

# Rethinking Behavior Through a Whole-Child Lens



## Today's Goals

- ★ Share why our district decided to rethink behavioral supports
- ★ Develop an understanding of our whole-child approach
- ★ Discuss the district's professional learning about brain development, redefining discipline, ensuring student voice, skill deficit identification and skill development
- ★ Review how we are measuring the success we are seeing



# Marshalltown - An Overview

- **Approximately 5,100 students**
- **10 schools**
- **68% of students are eligible for free/reduced lunch**
- **46% are English Learners**
- **11.5% special education**
- **25% mobility rate**



Why ?



# Why Did We Rethink Behavioral Supports?

## ❖ **Community-wide needs assessment in 2017**

- Stakeholder survey (community, staff, parents)

## ❖ **Results from needs assessment**

- Unanimously all parties indicated that student behaviors, mental health issues, and appropriate social development were the areas they had the most concerns

# What We Learned

- ❖ **Our beliefs and approach did not align to what the current research informs us about the social-emotional development of children**
- ❖ **Community feedback made us**
  - **Re-examine our current beliefs about supporting the social-emotional development of our students**
  - **Re-examine how we approached working with our students**
  - **Reflect on our previous thinking/misconceptions**

# What We Learned

- ❖ Our behavioral approach was very traditional and based on only operant theory
- ❖ We had a lot of misconceptions
- ❖ The need for a more differentiated, whole-child approach



# **Need For A More Differentiated Approach**

- ❖ **The need for a systemic approach that...**
  - **Teaches all students common expectations**
  - **Acknowledges them for following expectations**
  - **Universally screens all students for social, emotional, behavioral, and mental health needs (SAEBRS)**
  - **Utilizes assessment tools and follow common assessment procedures for all educators**
  - **Provides systemic interventions based on data**





# The Work In Front of Us

- ❖ We needed to reduce challenging behaviors that are inappropriate, unacceptable, and dangerous
- ❖ We needed to develop a more differentiated approach to teach students who exhibit challenging behaviors, similar to what we do for academics
- ❖ We needed to make sure we have the supports available to us to support Social-Emotional Learning (SEL)
- ❖ We needed to make sure professional learning is available for all staff on how to support SEL
- ❖ We needed to educate parents on how to support Social-Emotional Well-Being of their children

# Developing A More Differentiated Approach

- ❖ **Develop our skills and understanding in the Collaborative Problem Solving approach**
  - **Research-based**
  - **Whole child focused**
  - **Mindset shift to “Skill vs Will”**
  - **Engages the child and gives them a voice**
  - **Relationship driven**
  - **Discipline = to teach, not to punish**



# Developing A More Differentiated Approach

- ❖ **Integrating the Collaborative Problem Solving approach into our current behavioral supports structures**
  - **Common terminology used - Social Emotional Learning**
  - **Promoting the mindset of “Skill vs Will”**
  - **Emphasizing relationship building and positive interactions**
  - **Refocus us on Problems To Be Solved, not Challenging Behaviors**
  - **Using “Plan B” conversations as an intervention strategy**

# Intentional Planning for 2018-'19

- ❖ Collaborative Problem Solving training
  - Training key stakeholders in each building in Tier I
  - Training a support team in Tier II



# 2018-'19 Professional Development on Social-Emotional Learning

## ❖ District-wide Work

- Laying the foundation through data
- Introducing the research
- Launching Collaborative Problem Solving
- Systematically teaching
- Instructional materials alignment

**OUTCOMES**



# Early Indicators Of Success

- ❖ Observations from Woodbury elementary
- ❖ Observations from Marshalltown Learning Academy

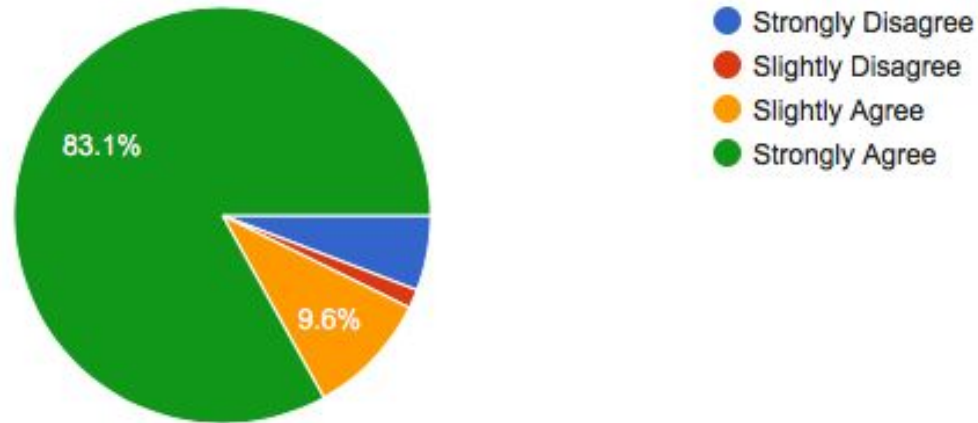




# Early Indicators Of Success

Teaching social and emotional skills are as important as teaching academic content.

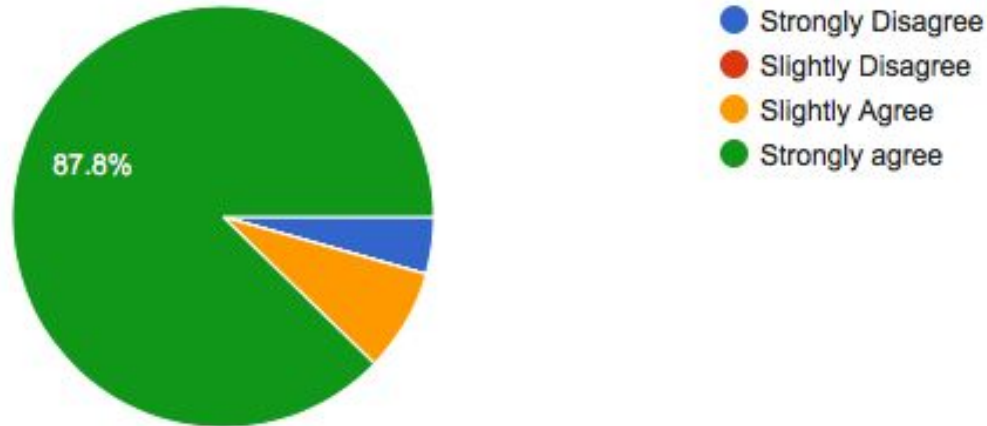
343 responses



# Early Indicators of Success

Trauma impacts neurological development and affects student's ability to function in the school environment.

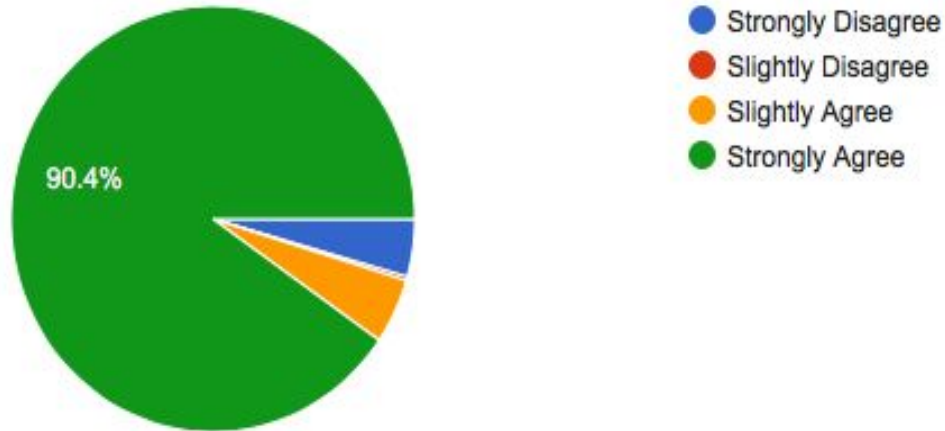
343 responses



# Early Indicators of Success

It is important to have a comprehensive understanding of our students when determining supports and services needed.

343 responses



# Early Indicators Of Success

Introduce SEL Mindset

Implement SEL Strategies

	August	September	October	November	December	January	February	March	April	May	June	
Hoglan	6	15	24	28	1	0	0	0				
Anson	0	0	0	0	1	0	0	0				
Fisher	0	1	0	0	0	0	0	0				
Franklin	0	1	1	2	0	1	0	1				
Rogers	2	4	1	6	10	1	7	1				
Woodbury	0	5	0	0	0	1	0	0				
Lenihan	1	7	7	11	1	0	0	1				
Miller	0	1	2	2	0	0	2	0				
MLA	0	0	0	0	0	0	0	0				
Four Oaks	0	7	13	5	15	12	15	14				
MHS	0	0	0	0	1	0	0	1				
<b>Total</b>	<b>9</b>	<b>41</b>	<b>48</b>	<b>54</b>	<b>29</b>	<b>15</b>	<b>24</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>238</b>

Question

The image features the word "Question" rendered in a 3D, blocky font. The letters "Q", "u", "e", "s", "t", "i", "o", and "n" are light gray with a slight shadow underneath. The final letter, "n", is replaced by a large, vibrant red question mark. The entire scene is set against a plain white background with a subtle reflection on the surface below the text.

# References

Think:Kids.org

Ablon, S. J., & Pollastri, A. R. (2018). *The School Discipline Fix: Changing Behavior Using the Collaborative Problem Solving Approach*. New York, NY: W.W. Norton Company Inc.

Perry, B. (2017). *Boy Who Was Raised As A Dog: And other stories from child psychiatrists notebook--what traumatized children can teach us about loss, love, and healing*. New York, NY: BASIC Books.