

# How to Build Social-Emotional Learning into MTSS and RTI



Join the Discussion



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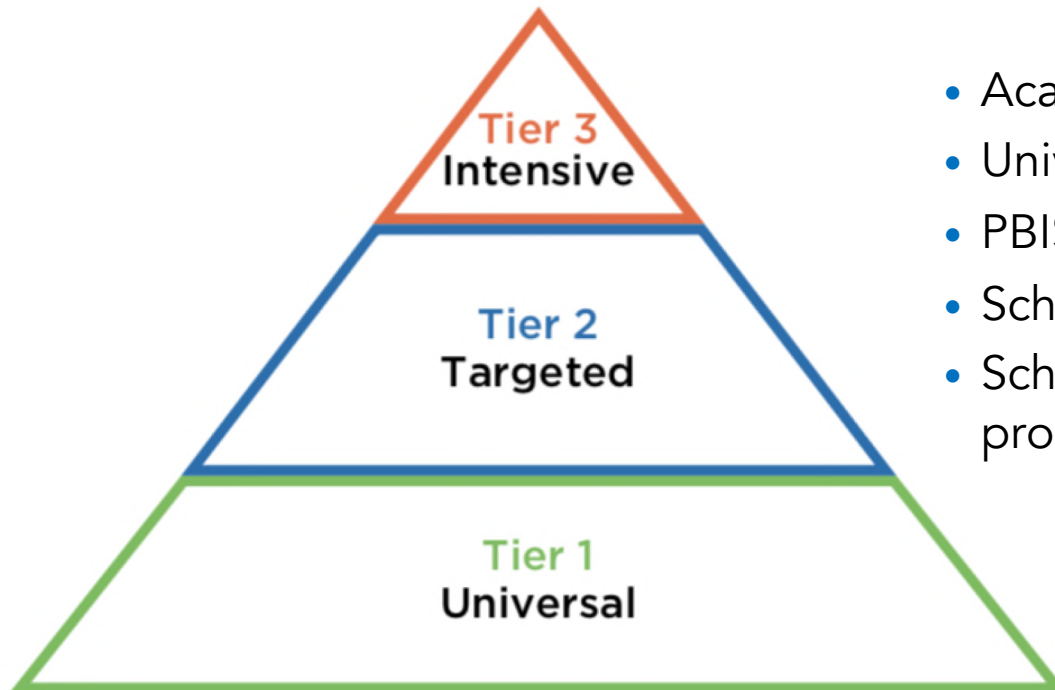


## Today, We Will:

- 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

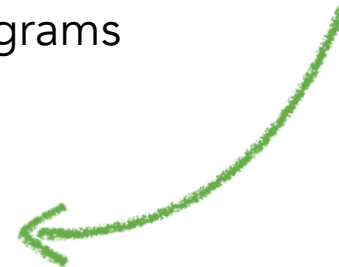


# MTSS: Defining Our Terms

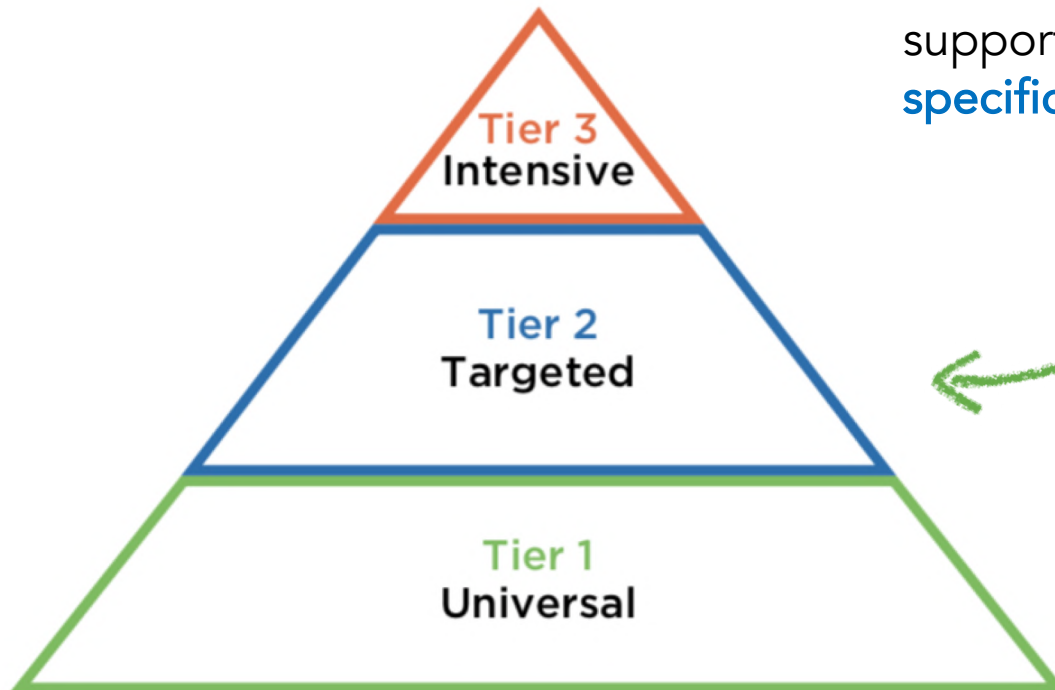


## Supports for all students:

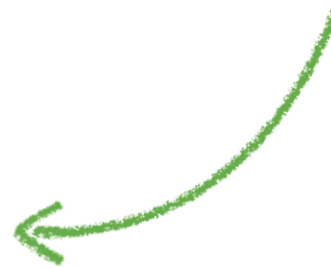
- Academic curriculum
- Universal SEL programs
- PBIS
- School climate
- Schoolwide attendance programs



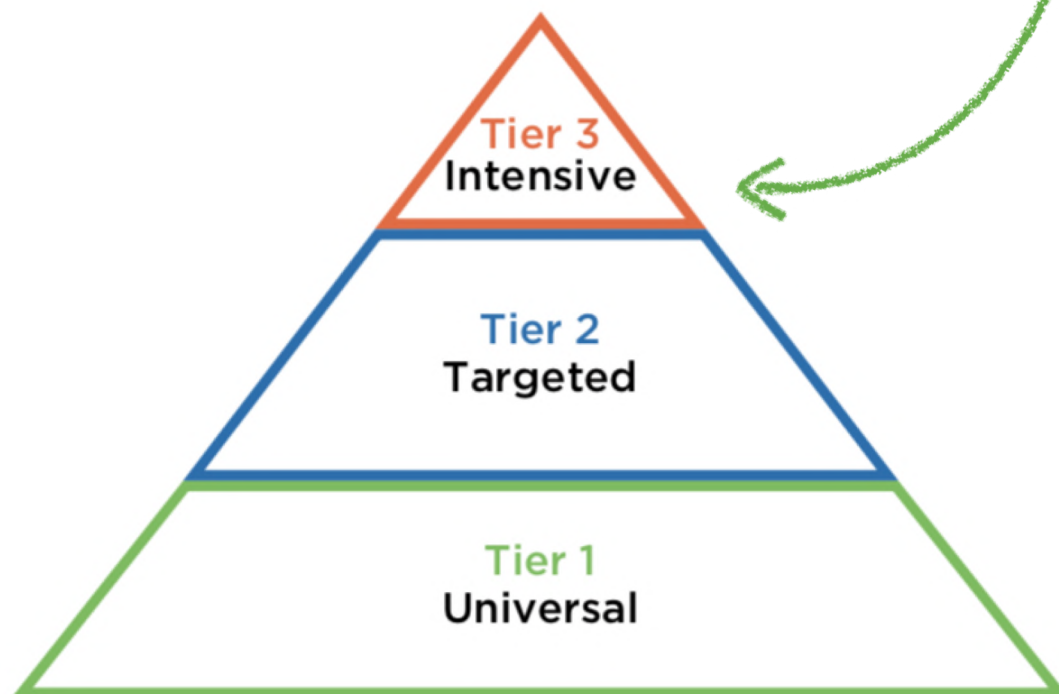
# MTSS: Defining Our Terms



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



# MTSS: Defining Our Terms



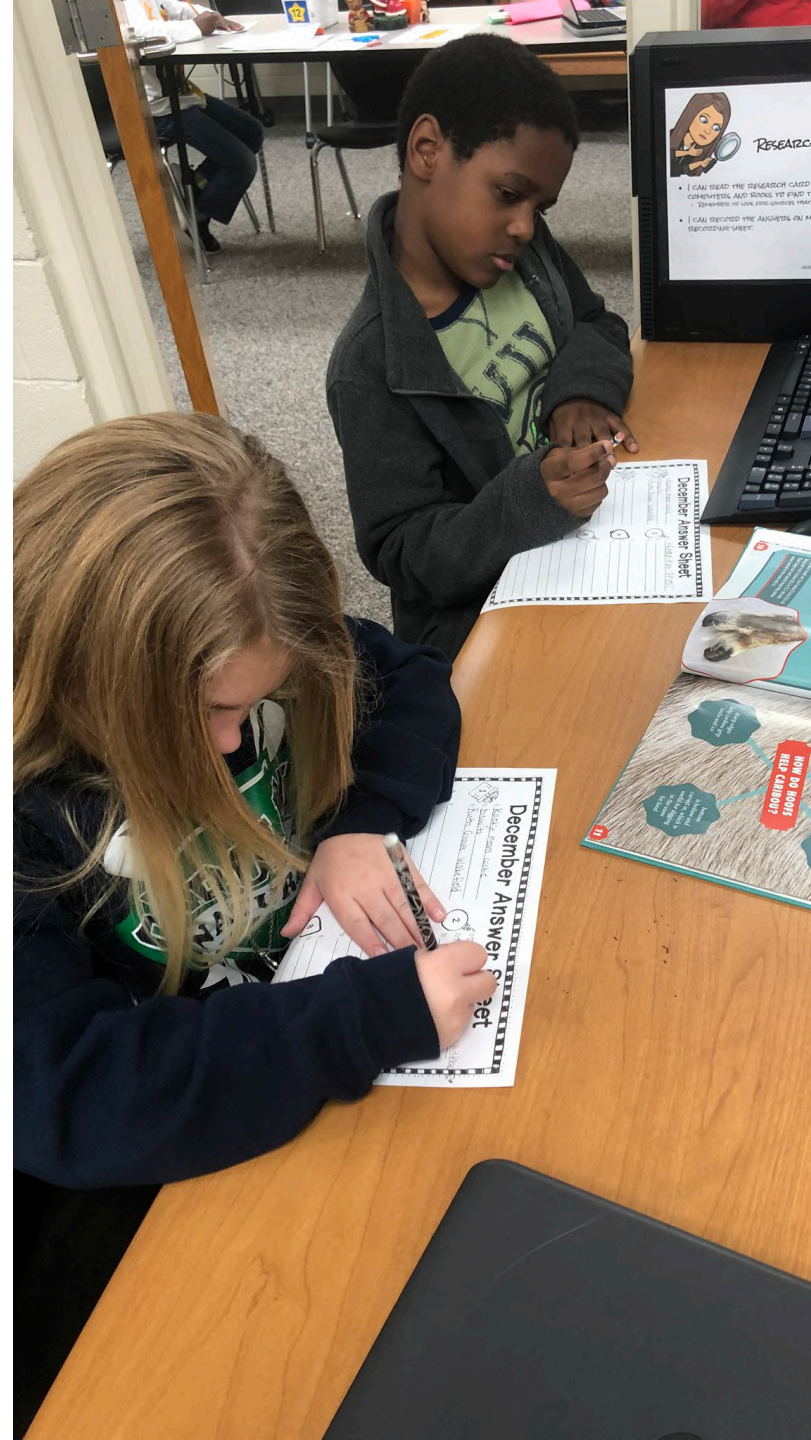
**Intensive strategies** for skills not addressed at Tier 1 or Tier 2





## 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

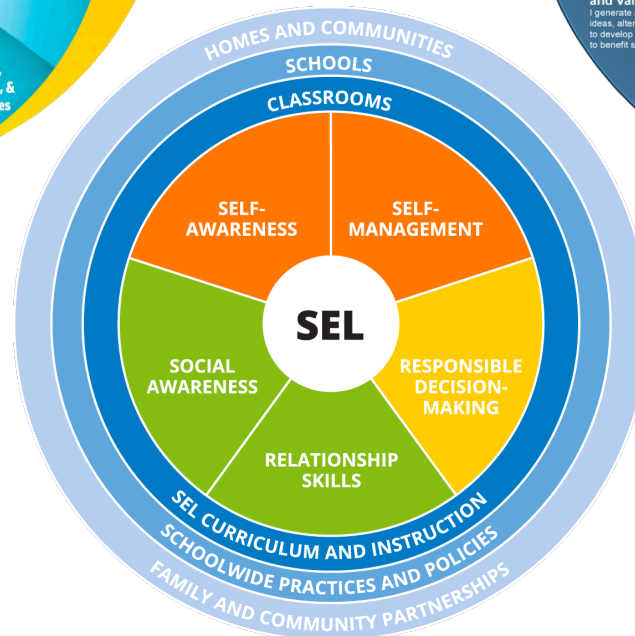
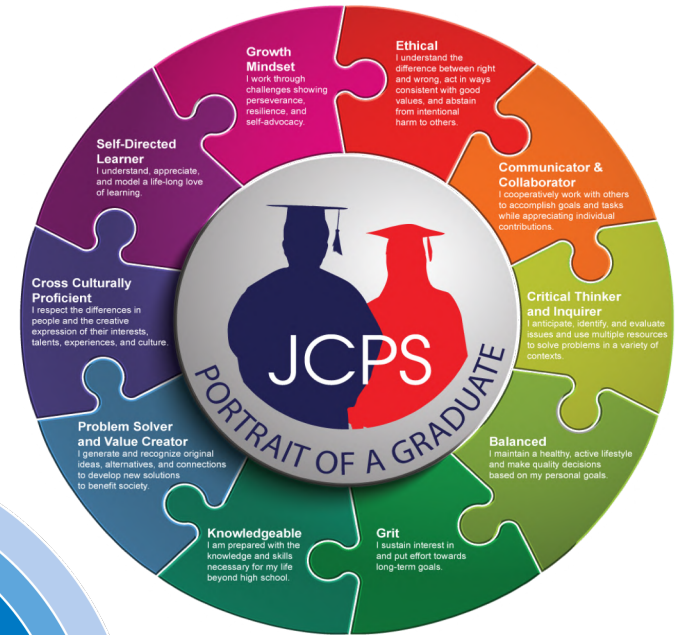
Practice **data inquiry** to ask, answer, and take action



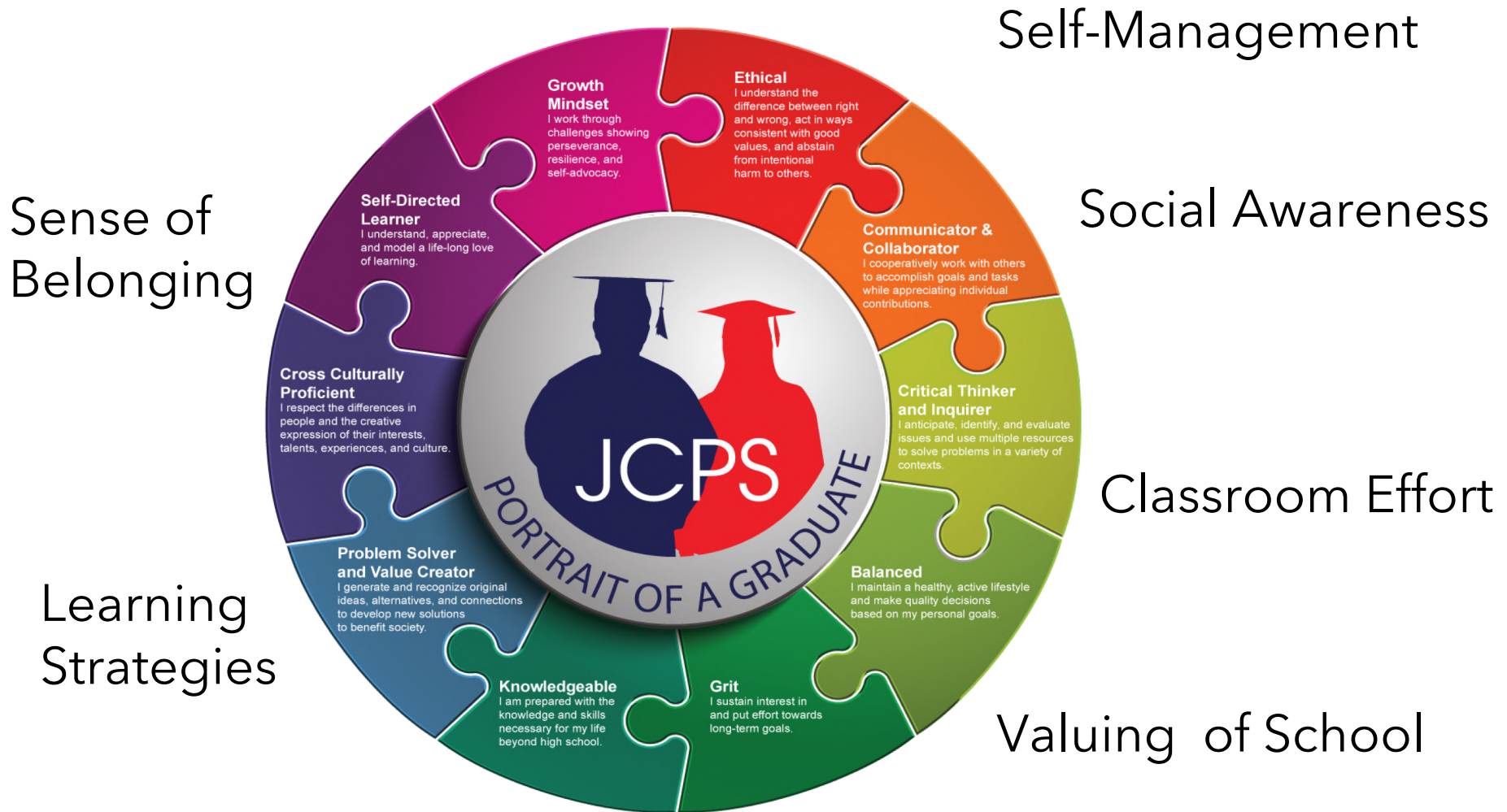
Strategy #1: Use SEL to strengthen your Tier 1 foundation



# The "why" behind SEL in Johnston County



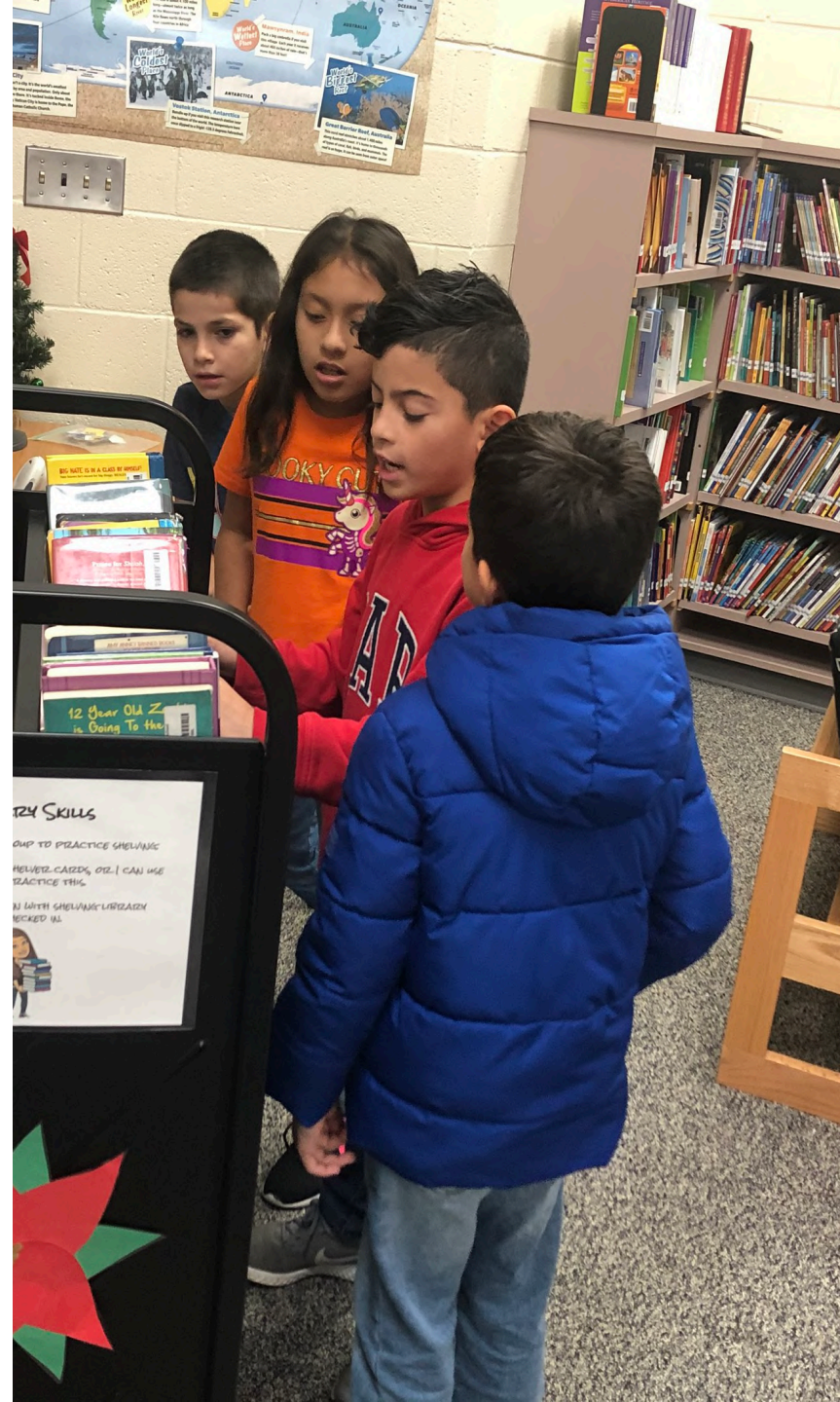
# Using Panorama to measure and understand SEL and school environment





## 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

*Help students become more aware of their feelings and what they can do to regulate strong emotions by keeping a journal.*

## Strategy 2: 2X10 Relationship Building

*2 minutes + 10 school days about an “anything fun” get to know you conversation can have a powerful impact on students.*

## Strategy 3: SEL Passport Challenge

*Allows students to continue to practice and master their SEL skills outside of the classroom.*

# 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?*



# 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

# 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

## 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

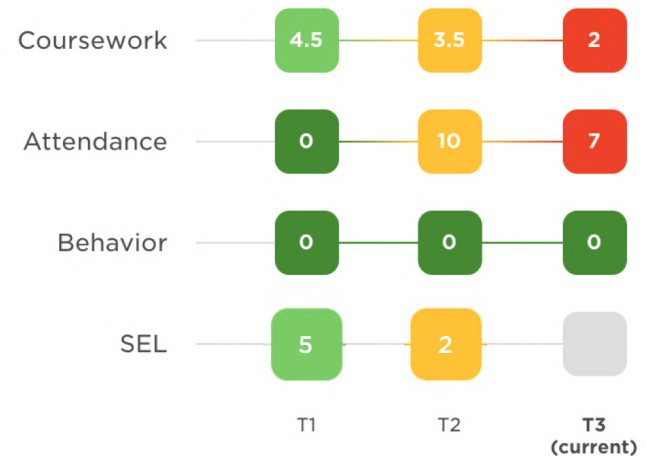
# Seeing SEL data alongside coursework, attendance, and behavior with Panorama Student Success



**Julie Barnett**

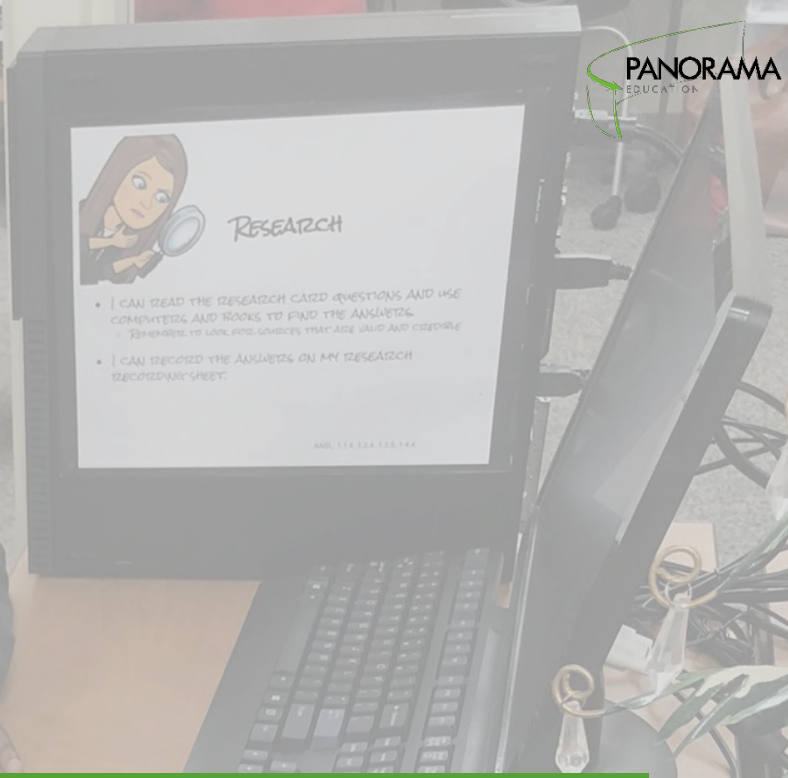
Cohort 2018	Gender Female	504 Plan No	Counselor Hancock, Anahi	IEP Status Does Not Have IEP
LEP Status Not LEP	FRPL Status Not Eligible	Grade Level 11th grade	Date of Birth Jan 7, 2000	
Sender School Luther	Race Ethnicity 6 White	Health Condition No	Transfer Student No	
Stateid 027682257	Personid 96671	Studentnumber 121130		

Add to Group

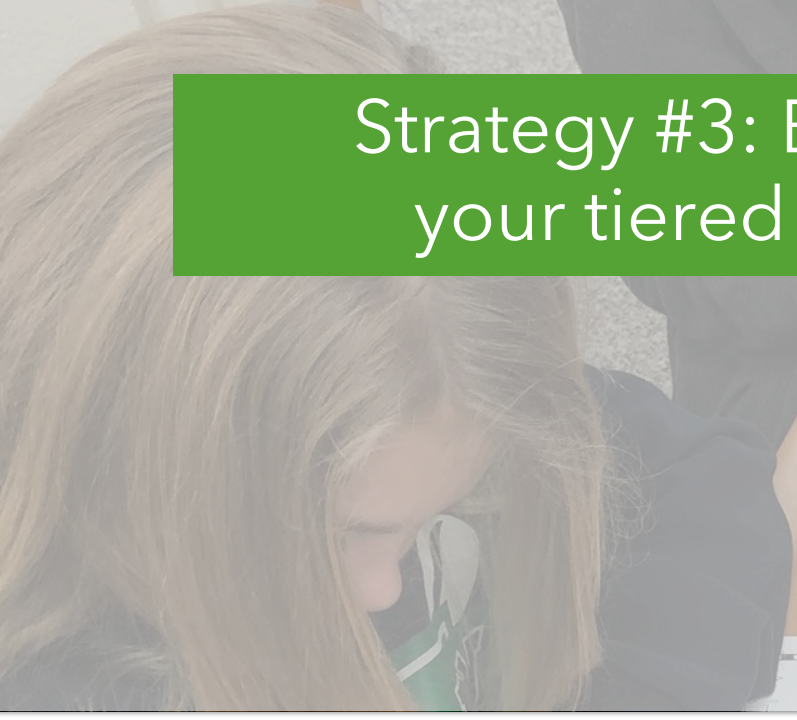


***Demonstration data (not a real student)***





# 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

**Intervention Library**

Create a strategy

Strategy name	ELA	Math	Other Academics	Behavior	Attendance	SEL	
2x10 relationship building	X	X	X	✓	X	✓	✎
Attendance Incentive Plan	X	X	X	X	✓	X	✎
Behavior Improvement Pl...	X	X	X	✓	X	X	✎
Check in / check out	X	X	X	✓	X	X	✎
Counseling	X	X	X	✓	X	✓	✎
Decoding Practice	✓	X	X	X	X	X	✎
Emotion Menu	X	X	X	X	X	✓	✎
Fluency Practice	✓	X	X	X	X	X	✎

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.



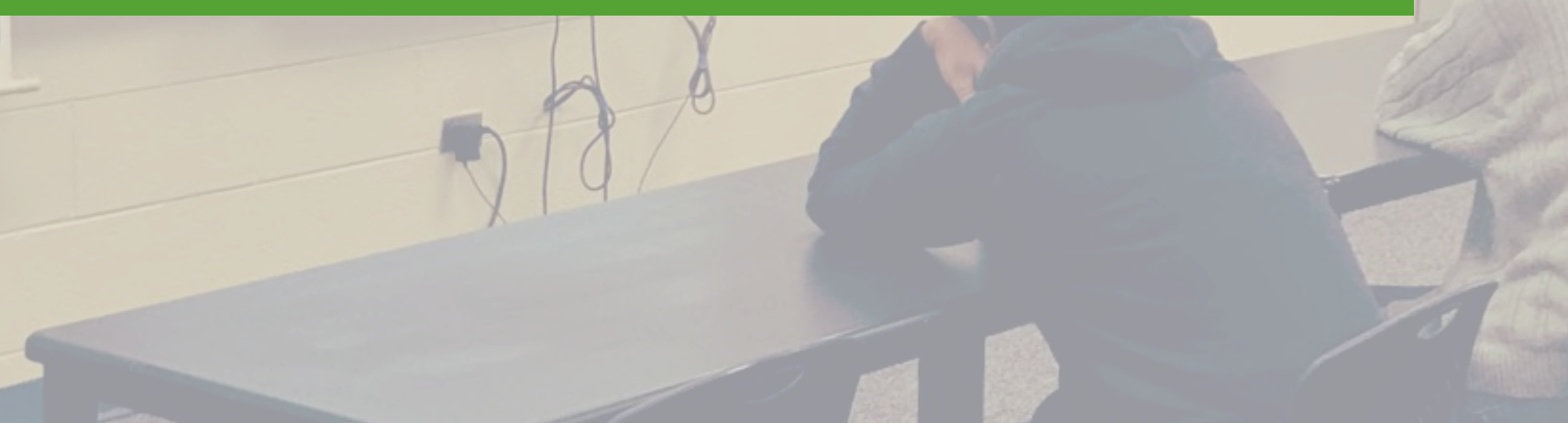


WELCOME

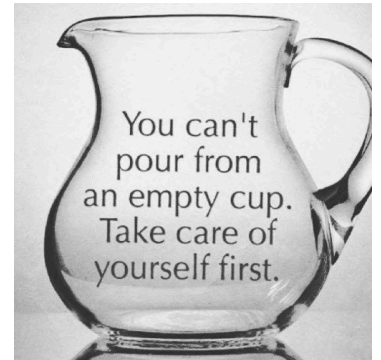
Whiteboard with handwritten notes including 'Phylis', '2 Gen', 'Assignment', and 'Street Rd'.



Strategy #4: Build out your human and data systems



## Building human systems and processes to protect and prioritize SEL



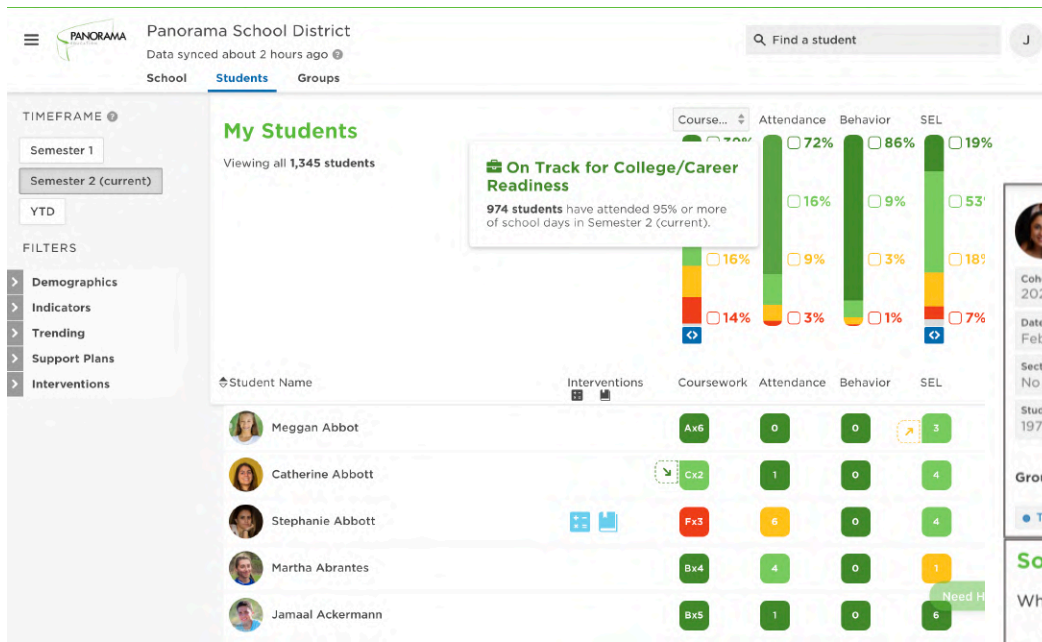
- Leveraging Title IV funding
- Creating central office positions that align with our strategic vision for student supports
- Offering professional development and resources
- Practicing adult SEL and self-care

### **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

**Alice Mendoza**  
Cohort 2024, Gender Female, LEP Status Yes, Date of Birth Feb 26, 2006, Home Language Spanish, Section 504 Status No, Pre K Early Interv No, Student Number 19715651

**Group Membership**  
Tier 2 LEP Support Group

**Social-Emotional Learning**  
What are Alice's SEL Skills?  
Topics: Emotion Regulation, Grit, Self-Efficacy

**Create an intervention plan**  
What type of intervention are you planning?  
 ELA  Math  Other Academics  Behavior  Attendance  SEL  
 Tier:  Tier 2  Tier 3

What is your goal for Alice?  
Alice will be able to complete 80% of her 'do-now' problems at the beginning of each math lesson (4 of 5 days each week)

Which intervention strategies will you use?  
 1-on-1 Teacher Support  Fraction Strip Manipulatives

Champion: Terrence Fradet

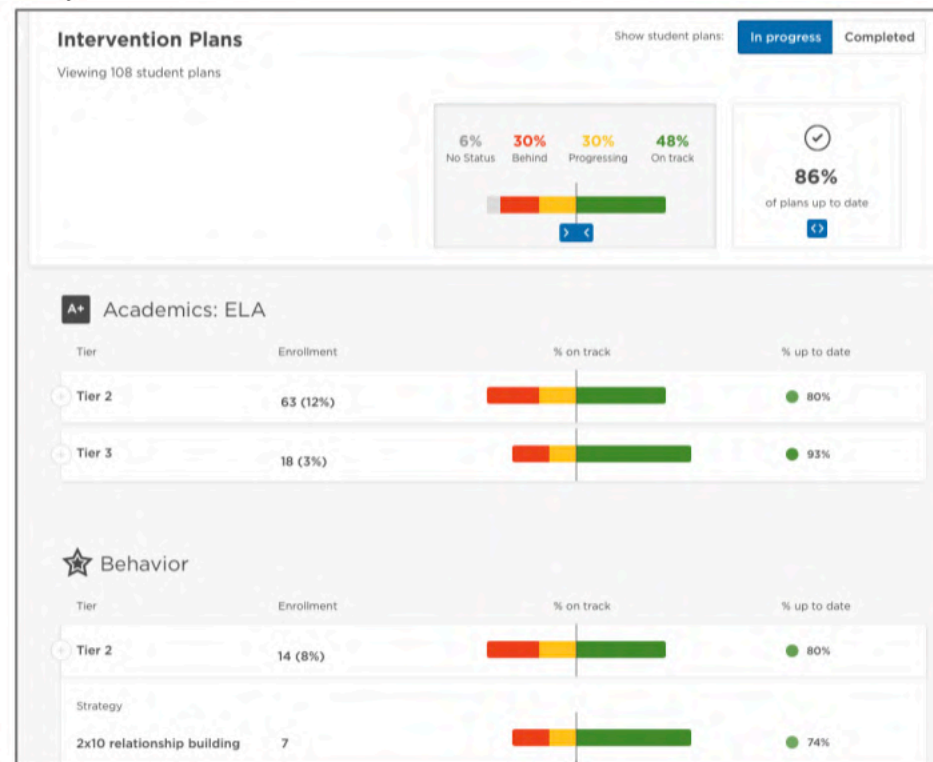
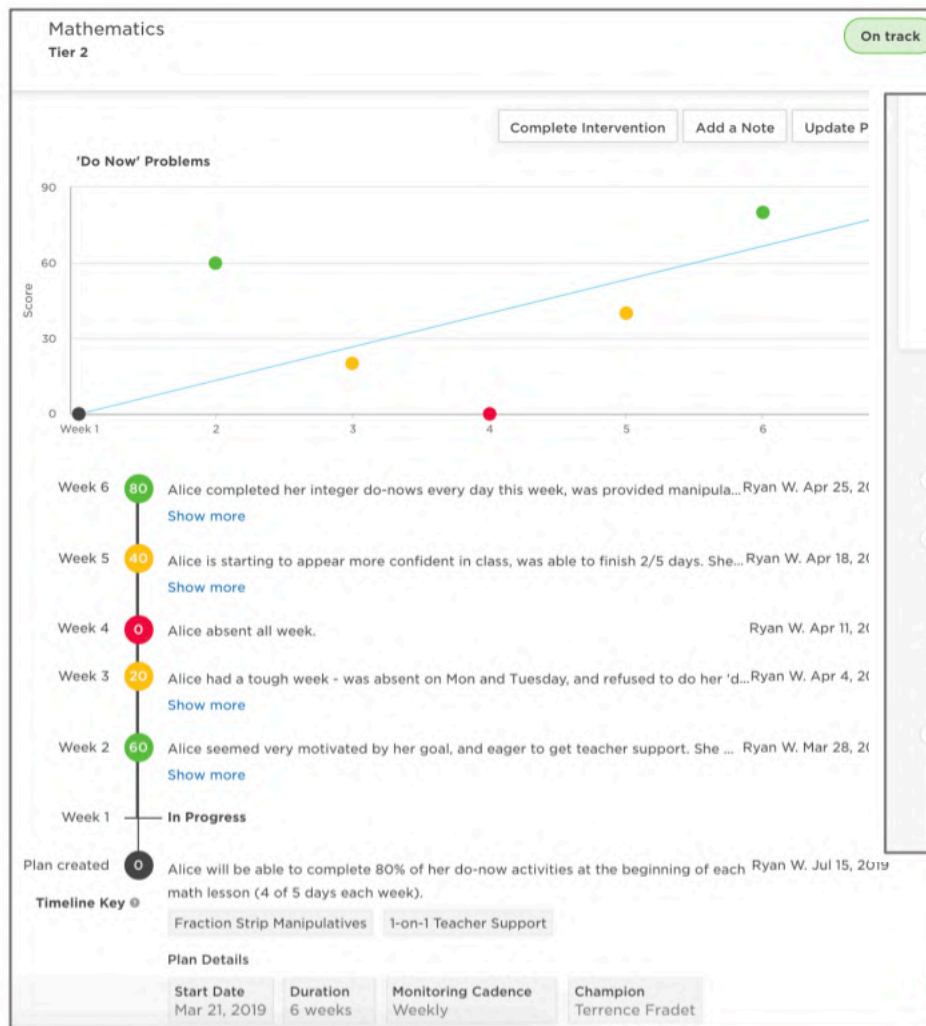
Start Date: 03/21/2019, Duration: 6 weeks

How will you track progress?  
 Monitoring Method: Custom method, Monitoring Frequency: Weekly, Baseline: 0, Target: 80  
 Do-Now Problems

Plan will be visible to all colleagues. Only you and the champion can manage the plan. All colleagues can add notes to the plan.

Demonstration data (not a real student)

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



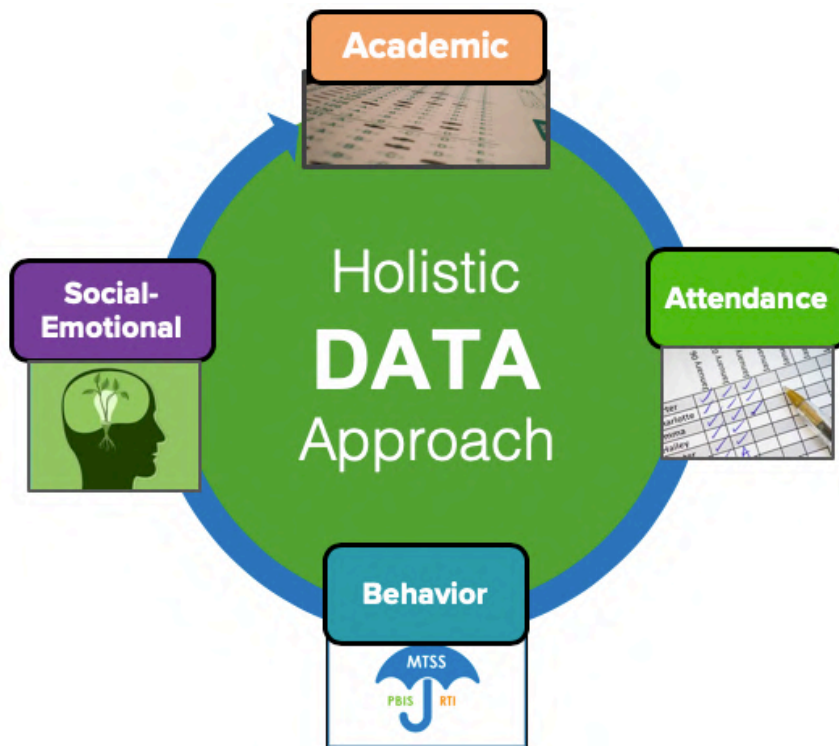
Panorama Student Success MTSS Progress Monitoring: Student & School Views



A background image showing a group of women in a meeting room. They are seated around a long table with laptops, engaged in conversation. The room has a window with blinds and a door in the background.

## 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...

**A** A notable difference between how groups of students are feeling

Data that came into tension with other data you have **B**



*What do you notice?*

**C** A success to celebrate

An area that relates to an existing focus **D**

# Common Questions

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**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

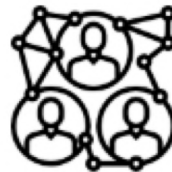
Below are some of our most common advising offerings:

Executive Briefings



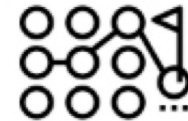
Insights based on your community's data presented alongside recommendations

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



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**GOAL**

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

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**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.




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

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?

## Peer Support Group

More actions ▾
Add students



 SEL  
**Tier 2**

**Goal**  
Leverage peer models to raise the confidence of students across social and academic dimensions.

**Details**

Strategy Peer Buddy / Tutoring	Champion Doug Hassett	Start Date Mar 12, 2019	Duration 6 weeks
Monitoring Method Notes only	Monitoring Frequency Weekly		

Created by Nick W. on Jan 23, 2020

Name	Strategies	Recent status	Week	Last update	
 Steven Durham	Peer Buddy / Tuto...	<input type="radio"/> Plan created	2 of 6	9 days	<span style="background-color: #fff9c4; border: 1px solid #ccc; border-radius: 15px; padding: 2px 5px;">! Progress due</span>
 Robert McClure	Peer Buddy / Tuto...	<input type="radio"/> Plan created	2 of 6	9 days	<span style="background-color: #fff9c4; border: 1px solid #ccc; border-radius: 15px; padding: 2px 5px;">! Progress due</span>

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

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](mailto:dhassett@panoramaed.com)**



# Questions & Answers

Join the Discussion



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A blurred background image of a classroom. A teacher in a white shirt is leaning over a desk, assisting a student in a yellow shirt. Other students are visible in the foreground and background, some looking at their work. Large windows are visible in the background, letting in bright light.

# Thank You

Join the Discussion



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