

Schools as Organizations Understanding the Landscape

Jacob Campbell, Ph.D. LICSW
at Heritage University
Spring 2026 SOWK 587 Week 03

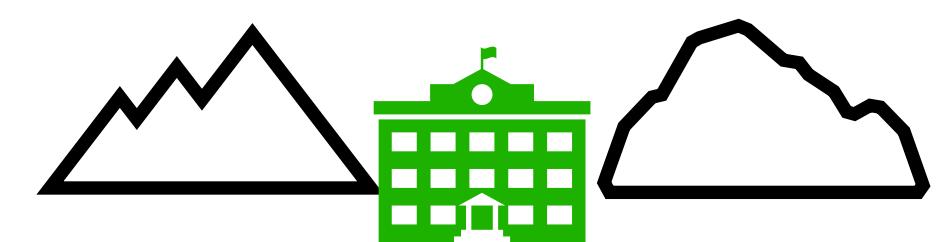
SOWK 587 Week 03

Agenda

- Understanding school climate and school culture
- Exploring what the climate is in your schools
- Multi-Tiered Systems of Support
- Exploring interventions within MTSS
- Diversity and inclusion within services

Learning Objectives

- * Explain the difference between RTI, PBIS, MTSS
- * Be able to assess school climate
- * Identify potential interventions and what tier they are
- * Develop insight into diversity and inclusion



School Climate vs School Culture

Perceptions vs. Values/Beliefs

Climate	Culture
Short-Term	Long-Term
What you do	Why you do it
Indicates type culture	Changed through climate

“A school’s climate is both a window into its culture and a learned response that the culture teaches new members”

(Gruenert & Whitaker, 2023, para 2)



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School climate refers to the quality and character of school life and is based on patterns from constituents.

- 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.



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(National School Climate Council, n.d., 2017)

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Safety

- Rules and Norms
- Sense of Physical Security
- Sense of Social-Emotional Security
- Online Safety

Teaching and Learning

- Support for Academic Learning
- Social and Emotional Learning

Interpersonal Relationships

- Respect for Diversity
- Teacher-Student Relationships
- Peer Relationships

Institutional Environment

- School Connectedness
- Physical Surroundings
- Social Inclusion

Leadership and Efficacy

- Administration and Leadership
- Collective Efficacy

The 14 Dimensions of School Climate Measured by the CSCI



<https://schoolclimate.org/wp-content/uploads/2024/01/14-Dimensions.pdf>



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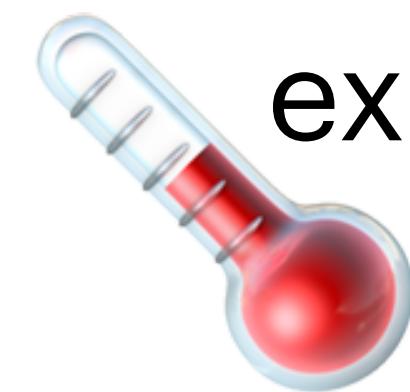
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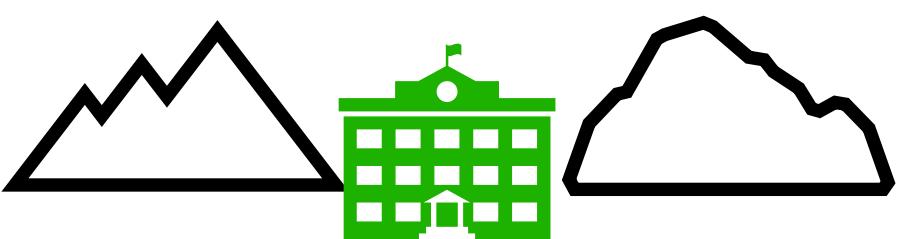
Other Assessments

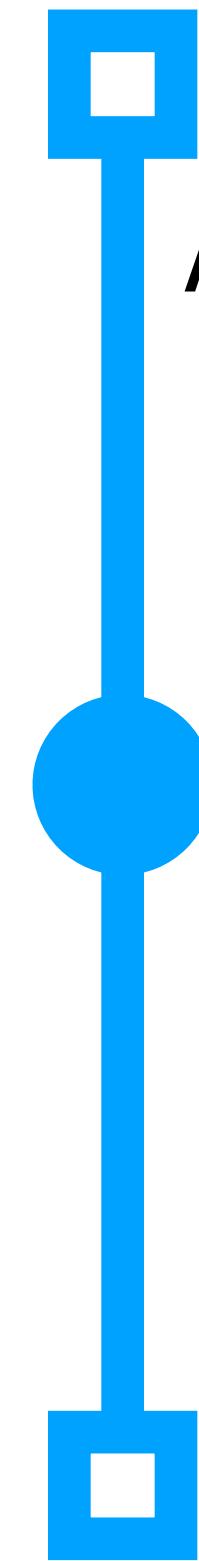
School Culture

- National School Climate Center (NSCC)
Comprehensive School Climate Inventory
(CSCI)
- PBIS School Climate Survey Suite (SCS)
- National Center for Education Statistics
(NCES) The Institute of Education Sciences
(IES) ED School Climate Surveys (EDSCLS)



Temperature Checks
example at PHS





Academic

RTI Response to Intervention

MTSS Multi-Tiered Systems of Support

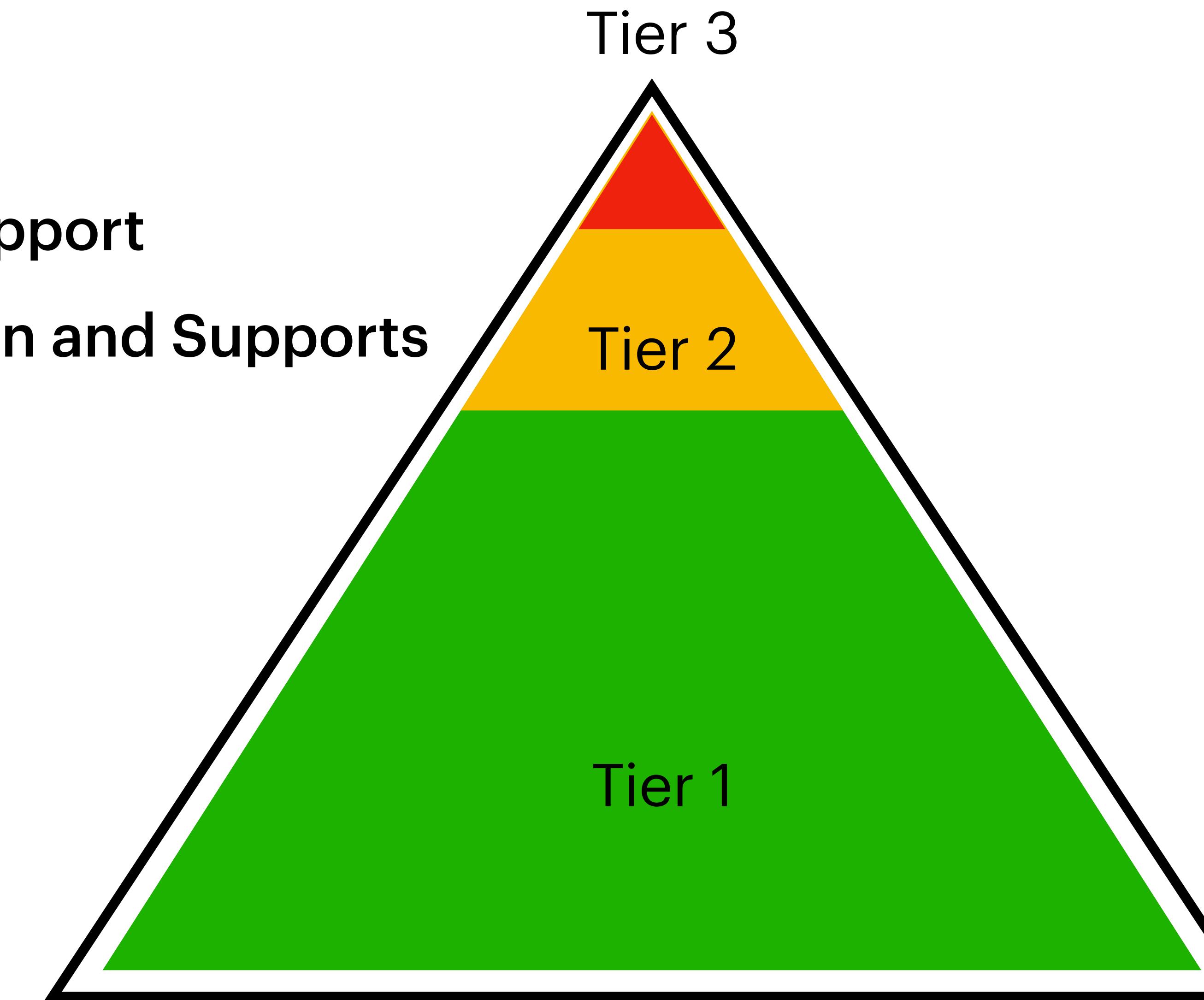
PBIS Positive Behavior Intervention and Supports

Social/Behavioral

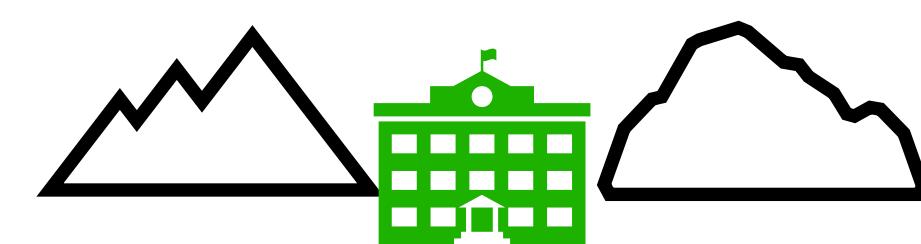
(Raetz & Winter, 2018; Zhang et al., 2023)

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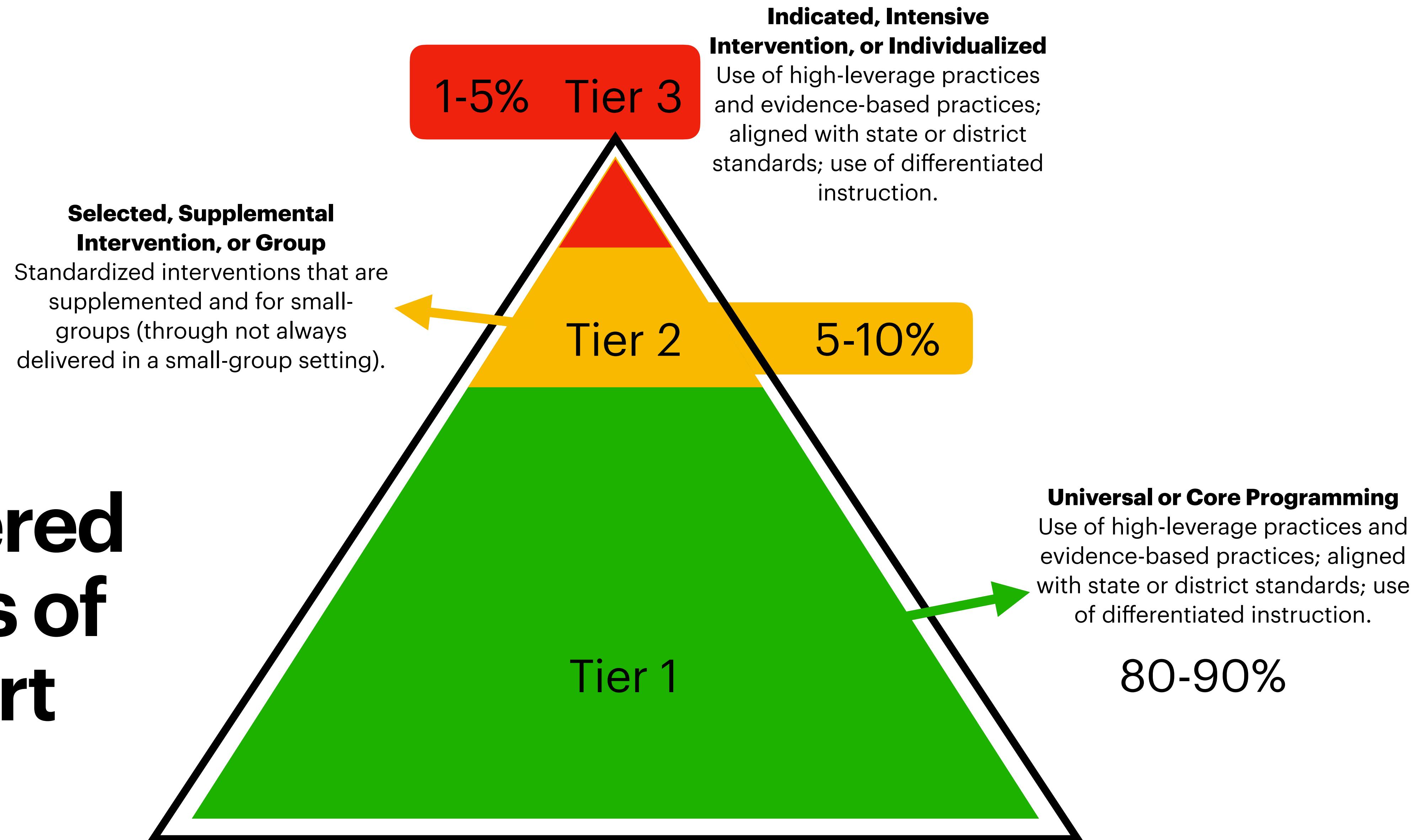
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Multi-Tiered Systems of Support



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(American Institutes for Research, n.d.;
Sailor et al., 2008)

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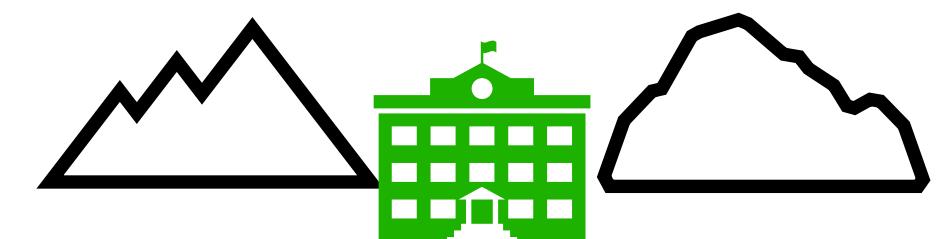
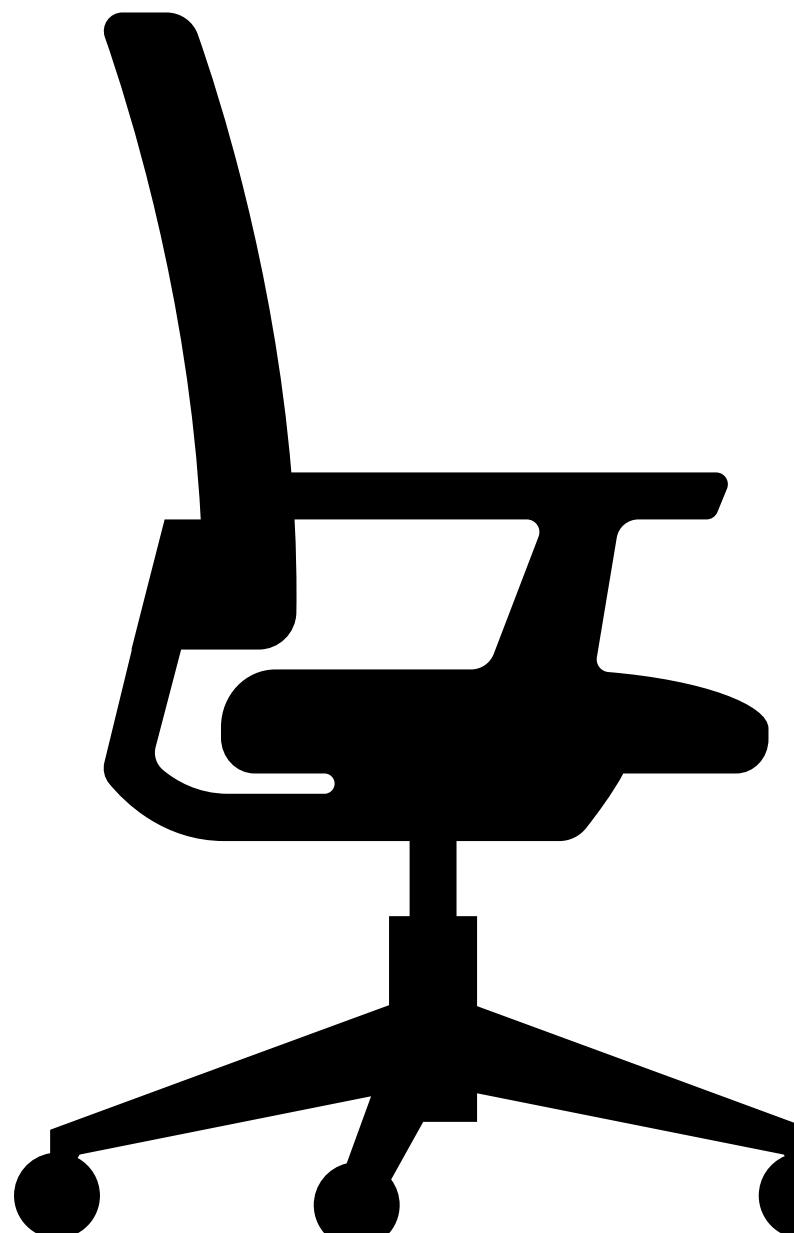


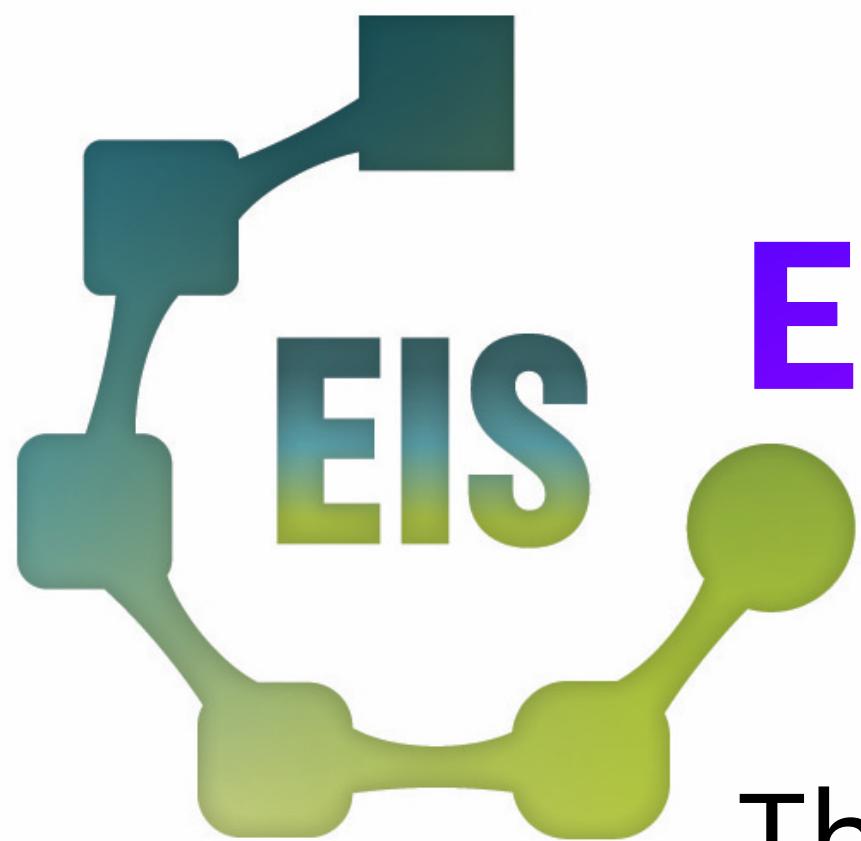
Are you on a team?

How is it being on the team?

What do they do?

PBIS/MTSS Teams





Early Identification System

Intervention Hub



Three groups, one for each tier. Explore some of the problems with their interventions

- What does it look like (share personal examples)
- What do you think some of the strengths and weaknesses might be
- Would it help at your school

Be ready to share findings with the class.

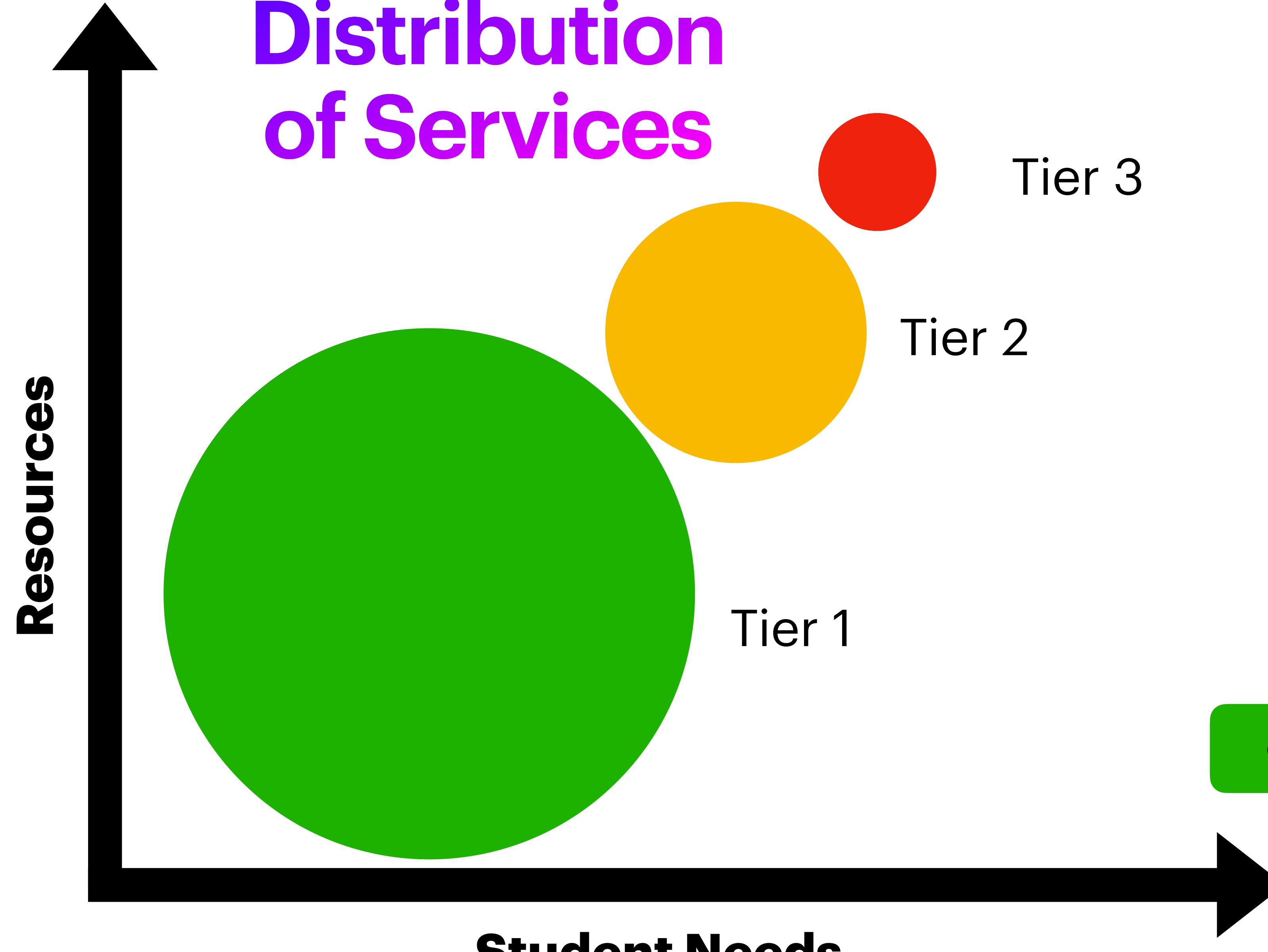


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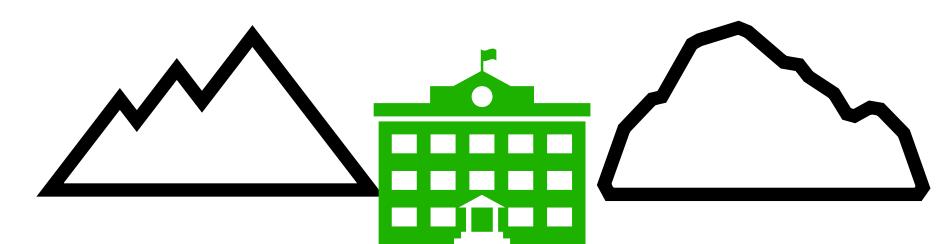
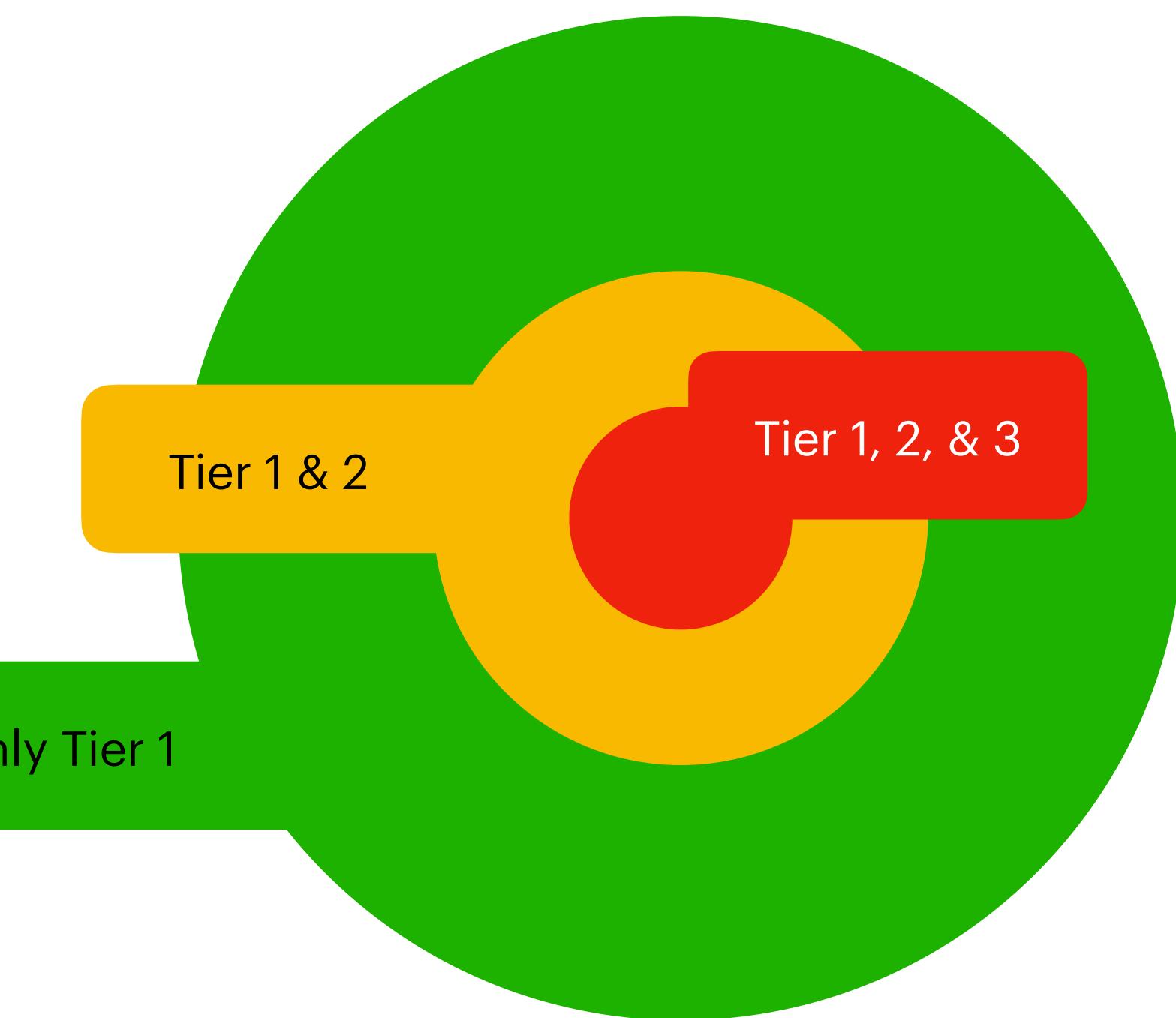
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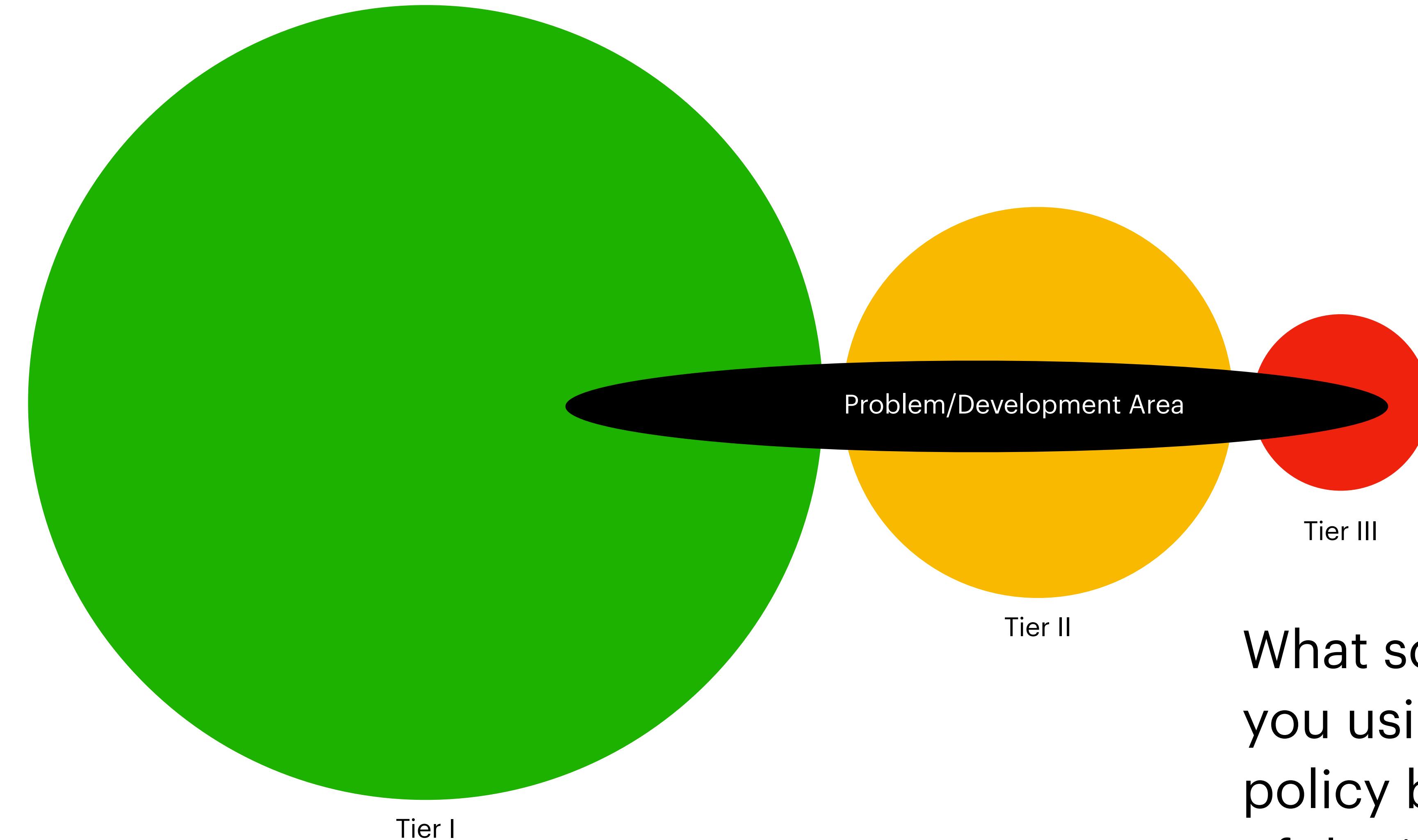
Distribution of Services



Who Receives Services



Addressing Problems & Promoting Prosocial Activities

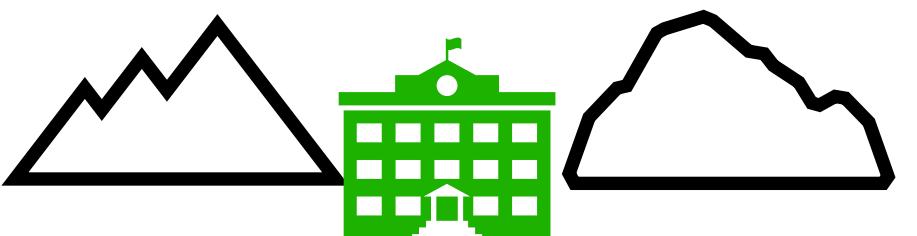


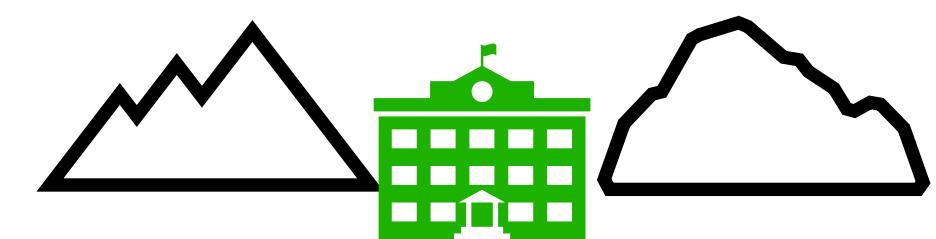
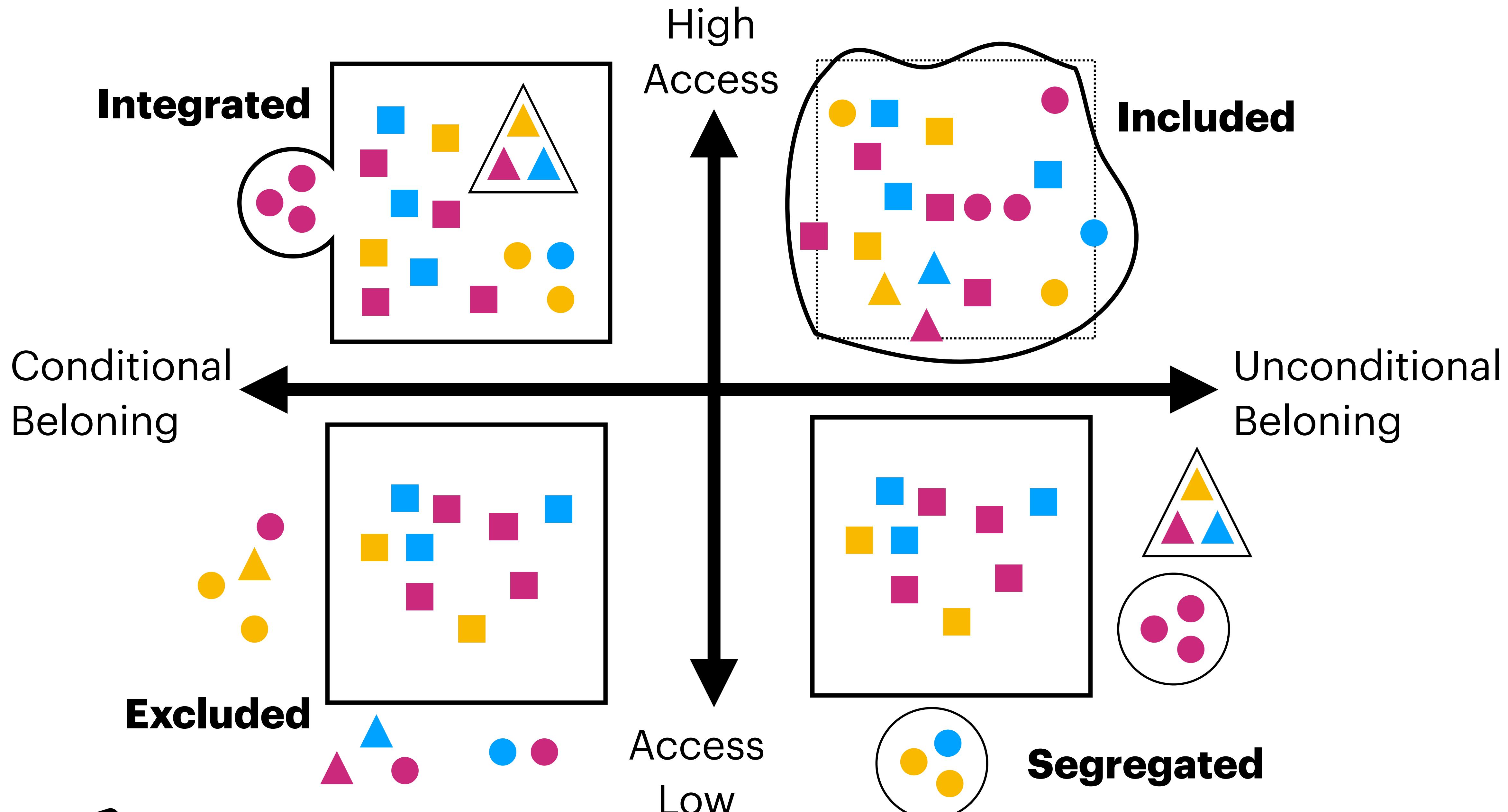
What school-wide problem are you using for the factsheet and policy brief, and what are some of the interventions we might think about in each tier?

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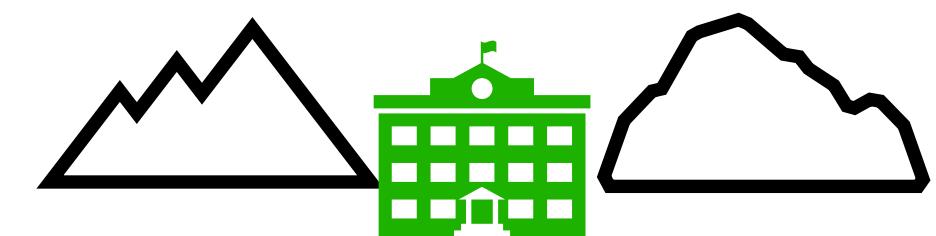
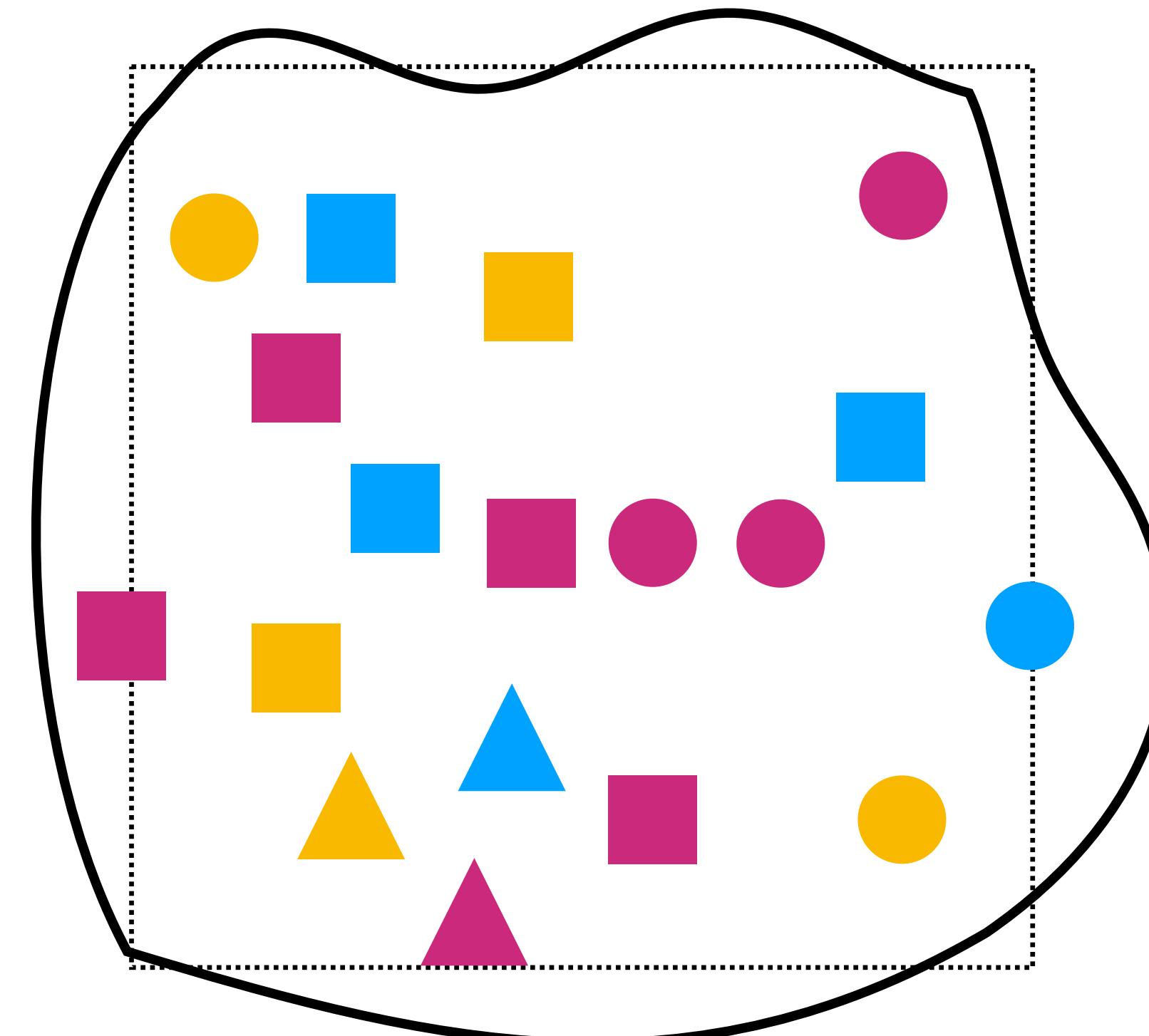




Diversity and Inclusion

How Do We Include Everybody

- What is the importance of inclusion
- What are some of the challenges
- How might some people be on the edges of inclusion
- What do we need to do to promote inclusion



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