

# MTSS Graffiti Walk

## What comes to mind when you think of PBIS?

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↻ Incentives, common language

♥ 6 🗨 1

**Anonymous** 9/24/24 2:05PM

I disagree. I do not think the goal is to provide incentives, but shift students behavior towards self-driven success. incentives should not be given in every instance and should not be used as a reward.

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↻ **Building wide expectations**

♥ 9 🗨 0

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↻ Rewarding and recognizing positive behavior

♥ 5 🗨 0

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↻ core values

♥ 3 🗨 0

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↻ Rewarding students for doing positive behavior

♥ 1 🗨 0

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↻ **positive supports and consistent structures**

♥ 2 🗨 0

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↻ **matrix and common language**

♥ 0 🗨 0

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↻ **Tier 1**

♥ 1 🗨 0

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↻ **Positive Reinforcement**

♥ 1 🗨 0

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↻ **rewards, praise, incentives**

♡ 1 🗲 0

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⇨ **external motivation**

♡ 0 🗲 0

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⇨ Tickets and Prizes

♡ 0 🗲 0

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⇨ **school-wide community**

♡ 1 🗲 0

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⇨ Behavior expectations that are shared throughout the school

♡ 1 🗲 0

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⇨ community expectations, rewards

♡ 0 🗲 0

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⇨ **structure**

♡ 0 🗲 0

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⇨ consistent practices

♡ 2 🗲 0

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⇨ **Focus on positive, not just punitive**

♡ 2 🗲 0

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⇨ **Clear expectations for each school setting**

♡ 1 🗲 0

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⇨ Common language, motivating actions for students

♡ 0 🗲 0

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↩ **extrinsic motivation**

♡ 0 🗲 0

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↩ **Teaching and re-teaching expectations**

♡ 2 🗲 0

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↩ School-Wide

♡ 0 🗲 0

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↩ **school wide expectations**

♡ 0 🗲 0

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↩ **Creating systems of supports school-wide**

♡ 0 🗲 0

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↩ **positive behavior outcomes**

♡ 0 🗲 0

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↩ **clear expectations**

♡ 0 🗲 0

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↩ **Whole school initiatives; common goals**

♡ 1 🗲 0

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↩ Common language and consistent expectations

♡ 0 🗲 0

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↩ **positive supports and interventions**

♡ 0 🗲 0

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↩ Solid tier 1 practices

♡ 0 🗲 0

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↩ **Positive reinforcement**

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♡ 0 🗲 0

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⇨ Tiered supports  
Encouraging positives  
Collaboration  
Consistency

♡ 0 🗲 0

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⇨ acknowledging and recognizing positive behavior

♡ 0 🗲 0

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⇨ **Positive reinforcement system**

♡ 0 🗲 0

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⇨ Clear expectations for behavior

♡ 0 🗲 0

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⇨ **Community Behavior system; positive reinforcement.**

♡ 0 🗲 0

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⇨ Aligned core values and expectations for staff and students with positive incentives and consistent consequences.

♡ 1 🗲 0

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⇨ Positive. Same Language. Tiers.

♡ 0 🗲 0

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⇨ **Incentives (school wide and classrooms/individuals)**

♡ 0 🗲 0

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⇨ Positive Behavior

♡ 0 🗲 0

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↪ Encouraging positive behavior

♡ 0 🗲 0

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↪ **consistency across staff**

♡ 1 🗲 0

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↪ **positive praise**

♡ 0 🗲 0

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↪ Community building, whole-school initiatives, public recognition of success and positive behavior. Sometimes challenges with consistent implementation

♡ 0 🗲 0

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↪ **smiles for positivity**

♡ 0 🗲 0

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↪ Rewarding positive behaviors throughout the entire school

♡ 0 🗲 0

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↪ **Clear expectations, positive focus, and school wide common language.**

♡ 1 🗲 0

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↪ **positive behavior expectations reinforcement**

♡ 0 🗲 0

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↪ Positive reinforcement

♡ 0 🗲 0

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↪ common language for students and staff

♡ 0 🗲 0

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↩ **clear expectations** . . . . .  
♥ 0 🗲 0

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↩ Positive behavior  
Events  
Student voice  
Whole school input  
Discipline analysis  
♥ 0 🗲 0

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↩ **Positive Behavior- Positive school environment**  
♥ 0 🗲 0

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↩ Rewarding positive behavior, modeling  
expected behavior, clear/specific expectations  
♥ 1 🗲 0

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↩ **Teach expectations**  
The purpose of PBIS is to provide direct instruction  
to and practice with students behavior expectations.  
  
Provide rewards for meeting expectations  
  
Complete restorative counseling when  
students do not meet behavior expectations  
  
♥ 1 🗲 0

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↩ School wide supports for all students  
♥ 0 🗲 0

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↩ Tier 1, systematic way of promoting positive  
behavior, core values, modeling clear expectations,  
whole school alignment, common language  
♥ 0 🗲 0

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↩ Students goals and school expectations  
♥ 0 🗲 0

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♡ 0 🗲 0

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⇨ High expectations for behavior and self-reflection.

♡ 0 🗲 0

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⇨ **clarity and consistency of expectations**

♡ 0 🗲 0

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⇨ **PBIS**

Support, systems, and structures

♡ 0 🗲 0

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⇨ **school wide, multiple tiers of behavior support, buy-in**

♡ 0 🗲 0

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⇨ **recognizing, acknowledging, celebrating, rewarding**

♡ 0 🗲 0

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⇨ **Clear school wide expectations builds community and provides positive recognition**

♡ 0 🗲 0

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⇨ **expectations**

♡ 0 🗲 0

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⇨ **Improving behaviors through positive behavior modification**

♡ 0 🗲 0

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⇨ Positive school culture and community

♡ 0 🗲 0

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⇨ **positive behavioral interventions**

♡ 0 🗲 0

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↩ **Positive reinforcement, values, community**

♡ 0 🗲 0

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↩ by-in from the students, behavior management

♡ 0 🗲 0

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↩ **reinforcing positive behavior, phrasing words in a positive way vs. negative. e.g., please walk vs. don't run**

♡ 0 🗲 0

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↩ **PBIS**

Reinforcing expectations which promote successful experiences

♡ 0 🗲 0

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↩ Implementing positive reinforcement systems in the classroom for our students

♡ 0 🗲 0

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↩ Behavior incentives

♡ 0 🗲 0

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↩ positive behavior strategies

♡ 0 🗲 0

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↩ school-wide expectations

♡ 0 🗲 0

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↩ Common language, consistent response

♡ 0 🗲 0

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↩ **supporting students with common language**

♡ 0 🗲 0

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↩ Support systems for kids

♡ 0 🗲 0

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⇨ **Rewarding positive behaviors**

Rewarding positive behaviors

♡ 0 🗲 0

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⇨ Consistent, positive, academic and emotional supports -- implemented school-wide.

♡ 0 🗲 0

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⇨ School wide relationships

♡ 0 🗲 0

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⇨ Common language

♡ 0 🗲 0

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⇨ Help to motivate student positive behavior.

♡ 0 🗲 0

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⇨ **Tier 1**

♡ 0 🗲 0

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⇨ repetitive interventions that only work for short periods of time, teachers not following through

♡ 0 🗲 0

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⇨ Ways to improve behaviors either in class room settings or schools. Positive interventions to health strengthening ways to support and deal with students.

♡ 0 🗲 0

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⇨ **Support for all students**

Giving students what they need at the level that they need it.

♡ 0 🗲 0

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⇨ **I do not think it is about incentive. it is about building a community that response in a positive way as it gradually**

shifts towards a new manner of communicating that is focused on lifting up rather than casting aside students. tickets etc should not be used as incentive or reward but should be rewarded as students rise to the occasion, not every time, but times we catch them meeting or exceeding education

♡ 0 🗨 0

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⇒ **Rewarding students for showing positive behavior/ having consistent expectations school wide**

♡ 0 🗨 0

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### **What comes to mind when you think of SEL?**

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⇒ expression, emotional intelligence, morning meetings, zones of regulation

♡ 4 🗨 0

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⇒ social emotional learning

♡ 1 🗨 0

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⇒ **students well being**

♡ 1 🗨 0

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⇒ **Supporting students through both curriculum and tiered supports**

♡ 1 🗨 0

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⇒ **resilience**

♡ 0 🗨 0

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⇒ **balance, health, wellness**

♡ 0 🗨 0

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⇒ insight to emotions

♡ 0 🗨 0

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⇒ **safe space for kids**

♡ 0 🗨 0

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⇒ **social emotional competence and functioning, basic skills for school readiness and participation**

♡ 0 🗨 0

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⇒ **social emotional support**

♡ 0 🗨 0

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⇒ interpersonal skills

♡ 0 🗨 0

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⇒ **Character trait lessons**

♡ 0 🗨 0

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⇒ **understanding feelings of our own and others**

♡ 0 🗨 0

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⇒ Educating students on how to be nice and deal with their own feelings

♡ 0 🗨 0

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⇒ **Growth mindset**

♡ 0 🗨 0

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⇒ morning meetings, sense of belonging

♡ 0 🗨 0

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⇒ supporting students well being and mental health

♡ 0 🗨 0

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⇒ **student mental health support**

♡ 0 🗨 0

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⇒ **Social emotional learning**

♡ 0 🗲 0

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⇨ Teaching students about their emotions, coping strategies, and social skills.

♡ 1 🗲 0

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⇨ **Students emotional needs being met**

♡ 1 🗲 0

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⇨ Helping teach students how to identify and manage their own emotions and mental health.

♡ 1 🗲 0

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⇨ The social and emotional well being of students. Skills based.

♡ 0 🗲 0

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⇨ **Building community and culture, creating emotional safety at school, developing lifelong skills**

♡ 1 🗲 0

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⇨ **The whole student**

♡ 0 🗲 0

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⇨ **Teaching skills and embedding these lessons throughout the day/week**

♡ 0 🗲 0

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⇨ regulating behaviors, emotional supports, morning meeting, responsive class

♡ 0 🗲 0

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⇨ **Overall well being - wellness**

♡ 0 🗲 0

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↻ whole child, recognizing that student's come to their learning environment with other factors in their lives

♡ 0 🗲 0

↻ Building social emotional skill building into the school day

♡ 0 🗲 0

↻ **feeling of belonging, community**

♡ 0 🗲 0

↻ Support/Leasons for all students (Tier 1 and beyond) regarding social, emotional, and behavioral wellness

♡ 0 🗲 0

↻ being aware of student's social and emotional needs and how that can connect to the content

♡ 0 🗲 0

↻ Empowering students to recognize their own power in identifying and managing their social and emotional journeys.

♡ 0 🗲 0

↻ **Social skills, feelings, communication, connections**

♡ 0 🗲 0

↻ **understanding ourselves and understanding other people**

♡ 0 🗲 0

↻ **Empowering our students to access and apply intuition, compassion and flexibility to their learning environment to thrive**

♡ 0 🗲 0

↻ **resiliency**

♡ 0 🗲 0

↪ **Explicit teaching of prosocial, problem solving and emotional regulation skills for all students**

♡ 1 🗲 0

↪ **self regulation**

♡ 0 🗲 0

↪ **Teaching adults about their social and emotional strengths and areas of need**

♡ 1 🗲 0

↪ **Managing emotions, identifying emotions, and being free to "feel" without being told how to "feel"**

♡ 1 🗲 0

↪ **building a community, feelings of belongingness,**

♡ 0 🗲 0

↪ **SEL**

Support students' emotional health

♡ 0 🗲 0

↪ Building skills for strength  
Fostering internal resources

♡ 0 🗲 0

↪ Social Emotional Learning, safety, mental health, strategies & supports, whole child

♡ 0 🗲 0

↪ Student voice

Meeting kids where they are

Patience

Relationship building

Understanding of perspectives

♡ 0 🗲 0

↪ **social emotional learning across environments**

♡ 0 🗲 0

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⇒ self-regulation, social acumen, relationship building, problem solving, executive function

♡ 0 🗲 0

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⇒ Self regulation, identifying emotions, learning about yourself

♡ 0 🗲 0

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⇒ resilience and wellbeing

♡ 0 🗲 0

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⇒ **supporting students emotionally as well as academically**

♡ 0 🗲 0

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⇒ **student well being**

♡ 0 🗲 0

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⇒ **belonging & comfort**

♡ 0 🗲 0

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⇒ **Critical skills for lifelong long learning and success**

♡ 0 🗲 0

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⇒ **Support & Teach**

In order to learn, students in addition to academics, students need to be in a healthy social and emotional space. Need to provide direct instruction on Casel Competencies

♡ 0 🗲 0

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⇒ **Supporting all students.**

♡ 0 🗲 0

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⇒ **connecting with students**



♡ 0 🗲 0

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⇨ **necessary to help students access learning**

♡ 0 🗲 0

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⇨ **Cultural and racial relevance and competency is necessary**

♡ 0 🗲 0

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⇨ **understanding the social emotional needs of our students beyond addressing behaviors**

♡ 0 🗲 0

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⇨ **Helping staff understand how to support various forms of SE needs**

♡ 0 🗲 0

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⇨ **Support students mentally, emotionally, and helping them overcome difficult situations.**

♡ 0 🗲 0

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⇨ Regulation, the importance of SEL, how to reach students whose social emotional needs aren't obvious

♡ 0 🗲 0

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⇨ Supporting the social emotional needs of students

♡ 0 🗲 0

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⇨ self-awareness, emotional intelligence, and a safe space for expression of feelings and creativity.

♡ 0 🗲 0

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⇨ social emotional behavioral learning to increase positive behaviors in the classroom and beyond

♡ 0 🗲 0

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⇒ Social emotional supports and tools as well as ensuring the well being of students school-wide

♡ 0 🗲 0

⇒ social emotional competencies and how they apply in academic and social settings

♡ 0 🗲 0

⇒ **social emotional learning**

♡ 0 🗲 0

⇒ **sense of belonging**

♡ 0 🗲 0

⇒ making students feel safe, accepted, welcome

♡ 0 🗲 0

⇒ **SEL**

Mental health, accommodations, tolerance, empathy, understanding

♡ 0 🗲 0

⇒ **Calming space, emotional breaks**

♡ 0 🗲 0

⇒ emotion ID and coping strategies woven into the school day

♡ 0 🗲 0

⇒ **the recognition that one's mental health and sense of belonging is equally as important as academics. If a students social emotional isnt supported they will have greater difficulties to learn**

♡ 0 🗲 0

⇒ Emotional wellbeing, clinical support, giving students what they need to access the learning, variety of options, picture books to teach specific skills, safety, and welcoming spaces.

♡ 0 🗲 0

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⇒ **Social emotional learning**

♡ 0 🗲 0

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⇒ community building, self-regulation

♡ 0 🗲 0

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⇒ **social emotional learning**

♡ 0 🗲 0

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⇒ **Social emotional support for students and teachers!!**

♡ 0 🗲 0

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⇒ Student support as a whole student. With the many obstacles of the day students can recognize their own needs while also being able to display empathy

♡ 0 🗲 0

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⇒ **social emotional health and wellbeing**

♡ 0 🗲 0

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⇒ Trauma informed practice.

♡ 0 🗲 0

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⇒ **strengths based focus, supports healthy relationships**

♡ 0 🗲 0

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⇒ **SEL**

Providing the appropriate supports for those students who struggle with social/emotional aspects of their lives.

♡ 0 🗲 0

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⇒ Emotions

♡ 0 🗲 0

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⇨ supporting students socially, emotionally, and behaviorally

♡ 0 🗨 0

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⇨ **emotional intelligence**

Teaching students emotional intelligence - becoming aware of what they are thinking

♡ 0 🗨 0

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⇨ **Students well being**

♡ 0 🗨 0

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⇨ **Social, Emotional**

♡ 0 🗨 0

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⇨ **SEL**

The foundation for students being able to learn

♡ 0 🗨 0

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⇨ **What is the difference between the SEL and the Behavior lens in MTSS? To what extent are these conflated?**

♡ 0 🗨 0

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⇨ **Students developing sel competencies to self regulate and respectfully engage with others.**

♡ 0 🗨 0

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⇨ Socio-emotional health and well-being of our students

♡ 0 🗨 0

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⇨ **caring for students and supporting them through regulation in and out of school**

♡ 0 🗨 0

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⇨ Emotional supports/techniques

♡ 0 🗨 0

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↩ **self awareness, critical consciousness, social justice**

♡ 0 🗨 0

↩ **SEL**

Capacity of a person to increase their s/e bandwidth and access supports in different situations.

♡ 0 🗨 0

↩ **social emotional learning**

♡ 0 🗨 0

**What comes to mind when you think about Mental Health?**

↩ **Well being**

♡ 1 🗨 0

↩ **Diversity of Needs**

♡ 2 🗨 0

↩ **well being**

♡ 0 🗨 0

↩ **knowledge**

♡ 0 🗨 0

↩ **higher level of need**

well being of staff and students

♡ 0 🗨 0

↩ **The hidden iceberg**

♡ 2 🗨 0

↩ **support for psychiatric needs  
both in and outside of the school**

♡ 0 🗨 0

↩ comprehensive, wrap-around supports

♡ 0 🗲 0

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↩ **how we meet our needs**

♡ 0 🗲 0

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↩ **necessary support for all individuals to thrive and succeed at work and school**

♡ 0 🗲 0

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↩ treating symptoms vs cause

♡ 0 🗲 0

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↩ **Understanding emotions**

♡ 0 🗲 0

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↩ Difficult to make a change

♡ 0 🗲 0

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↩ **a growing need**

♡ 0 🗲 0

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↩ that our students and family need more support in regards to their mental health

♡ 1 🗲 0

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↩ **Root problems for so many children**

♡ 0 🗲 0

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↩ The beliefs and emotions of a person when interacting with the world.

♡ 0 🗲 0

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↩ **Balance & stability**

♡ 1 🗨 0

↩ **Needs of all types of students and circumstances being met**

♡ 0 🗨 0

↩ **Adaptive strategies**

♡ 0 🗨 0

↩ all people have different needs,

♡ 0 🗨 0

↩ Wrap around services and what a big role schools play in the mental health of our students

♡ 0 🗨 0

↩ safe space, respect, appreciation of differences.

♡ 0 🗨 0

↩ Stigma. Various levels of need.

♡ 0 🗨 0

↩ adjustment counselors, social groups, well being of students

♡ 0 🗨 0

↩ **High anxiety in schools**

♡ 0 🗨 0

↩ **Varying levels of needs**

♡ 0 🗨 0

↩ **It is an issue in today's youth that needs to be addressed!**

♡ 0 🗨 0

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⇒ **reframing and skill development**

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♡ 0 🗨 0

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⇒ **Crisis and lack of resources to support a growing need in our schools**

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♡ 0 🗨 0

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⇒ **Lack of supports and understanding**

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♡ 0 🗨 0

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⇒ **being well rounded, mind & body**

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♡ 0 🗨 0

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⇒ **mindfulness**

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♡ 0 🗨 0

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⇒ **Resiliency**

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♡ 0 🗨 0

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⇒ **Many students coming in with lagging emotional regulation and coping skills**

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♡ 0 🗨 0

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⇒ **managing emotions and prioritizing wellbeing in the face of many pressures and demands**

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♡ 0 🗨 0

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⇒ **need for school/home/community coordinated teaming**

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♡ 0 🗨 0

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⇒ **long-term health, trauma, overall well-being**

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♡ 0 🗨 0

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↩ **Having healthy mental health is the ability to identify and manage emotions in a safe and supportive environment.**

♡ 0 🗲 0

↩ balance and coping skills

♡ 0 🗲 0

↩ **impact of mental health on learning**

♡ 0 🗲 0

↩ wide range of factors impacting emotional health

♡ 0 🗲 0

↩ There has been an increase in mental health concerns among students over these last few years. I'm happy that the conversations are happening and that removing the stigma of mental health issues is something that is beginning to develop.

♡ 1 🗲 0

↩ **Peace and power to navigate all challenges and opportunities amidst stimuli**

♡ 0 🗲 0

↩ how mental health impacts so many facets of our day to day functioning

♡ 0 🗲 0

↩ **individualized**

♡ 0 🗲 0

↩ Belonging  
Balance  
Appreciation

♡ 0 🗲 0

↩ **Over all health of anyone** . . . . .  
♥ 0 🗲 0

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↩ How staff's mental health impacts the student's mental health . . . . .  
♥ 0 🗲 0

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↩ **Increasingly complex & critically important to support**  
More and more support needed in schools . . . . .  
♥ 0 🗲 0

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↩ **fostering security and confidence in self** . . . . .  
♥ 0 🗲 0

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↩ **connection** . . . . .  
♥ 0 🗲 0

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↩ **Mental health**  
wrap around services . . . . .  
♥ 0 🗲 0

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↩ **Counselors being cultural and racially competent** . . . . .  
♥ 0 🗲 0

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↩ The large number of students who are not ready to learn due to mental health issues. . . . . .  
♥ 0 🗲 0

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↩ **every student has needs in this area, in some shape or form** . . . . .  
♥ 0 🗲 0

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⇒ Therapy, affects everyone similarly and differently.

People should continue to learn about mental health and how it impacts everyday life/tasks in various ways.

♡ 0 🗲 0

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⇒ supporting families with community health resources

♡ 0 🗲 0

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⇒ **There is not enough support for mental health and this needs to be focused one.**

♡ 0 🗲 0

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⇒ Understanding different perspectives

♡ 0 🗲 0

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⇒ Well being

♡ 0 🗲 0

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⇒ **Impacts all**

Mental health is invisible and impact more students than we realize. Need to increase proactive counseling programs.

♡ 0 🗲 0

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⇒ **mental well being**

♡ 0 🗲 0

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⇒ **disregulated students**

♡ 0 🗲 0

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⇒ need more supports in schools

♡ 0 🗲 0

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⇒ **wrap around services, outreach, emotional needs**

♡ 0 🗲 0

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↪ mental health is part of our overall health

♡ 0 🗲 0

↪ **Needs**

support

♡ 0 🗲 0

↪ **Anxiety, trauma, depression, anger,  
explosive behavior, oppositional defiance**

♡ 0 🗲 0

↪ **emotional well being**

♡ 0 🗲 0

↪ **Helping students tier 2 and 3**

♡ 0 🗲 0

↪ Understanding diverse emotions and needs.

♡ 0 🗲 0

↪ Needs are met

Safe space

self-care

modeling and support from adults

sense of belonging

♡ 0 🗲 0

↪ mental health well being

♡ 0 🗲 0

↪ a priority

♡ 0 🗲 0

↪ **lack of resources and difficulty navigating systems**

♡ 0 🗲 0

↩ Everyone has their own story--make no assumptions  
Intersection with trauma

♡ 0 🗨 0

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↩ Creating a learning culture that supports the  
whole student and meets their individual needs.

♡ 0 🗨 0

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↩ **management of thoughts and emotions**

♡ 0 🗨 0

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↩ Challenging...especially since Covid

♡ 0 🗨 0

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↩ **Mental Health**

Supporting a person's emotional well-being

♡ 0 🗨 0

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↩ **A misunderstood root cause**

♡ 0 🗨 0

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↩ **Hurricane**

When I think about mental health, I think about how if  
you can't center yourself in the eye of the hurricane, you  
are twirling around. Mental health is being able to get to  
that centeredness so that you can make better choices.

♡ 0 🗨 0

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↩ **Student mental clarity and ability  
to show up and full be present**

♡ 0 🗨 0

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↩ **well being**

♡ 0 🗨 0

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↩ awareness and action

♡ 0 🗨 0

↩ Ability to safely manage emotions/regulation during times of stress.

♡ 0 🗨 0

↩ The whole child/ well being/ being better able to access school

♡ 0 🗨 0

### What comes to mind when you think about Belonging?

↩ feeling of inclusion

♡ 2 🗨 0

↩ everyone feeling part of the school community

♡ 5 🗨 0

↩ improved attendance

♡ 4 🗨 0

↩ welcoming community

♡ 1 🗨 0

↩ acceptance

♡ 2 🗨 0

↩ Students feeling welcome, supported and comfortable to take risks

♡ 3 🗨 0

↩ feelings of safety

♡ 0 🗨 1

Anonymous 9/24/24 1:50PM  
Welcomed & accepted.

↔ **part of the community - valued and seen**

♡ 1 🗨 0

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↔ **Inclusive community**

♡ 0 🗨 0

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↔ **wanting to be here**

♡ 0 🗨 0

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↔ **community, trauma-informed school**

♡ 0 🗨 0

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↔ **Support for all stakeholders**

♡ 0 🗨 0

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↔ **Classroom and building structures needed**

♡ 0 🗨 0

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.....

↔ **a sense of feeling included to a group**

♡ 0 🗨 0

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.....

↔ acceptance of all, supports for all

♡ 0 🗨 0

.....

.....

↔ **All members are seen and heard.**

♡ 0 🗨 0

.....

.....

↔ **Feeling like family.**

♡ 0 🗨 0

.....

.....

↔ **Tribalism**

♡ 0 🗨 0

.....

.....

↔ That so many of my students need a sense of belongng. They are so lost

.....

.....

♡ 0 🗲 0

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⇨ everyone should feel safe and included in our school

♡ 0 🗲 0

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⇨ **Critical for academic success**

♡ 0 🗲 0

---

⇨ feeling included

♡ 0 🗲 0

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⇨ **feeling sense of community and inclusion**

♡ 0 🗲 0

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⇨ acceptance and welcoming of ALL

♡ 0 🗲 0

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⇨ feeling included in a community, sense of belonging

♡ 0 🗲 0

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⇨ **a sense of community, students feel safe anywhere in the building or community**

♡ 0 🗲 0

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⇨ Feelings of safety, inclusion

♡ 0 🗲 0

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⇨ Relationships with people in a community.

♡ 0 🗲 0

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⇨ **Efforts by schools to eliminate inclusion barriers for students from traditionally marginalized communities.**

♡ 0 🗲 0

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- ⇒ **inclusivity**  
♥ 0 🗲 0

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- ⇒ Feeling apart of, and participating in the community.  
♥ 0 🗲 0

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- ⇒ **Community**  
♥ 0 🗲 0

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- ⇒ **Feeling connected and valued**  
♥ 0 🗲 0

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- ⇒ feeling seen, connected, and welcome  
♥ 0 🗲 0

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- ⇒ **Feeling included and part of a larger community.**  
♥ 0 🗲 0

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- ⇒ Not everyone feels like they belong  
♥ 0 🗲 0

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- ⇒ -feeling comfortable and a valued member of a group  
-accepting of others need  
♥ 0 🗲 0

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- ⇒ Acceptance, community, inclusivity  
♥ 0 🗲 0

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- ⇒ **feeling accepted and like you aren't alone**  
♥ 0 🗲 0

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- ⇒ **feeling valued as part of a group; knowing that we matter**  
♥ 0 🗲 0

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- ⇒ **Recognizing diverse needs**

♡ 0 🗲 0

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⇌ **All students AND staff feeling included and that they are an important part of our school community**

♡ 0 🗲 0

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⇌ **inclusion, community, acceptance**

♡ 0 🗲 0

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⇌ **feeling seen; known**

♡ 0 🗲 0

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⇌ **community and inclusion**

♡ 0 🗲 0

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⇌ **Being included despite differences.**

♡ 0 🗲 0

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⇌ **welcome, contribution, ownership**

♡ 0 🗲 0

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⇌ **authentic sense of welcome**

♡ 0 🗲 0

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⇌ **Safety, comfort, celebration**

♡ 0 🗲 0

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⇌ **the importance of the feeling of belongingness and a sense of community on one's mental health**

♡ 0 🗲 0

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⇌ **safe and welcoming environment**

♡ 0 🗲 0

---

⇌ **community/ sense of "family"**

♡ 0 🗲 0

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⇨ **not feeling left out**

♡ 0 🗲 0

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⇨ Being valued  
Feeling heard  
Feeling seen

♡ 0 🗲 0

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⇨ staff having enough training, lived experience,  
and administrative support to use supportive  
language, inclusive curriculum, and visual  
representation in service to all staff and students.

♡ 0 🗲 0

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⇨ that there is an adult that cares for you in this space

♡ 0 🗲 0

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⇨ there's power in working towards a school wide climate  
of belonging. There's an ongoing need to be willing to  
redefine and refine what this means within a community.

♡ 0 🗲 0

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⇨ **everyone feels welcomed and included**

♡ 0 🗲 0

---

⇨ connection to trusted adults

♡ 0 🗲 0

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⇨ **student led voices**

♡ 0 🗲 0

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⇨ Feeling like a valued member of a community. The  
community wouldn't be the same without us/them

♡ 0 🗲 0

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⇒ **improved support from stakeholders, students ready to learn, improved student outcomes**

♡ 0 🗲 0

⇒ **when a student doesn't feel a sense of belonging with their peers, behavioral difficulties can snowball**

♡ 0 🗲 0

⇒ **Feeling you are safe and welcome in a community.**

♡ 0 🗲 0

⇒ respect  
appreciation of diversity of all kinds  
authentic--culture-based, not just initiative-driven  
every member of the community  
has a meaningful contribution

♡ 0 🗲 0

⇒ Inclusivity, empathy, tolerance, outside comfort zone, learning about others

♡ 0 🗲 0

⇒ feeling of inclusion, increased attendance and increased engagement

♡ 0 🗲 0

⇒ School community

♡ 0 🗲 0

⇒ **acceptance**

♡ 0 🗲 0

⇒ Students need to feel a sense of belonging and have adults they feel believe in them to thrive in school.

♡ 0 🗲 0

- ⇒ **Sense of community**  
♥ 0 🗲 0

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- ⇒ Diversity, Equity, and Inclusion that provides the sense of belonging  
♥ 0 🗲 0

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- ⇒ Feeling included  
♥ 0 🗲 0

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- ⇒ **safe environment**  
♥ 0 🗲 0

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- ⇒ Acceptance  
♥ 0 🗲 0

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- ⇒ **Acceptance, commonality, investment, inclusion, and empowerment**  
♥ 0 🗲 0

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- ⇒ **being accepted**  
♥ 0 🗲 0

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- ⇒ **Belonging**  
Community; equity, cultural competence, inclusion, ALL  
♥ 0 🗲 0

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- ⇒ Welcoming, happy, fully included  
♥ 0 🗲 0

---

- ⇒ included  
♥ 0 🗲 0

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- ⇒ **Students feeling connected and comfortable in their classrooms**

♡ 0 🗲 0

⇨ being included and part of a family or community.

♡ 0 🗲 0

⇨ supports for all

♡ 0 🗲 0

⇨ **inclusion and acceptance**

♡ 0 🗲 0

⇨ A safe and supportive space that allows each individual to thrive.

♡ 0 🗲 0

⇨ **school community engagement**

♡ 0 🗲 0

⇨ Part of community  
inclusivity  
freedom to be who you are  
being heard/seen

♡ 0 🗲 0

⇨ Important to instill this in both students and faculty

♡ 0 🗲 0

⇨ **All are welcome**

♡ 0 🗲 0

⇨ **Inclusion**

♡ 0 🗲 0

⇨ **Belonging**

Providing an environment that is inviting, safe and focused on supporting the needs of each individual so that those individual feel welcome when they

are there and can then invest in the experience and the activities within that environment

♥ 0 🗲 0

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↩ **multiple cultures converging under one roof**

♥ 0 🗲 0

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↩ An inclusive environment for our students, acceptance, and respect of our community heritage and cultural background

♥ 0 🗲 0

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↩ **Internal desire to be part of a group**

♥ 0 🗲 0

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↩ **being part of a community**

♥ 0 🗲 0

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### **What Successes have you had implementing MTSS in the past? (End Round 1)**

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↩ **We are still in the building stages**

♥ 0 🗲 0

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↩ **early stages**

♥ 0 🗲 0

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↩ increases in time on learning

♥ 0 🗲 0

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↩ **use of PBIS has been implemented and sustained**

♥ 0 🗲 0

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↩ **we are the start of building MTSS**

♥ 0 🗲 0

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↩ **school wide acceptance**

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♡ 1 🗲 0

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⇨ staff are becoming more aware of MTSS and starting to talk about what interventions they can use as well as school wide conversations about interventions

♡ 0 🗲 0

---

⇨ a variety of supports in place for academic and social emotional needs

♡ 0 🗲 0

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⇨ **early stages but building upon successes from pre-covid when PBIS was in the building**

♡ 0 🗲 0

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⇨ **we are in the midst of trying to be on the same page with using this system at school**

♡ 0 🗲 0

---

⇨ Becoming a more common topic/discussion at school

♡ 0 🗲 0

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⇨ Success in the classroom in increasing academic scores.

♡ 0 🗲 0

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⇨ **SST**

♡ 0 🗲 0

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⇨ **Successful PBIS Initiatives**

♡ 0 🗲 0

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⇨ **PBIS in our building for years**

♡ 0 🗲 0

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⇨ We are in the early stages

♡ 0 🗲 0

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- ↪ **starting process this school year**

♡ 0 🗨 0

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- ↪ Up and down  
Good intentions

♡ 0 🗨 0

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- ↪ Academic interventions using different levels of supports

♡ 0 🗨 0

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- ↪ New to this!

♡ 0 🗨 0

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- ↪ **Our district has educated staff on early literacy and we are working hard to strengthen tier 1 instruction**

♡ 0 🗨 0

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- ↪ **Early stages**

♡ 0 🗨 0

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- ↪ individual students exit interventions and are able to use the skills learn in the tier 1 environment

♡ 0 🗨 0

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- ↪ **When students internalize skills and pass them on to others**

♡ 0 🗨 0

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- ↪ **I've implemented MTSS in former districts across multiple states**

♡ 0 🗨 0

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- ↪ PBIS system has been in place for a while

♡ 0 🗨 0

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↩ **Starting to align our 6 elementary schools in their SEL Goals and implementation**

♡ 0 🗲 0

↩ I have had success in past schools working within a PBIS model to curb negative behaviors, as well as a tiered approach to student support through mental health to support a wider group of students though additional social emotional liaisons working in conjunction with school adjustment counselors.

♡ 0 🗲 0

↩ **In the past, I have been part of a PBIS team and developing tiers of support to overcome behavior in an inner city school. After a few years, the school went from 100 referrals a month down to 1. It felt amazing and the staff/student morale was at an all time high.**

♡ 0 🗲 0

↩ **Recent adoption and implementation of HQIM, tier 1 explicit instruction using an evidence based curriculum**

♡ 0 🗲 0

↩ **We are still working**

♡ 0 🗲 0

↩ **previously had robust tiers for behavioral supports- but missed connections with SEL and academics**

♡ 0 🗲 0

↩ **common language and matrix throughout the school**

♡ 0 🗲 0

↩ **More success with deploying academic tiered support**

♡ 0 🗲 0

↩ **We are currently strengthening our MTSS structure.**

♡ 0 🗲 0

⇒ Very early stages through PD/what already exists through PBIS and SEL inputs and student reflection

♡ 0 🗲 0

⇒ A few years ago (6 maybe?) we started looking at this as a whole district and community.

♡ 0 🗲 0

⇒ **New to this position/district, have not implemented before**

♡ 0 🗲 0

⇒ Beginning

♡ 0 🗲 0

⇒ Feeling supported to make the best decisions to benefit each student.

♡ 0 🗲 0

⇒ **building stages**

♡ 0 🗲 0

⇒ clearly defined social emotional and academic tiers of support in school setting

♡ 0 🗲 0

⇒ Classes with minimal behaviors

♡ 0 🗲 0

⇒ **early stages**

♡ 0 🗲 0

⇒ Beginning

♡ 0 🗲 0

⇌ early stages

♡ 0 🗨 0

⇌ **monthly Tier 3 meetings**

♡ 0 🗨 0

⇌ **We have a system in place for rewarding students who embody our schools expectations of being responsible, inclusive, safe, and excellent both academically and socially.**

♡ 0 🗨 0

⇌ just beginning

♡ 0 🗨 0

⇌ **struggling with tier 2 still but growing**

♡ 0 🗨 0

⇌ **MTSS**

Referral process, use of academic interventions at tier 1 and tier 2; attendance support, SEL support

♡ 0 🗨 0

⇌ **has been mostly academic focused**

♡ 0 🗨 0

⇌ **Early stages - thoughts but need to have consistent implementation**

♡ 0 🗨 0

⇌ **PBIS**

I had success in another school district implementing a PBIS initiative. Works with a team to develop goals, behavior expectations matrix and implementation of teaching behavior expectations

♡ 0 🗨 0

⇌ **MTSS**

tiered needs

♡ 0 🗨 0

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⇒ **Universal clarity around expectations**

♡ 0 🗨 0

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⇒ **early stages**

♡ 0 🗨 0

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⇒ **major success in past school communities,  
still a struggle in my new setting**

♡ 0 🗨 0

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**(Start Round 2) What examples of tiered supports can you share from your school/district?**

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⇒ **Math and Reading**

♡ 1 🗨 0

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⇒ **academic support classes**

♡ 1 🗨 1

Anonymous 9/24/24 2:00PM  
Math intervention groups

---

⇒ **Student leaders**

♡ 2 🗨 0

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⇒ **Math, Reading, Tier One SEL**

♡ 2 🗨 0

---

⇒ **academic interventions matched  
to data-supported student needs**

♡ 0 🗨 0

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⇒ **Stronger tier 1 with all staff trained in early literacy skills**

Benchmark assessments and targeted  
interventions based on specific skills

♡ 2 🗨 0

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↩ **A school-wide ticket reward system, prizes to cash in tickets, celebrations**

♡ 1 🗨 0

↩ bryt intervention (just beginning this year!)

♡ 0 🗨 0

↩ Reading, ELL support

♡ 0 🗨 0

↩ **Tier 3 meetings**

♡ 0 🗨 0

↩ **Tier 2 for kids who don't qualify for iep**

♡ 0 🗨 0

↩ Academic tiered supports have been in place for a while. Last year we added guidance counselors in elementary school and they come in to the classrooms to teach tier 1 programs for half the year. We've used some inventories to assess student need and can compare that data throughout years to target supports through tier 2 supports or more.

♡ 1 🗨 2

**Anonymous** 9/24/24 2:03PM  
what tier 1 programs do they teach!

**Anonymous** 9/24/24 2:05PM  
We began using Toolbox a few years ago but it's lost some steam over the last couple of years. I believe that last year they piloted something else but I don't know the name or if it will remain in place this year. We really liked Toolbox but it does take some work to be sure it's implemented consistently.

↩ **Tiered Supports**

Accommodations- DCAP, reading intervention, interventionist, SACs, guidance counselors- tier 1-3 supports, Bridge

♡ 1 🗨 0

↩ **mindful mondays**

♡ 0 🗨 0

⇨ **Tier 2**  
Small group academic supports  
Small group SEL pull outs  
After school learning opportunities

♡ 2 🗲 0

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⇨ **Small group**  
working with out mental health  
agency to refer students to  
Weekly check-ins with parents  
Academic small group support as well  
Weekly counseling with students  
1:1 for short period of time

♡ 0 🗲 0

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⇨ **Mental health screener**

♡ 2 🗲 0

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⇨ **Lunch bunch math/reading interventions**

♡ 1 🗲 0

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⇨ **ESL supports**

♡ 0 🗲 0

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⇨ **Weekly SEL class for all**

♡ 2 🗲 0

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⇨ **school wide social/emotional screener + SOS education**

♡ 0 🗲 0

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⇨ **specific go to supports for students if needed.**

♡ 0 🗲 0

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⇨ **academic interventions**

♡ 0 🗲 0

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↪ **Small groups**

♡ 0 🗨 0

↪ **Tier supports**

Tier I - Toolbox, SRSS screening tool  
Tier II - small groups based of SRSS  
TIER III - individual meetings wit  
SAC or Guidance to support students

♡ 1 🗨 0

↪ **tier 1: all students receive whole class lessons in sel**

♡ 0 🗨 0

↪ **Core Curricular for Literacy and Math and SEL lessons**

♡ 0 🗨 0

↪ **Social skills groups**

♡ 2 🗨 0

↪ **Tier 1: Piloted the use of a Universal  
Mental Health Screener, Implementation  
of a Tier 1 standards based curriculum**

♡ 0 🗨 0

↪ Academic supports through classes and after school  
Small groups (lunch/guidance/peer groups)  
In house academic toolkit  
Pbis events/lessons/incentvies  
Targeted cico

♡ 0 🗨 0

↪ **small group counseling**

♡ 1 🗨 0

↪ **Tier 1: School wide behavior program, IXL  
screeners, SABIS curriculum, Student Life**

♡ 0 🗨 0



⇨ **DCAP**

We have the challenge that not everyone uses or acknowledges it.

♡ 0 🗨 0

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⇨ guidance counselor teachers a mini SEL lesson or teacher during morning meeting. (T1). Students identified with higher needs goes to small social groups with a counselor (T2).

♡ 1 🗨 0

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⇨ **Adjustment Counselor taking groups and lunch bunches as well as individual sessions**

♡ 0 🗨 0

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⇨ **Pbis**

♡ 0 🗨 0

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⇨ **Tier 1: Rigorous lessons, redirection and planned & real time accommodations, partners, small groups**

♡ 0 🗨 0

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⇨ Tier 1 supports: weekly SEL lessons from teachers/ monthly SEL lessons from counselors  
Tier 2: lunch bunches, small group counseling interventions  
Tier 3: students on IEPs, referring out for therapy.

♡ 2 🗨 0

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⇨ **Caring Schools curriculum**

♡ 0 🗨 0

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⇨ **Social skills groups**

♡ 0 🗨 0

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⇨ **Math TMI and RTI to meet the needs of all students and targeted instruction for those identified needing more**

Math TMI and RTI to meet the needs of all students and targeted instruction for those identified needing more

Challenge math groups and reading groups

Extra credit opportunities for all students

♡ 0 🗲 0

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⇨ **Math Labs**

♡ 0 🗲 0

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⇨ **Directed Study**

Tier 2, teacher-led study hall

♡ 0 🗲 0

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⇨ **Tier 2: Student Support Team Meetings, lunch bunches, counselor and behavior coach check ins**

♡ 0 🗲 0

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⇨ Second step curriculum used for classroom lessons once a week, PBIS system, social skills groups, therapy dogs, behavior plans, school-based counseling through outside agencies, individual check-ins

♡ 1 🗲 0

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⇨ **Mindful Mondays**

♡ 0 🗲 0

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⇨ **Tiered Supports**

Tier 1- Second Step SEL Curriculum, PBIS, Mascot  
Tier 2- Social Skills Groups with Guidance.  
Tier 3- In school counseling supports from outside agencies, behavior plans,

♡ 0 🗲 0

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⇨ **We screen all students 3x per year with the SAEBRS**

♡ 0 🗲 0

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⇨ Literacy & Math interventions, Lunch bunches

♡ 0 🗲 0

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↪ **Positive Behaviors ROAR Tickets**

♡ 0 🗲 0

↪ **DCAP, Advisory Program, Morning Meeting, values at each school, clear routines/procedures for common spaces,**

♡ 0 🗲 0

↪ referrals to outside agencies

♡ 0 🗲 0

↪ **SEL kits**

♡ 0 🗲 0

↪ common language  
teach expectation of Being KIND,SAFE and Responsible

♡ 0 🗲 0

↪ **Tiered Supports**  
Journey, Bryt, Group Counselling, Individual Counselling,  
Pull-out academic supports, MCAS extra help

♡ 0 🗲 0

↪ Tier 1 Social Workers teach whole class lessons to every classroom in the building  
Tier 2 Lunch bunches  
Tier 3 Building Based Health center counseling

♡ 0 🗲 0

↪ **tier 1 DESSA mini, RC, Tier 2 mentor program**

♡ 0 🗲 0

↪ 1 - PBIS, grade level curriculum  
2 - group based interventions, modifications to curriculum, service provision  
3 - Individual support plans

♡ 0 🗲 0

⇒ **DCAP, social groups, behavior check lists, earned breaks, mandatory breaks/check ins**

♡ 0 🗲 0

⇒ Implementation of the academic lab for grades 6 and 7 for all students

Academic support for grade 8 - targeted assistance based on need

♡ 0 🗲 0

⇒ Tiered support through SST for Tier II and Tier III behaviors/academics.

♡ 0 🗲 0

⇒ SEL lessons

♡ 0 🗲 0

⇒ **Tiered supports**

Tier 1 SEL for all students pre-k - 4th grade, PBIS school wide, incentives/merits  
Tier II small group SEL interventions with counselors, recess reteach, attendance outreach  
Tier III collaboration with Seven Hills and Southbridge Family Center, safety plans and student support plans.

♡ 0 🗲 0

⇒ **Tier 3: The recent collaboration with an outside mental health agency to provide individual therapeutic counseling with students**

♡ 0 🗲 0

⇒ **PBIS**

Paws for incentives

♡ 0 🗲 0

⇒ **PBIS school wide expectations and incentives**

♡ 0 🗲 0

⇒ Tier 1- parent cafes, school assemblies, field day

Tier 2- peer social groups led by school clinicians, girls on the run

Tier 3- partnership with Lynn Community Health Center clinician and prescriber

♡ 0 🗨 0

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⇨ **after school support**

Mondays and Wednesdays for 30 minutes with specific teachers, M-Th after school for 90 minutes with paraprofessionals

♡ 0 🗨 0

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⇨ Caring schools, social skills small groups, referrals, outside agency supports, behavior support, focus tools in the classroom

♡ 0 🗨 0

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⇨ Tier 1.5: most students in SEL elective  
Tier 2: reading intervention  
Tier 3: adjustment counselors as-needed

♡ 0 🗨 0

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⇨ Tier 1 - curriculum learning, whole group  
Tier 2 - Reading, ELL, small group instruction  
Tier 3 - additional support, smaller groups, family support, meetings

♡ 0 🗨 0

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⇨ Tier 1-Caring Schools Curriculum  
School Mascot  
Tier 2- Social Skills Groups/lunch bunch  
Tier 3-individualized BSP, support staff

♡ 0 🗨 0

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⇨ **Tier 1: Advisory curriculum - circle process**

♡ 0 🗨 0

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⇒ Tier 1: Advisory, School Houses, Universal Screeners, Sheltering strategies, SLC, peer mediation, DCAP, RJ circles, GLTs  
Tier 2: Math lab, lunch bunch/social skills groups, tier 2 literacy instruction, counseling drop in, co-taught classes, ESL instruction, SST  
Tier 3: Learning Lab, SLP, OT, PT, Reading Specialist, School Social Worker, Cartwheel, Mentoring

♡ 0 🗨 0

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⇒ **Tier 2: Response Protocol - teachers can call front office and provide a code for level of response needed. Staff on call to handle appropriate need. (e.g., check-in, de-escalation, consequence, focused workspace, reward, translations support, tap out.)**

♡ 0 🗨 0

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⇒ Tier 1 - School wide incentive program, SEL curriculum/values focused on each month throughout the school, DCAP accommodations

Tier 2 - Small groups/lunch bunches, meetings

Tier 3 - Outside counseling referrals, individual focused meetings (IEP, SST, etc.)

♡ 0 🗨 0

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⇒ **Morning Meetings for sharing feelings**

♡ 0 🗨 0

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⇒ Caring Schools Curriculum - Morning & Closing Meeting, Lunch Bunch, School-Wide & Classroom Positive Behavior Systems

♡ 0 🗨 0

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⇒ **Tier 3: Students meet with clinicians, suspension, outplacement.**

♡ 0 🗨 0

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⇒ **restorative justice, transformative justice, healing and mediation circles, student leadership council, teen closet,**

♡ 0 🗨 0

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⇒ Tier 1- SEL Caring Schools  
Tier2- lunch bunch, clinician support, behavior support paraprofessionals, behavioral specialist on site, reading specialist, ELL support teacher  
Tier 3- behavior plans, outside agencies support

♡ 0 🗨 0

⇒ **social pragmatics groups, student mentoring, restoration spaces**

♡ 0 🗨 0

⇒ **Tiered Supports**

DCAP  
Intervention Groups  
Guidance/SAC  
Screeners at the elementary level  
MLL supports  
Second Step  
Social Skills Groups

♡ 0 🗨 0

⇒ **Tiered Supports**

We have many supports in place,Tier 1: WIN, Academic interventionists, family outreach coordinator, ELL Team, Tier 2: School Adjustment Counselors, Tier 3: Special Education,

♡ 0 🗨 0

⇒ **lunch groups, check ins with guidance**

♡ 0 🗨 0

⇒ Tier 1 - SOAR Initiative

Caring Classrooms  
Morning Meeting  
Closing Circle

Tier 2- Lunch Bunch

Referrals  
Student Study Team  
Tier 3 - Individual service

♡ 0 🗨 0

**What challenges come up when implementing MTSS?**

↪ **Challenges**

Scheduling, capacity, pushback,  
buy in, fear of change, resources

♡ 5 🗲 0

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↪ **The length of the process, not quick**

♡ 1 🗲 0

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↪ scheduling

♡ 0 🗲 0

---

↪ **being on the same page when implementing it**

♡ 2 🗲 0

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↪ in many cases, not enough staff  
to provide adequate supports

♡ 1 🗲 0

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↪ student goals and comfortability seeking help

♡ 1 🗲 0

---

↪ high performing students are not being  
challenged as much as they should be

♡ 1 🗲 0

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↪ **Knowledge gaps in district leadership**

♡ 2 🗲 0

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↪ **communication**

I think the challenges of implementing MTSS occur  
most often in levels one and two. I think that one  
is the hardest. Level 2 is getting teachers on board.

♡ 1 🗲 0

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↪ **reorganizing can always feel intimidating**

♡ 0 🗲 0

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↔ **capacity in small districts**

♡ 0 🗲 0

↔ **Time!**

♡ 3 🗲 0

↔ **initiative fatigue**

♡ 1 🗲 0

↔ **duplicating efforts**

♡ 1 🗲 0

↔ **confusion and framing MTSS as "yet another thing"**

♡ 2 🗲 0

↔ scheduling and personnel

♡ 0 🗲 0

↔ **Knowledge**

♡ 0 🗲 0

↔ Schedule, staffing

♡ 0 🗲 0

↔ **time - scheduling**

♡ 1 🗲 0

↔ Significant loss of time to implement and support programming and SEL time. Loss of one recess, significantly reduced time for morning meetings, more rigid pace of instruction and scheduling in order to increase "academic" time. As a classroom teacher this feels like we have lost important and valuable time to work with our students in order to support them throughout the day with SEL.

♡ 1 🗲 0

↩ **Challenges**

Time, staffing

♡ 0 🗲 0

↩ **Time, resources**

♡ 0 🗲 0

↩ **buy in for teachers to learn these supports and be able to implement**

♡ 0 🗲 0

↩ **not enough staff for supports**

♡ 0 🗲 0

↩ matching the correct supports is tricky

♡ 0 🗲 0

↩ **scheduling, staff / parent buy in**

♡ 0 🗲 0

↩ **buy in from all stakeholders**

♡ 1 🗲 0

↩ **parents**

♡ 0 🗲 0

↩ Pushback from staff and students

♡ 1 🗲 0

↩ **Schedules**

How to keep kids in tier one for core academics while supporting them in tier two for academics and SEL

Student/Teacher ratios

Never enough support staff

♡ 0 🗲 0

↩ **Lack of personnel**  
So many student needs making it difficult for tier 1 & 2 support to be implemented consistently

♡ 1 🗨 0

↩ **Scheduling, staffing, PD for staff**

♡ 0 🗨 0

↩ Whole school input and follow through

♡ 0 🗨 0

↩ **scheduling, staff availability**

♡ 0 🗨 0

↩ **Shared knowledge & deep experience**

♡ 0 🗨 0

↩ **Change, time constraints, getting everyone on the same page.**

♡ 0 🗨 0

↩ **Lack of resources in district and out of district through crisis and hospital support**

♡ 0 🗨 0

↩ schedule challenges in order to be able to see students for counseling

♡ 1 🗨 0

↩ **Having the same process for all tiers- not everyone is aware of the other tiers and how to access them**

♡ 0 🗨 0

↩ lack of resources or time especially with such high demands for academics.

♡ 0 🗨 0

⇒ **Overlap in scheduling**

♡ 0 🗨 0

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⇒ **time**

♡ 0 🗨 0

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⇒ **making sure that whatever supports or interventions are in place support ALL students, making sure no one is being left out.**

♡ 0 🗨 0

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⇒ scheduling meetings, pushback from staff

♡ 0 🗨 0

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⇒ The number of students, group sizes, and shortage of time are daily challenges for implementation.

♡ 0 🗨 0

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⇒ **Time**

putting aside curriculum needs of requirements of standards in major subject to work with students on SEL lessons, implementation of PBIS and common language, how to get student voice

♡ 0 🗨 0

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⇒ **Not everyone is in sync**

♡ 0 🗨 0

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⇒ lack of screener and assessment tools

♡ 0 🗨 0

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⇒ **The Feeling of Need to Fix it Now.**

Many Teachers I have worked with want to see immediate increased in student capacity in regard to SEB learning. Increasing someone's capacity takes time and nurturing in many cases.

♡ 1 🗨 0

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⇒ **efficient ways to match students to support; prioritizing based on level of need, limited resources and time**

♡ 0 🗲 0

⇒ Time

♡ 0 🗲 0

⇒ **dedication to ongoing training**

♡ 0 🗲 0

⇒ Staffing numbers, support inside the classroom to ensure a tiered system of learning is available, data to base the groups on

♡ 0 🗲 0

⇒ Time and complete buy in.

♡ 0 🗲 0

⇒ Sometimes the students that show up as screening in on the universal screeners aren't necessarily those we may be concerned about

♡ 0 🗲 0

⇒ staffing and high number of students in need

♡ 0 🗲 0

⇒ **It just has to be flexible because not one thing will work for everyone. And if some intervention or support works for a while--it eventually probably will not, so you have to be ready for the next thing.**

♡ 0 🗲 0

⇒ **Resources**

♡ 0 🗲 0

⇨ Clear yet flexible structures for providing tiered supports while collecting data on their effectiveness

♡ 0 🗲 0

⇨ Our triangle is inverted

♡ 0 🗲 0

⇨ **using data for SEL is more challenging than academic**

♡ 0 🗲 0

⇨ **Language barriers**

♡ 0 🗲 0

⇨ School wide inconsistencies

♡ 0 🗲 0

⇨ **Buy in from staff who still believe students should be punished**

♡ 0 🗲 0

⇨ **Access to Tiered Supports**

Making sure those who need each level of support receive it

♡ 0 🗲 0

⇨ time, resources, scheduling, full buy in from staff.

♡ 0 🗲 0

⇨ **effective progress monitoring**

♡ 0 🗲 0

⇨ **mental health is already at a tier 3 within a therapeutic school so it's challenging to identify tiers in this area**

♡ 0 🗲 0

↩ expanding the framework beyond a general education population to out-of-district students already receiving significant support

♡ 0 🗲 0

↩ **Scheduling**

♡ 0 🗲 0

↩ **implementing tier 1 with fidelity**

♡ 0 🗲 0

↩ Using a common language district wide on how we support students. Need to conduct the MTSS needs assessment and develop and action plan; then, implement.

Resources and resistance to change. We always in the past did...

♡ 0 🗲 0

↩ **Coordination & Collaboration**

There are many wonderful initiatives and individual staff efforts in the building, but we have not yet developed a systematic, proactive, coordinated system that is both responsive and anticipatory, rather than reactive.

♡ 0 🗲 0

↩ **challenges**

Time for meeting as a team, intense and ever changing student needs and behaviors, variations in beliefs about appropriate student supports, staff support and buy in

♡ 0 🗲 0

↩ Not enough time for training, Tier 1 needs reworking for school wide expectations and rewards

♡ 0 🗲 0

↩ **When visiting staff are implementing special SEL topics, it is not carried over into the culture of the classroom. The skills are not generalized.**

♡ 0 🗲 0

⇨ scheduling

♡ 0 🗲 0

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⇨ chosen curriculum is really difficult to implement

♡ 0 🗲 0

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⇨ **MTSS Challenges**

Funding to support hiring staff to positions of need as well as in general to help lower student to teacher ratios

Funding/Scheduling/Time to train staff effectively on MTSS and all the underlying pieces of a PBIS/SEL/Mental Health/Belonging school community

♡ 0 🗲 0

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⇨ **Staff is often not available to assist with response. Staff absences. Unknown triggers.**

♡ 0 🗲 0

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⇨ being on the same page as a school/grade

♡ 0 🗲 0

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⇨ implementing tier 1 with fidelity

♡ 0 🗲 0

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⇨ Scheduling, planning / prep time to incorporate new SEL program, time

♡ 0 🗲 0

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⇨ Time, schedules, meeting

♡ 0 🗲 0

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⇨ **Leadership pushback, no community between staff, no student voice, no respect for each others skills**

♡ 0 🗲 0

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⇨ \*Scheduling and timing



\*Opportunities to come together  
as a full staff for implementation

- all staff supporting initiatives



♡ 0 🗨 0

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⇒ **classroom teachers struggling to implement tier 2**



♡ 0 🗨 0

