



**The National
Evaluation and
Technical
Assistance Center**

for the
Education of Children and Youth
Who Are Neglected, Delinquent
or At-Risk (NDTAC)

Strand 2: Promoting Change

www.neglected-delinquent.org



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Using Data To Identify and Promote the Implementation of Effective Curriculum and Instruction Practices

Moderator: Simon Gonsoulin, NDTAC

Panelists: David Houchins, Georgia State University; Tom O'Rourke; Lindy Khan, Contra Costa County Office of Education; and William Cohee, Maryland Department of Education

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Effective Practices: Curriculum & Instruction

- **Curriculum:** A design or roadmap for learning-core academic subjects that cross interdisciplinary themes
- **Instruction:** Means by which learning will be achieved

Building 21st Century Support Systems, 2007

Effective Practices: Curriculum & Instruction

- **Curriculum** blends thinking and innovative skills, information, media and information, and communication literacy **and** life and career skills.
- **Instruction** blends innovative and research-proven teaching strategies, modern learning technologies, and real-world resources and context.

Building 21st Century Skills, 2007

Effective Practices: Curriculum & Instruction

- 3 Rs—Reading, 'Riting, and 'Rithmetic
- The other 3 Rs—
 - Rigor
 - Relevance
 - Respect

Tony Wagner & Robert Kegan, 2006

Differentiating Instruction and Behavior Management Strategies for Self-Contained Classrooms

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Question

How do you differentiate instruction in classrooms that serve students with drastically different learning needs?

Differentiating Instruction and Behavior Management Strategies for Self-Contained Classrooms: Things To Consider

“Without an informed and dedicated teacher directing the learning, without someone who knows the students well enough to know what barriers to break down and where and how much to challenge a student, then even the best tools will be useless.”

(Safer, 1999)

Differentiating Instruction and Behavior Management Strategies for Self-Contained Classrooms: Things To Consider

- **Fewer teachers available**.....<>.....**More teachers available**
- Increased heterogeneous groups.....Increased homogeneous groups
- Increased student-led activities.....Increased teacher-led activities
- Increased implicit instruction.....Increased explicit instruction
(independent work) (model, demonstration)
- Potentially less engaged time.....Potentially greater engaged time
- Potentially increased behavior issues.....Potentially decreased behavior issues
- Decreased background instruction.....Increased background instruction
- More intrinsic motivation needed.....More extrinsic motivation available
- More independence.....More guidance

Project LIBERATE

- Literacy Instruction Based on Evidence through Research for Adjudicated Teens to Excel
- The primary purpose of Project LIBERATE is to research which instructional method is associated with higher literacy outcomes (reading, writing, spelling) for incarcerated struggling readers with and without disabilities.
- Several iterations and locations
 - Direct instructional materials and strategic instructional materials
 - READ 180 and direct instructional materials
 - Grant period: 2008–2012
 - Institute of Education Sciences

Lessons Learned

1. Teaching to fidelity
2. Infrastructure ... good teachers, good systems
3. Flexible instructional materials
 - Maximum of three primary instructional groupings based on “things to consider”
 - Teacher directed
 - Computer directed
 - Student directed
 - Materials ready with goal of universal design
 - Requires highly skilled teachers

Student-Directed Activities

1. Computer-based instruction
2. Collaborative learning
3. Peer-assisted learning
4. Independent work activities
5. Self-monitoring activities
6. Other less teacher-directed activities with accountability mechanisms

Question

How do you address a student's academic deficits while concurrently addressing behavioral concerns and mental health needs that may present in the classroom?

Differentiating Instruction and Behavior Management Strategies for Self-Contained Classrooms: Things To Consider

Classroom and Behavior Management

- Mental health considerations
- Effective behavioral principles
- Classroom routines
- Classrooms rules and expectations
- Schoolwide plans
 - Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports—Three Tiered Model

ACADEMIC SYSTEMS

INTENSE, INDIVIDUAL INTERVENTIONS

Individual students
Assessment based
High intensity procedures

TARGETED, GROUP INTERVENTIONS

At-risk students
High efficiency
Rapid response

UNIVERSAL INTERVENTIONS

All subjects
All students
Preventive
Proactive

BEHAVIORAL SYSTEMS

INTENSE, INDIVIDUAL INTERVENTIONS

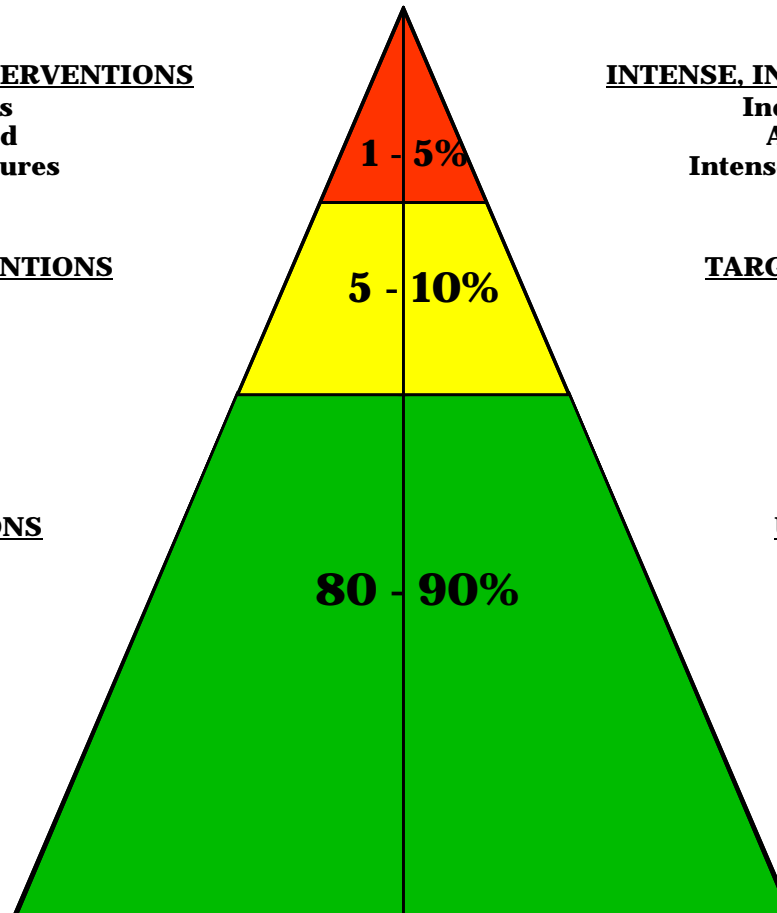
Individual students
Assessment based
Intense, durable procedures

TARGETED, GROUP INTERVENTIONS

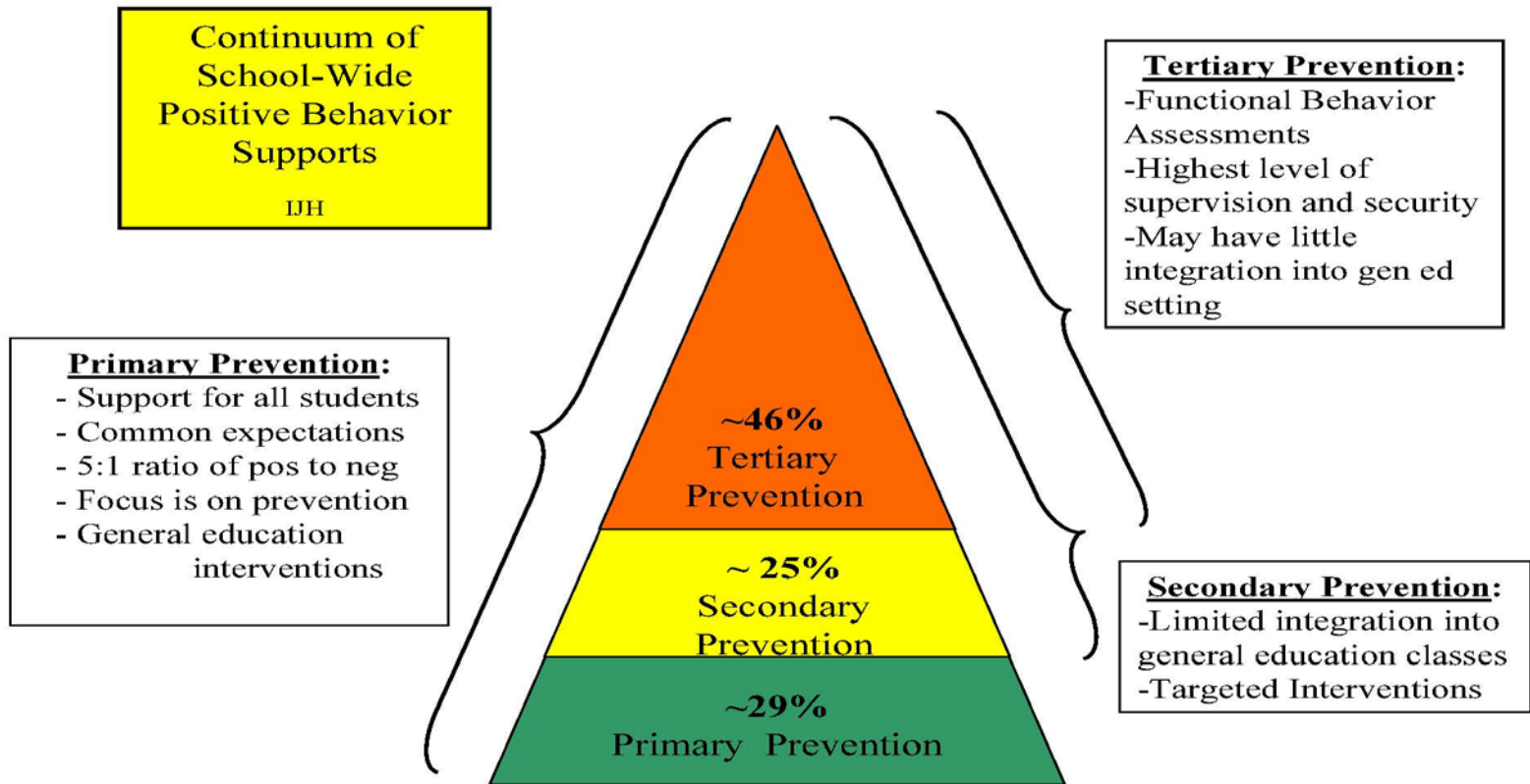
At-risk students
High efficiency
Rapid response

UNIVERSAL INTERVENTIONS

All settings
All students
Preventive
Proactive



PBIS Model in Juvenile Justice



Levels

- **Primary Prevention Practices:** Provide proactive support for students in all locations at all times.
- **Secondary Prevention Practices:** Target students at risk for behavioral problems and educational failure.
- **Tertiary Prevention Practices:** Provide intensive support for students with chronic patterns of problem behavior.

PBIS Elements





Using Data Wisely in Court Schools

Lindy Khan, Ed.D.

Academic Administrator

Contra Costa County Office of Education

6/15/2011

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Two Court Schools

Operated Through the
Contra Costa County Office of Education

- **Mt. McKinley School** – Juvenile Hall
- **Delta Vista High School** – Orin Allen Youth Rehabilitation Program (Boys' Ranch)

*WASC (Western Association of Schools and Colleges) Accredited
and GED Test Sites*

Assessment Center

- Determine academic level in reading, math, and writing
- Assess English language proficiency
(when applicable)
- Access or request transcript
(for high school students)
- Identify transition goals
- Leave with an Individual Learning Plan

Ongoing Local Assessment

Follow-up with individual students, as appropriate:

- GED practice test
- Posttest in reading and math
- Learning Styles Inventory
- Career Interest Inventory
- Technology assessment

State-Mandated Assessments

- California State Testing & Reporting (STAR)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CAHSEE)

Challenges for Accountability

- Extremely itinerant population
- Multi-age, multi-grade, and multi-level classes
- Students typically have a history of school failure
- Learning gaps and credit deficiencies

Strategies for Success

- Assess early to ensure appropriate instruction
- Access and use transcripts to ensure the provision of proper courses
- Assess often to inform instruction and document learning gains
- Offer consistent curriculum across sites

Empowering Teachers With Data

Datwise MEASURES – New Data Management System

- Input local and State-mandated assessment results
- Create and review student profiles and diagnostic reports
- Correlate Test Item Bank with State standards
- Create common assessments for units of instruction
- Disaggregate student assessment data

Implementation Strategies

Sound like a good plan? It's the next step, but a big change . . . Can you envision any potential barriers?

Some major issues to address:

- Staff fear and/or resistance
- Technology expertise
- Time for data review and lesson planning
- Time for reteaching but cover the curriculum
- Direct instruction vs. independent learning



FAILURE IS NOT AN OPTION

**Our students' success
depends on us!**



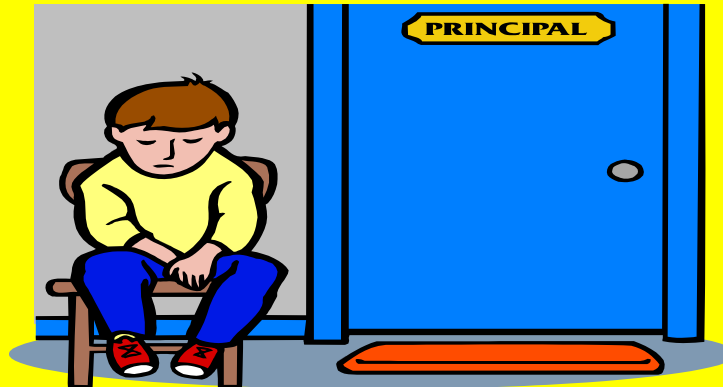
Overcoming Causes of Academic Frustration for Incarcerated Youth



William T. Cohee, Ed.D.

Coordinator of Neglected, Delinquent and At-Risk Programs
Maryland State Department of Education

CAUSES OF STUDENT FRUSTRATION



- **Loss of credit opportunities due to changing placement and situation**
- **Transcript issues, misinterpreted or poorly explained to students**
- **Instruction not geared to specific course needs**
 - **Work not challenging enough (top students)**
 - **One-on-one instruction not available (special education students)**
 - **Poor instruction (too many worksheets)**
 - **Too few courses available to those with GED/diploma, especially with longer sentences**
 - **Lack of college and transitional planning for those with GED/diploma**
- **Orientation of many programs to earning a GED as final outcome**

CAUSES OF TEACHER/STAFF FRUSTRATION

- **Transcript issues, misinterpreted or poorly explained to students**
- **Too few sections and too wide an ability range in each**
- **Students with GED/diploma force-fitted into few offerings regardless of interest or skill set**
- **Many poorly skilled and disinterested teachers**
- **Very little college or transitional planning help**
- **Lack of technology and other resources**
- **Teaching completely subordinate to security**

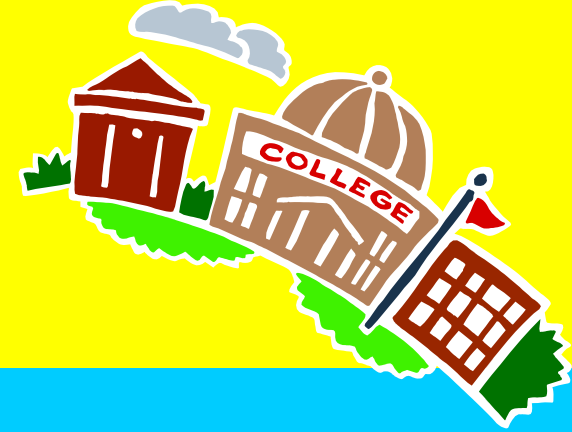


TOOLS TO HELP ALLEVIATE FRUSTRATION

- **More classes geared to specific student needs through use of technology**
 - **Intranet courses delivered electronically with teacher coaching**
 - **Internet courses available**
 - **Education more aligned to 21st-century skills**
 - **Post-high school education available**
- **More efficient use of teacher time**

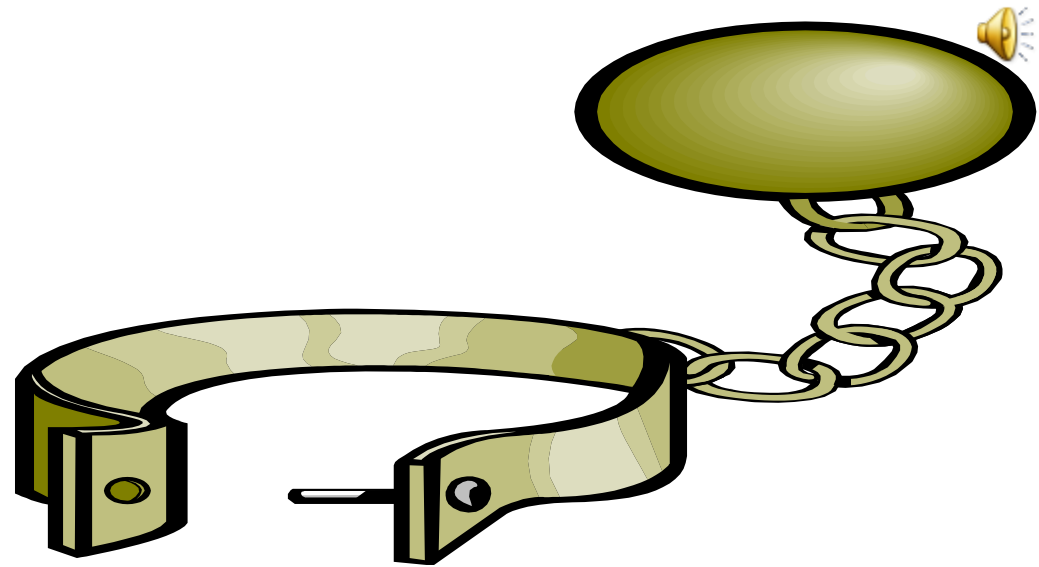


WORKING WITH COMMUNITY COLLEGES



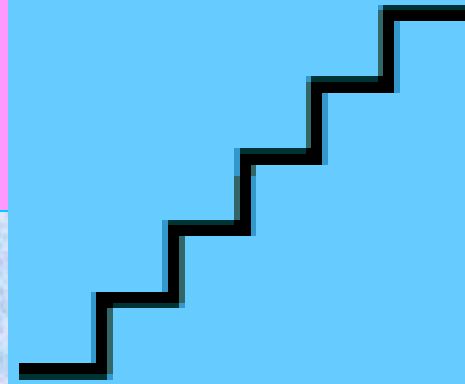
- Educating students with online courses
- Collaborating to develop options for students in juvenile facilities
- Taking students onto campus for class
 - Caseworker needed to help with enrollment procedures
 - Escort needed
 - Transportation needed
 - Support needed back at the facility

BARRIERS TO OVERCOME



- Internet access **required** for online courses and for research
- Student Internet and travel restrictions
- Preparation needed for entrance exams
- Involving parents in FAFSA process
- Internet access required for Virtual Learning Systems

NEXT STEPS . . .



- **Ensure collaboration as equals between the correctional administrators and the education administrators**
- **Add community college personnel to the effort**
- **Add the state department of education, including its virtual learning component, to the collaboration project**



THANK YOU!

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