School Culture and Climate-
Tier I Universal Systems

PRESENTED TO ASSISTANT PRINCIPALS
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What is the Problem?

- African American students are being subjected to disciplinary action at a disproportionate rate

- African American students lose significantly more instructional minutes and significantly lower graduation rates when compared to other students

- OUSD entered into a voluntary resolution agreement (VRP) with the OCR to address this problem.

- Informed decision making to identify areas that need to be addressed by the School Culture and Climate Team (SCCT)
Percentage Suspended Once or More by School Level

Source: Oakland Unified School District (OUSD) 2010-2011
Note: District average includes African American males.
Total Days of Instruction Missed by Males due to Suspension in OUSD in 2010-11

- African American: 5,869
- Latino: 1,867
- White: 238
- Pacific Islander: 98
- Native American: 25
- Multiple: 104
- Filipino: 14
- Asian: 387

Days of Instruction Missed for Suspensions
Patterns of Offenses for African American Males with Multiple Suspensions in 2010-11

- **All Offenses - Defy Authority**: 44%
- **All Offenses - Threat or Cause Injury**: 20%
- **Both Defy Authority & Threat/Cause Injury**: 28%
- **Neither Defy Nor Cause Injury**: 8%
Voluntary Resolution Plan

- As a result of the voluntary agreement OUSD is expected to respond with broad, systemic changes including:
  - OCR requires OUSD begin documenting and monitoring office disciplinary referrals.
Why Multi-tiered Systems of Support

- Eliminate unconscious bias in discipline practices
- Shift focus from “What’s wrong with this child”? -- to “What’s happened to this child”?
- Replace punishment with instruction and targeted support
- Eliminate environmental factors triggering problem behavior
- Establish early warning data system
- Create systems that promote consistency and fairness
I STARTED A FIRE IN THE LAB—ON PURPOSE! HOW ABOUT YOU?

I TAPPED MY PENCIL ON MY DESK DURING STUDY TIME.
<table>
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<tr>
<th>Key Components of Prevention - Tier I</th>
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<tr>
<td>• Common practice and approach to discipline</td>
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<tr>
<td>• Clear set of positive expectations and behaviors</td>
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<td>• Consistent teaching and recognition of positive behavior</td>
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<td>• Common procedures for preventing problem behavior</td>
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<td>• Data system for progress monitoring</td>
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Why a Universal Discipline Referral Form?

- Standardize data collection and reporting across all sites
- Shifts collective focus onto prevention
- Promote pre-referral interventions
- Collect referral data for decision-making
- Facilitate targeted behavioral support for non-responders
- Reduce bias in disciplinary referrals
What Data is Collected?

- Pre-referral Interventions
- Location of Incident
- Type of Behavior: Major/Minor
- Possible Motivation/Function of Behavior
- Description of Incident/comments
- Post-referral Interventions
How it this data used?

- Identify patterns in disciplinary issues
- Differentiate between environmental and individual student issues
- Target resources to address specific patterns of behavior (students and adults)
Once information is collected, it should only take 60-90 seconds to input the data for each referral to Aerie CS or Aeries.net.
Pre-referral Interventions

- **Interventions** are interactions between students and adults that correct student behavior by meeting a need or teaching a replacement behavior.

- The most effective interventions happen **before** the problem behavior.
Possible Motivation

Behavior serves as communication, conveying what the student wants/needs, including:

- Obtaining Attention - Adult or Peer
- Obtaining Items or Activities
- Obtaining Sensory Input
- Avoiding Adults or Peers
- Avoiding Tasks/Activities
Next Steps

- All schools will develop and implement Tier I Universal Behavioral Systems.
- All staff will complete and submit a URF every time they refer a student to the office.
- Site administrator will review and share URF data with all staff and solicit feedback to facilitate a culture shift.