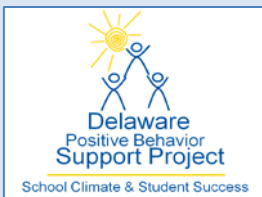



WELCOME to the Delaware PBS Project Conference






Action Plan

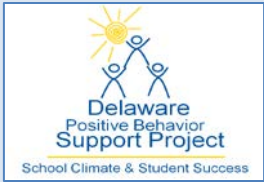


Delaware Positive Behavior Support Project

Conference Action Planning



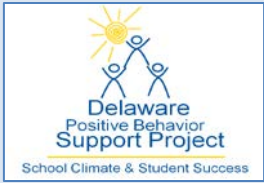
Presentation Topics	Where are we now in our implementation?	What did I learn?	What will I do with what I learned?
Multi-Tiered Systems of Support <i>Keynote – Dr. Sugai</i>			
Excellence Through Equity			
Tier 1: PBS Meets Growth Mindset			



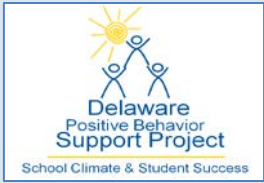
Special thanks to our guests...

- Center for Disabilities Studies
- Connecting Generations
- DATI
- DASP
- Delaware Division of Prevention & Behavioral Health Services
- Kids Department
- Family Shade
- United Way of Delaware Youth Development Efforts
- Responsive Classroom
- Restorative Practices

Mark your Calendars Upcoming Event



- Delaware Inclusion Conference
- March 16, 2016
- PBS Strand: Classroom Management by Dr. Diane Myers
- Early Childhood Strand: PTR by Dr. Phil Strain



DE-PBS Phase Recognition

- Phase 1: SWPBS Recognition
- Phase 2: Advanced SWPBS Recognition
- Phase 3: Tier 2 Problem Solving Team Recognition

Phases 4 and 5 coming soon!



2014- 15 Phase 1 Recipients

School District	School Name
Appoquinimink School District	Townsend Elementary
Brandywine School District	Forwood Elementary
Cape Henlopen School District	H. O. Brittingham Elementary Rehoboth Elementary
Capital School District	Fairview Elementary
Christina School District	Shue-Medill Middle
Milford School District	Morris Early Childhood Center
Red Clay School District	Highlands Elementary



2014- 15 Phase 2 Recipients

School District	School Name
Appoquinimink School District	Olive B. Loss Elementary Redding Middle Silver Lake Elementary
Brandywine School District	Carrcroft Elementary Maple Lane Elementary
Cape Henlopen School District	Milton Elementary
Capital School District	Dover High School East Dover Elementary South Dover Elementary



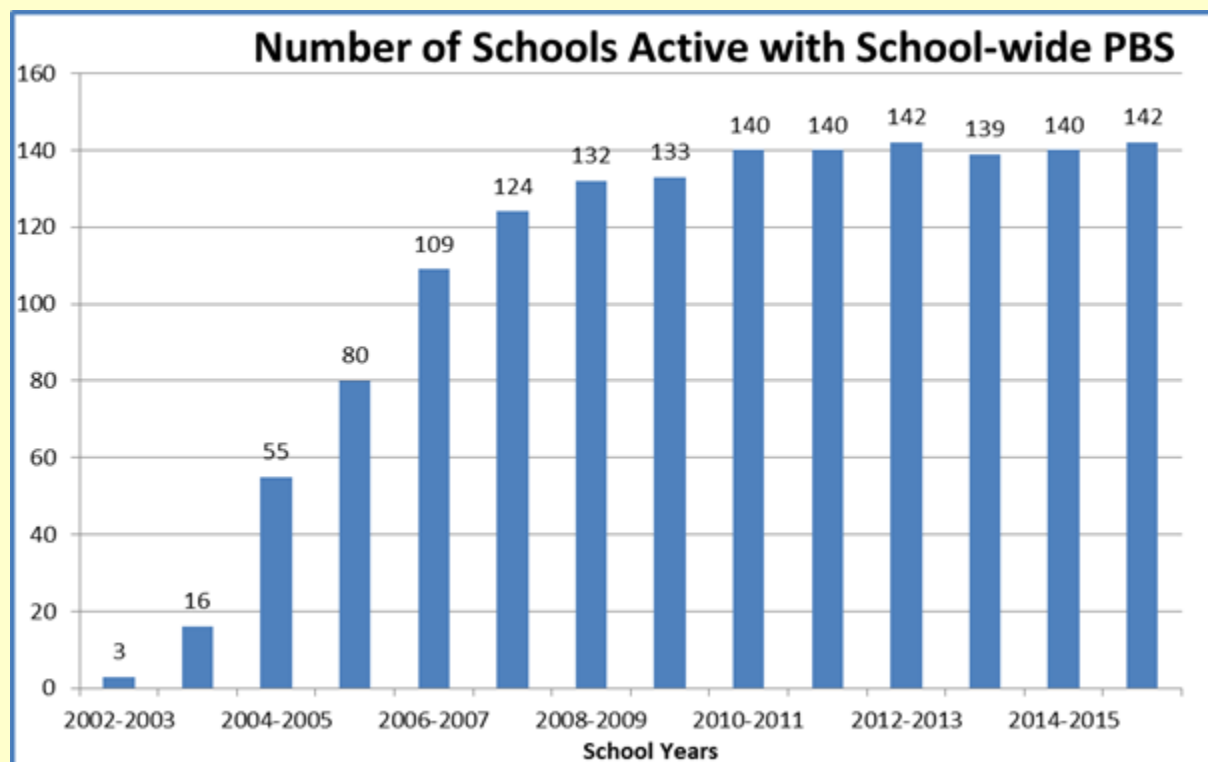
2014- 15 Phase 2 Recipients

School District	School Name
Christina School District	Brader Elementary Leasure Elementary McVey Elementary Wilson Elementary Keene Elementary
Colonial School District	Eisenberg Elementary
Lake Forest School District	Lake Forest East Elementary Lake Forest North Elementary Lake Forest South Elementary W. T. Chipman Middle
Milford School District	Lulu Ross Elementary
Red Clay School District	Richardson Park Elementary



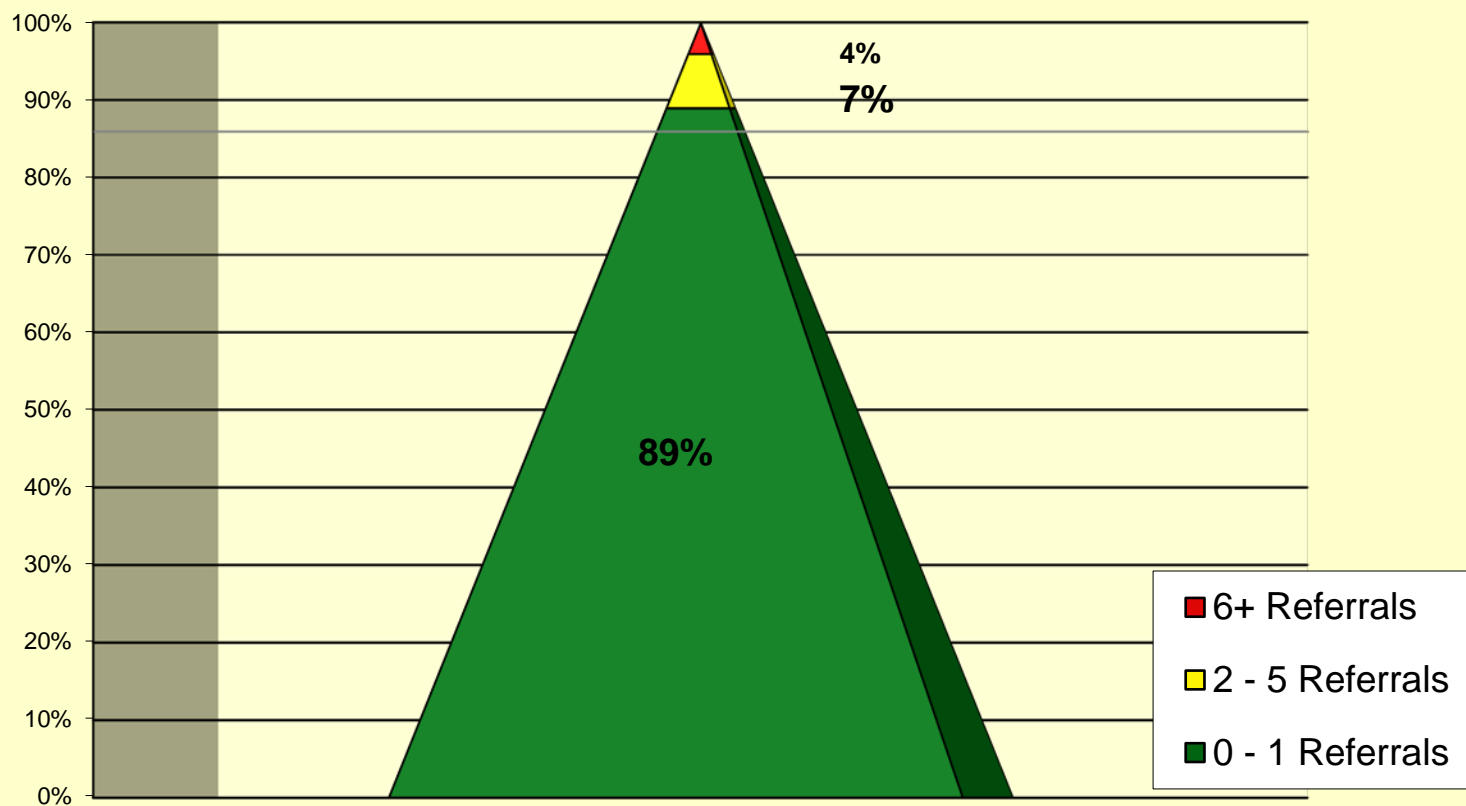
2014- 15 Phase 3 Recipients

School District	School Name
Appoquinimink School District	Brick Mill Elementary Bunker Hill Elementary
Brandywine School District	Brandywine Community School
Cape Henlopen School District	Shields Elementary
Capital School District	Hartly Elementary
Christina School District	Gallagher Elementary Marshall Elementary
Red Clay School District	Stanton Middle



DE State-wide Triangle

Behavior Referrals by Student
N=94 Schools

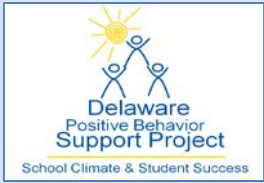


**67% of Delaware public schools
participated in the 2014-15
school climate survey!**

**15 school districts
enrolled in the
survey—9 had 100%
school participation.**



**69% of DE-PBS schools
participated in the survey!**



Very Brief Snapshot of Project-Related Research





Research Supporting School Climate Measures and Their Importance

- Bear, G. G., Yang, C., Mantz, L., Pasipanodya, E., Boyer, D., & Hearn, S. (2014). Technical manual for Delaware surveys wordpress.oet.udel.edu/pbs/technical-manual-for-school-climate-surveys.
- Bear, G. G., Gaskins, C., Blank, J. , & Chen, F. F. (2011). Delaware School Climate Survey-Student: Its factor structure, concurrent validity, and reliability. *Journal of School Psychology*.
- Bear, G., Yang, C., Pell, M., & Gaskin, C. (2014). Validation of a brief measure of teachers' perceptions of school climate: Relations to student achievement and suspensions. *Learning Environments Research*.
- Bear, G.G., Yang, C., & Pasipanodya, E. (2015). Assessing school climate: Validation of a brief measure of the perceptions of parents. *Journal of Psychoeducational Assessment*.

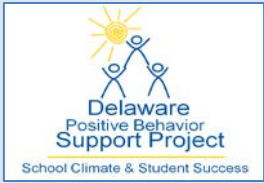
Trust Me

SAID THE VAMPIRE...
AND THE CONGRESSMAN

International Studies

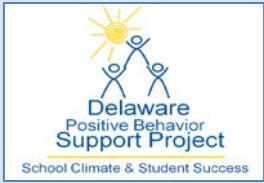
- Yang, C., Bear, G. G., Chen, F.F., Zhang, W., Blank, J.C., & Huang, X.S. (2013). Students perceptions of school climate in the U.S. and China. *School Psychology Quarterly*.
- Xie, J., Lv, Y., Bear, G. G., Yang, C., Seth, M., & Rong, G. (2015). Reliability and validity of the Chinese version of Delaware Bullying Victimization Scale - Student. *Chinese Journal of Clinical Psychology*.
- Bear, G.G., Chen, D., Mantz, L.S., Yang, C., Huang, X., & Shiomi, K. (in press). Differences in classroom removals and use of praise and rewards in American, Chinese, and Japanese schools. *Teaching and Teacher Education*
- Bear, G.G., Holst, B., Lisboa, C., Chen, D., Yang, C., & Chen, F.F. (in press). A Brazilian Portuguese survey of school climate: Evidence of validity and reliability. *International Journal of School and Educational Psychology*.





Other Studies with Practical Implications:

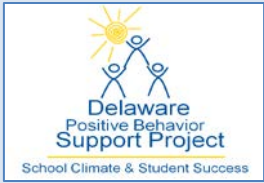
- Bear, G.G., Mantz, L., Glutting, J., Yang, C., & Boyer, D. (2015). Differences in bullying victimization between students with and without disabilities. *School Psychology Review*.
- Blank, J., Bear, G.G., Mantz, L., Farley-Ripple, E. (submitted for publication).
 - *Does the frequent use of punishment and use of praise and rewards promote extrinsic motivation and harm intrinsic motivation?*



Very Brief Snapshot of Project-Related Research

- 10,344 students in grades 5-12
- HLM
- Greater use of *punitive* consequences = greater levels of extrinsic motivation and slightly lower levels of intrinsic motivation.
- Greater use of *praise and rewards* = greater levels of extrinsic motivation.





Very Brief Snapshot of Project-Related Research

- However, contrary to critics' claims about the frequent use of praise and rewards, students' perceived frequency of their use *was not* associated with lower levels of intrinsic motivation.

Conclusion:

- Don't worry about the use of praise and rewards (as commonly used, *and when* combined with SEL strategies).
- Think more about negative effects of punishment on motivation.

TRUMP

"Trust Me. That's All You Need to Know."

In Progress:

- Ginsburg-Block, M., Bear, G., Mantz, L., & Chen, D. (in preparation). Teacher and student school climate ratings and discipline referrals over time.

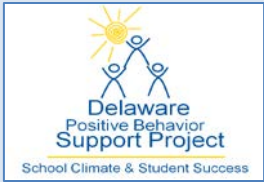
Do suspension rates change as school climate scores change over time?



- 64 schools in 4 districts with high suspension rates (and disproportionality),
- Regardless of grade level, race/ethnicity, and SES, suspension rates declined significantly in schools in which school climate improved over a 4-year period.

Improve school climate, and you're likely to reduce behavior problems!





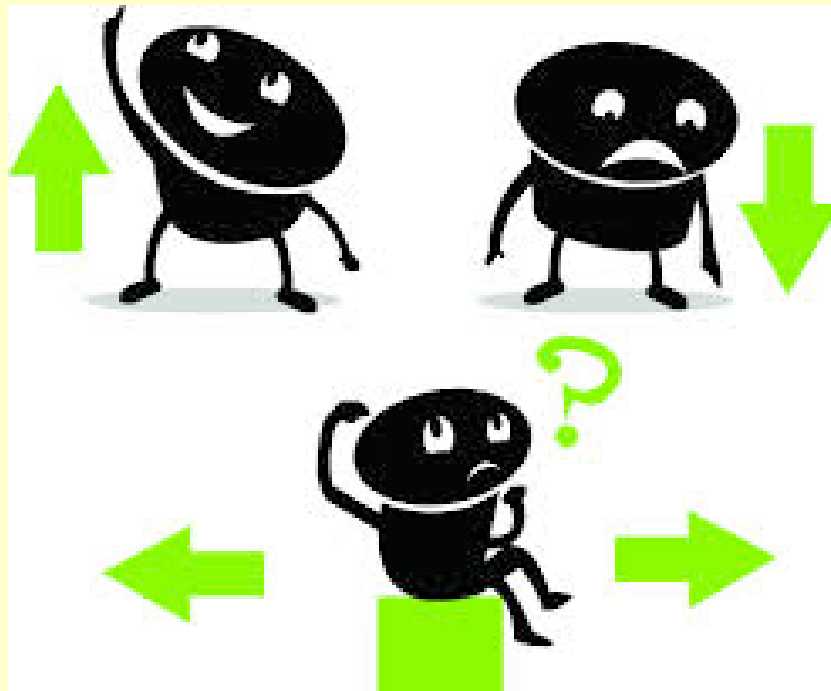
Examined School Climate Scores in the State from 2012-2015

- *Delaware School Climate Scale-Student*
- Spring 2012 through winter/spring of 2015
- $N = 78$ elementary, 28 middle, and 20 high schools
- Latent Growth Modeling, conducted by University's Center for Research in Education and Social Policy (CRESP).
- Changes in average scores across individual students in each school building
- 8 subscales and Total Score



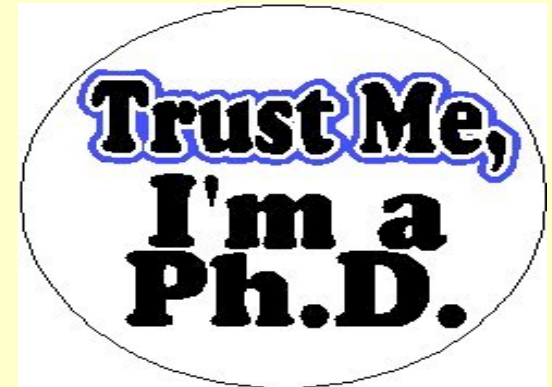
Guiding question

- *Have school climate scores changed across grade levels?*



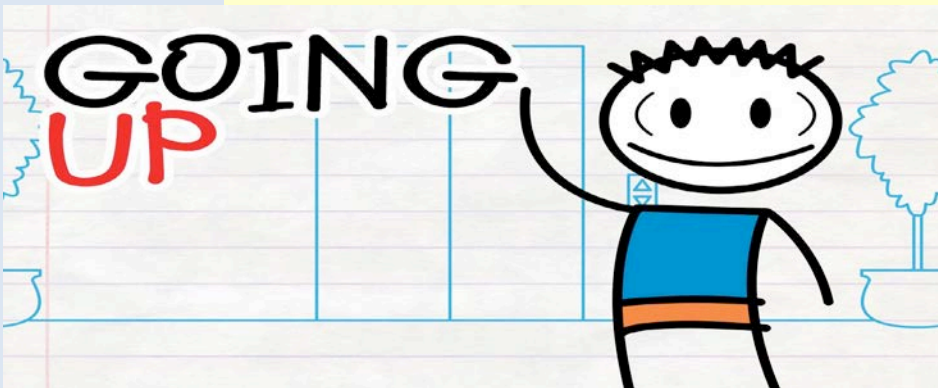
Results

- Across elementary, middle, and high schools, scores improved significantly on the Total Scale and on 5 of the 8 subscales
 - Teacher-Student Relationships
 - Student-Student Relationships
 - Fairness of Rules,
 - Student Engagement
 - Clarity of Expectations
- Note: Elementary school: No significant improvements in Safety (3.25) or Respect for Diversity (3.45)
- Middle school: No significant improvements in Safety (2.84) or School-wide Bullying (2.56)
- High School: No significant improvement in School-wide Bullying (2.45)



Concluding Comments

- Most impressive: Improvements in Student-Student Relationships
- A bit disappointing: no improvement in School-wide Bullying (or Safety, except in H.S.)
- Overall: Very favorable findings!



A young boy with dark hair, wearing a grey sweatshirt with 'WORK' visible on the sleeve, is reaching out with his right hand to touch a large, detailed globe of the Earth. The globe shows continents and oceans, and is set against a dark background with small white stars, suggesting a space theme. The boy is looking up at the globe with a curious expression.

School Climate Matters



Every Tier to Reach Every Kid



POWER OF ONE



Please complete on evaluation form
and leave at your table or on
registration tables.