Evidence Based Practices to Support Kids with Emotional Disabilities
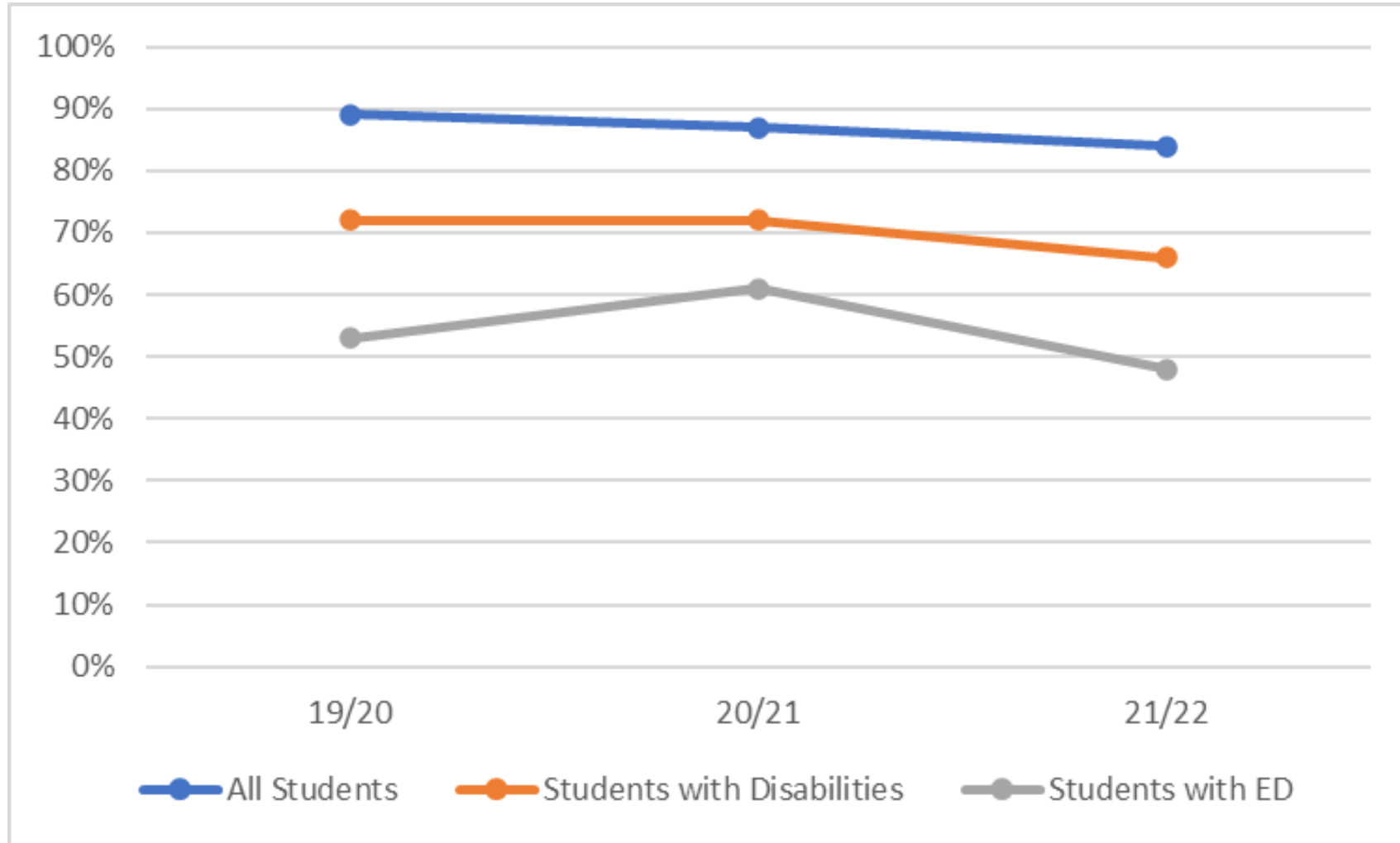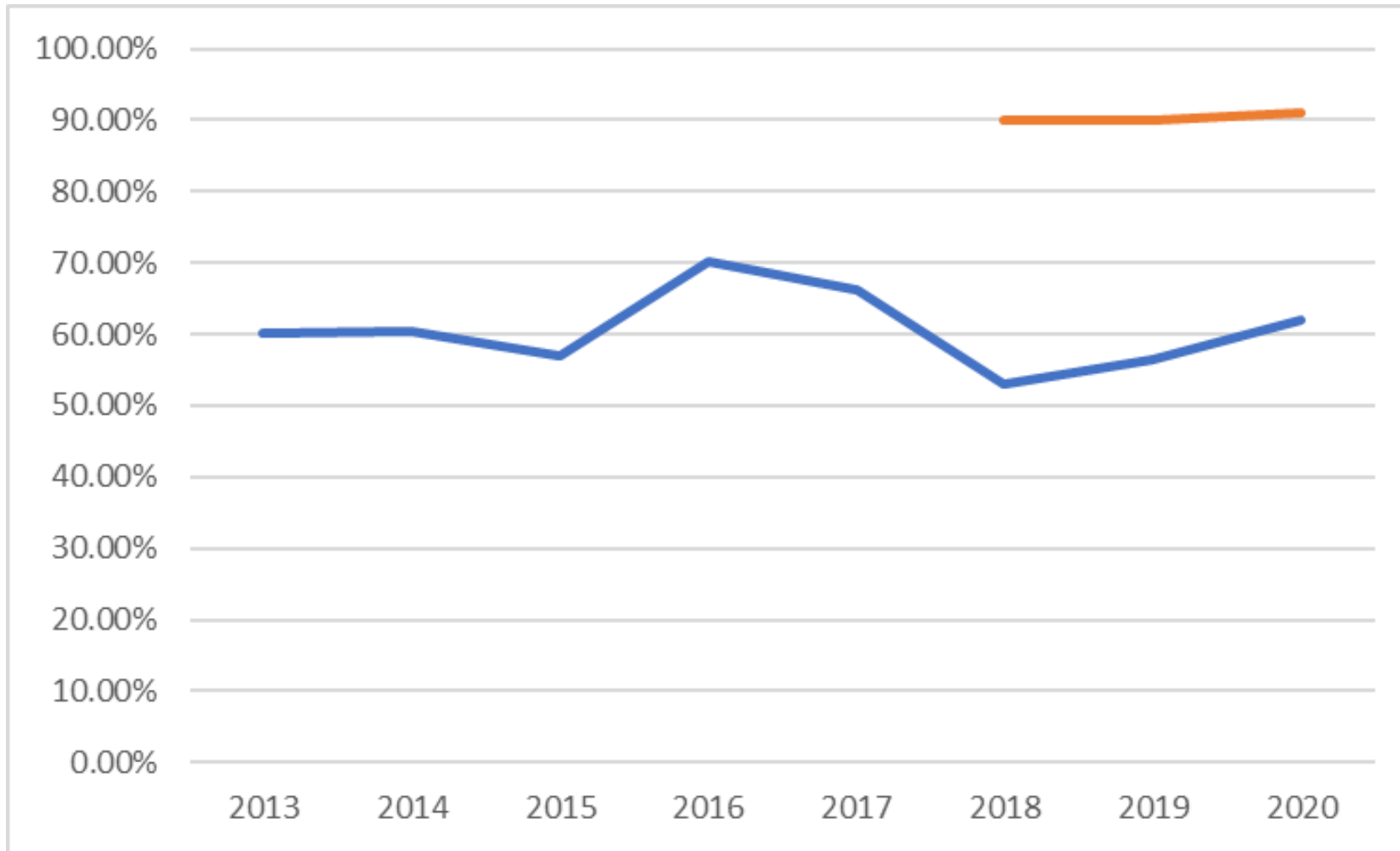
Michelle Woodcock

Special Education Coordinator

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The Why (4-Year Graduation Rate)

Students with ED (6-Year Graduation Rate)

All Students   Students with ED

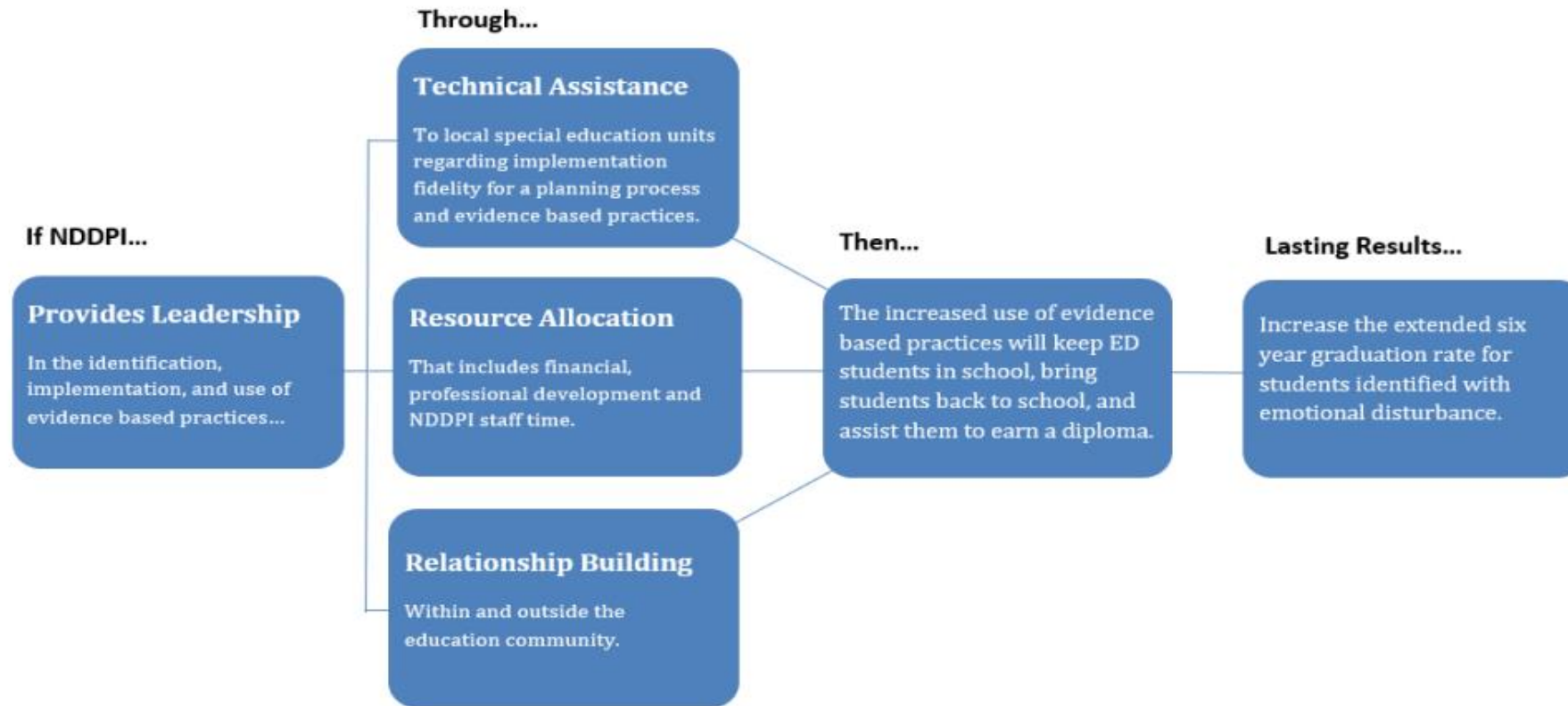NORTH DAKOTA DEPARTMENT OF
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SSIP & SIMR

- The SSIP is a comprehensive multiyear plan that focuses on improving results for infants, toddlers, children, and youth with disabilities.

- SIMR (State Identified Measurable Result) is to increase the extended six-year graduation rate for students identified as having an emotional disturbance

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Theory of Action

Students with emotional disturbance will receive improved instruction and improved supports that will result in improved performance as reflected in their extended six year graduation rates.

Through...

If NDDPI...

Provides Leadership

In the identification, implementation, and use of evidence based practices...

Technical Assistance

To local special education units regarding implementation fidelity for a planning process and evidence based practices.

Resource Allocation

That includes financial, professional development and NDDPI staff time.

Relationship Building

Within and outside the education community.

Then...

The increased use of evidence based practices will keep ED students in school, bring students back to school, and assist them to earn a diploma.

Lasting Results...

Increase the extended six year graduation rate for students identified with emotional disturbance.

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SSIP Theory of Action (nd.gov)

PK-12 Education
Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

- Quality early childhood education
- Support for safe and healthy behaviors
- Career awareness, exploration and development
- Quality education personnel
- Quality Student-centered Instruction

5/16/2019

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North Dakota PK-12 Education Strategic Vision (nd.gov)

Functions of Behavior

4 Functions of Behavior

Function		What it Does	When it Happens	What to Do
S Sensory	👋	Provides stimulation to the pleasure zone in the brain	Anytime, especially when anxious or excited	Provide deceleration techniques and redirect to more appropriate behaviors
E Escape	🏃	Removes undesired activities, interactions, or situations	When task is too: understimulating, hard, easy, boring, or undesired	Provide a "first, then, when" prompt, offer choices, or alter then length of task
A Attention	😡	Provides access or awareness to/from people or interactions	When social attention is desired	Provide positive reinforcement or attention before the behavior happens.
T Tangible	🍭	Provides preferred activities or items	When a preferred activity or item is wanted/desired	Provide a transition activity/object, increase accessibility, or provide DRA/DRO

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Why use EBP/Promising Practices

- The use of Evidence Based & Promising Practices is listed in:
  - Individuals with Disabilities Education Act (IDEA)
  - Every Student Succeeds Act (ESSA)
  - Council for Exceptional Children Standards

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Literature Review

Evidence Based

1) Check In, Check Out
2) Functional Assessment Based Intervention
3) Group Contingencies
4) Peer-Mediated Interventions
5) Self-Management
6) Self-Regulated Strategy Development (SRSD) for Writing
7) High Probability Request
8) Instructional Choice

Promising Practices

1) Behavior Specific Praise
2) Opportunities to Respond
3) Behavior Contracting
4) Cooperative Learning
5) Goal Setting
6) Good Behavior Game
7) Self-Determination
8) Social Skills
9) Time Out

Evidence Based & Promising Practices

- Check in, Check Out
- Behavior Specific Praise
- Opportunities to Respond (Teacher Directed)

Riden, B. S., Kumm, S., & Maggin, D. M. (2021). Evidence-Based Behavior Management Strategies for Students With or At Risk of EBD: A Mega Review of the Literature. Remedial and Special Education, 07419325211047947.

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Evidence Based Practices (Cont.)

- Check and Connect

Sinclair et al. (2005). Promoting School Completion of Urban Secondary Youth with Emotional or Behavioral Disabilities. *Council for Exceptional Children*, Vol. 71 (No. 4), pp. 465-482.

Behavior Specific Praise

- A positive statement directed toward a student or a group of students that acknowledges a desired behavior in <u>specific</u>, <u>observable</u>, and <u>measurable</u> terms

- Educator explicitly states the exact behavior the student demonstrated to meet expectations

- Most effective for students whose function of behavior is to gain attention

- <u>Fundamental Skill Sheet - IRIS Center</u>

Behavior Specific Praise Examples

- Thank you, Table 4, for remembering to bring your science journal to class today!
  - Non-Example: Good job Table 4!
- Milo, great job following the class rule and raising your hand to ask a question.
  - Non-Example: Thank you.

- [IRIS | Page 2: Behavior-Specific Praise (vanderbilt.edu)](vanderbilt.edu), plus fidelity measure
- [3 Tips for Remembering Behavior-Specific Praise | Council for Exceptional Children]

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Opportunities to Respond (OTR), Teacher Directed

- Give students frequent chances to answer questions or prompts in a set amount of time
- Teacher provides feedback
- Keeps students engaged in learning
- Students are less likely to become off-task or disruptive

OTR Process

- Create a list of questions or prompts
- Choose the method you will use for asking questions
- Choose the method for student response
- Ask a minimum of three questions per minute
- Provide feedback based on student answers

OTR Resources

- [IRIS | Page 6: Opportunities to Respond (vanderbilt.edu)](), plus fidelity checklist

- [Increasing Opportunities to Respond | Classroom Check-Up (classroomcheckup.org)]()

- [Increasing_Opportunities_to_Respond-Goal_Setting (classroomcheckup.org)]()

Check In, Check Out (CICO)

- How does Check In, Check Out work?
  - Student meets with a coach/mentor in the morning to set goals for the day.
    - Best practice is for this coach/mentor to be someone who is not a case manager or instructor for the student.
  - A point card or progress sheet is used during the day
  - Student and coach/mentor meet at the end of the day to review progress
  - Often point sheet is sent home

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Point Sheet Samples

Check In Check Out Point Sheet

Add Your School Logo Here!

CHECK IN CHECK OUT POINT SHEET

Points Possible _____
Points Received _____
% of Points _____
Goal Met _____

2 – Great Job!
1 – So, so
0 – Doesn't meet goal

Name: _____
Date: ____/____/____

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature: _____

Middle School DPR Phase 1

Name: _____   Date: _____   Goal: _____

Points Possible: _____   Points Received: _____   % of Points: _____   Goal Met: Y / N

Class	Be Safe	Be Respectful	Be Responsive	Teacher Signature/Notes
Arrival/Hallway	2 1 0	2 1 0	2 1 0	
Exploratory	2 1 0	2 1 0	2 1 0	
Nutrition Break	2 1 0	2 1 0	2 1 0	
Core 1	2 1 0	2 1 0	2 1 0	
Core 2	2 1 0	2 1 0	2 1 0	
I/E	2 1 0	2 1 0	2 1 0	
Lunch/Recess	2 1 0	2 1 0	2 1 0	
Target Time	2 1 0	2 1 0	2 1 0	
CORE 3	2 1 0	2 1 0	2 1 0	
Resource	2 1 0	2 1 0	2 1 0	

Parent Signature/Comments:

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Research Findings

- CICO is about 70-75% effective with Tier 2 Students (reduction in problem behavior, increased academic engagement and pro-social behavior).

  - Wolfe, K., Pyle, D., Charlton, C., Sabey, C., Lund, E., & Ross, S. (2016). A systematic review of the empirical support for check-in check-out. Journal of Positive Behavior Interventions, 18, 74-88.

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Check In, Check Out Resources

- [Check In Check Out (CICO) | PBIS World](#)
- [Check-In/Check-Out Behavior Intervention & PBIS | PBIS Rewards](#)
- [Check In Check Out (isd742.org)](#)
- [PBIS - Wayne RESA](#)
- [Check In, Check Out Fidelity Measure](#)

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Check and Connect (C&C)

- Structured Intervention
- Four components to implementing C&C with fidelity
  - Mentor
  - "Check"
  - "Connect"
  - Family Engagement

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Elements of Check & Connect

- Relationships
  - Focus on alterable variables
  - Personalized, data-based intervention
  - Long-term commitment
  - Participation and affiliation with school
- Problem Solving and Capacity Building
- Persistence Plus

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Check and Connect Resources

- Listed on NDDPI website as a program that will help with truancy

- [Check & Connect Student Engagement Intervention Model | Institute on Community Integration | University of Minnesota (umn.edu)](umn.edu)

Success in School Depends on…

©Hollo2015

Language Impact

- Up to 97% of children identified with an Emotional Disturbance have language impairments and in 81% of those kids the language impairment goes unidentified

Hollo et al. (2014) and Yew & O'Kearney (2013)

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Questions

Feedback

https://forms.office.com/g/Dj6XrpG6LU

Additional Resources

- [CASEL Program Guides](#)
- [CEC Standards](#)
- [Council for Exceptional Children](#)
- [NCII (intensiveintervention.org)](#)
- [North Dakota Educational Hub](#)
- [North Dakota PK-12 Education Strategic Vision (nd.gov)](#)
- [SPP/APR Indicators](#)
- [WWC - What Works Clearing House](#)

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Works Cited

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- McGregor, K.K. (2020). How We Fail Children with Developmental Language Disorder. *Language, Speech, and Hearing Services in Schools*, 51, 981-992.

- Norbury et al. (2016). The Impact of NonVerbal Ability on Prevalece and Clinical Presentation of Language Disorder: Evidence From a Population Study. *Journal of Child Psychology and Psychiatry*, 57(11), 1247-1257.

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- Yew, S.G., O'Kearney, R. (2013). Emotional and Behavioural Outcomes Later in Childhood and Adolescence for Children with Specific Language Impairments: Meta-Analysis of Controlled Prospective Studies. *Child Psychol Psychiatry,* 54(5), 516-524, doi: 10.1111/jcpp.12009.

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