

Using MTSS to Keep SEL a Priority When Reopening Schools

June 25, 2020



WEBINAR LOGISTICS



**KEEP YOUR
VIDEO OFF**



**COMPLETE
SURVEY
FOR PDMS
HOURS**



**USE THE
CHAT BOX
TO ASK
QUESTIONS**

Scan QR Code for
Padlet Access



**USE PADLET
TO SHARE
RESOURCES
AND IDEAS**



The DE-PBS Project serves as a technical assistance center for the Delaware DOE to actualize the vision to create safe and caring learning environments that promote the social-emotional and academic development of all children.

The statewide initiative is designed to build the knowledge and skills of Delaware educators in the concepts and evidence-based practices of Positive Behavior Support (PBS) as a Multi-tiered System of Support (MTSS).

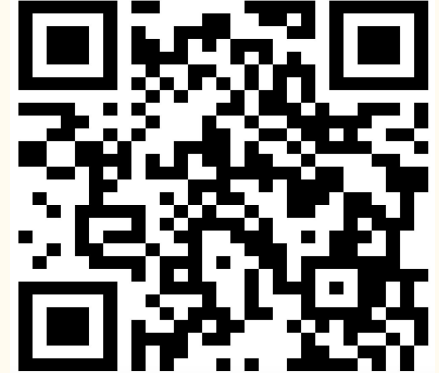


Making the most of our time

BE ENGAGED	<ul style="list-style-type: none">▪ Share your experiences related to the topics presented▪ Ask questions via the chat box
BE REFLECTIVE	<ul style="list-style-type: none">▪ Compare the ideas shared to your current context and experiences▪ Recognize areas of glow and growth
BE STRATEGIC	<ul style="list-style-type: none">▪ Engage in note-taking, individual or shared

Padlet Resource

<https://padlet.com/DEPBS/fi39uqxz4c1keqfd>



A screenshot of a Padlet board. The board has a green header with the title "Using MTSS for SEL Webinar" and a subtitle "Resources across each critical action from the CASEL Initial Guide to Leveraging the Power of SEL as You Prepare to Reopen and Renew Your School Community". The board is divided into four columns, each representing a critical action. The first column is titled "Presentation/Resources" and contains a link to "CASEL: An Initial Guide to Leveraging the Power of SEL as You Prepare to Reopen and Renew Your School Community". The second column is titled "#1. Building partnerships, deepening understandings, and planning for SEL" and contains a link to "The Mindful Reflection Protocol". The third column is titled "#3. Emotionally and physically safe, supportive, and engaging learning environments" and contains a link to "Protocol-for-Checking-Unconscious-Bias PDF document". The fourth column is titled "#4. Data as to deepen re and continu and improve". The board also features a sidebar on the left with a search bar and a list of resources, and a top navigation bar with options like "REMAKE", "SHARE", and "SETTINGS".



Red Clay School District Resource

Gabrielle Koury

Lauren Messick

Ashlynn Guptill

Adriane Simpson

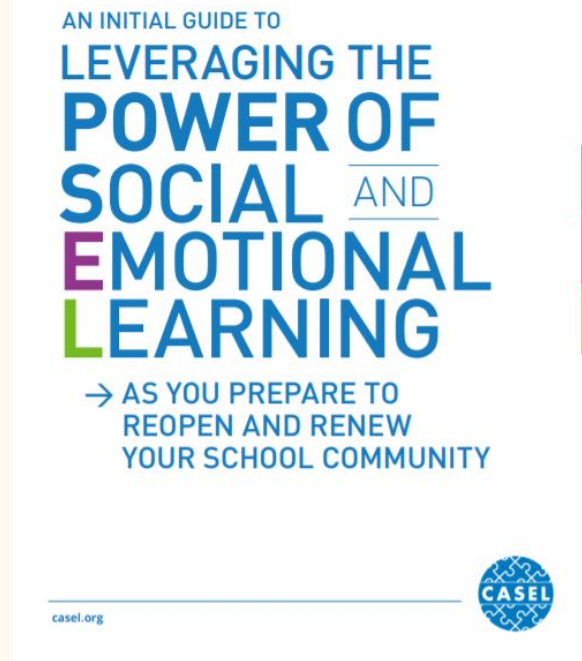
TRAUMA INFORMED RE-ENTRY

Through the Use of Our MTSS Structures and Practices:
Introductory Considerations

RED CLAY CONSOLIDATED SCHOOL DISTRICT
OFFICE OF SPECIAL SERVICES
June 2020

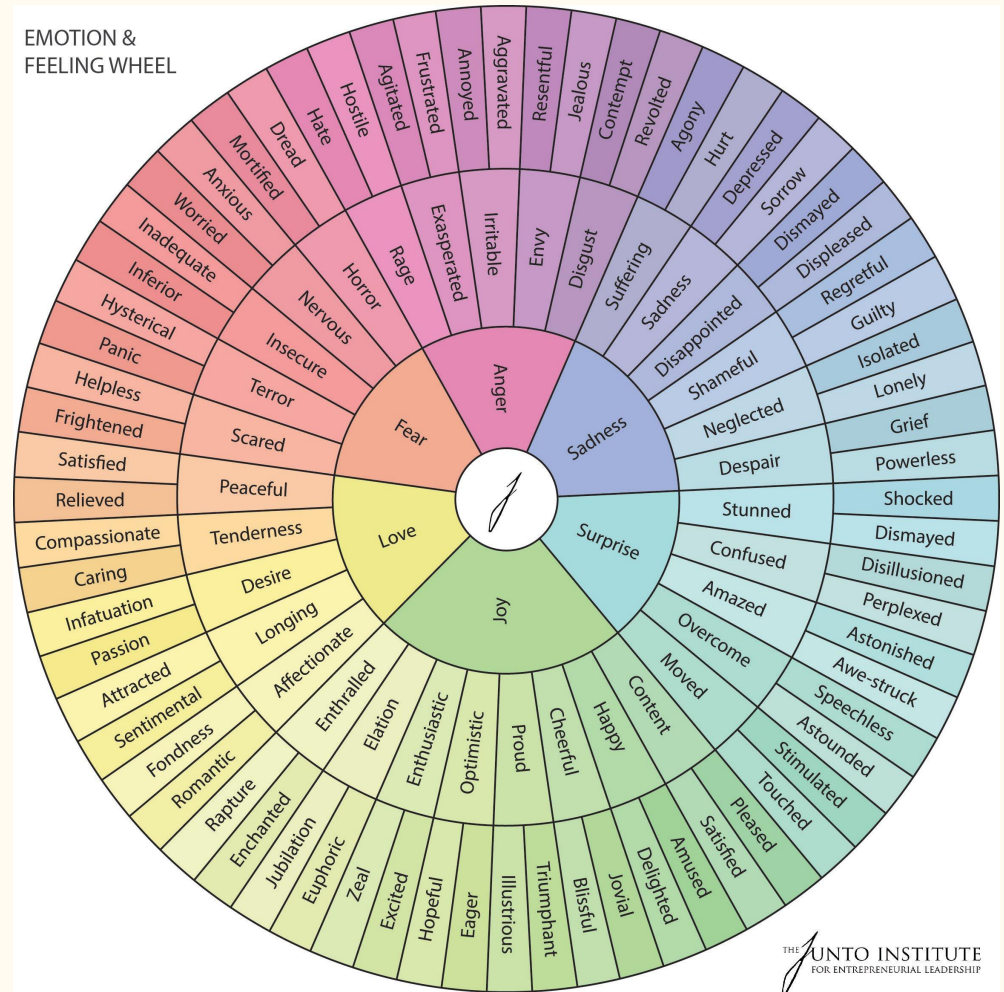
Webinar Purpose

- Introduce the CASEL Tool and how it can be used by school and district teams
- Align the 4 Critical Actions with the MTSS Framework to enhance planning and ensure equity
- Empower teams with tools to use for reopening plans that address their community needs



When you think about planning for reopening schools, how do you feel?

EMOTION & FEELING WHEEL

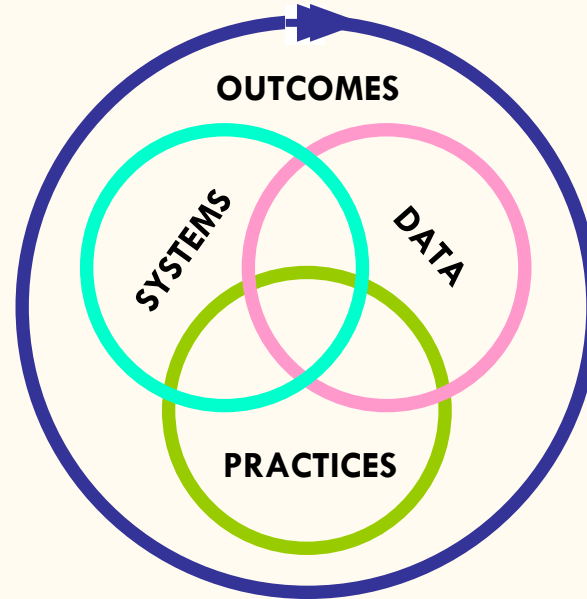


Multi-Tiered System of Supports (MTSS) Framework

Supporting culturally equitable **Targets** including social/emotional competence & academic achievement

Supporting culturally knowledgeable **Staff Behavior**

- ✓ team-based leadership and coordination
- ✓ professional development, coaching, and content expertise



Supporting culturally valid **Data-based Decision Making**

- ✓ universal screening
- ✓ progress monitoring
- ✓ evaluation of fidelity

Supporting **Student Behavior**

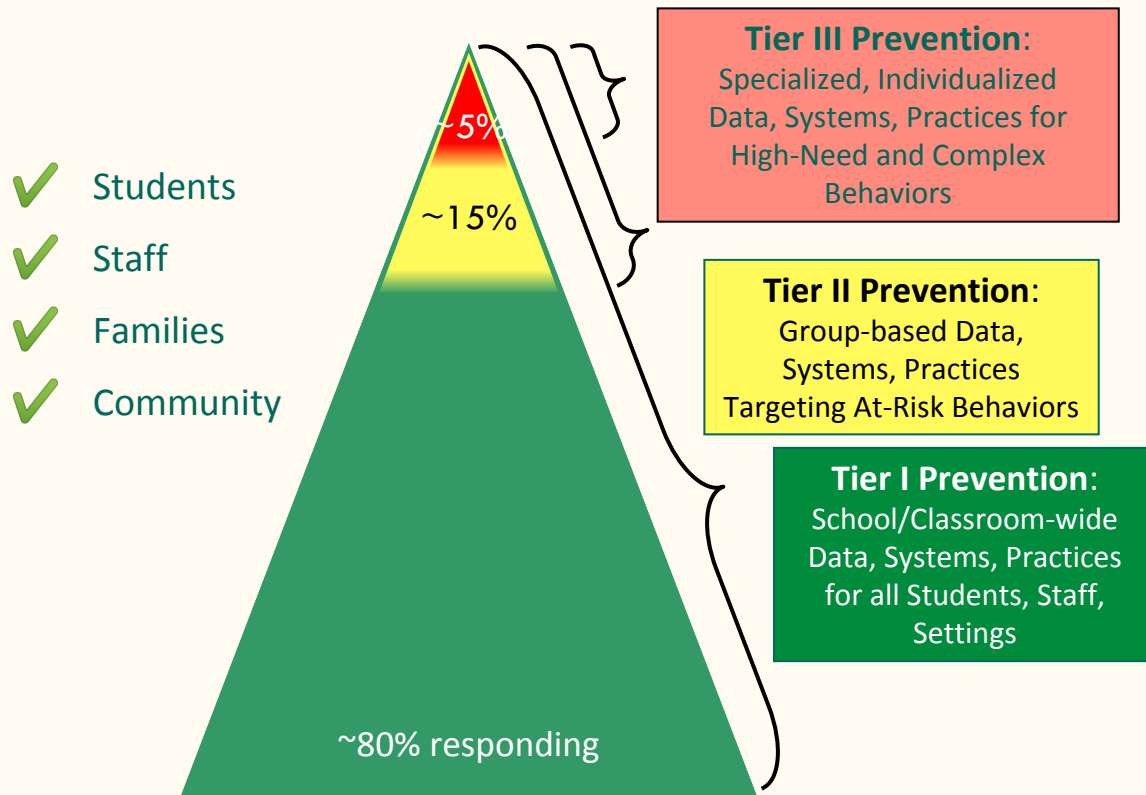
- ✓ three-tiered continuum of culturally relevant evidence-based interventions

Midwest PBIS Network 2/7/19. Adapted from:

"What is a systems Approach in school-wide PBIS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. <https://www.pbis.org/school>

McIntosh, K. & Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: Guilford Press.

MTSS Three-tiered Continuum of Evidence-based Practices

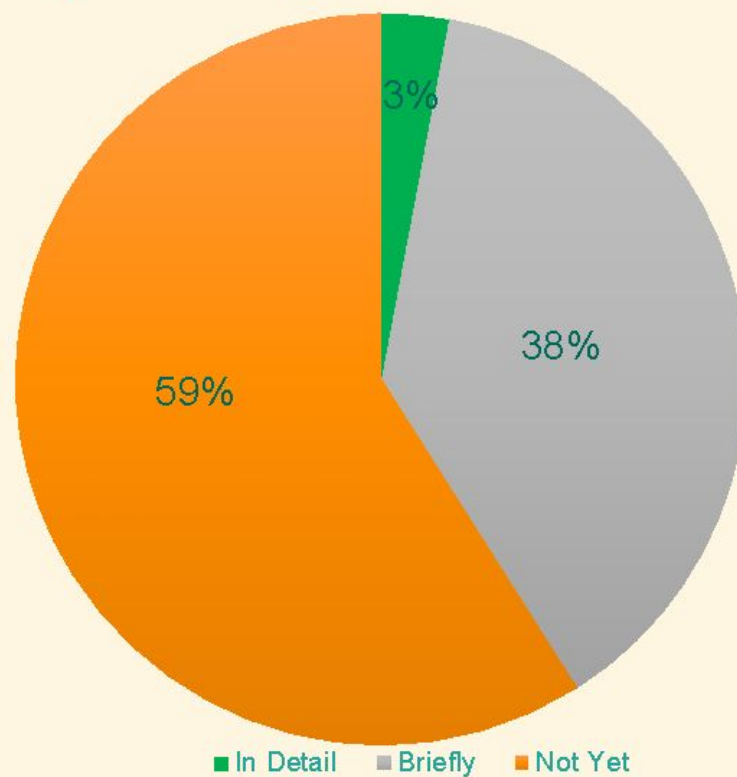


Tiered Supports

Determining who is making decisions and how are they making them

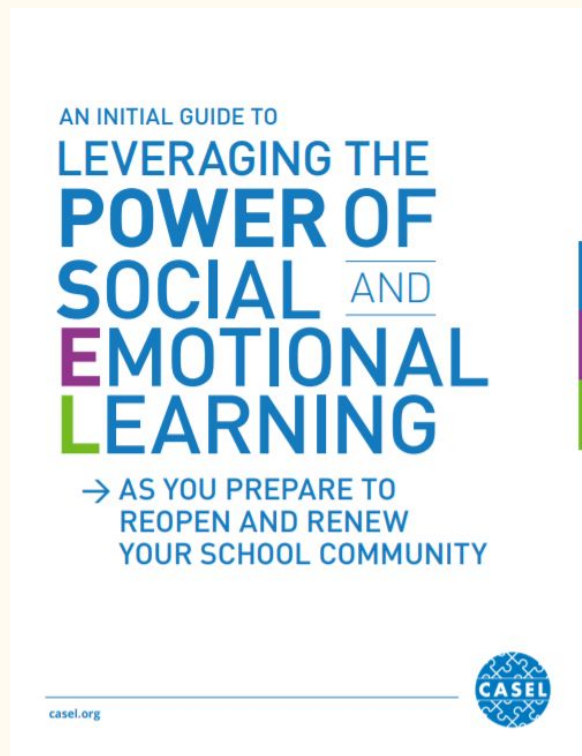
FEW Tier 3	Practices in place for students, staff, families needing intense, individualized support (1-5%)
SOME Tier 2	Practices in place for students, staff, families needing some additional support (15-20%)
ALL Tier 1	Practices in place for 100% students, staff, families

Percentage of Participants Who Read CASEL Guide



About CASEL's Guide

- It's initial - guidance to support and sustain SEL coming soon
- Actionable recommendations
- SEL is “critical underpinning”
- Highlights need for more inclusive and equitable learning environments



SEL as Equity Lever

“Systemic implementation of SEL fosters and depends on an equitable learning environment where all students and adults feel respected, valued, and affirmed in their individual interests, talents, social identities, cultural values, and backgrounds.
...requires that **SEL be implemented with an explicit goal of promoting educational equity.**”



Theory of Action



Systemic Social and Emotional Learning for States

By Nick Yoder, Tyrone Martinez-Black, Linda Dusenbury, and Roger P. Weissberg

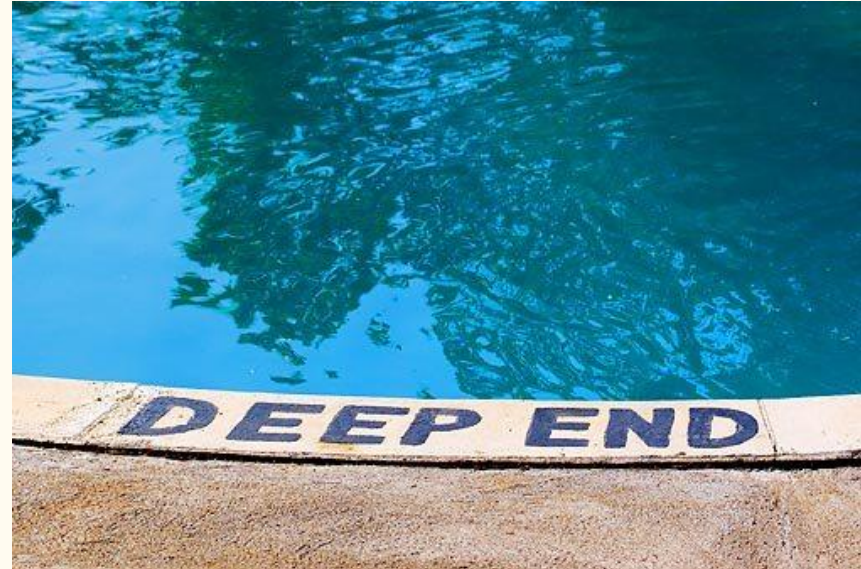
MARCH 2020

Depth of this presentation related to SEL, MTSS and all reopening considerations...

We are here



There are many other resources to get here



DDOE offerings from Office of Equity and Innovation

Professional Learning

- Trauma-Informed Practices Intro Training for Trainers
- Neurologic Trauma-Informed Classrooms
- Action Data Series
- Trauma Responsive Schools Implementation Assessment
- School Health Assessment and Performance Evaluation System
- Beyond Consequences Classroom 180: Advanced Trauma Bootcamp

Differentiated Book Studies

- Trauma-Informed Practices
- Social and Emotional Learning
- Restorative Practices
- Mindfulness
- Equitable and Just Schools
- Culture of Care
- Assessment



DELAWARE RESTART AND RECOVERY RESPONSE

PDMS Course# 29140 Section# 54409

Beyond Consequences Classroom 180: Advanced Trauma Bootcamp – EVERY EDUCATOR

This intensive course hosted by Beyond Consequences Institute (BCI) is a deep-dive into the groundbreaking new book, *Classroom180: A Framework for Creating, Sustaining, and Assessing the Trauma-Informed Classroom*. The *Classroom180* Framework is a comprehensive roadmap of what it means to fully create, implement, and sustain a trauma-informed classroom from kindergarten through the twelfth grade. Additionally, *Classroom180* includes an assessment tool, the *Classroom180 Rubric*, which can be used by administrators and other specialists who support teachers on the journey of becoming trauma-informed. In response to the COVID-19 pandemic, this training will be virtual and will provide a blended training with the majority of the sessions conducted LIVE on the BCI Zoom platform with some course work being done through our Trauma-Informed Online Academy (TIOA). Each participant will receive a book as well as log-in and password to access the TIOA during the training. **This 16.5 hour course will include the following the Pre-requisite online course (1.75 hours), 3- day, LIVE training (11.75 hours), and Online Coursework & Exercises (3 hours).**

DELAWARE RESTART AND RECOVERY RESPONSE

PDMS Course# 29145 Section# 54414

Neurologic Trauma-Informed Classrooms – EVERY EDUCATOR

The Neuro Logic Trauma-Informed Classroom Training is a 4-hour, pre-recorded, and advanced training for those who have participated in previous trauma awareness level learning sessions, particularly including the BRAIN ARCHITECTURE GAME simulation. Participants will go through a process that begins with an understanding of basic brain science and the recognition of the impact of stress, trauma, and neglect on the brain. Through examples and application of current brain research, participants will gain hope and practical strategies for overcoming this negative impact, as well as a recognition of how these strategies will help all students improve learning, behavior and emotional health. Participants will leave this training equipped with newfound hope and practical interventions that can be applied immediately in their roles within the school community.

NEW ADDITIONS:

Trauma Responsive Schools Implementation Assessment (TRS-IA)

PDMS Course #29187

Section #54523

The TRS-IA is a free, easy to use quality improvement tool developed by the National Child Traumatic Stress Network and the National Center for School Mental Health. The TRS-IA is an evidence-informed self-assessment that comprises eight key domains of trauma-responsive schools and districts. Upon completion of the assessment, feedback reports are generated to support schools and districts to enhance their trauma responsiveness. This session will review how to access and effectively use the TRS-IA.

The School Health Assessment and Performance Evaluation System (SHAPE)

PDMS Course #29188

Section #54524

The School Health Assessment and Performance Evaluation System (SHAPE) offers a no-cost, user-friendly online platform for individuals, schools, districts, and states to use to assess and improve their school mental health systems. SHAPE offers the tools needed to improve school mental health programming and sustainability. This session will highlight the many features and resources available as part of the SHAPE System and will walk participants through how to best use the system to inform quality improvement in school mental health.

CASEL'S 4 Critical Actions:

1	Take time to building partnerships, deepen your understanding, and plan for SEL.
2	Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
3	Create emotionally and physically safe, supportive, and engaging learning environments that promote all students students' social and emotional development.
4	Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

Supporting Social Competence & Academic Achievement

1. Take time to build partnerships, deepen your understanding, and plan for SEL.

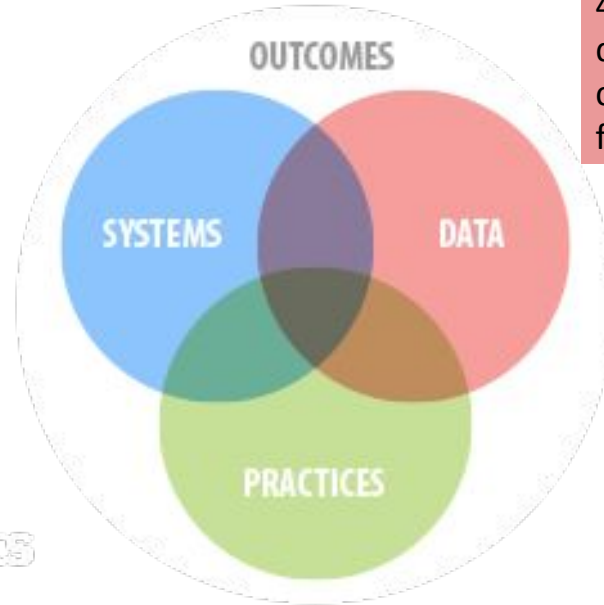
2. Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.

4. Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

Supporting Staff Behavior

Supporting Decision Making

4 PBS Elements



Supporting Student Behavior

3. Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.

Reflection and Action Plan Tool

Using MTSS for SEL Planning Webinar Reflection and Action Plan

	Any Ah-Ha moments?	What's strongly in place?	What could use some improvement?	Action Steps: What do I need to take back to my team/staff?
Building partnerships, deepening understandings, and planning for SEL				
Opportunities for adult SEL competencies and capacities				

CASEL'S 4 Critical Actions:

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Build student,
staff, family and
community
understanding of
SEL.

Utilize voices of
student, staff,
family, and
community to
plan for SEL.

Communicate
value of SEL and
your school/
district's goals to
integrate SEL.

Starting Your SEL Program



The CASEL Guide to Schoolwide Social and Emotional Learning

1. Build awareness, commitment, ownership - and create a plan.
2. Strengthen adult SEL.
3. Promote SEL for students.
4. Practice continuous improvement.

<https://schoolguide.casel.org/>

Build Transition Teams



Great news...

Most of you already
have!

Teams should have representation from:

- Administration
- Teachers
- Support Staff
- Family
- Student
- Community partners



Voices



Community Partners



- Mental health agencies
- Community-based mental health providers
- Mentoring programs
- After-school programs
- Extracurricular activities
- Sports programs

CASEL Survey Example

Put it Into Practice

Learn From Families, Students, and Community Partners

The sample questions below can be used as a starting point for phone/video conferences or written surveys that engage stakeholders in sharing their perspectives.

- What has your experience been like since school has been closed?
- What is on your mind as you think about next school year? What are your biggest hopes or worries?
- What has our school done well during the past months, and what could we have done better?
- How might you like to contribute as we prepare to transition to a new school year?
- What will help you learn this upcoming year?
- What can we do to make school feel even more like a community that cares for you?



<https://pdkintl.org/COVID19-Resources/>

- What are some methods you use to cope with stress?
- If you are a classroom teacher/support staff, what support do you need from admin right now?
- What do you feel you can do to make sure the students you work with feel connected to their classmates while they are not physically at school?
- What can your teachers and administrators do to make sure you feel connected to your classmates while you are not physically at school?
- In going through this experience, did you find your school was prepared for distance learning?

Identify Areas That Need Support



- Barriers in distance learning for students
- Staff who need more support to teach SEL virtually
- Students and staff who have been sick, lost a loved one, experienced housing or employment instability

Identify Areas of Impact

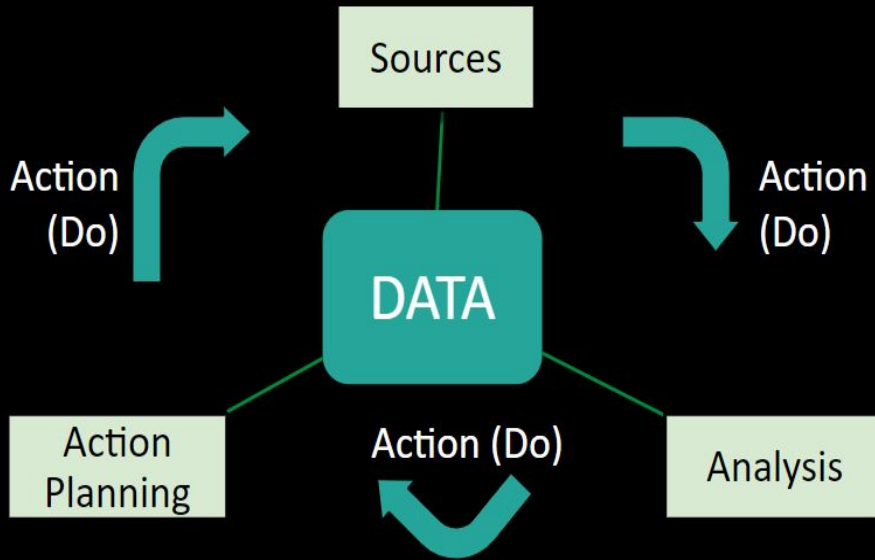
- Students and families who have received personal outreach
- Students who were engaged in distance learning
- Staff who felt comfortable teaching SEL virtually
- Existing SEL program
- Positive relationships between staff and students



Use identified strengths
as a basis for your
transition plan and
build on them!



Continuity in Planning



How are you engaging families throughout the year?

How are you re-engaging vulnerable students?

Embedding SEL Throughout Your Transition Plan

Put it Into Practice

Embedding SEL Throughout Your Transition Plan

Use this quick checklist to think through practical ways your school can integrate SEL into transition plans. The rest of this brief provides additional guidance for the strategies listed below.

- Two-Way Communication:** Are we staying in close contact with school staff, students, families, and community partners—both to [share new information](#) and address concerns, and to receive ongoing input and feedback into transition plans?
- Staff Community-Building:** Have we set aside time for staff to reconnect, process their emotions and experiences, reflect on what they have learned and [how they are applying social and emotional competencies](#), and collaborate on ways to support students' SEL throughout in-person or distance learning?
- Staff Professional Learning:** Have we prepared professional learning that staff will need to promote students' SEL, build strong relationships and create supportive learning environments in person and during distance learning, and support students who may be [grieving](#) or have experienced [trauma](#)?
- Supportive Learning Environment:** Have we planned that all classes (whether in-person or distance learning) will devote time to [building community](#), reflecting on experiences, and listening to students' ideas and concerns?
- Promoting Student Social and Emotional Competencies:** Have we identified ways that all teachers help students enhance and practice competencies through distance learning and in-person settings, either through existing programs, regular class meetings, group and individual check-ins, or instructional practices that allow for reflection, discussion, and collaboration?
- Student Support:** Do we have plans in place and have we partnered with families and community agencies to proactively identify, provide, and monitor additional supports to students who are struggling socially, emotionally, behaviorally, or academically?

- Two-Way Communication
- Staff Community-Building
- Staff Professional Learning
- Supportive Learning Environment
- Promoting Student Social and Emotional Competencies
- Student Support

Equity in Critical Action #1



- Are your teams culturally and racially representative?
- Is your school-wide SEL curriculum equitable?
- Are the voices you're valuing from student, staff, family, and community racially and culturally representative?
- Are your survey results from one population more than another? Why do you think?
- Do the results show disparities?

Critical Action #1: Take time to build partnerships, deepen your understanding, and plan for SEL.

	Student	Staff	Family	Community
FEW Tier 3	<ul style="list-style-type: none">● Identify individual needs for layered support			
SOME Tier 2	<ul style="list-style-type: none">● Include in teams● Utilize focus groups			
ALL Tier 1	<ul style="list-style-type: none">● Communicate importance of SEL● Build relationships through direct outreach● Use surveys to gain insight into personal experiences● Communication is ongoing			

CASEL'S 4 Critical Actions:

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4	Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

Over 5,000 teachers responded to a survey performed by CASEL and the Yale Center for Emotional Intelligence at the end of March 2020. The five feelings that teachers mentioned most were:

Anxious, Fearful, Worried, Overwhelmed, and Sad

The two main causes at that time were:

- A general fear that someone in their family would contract COVID-19
- Managing the needs of their families and themselves while working full time from home and adapting to new technology.

You can't pour from
an empty cup.

You need to take
care of yourself.



DrLaura.com



Allow space for connection, listening, and healing among all leaders and staff in the school building

Community Building



Regulate Your Emotions

- Become Informed
- Reframe Your Outlook
- Monitor Self-Talk
- Distance Yourself
- Parry

Building Your Resilience

- Build Your Connections
- Foster Wellness
- Find Purpose
- Embrace Healthy Thoughts
- Seek Help



Self-Care for Staff



- **Maintain** healthy eating habits; Limit the use of alcohol/other substances
- Get adequate **sleep** and **exercise**
- Take your "emotional temperature"
 - **Feeling frustrated or overwhelmed is normal**, so take breaks; Know/respect your limitations
- **Maintain** normal **daily routines** as much as possible
- **Connect** with trusted friends or family
- **Acknowledge** that you and/or your family **may need additional help**

Assisting Staff with Coping with Stress

- Morning Circle for Staff
- Teams sharing workloads/used as a source of support
- Team & Staff huddles
- Designated quiet space to reset & use a calming strategy
- Universal signal for staff to use with each other to show the need for a break



Capture this Moment to Identify New Opportunities

Engage Staff

- Reflect on what you have learned from the past few months.
- Reflect on how this experience will shape the coming years.
- Offer ongoing opportunities for staff to collaborate on ideas to inform a collective path forward.

Provide Time for Staff Discussions

- Disruption
- New Strengths
- Disengagement
- Inequity
- Partnering with Families

Provide professional learning to build educators' capacity to support students' SEL

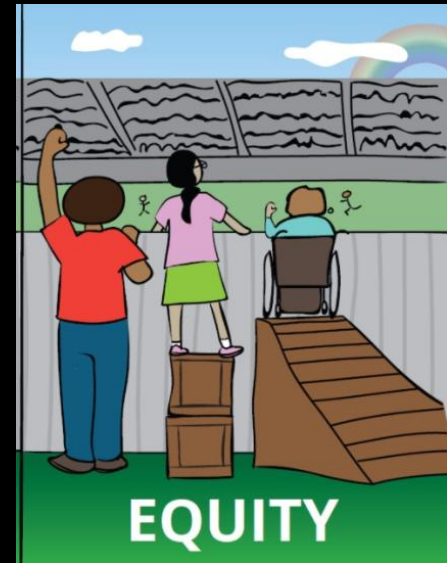
Build Relationships

Integrate SEL into In-Person and Distance Learning

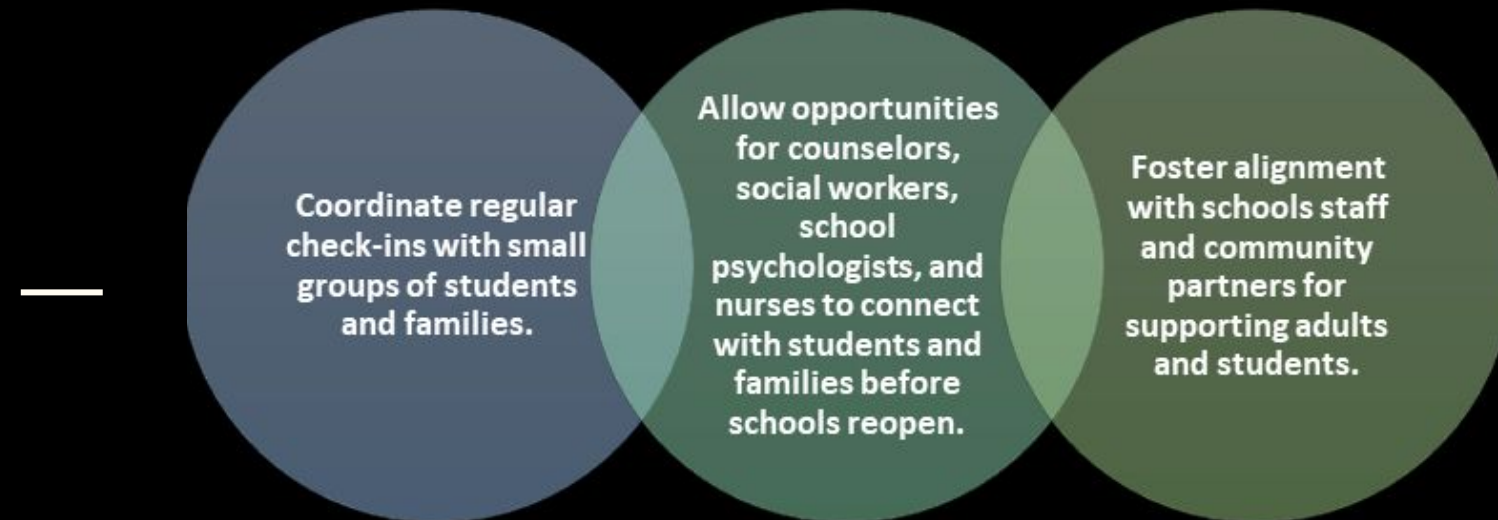
Create Equitable Learning Environments

Identify Signs of Trauma & Mental Health Concerns

Support Grieving Students



Maximize staff members' abilities to connect with students, families, and community partners



Coordinate regular check-ins with small groups of students and families.

Allow opportunities for counselors, social workers, school psychologists, and nurses to connect with students and families before schools reopen.

Foster alignment with schools staff and community partners for supporting adults and students.

Ensure access to mental health and trauma supports for adults

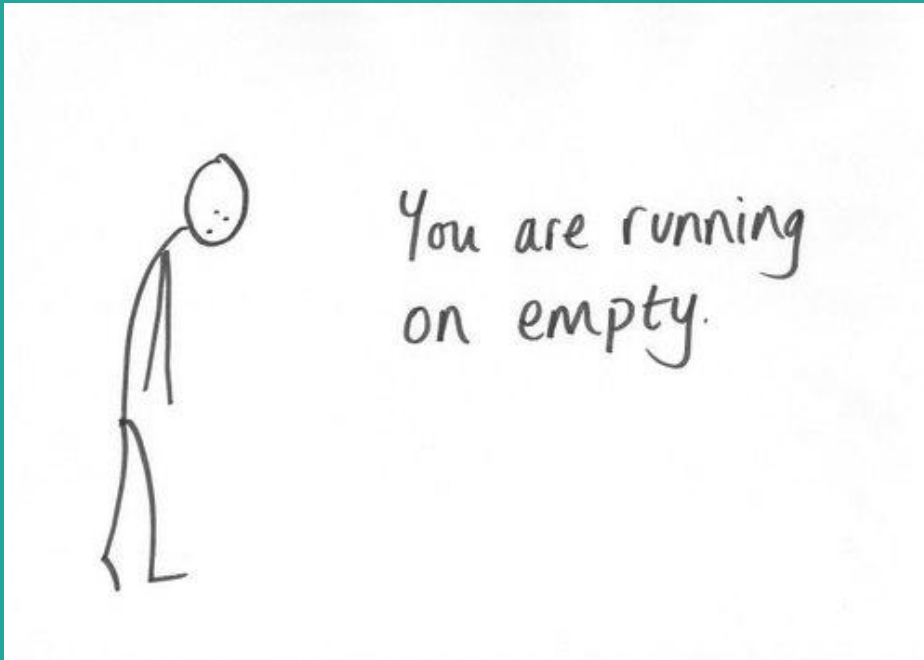
**Mental Health
Issues**

Trauma

**Secondary
Traumatic
Stress**

**Compassion
Fatigue**

Secondary Traumatic Stress & Compassion Fatigue



Secondary traumatic stress (STS) is the emotional distress that results when an individual hears about the traumatic experiences of another individual. Distress may result from hearing someone's trauma stories, seeing high levels of distress in the aftermath of a traumatic event, needing to retell a student's story, and/or seeing photos or images related to the trauma.

Warning Signs of STS and Vicarious Trauma

Professionals affected by secondary traumatic stress and related conditions such as vicarious trauma experience a variety of symptoms that may affect all aspects of daily life, including negative changes in beliefs about themselves, others, and their work.

Warning Signs of STS and Vicarious Trauma	
Hypervigilance	Excessive alertness for potential threats or dangers at and outside of work. Always being “on” and “on the lookout”
Poor Boundaries	Lacking a balanced sense of your role so that you take on too much, step in and try to control events, have difficulty leaving work at work, or take the work too personally
Avoidance	Coping with stress by shutting down and disconnecting
Inability to Empathize/Numbing	Unable to remain emotionally connected to the work
Addictions	Attaching to distractions to check out from work, personal life, or both
Chronic Exhaustion/ Physical Ailments	Experiencing physical, emotional, and spiritual fatigue or inexplicable aches and pains exceeding what you expect for an ordinary busy day or week
Minimizing	Trivializing a current experience by comparing it with another situation that we regard as more severe
Anger and Cynicism	Using cynicism or anger to cope other intense feelings that we may not understand or know how to manage
Feelings of Professional Inadequacy	Becoming increasingly unsure of yourself professionally, second-guessing yourself, feeling insecure about tasks that you once felt confident to perform

What You Can Do

Increase your knowledge and awareness of the effects of trauma and STS.

Assess your current level of burnout, STS, and vicarious trauma.

Stay connected to other people and groups that are supportive and nourishing.

Identify and incorporate specific self-care strategies for promoting resilience and maintaining a healthy work–life balance (e.g., exercise, good nutrition, supportive networks).

What Your School Can Do

Educate staff about the effects of trauma, STS, and related conditions and provide regular opportunities for staff to address potential issues related to STS.

Identify and monitor STS and related conditions among staff. Here are two tools that may be helpful:

- Compassion fatigue self-test
http://www.ptsdsupport.net/compassion_fatigue-selftest.html
- Professional quality of life scale, ProQOL 5
http://proqol.org/ProQol_Test.html

Encourage and develop formal strategies for peer support and mentorship.

Create a culture that fosters staff resilience that includes: fair leave policies, adequate benefits, a physically safe and secure working environment, sufficient supervision, support and resources to do the work, and processes for shared decision making.

Pass Your Umbrella...



Critical Action #2: Design opportunities for adults to connect, heal, and cultivate their own SEL

	Student	Staff	Family	Community
FEW Tier 3		<ul style="list-style-type: none"> • Individual needs identified • Provide Community Resources 		
SOME Tier 2		<ul style="list-style-type: none"> • Organize small groups focusing on anxiety, secondary trauma, and other data-driven topics 		
ALL Tier 1		<ul style="list-style-type: none"> • Provide space/tools for reflection • Give staff a self-rating test • Train staff in self-care opportunities 		

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CASEL Key Point #1

Intentionally build structures that promote supportive adult-student relationships and a sense of belonging.

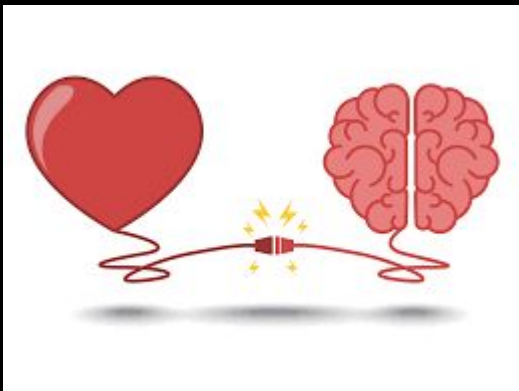
“Predictable structures promote a **sense of safety** that helps students, especially those who have experienced trauma or struggle behaviorally, regulate emotions and take on new challenges and developmental tasks.”

One Caring Adult



How will you create greater opportunities for meaningful teacher- student relationships?

Ideas to Build Connections



- Minimize transitions between classrooms
- Create or extend homeroom/advisory
- Looping
- Small group and individual check-ins (in person and/or virtually)
- Consistent and predictable routines and procedures

ENHANCING TIER 1 STRUCTURES AND PRACTICES

ESTABLISH BEHAVIORAL EXPECTATIONS

Considerations:

- Include connections to SEL competencies
- Include virtual learning classrooms
- Include expectations around safety and well-being precautions related to COVID-19



ENHANCING TIER 1 STRUCTURES AND PRACTICES

TEACHING BEHAVIORAL EXPECTATIONS

Considerations:

- Increase the frequency of teaching
- Increase use of behavioral expectations to pre-correct
- Increase modeling of expected behaviors



ENHANCING TIER 1 STRUCTURES AND PRACTICES

CLASSROOM SYSTEMS

Considerations:

- Create supportive, predictable and safe learning environments
- Establish schedules, routines, procedures that are consistent SW
- Incorporate mindfulness breaks
- Focus on building positive relationships
- Incorporate morning and class meetings
- Incorporate positive contactless greetings
- Incorporate regulation stations
- Increase use of behavior specific praise



ENHANCING TIER 1 STRUCTURES AND PRACTICES RESPONDING TO CHALLENGING BEHAVIORS

Considerations:

- Review and revise major v. minor flowchart and definitions
- Adopt a SW philosophy that views disciplinary encounters as an opportunity to problem-solve (i.e. retool, reflect and repair)
- Establish SW general procedures for responding to challenging behavior
- Increase use of Restorative Practices and approaches
- Incorporate regulation stations SW



CASEL Key Point #2

Weave opportunities for students **to practice and reflect** upon social emotional competencies throughout the day.

Student SEL Skills Highlighted by the Pandemic

- Students coping with challenges
- Managing stress
- Practicing empathy
- Creating social bonds across distance
- Taking collective action
- Managing loss and grief



Weave in SEL Throughout the Day

- Use developmentally appropriate SEL competencies and standards
 - DE SEL Collaborative has developed draft Competencies
- Continue any existing evidence-based SEL program
- Classroom community meetings
- Small mentoring groups



Academic Opportunities for SEL

- Reflections
- Interaction
- Cross-age peer tutoring
- Group discussions
- Brain breaks



More intentional opportunities to weave SEL into academics:

AIR's [Teaching the Whole Child: Instructional Practices That Support Social Emotional Learning](#)

ENHANCING TIER 1 STRUCTURES AND PRACTICES

DEVELOPING SOCIAL & EMOTIONAL COMPETENCIES

Considerations:

- ❑ Adopt a SW SEL program and embed into schedule
- ❑ Increase opportunities for cooperative learning
- ❑ Increase use of behavior specific praise
- ❑ Incorporate mindfulness breaks
- ❑ Incorporate regulation stations SW

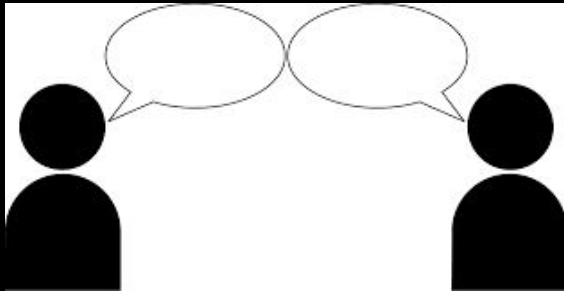


CASEL Key Point #3

Engage students in **developmentally appropriate conversations** and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world.

Talk About The Pandemic Directly

- Students have the opportunity to talk about their feelings about the pandemic and its impact on them
- Distinguish fact from fiction
- Students get to hear others' experience and relate
- Students can support one another



....Just make sure to support your teachers and staff by teaching them how to have these conversations.

CASEL Key Point #4

Collaborate with families and community partners to align on strategies for supporting students' SEL at home and during extended learning.

Family and Community Collaboration

Family



Community



- Invite family to participate in MTSS team(s) meetings
- Identify SEL strategies that can be used at school and at home
- Invite families to participate in school SEL activities
- Share SEL supports that kids need with families

- Identify key community stakeholders that provide opportunities for students to create positive adult relationships
- Identify out-of-school community programs, sports, extracurricular activities

ENHANCING TIER 1 STRUCTURES AND PRACTICES

TEAMING

Considerations:

- Include additional stakeholders if needed
- Include a variety of data sources in decision making
- Use a data analysis protocol
- Increase meeting frequency at first
- Coordinate with the efforts of other teams in your buildings
- Delegate tasks via the creation subcommittees

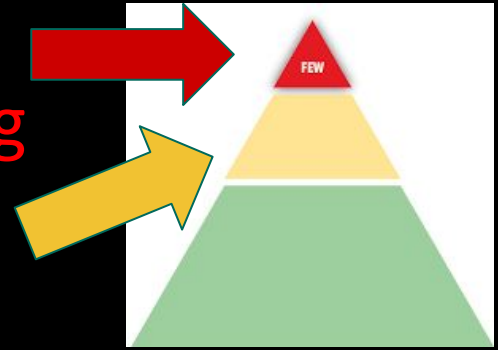


CASEL Key Point #5

Identify support for students who are struggling.



Support for Students Who Are Struggling



- Consider staff training in Trauma-Informed/Sensitive Schools
- Work with staff to proactively identify students who may be struggling
- Work with family and community to identify a plan for additional mental health and trauma support
- Seek connections to support needs for food, shelter, technology, transportation, and others

ENHANCING TIER 2 STRUCTURES AND SUPPORTS



Systems: Intervention Development

Considerations

Incorporate **group** supports for **cop**ing with:

- Stress
- Grief
- Worrisome or nervous feelings

Targeted Student Problem-Solving

Considerations

Utilize **additional data** to determine students who are in need of support **beyond tier 1**:

- Increased visits to the classroom regulation station or requests to leave the classroom
- Decreasing productivity, participation and/or attendance

ENHANCING TIER 3 STRUCTURES AND SUPPORTS



Systems

Considerations

- Increase accessibility to high frequency contact with designated intervention providers
- Expand partnerships with community-based organizations and outside agencies

Individualized Student Problem-Solving

Considerations

- Utilize additional data to determine students who are in need of support beyond tier 2:
- High frequency visits to the classroom regulation station or requests to leave the classroom
 - Sustained low productivity, participation and/or attendance

Critical Action #3: Create emotionally and physically safe, supportive, and engaging learning environments that promote all students students' social and emotional development.

	Student	Staff	Family	Community
FEW Tier 3				Designate team member(s) to develop relationship with food pantries coordinators in local area and provide updates to share with families.
SOME Tier 2		With Tier 1 team during 5*10 professional learning, provide overview of mentoring program & recruit for small group mentoring professional learning.	Provide 2 additional outreach calls/texts to families with students with decrease in academic engagement (1 letter grade drop pre/post-COVID) - ask about supports they may need.	
ALL Tier 1	Implement a Connections Survey with all students to identify one caring adult to welcome them back to school.	Provide professional learning for staff regarding 5*10 strategy. Provide funds and time for staff to develop welcome back message.	Staff are provided with culturally responsive outreach protocols to family and all families have 2 contacts with school personnel over the summer.	

CASEL'S 4 Critical Actions:

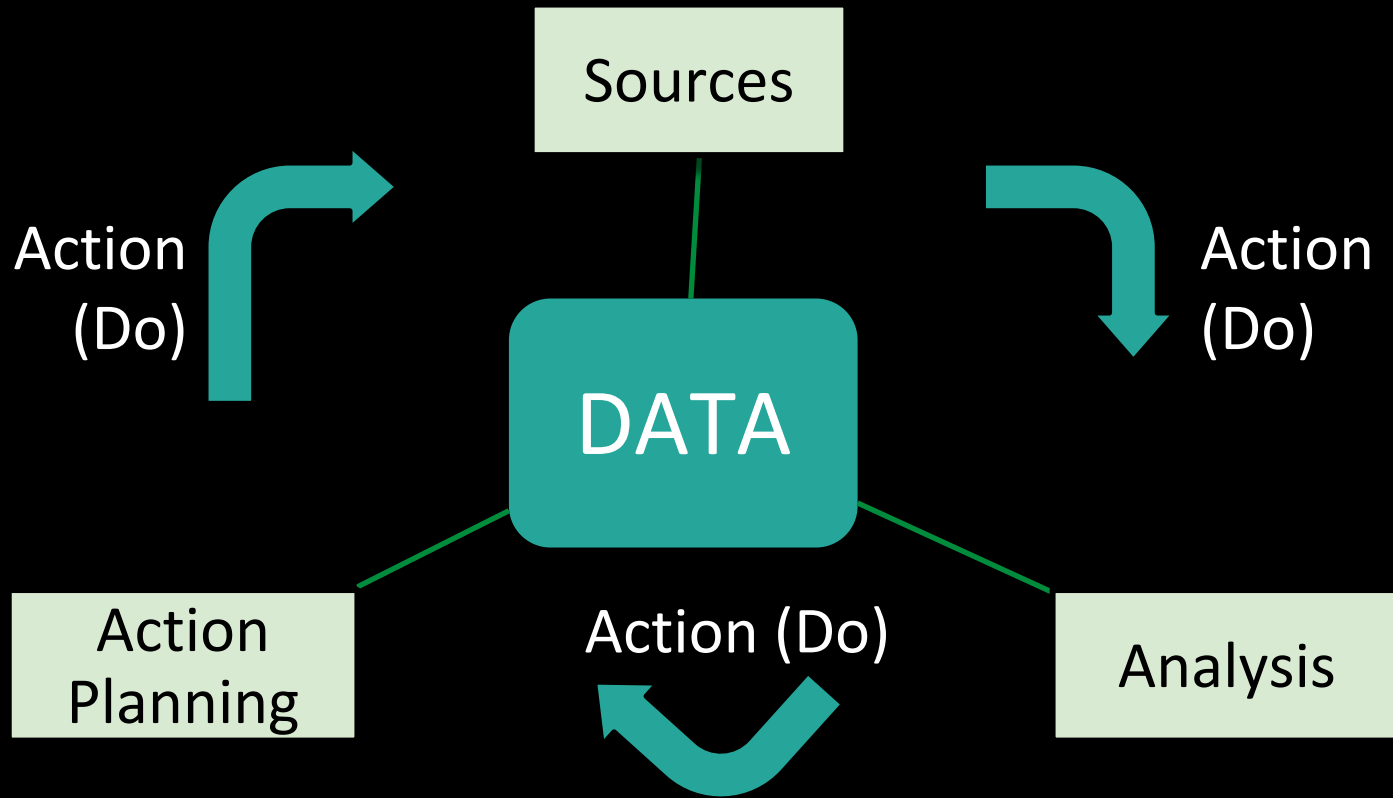
1	Take time to building partnerships, deepen your understanding, and plan for SEL.
2	Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
3	Create emotionally and physically safe, supportive, and engaging learning environments that promote all students students' social and emotional development.
4	Use data as an opportunity to deepen relationships and continuously improve support for students, families, & staff.

Responses to Data

A Self-Awareness Question

Data Denial	Data Indifferent	Data Informed	Data Driven
You distrust data and avoid using it	You don't care about data and have no need for it	You use it only when it supports your opinions or decisions	You use it to shape and inform all your decisions

Continuous Data-Based Decision-Making



Consider SEL Skills and Related Initiatives Data in the Same Way...



Teachers (and Students) Get Smart with Data in Long Beach



<https://www.moedu-sail.org>

How much does SEL influence the outcomes mentioned?

- Graduation
- Academic success
- Student growth

Why does the transparency of data impact how students, staff & families can use the data?

CASEL Key Points

- **Engage** staff, students, and families in sharing ongoing feedback and partnering on continuous improvement.
- **Support** educators in reflecting on data around their own instructional practices and classroom climate, especially when trying out new strategies or modes of teaching.
- **Collect and act** on data around students who are disengaged or chronically absent.



EXPANDING
Your Existing
Data

Self-Awareness

Self-
Management

Responsible

Decision-
Making

Social
Awareness

Relationship
Skills

Why Measure Behavior?

Purpose	Question
Screening	Who needs support? When is an instructional change needed?
“Diagnostic”: identify specific strengths and needs to guide your instruction and support	How should we adjust instruction? On which behaviors/skills? What will you do?
Progress Monitor to improve your instruction and support <ul style="list-style-type: none">Fidelity of implementationStudent outcomes	When is an instructional change needed?
Outcome	Did it work?

EXPANDING
Your Existing
Data

Self-Awareness

Self-
Management

Responsible
Decision-
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Social
Awareness

Relationship
Skills

Why Measure Behavior?

Purpose

Question

Screening

Who needs support?

When is an instructional change needed?

“Diagnostic”: identify specific strengths and needs to guide your instruction and support

How should we adjust instruction?

On which behaviors/skills?

What will you do?

Progress Monitor to improve your instruction and support

When is an instructional change needed?

- Fidelity of implementation
- Student outcomes

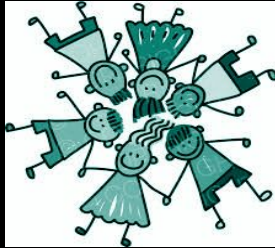
Outcome

Did it work?

Sample Tool: Tier 1

Delaware School Climate Data Existing Data

- **Engage** staff, students, and families in sharing ongoing feedback and partnering on continuous improvement.



Delaware School Climate Surveys 2016 Subscales

Part I : School Climate

Student Survey	Teacher/Staff Survey	Home Survey
Teacher-Student Relations	Teacher-Student Relations	Teacher-Student Relations
Student-Student Relations	Student-Student Relations	Student-Student Relations
Clarity of Expectations	Clarity of Expectations	Clarity of Expectations
Fairness of Rules	Fairness of Rules	Fairness of Rules
School Safety	School Safety	School Safety
Student Engagement School-wide	Student Engagement School-wide	
Bullying School-wide	Bullying School-wide	
	Teacher-Home Communications	Teacher-Home Communications
	Staff Relations	
Total School Climate	Total School Climate	Total School Climate
		Satisfaction with School

Relationship Skills

Self-Management

Responsible Decision-Making

Social Awareness

Responsible
Decision-
Making

Social
Awareness

Self-
Management

Relationship
Skills

PART II: Techniques (Students and Teacher/Staff)

Student Survey

Teacher/Staff Survey

Home Survey

Techniques

Techniques

Punitive Techniques

Punitive Techniques

Social Emotional
Learning Techniques

Social Emotional Learning
Techniques

Part III: Bullying Victimization & IV: Student Engagement (Individual Level)

(Students and Home)

Student Survey

Teacher/Staff Survey

Home Survey

Bullying
Victimization¹

Verbal Bullying

Verbal Bullying

Physical Bullying

Physical Bullying

Social/Relational
Bullying

Social/Relational
Bullying

Cyberbullying²

Cyberbullying²

Student
Engagement

Behavioral

Behavioral

Cognitive

Cognitive

Emotional

Emotional

¹ Grades 6-12 only for the printed version. ² Optional for grades 4-5 with computer version.



Part V: Social
Emotional
Competencies

Student
Survey

Responsible
Decision-Making

Social Awareness

Self-Management

Relationship Skills

CASEL Key Points

- **Support** educators in reflecting on data around their own instructional practices and classroom climate, especially when trying out new strategies or modes of teaching.



CASEL Put into Practice Idea (Distance)

<https://schoolguide.casel.org/resource/sel-through-distance-learning-teacher-self-assessment/>



SEL through Distance Learning: Teacher Self-Assessment

Assess your strengths and areas to develop as you promote SEL through distance learning and at-home assignments.

<i>For All Ages</i>	<i>Strength</i>	<i>Growth Area</i>
I am reaching out to students individually and communicating that I value their contributions.		
I follow up with students on topics that are of importance to them to show them they are known and cared for.		
I facilitate virtual class meetings, collaborative classroom websites or forums, or other community-building activities to cultivate a culture of personal connection and belonging.		
Learning activities and projects link to students' lived experiences, frames of reference, and issues that are important to them.		

For All Ages

**Especially for
Upper
Elementary and
Secondary
Students**

11 items total

Sample Tool: Tier 1

Positive Online Behavior Supports



<https://www.edutopia.org/article/extending-classroom-management-online>

1. Build an engaging online environment.
2. Build community.
3. Curate answers in an organized way.
4. Be present.
5. Establish norms for office hours & video conferencing.
6. Group purposefully
7. Teach about plagiarism.
8. Don't shy away from difficult conversations.
9. Use various means to contact participants.

Sample Tool: Tier 1

Positive Online Behavior Supports



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Sample Tool: Tier 1 Adapting CICO

<https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning>

Example: Family Wellness Check Survey

1. Overall, how are you feeling?
(please choose all that apply)

- Happy
- Safe
- Sick
- Anxious/Nervous
- Scared
- Mad/Angry

2. How do you feel your at-home learning is going?

- Very bad
- A little bad
- Neither good nor bad
- Pretty good
- Really good

3. My family could use help with...
(please choose all that apply)

- Technology
- Completing work from home
- Communicating with teachers
- Household necessities
(e.g., food, paper products, utilities)

4. Would you like your school counselor to contact you?

If so, please provide the best way for them to
contact you: _____

*Adapted with permission from Normandy Schools
Collaborative, Missouri*



GUIDANCE ON ADAPTING CHECK-IN CHECK-OUT (CICO) FOR DISTANCE LEARNING

Another CASEL Related Tool (Classroom)

<https://schoolguide.casel.org/resource/sel-in-the-classroom-self-assessment/>



TOOL: SEL in the Classroom Self-Assessment

TEACHER/CLASSROOM: _____ DATE: _____

Use this self-assessment three to four times over the course of the year to assess your strengths and areas to develop as you promote SEL through explicit instruction, integration into academic instruction, and a supportive classroom climate. Place a check in the column that indicates the frequency of each indicator. For indicators that you rate as “sometimes” or “infrequently,” consider what strategies, resources, or support you may want to use to deepen your SEL practice. For indicators you rate as “unsure,” consider what additional information or feedback you want to gather.

Markers of SEL in the Classroom		Often	Sometimes	Infrequently	Unsure
Explicit Instruction	I use an evidence-based approach to teach social and emotional skills in a sequenced, active, focused, and explicit way and on a regular schedule.				
	I teach SEL in a way that is developmentally appropriate and culturally responsive for my students.				

Explicit Instruction

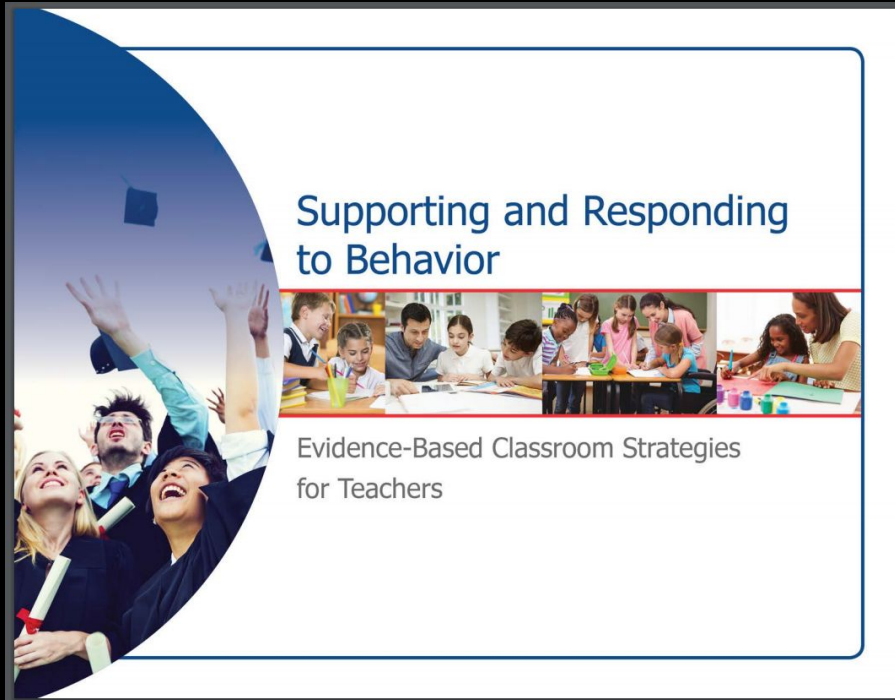
Integration of SEL into Academic instruction

Supportive Classroom Climate

22 items

Sample Tool: Tier 1

Positive Classroom Behavior Supports



https://osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf

Tier 1 Team: Sample coordination of related activities

	Student	Staff	Family
ALL Tier 1 Team	- Decide & provide staff PD for daily SEL temperature check-ins with students	- Determine need for & provide staff with self-assessment to gauge ratios of + to - classroom statements	- Determine need & structure for culturally responsive home resilience and needs survey



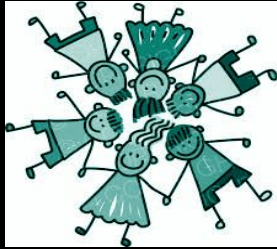
Tier 1 Team: Sample coordination of related activities

	Student	Staff	Family
ALL Tier 1 Team	<ul style="list-style-type: none">- Decide & provide staff PD for daily SEL temperature check-ins with students- Track and share data for students celebrations & additional support	<ul style="list-style-type: none">- Determine need for & provide staff with self-assessment to gauge ratios of + to - classroom statements- Track and share data for staff peer modeling & additional support	<ul style="list-style-type: none">- Determine need & structure for culturally responsive home resilience and needs survey- Sharing of data and development of home tips & mini-strategy lessons



CASEL Key Points

- **Collect and act** on data around students who are disengaged or chronically absent.

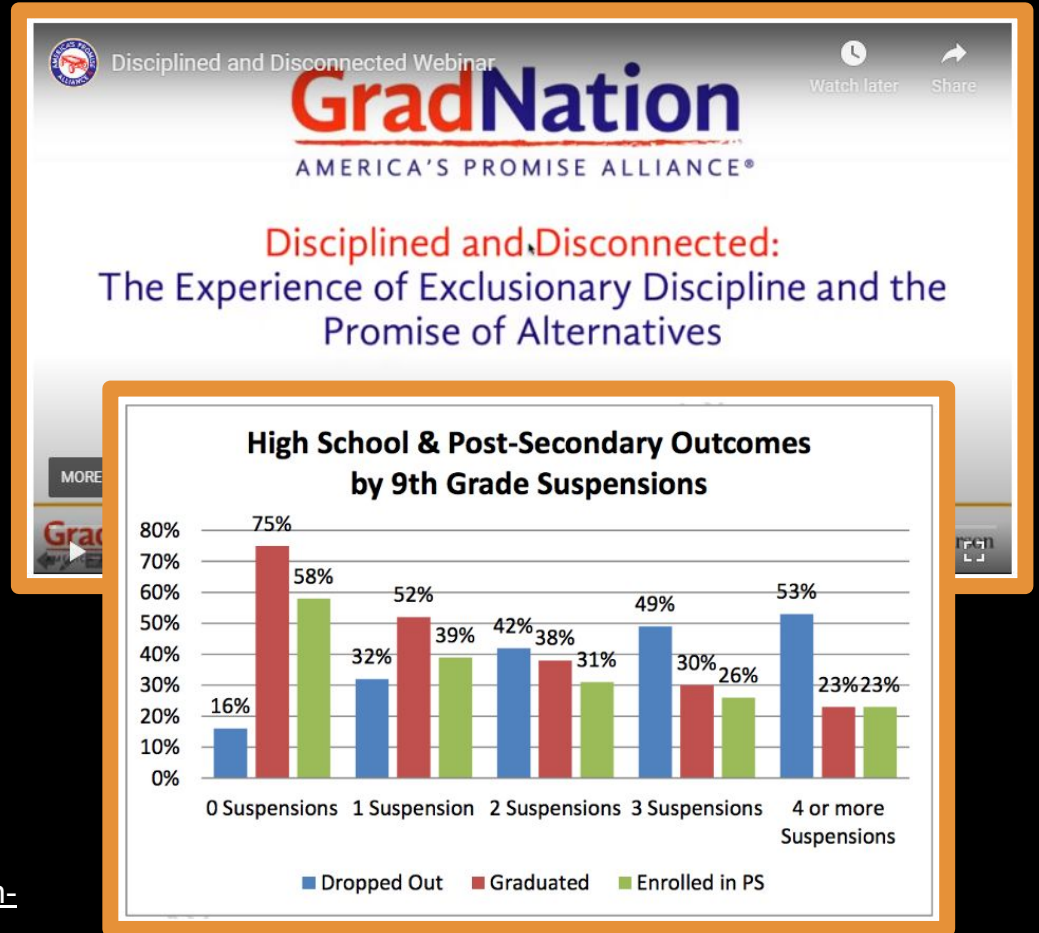


Looking students' attendance trends before and during COVID-19, teams can “develop a plan that addresses the **root causes** of their absences and leverages family and community partners to double-down on individual outreach and — relationship-building.”



The Link Between Suspensions, Expulsions, and Dropout Rates

<https://www.americaspromise.org/opinion/link-between-suspensions-expulsions-and-dropout-rates>





TEACHING TOLERANCE

When Schools Cause Trauma

- *Trauma in the Curriculum*
- *Trauma in Policies*
- *Toward Schools as Healing Spaces*



[https://www.tolerance.org/magazine/summer-2019/
when-schools-cause-trauma](https://www.tolerance.org/magazine/summer-2019/when-schools-cause-trauma)

Root Cause Analysis Resources¹

Understanding Community Need



Problem Statement

Why? (1)


Why? (2)

Why? (3)

Why? (4)

Why? (5)

Root Cause



Problem Statement: Children in our community are not ready for kindergarten.

Why?

Not all children in the community are going to high-quality preschool.

Why?

There are not enough high-quality preschools in our community.

Why?

Preschool staff need additional training and education to provide high-quality preschool education.

Why?


Professional development opportunities are not available for preschool staff.

Why?

Root Cause: The community college does not offer training and professional development opportunities for staff.

CASEL Putting in Into Practice : Equity

“Data reflection should inform decision-making that promotes equitable outcomes for all members of the school community.”

 Guide to Schoolwide SEL

SEL Data Reflection Protocol – Participant Handout

<p>1. <u>Facts:</u> Describe the data (3-5 minutes)</p> <ul style="list-style-type: none">• Describe—do not interpret or judge.• Focus on observations of ‘Who,’ ‘What,’ ‘Where,’ and ‘When.’• Notice differences/disparities across the data.	
<p>2. <u>Omissions:</u> What information is missing in this data? (3-5 minutes)</p> <ul style="list-style-type: none">• Consider the lived experience behind this data. What additional context would be helpful to the team in interpreting and acting on this data?• What additional information would give us insight?• Whose voices and experiences are not represented?• What biases or blind spots might exist within our team as we interpret this data?• How could students help us make sense of this data?	
<p>3. <u>Interpretations:</u> What does the data suggest? (5-10 minutes)</p> <ul style="list-style-type: none">• Look for the bright spots and think about what may be	



Delaware Positive Behavior Support Project

Creating safe and caring learning environments to promote the social-emotional and academic development of all children.

Questions to Consider when Selecting a Universal Screener

What is universal screening? Within the context of a Multi-Tiered System of Support (MTSS), universal screening is the first step in identifying students who are not responding to Tier 1 practices or are at risk for behavioral or mental health difficulties. Universal screening is a school-wide process that involves multiple data sources and levels of assessment to avoid over- or under- identification of students (Minke, 2012). Data sources include existing school-wide data (e.g. ODRs, attendance and visits to the nurse's office) and teacher or family referral for support. Schools may also choose to collect additional data through a universal screener. These tools are typically brief, inexpensive and designed to identify characteristics that are predictive of future difficulties such as behavior or social emotional problems.

Why consider the use of universal screeners for behavior? Using a screening process to identify at-risk students for developing behavior problems is preventative. Schools offer immediate assistance to those students who are at risk for behavioral and social-emotional difficulties. In some circumstances, schools may determine that more data is needed. In these circumstances, adopting a universal screener *can be particularly supportive in identifying students who are typically underserved in behavioral interventions such as females, those with internalizing symptoms, those with less extreme impairment and those without co-occurring academic concerns (Speltz et al., 2018).*

Is my school ready to do this?

- What are your district policies and resources related to screening?
- Does your school have an effective school wide program that is working well for 80-85% of students?
- Is your problem-solving team functioning well or overwhelmed?
- What in-school resources are available to provide interventions?
- Does your district have effective connections with community support services?

What information does your team hope to gain from screening?



**BEST PRACTICES IN
UNIVERSAL SOCIAL,
EMOTIONAL, AND
BEHAVIORAL SCREENING:
AN IMPLEMENTATION GUIDE**

SCHOOL MENTAL HEALTH COLLABORATIVE

Adopting a SEB Screening Tool During & After COVID

- Assume base rates of SEB risk will be elevated during and after disruptions to academic schedules



Adopting a SEB Screening Tool During & After COVID

- Assume base rates of SEB risk will be elevated during and after disruptions to academic schedules
- Screening can inform type and prevalence of risk, but *should not be solely used to determine individual student services*
- Universal considerations of SEL/Mental Health are **KEY** to success
- Consider additional referral pathways

Tier 2/3 Team: Sample coordination of related activities

	Student	Staff	Family	Community
<p>FEW Tier 3 Team</p> <p>SOME Tier 2 Team</p>	<ul style="list-style-type: none"> - Using Tier 1 team's implementation of IM40 survey to identify unique gaps in students assets - Work to update CICO procedures for virtual school setting. (Pbis.org) 	<ul style="list-style-type: none"> - Further analyze ProQOL data collected by Tier 1 team to identify specific staff "burn-out" needs and identify resources. 	<ul style="list-style-type: none"> - Tier 2 team coordinates follow-up check-in calls with Connect the Dots survey for families of students with 10+ Zoom absences. 	<ul style="list-style-type: none"> - Work with community agencies to collect and share quarterly community stats in District MTSS Leadership meetings.



Critical Action #4: Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

	Student	Staff	Family	Community
FEW Tier 3	<ul style="list-style-type: none"> ● Continue to review data via screening processes & tools ● Progress monitor students' engagement in Tier 3 interventions and the impact on students' outcomes ● Adjust intervention programming as needed (fade, continue, modify) 			
SOME Tier 2	<ul style="list-style-type: none"> ● Review data via screening processes & tools ● Progress monitor students' engagement in Tier 2 interventions and their impact on students' outcomes ● Adjust intervention programming as needed (fade, continue, modify) 			
ALL Tier 1	<ul style="list-style-type: none"> ● Collect data on schoolwide and classroom-wide practices to promote SEL ● Collect screening data from across the population (all or equitably rep. group) ● Share results and facilitate group problem-solving ● Develop action plans and progress monitor process and outcomes 			

Analysis to Action Data Use Training Series

PDMS Course# 29142 Section# 54411

This **6-hour learning opportunity** is designed to improve your ability to translate data into action. Activities will help participants craft a data-driven strategy to achieve and monitor results at the school, classroom, and student levels that can be applied to all areas of practice. **No statistical expertise is required. NO willing educator will be left behind!**

Session 1: The Data Story	Dr. Heidi Sweetman	Day 1: July 1	10 a.m. – 12
Session 2: Universal Screening	Nicole Kendall UD, CDS	Day 2: July 8	10 a.m. – 12
Session 3: Strategies for Multi-Tiered Systems	MJ Scales UD, CDHS	Day 3: July 15	10 a.m. – 12

Putting It Together

1

Take time to building partnerships, deepen your understanding, and plan for SEL.

2

Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.

3

Create emotionally and physically safe, supportive, and engaging learning environments that promote all students students' social and emotional development.

4

Use data as an opportunity to deepen relationships and continuously improve support for students, families, & staff.

Thank You and Time for Q & A



Concern (it)

The economy

Weather

Influence (we)

Traffic

Speaking out

The Past

Control (I)

Wars

Your attitude

Where you live

What you teach others

What others think of you

Your time

Skills you learn

Your focus

Your own behaviour

Activism

Voting

Managing relationships

Genetics

Natural disasters

Some examples of things out of your control, and things you can influence and control

@lizandrewbrake

What is one thing that is in your control that you can do