

Recipe for Creating Healthy Environments that Promote Student Engagement, Wellbeing And Performance

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School is iatrogenic for
many students

Prevention



Cure



The Problems that Necessitate Change

- **1 out of 4 children** experience social, emotional, and behavioral needs that interfere with their academic functioning



The Problems that Necessitate Change

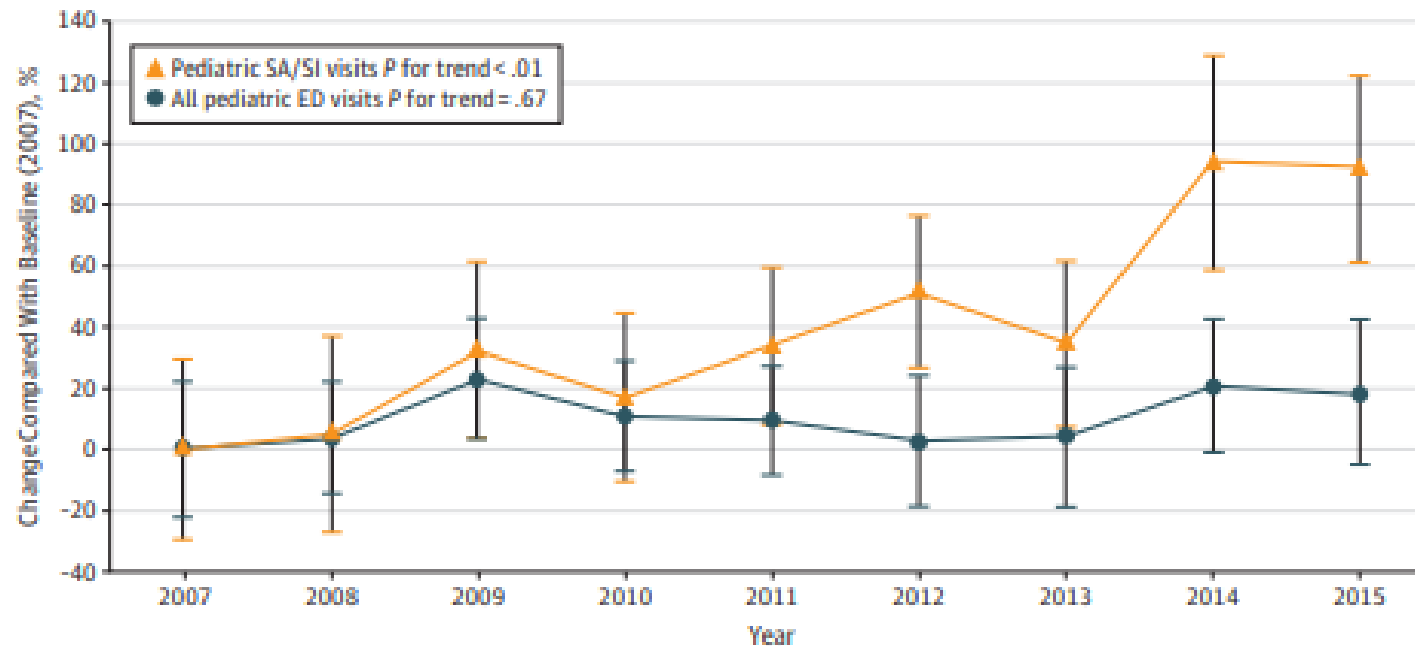
- **Longstanding disparities** for students of color
 - Less likely to feel like they belong and have positive relationships with teachers
 - Less likely to receive effective services
 - More likely to receive exclusionary discipline
 - More likely to be referred for special education under EBD and placed in restrictive settings

Hospitalizations

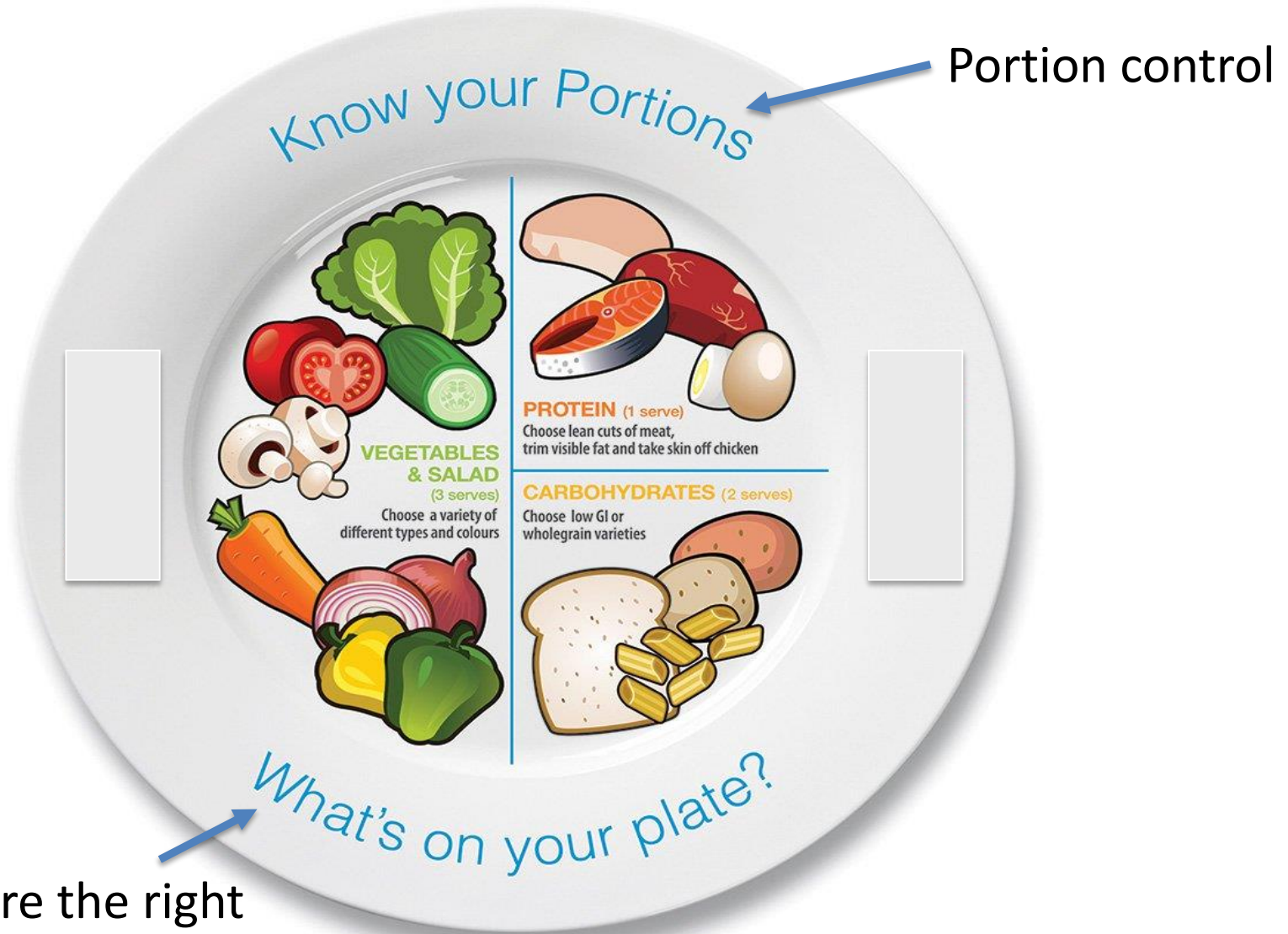
Suicidal ideation & attempts

JAMA Network™

Figure. Associated Changes in Pediatric Emergency Department (ED) Visits for Suicide Attempts (SA) and Suicidal Ideation (SI)



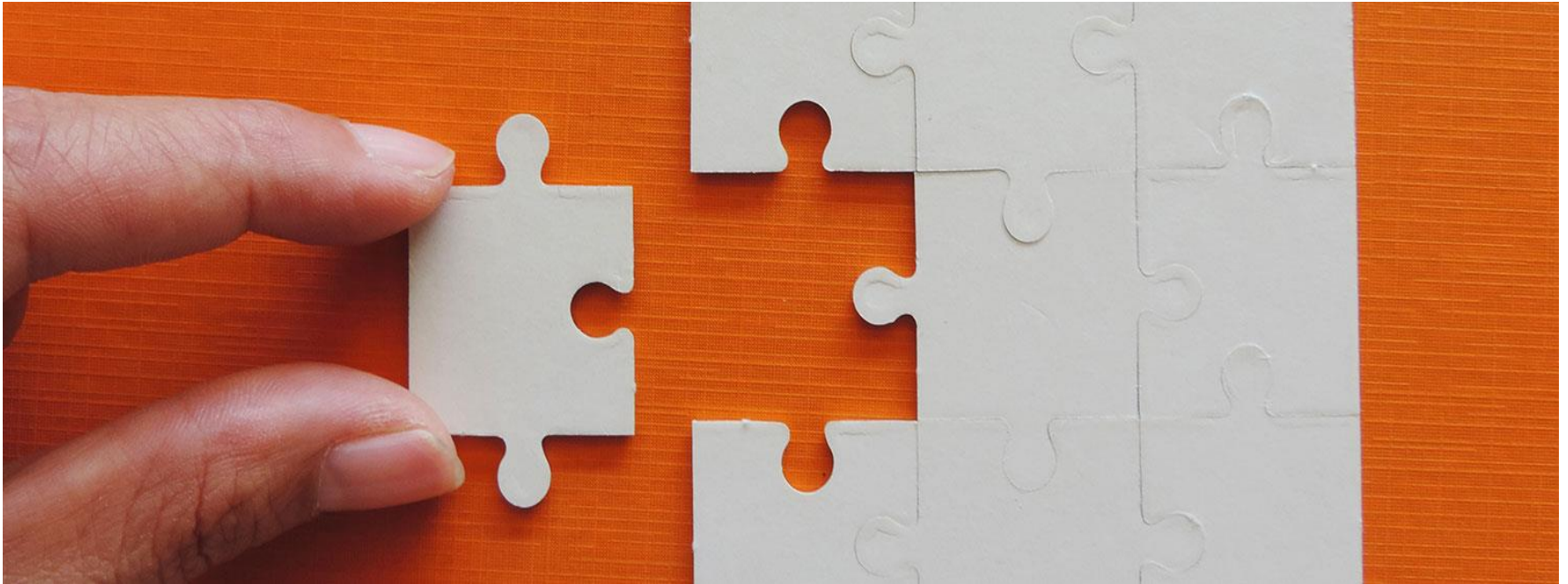
What should go on educators' plates?



Portion control

Making sure the right stuff is on the plate

Person by Environment Fit



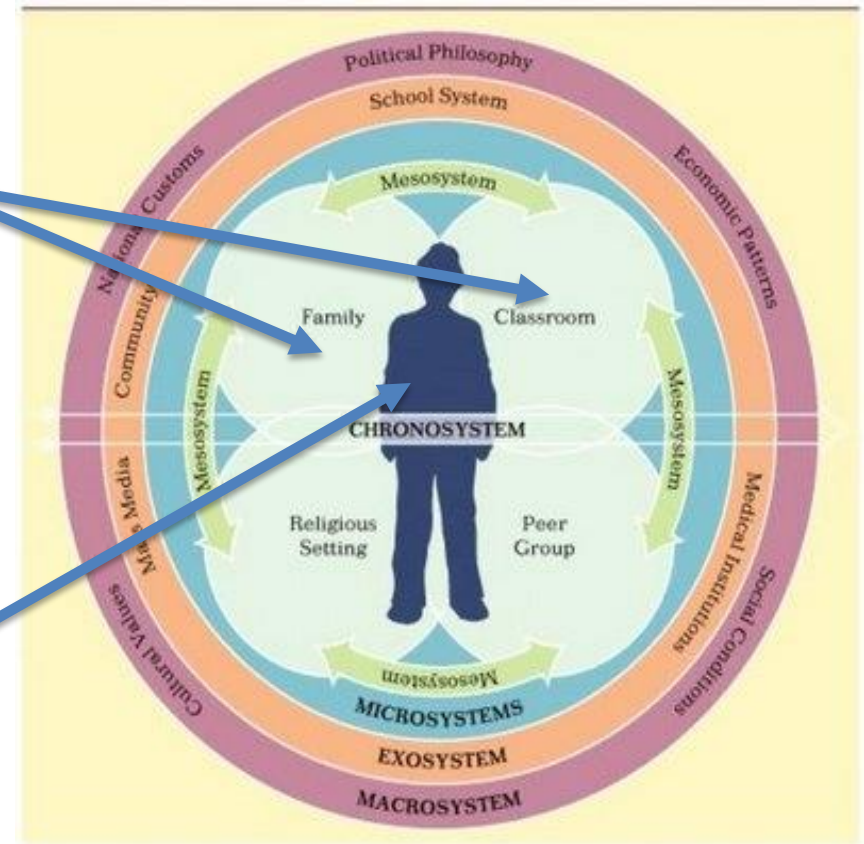
Where does the problem reside?

- In the child
- In the environment

- What do we have control over?

Whole Child as both Skill Acquisition and the Environment

- Social-emotional wellbeing as a function of **Enabling, Healthy Environments**
 - Safe, predictable, and reinforcing environment
 - Positive relationships
- SEL competencies as **Enablers to Life Success**
 - Knowledge and skill acquisition



Positive Climates Provide the Context in Which ALL Humans Thrive

Critical

Attention to negative

Reactive, punitive

Unstructured

Neglectful

Discouraging

“You’re not doing it right!”

“What’s wrong with you!”

Compassionate

Attention to positive

Proactive, supportive

Structured, organized

Attentive and responsive

Encouraging

“Great effort”

**“You didn’t get it this but
maybe next time!”**



What is the difference between school culture and climate?



Culture vs. Climate

School Culture - behavior

- Gives an organization and the people within it an identity
- Represent actions
 - What people do
 - How people interact
 - How people are recognized and receive status

School Climate - feeling

- Gives an organization an atmosphere
- Represent internal, subjective thoughts & feelings

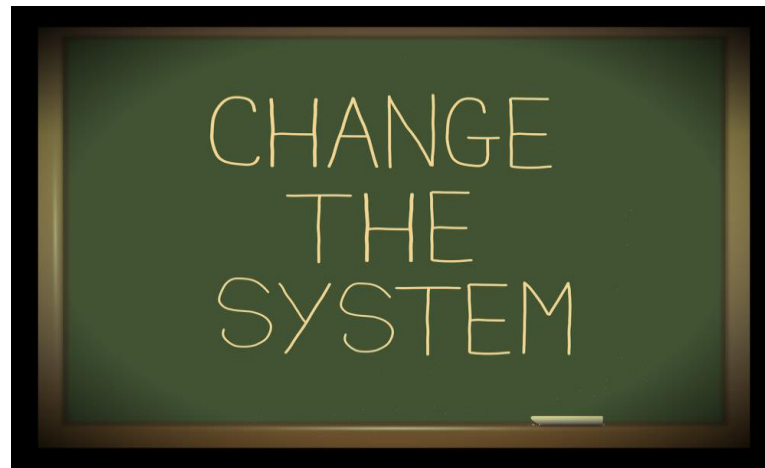
Simple Definition

- School climate is defined as the way students, staff, and families **feel and think about school and, ultimately, how they would describe** their experiences in school

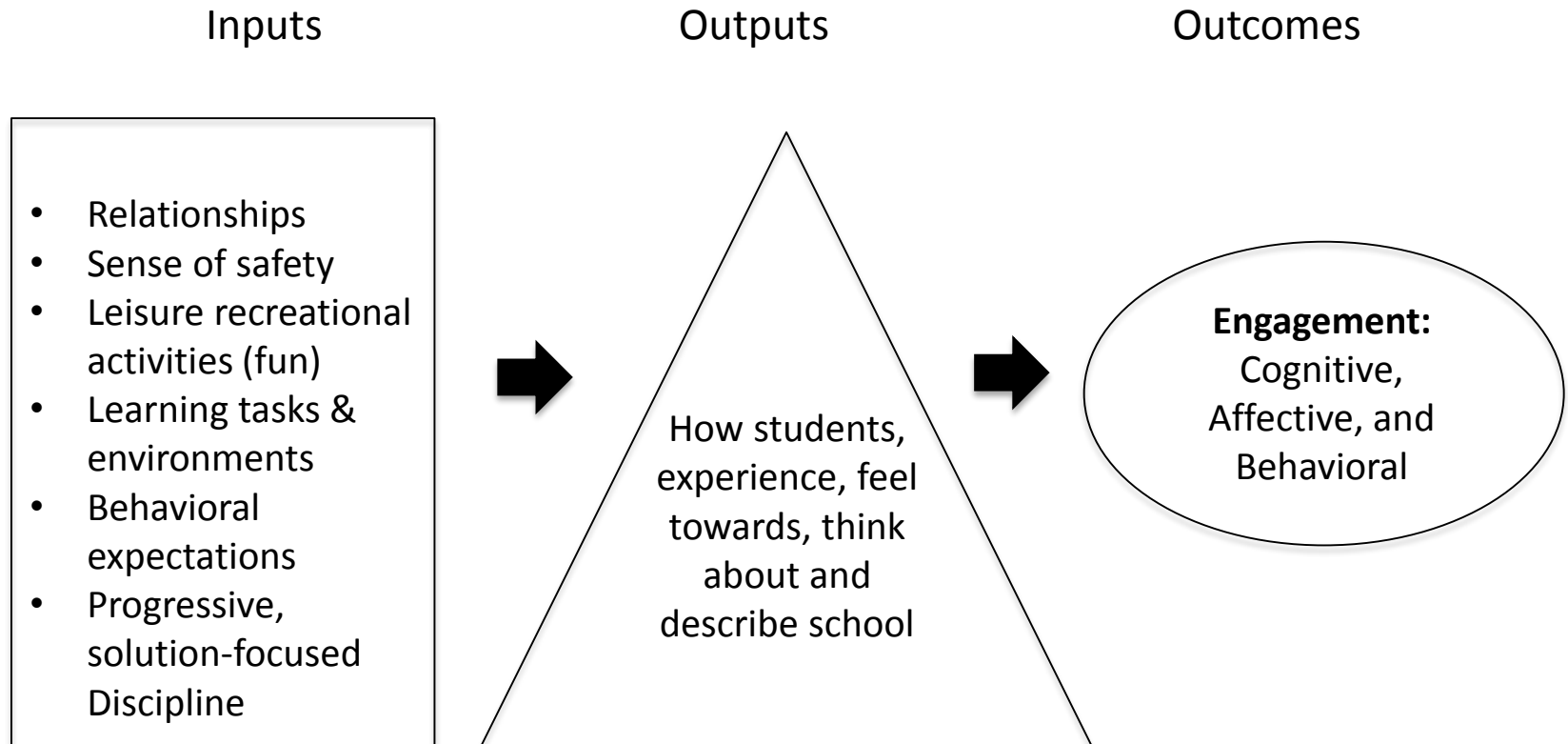


How to Influence School Climate?

- **ANY** evidence-based practice, activity, procedure and/or environmental enhancement that schools implement to promote students and staff's positive feelings about and descriptions of school



Logic Model of School Climate



Safe, Nurturing, Predictable, Reinforcing and Responsive Host Environments



Safe Environment

- Individuals **do not anticipate harm or hurt**, psychologically, emotionally or physically
- An **environment free of bullying, discrimination aggression/violence**



Nurturing Environment

- Secure relationships that create sense of belonging, respect and safety
- Set and enforce limits compassionately and with empathy (teaching that behaviors have consequences)



Predictable Environment

- Predictable environments are **stable environments in which students** can anticipate and trust what is going to happen
- **Adults strive to maintain consistency** in their expectations and reactions to behavior through common language and practices



Reinforcing Environment

- Students/staff are **non-contingently** acknowledge for their value and worth as a person
 - Greetings, check-ins, farewells
- **Contingent** recognition of behavior, effort, and contributions to greater good
 - Praise
 - Access to privileges
 - Rewards
 - Social activities/experiences



Responsive Environments

- **Understand and modify response** to children's basic needs
- Fairness is **about differentiating supports to ensure everyone receives what they need**
- **Early and timely intervention** when needs / problems first emerge



Creating a Safe Environment

- School-wide Positive Behavior Supports
- Social-Emotional Learning (SEL)
 - Teach social-emotional skills that enable students to regulate thoughts, feelings, and behaviors and establish and maintain healthy relationships
- Threat Assessment Protocol
- Efforts to ensure all students experience sense of belonging
- Interventions for students who struggle to manage emotions and behavior
 - Evidence-based
 - Mental health intervention

School-Wide PBIS:

7 Steps of Implementation

1. Establish 3-5 positively stated, teachable behavioral expectations
2. Create a behavioral expectation by setting matrix
3. Develop a schedule for ongoing teaching of expectations
4. Post expectations in every setting to cue and prompt behavioral expectations
5. Create a motivation system to recognize and acknowledge students for the energy and effort they put in to exhibit expected behavior
6. Develop a progressive method of responding to behavior with clearly defined categories of problem behaviors
7. Gather data on disciplinary sanctions that could inform decision making

What are behavioral expectations?

- Expectations are broadly stated categories of observable behavior
- Expectations apply to all people in all settings (comprehensive)
- Expectations describe the general ways that people will behave and relate to one another
- Contribute to a safe, peaceful, orderly, and productive environment

How to promote expected behavior?

- **Teach/Pre-correct**
 - Teach behaviors like we do academics
 - Anticipate and pre-correct expected behavior to increase student success
- **Model:**
 - Adults practice what we preach & students are supported to practice what we teach
- **Acknowledge/recognize/show appreciation:**
 - Immediate, intermittent, long-term reinforcements serve as feedback and motivation to encourage expected behaviors
- **Progressive response to behavior:**
 - Clear methods of responding to problem behavior
 - Review of expected behavior and development of if-then plans to better handle situations in the future

Teaching Matrix

SETTING

All Settings	Hallways	Playgrounds	Cafeteria	Classroom	Assembly	Bus
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Expectations

Respect Ourselves	Be on task. Give your best effort.	Use appropriate materials.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Watch for your stop.
Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners.	Whisper.	Listen/watch. Use appropriate applause. Use a quiet voice. Stay in your seat.
Respect Property	Recycle. Clean up after self.	Pick up trash. Use materials properly.	Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately. Wipe your feet. Sit appropriately.

1. SOCIAL SKILL

2. NATURAL CONTEXT

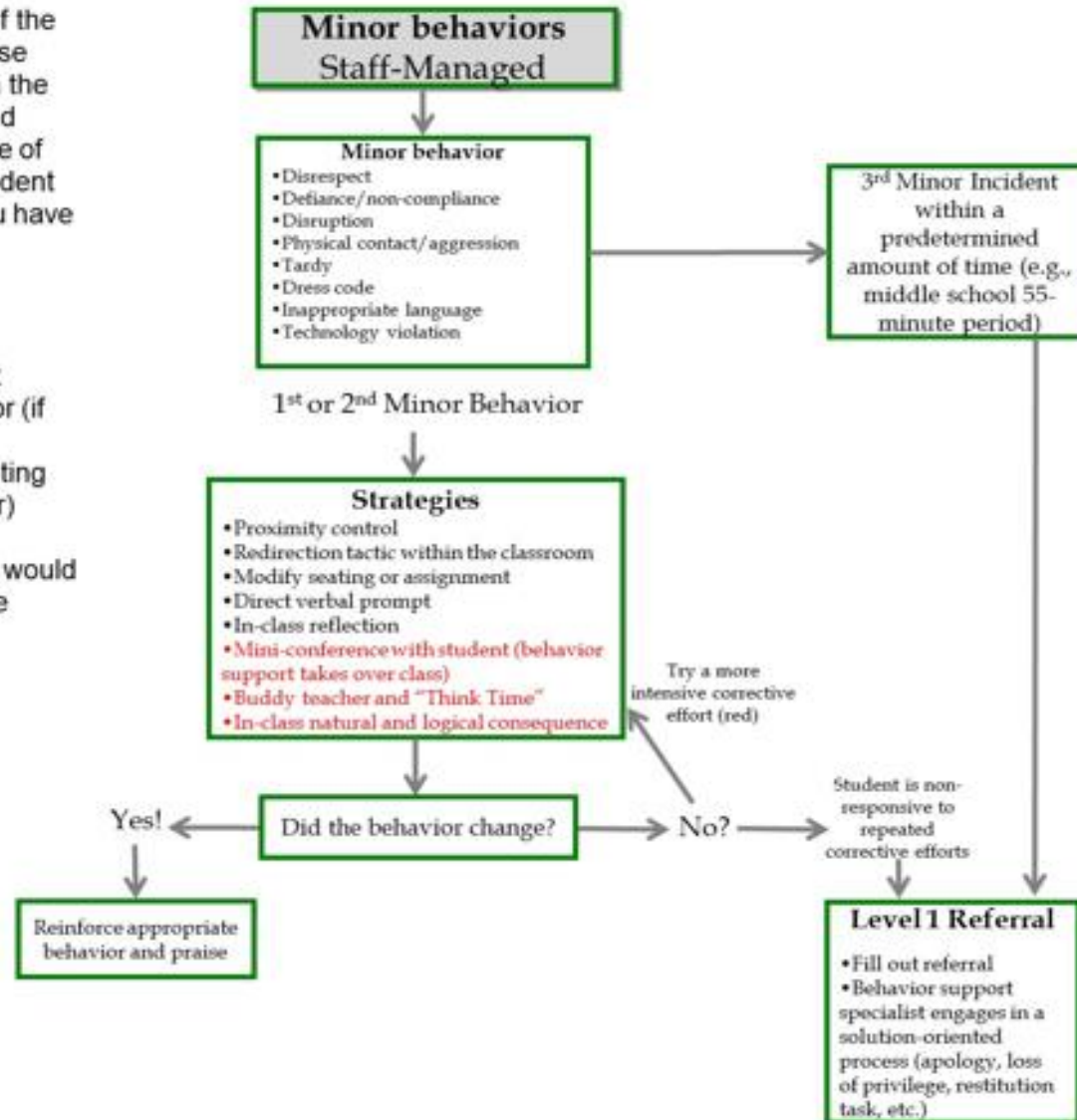
3. BEHAVIOR EXAMPLES

School-Wide PBIS: Creating a progressive discipline system

The effectiveness of the progressive response system depends on the adult being calm and having some degree of empathy for the student (does not mean you have to agree with the behavior)

Keys:

- Privately correct problem behavior (if possible avoid publically correcting student behavior)
- Try to minimize interactions that would be harmful to the relationships



Responding to Problem Behavior

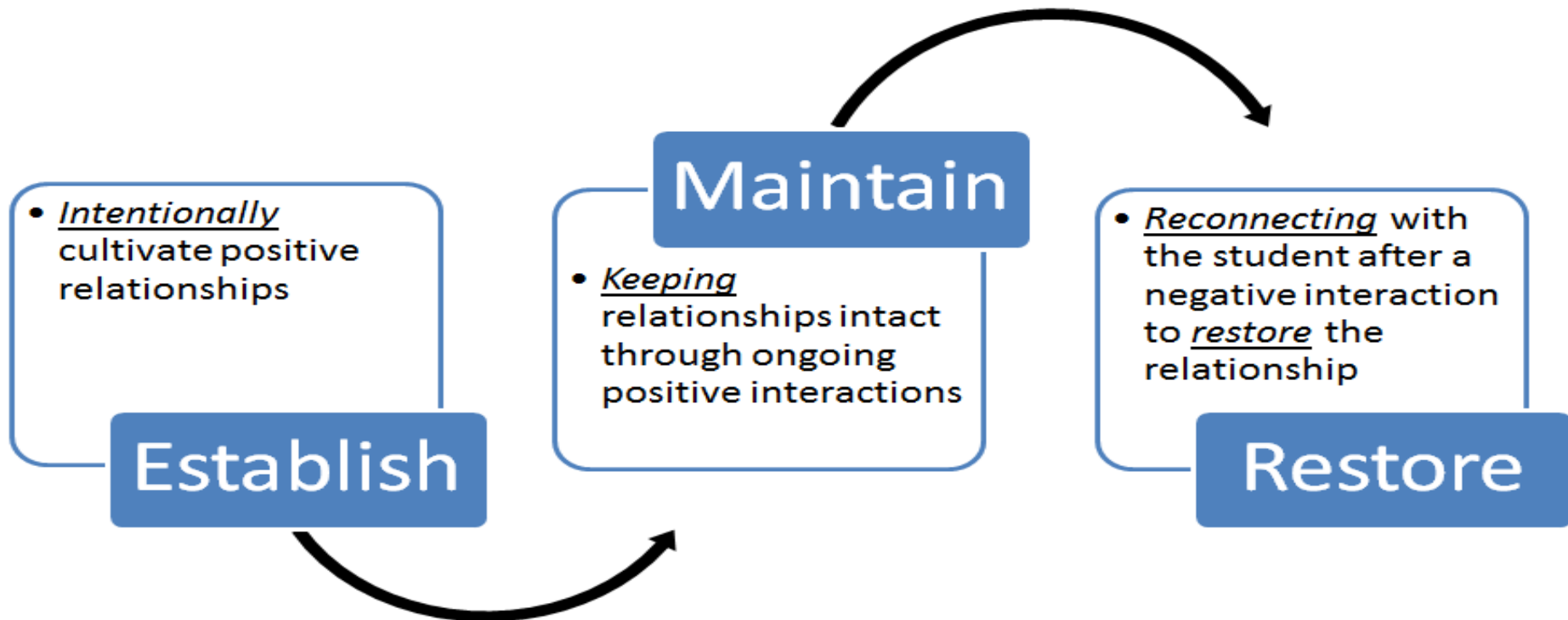


Creating a Nurturing Environment

- Intentional efforts to establish positive relationships in which ALL members within the setting feel a sense of belonging
- Empathy and compassion when responding to behavior
- Restorative processes to repair relationships after negative interactions

Establish-Maintain-Restore

- Provides staff with concrete relationship practices
- Embedded within professional learning communities as a continuous improvement



Equity/Triage Tree Exercise: Identifying Who Needs it the Most



Apples represent the students in your class.

Where a student is located depends on the relationship you have with the student.

Step 1:

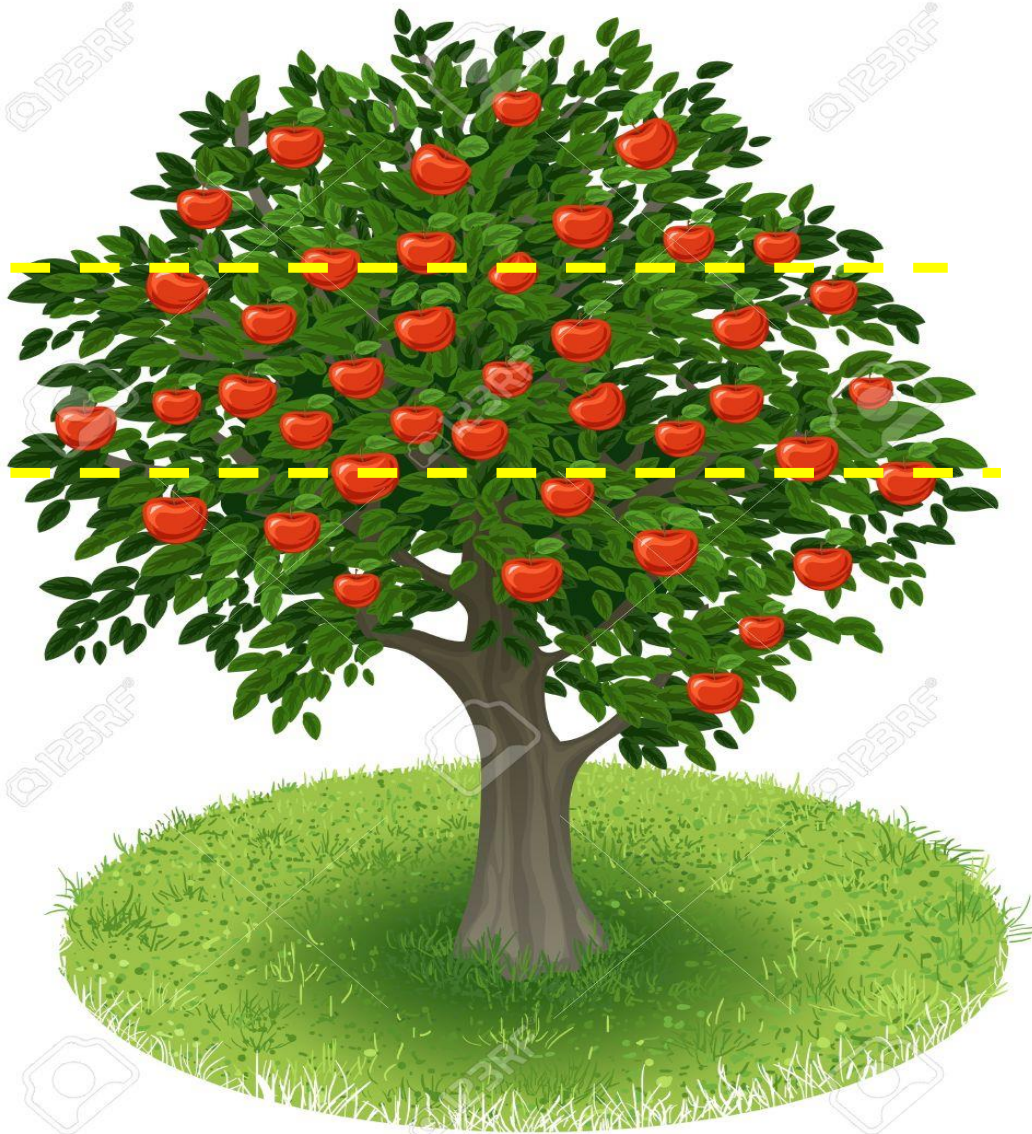
Select the class you are struggling with the most



Step 2:

Separate the tree into thirds

- **Bottom** = low hanging fruit (easy to build relationship)
- **Middle** = those who require more effort but you have a relationship with
- **Top** = difficult to reach students who need you to extend a relationship latter



Step 3: Exploring inequities

- Is gender equally distributed across the tree?
- Is race/ethnicity equally distributed across the tree?
- Is socioeconomic status equally distributed across the tree?



Step 4: Equity

- Action plan: Identify Establish or Restore strategies that you can use with the students in the top third of the tree who are in most need of you to intentionally build a relationship with them.

Establish Practice Categories:

Goal is to intentionally capitalize on existing time to establish positive relationships with students, especially those who need and can benefit from it the most

Devote time to get to know students

Banking time

Gather, track, and acknowledge

Communicating high expectations and high support

High expectation, high belief feedback

Proactively & reactively offering help

Providing opportunities for voice and choice

Gathering feedback & acting on it

Interspersing opportunities for choice

Intentional acknowledgements to show care

Positive greetings & farewells

Recognizing something positive through other adults

Maintain Practice Categories:

Goal is maintain positive relationships that have been established by striving for a 5 to 1 ratio of positive to negative interactions

Positive Interactions

Greetings & farewells

Opportunities for fun & laughter

Checking in on how things are going inside & outside of school

Recognizing & acknowledging specific behavior

Recognizing & acknowledging effort, failure, & persistence

Non-contingent positive interactions (i.e., not-based on previous behavior or something the student said or did)

Contingent positive interactions (i.e., based on something the student said, did, achieved, or put effort into doing)

Preventing Negative Interactions

Respond progressively

Responding to problem behavior with empathy

Restore Practice Categories:

Goal is reconnect with the student to skillful communicate to restore the relationship

Letting Go Conversation

For whom: student who thinks the adult will hold a grudge

Taking ownership

For whom: student who thinks the adults think

Empathy and mutual problem-solving

For whom: student who wants perspective understood

Statement of care by separating deed from the doer

For whom: student who thinks adult does not care or want them in class

Creating a Predictable Environment

- Adult consistency
 - Regulating one's own mood, getting on the same page with one another
- Clear, consistent, positively stated expectations
 - PBIS
- Proactive classroom management strategies
 - Precorrection / Pre-teaching
 - Visual schedules to enhance predictability

Structured & Predictable Environments

Proactive Classroom Management

Relationship Strategies

1. 5 to 1 ratio of positive to negative interactions (Magic ratio)
2. Behavior specific praise
3. Smiling and being nice
4. Positive greetings and farewells on a daily basis
5. Communicating competently w/ students
6. Wise Feedback
7. Non-contingent reinforcement

Procedural Strategies

7. Precorrection
8. Organizing a productive classroom (effortless to pay attention, flow, limit distractions, seating)
9. Providing numerous opportunities to respond
10. Providing student choice
11. Ongoing teaching, modeling, and recognition of behavioral expectations
12. Transitions are managed well
13. Independent seatwork is managed and used when needed
14. Teacher proximity and mobility
15. Class-wide motivation system to motivate behavior
16. Goal setting and performance feedback
17. Visual schedule of classroom activities
18. Effective cueing systems to release and regain attention

Creating a Reinforcing Environment

- Recognition
- Acknowledgement
- Appreciation



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Acknowledgement & Recognition System

- Are immediate, intermittent, and long-term reinforcements that serve as feedback given by adults to students displaying expected and above/beyond behaviors

Staff Acknowledgement & Recognition to Show Appreciation



Covering class to provide gift of time



Surprise car wash



Favorite food delivered



Best parking spot reserved



Favorite caffeine waiting for you in the morning

5 to 1 Ratio

- Students should experience predominately positive interactions (ratio of 5 positives for every negative) in all locations of school.
 - Positive Interactions =
 - Behaviorally specific feedback as to what the student did right (contingent)
 - Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent)
 - Greetings and farewells
 - Negative Interactions=
 - Reprimands
 - Sarcasm
 - Non-specific behavioral corrections
 - Ignoring student behavior (appropriate or inappropriate)

Research on 5 to 1 Ratio

- **Marriages:**
 - Successful marriages = 5.1 positives to 1 negatives
 - Struggling marriages = 1 positives to 1.5 negatives
- **Business Teams:**
 - High Performance = 5.6 positives to 1 negative
 - Medium Performance = 1.9 positives to 1 negative
 - Low Performance = 1 positive to 2.7 negatives Losada, 1999; Losada & Heaphy, 2004
- **Educators**
 - Teachers with strong relationships/low behavior problems = 4.5 positives to 1 negatives
 - Teachers with weaker relationships/higher behavior problems = 1 positives to 10 negatives

Gottman Research

- Predicted whether 700 newlywed couples would stay together or divorce by scoring their positive and negative interactions in one 15-minute conversation between husband and wife.
- Ten years later, the follow-up revealed that they had **predicted divorces with 94% accuracy.**
 - Marriages that last: o 5.1 to 1 for speech acts and 4.7 to 1 for observed emotions
 - Marriages likely to end in divorce: o 1 positive to 1.5 negative ratio likely to end up in divorce

Components of Acknowledgment/Recognition System to Provide Feedback and Show Appreciation

- **Immediate/High frequency/Predictable**
 - Delivered at a high rate for a short period while teaching new behaviors or responding to problem behavior
 - Social recognition to name behavior and tie back to school-wide expectation upon delivery
 - School currency that is delivered as a symbol of appreciation
 - e.g. “Caught Being Good”, “Lincoln Loot”, “Titan Bucks”, positive referrals, points for privilege levels – turned in for tangible/non-tangible prize
- **Intermittent/Unexpected**
 - Bring “surprise” or “mystery” acknowledgment to certain behaviors or at scheduled intervals
 - Used to maintain a learned behavior
 - E.g. Raffles, special privileges, principal random call, positive notes home
- **Long-term Celebrations**
 - Used to celebrate/acknowledge school-wide accomplishment
 - ALL kids, all adults
 - e.g. Quarterly activities, assemblies, social events, parent dinners, field trips

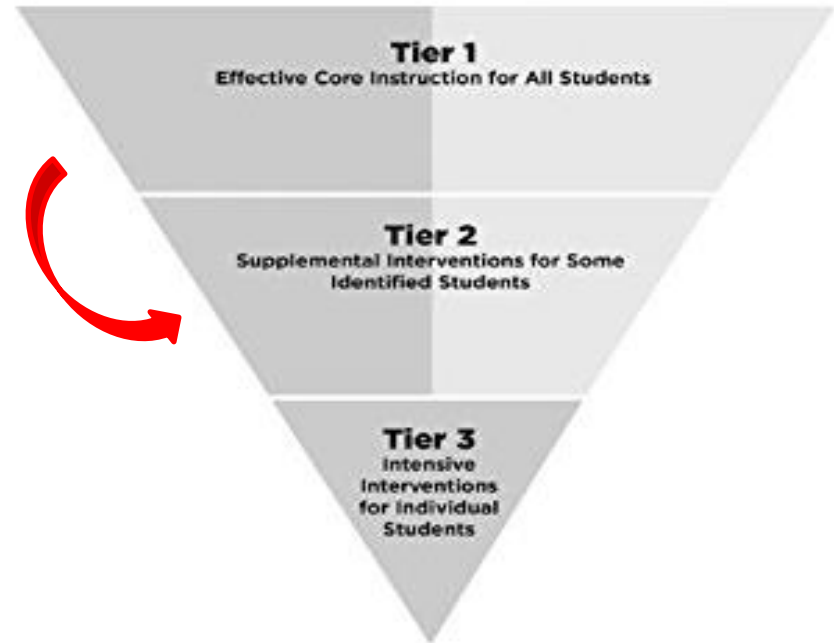
Creating a Responsive Environment

- Attending to, supporting, and modifying support based on student need
 - Physical Needs
 - Sleep, nutrition, physical activity
 - Emotional Needs
 - Emotional awareness, identification, & co-regulation
 - Academic Needs
 - Offer help, modify instructional demands and ways of participating, providing choice

Creating a Responsive Environment

Proactive detection to deliver early and timely intervention

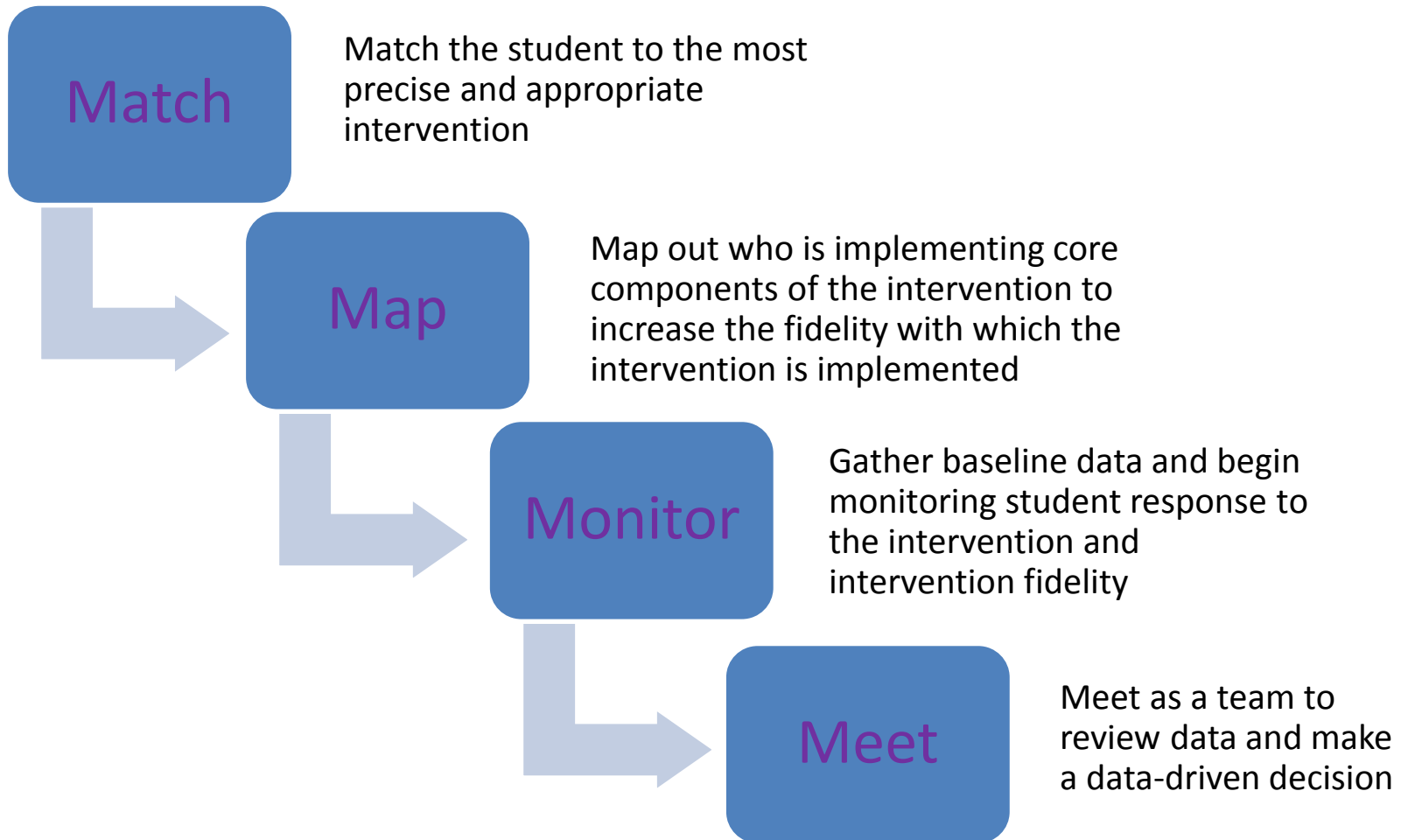
- Use of existing data capturing warning indicators (“kitchen sink”)
- Universal and/or targeted screening
- Structured Teacher Nomination





Welcome to IM4 , a problem-solving system that coordinates intervention programming from beginning to end for students with social, emotional, and behavioral needs.

Intervention Programming from Beginning to End: Intervention Match, Map, Monitor and Meet (IM4)

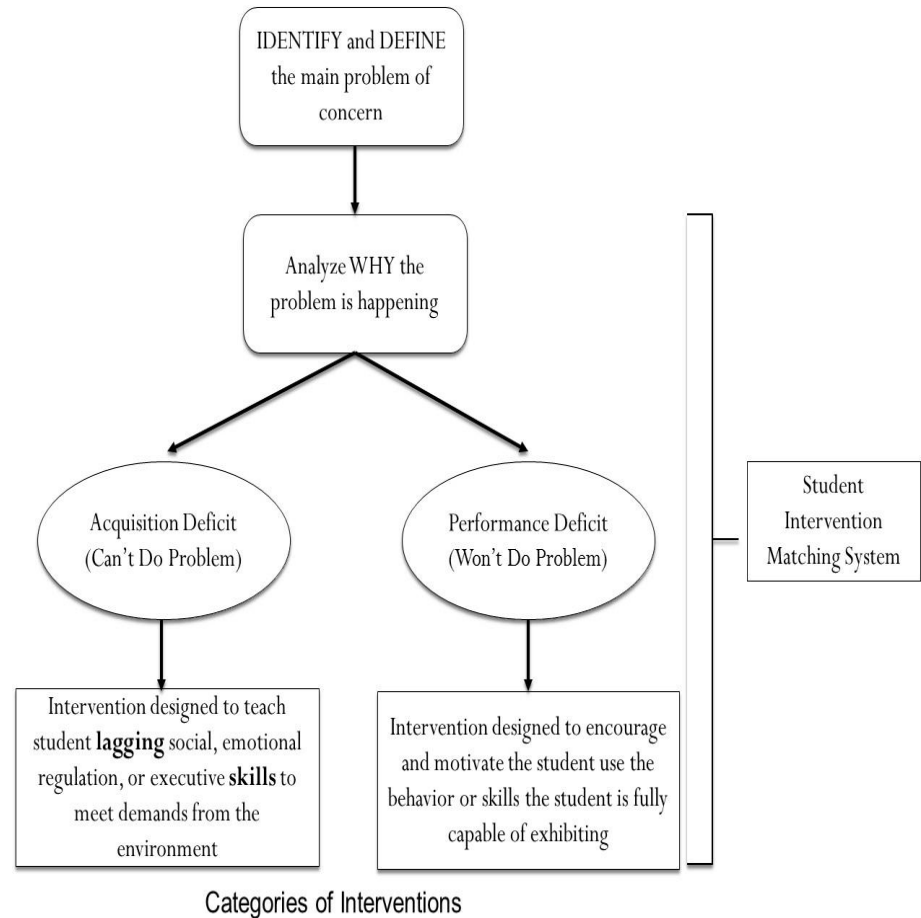


match

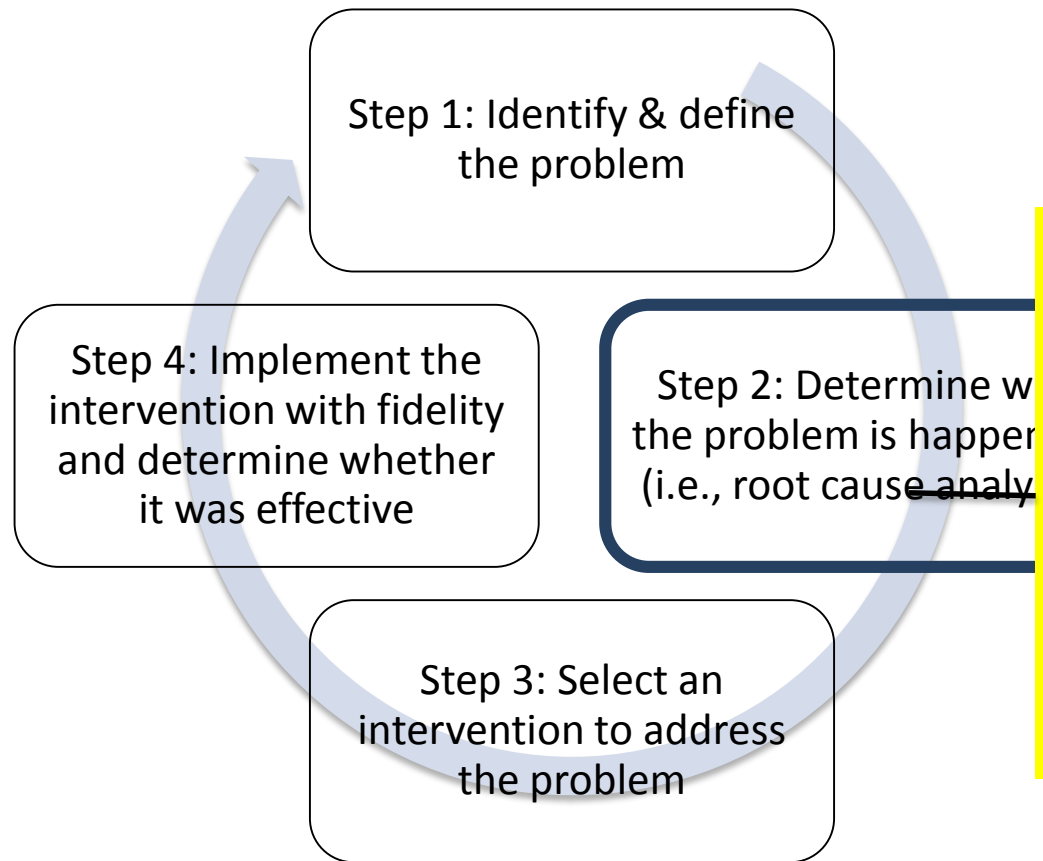


Match

Match the student to the most precise and appropriate intervention



Problem-Solving Process



What intervention does the student need to address the hypothesized root cause underlying the problem?

Root Cause Analysis

- Theoretically-informed, data-driven approach to determine **the hypothesized root cause that explains why** the problem is happening
- Linking root cause to intervention
 - root cause must be **amenable to intervention** (malleable/alterable) so it can be linked to a precise intervention that educators have ability/control over to implement



Why a menu of evidence-based interventions?

- Students with social, emotional and behavioral problems are a heterogeneous group of students
- One-size-fits-all approach to intervention results in lackluster outcomes
- Matching students to the most precise intervention requires having a menu of options to select from



**Tier 2 Root Cause Analysis to
Determine Why the Problem is
Happening**

Tier 2 - Root Cause Analysis

Acquisition-Performance Deficit Paradigm

A problem or difficulty will always be observed when a person.....

(1) lacks or does not possess a skill or given set of behaviors

ACQUISITION DEFICIT

(Can't do)



(2) is not properly supported or motivated to exhibit the skills or behaviors they do possess

PERFORMANCE DEFICIT

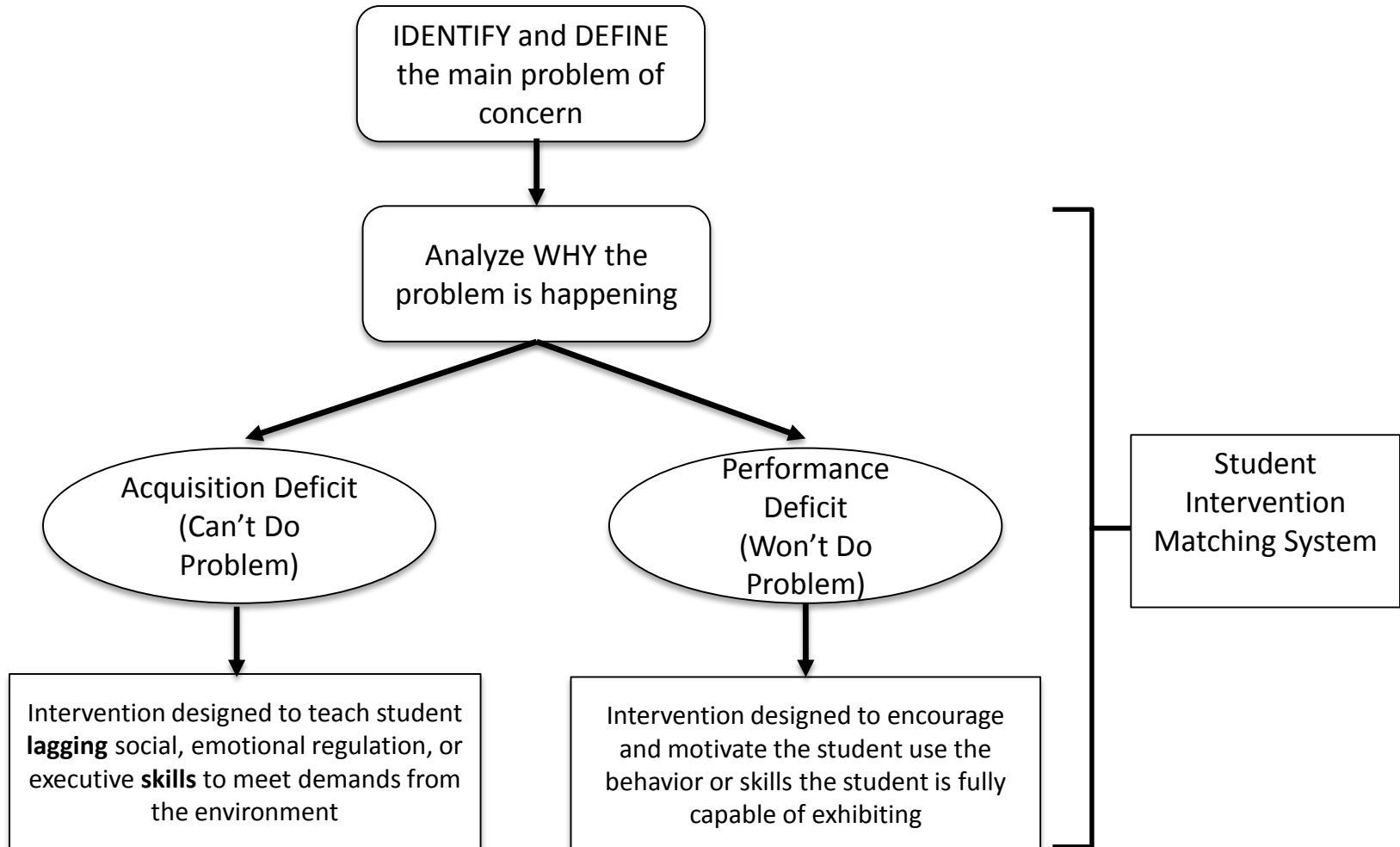
(Won't do)

to meet the demands and expectations of a given environment (e.g., classroom).

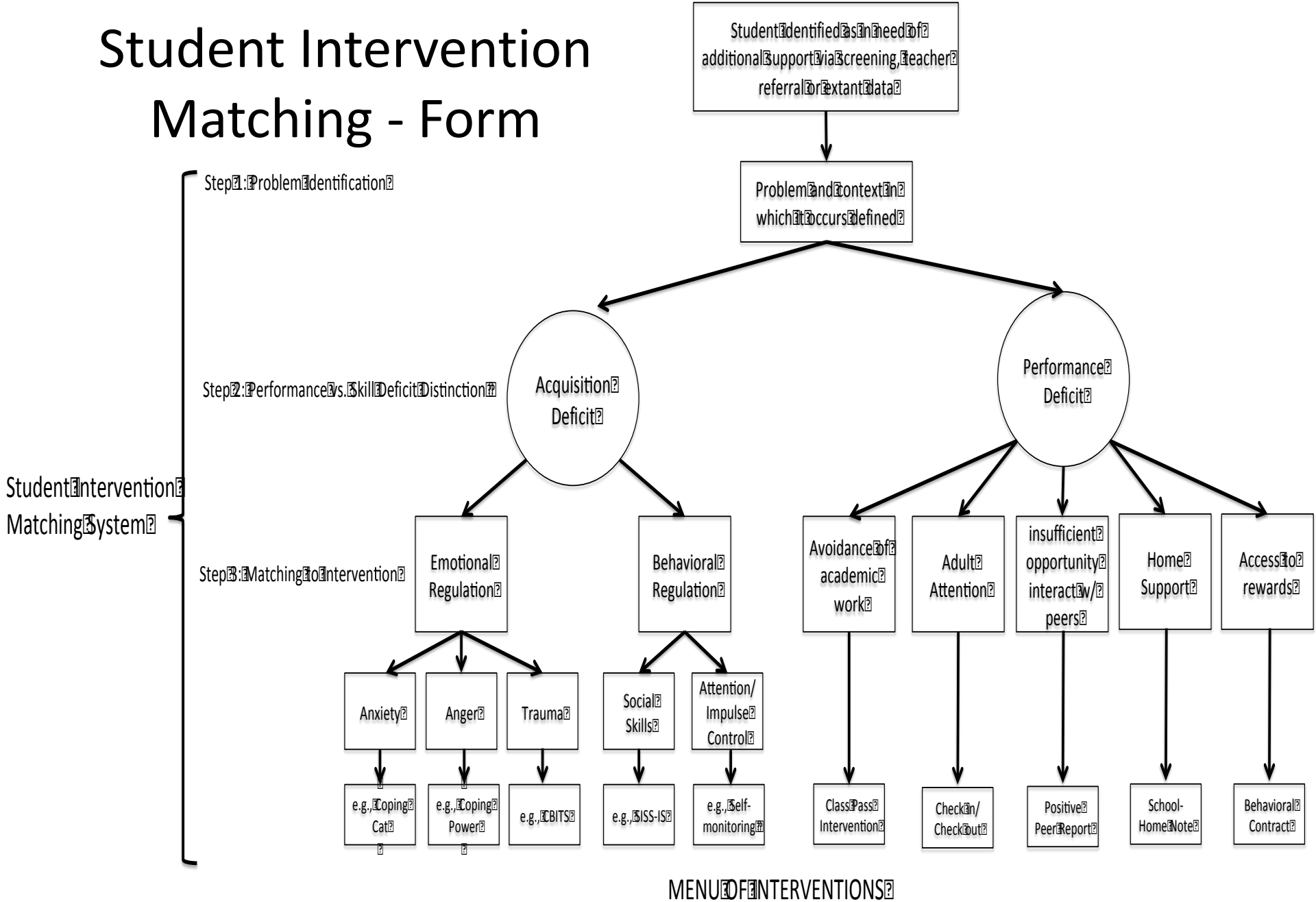
Acquisition vs. Performance

Descriptor	Acquisition Deficit	Performance Deficit
Explanation of the problem	Problem occurs because the student does not possess the requisite skills/behaviors to meet the demands or expectations of the environment	Problem occurs because the student is insufficiently supported or motivated by the environment to exhibit the skills/behaviors they possess
Student deficit	Student lacks a skill/behavior that is necessary to meet the social or academic demands of the environment	Student is not properly motivated and/or supported to utilize skills/behaviors they already possess
Type of problem	Can't Do Problem (Skill)	Won't Do Problem (Will)
Focus of the intervention	Instructional intervention that focuses on teaching the student lagging skills or behaviors to effectively meet the demands from the environment	Intervention that is embedded in the environment that prompts, encourages, and motivates student to use skills/behaviors he or she already possesses

Categories of Interventions



Student Intervention Matching - Form





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