

FOUNDATIONAL ASPECTS OF EVIDENCE BASED CLASSROOMS

SUPPORTING STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISABILITIES

OSPI'S 2019 STUDENT SUPPORT CONFERENCE

**Better Together: Collaboration,
Coordination, and Compassion**

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Wenatchee Convention Center
May 23 and 24.

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AGENDA

- Review of the definitions and understandings regarding work with students with emotional and behavioral disabilities
- Some practical examples of what the EBD program looks like in Pasco School District
- Elements of an Effective EBD Program for the 21st Century
- Participatory Evaluation and Expert Review for Classrooms Serving Students with EBD (PEER-EBD)



GROUPING FOR EMOTIONAL BEHAVIORAL DISABILITIES (EBD)

A close-up photograph of two hands holding broken yellow pencils. The pencils are broken in the middle, with sharp, jagged ends. The hands are positioned on either side of the pencils, with the fingers gripping them. The background is dark and out of focus.

Externalizing behaviors

Internalizing behaviors

Low incidence disorders

EBD is qualified as an “emotional disturbance” as a condition exhibiting one or more specific emotional and/or behavioral difficulties over a long period of time and to a marked degree, which adversely affects educational performance.

ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

Individualized Programing

Content & Climate-Group Process

Structure

Philosophy and Systems Approach



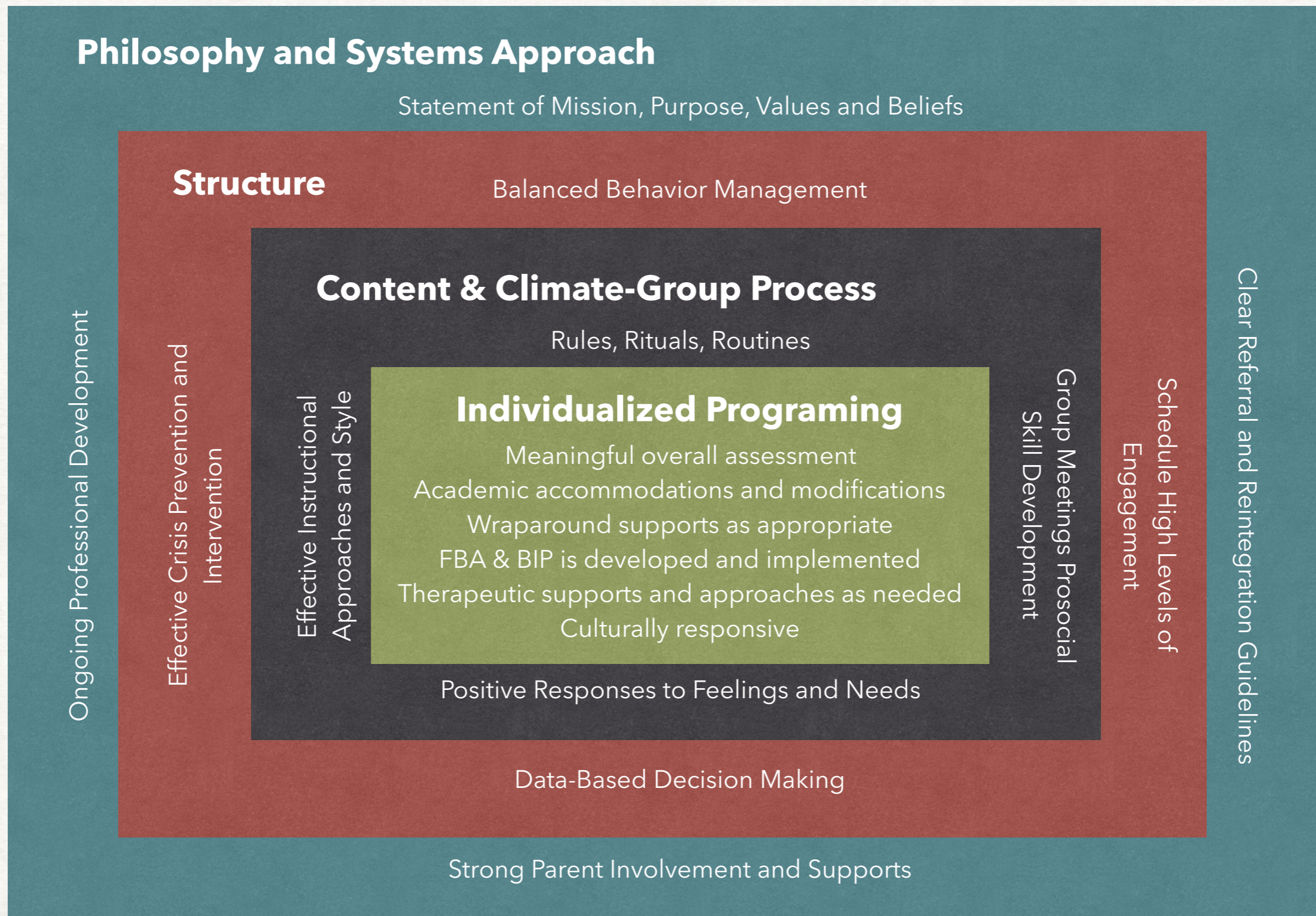
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(Walker & Fecser, 2000)



ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY



ASCD

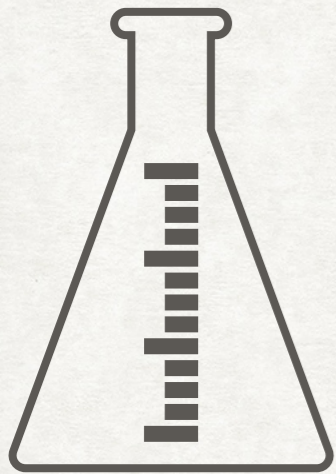
- WHOLE SCHOOL
- WHOLE COMMUNITY
- WHOLE CHILD

A collaborative approach to learning and health



PEER-EBD

PARTICIPATORY EVALUATION AND EXPERT REVIEW FOR CLASSROOMS SERVING STUDENTS WITH EBD



RESEARCH
BASED



OBSERVATION
INTERVIEWS
REVIEWING ARTIFACTS



INDIVIDUAL SURVEYS
FACILITATED TEAM
ASSESSMENT



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(Tsai, Cheney, Walker, 2013)



WHAT HAS THIS LOOKED LIKE
IN PASCO SCHOOL DISTRICT
HISTORICALLY

ADDRESSING BEHAVIORAL CONCERNS



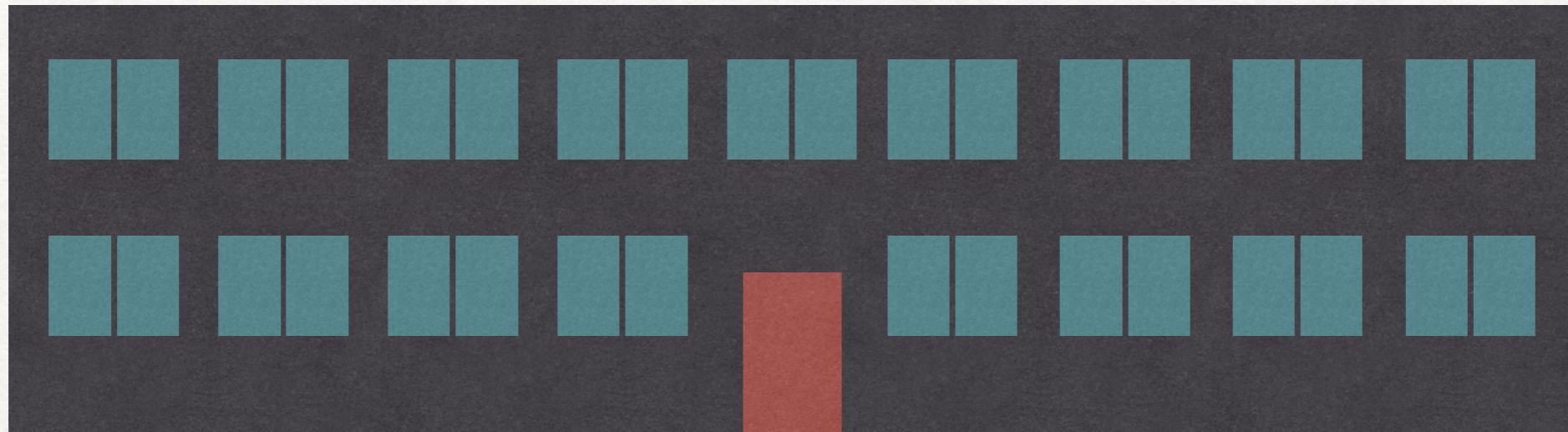
THE BRIDGES PROGRAM

SIMILAR BUT
DIFFERENT



THE BRIDGES PROGRAM

DONEC QUIS NUNC



Pasco High School
John McLoughlin Middle School
Mark Twain Elementary School
Longfellow Elementary School
Ruth Livingston Elementary School
James McGee Elementary School



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THE BRIDGES PROGRAM

**HIGH RATIO
STAFF TO
STUDENTS**

**EXTRA
TRAINING
FOR STAFF**

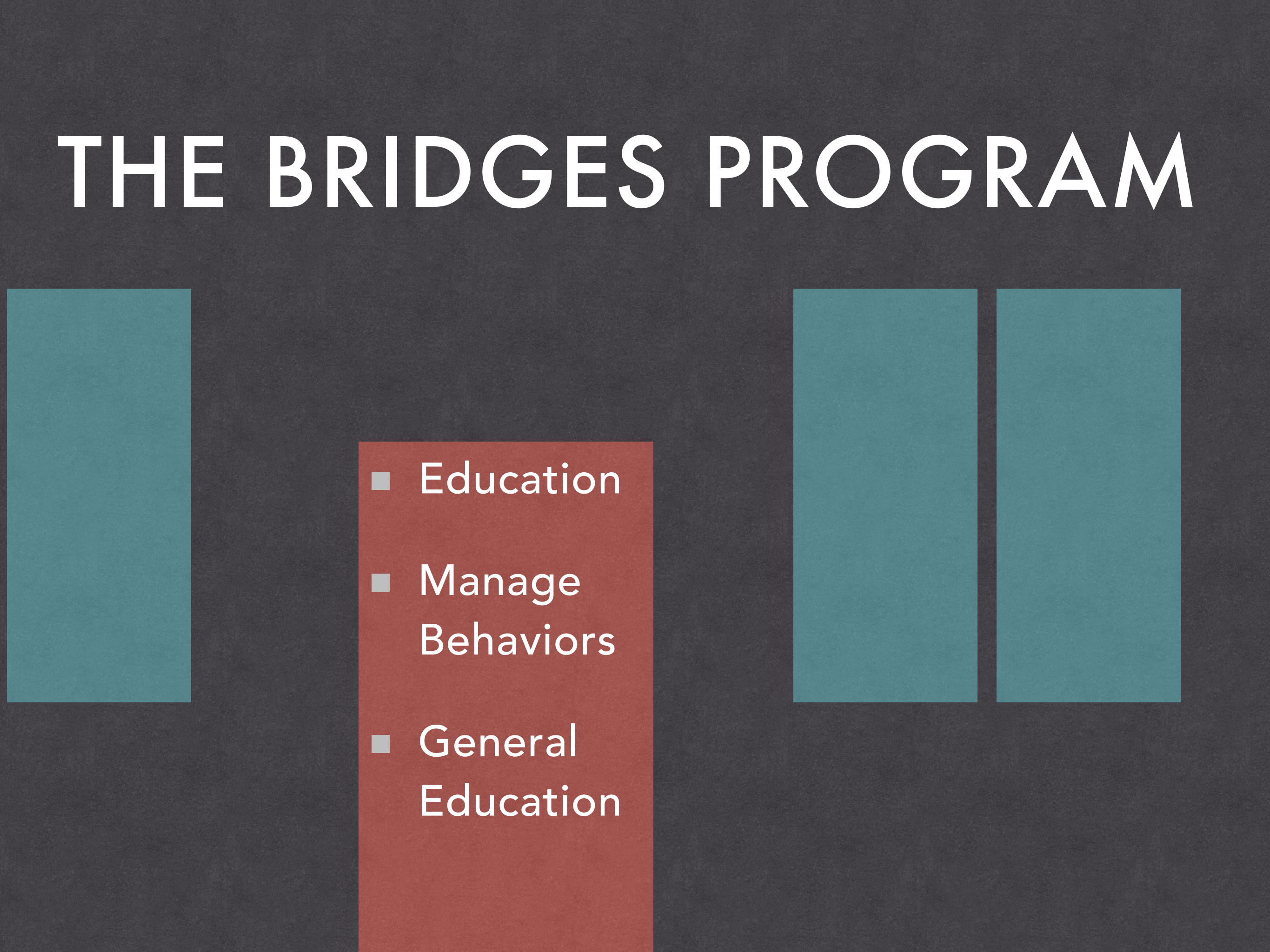
**PROGRAM
EVALUATION**

**INCLUSION
OF A SOCIAL
WORKER**

**VIEW OF
BEHAVIORS**

**DATA
DRIVEN
DECISION
MAKING**

THE BRIDGES PROGRAM

- 
- Education
 - Manage Behaviors
 - General Education

CLASSROOM STRUCTURES

POSITIVE REINFORCEMENT

Tracking behavior
Token economy
Specially designed social skill instruction

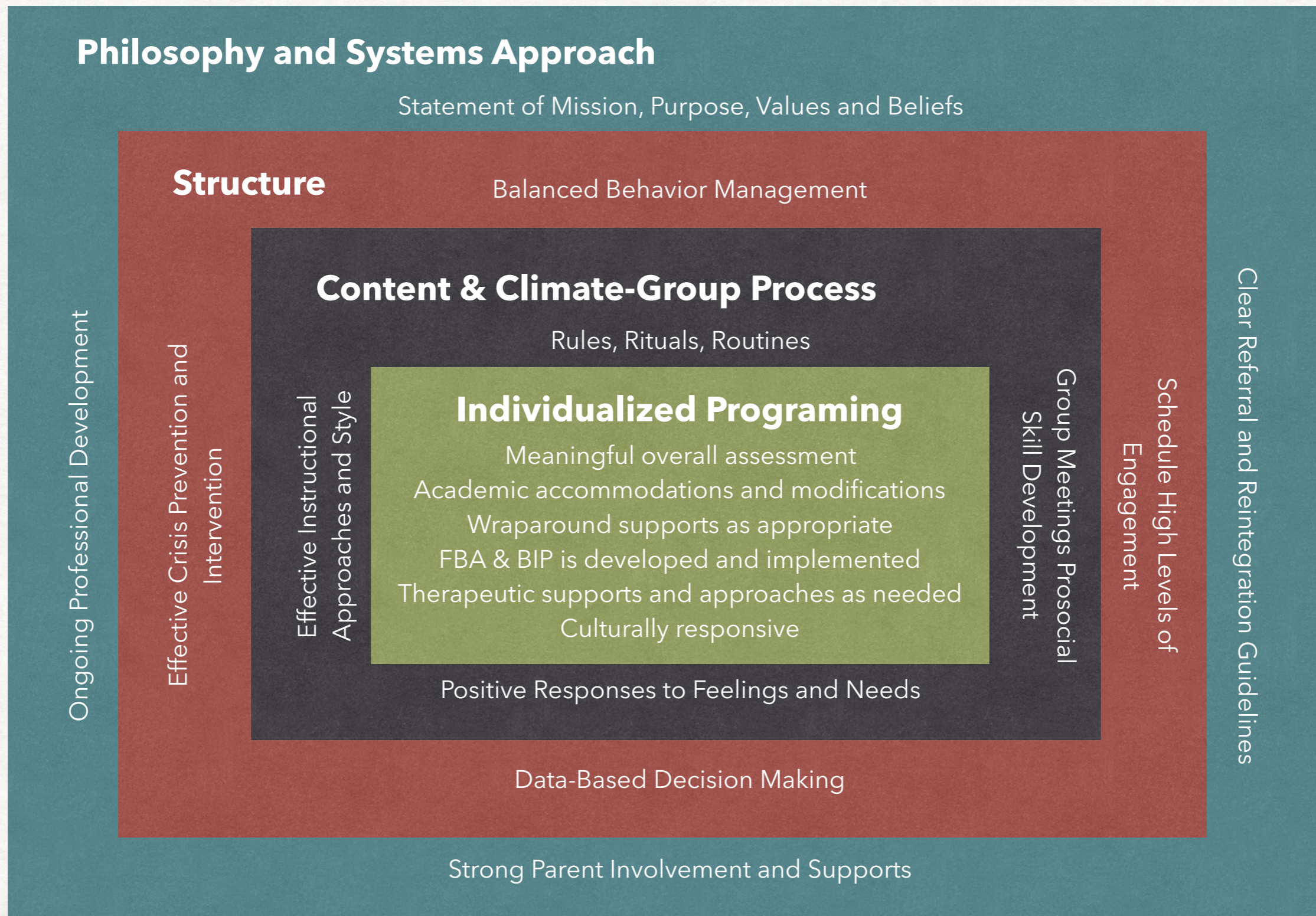
GROUP WORK

Progressive level system with privileges

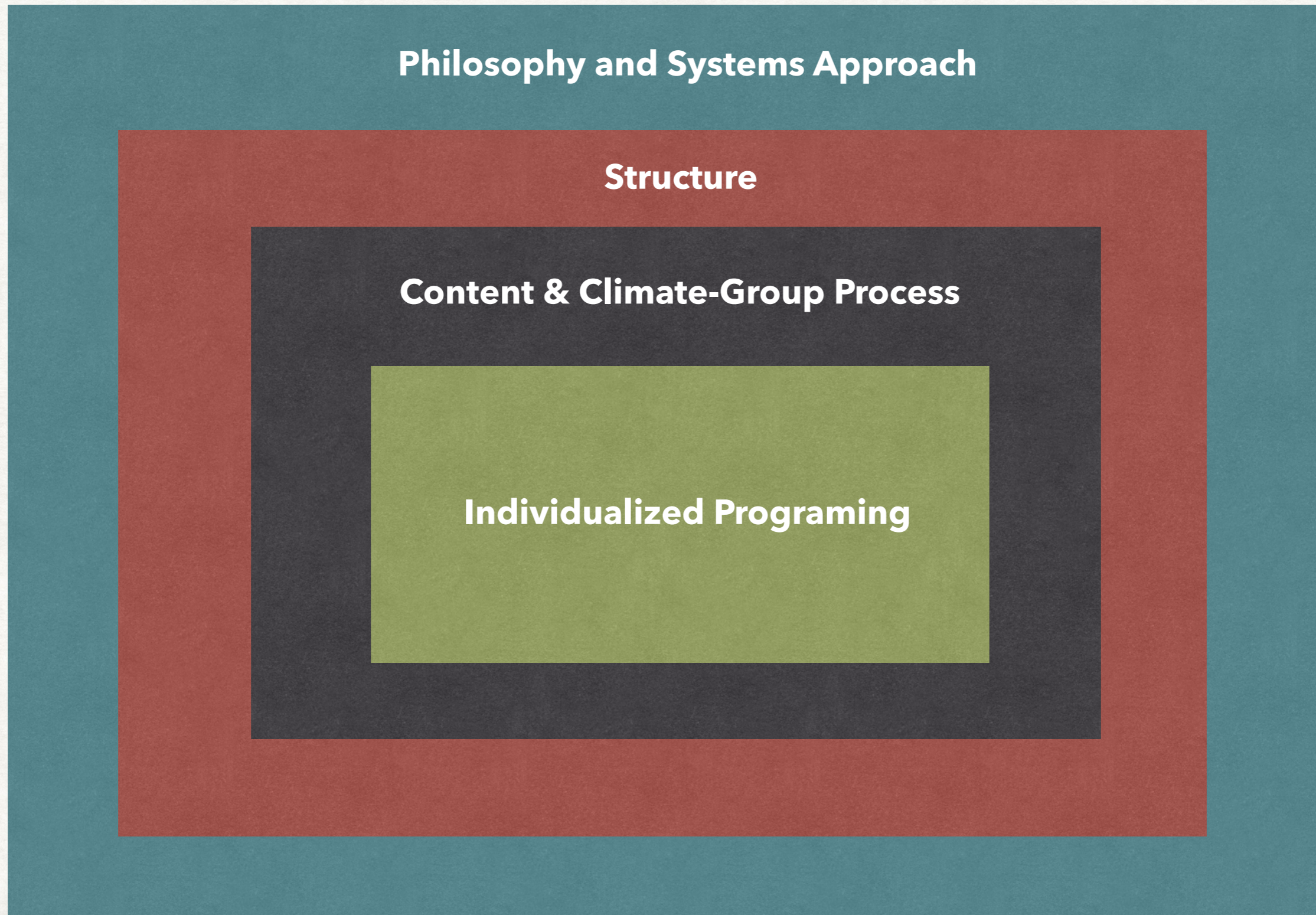
Academic instruction



ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY



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ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY

PHILOSOPHY AND SYSTEMS APPROACH

Statement of Mission, Purpose, Values and Beliefs

Ongoing Professional Development

Clear Referral and Reintegration Guidelines

Strong Parent Involvement and Supports

ASCD WHOLE
CHILD INITIATIVE

SUPPORTED

SUSTAINABLE



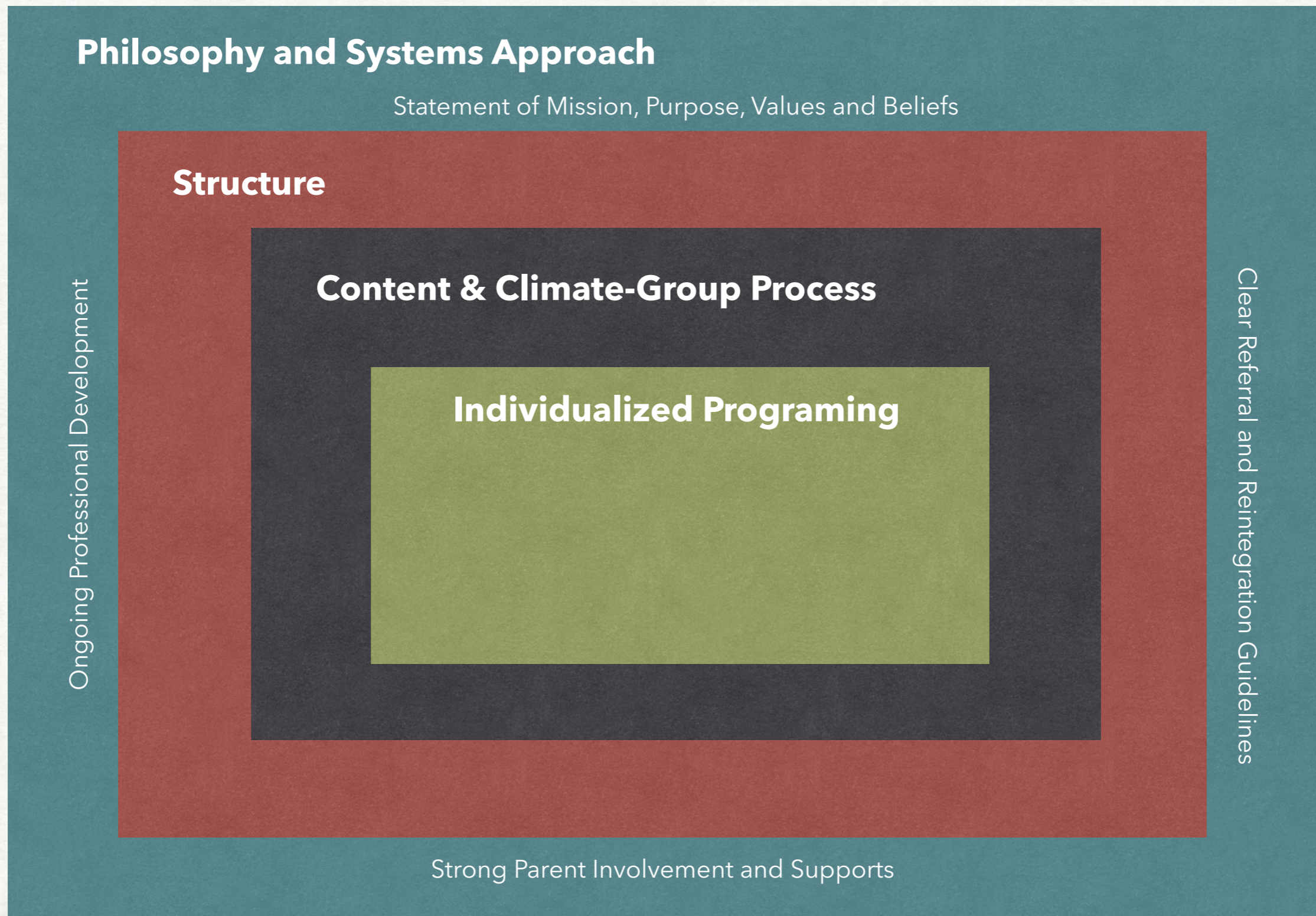
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ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY



STRUCTURE

Balanced Behavior Management

Effective Crisis Prevention and Intervention

Schedule High Levels of Engagement

Data-Based Decision Making

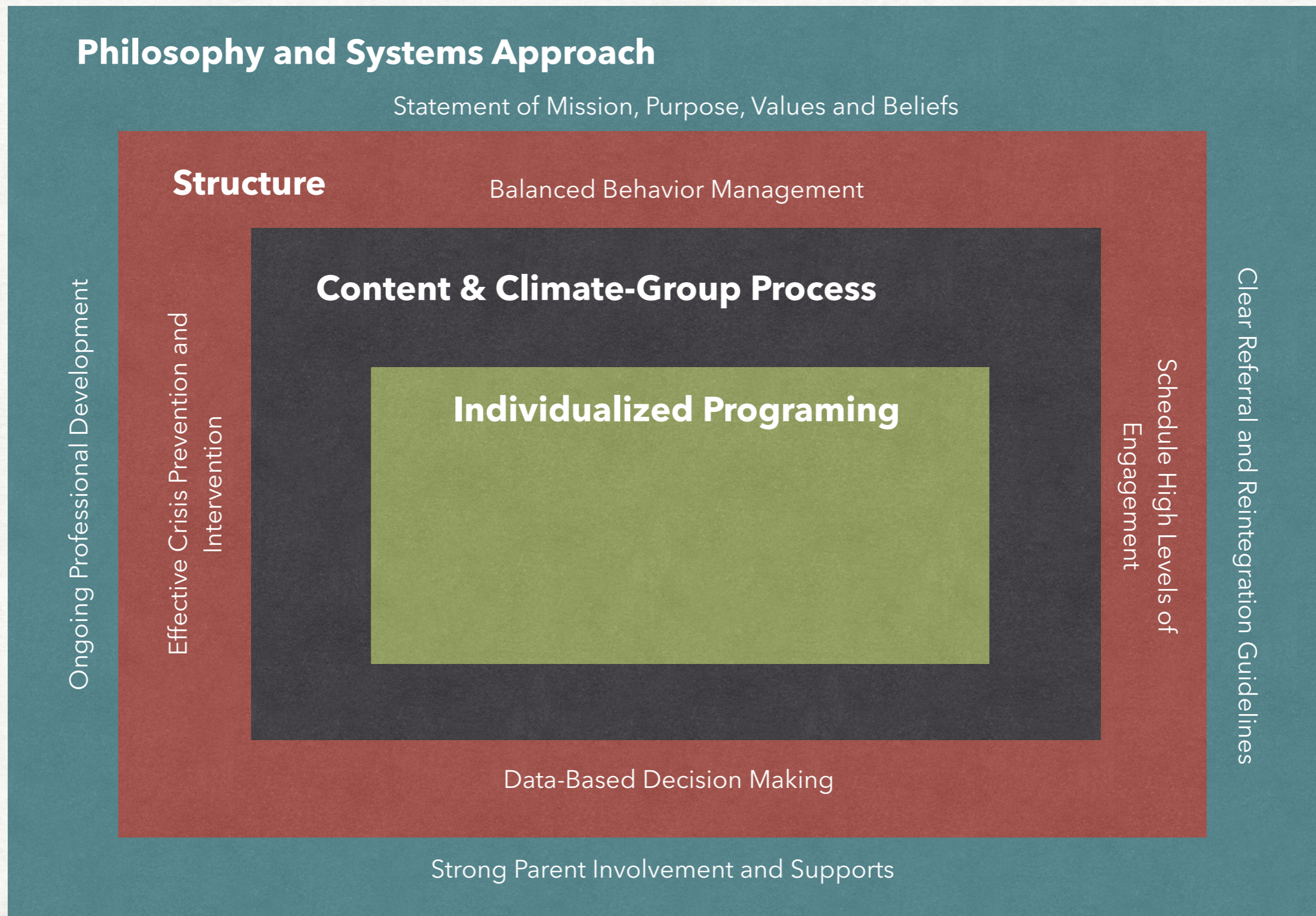
ASCD WHOLE
CHILD INITIATIVE

SAFE

ENGAGED



ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY



CONTENT & CLIMATE-GROUP PROCESS

Rules, Rituals, Routines

Group Meetings

Prosocial Skill Development

Effective Instructional Approaches and Style

Positive Responses to Feelings and Needs

ASCD WHOLE
CHILD INITIATIVE

HEALTHY

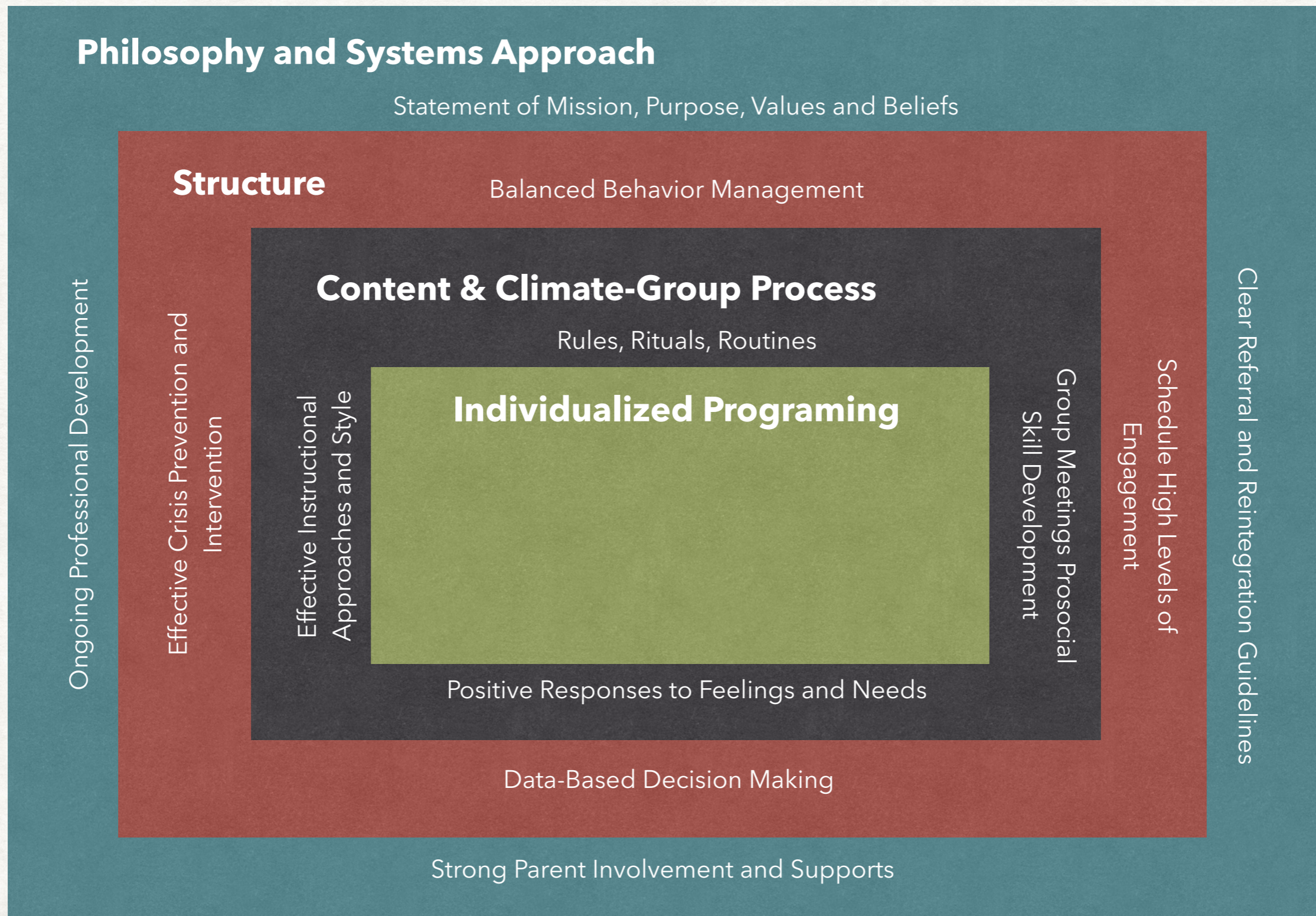
ENGAGED

SUPPORTED

CHALLENGED



ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY



INDIVIDUALIZED PROGRAMING

Meaningful overall assessment
Academic accommodations and modifications
Wraparound supports as appropriate
FBA & BIP is developed and implemented
Therapeutic supports and approaches as needed
Culturally responsive

ASCD WHOLE
CHILD INITIATIVE

HEALTHY

ENGAGED

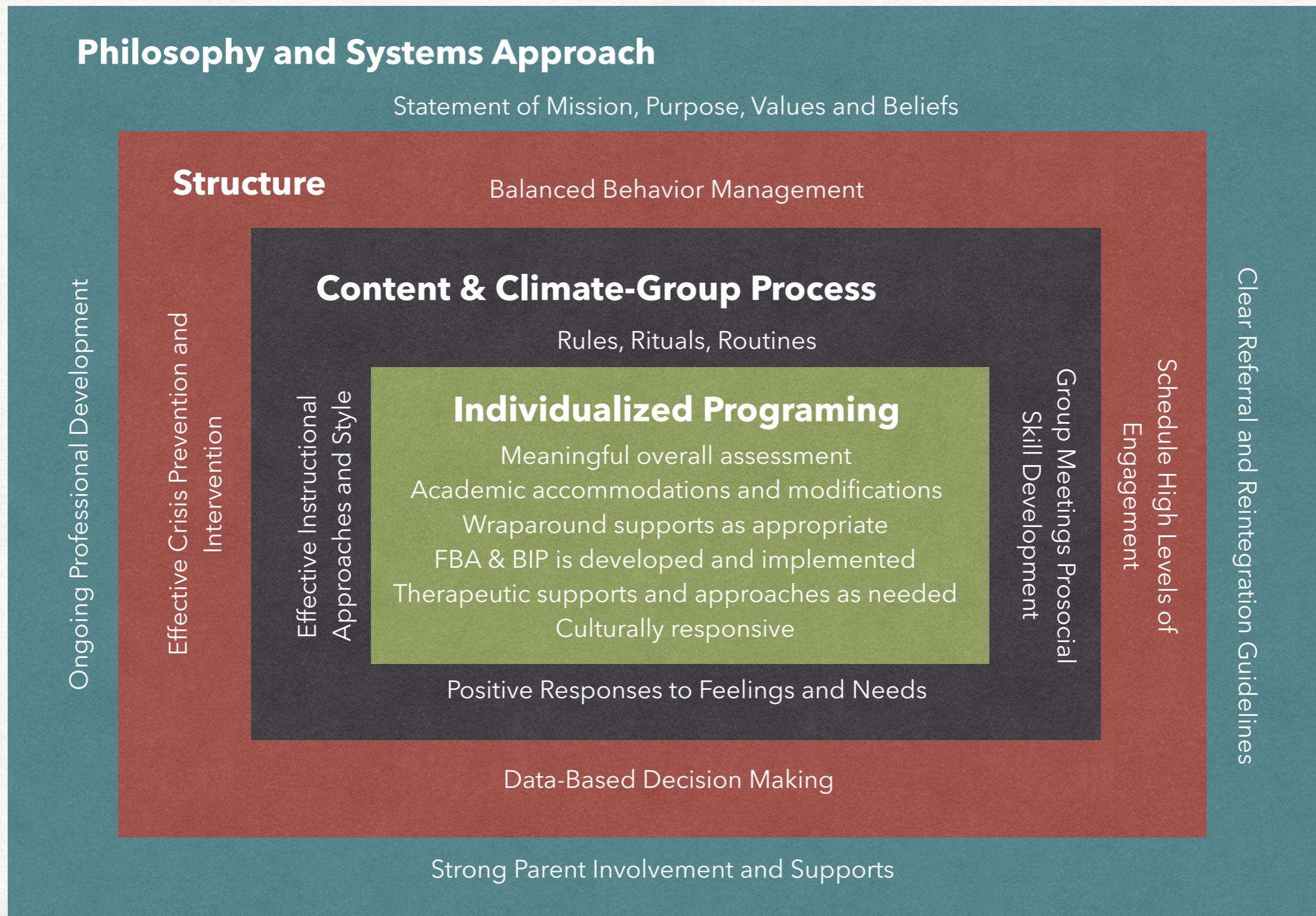
SUPPORTED

CHALLENGED

(Walker & Fecser, 2000)

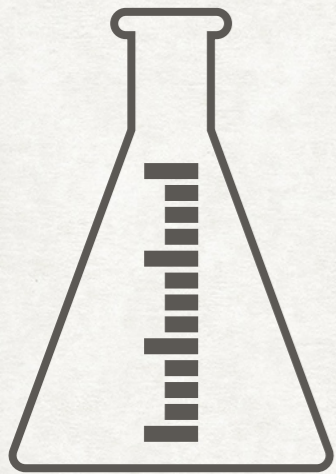


ELEMENTS OF AN EFFECTIVE EBD PROGRAM FOR THE 21ST CENTURY



PEER-EBD

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INDIVIDUAL SURVEYS

4

Over Arching Elements

Evidence Based Practices Indicators

19

93

Sub Questions

FACILITATED TEAM ASSESSMENT

Work on developing group consensus

3 - 4 Not in Place 20%	5 - 7 Partially 40%	8 - 10 Moderately in Place 60%	11 - 13 Mostly 80%	14 - 15 Fully in Place 100% in place
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PEER-EBD

PARTICIPATORY EVALUATION AND EXPERT REVIEW FOR CLASSROOMS SERVING STUDENTS WITH EBD



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