Strengthening Relationships
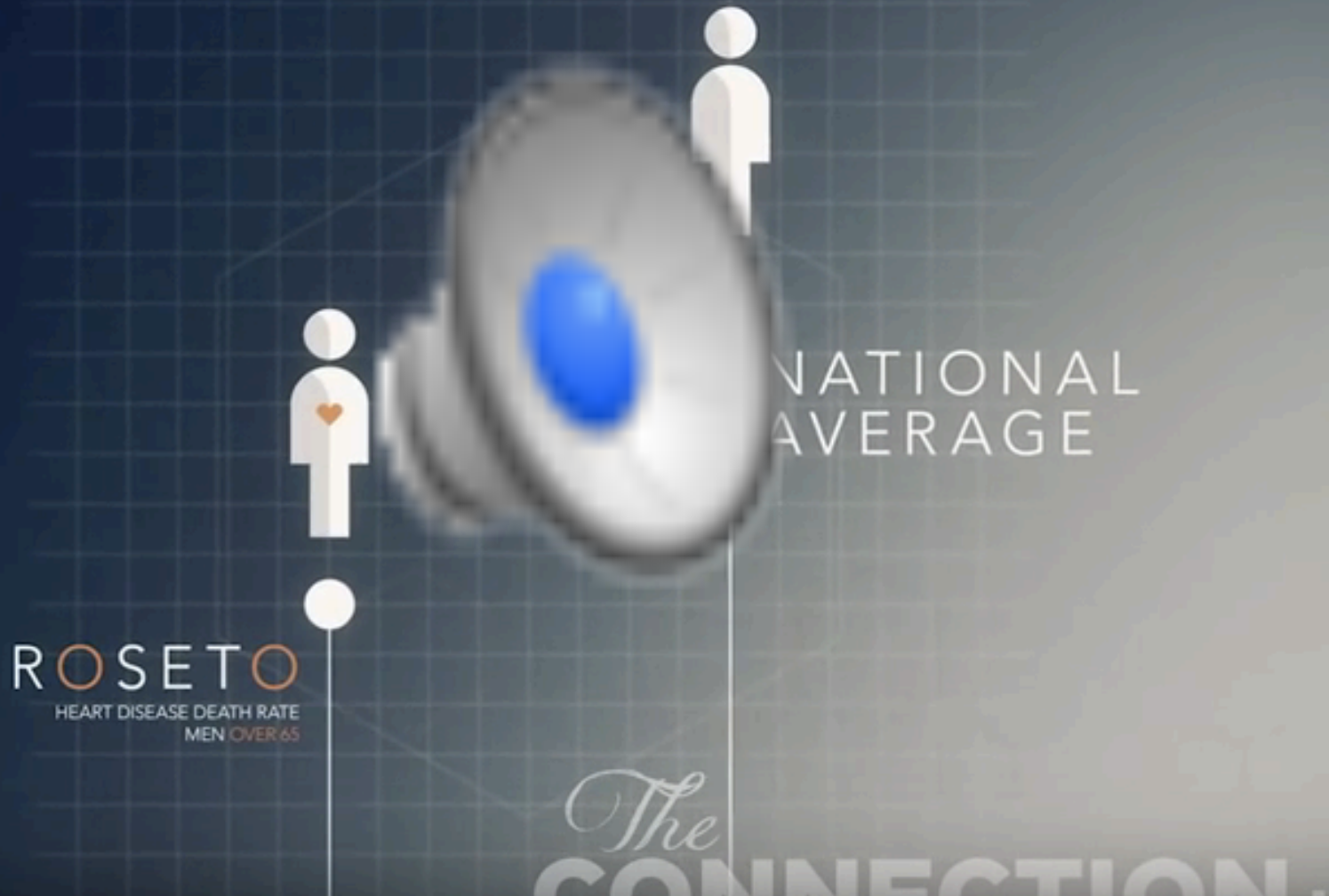# to
Strengthen Outcomes

Ali Hearn, LCSW

Technical Assistance Director

Midwest PBIS Network

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

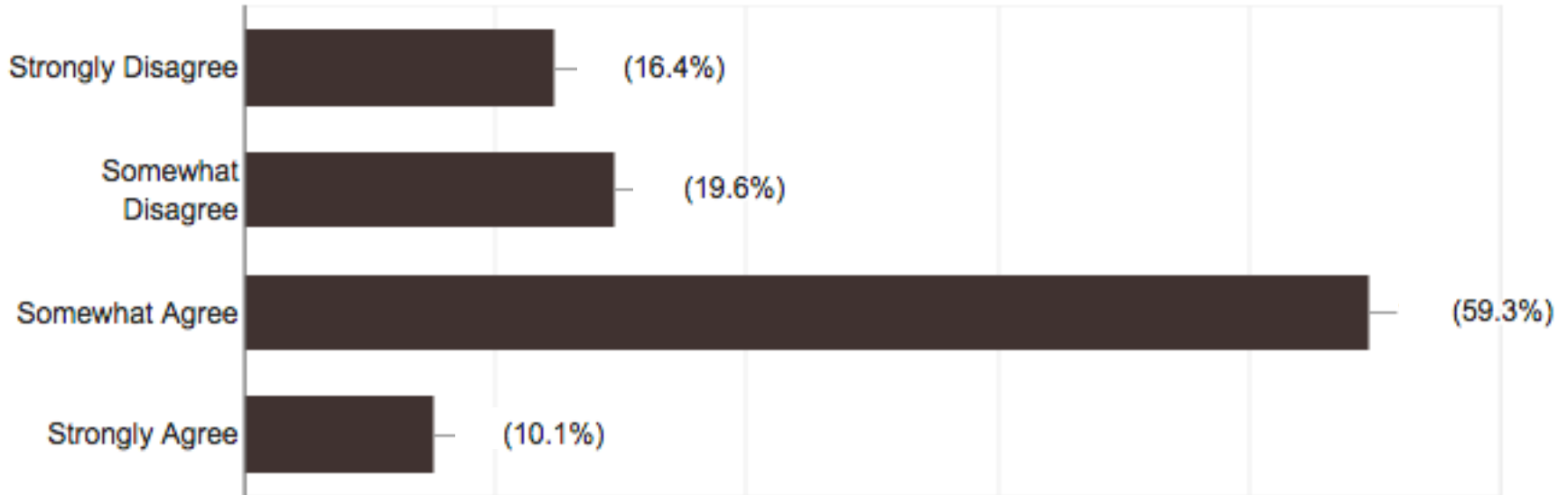(Dakota School District #201- Dakota, IL)

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.

Response	Percentage
Strongly Disagree	(16.4%)
Somewhat Disagree	(19.6%)
Somewhat Agree	(59.3%)
Strongly Agree	(10.1%)

36% Disagree strongly or somewhat

Creating **Their Own Vision**

- 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

- No late work policies
- Friday fun day--in high school too (with choices)
- All classes together to talk about feelings, etc.
- Motivators to want to finish work-choices
- Still other electives in addition to band, etc.
- Motivators for participation
- Start school later/end later or earlier/end earlier
- Choose prizes
- Unsupervised dances
- Pick your own prizes
- Menu you can purchase from
- 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

THEIR
Dreams

Students and Staff

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

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

20%
50%
10%
20%
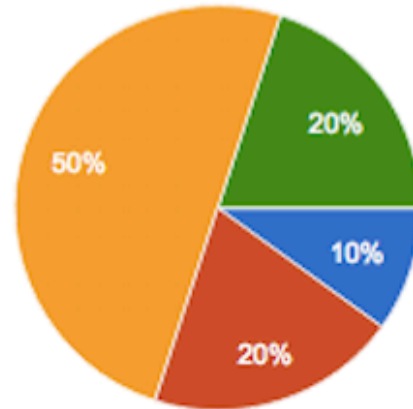
AFTER attending the student summit, I have a desire to make sure every student's needs are met both academically and socially/emotionally.

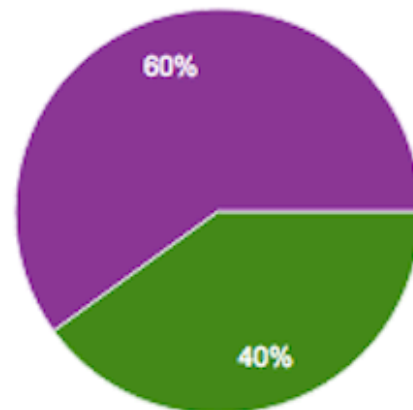**100%** agreed or strongly agreed

- Strongly Disagree
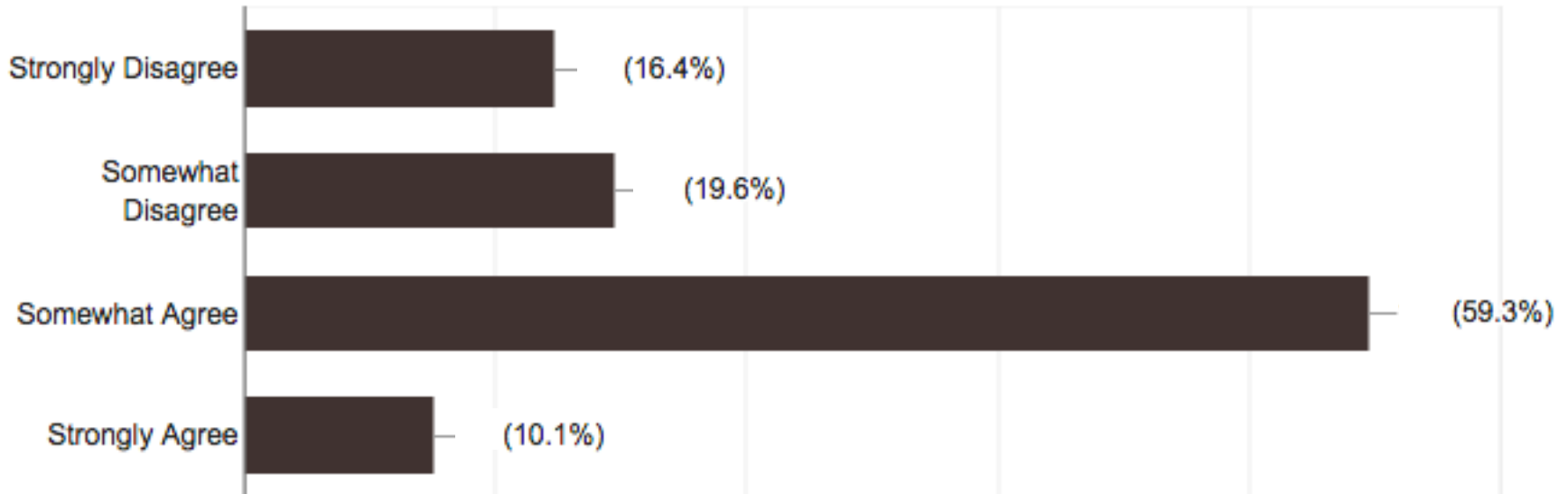- Disagree
- Neutral
- Agree
- Strongly Agree

60%
40%

Getting The Adults Caught Up

36% of students had **ZERO** stars

I like school.

36% **Disagree** strongly or somewhat
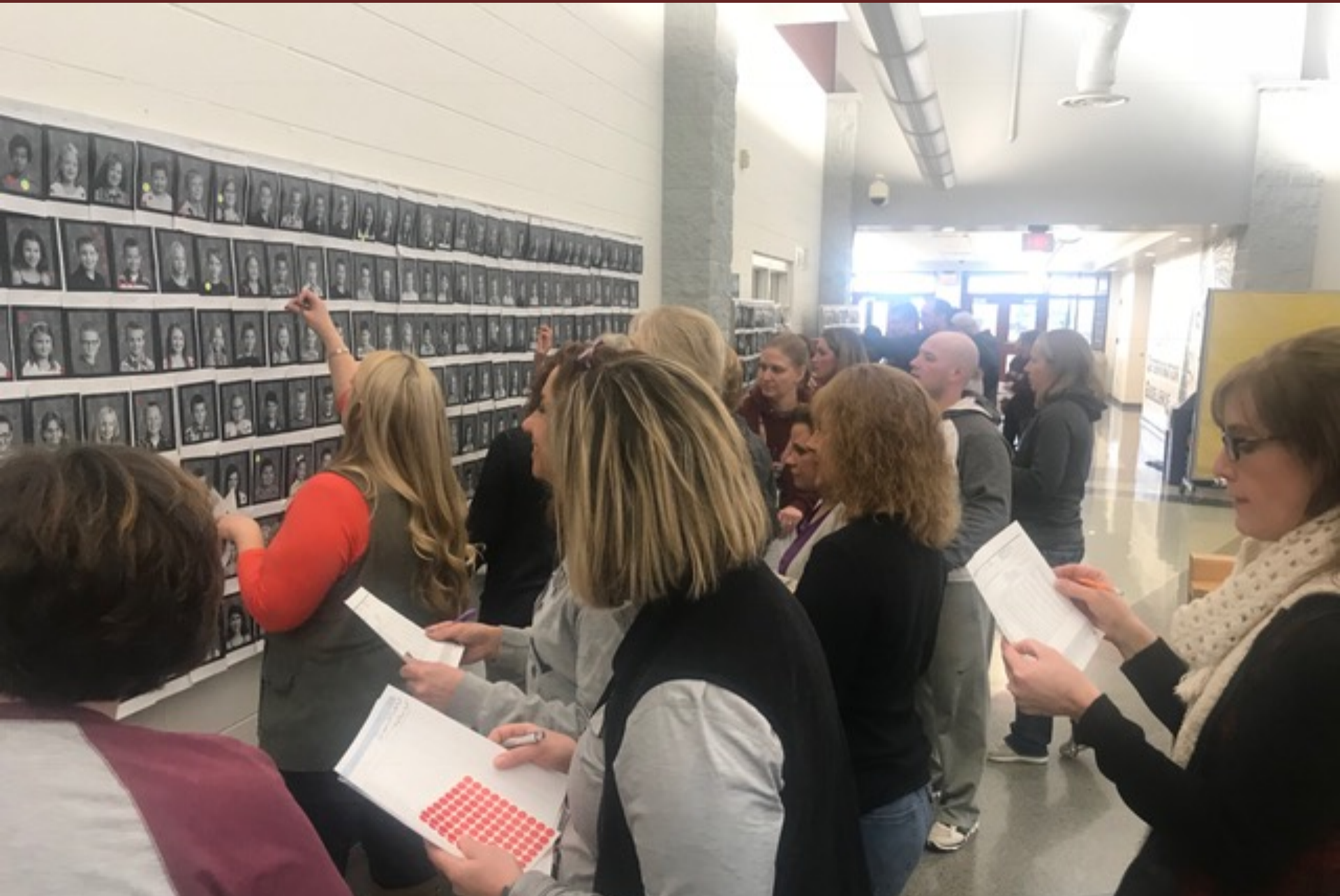
Relationships vs. # of Students
w/10+ Absences

# of Students

As **relationships** increase, **attendance** increases.

68

51

34

14

5

5

0   1   2   3   4   5

# of Identified Relationships
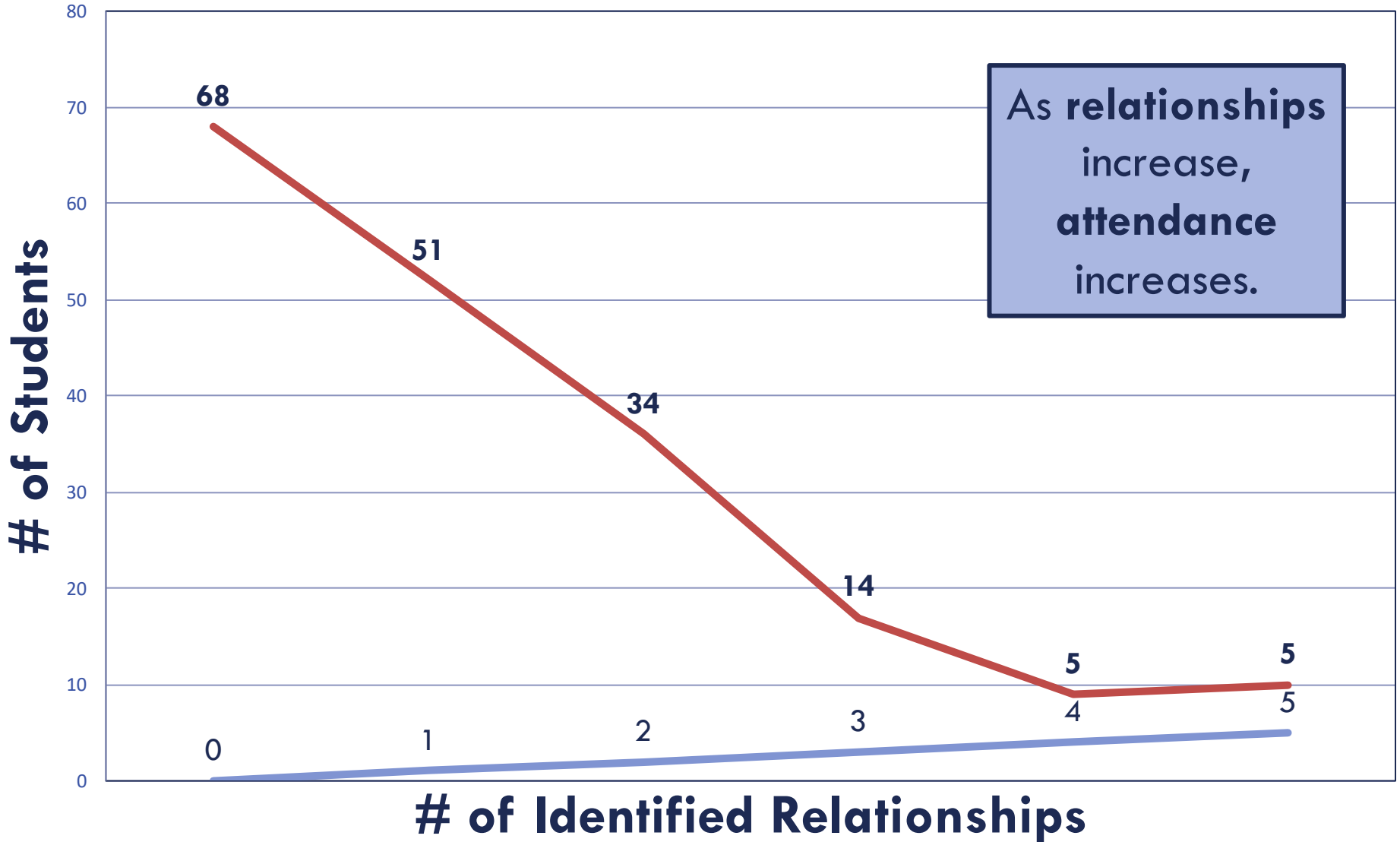
Relationships vs. GPA

(% of students above and below 2.8- college and career readiness indicator)
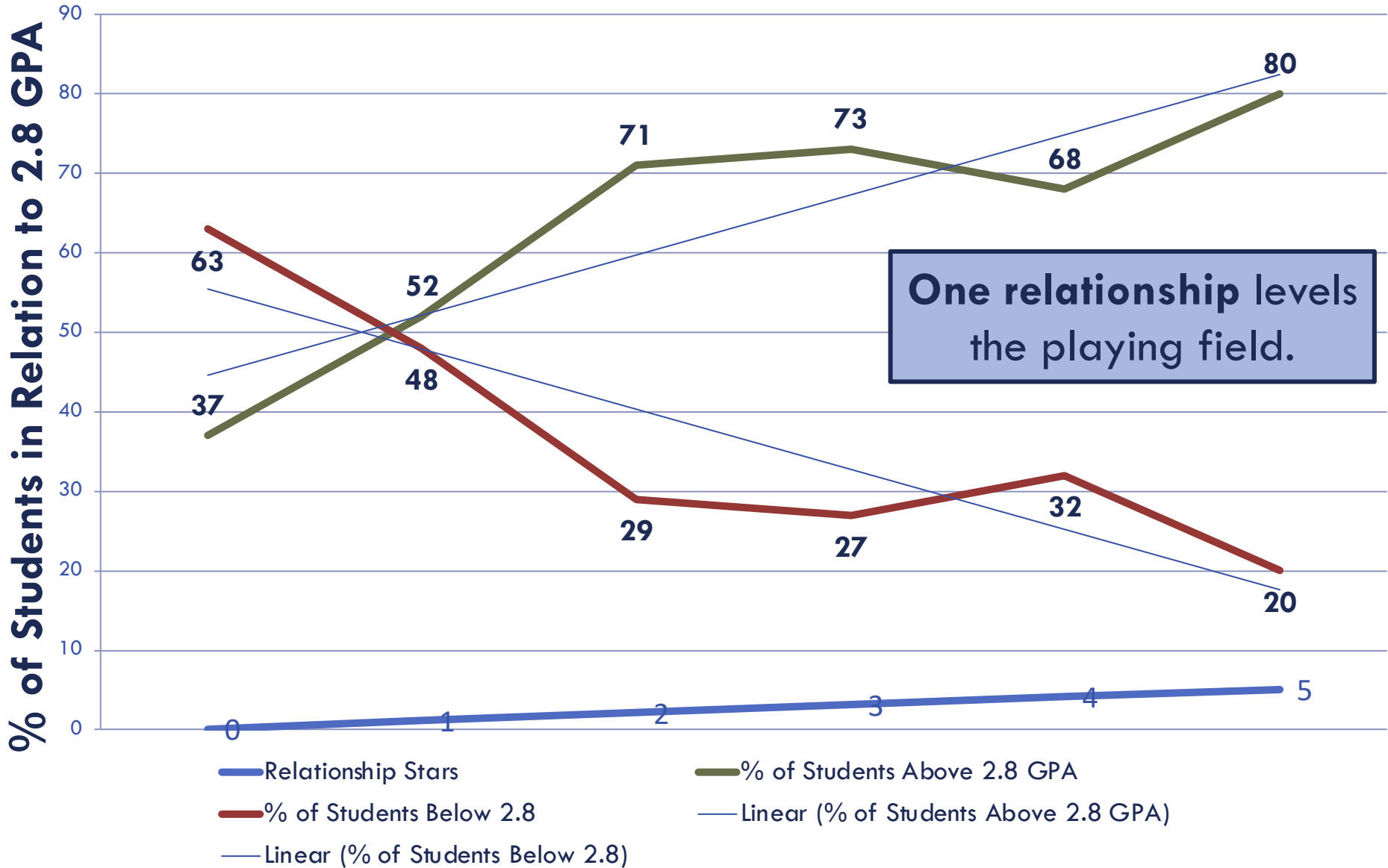
One relationship levels the playing field.

Data labels: 63, 37, 52, 48, 71, 29, 73, 27, 68, 32, 80, 20

X-axis: 0, 1, 2, 3, 4, 5
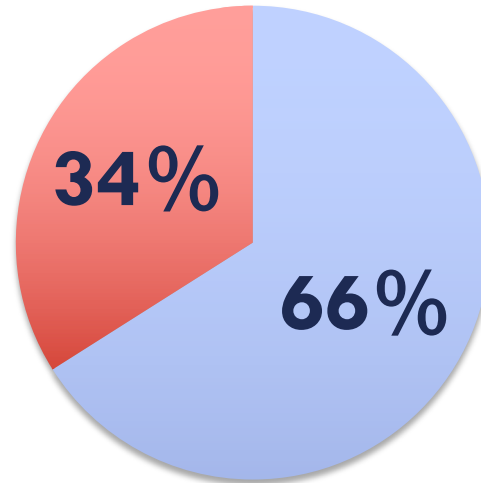
Legend:
- Relationship Stars
- % of Students Above 2.8 GPA
- % of Students Below 2.8
- Linear (% of Students Above 2.8 GPA)
- Linear (% of Students Below 2.8)

Y-axis: % of Students in Relation to 2.8 GPA
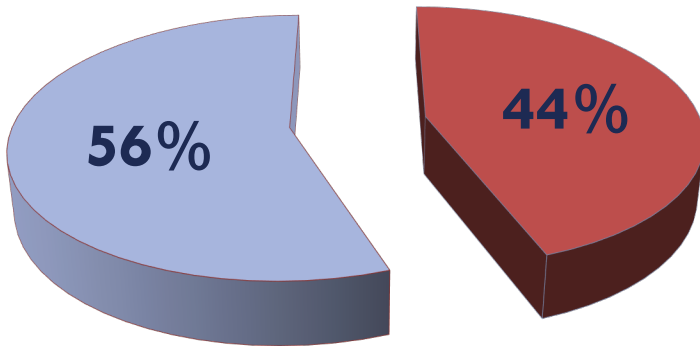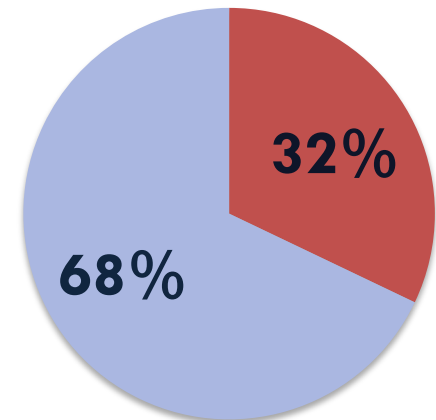
Strengthening Relationships became a **priority.**

Action Planning

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?
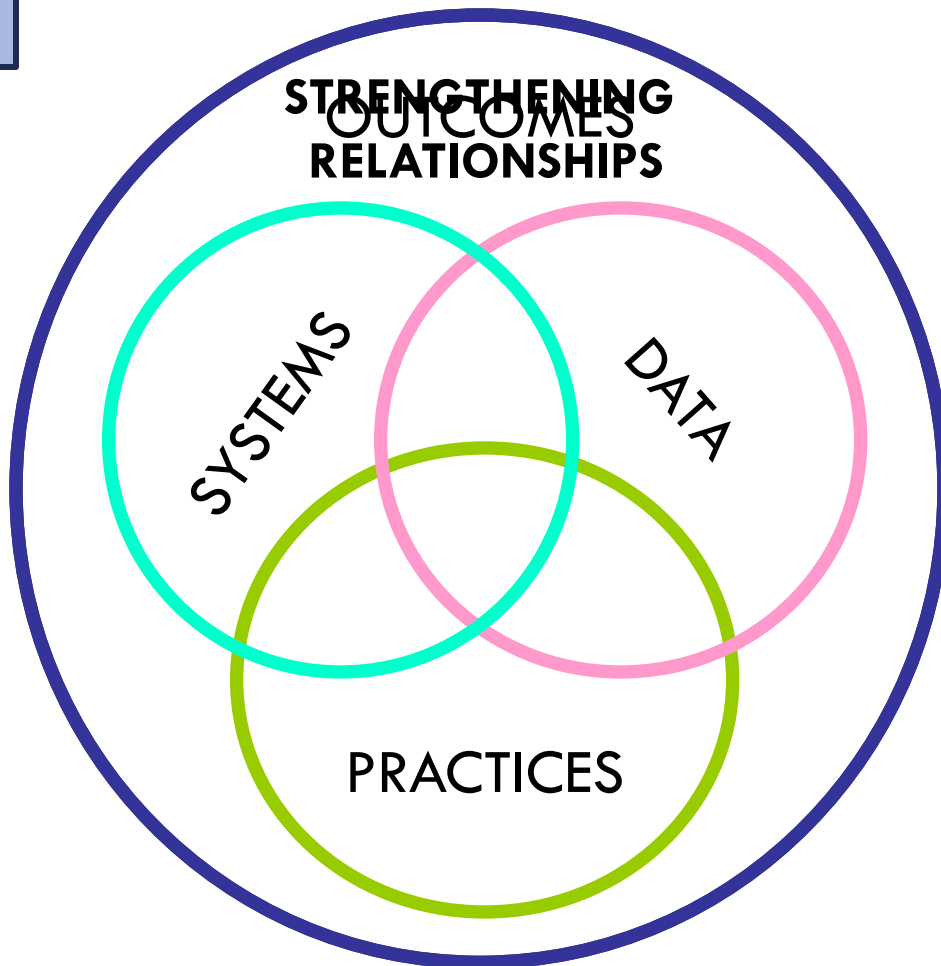
Key Systems Features of MTSS/PBIS

- Expectations for high quality, research-**evidence based instruction** in general education classrooms

- Universal, classroom-based **screening** to identify need for additional support

- Collab   lopment, implem   ns

RELATIONSHIPS

- **Increasingly intense, multi-tiered application** of an array 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
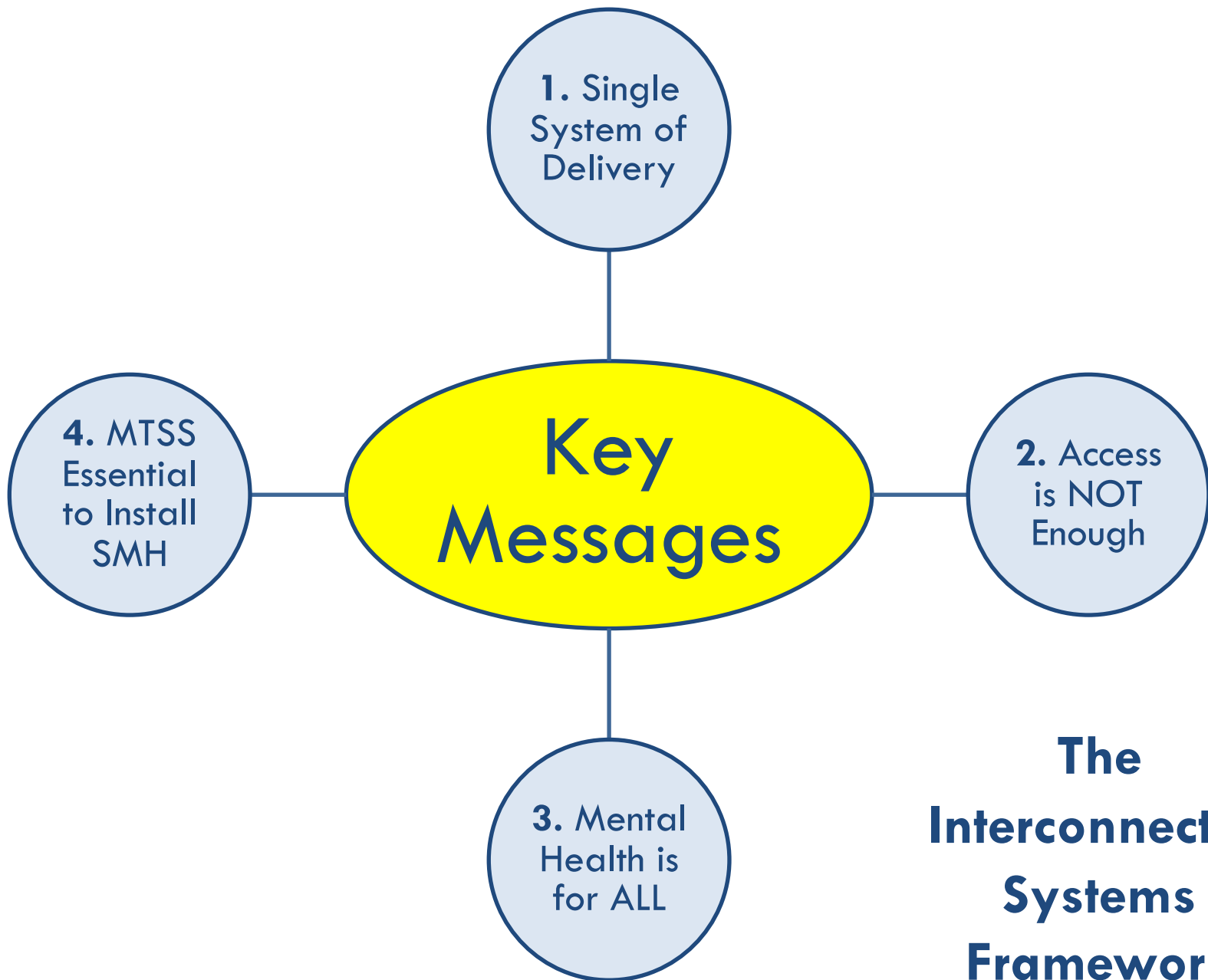
Interconnected Systems Framework (ISF)
From Co-located to _**Integrated**_:

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?)

District Community Leadership Teams

Stakeholder Support

Funding

Policy & Systems Alignment

Workforce Capacity

Executive Functions

LEADERSHIP TEAMING

Implementation Functions

Training

Coaching

Evaluation & Performance Feedback

Social, Emotional, Behavioral Expertise

Local Implementation Demonstrations
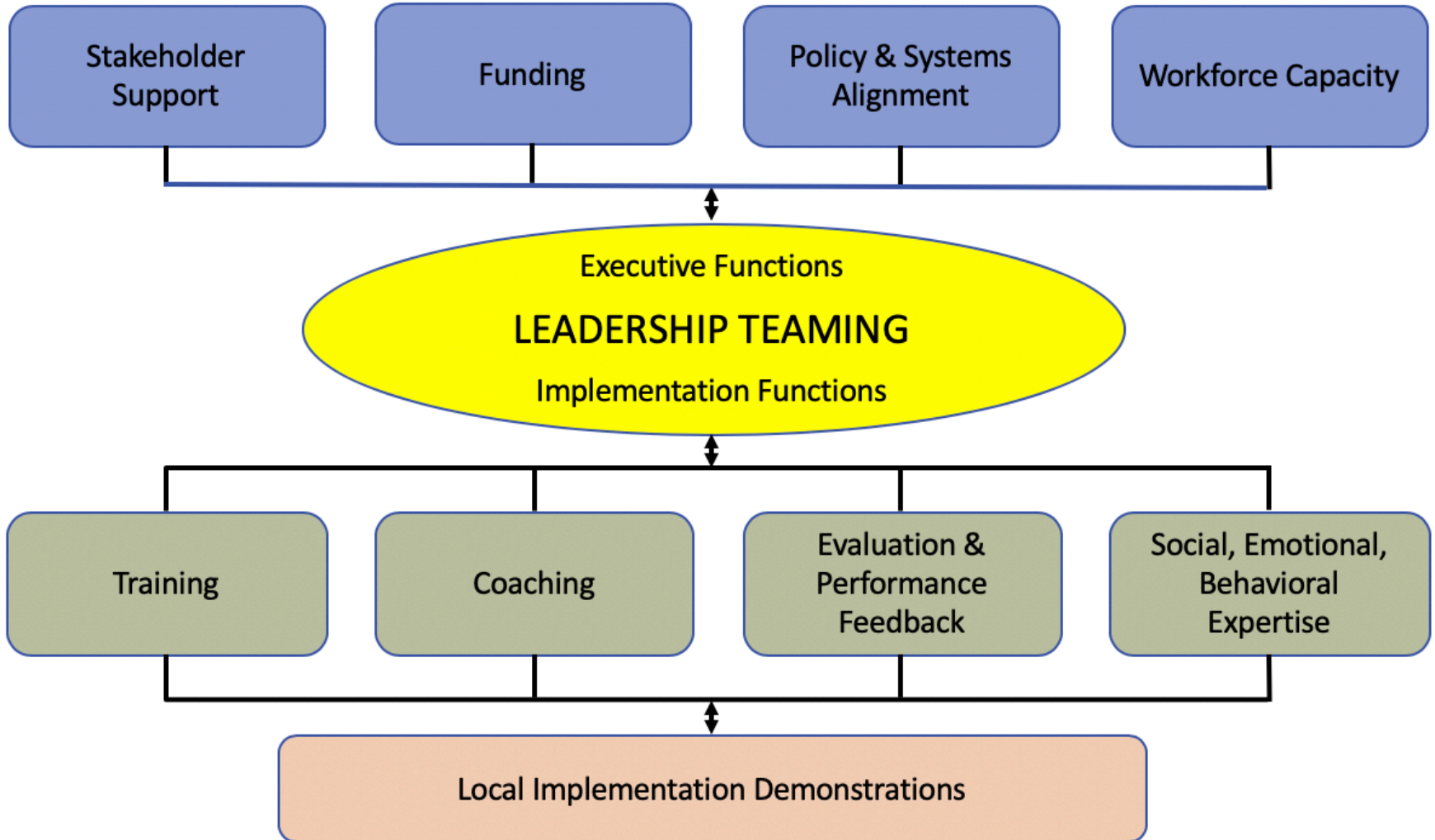
Key Systems Feature of MTSS	Dakota Considerations
- Universal, classroom-based **screening** to identify need for additional support - Collaborative **team-based approach** to development, implementation, and evaluation of interventions - Continuous **monitoring of progress** to determine impact of interventions	- Using # of star stickers on student faces as a **Screener** to put youth into CICO (early Tier II) - Universal **team** subcommittees made up of **students** with an adult lead - Aligning # of stars with **College and Career Readiness** criteria Monitoring **twice a year**

We need to make
"*strengthening relationships*"

<u>more</u> explicit…

and we can!

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

- Multiple data sources can help us find youth with **internalizing** characteristics

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

Defining Expectations

Data-Based Decision Making

Teaching

Do **Tier One** with **Fidelity**

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

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

- **Restorative approach** repairs harm & strengthens relationships and community

Preventing & Responding to Challenging Behavior

Acknowledging

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

Be Your Best!

INDIVIDUAL BEE BUCK REWARDS

Sign up in Social Work office

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

CLASSROOM BEE BUCK REWARDS

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

BUS BUCK REWARDS

Reward	Bus Bucks Needed
Activity in the gym with a bus driver	30
Lunch with a bus driver (Bring your own lunch)	50
Subway Lunch with a bus driver	75

Tier 2: Continuum of Supports

Implement w/Fidelity	Enhancement Examples

- **Check-In Check-Out**
  - Caring and engaging adult in the am/pm
  - Delivery of *specific* positive and corrective feedback at predictable times throughout the day
 	
- **Create social skills development groups**
  - Led by trained caring adults
	- **Modified CICO**: Assigned specific facilitator
	
	- **Group- considerations for life circumstance**
	
	- **2x10**
	  - 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
	
	- Change our **language** during *problem solving meetings*- "schooltalk" (Russ Skieba)
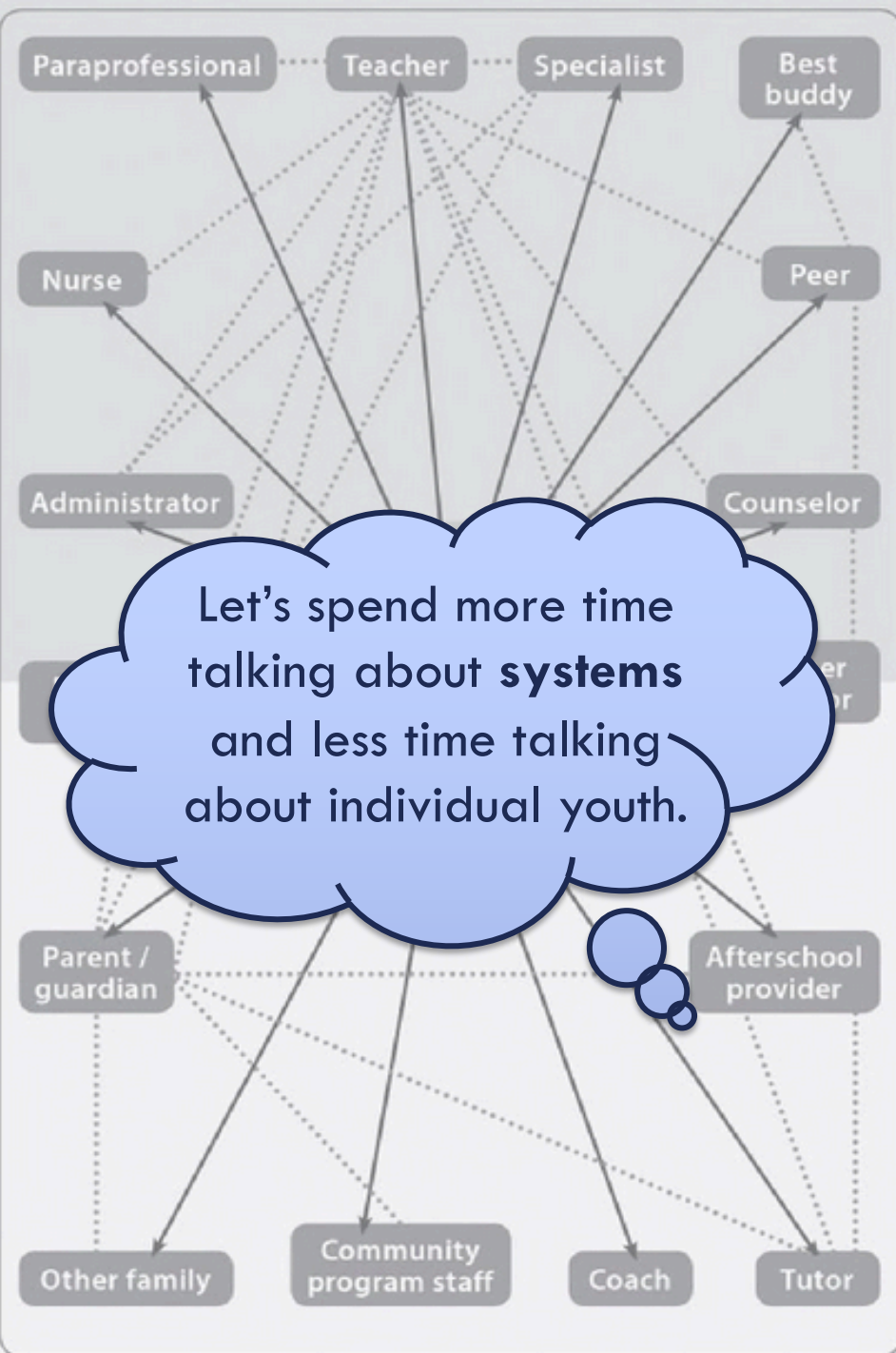
Consider how our <u>language</u> in the teacher's lounge, our problem solving meetings, the parking lot, etc. <u>impacts relationships</u>…

"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)

Tier 3: Person–Centered Planning

Implement w/Fidelity	Enhancement Examples

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
	■ 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)

MIDWEST PB✦S NETWORK

Distinguished

Accomplished

Needs Improvement

Un-Satisfactory

MR. SMITH

MRS. MARKS

MR. KLEIN

MRS. SUN

"Our reactions to practice ultimately change student behaviors. Does the practice help or hurt the relationship? affect our relationships with those students... Practices of this nature are typically effective for the 80% of youth who don't need it anyway and ineffective for..."

(Souers and Hall, 2016)

Receipt of even one suspension is associated with higher likelihood of academic failure, school dropout, and involvement in the juvenile justice system...

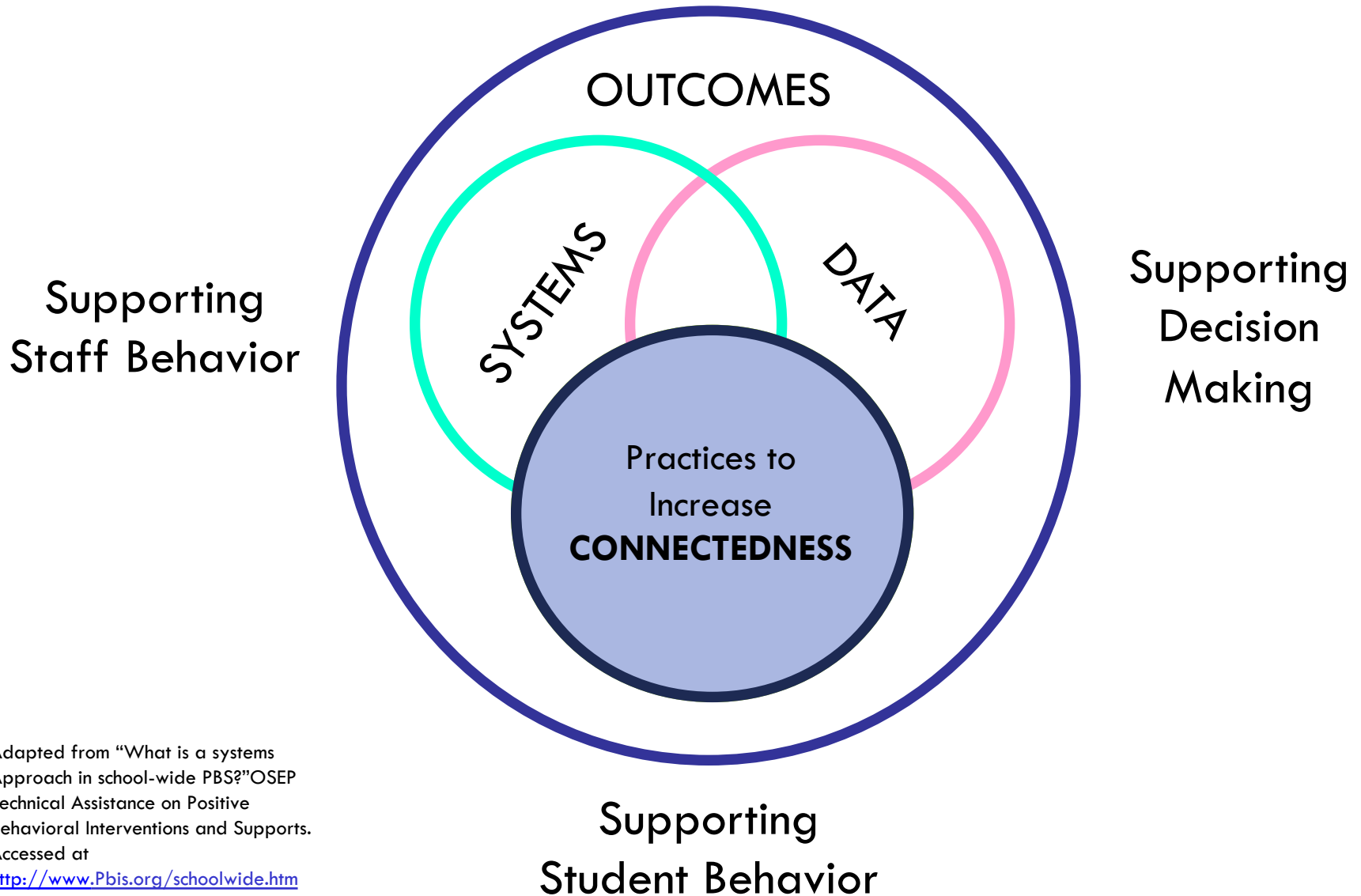Out-of-School Suspensions

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

OUTCOMES

Supporting Staff Behavior

SYSTEMS

DATA

Supporting Decision Making

Practices to Increase **CONNECTEDNESS**

Supporting Student Behavior

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

Expectations for Family Involvement

F **FREEDOM HIGH SCHOOL**

BETHLEHEM AREA SCHOOL DISTRICT

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."

Center on the Developing Child at Harvard University (2015). *Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13.* Retrieved from www.developingchild.harvard.edu.

How will you use
purpose and intention

100%
students with
1+ Stars

to ensure that
every student in your building has a star…

Thank You for ALL You Do!!!

Ali Hearn, LCSW

Ali.hearn@midwestpbis.org

@heyalihearn