

Selecting Evidence-Based Practices to Improve Student Outcomes

Transcript – Part 4

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[Title Card] Selecting Evidenced-Based Practices Part Four (4)

[Logo] GA DOE (Georgia Department of Education)

[Logo] Graduate First and [Logo] SPDG (Georgia Special Education Professional Development Grant)

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Don't' Dropout...GraduateFirst [animation]

Welcome back to Selecting Evidenced Based Practices to Improve Student Outcomes. Part Four (4). Again, our learning targets are: I can describe a process for determining the type of evidence-based practices or interventions necessary to improve outcomes for targeted students. And, I can access and utilize at least two electronic resources to aid in the selection of appropriate evidence-based practices and interventions.

We're still working with the first learning target. I can describe a process for determining the type of evidence-based practices or interventions necessary to improve outcomes for targeted students. In parts two (2) and three (3) we focused on students who had problems with academic performance and students who had problems with behavior. Now we're going to look at Javier is frequently absent form school. So Javier has an attendance problem. And again, remember, we now know what Javier's issue is, but we have to dig down and find the root cause, Why is Javier frequently absent from school? Because, the answer to that question will send us in different directions to look for evidence-based practices or interventions, so we have two questions with Javier. Is Javier frequently absent from school because Javier can't get to school? Or is Javier frequently absent from school because Javier won't come to school.

Now, I am going to tackle the easier one first. If Javier is frequently absent because he can't get to school we need to figure out why. Does Javier have a problem because his parents work the late shift, and they come home at 5:00AM in the morning and they go to bed and Javier is having a problem getting up? And there's, you know, no one there to kind of prod and make sure that Javier is up? Then our solution may be as simple as providing Javier with an alarm clock or a call at 6:00AM in the morning, so he gets up and gets going and makes the bus on time. But let's say that for some reason Javier doesn't have transportation to school. We don't know why that is, but Javier can't get to school because there is a transportation issue. So then we need to figure out how to provide transportation for Javier to get to school. But we can't overlook this, because Javier may have a problem that prevents him from getting to school even though he wants to come everyday.

So then let's assume that that is not the issue. That Javier just won't come to school. So again now we have to ask, Why won't Javier come to school. And in order to answer that question again we get back and start looking at formal –vs- informal screening. And we look at this in terms of asking another series of questions. Okay, so Javier won't come to school, why won't Javier come to school? And again, we start looking at the issue as more of a behavior issue than an attendance issue. We want to solve the attendance issue, but you have to look at behavior in order to solve that issue. So, is Javier not coming to school, does he refuse to come to school, he won't come to school because he is seeking escape? And again, if the answer to that is yes, he is seeking escape. Why is he seeking escape? If he is seeking escape because he's having academic issues then that channels us back into what kind of academic intervention or practice or support do we need for Javier to feel successful, and then Javier to decide he wants to come to school and in turn create a solution to Javier's attendance issue.

Or maybe Javier is not just seeking escape, but he's seeking attention from his peers who are not in school. Javier wants to escape, obviously school, or not come to school, but he wants to do so because he wants to be with his friends. His friends are not in school. We have to figure out some way to engage Javier to create or encourage Javier to develop relationships at school so he has adult and peer groups that he relates to so then he will come to school in that way. So we're looking at two (2) different issues. We have to screen and informally screen.

Now, formal screening processes, is we collect attendance data, we can look at other kinds of things. We can look at during this nine (9) weeks period, here are Javier's days present, here are Javier's days absent. But we can also do some digging down deeper and looking at some informal screening. For example, does Javier only miss mornings? Does Javier only miss afternoons? Is Javier present most of the day, but suspiciously absent from Fifth Period or right after lunch? Well if we look at and we have look at individual classes or times of day- so if it's the elementary teacher, she's going to look at Javier's coming late, Javier is leaving early, Javier is being suspiciously absent during specific times. We're going to see when do these occur? Because if he is just not coming in the morning the, perhaps he has, again, trouble getting up. So we're having that issue. If Javier only misses right after lunch, fifth period, then we take a look at what is fifth period? Fifth period is mathematics. And then we start looking at Javier's attendance data from last semester or last year and low and behold, last year Javier only missed third period, and guess what third period was? Third period was mathematics. So we start digging down into the data and we figure out Javier isn't coming to school, because during this particular time, because Javier is feeling uncomfortable in mathematics because Javier is struggling in mathematics, because he can't do the work in mathematics or whatever. So we again hone in to what is he root cause for Javier's attendance issue until we have Javier in our attendance bucket but then we look at within that what are the areas that are causing Javier's attendance problems and that allows us to select an appropriate intervention or practice for Javier to improve his attendance.

Our learning target again: I can describe a process for determining the type of evidence-based practices or interventions necessary to improve outcomes for targeted students.

I'm Cynde Snider from the Division of Special Education at the GA Department of Education I hope you'll join us for Part Five (5) of Selecting Evidence-Based Practices.

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