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

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)
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.

(Gresham, Lane, Macmillan, & Bocian, 1999; Child with a disability or student eligible for special education, 2007)
ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

1. Philosophy and Systems Approach
2. Structure
3. Content & Climate-Group Process
4. Individualized Programming

(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

**Data-Based Decision Making**
- Strong Parent Involvement and Supports

(Walker & Fecser, 2000)
ASCD

- WHOLE SCHOOL
- WHOLE COMMUNITY
- WHOLE CHILD

A collaborative approach to learning and health
PARTICIPATORY EVALUATION AND EXPERT REVIEW FOR CLASSROOMS SERVING STUDENTS WITH EBD

PEER-EBD

RESEARCH BASED

EXPERT REVIEW

OBSERVATION
INTERVIEWS
REVIEWING ARTIFACTS

INDIVIDUAL SURVEYS
FACILITATED TEAM
ASSESSMENT

(Tsai, Cheney, Walker, 2013)

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WHAT HAS THIS LOOKED LIKE IN PASCO SCHOOL DISTRICT HISTORICALLY

ADDRESSING BEHAVIORAL CONCERNS
THE BRIDGES PROGRAM

SIMILAR BUT DIFFERENT
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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05/23/19
THE BRIDGES PROGRAM

- Education
- Manage Behaviors
- General Education
CLASSROOM STRUCTURES

TRACKING BEHAVIOR
Token economy
Specially designed social skill instruction
Progressive level system with privileges
Academic instruction

GROUP WORK

POSITIVE REINFORCEMENT
ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

Philosophy and Systems Approach
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Content & Climate-Group Process
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- Positive Responses to Feelings and Needs
- Data-Based Decision Making

Group Process
- Group Meetings
- Prosocial Skill Development
- Engagement
- High Levels of Schedule

Ongoing Professional Development
- Clear Referral Guidelines

Effective Instructional Approaches and Style
- Effective Instructional Approaches
- Effective Crisis Prevention and Intervention

Individualized Programing
- Meaningful overall assessment
- Academic accommodations and modifications
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Positive Responses to Feelings and Needs

Data-Based Decision Making

Strong Parent Involvement and Supports

(Walker & Fecser, 2000)
ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

Philosophy and Systems Approach

Structure

Content & Climate-Group Process

Individualized Programing

(Walker & Fecser, 2000)
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

(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
- Individualized Programming

Content & Climate - Group Process

Ongoing Professional Development

Clear Referral and Reintegration Guidelines

Strong Parent Involvement and Supports

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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

(Walker & Fecser, 2000)
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Structure
- Balanced Behavior Management

Content & Climate-Group Process
- Individualized Programming

Ongoing Professional Development
- Effective Crisis Prevention and Intervention

Clear Referral and Reintegration Guidelines
- Schedule High Levels of Engagement

Data-Based Decision Making

Strong Parent Involvement and Supports

(Walker & Fecser, 2000)
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

(Walker & Fecser, 2000)
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Structure
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Content & Climate-Group Process
- Rules, Rituals, Routines

Individualized Programing
- Positive Responses to Feelings and Needs
- Data-Based Decision Making

Ongoing Professional Development
- Effective Instructional Approaches and Style

Effective Crisis Prevention and Intervention
- Group Meetings Prosocial

Skill Development
- Schedule High Levels of Engagement

Clear Referral and Reintegration Guidelines
- Strong Parent Involvement and Supports

(Walker & Fecser, 2000)
ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

INDIVIDUALIZED PROGRAMING

Meaningful overall assessment
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Wraparound supports as appropriate
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Culturally responsive

ASCD WHOLE CHILD INITIATIVE

HEALTHY ENGAGED SUPPORTED CHALLENGED

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PEER-EBD

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PARTICIPATORY EVALUATION AND EXPERT REVIEW FOR CLASSROOMS SERVING STUDENTS WITH EBD

INDIVIDUAL SURVEYS

4 Over Arching Elements

Evidence Based Practices Indicators 19

93 Sub Questions

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)
REFERENCE


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