

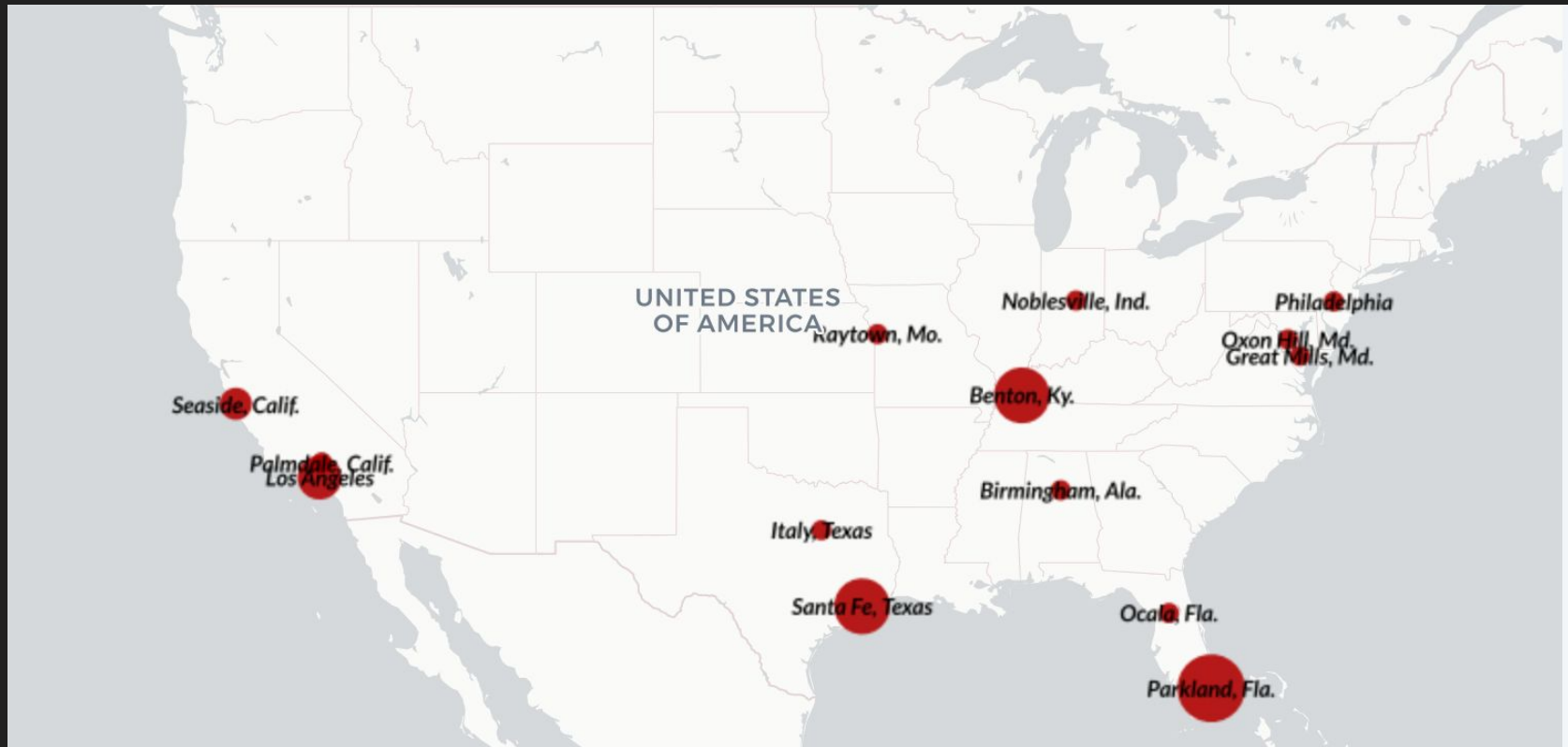
Innovative Safety Strategies

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Current Strategies to Address School Safety



Lack of Evidence Supporting School Security Measures

	Victimization	Perpetration	Perceptions of Safety
School Security	↑ ↓		↓
Closed Circuit Cameras			
Metal Detectors			↓
Composite Measures	↑ ↓		

Maslow's Hierarchy of Needs



Mechanisms through which safety influences School Performance

- Students who feel safe in school can attend to academic tasks
- Students who feel supported by staff can engage in more meaningful interactions
- Disruptions distract teachers from delivering academic content

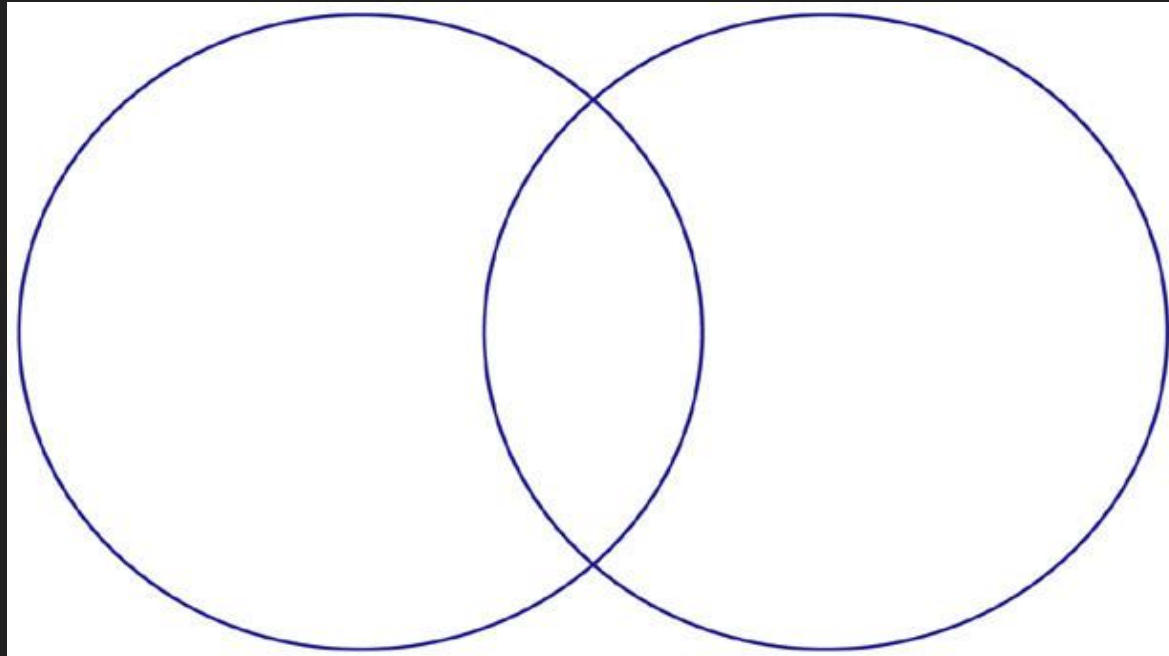
Defining School Climate

“patterns of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures”

(National School Climate Center)



Activity 1: School Security and School Climate Venn Diagram



Positive School Climate is Associated with:

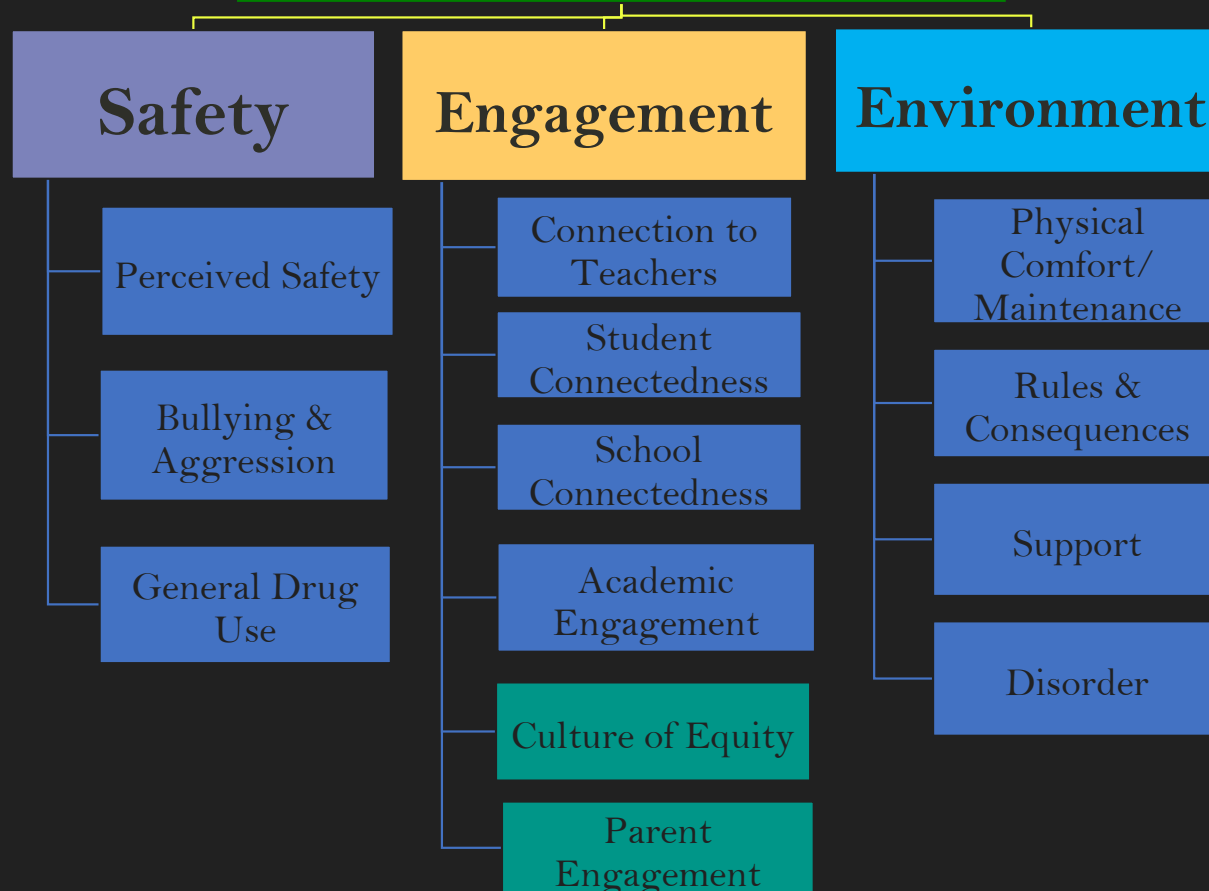
- ⇩ *discipline problems*
- ⇩ *suspensions*
- ⇩ *aggressive* and *violent* behavior
- ⇩ problems with *absence* and *lateness*
- ⇩ *alcohol* and *drug use*
- ⇩ *bullying* and *harassment*

Positive School Climate is Associated with:

- ↑ student *academic motivation* and *engagement*
- ↑ student *academic achievement*
- ↑ student *psychological well-being*
- ↑ teacher *job satisfaction* and *retention*

Adapted School Climate Model

School Climate



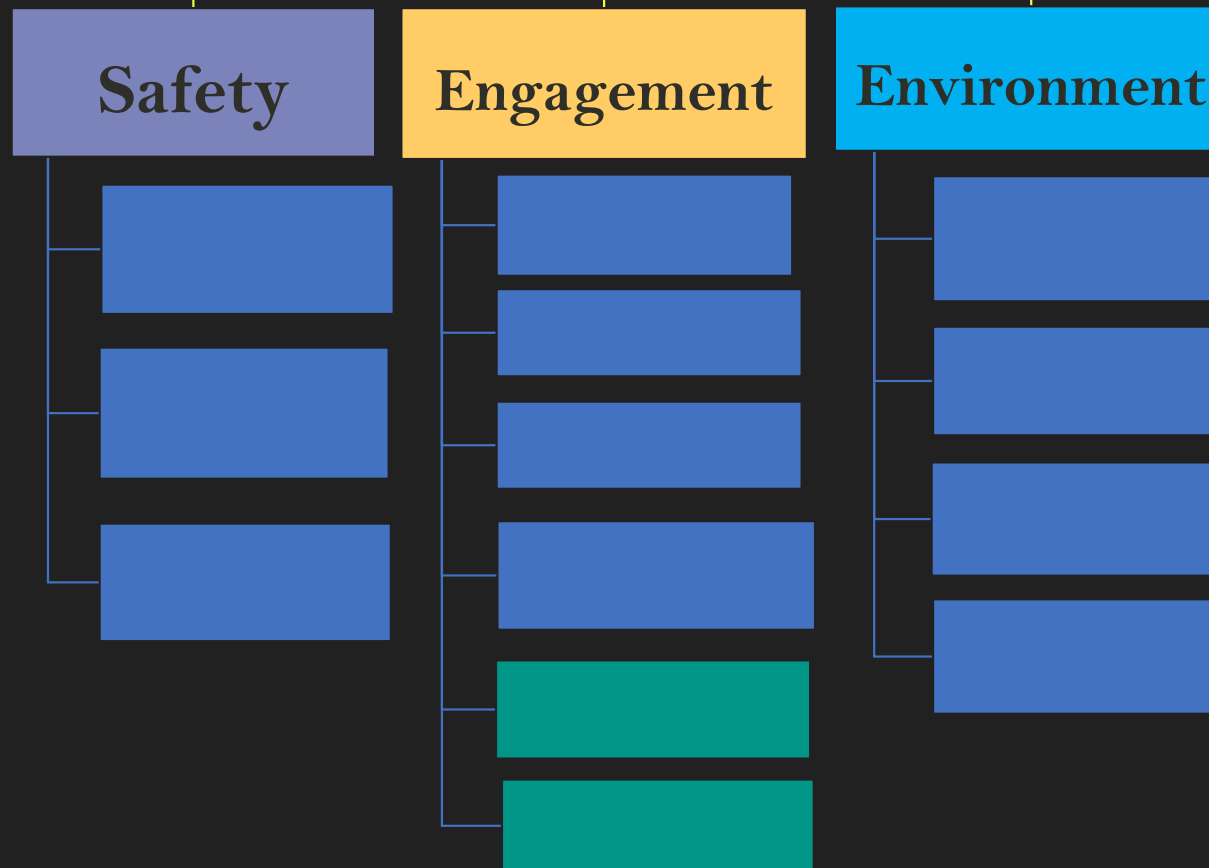
(Adapted version of USDOE School Climate Model)

Activity 2: Your School Climate

- Reflect on how well this model of school climate represents your school
- Fill in the boxes in the model to indicate the areas of safety, engagement, environment that you currently have data about and circle the ones you are most concerned about

School Climate at _____ School

School Climate



(Adapted version of USDOE School Climate Model)

Ways to measure school climate

- Surveys (Climate, SRSS, YRBS)
 - Students
 - Staff/teachers
 - Administrators
 - Parents



- Observations
 - Classroom
 - Non-classroom settings
- Administrative data
 - Suspensions
 - Attendance
 - Academic performance
 - ODR's



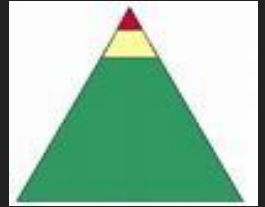
Importance of multiple perspectives



Activity 3: Reflection on Multiple Sources of School Climate Data

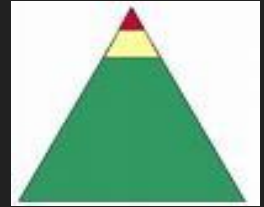
- What types of data do you have available to you currently that might provide some insight into your school's climate?
- What additional data would you want to collect?
- What resources are needed to collect additional data?
- How might that data help in getting buy-in for making changes?
- How can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

Positive Behavioral Interventions & Supports (PBIS)



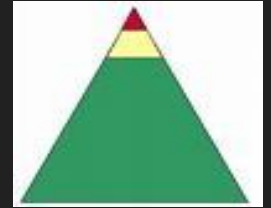
- Focuses on improving *systems* (e.g., reinforcement) and *practices* (e.g., evidence-based programs) through *data-based* decision making.
- Aims:
 - To alter the environment and promote and reinforce more positive student behavior
 - To decrease negative student behaviors and thus increase safety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

PBIS Data-Based Decision Making



- Strong focus on behavioral data (e.g., ODRs, suspensions) for ongoing decision making
- School climate data as complementary to traditional PBIS data

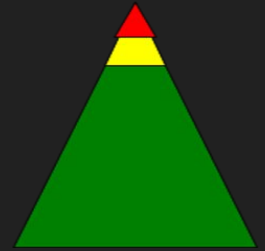
PBIS: 3-5 Expectations



PBIS encourages the selection, teaching, and reinforcing of 3-5 specific behavioral expectations.

- Common examples are often:
 - Be safe
 - Be ready (to learn)
 - Be respectful (of own/others property)
 - Be responsible

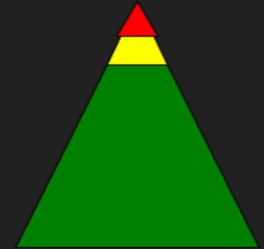
PBIS Effects on School Climate



PBIS associated with significant improvements in staff members' report of:

- Perceptions of administrators support of staff and ability to get resources for the school
- Relationships between staff
- Perceptions of students' focus on academics

PBIS Effects on School Climate



PBIS associated with significant improvements in 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

PBIS Effects on Student Outcomes



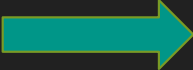
PBIS associated with significant improvements in:

- Suspension and office discipline rates
- Academic achievement

Also associated with improvements on teacher report of students':

- Aggressive/disruptive behavior
- Concentration problems
- Rejection & bullying
- Emotion regulation
- Prosocial behavior

When to Increase Supports?

Tier I  Tier II

- When student is not responding to Tier I support:
 - School wide expectations
 - Re-teaching of expectations
 - Referral from teacher/parent
 - Teacher/Student/Parent conferences
-
- ✓ Refer to your school handbook for exact criteria for referral
 - ✓ Remember to have at least 2 data sources

Tier II Interventions

- Check-in/Check-out or Check and Connect
- Small group counseling/skills groups
- Peer mentoring
- Newcomers club
- Tutoring
- Pre-Referral Intervention Manual

When to Increase Supports?

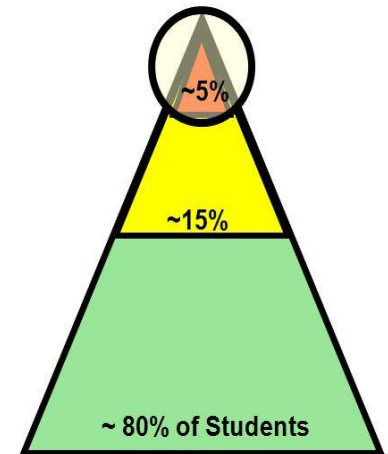
Tier II → Tier III

- Tier I and Tier II supports are not working
- Tier I and Tier II are not enough
- Student/Family is in crisis
- Behaviors or issues extend beyond the school environment

- ✓ Data has been collected from multiple sources
- ✓ Other interventions have been tried with fidelity and have been unsuccessful
- ✓ Other interventions are not appropriate to address the issue

Individualized PBIS (Tertiary)

- For high-risk students:
 - History of severe problem behaviors
 - Demonstrated resistance to intervention
 - An intensive system of support is needed



Retrieved from www.pbis.org

Tier 2 and 3 PBIS Referral Flow Chart

Teacher expresses concern about a student to Team Teacher Lead

Team Teacher Lead completes *Referral for Support* and forwards to Tier 2 Team Lead

Tier 2 Team Lead takes to Tier 2 Team for review using data collection, interviews, observations

Tier 2 Team identifies interventions that match identified need

Tier 2 Team meets with appropriate staff to implement intervention (CICO, Small group counseling, Check and Connect, etc.)

Tier 2 Team monitors interventions to determine effectiveness. If not effective reevaluate (possible Tier 3 referral)

Tier III Examples

In school

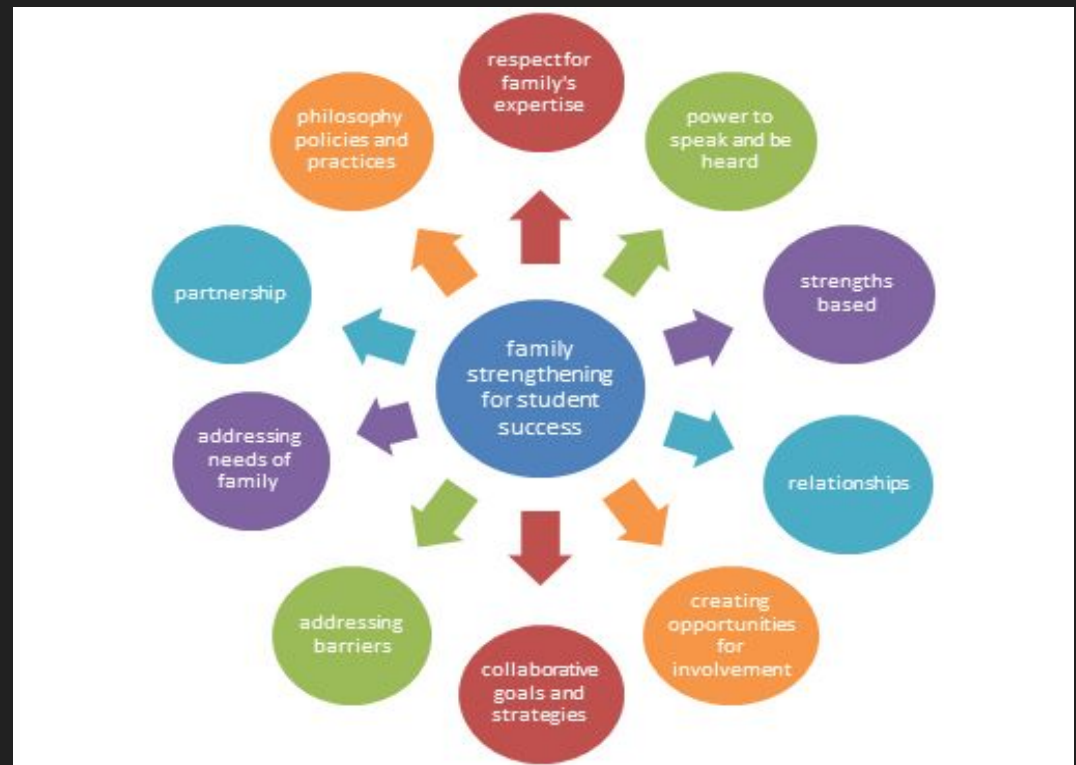
- Truancy
- Suspension/Expulsion
- Multiple ODR's
- Failing multiple classes
- Mental health concerns
- Learning disabilities

Outside of school

- Family Crisis
 - Divorce
 - Death
 - Illness
 - Pregnancy
- Housing Crisis
 - Homelessness
 - Unstable housing
 - Lack of basic needs
- Trauma
 - Abuse
 - Accidents
 - Suicide/self harm
 - Witness to trauma

Tier III Interventions

- Behavior Plans
- RENEW/Wraparound Team
- Social Worker Support
- Threat Assessments
- Multi-Agency Involvement



Resources

- Supporting and Responding to Behavior: Evidenced- Based Classroom Strategies for Teachers:
 - https://drive.google.com/a/maranausd.org/file/d/0B_wsPoX1hQ1iTkhtMk92S3FrLUU/view?usp=sharing
- SRSS Tutorial by Matt Abney:
 - <https://youtu.be/liqoYPdqj9M>
- PBIS.org
- [Midwest PBIS.org](http://MidwestPBIS.org)
- <https://www.schoolclimate.org/>