

CHICO UNIFIED SCHOOL DISTRICT

Elementary Student Support Services

Primary Intervention Program

Friendship Groups

*Classroom Social-Emotional Learning
and Bullying Prevention*

Healthy Play is a Solution

School-wide Positive Behavior Supports

Student Support Staff

CHICO UNIFIED SCHOOL DISTRICT

Elementary Student Support Services

QUICK PROGRAM SUMMARY

Multi-tiered elementary student support services

- Direct support services to selected students
 - Individual supports – shy-withdrawn, anxiety, chronic stress/trauma, attachment
 - Small group supports – peer relationships, skill/issue based, behavior coaching
 - Duration – typically 8-16 weeks, 30-35 minutes per week
 - Serve approximately 700 students per year in K-6
- Classroom and school-wide supports
 - Classroom Social-Emotional Learning (SEL) lessons utilizing research-based curricula
 - Empathy, communication, problem-solving, bullying prevention, character education (Toolbox, Second Step, Steps to Respect)
 - Healthy Play activities
 - Lessons provided once each week, 15-30 weeks per year
 - Facilitated by guidance aides or counselors
 - All K-4 and most 5th-6th classrooms

Staffing

- 14 guidance aides serving 12 sites
- 4 elementary counselors serving six sites (Chapman, Citrus, Emma Wilson, McManus, Parkview, Rosedale)
- Program coordinator and psychologist provide training and supervision
- Site psychologists provide staff support and limited additional services

Program evaluation

- Behavior rating scale completed by classroom teacher prior to and immediately following service for each child receiving direct service
- 13-19%ile average gains for all participants in direct services ($p < .01$)
- Chico USD program results typically exceed statewide results

Funding

- Early Mental Health Initiative (EMHI) through Department of Mental Health
 - Currently three grants, totaling \$458,015 per year
 - Project Coordinator is also consultant to EMHI with budget of \$83,124
 - Matching funds provided by district and sites
- Elementary Counseling grant 2010-13, \$398,704 per year

NOTE: THE GOVERNOR'S PROPOSED 2012-13 BUDGET ELIMINATES ALL FUNDING FOR THE EARLY MENTAL HEALTH INITIATIVE! A VERY ACTIVE CAMPAIGN IS UNDER WAY TO CONVINCE THE GOVERNOR AND LEGISLATURE TO MAINTAIN EMHI FUNDING!

Rationale and Philosophy

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Elementary Student Support Services

District and site funds, along with **Early Mental Health Initiative grants** and an **Elementary Counseling grant** currently provide prevention/early intervention support services to students at all elementary schools in Chico Unified School District. The programs are based on the understanding that:

- ☆ Optimal learning and teaching takes place when student emotional and behavioral concerns are addressed
- ☆ Children who will struggle with school success can be identified within the first two years of school
- ☆ Effective prevention and early intervention increases long-term success
- ☆ Low cost prevention and early intervention reduces long-term fiscal and social costs
- ☆ An outstanding student support staff implementing research-based program models is able to provide effective, evidence-based services

EFFECTIVE STUDENT SUPPORT PROGRAMS MUST:

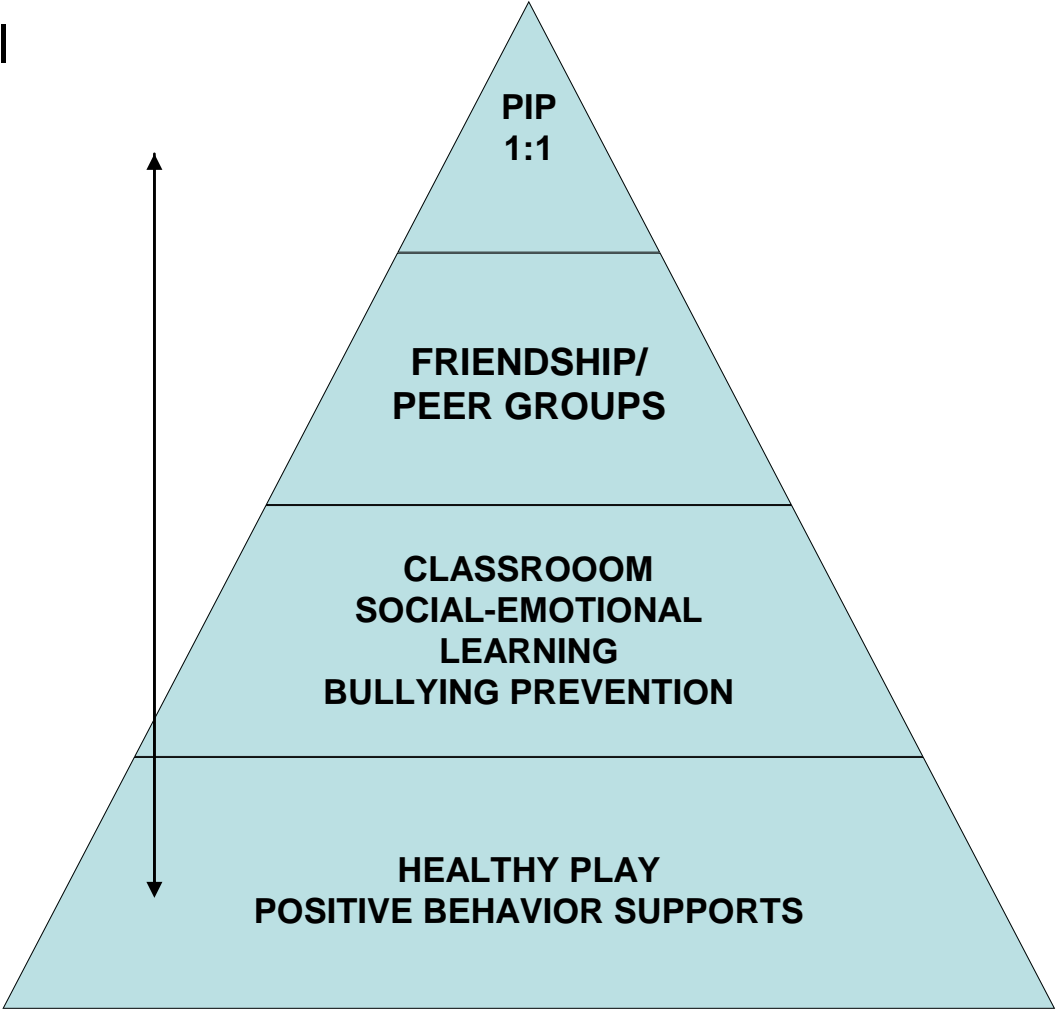
- ☆ Enhance academic and life success
- ☆ Develop nurturing relationships within the learning community
- ☆ Provide support for meeting high expectations
- ☆ Provide opportunities for meaningful student contributions
- ☆ Provide continuity within and across schools
- ☆ Provide evidence-based services
- ☆ Provide sustainable, cost-effective services
- ☆ Utilize ongoing evaluation to guide program improvements
- ☆ Address the Chico USD Mission and Board priorities

CHICO UNIFIED SCHOOL DISTRICT
Elementary Student Support Services

**MULTI-TIERED
SUPPORT MODEL**

Intensive
emotional/behavioral
needs

Individualized
intervention



School climate,
safety,
community

School-wide
prevention

CHICO UNIFIED SCHOOL DISTRICT

Elementary Student Support Services

Program Components

Primary Intervention Program (PIP)

- Began in Chico USD in 1989; currently implemented at all CUSD elementary schools
- One-to-one direct services to *over 300 students each year*
- Establishes a supportive relationship between Elementary Guidance Aide and selected students
- Reduces barriers to learning by addressing adjustment/emotional concerns
- Develops sense of connection, belonging, confidence and personal importance in school; sense that adults are accessible resources in school

Friendship Groups

- Facilitated small groups for selected students at all elementary schools in CUSD
- Serves approximately 260 students per year
- Children learn empathy, communication, problem-solving, impulse control, self-calming, emotion management skills
- Curriculum and group process creates adult and peer support, and develops skills used with peers and adults
- Facilitated by Elementary Guidance Aides
- Currently grant-funded at Hooker Oak, Marigold and Parkview

Individual and Group Counseling

- Individual and small group counseling serving over 120 students per year
- By referral, based upon specific emotional and behavioral issues

Toolbox/Second Step/Steps to Respect Classroom Social Emotional Learning

- Social Emotional Learning (SEL) in all CUSD K-3 classrooms, teaching empathy, communication, problem-solving, self-regulation, and emotion-management skills
- *Steps to Respect* – anti-bullying curriculum woven into SEL lessons beginning at second grade and expanding into 3rd grade and above.
- Lessons facilitated by Elementary Guidance aides and/or counselors/psychologists
- Develops school-wide common language and approaches to problem-solving and aggression, and bullying; reinforced by peers, teachers, administrators and parents
- Currently implemented and serving K-3 children in classes at all Chico USD elementary schools
- SEL also provided by Elementary Guidance Aides, psychologists and teachers on a more limited basis at 4th-6th grades
- *The majority of CUSD elementary students have now received training in Second Step skills*

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Elementary Student Support Services

Healthy Play is a Solution

- Builds community, reduces conflict/bullying issues
- Establishes clear behavioral norms through intrinsically motivating (very fun) games
 - Respect and empathy for all players
 - Core values of having *fun* and *taking care of one another*
- Incorporates non-competitive play activities with problem-solving strategies in K-6
- Implemented in class *and* on playground where the majority of behavioral difficulties occur
- Implemented in all Chico USD elementary schools

School-wide Positive Behavior Supports (*Best Behavior*)

- School staffs trained to develop specific behavioral expectations for all students
- Students taught the expected behaviors
- Behaviors reinforced in ongoing manner
- Greater focus on what we *want* = lesser focus on problems

Other

- Classroom and small group discussion addressing bullying issues specific to girls, boys
- *Collaboration with High Schools* – high school students present bully prevention and mediation assemblies
- A variety of other services and ongoing support are provided by guidance aides to students, in classrooms and with parents on as needed basis at request of school staff

These services provide an organized process and set of resources that are readily available for responding to students' emotional/behavioral difficulties.

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Elementary Student Support Services



Tools for Learning – Tools for Life



Breathing Tool: Calming ourselves; checking in.

I can take a breath. It takes only 3–5 seconds to calm myself.

Quiet/Safe Place: Remember your quiet place.

There is always my quiet/safe place. It is there for me.



Listening Tool: We listen with our ears, eyes and heart.

When I listen as well as hear, I can really understand.

Empathy Tool: Caring for others, caring for ourselves.

When I walk in someone else's shoes, it opens my heart.



Personal Space: Where my space ends and yours begins

I have a right to my space, and others have a right to theirs.

Using Our Words: The right words, in the right way, for the right reasons.

I ask for what I want and need. I am a problem-solver.



Garbage Can: Put it in the garbage can and walk on by.

I choose to let the little things go.



Taking Time Tool: Time-in and time-away.

I use my time wisely.



Please and Thank You: Words that open.

I treat others with respect, appreciation, and gratitude.

Apology and Forgiveness: Words that transform and repair.

I admit my mis-takes. I accept that others make mistakes, too.



Patience Tool: Quiet waiting.

I am strong enough to wait.

Courage Tool: Using your Tools when others are not using theirs.

I have the courage to do the "right" thing.



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Elementary Student Support Services

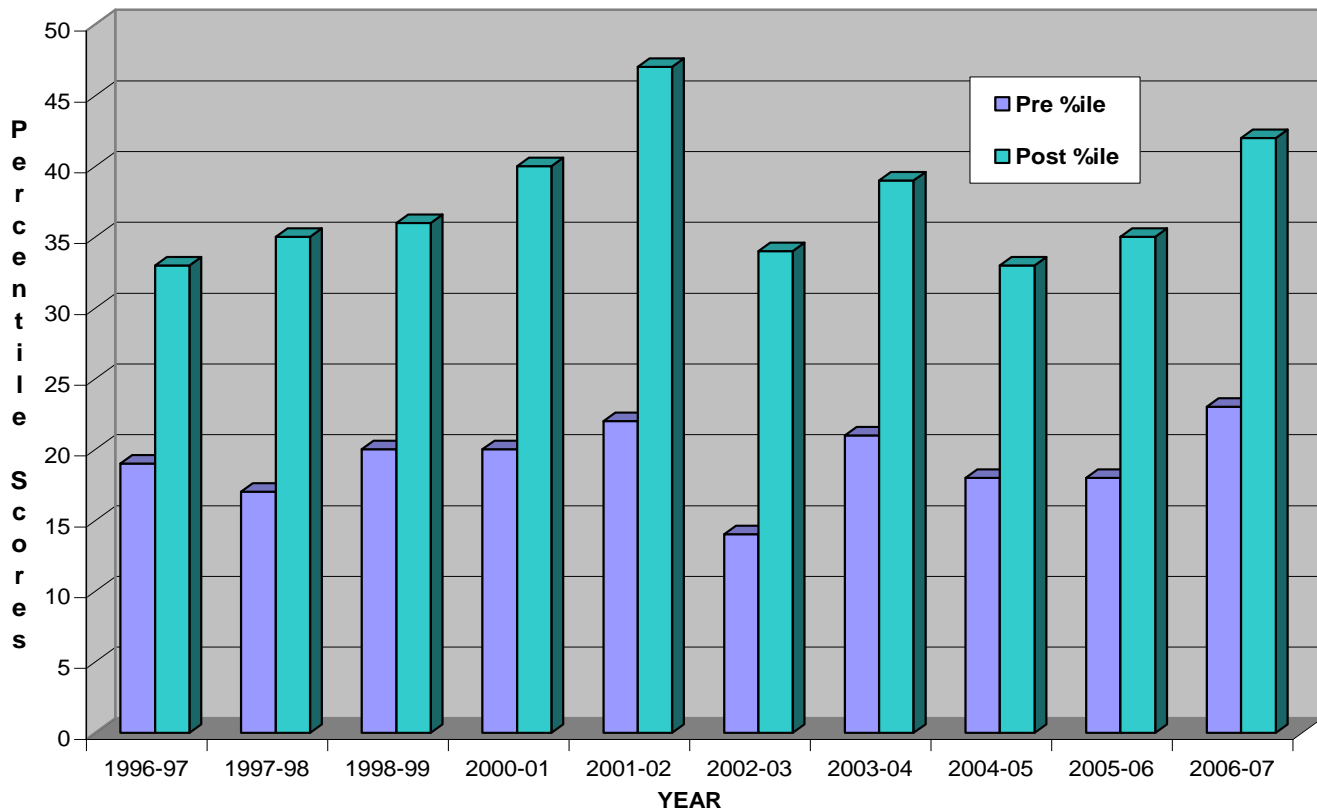
Program Evaluation

All of our Elementary Guidance Programs include extensive evaluation.

- ☆ Assesses *program* effectiveness and guides program refinements
- ☆ Utilizes 43-item behavior rating scale completed by classroom teachers before and after program participation
- ☆ All participants in PIP and Friendship Groups at grant sites included in evaluation
- ☆ Sample of 3-4 students per class utilized for the Second Step Classroom evaluation

Evaluation data is reported in percentile scores, with increased scores reflecting an improvement in teacher reports of observed behavior. Since its inception, evaluation results for CUSD have demonstrated excellent results. As summarized on the following pages, statistically significant, and anecdotally described improvements in school adjustment have been demonstrated by participants in PIP, Friendship Groups and Classroom components.

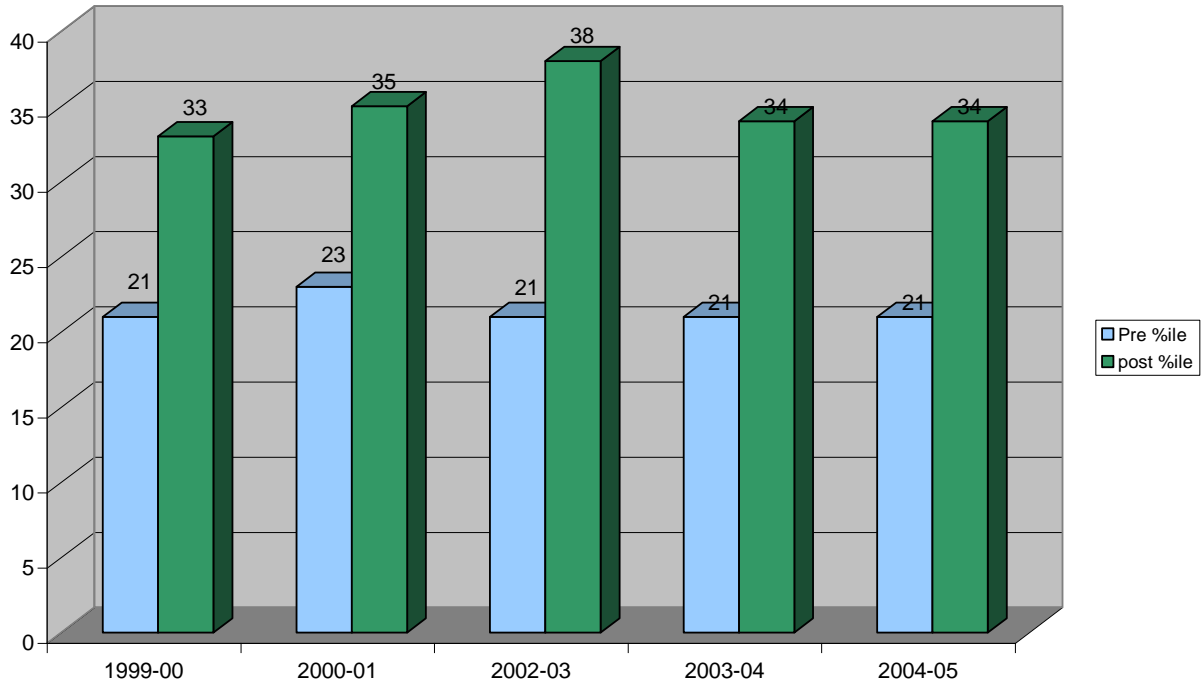
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PIP/Friendship Group Evaluation Results
Walker-McConnell Scale



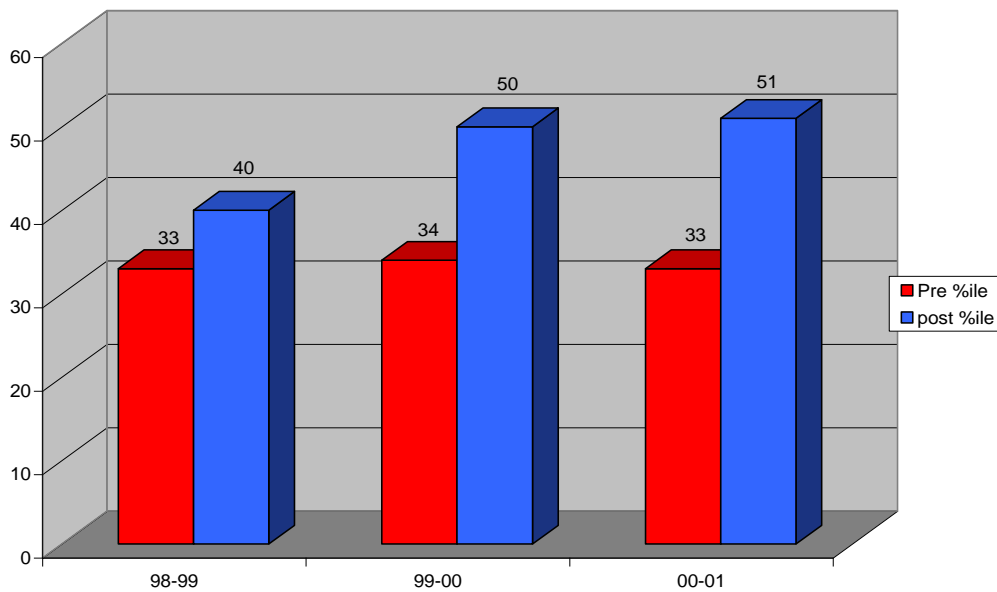
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Elementary Student Support Services

**CHICO UNIFIED SCHOOL DISTRICT
Second Step Friendship Groups
Walker-McConnell Behavior Rating Scales**



**CHICO UNIFIED SCHOOL DISTRICT
Second Step Classroom Program
Walker-McConnell Behavior Rating Scales**



CHICO UNIFIED SCHOOL DISTRICT

Elementary Student Support Services

Elementary Student Support Staff

Chapman Elementary School	Linda Leete Dolores Herrera
Citrus Elementary School	Kim Carrell Lynn Smyth Stacey Lasagna
Emma Wilson Elementary School	Geri Dean Carrie Brown
Hooker Oak Elementary School	Jill Bernedo Linda Brock
John McManus Elementary School	Molly Adams Katie Hunter Leo Cano Carrie Brown
Little Chico Creek Elementary School	Jill Bernedo Joan Imhoff
Marigold Elementary School	Linda Brock Lynn Smyth
Neal Dow Elementary School	Molly Adams Phompak Phompong
Parkview Elementary School	Chela Lewis Leo Cano
Rosedale Elementary School	Vicki Triplett Dolores Herrera
Shasta Elementary School	Kim Carrell Korissa Lowe
Sierra View Elementary School	Chela Lewis Mariah Osen
District Coordinator	Scott Lindstrom
Program Support	Norelia Caldera School Psychologist
Program Support	Matt McLaughlin School Psychologist

For further information contact the representative at the school site, or
Scott Lindstrom at 530-891-3000 ext 162; slindstr@chicousd.org