UNCONDITIONAL EDUCATION: Using Schoolwide Screener and Progress Monitoring Data to Coordinate Student Services
OBJECTIVES

1. Understand the impetus for the UE model

2. Gain insight into how mental health service providers can collaborate to identify social emotional needs and implement the most effective interventions

3. Learn how a school can enhance the coordination of services process by utilizing social emotional screening and progress monitoring data
unconditional
EDUCATION
AT THE HEART OF THE MATTER

School communities are responsible for doing whatever it takes to ensure that **ALL** students’ needs are met within their community school
The traditional system is not serving the needs of our community…
WHY NOT?

- Our schools are located in underserved neighborhoods where the majority of children are exposed to generational patterns of gang activity, crime, and community and interpersonal violence, and come to school manifesting symptoms of chronic stress and trauma.

- 61% of 5th graders at one partner school have been exposed to trauma AND meet the threshold on the symptom scale for moderate to severe PTSD

- Several lockdowns on school campuses each year, due to violence in the immediate neighborhood
WE NEED A NEW TRIANGLE!
TRANSFORMING THE APPROACH
ROLE OF THE UE COACH

ACADEMIC

BEHAVIORAL

SOCIAL-EMOTIONAL
PHILOSOPHICAL SHIFTS

TRADITIONAL APPROACH

- Expert service providers (sped and mental health) are siloed and separate
- Fail-first policy where students need to fall so far behind before being assessed for an IEP

UNCONDITIONAL EDUCATION

- Services and service providers are integrated and coordinated and build the capacity of all staff
- Proactive, data-informed systems that identify student needs early and address them early
INVESTING IN INNOVATION (i3) GRANT

U.S. Department of Education
PURPOSE

- Expand the implementation of and investment in innovative practices that can serve as models of best practice
- Identify and document best practices that can be shared and taken to scale based on demonstrated success
SHORT-TERM OUTCOMES

Identifying Needs, Planning Service Delivery, and Measuring Progress

STAKEHOLDERS:
- Students
- Parents
- Teachers
- Seneca Service Providers
- Principals
The Unconditional Education Approach

Coordination of Services
IDENTIFYING NEEDS

Decision Maker
  - Principal

School-wide Screeners
  - Academic Screeners
    - e.g. Developmental Reading Assessment (DRA)
ROLE OF THE UE COACH

ACADEMIC

BEHAVIORAL

SOCIAL-EMOTIONAL
IDENTIFYING NEEDS

1. Review School-wide Data
2. Review Individual Student Referrals
IDENTIFYING NEEDS

School-wide Screeners

- **Academics:** Developmental Reading Assessment (DRA)
- **Behavior:** Office Discipline Referrals
- **Social Emotional:** Social Emotional Screener
PAIR AND SHARE

- Put on your principal hat again, and look at your SES Summary handout...
- What trends do you notice?
- What could you influence as a principal? What strategies could you use?
IDENTIFYING NEEDS

- Individual Student Referral
You will receive a confirmation email within ONE week!
WHO’S ON THE COST TEAM?

- 1 School Administrator
- Tier 2/3 Interventions Providers
- Other representatives, as designated at each school site (classroom teachers, support staff, etc.)
COST ROLES

TEACHER
Primary Case Manager

COST
Extra supports and resources to help ALL teachers find success with ALL students!
COST NORMS

- Share what’s important
- Focus on strengths first
- Assume positive intent
- Be accountable for action
- Maintain confidentiality
PRESENTING AT COST

- Teacher Presentation (5 min)
  - (1 min) **Background Information** - family dynamics, school history, known data
  - (1 min) **Strengths** – academic, social-emotional, extracurricular
  - (1-2 min) **Need Areas** – academic, social-emotional, extracurricular
  - (1-2 min) **Intervention History** – what has been tried? What has been successful?

- Clarifying Questions (10 min)
- Intervention Planning (10 min)
- Action Commitments (5 min)
POSSIBLE COST ACTION STEPS

- Whole Group or Individualized Instructional Strategy
- Whole Group or Individualized Behavior Management Strategy
- Classroom Modification or Accommodation
- Referral for SST Meeting/Parent Conference
- Referral for Screening (Speech, OT, Health, etc.)
- Scheduling for Ongoing Collaboration w/ a COST Team member
- Identification for Additional Services
STUDENT INTERVENTION PLAN

Sample Academy

STUDENT INTERVENTION PLAN

STUDENT INFORMATION

Sample Academy

Teacher: Ms. Johnson
Grade: 6
Cost: $500

STUDENT OBSERVATION

Strengths:
- Academic
- Social

Concerns:
- Struggles with reading comprehension
- Difficulty with abstract concepts

Interventions:
- 1-on-1 reading assistance
- Small group reading intervention

Measurement Goals:
- Reading Grade 3
- Math Grade 2

Incorporation:
- Increased collaboration with other teachers
- Regular monitoring of progress

STUDENT INTERVENTION PLAN

In-Service Training:
- Reading Strategies
- Effective Communication

Add New Action:
- Parental Involvement
- Professional Development
IDENTIFYING NEEDS

Social-Emotional Screener

Developmental Reading Assessment

COST Referral with information about home life
COST ACTIVITY
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Please provide any additional information that may be helpful in understanding the experience of individual students (i.e. family history, grief/loss, trauma):

I overheard that student "c"'s father may have been deported at the end of the summer.

I am overwhelmed with student "e" who just transferred from a school in Arizona. I believe he moved to live with grandma but I haven't been able to successfully contact anyone at home. He has a sister in the 5th grade who, as far as I can tell, is not having the same struggles.
ACTIVITY: mini-COST Meeting

- In your groups, assign COST roles – at least one each of:
  - Principal
  - Mental Health Counselor/Social Worker
  - Reading Interventionist
  - Parent

- Follow COST protocol following your Teacher’s presentation
PRESENTING AT mini-COST

- Teacher Presentation (5 min)
  - (1 min) **Background Information** - family dynamics, school history, known data
  - (1 min) **Strengths** – academic, social-emotional, extracurricular
  - (1-2 min) **Need Areas** – academic, social-emotional, extracurricular
  - (1-2 min) **Intervention History** – what has been tried? What has been successful?

- Clarifying Questions (2 min)
- Intervention Planning (3 min)
- Action Commitments (2 min)
REFLECTION
PLANNING SERVICE DELIVERY

Social-Emotional Screener

- Social skills group
- Social work services
- Coaching for teacher

Developmental Reading Assessment

COST Referral with information about home life
MEASURING PROGRESS

Student referred to COST

Team reviews, groups, triages, and schedules referrals

Student enters COST monitoring

INTERVENTION PLAN: Team identifies interventions and measurement tools, and makes commitments to action steps

INITIAL MEETING: Team reviews history, strengths, progress, and areas of concern

AFTER ONE WEEK: Team reviews plan implementation

AFTER EIGHT WEEKS: Was sufficient progress achieved?

Student Referred to Special Education

Student Exits!
CHALLENGES

- Data Literacy and making data accessible to all stakeholders
- Transparency in decision making
- Staff capacity to coordinate services
- **TIME!**
Questions?