

# Building A Positive Climate and Culture from the Inside Out

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Effective Educational Practices

National School Climate Center

# This session will discuss

- Engaging stakeholders in a climate and culture development process
- Identifying the embodiment of climate and culture within behavior and actions
- Using a research and data supported approach to climate and culture development

# Definition of School Climate

- **How do we define School Climate?**  
School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (National School Climate Council).

# ...This climate includes:

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

(National School Climate Council)

"School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school."

Dr. Kent D. Peterson, Professor  
Department of Educational  
Administration

University of Wisconsin -  
Madison



# Climate versus Culture

## Climate

- The feel of the school
- The experience people take away from the school
- Less entrenched than culture
- Mood of the school, it's personality

## Culture

- History of the school – its lineage
- “The way we do things”
- “Who we are”
- The identity of the school

# School climate development

- **Stage One: Preparation and Planning** Forming a representative SC improvement leadership team and establishing ground rules collaboratively.
- Building support and fostering "Buy In" for the school climate improvement process.
- Establishing a "no fault" framework and promoting a culture of trust.
- Ensuring your team has adequate resources to support the process.
- Celebrating successes and building on past efforts
- Reflecting on Stage One work



# School climate development

- **Stage Two: Evaluation** Systematically evaluating the school's strengths, needs and weaknesses with any number of school climate as well as other potential measurement tools
- Developing plans to share evaluation findings with the school community
- Reflecting on our Stage Two work

# School climate development

- **Stage Three: Understanding the findings, Engagement & developing an action plan**  
Understanding the evaluation findings
- Digging into the findings to understand areas of consensus and discrepancy in order to promote learning and engagement.
- Prioritizing Goals
- Researching best practices and evidence-based instructional and systemic programs and efforts
- Developing an action plan
- Reflecting on Stage Three work

# School climate development

- **Stage Four: Implementing the Action Plan**  
Coordinating evidence-based pedagogic and systemic efforts designed to (a) promote students' social, emotional and civic as well as intellectual competencies; and (b) improve the school climate by working toward a safe, caring, participatory and responsive school community.
- The instructional and/or school-wide efforts are instituted with fidelity, monitored and there is an ongoing attempt to learn from successes and challenges.
- The adults who teach and learn with students work to further their own social, emotional and civic learning.
- Reflecting on Stage Four work.

# School climate development

- **Stage Five: Reevaluation and Development of the Next Phase**  
Reevaluating the school's strengths and challenges
- Discovering what has changed and how.
- Discovering what has most helped and hindered further the school climate improvement process
- Revising plans to improve the school climate.
- Reflecting on Stage Five work

# School Culture Development

How to Create a Culture of Achievement in Your School and Classroom *by Douglas Fisher, Nancy Frey and Ian Pumpian*

- A mission and vision developed or revisited by a representative group of current stakeholders.
- A specified set of purposeful language, actions, and routines designed to make students and other stakeholders feel welcome, comfortable, important, and understood.
- A specified set of purposeful language, actions, and routines designed to help students and other stakeholders identify the expectations of each pillar.
- A focus on quality, including quality instruction, quality interactions, and a cycle of continuous, quality improvement.
- Continual attention to creating a passionate and competent staff capable of implementing culture-building systems.

# The Data of School Climate



# Beloit College Mindset Lists

## Classes of 2014 - 2017

<https://www.beloit.edu/mindset/>

- They have never worried about a Russian missile strike on the U.S.
- They have never attended a concert in a smoke-filled arena.
- For most of their lives, a woman has been Secretary of State.
- A quarter of the class has at least one immigrant parent.
- They have never really needed to go to their friend's house so they could study together.
- Women have always been kissing women on television.
- Czechoslovakia has never existed. (in their lifetime).
- They have always been able to plug into USB ports
- Women have always sat on the Supreme Court
- The nation has never approved of the job Congress is doing (in their lifetime).
- They have never seen an airplane "ticket."
- American tax forms have always been available in Spanish.

# Survey of Respectful Behavior

- **Participants**
  - 980 middle school students
  - Chicago, IL
  - Approximately 63% of students at school receive free or reduced lunch
- **Survey asked students, “What are some ways that teachers show you respect?”**



# Survey Process

- Administered to each student through their English class.
- Asked to provide 3 responses to the following question:
  - **“What are some ways that teachers show you respect?”**
- Instructions stated that “respect” should be defined in terms that are observable and acknowledgeable.

# Top 12 Answers

- Of the over 2900 responses, the ones listed were written by 50 students or more.
  1. Talk privately to students when a problem occurs.
  2. Use a calm tone of voice, even when they are upset. (No yell)
  3. Respect personal space  
(Don't touch, grab, eyeballing, crowd)

## Top 12 Answers (continued)

4. Listen without interrupting.
5. Have a sense of humor.
6. Display student work around the classroom / school.
7. Prepare exciting lessons.
8. Let parents/guardian know student did a good job *sometimes* (see a balanced picture).

## Top 12 Answers (continued)

9. Use student's name when talking to them
  10. Be available during non-classroom times
  11. Return work promptly
  12. Talk sincerely - no sarcasm or “eye rolling”
- Worth noting: Acknowledge birthday received multiple mentions.

# **“Opinionated Lunch”**

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**Anonymous High School  
and  
Anonymous Career Center**

# Question 1

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If the school was sponsoring a raffle for students, name some prizes that would be valued by the students?

<b>High School Prom Tickets</b>	<b>25</b>
<b>Movie Tickets</b>	<b>17</b>
<b>Gift Cards</b>	<b>16</b>
<b>Tickets to Sports (school) events</b>	<b>8</b>
<b>Tickets to Theme Parks</b>	<b>6</b>
<b>T-shirts/ School merchandise</b>	<b>5</b>
<b>Money</b>	<b>3</b>
<b>Prom Limo</b>	<b>2</b>
<b>Free School Lunches</b>	<b>2</b>
<b>Free Cap and Gown for graduation</b>	<b>1</b>
<b>I - pod</b>	<b>1</b>
<b>Shopping Spree</b>	<b>1</b>
<b>Savings Bond</b>	<b>1</b>

<b>Career Center</b>	
<b>MP-3/ PS-3/ I-Pod</b>	<b>15</b>
<b>Movie Tickets</b>	<b>10</b>
<b>Tickets to Sporting Events (pro or college)</b>	<b>10</b>
<b>Gift Card/Certificates to Malls</b>	<b>10</b>
<b>Bowling</b>	<b>5</b>
<b>Roller skating</b>	<b>4</b>
<b>Prom Tickets</b>	<b>3</b>



<b>Career Center Continued</b>	
<b>Walk around metal detector at home basketball games</b>	<b>2</b>
<b>Car</b>	<b>1</b>
<b>Day off from school</b>	<b>1</b>
<b>Gift certificate to a NICE restaurant</b>	<b>1</b>
<b>Cash</b>	<b>1</b>
<b>Sports equipment</b>	<b>1</b>
<b>School supplies</b>	<b>1</b>

## **Question 2**

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**What school privileges would you like extended to you as a student?**

# High School

<b>Sports player - sit out of gym on game day</b>	<b>8</b>
<b>Listen to music/use phone</b>	<b>8</b>
<b>Pass to not wait in lunch line</b>	<b>7</b>
<b>Special Parking Spot</b>	<b>6</b>
<b>Special late pass (OK to be late)</b>	<b>6</b>
<b>Be able to leave school during study hall</b>	<b>4</b>
<b>DMT</b>	<b>3</b>
<b>Double lunch pass</b>	<b>2</b>
<b>Early lunch pass</b>	<b>2</b>

<b>Carry a phone on mute</b>	<b>1</b>
<b>Make am announcements</b>	<b>1</b>
<b>Passes to go to their locker</b>	<b>1</b>
<b>Take 2 books out of library</b>	<b>1</b>
<b>Longer lunches</b>	<b>1</b>
<b>Able to go to bathroom when needed</b>	<b>1</b>
<b>During free time –go to guidance</b>	<b>1</b>
<b>After school pass – not swept out of building</b>	<b>1</b>

**\*\* A student stated that good student don't get much attention – like kids who act up or get A's.**

**\*\*A student asked that vo-tech students be make aware of am announcements.**

<b>Career Center</b>	
<b>More gym time</b>	<b>10</b>
<b>Homework pass</b>	<b>9</b>
<b>Computer Lab pass</b>	<b>5</b>

# Question 3

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**What activities would you participate in for a reward for positive behavior?**

<b>High School</b>	
<b>Field Trips</b>	<b>12</b>
<b>Try a class</b>	<b>2</b>
<b>Extra credit</b>	<b>1</b>
<b>Sports</b>	<b>1</b>
<b>Free day</b>	<b>1</b>
<b>Fund raiser</b>	<b>1</b>
<b>Good behavior party</b>	<b>1</b>
<b>Raffle</b>	<b>1</b>

<b>Career Center</b>	
<b>Field Trips</b> <b>Hall of Fame</b> <b>Mystic, Conn.</b> <b>College Campuses</b>	<b>9</b>
<b>Laser Tag</b>	<b>7</b>
<b>Girls Groups</b>	<b>5</b>



# Question 4

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**What are some ways that teachers/staff show you (students) respect?**

## **High School**

**Use Kind words: Not rude, respectful, friendly, relaxed**

**10**

**Understanding:  
Reminders, be reasonable, give work extensions, extra credit**

**9**

**Listen**

**5**

**Treat as equals: We are not inmates.**

**4**

**Give extra help**

**3**

**Let students make up work (from being sick)**

**2**

**Be available after school**

**1**

**Be patient**

**1**

**Acknowledge when students do the right thing**

**1**

**Model correct behavior**

**1**

**Allow music**

**1**

**Not a problem**

**1**

# **Career Center**

**Say encouraging words**

**10**

**Understand us (students)**

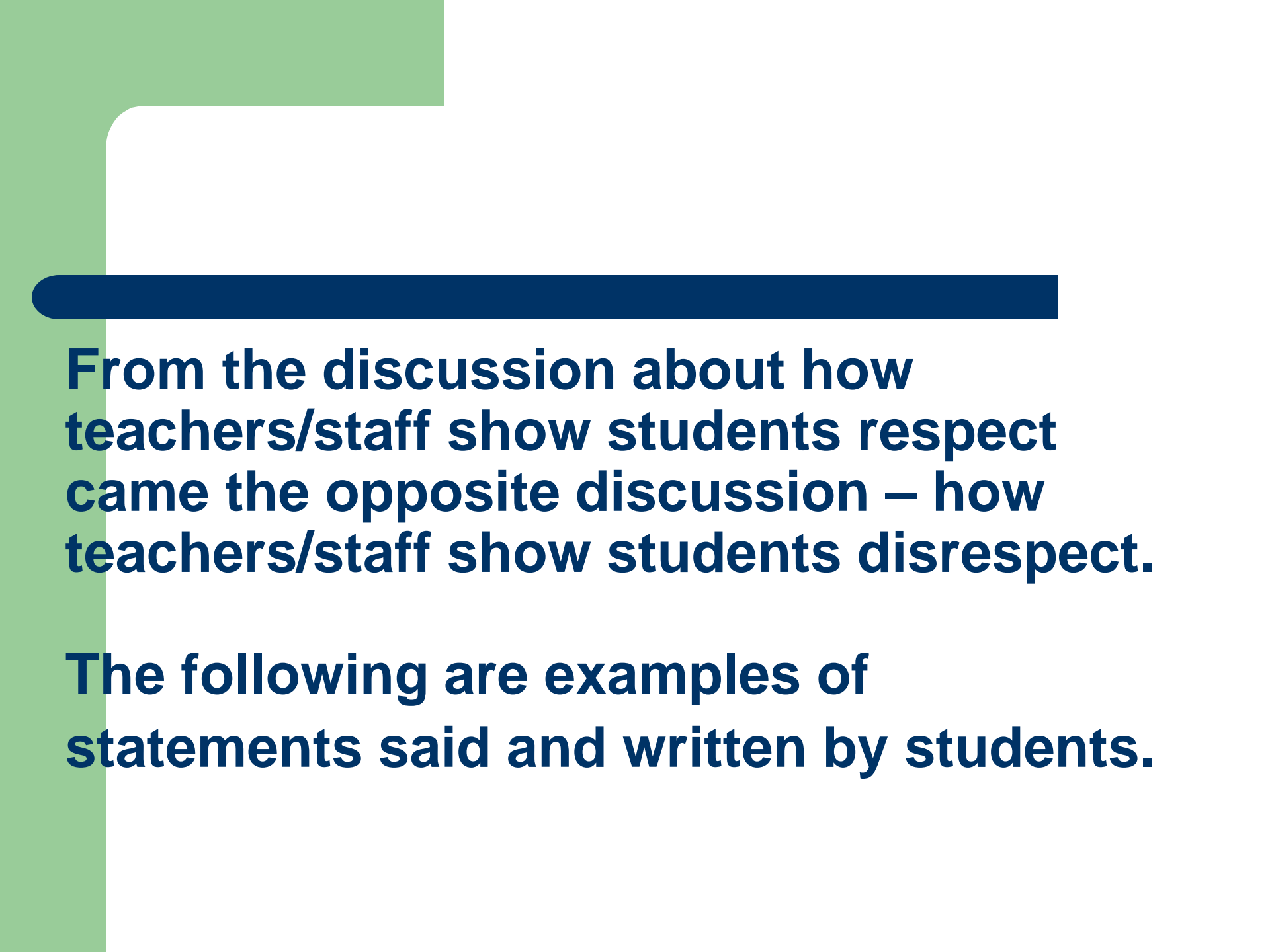
**9**

**Have a sense of humor**

**8**

**Say nice things**

**8**



**From the discussion about how teachers/staff show students respect came the opposite discussion – how teachers/staff show students disrespect.**

**The following are examples of statements said and written by students.**

## High School

**Yelling – by teachers and especially the hall monitors**

**Talking down to students – put downs. Examples:**

**This is a quote “(student name)... is failure so embedded in your culture?”**

**I perceived that by “culture” he meant African-American, this offended me deeply.**

**Teacher said to a student “Well, now I know who will be handing me my fries.”**

**Teacher told me I failed something than said “Oh well, guess you’ll have to do it next year or in summer school.”**

**Students told to shut up.**

**Not working with students schedule.**

**Students not understanding material but teacher is not sympathetic**

## **High School**

**Not allowing students make up work**

**Not believing what they say – needing to go to the bathroom**

**Teachers who don't know their boundaries – touching, too friendly, pushing students, hands-on.**

**Carry problems from the last class to the next**

**Punishing/yelling at the whole class when 1 or 2 students are the problem**

**Ignoring students**

**Students showing disrespect first**

**Judged according to students dress/where they live**

# Career Center

**“They don’t respect us!”**

**Don’t be rude.**

**Don’t be unfair.**

**“They give us too much work to accomplish.”**

**“Teachers want us to treat them with respect, but they don’t show us.”**

## **Question 5**

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**What physical improvement to the school building would you recommend?**



## **High School**

**Bathroom improvements:**

**Bigger stalls, soap, towels, cleaner, not locked.**

**20**

**Heat - Even heat throughout the building**

**10**

**Wider hallways**

**8**

**Weight room/ locker room improvements**

**6**

**Tiles repaired – floor and ceiling:  
(esp. - science rooms)**

**2**

**Longer lunches**

**2**

**Meet with administrator/school board**

**2**

**Shorter classes**

**1**

**Let students use elevator**

**1**

**Air conditioning**

**1**

# Career Center

**Heat – esp. the hallways** **20**

**Better lunches-more choices** **15**

**Bathrooms – paint and clean** **15**

**Room/Hallways - clean and paint  
colors are “mad dull”** **10**

**Bigger lockers** **9**

**New / BIGGER Desks** **8**

**Improve water fountains** **4**

**Clean up outside – picnic tables in field** **3**

**Fix up weight room  
(make it a privilege to use)** **1**

**Basketball hoops** **1**

# Some research on intrinsic motivation

“Yet, despite the fact that humans are liberally endowed with intrinsic motivational tendencies, the evidence is now clear that the maintenance and enhancement of inherent propensity requires supportive conditions, as it can be fairly readily disrupted by various nonsupportive conditions.”  
(Ryan & Deci, 2000).

In other words, intrinsic motivation is malleable. Despite its “intrinsic” roots, the conditions that human beings endure and are exposed to have a marked impact on intrinsic motivation.

# Some research on intrinsic motivation

“Although motivation is often treated as a singular construct, even superficial reflection suggests that people are moved to act by very different types of factors, with highly varied experiences and consequences.” (Ryan & Deci, 2000)

# Some research on intrinsic motivation

“The findings have lead to the postulate of three innate psychological needs-competence, autonomy, and relatedness-which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being.”  
(Ryan & Deci, 2000)

# Some research on intrinsic motivation

“Accumulated research now suggests that the commitment and authenticity reflected in intrinsic motivation and integrated extrinsic motivation are most likely to be evident when individuals experience supports for competence, autonomy, and relatedness.”  
(Ryan & Deci, 2000)

# Conclusions from the research

- Motivated should be viewed as a “state of being” as opposed to a “trait”
- A person’s motivation is impacted by the actions of those around them
- Vocational (or task completion or academic) success and social success are key pieces for sustained intrinsic motivation. In addition, some degree of independence and self governance is necessary.
- Motivation is not just about task accomplishment, it is also about well-being

# “What the Worlds Greatest Managers Do Differently”

-- Buckingham & Coffman 2002, Gallup

Interviews with 1 million workers, 80,000 managers, in 400 companies.

## Create working environments where employees:

1. Know what is expected
2. Have the materials and equipment to do the job correctly
3. Receive recognition each week for good work
4. Have a supervisor who cares, and pays attention
5. Receive encouragement to contribute and improve
6. Can identify a person at work who is a “best friend”
7. Feel the mission of the organization makes them feel like their jobs are important
8. See the people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well.



# Positively Stated Expectations

- Teaching and reviewing expectations (i.e., social skills) and providing feedback is associated with
  - decreases in
    - off-task behavior
    - disruptive behavior (i.e., talking out)
  - increases in
    - academic engagement
    - leadership and conflict resolution

(Johnson, & Stoner, 1996; Sharpe, Brown, & Crider, 1995; Rosenberg, 1986)
- Pairing rule-instruction with feedback and reinforcement leads to the largest gains

(Greenwood, Hops, Delquadri, & Guild, 1974)

- Delivering contingent praise for academic behaviors can increase
  - Correct responses (Sutherland & Wehby, 2001)
  - Work productivity and accuracy (Craft, Alber, Heward, 1998; Wolford, Heward, & Alber, 2001)
  - Language and math classwork (Roca & Gross, 1996)
  - Academic performance (Good, Eller, Spangler, & Stone, 1981)
- Delivering contingent praise for specific social behaviors can increase
  - On-task behavior (Ferguson, & Houghton, 1992)
  - Student attending (Brodin, Bruce, Mitchell, Carter, & Hall, 1970)
  - Student compliance (Wilcox, Newman, & Pitchford, 1988)
  - Positive self-referent statements (Phillips, 1984)
  - Cooperative play (Serbin, Tonick, & Sternglanz, 1977)

# Teaching Expectations ELEMENTARY STUDENTS

Key research finding:

*“Children below 4<sup>th</sup> grade require a great deal of instruction and practice in classroom rules and procedures.... Effective management in the early grades, is more an instructional than a disciplinary enterprise.”  
(Cotton, 1990, p.8)*

# Teaching Expectations Secondary Students

## Key Research Findings:

“With older students, researchers have noted that the best results are obtained through vigilantly reminding students about the rules and procedures and monitoring their compliance with them” (Cotton, 1990, p.8).

In addition, Colvin, Kameenui & Sugai (1995) found an additional component of providing feedback also assisted in teaching classroom expectations.

# Why focus on Behavior Specific Praise Statements (BSPS)? *Snapshot*

The research supports the use of behavior specific praise statements to:

- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005)
- to increase on-task behavior (Fullerton, Conroy, & Correa, 2009)
- to decrease problem behavior (Hawkins, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000)
- provide increased opportunities for building positive relationships with students



# Why focus on Behavior Specific Praise Statements (BSPS)?

- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior (*supports inclusive practices*)

(Lewis, Hudson, Richter, and Johnson, 2004)



# Behavior Specific Praise Statements

- **Specific:** tells learners exactly what they are doing *correctly* and encourages occurrence in the future (**use language on teaching matrix**)
- **Contingent:** occurs immediately following behavioral or academic expectations
  - teaching matrix
  - effort and achievement
- **Ratio of 4:1** (positive statements to negative statements) can improve student academic and behavioral outcomes
- **Sincere and credible**

(Gable, Hester, Rock, & Hughes, 2009; Hawkins & Hefflin, 2010; IES Practice Guide, Reducing Behavior Problems in the Elementary School Classroom, September, 2008)

## Effective Praise Statements

## Less Effective Praise Statements

“Excellent job listening and following directions the first time.”

“Good job!”

“Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.”

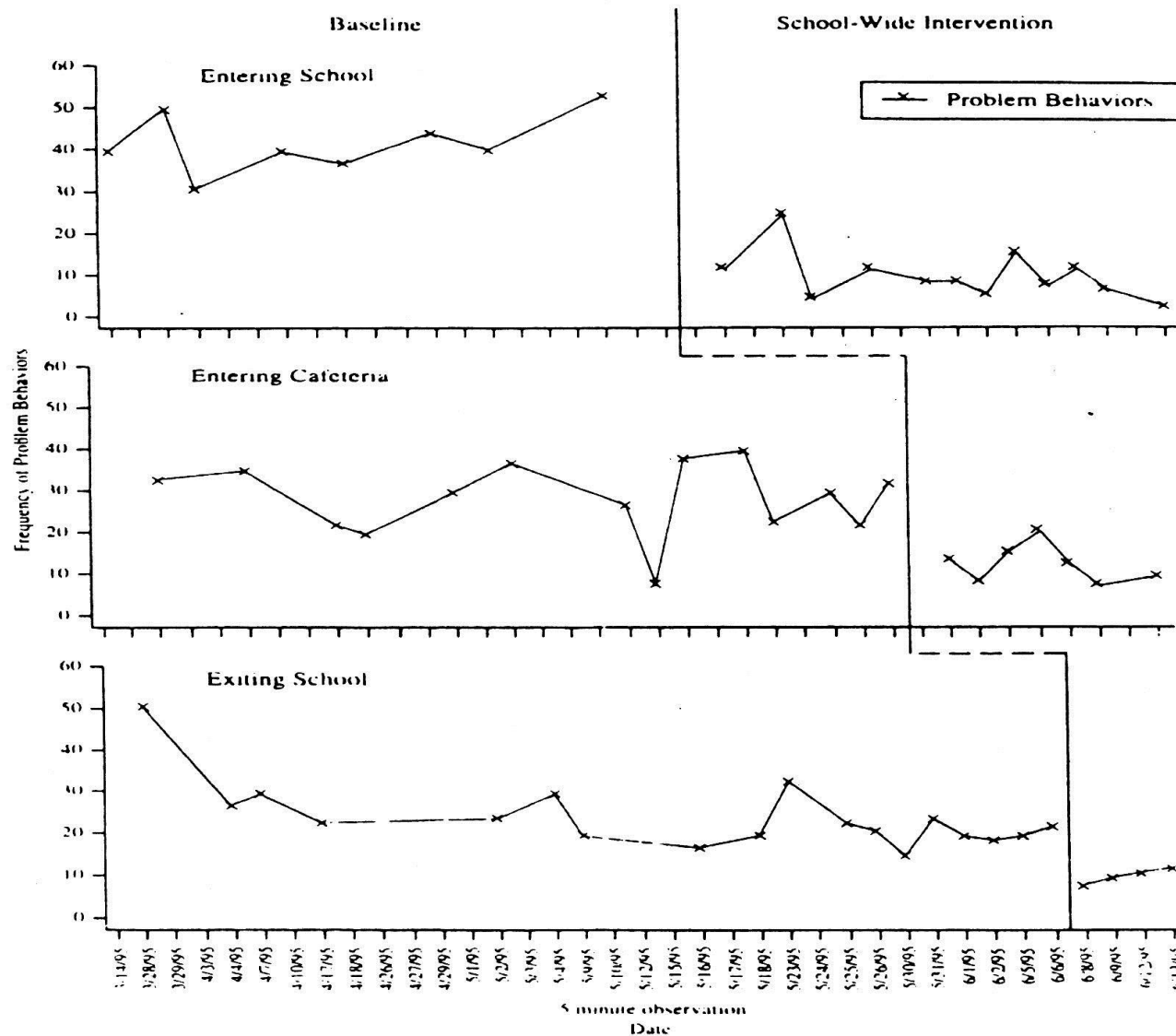
“Excellent!”

“Way to go! You asked for help and completed your math work correctly before the end of class!”

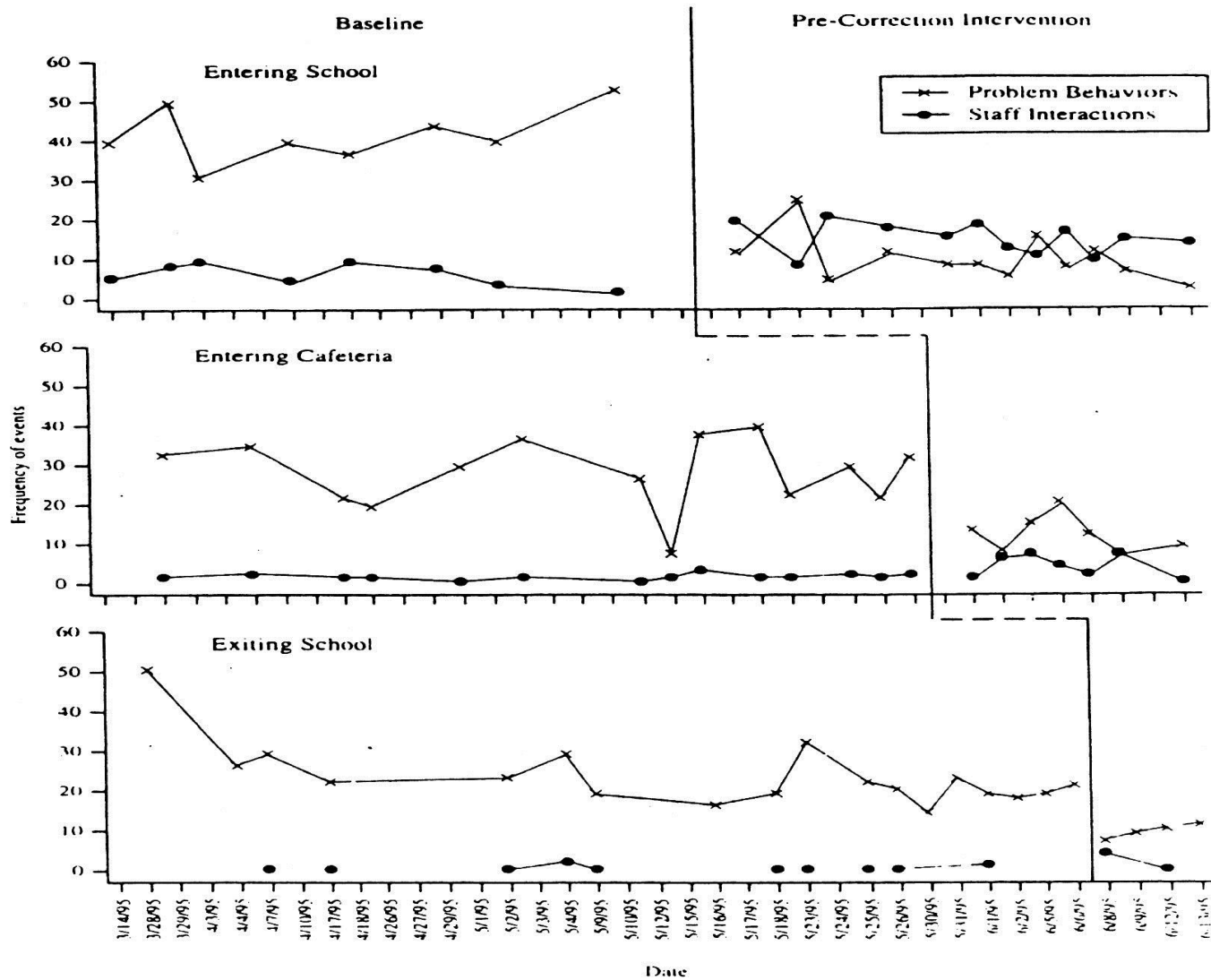
“Good work!”



**Study: Colvin, G., Sugai, G., Good III, R.H., & Lee, Y. (1997). *Using active supervision and pre-correction to improve transition behaviors in an elementary school.* School Psychology Quarterly, 12, 344-363.**



# Effect of Supervisor Interactions on Problem Behavior



# Results of Pre-Correction Study

## Major Findings:

- Active supervision combined with pre-correction significantly reduced problems
- Active supervision defined as: ***Moving around, looking around and interacting with children***
- Interactions between supervisor and children negatively correlated to high degree (**-83%**)
- Actual number of adults present did not affect student behavior (range 1-5)
- Some students persisted with problem behavior implying they needed a more individualized intervention.

# Research has shown active supervision combined with precorrection practices have been useful with the following

- Reducing High School Tardy To Class (when paired with escorting students; interaction more important than moving and scanning)
  - (Johnson-Gros, Lyons & Griffin 2008)
- Improving Middle Level (6<sup>th</sup> grade) Classroom Behavior
  - (De Pry & Sugai 2002)
- Improving Elementary School playground behavior
  - (Lewis, Colvin & Sugai 2000)
- Increasing physical activity in Middle School physical education class
  - (Schuldheisz & van der Mars 2001)