



New York State
COMMUNITY SCHOOLS
Technical Assistance Centers

Central/Western Region,
Binghamton University

WELCOME!

WE WILL GET STARTED SHORTLY

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2021-2022 Integrating Community Schools and MTSS

Community of Practice

The Evolving Role of SEL Leaders within an Expanded MTSS Framework

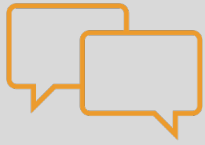
Let's Reflect!

Please divide a sheet of paper into thirds

In the **FIRST** column, please consider how **you** would describe your role (pre-COVID and COVID). What do you do? (this is for community partners and school partners alike)

In the **SECOND** column, please consider how you think **your Administration** would describe your role. What would they say you do? (pre-COVID and COVID)

In the **THIRD** column, please consider how **your staff** would describe your role. (pre-COVID and COVID)



Let's Connect

7
min.



**What is Good, Bad, or Ugly about the
reality of what you wrote down?**



Our field had challenges **PRE-** pandemic (and **pre**-MTSS)!

- Called in to respond to “**crisis**” a LOT
 - Feels like anyone at any time
- The work is typically **more reactive than proactive**
- Need to provide more **IEP minutes** than you have in a day! Can be asked to open Social Emotional **domains for IEPs** without knowledge of any prior concerns or interventions attempted
- Sit in on MANY **problem-solving meetings** (smarter / harder)
- We are not administrators, and we are not teachers
- We hold knowledge that others need, but don’t have a platform to help disseminate it
- **Student progress** based on “how student ‘A’ does with the clinician in the clinician’s office” vs. measuring the generalization of skills into other settings
- Decisions about who receives higher levels of social/emotional/behavioral/mental health support are often **decided subjectively** (often at SIP, PST, PPT, etc.) vs. data-driven decision making
 - We so often skipped Tier 2 and went straight to the Clinician!



**In general, clinicians have decided
who to see, when to see them, and what to do while with them.**



The background is a dark gray with a repeating pattern of white line-art icons. The icons include various types of microscopes (both compound and binocular) and magnifying glasses, scattered across the frame.

There have **always** been
challenges in our work...

they are just amplified **now** more than ever.

**Systems are designed to get
you the exact outcomes you
are getting...**

together we have (unintentionally) allowed
some of our systems to remain broken.

Sample 3rd / 4th Column on the T-Chart

What behavior is meant to be addressed in the <u>classroom</u>	What behavior is meant to be addressed in the <u>front office</u>	What behavior is meant to be addressed in the <u>clinician's office</u>	What behavior is meant to be addressed through a <u>partner agency?</u>

North Elementary School, Crystal Lake School District #47

Student Responses

Green Concern -- hurt feelings, bothered by someone	<ul style="list-style-type: none">• Gentle voice• Scootch or walk away• Ignore• "Oh Well"• I am in charge of me!• Don't do it back• Use calming tool in the classroom
Yellow Concern -- student tried 3 or more strategies and problem still there;	<ul style="list-style-type: none">• Talk with teacher/supervisor privately• Journal entry to mentor (if assigned one) or classroom teacher• Break (drink of water, walk to office and back)
Red Concern -- self harm or harm to others, report of thoughts of self harm or harm to others; abuse	<ul style="list-style-type: none">• Contact administrator• Call DCFS• Contact a clinician

Teacher Responses

Green Concern <ul style="list-style-type: none"> Behaviors to gain adult attention Behaviors to avoid adult attention Behaviors to avoid work Behaviors to gain access to a preferred item or activity Behaviors to gain or avoid sensory stimulation 	<ul style="list-style-type: none"> Proximity Recognize on-task behavior Continue teaching, building relationships Provide choice Prompt student to use strategies Verbal redirection (tied back to expectations) Non-verbal redirection and/or visual (tied back to expectations) Consider cool tool to reteach expectation (PBIS videos) Consult with grade level team Consult with a Universal Team member Use pre-corrective conversations Think function (why)
Yellow Concern (Behaviors become yellow after several attempts using different strategies to redirect behavior are unsuccessful) -- <ul style="list-style-type: none"> Behaviors to gain or avoid adult attention Behaviors to avoid work Behaviors to gain access to a preferred item or activity Behaviors to gain sensory stimulation Behaviors to avoid sensory stimulation 	Gain adult attention: <ul style="list-style-type: none"> 2X10 strategy Minute with Me Pass The Envelope Email mentor (if assigned one) Walking break to the office with a peer Positive Office Referral Gain Peer Attention: <ul style="list-style-type: none"> Journal with a mentor (if assigned one) Walking break to the office with a peer Avoid attention <ul style="list-style-type: none"> "Office space" Work in hallway Ask to work in alternative setting (main office or clinician's office) Avoid work: <ul style="list-style-type: none"> Calming break (using Calm Down Kit) Movement break The Envelope Gain Sensory Stimulation <ul style="list-style-type: none"> Movement break The envelope Minute with Me

North Elementary School, Crystal Lake School District #47

- Minute with Me
- Use calming tool in the classroom
- Consult with a Tier 2 team member
- Place on a list to be seen later (if it was difficult to regulate the student)
- Request advice/support from a peer teacher/staff member
- Consult at a grade level team meeting
- Provide choice
- Email clinician to be seen later (if student is already working with one)
- Conference with student/parent
- Think function (why)

Red Concern -- report of thoughts of self harm or harm to others; student is demonstrating self harm or harm to others; abuse

- Contact administrator
- Call DCFS
- Contact a clinician



Let's Connect

7
min.



- **What could it look like to create a T-Chart with an added column(s) in your building?**
- **What systems would you need to disrupt?**
- **In what ways would your work get easier if you were able to do it?**



A Multi-Tiered System of Supports Framework

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

~80% of Students

~15%

Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

- **Data** (who)
- **Practices** (what)
- **Systems** (how)

(adapted from USDOE
OSEP PBIS TA Center,
2010)

So what is the shift?

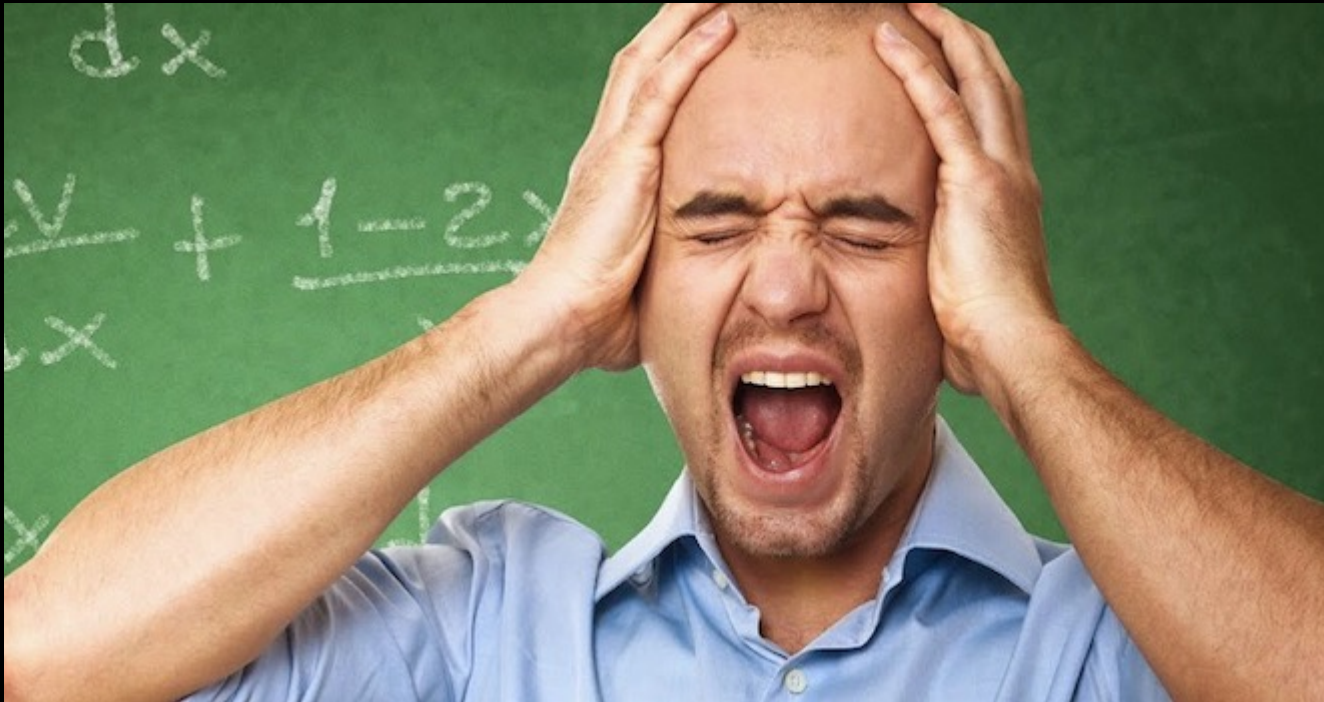
Moving from being the only
response
to identified social
emotional needs, to being
**social emotional
leaders** of the building.

TO

Helping to **build the capacity
of the rest of the staff**



For some, it's a
HUGE shift...
from supporting
ONLY students



To
providing
more
support to
adults

This work is not about changing kids.

This work is about changing the environment to make it more likely that kids will succeed (both academically and socially/emotionally).

And that means...
changing
adult behavior

(interventions = changes in staff
procedures and practices)



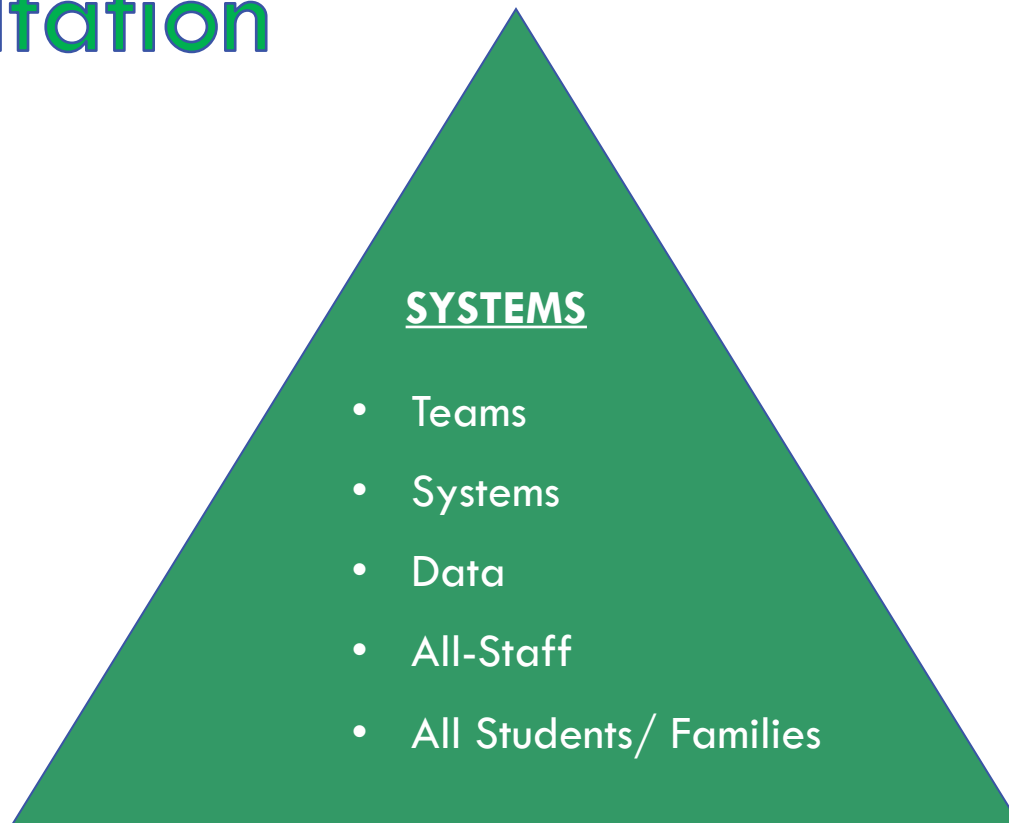


Hiring another clinician is **NOT** going to be the answer!

- It's a reactive response (not getting at the root of the issue)
- If you build it they **will** come! (and we will keep doing the same thing)
- They will not change the way we practice
(it won't make OUR work more effective or efficient)

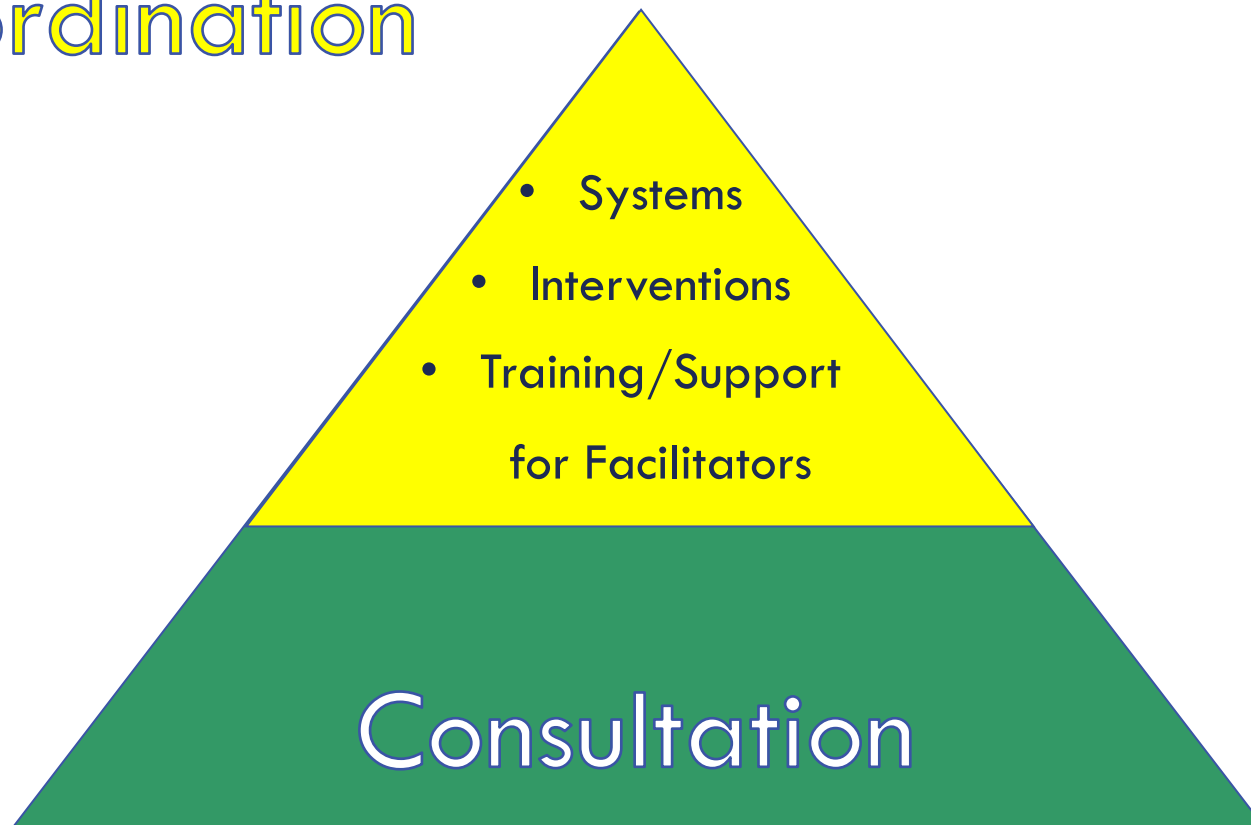
Tier 1

Coaching/ Consultation



Tier 2

Coaching/
Coordination



Tier 3

Coaching/
Facilitation

- Individual student teams
- Direct service

Coordination

Consultation

All 3 Tiers

Social
Emotional
Leaders for
the building

Helping to **build**
the capacity of
the entire building
to support
social/emotional
needs

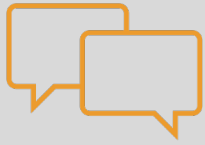
Facilitate
(coaching)

Coordinate
(coaching)

Consult
(Coaching)

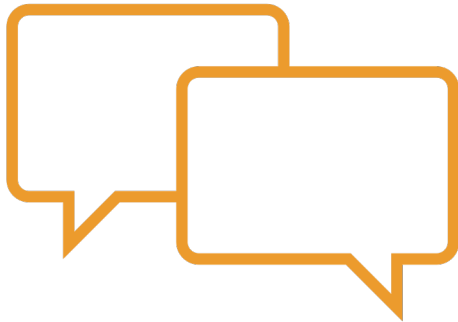
Another way of talking about the work is
Micro, Mezzo, and Macro level work





Let's Connect

7
min.



- **How were you originally trained- Micro vs. Macro?**
- **Where do you spend the bulk of your time? Which Tier?**
- **What would it look like to move further up in the triangle?**



Larkin High School Map of Student Support Programming



Systems Team:

Systems Coordinators:

Administration, Academic and Behavioral Intervention Coordinators, Tier 1/2/3 Coaches

Student/Parent Ambassadors:

Three to Five Representatives (need more)

Academic Intervention

Coordinator:

Darlea Livengood

Behavior Intervention

Coordinator:

Antonio Rios

Tier 3

Melissa Nytko, Joan Riedel, Karen Lopez

RENEW*

(Riedel/Lopez)

IEP/SPED

5TH yr.
Contracts
(Rios)

Game
Changer
Mentors

FBA/BIPS*
(Coun/SPED CM)

Royal*
Mentors

Tier 2

Kim Kalousek – Darlea Livengood – Secondary Systems Team

SAIG*

I-CICO*

Attendance
Room (Riedel)

Prescriptive
APEX

Required
Tutoring BGC

In School
Intervention

Post Hospital
(Soc. Workers)

Grief Group
(Soc. Workers)

Why Try?
(Soc. Workers)

AVID
(Osorio)

Reading
Classes

Scheduled
Res. Room*
(Counselors)

CICO*
(Abdic)

Freshmen
Transitions
(Soc. Workers)

Girls Mentoring
(Soc. Workers)

Teen
Parenting
(U46)

Truancy
1-on-1

Tier 1

George Kalousek – Antonio Rios – Universal Team

RENZ Center
Alcohol/Drug
Educ. *

ROYAL
Power*

Core
Curriculum*

After School
Tutoring BGC

Resource Room
Drop-In
(Gartshore)

KAGAN
(Osorio)

Boys and
Girls Club

School Council
with 9th grade
Transition team

Academic

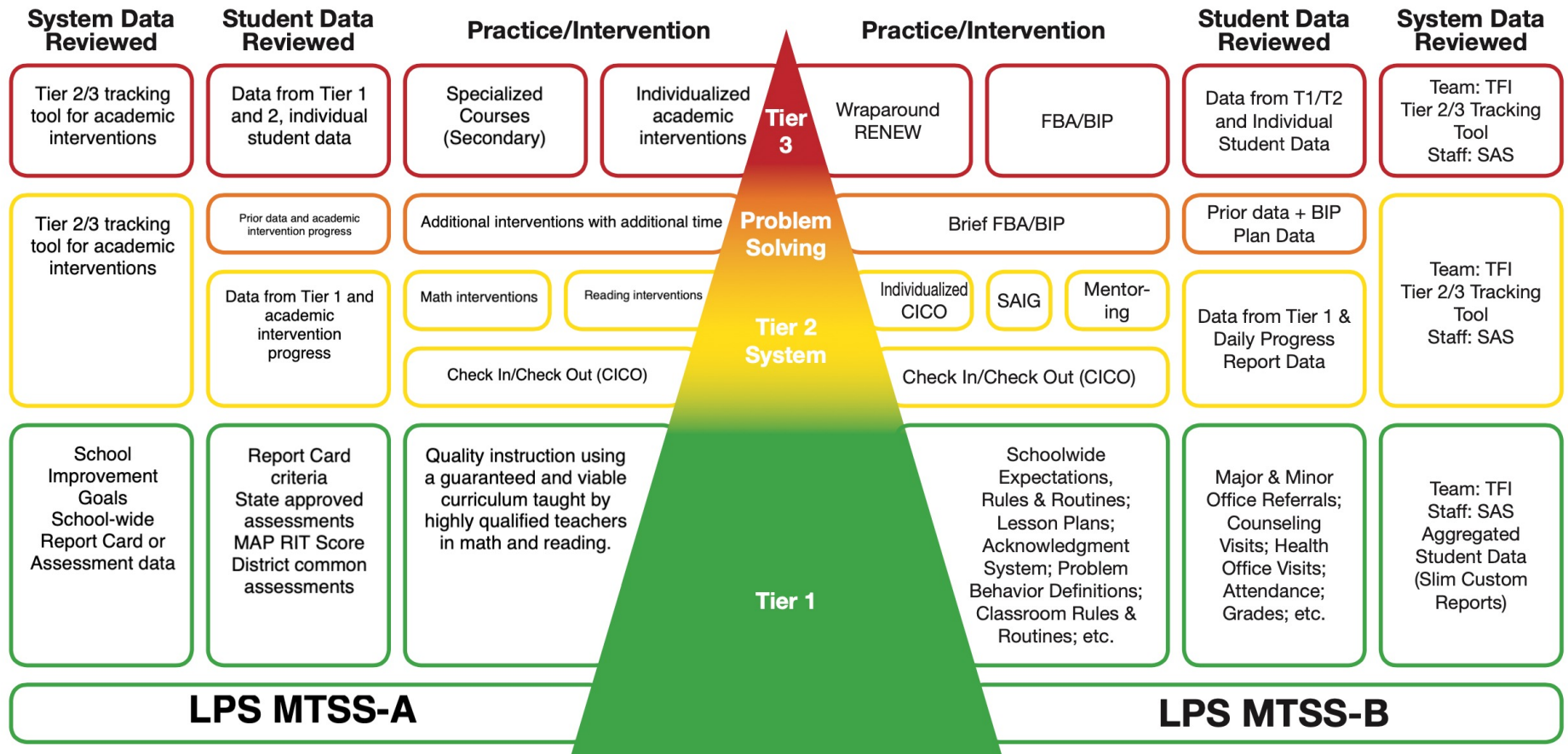
Area of Focus

Social/Emotional/Behavioral

*- meets all PBIS/RTI criteria

- Not Fully Implemented

LPS Multi-Tiered Systems of Support



Thank you, Lincoln Public Schools, NE for the example

Map of Student Support Programming: Multi-Tiered System of Support (MTSS)

Your Logo
Here

Systems Coordinators:

Building Administration, Academic/Behavioral Intervention
Coordinators, Tier Coaches, District RTI/PBIS

Systems Team:

Student/Parent Power Teams:

Three to Five Representatives

Academic Intervention Coordinator:

Behavior Intervention Coordinator & PBIS Internal Coach:

Tier 3

Academic Coach:
PBIS Tier 3 Coach:

Tier 2

Academic Coach:
PBIS Tier 2 Coach:

Tier 1

Academic Coach:
PBIS Tier 1 Coach:

Academic

Area of Focus

Social/Emotional/Behavioral

* - meets all PBIS/RTI criteria




- Not Fully Implemented

Bold

- Student-led Intervention



Let's Connect

- 
- 
- 
- Where are you specifically involved at each Tier?
 - How are you personally involved (or not) with each box on the Map?
 - Has your space in the system been able to change with the changing times of COVID?
 - How could your involvement look different than it does?
Should it?

General Education & Special Education



Tier 1/Universal

School-Wide Assessment / School-Wide Prevention Systems



Intervention that provides higher doses of
adult connection, specific social skill development, specific feedback, etc.

Modified CICO

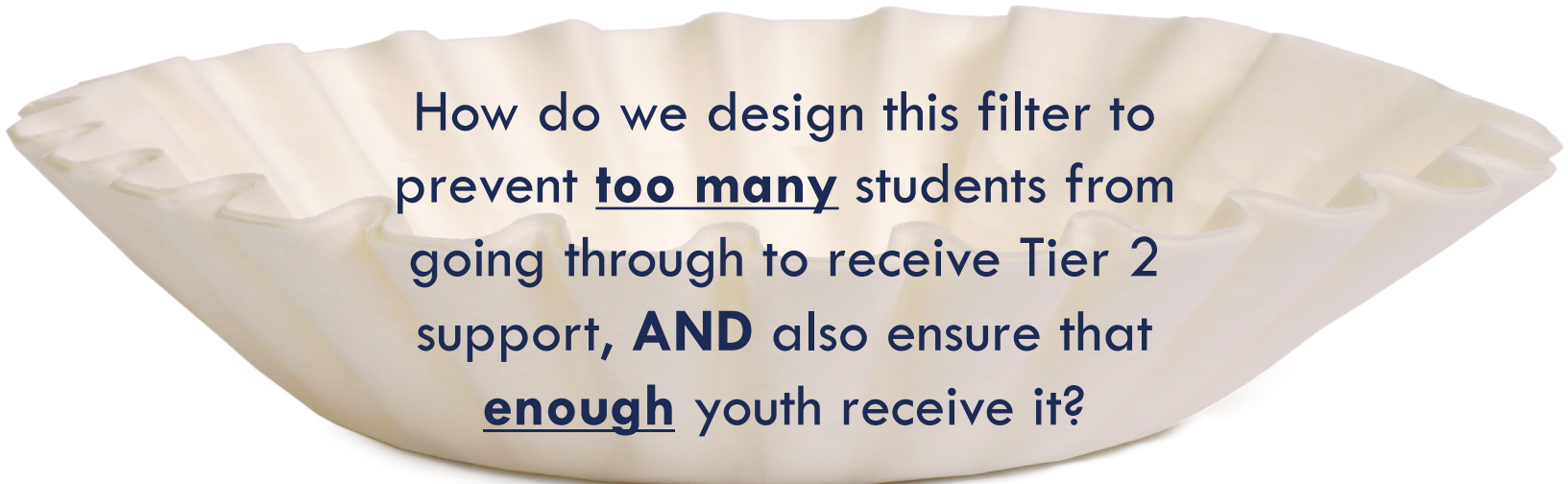
Continuum of Groups
(low intensity to high intensity)

Community Squared*
(Tier 2 pro-active Circle work)

Other Tier 2 Interventions

Brief Function-Based Problem Solving

Individualized Team Development:
Complex Function-Based Problem Solving
Person-Centered Planning



How do we design this filter to prevent **too many** students from going through to receive Tier 2 support, **AND** also ensure that **enough** youth receive it?

Intervention that provides higher doses of
Adult connection, specific social skill development, specific feedback, etc.

Modified CICO

Continuum of Groups
(low intensity to high intensity)

Community Squared*
(Tier 2 pro-active Circle work)

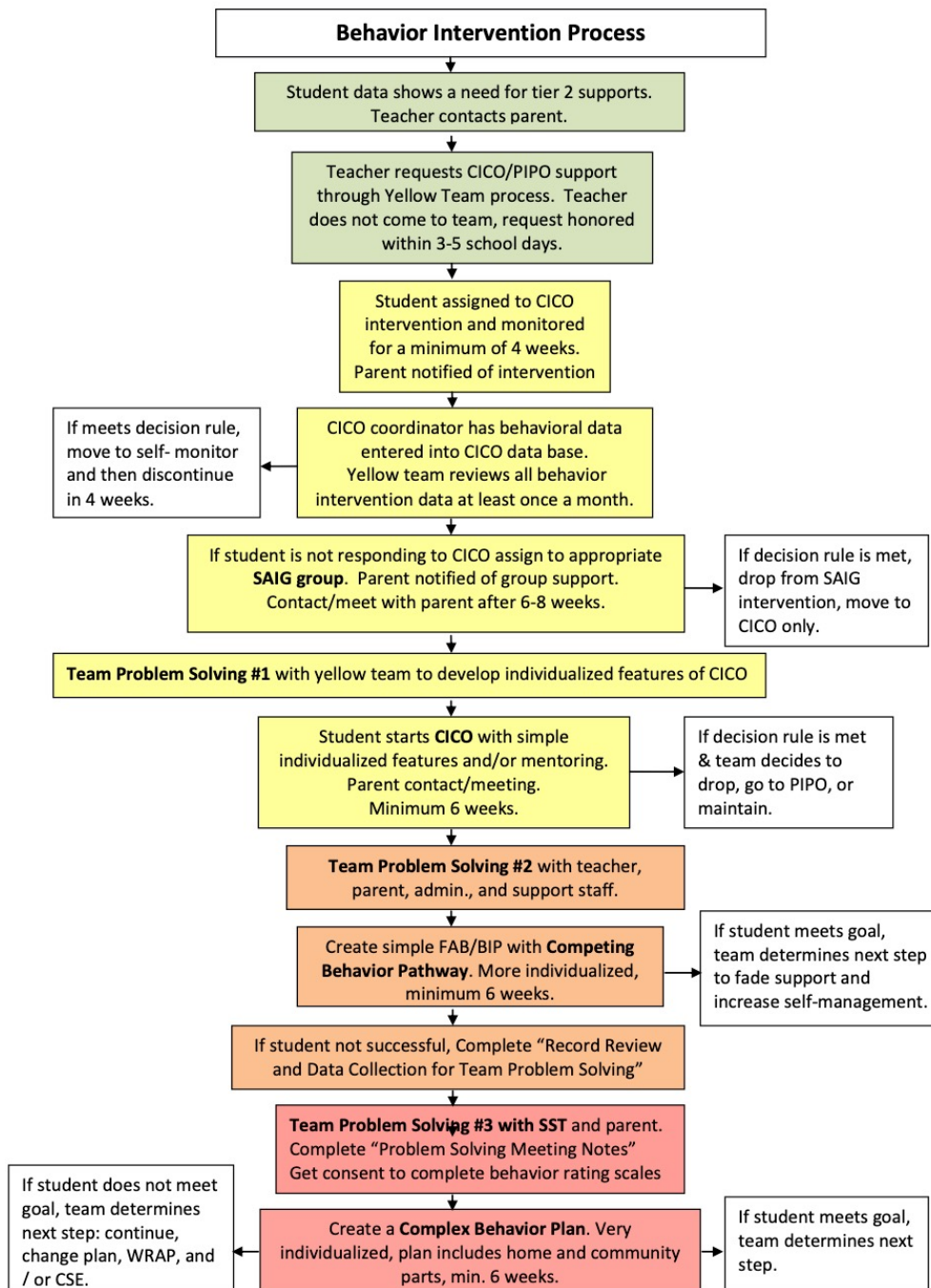
Other Tier 2 Interventions

Brief Function-Based Problem Solving

**Individualized Team Development:
Complex Function-Based Problem Solving
Person-Centered Planning**

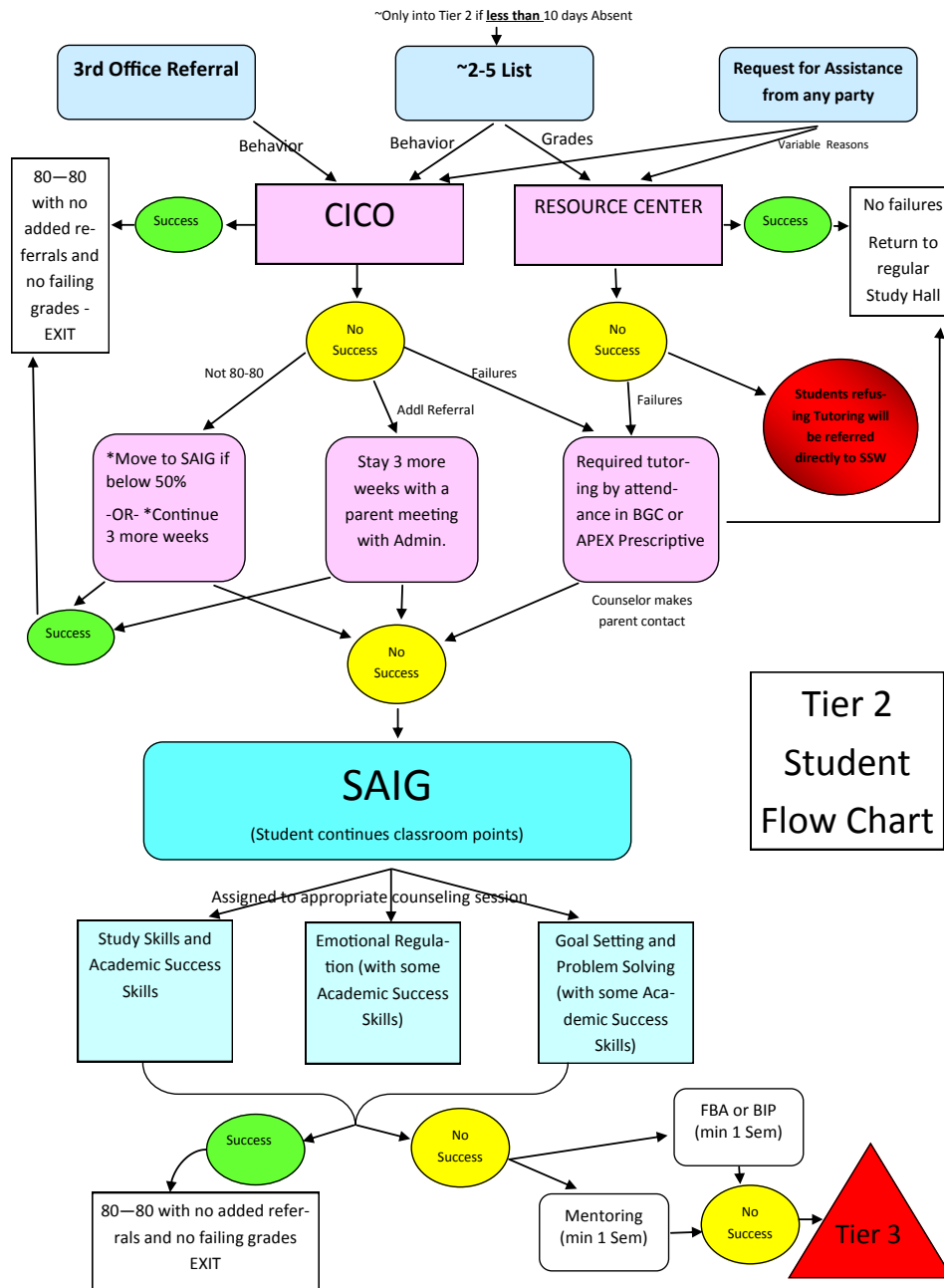


Who will receive
clinician support



Example of flowing through the triangle

Thank you, Palatine School
District #15, IL for the example



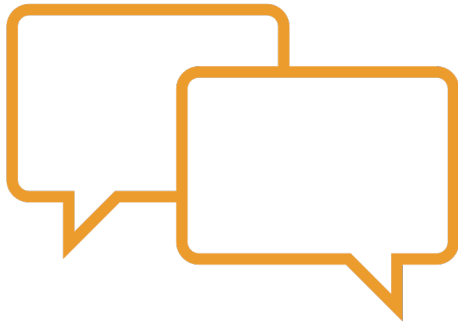
Example of flowing through the triangle

Thank you, Larkin High School, Elgin IL
for the example



Let's Connect

7
min.



- **How do students flow through your triangle?**
- **Are they serviced *outside* of the Tiered Approach? (fast-tracked)**
- **What do they get along the way?**
- **How do you know who gets more?**
- **How do you know if it's working?**



General Education & Special Education



Tier 1/Universal

School-Wide Assessment / School-Wide Prevention Systems



Intervention that provides higher doses of
adult connection, specific social skill development, specific feedback, etc.

Modified CICO

Continuum of Groups
(low intensity to high intensity)

Community Squared*
(Tier 2 pro-active Circle work)

Other Tier 2 Interventions

Brief Function-Based Problem Solving

Individualized Team Development:
Complex Function-Based Problem Solving
Person-Centered Planning

What they get
along the
way... that's
the support.

One of the biggest
places we sink into
quicksand is being
“brought in” for an
individual youth

one at a time



concern vs.

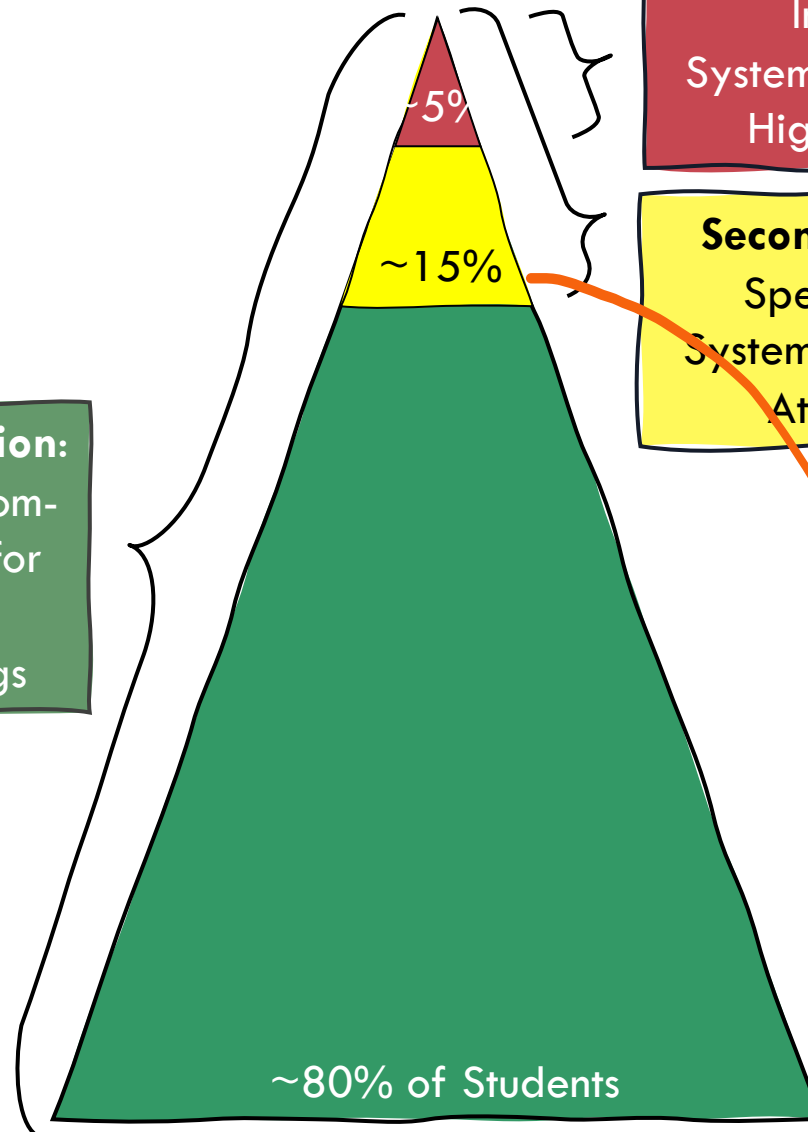
bringing professional development to the
adults who have the ability to impact
hundreds of youth with that same issue.



systems approach

A Multi-Tiered System of Supports Framework

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

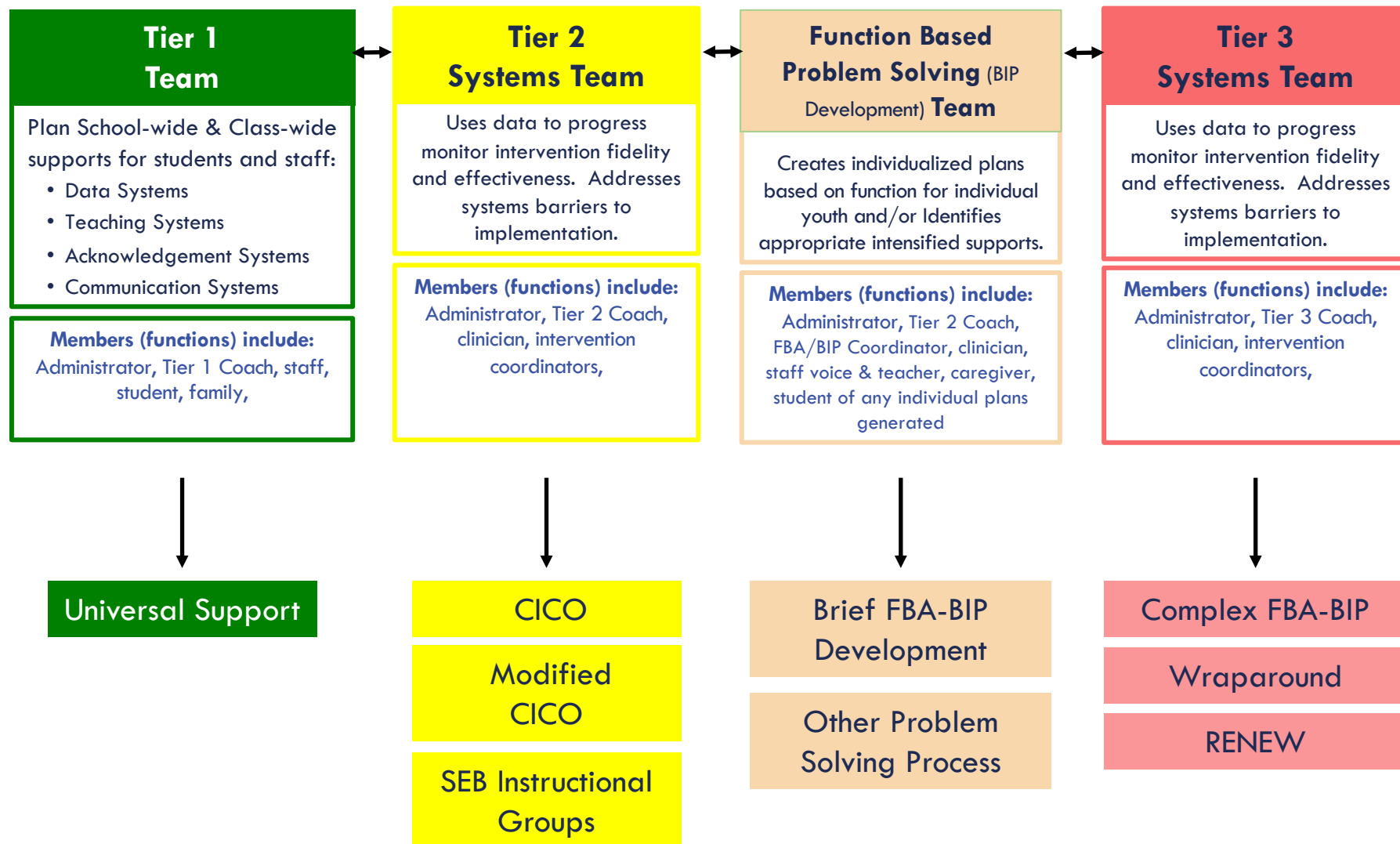


Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior



What does your teaming model look like?



The Name of Your School Here

Guide Towards Strengthening Your MTSS System During COVID (and beyond).

STEP 1	TIER 1 SUPPORTS	Support for ALL students:	
		SUPPORT	FREQUENCY

STEP 2	ESTABLISH CLEAR CRITERIA	Buckets of Data to Gather: <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> </div>	
		Thresholds for each:	

STEP 3	TIER 2 SUPPORTS	Tier 2 Supports for 5% - 15% of youth that provide: <ul style="list-style-type: none"> An increase in adult connection An increase in social skill development An increase in predictability and structure An increase in specific feedback from adults 	
		SUPPORT	FREQUENCY

STEP 4	FIDELITY CHECK	How will we know if we <u>did</u> what we said we were going to do?	
		What will be the system for collecting the data? <ul style="list-style-type: none"> - Who collects it? - How, or in what format? - How often will it be collected? - What team will look at the data and analyze it? - Who will the data be reported out to? (staff, families, other key stakeholders?) 	

STEP 5	MEASURE OUTCOMES	How will we know if <u>what</u> we are providing is working?	
		What data will we use to measure outcomes for students?	
What will be the system for collecting the data? <ul style="list-style-type: none"> - Who collects it? - How, or in what format? - How often will it be collected? - What team will look at the data and analyze it? - Who will the data be reported out to? (staff, families, other key stakeholders?) 			

Where are your biggest pain points?

**We need to be willing to
disrupt the system(s)**

And we need our Admin to partner with us
in doing so.

We Together Can Do What No One Else Can

Used to disrupt the systems

Administrators
+
Clinicians



Authority
+
Expertise
=
Change

We need the help of Admin to
“clear the way”!



Mess up the sand in their sandbox 😊

Are We Willing/Able to **disrupt the system?**

“If not now, then when? If not us, then who?” - John Lewis

Systems Consideration	What System Would We Need to Disrupt?	What Support Would you Need?	What is 1 Action Step You Can Take now?
Installing mechanisms that ensure students are not referred directly to clinicians after lack of response to Tier 1			
Using team problem-solving time for bringing Professional Development to staff vs. planning around one youth at a time			
Successfully implementing Groups (for any youth that data indicate need it) at Tier 2			
Supporting Teachers with implementing SEL supports in their classrooms (coaches)			
Helping to support staff with adult Tier 1 needs (SEL competencies, etc.)			
Ensuring communication is solid between clinicians, administrators, and coaches			
Other?			

We **Need** A Strong Partnership

to effectively **disrupt** the systems

Clinician / Administrator Monthly Meeting Agenda

Meeting Date:
Attendees:

Agenda Items

1) Grounding / Connection Activity 2) Review Values and Agreements 3) Topics to address in **chart below** 4) Closing Activity

Regular Topics for Discussion	Systems Level Concerns and Data Necessary for the Conversation	Action Steps
Review status of student progress (table A) from chart below and discuss any systems concerns		
Review estimates of time spent in Tier 1, Tier 2, and Tier 3 (table B)		
"What support can I provide?" Each person asks and answers the other		
Any other data, systems, or practices concerns not already addressed above?		

Use the chart below to drill down into the data of students ____ **Clinician A** ____ helps support. This section is not meant to be evaluative in nature, but rather to support the effectiveness and efficiency of supporting youth in the building/district. This is a time for Social/Emotional Leaders to assess together if systems changes need to be made.

Table A:

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We **Need** A Strong Partnership

to effectively **disrupt** the systems

Direct Support Given to Students <u>Individually</u>				Direct Support Given to Students <u>in Groups</u>			
Special Education		General Education		Special Education		General Education	
Number of students receiving minutes or direct support	Number of those students "responding"	Number of students receiving minutes or direct support	Number of those students "responding"	Number of students receiving minutes or direct support	Number of those students "responding"	Number of students receiving minutes or direct support	Number of those students "responding"

Use the chart below to facilitate **conversations about how current time is being spent at each tier and in crisis**. This section is not meant to be evaluative in nature, but rather to support the effectiveness and efficiency of supporting youth in the building/district. This is a time for Social/Emotional Leaders to assess together if systems changes need to be made.

Table B:

Estimated % of time currently spent at Each Tier	Tier 1	Tier 2	Tier 3	Crisis **	Were there times this month that you were pulled into situations you feel could have been handled by someone else.
					<input type="checkbox"/> YES <input type="checkbox"/> NO

**These numbers are included in the ones to the left, for although a "crisis call" was made to the clinician, the actual support warranted is reflected there.

Example Topics for Systems Considerations to Cover Together During This Meeting

- ☐ Professional Development for Staff
- ☐ Student / Staff Wellness
- ☐ Family/Community Engagement
- ☐ Relationships and Community
- ☐ Communication/feedback Loops
- ☐ Data collection (fidelity, progress monitoring, outcomes, etc.)
- ☐ Considerations for Coaching as Social Emotional Leaders
- ☐ Discipline policies / procedures / practices
- ☐ Groups at Tier 2
- ☐ Problem-Solving Teams
- ☐ Supporting Staff in the Classroom with SEL, etc.
- ☐ Student person-centered plans (FBA/BIP, Wraparound, etc.)

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Thank You.

For everything you do.

Ali Hearn, LCSW

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