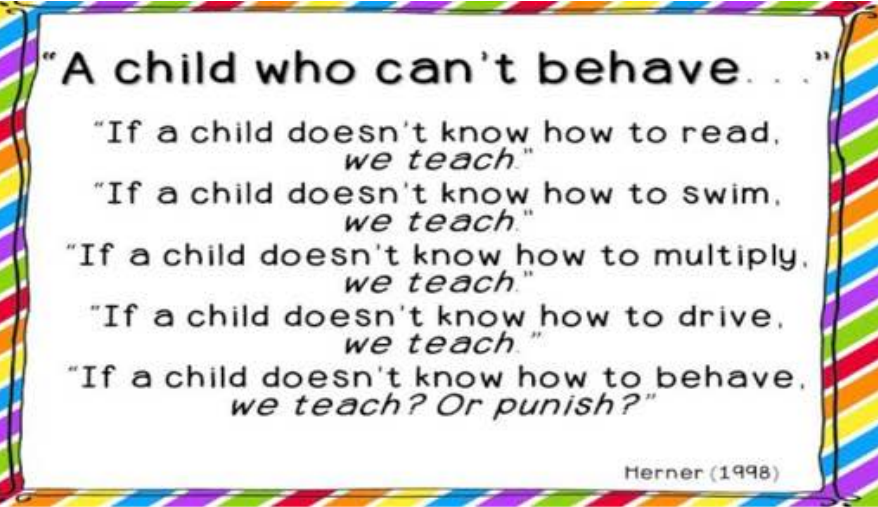**Whole Child Framework - Multi Tiered System of Support**
Teaching and Learning Presentation
6.17.20

SOMETIMES THE THING YOUR STUDENTS NEED MOST, HAS NOTHING TO DO WITH WHAT'S ON YOUR LESSON PLAN.

@RELATIONSHIPGOALS.LIFE

"A child who can't behave..."

"If a child doesn't know how to read, *we teach.*"
"If a child doesn't know how to swim, *we teach.*"
"If a child doesn't know how to multiply, *we teach.*"
"If a child doesn't know how to drive, *we teach.*"
"If a child doesn't know how to behave, *we teach? Or punish?*"

Herner (1998)

History

- Comer School Development
- NHPS Social Development Department

4

Tier 3 Supports

Data: What does it tell us? It should drive the interventions and supports

Examples of supports for educators:

Building Capacity- understanding how to work with behaviorally challenging students through modeling and practice

Train the Trainer- providing staff with the tools to work with behaviorally challenging students and implicit bias

Examples of supports for students:

Behavior Technicians- provide immediate relief and also build capacity within staff

Individualized Behavior Planning- customizing supports to fit the needs of student

Functional Behavior Assessment- identifies the root causes, functions and reinforcers of behavior

Alternate Learning Spaces- providing areas for calming and reflecting

Continuously monitor and modify: What are the results of the intervention? Does it need to be adjusted based on the data?

Tier 2

Supports for Students

Small group behavior instruction: Directly related to the skill deficit- conflict resolution, coping skills, relationship skills, relaxation techniques, social skills

Structured Breaks: built in movement

Check In Check out: preferred adult

Daily Behavior Chart: teacher or self monitoring tool

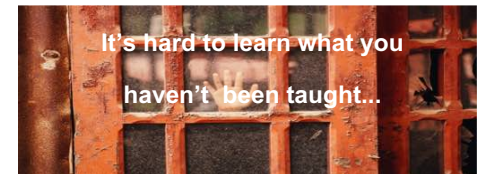Sensory Tools: providing students with sensory stimulation needed

Social Stories: Visual examples of behavior interventions

Supports for Adults

Facilitated Collaborative groups: School based teams meet using a selected protocol to analyze and determine best strategies to implement to support

Professional Development: learning strategies and supports to develop relationships with students

Intensive supervision in a positive and proactive manner: Interact more frequently with students according to their needs

It's hard to learn what you haven't been taught...

Tier 1- Social Emotional Learning

Universal Practices

- Positive, Welcoming Environments
- Responsive, Restorative and Reflective Teaching
- Student Centered,Blended Learning opportunities
- Culturally Responsive Teaching Practices
- Proactive practices
- Celebrations of students' unique strengths are identified and nurtured
- Academic Integration of SEL skills
- Parental Involvement

Outcomes

- Increased academic achievement
- Increased social-emotional skills
- Improved attitudes toward self and others
- Improved positive social behaviors
- Prepared to to enter and succeed in Postsecondary Opportunities
- Increased Cultural Awareness

EDUCATOR'S ROLE

- Train the Trainer
- Culturally Responsive Teaching Practices
- Mindset Shifts
- Development of reflective/responsive rooms
- Continued development of climate and culture that supports whole child.

Beneath every behaviour there is a **feeling**. And beneath each feeling is a **need**. And when we meet that need rather than focus on the behaviour, we begin to deal with the **cause** not the symptom.

@RaisingHumansKind
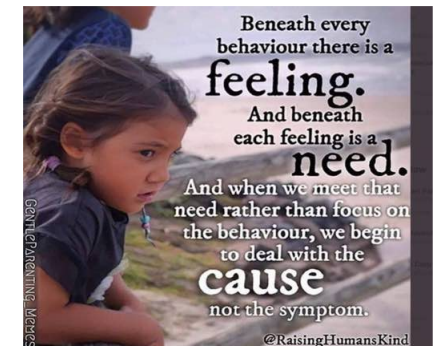
JOHN S. MARTINEZ OFFICE REFERRAL DATA

Martinez Office Referrals

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018	2018-2019	2019-2020
September	25	7	8	0	0	1	2	3	8
October	19	9	12	8	0	3	7	6	11
November	27	10	9	3	1	2	5	4	10
December	31	8	7	0	7	2	2	2	4
January	44	15	13	6	2	0	4	8	3
February	31	10	7	1	1	2	1	1	5
March	29	30	10	2	6	1	3	10	1
April	18	17	10	5	1	3	6	2	0
May	36	25	11	3	1	0	10	13	0
June	22	1	1	0	0	2	0	0	0
	Total: 282	Total: 132	Total: 88	Total: 28	Total: 19	Total: 16	Total: 40	Total: 49	Total: 42

John S. Martinez School Data

NEW HAVEN PUBLIC SCHOOLS

Martinez Suspensions

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-2019	2019-2020
September	3	0	0	0	0	0	0	0	0
October	4	2	2	0	1	0	0	0	0
November	5	3	1	0	0	0	0	0	0
December	4	0	1	0	0	0	0	0	0
January	5	5	2	0	2	0	1	0	0
February	0	1	1	0	0	0	0	0	0
March	3	2	5	1	0	0	1	0	0
April	4	2	2	0	0	0	0	0	0
May	8	2	3	1	1	0	2	0	0
June	5	0	0	2	0	0	0	0	0
	Total: 41	Total: 17	Total: 17	Total: 4	Total: 4	Total: 0	Total: 5	Total: 0	Total: 0

Equity Lens

- ❖ Disproportionate number of males of color are suspended/expelled
- ❖ Key: Relationship Development ,Culturally Responsive Practices