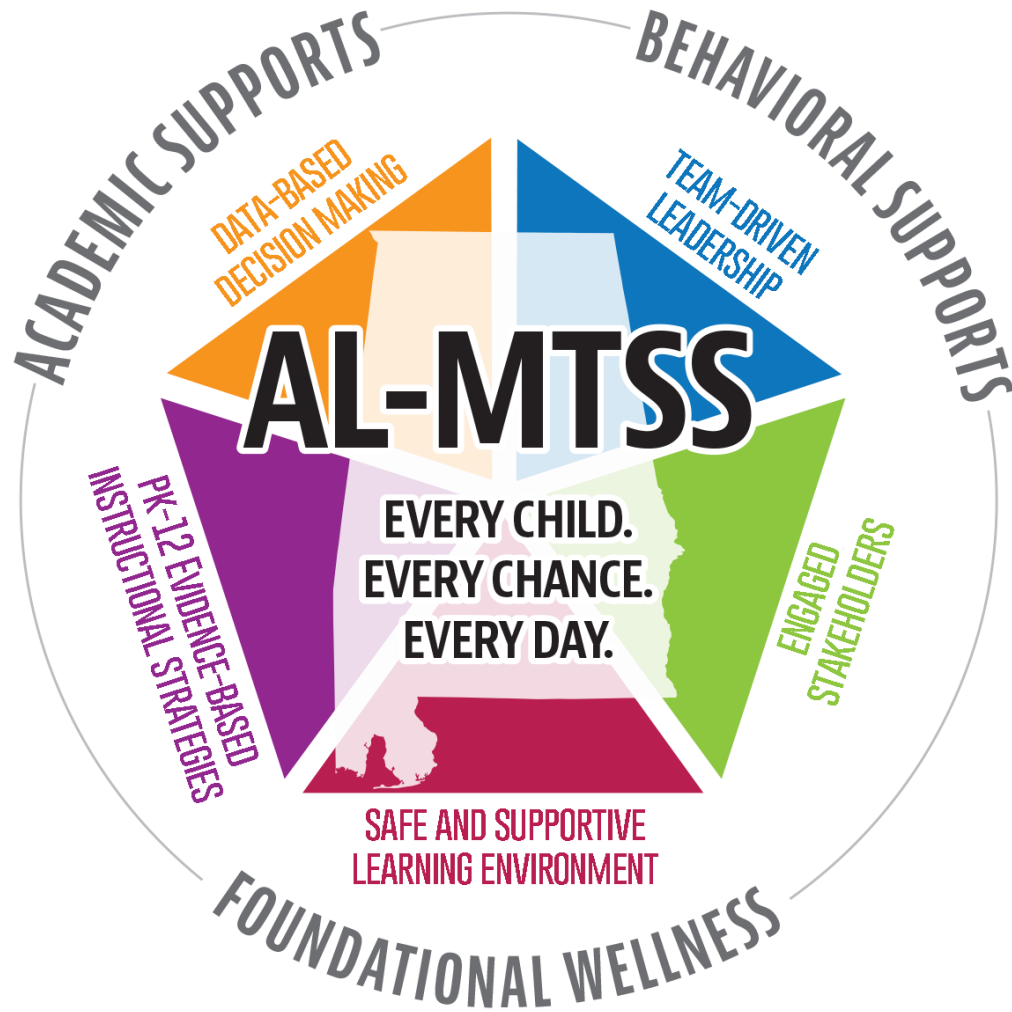
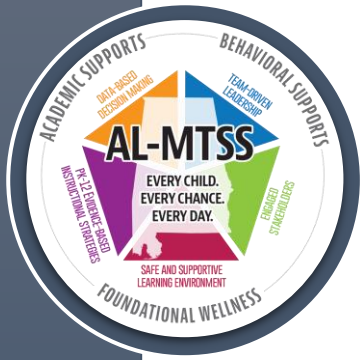
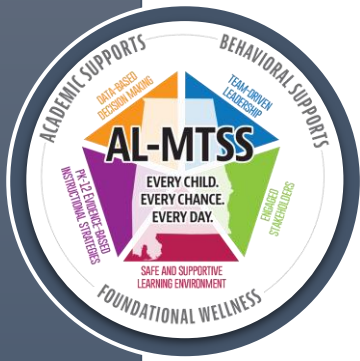


Alabama MTSS: Supporting the Framework as a School Psychologist

Robin Parks Ennis

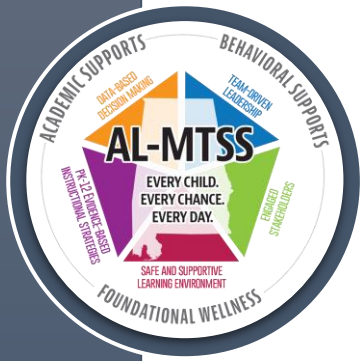
University of Alabama at Birmingham





Pilot Schools

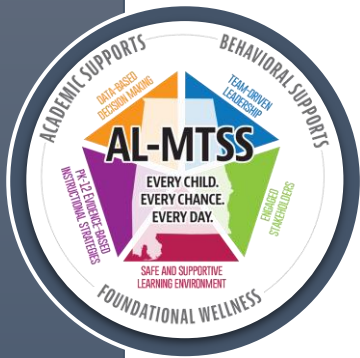
- Calhoun County
- Crenshaw County
- Fort Payne City
- Pike County
- Scottsboro City



Cohort 1 Schools

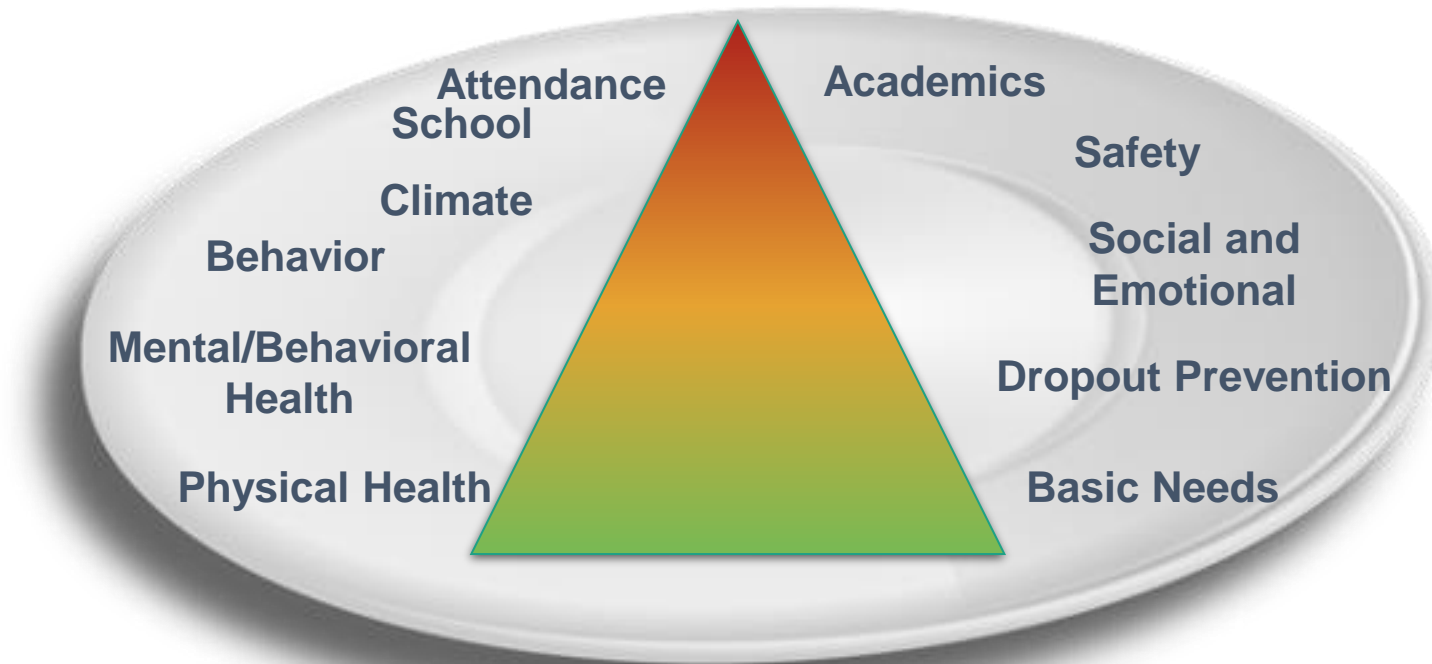


- Anniston City
- Athens City
- Baldwin County
- Brewton City
- Butler County
- Chambers County
- Cherokee County
- Colbert County
- Conecuh County
- Cullman County
- Daleville City
- Dallas County
- DeKalb County
- Enterprise City
- Etowah County
- Fairfield City
- Geneva County
- Guntersville City
- Hale County
- Henry County
- Jackson County
- Jefferson County
- Marshall County
- Midfield City
- Morgan County
- Oneonta City
- Ozark City
- Pickens City
- Roanoke City
- Sylacauga City
- Talladega City
- Walker County

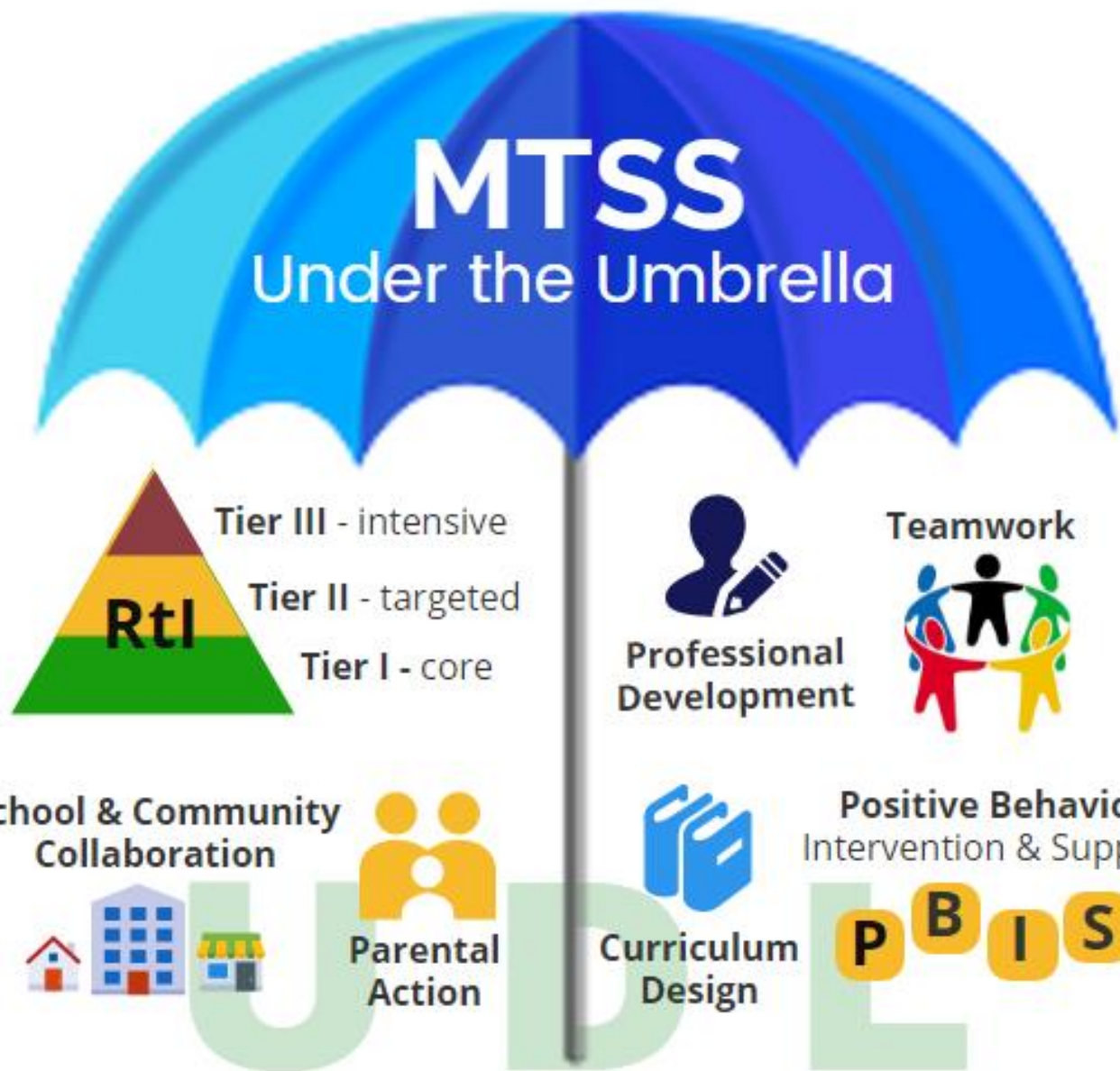
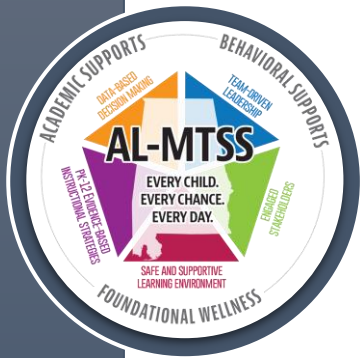


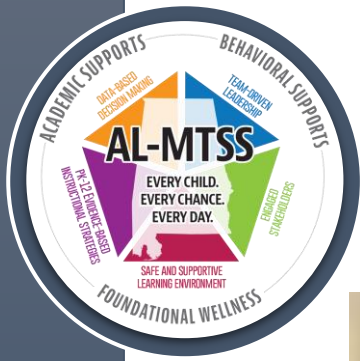
Not another thing to add to the plate ...

MTSS IS the plate



- What is on your menu of supports to help ALL students succeed?
- How do you ensure equitable access to supports?

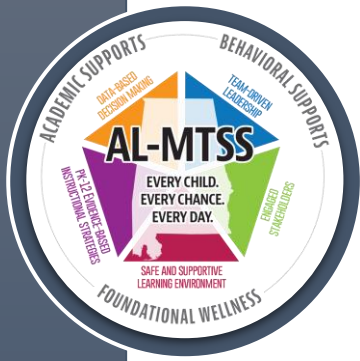




MTSS is going from This

to This





Year 1

- Form district-wide MTSS team
- Establish district-wide pillars
- Establish five-year PD plan
- Establish communication plans

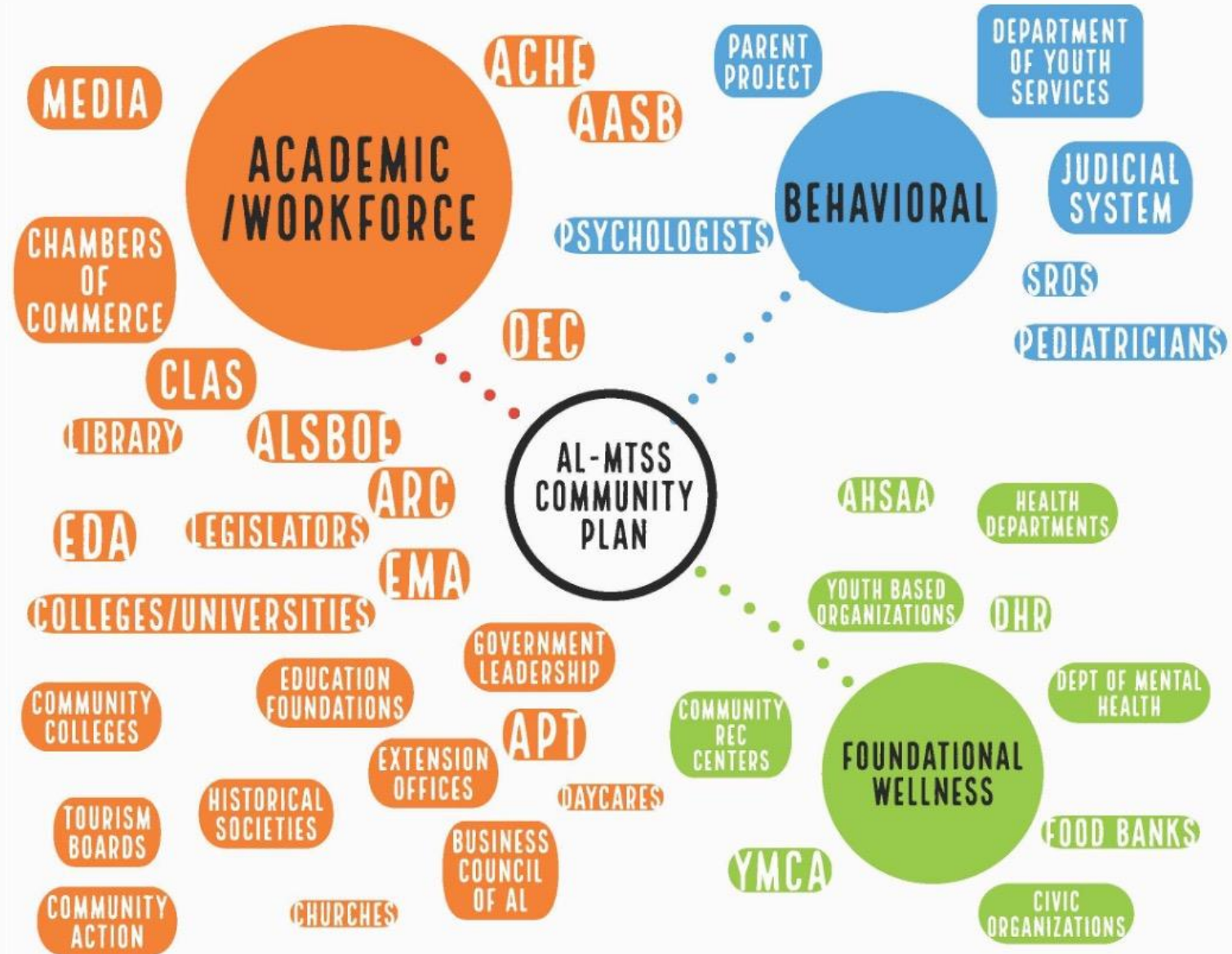
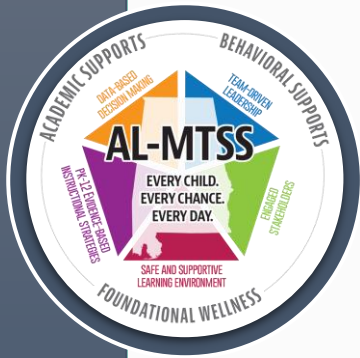
Year 2

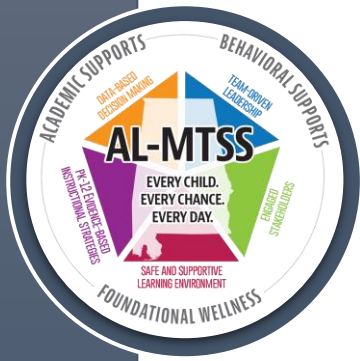
- Continue district-wide efforts
- Form school-wide MTSS teams
- Participate in strategy trainings
- Participate in Tier 1 MTSS plan development
- Participate in prioritized professional development

Year 3

- Continue district-wide efforts
- Implement school-wide MTSS plans
- Participate in Tier 2/3 MTSS plan development
- Participate in prioritized professional development

...





EDUCATOR OUTCOMES



Less job-related stress



Less burnout and exhaustion



Greater happiness



Greater job satisfaction



Self-efficacy



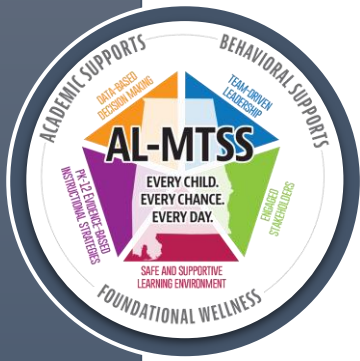
Wellness



Resilience

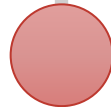


Youth engagement (4 hours/week)



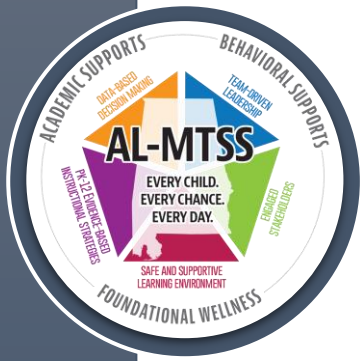
What does this mean for school psychologists?

- Seek to work at an MTSS school/district
- Ask to be a part of the team
- Give input when solicited - we really do care what everyone has to say
- Think about your students comprehensively – academics, behavior, foundational wellness

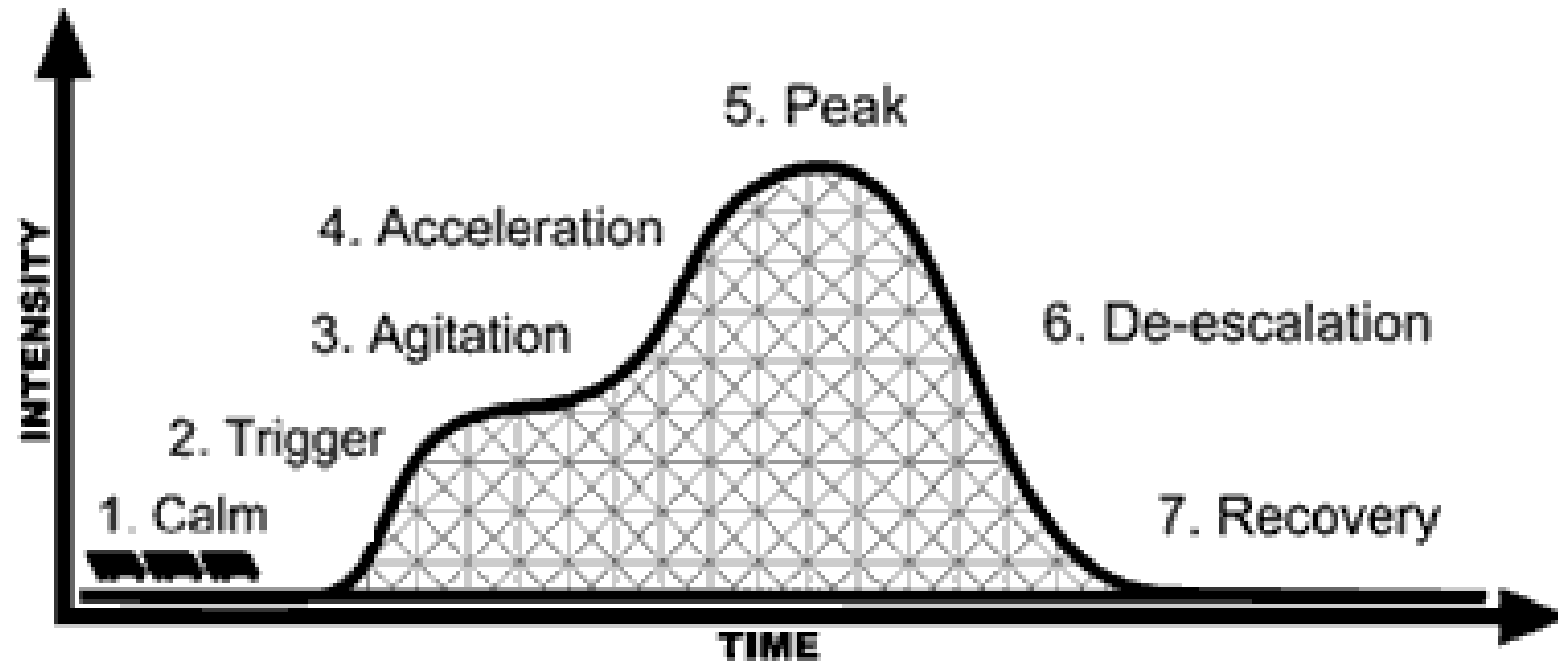


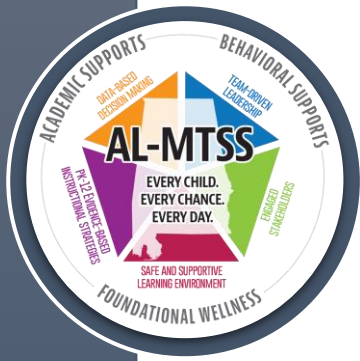
What can I do now?

Think about your students comprehensively



Acting Out Cycle



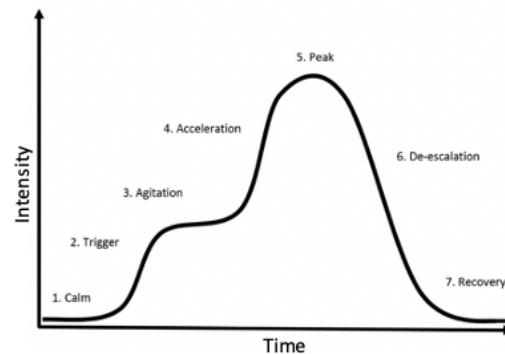


TEMPLATE:

Individualized De-escalation Support Plan

Student: _____ Date: _____
 Teacher: _____ Grade: _____
 Staff present: _____

	Assessment (student characteristics)	Strategies (specific adult responses)
CALM		
TRIGGERS		
AGITATION		
ACCELERATION		
PEAK		
DE-ESCALATION		
RECOVERY		

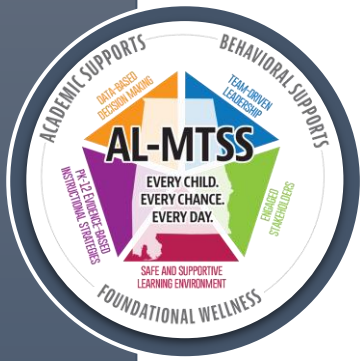


Adapted from Box 14.1 Complete Behavior Support Plan (see p. 203)
 Colvin, G. & Scott, T. M. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd ed.). Thousand Oaks, CA: Corwin.

Please use reference above for more examples and information on how to use this intervention.


Individualize d De- escalation Plan

ci3t.org/pl



	Assessment
CALM	<ul style="list-style-type: none"> • Likes to help other students • Enjoys games • Loves to read
TRIGGERS	<ul style="list-style-type: none"> • Repeating tasks • Receiving corrections from teacher • Peers working more quickly
AGITATION	<ul style="list-style-type: none"> • Busy hands • Puts head on desk and moans • Pouts and mumbles to self • Unable to concentrate on tasks
ACCELERATION	<ul style="list-style-type: none"> • Argues persistently • Raises voice and shouts • Shuffles papers or knocks them off desk
PEAK	<ul style="list-style-type: none"> • Kicks and throws property • Threatening remarks towards teacher • Elopes (leaving area)- yelling and screaming
DE-ESCALATION	<ul style="list-style-type: none"> • Quiets and puts head down • Negative self-talk • Denial or blaming of others
RECOVERY	<ul style="list-style-type: none"> • Eager to work independently • Subdued behavior • Defensive or avoids debriefing



	Assessment	Strategies 
CALM	<ul style="list-style-type: none"> • Likes to help other students • Enjoys games • Loves to read 	<ul style="list-style-type: none"> • Behavior Contract for successful work • Include reading time in contract • Provide opportunities to be classroom helper • Provide behavior specific praise for task completion
TRIGGERS	<ul style="list-style-type: none"> • Repeating tasks • Receiving corrections from teacher • Peers working more quickly 	<ul style="list-style-type: none"> • Precorrection for corrections/ feedback • Coaching on ignoring peer work pace-focus on his best work • Rehearse expectations, provide prompts and reinforcement
AGITATION	<ul style="list-style-type: none"> • Busy hands • Puts head on desk and moans • Pouts and mumbles to self • Unable to concentrate on tasks 	<ul style="list-style-type: none"> • Show empathy • Redirect student with a job or errands • Provide reasonable options and choice of within-activity task, allow time for student to decide (attend to other students who are on-task) • Provide option of quiet work area

	Assessment	Strategies
ACCELERATION	<ul style="list-style-type: none"> Argues persistently Raises voice and shouts Shuffles papers or knocks them off desk 	<ul style="list-style-type: none"> Detach and avoid engaging in student's arguments Delay responding to mild disruptive behavior Utilize non-confrontational limit-setting procedures
PEAK	<ul style="list-style-type: none"> Kicks and throws property Threatening remarks towards teacher Elopes (leaving area)-yelling and screaming 	<ul style="list-style-type: none"> Remain calm If non-violent, prompt other students to remain on task Use emergency (clear room) procedures if behaviors impact safety of other students. Use emergency safety intervention
DE-ESCALATION	<ul style="list-style-type: none"> Quiets and puts head down Negative self-talk Denial or blaming of others 	<ul style="list-style-type: none"> Avoid blaming- provide opportunity for non-judgmental discussion Allow isolated space Introduce classroom activity starting with an independent activity
RECOVERY	<ul style="list-style-type: none"> Eager to work independently Subdued behavior Defensive or avoids debriefing 	<ul style="list-style-type: none"> Follow through with non-disruptive consequences Debrief- problem solving routine Positively reinforce displays of appropriate behavior



Thank you!

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