C.4. TECHNICAL PROPOSAL

C.4.i. Project Approach/Methodology

Continua proposes to focus this six-month support opportunity on two identified programs for serving students with Emotional Behavioral Disorders or EBD in a K-12 setting. Continua's lead consultants and team members have extensive experience serving students and educators in self-contained programs for students with EBD as teacher practitioners, school psychologists, principals and consultants. In reviewing the data on retention of teachers for special education, and our own experiences of working alongside school districts that struggle to maintain consistent and knowledgeable staff in self-contained programs for students with EBD, Continua has identified the following key problems of practice leading to overuse of restraint and isolation for students with EBD:

1. Students with disabilities represent 14% of the student population and 81% of restraints and 77% of seclusion incidents. (i) Students with EBD represent ~1% of the student population and account for 45.4% of all restraints in schools. (ii)
2. Teachers of EBD self-contained programs in Washington state are often under-trained, inexperienced and novice (iii)
3. Teachers of Special Education in Washington state, to include those in EBD self-contained programs, only remain, on average, 2 years in those positions (iii)
4. School districts often have to replace and re-train educators in these highly complex classrooms or hire substitutes. According to OSPI, 25% of posted SPED positions go unfilled annually. (iii)
5. Teachers of self-contained EBD classrooms face a multitude of dynamic pedagogical challenges, and, additionally, are the default lead educator overseeing a team of para-educators who often have more experience and tenure in the schools than the novice teacher, while being less trained in evidence based, non-punitive practices.
6. School and district leadership oversight and implementation of effective, aligned practices in self-contained programs serving students with EBD are often under resourced, informed and prioritized.
7. In the absence of aligned, informed adult leadership and implementation practices, when students behave in maladaptive or unpredictable ways that threaten safety, adults over-rely on restraint and isolation. Restraints are used out of desperation and are the default "intervention" due to the lack of established prevention systems and de-escalation interventions or the lack of teaching youth to adopt replacement behaviors.

Given the context of 1-7, Continua's theory of change model is thus:

If:

- Students identified with emotional/behavioral disabilities are restrained and isolated the most

  as a result of
- school districts lacking expertise to develop sustainable EBD programs within their larger MTSS frameworks

  and
- teachers, admin and paras in self-contained EBD programs needing guidance and strategies to implement effective behavioral interventions

  which results in
- un-predictable environments and staff over-reliance upon punitive, reactionary practices of restraint and isolation

  then
- focused consultation and learning of evidence-based prevention strategies, designed to meet the educator's readiness and capacity within the context of their program, staff and school setting

  will result in:
- a preventative, predictable environment for decreased use of student restraint and isolation.

Citations:

i. US Department of Education, Office of Civil Rights. (2021) Civil Rights Data Collection: 2017-2018 School Year. https://www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/restraint-and-seclusion.pdf

ii. US Senate Committee on Health, Education, Labor and Pensions. (2014) D*angerous Use of Seclusion and Restraints in Schools Remains Widespread and Difficult to Remedy* 2014. U.S. Government Publishing Office.

iii. Washington State Office of Superintendent of Public Instruction. (2024). Personnel summary report 2023-2024. OSPI

In partnership with Snohomish County Behavioral Health and the Trauma Informed Practices (TIP) Grant (2017-2025,) Continua authored an eight-domain rubric of evidence-based practices for implementation of effective self-contained programs serving students with EBD **(EBD Rubric**). An overview of this rubric's domains and components can be found in attachment A. For this RREI proposal in serving two school districts or sites, Continua recommends the following components for the focused needs and readiness assessments. These identified criteria will also inform the consultation/professional learning of the six-month grant opportunity:

Continua Rubric for EBD Services Domain/ Component	**Rationale to Assess and Address this Practice**	**RREI Manual Section Connections**
Component 1.2 • 1.2 Program Mission, Vision, Beliefs, and Goals	Often staff serving youth with EBD have not yet identified their shared vision, beliefs or goals regarding the services they provide. School districts typically do not dedicate time or leadership to develop a shared vision that supports all students, families and educators who engage daily with students furthest from educational justice. Evidence of this under-development can be seen in the high rates of restraint and isolation for students in EBD programs which are the result of adult punitive approaches, uninformed by evidence-based skills development to replace maladaptive behaviors.	**Section 1:** • Understanding Positive & Trauma Informed Behavior Support **Section 2:** • Mindset Work **Section 5:** • District & School Behavior Support System
Components 1.7-1.9 • 1.7 General Education Access and Inclusion • 1.8 MTSS practices and common language alignment • 1.9 Schoolwide Discipline and	Students in self-contained programs at all grade levels are keenly aware when they are viewed as outsiders amongst the school community. Most students served in EBD programs are motivated by successful participation with their general education peers. IDEA and WAC 392-172A-02050 state that students eligible for special education services should participate "to the maximum extent appropriate" with students served in the general education setting. The federal guidance and state law are informed by decades of evidence and research that students thrive both behaviorally and academically when learning in a heterogenous, Least Restrictive Environment (LRE). Ensuring student access to the LRE requires a collective understanding amongst the entire school community of what "maximum extent appropriate" means, and what supports and guidance should be in place ensure success for the student and the educational community. When school and district leaders prioritize and provide time for the ongoing collaboration between general and special education teachers focused on student access to LRE, then students can gain consistent, welcoming and effective inclusion. In our experience, given the many demands of the principalship, this sponsorship may be overlooked. The intent of using the criteria	**Section 2:** • School & District MTSS • Preventing Interfering Behavior with MTSS • School & District Systems that Support Behavioral Learning **Section 4:**

Continua Rubric for EBD Services Domain/ Component	Rationale to Assess and Address this Practice	RREI Manual Section Connections
Restorative Practices • 2.3 General Education Expectations • 3.1 LRE (Least Restrictive Environment) and Appropriate Placement	in these domains is to establish the foundational MTSS practices of leadership that Continua has observed to be critical for implementation success and prevention of restraints and isolation.	• Effective Support for Students with Extensive Behavioral Needs • Teaming for Behavioral Interventions **Section 5:** • Placement
Components 3.2 and 3.3: • 3.2 Functional Behavioral Assessments (FBAs) • 3.3 Behavior Intervention Plans	For all of us, adults and youth, behavior is communication. Schools that have common language and calibrated understanding of the function of behavior are more adept at not taking student behavior personally. They collaboratively design interventions that are effective to extinguish maladaptive behaviors while supporting the student's incorporation of appropriate replacement behaviors, rather than relying on ineffective punitive discipline. Continua's implementation of trauma-informed MTSS in dozens of schools has led to reductions in punitive discipline, including restraint and isolation, when all staff are trained in and utilize a shared understanding of the function of behavior.	**Section 4:** FBA • Understanding the Function of the Behavior • BIP • Positive Support • Data informed decision making **Section 1:** • Behavior Serves an Authentic Purpose • Behavior is Shaped by past events and experiences • Behavior is Learned So it Can be Taught
Components 5.1 and 5.2: • 5.1 Levels "leveling up" • 5.2 Points	We frequently observe confusion and implementation challenges related to points and levels (P&L) systems in programs serving students with behavior-related IEPs. P&L systems provide scaffolded, student-centered success criteria for frequent and consistent feedback towards student BIP, IEP and LRE goals (see sections 5.1-5.3.) If P&L systems are not co-constructed with student input and in service of their IEP goals, they can be misapplied in ways that maintain dominant culture hegemony or bias. Often a program with new staff struggles to implement	**Section 4:** • Monitoring Progress of Intensive Behavior Supports

Continua Rubric for EBD Services Domain/ Component	Rationale to Assess and Address this Practice	RREI Manual Section Connections
	a P&L system consistently and in a culturally responsive manner that maintains student dignity (designed and delivered privately), while emphasizing positive behavior. Inconsistent implementation can erode trust between the staff and students or negatively impact student motivation to engage with the system. Conferring with students one-on-one is at the core of P&L systems, and public display of points and levels should never occur. Learning how to establish effective P&L systems that support student IEP goals, as well as how to construct those goals within the context of the classroom's co-constructed expectations, is key. Aligning P&L systems to the positive reinforcements of the school's larger MTSS framework ensures that all adults implement the same positive, student-centered system with fidelity.	• Behavior Rating Scales **Section 5:** • Behavior Supports & IEP • Annual Goals for PBS
Components 1.8-1.9; 5.3: • 1.8 MTSS practices and common language alignment • 1.9 Schoolwide Discipline and Restorative Practices Inclusive of Program students • 5.3 Positive Reinforcement System	Often in schools with self-contained EBD programs, the schoolwide PBIS or MTSS Tier 1 reinforcement system is separate from the program's P&L systems, which creates barriers when students access general education. Administrators overseeing both the schoolwide and the self-contained programs should have an articulated plan for how the schoolwide reinforcement system and the program's P&L systems are connected. This allows for important positive reinforcement from all adults in multiple environments. Alignment of the P&L system with the universal language and schoolwide expectations reduces the cognitive load for students when transitioning to general education classes, which increases the likelihood of student success and full inclusion.	**Section 2:** • School & District MTSS • Preventing Interfering Behavior with MTSS • Behavior Rating Scale • Professional Development Implementation planning
Component 6.1 • 6.1 Proactive Classroom Management	As is cited above and according to the 2023-24 OSPI report, teachers in self-contained special education classrooms are often inexperienced or recently credentialed. Mastering effective classroom management is challenging for any new practitioner and is compounded when the teacher has multiple ages/grades of students with identified behavioral disabilities. An additional complexity of classroom management in programs serving students with EBD is consistency and aligned practices of all adults serving the class, which often includes several paraeducators. Learning and being coached to implement evidence-based, proactive classroom management strategies is a crucial support to novice and even experienced teachers in programs serving students with EBD. Continua plans to provide coaching to the identified teachers and support their ability to model such practices for their critical paraeducator colleagues.	**Section 3:** • Classroom Practices for Safe & Inclusive Learning • Culture of Belonging for all

Continua Rubric for EBD Services Domain/ Component	Rationale to Assess and Address this Practice	RREI Manual Section Connections
Component 6.2: • 6.2 Social Emotional and Regulation Practices	Students identified with EBD are identified as needing to develop social-emotional learning (SEL) and regulation skills. This necessary instruction must include effective examples of replacement behaviors and skill development which evidence-based SEL and regulation curricula can provide. Both educators and school psychologists who intervene with students that are heavily impacted by trauma and identified with EBD should provide understanding to students about their neurology and emotional responses to certain situations, and to allow students to practice more effective replacement strategies when triggered. Student IEP goals for behavior and emotional responses should be supported by and aligned to the SEL and regulation skills being taught in any self-contained behavior program. Ideally, mental health professionals aligned to the program provide additional, evidence-based, cognitive behavioral therapy approaches such as Coping Cat or CBITs.	**Section 3:** • Staff Well-Being for Student Well-Being
Component 6.3: • 6.3 Rigorous Academic Instruction	The daunting task of serving anywhere from 3 to 6 different grade levels of learners is often expected of self-contained teachers for students with EBD. Envisioning and executing differentiated lessons across grade levels is a highly masterful skill. Teachers of EBD programs deserve an experienced thought partner who can provide strategies via modelling, coaching and feedback of differentiation strategies for student access to grade-level content and engaging lessons. The 12 hours of consultation per teacher is intended to support this outcome, amongst others.	**Section 3:** • Classroom Practices for Safe and Inclusive Learning • Engaging in Relevant Instruction • Authentic and Supportive Feedback
Components 6.6 & 6.7: • 6.6 Classroom Environment and Accessibility • 6.7 Dedicated Regulation Skills Spaces	Prevention of the need for restraint and isolation in the self-contained classroom requires a multi-pronged approach, including intentional design of the physical space. If students cannot move freely or feel overwhelmed by a classroom environment, the environment itself can trigger student outbursts or maladaptive behavior. Supporting teachers and paraeducators to implement a layout that is both welcoming and inclusive of different modalities of learning is a critical component for instructional and behavioral success. Additionally, the application of dedicated regulation spaces is often misapplied and results in the use of forced isolation. Continua's guidance leans on the research and state guidance for regulation spaces which support previously taught calm-down strategies and allow for adult supervision while students experience privacy. Such spaces should be chosen by students (self-regulation) not forced by adults (isolation). Continua Co-Founder Authored, *Ed Spaces* Article 2018: https://ed-spaces.blogspot.com/2018/05/designing-classrooms-for-students-with.html	**Section 3:** • Welcoming and Organized Space • Clear Expectations, Routines & Procedures
Components 7.1 & 7.2:	Self-contained programs serving students with EBD that lack aligned safety systems for prevention and intervention are at most risk for physical and emotional safety incidents. Adults do not want to use restraint or isolation; and	**Section 6:** • Crisis Prevention

Continua Rubric for EBD Services Domain/ Component	Rationale to Assess and Address this Practice	RREI Manual Section Connections
• 7.1 Establishing Physical Safety in Program • 7.2 Establishing Emotional Safety in Program • 7.3 Effective Prevention and Intervention Strategies	yet, without the right protocols and practiced responses, both emotional and physical safety can quickly devolve to where overwhelmed staff feel that restraint and/or isolation is their only option. Staff turn-over in such programs is often the result of repeated physical and/or emotional safety incidents. According to Washington State Labor & Industries Injury and Illness data, the second highest injury reported for educators is assault. Physical injury and secondary trauma (compassion fatigue) results in staff absence, resignations, or requests for assignment change to less volatile programs. Staff protocols for physical and emotional safety are critical to maintain staff efficacy and participation in programs serving students with behavior challenges. When protocols are established, practiced and refined by program staff, incidents of restraint and isolation go down.	and De-Escalation **Section 3:** • Classroom Practices for Safe and Inclusive Learning • Staff well-being for student well-being
Component 7.5: • 7.5 Eloping Response Procedure	Eloping is one of the most common maladaptive behaviors exercised by students identified with EBD. Given the common experience of responding to students eloping from general or special education environments, it is important to establish shared structures and protocols for all adults to remain calm and ensure student safety while simultaneously not (unintentionally) reinforcing the elopement with adult attention. Maintaining predictable routines for how to respond to eloping behaviors prevents confusion and panic from adults, as well as reduces potential interruption of the instruction for other students when one elopes. If systems are established, then data on the elopement frequency, duration, and desired location can all be gathered to better understand the student's antecedents, triggers, and patterns of elopement. This data also helps the team identify the function of the elopement. The team can then prevent future elopement and identify potential replacement behaviors for effective BIP planning.	**Section 6:** • Crisis Prevention and De-Escalation

Continua's proposal is focused on areas of our **EBD Rubric** that we have recognized in our school partners as frequent immediate needs. Assessment of the identified rubric areas, and any additional areas identified by the school team, will inform co constructed areas of readiness and agreed upon priorities for the spring 2026 engagement. Continua has the breadth of knowledge and depth of experience to provide consultation and learning for all eight domains of the **EBD Rubric** and will customize learning to the two identified sites based on needs and readiness assessments.

C.4.ii. Work Plan –

Given the timeframe of this grant opportunity from December to June, Continua will provide tailored diagnosis, consultation and professional learning to two identified sites or school districts. The focus of this work will be these steps:

1. Needs and readiness assessment via onsite observation and interview of program staff using identified components from the Continua **EBD Rubric**. (Attachment A) Needs and readiness assessment to include review of RREI data for 2024-25 and 2025-present school years.
2. Self-Assessment Facilitation:
    a. Completion and calibration of identified components in the **EBD Rubric** by program teacher(s), principal(s), and district office administrator overseeing services for SPED and if feasible: inclusive of program para-educators.
    b. Pre-assessments for teacher, admin and para-educators in program via **Knowledge, Attitudes, and Practice (KAP) Assessment.**
3. Continua will prepare a summary of the needs and readiness assessments observation (1) and self-assessments (2) for each site to inform the professional learning and consultation.
4. Continua will provide an on-site professional learning day focused on Trauma-Informed Practices, Evidence-Based Relational Practices, and Evidence-Based Behavioral Practices, as well as MTSS systems for implementation and connections from schoolwide MTSS to EBD program systems, to each identified site, with an option to engage in the learning virtually/recorded if logistically necessary. The content of this learning will focus on the following sections of the technical assistance manual:
    a. Section 1: Understanding Positive and Trauma-Informed Behavior Support
    b. Section 2: School and District Systems That Support Social, Emotional, And Behavioral Well-Being
    c. Section 4: Effective Support for Students with Extensive Behavior Learning Needs
5. Continua will provide up to 12 hours of virtual/phone consultation to the admin/principals of the 2 programs and up to 12 hours of virtual/phone consultation to the teachers of the 2 programs to support educator learning of identified goal areas and to consult for problems of practice.
    a. Rationale: in Continua's professional experience of supporting programs for students with EBD, responding to complex student, family and staff challenges is often the main focus of in person or virtual consultation.
    b. Rationale: In order to implement identified practices and support others (paraprofessionals) to implement such practices, educators (teachers and

admin) benefit from 1:1 coaching and conversation about the nuances of application and leadership for others to apply new skills.

c. Rationale: Fidelity of implementation in isolation is typically very low. The research of implementation science (NIRN) , and Continua's experience in supporting both school and district MTSS implementation, suggests that changed behavior of adults requires frequent feedback and reinforcement Often both leaders and teachers of programs that serve students with EBD report feeling isolated and/or overwhelmed. Continua has found that being available to remind and celebrate practitioner's activation of learned skills is a powerful use of time and supports sustained implementation with fidelity.

6. Continua will provide 4 monthly PLC learning sessions virtually (Feb, Mar, April, May 2026) for the program staff to include para-professionals, if available, and Asynchronous learning via Continua's Canvas Learning Management System (LMS.) The objectives of these 4 sessions will align with the RREI Technical Assistance Manual Section 3: Classroom Practices for Safe and Inclusive learning, and in service of the identified learning needs from Continua's **EBD Rubric** (see Attachment A).
7. Continua will conduct a second on site visit to measure implementation fidelity and program growth according to identified areas from baseline assessment.
    a. Continua will support program staff to complete a second self-assessment with the **EBD Rubric** to identify areas of growth
    b. Program staff will complete the **KAP Post-Assessment** to measure knowledge, attitudes and practices shifts or growth
8. Continua will summarize the implementation visit, practitioner self-assessment findings and **KAP Post Assessment** results describing growth in the areas identified collaboratively by the district and Continua according to the **EBD Rubric** and **RREI TA Manual** needs assessment process. (see Step 1 above).
    a. Summary report will be provided to school district and OSPI
    b. Summary report will include updated Restraint & Isolation data June 2026
    c. Opportunities for continued growth or further exploration will be highlighted
9. Sustainability will be supported beyond June 2026 by reviewing the final summary (see Step 8 above) to include identified next steps and areas of future exploration according to **EBD Rubric** June scores.

C.3.iii. Project Schedule

- December/January 2025-26
    - Begin communication with partnered districts and schedule Work Plan Step 1 above: Baseline assessment on-site visit
- January/February 2026
    - Conduct Work Plan Steps 1-3 above: Baseline assessment visit, site/district rubric scoring and summary
- February/March 2026
    - Conduct Work Plan Step 4: Day long on-site/or option of virtual recorded Professional Learning
- February-June 2026
    - Conduct Work Plan Step 5: Up to 12 hours of consultation per admin(s) and 12 hours of consultation per identified teachers
    - Provide Work Plan Step 6: Up to 4 facilitated PLC sessions for program educators (teachers and paraeducators)
        - Provide asynchronous content to support PLC learning via Canvas
- May/June 2026
    - Conduct Work Plan Step 7: On-site fidelity assessment visit
    - Conduct Work Plan Step 8: Summary

C.3.iv. Deliverables

- Baseline assessment scores and readiness assessment via **EBD Rubric**
- Baseline observation summary of practice according to **EBD Rubric** identified areas (see Attachment A)
- 1 full day in person or virtual learning session focused on Trauma Informed MTSS and **RREI TA Manual** sections 1, 2 and 4
- 12 hours of consultation to program teachers, principals and district admin
- 4 PLC learning modules focused on site **EBD Rubric** needs assessment and content of **RREI TA Manual**
- Fidelity assessment data
- Summary of implementation fidelity and outcomes to include restraint and isolation data

C.3.v. Performance-Based Contracting – RCW 39.26.180

Continua has structured the Technical and Cost proposals in a performance-based manner that identify payment(s) tied to deliverables identified in Section C.3.iv.

C.3.vi. Outcomes and Performance Measurement

Continua will evaluate the effectiveness of this project through the development and use of a **Knowledge, Attitudes, and Practice (KAP) Assessment.** KAP Assessments are evaluative tools used in education to measure changes in participants' understanding, perspectives, and applied skills related to trauma-informed, evidence-based practices for serving students with EBD including: function of behavior, MTSS schoolwide and program specific practices, proactive classroom management, points and levels systems, and strategies for differentiation in multi-age self-contained classrooms.

Measurement of practice and program growth will also be gathered and shared to the program staff, and OSPI, via:

- Baseline Restraint and Isolation data for program students (Jan)
- Baseline (Jan) **EBD Rubric** scores and June fidelity measurement growth
- Baseline (Jan) Continua observation and June fidelity/implementation observation summary
- Restraint and Isolation data reported for Feb-June 2026
- Summary prepared of implementation fidelity and outcomes to include restraint and isolation data (June)
- Sustainability and continued growth plan according to program identified growth areas provided with June summary report

Summative evaluation data for project will be used to measure growth and improvement, and also to inform sustainability plans for program continued growth within identified components/domains of the Continua **EBD Rubric** and the **RREI TA Manual**.

C.3.vii. Risks

Continua has identified the following risks and proposed mitigation/monitoring strategies:

Technical Application Risks

Risk: Practices intended to be learned and implemented may be mis-applied or understood by practitioners. For example, para-educators who learn about points and levels from their teacher colleague misunderstand the positive framework and use the points punitively with a student

Monitoring: Part of the focus of the 12 hours of consultation for the teachers and admin will be for check ins on application of strategies learned. Continua and educators will review practices learned and follow up on current practices

Mitigation: Continua will measure implementation fidelity in spring visit and provide feedback on strategy implementation

Collaboration and Access Risks

Risk: School districts identified don't have available PLC or other learning time to provide Continua access to educator learning

Mitigation: Continua will work collaboratively with identified district leaders to maximize available educator professional learning and allocate additional substitute resources if necessary to ensure alternative options for learning time.

Monitoring: Continua will prioritize pre planning and post debriefs of all learning sessions with each of the identified administrators via the 12 allocated consultation hours

Leadership Prioritization Risk

Risk: identified school principals don't have capacity to prioritize consultation and learning with Continua

Mitigation: Continua will advocate for time with alternative leaders or school sites if chosen site leadership cannot prioritize allocating time

Monitoring: if identified admin continuously avoid or cancel scheduled consultations, Continua will advocate to identified supervisors or propose assignment change

Leadership Belief or Alignment Risk

Risk: Identified school or program admin indicate refusal to learn or change punitive beliefs

Risk: Identified school or program admin indicate refusal to collaborate with or align to other key educators in the program and/or each other

Mitigation: Continua will encourage open communication and utilize protocols to name persistent fears or contradictory beliefs and provide evidence for why the beliefs of the **RREI TA Manual** and Continua 's **EBD Rubric** will result in changed outcomes; Continua may refer staff to other job alike practitioners who have experienced similar challenges and successes

Monitoring: Continua will unearth beliefs via interview, self-assessments and ongoing consultation.

Schoolwide Belief or Alignment Risk

Risk: General education staff create barriers to serve students with Emotional Behavior Disabilities in their class.

Mitigation: Continua will advocate for and support the development of FERPA/HIPPA compliant communication protocols between student IEP case managers and general education staff, which clearly indicate behavioral supports and practices specific for the student accessing their LRE general education class assignment.

Mitigation: Continua will provide resources for schoolwide training in the foundational components on the Function of Behavior and Low Cost – High Yield behavioral interventions which all staff can support.

Monitor: Continua will maintain ongoing communication with the schools we serve and consistently collect data on general education class participation for students w/ EBD.

Staffing Risks: Experience and Retention

Risk: As is stated throughout the proposal, staffing and retention of certificated and experienced teachers into positions to serve students with EBD is a challenge.

Risk: Teachers assigned to program and project with Continua take leave during the project

Mitigation: the theory of change model supporting this proposal is to wrap around the teacher with trusting support in efforts to provide structured mentorship, effective strategies and, most importantly, an understanding sound board. Continua will establish a relationship that seeks to validate the teacher's experience and celebrate their success. Ideally this support prevents burn out or leave and will be applied to the teacher that is identified by the partner district.

Monitoring: the intent of checking in with the teacher weekly to biweekly during the project via PD, PLC and the 12 consultation hours serves to give Continua an ongoing opportunity to hear how the program's growth is going and respond to teacher needs as they arise

Timeline Limitation Risks

Risk: Six months is a short timeline for engaging in all four phases of implementation science.

Mitigation: Practitioners engaged in this project will experience the exploration phase via baseline assessment and summary feedback and then will move into installation or design of identified, prioritized practices. Continua will support the teams to build and implement the strategies of most urgent need during the installation phase so that initial implementation can occur and be observed during the project. Continua will provide scaffolded supports for the areas measured as needing growth but not feasible to address in the short timeframe.

Mitigation: sustainability plans will provide the leaders and educators with specific next steps in their identified but not yet achieved goal areas

Monitoring: Continua and partners will check in via each engagement on progress made and continue tracking the practices mastered while documenting the necessary future work to continue growing those not yet prioritized

Attachment A: EBD Rubric

Systems, Procedures, Content, and Staff Development Recommendations

This manual is designed to support the initial implementation of a new self-contained behavior program or evaluate an existing program's areas of growth. This tool is designed to be used by a team to discuss and determine what evidence-based components of the program are in place and how far along in implementation those components are.

Let's begin with a common definition for a self-contained behavior program. Currently the federal government does not define this, so we will need to lean on state and local definitions as well as what current research has to offer.

IDEA was last authorized in 2004 and amended through ESSA in 2015.
IDEA Sec. 300.8 (c) (4)

> (i) Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
> (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors.
> (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
> (C) Inappropriate types of behavior or feelings under normal circumstances.
> (D) A general pervasive mood of unhappiness or depression.
> (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
> (ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

In Washington State and many other states, the IEP qualifying category of "Emotional Disturbance" has been changed to Emotional/Behavioral Disability. The Washington Administrative Code (WAC 392-172A-01035) uses the same criteria as IDEA Sec. 300.8 (c) (4)

The term "self-contained classroom" refers to a classroom where a special education teacher is responsible for the instruction of all academic subjects. A student's self-contained placement is determined by the IEP and the minutes of daily instruction assigned to this environment. The classroom is typically separated from general education classrooms but located within a neighborhood school. A self-contained classroom is a special education placement that falls near the middle of a continuum of program options that range in restrictiveness where the general education classroom is least restrictive and a hospital or a homebound placement is most restrictive. Student-to-teacher ratios in self-contained classrooms are usually smaller than in general education classrooms and other less restrictive special education placements such as resource classrooms. Children who are placed in self-contained classrooms often have multiple, intensive support needs and require a comprehensive and

highly structured educational and/or behavioral Individual Education Plan (IEP).
(https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1698-3_84)

Historically these programs have been a catch-all for students with a variety of disabilities if their behavior is disruptive in the general education setting. What we now know is that behavior supports need to match the type of disability or need of the student. Students who qualify for these programs often have similar behaviors, but the function and source of those behaviors can be very different resulting in different instructional needs.

For example, a child with autism spectrum disorder (ASD) should have a very different educational plan than a child who has experienced significant trauma and environmental stressors resulting in Emotional Behavior Disorder. What we have seen in practice is when these differing needs are put together in a small environment without typically developing peers there is an increase in maladaptive behaviors. Another concern is that students with Autism are prone to become targets or to be taken advantage of if they are in the same environment all day with students who are savvier at reading people and figuring out what triggers them. Students with Autism or students who have been diagnosed with a cognitive impairment often become targets in these classrooms. Unfortunately, due to funding and limited resources, including staff, these populations are often placed in the same program to the detriment of the students and the school environment.

The overarching goal of this type of program is to support students in acquiring more typical and expected behaviors for their age. Students who qualify for these placements exhibit many of the same behaviors such as: eloping; big outbursts that disrupt learning for others; physical aggression towards peers and/or adults; loud, frequent, and often obscene language; and, general defiance to adult directions. The goal is to support students by teaching into pro-social behaviors and relationships so that students can participate in the general education environment, developing healthy relationships with peers and adults. These are necessary skills to support positive youth development and a productive life.

Implementation Science

Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the 'specific set of activities' related to implementation. In addition, the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength. When thinking about implementation the observer must be aware of two sets of activities (intervention-level activity and implementation-level activity) and two sets of outcomes (intervention outcomes and implementation outcomes). Fixsen et al., 2005.

Understanding implementation science and how to utilize this framework will increase the sustainability of systems and practice within the program. This framework is designed to be used in a team dynamic with a representative body of staff who will be impacted by the decisions and those doing the actual implementation. The team's goal is to utilize the framework to build consensus, design the systems and learning needed for the practice, and then provide intentional monitoring with the use of both fidelity and outcome data to guide the process. When the process of implementation science is followed, systems will see more cohesion among staff and stronger more sustainable outcomes for students and the community.

Implementation Science happens in four discernible stages:

1. EXPLORATION

Exploration involves an assessment of assets and needs of the focus population, fit of the program or practice with those needs and assets and feasibility of implementation. *For evaluation purposes this stage is not noted on document, rather "Missing" is used to signify this conversation has not yet begun and there is no evidence of practice or knowledge of practice yet in the system.

2. INSTALLATION

Installation involves building the infrastructure necessary to implement the program or practice, which includes building practitioner and organizational capacity.

3. INITIAL IMPLEMENTATION

Initial implementation includes the initial efforts of staff to use the program or practice, with attention to using data for continuous improvement.

4. FULL IMPLEMENTATION

Full implementation occurs as staff use the program or practice successfully, and population-level outcomes are achieved.

National Implementation Research Network (2020). *Implementation Stages Planning Tool*. Chapel Hill, NC: National Implementation Research Net- work, FPG Child Development Institute, University of North Carolina at Chapel Hill.

How to Use this Tool

Each section is organized in the recommended order of implementation. Some components will need to overlap, but the intention is to support prioritization of systems and learning for program. As you reflect on what your system has incorporated into practice, or has yet to consider, this layout is designed to provide guidance on steps to take to strengthen sustainability and outcomes of a self-contained behavior program.

- **Missing** means the program has yet to discuss this content and most are not familiar with the content or purpose.
- **Installation** means this content is being discussed, learning and planning are taking place, and actionable steps are in process. There should be evidence of practice and planning to back up rating.
- **Initial Implementation** means the content is being delivered/acted upon, fidelity is monitored, and data/evidence of practice is determined and being collected.
- **Full Implementation** means the content is fully in place, all who support content are actively engaged and know metrices being used to support ongoing monitoring over time and content is sustainable.

Rubric Domain Overview

Selected RREI Proposal Components Highlighted in Green

Domain 1: Leadership Practices

1.1	Recommendations for program scope, timeline, development
1.2	Program Mission, Vision, Beliefs, and Goals
1.3	Resource Allocation: Staff Hiring Practices
1.4	Resource Allocations: Curricular and Supplemental tools
1.5	Resource Allocations: Classroom Locations and Physical Resources
1.6	Resource Allocations: Time
1.7	General Education Access and Inclusion
1.8	MTSS practices and common language alignment
1.9	Schoolwide (SW) Discipline and Restorative Practices Inclusive of Program students
1.10	Alignment with district safety staff, School Resource Officers (SRO), local police

Domain 2: Collaborative Practices

2.1	Collaborative Practices (PLC)
2.2	Communication Practices
2.3	General Education Expectations
2.4	Guardians
2.5	Students
2.6	Data Practices
2.7	Pre-Start to School Year Collaboration

Domain 3: Special Education Compliance and Case Management

3.1	LRE (Least Restrictive Environment) and Appropriate Placement
3.2	Functional Behavioral Assessments (FBAs):
3.3	Behavior Intervention Plans (BIPs)
3.4	Documentation Compliance
3.5	School Psychologist Involvement and Collaboration

Domain 4: Data Collection Systems and Routines

4.1	Data Collection Systems and Procedures
4.2	Teaming Procedures for Data Review
4.3	Data Utilization for Program Improvement

Domain 5: Levels, Points, and Reinforcement Systems

5.1	**Levels "leveling up"**
5.2	**Points**
5.3	**Positive Reinforcement System**

Domain 6: Instructional and Relational Practices

6.1	**Proactive Classroom Management**
6.2	**Social Emotional and Regulation Practices**
6.3	**Rigorous Academic Instruction**
6.4	**Restorative Practices**
6.5	**Tiered Interventions**
6.6	**Classroom Environment and Accessibility**
6.7	**Dedicated Regulation Skills Spaces**

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7.2	**Establishing Emotional Safety in Program**
7.3	**Effective Prevention and Intervention Strategies**
7.4	**De-Escalation Strategies and Tactics**
7.5	**Eloping Response Procedure**
7.6	**Aversive Approaches**
7.7	**Post Safety Incident Practices**

Domain 8: Wrap Around Supports and Services

8.1	**Wrap Around Case Management**
8.2	**Community Partnerships and External Services**
8.3	**Assessment and Identification (new student intake for wrap around supports)**
8.4	**Guardian/Caregiver Involvement**
8.5	**Ensure Partnerships Utilize Trauma Informed, Culturally Responsive Approaches**
8.6	**Transitions and Long-term Planning**

Domain 1: Leadership Practices

Leaders set and align the vision of the self-contained behavior program to be a preventative, evidence-based model. They establish the belief that all students are capable of improved behavioral and academic outcomes. Leaders build and sustain a strong, collaborative team by hiring, mentoring, and supporting educators to ensure the program's success. Program staff never work in isolation; instead, they are part of a cohesive, well-supported team. Leaders prioritize highly individualized and effective supports for students furthest from educational justice, ensuring access to the least restrictive environment (LRE) and increasing inclusion in general education settings.

Leadership Practices Content		Missing	Installation	Initial	Full
1.1	**Recommendations for program scope, timeline, development**				
1.2	**Program Mission, Vision, Beliefs, and Goals**				
1.2a	The *program* has an identifiable focus, overarching philosophy, including a statement of mission and purpose, that guides decision-making and practice. • Emphasizes the potential of students with behavioral disabilities. • Is connected to evidenced-based practices and research • Reflects the context of the local community and setting. • Is known by all staff and embedded in the daily programming/classroom activities. Emphasizes attention to building social/emotional competence				
1.2b	*Program* staff can communicate the overarching MTSS vision of the *program* and their commitment to it				
1.3	**Resource Allocation: Staff Hiring Practices**				
1.4	**Resource Allocations: Curricular and Supplemental tools**				
1.5	**Resource Allocations: Classroom Locations and Physical Resources**				
1.6	**Resource Allocations: Time**				
1.7	**General Education Access and Inclusion**				
1.7a	General education staff within a school where *program* is located are expected by leadership to prioritize the inclusion of students into general education classes per the students' IEPs and time allocated to the Least Restrictive Environment (LRE)				

Leadership Practices Content		Missing	Installation	Initial	Full
1.7b	Learning by general education staff about the needs and benefits of students gaining increased access to the general education/inclusive environment is prioritized and communicated by school and district admin. The responsibility to ensure a welcoming environment and support in the LRE is on the admin, not the *program* teachers				
1.7c	General education staff maintain identified students from *program* on their roster and provide resources in their classroom including desks, books, and other tier 1 materials.				
1.7d	General education staff welcome *program* students to their classrooms and make efforts to establish supportive relationships with *program* students				
1.7e	Classroom and *program* educators (admin, counselors) ensure via master schedule and other system resources that students have regular access to all specialist options within the school building, including but not limited to music, fine and performance arts, physical education.				
1.7f	In Secondary settings, classroom and *program* educators (admin, counselors) ensure via master schedule and other system resources that students have access to CTE and technical prep coursework to ensure graduation requirements are met and students can pursue post-secondary goals.				
1.7g	Para educators are provided learning of core skills and strategies for aligned push in support to students by participating in grade level PLCs (elementary) or depts (secondary)				
1.8	**MTSS practices and common language alignment**				
1.8a	Schoolwide proactive common language for behavioral expectations is known and used consistently by both general education and *program* staff (3-5 positive and student/community informed expectations such as safe, responsible, resilient)				
1.8b	Schoolwide reinforcement system is in place for recognition of expected behaviors (tickets, etc.) and students within *program* regularly earn positive reinforcers from schoolwide system in alignment with student's individual points and levels advancement (i.e., students can earn school bucks for consistently achieving daily points and be eligible for schoolwide or other desirable reinforcements, such as earned free time, tangible rewards, etc.)				
1.8c	*Program* staff incorporate use of schoolwide expectation language and reinforcement system (token, "buck," etc.) potentially used with higher frequency				

Leadership Practices Content		Missing	Installation	Initial	Full
	and access to desired reinforcers which gradually reduce with increased student success/levelling up (see points and levels)				
1.9	**Schoolwide (SW) Discipline and Restorative Practices Inclusive of Program students**				
1.9a	SW Behavior Matrix is developed with defined expectations across settings: Clearly outlined behavioral expectations for various school settings (e.g., classroom, hallway, cafeteria, playground), and is aligned to ensure the behaviors align with the *program*'s values, such as respect, responsibility, and safety.				
1.9b	SW Flow Chart for Discipline Procedures is outlined with Behavior Response Pathways: Include steps for addressing minor vs. major infractions and defines who (e.g., teacher, support staff, administrators) is responsible at each stage of the discipline process.				
1.9c	Consequences are logical and specify appropriate, consistent responses for various behaviors while outlining when and how to escalate issues to more intensive interventions. All discipline practices integrate options for repairing harm, such as restorative conversations or circles.				
1.9d	SW Language is positive, clear, and culturally responsive and all staff use the same language to describe behaviors and expectations.				
1.9e	SW Expectations are framed as opportunities for students to learn and practice appropriate social-emotional and behavioral skills.				
1.9f	Students are involved in the co-construction of class agreements in alignment with schoolwide to enhance engagement and ownership. Each classroom in elementary and section of students in secondary engages in meaningful co-construction (*what does it look and sound like to be safe in our classroom*, for example)				
1.9g	SW discipline data is collected and reviewed using behavior tracking systems to monitor the effectiveness of SW behavioral practices and inform adjustments.				

Domain 2: Collaborative Practices

Effective *programs* are built on strong collaboration between educators, students, families, and support staff. Professional Learning Communities (PLCs) provide structured opportunities for staff to analyze data, align interventions, and ensure consistency across classrooms and settings. Educators work alongside guardians to create a shared understanding of student needs, strengths, and goals. Students are engaged as active participants in their own learning and behavior plans, fostering self-advocacy and accountability. Data is used collaboratively to track progress, refine interventions, and ensure every decision is student-centered. A culture of open communication, shared problem-solving, and continuous reflection ensures that no one—educators, families, or students— ever navigates the work of the *program* alone.

Collaborative Practices Content		Missing	Installation	Initial	Full
2.1	**Collaborative Practices (PLC)**				
2.2	**Communication Practices**				
2.3	**General Education Expectations**				
2.3a	Participate in ongoing PLC/collaboration time for shared students in *program*				
2.3b	Are provided an onboarding of points and level system specific to shared students				
2.3c	Participate in data collection and IEP meetings				
2.3d	Are provided relevant PD on evidence based: ▪ Positive Behavior practices ▪ Autism vs EBD ▪ Function of behavior ▪ Basics of sped law and IEP process ▪ Belief About Behavior Survey taken and results discussed to support PD decisions ▪ Data literacy and collection practices				
2.4	**Guardians**				
2.5	**Students**				
2.6	**Data Practices**				
2.7	**Pre-Start to School Year Collaboration**				

Domain 3: Special Education Compliance and Case Management

A high-quality EBD *program* ensures that students receive the individualized supports and services they need to succeed in a safe and supportive learning environment. Educators and case managers are responsible for upholding legal protections under IDEA and Section 504, ensuring students' rights are safeguarded and families are actively involved in decision-making. Compliance is more than a legal obligation—it holds schools and staff accountable for providing appropriate, effective education for students with higher needs, preventing discrimination and legal challenges.

Program staff work collaboratively to track student progress, monitor the effectiveness of interventions, and document efforts to promote success. A strong compliance system prevents students from being overlooked, underserved, or placed in inappropriate programming. Case managers, educators, and administrators work as a unified team to build a comprehensive, data-informed support system that ensures equitable access to education and increasing opportunities for inclusion.

SPED Compliance and Case Management Content		Missing	Installation	Initial	Full
3.1	**LRE (Least Restrictive Environment) and Appropriate Placement**				
3.1a	LRE and *program* placement are directly informed by the student's special education evaluation data, informal academic/behavioral assessment data (student performance data), observations, input from IEP team members, and their eligibility category and/or documented diagnosis.				
3.1b	*Program* placement and LRE are aligned to documented student needs rather than available programming options. Students diagnosed with autism, intellectual disability, or other disorders/categories that do not fall under the realm of an emotional-behavioral disorder/disability are served in programming that is aligned to their needs.				
3.1c	Specific entry and exit criteria are established and required for placement in the *program*.				
3.2	**Functional Behavioral Assessments (FBAs):**				
3.2a	FBAs are conducted by a school psychologist or special education teacher within legal timelines. Decision to conduct FBA made when a student's behavior impedes learning or leads to change in placement.				

SPED Compliance and Case Management Content		Missing	Installation	Initial	Full
3.2b	FBA includes review of records, multiple/thorough observations with data collection, behavior rating scales, relevant academic/adaptive/social assessments, staff input, student input, and guardian input.				
3.2c	FBA report includes: ▫ Interfering behavior (repeated, predictable behavior that interferes with student's learning or the learning environment, or their skill performance) is operationally and objectively defined Data collected that indicates magnitude of the interfering behavior (frequency, intensity, severity, duration)				
3.2d	FBAs Identify and describe antecedent events/context (personal or environmental factors), protective factors and strengths, triggering event(s), maintaining consequences that reinforce the occurrence of interfering behavior.				
3.2e	Staff responses to interfering behavior are included in any FBA.				
3.2f	Function of interfering behavior is hypothesized and defined. Replacement behaviors, target skills to develop/teach, student supports/resources, and function-based interventions relevant to address the interfering behavior are identified.				
3.2g	FBAs are updated when students do not respond to BIPs implemented with fidelity, or if the function or nature of the interfering behavior changes.				
3.3	**Behavior Intervention Plans (BIPs)**				
3.3a	BIPs incorporate assessment data from sources including FBA (*required for EBD programming eligibility; see FBAs section 3.2), evaluation, and other sources.				
3.3b	BIPs are individualized to address behavioral needs identified in the IEP and FBA				
3.3c	Replacement behaviors, target skills to develop/teach, student supports/resources, and function-based interventions are identified and tailored to address the individual student's needs ▫ List of positive behavior intervention strategies for staff to implement to change student behavior are included				
3.3d	All relevant staff are briefed on cues that support each individual student's success, as well as trigger words or practices to avoid, as indicated in their BIPs.				
3.3e	Procedures to track and evaluate effectiveness of implementation (checklists, data record, graphics, criterion for behavior targets, established dates for data review) exist (see Data Collection Systems and Routines Domain 4)				

SPED Compliance and Case Management Content		Missing	Installation	Initial	Full
3.3f	BIPs are updated regularly as interventions are implemented, data is reviewed, and new data comes in from re-evaluation or new FBAs				
3.4	**Documentation Compliance**				
3.5	**School Psychologist Involvement and Collaboration**				

Domain 4: Data Collection Systems and Routines

Data-informed decision-making is at the core of an effective EBD *program*. Teams collect, analyze, and apply data to ensure interventions are responsive and evidence based. Behavior tracking, academic progress monitoring, and student feedback are systematically reviewed to identify trends, measure success, and make necessary adjustments. Data systems are not just about compliance, they are tools for continuous improvement. A strong data culture ensures that decisions are proactive, equitable, and focused on student success.

Data Collection Systems and Routines Content		Missing	Installation	Initial	Full
4.1	**Data Collection Systems and Procedures**				
4.2	**Teaming Procedures for Data Review**				
4.3	**Data Utilization for Program Improvement**				

Domain 5: Levels, Points, and Reinforcement Systems

Effective, aligned and consistent use of Levels, Points, and Reinforcement Systems are a critical driver for the success of students in self-contained behavior programs. This section seeks to clarify how points and levels are specific to each student's IEP and their LRE. Each student in a self-contained classroom may start at a different "level" just as they each have an individualized plan according to their demonstrated needs, successes and abilities. Student IEPs determine their inclusionary minutes in the LRE and *program* leadership should always ensure that any student's daily minutes of LRE access are provided. *Programs* will be most successful when placed in schools with previously established schoolwide positive reinforcement systems, and where students can demonstrate readiness for increased access to the general education environment as they "level up".

Levels and Points Systems Content		Missing	Installation	Initial	Full
5.1	**Levels "leveling up"**				
5.1a	Goal of levels is to gain increased access to general ed (SDI provided as outlined in IEP.) Level progression should scaffold towards expected behaviors in the general ed environment				
5.1b	*Program* and gen ed staff collaborate on level systems for alignment of gen ed access (additional, incentivized access above IEP LRE)				
5.1c	Language of levels system is aligned to schoolwide reinforcement system and language				
5.1d	Success criteria for how to progress to the next level is clear, for ex, "student will earn 80% of daily points for 4 weeks to progress to level 2" (SMART goal)				
5.1e	Students can articulate their personal level attainment and goals for level progression (developmentally appropriate)				
5.1f	Students' success in general ed classes can result in earning points towards level advancement in their specialized *program*				
5.1g	Student LRE per IEP is protected regardless of current level status (LRE change requires IEP team meeting/revision)				
5.2	**Points**				
5.2a	Expectations measured on point system have been taught and reinforced prior to use of points system				
5.2b	Staff teach and reinforce success criteria for earning points				

Levels and Points Systems Content		Missing	Installation	Initial	Full
5.2c	Earning point thresholds results in receiving attainable, desired reinforcers (developmentally appropriate, student identified)				
5.2d	Point sheets per student are developmentally appropriate and aligned to IEP goals (differentiated to each student's IEP, aligned to FBA and BIP)				
5.2e	Points are recorded privately for students (not publicly posted)				
5.2f	Students can explain how they earn points, ideally connected to IEP and BIP or class goals				
5.2g	Staff confer privately with students according to an agreed upon cadence (ex 15 min for primary, 15-30 for intermediate ES, 30-60 min for secondary) to name points earned. ▪ Conferring should include explicit examples of success or feedback of how to succeed				
5.2h	Students are given precorrections to support expected behaviors (and earn points as a result), skills named rather than student "choice"				
5.2i	Points are awarded for expected behaviors but never removed for unexpected behaviors				
5.2j	Over time as students demonstrate success by advancing in levels, frequency of points and rewards decreases or fades out in alignment with student zone of proximal development				
5.2k	*Program* staff in PLC review student point and level progression regularly to inform data-based decision making for student instruction and LRE access				
5.3	**Positive Reinforcement System**				
5.3a	Verbal praise and recognition, in the context of trusting relationships, are the most frequently utilized and effective forms of positive reinforcement				
5.3b	Ideally, *program* tokens or tickets are the same as any schoolwide reinforcement token (like a "buck") utilized in the general education setting to provide common language and ease of transition for students into inclusive settings.				
5.3c	*Program* has identified both tangible and access-based reinforcers with clear criteria for how students earn those reinforcers through observable behaviors connected to their measurable goals ▪ Tangible reinforcers refer to specific items such as stickers, pencils, snacks, etc. ▪ Access or opportunity-based reinforcers refer to privileges such as extra recess, lunch or special time with a desirable adult, responsibilities such as reading aloud or saying the pledge on the intercom, etc.				

Levels and Points Systems Content		Missing	Installation	Initial	Full
	▪ A menu of tangible and access-based reinforcements is provided for all *program* staff and student reference				
5.3d	Students clearly understand the reinforcement system and provide input to *program* staff for highly desirable tangibles or opportunities. New incentives are added over time to recognize student growth and maintain interest.				
5.3e	Reinforcement system emphasizes consistency. Students are actively involved in shaping rewards and rules to boost engagement, relevance and buy-in. Each student is included in decisions on what is offered as reinforcements.				
5.3f	A tracking system for reinforcers exists: Charts, containers, or a digital system to log tokens earned and spent in the classroom.				
5.3g	Student to student collaboration and collective efficacy are emphasized by pre-determined opportunities for individual students to bank their tokens towards *program-wide* reinforcers such as a class dance party, show and tell, field trip etc. as well as the schoolwide positive reinforcement system				

Domain 6: Instructional and Relational Practices

EBD *programs* thrive when instruction is engaging, individualized, and relationship centered. Educators implement evidence-based instructional strategies that support both academic and behavioral growth. Equally critical to the *program's* success are the staffs' ability to build trusting, respectful relationships with students. Staff use proactive classroom management, restorative practices, and culturally responsive teaching to create a supportive learning environment. Every interaction—whether instructional or relational—reinforces the belief that students are capable, valued, and worthy of high expectations.

Instructional and Relational Practices Content		Missing	Installation	Initial	Full
6.1	**Proactive Classroom Management**				
6.1a	Classroom educators have established systems, routines, and procedures that are clearly posted and consistently practiced ▪ Educators and students collaboratively create class norms that align with schoolwide behavior expectations whenever available ▪ Expectations and rules are stated positively, simple to understand, and clearly outline behaviors that lead to success, they are consistently reinforced and referenced				
6.1b	▪ Students and any new staff members can explain and follow the rules, expectations, and routines of the classroom ▪ Routines are well-defined and rehearsed throughout the school year for various situations, including transitions, classroom activities, managing distractions, and handling emergencies such as fire drills				
6.1c	▪ Educators utilize visual cues and visual schedules ▪ Signals, prompts, or cues are used consistently to support communication, transitions, instructions, and behavior management.				
6.1d	*Program* utilizes the Evidence Based strategy of the Good Behavior Game for classroom management				
6.2	**Social Emotional and Regulation Practices**				
6.2a	Educators utilize evidence-based SEL curricula to teach behavior and social skills:				

Instructional and Relational Practices Content		Missing	Installation	Initial	Full
	▪ Educators have worked to create alignment across the *program* and establish a common language for implementing these strategies ▪ Rules are integrated into social skills lessons and regularly practiced, building familiarity and consistency. ▪ Evidence Based SEL programs are incorporated to support student development.				
6.2b	In addition to universal SEL instruction, students have access to intensive SEL interventions when additional support is needed: ▪ Students develop personal and interpersonal skills that empower them to provide one another with constructive and positive feedback. ▪ Skills are targeted based on the unique needs of each student				
6.2c	Regulation strategies are integrated to help students manage their physical, emotional, and behavioral responses: ▪ Skills are targeted based on the unique needs of each student ▪ Lessons are designed to integrate frequent opportunities for students to practice and apply new skills in real-life situations throughout the day ▪ Educators incorporate strategies to help students develop self-regulation skills, such as mindfulness practices and access to calming spaces.				
6.3	**Rigorous Academic Instruction**				
6.3a	Classroom educators have designed systems aligned with Universal Design for Learning (UDL) principles to ensure consistency across *program* and a shared approach to academic instruction: ▪ Flexible presentation methods, including visual, auditory, and tactile learning options, accommodate diverse learning styles. ▪ Students are offered choices in activities and the ability to set their own learning goals to maintain engagement and motivation ▪ Multiple opportunities for peer interaction, structures in place for peer-assisted learning and cooperative tasks.				
6.3b	Culturally relevant and trauma-informed materials and practices are integrated to create an inclusive and supportive learning environment.				
6.3c	Educators differentiate grade-level content to meet the needs of students in multi-grade classrooms: ▪ Collaboration between general education staff and special education staff is consistent and ongoing to support student access to general education curriculum and acceleration support as needed.				

Instructional and Relational Practices Content		Missing	Installation	Initial	Full
	▪ Core instructional materials are selected to align with grade-level expectations and academic standards ▪ Academic vocabulary instruction is embedded to support student comprehension and language development ▪ Students have access to grade-level science and social studies content				
6.3d	Assessment practices are used to identify student performance levels in English Language Arts (ELA), math, and writing at both independent and instructional levels				
6.3e	Students are provided a scaffolded structure to learning: ▪ Scaffolded content delivery includes step-by-step instructions and breaking down tasks to support student understanding ▪ Graphic organizers, visual aids, and manipulatives are used to reinforce learning concepts. ▪ Positive reinforcement systems are designed to meet individual student needs, encouraging engagement and fostering a sense of accomplishment.				
6.4	**Restorative Practices**				
6.5	**Tiered Interventions**				
6.6	**Classroom Environment and Accessibility**				
6.6a	Self-contained classrooms include o Whole Group Space o Independent Seating o Circle Space o Small Group o Break spaces for emotional regulation				
6.6b	Clear and Inclusive Layout: Classroom furniture and materials are arranged to ensure ease of movement and accessibility for all students, promoting a safe and efficient flow. • Flexible seating options (e.g., desks, standing desks, beanbags). • Clear and clutter-free spaces with defined areas for learning and self-regulation. • Proximity: Seating and activity areas are structured to allow adults to maintain close physical proximity to students for support and engagement. • Minimized Distractions: Visual and auditory distractions are reduced by using calming colors, organized materials, and sound-absorbing features.				

Instructional and Relational Practices Content		Missing	Installation	Initial	Full
	• Flexible Grouping Options: Designated areas are available for small group activities, one-on-one interactions, and individual work to support varied learning needs. • Predictable Environment: Visual schedules and clear signage help create a consistent and predictable learning space for students. • Inclusive Design: The classroom accommodates diverse needs, ensuring it is welcoming and functional for students with varying physical, sensory, or cognitive requirements. • Accessible Tools and Resources: Materials and supplies are easily accessible and in predictable locations, to foster independence while maintaining a clutter-free environment. • Variety of tools available (e.g., fidgets, noise-canceling headphones, sensory tools).				
6.7	**Dedicated Regulation Skills Spaces**				
6.7a	Dedicated Regulation Spaces: The classroom environment includes areas where students can step away from peers or instruction to utilize previously taught strategies for regaining composure and emotional regulation.				
6.7b	Regulation spaces include: ▪ Visual cues for students to refer to previously taught regulation strategies ▪ A timer to ensure students use space for an allocated number of minutes or less ▪ A visual barrier to remove students from peer attention that still allows students to be supervised by adults				
6.7c	*Program* regulation skills spaces are not in the same location as other "calm down" centers utilized by students in general education.				

Domain 7: Safety

Physical and emotional safety are foundational to a successful EBD program. Staff are trained in proactive intervention and de-escalation strategies to prevent and manage crisis situations effectively. Clear protocols guide responses to elopement, physical aggression, and other safety concerns, ensuring that all incidents are handled with professionalism and care. Post-incident discussions focus on reflection, learning, and repairing relationships rather than punishment. A strong safety culture allows students and staff to engage in learning without fear, knowing that support systems are in place to address challenges constructively.

Safety Content		Missing	Installation	Initial	Full
7.1	**Establishing Physical Safety in Program**				
7.1a	*Program* staff review safety protocols prior to school year opening and any new staff members are on-boarded to *program* protocols				
7.1b	There are clear procedures for managing unsafe behaviors, including room evacuation or safe physical interventions.				
7.1c	Regular safety drills are tailored to the unique needs of students with EBD (e.g., lockdowns, fire drills, room evacuation procedures) and *program* team reviews procedures regularly to update as needed				
7.1d	Protocols for identifying and assessing risks of harm to self or others, with immediate action plans are part of behavioral risk assessment and include collaboration with mental health professionals to create safety plans for high-risk students.				
7.1e	Classrooms and common areas are designed to minimize safety risks (e.g., secure storage for hazardous materials, calm zones).				
7.1f	There is consistent staff supervision at all times of day including unstructured times and transition times.				
7.1g	A rapid communication plan and protocols for emergencies (e.g., radios, crisis alerts) are in place and there is clear documentation and follow-up procedures for safety incidents.				
7.1h	Transparent Communication: Crisis intervention policies and techniques are clearly communicated to guardians and students upon enrollment.				

Safety Content		Missing	Installation	Initial	Full
7.1i	Dedicated Regulation Spaces: The environment includes private areas where students can regain composure, engage in private conversations with staff, and work through problem-solving strategies.				
7.1j	*Program* staff define physical safety collaboratively with students and agree upon what it looks/sounds like				
7.2	**Establishing Emotional Safety in Program**				
7.2a	Staff are trained in trauma-informed practices including, but not limited to, training that reduces stigma toward students and fosters inclusivity. • Staff are trained on how to utilize radio while preserving student confidentiality and dignity				
7.2b	*Program* staff define emotional safety collaboratively with students and agree upon what it looks/sounds like				
7.2c	Implement and reinforce school-wide behavioral expectation norms within EBD *program* (i.e., ensure alignment with whole school common language)				
7.2d	Develop and implement anti-bullying protocols (to and from students) in coordination with schoolwide anti-bullying curricula and counselor led programs				
7.2e	Develop and implement structured, evidenced based mentorship relationships for students in *program* (Check in Check out or Check, Connect and Expect)				
7.2f	Collect tools (manipulatives) to assist student regulation (e.g., calming toys, stress balls, sensory tools)				
7.2g	Train students to use above tools mindfully in preventative and intervention efforts				
7.3	**Effective Prevention and Intervention Strategies**				
7.3a	Proactive Problem-Solving: Clear processes are in place to address issues early, redirect students, and prevent escalation in behavior.				
7.3b	Room Evacuation Procedure has been designed and calibrated with all adults who serve the *program*. Evacuation procedure includes key phrases to cue adults and agreed upon behaviors to remain calm as adults.				
7.3c	Evacuations are practiced like a drill with students to ensure they can occur seamlessly when needed. Language used to describe evacuation is neutral and prevents students being triggered, ex, “class exercise” or “quick field trip” “class will take a lap or walk break”				
7.4	**De-Escalation Strategies and Tactics**				
7.5	**Eloping Response Procedure**				
7.5a	Protocols for when students elope are established and communicated to ALL staff including ways for staff to remain calm, be supportive rather than shame or				

Safety Content		Missing	Installation	Initial	Full
	further escalate students eloping. A flowchart for clear steps is designed and provided to all staff including office, support, security, etc.				
7.5b	If students in *program* require practices for elopement that differ from the default protocol all staff are provided a summary of those individualized supports				
7.5c	Students who seek to elope are not physically blocked from leaving				
7.5d	Staff actively supervise student who is eloping by following calmly rather than chasing students, reinforcing attention seeking behavior or drawing unnecessary attention to student elopement which could intensify the behavior, (i.e., maintain eyes on as discretely as possible, avoid shouting or aggressive tone.)				
7.5e	Staff communicate according to agreed protocols when eloping occurs				
7.5f	Elopements are documented including duration, frequency, intensity				
7.5g	Staff reflect upon their behavior during elopement to increase following of protocols (ex: tone of voice, body language, movement, coordination of adults)				
7.5h	Student debriefs elopement with staff once regulated and returned to class				
7.5i	Student is encouraged to reflect upon what triggered the elopement and the potential function				
7.5j	Student is supported to identify potential self-soothing or coping mechanisms to utilize when escalated/triggered				
7.6	**Aversive Approaches**				
7.7	**Post Safety Incident Practices**				

Domain 8: Wrap Around Supports and Services

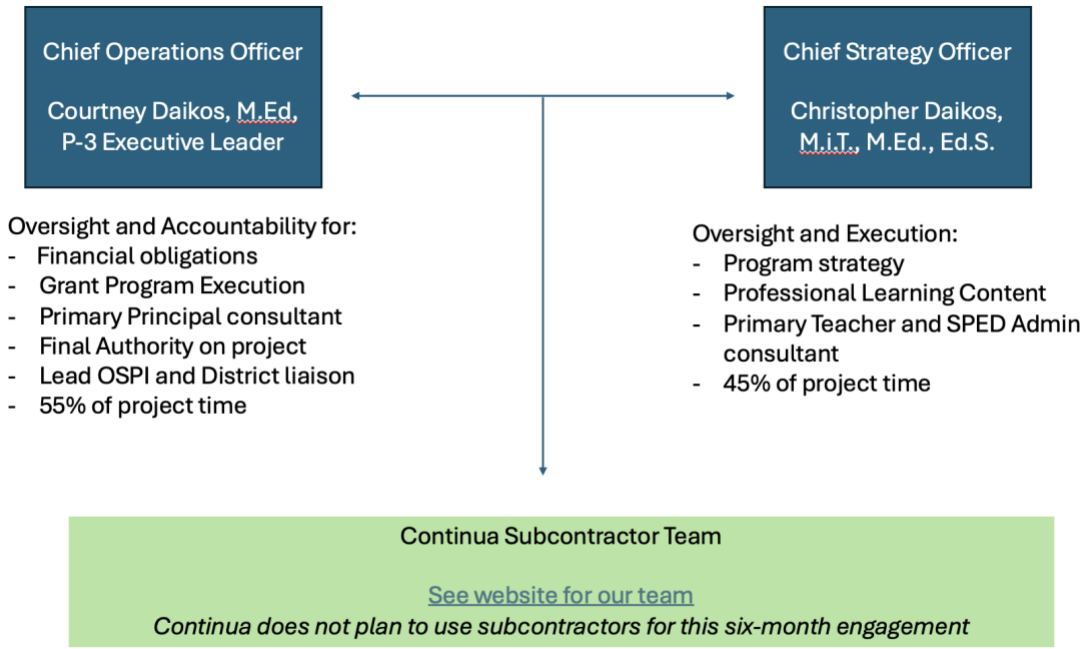
Student success extends beyond the school walls. Effective EBD *programs* integrate wrap-around supports that address academic, behavioral, and social-emotional needs. Schools collaborate with mental health providers, family support organizations, and community resources to create a network of care. Services are individualized, culturally relevant, proactive, and responsive to each student's circumstances. The goals are to remove barriers, build resilience, and ensure that every student has access to the full range of supports necessary for success in school and life.

Wrap Round Supports and Services Content		Missing	Installation	Initial	Full
8.1	**Wrap Around Case Management**				
8.2	**Community Partnerships and External Services**				
8.3	**Assessment and Identification (new student intake for wrap around supports)**				
8.4	**Guardian/Caregiver Involvement**				
8.5	**Ensure Partnerships Utilize Trauma Informed, Culturally Responsive Approaches**				
8.6	**Transitions and Long-term Planning**				

C.5. MANAGEMENT PROPOSAL

C.5.i. Project Management/Team Structure/Internal Controls

In over fourteen years of successful consulting partnerships to schools and organizations, Continua has found that assigning a primary and secondary consultant to each school or district provides for the most efficacious and thorough supports. Continua Co-Founders Christopher and Courtney Daikos will perform and execute the consultation, professional learning and management of this contract as a 45/55 shared exercise. Courtney will provide 55% of the time allocation as the primary consultant to manage oversight, communication and administrative work for Canvas coursework grading and clock hours assignment. Chris will provide 45% of time allocation with primary consultant focus on the student and program data and compliance, as well as expertise for behavioral interventions. Courtney will serve as the primary consultant to principals and Chris will provide primary consultation to the district office leaders, both consultants will provide support to the identified teachers allocated based on need and skill. As a partnership some consultation will include both Continua consultants to ensure each consultant's expertise is aligned and communication is not duplicative. The cost model is built to anticipate both consultants engage in the on-site needs assessments, professional learning, virtual professional learning, summary authorship and implementation visit/summary completion.



C.5.ii. Experience of the Consultant/Staff/Subcontractors

For more information about Continua Consultants, please visit our *team* page

Christopher L Daikos MiT, MEd, EdS

- Initiated and sustained implementation of social emotional learning for youth at Seattle Public School's Marshall Transition Center (alternative high school for students with extreme behavioral needs who had been excluded from comprehensive setting.)
- Initiated and implemented wrap around services for youth at Seattle's Marshall Transition Center which included: Social Workers, Probation Officers, Psychologists, Parents and Guardians, General Education and Special Education Teachers.
- Experience of significantly reducing restraints at Marshall Transition Center from multiple restraints per day to minimum of 1-2 restraints per month
- Hired as House Admin & Interim Assistant Principal at Meany Middle School, Seatle Public Schools, through Nesholm Family Foundation grant to implement an early iteration of Trauma Informed MTSS to reduce the disproportionate suspension of African American males compared to White males in Seattle Public Schools (reduced from 3.1:1 to 1.5:1 in two years.) Behavioral Interventions were used in lieu of suspension as well as restorative practices. This work was achieved through direct collaboration with Dr. David Lewis.
- Initiated a Service-Learning Program for EBD programs at John Marhsall Transition Center, Washington Middle School and Meany Middle Schools. Service-Learning Projects were student led and focused on: Quality of water in Seattle Public Schools, Literacy tutoring of youth at First AME Running Start, Seattle Neighborhood Covenants and Restrictions which still include racial discrimination, Advocacy of higher quality school lunches. All projects were identified and led by students who had IEP qualifications for EBD.
- Experience of increasing gen ed/LRE access at Washington MS for students in EBD program
- Experience of leading small group counseling sessions (Dialectical Behavioral Theory or DBT based)
- Experience in providing one on one counseling sessions (Cognitive Behavioral Theory or CBT based)
- Recipient of Seattle University College of Education Alumni Achievement Award 2010 – Nominated by Dr. Jeffey Anderson (Keynote Dr. James Banks)
- Auburn School District BEE (Be Excellent) Award
    - Recognition for improved services for youth with Emotional Behavioral Disabilities (Consultant)

- Predoctoral Research Associate – University of Washington
    - Research focused on Tier 1 and Tier 2 Behavioral Interventions
- Adjunct Professor at Seattle University
    - Taught course on MTSS and Behavioral Screeners
- Co-Author of **Continua EBD Rubric**
- Co-Author of **Continua Trauma Informed MTSS 10 Domain rubric**
- Co-Author of *Community Teachers and the Perpetration of Special Education Teachers. Catalyst for a Social Justice Forum / Tennessee Research and Creative Exchange 2015*
- Co-Author of *Preliminary Study of the Confined, Collateral, and Combined Effects of Reading and Behavioral Interventions. Behavioral Disorders, 38(1), 38-56*
- Co-Author of *Positive Greeting at the Door: Evaluation of Low-Cost, High Yield Proactive Classroom Management Strategy. Journal of Positive Behavior Interventions 20(3) 149-159* (Attachment B)
- Author of *Designing Classrooms for Students with Emotional Behavior Disorders. ED Spaces Insights, May 10, 2018*
- Co-Author *A Service-Learning Partnership Between P-12 Schools and a Pre-service Teacher Education Program Chapter 1 p.3-37*
- Consultant to K-12 school site leadership teams for implementation of trauma informed MTSS practices; success in facilitating school change including increased sense of belonging, decreased major behavioral incidents, decrease use of restraint and isolation; redesign of exclusionary practices; implementation of restorative practices
- Consultant to several programs serving youth identified with Emotional Behavior Disorder: Muckleshoot Tribal School, Sumner School District, Auburn School District, Naperville School District (IL), Luxemburg-Casco School District (WI)

Courtney Daikos, MEd, P-3 Executive Leader

- Effective Instructional Coach: doubled % of 4th grade students passing ISAT Illinois writing assessment from 44% to 88% in one academic year, Chicago Public Schools; Reading First Coach: Implemented RTI literacy model that ensured 90% of Kindergarten students at ELA grade level performance and 66% of 3rd grade students reading at grade level in two years, Seattle Public Schools
- Experienced K-12 admin including high school assistant principal and elementary principal of schools with program serving students with EBD; experience reducing restraint, isolation and exclusionary discipline at the elementary and high school levels (Highline Public Schools, 2007-2016)
- Co-Author of *Sustainable Tigers? A Critical Analysis of Paper Tigers,* AWSP Washington Principal Magazine, Spring/Summer 2016
- Consultant to over 100 school sites and districts in WA, CA, MN, WI, IL and MD

- Consultant to K-12 school site leadership teams for implementation of trauma informed MTSS practices; success in facilitating school change including increased sense of belonging, decreased major behavioral incidents, decrease use of restraint and isolation; redesign of exclusionary practices; implementation of restorative practices; increased attendance; increased staff to staff trust; increased principal efficacy
- Coach and consultant to principals, executive directors and superintendents (see related contract and reference lists for districts and schools)
- Co-Author of **Continua EBD Rubric**.
- Co-Author of **Continua Trauma Informed MTSS 10 Domain rubric**
- Continua Co-Founder and Chief Officer of Operations, oversight for all Continua school and district-based partnerships 2017-present

Related Contracts

Contracting Organization	Years of Contract	Contract Amounts	Areas of Contract Focus	Contact Persons
Snohomish County Behavioral Health	2017-2025	2017: $225,000 2018: $497,000 2019: $500,000 2020: $554,000 2021: $609,533 2022: $555,139 2023: $612,551 2024: $663,000 2025: $614,180	TIP Grant: Trauma Informed MTSS Practices and Systems Development, including: • School and district tier 1 T-MTSS Teams • K-12 Professional Learning • School and district tier 2 T-MTSS Teams • District T-MTSS Development • Trauma Informed Educator Institute • EBD Program Support *For a list of districts and schools involved, see website and map*	Amanda Franke 425-231-4038 Amanda.Franke@co.snohomish.wa.us Behavioral Health Division Manager

Enumclaw School District	2022-present	2022-23 $38,000
		2023-24 $168,850
		2024-25 $114,40
		2025-26 $81,600
			Consultation & PD to:
			• District K-12, admin
			  ○ Equity and SEL; Behavior, Restorative practices; T-MTSS; 7 Stages of PLC Rubric
			• K-12 Elevate Summit: SEL & Equity Practices
			• K-12 Function of Behavior and Calling in PD, all staff
			• EHS, EMS, TMMS: BLT and Tier 1 MTSS Development
			  ○ Implementation Science all 4 stages:
			  ○ Implementation of culturally responsive Tier 1 strategies via implementation team with fidelity: revamped schoolwide expectations, Positive Greeting at the Door; Co-constructed norms & attendance interventions
				Jill Burnes
				360-802-7124
				
				jill_burnes@enumclaw.wednet.edu
				
				Deputy Superintendent

Contracting Organization	Years of Contract	Contract Amounts	Areas of Contract Focus	Contact Persons
			○ Fidelity monitoring and feedback via BLT ○ Continua Belonging & SEL Universal Screener grades 6-12 • Black Diamond ES & Kibler ES ○ Leadership team development for PLC distributive leadership via Continua 7 Stages of PLC Rubric ○ Growth of Black Diamond staff to staff trust by 50% in one year ○ Collective Efficacy	
Hoquiam School District	2022-2024	2022-23: $104,300 2023-24 $45,000	• 2 day SEL/equity conference for all K-12 district • MTSS consultation to district and all principals • Collective efficacy practices for cabinet • August 2023 leadership team development retreat	Brianne Barrett 253-306-4822 bbarrett@hoquiam.net Director of Teaching and Learning/ Special Education
Mt Baker School District	2019-2023	2019-20: $55,400 2020-21: $98,000 2021-22: $144,050 2022-23: $$81,050	• Cabinet and Principal MTSS PD, 4 years • Principal coaching: MTSS and PLC practices • Authorship of MT Baker MTSS Manual • Administration of Continua grades 3-12 Belonging & SEL universal screener • Virtual SEL and Equity PD for all staff 2020-2022	Bridget Rossman 360-383-2013 brossman@ mtbaker.wednet.edu Executive Director of Curriculum and Assessment
SIATech High Schools	2021-2023	2021-22: $50,000 2022-23: $79,500 2023-24: $11,250	• MTSS Consultation to Cabinet members • Leadership coaching for MTSS to site principals • Authorship of Siatech MTSS Framework: Document creation work for hire	Stacey Wilikins 562-631-8021 stacey.wilkins@siatech.org Interim CEO & Superintendent

C.5.iii. References

District or Organization	Services Provided	Contact Person
Lakewood School District Achieve Program (serving youth w/ EBD)	See Attachment C Reduction data of restraints by 94% Staff Training - ACEs & Trauma Informed Practice - Data collection, monitoring and decision making - Classroom Management - Student Intervention Matching System	Lissan Wipfli 360-654-2136 lwipfli@lwsd.wednet.edu Executive Director of Special Education

District or Organization	Services Provided	Contact Person
	- Evidence Based Interventions - Instructional Planning - Learning Stations - Crisis Response Plans - SEL introduction, training and instructional support - IEP Compliance Review and support Program Retreat - Establish protocols and expectations of practices prior to school year w/ program staff & admin Monthly PLC facilitation w para-educators Principal Coaching	
Snohomish County Behavioral Health	Sponsorship of EBD Rubric Completion, Support to Lakewood Achieve Program and 8 years of T-MTSS implementation across multiple districts TIP Overview Website Map of Schools and School Districts served by TIP Grant	Meitra Willams 425-626-0305 Meitra.Williams @co.snohomish.wa.us Behavioral Health Specialist II
Enumclaw School District	Prevention work and MTSS implementation support to: • Enumclaw High School (EHS) • Enumclaw Middle School (EMS) • Thunder Mountain Middle School (TMMS) ○ Focused on implementation science and development of building leadership teams (BLTs) to become tier 1 implementation teams for implementation of evidence-based tier 1 and tier 2 strategies with fidelity ○ Increased sense of belonging and teacher student relationships at EHS ○ Decreased major and exclusionary discipline incidents at EMS ○ Decreased tardiness and increased attendance at EMS • Kibler Elementary School ○ Principal efficacy, transparency and collegial trust increase ○ Development of distributive leadership BLT to increase staff reports of collegial trust as much as 50% in 1 year ○ Development of grade level PLCs data use and progression amongst 7 stages of PLC rubric to include increased student access to LRE	Carolyne Zieske (360) 802-7104 carolyne_zieske @enumclaw.wednet.edu Director of Student Support Services

C.5.iv. Past Performance

Continua has never experienced a breach of contract.

C.5.v. Examples/Samples of Related Projects/Previous Work

Attachment B: Positive Greeting at the Door
Attachment C: Lakewood Achieve Program Summary & Support Data 2023-24
Attachment D: Trauma Informed Educator Institute Overview, Sample Zoom PD
Attachment E: Everett HS TILT and Tier 1 Implementation work 2018-2020

C.5.vi. Subcontractors

Continua's two salaried employees will oversee and execute this project. Continua will not utilize Continua subcontractors for this project

Attachment B:

Positive Greeting at the Door: Evaluation of a Low Cost, High-Yield Proactive Classroom Management Strategy

By Christopher L Daikos, et al

Attachment C:

Example Restraint Reduction and Continua Impact for Achieve Program, Lakewood SD

Lakewood School District

Partnership Summary & Outcomes

Program Serving Students identified with Emotional Behavior Disorders ("Achieve" Program)

Support Overview: 2023-2024 School Year

- Baseline observations of program, students, classrooms
- Learning for ACEs, Neurology, & Function of Behavior to better understand student behaviors
- Taught staff how to frame, pre-teach, correct & reinforce consistent classroom expectations, including the "Good Behavior Game."
- Supported teacher & paraeducator team to set co-constructed agreements for trust building and communication protocols
- Coached team through development of PLC (professional learning communities) based on student data
- Taught "student of concern" protocol to focus PLC decisions & intervention implementation
- Reviewed student IEP (Individual Education Plans) for compliance and alignment
- Provided evidence-based family engagement strategies to increase family communication and follow through

LWSD Achieve Program Support Outcomes

Retention of Classroom Teacher

- Prior to current teacher, 8 different EBD teachers in role in over 6 school years
- 2023-24 teacher is the first teacher to commit to another year in principal's 6-year tenure
- Teacher was ready to resign mid-year, but changed mind and signed 2024-25 contract due to success of the strategies and supports provided by TIP/Continua

Reductions in Eloping (leaving class without permission)

- Prior to TIP supports, students in program were eloping up to 5-10 times per school day
- Post TIP supports, student elopement reduced to 3-5 times per week

Increased Job Satisfaction

- Paraprofessionals report increased communication, trust, alignment, success in de-escalation of students once program implemented co-constructed norms, learned evidence-based strategies, and agreed upon communication structures
- Teacher reported their confidence and commitment have significantly improved
- Teacher has shifted their teaching stance to a more efficacious, Warm Demander approach (evidence-based approach for learning and behavior)

Reduced Physical Restraints in Achieve Program 23-24

September	**19**
October	**8**
November	**9**
December	**3**
January	**13***
February	**8**
March	**1**
April	**0**
May	**0**
June	**1**

*winter break & new student

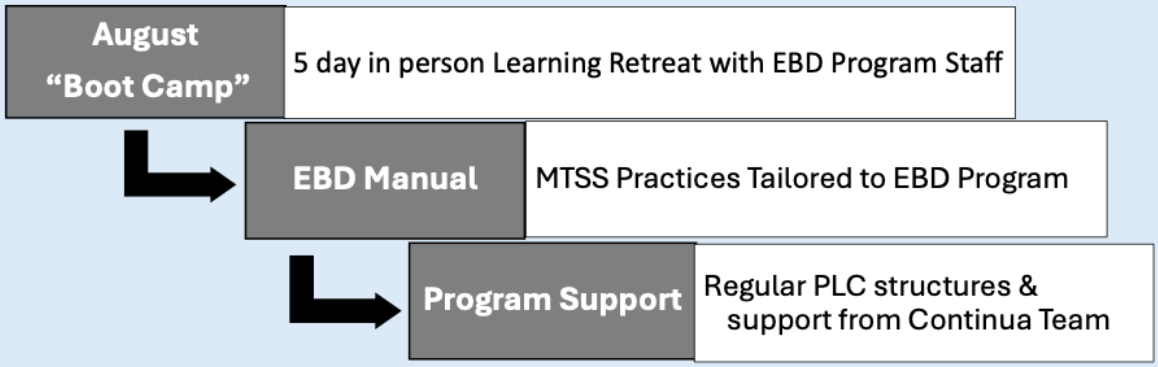
Additional LWSD Achieve Program Outcomes

- Reduced student discipline
- Increased administrator availability (time)
- SEL alignment with daily practices and expectations
- Aligning instructional practices to meet Individualized Education Plan (IEP) academic and behavioral goals
- Increased teacher instructional capacity (academic & behavioral)
- Increased paraeducator knowledge of evidence based behavioral strategies

Principal Feedback

"In my 6 years at ECE, we've had eight teachers in the specialized program. The 2024-2025 school year will be the first year a teacher is returning to the position at ECE. I believe the support and guidance provided by Continua has played a big part in this. Heather and Chris provided ongoing, targeted, and individualized support to the classroom teacher, para-educators, and building administrators. The professional development was focused on program specifics such as intervention matching and data collection as well as more background knowledge around ACEs and the function of behavior. Structures and protocols were introduced, taught, modeled, all while being responsive to program and staff needs."

Next Steps for 2024-25 School Year



Attachment D:

TIP Grant Trauma-Informed Educator Institute

1) Trauma-Informed Educator Institute (TEI) Overview

Through the sponsorship of Snohomish County Behavioral Health, Continua designed and hosted the Trauma-Informed Educator Institute (TEI) for school leaders in Snohomish County from March 2024 through June 2025. Participants represented a variety of districts from across the county including Arlington, Darrington Edmonds, and Marysville. This series was a Train-the-Trainer model of professional development designed to equip educators with the skills and knowledge necessary to coach colleagues and lead professional developments around trauma-informed practices. The TEI was comprised of two different paths of learning, or "cohorts": Coaching & Collaborative Practices and Strategies for Tier 1 & Tier 2 MTSS Practices.

The Coaching & Collaboration-Focused cohort concentrated on enhancing the leadership skills of participants to support the collective efficacy of their staff. Built upon a foundation of Implementation Science and Adult Learning Principles, this cohort focused on desining effective professional learning and support to implement MTSS practices

The Strategies-Focused cohort expanded their knowledge of trauma-informed principles and built a robust toolbox of strategies to strengthen the delivery of student supports in an MTSS framework, as well as to identify and address the varying social-emotional and behavioral needs of students.

2) Table Overview of TEI

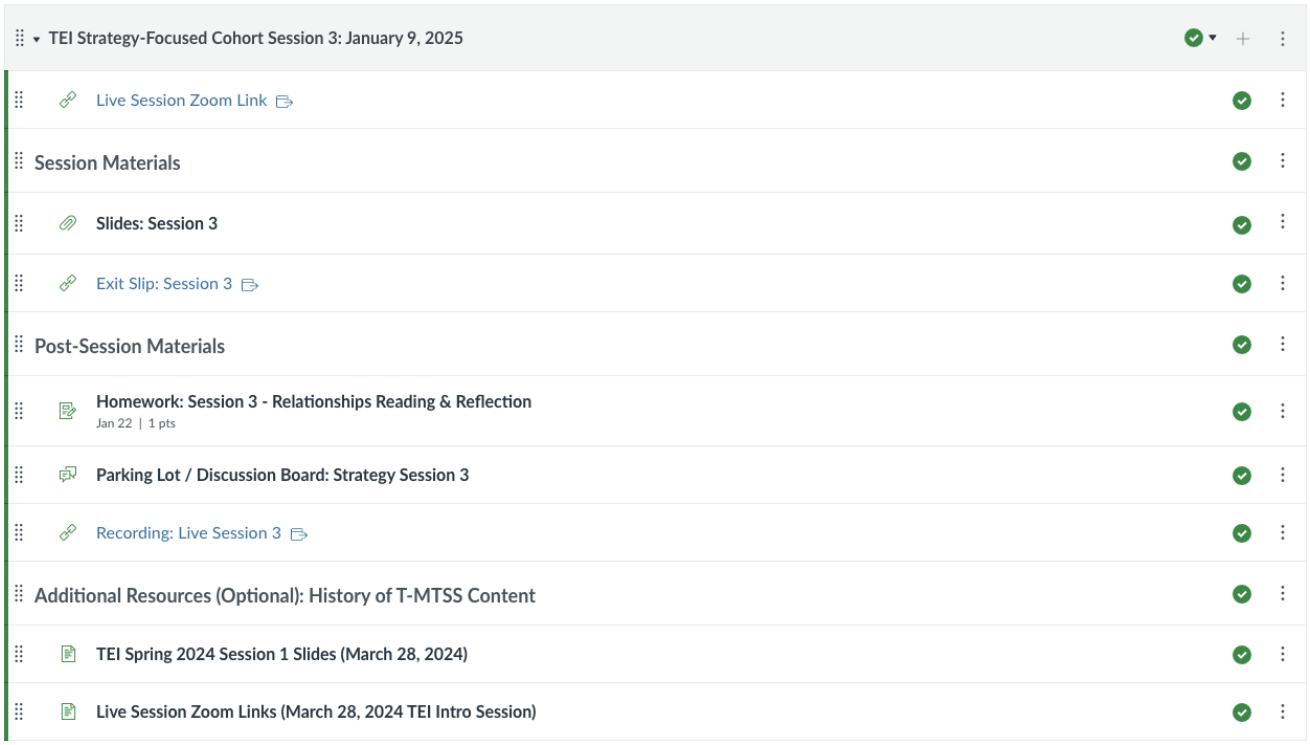
School Year	Cohort/Content	Audience	# of Sessions	Clock Hours
Spring 2024	Coaching & Collaborative Practices	Administrators School Counselors Teacher Leaders	4	8
Spring 2024	Strategies for Tier 1 Practices	Administrators School Counselors School Psychologists Social Workers Nurses Teacher Leaders	4	8
2024-2025	Coaching & Collaborative Practices	Administrators School Counselors Teacher Leaders	8	12
2024-2025	Strategies for Tiers 1 & 2* (see scope below)	Administrators School Counselors School Psychologists Social Workers Nurses Teacher Leaders	9	13.5

3) Example Scope & Sequence

Session Date	2024-25 Strategy-Focused TEI Cohort Scope
October 17th	TEI Intro & Logistics Reflecting on Our Scope & influence Proposed TEI Scope Review & Feedback
November 14th	ACEs, Neurology & Development and Function of Behavior
January 9th	Trauma-Informed Definition Warm Demander & Developmental Relationships, Relational Capacity (Establish/Maintain) Motivational Interviewing
January 23rd	Warm Demander & Developmental Relationships (continued) Tiered Behavioral Expectations: Tier 1 Schoolwide Foundational Systems
February 27th	CBT and Distorted Thinking Trauma-Informed Communication & Verbal De-escalation
March 20th	Restorative Practices (Repair) Tiered Behavioral Expectations: Tier 1.5 Interventions in Response to Proposed Student Function
April 24th	Tiered Behavioral Expectations Systems & Data for Evidence-Based Practices at Tier 2
May 15th	Tiered Behavioral Expectations Tier 2 Evidence-Based Behavioral Interventions: Check-In/Check-Out, School Home Note, Behavior Contract
June 5th	Tiered Behavioral Expectations Tier 2 Evidence-Based Behavioral Interventions: Class Pass, Positive Peer Reporting, Self-Monitoring Wrapping Up, Summary & Reflection

4) Video Sample of TEI Instruction: Warm Demander Section of January 9, 2025 TEI Strategy Session

5) Example Module in Canvas



6. Quotes from participants and results page link

"The training has been insightful and I felt that it was a safe space to be able to share our wonderings, ideas, and to problem solve. The Continua team was exceptional, friendly, engaging, and I have a better understanding about trauma informed practices."

"This has been one of the best PD experiences, with the biggest impact, I've had the pleasure of participating in."

- Edmonds School District Educators, 2025 Trauma-Informed Educator Institute

Attachment E: Everett High Schools Case Study

Reductions in Exclusionary Discipline & Increased Student Belonging

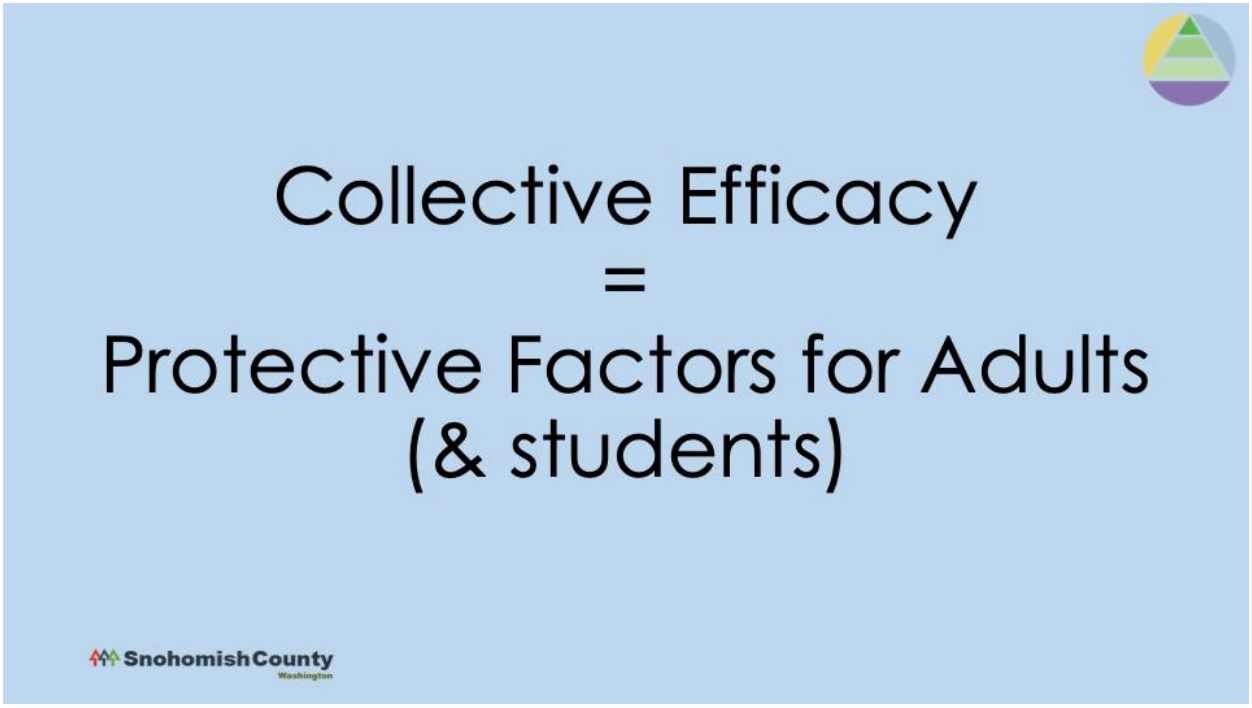


Table 1. Factors Influencing Student Achievement and Their Effect Size

Influence	Effect Size
Collective Teacher Efficacy	1.57
Self-Report Grades/Student Expectations	1.44
Feedback	0.75
Teacher-student relationships	0.72
Prior achievement	0.65
Socio economic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

SOURCE: HATTIE, J. (2012). VISIBLE LEARNING FOR TEACHERS: MAXIMIZING IMPACT ON LEARNING. NEW YORK, NY: ROUTLEDGE; AND HATTIE, J. (2016, JULY). MINDFRAMES AND MAXIMIZERS. 3RD ANNUAL VISIBLE LEARNING CONFERENCE HELD IN WASHINGTON, DC.

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Evidence Based Practices (EBPs) Adoption and Implementation by the TILT or Trauma Informed Leadership Team

TILT makes recommendations for technical assistance plans

TILT helps oversee or lead technical assistance for EBP Implementation

Snohomish County Washington

Continua Consulting Group, 2020

Collective Efficacy, PGD, & Discipline Reductions in Everett High Schools

- Tier 1 commitment to PGD, restorative practices and student leadership/voice opportunities
- 2 years of implementation
- Reduction of overall discipline for Latinx (despite increased population) & SPED students
- Substantial decrease of defiance related minor incidents, fights and bullying

Snohomish County Washington

Continua Consulting Group, 2020

Three Steps to the Positive Greeting at the Door (PGD) Intervention

Greet

Stand at the door and interact with each student, positively

Pre- Correct

Provide pre-corrective statements for any behavioral expectations students struggled to meet the previous day

Entry Task

Have a classroom activity prepared that you cue them to begin upon taking their seats

Snohomish County Washington

Continua Consulting Group, 2020

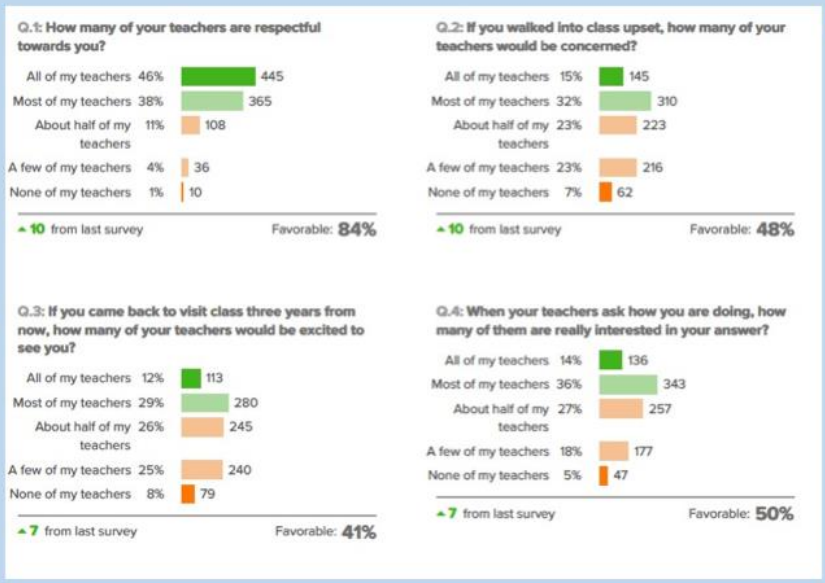
Fidelity Checks of Universal Implementation: HS Learning Walk Data Spring 2019

Positive Greeting at the Door	% of Classrooms
Teacher or adult greeting students	80%
Pre-corrections heard/observed	13%
Students given directions on entry task	67%

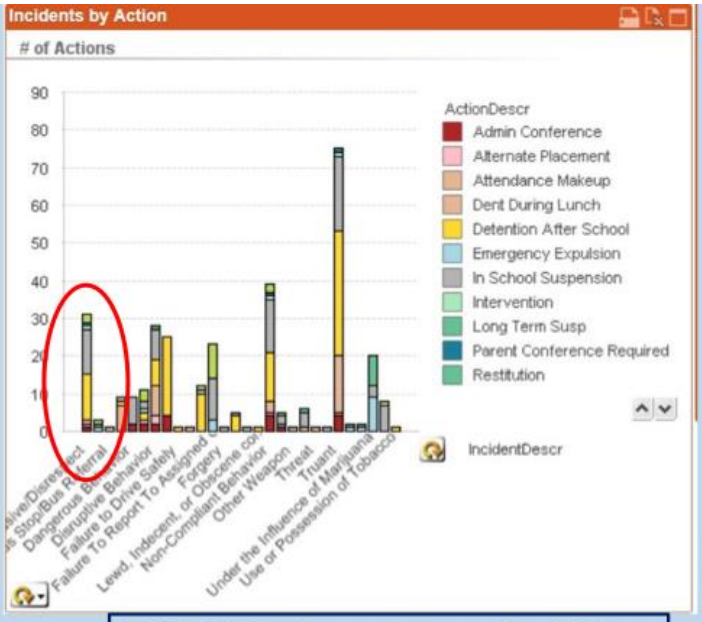
Members of TILT observed collegial practice for fidelity of PGD implementation all 3 steps

SnohomishCounty Washington

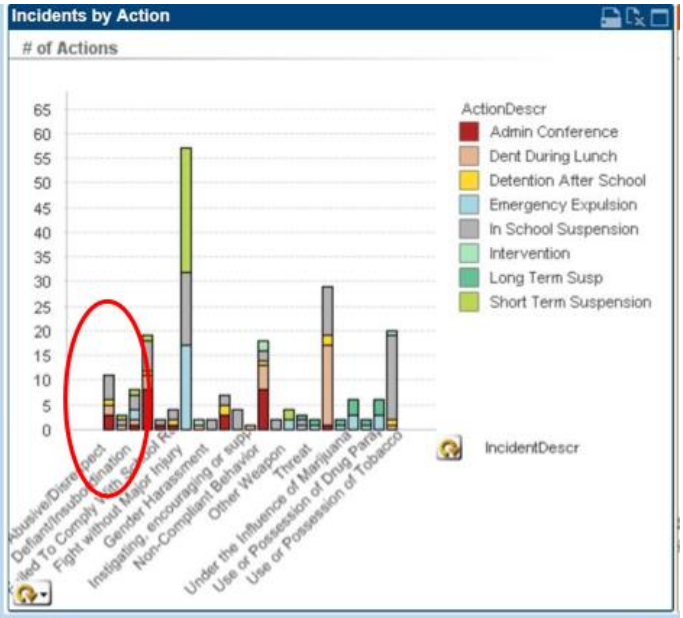
HS Tier 1PGD Implementation



SnohomishCounty Washington



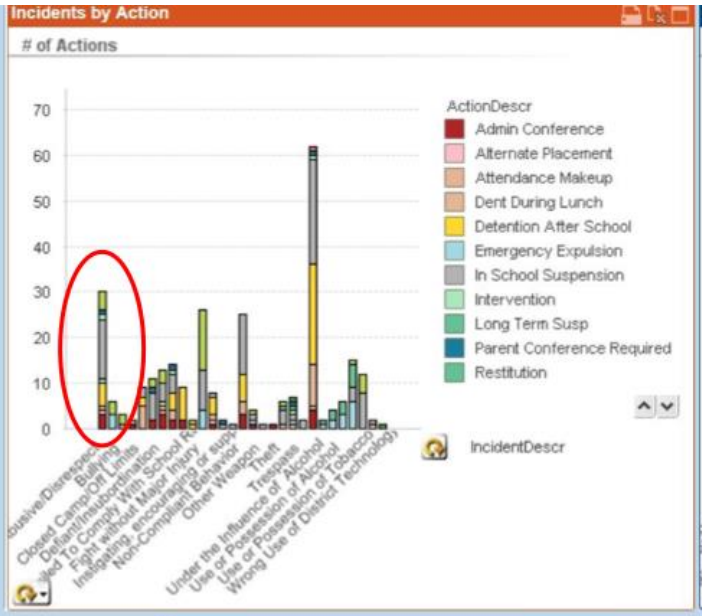
2017-18 Students who receive F/R Lunch Abusive Disrespect= 32 actions



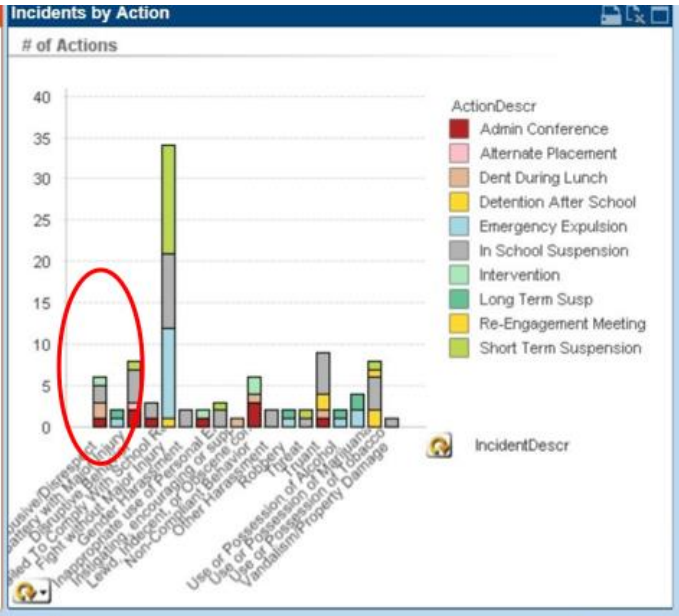
2018-19 Students who receive F/R Lunch Abusive disrespect= 11 actions

SnohomishCounty Washington

Continua Consulting Group, 2020



2017-18 Students with Disabilities Abusive Disrespect= 30 actions



2018-19 Students with Disabilities Abusive Disrespect= 7 actions

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Continua Consulting Group, 2020

Tier 1 Implementation= Collective Efficacy as a School

Snohomish County Washington

Trauma Informed Implementation Teams (TILTs)

Source: SAMHSA, 2018
Trauma Informed Key Principles

1. Safety: physical and emotional
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice, and choice
6. Recognition of historical and ongoing systematic traumatization

Continua TILT Practices

1. Co-constructed Norms
2. Collective Efficacy: consistent equitable communication
3. Equitable Representation of Constituents
4. Collective Efficacy: protocols, predictable structures
5. Student, Family & Staff Data; Participation on TILT
6. Culturally Responsive Pedagogy: On-Going Efforts to Historicize & Humanize

Snohomish County Washington

C.6. COST PROPOSAL

C.6.i. Identification of Costs

cost details	activity & dates	days/sites	hours	consultants/ teachers	rate	total
A	Baseline Observation Visits	2	4	2	$300	$4,800
B	Baseline Summary of Visits & Rubric	2	3	2	$150	$1,800
C	Principal/Admin Virtual Consults	2	12	2	$200	$9,600
D	Teacher consults	2	12	2	$200	$9,600
E	PD Day for school teams	2	1	2	$2,400	$9,600
F	subs for school PD days	2	2	3	$200	$2,400
G	Virtual PLC on zoom all teachers and paras	4	2	2	$250	$4,000
H	Canvas learning design	4	4	2	$150	$4,800
I	Canvas learning feedback, clock hours	4	2	1	$150	$1,200
J	Travel costs	6	1	2	$375	$4,500
K	Post/Implementation visit	2	4	2	$300	$4,800
L	Implementation Summary	2	3	2	$150	$1,800
M	sales tax for PD days	2	10.00%	2	$1,200	$480
N	sales tax for zoom sessions	4	10%	2	$300	$240
O	Continua management indirect costs	1	4.83%			$2,879.6
						$62,500

Cost Proposal C.6.ii & C.6.iv to include travel and indirect costs:

A. Continua will come on site to both identified districts and observe practices within the identified domains of the Continua **EBD Rubric** (see technical proposal)
B. Continua will support the leaders and practitioners to calibrate measurement of the identified Continua **EBD Rubric** domains and summarize the data from the observation alongside the rubric scores and **KAP** assessments (see technical proposal)
C. Continua will provide 12 hours of consultation to each principal and central office admin of the two identified district programs (content based on collaboratively identified priorities of baseline assessment)

D. Continua will provide 12 hours of consultation to each teacher of the two identified district programs (content based on collaboratively identified priorities of baseline assessment)
E. Continua will provide 1 full day of professional learning to staff at each identified site focused on identified priorities of the Continua **EBD Rubric** and the **RREI TA Manual**, to include foundational practices for Trauma Informed MTSS, school based mental health, SEL and safety prevention content
F. Substitutes for teachers at the identified sites will be provided for up to 3 practitioners at each site for activity E
G. Continua will provide virtual facilitation and content for 4 PLC sessions at each site to include teachers, paraeducators and admin as available
H. Continua will design 4 learning modules via Continua Canvas learning platform for program staff learning in identified areas of priority from **EBD Rubric** and **RREI TA Manual**
I. Continua will provide feedback and orchestrate clock hours for Canvas assignments
J. Continua will travel on site to both identified districts up to 3 times for this project, activities A, E and K. Average cost per person's mileage and per diem is estimated at $375 per day
K. Continua will return on site in May or June to measure implementation fidelity and program success, including restraint and isolation data pre and post intervention
L. Continua will summarize implementation data and make recommendations for next steps/sustainability to both program and OSPI via implementation summary
M. Sales tax is included for all "live presentations" of PD
N. Sales tax is included for all PLC facilitation on zoom
O. Indirect costs for Continua oversight, fiscal management, internal and external communication and participation in RREI network activities

C.6.iii. Subcontractor Costs

Continua proposes to execute this grant with our two salaried employees and will not utilize subcontractors for this project