

School Climate Awakens: Focus on Relationships and Expectations to Improve Student Outcomes

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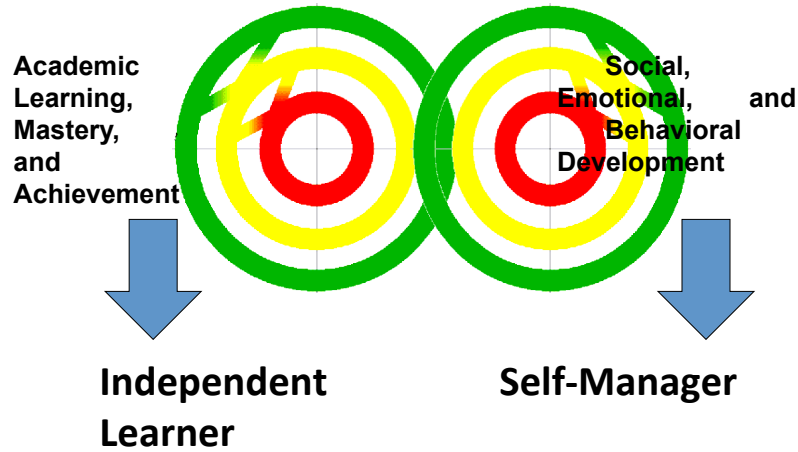
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Presentation Overview

- Social, Emotional, and Behavioral Self-management
- Project ACHIEVE and Grant Goals
- School-wide Positive Behavioral Support System (PBSS) Components
- Teaming and the School-level Committee Blueprint
- A Strategic Overview of Grant Implementation
- Baseline Data/Results

Martin County's School Climate Transformation Grant: Social Competency and Self-Management



Key Behavioral/Social Skills

- | | |
|-------------------------------------------|--------------------------------------------|
| Listening | Waiting for an Adult's Attention-Following |
| Directions | How to Interrupt |
| Asking for Help | Dealing with Losing |
| Ignoring Distractions | Apologizing |
| Dealing to Teasing | Dealing with Consequences Contributing to |
| Discussions/Answering Classroom Questions | |
| Deciding What to Do | Avoiding Trouble |
| Asking for Permission | Dealing with Anger |
| Joining an Activity | Dealing with Being Rejected or |
| Giving/Accepting a Compliment | Left Out |
| Understanding Your/Others' Feelings | Dealing with Accusations |
| | Dealing with Peer Pressure |

Components of Effective Classrooms and Positive Behavioral Support Systems (PBSS)

Relationships and Positive School Climate	<ul style="list-style-type: none"> • Establish, Build, and Maintain Positive Staff, Peer, Student Interactions
Expectations and Skill Instruction	<ul style="list-style-type: none"> • Identify Behavioral Expectations and Teach Them
Motivation/ Accountability	<ul style="list-style-type: none"> • Motivate Students to Demonstrate Learned Behavior while Holding them Accountable for Appropriate Behavior
Consistency	<ul style="list-style-type: none"> • Be Consistent in Areas Above: Across Time, Students, Staff, Settings, Situations
Special Situations – Setting and Student	<ul style="list-style-type: none"> • Apply the Process Recognizing the Need to Adapt to Different Settings (Common School Areas) and the Impact of Peers

Key Middle/High School Stop & Think Social Skills

At the Adolescent level, the ten primary skills are:

Listening/Following Directions	Dealing with Consequences
Asking for Help	Understanding Your/Others' Feelings
Ignoring (Distractions)	Dealing with Anger/ Walking Away
Dealing with Teasing, Being Rejected, or Left Out	from a Fight
Apologizing	Dealing with Peer Pressure
	Dealing with Accusation

At the Adolescent level, the ten advanced skills are:

Setting a Goal	Standing Up for your Rights
Evaluating Yourself	Responding to Failure
Beginning/Ending a Conversation	Avoiding Trouble
Giving/Accepting a Compliment	Dealing with Fear
Being a Good Leader	Dealing with Another Person's Anger

Results

- Social Skills remained Consistent Across School Year
 - While total Social Skills ratings dropped this change was not statistically significant
- Students with higher social skills had higher GPAs and fewer ODRs
 - Higher Social Skills GPA=3.4
 - Lower Social Skills GPA=2.7

The Components of a Behavioral Matrix

+	<u>Expected Prosocial Behaviors</u>	<u>Responses</u>
	Classroom and Common Areas of School →	Positive Responses, Incentives, Rewards
-	<u>Inappropriate, Challenging Behavior Continuum</u>	<u>Responses that Facilitate Behavioral Change</u>
	Intensity I: Annoying Behavior →	Corrective Responses
	Intensity II: Disruptive/Interfering →	Corrective Responses + Consequences
	Intensity III: Persistent/Antisocial →	Corrective Responses + Interventions ***
	Intensity IV: Severe/Dangerous →	Administrative Response plus Wrap-around interventions ***

*** Evaluate the need for Functional Assessment/Strategic Intervention

Office Discipline Referrals Baseline Year Compared to Year 1

MCMS and SCHS Disciplinary Referrals

Middle School						High School					
2014-2015			2015-2016			2014-2015			2015-2016		
Maj	Min	Total	Maj	Min	Total	Maj	Min	Total	Maj	Min	Total
211	226	437	102	160	262	613	305	918	331	77	408