FY19 CYLA Behavior Toolkit

City Year Los Angeles Behavior Toolkit (FY19)

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CYLA's Behavior Platform

City Year's Behavior Platform is part of our Whole School Whole Child Service Model. Our service model focuses on the ABCs, Attendance, Behavior and Course Performance as they are proven early warning indicators of whether a student will graduate from high school. Both Attendance and Behavior fall under our Social and Emotional Learning umbrella. Both seek to support students in developing behaviors that support their success in graduating from school and beyond. Our Behavior platform follows a 4-week cycle beginning with a Behavior Intervention session at the start of the month and weekly Check-Ins on goals connected to a DESSA competency.

Why Behavior Interventions Matter:

"If we ask people to look for deficits, they will usually find them, and their view of the situation will be colored by this.
If we ask people to look for successes, they will usually find it, and their view of the situation will be colored by this." Kral, 1989

In the same way, that City Year utilizes a targeted accelerated approach to support students in bridging academic skills gaps it applies also to Behavior. Behavior Interventions provide the opportunity to work with students and grow skills such as optimistic thinking, self and social awareness that will allow them to have positive and fruitful relationships in school and in their lives. By dedicating time to building what are essentially life skills we are improving student outcomes beyond the bell.

When we take time to listen and engage with our students in these spaces we are taking time to honor the young people we serve and to see their potential. Our work in Behavior is about the belief in the power of young people, the belief that they can grow skills, change behaviors and will be the next Big Citizens.
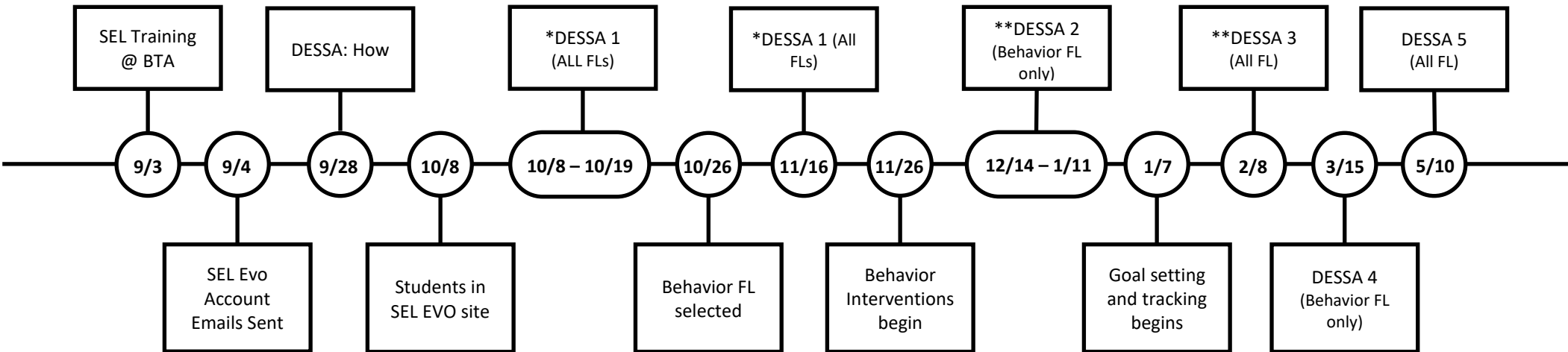
Understanding Why the DESSA

The Devereux Student Strengths Assessment (DESSA) has its origins in the strand of applied developmental psychology known as resilience theory, which explores how individuals attain "good outcomes in spite of serious threats to adaptation or development" (Masten, 2001, p. 228). The DESSA can be used to formatively assess a student's strengths and needs for further instruction within eight social-emotional domains. This can inform planning decisions, such as the adoption of SEL-enhancing interventions in the form of SEL curricula or more micro-strategies for building competence.

The DESSA being a strength-based assessment that defines SEL skills in terms of observable behaviors makes it a tool our ACMs can easily utilize. ACMs apply the data from the assessments to targeted Behavior Interventions and incorporate it into Planned Interventions as part of City Year's Whole Child model.

Source: The Devereux Student Strengths Assessment (DESSA) comprehensive system: Screening, assessing, planning, and monitoring
https://escholarship.org/content/qt1r20g6tj/qt1r20g6tj.pdf

FY19 DESSA Timeline

Top boxes						
SEL Training @ BTA	DESSA: How	*DESSA 1 (ALL FLs)	*DESSA 1 (All FLs)	**DESSA 2 (Behavior FL only)	**DESSA 3 (All FL)	DESSA 5 (All FL)

Timeline nodes: 9/3 — 9/4 — 9/28 — 10/8 — 10/8 – 10/19 — 10/26 — 11/16 — 11/26 — 12/14 – 1/11 — 1/7 — 2/8 — 3/15 — 5/10

Bottom boxes					
SEL Evo Account Emails Sent	Students in SEL EVO site	Behavior FL selected	Behavior Interventions begin	Goal setting and tracking begins	DESSA 4 (Behavior FL only)

Two changes for FY19:
1. *Consolidating what was previously Round 1 and Round 2 into one single administration, and
2. **Moving the second "ALL FL" administration from December to the February administration.

Date	Event
9/3	SEL Training @ BTA
9/4	SEL Evo Account Emails Sent
9/28	DESSA: How
10/8	Students in SEL EVO site
10/8-11/16	DESSA 1 (ALL FLs)
10/26	Behavior FL selected
11/20	Training @ November Summit
11/26	Behavior Interventions begin
12/14-1/11	DESSA 2 (Behavior FL only)
01/07	Goal setting and tracking begins
2/4-2/8	DESSA 3 (All FL)
3/11-3/15	DESSA 4 (Behavior FL only)
5/6-5/10	DESSA 5 (All FL)

Who	When	What	How
ACMs lead Behavior Intervention sessions with 5 Behavior Focus List students	Monthly beginning 11/26 through to end of service in May 5/4.	DESSA assessment results are used to guide sessions and goals. The results are broken down into 8 Competencies 1. Self-awareness 2. Self-management 3. Relationship Skills 4. Decision Making 5. Social-awareness 6. Goal-directed Behavior 7. Personal Responsibility 8. Optimistic Thinking	ACMs will • Review the DESSA 40 after each administration and set monthly goals with Behavior focus list students • Hold formal Behavior Intervention sessions with Behavior students the first week of each month • Check progress to goal with students through 2 informal Check-Ins and a formal Check-Out at the end of the month • Log progress to goal set on the SEL Goal Tracker on cyconnect

BEHAVIOR INTERVENTION CHECK-IN CHECK-OUT (CICO) STRUCTURE AND LOGISTICS

Week 1: Formal Check-In (20-30mins)
- o Meet *formally* with all behavior focus list students for at least a 20-30-minute Behavior Intervention session around identified DESSA competencies. Try to work with the students for this in a group.
- o Set a monthly goal with each student during the session (could be a group goal or individual goals) and discuss how they might achieve that goal over the next three weeks by breaking it down into three smaller goals.
- o Plan this session by filling out the top portion of the Behavior Session Planning Template, reference DESSA and Clover, as well as in class observations.
- o Key components include:
  - Welcome
  - Check-In & Warm Up
  - Expectations
  - *DESSA Competency Review
  - **Activity connected to a DESSA competency
  - Reflection and Goal Setting
  - Close & Spirit Break
- o Record the goals on the SEL Goal Tracker on cyconnect.
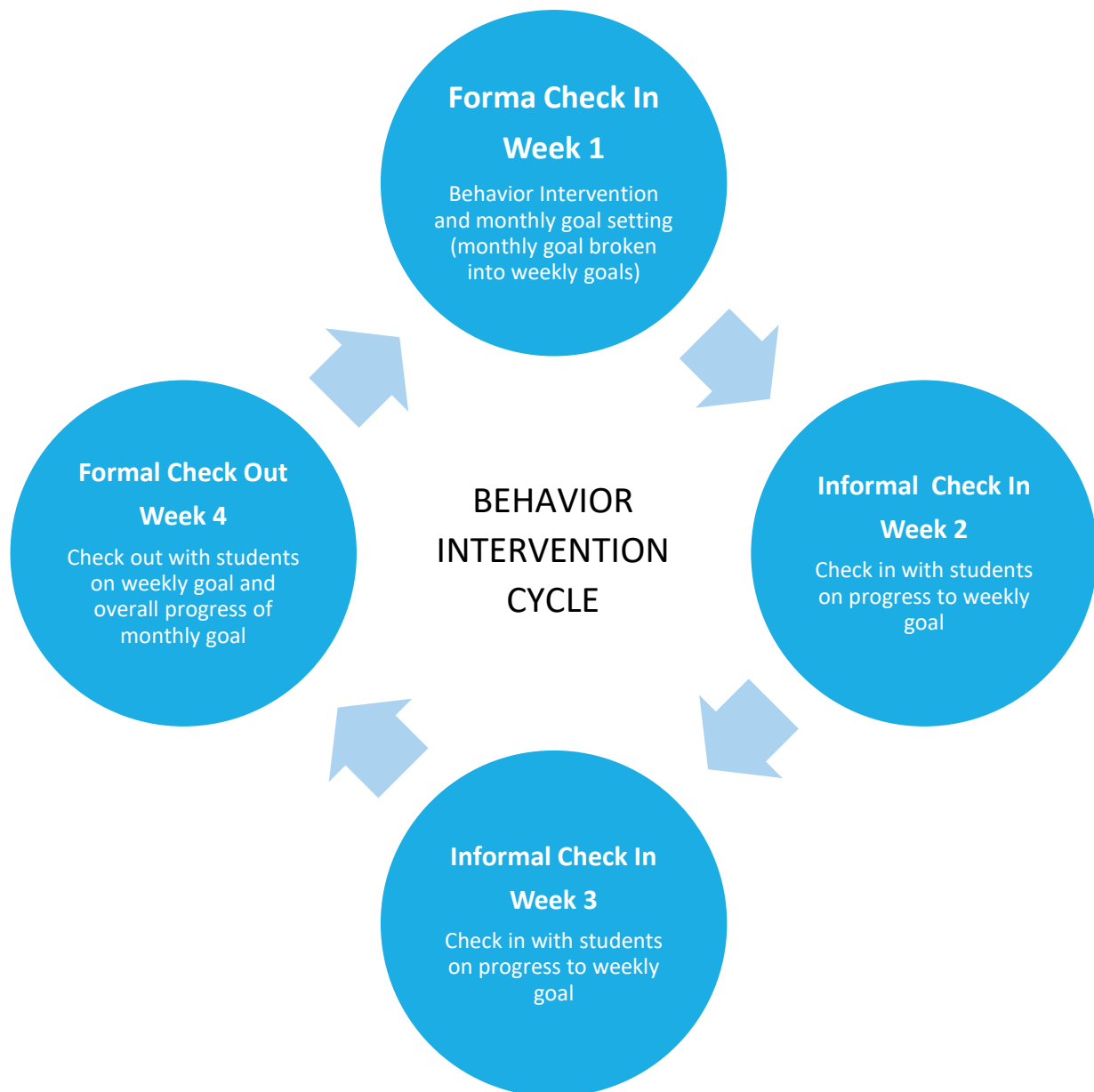 > * ** SEL Coordinators will provide these sections

Week 2 and Week 3: Informal Check-In (5 mins)
- o Meet *informally* with each Behavior focus list student to discuss their progress to achieve the monthly goal set.
- o How is the student progressing towards the weekly goal?

Week 4: Formal Check-Out (5-10mins)

- o Meet formally with all Behavior focus list students to Check-Out on the prior week's goal. Discuss whether each student achieved the overall monthly goal set in Week 1 during the formal Check-In (Behavior Intervention).
    - How is the student progressing towards the weekly goal?
    - How has the student progressed towards the overall monthly goal? Did the student achieve the goal? Why, why not? Next steps?
- o Share when the next formal Check-In (Behavior intervention session) will take place.

Below is the Behavior Intervention CICO cycle, use it as reference to support HOW to do the Behavior Interventions

Forma Check In

Week 1

Behavior Intervention and monthly goal setting (monthly goal broken into weekly goals)

Formal Check Out

Week 4

Check out with students on weekly goal and overall progress of monthly goal

BEHAVIOR INTERVENTION CYCLE

Informal Check In

Week 2

Check in with students on progress to weekly goal

Informal Check In

Week 3

Check in with students on progress to weekly goal

FAQs:

When will I start the Behavior Interventions?
End of November. There will be a Grounding Session that we will provide for you to utilize with your students.

What happens if my student is absent for a Behavior CI or a CO?
If your student is absent, find the next best opportunity to meet with them for the CI or CO. We encourage you to keep to the CICO schedule for the month. We understand that sometimes students are absent or schedules change; utilize your TL to strategize as a thought-partner should you need support in thinking through a CICO plan.

Do I need to meet with my students for the informal Check-Ins individually?
If you have set individual goals, then yes you should aim to do your informal Check-Ins and formal Check-Out with individual students.

What's the difference between an informal and formal Check-In?
An informal Check-In or meeting is when you follow up with your Behavior students on their weekly goals. They could take place during recess, in between class, at lunchtime, during ELT, homeroom, or if agreed with your partner teacher 5 minutes before the end of class.
The Behavior Intervention or the formal Check-In at the start of each month should be a 20-30-minute session including an activity connected to an identified DESSA competency. During this Behavior Intervention you will also set a DESSA goal with each student based on an identified competency of need.

Can I carry the monthly goal over of the student did not meet it?
We want to set our students up for success and growth so encourage your student to try again with the same goal. During the formal Check-Out do some reflecting with them on how they might do things differently to reach the goal. You can circle back round to this in your next formal Check-In at the start of the following month.

Can I meet with my student more than once a week?
If your schedule permits it them yes! Talk with your PM to see how and when you might meet with your student.

Behavior Focus List Selection Process

SEL Focus List Eligibility Guide

The purpose of this document is to provide the criteria for a student to be placed on a Behavior (FL). These criteria apply only to first- and second-year ACMs for Behavior FL selection.

DESSA Normal Distribution
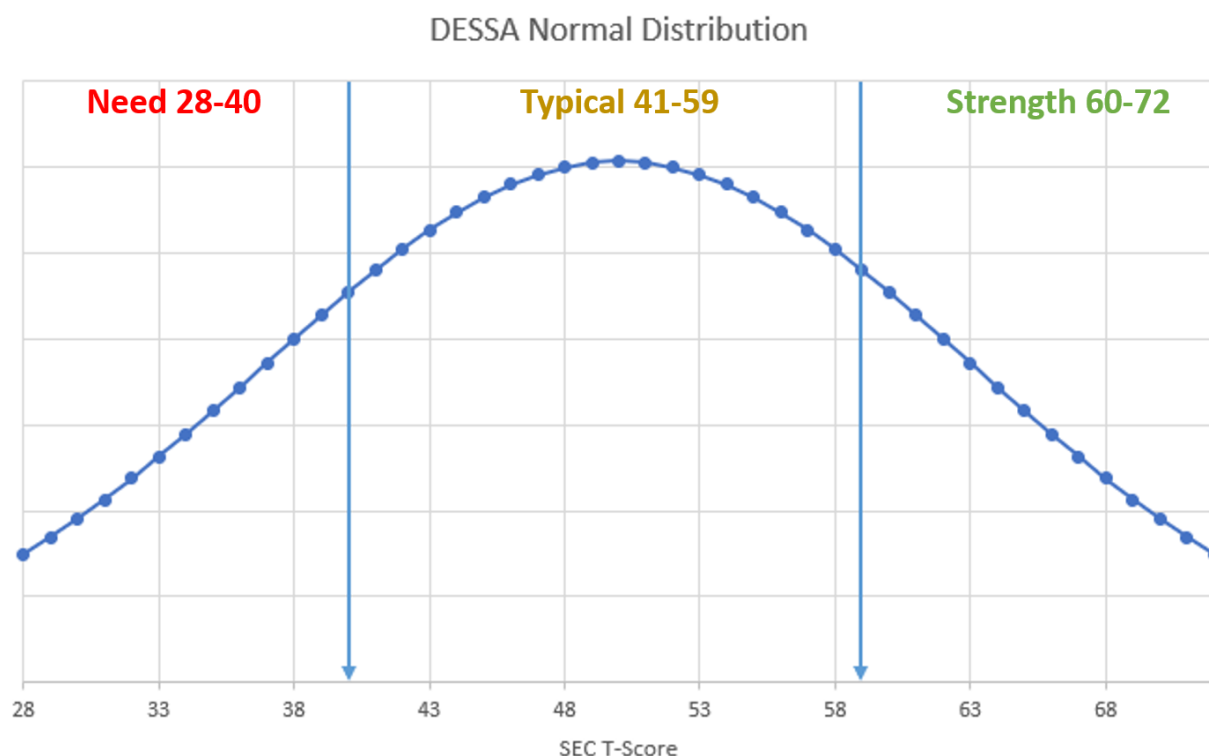
Based on the above chart and our experience using the DESSA in City Year schools over the past few years we have found that students who have a composite score on the DESSA of 35-50 as ideal candidates to be on a Behavior focus list. This range is a mix of both the "need for instruction" and "typical". Having a mix of students in this range means that the students in group can also support each other to grow and develop in the 8 DESSA competencies. It makes for a more diverse group which one know is an attribute that contributes to learning about ourselves and others.

If there are students who have a composite score on the DESSA of a 34 or below, AmeriCorps members and Program Managers should meet to determine the best supports for these students.

Behavior Criteria (Goal of 5 Students per first year ACM)

- o Students are currently on a Course Performance FL (Math or ELA)
- o Student T-Score (SEC) on the DESSA is between 35 and 50

Behavior Criteria and Enrollment Goals

Before selecting students for Behavior Interventions AmeriCorps members must follow the following process.

1.Observations

To complete the DESSA, AmeriCorps members should have at least 4 weeks of experience in observing and interacting with the student(s). This is a technical requirement of the assessment to be able to do the DESSA ratings based on those observations. AmeriCorps members receive training during Basic Training Academy (BTA) and its application to WSWC.

2. Selecting Focus Lists for the SEL Indicator Area

Once AmeriCorps members administer the DESSA 40, they can view the ratings in the Aperture system upon submission. All DESSA data from the Aperture system will refresh into CYschoolhouse at the end of each day. This data will be available in Student Progress Monitoring reports through Power BI platform and from the CYLA Impact Analytics team.

The ratings from the DESSA 40 are in the form of a "t-score". Without getting too technical, the t-score is the only score that we can compare to later administrations of the DESSA. Depending on this score, students fall into one of three SEL categories:

60 and Above	Strength
41-59	Typical
40 and Below	Need

Where to Find Student Composite Scores

- o Enter DESSA 40 ratings per the instructions on the Apperson System Navigation Guide
- o Create Reports for specific FL students in Apperson by:

- o Selecting the Student Report and creating individualized reports for the DESSA 40 ratings OR
- o Select a Group Report and create a report for all students rated by the same ACM:
  - In the Group Report, select your group (School)
  - Change the name of your report as needed
  - Choose a date range or the ratings you want to see
  - Choose the DESSA 40 rating form

- Select specific educators
- Select the name of the ACM who is generating the report

Report Examples

Student Reports provide scores for a specific student as well as individual responses for the 8 DESSA-40 questions.

Score Summary Table	Social-Emotional Total
Raw Score	14
T-Score	40
Percentile	16
Description	Need

T-Score =40, this student is eligible for the Behavior

Group Reports provide ALL DESSA 40 scores that were entered by a specific rater (ACM).

Name	Rating Date	Rating Period	Rater Name	Rater Contact	Social-Emotional Total
Angelou, Maya	10/05/2016	-	Malala Yousafzai	Teacher	40
Dickinson, Emily			Malala Yousafzai	Teacher	32
Einstein, Albert			Malala Yousafzai	Teacher	65
Garcia Marquez, Gab			Malala Yousafzai	Teacher	31
Germain, Sophie	10/11/2016	-	Malala Yousafzai	Teacher	31
Hemingway, Ernest	10/12/2016	-	Malala Yousafzai	Teacher	39
Lee, Harper	10/17/2016	-	Malala Yousafzai	Teacher	40
Ramanujan, Srinivasa	10/11/2016	-	Malala Yousafzai	Teacher	46
Wilde, Oscar	10/11/2016	-	Malala Yousafzai	Teacher	36

Red= Need
Blue =Typical
Green= Strength

FY19 Behavior Intervention Planning Template

Purpose: Utilizing the following questions might be helpful in the first three weeks of CICO (9/17-10/01) while you are getting to know your IFL Attendance students.

ACM Name:		Week 1 Behavior CI Date:	Week 4 Behavior CO Date:
Student Initials:			Grade Level:
DESSA Competencies: Indicate 1-2 you will hone in on during this session:			
☐ Self-Management ☐ Personal Responsibility	☐ Social Awareness ☐ Relationship Skills	☐ Self-Awareness ☐ Optimistic Thinking	☐ Decision Making ☐ Goal-Directed Behavior
Why did you prioritize the above skill/s? (use your DESSA data and observations to inform this)			
Clover Checkpoint:	Which leaves of the Clover Model will you incorporate into this session? ☐ Active Engagement ☐ Assertiveness ☐ Belonging ☐ Reflection		
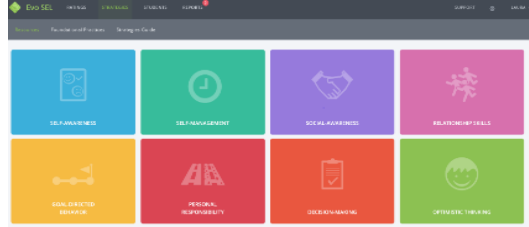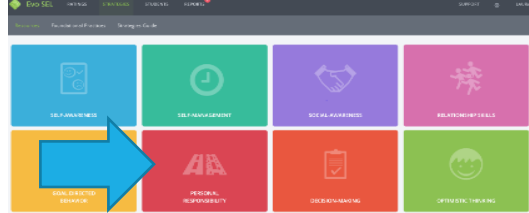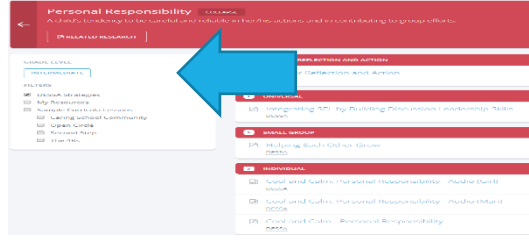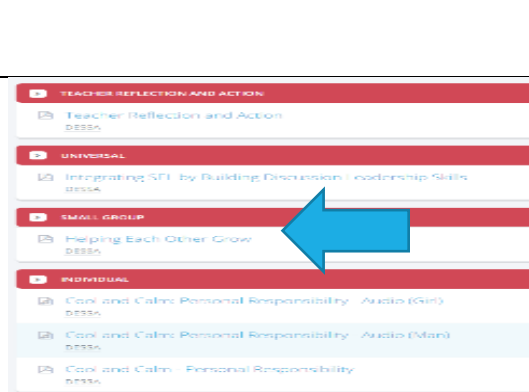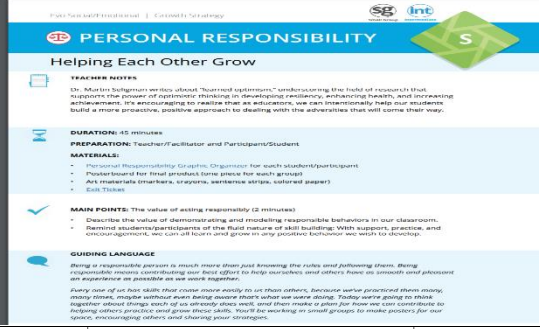
Time	Plan Details	Session Notes/Guiding Questions
	Lesson Objective:	*What is the aim of your Behavior intervention?*
	Materials:	*What materials might you need for this session? Where might it take place?*
	Welcome, Check-in and Expectations	
2 mins	Welcome and Check-in: Expectations:	*Optimistic opening How might you check in on how your students are feeling? Clover connections?* *What expectations might you connect to DESSA competencies of need for your students? What Growth Mindset phrases will you try to incorporate?*

	Warm Up	
3 mins		*How will you create a sense of belonging for your group in the warm up?* *What Clover connections/activities might you use here?* *How might this activity connect to the DESSA competencies of focus for the session?*
	DESSA Competencies Objective Review	
1 min		*How will you introduce the competencies you are working on for this session?* - Self-Awareness - Self-Management - Optimistic Thinking - Personal Responsibility - Social-Awareness - Relationship Skills - Goal-Directed Behavior - Decision-Making
	Activity Connected to DESSA Competencies	
12 mins		*What activity will you do connect to a DESSA competency?* *Utilize the Growth Strategies form the EVO_SEL site to create these.*

		SEL coordinators will help to create these each month.
	Reflection and Goal Setting	
10 mins	Student Reflection: Goal Setting:	*What DESSA competencies of need might you use to create a goal?*
2 min	Close:	*How will you close out on a positive note?* *CY culture piece?* *Connection to Clover?*

How to Identify a Behavior Intervention Activity Using EVO

Step 1	Sign into Aperture-Evo-SEL	
Step 2	At the top of the page select strategies	
Step 3	Select identified DESSA competency	
Step 4	On the left-hand side make sure only the DESSA strategies box is checked	
Step 5	Select the Small Group option	

Step 6	Review the entire DESSA activity Make a note of sections that will be most appropriate for your group Most activities will need to be modified and shortened.	
Step 7	Add modified activity to the Behavior Intervention Session Plan	
Step 8	Complete all sections of the Behavior Intervention Session Plan • Welcome • Check-In & Warm Up • Expectations • DESSA Competency Review • Activity connected to a DESSA competency • Reflection and Goal Setting • Close & Spirit Break	

DESSA Competencies

Purpose: Utilize the DESSA competencies below to help create your Behavior student' monthly goal. The goal should be broken into smaller weekly goals and logged on the SEL Goal Tracker on cyconnect beginning 01/07/19.

SELF-AWARENESS A young person's realistic understanding of their strengths and limitations and consistent desire for self-improvement.	**SOCIAL-AWARENESS** A young person's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes their impact on them, and uses cooperation and tolerance in social situations.
SELF-MANAGEMENT A young person's success in controlling his or her emotions and behaviors, completing a task or succeeding in a new or challenging situation	**GOAL-DIRECTED BEHAVIOR** A young person's initiation of, and persistence in completing, tasks of varying difficulty.
RELATIONSHIP SKILLS A young person's consistent performance of socially acceptable actions that promote and *maintain positive connections with others.*	**PERSONAL RESPONSIBILITY** A young person's tendency to be careful and reliable in her/ his actions and in contributing to group efforts.
DECISION –MAKING A young person's approach to problem solving that involves learning from others and from their own previous experiences, using their values to guide their action, and accepting responsibility for their decisions.	**OPTIMISTIC THINKING** A young person's attitude of confidence, hopefulness, and positive thinking regarding themselves and their life situations in the past, present, and future.

Setting Goals with DESSA

Purpose: The purpose of setting goals with students is to support them in growing an identified competency from the DESSA assessment.

- Below are some example goals to support you in creating them.
- For as much as possible allow the students to create the goal giving them choice and voice. Your role is to coach and guide.

Example DESSA Growth Goals

SELF-AWARENESS	SOCIAL-AWARENESS
Can give an opinion when asked, describe how they were feeling, ask somebody for feedback. **Example Monthly Goal:** To improve my Self-Awareness by asking for feedback to help improve a chosen assignment **Week 1:** Identify an assignment and organize a time to meet with the teacher **Week 2:** Meet with the teacher about how to make improvements to an assignment **Week 3**: Turn in improved assignment **Week 4:** Share with City Year ACM how it felt to ask a teacher for feedback and to make the improvements.	*Can get along with different types of people, cooperate with peers or siblings, forgive somebody that hurt or upset her/him.* **Example Monthly Goal:** To improve my Social – Awareness by having lunch with some different classmates once a week **Week 1**: Decide on one or two people you might sit with to have lunch **Week 2:** Sit with someone new for lunch **Week 3:** Sit with another new person for lunch **Week 4:** Share with your City Year ACM what it was like to have lunch with some different school friends and what you learned from the experience.
SELF-MANAGEMENT	GOAL-DIRECTED BEHAVIOR
Can wait for their turn, stay calm when faced with a challenge, adjust well to changes in plans. **Example Monthly Goal:** To improve my Self-Management by asking others to go ahead of me in a group setting, could be in class, at break/lunch time, lunch line **Week 1**: Identify a group setting where you would like to try asking others to ahead of you. **Week 2:** Try inviting others to go ahead of you in chosen context **Week 3:** Try inviting others to go ahead of you in another chosen context **Week 4:** Share with your City Year ACM what it was like to have others go first and what you learned about yourself.	*Can keep trying when unsuccessful, seek out additional information, take steps to achieve goals.* **Example Monthly Goal:** To improve my Goal-Directed Behavior by attending ELT at least once a week to get support with homework assignments and learning new skills. **Week 1:** Decide on which days you will attend Extended Learning Time (ELT). **Week 2:** Attend ELT at least once **Week 3:** Attend ELT at least twice **Week 4:** Review how the goal went and how you feel with your City Year. What might be some next steps?

RELATIONSHIP SKILLS	PERSONAL RESPONSIBILITY
Can complement or congratulate somebody, offer to help somebody, express concern for another person.	*Can remember important information, serve an important role at home or school, handle their belongings with care.*
Example Monthly Goal: To improve my Relationship skills by helping a classmate with some homework/or to find out what service projects are available at school and get involved.	**Example Monthly Goal:** To improve my Personal Responsibility by bringing the correct equipment to school.
Week 1: Identify a classmate you might offer to help. **Week 2:** Ask classmate if you might to help/support them and organize a time to do this. **Week 3:** Meet with class mate to help/support **Week 4:** Share with your City Year ACM how it felt to build a new relationship and how it felt to help someone.	**Week 1:** Identify what materials I need to bring to school and a time to pack school bag the night before school **Week 2:** Pack bag night before school and bring correct materials to school every day **Week 3:** Identify additional materials that might be needed for the week` **Week 4:** Share with your City Year ACM what differences it made bringing the correct equipment to school.
DECISION –MAKING	OPTIMISTIC THINKING
Can follow the example of a positive role model, accept responsibility for what they did, learn from experience.	*Can say good things about themselves, look forward to classes or activities at school, express high expectations for himself/herself.*
Example Monthly Goal: To improve my Decision Making by interviewing a City Year ACM about how their path to a year of service or a teacher about why they became a teacher.	**Example Monthly Goal:** To improve my Optimistic Thinking by finding out about some schools/colleges I might like to attend
Week 1: Select who you are going to talk to and create two to three questions to ask. **Week 2:** Meet with selected person/role model and ask questions **Week 3:** Meet with another selected person/role model **Week 4:** Review questions with your City Year ACM and share what you learned through the experience.	**Week 1:** Identify two people or places to find out relevant information about schools or colleges **Week 2:** Go and speak with the identified person to find out about school or college options **Week 3:** Go to the library or research on the internet about different school or college options **Week 4:** Share discoveries with your City Year and what your next steps might be to get to the next school/college.

Appendix
Example DESSA Growth Goals High School

DESSA Growth Goals High School created by FY18 SEL Coordinators

SELF-AWARENESS	SOCIAL-AWARENESS
Finding ways to control my emotions • Notice triggers • Ask adults what their tactics are • Try our different tactics • Share with City Year what you learned	Get to know one new person per week • Talk to a City Year you don't talk to a lot during ELT • Sit with a new person during lunch or in class • Talk to a teacher about something other than their class • Share with your City Year one thing you learned about each new person
SELF-MANAGEMENT	**GOAL-DIRECTED BEHAVIOR**
Get a planner and write assignments daily • Get and start using planner • Reflect on planner use • Prioritize biggest assignments • Have City Year check planner	Not talking in class so I can raise grade • Pick a new seat • Work silently for 15 min • Work silently for 25 min • Reflect with City Year
RELATIONSHIP SKILLS	**PERSONAL RESPONSIBILITY**
Being a friend to someone who is consistently alone • Identify lonely person • Start a conversation with this person • Invite person to join your group • Reflect and encourage others to join you in this action	Increase participation and attention span in class • Raise hand at least once to ask a question about the lesson • Raise hand at least twice, once to ask/once to answer • Prepare at beginning of class with materials, continue participation • Review goal
DECISION –MAKING	**OPTIMISTIC THINKING**
Ask City Year what was their major and why they chose it. • Select who you'll talk to and come up with a few questions • Meet with City Year and ask questions • Meet with a teacher and ask the same questions • Reflect on learning and goals for college/major	Improve self-image and positive thinking about others • Do affirmations activity with a group of students • Write letter to their future self-including goals for the year • Write appreciations to 5 different people • Reflect on learning and changes over the month

Links to Readings and Resources

California Department of Education: Social Emotional Learning

LAUSD: Social Emotional Learning

Aspen Institute: National Commission on Social, Emotional, and Academic Development

CORE Districts**:** *Our large urban school districts believe in mutual accountability and shared responsibility. We work together to innovate, implement, and scale new strategies and tools that eliminate equity and achievement gaps and lead to successful outcomes for all students.*

How much Growth should I see: DESSA Growth

Key Terms:

Social Emotional Learning (SEL)

The processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills 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

Youth Development:

A positive approach that considers each young person's developmental stage and strengths, and positions them as assets for growth and learning.

Starfish Stories

Starfish Stories Connected to Behavior Students:

Relationship Skills. Optimistic Thinking and Goal Directed Behavior

I wanted to tell my starfish story, I have been working with a student names Fatima. When I first started working with them at the beginning of the year, they told me they were ready to drop out. Their siblings all dropped out and they felt like there wasn't an adult around who cared if they did. So, I decided to just sit with them every day during Math and listen to their stories. At the end of the year, they turned to me and said, "Maybe someday, I can be a teacher too."
Lelan Fernando, '18. Development Operations Coordinator

Optimistic thinking, Self-Awareness, & Goal-Directed Behavior

"Why are you so bad?" "You can't do it"
Isabel shared these words that she's heard since first grade. In the beginning of the year, I noticed Isabel disengaged in class. I decided to add her on my focus list because I saw that potential in her and wanted her to recognize her strengths and areas for growth. As the years progressed, we set small goals for her, socio-emotionally & academically. We found different outlets; journaling, drawing and reflection circles. By the end of the year, Isabel was participating in class, completing her homework, and socializing with her classmates. "Ms. I love myself," my starfish said as she ran back to go play with her new friends.
Johana Hernandez, Second Year ACM, NOW Academy

Self -Awareness, Optimistic Thinking, Relationship Skills

Last year, I had a student named Julius. He was the cutest little 6th grader in his grade but the silent type. I didn't realize it was going to be a challenge getting him to open up to me, let alone even do any work in class. Whenever I made observation of him, he would be off task doodling. With perseverance and patience, I kept approaching him again and again. Finally, I got through to him that he would smile and laugh with me. Especially when I made a fool of myself. He opened up to me and I saw him often talking to others. And most of all, I got him to start writing/taking notes in class.
Vicki Wong, Second Year ACM, Teaching Intern, Sal Castro Middle School