How to Build Social-Emotional Learning into MTSS and RTI

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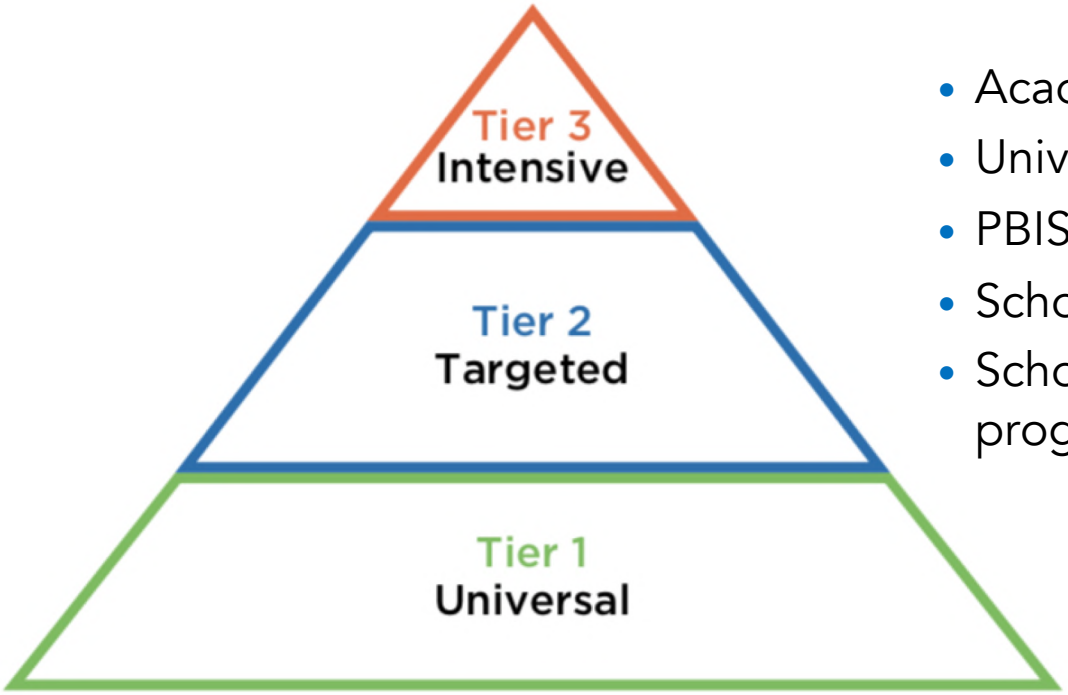
Today, We Will:

- Share 5 strategies for incorporating SEL into MTSS and RTI
- Hear Johnston County's story on practices to support students with SEL interventions
- Practice data inquiry for SEL
- Reflect on our own practice and Q&A

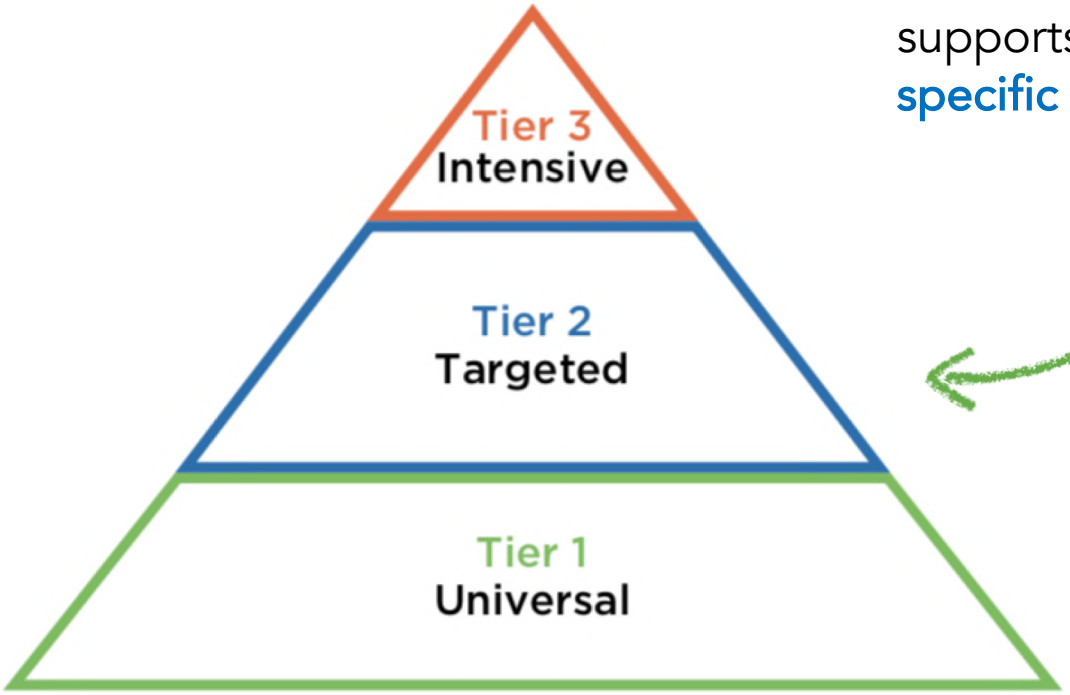
MTSS: Defining Our Terms



Supports for all students:

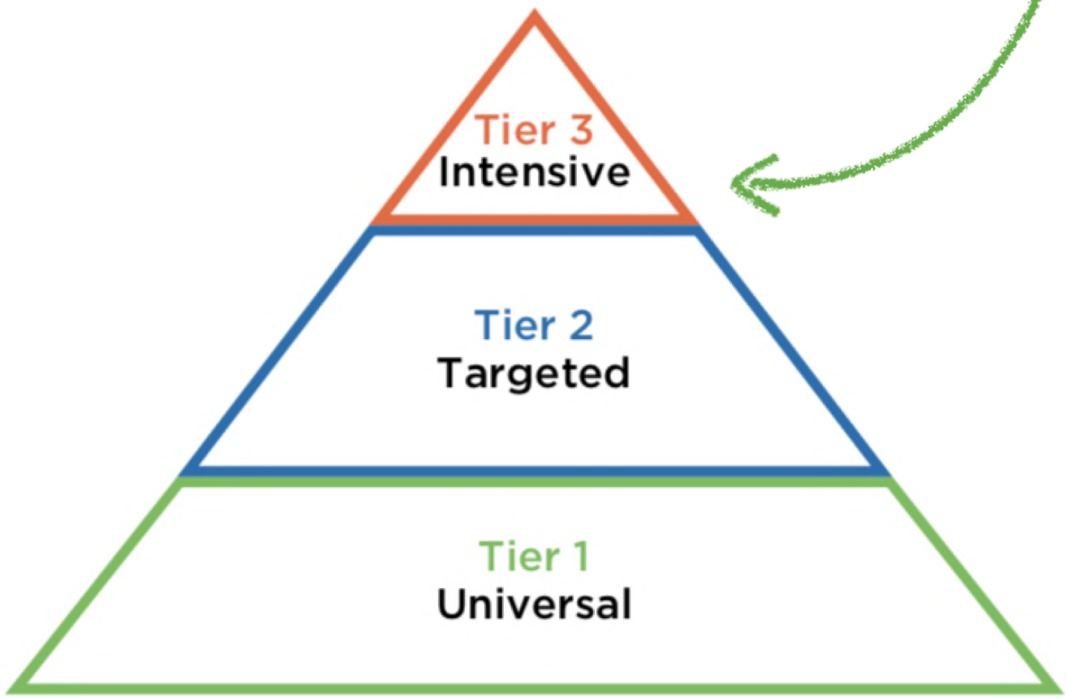
- Academic curriculum
- Universal SEL programs
- PBIS
- School climate
- Schoolwide attendance programs

MTSS: Defining Our Terms



Individual or small group supports that **target a specific skills gap**

MTSS: Defining Our Terms

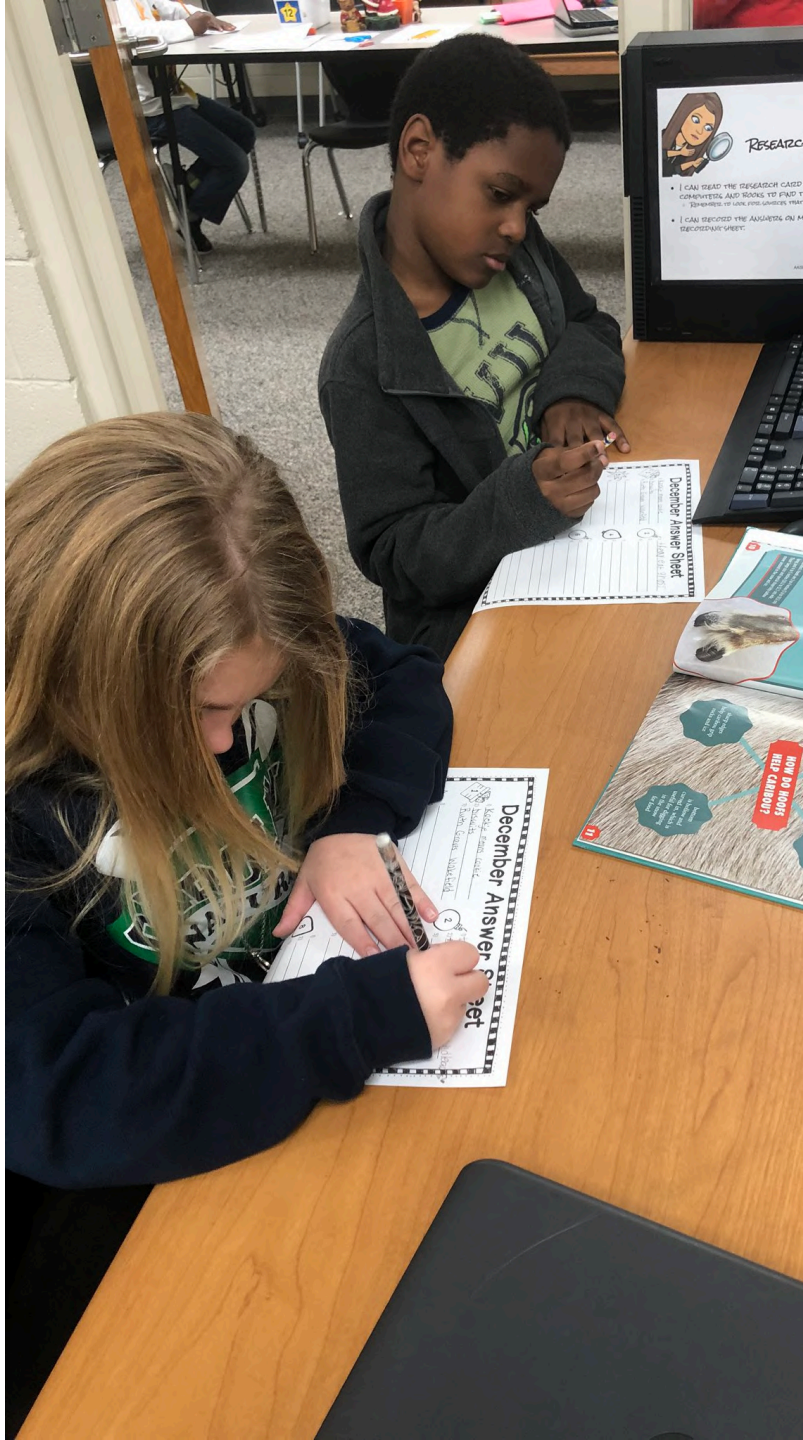


Intensive strategies for skills not addressed at Tier 1 or Tier 2

JOHNSTON COUNTY PUBLIC SCHOOLS

Meet Johnston County Public Schools

- Serving 37,011 students across 46 schools
- 46% Free and Reduced Price Lunch eligibility across the district
- Recent emphasis on SEL with new Executive Director of Social and Emotional Learning position introduced Summer 2018
- MTSS program designed to use data-driven problem solving to promote school improvement through research-based academic and socio-emotional practices



5 Strategies for Building SEL into MTSS/RTI

1. Use SEL to **strengthen your Tier 1 foundation**
2. Incorporate SEL into **decision-making processes**
3. Build **SEL supports** into your tiered intervention strategy
4. Get the right **human & data systems** in place
5. Practice **data inquiry** to ask, answer, and take action

Strategy #1: Use SEL to strengthen your Tier 1 foundation

The “why” behind SEL in Johnston County

Using Panorama to measure and understand SEL and school environment

Self-Management

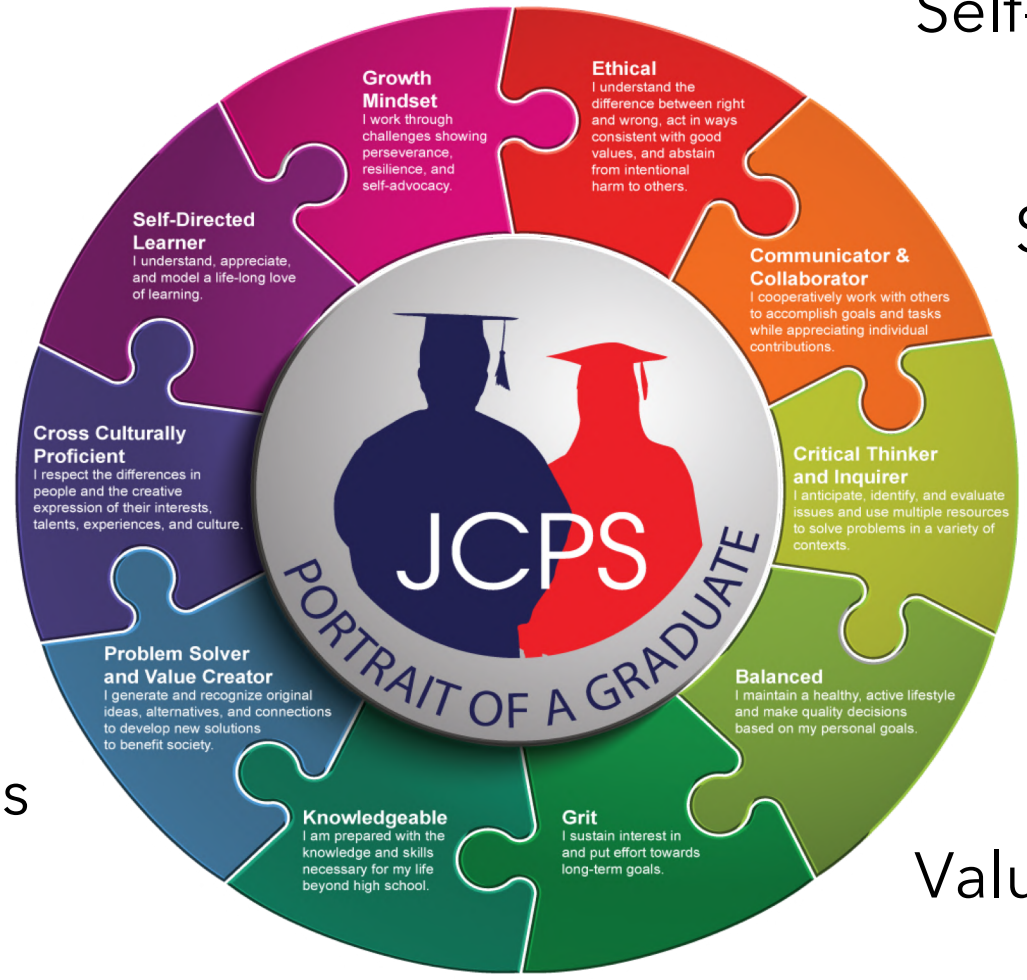
Social Awareness

Classroom Effort

Valuing of School

Learning Strategies

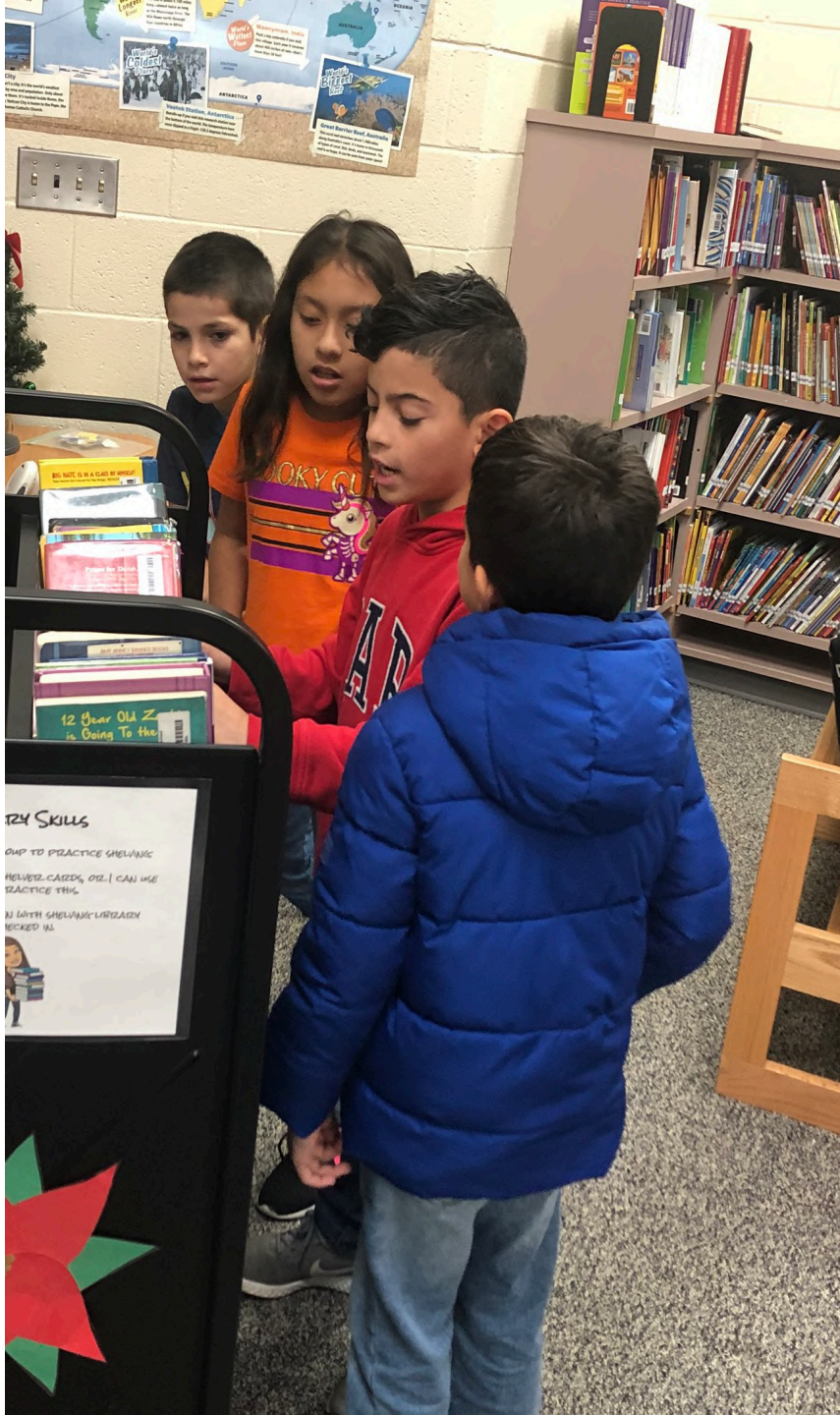
Sense of Belonging



JOHNSTON COUNTY PUBLIC SCHOOLS

Using SEL to build a strong base of Tier 1 (core) supports

- Universal support looks different in different schools
- Capturing Kids' Hearts
- NC Resilience and Learning Project
- Prioritizing school climate so every child has a safe and supportive place to learn
- Building positive relationships between teachers and students



Building SEL into classrooms with Tier 1 strategies

Strategy 1: Feelings Journal	Strategy 2: 2X10 Relationship Building	Strategy 3: SEL Passport Challenge
Help students become more aware of their feelings and what they can do to regulate strong emotions by keeping a journal.	*2 minutes + 10 school days about an "anything fun" get to know you conversation can have a powerful impact on students.*	*Allows students to continue to practice and master their SEL skills outside of the classroom.*

SEL Steals

Using SEL to support your existing priorities

Attendance	**1.** Engagement **2.** Self-Management **3.** Self-Efficacy
Behavior	**1.** Self-Management **2.** Social Awareness **3.** Teacher-Student Relationships
Course Performance	**1.** Self-Management **2.** Self-Efficacy **3.** Engagement

Are there broader priorities that help you hone your SEL and climate focus area?

SEL Steals

Source: https://go.panoramaed.com/sel-abc-research

It Takes a Village: Growth Mindset Example

Teachers

What
- Shifting staff mindsets

How
- **Reflecting on teacher mindsets about self and students**

Why
- Supporting students means supporting adults

Families

What
- Engaging families in in and out of the building

How
- **Hosting book groups and events about "Mindset"**

Why
- Supporting students takes a village

Students

What
- Teaching students the brain is a muscle

How
- **Incorporating growth mindset as sub-objectives and mini-lessons**

Why
- Connecting knowledge about growth mindset supports long-term achievement

SEL Steals

Panorama's Social-Emotional Learning Survey

Student Skills & Competencies

Self-Management
Growth Mindset
Self-Efficacy
Grit
Social Awareness
Emotion Regulation

Student Supports & Environment

Sense of Belonging
Teacher-Student Relationships
School Safety
Student Engagement
Valuing of School
School Climate

Teacher Skills & Perspectives

Teacher Self-Reflection
Professional Learning about SEL
Resources for Student Support
Educating All Students

Download Full Survey:
http://bit.ly/SEL-Measures

Strategy #2: Incorporate SEL data into decision-making processes

JOHNSTON COUNTY PUBLIC SCHOOLS

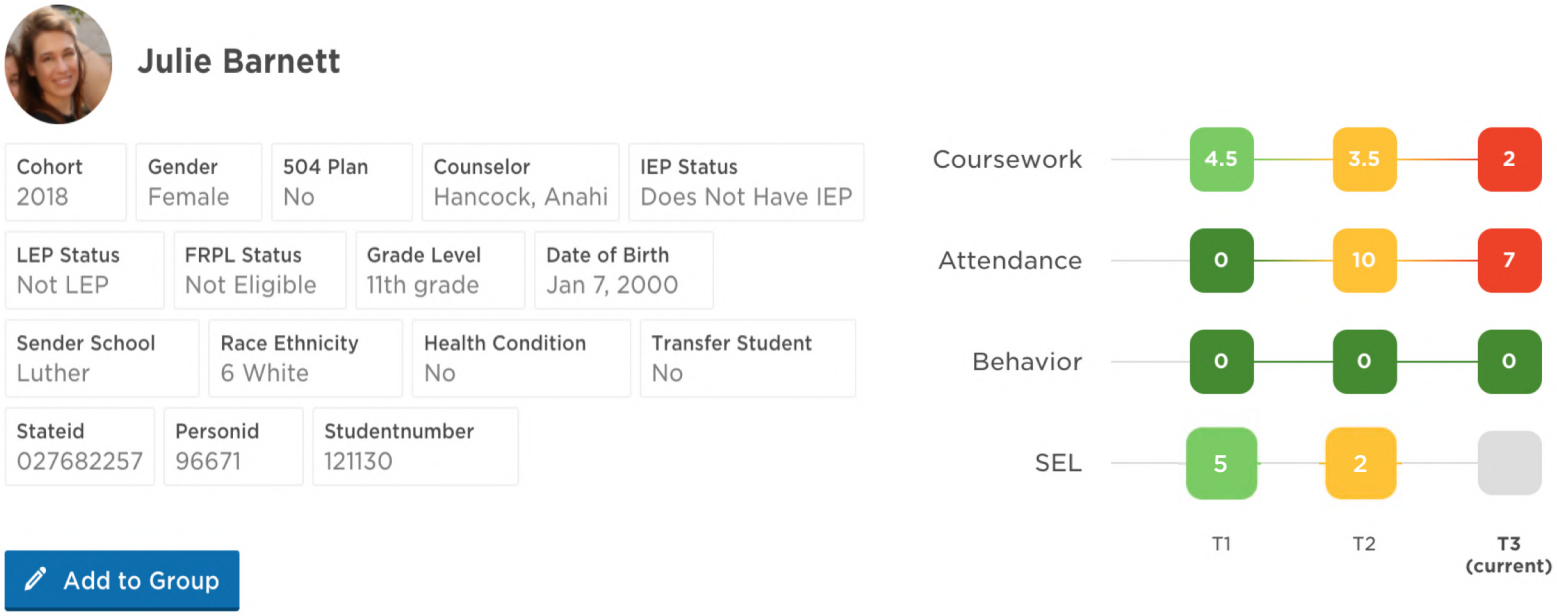
Leveraging SEL for student supports

- SEL screener data
- Triangulating social-emotional learning with academics and behavior
- Identifying students to refer to Tier 2 SEL supports
- Collaborating with counselors for Tier 3 SEL supports

*"Instead of just being able to see discipline and referral data, SEL data helps us be more proactive and see the skill gaps **before** students get into trouble."*

Dr. Amanda Allen
Executive Director of SEL,
Johnston County Public Schools

Seeing SEL data alongside coursework, attendance, and behavior with Panorama Student Success



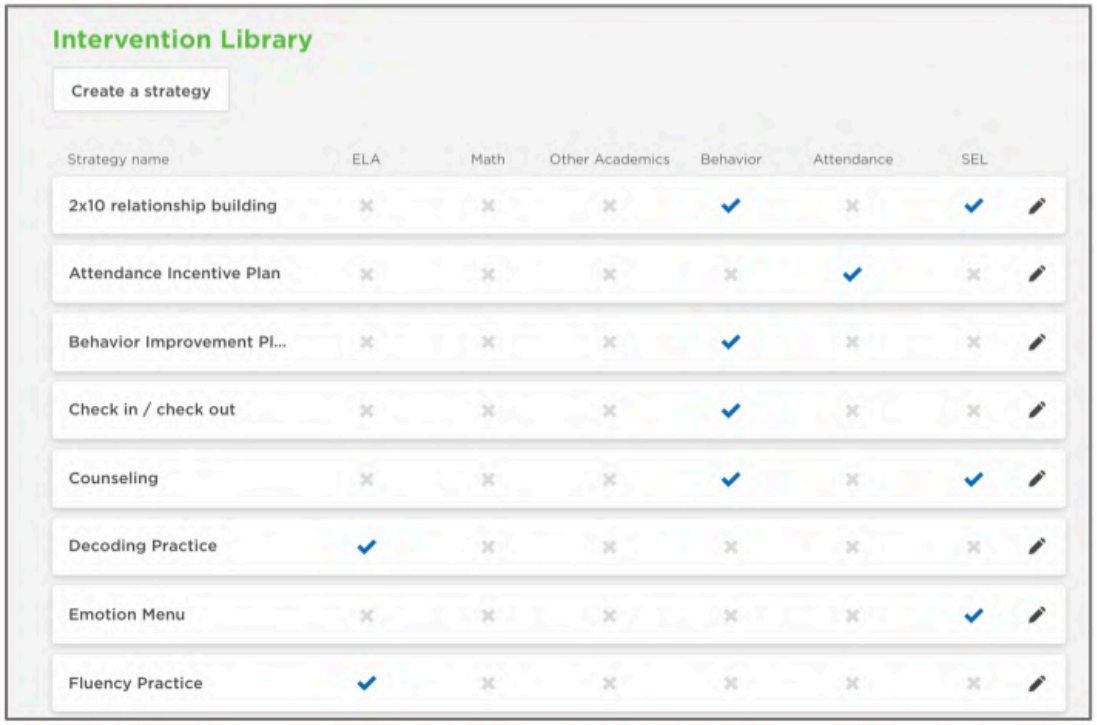
Demonstration data (not a real student)

Strategy #3: Build SEL supports into your tiered intervention strategy

Implementing Tier 2 (supplemental) SEL Interventions in Johnston County

Conflict Resolution	Calm Down Spots
Check In, Check Out (CICO)	Mentoring System

Creating a menu of SEL interventions



Building a district-specific list of SEL best practices helps educators begin to speak a shared language as a team and build the skills of their team to execute evidence-based interventions with strategy focused professional development in the future.

Strategy #4: Build out your human and data systems

Building human systems and processes to protect and prioritize SEL

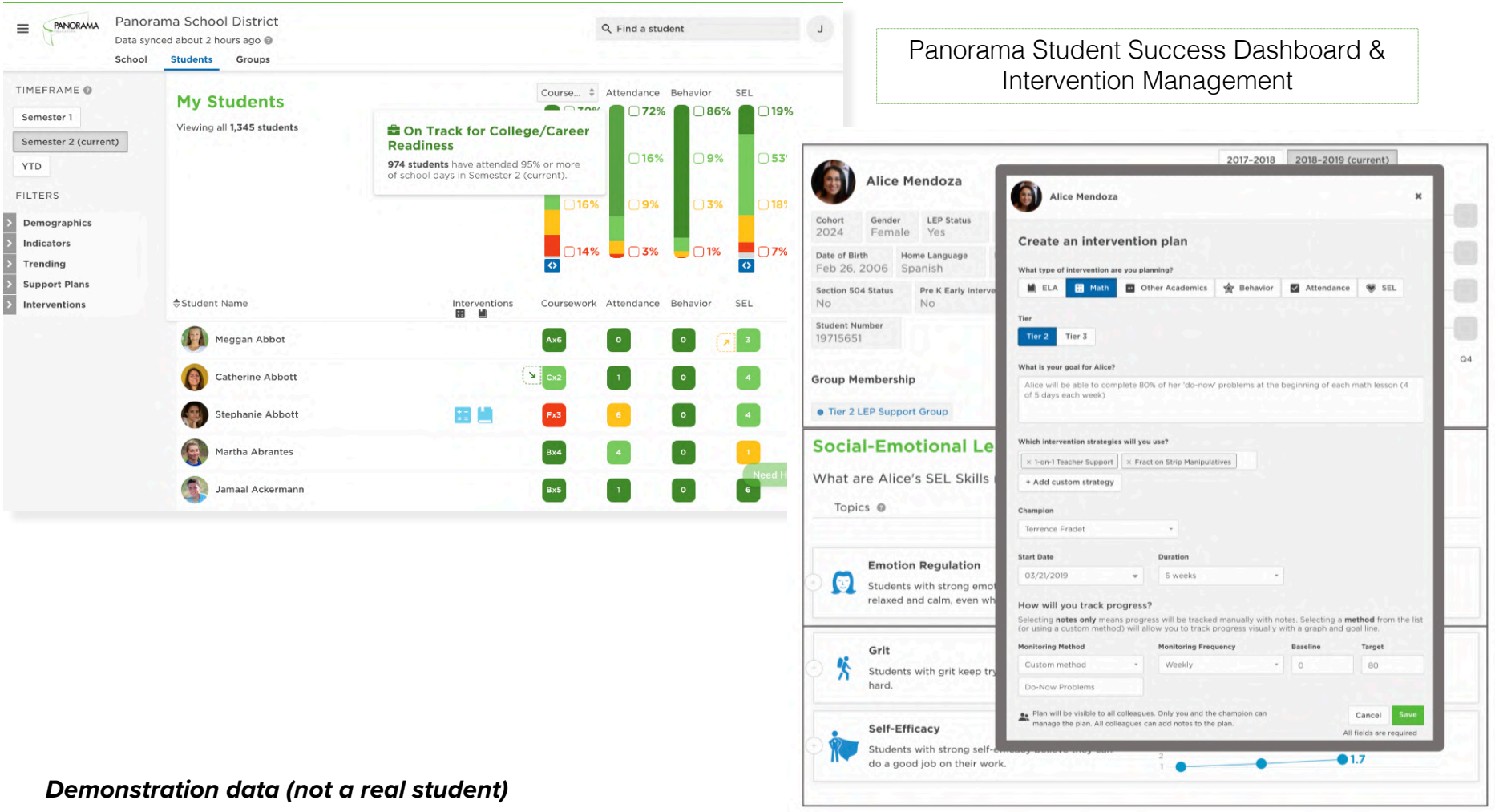
- Leveraging Title IV funding
- Creating central office positions that align with our strategic vision for student supports
- Offering professional development and resources
- Practicing adult SEL and self-care

POSITION: SEL Interventionist

REPORTS TO: Executive Director of Social and Emotional Learning

JOB GOAL: To support the development and implementation of a solid SEL program for Tier 1 as well as to assist teachers in providing Tier II and Tier III interventions for students who need more intensive levels of support for SEL. This goal will be accomplished by working alongside school staff serving as liaison between the school, families, and community organizations.

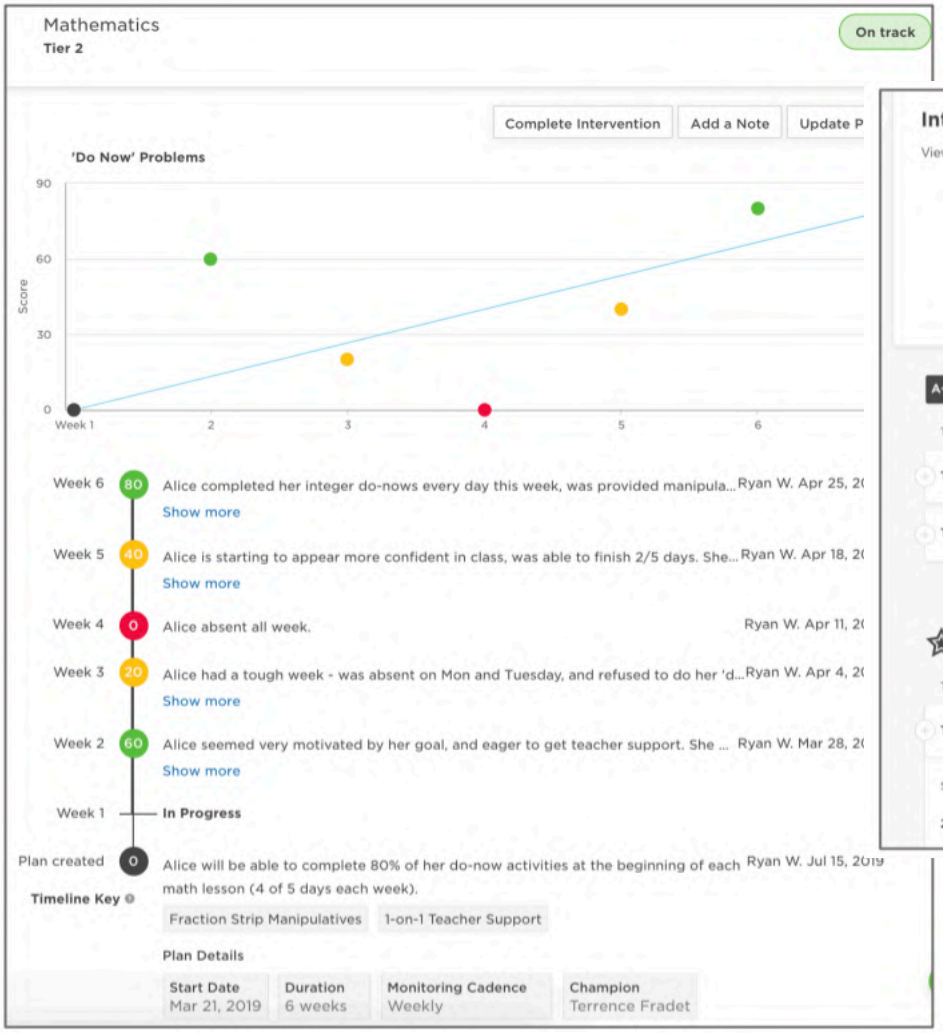
Using data systems to identify students for SEL interventions and collaborate on intervention plans

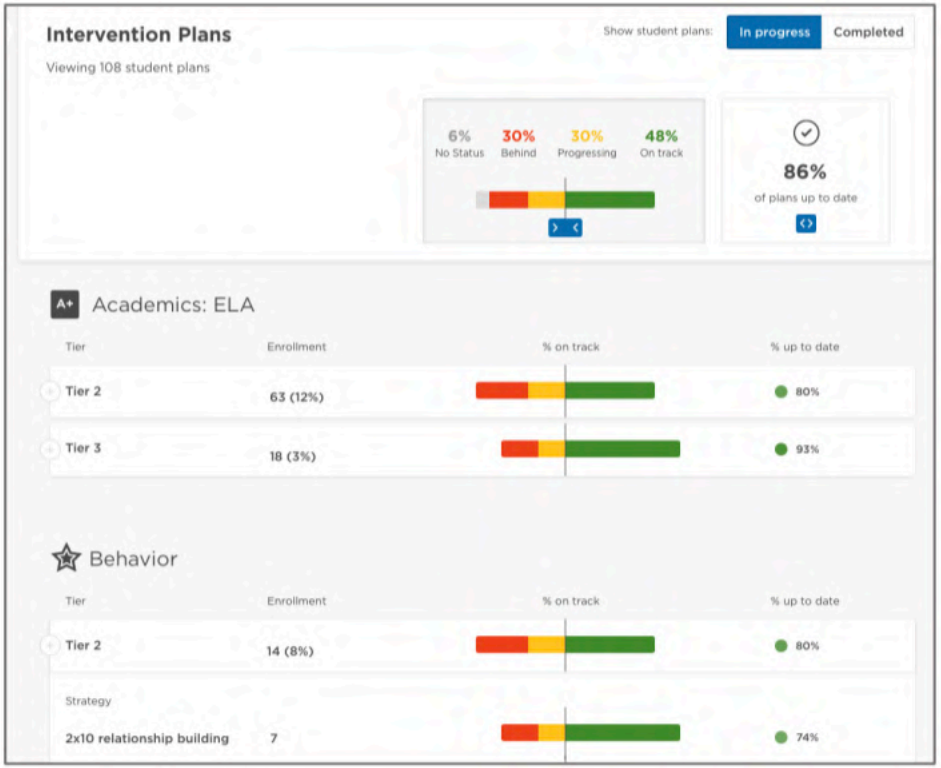


Panorama Student Success Dashboard & Intervention Management

Demonstration data (not a real student)

Using data systems for progress monitoring at the student or school level



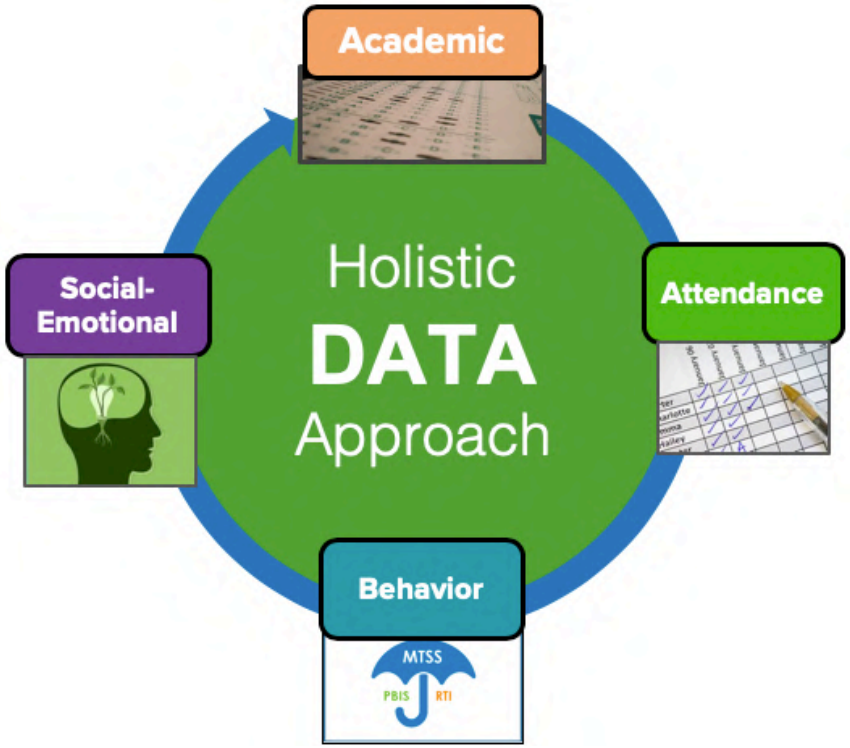


Panorama Student Success MTSS Progress Monitoring: Student & School Views

Demonstration data (not a real student)

Strategy #5: Practice data inquiry

How can data inquiry help us use SEL data to support students' attendance, behavior, and course outcomes?

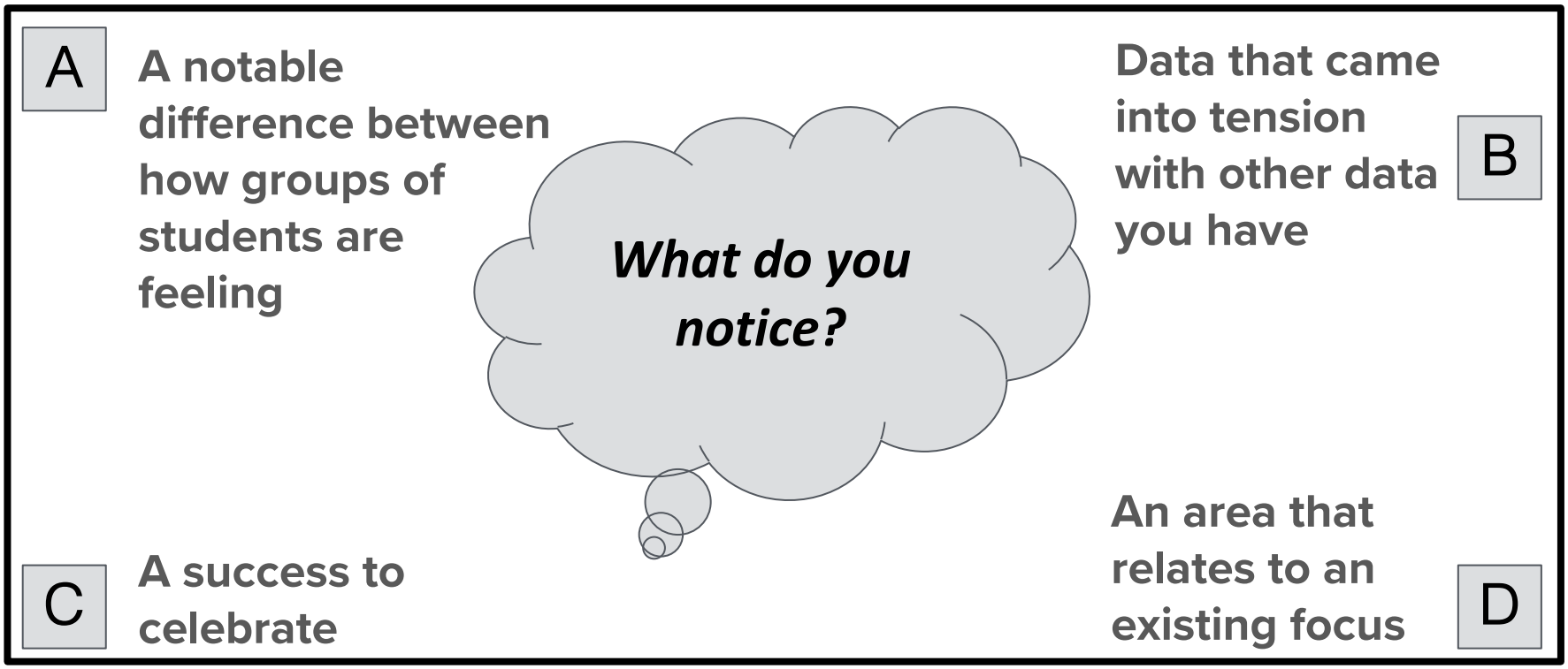


1. What did you notice in the data?

2. What actions *might* you take in response to this data?

What do you notice in the data?

You might notice…



Common Questions

Below are a few common "big questions" our partners ask, answer, and act on:

1. How many students with "**No Reported Strengths**" in SEL are also "**At Risk**" in their academic data? Which SEL competency do they struggle with the most?

2. In our school, are students with **low Self-Efficacy** typically **on track for graduation** in terms of their **Coursework**?

3. How many students reporting "**Below Average" in Self-Management** are also "**At Risk**" in terms of their **Behavior**?

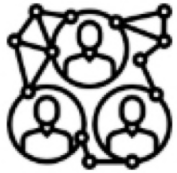
Panorama Strategic Advising helps districts ask, answer, and take action on questions impacting student outcomes

Below are some of our most common advising offerings:

Executive Briefings

Insights based on your community's data presented alongside recommendations

Coaching



Customized and coherent sessions to help leadership teams understand, prioritize, and act on data

System Advising

Long-term collaboration to assess, improve, and sustain systems

How many students with "**No Reported Strengths**" in SEL are also "**At Risk**" in their academic data?

Which SEL competency do they struggle with the most?

What actions might you take in response to this data?

Calm-Breathing Techniques

Give students the opportunity to learn and practice calm-breathing techniques.

Average rating: 4.6 / 5.0

opencircle® getting to the heart of learning

GOAL

Help students understand what it feels like to be calm and to learn and practice several calm-breathing techniques.

ACTION

Adapted from the "Being Calm" lesson in the *Open Circle Curriculum*. Learn more...

Invite students to think about what makes them feel calm and relaxed (e.g. listening to music, reading a book, lying down). Share with students the following breathing techniques that they can use when they want to feel calm.

- **Balloon Breathing:** Sit in a relaxed, comfortable position. Breathe in slowly through your nose, filling your belly with air like a balloon. Breathe out slowly. Have students practice this technique a few times.
- **Flower Breathing:** Breathe in through your nose, imagining the fragrance of a sweet-smelling flower. Breathe out with an "ahhh" sound. Have students practice this technique a few times.
- **Blowing Bubbles:** Imagine that you have a jar of bubbles in front of you. Take off the lid. Dip the wand into the bubbles. Take a deep breath and fill your belly with air. Now take the wand out of the jar, breathe out very slowly in order to blow a large bubble, without popping it. Repeat these steps to blow more bubbles.

Ask students which technique they like best and suggest that they practice that method. Tell students that knowing and practicing calm-breathing techniques can help them be strong learners, helpful friends and successful problem-solvers.

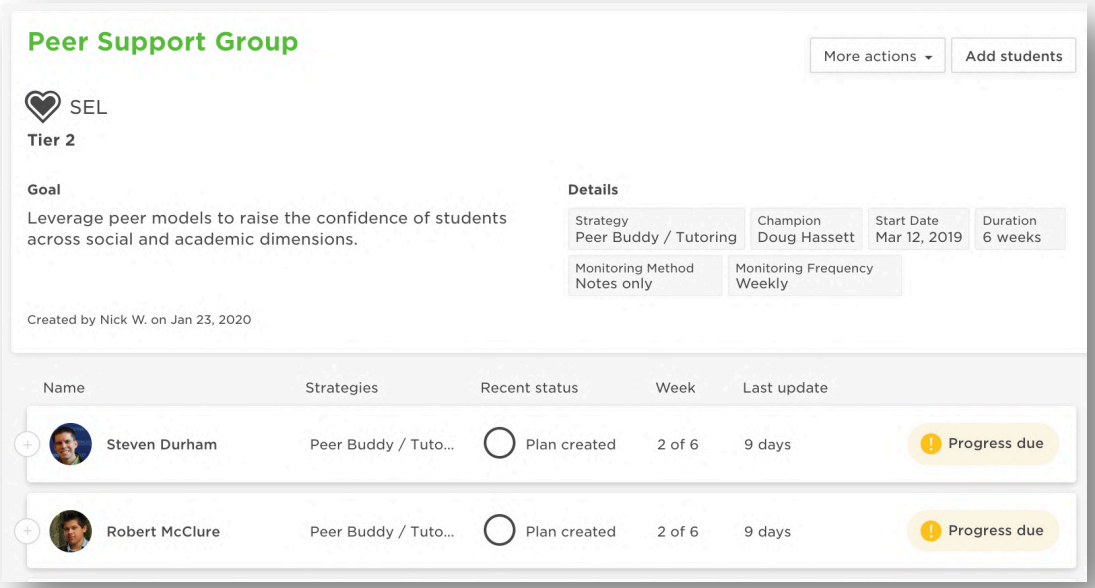
Playbook

Introduce a new SEL strategy (Tier 1) to help students better cope with their emotions.

Demonstration data (not a real student)

In our school, are students with **low Self-Efficacy** typically **on track for graduation** in terms of their **Coursework**?

What actions might you take in response to this data?



Create a Tier 2 group intervention plan to introduce a new layer of SEL support for these students.

Demonstration data (not a real student)

How many students reporting "**Below Average" in Self-Management** are also "**At Risk**" in terms of their **Behavior**?

What actions might you take in response to this data?

2x10 Relationship Building
[Tier 2 Intervention]

Instructions:

1. Choose one student who you would like to strengthen your relationship with.

2. Find this student and open a conversation with them for **two minutes** for **ten consecutive days**.

RULE: The content of your conversation should NOT relate to the student's schoolwork or behavior.

What will you bring back to your districts?

Download Full SEL Survey:
http://bit.ly/SEL-Measures

Download Intervention Toolkit:
http://pan-ed.com/intervention-kit

SEL & ABC's Research:
https://go.panoramaed.com/sel-abc-research

If you're interested in Strategic Advising services, reach out to dhassett@panoramaed.com

Questions & Answers

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Thank You

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