

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



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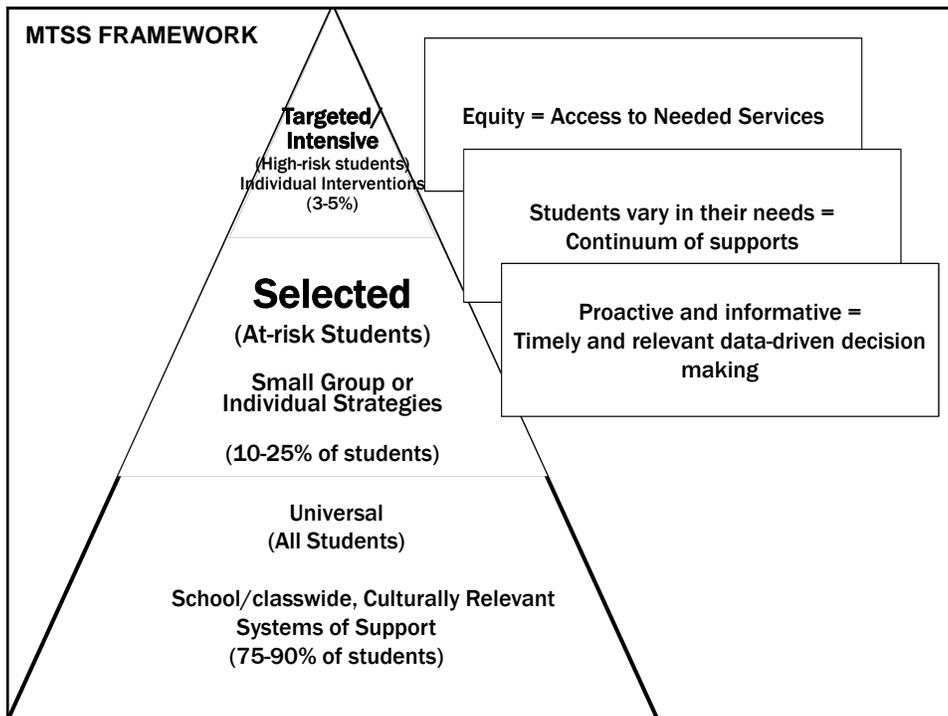
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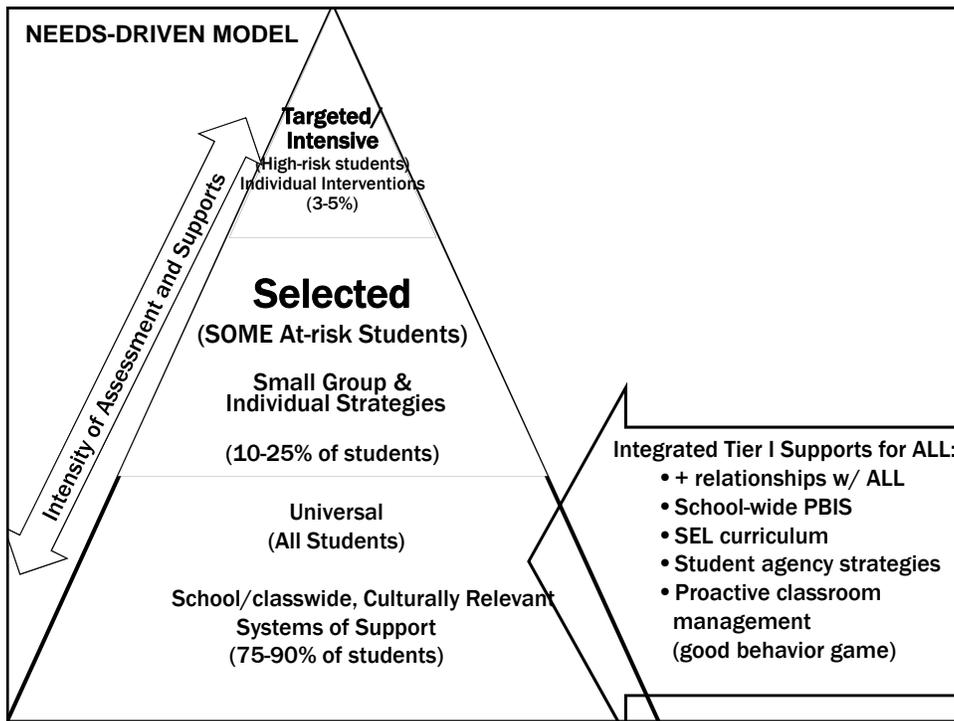


TIER 1 FOR ALL STUDENTS

- **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)**

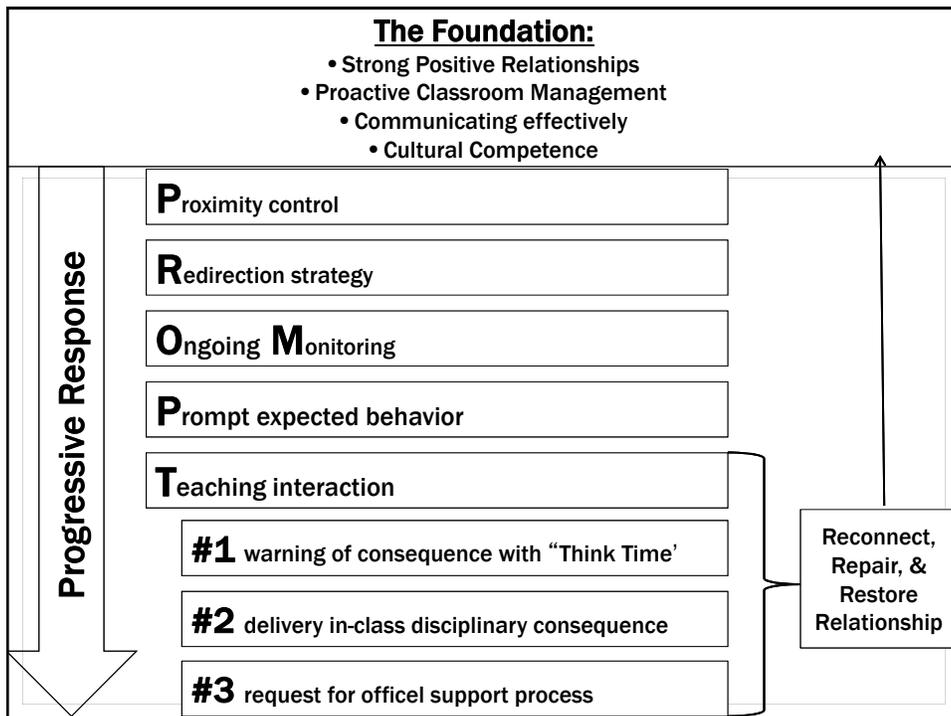


**INTENTIONALLY ESTABLISHING,
MAINTAINING, AND RESTORING
POSITIVE RELATIONSHIPS
WITH ALL STUDENTS:**

**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?



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 Be positive 	<ul style="list-style-type: none"> Eat what you take Be aware of what you are eating 	<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 no trash Put your trash in the trash can Be aware of other people's space and belongings Listen to others 	<ul style="list-style-type: none"> Walk at all times Be aware of other locker users 	<ul style="list-style-type: none"> Be aware of others and their privacy 	<ul style="list-style-type: none"> Respect privacy when locked by Keep your hands to yourself
Encouraging	<ul style="list-style-type: none"> Show consideration Help yourself and others learn Congratulate and acknowledge 	<ul style="list-style-type: none"> Be nice when talking with you Be a good example 	<ul style="list-style-type: none"> Practice speaking with you Be a good example 	<ul style="list-style-type: none"> Be a good example Report issues 	<ul style="list-style-type: none"> Be respectful of those around you (Community)
Accountable	<ul style="list-style-type: none"> Be on time Have materials Ask permission and focus 	<ul style="list-style-type: none"> Clean up after yourself Be on time 	<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"> Be responsible for those around you (Community) Be on time Be respectful of those around you (Community)
Manners	<ul style="list-style-type: none"> Appropriate tone of voice Control facial expression 	<ul style="list-style-type: none"> Use appropriate voice Put away trash Put away trash 	<ul style="list-style-type: none"> Use appropriate voice Put away trash Put away trash 	<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

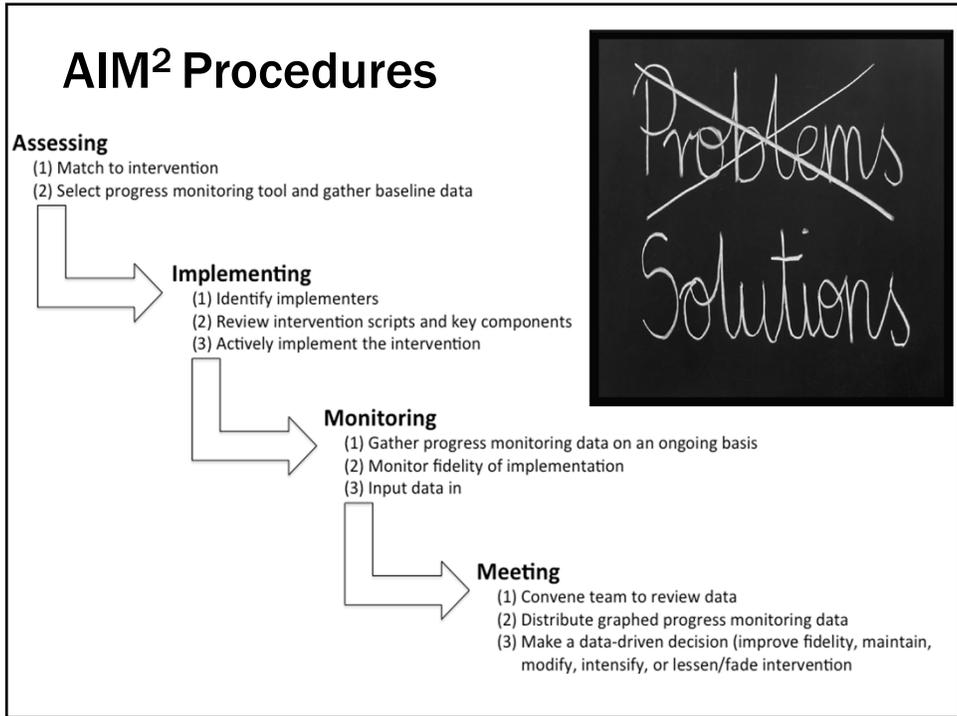
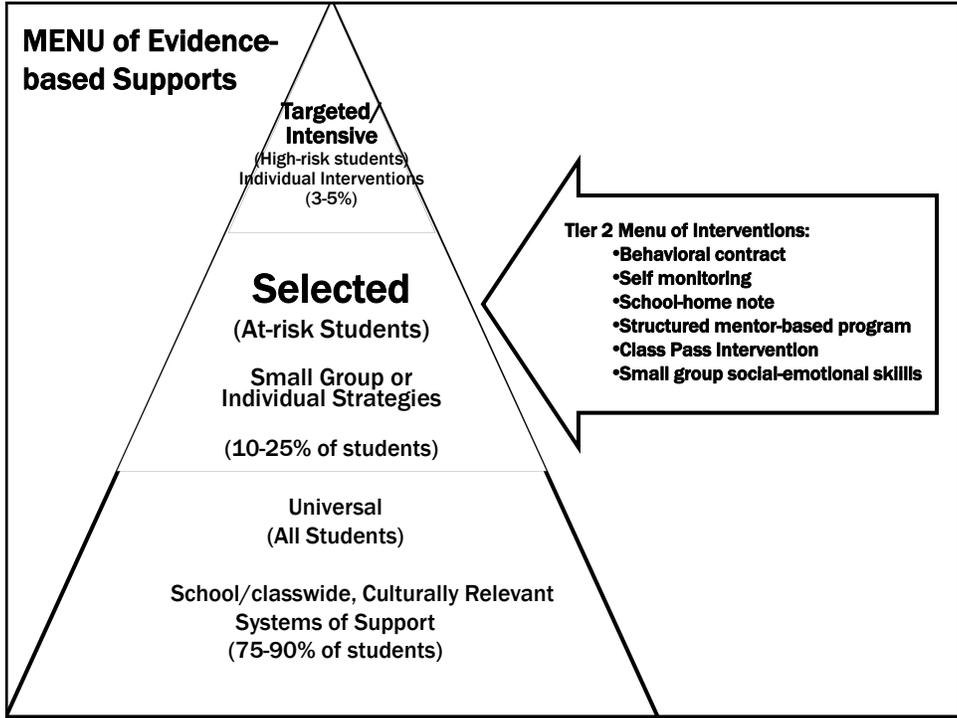
- 7. Precorrection**
- 8. Organizing a productive classroom**
- 9. Providing numerous opportunities to respond**
- 10. Classroom rules/expectations and procedures are visible and known by every student**
- 11. Teach, model, and reinforce behavioral expectations**
- 12. Transitions are managed well**
- 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:

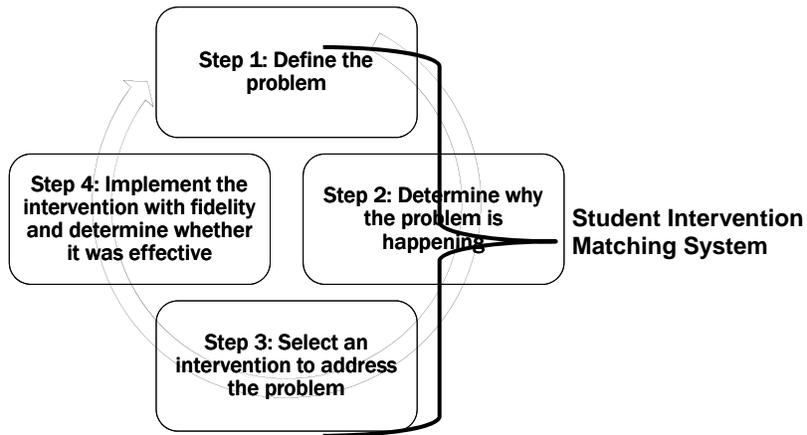
Brief strategies and techniques that empower students and promote their motivation and positive mindsets with regard to learning

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**

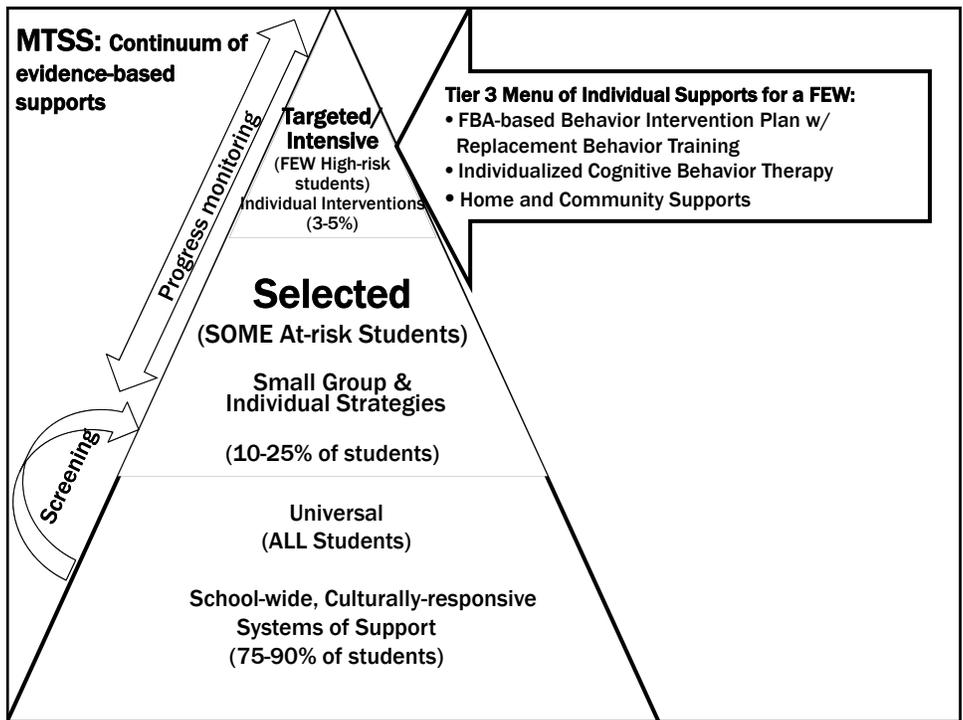
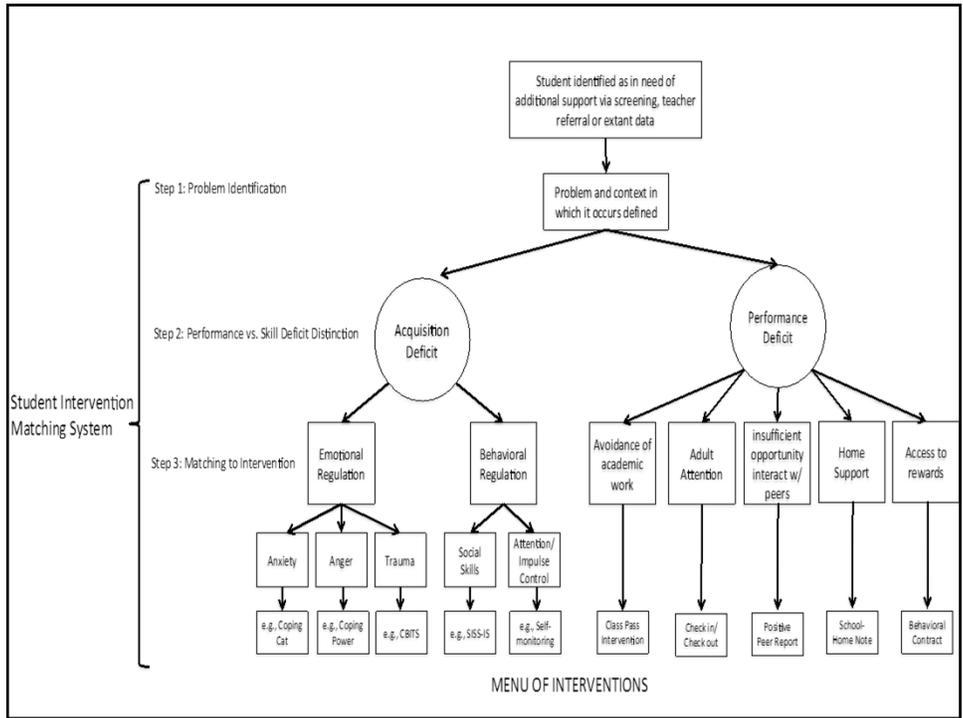


PROBLEM-SOLVING PROCESS



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 withdraws from social situations and spends most of free time alone (PPR)					



DECISION TREE

