Welcome to Today's Webinar!

School-Based Climate Teams (Part 2)

This event will start at 11:00 am EDT.

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Welcome to Today's Webinar

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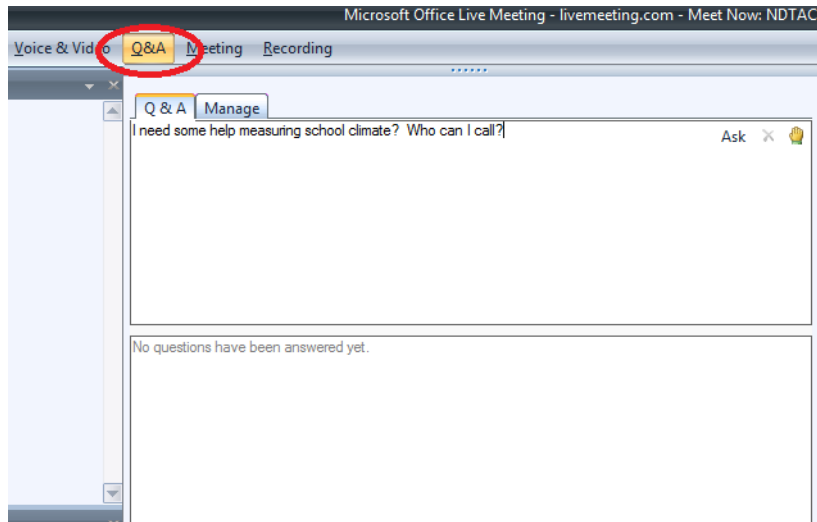
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- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.

- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

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Safe and Supportive Schools Website

http://safesupportiveschools.ed.gov

Which of the following best describes your current role?

- ❑ State Education Personnel
- ❑ District or School Administrator
- ❑ Teacher or School Support Staff
- ❑ Community or Family Representative
- ❑ Student
- ❑ Researcher
- ❑ Other

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Which of the following best describes the primary reason you chose to participate in today's session?

- ❑ You are responsible for providing leadership on the topic of school-based climate teams (whether at a state, district or building level) and are looking for information to inform your practice.
- ❑ You are gathering practical information and strategies on school-based climate teams in order to teach it to, or share it with, colleagues.
- ❑ You are gathering information to inform your own professional practice.
- ❑ More than one of the above.

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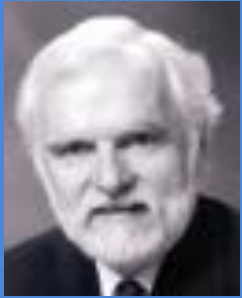
School- Based Climate Teams (Part 2)
Kevin P. Dwyer, MA, NCSP

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Session Overview

1	Review purpose of and philosophy behind school-based climate teams (key points from Part 1)
2	Provide field-tested examples of how school-based climate teams have been formed, operationalized, and supported through the use of data
3	Discuss steps for sustaining school based climate teams

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Why Use School-based Climate Teams?

- Teams develop *positive school climate* that support learning.

- Teams generate buy-in and success through cooperative planning and shared responsibility for implementing initiatives that enable:

  - Connection and caring to enhance learning;

  - Positive discipline to increase safe school environments conducive to learning;

  - High academic standards with inclusive supports to improve achievement and graduation rates;

  - Teaching and reinforcing social emotional skills to improve resilience and academic outcomes; and

- Ongoing management and support so that prevention and intervention best practices are successful implemented.

Purpose of and Philosophy behind Teams

Examples of Forming, Operationalizing and Supporting Teams

Steps for Sustaining Teams

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Provide Information

- Climate Teams provide a structure for the management of the agreed-upon strategic plan and the actions required to implement and sustain the plan

- Teams use data to identify needs and resources to frame activities and goals for positive school climate

- Teams establish the components of practice and the methods for accountability – to demonstrate fidelity to those policies and practices that support positive school climate

- Policies and practices are then monitored and evaluated for effectiveness with commonly used student outcomes (our goals!)

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Provide Information

- Success is dependent upon a management system and a data-based system (electronic) to ensure fidelity and accountability.

- Effectiveness is measured in standard outcomes such as student attendance, grades, achievement scores, discipline data, promotion and graduation rates, extra curricular participation, as well as teacher, student, staff and parent satisfaction surveys.

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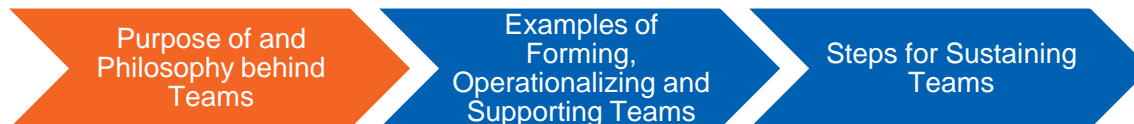
School Climate: An Umbrella Construct

- School climate should be viewed as an umbrella construct for ensuring the conditions for learning. It is a necessary overarching component of education.

- School Climate goes beyond:

  - School safety
  - Discipline
  - Special prevention programs (bullying prevention) or intervention programs (peer mediation, special education, mental health treatment)

- It provides an assurance that the school's social, psychological conditions enhance learning and emotional well-being.

- Nothing is left to chance.

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Climate Team Membership

- Be inclusive: core members are required for effective management; broad stakeholder involvement is critical for support and buy-in

- Utilize required membership structures such as elected staff representatives

- Ensure needed talent and authority

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Work at Three Levels

Provide Individualized Intensive Supports

Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family- driven and focused services and supports that address needs while building assets.

Intervene Early & Provide Focused Youth Development Activities

Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a School-wide Foundation

Universal prevention & youth social skill development approaches, caring school climate, positive & proactive approach to discipline, personalized instruction, cultural competence, & strong family involvement.

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Linking climate leadership to student support

School Climate Leadership Team

- Principal
- Teacher rep
- School mental health professional

Student Support & Intervention Team
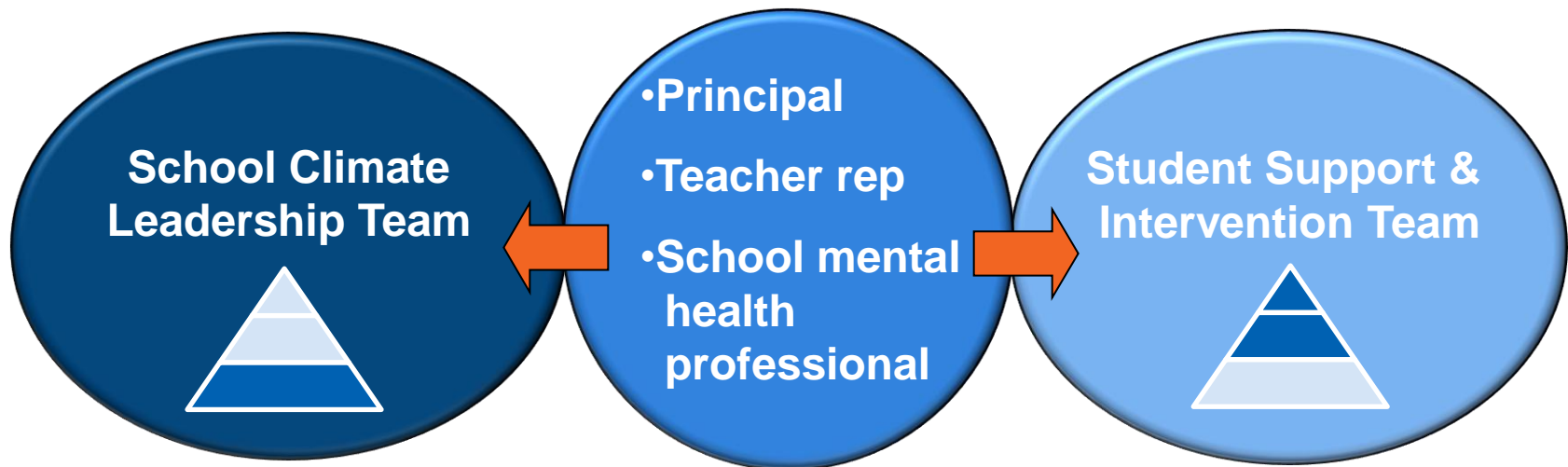
Core team members build the bridge across universal and individual interventions teams.

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Conditions for Learning

Connection, Caring & Trust	**Social Emotional Learning & Support**
Positive Behavioral Approaches & Supports	**High Academic Standards & Learning Supports**

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Responsibility for Fidelity to Guiding Principles

School System Leadership Team
Directs Principles & Strategic Plans
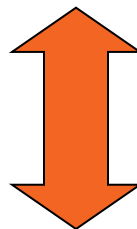
School Leadership Climate Team
Manages the implementation of the climate initiatives, & systems, climate policies and practices as part of school's plan

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Questions?

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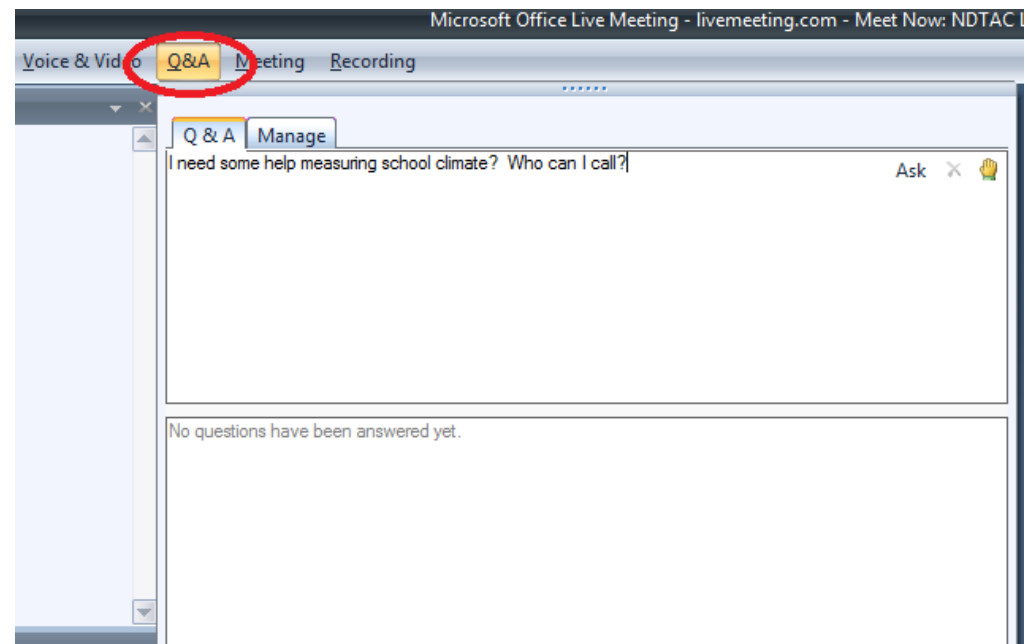
Climate Team Startup

- Establish general purpose and structure to present to potential stakeholder members

- Include parameters of commitment
  - Frequency of meeting
  - Pre-preparation for efficient participation
  - Possible participation in task-focused workgroups
- Provide assurance of authorization by top leadership
- Representatives regularly communicate with constituents

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Building an Action Plan

- Survey needs and strengths and analyze these data for strategic plan and action plans

- Connect action items to outcomes

- Reinforce positive changes and address issues

- Measure progress from process measures to outcomes

- Understand importance of management, accountability and monitoring

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Surveying Needs and Strengths

Two Sample School Climate Surveys:

▪**Survey #1** – Using 4 point scale *strongly agree* to *strongly disagree* with statements such as:

"*Students in my school have good social skills.*"

Result: 40-80% disagree or strongly disagree

"*My teachers really care about me.*"

Result: 58% agree or strongly agree

▪**Survey #2** – Using 5 point scale (1) not at all to (5) very much with questions such as:

"How often do these things happen…

Students getting into fights"

Result: Average 3.8

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Let's Hear from You!

What instruments are you currently using to gather School Climate data?

Please enter the name or description into the Q&A box.

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Survey Needs & Strengths
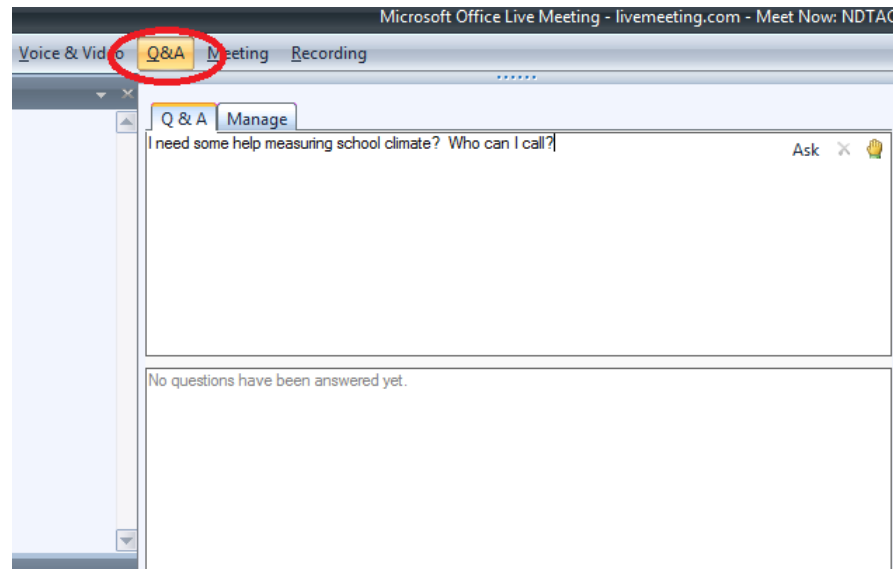
- Use various sources for triangulating and validating information

- Examine preexisting school climate data and maintain data sets for measuring progress

- Conduct focus groups to validate your school climate data:
  - Is level of fighting confirmed by student, parent & staff focus groups?
  - Data for teacher caring? Use student & parent focus groups to examine caring.

- Avoid over-reliance on any one data source or bias in reading too much into data – use multi-year data for trends

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Key Findings:

- Underdeveloped and inconsistent capacity to address the factors that place children and schools at risk

- Limited capacity to respond to early warning signs, risk factors, and mental health needs

- Overall inconsistent and ineffective responses to discipline problems including fighting

- Variable quality of school and community services and insufficient attention to monitoring quality of academic and behavioral interventions on a child-by-child basis

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First Year: Develop a Multi-year Strategic Plan

The plan should address how to:

- Improve capacity to plan and deploy
- Improve policies, procedures, and practices
- Improve school climate
- Provide social emotional learning and reinforcement *
- Provide positive behavioral policies and practices *
- Develop early warning and response system
- Enhance school-agency collaboration
- Enhance family engagement
- Provide focused professional development
- Focus funding and human resources
- Develop quality standards and ongoing improvement

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Municipal School District Human Ware Strategies and Activities Workplan

Strategy 5 Develop Warning and Response System

Task Force B

Develop and implement a system of early and imminent warning signs

Presenter: Staff Strategy 5 manager, Bill S.

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Implement the following Actions:

- Train all school staffs to identify early warning signs: what to look for, what to do – early intervention for some

- Improve staff responses to student behavior problems through de-escalation training

- Develop class meetings to support connection and caring – universal prevention

- Establish highly structured Student Support Team – early and intensive intervention

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All Informed of Action Plans and Timelines

Task Force Group C
Evidence-Based Programs

Task Force Group B
Early Warning Signs

Task Force Group D
Families

Task Force Group A
Generate Resources

Action
Identified Best Practices
Resources
Training
Implementation
Coaching
Evaluation

Task Force Group E
Quality Standards

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Student Support Teams (SST)

- **Replaced *ineffective* referral process with an effective student-focused problem solving team**

- **This required:**

  o Whole new team staffing requirements, including administrative team leadership selected teacher and school behavioral/social emotional staffing (e.g., school psychologist)

  o Training in problem solving and an array of interventions

  o Ongoing monitoring of interventions

  o Frequent (weekly) meetings - help ensure early interventions and needed ongoing monitoring of interventions

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Example of System-Wide Policy

"**Student Support Teams** were developed by the District's Conditions for Learning Committee, which includes members of the District leadership team and members of the Teachers Union Executive Board.

Student Support Teams are designed to serve as evidence-based teams that utilize a data-driven multi-disciplinary problem solving approach to identify and monitor interventions for students screened for "early warning signs" of academic and social-emotional barriers to learning and behavior."

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The Chief Academic Officer uses the following prevention and intervention triangle in combination with the description of the SST to help principals, leadership, and community partners see how this team addresses at-risk and more intensive student needs and the vital connection to the universal academic and social emotional educational foundation for all students:

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In-Service Diagram Developed by Workgroup

Few

Some

All
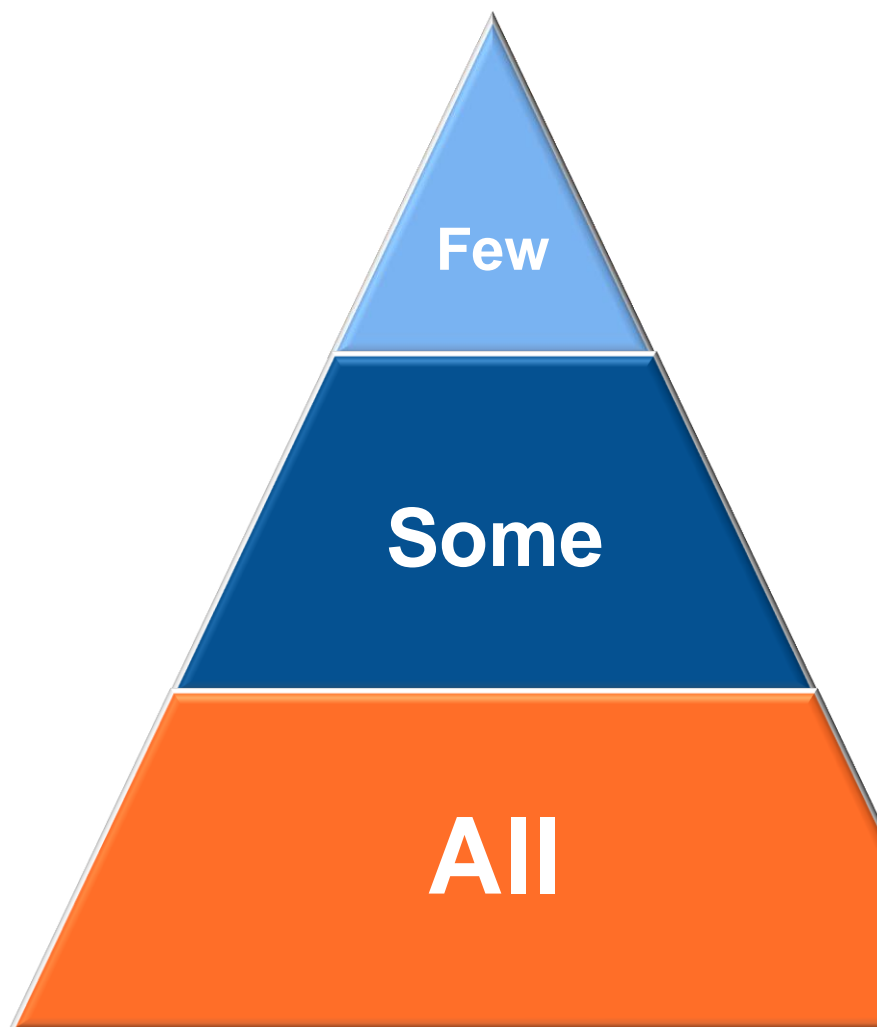
School-Wide Team: Principal + staff + counselor/psychologist + teacher reps + family reps + other stakeholders
Universal Foundation: For all students/families
Academic + Connected + Social Skills + Positive Discipline
Monitoring: Student Information System

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In-Service Diagram Developed by Workgroup

Few

Some

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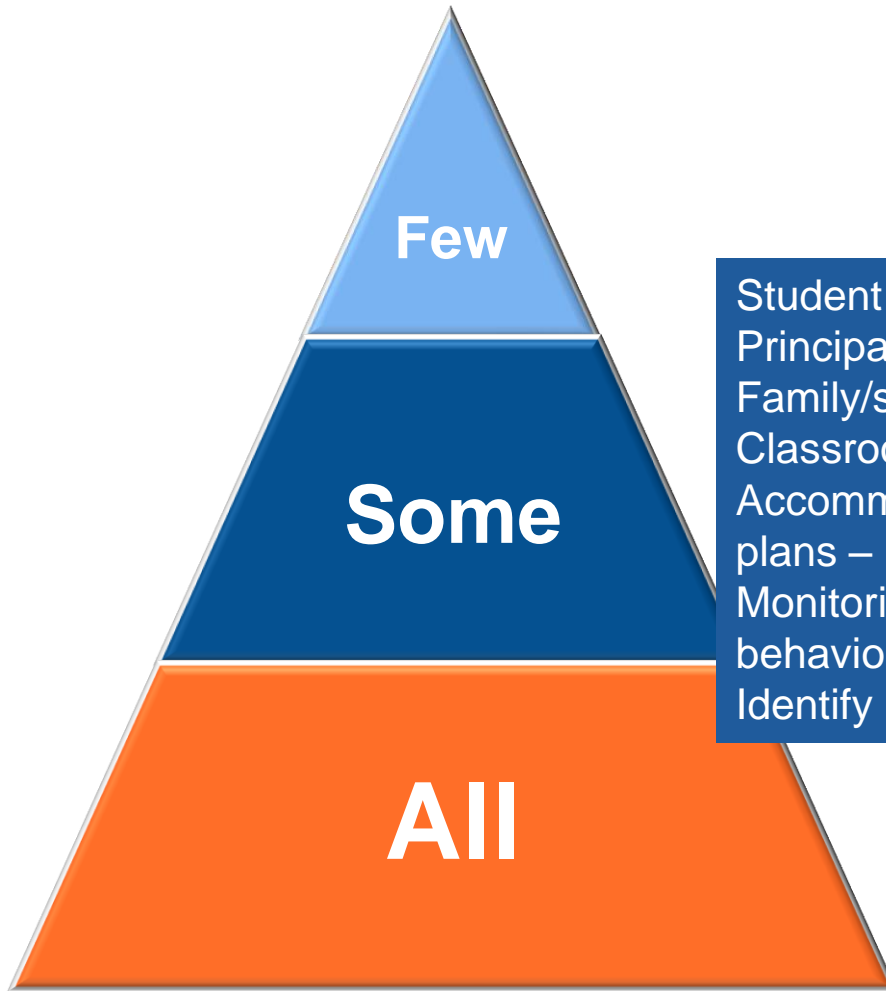
Student Support Team – EWS Screen
Principal + Counselor/Psych/SW + Teachers + Staff + Family/student
Classroom instruction and school services – Accommodations, individualized functional behavior plans – Referral for tutoring
Monitoring periodically - response to academic and behavioral interventions
Identify trends for School-wide Team

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In-Service Diagram Developed by Workgroup

SST Plan
- Intensive remediation
- One-one support
- Long-term academic services
- Special education
- Monitoring Progress

Few

Some

All

SST Intensive long-term interventions –
- Wraparound therapies (Agencies)
- Coordinated case management
- In-school support for therapeutic interventions
- Parental Involvement, Consent
- Monitoring progress through school & agencies

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Training: Problem Solving Steps for your Student Support Team

PROBLEM-SOLVING TEAMS: INFORMATION FOR PARENTS AND EDUCATORS

By Kerry A. Schwanz, PhD, & C. Ben Barbour, EdS
Horry County (SC) Public Schools

The No Child Left Behind Act of 2001 and the current reauthorization of the Individuals with Disabilities Education Act (IDEA) mandate that educators focus on supporting the academic progress of all students through research-based instructional strategies. Further, recent calls to reform special education have emphasized the importance of using problem-solving approaches to support at-risk students within general education.

Unlike traditional models of refer and place, problem-solving models seek to resolve student difficulties within general education through the application of evidence-based interventions and systematic monitoring of student progress. The student's response to regular education interventions then becomes the primary determinant of need for special education referral, evaluation, and service.

While there have been many models of problem solving at building, district, and state levels, all share several key common features: (a) screening and assessment that emphasize skills rather than classification, and measuring response to instruction rather than norm-referenced comparisons, (b) evidence-based interventions within general education, and (c) collaborative consultation and/or team efforts among general and special educators.

This handout describes the functioning and implementation of this collaborative team in the context of a problem-solving model.

Definitions and Terms

A Problem-Solving Team is a school-based group composed of various school personnel, such as teachers, guidance counselors, school psychologists, and administrators, who meet to provide assistance to children who are having academic or behavioral difficulties in school. The team is responsible for implementing a problem-solving approach to identify and intervene in response to students' needs within the arena of general education.

Many terms have been used to refer to this Problem-Solving Team including Instructional Support Teams, Intervention Assistance Teams, Building Level Teams, Mainstream Assistance Teams, and Student Support Teams. Here, Problem-Solving Team will be used to encompass all such teams that have the purpose and employ the methods described in this handout.

Problem solving versus pre-referral. It is important to distinguish Problem-Solving Teams from what are frequently termed Pre-Referral Teams. The two differ primarily in purpose and intent. A Problem-Solving Team develops valid interventions designed to resolve a student's academic or behavioral difficulty in a general education setting if possible. The emphasis in problem solving is to meet the student's needs first and produce positive learning outcomes.

Conversely, the mind-set of Pre-Referral Teams typically is to move a child through one or more interventions as a prelude to a traditional psycho-educational assessment for consideration of special education placement. A Pre-Referral Team is often used as a mechanism to collect all the necessary referral information in order to get a student evaluated. Historically, Pre-Referral Teams have been perceived as procedural hurdles en-route to special education services rather than as vehicles for implementing evidence-based interventions to solve student problems.

Common Components and Strategies

There are numerous variations of problem-solving models in schools. Generally all have three basic components: (a) describing and analyzing a student concern, (b) identifying potential strategies to address the concern, and (c) testing the selected alternative strategies by implementing them and evaluating their effectiveness.

Helping Children at Home and School II: Handouts for Families and Educators | S5-433

http://www.nasponline.org/resources/principals/nasp_probsolve.pdf

- **Step 1: Define the problem.** Team members discuss the referral information and define the concern in observable and measurable terms

- **Step 2: Develop an assessment plan.** The Problem- Solving Team identifies methods for measuring the specific behavior or skill identified in the first step. This measurement, called a baseline, identifies the pre- intervention level of performance.

- **Step 3: Analysis of the assessment results and goal setting.** The Problem-Solving Team compares the target student's baseline performance to an acceptable level of student performance. This acceptable level of performance or standard for comparison is often based on a classroom or local norm that has been developed using measures such as Curriculum-Based Measurement (CBM) or observations of the peer group. Based on the discrepancy between the target student's baseline performance and the expected or desired performance, goals can be set for the next phase.

- **Step 4: Develop and implement the intervention plan.** The Problem-Solving Team identifies interventions that can be implemented with the student and relevant personnel who are responsible for carrying out the interventions and monitoring the student's progress. It is recommended that teams implement an intervention for at least a 3-week period.

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Documentation & Information Sharing for Student Support Team (SST)

- Support requires data systems and frequent information sharing with stakeholders to identify needed resources.

- SST has been observed and supportive coaching has been provided as needed. SST self evaluation form is encouraged and SST is connected to supportive coaching.

- SST chair/administrator reports to faculty on numbers of students referred and addressed, record of students being followed, and some specific anecdotes.

- SST fidelity checklist is used as part of school report card (periodic reports for Annual Yearly Progress).

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Sample School Monitoring & Support Chart

	BULLYING PREVENTION	CLASS MEETINGS	QUALITY STANDARDS	PATHS	PLANNING CENTERS	STUDENT SUPPORT TEAMS
School #1			All schools will utilize District Approved Quality Forms			
School # 2	Need Staff PD; Student training; Building Wide Activities Ideas	Need PD for staff and requested literature	All schools will utilize District Approved Quality Forms	School will use standard measures of scope and sequence per marking period	Planning center aide will provide log of interventions by student and show efforts to validate implementation	Principal will provide schedule of weekly meeting time and validate attendance of core members of team

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All Actions Like the SST Are Monitored and Supported

- Each action item has a set of criteria to monitor fidelity and the previous report addresses that fidelity and the needs of each school to meet agreed-upon standards.

- The composite for the school becomes the measure of the School-wide Leadership Team's CFL climate measure and allows identification of resource support needed.

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Monitoring Elements for Fidelity Example in Use

Principals conduct observations:

- Lesson plans available
- Materials displayed –posters – student-of-the-day recognized
- Appropriate lesson taught; complies with scope and sequence
- Teacher models skills
- Student use reinforced
- Demonstrated alignment/integration with academic lessons
- Quality of lessons (scale)

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Focus group data

Teachers - all:

- Teacher feedback about lessons - what works – appropriate grades
- Teacher/staff give examples of student skill use
- Teacher statements about positive initial outcomes such as:
  - fewer classroom behavior problems & office referrals
  - more on task behavior
  - individual examples of better student coping strategies - kind of shout-outs
  - more instructional time

Staff, Student, Families focus groups
Connection to CFL survey & student outcome measures

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Let's Hear from You!

How do you currently self-monitor fidelity of implementation of your own school-based climate efforts?

Please enter your examples in the Q&A pane.
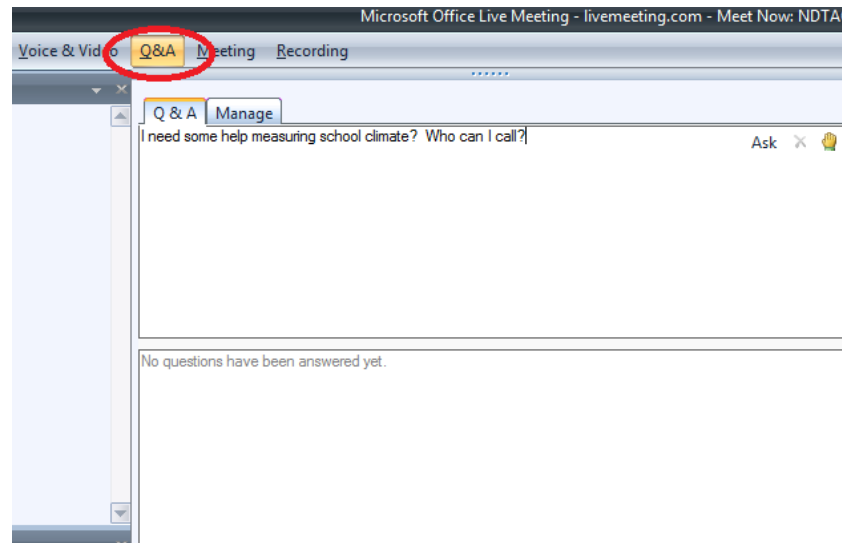
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Questions?

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Sustainability

Best practices have shown that an effective program or practice can move from one community school to many similar schools when that program:
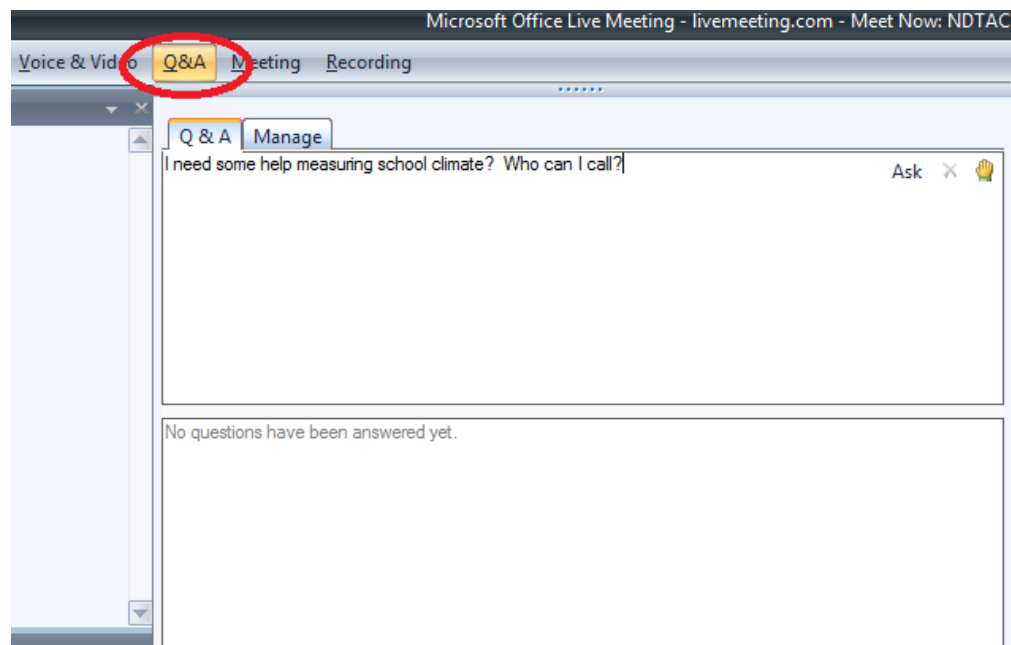
- Is clearly described regarding it elements and effectiveness
- Has known identifiable, measurable outputs (practices)
- Is implemented by trained and supervised staffs
- Is properly resourced
- Can be easily integrated into existing programs and practices
- Is given the time to effect desired measurable outcomes
- Has an ongoing record of positive evaluations that can serve as benchmarks

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Regular Schedule Set for Climate Team
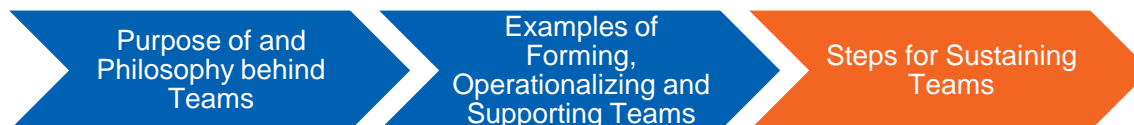
- **Short, structured meetings with an agenda framed by previous action items which inform everyone of progress in:**
  - Selecting and getting approval for best practice actions
  - Identifying training needs and schedule
  - Establishing implementation process - when to start – how to support
  - Monitoring – fidelity – schedule (Monthly or weekly)
  - Periodic evaluation - schedule (Every 9 weeks - semester - yearly?)

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- **Establish – define roles and rules**

- **Minutes are a must – can use agenda-based system and grid:**
  - Strategic goal – member assigned to address specific action (social skills curriculum)
  - Best practice selected (System identified curriculum)
  - Consensus by School Climate Team
  - Staff endorsement (majority)
  - Training schedule for target date implementation
  - Ongoing monitoring – administrator role
  - Ongoing support – expert on team or system coach?
  - Team established data system – system technical support

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Develop Outcome Data System

1. Identify fidelity measure checklist for each action using best practice guidelines for action such as SST, Social Skill Instruction

2. Utilize technical support to determine if you can record electronically

3. Connect to system climate measures & existing student outcome measures

    High fidelity = Improved climate (yr. 1) and better achievement, attendance, behavior (yr .2, 3)

4. Share information with staff

5. Share information with stakeholders

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Making Practices Policies

- Sustainability is benefitted by

  - moving a program into a regular practice and

  - moving that practice into a policy that is endorsed by leadership.
    (Weekly Student Support Team Meetings required; Planning Center in Code of Conduct; Social skills curriculum and instruction grades k-5)

- Practices across schools can enhance efficiency in training and implementation as well as maximizing limited resources

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Further Guidelines for Success

- Establish an ongoing communication process with all stakeholders, including management

- Alert all to changes in expected implementation dates – delays happen

- Ensure implementers know the WHY behind an action – particularly when that action involves a new procedure replacing past ineffective ones

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Steps for Sustaining Teams

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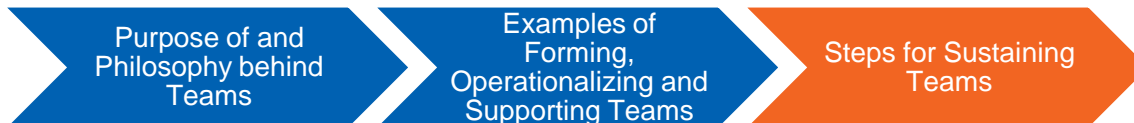Engagement | Safety | Environment

Understanding the Why for Each Initiative

Each activity designed to improve climate and conditions for learning is best understood when connected to improved student outcomes.

Research connections are a foundation but practical language is important for buy-in.

Purpose of and Philosophy behind Teams

Examples of Forming, Operationalizing and Supporting Teams

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An Effective Response to Discipline Referrals

- Suspension too frequently has negative educational consequences for students – may reduce achievement and graduation rates for students suspended*

- In-school suspension has not worked in effectively changing student behaviors – *punishment* may not work. For many, suspension is not a *punishment* but a reinforcement.

- Negative behavior can have multiple and complex causes – look for the WHY behind behavior. Is it a skill deficit, a performance deficit, an escape from stress, a learned coping mechanism or what?

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Why Planning Centers?

- Fits the conditions for learning model*

- Designed to support positive behaviors using trust, discussion, and problem solving

- Supports teacher and student-friendly solutions

- Supports academic learning as well as social-emotional learning

- Directs the use of information to assist students
  - Help identify effective interventions
  - Rely on continuum of preventive, early, and intensive supports including the SST and mental health partners

- Strength-based and student-centered

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Your data recording:

- What data do you record?

- Why data?
    - Helps identify what works for each student
    - Helps identify discipline trends within the school
    - Gives you the feedback about what you are doing for assisting specific students and how your interventions can be successful for other similar students
   - Validates your efforts for others to see

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Lessons Learned

- More initial stakeholder understanding of the WHY of school climate initiative

- More teacher training and support for developing caring classrooms and positive discipline

- Greater emphasis on pre-determining data sets for initiative fidelity

- More frequent in-school communication about the cumulative impact of team-initiated activities

- Greater focus on connecting initiative outputs to student academic outcomes

- More consistent management from school to system

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Questions?

If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.

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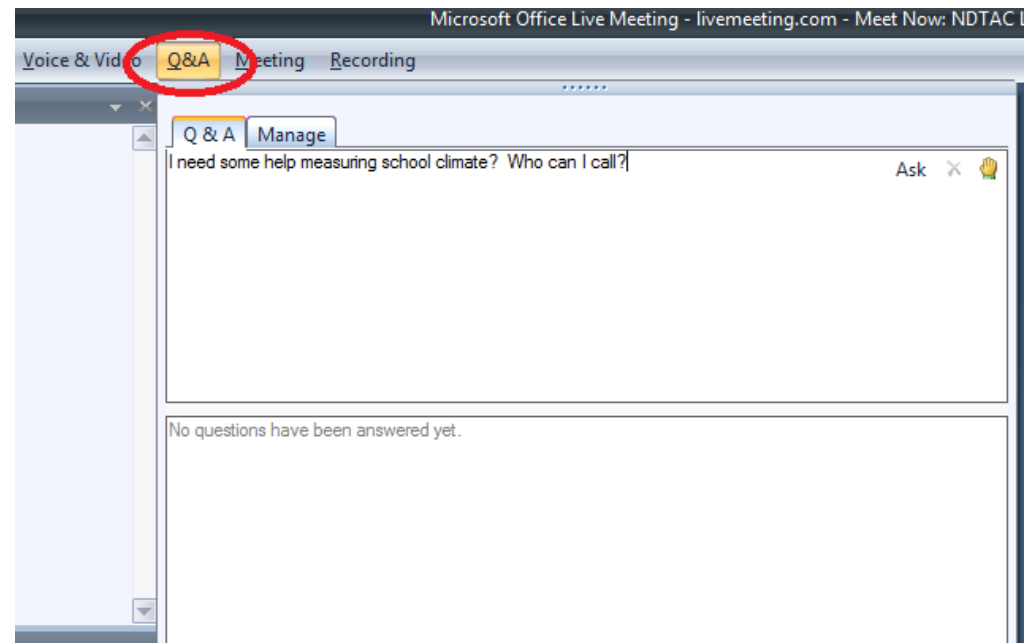
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Upcoming Webinars

- **Substance Abuse Prevention**
  October 12, 2011   4:00 pm − 5:30 pm ET
  October 13, 2011   11:00 am − 12:30 pm ET

- The FY11 schedule of Safe and Supportive Schools TA Center Webinars will be posted as soon as it is available.