

How to Efficiently Use a Comprehensive Multi-Tiered Approach to Create Safe and Supportive Learning Schools and Strong Conditions For Learning and Development

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What I Have Learned From Young People

- **African American Youth in Chicago**
- **Mexican American Youth in Texas**
- **Native Alaskan & Non-Native Alaskan Youth**
- **Listening Sessions Across the U.S. (Youth.gov)**

An Example of What Can Be Done

North Lawndale College Preparatory School, Chicago

- **Strong academic press; strong social support**
- **Supports academic risk taking: “teachers are like another set of parents”**
- **Development of moral community**
- **Fellow students “like brothers, sisters, cousins”**





What Would You Tell a Teacher to Improve the Classroom Learning Environment: Recommendations of Mexican American Students in Texas

- **Call your students by their name**
- **Know what embarrasses them on don't do it**

(based on focus group conducted for AIR/AFT/NAACP/LULC study of teacher social and emotional skill needs)

What Do Alaska Native and Non-Native Students Want

- **Students from all groups believed that teachers and other school staff played a significant role in creating a positive or negative school climate. These responses mostly concerned teacher support for students and how teachers did their jobs and managed their classrooms.**
- **Students who were engaged (attending school regularly and passing all classes) placed *less* weight on personal respect and connections with teachers than did disengaged students (who have poor attendance and are failing one or more classes) (Spier, Garibaldi, Osher, 2012)**

Schools as Risk Factors

- **Alienation**
- **Academic Frustration**
- **Learning anti-social attitudes and habits**
- **Negative Relationships with Adults and Peers**
- **Teasing, Bullying, Humiliation, Micro Aggressions, Gangs**
- **Segregation with and/or Socialization by Antisocial Peers**
- **School-driven Mobility**
- **Ineffective or Non-Existent Services and**
- **Harsh Discipline, Suspension, Expulsion, Push Out/Drop Out**



The Most Powerful Threats to School Safety and Conditions for Learning (see David Esquith's Presentation) and What We Can Do

Threats

- **Loneliness**
- **Fear**
- **Hopelessness**

What We Can Nature & Build

- **Connection**
- **Safety**
 - Emotional Safety appears to even more important than physical safety
- **Hopefulness**
 - Example of the goals of The Future Project

Points on What We Can Do

- **Connection**
 - James Comer: Importance of relationships
- **Safety**
 - Emotional Safety appears to even more important than physical safety
- **Hopefulness**
 - Example of the goals of The Future Project
<http://www.thefutureproject.org>



Schools as Protective Factors and as Context that Build Resilience

- **Connection**
- **Academic Success**
- **Learning Social and Emotional Competencies**
- **Positive Relationships with Adults and Peers**
- **Caring Interactions**
- **Inclusive Environments**
- **Reinforcement of Pro-social attitudes and habits**
- **Stability**
- **Effective Services**
- **Positive approaches to disciplinary infractions**



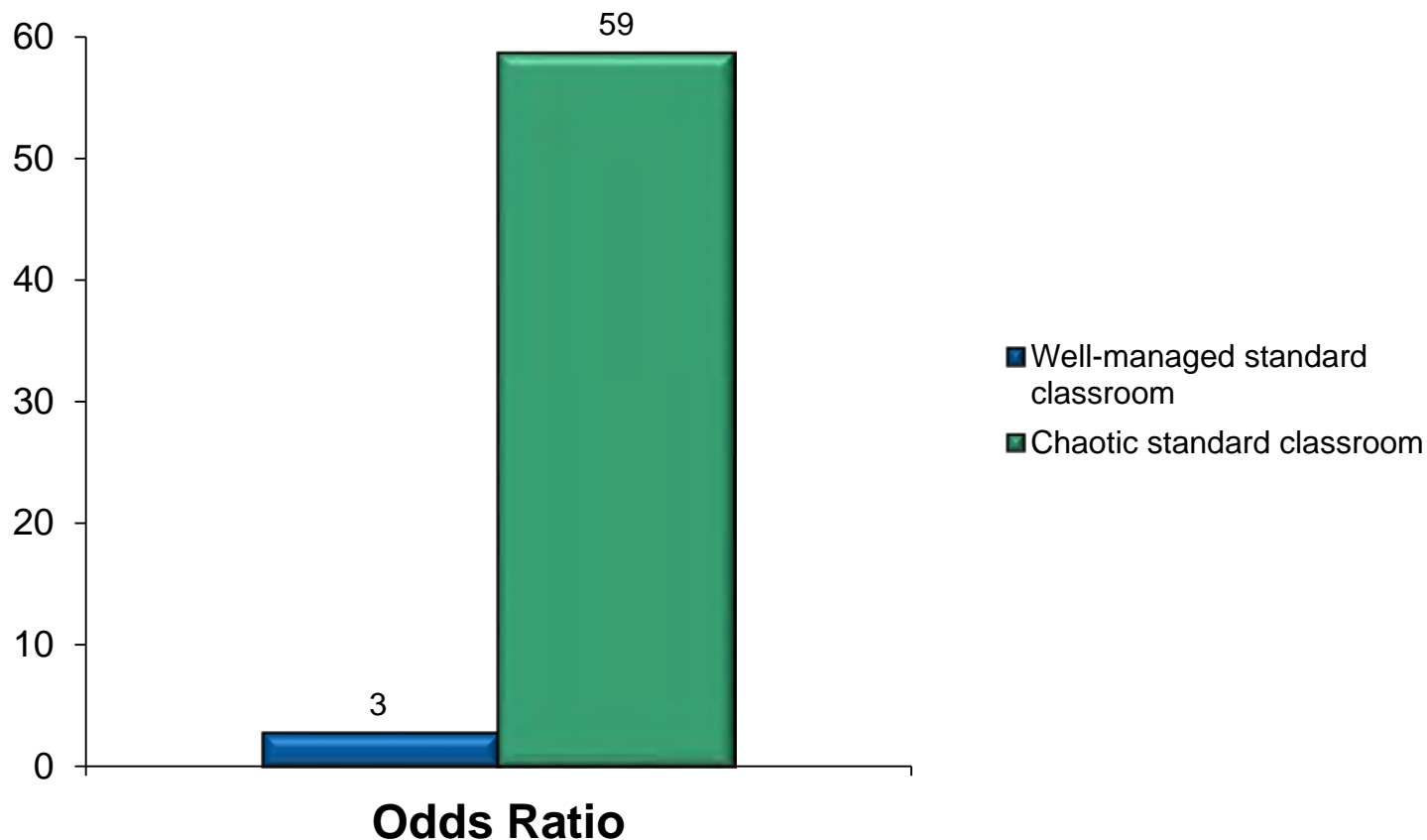
What I Have Learned From Research

We Are Dealing With Learned and Socially Reinforced Behavior



There Are School Effects

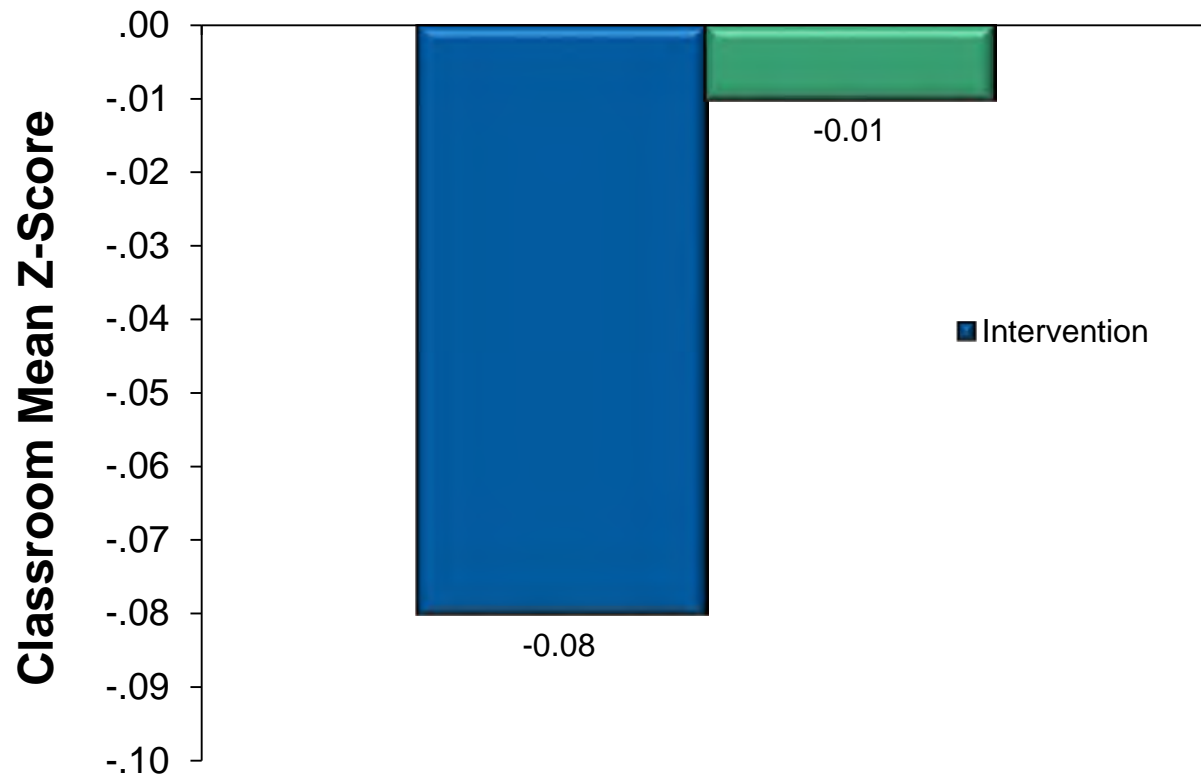
What are the odds that the top 18% of students with behavioral problems in 1st grade will be in the top 18% in 7th Grade?



PATHS Universal Intervention

End of 1st Grade (1 Year of Intervention)

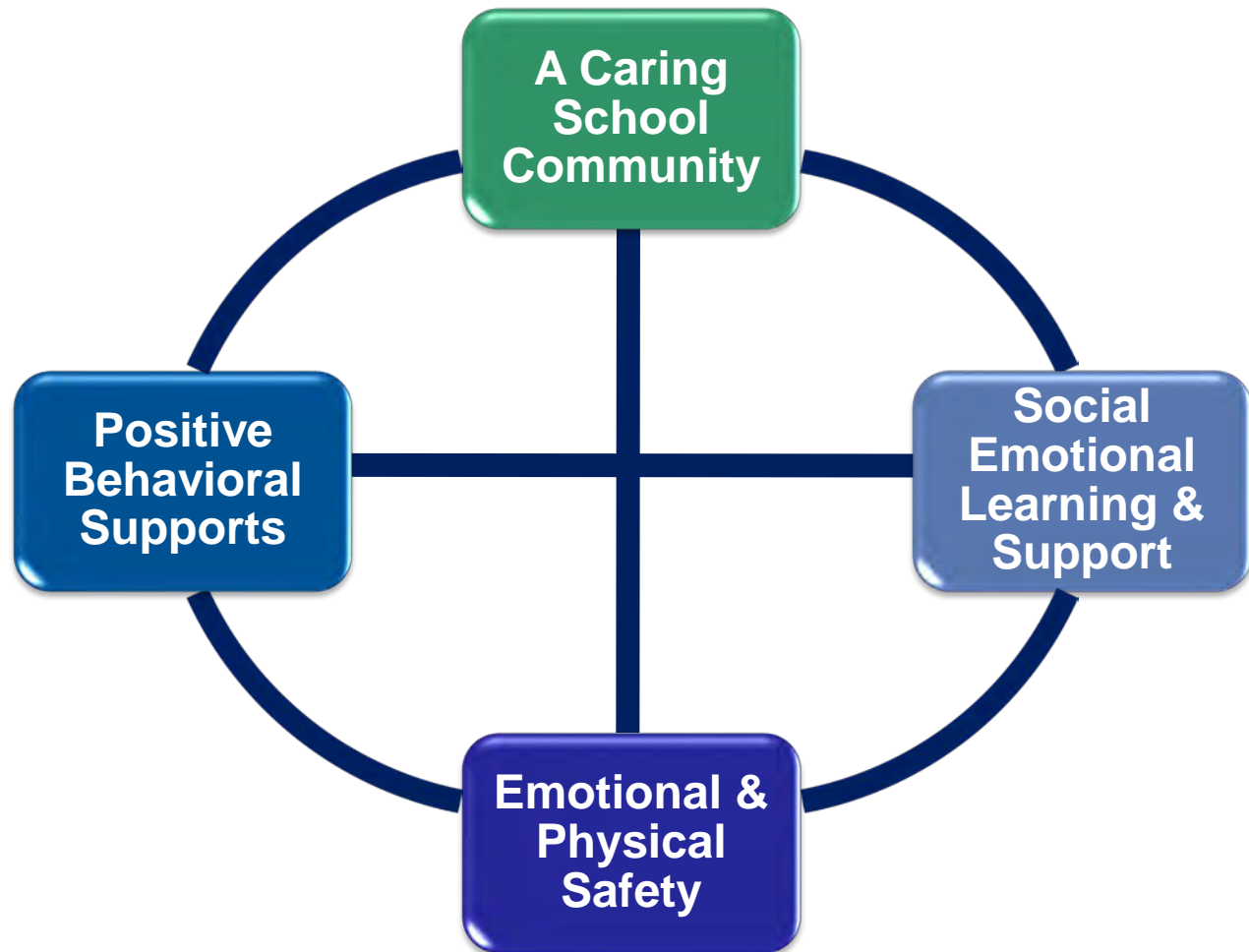
Peer Rating of Aggression



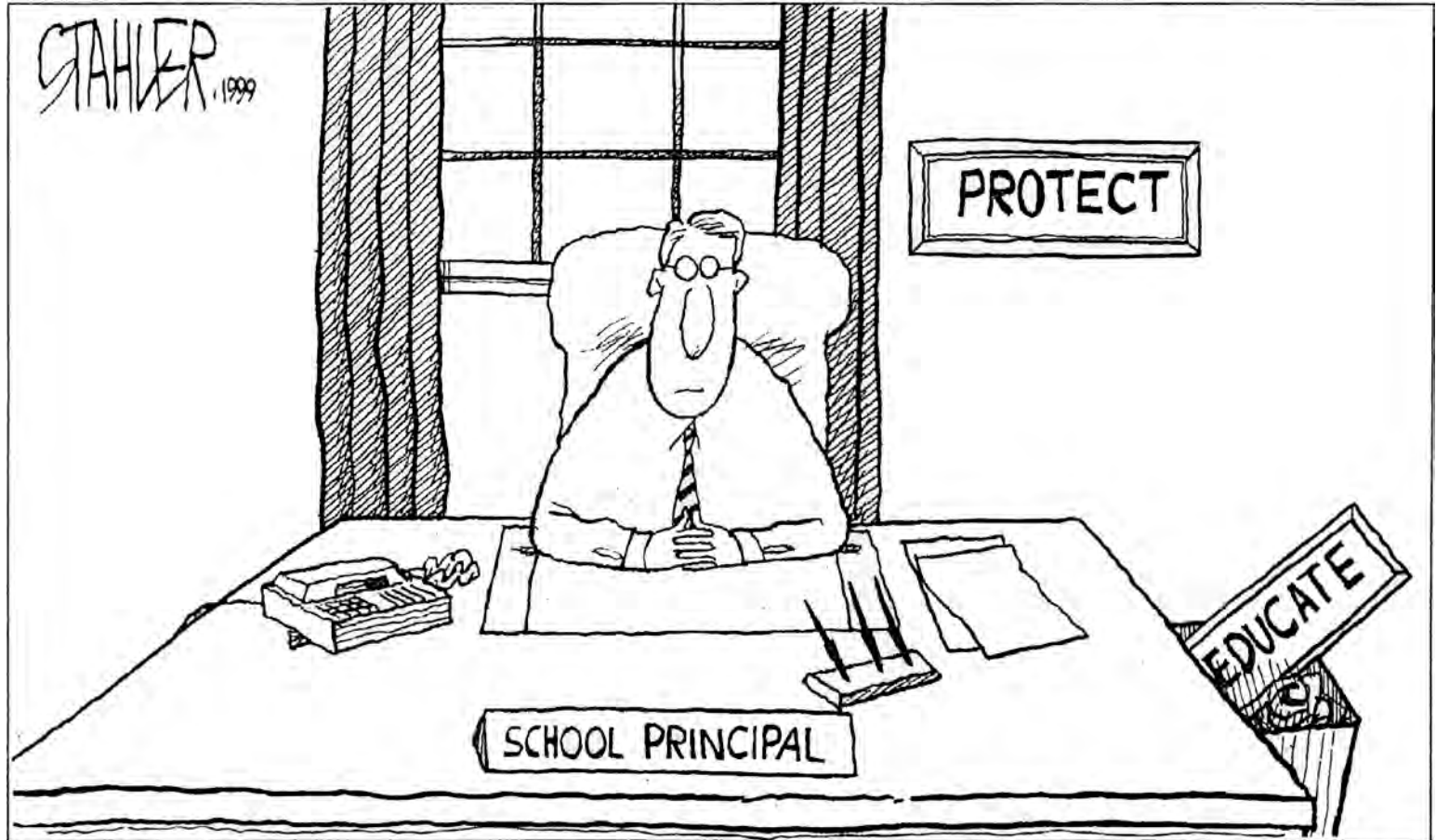
Children who receive PATHS rate their classmates as significantly less aggressive than do children in randomized comparison classes

You Need It All

The Four Elements of a Comprehensive Plan for Safe, Supportive and Successful Schools



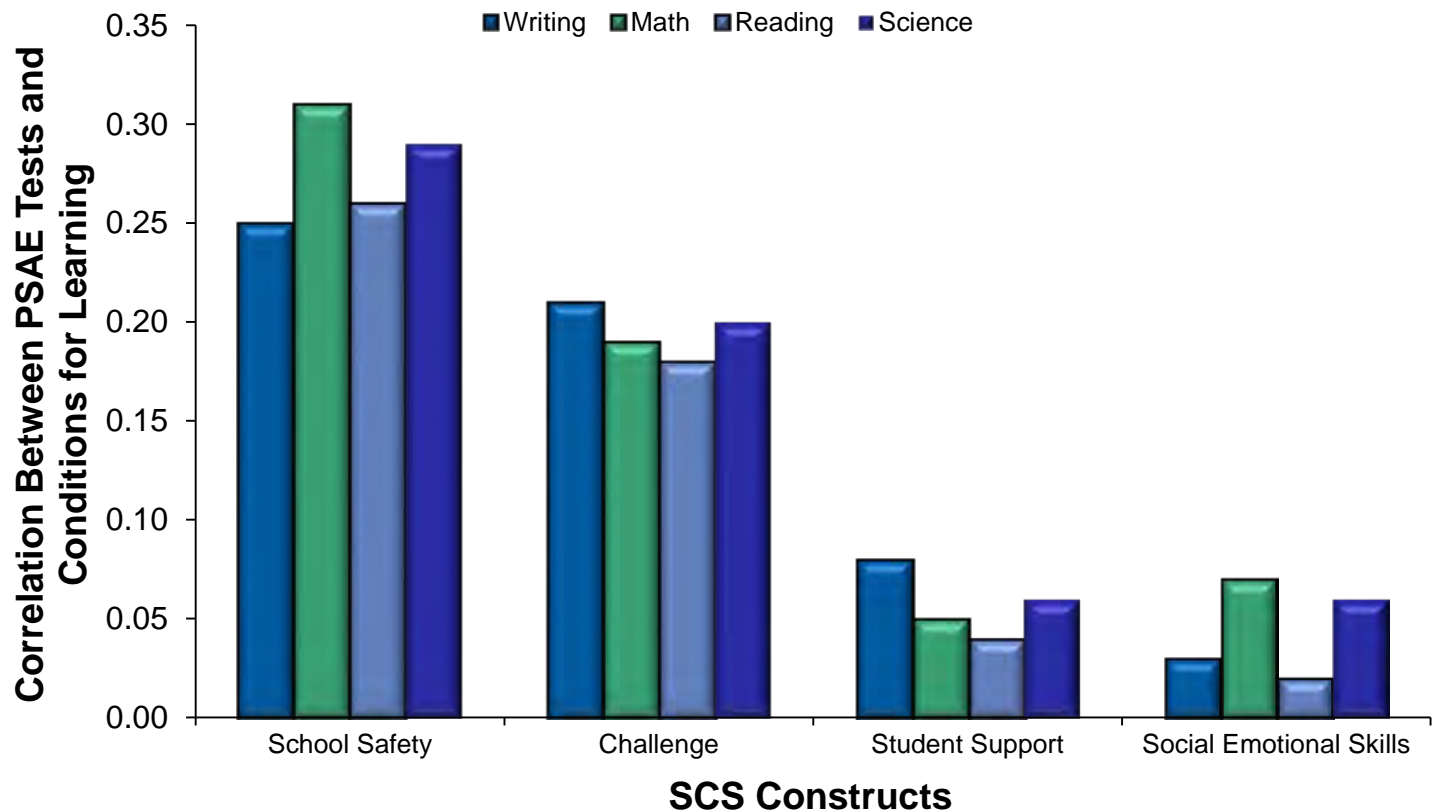
There Are No Real Tradeoffs



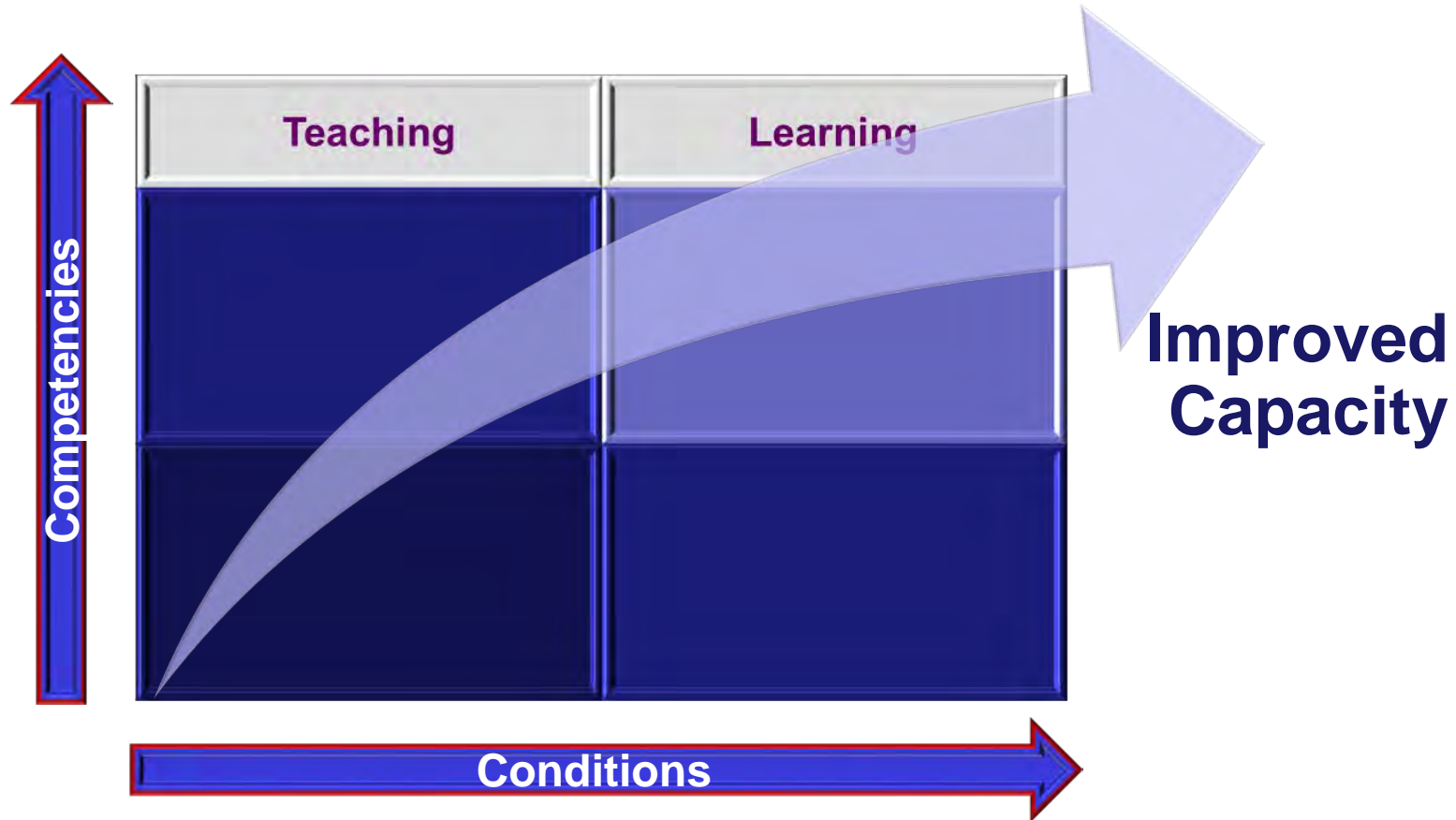
By Jeff Stahl (stahler@fuse.net), The Cincinnati Post, for USA TODAY

Safety and State Wide Tests

- **The school safety scale showed the highest correlations with the subscales from the Prairie State Achievement Exam**
 - All the correlations were statistically significant.



Importance of Both Competencies and Conditions to Performance



Social Emotional Conditions for Learning

Students are safe

Physically safe
Emotionally and socially safe
Treated fairly and equitably
School is safe and orderly

Students are supported

Meaningful connection to adults
Strong bonds to school
Positive peer relationships
Effective and available support

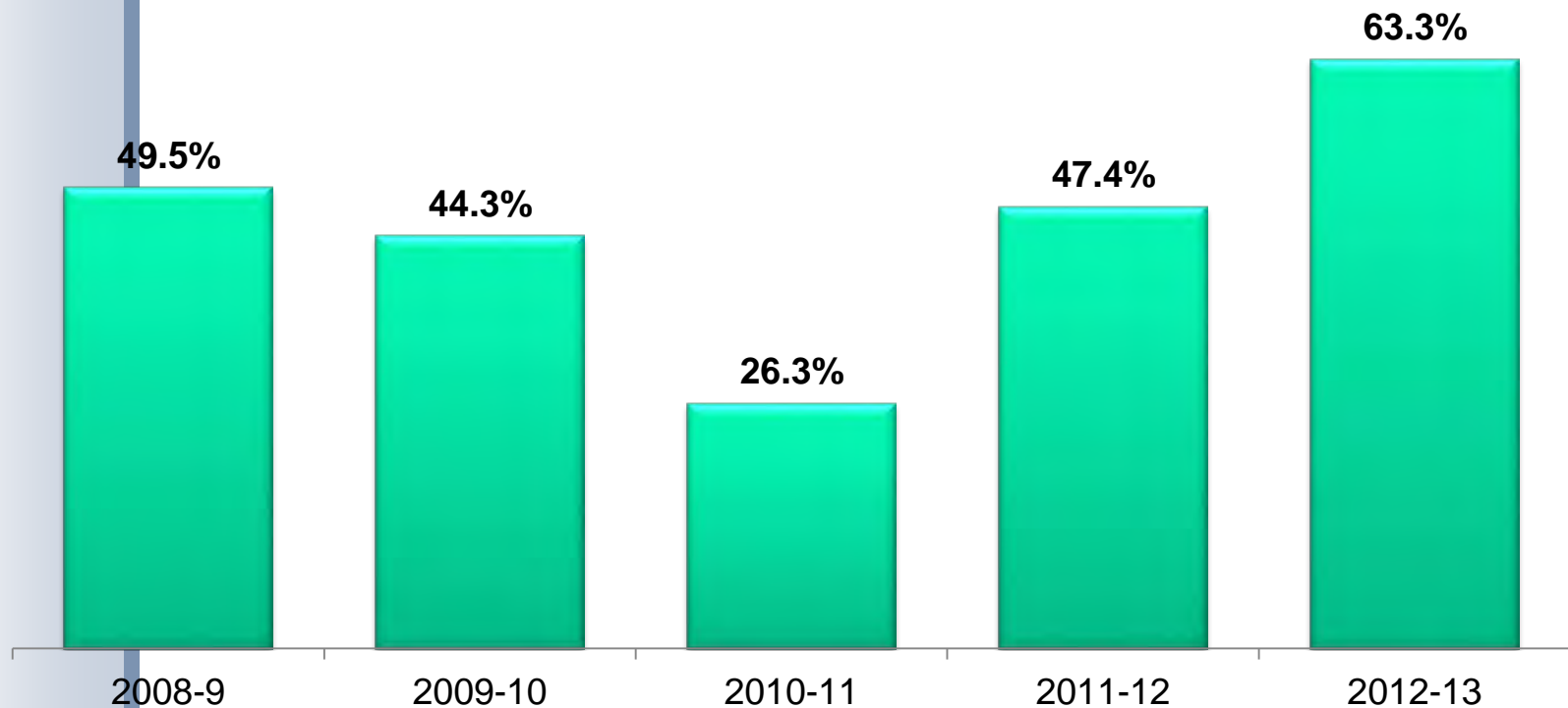
Students are challenged

High expectations
Strong personal motivation
School is connected to life goals
Rigorous academic opportunities

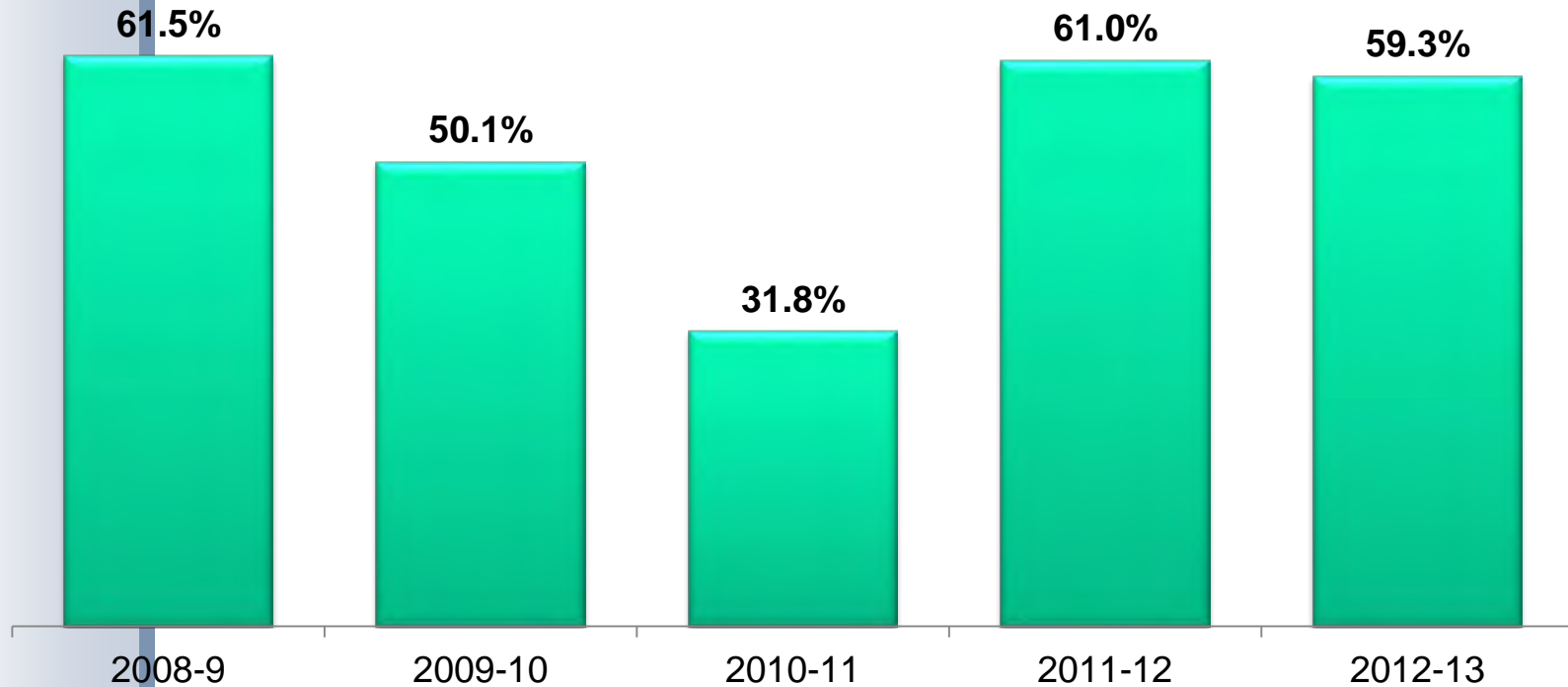
Students are socially capable

Emotionally intelligent and culturally competent
Responsible and persistent
Cooperative team players
Avoid risky behaviors
Contribute to school and community

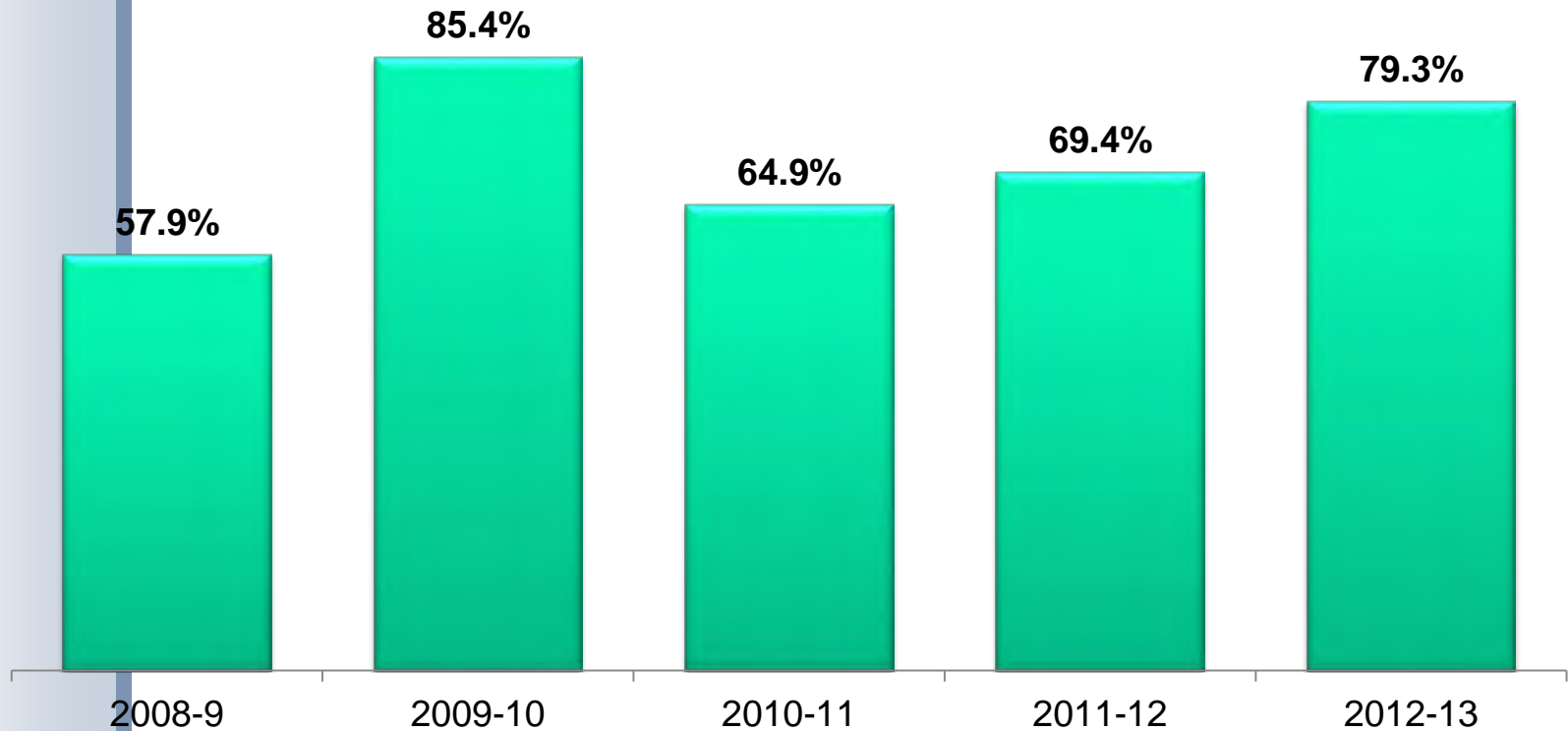
Percent of Variation in the Performance Index Explained by CFL Scales, Grades 2-4



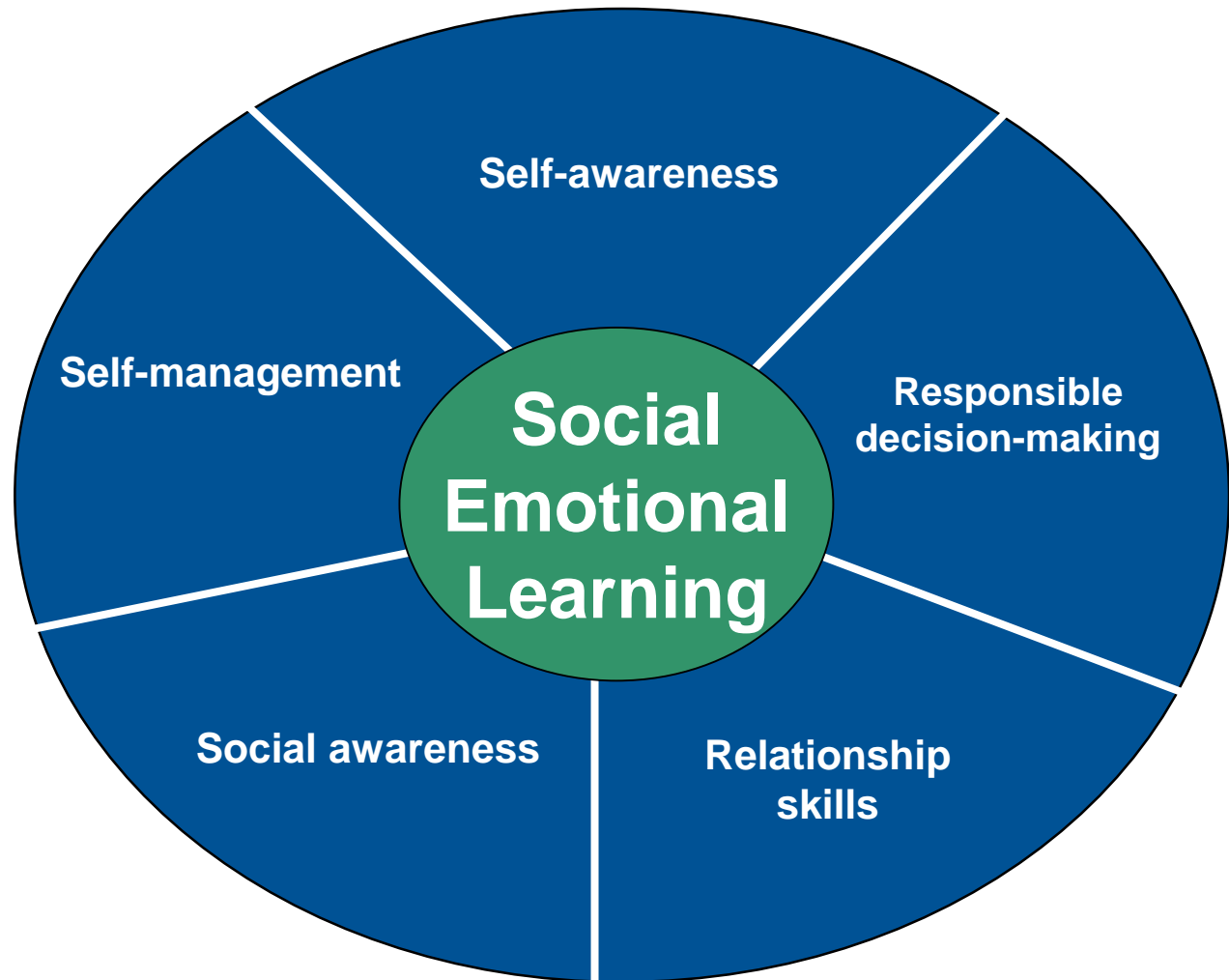
Performance Index Explained by CFL Scales, Grades 5-8




Percent of Variation in the Performance Index Explained by CFL Scales, Grades 9-12



Core Social & Emotional Competencies—Minnesota Social and Emotional Learning Standards

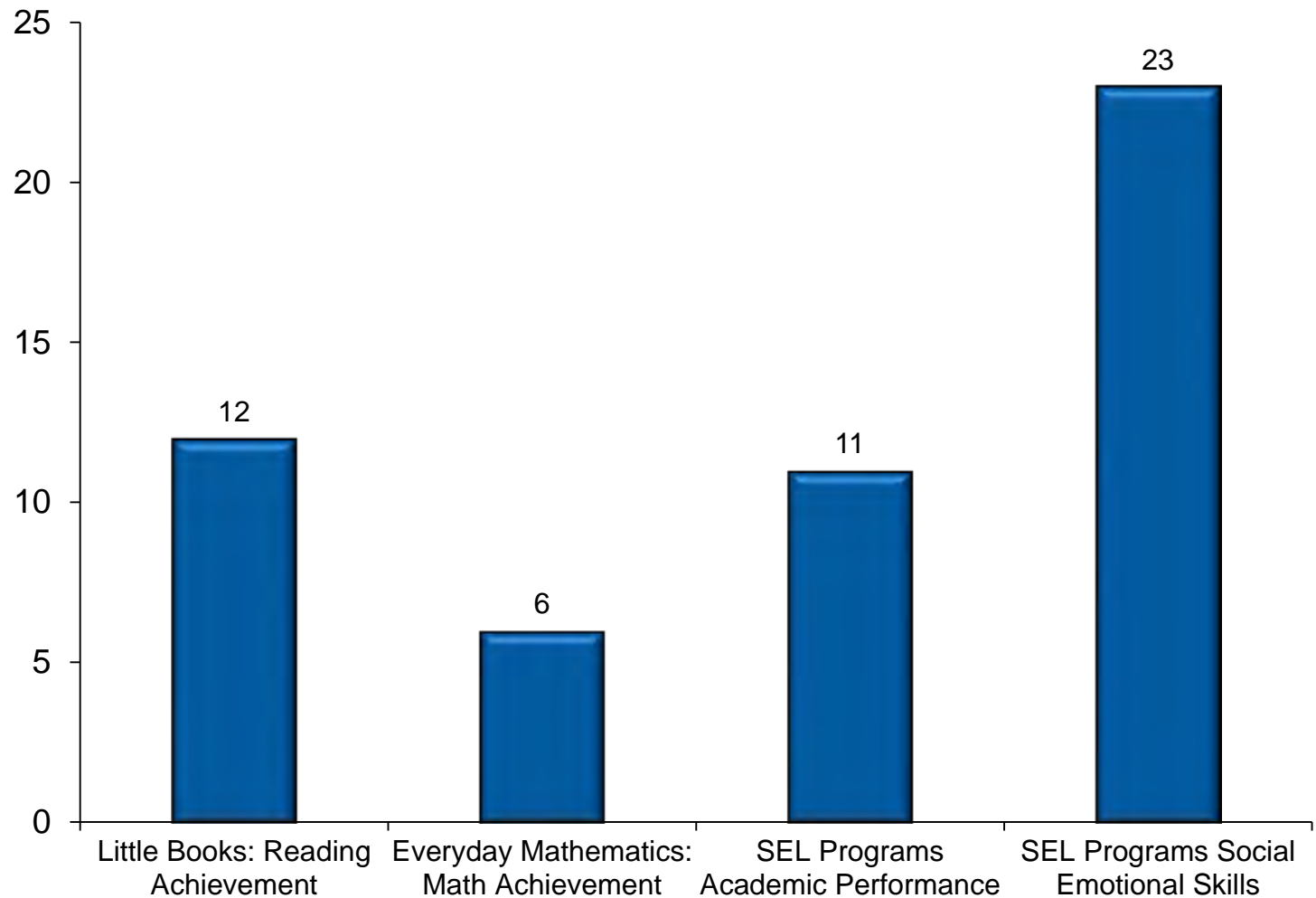




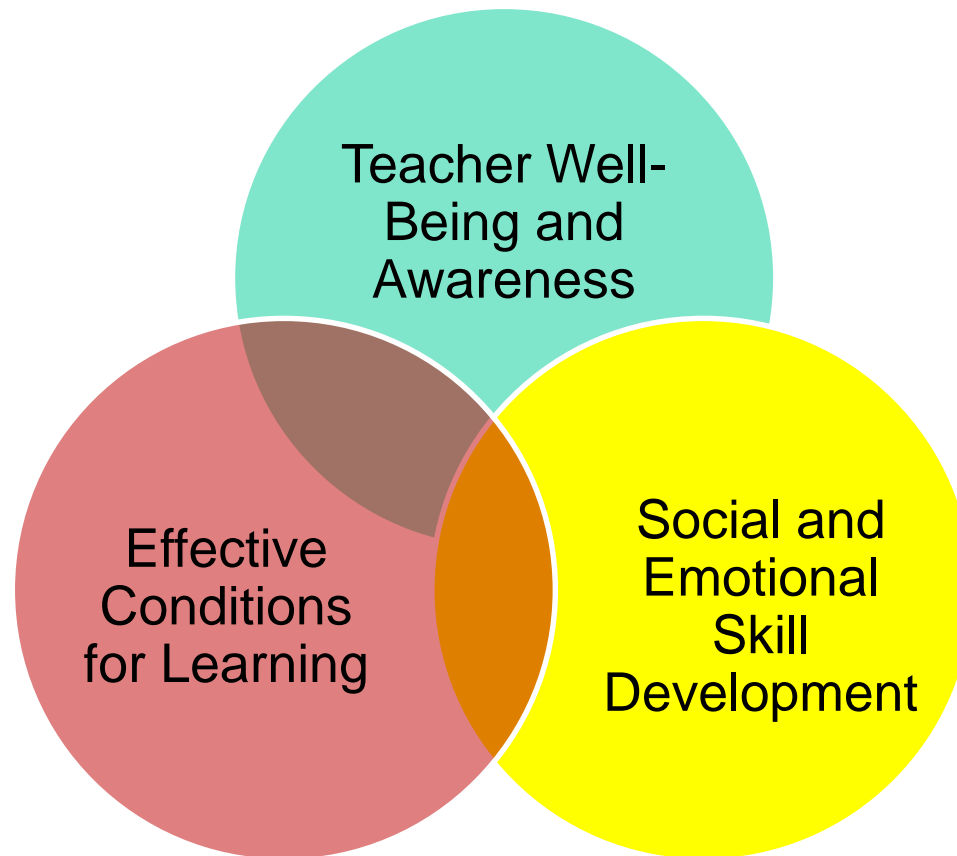
Example: Evidence of Success with SEL

- **23% increase in social / emotional skills**
- **9% improvement in attitudes about self, others, and school**
- **9% improvement in prosocial behavior**
- **9% reduction in problem behaviors**
- **10% reduction in emotional distress**
- **11% increase in standardized achievement test scores (math and reading)**

What Works Clearinghouse



Supporting Effective Social and Emotional Development



Jennings &
Greenberg, 2009



Importance of Teacher & Administrator SEL

- **Teacher Stress and Counter Aggression**
- **Importance of Teacher Grit**
- **Executive Function and Reflective Practice**
- **The Challenge of Cultural Competence**
- **Modeling Social and Emotional Competence**
- **The Lessons of the Supportive School Discipline Initiative (Coggersall, Osher, Columbi, 20**

Work at Three Levels

Provide Individualized Intensive Supports

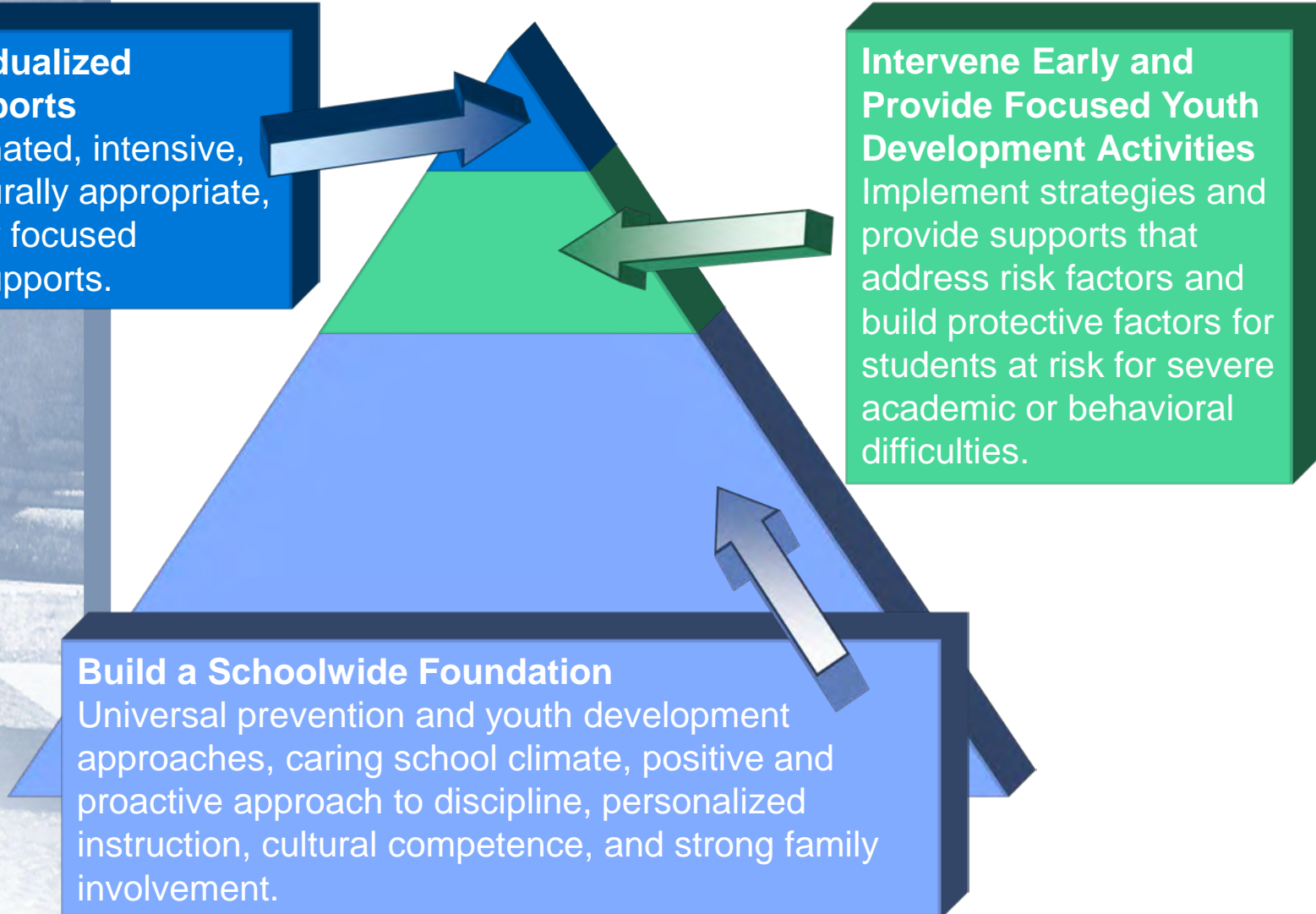
Provide coordinated, intensive, sustained, culturally appropriate, child and family focused services and supports.

Intervene Early and 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 Schoolwide Foundation

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



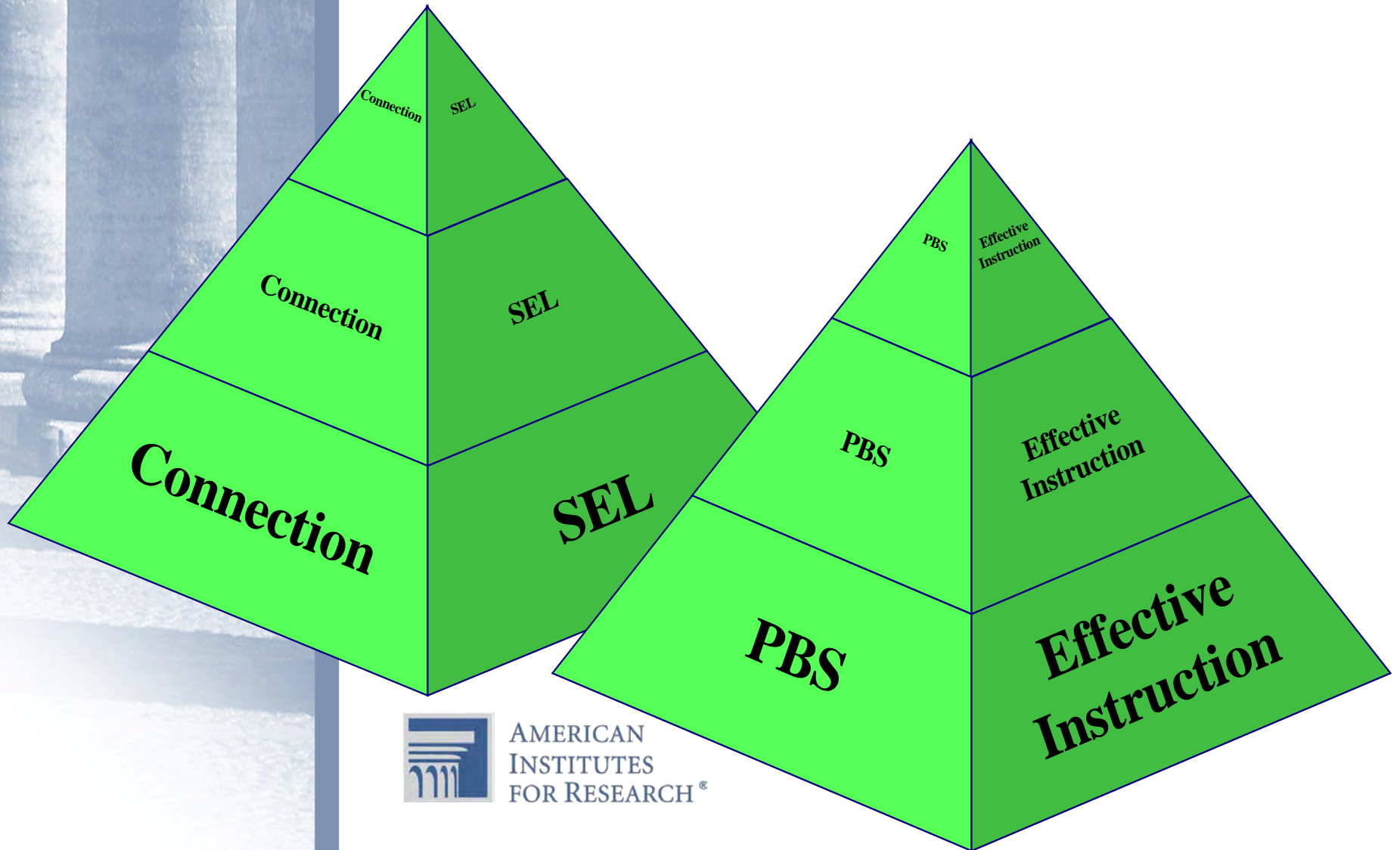
The Logic of Universal Intervention

- **Cannot Identify All Who Are At Risk**
- **Children Affect Each Other**
- **No Stigma**
- **No Self-fulfilling Prophecies**
- **No Homogenous Grouping**
- **Per Child Cost Is Less**
- **Provides A Foundation**



All

Think Pyramid, Not Triangle



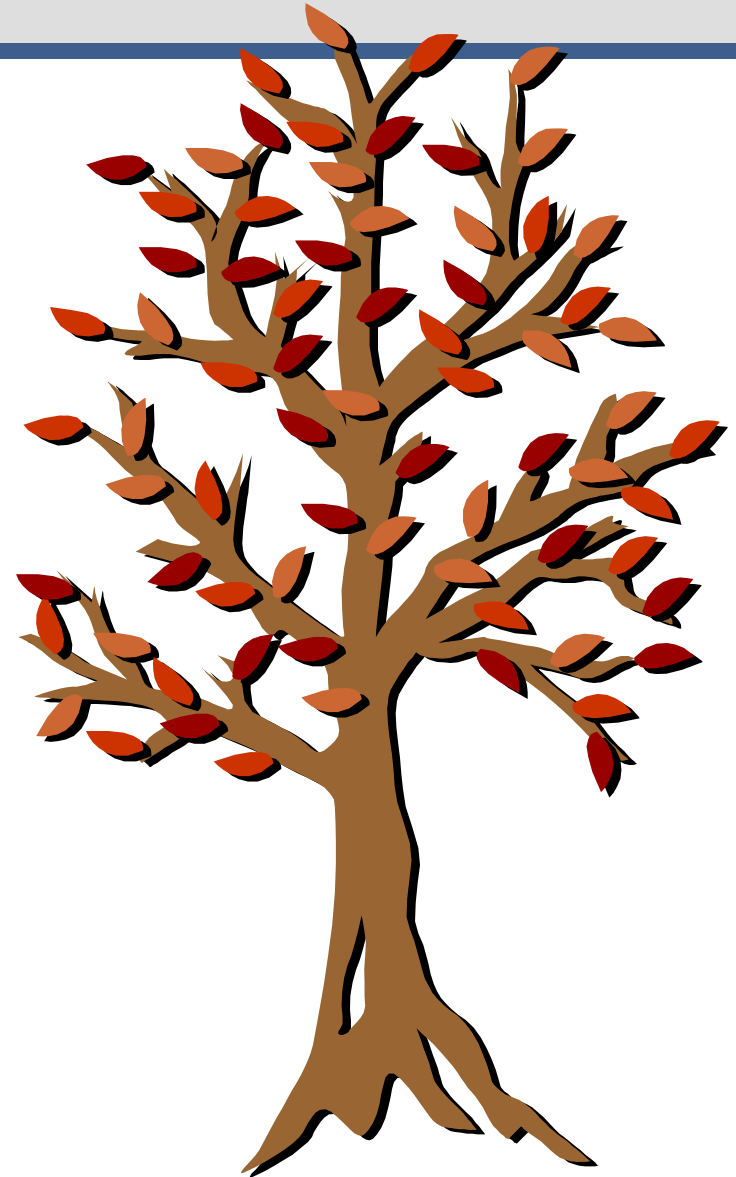
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What I Have Learned About Implementation

Find and Address the Root Causes

- **What's the problem?**
- **Why is it happening?**
- **What can be done to prevent it from happening again?**





Assess and Build Readiness

What are the key components of readiness?

$$R = MC^2$$

READINESS

=

MOTIVATION

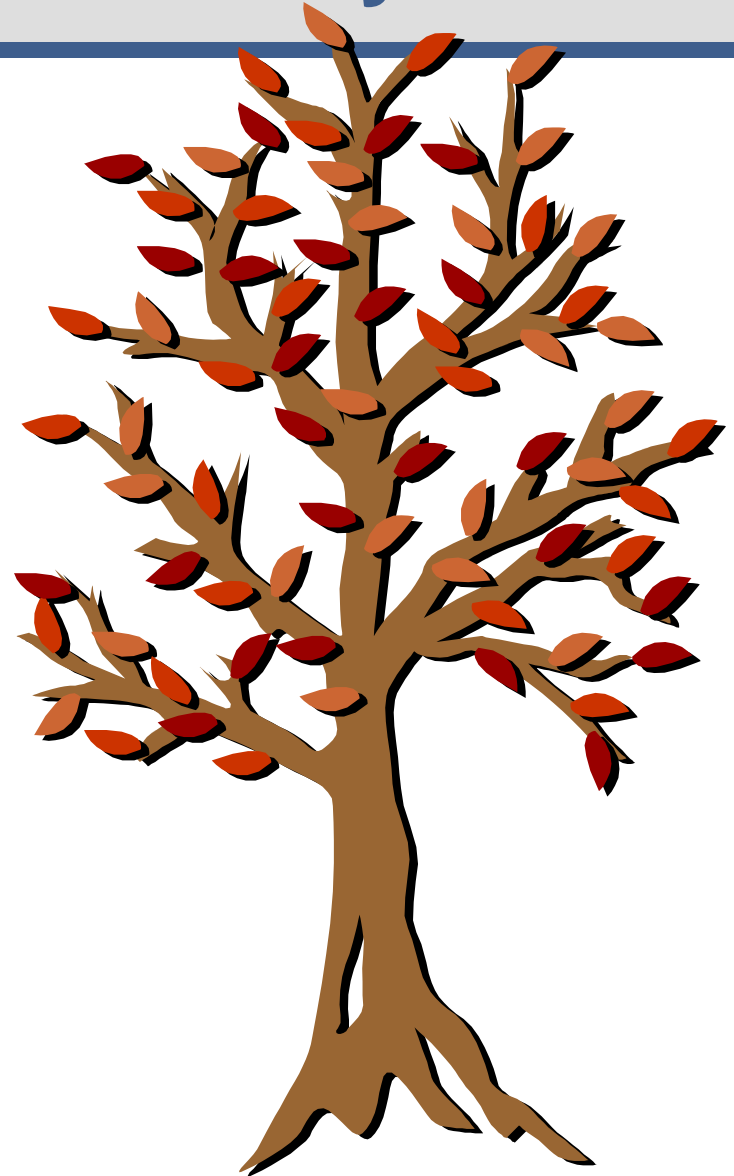
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CAPACITY²

General Capacity x Innovation-Specific Capacity

Build Strong and Healthy Roots

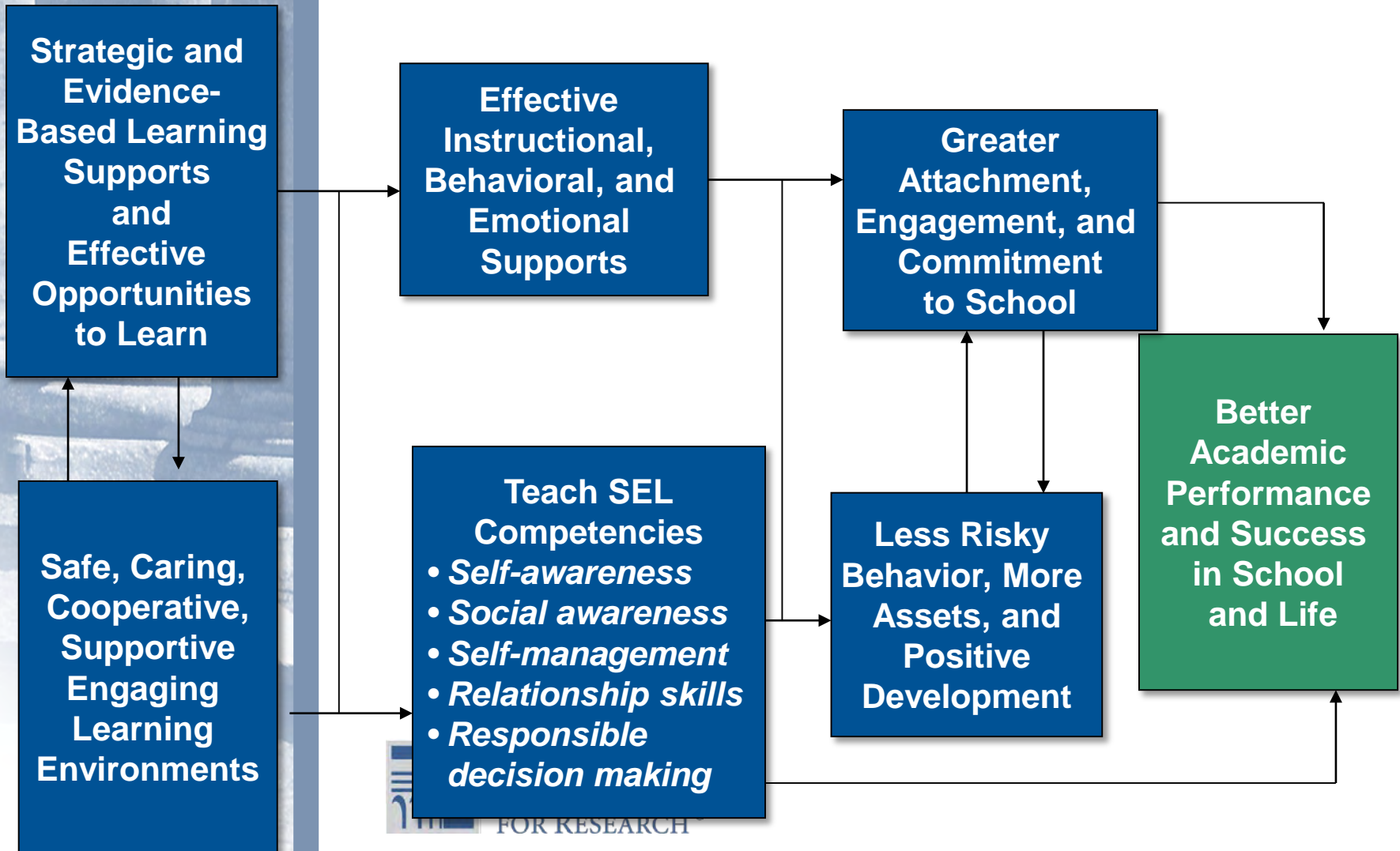
- **Ownership, not just buy in**
- **Understanding, not just fidelity**
- **Ongoing learning and support**



Align Interventions & Efforts Ecologically



Connecting the Dots



References

- **Greenberg, M. T., Lengua, L. J., Coie, J. D., Pinderhughes, E. E., & The Conduct Problems Prevention Research Group. (1999). Predicting Developmental Outcomes at School Entry Using a Multiple-Risk Model: Four American Communities. *Developmental Psychology, 35*(2), 403–417.**
- **Kellam, S. G., Mackenzie, A. C. L., Brown, C. H., Poduska, J. M., Wang, W., Petras, H., & Wilcox, H. C. (2011). The Good Behavior Game and the Future of Prevention and Treatment. *Addiction Science & Clinical Practice, 6*(1), 73–84.**
- **Spier, E., Garibaldi, M., & Osher, D. (2012). Alaska school climate and connectedness: Listening to the voices of connected and disconnected Alaskan Native and Non-Alaskan Native youth. Washington, DC: American Institutes for Research.**

Resources mentioned

- **Interagency Working Group on Youth**

FindYouthInfo.gov

- **National Resource Center for Mental Health Promotion and Youth Violence Prevention**

<http://www.healthysafechildren.org/>

- **National Center on Safe, Supportive, Learning Environments**

<http://safesupportivelearning.ed.gov/>