

FOUNDATIONAL ASPECTS OF EVIDENCE BASED CLASSROOMS

SUPPORTING STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISABILITIES

OSPI'S 2019 STUDENT SUPPORT CONFERENCE

**Better Together: Collaboration,
Coordination, and Compassion**



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Wenatchee Convention Center
May 23 and 24.

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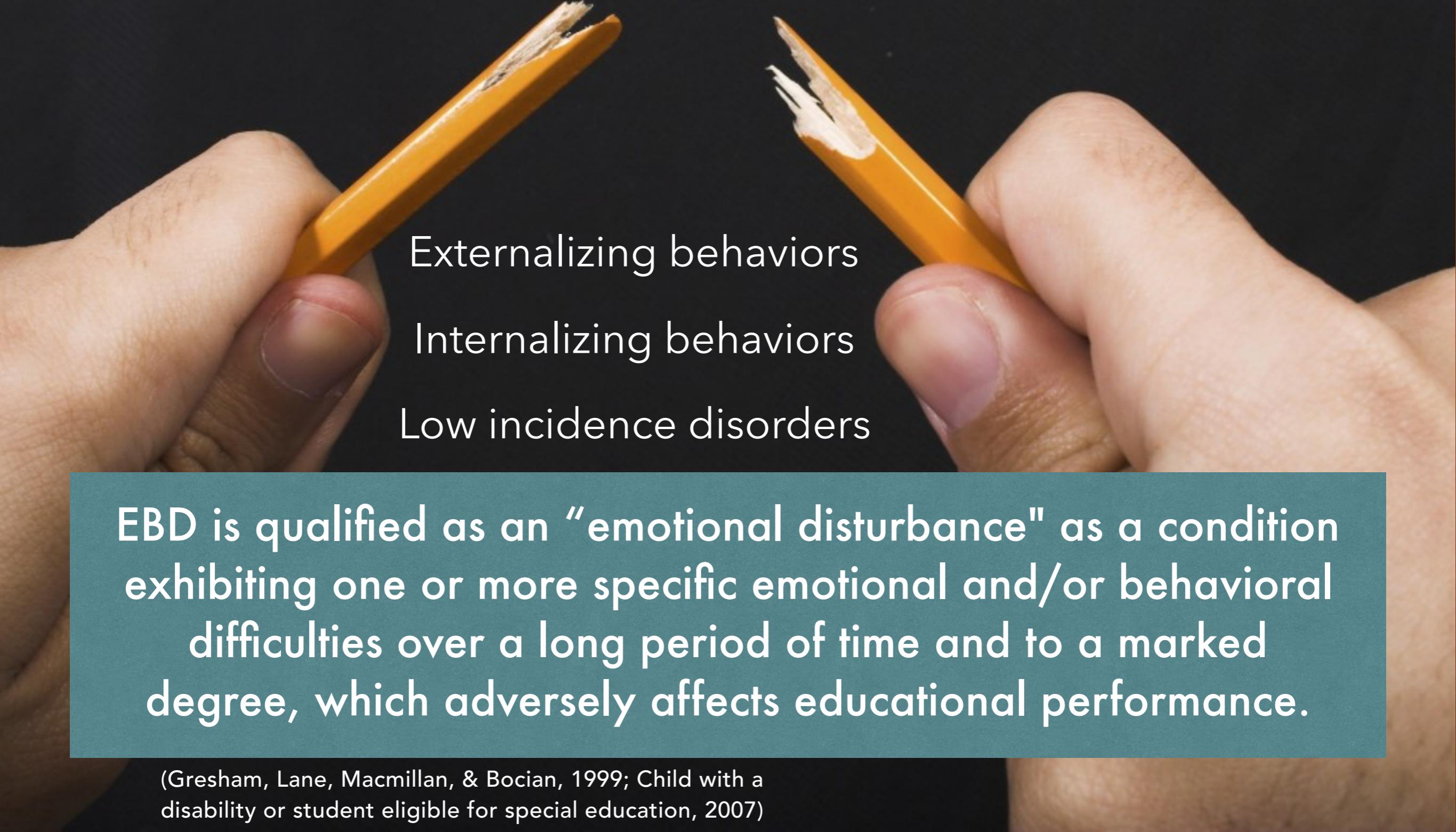


AGENDA

- Review of the definitions and understandings regarding work with students with emotional and behavioral disabilities
- Some practical examples of what the EBD program looks like in Pasco School District
- Elements of an Effective EBD Program for the 21st Century
- Participatory Evaluation and Expert Review for Classrooms Serving Students with EBD (PEER-EBD)



GROUPING FOR EMOTIONAL BEHAVIORAL DISABILITIES (EBD)



Externalizing behaviors

Internalizing behaviors

Low incidence disorders

EBD is qualified as an "emotional disturbance" as a condition exhibiting one or more specific emotional and/or behavioral difficulties over a long period of time and to a marked degree, which adversely affects educational performance.

ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

Individualized Programming

Content & Climate-Group Process

Structure

Philosophy and Systems Approach



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Supporting Students with EBD

05/23/19

(Walker & Fecser, 2000)



ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

Philosophy and Systems Approach

Statement of Mission, Purpose, Values and Beliefs

Structure

Balanced Behavior Management

Content & Climate-Group Process

Rules, Rituals, Routines

Individualized Programming

- Meaningful overall assessment
- Academic accommodations and modifications
- Wraparound supports as appropriate
- FBA & BIP is developed and implemented
- Therapeutic supports and approaches as needed
- Culturally responsive

Positive Responses to Feelings and Needs

Ongoing Professional Development

Effective Crisis Prevention and Intervention

Effective Instructional Approaches and Style

Group Meetings Prosocial Skill Development

Schedule High Levels of Engagement

Clear Referral and Reintegration Guidelines

Data-Based Decision Making

Strong Parent Involvement and Supports



ASCD

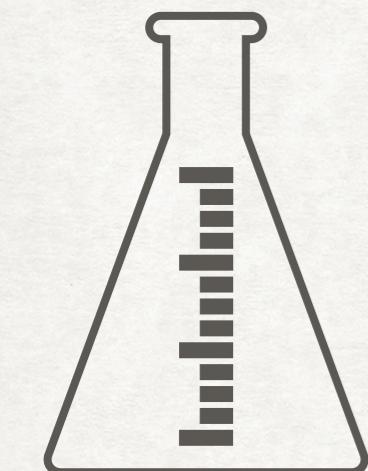
- WHOLE SCHOOL
- WHOLE COMMUNITY
- WHOLE CHILD

A collaborative approach to learning and health



PEER-EBD

PARTICIPATORY EVALUATION AND EXPERT REVIEW FOR CLASSROOMS SERVING STUDENTS WITH EBD



RESEARCH
BASED



OBSERVATION
INTERVIEWS
REVIEWING ARTIFACTS

INDIVIDUAL SURVEYS
FACILITATED TEAM
ASSESSMENT



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(Tsai, Cheney, Walker, 2013)



WHAT HAS THIS LOOKED LIKE
IN PASCO SCHOOL DISTRICT
HISTORICALLY

ADDRESSING BEHAVIORAL CONCERNS



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THE BRIDGES PROGRAM

SIMILAR BUT
DIFFERENT



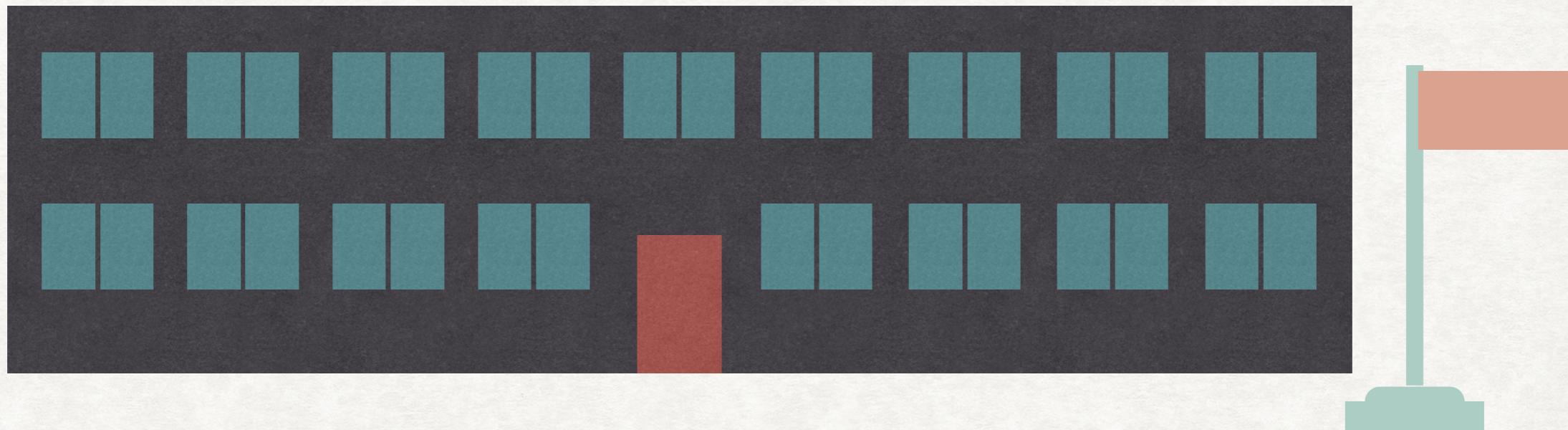
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THE BRIDGES PROGRAM

DONEC QUIS NUNC



Pasco High School
John McLoughlin Middle School
Mark Twain Elementary School
Longfellow Elementary School
Ruth Livingston Elementary School
James McGee Elementary School



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THE BRIDGES PROGRAM

**HIGH RATIO
STAFF TO
STUDENTS**

**EXTRA
TRAINING
FOR STAFF**

**PROGRAM
EVALUATION**

**INCLUSION
OF A SOCIAL
WORKER**

**VIEW OF
BEHAVIORS**

**DATA
DRIVEN
DECISION
MAKING**

THE BRIDGES PROGRAM

- Education
- Manage Behaviors
- General Education

CLASSROOM STRUCTURES

POSITIVE
REINFORCEMENT

Tracking behavior
Token economy
Specially designed social
skill instruction

GROUP WORK

Progressive level system with privileges

Academic instruction



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Philosophy and Systems Approach

Structure

Content & Climate-Group Process

Individualized Programming



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ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

PHILOSOPHY AND SYSTEMS APPROACH

Statement of Mission, Purpose, Values and Beliefs

Ongoing Professional Development

Clear Referral and Reintegration Guidelines

Strong Parent Involvement and Supports

ASCD WHOLE
CHILD INITIATIVE

SUPPORTED

SUSTAINABLE



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ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

STRUCTURE

Balanced Behavior Management

Effective Crisis Prevention and Intervention

Schedule High Levels of Engagement

Data-Based Decision Making

ASCD WHOLE
CHILD INITIATIVE

SAFE

ENGAGED



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ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

Philosophy and Systems Approach

Statement of Mission, Purpose, Values and Beliefs

Structure

Balanced Behavior Management

Content & Climate-Group Process

Individualized Programming

Ongoing Professional Development

Effective Crisis Prevention and Intervention

Schedule High Levels of Engagement

Clear Referral and Reintegration Guidelines

Data-Based Decision Making

Strong Parent Involvement and Supports



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ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

CONTENT & CLIMATE-GROUP PROCESS

Rules, Rituals, Routines

Group Meetings

Prosocial Skill Development

Effective Instructional Approaches and Style

Positive Responses to Feelings and Needs

ASCD WHOLE
CHILD INITIATIVE

HEALTHY

ENGAGED

SUPPORTED

CHALLENGED



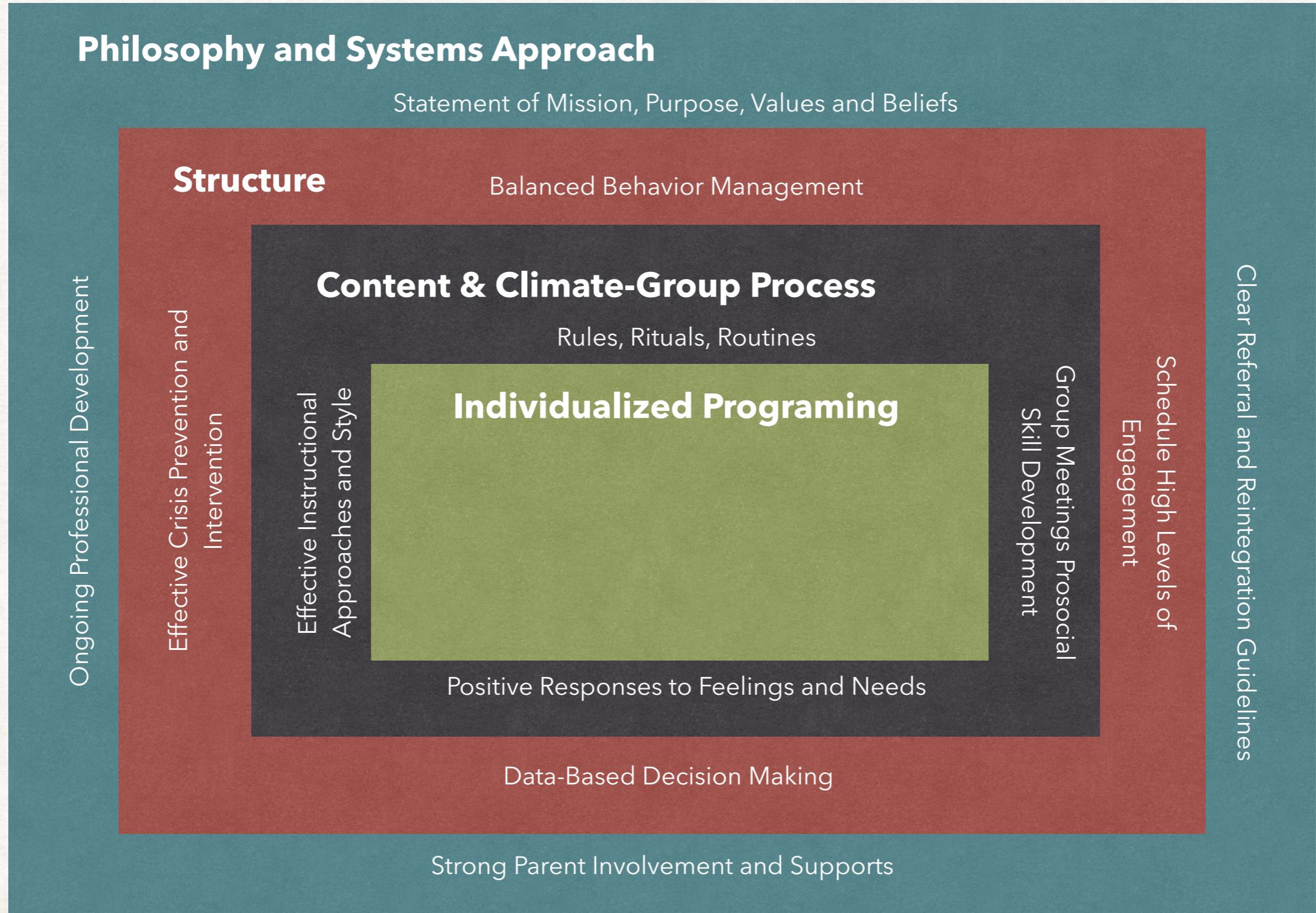
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ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY



ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

INDIVIDUALIZED PROGRAMMING

Meaningful overall assessment

Academic accommodations and modifications

Wraparound supports as appropriate

FBA & BIP is developed and implemented

Therapeutic supports and approaches as needed

Culturally responsive

ASCD WHOLE
CHILD INITIATIVE

HEALTHY

ENGAGED

SUPPORTED

CHALLENGED



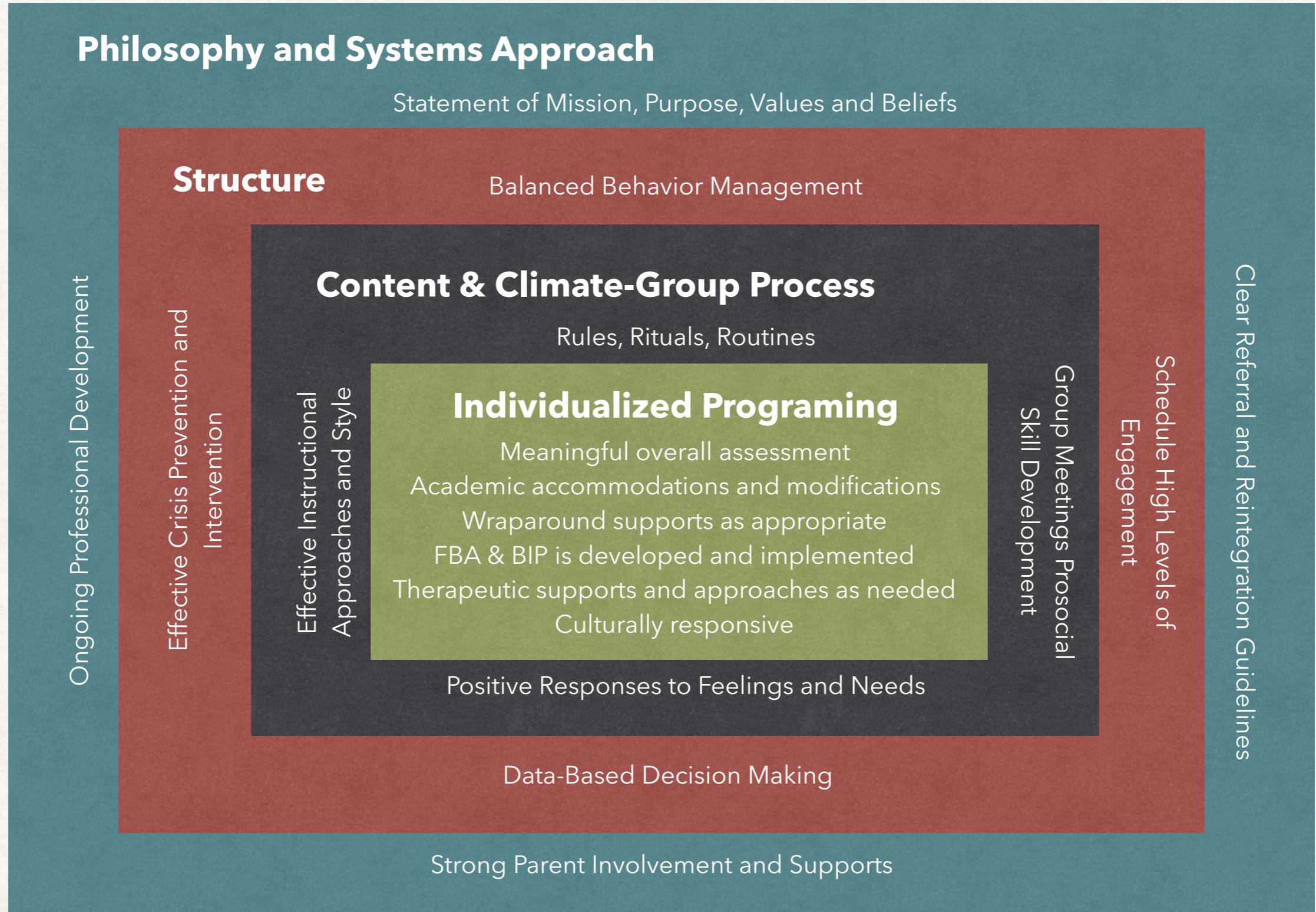
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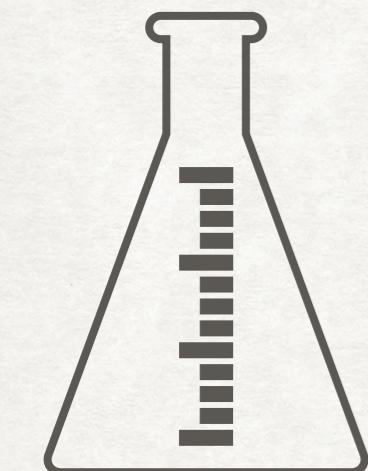


ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY



PEER-EBD

PARTICIPATORY EVALUATION AND EXPERT REVIEW FOR CLASSROOMS SERVING STUDENTS WITH EBD



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(Tsai, Cheney, Walker, 2013)



INDIVIDUAL SURVEYS

4

Over Arching
Elements

Evidence Based
Practices Indicators

19

93

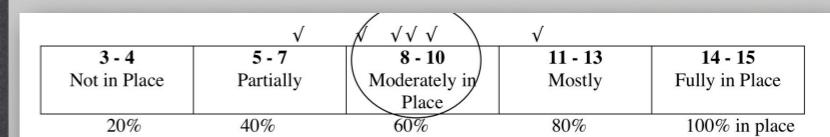
Sub Questions



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FACILITATED TEAM ASSESSMENT

Work on developing
group consensus



(Tsai, Cheney, Walker, 2013)



PARTICIPATORY EVALUATION AND EXPERT REVIEW FOR CLASSROOMS SERVING STUDENTS WITH EBD



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(Tsai, Cheney, Walker, 2013)



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