Louisiana Believes

Behavioral Intervention Redesign:
A New Model for Student Behavioral Support and Success

DEPARTMENT of EDUCATION

Objectives

- Describe the goals of Behavioral Intervention (BI) Redesign.

- Build knowledge of the BI Redesign core components and guiding principles.

- Present the strategies LDOE will provide to support school system implementation of BI Redesign.

Agenda

- Behavioral Intervention (BI) Redesign Background and Context

- BI Core Components

- A New Vision for Evidence Based BI

- BI Redesign Implementation Path Forward

- Questions and Answers

BI Background and Context

2016 - 2018 Suspension and Expulsion Rates by Grade Configuration

School Year	Grade	State Cumulative Enrollment	In School Suspension Total		Out of School Suspension Total		In school Expulsion Total		Out of School Expulsion Total	
			Number	Rate	Number	Rate	Number	Rate	Number	Rate
2016-17	K-4	297000	9548	3.21%	12205	4.11%	388	0.13%	13	0.00%
2016-17	5-8	217590	27991	12.86%	26394	12.13%	1966	0.90%	125	0.06%
2016-17	9-12	206593	31812	15.40%	23788	11.51%	2502	1.21%	246	0.12%
2017-18	K-4	292041	10803	3.70%	11286	3.86%	391	0.13%	8	0.00%
2017-18	5-8	220294	29577	13.43%	26174	11.88%	2260	1.03%	99	0.04%
2017-18	9-12	206988	31336	15.14%	23048	11.13%	2598	1.26%	207	0.10%

BI Background and Context: Study Group

- LDOE convened a BI Study Group from December 2017 through January 2018 to explore current practice and educational strategies for behavioral intervention.

- The Study Group was charged with the following:
  - Conduct a strategic assessment of Louisiana's current practice around behavioral supports and interventions, followed by identification of the gap between current practice compared to national best practice
  - Identification of best practice behavioral intervention and supports curriculum for educators and students
  - Benchmark levels of state and school system programming and resources around behavioral supports and recommend ideal structure for Louisiana
  - Identify best practice professional development opportunities and resources for educators to address chronic behavioral issues, effective classroom management, and to promote healthy school climate and culture

BI Redesign in Alternative Sites

- An Alternative Education (AE) Study Group convened four times, March – June 2017, to evaluate alternative education alignment with what is expected in law and to consider the implications for school redesign.

- The guiding principles of the study group's report align to current state statutes for AE schools and programs:
  - R.S. 17:252 – behavior and mental health interventions; data reporting
  - R.S. 17.416.2 – academic, behavioral, and mental health interventions
  - R.S. 17:221.4 – dropout prevention

- The study group also anticipated ESSA, which provides an opportunity to
  - Reconsider the evaluation and performance reporting on alternative schools;
  - Leverage federal funds to support school systems in their implementation of strong AE redesign plans.

BI Statue: R.S. 17:252

R.S. 17:252 addressed the model master plan for behavior and discipline providing improved mental health services in or through schools

- Improving classroom management using positive behavioral supports and other effective disciplinary tools
- Improving methods and procedures to handling suspension, referral to alternative schools and the use of seclusion and restraint
- Providing for better reporting on school behavior and discipline
- Requires training for educators and administrators on:
  - Classroom management
  - Positive behavioral supports
  - Conflict resolution/Mediation
  - Culture competence
  - Restorative practices
  - Adolescent development

BI Statue: R.S. 17:416.2

- The law focuses on supervision of suspended or expelled students in alternative education programs

- In an effort to support the on-time graduation of students who are suspended, expelled, or at high risk for dropping out or entry into the juvenile justice system, interventions and supports must be provided in three areas:
  - Academic
  - Behavioral
  - Mental health

Linking Statue, Policy and Practice

- With statue, policy and funding dedicated to supporting effective BI, what can be attributed to the data indicating a disconnect between intended and actual practice?

- What is our vision for BI?

- What is needed to enhance and improve BI practice to be effective and reduce suspensions and expulsions?

Pillars of Behavioral Intervention

Over the course of the three convenings, the BI study group identified 5 pillars deemed foundational to achieve effective and evidence based systems of behavioral intervention. Each pillar includes the overall goal, outcomes and requisite practice to achieve the state goal.

- Content and Curriculum
- Accountability
- Professional Learning
- Continuum of Support
- Data Based Decision Making

Content and Curriculum

BI should utilize evidence-based content and curriculum that bolster a continuum of support and evaluated practice for student growth in academics, behavior and social/emotional learning.

Outcomes and Practice:

- Promote growth in student performance through delivery of high quality content and curriculum, aligned with Louisiana's ESSA plan
- Utilize standardized measure(s) of non-academic performance
- Promote high rates of student attendance
- Promote a reduction of rates in discipline referrals
- Encourage staff engagement through content and curricular supports

Accountability

The state should promote quality indicators of effective behavioral intervention to promote use of evidence-based BI practice and evaluate fidelity of implementation at the school system and school level.

Outcomes and Practice:

- Prioritize data integrity and clarity through expansion of resources for data reporting related to discipline and BI, including clear expectations, guidance and training

- Develop progress monitoring for implementation fidelity to ensure a routine feedback loop for school systems regarding their implementation and continuing BI practice. This should include measures of student engagement, teacher evaluation, and school leader evaluation

Professional Learning

Professional learning around BI should be prioritized in a school system's strategic planning to ensure fidelity of implementation, funding and support.

Outcomes and Practice:

- School systems should provide training/PD on all content and curriculum for BI differentiated by setting, experience and skill

- School systems should identify third party partner organizations with expertise in BI to provide on-going supports and PD to educators to enhance their effectiveness in responding to behavioral misconduct

- Behavioral intervention components should be included in teacher preparation to ensure future educators are taught evidence based BI responses and strategies

- School systems should encourage and promote educator self-care for teachers and administrators working with challenging student behavior and/or traumatic circumstances

Continuum of Support

BI should be implemented with a Multi-tier approach to student behavior and supports, utilizing an established, evidence-based framework for implementation and use.

Outcomes and Practice:

- Educators should have access to on-going support and specialized staff (such as behavioral intervention specialists) for guidance and assistance in responding to problematic student behavior

- An evidence-based BI framework should establish the philosophy and climate of a school systems approach to BI

- Family engagement should be a priority. Engagement should include high touch outreach to families with frequent communication and should be characterized by dialogue with the encouragement of family voice to foster ownership of solutions for student behavior.

- Coordinated community partnerships, including access to mental health providers, are necessary to provide extensive and intensive remediation, resources and supports to students whose needs exceed the capacity of the educators on site.

Data Based Decision Making

Data-based decision making is necessary for school systems and schools to evaluate and inform BI practice. Data based decisions must be timely, clear, accurate and specific to promote efficacy of use.

Outcomes and Practice:

- Data-based decision making should be synthesized into existing school system planning structures

- Data-based decision making must include high quality data, a feedback mechanism, progress monitoring, data tracking and data analysis to achieve effective use

- LDOE and school systems should provide specialized training on how to conduct effective data analysis and how to utilize data to inform strategic planning and practice.

- School systems should develop a data-based decision making cycle of evaluation and response to inform BI practice, in accordance with the system's model master discipline plan

BI Redesign and LDOE Super App

- As part of Louisiana's ESSA plan, any school identified under Urgent Intervention Required (UIR) for discipline have out-of-school suspension rates more than double the national average for 3-years.

- UIR schools are required to submit a plan to the Department for improvement and an application for funding to support its implementation.   The UIR discipline plan will include identification of a high quality partner to assist in implementation of a multi-tier system of support (MTSS) to respond to student behavior.

- MTSS prioritizes alignment of resources and support for students, teachers and staff and includes
    - Universal screening of all students for social and emotional needs,
    - Collaborative data-based decision making to guide more intensive screening and referrals,
    - Evidence based interventions for students that struggle in routine instruction and social-emotional behaviors, and
    - Frequent progress monitoring of interventions to facilitate necessary adjustments.

BI Supports and Resources

LDOE will release several resources and strategies to support UIR schools in development of a plan to address discipline. This includes:

- A Behavioral Intervention Vendor Guide to support school systems identifying high quality partners to support development and implementation of ESSA redesign plans

- A portfolio of evidence based behavioral interventions to assist school systems in selecting a behavioral intervention response that best fits the student population and need

- A portfolio of evidence based social-emotional learning curriculum to support effective behavioral intervention in schools and programs

BI Supports and Resources

LDOE is hosting a Behavioral Intervention Summit January 30th, 2019

- This summit will provide professional development on evidence based behavioral interventions, implementation of a Multi-Tier System of support, new behavioral intervention resources from the LDOE and Alternative Education redesign.

- Registration will open in November 2018. Traditional schools and alternative sites should plan to attend.

QUESTIONS & ANSWERS

LDOE Contact Information

Lisa French

Chief of Staff, Office of Student Opportunities

Lisa.French@la.gov

Katie McGee Barras

Education Program Consultant, Office of Student Opportunities

Katie.Barras@la.gov