



EAB

Building A Better Behavior Management Strategy for Students and Teachers

Objectives for Today



Identify why the proven strategies districts use to address student behavior are not working



Learn what teachers need to be successful at behavior management



Sign up for EAB's cohort experience to build the conditions required for positive student behavior in your schools

Lots of Obstacles for Students Today

3

Facing More Challenges at Home...

Rise in Traumatic Experiences

46%

Of children nationwide have had at least one Adverse Childhood Experience (ACE)

Changes in Family Structure

2.7M

Children in the U.S. are being raised by their grandparents

Less Access to Basic Needs

1 in 8

Children in the U.S. live in households without consistent access to food

And in a Changing Society

Decline of Free Play and Physical Activity

35%

American children spend 35% less time playing outside freely than their parents did

More Exposure to Technology

59%

Of U.S. teenagers have been bullied or harassed online

Increased Academic Pressure

61%

Of teenagers place academic pressure at the top of their list of stressors



Source: Business Wire, "Grandparents Raising Grandchildren in the United States: New Research Into Characteristics and Challenges", 2020; "Survey Finds Today's Children Are Spending 35% Less Time Playing Freely Outside", 2018; FDA, Philanthropy News Digest, "Traumatic Experiences Widespread Among U.S. Children, Study Finds", 2017; Pew Research Center, "A Majority of Teens Have Experienced Some Form of Cyberbullying", 2018; "Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers", 2019; SNA, "School Meal Statistics", 2022; EAB interviews and analysis.

Students' Mental Health Continues to Plummet

63%

Of youth reported experiencing symptoms of anxiety and depression in June 2020

31%

Increase from March 2020 to Feb. 2021 in 12-17-year-olds who visited the ER for mental health

71%

Of parents said the pandemic has taken a toll on their child's mental health

Source: American Psychological Association, ["Children's mental health is in crisis"](#), 2022; CDC, ["Improving Children's Behavioral Health"](#), 2022; Innovate Public Schools, ["COVID-19 has harmed students' social-emotional wellbeing, making it even more difficult to learn"](#), 2021; The Harvard Gazette, ["Young adults hardest hit by loneliness during pandemic"](#), 2021; EAB interviews and analysis.

Educators Universally Concerned About Behavior



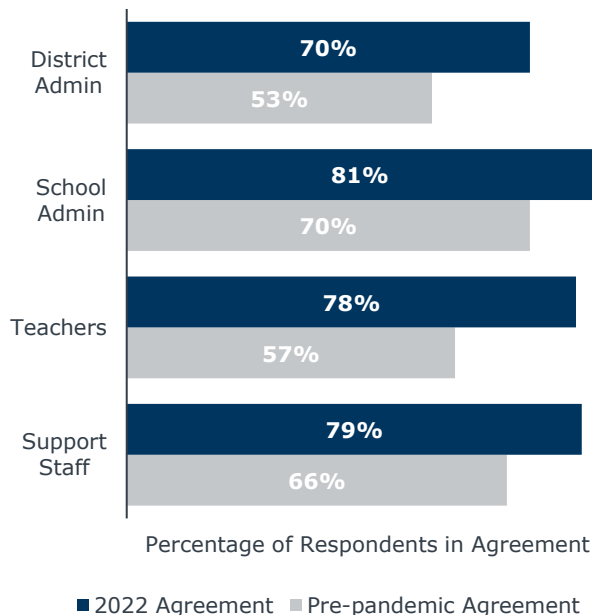
70%

Of teachers observed increases in behavior disruptions from the 2014-2015 to 2018-2019 school year.

84%

Of all respondents agree students are developmentally behind in self-regulation and relationship-building compared to students two years ago (2022 data).

Majority of Educators Identify Student Behavior as a Top Concern¹

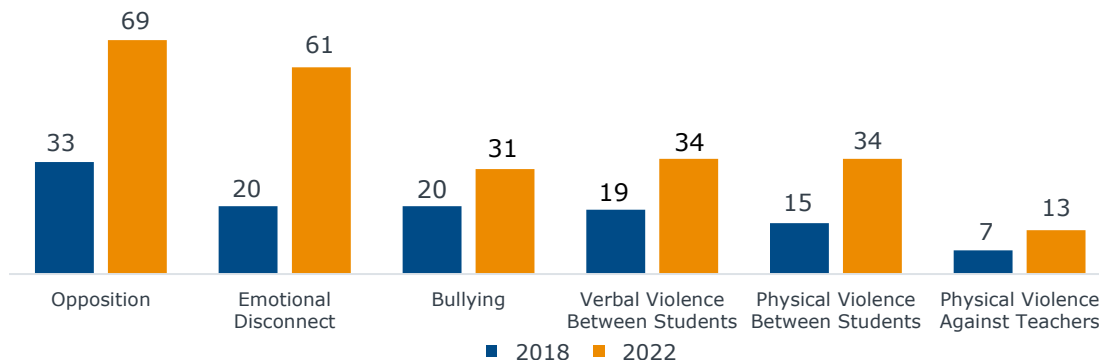


1) EAB Behavior Survey 2022-23 (n=1,109)

Concerning Behavior More Frequent, Severe



Percentage of Educators Who “Frequently Observe” the Following Behaviors



“The problems we are seeing now are amplified versions of the problems we were seeing before....Behaviors that already existed are still here but magnified.”

Superintendent
NY School District

Behavior (noun)

An action, activity, or process which can be observed and measured. Often, they are initiated in response to stimuli which are either internal or external.

Addressing Behaviors Vital for Student Success

8



Poor Academic Performance Linked to Behavior Skills

Research shows students with low academic performance have significantly greater social, emotional, and behavioral difficulties.



More Likely to Miss School

Several studies have found students experiencing disruptive behaviors issues and/or mental health concerns are more likely to refuse to go to school.



Suspended Students Face Increased Risk of Arrest

Middle school students in strict schools are 3.2x more likely to be arrested and 2.5x more likely to be incarcerated as adults.

“It’s tough for our teachers to reset after a student disrupts their class. It disrupts the teacher and every other student in the class. It’s a challenge to form a strong relationship with the kid who’s always interrupting you.”

Superintendent
Virginia School District



Addressing Behaviors Vital for School Community

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Lost Instructional Time

Teachers report that increased behavioral disruptions reduces the progress they can make through the curriculum.



Damaged Relationships

Behavioral concerns tend to fray relationships between teachers and the student exhibiting those concerns and their families.



Attracts Negative Press

News headlines frequently highlight student behavior incidents, sometimes resulting in legal action.



2:24 hr.

Average instructional time per week lost to behavioral disruptions (2018 EAB survey, teacher reported)

A Downward Spiral of Behavior and Morale



Student Behavior is Wearing Down Teacher Morale

69%

Of teachers observed frequent opposition towards adult from students (EAB 2022 survey)

40%

Of teachers feel less safe in their schools now than they did five years ago



Low Morale Makes Managing Behavior Harder

“

The increase in student behavioral concerns teachers are seeing **wears on their ability to respond productively to those students.** I am getting more instances of previously patient teachers now blowing up on students. And I get it—when we get burnt out, we are more likely to lash out.”

Superintendent
Southwestern School District

Downward Spiral Has High Cost for Learning

70%

Of relevant studies concluded that **teachers with the lowest morale also had the lowest academic student outcomes** across core subjects.

Teachers' Top Barriers to Better Behavior Management

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WHAT'S GOING WRONG?

WHAT TEACHERS ARE SAYING

WHAT'S HAPPENING IN CLASSROOMS

Inconsistent Communication

36%

Say their school uses a district-wide framework, vs. 55% of administrators



Teachers unclear on school or district-wide expectations

Unable to Prioritize

53%

Report a lack of time for effective behavior management



Pressure to make progress through curriculum means good practices are short changed

Lack of Training

37%

Say they are trained in SEL, vs. 71% of administrators



Teachers relying on instinct and prior experience, so strategies vary wildly

Insufficient Staffing

84%

Say a lack of support staff is a major barrier to effective behavior management



Even with right training, SEL instruction and behavior management too much to carry

Common Denominator of These Barriers?

WHAT'S GOING WRONG?

Inconsistent Communication

WHAT TEACHERS ARE SAYING

36%

Say their school uses a district-wide framework, vs.



WHAT'S HAPPENING IN CLASSROOMS



Teachers unclear on school- or district-wide expectations

Educators Are Your Front Line to Behavior Management...



...But Educators Are Not Getting What They Need to Successfully Manage Behavior

Insufficient Staffing

84%

Say a lack of support staff is a major barrier to effective behavior management



Even with right training, SEL instruction and behavior management too much to carry

In 2022, 43% of administrators¹

strategies vary wildly

Lack of Impact Is Not for Lack of Effort



Districts Have Adopted Proven Programs to Reduce Disruptive Behavior...

- ▶ PBIS
- ▶ SEL Curricula
- ▶ RTI/MTSS Framework
- ▶ Mental Health Access
- ▶ Trauma-Informed Care
- ▶ Restorative Approaches
- ▶ Student Support Teams
- ▶ Additional Support Staff

...But Very Few Districts Have Realized Promised Results

"That top tier III of support in PBIS used to be 5-7% (of students), but now we are looking at 18-20%. It has grown greatly."

*Superintendent,
West Coast School District*

70%

Of superintendents say that disruptive behavior one of their top concerns in 2023

EAB Explored Why Districts Struggling with Impact

14



Interviewed District Leaders

Dozens of conversations with districts nationwide



Surveyed Educators

1100+ educators and administrators from more than 60 districts surveyed



Studied Psych. Frameworks

Existing frameworks parallel barriers to behavior

Common Threads Across Business and Psychological Theories

- *The Happiness Hypothesis* by Jonathan Haidt introduces an analogy to describe human behavior and motivating forces behind action and change.
- *Switch* by Chip and Dan Heath expands on the analogy to explain humans require three factors to change and act. They must: understand, be motivated, and be capable.
- *The Golden Circle* framework by Simon Sinek provides us with the simple language to inspire action: “what”, “why”, and “how”.

Three Factors Are Required to Improve Behavior Management ¹⁵

1

Clear and Consistent What

Individuals need to understand exactly what the expectations of them are through a consistent and clear message.

2

Compelling Why

Individuals need to understand why and be motivated to behave in the desired way.

3

Support for How

Individuals need to be capable of meeting the expectations of the desired behavior through adequate training and resources.

Barriers to Success



Inconsistent Message

- Leaders' inconsistency use of programs allows for autonomy but causes confusion,
- Overreliance on programs and acronyms makes it hard for teachers to discern what they are supposed to do.



Unable to Prioritize

- Leadership does not always signal that behavior is as important as academics,
- Thus, teachers often feel unmotivated, unable, or unwilling to prioritize this work.



Lack of Training (and Staff)

- Educators are insufficiently trained on the hard work of behavior and socio-emotional management,
- And a shortage of staff leads districts to be understaffed in support staff meant to help teachers do this work.

A Blueprint for More Effective Behavior Management

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1

Clear & Consistent What

Define a consistent, districtwide set of conditions required for positive student behavior so teachers understand what to do

2

Compelling Why

Prove to teachers that behavior management is a top priority by dedicating time to it

3

Support for How

Provide adequate training and embedded support to ensure teachers are capable of managing behavior



A Blueprint for More Effective Behavior Management

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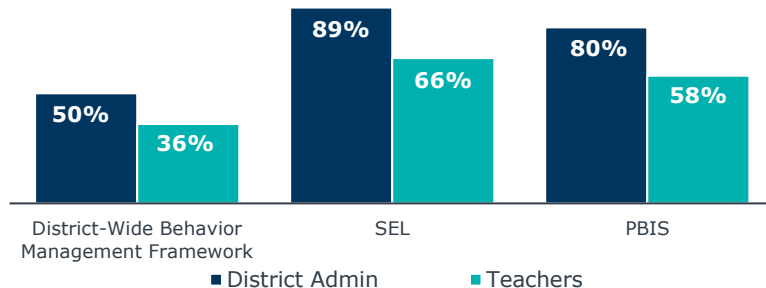


Inconsistent Messaging a Critical Barrier to Success

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Administrators and Teachers Disagree About What Behavior Management Strategies They Use

Percentage of Respondents Who Indicated Their District Uses a District-Wide Behavior Management Framework, SEL, or PBIS



Causing Confusion for Teachers on How to Effectively Manage Student Behavior

40%

Of EAB survey respondents agreed that district and school **administrators present inconsistent messaging** on how and when to follow district behavior management strategies was a top barrier preventing effective behavior management

School Autonomy Contributes to Inconsistency



But Unfeasible and Counterproductive to Totally Eliminate

Autonomy Can Make Behavior Management Harder



Contributes to inconsistent message



Building leader turnover can lead to change fatigue



Lack of consistency for students when transitioning buildings

But Benefits Make Eliminating Unlikely



Allows building leaders to feel empowered to make decisions and craft own culture

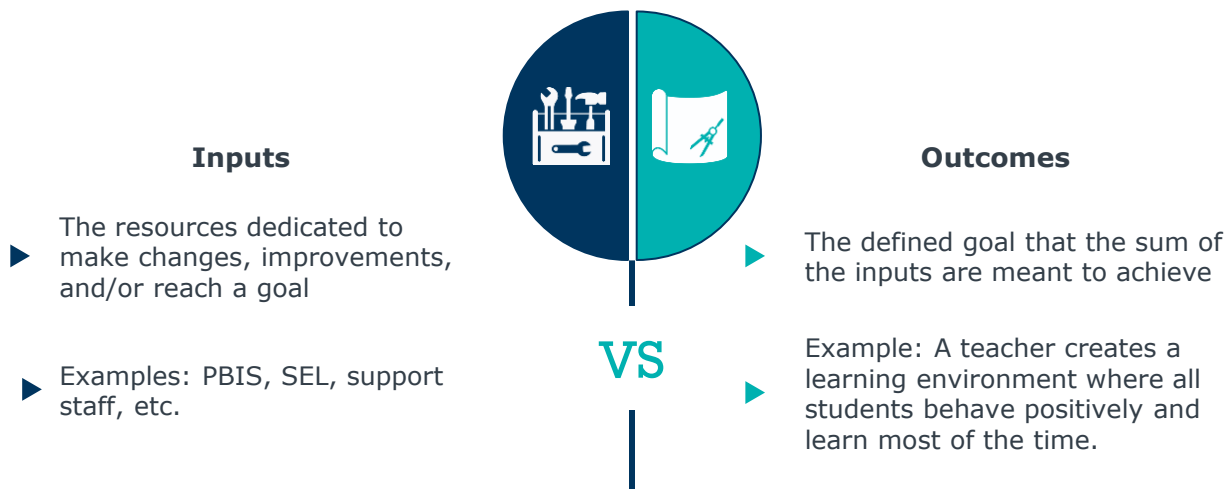


Promotes buy in by taking a bottom-up, versus top-down approach

Districts Focus on Inputs Instead of Outcomes



Contributes to Teachers' Lack of Clarity on Behavior Management



A Toolbox Without a Blueprint

Districts' behavior management toolbox is quite full, but the problem is no one is sure what exactly they are trying to achieve

Define the Environment Required for Positive Behavior

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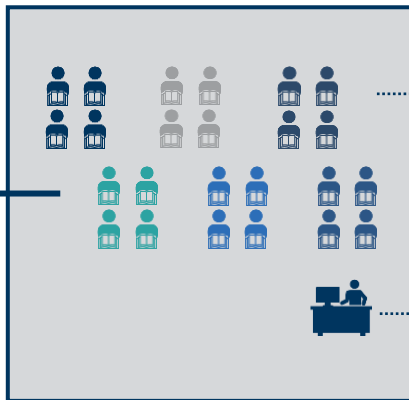
Allows Room for Autonomy and Provides Clearer “What”



Define the Outcome

*The Conditions for
Positive Behavior*

Define the key conditions
that students need to thrive
in the classroom and at
school



Students can behave and learn
better when the environment is
conductive, not preventative



Teachers can use the tools to
achieve the conditions
conductive to positive behavior
better when those conditions
have been clearly defined

Rigorous Process to Identify Conditions

- ✓ Analyzed 27+ positive environment frameworks
- ✓ Investigated 7 PBIS fidelity measurement tools
- ✓ Synthesized research into a meta-analysis consisting of 120+ factors
- ✓ Categorized the 120+ factors into the four conditions needed in a classroom environment to allow for positive student behavior

Create an Environment that Makes Students Feel:

1. Safe
2. Engaged
3. Supported
4. Connected

Four Ingredients for Positive Student Behavior

Create an Environment That Makes Students Feel:

Safe

Preserve the health and well-being of students by providing a physically and psychologically safe environment



Supported

Offer opportunities for students to develop the socio-emotional, behavioral, and academic skills they need to thrive



Engaged

Provide students with autonomy, incentives, and relevant learning materials to keep them motivated to behave positively and to learn



Connected

Foster intentional relationships between students and their teachers, staff, and peers to create an authentic community



Introducing EAB'S Cohorts for Positive Behavior

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Coming August 2023: Sign Up Now to Get on the Waiting List



Phase One

Diagnose condition
needing most
improvement



Phase Two

Join peers with
shared challenge



Phase Three

Take action

Summer 2023

Use EAB's diagnostic tool to identify which of the four conditions your schools struggle with the most.

Fall-Winter 2023

Nominate two principals from your district to join a cohort of peers focused on improving the same condition

- Step-by-step guided improvement support from EAB
- Peer collaboration and shared accountability

EAB's Diagnostic Helps Schools Assess Conditions

25

A Forthcoming Resource

Sample EAB Diagnostic Questions

Creating Conditions for Positive Student Behavior Audit

Instructions
This audit is designed to help evaluate the resources in place at your district to facilitate positive student behavior.
Please rate your current capabilities for each criterion with a "yes/no" answer.

	NO	YES
Safety		
Student Psychological Safety		
1. Our school has eliminated exclusionary discipline practices.*		
2. Our school has a culture of awareness and prevention around bullying and digital harassment.*		
3. Staff members are trained in de-escalation strategies and crisis intervention.*		
4. Staff members have completed trauma-informed and/or trauma responsive training.*		
5. Our school adopts and practices core components of social-emotional learning.*		



Assesses **4 Research-Backed** Conditions



Identifies **Areas of Greatest Opportunity** for Intervention and/or Innovation



Evaluates **Current District and School-Wide Resources** in Place to Facilitate Positive Student Behavior

*Specifics of questions subject to change

Actions to Take Now



Clarify what teachers should do for behavior management by **defining the conditions** for a positive classroom environment



Use **EAB's Maturity Diagnostic** to assess biggest gaps and opportunities for growth



Join our **Cohort Experience** to collaborate with a group of peers working on the same growth area

Convince Teachers Why Behavior Is a Top Priority



1

Clear & Consistent What

Define a consistent, districtwide set of conditions required for positive student behavior so teachers understand what to do

2

Compelling Why

Prove to teachers that behavior management is a top priority by dedicating time to it

3

Support for How

Provide adequate training and embedded support to ensure teachers are capable of managing behavior



Some Teachers Skeptical Behavior Is Their Job

But For Most Districts, Minority of Your Teachers Feel This Way

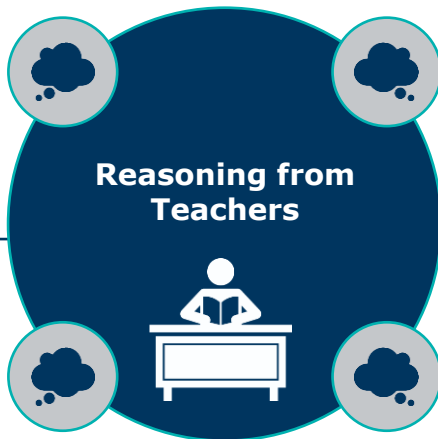
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Not Their Responsibility

"My job is to teach my students' biology, not teach them how to behave."

Misbehaving Kids Need Out

"If kids are constantly disrupting my class, they need to go elsewhere. I can't let my other students get behind."



Not Their Expertise

"I don't know how to teach kids socio-emotional or behavioral skills. I teach calculus."

Can be Risky Professionally

"I can't risk stepping on parents' toes with this socio-emotional stuff. A lot of it has become political, and I don't want to risk my reputation or my career."

More Teachers Feel Unable to Prioritize Behavior

Due to an Increase in Academic Pressure and Decrease in Test Scores

 **25%**

Of teachers who left the profession cited testing and accountability pressures as their primary reason for leaving (2017)

 **7**

Point decline in average math standardized test scores for 9-year-old students since 2020, **the largest drop in decades**

Test Score Pressure



Learning Loss

“

Teachers are placing pressure on themselves by comparing academic progress to previous years, without accounting for the pandemic and everything else students, and themselves are dealing with.”

Superintendent, Missouri

Source: Learning Policy Institute, [“Teacher Turnover: Why It Matters and What We Can Do About It”](#), 2017; NCES, [“Long-term trends in reading and mathematics achievement”](#), 2022; EAB interviews and analysis.

Leaders Add to Pressure, Unintentionally or Not



Administrators Also Feel Pressure to Accelerate Learning

 **Student Learning Loss**

 **Concerns Over Standardized Tests**

 **Parents, School Boards, and Politics**

And Do Not Always Protect Time for Behavior Management



Behavior Management Training is Not Prioritized

51% of teachers and staff report SEL training was never revisited after initial training.



Teacher Evaluations Focus Mostly on Pedagogy

Evaluations tend to concentrate on acceptable teaching practices rather than student learning and development



Time for Behavior Management and SEL is First to Get Cut

"There is a no time in the daily schedule since most of us feel pressure to catch up academics." – *Teacher PA District*

SEL Skills Essential for Academic and Future Success

31

Futile to Prioritize Academics at All Costs

Some SEL Skills Are a Higher Predictor of Academic Success Than IQ

“Executive functioning skills (skills under the SEL umbrella) and the prosocial behaviors they promote, are more accurate predictors of academic readiness and life success than IQ or any other performance marker.”¹

BRAIN FUTURES

Non-profit in neuroscientific education

SEL Skills Improve Academic Outcomes



Percentile-point gain in academic achievement for students who participated in evidence-based SEL programs

Skills Essential for Post High School Success

88%

Of business leaders say there will be an increasing need for socio-emotional skills among future employees

1) More than a dozen studies cited to substantiate this claim

Two Ways Districts Can Prove Behavior Is a Top Priority ³²

Words

Use Data to Prove Why Prioritizing Behavior Is as Important as Academics

1. Embed Behavior in District Strategy
2. Message Maps with Importance of SEL Data



Actions

Dedicate Time to Supporting Behavior to Signal It's a Priority

3. Guard Elementary Recess
4. Protect Time for Direct SEL Instruction
5. Adapt SEL Curriculum for Secondary

Prove Behavior Just as Important as Academics



Words

Use Data to Prove Why Prioritizing Behavior Is as Important as Academics

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District Strategy Centers SEL Skills

Recognize Students Will Not Learn Without Them



What is GAIN?

EVSC's districtwide educational strategy that uses neuroscience to explain the SEL and cognitive skills students require to be successful academically and beyond.

How GAIN Signals Behavior and Learning Are a Top Priority:



Emphasizes SEL Skills Are Non-Negotiable for Learning

GAIN insists that students must have key SEL skills like self-regulation and executive functioning in order to learn



Embeds SEL Emphasis in All Decisions and Strategies

Determines learning pacing, interventions, etc. around students' key SEL skills

Profiled Institution:

Evansville Vanderburgh School Corporation, IN



Theory + Practice Help Teachers Understand Why Behavior Must Be a Top Priority



Sometimes we think that if kids aren't doing well in math and reading that we have to give them more math, more reading. But we say to them 'You can't pour water into a jar when the lid is closed.' You have to give them the cognitive skills to open the lid, so the content goes in."

*Dr. Bruce Wexler
Yale School of Medicine*

Support Factors to Get Teacher Buy In



Time to Practice

Provided robust training to teachers before asking them to perform, did not assess teachers for three years



Teacher Input

EVSC conducts a short survey after every PD session to ensure training resonates and adapts training in response



Push-in Support

Provided a coach to model to teachers what to do and offered support when requested as much as possible

Use Data to Highlight Impact of Prioritizing SEL

VA Beach Uses 3-Page 'Message Maps' to Easily Explain the Importance

Uses data to explain the importance of behavioral support to staff and students.

Administrators distribute to all teachers and principals as a reminder of the importance of this work.

Includes three key messages about the purpose of prioritizing socio-emotional and behavioral support.

Social-Emotional Learning in VBCPS Classrooms

Social-emotional learning (SEL) helps students thrive in school and life by supporting learners to develop the knowledge, skills, and attitudes necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL helps young people develop the skills they need to succeed in school and life.

Key Data Points

- 97% of principals are committed to supporting SEL in their schools. ([Civic Enterprises/Hart Research Associates](#), 2017)
- The success of young people in school and beyond is inextricably linked to healthy social and emotional development. ([The Evidence Base for How We Learn](#), the Aspen Institute, 2017)
- 88% of business leaders say there will be an increasing need for social and emotional skills among future employees and job applications. (Ready Nation, Council for a Strong America, 2017)
- Americans say the most important factors in school quality are teaching cooperation, respect, and problem-solving – all critical social emotional skills. ([PDK Poll](#), 2017)
- Social-emotional learning skills will be the second most in-demand skills in the workforce over the next 10 years. ([McKinsey Global Institute](#), 2016)
- There is broad support among parents for teaching SEL-related skills in schools (Thomas B. Fordham Institute, 2021)
- Stakeholders agree on the importance of equity in opportunities and students treating others with respect. ([National Association of State Boards of Education](#), 2019)
- SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentage-point gain in achievement. (Durlak, Joseph A.; Weissberg, Roger P.; Dymnicki, Allison B.; Taylor, Rebecca D.; Schellinger, Kriston B. *Child Development*, v82 n1 p405-432 Jan-Feb 2011)

Profiled Institution:

Virginia Beach City
Public Schools, VA



Dedicate Time for Socio-Emotional and Behavior



Words

Use Data to Prove Why Prioritizing Behavior Is as Important as Academics

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Academic Pressure Pushing Out Play Time for Kids



60

Average recess time has **declined by nearly 60 minutes per week** (2001-2015)



25

Elementary students get an average of **25 minutes of recess per day** (2018)



22%

Only **22% of districts** **require daily recess** for elementary students (2014)

”

“Developmentally appropriate play is a **singular opportunity to promote the social, emotional, cognitive, language, and self-regulation skills** that build executive function and a prosocial brain. [...]

Play is not frivolous: it enhances brain structure and promotes executive function which allows us to pursue goals and ignore distractions.”

The Power of Play: A Pediatric Role in Enhancing Development in Young Children

”

“It’s not taking a break from learning when we talk about play. **Play is one of the most important ways in which children learn.**”

Jack Shonkoff, Harvard University Center on the Developing Child



Protecting Time for Play Important

Schedule Review Surfaces Opportunity for Play

Overview of LiiNK Program Components



Daily Unstructured Play Breaks

- **Four 15-minute** unstructured play breaks per day
 - 2 before lunch, 2 after lunch
 - Outdoor whenever possible
- **Does not replace** any existing breaks for lunch, specials
- Focus on **reducing transition time** to minimize disruption to the day
 - Transitions consistently <1 minute each way by end of first year of implementation

Profiled Institutions:

The LiiNK Project, TX

Eagle Mountain-Saginaw ISD, TX



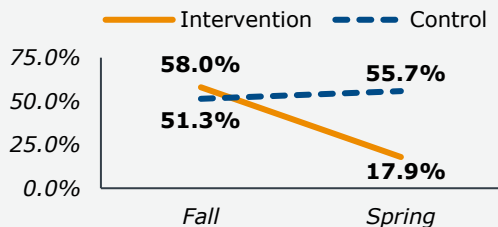
Approach to Building Play Into Schedule

- 1 **Calculate** total time allotted for the school day
- 2 **Subtract** time for play breaks and character education to build in as non-negotiable
- 3 **Find opportunities** to increase efficiency in the day (*e.g., planning time, transitions*)
- 4 **Slightly decrease** instructional periods as needed, with adjustments varying by grade and building

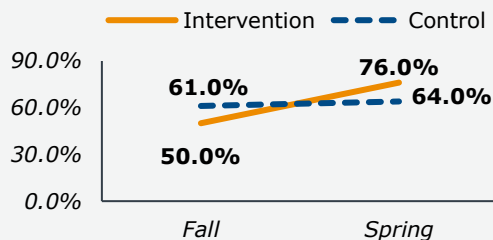
More Recess Improved Behavior and Focus

LiiNK Program Decreases Disruption and Promotes Positive Classroom Behavior

Off-Task Behavior¹, First Grade



Appropriate Behaviors²



"Before LiiNK, recess really depended on the classroom you were in and the campus you were at. On one hand it could be a building quick to take 5 minutes because students were 'acting out'. On the other hand, some schools had a culture where they'd say, 'it's a beautiful day we just can't bear to go back inside yet.'

But districtwide, when we brought LiiNK in, we realized that **one short recess a day wasn't enough for our students."**

*LiiNK Program Specialist
Eagle Mountain-Saginaw ISD*

1) Off-task behavior captures: full movements (e.g., sitting standing walking); stationary behaviors (e.g., bouncing, fidgeting); vocal behaviors (e.g., talking to self or others); and aggressive behavior.
 2) Appropriate behaviors include: following directions, working quietly at seat, being respectful of classmates and teacher.
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Research Proves Value of Explicit SEL Instruction



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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 achievement²**

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.

Fewer Teachers Actually Doing Direct Instruction

SEL Curricula Known, But Not Implemented at Scale

89%

Of responding district admin report their district schools and teachers use a SEL curriculum.



18%

Of responding teachers report using an SEL curriculum rarely or never in their teaching practices.



Top SEL Curricula Used by DLF Member Districts

7 Mindsets

SecondStep

Character Strong

Changemakers

CHAMPS

RULER

ReThink Ed

Zones of Regulation

Capturing Kids' Hearts

Leader in Me

District Created Curriculum

R Factor

Students Are Not 'Naturally' Acquiring SEL Skills



Increased Chronic Stress

Driven by several factors (e.g., poverty, trauma, mental health)



Fewer Experiences for 'Natural' Skill Development

Fewer experiences that hone these skills (e.g., free play, pandemic disruptions)



84%

Educators agree students are developmentally behind in self-regulation and relationship-building compared to students two years ago.

Consistent Instruction More Important Than Quantity

Two Ways to Dedicate Time to SEL, K-6

Protected Daily, Monthly Time

Public School District A

For: Grades K-6

When: Elementary grades complete a 15-minute weekly SEL lesson based on an SEL curriculum like RULER

- Teachers also do a ~5-minute daily check-in where students communicate their mood with an emotion board

Who: Delivered by teachers, counselors, school psychologists, or principals

Built Into Specials Rotation

Darlington County School District, SC

For: Grades 1-5

When: Two 55-minute lesson blocks built into schoolwide related specials schedule.

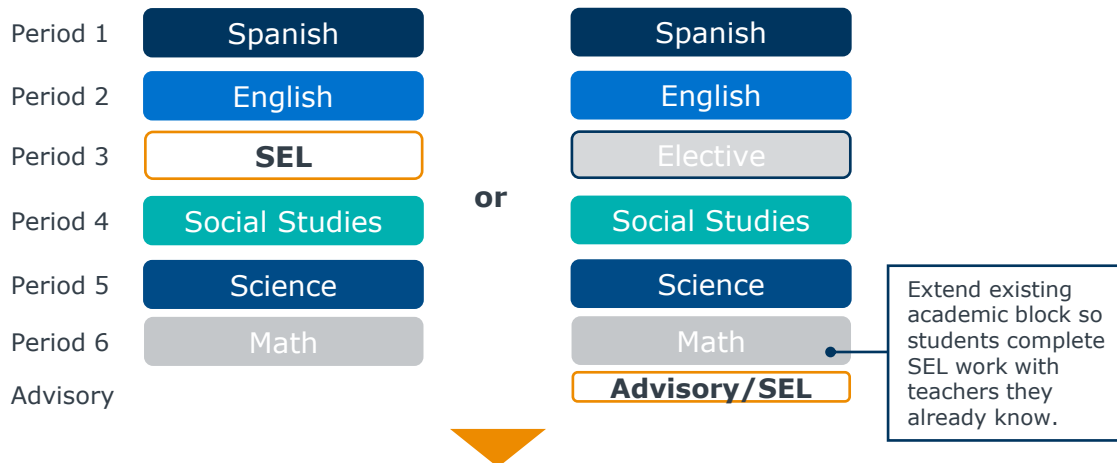
- Each class will receive at least one lesson every month related to emotional regulation or life skills.
- Teachers then provide counselors feedback through a weekly SEL check in form.

Who: Delivered by school counselors. Counselors will also push into classrooms that may not be advancing with SEL development.



Avoid reducing SEL time commitment as the year progresses to maintain SEL continues to be a priority.

Two Ways to Dedicate Time to SEL, Secondary



But Good Secondary Curricula Hard to Find



Study In Brief:

Social-Emotional Learning Programs for Adolescents (2017)

Reviews which SEL programs work well among middle adolescents (~ ages 14-17).

Findings argue that existing SEL:

- Fails to consider adolescent development.
- Should consider psychological needs, hormonal changes, skills, and climate needs of older students.
- Must aim to make them feel respected by adults and peers.



Insufficient Research-Backed Programs for Secondary

Research-backed SEL Programs:

- 40 for elementary schools
- 21 for middle schools
- **8 for high schools**

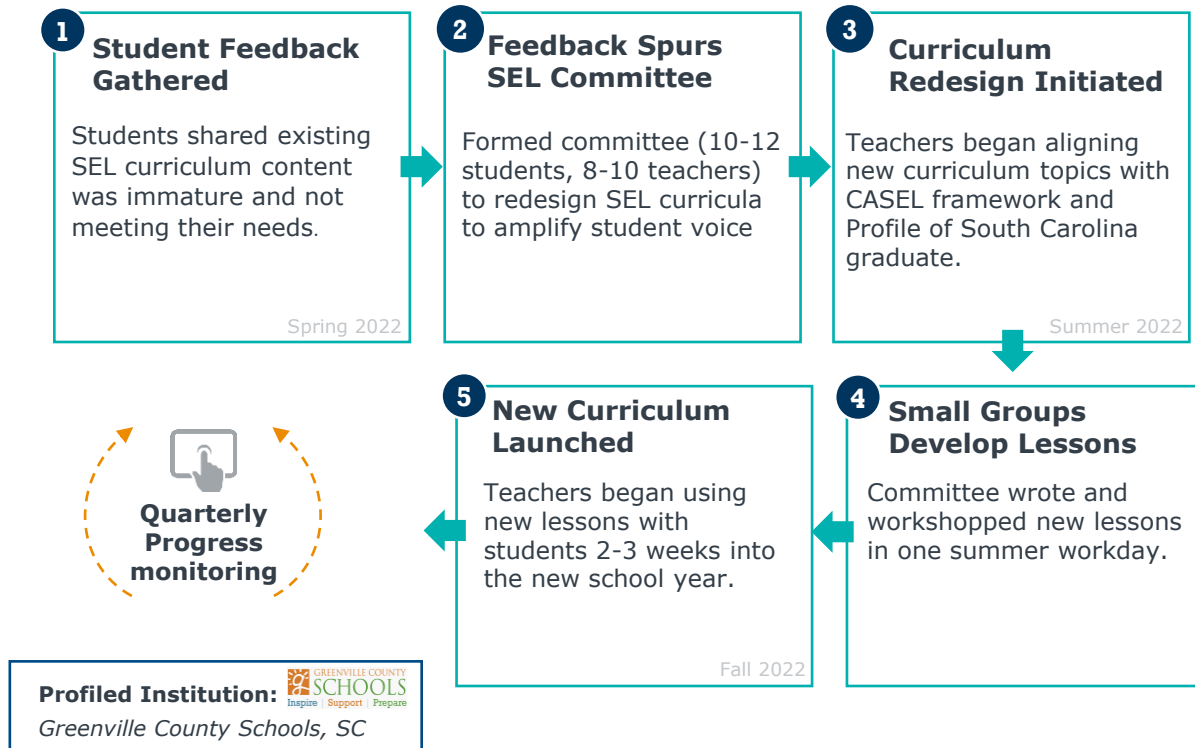


"The high school has been a big question mark. Teachers are trying to find something to help. They are seeing more reactionary, volatile, and internalized behavior. There is a struggle on how to address that with how students feel – how do we get the right curriculum to help?"

MTSS Coordinator
SC School District

Greenville Uses Student Voice for Viable Secondary SEL

And to Get Buy In from Students and Teachers



Students Co-Write SEL Curriculum with Teachers

SEL Committee Redesigns Curriculum in One Workday

Summer Workday Schedule

9:00am	Arrivals, announcements
9:15am	Group discussion on goals
10:00am	<i>Small Groups Work on Lesson Content</i>
12:00pm	Lunch
1:00pm	<i>Small Group Lessons Presented to Larger Group</i>
2:30pm	Lesson Feedback Provided
3:30pm	Lesson Adjustments Implemented

Students decided which committee teacher they wanted to work with to encourage comfortable conversation.

Students quickly shared that SEL needed to be taught by a teacher they knew; scheduling change made

Coming out of small groups, the whole committee was able to decide what lesson aspect would work and suggest adjustments.

“There was equitable contribution made to make sure we all felt our input was included. We really wanted the students to take ownership. We did not walk away feeling like we wasted our day; we got things done!”

High School Teacher, Committee Member



Key Changes Based on Student Feedback



What Students Shared:

-  **Existing curriculum too immature**
-  **Students did not want to participate in SEL with teachers they didn't know**
-  **Students were willing to participate in harder conversations**
-  **Some teachers were not delivering content well**



What Changed:



Redesigned curriculum based on feedback by aligning content with CASEL and Profile of SC Graduate



Delayed roll-out of new content to ensure time for relationship building among peers and staff



Students meet with teachers before lessons to inform topics and discussion



Teachers began trauma-informed training to help deliver sensitive content to students

Actions to Take Now



Prove behavior is just as important as academics by providing data



Protect time to support student behavior by designating time in teachers' daily or weekly schedules for play and direct instruction



Adapt your secondary SEL curricula using student input

Support for How Teachers Can Manage Behavior



1

Clear & Consistent What

Define a consistent, districtwide set of conditions required for positive student behavior so teachers understand what to do

2

Compelling Why

Prove to teachers that behavior management is a top priority by dedicating time to it

3

Support for How

Provide adequate training and embedded support to ensure teachers are capable of managing behavior



Teachers Not Getting the Resources for “How”



Three Challenges to Providing Adequate Resources for Behavior Management

Challenge #1



Teachers undertrained to support students' socio-emotionally and behaviorally

1. Design a Better Behavior Management Training Program

Challenge #2



Insufficient day-to-day support to implement training successfully

2. Integrate SEL in Academic Curriculum
3. Use Sentence Stems to Embed SEL
4. Use a Classroom Environment Checklist

Challenge #3



Not enough staff with expertise to provide the specialized support students need

5. Utilize Staff More Efficiently
6. Create Talent Partnerships

Challenge #1: Lack of Training



Challenge #1



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Teachers Woefully Undertrained



Classroom Management Not a Priority in Teaching Programs



40% of 1 Course

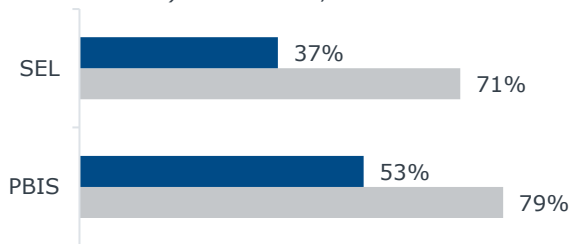
Average time spent teaching classroom management¹

"Teacher preparation is inconsistent, the whole arena of SEL is not proficient when staff come to me. There is no conversation between teacher prep and classroom expectations when you hit the ground. We are doing a lot of training and retraining."

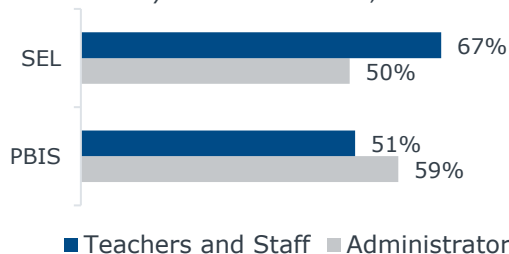
Superintendent
New York School District

And Administrators Overestimate How Much They Make Up For It

Percentage Who Indicated They (or District Teachers) were trained, n=373



Percentage Who Indicated Training Was Rarely or Never Revisited, n=161



1) Average course load = 10 to 15 courses

Takes Time to Get Good at Behavior Management



20-100

Number of hours of professional development over 6-12 months needed to affect teacher practice.



50

Number of hours of coaching and practice teachers need before a new strategy is mastered and implemented in the classroom.



~30

Number of primary training modules involved in introductory restorative practices implementation.

How to Design a Better Behavior Management Training Program

- 1 Balance your current PD calendar** to ensure content is balanced with academics and behavior management throughout the year.
- 2 Make behavior or SEL related sessions mandatory** to ensure staff attendance at important trainings.
- 3 Tailor content for support staff** so training is also applicable in their roles.
- 4 Check for staff understanding** by debriefing training topics in follow up.

Improve Balance of Academics, Behavior During PD

J.O. Combs Spends Substantial Time to Ensure Training 'Sticks'



Two Years Focused on Creating "Nurturing Environment"

The district's strategic plan includes four goals: nurturing culture, innovation, assessment, and purposeful learning



PD Provides Teacher Choice, But Behavior Session Required

- Teachers create own schedule by choosing 5-6 PD sessions most interesting to them
- Available PD sessions balanced evenly between academics and behavior
- Past two years, all district, mandated session related to SEL

Behavior-Related Training Sessions

- MTSS Team Meetings: Elementary or Secondary
- Building Community within PLC Teams
- High Order Questioning
- SEL and Fastbridge
- Creating Thinking Classrooms

Profiled Institution:

J.O. Combs Unified School District, AZ



Challenge #2: Not Enough Day-to-Day Support



Challenge #1



Teachers undertrained to support students' socio-emotionally and behaviorally

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Challenge #2



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Challenge #3



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Educators Struggle to Incorporate SEL into Lessons

58

SEL Vendors Provide Teachers with Some Support

Book Title	Dreamers		
Author	Yuyi Morales		
Grade	K-2	Type	Picture
SEL Competency	Social Awareness		

Changing Perspectives
Promoting Awareness of Inspiring Empathy

Discussion Questions

- What are some of the ways life is difficult for the mother and her child at the beginning of the story?
- On a walk with her child, the mother discovers something. What is it and how does it change things for the two of them?
- How do books have an impact on the lives of the mother and her child? Is there a book in your life that has had a positive effect on you?

- Changing Perspectives provides grade-level appropriate discussion questions related to core SEL competencies across different subject areas.
- However, teachers still must identify how and when to incorporate this resource into their existing academic lessons.

But Many Still Unsure How to Embed Behavior and SEL Skill Building

66%

Of educators find it challenging to weave socio-emotional and behavioral skills into academic subjects

Integrate SEL For Teachers So They Don't Have To

Naperville 203 Community Unit School District Maps SEL to Academic Curriculum



Maps for Grades K-6 and Content Area for 7-12

Competency: Identifies the relevant SEL competency (e.g., self-management) related to suggestions

Grade-Cluster & -Level Benchmarks:

Breaks down specific outcomes that students should be mastering

Resources for Explicit Instruction: Overviews which SEL lessons should be used when throughout the year and links to related activities

Integration Opportunities: Suggests when to integrate each competency and benchmark by unit and content area, includes suggested discussion questions and/or activities.

Profiled Institution:

Naperville 203 Community Unit
School District, IL



Integration Opportunities

Health: [Unit 1 Wellness](#)

Competency

Self-Awareness
Self-Management

ELA/PI: [Unit 2 Powerful Life Stories](#); breaking down a novel study

Math: [Unit 4-Ratios](#)

Honors Math: [Unit 3-Ratios](#)

Science: [Unit 2: Land, Water, and Human Interactions](#) - Lesson 15: Building in Boomtown - stress for creating report/keeping people safe

SS: [Unit 2: Farming Revolution](#) - stress of securing food and strategies developed to gather food.

PE: lesson on link between chemical release and target

Adapt Familiar Academic Strategies to Embed SEL

Revamped Sentence Stems Help Embed SEL Into Academic Discussions

Grade 3-5 Work Page

Accountable Talk ([Stockpile resource](#); [sample templates](#))

Self-Awareness: Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.

- Identify feelings and emotions
- Recognize interests, strengths and personal values

Grades 6-8 Work Page

Stems: **Self-Management:** Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.

- Manage one's emotions
- Identify and use well-being and stress management strategies
- Set, monitor, adjust and evaluate personal and academic goals
- Demonstrate self-advocacy

Stems:

- I will / will not participate in _____ because _____. As an alternative, I will _____.
- I need a break because _____.
- Today, I feel _____ because _____.
- Before I _____, I should _____.
- My goal for today is _____.
- _____ helps me manage my _____.
- I need help with _____ because _____.
- If I need personal help with _____ can I visit _____?

Open-Ended questions:

- How are _____ and _____ similar?
- What is the difference between _____ and _____?

Profiled Institution:

Virginia Beach City Public Schools



Sentence stems: *a phrase or part of a sentence with a missing portion that helps students get their thought started*

- ▶ Teachers are familiar with sentence stems since they are a common academic discussion strategy
- ▶ Pilot SEL stems with small groups of teachers who are already comfortable with this teaching strategy
- ▶ Collect feedback on how it has improved their SEL approach
- ▶ Provide stems developed by pilots to others to make embedding SEL into academic discussions easier

Physical Space Affects Learning and Attention

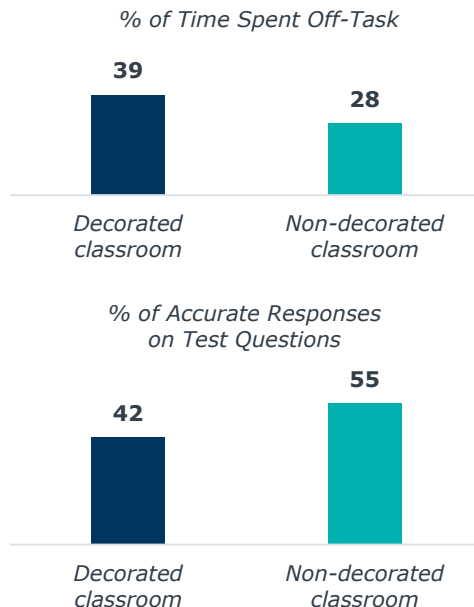


Study in Brief

Visual Environment, Attention Allocation, and Learning in Young Children

Found that children in highly decorated classrooms were more distracted, spent more time off-task, and learned less than if they were in classrooms with no decorations

Student Performance Impacted by Physical Space



Easy to Spot the Change in Environment

Educating Teachers Leads to Improved Classroom Experience for Students



Busy Elementary School Classroom



Classroom Conducive to Better Self Regulation



Space Is a Tool to Make Behavior Management Easier

Equip Your Teachers to Optimize Their Rooms

Classroom Environment Checklist

When designing a classroom environment, you must take into account stressors that may be present that can impact a child's learning and behaviour. Using the checklist below, identify what you have in place and what you can strive towards to make your classroom as Self-Reg friendly as possible.



Stressor	Classroom as the "Third Teacher" Examples
Visual Clutter 	<input type="checkbox"/> All surfaces (e.g. desks, shelves) in the classroom are free of excess clutter <input type="checkbox"/> Walls and bulletin boards are organized with information grouped simply <input type="checkbox"/> Desk sized copies of tools usually displayed on walls (e.g. number or letter lines) are available to students, and neatly put away when not being used <input type="checkbox"/> Desk top study carrels to reduce visual input when working at a desk <input type="checkbox"/> The floor is clear and clean
Lighting 	<input type="checkbox"/> Lighting is adjusted throughout the day according to the arousal needs of the classroom <input type="checkbox"/> Natural lighting is maximized where available <input type="checkbox"/> Fluorescent lighting is minimized where possible <input type="checkbox"/> Differently lit areas are available for students to access, based on their preferences (a bright area, and a dimmer lit area) <input type="checkbox"/> Curtains to create a darker area and use of lamps for ambiance
Noise 	<input type="checkbox"/> Excess noise is reduced where possible (e.g. weather stripping on doors) <input type="checkbox"/> Reverberation is reduced (e.g. carpets, egg cartons on walls) <input type="checkbox"/> Noise cancelling headphones or earbuds are available or allowed <input type="checkbox"/> Electrical humming from lights, heating/cooling vents, electronics, etc. is minimized <input type="checkbox"/> A non-startling noise used to indicate class change overs or breaks (e.g. a rain stick)
Hydration & Nutrition 	<input type="checkbox"/> Access to water at desk <input type="checkbox"/> Regular hydration breaks available throughout the day <input type="checkbox"/> Healthy meals served from the cafeteria <input type="checkbox"/> Encourage healthy snacks <input type="checkbox"/> Spare water and healthy snacks in classroom

Benefits of This Resource:

2-page checklist allows teachers to systematically scan the classroom for important potential stressors

Grouping the checklist helps teacher think in relevant categories

Document provides specific guidance on how to adjust the classroom

Profiled Institution:

The MEHRIT Centre, Canada



Challenge #3: Insufficient Support Staff

Challenge #1



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Challenge #2



Insufficient day-to-day support to implement training successfully

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4. Use a Classroom Environment Checklist

Challenge #3



Not enough staff with expertise to provide the specialized support students need

5. Utilize Staff More Efficiently
6. Create Talent Partnerships

Lack of Support Staff A Top Concern



74%

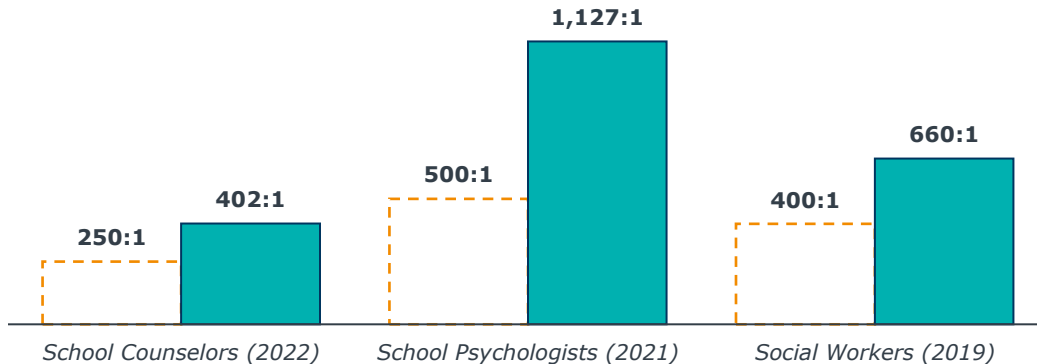
Of superintendents report sufficient staffing as their biggest barrier to successful behavior management¹

54%

Of teachers in our 2022 survey reported that a lack of support staff a top barrier to behavior management

Behavioral Support Staff Ratios Are From Ideal

□ Recommended Ratio ■ National Average

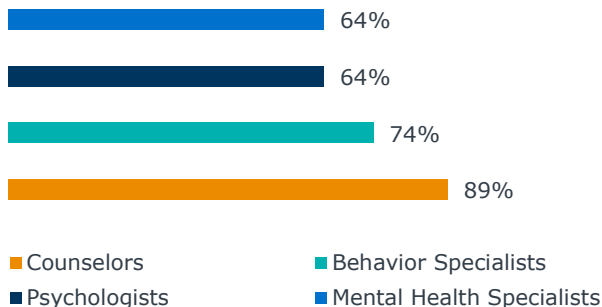


1) 2023 EAB Voice of the Superintendent Survey

Districts Are Willing But Struggling to Hire

While Districts Are Trying to Hire More Support Staff...

% of Respondents Who Indicated that Support Staff Increased in Response to Rising Behavioral Disruptions (2018)



They are Struggling to Fill Vacancies

60%

Of principals reported they faced open support staff positions since the start of the pandemic.

“In the past two years we have tried to hire behavior analysts, licensed mental health practitioners, and other support staff, but have had zero applicants when we post the job. People with the qualifications are just not available—it puts a lot of additional responsibility on my teachers when I don’t have the staffing we need.”

Superintendent, Rural School District

The Data Confirms a Shortage of Supply



Demand Has Far Outpaced Qualified Individuals Entering the Fields

Percent Change of Degree Completions vs. Nationwide Job Postings, 2018-2021



Future Projections Point to Continued Increases in Demand

Projected Growth Rate in Occupations 2023-2032¹

+9%	Psychologists
+11%	Social Worker
+12%	Counselors

1) Note that overall job demand is projected to increase ~9%

Options to Address the Staffing Shortage

68

"Doubling Down" on Recruitment Won't Work for Most

Short-term Solution



Scale Existing Staff

Employing creative ways to maximize the skills and time of your existing support staff to help as many students as possible is best immediate bet.

Mid-term Solution, Unfeasible for Most



Recruit Your Way Out

Staff shortage means feasible only for the most resourced districts who can compete for talent at the top margins. For those districts, see EAB's recruitment [playbook](#).

Long-term Solution, Effectiveness TBD



Partner with Organizations

Grow your own talent and/or partnering with universities, government agencies, or corporations to invest in building a more robust employee pipeline for your schools.

Behavior Support Strategies That Maximize Staff



Universal Screeners

Short questionnaires that allow schools to evaluate large groups of students quickly and at scale

- ✓ Identifies student needs proactively so support staff aren't spending their time responding to crises
- ✓ Allows support staff to identify trending needs across groups of students and scale interventions accordingly

EAB Resources

- Comparison of Evidence-Based Universal Screeners
- Grade-level Data Planning Templates

Three Types of Promising Partnerships



Outside Funded Grow-Your-Own

Purpose

Districts partner with businesses and non-profits to provide mental health support training to current staff and recruit new mental health support staff

Example

Keene School District partnered with the National Education Association (NEA) to financially support 20 paraprofessionals in receiving mental health first aid training



Symbiotic University Partnerships

Purpose

Districts partner with local universities in myriad ways that typically benefits both university enrollment and school district staffing

Example

One district in California partners with local universities to allow psychology students to complete clinical hours in their schools and then often hires them



Consortia-Style Organized Efforts

Purpose

Non-profits, corporate organizations, and government agencies work collaboratively to invest in efforts to help public schools in overcoming the staffing crisis

Example

A team of university faculty and regional education agencies developed a "Grow Your Own" re-specialization program to train education professionals to become school psychologists in rural areas using a grant from the U.S. DOE

EAB's Early Efforts to Help with Staffing Upstream



Partnering with Colleges to Grow Schools' Talent Feeder Programs



EAB's Current (and Growing) Partnerships:

Seven

Schools of Education served

Thirty-Five Thousand+

Prospective students reached

Hundreds of Thousands

Of emails sent to potential educators

Actions to Take Now



Establish a better **balance between behavior management skills** and **pedagogy** in your existing professional development.



Make embedding behavior and SEL into the academic curriculum easier for teachers by providing specific timing and ways to do it.



Use EAB resources to use your support **staffs' time and expertise more efficiently**.

A Blueprint for More Effective Behavior Management

73

1

Clear & Consistent What

Define a consistent, districtwide set of conditions required for positive student behavior so teachers understand what to do

2

Compelling Why

Prove to teachers that behavior management is a top priority by dedicating time to it

3

Support for How

Provide adequate training and embedded support to ensure teachers are capable of managing behavior



Get on the Waiting List Now!

Coming August 2023: EAB's Cohorts for Positive Behavior

74



Phase One

Diagnose condition
needing most
improvement



Phase Two

Join peers with
shared challenge



Phase Three

Take action

Summer 2023

Use EAB's diagnostic tool to identify which of the four conditions your schools struggle with the most.

Fall-Winter 2023

Nominate two principals from your district to join a cohort of peers focused on improving the same condition

- Step-by-step guided improvement support from EAB
- Peer collaboration and shared accountability



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