

The Whole Child Initiative: A Roadmap for a Sustainable Multi-Tiered System of Supports



Jennifer Kubista
Tacoma Public Schools
jkubist@Tacoma.k12.wa.us

Gregory J. Benner
Center for Strong Schools
gbenner@uw.edu



**CENTER FOR
STRONG
SCHOOLS**

.....
LEADING COMMUNITIES
TO SUSTAINABLE CHANGE



CENTER FOR
**STRONG
SCHOOLS**

LEADING COMMUNITIES TO SUSTAINABLE CHANGE

- HOME
- ABOUT US
- WHAT WE DO
- PROJECTS
- PUBLICATIONS
- CONTACT
- MAKE A GIFT



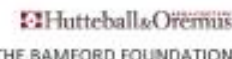
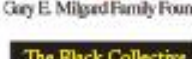
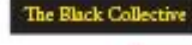
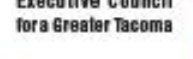
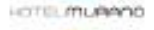
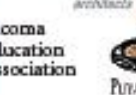
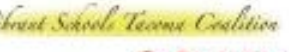
Our Mission: Sustainable change in schools and communities so every child is a whole child—engaged, successful, resilient, and ready for life.

**TACOMA
WHOLE CHILD
INITIATIVE**

W



**SUSTAINABLE SCHOOL AND COMMUNITY
TRANSFORMATION**



KOMO News

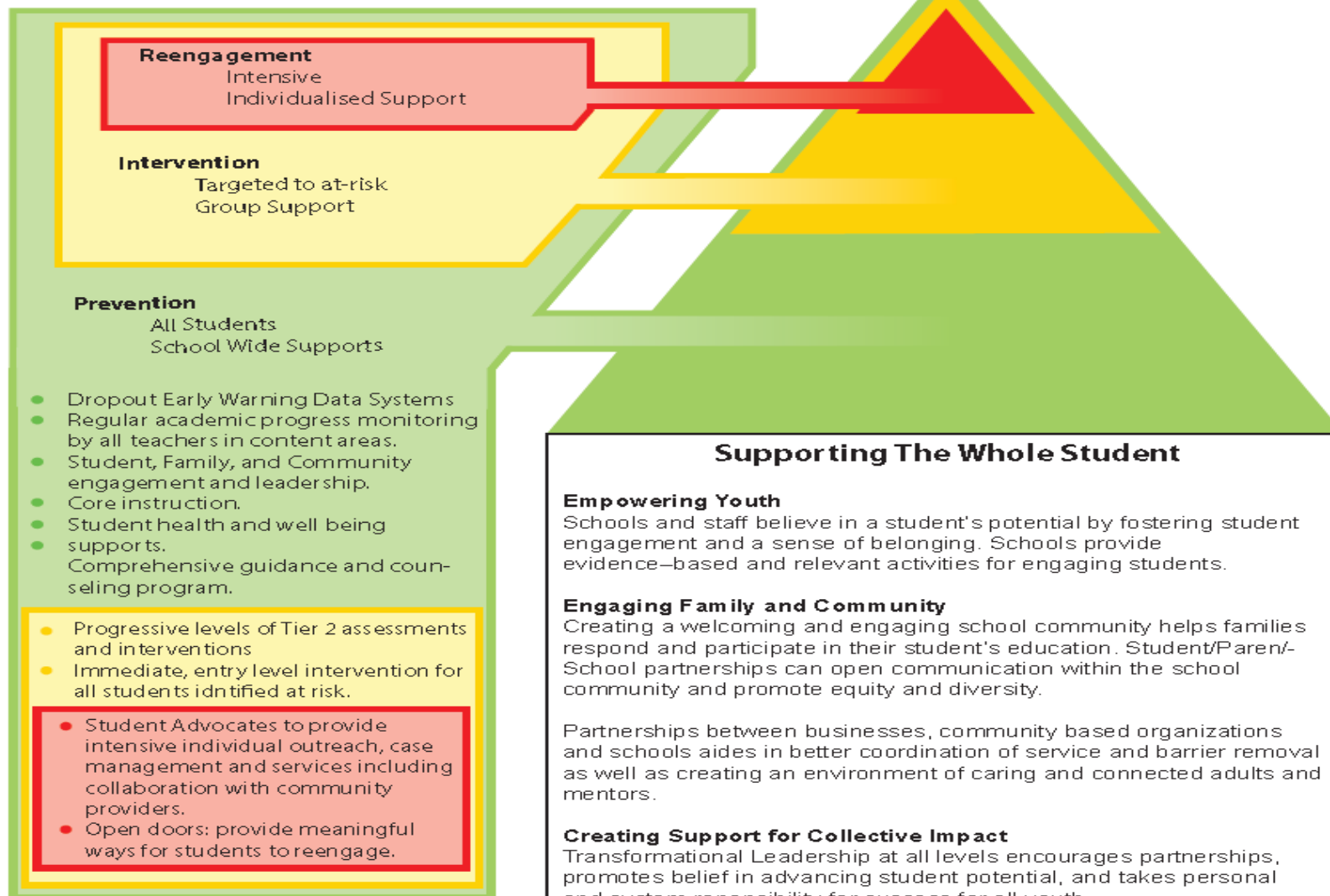
Turn and Talk: What is the
Tacoma Whole Child Initiative?

The Idea

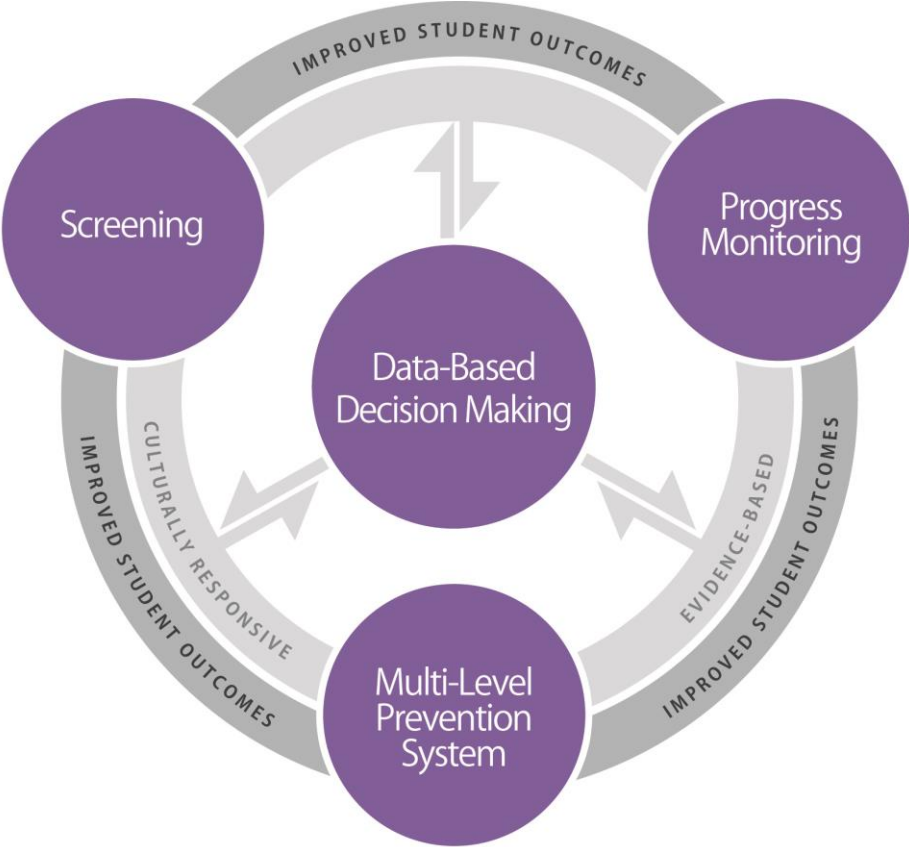
- The Tacoma Whole Child Initiative in Action
- WHY
 - Sustainable change
- HOW
 - Keys to Implementation
- WHAT
 - Comprehensive, sustainable school transformation—
The Tacoma Whole Child Initiative
 - Social emotional learning—the foundation of
sustainable change
 - City, neighborhood, district, school, and classroom-wide

Integrated Student Support Framework

Goal: Graduation, Ready to Work, Ready for Life



Essential Components of MTSS

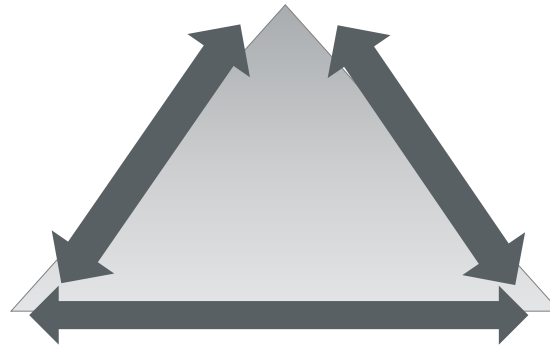


Franklin Elementary Video

- What is the culture of Franklin Elementary?
- How are students acknowledged for social emotional successes?
- How has this changed staff behavior?
- What impact on families and students?

Missing Link: The WHY

WHY



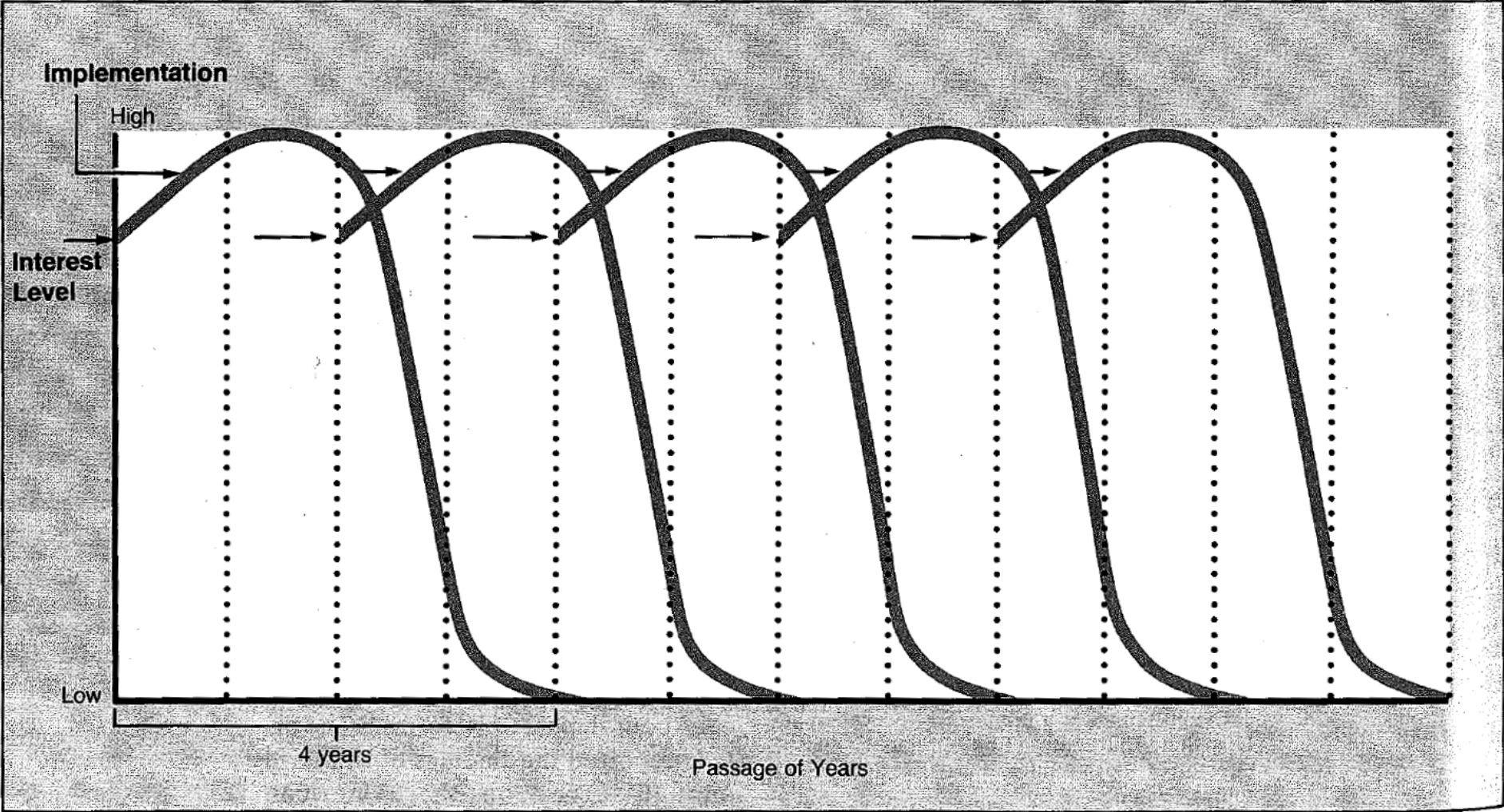
Outcomes (stakeholder specific)

Barriers to Sustainable Change (McGrath,

2009)

10. Cultural difference between teacher-student
9. History of failed initiatives
8. Competing initiatives that drain resources
7. High proportion of inexperienced, short term teachers
6. Disconnect between school and district administration
5. Administrative turnover
4. Continuous change in district leadership and priorities
3. High bureaucratic complexity
2. Inadequately prepared teaching force
1. Teacher turnover

Figure 1. Birth and Death Cycles of Educational Innovations



(Latham, 1988)

Sustainability

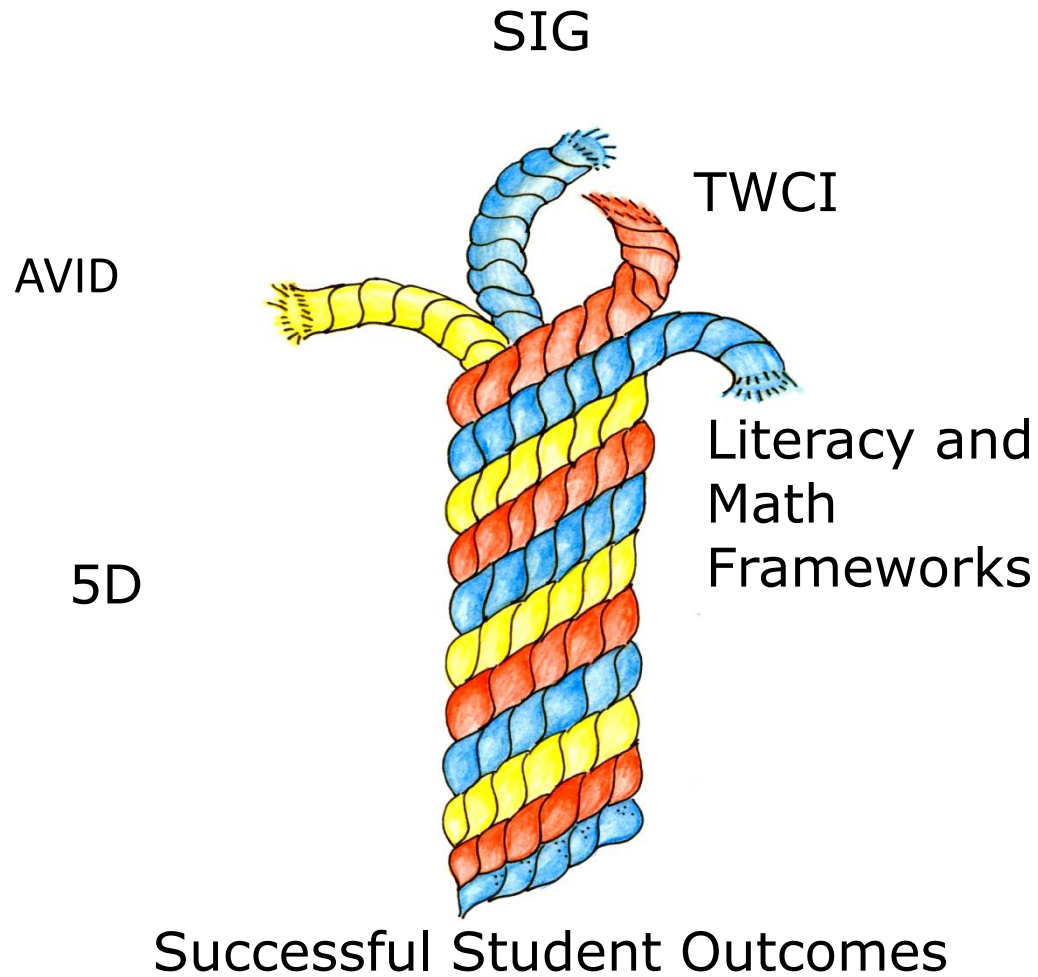
- Most educational innovations do not endure beyond 9 months
- Achieving Sustainability is essential for cost effectiveness and scaling up.

Sustainability

- Research has demonstrated that a majority of teacher's treatment fidelity levels begin to dissipate within 1-10 days following training (Mortenson & Witt, 1998; Noell, Witt, Gilberstons, Ranier, & Freeland, 1997; Hagermoser Sanetti & Kratochwill, 2009; Witt, Noell, LaFleur, & Mortenson, 1997).
- Self-assessment ($ES = .94$) and identification of performance goals ($ES = 1.27$) were the most effective strategies to improve professional knowledge and skills (Dunst, Trivette, & Hamby, 2010).

Braiding Initiatives at the District Level

Working Smarter



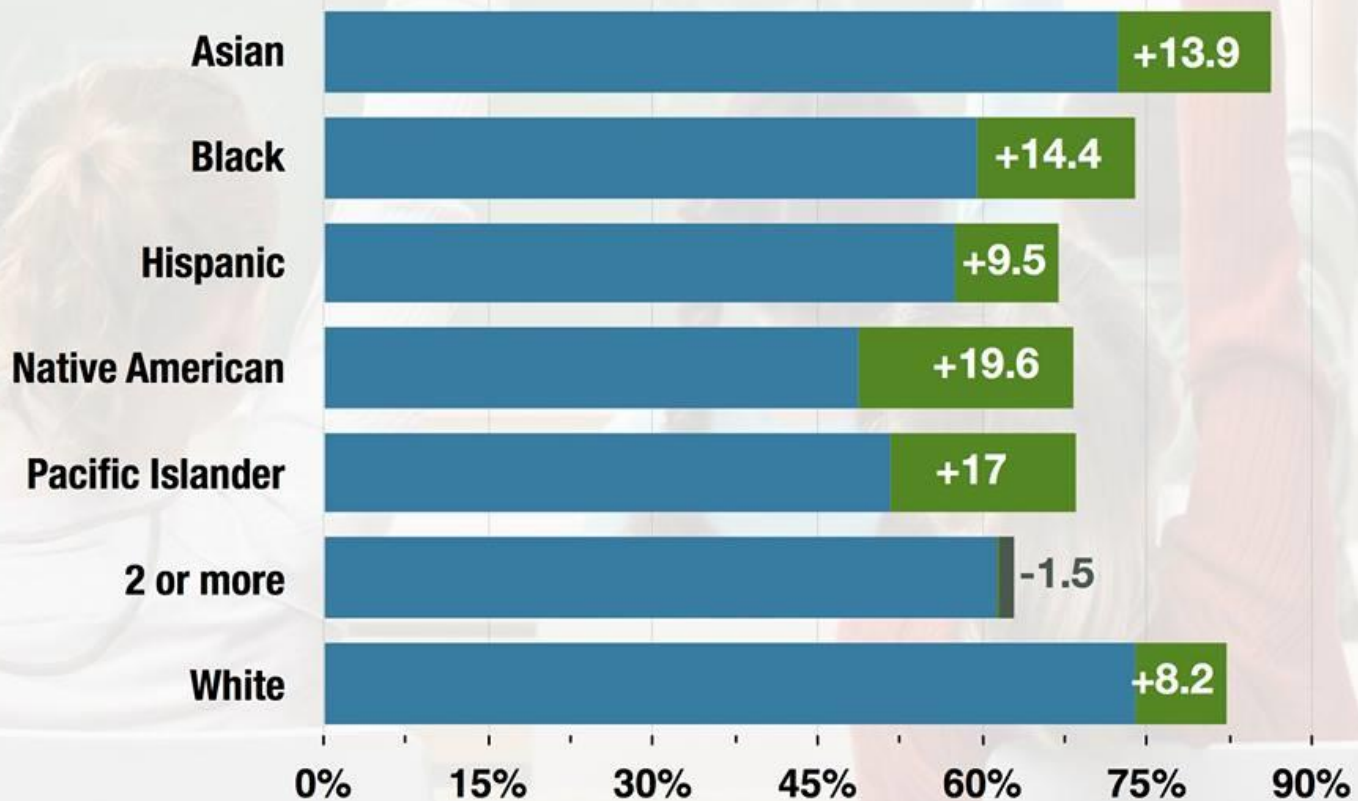


Tacoma School District

GRADUATION

Significantly up for every single race demographic

■ 2012 ■ 2014



AFTER ONE YEAR OF IMPLEMENTATION

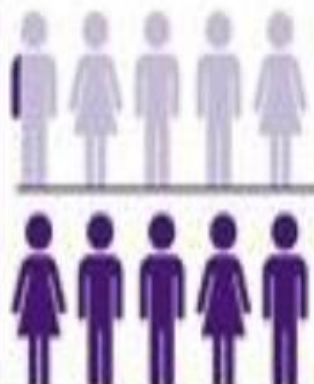
40%

INCREASE in
school climate

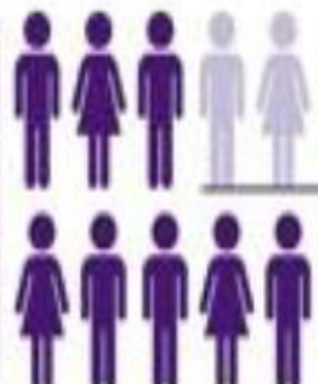


67%

INCREASE
for time
spent in
school



Elementary schools had a **49%** reduction in suspensions and expulsions.



District-wide, schools had a **20%** reduction in suspensions and expulsions.

It's About Time

- K-12 students: 42% of instructional time (6 hrs.) engaged in learning.
- 17% of the day students are engaged *and are successful* in academic tasks (one hour)
- High school: 90% non-academically engaged time (Lewis, 2012).



Educator Outcomes



↓ Stress , anxiety, &
burnout

↑ Time to Teach

- 3-4 more hours of instruction per week
- Less job-related stress
- Happier
- Greater job satisfaction
- Improved self-efficacy
- Better health
- More likely to stay in profession
- Greater student engagement

Adverse Childhood Experiences

1. Personal

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect

2. Family

1. Witnessing domestic violence
2. Alcohol or substance abuse in the home
3. Mentally ill or suicidal household members
4. Parental marital discord (as evidenced by divorce)
5. Incarcerated household member

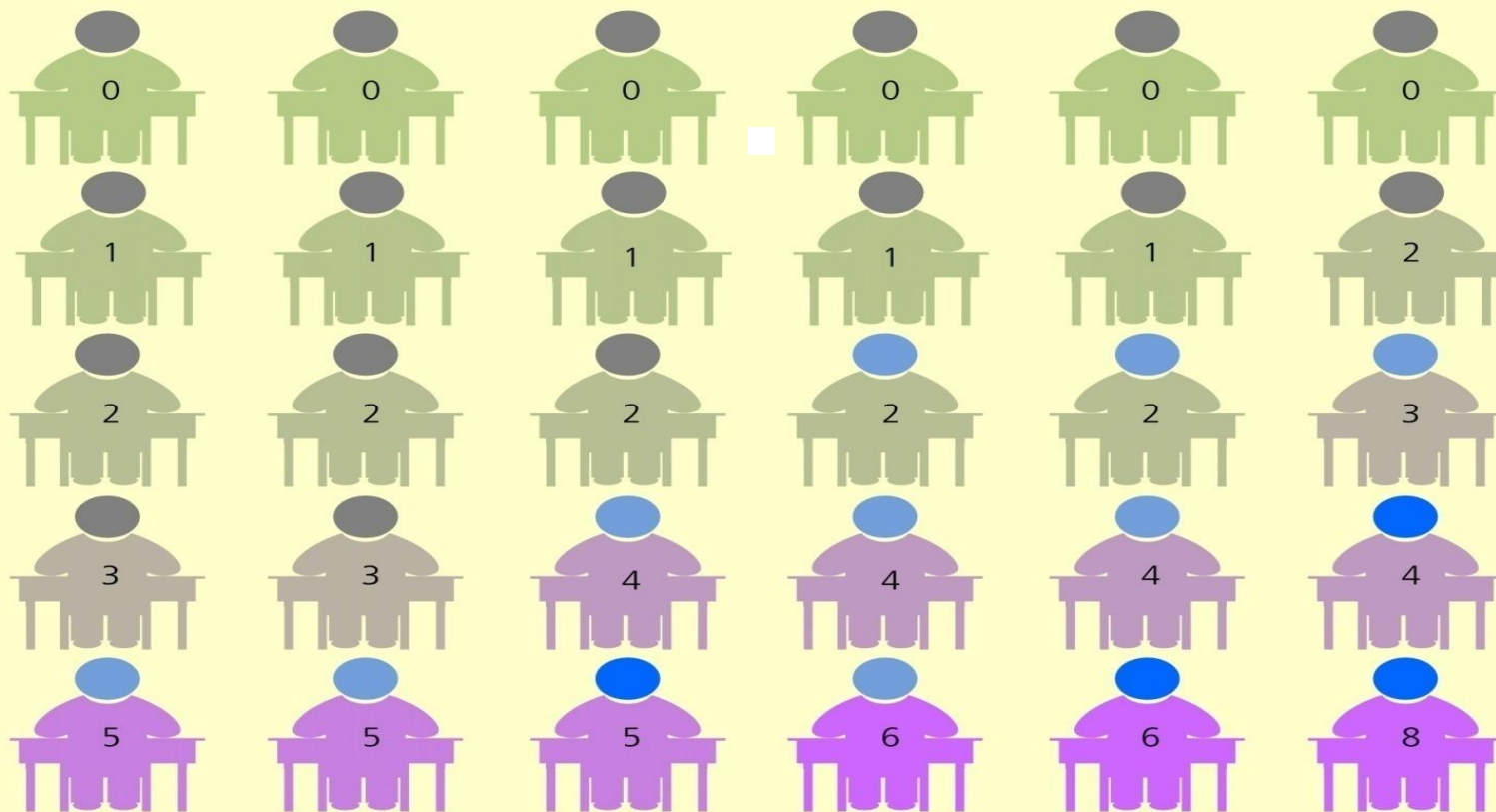


ACEs in WASHINGTON SCHOOLS – SOPHOMORES AND SENIORS (2010)

Washington School Classroom (30 Students) Adverse Childhood Experiences (ACEs)

6 students with no ACE
 5 students with 1 ACE
 6 students with 2 ACEs
 3 students with 3 ACEs
 7 students with 4 or 5 ACEs
 3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence
 29% (9) of students exposed to physical abuse or adult to adult violence
 13% (4) of students exposed to physical abuse and adult to adult violence





Future Ready Skills

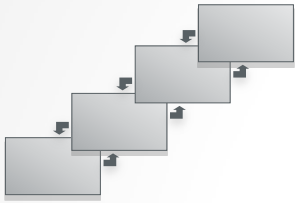
- **Complex Thinker**
- **Quality Producer**
- **Self-Directed Learner**
- **Responsible Decision Maker**
- **Effective Communicator**
- **Collaborative Teammate**
- **Community Contributor**
- **Conscientious Worker**

Implementation Science

HOW

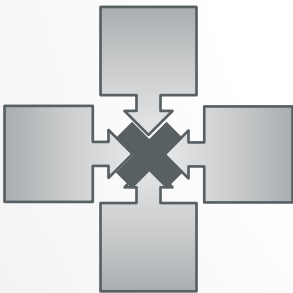
Implementation Science

WHO



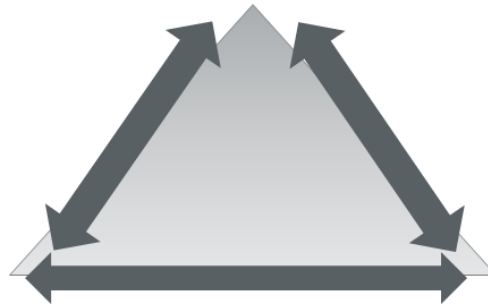
Teams

WHAT



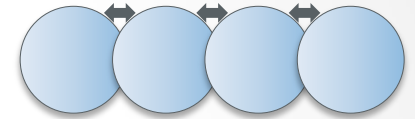
Interventions

WHY



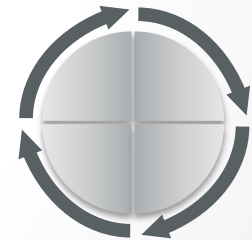
Outcomes

WHEN



Stages

HOW



Cycles

Build Readiness for Change

District and board level first

District Readiness

- Training of district team focused on implementation science and social emotional learning.
- School board champion the initiative
- Policy
 - Whole Child Benchmarks—measure progress on strategic plan.
- District braiding initiatives process with all district team and principals.
 - 230 to 10
- Lead district team members conduct awareness trainings in buildings with Benner (20 min staff presentation)

Whole Child Benchmarks: 4 Strategic Goals

- **Academic Excellence**



- **Partnerships**



- **Early Learning**



- **Safety**



VALUES What we believe

- Cultural understanding
- Equity
- Quality instruction for everyone
- Rigor and relevance
- Accountability
- Transparency

What we want to be

A school district in which all students exhibit content and critical thinking skills, and are socially responsible members of their community.



What we do

For every student and community, we will provide a learning experience that is rigorous, individualized and relevant to a changing and diverse world.

TACOMA
PUBLIC SCHOOLS
EVERY STUDENT. EVERY DAY.

For more information, visit the Tacoma Public Schools website at www.tacomaschools.org/strategicplan

MEASURING THE WHOLE CHILD

Accountability in Tacoma Public Schools



TACOMA
PUBLIC SCHOOLS
EVERY STUDENT. EVERY DAY.



Empowering student achievement through data

K-12 Academic Benchmarks

The following collection of benchmarks reflects how we are doing in achieving our strategic goals.

*Beginning with the 2014-15 school year, improvements have been made in the accuracy of enrollment calculations. Prior year calculations may be off less than .5%.

[? HELP](#)

Download *Measuring the Whole Child: Accountability in Tacoma Public Schools*



Goal 1 Academic Excellence

All students will perform at or above grade level and we will eliminate disparities among all groups.

[FEEDBACK](#)

UPDATED Graduation Rates

The percentage of high school students graduated on time, dropped out or are continuing.

[OPEN](#)

[LEARN MORE](#)

Goal 3 Early Learning

We will focus on early assessment and intervention at the Pre-K through third grade levels to ensure early academic success.

Students Meeting MSP Standards

The percentage of elementary students meeting Measurement of Student Progress (MSP) standards.

[OPEN](#)

[LEARN MORE](#)

Partnership Readiness

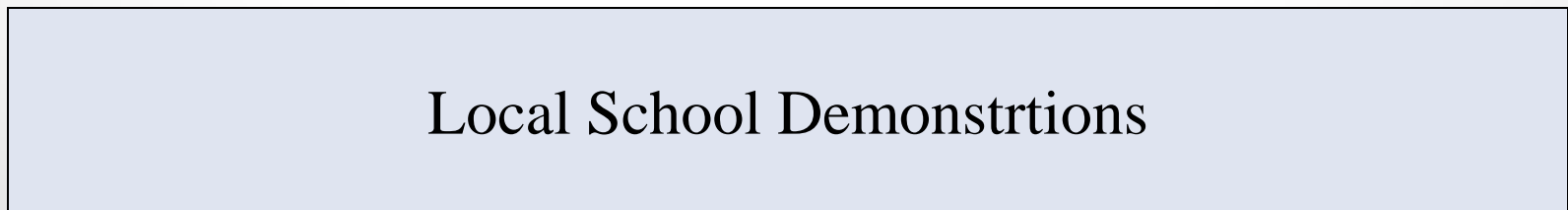
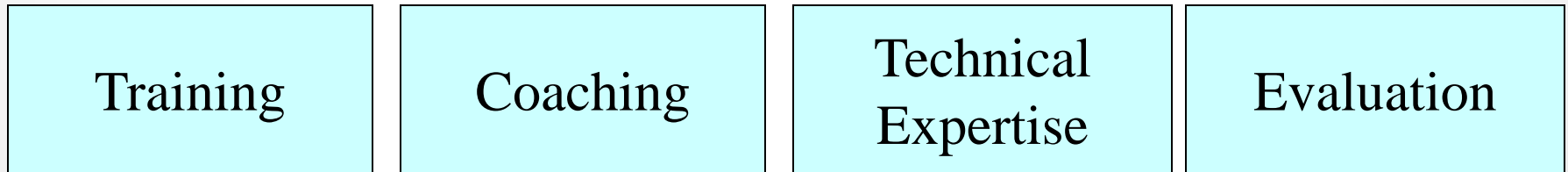
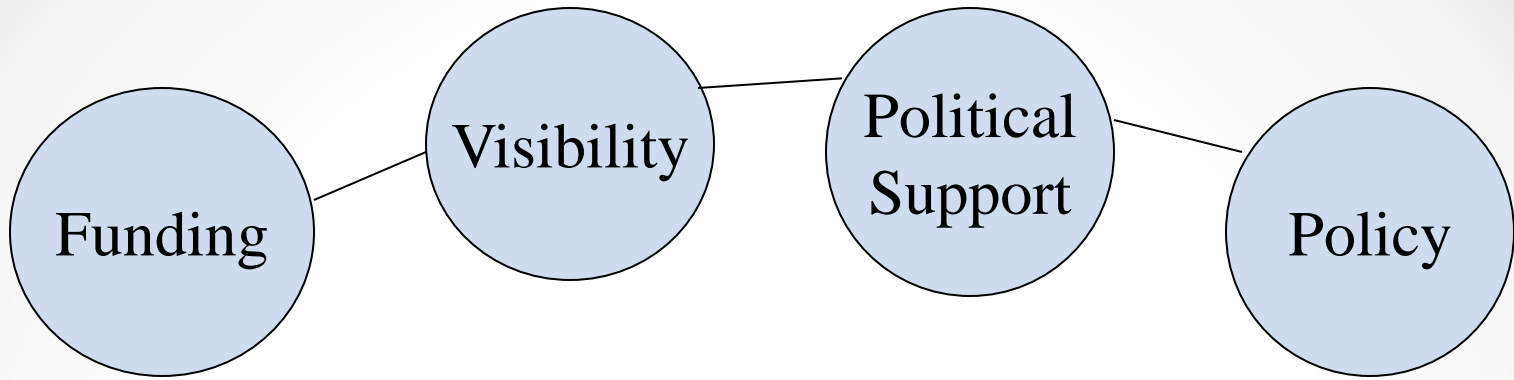
- Agreements
 - 10 year partnership
 - Formalized with MOU
- Visibility and Political Support
 - UW Advancement Office
 - UW Administration
 - Tacoma Black Collective and NAACP (Quasim)
 - Tacoma School Board
 - UW Foundation Board (Behar)
 - Many community agencies
- Funding
 - UW investment
 - TPS investment
 - Private funding
 - Foundations
 - City of Tacoma

Implementation Stages

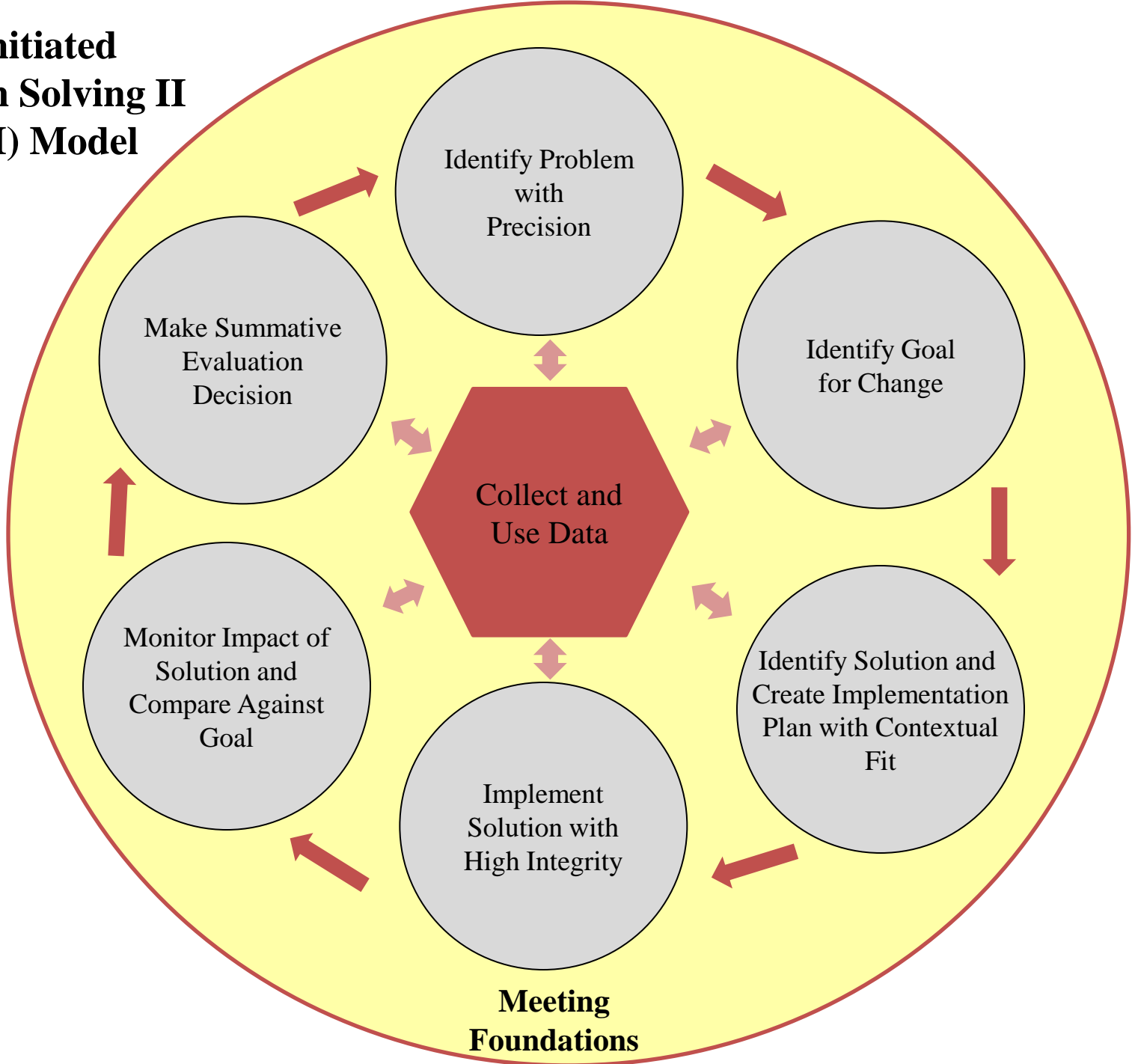
Implementation occurs in stages:

- **Exploration**
 - **Installation**
 - **Initial Implementation**
 - **Full Implementation**
- 
- 2 - 3
Years

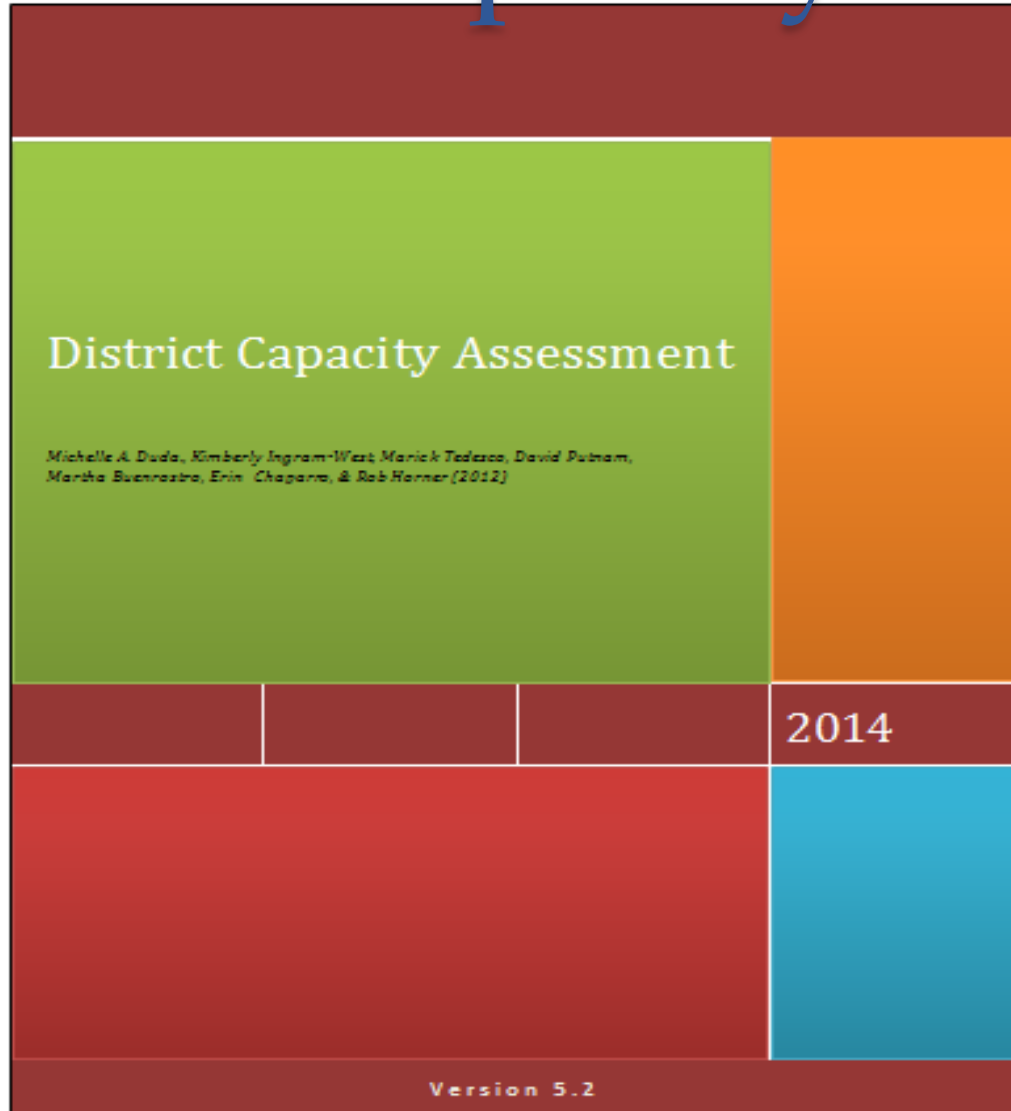
Fixsen, Naoom, Blase, Friedman, & Wallace, 2005



Team-Initiated Problem Solving II (TIPS II) Model



Assessing District Capacity



3-10-2014 (PILOT VERSION WITH REVISED REPORTING SECTION)

School-wide PBIS (SWPBIS) Tiered Fidelity Inventory

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports

2014

Beta Version
Currently under Technical Adequacy Review

Version 2.0b

Training Components	Percentage of Teachers Demonstrating the Following After Training		
	Knowledge	New Skills in Training	Use in the Classroom
Theory and Discussion (A)	10%	5%	0%
A + Demonstration in Training (B)	30%	20%	0%
A + B + Practice and Feedback in Training (C)	60%	60%	5%
A + B + C + Coaching in Classroom	95%	95%	95%

Team Talk:

- 1) What inference do you pull from this slide?***
- 2) What will it take for us to really implement PBS in the classroom?***

Citation: Joyce & Showers, 2002

MINUTE 38 OF THIS VIDEO:

[HTTP://CITYOFTACOMA.GRANICUS.COM/MEDIAPLAYER.PHP?VIEW_ID=7&CLIP_ID=781&META_ID=14644](http://CITYOFTACOMA.GRANICUS.COM/MEDIAPLAYER.PHP?VIEW_ID=7&CLIP_ID=781&META_ID=14644)

The Tacoma Way: Respect and Responsible

**WHAT: CITY, NEIGHBORHOOD,
DISTRICT, SCHOOL, AND HOME-WIDE
SOCIAL EMOTIONAL LEARNING**



Exploration

Installation

Year 1 Objective: Readiness for Sustainable Change	Years 2 & 3 Objectives: 1) Positive, Engaging, and Safe Learning Environments and 2) Social Emotional Learning	
<p>Build district and school readiness for sustainable change</p> <p><u>School Level</u></p> <ul style="list-style-type: none"> ▪ Establish and build leadership team capacity ▪ Measure readiness ▪ Measure school systems and practices ▪ Funding ▪ Braid initiatives ▪ Build staff awareness and buy-in <p><u>District Level</u></p> <ul style="list-style-type: none"> ▪ Establish and build leadership team capacity ▪ Braid initiatives ▪ Measure readiness ▪ Funding/Resources ▪ Align data systems ▪ Policy ▪ Strategic plan and whole child benchmarks 	<p>Implement and evaluate school wide (Tier 1) Positive Behavioral Intervention Supports (PBIS) systems</p> <ul style="list-style-type: none"> ▪ Clear, consistent, explicitly taught behavioral guidelines and expectations in non-classroom contexts ▪ Reinforcement of positive behavior ▪ Active supervision ▪ Social emotional learning (SEL) <p><u>Readiness</u></p> <p>Readiness for PBIS in the classroom</p> <ul style="list-style-type: none"> ▪ Build capacity of professional learning communities <p>Readiness for social emotional screening</p>	<p>Implement and evaluate classroom PBIS</p> <p>Implement social emotional screening system</p> <p><u>Readiness</u></p> <p>Readiness for secondary (Tier II) positive behavioral support systems.</p> <p>Readiness for screening for academic strengths and needs</p> <p>Readiness for dropout early warning system</p>

Initial Implementation

Full Implementation

Sustainability

Years 4 & 5 Objectives: 1) Multi-Tiered System of Academic Supports, 2) Dropout Prevention, and 3) Tier II and III Positive Behavioral Supports		Years 6 & 7 Objectives: School-Based Mental Health, Intensive Academic and Social Emotional Interventions, Data-Based Continuous Improvement		Year 8 Objective: Sustain and continuously improve comprehensive system of support
<p>Implement and evaluate secondary (Tier II) positive behavioral support systems.</p> <p>Implement academic screening system</p> <p>Implement dropout early warning system</p> <p>Implement behavioral progress monitoring</p> <p><u>Readiness</u></p> <p>Readiness for tertiary prevention systems of behavioral support (Tier III)</p> <p>Build readiness for school-wide academic progress monitoring</p>	<p>Implement and evaluate tertiary prevention systems of behavioral support (Tier III)</p> <ul style="list-style-type: none"> Behavioral problem-solving procedures Function-based interventions <p>Implement academic progress monitoring</p> <p><u>Readiness</u></p> <p>Readiness for multi-tiered system of academic supports</p> <p>Readiness for evidence-based academic interventions (Tier II and III)</p>	<p>Integrated Case Management for students in need of intensive social emotional supports (Tier III)</p> <ul style="list-style-type: none"> Systems of care in partnership with community agencies <p>Implement multi-tiered system of academic supports</p> <p>Implement evidence-based academic interventions (Tier II and III)</p> <p><u>Readiness</u></p> <p>Readiness for school-based mental health (Interconnected Systems Framework)</p> <p>Readiness for data-based continuous improvement (evaluation of system, tiers, and interventions)</p>	<p>Integrated Case Management and wraparound supports for students in need of intensive supports (Tier III)</p> <ul style="list-style-type: none"> Systems of care in partnership with community agencies. <p>Implement school-based mental health (Interconnected Systems Framework)</p> <p>Implement data-based continuous improvement</p> <p><u>Readiness</u></p> <p>Readiness for sustainability checklists for evidence-based practices and interventions</p> <p>Readiness for institutionalizing quality assurance mechanisms.</p>	<p>Full implementation of multi-tiered system of support</p> <p>Institutionalize quality assurance mechanism to evaluate use of data and nurture organizational culture, leadership, and staff</p> <ul style="list-style-type: none"> Sustainability of training, coaching, district and school implementation teams, professional learning communities, policy, visibility, and funding <p>Sustainability checklists for evidence-based practices and interventions</p>

REMEMBER TO FOLLOW:

The T-Bird Way



Take Responsibility

Be Safe

Integrity Counts

Respect Everyone

Do your best work



Mount Tahoma Thunderbirds

Our Way, The T-Bird Way!	Hallway Expectations
<p style="text-align: center;"><u>T</u> Take Responsibility</p>	<ul style="list-style-type: none">✓ Be on time to every class✓ Put trash in proper cans✓ Walk away from negative situations
<p style="text-align: center;"><u>B</u> Be Safe</p>	<ul style="list-style-type: none">✓ Stay to the Right✓ Mind personal space with kindness✓ Be where you're supposed to be
<p style="text-align: center;"><u>I</u> Integrity Counts</p>	<ul style="list-style-type: none">✓ Always have a valid pass✓ Help others when necessary
<p style="text-align: center;"><u>R</u> Respect Everyone</p>	<ul style="list-style-type: none">✓ Keep your hands and feet to yourself✓ Keep posted materials up✓ Respect classrooms in session
<p style="text-align: center;"><u>D</u> Do your Best Work</p> <p>Day 2</p>	<ul style="list-style-type: none">✓ Move swiftly to your destination✓ Speak quietly and appropriately✓ Take the shortest route to class

Third Way promo
Length: 1:45

Neighborhood Teams

- Neighborhood asset assessment
- Representative
 - Safe Streets and Boys and Girls Club staff
 - Neighborhood leaders
- Respect, Responsible, Safe
- Parallel neighborhood schools
- Move practices to homes and community
- Common TWCI logo and two expectations (Tacoma Way)
- Neighborhood context specific signage

HOME

FRANKLIN HOME MATRIX

BE	Times		
	<u>Morning</u>	<u>After School</u>	<u>Bedtime</u>
Responsible	<p>Be a 1 or 0 timer</p>  <p>Rise and Shine</p> 	<p>Be a 1 or 0 timer</p>  <p>Chore and Check</p> 	<p>Be a 1 or 0 timer</p>  <p>Be Ready for Tomorrow</p> 
Safe	<p>Show Self-Control</p> <p>Personal Space</p>  <p>Ok Not Ok</p>	<p>Show Self-Control</p> <p>Personal Space</p>  <p>Ok Not Ok</p>	<p>Show Self-Control</p> <p>Personal Space</p>  <p>Ok Not Ok</p>
Respectful	<p>Follow the Golden Rule</p>	<p>Follow the Golden Rule</p>	<p>Follow the Golden Rule</p>
Learner	<p>Do your best</p> 	<p>Do your best</p> 	<p>Do your best</p> 
Caring	<p>Turn the other cheek</p> 	<p>Turn the other cheek</p> 	<p>Turn the other cheek</p> 

CLASSROOM

Self Assessment—Classroom Management (SACM)

Why?

- *Begin with the end in mind*
- *Reflect and improve over time*
- *Not evaluative—formative assessment tool for your use*

What?

- *Tool for continuous improvement of PBIS in classroom*

How?

- *Complete individually and discuss tonight*
- *All teachers complete it and discuss in PLC with your guidance*

Classroom Guidelines

Transitions

Guideline

Start of Class

Teacher-Directed Instruction

Small Group Work

Independent Seat Work

Be Safe

Safe Body



Cuerpo a Salvo

Safe Body



Cuerpo a Salvo

Safe Body



Cuerpo a Salvo

Safe Body



Cuerpo a Salvo

Safe Body



Cuerpo a Salvo

Be Respectful

No Talking



Nada de Hablar

No Talking



Nada de Hablar

Spy Talk



Charla Spy

No Talking



Nada de Hablar

No Talking



Nada de Hablar

Be Responsible

Be at Desk



Sea en el Escritorio

Active Listening



Escucha Activa

Participate



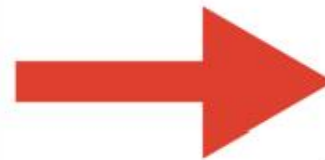
Participar

Be at Desk



Sea en el Escritorio

Know Where to Go



Sepa A Dónde Ir

Do Your Best

Do Your Best



Haz Tu Mejor Esfuerzo

Do Your Best



Haz Tu Mejor Esfuerzo

Do Your Best



Haz Tu Mejor Esfuerzo

Do Your Best



Haz Tu Mejor Esfuerzo

Do Your Best



Haz Tu Mejor Esfuerzo



Sit up



Listen & lean



Ask & answer

Nod & note



Track the speaker

Self-Management: Reset

- Two-Step
- Non-verbal
- Catch Phrase
- A Game Place
- Reset
- Restorative Reset: Make it Right

What happens if you still are not following directions?



Your teacher will say to you:

“Check Yourself”

Your teacher will say this to you
once and only once!



**This is your last chance to
manage your behavior
by yourself!**



Check Yourself



m e a n s I s h o u l d ...



quiet down



or

look and listen



control my body



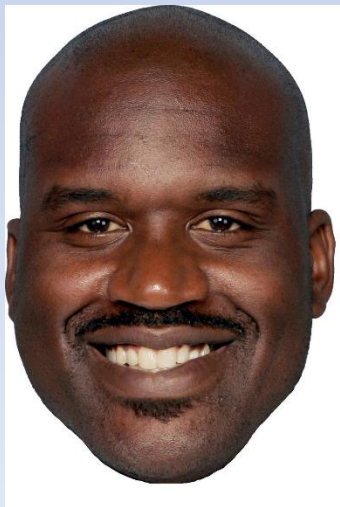
or

do my work

Step Three: “A-Game” Place

I’m going to give YOU a chance to self-manage your behavior!

- If you continue to have trouble with self management, I will:
 - Drop an “A-Game” desk pass and walk away or look at you and tap on the “A-game” desk 3 times:
 - ❖ This is your opportunity to move to the “A-game” desk and focus on your work and show your best learning.
 1. If you are showing your best learning, the teacher will say, “you are focused” or give you a “thumbs up”.
 2. You can move back to your seat or stay at the “A-game” desk if you want.



Show SLANT

Name _____

Date _____



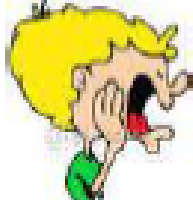
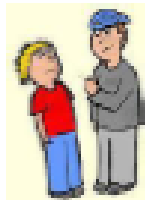
Did you see a "look"? Yes No



Did you hear a "self-check, please." Yes No



What was your behavior?



Not showing RESPECT
or COOPERATION



Not having a
good ATTITUDE



Not showing
EFFORT



Not being
SAFE

What do you need to do?



Be RESPECTFUL
and COOPERATE



Have a good
ATTITUDE



Show
EFFORT



Be
SAFE

Can you do it?

Yes ☺

No ☹

REFOCUSING ON THE Be ATTITUDES

The Next Step

SCHOOL WIDE BE ATTITUDES:
BE SAFE- Hands, Feet, and Objects to Yourself
BE RESPECTFUL- Have Everything You Need Ready, Be On Time In Your Seat
BE RESPONSIBLE- Give Me Five (Slant) Use Kind Words
BE PREPARED- Complete All Assigned Tasks
BE A LEARNER- Strive for Excellence

Name _____

Sending Teacher _____

Date _____ Period _____

Incident # _____

Today in class I struggled with the following Be ATTITUDE (s): (see chart)

I was having difficulty with this BE Attitude because:

Reflect on how your actions affect the learning community?

Since I am a repeat customer and didn't implement the changes to self-manage my behavior and contribute positively to the learning environment, I think the next step is... (circle your choice(s)).

Letter of Apology: due _____

Parent conference: date _____

After school detention: date _____

Self-management contract (Mr. Arial)

Copy/write self-management essay: due _____

Other: _____



Mo Breaks
MORNING



Activity:

What I need to do:

Did I do it?

T Break
(Teacher)

Me Break

I listened the first time.



Break Break

I showed good learner skills



Break Break

I did my work.



Read A-Loud

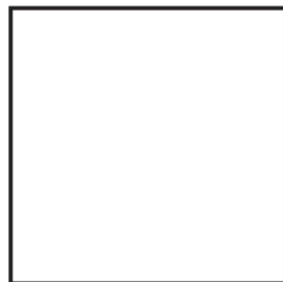
ZONES Check-In



I



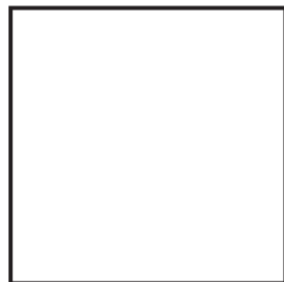
feel



.



I'm in the



Zone.

Icons of the Four ZONES

Cut out the visuals below if modifying Zones Check-In into a communication board.

BLUE

GREEN

YELLOW

RED

Next Steps

- Partnerships
 - City of Tacoma
 - Comprehensive Life Resources
 - Safe Streets
 - OSPI
 - Boys and Girls Club
- Early Warning System
 - Screening
 - Evidence-based supports and Interventions

Early Warning Signs



- **Attendance**
 - Absent 10% or more of school days
- **Behavior**
 - Two or more mild or more serious behavior infractions
- **Course performance**
 - An inability to read at grade level by the end of 3rd grade;
 - A failure in English or math in 6th through 9th grades;
 - A GPA of less than 2.0;
 - Two or more failures in 9th grade; and
 - Failure to earn on-time promotion to 10th grade.

(Balfanz, Bridgeland, Bruce, Fox, 2012)

More information about EWS: <http://www.betterhighschools.org/ews.asp>



A Breakthrough Implementation System

Centervention[®], a powerful suite of customizable web-based tools, supports quality implementation of evidence-based programs in schools, school districts, community agencies, and clinics.

You are logged in as
Gregory Benner.

[Return to
Intervention List](#)

[What is Centervention?](#)

[Research Shows...](#)

Powered by Centervention[®]

[CLICK HERE TO SEE MORE VIDEOS ABOUT THE FEATURES OF CENTERVENTION](#)



Increased fidelity.

Centervention's comprehensive online provider training and ongoing support, along with customizable adherence monitoring tools, make it easy for providers to comply with program protocols.



Improved outcomes.

In addition to paving the way for better results through training and fidelity monitoring, Centervention tracks participant progress in real time, enabling providers to make adjustments mid-course to ensure program success.



Lower costs.

Centervention's online resources, including training and downloadable program materials, decrease typical implementation expenses and barriers like travel for in-person training, additional training due to staff turnover, and packaged training kits.



Greater sustainability.

Centervention's 24/7 access to training, ongoing support, and program materials help providers build and maintain their knowledge and comfort level in delivering the program over time.



Impressive usability.

Centervention is an intuitive, one-stop implementation system that simplifies the program delivery process with features like online data collection and automated alerts when program adherence drops.



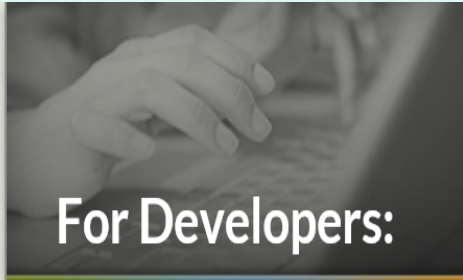
For Providers:

Are you looking for evidence-based programs that deliver on their promises of positive outcomes?

Program providers are already harnessing the power of Centervention to achieve success and sustainability with award-winning evidence-based programs.

These programs range from a social skills assessment system to a resilience program for college students, and our program list is steadily growing!

[View a complete list of programs Powered by Centervention®](#)



For Developers:

Do you want to see your program reach new levels of adherence, positive outcomes, and sustainability?

Your program was successfully tested and showed strong potential during the pilot phase. But to attain the same results in the real world, adherence to your program design is critical.

The Centervention team can work with you to supplement your program with our innovative system for ensuring effective implementation.

[Learn how your program can get Powered by Centervention®](#)

Check & Connect Overview



Check & Connect is a structured mentoring intervention to promote student success and engagement at school and with learning through relationship building and systematic use of data.



This photograph and the remaining stock photos were used with permission from Microsoft.

Fidelity of Implementation



Mentor

- Relationship building
- Long-term commitment
- Persistence-Plus

Check

- Systematic monitoring
- Focus on alterable variables

Connect

- Problem solving
- Capacity building
- Personalized, data-based intervention
- Promoting participation/affiliation with school

Engagement with Families

- Connect, partner, and engage with parents/families

Systematic Monitoring (cont.)



- How are indicators checked?

CHECK																					
Academic data	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High risk
Number of Ds or Fs				5				4						4						3	X
Number of missing assignments				9				12						17						14	X
Cumulative grades	1st quarter grades <u>2</u> Ds <u>2</u> Fs					2nd quarter grades ___Ds ___Fs					3rd quarter grades ___Ds ___Fs					4th quarter grades ___Ds ___Fs					X
Credit accrual	<u>6</u> Credits earned out of <u>12</u> total possible															<u>1.7</u> GPA					X
Met state academic standards	Math: <input type="checkbox"/> Yes <input type="checkbox"/> No					Reading: <input type="checkbox"/> Yes <input type="checkbox"/> No					Writing: <input type="checkbox"/> Yes <input type="checkbox"/> No										
Behavior data	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High risk
Tardy																					
Skipping classes	1								1							1					X
Unexcused/unverified absence																					
Excused absence	X																	X			
Behavior referral/infraction																					
Detention																					
Suspension (in school/out-of-school)																					

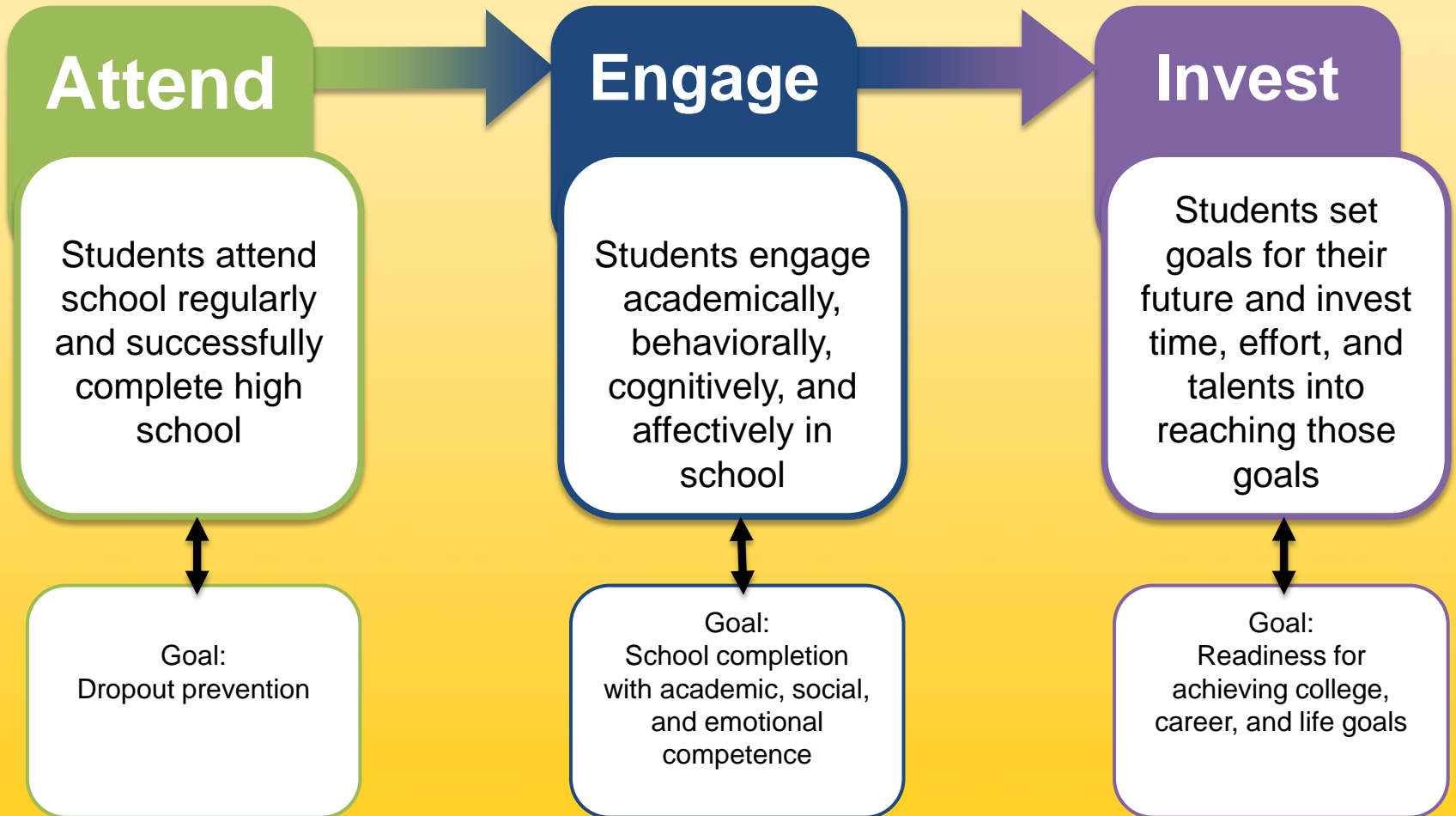
CONNECT

Communication		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
With student	Formal																									
	Informal																									
With family	Attempt/not reached																									
	Left message																									
	Note home																									
	Phone conversation																									
	Meeting																									
Home visit																										
Communication with school staff																										
Communication with outside agency																										
Basic intervention		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Share "check" data																										
Provide regular feedback																										
Discuss staying in school																										
Problem solve about risk																										
Intensive intervention		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Facilitate goal setting																										
Discuss academic progress and supports																										
Discuss behavior and supports																										
Discuss what it means to be a student																										
Intensive problem solving																										
Intensive problem solving with parent																										
Intensive problem solving with school personnel																										
Facilitate social skills training																										
Facilitate participation in school or community sponsored activities																										
Facilitate tutoring																										
Facilitate participation in small-group instruction for meeting state standards																										
Teach problem solving skills																										
Teach organization and study skills																										
Arrange an alternative to suspension																										
Other:																										

Monthly summary of case notes

Date:	Notes:	
Goal:	Attendance	
	Engagement	
	Investment in future	
Date:	Notes:	
Goal:	Attendance	
	Engagement	
	Investment in future	

Attend-Engage-Invest Continuum



WW

TACOMA