

Demonstration Sites

at the University of Washington Haring Center for Inclusive Education

Auburn School District
Terminal Park Elementary School

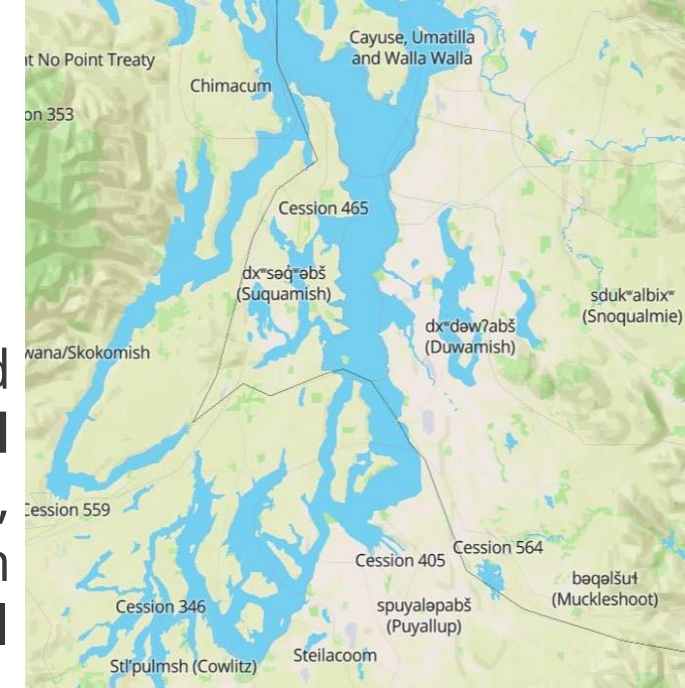
UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION



Land Acknowledgement

- University of Washington, acknowledges that we exist on the unceded lands and waters of the **first people of Seattle, Lushootseed speaking Peoples, the Duwamish and Coast Salish people**, “stewards of the land since time immemorial.” We honor with gratitude the land itself and the many Indigenous peoples who still thrive in this place—alive and strong.
- > The University of Washington is committing support the land acknowledgment above through various actions:
 - At the University of Washington, [wəʔəbʔaltxw – Intellectual House](#) is one act of giving back land and an act of commitment to recruit, support, and retain American Indian and Alaska Native students.
 - [The Office of Tribal Relations](#) is located in Seattle and coordinates the government-to-government relationship between the University of Washington and American Indian tribes across Washington state and northwest region.
 - [First Nations at UW](#) is an undergraduate intertribal registered student organization at the University of Washington in Seattle. They host events both on and off campus with the intention of educating the community about Native cultures, spreading awareness of issues affecting the Native community, and upholding our respective customs and traditions.



Inclusionary Practices Technical Assistance Network: Connection, Collaboration and Support



Inclusionary Practices
Technical Assistance Network



The Focus of the IPTN

Systems Change

- Network recognizes the necessity of all levels of system to impact systems change.

Increase outcomes for:

- Students with Intellectual and Developmental Disabilities (IDD)
- Black students eligible for special education services

Focus on

- Disrupting segregated systems of disproportionality
- Early Learning
- Reducing Restraint and Eliminating Isolation (RREI)



Demonstration Sites at UW Haring Center for Inclusive Education

Fall 2024 - 16 districts; 21 Demo Sites

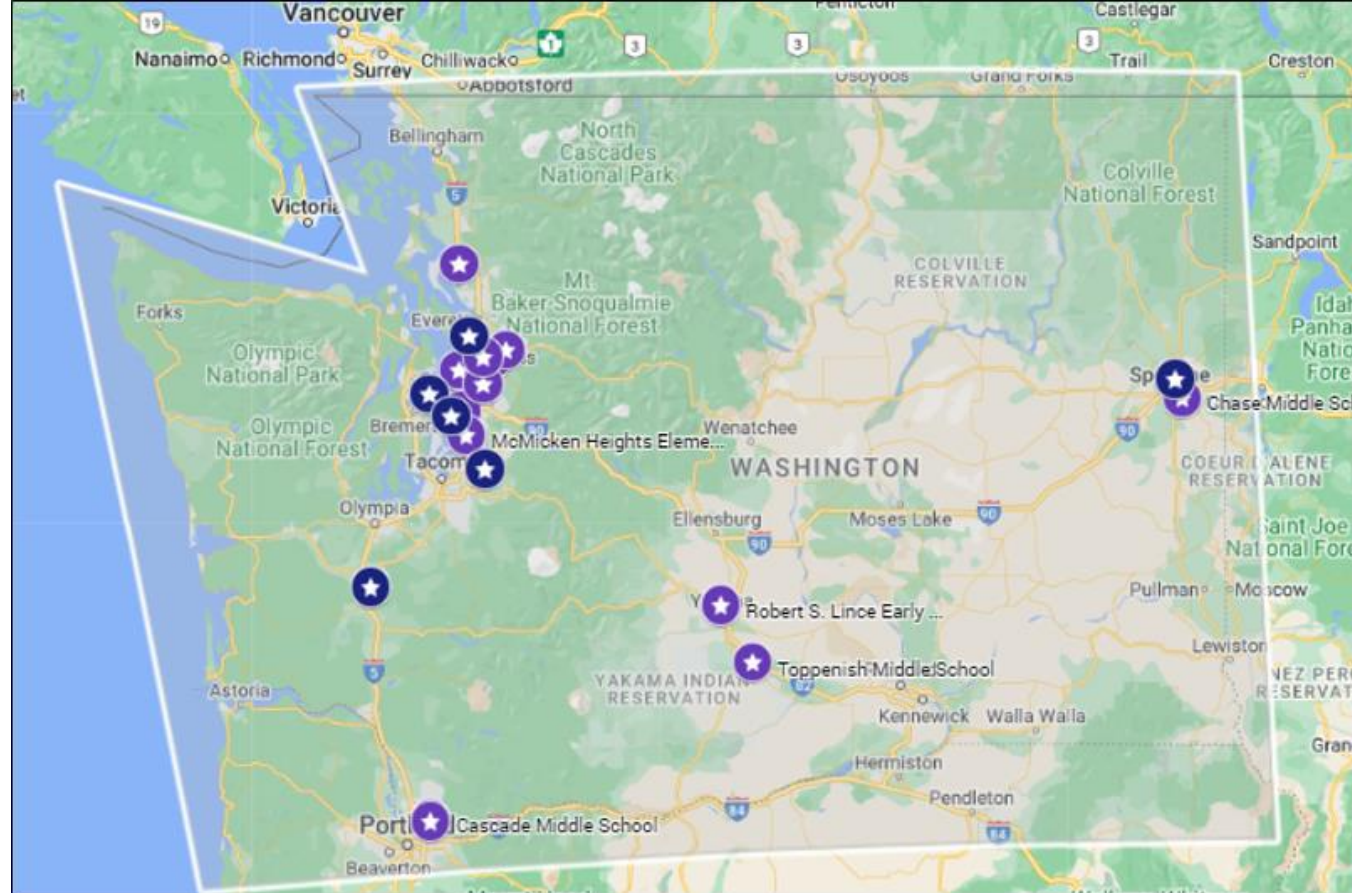


Inclusionary Practices (IP) Demo Sites
○ 10 Districts, 11 Sites



Reducing Restraint and Eliminating
Isolation (RREI) Demo Sites
○ 6 Districts, 10 Sites

- Auburn SD
- Bainbridge Island SD
- Centralia SD
- Mukilteo SD
- Seattle PS
- Spokane PS



Demonstration Sites Journey

Each site is on their own inclusive journey.

High leverage moves align to individual school cultures and priorities.

Increasing district scale and sustainability are critical for lasting impacts.

Presenting



Patrick Mulick

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Principal
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Melissa Maxwell

Behavior Intervention Specialist
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Jacque Rosquita

Occupational Therapist
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Julie Gragg

Counselor
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Deanna Tompkins

Program Specialist
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The Auburn School District

- Home to over 17,000 students
- 11.9% access special education services
- 16 elementary schools, 4 middle schools, 3 high schools, 1 alternative high school
- Fastest growing district in King County
- Very diverse community
 - 44% of students live in multilingual households
 - 11% of students are new to the country within the past two years
 - 111 languages spoken



Our Mission

In a culture of equity and excellence we engage, educate and empower each student for success beyond graduation.



Foundation 1: Culturally responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities:

1. A welcoming environment for families, students and staff.
2. Culturally responsive practices (Instruction & Leadership).
3. Students meeting and exceeding grade level content area standards.
4. Experiential and relevant learning at all levels.

Foundation 2: Family, Student, Community and Staff Partnerships

Priorities:

1. Provide a safe environment (physical, emotional, social, cultural, academic, wellness).
2. Students learning life-ready skills (financial, communication, technical, emotional intelligence).
3. Prepare each student for college, career and beyond graduation.
4. Create opportunities for authentic student, family and staff voice.

Foundation 3: Skilled, Diverse Staff that Represents the Community

Priorities:

1. A welcoming, growth-centered, supportive workplace.
2. Professional development to achieve the strategic priorities.
3. Recruit and retain a workforce that represents our community.

Foundation 4: Innovative Systems & Structures

Priorities:

1. Fiscal stewardship and alignment of resources to support the strategic plan.
2. Revamp and streamline systems to support students, families and staff.
3. Excellent customer service.

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Culturally Responsive

Teaching Practices

Relationships Precede Learning

7 Interaction stress collectivity as well as individuality

1 Students are affirmed in their cultural connections

2 Teachers are personally inviting

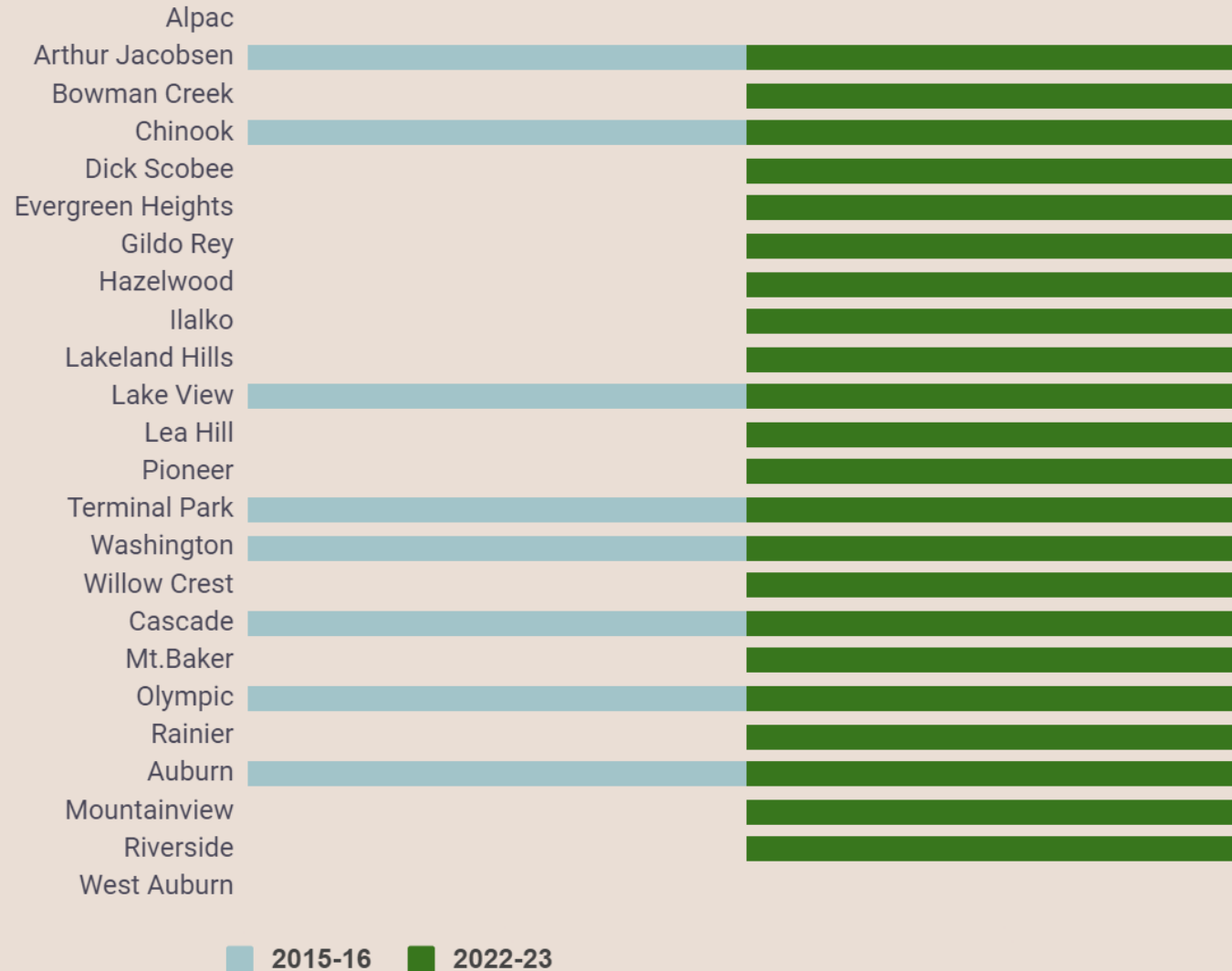
3 Learning environments are physically and culturally inviting

4 Students are reinforced for academic development

5 Instructional changes are made to accommodate differences in learners

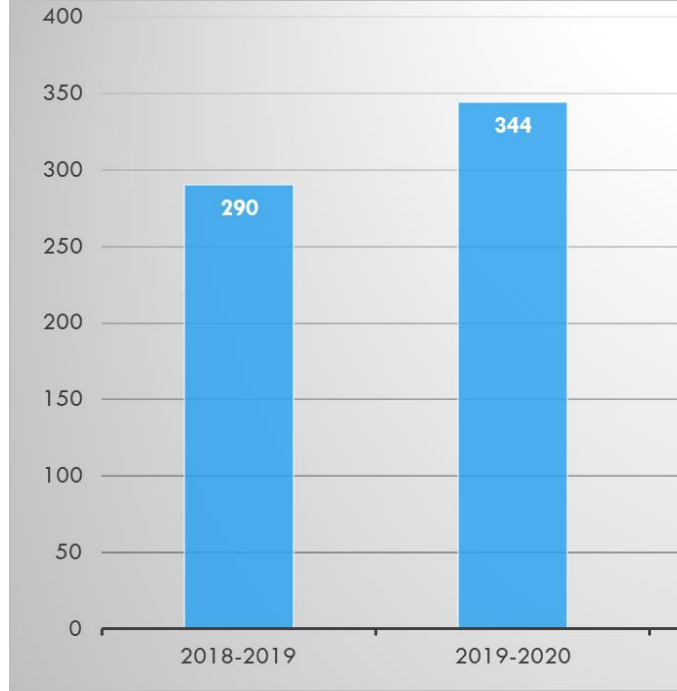
6 Classroom is managed with firm, consistent, loving, guidance.

Full Continuum of Services in the Auburn School District

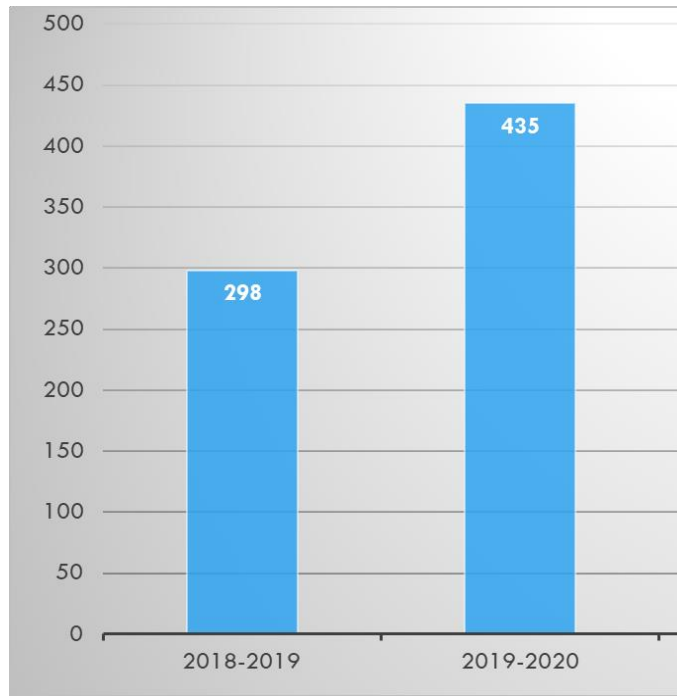




Isolation



Restraint



Leadership Moves

- Hired first BCBA
- Committed to Change

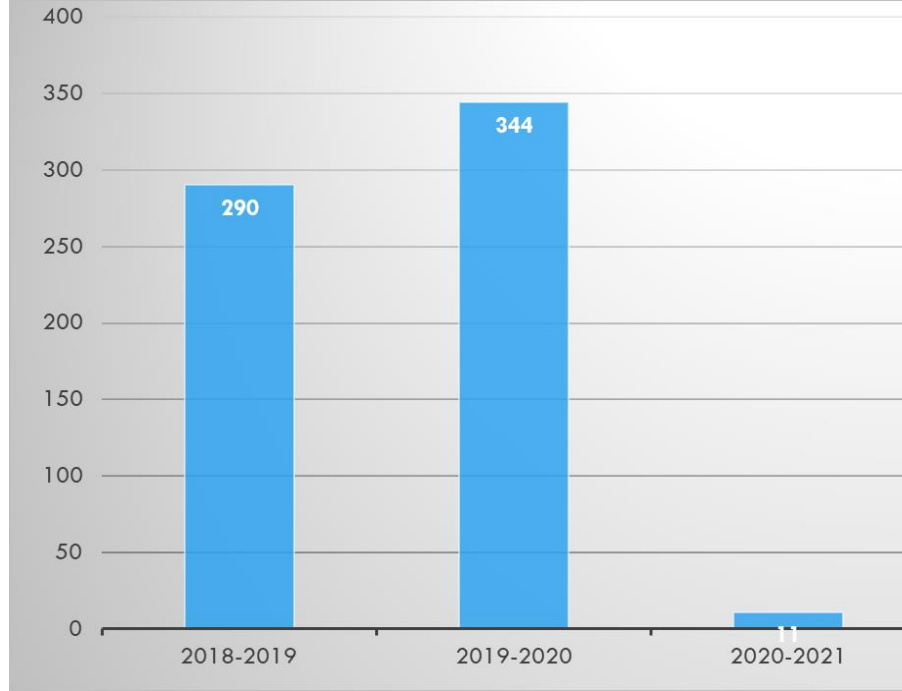


The Six Core Strategies (1)

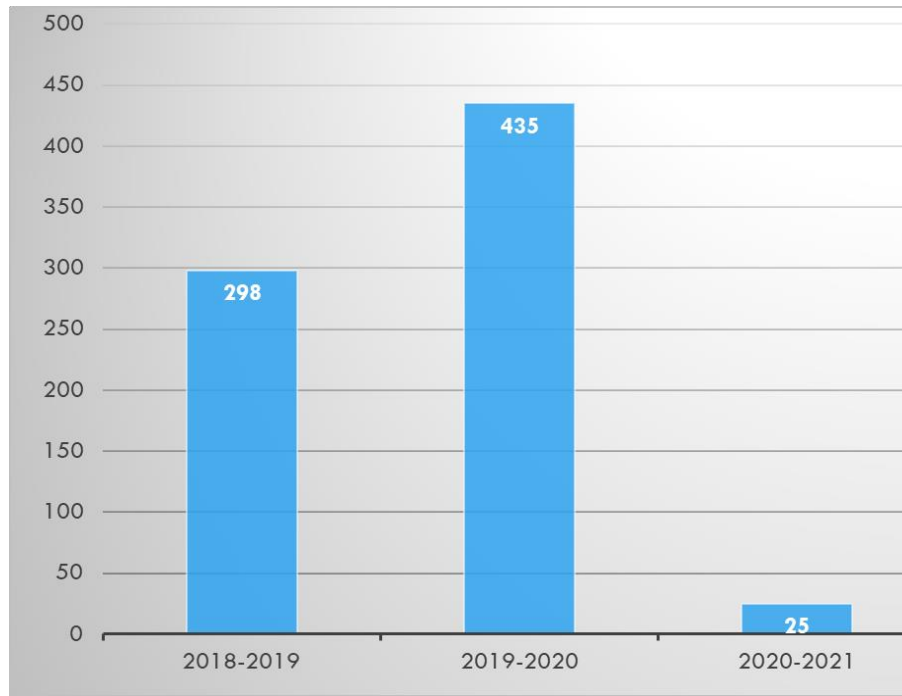
- **Leadership Towards Organizational Change** - emphasizing that efforts to create a violence free environment are most successful when facility executives provide guidance, direction, participation and ongoing review of the project, beginning with assuring that the facility's mission, philosophy of care and guiding values are congruent with this initiative.



Isolation



Restraint



Leadership Moves

- Convened Restraint and Isolation Steering Committee
- Investigated different de-escalation trainings

The Restraint and Isolation Steering Committee

- 6 central office administrators
- 8 building administrators
- 1 school psych
- 1 BCBA
- 1 Paraeducator
- 1 BIS
- 2 special education teachers
- 2 general education teachers



Cindy Sherröd- Asst Dir Special Education



Patrick Mulick-Assistant Director of Special Educa...



Colin Clark, School Psychologist, Pathways



Mark Ziegler Assistant Principal Evergreen Heights



Melissa Slatt Maxwell-BIS @TPK



Alyssa Jacobsen - 2nd Grade Teacher



Hilary Conville, Director of Special Education



Dawne Cairney-Special Ed Teacher



Kandy Tayman, BCBA



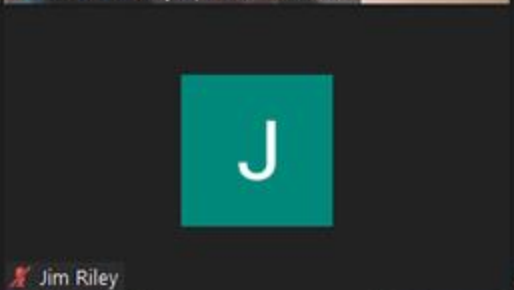
Grace Kim



Isaiah Johnson



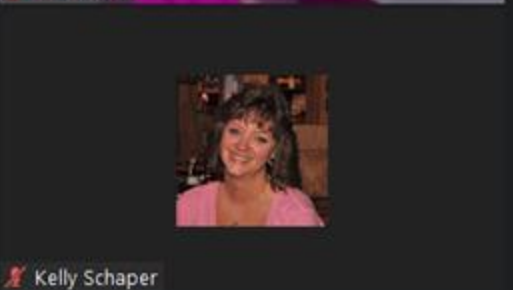
Kyle Jones Assistant Principal ARHS



Jim Riley



Rhonda Larson



Kelly Schaper



Colin Clark



Brendan Jeffreys

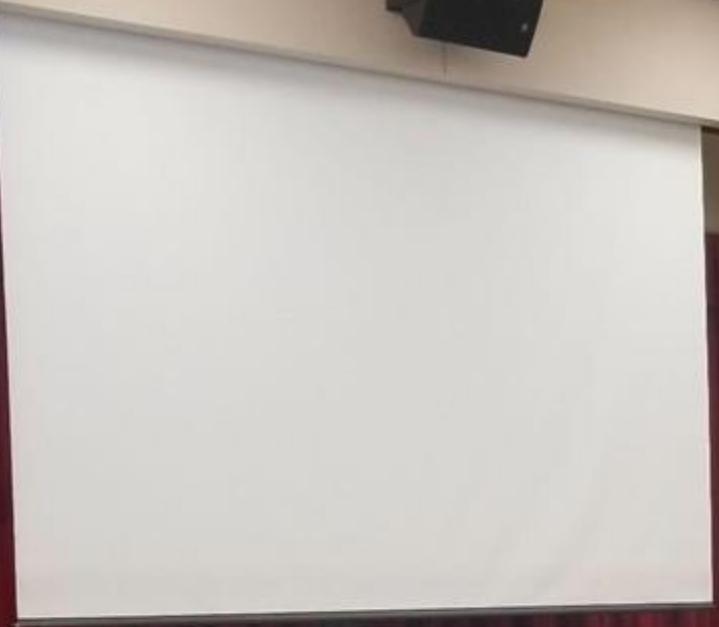
Road to Improvement

Increase awareness of practices related to restraint and isolation and the impact

Improve training and support to those who need to be trained

Improve data tracking system and support proper documentation

Improve FBA/BIP practices



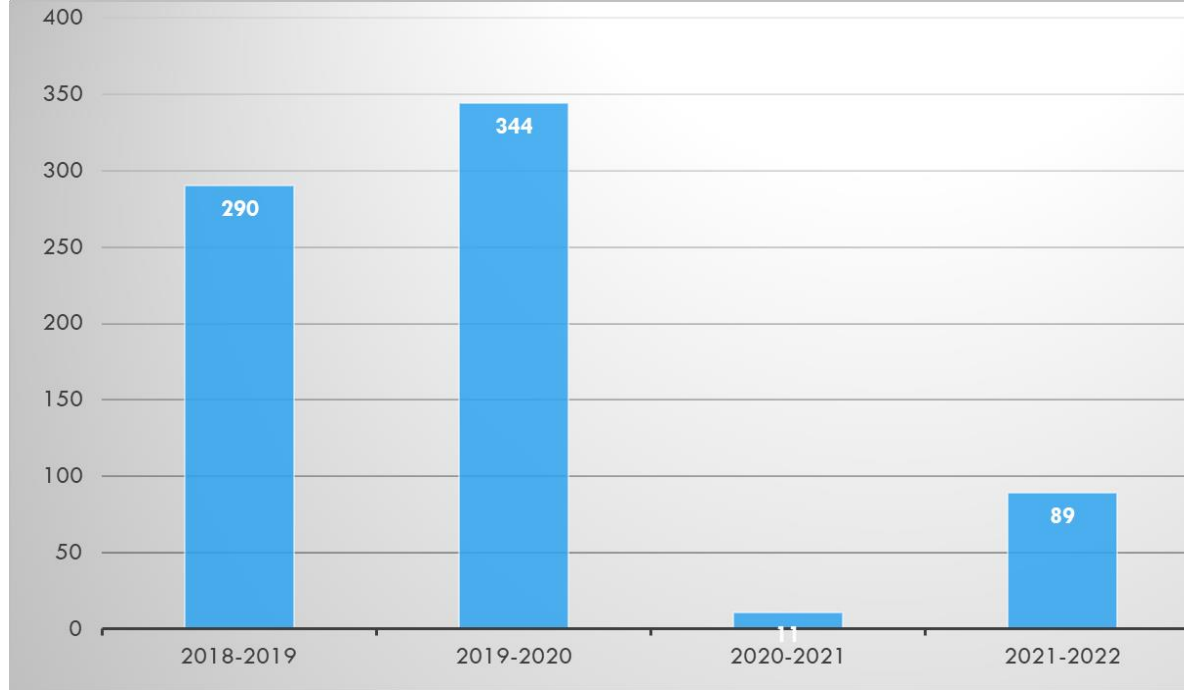
A.S.B.

PANTHER
PANTRY

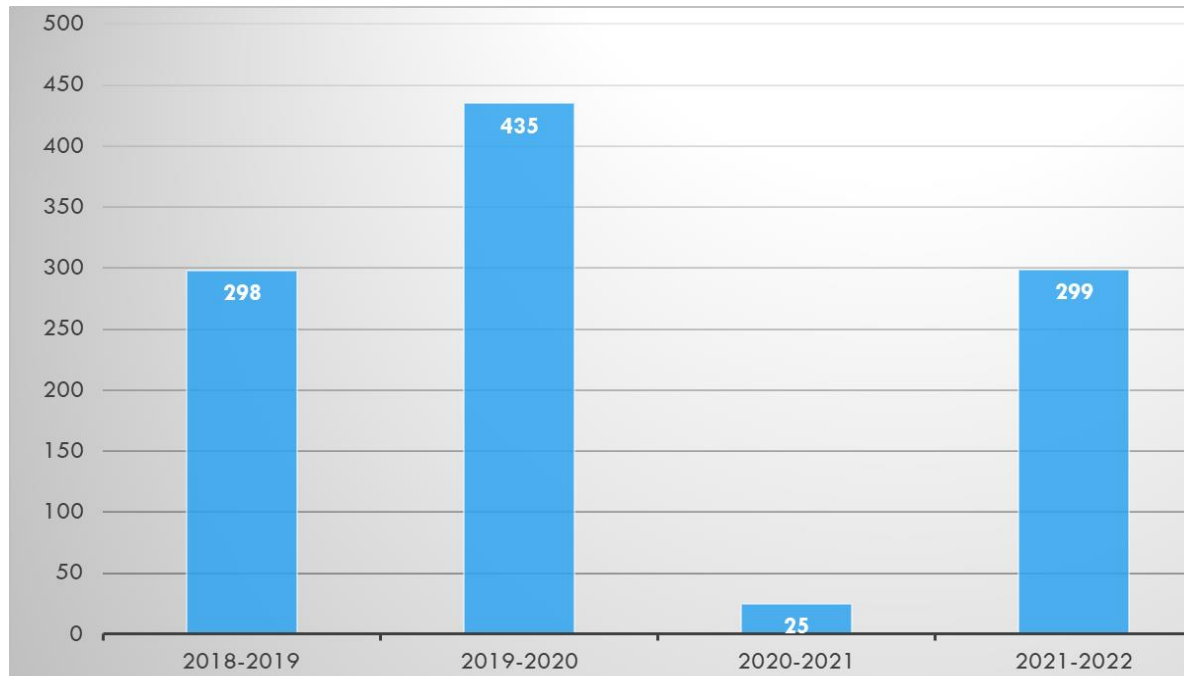
EXIT

EDWARDS

Isolation



Restraint



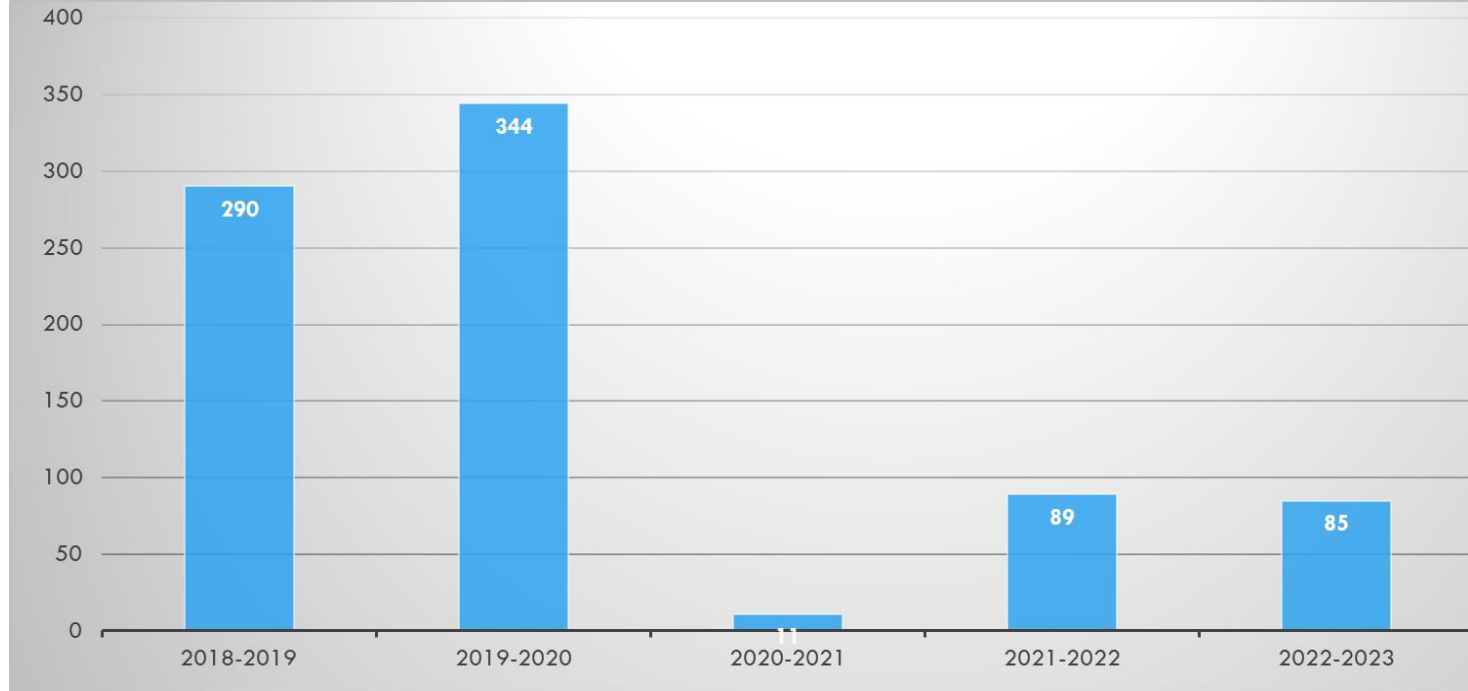
Leadership Moves

- Hired 3 more BCBA's
- Hired 12 RBTs (according to IEPs)

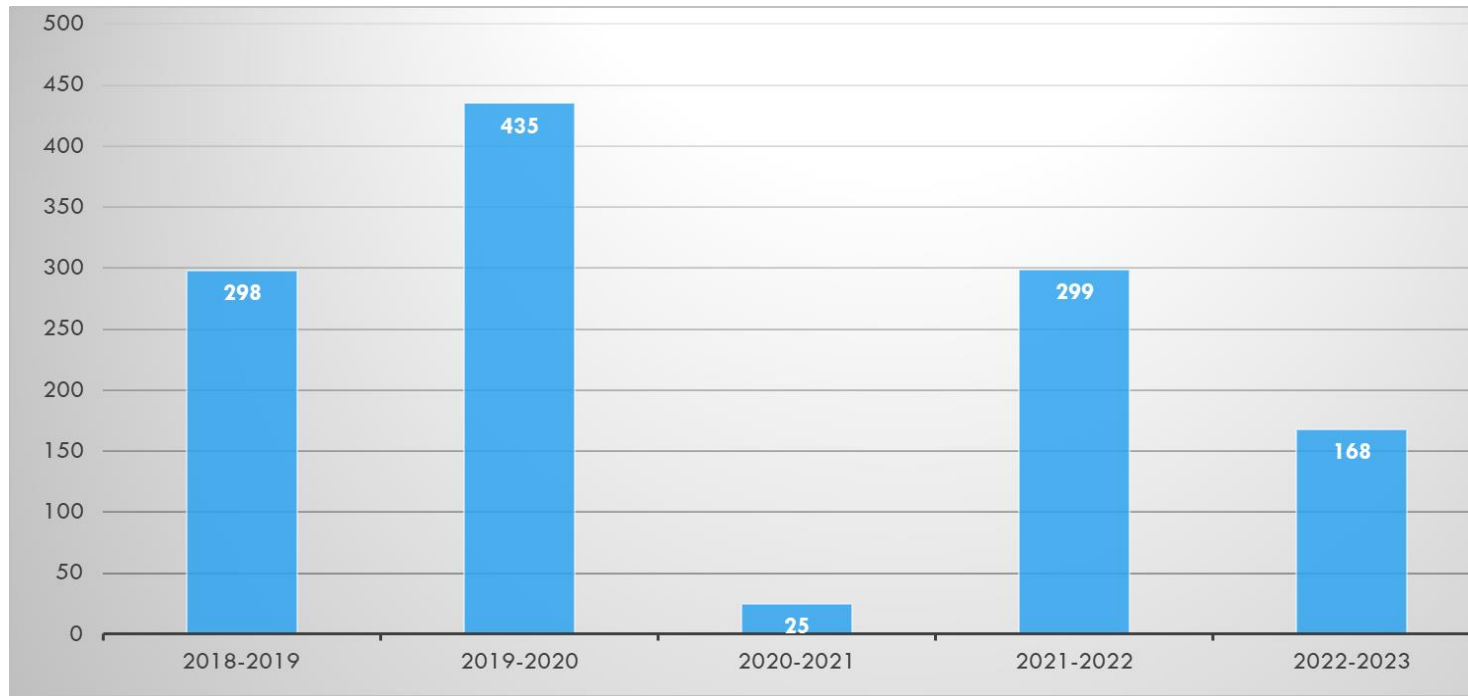


Just like with your students, you must meet adults where they are at and not where you want them to be.

Isolation



Restraint



Leadership Moves

- Piloted and Adopted Safety-care
- Rolled out "Foundations in De-escalation"

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SECOND EDITION

Managing the Cycle of

ACTING-OUT BEHAVIOR

in the Classroom



Geoff Colvin • Terrance M. Scott

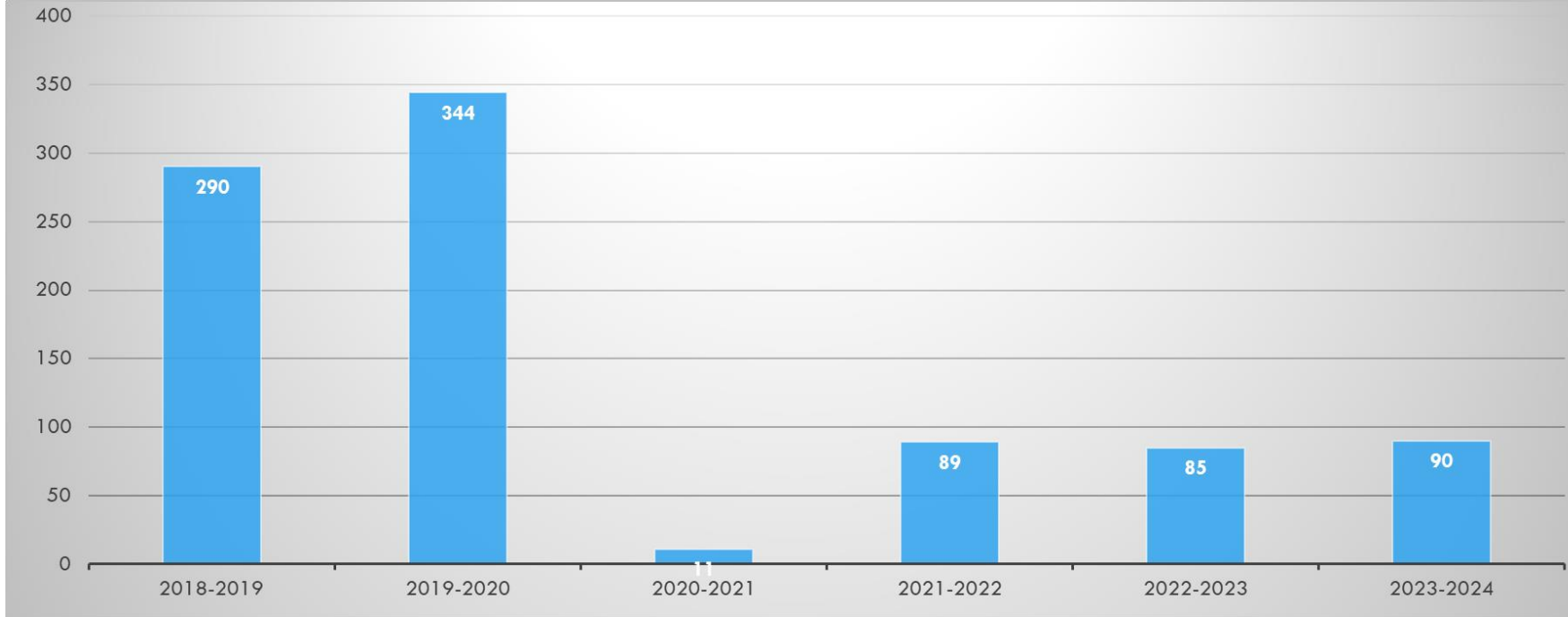
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- Maps out the escalation cycle
- Shares what each of the escalation stages look like and how to support
- Focusses on prevention

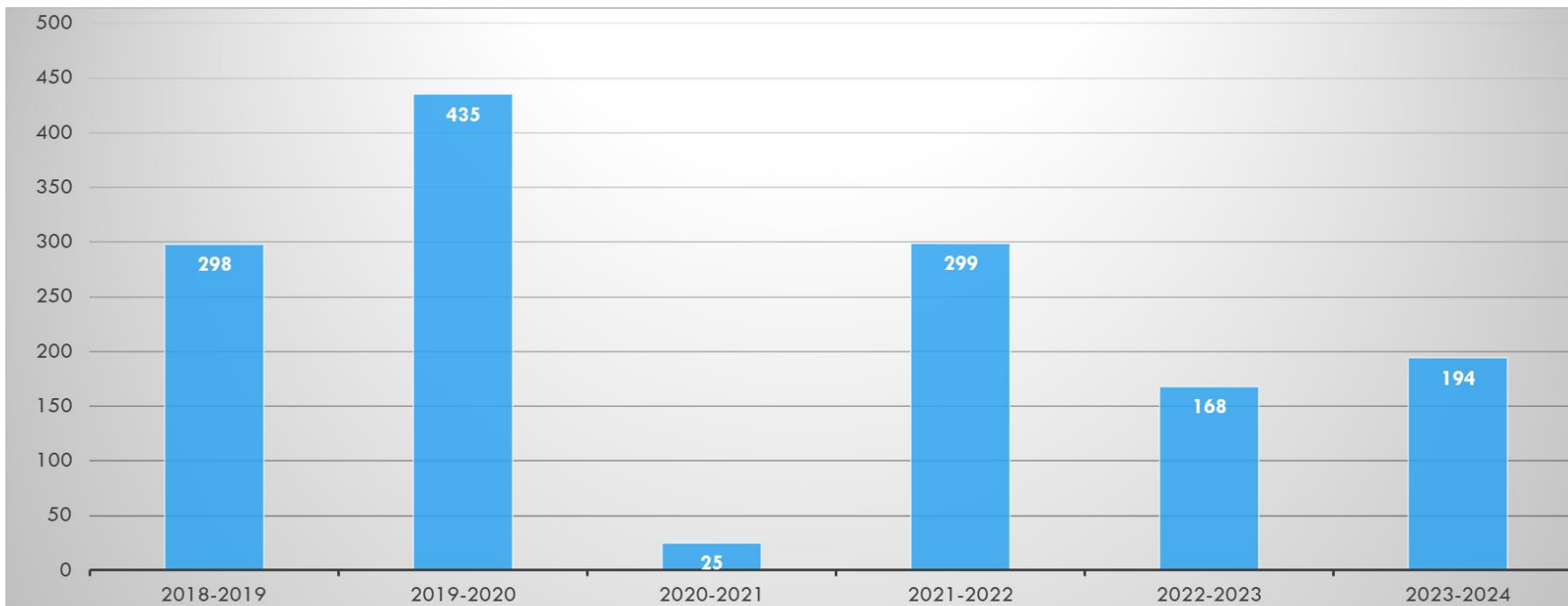
Leadership Moves

- Heavy communication across the district about R & I
- Proper training to all who require it
- New data tracking system

Isolation



Restraint



Terminal Park Elementary



Home
of the
TIGERS



Inclusionary and RREI Practices:

- Tier 1 Behavior Team and Tier 2/3 Behavior Team
- Zen Den, Calming Corners and Sensory Bins
- All-School Daily Morning Assemblies
- Structured Recess Opportunities

WHO WE ARE...

STUDENT BODY 624

Multi-Lingual Learners 36.6%

Low income 75.6%

Highly Capable 10.6%

McKinny Vento 3.6%

Students with disabilities 14.2%

Section 504 0.4%



STAFF

Certificated Staff 42

Classified Staff 24



Race/Ethnicity

American Indian/ Alaskan Native

0.5%

Asian

8.2%

Black/ African American

9.3%

Hispanic/ Latino of any race(s)

39.0%

Native Hawaiian/ Other Pacific Islander

9.5%

Two or More Races

9.5%

White

24.0%

WHY and HOW Our Journey Began...

Disproportionality in discipline and academics

Organizational Focus on historically underserved student groups

- Increased resources and funding
- WASA Inclusionary Practices Project
- Student Special Services partnering with building leaders
- Creation of positions focused on inclusive practices and behavior support



PHYSICAL AND PSYCHOLOGICAL SAFETY

A CULTURE OF BELONGING

INCREASED ACCESS

DECREASE IN DISPROPORTIONALITY

HIGH LEVERAGE MOVES



Student Special Services

Students with disabilities on general ed classroom rosters

Partnering with building leaders to build knowledge, learn from others, see possibilities

Urban Collaborative

IPP Demosite visits

District viewings

Paper Tigers Documentary

Intelligent Lives Documentary- Dan Habib

Program Specialists

District Inclusion Institutes

Principal

Visioncasting

Creating a culture of care

Accountability for all

Prioritizing Diversity

Inclusive building schedule

McMicken Heights school visit

Prioritizing Inclusive Practices

Messaging

Time

Funding

Building Staff

Coplanning

Coteaching

Advocating for success for all students

Participating in ongoing Professional Development

Creating a culture of care

Implementing Tier 1 systems



Partnerships, Systems, and Data



Belong Partners

Staff Visits

Staff professional development

- Neuroscience of Behavior
- Restorative Practices
- Positive Discipline Curriculum

Tier 1 Behavior Team

- Pink Forms (office referral process)
- Analyzing SWIS data
- Implementing and Monitoring Action Steps based on Data

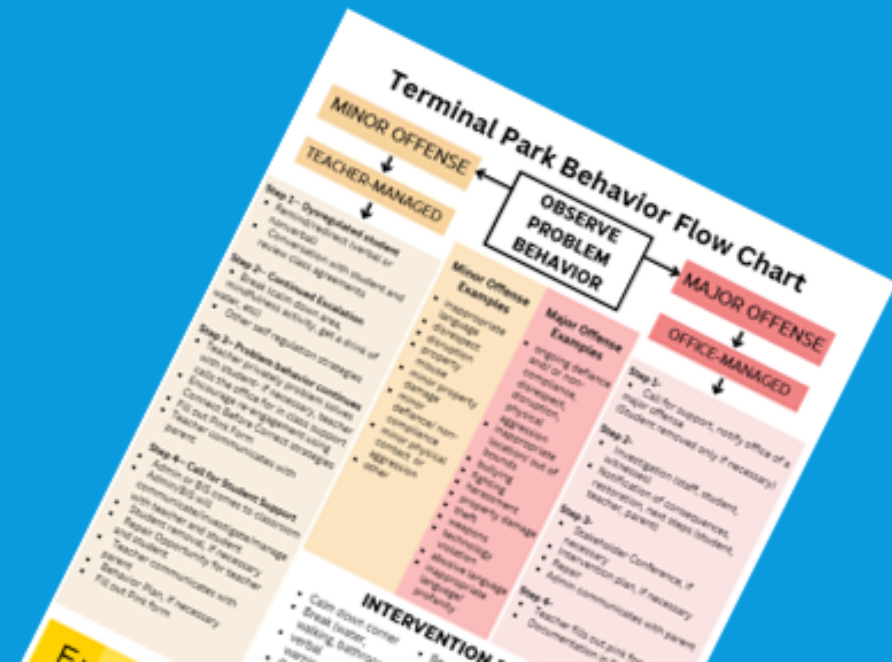
Tier 3 Coaching for Individual Teachers

Class Meetings on Master Schedule

Character Strong

Tier 2/Tier 3 Behavior Team

- School Menu of Interventions
- Tracking system for Interventions
- Monitoring Effectiveness of Interventions



TIER ONE SUPPORTS



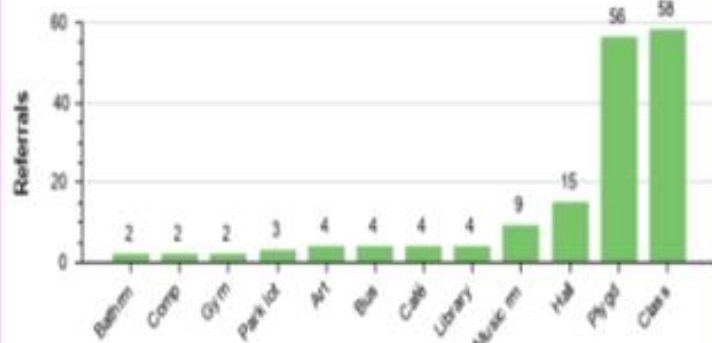
Class Meetings

- daily
- build community
- create a safe space
- each student seen and heard



October

Referrals by Location Drill Down



Summary

Referrals	163
Students	58
Staff	29

Pink Form Support Communication

Student: _____

Classroom Teacher: _____

Referring adult: _____

Date & Location: _____

Action Recommended: _____

What Happened: _____

Other information or Support needed: _____

CYCLE OF A PINK FORM

1. Fill out Pink Form
If immediate assistance is needed, ALSO call the office

1

2. Email will be sent to team involved within 24 hours
This email will include an action plan for the team going forward

2

3. Data from form will be entered into SWIS database
This is done by Melissa and Joelle

3

4. Data team
The team analyzes trends and patterns building-wide and creates a plan

4

5. Staff Meeting
Data team brings findings back to staff for next steps

5



Behavior Support Form (AKA Pink Form)

Please fill out this form with student/family concerns and indicate which supports you feel would be most beneficial. In the comment section please add any other helpful information for the team. You can expect to hear back from someone on the team within 24 hours.

Please follow the steps below before submitting this form:

1. Conference with student about concern
2. Contact parent with concern
3. Document actions/interventions that you have attempted (at least 2)

*This form is not in place of requesting a formal intervention, but it can be the first step.

*Indicate any questions.

Email *

Your email

TIER 2 SUPPORTS

- Using data to drive the interventions
- Monitoring our interventions
- Tier 2 menu



We need to start with a strong base.
Layering supports is in addition to or on top of the base (not in replacement of the base).
More individualization as students needs increase/intensify.



TIER 2/TIER 3 SOLUTIONS

Current Tier 2/Tier 3 TPK Menu		Other solutions?
Check-in, check out	Visual schedule	Heavy work
Lunch bunch	Social story	Unscheduled breaks
Peer mentors	Token economy	visuals
School jobs	Sensory tools/fidgets	Communication cards
Self-monitoring charts	Behavior contract/FBA	break cards
Behavior contracts	home/school connection	Movement breaks
Social skills groups	Alternative recess	Soccer Peer Leaders
Scheduled breaks/ZD	friendship groups	

STUDENT RISK SCREENING SCALE (SRSS)

	Stealing	Lying, Cheating	Behavior Problems	Peer rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	
First Name								TOTAL
Anley	0	0	3	0	3	0	1	7
Alyson	0	0	2	0	3	2	3	10
Felicity	2	0	1	0	3	0	0	6
Naor	0	0	3	0	3	0	3	9
Amari	0	2	3	0	3	2	2	10
Logan	0	1	2	0	3	2	1	9
Jaydin	3	2	2	0	2	2	2	14
John	2	2	3	0	3	0	3	13
Alexis	1	1	0	0	2	0	0	4
Maryam	0	0	0	0	3	0	0	3

TIER 2 INTERVENTIONS

- Peer Mentor Program
- STEAM groups
- 5th Gr Referees
- CICO



Name: _____ Date: _____

How are you feeling today?	   
Did you eat breakfast?	Yes No
Did you sleep well last night?	Yes Ok No
Anything bothering you today?	Yes No
What is my goal for the day?	My goal for today is..
Positive Affirmation for today	I am/can
Do you need anything to be successful today?	Yes No

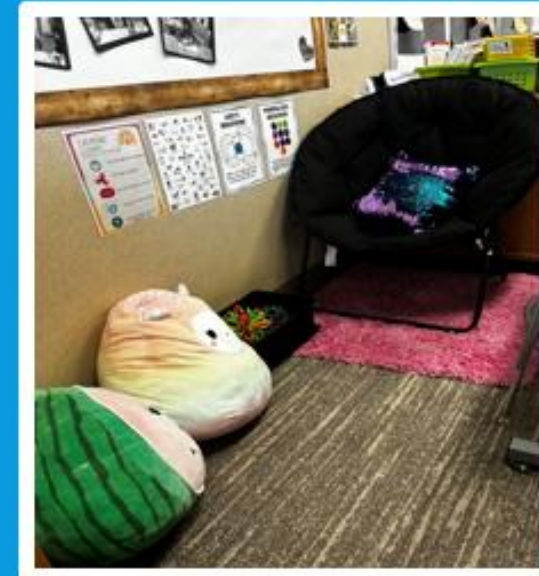
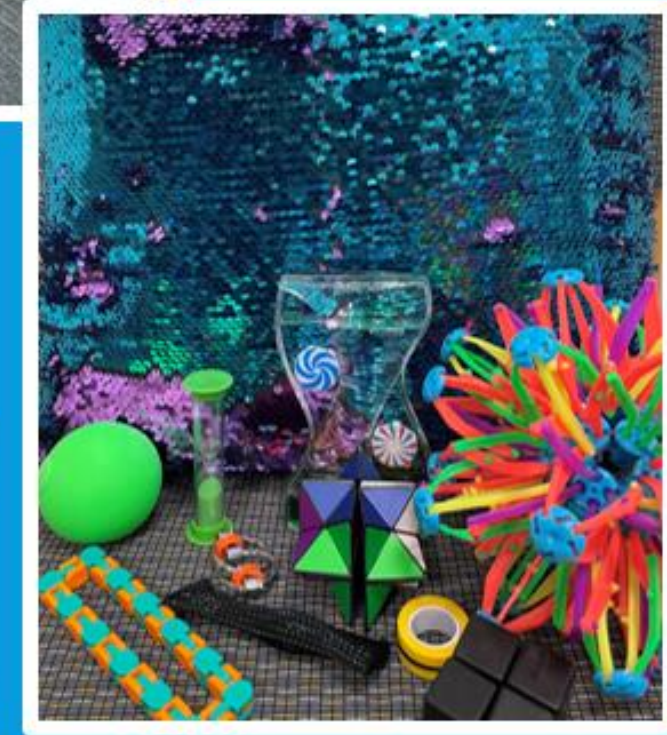


Interventions created through need and data

Recess Squad

CALMING CORNERS WITH SENSORY BINS

- Supports regulation through the body
- Pretaught expectations and structure
- Teaches lifelong coping skills
- Keeps the student in community
- Teacher designed with supports as needed
- Sensory bins, headphones provided by grant



OUR ZEN DEN

Foundations in Neuroscience

**Intentional equipment and
materials**

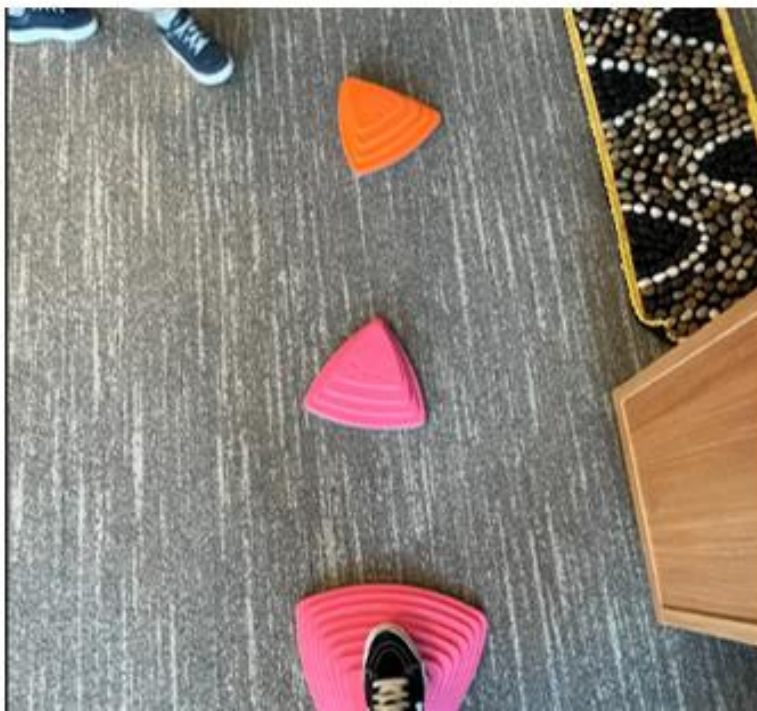
Check-in/check-out system

OUR ZEN DEN

Monitors and Paraeducators

Monitor training

**Expectations and strategies
provided in the room**



CREATING COMMUNITY AND CONSISTENT MESSAGING



All-School Morning Assembly

- Community
- Connection
- set the tone for the day

Monthly Tiger Trait, Bldg Expectations

Classroom SEL Lessons: Positive Discipline and Second Step

SEL Lessons with Counselor

Monthly staff email with SEL lesson reminders, links and Student videos of self-regulation strategies



SELF- REGULATION STRATEGY



CREATING COMMUNITY AND CONSISTENT MESSAGING



Monthly SEL Staff Tips

- Mistakes and repair
- 2 x 10 relationship building
- regulation

Structured Recess Rotation Activities

- Music Mondays
- Tournament Tuesdays
- Walking Wednesdays
- Tiger Den Thursdays
- Fun Free Choice with Music



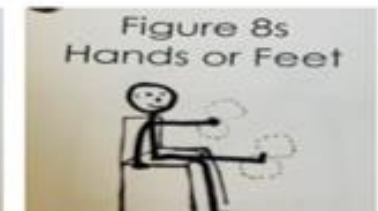
→ The 2x10 strategy is simple and researched based!

Spend 2 minutes per day for 10 days in a row talking with a student about anything she or he wants to talk about.

Our goal is to provide support for ALL staff to build relationships.

There are more details to come via email, SD print out in your mailbox, and our SD Data Team website.

Self Regulation Ideas for the week:





- Incre
- Calmi
- Consi

NEXT S

- Monit
- Conti
belon
- Devel
- Impro
Monit

Thank you Terminal Park Elementary and Auburn School District



Resources and Artifacts

> Auburn School District

<https://ippdemosites.org/reducing-restraint-and-eliminating-isolation-rrei-demo-sites/auburn-school-district/>

> Terminal Park Elementary School

<https://ippdemosites.org/reducing-restraint-and-eliminating-isolation-rrei-demo-sites/rrei-elementary-schools/terminal-park-elementary/>

> **Inclusionary Practices Resources**

<https://ippdemosites.org/resources-artifacts/>

Terminal Park Elementary



Demonstration Sites at UW Haring Center for Inclusive Education

For more information and resources:
<https://ippdemosites.org/>

- School recordings
- School artifacts
- Inclusive resources
- Tip sheets

