

A CONTINUUM OF EVIDENCE-BASED PRACTICES WITHIN A MULTI-TIERED SYSTEM OF SUPPORT

Clayton R. Cook, Ph.D., LP

Associate Professor
University of Minnesota

Affiliate Faculty

Institute for Translational Research (ITR) in Children's
Mental Health

Executive Member

School Mental Health Assessment, Research, and Training
(SMART) Center



MTSS FRAMEWORK

**Targeted/
Intensive**
(High-risk students)
Individual Interventions
(3-5%)

Selected
(At-risk Students)
Small Group or
Individual Strategies
(10-25% of students)

Universal
(All Students)
School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

Equity = Access to Needed Services

Students vary in their needs =
Continuum of supports

Proactive and informative =
Timely and relevant data-driven decision
making

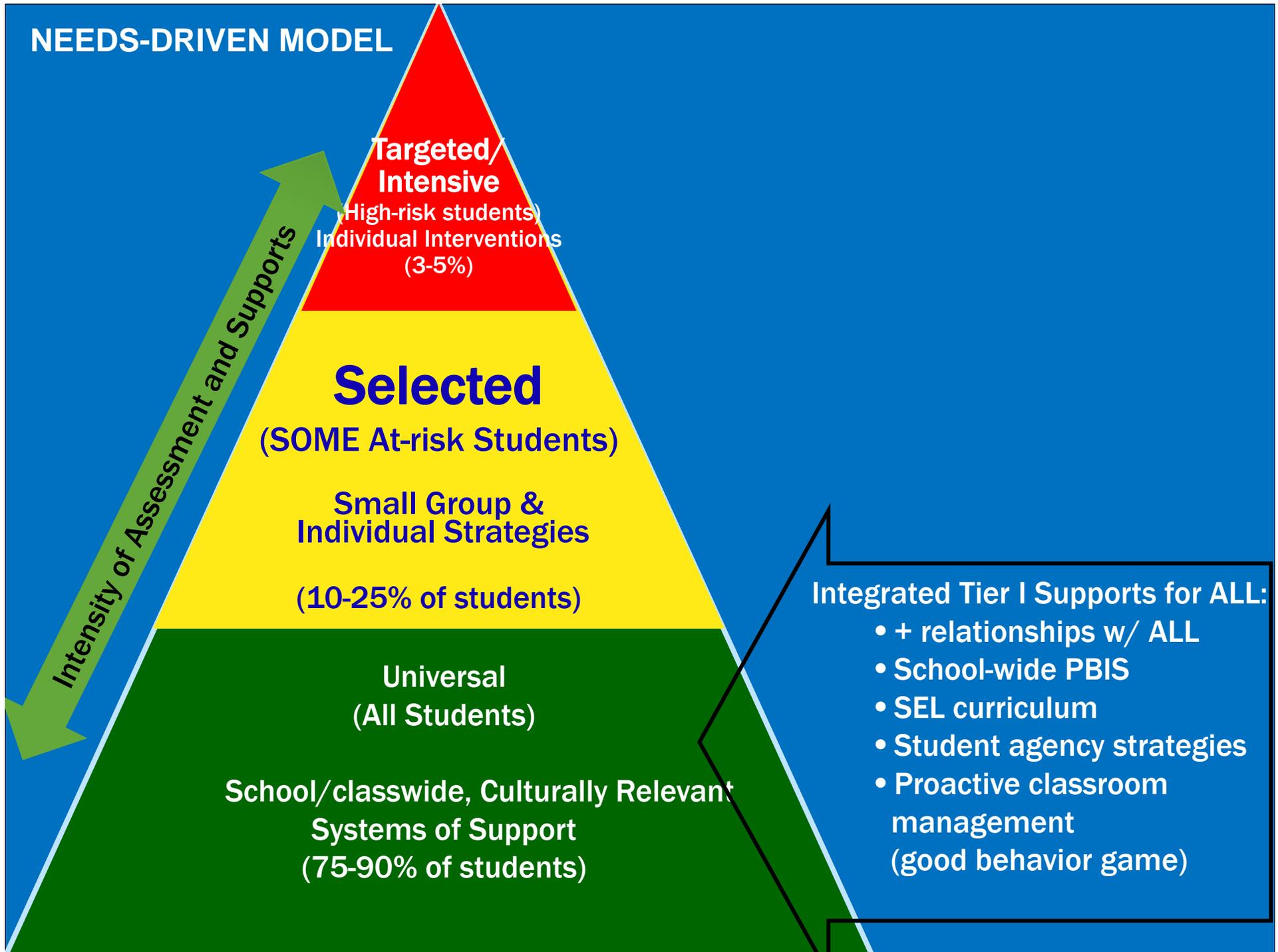
TIER 1 FOR ALL STUDENTS

- **Universal prevention** – putting in place supports that prevent the emergence of problems that interfere with learning
- **Universal promotion** – supports that help students reach their full potential and optimize their well-being
 - **Subjective well-being indicators**
 - Educational purpose, joy for learning, self-efficacy, sense of belonging

INGREDIENTS TO PROMOTING STUDENT SOCIAL, EMOTIONAL, AND ACADEMIC SUCCESS

- **Create a positive, structured, predictable and safe environment for all students**
- **Establish and maintaining positive relationships so all students feel a sense of belonging and connection to school**
- **Rigorous, effective instruction to teach students academic, social, emotional, and behavioral skills that enable school and life success**
- **Promote student agency in order to cultivate a sense of purpose, positive mindset, and motivation in students**
- **Make sure all students receive the supports they need to be successful (needs-driven lens & framework)**

NEEDS-DRIVEN MODEL



**INTENTIONALLY *ESTABLISHING,*
MAINTAINING, AND *RESTORING*
POSITIVE RELATIONSHIPS
WITH ALL STUDENTS:**

**Ensuring that all students feel a
sense of belong, trust, and
understanding with the adults in
the classroom**

ACTIVITY

- **Why are positive relationships the foundation for influencing change and promoting internal motivation?**

The Foundation:

- Strong Positive Relationships
- Proactive Classroom Management
 - Communicating effectively
 - Cultural Competence

Proximity control

Redirection strategy

Ongoing **M**onitoring

Prompt expected behavior

Teaching interaction

#1 warning of consequence with “Think Time”

#2 delivery in-class disciplinary consequence

#3 request for official support process

Reconnect,
Repair, &
Restore
Relationship

Progressive Response

SOCIAL-EMOTIONAL LEARNING CURRICULUM:

**Adopting a curriculum that
teaches students a range of
social-emotional skills that
facilitate self-regulation**

SEL CURRICULA

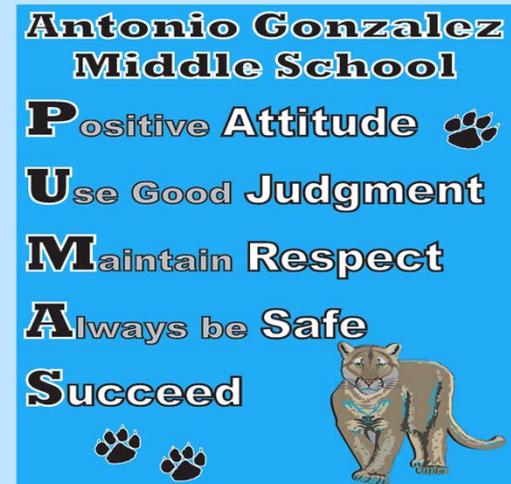
- **Second Step**
- **RULER**
- **PATHS**
- **Strong Kids**
- **MindUP**
- **FRIENDS**
- **Positive Action**
- **STEP-A**
- **Communities that Care**

SCHOOL-WIDE PBIS:

Creating a positive school culture and climate through teaching, modeling, cueing, and reinforcing common behavioral expectations

SCHOOL-WIDE PBIS: TEACH, MODEL, CUE, AND REINFORCE BEHAVIORAL EXPECTATIONS THAT LEAD TO SCHOOL SUCCESS

- Establish 3-5 behavioral expectations
- Regularly scheduled teaching/instruction of behavioral expectations
- Cueing system to prompt and remind students to exhibit expectations
- Reinforcement system to promote behavioral expectations



West Monona Middle School "LIVING THE WEST MONONA DREAM"					
EXPECTATIONS	AREAS				
	CLASSROOM	LUNCHROOM	HALLWAYS	BATHROOM & LOCKER ROOM	ALL SCHOOL SETTINGS
Determined	<ul style="list-style-type: none"> Give 100%, 100% of the time Think positive 	<ul style="list-style-type: none"> Eat what you take Be aware of and manage your time 	<ul style="list-style-type: none"> Go straight to your destination Demonstrate self-control 	<ul style="list-style-type: none"> Do your business and leave 	<ul style="list-style-type: none"> Focus attention Own your behavior
Respectful	<ul style="list-style-type: none"> Follow classroom rules Use positive language 	<ul style="list-style-type: none"> Leave it better than you found it Honor people's space and belongings Listen to adults 	<ul style="list-style-type: none"> Walk at all times Be aware of others locker space 	<ul style="list-style-type: none"> Be aware of others and their privacy 	<ul style="list-style-type: none"> Respond positively when spoken to Keep your hands to yourself
Encouraging	<ul style="list-style-type: none"> Show consideration Help yourself and others learn Cooperate and collaborate 	<ul style="list-style-type: none"> Invite others to sit with you Be a good example 	<ul style="list-style-type: none"> Positive speaking to and about others 	<ul style="list-style-type: none"> Be a good example Report misuse 	<ul style="list-style-type: none"> Be supportive of those around you Sportsmanship
Accountable	<ul style="list-style-type: none"> Be on time Have materials Task completion and focus 	<ul style="list-style-type: none"> Clean up after yourself Stand in line orderly 	<ul style="list-style-type: none"> Clean up after yourself and others 	<ul style="list-style-type: none"> Flush toilet Wash hands Throw trash away 	<ul style="list-style-type: none"> Dress appropriately Treat equipment as if it is the only one
Manners	<ul style="list-style-type: none"> Appropriate tone of voice Listen and respond positively 	<ul style="list-style-type: none"> "Please and thank you" Ask before taking food from others 	<ul style="list-style-type: none"> Appropriate voice levels Pay attention to others 	<ul style="list-style-type: none"> Be patient Use facilities at appropriate times 	<ul style="list-style-type: none"> Be honest Hold the door open for others

PROACTIVE CLASSROOM MANAGEMENT:

**A host of proactive
strategies that prevent
problem behaviors and
promote academic
engagement**

STRUCTURED ENVIRONMENTS

PROACTIVE CLASSROOM MANAGEMENT

RELATIONSHIP STRATEGIES

1. 5 to 1 ratio of positive to negative interactions (Magic ratio)
2. Smiling and being nice
3. Positive greetings at the door to precorrect and establish a positive climate
4. Communicating competently with students
5. Wise Feedback
6. Non-contingent reinforcement

PROCEDURAL STRATEGIES

7. Precorrection
8. Organizing a productive classroom
9. Providing numerous opportunities to respond
10. Classroom rules/expectations and procedures are visible and known by every student
11. Teach, model, and reinforce behavioral expectations
12. Transitions are managed well
13. Independent seatwork is managed and used when needed
14. Teacher proximity and mobility
15. Class-wide motivation system to reward desirable behavior
16. Goal setting and performance feedback
17. Visual schedule of classroom activities
18. Effective cueing systems to release and regain attention

STUDENT AGENCY:

Brief strategies and techniques that empower students and promote their motivation and positive mindsets with regard to learning

THE SUITE OF BRIEF INTERVENTIONS

- **Combination of brief interventions to change how identified at-risk students experience and think about themselves within the context of school**
- **Brief Interventions:**
 - **Growth Mindset Intervention**
 - **Mental Contrast with Implementation Intentions**
 - **Future Possible Selves**

MENU of Evidence-based Supports

**Targeted/
Intensive**
(High-risk students)
Individual Interventions
(3-5%)

Selected
(At-risk Students)
Small Group or
Individual Strategies
(10-25% of students)

Universal
(All Students)
School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

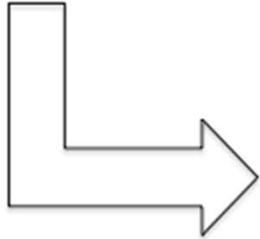
Tier 2 Menu of Interventions:

- Behavioral contract
- Self monitoring
- School-home note
- Structured mentor-based program
- Class Pass Intervention
- Small group social-emotional skills

AIM² Procedures

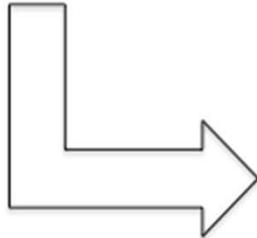
Assessing

- (1) Match to intervention
- (2) Select progress monitoring tool and gather baseline data



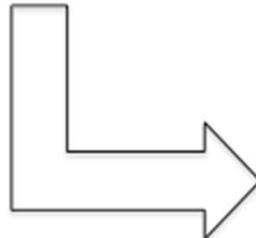
Implementing

- (1) Identify implementers
- (2) Review intervention scripts and key components
- (3) Actively implement the intervention



Monitoring

- (1) Gather progress monitoring data on an ongoing basis
- (2) Monitor fidelity of implementation
- (3) Input data in

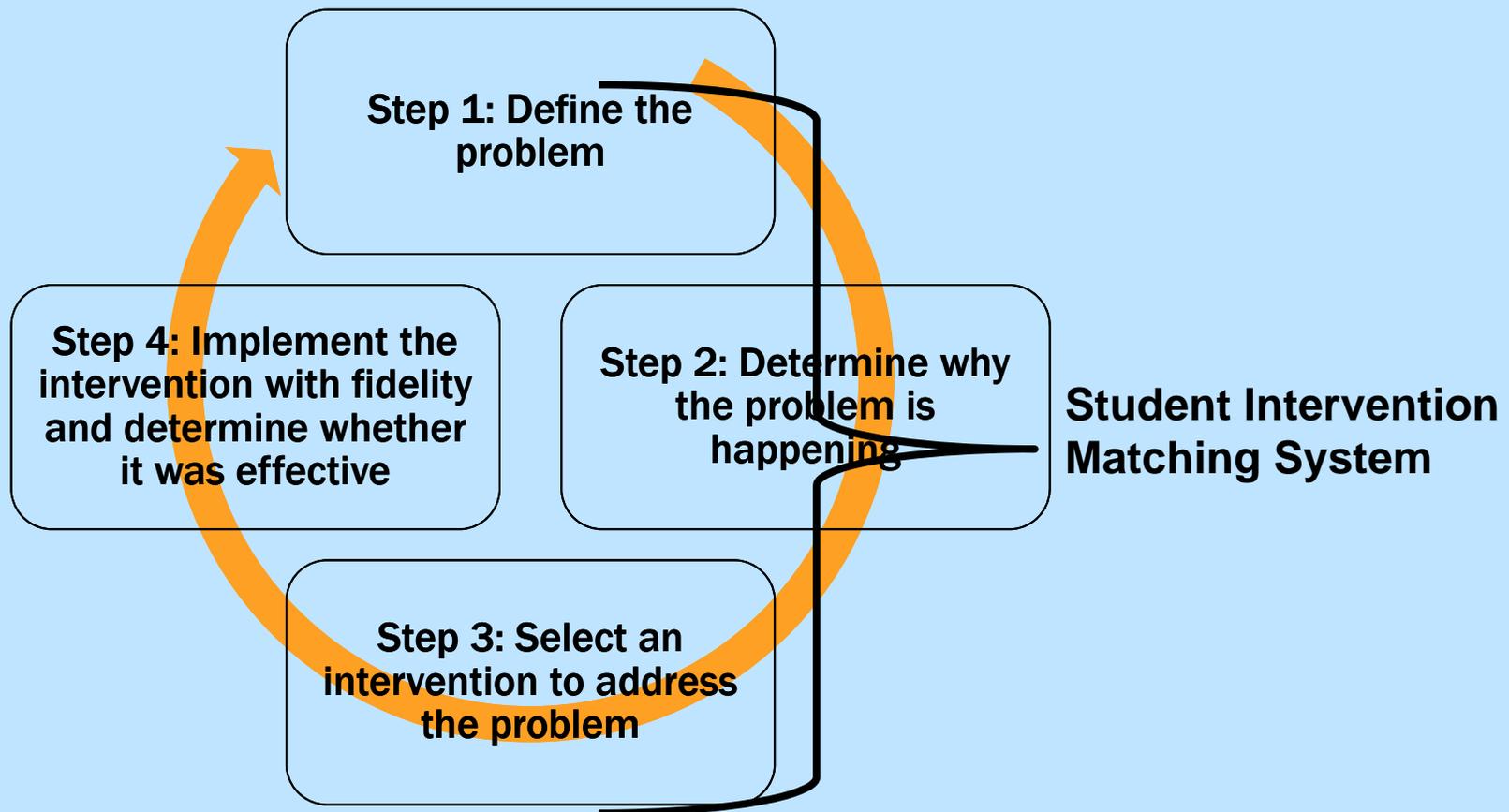


Meeting

- (1) Convene team to review data
- (2) Distribute graphed progress monitoring data
- (3) Make a data-driven decision (improve fidelity, maintain, modify, intensify, or lessen/fade intervention)



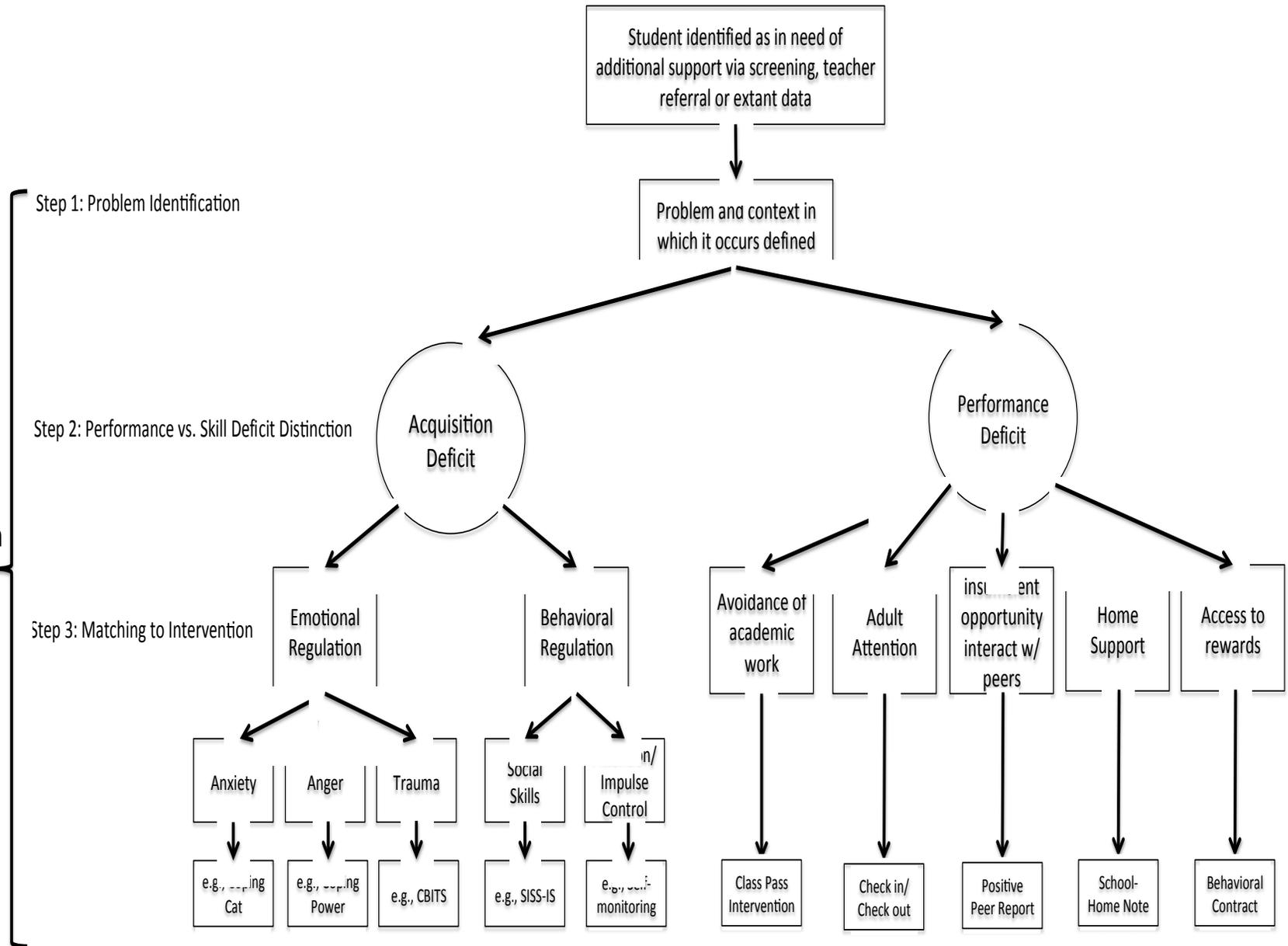
PROBLEM-SOLVING PROCESS



ASSESS TO SELECT THE INTERVENTION STUDENT INTERVENTION MATCHING FORM

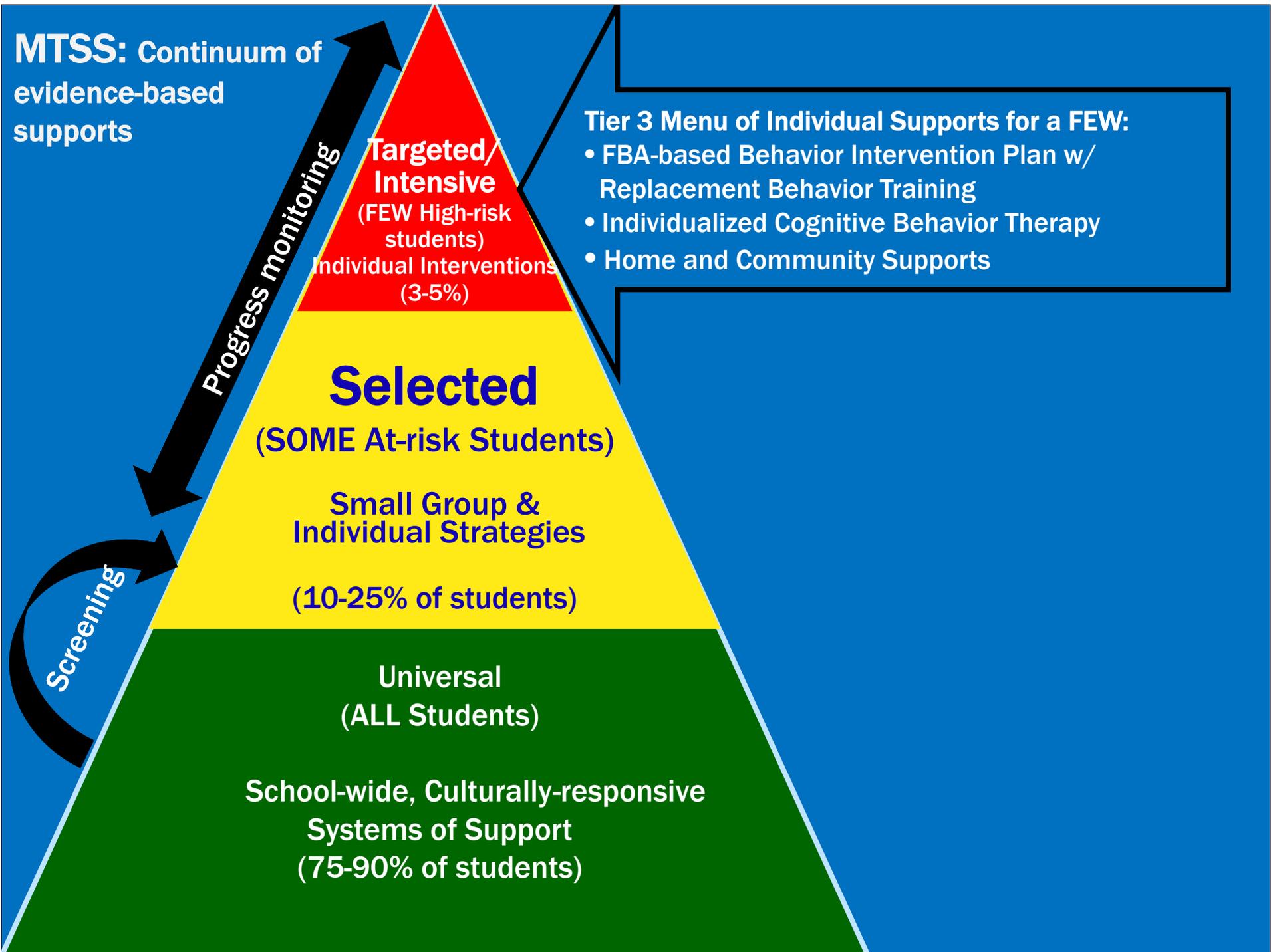
#	Item	Not at all (0)	A little (1)	Moderately (2)	Very Much so (3)	Unknown
1.	School has a good relationship with the student's parents (SHN)					
2.	Student constantly seeks and/or likes attention from adults (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access to privileges (BC)					
5.	Student's seems to exhibit disruptive classroom behavior to get out of doing academic work (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student tries to do better socially and emotionally but does not have the skills to do so (i.e., can't do) (SG-SET)					
8.	Student can only work so long on academic tasks before becoming off-task (CP)					
9.	Student could benefit from having a positive, adult role model outside of the home (CICO)					
10.	Student lacks self-management and needs constant reminders to stay on-task (SM)					
11.	Student withdrawals from social situations and spends most of free time alone (PPR)					

Student Intervention Matching System



MENU OF INTERVENTIONS

MTSS: Continuum of evidence-based supports



**Targeted/
Intensive**
(FEW High-risk
students)
Individual Interventions
(3-5%)

Selected
(SOME At-risk Students)

Small Group &
Individual Strategies

(10-25% of students)

Universal
(ALL Students)

School-wide, Culturally-responsive
Systems of Support
(75-90% of students)

- Tier 3 Menu of Individual Supports for a FEW:**
- FBA-based Behavior Intervention Plan w/ Replacement Behavior Training
 - Individualized Cognitive Behavior Therapy
 - Home and Community Supports

DECISION TREE

