

Key Evidence Based Changes for Behavior and Social-Emotional Development

<p>Data</p> <p><i>To improve behavior and social-emotional strengths of students need to know when and where and why behavioral incidents occur, and extent to which students feel connected to and supported in school, receive consistent messages about behavioral and academic expectations from adults throughout the school day and their current social-emotional status.</i></p>	<p>Relationships and Adult Support</p> <p><i>Students who feel alone, picked on, bullied, or unfairly disciplined by adults will not be focused in class and may become disruptive, the best counter to this is for students to have good relationships with a set of peers, and several adults in the school. Strong relationships are the best proactive antidote to the impacts of trauma and stress in in high poverty environments.</i></p>	<p>School Environment</p> <p><i>How adults shape the environment within schools, greatly influences student behavior. Student involvement in school environment formation is crucial.</i></p>	<p>Mindset Formation</p> <p><i>Positive student behavior and social-emotional strength is often belief driven. Beliefs in turn, are influenced by mindsets-the underlying ways in which students and teachers see the world around them. Creating conditions to enable the development of supportive mindsets is a driver of improved behavior and social-emotional development.</i></p>	<p>Skill Building</p> <p><i>There are a set of skills which students and teachers/adults can learn which support positive behavior and social-emotional strength. As students get older direct instruction becomes less effective and skills need to be learned within experiences</i></p>
<p>Track. When, Where and Why disciplinary incidents occur, look for patterns, and track office referrals as well as suspensions</p>	<p>Work to ensure that all students feel known and that there is at least one adult in the school and preferably more than one, who knows and cares about them in the school and they feel comfortable going to for support</p>	<p>Work to make All Students Feel Safe and Welcome – greet them by name when they enter school/classrooms, have sufficient adult presence in hallways, cafeteria, gym etc.</p>	<p>Develop Student Agency-students need to feel and believe that they can exert some control over their school and life outcomes</p>	<p>Collaboration and Social Skills - how to get along with others-in particular those that seem different from you, how to disagree without being disagreeable, how to equitably divide work and provide equal voice are all skills that can be learned</p>
<p>Use valid survey to measure school climate, e.g. student sense of safety, school connectedness, disciplinary fairness, adult support and consistency etc. consider doing midyear check</p>	<p>Organize Peer Support-Peer climate and inclusivity leaders, student squads with shared interests, study teams, inclusivity clubs</p>	<p>Seek Consistency and Fairness in School Discipline/Code of Conduct. Recognize Positive Behavior</p>	<p>Build a Sense of Hope and Purpose - students who live in high poverty environments often express low levels of hope relative to more advantaged peers which in turn saps motivation. Adolescents are motivated by pro-social activities i.e. helping others. Service learning and community building activities can support the development of both hope and purpose, as well as agency</p>	<p>Self-Management – how to manage emotions, how to organize assignments, how to read social cues are all important to school success and also reduces stress and acting out triggers.</p>

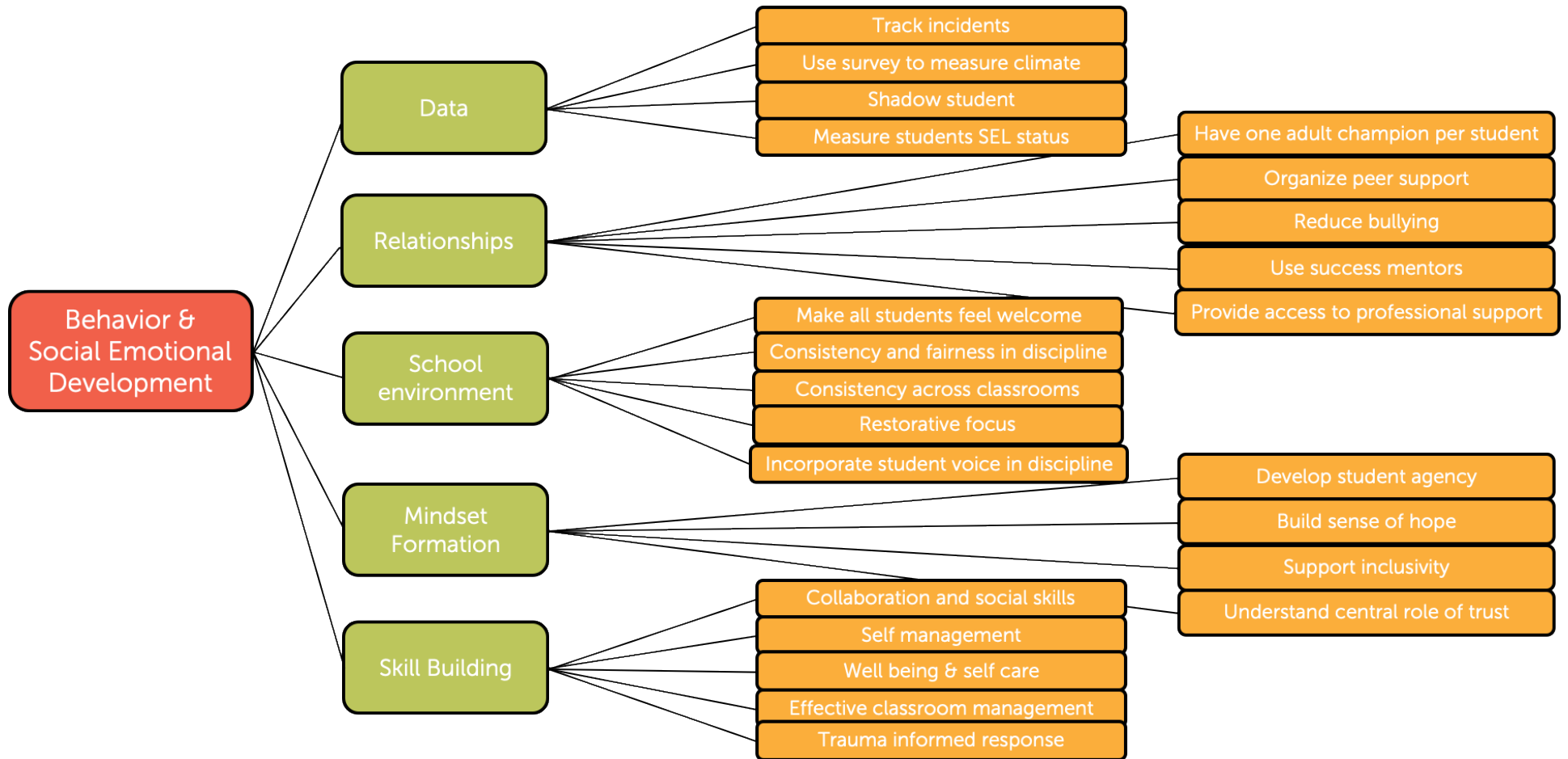


Data	Relationships and Adult Support	School Environment	Mindset Formation	Skill Building
Shadow students through school day to experience school environment from their eyes and to examine consistency in expectations classroom to classroom	Reduce Bullying through specialized programming, training, or partnerships.	Build Consistency Across Classrooms in Academic and Behavioral expectations	Support Inclusivity and Identity Formation -adolescents are developing their sense of self and how they fit with others. Provide opportunities for students to do so.	Well-Being, Self-Care – the ability to take care of oneself, to find and know ways to lessen stress and impacts of mental, emotional, and physical challenges leads to more focus in class and fewer acting out triggers
Measure Students Social Emotional Status and Development as well as level of environmental challenge they face, i.e. food insecurity, homelessness, lack of sleep, exposure to violence	Use Success Coaches for Students who need more consistent day to day behavioral and social emotional support	Have a Restorative rather than Punitive Focus to school discipline and regulations	Understand Central Role of Trust -Adolescents in general are learning to be less trusting and students who live in poverty often learn that both individuals and institutions are not always trustworthy. Work to develop a school environment that is relationship driven, consistent, fair, and where statements of support are backed up with action.	Effective Classroom Management - creating classroom environments where students want to be and feel valued, where routines are consistent, are free from distractions, and significant time is not lost to redirecting student behavior is foundational to strong teaching and learning environments
	Provide case managed supports and access to mental health professional and counseling for highest needs students	Access, Encourage, and incorporate Student Voice in forming school discipline policy and implementation. Have students conduct a school climate audit.		Trauma Informed Response – developing teacher/adult understanding of the impact of trauma and living in high poverty environments and how it interacts with adolescent development is key to enabling them to develop a set of responses that are effective in promoting positive behavior and social emotional strength

Change Idea Considerations

- 1) Data and Relationship and Adult Support are listed first as they are foundational to school environment, mindsets and skill building
- 2) Within the Data column actions are organized by level of complexity
- 3) Within the Relationships and Adult Support Column actions are listed by tier-beginning with tier one actions for the whole school and ending with tier 3 case managed supports for the highest need students.
- 4) Within the School Environment Column actions are organized by level of complexity
- 5) Within the Mindsets column there is no clear hierarchy, all of the mindsets identified are important for all students and have similar levels of complexity
- 6) Within the Skills column the first set of actions are primarily skills to be developed within students, while the last two actions are more adult focused.

Primary and Secondary Drivers for Behavior and Social-Emotional Development



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Behavior and Social-Emotional Development Sources

What Work's Clearinghouse Preventing Dropouts in Secondary School. <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

What the evidence says about Putting Students at the Center, Organizing Adults, and Teaching and Learning Everyone Graduates Center. High School Redesign Website. <http://www.hsredesign.org/evidence-based-design/what-the-evidence-says/#CENTER>

National Commission on Social, Emotional and Academic Development. The Brain Basis for Integrated Social, Emotional, and Academic Development. <https://www.aspeninstitute.org/publications/the-brain-basis-for-integrated-social-emotional-and-academic-development/>

The Evidence Base for How We Learn. www.aspeninstitute.org/publications/evidence-base-learn/

Justice Center Council of State Government. School Discipline Consensus Report. http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf and <https://csgjusticecenter.org/youth/projects/school-discipline-consensus-project/>



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