

Grant Application
Happy Valley Middle School

Applicants' Biographical Information

Leslie Peters has over 20 years' experience working with children with various support needs. She has taught child development at Yukon University, worked for the Yukon's Child Development Centre and also PACE Therapeutic Preschool in Vancouver. She is currently working toward her Masters of Education at the University of British Columbia. She is also a Metis citizen and is passionate about culturally sensitive programs that create safe places for all children attending school, as well as their families. Leslie has recently been hired by Happy Valley Middle School as part of the administration team.

Ramie An is a special education teacher in South Korea with experience working with children with diverse disabilities. She has majored in adapted physical education (special physical education) at Hanshin University, South Korea. She worked at several public middle schools and a public special education school for over five years in Gyeonggi province, S. Korea. She is currently working toward her Master of Education concentration in behaviour disorders at the University of British Columbia. Ramie has recently been hired by Happy Valley Middle School as part of the administration team.

Overview

Happy Valley Middle School proposes to implement an evidence-based School-Wide Positive Behaviour Intervention Supports (SWPBIS) framework. This framework will also integrate a universal mindfulness curriculum, MindUP, which will be modified for cultural responsiveness and to integrate visualization. In addition, a Tier II, modified Check/in-Check/out intervention for children who need extra help managing anxiety will be included.

Finally, Happy Valley Middle School proposes a family-school partnership using methods based in the literature with the goal of increasing family interaction with the school, as well as increasing parental input into the direction of the school. Standard and unique measurements will be created and used to make data-based decisions.

Goals and Objectives

A. Goal: Happy Valley Middle School will implement each of these evidence-based practices with fidelity adapting for cultural sensitivity as needed.

1. Objective: The school will implement SWPBIS to 80% fidelity, according to the purveyor organization that will be hired to aid with training, implementation and coaching.

2. Objective: The school will implement the MindUP Curriculum and will create lesson plans that give examples and non-examples.

3. Objective: The school will integrate culturally sensitive visualization exercises into the MindUP Curriculum that coordinate with the School-Wide Behaviour Expectations Matrix. (See Appendix for an example of an expectations matrix.)

4. Objective: The school will adopt the Check-In/Check-Out intervention as a secondary level of support for up to 15% of the student body to support children whose anxiety interferes with their ability to live their life.

5. Objective: The school will launch the Eat, Play and Vote! program to increase the quantity and quality of family interactions and will implement monthly family activity nights with informal votes on curriculum and activity decisions.

B. Goal: To improve school-wide behaviour by developing and implementing a School-wide Matrix similar to the example provided in Appendix.

1. Objective: Lateness will be reduced from an average of 1-2 times per week to 1-2 times per month.

2. Objective: Teachers will fill out surveys before the implementation, after six months, and after one school year regarding their perception of student compliance with the behaviours on the matrix. Undesired behaviours will have reduced by 25% (This measurement was chosen, as office referrals are extremely rare at Happy Valley Middle School.)

C. Goal: Social and performance anxiety will be reduced at Happy Valley Middle School.

1. Objective: All students will be surveyed at the beginning of the school year, after six months, and at the end of the first school year. Self-reported anxiety levels will be reduced by 25% after one year.

2. Objective: Students will be given written visualization exercises at the beginning and end of each term. Teachers will grade them, and there will be a 15% increase in visualization skills by the end of the school year

3. Objective: 12 culturally sensitive visualization exercises and 50 lesson plans that blend the MindUP Curriculum with the School-Wide Behaviour Expectations Matrix (See Appendix for sample matrix.) will be produced.

D. Goal: An average of two children per classroom will experience the secondary Anti-Anxiety program during the first year.

1. Objective: Teachers will record the number of referrals to the program as well as the number of completions.

2. The data Check-In/Check-Out report cards will be recorded and analyzed.

E. Goal: The quality and quantity of parent-school interactions will improve.

1. Objective: School newsletters will be increased monthly. Teachers will use the existing school app to communicate individually with each parent about positive events at least twice per month.

2. Objective: The school will provide monthly family Eat, Play and Vote nights in the school, and family participation in after-school events will steadily increase over the course of the first year. (Attendance will be taken.)

3. Objective: Families will vote on and make decisions about at least five school issues by the end of the first year and will have the actions on their decisions reflected back to them in newsletters.

Background and Significance: Theoretical Foundations and Research

SWPBS

The School-Wide Positive Behaviour Support (SWPBS) framework approach is rooted in the science of behaviour and is a preventative approach with empirical evidence supporting its effectiveness at reducing problem behaviour and increasing academic engagement. The aim is to provide a framework for communities to come together to decide on school-wide expectations and to support schools and students to achieve them in a holistic way. (Lane et al., 2011; Lewis et al., 2010; Sugai & Horner, 2002)

Instead of defaulting to punishment with all of its negative side effects when students engage in undesired behaviours (Lydon et al., 2015; LaVigna & Donnellan, 2003), reinforcement is used to teach students to replace undesired behaviours with socially acceptable behaviours and outcomes. (Cooper et al., 2020; Vollmer et al., 2020) As SWPBS is a school-wide framework, all students benefit, and fewer students will need to be singled out for tertiary approaches. (Lane et al., 2011; Lewis et al., 2010; Sugai & Horner, 2002)

Before implementing SWPBS, explicit instruction of both staff/teachers on how to implement the framework elements should happen. School-wide expectations and related "rules" are developed. Teachers then use explicit instruction and behaviour skills training methods (BST) to teach the school-wide expectations to students. Ongoing staff development

and coaching are provided. (Fetherston & Sturmeay, 2014; Lane et al., 2011; Lewis et al., 2010; Sugai & Horner, 2002)

Another hallmark of SWPBS is data-taking and the visual representation of this data in order to help implementation teams to make data-based decisions. Making data-based decisions enables schools to tweak programs in order to make them successful. SWPBS programs also depend on staff and community engagement. Before implementation, staff must be trained and should "buy-in" to SWPBS philosophy. Members of the community (parents, local organizations and governments, for example) will be engaged to provide information and collaboration. (Lane et al., 2011; Lewis et al., 2010; Sugai & Horner, 2002) Students in middle schools should also consult about school rules and how to implement them for success. (Estrapela et al., 2020; Flannery & McGrath Kato, 2017; Flannery et al., 2013)

Schools that have implemented SWPBS have been studied and have produced statistically significant improvements in academic engagement and reductions in problem behaviour. (Kelm et al., 2014; McIntosh et al., 2014) School staff also report that they find the interventions to be socially valid and feasible to implement. (Kelm et al., 2014; McIntosh et al., 2014) SWPBS programs are also amenable to incorporating other school-wide social interventions such as mindfulness curriculums, anti-bullying programs and culturally sensitive programs. (Good et al., 2011; McIntosh et al., 2014; Rempel, 2012)

Happy Valley Middle School has seen its tardiness rates increase in recent years, and homework completion rates have begun to decrease. Furthermore, many students are struggling with anxiety and social expectations. Middle school students worry about pleasing their parents, being successful when they are adults, and impressing their peers. This may cause them to become competitive and decrease their ability to concentrate. "When children or youth are coping with a mental health concern, it can inhibit their ability to disregard

meaningless stimuli, which results in increased distractibility, poor organizational skills, and a decreased ability to focus on a specific task.” (Shapiro et al., 2008)

SWPBIS is a viable solution for Happy Valley Middle School, as the framework’s community-driven approach to develop an expectations matrix will be able to include visualization and tardiness expectations, as well as incorporate mindfulness elements. The ability to analyze data and to improve the school’s approach will also be beneficial for Happy Valley Middle School, as the school currently takes data, but staff need training so that they know how to use this data to inform expectations and reinforcement programs.

MindUP

MindUp is a universal, evidence-based social-emotional learning (SEL) and mindfulness curriculum that consists of fifteen lesson plans for children and students. The core practice of MindUp is mindful breathing three times a day for five to ten minutes. The curriculum also focuses on awareness and attention. (Crooks et al., 2020).

MindUP is a mindfulness-based social-emotional learning program that was originally designed for teachers to implement in school settings. The benefits of social-emotional learning programs (SEL) such as MindUp are: they promote academic success by improving student's self-regulation, academic performance, social and conflict resolution skills, and classroom behaviour. The MindUp intervention program provides the advantages of SEL in combination with mindfulness training, making it particularly appealing for application in a school-based setting (Audrey & Cynthia, 2020). Active mindfulness practice can decrease the symptoms of stress and increase resilience to stressful events (Mendelson, 2010; Galantino et al., 2008).

Yoga and breathing exercises will be included in the mindfulness practice, which can provide an outlet for young children's energy (Mendelson et al., 2010). Yoga can increase

student attention and awareness, improve cognition, aid in the development of a theory of mind, and promote general health (Park, 2012; Nanthakumar, 2018).

As mentioned above, students attending Happy Valley Middle School struggle with anxiety which results in less meaningful school life. Most students have two working parents, and their expectations are high for academic achievement. Students often release tension by running and shouting in school aisles, making fun of peers and gossiping. They also display executive functioning struggles, including tardiness and lack of homework completion. Teachers report both increased intensity and incidences of these problems. Therefore, the school would use the MindUp curriculum as a universal intervention. It will be combined with visualization and Yoga to address these problems. However, the MindUp curriculum does not include lesson plans with examples and non-examples, so teachers would need to develop lesson plans that include this format of teaching. They would also be sure to develop lesson plans to include the visualization aspects.

Secondary (Tier II) Intervention: Modified CICO using CBT to address anxiety in Happy Valley Middle School students.

A modified Check-In/Check-Out (CICO) program will be used as a Tier II intervention. CICO interventions combine mentorship, structure, and social/emotional instruction with supporting students at risk for emotional or behavioural disorders. (Lewis et al., 2010; Swoszowski, 2013) Modified CICO uses the key CICO components and adjusts them to address specific behaviours, functions and setting events. (Swoszowski, 2013).

Once a SWPBIS framework is in place and running smoothly, about 10-15% of a school's body should be referred to Tier II interventions. Tier II Interventions can be both preventative and responsive and allow for similar implementation across students (Hawken et al., 2011). This means that when a student qualifies for Tier II intervention, the intervention

is the same for that student as it is for all who qualify. Similar curriculum lesson plans and homework are used for all.

The referral standards for the intervention and when to exit the intervention are similar across participants as well. Teachers will use both standardized and informal measures to determine whether a child should be referred to this Tier II intervention. Training of all staff on how to make a referral will be provided. It's important for all staff to clearly understand what the criteria are for making a referral, and forms will be prepared for making these referrals. Whether or not a student's anxiety interferes with their ability to function in life is an important factor that will be considered.

There is continuous availability, and quick access to the intervention as the modified CICO program will be continuously running on a revolving basis. Some elements of the modified CICO are introduced in the classroom, and teachers will be trained on how to implement these elements as well.

Care will also be taken to ensure that the Tier II intervention curriculum is consistent with the SWPBS expectations. Any of the teachings surrounding anxiety will remain consistent with the SWPBS framework and the behaviour matrix that has been developed. To summarize, children in Tier II interventions will receive extra support to enable them to successfully partake in the already existing universal supports.

The modified CICO intervention chosen for Happy Valley Middle School was selected partly because it provides continuous data-based progress monitoring through the use of one of the intervention components: the CICO report card, the Daily Behaviour Report Card (DBRC). Data gathered through the report cards should indicate that, for the students referred to the intervention, tardiness decreases, academic engagement increases, and fewer anxiety behaviours are displayed.

The modified CICO is also a flexible intervention based on functional assessment. This important feature enables schools to tweak this intervention in order to ensure their success, depending on functions of behaviour. Turtura et al., for example, in their article *Addressing Task Avoidance in Middle School Students: Academic Behavior Check-In/Check-Out*, describe how the CICO program in one school addressed task avoidance in students whose behaviour was sensitive to adult attention but was not as great at addressing task avoidance in students whose task avoidance behaviour was not as sensitive to adult attention and was maintained by escape (which is often the case with anxiety). Functional assessments were completed, and the CICO intervention and report cards were tweaked for those who engaged in task avoidance maintained by escape. The modified CICO incorporated extra reinforcement for behaviours such as asking for help and implemented more frequent check-ins. (Hawken et al., 2011)

At the end of the school year last year, a student survey indicated that students believed things such as “worrying,” “not being smart enough,” “fear of parent’s responses to report cards,” “shame over their performance compared to friends,” and other anxiety-related concerns were their biggest problems. This Tier II intervention is needed to address these concerns, as anxiety often eventually results in avoidance and inability to engage academically when left unaddressed.

Family engagement: Eat, Play and Vote!

The family engagement plan for Happy Valley Middle School will be a plan that is designed specifically for our school environment with adaptations for Korean culture. We will call it Eat, Play and Vote! As previously mentioned, the school’s parents often do not feel comfortable entering the school building. Furthermore, there is often the idea that the school authorities will make the decisions and that parents and students will comply. It is the

desire of the administration team that families will come to see the school as a community centre and will have a desire to take ownership and to contribute to the direction and activities of the school.

When it comes to family-school collaboration, recent literature recommends that two-way dialogue between families and the school about educational programming produces the best results. When parents take ownership, “Consistency across environments significantly influences educational or developmental outcomes.” Christenson pg 72 APA Undesired behaviours also decrease when parent-school communication and collaboration increase. (Webster-Stratton, 1993) (find info in Christenson.)

In the book *Transforming School Mental Health Services*, Christenson et al. recommend that schools consider Four As when designing a home-school collaboration approach. The Four As stands for Approach, Attitudes, Atmosphere and Actions (2008, p. 69-102)., The first three As should be in place before action can be taken to implement the program.

Approach refers to the framework and philosophy that Happy Valley Middle School embraces concerning parent-school collaboration. In many ways, the culture of this school is to be commended. Korean schools and families are cooperative and anxious for their children to succeed. Although they often don't realize how their pressures cause stress to their children, the parent community as a whole shares common cultural philosophies that promote respect, kindness, collaboration and working together for excellence. One segment of the school's philosophy that needs to improve is the need to incorporate the idea that communication should occur when positive events happen and not only when a problem needs to be addressed. Teachers should strive to make five positive responses for every negative response (Cook et al., 2018). Training will be provided in this area.

The second A, Attitude, will need some work. "Attitudes involve parents' and educators' perceptions of the partnership . . . Successful attitudes encourage a belief in (a) co-constructing the bigger picture about the child's performance by including parents to address concerns, (b) the value of problem-solving across home and school, and (c) the value of a positive, asset-based orientation for all educational planning and programming." (p. 79). Happy Valley Middle School operates in a culture where families do not feel that they are co-constructors in their child's education. They support their children's education and place much importance on it, but they do not become involved in the school. For the purposes of this grant, the main goal of Eat, Play and Vote! will be to begin to gently shift this paradigm.

The third A stands for Atmosphere. Eat, Play and Vote! will ensure that the school atmosphere is welcoming and earns parents' trust. This will include predictable communication that is positive and incorporates multiple methods that the parents prefer, such as the already existing school communication app, newsletters, emails and texts. Teachers will also work to display trust for the parents by assuming competence and goodwill.

The final A is Action. The parent-school collaboration plan will include actionable items that will be measured. Newsletters that will be sent home will be increased monthly. Teachers will use the existing school app to send individualized good news communications about their children to parents at least twice per month. The school will provide monthly family dinners and activity nights in the school. During these dinner and activity nights, families will casually vote on and make decisions about school issues by the end of the first year and will have their decisions reflected back to them in newsletters. These increased communications and interactions will begin to fulfill a need for collaboration that is currently missing at Happy Valley Middle School.

Setting and Participants

Happy Valley Middle School is in a suburb of Seoul and is composed of Koreans from middle-class families. The total number of students is 1057. Grade 1 (ages 12-13) has twelve classes with a total of 408 students. Grade 2 (ages 13-14) has eleven classes with a total of 375 students. Grade 3 (ages 14-15) has eight classes with a total of 274 students. The total number of teachers is sixty-three, including the principal, the vice-principal, a resource teacher, a school health teacher, a school counselling teacher (school counsellor), a school nutrition teacher, and a school library teacher (school librarian). With the administrative school staff of 15, the staff total is 76. The school has a SWPBIS research and development team which currently includes the Principal, Vice-Principal, Resource Teacher (Special Education Teacher), two Subject Teachers (Homeroom Teachers), and three parent representatives.

There are not many discipline problems in this Korean middle school (in-between 1-2%); however, at middle-school age, students are expressing a desire to individuate, and there is less school connectedness. Tardiness has become a problem, and many students are late 1-2 times per week. It is assumed that anxiety plays a role in this. Teachers, parents and students all report that worry and performance anxiety interferes with the ability to function well. Many families are busy and pressure their children to do well, often speaking to them quite firmly about their performance. However, although there is much concern about grades and excellent behaviour, parents often don't translate this into active involvement in their children's educational activities. Students often feel anxious and, although they desire to improve, often become bogged down in anxiety and destructive thinking instead.

For this reason, our SWPBS system will incorporate positive behaviours into the behaviour matrix, including visualization and mindfulness. Our second universal intervention will supplement this approach, as it is a mindfulness program that will incorporate

visualization, Yoga, and instructional teaching methods. Our Tier II intervention will be for students whose anxiety has increased to the level that it interferes with their ability to function in life. Our Eat, Play, Vote! Family events will aim to draw parents into the school and to help families to view the school as less stressful, and to believe that they can influence outcomes.

Core Components

Following is a description of the core components of the proposed SWPBS framework and the embedded elements that have been chosen.

SWPBIS

According to Sugai and Horner (2002), there are seven key elements of the SWPBS framework: First, the school administration should strike an SWPBS team. This team should have a leader and should consist of members of the administration, teachers, counsellors and other support staff, and students. As Happy Valley is a middle school, experts also emphasize that students should be a part of the implementation team. (Flannery and McGrath Kato, 2017). P.?? This team will be responsible for formalizing the school-wide behaviour expectations and a statement of purpose. It is recommended that schools take at least one year to prepare for the implementation of school-wide SWPBIS, and many schools hold a school-staff vote in order to determine whether the school is ready to move forward with this framework. Since staff readiness and support are extremely important to success," to facilitate implementation, the family engagement objectives and activities in PBIS are grounded in stages of implementation." (Garbacz, 2088, p. 201).

For the next step, the implementation team should finalize four to five basic behaviour expectations. They should be positively phrased. Once school chose "Respect Ourselves,

Respect Others, Respect Environment, Respect Learning.” (Sugai and Horner, 2002, p.32)

While preparing for this grant application, preliminary expectations for Happy Valley Middle School were developed that also reflect Korean culture and include the desire to teach children to visualize and to address their anxiety. These preliminary expectations are: Kind Words, Hard Work, Big Dreams, Healthy Body and Be Real. The Big Dreams section will incorporate some visualization expectations, and the Healthy Body and Be Real sections include some expectations that will remind students about mindfulness and help with anxiety. Of course, this plan will change once the implementation team includes students who will review and give feedback.

Thirdly, once the expectations are developed, a behaviour matrix should be designed. The behaviour matrix will place the basic behaviour expectations described above at the top of the matrix columns. Each row beneath will indicate positively phrased rules that interpret whom these expectations look in the different school environments such as the classroom, cafeteria, hallway, outdoors and the library. To view what has been developed so far, see the Appendix.

Step Four is creating lesson plans. Simply announcing the rules to students is not enough. Lesson plans must be developed for each expectation and rule. Lesson plans must include examples and non-examples and also give the students a chance to practice. There should be homework, which is not necessarily done at home but should be done in a different environment from where it is originally taught in order to promote generalization (Lucyshyn, 2021). A sample lesson plan that illustrates how the expectations in an SWPBS school should be explicitly taught is included in the Appendix. One lesson plan will be developed for each expectation. The implementation team and purveyor organization will train and supervise the teachers as they prepare and practice these lesson plans.

For Step Five, a targeted teaching schedule should be developed that will ensure that all of the expectations and rules are taught in a systematic fashion, starting with those that are most pertinent and/or salient. A sample teaching schedule may also be found in the Appendix.

Step Six is to design a system for encouraging should be developed that includes reinforcement. Reinforcement is the most important tool that educators have to increase appropriate behaviour (Cooper et al., 2020). Reinforcement should be available to students as individuals, to entire classrooms, and to the school as a whole (Lucyshyn, 2021). The system should be posted in a prominent location in the school so that all students may see and become familiar with it. The reinforcement guidelines should also be taught to the student body so that the system is understood and fair, and just for all. A preliminary teaching schedule has been developed and is also part of the Appendix.

Finally, a system for discouraging undesired behaviour should also be in place. Many schools already have such systems that include office discipline referrals (ODRs) and suspensions, etc. Key features of systems of discouraging undesired behaviour in SWPBS include instructional feedback and a focus on relationship. (Thayer et al., 2018; Cook et al., 2018) It is extremely important that teachers have a clear view of what the guidelines of making an office discipline referral (ODR) are and that they also have an understanding of the need to be consistent in following these guidelines. For more information about SWPBIS, a comprehensive website may be found at www.pbs.org (enter into sources)

Core Components of the modified MindUP universal curriculum with visualization and yoga elements included.

To implement the MindUp curriculum in Happy Valley Middle School, the intervention procedures will be implemented by trained teachers. Teachers would spend a full day training during the first term of the school year and take the extension training at the

beginning of the second semester. The school will purchase the MindUp curriculum manuals, which include 15 sequential lessons taught once per week in about 5 to 10 minutes at the beginning of the day when students arrive at the classroom. Teachers will also be required to develop lesson plans to expand on the MindUp curriculum as it does not provide robust enough lesson plans to meet the SWPBIS framework recommendations for lesson plans that include space for examples and non-examples and generalization activities. The MindUp curriculum promotes five SEL competencies such as self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making (Crooks, 2020).

While developing the lesson plans, teachers will also include lesson plans that incorporate visualization. The goal is to teach students beginning visualization skills that will help them to see themselves in positive ways. Studies show that visualization skills increase chances of success and promote positive self-esteem (Martin & Hall, 1995; Williams & Cumming, 2012). Schools can design curriculums such as collecting information and collecting scripts related to their career settings at club activity time for visualization.

In addition to using the MindUp manuals, teachers will also implement a beginner yoga practice. The implementation team will investigate and purchase a video yoga program that will be used school-wide at the beginning. Yoga will be organized using simple movements for students sitting in limited spaces in a classroom. For example, the Asana pose can be added to implement in the curriculum. Asana posture is one of Yoga poses that generally refers to a "sitting meditation pose." Students will sit in their seats and follow the given instruction from teachers.

Core Components of Modified Check-In/Check-Out Intervention with CBT to address anxiety

An excellent overview of the philosophy and structure that supports an effective SWPBS framework may be found in the article, *School-Wide Positive Behavior Support and Students with Emotional/Behavioral Disorders: Implications for Prevention, Identification and Intervention*, by Lewis et al. (2010). They expect that, after the framework has been implemented for a few years, there will be about 10-15% of students who will need to be recommended for Tier II supports for either academic or social/behavioural reasons. The Tier II intervention that has been chosen for the purposes of this grant application is a modified Check-In/Check-Out intervention. As described above, the Tier II intervention will be constantly available, and teachers may refer students at any time of the year, whenever they need help. After the SWPBS and the Tier II intervention are running, there may yet be students (about 5%) who need more focused, tertiary support. Tertiary support needs are not included in this grant application.

First, the key features of a Check-In/Check-Out (CICO) intervention will be described, and then the modifications specifically for Happy Valley Middle School will be described.

The main components are: (a) Starting the day with a morning check-in with a mentor who gives the student the Daily Behaviour Report Card (DBRC) and addresses any other issues. The DBRC can be individualized to whatever the students' academic and emotional/behaviour goals are. (b) The student presents DBRC to teachers at the beginning of each class and receives whatever feedback the card measures at the end of class in the form of points and instructional feedback. For example, the teacher can rate the students' on-task behaviour, homework completion and/or self-effacing statements and more. (c) At the end of the day, the student checks out with their mentor. The mentor discusses point totals and provides reinforcement. The reinforcement will be consistent with the SWPBIS framework and may also be function-specific. (d) The student also takes DBRC home and gets the parents to sign it to be returned the next day. The DBRC cards are retained by the mentors,

and (e) the information on them becomes data that will be evaluated in order to know how to proceed with interventions and to inform programming.

All of the students at Happy Valley Middle School who are referred to the CICO program will also be enrolled in a Cognitive-Behavioural Therapy (CBT) social skills group that addresses anxiety and provides them with strategies. The strategies learned in this group will be added to the items measured on the DBRC. Teachers will also be instructed to build lesson plans related to this curriculum into the classroom, as this curriculum is also considered to be a middle-school literature unit.

Middle-class Korean families often avoid therapy, so the implementation team has chosen a curriculum that combines CBT anti-anxiety therapy with a literature unit that requires students to read a Harry Potter novel. Harry Potter is extremely popular in Korea, and the novel has been translated into Korean. Students will find this intervention to be socially valid. When this curriculum was studied in 2021 by Conforti et al. at the University of Toronto, students who participated showed reductions in suicidal ideation and increases in cognition, self-regulation and behaviour. (p. 138) It is anticipated that these results will be transferable to a Korean school. The data will be analyzed, and the intervention will be adjusted as needed.

Core Components of Family-School Partnership, Eat, Play and Vote!

Happy Valley Middle school has performed some of the necessary groundwork that will aid in implementing the family-school partnership, Eat, Play and Vote! The school has previously developed a school app that is already used to communicate with parents, although the app is not being used to its intended capacity. The implementation team will set standards and train staff on how to use the app properly. Communication standards will be as follows. A general school newsletter will be uploaded to the app once per month. A classroom-specific newsletter will be uploaded for each class once per month. Teachers will be

instructed to provide “good news direct messages” to each student’s family at least twice per month. Teachers will be trained in how to build school connectedness through positive statements, wise feedback and Establish-Maintain-Restore methods in order to prepare them for these increased expectations concerning communication. (Marsh, 2018; Thayer et al., 2018; Cook et al., 2018).

Happy Valley Middle school will also begin family nights once per month that will start with a meal and will include popular Korean activities such as Tae Kwon Do, Nanta and Tai Chi. These cultural events will be supported and will bring families into the school. At these events, the school will prepare large bulletin boards that will serve as visual voting boards. Parents will be asked to place coloured dots onto sections that represent their vote. Votes will be about things such as cafeteria meals, curriculum choices, field trip destinations and more. Voting in this manner will be casual and stress-free, and will also provide a highly visual representation to those voting. The vote tallies and how the decisions are implemented will be reported back to families in the school newsletters. Attendance at all of these events will be taken, and pictures will also be included in the newsletters.

As the main two goals of this family-school program are to increase communication and to help families to feel comfortable in the school building in a stress-free way, the administration team has intentionally chosen a casual, stress-free approach for at least the first year. If all goes well and the school feels ready for more, changes will be made in the future.

Evaluation

Measurement and evaluation are key to successful SWPBIS frameworks, and it is essential to know whether the components are being implemented to fidelity. Furthermore, one cannot evaluate success and make data-based decisions without measurement. "Often it is

recommended that practitioners use standardized measures to capture the rate of improvement from baseline to the intervention stage; this helps to ensure an accurate interpretation of the amount of change that has occurred as a result of intervention implementation (Rao, Beidel & Murray, 2008). Informal Measures may be more useful for progress monitoring or the initial stages of information gathering." (Stichter et al., 2018, pg. ??) Happy Valley Middle School will use both formal and informal measures to determine the successes of the SWPBIS framework and interventions. For the sake of organizations, the measures will be listed in the order that the framework and interventions were listed in the Core Components section of this grant application. Fortunately, Happy Valley Middle School already has a detailed method of recording many data points as described below, but some additions will be necessary in order to ensure that a well-rounded data-based decision-making process is possible.

Training, Evaluation and Coaching by Purveyor Organization.

Although the science supporting the use of SWPBIS and supporting interventions is clear, the science of implementation is often where schools struggle and become mired down. For a large endeavour such as this, it is recommended that schools "engage purveyor organizations to help to establish and use the science of practice." (Fixsen et al., 2010, p.??). Implementation to fidelity is one of the key predictors to success, but it is often ignored or not measured. Teachers will need to be trained in workshops and also coached in their natural environment (the classroom), They will also need feedback in the form of something such as a behavioural checklist. (Estrapala and Bruhn, 2020) A purveyor organization will also be able to give school staff examples of other schools that have been successful, which can inspire and motivate staff. Purveyor organizations can also help by providing established methods of implementation and can suggest organizational support. (Fixsen et al., 2010)

Informal Teacher Surveys

Informal teacher surveys will be used to measure teacher perceptions of social validity for all of the elements of this grant application. Teacher surveys will also be designed to evaluate teacher perceptions of student behaviour in general and also specifically for each student who is referred to the Tier II anxiety program.

Office Discipline Referrals (ODRs)

Happy Valley Middle School currently maintains ODR data. Although the rate is fairly low, the rate and reasons for ODRs will be examined for trends. The purveyor organization will also be asked to provide some training concerning the importance of clearly defined and consistent ODRs to student measurement and success. This will ensure that Happy Valley is not overlooking key data.

Attendance and Tardiness Reports

Attendance and tardiness reports will be used to measure school engagement and anxiety behaviours.

Grades

Grades will be used to measure the academic engagement and a decrease in avoidance behaviours that often accompany anxiety.

Homework Completion

Measuring rates of homework completion will also provide information about school engagement and avoidance behaviours that often accompany anxiety.

Student Surveys and Self Reports

Students will be surveyed at the beginning and end of each semester. They will be asked questions about their perceptions of the social validity of the new framework and interventions, and they will also evaluate their anxiety levels and relationships with the school and teachers.

Visualization Essays

At the beginning and end of the school year, students will be given the task of writing a one-or-two page essay that describes what they think that they will be like when they are an adult. They will be asked to speak about both their career goals and personality goals. Teachers will score these essays (reflecting the ability to positively and clearly visualize future success) and compare the scores from the beginning of the year to the end of the year. The beginning scores will also inform teachers of the need that some students may have to be referred to Tier II supports.

Visualization Exercises and Lesson Plans

As mentioned in the Core Components section, teachers will be instructed to create visualization exercises and lesson plans for the SWPBIS framework and to supplement the MindUP Curriculum. Teachers will be required to submit these items to the SWPBIS implementation team both for the sake of storage and organization and to ensure that these tasks are being completed. Data will be taken on how many exercises and lesson plans are completed, and teachers will be reinforced for their completion.

MASC-2 (March, 2000) ENTER INTO SOURCES

The implementation team will research whether the MASC-2 (Multidimensional Anxiety Scale for Children 2nd Edition™) has been translated into Korean. If not, a translator will be hired, and the implementation team and school psychologist will ensure that it is properly adapted and administered to the student body at the beginning and end of each school year. The measures will be used to evaluate the success of the MindUP Curriculum and also to help teachers to determine which students should be referred to the Tier II intervention. The appropriate credit to the original source will be given.

SIBS (Elliott and Gresham, 2007) add to sources!!!

The SIBS (Student Internalizing Behavior Screener) will also be used to measure the success of the MindUP and Tier II interventions, as well as to inform teachers about whom to refer to the Tier II program. The SIBS is part of the larger Social Skills Improvement Rating Scales (SSIS). This measure is not translated into Korean, and to administer all of the scales would be more than necessary for Happy Valley Middle School. Therefore, a translator will be hired to translate only the SIBS into Korean, and it will be modified to a somewhat informal measure that will be administered to students. The appropriate credit to the original source will be given.

Check-In/Check-Out (CICO) Data

The data measured on the CICO DBRCs will be compiled and evaluated for the students that are referred to the Tier II program in order to measure the effectiveness of the program.

Parent Satisfaction Survey

A parent satisfaction survey will be developed that will be used to measure school-family engagement. It will be administered at the beginning and the end of the school year.

Eat, Play and Vote! Attendance

Attendance measures will give insight into whether the popularity of and engagement with this program is increasing.

Vote Statistics

Data will be recorded measuring how many parents vote on school issues and program direction. This will inform the implementation team on levels of parent engagement.

Happy Valley School App Data

Happy Valley School already has an app that is currently used to communicate with parents; however, it is not being used to its maximum capability. As staff are further trained and required to use the app more completely, app data will be used to inform the

implementation team about how many newsletters are being sent and how many times the newsletters are being read by parents. The app will also record how many positive messages are being sent from teachers to parents per month, as well as how many replies that the teachers receive. This will track whether teachers are meeting their communication goals and also whether parents are engaging with the communications.

Anticipated Outcomes

Suppose Happy Valley Middle School is successful in obtaining this grant and is able to implement the SWPBIS framework, the modified MindUP Curriculum, the modified CICO Tier II Intervention, and the Eat, Play and Vote! program, school outcomes will be positively affected. As a result, academic engagement and grades, student mental health and family-school collaboration and communication will improve. Happy Valley Middle School would then serve as a model school for other Korean schools that want to shift away from a reactionary approach and toward implementing a school-wide, preventative framework.

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