

Selecting and De-Selecting Evidence-Based Practices

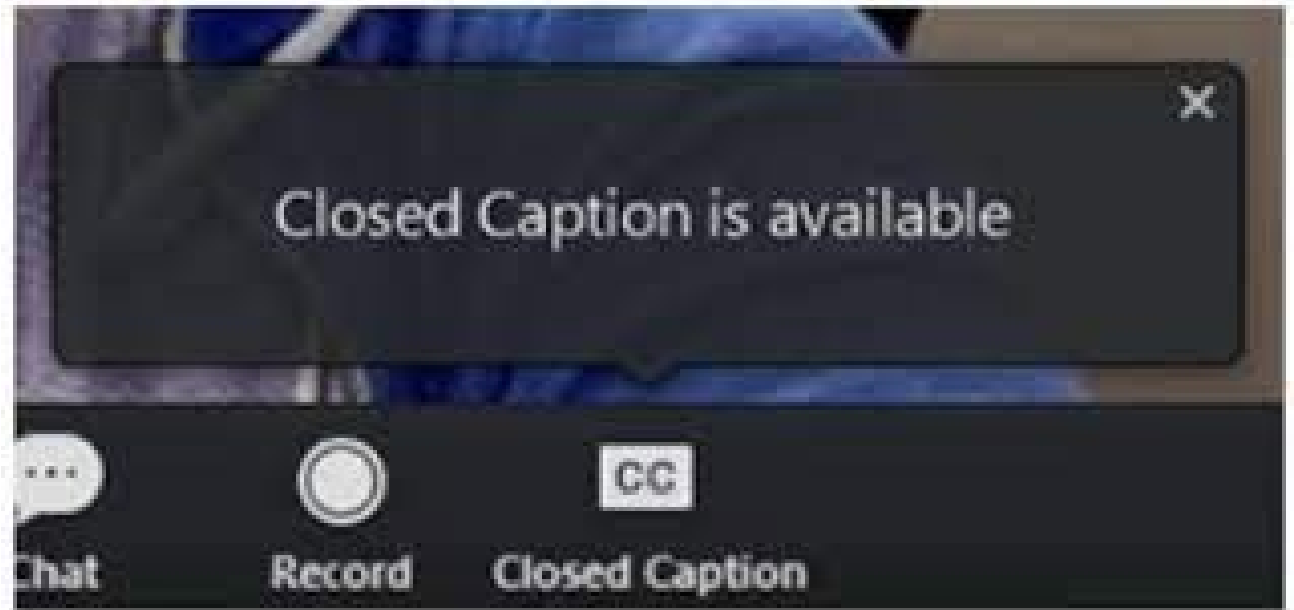
Presented by Susan Barrett
Center on PBIS



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Engage with us in CHAT

- What are you most excited about this year?

- What are you most worried about this year?

Self-Care Expectations

Self-Care Behaviors



Safe

- Create an emotional support team.
- Double check on friends.
- Utilize Employee Assistance Program Resources
- Ask for help if you feel sense of hopelessness
 - Suicide Hotline: 800-273-8255



Engaged

- Be aware of your stress level.
- Recognize and name the emotions you are experiencing.
- Pay attention to joy.
- Recognize and validate grief.
- Do a body check for areas of tightness, discomfort.
- Take movement breaks, hydrate.



Respectful

- Nurture your body with healthy food.
- Build calming routines for sleep.
- Build routine for daily exercise.



Positive Behavioral Interventions and Supports



center for social behavior supports

Attribution is given to the following for their contributions to this Professional Learning

Acronyms & Abbreviations

Acronym/Abbreviation	Meaning
CICO	Check-in/Check-Out
EBP	Evidence-Based Practice
FBA-BIP	Functional Behavior Assessment – Behavior Intervention Plan
ISF	Interconnected Systems Framework
MHTTC	Mental Health Technology Transfer Center
MTSS	Multi-Tiered System of Supports
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
SAIG	Social/Academic Instructional Group
SEB	Social Emotional Behavioral
SEL	Social Emotional Learning
SMH	School Mental Health
TFI	Tiered Fidelity Inventory
VDP	Vulnerable Decision Points

Engage in CHAT

How did this past year further expose some harmful ways “we do” school?

What are some amazing changes you and your team have made to improve how we “do school” ?

Implementation Examples

Shelton School District, Washington State

Promote a Climate of Belonging

- Shelton School District in Washington State has been participating in the School Climate Transformation Grant (SCTG) project made shifts in arrival and breakfast for their elementary students that has promoted a climate of belonging.
- The district staggered morning bus drop off time to allow for temperature scans and COVID exposure questions.
- All school staff were positioned in the student arrival off zones to allow them to check in individually with students.
- The staff agreed to prioritize a warm welcome to try to reduce the fear or uncertainty students felt about being in school.

Implementation Examples

Shelton School District, Washington State

Promote a Climate of Belonging

- They also incorporated morning community building during breakfast time in each classroom. Breakfast in the classroom was intended to help with contact tracing, in the event there was COVID transmission.
 - Staff found an additional, unexpected benefit to having a relaxed, welcoming environment to practice SEL skills and community building.
 - With school-wide warm greetings, and a community focused breakfast the staff and students reported that the school day began very calmly, with very few behavior issues and the teachers reported more positive connections with students.
- Next year, the district is going to maintain the staggered drop off, to allow teachers to connect with every student.
 - They have committed to not scheduling morning meetings for staff so they can be physically present to create a warm, welcoming environment for students and families.
 - They are also going to maintain the breakfast and SEL time to increase community building and help students start the day focused on a community of belonging.

What are your thoughts?

- What did they prioritize?
- What did they stop doing?

What can we do?

Individual Level

- Developing Healthy Habits
- Growth Mindset
- Listen (youth, families, community and colleagues)

Systems Level

- Invest in PBIS/MTSS
- Advocate
- Serve
- Lead

What is the current impact of implementing...

- Too much
- Interventions/Programs without sufficient evidence
- Implementation of EBP without tracking fidelity
- Implementing without tracking or knowing impact on student outcomes
- In isolation
- Systems that do more harm than good

Impacts of Exclusionary Discipline

School to Prison Pipeline

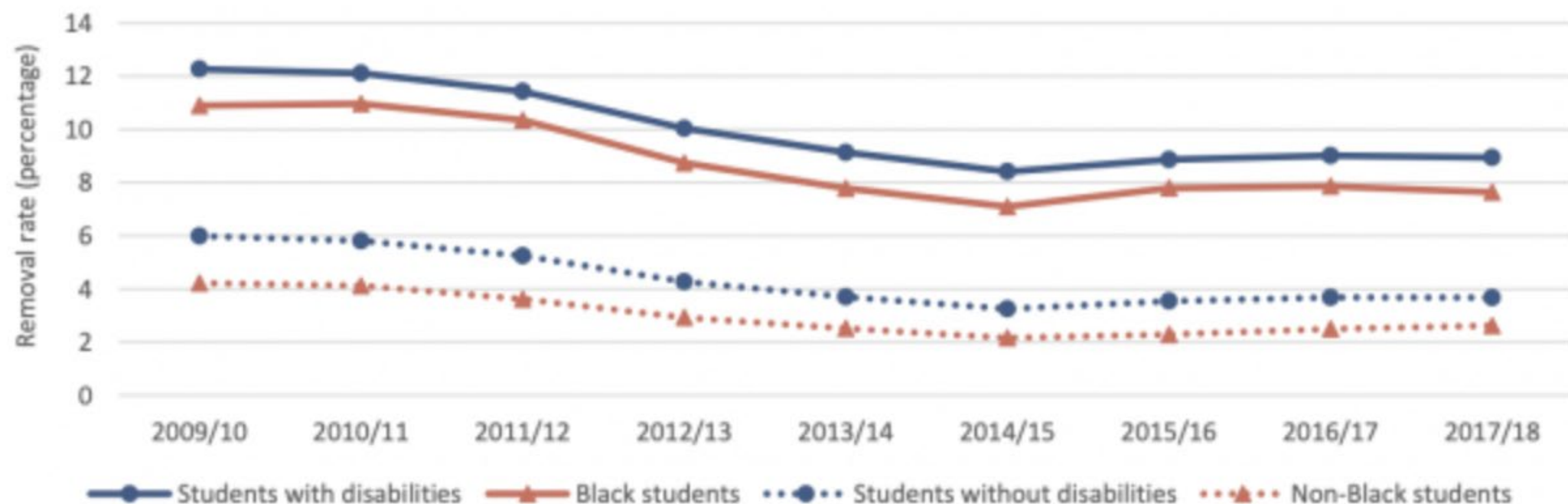
- Missed instructional time
- Poor academic performance
- Repeating a grade
- Increased behavior challenges
- Dropping out of school
- Involvement Juvenile justice system

United States Government Accountability Office, Report to Congressional Requestors, K–12 Education, Discipline Disparities for Black Students, Boys, and Students with Disabilities, March 2018

Disabling punishment: The Need for Remedies to the Disparate Loss of Instruction Experience by Black Students with Disabilities, The Center for Civil Rights Remedies at the Civil Rights Project, Charles Hamilton Houston Institute for Race and Justice, Daniel J. Losen, April 2018

REL Mid-Atlantic, Disproportionality in school discipline: An assessment in Maryland through 2018, September 2019

Figure 1. Statewide disciplinary removal rates, by selected subgroups



Note: Disciplinary removals include out-of-school suspensions and expulsions.

Source: These rates were generated from the Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools reports for 2009/10 through 2017/18; the Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools files for 2009/10 through 2017/18; and the Maryland Special Education/Early Intervention Services Census Data and Related Tables files for 2009/10 through 2017/18.

DO NO HARM

- **Hippocratic Oath:** One of the oldest binding documents in history, the Oath written by Hippocrates is still held sacred by physicians: to treat the ill to the best of one's ability, to preserve a patient's privacy, to teach the secrets of medicine to the next generation, and so on.
- Youth Voice-
 - Safe spaces, time to process, personal journey to understand, simple
- Human Centered System
- Bathroom rules, tardy/late, discipline, staffing ratios, staff utilization (youth voice clip)
- Disproportionate data trends for decades

De-implementing Contraindicated Practices

#DITCHTHECLIP



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

DITCH THE CLIP!
Why Clip Charts Are Not a PBIS Practice and What to Do Instead

KENT MCINTOSH, GEORGE SUGAI, & BRANDI SIMONSEN

bit.ly/ditchtheclip

February 2020

Have a “Replacement Strategy” short term and long term

- Using morning meeting to co-develop class-wide agreements, procedures with examples aligned with SW expectations
- Sense of belonging, agency, peer leader
- Love joy connection
- Supported by teacher
- Use of evidence-based strategies
 - Behavior Specific Praise, OTR,
- Positive Behavior Game
- Long Term- Think Upstream!!
 - Professional Development, Coaching, Performance feedback
 - Pre-service

Use and Adapt Teaching Matrices

- Developed by community members based on core values of the community
- Provides common language
- Explicit examples across locations/contexts

The Williams HS Way	Classroom Rules	Welcome	Group Work	Online	When I feel upset...
Respectful	<ul style="list-style-type: none"> • Raise hand • Track the speaker • Follow directions 	<ul style="list-style-type: none"> • Greet the teacher and classmates • Talk in soft voices 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Say, "I like that idea, AND..." 	<ul style="list-style-type: none"> • Consider the feelings of others before posting 	<ul style="list-style-type: none"> • Ask for a break • Express feelings making "I statements"
Organized and Achieving	<ul style="list-style-type: none"> • Walk quietly • Keep hands and feet to self 	<ul style="list-style-type: none"> • Take your seat 	<ul style="list-style-type: none"> • Clean up the area when time is up 	<ul style="list-style-type: none"> • Turn on privacy controls 	<ul style="list-style-type: none"> • Ask my teacher to break down the assignment into smaller chunks. • Talk to someone if it will make you feel better
Responsible	<ul style="list-style-type: none"> • Stay on task • Offer to help • Apologize for mistakes 	<ul style="list-style-type: none"> • Turn in homework • Put materials in desk • Begin work 	<ul style="list-style-type: none"> • "Jump in" to help others • Manage time carefully 	<ul style="list-style-type: none"> • Double-check sources before I post • Think before I forward 	<ul style="list-style-type: none"> • Use the face chart to identify what you are feeling "I feel..." • Use cool off strategy (walk away, count to 25, deep breaths)
Teacher's Role (Conditions for Learning)	<i>Supervise all areas of the classroom</i>	<ul style="list-style-type: none"> • Greet students warmly • Post bell to bell activity 	<ul style="list-style-type: none"> • Provide relationship opener for groups • Actively supervise small group activities 	<ul style="list-style-type: none"> • <i>Teach and practice routine monthly</i> 	<ul style="list-style-type: none"> • Use Active Supervision to predict triggers • Model calming strategies

The Importance of Mental Health in Teachers

- Teaching is one of the most stressful professions. An educator work-life survey of FTE teachers across the US found 1.86 million described their mental health as 'not good'. 61% reported they are always, or often managing high levels of stress over a 30-day period.
- The poor mental health of teachers isn't only a personal concern for them, it adversely affects their student's levels of achievement and increases costs for schools.

How stress affects the body – and how practice can help athletes react better under pressure

“Stress is the result of an exchange between two factors: demands and resources”

Resources allow us to cope with the demand

Positive Stress- Challenge state

Negative Stress-Threat state

<https://www.econotimes.com/How-stress-affects-the-body--and-how-practice-can-help-athletes-react-better-under-pressure-1612975>

“I am overwhelmed”

- Trauma
- Social emotional learning
- Wellness
- Mental health
- Grading policy
- Attendance policy
- Lost instructional time
- Impact of isolation

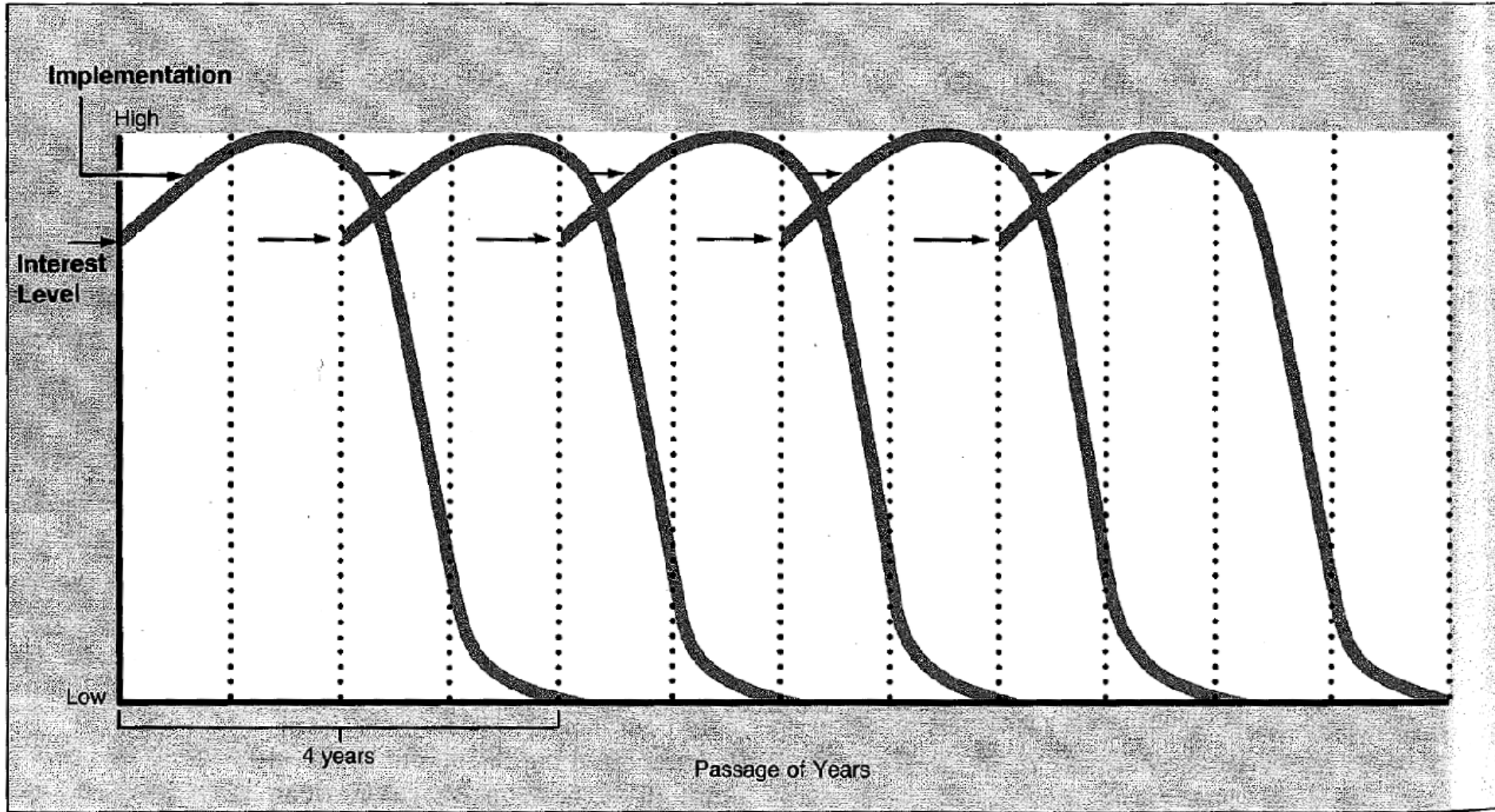
Selecting Evidence Based Practices



Let's add SNI. It will fix everything!



Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

Standard Protocol for Selecting Evidence Based Practices Across Implementation Cascade



- State, District model the process and provide support to School leadership teams to use standard protocol
- Use Hexagon tool
- Review Menu of options provided by district
- Identify small number of EBP customized to fit specific strengths/needs
- District provide team based training and on-going coaching to support educators to monitor their implementation of key practices in classrooms that ultimately support student growth and benefit.

Making room for priorities

- Who makes that decision?
- Where is youth and family voice in those decisions?

Human-Centered Approaches

- Consider human development
- Consider brain research

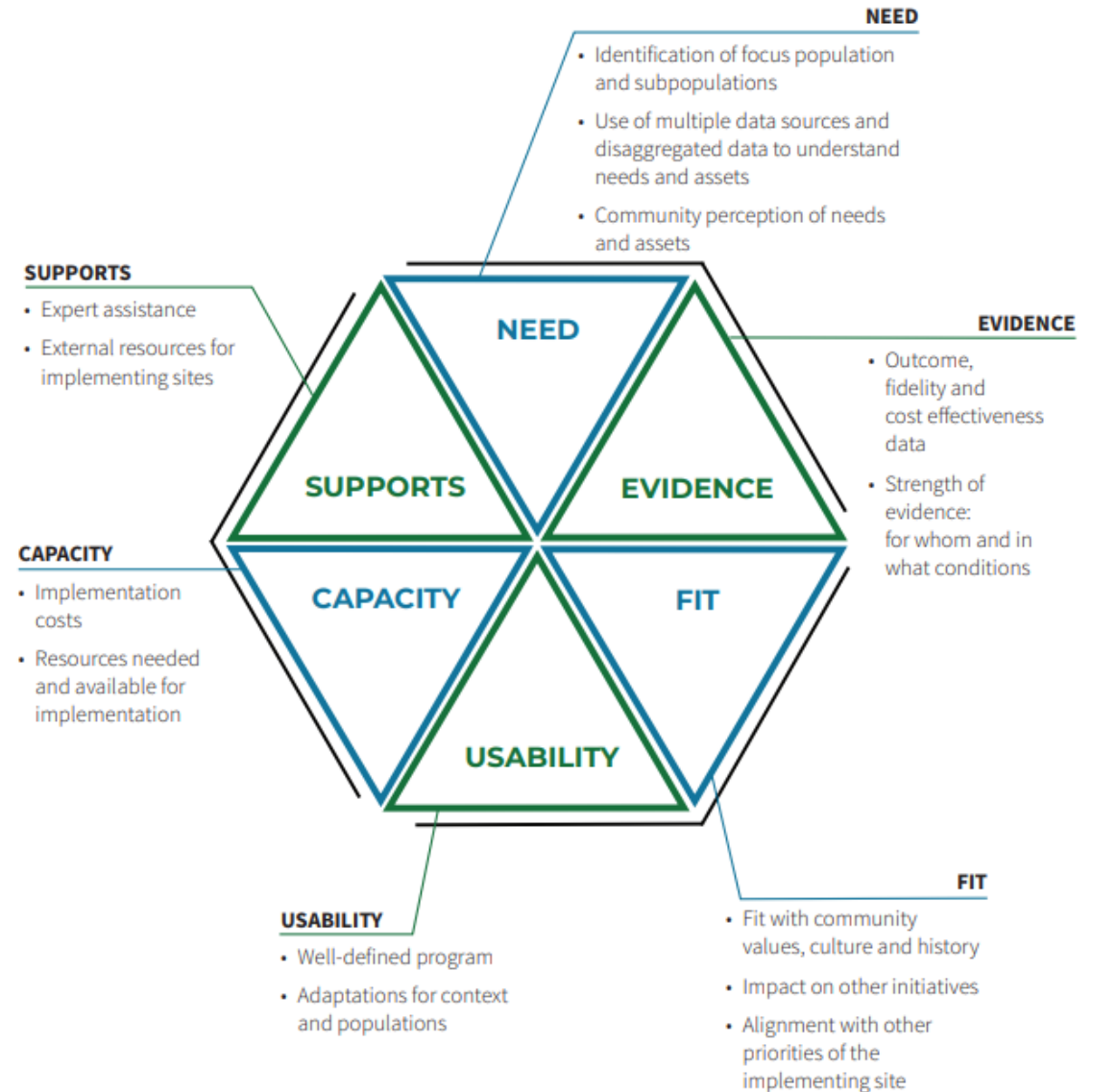
Hexagon Tool

If you can't stop doing something, can we put on back burner for now?

https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool_September2020_1.pdf

The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and assess the fit and feasibility of potential programs and practices for use. It includes three **program indicators** and three **implementing site** indicators.



Review of Big Ideas

- Team based decisions to adopt
 - Across all tiers
 - Includes mental health too
 - Bring experts to team to make decision
 - De- mystify what happens in clinician office- build capacity for all- instructional focus
 - Resist the temptation to add
 - Make it part of policy so changes in leadership won't spark another round of SNI's
- Build and Install systems to support adoption and implementation including progress monitoring system

How do we make sure we get the outcomes once we select an Evidence Based Practice?

- Installation Stage
- What are some structures that need to be established before you start the practice/program/innovation?

Looking at a Tier 1

Salinas High School			
Description of Intervention	Uncovering the need System Level Student Level	Progress Monitor	Outcome Data
<p>Tier 1: Mindfulness PBIS Lesson with MCBH Clinician Targeted Lessons:</p> <p>All students will demonstrate skills and strategies to manage stress and achieve emotional well-being throughout the day by activating the body's relaxation response.</p>	<ul style="list-style-type: none"> ● Request for Assistance Form ● SWIS Discipline/Behavior Data ● Suicide Risk Assessments ● Gaggle Alerts <p><i>Groups Identified (Students taking AP Classes) and Newcomer Students</i></p>	<ul style="list-style-type: none"> ● Lesson Student Feedback Form ● Informal Teacher Interviews and Review (fidelity) ● Reviewing Student Outcome Data (e.g., RFA, Discipline, SRA, Gaggle alerts) 	<ul style="list-style-type: none"> ● Decline in Office Discipline Referrals ● Decline in total number of Suicide Risk Assessments and Gaggle Alerts ● Informal Teacher Interviews and Review

Data used to uncover strengths and needs will be used to monitor progress and impact.

Looking at a Tier 2-3 Intervention

Salinas High School			
Description of Intervention	Data Point to get in	Progress Monitor	Outcome Data/ Data Point to Get Out
<p>Tier 2-3: Mindfulness Targeted Group Co-Facilitated with MCBH</p>	<ul style="list-style-type: none"> Request for Assistance Form/ Needs Support with Mental Health Challenges Cannot name Coping Skills to manage emotions after Tier 1 approach Identified through Gaggle Alert or Suicide Risk Assessment 	<ul style="list-style-type: none"> Qualitative data expressed during student survey Teacher Survey Student Survey 	<ul style="list-style-type: none"> Exhibits mindfulness as a healthy coping skill for daily stress Able to obtain positive outlook on life and express gratitude Ability to identify strong emotions and work through them using mindfulness techniques <p><i>*As measured by</i></p> <ul style="list-style-type: none"> Daily progress report (self and teacher report) on task behavior (<u>B+ App</u>) Classwork completion

Crosswalk Tier I and Social Emotional and Behavior Competencies including Trauma Features

Equitable Tier 1 Components	How is Tier 1 component trauma-informed? How it connects with SEB skill? Is it equitable?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations ●Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, & managing feelings) ●Teach social-emotional and behavior lessons, embed with academic lessons ●Use morning circle routine across all classrooms to practice new skills and build classroom community	X	X	X	X
Feedback and acknowledgement system ·Use feedback to increase the use of new skills across locations ·Teachers model calm response when providing feedback ·Use the system to prompt all staff to increase positive greetings and positive social interactions across the day	X	X	X	X
Active Supervision (scan, move and interact with students during transitions and non- classroom locations) ·Team members and coaches conduct direct observations and collect counts of staff interacting with students and during transitions and cafeteria – provide data to staff during grade-level meetings.	X	X		

How does the District work more efficiently?

- Assess the landscape
- Provide similar systems level training
- Use Tier 2 logic to build professional development plan
 - Sort schools in cohorts based on strengths and needs
- Be sure of fidelity before adding
- Resist the temptation to quickly add without considering Hexagon elements.
- MORE DOES NOT EQUAL BETTER!!!!

Expanding Data Sources: What are the specific strengths and needs in your community? District Reviews school profile across the district to determine best way to train and support.

Data Sources	General Trends and Key Findings
School Data	
Climate Survey	<ul style="list-style-type: none"> · 60% of students feel like they belong to the school community · 80% of our staff feel like they belong to the school community · 60% of students feel safe at school.
Youth Risk Assessment Survey	<ul style="list-style-type: none"> · 23% of students reported being in a fight one or more times during the last 12 months. · 6% of students reported they had been threatened with a weapon on school property.
Academic Health	<ul style="list-style-type: none"> · 80% of students are on track to graduate on time · 70% of students are reading at proficiency
Social Behavior Health	<ul style="list-style-type: none"> · 70% of students have engaged in behavior resulting in 0-1 office referrals during the last 12 months · 30% of students screened positive for anxiety
Attendance Data	<ul style="list-style-type: none"> · 94% attendance rate- with variability across sub-groups.
Community Data	
Census Data	<ul style="list-style-type: none"> · 11% of families living in poverty · 5% unemployment rate
Community Assets and Wellness	<ul style="list-style-type: none"> · 50% of students live within a mile of a park or faith -based building.
Community Health Indicator	<ul style="list-style-type: none"> · 5% of homes in our community have elevated lead levels.
Behavior Risk Factor Surveillance Data: Health Risk Behaviors	<ul style="list-style-type: none"> · 15% of families are without health insurance (as compared to 6% district wide) · 20% of families impacted by opioid misuse (as compared to 5% district wide)



IS SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) AN EVIDENCE-BASED PRACTICE?

Robert H. Horner, George Sugai and Timothy Lewis

A major focus for current policy and systems change efforts in education and mental health is the extent to which states are investing in practices and procedures that are supported by rigorous research evidence. Evidence-based practices have been demonstrated in formal research studies to be related to valued outcomes for children and their families.

A reasonable question is if School-wide Positive Behavioral Interventions and Supports (PBIS) is an evidence-based practice. The purpose of this document is to lay out the current evidence assessing PBIS and the considerations that may

PBIS is a Mental Health Initiative

We need to start with designing a positive school environment where the majority of emotional needs are met.



Improved Student Outcomes

academic performance
(Horner et al., 2009)

social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)



Improved Teacher Outcomes

perception of teacher efficacy
(Kelm & McIntosh, 2012; Ross, Rimer, & Horner, 2012)

school organizational health and school climate

(Bradshaw, Kath, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Kath, Thornton, & Leaf, 2009)

perception of school safety
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

Thank you!!

Susan Barrett

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Last Resource

<https://www.pbisapps.org/articles/make-it-radical-ideas-for-your-most-welcoming-classroom-ever>

Closing Content

- ❑ All follow up questions are to be emailed to CISL@k12.wa.us with the presenter name, and the session title the question relates to.
- ❑ Presentation materials, and recordings of sessions will be available on August 18 with closed captioning. (clock hours are not available for watching recordings)
- ❑ Clock hours will be awarded no later than August 31, 2021 and can be claimed up to a year after the event. Participants must fill out the MTSS Fest survey to be awarded hours.
- ❑ The presentation materials will be uploaded to our MTSS webpage and will be linked in the archive materials section.

