



# School Climate Transformation Grant

## THE FACTS:

### Why a Framework for Multi-tiered Behavior Support?

- The fundamental purpose of a Multi-tiered Behavior Framework is to make schools more effective and equitable learning environments

### How can SCTG help?

- Coordination, consistency and communication
- Measures implementation with fidelity of multi-tiered behavior support (interventions)
- Measures staff/student outcomes

### Why PBIS?

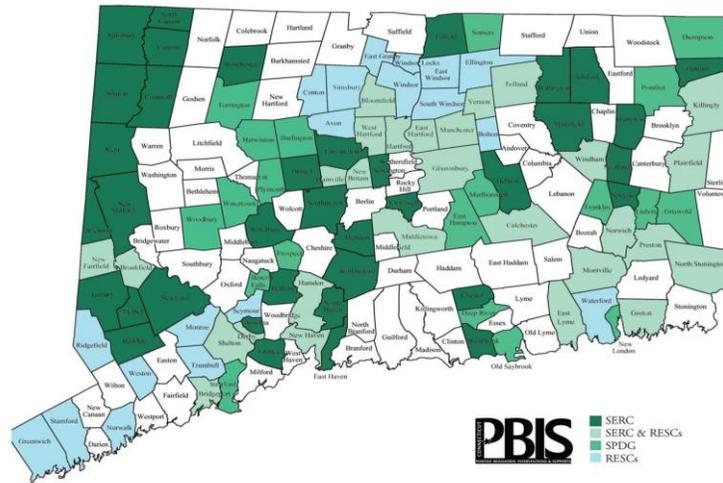
- Reduction in problem behaviors
- Increased academic performance
- Improved social-emotional competences
- Increased positive school climate and culture
- Reduction of staff turnover  
Horner, 2013

### Connecticut's Behavior Data

- Suspension/expulsion rate for males is about twice that of females
- Suspension/expulsion rates for black and Hispanic males are two to three times that of their White counterparts
- Rates for black and Hispanic females are four to six times that of their White counterparts
- 50 percent of students in the grades (9-12) who are suspended/expelled are chronically absent (state average chronic absenteeism rate for grades 9-12 is 15.4%).
- Two-thirds of all ISS, OSS, and Expulsions statewide result from School Policy Violations.

## WHAT IS THE SCHOOL CLIMATE TRANSFORMATION GRANT?

The School Climate Transformation Grant (SCTG) is a five-year, annual renewable award established by the U.S. Department of Education to assist state education agencies in developing, enhancing, and expanding their statewide systems of support for, and technical assistance to, local education agencies (LEAs) and schools implementing an evidence-based, multi-tiered behavioral framework (MTBF). Connecticut was one of the recipients in October 2014. For the purposes of Connecticut's project, Positive Behavioral Interventions and Supports (PBIS) is the multi-tiered behavioral framework that will be implemented to improve behavioral outcomes and learning conditions for all students.



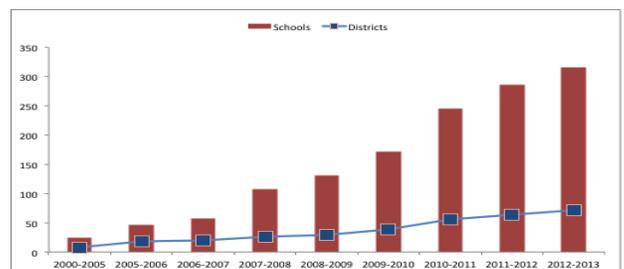
Current PBIS Implementation Across Connecticut: 2013-2014 School Year

## SCTG WORK IN CONNECTICUT

The SCTG work is designed to build capacity to develop, enhance, and expand Connecticut's Statewide Systems of Support to LEAs and schools using the Multi-Tiered Behavioral Framework (MTBF). MTBF provides guidance for the selection, integration, and implementation of the best evidence-based behavioral practices for improving behavioral outcomes for all students. Measurable outcomes for MTBF implementation include positive school climate, improving school safety, and improving mental health resources (CT's Public Act No. 13-3- *An Act Concerning Gun Violence Prevention and Children's Safety*). By expanding the infrastructure already present in our state, we will focus on the further development of our technical assistance providers. A critical ingredient for maximizing organizational success is to provide direction, demonstrate alignment, and generate a commitment as a collective statewide team.

Total Number of Schools Reached as a Result of PBIS Training Efforts

Source: 2012-13 RBA Program Report Card: State Education Resource Center Positive Behavioral Interventions and Supports



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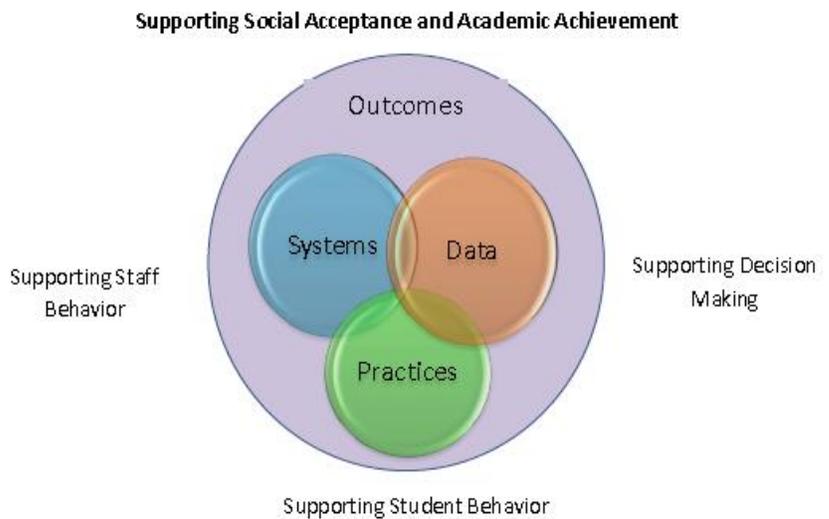
## RESOURCES

- CT SERC PBIS <http://ctserc.org/pbis>
- CREC PBIS <https://crec-pbis-support.wikispaces.com>
- CES PBIS <https://ces-pbis-network.wikispaces.com>
- LEARN PBIS <https://www.pbis.org/resource/625/swpbs-readiness-and-commitment-learn-pbis-project-old-lyme-ct>
- Center for Behavioral Education and Research (CBER) <http://www.cber.uconn.edu>
- National Technical Assistance Center on PBIS <https://www.pbis.org>
- School Climate Transformation Grants <https://www.pbis.org/sctg>
- Equity & PBIS <https://www.pbis.org/school/equity-pbis>
- NorthEast School-Wide PBS <http://neswpbs.education.uconn.edu>
- Association for Positive Behavior Support (APBS) <http://www.apbs.org>
- PBIS APPS <https://www.pbisapps.org>

## SCTG GOALS

This grant is a collaborative effort between the Connecticut State Department of Education (CSDE), the Center for Behavioral Education & Research (CBER) at the University of Connecticut, and the State Education Resource Center (SERC) to:

1. Enhance and deliver high-quality professional learning to participating schools around the development of an MTBF.
2. Expand the cadre of trained professionals in Connecticut by building their capacity to deliver effective, meaningful support to schools and districts around the systemic installation of an MTBF.
3. Align statewide improvement efforts focusing on school climate.



**Figure 24.** Source: OSEP: Center on Positive Behavioral Interventions and Supports, 2010

## WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) involves a proactive, comprehensive, and systemic continuum of support designed to provide opportunities to all students, including students with disabilities and second language learners, to achieve social, behavioral, and learning success. This is accomplished by examining the factors that impact behavior as well as the relationships between environment and behavior.

PBIS is not a program or a curriculum but rather a systems approach to enhance the capacity of schools and districts to adopt and sustain the use of evidence-based practices for all students.

## MORE – VISIT THE SCTG WEB PAGE!

For more information and valuable resources about the School Climate Transformation Grant, visit: [www.ct.gov/sde/sctg](http://www.ct.gov/sde/sctg)