Effective Tier 1 for ALL: Integrated Approach to Universal Prevention

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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
**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?

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**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

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**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**

### 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

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**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

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<th>Students</th>
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<th>Maintain</th>
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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