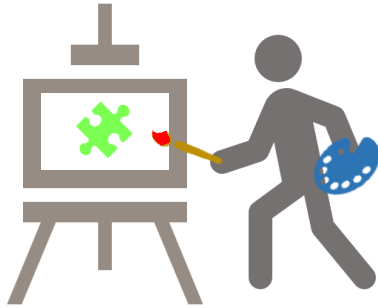


School Climate: A Whole Child Intervention That Reduces Academic Risk

Presented By:

Megan L. Smith, PhD, Shay M. Daily, MPH, MCHES, Sabena Thomas, MA,
Alfgeir L. Kristjansson, PhD, & Michael J. Mann, PhD

Introduction



Background

Students whose developmental needs are being met within a pro-social settings are less likely to participate in health behaviors related to academic failure.¹

Knowledge gap

Research using school climate as an indicator of pro-social behaviors in schools is scarce.²

Introduction



Study purpose

The purpose of this study was to examine school climate as an indicator of meeting students' developmental needs and reduce risk factors related to academic failure.

School Climate (SC)

SC represents the environmental atmosphere of the school that includes the norms, values, practices, and relationships within a school setting.^{2,3}

Assessment



Dependent Measures

Substance Use (3 – items)

- Log natural of the sum score of alcohol & tobacco use
- Ex: During the past 12 months, how often have you smoked cigarettes?

Number of Sexual Partners (1 – item)

- Ex: How many people have you ever had sexual intercourse?

Academic Achievement (2 – items)

- Self-reported grades in Math and English

Assessment



School Climate Measure

42-item ordinal scale⁴

Student-Teacher Relationships (8-items, $\alpha = 0.92$)

Order and Safety (6-items, $\alpha = 0.89$)

Student Engagement (6-items, $\alpha = 0.88$)

Likert Style Scale	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
It is easy to talk to teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Assessment



Basic Psychological Needs (Deci & Ryan, 2000)

21-item ordinal scale ($\alpha = 0.98$)

Autonomy
Relatedness
Competency

Likert Style Scale	1 Not at all	2	3	4 Somewhat true	5	6	7 Very true
I feel pressured in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Design



Participants

Students from 2 high schools and 3 middle schools in West Virginia completed a school-based survey

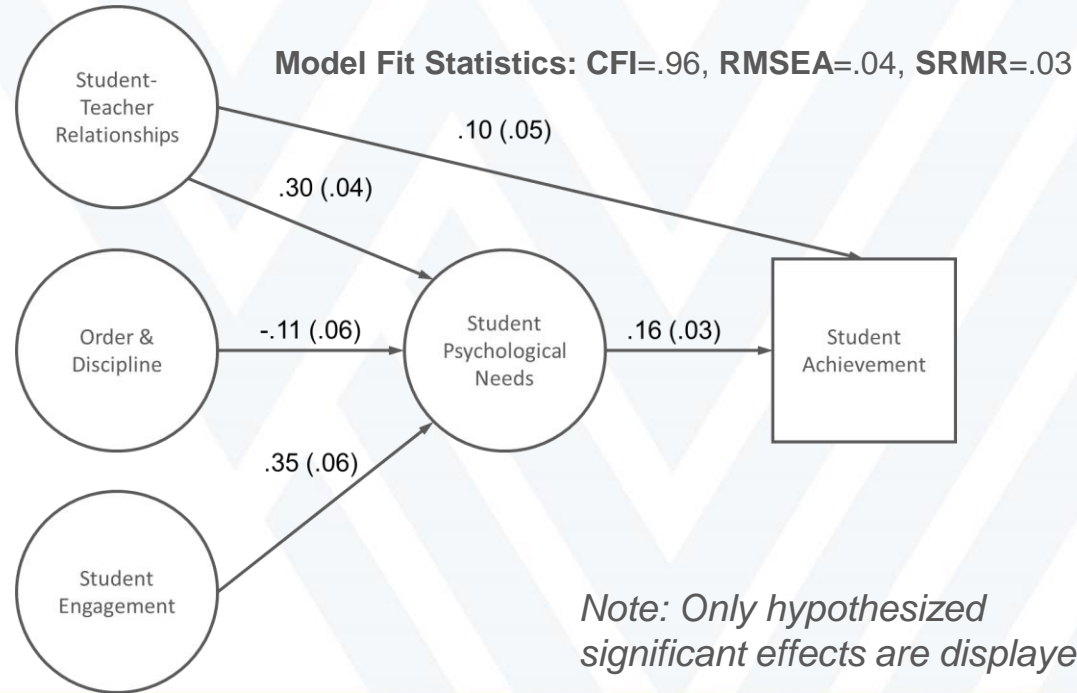
Public school students:

- 2,405, 43% female, 89% non-Hispanic White, response rate 70%

Statistical Analyses

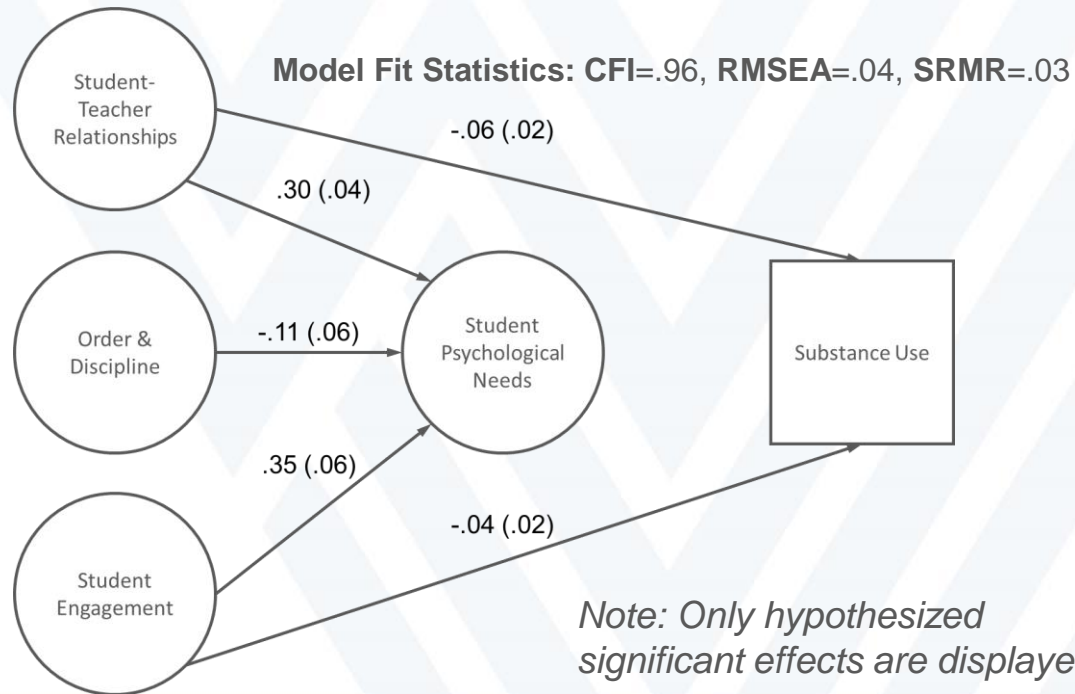
Structural Equation Modeling was used to assess relationships between study variables

Findings – Student Achievement

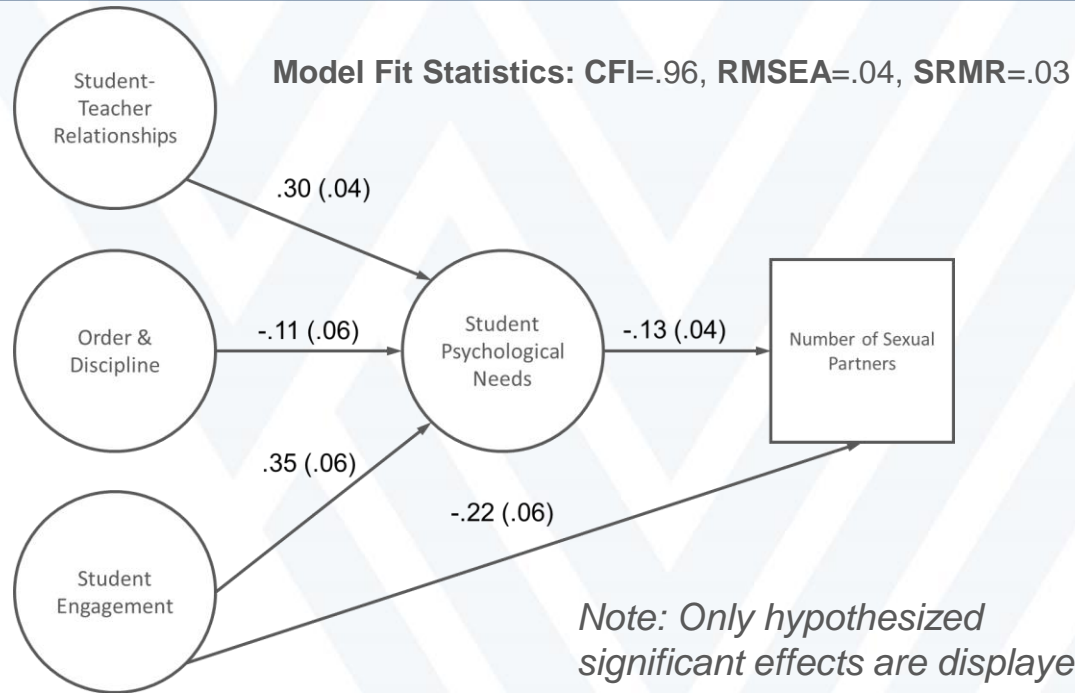


Note: Only hypothesized significant effects are displayed

Findings - Substance Use



Findings – Number of Sexual Partners



Discussion



School climate can be a positive pro-social way of meeting the developmental needs of students.

School Climate can also relate to positive outcomes and basic psychological needs.

Implications



Student outcomes are affected by several context-specific, non-academic factors within a complex social-environment.

When schools operate in ways that meet the needs of students there less of need to integrate specific or multiple interventions as most the “work” is already being done.

Acknowledgements

The ICE Collaborative 2014-2016 is funded by the Sisters of St. Joseph Charitable Fund in Parkersburg, West Virginia. The authors would like to extend our gratitude to the fund for its generous support.



The Sisters of St. Joseph Charitable Fund
... healthy people in healthy communities

References

1. Deci EL, Ryan RM. The "What" and "Why" of goal pursuits: human needs and the self-Determination of behavior. *Psychological inquiry*. 2000;11(4):227-268. Borkar V. Positive school climate and positive education: Impact on students well-being. *Indian Journal Of Health & Wellbeing* [serial online]. August 2016;7(8):861-862.
2. Wang M-T, Degol JL. School climate: a review of the construct, measurement, and impact on student outcomes. *Educational psychology review*. 2016;28(2):315-352. doi:10.1007/s10648-015-9319-1.
3. Cohen J, McCabe L, Michelli NM, Pickeral T. School climate: Research, policy, practice, and teacher education. *Teach Coll Rec*. 2009; 111(1):180-213.
4. Zullig KJ, Collins R, Ghani N, et al. Preliminary development of a revised version of the school climate measure. *Psychol Assess*. 2015; 27(3):1072-1081