



Social-Emotional Learning with DTT Across Multiple Levels of Support

Inclusive Classrooms: Integrate DTT Practices into General Education

Sequences of developmental competencies and stage goals are used to implement IEP objectives for social-emotional learning (SEL) in an inclusive classroom. By integrating proven developmentally matched teaching practices into general education lessons, SEL and responsible behavior will be supported.

DTT practices fit with school-wide positive behavior interventions (SWPBIS) and Response to Intervention (RTI) initiatives in a number of ways including prevention, and SES screening. It connects developmental stages, multiple foundation skills for all students' SEL and behaviors. Imbedded with PBS/FBA-BIP/and IEP goal planning, DTT offers a foundation for educational practices at all Tier levels.

Inclusive or Pullout Mini-Groups: Create small DTT instructional clusters to focus on SEL in complement to other inclusive opportunities.

Flexible DTT mini-groups are used to focus on achieving needed DTT stage and domain goals for social-emotional learning with developmentally matched teaching strategies. By forming small groups of students needing similar competencies teaching teams provide targeted instruction to the group while also aligning each student's IEP program with inclusive classroom routines for other parts of the day. The length of time and location of these groups (inclusive or pullout) is not as essential for effective programming as the developmental composition of the group.

DTT mini-group practices integrate with other targeted age-appropriate interventions for social-emotional supports such as PBIS, self-regulation, Response to Intervention (RTI), Check-In-Check-Out, (CICO) Life Space Crisis Intervention (LSCI), peer tutoring, behavioral contracts, instructional choices, and social skills programs.

Full or Part-Time Therapeutic Groups: Provide SEL in small supportive interpersonal environments with DTT practices that build individual competencies.

Small DTT therapeutic groups are formed to provide intensive support for social-emotional and behavioral needs in four DTT domains, Behavior, Communications, Socialization, and Cognition, as specified in each student's IEP goals. These small groups provide highly individualized focus in a supportive interpersonal climate for students' growth in all four domains. The length of time and location of these groups (full or part-time/residential or outpatient) is not as essential for effective outcomes as the composition of the group membership. As individual students achieve targeted goals, they can be merged into Tier 2 mini-groups where similar DTT practices are integrated into more inclusive programming while continuing the focus on the student's long-term developmental progress.

DTT therapeutic groups blend easily into other age- and stage-appropriate therapeutic interventions such as individual or group LSCI, developmental self-assessments, art, movement, and music therapies, creative journaling, psychotherapy, and social skills programs.