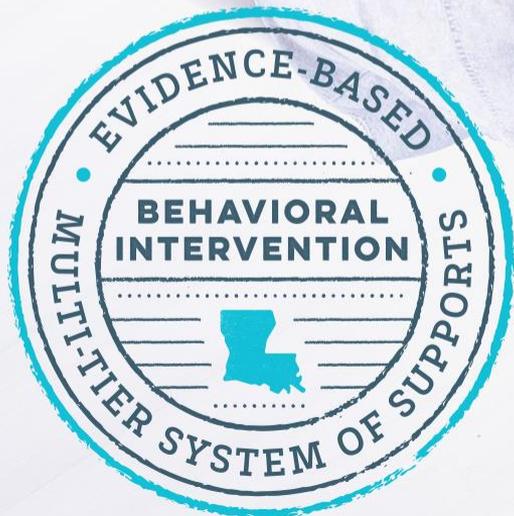


2019

# BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 DEPARTMENT of  
**EDUCATION**  
Louisiana Believes

# Talent Development Secondary Schools

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# Building Partnerships with Family and Community to Encourage a Team Approach

Family engagement is a priority in effective behavioral intervention.

This session will detail how to build effective outreach and communication strategies that are characterized by dialogue that encourages family voice to foster community ownership of student behavior solutions.

# Four Agreements

1

Agree to  
stay  
engaged

2

Experience  
discomfort

3

Speak your  
truth

4

Expect/  
accept non-  
closure



# Family Engagement

- Consistent, multiple and varied interactions
- Potential Barriers to engaging families
  - Mindsets – how to surface and address
- Best Practices
- Telling our story
- Building bridges – structures for family engagement

A top-down view of a diverse group of people sitting around a table, holding hands in a circle. The image is overlaid with a semi-transparent white banner containing text. The background is a bright, slightly blurred indoor setting.

# Communication With Families Multiple and Varied Predictable and Consistent



## Barriers

**What are some barriers to relationship building?**



# Barriers + Beliefs

- Acknowledging the barriers we experience and what might be some beliefs we hear about students, families and colleagues?
- How might these beliefs influence our work in schools and with members of the school community?

# What mindsets might need to shift in your context?

I am not a social worker  
Those people  
Data for accountability  
Punitive  
Deficit  
Fixed mindset  
Mistakes are bad  
Shame  
Half-empty pessimism  
Compliance

**FROM**

**TO**

**How can I help**  
**We are the people**  
**Data for improvement**  
**Restorative**  
**Asset-based**  
**Growth mindset**  
**Mistakes lead to learning**  
**Resilience**  
**Half-full optimism**  
**Commitment**



# Mindsets

- Surface beliefs
  - How? Why?
- Share data – qualitative and quantitative
- Shifting mindsets



# Possible prompts for focus group discussions or surveys

- What do parents want for their students?
- What do teachers want for their students?
- Assessment and resource map of family strengths.
- What were your parents experiences as students?
- Communication venues with families – What is preferred? By whom?
- Home visits – When? Best practices? Why?
- School events to engage families

A top-down view of a diverse group of people sitting in a circle on a light-colored floor, holding hands. The group includes individuals of various ethnicities and ages, such as a woman with blonde hair, a man with dark hair, and a woman with curly hair. They are all looking towards the center of the circle, creating a sense of unity and shared purpose.

**Telling our story to our  
community:  
Who we serve &  
Goals for student achievement**

# Sample: Big data statements

## Profile of students at our school

Almost all students are reading 2 or more years below grade level.

41% Students have an exceptionalality

48% students are living in poverty



Average GPA is 2.27

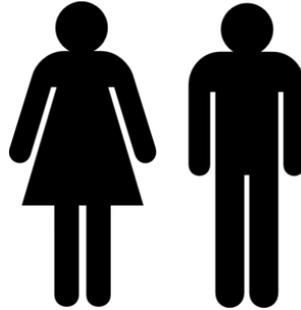
16% are repeating a grade

Average student here is absent 20 days/year;  
21 chronically absent students

Everyone speaks English; all native Hawaiians

# Sample Student Profiles

- I am a 9<sup>th</sup> grader.
- I have dyslexia and school is hard.
- I am not very good at reading but I like math.
- I want to go to college, but I don't know where or for what.
- I have missed 22 days of school this year.
- I like animals.
- I have a lot of friends.



I am an 11<sup>th</sup> grader.  
I used to have an IEP and get some services to help me with my classes, but now I don't.

I have asthma and I miss a lot of school.

I live with my grandmother.  
I am not sure what I want to do after graduation.  
Maybe get a job?

# Sample Perceptions

Perception data has been solicited from surveys for students, parents and staff.

\*Response rates

## Highlights Parent Responses

- Strengths of this school
  - Connection with Community
  - Cultural awareness/relevance
  - Hands on learning and the electives
  - Small size
  - Family feeling/Family orientation
  - Chose the school for focus on Hawaiian culture
- Challenges
  - Inconsistency in how rules are enforced and in academics – expectations vary from classroom to classroom



# Survey Tips

- Length of survey
- Accessibility to all
  - translated versions, visual or other impairments considered, access to internet, data usage
- Wording and use of intentional language in the prompts
- Pilot then refine as needed
- In-person completion
- Incentive or recognition to complete

**Feedback Loop:** How will this data be used to inform decisions?

How will this information be shared with those who responded to the survey in a timely manner?



# Elevator speech

The 3 C's

Clear

Concise

Convincing

- ✓ Practice summarizing what we learned today
- ✓ A tool and skill for all to communicate effectively with all stakeholders
- ✓ Check for understanding!

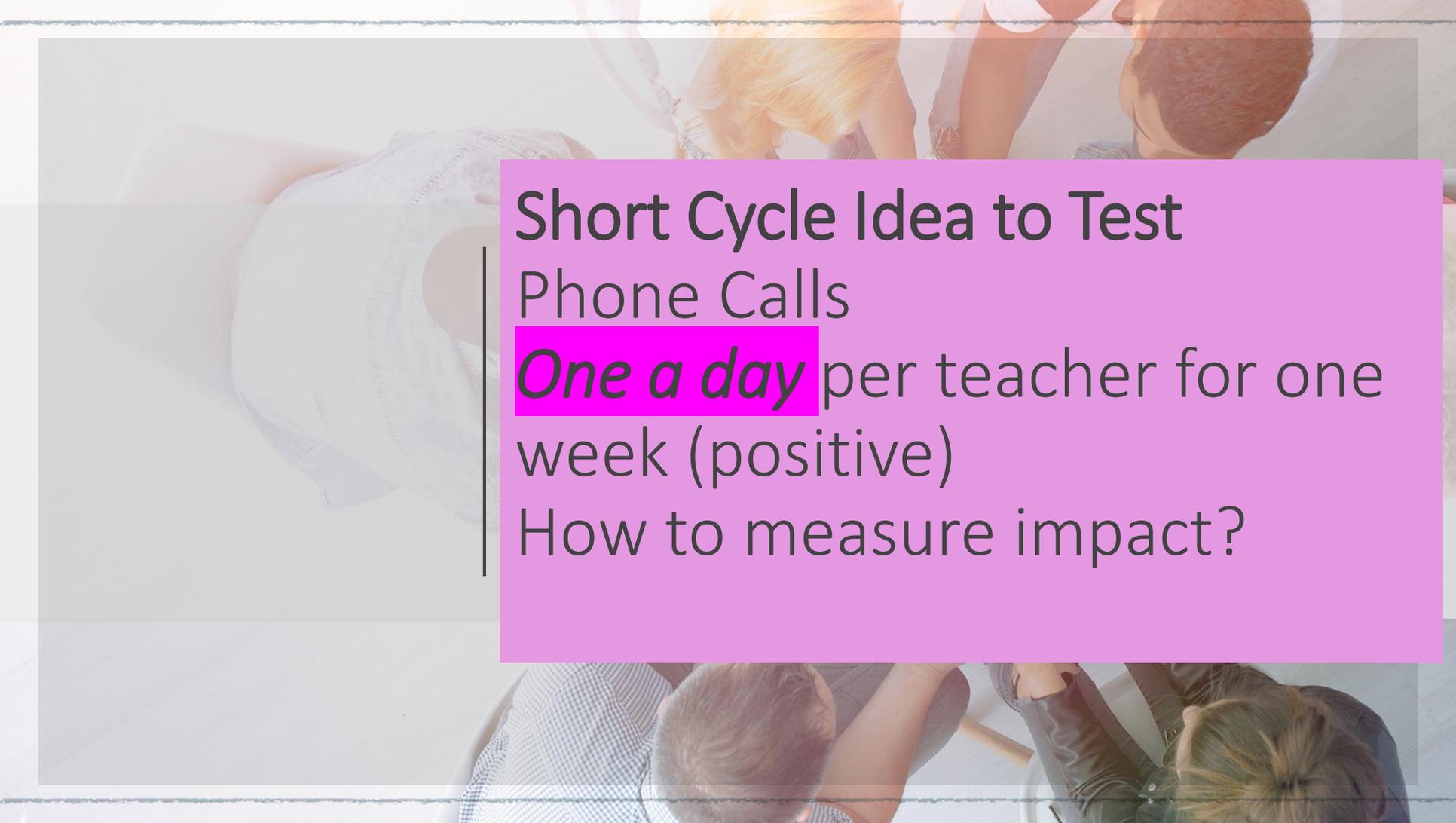
# Elevator Speech might include:

1. Why do we have this opportunity to focus on behavior interventions at this time?
2. What goals do we need to meet for behavior? By when?
3. Your school community/context
  - a) Describe your school and student profile
    - i. level and type of students' needs
    - ii. what your community expects students to know and be able to do when they graduate High School
    - iii. Vision for what climate and culture will be
    - iv. Vision for how stronger partnerships with families can improve student outcomes, specifically in behavior.

\*\*Visual cues/graphics to help keep big idea present

A top-down view of a diverse group of people sitting in a circle on a light-colored floor. They are all holding hands, creating a circle of unity. The people are dressed in casual, contemporary clothing. The lighting is bright and even, highlighting the textures of their clothes and the floor. The overall mood is positive and collaborative.

# Building Bridges Structures to Engage Families

An overhead photograph of several people sitting around a table in a meeting. The image is semi-transparent and serves as a background for the text. The people are seen from above, with their heads and shoulders visible. They appear to be engaged in a discussion or collaborative work.

## Short Cycle Idea to Test Phone Calls

*One a day* per teacher for one  
week (positive)  
How to measure impact?



# Sample structures to engage families in schools

- Charrette
- Stations and passports
- Family themed night – Numeracy, Literacy, STEAM, Post secondary
- Adult learning – choice, know your audiences time constraints, childcare
- Connecting to resources – resource fairs, meals, events, etc.
- Student performance or work displayed
- Student voice or leadership in designing event



# The Charrette Protocol from School Reform Initiative

**Purpose** : The Charrette is a term and process borrowed from the architectural community. Its purpose is to improve a piece of work.

Individuals or teams call for a Charrette when they are “stuck” — when the ***members of the team have reached a point in the process where they cannot easily move forward on their own.***

They bring their current ideas, or the actual work in progress, to the Charrette, and then ask the group to “work on the work” for them.



# Using the Charrette Protocol

- held in a low stakes environment – before a plan is complete
- requesting team has much to gain from the process and virtually nothing to lose
- used to scrutinize and improve work while it is still in progress, before it is ever placed in a high stakes environment.
- can be used whenever an individual or small group has a design problem or issue



# How do these structures compare with your current practice?

- Charette
- Stations and passports
- Family themed night – Numeracy, Literacy, STEAM, Post secondary
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