



Managing Behavioral Disruptions in Early Grades

Reversing the Rising Frequency and Intensity of Student Misbehavior

Part III: Promote the Social Emotional Well-Being of Students and Teachers

District Leadership Forum

Audio Options



Using Your Telephone

If you select the “Phone Call” option, please dial in with the phone number and access code provided.

This screenshot shows a dialog box titled "Choose ONE of the audio conference options". It has three tabs: "Phone Call", "Computer Audio - Connected", and "Call Me". The "Phone Call" tab is selected. Below the tabs, there is a dropdown menu for the country (USA) and two phone numbers: "Dial: +1 669 900 6833" and "+1 646 876 9923". Below the phone numbers, the "Meeting ID: 222 255 629" and "Participant ID: 24" are displayed. At the bottom, there is a "Done" button.

Choose ONE of the audio conference options

Phone Call Computer Audio - Connected Call Me

USA Dial: +1 669 900 6833
+1 646 876 9923

Meeting ID: 222 255 629

Participant ID: 24

Done

Using Your Microphone and Speakers

If you select the “Computer Audio” option, please be sure that your speakers or headphones are connected.

This screenshot shows the same dialog box as the previous one, but with the "Computer Audio" tab selected. The "Join Audio Conference by Computer" button is highlighted in green. Below it, the text "Test Computer Mic & Speakers" is visible. At the bottom, there is a checkbox labeled "Automatically join audio by computer when joining a meeting".

Choose ONE of the audio conference options

Phone Call Computer Audio Call Me

Join Audio Conference by Computer

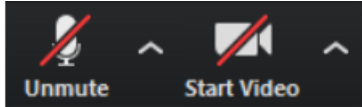
Test Computer Mic & Speakers

☐ Automatically join audio by computer when joining a meeting

Using Zoom

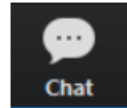
Mic and Video Controls

Click the mic and camera pictures until they have a red line indicating they are both off.



Asking a Question

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



Upcoming Webconferences

Managing Behavioral Disruptions in Early Grades



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 upcoming webconferences at eab.com.

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

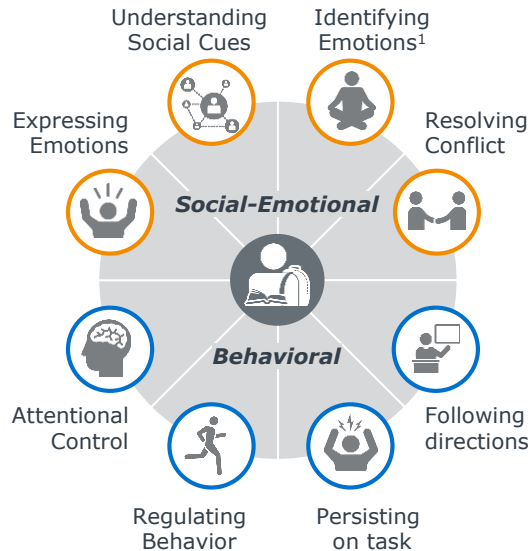


12. Trauma-Informed Perspective of Student Behavior
13. Cross-Functional Behavior Health Intervention Team
14. Cognitive Behavioral Support for Students with a History of Trauma
15. Reintegration-Focused Alternative Classroom

The Building Blocks for Learning

Success in the Classroom Requires More Than Academic Competency

Key Social, Emotional, and Behavioral Skills Foundational to Learning and Thriving in School



“

“Social-behavioral readiness skills are significantly associated with children’s ability to function in the school setting, establish healthy relationships with teachers and peers, and learn.”

*Baltimore Education
Research Consortium, 2016*

”

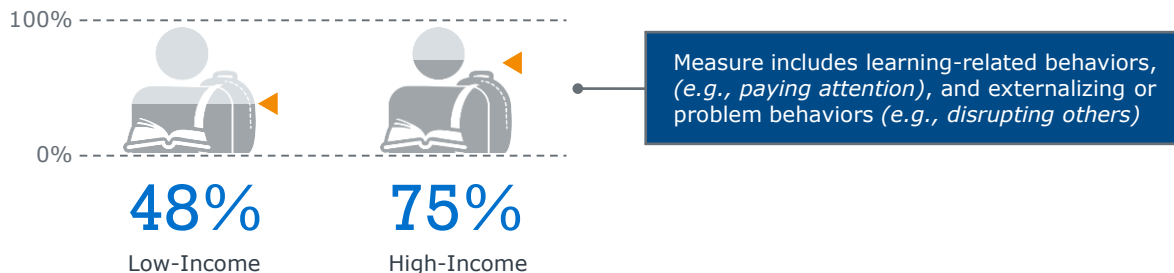
1) Of self and others.



Gaps in Social-Emotional Readiness Broadly Evident

Regardless of the Reasons, Educators Must Respond With a New Approach

Percentage of Students Entering School Meeting “Readiness” Benchmarks¹



“It used to be that kids would get a lot of [SEL] from their parents, from their backgrounds, but now as they’re growing up in a more stressed society, the brains of the kiddos that are coming to us are wired differently—fundamentally they’re different than they were a decade or two ago. And yet we’re still thinking that if we just give more content that they’re going to learn more content. The missing piece of the puzzle is an understanding of social and emotional learning.”

Assistant Superintendent, IN

1) Composite measure obtained from the Early Childhood Longitudinal Study–Birth Cohort (ECLS-B) encompassing early math and reading skills, learning-related behaviors, and externalizing behaviors. ©2018 by EAB. All Rights Reserved. eab.com

Sources: Bettencourt, A. Gross, D. Ho, G., “The Costly Consequences of Not Being Socially and Behaviorally Ready by Kindergarten: Associations with Grade Retention, Receipt of Academic Support Services, and Suspensions/Expulsions,” Baltimore Education Research Consortium, March 2016; EAB interviews and analysis.

Strong Support for Explicit, Universal SEL Instruction



Growing Body of Research Demonstrates Value of SEL in Schools

Research Finds Lasting Impact of SEL on Academic Achievement, Behavior, and Social-Emotional Competency



CASEL¹ meta-analysis: 213 studies, over 270,000 students, reveals those who participated in evidence-based SEL programs showed an **11 percentile-point gain in academic achievement**²

2011



Jones et al. find **statistically significant link between SEL skills in kindergarten** and outcomes in education, employment, criminal activity, substance use, and mental health 13-19 years later

2015



Columbia University researchers find **an average benefit-cost ratio of \$11 to \$1** among six evidence-based SEL interventions studied



CASEL meta-analysis: 82 studies, 97,000 students, reveals those **exposed to SEL in school do better up to 18 years later** on academic, behavioral, and social-emotional outcomes³

2017



- 1) Collaborative for Academic, Social, and Emotional Learning.
- 2) Compared to peers who did not participate in SEL programs.
- 3) Including positive social behaviors and attitudes, skills such as empathy and teamwork, academics, fewer conduct problems, less emotional distress, and lower drug use.

Sources: Taylor, R. Oberle, E. Durlak, J. Weissberg, R., "Promoting Positive Youth Development Through School Based Social and Emotional Learning Interventions," Child Development, July 2017; Durlak, J. Weissberg, R. Dymnicki, A. Taylor, R. Schellinger, K., "The Impact of Enhancing Students' Social and Emotional Learning," Child Development, January 2011; Jones, D. Greenberg, M. Crowley, M., "Early Social-Emotional Functioning and Public Health," American Public Health Association, November 2015; Belfield, C. Bowden, B. Klapp, A. Henry, L. Shand, R. Zander, S., "The Economic Value of Social and Emotional Learning," Columbia University, February 2015; EAB interviews and analysis.



Cultivating Social-Emotional Growth

Student Skill Development Begins with Adult Social-Emotional Well-being

Teacher Stress Negatively Impacts Student Conduct

7%

Only 7 percent of teachers experience **low stress and high ability** to cope with the stressors of their job



"[...] Patterns of teacher stress are related to students' success in school, both academically and behaviorally. For example, classrooms with highly stressed teachers had more instances of disruptive behaviors and **lower levels of prosocial behaviors."**

Herman et al., "Empirically Derived Profiles of Teacher Stress," 2017

Social-Emotional Well-being Fosters Positive Classroom Climate and Student Growth

“

"Teachers with stronger SEL competencies have more positive relationships with students, manage their classrooms more effectively, and implement SEL programs targeted to students with greater fidelity.

[...] Students learn from the way teachers manage frustration, maintain control of themselves and the classroom, stay focused in the face of distractions, and shift tactics when needed."

Jones et al., Educators Social and Emotional Skills Vital to Learning, 2013

EAB's Survey of Current Practice

Snapshot of Social-Emotional Skill Instruction Across DLF Members



SEL Curricula Known, But Not Implemented at Scale

93%

Of districts report having at least one SEL curriculum in use



25%

Of teachers report using an SEL curriculum in their classroom



Top SEL Curricula Used by DLF Member Districts

Responsive Classroom

SecondStep

Caring School Community

Conscious Discipline

PATHS

P.R.I.D.E Time

Habits of Healthy Kids

Love and Logic

Capturing Kids' Hearts

Leader in Me

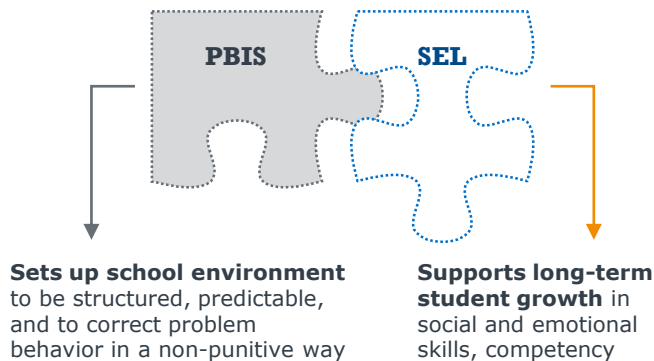
MindUp

PlayWorks

Key Insights for Successful SEL Implementation

Number, Variety of Curricula Obscure Factors That Lead to Desired Outcomes

Reinforce SEL Curriculum as a Non-Negotiable, Universal Support Districtwide



Consider Trade-Offs of Curriculum Selection



One districtwide curriculum streamlines resource allocation (e.g., purchasing, training)



Providing schools leeway to choose a program can increase buy-in and relevancy to school context, student needs

Focus Curriculum Selection on Critical Components



- ❑ **Evidence base** of curriculum (e.g., 25 CASEL *SELe*ct programs¹)
- ❑ **Full range of grade levels** covered to ensure scaffolding, continuity of skill development
- ❑ **Skills** of focus (e.g., emotion knowledge and expression, behavior regulation, attention control, inhibitory control)
- ❑ **Time** commitment (i.e., daily, weekly)
- ❑ **Implementation** supports (e.g., training resources, fidelity checks, tools to assess outcomes)

¹ Programs nominated by CASEL for (1) systematically teaching social/emotional skills, providing opportunities for practice, offering multi-year programming; (2) offering high-quality training/implementation support; (3) evidence-base with at least one evaluation showing positive impact on student behavior and/or academic performance

Not All Evidence-Based Programs Created Equally

Some Programs Better Suited to Fill Particular Student Skill Gaps

Study in Brief: "Navigating SEL From the Inside Out"



2017 study by the Wallace Foundation and Harvard GSE



Analyzes 25 leading SEL and character education programs



Provides detailed, direct comparison of:

- Relative skill focus
- Instructional methods
- Implementation supports

Major social-emotional skills and behaviors can be **grouped into three primary categories**: (1) cognitive regulation, (2) emotional processes, and (3) social/interpersonal skills

| Program | Cognitive Regulation | Attention Control | Working Memory/Planning | Inhibitory Control | Cognitive Flexibility | Emotional Processes | Emotion Knowledge/Expression | Emotion Regulation | Empathy/Perspective Taking | Interpersonal Skills | Understands Social Cues | Conflict Resolution | Prosocial Behavior |
|---|----------------------|-------------------|-------------------------|--------------------|-----------------------|---------------------|------------------------------|--------------------|----------------------------|----------------------|-------------------------|---------------------|--------------------|
| 4Rs | 12% | 9% | 4% | 1% | 2% | 27% | 16% | 10% | 11% | 43% | 4% | 19% | 26% |
| Before the Bullying A.F.T.E.R. School Program | 4%▼ | 1% | 1% | 1% | 0% | 39% | 16% | 2% | 27%▲ | 55% | 1% | 6% | 52%▲ |
| Caring School Community | 8%▼ | 5% | 1% | 0% | 3% | 33% | 15% | 0%▼ | 28%▲ | 78% | 1% | 18% | 71%▲ |
| Conscious Discipline | 14% | 4% | 7% | 2% | 2% | 75%▲ | 47%▲ | 49%▲ | 6% | 54% | 15% | 11% | 37% |
| Character First | 29% | 8% | 15% | 9% | 1% | 11%▼ | 3%▼ | 3% | 6% | 38% | 0% | 6% | 37% |
| Competent Kids, Caring Communities | 30% | 8% | 19% | 5% | 8% | 28% | 22% | 17% | 6% | 23%▼ | 2% | 11% | 18%▼ |
| Good Behavior Game | 33% | 0% | 33%▲ | 0% | 0% | 0%▼ | 0%▼ | 0%▼ | 0%▼ | 100% | 0% | 0%▼ | 100%▲ |
| Girls on the Run | 7%▼ | 0% | 7% | 0% | 0% | 11%▼ | 7%▼ | 4% | 3% | 35%▼ | 0% | 11% | 31% |
| I Can Problem Solve | 65%▲ | 11% | 10% | 7% | 47%▲ | 65%▲ | 57%▲ | 2% | 46%▲ | 55% | 19%▲ | 37%▲ | 20%▼ |
| Lions Quest | 18% | 1% | 14% | 1% | 3% | 23% | 19% | 4% | 5% | 60% | 6% | 12% | 51% |
| MindUP | 44%▲ | 41%▲ | 3% | 4% | 2% | 28% | 20% | 7% | 11% | 18%▼ | 4% | 0%▼ | 15%▼ |
| Mut-i-grees | 10%▼ | 1% | 3% | 4% | 6% | 45% | 28% | 11% | 24% | 56% | 23%▲ | 3% | 40% |
| Open Circle | 20% | 3% | 10% | 0% | 11% | 38% | 28% | 18% | 10% | 65% | 14% | 18% | 44% |
| PATHS | 30% | 6% | 16% | 0% | 12% | 75%▲ | 61%▲ | 41%▲ | 24% | 59% | 15% | 25%▲ | 37% |
| Playworks | 37% | 31%▲ | 11% | 5% | 0% | 1%▼ | 1%▼ | 0%▼ | 0%▼ | 49% | 0% | 0%▼ | 49% |

Programs with the **highest relative focus on emotional processes¹** include RULER, PATHS, Conscious Discipline, and I Can Problem Solve

Source: Sources: Jones, S. Brush, K. Bailey, R. Brion-Meisels, G. McIntyre, J. Kahn, J. Nelson, B. Stickle, L., "Navigating SEL From the Inside Out," Harvard Graduate School of Education and The Wallace Foundation, 2017; EAB interviews and analysis.

¹ Encompasses (1) emotion knowledge and expression, (2) emotion and behavior regulation, and (3) empathy and perspective taking
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Setting Students and Teachers Up for Success

Careful Selection Minimizes Implementation Challenges, Maximizes Impact

District/School A

Students very emotionally dysregulated, behavioral outbursts frequently disrupt classroom instruction



High relative focus on **emotional processes**:

1

RULER

- Covers grades PreK-12
- 5 lessons/week, 10-20 minutes each

2

Conscious Discipline

- Covers grades PreK-6
- 2 lessons/week, 20 minutes each

District/School B

Character education, cultivating growth mindset added to strategic plan, very low discipline referrals



High relative focus on **character and mindsets**:

1

Positive Action

- Covers grades PreK-12
- 5 lessons/week, 15 minutes each

2

Character First

- Covers grades K-12
- 1 lesson/week, 10-20 minutes each

Ensure and Support Teacher Ownership and Delivery of Curriculum



Improves teachers' ability to talk about and model social-emotional skills in a developmentally appropriate way



Enables ongoing extension of social-emotional concepts into classroom routines, academic instruction



Allows counseling staff to provide implementation support (*i.e., model lessons, monitor fidelity*) and focus time on more challenging cases

Implementation Doesn't Have to Be Difficult

Embedding Simple SEL Practices Across Settings a Way to Teach Broader Concept

Establishing a Common Language and Sense of Community



Driven by the value of adult modeling, Oakland develops a common set of practices for all adults to use as an “entry point” to SEL



Practical ways to introduce and broaden the use of SEL practices in classrooms, schools, and workplaces



Simplicity and focus on reflection and conversation promote quick adoption throughout district



Practices ensure SEL seen as high priority across district and pave the way for schools to adopt SEL curricula



SEL Skills Necessary for Everyone

“It’s not easy to take a close look at peer interactions and engage in an honest discussion about whether school staff are demonstrating the kinds of behavior they want their own students to show. **But if students expect teachers to model behavior, there’s no better place to start.**”

*Social and Emotional Learning:
Why Students Need It. What Districts are
Doing About It, Education First and
Novo Foundation*

Profiled Institution:

Oakland Unified School District, CA



Leading by Example at Staff Meetings

District Adopts Practices at the Highest Level to Model SEL in Action

3 Signature SEL Practices



Welcoming/Inclusion Activities

- Open-ended community building allows interactions that support creating connections to one another and the work



Engaging Practices

Sense-Making, Transitions, Brain Breaks

- Opportunities for individual reflection and small group interaction with dedicated time to think, share, and listen
- Brain breaks: time to stand, stretch, relax, and focus on readiness to learn

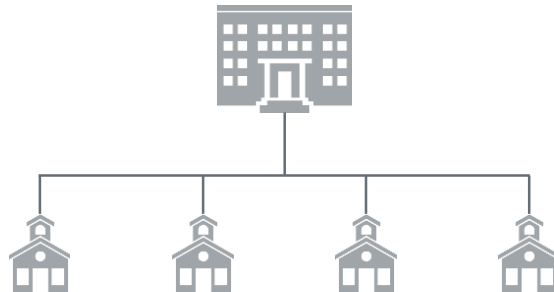


Optimistic Closures

Reflections and Looking Forward

- May be reflective about the learning, help identify next steps, or make connections to one's own work

Adopted In District Leadership Meetings, Approach Soon Spreads Throughout District



- Practices incorporated in all district-level team meetings and professional development
- Schools not required, but encouraged to try on their own even if not using an SEL curriculum
- Practices align with PBIS, restorative practices, culturally responsive teaching, and trauma-informed care, making them easier to adopt by a wide range of educators

Simple Steps Show District Commitment to SEL



THREE SIGNATURE SEL PRACTICES FOR THE CLASSROOM® Creating the Conditions for Student Learning

USD Core Values: Students First • Equity • Excellence • Integrity • Culturally Responsive • Joy

WELCOMING RITUAL (2-10 minutes) Activities for Inclusion

Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.

EXAMPLES FROM THE CLASSROOM

- Every voice is heard
- Purposeful social interactions
- Class meetings
- Smile & greet each person by name

SCHOOL-WIDE

- Adults express joy in seeing students
- Stack of breakfast items on office counter = glad to see late arrivals
- Morning announcements include student voice

ENGAGING PRACTICES (1-15 minutes) Academic Integration, Sense-Making, Transitions & Brain Breaks

Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.

EXAMPLES FROM THE CLASSROOM

- Opportunities for Interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group
- Explicitly teach SEL skills through evidence-based programs
- Turn To Your Partner: Sharing and listening to make sense of new input
- Co-create and regularly revisit working agreements with your students
- Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection

OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward

Provide intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.

EXAMPLES FROM THE CLASSROOM

- Think of...
- Something I learned today
- Someone I was able to help
- Something I want to share with an adult
- Something I'm looking forward to doing tomorrow
- Something I enjoyed about the day
- Someone who was kind/helpful to me

Guide Adapts Practices to Student and Adult Settings



3 Signature SEL Practices details available in the Appendix

THREE SIGNATURE SEL PRACTICES FOR THE ADULTS® Creating the Conditions for Adult Learning

USD Core Values: Students First • Equity • Excellence • Integrity • Culturally Responsive • Joy

WELCOMING RITUAL (1-9 minutes) Activities for Inclusion

Adults bring their experience; allow them to use it. Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, and allow people to connect with one another creating a sense of belonging. To be successful they must be: carefully chosen, connected to the work of the day, engagingly facilitated, and thoughtfully debriefed.

EXAMPLES

- Community Building: Using an open-ended question (e.g., from the Circle a Day cards), build community in a quick and lively way. Each participant shares their response with a partner. After sharing, ask for 2-3 comments from the whole group.
- Check-In: Begin with a sentence starter:
 - "A success I recently had ____."
 - "One thing that's new about ____."
 - "One item I will not today is ____."

ENGAGING PRACTICES (1-15 minutes) Sense Making, Transitions, Brain Breaks

Adults want to make their own meaning and have fun. Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build adult SEL skills. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory. (Otherwise it is soon forgotten.)

EXAMPLES

- Think Time: 30-90 seconds of silent think time before speaking, sharing.
- Turn To Your Partner: Sharing and listening to make sense of new input.
- Think-Ink-Pair-Share: Generating ideas and deepening understanding.
- Brain Break - Stand and Stretch: Refresh and reset the brain.
- Opportunities for Interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group.

OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward

Adult learning occurs when behavior changes. End each meeting or professional learning by having participants reflect on, then name something that helps them leave on an optimistic note. This provides positive closure, reinforces the topic, and creates momentum towards taking action.

EXAMPLES OF REFLECTIVE QUESTIONS

- "What do you see next steps?"
- "What's the next conversation I'm going to have about this and with whom?"
- "Who do I want to connect with about this topic?"
- "I said or phrase that reflects how I feel about moving forward with this..."
- "Offer an appreciation for someone in the room..."
- "I'm eager to learn more about ____."

Fostering an Environment Conducive to Social-Emotional Learning

"Using the 3 Signature SEL Practices created an environment where SEL was seen, heard, and observed as a priority. When you have district leaders who use those practices at meetings, just like when teachers do it in the classroom, **it sends a powerful message.**"

Sonny Kim, SEL Coordinator, Oakland USD



Concerns Over Teacher Well-Being

But Support Systems Not Keeping Pace with Mental, Emotional Strain

Teachers Report High Levels of Stress and Emotional Strain

58%

Of teachers described their mental health¹ as “not good” for at least 7 of the last 30 days

61%

Of teachers say their work is “always” or “often” stressful

78%

Of teachers say they feel mentally and physically exhausted at the end of the work day

Strategies to Support Teacher Wellness Often Insufficient or Overlooked



Teacher “Self-Care” Strategies

Informal



Ongoing Social-Emotional Support



Employee Assistance Programs²

Formal

Common challenges:

- Superficial
- Haphazard adoption
- Inconsistent follow through

- Aspirational for many districts
- Lack of systematic, measured efforts

Common challenges:

- Expensive
- Underutilized
- Stigmatized

1) Including stress, depression, or emotional challenges.
2) Voluntary, work-based programs that offer free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems.

Sources: American Federation of Teachers, “2017 Educator Quality of Work Life Survey”; American Federation of Teachers, “PSRP Reporter: The National Publication of AFT Paraprofessionals and School Support Staff,” Fall 2015; EAB interviews and analysis.

This Is What Teacher "Self-Care" Usually Looks Like

18

Existing Strategies Well-Intentioned, But Not Sufficient



@introverteddoodles

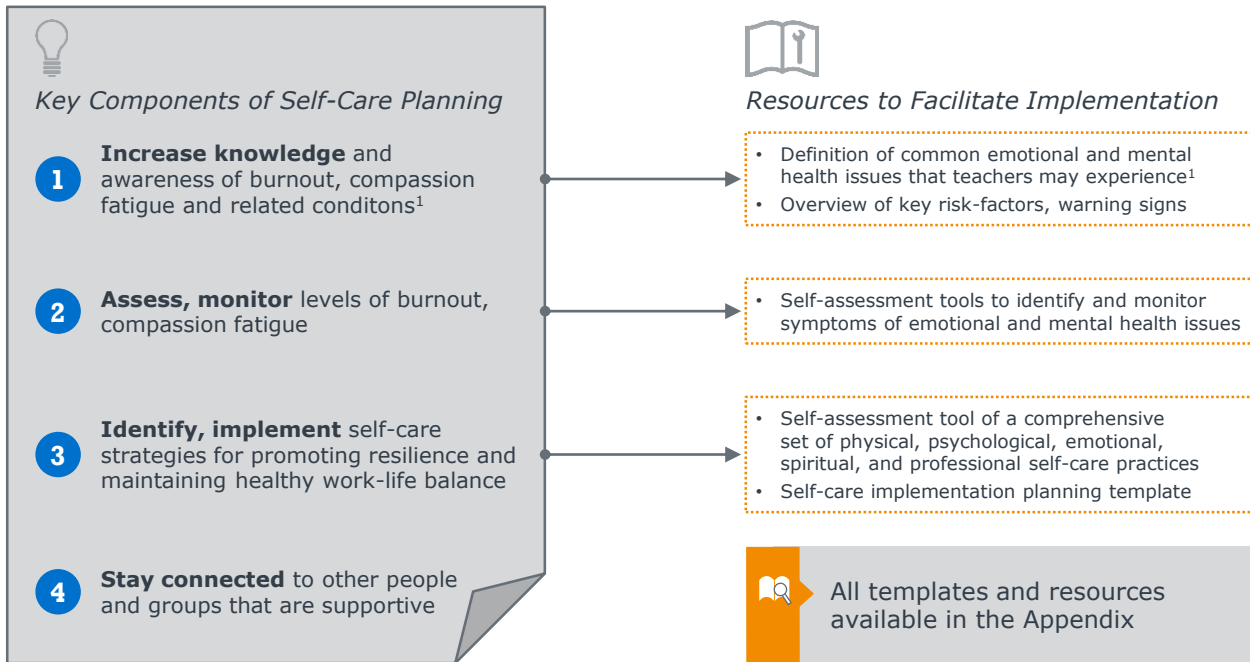


Sources: Collins, A., "Teaching Kids Self-Care," Educator and Parent Organizers for San Francisco Public Schools; Nelsen, J. Groerer, K., "Self Care for Teachers," Positive Discipline; The Educator's Room, "October Teacher Self Care Calendar"

Elevate Teacher “Self-Care” Planning

Foundational Knowledge and Self-Reflection Make “Self-Care” Meaningful

National Center on Safe Supportive Learning Environments Offers Detailed Teacher Self-Care Packet to Facilitate Development of Individualized Plans

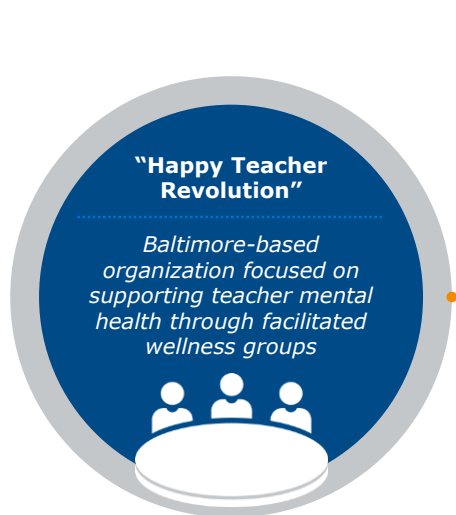


1) Includes burnout, compassion fatigue, secondary traumatic stress, vicarious trauma, and compassion satisfaction

Provide Opportunities for Teacher Connection

Embedded Wellness Meetings Destigmatize Teachers' Struggles, Offer Support

Key Features of *Happy Teacher Revolution* Wellness Program



Monthly, one-hour teacher meetings

Participation is most successful when schools carve out meeting time during teachers' contractual work hours (e.g., part of a regularly scheduled team/staff meeting or a professional development day)



Facilitated, themed discussions

Meeting themes based on the "12 Choices to Step Back From Burnout," including:

- "I choose to disconnect and detach with love"
- "I choose to be mindful"
- "I choose to get outside and get moving"
- "I choose what to overlook"
- "I choose the battles worth fighting"
- "I choose what to do next time and what to stop doing"



Online training provided to meeting facilitators

HTR¹ provides training to 12 facilitators per school on:

- Social-emotional and trauma-informed practices for educators
- Guidelines for facilitating meetings that are non-clinical
- Strategies for creating a safe, non-judgmental space to share experiences and challenges as an educator
- Suggestions, examples of supplemental meeting content²
- Follow-up materials, procedures to route people to more formalized services if needed

Profiled Organization:

Happy Teacher Revolution, MD



1) Happy Teacher Revolution.

2) Examples include guest speakers, mindfulness training, meditation, seated yoga breathing, and aromatherapy.

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Reversing the Rising Frequency and Intensity of Student Misbehavior

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**Prevent
Misbehavior
Through Early
Intervention**



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Archived Webconferences

Available On Demand at eab.com

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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