



EAB

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

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**



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



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



- 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

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:

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

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)

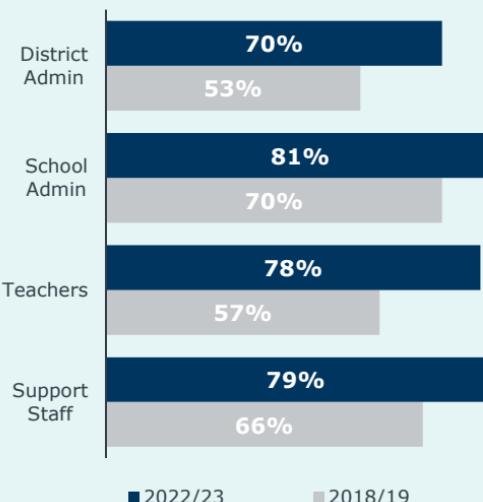
An action, activity, or process which can be observed and measured.

Often, they are initiated in response to stimuli which are either internal or external.

Disruptive Behavior Increasing Over Time

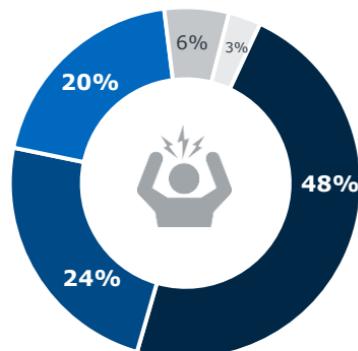
Educators Increasingly Concerned About Behavior Across the 2020s

Percentage of Educators Who Identified Student Behavior as a Top Concern in EAB's 2022 Survey¹



Most Say Frequency of Disruptive Incidents is on the Rise

Reported Change in Frequency of Disruptive Behavior, 2024 vs 2019, According to 1000+ Educators²



- A lot more
- About the same
- A lot less

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

2) EdWeek Research Center Survey, 2024

Student Behavior Remains an Urgent, Ongoing Challenge



“

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 2023-24¹

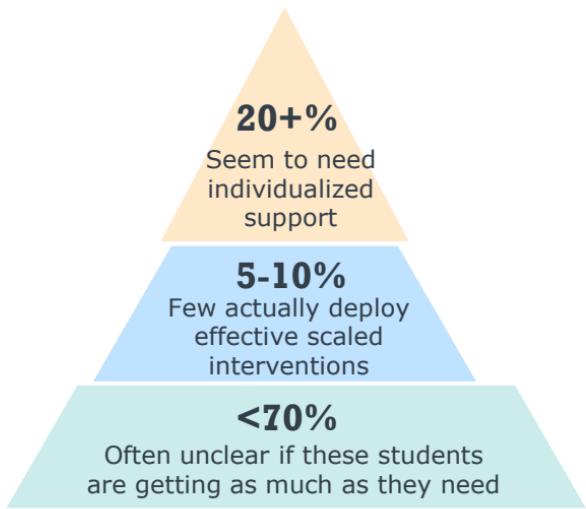
93%

Of district leaders report addressing disruptive behavior this year as **urgent**²

1) 2024 EAB Voice of the Superintendent Survey

2) 2025 EAB Voice of the Superintendent Survey

Many Schools Dealing with a Bloated Tier III



How do we right size the triangle?

"An ounce of prevention is worth a pound of cure."

~Benjamin Franklin



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



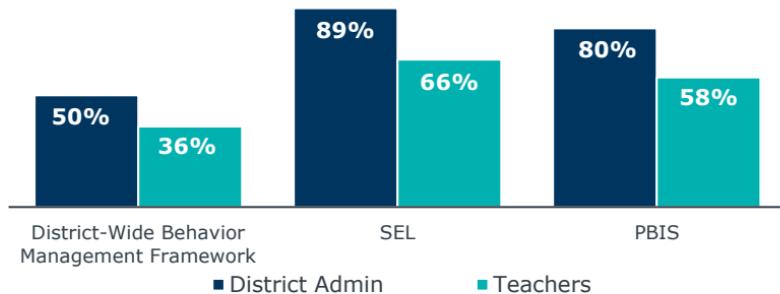
Lack of ongoing training limits staff capacity to sustain consistent, effective behavioral support

Unclear, Inconsistent Approaches Cause Challenges



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%

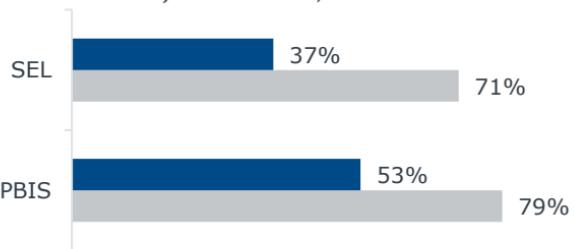
Say they are trained in SEL, vs. 71% of administrators



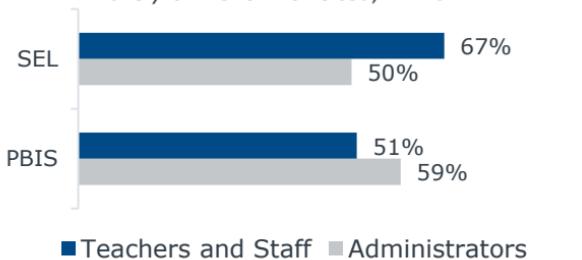
Teachers relying on instinct and prior experience, so strategies vary wildly

Administrators Overestimate the Clarity They Provide

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



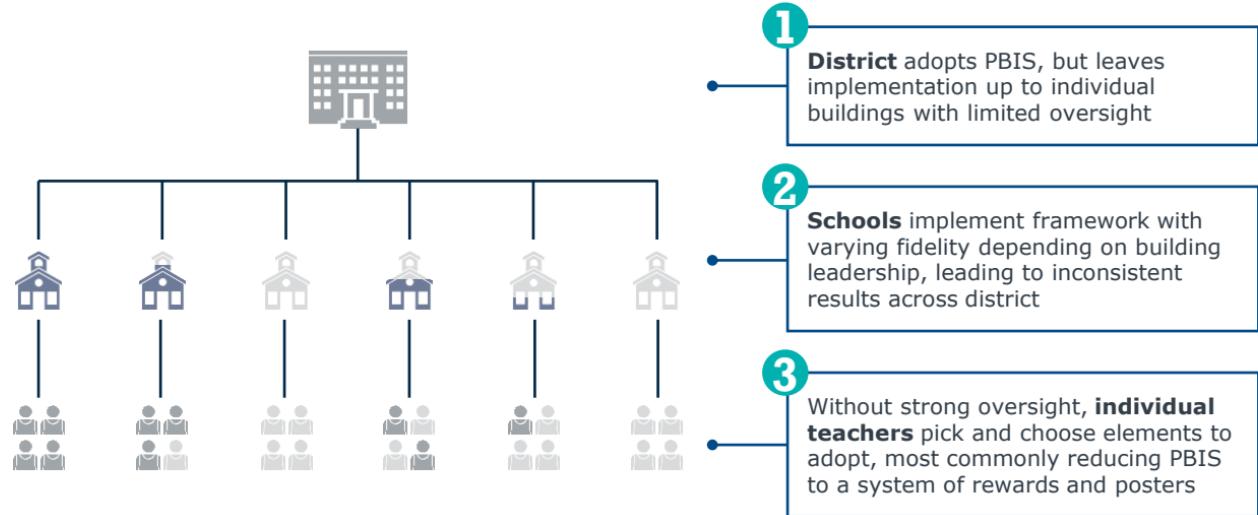
Percentage Who Indicated Training Was Rarely or Never Revisited, n=161



■ Teachers and Staff ■ Administrators

A Tale of Inconsistent Adoption

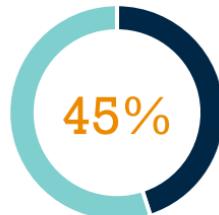
Allowing Schools to Adopt PBIS at Will Leads to Variation in Outcomes



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

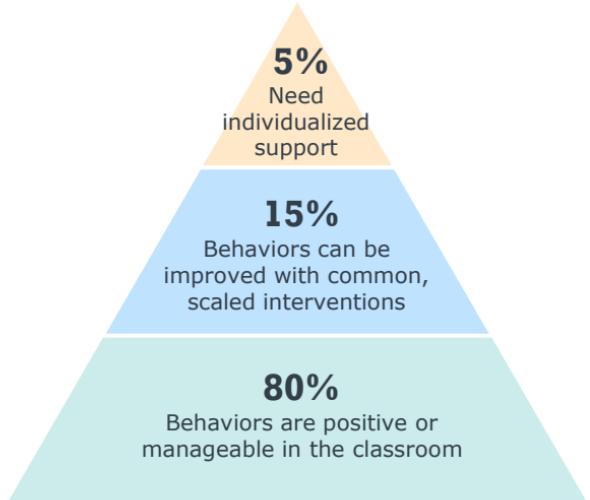


Percentage of districts in which at least one teacher indicated that the district uses PBIS
(n=15 districts)

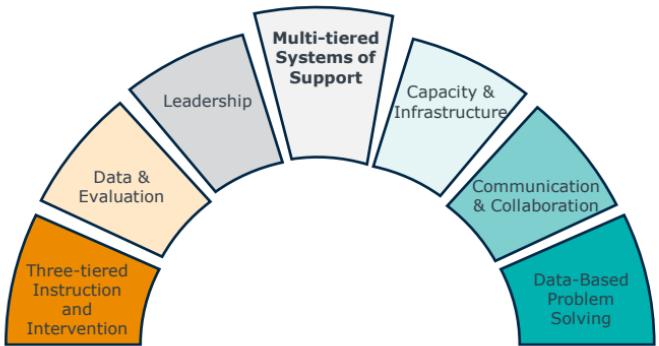


Percentage of teachers who are implementing PBIS with fidelity in their classrooms
(n=1204)

The Infamous MTSS Triangle

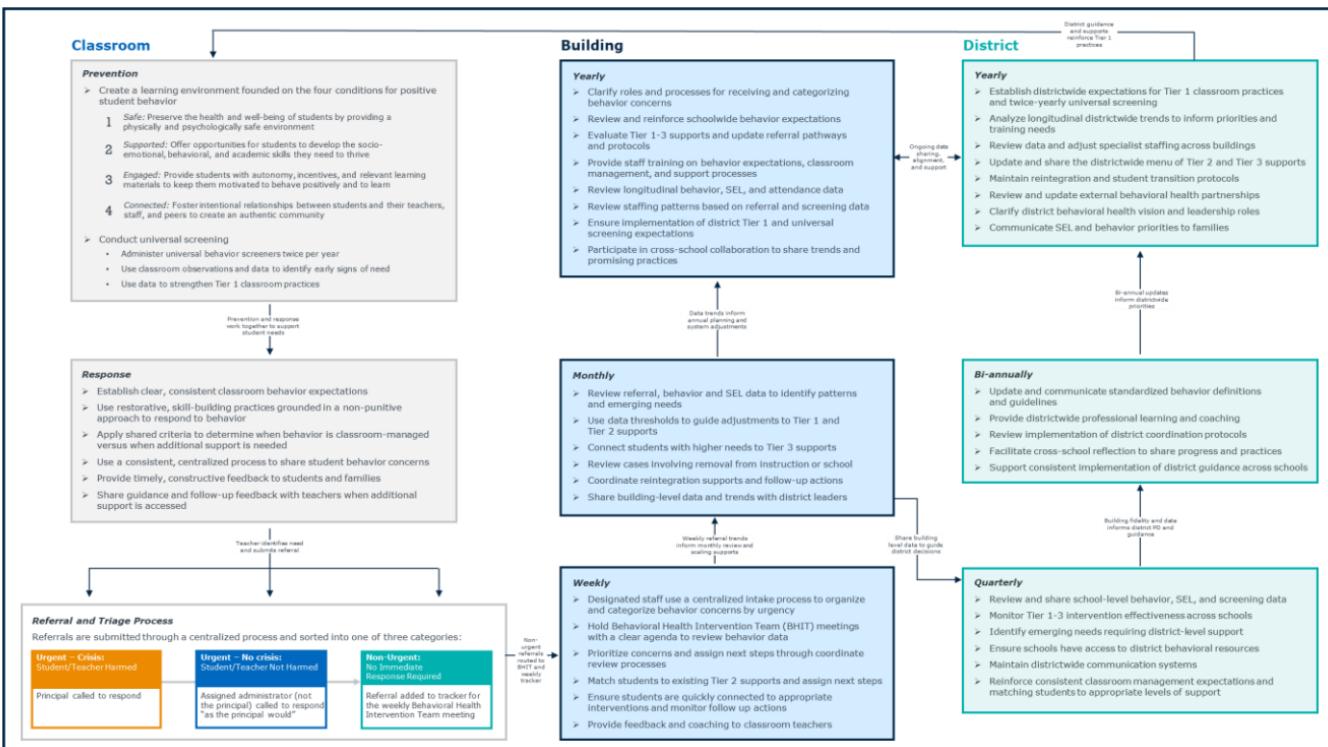


Components of a Complete MTSS



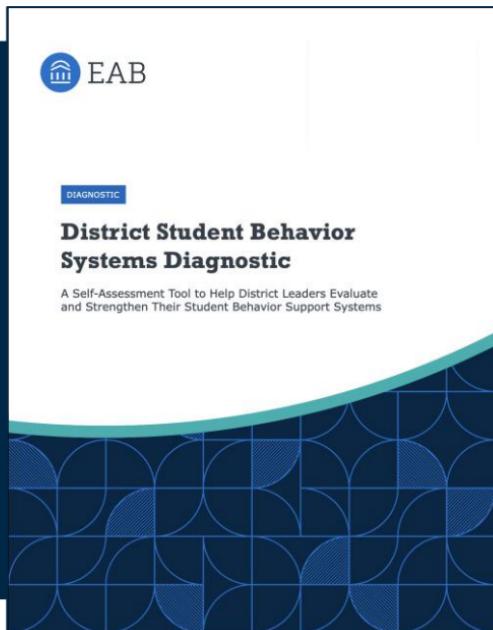
A Behavior System of Coordinated Care

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



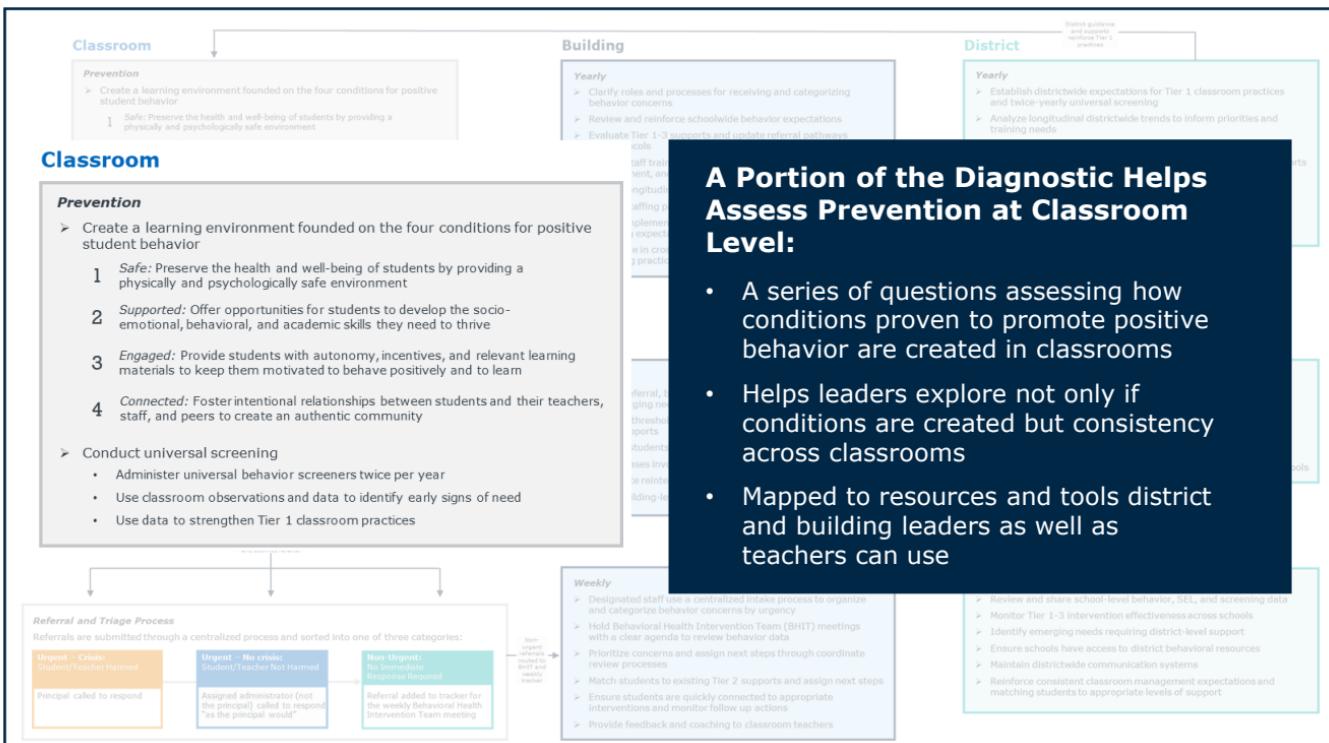
Evaluate your district's behavior management system:

- **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





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

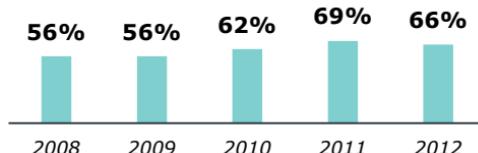


Example support resources:

- 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

Graduation Rate Trends Lead Washoe County to Rethink Student Support



District launches "90 by '20" graduation initiative

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

Student Name	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				
	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



Develop a mentorship plan for students who do not have at least one trusted adult in school

- Focus these resources (i.e., time, personnel) on students with highest risk and lowest positive connection to adults in school

Record the adult(s) each child has bonded with to engage if that child is struggling behaviorally, emotionally, or academically

Leverage existing classroom routines to deepen relationships with students

- Welcome routines, morning circles
- Instructional content or activities

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 competency¹ (3% vs. 9%)

2X

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

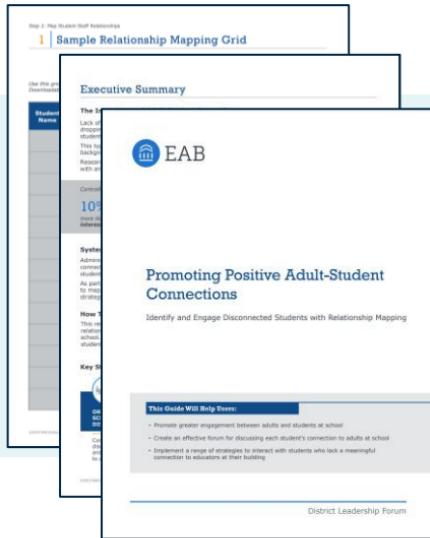
+18%

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



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

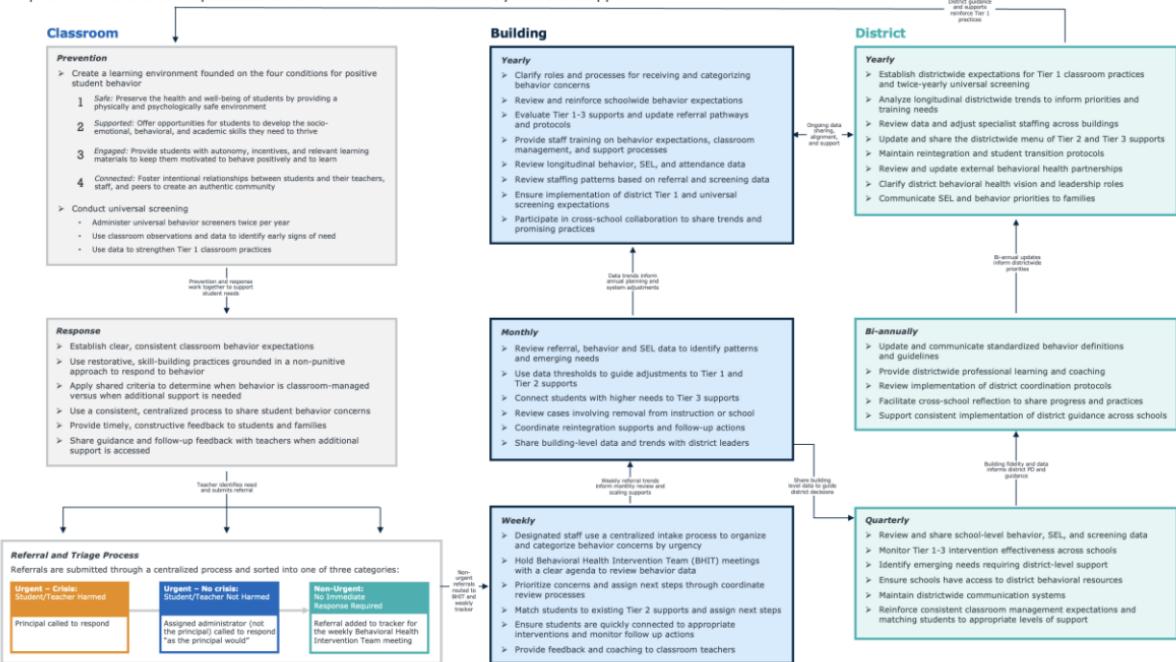


A Behavior System of Coordinated Care

District Leadership Forum

District Behavior Management System

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



One District Identified 3 Initial Gaps Using Diagnostic



Results from Our Partner District in Georgia

1

Inconsistent Tier 1 Expectations

2

Limited Connections with Adults

3

Insufficient Practices for Repairing Harm



✖ *Unnecessary classroom removals*

✖ *Inconsistent trusted adult-student relations*

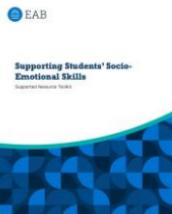
✖ *Classroom correction without relational repair*

✖ *Unmonitored hot spots for conflict and disengagements*

✖ *No process to identify students lacking connections*

✖ *Lack of tools for structured restoration after incidents*

Deployed EAB Tools to Drive Early Behavior Gains



Supporting Students' Socio-Emotional Skills

Promoting Positive Adult-Student Connections

Improving School Discipline Approaches

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

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

- *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

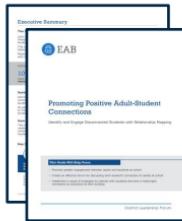
Complete Diagnostic to Assess District Behavior System

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 13th
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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