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

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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

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)

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)
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)
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:**

<table>
<thead>
<tr>
<th>Targeted Behaviors</th>
<th>Math</th>
<th>Reading</th>
<th>Writing</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**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

### Name: ____________________________  Date: ____________________________  Goal: ____________________________

#### Ways I'm Making My Day Better

<table>
<thead>
<tr>
<th>(Behavior 1)</th>
<th>Before Lunch</th>
<th>After Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Behavior 2)</th>
<th>Before Lunch</th>
<th>After Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Behavior 3)</th>
<th>Before Lunch</th>
<th>After Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Behavior 4)</th>
<th>Before Lunch</th>
<th>After Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★</td>
<td>★★</td>
<td>★★</td>
</tr>
</tbody>
</table>

### Teacher Comments:
_______________________________________________________________________________________

_______________________________________________________________________________________

Teacher Signature____________________________________________________

### Student Signature__________________________________________________

### Goal Met? (circle one) Yes No

### 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*
<table>
<thead>
<tr>
<th>Item</th>
<th>Scale: very true=3, true=2, untrue=1, very untrue=0, Don’t know=0</th>
<th>Very true</th>
<th>True</th>
<th>Untrue</th>
<th>Very Untrue</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Good relationship with the student’s parents (SHN)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Student seeks or likes attention from adults (CICO)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Student is rejected or isolated by peers (PPR)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Student is eager to earn rewards or access to privileges (BC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Student’s main problem is disruptive classroom behavior (CP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Parents are open and willing to collaborate with the school (SHN)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Student can behave well when the appropriate incentive is available (e.g., recess, computer time, field trip, etc.) (BC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Student can only work so long before escaping and being off-task (CP)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Student could benefit from having a positive, adult role model (CICO)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Student needs constant reminders to stay on-task (SM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Student spends most of free time alone (PPR)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12.</td>
<td>Student’s main problem of concern happens with a certain degree of regularity or high frequency (SM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Intervention Matching Form (continued)

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

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

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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](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
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
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http://www.pent.ca.gov/pos/rti/behaviorandrti_wright-cook.pdf
Questions?
References