Expanding and Strengthening Supports for Struggling Students, Cost Effectively

MASBO Conference

October 31st, 2018
Agenda

**Cost Effectively Closing the Achievement Gap**

Break

Activity: Reflection and District Self-Assessment

Lunch

Expanding Social, Emotional and Behavioral Supports

Activity: Cross-district Sharing of Promising Practices and Lessons Learned

Lessons Learned
The District Management Group’s mission is to achieve systemic improvement in public education.

DMGroup’s Mission

We believe that a district must focus on meeting all 3 of these objectives to achieve lasting results for students.
The best practices focus on struggling students, which has an intentionally broad definition to address common challenges.

**Struggling Students Definition**

- **Students with Mild-to-Moderate Disabilities**
- **At-Risk Students Without IEPs**
- **Students with Social, Emotional, or Behavioral Needs**
- **Non-Readers**
- **English Language Learners**

**Common Challenges**

- Many struggle to read and comprehend
- Many have skill deficits from prior grades
- Many require multiple modes of instruction
- Many learn and process information more slowly than their peers

A similar approach for all can be effective and cost-effective.

Note: Students with ASD, severe disabilities, cognitive disabilities or virtually no fluency in English do have more specialized needs.
Most of the best practices for raising achievement for struggling students (with and without disabilities) are both effective and cost-effective.

DMGroup Framework for Supporting Struggling Students*

- Rigorous general education curriculum and highly skilled staff
- Coordinated and sustained focus on literacy
- Targeted interventions
- Extra instructional time to master content
- Social, emotional, behavioral supports
- Content strong teachers / staff “playing to their strengths”
- Data to track progress and inform improvement

*Note: Struggling students are defined as students with IEPs for mild-to-moderate disabilities and students who struggle academically but do not have an IEP.
These proven best practices can yield big gains for students.

Arlington, MA: Grade 10 students Advanced or Proficient

**ELA**

- State (All Students)
- Arlington MA (Special Ed Only)

**Math**

- State (All Students)
- Arlington MA (Special Ed Only)
Improving student outcomes can be achieved by shifting, not adding, staff.

K-5 Reading Achievement in Arlington, MA

Changes in Student Achievement

- No new funds were spent on reading (or anything else) during this time
- Reallocating time, existing dollars and skillsets made the difference
Today we will examine and discuss 6 key high leverage strategies aligned with best practices for improving outcomes for students.

Select Best Practices

1. The importance of general education
2. A relentless focus on early literacy
3. Ensuring extra instructional time to master content
4. Teachers with content expertise support struggling learners
5. Allowing staff to “play to their strengths”
6. Expanding social and emotional supports by thoughtfully managing staff schedules and assigned responsibilities
Struggling students receive support from many different people, however most spend the majority of their day with their classroom teacher.

Supports for Struggling Students

Most struggling students spend the majority of their day with their classroom teacher.
A strong core curriculum helps all students, including struggling students.

NAEP Grade 4 Reading Performance by State

% at Basic or Above, 2011

• Higher performance of general education students is related to higher performance of students with disabilities nationwide
• The same is true for districts within a state

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment
Reading is the foundation for all learning and therefore a crucial area of focus when addressing the needs of struggling students.

All Levels: Reading as a Base

• Reading drives performance in **ALL** subject areas, including social studies, English, science, and even math

• Reading is the primary academic challenge of 40% of special education students nationally

*Reading is the key to raising the achievement of most struggling students*
These 10 best practices are common elements to effective reading programs.

**Elementary: A System for an Effective Reading Program**

<table>
<thead>
<tr>
<th>Standards</th>
<th>A Clear and rigorous grade level expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B Identification of struggling readers beginning in kindergarten</td>
</tr>
<tr>
<td></td>
<td>C Frequent measurement of achievement</td>
</tr>
</tbody>
</table>

**Core Instruction**

<table>
<thead>
<tr>
<th>Core Instruction</th>
<th>D At least 90 minutes / day of balanced core instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E Explicit teaching of phonics and comprehension</td>
</tr>
</tbody>
</table>

**Intervention**

<table>
<thead>
<tr>
<th>Intervention</th>
<th>F At least 30 min / day additional time for all struggling readers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G Tight connection of remediation to core instruction</td>
</tr>
</tbody>
</table>

**Effective Teaching**

| Effective Teaching | H Highly skilled and effective teachers of reading |

**Management**

<table>
<thead>
<tr>
<th>Management</th>
<th>I Put one person in charge of reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>J Use instructional coaching to improve classroom instruction</td>
</tr>
</tbody>
</table>

Source: National Reading Panel, What Works Clearinghouse, experience of districts and networks who have dramatically improved reading scores
Reading best practices often cost less than common practices.

Typical vs. Best Practice Investment

**Typical Investment**
- Special educators
- Special education professionals
- Reading tutors
- Title I Support
- PD expense

**Best Practice Investment**
- Certified reading teachers
- Free daily intervention time
- Free common planning time
- Free no pull out of core scheduling
- Same (but fewer) existing roles

**20-25% Smaller investment**
Core instruction and extra time lead to mastery.

Core Instruction
- Tied to state standards

Extra Time to Learn
- Address gaps in prior learning, pre-teach and re-teach

Mastery
Logistical challenges in building elementary school schedules may actually undermine a struggling student’s time to learn.

Elementary School Pullout Schedule: When More Becomes Less

Typical Student

8:00am
Reading
Math
Lunch and recess
Art
Science / social studies

2:30pm

Student with Special Needs

8:00am
Reading
Math
Lunch and recess
Speech therapy
Special Ed Reading
Art
Science / social studies

Struggling students often receive less core reading and math instruction than the typical student.
In many school systems, “extra help” happens during core instruction or instead of core instruction and is provided by less skilled staff.

### Secondary Intervention Strategy: Typical Approach

<table>
<thead>
<tr>
<th></th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Period 2</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Period 3</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Period 4</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Period 5</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Period 6</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

- Co-teaching
- Paraprofessional support
- Lower level curriculum

**EXTRA TIME**
Best practice for secondary intervention is a “double time” model that involves providing “extra help” in addition to core instruction.

### Secondary Intervention Strategy: Best Practice Approach

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
<th>A Best Practice Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 2</th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
<th>A Best Practice Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 3</th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
<th>A Best Practice Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 4</th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
<th>A Best Practice Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 5</th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
<th>A Best Practice Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 6</th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
<th>A Best Practice Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spanish</td>
<td>Spanish</td>
<td>Extra Math Support</td>
</tr>
</tbody>
</table>

**Non-Struggling Student Schedule**
- First presentation of content
- 100% current year material
- Learn from peer questions

**Struggling Math Student Schedule**
- Pre-teach
- Re-teach current year and prior year content
- Address missing foundational skills
- Unteach misconceptions
1. *To what extent is extra instructional time to master content in place in your school?*

2. *Do each school have the scheduling expertise to create extra time opportunities?*
Every struggling student benefits from a highly effective teacher.

All Levels: Impact of Highly Effective Teachers

The research is clear: no school-based factor is more important than the quality of the teacher.

Deep content knowledge by teachers helps students unlearn misconceptions and master needed skills.

Instructional Support for Struggling Students

**Generalist Support**
- Review test questions and show correct answer
- Provide homework help
- Quiz in preparation for future tests

**Content Strong Support**
- Associate each incorrect answer with underlying concept
- Infer misunderstandings from incorrect answers
- Teach prior, fundamental skills
- Teach correct material using 2 or 3 different approaches

*Note: Struggling students is defined as students with IEPs for mild-to-moderate disabilities and students who struggle academically, however do not have an IEP.*
Special educators are asked to do much more than any other role.

Typical Special Education Responsibilities

- Run IEP Meetings
- Reading Support
- Math
- Parent Communication
- Compliance
- Scheduling
- RTI Process & Intervention
- Extended Year Services
- Write IEPs
- Assess Student Needs
- Consultation
- Develop Specially Designed Instruction (SDI)
- Autism Expertise
- Behavior Management
- Positive Behavior Support
- Read180
There are four major areas of expertise in which special educators may have demonstrated strengths.

### Specializing the Role of Special Education Teachers

<table>
<thead>
<tr>
<th>Expertise</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Content-Specific Expertise**   | Delivering academic intervention/double time instruction in their area of expertise and ensuring it is specially designed instruction (SDI) for students with IEPs.  
• Reading, English, math, etc.  |
| **Social-Emotional Expertise**   | Providing social-emotional / behavioral supports.  
• Work with classroom teachers to develop / monitor behavior plans.  
• Work with students on self-monitoring strategies.  |
| **Case Management Expertise**    | Managing IEP evaluation process.  
• This frees up time for other special education teachers to increase the time they can spend working directly with students.  |
| **Special Education Pedagogy**   | Provide support to general education teachers in accommodating the needs of students with mild-to-moderate disabilities.  
• Supporting teachers with strategies of scaffolding, differentiation, chunking, etc.  |

Content-Specific expertise is key to raising the academic outcomes of all students, including those with disabilities.
Cost-effectively closing the achievement gap will require a more proactive approach by school leaders.

Key Elements of Proactively Managing Services for Struggling Students

1. Know and guide how staff use their time
2. Treat scheduling as a strategic activity
3. Track the per student cost and impact of services provided
Making the most of student time will require providing more detailed guidance of the use of time.

**Amount (Elementary): Evolution of District Management of Student Time**

### Historic
*Teachers manage their own schedules*

- 8:00 am
  - Lunch
  - Recess
  - Art

- 2:30 pm

### Current
*Major blocks of time are managed*

- 8:00 am
  - Lunch
  - Recess
  - Math (60 min)
  - Guided Reading
  - Independent Work

- 2:30 pm
  - Lunch
  - Recess
  - Whole class Math instruction

### Evolving
*More important activities are managed with the blocks*

- Phonics
- Word Work
- Guided Reading
- Independent Work
- Lunch
- Recess
- Whole class Math instruction
- Student Math practice
- Art
Two use of time metrics can help expand services, without adding staff or reducing the amount of services.

Key Staffing Metrics

**Time Spent with Students**

- Speech therapist: 70%
- Speech and language therapist: 60%

**Average**: 47%

**Typical Group Size**

- 1 student: 20%
- 2 students: 40%
- 3 students: 60%
- 4+ students: 80%

- Speech therapist: 100%
DMGroup has a technology tool to collect schedules for a typical week to deeply understand how students are supported and staff use their time.

**Technology Tool: dmPlanning**

1. Special education and general education staff enter their weekly schedule into the web-based technology tool

2. DMGroup analyzes schedules, highlights trends, and draws conclusions
Few schools proactively manage how intervention staff use their time.

How Many Students Can 1 Reading Teachers Help?

<table>
<thead>
<tr>
<th>Average student group size</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
</tr>
</tbody>
</table>

Twice as many students served with the same staff.
1. **Who helps schedule and manage the time of:**
   - Classroom teachers
   - Reading teachers
   - Special educators
   - School psychologists
   - Social workers

2. **Who should help manage their time?**
Challenges in building schedules often actually undermine a student’s time to learn.

Elementary Pullout Schedule: When More Becomes Less

Typical Student

- Reading
- Math
- Lunch and recess
- Art
- Science / social studies

8:00am to 2:30pm

Student with Special Needs

- Reading
- Speech therapy
- Math
- Special Ed Reading
- Lunch and recess
- Art
- Science / social studies

2:30pm

Struggling students often receive less core reading and math instruction than the typical student.
Intervention must provide additional time for struggling readers with mild-to-moderate disabilities and for students without IEPs.

Elementary Intervention Strategy: Additional 30 Minutes Per Day

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Reading</td>
<td>Writing</td>
<td>Intervention</td>
<td>Reading</td>
<td>Science</td>
<td>Reading</td>
</tr>
<tr>
<td>8:30</td>
<td>Writing</td>
<td>Reading</td>
<td>Reading</td>
<td>Social Studies</td>
<td>Math</td>
<td>Writing</td>
</tr>
<tr>
<td>9:00</td>
<td>Writing</td>
<td>Reading</td>
<td>Intervention</td>
<td>Math</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>Recess</td>
<td>Math</td>
<td>Recess</td>
<td>Science</td>
<td>Specials</td>
<td>Social Studies</td>
</tr>
<tr>
<td>10:00</td>
<td>Lunch</td>
<td>Math</td>
<td>Lunch</td>
<td>Social Studies</td>
<td>Recess</td>
<td>Social Studies</td>
</tr>
<tr>
<td>10:30</td>
<td>Intervention</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Social Studies</td>
<td>Intervention</td>
<td>Recess</td>
</tr>
<tr>
<td>11:00</td>
<td>Intervention</td>
<td>Recess</td>
<td>Intervention</td>
<td>Intervention</td>
<td>Intervention</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>Math</td>
<td>Lunch</td>
<td>Math</td>
<td>Specials</td>
<td>Reading</td>
<td>Intervention</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>Recess</td>
<td>Lunch</td>
<td>Recess</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Science</td>
<td>Math</td>
<td>Math</td>
<td>Science</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>Science</td>
<td>Social Studies</td>
<td>Specials</td>
<td>Math</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td>Social Studies</td>
<td>Specials</td>
<td>Specials</td>
<td>Social Studies</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Social Studies</td>
<td>Specials</td>
<td>Social Studies</td>
<td>Math</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Specials</td>
<td>Intervention</td>
<td>Social Studies</td>
<td>Math</td>
<td>Math</td>
<td></td>
</tr>
</tbody>
</table>

- **Extra Time**

- Additional 30 minutes daily of intervention instruction
- No-cost intervention is possible with strategic elementary scheduling
Key Elements of Proactively Managing Services for Struggling Students

1. Know and guide how staff use their time
2. Treat scheduling as a strategic activity
3. Track the per student cost and impact of services provided
Most of the best practices for raising achievement for struggling students cost less than many common practices.

**Cost per Student**

<table>
<thead>
<tr>
<th>Best Practice</th>
<th>Resource Room</th>
<th>Co-Teaching</th>
<th>Reading Recovery</th>
<th>Best Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>$3,750</td>
<td>5,000</td>
<td>$6,250</td>
<td>$2,100</td>
</tr>
</tbody>
</table>

**Districts and schools should actively track the effectiveness and cost effectiveness of services, interventions and strategies.**
Agenda

Cost Effectively Closing the Achievement Gap

Break

Activity: Reflection and District Self-Assessment

Lunch

Expanding Social, Emotional and Behavioral Supports

Activity: Cross-district Sharing of Promising Practices and Lessons Learned

Lessons Learned
Break
Agenda

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Lessons Learned
We will now ask you to reflect upon these opportunities by discussing in small groups.

Part I: Self-Assessment

Activity 1: Reflection and Self-Assessment

Part I: Self-Assessment
- For each best practice listed, mark whether it is very relevant, somewhat relevant, or not relevant to the priorities and initiatives underway in your district.
- Once you are finished, compare and discuss as a team.

<table>
<thead>
<tr>
<th>Best Practice</th>
<th>Very Relevant</th>
<th>Somewhat Relevant</th>
<th>Not Relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The importance of general education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A relentless focus on early literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reserving extra instructional time to master content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teachers with content expertise support struggling learners</td>
<td></td>
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<tr>
<td>5. Allowing staff to “play to their strengths”</td>
<td></td>
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<tr>
<td>6. Expanding social and emotional supports by thoughtfully managing schedules and assigned responsibilities</td>
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</tr>
</tbody>
</table>

Part II: Reflection

- As a group, brainstorm the strengths in your district that could support implementation of each best practice.
- Next, discuss the political, financial, geographical, and/or cultural obstacles you face for each best practice.

<table>
<thead>
<tr>
<th>Best Practice</th>
<th>What elements does your district have in place already that could support implementation?</th>
<th>What obstacles could impede implementing those best practices more fully for your district?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The importance of general education</td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>6. Expanding social and emotional supports by thoughtfully managing schedules and assigned responsibilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which aspects of the findings were most relevant to you and your district?

What current strengths and obstacles present themselves for each opportunity?
Activity Instructions

**Directions: Break into small groups**

**Part 1: Self-Assessment**

- Take some time alone to reflect on how relevant the best practices discussed are to the priorities and initiatives underway in your districts.
- Once you are finished, compare and discuss as a team.

**Part 2: Reflection**

- As a group, reflect on the strengths in your districts that could support implementation of each best practice (if you would like to pursue the work).
- Next, discuss the political, financial, geographical, and/or cultural obstacles you face for each best practice.
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Cost Effectively Closing the Achievement Gap

Break

Activity: Reflection and District Self-Assessment

Lunch

Expanding Social, Emotional and Behavioral Supports

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Lessons Learned
Lunch
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Cost Effectively Closing the Achievement Gap
Break
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Expanding Social, Emotional and Behavioral Supports
Activity: Cross-district Sharing of Promising Practices and Lessons Learned
Lessons Learned
Having strong social, emotional behavioral supports is an important part of helping students who struggle achieve at high levels.

DMGroup Framework for Supporting Students Who Struggle*

Rigorous general education curriculum and highly skilled staff

Coordinated and sustained focus on early literacy

Content strong teachers / staff “playing to their strengths”

Extra instructional time to master content

Targeted interventions

Social, emotional, behavioral supports

Data to track progress and inform improvement

*Note: Struggling students is defined as students with IEPs for mild-to-moderate disabilities and students who struggle academically, but do not have an IEP.
Students coming to school today bring increasing challenges with them.

Increasing Challenges

Many more students are experiencing:

- Disruptive behaviors
- Apathy
- Stress and anxiety
- Challenges at home
- Challenges in the community
- Traumatic pasts
- Loneliness
- Racial oppression
- Violence
- Cultural isolation

All students, staff, and administrators are feeling the repercussions
Social-emotional learning covers a wide range of topics.

Social-Emotional Learning Levels of Need

Social-Emotional Learning

The process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to demonstrate:

1. Self-awareness
2. Self-management
3. Responsible decision-making
4. Relationship skills
5. Social awareness

Source: The Collaborative for Social and Emotional Learning (CASEL)
There are strategies that can be aimed at each tier of social-emotional support.

Overview of Strategies at Each Tier of SEB Support

Tier 3
- Intensive counseling with appropriate staff (e.g. school psychologist)
- Behavior plan

Tier 2
- Counseling
- Small group support
- Discipline practices

Tier 1
- Restorative justice circles
- Integration of SEB standards in academic content
- Common expectations across all classrooms

Failure to closely match effort to tier undermines efforts in many districts
We have identified three best practices for cost-effectively improving and expanding social, emotional and behavioral supports.

Best Practices for Social, Emotional and Behavioral Supports

A. Leverage Talents of Current Staff

B. Focus on Prevention

C. Support Partnerships
The first step to expanding supports is to streamline meetings and paperwork for existing highly-skilled staff.

Streamlining Meetings and Paperwork for Specialists

Time studies often show that specialists spend only 1/3 of their weekly time with students:

Classroom teachers have many responsibilities and often do not have the skill and training to manage and mitigate student outbursts.

Classroom Teacher Responsibilities

- Math
- Small Group Intervention
- Lesson Planning
- Grading
- Reading
- Attend Meetings
- Progress Monitoring
- Parent Communication
- School Duties
- Student Discipline
- Learn New Curriculum
- Administer State Tests

Classroom teachers need in-class support from staff skilled in behavior management.
Increasing behavioral challenges has led to higher turnover rates of teachers and principals.

Video: Staff Burnout

Source: https://www.youtube.com/watch?v=oynugndy1kU&feature=youtu.be, Minutes 6:22 – 8:28
A focus on prevention can address behavior root causes and keep staff and student focus on academic outcomes rather than punitive discipline.

Best Practices for Social, Emotional and Behavioral Supports

A. Leverage Talents of Current Staff

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Challenging behaviors are best proactively mitigated rather than managed after the fact.

Two Soul-Searching Questions

Can students control their challenging behaviors?

Usually not on their own

Can teachers help students control their challenging behaviors?

Often yes, but it’s not easy
Teaching students coping skills and guiding teachers to avoid triggering outbursts can reduce the frequency and intensity of challenging behavior.

Focus on Prevention

**Proactive Supports**
- Identify triggers via functional behavioral assessments (FBAs)
- Develop behavior intervention plans (BIPs)
- Teach students coping skills
- Teach teachers how to avoid triggers

**Challenging Behavior**
- Calming the student
- Removing student from the room
- Other post-incident interventions

**Reactive Supports**
Finding the root cause of student behavior is critical and pain-staking but worth the effort.

Identifying Root Causes

Teacher’s Perspective

Student’s Perspective

1st grader with seemingly random outbursts

Student felt embarrassed and hated by teacher providing scaffolding to student uncertain of the answer to a question

Schools need more staff with the skills to identify root causes
Turn & Talk Activity

1. How are you supporting classroom teachers to better manage behavior challenges?

2. Who are the experts in behavior management in each school?
A focus on partnerships can expand supports for students beyond existing resources.

Best Practices for Social, Emotional and Behavioral Supports

A. Leverage Talents of Current Staff

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C. Support Partnerships
Schools are asked to do a lot – sometimes outside resources and partnerships can augment school efforts.

Seek Partnerships

Schools

Family Counseling
Private Practice Clinicians
Substance Abuse Centers
Universities
Mental Health Services
Juvenile Justice System
Managing outside partnerships requires a dedicated person who has the time to problem solve and communicate with these partners.

### Dedicated Manager of Outside Partnerships

### Big Problems or Small?
- Where do we put our coats?
- Our room was being used.
- What do we do on an early release day?
- The student was scheduled for related services during the session.
Implementing the best practices have been difficult for many districts

Implementation Lesson Learned

1. **Make adjustments to existing systems and structures** to integrate social, emotional and behavioral supports

2. Have a **unified SEL approach within schools and across the district**

3. **Gather baseline and progress monitoring data** through student surveys
Some schools address their students’ social, emotional, and behavioral needs by layering on various programs and added staff.

**Common Method of Addressing Social, Emotional & Behavioral Needs**

- District, principals, and/or teachers begin programs & initiatives as needs arise
- Various staff members work to provide supports

- Restorative Justice
- PBIS
- Trauma-Informed Care
- Social Skills
- Cultural Responsiveness
- CASEL
- Meditation
- Mindfulness
- Equity & Excellence (NYC)
- Psychologists
- Counselors
- Special Education Teachers
- Social Workers
- Paraprofessionals
- Behavior Specialists

*It is often unclear how all of these pieces fit together to create a coherent and proactive system.*
Too often schools try to adopt a new model or program without recognizing the structural changes that need to be made.

Fitting Into Traditional Systems & Structures

- Organizational Structures
- Staffing
- Policies and Procedures
- School Schedules
- Outside Partnerships
- Roles and Responsibilities
- Social, Emotional, and Behavioral Supports
The school’s infrastructure and ecosystem need to support the new approach to supporting students’ social, emotional and behavioral needs.

Supporting Infrastructure & Ecosystem

- Organizational Structures
- Staffing
- School Schedules
- Roles and Responsibilities
- Outside Partnerships
- Policies and Procedures

Social, Emotional, and Behavioral Supports
Share a unified SEL approach across a school and district.

A Unified Approach

**Typical Approach**
- SEL efforts operate in silos across classrooms and buildings

**Recommended Approach**
- SEL efforts are coherent and coordinated district-wide

![Diagram showing typical and recommended approaches with examples of programs like PBIS, Cultural Responsiveness, Second Step, Meditation, and PBIS & Cultural Responsiveness.]
Gather baseline and progress monitoring data through student surveys.

Gather Baseline Data

Gathering data on student SEL competencies can allow districts to assess the impact of Tier 1 programs.

Sample Questions

- Is there an adult in the school who truly cares about you?
- Were you bullied, teased or harassed in the last 30 days?
- Is what you are learning in school relevant to your interests or life after graduation?
1. What questions might you ask your students to gage the effectiveness of an anti-bullying effort?
Agenda

Cost Effectively Closing the Achievement Gap

Break

Activity: Reflection and District Self-Assessment

Lunch

Expanding Social, Emotional and Behavioral Supports

Activity: Cross-district Sharing of Promising Practices and Lessons Learned

Lessons Learned
We will now discuss in groups promising practices and lessons learned. Please move to a table with folks NOT from your district.

**Reflection, Discussion and Brainstorming**

**Activity 2: Cross-district Sharing of Promising Practices and Lessons Learned**

**Directions:**
- Take some time to reflect independently on strategies your school or district have tried and any lessons learned or tips you would give to other districts implementing social, emotional and behavioral supports.
- Discuss your reflections with the peers at your table.

<table>
<thead>
<tr>
<th>What strategies have your school or district tried that have gone well?</th>
<th>What are some lessons learned or tips for other schools or districts currently implementing social, emotional and behavioral supports?</th>
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Activity Instructions

Directions:

• Take some time to reflect on strategies you have implemented in your district that have gone well and lessons you have learned or tips you would give to other districts.

• Discuss your reflections with peers from another district.
Agenda

Cost Effectively Closing the Achievement Gap
Break
Activity: Reflection and District Self-Assessment
Lunch
Expanding Social, Emotional and Behavioral Supports
Activity: Cross-district Sharing of Promising Practices and Lessons Learned

Lessons Learned
You can also reach out to continue the conversation and learn more about best practices for supporting your schools.

Access to Online Resources and DMGroup Thought Leadership

Submit the Learn More Form to continue the conversation.
If you have any comments or questions about the contents of this document, please contact District Management Group:

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