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

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**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**

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

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

- **Universal**
  - All Students
  - School/classwide, Culturally Relevant Systems of Support
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**Integrated Tier I Supports for ALL:**
- + relationships w/ ALL
- School-wide PBIS
- SEL curriculum
- Student agency strategies
- Proactive classroom management (good behavior game)

**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

Progressive Response

<table>
<thead>
<tr>
<th>Proximity control</th>
<th>REDirection strategy</th>
<th>Ongoing Monitoring</th>
<th>PPrompt expected behavior</th>
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<tbody>
<tr>
<td>Teaching interaction</td>
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</table>

#1 warning of consequence with ‘Think Time’
#2 delivery in-class disciplinary consequence
#3 request for officel support process

Reconnect, Repair, & Restore Relationship
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

- 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
PROACTIVE CLASSROOM MANAGEMENT:

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

<table>
<thead>
<tr>
<th>RELATIONSHIP STRATEGIES</th>
<th>PROCEDURAL STRATEGIES</th>
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<tbody>
<tr>
<td>1. 5 to 1 ratio of positive to negative interactions (Magic ratio)</td>
<td>7. Precorrection</td>
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<td>2. Smiling and being nice</td>
<td>8. Organizing a productive classroom</td>
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<td>3. Positive greetings at the door to precorrect and establish a positive climate</td>
<td>9. Providing numerous opportunities to respond</td>
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<td>4. Communicating competently with students</td>
<td>10. Classroom rules/expectations and procedures are visible and known by every student</td>
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<td>5. Wise Feedback</td>
<td>11. Teach, model, and reinforce behavioral expectations</td>
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<td>6. Non-contingent reinforcement</td>
<td>12. Transitions are managed well</td>
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<td></td>
<td>13. Independent seatwork is managed and used when needed</td>
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<td></td>
<td>14. Teacher proximity and mobility</td>
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<td>15. Class-wide motivation system to reward desirable behavior</td>
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<td>16. Goal setting and performance feedback</td>
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<td></td>
<td>17. Visual schedule of classroom activities</td>
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<td></td>
<td>18. Effective cueing systems to release and regain attention</td>
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STRUCTURED ENVIRONMENTS

PROACTIVE CLASSROOM MANAGEMENT
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
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

MENU of Evidence-based Supports

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

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**PROBLEM-SOLVING PROCESS**

1. Define the problem
2. Determine why the problem is happening
3. Select an intervention to address the problem
4. Implement the intervention with fidelity and determine whether it was effective

**ASSESS TO SELECT THE INTERVENTION**

**STUDENT INTERVENTION MATCHING FORM**

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

MTSS: Continuum of evidence-based supports

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

Step 1: Problem Identification

Step 2: Performance vs. Skill Deficit Distinction

Step 3: Matching to Intervention

Acquisition Deficit

Behavioral Regulation

Emotional Regulation

Performance Deficit

Avoidance of academic work

Adult Attention

Insufficient opportunity to practice

Home Support

Access to research

Student identified as in need of additional support via screening, teacher referral, or absent data

Problem and context in which it occurs defined

Anxiety

Anger

Trauma

Self-Regulation

Emotional Impulsivity Control

School Skills

Instructional Intervention

Pharmacological

Private, Parental

School Home Links

Inter-a^e

Contact

Menu of Interventions

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DECISION TREE

Tier 2 Intervention

Student responds well to Tier 2

Student fails to respond to Tier 2

Emotional Problem

Behavioral Problem

Cognitive Behavior Therapy

Anxiety  Sadness  Anger/Aggression  Trauma

FBA-based BIP & Weekly RBT Solution-focused counseling

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