

Tools for Schools: Responding to Students' Social, Emotional, & Behavioral Needs

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Teacher Behavior

- Teachers must establish learning environments in which children are unlikely to “develop or sustain behavior problems.” (Stormont & Reinke, 2009, p. 26)
- Instruction in behavior management ultimately affects both teacher and student behavior (Coalition for Psychology in the Schools, 2006; Oliver & Reschly, 2010)
- “Inadequate teacher preparation hinders successful early intervention and response to intervention efforts. . .” (Oliver & Reschly, 2010, p. 196)
- “We need to train teachers to teach/shape behaviors that predict and facilitate higher rates of student success.” (Scott, 2017)

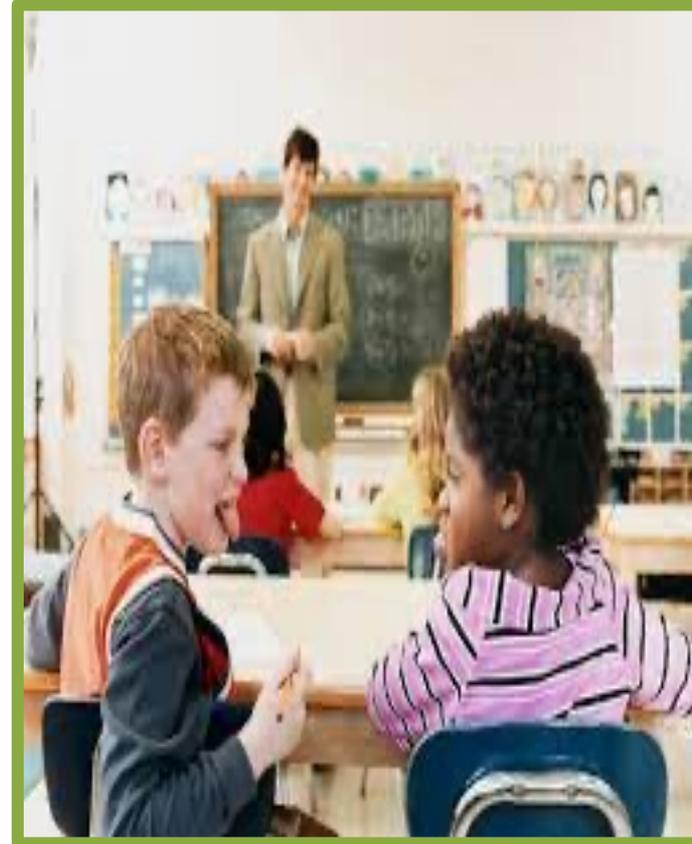


What researchers say...

Behavior/classroom management: a leading area of teacher burnout

(Darling Hammond, 2003; Scott, 2017; Westling, 2010)

- **Less typical:** weapons, drugs and violence
- **More typical:**
 - Disengagement and disruption
 - Issues & misbehaviors that affect the learning environment—DAILY!



What researchers say...

Factors contributing to teacher burnout

- Insufficient preparation
- Limited strategies—thus, ineffective
- Lack of support
- Increased stress

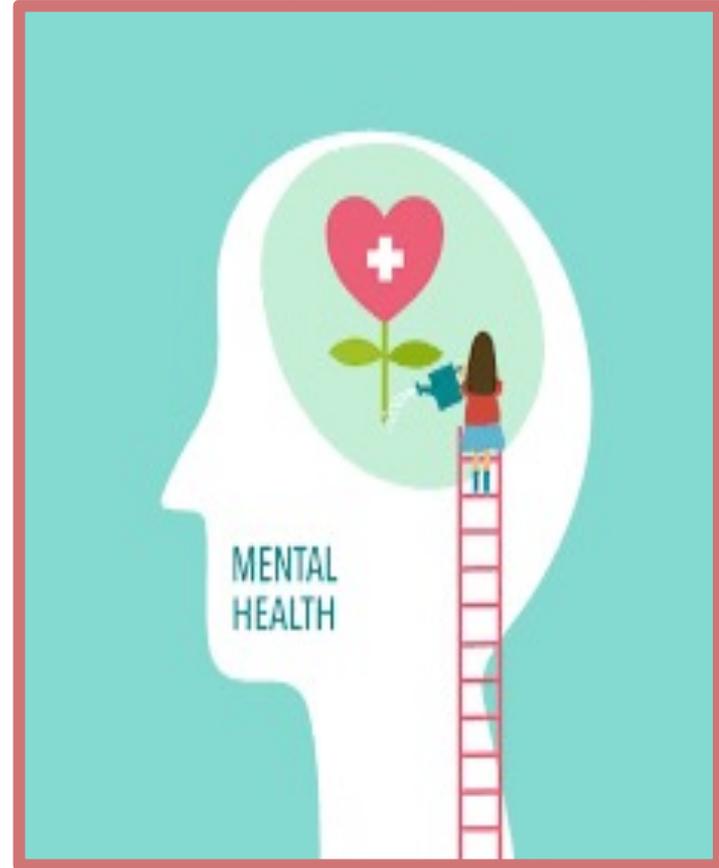
(Scott, 2017)

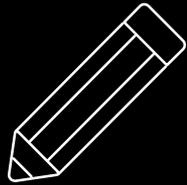


What researchers say...

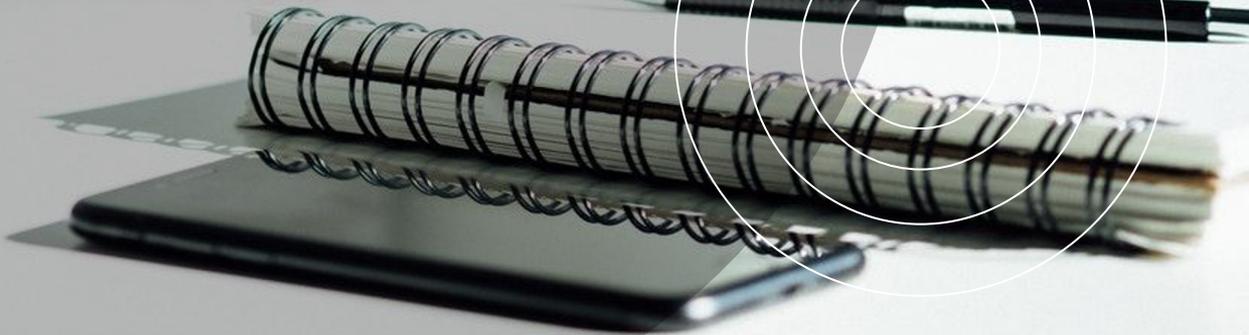
- Suicide is the 2nd leading cause of death for people ages 10-34
- 1 in 5 youth experience a mental health disorder; only 50% receive treatment.

So...this leaves schools as the “de facto” for providing mental health support.





So...how do we **EFFECTIVELY**
support these challenging
issues?



School-Wide Systems for Student Success: MTSS

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

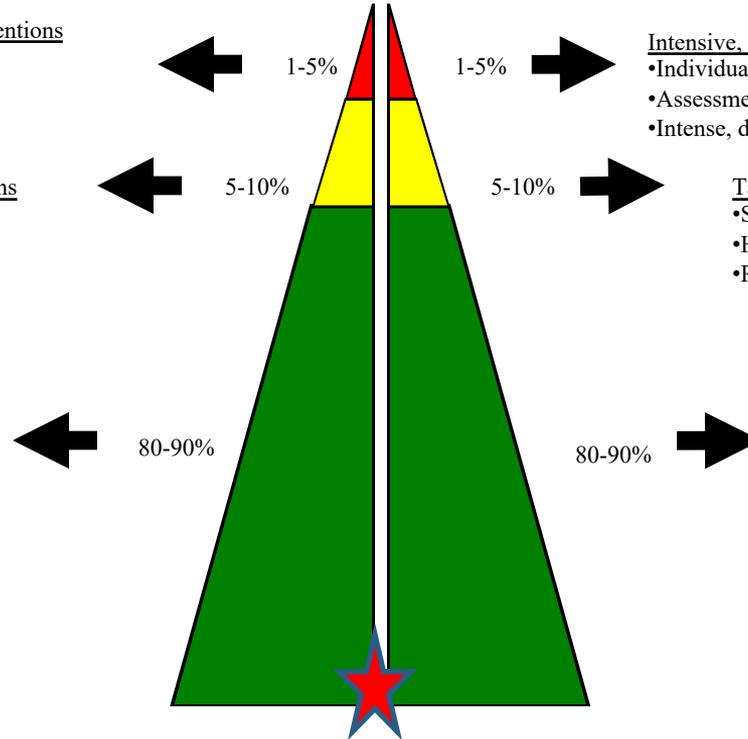
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

What is School-wide Positive Behavior Support?

The application of evidence-based strategies and systems to assist schools

- to increase academic performance
- increase safety
- decrease problem behavior, and
- establish positive school cultures



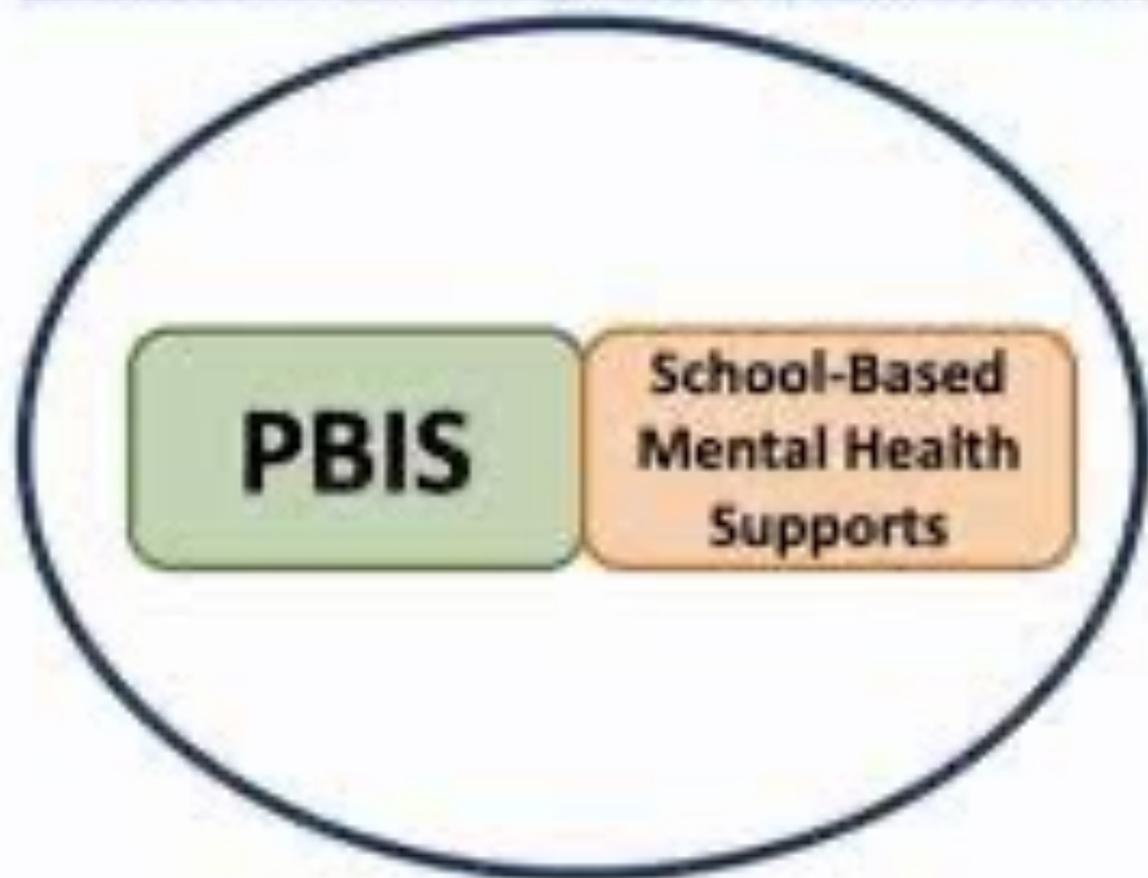
What is School-wide Positive Behavior Support?

Evidence-based 3-tiered framework to:

- Improve and integrate all data, systems and practices affecting student outcomes every day.
- Support everyone – including students at-risk for/with disabilities.
- Create the kinds of schools where all students are successful.



Interconnected Systems Framework





ISF



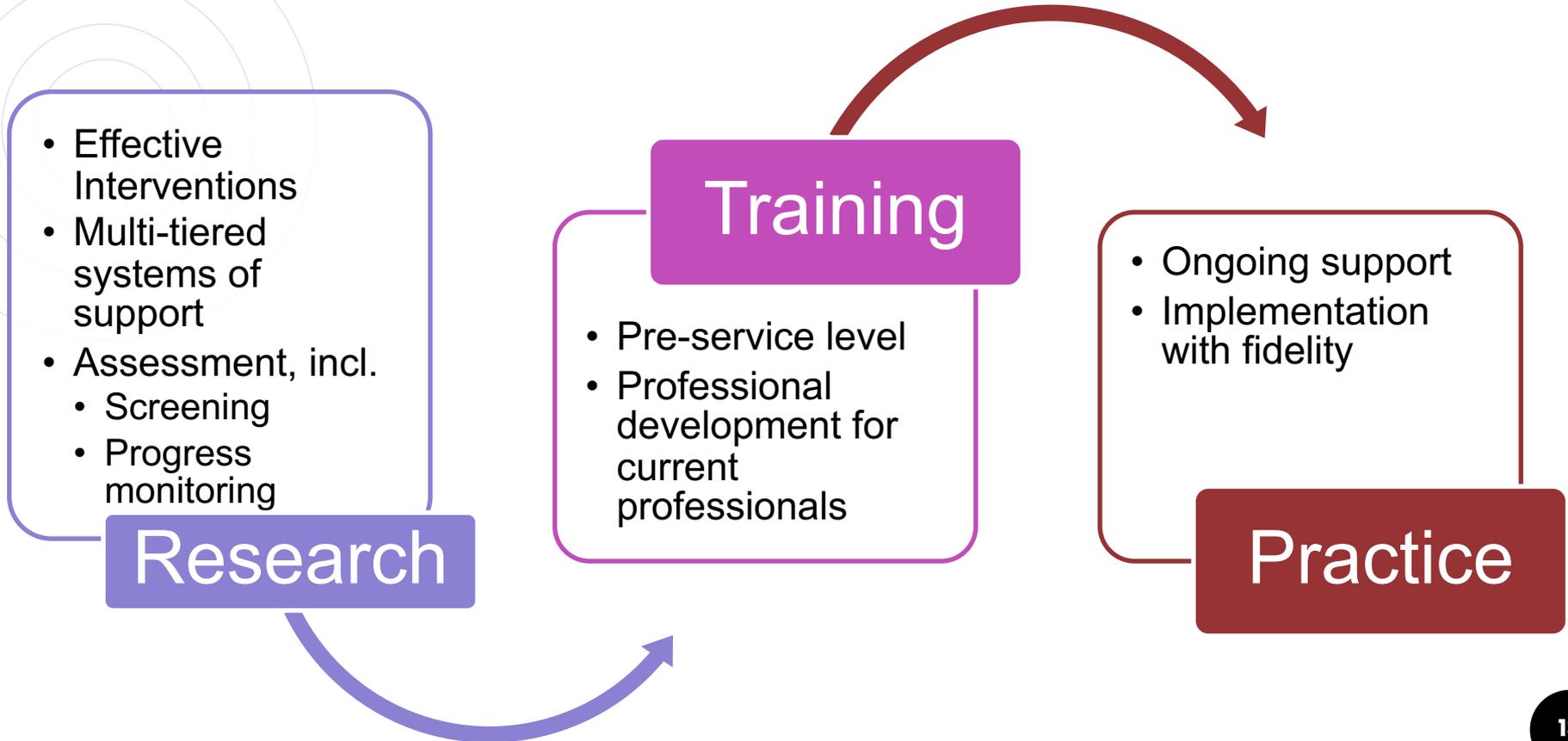
Successful Implementation of Multi-tiered prevention/intervention models (i.e., MTSS, PBIS, & ISF)

... is multifaceted and involves knowledge of:

- evidence-based interventions
- multi-tiered intervention models
- screening, assessment, and progress monitoring
- administering interventions with a high degree of integrity
- support and coordinated efforts across all levels of staff and leadership within the school
- and sustaining systems of prevention grounded in an MTSS framework”

- Kratochwill, Volpiansky, Clements, and Ball (p. 632, 2007)

Turning Research into Practice



Effective Training

Interdisciplinary

General and special education, administrators, school psychologists

Data-Based Decision Making

Identifying students & evaluating programs

Targeted

Training & Professional Development

Research-Based Interventions

Selecting interventions based on student needs

Progress Monitoring

Changing interventions based on progress

Given the current emphasis on improving outcomes for all students, it is imperative that ALL educators receive access to evidence-based strategies and resources appropriate to supporting a wide range of student needs via a multi-tiered model.

Purpose of presentation:

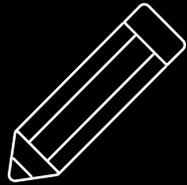
Identify evidence-based resources and strategies that support educators as they confront the behavioral, social, and emotional needs of all students, including those with disabilities, via a Multi-Tiered model of support.



Focus of Presentation

1. Screening & General Resources
2. Universal
3. Targeted/Secondary
4. Tools in Action





Screening & General Information



Screening Resources...

- [Systematic Screening for Behavior in Current K-12 Instructional Settings](#)
- [Systematic Screening Tools: Universal Behavioral Screeners](#)
- [Selecting a Universal Behavior Screening Tool: Questions to Consider](#)
- [Screening Resources](#)
- [Social, Emotional and Behavioral Instruments](#)
- [Considerations for Systematic Screening in the COVID-19 Era: Universal Screening for Internalizing and Externalizing Behaviors](#)



General Resources...

- [Center on the Social and Emotional Foundations for Early Learning \(CASEL\)](#)
- [PBIS Mental Health & Social-Emotional Well Being](#)
- [National Center for Healthy Safe Children](#)
- [National Center for Pyramid Model Innovations](#)
- [National Center for School Mental Health](#)
- [School Mental Health Collaborative](#)
- [What Works Clearinghouse of the Institute of Educational Sciences](#)



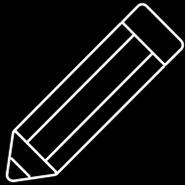
General Resources...

REFERENCES & WEBSITE

- [PBIS](#)
- [CASEL](#)
- [NCII—Behavior Support for Intensive Intervention](#)
- [The IRIS Center](#)
- Gibbons, K., Cook, C., Parr, A., & Xiong, E. (2020). *School Mental Health Services: A Literature Review*. Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.
- [USDE New SEL COVID-19 Resource](#) (released 10/19/21)

BOOKS/MATERIALS

- [IRIS Information Briefs](#)
- [Behavior Encyclopedia](#)—Randy Sprick
- [Behavior Intervention Manual](#)
- [The Power of Positive Parenting](#)—Glenn Latham
- [Tough Kid Book & Tough Kid Toolbox](#)—Rhodes & Jenson



Universal



Classroom Management...

- [IRIS Center Modules](#)
 - [Basic Components](#)
 - [Developing a Behavior Management Plan \(Elementary\)](#)
 - [Developing a Behavior Management Plan \(Secondary\)](#)
 - [Early Childhood Behavior Management](#)
- [Establishing Norms & Expectations: IRIS Case Studies & Star Sheets](#)
- [Effective Room Arrangement IRIS Case Studies & Star Sheets](#)
- [Behavior Game \(IRIS\)](#)
- [Teaching Channel Videos](#)
 - [New Teacher Survival Guide: Classroom Management](#)
 - [Strategies to Improve Transitions and Time Management](#)
- [CHAMPS](#) by Randy Sprick
- [Keys to an Effective Classroom](#) by Glenn Latham
- Classroom Management for [Elementary](#) and [Secondary](#) Teachers by Emmer & Evertson



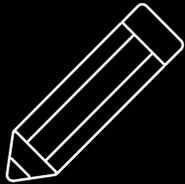
Building Positive Relationships & Praise...

- [Encouraging Appropriate Behavior–IRIS Case Studies & Star Sheets](#)
- [Behavior Specific Praise– Fundamental Skill Sheet IRIS](#)
- [Behavior Game \(IRIS\)](#)
- [Teaching Channel Video](#)
 - [Caring and Control Create a Safe, Positive Classroom](#)
- [High Leverage Practice Videos/Resources](#)
 - [Provide Positive/Constructive Feedback](#)
- Praise Notes
 - [Effects of Tiered Training on General Educators' Use of Specific Praise](#)
 - [Improving Social and Academic Outcomes for All Learners Through the Use of Teacher Praise](#)



SEL Curriculum & Interventions

- [Classroom Dinosaur School](#)
- [Promoting Alternative Thinking Strategies \(PATHS\)](#)
- [The Good Behavior Game](#)
- [Second Step](#)
- Social Skills Instruction & Activities
 - [Skillstreaming Books: Early Childhood, Elementary, & Adolescent](#)
- [Edutopia Videos](#) & Resources
 - [5 Keys to Successful Social and Emotional Learning](#)
 - [Other SEL Videos/Resources](#)



Targeted & Secondary



Interventions...

Self Monitoring

- [IRIS Module—SOS: Helping Students Become Independent Learners](#)
- [Fostering Accountability Case Studies & Star Sheets](#)
- Video—[Self Modeling](#)



Other

- [Check in Check Out](#)
- [IRIS](#)
 - Modules—Addressing Noncompliant & Disruptive Behavior [#1](#) and [#2](#)
 - Fundamental Skill Sheets—[Choice Making](#), [High Probability Requests](#), [Proximity Control](#)
- [Coping Cat](#) & [C.A.T. Project](#)

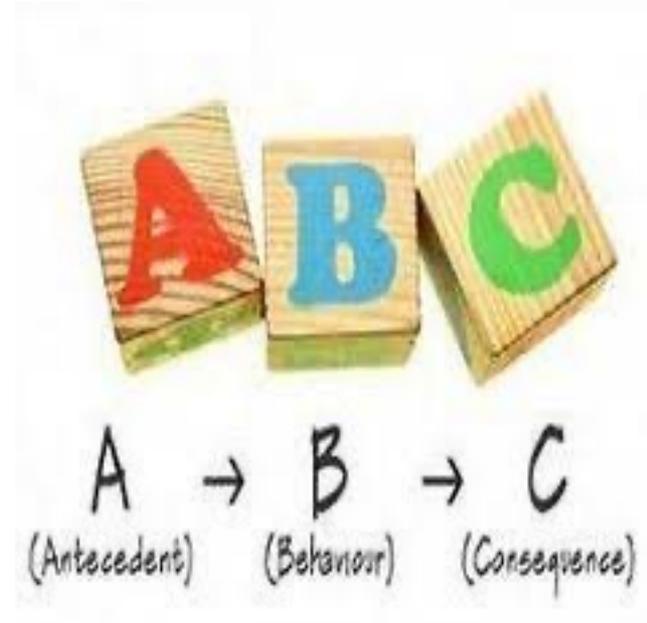
Anoka Hennepin Interventions

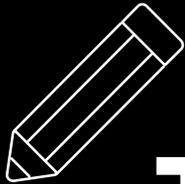
- [Why Try](#) (Grades 6-8)
- [School Connect](#) (Grades 9-12)



Functional Behavioral Assessments

- [IRIS](#)
 - [FBA Module](#)
 - Activities
 1. [ABC Analysis](#)
 2. [Interval/Frequency Recording](#)
 3. [Latency/Duration Recording](#)
- [Basic FBA to BIP](#) (Portland State University and TASN)
- [Prevent-Teach-Reinforce](#) & [Prevent-Teach-Reinforce for Young Children](#)

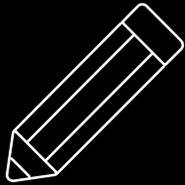




Tools in Action:

***Anoka Hennepin School
District***





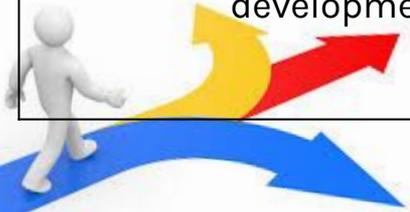
The Issue...





Changes to FBA process are driven by the Special Education Audit

<u>Sub-Themes</u>	<u>Recommendations</u>
<p>FBA and BIP process is in need of significant revision.</p> <ul style="list-style-type: none">● The process of conducting FBAs should be revised, to include hypotheses related to the function of behavior, direct observations, and attention to environmental variables that contribute to occurrences of problem behavior.<ul style="list-style-type: none">○ This information should guide the development of the BIP.	<ul style="list-style-type: none">● Determine a behavioral evaluation technique that determines the exact nature of problem behaviors, the reasons why they occur, and under what conditions the likelihood of their occurrence is reduced.● Provide training and support to ensure FBAs and BIPs are function based and that BIP is developed from and aligns with the FBA.● Address the need to align this process to other disability areas, not just EBD.



The Team

- 3 Supervisors
- Behavior Intervention Specialists
- District BCBA
- Evaluation Team Lead
- Building Psychologist
- Teachers



The Process...

- Stage 1
 - *Defined the problem/issue*
 - *Evaluated past FBA procedures/tools*
 - *Explored and selected future FBA procedures/tools AND desired outcomes*
- Stage 2
 - *Developed procedures/tools*
 - *Developed PD*
 - *Implemented PD*
- Stage 3 (now)
 - *Continued with PD*
 - *Implement new procedures/tools*
 - *Conduct fidelity checks with teams*



The Outcomes (to date)



“If schools attend to the emotional and behavioral needs of students on a broad scale, it is likely that they will create the conditions necessary for social competence and academic success of students.”

Young, Marchant, & Wilder, 2003





Questions?



Thank you!

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