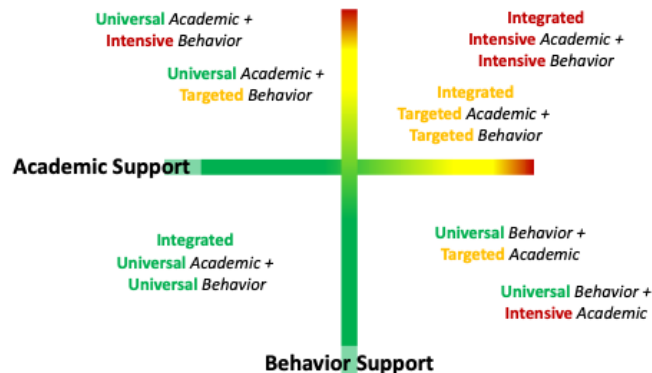


Integrating Social, Emotional, and Behavioral (SEB) Support within Academic Instruction

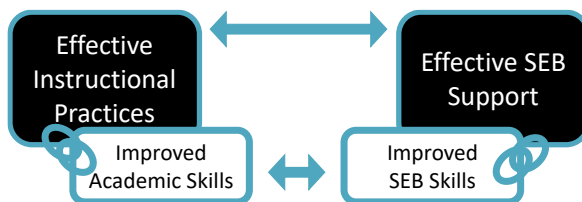
Brandi Simonsen, PhD | brandi.simonsen@uconn.edu | 2023

Why consider Integrated Multi-Tiered System of Support?

- “Integrated Multi-Tiered System of Support (I•MTSS) is a comprehensive prevention framework for improving students’ academic and social-emotional-behavioral outcomes. Key components of an I-MTSS framework include:
 - “Integrated Continuum of Research-Informed Practices”

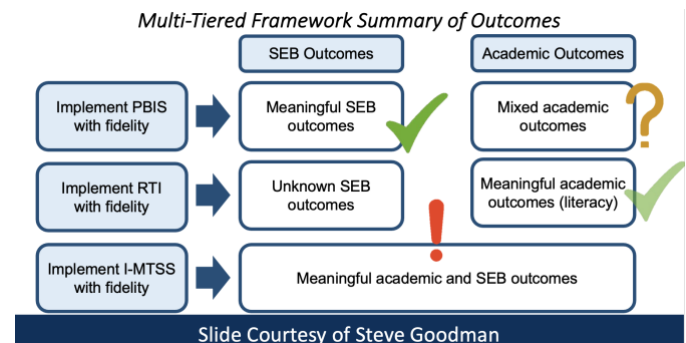


- Academic & behavioral needs are inter-related



(<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>)

- I-MTSS just might work!



Slide Courtesy of Steve Goodman

What practices support social, emotional, and behavioral (SEB) wellbeing and promote academic growth?

- High Leverage Practices (see, for example, [Council for Exceptional Children](#)):

- Teach content and skills explicitly
- Actively engage students in relevant learning opportunities
- Prompt learners before skills are expected
- Provide specific positive to corrective feedback (>5:1)
- Use data to monitor and adjust

How do we approach integrating intensive intervention?

Acknowledgements for this section

- | | |
|-------------------------|---------------------------|
| • Jessica Bourget | • Katie Meyer |
| • Chloe Cantero | • Sarah Newton |
| • Mike Coyne (PI) | • Ashley Plumb |
| • Tobey Duble Moore | • Mara Power |
| • Michael Gentile | • Karen Robbie |
| • Kelly Kearney | • Clarisa Rodrigues |
| • Tracey Lamothe | • Brandi Simonsen (Co-PI) |
| • Betsy McCoach (Co-PI) | • Tracy Sinclair |



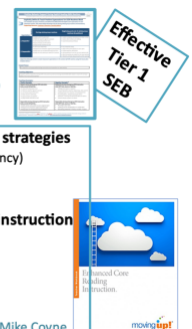
- Integrated Universal Support (Tier 1)**

Teach content and skills explicitly

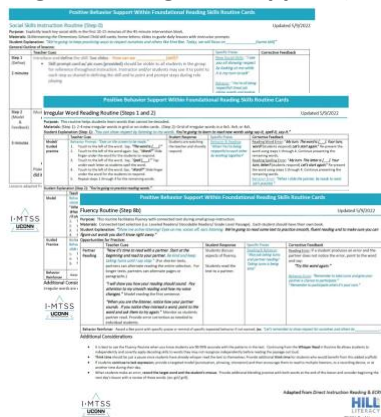
Effective Tier 1 Readings

- Comprehensive coverage of essential reading skills and strategies**
 - Foundational skills (phonemic awareness, phonics, reading fluency)
 - Oral language, vocabulary, and comprehension
 - Systematic scope and sequence
- Whole class instruction and differentiated small group instruction**
 - Protected time for daily literacy block (e.g., 90 minutes)
- Well designed instructional tools**
 - Core reading program and supplemental materials
 - Consistent and coordinated instruction for all students
 - Principles of effective instruction

Credit: Mike Coyne



• Integrated Targeted Support (Tier 2)



Integrated
Small Group

- **Explicit Social Skills Instruction**
 - Positive expectations for small group instruction during week 1
 - Targeted social skills (e.g., problem solving) during weeks 2+
- **Explicit Reading Instruction**
 - Explicit Instruction Routines
 - Targeted Early Literacy Skills
- **Embedded Practice & Feedback**
 - Partner reading or skill practice
 - Providing supportive feedback

• Integrated Intensive Intervention (Tier 3)



Competing
Behavior
Pathway



I³
Instructional
Block



Prevention &
Response
Strategies

Individualized I³ Plan

Based on Individualized Integrated Assessment Strengths, Needs, & Contextual Factors

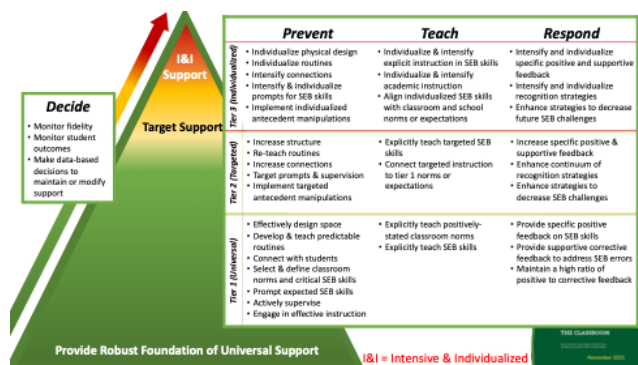
Which data & systems features support integrated implementation?

“Integrated Multi-Tiered System of Support (I-MTSS) is a comprehensive prevention framework for improving students’ academic and social-emotional-behavioral outcomes. Key components of an I-MTSS framework include:

- “Integrated Continuum of Research-Informed Practices
- “Comprehensive Data-Driven Decision Making
- “Integrated Teaming and Coaching Structures
- “Integrated Professional Development
- “Additional Systems to Support Sustained and Scaled Implementation”



Where can you learn more about implementing I-MTSS to support your students?



<https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom>

www.mtss.org