Implementing Handle With Care: A Data-Driven Approach Descriptive Transcript

This descriptive transcript is intended to support web accessibility for the video, *Implementing Handle with Care: A Data-Driven Approach.*[1]

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We'll start with a problem that schools and districts across the country are facing. Children don't come to school as blank canvases ready to be filled with knowledge; they carry their home lives and out-of-school experiences with them into the classroom every day. If they have experienced trauma, they bring that trauma to school with them, too. Students experiencing trauma may engage in behavior that hinders their or their classmates' learning, or behavior that educators don't understand, or they may disengage from classroom and school activities all together. These students are at risk of poor academic performance, dropping out of school, and delinquency. Now. Let's talk about the solution. Schools can be a place of safety, where students' intellectual, social, and physical needs are met, as long as educators know what to look for and how to create safe, caring spaces for their students. Handle With Care is a program aligned to that solution.	Diagram with "the problem" and "the solution." The problem: 1) Students may experience trauma as a result of their exposure to situations at home or in the community; 2) These students have increased risk for negative outcomes such as poor academic performance, dropping out of school, and delinquency. The solution: 1) Improved cross-agency communication among first responder organizations and schools can help increase support for students experiencing trauma; 2) Increased use of trauma-informed strategies by educators and school leaders may lead to improved educational and life outcomes for students experiencing trauma. References include: Chavez, Oetting, & Swaim, 1994; Christle, Jolivette, & Nelson, 2005; Neely & Griffin-Williams, 2013.
The materials we've created with the West Virginia Center for Children's Justice to support Handle With Care implementation include two Excel workbooks. A Guide that explains how to monitor implementation and student outcomes and how to use the Excel workbooks, and two protocols educators can use to support meaningful data driven decisionmaking. These materials help	Layered screenshots of Handle with Care implementation support materials.

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[1]This descriptive transcript was developed for the *Implementing a Continuous Improvement Process* video series following World Wide Web Consortium (W3C) and W3C Web Accessibility Initiative standards. See: https://www.w3.org/WAI/media/av/transcripts/#descriptive

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school teams implement the program and make informed decisions about how to improve during the school year.	
Using Data to Support Program Improvement: A Guide for Monitoring Handle With Care in Schools, or "the Guide," is a comprehensive document that includes instructions for users on how to implement the program using a continuous improvement approach to data driven decisionmaking, as well as instructions for how to use the Handle With Care Excel workbooks and discussion protocols. In easy-to-understand language, this document explains all the features of the Handle With Care Excel workbooks and instructs users how to use data to inform program improvement and targeted support for students.	Screenshot of *Using Data to Support Program Improvement: A Guide for Monitoring Handle With Care in Schools.*
The guide contains two protocols aimed at facilitating discussion. Let's look at the Data Review Meeting Discussion Guide first. This protocol contains a set of questions to help guide Handle With Care school team meeting discussions. It is designed to help teams make data-informed decisions about program implementation and student supports. The other protocol, the Discussion Gide for Teachers, contains a series of questions that helps the Handle With Care school team gather information from teachers about their experiences supporting students identified for Handle With Care support. Both protocols support meaningful team discussion during Data Review Meetings.	Screenshots of Appendix I: HWC School Team Data Review Meeting Discussion Guide and Appendix B: Discussion Guide for Teachers.
Handle With Care school teams are encouraged to follow an iterative cycle that facilitates data-driven decisionmaking. The five-step process takes school leaders and stuff through a series of steps that ensure they have the proper training and documentation in place to implement the program. First, they conduct program training and prepare necessary documentation. Next, they form a Handle With Care school team with clear roles for members and set a meeting schedule. After that, they help educators support students identified for the program and then they regularly monitor	Circular diagram showing a five-step process that supports data-driven decisionmaking. Step 1: Conduct program training and prepare documentation. Step 2: Assign team roles and set a data review schedule. Step 3: Provide support to students. Step 4: Monitor program data. Step 5: Review data and plan improvements.

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implementation and student outcome data and adapt implementation to improve throughout the school year. Handle With Care school teams cycle back through the process multiple times throughout the school year to continuously improve the program.	
I'm Mandy and I am so glad to have a chance to tell you about my experience with the Handle With Care program's supporting materials. First, I'd say they're easy to use. They actually save you time. The new materials helped us streamline the things that we were already doing related to tracking student progress. I'm Janet and I agree with Mandy. Using the materials is simply a matter of organizing data we already collect and filling in the blanks in the Excel workbook. It's easy.	Layered screenshots of Handle With Care implementation support materials.
Further, I'd say the materials, help us do our jobs better. Right. The data helps us understand whether or not what we are doing is effective. Yes, integrating data on behavior, academics, and attendance helps us get an overall picture of the current state of our school, including any potential deficits or challenges. Then the data can point us towards ways to make improvements. Regularly reviewing and discussing data with other educators in your school is a great opportunity to brainstorm program improvements and talk about how to better support our students. The data and materials give teachers and opportunity to have more insight into what is going on with our students. It's been really valuable for our teachers to learn more about what behaviors to look for in students potentially experiencing trauma and what strategies they can use to support those students. We've used what we've learned from monitoring Handle With Care data for our other efforts too, such as our 504 process for supporting students with disabilities and for our Tier 2 and Tier 3 supports. And this way, I would say the materials help you work smarter, not harder. That is the perfect way to describe it.	Layered screenshots of Handle With Care implementation support materials.
I have to say, the data really makes the difference. I think the data serves as a catalyst. What we	Layered screenshots of Handle With Care implementation support materials.

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glean from the Excel workbooks is valuable because it's "boots on the ground," real-time information. The data can reflect students' mental well-being and academic progress. The data even helps families. If the student has academic, attendance, or behavior issues, for example, we can call a meeting and discuss wraparound services, which can really make a difference for the students and their families. The data also give school teams and much needed historical perspective. You can see dips in attendance, for example, and know you need to address attendance right away. I would encourage anyone considering using the materials to do so without any hesitation. You'll be glad you did.	
Thank you both so much for sharing your perspectives on the value of using the materials that REL Appalachia co-developed with our partners in West Virginia. We touched on several important topics today: what the Handle With Care program is, what materials are available to you to support implementation, and how those resources can support you and other educators as you undertake Handle With Care in your school. Together, the program and the materials provide powerful tools for you to use to support students who may be experiencing trauma. You'll use a process for data-driven decisionmaking that you can apply to other work, too. For more information about the Handle With Care program, you can review the website listed on the screen or reach out to Andrea Darr. And please visit our REL Appalachia website to learn more about other projects that support the use of data and evidence to improve academic outcomes for students. Thank you.	To learn more: Check out the Handle With Care website: http://handlewithcarewv.org/ Contact Andrea Darr, Director, West Virginia Center for Children's Justice: andrea.l.darr@wvsp.gov Visit https://ies.ed.gov/ncee/edlabs/regions/appalachia/ to learn more about other REL Appalachia projects that support the use of data and evidence!
[no audio]	References: Chavez, E. L., Oetting, E. R., & Swaim, R. C. (1994). Dropout and delinquency: Mexican-American and Caucasian non-Hispanic youth. *Journal of Clinical Child Psychology, 23*(1), 47–55. https://doi.org/10.1207/s15374424jccp2301_7 Christle, C. A., Jolivette, K., & Nelson, C. M. (2005). Breaking the school to prison pipeline:

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	Identifying school risk and protective factors for youth delinquency. *Exceptionality, 13*(2), 69–88. [10.1207/s15327035ex1302_2](10.1207/s15327035ex1302_2)
	Neely, P., & Griffin-Williams, A. (2013). High school dropouts contribute to juvenile delinquency. *Review of Higher Education & Self-Learning, 6*(22), 66–72.