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?

Kellam et al., 2011
Children who receive PATHS rate their classmates as significantly less aggressive than do children in randomized comparison classes.

Greenberg et al., 1999
You Need It All

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

A Caring School Community

Positive Behavioral Supports

Social Emotional Learning & Support

Emotional & Physical Safety

You Need It All
There Are No Real Tradeoffs
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

<table>
<thead>
<tr>
<th>Students are safe</th>
<th>Students are supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically safe</td>
<td>Meaningful connection to adults</td>
</tr>
<tr>
<td>Emotionally and socially safe</td>
<td>Strong bonds to school</td>
</tr>
<tr>
<td>Treated fairly and equitably</td>
<td>Positive peer relationships</td>
</tr>
<tr>
<td>School is safe and orderly</td>
<td>Effective and available support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students are challenged</th>
<th>Students are socially capable</th>
</tr>
</thead>
<tbody>
<tr>
<td>High expectations</td>
<td>Emotionally intelligent and culturally competent</td>
</tr>
<tr>
<td>Strong personal motivation</td>
<td>Responsible and persistent</td>
</tr>
<tr>
<td>School is connected to life goals</td>
<td>Cooperative team players</td>
</tr>
<tr>
<td>Rigorous academic opportunities</td>
<td>Avoid risky behaviors</td>
</tr>
<tr>
<td></td>
<td>Contribute to school and community</td>
</tr>
</tbody>
</table>
Percent of Variation in the Performance Index Explained by CFL Scales, Grades 2-4

- 2008-9: 49.5%
- 2009-10: 44.3%
- 2010-11: 26.3%
- 2011-12: 47.4%
- 2012-13: 63.3%
Performance Index Explained by CFL Scales, Grades 5-8

<table>
<thead>
<tr>
<th>Year</th>
<th>2008-9</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index</td>
<td>61.5%</td>
<td>50.1%</td>
<td>31.8%</td>
<td>61.0%</td>
<td>59.3%</td>
</tr>
</tbody>
</table>

Source: AMERICAN INSTITUTES FOR RESEARCH
Percent of Variation in the Performance Index Explained by CFL Scales, Grades 9-12

- 2008-9: 57.9%
- 2009-10: 85.4%
- 2010-11: 64.9%
- 2011-12: 69.4%
- 2012-13: 79.3%
Core Social & Emotional Competencies—Minnesota Social and Emotional Learning Standards

Social Emotional Learning

- Self-awareness
- Self-management
- Social awareness
- Responsible decision-making
- Relationship skills
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

- Little Books: Reading Achievement: 12
- Everyday Mathematics: Math Achievement: 6
- SEL Programs: Academic Performance: 11
- SEL Programs: Social Emotional Skills: 23
Supporting Effective Social and Emotional Development

Teacher Well-Being and Awareness

Effective Conditions for Learning

Social and Emotional Skill Development

Jennings & Greenberg, 2009
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
Think Pyramid, Not Triangle
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?

\[ R = M \times C^2 \]

READINESS = MOTIVATION \times CAPACITY^2

General Capacity \times Innovation-Specific Capacity

(Dymnicki, Wandersman, Osher, Grigorescu, & Huang, 2014)
Build Strong and Healthy Roots

- Ownership, not just buy in
- Understanding, not just fidelity
- Ongoing learning and support
Align Interventions & Efforts Ecologically
Effective Instructional, Behavioral, and Emotional Supports

Greater Attachment, Engagement, and Commitment to School

Less Risky Behavior, More Assets, and Positive Development

Better Academic Performance and Success in School and Life

Teach SEL Competencies
- Self-awareness
- Social awareness
- Self-management
- Relationship skills
- Responsible decision making

Safe, Caring, Cooperative, Supportive Engaging Learning Environments

Strategic and Evidence-Based Learning Supports and Effective Opportunities to Learn
References


Resources mentioned

- **Interagency Working Group on Youth**
  [FindYouthInfo.gov](http://FindYouthInfo.gov)

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

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