Strengthening Relationships to Strengthen Outcomes

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Nurturing One Another is a Powerful Thing
As humans become more vulnerable, often so does their desire to connect and be supported by other humans.
Research-Based Benefits of Relationships

- **DISCIPLINE**: In a meta-analysis of more than 100 studies, teachers who had high-quality relationships with students had 31% fewer discipline problems, rule violations, and other related problems over a year’s time than did teachers who did not (Marzano, Marzano, and Pickering 2003).

- **LEARNING OUTCOMES**: John Hattie’s Visible Learning research is based on a meta-analysis of 800 studies where he ranked 138 influences on student learning. The average effect size of all influences studied was .40. Teacher-Student relationship had an effect size of .72, which is in the high zone of desired effects. (just below “feedback”- .73)

- **RESILIENCY**: “The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult” (Center on the Developing Child at Harvard University)
The DAKOTA Story

(Dakota School District #201 - Dakota, IL)
They Are Just Like You

- **Dakota** - A town of humans (just like you)
- **Enrollment** - Youth of different age levels who walk hallways and sit in classrooms (just like you)
- Superintendent and Admin who **passionately believed in meeting the social/emotional needs of ALL youth**
- Trained the **entire staff** in the district (including grounds workers, cafeteria workers, tech department, etc.)
- Struggled with “**buy-in**” and **implementation** after that...
- ...Decided to try a different approach
Youth Data

I like school.

- Strongly Disagree: 16.4%
- Somewhat Disagree: 19.6%
- Somewhat Agree: 59.3%
- Strongly Agree: 10.1%

23.63% Disagree, strongly or somewhat
Creating Their Own Vision

Strengthening Relationships Between Students and Staff

Creating Their Dreams

- Bigger lockers
- Sleeveless shirts (PE)
- No labeling people
- Tickets for good behavior
- Kindness Raffle
- Pace yourself with academics
- Magical
- Encourage
- Use real motivators
- Cater for lunch
- Students have more say
- Zero tolerance policy—equal
- A & B days
- Separate days for separate work (only have homework in certain subjects certain days)
- Vet classes
- More helpful, passionate, reliable, care about your success, thorough with explanations—teaching differentiate instructions
- Every teacher have a cat
- Dress code (uniforms—some ok, some loud NO’s) no thinking of clothes/no judgment
- Shorts/tanks
- No exclusion from groups
- Not afraid of upper classes
- Respect all the way around
- Keep diversity of interests more acceptance
- Underclassmen should be scared
- Get along with anyone in any class
- All treated like equals
- Stop gossiping
- No manipulation
- Not being fake
- Heightened levels of awareness & emotional intelligence
- Mutual levels of respect
Concrete Action Steps

1 month, 3 months, start of next school year

- Games
- Bonding assemblies
- Dress up days
- 1-1 discussions with kids to gain trust
- More discussion in class
- Ask this group
- Ask teachers
- student/class meetings
- All teachers support all students
- All students support all teachers

Respectful relationships between staff and students

- Bonding activities
- More support

Strengthening

- Support small kids
- Support to all
- Help to everyone
- Discussion forum
- being willing to give more time
- Students don’t know when to expect
- Staff don’t have enough time?
- Taking more time to get to know you.
- Be more reliable—same clothes “coming down to the same level.”
- Better explanation
- Class more fun
- More color
- More
- Lay out plan
- Be willing
- No homework
BEFORE attending the student summit, I had a desire to make sure every student's needs were met both academically and socially/emotionally.

80% were neutral or disagreed

100% agreed or strongly agreed

AFTER attending the student summit, I have a desire to make sure every student's needs are met both academically and socially/emotionally.
Getting The Adults Caught Up
36% of students had **ZERO** stars

I like school.

- Strongly Disagree (16.4%)
- Somewhat Disagree (19.6%)
- Somewhat Agree (59.3%)
- Strongly Agree (10.1%)

36% **Disagree** strongly or somewhat
Aligning College and Career Readiness Indicators
As relationships increase, attendance increases.
Relationships vs. GPA

(% of students above and below 2.8 - college and career readiness indicator)

One relationship levels the playing field.
% of ALL Students on Free and Reduced

No disproportionality for Male/Female or IEP to Non-IEP.

% of students on Free and Reduced with 0 Relationship Stars

56% 44%

% of students on Free and Reduced with 1 Relationship Star

68% 32%
Strengthening Relationships became a priority.
How do we systematize & measure fidelity and outcomes
We need to be able to answer these questions

- What problems are we trying to address?
- What impact are we hoping to make? Outcomes?
- Which specific practices will we use?
- Who will use them?
- How will we provide professional development on how to use them effectively?
- When will we use them?
- How will we know if we are doing them “right”?
- How will we know if it is making an impact?
The PBIS Framework allows us to answer those questions.

Key Systems Features of MTSS/PBIS

- Expectations for high quality, research-evidence based instruction in general education classrooms
- Universal, classroom-based screening to identify need for additional support
- Collaborative team-based approach to development, implementation, and evaluation of interventions
- Increasingly intense, multi-tiered application of high-quality, evidence-based instruction matched to individual needs
- Continuous monitoring of progress to determine impact of interventions
- Expectations for parent involvement throughout the process
ISF Enhances MTSS Core Features

- **Effective teams** that include community mental health providers
- **Data**-based decision making that include school data beyond ODRs and community data
- Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making
- **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs
- Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
- Ongoing **coaching** at both the systems & practices level for both school and community employed professionals
Key Messages

1. Single System of Delivery
2. Access is NOT Enough
3. Mental Health is for ALL
4. MTSS Essential to Install SMH

The Interconnected Systems Framework
Interconnected Systems Framework (ISF)
From Co-located to **Integrated**:

**Traditional**
- Refer to MH when interventions not working
- Tell each other what we are doing with our programs/youth we “see”
- Tell each other about progress (from our perspective)

**An Interconnected Systems Framework**
- **One set of teams** reviews needs of all students
- **Decide together which interventions** to do with all students
- **Decide together how to evaluate** (as part of intervention design)
What Does it Mean to Integrate?

• **Change in routines and procedures?**
  (e.g. who needs to be available to participate in team meetings?)

• **Change in how interventions are selected and monitored?**
  (e.g. team review of data/research vs individual clinician choice?)

• **Change in language we use?**
  (e.g. identifying specific interventions vs generic terms such as “counseling” or “supports”?)

• **Changes in Roles/functions of staff?**
  (e.g. clinicians coordinating/overseeing some interventions that non-clinicians deliver?)
<table>
<thead>
<tr>
<th>Key Systems Feature of MTSS</th>
<th>Dakota Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal, classroom-based screening to identify need for additional support</td>
<td>Using # of star stickers on student faces as a Screener to put youth into CICO (early Tier II)</td>
</tr>
<tr>
<td>Collaborative team-based approach to development, implementation, and evaluation of interventions</td>
<td>Universal team subcommittees made up of students with an adult lead</td>
</tr>
<tr>
<td>Continuous monitoring of progress to determine impact of interventions</td>
<td>Aligning # of stars with College and Career Readiness criteria Monitoring twice a year</td>
</tr>
</tbody>
</table>
We need to make “strengthening relationships” more explicit...

and we can!
Defining Expectations

Teaching

Acknowledging

Preventing & Responding to Challenging Behavior

Data-Based Decision Making

• Create a safe, predictable, consistent environment to help establish TRUST, security, and safety (an environment making it more likely for connectedness)

• Evidence-based curriculum & classroom management practices = increased engagement & opportunities for connectedness

• (John Gottman) Number one indicator of a strong, healthy relationship - ratio of positive feedback to negative (magic ratio 5:1) Helps create connectedness

• Multiple data sources can help us find youth with internalizing characteristics

• Structure/consistency in response to problem behaviors support a safe, secure, trusting environment

• Restorative approach repairs harm & strengthens relationships and community

HOW? To Start… Let’s Do What We Know Works!

Do Tier One with Fidelity
## Tier I: School-Wide PBIS

### Implement w/Fidelity

- **Strong Classroom Practices**
  - Create a safe, consistent, predictable environment: trusting, strong relationships

### Acknowledgments

- Deliver high doses (4:1) of specific positive feedback (token economy)

### Name of Youth

### Specific Positive Behavior Observed

#### Enhancement Examples

- Participate in pro-active community building circles every morning (every adult and youth)
- Use circles to teach academics
- Use circles to teach social skills
- Say hello to each youth by name
- Advisory time (purposeful & intentional)

#### Social Rewards

- Time with adults
- Staff volunteer based on interests

Allow adults to acknowledge one another and students to acknowledge adults

## INDIVIDUAL BEE BUCK REWARDS

*Sign up in Social Work office*

<table>
<thead>
<tr>
<th>Reward</th>
<th>Bee Bucks Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Leader for the day</td>
<td>5</td>
</tr>
<tr>
<td>1st in line at lunch</td>
<td>10</td>
</tr>
<tr>
<td>Reading time in special PBIS area with Mrs. Collins</td>
<td>10</td>
</tr>
<tr>
<td>Craft Activity with Mrs. Weber (1 time per quarter)</td>
<td>20</td>
</tr>
<tr>
<td>LOOMING with Mrs. Morris</td>
<td>20</td>
</tr>
<tr>
<td>Office Helper with Miss Valerie</td>
<td>20</td>
</tr>
<tr>
<td>Game with a Friend with Mrs. Julie</td>
<td>25</td>
</tr>
<tr>
<td>Extra Gym Time with Mr. Seyller</td>
<td>25</td>
</tr>
<tr>
<td>Teacher’s Assistant for a period</td>
<td>25</td>
</tr>
<tr>
<td>Coloring with Mrs. Julie</td>
<td>25</td>
</tr>
<tr>
<td>Conduct a Song in Music Class</td>
<td>25</td>
</tr>
<tr>
<td>Uno with Miss Sandy</td>
<td>25</td>
</tr>
<tr>
<td>Scrapbooking with Mrs. Haylock (students should bring pictures to use, only 1 time per quarter)</td>
<td>25</td>
</tr>
<tr>
<td>Friendship Bracelets with Ms. Mundis</td>
<td>25</td>
</tr>
<tr>
<td>Extra Computer Time with Mrs. Seegers</td>
<td>25</td>
</tr>
<tr>
<td>Try a musical instrument</td>
<td>30</td>
</tr>
<tr>
<td>Extra Recess with Mrs. Julie</td>
<td>30</td>
</tr>
<tr>
<td>Make juggling balls with Mrs. Julie</td>
<td>50</td>
</tr>
<tr>
<td>Computer Coding with Mr. Uribe</td>
<td>50</td>
</tr>
<tr>
<td>Gym Assistant for a period with Mr. Seyller</td>
<td>50</td>
</tr>
<tr>
<td>Lunch with a staff member</td>
<td>50</td>
</tr>
<tr>
<td>20 Minutes with an iPad in the Library</td>
<td>50</td>
</tr>
<tr>
<td>Subway with Mrs. Floeter</td>
<td>200</td>
</tr>
<tr>
<td>Ride in the Harvard Fire Truck</td>
<td>300</td>
</tr>
</tbody>
</table>

## CLASSROOM BEE BUCK REWARDS

<table>
<thead>
<tr>
<th>Reward</th>
<th>Bee Bucks Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Time</td>
<td>15</td>
</tr>
<tr>
<td>Extra Computer Lab Time</td>
<td>15</td>
</tr>
<tr>
<td>20 Minute Recess</td>
<td>20</td>
</tr>
<tr>
<td>20 Minutes on the Track</td>
<td>25</td>
</tr>
<tr>
<td>Surprise Activity with Mrs. Floeter</td>
<td>25</td>
</tr>
<tr>
<td>20 Minutes of Appropriate Music</td>
<td>50</td>
</tr>
<tr>
<td>Movie and Popcorn</td>
<td>100</td>
</tr>
<tr>
<td>Walking Field Trip to the Park</td>
<td>100</td>
</tr>
<tr>
<td>Pizza or Ice Cream Party</td>
<td>300</td>
</tr>
</tbody>
</table>

## BUS BUCK REWARDS

<table>
<thead>
<tr>
<th>Reward</th>
<th>Bus Bucks Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity in the gym with a bus driver</td>
<td>30</td>
</tr>
<tr>
<td>Lunch with a bus driver (Bring your own lunch)</td>
<td>50</td>
</tr>
<tr>
<td>Subway Lunch with a bus driver</td>
<td>75</td>
</tr>
</tbody>
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# Tier 2: Continuum of Supports

<table>
<thead>
<tr>
<th>Implement w/Fidelity</th>
<th>Enhancement Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Check-In Check-Out</td>
<td>▪ Modified CICO: Assigned specific facilitator</td>
</tr>
<tr>
<td>▪ Caring and engaging adult in the am/pm</td>
<td></td>
</tr>
<tr>
<td>▪ Delivery of <em>specific</em> positive and corrective feedback at predictable times throughout the day</td>
<td></td>
</tr>
<tr>
<td>▪ Create social skills development groups</td>
<td>▪ <strong>Group- considerations for life circumstance</strong></td>
</tr>
<tr>
<td>▪ Led by trained caring adults</td>
<td>▪ <strong>2x10</strong></td>
</tr>
<tr>
<td></td>
<td>▪ Spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about</td>
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<tr>
<td></td>
<td>▪ <strong>Change our language during problem solving meetings- “schooltalk”</strong> (Russ Skieba)</td>
</tr>
</tbody>
</table>
Consider how our language in the teacher’s lounge, our problem solving meetings, the parking lot, etc. impacts relationships...

“The things people say about students in schools shape how adults think about and treat students, how students feel about themselves and their peers, and who offers students which opportunities and assistance.”

(Russ Skieba)

Let’s spend more time talking about **systems** and less time talking about individual youth.
## Tier 3: Person-Centered Planning

### Implement w/Fidelity

- **Tier III Student/Family Team**
  - Unique team chosen by the voice and choice of student/family

- **Behavior Intervention Plans (BIPs)**
  - Prevention strategies that include opportunities to connect with adults in the building

### Enhancement Examples

- Bring in “fluid team member(s)” based off of specific student/family goals
- Add a mentor to a student Action Plan
- Strategies matched to function (adult attention)
- Increase the amount of time that students spend with adults in the building
- Consider Check and Connect
- **Function-based Thinking** for ALL staff (to apply to their classrooms)
• Does the practice ultimately change behavior?
• Does the practice help or hurt the relationship?
• Practices of this nature are typically effective for the 80% of youth who don’t need it anyway and ineffective for the 20% who need something more.

Receipt of even one suspension is associated with higher likelihood of academic failure, school dropout, and involvement in the juvenile justice system (American Academy of Pediatrics, 2013; Hemphill, Toumbourou, Herrenkohl, McMorris, & Catalano, 2006).

“Our reactions to student behaviors affect our relationships with those students.” (Souers and Hall, 2016)

Over 3,000,000 students receive an out-of-school suspension annually.
We can’t just say “go strengthen relationships”.

Otherwise we are likely to have inconsistency in our delivery (fidelity) and no data to monitor progress or outcomes.
Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Practices to Increase CONNECTEDNESS

OUTCOMES

SYSTEMS

DATA

Considerations for **Fidelity** and **Outcome Data**

### FIDELITY
- Walkthroughs
- Daily Progress Report cards
- Tiered Fidelity Inventory (through relationships lens)

### OUTCOME DATA
- Star stickers
- Culture and Climate surveys
- Early warning system
- College and Career Readiness Indicators
- Perception surveys
- Parent surveys
SYSTEMS

• A Systems Team(s) that oversees implementation and monitoring of progress
• Communication/input from stakeholders
• Professional Development plan that supports staff in learning how to implement practices
• Ability to increase dosage as student need increases
Strengthening Relationships includes:

- Teacher/Student
- Student/Student
- School/Families
- Etc.

Districts and Schools are getting **VERY** creative with strategies they are using!
Freedom High School, PA
• 481 Homes over 2 Days
• 30 Teachers / 50 Youth
• Welcome letter, Schedules, Tickets to first Football Game of the Season
kiss for cheers, tissue for tears
Fifth-grade teacher Barry White Jr. of Ashley Park Elementary School in Charlotte, North Carolina, greets his students with special handshakes every day before they enter class.
“Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.”

How will you use purpose and intention to ensure that every student in your building has a star…

100% students with 1+ Stars
Thank You for ALL You Do!!!

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