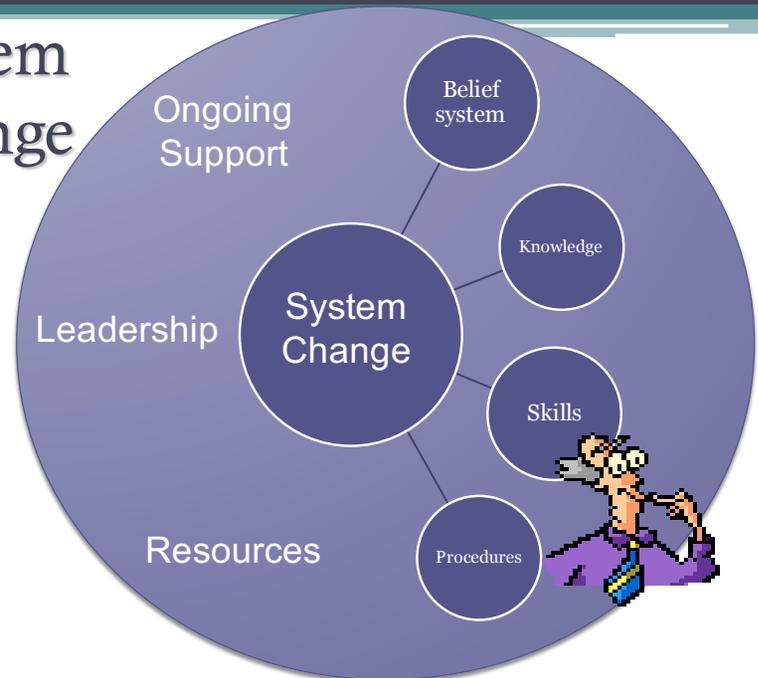


Effective Tier 1 for ALL: Integrated Approach to Universal Prevention

Diana Browning Wright, M.S., L.E.P.

System Change



Primary Prevention

- Population-based approach
 - Examples
 - Diabetes, obesity, cancer
- About preventing the development of mental health problems and school failure
 - Primary prevention
- About promoting social-emotional skills or building resilience
 - Psychological immunization/inoculation

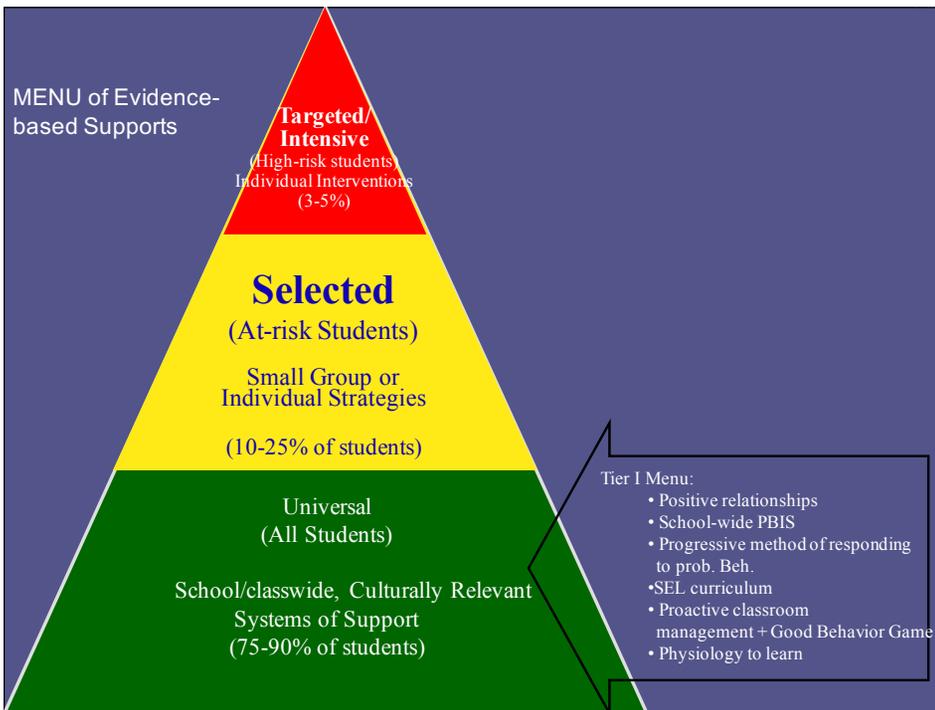
Public Health Example



Recommendations for all

- Balanced diet (leafy greens, protein)
- Exercise
- Stress management





Intentionally building, sustaining and restoring positive relationships with ALL students:

Ensuring that all students feel welcomed by, connected to, and a sense of trust with the adults in the classroom

Team Activity

- Difference between having acquaintances with students versus positive relationship
- Discuss the difference between adopting an intentional versus a passive approach to relationships with students
- Why are positive relationships foundational to social, emotional, and academic success?

Strategically and intentionally ESTABLISHING positive relationships with ALL students

- Basics of building a relationship (trust, understanding, & connection):
 - Spending individual 'child time'
 - Child guided activity, open-ended question, validation/empathy, and reflective listening
 - Gather, review, and remember to reference important information about a student
 - Special occasions, pets, family members, hobbies, likes/dislikes
 - Positive greetings
 - Become an expert about what the kid culture (what it means to be a kid these days)





Monitoring Relationship Status

Students	Establish	Maintain	Restore
Sam			
Becca			
Jimmy			
Sara			
Marcia			
Jamal			
Mark			
Sharon			
Jose			

MAINTAINING the Relationship: Not Taken Students for Granted

- The 5 to 1 ratio of positive to negative interactions with students (the “Magic Ratio”)
 - Paying attention to behavior to positively Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered in response to desirable behavior
- Positive notes home
- Second-hand compliments



RESTORING & Repairing the Relationship After Harm has Been Done

- **R³** Reconnect, Repair, & Restore:
 - Schedule time to **reconnect** with the student
 - Communicate effectively to **repair**
 - Letting go of the previous interaction - ‘do-over’ (fresh start)
 - Ownership for the problem (admitting one’s own mistake)
 - Statement indicating care for the student
 - Forgive the student and/or ask for forgiveness
- Work to **restore** the relationship with student

Steps to Implementing EMR Procedure

- What specific practices will all staff engage in with each student to *establish* a relationship with each student
 - Individual 'child time' with each student
 - Gathering information to reference about students in the context
 - Sentence completion forms
 - Surveys completed by parents about interests, pets, family,
 - Home visitations
- What specific practices will staff implement during the *maintenance* phase to sustain the quality of the relationship
 - 5 to 1 ratio of positive to negative interactions
 - Positive greetings at the door
 - Random, special activities with each student that occur periodically
- What specific *restorative* practices will be implemented intentionally when harm has occurred to the relationship between a student and a specific staff person
 - Meet with the student privately
 - Engage in effective communication
 - Take ownership for the situation
 - Apologize
 - Discuss how you will let the previous incident go
 - Tell the student you care for them and know they can be successful

Restoring the Relationship After Negative Interaction

- **R³** Reconnect, Repair, & Restore:
- Students often experience disciplinary consequences as negative, which can hurt or weaken the relationship with the student
- Schedule time to **reconnect** with the student
- Communicate effectively to **repair** any hard feelings and be open to a 'do-over' &/or admitting one's own mistake
- Work to **restore** the relationship with student