Relationships Matter
Using the Connect the Dots (Connections Screening) Survey

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DE-PBS Project

Slides from DE-PBS Project delwarepbs.org

The DE-PBS Project serves as a technical assistance center for the Delaware DOE to actualize the vision to create safe and caring learning environments that promote the social-emotional and academic development of all children.

The statewide initiative is designed to build the knowledge and skills of Delaware educators in the concepts and evidence-based practices of Positive Behavior Support (PBS) as a Multi-tiered System of Support (MTSS).

Our *Together Well* Anchor! The DE-MTSS Framework

"DE-MTSS is a **framework** designed to meet the needs of the **whole child** through an **integrated**, multilevel prevention system that optimizes **team-based** leadership and **data-driven** decision making to meet the academic and nonacademic (e.g., behavioral, social and emotional) needs of all students."

DDOE. (2021). Delaware's MTSS Framework

Together Well

Connectedness & Relationships:

- ► They Matter
- ► Measuring Them
  - ► Original/National Model
  - ► Delaware Examples:
    - ► Brandywine
    - ► Capital
  - ► Nuts and Bolts Surveying Considerations
- ► Related Resources & Sharing

Connectedness: It Matters

- Effects of Positive Teacher-Student Relationships
  - Academic
  - Social

The Whole Child

Connectedness:
It Matters Academically for the Student

Effects of Positive Teacher-Student Relationships:

- Transition performance

- Math performance and overall GPA

- Overall academic achievement trajectory

- Student flourish when teachers are "warm demanders'

(Gallaher, 2013; Pearson, 2017)

Connectedness:
It Matters Academically for the Teacher

Positive relationships...

- are the foundation of effective classroom management.
- reduce behavior problems by 31%.
- reflect student trust in teacher authority.
- can be impacted by cultural backgrounds.

(Pearson, 2017)

Connectedness:
It Matters Socially for the Student

Effects of Positive Teacher-Student Relationships:

- Improved social capital for the students
  - Models of persistence (dropping out reduces)
  - Greater access to information and resources
- Improved peer perceptions of the students
- Improved self-esteem

(Gallaher, 2013; Pearson, 2017)

Connectedness:
It Matters for the Whole Child

- *Connections are linked to long-term school and employment outcomes*
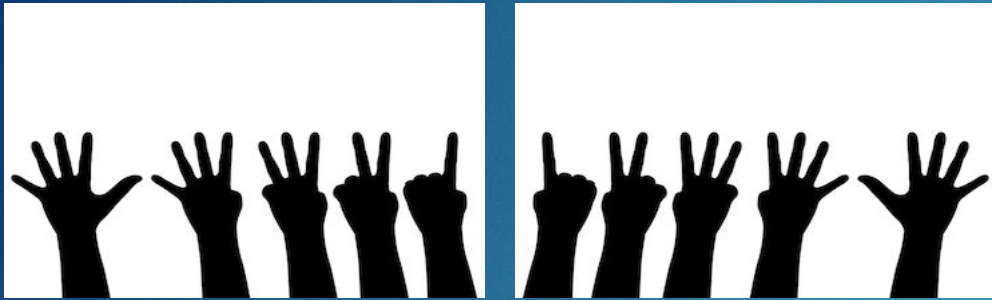
- *Student in poverty attending urban schools*
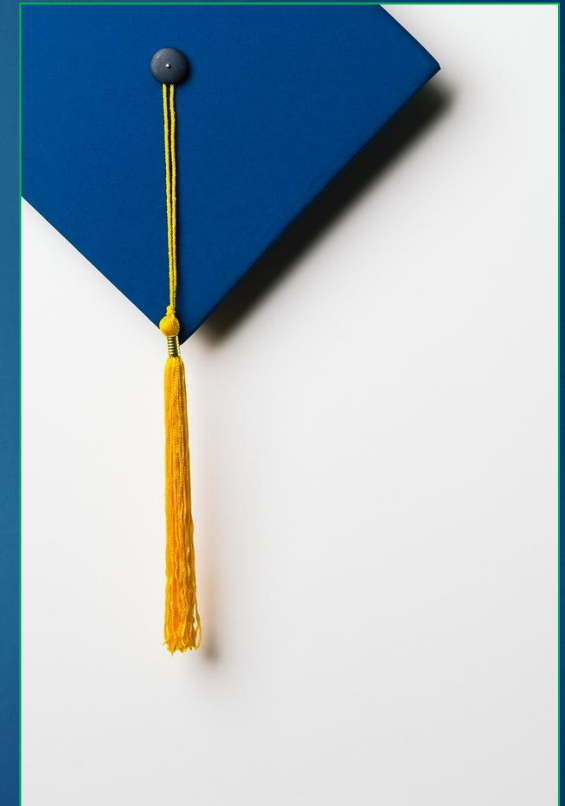
Edutopia reminds us of the power:

Connectedness: Measuring It

Let's Start It Off…

Who do you have a good connection to?

- How many **STUDENTS** in the 2022-2023 SY?

- How many **OTHER ADULTS** in your school, and/or LEA or State Offices right now?

How Do You Define CONNECTEDNESS **With Students**?

Join at **menti.com** use code **5982 5324**

Measuring Connectedness Through Univeral Screening Activities

The Connections Screening Survey
Original/National Example

Connect the Dots
Implementation in Delaware

LET'S NETWORK!

Knowledge in the Room
Connections Screening Survey and/or Connect the Dots

The Big Picture:

These screening data tools collect 3 types of data:

➤ 1. Teacher perceptions only

➤ 2. Student perceptions only

➤ 3. Teacher and student perceptions

The Big Picture

► **1. Teacher perceptions only**
  ► With students (current or former)
  ► With colleagues

► **2. Student perceptions only**
  ► With adults in the building
  ► With peers

► **3. Teacher and student perceptions**
  ► For cross-referencing

Measuring Connectedness:
Original/National Model

- ► Connections Screening Survey
  - ► Kim Pristawa, School Psychologist
  - ► Burrillville (RI) High School RTI/Problem-Solving
  - ► The Burrillville Model: Teacher & Students surveys

Measuring Connectedness:
National Model

► Connectedness Survey Purpose

  ► identify potentially at-risk students in the social-emotional area by examining students' perceptions of connectedness with adults and peers in school.

  ► identify a target group of students who may need social-emotional intervention

  ► help in choosing an adult to support student when needed

What are Tier 1 implications?

Burrillville High School Confidential
ADULT Survey (RE: Students)

Directions: Please list the names of up to 6 students in this building whom you feel you have a good, personal connection with. These could be students who seek your advice/guidance for personal or academic matters (Teachers: they may not necessarily be current students in your classes.)

I have a good connection with the following <u>student(s)</u> at Burrillville HS:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Burrillville High School Confidential
STUDENT Survey (RE: Adults & Peers)

Directions: Please list the name(s) of one or more adult(s) and peer(s) in this building whom you feel you have a good connection with. These adults should be people you trust, you know care about you, and you feel you can talk to if you have a problem.

I have a good connection with the following <u>adult(s)</u> at Burrillville HS:

1. _____
2. _____
3. _____

☐ Place a check in this box if you feel you DO NOT have a good connection with any adult in the building

I have a good connection with the following <u>peer(s)/classmate(s)</u> at Burrillville HS:

1. _____
2. _____
3. _____

☐ Place a check in this box if you feel you DO NOT have a good connection with any peer in the building

Measuring Connectedness:
Delaware Implementation

- **"Connect the Dots"**
  - Compassionate Schools
  - Delaware PBS Project

Individual Schools

&

District-Wide Implementation

Measuring Connectedness:
Delaware Implementation
Individual School Pilots

Brandywine School District

2017-2018 & 2018-2019

Dr. Melinda Tartaglione
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STUDENT SURVEY

- ❖ **Can be done electronically (Google forms) or paper and pencil**

- ❖ **Could be as simple as listing any teacher(s) the student has a connection with – or more in depth with specific questions (see sample)**

- ❖ **Make certain student has understanding / definition of what a good connection is**

TEACHER CAROUSEL

- ❖ **Print list of students with columns across for teacher "dots"**

- ❖ **Have teachers put "dots" at names of students they have a connection with**

- ❖ **Definition of connection needs to be clearly spelled out**
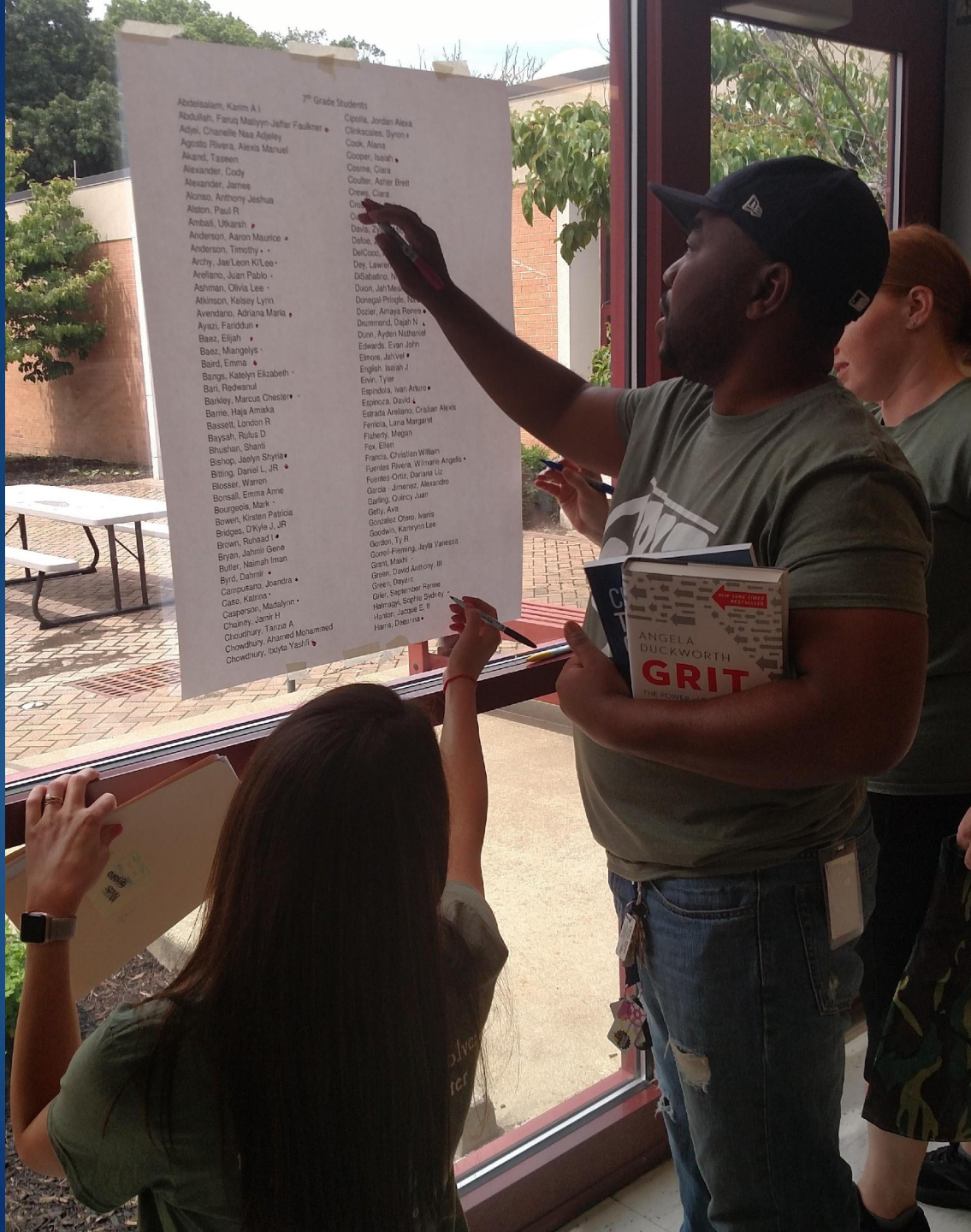
Teacher Carousel

- **Please mark the students who you feel you connect with.**

- **What does that mean to connect with that student?**

-

How did <u>you</u> define having a connection?

STUDENT WOULD SAY

- *Nice – asks me how I'm doing*
- *Someone I can talk to*
- *Someone that likes me*
- *Helps me when I have a problem*

TEACHER WOULD SAY

- *Knows about them outside of school*
- *Talks about more than just classwork*
- *Reaches out to them when they are having a bad day*

DE School Climate Survey: Teacher-Student Relationships Subscale

(Included on the student, staff and home surveys)

Teacher-Student Relations	2. Teachers treat students of all races with respect.
	7. Teachers care about their students.
	17. Teachers listen to students when they have problems.
	22. Adults who work here care about the students.
	25. Teachers like their students.

Next Steps after Connecting the Dots

- ► Make a plan to review the data as soon as possible

- ► Share with the whole staff – VERY IMPORTANT ☺

- ► Problem-Solving Team meets to examine students most at risk
  - ► (for example – students who reported zero to 1 adult connections)
  - ► Do this within 2-4 weeks after the survey administration
  - ► Team members follow-up individually with each at risk student
  - ► Team members consider what Tier II intervention(s) are most appropriate for each student

  (see sample letters, materials in Connections Screening Manual (Pristawa,K.

  & Marraccini, M. (2013)

Connect the Dots

Gather & Analyze the data

What Strategies will you use?

Positive Phone Calls home

Welcome back to school phone call

2 x 10 Strategy to build relationships with students with targeted needs

Mentoring and CICO

The 2 x 10 Strategy
Looking for more info?

Panorama Guide Excerpt: "How to Implement the 2x10 Strategy

1. Choose one student whom you would like to strengthen your relationship with.
2. Select when you are going to approach the student (e.g., at the beginning of a class period).
3. Find the student and start a conversation with them. To build a productive relationship with a student, adults will likely have to initiate the connection.
4. The focus of these conversations should be:
   ○ **Brevity.** These conversations should last two minutes or under.
   ○ **Student Voice.** Invite them to share something non-academic with you about their day or life. Here are some great get-to-know-you question prompts.
   ○ **Honesty.** Model transparency and authenticity by sharing something personal/non-academic with the student."

PANORAMA
EDUCATION

Check-In/Check-Out (CICO)
Looking for more info?

WELCOME

MTSS Tier 2 Check-In/Check-Out:
The Fundamentals & Tools

Thursday, March 10, 2022

Delaware Positive Behavior Support Project

" THERE IS NO MORE EFFECTIVE NEUROBIOLOGICAL INTERVENTION THAN A SAFE RELATIONSHIP."

BRUCE PERRY, PHD, MD
Researcher and Child Psychiatrist

Safe, predictable, consistent relationships
The relationship works to bring the brain back into regulation.

Measuring Connectedness:
Delaware Implementation – Districtwide

Capital School District
2017-2018 & 2018-2019

LaWanda Burgoyne
Lawanda.Burgoyne@capital.k12.de.us

Capital School District
2017-2018 & 2018-2019

- Started with teachers first, then used student surveys

- District generated lists for teacher carousels and schools used faculty meeting time for implementation

- Team Discussions:

  - Tier 1 teams discussed and led the implementation

  - Tier 1 and 2 teams discussed data trends

  - Tier 2/3 teams planned around students with <u>0 connections</u>

 - "All Tier" meetings/discussions were helpful for implementation

Capital MTSS

Capital School District
2017-2018 & 2018-2019

- Data collected for exiting students to share with next school

- District partnered with the DE-PBS Project for data analysis

- Interventions efforts:

    - Tier 2/3 supports and/or outreach

    - intentional matches to extracurricular activities and staff

    - guidance-led discussions

Capital MTSS

Connect the Dots (Connections Screening) Survey: Nuts and Bolts Considerations
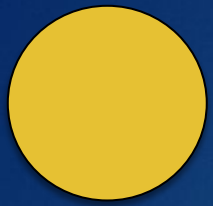
Connectedness Screening
National Model

Pristawa, K. 2017. A universal screening process for school connectedness. National Association of School Psychologists. San Antonio, TX.

What We've Learned

Successful Schools:

- Have a primary point of contact to work through details
- Set up the infrastructure to support survey administration and follow up/data interpretation
- Look at their data immediately after survey administration and from year to year
- Started small (one grade level) before scaling up
- Started with buy-in first

Start with Buy-In!

Lessons Learned:

- Survey administration is easy - follow up and data interpretation is key
- Schools focusing only on survey administration (not follow-up and team process) abandoned the survey
- Lack of problem solving team participation makes it overwhelming for one person to implement/sustain
- Lack of infrastructure = lack of success
- Start small! Too much too soon can be overwhelming
- Lack of communication to faculty = no sustainability

Additional Consideration

- This activity needs a coordinator or a group of people to collect and put the data together
  - Who can run the statistics easily?
    - Conditional highlighting to see trends
    - Create summary charts
- This activity takes time, and time must be scheduled for individuals to review lists of either students or teachers
- Consider what the data is going to tell and be prepared to respond in a timely manner via your Tier 1, Tier 2 and/or Tier 3 teams

# What makes an effective screening measure?

- Leads to a proactive team-based decision making

- Has clear criteria to establish risk

- Is aligned with the school or district's core (school-wide) instructional focus

- Uncovers or highlights <u>a potential problem</u> at one point in time

- Leads to conversations about who and how many may benefit from support

- Can be universally administered to an entire classroom/grade/school/district

- Developed/selected by a diversity of stakeholders to ensure cultural relevance

- Is time-efficient and cost-effective

- Is administered, scored and interpreted the same way

DE-PBS Webinar: Top Te[n]

Questions about

Universal Screening

Choose Your Own Connectedness Screening Adventure:
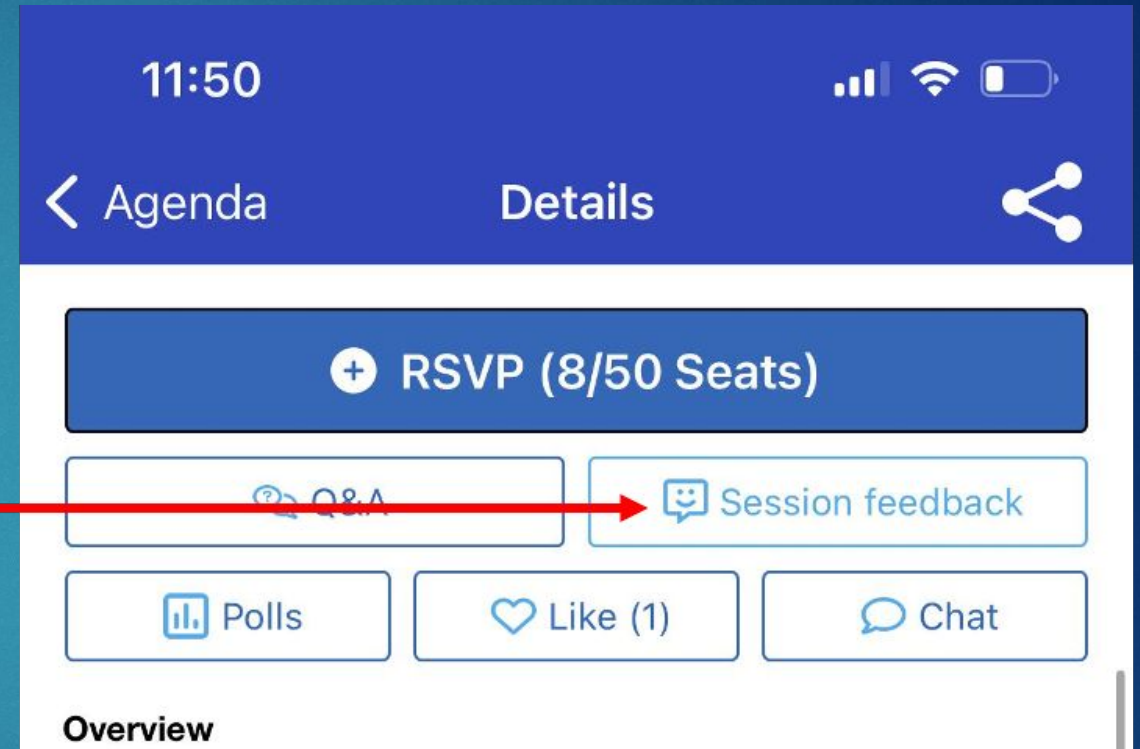
DE-PBS Connect the Dots Resource Folder
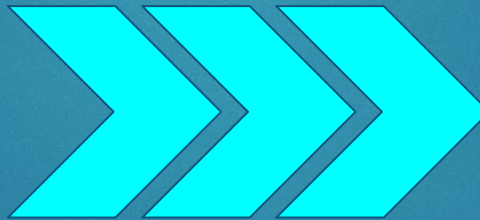
DE-PBS Connect the Dots Table of Contents w/Pristawa Manual Access

Thank you & Feedback

We encourage your feedback!

Under the session page for this presentation in the Whova app, you will find a button for session feedback.

And to connect in real time anytime:

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