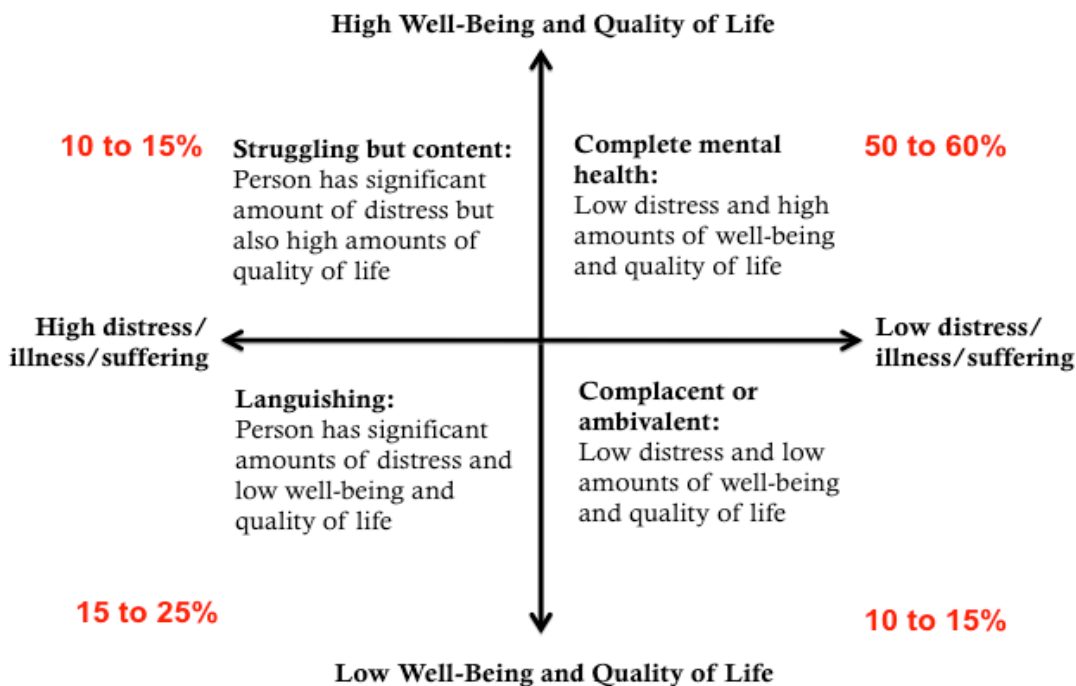


Importance of RTI/MTSS Practices across School Environments Serving Diverse Student Populations

- Educational systems are pre-occupied with grades, test scores and homework completion as the primary indicators of success, leaving little time and energy for our kids to become resilient, successful, meaningful contributors for the 21st century
 - What factors contribute to living a successful, meaningful, and fulfilling life, and how do schools go about cultivating the skills and adaptability to be resilient and effective communicators and collaborators in the 21st Century?
- Families living in poverty face enormous stressors and life challenges, but we can't assume that things are serene at the other end because of high test scores and lower levels of acting out behavior.
- Many of today's most unhappy teens probably made the honor roll last semester and plan to attend prestigious universities, according to research by psychologist Suniya Luthar, PhD, of Columbia University's Teachers College. In a series of studies, Luthar has shown that adolescents reared in affluent homes with an average family income of \$120,000 report higher rates of depression, anxiety and substance abuse than any other socioeconomic group of young Americans today.

Breakdown of the Dual Continua of Mental Health



Multi-tiered Systems of Support (that is, RTI) provides a framework for orchestrating the delivery of a continuum of supports and making decisions based on data that can be utilized in any school setting serving diverse student populations. It focuses on both the prevention of problems that interfere with academic and life success, as well as the promotion of skills, habits, and routines that enhance well-being and enable students to not just perform well academically but thrive in life. Depending on the school setting and the population of students served, a given school may emphasize more of a prevention focus or a promotion focus. However, it is important to consider the combination of practices that are used to create a service delivery framework that emphasizes both prevention and promotion.

- Prevention – focused on preventing the emergence of known problems or conditions that interfere with academic success and are associated with negative short- and long-term outcomes.
- Promotion - focused on enhancing and optimizing well-being social, emotional, and academic performance. A student does not need to exhibit problems in order to receive and benefit from promotion-oriented supports.

Book Resources

Kindlon, D. (2001). *Too Much of a Good Thing: Raising Children in an Indulgent Age*. New York, N.Y.: Hyperion.

Levine, M. (2006). *The Price of Privilege: How Parental Pressure and Material Advantage Are Creating a Generation of Disconnected and Unhappy Kids*. New York, N.Y.: HarperCollins.

Twenge, J.M. (2006). *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*. New York, N.Y.: Free Press.

Jensen, E. (2010). *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It*.

Disease prevention includes activities that prevent disease before it occurs, detect it early, or reduce related disability. One of the great achievements of the 20th century was eradicating or greatly diminishing infectious diseases like polio, smallpox and influenza through immunization and environmental sanitation.

Health promotion is the science and art of helping people change their lifestyle to move toward a state of optimal health. Optimal health is defined as a balance of physical, emotional, social, spiritual, and intellectual health. Lifestyle change can be facilitated through a combination of efforts to enhance awareness, change behavior and create environments that support good health practices. Of the three, supportive environments will probably have the greatest impact in producing lasting change". (American Journal of Health Promotion, 2014)