SOCIAL EMOTIONAL LEARNING & MENTAL HEALTH ACADEMY

September 20, 2019

Welcome to the First SEL & Mental Health Academy Institute!

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Today's Agenda

❖ **Introductions**
❖ **Overview the Three-Year Academy**
❖ **Introduce Multi-Tiered Systems of Supports (MTSS) Model**
❖ **How SEL and Mental Health Fit Within MTSS**
❖ **District Profile**
❖ **Lunch**
❖ **Team Approach**
❖ **Resource Mapping**
❖ **Wrap Up & Next Steps**

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Why Are We Here?

Overarching goal of the of SEL & Mental Health Academy:

Support schools and districts to build social emotional and mental health MTSS models that are:

- Data-driven
- Evidence-based
- Comprehensive
- Culturally responsive
- Sustainable

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How Will We Get There?

Our Approach:

Meet schools/school districts where they are

Build effective teams

Deliver engaging trainings

Provide customized support

Identify and address common themes and challenges

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Group Guidelines

- Take turns speaking
- Participate fully
- Be open and respectful
- ELMO (Enough, Let's Move On)
- Save email (etc.) for breaks
- Start on time after breaks

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Who We Are

Organization and Team Introductions

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Organizations in Partnership

EDC Education Development Center

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

transforming education

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The SEL & Mental Health Academy Team

Stephanie Hurley
TransformEd

Rachel Pascale
EDC

Jim Vetter
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Mariangely Solis Cervera
TransformEd

Richard Fournier
TransformEd

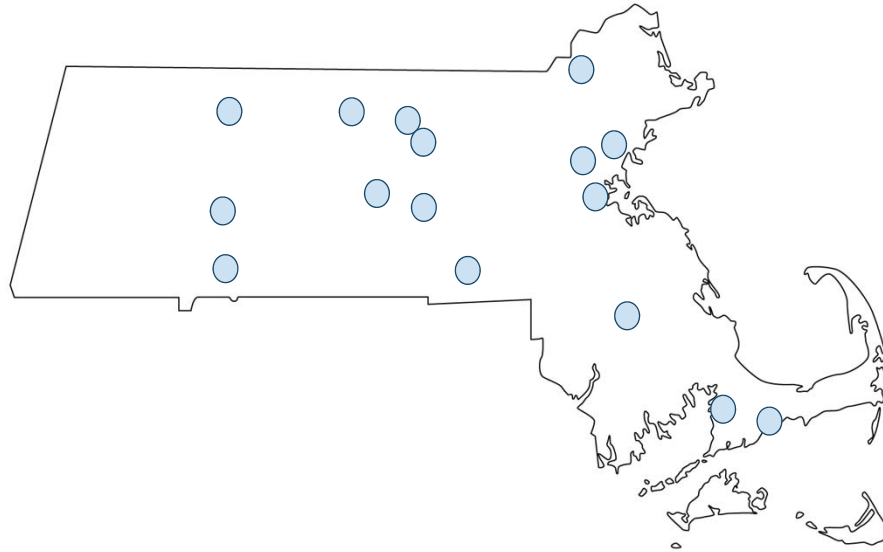**Lauren Gilman**
EDC

Keri Lemoine
EDC

Lisa Capoccia
EDC

Shai Fuxman
EDC

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Who is in the Room?

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Stand Up If...
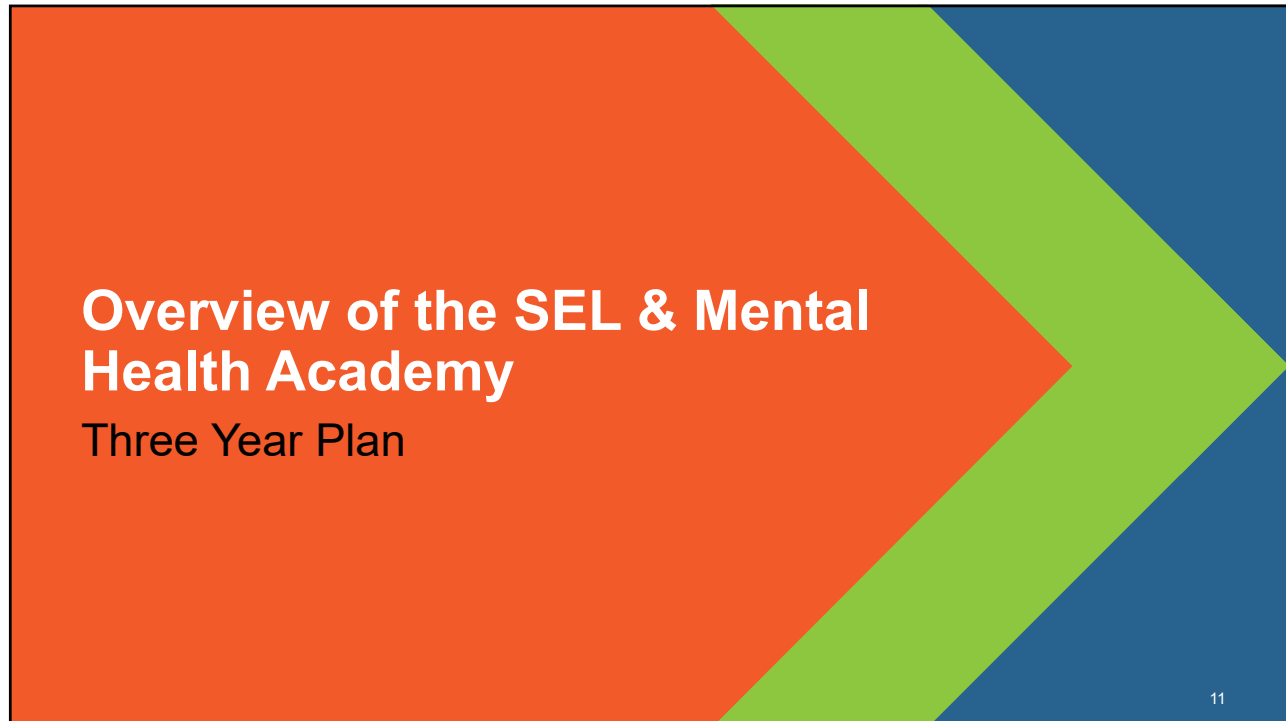

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Overview of the SEL & Mental Health Academy

Three Year Plan

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Why SEL and Mental Health?

88% of young people, 94% of employers, 97% of teachers say "life skills" are as or more important than academic qualifications.

72% of teachers believe their school should increase their focus on teaching life skills.

53% of teachers believe "non-cognitive" skills are *more* important than academic skills to young people's success.

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SEL Matters

STUDENT ACADEMICS

- SEL levels predict high school and college completion.
- Students with strong SE competencies (SEC) have greater academic achievement within K-12 and college.
- Fostering SEL as early as pre-school has both immediate and long-term impact.

CAREER SUCCESS

- Employers value SEC and seek employees who have them.
- Higher SEC predicts a greater likelihood of being employed.
- Stronger SEC in childhood predicts higher adult earnings and greater financial stability.

HEALTH & WELL-BEING

- Adults with stronger SEC are less likely to commit a crime and be incarcerated.
- Strong SEC decreases the likelihood of being a single or unplanned teenage parent.
- The positive health effects associated with stronger SEC include reduced mortality and lower rates of obesity, smoking, substance abuse, and mental health disorders.

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"No Child Left Behind created a national education policy that neglected the central purpose of education: to shape good human beings, good citizens, people of good character with the *knowledge and skills to make their way in the world*."

- Diane Ravitch (2013)

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Why Mental Health in Schools?

Academic Failure

Violence   **Substance Misuse**

Behavioral & Mental Health Problems

Risk Factors

Community Conditions

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What Did We Hear from You?

Needs and Challenges:

- Students (and teachers) struggling with trauma

- Inconsistent use of SEL and mental health assessment/screeners

- Inconsistent implementation of SEL programs across schools and grades

- Lack of coordination across tiers of support

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What Did We Hear from You?, continued

Opportunities and Commitment:

- Schools are already addressing SEL and mental health through a variety of ways, and need help building on what they have

- Most if not all educators are aware of the importance of addressing these issues to help students learn and succeed

- You are here because you know this is important and you are ready to roll up your sleeves and get to work
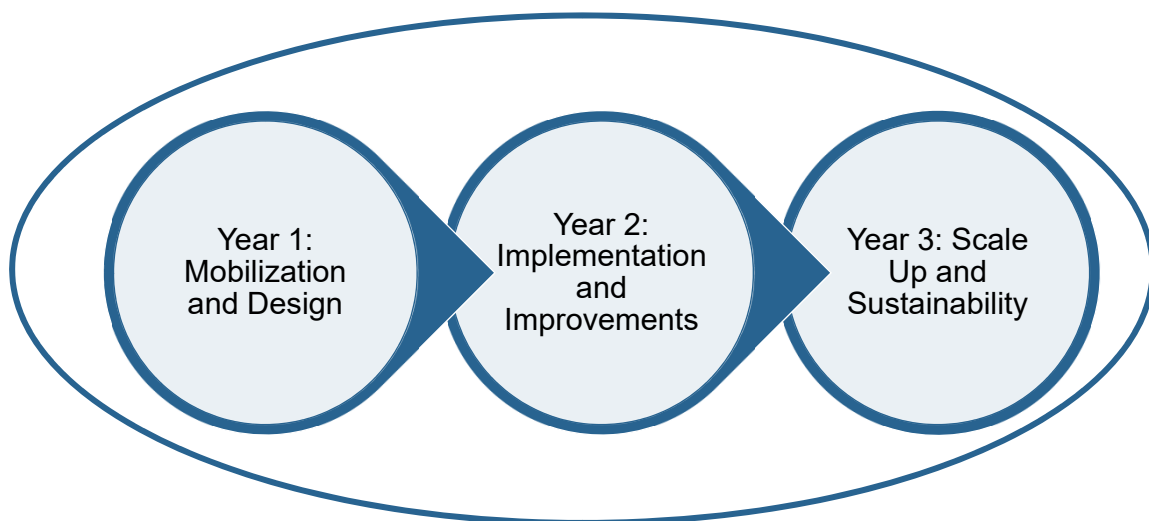
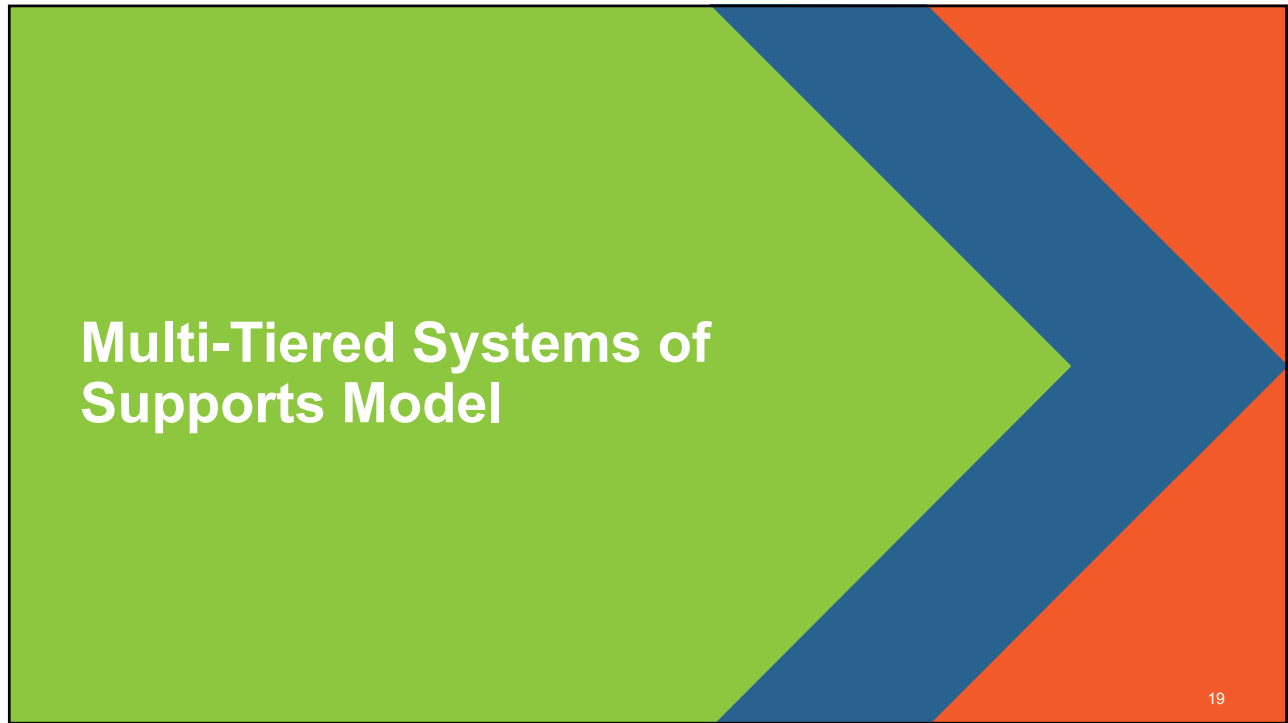**SOCIAL EMOTIONAL LEARNING & MENTAL HEALTH ACADEMY**

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SEL & Mental Health Academy: 3 Year Plan

Year 1: Mobilization and Design

Year 2: Implementation and Improvements

Year 3: Scale Up and Sustainability

Years 1-3: Data-Driven Decision Making and Cultural Responsiveness

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Multi-Tiered Systems of Supports Model

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MTSS Reenvisioned:
Roll Out of a New Multi-Tiered System of Support Blueprint

Rebecca Shor - Director of Systems for Student Success Office

MTSS

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What is this?

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Submarine, Sub, Hoagie, Hero, Grinder, Wedge, Spukie, Sandwich, Po Boy

Encased in bread (or gluten-free, or heaven-forbid, carb-free substitute)

Option for condiments

Some type of vegetarian or meat filling

And ultimately, do you do this?

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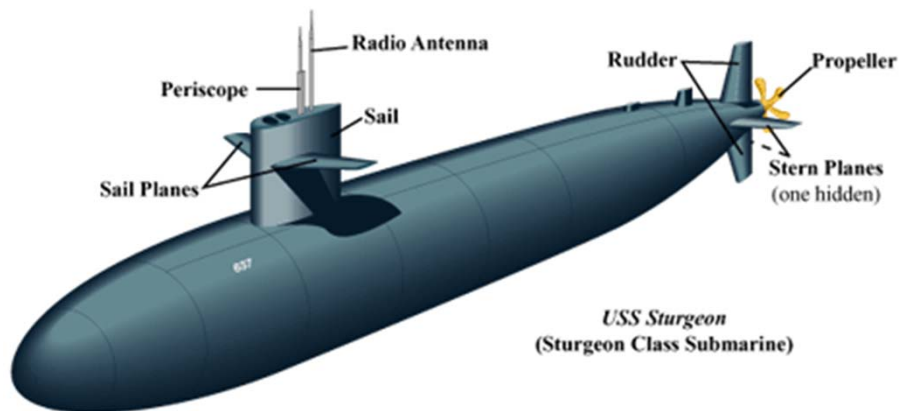
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Is this still a sub?

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Don't tell me this isn't a sub?

USS Sturgeon
(Sturgeon Class Submarine)

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Underlying Philosophy Behind MTSS

The central question is not:
"What about the students is causing the performance discrepancy?"
but rather...

"What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?"

Ken Howell
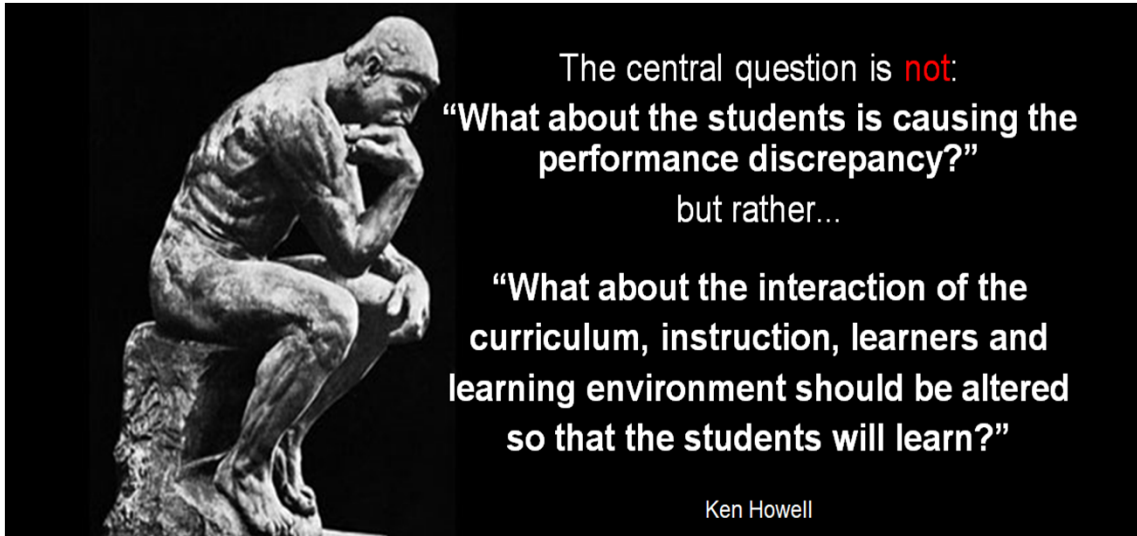
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Underlying Philosophy Behind MTSS

Harlacher et al. (2014) described six key tenets of the MTSS framework:

1. **All students are capable** of grade-level learning with adequate support.
2. MTSS is rooted in **proactivity** and **prevention**.
3. The system utilizes **evidence-based practices**.
4. Decisions and procedures are driven by school and student **data**.
5. The degree of support given to each student is **based on their needs**.
6. Implementation occurs **schoolwide** and requires **stakeholder collaboration**.

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Original MTSS Blueprint (~2012)
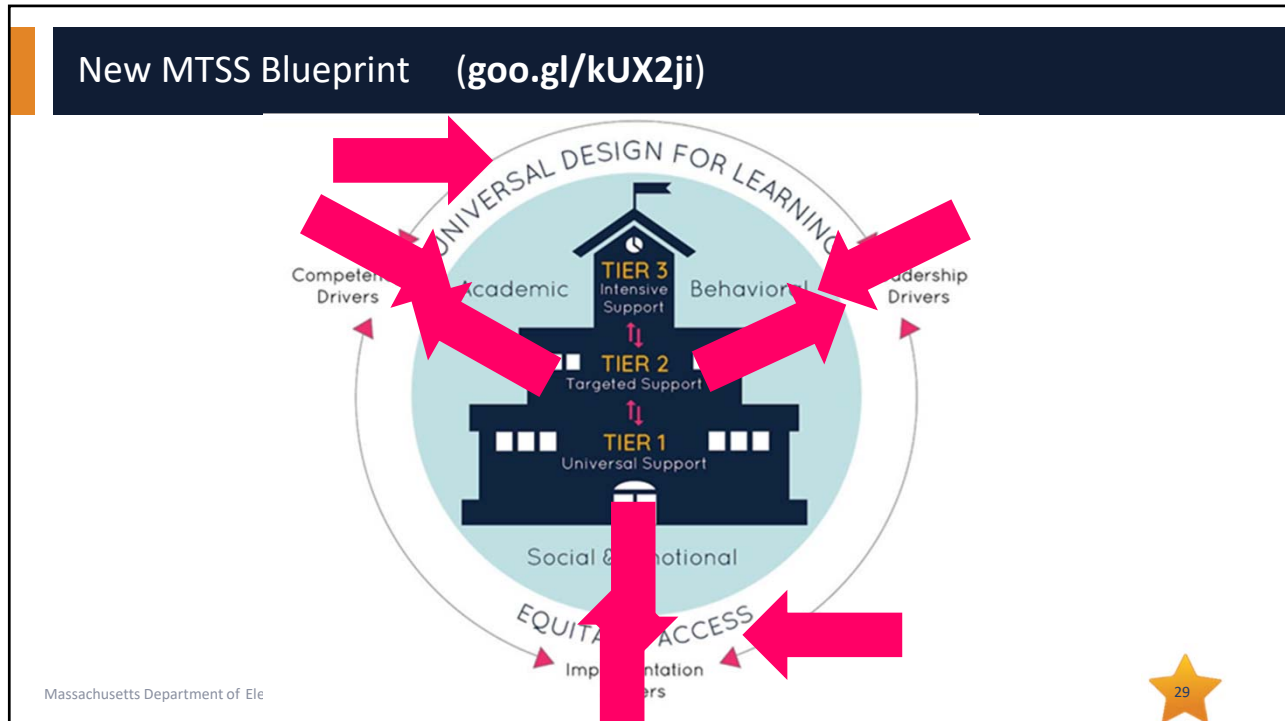

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Why the Revision?

1 Update Based on Current Research and ESSA Priorities

2 Improve Usability

3 Better Support Implementation

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New MTSS Blueprint   (**goo.gl/kUX2ji**)

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Key Talking Points of Distinction

✗	✓
Tiered interventions to support students with higher levels of need	**Integrated systems** to proactively support the needs of all learners
A **"thing," program, or referral system** to implement	A **framework** that provides guidance on how we can "do school" better for all students
Synonymous with **Response to Intervention (RtI)**	Much of RtI is encompassed by MTSS but the **philosophy** is somewhat **different** and the **scope** is **broader**
Supporting **"Tier 1, 2, and 3 students"**	Providing **Tier 1, 2, and 3** instruction & support
Tier 3 = Special Education	**Tier 3 is distinct from Special Education**

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Tiered Supports: A Dental Analogy

Tier I Examples	Tier II Examples	Tier III Examples
Check Up	Tooth Extraction	Braces
Cleaning	Cavity FIlled	Surgical Procedures

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Clearinghouse: Creation of New Tools & Links to Existing Resources

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THANK YOU!

Rebecca Shor, Director, Systems for Student Success Office

✉ rshor@doe.mass.edu   ☎ 781-338-3559

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2016 Accountability Data - Groton-Dunstable

District Information	
District:	Groton-Dunstable (06730000)
Region:	Northeast
Title I Status:	Yes
Accountability and Assistance Level:	Level 2

Our Work Began!

Summary > **Students w/disabilities**

Progress and Performance Index (PPI) Subgroup Data					**About the Data**
View Detailed 2016 Data for Each Indicator		Points Awarded			
		2013	**2014**	**2015**	**2016**
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	25	25	25	50
	Growth (Student Growth Percentiles)	50	50	25	75
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	0	0
	Extra credit for increasing % Advanced (10% or more)	0	0	25	25
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	25	50	75	75
	Growth (Student Growth Percentiles)	50	50	75	75
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	25	25	25
Science	Narrowing proficiency gaps (Composite Performance Index)	25	0	75	75
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	25	0	25
High School	Annual dropout rate	0	25	0	25
	Cohort graduation rate	-	-	75	100
Points awarded for narrowing proficiency gaps, growth, and high school indicators		175	200	350	475
Points awarded for extra credit		0	50	100	75
Total points awarded		175	250	450	550
Number of proficiency gap narrowing, growth, and high school indicators		6	6	7	7
Annual PPI = (Total points / Number of indicators)		29	42	64	79

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Leadership Driver

Resource allocation

- Budget narrative and focus was overtly articulated and aligned with our plan for MTSS
- Did cost segmentation of buildings and utility reviews for efficiency audit
- Invested in savings mechanisms like prepaying utilities when rates were low
- Annually required schedule reviews and had therapeutic staff scheduling occur when all principals were present to share staff when needed
- Made evidence-based staffing decisions based on outcomes (e.g. paras to co-teacher) and hosted joint related service provider scheduling sessions
- Invested in staffing in areas previously not staffed robustly enough (eg social workers) through savings by not sending students out of district

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Competency Driver

Professional Development & Coaching

- Reenergized spending on PD and instructional materials and went after foundations and competitive grant funding
- Bartered PD options when we could
- Offered greater options and flexibility in our PD plan through a joint teacher/admin PD planning team
- Made sure our PD plan was designed by robust representative group and focused on tiered systems supports (articulating such)
- Built an in-district coaching models with existing PD funds

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Implementation Driver

Tiered Continuum of Evidence-Based Practices

- Spent more time developing a robust DCAP
- We became more generous in entry criteria for tier 2 services
- Partnered with local collaborative to build our in-house programs
- Hyper focused on supporting UDL and co-teaching
- Reinvested time spent on unnecessary testing to do push in tier 1 instruction on SEL
- Shifted schedules to include a WIN block

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How SEL and Mental Health Fit Within MTSS

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SEL and Mental Health

Academic Achievement

Social Emotional Learning

The process through which children & adults acquire & effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set & achieve positive goals, feel & show empathy for others, establish & maintain positive relationships, & make responsible decisions.

Collaborative for Academic, Social & Emotional Learning

Psychological and Social Well-Being

Biological Conditions

Mental Health

Mental health and well-being are the result of the biological, psychological, and social systems in the child's world, and the interaction of these influences shapes the developmental trajectory of the child.

Cooper, Bilton, & Kakos, 2011

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Video: In Students' Own Words

Consider while watching:

- What are these students saying about the values and/or priorities in their school?

- What types of structural or systemic supports do you imagine exist in this school?

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Source: Transforming Education. 2017. "Self-management Toolkit. https://www.youtube.com/watch?v=0DJ4pUr_xFw&feature=youtu.be

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Team Activity

Take 5 minutes to discuss with your team:

- What are these students saying about the values and/or priorities in their school?

- What types of structural or systemic supports do you imagine exist in this school?

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Source: Transforming Education. 2017. "Self-management Toolkit.
https://www.youtube.com/watch?v=0DJ4pUr_xFw&feature=youtu.be   41

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There Are Many Skills We Refer to as "SEL"

	Intrapersonal		Interpersonal
Aware-ness	Self-awareness Growth mindset Curiosity Mindfulness Integrity Personal growth Self-reflection Confidence Optimism	Humility Sense of purpose Self-efficacy Grappling with uncertainty	Empathy Emotional intelligence Cultural awareness Global awareness Social intelligence Compassion Service to others Commitment to community Commitment to social justice Social perspective taking Social awareness
Skills	Agency Decision making Self-Direction Self-regulation Perseverance Grit Self-management Ownership Self-motivation Goal-setting Independence Responsibility Self-control Emotional control	Self-discipline Conscientiousness Self-advocacy Self-efficacy Work habits Determination Effort Empowerment Engagement Adaptability Self-monitoring Courage Emotional regulation Motivation	Communication Leadership Collaborative problem solving Relationships Social Competence Cultural Competence Interpersonal skills Cooperation Interpersonal engagement Teamwork Social management Social perspective taking Social work

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Common Framework: CASEL

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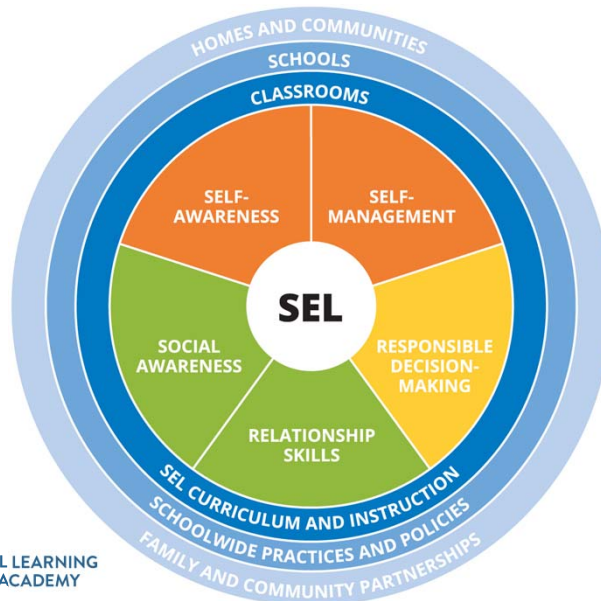
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Systemic, Schoolwide SEL

A systemic, schoolwide approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach requires a coordinated strategy across classrooms, schools, homes, and communities. The goal is to prepare students for long-term success in life and to become responsible, caring citizens in our multicultural society.

Collaborative for Academic, Social and Emotional Learning.
Guide to Schoolwide SEL/What is SEL? Retrieved from https://schoolguide.casel.org/what-is-sel/what-is-sel//

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Supports for All Students

Examples:

- Academic lessons with clear SEL objectives
- Explicit SEL instruction
- Building in opportunities for choice, voice, and agency
- Adult modeling of social emotional skills and mindsets
- Formative assessments (e.g., exit tickets with self-reflection prompts)
- Mental health literacy

Tier 1

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Some Kids Need More: Why?

Poverty
Immigration

Unsafe environment
Lack of engagement

Lack of family or peer support
Family-related trauma

Social/Pragmatic disorders
Mental health disorders

Societal

School and Community

Family/Peers

Individual
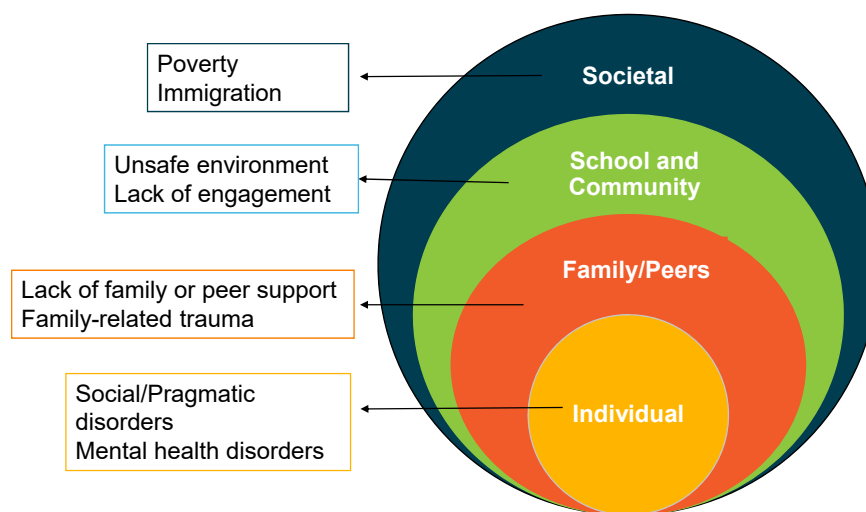
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Some Students Need More Social Emotional Support

Examples:

- Additional time to practice tier 1 activities for select students in small groups
- Mentoring
- Low intensity classroom-based supports
  (e.g., daily report card, daily teacher check-in, home/school note system)
- Small group social skills
- Group-based mental health support (e.g., art therapy groups)

Tier 2

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Some Students Need Significantly More

Tier 3 mental health supports require:

- Multidisciplinary teams
- Mental health screening and referral
- Treatment services and supports
- Community referral and wrap around services

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Some Students Need Significantly More

Examples:

- Referral to outside mental health counseling
- In-school counseling
- Clinical mental health approaches including Cognitive Behavioral Therapy (CBT) or Function-based Behavioral Interventions (FBA-BIPS)

Tier 3

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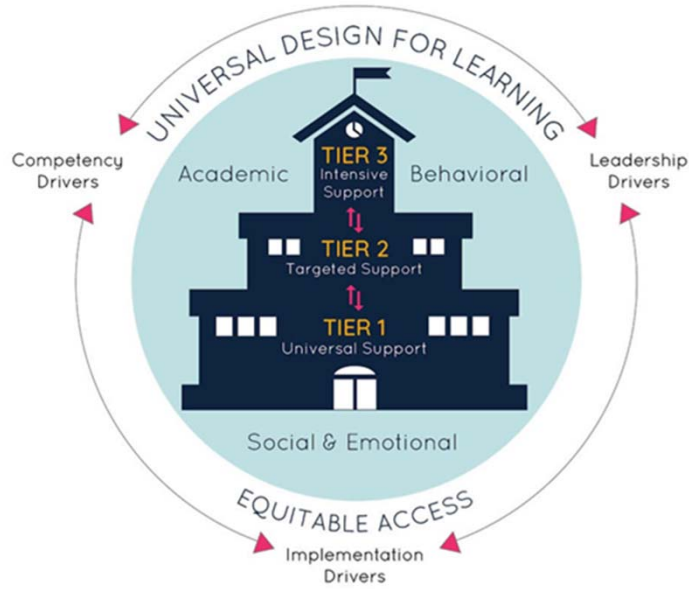## Important Considerations

- One size DOES NOT fit all: matching is important
- Progress monitoring
- Trained staff
- Alignment across tiers

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Putting It All Together

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"Baytown" - Profile of a School District

Resource Mapping Activity

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New Table Assignments

Directions:

1. Decide who on your team will go to the elementary, junior high, and high school tables.
2. Notice where your new table will be located.
3. Bring your papers and go sit at the new table. Try to avoid sitting with others from your district/school team.
4. Once your new group mates are seated, do a quick round-robin of introductions (name, role, district or school).

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District Profile Activity Goals

1. Continue to understand the Multi-Tiered System of
   Supports framework as it relates to SEL and mental health.

2. Visualize the state of integrated SEL and mental health supports in a school district.

3. Using a sample district, practice mapping a set of existing programs, strategies, and interventions related to SEL and mental health.

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What is Resource Mapping?

Allows school leaders to:

- Document (and celebrate!) efforts already underway

- Avoid duplication of effort

- Allow school leaders to better assess the needs of the school

- Support informed decision-making about where to focus change efforts

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Tiered Supports Mapping Tool

	Programs/Activities	Population	Lead	Frequency
TIER 3				
TIER 2				
TIER 1				

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Mapping Tool: Tier 1 Example

Programs/ Activities	Population	Lead	Frequency
Academic lesson template includes a space for 1-2 stated SEL objectives	*All students in grades K-12*	*Asst. Superintendent of Curriculum and Instruction*	*Ideally every lesson, but inconsistent application*

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Mapping Tool: Tier 2 Example

Programs/ Activities	Population	Lead	Frequency
Group-based art therapy	*Select students in grades 6-8*	*Collaboration between full-time art teacher and part-time art therapist*	*Once a week at lunch*

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Mapping Tool: Tier 3 Example

Programs/ Activities	Population	Lead	Frequency
In school, one-on-one counseling	*Individual students in grades 4-12 across the district*	*Counseling staff, also some outside providers involved*	*Varies by student. (Note: long wait times for newly-referred students)*

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Baytown School District

- Small city in Massachusetts
- Five elementary schools (K-6)
- One junior high school (7-8)
- One high school (9-12)

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Reflection Questions

- What was your experience doing this activity with a hypothetical district?

- What did this activity help you understand about how SEL and MH supports fit within the MTSS framework?

- How might you apply the learnings from this activity to your own school or district?

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Team Approach
How Do We Work Together?

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Effective vs. Ineffective Teams

Directions:

1. Consider the following:
   - *When was the last time you were part of a team that worked effectively?*
   - *What worked-well on that team? What didn't work well?*

2. Find three people in the room who you don't know and share with them

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Team Components to Consider

- Leadership
- Decision-making
- Structure
- Communication systems
- Member satisfaction
- Team member roles

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Team Systems Check

- Leadership
- Decision-making
- Structure
- Communication systems
- Member satisfaction
- Team member roles

In your teams, identify the following:

- *1 team component in which you are strong (Why are we strong in this area?)*

- *1 component that you want to improve/work on (Why is this an area of improvement for us?)*

- *What's one next step we can take to strengthen our team functioning?*

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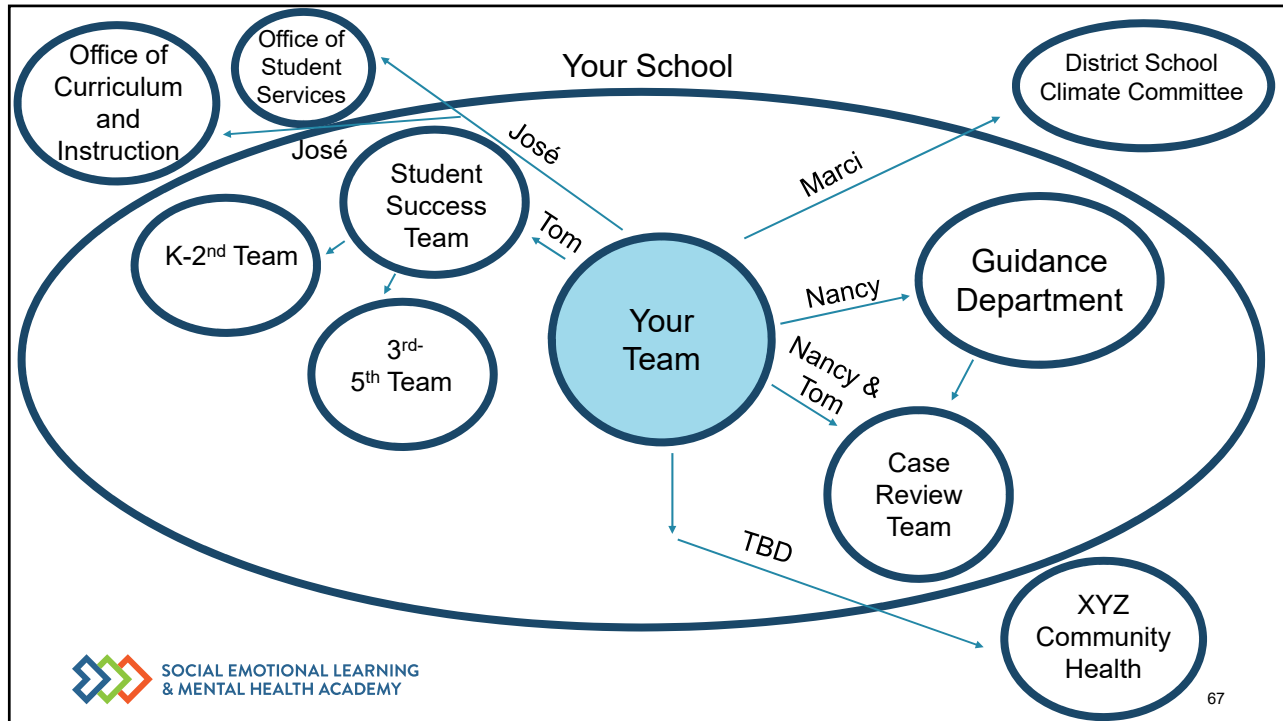
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Consider Who Is *(And Is Not)* at Your Table

- Tie existing teams into this initiative

- Identify "external" players who have something to contribute

- Identify gaps in today's team

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Your School

Office of Curriculum and Instruction

Office of Student Services

District School Climate Committee

José

José

K-2nd Team

Student Success Team

Tom

Marci

Your Team

Nancy

Guidance Department

3rd-5th Team

Nancy & Tom

Case Review Team

TBD

XYZ Community Health

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Diagramming Your Team into Your School/District Structure

Directions:

- In your teams, take a piece of easel pad paper and find a space on the wall

- Using a marker, place your team in the center of your diagram

- Identify all the existing internal teams (and perhaps some external teams or partners) who are connected to this work

- Draw lines to signify how your team is connected to these teams/partners

- Identify and label the individuals on your team who are connected to each team/partner

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Resource Mapping

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Resource Mapping Refresher
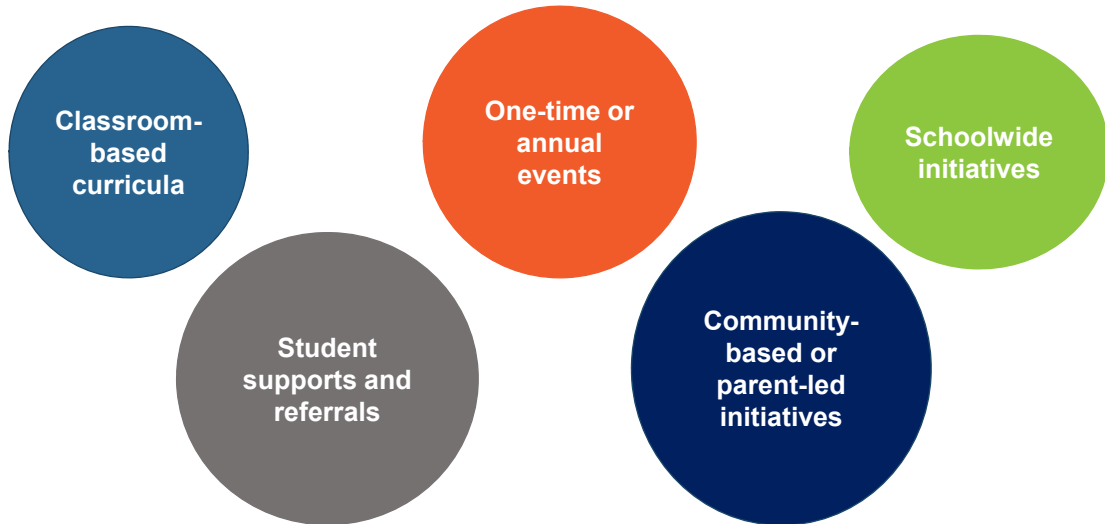
Allows school leaders to:

- Document (and celebrate!) efforts already underway

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Types of SEL and Mental Health Supports Activities

Classroom-based curricula

One-time or annual events

Schoolwide initiatives

Student supports and referrals

Community-based or parent-led initiatives

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Homework for our Next Institute (October 18)

School/District Resource Mapping

Directions:

- Brainstorm all SEL and mental health support activities, programs and services in your school (considering if they are Tier 1, Tier 2, or Tier 3)

- For each activity document the population served, lead/contact person, and frequency with which the service occurs

- Identify what else you need to do to complete the tool

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Between Now-October 18

Determine:

- Who else will you need to talk to in order to find out if programs or activities are happening in individual classrooms?

- How will you identify district-wide initiatives?

- Are there community partners who support SEL and mental health support services for your students?

- Are there any programs that engage parents and families around these topics?

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Wrap Up & Next Steps

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Next Steps

- Your Technical Assistance provider will reach out to you.

- In the meantime contact us with any questions:

  SELMHAcademy@edc.org

- See you October 18th, 2019 here in Devens! (And don't forget your homework!)

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Today's Evaluation

Your feedback is appreciated!

Please take a moment to complete the evaluation of today's event. There are 3 ways to do this:

- Follow the link that you received in your email this afternoon on your computer or mobile device

- Type the following link into a browser on your computer mobile device: https://www.surveymonkey.com/r/SELMHInstitute1

- Request a paper copy of the evaluation from a SEL & Mental Health Academy team member

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