Managing Behavioral Disruptions in Early Grades

Reversing the Rising Frequency and Intensity of Student Misbehavior

Part I: **Preventing Misbehavior Through Early Intervention**

District Leadership Forum

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Audio Options

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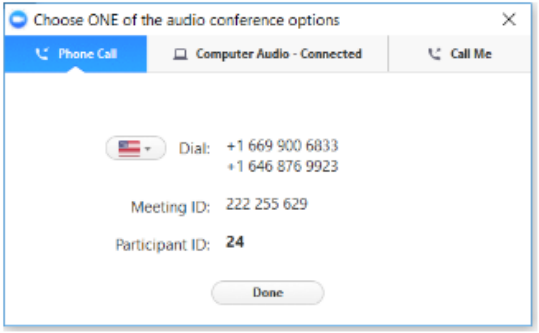

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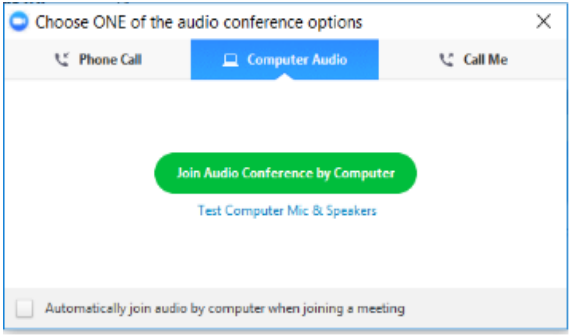

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Using Zoom

Mic and Video Controls

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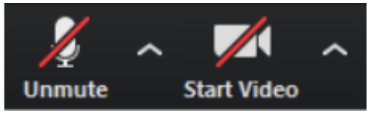
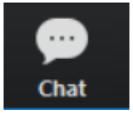


Asking a Question

To ask the presenter a question, type it into the Chat panel and press send.



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Upcoming Webconferences

Managing Behavioral Disruptions in Early Grades

Create Conditions for Positive Classroom Behavior

- Adjust the classroom and schedule to provide students with a better learning environment and more opportunities for unstructured play
- Overcome common pitfalls of PBIS implementation by standardizing behavioral expectations across a school and district

Thurs., May 9

3:00 – 4:00 p.m. Eastern Time

Promote the Social Emotional Well-Being of Students and Teachers

- Support the social-emotional needs of both students and teachers
- Learn tips for selecting the right SEL curriculum, as well as implementing SEL practices for adults

Wed., May 15

3:00 – 4:00 p.m. Eastern Time

Enhance Support for Higher-Needs Students

- Support students who have greater behavioral needs, including those with a history of trauma
- Learn best practices related to trauma-informed care, support teams, and reintegration into the classroom

Thurs., May 23

3:00 – 4:00 p.m. Eastern Time

Register for any of the above webconferences at [eab.com](eab.com).

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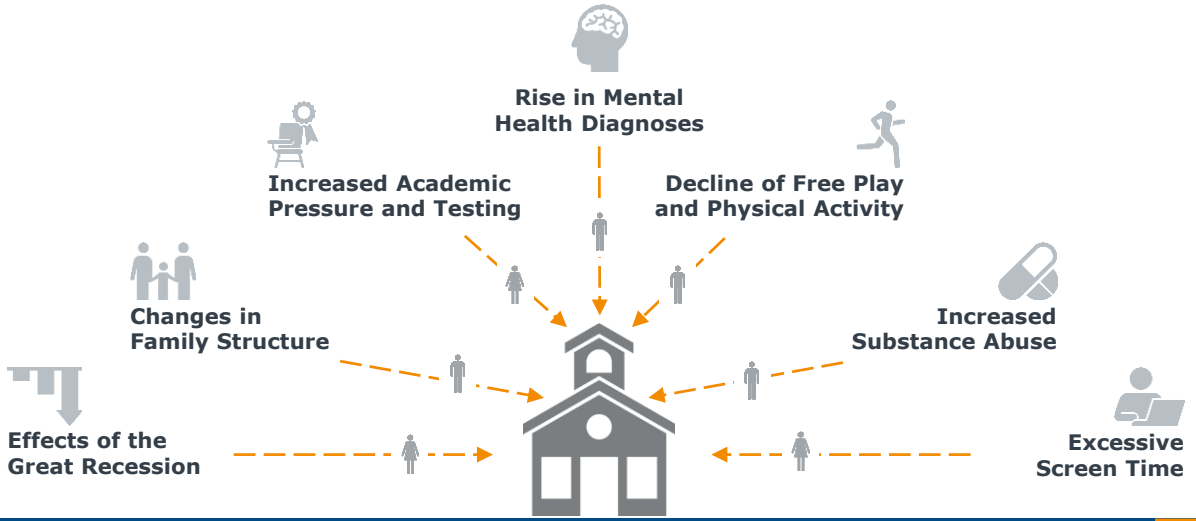
"It May Not Be Our Fault, But It Is Our Problem"

Broader Societal Trends Show Up at the School Doors



Keeping an Eye on the Big Picture

"If we think that our primary mission is strictly an academic one, I think we're failing our kids."

Superintendent, MI

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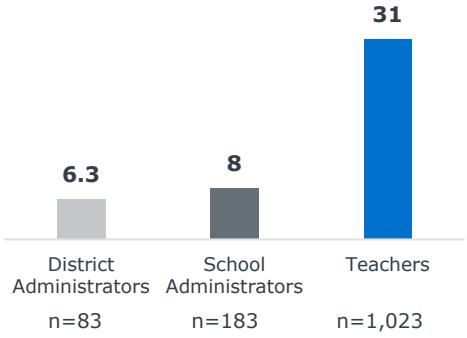
Source: EAB interviews and analysis.

Disruptive Behavior High on the Priority List

Rising Number of Disruptions Reported by Administrators and Teachers

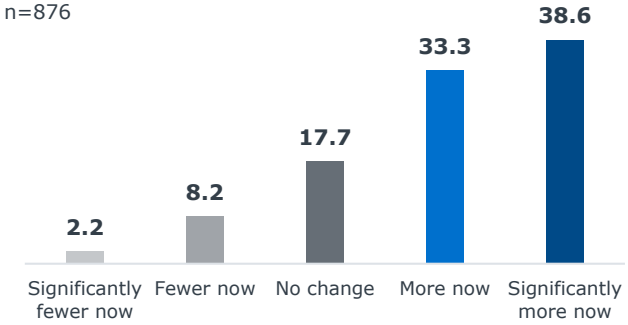
District Leaders May Underestimate Real Size of the Problem

% of Student Population Exhibiting Severe Behavioral Disruptions, By Educator Type



Teacher Perceptions Reveal a Disturbing Trend in Disruptive Behavior

% of Teachers Responses Indicating Trends in Behavioral Disruptions over the Last Three Years



> "I have an affluent part of my district and a part with lower socioeconomic status and there's not much difference between what schools report with regard to kids in crisis."
>
> Superintendent, MO

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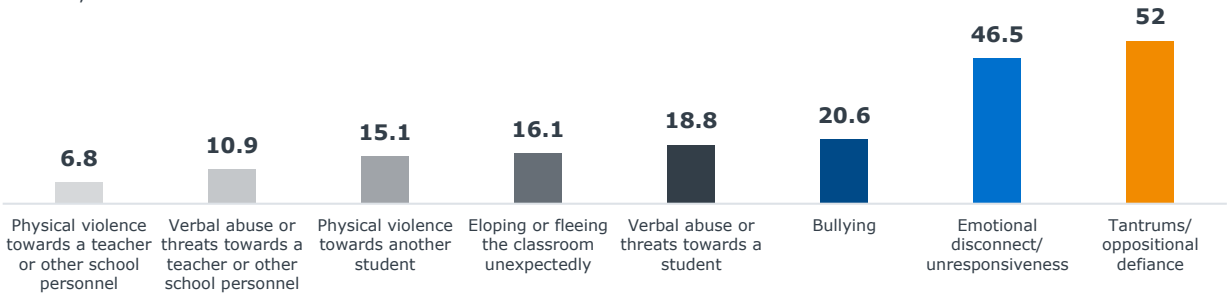
Source: DLF Managing Disruptive Behaviors Survey, 2018; EAB interviews and analysis.

Various Negative Behaviors Eroding Instructional Time

Disruptive Behavior Occurs Often, Takes Many Forms

% of Teachers Reporting the Following Disruptions Occur Frequently (Several Times per Week) or Very Frequently (Several Times per Day)

n=989-1,023



Behavioral Disruptions Take a Significant Toll On Instructional Time

Average Time per Week Teachers Spend on Discipline

Gates Foundation, Teacher-Reported, 2012

n=10,212

1:30 hr.

Average Instructional Time per Week Lost to Behavioral Disruptions

DLF Survey, Teacher-Reported, 2018

n=942

2:24 hr.

Source: "Primary Sources: 2012: America's Teachers on the Teaching Profession," Bill and Melinda Gates Foundation, Scholastic Inc., 2012, https://www.scholastic.com/primarysources/pdfs/Gates2012_full.pdf; DLF Managing Disruptive Behaviors Survey, 2018; EAB interviews and analysis.

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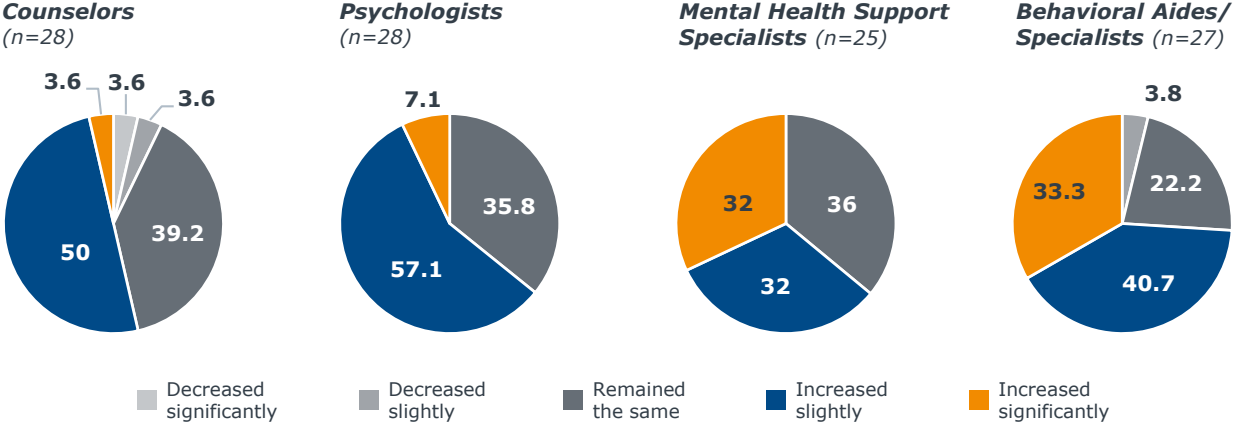
Schools Expand Student Support Services

Variety of School Resources Available to Address Disruptive Students

% of District Responses Indicating How Support Staffing Has Changed in Response to Rising Behavioral Disruptions Over the Last Three Years, by Support Staff Role



A Growing Educational Mandate

"…The introduction of the Individuals with Disabilities Education Act placed much of the responsibility for student mental health on the education system, at least for students whose mental health could be linked to educational success."

Mental Health Interventions in Schools in High-Income Countries, Lancet Psychiatry, 2015

Source: DLF Managing Disruptive Behaviors Survey, 2018; Fazel M, et.al., "Mental Health Interventions in Schools 1: Mental Health Interventions in Schools in High-Income Countries," Lancet Psychiatry Oct. 1 (5), 2014, pp.377-387, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4477835/; EAB interviews and analysis.

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Increased Staffing Unlikely to Meet Rising Demand

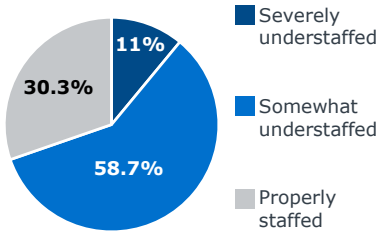
Building Student Relationships with All Staff Necessary to Address Problem

Despite Increases, Support Staff Ratios Still Far from Ideal

1:250
Recommended ASCA[1] ratio

1:482
Average national ratio

Districts' Perception of Current Support Staff Capacity to Meet Student Needs (DLF Survey Data)



Behavior, Discipline, and Mental Health Require Effort from All Educators

It Takes a Village

"Though increased funding for school counselors will help the issue, most mental health issues are not identified in random contact with school counselors. **This often requires relationship building, something that is more likely to be accomplished by teachers, mentors, or peer support efforts."**

School Counseling Resources Stretched Thin at Most Schools, Education Dive, 2018

1) American School Counselor Association.

Source: "School Counseling Resources Stretched Thin at Most Schools," Education Dive, March 7, 2018, https://www.educationdive.com/news/school-counseling-resources-stretched-thin-at-most-schools/518568/; DLF Managing Disruptive Behaviors Survey, 2018; EAB interviews and analysis.

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Punishment is a Common Response to Misbehavior

Various Exclusionary Practices Still the Norm Across Schools

Punitive Discipline Takes Many Forms

- Out-of-school suspensions
- In-school suspensions
- Taking away recess, rewards, etc.
- Calling parents into school to pick up child

Low Average National Rate (2.6%) Masks Significant Disparities By Race, Gender, and State[1]

Highest suspension rate in the US (5.1%)

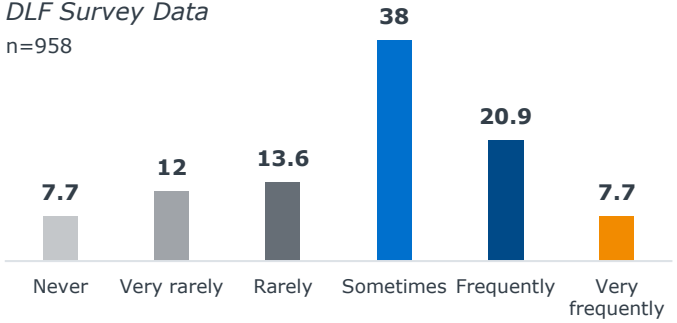
Largest suspension rate gap between black (14.3%) and white (1.8%) students

Rates for boys (3.8%) higher than for girls (1.1%)

% of Elementary Teachers Who Say They Withhold Recess and Rewards as a Form of Punishment

DLF Survey Data

n=958



1) All figures below are for elementary schools.

Source: "Discipline Disparities for Black Students, Boys, and Students with Disabilities," United States Government Accountability Office, Report to Congressional Requesters, March 2018, https://www.gao.gov/assets/700/690828.pdf; "Are We Closing the School Discipline Gap," The Center for Civil Rights Remedies, February 2015,. https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap/AreWeClosingTheSchoolDisciplineGap_FINAL221.pdf; DLF Managing Disruptive Behaviors Survey, 2018; EAB interviews and analysis.

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Does Punishment Work?

Exclusionary Discipline Harmful to Both Disruptive and Well-Behaved Students

Variety of Punitive Practices are Ineffective at Improving Disruptive Student Behavior

"**Exclusion from recess** for bad behavior in a classroom deprives students of physical activity that can contribute toward improved behavior in the classroom."

Center for Disease Control, 2014

"**In-school suspension was associated with lower grade point averages and increased likelihood of high school dropout.** These findings raise caution about the use of in-school suspension […] as an alternative to out-of-school suspension."

Blaire, C. et.al., Predictors and academic outcomes associated with in-school suspension, 2018

Removing the "Bad Apples" Does Not Help Others Learn

Study In Brief:

Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools (2014)

- Follows ~17,000 students in 17 middle and high schools across 3 years
- Finds that *"high levels of out-of-school suspension […] are associated with **declining academic achievement among non-suspended students**, even after adjusting for a school's overall level of violence and disorganization."*

The Continuing Need to Rethink Discipline *(The White House, 2016)*

"Suspensions, expulsions and other exclusionary discipline policies and practices can be detrimental for not only school climate, but can also negatively impact student learning and success as well as social and emotional development."

Source: "Report: The Continuing Need To Rethink Discipline," Executive Office of the President, December 2016, https://www.aclupa.org/files/9514/8493/3029/WH_-_Continuing_Need_to_Rethink_Discipline.pdf; Perry, Brea L., Morris, Edward W., "Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools," American Sociological Review 79 (6), 2014, http://journals.sagepub.com/doi/abs/10.1177/0003122414556308; "Predictors and academic outcomes associated with in-school suspension," Blaire, C. et.al., School Psychology Quarterly 33(2), Jun 2018, http://psycnet.apa.org/buy/2017-28365-001; EAB interviews and analysis.

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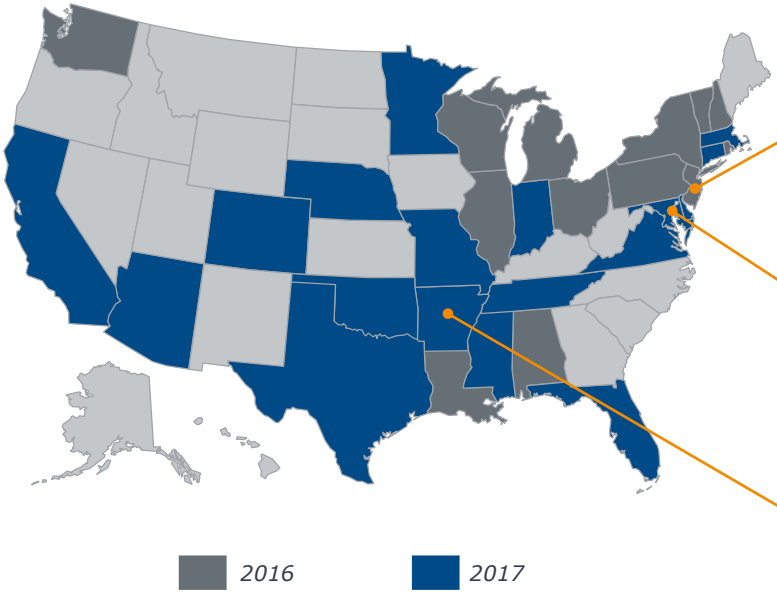
Exclusionary Discipline Increasingly Out of Favor

Multiple States Consider Legislation to Limit Suspensions and Expulsions

States Considering Legislation Limiting Punitive Action in Schools



Examples of Enacted State Legislation

NJ: Requires districts to implement an early detection and prevention program to identify and support students with disciplinary problems (PK-2)

MD: Companions bills prohibit expulsions and suspensions in PK-2 (allow for federal law exceptions)

AR: Prohibits out-of-school suspension or expulsion K-5, with some exceptions

Source: "Policy Snapshot: Suspension and Expulsion," Education Commission of the States, Jan 2018, https://www.ecs.org/wp-content/uploads/Suspension_and_Expulsion.pdf; EAB interviews and analysis.

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School Leaders Offered a Large Menu of Options…

PBIS

SEL Curriculum

Trauma-Informed Care

Restorative Justice

RTI/MTSS Framework

Student Support Teams

Alternative Placement

Climate Surveys

… But Various Roadblocks Make It Hard to Achieve Tangible Results

Inconsistent Implementation

Districts let schools choose what and how to implement, leading to dramatic variation from school to school

Lack of Fidelity

Staff skepticism of the "latest initiative" leads to unwillingness to adopt practices and ultimately erodes implementation

No Accountability

Initiatives started without clear district mandate, ownership, or measure of success, making them hard to sustain

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Source: EAB interviews and analysis.

A Tale of Missed Opportunities

Schools' Reactive Approaches to Disruptions Fail to Address Student Needs on Time

Mapping the Journey of a Disruptive Student

	Student Behavior	School Response
1	*Student internalizes issues, does not trust adults at school enough to seek help*	*School has no way of identifying the student before they act out*
2	*Student increasingly acts out as their only outlet of built up frustration*	*Teacher cannot manage behavior, refers to office for punishment*
3	*Student suspended for misbehavior, missing instruction and growing increasingly defiant*	*School engages support resources to address behavior and build coping skills*
4	*Group intervention not effective in the short run, student continues to act out*	*Tier 2/3 interventions attempted, student placed in alternative setting as last resort*

Missed Opportunities at Every Step

Schools should invest in preventive measures to identify at-risk student early, rather than wait for the student to act out

Schools should better prepare teachers to manage disruptive behavior and work to change punitive discipline policies

Skill-building and behavior support resources should be employed early, not only as a response to student behavior

Alternative placement should serve as a temporary setting to allow student to build skills to help them reintegrate

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Source: EAB interviews and analysis.

Managing Behavioral Disruptions in Early Grades

Reversing the Rising Frequency and Intensity of Student Misbehavior

1 Prevent Misbehavior Through Early Intervention

1. Transition Program for Incoming High-Risk Kindergarteners
2. Universal Behavioral Screening to Identify Students in Need of Support
3. Teacher Home Visit Program
4. Trusted Adult-Student Relationship Mapping

2 Create Conditions for Positive Classroom Behavior

5. Self Regulation-Friendly Classroom Audit
6. Expanded Time for Free Play
7. Districtwide PBIS Implementation
8. Standardized Behavior Guidelines and Data Collection

3 Promote the Social Emotional Well-Being of Students and Teachers

9. Direct Instruction of Key Social-Emotional Skills
10. Embedded SEL Routines for Adults
11. Teacher Burnout Coping Supports

4 Enhance Support for Higher-Needs Students

12. Trauma-Informed Perspective of Student Behavior
13. Cross-Functional Behavior Health Intervention Team
14. Cognitive Behavioral Support for Students with a History of Trauma
15. Reintegration-Focused Alternative Classroom

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Prevention the Best Strategy to Reduce Future Problems

Schools are the Best Place to Focus On Effective Prevention

"Early intervention and prevention programs, in preschools and schools, support the psychological wellness of children at risk and address **early symptoms of maladjustment before students meet diagnostic criteria for a disorder**. By reducing incidence rates and moderating the development of psychopathology in children and youth, early preventive interventions can be more effective and less costly than remedial interventions."

"Prevention and Wellness Promotion,"
NASP Position Statement, 2014

Children With Behavioral Disorders Have Poorer Outcomes Both in School and as Adults

Observed High School Outcomes for Students with Early-Year Behavioral Disorders

- Lower academic achievement
- Poorer development of social skills
- Less time in class due to suspensions

Observed Adult Outcomes for Students with Early-Year Behavioral Disorders

- Lower lifetime wages
- Higher likelihood of substance abuse
- Higher rate of unemployment

Sources: National Association of School Psychologists, 2014, Prevention and wellness promotion [Position Statement], MD, https://www.nasponline.org/x32094.xml; "The Business Case for Preventing Behavioral Health Problems and Promoting Emotional Well-Being," National Association of State Mental health Program Directors, 2010, https://www.nasmhpd.org/sites/default/files/the-business-case-for-behavioral-health-prevention.pdf; EAB interviews and analysis.

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Prevention Requires Schoolwide Effort

Two Ways to Ensure Systemic, Schoolwide Prevention Efforts Yield Results

Early Identification and Intervention

"Proactive screening and early intervention for young children and families are therefore crucial in order to prevent more debilitating problems and reduce the costs associated with identifying and treating more serious disabilities."

Mental and Behavioral Health Services for Children and Adolescents, NASP Position Statement, 2015

Positive Adult-Student Relationships

"…Building relationships with students is just as essential for a functional, productive classroom as *[classroom management strategies]*, and that these relationships can preclude the need for heavy-handed classroom management."

Training Our Future Teachers: Classroom Management, NCTQ[1], 2014

Practice 1:
Transition Program for Incoming High-Risk Kindergarteners

Practice 2:
Universal Behavioral Screening to Identify Students in Need of Support

Practice 3:
Teacher Home Visit Program

Practice 4:
Trusted Adult-Student Relationship Mapping

1) National Council on Teacher Quality

Source: National Association of School Psychologists. (2015). The importance of mental and behavioral health services for children and adolescents (Position statement), MD, https://www.nasponline.org/x26827.xml; "Training Our Future Teachers: Classroom Management," National Council on Teacher Quality, January 2014, https://www.nctq.org/dmsView/Future_Teachers_Classroom_Management_NCTQ_Report; EAB interviews and analysis.

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Who Is Ready for Kindergarten?

Some Students Are Unprepared for the Structure and Routines of School

National Trends in Early Learning Opportunities…

3x

Pre–K students **suspended or expelled** at over three times the rate of K–12 students

32%

Only 32 percent of 4-year-olds were **served in state-funded Pre-K programs** in 2016

30%

Average cost of center-based child care is nearly 30 percent of the median family income

…Reflected in San Juan USD[1] Kindergarten Classrooms

Suspension data revealed a concerning impact on youngest learners

Teachers struggled to manage maladaptive student behaviors such as tantrums, biting, screaming, running

Disruptive students may not be able to adjust to their first formal educational experience

> "All kindergarten students were in this educational environment for the first time and many were fearful. **It was 'fight or flight' and we got both.**"
>
> Roxanne Mitchell, Director, Office of Student Learning Assistance
>
> SAN JUAN USD

1) San Juan Unified School District.

Sources: Gilliam, W., "Pre-Kindergarteners Left Behind: Expulsion Rates in State Pre-K Programs," Yale University, June 2010; Barnett, W.S. Friedman-Krauss, A. Weisenfeld, G.G. Horowitz M. Kasmin, R. Squires, J.H., "The State of Preschool 2016," The National Institute for Early Education Research, 2017; Workman, S. Troe, J., "Early Learning in the United States: 2017," Center for American Progress, 2017; EAB interviews and analysis.

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Providing Early Support for High-Risk Students

The "Camp Kinder" Program Offers Targeted Transitional Support

Small Groups Ensure Intensive Student Support

- Half-day summer program
- 10 days leading right up to the start of the school year
- Ratio of 15-18 students to 2 teachers
  - Recruit transitional kindergarten[1] and kindergarten teachers strongest in social-emotional learning, understanding students' developmental needs

Logistics

Curriculum Focuses on Key Behavioral and Social Skills

- Acclimating students to procedures and routines *(e.g., leaving parent, gathering at carpet, raising hand, lining up, transitions between activities)*
- Developing social and emotional competencies *(e.g., sharing, taking turns, regulating/expressing emotions)*

Content

Profiled Institution:
San Juan Unified School District, CA

Full curriculum and schedule overview available in Appendix

1) Transitional kindergarten is an early childhood education option for younger children in California who are not yet old enough for kindergarten.

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Source: EAB interviews and analysis.

Enrollment Focuses on Students Likely to Struggle

Administrators Review Kindergarten Registration Forms to Prioritize Students' Needs

Kindergarten Registration Form

Last Name	**First Name**	**Middle Name**
Gender	**Ethnicity**	**Birth Date**
Address		**Phone Number**

Has child attended preschool? ❑ Y ❑ N

Sibling Information

Additional Comments *(facts about child, concerns)*

Primary Criteria for Program Eligibility

No Prior Formal Learning or Child Care Experience

- Designated on kindergarten registration form
- Also identify children placed on wait list for preschool programs *(e.g., Head Start)*

Indicators of Adjustment Difficulties to Kindergarten

Parents write-in comments at kindergarten registration indicating concerns such as:

- Kicked out of a daycare, pre-K program for behavioral issues
- Extreme, prolonged tantrums
- Trouble with routines at home
- Excessive shyness

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Source: EAB interviews and analysis.

Parent Engagement Amplifies Program Impact

Provides Tools and Strategies to Support Student Success Outside of Camp

Key Components of *Camp Kinder* Parent Engagement Strategy

Orientation

- **Program orientation** held during first week of camp
- **Camp overview** and review of logistics
- **Goal setting session** around a challenge or concern to address at camp[1]
- **Information, resources** on parenting strategies, creating and enforcing routines at home, and skill-building activities

Observations

- **Parent observation sessions** held right after drop-off or 30 minutes before pick-up
- **Parents focus on:**
  - Procedures, routines of the classroom
  - Teachers modeling social-emotional learning and oral language exchanges

Progress Monitoring

- **Informal check-ins** at drop-off and pick-up
- **Regular phone calls** during camp and throughout school year
- **Parent feedback survey** at end of camp
- **Kindergarten teacher** check-ins for follow-up

1) Examples include reducing crying phases, being a better listener, following directions, increasing engagement with other kids.

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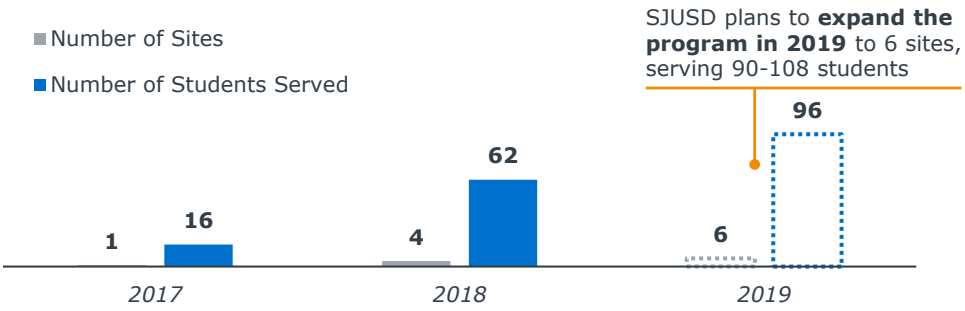
Source: EAB interviews and analysis.

Camp Kinder Improves Readiness for School

Early Social-Emotional Support Helps Students Acclimate to Kindergarten

Impact of Camp Kinder Reflected in Program Growth and Parent Feedback



96%

Of parents "agree" or "strongly agree" that their child **grew socially** during Camp Kinder

"We've noticed an increase in social-emotional skills at the schools where students have attended Camp Kinder.

Working together, the teachers and parents usually get kids into a pretty good sense of routine and procedure, even within the short time that they see them."

Arlynn Goode, ELA Teacher
SAN JUAN USD

98%

Of parents "agree" or "strongly agree" that Camp Kinder helped their child be **better prepared** for kindergarten

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Source: EAB interviews and analysis

Missing an Opportunity for Early Identification

Despite Evidence of Effectiveness, Universal Screening Still Not the Norm

Why Screen Students for Behavioral and Emotional Issues?

Tested and Validated

High average (0.5-0.8) positive predictive values[1] of most universal screeners

Very high average (0.92-0.98) negative predictive values[2] of most universal screeners

Endorsed by Multiple Entities

- PBIS
- Surgeon General
- SAMHSA[3]
- NASP
- The White House
- American Psychological Association

> "The key step in reform is to move school-based psychological services from the back of the service delivery system, in which only students at the highest level of risk receive services, to the front of service delivery through **the use of universal, proactive screening."**
>
> NASP Position Statement: Mental and Behavioral Health Services, 2015

Adoption of Recommended Practice Slow Across the Country

Nationwide Sample, 2014
n=454

12.6%

Percentage of districts using universal screening

DLF Member Survey, 2018
n=30

30%

1) Of those identified at-risk, proportion of correctly identified.
2) Of those identified not at-risk, proportion of correctly identified.
3) Substance Abuse and Mental Health Services Administration.

Source: National Association of School Psychologists. (2015). The importance of mental and behavioral health services for children and adolescents (Position statement). Bethesda, MD. https://www.nasponline.org/x26827.xml; Bruhn, Allison L. et. Al., "A Preliminary Investigation of Emotional and Behavioral Screening Practices in K-12 Schools," Education and Treatment of Children, 37 (4), pp. 611-634, 2014, https://eric.ed.gov/?id=EJ1070185; Jenkins, L. et. al., "A Critical Review of Five Commonly Used Social-Emotional and Behavioral Screeners for Elementary or Secondary Schools," Contemporary School Psychology 18(4), 2014, http://psycnet.apa.org/record/2016-24252-005; DLF Managing Disruptive Behaviors Survey, 2018; EAB interviews and analysis.

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Misconceptions Hinder Widespread Adoption

Concerns Reveal Limited Understanding of What Screening Should Be Used For

Common Concerns about Universal Screening…	**…Are Driven by Faulty Assumptions**
"We Will End Up Labeling Students if We Screen Them"	• Practice already common in other areas (reading, math) • Screening identifies need for support, not potential threats • Aversion reinforces stigma associated with behavioral and mental health
"Screening Will Identify Too Many Students and Stretch Our Support Resources"	• Number of students identified through screening similar to numbers from teacher referrals • Proactive approach more cost-effective in the long run
"We Don't Need Universal Screening, Teachers Already Refer Students"	• Standardized screening procedure reduces teacher bias • Teacher referrals usually come after a disruption has occurred

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Source: EAB interviews and analysis.

Establishing a Reliable Procedure Critical to Success

Proliferation of Tools Makes Universal Screening Accessible to Any District

Basic Considerations for Adopting Universal Screening

Choose an evidence-based tool in consultation with mental health staff

Characteristics to Consider:

- Cost
- Time to administer
- Complexity
- What it measures

Secure parental consent via opt-in/out

Train teachers on properly using selected tool

Screen several times a year for continuous identification

Multiple Reliable Instruments Available

Tool	Advantages	Disadvantages
BIMAS	Progress monitoring; identifies positive skills; electronic scoring	Only available in English; no student self-report option until age 12
BASC-3 BESS	Very high validity and reliability; excellent online tools; multiple raters	Fairly complex to administer; expensive
SAEBRS		
SDQ		
SSBD		
SRSS		
SSIS-PSG		
EBS		

Detailed list of evidence-based universal screeners and their advantages and disadvantages available in Appendix

Source: Pierce, Corey D., et. al., "Applied Examples of Screening Students At Risk of Emotional and Behavioral Disabilities," Intervention in School and Clinic 2016, 52(1), pp.6–11., http://journals.sagepub.com/doi/abs/10.1177/1053451216630276; Jenkins, L. et. al., "A Critical Review of Five Commonly Used Social-Emotional and Behavioral Screeners for Elementary or Secondary Schools," Contemporary School Psychology 18(4), 2014, http://psycnet.apa.org/record/2016-24252-005; EAB interviews and analysis.

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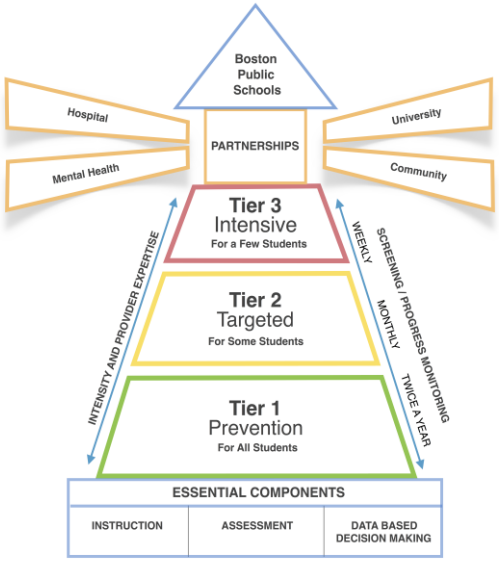
Comprehensive Supports Address Student Behavior

Boston's CBHM[1] Aims to Provide Relevant Support to Every Student

Comprehensive Behavioral Health Model Overview

Profiled Institution:
Boston Public Schools, Boston, MA



Key Model "Non-Negotiables" for Participating Schools

- Strong leadership and accountability at district level, including data monitoring and resource support
- Universal screening to provide schools with actionable data and a way to track progress
- PBIS[2] implementation in all CBHM schools
- Implementation of social-emotional learning curriculum as a universal support instructs all students on critical social skills
- School psychologists at each building designated as point people to support CBHM implementation

1) Comprehensive Behavioral Health Model.
2) Positive Behavioral Intervention and Supports.

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Source: Boston Public Schools, Boston, MA; EAB interviews and analysis.

Screening Process More than Just an Assessment

Profiled Institution:
Boston Public Schools, Boston, MA

Timeline of Universal Screening at Boston Public Schools

1. Train staff on using BIMAS
2. Secure parental consent
3. Conduct 1st screening at least 6 weeks into the school year
4. Share results with all levels (district, school, grade)
5. Gather school- and grade-level teams to discuss data and target interventions
6. Track progress and adapt interventions every 6 weeks
7. Conduct 2nd screening in spring
8. Repeat steps 4-6

Lessons from Successful Implementation

Track Multiple Levels of Data

Evaluate individual, class, grade, school, and district data to better target interventions

Keep Teachers Informed and Supported During Process

Dedicate time to conduct screening and have administrators help teachers during process

Set Screening as Basis for Targeted Support

Use assessment to raise awareness, inform practices, and provide early interventions

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Source: Boston Public Schools, Boston, MA; EAB interviews and analysis.

Assessment Enables Targeted Action Planning

"Grow the Green" Initiative Aims to Address Broad "Tier 1" Student Supports

BIMAS Assessment Results

Provides 3-tiered risk or strength assessment for the student body on 5 different scales:

3 Behavioral Concern scales (risk):

- Conduct *(externalizing concerns)*
- Negative Affect *(internalizing concerns)*
- Cognitive/Attention *(focus, memory, etc.)*

2 Adaptive scales (strength):

- Social *(communication, friendships)*
- Academic Functioning *(study skills, attendance, etc.)*

Screening Data Helps Whole-School Team Develop Universal Interventions

Principal, assistants, teachers, MH[1] professionals, counselors meet to discuss schoolwide data

Team selects appropriate tier 1 interventions to address specific population needs

Example

Screening identifies high number of students at risk for internalizing issues. Tier 1 team conducts classroom observations to help teachers implement SEL[1] lessons focused on coping skills, conflict resolution, and communication.

Team also works with lunch/recess monitors to reinforce positive social skills during unstructured activities.

Team develops **6-week plan** to implement, adapt, and measure effects of chosen intervention

Whole-School planning tool available in the Appendix

1) Mental Health.
2) Social-Emotional Learning.

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Source: Boston Public Schools, Boston, MA; EAB interviews and analysis.

Assessment Enables Targeted Action Planning (cont.)

Further Interventions Designed to Address Individual Classroom Concerns

BIMAS Assessment Results

Provides 3-tiered risk or strength assessment for the student body on 5 different scales:

3 Behavioral Concern scales (risk):

- Conduct *(externalizing concerns)*
- Negative Affect *(internalizing concerns)*
- Cognitive/Attention *(focus, memory, etc.)*

2 Adaptive scales (strength):

- Social *(communication, friendships)*
- Academic Functioning *(study skills, attendance, etc.)*

Grade-Level Team Addresses Classroom and Individual Needs

Teachers, counselors, and paraprofessionals discuss grade-level, classroom, and individual data

Team chooses necessary interventions across all 3 tiers to address the needs of students and equip teachers with the right tools to support them

Example

*If screening identifies **over 20%** of students in a classroom as at-risk on any of the 5 BIMAS categories, student support teams automatically choose appropriate group interventions for the students, taking into account their academic needs as well.*

Team develops **6-week plan** to implement, adapt, and measure effects of chosen intervention

Grade-Level planning tool available in the Appendix

1) Mental Health.

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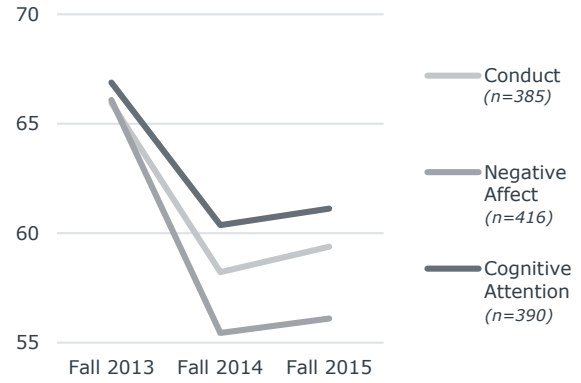
Source: Boston Public Schools, Boston, MA; EAB interviews and analysis.

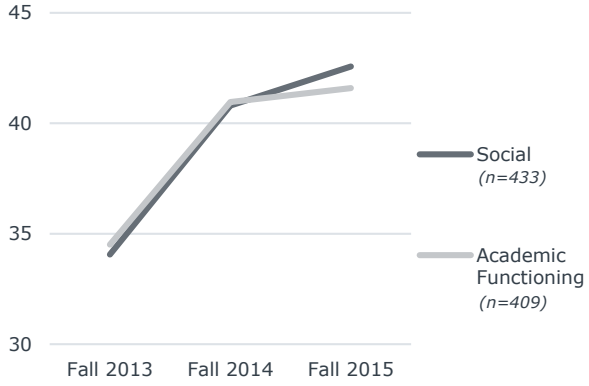
Data-Driven Approach Improves Variety of Outcomes

Universal Screening Facilitates Integration of Support Services

Trends in Student Outcomes Among Students At-Risk[1] for Behavioral Concerns



Trends in Student Outcomes Among Students At-Risk[2] for Adaptive Concerns



"Whether you use a screener or not, students who need support but may not be getting it still exist in our schools. **So using a screener is one way to make sure more of those students get the supports they need.**"

Jill Snyder Battal, School Psychologist, Boston Public Schools

1) Average score of all students identified in "some risk" or "high risk" categories. BIMAS defines scores of ≥70 as "High risk," 60-69 as "Some risk," and <60 as "Low risk." Mean score = 50.
2) Average score of all students identified in "some risk" or "high risk" categories. BIMAS defines scores of ≤40 as "Concern", 41-59 as "Typical," and ≥ 60 as "Strength."

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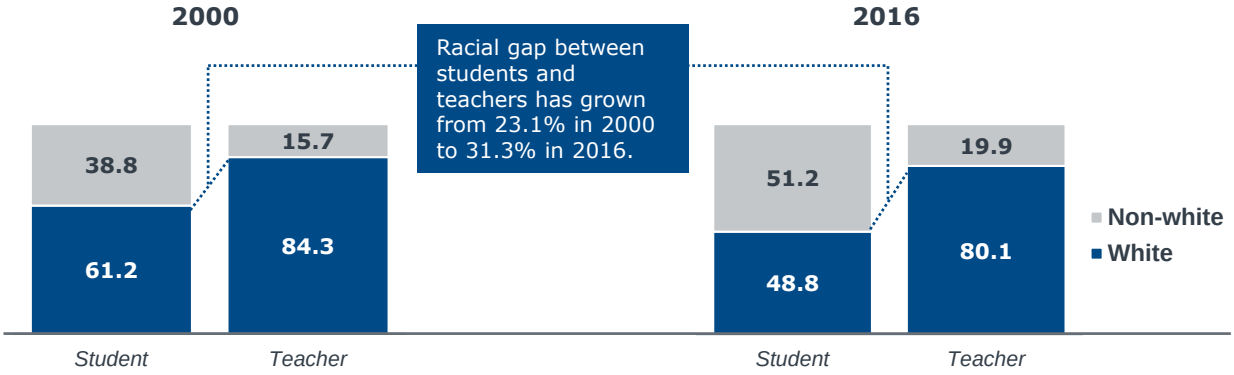
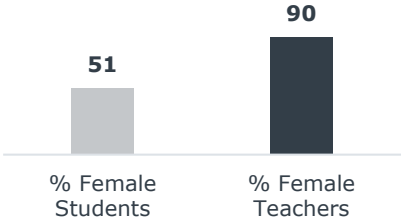
Source: Boston Public Schools, Boston, MA; EAB interviews and analysis.

A Growing Divide Between Teachers and Students

Racial Composition of the Teacher Workforce and the Student Population



Gender Gap Between Elementary School Teachers and Students (2015-2016)



Income Disparity Between Teacher Workforce and the Student Population, 2016

44%

Of US children under 9 live in families with income under 200% of FPR[1]

$58,950

Average annual salary of US public school teachers

1) Federal Poverty Line. Defined in 2016 as: $24,339 for a family of four with two children; $19,318 for a family of three with one child; $16,543 for a family of two with one child.

Source: "Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2025," National Center for Education Statistics, https://nces.ed.gov/programs/digest/d15/tables/dt15_203.50.asp; "Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2015-16," National Center for Education Statistics, https://nces.ed.gov/programs/digest/d17/tables/dt17_209.10.asp;"Basic Facts about low-Income Children: Children under 9 Years, 2016," National Center for Children in Poverty, http://www.nccp.org/publications/pub_1195.html; "Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2016-17," National Center for Education Statistics, https://nces.ed.gov/programs/digest/d17/tables/dt17_211.60.asp; "Characteristics of Public Elementary and Secondary School Teachers in the United States: Results From the 2015–16 National Teacher and Principal Survey," National Center for Education Statistics, https://nces.ed.gov/pubs2017/2017072rev.pdf; EAB interviews and analysis.

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Demographic Differences Shape Perceptions

"…When students are assigned to one demographically mismatched teacher and one same-race or same-sex teacher, the demographically mismatched teacher is **significantly more likely to perceive the student as being frequently disruptive**, frequently inattentive, and less likely to complete homework than is the teacher of a similar demographic background."

Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations

Upjohn Institute for Employment Research

Source: "Who Believes In Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations," Economics of Education Review 52 (June 2016): 209-224, https://research.upjohn.org/up_workingpapers/231/.

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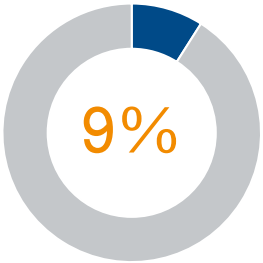
Teacher Perceptions Influence Discipline Referrals

Study in Brief:
Unpacking the Drivers Of Racial Disparities in School Suspension and Expulsion

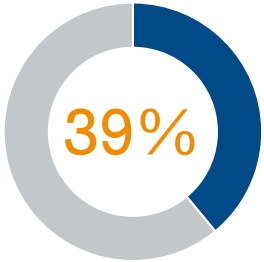
- Uses longitudinal study data for 4,898 students from birth to age 9
- Compares teacher- and parent-reported behavior with school discipline data at ages 5 and 9
- Discusses the role early elementary school disciplinary practices play in fostering the school-to-prison pipeline

What Accounts for the Black-White Gap in Suspensions/Expulsions?



Difference in behavior

African-American boys (K-3) only slightly more likely to exhibit disruptive behavior, but significantly more likely to be punished more heavily for it



Difference in punishment

Source: Owens, J., McLanahan, S., "Unpacking The Drivers Of Racial Disparities In School Suspension And Expulsion," Fragile Families Working Paper WP18-04-FF, February 2018, https://fragilefamilies.princeton.edu/sites/fragilefamilies/files/wp18-04-ff.pdf; EAB interviews and analysis.

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Stronger Relationships Through Better Understanding

Home Visits Expand Teachers' View of Students Beyond the Classroom

Highlights of Home Visits

- **Educators visit student and his/her family** at home or a family-chosen site to learn about the student's background
- **2-visit model** (Fall & Spring), **30-40 minutes per visit**
  - **1st visit** focuses on student and family's hopes and dreams
  - **2nd visit** is an opportunity for building academic partnerships to inform student success
  - **Post-visit reflection** informs educators' perception and understanding of the student and his/her background

Profiled Institutions:

Parent Teacher Home Visits, CA

Denver Public Schools, Denver, CO

Parent Teacher Home Visits Core Principles

1. Visits are voluntary for all
2. Educators are trained and compensated
3. We share hopes, dreams, and goals
4. We don't target students
5. Educators go in pairs and reflect

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Source: Parent Teacher Home Visits, Sacramento, CA; Denver Public Schools, Denver, CO; EAB interviews and analysis.

Meeting Families Where They Are

Educators Focus on Understanding Each Family's Unique Background

Prepare Adults and Plan Logistics

- **Recruit and train teachers** on conducting successful home visits
- **Inform parents** on the nature and benefits of visits
- **Designate a coordinator** at each school to plan schedule and track visits
- **Provide an interpreter** when necessary

Conduct Home Visit

- **Focus on learning** about each student and family
- Make note of parents' **suggestions and requests**
- **Discuss how you can help** the student achieve their hopes and dreams
- Record hopes, dreams, and desires in a home visit **Record Sheet**

Engage in Meaningful Debrief Conversations

- Use **debrief questions** to have visiting pairs of educators discuss what they have learned
- **Discuss home visits as part of regular staff meetings** to share how individual findings may shift schoolwide practices

Full suite of supporting administrative tools available in the Appendix, including:
Sample Letter to Parents, Record Sheet, Home Visit Checklist, Visit Debrief Questions

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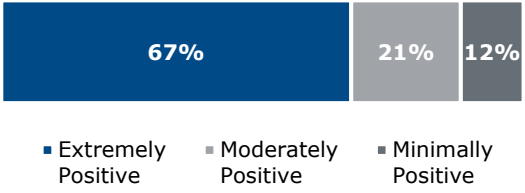
Source: Parent Teacher Home Visits, Sacramento, CA; Denver Public Schools, Denver, CO; EAB interviews and analysis.

Newfound Empathy Comes with Powerful Effects

Home Visits Change Classroom Dynamics and Student Behavior

Teachers' Perceptions of Home Visits on Relationships with Students

n=60



Teachers' Perceptions of the Effects of Home Visits on Their Students' Behavior

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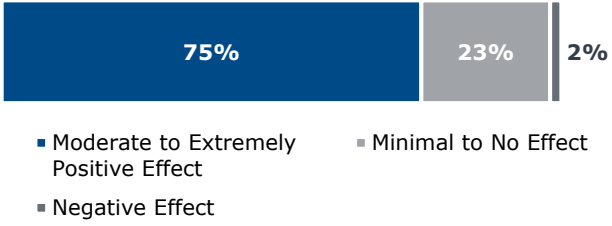

Detailed Evaluation Reveals Changes in Teachers' Classroom Behavior

"By visiting families in their homes, educators reported newfound understanding and empathy, which resulted in changes in their behaviors.

- Educators incorporated students' interests and culture, information obtained from the home visits, to **improve student engagement and motivation**.
- Educators' disciplinary actions reflected an **empathic as opposed to a punitive approach."**

Mindset Shifts and Parent Teacher Home Visits, RTI International, 2017

Source: Stetson, R. et. al., Home Visits: Teacher Reflections about Relationships, Student Behavior, and Achievement," Issues in Teacher Education 21(1), Spring 2012, https://files.eric.ed.gov/fulltext/EJ986814.pdf; "Mindset Shifts and Parent Teacher Home Visits," RTI International, October 2017, http://www.pthvp.org/wp-content/uploads/2018/02/PTHV_Study1_Executive-Summary-1.pdf; Denver Public Schools, Denver, CO; EAB interviews and analysis.

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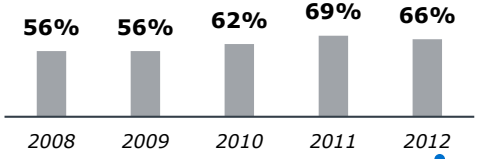
Supportive Relationships Integral to Student Success

Graduation Rate Trends Lead Washoe County to Rethink Student Support



District launches "90 by '20" graduation initiative

Three-Pronged SEL Approach Key to District Strategy

Direct SEL Skill Instruction

SEL—Academic Skill Integration

School Climate and Culture
- Staff—student relationships
- Student voice and perspective

Profiled Institution:
Washoe County School District, NV

Why Focus on Relationships?

Controlling for all background characteristics, ***children with a caring adult outside of the home are:***

- **10%** more likely to **show interest in learning**
- **11%** more likely to **stay calm, controlled** when faced with a challenge
- **21%** less likely to have **bullied in the past month**
- **28%** less likely to **feel sad or depressed**

> "Two big reasons students leave school are that they have no meaningful connection to an adult in the building, and no one knows their name or how to pronounce it. This SEL work isn't just feel-good: **we know through research that relationships and connections keep kids in school.**"
>
> *Administrator, Washoe County Public Schools*

Sources: Korbey, H. "The Power of Being Seen," Edutopia, October, 2017; Collaborative for Academic Social and Emotional Learning, "Partner Districts, Washoe County," 2018, https://casel.org/partner-districts/washoe-county-school-district/; Murphey et. al., "Caring Adults: Important for Positive Child Well-Being," Child Trends, December 2013; Balfanz, R., Neild, R.C., Herzog, L., "An Early Warning System," Johns Hopkins University Everyone Graduates Center, October 2007; EAB interviews and analysis.

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Relationship Mapping Formalizes District Efforts

Collaboration Makes Meaningful Connections between Students and Adults

Systematic Reflection Process Helps Staff Focus on Relationship Building

Relationships Notoriously Difficult to Build

"Relationship-building is one of the most important aspects of working with children, yet it's often **difficult for teachers to find time in their busy days** to make connections to their students.

Our challenge is making sure staff connect with kids, **even the ones who are really tough to love.**"

District Administrator, IN

1 Convene School Staff

- 6 weeks into school year
- Include administrators, teachers, counselors, coaches, support staff
- Provide student rosters organized by school, grade level

2 Map Student—Staff Relationships

- Reflect on depth of relationship with each student and any known risk factors
- Map out relationships on a spreadsheet, whiteboard, posters

3 Review Patterns That Emerge

- Which students are well-connected to adult(s) at school?
- Which students are most at-risk?

4 Discuss and Plan Follow Up

- How will staff fill identified gaps?
- How can staff leverage and/or deepen existing relationships?

Sources: Korbey, H. "The Power of Being Seen," Edutopia, October, 2017; Collaborative for Academic Social and Emotional Learning, "Partner Districts, Washoe County," 2018, https://casel.org/partner-districts/washoe-county-school-district/; Balfanz, R., Neild, R.C., Herzog, L., "An Early Warning System," Johns Hopkins University Everyone Graduates Center, October 2007; EAB interviews and analysis.

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A Schoolwide Review of Positive Relationships

Relationship Mapping Highlights Student Risk and Gaps in Positive Adult Support

Use these prompts to guide staff reflection on the quality and depth of their relationship with each student

Staff should indicate they are a "trusted adult" for a student if they have positively bonded with the student and believe he/she would come to them with a personal problem or concern

Student Name	*Name/ Face*	*Academic Standing*	*Regular Positive Feedback*	*2 Non-Academic Facts*	*Family Story*	***Trusted Adult***	***At Risk***
Sally B.	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	● ● ●	
Jenny D.	✓ ✓ ✓	✓	✓		✓ ✓		● ● ●
Danny S.	✓ ✓ ✓ ✓	✓		✓			●
Pete T.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	● ●	● ● ● ●
Maria W.	✓ ✓	✓		✓	✓ ✓	●	● ●

Staff should also indicate any student who is at risk academically, personally, and/or socially *(e.g., homelessness, family instability, peer rejection, withdrawn, anger issues)*

Sources: Korbey, H. "The Power of Being Seen," Edutopia, October, 2017; Collaborative for Academic Social and Emotional Learning, "Partner Districts, Washoe County," 2018, https://casel.org/partner-districts/washoe-county-school-district/; Balfanz, R., Neild, R.C., Herzog, L., "An Early Warning System," Johns Hopkins University Everyone Graduates Center, October 2007; EAB interviews and analysis.

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The Power of Being Seen

Targeted Interventions Keep Students Connected and Supported

Formal and Informal Strategies Help Staff Build Relationships with Students

Formal

Develop a mentorship plan for students who do not have at least one trusted adult in school

- Focus these resources (i.e., time, personnel) on students with highest risk and lowest positive connection to adults in school

Record the adult(s) each child has bonded with to engage if that child is struggling behaviorally, emotionally, or academically

Informal

Leverage existing classroom routines to deepen relationships with students

- Welcome routines, morning circles
- Instructional content or activities

Impact Reflected in Adult Perspective and Student Outcomes

"I want to find out what their interests are, and that kind of opens the door. Then that moves to, 'What challenges are you currently facing?' **We are developing trust and loyalty, and then students are no longer a piece of data**, but a real human being."

Teacher, Washoe County School District

Fewer in-school suspensions for students with high SEL competency[1] (3% vs. 9%)

2X — Students with high SEL competency **twice as likely to stay in school**

+18% — **District graduation rate** increased 18 percent (2012-17)

1) Self-report assessment measured as part of district's Annual Student Climate Survey including skills such as measuring eight domains of social and emotional competence: self-awareness of emotions, self-management of emotions, relationship skills, social awareness).

Sources: Korbey, H. "The Power of Being Seen," Edutopia, October, 2017; Collaborative for Academic Social and Emotional Learning, "Partner Districts, Washoe County," 2018, https://casel.org/partner-districts/washoe-county-school-district/; Balfanz, R., Neild, R.C., Herzog, L., "An Early Warning System," Johns Hopkins University Everyone Graduates Center, October 2007; EAB interviews and analysis.

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Managing Behavioral Disruptions in Early Grades

Reversing the Rising Frequency and Intensity of Student Misbehavior

1 Prevent Misbehavior Through Early Intervention

1. Transition Program for Incoming High-Risk Kindergarteners
2. Universal Behavioral Screening to Identify Students in Need of Support
3. Teacher Home Visit Program
4. Trusted Adult-Student Relationship Mapping

2 Create Conditions for Positive Classroom Behavior

5. Self Regulation-Friendly Classroom Audit
6. Expanded Time for Free Play
7. Districtwide PBIS Implementation
8. Standardized Behavior Guidelines and Data Collection

3 Promote the Social Emotional Well-Being of Students and Teachers

9. Direct Instruction of Key Social-Emotional Skills
10. Embedded SEL Routines for Adults
11. Teacher Burnout Coping Supports

4 Enhance Support for Higher-Needs Students

12. Trauma-Informed Perspective of Student Behavior
13. Cross-Functional Behavior Health Intervention Team
14. Cognitive Behavioral Support for Students with a History of Trauma
15. Reintegration-Focused Alternative Classroom

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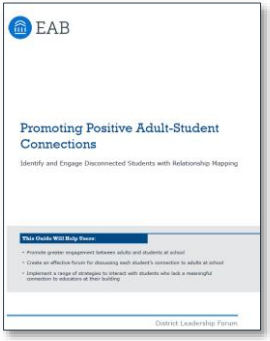
Managing Behavioral Disruptions in Early Grades

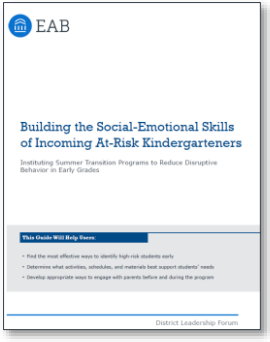
Available Resources for Districts



Promoting Positive Adult-Student Connections

(Toolkit)

- Promote greater engagement between adults and students at school
- Create an effective forum for discussing each student's connection to adults at school
- Implement a range of strategies to interact with students who lack a meaningful connection to educators at their building



Building the Social-Emotional Skills of Incoming At-Risk Kindergarteners

(Toolkit)

- Find the most effective ways to identify high-risk students early
- Determine what activities, schedules, and materials best support students' needs
- Develop appropriate ways to engage with parents before and during the program

Upcoming Resources

Embracing a Districtwide Trauma-Informed Care Approach

(White Paper)

A Systemic Approach to Managing Behavioral Disruptions in Early Grades

(Research Brief)

Managing Behavioral Disruptions in Early Grades

(Audit)

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Narrowing the Third Grade Reading Gap

- Mitigate Summer Slide with Engaging Summer Programming
- Embracing the Science of Reading
- Develop and Implement Schoolwide Expertise in Science-Based Reading Instruction
- Redesign Small Group Instruction to Target Student Skill Deficits

Closing the College Access Gap

- Creating a Culture of High Expectations and Building Student Confidence
- Supporting More Informed Post-Secondary Choices
- Removing Non-Academic Barriers to Application and Matriculation

Meeting the Career Readiness Imperative

- Strategies for Integrating and Scaling Early Career Exposure
- Boosting the Quality and Frequency of Career Decision Support
- Aiding Transitions to Careers through Professional Skill Development

District Communications and Safety Collaborative

- Lessons to Improve Your District's Image and Strengthen Community Relationships

Teacher Recruitment Collaborative

- Ideas and Tools for Improving the Recruitment and Hiring of Teachers in K-12 Districts

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