

BEHAVIORAL SUPPORT IN THE BUILT ENVIRONMENT:

How the built environment can support positive intervention

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NAC



Spokane Public Schools
excellence for everyone

INTRODUCTIONS



Learning Outcomes:

- How do positive behavioral intervention programs operate within a school and the benefits they bring to the student.
- Understanding potential hurdles or school cultural shifts that may be needed to make a behavioral intervention program successful.
- Gain understanding of specific design elements and components that can support positive culture and student behavior.
- Gain understanding of how the built environment and school culture can support the entire student's family and overcome negative generational views of the educational system.



THE PLAN:

The Challenge

The Shift

Results

Questions



THE CHALLENGE: FACING A NATION



Absentee Rate

According to the U.S. Department of Education's OCR, more than **6.8 million students (14%)** nationwide were chronically absent during the 2013-14.¹

In 2015-2016, **21%** of middle schoolers had extreme to high chronic absence.²

Chronic absence rates were higher for students who were receiving free or reduced-price lunch, Black or Hispanic, English learners, identified as having a disability, and males.

Resources: 'Chronic Absence Patterns and Prediction During COVID-19: Insights from Connecticut (2021)
'Data Matters: Using Chronic Absence to Accelerate Action for Student Success' (2018)



Mental & Behavioral Health

Half of all mental health conditions start by the age of 14 but most cases are undetected and untreated.³

For children living below the federal poverty level, more than **one in five (22%)** of them have a mental, behavioral, or developmental disorder.³

Rates of childhood mental health concerns and suicide rose steadily between 2010 and 2020, and by **2018 suicide was the second leading cause of death for youth ages 10-24.**²

It's estimated that 3.6% of 10–14-year-olds experience an anxiety disorder.²

Resources: 'Declaration of a National Emergency Department Visits Among Children Aged < 18' (CDC)
'Mental Health American: Youth Data 2021 (Mental Health America)

Mental & Behavioral Health

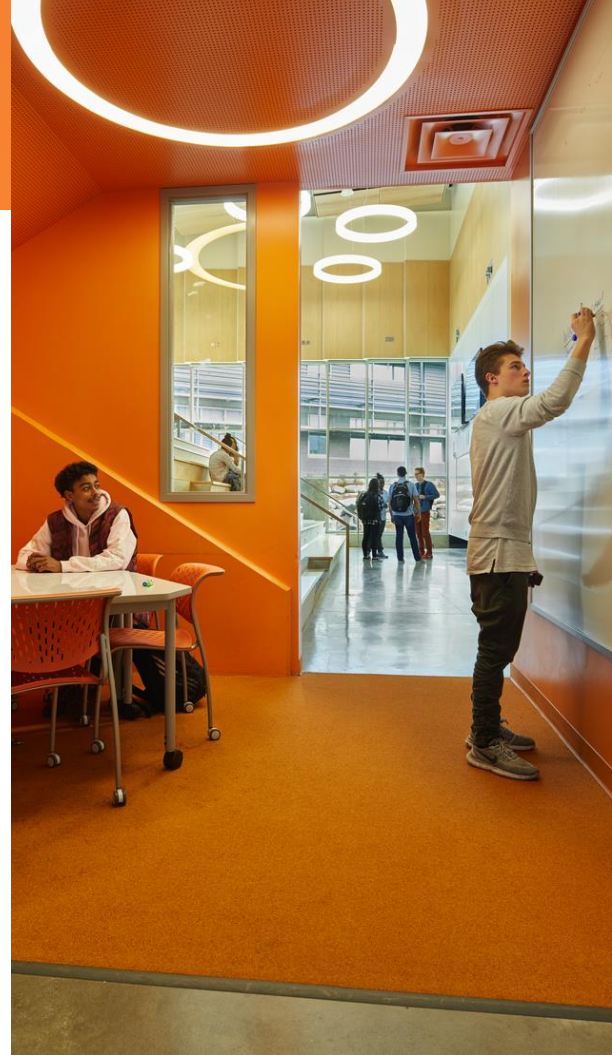
Pandemic Health:

Youth aged 12-17, **13.8%** report suffering from at least one major depressive episode in the past year. ⁴

Youth experiencing MDE continue to go untreated. Even among the states with the greatest access for youth, over 1 in 3 are still not receiving the mental health services they need.⁴

Beginning in April 2020, the proportion of children's mental health-related ED visits among all pediatric ED visits increased and remained elevated through October.

Compared with proportions of mental health-related visits for children aged 5-11 and 12-17 years increased approximately **24% and 31%** respectively.



Expulsion & Suspension

Suspension Data 2011-2014:

Of the 49 million students enrolled in the public schools in 2011-2012: ³

- 3.5 million students were suspended in-school;
- 3.45 million students were suspended out-of-school
- 130,00 students were expelled.

In 2013–14, about 2.6 million public school students (5.3 percent) received one or more out-of-school suspensions. ⁴

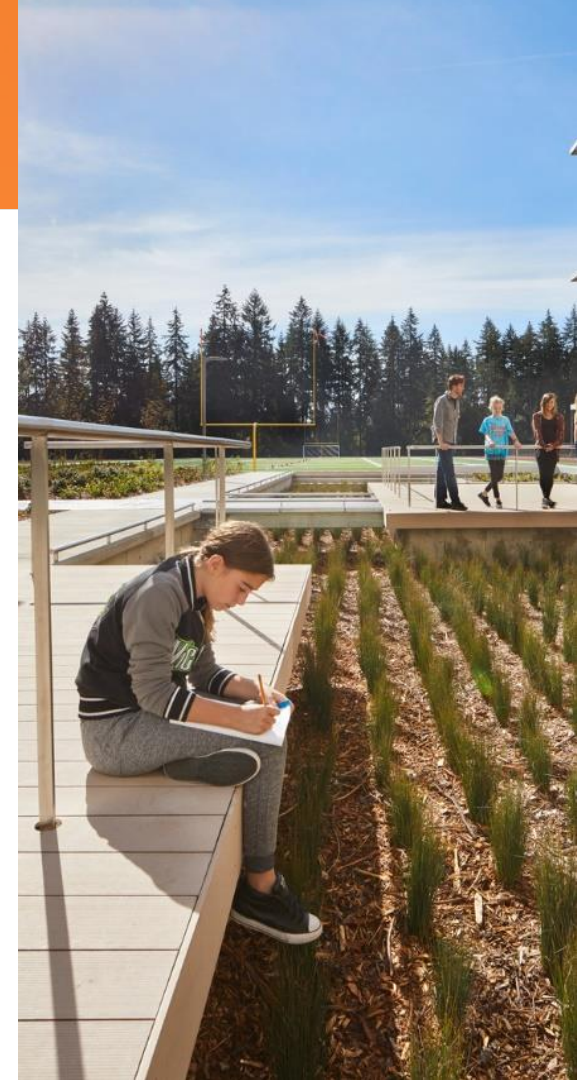
- More than twice as many male students (7.3 percent) than female students (3.2 percent) received one or more out-of-school suspensions in 2013–14. ⁴
- This pattern of higher percentages of male than female students receiving out-of-school suspensions was observed for all racial/ethnic groups. ⁴

Student in U.S. school were less likely to be suspended in 2016 than they were in 2012. Proportion of all students suspended from school at least once during the year fell from 5.6% to 4.7%. ¹

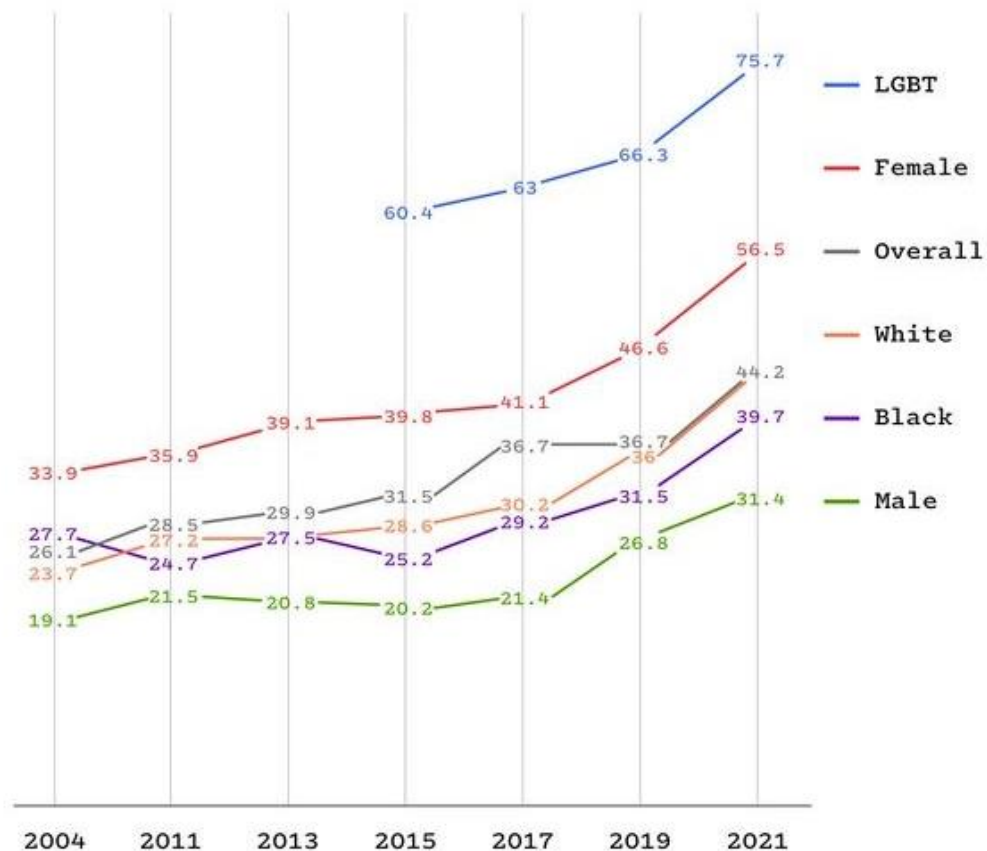
Resources: 'Suspensions are Down in U.S. Schools But Large Racial Gaps Remain' (NPR 2018)

'School Climate and Discipline: Know the Data' (U.S. Department of Education)

'Indicators 15: Retention, Suspension, and Expulsion' (NCES, 2019)



Percent of High-School Students Feeling Persistently Sad or Hopeless



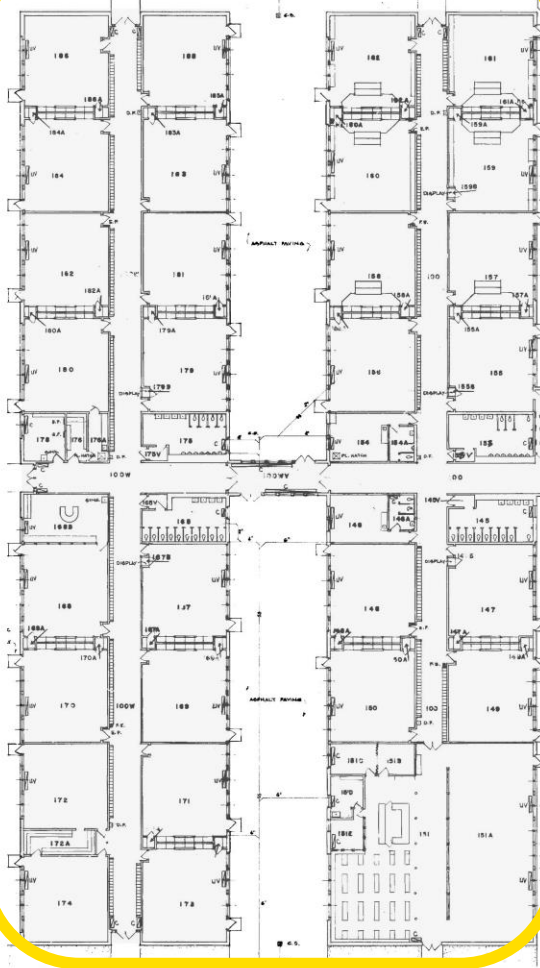


THE CHALLENGE: FACING GLOVER MIDDLE SCHOOL

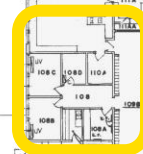


Existing
Glover

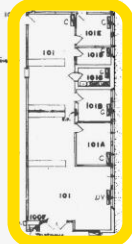
LEARNING SPACES



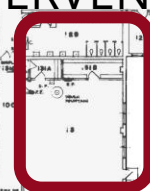
COUNSELING



ADMIN



INTERVENTION



Enrollment

2021-22 school year

553



4.0% | 75.4%

English
Learners

Low
Income

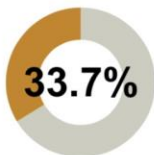
Student Performance

How are we doing getting students to their learning goals?

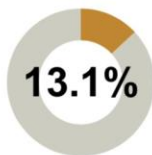
Fall 2021



English
Language Arts



Math



Science

Met grade level standards on state administered tests

How engaged are our students?



83.0%

Have Regular
Attendance

2020-21 school year



31%

Have High English
Language Arts Growth

2018-19 school year



33%

Have High Math
Growth

2018-19 school year

About Our Teachers and Classrooms

2020-21 school year



44

Number of
Teachers

70.5%

Have Master's
Degree or Higher

16.9

Average Years
Experience



Average Class Size

Finances

2019-20 school year

Instructional Costs:

\$12,235



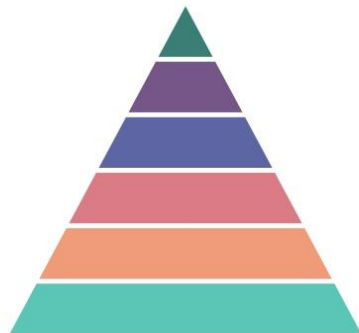
Non-Instructional
Costs

\$2,971

Glover Profile

Glover Profile





Transcendence
Self-actualization
Esteem
Belonging
Safety
Physiological



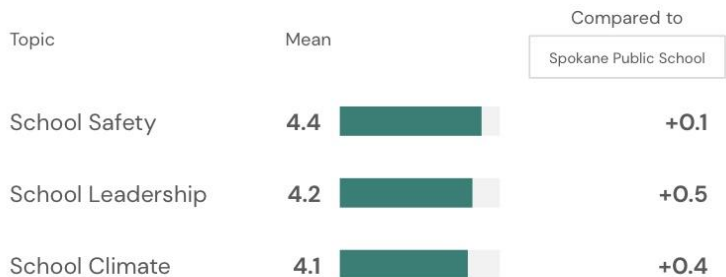
Unconditional
Belonging & Access



Glover Middle School

Teacher Climate Survey (Secondary)

What feedback did teachers & staff have for their school?

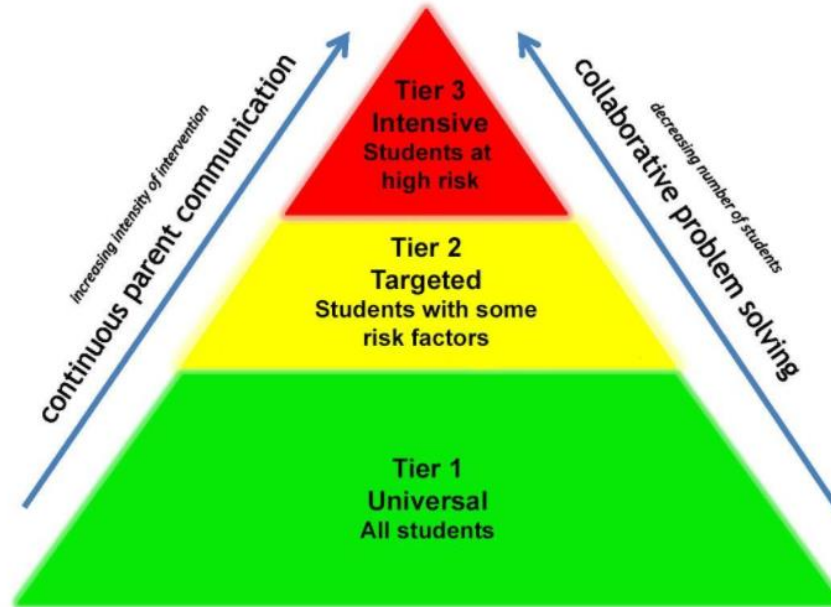


Bloomsights



Glover KPI

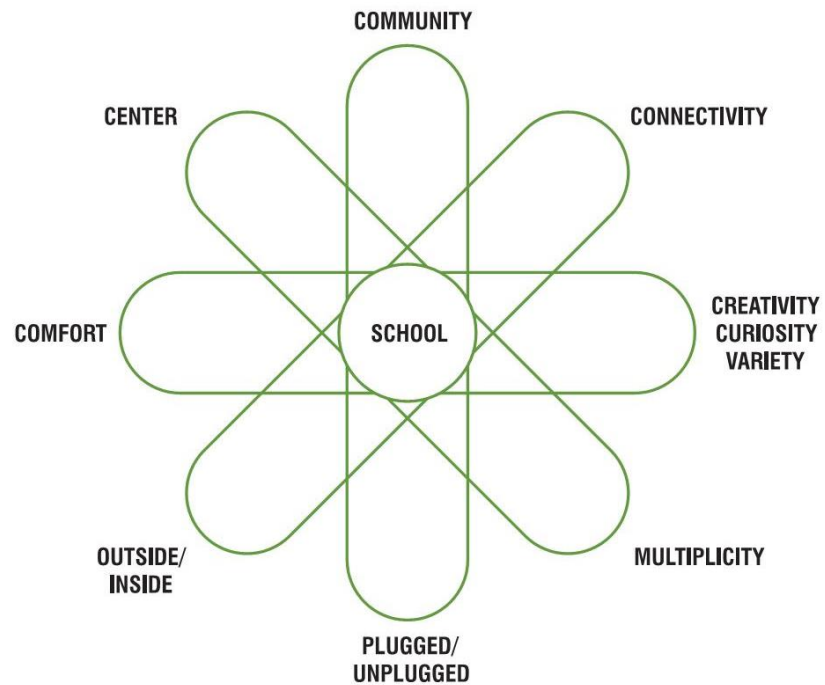
MULTI-TIERED SYSTEM OF **SUPPORTS** (MTSS)





THE SHIFT: HOW SPACE CAN SUPPORT BEHAVIOR

DISTRICT DESIGN COMPASS



SUPPORT GLOVER MISSION

- Culture/Climate
- Student Growth
- Provide Services for All

DESIGN PRINCIPLES

Community

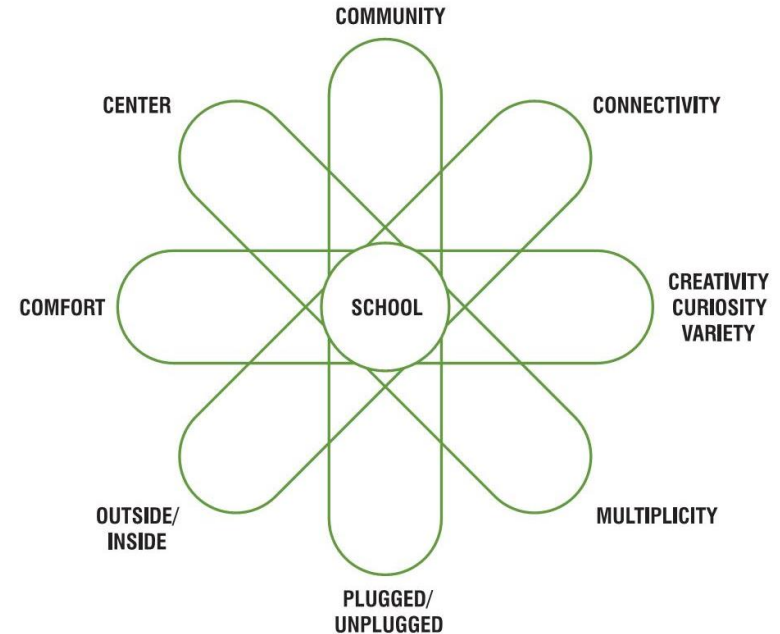
- Easy parent and public access to amenities
- Support the entire family. Waiting and meeting spaces should be child friendly.
- **Staff communication and interaction is crucial to support Glover students.** This should be support by a central lounge and smaller specific collaboration space
- Inclusiveness of students and spaces. **Building layout should minimize isolation** and anonymity of students and departments.

Connectivity

- Celebrate students along their journey. Create display areas for student awards and work.
- **Communal space for collaboration throughout the learning environments.**
- Centralized but diverse eating opportunities

Creativity|Curiosity|Variety

- Visibility into music/ art/ engineering spaces to encourage learning and discovery



Multiplicity

- Respect needs of students that can be over-stimulated
- Respect all students' learning
- Equitable/inclusive bathrooms for students

Plugged/Unplugged

- **Duel use space that can be used for student respite or disciplinary conversations.**

Outside/Inside

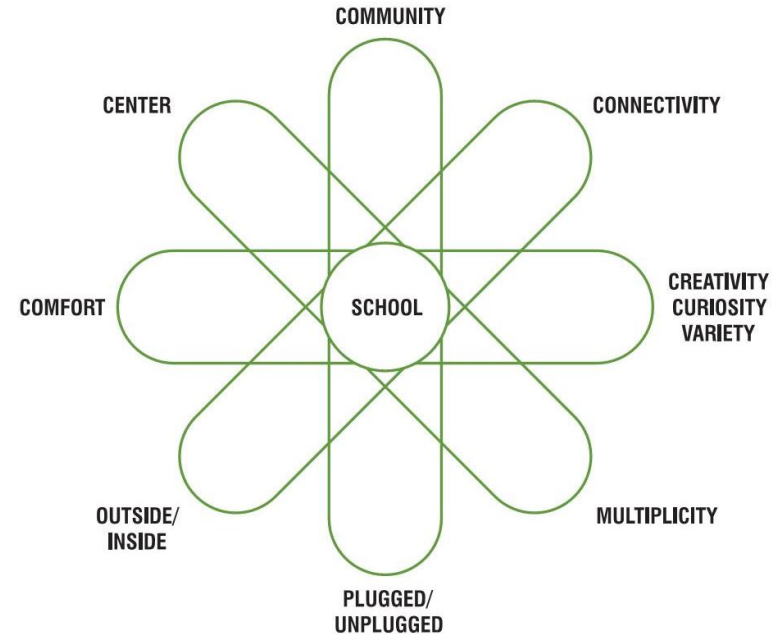
- Natural daylight, outside in with plants
- **Color, natural materials**

Comfort

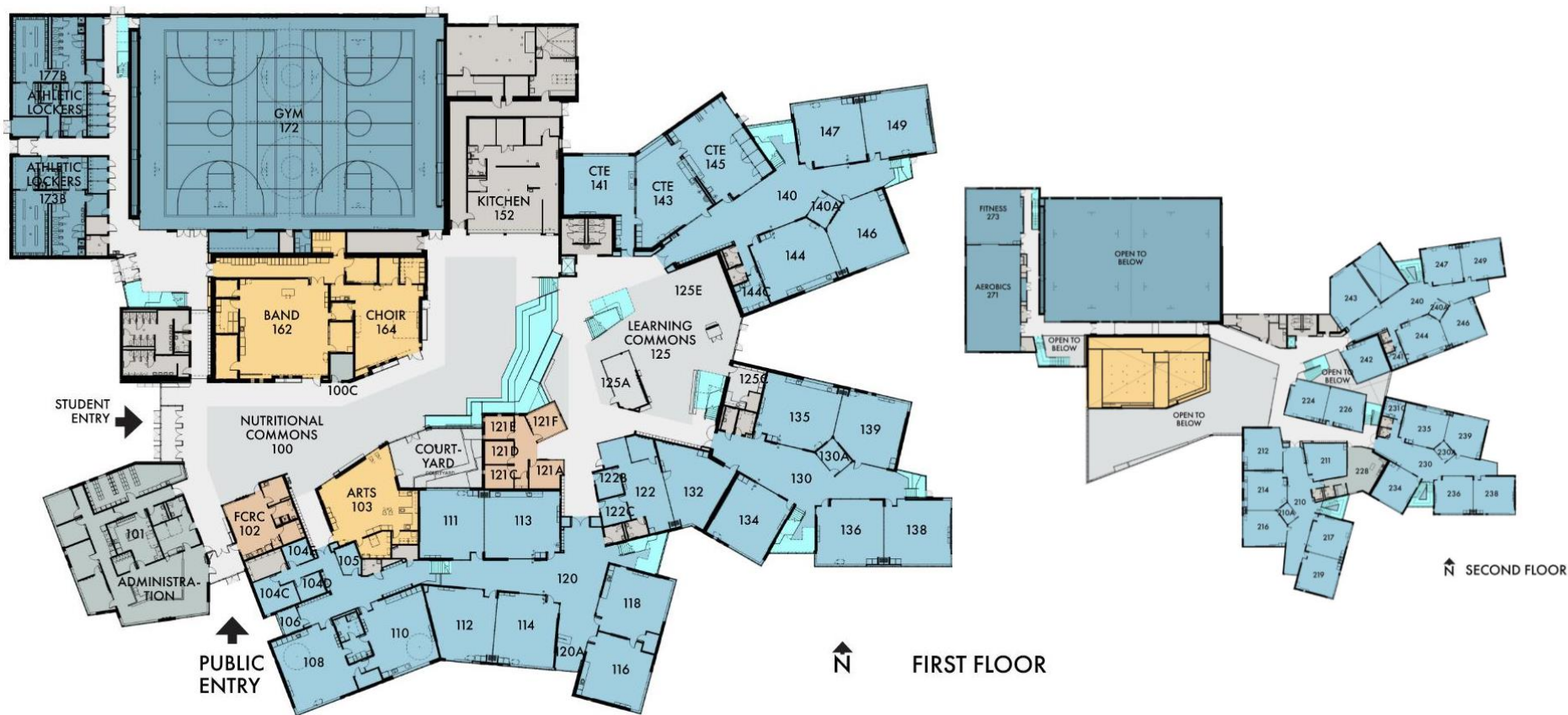
- **Variety in comfortable and flexible seating that is student accessible**
- Variety of scale in learning spaces.

Center

- Multi-purpose space that works for performances, music programs, award presentations

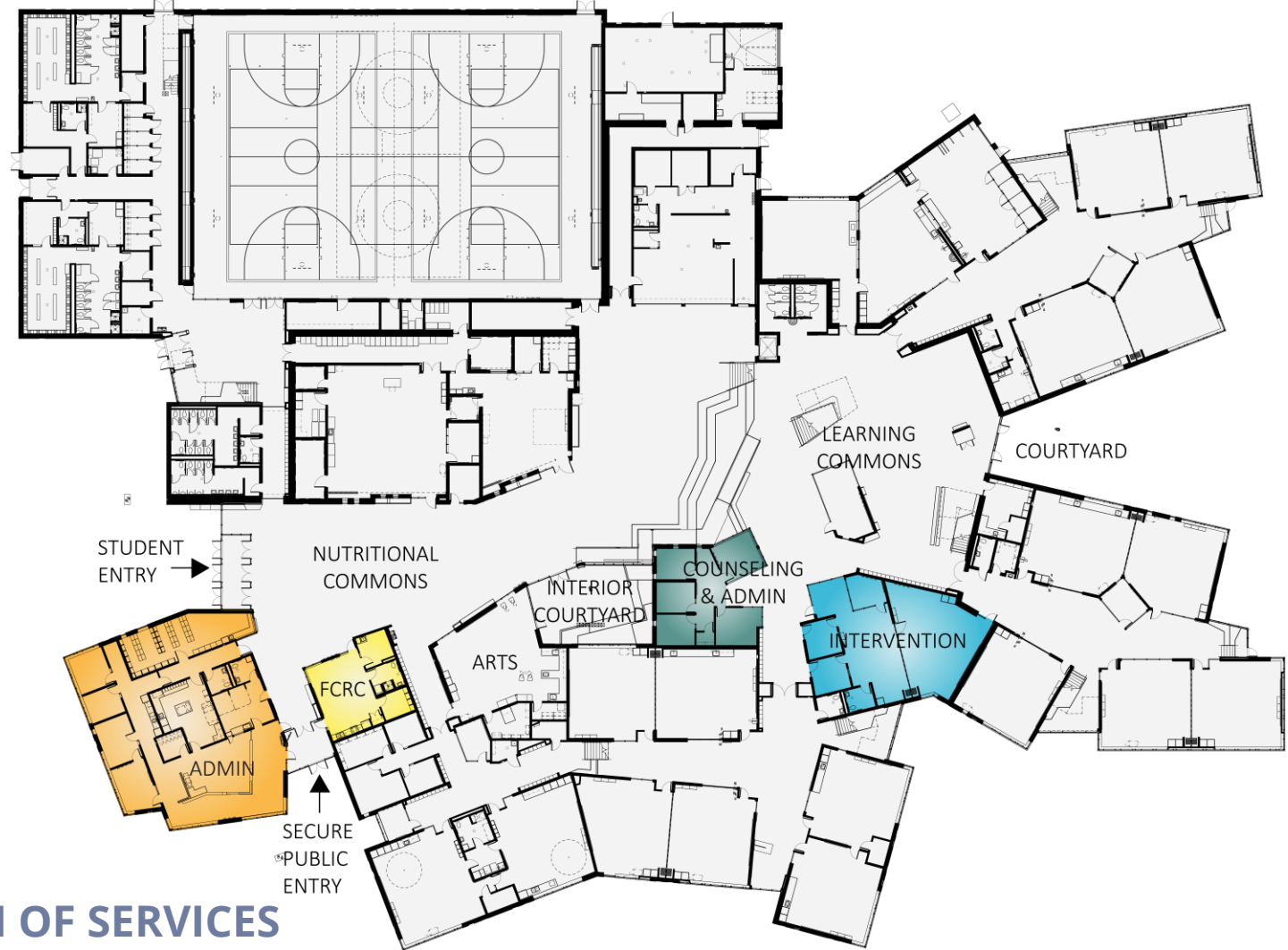


GLOVER FLOOR PLAN OVERALL



GLOVER FLOOR PLAN OVERALL





DISTRIBUTION OF SERVICES

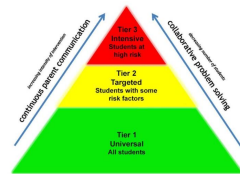
HOW CAN MTSS BE ENHANCED BY PHYSICAL SPACE?



COURTYARD



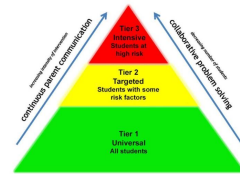




CONNECTION



PRIVATE MEETING SPACE





HUDDLE ROOM



A SPACE
FOR EVERY
STUDENT

GLOVER BY THE NUMBERS

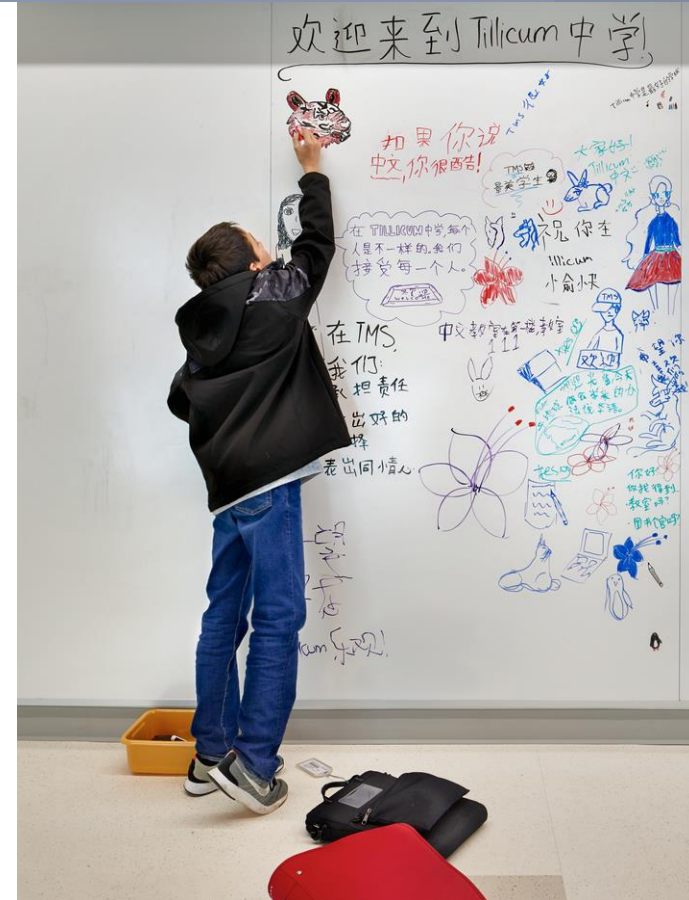
Time: September 2, 2021 – March 30, 2022

2,400 intervention support calls from 62 staff members.

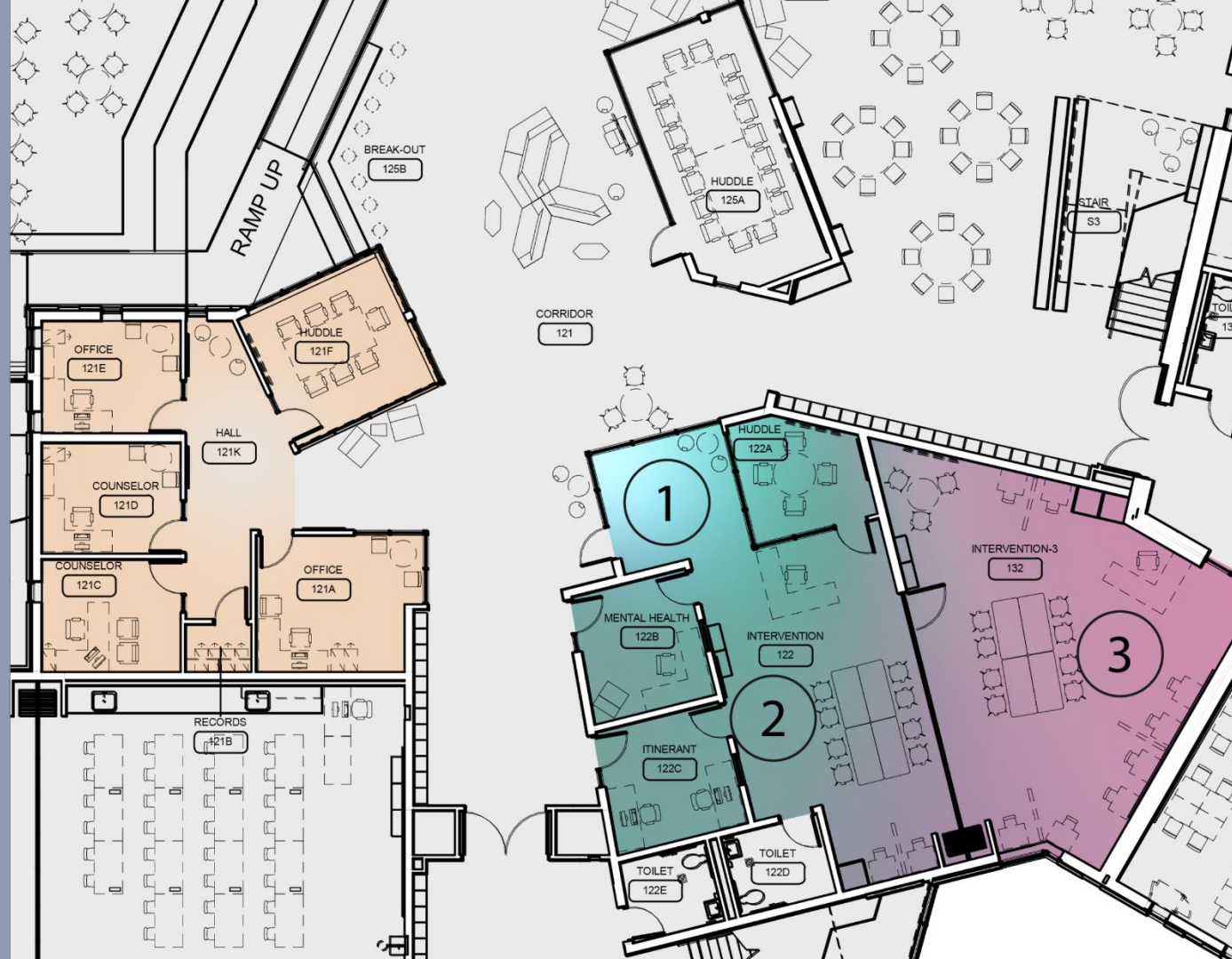
90% of incidents are resolved in neighborhood between teacher & student or with support from intervention specialist.

10% of students are removed from neighborhood/classroom and access support in intervention room.

Removes stigma from students and relationship between students and teachers is maintained.



INTERVENTION SPACE



1

INTERVENTION SPACE



2

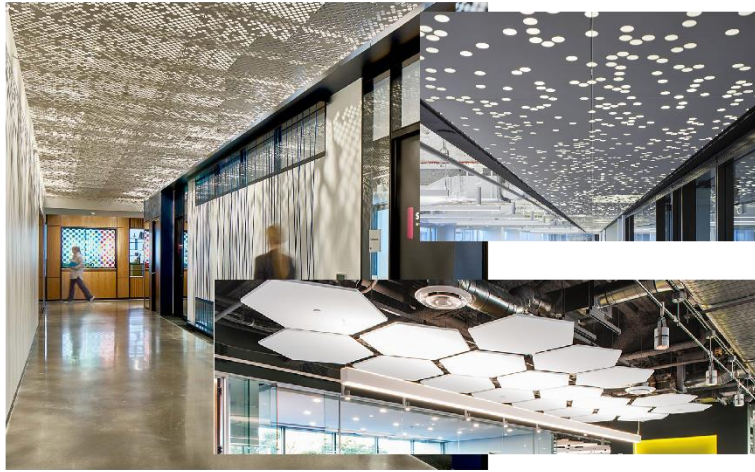
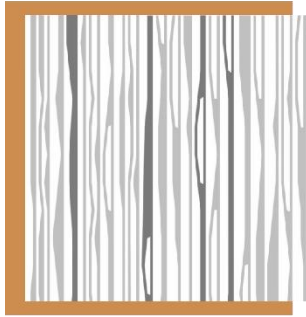


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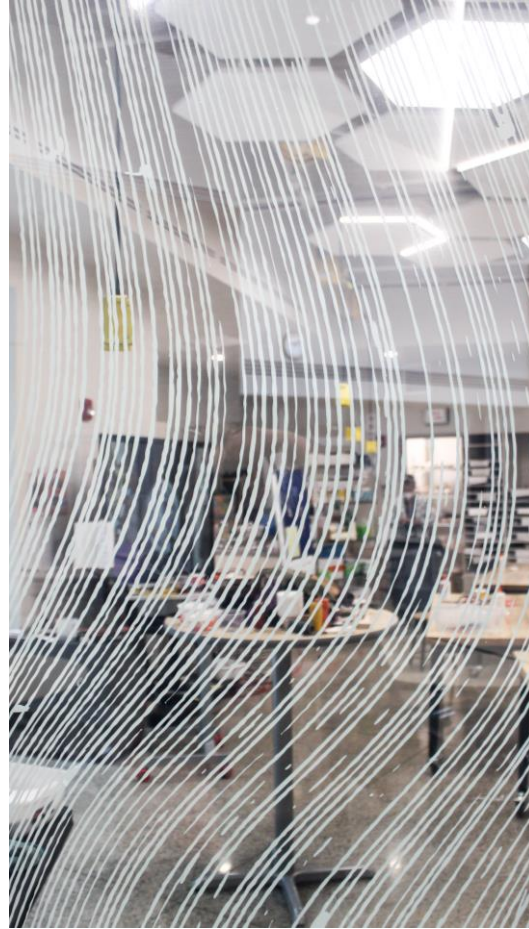
**INTERVENTION
SPACE**

BIOPHILIA



RIVER FLOW
EDDIES
BOULDERS
FLORA
DAPPLED LIGHT
WOOD
LAYERS
TEXTURE

BIOPHILIA



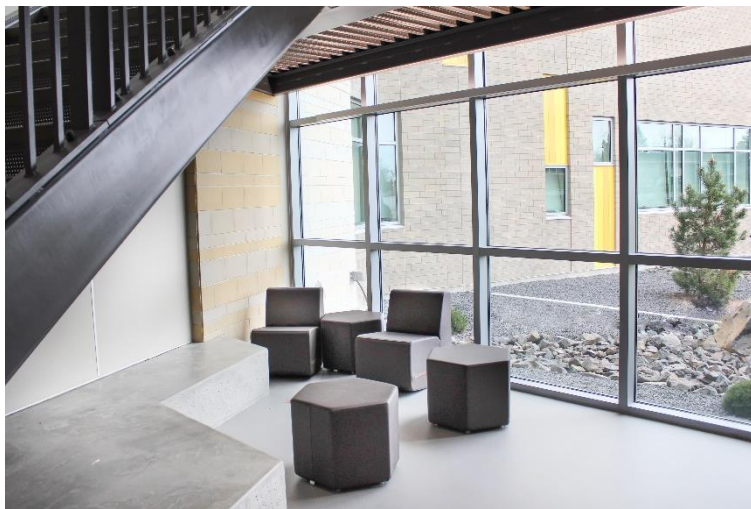


RESULTS: NEW BUILDING, ENHANCED CULTURE

**RESULTS:
FINISHED SPACE**



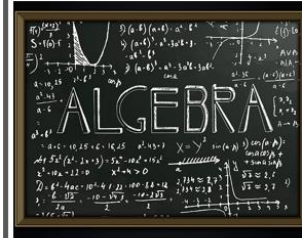
**RESULTS:
FINISHED SPACE**





RESULTS: FINISHED SPACE

FOUR PILLARS OF INCLUSIVE PROGRAMMING



TEACHER TEAMING

October 2020 – September 2021 (Building Opening)

Facilitated by Dr. John Traynor (Gonzaga University)
Traynor & Glover: Building Empathy (October 2020)

Mark Lund + 27 + 10mo

Glover Visioning - Teaming & Interdisciplinary Academic Neighborhoods

Provide excellence for everyone through the advancement of holistic, equitable, student-centered learning by developing inclusive interdisciplinary learning neighborhoods that ensure all students have equitable access to on-demand, purposeful, essential, and deep experiences that ensure retained knowledge, produce cultural connections to curriculum, ensure student agency, and inspire project-based learning and competency centered structures for grading, course completion, and advancement.

What excites you about the vision statement from above?

I love the people I work with and it is always great when we can work together to help students do amazing things!

☆ Rate
Add comment

Teacher Dreams

I feel like this is what my teacher dreams are made of...seriously.

☆ Rate
Add comment

Equitable, inclusive, purposeful

☆ Rate
Add comment

Student Agency

I love that students will have a voice and given a choice of what

What scares you with regards to the vision statement from above?

That is a LOT- are we pulling ourselves in too many focused directions so that we do most really well?

☆ Rate
Add comment

All of the off-gassing.

☆ Rate
Add comment

Equipping

Will I be equipped enough to execute elements of such a big vision?

☆ Rate
Add comment

Lack of compatibility

different visions

☆ Rate
Add comment

What do you feel like you will need in order to be successful?

grace....time to acclimate

☆ Rate
Add comment

Allowed to take risks

☆ Rate
Add comment

Collaboration with interdisciplinary teams, support

☆ Rate
Add comment

Give and take. We need to work with what we are comfortable with while taking new chances. If we throw ourselves into complete change right away- we could sink and feel very overwhelmed.

What aspects of previous teaming approaches did you enjoy?

Sense of core

The sense of students having a group of adults who were responsible for them and to whom the students were responsible. Every student had a connection, at least in theory.

☆ Rate
Add comment

cr4

☆ Rate
Add comment

I like the fun and support that fellow teachers give one another and it's healthy for the kids to witness that as well.

★★★★★ (1) Rate
Add comment

What aspects of previous teaming approaches did you struggle with?

Specialist=special problems

Building collaboration vs. specialist collaboration district-wide (art, instrumental, choral, PE, etc.) as part of the school day.

☆ Rate
Add comment

Love letting project change and morph into something new.

☆ Rate
Add comment

Letting go of Control

☆ Rate
Add comment

Sometimes it was really difficult when there was a

How do you think that our interdisciplinary cohorted (students rostered to neighborhoods for core classes) neighborhoods will impact the ways in which students feel like they are connected to their school community and smaller learning communities?

Part of something bigger

Kids feeling worthy of such a big vision

☆ Rate
Add comment

Kids will feel more connected and less adrift in the middle school maze

☆ Rate
Add comment

Kids feeling like they're

How will the addition of On-Demand content and 1 to 1 student to devices impact our ability to serve cohort of diverse student needs?

Actual guaranteed access

It's not enough to have a device. The idea of equitable access- internet, a safe, caring, structured learning environment in which to utilize and access learning resources, including the human ones, will be huge.


☆ Rate
Add comment

It is undeniable that all of our kids need to be comfortable with technology to be employable. Yeah for 1:1 all neighbors in Spokane just on the South Side!!!!

☆ Rate

TEACHER TEAMING


Task Force & Glover: Building Empathy (March 2021)

Mark Lund · + 20 · 10mo

Informing the Action Team: Teaming Discussion with John

Questions

+


Brenda Cunningham 1yr

DI/BI are 7th/8th gr blend. Will the teams be by grade? Will students be allowed to access other teams if needed due to Sped students being weighted as 1.5 students each. If we have BI and DI kids accessing the same team the weighting numbers will be high, meaning less students in a class.

♡ 0

💬 0

Add comment

Charlene Montgomery 1yr

Will the years of experience be considered when making teams? I worry about a whole team retiring at the same time. I guess a whole team could be dismantled if each member had to/wanted to go do something else. Also, how do we keep the teams


♡ 0

💬 0

Add comment

What excites you about: de-tracking/inclusion, interdisciplinary teams, common planning time

+


Anonymous 1yr

Super excited about the possibilities :)

♡ 1

💬 0

Add comment


Katie Hays 1yr

Teams! Having a group of people to bounce ideas off of and try new things with!

♡ 6

💬 0

Add comment

Anonymous 1yr

I'm glad to see kids with IEP goals, ELD goals, Behavior goals, etc, won't feel like they're separate from everyone else but part of the rest of the school


♡ 5

💬 0

Add comment

Making teams is difficult. What's OUR biggest challenge?

+


Brenda Cunningham 1yr

Excited to get our students out to access more gen ed subject matter. Stressing over the scheduling to make that happen with support staff and appropriate placement of students.

♡ 0

💬 0

Add comment


Pamela Kidder 1yr

Moving from being close to our disciplinary team where we collaborate constantly to an interdisciplinary team. I may have some withdrawals in the beginning and feel a sense of loss.

♡ 2

💬 0

Add comment

Anonymous 1yr

Taking the risk to try


♡ 0

💬 0

Add comment

Making teams is difficult. What's YOUR biggest challenge?

+


Anonymous 1yr

worried that folks won't want/know how to utilize me as SPED. I don't want to feel like a burden. Put me with a team that wants to use me :)

♡ 3

💬 0

Add comment


Anonymous 1yr

Worried about being micro-managed, and worried about losing my autonomy and creative unique spin on my classroom

♡ 2

💬 0

Add comment

Katie Hays 1yr

Letting go of control.... :)


♡ 2

💬 0

Add comment

Join Action Team

+

Mark Lund 1yr


Link

Click here to sign up: <https://forms.office.com/Pages/ResponsePage.aspx?id=fSGa33NnF021d4XclgeCIRdRJSLkPNlrg9TEDLWTqdUMUczVzI4TThMUIYxOTYwSKZCTk9TMkc2Vj4u>

♡ 0

💬 5

Add comment


Mark Lund 1yr

So far we've got Cary Miller, Katie Hays, Michelle Kinney, & Brent Christensen

♡ 0

💬 0

Add comment


Mark Lund 1yr

And Cathy Beadle, and Malia Walsh

♡ 0

💬 0

Add comment


Mark Lund 1yr

And Azalyn Croft, and Tyree Iversen

♡ 0

💬 0

Add comment


Mark Lund 1yr

And Nerissa M, Nancy S, Josh K, and Courtney K-S

♡ 0

💬 0

Add comment

Mark Lund 1yr

And Eric G, and Carolyn C.

♡ 0

💬 0

Add comment

October 2020 – September 2021 (Building Opening)

Staff Surveys (April 2021)

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TEACHER TEAMING

October 2020 – September 2021 (Building Opening)

		Relationship								Experiment & Explore	Collaborate	Grouped alike	SGB	Inclusion	Interdisciplinary Teaming	Community Engagement
		M	Sp	Sc	SS	E	Total	Mean	Med	Mode						
7/8 COMBO																
DI	NA	1		2	2	1	6				3	3	1	3	3	5
BI	NA	1		0	0	0	1				5	5	5	1	5	3
ELA	NA	0	0	2	0		2	4.6	2	7	3	4	3	3	4	3
MATH	NA		0	0	0	0	0				5	5	4	3	4	4
SCIENCE	NA	1	2		2	2	7				5	5	4	5	5	5
SS	NA	1	3	2		1	7				3	4	3	3	3	4
7TH ELD																
SPED	NA	0		0	0	0	0				5	5	5	4	5	5
ELD*	NA	1	1	0	0	0	2				4	4	4	2	5	3
ELA	NA	1	1	2	1		5	2	0	0	3	4	3	4	3	1
MATH	NA		0	0	0	0	0				3	5	4	4	4	5
SCIENCE	NA	1	1		1	2	5				5	5	4	3	5	5
SS	NA	0	0	0		0	0				5	5	3	3	5	5
8TH ELD																
SPED	NA	0		0	2	2	4				4	5	5	5	5	5
ELD*	NA	1	0	0	0	1	2				4	4	4	2	5	3
ELA	NA	2	2	1	0		5	3.6	4	2,5	5	5	4	3	3	4
MATH	NA		0	2	1	2	5				5	5	5	5	5	5

- Admin Adjustment & Staff Task Force Advisory Survey
- Team Announcements (April 2021)
- Summer Neighborhood PD/Development (July/August 2021)
- Building Opens (September 2021)

STUDENT EXPERIENCE: MAKING CONNECTIONS



THANK YOU! QUESTIONS?

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NAC

THE WORLD CAN ALWAYS BE MORE HUMANE. WE CULTIVATE CREATIVITY AND EXPERIENCES TO MAKE EVERYONE IMPORTANT, INCLUDED, INSPIRED. NAC IS A MISSION-DRIVEN FIRM WITH A PASSION FOR ENGAGING COMMUNITIES. WE WORK TO ADVANCE LEARNING, ENHANCE WELLNESS, AND ENRICH LIVES.