THE STUDENT ENGAGEMENT PROJECT

A WEBINAR PRESENTATION TO THE NATIONAL TECHNICAL ASSISTANCE CENTER ON TRANSITION

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Today’s Goals

• To explain the purposes of the project.
• To explain the nature of the materials available through “The Student Engagement Project.”
• To explain how to find and use these materials.
Purposes of the Project

• Provide strategies to educators to
  • Reduce exclusionary discipline/improve student behavior.
  • Reduce student dropout; increase graduation

• Materials useful for two primary purposes
  • School Improvement Planning/ ILCD (Nebraska SpEd School Improvement)
  • Individual Student Planning / Student Assistance Teams

• Monitor & provide assistance with regard to use of physical restraint and seclusion procedures.
Principles Underlying the Goals

- Accessibility of information to educators
- Employ a Multi-Tiered System of Support (MTSS) to explain use of Strategies (Insure compatibility to PBIS).
- Identify and summarize research to insure educators are aware of the evidence base for strategies.
- Identify where educators can get additional information or resources.
Creating Strategy Briefs (& other documents)

• We wanted strategies - not just “activities”
  • Example - Parent involvement
    • Variety of specific activities could be included
    • This allows tailoring to local school culture & needs

• Identify as many strategies as possible -
• Conduct a literature search
• Draft a document using a basic structure
  • Intro; what it is; research & literature summary
• Outside reviewers employed

Each identifies:
• The Tier of Intervention.
• The evidence supporting the intervention
• Resources for more information
Documents Created

• Creation of documents
  • **Two topical briefs**
    • Schoolwide behavior screening (9 pages)
      - Examples of Behavior Screeners (6 pages)
    • Dropout Screening & Early Warning Systems (15 pages)
  • **42 Strategy briefs** (4-14 pages)
    • 8 Resource briefs (5-10 pages)
    • 2 more almost ready
    • 4 additional in various stages – more possible.
  • **12 Program documents** (4-8 pages)
Physical Restraint & Seclusion

Addressing:

- Analysis of laws, policies and court decisions
- Survey of content of crisis training programs
- Analysis of issues of safety, imminent danger, ethical issues.
- Possible survey of district policies and training
Strategies are organized in a multi-tiered model

- Tier 1 - Prevention
- Tier 2 – Early Intervention
- Tier 3 – Intensive Intervention

Materials available at: k12engagement.unl.edu
Documents

- Are free!
- PDF format to download, share & print.
- Accessible any time on the website.
- Indexed in several ways on the website
about behavior and discipline, as well as graduation and dropout.

All tiered models of intervention, particularly Positive Behavior Interventions
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Examples of Tier 1 Strategies

- Before & After School Programs
- Bullying Prevention & Intervention
- Conflict De-escalation
- Middle to HS Transition Planning
- Parent & Family Involvement
- Postsecondary Transition Planning
- Reinforcement for Positive Behavior
- School Values & Expectations
- Service Learning & Community Learning
- Social Skills Instruction
- School Climate

And more....
School Climate

• “Attitude” or “Mood” of the school
  o Different from school culture

• Identified as a crucial step toward school improvement

• A positive school climate
  o Improves academics
  o Decreases risky behavior & bullying
  o Decreases teacher burnout
  • (Thapa, Cohen, Guffey, & Higgins-D’Alessandro, 2013)

• Process of improvement
Examples of Tier 2 Strategies

Academic Supports & Tutoring
Anger Management
Detention
Individual Behavior Plans & FBA
In-School Suspension
Mentoring
Peer Mediation
Restitution
Restorative Practices
Sleep and School
Truancy Reduction
Wraparound
Youth Courts
And more…

*Some are applicable at the tier one or three levels
Conflict De-escalation

• Broad term to describe a variety of techniques that reduce tension between two individuals or two groups of people

• Conflict Cycle (Colvin, 2015)
  o Interrupt the conflict cycle
    ▪ Validate student feelings

• Phases of Acting-Out Cycle
  o Keep students in calm phase
    ▪ Provide positive reinforcement
Program Check-In/Check-Out

- Monitor student progress
- Additional structure in day
- Positive daily contact
  - 1-10 minutes, twice a day
- Discuss: daily events, behavioral goals, & strategies
- Reinforces positive behaviors & academic responsibility
- Behavioral chart/checklist
- May reflect PBIS school expectations
Tier 3 Strategies

- Academic Supports & Tutoring
- Alternative Schooling
- Conflict De-Escalation
- Discipline Recovery
- Dropout Recovery
- Family Group Conferencing
- Individual Behavior Plans and Functional Behavioral Assessment
- Restitution
- Restorative Practices
- Wraparound
- Youth Courts
- Program Check & Connect
- And more...

*Some are applicable also at the tier one or two levels*
Restorative Practices

• Problem-solving approach to help students learn how to manage their behavior

• Focus is not on punishment, but on addressing harm, healing relationships, and helping students become better people by encouraging them to come up with a plan to right their wrongs
Questions?

For more information:

- [http://k12engagement.unl.edu](http://k12engagement.unl.edu)
- Facebook: Student Engagement Project
- Twitter: @k12engagement