

Integrating and Advancing the Evidence-base in School-based Violence Prevention and Mental Health Promotion

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National Center for
Rural School Mental Health



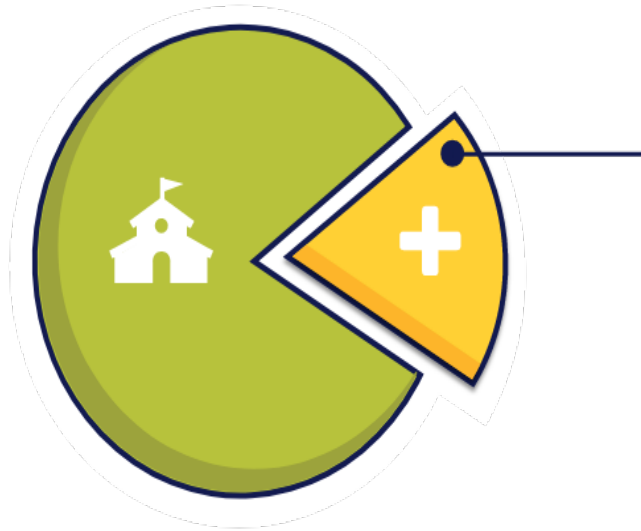
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Overview

- Review evidence-based strategies for preventing behavioral and mental health problems in schools.
- Highlight strategies to support teachers in high quality implementation of tiered supports for students in schools.
- Identify innovative methods for assessing outcomes for students, teachers, and schools.
- Review approaches for improving health equity in schools.

Need for Mental and Behavioral Health Supports in Schools

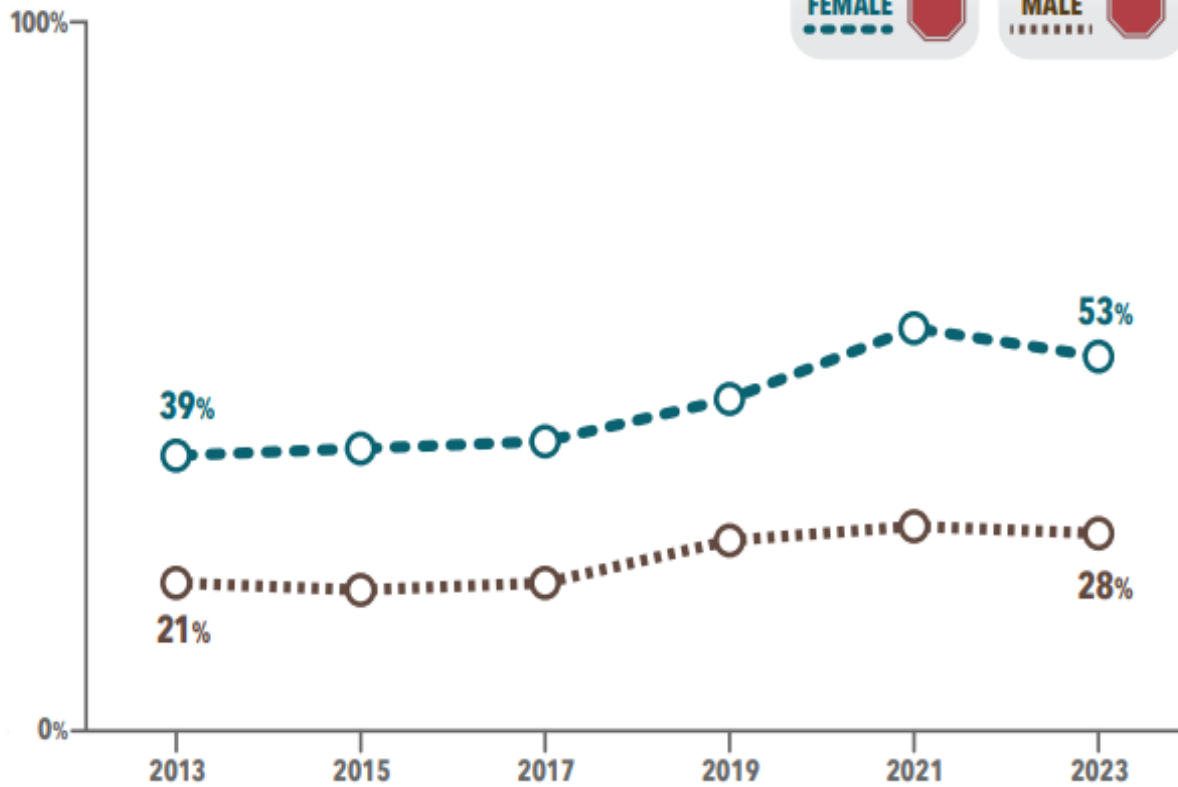


- **Significant portion of school-age youth experience a serious mental health issue, yet few receive services**
 - And those who do, are most likely to do so in schools
- **Situation is significantly exacerbated by COVID-19 pandemic**
 - 40% increase in youth mental health concerns since the onset of the pandemic (Murthy, 2021; Racine, 2021)
 - 20% of adolescence are reporting depression symptoms
 - 25% of adolescence are reporting anxiety symptoms
 - 50% increase in suicide attempts (Yard et al., 2021)

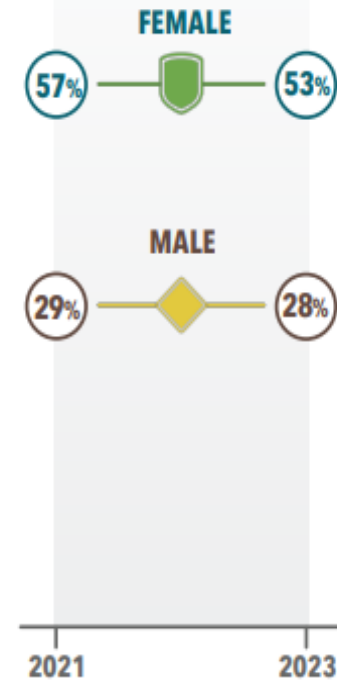
Trends in the Percentage of High School Students Who

Experienced Persistent Feelings of Sadness or Hopelessness During the Past Year, United States, YRBS, 2013-2023

10-Year Trend by Sex



2-Year Change by Sex



The percentage of female students who experienced persistent feelings of sadness or hopelessness increased from 2013 to 2023 but decreased from 2021 to 2023. The percentage of male students who experienced persistent feelings of sadness or hopelessness increased from 2013 to 2023 but did not change from 2021 to 2023.

(CDC, 2024)

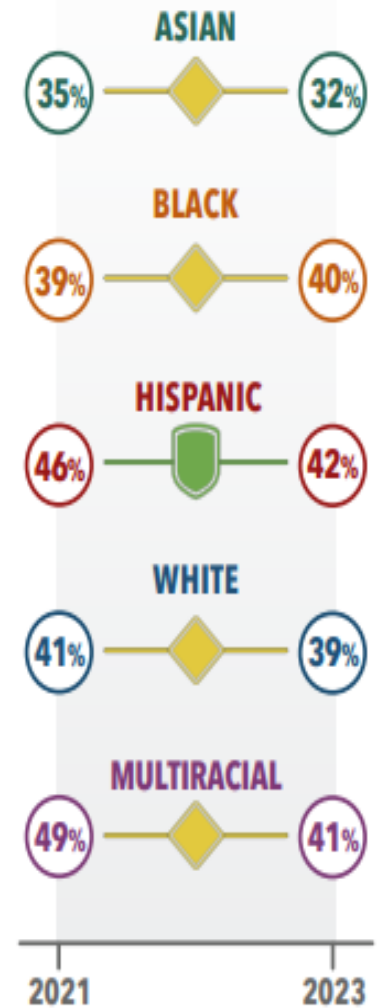
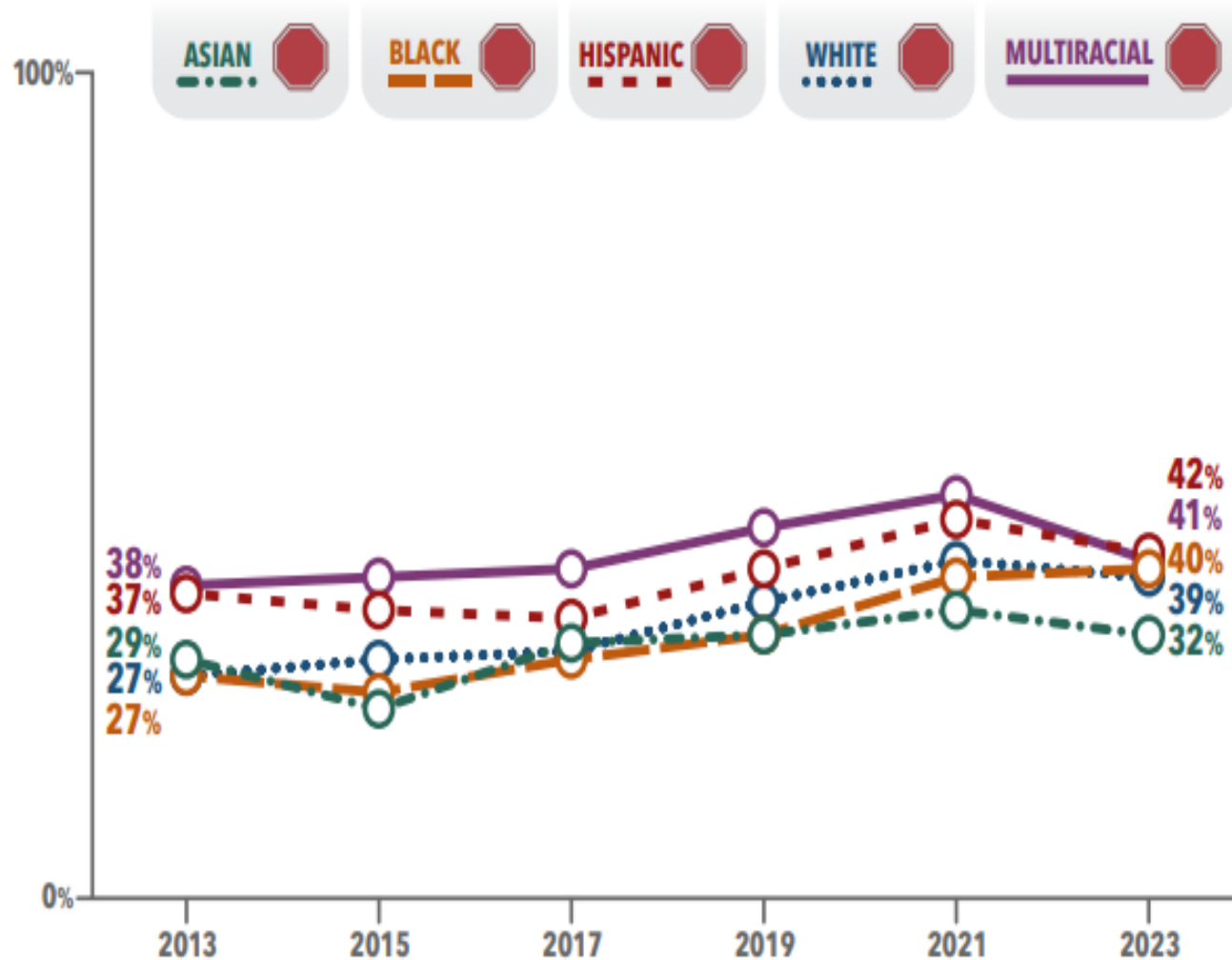
In right direction

No change

In wrong direction

10-Year Trend by Race & Ethnicity

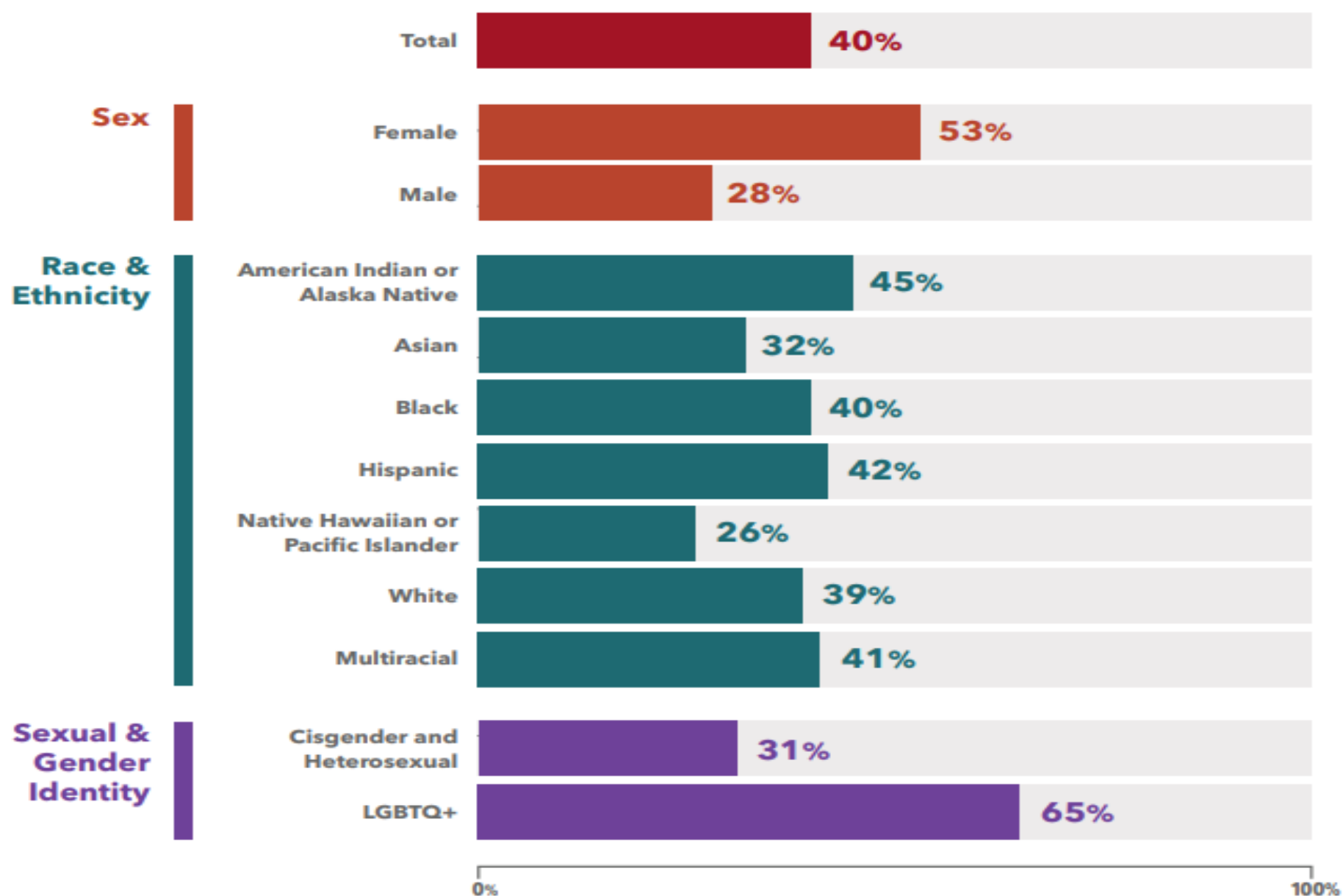
2-Year Change by Race & Ethnicity



The percentage of students in all racial and ethnic groups who experienced persistent feelings of sadness or hopelessness increased from 2013 to 2023. For most groups, the percentage of students who experienced persistent feelings of sadness or hopelessness did not change from 2021 to 2023. However, the percentage of Hispanic students who experienced persistent feelings of sadness or hopelessness decreased during this time.

Percentage of High School Students Who

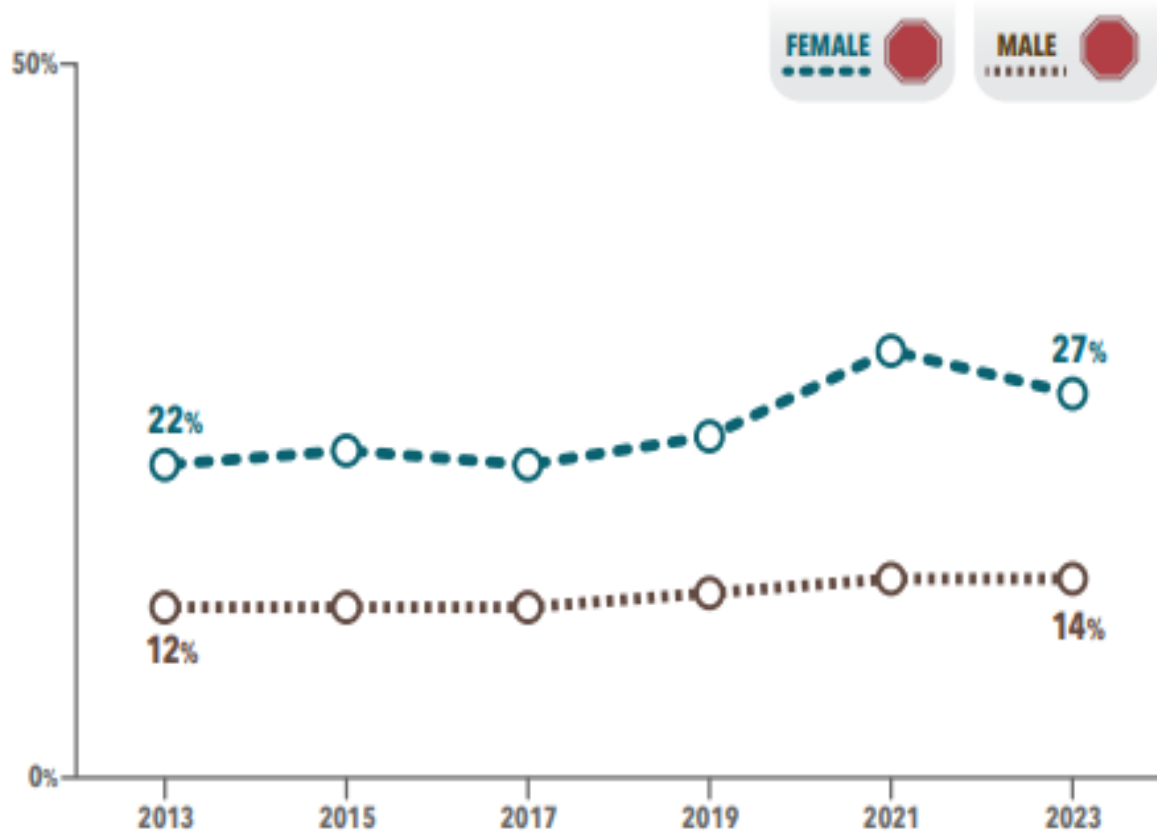
Experienced Persistent Feelings of Sadness or Hopelessness During the Past Year, by Demographic Characteristics, United States, YRBS, 2023



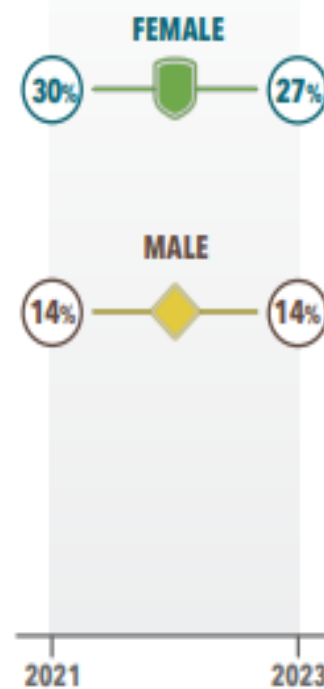
Trends in the Percentage of High School Students Who

Seriously Considered Attempting Suicide During the Past Year, United States, YRBS, 2013-2023

10-Year Trend by Sex



2-Year Change by Sex



The percentage of female students who seriously considered attempting suicide increased from 2013 to 2023 but decreased from 2021 to 2023. The percentage of male students who seriously considered attempting suicide increased from 2013 to 2023 but did not change from 2021 to 2023.

In right direction



No change

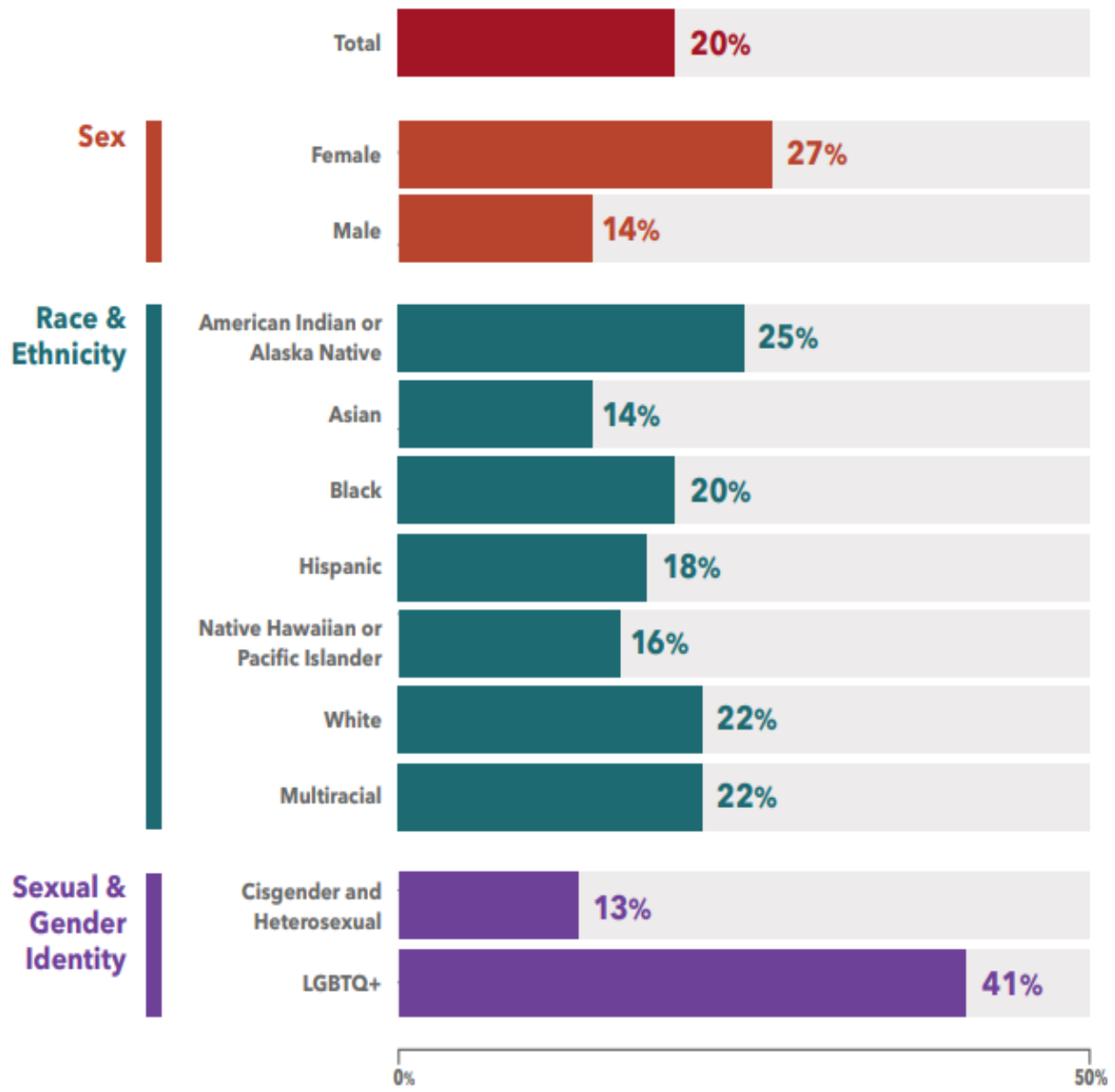


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Seriously Considered Attempting Suicide During the Past Year,
by Demographic Characteristics, United States, YRBS, 2023

20% of all high school students seriously considered attempting suicide during the past year



Factors Contributing to Increases in Youth Internalizing Mental Health Problems (e.g., depression, anxiety, suicide attempts)

- Increases in social media use
- Cyberbullying
- Declines in sleep
- Opioid epidemic
- Rising youth concerns over school violence and school shootings
- COVID-19 Pandemic

(American Psychological Association, 2023; Cataldo et al., 2021; National Academies of Sciences, Engineering, and Medicine, 2019; 2022; Riehm et al., 2021; Twenge et al., 2019)

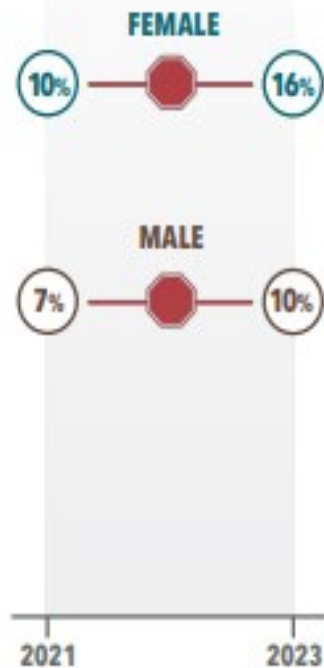
Trends in the Percentage of High School Students Who

Did Not Go to School Because of Safety Concerns During the Past 30 Days, United States, YRBS, 2013-2023

10-Year Trend by Sex



2-Year Change by Sex



The percentage of female and male students who missed school because of safety concerns increased from 2013 to 2023 and 2021 to 2023.

In right direction



No change



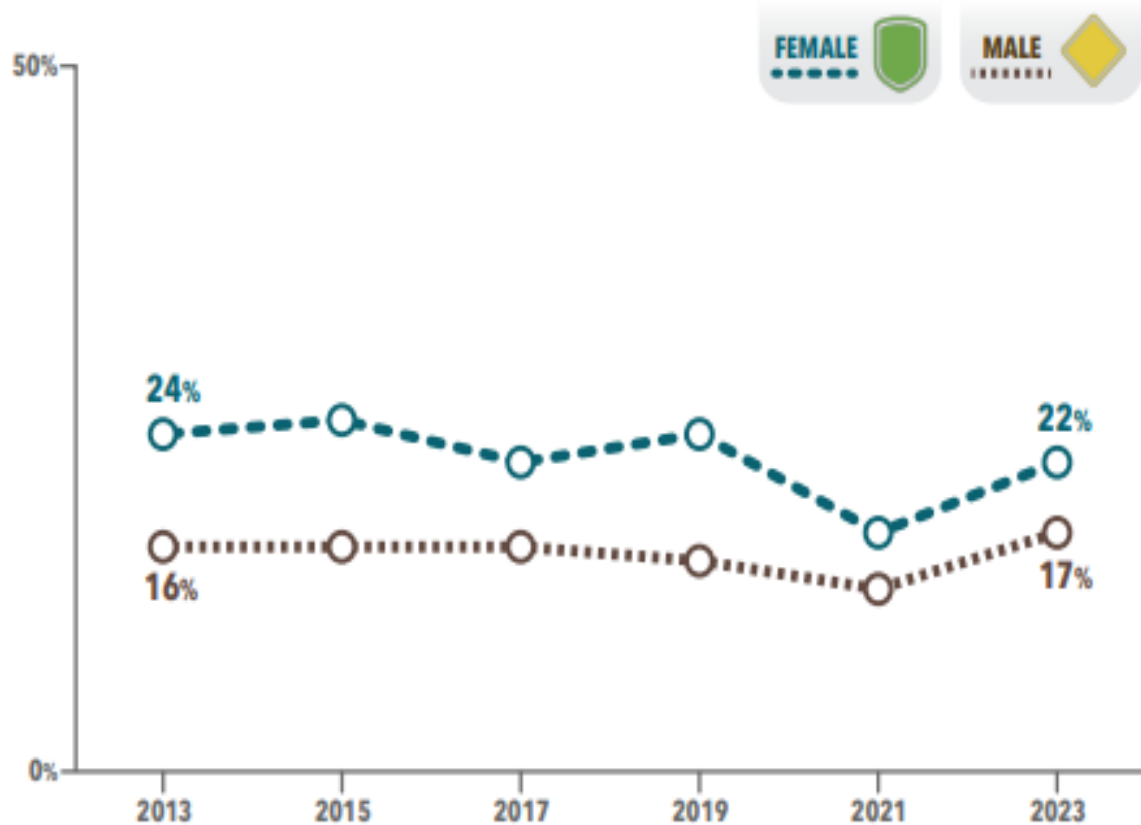
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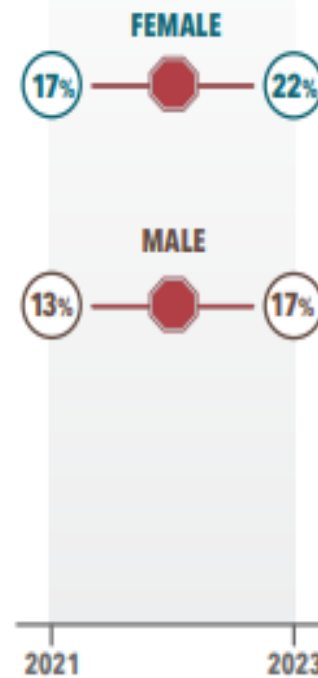
Trends in the Percentage of High School Students Who

Were Bullied at School During the Past Year, United States, YRBS, 2013-2023

10-Year Trend by Sex



2-Year Change by Sex



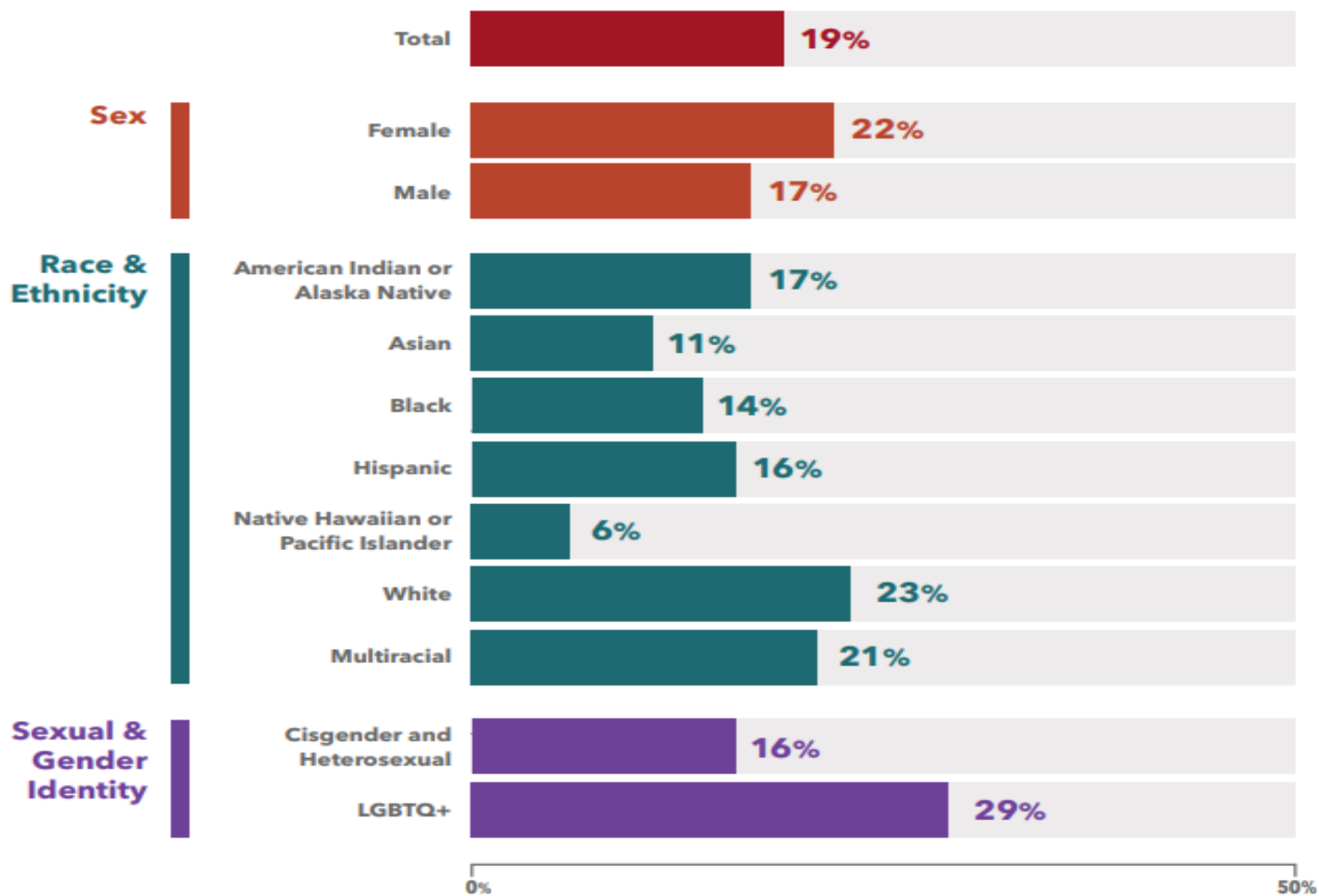
The percentage of female students who were bullied at school decreased from 2013 to 2023 but increased from 2021 to 2023. The percentage of male students who were bullied at school did not change from 2013 to 2021 but increased from 2021 to 2023.

In right direction

No change

In wrong direction

**Percentage of High School Students Who
Were Bullied at School During the Past Year,
by Demographic Characteristics, United States, YRBS, 2023**

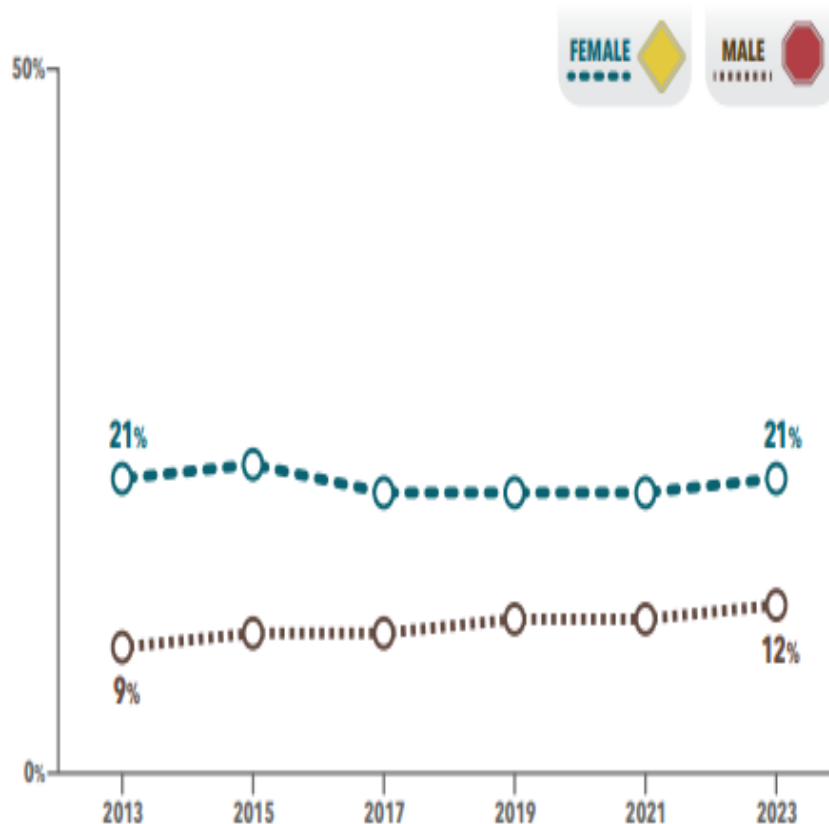


Trends in the Percentage of High School Students Who

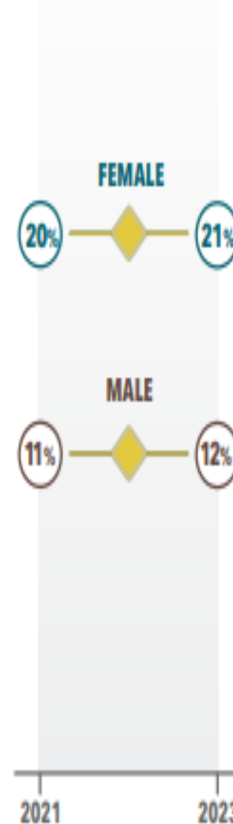
Were **Electronically Bullied** During the Past Year, United States, YRBS, 2013-2023

16% of high school students were electronically bullied, including through texting, Instagram, Facebook, or other social media, during the past year. Female students were more likely than male students to be electronically bullied

10-Year Trend by Sex



2-Year Change by Sex



The percentage of female students who were electronically bullied did not change from 2013 to 2021 or from 2021 to 2023. The percentage of male students who were electronically bullied increased from 2013 to 2023 but did not change from 2021 to 2023.



Detecting and Intervening in Bullying Situations



Adults....

- Have difficulty recognizing bullying
- Fail to recognize the importance of intervening
- Uncertain *how* best to intervene
 - Adults often don't know how best to intervene in bullying, especially with special populations (LGBTQ+, racial/ethnic minority, overweight youth)
- Lack time

Students....

- Rarely report bullying to adults
 - Just 21% of students involved in bullying had reported the event to a school staff member

Student vs. Staff Perceptions

15,185 Students

- Seen adults at school *watching bullying and doing nothing*
 - 43%
- Believe adults at their school *are NOT doing enough to stop or prevent bullying*
 - 58%
- Believe that teachers who try to stop bullying only *make it worse*
 - 61%

1,547 Staff

- Said they would intervene if they saw bullying
 - 97%
- Believe have effective strategies for handling bullying
 - 87%
- Believe they made things worse when they intervened
 - 7%

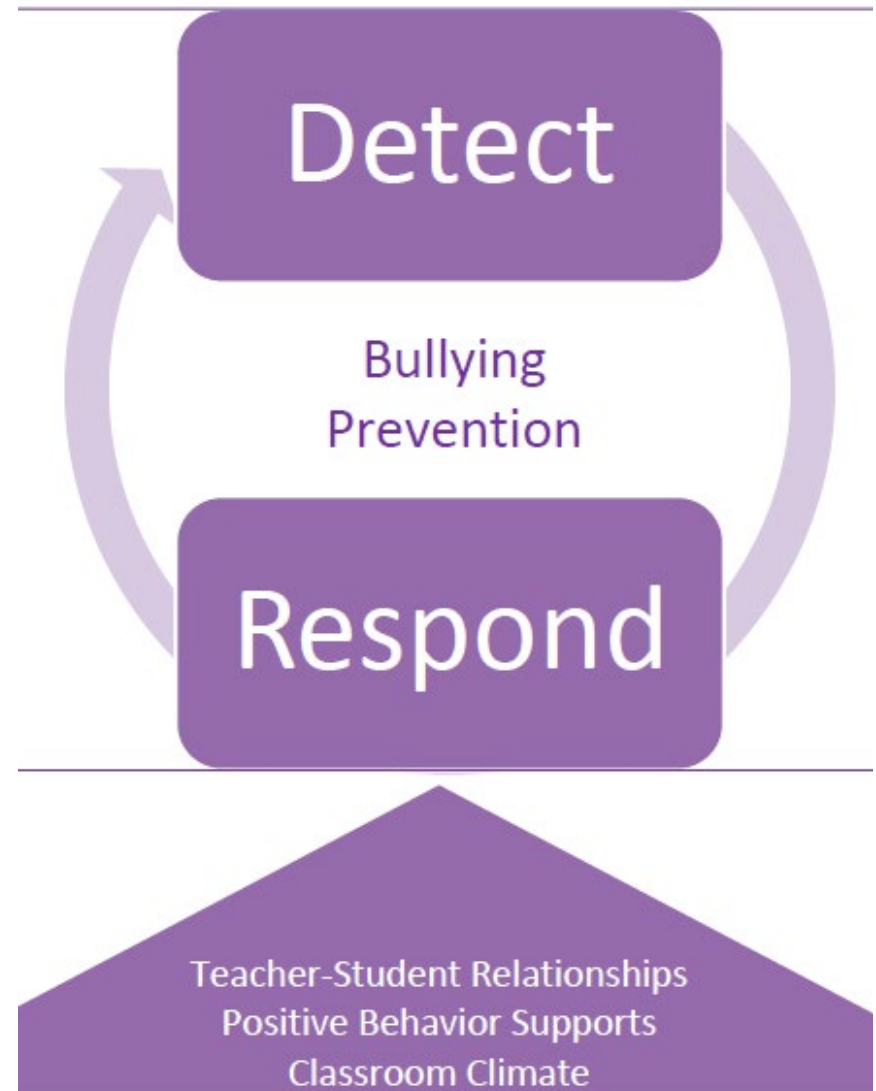
Draw A Bully



(Source: Sue Swearer)

Bullying Classroom Check-Up (BCCU)

(NIJ: Bradshaw PI; NICHD: MPIs Pas & Waasdorp, Co-I, Bradshaw: Bradshaw et al., 2019; Pas, Waasdorp, & Bradshaw, 2019)



Mixed-Reality Simulator

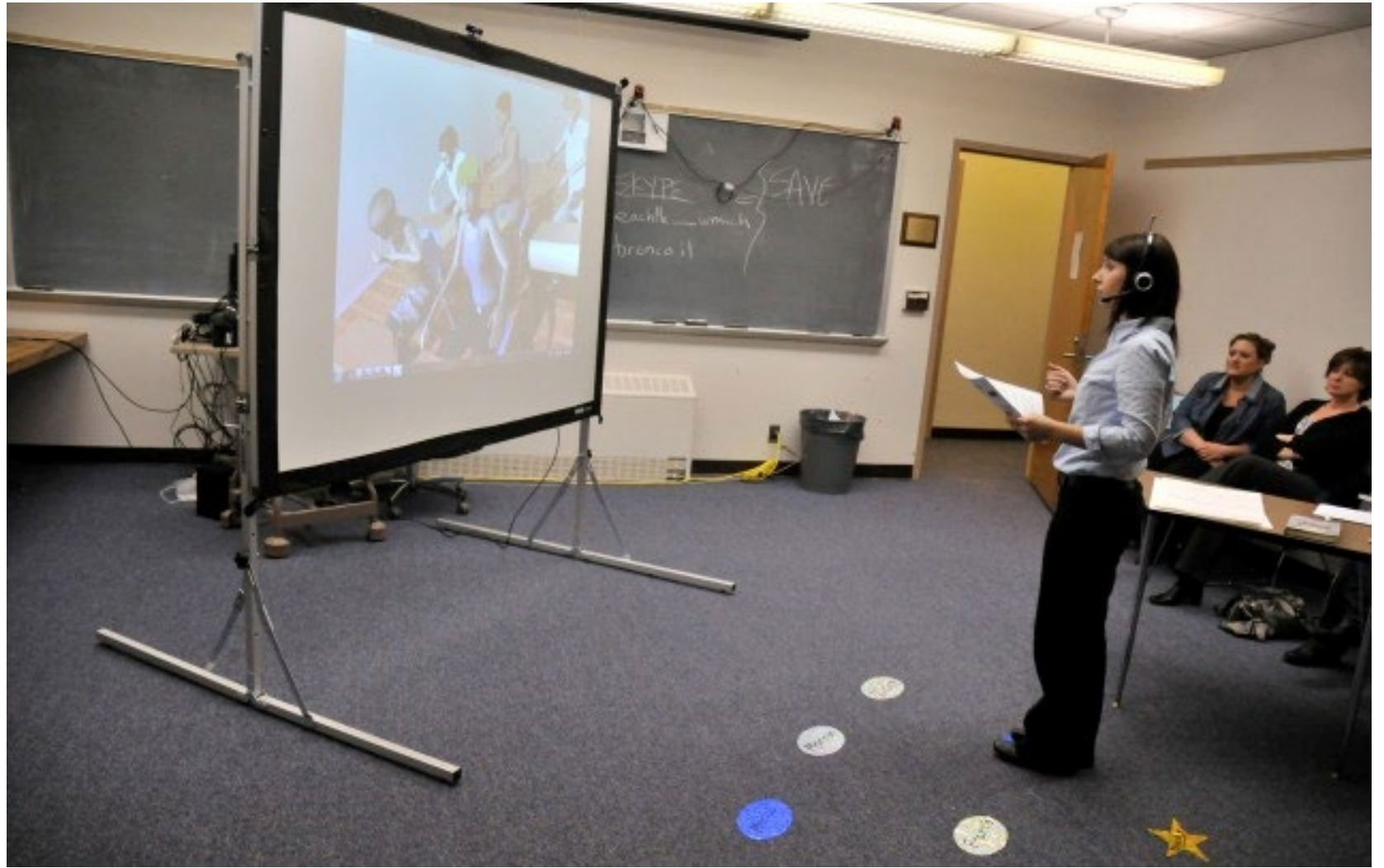
Developed by Lisa Dieker,
Michael Hynes, & Charles
Hughes (University of
Central Florida)



What is a 'teaching simulator'?

- TeachLivE / Mursion mixed-reality simulator
- A small classroom of 5 'student' avatars responding in real time
- Developed as a tool for training pre-service teachers
- Participants/learners can receive coaching following the session







Behavior Problems in the Classroom: The Feasibility and Acceptability of Using a Mixed-Reality Simulator

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DOI: 10.1177/0162643419836415
journals.sagepub.com/home/jfp
SAGE

Kristine E. Larson¹, Shanna E. Hirsch², Jillian P. McGraw³,
and Catherine P. Bradshaw³

Abstract

Given the high percentage of new teachers who struggle with classroom management, preservice educators need more opportunities to develop their skills in managing challenging student behaviors prior to entering the classroom. There is growing interest in using mixed-reality simulators to provide educators opportunities to receive guided practice in implementing a variety of techniques, including classroom management strategies. Yet these technologies may be difficult for preservice programs to integrate into the curriculum and may be perceived as stressful for some student teachers. The current article presents findings from a feasibility and acceptability study of the TeachLive™ mixed-reality teaching simulator, which was used as a supplemental guided practice opportunity for preservice student teachers enrolled in classroom management and special education methods classes. Data from 62 preservice teachers suggest there is potential for acceptability among teachers in training, particularly if adjustments are made to reduce their stress and performance anxiety. Recommendations for using mixed-reality simulators in preservice training are provided.

Keywords

positive behavior supports, educational perspectives, preservice teachers, professional development, simulations, technology perspectives, at risk of school failure, exceptionality

Upon entering the profession, novice teachers routinely face a difficult transition as they find their expectations about teaching conflict with the realities of the classroom (Dicke, Elling, Schmeck, & Leutner, 2015; Veenman, 1984). In particular, the challenges associated with managing a classroom contribute to high rates of teacher stress and, ultimately, teacher turnover (Friedman, 2000; Ingersoll, 2001). Moreover, rates of student discipline issues are considerably higher in urban schools, which tend to have higher concentrations of less experienced teachers, and in classrooms with high proportions of students with disabilities (Allensworth, Ponisciak, & Mazzeo, 2009; Daniel & King, 1997; Gottfried, 2014; Ingersoll, 2001; Kapadia, Coca, & Easton, 2007). Such challenges can disrupt the ability of students to learn and of teachers to deliver instruction. However, effective classroom management practices have been shown to reduce disruptive behavior and promote student learning (Oliver, Wehby, & Reschly, 2011; Scott, Hirn, & ... These research findings regarding high rates ... with and without dis...

problems using effective classroom management techniques (Briere, Simonsen, Sugai, & Myers, 2015; Oliver & Reschly, 2007).

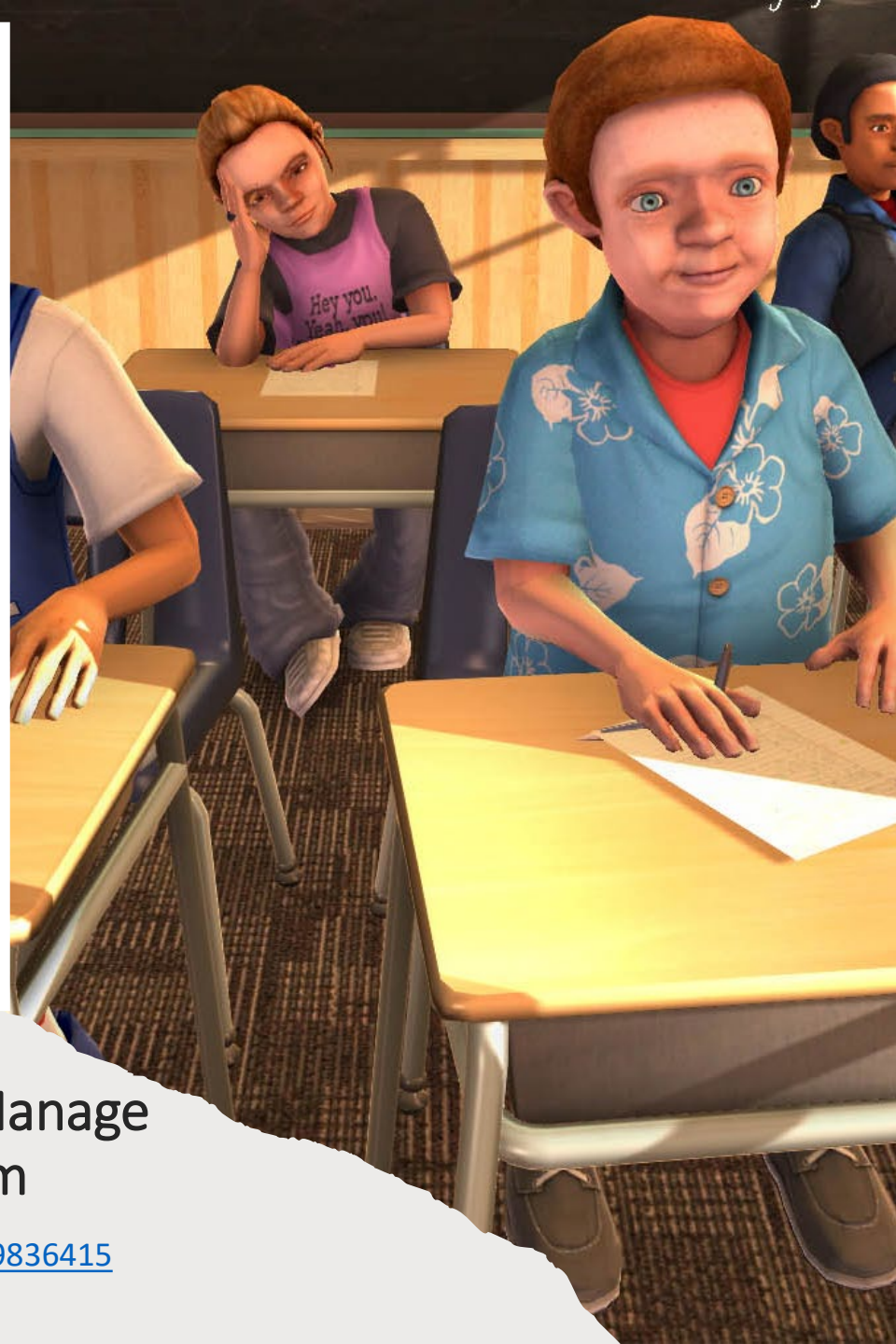
Student misbehavior has been linked to high rates of teacher burnout and turnover. In a meta-analysis of studies exploring the relationship between student behavior issues and teacher burnout, Aloe, Shisler, Norris, Nickerson, and Rinker (2014) found a significant relationship between student misbehavior and teachers' emotional exhaustion, depersonalization, and negative feelings of accomplishment. Researchers have linked classroom management issues and teacher turnover. For example, data obtained from three cycles of the Schools and Staffing

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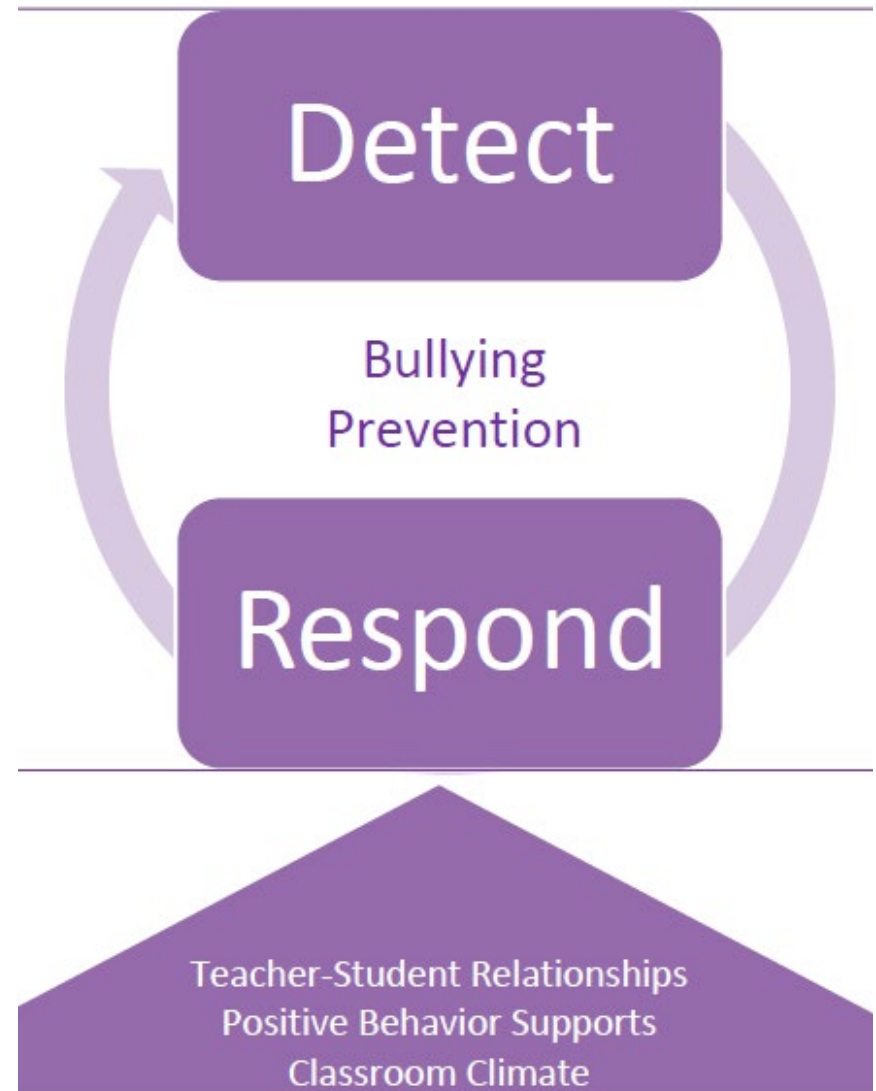
Corresponding Author: Kristine E. Larson, Johns Hopkins Uni...



Preparing Preservice Teachers to Manage Behavior Problems in the Classroom

<https://journals.sagepub.com/doi/10.1177/0162643419836415>

Bullying Classroom Check-Up (BCCU)



(NIJ: Bradshaw PI; NICHD: MPIs Pas & Waasdorp, Co-I, Bradshaw: Bradshaw et al., 2019; Pas, Waasdorp, & Bradshaw, 2019)

Preventing Bullying at School

1. Supervise students' activities
2. Ensure that all staff intervene “on-the-spot” when bullying occurs
3. Hold meetings with students involved in bullying
4. Develop individual intervention plans for involved students



Stopping Bullying “On the Spot”

- Intervene immediately. It is ok to get another adult to help.
- Name and label the bullying behavior & refer to school rules
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Engage the bystanders
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.
- Support student who has been bullied
- Take steps to ensure bullied student will be protected from future bullying
- Impose immediate & appropriate consequences
- Follow up with family members and related parties, with relevant documentation

Recommended Strategies for Working with Target of Bullying

- Talk with child
 - Directly state that bullying is wrong
 - They or the target do not deserve to be treated this way
 - Directly state that aggressive retaliation is not right
 - Listen to child's concerns
 - Coach on possible strategies
 - Peer support, avoid situations where bullying might occur

Recommended Strategies for Supporting the Perpetrator(s) of the Bullying

- Talk and intervene directly with the child
- Label the behavior as bullying
- Foster open communication
- Engage parents
- Seek mental health services when needed
- Develop a process (e.g., behavioral matrix) for monitoring behavior at school and home
- Reward prosocial, non-aggressive behavior
- Try to understand factors that contributed to behavior (e.g., function-based, skill deficit, power dynamic)
- Limit exposure to violent media and content

Strategies for Supporting Parents



- Send home materials to parents about bullying
 - Prevention, school policy (stopbullying.gov)
- Open communication creates conditions for disclosure
- Encourage parents to have “the bullying talk”
 - Role of upstander may be easier than others to start the conversation
- Help parents recognize signs and symptoms of bullying and its impact
 - Normalize and prevent without minimizing (stopbullying.gov)

Strategies for Supporting Parents (cont)

- Encourage them to contact school to get help if they learn about bullying, rather than contacting child who bullies or their parents
- Recognize parents may be anxious and defensive about the role their child plays in the bullying dynamic
 - That bullying dynamic may change, as bullying is complex
- Mental health problems may play a role for targets of bullying, perpetrators, or within the family
- Some parents may over-correct or advise against what is best for all parties
 - Some may dismiss the issue
 - Take away technology, cut off social network
 - Physically punish
 - Some may encourage to hit back
 - Parents bring in their own bullying histories (what worked for them 'back in the day' may not work today)

Coaching on How to How to Avoid and Reduce Bullying

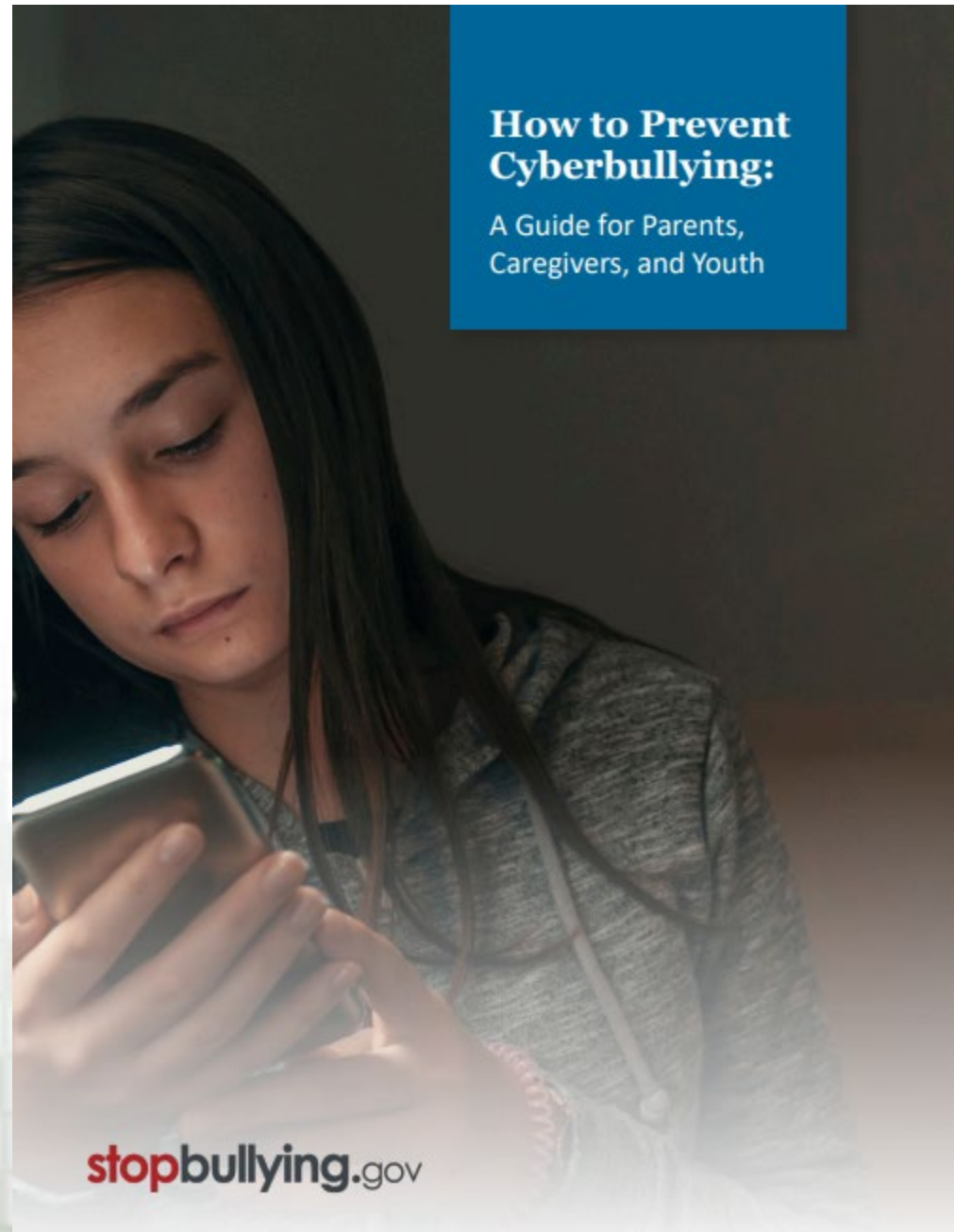
- Avoiding situations or peers where it is likely to happen
- Monitoring and supervising whereabouts and technology use
- Collecting documentation in case it is needed to show school administration or legal authorities
- Apps/technology aids to block cyberbullying, allow parents to monitor activity, and/or report incidents at the school
- Media literacy and training for parents and youth – cyberbullying



Resources for Parents

- By learning about the risks, important security features, and other details about the apps, platforms, and games children want to use, parents can make an informed decision about how or if their child will use them.
- This guide helps parents, caregivers, and youth learn ways to identify, prevent, and address cyberbullying.

[How to Prevent Cyberbullying : A Guide for Parents, Caregivers, and Youth \(stopbullying.gov\)](https://stopbullying.gov)



What works in school-based prevention of aggressive and disruptive behavior problems?

- Teach *social-emotional skills* directly in real context
- Foster *respectful, supportive relations* among students, school staff, & parents
- Support & *reinforce positive* academic & social behavior through comprehensive systems
- Invest in *multiyear, multi-component* programs
- *Combine classroom, school- & community-wide* efforts
- *Universal prevention* efforts

(Gottfredson et al., 2004; Greenberg et al., 2003;
Rones & Hoagwood, 2000)



Recommended Core Components

- Teacher training
- Activities for students
- Parent activities
- Multi-component programs
- School-wide
- Continuum of positive supports
- Data-driven process



(StopBullying.Gov; Limber; Bradshaw, 2013; Ttofi & Farrington, 2011)

Role play on the spot intervention in a bullying situation:

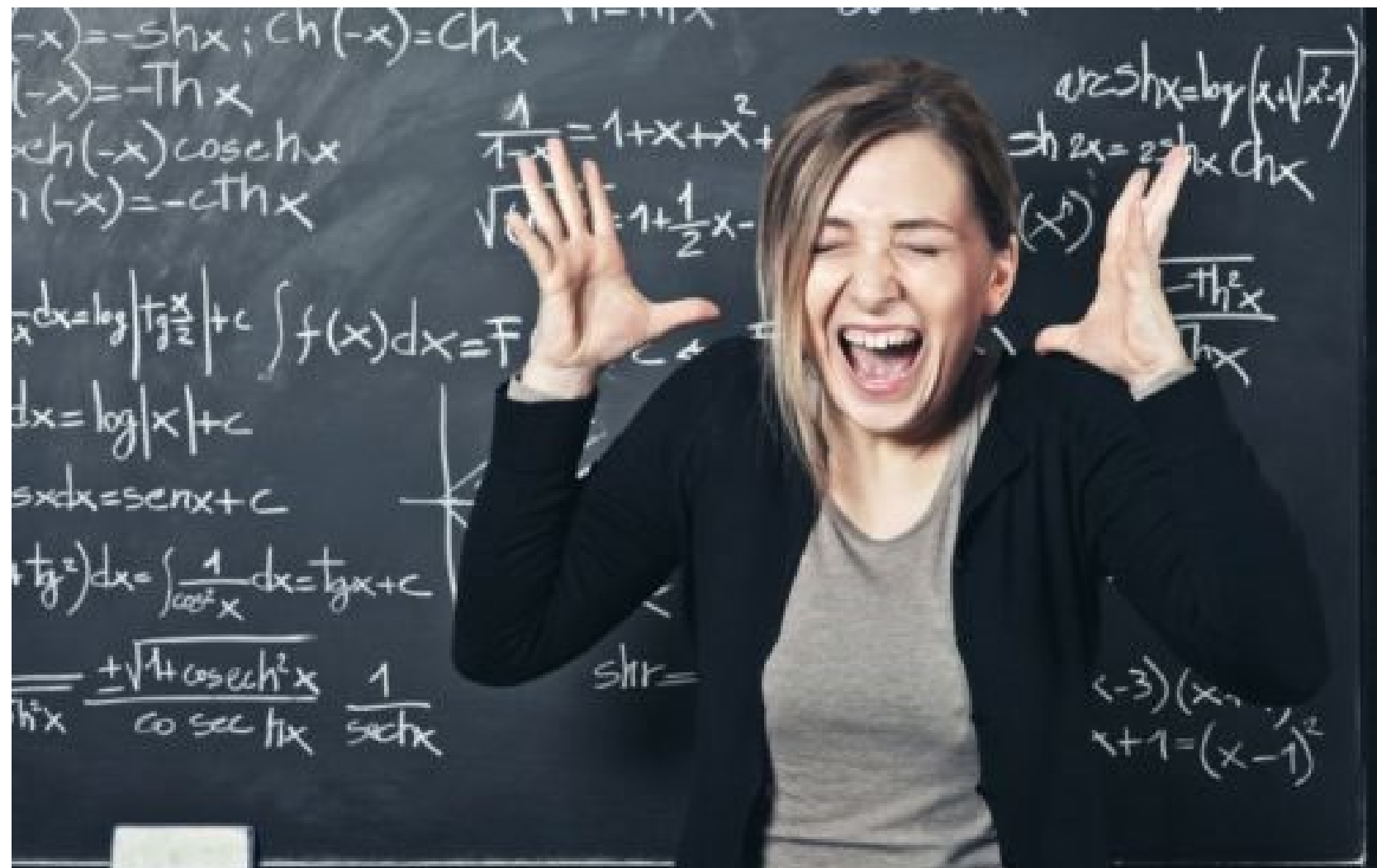
What do you say to the youth who is the target, the other youth who are doing the bullying and involved in one of these 4 situations?



Role Play the Parent Call: What to say to the Parent in These Situations



- Parent(s) reports that their child has been bullied repeatedly by another student and school has not sufficiently responded
 - *How do you acknowledge their concerns, what have you been doing, what are next steps, what is your plan...*
- You call the parent to report that their child has been bullying other students
 - *Parent minimizes, advocates hitting back, school hasn't done enough to prevent bullying...*



$$\sinh(-x) = -\sinh x; \cosh(-x) = \cosh x$$

$$\tanh(-x) = -\tanh x$$

$$\operatorname{sech}(-x) = \operatorname{sech} x$$

$$\operatorname{csch}(-x) = -\operatorname{csch} x$$

$$\frac{1}{1-x} = 1 + x + x^2 + \dots$$

$$\sqrt{1-x} = 1 - \frac{1}{2}x - \dots$$

$$\operatorname{arcsinh} x = \log(x + \sqrt{x^2 + 1})$$

$$\sinh 2x = 2 \sinh x \cosh x$$

$$(x^2)$$

$$\int \frac{1}{x} dx = \log|x| + c$$

$$\int \frac{1}{x^2} dx = -\frac{1}{x} + c$$

$$\int \sin x dx = -\cos x + c$$

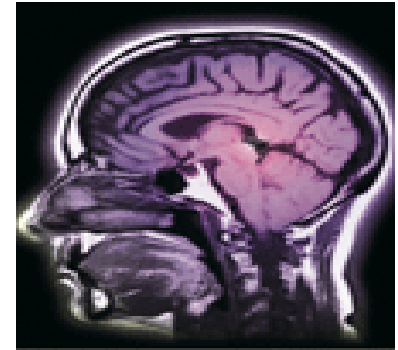
$$\int \frac{1}{\cos^2 x} dx = \tan x + c$$

$$\frac{1}{\cosh x} = \operatorname{sech} x$$

$$\sinh =$$

$$(x-3)(x+1) = (x-1)^2$$

Just a Few of the Effects of Stress on the Body, Behavior, & Development

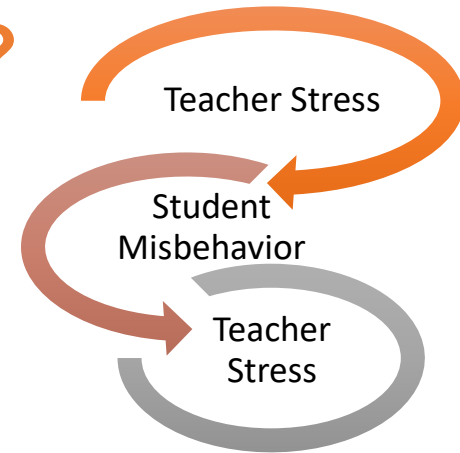


- **Process information**
- **Make decisions**
- **Interact with others**
- **Respond to subsequent stressors**
- **Attention, focus, and persistence**

Why Focus on Teacher Stress?

Various stressors:

- Large class size, Behavioral challenges in students, Inadequate resources & poor physical space, Bureaucracy, Workload & Paperwork, High responsibility for others, Perceived inadequate recognition or advancement, Gap between pre-service training expectations and actual work experiences



Teachers are leaving the profession as a result

- 10% of teachers leave after 1 year
- 17% of teachers leave within 5 years
- In urban districts, up to 70% of teachers leave within first year

Connection Between Staff Wellbeing and Mental Health

Staff wellbeing influences how staff feel:

Day to day

About their ability to do their job

About their overall physical and mental health

- Twice as many educators—compared to the general population of working adults — are likely to report experiencing job-related stress, are burnt out, and feel less resilient to cope with job-related stress (Steiner et al, 2022).
- 27% of educators reported symptoms of clinical depression (Center for Disease Control (CDC), 2021).
- 37% of educators reported symptoms of having anxiety (CDC, 2021).

Steiner, E.D., Doan, S., Woo, A., Gittens, A.D., Lawrence, R.A., Berdie, L., Wolfe, R.L., Greer, L., & Schwartz, H.L. (2022). Restoring teacher and principal well-being Is an essential step for rebuilding schools: Findings from the State of the American Teacher and State of the American Principal Surveys. Santa Monica, CA: RAND Corporation.

CDC (2021). Mental health impact of the COVID-10 pandemic on teachers and parents of K-12 students.

Reactive Disciplinary Approaches

- Suspension
- Punishment
- Office disciplinary referrals
- Group ‘deviant’ kids together
- Zero-tolerance policies
 - Don’t provide replacement skills
 - May reinforce problem behavior
 - Disproportionately used
 - No evidence of effectiveness
 - May do more harm than good



Calls to Center Equity in Discipline Reform

- ◆ Positive Behavioral Interventions & Supports → Culturally-Responsive PBIS
- ◆ Restorative Practices → Racial Justice-Focused RP
- ◆ Social Emotional Learning → Transformative SEL

SCHOOL PSYCHOLOGY REVIEW
<https://doi.org/10.1080/2372966X.2020.1861911>

NASP 

SPECIAL SERIES

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Good Intentions Are Not Enough: Centering Equity in School Discipline Reform

Anne Gregory^a, David Osher^b, George G. Bear^c, Robert J. Jagers^d, and Jeffrey R. Sprague^e

^aRutgers University; ^bAmerican Institutes for Research; ^cUniversity of Delaware; ^dCollaborative for Academic, Social, and Emotional Learning; ^eUniversity of Oregon

ABSTRACT

Exclusionary discipline is commonly employed in U. S. schools and disproportionately affects students of color. This article describes current approaches to discipline and contextualizes these approaches historically with particular attention to racial dynamics and violence. We identify the harmful effects of exclusionary discipline and describe efforts to move schools away from exclusionary approaches through school-wide positive behavioral intervention supports, social emotional-learning, and restorative practices. We identify limitations of current discipline reform efforts that are hampering progress toward equitable schooling. We explicate the need for integrative and comprehensive culturally responsive approaches to positive student development that are equity oriented and identify implementation challenges and tools for addressing these challenges.

ARTICLE HISTORY

Received June 29, 2020
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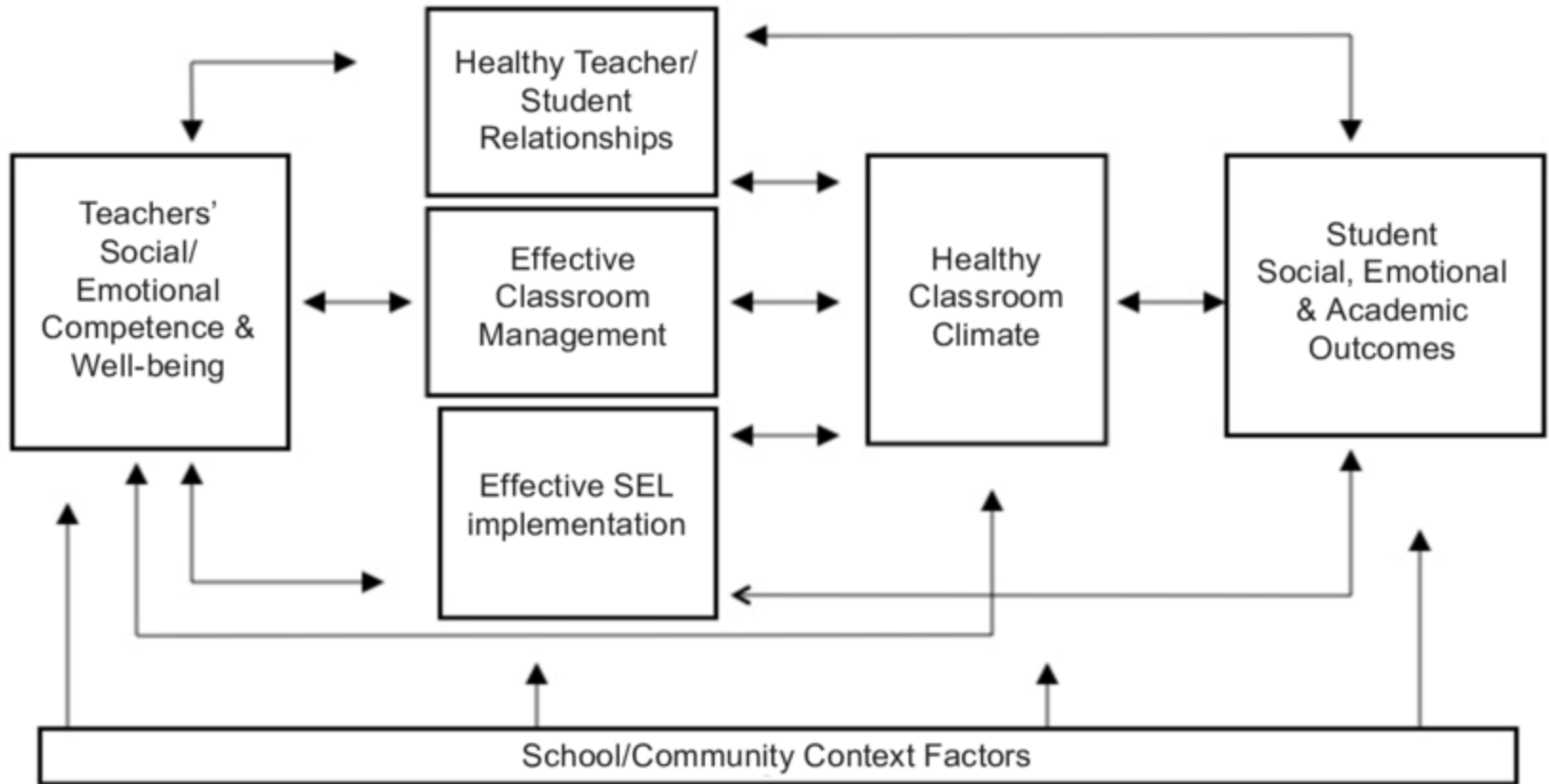
KEYWORDS

social justice, school discipline, positive behavior support, diversity, restorative practices, school-wide positive behavioral interventions and supports, social emotional learning

ASSOCIATE EDITOR

Shane Jimerson

Prosocial Classroom Model



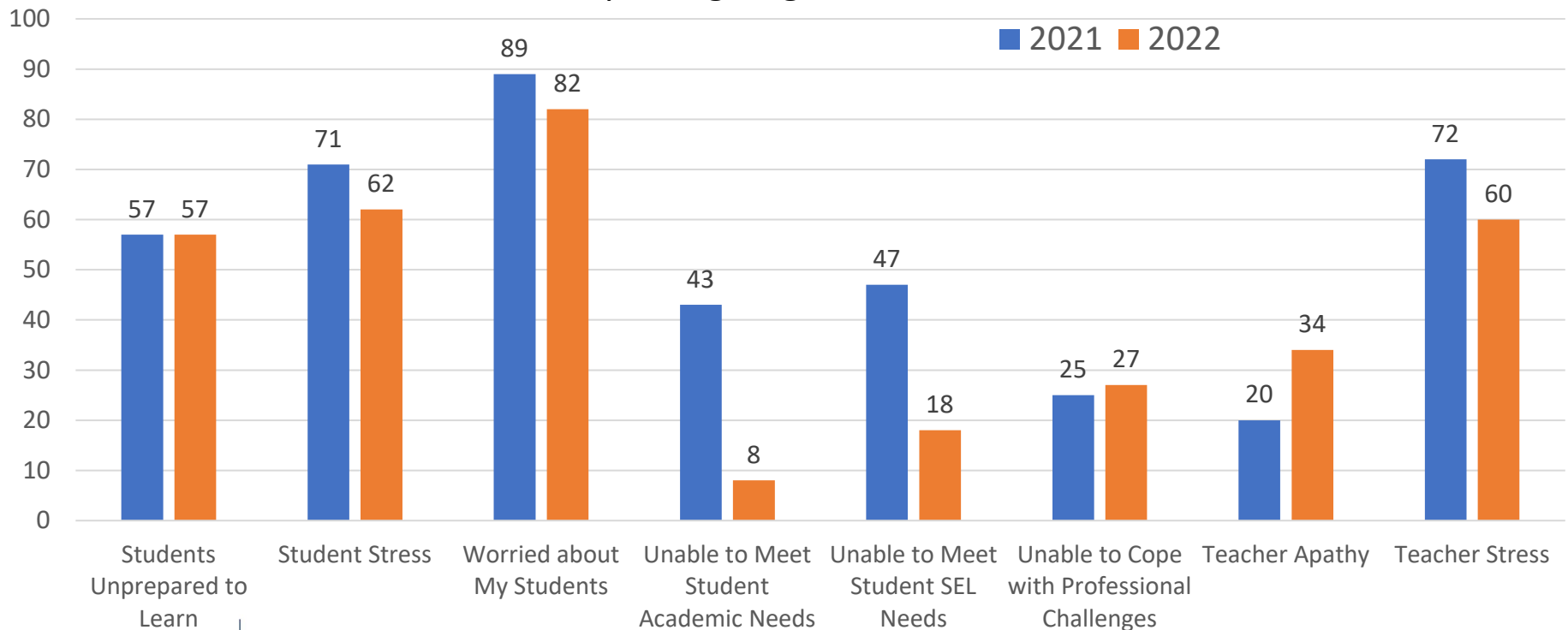


The Lasting Impact of the Pandemic

- Significant *impacts on academics, as well as social-emotional, behavioral, and mental health outcomes* (National Academies of Science, Engineering, & Medicine, 2023)
- Unprecedented *burden on teachers and administrators and numerous challenges still* faced throughout this “peri-pandemic” period (Bradshaw et al., 2023), leading to turnover and high turnover.
- Even without the challenge of a pandemic, *stress* is a major concern among educators, with *high rates of burnout and work-related stress pre-pandemic* (Herman et al., 2018).

Early-Career Elementary Teachers' Experience of the Pandemic Recovery

% Teachers Reporting "Significant Concern about..."



SCHOOL of EDUCATION
and HUMAN DEVELOPMENT

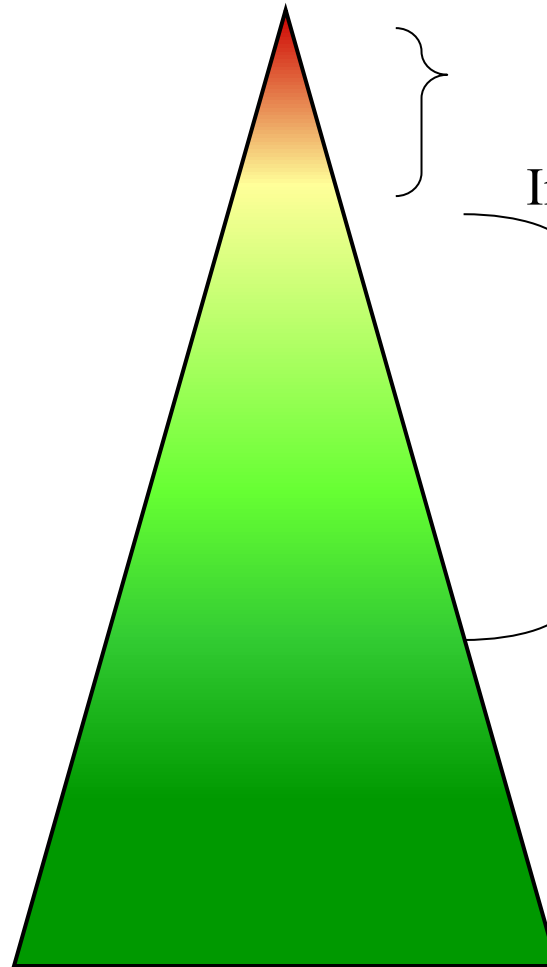
PI Bradshaw: R305A190162; Note. Higher reflects more problems/greater concern. N \approx 95 teachers

A Multi-tiered System of Supports: A Public Health Approach to Prevention

Rethinking the proportions in the peri-COVID era? (Weist et al., 2024)

Universal Prevention

All students,
preventive, proactive
(Tier 1)



Indicated or Intensive Intervention

Individualized, functional assessment, highly specific for few
(Tier 3)

Selective or Targeted Intervention

Some students,
reduce risk
(Tier 2)

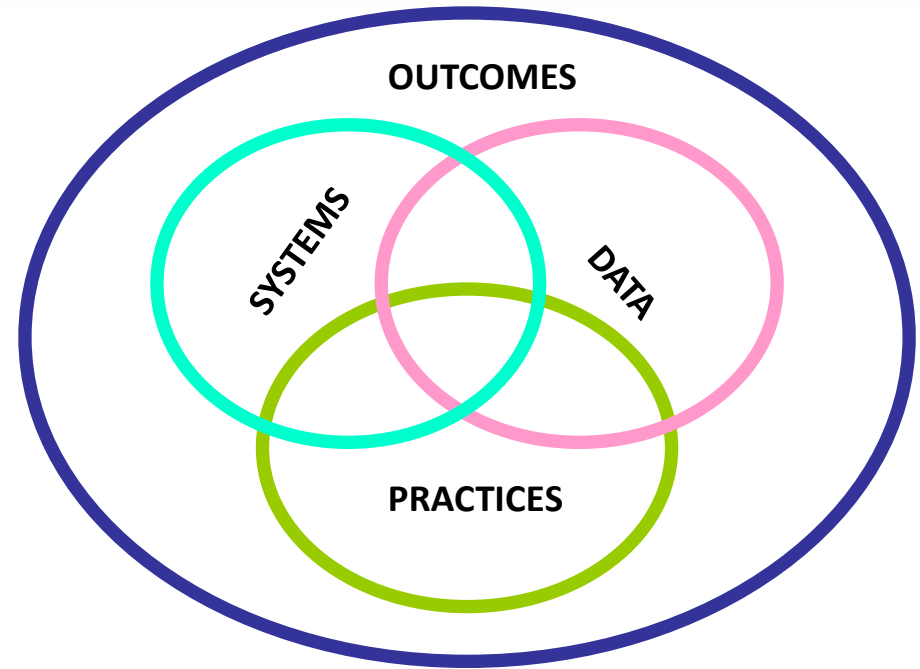
Students within Schools



PBIS

Positive Behavioral
Interventions & Supports

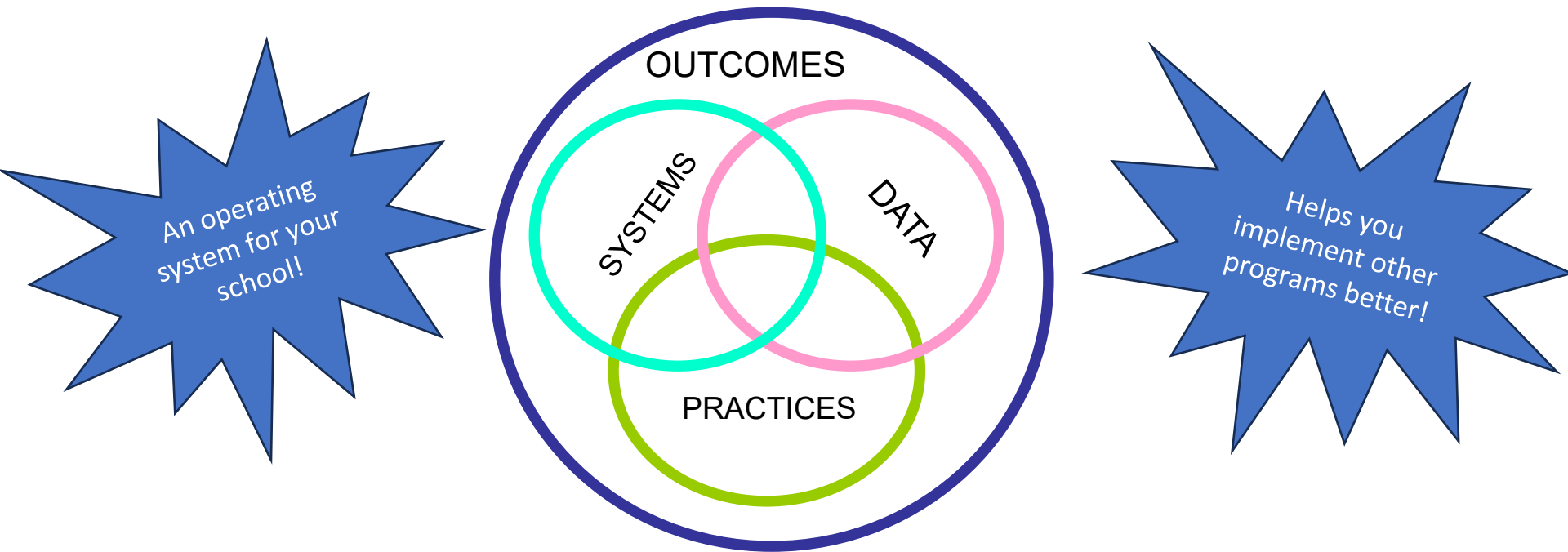
OSEP TECHNICAL ASSISTANCE CENTER



Data, Systems, Practices Framework

(PBIS.org; Sugai & Horner, 2006)

Implementation Science Framework



Positive Behavioral Interventions and Supports (PBIS):
Whole-school Approach to Prevention and Promotion

Impacts of Multi-tiered System of Supports for Behavior

• Student Outcomes

- Reduces bullying, suspensions, aggressive behavior, unnecessary referrals to special education, & discipline problems, *particularly among higher-risk students*
- Improves emotion regulation, concentration, prosocial behavior, classroom management, & academic achievement

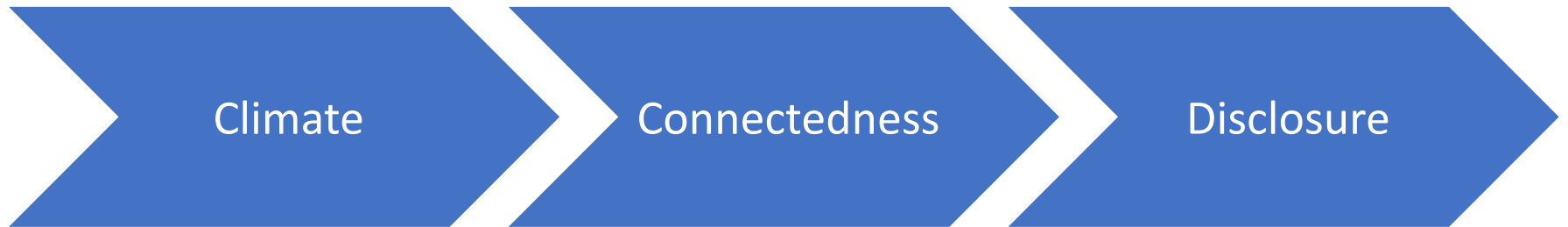
• Staff Outcomes

- Improves school climate, principal leadership, collegial relationships, & academic emphasis

Impacts of Multi-tiered System of Supports for Behavior (cont)

- **Lessons Learned from Leading 4 Randomized Controlled Trials of PBIS/MTSS-B**
 - Effects strongest at elementary level
 - Get a lot of benefit from the universal (Tier 1) supports, particularly among *higher-risk students*
 - Synergistic effect when combined with social and emotional learning
 - Need coaching and to focus on implementation to reach high fidelity and optimize outcomes
 - Requires district and state support to ensure high fidelity implementation
 - Helps to optimize implementation and integration with other evidence-based programs – like an “operating system” for your school

Theory of Synergistic Effects



Financial Savings



- **Significant Return on Investment of Tier 1 Supports**
 - Net total present-day cost savings value of **\$450,000 per 100 elementary students** and **\$86,000 for every 100 secondary students**
 - taking in consideration student outcomes of MTSS/PBIS on academics, bullying, aggressive behavior, suspensions, mental health (Bradshaw et al., 2020; 2021, 2023)

<https://ruralsmh.com/cost-calculator/>

<https://ruralsmh.com/cost-calculator/>



Cost Calculator

Calculate the costs of your school's programs to support students' social, emotional, and behavioral health and make the most of your current plans.

How does it work?

- 1
- 2
- 3

Answer Questions

Provide budgetary outlay of your programs

Provide staff time spent on implementing and monitoring programs

Generate a Report

Receive your total investments in behavioral and mental health

Receive program specific information

Make a Plan

Estimate the return on investment

Determine the best mix of programs to meet your students' needs

[Go to Cost Calculator](#) ➔



Lindstrom
Johnson,
Bowden, &
Bradshaw, 2023



National Center for Rural School Mental Health



Enhancing the capacity of rural schools to
IDENTIFY, PREVENT, AND INTERVENE
in youth mental health concerns



SCHOOL of EDUCATION
and HUMAN DEVELOPMENT

<https://www.ruralsmh.com>

PI: Reinke, CoPIs: Herman, Bradshaw

Funded by the Institute of Education Sciences, U.S. Department of Education, through Grant R305C190014 to the University of Missouri. The opinions expressed do not represent views of the Department or IES.

Early Identification System (EIS) Intervention Hub

The EIS intervention hub connects to interventions across 7 risk areas known to be related to later mental health problems. Within each area, you will find prevention strategies and interventions for elementary, middle, and high schools across three tiers.

Tier 1 is universal, meaning that it benefits all students. Tier 2 (selective) offers interventions for a targeted group of students. Tier 3 (indicated) interventions are aimed to provide individualized support for students who have increased levels of risk. [Click on an area below to learn more.](#)



**Attention and
Academic Issues**



**Peer Relationship
Problems**



**Externalizing
Behaviors**



**Internalizing
Behaviors**



**Emotional
Dysregulation**



**School
Disengagement**



**Bullying
Behaviors**



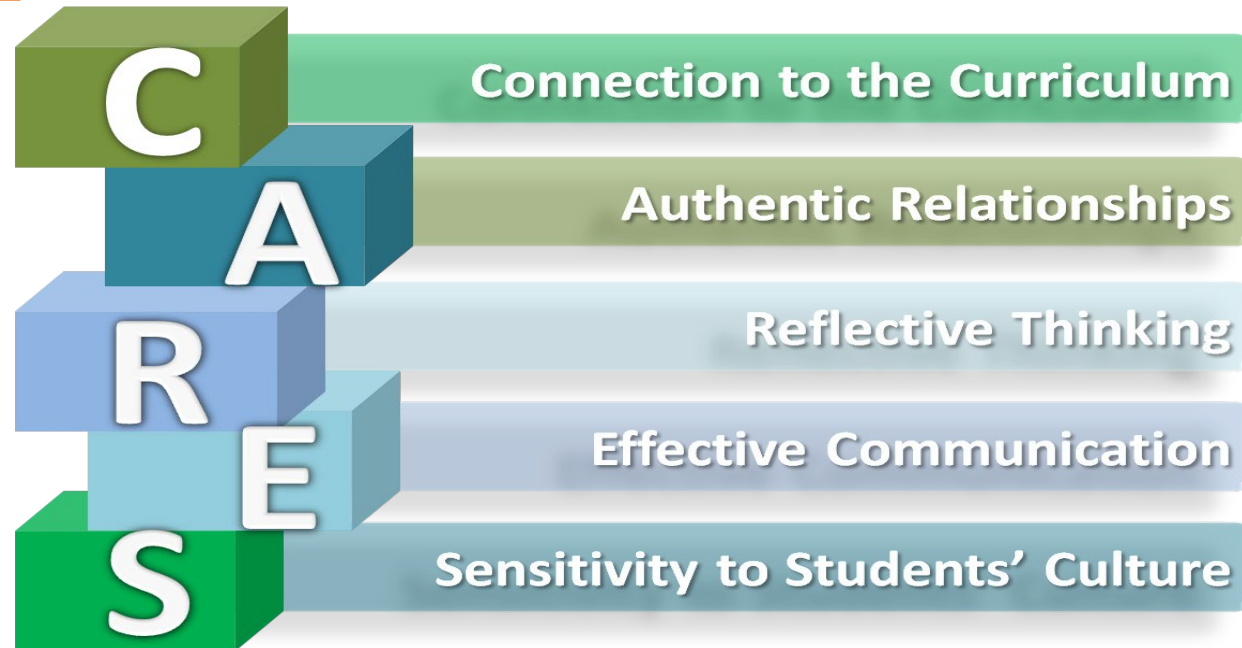
National Center for
Rural School Mental Health

The **EIS** is an online screener that helps schools screen students for mental or behavioral health needs

Validated instrument

Based on results, the EIS provides recommendations for evidence-based supports (Reinke, Herman et al., 2021)

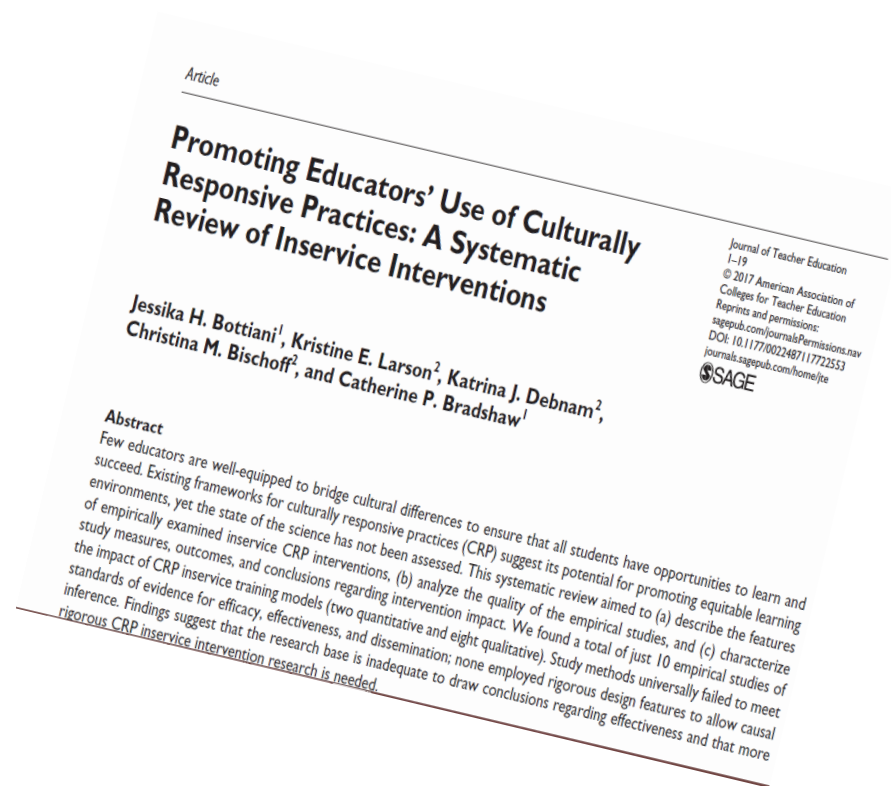
Closing the Discipline Gap through Coaching and Professional Development



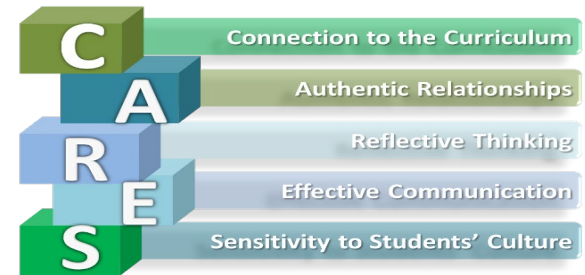
<https://www.doublecheckcoaching.org>

State of Intervention Science: In-Service PD

- **Systematic review of the literature**
 - 179 articles on topic
 - only 10 empirically examined and none met standards of evidence to assess effectiveness
 - we need to actually test existing interventions



Impacts on Classroom Context and Student Engagement



- **When combined with**
 - School-wide professional development (5 hours)
 - Classroom coaching (Classroom Check-up; Reinke & Herman)
 - Supports to the PBIS team related to data-based decision-making
- **Outcomes for**
 - Students: reduced ODRs for Black students, observations of aggressive behavior problems and discipline problems
 - Teachers: improvements in self-reported culturally-responsive behavior management and efficacy, observations of classroom management



The Classroom Check Up

Support and Training in Effective Classroom Management

» Coach Home

Home Coaches Teachers

Coaching Home

Welcome to the CCU Coaching section. This section is intended for instructional coaches, administrators, and other school professionals who regularly consult with teachers about classroom management. Becoming proficient in the CCU coaching model requires that you develop knowledge and skills in (1) implementing the CCU structure and procedures and (2) conducting collaborative coaching meetings using motivational interviewing skills.

Ideally effective coaches are also knowledgeable about effective classroom management practices. However, for coaches less fluent in this knowledge base, the website is designed so that you and the teachers you work with can readily identify simple and effective classroom management strategies to use in the classroom.

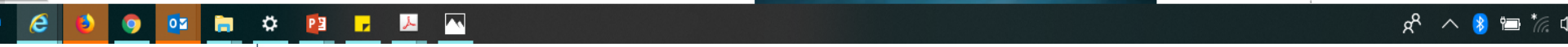
The CCU Coaching Process

This section provides an overview of the procedures and

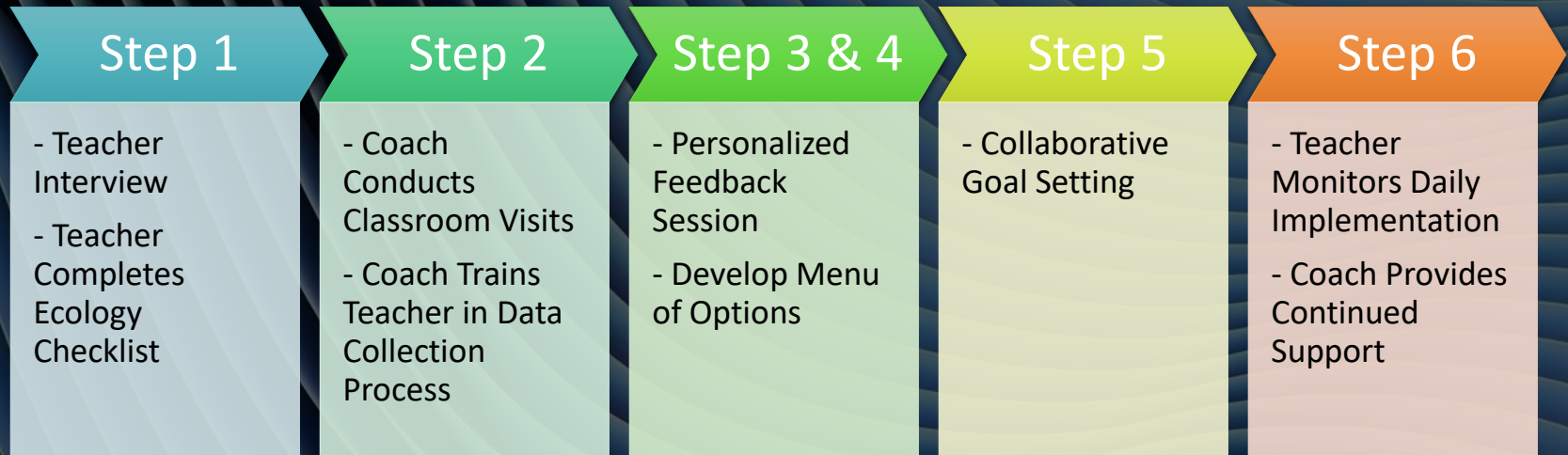
User: reinkew
Role: Coach

Links:
 » [Coach Home](#)
 » [Teacher Home](#)
[Logout](#)

o.org/



The Classroom Check-Up



Coach: _____ Date of T. I.: _____ School: _____

Teacher Code: _____ Grade Level/Subject: _____

Double Check Classroom Check-Up Teacher Interview

Preparation dialogue with teacher: "These questions will allow me to get to know you better and give me an idea of your classroom management style. There are no right or wrong answers. In fact, many times teachers say this is the first time they have thought about these things. I will also ask you about your past coaching experiences, if any, and provide an opportunity for you to share any difficulties you would like support with. Before we start, do you have any questions?"

I. General Teacher Experience

1. How long have you been a teacher? Have you always taught this grade level?
2. What do you think it was that made you want to become a teacher? What was your own education like? What role did education have in your family?
3. What do you think is the best thing about being a teacher?
4. What do you think is the most challenging thing about being a teacher?

Transition to Card Sort Activity:

"One thing we have found that is really helpful in our work with teachers is this activity I want to present to you. We call this a card sorting activity. This activity will help guide me in the coaching process as we move forward. I am going to give you this set of cards with different words and phrases listed on each. There are three category cards: *Very Important*, *Important*, and *Not Important*. The first thing I want you to do is to sort all the cards into one of these three categories. Just as I mentioned previously, there are no right or wrong answers to this. I know it can be difficult but just go with your gut." (Give the teacher some time to complete this activity.) "Now that all cards are sorted into these three categories, I want you to now take all of those in the *Very Important* pile and choose three." Note to Coach: Refer back to these three values from the card sort activity throughout the rest of the Interview when relevant. Also, remember to note these three values after the Interview so that they can be referenced during the coaching process, especially during the feedback portion.

Card Sort Items Selected:

II. Classroom Management Style/Positive Behavioral Supports

1. How would you describe your current classroom management style?

What are your strengths?

What are some challenges?

2. Who are your most challenging students? Why do you think they are challenging?
3. What is your protocol for handling misbehavior in your classroom?

What strategies have you found to be most effective? What strategies have you found to be ineffective?

Summarize

III. Understanding Culture in School Settings

1. How diverse are the students in your class? What differences do they have and what characteristics do they share? (R.T) (A.R.) (C.S)

Reflective Thinking:

2. How would you describe the culture of your school (what is valued, how persons engage, history, group membership)?
3. How would you describe the culture of your classroom? For example, if someone came into your classroom and had to use just a few words or a short phrase to describe your classroom, what would they say?

Step 1: Teacher Interview



Ecology Checklist

Teacher fills out the Ecology Checklist after the Interview is complete, but prior to feedback.

D. Interact Positively	Rarely	Sometimes	Often	Almost Always
1. I engage in non-contingent positive interactions with every student (e.g., greeting each student, demonstrating an interest in students). (AR)				
2. I use specific praise—direct, descriptive, and non-attributive—to encourage appropriate behavior. (PBS)				
3. On any given day, I positively acknowledge expected behaviors at least three times more than I correct negative behaviors (i.e., my praise to reprimand ratio is 3:1 or better). (PBS)				
4. I have a system in place for documenting and rewarding appropriate class wide and individual student behavior. (PBS)				
E. Reflective Thinking	Rarely	Sometimes	Often	Almost Always
1. I identify ways that my school's culture (e.g., communication styles, behavioral expectations) may be different from my students' home culture. (RT)				
2. I make tangible efforts (e.g., home visits, interviews, student inventories) to 'reach out' and understand the cultural or individual differences of my students. (RT)				
3. I reflect on my own cultural mindset (the framework of ideas, beliefs, and values through which I interpret and interact with the world) and how it may influence my teaching style and expectations of my students. (RT)				
4. I engage my students in reflective discussion on issues related to culture, ethnicity, and social class. (RT)				



Step 2: Assess the Classroom

Classroom Observations

Critical Classroom “Look For’s”

- Opportunities to Respond (OTR)
- Correct Academic Responses
- Disruptions
- Praise (Behavior-Specific & General)
- Reprimands
- Student Engagement



Classroom Observation Form

- 10 minutes total broken into 5-minute intervals
- Tally marks recorded for each benchmark
- Totals calculated for each benchmark after completion

Coaching Classroom Management

7.4

CCU Observation Form

Clear Form

(20 minutes)

Teacher: _____ Date: _____ Time: _____

Observer: _____ Class: _____ Activity: _____

Type of instruction (circle one): Initial Drill-and-Practice

Step 1 During a 10-minute observation period (divided into two 5-minute intervals, record tally marks for each of the following behaviors.

Benchmark	Observation period		Total for each interval
	(5 minutes)	(5 minutes)	
Opportunities to Respond			
Correct Academic Responses			
Distractions			
Ratio of Instructional Interactions	Specific Praise		
	General Praise		
Reprimands			
(Optional) Alignment with Expectations			

(continued)

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Student Engagement

- 5-second Momentary Time Sampling
- Record every 5 seconds for a total of 5 minutes
- Calculate percent of time on task during this time sampling

CCU 5 Minute Academic Engagement Observation Form

Teacher:	Date:	Topic:
Observer:	Start time:	Activity:

For the next 5 minutes, every five seconds you will indicate if a student is on task or off task. Therefore, each box indicates two things: 1) the number of seconds into the observation that you will look up at the student to determine on-task (+) or off task (0) at that moment, and 2) the interval number. Continue observing students (repeating students as necessary) until the 5 minute period is complete for a total of 60 intervals. Then, calculate the % of time the students in the classroom were engaged.

(+) indicates on task (engaged)
(0) indicates off task (not engaged)

5 sec	10 sec	15 sec	20 sec	25 sec	30 sec	35 sec	40 sec	45 sec	50 sec
1	2	3	4	5	6	7	8	9	10
55 sec	1 min	1:05 sec	1:10 sec	1:15 sec	1:20 sec	1:25 sec	1:30 sec	1:35 sec	1:40 sec
11	12	13	14	15	16	17	18	19	20
1:45 sec	1:50 sec	1:55 sec	2 min	2:05 sec	2:10 sec	2:15 sec	2:20 sec	2:25 sec	2:30 sec
21	22	23	24	25	26	27	28	29	30
2:35 sec	2:40 sec	2:45 sec	2:50 sec	2:55 sec	3 min	3:05 sec	3:10 sec	3:15 sec	3:20 sec
31	32	33	34	35	36	37	38	39	40
3:25 sec	3:30 sec	3:35 sec	3:40 sec	3:45 sec	3:50 sec	3:55 sec	4 min	4:05 sec	4:10 sec
41	42	43	44	45	46	47	48	49	50
4:15 sec	4:20 sec	4:25 sec	4:30 sec	4:35 sec	4:40 sec	4:45 sec	4:50 sec	4:55 sec	5 min
51	52	53	54	55	56	57	58	59	60

% On task = # interval + / total number of intervals coded * 100 %

1. Total # intervals coded (+) = []
2. Total # intervals coded (+) + (0) = []
3. 1 / 2 = []

Comments:



Step 3

Personalized Feedback

- Meet with Teacher
- Summarize Data
 - Identify Strengths
 - Identify Areas for Improvement
- Provide Visual and Verbal Feedback
- Prioritize and identify a goal

Positive Behavior Supports/Classroom Climate	
STUDENT	
Student Engagement	✓
Non-Compliance	✓
Disruptions	✓
Student Aggression	✓
TEACHER	
Pacing/ Opportunities to Respond	✓
Clear Expectations	✓
Pre-corrects	✓
Praise	✓
Reprimands	✓
Transitions	✓
Other: ODR's	✓

Area of Strength

Needs Attention

Double Check Elements	
Connection to the Curriculum	✓
Authentic Relationships	✓
Reflective Thinking about Cultural, Racial/Ethnic, and Class Differences	✓
Effective Communication	✓
Sensitivity to Student's Culture	✓
Other:	

Area of Strength

Needs Attention



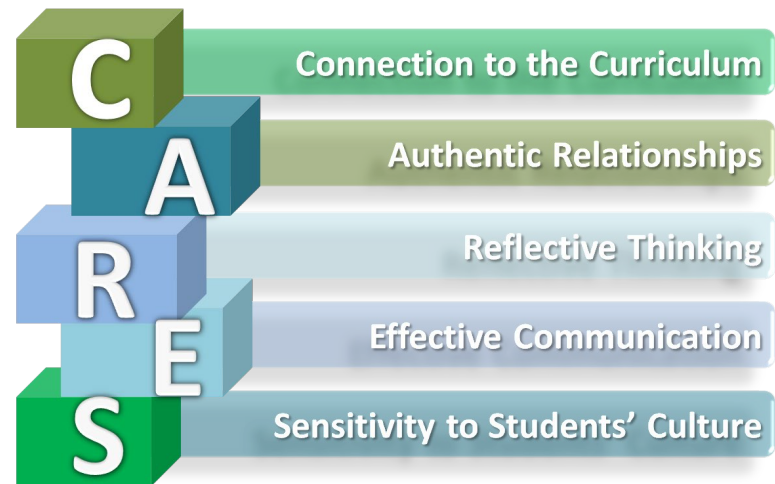
Step 4: Menu of Options

- During the feedback session, identify possible areas for intervention
 - Identify areas that the teacher sees as important
- Check all possible intervention areas and add any that the teacher may think of on their own
 - Teacher chooses from this “menu” of options
 - Interventions build from teacher strengths
 - Interventions guided by coach’s knowledge of research and effective practices



Step 5: Goal Setting

- Select one intervention from the PBIS/Classroom Climate section of the Feedback form and one intervention from the CARES section of the form
 - Intervention is collaboratively designed
 - Intervention is tailored to the needs of the classroom
- Develop an Action Plan (Goal Setting Form) for implementation
 - This plan can guide self-monitoring



Double Check Goal Setting Plan



Teacher Code: _____ Coach: _____ Grade: _____ School: _____ Date: _____

Those things going well in your classroom:

Areas you would like to focus on improving in your classroom:

Specifically, your PBS goal is to:

Specifically, your CARES goal is to:

What actions will you take to meet this goal?

Task: What needs to be done?	Description of Plan	Resources: What is needed to get it done?	Timeline
PBS:	PBS:	PBS:	PBS:
CARES:	CARES:	CARES:	CARES:

What evidence is needed to show that these goals have been met?

PBS:

CARES:

Plan for follow-up on achievement of goal. (Include date for next classroom visit and/or meeting between coach and teacher.)

Date of next classroom visit: _____

Date of next meeting: _____

Step 6: Implementation Support

Teacher Self-Monitoring Goal Sheet

Goal: _____

Date	What actions did I take today to progress towards my goal?	Impact of actions on student behavior 1=none -> 4=significant	Impact on Student Behavior: Explanation	Challenges/Successes/Notes/Comments
		1 2 3 4		
		1 2 3 4		
		1 2 3 4		

- Teacher monitors daily implementation
- Coach provides on-going support





Approach to Personalized Feedback

- Motivational Interviewing (MI; Miller & Rollnick, 1992, 2002, 2012)
 - Develop discrepancy
 - Listen for values
 - Accentuate discrepancies between where they are and where they want to be
 - Listen for Change Talk
 - Express Empathy
 - Roll with Resistance
 - Support Self-Efficacy



Values Card Sorting Activity

Accepting Differences in People	Being a Good Teacher	Working Hard	Taking Time for Myself
Being Organized	Being Happy	Being Fair	Being Healthy
Being Honest	Being Responsible	Being Liked by Everyone	Being Flexible
Being Respected by Others	Doing the Right Thing	Not Giving Up	Being a Leader
Being A Good Listener	Understanding Others	Being Real/Genuine	Relating to Students
Being Kind	Helping Others	Being Self Reflective	Making a Difference in the World
Taking Care of My Family	Being Aware of Personal Biases	Staying in Control	Being Patient



Motivational Interviewing (MI)

What MI is not...	What MI is....
A way of tricking or persuading people	A purposeful tool focused on behavior change
Therapy	A non-directive and supportive conversation
Easy to learn	A simple action that takes a lot of practice to engage in well
Practice as usual	Helping others to find <u>their own</u> capacities for change
Done "TO"	Done "WITH"



Activity

- **Choose a Partner:** Identify one person to be the speaker and one to be the listener.
- **Speaker Role:** Identify a change that you are *considering*, something you are *thinking about* changing in your life, but have not definitely decided on.
 - It will be something you feel two ways about. It might be a change that would be good for you, that you should make for some reason, but have been putting off. Tell your partner about this change you are considering.
- **Listener Role:** Engage with your partner and listen to them as they discuss the change they are considering.



The Spirit of MI

If those you work with come to believe that you genuinely accept and understand them, you have created the setting for them to move in a positive direction.

- Client-centered
 - Not just a set of techniques
- Collaborative
- Evocative
 - Listening more than telling
- Respectful
 - Honoring a person's autonomy, resources



Roadblocks to Listening

- Agreeing, approving, praising
- Reassuring, sympathizing, or consoling
- Giving advice, suggestions, solutions
- Questioning or probing
- Interpreting or analyzing
- Persuading with logic, arguing, or lecturing
- Moralizing, preaching, telling what should do
- Withdrawing, distracting, humoring, or changing subject
- Ordering, directing, commanding
- Disagreeing, judging, criticizing, blaming
- Shaming, ridiculing, labeling
- Warning or threatening



OARS of MI

- **Open questions:** Invite others to “tell their story”
- **Affirmations:** Recognize strengths and acknowledge behaviors that lead in the direction of positive change
- **Reflective listening:** “So you feel...”
“Sounds like...”
- **Summary reflections:** “Here is what I’ve heard. Tell me if I’ve missed anything.”
- OARS: basic interaction techniques and skills that are used “early and often” in the motivational interviewing approach

(Miller & Rollnick, 1992, 2002, 2012)

Importance & Confidence Ruler

How important would you say it is for you to _____?

On a scale from 0 to 10, where 0 is not at all important and 10 is extremely important, where would you say you are?



0

2

4

6

8

10

Not at all
important

Extremely
important

- Why are you at a ___ and not zero?
- What would it take for you to go from ___ to [a higher number]?

How confident would you say you are, that if you decided to _____, you could do it? On the same scale from 0-10, where would you say you are?





Let's Try It!

Listener role: Don't try to persuade or fix anything. Don't offer advice. Instead, ask these three questions one at a time and listen carefully to what the person says:

- » Why would you want to make this change?
- » If you did decide to make this change, how might you go about it in order to succeed?
- » What are the three best reasons for you to do it?

After you have listened carefully to the answers to these questions, give back a short summary of what you heard of the person's motivations for change. Then ask one more question:

- » So, what do you think you'll do?
- » Listen with interest to the answer.



Findings from 1st Randomized Controlled Trial

Design: All 158 teachers received pd and teachers randomly assigned to received coaching (ES and MS)

Classroom Observations

- Better classroom management (i.e. proactive behavior management)
- Better anticipation of and responsiveness to student
- Higher ratings of student cooperation
- Lower number of non-cooperation
- Lower number socially disruptive behaviors

Office Disciplinary Referrals

- Lower number of office referrals to Black students

Sustainability Follow-up Study (Spencer Funding: “teacher to teacher”)

- 1 year out, effects were not sustained due to lack of ongoing coaching support

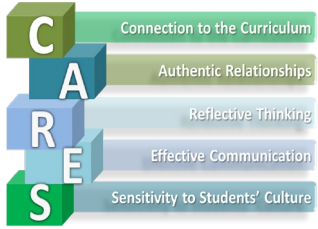




Findings from 2nd Randomized Controlled Trial

- Design: 41 MS only, PD + Coaching vs. control (351 teachers)
- Classroom Observations
 - Better instructional support
 - Greater use of proactive behavior management behaviors
 - Increased teacher use of praise/approvals
 - Higher ratings of student engagement
 - Reductions in students' disruptive behavior
- Higher teacher report of culturally responsive teaching efficacy





Summary of Research from 2011 to Present: When Delivered in Person Double Check...

Reduces disproportionate referrals of Black students to the principal's office

Improves student behavior in the classroom

Improves teachers' use of classroom management strategies

Increases teachers' efficacy and use of culturally responsive practices



Double Check Online Scale-Up Study



Test the online version of Double Check to determine if the interactive coaching platform is more effective than providing access to the program content without interactive coaching.

Impacts will be evaluated based on

- Student engagement, performance, and behavioral outcomes
- Effects on teachers' instruction, proactive behavior management, and culturally responsive teaching

<https://www.doublecheckcoaching.org>



Online Training for Coaches

Module MI-1

Introduction to
Motivational Interviewing



Module MI-2

Motivational Interviewing:
Skills & Techniques



MODULE A-3

Motivational Interviewing:
Application



Double Check Online RCT

Welcome

[▶ Watch video](#)

Double Check is a framework designed to improve teacher culturally responsive behavior management and practices with the goal of decreasing disproportional disciplinary referrals for culturally and linguistically diverse students. Our goal is to make evidence-based training and resources easily accessible to school professionals in their efforts to create positive learning environments.

The Double Check CCU contains web-based tools and training in the form of intervention modules to support both teachers and coaches in identifying and implementing culturally responsive behavior management practices in the classroom. Each module incorporates elements such as videos, assessment instruments, strategy tools, and action planning tools to facilitate effective and efficient implementation of evidence-based classroom management practices. **Intervention modules include:**

CARES

Positive Behavior Supports
& Classroom Climate



For Teachers:

[Learn More](#)



For Coaches:

[Learn More](#)



For Administrators:



Double Check Coaching Online

Coaching Home

Welcome to the Double Check Coaching section. This section is intended for instructional coaches, administrators, and other school professionals who regularly consult with teachers about culturally responsive practices, student engagement, and classroom management. Becoming proficient in the Double Check coaching model requires that you develop knowledge and skills in (1) implementing the Double Check structure and procedures and (2) conducting collaborative coaching meetings using motivational interviewing skills. Motivational interviewing is a way of communicating with others that helps elicit talk about making a change. It is a helpful skill to employ when consulting with teachers.

Ideally, effective coaches are also knowledgeable about culturally responsive teaching practices, ways to increase student engagement, and effective classroom management practices. However, for coaches less fluent in this knowledge base, the website is designed so that you and the teachers you work with can readily identify simple and effective classroom strategies to implement to enhance their classroom.



Getting Started

- 1 Review each step of the **coaching process** by reading the content, reviewing videos, and reflecting on your comfort with each step.



- 2 Invite the teacher(s) who you will begin coaching by going to the **My Teachers** page.



- 3 Begin the coaching process (e.g., Step 1: Set up a **Getting to Know You interview** with your teacher). All the tools needed are embedded within each step of the coaching process.



Double Check Coaching Process

[Coaching Process](#)



This section provides an overview of the procedures and tools needed for coaches to conduct an effective Classroom Check-Up. A flowchart is provided to illustrate the overall process and the key steps:

- 1) Interview
- 2) Assess Classroom
- 3) Check-Up Meeting
- 4) Selecting an Intervention
- 5) Implementing the Intervention
- 6) Evaluating the Intervention

Clicking within each step takes you to resources, videos, forms, and detailed descriptions for how to complete the step.

[Check-Up Menu](#)

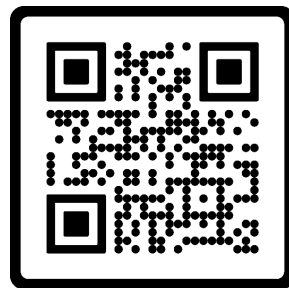
[Coach Resources](#)

Double Check Teacher Resources

The Double Check CCU provides tools for teachers to improve areas that need attention and to implement strategies suggested during the coaching process.

Working Well Resource Directory

- Staff well-being is a key strategy towards restoring stability.
- Designed to help districts and schools promote staff well-being.
- Created from extensive literature scans and researcher and practitioner roundtables.
- Organized into seven approaches:
 - Creating or Expanding Well-Being supports
 - Elevating the Profession,
 - Encouraging Self-Care,
 - Enhancing Professional Development,
 - Fostering Connectedness and Supportive Relationships,
 - Improving School Facilities and Innovating in the Classroom.

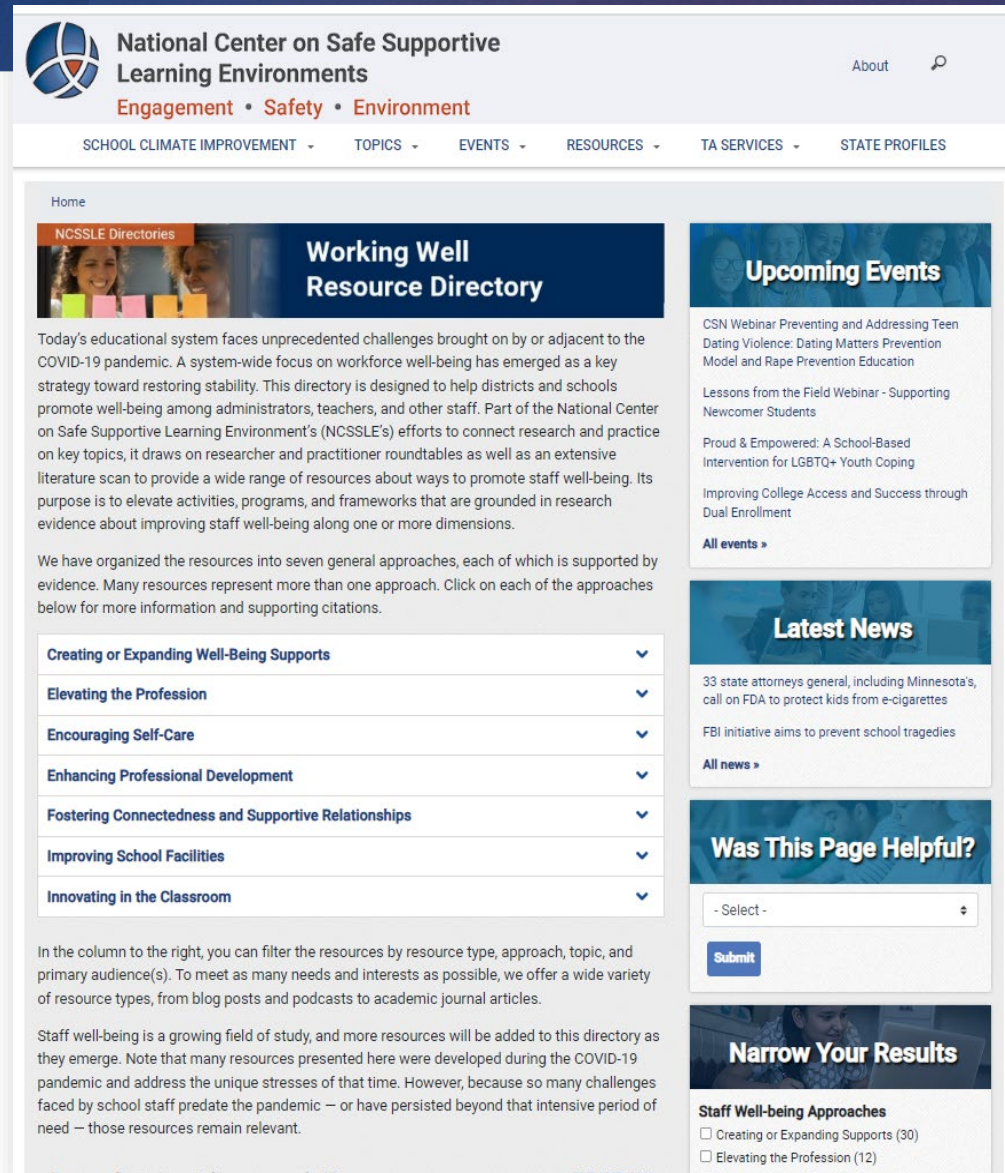


SCAN ME



SCHOOL of EDUCATION
and HUMAN DEVELOPMENT

<https://safesupportivelearning.ed.gov/working-well-resource-directory>



The screenshot shows the homepage of the National Center on Safe Supportive Learning Environments (NCSSE) Working Well Resource Directory. The header includes the NCSSE logo and navigation links for 'About' and a search icon. Below the header is a main navigation bar with categories: SCHOOL CLIMATE IMPROVEMENT, TOPICS, EVENTS, RESOURCES, TA SERVICES, and STATE PROFILES. The main content area features a 'Home' section with a 'Working Well Resource Directory' banner. A paragraph explains the directory's purpose: 'Today's educational system faces unprecedented challenges brought on by or adjacent to the COVID-19 pandemic. A system-wide focus on workforce well-being has emerged as a key strategy toward restoring stability. This directory is designed to help districts and schools promote well-being among administrators, teachers, and other staff. Part of the National Center on Safe Supportive Learning Environment's (NCSSE's) efforts to connect research and practice on key topics, it draws on researcher and practitioner roundtables as well as an extensive literature scan to provide a wide range of resources about ways to promote staff well-being. Its purpose is to elevate activities, programs, and frameworks that are grounded in research evidence about improving staff well-being along one or more dimensions.' Below this is a list of seven general approaches, each with a dropdown arrow: 'Creating or Expanding Well-Being Supports', 'Elevating the Profession', 'Encouraging Self-Care', 'Enhancing Professional Development', 'Fostering Connectedness and Supportive Relationships', 'Improving School Facilities', and 'Innovating in the Classroom'. A paragraph follows: 'We have organized the resources into seven general approaches, each of which is supported by evidence. Many resources represent more than one approach. Click on each of the approaches below for more information and supporting citations.' To the right of the approaches list is a filter column with a heading 'NCSSE Directories' and a photo of two people. Further right are sections for 'Upcoming Events' (listing a CSN Webinar, Lessons from the Field Webinar, and Proud & Empowered), 'Latest News' (listing a call from 33 state attorneys general and an FBI initiative), and 'Was This Page Helpful?' (with a dropdown menu and a 'Submit' button). At the bottom right is a 'Narrow Your Results' section with checkboxes for 'Creating or Expanding Supports (30)', 'Elevating the Profession (12)', and 'Encouraging Self-Care (20)'. The bottom of the page shows a partial view of a search results section with the text 'Resource directories matching your search: 45' and an 'EXPAND ALL' link.



National Center on Safe Supportive
Learning Environments

Engagement • Safety • Environment

Working Well Podcast Series



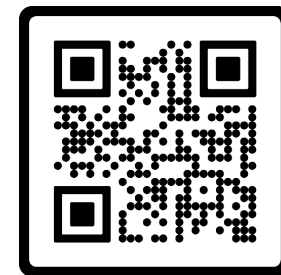
The series is intended to promote staff well-being policies and practices in schools.



Each episode features one on one conversations with a researcher, superintendent, principal, school psychologist, and teacher.



<https://safesupportivelearning.ed.gov/podcasts/working-well>



SCAN ME



NCSSLE Resources



School Climate Improvement Resource Package



ED School Climate Surveys



Trauma-Sensitive Schools Training Package



Building Student Resilience Toolkit



Human Trafficking in America's Schools



Improving Higher Education Learning Environment



Supporting Trauma Recovery



Promoting Mental Health



Responding to Covid-19

GUIDANCE



Discover How To Support And Respond To Students' Social, Emotional, Behavioral, And Academic Needs, And Reduce The Need For Exclusionary Discipline

RESOURCE



Access Resources To Create And Implement Comprehensive And Holistic Safety Programs

BLOG



Discover Resources And Tools To Foster A Mentally Healthy Return To School

RESOURCE



Learn About Implementing A Successful School Mental Health Program And Utilizing A Small Group Professional Development Coaching Model


RESOURCE



Find Out How The Voluntary School And Child Care Lead Testing And Reduction Grant Program Will Reduce Lead In Drinking Water

FEATURED EVENTS

UPCOMING



From Assessment to Action: Enhancing Organizational Well-Being in Schools

September 12, 2023 - 3:00 PM EDT

[MORE](#)

UPCOMING



Lessons from the Field Webinar - Strategies for School and District Leaders to Support Students' Social, Emotional, Behavioral, and Academic Well-Being and Success

August 23, 2023 - 3:00 PM EDT

[MORE](#)

PAST



Lessons from the Field Webinar - Developing High-Quality Registered Apprenticeship Programs to Address Teacher Shortages: National Guidelines for Apprenticeship Standards

August 16, 2023 - 3:00 PM EDT

[MORE](#)

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FEATURED RESOURCES

EXTERNAL RESOURCES

Delivering Services in School-Based Settings: A Comprehensive Guide to Medicaid Services and Administrative Claiming

[▶](#)

Delivering Services in School-Based Settings: A Comprehensive Guide to Medicaid Services and Administrative Claiming

Provides guidance for how the Centers



On-Line Resources

- **Stop Bullying**
 - <http://www.stopbullying.gov>
- **National Association of School Psychologists (NASP)**
 - Success in school online resource kit
 - <http://www.naspcenter.org/resourcekit/index.html>
- **Collaborative for Academic, Social, & Emotional Learning (CASEL)**
 - <http://www.casel.org>
- **National Center on PBIS**
 - <http://www.PBIS.org>
- **Blueprints for violence prevention**
 - <http://www.colorado.edu/cspv/blueprints/index.html>
- **Substance Abuse & Mental Health Services Admin. (SAMHSA)**
 - <http://nrepp.samhsa.gov/>

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