Reestablishing Conditions for Teaching and Learning

Catherine P. Bradshaw, Ph.D., M.Ed.
University Professor and Senior Associate Dean for Research & Faculty Affairs;
Co-Director, IES-funded National Center for Rural School Mental Health
Understanding the Impact of the Pandemic

- Significant impacts on academics, as well as social-emotional, behavioral, and mental health outcomes (National Academies of Science, Engineering, & Medicine, 2023)

- Unprecedented burden on teachers and administrators and numerous challenges still faced throughout this “peri-pandemic” period (Bradshaw et al., 2023).

- Even without the challenge of a pandemic, stress is a major concern among educators, with high rates of burnout and work-related stress pre-pandemic (Herman et al., 2018).
Need for Mental and Behavioral Health Supports in Schools

- 20% of school-age youth experience a serious mental health issue, yet few receive services
  - And those who do, are most likely to do so in schools

- Situation is significantly exacerbated by COVID-19 pandemic
  - 40% increase in youth mental health concerns since the onset of the pandemic (Murthy, 2021; Racine, 2021)
    - 20% of adolescence are reporting depression symptoms
    - 25% of adolescence are reporting anxiety symptoms
    - 50% increase in suicide attempts (Yard et al., 2021)
Early Identification System (Reinke et al., 2021; 2023)

A brief, universal tool to assess overall social-emotional well-being of all students

Teacher Checklist
- 10-15 minutes per classroom
- Teachers document concerns they observe

Student Checklist
- Students in grades 3 to 12 self-report
- 5-10 minutes to complete
(Reestablisshing) Conditions for Teaching and Learning

Positive Behavioral Interventions and Supports (PBIS): Whole-school Approach to Prevention and Promotion

(Horner & Sugai, 2001; Lewis & Sugai, 1999; Sugai & Horner, 2006; www.PBIS.org)
There is nothing political about prevention...

A Multi-tiered System of Supports:
A Public Health Approach to Prevention

- **Universal Prevention**
  - All students, preventive, proactive
    - (Tier 1)

- **Selective or Targeted Intervention**
  - Some students, reduce risk
    - (Tier 2)

- **Indicated or Intensive Intervention**
  - Individualized, functional assessment, highly specific for few
    - (Tier 3)

(PBIS.org; Bradshaw et al., 2009, 2021, 2020; Horner et al., 2009; Lee & Gage, 2020; IES, 2022; IOM, 2009)
Impacts of Multi-tiered System of Supports for Behavior

• **Student Outcomes**
  - Reduces bullying, suspensions, aggressive behavior, unnecessary referrals to special education, & discipline problems, *particularly among higher-risk students*
  - Improves emotion regulation, concentration, prosocial behavior, classroom management, & academic achievement

• **Staff Outcomes**
  - Improves school climate, principal leadership, collegial relationships, & academic emphasis

• **Lessons Learned from Leading 4 Randomized Controlled Trials**
  - Effects strongest at elementary level
  - Get a lot of benefit from the universal (Tier 1) supports, particularly among *higher-risk students*
  - Synergistic effect when combined with SEL programming
  - Need coaching and to focus on implementation to reach high fidelity and optimize outcomes
  - Requires district and state support

• **Significant Return on Investment of Tier 1 Supports**
  - Net total present-day cost savings value of $450,000 per 100 elementary students and $86,000 for every 100 secondary students (taking in consideration outcomes like academics, bullying, aggressive behavior, suspensions, mental health) (Bradshaw et al., 2020; 2021)

(PBIS.org; Bradshaw et al., 2009, 2021, 2020; Horner et al., 2009; Lee & Gage, 2020; IES, 2022; IOM, 2009)
Closing the Discipline Gap through Coaching and Professional Development for Teachers

Connection to the Curriculum
Authentic Relationships
Reflective Thinking
Effective Communication
Sensitivity to Students’ Culture

https://www.doublecheckcoaching.org

(IES Bradshaw: R305A150221; Bradshaw: R324A110107; Bottiani: R305A220212, Herman: R305A180111; Reinke: R305C190014; Bradshaw: NIMHD 1R01MD013808-01; Bradshaw et al., 2018)
Essential Role of Research/Practice Partnerships

- Well-positioned to leverage longitudinal data systems
- Important to look beyond just “academic outcomes for students”, and examine impact on context for teaching and learning – including workforce issues
- Conduct research on meaningful topics that are timely and address local needs
- Build the essential infrastructure to scale-up and sustain evidence-based practices

Evaluating Maryland State Policies to Improve School Climate (IES R305H150027: Bradshaw PI)
Focus on Scaling-up Evidence-based Programs

Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns

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https://www.ruralsmh.com
Additional Resources

- [Student Mental Health And Well-being: A Review Of Evidence And Emerging Solutions](Center on Reinventing Public Education, 2022)
- [Addressing the Long-Term Effects of the COVID-19 Pandemic on Children and Families](The National Academies Press, 2023)
- [www.PBIS.org](#)
- [National Center on Safe Supportive Learning Environments (NCSSLE)](ed.gov)
- [Preventive Interventions Team: Collaborative Research on Engagement and Wellbeing](#)

Catherine Bradshaw: cpb8g@virginia.edu