



# CREATING SAFE, EQUITABLE, ENGAGING SCHOOLS

ALLIANCE DISTRICT SYMPOSIUM – October 18, 2019

# Today's Presenters

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American Institutes for Research (AIR)

# American Institutes for Research

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American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

AIR's mission is to conduct and apply the best behavioral and social science research and evaluation towards improving people's lives, with a special emphasis on the disadvantaged and most vulnerable populations.

# Agenda Overview

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1. Creating Safe, Equitable, Engaging Schools: The Big Picture
2. Identifying Strategies Across Tiers
3. Determining Next Steps

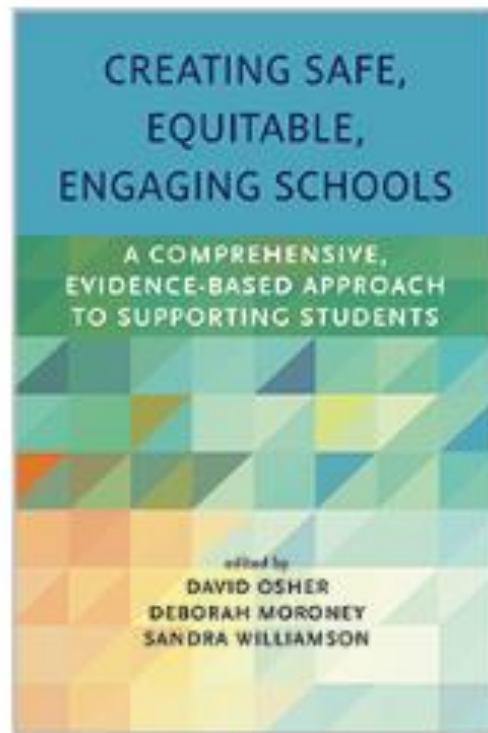
# Session Objectives

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- Learn about a systemic approach for building safe, equitable, engaging schools;
- Examine existing strategies in your schools and districts;
- Identify desired areas for further development; and
- Explore next steps for implementation

# Creating Safe, Equitable, Engaging Schools: The Big Picture

# Creating Safe, Equitable, Engaging Schools: A Comprehensive, Evidence-Based Approach



## Key Questions We Wanted to Address

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How can schools create a **caring community** that supports the social, emotional and academic needs of all students?

How can schools realize equitable **high standards** and build and foster deeper learning and creativity while supporting the physical, emotional, safety and engagement of every student?



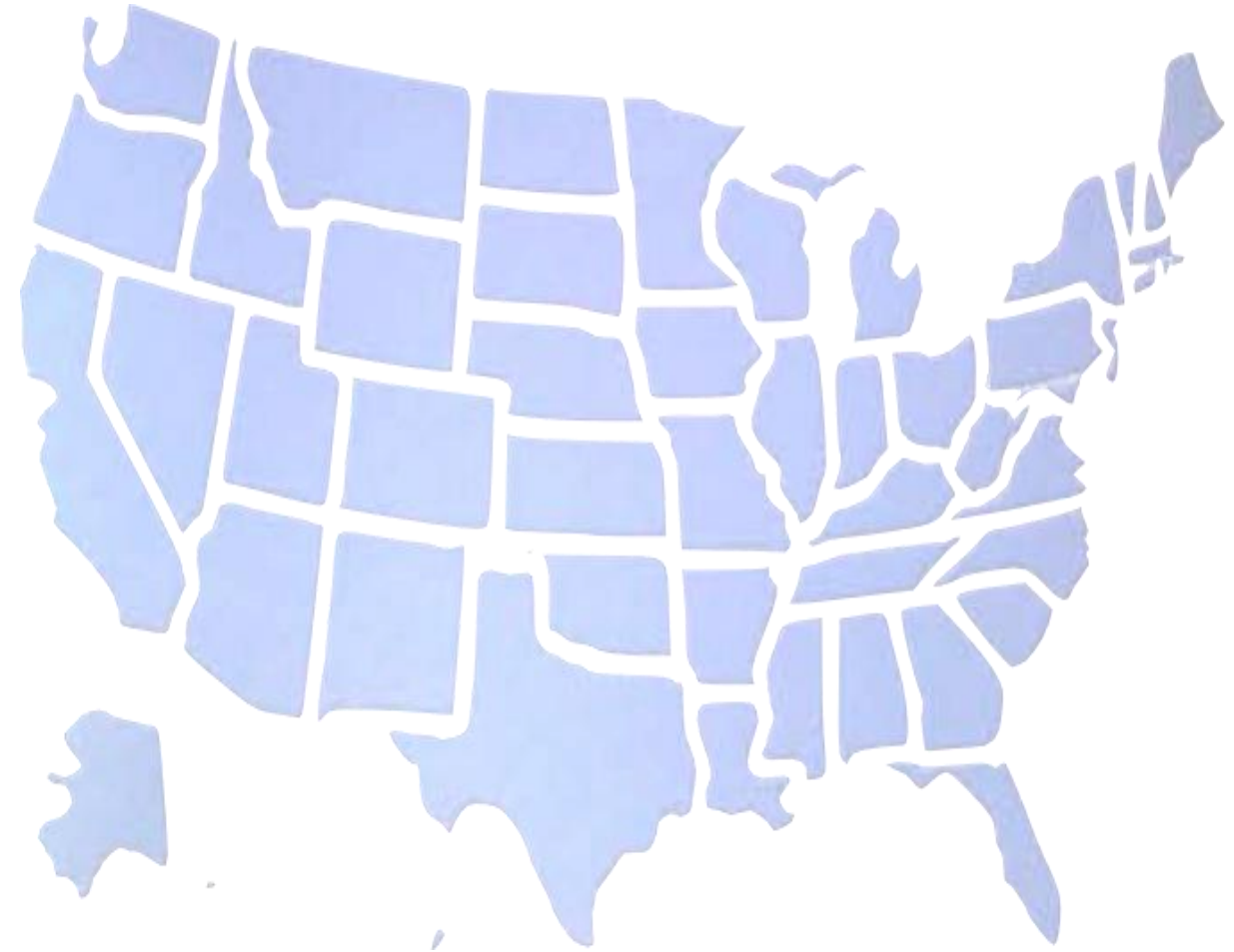
## Let's look at some of the data....

- Nearly 1.1 million incidents of serious offenses were reported in public schools across the nation. Physical attack or fight and threats of physical attack (without a weapon) accounted for 94 percent of all reported incidents of serious offenses.
- 135,600 individual allegations of harassment or bullying on the basis of sex, race, sexual orientation, disability, or religion were reported which accounted for 28% in grades 6-12.
- About 2.7 million (between 5 and 6 percent) of all K-12 students received one or more out-of-school suspensions during the school year with higher rates for students of color (up to 3X greater) and students with disabilities( 2X greater). Preschool: Boys and children of color were more likely to be suspended.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16; School Climate and Safety.

# Types and Prevalence of Trauma

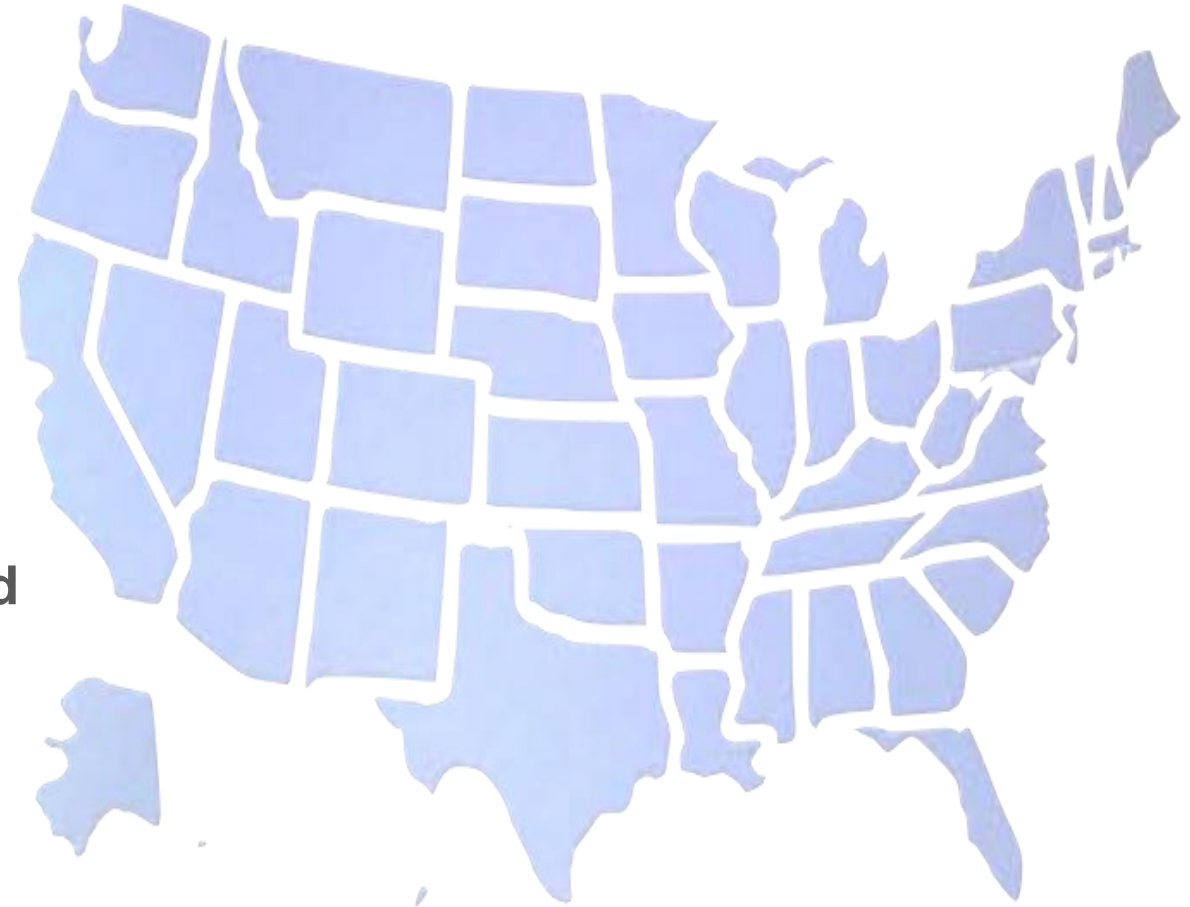
- **More than two thirds of children in the U.S. report experiencing a traumatic event by age 16, such as a serious accident, natural disaster, or experiencing or witnessing violence.**
- **Approximately two out of three children have been exposed to violence, crime, and abuse in their homes or communities.**
- **49% of youth experienced two or more types of victimization.**
- **More than 1 in 10 youth report 5 or more direct exposures to violence.**



# Types and Prevalence of Trauma

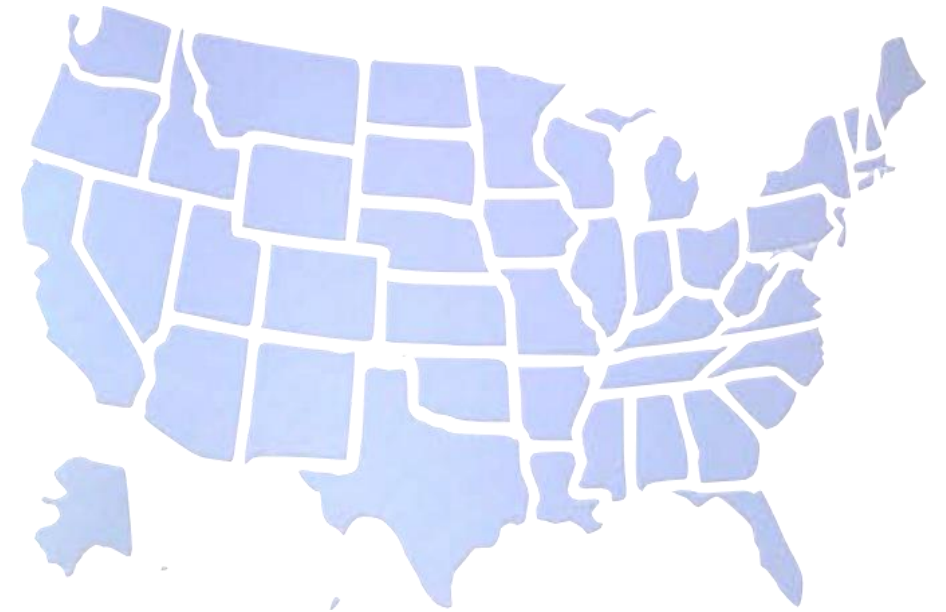
Certain groups of youth are higher risk of trauma exposure due to historical factors and/or current life experiences.

- Youth of color ages 12 to 19 are victims of violent crime more than their white peers.
- Youth of color are
  - 3x more likely to be victims of a robbery.
  - 5x more likely to be victims of a homicide.
- Youth of color living in poverty are at increased risk for trauma, particularly violent trauma.
- African American youth living in urban, low-income communities are more at risk of exposure to violence than any other population in the United States.



# Types and Prevalence of Trauma

- **American Indian/Alaska Native (AI/AN) children are at 2.5 times greater risk of experiencing trauma than their peers.**
- **Adolescent Latinas are at 1.5 times greater risk of exposure to trauma than their peers.**
- **Other groups at increased risk of trauma exposure include children and adolescents with disabilities, Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) youth, refugee youth, and youth living in poverty.**



# Trauma: A Public Health Issue

98%

of **female offenders** have **experienced trauma**, often interpersonal trauma and domestic violence



96%

of **adolescent psychiatric inpatients** have histories of **exposure to trauma**



93%

of **homeless mothers** have a **lifetime history of interpersonal trauma**



90%

of **juvenile justice-involved youth** have experienced trauma, often **multiple traumas from an early age**



75%

of **adults in substance abuse treatment** report histories of trauma



70%

of **children in foster care** have experienced **multiple traumas**



Sources: Green, Miranda, Darowalla, & Siddique, 2005; Havens, Gudine, Diamond, Weis, & Cloitre, 2012; Hayes, Zonneville, & Bassuk, 2013; Abram, Teplin, Charles, Longworth, McClellan, & Dulcan, 2004; Dierkhising, Ko, Woods-Jaeger, Briggs, Lee, Pynoos, 2013; SAMHSA/CSAT, 2000; Greeson, Briggs, Kisiel, Layne, Ake, Ko . . . & Fairbank, 2011

# Why We Released the Book Now?

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Unique opportunity to address these questions now due to:

1. Advances in the science of learning and development
2. Lessons learned from practice over the last 20 years
3. Recent legislative policy

# Science-based Principles for Learning and Development

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- Learning and development is both social and individual.
- Relationships and stress drive and undermine learning.
- Neurobiological and neurohormonal processes (e.g., the impact of cortisol) can support or undermine learning.
- Culture, identity, and subjective perceptions affect learning.
- Social and emotional and academic skills interrelate and can be learned.
- The impacts of stress and adversity must and can be addressed, and resilience can be supported.
- Conditions for learning and teaching matter.





# Lessons from Practice

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- Evidence is necessary but not sufficient; readiness to implement, implementation quality, and context matters.
- Cultural competence and responsiveness are essential to realizing both equity and excellence.
- Academic pressure without student engagement and support does not work.
- Comprehensive approaches that align social-emotional, academic, and health supports can best address barriers to learning.
- Comprehensive approaches can be efficiently implemented through a relational, multitiered model adapted to context.
- Data-driven planning and continuous improvement are necessary to drive change.





# Legislative Policy

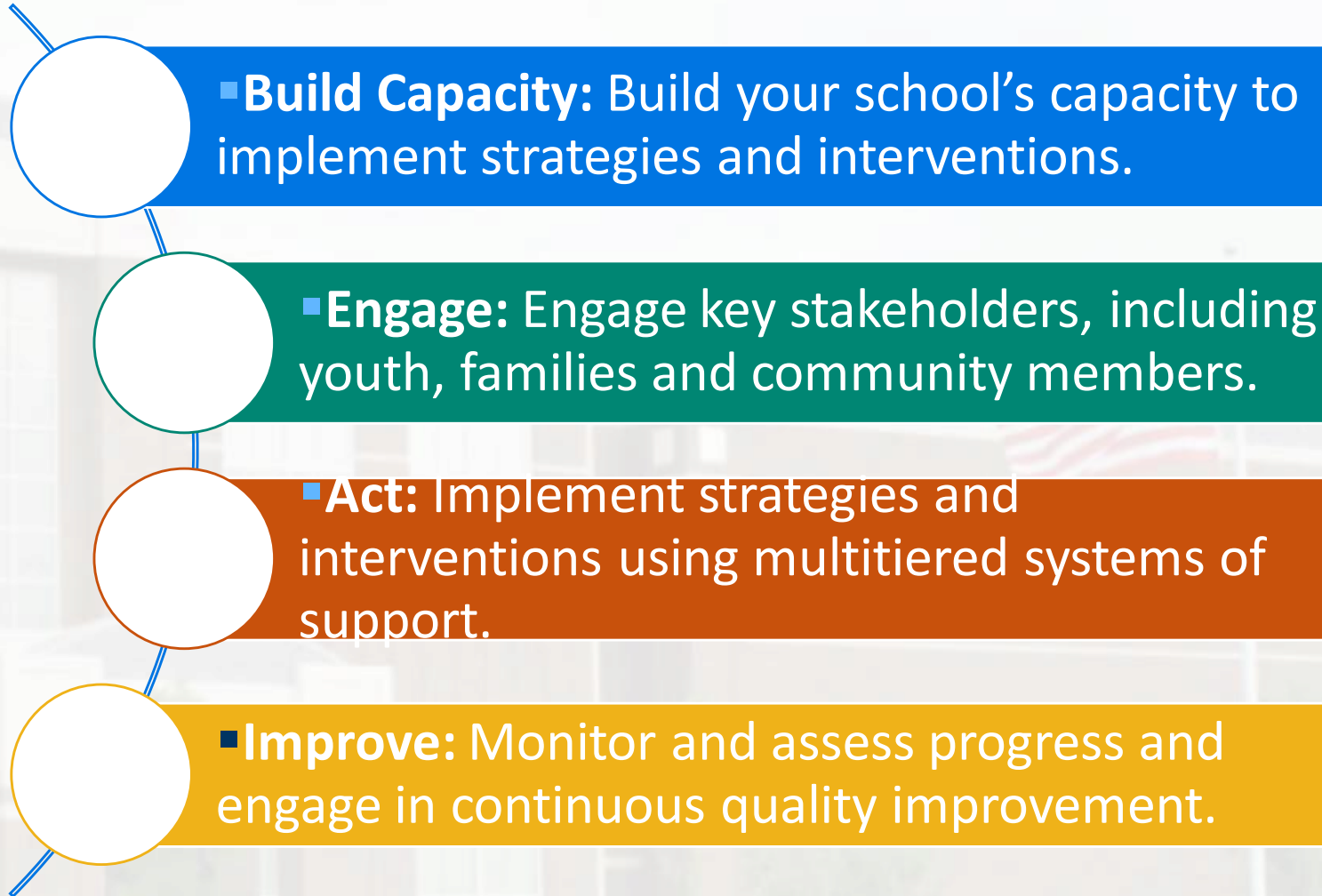
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## Every Student Succeeds Act: ESSA

- Opportunity to improve academic progress by addressing the whole child and equity.
- Non-academic “fifth indicator” – can relate to whole-child development, student engagement, or school climate.
- Federal and State investments in funding for supportive services and capacity building for school personnel.

# Building Safe, Equitable, Engaging Schools

## Key Activities



■ **Build Capacity:** Build your school's capacity to implement strategies and interventions.

■ **Engage:** Engage key stakeholders, including youth, families and community members.

■ **Act:** Implement strategies and interventions using multitiered systems of support.

■ **Improve:** Monitor and assess progress and engage in continuous quality improvement.

# Build Capacity

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- Building readiness and capacity
- Establishing leadership and teams
- Implementing needs assessment and asset mapping
- Selecting programs, strategies, and approaches
- Identifying, leveraging, and coordinating resources



# Engage

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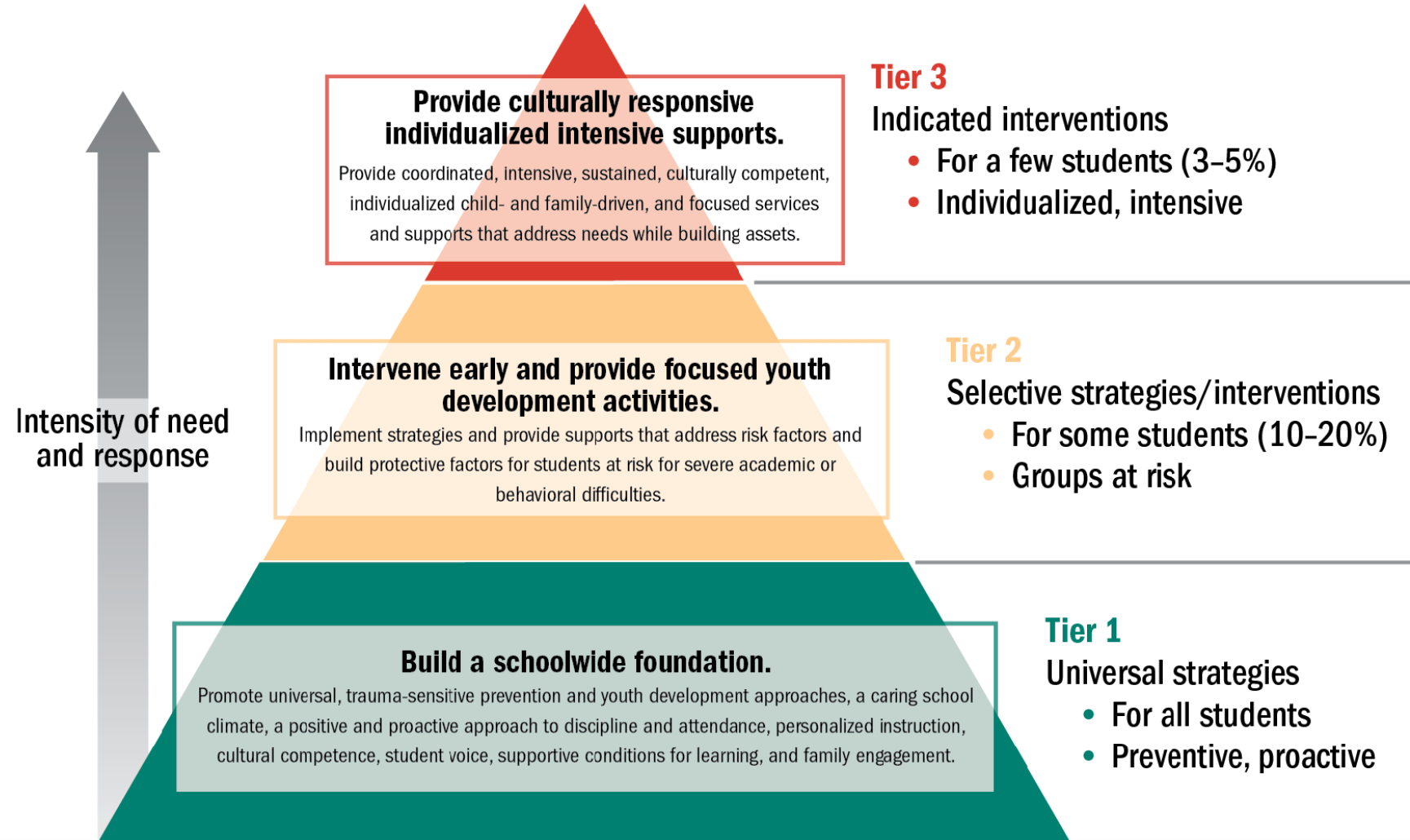


- Implementing culturally competent and responsive approaches
- Engaging district and school staff
- Engaging students
- Engaging families
- Engaging the community
- Building social capital



# Act

Implementing tiered programs, strategies, and approaches



Source: Osher, Moroney & Williamson, 2018.

# Improve

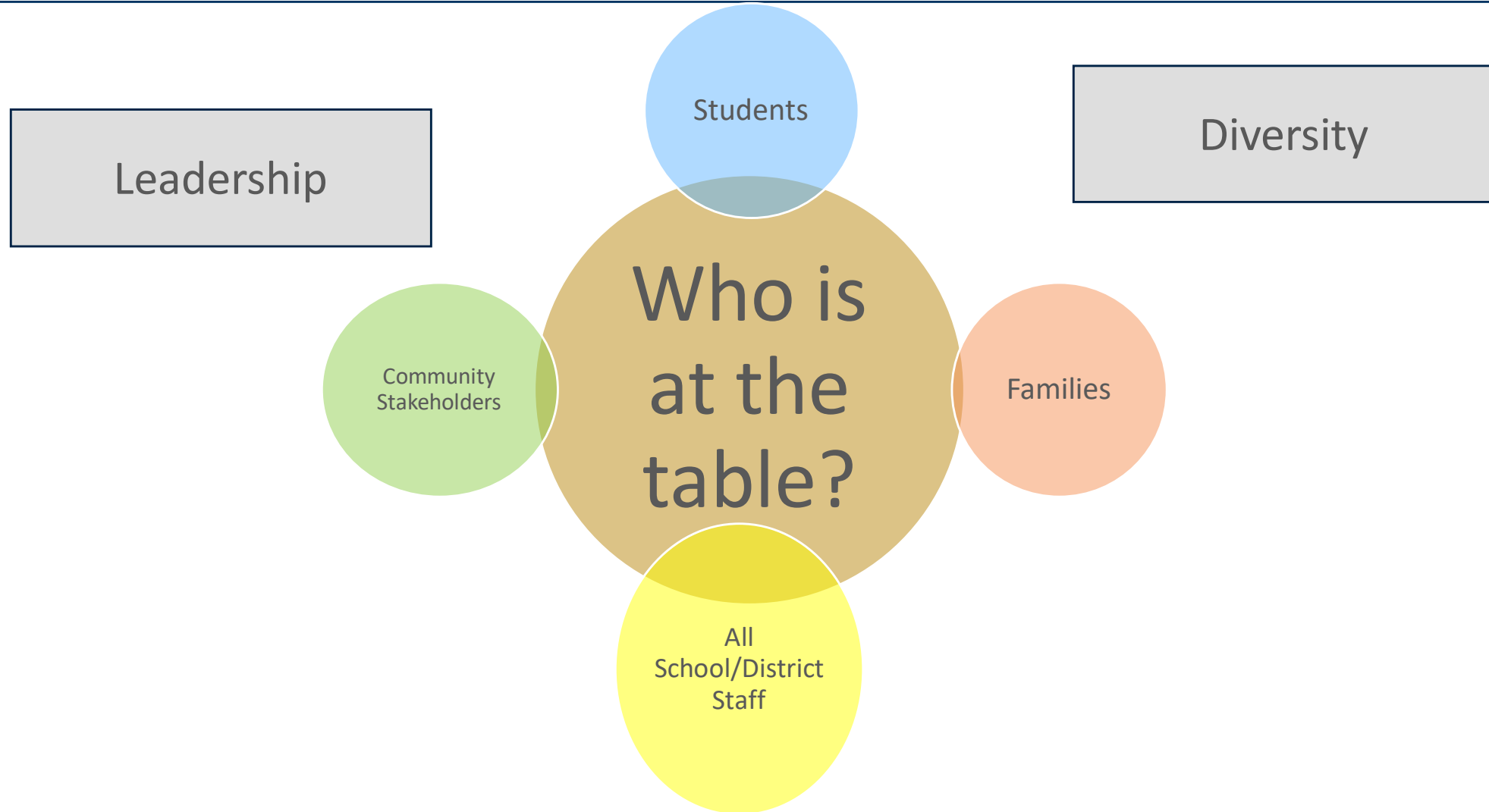
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- Establish benchmarks and timelines
- Monitoring progress
- Actively collect and analyze data
- Assessing and adapting practice



# Everyone has a role in creating system change

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# Assess and Build on a school's general capacity to implement interventions or programs.....

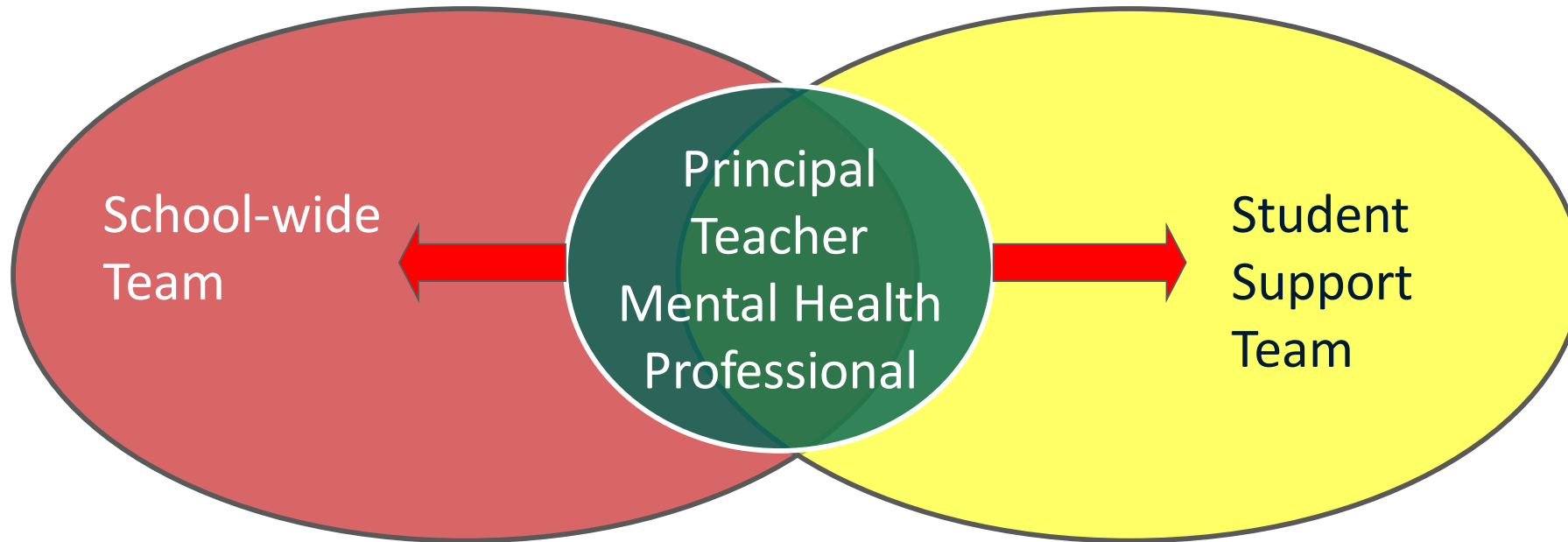
- What human and material resources are available and are they adequate for the task or intervention? (staffing ratios, experience, staff knowledge, compensation, time)
- How is the school led, and how does its leadership affect the ability to act?
- What systems, structures, linkages, and networks are in place to get things done and how efficient are they?
- Do members of the school community extend each other's social capital? (networks)



# Effective Use of Teams

- First, examine the teams you currently have in place in your schools.
- Consider a schoolwide team that addresses the school's entire climate and overall performance with a focus on strategy, planning, monitoring implementation and evaluation.
- Consider a student support team that focuses on identifying and implementing interventions designed to address individual student needs.

# TEAMS: Linking Prevention & School Improvement



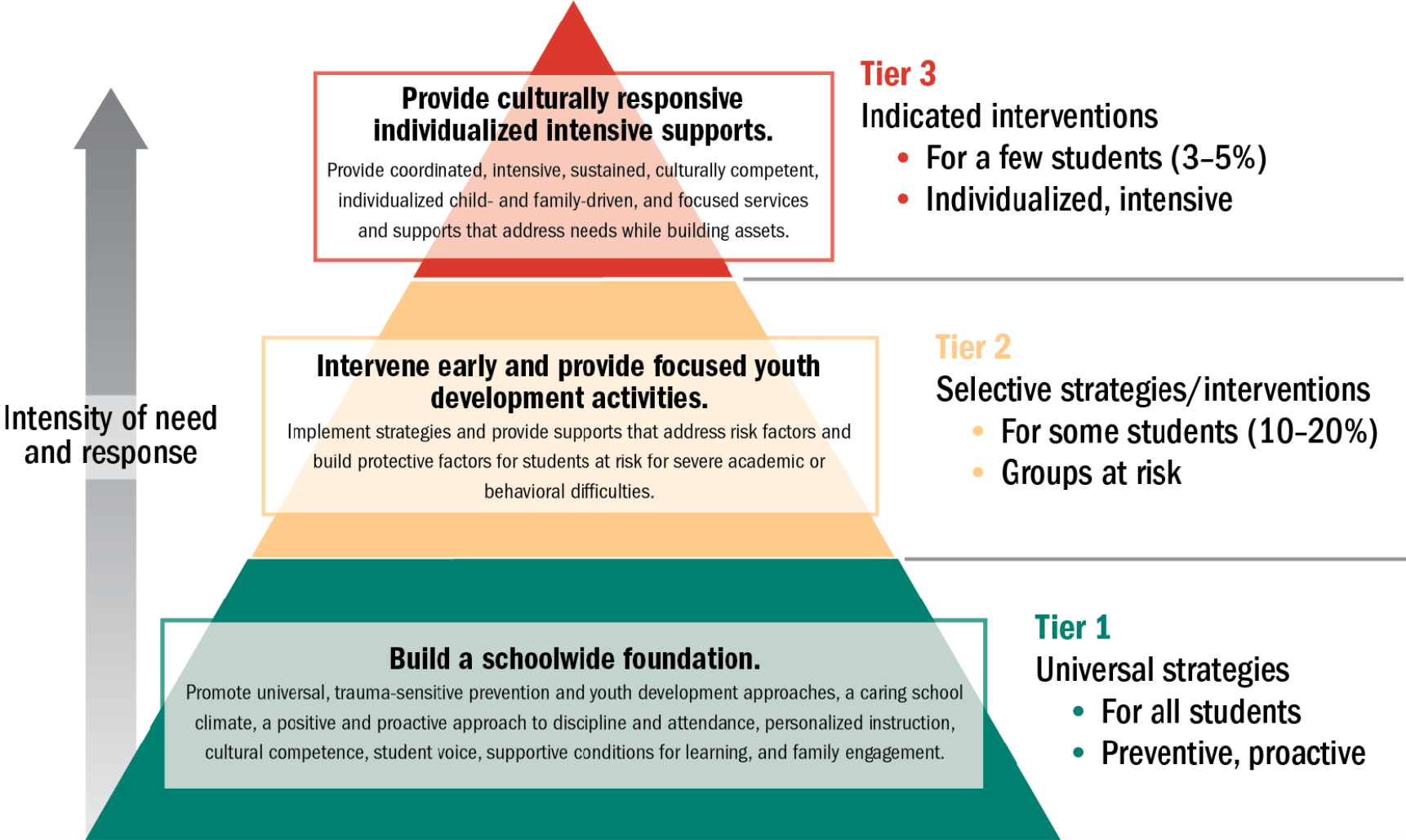
# Asset Mapping and Needs Assessment

1. Map available resources, programs, champions, funding, policies and collaborations.  
(\*who provides, who receives, what, when, where and how)
2. Identify the gaps between where you are now and where you want to be (vision)?
3. Identify problems(needs).
4. Analyze the problems and their root and systemic causes.
5. Identify potential strategies to address the problems and gaps, while leveraging assets and opportunities.

\* note this is a collaborative exercise with all stakeholders

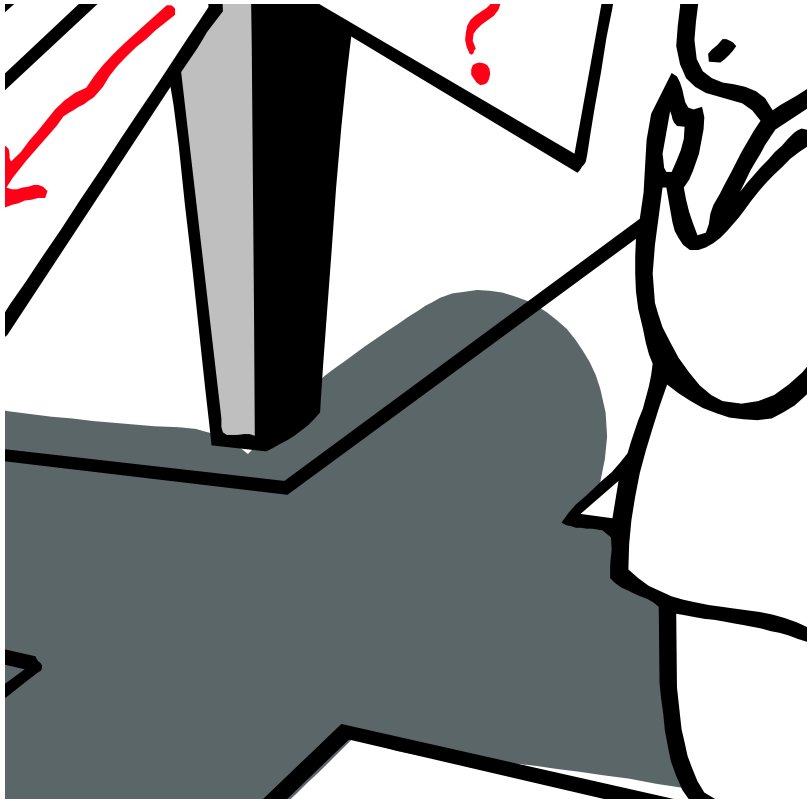
# Identifying Strategies Across Tiers

# Multitiered Model for Alignment and Implementation



Source: Osher, Moroney & Williamson, 2018.

# Intervention Consideration Criteria

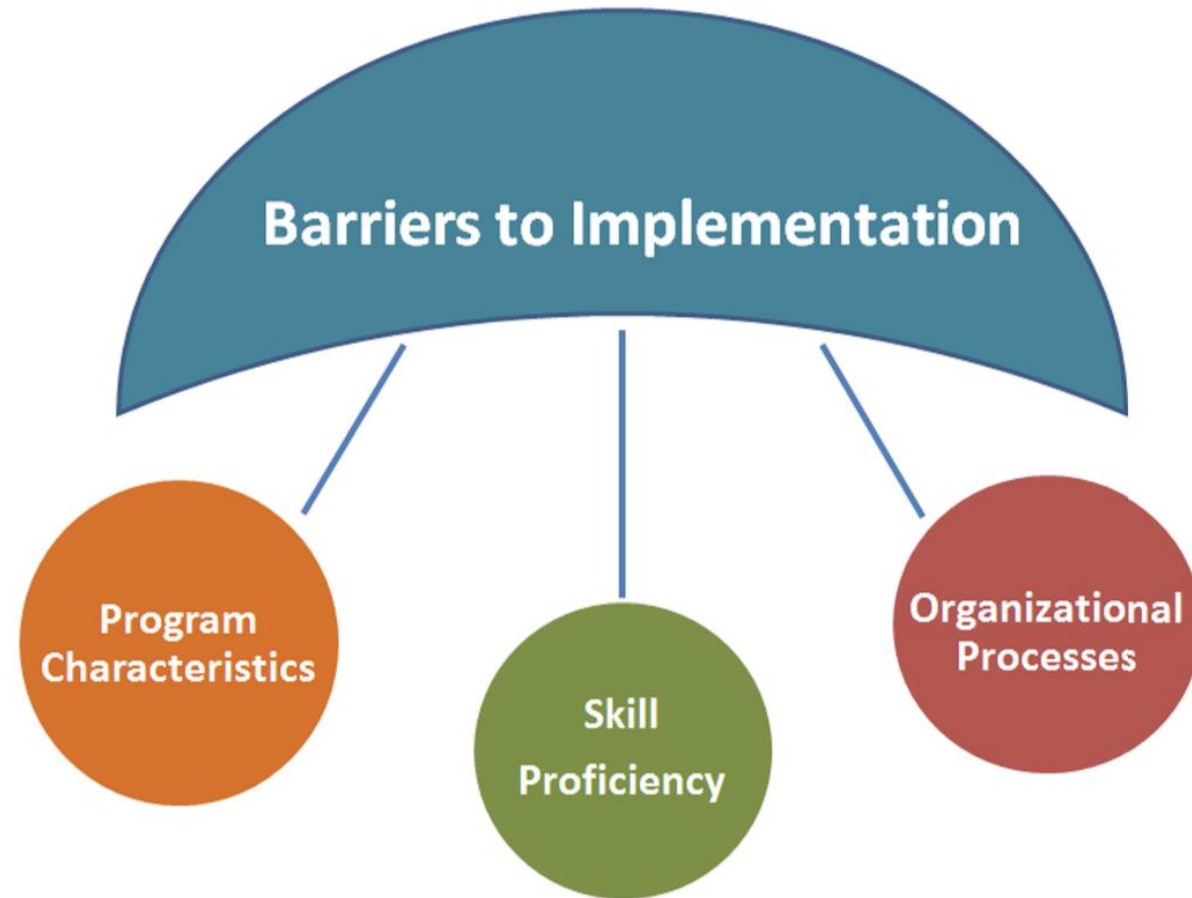


Goal: become critical consumers  
of quality programs

- Outcomes;
- Information on differential effects;
- Cost;
- Staffing implications;
- Flexibility;
- Compatibility;
- Implications for instructional time and;
- External support needed & available.

# Barriers to Implementing Evidence-Based Programs

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# Addressing Barriers to Implementing Evidence-Based Programs

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## Skill Proficiency

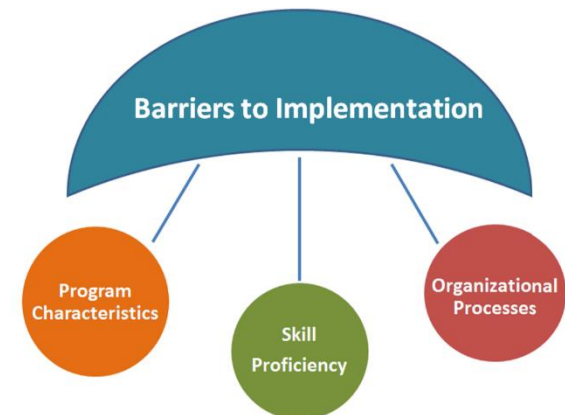
- High quality training and coaching
- Multiple opportunities for practice

## Program Characteristics

- Identify perceived needs and benefits of the intervention to ensure relevance
- Try it out for a trial period
- Consider adapting

## Organizational Processes

- Identify a champion
- Facilitate shared decision-making
- Schedule implementation
- Ensure adequate administrative support

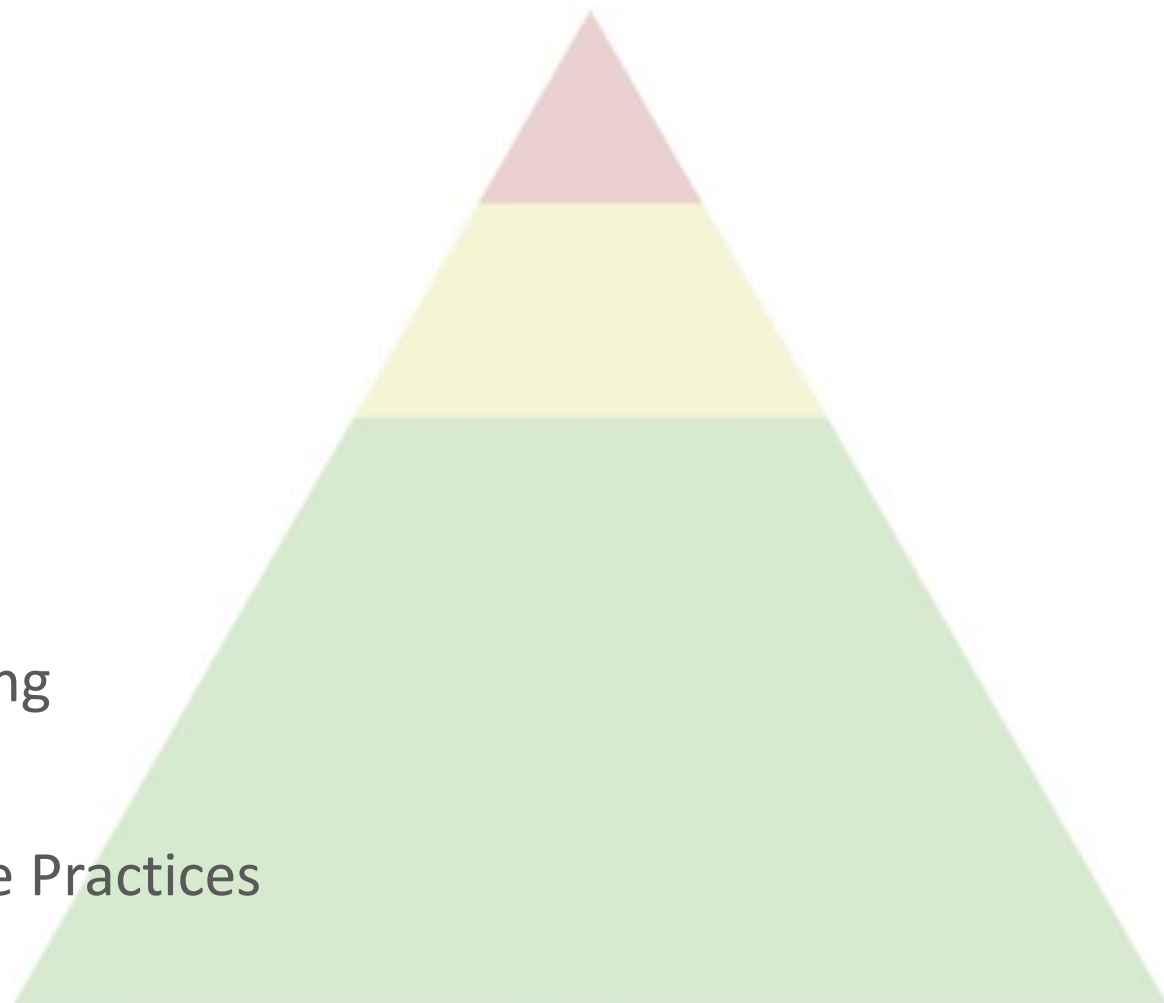




# Essential Elements & Ingredients for Success

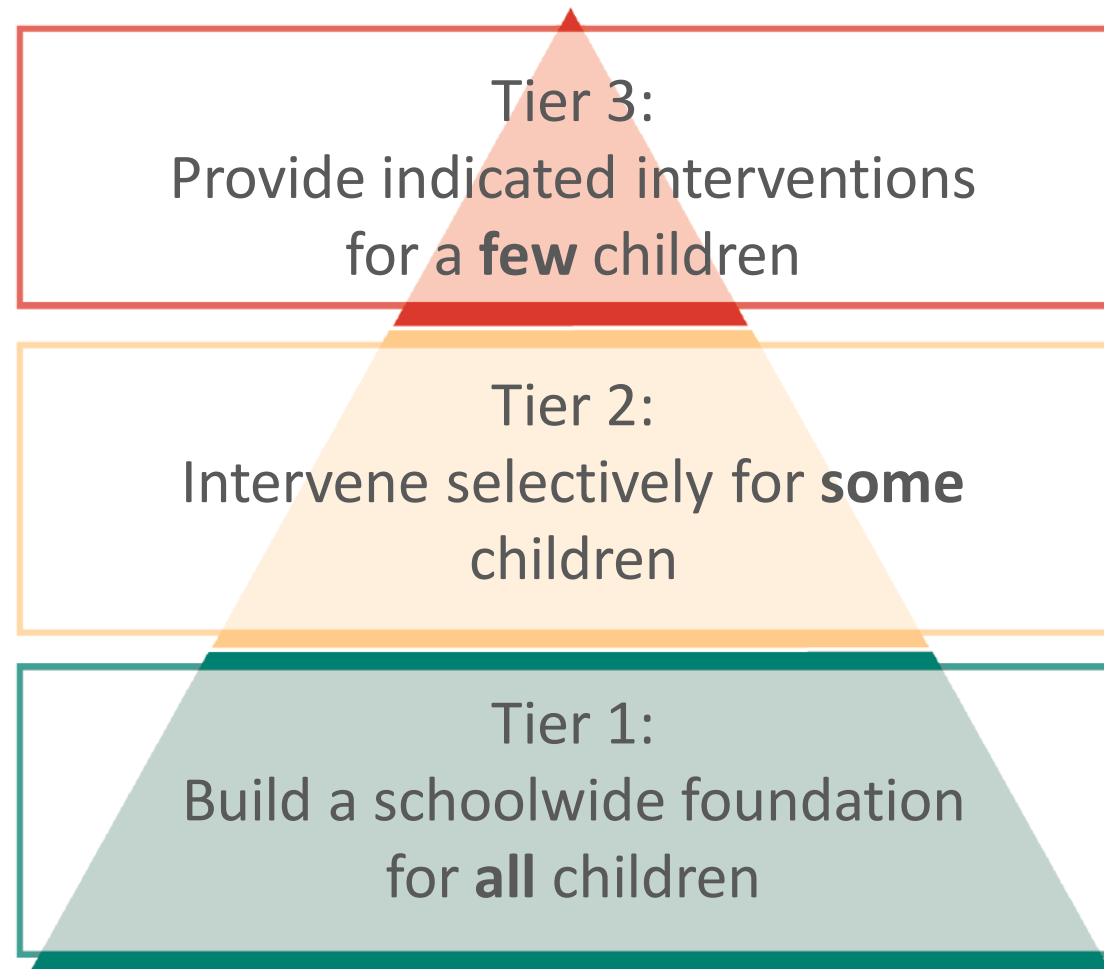
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- Screening
- Progress Monitoring
- Data-Based Decision Making
  
- Leadership
- Family Engagement
- Professional Development and Coaching
- Fidelity Checks
- Culturally and Linguistically Responsive Practices



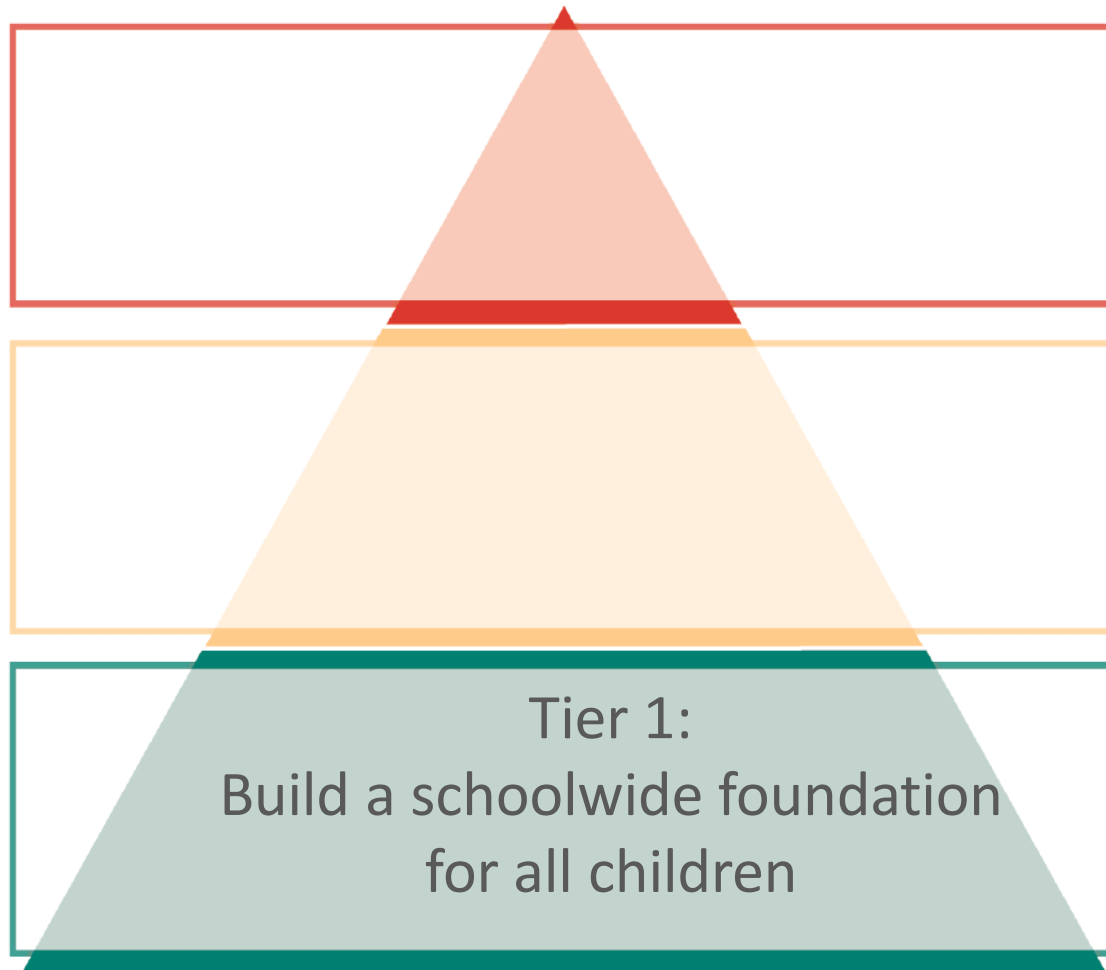
# Multi-tiered Systems of Support

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# Tier 1: Universal Supports

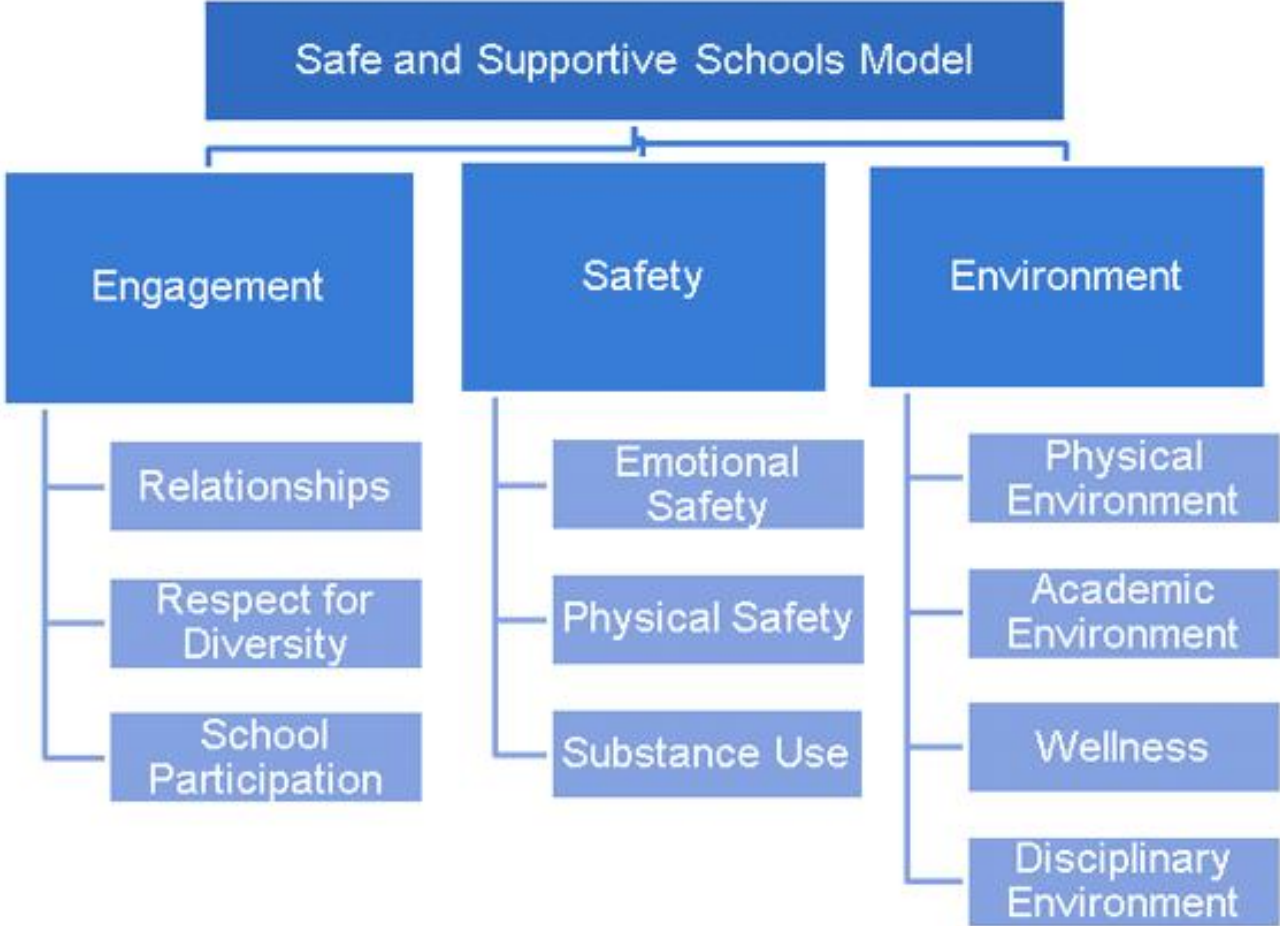
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- Universal academic and social and emotional supports
- Creates conditions for all to succeed
- Preventative, proactive

# Tier 1: Universal Supports

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# Team Time

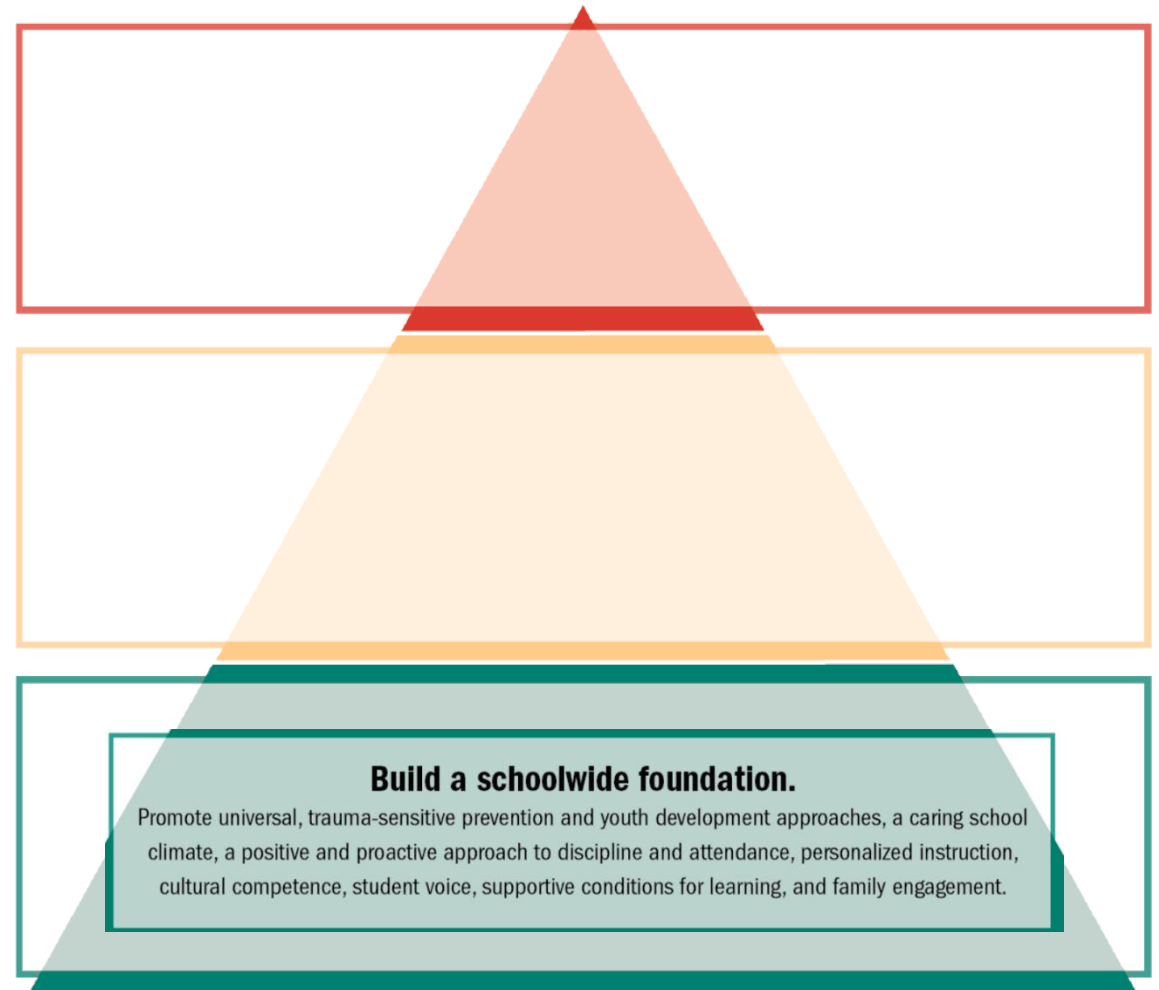
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# Tier 1: Universal Supports

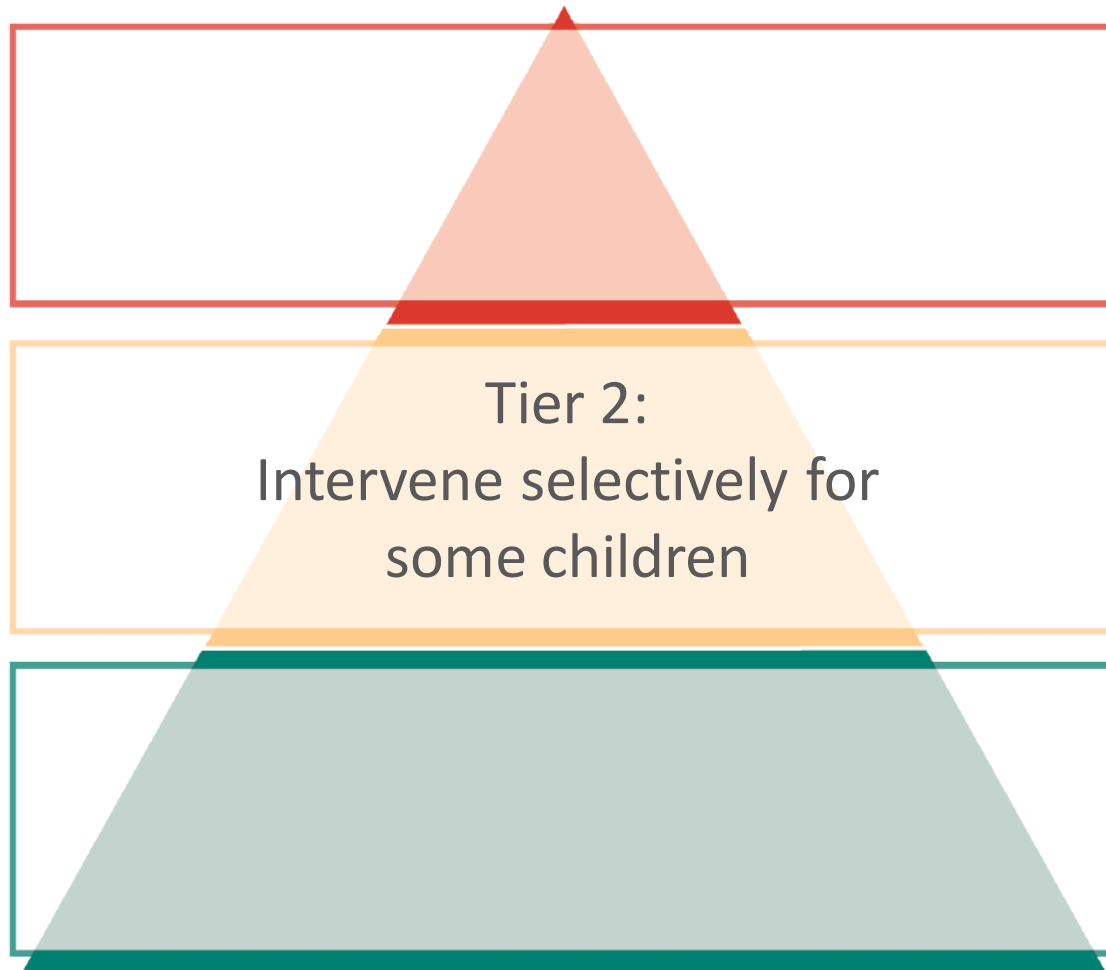
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- What universal academic and social and emotional supports has your school adopted?
- Which are most well-established?
- What would you like to strengthen?
- What would you like to add? How ready is your school implement this program, strategy, or approach?



## Tier 2: Selective Strategies

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- For some students at heightened risk (approx. 15%)
- Provide additional supports
- Group-oriented
- Reinforced by universal supports

## Tier 2: Selective Strategies

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Selective strategies incorporate:

- universal screening;(includes reading, math, writing, SEB skills)
- the selection of interventions that meet the needs of the students being served;
- alignment with the core curriculum;
- routine data collection, review, and progress monitoring; and
- appropriate referral to school-based teams and additional supports from community agencies.



# Team Time

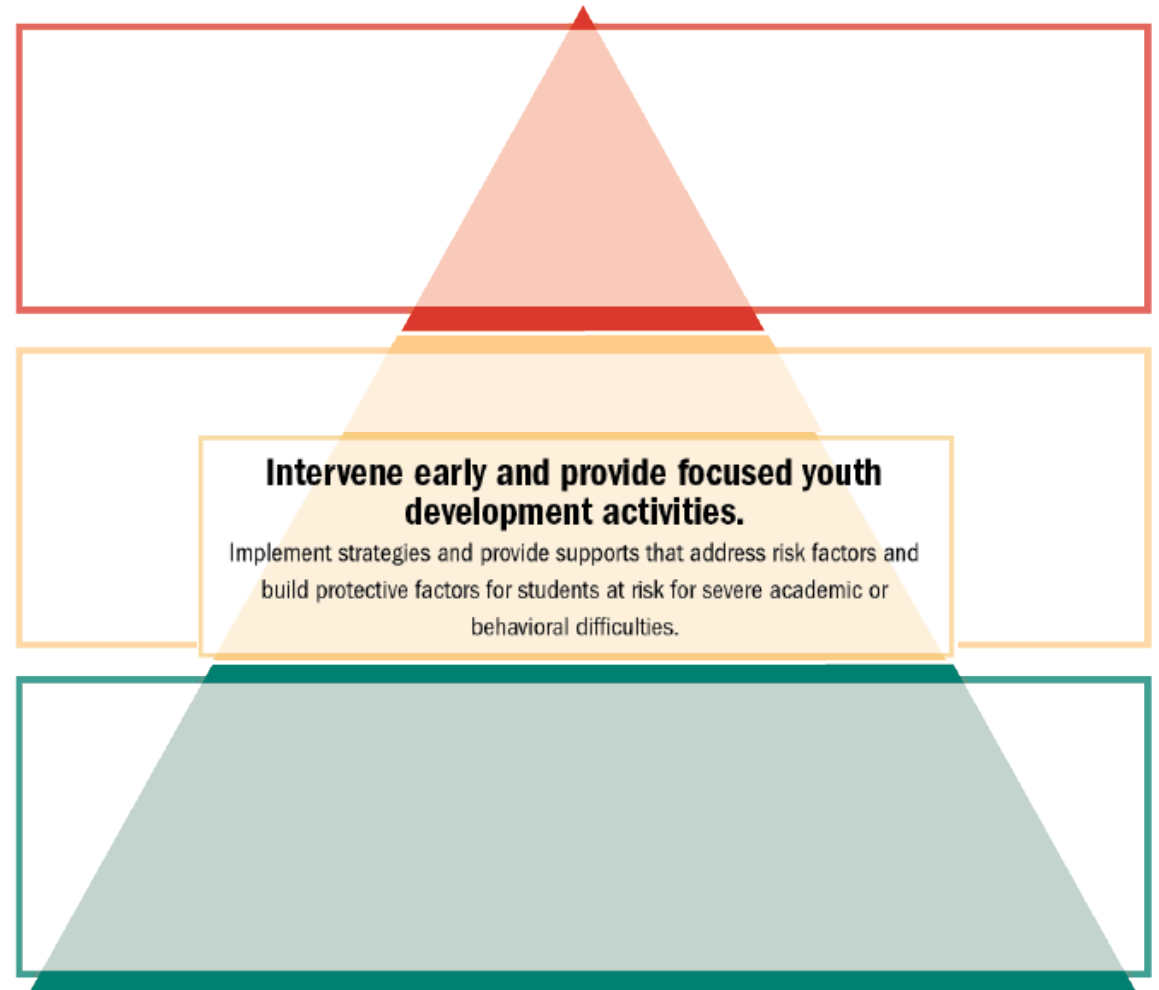
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## Tier 2: Selective Strategies

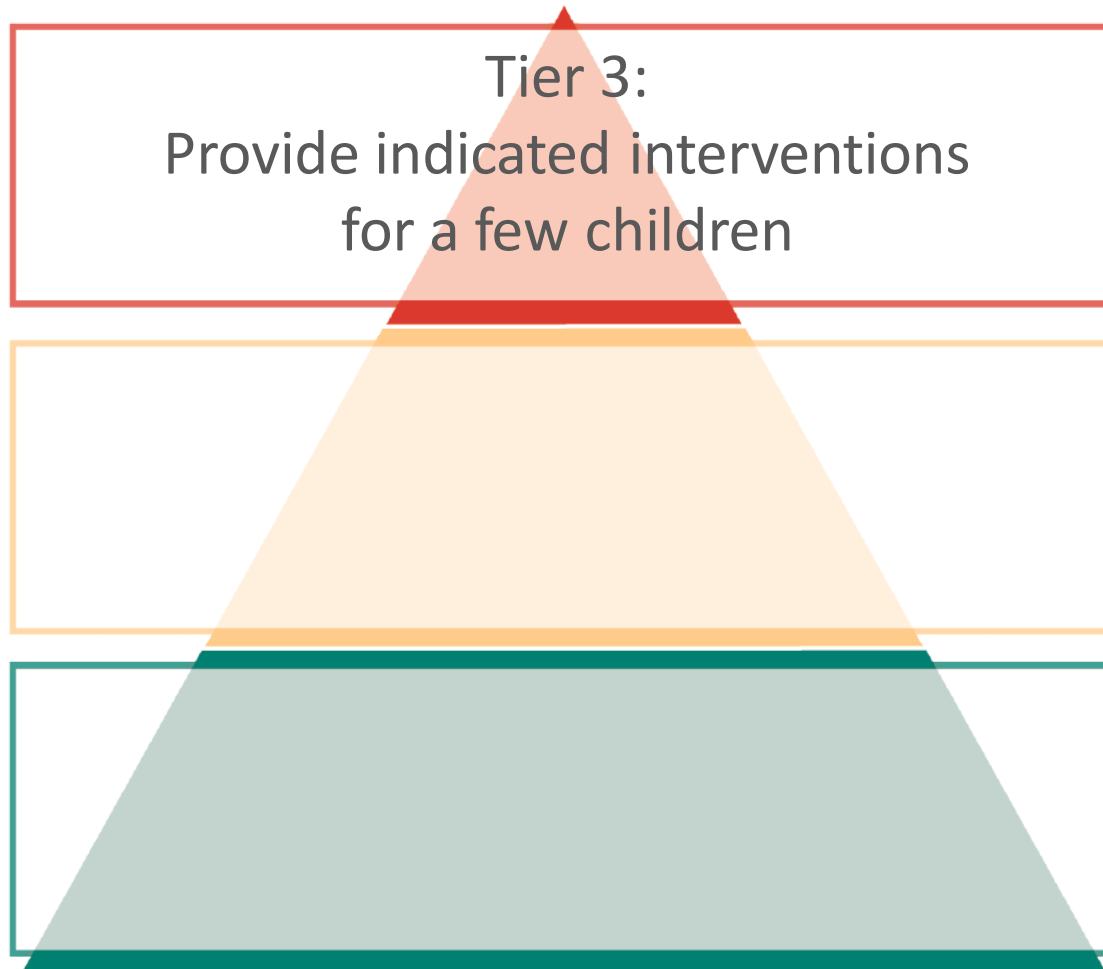
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- What selective academic and social and emotional strategies has your school adopted?
- Which are most well-established?
- What would you like to strengthen?
- What would you like to add? How ready is your school implement this program, strategy, or approach?



## Tier 3: Indicated Strategies

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- For some students at heightened risk (approx. 5%)
- Intensive
- Individualized
- Reinforced by universal supports

## Tier 3: Indicated Strategies

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- Indicated strategies incorporate: 1) individualization and assessment to ensure tailoring to student needs; and 2) increasing intensity.
- Use of regular data collection and progress monitoring tools are critical.
- Often involves connections to external, community-based resources
- Requires coordination between external and school-based teams, families and the integration of mental health professionals in teams at all tiers.

# Team Time

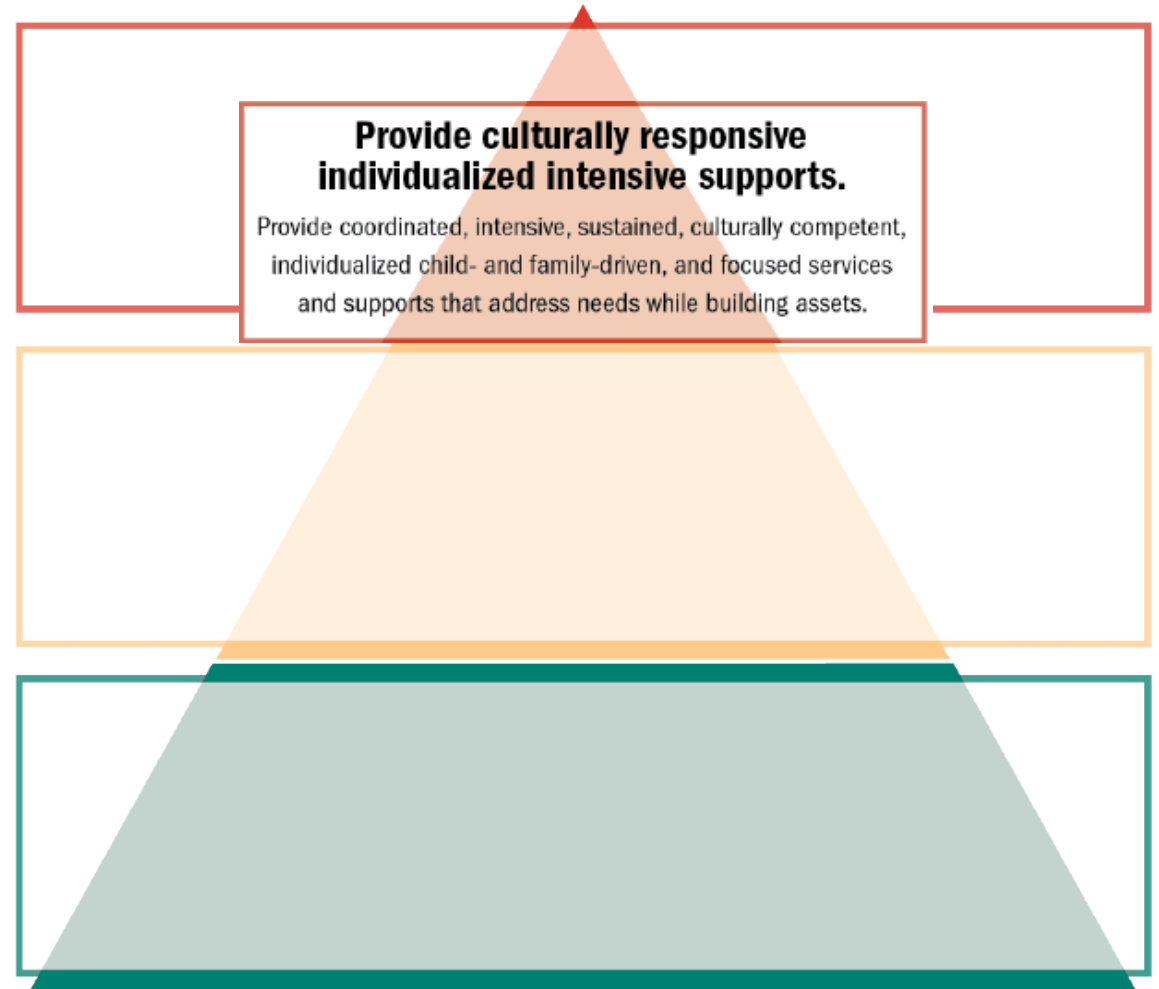
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## Tier 3: Indicated Strategies

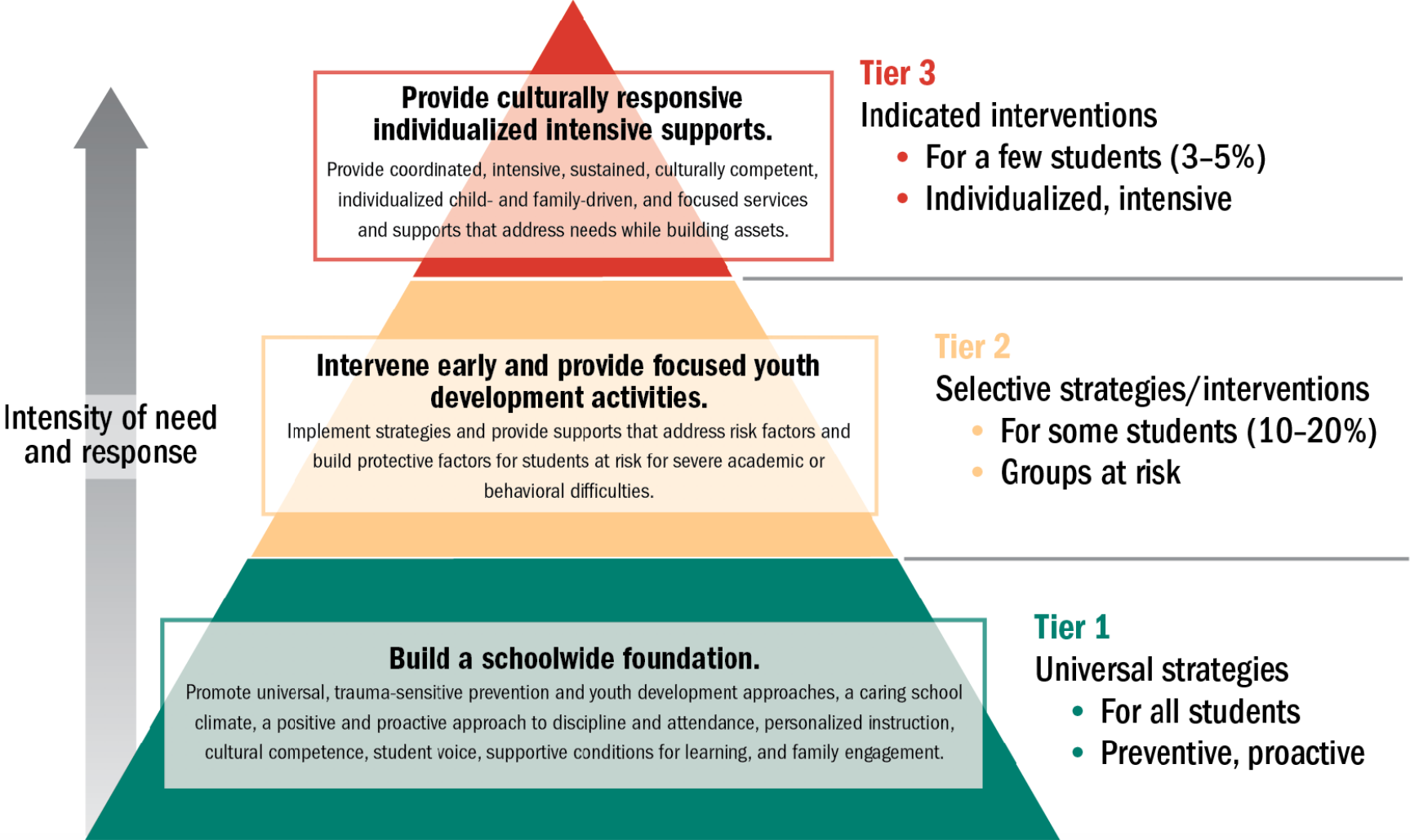
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- What indicated academic and social and emotional strategies has your school adopted?
- Who supports these interventions (internal/external partners)?
- Which are most well-established?
- What would you like to strengthen?
- What would you like to add? How ready is your school to implement this program, strategy, or approach?
- How are you coordinating with families?



# Determining Next Steps

# Identify a Strategy

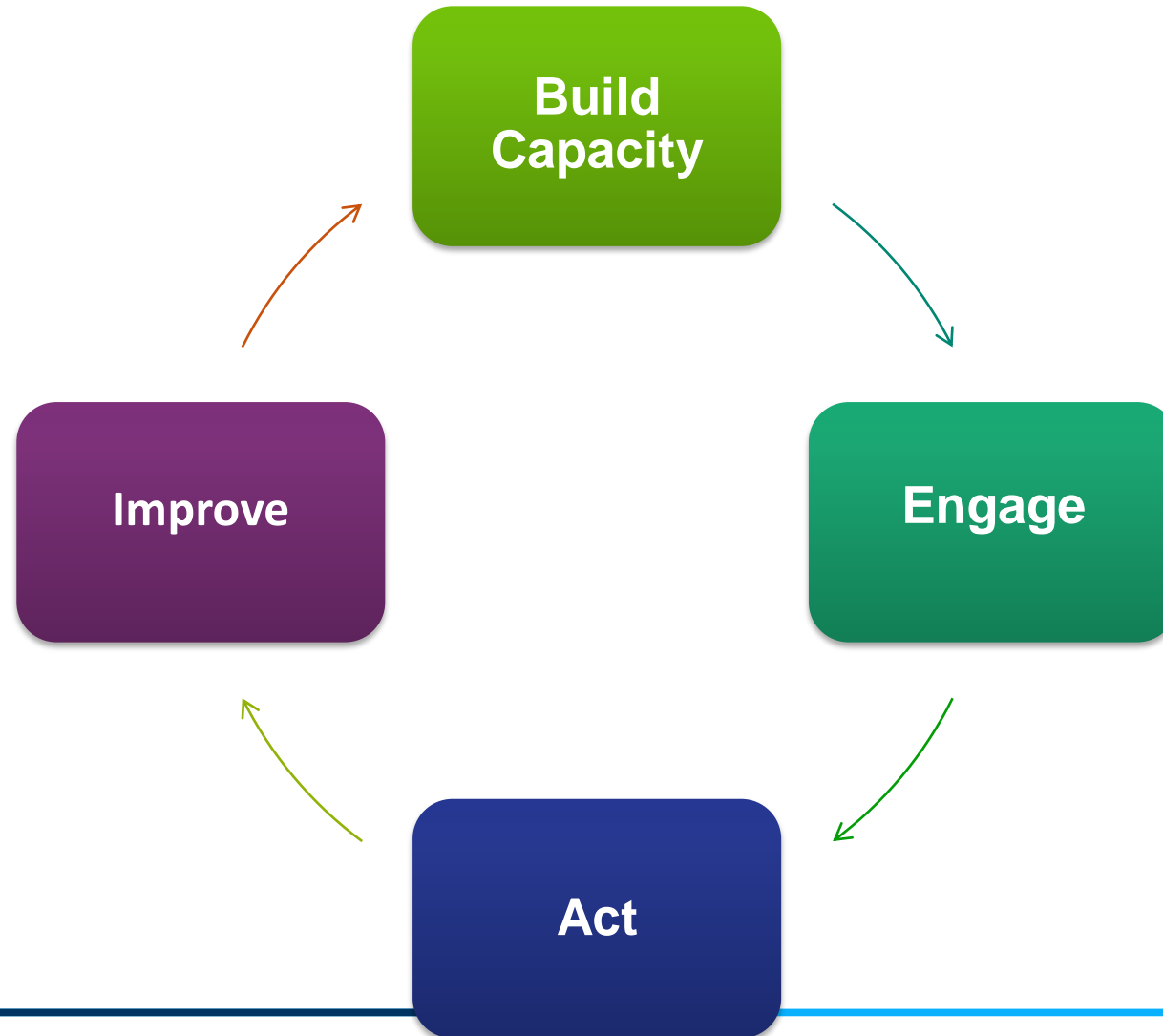


Source: Osher, Moroney & Williamson, 2018.



# Consider Next Steps in Each Area

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# Team Time

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# IN CLOSING.....

This afternoon, you will hear about:

- **Inter-Agency Partnership to Strengthen Families to Support School Success**
- **Building Capacity: Project AWARE (Advancing Wellness and Resiliency in Education)**
- **Engage: Implementing Culturally Competent and Responsive Approaches**
- **Act: Creating Respectful and Trauma Sensitive Schools**

*Thank you for all your work this morning and wishing you the best on this “journey”.*

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THANK YOU

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MAKING  
RESEARCH  
RELEVANT

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