



SOCIAL EMOTIONAL LEARNING  
& MENTAL HEALTH ACADEMY

November 22, 2019

# Welcome (Back) to the SEL & Mental Health Academy Institute

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Education  
Development  
Center



MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
EDUCATION



transforming  
education



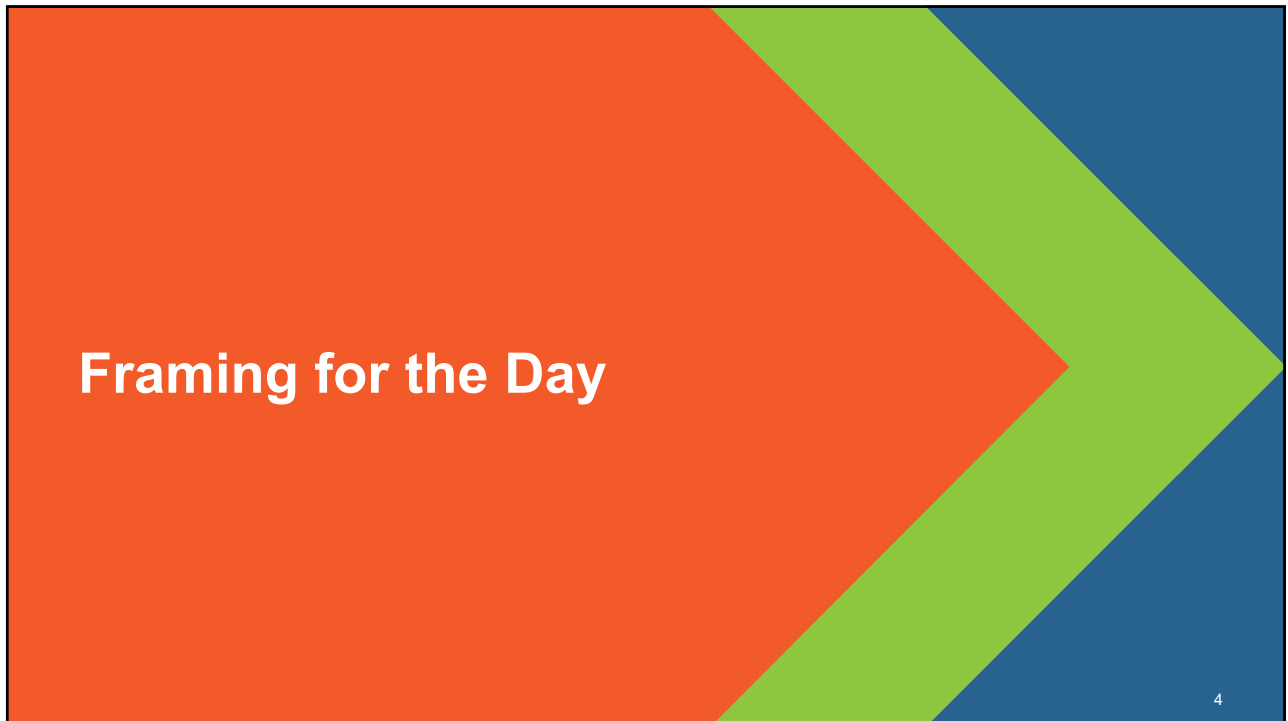
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## Institute Day 2: Recap

- Heard from three central office representatives describe their SEL and mental health systems in a panel discussion
- Networked with others in similar jobs about the role they play in their school or district's MTSS for SEL and mental health supports
- Walked through a process of gathering data—a needs assessment—to identify the SEL and mental health needs of my school population

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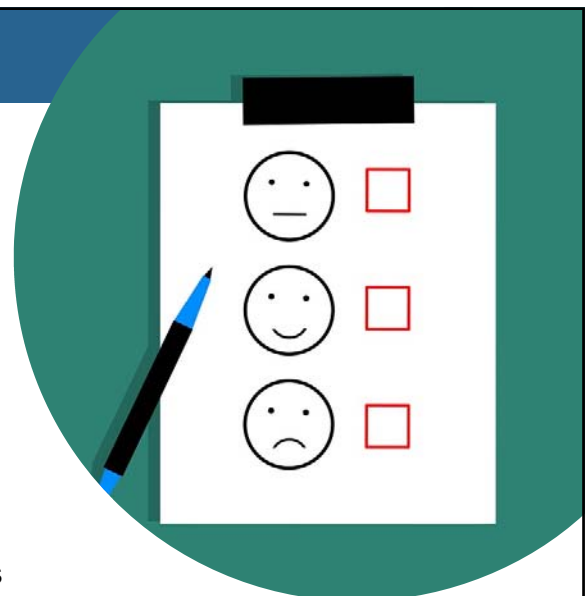
## Your Feedback: Day 2

### Here's what you said:

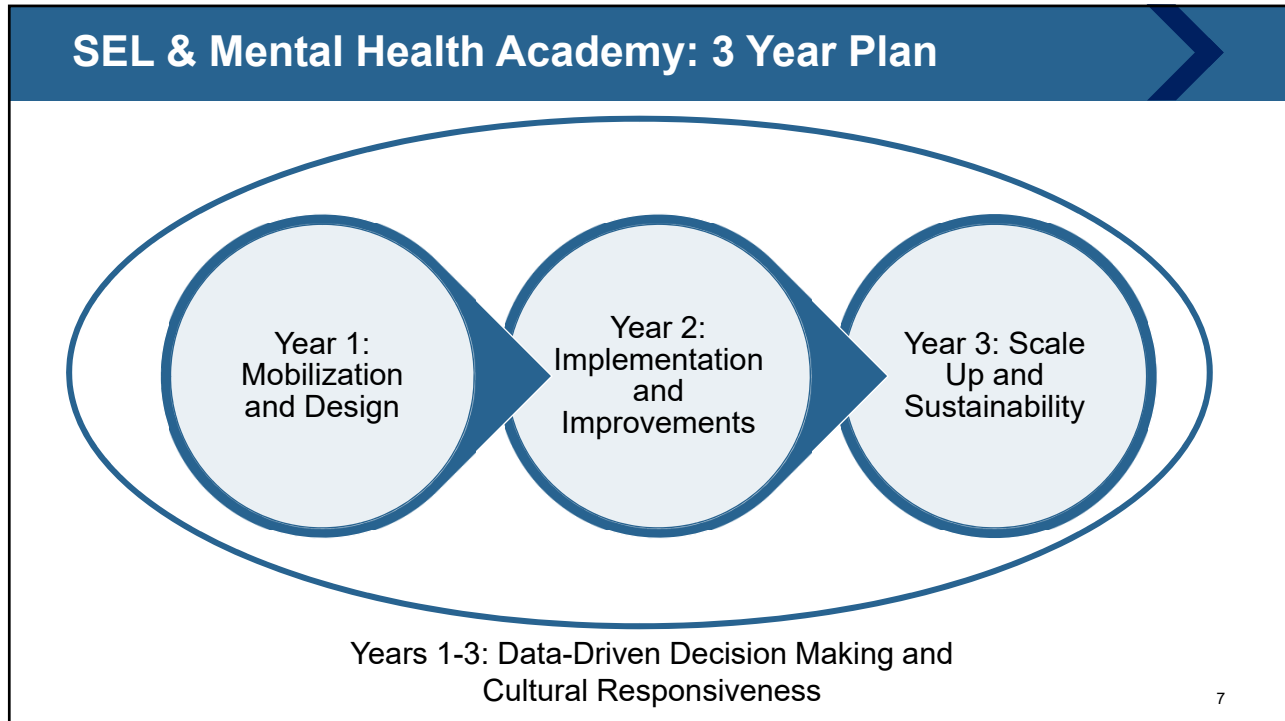
- More time to work with my team
- More opportunities to hear “on the ground” expertise
- Less content focused presentations during in-person events

### Here's how we're reacting:

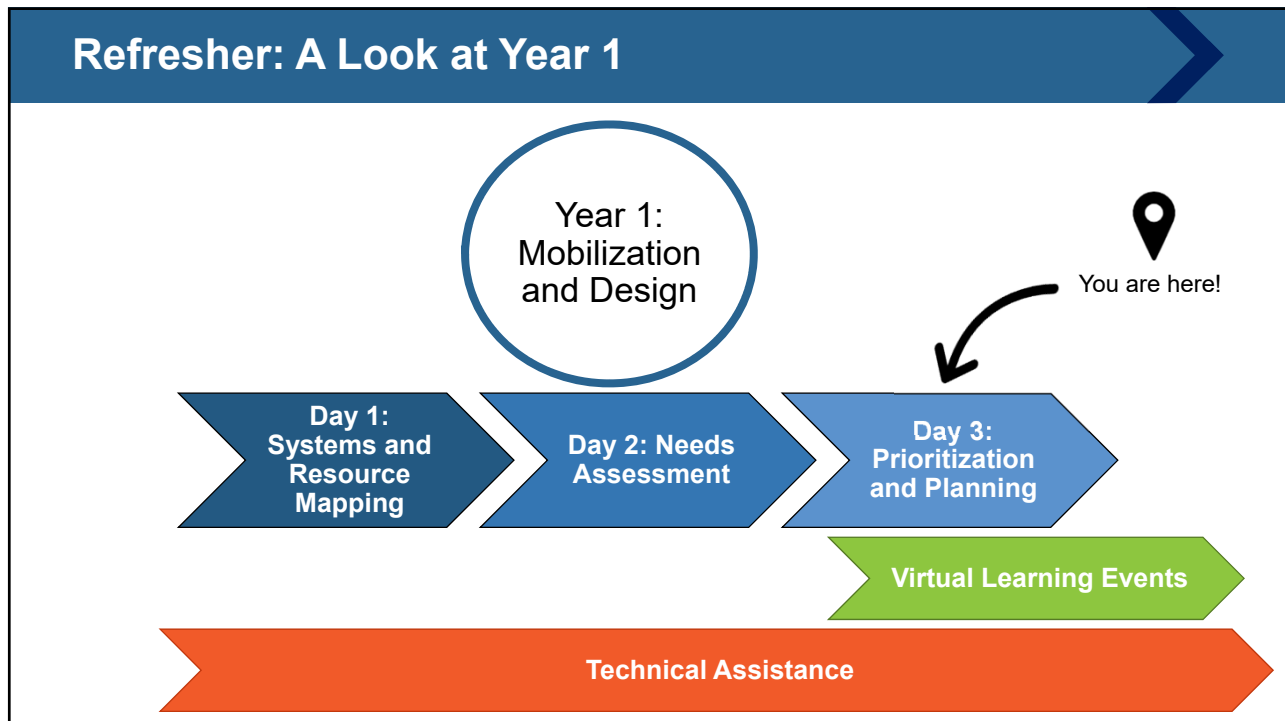
- All of day 3 spent in teams (plus some opportunities to share with peers)
- Exploring more “on the ground” opportunities in the upcoming virtual events
- No content-focused presentations on day 3



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## Today's Agenda

- ❖ Needs Assessment Debrief
- ❖ Systems for Identifying and Addressing Mental Health Issues
- ❖ Determining High-Level Priorities for the 3 Years
- ❖ Lunch
- ❖ Action Planning
- ❖ Next Steps Plan

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## Needs Assessment Revisit

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## Needs Assessment Revisit

- In teams, review the needs assessment homework and discuss what you learned
- Guiding questions:
  - What were the most useful sources of data that you looked at? Do you have a system in place to continue collecting this data?
  - What were 2-3 key themes or issues that emerged from the data?
  - Was there anything that surprised you?
  - What additional data do you want to collect for a more comprehensive needs assessment?
  - What is your data asking you to do?

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## Systems for Identifying and Addressing Mental Health Issues

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## Systems for Identifying and Addressing Mental Health Issues

### Objectives:

- Using several case studies, describe and operationalize your school's/district's strategies for identifying and supporting students with mental health struggles, including your screening and referral systems.
- Identify 1-3 places where the connections in your system could be strengthened through an improved MTSS model.

What are the official protocols and systems, as well as the informal case-by-case decisions, made by staff in our school?

## Activity Instructions

Each scenario describes a different student. As you read, imagine that the student is enrolled in your school, and then discuss how the student might interact with your current system of multi-tiered supports.

### Instructions:

- Read Scenario #1 and discuss the guiding questions.
- Repeat for Scenario #2.
- Repeat for Scenario #3.
- Review and discuss the summative questions at the end.

## Summative Questions

- What did this activity illustrate about the identification/screening, referral, monitoring, and support systems in your school?
- Are there any connections between your tiered supports that are unclear or need to be strengthened?
- What are your next steps as a result of this activity?

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## Determining High-Level Priorities for the 3 Years

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## Information Teams Have Collected To Date

1. **Resource Map:** Three-tiered template that lists the programs and supports currently in place in your school or district
2. **Systems Map:** Visual 'web' of people and/or teams that you consider part of your school/district's SEL and mental health efforts
3. **Needs Assessment:** Multi-step tool that lists existing sources of data on the SEL and mental health needs of students in your school/district, data gaps, plans for addressing data gaps, and relevant SEL and mental health indicators
4. **Identifying and Addressing Mental Health Issues:** Activity prior to this discussion



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**Which information-collecting activity have you found most illustrative of the strengths or needs of your school/district's SEL and mental health system?**

Resource Map

Systems Map

Needs Assessment

Identifying and Addressing  
Mental Health Issues Assessment

Start the presentation to see live content. Still no live content? Install the app or get help at [PollEv.com/app](https://PollEv.com/app)

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## Narrowing the Focus

### Prioritization: Part 1



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**Materials:** Post-it notes, pens/markers

**Instructions:**

On your own:

1. Identify what you see as the top **gap** in your school/district's SEL and mental health system and write it on a **yellow** post-it note.
2. Identify what you see as the top **opportunity** for your school/district's SEL and mental health system and write it on a **pink** post-it note.
3. Identify what you see as the top **strength** of your school/district's SEL and mental health system on write it on a **blue** post-it note.
4. Place the three post-its on the handout titled *Determining High-Level Priorities*

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## Prioritization: Part 1, continued

**Materials:** Handout *Determining High-Level Priorities* (with post-its attached) easel pad paper

**Instructions:**

1. As a team, bring your copies of Handout 1 and find the location in the room or lobby with your school/district name.
2. Place all of the like post-its together (gaps, opportunities, strengths) on the easel pad paper and see what stands out.

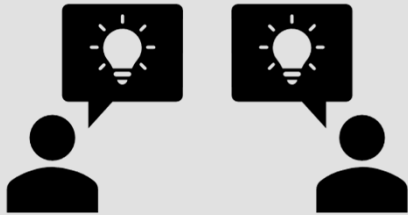


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## Quick (5 minute) Pair Share



**Find someone in the room and share with them:**

*What's one thing that you're taking away from this process so far?*

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## Prioritization, Part 2

**Materials:** Large post-its, easel pad paper, markers, small stickers (*optional*)

**Instructions:**

1. Brainstorm the potential focus areas for improvement that you see based on the previous activity and write those on the large stickies (keeping in mind your strengths, gaps, opportunities)
2. In your teams, order focus areas by order of importance (Top- most important, Bottom- least important)
3. **Select 2-5 focus areas** for your SEL and mental health system where you would like to see change in the next 2.5 years.
4. Take a picture and send it to [SELMHAcademy@edc.org](mailto:SELMHAcademy@edc.org). Transfer your focus areas to the electronic version of this activity.

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# Action Planning

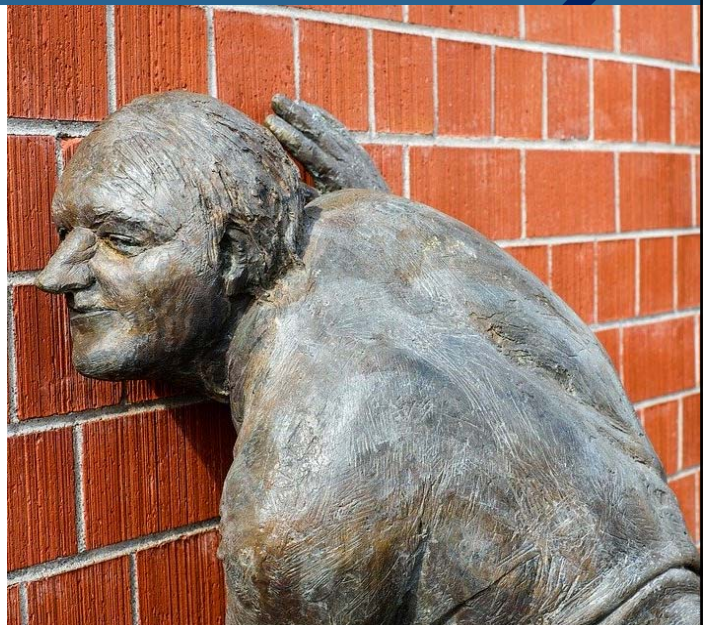
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## Dyad Activity

### What is a dyad?

- A special structure to gain insight into life **without** interruption
- Not a social interaction
- Intended to bring forward things that might be new to the person talking or listening
- NO responses. Only listening.



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## Dyad Activity

### Instructions:

- Find someone you've never met
- Introduce: name, district/school, role
- 2 minutes each, per question

**Listeners are completely silent for full 3 minutes.**

## Dyad Activity

### Questions Round #1

**What do you believe is your greatest strength as an educator?  
How has this strength translated into other aspects of your life?**

## Dyad Activity

### Question Round #2

Describe your ideal K12 education system with no financial, political, structural, or personnel constraints. What does this look like to you?

## Dyad Activity

### Question Round #3

What is one element from your "ideal education system" that you believe you can apply or integrate into the planning and implementation of SEL and mental health work in your school or district?

## Action Planning

### Pre-Planning Brainstorm Session (10 minutes)

- A) As a group, decide on one focus area for action planning
- B) How does this focus area help merge SEL and mental health across the MTSS?
- C) For this focus area what is your vision of success?



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## Action Planning

### Walking Through One Focus Area (30 minutes)

**Materials:** *Action Plan Template* and *Action Plan Example* handouts

#### Elements to Include:

- Action steps
- Timeline\*
- Measures of success
- Task Lead
- Who else is involved

#### Elements to Consider:

- Benchmarks
- Communication
- Data
- Cultural consideration
- Other



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*\*Plan for activities between now and the end of the 2020-2021 school year*

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## Benchmarks

- What steps do you need to take to achieve your goal?
- Who will lead each step?
- What does it take to achieve each step?
- How long will each step take?
- How will you know you got there?

**NOTE:** Benchmarks don't have to be linear



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## Communication

- How will you communicate your plan to stakeholders (e.g., administrators, teachers, parents, community members, STUDENTS!)
- Message?
- Platform?
- When?



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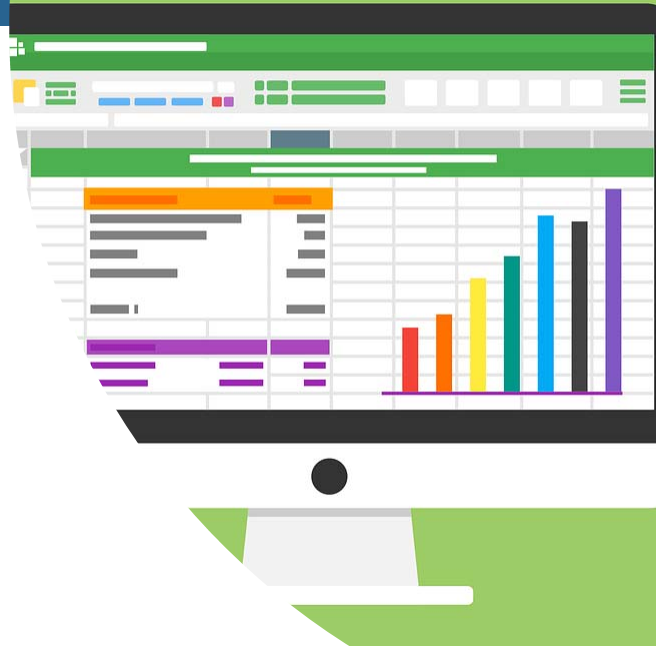


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## Data

- What data will you use to inform decisions along the way? (e.g.,
- Who will collect it?
- How will it be used analyzed and applied?



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## Cultural Considerations

- Whose voices must be included in your process?
- How will you engage them?
- What other steps do you need to take to ensure you are moving in a culturally-responsive way?



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## Action Planning

### Present your current plans (30 minutes)

#### Instructions:

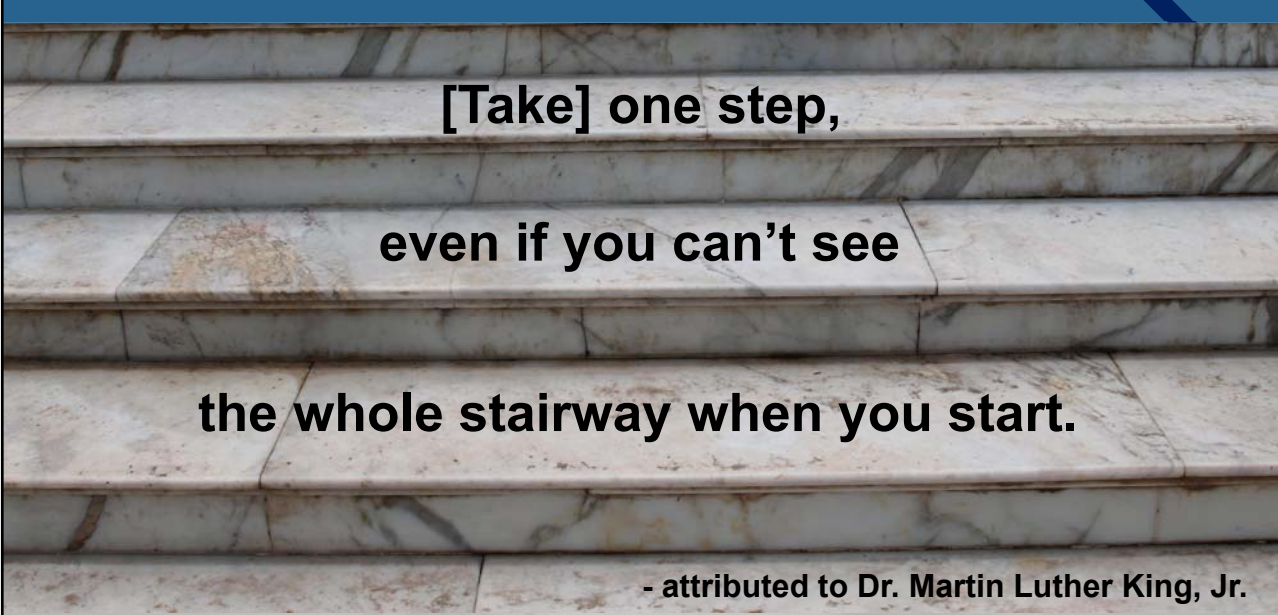
- Pair with one other team
- Team 1 presents action plan (10 minutes)
- Team 2 provides feedback (5 minutes)
- Switch

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## Next Steps Plan

Where Do We Go From Here?

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**[Take] one step,  
even if you can't see  
the whole stairway when you start.**

**- attributed to Dr. Martin Luther King, Jr.**



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Photo source: <https://www.flickr.com/photos/qubodup/14595360564>


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## What Do We Do From Here?



- Complete action plan for identified focus areas (what needs to be done between now-September 2020)
- Check out the virtual learning event offerings
- Schedule your next meeting with your TA provider

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## Next Steps Planning



### Instructions:

1. In your teams, take out handout titled *Next Steps Plan*
2. Complete the next steps plan in your teams (*10 minutes*)

## Your Headlines



**It's 2022. Your SEL and mental health MTSS initiative is achieving major results. What will the news headline say?**