

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



Unconditional Care: Unconditional Education

INTRODUCTIONS



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  N

AT THE HEART OF THE MATTER

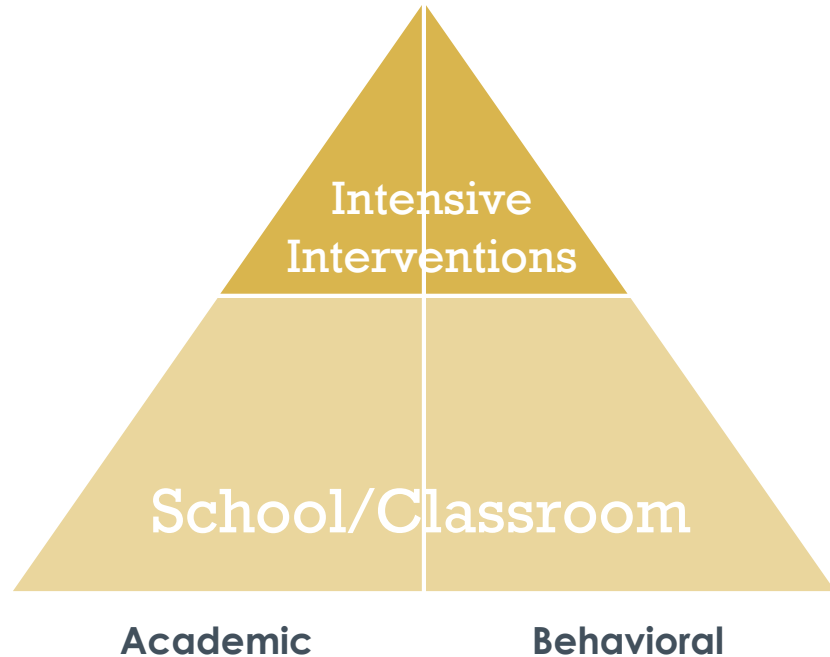


School communities are responsible for doing whatever it takes to ensure that ALL students' needs are met within their community school

THE CHALLENGE

The traditional system is not serving the needs of our community...

Traditional Approach



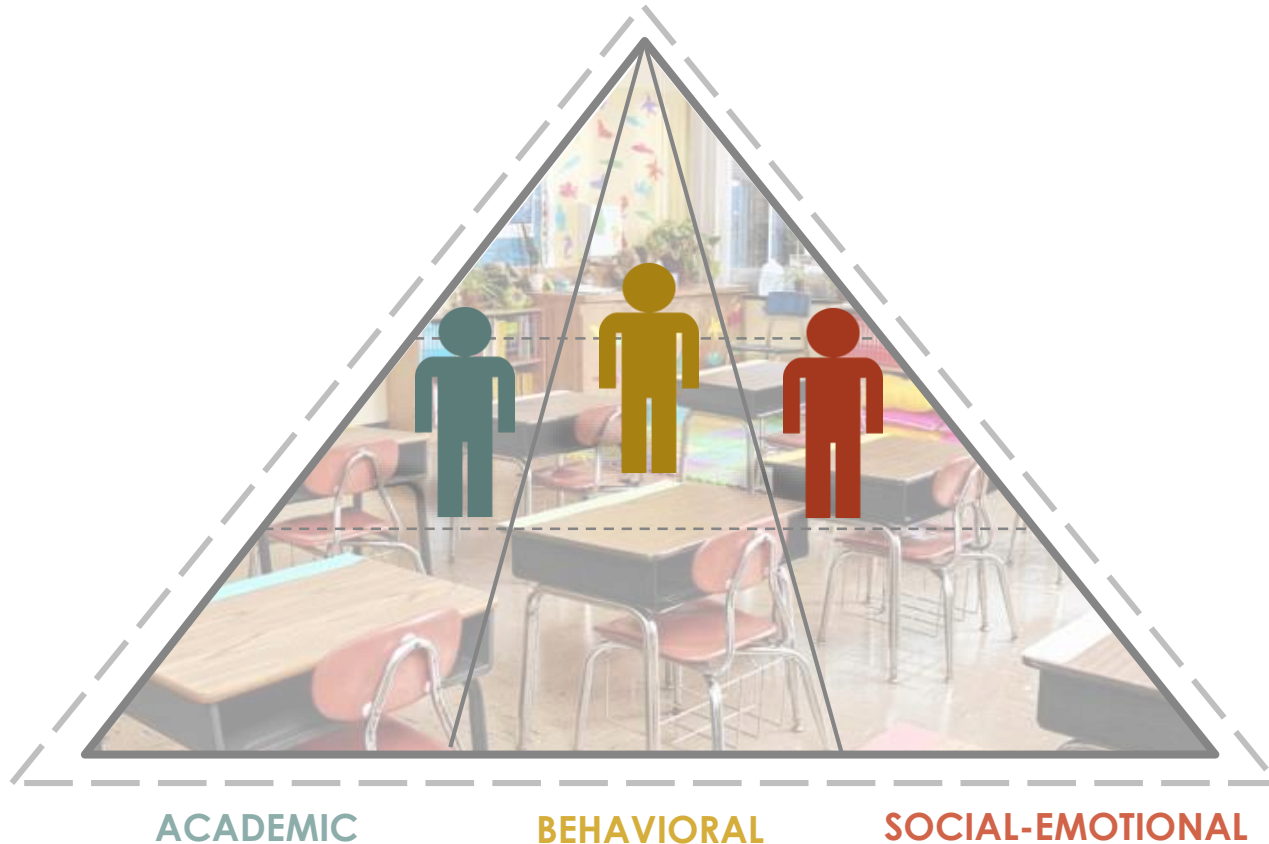
WHY NOT?

- 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

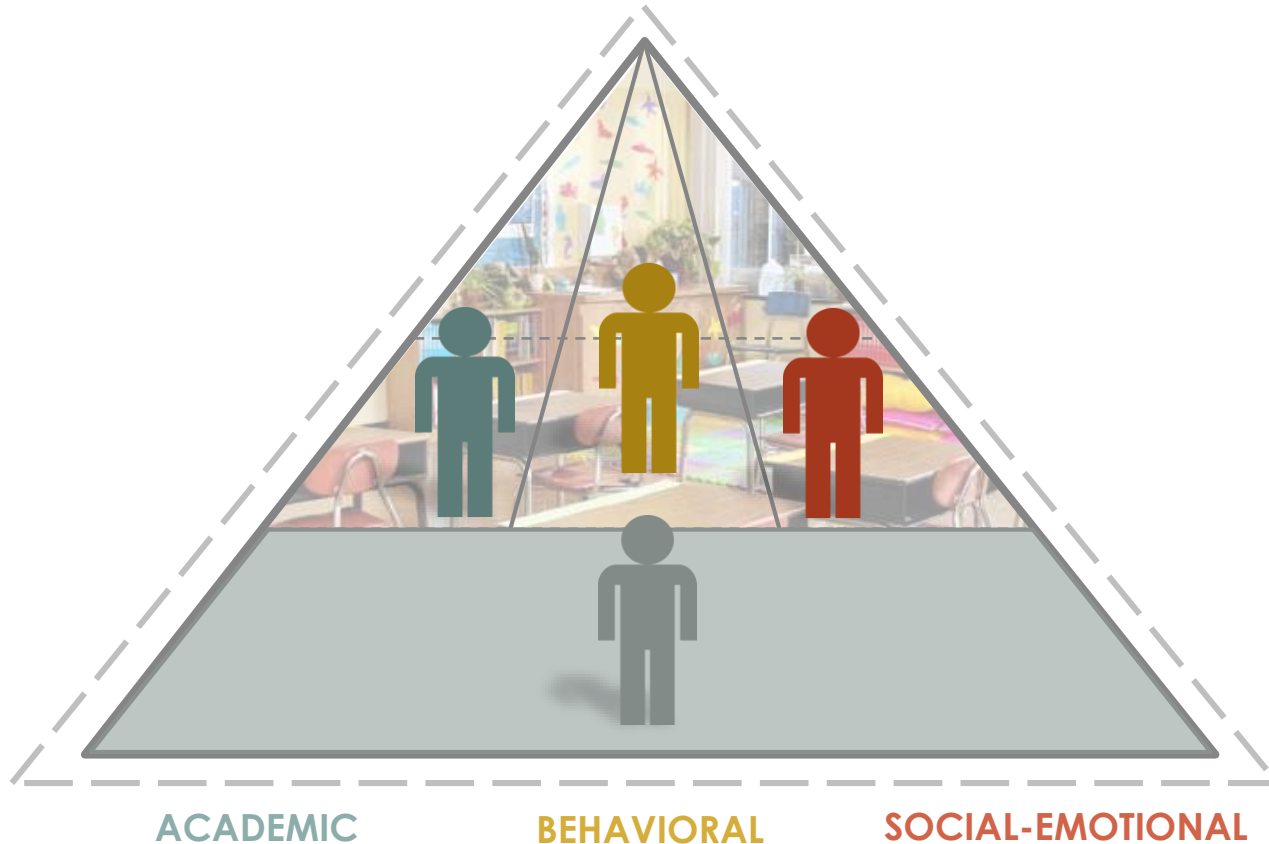
WE NEED A NEW TRIANGLE!



TRANSFORMING THE APPROACH



ROLE OF THE UE COACH



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

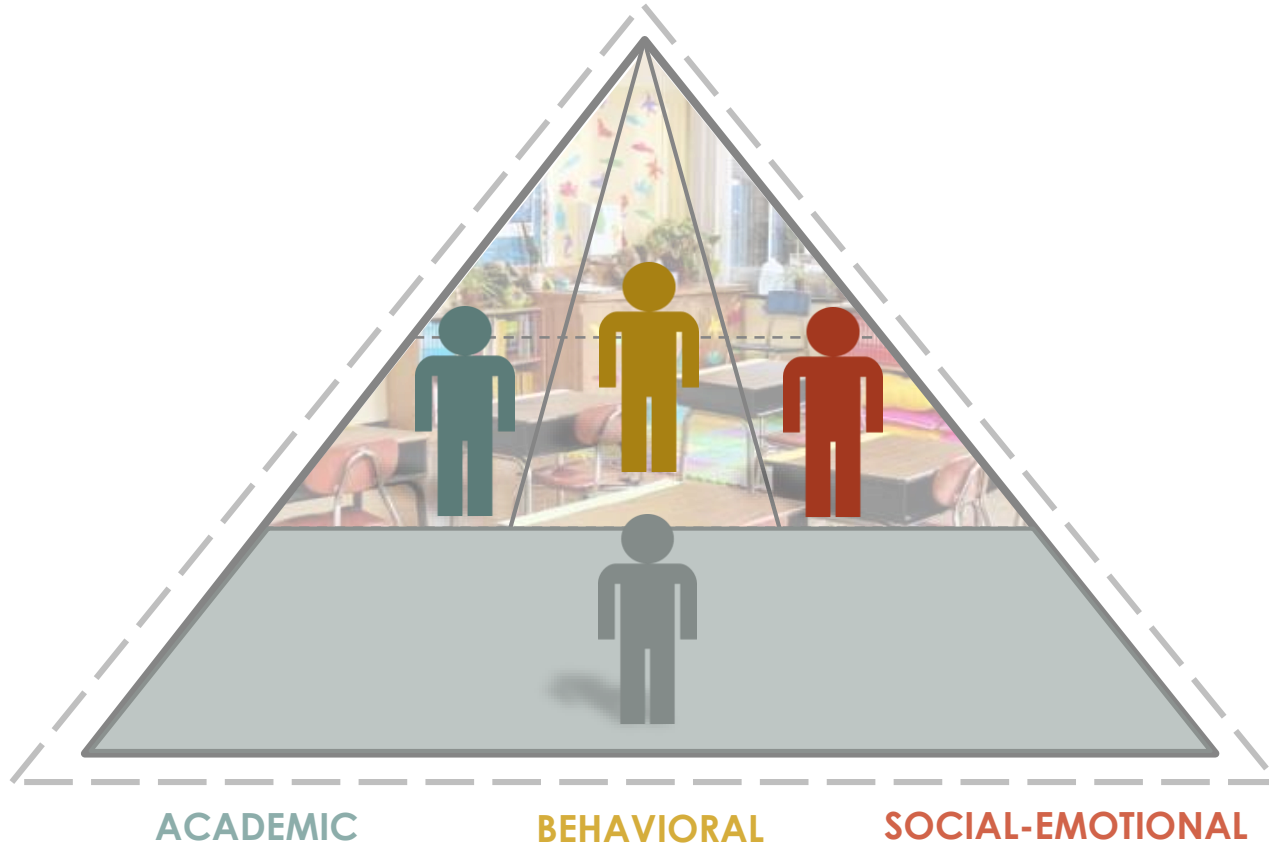
School-wide Screeners

- **Academic Screeners**

e.g. Developmental Reading Assessment (DRA)



ROLE OF THE UE COACH



IDENTIFYING NEEDS

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

IDENTIFYING NEEDS

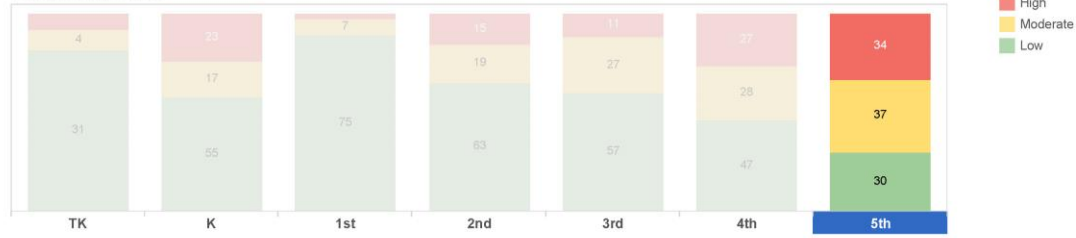
School-wide Screeners

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



Social-Emotional Screener: Summary by Grade

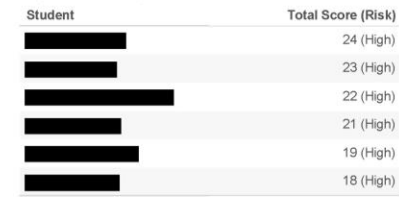
Summary by Grade



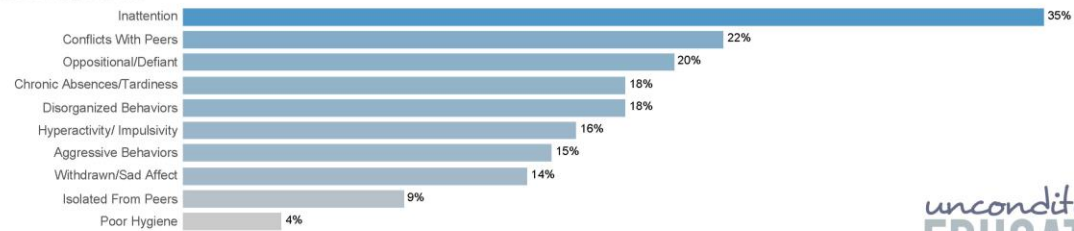
Summary By Teacher



Highest Scoring Students



Highest Scoring Factors



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



UNIVERSAL REFERRAL FORM



YOUR SCHOOL
Coordination of Services Team (COST) Referral

STUDENT INFORMATION				
Student Name	Age	Date of Birth	Grade/Level	
Student Number	Enrolled by	Previously Enrolled?	Specialty	Specialty Code
Parent/Teacher		Phone #		
E-mail		External Date		

HOME/LIFE INFORMATION

Address: _____
City: _____ State: _____ Zip: _____

Other information (if applicable): _____

STUDENT

ACADEMIC CONCERNS		
<input type="checkbox"/> Learning Difficulties	<input type="checkbox"/> Attention Deficit	<input type="checkbox"/> Other
<input type="checkbox"/> Reading Difficulties	<input type="checkbox"/> Poor Organization Skills	<input type="checkbox"/> Does Not Follow Directions
<input type="checkbox"/> Does Not Express Ideas	<input type="checkbox"/> Impaired	<input type="checkbox"/> Does Not Complete Assignments
<input type="checkbox"/> Cannot Write Neatly	<input type="checkbox"/> Poor Academic	<input type="checkbox"/> Does Not Communicate
<input type="checkbox"/> OTHER CONCERNS:		

SOCIAL - EMOTIONAL - BEHAVIORAL CONCERNS		
<input type="checkbox"/> Anxious	<input type="checkbox"/> Non-compliant	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Depressed	<input type="checkbox"/> Attention Seeking	<input type="checkbox"/> Overt
<input type="checkbox"/> Inattentive	<input type="checkbox"/> Bullying/Being Bullied	<input type="checkbox"/> Self-harm/Self-harm
<input type="checkbox"/> Difficulty with Interactions	<input type="checkbox"/> Chronically Late	<input type="checkbox"/> Acting Out/Aggressive
<input type="checkbox"/> Does Not Follow Directions	<input type="checkbox"/> Does Not Listen	<input type="checkbox"/> Does Not Listen
<input type="checkbox"/> Does Not Complete Assignments	<input type="checkbox"/> Does Not Follow	<input type="checkbox"/> Does Not Listen
<input type="checkbox"/> Does Not Communicate	<input type="checkbox"/> Other	
<input type="checkbox"/> OTHER CONCERNS:		

HEALTH CONCERNS		
<input type="checkbox"/> Allergies	<input type="checkbox"/> Glasses	<input type="checkbox"/> Medications
<input type="checkbox"/> Asthma	<input type="checkbox"/> ADHD	<input type="checkbox"/> Physical Complaints
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Physical Disability
<input type="checkbox"/> OTHER CONCERNS:		

INTERVENTION		
Individual Based	Classroom Based	Community Based
<input type="checkbox"/> One-on-one interventions	<input type="checkbox"/> Behavior/Attention/Executive Function	<input type="checkbox"/> Counseling Services
<input type="checkbox"/> Small group instruction	<input type="checkbox"/> Learning	<input type="checkbox"/> Social Skills
<input type="checkbox"/> Homework assignments	<input type="checkbox"/> After school tutoring	<input type="checkbox"/> Out-of-school
<input type="checkbox"/> Incentives	<input type="checkbox"/> Positive reinforcement/instruction	<input type="checkbox"/> Out-of-school
<input type="checkbox"/> Behavior contracts/plan	<input type="checkbox"/> Learning	<input type="checkbox"/> Home care
<input type="checkbox"/> Learning adjustment	<input type="checkbox"/> Learning	<input type="checkbox"/> One-to-one services
<input type="checkbox"/> Parental involvement	<input type="checkbox"/> Learning	<input type="checkbox"/> Other

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)





STUDENT INTERVENTION PLAN




Sample Academy

STUDENT INTERVENTION PLAN

STUDENT INFORMATION

Student Name: Cody Lee

Teacher: Madison Grade: 2

COG Teacher: Wynn

COG Date: 3/26/22 Intervention Date: 4/26/22

STUDENT OVERVIEW

Strengths:
 Reads On
 Fluent
 Follows directions well
 Likes helping students who are struggling
 Tries to be a leader

Concerns:
 Low academic skills
 Can be aggressive, struggle with boundaries, has "belongings"
 Difficulty writing legible cursive work
 Cannot read and/or understand "big" or "small" print
 Inconsistent in reading fluency and comprehension skills
 Lacks motivation to complete work when not interested in the subject

Parental Concerns:
 4th grade letter
 Home behavior and handwriting
 Self time in class on 3/26/22

INTERVENTIONS

Measurable Goals:

- Read 40 Letter Names Upper and Lower (26/26)
- Read 40 Letter Sounds (26/26)
- Read 40 numbers through 20

In 100% of the Days by 4/26/22

Observation protocol (S&D)

2-Week Progress Monitoring Assessment (S&D) 2x/week

Joining C/1 model (S&D) 2x/week

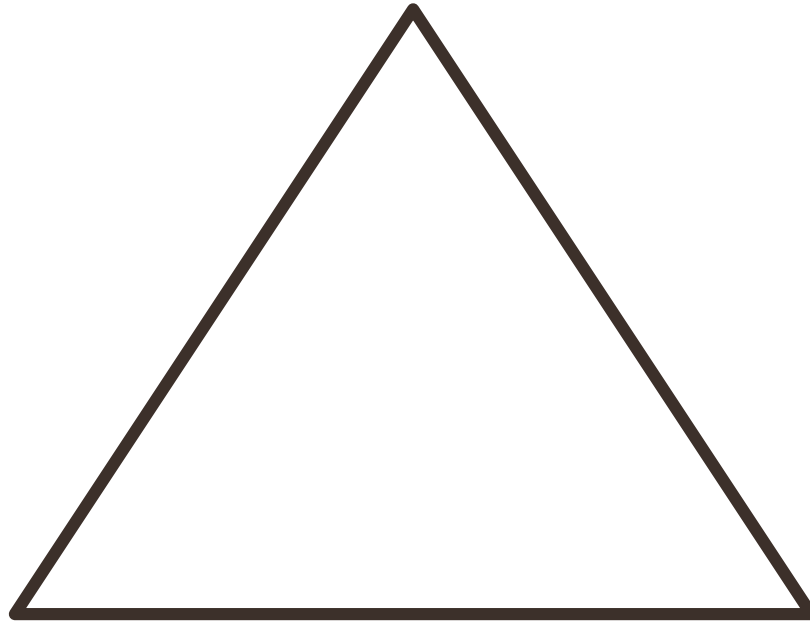
End of school 2-Week Monitoring (S&D)

3-Week Review: Continue with Intervention Plan Modify Intervention Plan Exit from Intervention Program

Add/Remove Action:

IDENTIFYING NEEDS

Social-Emotional Screener



**Developmental
Reading Assessment**

**COST Referral with
information about
home life**

COST ACTIVITY

STUDENT NAME	WITHDRAWN/ SAD AFFECT *	POOR HYGIENE	CHRONIC ABSENCES/ TARDINESS	ISOLATED FROM PEERS *	CONFLICTS WITH PEERS	DISORGANIZED BEHAVIORS (POOR ORGANIZATION, MESSY DESK AREA, LOSES THINGS)	INATTENTION	HYPERACTIVITY/ IMPULSIVITY	AGGRESSIVE BEHAVIORS (PHYSICALLY OR VERBALLY)	OPPOSITIONAL/ DEFIANT	TOTAL (OFFICE USE ONLY)
a	0	0	0	0	0	0	0	0	0	0	0
b	0	2	2	0	0	2	2	0	0	0	8
c	3	0	3	3	0	2	2	0	0	0	13
d	0	0	0	0	2	0	0	2	2	2	8
e	0	3	3	0	3	2	3	3	3	3	23
f	0	0	0	0	0	0	0	0	0	0	0
g	0	0	0	2	0	0	0	0	0	0	2
h	0	0	0	0	2	0	0	2	2	0	6
i	0	0	0	0	2	0	0	0	3	0	5
j	0	0	2	0	0	0	0	0	0	0	2
k	0	0	2	0	0	0	0	0	0	0	2
l	0	2	2	0	0	0	0	0	0	0	4
m	1	0	0	0	0	0	0	0	0	0	1
n	0	0	2	0	0	2	2	0	0	0	6
o	0	0	0	0	0	0	0	0	0	0	0
p	0	0	0	0	2	0	0	0	0	0	2
q	0	0	0	0	0	3	3	0	0	0	6
r	0	0	0	0	0	3	0	0	0	0	3
s	0	0	0	0	0	0	0	0	0	0	0
t	1	1	1	0	0	0	0	0	0	0	3
u	0	0	0	0	0	0	0	0	0	0	0
v	0	0	0	0	3	0	0	3	3	3	12
w	0	0	0	0	0	3	3	0	0	0	6
x	0	0	0	0	0	0	0	0	0	0	0
y	0	0	0	0	0	3	3	3	0	3	12
TOTALS	5	8	17	5	14	20	18	13	13	11	
PERCENTAGE OF STUDENTS WITH A SCORE OF 2 OR HIGHER	4%	12%	28%	8%	24%	32%	28%	20%	20%	16%	

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

** Students in this category may fly under the radar, but benefit from support.*
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

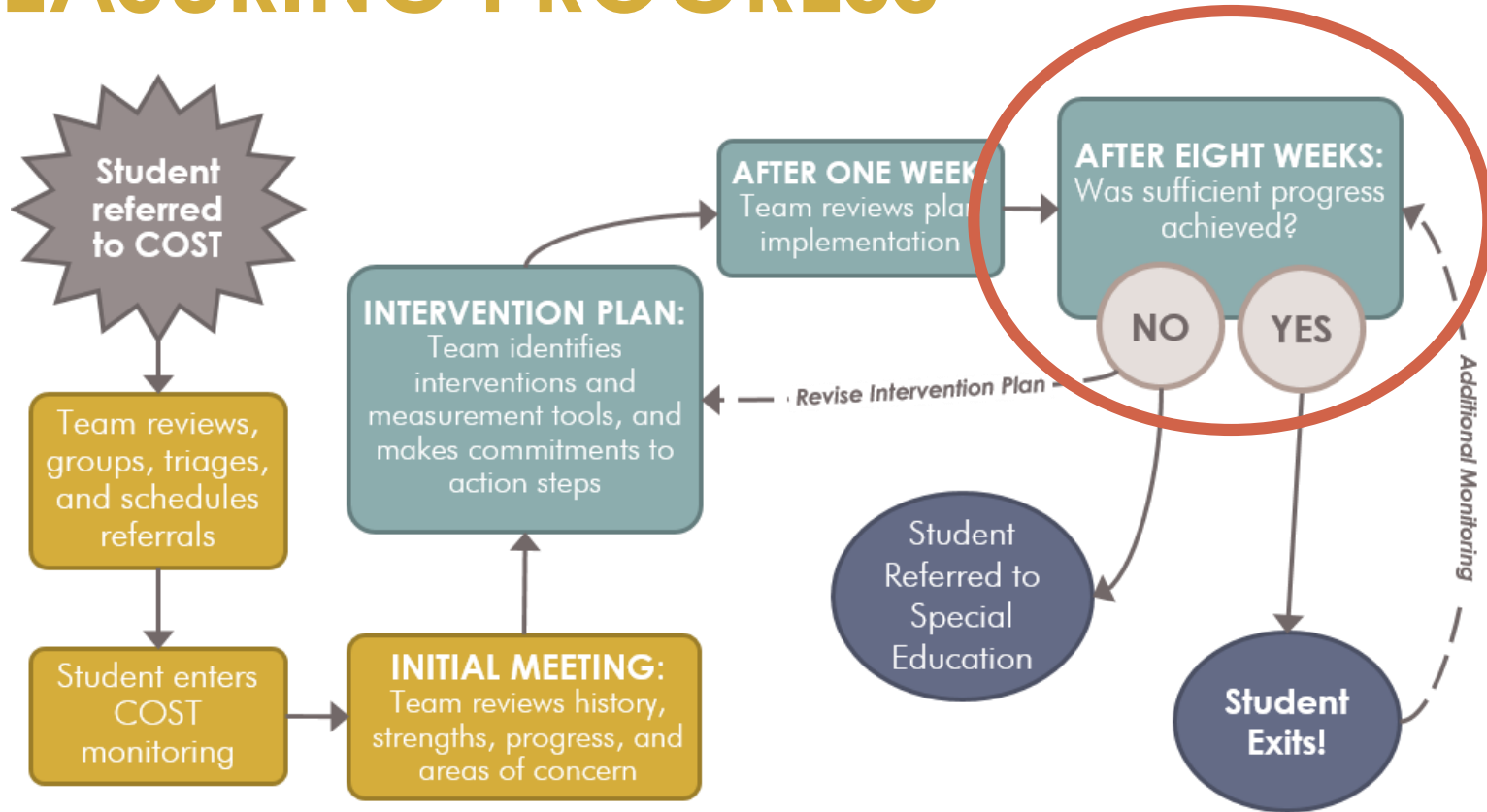
Social-Emotional Screener



**Developmental
Reading Assessment**

**COST Referral with
information about home
life**

MEASURING PROGRESS



CHALLENGES

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



Questions?
