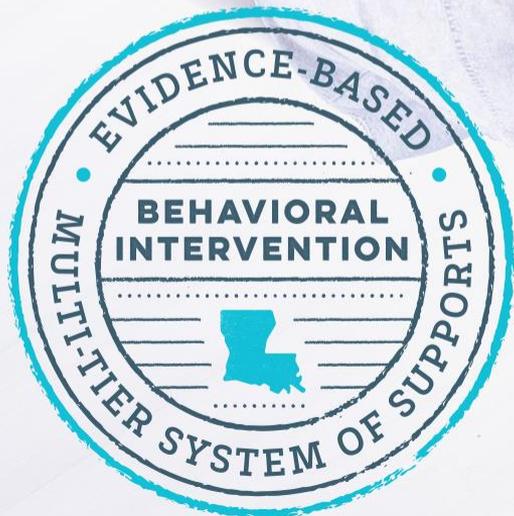


2019

# BEHAVIORAL INTERVENTION SUMMIT



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

 DEPARTMENT of  
**EDUCATION**  
Louisiana Believes



# The Power of Climate and Culture to Transform School Community

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# The Power of Climate and Culture to Transform School Community

## Session Description

In order to provide all children with access to a great education, the Louisiana Department of Education (LDOE) is focused on enhancing school climate and improving behavioral intervention practice in schools. This session will detail how school systems can promote a positive school climate and culture through the use of a multi-tier system of support and evidence-based supports.

# Four Agreements

1

Agree to  
stay  
engaged

2

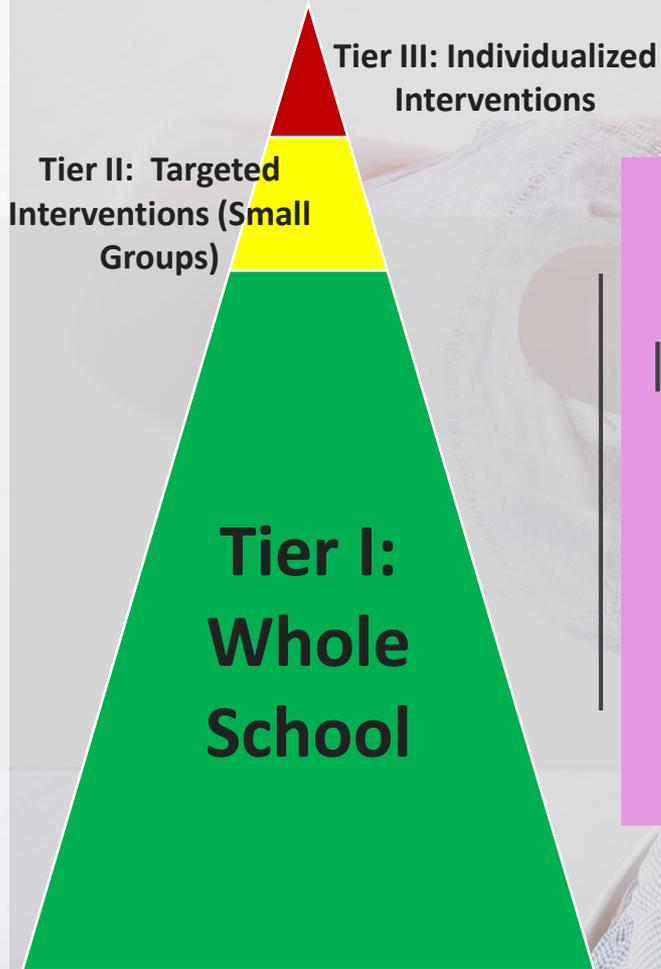
Experience  
discomfort

3

Speak your  
truth

4

Expect/  
accept non-  
closure



**Early Warning Systems**  
Ideas to consider that **strengthen Tier I** for ALL students:

- a) Student Voice
- b) Building a Culture of Recognition

# Students at the Center

## Evidence Based Practices

**Positive Developmental Relationships with Adults**

**Early Warning and Multi-Tiered Student Response Systems and Community Support**

**Building Hope, Purpose, and Agency**

**Restorative Practices**

## Supporting Structures

**Ongoing structures/rituals that promote and celebrate student voice, engagement, and performance**

**Academies/Student Cohorts**

**Interdisciplinary teams**

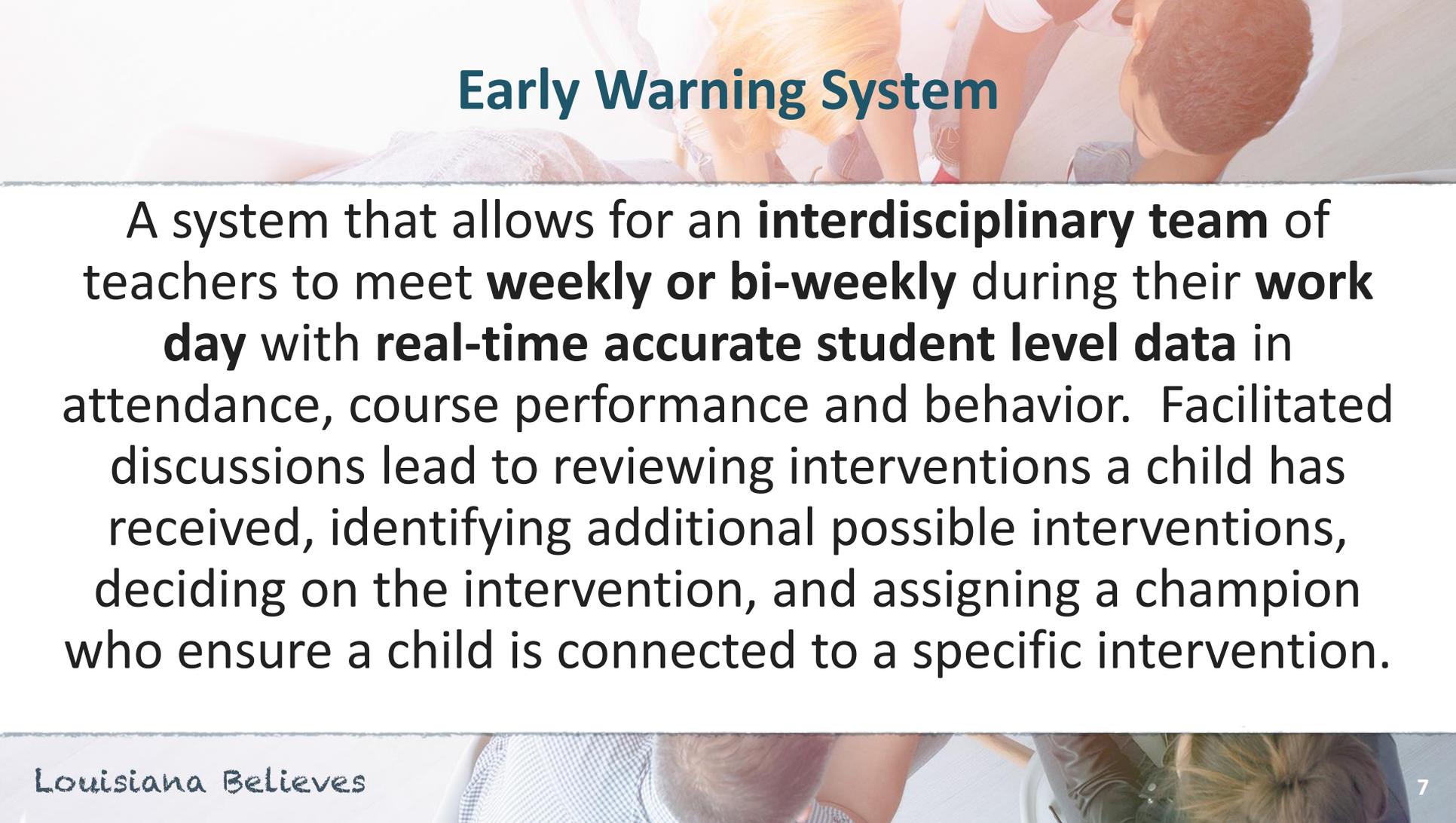
**Common Planning Time**

## Influencing Factors

**Student data/needs/voice**

**Teacher capacities**

**Community Opportunities**



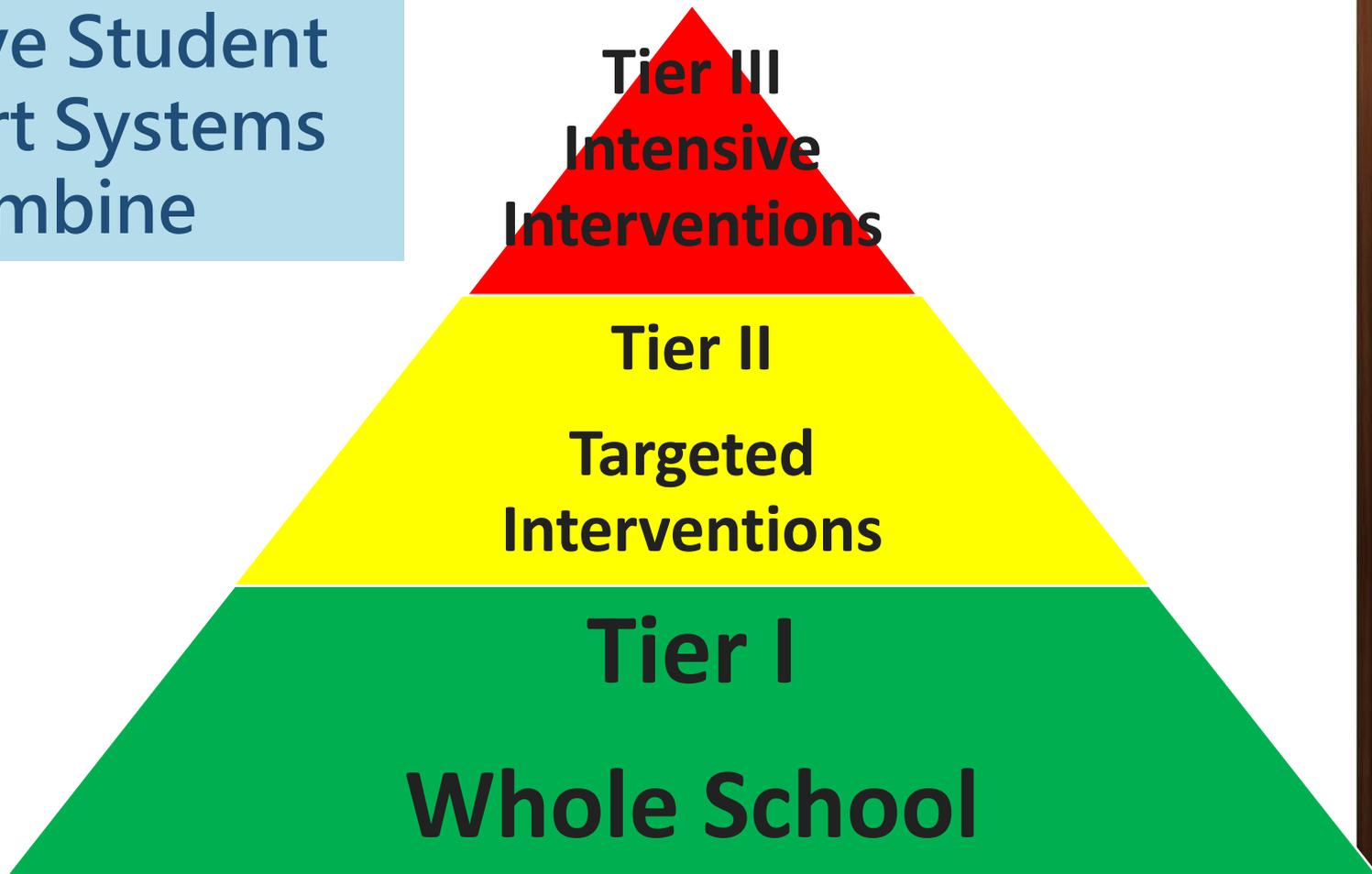
## Early Warning System

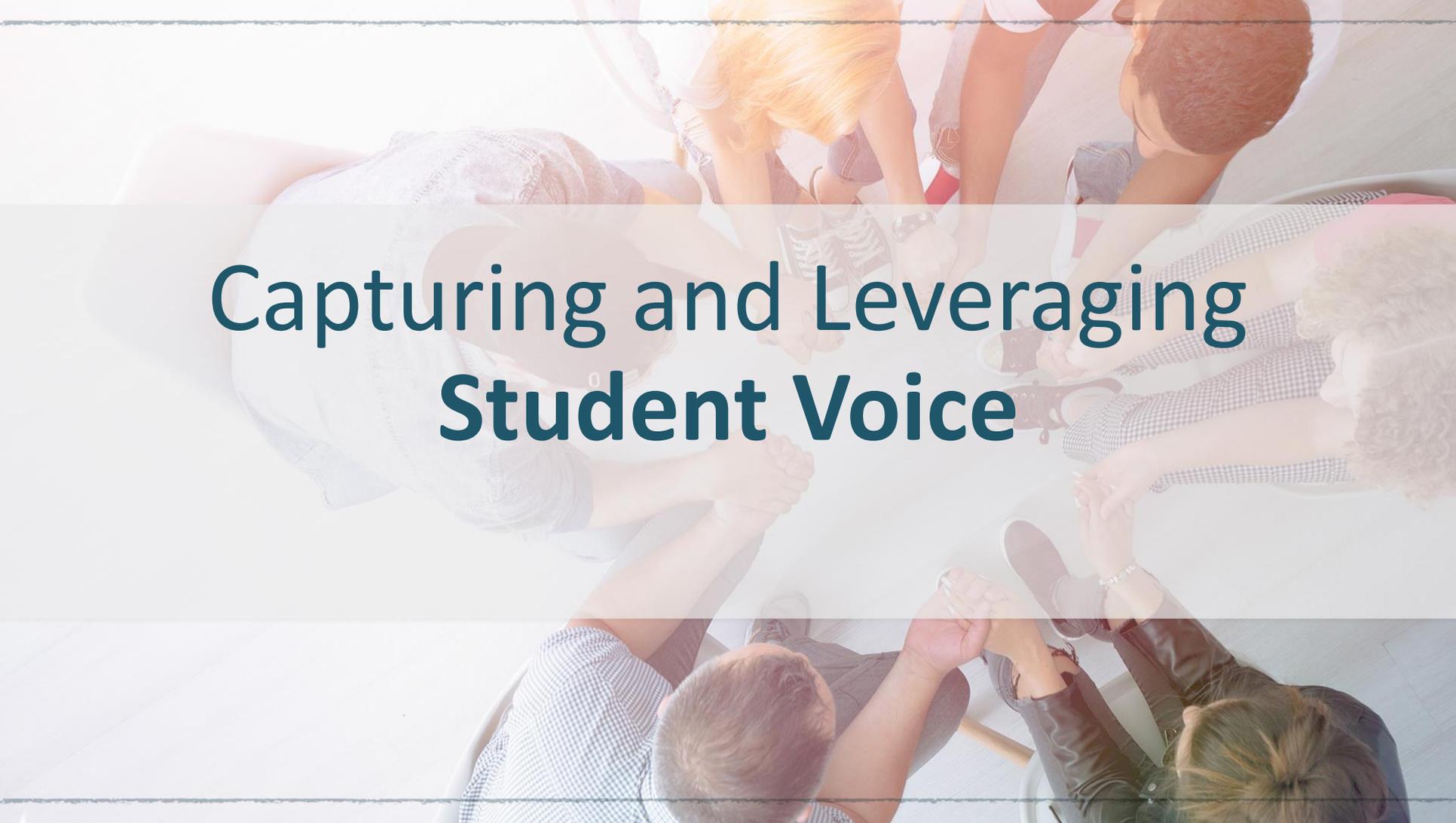
A system that allows for an **interdisciplinary team** of teachers to meet **weekly or bi-weekly** during their **work day** with **real-time accurate student level data** in attendance, course performance and behavior. Facilitated discussions lead to reviewing interventions a child has received, identifying additional possible interventions, deciding on the intervention, and assigning a champion who ensure a child is connected to a specific intervention.

Attendance,  
Behavior,  
Course  
Performance

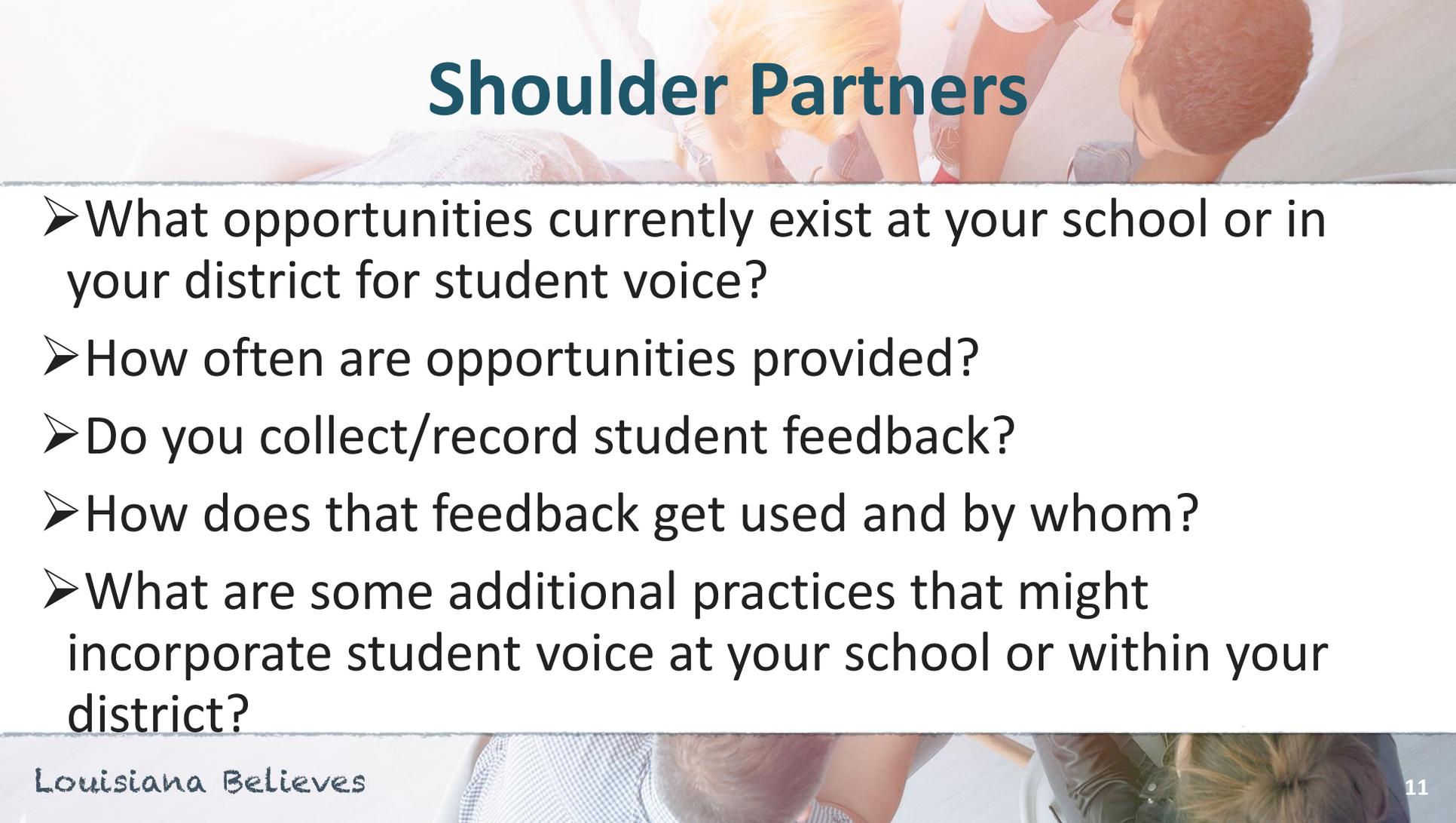
	Attendance	Behavior	Course Perf.
Off-Track	Less than 90%	1+ suspension and/or mild sustained Behavior	Failing ELA and/or Math
On-Track	Greater than 90%	No suspensions or mild mis-behavior	Passing ELA and/or Math
College Ready	Greater than 95%		B or Better

Effective Student  
Support Systems  
Combine



A top-down view of a diverse group of young people sitting in a circle on a light-colored floor. They are all holding hands, creating a sense of unity and community. The group includes individuals of various ethnicities and styles of dress. The image is overlaid with a semi-transparent white banner containing the title text.

# Capturing and Leveraging Student Voice



# Shoulder Partners

- What opportunities currently exist at your school or in your district for student voice?
- How often are opportunities provided?
- Do you collect/record student feedback?
- How does that feedback get used and by whom?
- What are some additional practices that might incorporate student voice at your school or within your district?



## What Research tells us that young people need....

- A caring, trusting, and supportive relationship with adults and with other young people.
- Opportunities to respond to high expectations.
- Opportunities to contribute (“choice and voice”).
- Learning experiences that intentionally engage their interests, offer opportunities to succeed, and provide opportunities to reflect on their accomplishments.

# Ideas for Promoting Student Voice



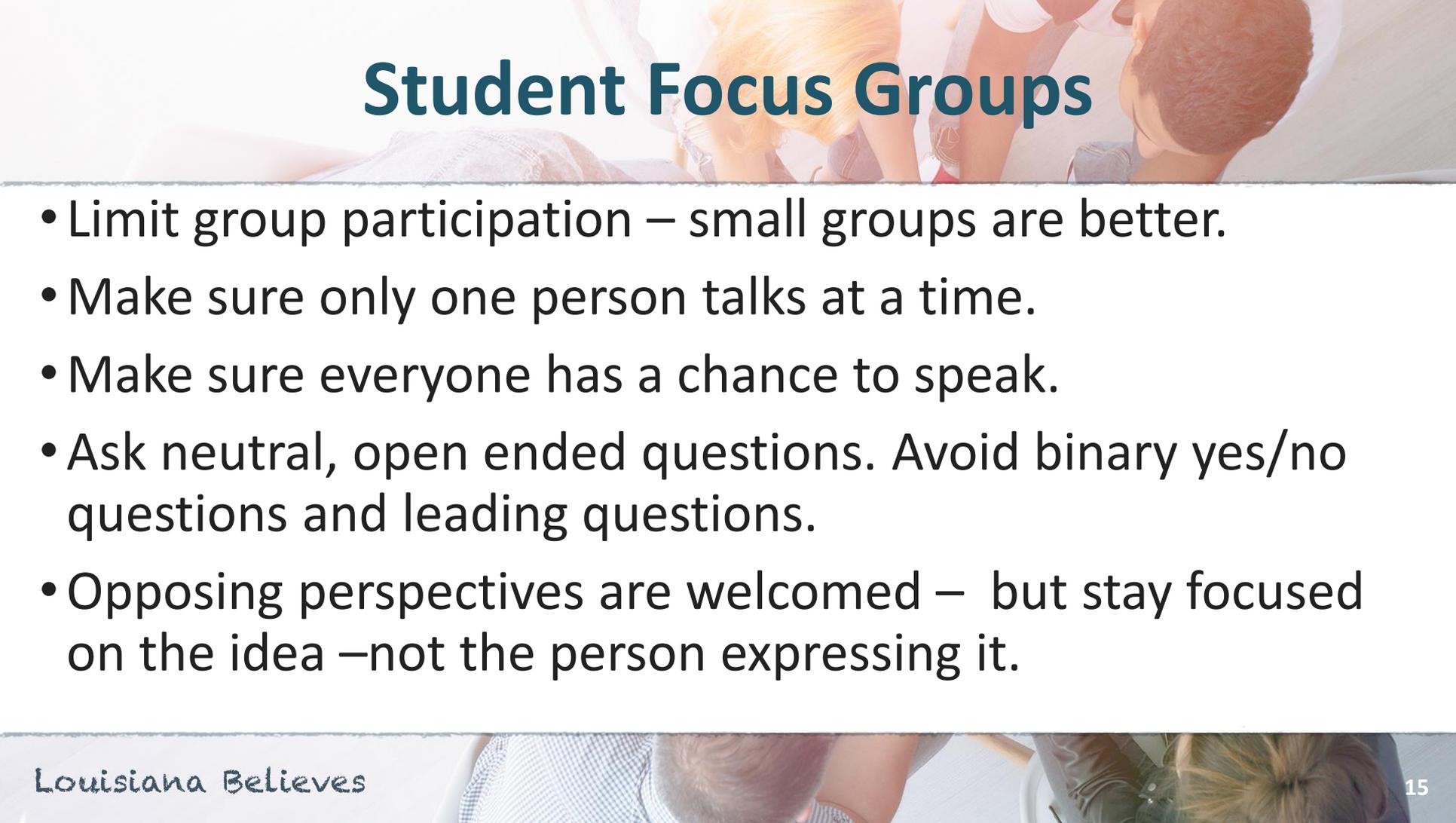
**Student  
Voice**

- Student Surveys
- Student focus groups
- Student Ambassadors
- Classroom Circles

# Student Surveys

Think about the purpose of your survey and whether you are looking for a diagnostic tool or a progress tracker.



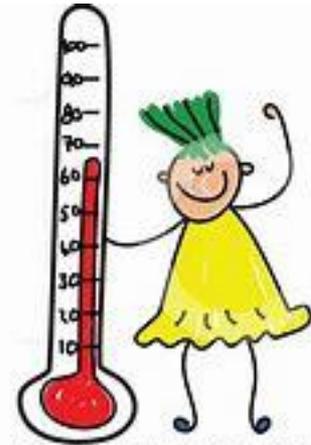
The background of the slide features a soft-focus photograph of students in a classroom. In the upper portion, a student with blonde hair is seen from behind, looking towards the right. To their right, another student with dark hair is partially visible. The lower portion of the slide shows the tops of heads of other students, including one with dark hair and another with blonde hair, suggesting a group setting. The overall lighting is bright and natural, creating a positive and educational atmosphere.

# Student Focus Groups

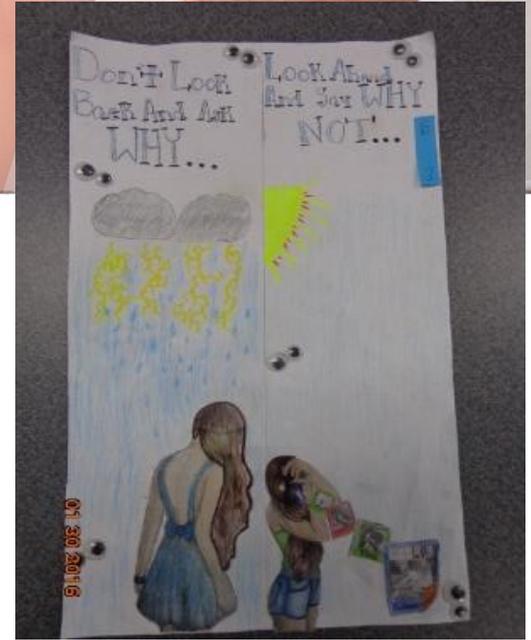
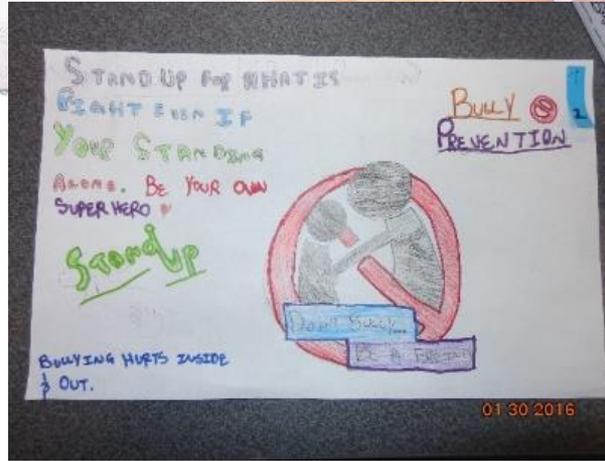
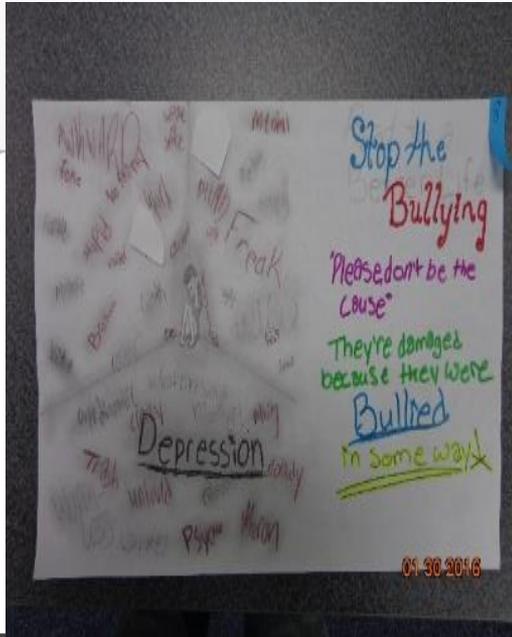
- Limit group participation – small groups are better.
- Make sure only one person talks at a time.
- Make sure everyone has a chance to speak.
- Ask neutral, open ended questions. Avoid binary yes/no questions and leading questions.
- Opposing perspectives are welcomed – but stay focused on the idea –not the person expressing it.

# Student Ambassadors

Students play a leadership role in the school. This is *not* the typical student government or student council representatives, act as an ongoing source of feedback on the temperature of the school climate and culture.



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## Road to a Better Life Poster Contest

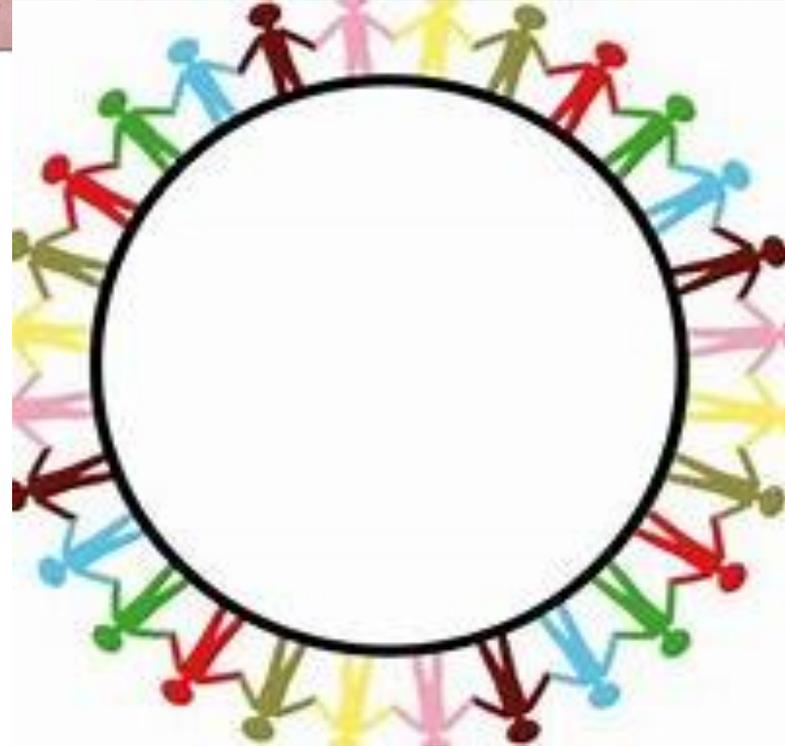
# Team Building Hula Hoop Activity

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# Classroom Circles

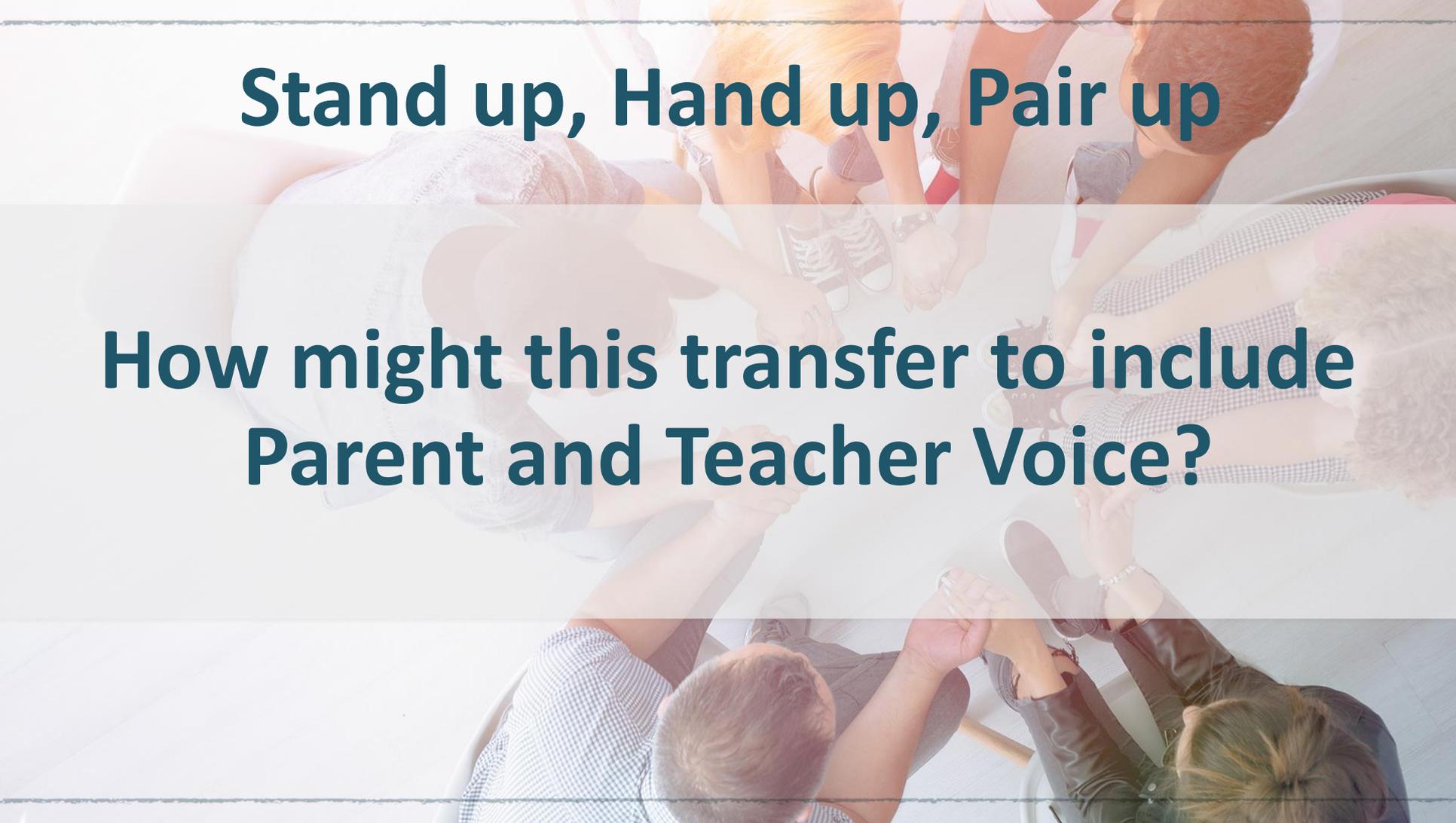
Purpose: to build community and trust, create a sense of open dialogue, provide opportunities for new/different ways to interact, balance air time between adults and youth, and ultimately to support restorative practices.





# Building a Culture of Recognition





**Stand up, Hand up, Pair up**

**How might this transfer to include  
Parent and Teacher Voice?**



# Closing Circle

- Which of these ideas resonates with you?
- What ideas might you have to integrate student voice or building a culture of recognition to engage students into the work your school does?



**THANK YOU!**

**Questions  
&  
Feedback**