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Well-Managed School Improvement Plan

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Well-Managed School Improvement Plan

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Northwestern College

A School Improvement Plan Presented
in Partial Fulfillment of the Requirements
For the Degree of Master of Education

Abstract

Teaching students social-emotional skills positively impacts the learning environment in a classroom. This school improvement plan establishes a school wide outline for the training and implementation of social-emotional instruction through Boys Town's Well-Managed Schools curriculum. The plan addresses the need for social-emotional intervention supports and resources for classroom teachers. A review of literature was conducted to support the plan and examines how student behaviors impact classroom learning, recognizes the importance of explicit social-emotional instruction, and delves into how social-emotional interventions improve the classroom learning environment.

Keywords: school improvement plan, social-emotional

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Introduction

Teaching students social skills is an important component of classroom management. Students benefit when classroom teachers are able to use instructional time to teach and practice social expectations for the school environment. Across the nation, teachers are reporting a noticeable increase in negative student behaviors that are interfering with students' learning (Scholastic, 2012). In a meta-analysis article on school-based, universal social-emotional learning (SEL) programs, it is noted that having mastery in social-emotional skills positively impacts not only personal and social skills, but academic success as well (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Pekdogan (2016) states, "improving the social and emotional behaviors of children with social skills-based education programs has a positive impact on children's academic success and readiness to school" (p.306).

The problem is that teachers at Harlan Community Elementary School (HCES) have expressed concern about the increase in negative student behaviors in the classroom. A need exists at HCES for professional development in SEL and plan for implementing the SEL skills in the classroom to improve student success. When teachers are given the time and adequate resources for SEL implementation in the classroom students reap the benefits. Frank Gresham (2018) lists the following as some of the prime causes for children to have deficits in social skills: lack of practice, feedback, knowledge, and reinforcement. In order for teachers at HCES to feel confident in implementing the SEL program with school-wide consistency, training and materials from the Well-Managed School model (WMS) will be supplied. An organization named, Boys Town has developed the WMS education model using a combination of the Social Learning Theory and Applied Behavior Analysis Theory (Hensley et al., 2016). The Social Learning Theory was discovered by Albert Bandura, who was a social cognitive theorist. He

based the theory on having control of one's behavior by acquiring, maintaining, and modifying behavior through different scenarios and consequences (Kytte, 1978). The Applied Behavior Analysis Theory is based off of B.F. Skinner's idea that there is an event that occurs previous to the behavior, followed by the behavior itself, with a positive or negative consequence to follow (Gersham, 2018).

Even after teachers have provided instruction on social-emotional skills, there will still be students who struggle to regulate their emotions and display developmentally appropriate social skills. Zones of Regulation is a curriculum designed to help students control their emotions and learn self-regulation techniques (Kuypers, 2011). The guidance counselor and some of the special education teachers at HCES are currently using this curriculum as an intervention with students who exhibit significant developmental deficits in these areas. This curriculum is a beneficial resource to introduce classroom teachers to as a way of continuing work with students needing extra SEL time.

The purpose of this school improvement plan is to decrease negative classroom behaviors while improving the teachers' ability to manage negative classroom behaviors at HCES. Through this school improvement plan, teachers at HCES will receive training from Boys Town on how to implement the WMS education model in their classrooms and be introduced to the Zones of Regulation intervention curriculum. Teachers at HCES will be provided lessons and guidance through supplemental materials that will aid in engaging students in the classroom environment.

A survey will be sent to HCES teachers after the initial instruction of the Boys Town's WMS social skill lessons to determine if the WMS curriculum has been implemented with fidelity and is making a positive impact on the classroom environment. The survey will serve as a tool to guide future professional development at HCES based on teachers' feedback of

supplemental materials needed to continue building social-emotional skills. Teacher responses will provide evidence of the level of extra professional development needed with social-emotional classroom interventions.

As part of this school improvement plan, a review of research was conducted. The purpose of the literature review was to examine how student behaviors impact classroom learning, to recognize the importance of explicit social-emotional instruction, and to delve into how social-emotional interventions improve the classroom learning environment. Bringing SEL research strategies in today's educational environment is critical for student success and teacher effectiveness. HCES will be trained in Boys Town Well-Managed Schools program and will receive professional development in SEL interventions with documentation of behavior office referrals.

Review of the Literature

Behavior Impacts on Classroom Learning

Teachers strive to create learning environments that are conducive to not just academic success, but also contribute to the development of socially and emotionally stable individuals. Durlack and his colleagues' (2011) conducted a study with 213 school based social-emotional learning programs ranging from kindergarten through 12th grade. Their study examined how teaching social skills during the school day to all students impacted students' attitudes towards themselves and others later in life. The study examined how students performed emotionally, academically, and functionally in a community outside of the school setting. The findings of the study support the idea that students who master social skills have higher academic achievement and success in school. Research by McCollow and Hoffman (2019) found that having higher social skills leads to long-term positive effects on an individual's mental and physical health.

Therefore, it is crucial that educators take time during the school day to teach social and emotional skills that will ultimately create a positive flourishing school environment with long-term effects.

An important factor effecting student success in the classroom environment, is the student-teacher relationship. Hensley et al., (2016) writes, “the more supportive and positive the climate, the easier it is to have an instructional environment that is motivating and rewarding for students” (p.18). When students feel comfortable, they are more willing to take risks and initiative in their learning. Part of students feeling comfortable in their classroom learning environment is having a positive relationship with their teacher. A positive relationship contributes to students following teacher directions and being more receptive to classroom expectations (Hensley et al., 2016). Based on a survey measuring students’ academic, social, and intellectual engagement given to 32,322 students 5th through 12th grade across 93 different schools, Taylor & Parsons (2011) found that students who have had positive classroom experiences also have had relationships with teachers who helped develop their social and emotional skills. Teachers who build a positive rapport with their students, build cooperative working environments, model and have clear expectations are setting themselves up to have positive and effective learning environments (Simonsen, B., Briere, D. E., & Macsuga-Gage, 2012). Teachers who are kind, show empathy, have reciprocal levels of respect, listen to and accept students from all different backgrounds result in more accepting and worthwhile peer relationships (Hensley et al., 2016).

Another important factor of student success in the classroom learning environment, is the student’s engagement level in the classroom. High classroom engagement levels have been found to have positive impacts not only in the classroom, but beyond the school walls as well.

Engagement levels can be displayed in the form of behavioral, cognitive, and emotional (Wang & Degol, 2014). Behavioral engagement is when students are focused and actively involved in the learning. Cognitive engagement is the mental capacity to plan ahead and accept challenges. Emotional engagement refers to the students' attitudes about their schooling experience (Wang and Eccles, 2012). According to Wang and Eccles (2012), "students who adhere to the school rules, avoid disruptive behaviors, and feel personally accepted and respected by others get better grades and aspire for higher education" (p.31). Wang and Eccles tracked and surveyed students from 23 different schools in grades 7th through 11th to measure their engagement in several different areas including academic achievement, educational aspirations, and school engagement. School engagement was defined as participation in the classroom and attitudes toward the work. Wang and Eccles' research (2012) highlights the value of social and emotional development in the academic setting.

Research by Hensley et al., (2016) confirms that students are able to do their best in classroom learning environments where students feel safe, are able to focus on learning with minimal disruptions, and where anxiety from negative peer behavior does not exist. The Centers for Disease Control and Prevention (2020) reports that one in six children ages two-six years old are diagnosed with a mental illness, including ADHD, Oppositional Defiant Disorders, and Anxiety. Since we know mental health illnesses impact students' behavior, ability to learn, and interactions with others, it is crucial for educators to understand these diagnoses and the impact they have on students' ability to learn. It is imperative that educators support these students to navigate the classroom environment and be proactive about teaching skills.

Explicit Social-Emotional Instruction

Often times it is assumed that students enter school understanding traditional social norms; however, this is not the case for many students in today's schools. Ashdown and Bernard's (2011) research of four kindergarten and first grade classrooms determined that teaching young students social and emotional skills through formal lessons had long term benefits spanning all the way through the children's schooling years. In their study, Ashdown and Bernard's (2011) selected two of the four classrooms to receive explicitly taught social-emotional lessons utilizing the *You Can Do It! Early Childhood Education Program* three times a week. The curriculum focused on confidence, persistence, organization, and emotional resilience. Students receiving the social-emotional instruction demonstrated significant improvements in controlling their emotions and getting along with peers. Students demonstrated gains in their academic engagement levels and displayed larger gains in reading level compared to the students who did not receive social-emotional instruction.

Simonsen and colleagues (2012) developed an action plan for a school wide implementation of social skills. They found that teaching social skills to students in a whole group setting had significant benefits, such as students feeling safe at school, decreasing problem behaviors, and improving academic achievement. Through the analysis of Simonsen and her colleagues' research, they discovered a consistent increase of positive social behaviors within the schools that had implemented social instruction. In their action plan, they recommend teachers explicitly teach and follow through with classroom social expectations that are observable and measurable by both the teacher and the students.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), is an organization whose goal is to assist in promoting social and emotional learning (SEL) in schools.

CASEL utilizes scientific research data to advocate for implementation of SEL in classrooms at the state and federal level. (Gresham, 2018). The CASEL organization recommends that in addition to schools having a set of norms, individual classrooms should have their own norms and should set aside time to teach lessons focused on SEL specifically tailored to the age and make-up of the students in the classroom. Lessons include identifying emotions, setting goals, having empathy, dealing with stressful situations, communicating with others, problem solving, and being responsible (CASEL, 2020).

The Collaborative for Academic, Social, and Emotional Learning organization agrees with Simonsen and colleagues (2012) that teaching culturally relevant social-emotional skills based on the student population should start with schools implementing appropriate, school-wide behavior expectations at the beginning of the year. Explicit instruction for a well-managed school begins with teachers taking their students to the place they are addressing expectations for, such as the lunchroom or hallway, and then moving onto classroom expectations. Price and Steed (2016) recommend that students are part of the creation of classroom rules and expectations for the sake of student ownership and responsibility. They recommend that teachers teach classroom rules and expectations using positive wording that are age appropriate. Continuous reviewing of the classroom rules and expectations is key to consistent implementation.

Ashdown and Bernard (2011) noted in their research that SEL curriculum should be intentional, well organized, and implemented daily. Implementing SEL is not a one-time event but rather a continuous skill practice process. School staff play a big role in the success of the SEL implementation process where fidelity, consistency, and staff ownership influence the outcome of the program. Simonsen, B., Briere, D.E., & MacsugaGage (2012) found in their

research that student feedback including positive reinforcement for desired behaviors and corrective feedback attached to negative consequences, relies solely on the school staff. Blair, Fox, and Lentini (2010) studied a small group of preschool students who displayed challenging behaviors and difficulties following routines. The students received Positive Behavior Supports (PBS) as interventions that focused on teaching the appropriate behaviors that were expected of the students. The study concluded that by using PBS as an intervention, there were improved student behaviors and an increase in student engagement in the classroom.

Social-Emotional Intervention

Teaching social-emotional skills systematically works for a majority of students. Similar to the idea of academic tiers of interventions, the Collaborative for Academic, Social, and Emotional Learning (CASEL) organization (2020) found that SEL taught in a whole group setting is successful 80- 90% of the time. Using a whole group approach in teaching social skills creates an environment where students are interacting with one another and forming positive peer-teacher relationships, which ultimately creates a positive learning environment. Even after whole group instruction where the teacher has taught classroom rules and expectations, 10-20% of students will still need further SEL supports (CASEL, 2020). The students who fall into this 10-20% fit into the tier two category of intervention support where classroom interventions and supports are needed to aide in student success. In the tier two category, 3-5% of students will need to be placed in the tier three category where they will need personal, intensive behavioral and social skill instruction and support. Saeki and colleagues (2011) conducted a study involving 55 3rd grade students who received direct instruction in friendship building and impulse control. Of the 55 students in the study, there were nine students who seemed to need extra SEL support that received small group SEL instruction with lessons focused on friendship, self-control, and

other individualized skills for 15 weeks. After the 15 weeks, eight of the students showed behavior improvements and one student was targeted as needing further individualized emotional supports. Saeki and colleagues (2011) concluded their research noting that teachers are key to SEL implementation and recommend that teachers take a proactive approach in teaching social-emotional skills in the classroom. A proactive approach in teaching social-emotional skills in the classroom encourages teachers to have ownership in student skill development, strive to be consistent in implementation and to feel empowered to eliminate the classroom interruptions of tier two and three behavior students.

When teachers are planning interventions, it is important to distinguish between the different reasons for students being deficient in social skills. There are acquisition deficits where children lack the knowledge or ability to perform social expectations for a given situation (Gresham, 2018). Students are unaware of what is acceptable or are not able to differentiate what is happening from another social situation. Pears and colleagues (2014) completed a study with early childhood students transitioning into school from 39 low income families to see how an intervention program teaching early literacy, social skills and self-regulation would impact their school performance. Pears and colleagues (2014) found that the students who received social-emotional intervention explicitly teaching social expectations displayed an increase in how they were able to positively respond to peers and control their behaviors.

Another social-emotional deficit area is when a student is aware of the social expectations, but is unable to appropriately meet the expectations in a given situation and is referred to as a performance deficit whereas a student is lacking the ability to perform social skills despite having the knowledge (Gresham, 2018). Students displaying performance deficits need time to practice their pre-taught social-emotional skills in authentic settings. Research by

Hensley and colleagues (2016) found that it is important that classroom teachers pay close attention to the antecedents, conditions leading up to the student's behavior and consequences of the behavior, events or changes that occur after the behavior such as positive reinforcement or negative punishments.

Yack (n.d.) studied the impact of implementing The Zones of Regulation curriculum as a SEL intervention with six kindergarten students who were identified by their teachers and assistant principal as students' needing extra support in self-regulation skills. The study showed a positive increase in these students' ability to identify triggers, utilize tools to help regulate emotions, and stay on task. Yack's (n.d) study reinforced the benefits of social-emotional interventions in the classroom. Montroy, Bowles, Skibbe, McClelland, & Morrison (2016) describe part of self-regulation as the ability to focus, process current situations with prior knowledge available, and ignore distractions when following multi-step directions. Montroy, Bowles, Skibbe, McClelland, & Morrison (2016) assessed the development of self-regulation skills in the classroom environment of 1,386 students in preschool through 1st grade. They noted, "children who begin kindergarten with lower levels of self-regulation skills also lag in math and literacy skills through sixth grade" (p.14). Aras (2015) examined how the skill of self-regulation is a fundamental skill for students to develop because of the positive impacts it has on students' social and academic success in the classroom. Aras (2015) notes that students who struggle to self-regulate have difficulties sitting and listening to teachers, following directions, and working well with others which further supports Yack's (n.d) research on the importance of providing SEL interventions for tier two behavior students.

Yeung and colleagues (2016) examined research supporting the need for behavior interventions for students displaying high-risk behaviors. In their review, they indicate the

importance of providing modifications to the environmental structure in addition to small group social-emotional instruction. Withey (2018) reviewed previous research on environmental interventions completed with early childhood students and based on the findings suggests teachers enhance the classroom environment by providing visual supports for students' routines and incorporate other nonverbal cues for student expectations. Withey (2018) recommends teachers use explicit and direct language with students who display social-emotional deficits to convey the exact expectations for a given situation. Other instructional strategies Withey (2018) recommends teachers include during social-emotional interventions are modeling and social stories.

Social-emotional modeling for tier two behavior students can be done authentically throughout the day, be imbedded in students' play and games, or be teacher planned situations engaging students' in social-emotional skill deficit areas (Withey, 2018). Meany and Teeling (2016) conducted research with five kindergarten through 2nd grade students who were identified as having low social skills and as being disruptive to the classroom. Students in the study received social-emotional interventions using Adlerian play therapy which focuses on a child learning through natural forms of play. After at-risk students received Adlerian play therapy interventions, the students exhibited improvements in positive behaviors and were able to maintain socially acceptable behaviors.

Social stories are another way where teachers are able to provide social-emotional instruction for students. Pekdogan (2016) studied 60, five to six-year-old students receiving instruction from the Story-Based Social Skills Training Program. This program utilizes music, drama, storytelling, and writing to address social skills such as communicating, solving emotional problems, and following rules. Pekdogan (2016) highlights how students are able to

discuss their emotions, learn about problem solving, and understand social-emotional traits from the characters introduced in stories. The control group of students in Pekdogan's (2016) study displayed positive social improvements after completing the interventions from the Story-Based Social Skills Training Program.

Need for Plan

District Information

Harlan Community School District is located in rural Southwestern Iowa where eight communities form one school district with Harlan being the largest community. The community of Harlan has a population of 5,000 people with 95% being of the white race and a poverty level of 9%. Harlan Community Elementary School (HCES) houses 700 students, preschool-5th grade with not a large of diversity; approximately 44% of the students qualify for free and reduced lunch and 14% of the students are on Individual Education Plans (IEP). According to the Iowa Department of Education (2019), HCES students are ranked high performing in literacy and math state assessment scores.

District Need

At the beginning of the 2018 school year, HCES primary grades (preschool-2nd grade) and intermediate grades (3rd-5th grade) combined as one conglomerate under a single principal due to budget cuts. During the school budget cuts, Harlan Community School District was deliberate about listening to the concerns of the teachers in terms of the increased need for behavior management and student behavioral supports in the district. The school district hired a behavioral instructional coach and dean of students who serves as the first line of defense in dealing with behavioral students. Behavioral data was gathered for the 2019 school year and

during the first quarter of the school year 52 office referrals were documented. During second quarter, the number of office referrals increased from 52 to 115 and by third quarter, 91 office referrals were documented. Data was not collected for fourth quarter of the 2019 school year because of the Covid-19 pandemic. Student behavior data based on the number of office referrals that was collected over the 2019 school year, demonstrated the need for strong leadership focusing on a school-wide behavior management program for all grade levels at HCES. The need for a school-wide behavior management program included teacher trainings, time for classroom implementation, and teacher resources for social-emotional interventions.

During the 2019 school year, one teacher from each grade level 1st -5th was selected to be part of the Iowa State University grant funded study on Boys Town Well-Managed Schools training. The two-day training included teacher follow up observations and communication about continuous classroom environment improvements teaching students appropriate school expectations and building positive relationships focusing on correcting inappropriate student behaviors. Building upon the success of the selected teacher training and implementation of the Boys Town Well-Managed Schools program, the need for all of the teachers and staff at HCES to be trained in the program remains. In addition to training all staff in a school-wide SEL program, supplemental resources will need to be provided based on the needs of the teachers to continue implementing SEL throughout the 2020-2021 school year.

Goals for Plan

The goal for this school improvement plan begins with the implementation of the Boys Town Well-Managed Schools training program at HCES to decrease the number of office referrals in each quarter of the 2020-2021 school year. The first part of the plan will include having a consistent school-wide curriculum focusing on building positive relationships and

teaching expectations in order to create a safe learning environment. The next step in the plan will be to provide teachers with guidance and resource ideas to implement interventions for students who struggle to pick up on social-emotional skills taught during large group instruction.

By providing teachers with training, resources and materials, it is predicted that teachers will see improvements in their students and personally feel more equipped to handle behavior students when needed versus calling the office to have the student removed via office referral.

HCES will be working to ensure that all students are meeting the employability skills set out in the Iowa Core by building SEL time into the daily schedule and by providing SEL interventions to allow time for tier two students to reflect on their emotions and practice their social skills. The 21st Century skills from the Iowa Core (2010) curriculum focuses on the skills that students need to be successful including academics, social and emotional skills, teaching students to be flexible, caring, productive, and collaborative individuals. The goals of the 21st Century skills are to develop students to be citizens who positively contribute to society.

Harlan Community Elementary School has a clear plan in how to decrease negative behaviors in the classroom while transforming the classroom environment in a positive way. When reflecting on data, it is known that if students are not in the classroom they are not learning new curriculum. In order for student scores to go up, it is imperative that behavior students are spending less time in the office and more time with their peers learning.

Plan Implementation

HCES ended the 2019-2020 school year with a three-day training for all teachers in the Well-Managed Schools curriculum from Boys Town. During the 2020-2021 school year, the dean of students will provide a refresher for all teachers and staff during the professional

development days prior to the students starting school. Because an important part of teaching students academic and social-emotional skills is creating a comfortable environment with healthy relationships, staff will read the chapters *Building Relationships* and *Problem Solving* from *Well-Managed Schools: Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community* (Hensley et al., 2016, Taylor & Parsons, 2011, and Simonsen, B., Briere, D. E., & Macsuga-Gage, 2012). These chapters focus on creating nurturing environments where the teachers are modeling and building relationships that allow students to feel respected and comfortable enough to take risks and solve their own problems (Hensley et al., 2016). All staff members were provided a copy of the book during the training last spring. Included in the staff refresher training is a review of how the teachers are expected to handle negative student behavior incidents in the classroom by using corrective strategies with the student rather than call the office as the first choice. The corrective strategies include offering the student some cool down time, explicitly pointing out the behavior needing to be corrected along with the desired behavior choice, displaying empathy, providing praise, and explaining or relating the importance to real life (Hensley et al., 2016).

Once students start the school year, the dean of students will provide teachers with a scope and sequence of focus skills to be taught in all of the classrooms for the first six weeks of school (Appendix A). The Collaborative for Academic, Social, and Emotional Learning (CASEL) highly recommends schools take time at the beginning of the year to teach rules and expectations. Teachers will be provided with posters to hang up in their room as they teach the skills and to serve as reminders of what students must do step-by-step to show they are appropriately demonstrating the social skill. For example, if the skill is to follow directions, the student will look at the person talking, listen to what they are saying, think or say “okay”, and go

right away to follow the direction. All classrooms will have scheduled time from 8:00-8:15 to work on social-emotional skills. Teachers will receive weekly e-mails from the dean of students with supplemental ideas and suggestions on how to teach WMS skills using story books or YouTube videos. Research by Ashdown & Bernard (2012) and Simonsen, Briere, & Macsuga-Gage (2012) suggest that teachers should not assume children know what is expected of them and suggests that teachers take the time to teach classroom rules, expectations, and social skills at the beginning of the school year and several times throughout the year. Teachers will continue to use the allotted morning time to build positive relationships with the class and address the SEL needs specific to their classroom.

Currently HCES does not implement any SEL interventions in the classroom environments, so during the November professional development sessions, staff will be introduced to the Zones of Regulation curriculum. The guidance counselor and special education teachers are the only ones at HCES using the SEL interventions at this time with the tier two and three behavior students. The implementation of the SEL intervention in the classroom environment would teach students how to identify their emotions and size up the problem, reflect on their actions and how they have impacted the people around them, and discover strategies to calm themselves (Kuypers, 2011). Introducing staff to the Zones of Regulation lessons and resources will provide teachers with the knowledge on how to guide learning for students who are needing tier two SEL intervention reinforcement in the classroom. Conroy and colleagues (2019) did a four-year study with 186 early childhood teachers, where they trained half of the teachers in the social-emotional curriculum and watched to see if the training and implementation of the curriculum in the classrooms impacted teachers' effectiveness in social-emotional instruction, classroom quality, and teacher self-efficacy. The results of the study

showed that the teachers who implemented the social-emotional training in the classroom reported positive improvements in teacher attitudes and competency in dealing with negative student behaviors in the classroom.

Barriers in this school improvement plan and the professional development training sessions exists with the current Covid-19 pandemic because of the urgent demand for training in on-line learning and training possibly lowering the urgency for the SEL training. Purchasing each teacher, a Zones of Regulation curriculum book is a financial concern, because the extra school funding is being directed toward improving technology for on-line learning during the pandemic.

Another barrier for implementing this school improvement plan is the ownership individual teachers at HCES have and the fidelity in which lessons are taught. Harlan Community Elementary School teachers completed a Google Form survey (Appendix B) in November, 2020 answering questions about the implementation of WMS in their classrooms. The survey asked the teachers about what additional supports were needed, and how they felt the classroom environment had been impacted. According to the WMS lesson scope and sequence (Appendix A) provided by the dean of students, teachers were to have completed all of the WMS social expectation lessons by the end of October 2020. Upon completing the survey administered in November 2020, 75% of the 23 teachers who responded had taught all of the WMS lessons. Of the 23 teachers, 48% indicated an interest in having more SEL training for interventions to provide for tier two students. A barrier exists when teachers are unwilling to implement the WMS curriculum with fidelity and provide research-based classroom interventions.

Assessment

Data will be collected on behavioral office referrals during the 2020-2021 school year, collected quarterly by the dean of students and compared to the 2019-2020 office referral data. Office referral data will be compared for first quarter and all but the last week of second quarter due to class deadlines. Throughout the 2020-2021 school year, office referral comparisons will be made quarterly to observe if the number of office referrals appear to be impacted by the corrective strategies' teachers are using in their individual classrooms. Data will be shared with HCES teachers and staff to recognize and celebrate the efforts made with a decrease in office referrals or to be shared as motivation for continual growth in the case of an increase in office referrals.

Teacher data will be gathered utilizing a Google Form survey in the fall and spring of 2020-2021. The survey was sent to HCES teachers in November 2020, with questions regarding the WMS curriculum implementation in classrooms, teachers' desire for additional supports, and teacher attitudes of the curriculum's impact on the classroom environment. Data collected from the survey responses will help guide what future steps need to be made to continue to provide support and materials in teaching SEL skills to HCES teachers.

Conclusion

HCES, as well as many schools from across the nation have experienced an increase in behavioral problems that have stunted the educational progress of students within their classrooms. Since the combining of buildings and new administration, HCES has needed coherent school wide behavior expectations and a cohesive plan for dealing with behaviors. The teachers at HCES have expressed the desire to keep students in the classroom learning with minimal disruptions to peers in order to create an optimal learning environment for all students.

As part of the HCES behavior plan for the 2020-2021 school year (Appendix C), teachers have received training on the Boys Town Well-Managed Schools (WMS) program in May 2020 and will complete a refresher training in August 2020. After being provided with WMS lessons and time in the day for implementation, 79% of the HCES teachers who completed the survey in November 2020, felt that their classroom management has improved. In addition to being trained in WMS, teachers will be introduced to Zones of Regulation as an intervention option for tier two students who need another layer of behavioral and emotional support in the classroom environment. In November 2020, 56% of the teachers who completed the Google Forms survey, reported an interest in having more supplemental SEL materials available to utilize during the allotted SEL time; therefore, additional SEL resources will continue to be shared with teachers.

Data collection on office referrals will continue to be reviewed throughout the 2020-2021 school year in order to plan further training ideas and to create a 2021-2022 behavior action plan. Although it is impossible to eliminate disruptive behavior completely, HCES will continue to work to create the best learning and teaching environments to support teachers and to develop well rounded students who are able to socially interact positively with others.

Appendices

Appendix A: Well-Managed Schools Skill Scope and Sequence

Week	WMS Skills
Week 1: August 24 - 28	<ul style="list-style-type: none"> • wearing a mask • washing hands • greeting others • getting teacher's attention
Week 2: August 31 - September 4	<ul style="list-style-type: none"> • following instructions • listening • asking for help
Week 3: September 8 - 11	<ul style="list-style-type: none"> • having a conversation • working with others • appropriate voice tone
Week 4: September 14 - 18	<ul style="list-style-type: none"> • staying on task • asking permission • making an apology
Week 5: September 28 - October 2nd	<ul style="list-style-type: none"> • sharing something • disagreeing appropriately
Week 6: October 5th - 9th	<ul style="list-style-type: none"> • accepting criticism or a consequence • accepting compliments
Week 7: October 12th - 16th	<ul style="list-style-type: none"> • accepting no for an answer • keeping hands to self

Appendix B: Well Managed Schools Google Forms Survey

1. I have taught all of the Well Managed Classroom (WMC) expectations

None- All

2. I reference the expectations outside of the lesson verbally or by referring to the posters.

Never-Daily

3. I use supplemental materials to help teach expectations. Select all that all apply

Videos, Books, On-line books, Social Stories, Other, None

4. I would like more supplemental materials to utilize teaching expectations with my class.

Strongly Disagree-Strongly Agree

5. I intentionally use the corrective strategies when dealing with behaviors. (Cool-Down Time, Coupling Statements, Reality Statements, Empathy, Specific Praise)

Never- Always

6. I believe utilizing WMC in my class has had a positive impact on my classroom management and environment.

Strongly Disagree-Strongly Agree

7. I take time to provide behavior interventions with students who need it.

Never-Daily

8. I would like more training on how to conduct behavior interventions.

Strongly Disagree-Strongly Agree

Appendix C: Harlan Community Elementary School Behavior Action Plan 2020-2021

Concept to be addressed: Reducing office referrals and increasing classroom behavior management to improve the learning environment for students.

Task (What)	People Responsible	Resources Needed	How will this task be accomplished	Completion Date	Evidence
Boys Town Refresher	Dean of Students	<u>Well Managed Classroom</u> Book	Back to school professional development time	August 20, 2020	Staff will fill out a refresher exit ticket.

Boys Town Lessons	Classroom Teachers, Principal, & Dean of Students	Time scheduled for lessons, topic pacing, skill posters, supplemental resource ideas	Each morning from 8:00-8:15 teachers will have time to implement social/ emotional lessons	October 16, 2020 for initial lessons and continue throughout the year.	Dean of Students will share out weekly social/emotional skills to be addressed. Dean of Students will observe in classrooms and provide teachers with feedback.
Zones of Regulation Intervention Training	Guidance & Special education teachers.	<u>Zones of Regulation</u> Book	Scope of lessons will be provided to staff along with training on how student documentation of zones can be used for interventions.	November 25, 2020	

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