

Addressing The Elephant in the Room:

Meeting Social/Emotional Needs of Children in Poverty

Jessica Davis, MSW, CSW
Leigha Checa, MSW, CSW
Mackenzie Leachman, PhD



Learning outcomes

Review volume of activities to provide collaboration with ALL community stakeholders

Explore an approach to address the social-emotional needs of the students served in high poverty school

Demonstrate an understanding of how to utilize student support for student support

Kentucky Research: High Poverty, High Achieving Schools

2002

National Center on Education, Disability &
Juvenile Justice

School size
School condition
Instructional spending
Adult/student interactions
Student engagement
Student discipline
Attendance rates
Parent involvement

2005

Prichard Committee for Academic Excellence

School Culture
Curriculum
Professional Development
Assessment/Organization

2017 Update

Only 2/6 schools continued to demonstrate HPHA status. Two of the schools have closed. Factors included sustainability at the district level, improvement work needs to be done at school level, engage the students and focus on school climate.

The Work....and the Odds.... and the Accountability

In US, 19% of children live in poor families

In KY, 25% of children live in poor families

Kentucky is 45th in educational attainment

In 2017-18, 51% of students in district received free lunch services and 2.6% received reduced lunch services.

At Millcreek, 64% of students qualify for free/reduced meals.

READING-As a district, 37.9% of economically disadvantaged students achieved proficient/distinguished in reading

At Millcreek, 29.2% of economically disadvantaged students achieved proficient/distinguished in reading.

MATH-As a district, 36.5% of economically disadvantaged students achieved proficient/distinguished in math

At Millcreek, 26.4% of economically disadvantaged students achieved proficient/distinguished in math

Then and....

- 2012-13 School Year
- State Accountability Score-
37% Needs
Improvement/Focus School
- 62% Teacher Turnover
Annually

NOW

- 2016-17 School Year
- State Accountability Score-
56% High Progressing
School
- 88% Teacher Sustainability



Demographics of The Academy for Leadership at Millcreek Elementary

- Enrollment: 562
- Racial balance: 41% White, 33% Black, 12% Hispanic, 3% Asian
- Free/reduced meal qualifiers: 64%
- English learners: 9%
- Special Education: 19%

(Data is a snapshot from Oct. 1, 2018.)



#talmesomethinggood

The Importance of Leadership

Transformational leadership vs.
transactional or passive leadership

Shared leadership and created
opportunities for professional
collaboration

Encouraged strategic thinking &
planning to achieve school goals

View themselves as trainers and
developers who build others' capacity to
do the work

Create open, risk-free, trusting
professional environments

Clearly defined, articulated and shared
vision created by high expectations

(Cohen, 2015)



More at Tier I

More from state

More from district

More from community

More from principal/leadership

More from teachers

More from support staff

More from parents

More from students

Students need more...

Opportunities to Respond

Higher rates of positive feedback

Lower rates of negative feedback

TALME Areas of Focus

Relationships

Academic Engagement/Growth

Social Emotional Learning

Staff Support/Development

Family Engagement

Extended Learning

Community Partners



What is FRYSC?

Component of the Kentucky Education Reform Act (KERA) of 1990.

Mission: Help academically at-risk students succeed in school by helping to minimize or eliminate non-cognitive barriers to learning.

Vision: To establish the national standard of excellence in the provision of school-based family support.

<https://chfs.ky.gov/agencies/dfrcvs/dfrysc/Pages/default.aspx>



Bridging Barriers and Changing Lives

FRYSCKy-Family Resource Youth Services Coalition of Kentucky

- FRYSCs are funded per free meal eligible student. Over the past three years, there have been more than 300,000 students who were free meal eligible.
- FRYSCs have the potential to serve 600,000+ students each school year (not including the 0-3 population), in addition to the families of each student.
- FRYSCs, on average, are now making 12,000,000 student contacts and 4,000,000 family contacts each year.



How do we expect our children to grow academically, socially and emotionally when their basic needs aren't being met?

<https://www.youtube.com/watch?v=W32HkX-D-h0&feature=youtu.be>

Community Partnerships



The Academy of Lexington, Lexington Parks and Recreation, HealthFirst Bluegrass and the UK College of Dentistry, 4-H, Cooperative Extension Service and UK College of Agriculture, Food and Environment, The Office of the Fayette County Sheriff, Fayette County Police Department, Lexington Refugee Ministries, Lexington Public Library Bates Creek Branch, Girls On the Run Central Kentucky, God's Pantry, Lexington Baptist Temple, St. Martha's Word of Hope Lutheran Church, Trinity Hill United Methodist Church, Northeast Christian Church, The Church at Batesbrook, Lexington Women's Club, LFUCG Summer Youth Employment Program, Partners for Youth Grassroots, First Christian Church, Calvary Baptist Church, UK Center for Community Outreach, Catholic Charities, Lexington Tennis Club, United Way of the Bluegrass, Salvation Army, Kiwanis Club of Lexington, Seton Catholic School, Dress for Success Lexington, Black Church Coalition, Christians in Community Service, Adult and Tenant Services, Hands On Originals, Office Depot, Smart Shots, Sweet Blessings, Bilingual Literacy-Based Programming with Amy Olson, UK College of Education

Just to name a few...

Dental Van

- 2017-2019 122 Children Served
- Services: Oral Education, Exams, X-Rays, Restorative Treatment



4H Dollars and Sense

- 2017-2019 150 4th Grade Students participated
- Targeted 4th grade students to promote financial responsibility.

Kindergarten Jumpstart

- 2016-2017 25 incoming Kindergarten students participated
- Social skills (greetings, two way communications, interactive play, turn taking, cooperation, independence)





Clubs include: Ukulele, Spanish, Engineering, Sign Language, Newspaper, Students of Service, Basketball, Girls on the Run, Coding, LEGO, Cross Country, Advanced Art, Tennis, Dance, Choir, Drama... and so many more!



21st Century Grant Collaboration

Children are able to receive extra academic tutoring, assists with supervision, childcare and fosters a connection between parents, staff and students.



Allows children the opportunity to find out what they are passionate about as well as promoting parent involvement.

Gives students a chance to experience new things they would otherwise not be able to, as well as giving them the opportunity to experience success outside of the classroom.

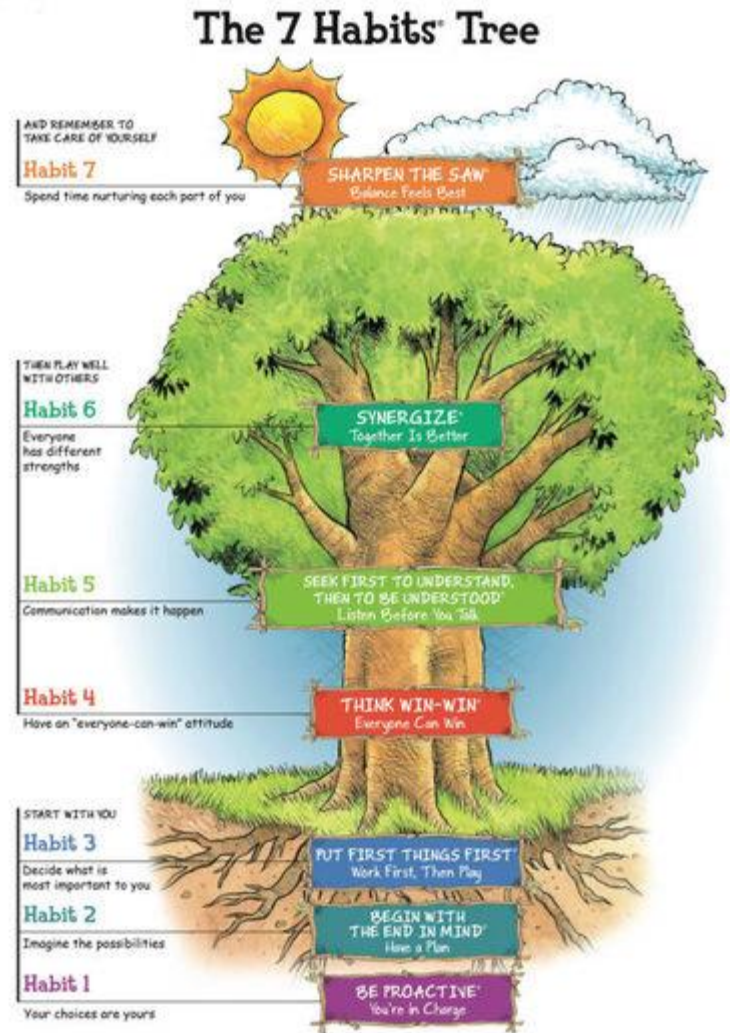
Strong Social-Emotional Foundations

- Leader in Me
- Second Step
- PBIS
- Student Recognitions
- Community Partnerships
- MTSS team



The Leader in Me Stephen Covey's 7 Habits

- Pride Groups
- Student Lighthouse
- Common language
- Millcreek Gives Back
- Talent Show
- Student led conferences and events



Positive Behavioral Interventions and Support

- Data to drive decision making
- Nine-week reward celebrations
- Thursday Student Recognitions
- PLCs to review Tier I behavior data with teachers
- Tier 1 walkthroughs



PBIS Data

| Year | Number of Referrals | Student Enrollment | ODRs per 100 | Days Suspended (OSS) | OSS Days per 100 | PBIS SWIS Normative Data |
|---------|---------------------|--------------------|--------------|----------------------|------------------|--------------------------|
| 2012-13 | 405 | 518 | 78.19 | 60.60 | 11.70 | |
| 2013-14 | 407 | 560 | 72.67 | 56.85 | 10.15 | |
| 2014-15 | 195 | 556 | 35.07 | 30.22 | 5.44 | |
| 2015-16 | 64 | 558 | 11.47 | 36.08 | 6.47 | 6.21 |
| 2016-17 | 58 | 552 | 10.51 | 29.05 | 5.26 | 6.51 |
| 2017-18 | 81 | 532 | 15.22 | 29.06 | 5.46 | 7.26 |

Data Driven Decision Making

Millcreek PBIS Team

Data Review and Discussion Tool

| | | | | |
|---|---|---|--|------------------|
| Referral by Grade Level: K- 1- 2- 3- 4- 5- | Referral by Type of Event (Top 3): | Referral by Location (Top 3): | Referral by Day of Week (Top 3): Referral by Time of Day (Top 3): | Average per Day: |
| Do we see any patterns? | | | | |
| Is there a grade level concern or is there a school wide issue? | What behavior are our students having the most trouble with? Is there something we need to do school wide to address this behavior? | Where are we seeing the most referrals? What is the expected behavior in that location? | What day of the week has the most referrals? Is there something about that day of the week we need to note? What time of day has the most referrals? What are students doing during that time of the day? | |
| What is going well? | | | | |
| Do we need to review any other information/data? | | | | |

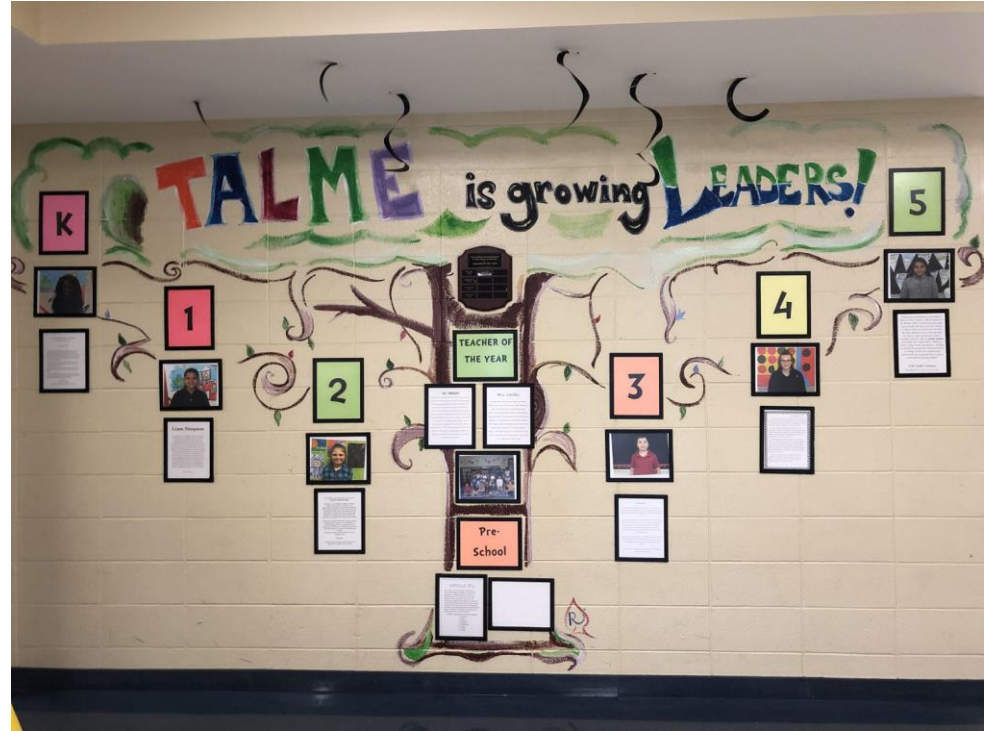
| | | | | |
|---|--|---|--|--|
| What strategies can we use with students school-wide? | <p>Do we have strategies to address this behavior?</p> <p>Do the teachers have access to those strategies?</p> <p>Are these isolated behaviors that need to be address with specific students through the Tier 2/3 team?</p> | <p>Does this area need more supervision?</p> <p>Do we need a re-teach of expectations in this area?</p> | | |
|---|--|---|--|--|

Decisions Made:

| We are going to... | The person responsible is... | This will be completed by... |
|--------------------|------------------------------|------------------------------|
| | | |
| | | |
| | | |

Celebrating Student Successes

- Student of the Month
- Golden Tee's
- Final Friday Celebration
 - Most Improved and Highest in math and reading per grade
- Student Recognitions
- Golden Tickets



Multi-Tiered System of Supports (MTSS)

- Multidisciplinary team
 - Administration, school psychologist, achievement and compliance coach, intervention lead, school social worker, guidance counselor, mental health specialist, teachers
- Weekly student support team meetings
- Monthly team meetings to discuss percent of students at each tier, behavior and academic concerns, collaborate with outside services, match student needs to interventions, adjust interventions based on data
- Monthly PLCs with teachers to analyze data

Student name: _____

Person(s) completing this form: _____

Screened as at-risk (circle the one that applies): Externalizing, Internalizing, or Both

| # | Item | Very true (3) | True (2) | Untrue (1) | Very Untrue (0) | Don't know |
|-----|--|------------------|----------|---------------|--------------------|---------------|
| 1. | School has good relationship with the student's parents (SHN) | | | | | |
| 2. | Student seeks and likes attention from adults (CICO) | | | | | |
| 3. | Student is rejected or isolated by peers (PPR) | | | | | |
| 4. | Student is eager to earn rewards or access to privileges (BC) | | | | | |
| 5. | Student's main problem is disruptive classroom behavior to get out of doing the work (CP) | | | | | |
| 6. | Parents are open and willing to collaborate with the school (SHN) | | | | | |
| 7. | Student tries to do better socially and emotionally but does not have the skills (i.e., can't do) (SG-SET) | | | | | |
| 8. | Student can only work so long before escaping and being off-task (CP) | | | | | |
| 9. | Student could benefit from having a positive, adult role model outside of the home (CICO) | | | | | |
| 10. | Student lacks self-management and needs constant reminders to stay on-task (SM) | | | | | |

Developed by Dr. Clayton R Cook

Version 2 – September 23, 2012

| | | | | | | |
|-----|--|--|--|--|--|--|
| 11. | Student withdrawals from social situations and spends most of free time alone (PPR) | | | | | |
| 12. | Student's problem behavior happens frequently throughout the day (SM) | | | | | |
| 13. | Student is unaffected by school-based disciplinary consequences (reprimand, removal from class, etc.) (SHN) | | | | | |
| 14. | Student has difficulty coping and adapting to challenging situations (SG-SET) | | | | | |
| 15. | Student academic skills are low and, as a result, frequently takes his/her own breaks during instruction or learning (CP) | | | | | |
| 16. | With the right incentive, the student's behavior likely will improve (BC) | | | | | |
| 17. | Student could benefit from starting the day off on a good note and ending the day with praise or feedback (CICO) | | | | | |
| 18. | Student has difficulty concentrating and staying focused until task completion (SM) | | | | | |
| 19. | Student gets upset and frustrated easily and becomes angry or shuts down (SG-SET) | | | | | |
| 20. | Student could benefit from having others say nice things about him/her (PPR) | | | | | |
| 21. | Student can behave well when s/he wants to or the appropriate incentive is available (e.g., recess, computer time, field trip, etc.)(BC) | | | | | |

SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered reasonable for implementation)

| Intervention | Items | Score (sum the items) |
|--|--------------|------------------------------|
| School-home note system (SHN) | 1, 6, 13 | |
| Behavior contract (BC) | 4, 16, 21 | |
| Self-monitoring protocol (SM) | 10, 12, 18 | |
| Check in/Check out mentoring (CICO) | 2, 9, 17 | |
| Positive peer reporting (PPR) | 3, 11, 20 | |
| Class pass intervention (CP) | 5, 8, 15 | |
| Small group social-emotional training (SG-SET) | 7, 14, 19 | |

Responding to the Whole Child

School-based mental health supports (community & district)

Professional learning/instructional coaching

Trauma Informed Care for Educators

Youth Mental Health First Aid

Mental Health Referral Pathway

Handle with Care



Screening & Support



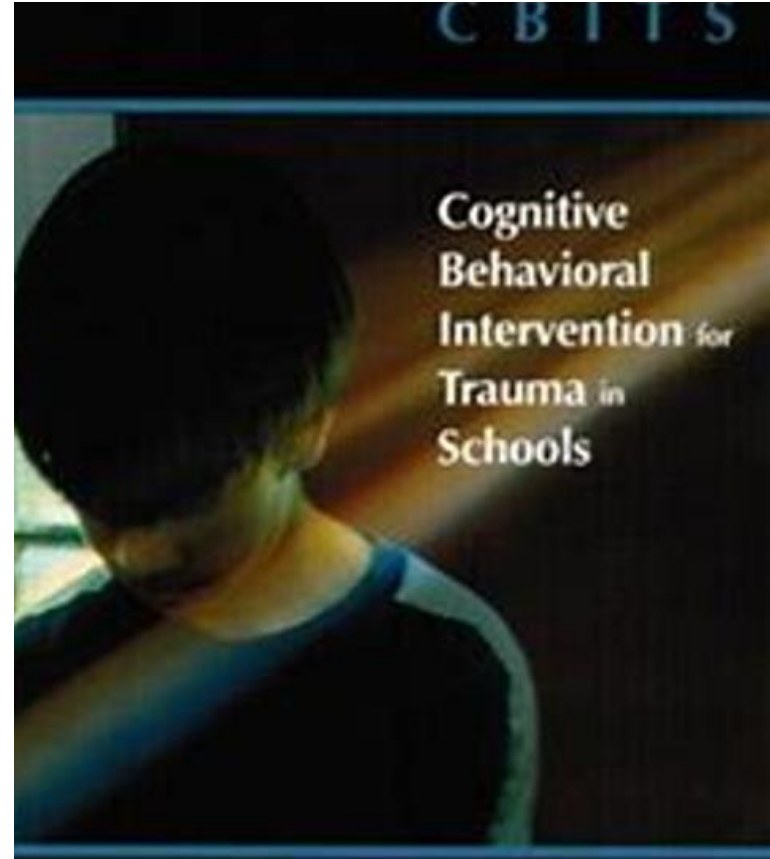
Dear Family,

The Academy of Leadership at Millcreek Elementary is fortunate to have a special counseling program for students who have experienced stressful events called **Cognitive Behavioral Intervention for Trauma in Schools (CBITS)**. We have found that students who have experienced trauma as victims or witnesses often suffer from a unique kind of stress, called traumatic stress. It could show up in the form of your child not wanting to go to school or as difficulties with class work and concentration.

We would like your permission to ask your child some questions about whether he or she has experienced or witnessed stressful events. Examples of questions that we will ask your child are “have you been in a serious accident where you could have been badly hurt or could have been killed,” “has anyone very close to you been very sick or injured?” In addition, we will ask questions like whether or not your child has been experiencing

Cognitive Behavior Intervention for Trauma in Schools

- Upsetting Events
- Comfortable & Uncomfortable
- Expected & Unexpected
- Think-Feel-Act
- Stress Management
- Relaxation
- Combating Negative Thoughts
- Exposure to Stress/Trauma
- Social Problem Solving
- Relapse Prevention & Graduation



Moving beyond ourselves...

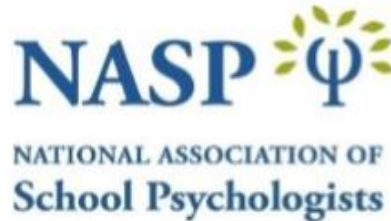
I am a winner. I live in a country where I have freedom of thought and expression. I understand that with each right and privilege comes responsibility. It is my choice to learn or not to learn. But I must be willing to accept the consequences for that choice, and I must never think that those who chose to work while I rested and played will share their rewards with me. Through education I develop my talents for the benefit of mankind. This is my time and my place. I will accept the challenge.

I pledge to lead a drug free life. I want to be healthy and happy. I will say no to alcohol. I will say no to tobacco. I will say no to illegal drugs. I will help my friends say no. I pledge to stand up for what I know is right.

What ways can you activate School-Wide
Student Support in your school?

Think bigger than compliance

Think of the elephant



School Social Work
Association of America

References

Cohen, M. (2015). Principal leadership in high performing, high poverty elementary schools.

Cook, C. (2012). Intervention Matching Form. Retrieved February 1, 2019 from <http://www.pent.ca.gov/mt/simform.pdf>

Kannapel, P. J., & Clements, S. K., with Taylor, D., & Hibpshman, T. (2005). Inside the black box of high-performing high-poverty schools. Lexington, KY: Prichard Committee for Academic Excellence. Retrieved February 1, 2019, from <http://people.uncw.edu/kozloffm/highperforminghighpoverty.pdf>

Scott, T.M., Nelson, C.M., Liaupsin, C.J., Jolivette, K., Christle, C.A., & Riney, M. (2002). Addressing the needs of at-risk and adjudicated youth through positive behavior support: Effective prevention practices. *Education and Treatment of Children*, 25 (4), 532-551. Retrieved February 1, 2019 from https://www.researchgate.net/publication/259444448_Addressing_the_Needs_of_At-Risk_and_Adjudicated_Youth_through_Positive_Behavior_Support_Effective_Prevention_Practices

Resources

Cognitive Behavior Intervention for Trauma in Schools (CBITS)

<https://cbitsprogram.org/>

Kentucky Family Resource and Youth Service Center

<https://chfs.ky.gov/agencies/dfrcv/dfrysc/Pages/default.aspx>

<https://www.fryscky.org/>

<https://www.youtube.com/watch?v=W32HkX-D-h0&feature=youtu.be>

National Association of School Psychologists

www.nasponline.org

Positive Behavior Interventions and Supports

<https://www.pbis.org/>

The Academy for Leadership at Millcreek Elementary School

www.millcreek.fcps.net