

Building a Multi-Tiered System of Support for Social-Emotional Learning and Behavior



Amy Kelly and Lisa LaCava,
SEL Department



NPS SOCIAL & EMOTIONAL LEARNING GOALS

Build positive, preventive and supportive school climate

Focus on student outcomes related to social & emotional competence

THROUGH

Implementing cohesive multi-tiered system of supports for SEL and behavior

BY

- Increasing consistency of Tier 1 implementation and practices
- Improving effectiveness of Tier 2 & 3 systems of support
- Using data for problem solving and decision making
- Improving collaboration with families/community partners

Valuing Social & Emotional Learning

System-wide Goals 2015-2016:

Goal 1: Academic excellence

Goal 2: Educational equity

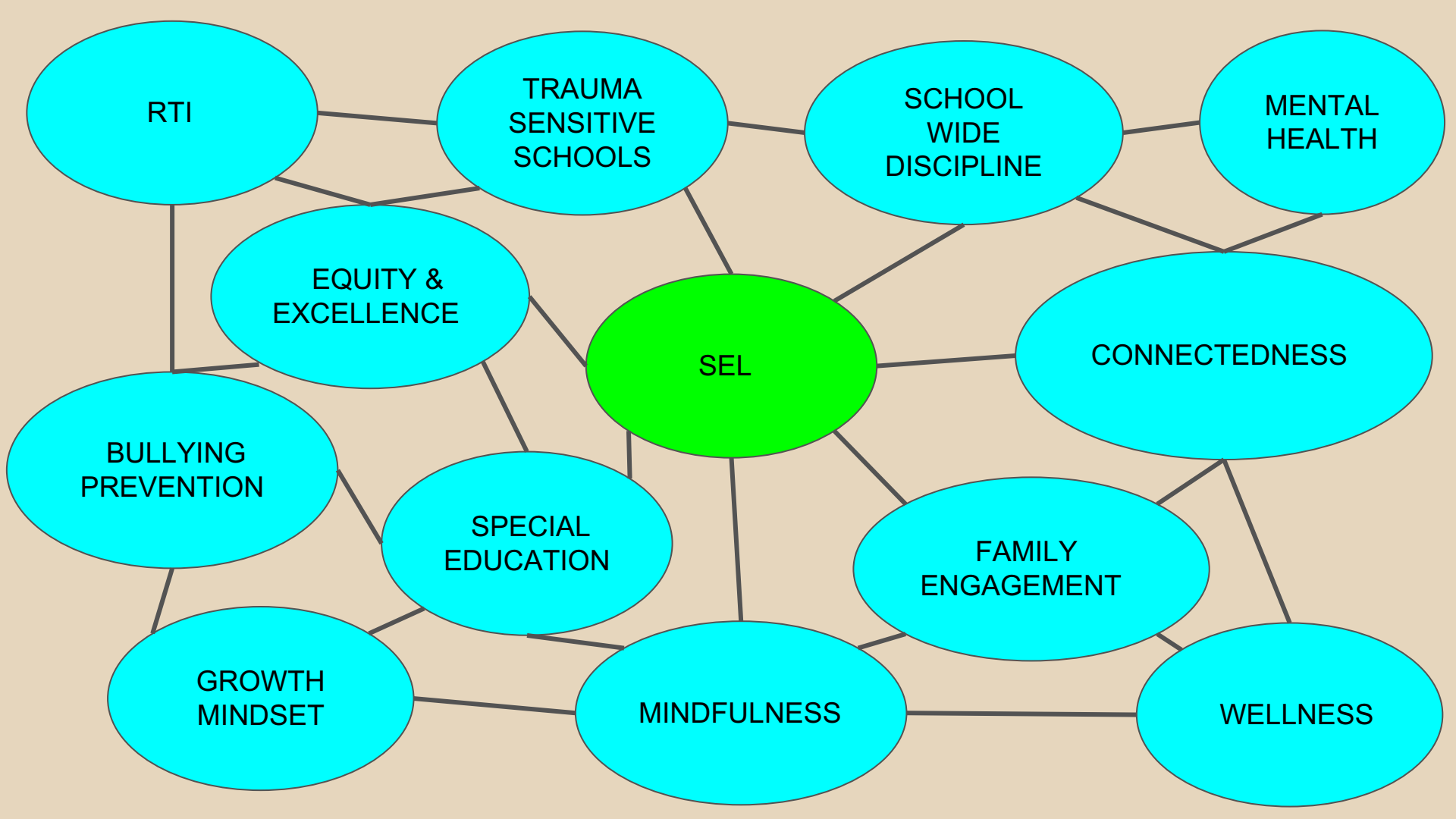
Goal 3: Support positive social and emotional learning

Goal 4: Improving and expanding school facilities

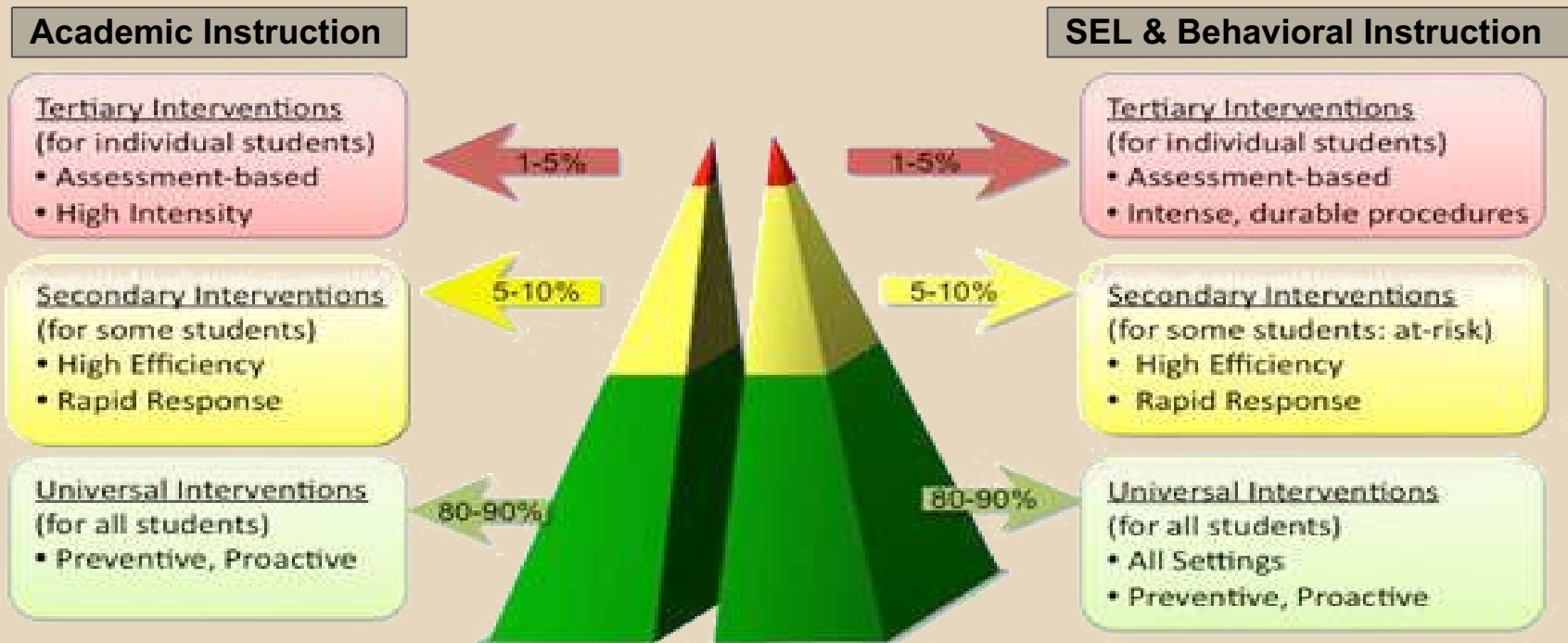
Goal 5: Continue to improve our capacity to manage data effectively to improve teaching and learning

Goal 6: Increase the diversity of faculty and staff, including leadership positions

Goal 7: Work to engage the community



Designing Schoolwide Systems for Student Success



NPS Core Tier 1 Approach (Pre-K-12): 3 Pillars

1. Positive Community

- Safe, preventive, supportive school climate
- Caring, positive relationships with adults
- Sense of belonging, significance and fun

2. Engaging Academics

- Active, interactive and participatory
- Focus on inclusion, responsibility, ownership, opportunities to contribute and problem solve

3. Positive SEL & Behavioral Supports

- High expectations for all & consistent expectations that are explicitly taught
- Social and emotional learning skill building
- Proactive approach to discipline

Tier 1 in a Responsive School

Tier 1

Classroom and schoolwide practices that support all students in all situations. These practices together create a positive social climate in which positive behaviors are explicitly taught and reinforced and all adults respond to problem behaviors in a consistent way.

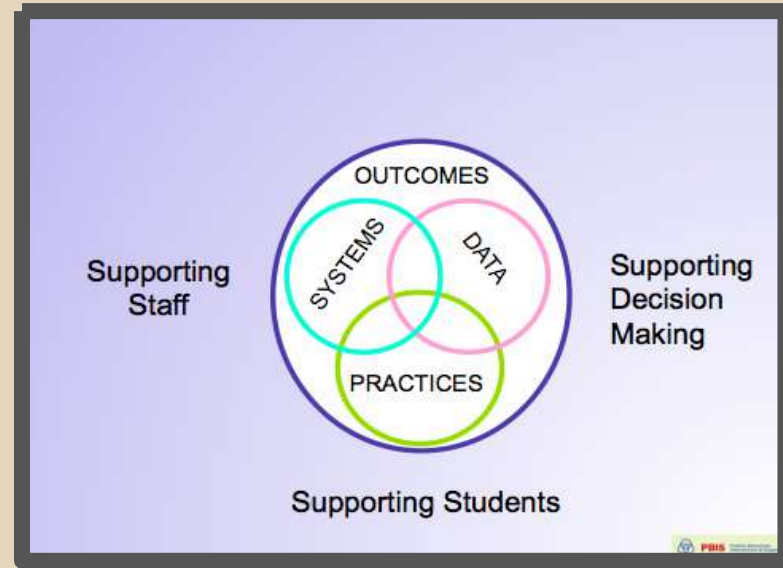
Responsive Classroom practices:

- ↔ Commonly agreed-upon schoolwide discipline policy
- ↔ Creation of schoolwide and classroom rules that students are invested in
- ↔ Positive teacher language: reinforcements, reminders, redirections
- ↔ Interactive Modeling
- ↔ Guided practice
- ↔ Role-playing
- ↔ Frequent verbal connecting of behaviors with rules
- ↔ Morning Meeting
- ↔ Academic Choice
- ↔ Closing circles
- ↔ Logical consequences
- ↔ Problem-solving conferences
- ↔ Problem-solving class meetings
- ↔ Student-student conflict resolution
- ↔ Communications with parents about behavior expectations

Tier 1

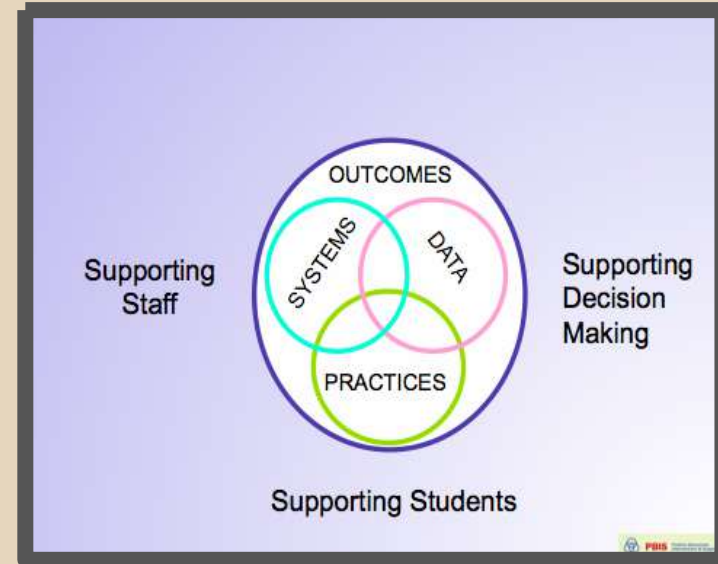
Core Features of Tier 1 School Wide Approach to SEL

- Establish commitment and SEL team
- Establish school-wide systems and practices
- Strengthen classroom practices
- Invest in PD and capacity building
- Use data for decision-making
- Build capacity for tier 2 and 3 supports



Tier 1 Progress Update - Elementary

- 11 elementary schools working toward being Responsive Schools
 - School Leadership Teams
 - School-wide behavior plans - expectations, routines, procedures
 - Site-based professional development
- SEL department provided resources, PD modules, and coaching
- Responsive School principals received monthly PD



Tier 1 Progress Update - Elementary

- Regular meetings with Responsive School **liaisons** from each leadership team to share best practices, address challenges, and increase consistency
- Continued training in Responsive Classroom approach and practices
 - ~**9 elementary courses** (4 days each) offered since grant inception - 36 days total
 - ~School based **workshops** on Tuesdays and early release days
 - ~**Training** for aides, behavior therapists, Title 1 aides, literacy aides, after school staff, math volunteers
 - ~**Responsive Home** workshops for parents/guardians

Tier 1 Practices

Elementary

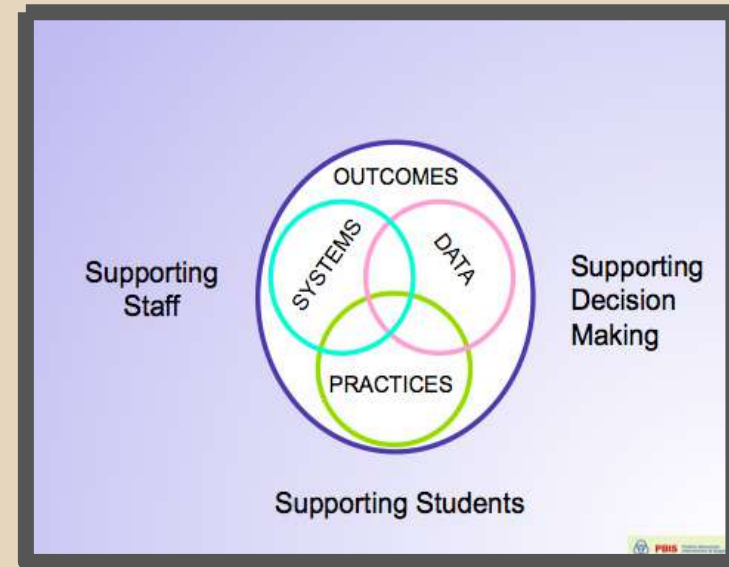
- Morning Meeting
- Engaging Academics
- Rule Creation
- Interactive Modeling (7-step)
- Positive Teacher Language (reinforcing, reminding and redirecting)
- Responding to Misbehavior
- Problem Solving Conferences
- Energizers
- Closing Circle

Middle

- Advisory Meeting
- Engaging Academics
- Investing Students in Rules
- Interactive Modeling (4-step)
- Positive Teacher Language (reinforcing, reminding, redirecting, envisioning)
- Responding to Misbehavior
- Problem Solving Conferences
- Brain Breaks
- Structured Reflection

Tier 1 Progress Update Middle School

- Middle School Leadership Team attended Responsive Classroom Leadership Conference
- Professional development **project teams** in each school focused on Responsive Classroom Tier 1 practices
- 6th grade teacher **visits to elementary feeder schools** to see Responsive Classroom in action

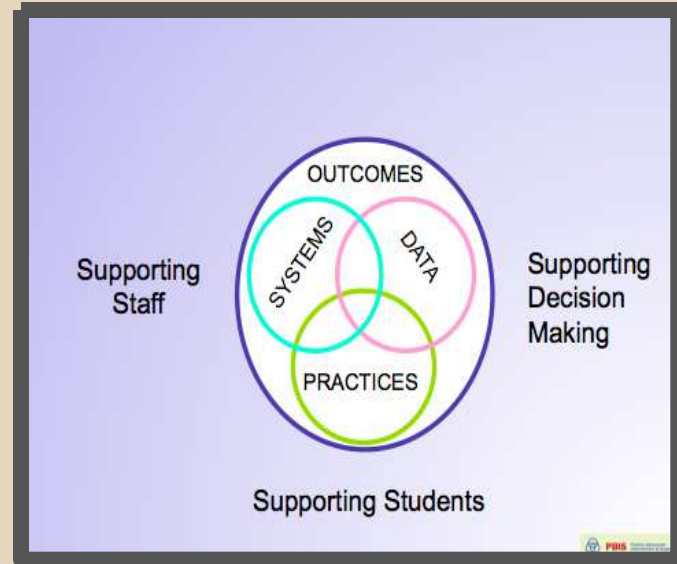


Tier 1 Progress Update Middle School

- Alignment with existing Advisory model
- Responsive Advisory **professional development** at middle school faculty meetings & early release days
- 4-day course **pilot**, Summer 2015
- **90 educators** enrolled in Responsive Classroom Middle School 4-day course, Summer 2016

High School Update

- Exploring areas of focus through meetings with principals, deans, Assistant Superintendent for Secondary
- Building on existing practices, such as Advisory, Partners in Kind, peer-to-peer supports, bullying prevention curriculum, mental health & wellness committees (North Cares & AWARE), etc.
- Determining key outcomes identified as high priority by all stakeholders



Tier 2 in a Responsive School

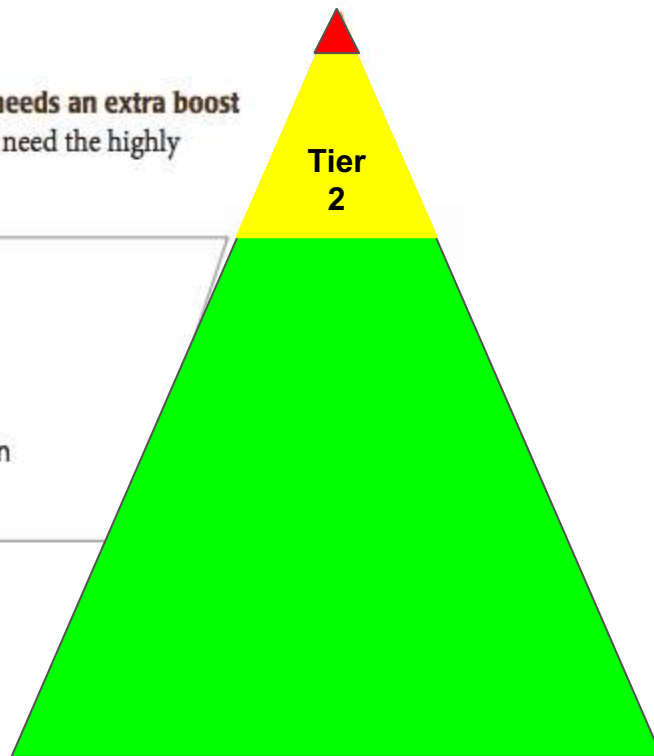
Tier 2

Additional supports for times when a student needs an extra boost to remember behavior expectations but doesn't need the highly individualized interventions of Tier 3.

Responsive Classroom practices:

- ➔ Additional modeling
- ➔ Additional role-playing
- ➔ Buddy teacher time-out
- ➔ Additional collaborative problem-solving
- ➔ Additional student-student conflict resolution
- ➔ Individual written agreements
- ➔ Problem-solving with parents

And additional supports/interventions that connect to RC Tier 1 & 2 practices (e.g. Zones, Mindfulness, Steps to Respect, social skills groups, etc.)



Tier 2: Progress Update

- Identified **core features** of Tier 2 systems of support
 - ~Tier 2 & 3 Team (School Intervention Team)
 - ~Student identification process
 - ~Matching process: What supports/interventions?
 - ~Implementing supports/intervention
 - ~Monitoring progress
 - ~Communication/information sharing
 - ~PD/Coaching
- **District SEL Leadership Team and Elementary Task Force**
- **Fidelity tool** to assess Tier 1 implementation & readiness for Tier 2
- **Piloting Tier 2** implementation in 1-2 elementary schools

Evaluation Plan

Student Outcomes

- Increase in number of students exposed to Tier 1 SEL practices will increase
- Reductions in suspensions, absences, office discipline referrals, referrals for special education,
- Improvements in students' perception of connectedness

Adult Outcomes

- Increase in number of educators trained in NPS Tier 1 Approach
- Improvement in knowledge, skills, and attitudes related to social and emotional learning practices

Student Outcome: Connectedness

- Youth Risk Behavior Survey - questions on perceptions of connectedness and safety
- District Data Team's focus for 2015-16

Adult Outcomes: Increase in Numbers Trained in Tier 1 Practices

- 650 Unit A members trained in Responsive Classroom since 2009
450 since grant's inception
- 51 Administrators trained in Responsive Classroom Administrator training
- 600+ parents and guardians attended Responsive Home workshops, including ELL Responsive Home
- 261 afterschool, preschool, math volunteers, Title 1 tutors trained
- 162 adults trained in Youth Mental Health First Aid



Adult Outcomes: Knowledge, Preparedness and Use

- Notable increases in **knowledge** about Responsive Classroom practices and in **preparedness** to use practices with students
- Substantial increase in **use** of RC practices with students
- Once having had an opportunity to implement Responsive Classroom practices, respondents reported noticeable changes in:
 - student engagement
 - their experience of working with students.

Knowledge and Preparedness

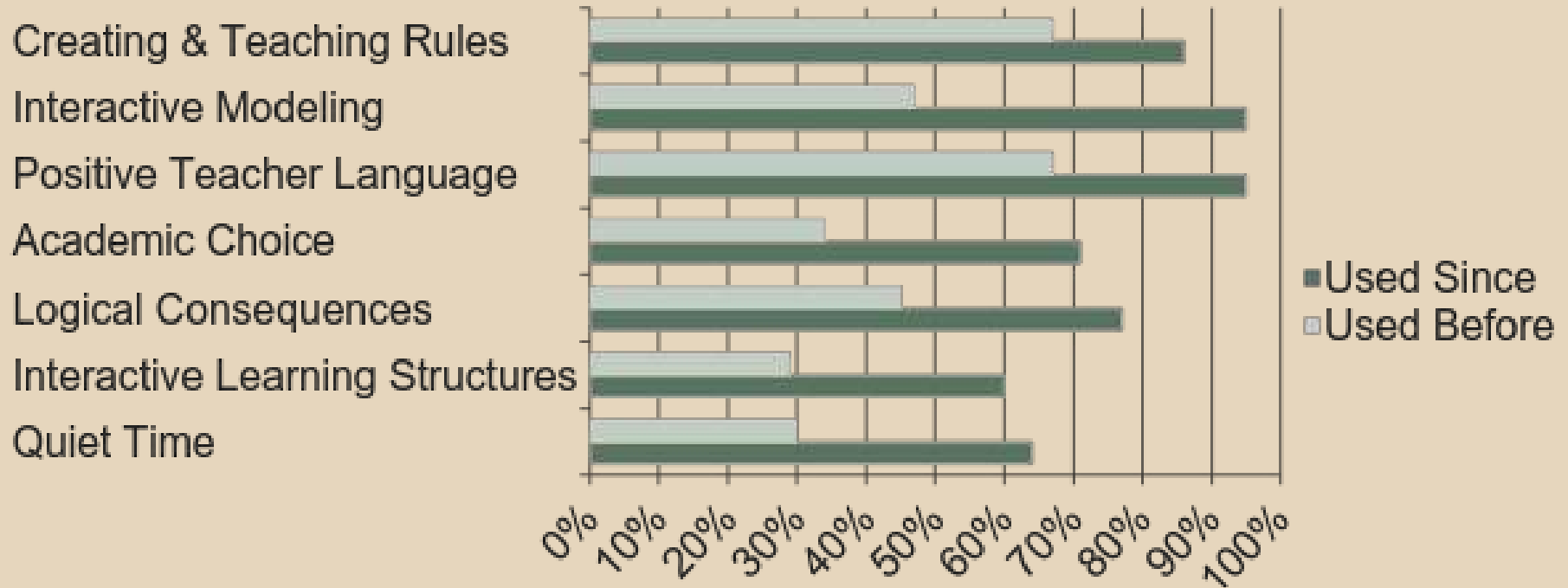
Greatest increases in knowledge about:

- morning meeting
- interactive modeling
- academic choice
- quiet time
- energizers

Greatest increases in preparedness to use:

- morning meeting
- creating and teaching rules
- interactive modeling
- quiet time
- interactive learning structures
- energizers

Use of Responsive Classroom Practices



Benefits and Positive Outcomes

- “[These practices have] *dramatically improved the climate of my classroom and breathed new life into my teaching*”
- *As a new teacher... I feel more confident in my ability to create a positive classroom community.*
- “...students will be practicing lots of **social and academic language** by speaking and listening.”
- “The emphasis is on building **positive relationships** as the cornerstone to academic pursuits.”

Benefits and Positive Outcomes

- *“Quiet time has not taken time away from learning. It has decreased post lunch behavior issues. Students know and are able to come into the room from recess and begin a quiet, calm activity.”*
- *“[These practices] provide more time and value placed on social and emotional learning.”*
- *“[This initiative] shows that NPS understands the importance of social-emotional well-being.”*

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