



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY



We will begin at 9:15



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& BEHAVIOR ACADEMY

SEB Academy Spring Convening 2025

March 26, 2025 - Sturbridge, MA



MayInstitute
Shaping Futures. Changing Lives.

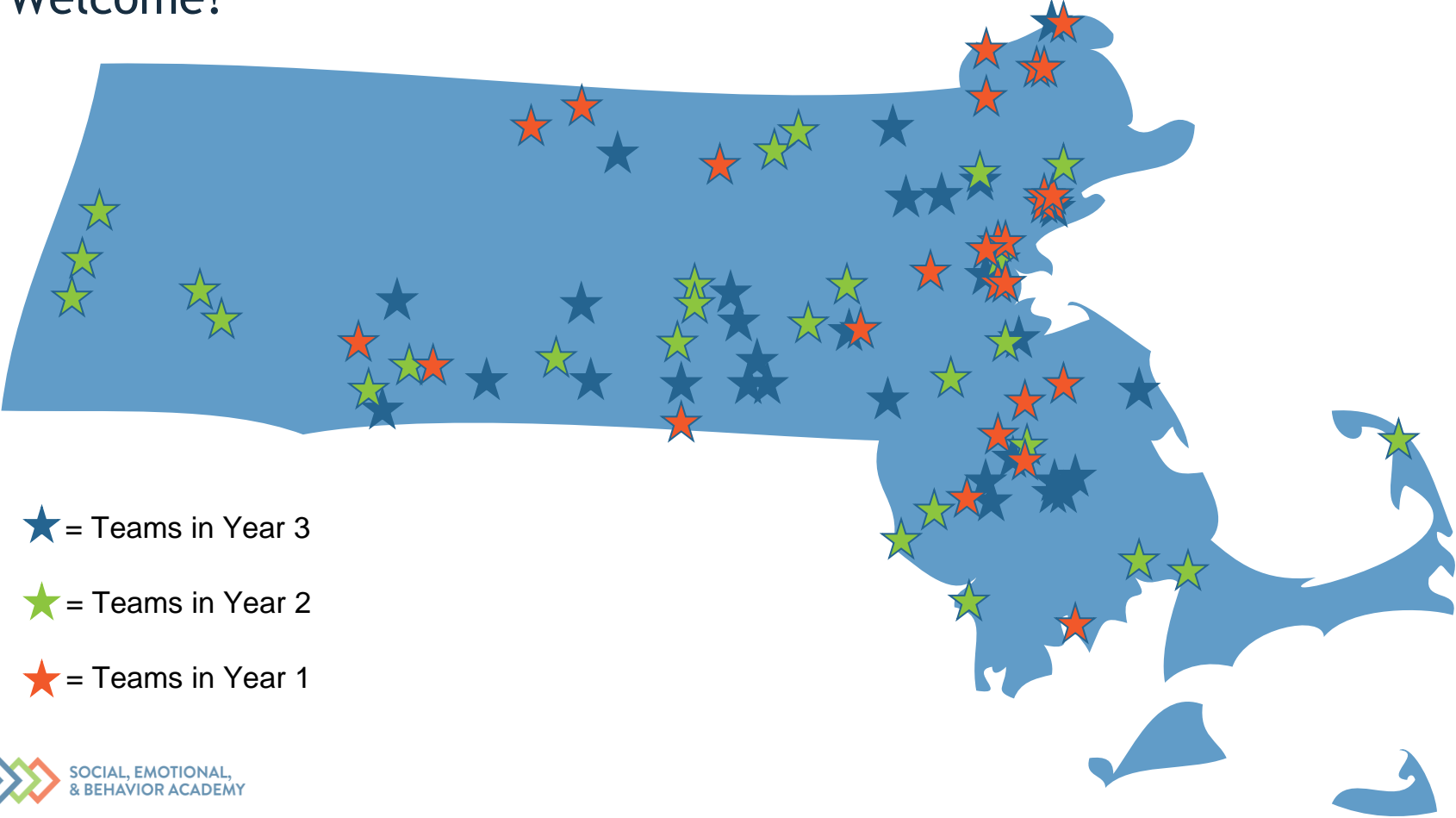




COLLABORATIVE LEADERSHIP



Welcome!



Opening Remarks



Shai Fuxman

Director, SEB Academy



Andrea Ricotta

Senior Strategist for Partnership and Impact

DESE Systems for Student Success Office

Housekeeping

AGENDA

go.edc.org/SEB2025

9:15

Opening Remarks

9:30

World Café: Examples from the Field

10:40

Break

11:00

Team Time

12:10

Lunch

1:00

Breakouts

2:10

Break

2:20

Closing Synthesis Session



Afternoon Breakout Locations

- Relationship-Building Through Empathic Listening:
The Pineapple Room
- Practical Classroom Strategies to Help Reduce Escalation: Paige Hall (main space)
- Family Partnerships to Support Attendance:
The Library
- Sustaining Progress: Crafts Hall

World Café: Examples From the Field





World Café

World Café Protocol

- 2 minute transition
 - 15 minute discussion
 - 1 minute transition
- x2

Discussion Prompts

- Based on the information you have, what would you suggest this team do next?
- What additional information would you want to know from this team?
- Is there anything you have done at your school/district that this team might learn from?



2025 Spring Convening

WORLD CAFÉ PROTOCOL

For Virtual Participants:

When your breakout room opens, you should see a timer in the top right corner, and a title at the top of the zoom screen. The timer will tell you how much time is left for your discussion. The title of your breakout will tell you which example to discuss. You will complete two rounds of the World Café.

For each example, use the prompts below to guide your discussion:

- Based on the information you have, what would you suggest this team do next?
- What additional information would you want to know from this team?
- Is there anything you have done at your school/district that this team might learn from?

When time is up, Zoom will bring you back into the main room. Breakouts will be reshuffled, and you will join a new breakout room with a new example to discuss. At the end of the second round, Zoom will bring you back into the main room.

For In-Person Participants:

When the transition timer begins, move to a new table. There will be a printed example scenario on your table, and a timer on the screen to tell you how much time is left for your discussion. You will complete two rounds of the World Café.

For each example, use the prompts below to guide your discussion:

- Based on the information you have, what would you suggest this team do next?
- What additional information would you want to know from this team?
- Is there anything you have done at your school/district that this team might learn from?

When time is up, a transition timer will appear on the screen. Move to a new table and engage in a second round of discussion. At the end of the second round, transition back to your original seat.

**Please transition to
your first table and
introduce yourself
to the others at
your table**



Station 1

Discussion Prompts

- Based on the information you have, what would you suggest this team do next?
- What additional information would you want to know from this team?
- Is there anything you have done at your school/district that this team might learn from?



**Please transition to
your second table
and introduce
yourself to the
others at your
table**

Breakout rooms are open



Station 2

Discussion Prompts

- Based on the information you have, what would you suggest this team do next?
- What additional information would you want to know from this team?
- Is there anything you have done at your school/district that this team might learn from?



**Please transition to
your third table
and introduce
yourself to the
others at your
table**

Breakout rooms are open



Station 3

Discussion Prompts

- Based on the information you have, what would you suggest this team do next?
- What additional information would you want to know from this team?
- Is there anything you have done at your school/district that this team might learn from?



**Please transition
back to your
original seat**

Breakout rooms are closing





World Café: Debrief

What did you learn?



What questions do you have?



Time for a Break



Team Time

SEB Tool Review



- + Assessment
- + Data
- + Tools & Processes for Tiers 2 & 3
- + Sustainability Planning
- + Others



SEB Academy Assessment Tools



Needs Assessment And Planning Process Overview

OBJECTIVES OF THE NEEDS ASSESSMENT AND PLANNING PROCESS

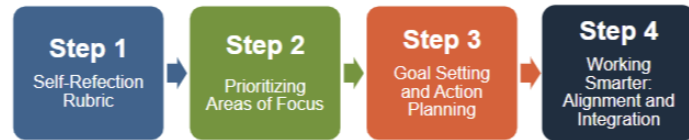
With the help of your SEB Academy coach, your team will engage in a four-step process in order to:

- Identify existing social, emotional, and behavioral (SEB) support efforts and initiatives to promote integration and alignment across the school/district.
- Reflect on the key elements of MTSS for SEB development and to establish a clear understanding of your current context.
- Prioritize focus area(s), articulate clear goals, and draft an action plan for strengthening your SEB MTSS.

OUTCOME

Through this process your team will create clearly defined **priorities** and corresponding **goals** centered in equity which will guide your short and long-term efforts in improving specified elements of your MTSS for social, emotional, and behavioral development in ways that are integrated and aligned with your current context and existing school/district efforts.

STEPS AND TOOLS



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Tiered Support Inventory

OBJECTIVE

Our team can document, assess, and categorize the social, emotional and behavioral (SEB) supports currently being implemented across the three tiers of our Multi-Tiered System of Support (MTSS).

OUTCOME

Our team will have a clear inventory of what supports we have available, who those supports serve, and the current status of those supports to inform decisions and next steps around fidelity, implementation, and initiation of tiered supports.

Parts of this Tool:

- + [Part 1: Inventory](#)
- + [Part 2: Assessment](#)



Data Tools



Data Inventory

OBJECTIVE

Our team can organize what SEB data is already being collected, how that data is (or is not) being used and consider whether there are ways to fill "data gaps," and/or improve data collection systems and routines to enhance data-informed decision making.

OUTCOME

Our team will have an inventory of what data we have available, "data gaps", and identify steps to improve data collection and systematically leverage data to inform decision making.

Parts of this Tool:

- + [Part 1: Identify Goals for Data-informed Decision-making](#)
- + [Part 2: Identify Data Sources](#)
- + [Part 3: Establish Data Routines](#)

It is likely that your school/district is already collecting multiple sources of data related to social, emotional and behavioral needs.

Some examples of such data sources are:

- student, staff, and family surveys
- school climate data
- observations of student behavior
- attendance records
- student discipline data
- focus groups interviews
- classroom observations
- school walkthrough

These data can be captured at the student level, aggregated to the classroom, school, or district level, and/or broken down by various groups



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Recommendations and Resources for Equitable Data Use

OBJECTIVE

Our team can explore and utilize tools, protocols, and supports to support equitable analysis of social, emotional, and behavioral data.

OUTCOME

Our team will understand and act on social, emotional, and behavioral data in ways that are informed, responsible, and equitable.

Parts of this Tool:

- [Part 1: Data Equity Questions](#)
- [Part 2: Data Equity Tools](#)
- [Part 3: Considerations for Interpreting Data](#)
- [Part 4: Rapid Round Small Group Data Consultancy Protocol](#)
- [Part 5: Small Group Data Consultancy Protocol](#)



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Tools and Processes for Tiers 2 and 3

Identification, Matching, and Monitoring Process




OBJECTIVE
Our team can review and reflect on the processes and systems that are essential to ensure students are receiving appropriate Tier 2 and 3 supports, specifically those related to identification, matching, and monitoring.

OUTCOME
Our team can identify processes that are already being used for identification, matching, and monitoring, as well as determine where systems are missing and/or can be improved.

Steps to this Tool:

- + Part 1: Self Reflection
- + Part 2: Visual Model
- + Part 3: Guiding Questions

Definitions

 Identification	The process used to identify which students need specific SEL and mental health supports. Examples: teacher referral, office discipline records, mental health screener, family request, student self-referral, etc.
 Matching	The process used to match students to the specific Tier 2 or 3 support(s) that meet their identified need(s) and/or provide access to students within the appropriate systems of support. Examples: Student Support Team (SST) process, school social worker case review, etc.
 Monitoring	The process used to monitor fidelity of implementation and the students' progress and/or the outcome of the support. This piece of the process is then used to adjust, continue, or terminate specific supports. Examples: classroom observations, clinical notes, post-assessment survey, SST period review, daily progress reports, self-report ratings, etc.



Commonly Used Assessments, Surveys, & Screeners

Social Emotional Learning Data Collection Tools

	Participants		
	Students	Staff	Families
California Healthy Kids Survey	X	X	X
CORE SEL Survey	X		
Panorama Social-Emotional Learning Questionnaire	X		
Panorama Teacher Perceptions of Students' SEL		X	
SELweb	X		
Washoe County Social and Emotional Competency Assessment	X		
Social Emotional Learning Indicator System (SELIS)	X		
Devereux Student Strengths Assessment (DESSA)	X		



Sustainability Planning



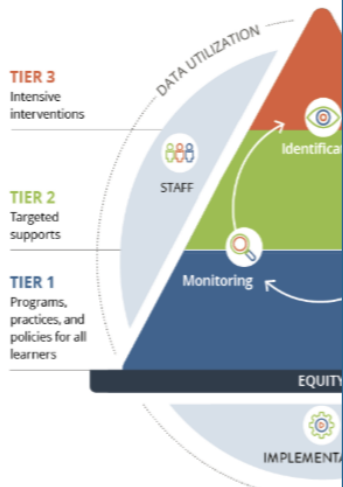
MTSS Sustainability Checklist

DIRECTIONS

The purpose of this tool is to guide sustainability and continuous quality improvement planning of a comprehensive MTSS System for SEL and mental health. This tool prompts a high-level reflection on the key components of MTSS:

- Team structure
- Tiered supports
- Identification, matching, and monitoring
- Drivers of Effectiveness (leadership, implementation and staff)
- Data Utilization (data and practices)

This tool is not meant for evaluation, but rather to prompt reflection, promote conversation, and inform sustainability and continuous quality improvement planning. For each item, consider whether your district has the item in place, and if it requires improvement and/or sustainability planning (e.g., ongoing professional development support, financial sustainability, etc.). Because equity is the foundation of an effective MTSS, embedded in each item are equity considerations. When rating each element of the MTSS framework be sure to include the equity considerations in your rating and reflections.



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Continuous Improvement Planning as Part of Sustainability

OBJECTIVE

Our team can document our plans to sustain key components and processes for our MTSS.

OUTCOME

Our team will have a clear plan for sustaining and continuously improving our MTSS.

Steps to this Tool:

- + [Part 1: Reflect on Supports at Each Tier](#)
- + [Part 2: Reflect on Team Planning and Improvement Processes](#)
- + [Part 3: Identify Ongoing Supports for Your MTSS Work](#)



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Other Tools



Professional Development Planner

OBJECTIVE

Our team can identify the content and/or skills that need to be addressed to build staff capacity and competency and create a plan for delivery and ongoing support.

OUTCOME

Our team will draft a plan to guide our professional development and ongoing supports related to social, emotional, and behavioral health, as a mode of building staff capacity.

Directions:

1. Complete the Professional Development Activity Planner
 - + Brainstorm ideas for how to explicitly teach content, skills, and/or strategies.
 - + Brainstorm ideas for embedded coaching.
 - + Discuss how performance feedback can occur.
2. Add items to your Action Plan as necessary.

Considerations:

- + Ensure Professional Development (PD) includes explicit training, performance feedback, and ongoing coaching.
- + Develop a SEB calendar and routines (e.g., 15 minutes of every staff meeting, 1 hour of early release days, 20 minutes of department or grade-team meetings).
- + Align staff evaluation procedures with expected practices where possible.



Choose Your Own Adventure!

Option 1: Work on your Action Plan

Option Two: Choose a tool to begin together

Option Three: Conduct another purposeful discussion

A digital form titled "Team Time Session" with a blue border. It contains four main sections: "Team & Members" (a text box), "Objectives" (a text box), "Notes" (a large text box), and "Next Actions (i.e., What? When? Who? How? Why?)" (a text box). There are small icons on the left side of the form.

Debrief & Next Steps:

- What did your team work on?
- What is your next step?

Afternoon Breakout Locations

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- Practical Classroom Strategies to Help Reduce Escalation: Paige Hall (main space)
- Family Partnerships to Support Attendance:
The Library
- Sustaining Progress: Crafts Hall



Time for Lunch



50:00

Breakouts

Closing and Synthesis





UPCOMING EVENTS

Register for events at: sebacademy.com/upcomingevents

Peer Sharing Calls

- **Supporting LGBTQIA+ Youth** – April 10, May 8, and May 29 from 9:00-10:30 AM
- **Reducing Absenteeism: A Multi-Tiered Approach** – April 4, April 11, and April 18, 9:00-10:00 AM
- **Restorative Practices** – April 1, April 15, and April 29 from 9:00-10:00 AM



Feedback on Today's Event





Closing and Synthesis Session



**What did you learn in your
breakouts?**

**What next steps do you want to
set for your team?**

Feedback on Today's Event



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> Thank You