



# Strengthen the Conditions that Improve Student Behavior Across the District

**Welcome!**  
**Introduce Yourself in the Chat!**



Share your name,  
district, and your role

# Joining You Today...

## Meet Your EAB Presenters



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# Education's Trusted Partner in Solving Today's Most Complex Challenges



## EAB in Brief

**40+**

Years helping institutions find evidence-based solutions

**2100+**

Partner institutions in K-12 and higher ed

**8,000+**

Peer reviewed best practices sourced

**10 million +**

Students supported by EAB's technologies

## Helping Schools Support Students From Kindergarten to Graduation and Beyond

### *What Makes Our Model Unique*

#### Depth of Insight



We "boil the ocean" to define what innovators do differently

#### Detailed Implementation Support



We take the guesswork out of planning and implementation

#### Relentless Focus on Turning Research Into Results

**90%**

of partners choose to continue our work together each year



# The District Leadership Forum

A Comprehensive Partnership to Help District Leaders Accelerate Progress

**Expand Team Capacity  
and Effectiveness**

**Accelerate Progress  
on Key Initiatives**

**Avoid Costly Missteps  
and Wasted Effort**

**Stay Ahead  
of the Curve**



**Identifying Your  
District Challenges**

- Annual Forum research agenda
- Custom reports on district-specific issues
- Online library with research briefs and insight papers



**Bringing Teams  
Together**

- Executive roundtables for superintendents
- Best practice presentations and workshops for your team
- Executive skills trainings for principals



**Implementation  
Support**

- Personalized implementation pathways
- Implementation planning cohorts, toolkits, and resources
- Unlimited access to strategic advising from EAB experts

# Where Partners Have Asked Us to Focus Our Research

Annual Polls Confirm Two Primary Areas of Need

## Student Success

*Signature Research Areas:*

- Raising early literacy and math success
- Reducing absenteeism
- Creating conditions for positive behavior
- Supporting student mental health
- Closing college access gaps
- Scaling career readiness

*EAB Enables Districts To:*

- ☒ Identify common pitfalls to progress
- ☒ Implement and scale new, evidence-based practices
- ☒ Save time with ready-made resources and templates



## Organizational Excellence

*Signature Research Areas:*

- Reimagining strategic planning
- Improving central office capacity and alignment
- Developing highly effective principals
- Boosting teacher morale and retention
- Preparing for generative AI integration
- Strengthening strategic initiative design

*EAB Enables Districts To:*

- ☒ Prioritize investment of time and resources
- ☒ Identify and target root causes to key challenges
- ☒ Align leadership teams around shared goals

# **Behavior** (noun)

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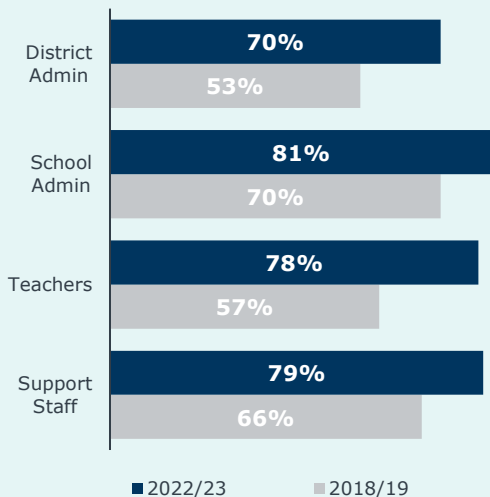
An action, activity, or process which can be observed and measured. Often, they are initiated in response to stimuli which are either internal or external.

# Disruptive Behavior Increasing Over Time



## Educators Increasingly Concerned About Behavior Across the 2020s

*Percentage of Educators Who Identified Student Behavior as a Top Concern in EAB's 2022 Survey<sup>1</sup>*

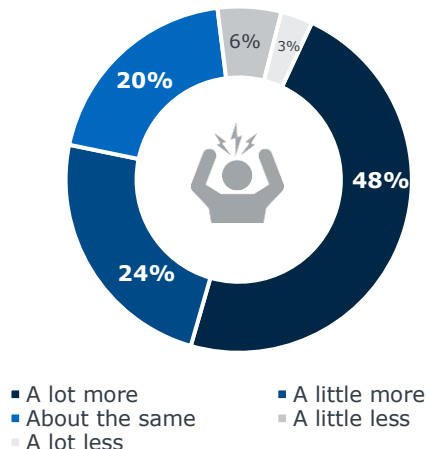


1) EAB Behavior Survey 2022-23 (n=1,109)

2) EdWeek Research Center Survey, 2024

## Most Say Frequency of Disruptive Incidents is on the Rise

Reported Change in Frequency of Disruptive Behavior, 2024 vs 2019, According to 1000+ Educators<sup>2</sup>



Source: "Is Student Behavior Getting Any Better? What a New Survey Says", 2025, EdWeek; [Student Behavior Survey](#), 2022, EAB; EAB interviews and analysis.

# Student Behavior Remains an Urgent, Ongoing Challenge <sup>8</sup>

“

That top tier III of support in PBIS used to be 5-7% (of students), but now we are looking at 18-20%. It has grown greatly.”

Superintendent,  
*West Coast School District*

70%

Of superintendents say that disruptive behavior one of their top concerns in 2023

60%

Of districts reported **increases** in disruptive student behavior from the 2022-23 to 2023-24<sup>1</sup>

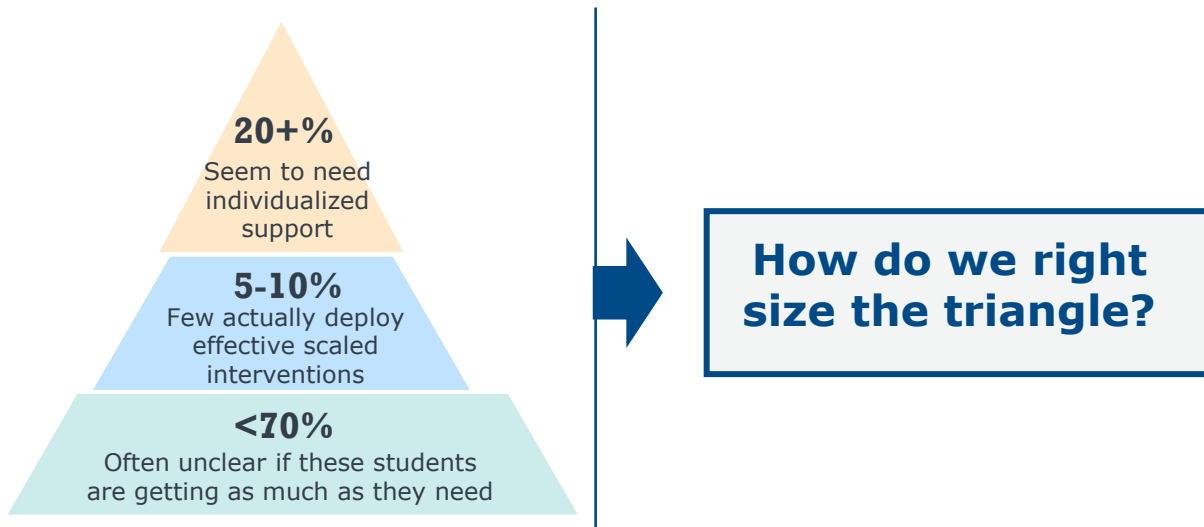
93%

Of district leaders report addressing disruptive behavior this year as **urgent**<sup>2</sup>

1) 2024 EAB Voice of the Superintendent Survey

2) 2025 EAB Voice of the Superintendent Survey

# Many Schools Dealing with a Bloated Tier III



**“An ounce of prevention is worth a pound of cure.”**

**~Benjamin Franklin**

# Disruptive Behavior Affects Every Aspect of Schools



## Lost Instructional Time

In 2018, teachers reported losing an average of 2 hours and 24 mins per week to disruptive behavior. That's nearly 3 weeks per year.



## Teacher & Staff Turnover

2022 surveys found that disruptive student behavior was the primary cause of teachers leaving their district (51% reported behavior as their primary reason for leaving)



## Negative Press & Legislation

Constant headlines around disruptive behavior driving legislators to ease path to suspensions, expulsions

## Behavior Affects Morale, Morale Affects Achievement

70%

Of relevant studies concluded that **teachers with the lowest morale also had the lowest academic student outcomes** across core subjects.

# Lack of Impact Is Not For Lack of Effort



## Districts Have Adopted Proven Programs to Reduce Disruptive Behavior...

- ▶ PBIS
- ▶ SEL Curricula
- ▶ Mental Health Access
- ▶ Trauma-Informed Care
- ▶ Restorative Approaches
- ▶ Student Support Teams
- ▶ Increase in Support, Clinical Staff Hiring

## ... But Very Few Districts Have a Cohesive System Connecting People, Processes, and Supports



**Programs operate without explicit ownership,**  
expectations or accountability



**No unified system**  
to guide how staff respond, coordinate, and triage support



**School-level autonomy**  
creates inconsistent practices across buildings



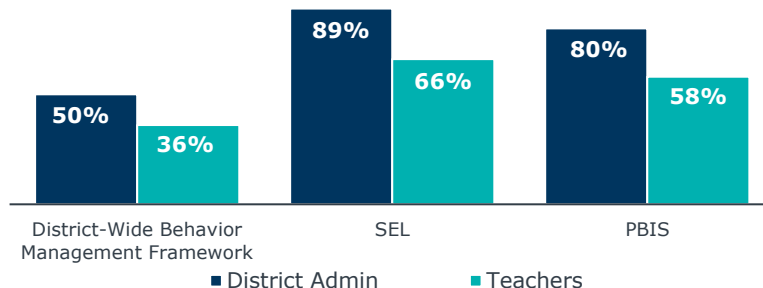
**Lack of ongoing training**  
limits staff capacity to sustain consistent, effective behavioral support

# Unclear, Inconsistent Approaches Cause Challenges

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## Administrators and Teachers Disagree About What Behavior Management Strategies They Use

*Percentage of Respondents Who Indicated Their District Uses a District-Wide Behavior Management Framework, SEL, or PBIS*



## Teachers Unclear How to Effectively Manage Student Behavior

40%

Of EAB survey respondents agreed that district and school **administrators present inconsistent messaging** on how and when to follow district behavior management strategies was a top barrier preventing effective behavior management

Source: EAB interviews and analysis.

# Lack of Direction & Training Undermine Efforts



## Teachers Unclear How They Are Supposed to Manage Behavior

### *Inconsistent Communication*

**36%**

Teachers say their school uses a district-wide framework, vs. 55% of administrators

### *Lack of Training*

**37%**

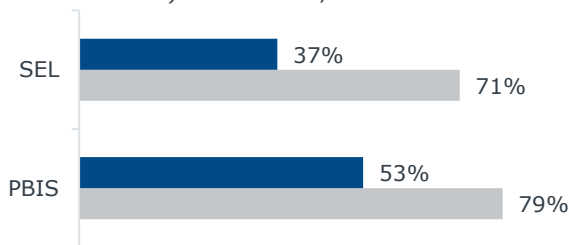
Say they are trained in SEL, vs. 71% of administrators



Teachers relying on instinct and prior experience, so strategies vary wildly

## Administrators Overestimate the Clarity They Provide

*Percentage Who Indicated They (or District Teachers) were trained, n=373*



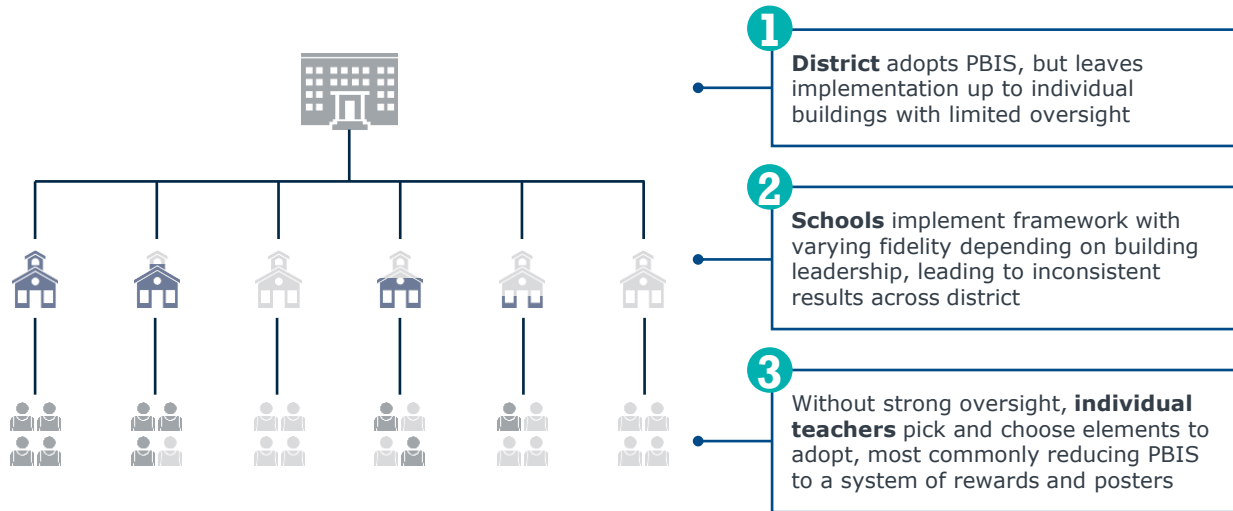
*Percentage Who Indicated Training Was Rarely or Never Revisited, n=161*



■ Teachers and Staff ■ Administrators

# A Tale of Inconsistent Adoption

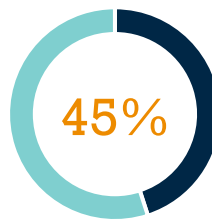
## Allowing Schools to Adopt PBIS at Will Leads to Variation in Outcomes



## DLF Member Districts Also Facing Significant Adoption Gaps at the Teacher Level

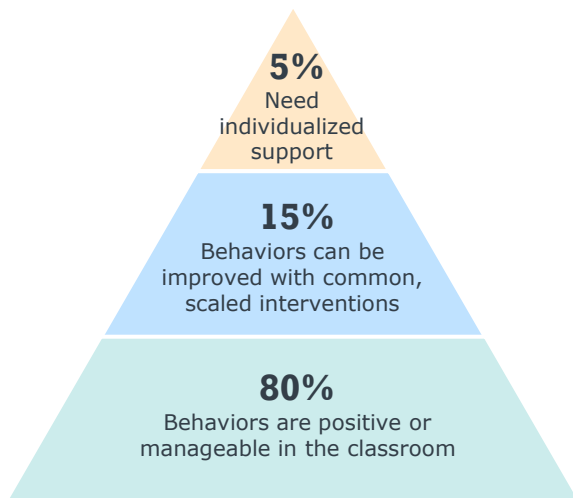


*Percentage of districts in which at least one teacher indicated that the district uses PBIS (n=15 districts)*

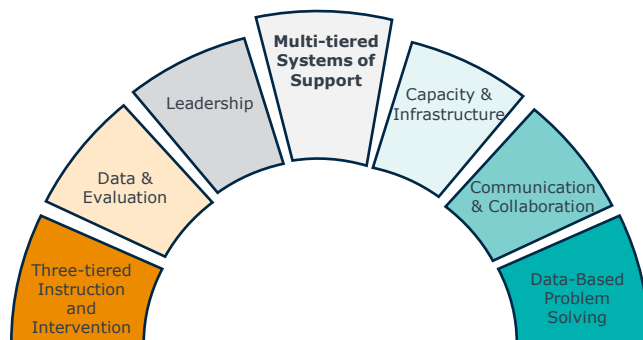


*Percentage of teachers who are implementing PBIS with fidelity in their classrooms (n=1204)*

## The Infamous MTSS Triangle



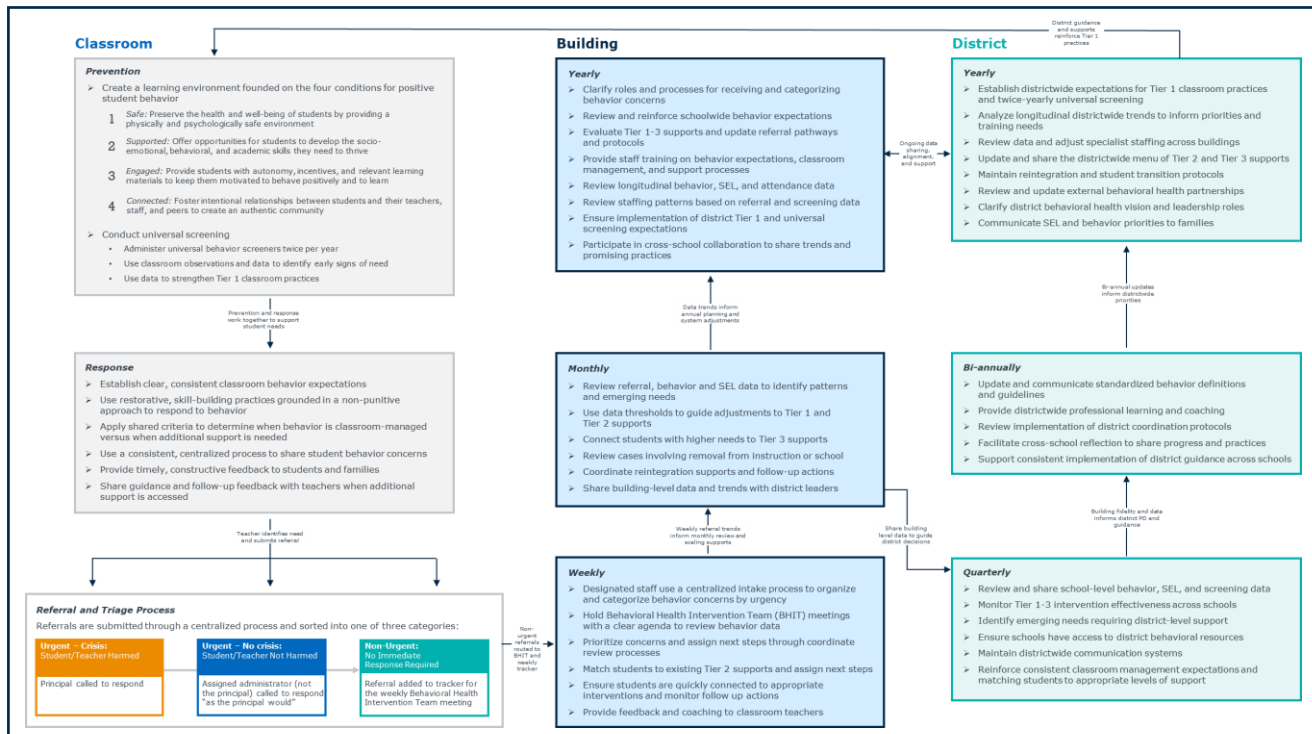
## Components of a Complete MTSS



# A Behavior System of Coordinated Care

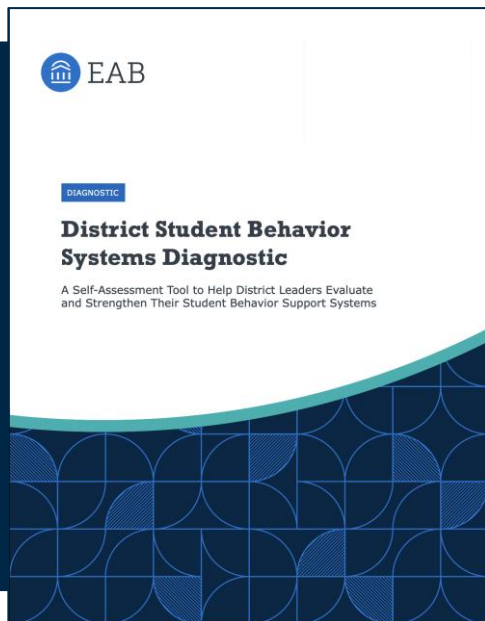
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## Prevention and Response, from District to Buildings to Classrooms



# Straightforward Questions to Diagnose System Gaps

## A District-Level Tool to Guide Improvement of Behavior Management



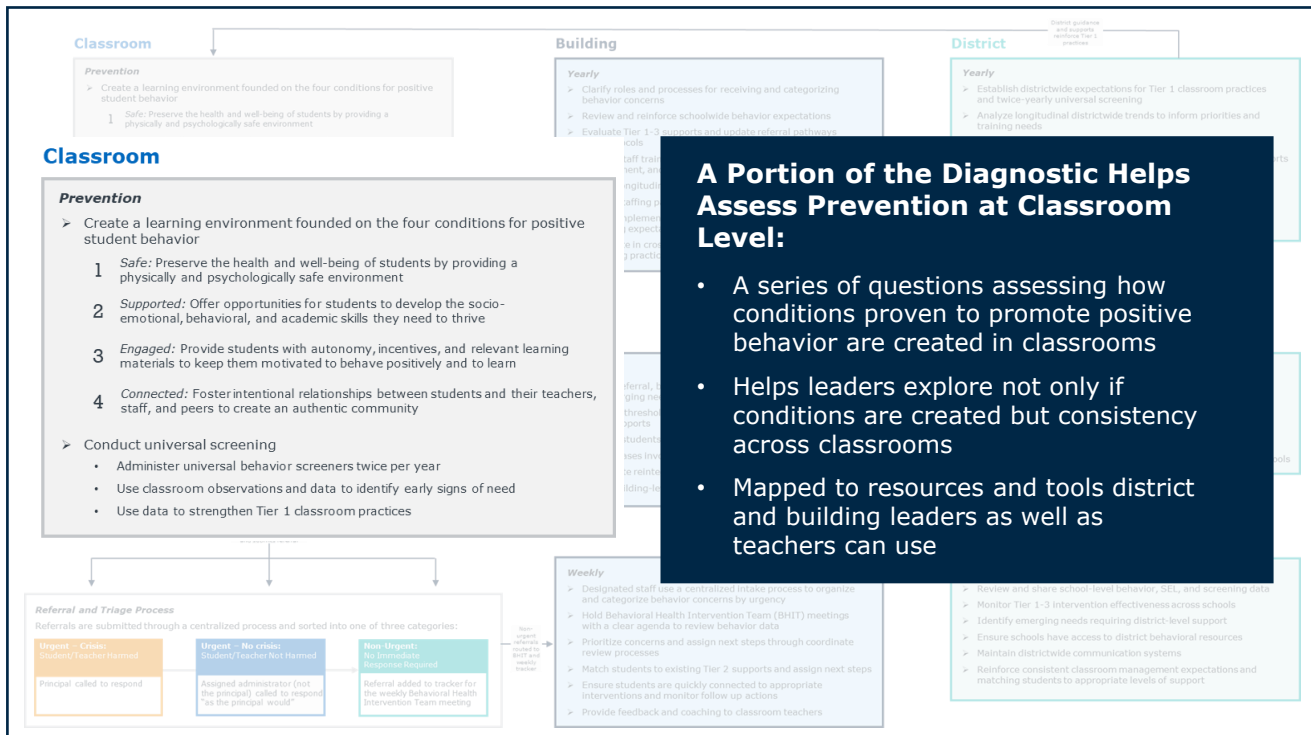
### Evaluate your district's behavior management system:

- **A 15-minute questionnaire to identify districtwide strengths and opportunities** across district, building, and classroom practices
- **Evaluate alignment of supports across** Tiers 1, 2, and 3 to ensure consistent, scalable practices.
- **Gain visibility into district-level structures** that set schools up for success and support consistent behavior responses.
- **Receive prioritized next steps** to address to your most urgent system needs to strengthen student behavior outcomes.

# Zooming in on Assessing Classroom Practices



## Creating Conditions for Positive Student Behavior



# EAB Defined the Conditions for Positive Behavior



## Rigorous Process to Identify Conditions

- ✓ Analyzed 27+ positive environment frameworks
- ✓ Investigated 7 PBIS fidelity measurement tools
- ✓ Synthesized research into a meta-analysis consisting of 120+ factors
- ✓ Categorized the 120+ factors into the four conditions needed in a classroom environment to allow for positive student behavior

## Create an Environment that Makes Students Feel:

1. Safe
2. Engaged
3. Supported
4. Connected

# Implementation Tools to Support Each Condition



## Safe



*Example support resources:*

- Restorative conference facilitator guide, email templates, discipline data publications examples
- Guide to school safety audits, bully prevention and response support; visual classroom schedule template

## Supported



*Example support resources:*

- SEL curricula selector and instruction guide; SEL data collector; SEL sentence stem worksheets, and more
- Classroom environment checklist, behavior feedback templates, guide to universal screeners, staff triage cheat sheets

## Engaged



*Example support resources:*

- Student interest form template, extracurricular parent communication emails, etc.
- Behavior agreements, multimodal lesson plan checks, inclusive classroom resource lists, culturally responsive scorecards

## Connected



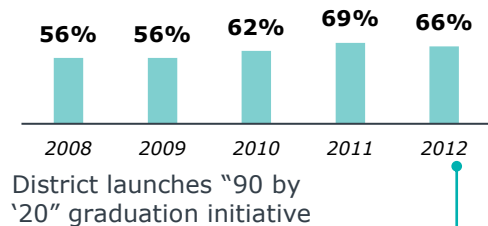
*Example support resources:*

- Relationship mapping 101, Guide to increase free play; meet and greet checklist
- Facilitating non-school adult involvement; teacher-family communication guide; family feedback survey, family rep guide; classroom transparency tool

# Supportive Relationships Integral to Student Success

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## Graduation Rate Trends Lead Washoe County to Rethink Student Support



## Three-Pronged SEL Approach Key to District Strategy

Direct SEL Skill Instruction

SEL—Academic Skill Integration

School Climate and Culture

- Staff—student relationships
- Student voice and perspective

### Profiled Institution:

Washoe County School District, NV



## Why Focus on Relationships?

Controlling for all background characteristics, **children with a caring adult outside of the home are:**



**10%** more likely to **show interest in learning**



**11%** more likely to **stay calm, controlled** when faced with a challenge



**21%** less likely to have **bullied in the past month**



**28%** less likely to **feel sad or depressed**

“Two big reasons students leave school are that they have no meaningful connection to an adult in the building, and no one knows their name or how to pronounce it. This SEL work isn’t just feel-good: **we know through research that relationships and connections keep kids in school.**”

*Administrator, Washoe County Public Schools*

Sources: Korbey, H. "The Power of Being Seen," Edutopia, October, 2017; Collaborative for Academic Social and Emotional Learning, "Partner Districts, Washoe County," 2018, <https://casel.org/partner-districts/washoe-county-school-district/>; Murphey et. al., "Caring Adults: Important for Positive Child Well-Being," Child Trends, December 2013; Balfanz, R., Neild, R.C., Herzog, L., "An Early Warning System," Johns Hopkins University Everyone Graduates Center, October 2007; EAB interviews and analysis.

# A Schoolwide Review of Positive Relationships



## Relationship Mapping Highlights Student Risk and Gaps in Positive Adult Support

Use these prompts to guide staff reflection on the quality and depth of their relationship with each student

Staff should indicate they are a “trusted adult” for a student if they have positively bonded with the student and believe he/she would come to them with a personal problem or concern

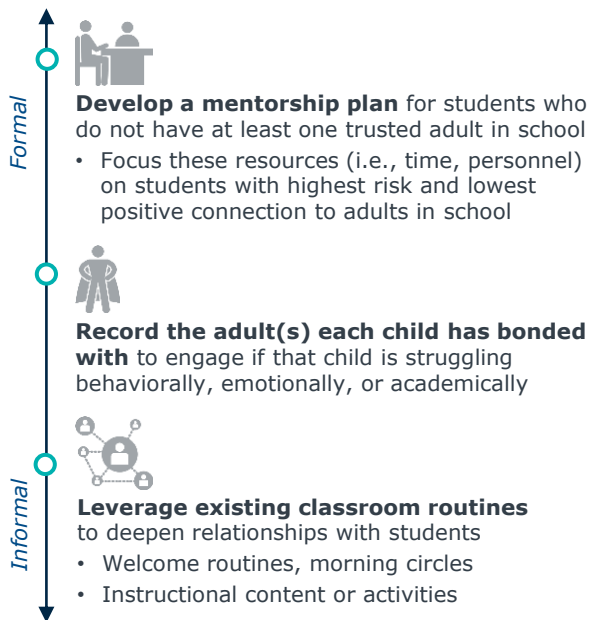
Student Name	Name/ Face	Academic Standing	Regular Positive Feedback	2 Non- Academic Facts	Family Story	Trusted Adult	At Risk
Sally B.	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	• • •	
Jenny D.	✓ ✓ ✓	✓	✓		✓ ✓		• • •
Danny S.	✓ ✓ ✓ ✓	✓		✓			•
Pete T.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	• •	• • • •
Maria W.	✓ ✓	✓		✓	✓ ✓	•	• •

Staff should also indicate any student who is at risk academically, personally, and/or socially (e.g., homelessness, family instability, peer rejection, withdrawn, anger issues)

# The Power of Being Seen

## Targeted Interventions Keep Students Connected and Supported

### Formal and Informal Strategies Help Staff Build Relationships with Students



### Impact Reflected in Adult Perspective and Student Outcomes

“I want to find out what their interests are, and that kind of opens the door. Then that moves to, ‘What challenges are you currently facing?’ **We are developing trust and loyalty, and then students are no longer a piece of data, but a real human being.**”

*Teacher, Washoe County School District*



**Fewer in-school suspensions** for students with high SEL competency<sup>1</sup> (3% vs. 9%)

**2X**

Students with high SEL competency **twice as likely to stay in school**

**+18%**

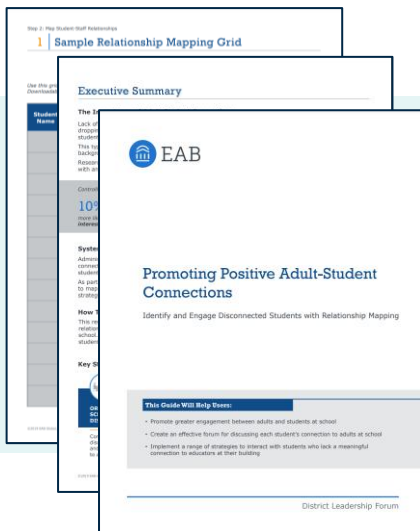
**District graduation rate** increased 18 percent (2012-17)

Sources: Korbey, H. “The Power of Being Seen,” Edutopia, October, 2017; Collaborative for Academic Social and Emotional Learning, “Partner Districts, Washoe County,” 2018, <https://casel.org/partner-districts/washoe-county-school-district/>; Balfanz, R., Neild, R.C., Herzog, L., “An Early Warning System,” Johns Hopkins University Everyone Graduates Center, October 2007; EAB interviews and analysis.

1) Self-report assessment measured as part of district’s Annual Student Climate Survey including skills such as measuring eight domains of social and emotional competence: self-awareness of emotions, self-management of emotions, relationship skills, social awareness).

# EAB's Positive Relationship Mapping Toolkit

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**Launch a district policy** for school-based relationship mapping



**Choose from a range of strategies** to interact with students who lack a meaningful connection to educators at their building



**Let us know in the poll if you'd like your complimentary copy**

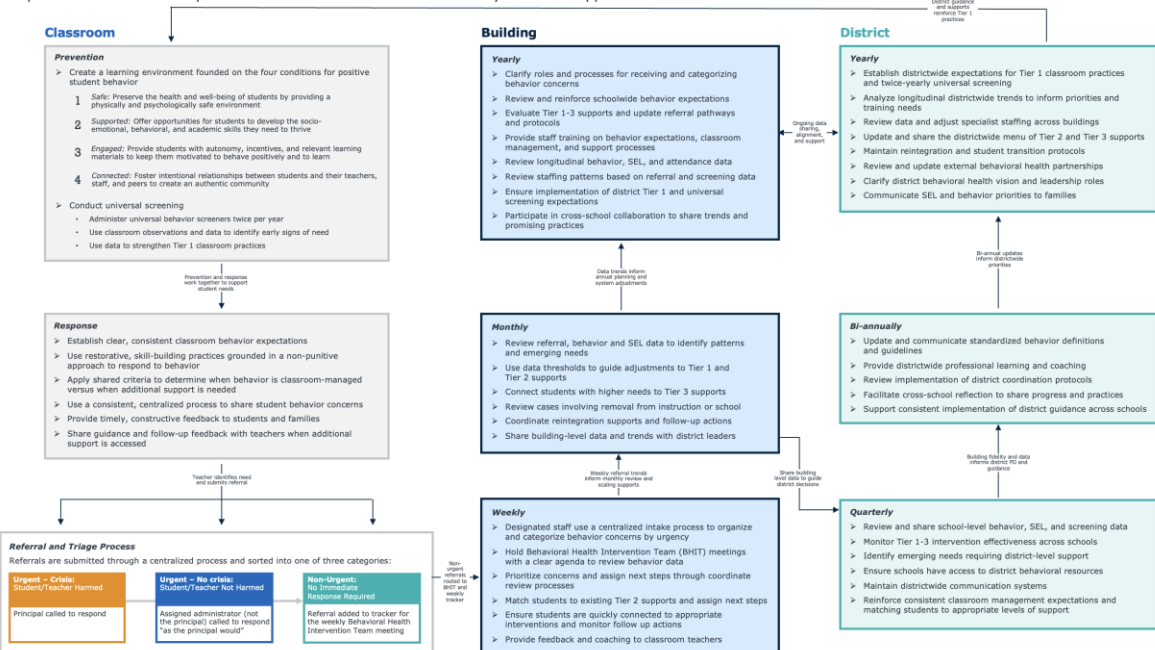
# A Behavior System of Coordinated Care

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District Leadership Forum

## District Behavior Management System

Depiction of Roles and Responsibilities for an Effective Districtwide Systems of Support



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eab.com

Source: [Student Behavior Survey](#), 2022, EAB; EAB interviews and analysis.

# One District Identified 3 Initial Gaps Using Diagnostic

Results from Our Partner District in Georgia

1

## Inconsistent Tier 1 Expectations



✘ *Unnecessary classroom removals*

✘ *Unmonitored hot spots for conflict and disengagements*

2

## Limited Connections with Adults



✘ *Inconsistent trusted adult-student relations*

✘ *No process to identify students lacking connections*

3

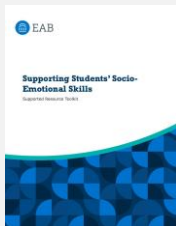
## Insufficient Practices for Repairing Harm



✘ *Classroom correction without relational repair*

✘ *Lack of tools for structured restoration after incidents*

# Deployed EAB Tools to Drive Early Behavior Gains



## Supporting Students' Socio-Emotional Skills

- *Provided training and coaching on tier 1 expectations*
- *Reduced unnecessary referrals by strengthening classroom management skills*



## Promoting Positive Adult-Student Connections

- *Introduced a structured mapping tool to identify students without strong adult connections*
- *Extended relationship-building to support staff, including bus drivers*



## Improving School Discipline Approaches

- *Equipped teachers with practical routines for repair conversations*
- *Reduced repeated incidents by ensuring students return to learning environments*

"Once we strengthened Tier 1 expectations and coached teachers on consistent classroom routines, the change was immediate. Unnecessary referrals dropped, and teachers felt more in control of their classrooms." -ED of Student Support, Georgia School District

# Supporting Student Behavior Management

## Strengthen Your District Behavior Management System

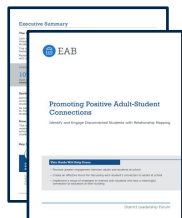
**Complete  
Diagnostic to  
Assess District  
Behavior System**

**Receive Personalized  
Summary of System  
Strengths &  
Improvement  
Opportunities**

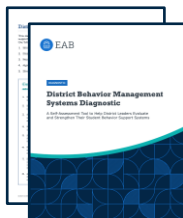
**Collaborate 1:1 with  
EAB Expert to  
Identify Priority  
Actions & Determine  
Next Steps**

**Apply EAB's Best-  
Practice Tools &  
Resources to  
Strengthen  
Identified Gaps**

## Resources to Support District Behavior Management Systems



*EAB's **Positive Relationship Mapping Toolkit**—Available to attendees today*



*EAB's **District Behavior Management System Diagnostic** coming 2026*



*Access EAB's **Creating Conditions for Positive Student Behavior Resource** [here](#)*

# Join Us In-Person



## AASA NCE 2026

February 12-14 | Nashville, TN

### Visit Us at Booth 806

Meet the EAB team and explore our latest district-ready insights

### Attend Our Sessions on Feb. 13

11:15 a.m. CT | Room 203

#### Why Improving Math Scores is Easier Than You Think

3:45 p.m. CT | Room 204

#### Strategic Approaches to Elevate Teacher Morale and Strengthen Your Team

### EAB Reception

Friday, February 13<sup>th</sup>  
5:00 p.m. CT

**NashHouse Southern Spoon Saloon**

[Register for the Reception](#)

## 2026 Executive Roundtables

Multiple dates & locations

### This Year's Research Agenda



#### Student Readiness & the Workforce in the Age of AI

Preparing students for college, careers, and a rapidly changing workforce



#### Financial & Operational Stability in a Volatile Landscape

Navigating enrollment shifts, funding uncertainty, and long-term sustainability

### Dates & Locations

**Washington, DC:** May 12-13, June 16-17

**Chicago, IL:** July 14-15

[Learn How to Attend](#)

# How Can We Help?



*I'd like to...*



- 1 Receive EAB's **complimentary positive relationship mapping toolkit**
- 2 Get details on connecting with EAB at **AASA NCE 2026**
- 3 Explore how to participate in **EAB's 2026 Executive Roundtables**
- 4 **Something else?** Choose this option and we will follow up with you to learn more.

# Please Complete the 1-Minute Post-Webinar Survey

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