

# The Role of Intervention and Prevention in School Behavior

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# Introductions

- My background
  - School Psychologist
  - District PBIS Coach
  - State MTSS Coach
  - Adjunct Instructor at BYU, USU, UofU
  - Private Practice at Wasatch Pediatric Neuropsychology
  - School-wide behavior trainings
  
- Who is in the room?

# Why do we do this work?

- Risk vs. Protective Factors
- Because we can!
- We know it works!
- We know there is a need in our State (See SHARP Survey)

# Let's play a game...

## Prevention vs. Intervention

- What is prevention

- What is intervention

# Prevention- what we do before

- Use a systems approach
  - Ensure that everyone has access, staff and students
  - How does it all come together?
  
- Create a model of Prevention in your district/building
  - MTSS / PBIS



“We’re all specialists now, even the primary care physicians. We have trained, hired and rewarded people to be cowboys. But it’s pit crews that we need, pit crews for patients.” Atul Gawande, TED TALK, How do we heal medicine?



- “Making systems work is the great task of my generation of physicians and scientists. But I would go further and say that making systems work — whether in healthcare or education, making a pathway out of poverty — is the great task of our generation as a whole.”
- “Having great components is not enough, and yet we've been obsessed in medicine with components. We want the best drugs, the best technologies, the best specialists, but we don't think too much about how it all comes together.”

# What is MTSS?

- A multi-tiered system of supports, or MTSS, is a **framework** for providing high quality **core instruction** and **effective interventions**, addressing both academics and behavior. It is the combination of ***systematic implementation*** of intervention and ***monitoring student progress*** that distinguishes MTSS from simple prevention measures. Regular universal screening ensures early identification of students who may be struggling.

- The interventions must be shown to be effective through **scientifically based research**, and are organized into **tiers** which increase in intensity. Student progress is monitored regularly, and **teams** use the **data to problem-solve** and make adjustments to instruction or intervention. In an MTSS framework, emphasis is placed on ensuring that interventions are implemented effectively, often referred to as **integrity and fidelity**.

# What is MTSS?



**An operational framework for  
improving academic and behavioral  
outcomes for all students.**

# MTSS Critical Components

- Evidence-based **practices** for academics and behavior
- Instructionally relevant **assessments**
- **Team-based** problem solving
  - What factors do we know about good teams?
- **Data-based** decision making
- Evidence-based **professional development**
  - **In and Out vs. Cheesecake Factory**
- Supportive **Leadership**
- Meaningful **parent and student** involvement

Teams are more successful when.....



# Clear Purpose:

- All team members know the purpose and intended outcomes of the meeting at of the team.
- Evaluate your teams. Do some teams have the same purpose or outcomes.
  - Working Smarter Matrix
- What are your meeting outcomes?
- What are your team outcomes?



# Commitment of Team Members:

- Members agree to attend meetings, do assigned tasks, promote purpose of team
- Team Consensus
  - Fist to Five
- How can we gain consensus?



# Clear Roles and Responsibilities:

- Members are give roles and responsibilities on the team so everyone has ownership in the process
- Recognize strengths of the members of the team

# Consistency:

- Time, Dates, Start on Time, End on Time, Location
- Have the meeting at the meeting
  - If you have an idea to share, or a problem to address, do it at the meeting. Not in the faculty room the next day.
- Set team/meeting “NORMS”



# Follow an agenda:

- This will help stay on task
- Review items from previous meeting
- See meeting notes agenda template



# Put first things first:

- Prioritize tasks
- Decide what problems can be worked out quickly and what will need more follow-up (short term and long term goals)



# Communication:

- Be respectful of other people's ideas and expertise.
- Communication between team members.
- Communicate goals of the team with the rest of the school.  
Disseminate ideas to everyone.
- Establish solid feedback loops.

# Stay On-Task:

- There are a lot of things we can't control, let's focus on the things we can control in the meeting.
- What are some alterable and unalterable variables?

## IMPORTANT CONSIDERATIONS

	Educationally Relevant & Alterable	Less Educationally Relevant & Inalterable
Known Information	<b>THIS IS WHAT WE WANT!</b>	Disregarded or Low Priority
Unknown Information	These are assessment questions	<b>DON'T GO HERE!</b>

# Evaluation:

- Of the team meeting their goals.
  - TIPS Fidelity Checklist, Team Implementation Checklist (TIC)
- Of individuals doing their tasks
- Survey staff, parents and students
- Don't be afraid to make changes!

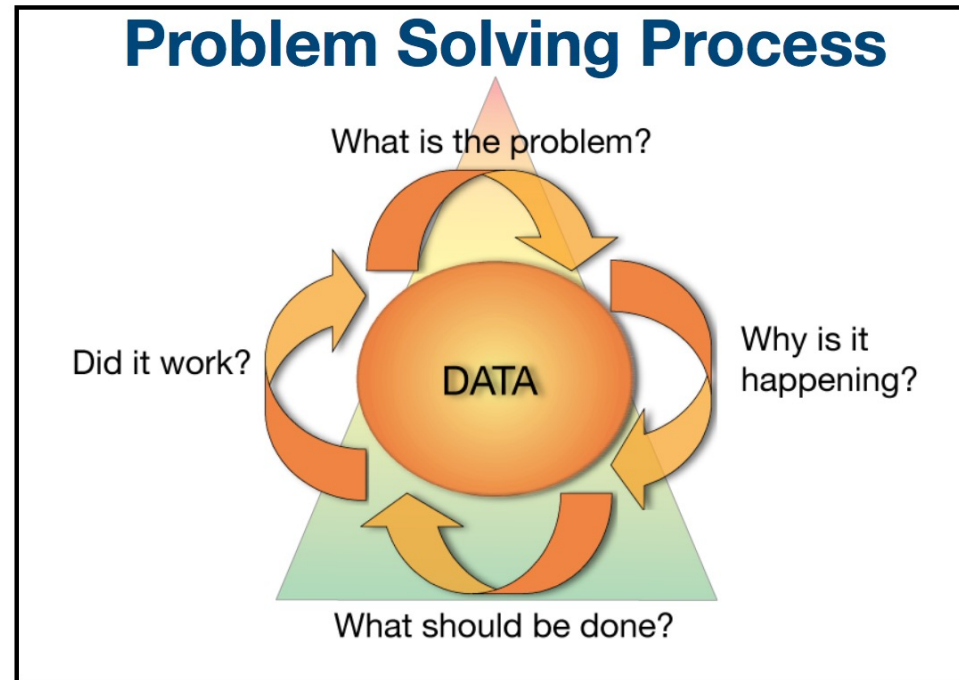
# Good Morale:

- Keep the meeting positive!
- Exciting changes are taking place!
- How can we reinforce our team members and staff?



# Problem Solving is critical:

- Use 4 Step Problem Solving Process at all levels: system, grade and individual.
- Use a Flip Book or the slides as a guide



# What is the problem?

## Problem Identification

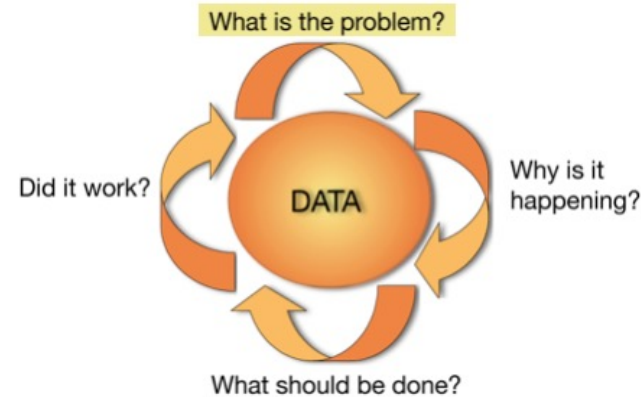
**PURPOSE:** To define the problem as the measurable difference between the desired outcome and the actual behavior or performance.

### GUIDING QUESTIONS:

- What is the desired outcome?
- What is the actual performance?
- What is the difference between the two?
- If there is more than one problem, determine which is the highest priority?
- Is the problem school wide, grade level, whole class, small group, AYP subgroups, or individual?

### OUTCOME CONSIDERATIONS

Academics, Social Behavior, Adults and Students



# Why is it happening?

## Problem Analysis

**PURPOSE:** To gather relevant information in the domains of instruction, curriculum, environment and the learner(s) through the use of reviews, interviews, observations and tests to determine contributing factors to the problem.

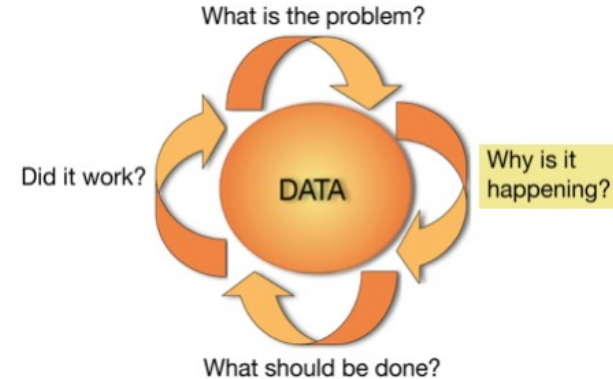
### GUIDING QUESTIONS:

Have we collected data about variables that are educationally relevant and alterable?

Is there something we could change about the

- **Instruction**
- **Curriculum**, or
- **Environment**

to increase the probability that learning will occur?



### IMPORTANT CONSIDERATIONS

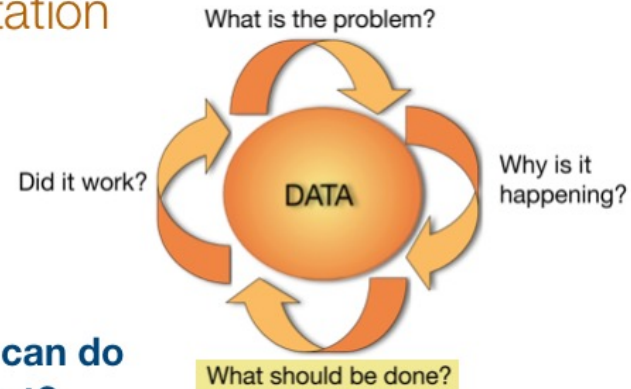
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# What should be done?

## Plan Development & Implementation

**PURPOSE:** To select and implement a system support or an intervention that is focused on what to teach, how best to teach it, and how to monitor progress.

**What is the simplest thing we can do that has the greatest impact?**



### GUIDING COMPONENTS:

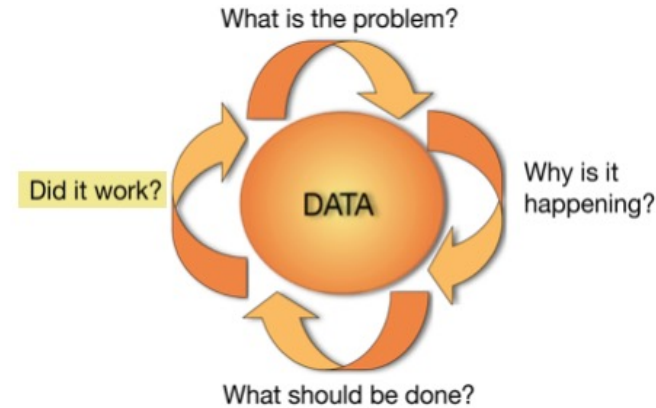
- System supports or interventions must be based upon data and knowledge gained through **problem identification** and **problem analysis**.
- System support or intervention plan development includes selection of a research-based practice, determination of who will be responsible for what, alignment of resources, how fidelity of implementation will be measured, how progress will be monitored, and specific scheduled decision points.
- **Progress monitoring** involves collecting, graphing and using data frequently
- **Progress monitoring** requires plan development including who, what, when, and how frequently data are collected and reviewed.



# Did it work?

## Plan Evaluation

**PURPOSE:** To determine the effectiveness of implemented system supports or interventions and make appropriate educational decisions.



### GUIDING QUESTIONS:

- Was the system support or intervention successful?
- Does the plan require more time and monitoring or modification?
- Was the system support or intervention implemented with fidelity?
- Was the outcome met according to set criteria?
- Do we have the resources to sustain these supports?
- Do we need to go back to previous steps?
- Celebrate progress!

# MTSS Critical Components

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## MTSS Family Involvement Inventory

	School-to-Parent Activities	Parent-to-School Activities
Tier 3: Individual parents, students, families	<ul style="list-style-type: none"> <li><input type="checkbox"/> Involve parent in problem-solving process for individual students</li> <li><input type="checkbox"/> Provide thorough information on tier 3 interventions in academics or behavior</li> <li><input type="checkbox"/> Joint progress-monitoring and discussions about progress in academics or behavior</li> <li><input type="checkbox"/> Connect to community resources and services</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Member of BLT / DIT team, decision-making teams</li> <li><input type="checkbox"/> Parent Advocate for other parents</li> <li><input type="checkbox"/> Parent interventions or other training (e.g., parenting classes, home visits)</li> <li><input type="checkbox"/> Joint progress-monitoring and discussions about progress in tier 3 interventions</li> <li><input type="checkbox"/> Connected to community resources and services</li> </ul>
Tier 2: Targeted parents, students, families	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher-parent communication folders</li> <li><input type="checkbox"/> Provide thorough information or training about tier 2 interventions in academics or behavior</li> <li><input type="checkbox"/> Provide supplemental educational activities for parent and student to do at home together</li> <li><input type="checkbox"/> Calendars with daily or weekly activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Volunteer in school or classroom</li> <li><input type="checkbox"/> PTO/PTA/School-Community Council</li> <li><input type="checkbox"/> After-school programs</li> <li><input type="checkbox"/> Parent education or other training: English classes, computer classes, academic skills</li> <li><input type="checkbox"/> Support or participate in tier 2 interventions for their child</li> </ul>
Tier 1: All parents, students, families	<ul style="list-style-type: none"> <li><input type="checkbox"/> Family engagement as instructional strategy</li> <li><input type="checkbox"/> Regular Newsletters and other communication, information on school programs (including MTSS)</li> <li><input type="checkbox"/> Connect and share information about community activities</li> <li><input type="checkbox"/> Survey parents for skills and interests</li> <li><input type="checkbox"/> Support learning at home: how to help with homework, required skills for proficiency, home activities to support student learning</li> <li><input type="checkbox"/> Report cards, progress reports, tests, and student progress</li> <li><input type="checkbox"/> Parent room or family center</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide housing, health, nutrition, clothing, safety, and home conditions that support children</li> <li><input type="checkbox"/> Bring student to school consistently</li> <li><input type="checkbox"/> Read and practice math daily, engage in child's homework</li> <li><input type="checkbox"/> Attend parent-teacher conferences</li> <li><input type="checkbox"/> Hold high expectations for children</li> <li><input type="checkbox"/> Help set academic goals for their student and monitor progress toward goals</li> </ul>

*Adapted from Epstein (2009) Six Types of Involvement, Center for Organization of Schools*

# 2 Minute Self-Assessment

Rate your building/district on these critical components.

1- We need help! Nothing is in place.

5- We are doing well!

# MTSS Critical Components

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# Positive Behavior Interventions and Support

Tier 1 Prevention

What does everyone get?

# Big Rocks of School Wide Behavior

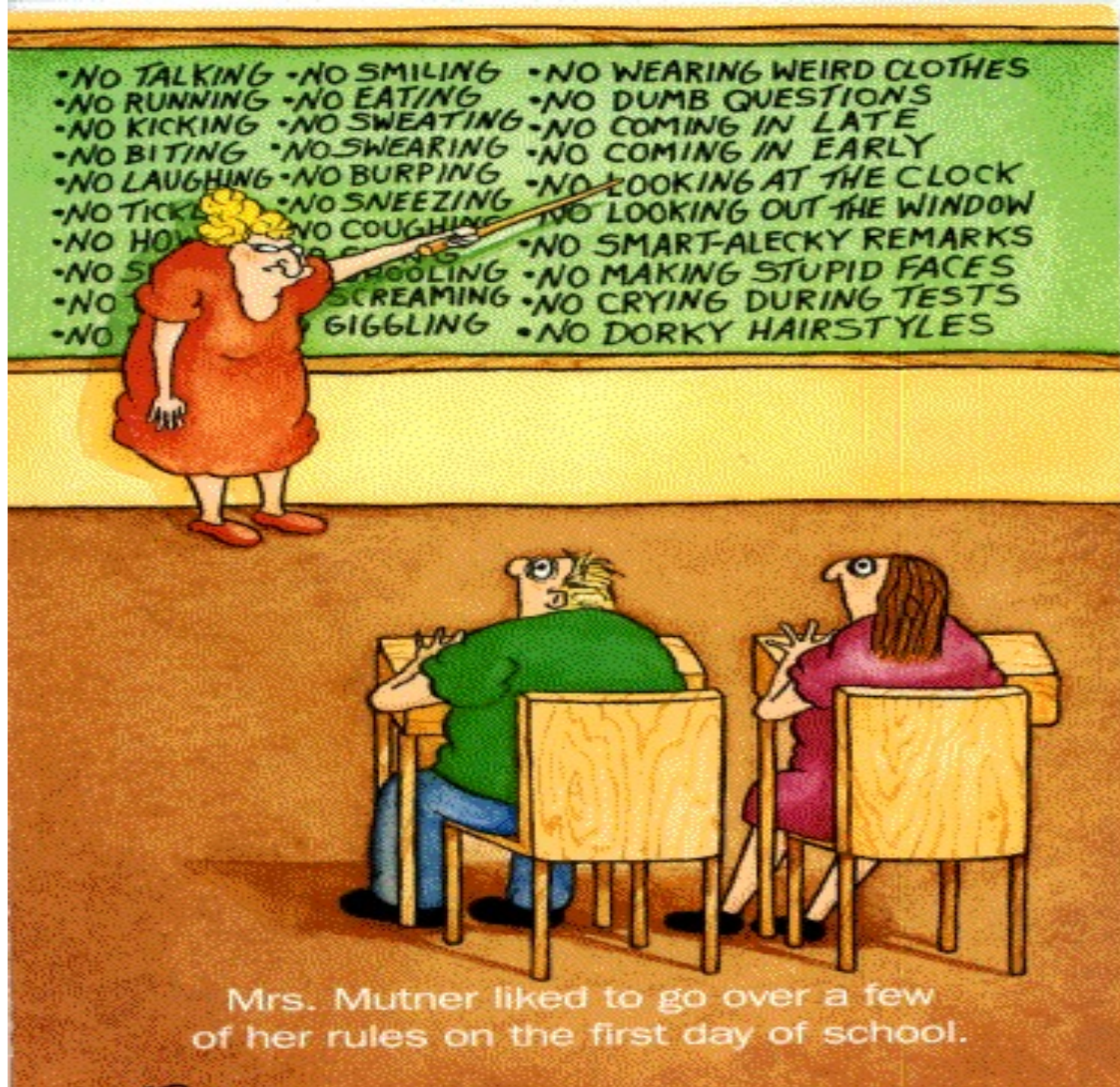
Establish  
Expectations

Reinforce  
Expectations



Teach  
Expectations

Systematically  
Correct  
Problem  
Behaviors



Mrs. Mutner liked to go over a few of her rules on the first day of school.

# Characteristics of Good Proactive Rules

From: The Tough Kid Series

- No more than 5
- Keep it simple
- Positively stated
- Be specific
- Observable, Measurable
- Publicly Post in a prominent place
- Tie rules to consequences
  - If you do..... If you don't....
- Include a compliance rule
  - Ex: Follow directions first time given

# Using Positive Reinforcement:

## IFEED-AV

- Reinforce **Immediately**
- Reinforce **Frequently**
- Be **Enthusiastic**
- Make **Eye Contact**
- **Describe** the behavior you like
  
- Bonus: **Anticipation** and **Variety**

# Proactive Ways to Improve Compliance

- More start instead of stop commands
- Use a clear directive, not a question
- Make eye contact
- Shorten the distance (arm's length)
- Build behavior momentum
- Give descriptive directions
- Demand the possible (Divide large tasks)
- Time: Wait 5-10 seconds for compliance
- Only Ask Twice
- Remain Calm
- Reinforce Compliance

# Intervention- what we do when it's happening

- Use a systems approach
  - Ensure that everyone has access, staff and students
  - How does it all come together?
- Education and Awareness
- Create a model of Intervention
  - Resource mapping at Tier 1, Tier 2, Tier 3
  - What is available, how do I access it?

# Disorders found in School Age Children / Adolescents

# Attention-Deficit / Hyperactivity Disorder

- Prevalence Rate of 11.4% in school age population
- Classroom behaviors: difficulty remaining in seat, easily distracted, unable to concentrate, talk out, interrupt others, talk excessively, move from activity to activity and fail to finish tasks, engage in high risk behavior, emotional dysregulation, executive function deficits.
- Inattentive Type, Hyperactive Type, Combined Type

# Classroom Interventions

## **Instructional and Environmental Variables**

- Task Duration
- Direct Instruction
- Peer Tutoring
- Scheduling
- Novelty
- Structure & Organization
- Rule Reminders and Visual Cues
- Pacing of Work
- Instructions & Choice
- Productive physical movement
- Active vs. passive involvement
- Time Management

## **Contingency Management: Encourage Appropriate Behavior**

- Powerful external consequences
- Self-Monitoring
- Token economy systems
- Response-cost programs
- Time-out/Think Time

# Autism Spectrum Disorders (ASD)

- Prevalence rate is around 3.2%
- Characteristics: Impairments in social interactions and communication. Restricted, Repetitive patterns of behavior, interests or activities. Present in early developmental period.
- Symptoms range across a spectrum in severity and form of expression. Level 1 (Requiring Support), Level 2 (Requiring Substantial Support), Level 3 (Requiring very Substantial Support).

# Classroom Interventions

- Focus on Communication, Socialization and Self-Direction
- Use Visual Cues
- Environmental Support and Modification:
  - When do things happen?
  - Where do things happen?
  - What is to happen?

# Mood and Anxiety Disorders

- Prevalence rates:
  - Depression 4.4% - 17% of children/adolescents
  - Anxiety 2%-14% of children/adolescents
- Symptoms
  - Depression: depressed mood most of time, change in appetite, sleep problems, lack of energy, low self esteem, hopelessness
  - Anxiety: excessive, persistent, exaggerated or unrealistic worries
- Generalized Anxiety Disorder, Social Anxiety, Separation Anxiety, Major Depressive Disorder

# Classroom Interventions

- Depression

- Consult with school mental health provider
- Extended time on assignments, reduced assignments
- Positive classroom environment, patient, empathetic

- Anxiety

- Consult with school mental health provider
- Provide information, reassurance & comfort
- Normalize experience
- Be proactive, prepare, role play
- Provide opportunities for exposure and practice

# Learning Disabilities

- Prevalence rates: 5% -15% of population
- Difficulty learning and using academic skills. The areas include: reading, writing and math.
  - *Dyslexia*: problems with accurate or fluent word recognition, poor decoding and poor spelling.
  - *Dyscalculia*: problems processing numerical information, learning arithmetic facts and performing accurate or fluent calculations.
- Diverse set of characteristics that will affect school performance

# Classroom Interventions

- Sensitive to classroom participation
- Guided notes
- Extended time / Work reduction
- Peer buddies / tutors
- Be aware of accommodations
- Motivation Interventions
- Small group instruction

Thank you! Enjoy the conference!

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