

# Multitiered System of Supports (MTSS) Addressing Student Behavior in Schools

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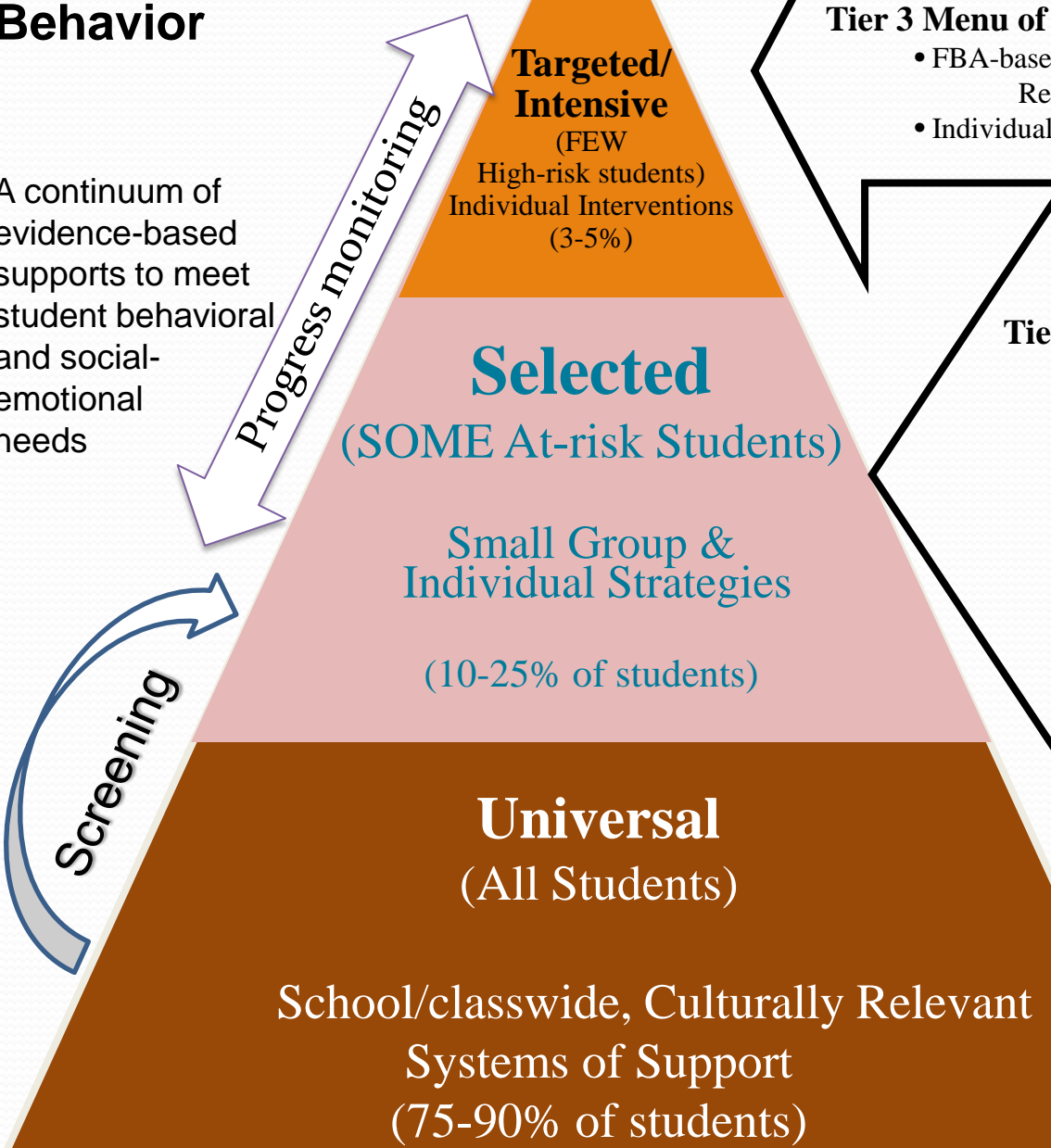
12/13/17

# Why Support Mental Health in Schools?

- Whole child perspective to education
- Up to 20% of students need support for emotional and behavioral problems (Rones & Hoagwood, 2000; World Health Organization, 2004)
- Relationship between mental health problems, dropout, suicide, and incarceration (Dube, et al., 2001; Garcia, Greeson, Kim, Thompson, & DeNard, 2015; Sachs-Ericsson, Rushing, Stanley, & Sheffler, 2016)
- Mental health promotion vs punitive discipline practices (Darensbourg et al., 2010 )

# Multi-Tiered System of Supports (MTSS) for Behavior

A continuum of evidence-based supports to meet student behavioral and social-emotional needs



## Tier 3 Menu of Individual Supports for a FEW:

- FBA-based Behavior Intervention Plan & Replacement Behavior Training
- Individual Cognitive Behavior Therapy

## Tier 2 Menu of Supports for SOME:

- Behavioral contracting
- Class Pass Intervention
- Self monitoring
- School-home note
- Mentor-based programs
- Positive Peer Reporting
- Group CBT
- Social Skills Groups

## Tier 1 Menu of Supports for ALL:

- Schoolwide Positive Behavior Expectations
- Social-emotional learning (SEL)
- Proactive classroom management
- Establishing Positive Relationships with Students

# Screening

- Universal screening at least 3 times per year
  - BASC-3 Behavioral and Emotional Screening System
    - 5-10 minutes to complete
    - Teacher, student and parent forms
  - Strengths and Difficulties Questionnaire ([www.sdqinfo.com](http://www.sdqinfo.com))
  - Review 360 (<https://www.pearsonclinical.com/feature/R360/index.html>)

# Tier 1: Universal Supports for All Students

Schoolwide Positive Behavior Expectations

Social-Emotional Learning (SEL)

Proactive Classroom Management

Establishing Positive Relationships with Students

# School-Wide Positive Behavior Expectations

- 3 to 5 common behavioral expectations and post them around school
- Direct, explicit instruction in all environments
- Common language/consistent behavioral expectations
- Contingent positive reinforcement
- Establish progressive response system to common problem behaviors
- Staff receives ongoing training, feedback and coaching to sustain systems

# Social-Emotional Learning

- Explicit teaching of social and emotional skills so that students learn to interact with others in a positive and adaptive way
- Skills taught:
  - Empathy
  - Self-management
  - Self-awareness
  - Social awareness
  - Relationship skills
  - Responsible decision making
  - Emotion regulation
  - Skills for learning
  - Resilience
- Collaborative for Academic, Social, and Emotional Learning ([www.casel.org](http://www.casel.org))



# Proactive Classroom Management

- Teachers maintain awareness of behavior in classroom and are consistent with non-compliance
- Praise and rewards for success in meeting positive behavior expectations
  - Good Behavior Game
- Use of effective cueing strategies



# Establishing Positive Relationships

- Spend individual 'child time'
- Remember to reference important information about a student
- Paying attention to positive behavior/ignoring negative behavior
- Positive greetings at the door
- Become an expert about kid culture
- 5 to 1 ratio of positive to negative interactions
  - Words
  - Gestures (thumbs up)
  - Physical contact (pat on the shoulder, high five)
- Positive notes home
- Second-hand compliments

# Tier 2: Secondary Supports for Selected Students

Behavioral contracting

Class Pass Intervention

Self monitoring

School-home note

Mentor-based programs

Positive Peer Reporting Group

CBT

Social Skills Groups

# Behavioral Contracting

- Negotiated agreement between student and teacher
- Describes behaviors that student **should** engage in
- Provides a concrete goal statement
- Provides incentives and rewards for student achieving stated goal
- Teacher pre-corrects and prompts for desired behavior

# Class Pass Intervention

- Provides escape-motivated student to take a structured break with subsequent return to activity
- Student is rewarded for efforts to remain in the classroom and engage in non-preferred activity
- Students are instructed on location and time limit for “break” activity
- Teacher and student agree upon rewards/privileges that can be earned by not using class passes
- Student is given 3-5 passes to use throughout the day

# Self-Monitoring

- Student has list of positive behavior targets
- At predetermined time intervals, student assesses whether they are engaging in the behaviors
- Reward is provided for meeting behavior targets
- Teacher provides corroboration for student ratings

# Self-Monitoring Log

Name: 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Date: 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Targeted Behaviors	Math			Reading			Writing			Science			Social Studies		
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2

Student Instructions: At the end of each subject, circle a number to report how you did with each targeted behavior.

0 = I need to keep working on this skill

1 = I'm doing OK with this skill, but could improve a bit

2 = I am rocking the house on this one!

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Teacher Instructions: Please put an X on any ratings you do not agree with

# School-Home Note

- Designed to improve the communication and consistency of practices between school and home
- Involves training caregivers to deliver consequences at home based on their student's behavior at school
- Caregiver can share information with school about outside stressors that may be impacting student behavior at school

## School-Home Note

<i>Name:</i>	<i>Date:</i>	<i>Goal:</i>
<i>Ways I'm Making My Day Better</i>	<i>Before Lunch</i>	<i>After Lunch</i>
	★ ★ ★	★ ★ ★
	★ ★ ★	★ ★ ★
	★ ★ ★	★ ★ ★
	★ ★ ★	★ ★ ★

*Teacher Comments:* \_\_\_\_\_

*Teacher Signature* \_\_\_\_\_

*Student Signature* \_\_\_\_\_

<i>Goal Met? (circle one)</i>	<i>Yes</i>	<i>No</i>

*Rewards or Encouragement Given at Home* \_\_\_\_\_

*Other Parent Comments:* \_\_\_\_\_

*Parent Signature* \_\_\_\_\_



# Mentor-Based Programs (Check In Check Out)

- Students are assigned an adult mentor who delivers
  - Unconditional positive regard
  - Praise
  - Encouragement
  - Performance feedback
  - Reminders of expected behaviors

# Positive Peer Reporting

- Promotes social acceptance of peer-rejected students
- May also be used to alter a negative peer ecology
  - Put downs
  - Tattling
  - Aggressive behavior
- Students are rewarded for “tootling” instead of tattling on each other
- Report on positive behaviors in a way that is
  - Specific
  - Kind
  - Genuine

# Student Intervention Matching Form

- Matches students identified through universal screening process to particular Tier 2 interventions
  - School-home note
  - Behavior contract
  - Self-monitoring
  - Mentor-Based Support
  - Positive peer reporting
  - Class pass
- [www.pent.ca.gov/pos/sd/matchingformsim.docx](http://www.pent.ca.gov/pos/sd/matchingformsim.docx)

Item	Scale: very true=3, true=2, untrue=1 , very untrue=0 Don't know=0	Very true	True	Untrue	Very Untrue	Don't know
1.	Good relationship with the student's parents (SHN)					
2.	Student seeks 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 main problem is disruptive classroom behavior (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student can behave well when the appropriate incentive is available (e.g., recess, computer time, field trip, etc.) (BC)					
8.	Student can only work so long before escaping and being off-task (CP)					
9.	Student could benefit from having a positive, adult role model (CICO)					
10.	Student needs constant reminders to stay on-task (SM)					
11.	Student spends most of free time alone (PPR)					
12.	Student's main problem of concern happens with a certain degree of regularity or high frequency (SM)					

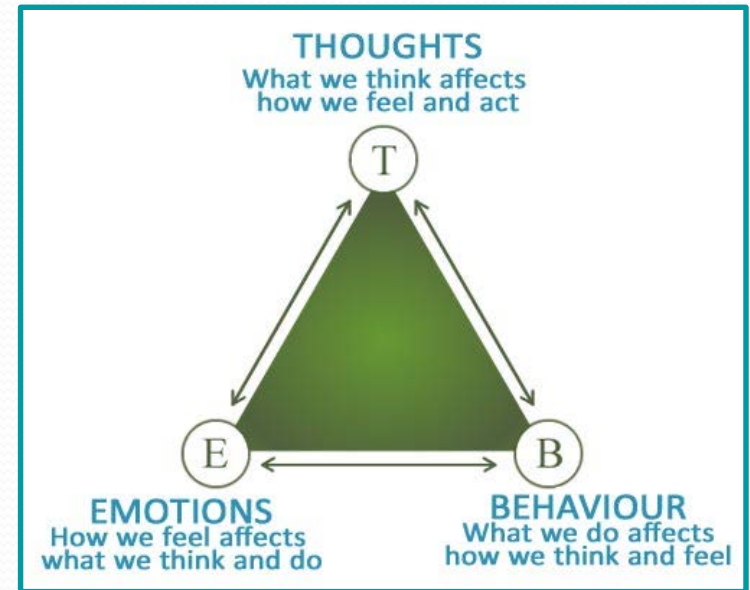
# Student Intervention Matching Form (continued )

13.	Student is unaffected by school-based disciplinary consequences (reprimand, removal from class, etc.) (SHN)	Very true	True	Untrue	Very Untrue	Don't know
14.	Student could benefit from having nice things said about him/her (PPR)					
15.	Student's academic skills are low and, as a result, finds academic instruction and activities frustrating (CP)					
16.	With the right incentive, student's behavior likely will improve (BC)					
17.	Student could benefit from starting the day off on a good note and ending the day with praise or feedback (CICO)					
18.	Student has difficulty concentrating and staying focused until task completion (SM)					

Intervention	Items	Score (sum the items)
School-home note system	1,6,13	
Behavior contract	4,7,16	
Self-monitoring protocol	10,12,18	
Check in/Check out mentoring	2,9,17	
Positive peer reporting	3,11,14	
Class pass intervention	5,8,15	

# Group Cognitive Behavioral Therapy

- CBT focuses on the interconnection between thoughts, feelings, and behaviors
- Effective in addressing symptoms of depression, anxiety and trauma
- Cognitive Behavioral Intervention for Trauma in Schools  
(<https://cbitsprogram.org>)
  - Reduce trauma symptoms, depression, and behavioral problems
  - Improves functioning, grades and attendance, peer and parent support, and coping skills



# Social Skills Groups

- Identified students work with trained adult to learn positive social skills
- Confederate student is often placed in group to act as peer model
- Manualized intervention often used
  - Superflex
  - Zones of Regulation
  - Think Social

# Tier 3: Targeted Supports for Indicated Students

FBA-based Behavior Intervention Plan and Replacement

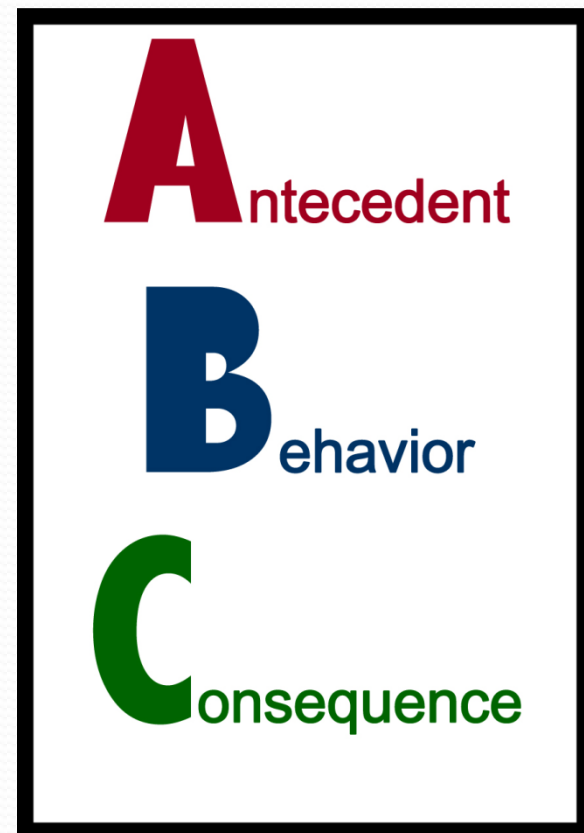
Behavior Training

Individual Cognitive Behavior Therapy

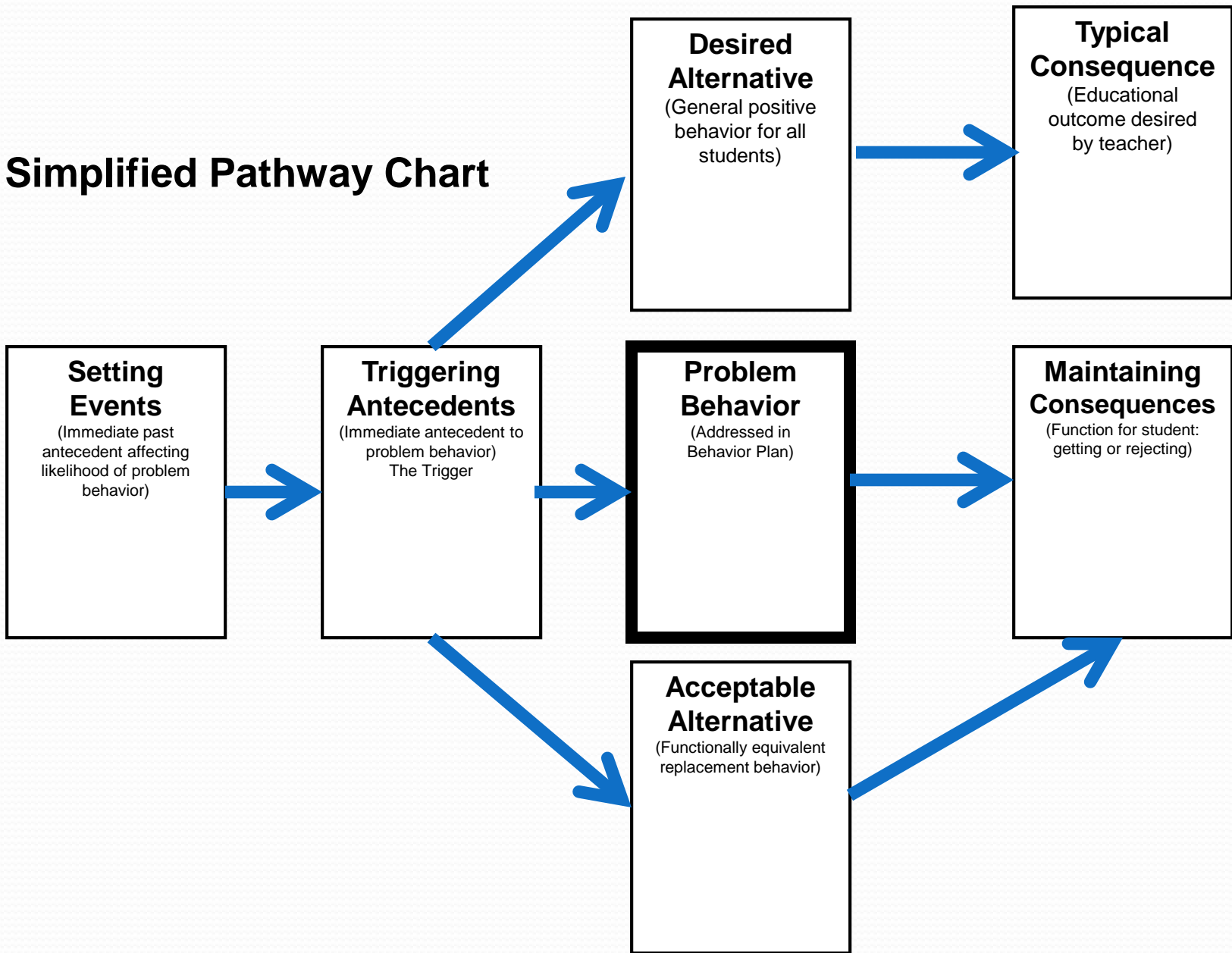


# Functional Behavior Assessment

- Based on premise that all behavior serves a function
- Investigation of ABCs of behavior
  - Antecedents
  - Behavior
  - Consequences
- Data is collected to identify the
  - Observable problem behavior
  - Setting events
  - Specific antecedents
  - Consequences



# Simplified Pathway Chart

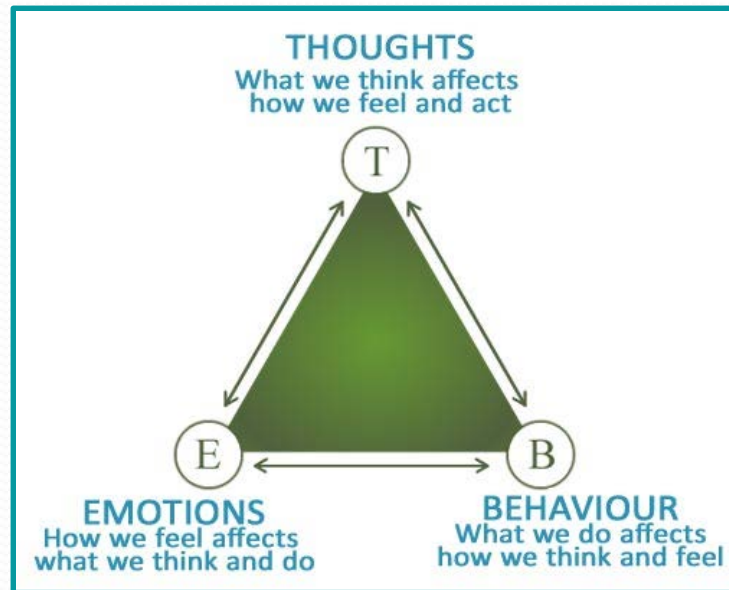


# Behavior Intervention Plan (BIP)

- Pathway Chart guides BIP:
  - Interventions are selected/created that modify setting events and antecedents
  - Plan is created to teach alternative behavior and replacement behavior specified
  - Contingent reward system is created rewarding alternative behavior at a higher level than replacement behavior
  - Replacement behavior is prompted in order to encourage its use over the problem behavior
  - Corrective practice is provided when undesired behavior is used

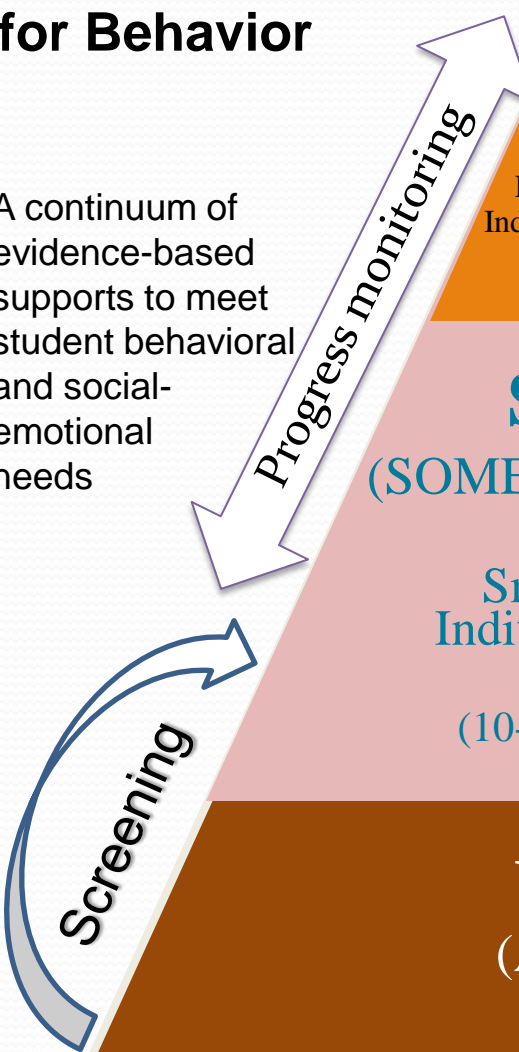
# Individual Cognitive Behavioral Therapy

- For students with depression, anxiety, trauma symptoms
- Delivered by licensed behavioral health professionals



# Multi-Tiered System of Supports (MTSS) for Behavior

A continuum of evidence-based supports to meet student behavioral and social-emotional needs



**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/classwide, Culturally Relevant  
Systems of Support  
(75-90% of students)

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Questions?

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