

The Hope of Positive Behavior Interventions and the School Climate

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“Good behavior is the last refuge of mediocrity.”

—Henry S. Haskins

NUMEROUS factors influence educational success. Students’ learning performance and overall development are greatly influenced by their school environment. The term “school climate” refers to how instructors and students perceive the general atmosphere of the school based on their long-term interactions with it. It is directly tied to staff and student morale as well as their satisfaction with the school. As per the study by Pan et al. (2001), the psychological climate of the classroom is crucial in fostering students’ intellectual and physical development as well as personality development. The level of students’ mental health increases with an improved school climate. According to Zhou et al. (2021), the school environment can considerably increase students’ motivation to learn and their level of self-awareness and self-control. High expectations for behavior and a well-organized classroom can give children a safe place to learn in which they can cultivate good study habits and self-control, which will have a long-term effect on their overall development.

Since the 1960s, the majority of studies in this field have focused on the impact of school climate on school operational efficiency, or the relationship between school climate and teacher and student satisfaction, teaching effectiveness, and staff turnover. In recent years, numerous studies have



demonstrated the correlation between school structure and student mental health. Academics have developed an agreement regarding the relationship between school climate and student conduct. Additional research (Zheng, 2009) has proven the impact of the school environment on the psychological and mental states of teenagers.

There are a variety of ways to improve the school environment, including social and emotional skill training, bullying prevention, and risk prevention, among others. SWPBIS (school-wide interventions and support for good behavior) is one of them. Existing research has demonstrated that the SWPBIS program promotes the development of effective, reassuring, and positive school environments and climates. *Cultural Fit and Effects of School-Wide Positive Behavior Interventions and Supports in High Needs Schools: A Quasi-Experimental Study* (Deltour et al. 2022) in this issue investigated hundreds of children from four schools in Belgium and concluded that SWPBIS is effective at improving the school environment and reducing bullying by fostering better peer and student-teacher relationships. We hope that this report will stimulate more discussion on the topics of school climate and treatments for student behavior.

References

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Conflict of Interests: None.

Doi: 10.15354/sief.22.co015