other stakeholders in these efforts? Families, community members, students?**





Change:

- is a **PROCESS**, not an event.
- happens with **INDIVIDUALS** first, then institutions.
- is a highly **PERSONAL** experience.
- entails **DEVELOPMENTAL** growth in feelings and skills.



8 Conditions that Influence the Success of Implementing Innovations - Don Ely (1999, 1990a)

- 1. *Dissatisfaction with the status quo:*** An emotional discomfort that results from perceiving the current method as inefficient or ineffective. This condition does not have as much influence as the other seven.
- 2. *Knowledge and Skills:*** An assessment of the current level of skills and knowledge of the product users. Ely reports that this condition consistently ranks as one of the most influential condition among the eight.



8 Conditions that Influence the Success of Implementing Innovations (cont'd)

3. *Adequate Resources:* The amount of resources currently available to successfully implement the innovation. Resources include finances, hardware, software and personnel.

4. *Adequate Time:* Adequate time and compensated time for users to become educated and skilled in how to use the innovation. This condition refers not only to the organization's willingness to provide time but the users' willingness to devote learning time for implementation.



8 Conditions that Influence the Success of Implementing Innovations (cont'd)

5. *Rewards or Incentives:* The existence of incentives that motivate users to employ the innovation, or rewards provided by the organization for those who do use the innovation.

6. *Participation:* The involvement of key stakeholders in decision that involve planning and design of the innovation. The condition refers to all stakeholders but emphasizes the participation of product users.



8 Conditions that Influence the Success of Implementing Innovations (cont'd)

7. *Commitment:* The perception by users that the powerbrokers of the organization (i.e. Presidents, CEO, Vice Presidents) actively support the implementation of the innovation.

8. *Leadership:* An active involvement by immediate supervisors in assisting the users in implementing the innovation. This includes providing support and encouragement to users, as well as role modeling use of the innovation.

Research on Discipline and 3-Tiered Model



Safe and Supportive Schools
Engagement | Safety | Environment

Activity # 1



Looking at student behaviors in your school, what are the...

- Behaviors ... frequency & duration of misbehavior;
- Strategies for discipline, consequences;
- What interventions are you providing for specific behaviors?
- Is what you are doing making a difference?
- What is working? When does it work?
- What are the needs? Where are the gaps? What is missing?
- Who needs to provide intervention?
- How is the intervention provided? Where?





Discussion from Activity No 1





- **Zero tolerance has not been evaluated using experimental research. Non-experimental research is limited, but indicates that:**
 - Zero tolerance policies have not reduced the number of drug or violent offenses in schools
 - Bullying, in particular, is still prevalent in most schools
 - Enforcement of zero tolerance is extremely inconsistent in many schools
 - Very young students are subject to zero tolerance punishment



Has Zero Tolerance Worked?



- **Suspension and expulsion – 2 punishments associated with zero tolerance – put students at risk for several negative outcomes:**
 - Less connection to school
 - Greater participation in risky or illegal behavior
 - Poor academic achievement and dropout
 - Entry into the “school-to-prison pipeline”
- **Suspension and expulsion are also related to poor school-wide climate and achievement and lower percentages of students school-wide characterizing school as safe.**



If Zero Tolerance Doesn't Work, What Does?



- Several non-punitive policies and programs have been experimentally evaluated, and proven to improve student behavior and school safety.
- Instead of relying mainly on punishment, these programs use one of two broad approaches:
 - Use **character education and social skill building** to reduce the risk of violence and misbehavior
 - Provide **targeted behavioral supports** for students who are at-risk for involvement in a serious incident

What Works: Character Education and Social-Emotional Learning



- Experimental evaluations of character education and social- emotional learning programs have found these programs:
 - Improve behavior of “at-risk” students
 - Positively impact social-emotional skills
 - Reduce aggression and conflict problems
 - Increase academic performance across age, race/ ethnicity, and ability level
 - Are more effective the longer students are in the program

- These programs have been implemented and evaluated most often at the elementary school level.

What Works: Targeted Behavioral Supports for At-Risk Students



- Experimental evaluations of several targeted behavioral support programs found that many of these programs:
 - Reduce the likelihood of drug and alcohol abuse
 - Build social and emotional competencies
 - Improve student behavior
 - Reduce the number of repeat offenses, suspensions, and expulsions
- See Child Trends' LINKS database (<http://www.childtrends.org/links/>) for rigorous evaluations of targeted behavioral support programs.

What Works: Multi-Tiered Approaches to Discipline



Multi-tiered approaches to discipline incorporate both preventative approaches and targeted behavioral supports.

- Lowest tier aimed at all students
 - Defining and teaching expectations for behavior
 - Rewarding positive behavior
 - In some cases, teach character education or social-emotional learning principles (e.g., empathy, communication skills)
- Upper tier(s) are targeted behavioral supports for students exhibiting problem behaviors



What Works: Multi-Tiered Approaches to Discipline



- **Several of these programs have been extensively researched, particularly 3-Tiered Models such as Positive Behavioral Interventions and Supports (PBIS).**
- **Evaluations of multi-tiered approaches have found that these programs:**
 - Improve social behavior and social skills
 - Reduce referrals for discipline problems
 - Reduce aggressive behavior
 - Improve academic outcomes
 - Have lasting impacts



Context of Discipline and Behavior Change



“Discipline” Means...



- 1. Training** to act in accordance with rules;
drill: military discipline.
- 2. Activity, exercise, or a regimen that develops or improves a skill; training.**
- 3. Punishment** inflicted by way of correction and training.
- 4. Behavior in accord with rules of conduct; behavior and order maintained by training and control.**



“Behavior Change” Means...



1. To **make** the form, nature, content, future course of (something) **different** from what it is or from what it would be if left alone.
2. To **substitute another** or others for; exchange for something else (teach new behavior).
3. To become altered or **modified**.

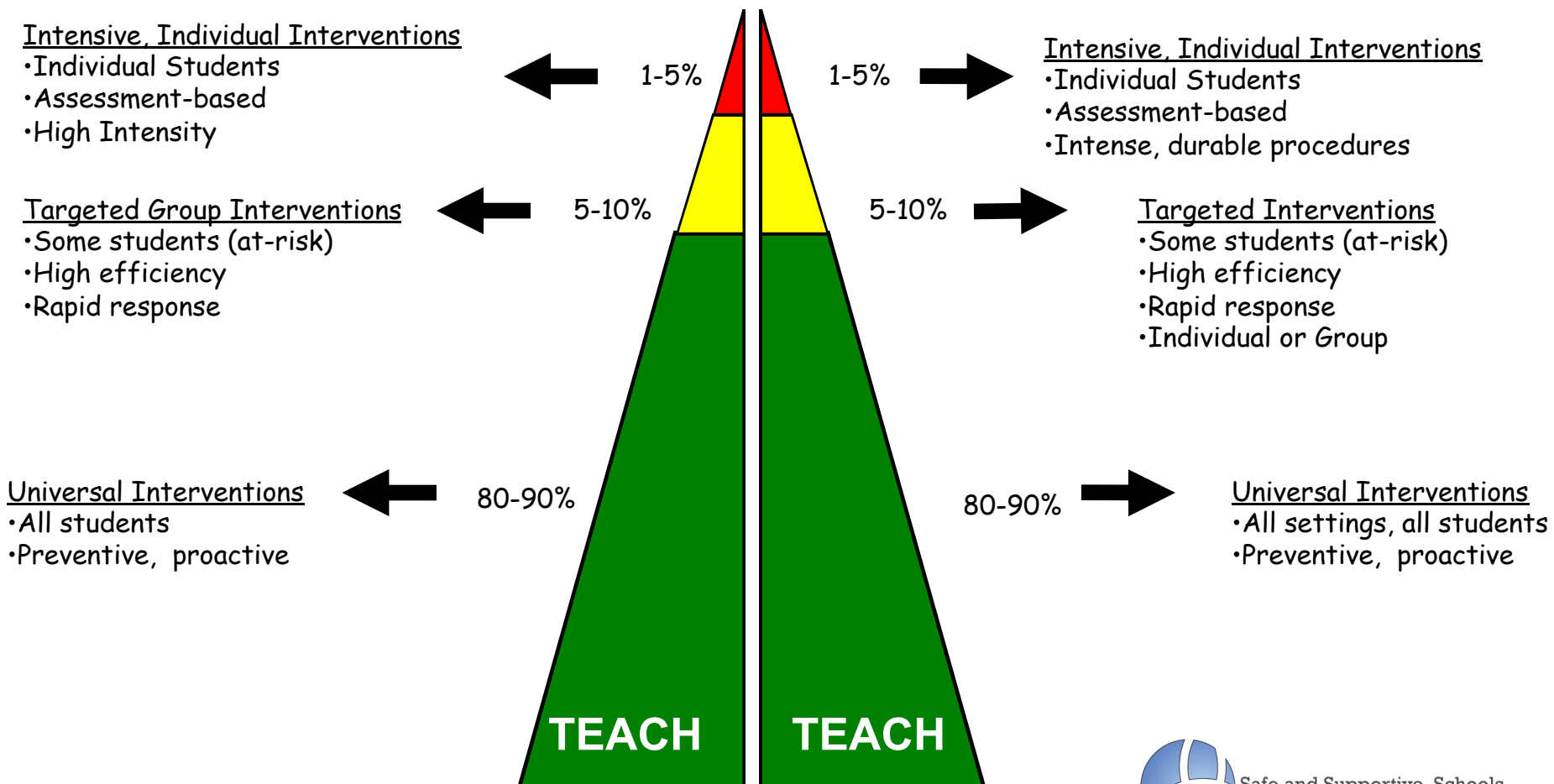


Designing School-Wide Systems for Student Success



Academic Systems

Behavioral Systems



Function of Behavior



- **Developmental**
- **Related to disability (such as LD or MH need)**
- **Learned response**
- **Escape/work avoidance**
- **Sensory: visual or auditory stimuli/Sensitive to touch**
- **Level of activity/agitation/arousal**
- **Attention getting or peer acceptance**
- **Power/control Issues**
- **Revenge/anger**
- **Self fulfilling**
- **Ineffectiveness of program**





A functional assessment looks at **why a child behaves as he or she does, given the nature of the child and what is happening in the environment.**



- **Fight or Flight Response** – Our body's primitive, automatic, inborn response that prepares the body to "fight" or "flee" from perceived attack, harm or threat to our survival

- **What happens in our brains** – This response actually corresponds to an area of our brain called the hypothalamus, which—when stimulated—initiates a sequence of nerve cell firings and chemical release that prepares our body for running or fighting.



Fight or Flight Response is Activated...



- **Sequences of nerve cell firings occur and chemicals, like adrenaline, nor epinephrine and cortisol, are released into our bloodstream**
- **Body undergoes a series of changes:**
 - Respiratory rate increases; heart rate increases
 - Blood is directed into our muscles and limbs
 - Pupils dilate; awareness intensifies; sight sharpens
 - Impulses quicken; perception of pain diminishes
- **We become prepared—physically and psychologically—for fight or flight. We scan and search our environment, "looking for the enemy."**



Our Response to Fight or Flight...



- **Fight or flight system bypasses our rational mind—where our more well thought out beliefs exist—and moves us into "attack" mode.**
- **This state of alertness causes us to perceive almost everything in our world as a possible threat.**
- **We tend to see everyone and everything as a possible enemy.**
- **We may overreact to the slightest comment. Our fear is exaggerated. Our thinking is distorted.**



Our Response to Fight or Flight...

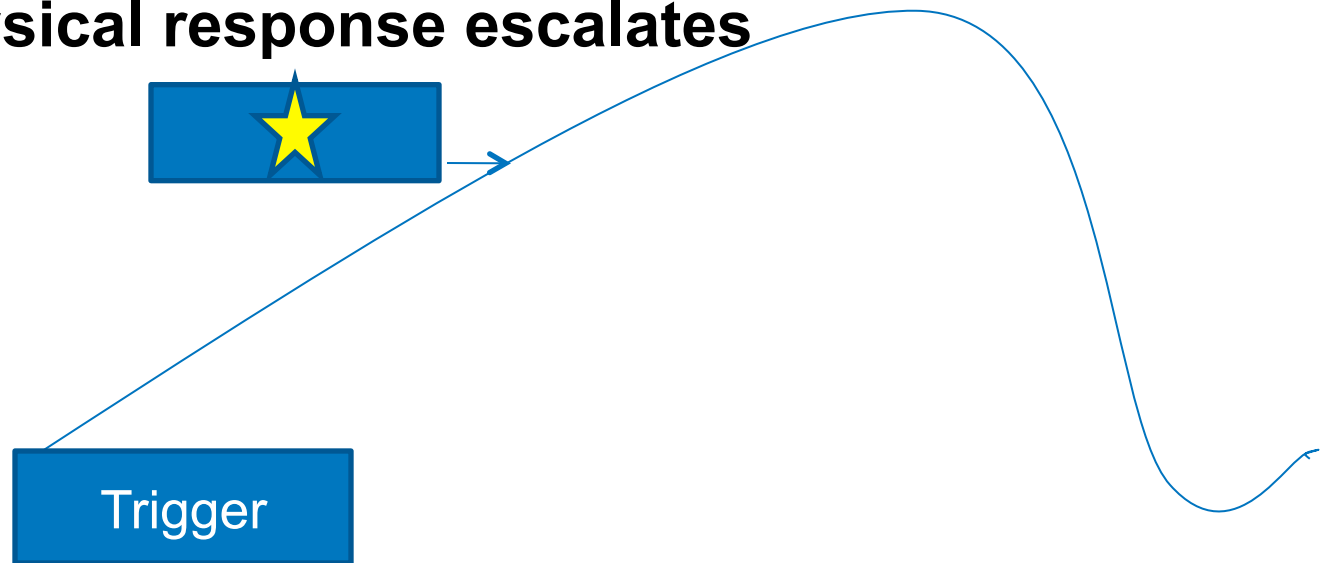


- **It is almost impossible to cultivate positive attitudes and beliefs when we are stuck in survival mode.**
- **Our rational mind is disengaged.**
- **Making clear choices and recognizing the consequences of those choices is unfeasible.**
- **We are focused on short-term survival, not the long-term consequences of our beliefs and choices.**

Escalation Cycle



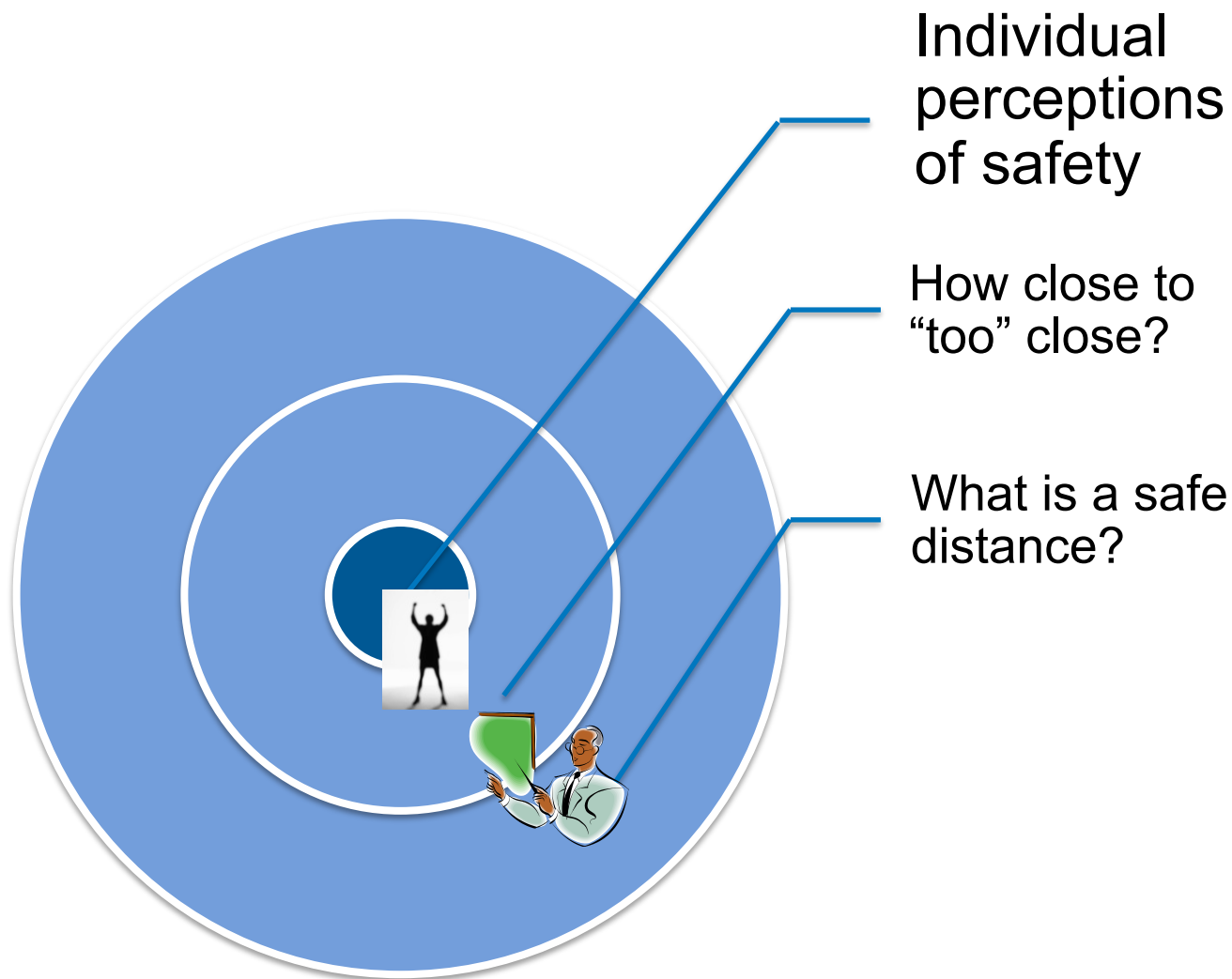
- **Something within the environment happens**
- **Triggers response**
- **Verbal or physical response escalates**



- **Reaches a “point of no return”; Fight or Flight engaged; this is not the time to engage in rational discussions about their behavior.**



Comfort Circle (young children “bubble”)



Risk Reduction Strategies



Safe and Supportive Schools
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Strategies



- **Teach alternate ways** of dealing with stressors or “triggers”
- **Increase** the frequency of **positive interactions** with caring adults and peers
- **Teach** the “escalation cycle” to **students and staff**, so they can understand what happens and recognize signs earlier in the cycle
- Heart Rate: What is **your #** strategy
- **Teach** students to understand their “**comfort circle** or bubble”



Things to Consider



- **Your attitude and beliefs** (experiences with behavior, discipline and punishment)
- **School policies and culture** (requires conversations to get some common agreements among school staff about what “they” believe about behavior)
- **Cultural competence and responsiveness** (students may not hear it the way it was intended based on their own experiences)
- **Students needs and experiences** (based on risk factors and environment)
- **The specific situation** (some are highly escalated and require safety first)



Goal of De-escalation



Reasoning with an enraged person is not possible. The only goal of de-escalation is to reduce the level of aggression and arousal so that discussion becomes possible.

National Association of Social Workers



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Key Steps in De-escalation



■ Maintain Control of Your Emotions

- **DO** - appear calm, centered and self assured, use a modulated low tone of voice. Be aware of options. You can leave, tell them to leave, or call for security or the police. Be very respectful even when firmly setting limits or calling for help.
- **DON'T** – be defensive even if the comments or insults are directed at you.

■ Communicate Effectively Nonverbally

- **DO** - allow extra physical space between you and the aggressor, get to the same eye level, keep your hands out of your pockets to protect yourself, and stand at an angle to the student.
- **DON'T** – turn your back, stand full front to the student, maintain constant eye contact, point or shake your finger, smile, or argue.

■ De-escalate the Discussion

- **DO** – trust your instincts, empathize with feelings but not with the behavior, suggest alternatives, and explain limits in a firm but respectful tone.
- **DON'T** – get loud, yell, scream, argue, or analyze.





- **Really about teaching new behaviors and routines.**
- **Gradually replacing existing behaviors and responses with more appropriate ones.**
- **Positive feedback for improvement; they need to know it matters.**



Data: Why is it Important



- The frequency of the misbehavior;
- The duration of the misbehavior;
- The who, what, when, where and how data;
- Is what you are doing making a difference? How will you know if you do not keep track of it?



How is the School Dealing with Behaviors Now?



- **Who is being sent out of class? To whom?**
- **When: time of day/frequency in center**
- **How are they getting there?**
- **What have they done?**
- **Where have they done it and with whom?**
- **History of the behavior and consequences**

Activity #2

How will you know if you do not keep track of data?



Your data recording:

- ▶ **What data does your school record related to behaviors?**
 - Discipline
 - ISS, OSS
 - Interventions

- ▶ **What data do you need?**
 - To identify what works for each student
 - To identify discipline trends within the school
 - To provide you feedback about what you are doing to assist specific students
 - To identify interventions that are successful for all students, for some students and for targeted students
 - Validates your efforts for others to see what is working





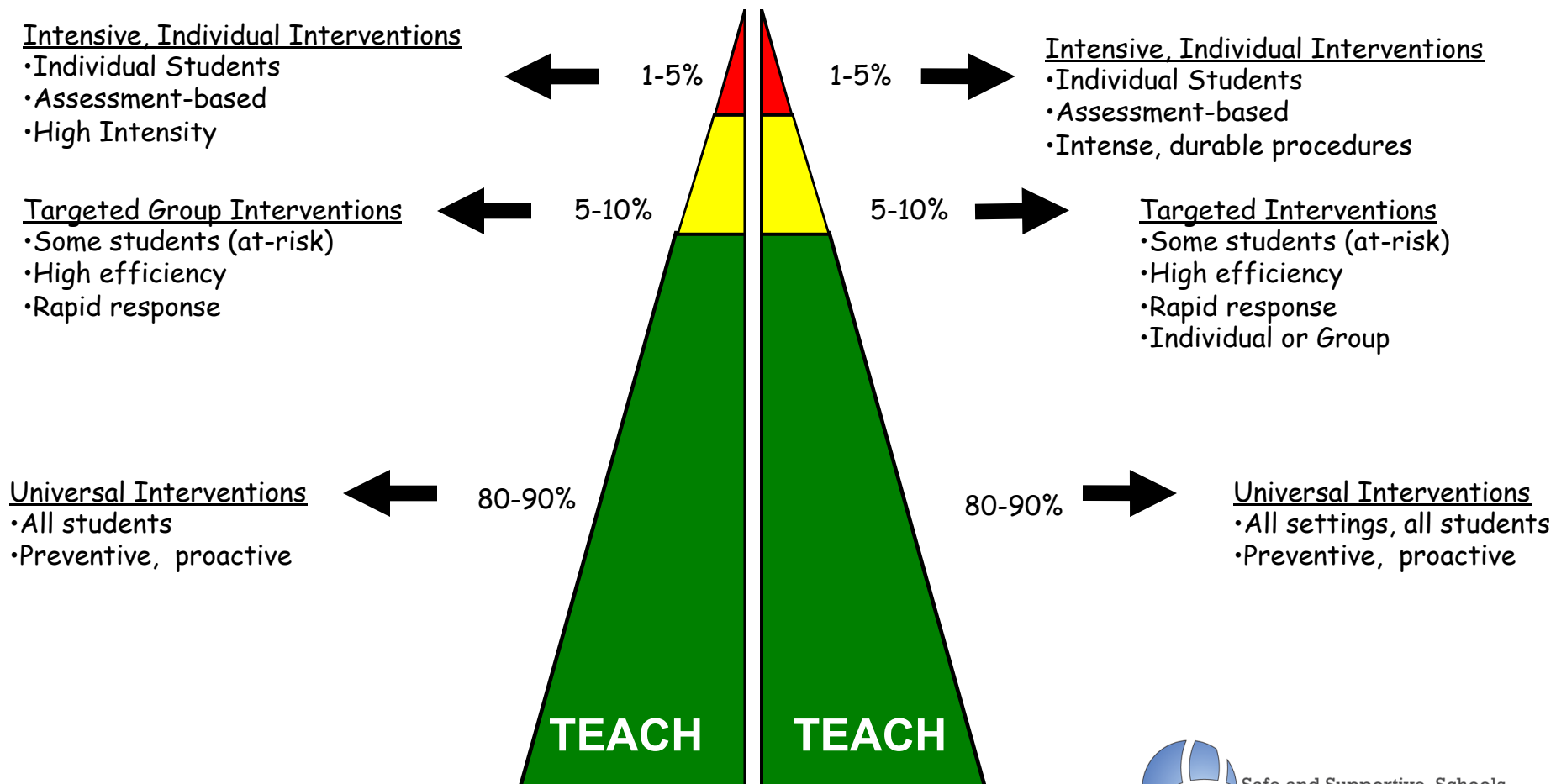
Discussion Activity #2

Designing School-Wide Systems for Student Success



Academic Systems

Behavioral Systems





- Use **character education and social skill building** to reduce the risk of violence and misbehavior
- Provide **targeted behavioral supports** for students who are at-risk for involvement in a serious incident



Establish staff norms

- Identify staff norms that contribute to a positive school climate and reinforce, reward, and hold each other accountable for those behaviors. For example:
 - ✓ high expectations for all students
 - ✓ positive approaches to discipline
 - ✓ no display of anger or sarcasm
 - ✓ model pro-social behavior
 - ✓ no bullying or harassment
- Agree on hallway behaviors that invite relationships, e.g. smiling, making eye contact (as culturally appropriate), using students' names, being present before and after school and during passing times.

All Tiers: Redirecting Inappropriate Behavior



- Be calm.
- Take them aside.
- Express your feelings and identify the inappropriate behavior.
 - ✓ e.g., “I was surprised when you ...” or “I was worried when you...”
- Indicate that the behavior is not like them.
 - ✓ e.g., “I often see you...” or “I know you are capable of...”
- Ask what happened.
- Say that you understand but the behavior was inappropriate.
 - ✓ e.g., “I understand how that could make you mad, but what you did was...”
- Identify and model an appropriate alternative.
 - ✓ e.g., “Can you show me?” or “Would you like me to show you?”
- State the consequences if this is a repeat behavior.
- Thank them for listening.



What do we mean by Trauma?



- **Event(s)** Exposure to violence, victimization including sexual, physical abuse, severe neglect, loss, domestic violence, witnessing of violence, disasters
- **Experience** Intense fear of/ threat to physical or psychological safety and integrity, helplessness; intense emotional pain and distress
- **Effects** Stress that overwhelms capacity to cope and manifests in physical, psychological, and neuro-physiological responses



Gene Griffin, PhD, 2012, 3E's

Trauma and Youth

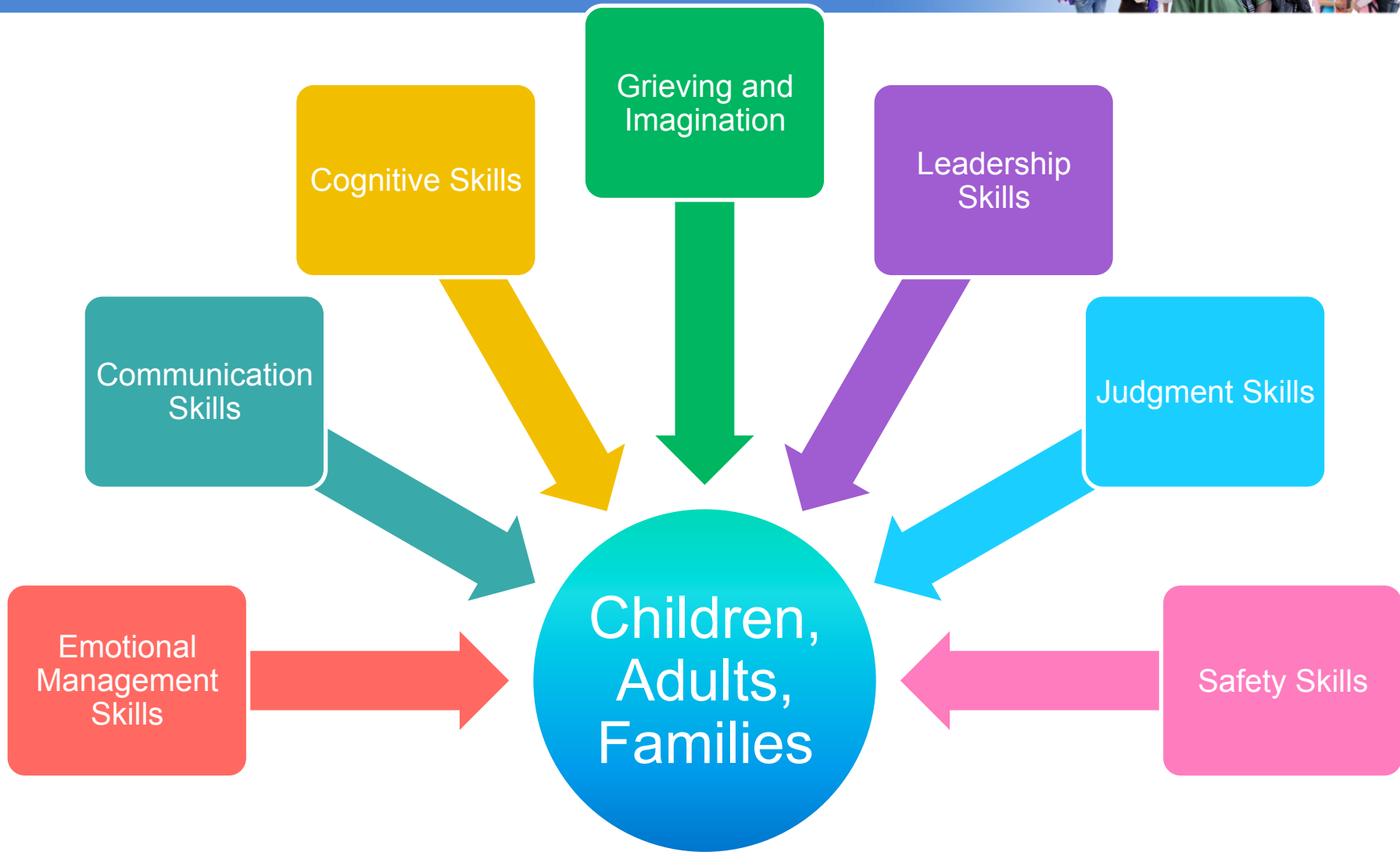


- Among U.S. Youth:
- 60% exposed to violence within past year
- 8% report lifetime prevalence of sexual assault
- 17% report physical assault
- 39% report witnessing violence
- Survey of adolescents in SU treatment > 70% had history of trauma exposure (Suarez, 2008)
- Childhood traumas potentially explain 32% of psychiatric disorders in adulthood

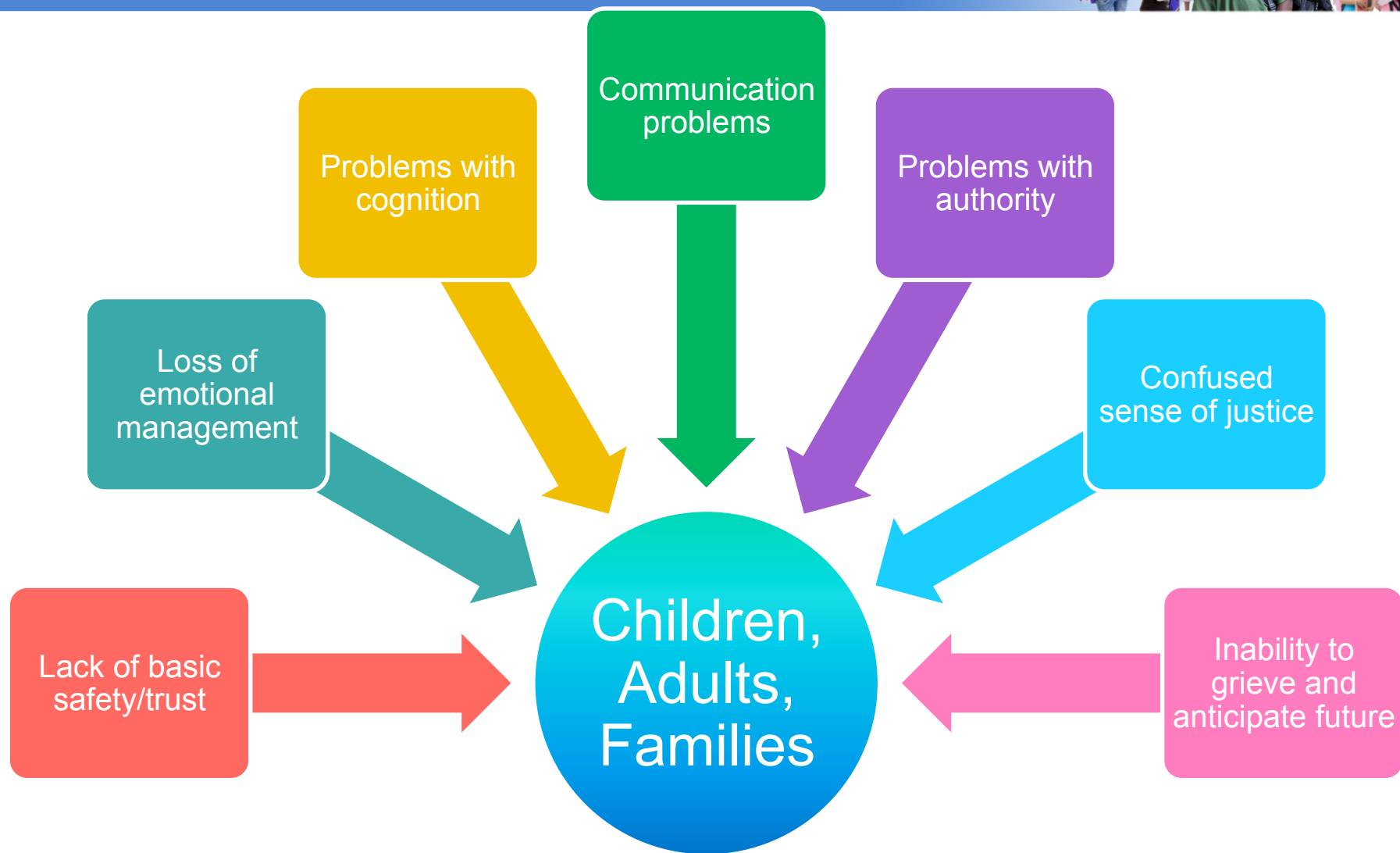


Archives of General Psychiatry, Feb 2010, NCRS-R Study

Trauma-Informed Responses



Trauma-Organized Person



Factors That May Increase Recovery



- **Safe place to be**
 - **Warm, caring, supportive environment**
 - **High expectations for achievement**
 - **Significant adult committed to child**
 - **Academic achievement**
 - **Models from peers of developmentally appropriate behavior**
 - **Good relationships with peers**
 - **Involvement and participation in school/community activities**
- (Familyhomelessness.org)**

Tier 2/3: Avoiding Power and Control Issues (helpful hints)



- **Do not ride the escalator/avoid buttons (yours and theirs).**
- **Stay clear of the bridges (they will “bait” you).**
- **Offer choices (real choices).**
- **Get a commitment as to when they will engage in appropriate behavior (they are 50% more likely to do it, if they say so).**
- **Provide options that all achieve the desired outcome.**
- **“I” statements vs. “you” statements**





Because a situation can escalate, you need to:

- **Have a plan:** district wide, school wide, classroom, and individual crisis plan
- **Have trained personnel** who understand the plan, and react accordingly
- Have a clear **plan** when and where to **call the police** or other emergency response teams
- Have **periodic test runs** and evaluation of the plans





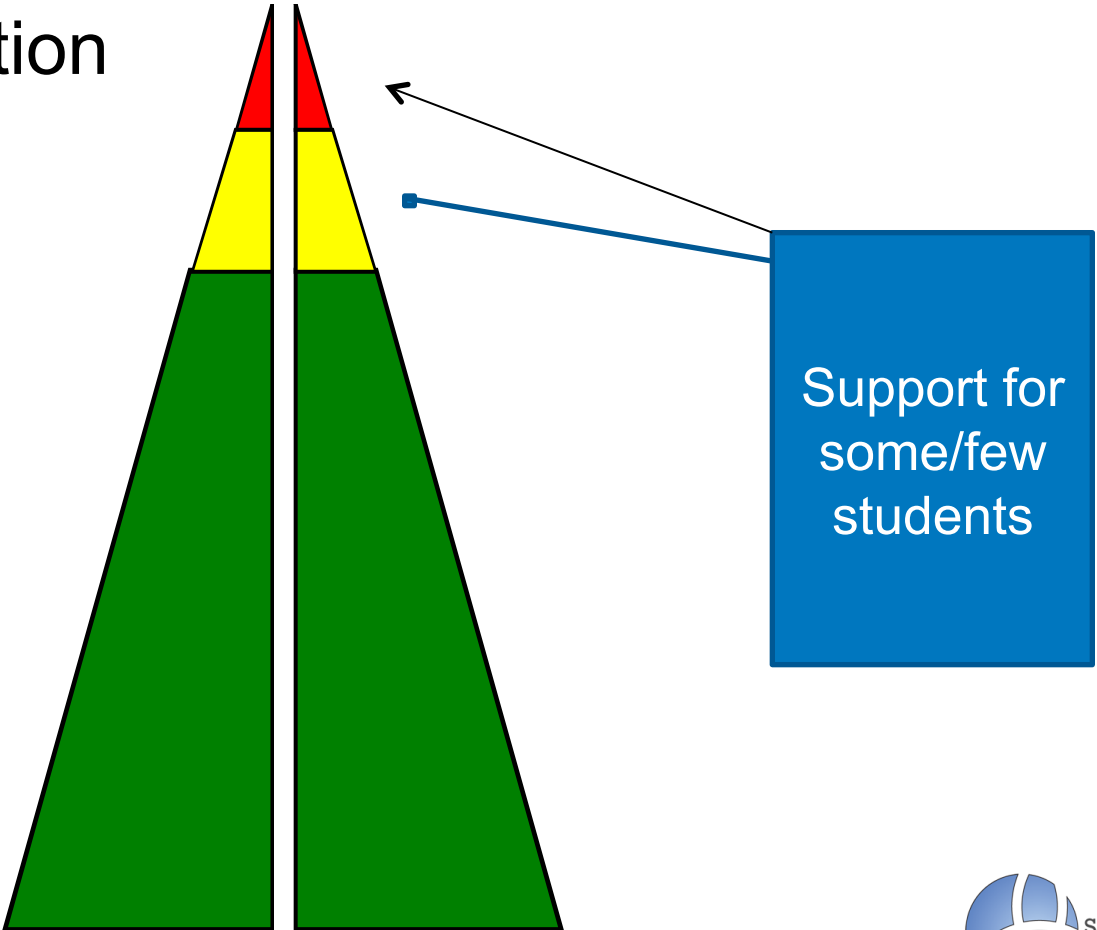
- **Extended day programming**
- **Saturday Academy**
- **School based Service Learning
(time=suspension)**
- **Community based Service Learning**
- **In school suspension**
- **Planning Centers**



Where Does the Planning Center Fit in this Picture?



Tier 2/3
Intervention



Planning Center Models



- The planning centers are a space where all students can choose to get **emotional support or “cool off,” resolve conflicts, get assistance** with school work, have a quiet space to work on homework, or work on problem-solving skills with an adult or on the computer.
- The planning centers have **staff trained in behavior management**. Staff also help students and families access mental health or other community services; identify problems that students are having and intervene early; and work with students to teach them coping and problem-solving skills to manage their difficulties.
- By addressing problems before they become crises, **center staff can prevent the escalation of inappropriate behaviors**.
- Combined with other programs the planning centers have resulted in **improved grades, achievement, and attendance and fewer disciplinary referrals**, creating a positive, trusting, learning environment that promotes high academic and behavioral expectations.

Why Planning Centers?



- Fits the conditions for learning model*
- Designed to support positive behaviors using trust, discussion, and problem solving
- Supports teacher and student-friendly solutions
- Supports academic learning as well as social-emotional learning
- Directs the use of information to assist students
 - Help identify effective interventions
 - Rely on continuum of preventive, early, and intensive supports including the SST and mental health partners
- Strength-based and student-centered



- **Monitor and interact with students**
- **Keep data and monitor progress**
- **Referrals**
- **Teacher communication**
- **Family communication**
- **Outside agency communication**
- **Communication with principal**
- **Support for the team members**

Social Emotional and Behavioral Supports



Safe and Supportive Schools
Engagement | Safety | Environment

Where Do You Intervene?



Provide
Individualized
Intensive Supports

Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family- driven and focused services and supports that address needs while building assets.

Intervene Early & Provide
Focused Youth
Development Activities

Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a School-wide Foundation

Universal prevention & youth social skill development approaches, caring school climate, positive & proactive approach to discipline, personalized instruction, cultural competence, & strong family involvement.

Essential Components of the Safe School Planning Process



- **Creating school-wide prevention and intervention strategies**
- Developing school policies and understanding legal considerations
- **Creating a positive school climate and culture**
- Implementing ongoing staff development
- Ensuring quality facilities and technology
- **Fostering school-law enforcement partnerships**
- **Instituting linkages with mental health and social services**
- **Fostering family and community involvement**
- Acquiring and utilizing resources

National Resource Center for Safe Schools (NRCSS) identified these

Six Practices Integral to Success, Regarding the Use of Personnel & Service Delivery Systems



- The **use of clinicians or other student-support providers** in the schools to work with students, their families, and all members of the school community, including teachers and administrators.
- The **use of school-based and school-focused Wraparound services** to support learning and transition.
- The use of school-based **case management**.
- The provision of **school-wide prevention and early intervention programs**
- The creation of “**centers**” within the school to provide support to children and youth with emotional and behavioral needs and their families.
- The use of **family liaisons** or advocates to strengthen the role and empowerment of family members in their children’s education

School Based Mental Health Models



- ***School-financed student support services***
School districts hire professional staff to provide traditional mental health services.
- ***Formal connections with community mental health services***
Formal agreements are made between schools and school districts and one or more community Agencies to provide mental health services and to enhance service coordination; the service can be co-located within the school or provided at the community agency.
- ***School-district mental health units or clinics***
Districts operate and finance their own mental health units and mental health clinics that provide services, training, and/or consultation to schools, or districts organize multidisciplinary teams to provide a range of psychosocial and mental health services.
- ***Classroom-based curricula***
Activity-driven approaches aimed at optimizing learning by enhancing social and emotional growth. Interventions tend to be teacher led and prevention-oriented.
- ***Comprehensive, multifaceted, and integrated approaches,***
Districts bring multiple partners (e.g. community-based organizations) together to provide a full spectrum of services for children and youth with mental health needs. This approach would include such models as Systems of Care in which an array of mental health and wraparound services are provided to children with mental health problems and their families via partnerships among various child-serving systems.



Planning for Integration of Programs

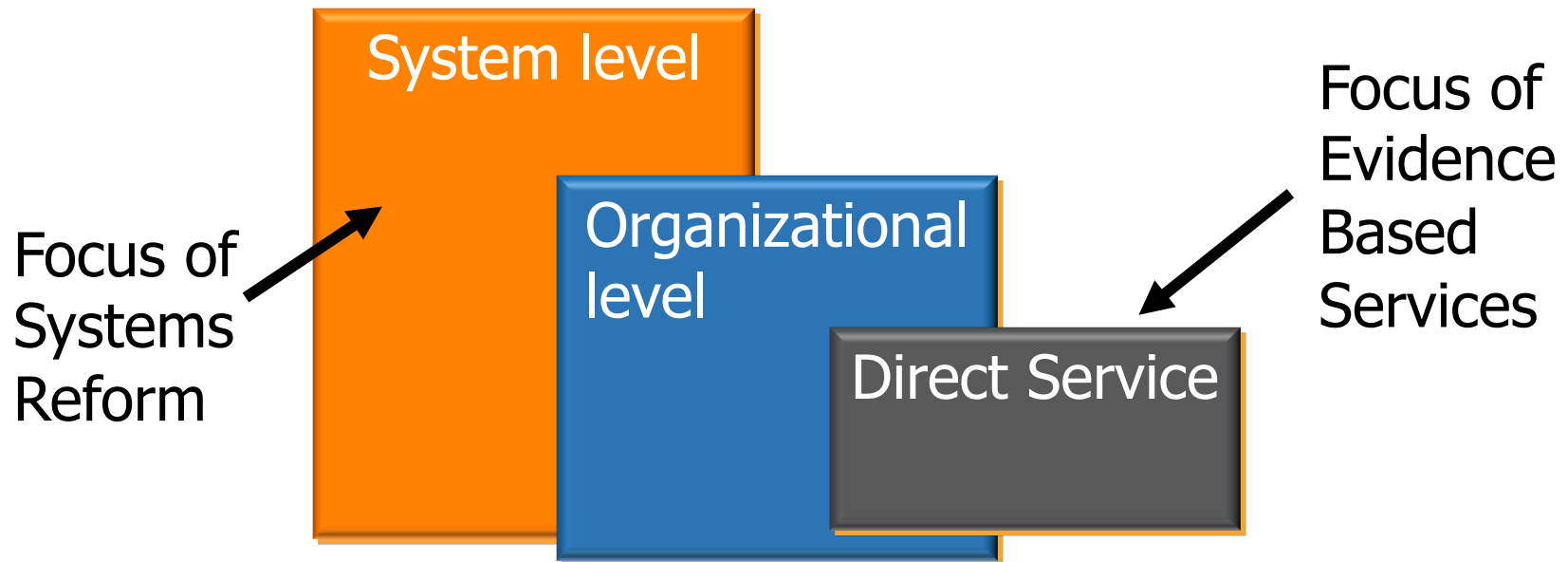


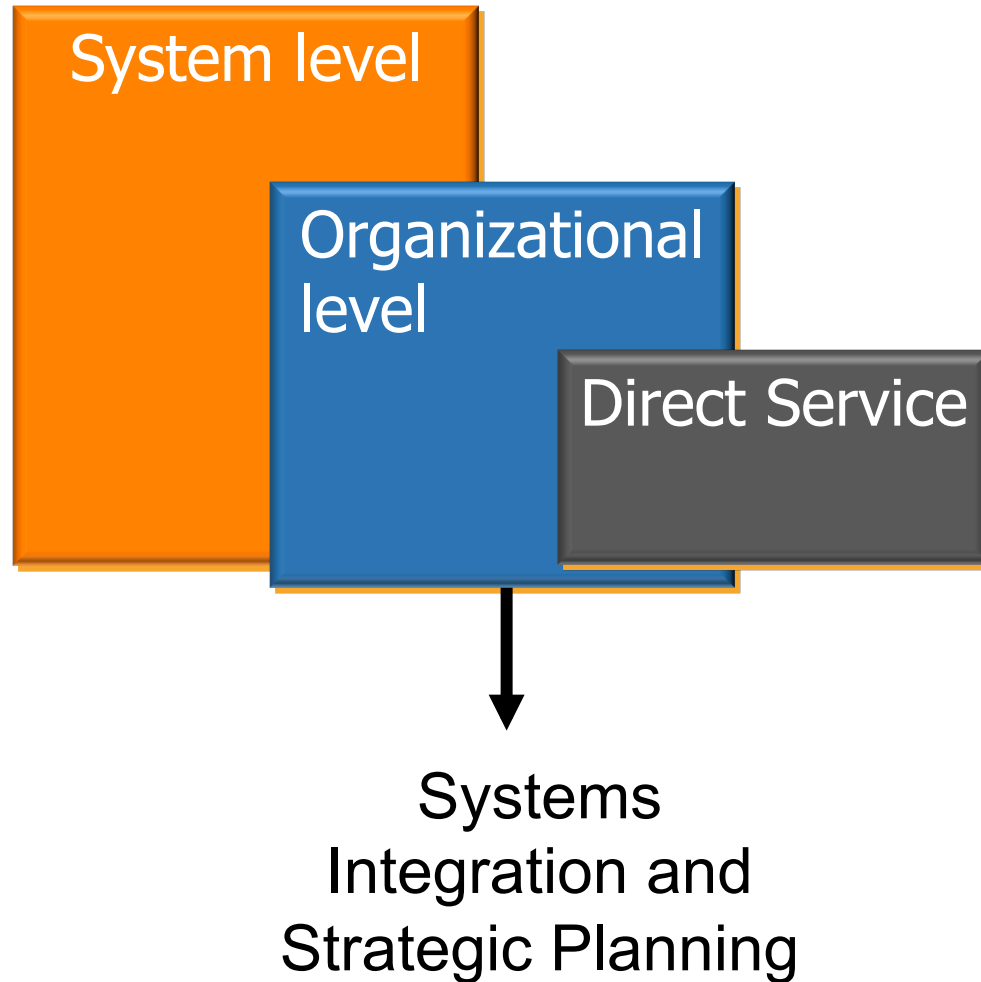


Throughout all these levels, a strategic plan for the development of supports services includes an analysis of the overlap or **integration with the strategic plan of the school district as well as the county initiatives as well, which filters down to the school plan.**



Take a look at organizational change.....and tools you can use to refine your efforts of collaboration and partnership with other systems.





Prevention Model: A Framework for Resource Mapping



Underlying Values Discussion?

...for a few children?

When? How often do you revisit?

...in place for some children?

What supports and resources do we have in place for all children?

Strategic Planning Integration Tool

Steps to System Integration and Planning:

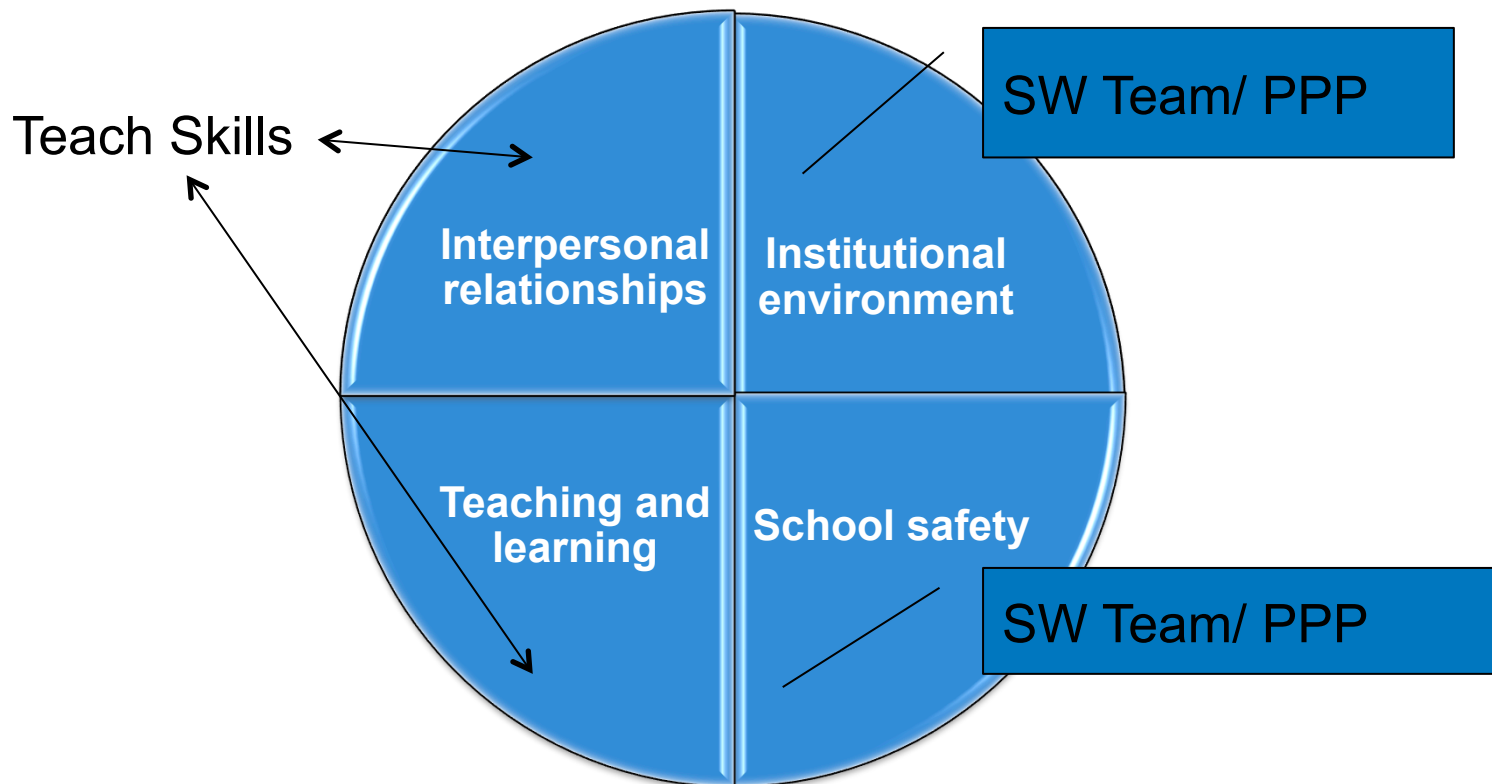
- Step 1: Conduct a resource mapping process*
Step 2: Acquire copies of partner strategic plans
Step 3: Conduct an analysis of each partner's activities
Step 4: Identify areas that integrate with this initiative
Step 5: Use the information gathered in Steps 1-5

FUNCTIONS	MENTAL HEALTH	JUVENILE JUSTICE	LAW ENFORCEMENT	SCHOOLS
Structure				
Population of Focus (need, age, eligibility)				
Budget for Children within this population of focus				
Key Players				
Referral process/reporting				
Decision Making				
Role/ responsibility				
Governance Power				

School Climate Frameworks



- Practitioners and researchers agree that school climate is a broad concept and should at least include several aspects:

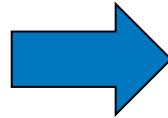


Triage Process in SS/RTI Teams



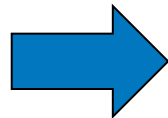
Regular Student Support Team Agenda

Students with social, emotional needs



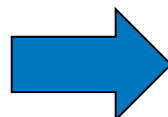
Student referrals are prioritized by need and intensity.....

Students with academic needs



MH personnel sits in on part of team meeting to assist in the review of students who are experiencing SEB needs.

Review progress



Appropriate staff present to review academic needs.

Routine review of previous referrals for progress update and any additional interventions that may be needed.

Why Use School-based Climate Teams



- Teams develop *positive school climate* that support learning.
- Teams generate buy-in and success through cooperative planning and shared responsibility for implementing initiatives that enable:
 - Connection and caring to enhance learning;
 - Positive discipline to increase safe school environments conducive to learning;
 - High academic standards with inclusive supports to improve achievement and graduation rates;
 - Teaching and reinforcing social emotional skills to improve resilience and academic outcomes; and
- Ongoing management and support so that prevention and intervention best practices are successful implemented.

Provide Information



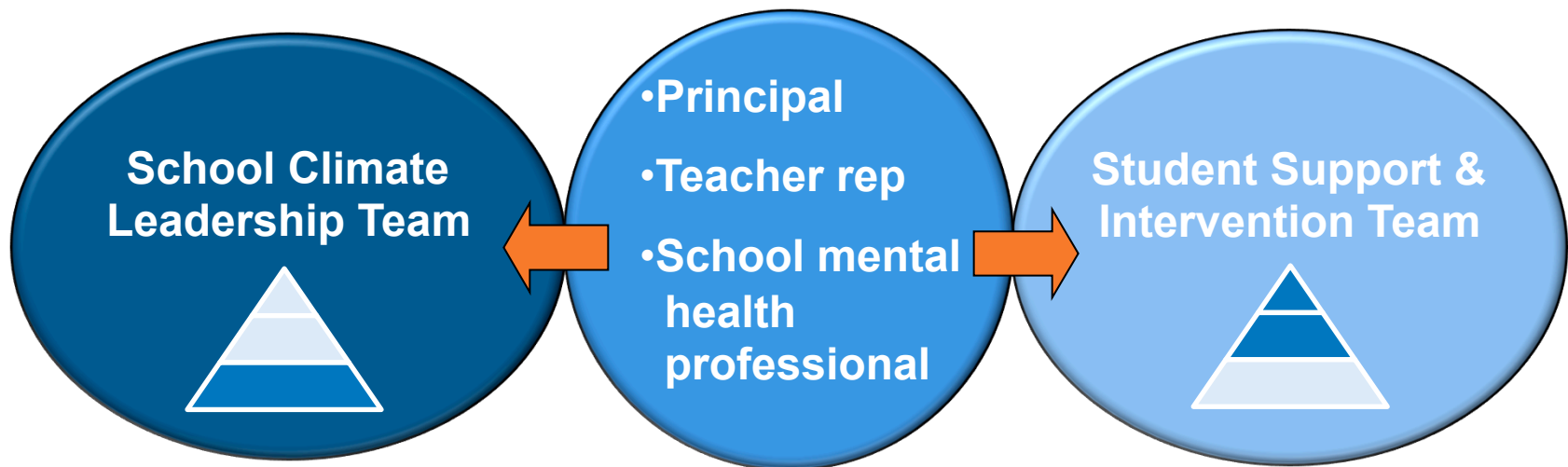
- Climate Teams provide a **structure** for the management of the agreed-upon strategic plan and the **actions** required to implement and sustain the plan
- Teams **use data** to identify needs and resources to frame activities and goals for positive school climate
- Teams **establish the components** of practice and the methods for accountability – to demonstrate fidelity to those policies and practices that support positive school climate
- Policies and practices are then **monitored and evaluated** for effectiveness with commonly used student outcomes (our goals!)



- Success is dependent upon a management system and a data-based system (electronic) to ensure fidelity and accountability.
- Effectiveness is measured in standard outcomes such as student attendance, grades, achievement scores, discipline data, promotion and graduation rates, extra curricular participation, as well as teacher, student, staff and parent satisfaction surveys.



Linking climate leadership to student support



Core team members build the bridge across universal and individual interventions teams.

Building an Action Plan



- Survey needs and strengths and analyze these data for strategic plan and action plans
- Connect action items to outcomes
- Reinforce positive changes and address issues
- Measure progress from process measures to outcomes
- Understand importance of management, accountability and monitoring

Develop a Multi-year Strategic Plan



The plan should address how to:

- Improve capacity to plan and deploy
- Improve policies, procedures, and practices
- Improve school climate
- Provide social emotional learning and reinforcement *
- Provide positive behavioral policies and practices *
- Develop early warning and response system
- Enhance school-agency collaboration
- Enhance family engagement
- Provide focused professional development
- Focus funding and human resources
- Develop quality standards and ongoing improvement



- **Orientation Webinar**
- [Making the Case for the Importance of School Climate and Its Measurement](#)
- **Implementation Webinar Series**
- [Using Data to Identify Programmatic Interventions](#)
- [Effective Planning Strategies for Program Implementation](#)
- [Implementing New Programs--The Impact of Current Practice](#)



- Enhancing Peer-to-Peer Relationships to Strengthen School Climate
- Substance Abuse Prevention
- School Based Climate Teams (Part 1)
- School Based Climate Teams (Part 2)
- Student Engagement
- Violence Prevention
- Addressing Risk Behavior through Positive Youth Development Strategies
- Bullying Prevention
- Establishing Supportive Relationships between Teachers, Staff, Students, and Families



- Survey Management
- Survey Development
- Survey Administration
- Increasing Staff and Family Survey Response Rates
- Reporting and Dissemination
- Analysis of Survey Data
- Evaluating the Reliability of Surveys and Assessments

Access Resources of the TA Center



- Visit our website at: <http://safesupportivelearning.ed.gov>
- Email us at: NCSSLE@air.org
- Contact us: swilliamson@air.org or kwells@air.org

Questions?

