



Addressing SEL Through Data-Driven MTSS: Back-to-School Strategies for Supporting the Whole Child

Jaime Harris, Ed.S., NCSP

Welcome!

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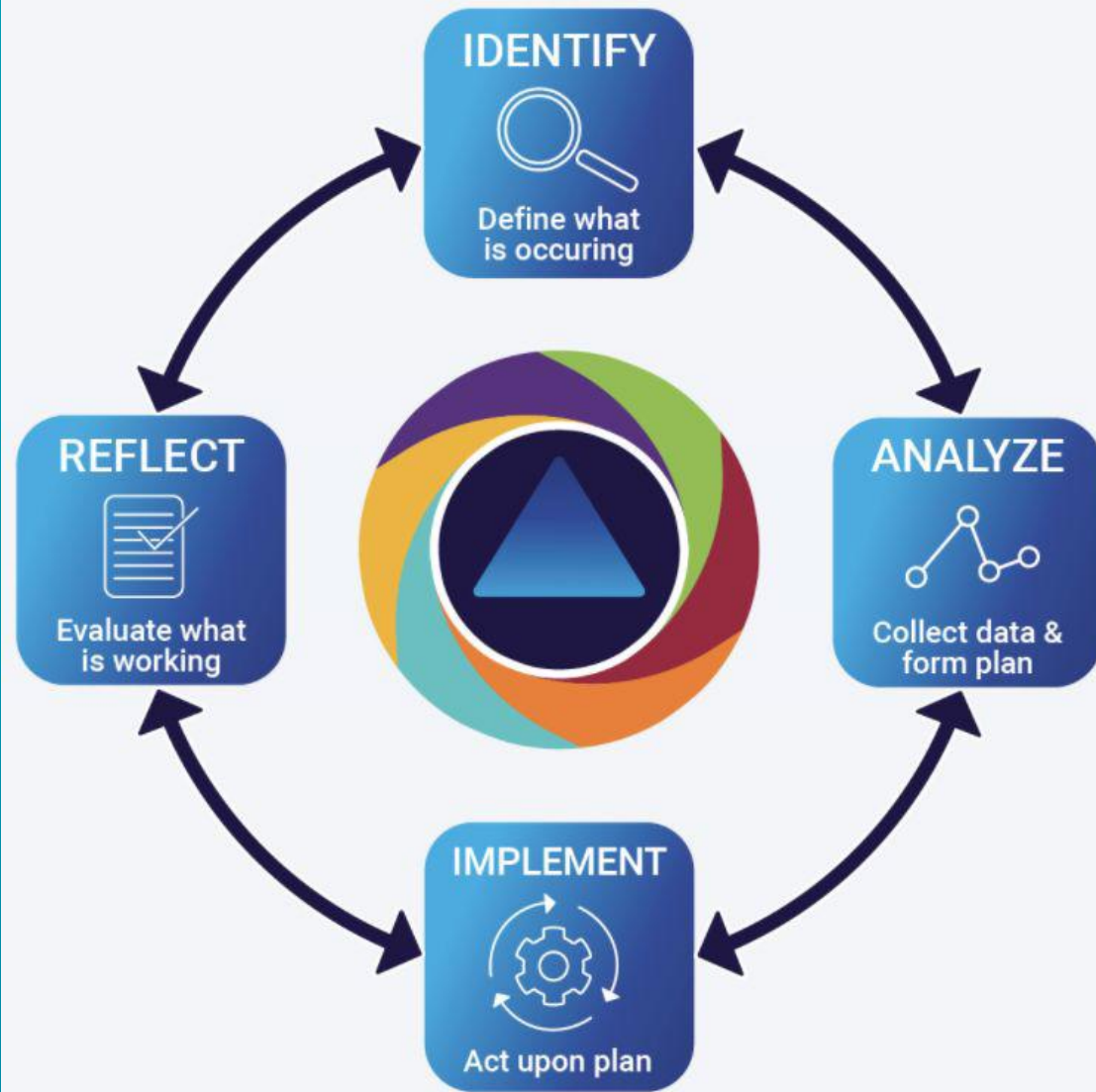
- 15 years experience
 - Paraprofessional
 - Substitute teacher
 - School Psychologist - 10 years as the only school psych in a rural, low SES district working with students ages 3-21
 - 2 years as a middle school psychologist
- Co-founded eduCLIMBER in fall 2013
 - Product developed solely to augment processes I was implementing
 - Surrounding districts wanted it, too, and we began offering to others in April 2014
 - By December 2017, when we partnered with Illuminate, eduCLIMBER was in over 230 school districts in 15 states with no marketing



Agenda

- Use of Data
- The Importance of School Climate & School Culture in Today's World
- The MTSS Framework Through the Lens of Equity & SEL
- Measurement Types of Climate, Equity, & SEL
- Moving from Theory to Practice
- Questions?

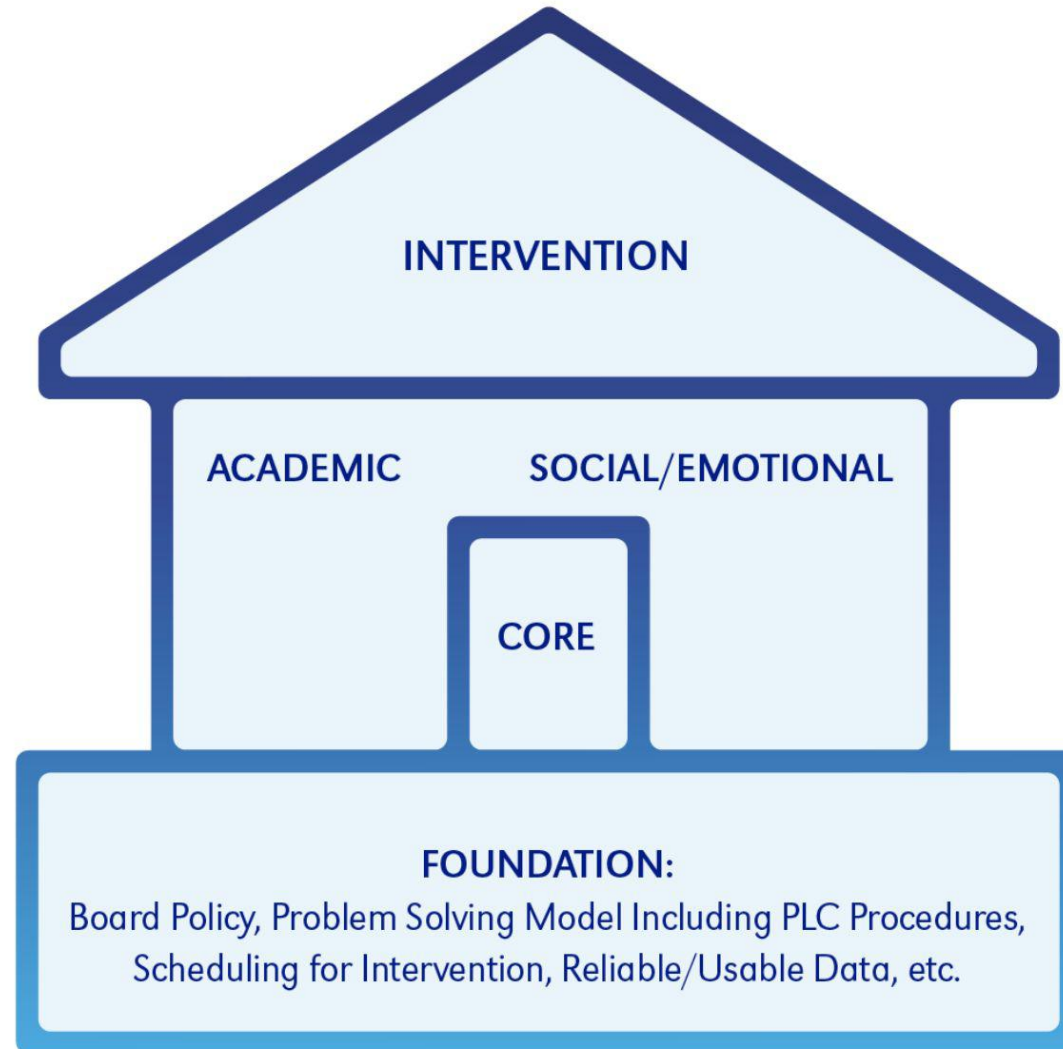




Problem-solving and decision-making model



The NeMTSS framework is built for success. It houses the tools educators need for continuous improvement, problem-solving and decision-making. It provides schools with meaningful data to positively impact students and their families, setting them on a path for success.



The importance of Data

- What we **know/believe/think** (qualitative data)
- What we can **measure** (quantitative data)



Quantitative Data on this student

- 4.0+ GPA
- 100% Attendance
- Top 10%
- NHS
- Varsity Sports
- Student Leadership Council



A woman with dark, wavy hair, wearing a blue cardigan over a striped shirt, is leaning towards a young boy. The boy is wearing a red and white striped shirt and has his hand resting on his chin, looking at the woman. They are in a classroom setting with a window with blinds in the background. A semi-transparent dark grey banner is overlaid across the middle of the image, containing the text.

How connection can make all the difference

The Importance of School Climate & Culture in Today's World

SOCIAL MEDIA
INTERNET
EMAIL

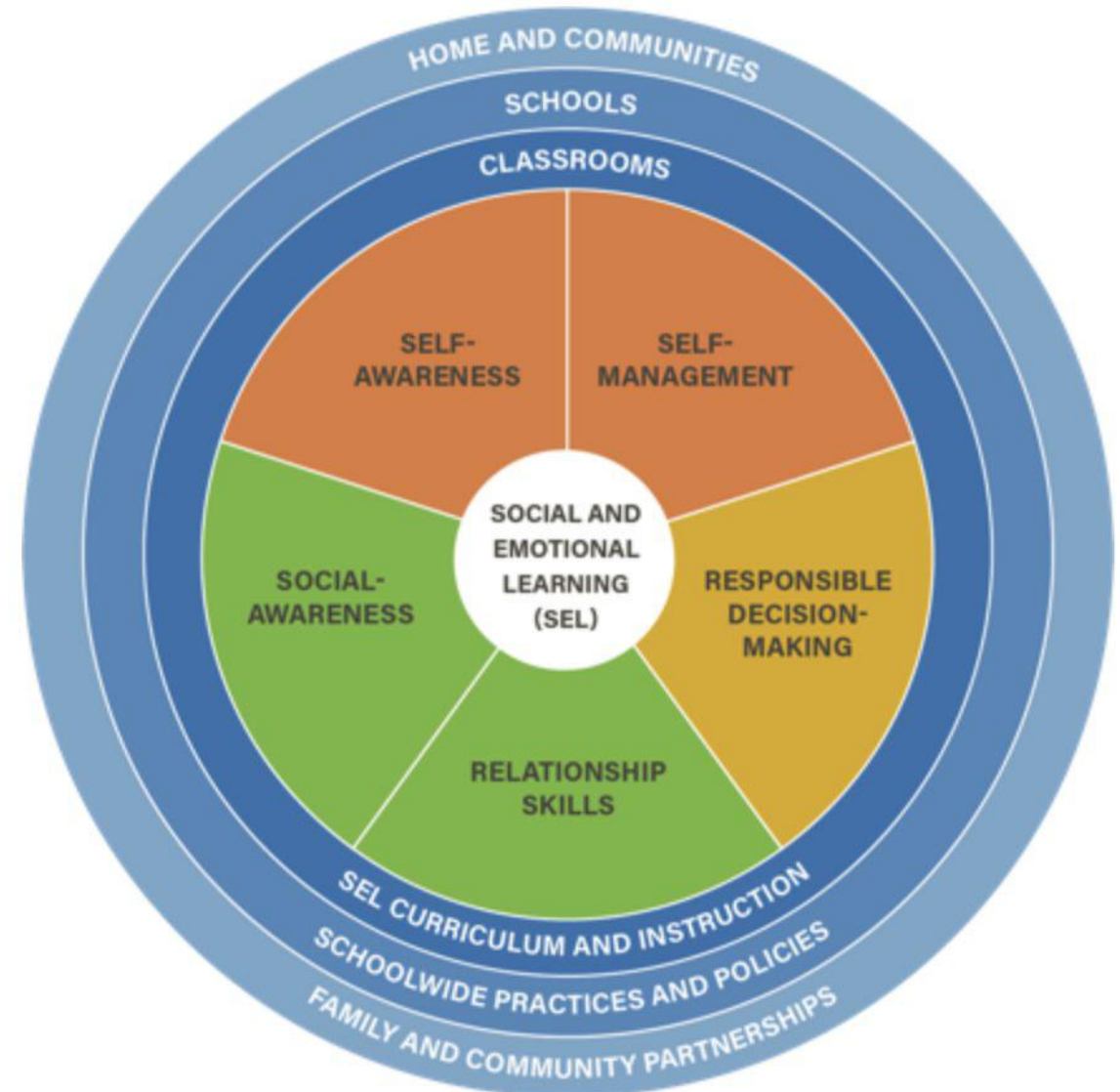


What is SEL/SEB?



What is Social-Emotional Learning (SEL)?

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



SOURCE:
[CASEL \(2017\)](#).

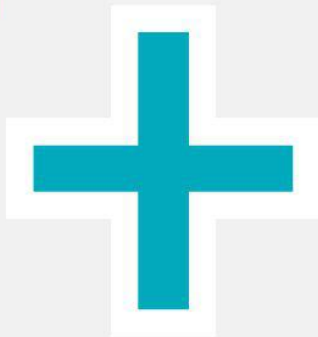
What is Social-Emotional Behavior (SEB)?

SEB functioning is defined by:

1

The presence of positive social-emotional skills and skills that help students learn

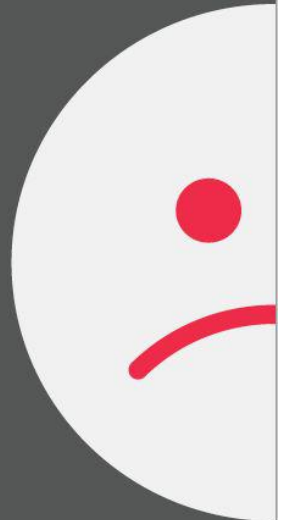
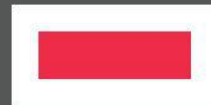
- Self-Awareness
- Social Awareness
- Self-Management
- Relationship Skills
- Responsible Decision-Making
- Motivation
- Academic Engagement
- Study Skills



2

The absence of disruptive behaviors that prohibit learning and healthy relationships

- Aggression
- Noncompliance
- Disruption
- Property Destruction
- Sadness
- Semantic Problems
- Worry/Fear
- Withdrawal/Avoidance



SEL/SEB Can Also Be Defined Through School Climate and Culture



Essential Elements of NeMTSS Framework

NeMTSS is based on the idea that all students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity. Nebraska stakeholders have identified the following elements that are essential to implement and sustain a successful MTSS framework.



Shared Leadership

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Communication,
Collaboration & Partnerships

[LEARN MORE](#)



Evidence-Based Practices:
Curriculum, Instruction,
Intervention & Assessment

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Building Capacity &
Infrastructure for
Implementation

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Layered Continuum of
Supports

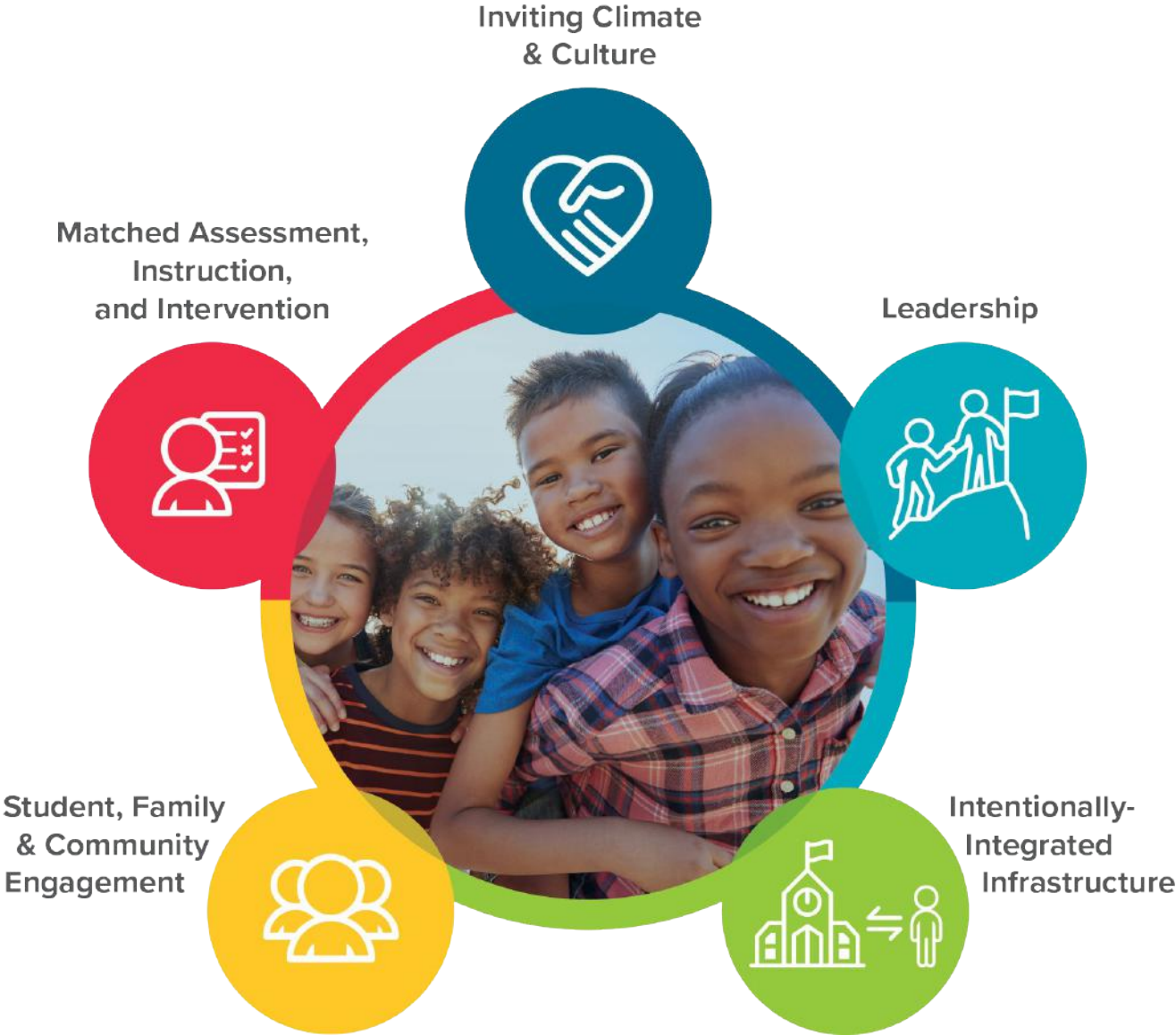
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Data-Based Problem-Solving
& Decision-Making

[LEARN MORE](#)

General MTSS Framework Components



What is School Climate?

- **School climate** refers to the physical, social and emotional environment, or “feel” of a school
- Result of many factors, but it can be summed up as:
 - how engaged students are by their teachers,
 - how welcomed they are by their peers
 - how invested their family is in helping them achieve their best
- ESSA (2015) requires an indicate of “school quality and student success” in statewide accountability systems
 - May include: student engagement, student attendance, educator engagement, school climate and safety, other factors intimately related to academic well-being and success)

SOURCE:



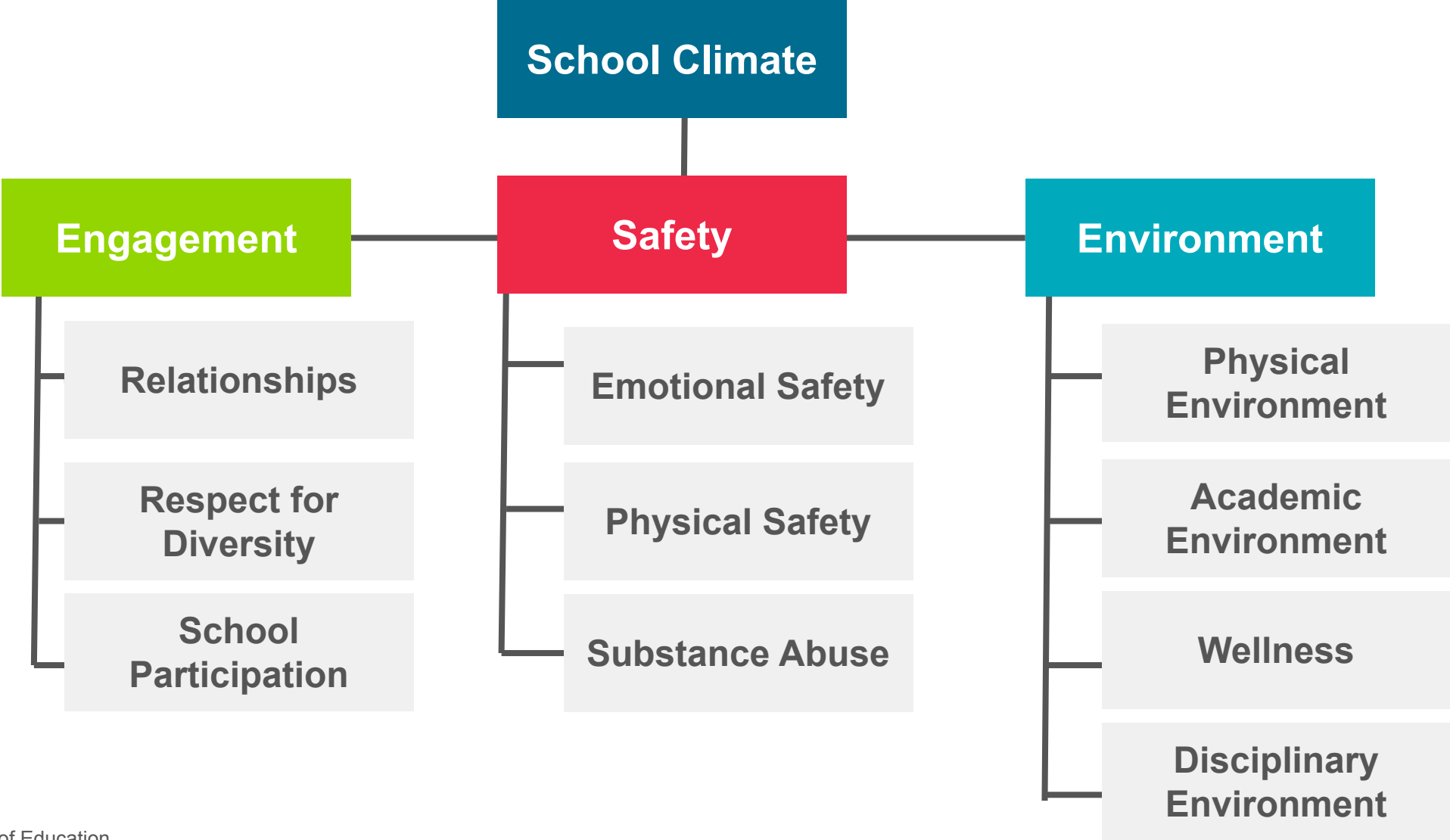
What is School Culture?

- **School culture** typically refers to the long-term physical and social environment, as well as the values or beliefs of the school shared across individuals and time (National School Climate Center, FAQ's About School Climate, n.d.).
- **Climate** is the 'attitude or mood' of the school and the **culture** as the 'personality or values' of the school. Climate is perception-based, while culture is grounded in shared values and beliefs (Gruenert, 2008).

SOURCE:



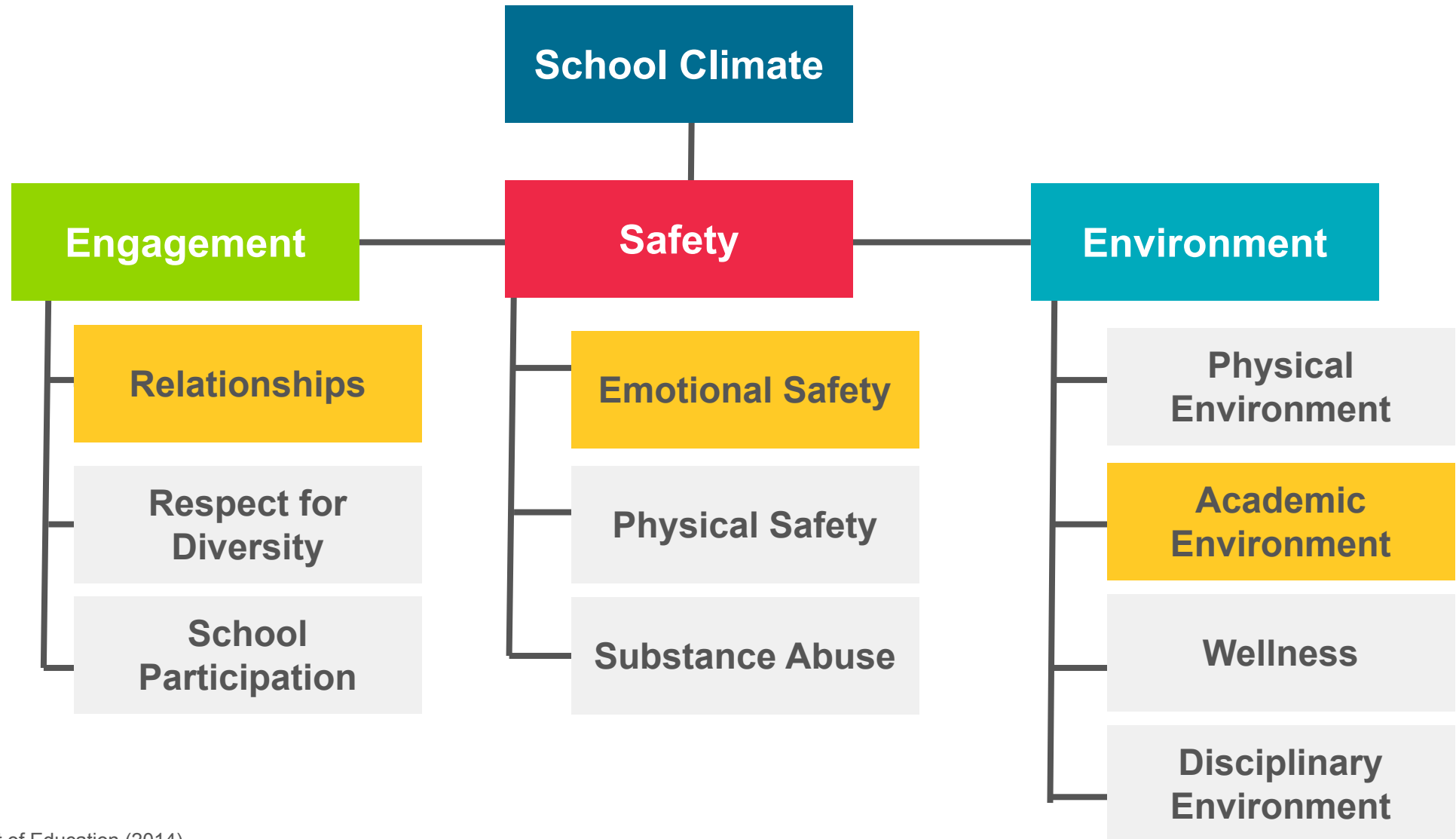
Components of School Climate



SOURCE:
U.S. Department of Education



Why is School Climate Important Today?



SOURCE:
U.S. Department of Education (2014).





When we unpack school climate, we
find **key social-emotional and wellness
elements**





Many of those elements are
currently at-risk





We must focus on those at-risk school climate elements to help students succeed this year, no matter where learning takes place



MTSS Through the Lens of Equity & SEL/SEB



Climate Survey

Assessments

Health Office Visits

College/ Career Ready

Suspensions

Behavior Incidents

Social Emotional Learning

Student Voice & Choice

Equity

Course Grades

Attendance

Awards/ Recognition



Whole Child

DBRs

Mental Health

An approach to supporting student success and well being through many interconnected, data-informed lenses, and shifting away from a singular focus on the academic lens.

Trauma

Achievement

Growth

Referrals

Academic

SEB

Other Lenses





Marcus Shusta

2019-2020

Create

Student Information

Demographics



DOB: 2014-03-06 Gender: M

Ethnicity: African American

Dewey Elementary School

1st Grade

Student Data

Attachments: 2

Assigned Staff: 2

78% Full Day Rate

98.9% SIS Reported Rate

24 Forms

27 Comments

4 Tags

2 Observations

4 Thresholds

Incidents

| | |
|---------------------------|---|
| Anecdotal | 3 |
| School Psychologist Visit | 2 |
| Health Office Visit | 1 |
| Outside Agency Contact | 2 |
| Minor | 1 |

Interventions

Number Sense Intervention
Math - 2019-2020

Not on Track

Plan ROI: 0.75
Goal ROI: 1.25
Latest Score: 11.00

Emotional Management
SEL - 2019-2020

On Track

Latest Assessment Scores

All Literacy Mathematics SEB Specials

Literacy

DnA Benchmarks

| | |
|-------|--------|
| Pre | Post |
| 73.00 | 97.000 |

FastBridge aReading

| | |
|------|--------|
| Fall | Winter |
| 123 | 170 |

Performance Series

| | | |
|------|--------|--------|
| Fall | Winter | Spring |
| 1705 | 1739 | 1739 |

iReady Overall Reading

| | |
|------|--------|
| Fall | Winter |
| 569 | 630 |

Mathematics

DnA Benchmarks

| | |
|-------|--------|
| Pre | Post |
| 73.00 | 97.000 |

FastBridge aMath

| | |
|-------|--------|
| Fall | Winter |
| 216.6 | 232 |

Performance Series

| | | |
|------|--------|--------|
| Fall | Winter | Spring |
| 2403 | 2428 | 2343 |

SEB

My SAEBRS

| | | | |
|-------------|-------------|-------------|-------------|
| Term 2 MP:1 | Term 2 MP:2 | Term 2 MP:3 | Term 2 MP:4 |
| 87.660 | 78.630 | 81.960 | 81.430 |



A strong system of comprehensive social, emotional, and behavioral supports is **as important as effective teaching** to creating the conditions for learning required to help students achieve their academic potential.

SOURCE:

25 La Salle, Meyers, Varjas, & Roach (2015).





When we view SEL needs through the context of school climate, we have a clearer path to using SEL data to ensure **equity**.



Equity in Education

- Removing the predictability of success and failure that currently correlates with race or any social/cultural factor
- Interrupting inequitable practices, examining biases, and creating inclusive school environments for all students
- Discovering and cultivating the unique gifts, talents, and interests that every human possesses



Taking an Equity Lens

- School teams need to problem-solve and address issues of equity that may be exacerbated during extended school closures
- Many are focused on accelerate learning (helping students get back on track while almost moving forward)
- In doing so, we need to focus on **growth for all**
- To ensure all students are growing, we need the ability to slice data in ways to ensure our efforts are **effective and also equitable**



Connecting School Climate/SEB, Learning, and Equity This Year



Measuring Climate, Equity, and SEB

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INTERNET
EMAIL



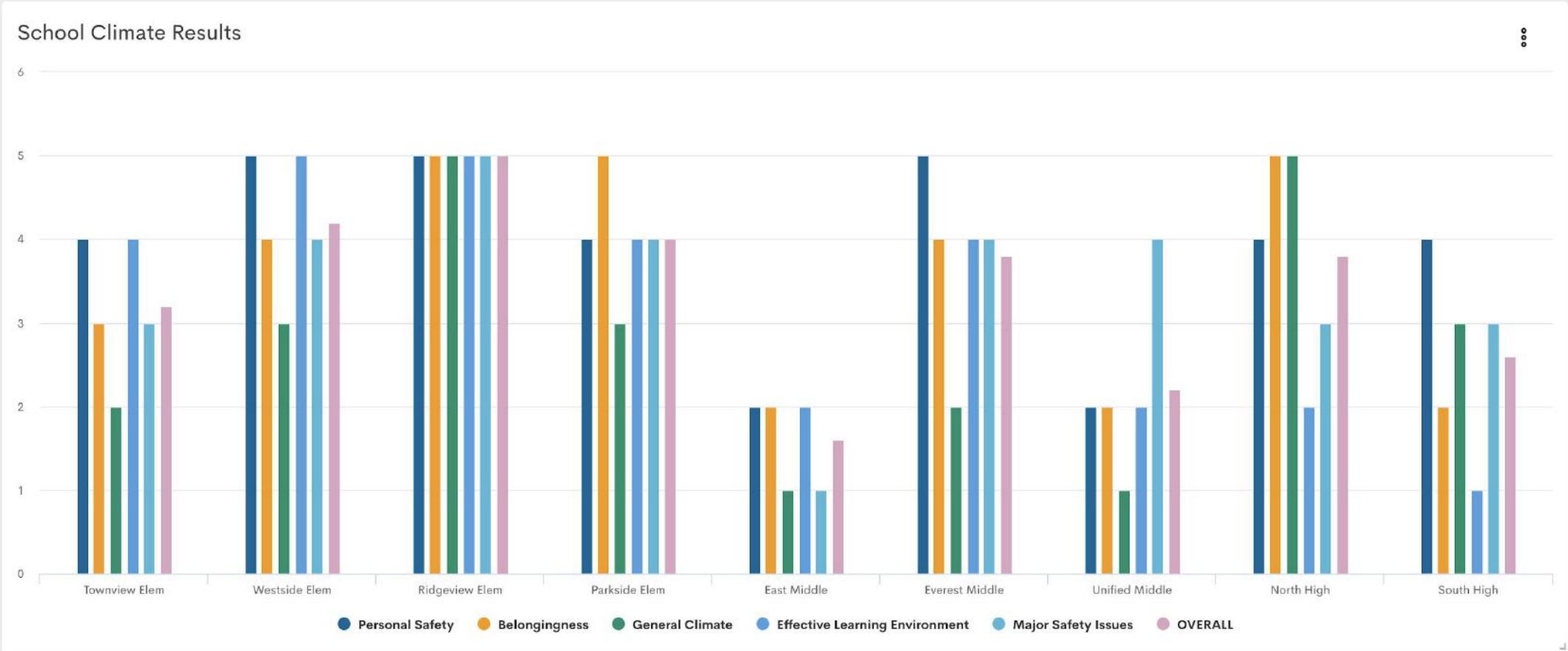
Measuring Climate



Measuring Climate

School Climate Data

+ Create Dashboard



Measuring Climate

- Choose a reliable & valid school climate measure that assesses emotional, physical & behavioral aspects
- Assess annually (within the first & last 45 days of school) to measure growth and perceptions over time
- Measures from multiple stakeholders (parents, teachers, staff, families, etc.)
- Compare data to other data (achievement, discipline and attendance)
- Integrate this into other teams/data collection (not another initiative!)

Some measures to consider:

- Authoritative School Climate Survey (Cornell, 2014): <https://curry.virginia.edu/authoritative-school-climatesurvey-and-school-climate-bullying-survey>
- California School Climate Survey (Furlong et al., 2005): <https://www.wested.org/project/california-schoolclimate-survey-cscs/>
- Delaware School Climate Survey (Bear, Gaskins, Blank, & Chen, 2011): <http://wh1.oet.udel.edu/pbs/schoolclimate/de-school-climate-survey/>
- ED School Climate Surveys (EDSCLS, 2019): [https:// safesupportivelearning.ed.gov/edscls/administration](https://safesupportivelearning.ed.gov/edscls/administration)
- Georgia School Climate Survey (Georgia Department of Education, La Salle, & Meyers, 2014): <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GeorgiaStudent-Health-Survey-II.aspx>
- Maryland Safe and Supportive Schools Climate Survey (Bradshaw et al., 2014): <https://safesupportivelearning.ed.gov/survey/maryland-s3-climate-survey> • School Climate Measure (Zullig et al., 2015): [https:// www.ncbi.nlm.nih.gov/pubmed/25642931](https://www.ncbi.nlm.nih.gov/pubmed/25642931)

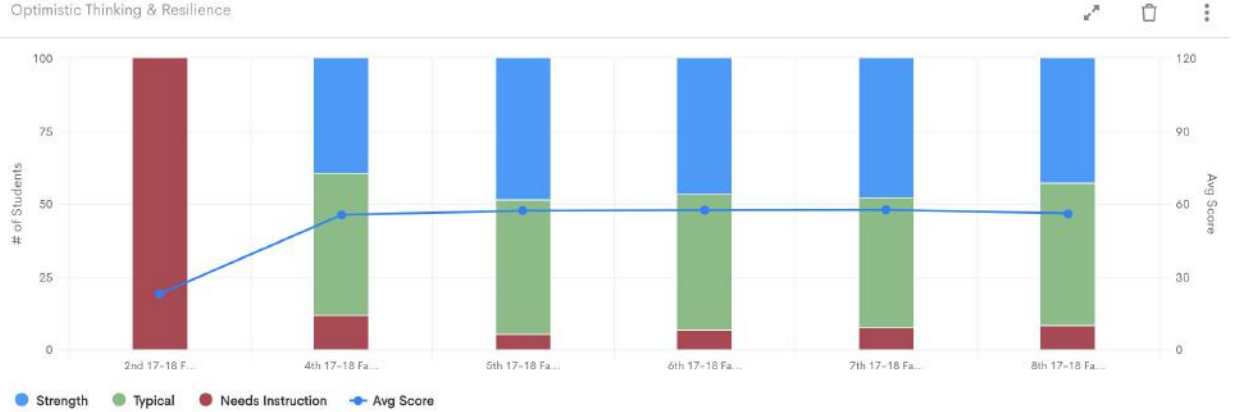
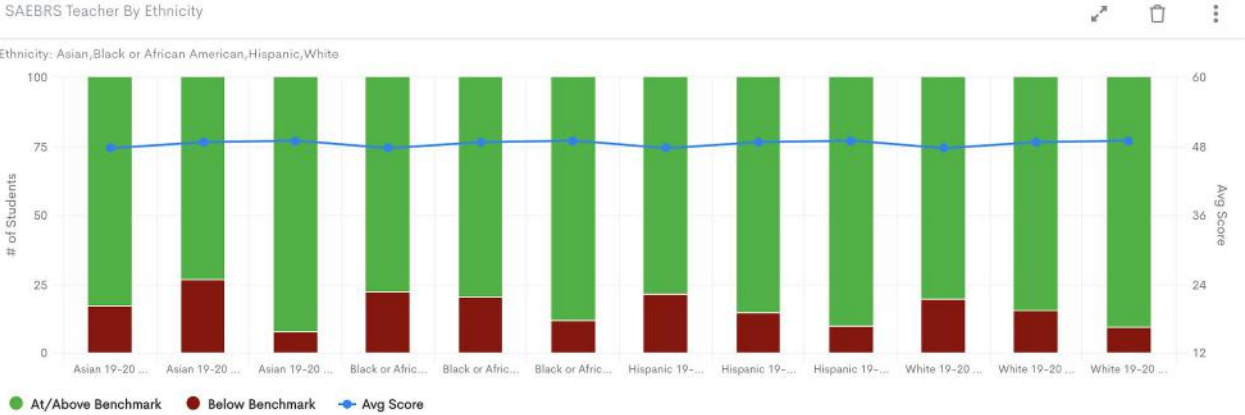


Measuring SEB



Measuring SEB

- + < SEB Measures
- Charts
- Data Walls
- smartFORMS
- Meetings
- SubCollections



Measuring SEB

- Brief rating scales and teacher nomination procedures
- Choose a reliable & valid screeners and consider data you already have
- If screening, wait a month or two (especially important this year)
- Identification does not equal intervention

We know that under normal circumstances, 1 of 5 children experience SEB concerns

Now, more than ever, we need a systemic lens on SEB



Measuring Growth



3rd 2019-2020 Yearly

Students

Subskills

Effectiveness

Longitudinal

Fall ▾

Spring ▾

Default Performance Band ▾

Search

Program Effectiveness



Effectiveness
High Risk(Fall): 456

2019-2020

School - 7

2nd

2019-2020

Categories

Assessment Suite

Filters

Search

Literacy

Charts Data Wall

| | | Extras | | | | | FAST - aReading-FAST | | | MAP-Reading-MAP | |
|--------------------------|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|--------|--------|-----------------|--------|
| <input type="checkbox"/> | Student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Fall | Winter | Spring | Winter | Spring |
| <input type="checkbox"/> | Suliman, Gordon | 0 | 1 | 0 | | | 364 | 426 | 442 | 205 | 198 |
| <input type="checkbox"/> | Van Beveren Hughle... | 0 | 0 | 0 | | | 411 | 422 | 423 | 189 | 204 |
| <input type="checkbox"/> | Wire, Trent | 0 | 0 | 0 | | | 428 | 446 | 471 | 189 | 174 |
| <input type="checkbox"/> | Eldridge, Ezra | 0 | 1 | 0 | | | 461 | 491 | 488 | 205 | 198 |
| <input type="checkbox"/> | Hernandez, Jaylen | 0 | 1 | 0 | | | 463 | 488 | 498 | 186 | 209 |
| <input type="checkbox"/> | Nicholson, Kason | 0 | 1 | 0 | | | 461 | 477 | 493 | 183 | 193 |
| <input type="checkbox"/> | Cuevas, Jocelyn | 0 | 0 | 0 | | | 480 | 486 | 490 | 211 | 184 |
| <input type="checkbox"/> | Dain, Faith | 0 | 1 | 0 | | | 532 | 540 | 549 | 188 | 209 |
| <input type="checkbox"/> | Dorsey, Blake | 0 | 1 | 0 | | | 501 | 515 | 513 | 189 | 178 |
| <input type="checkbox"/> | Faulkner, Brodrick | 0 | 0 | 0 | | | 544 | 553 | 547 | 173 | 189 |
| <input type="checkbox"/> | Garcia Sauseda, Ray... | 0 | 0 | 0 | | | 520 | 524 | 530 | 188 | 181 |
| <input type="checkbox"/> | Golden, Carlee | 0 | 0 | 0 | | | 547 | 557 | 555 | 192 | 165 |



Measuring Equity



Students 3D

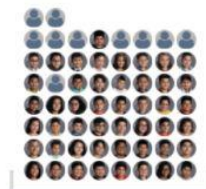
School Year: 2019-2020 Schools: Grades: 4K, K, 1st, 2nd, 3rd, 4th... [+4 more]

Search

Filters Applied: Incident Attendance: 93%-...

Layout: [Grid Icon] [Search Icon]

- Group
- School
- Grade
- Gender
- Ethnicity**
- Meal Status
- Disability
- Incident
- Attendance: 93%-100%
- Filter
- Assessment
- Attendance
- Disability
- Ethnicity



Schusta, Marcus
Dewey Elementary School
1st Grade

2.00 : Incident 98.90 : Attendance: ...



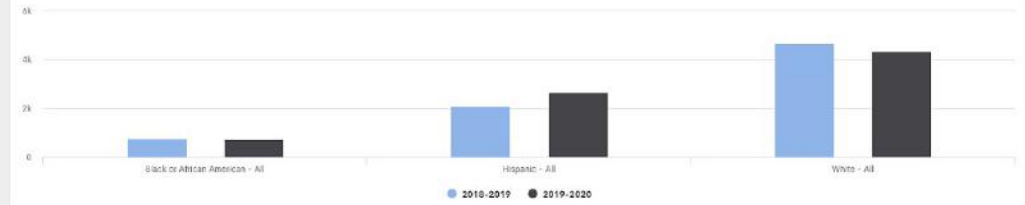
Select Section

Who are our students?

Student Ethnicities

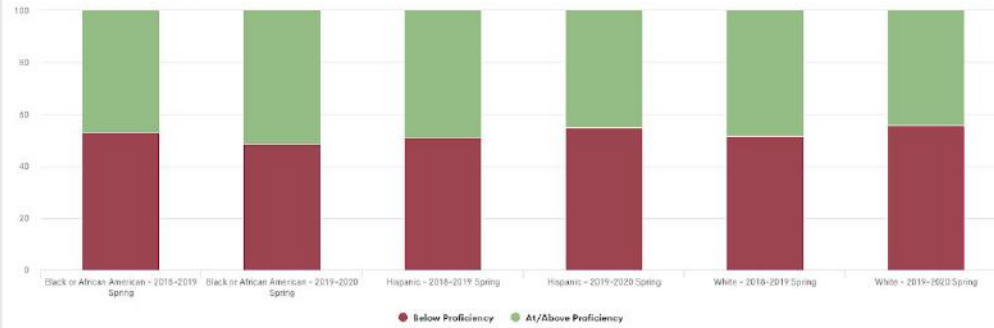
| | 2018-2019 | 2019-2020 |
|---------------------|-----------|-----------|
| Black or African... | 9.31 | 8.53 |
| Hispanic - All | 25.23 | 31.88 |
| White - All | 56.37 | 51.72 |

Student Ethnicities

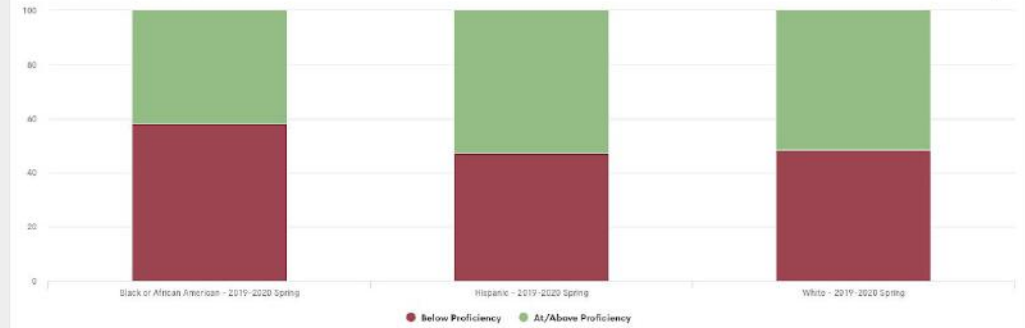


How are students performing?

FAST aReading - By Ethnicity

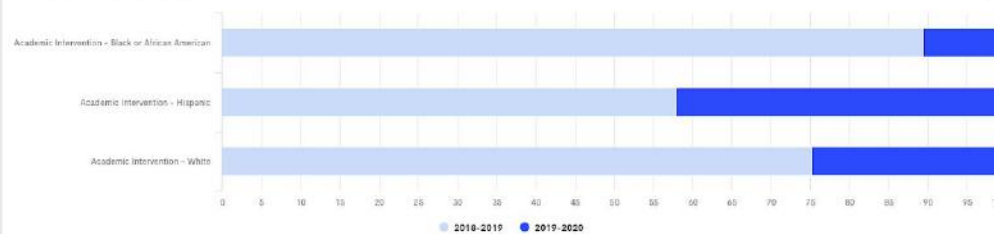


FAST aMath - By Ethnicity

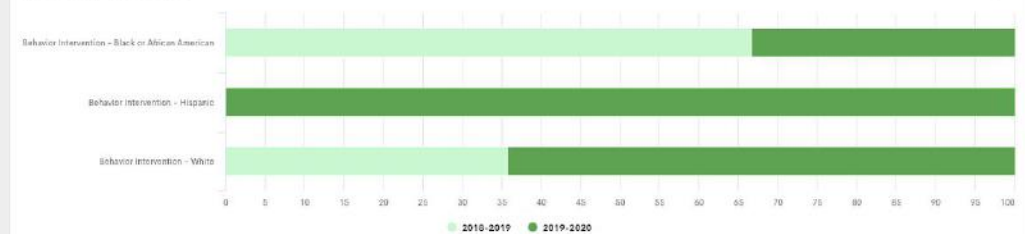


Which students are in interventions?

In Academic Intervention



In Behavior Intervention

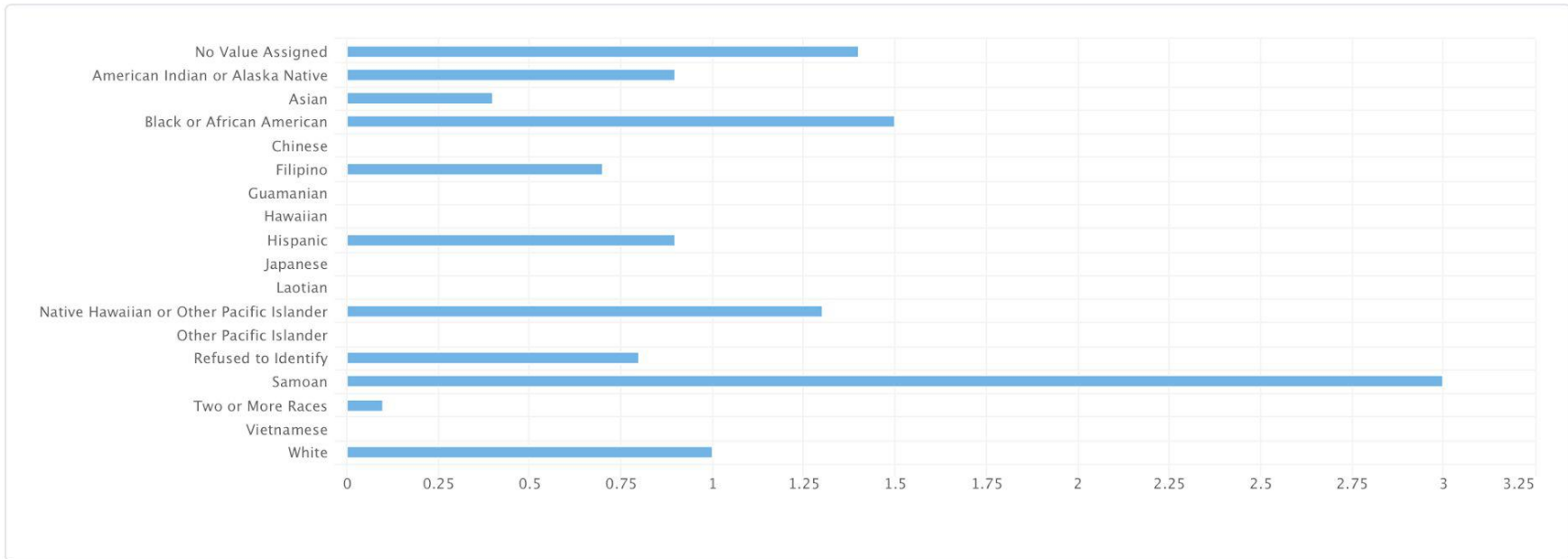


Are students coming to school?

By Ethnicity

Edit Calculation

| | | | | | | |
|--|---|---|--|--|---|--|
| No Value Assigned 1.4 to 1 21 / 70 Students | American Indian or Alaska Native 0.9 to 1 16 / 81 Students | Asian 0.4 to 1 10 / 124 Students | Black or African American 1.5 to 1 240 / 725 Students | Chinese 0 to 1 0 / 1 Students | Filipino 0.7 to 1 24 / 163 Students | Guamanian 0 to 1 0 / 3 Students |
| Hawaiian 0 to 1 0 / 2 Students | Hispanic 0.9 to 1 549 / 2687 Students | Japanese 0 to 1 0 / 3 Students | Laotian 0 to 1 0 / 2 Students | Native Hawaiian or Other Pacific Islander 1.3 to 1 27 / 97 Students | Other Pacific Islander 0 to 1 0 / 1 Students | Refused to Identify 0.8 to 1 13 / 72 Students |
| Samoaan 3 to 1 2 / 3 Students | Two or More Races 0.1 to 1 1 / 45 Students | Vietnamese 0 to 1 0 / 1 Students | White 1 to 1 963 / 4368 Students | | | |



Risk Ratio Value Level of Disproportionality
Risk of one group compared to the risk of another group to help identify the degree of disproportionality in incidents reported.

Moving From Measures to Practice

SOCIAL MEDIA
INTERNET
EMAIL



So How Do We Support SEL/SEB via Equitable Practices?

PBIS

- Proactively teaching and reinforcing students positive, healthy, successful behaviors

Social Skills Instruction

- Interpersonal Skills
- Survival Skills
- Problem-solving Skills
- Conflict-resolution Skills

Emotion Regulation

- Increase positive habits
- Identify & decrease negative responses



Key Ideas

- **Tier 1 supports:** These supports should be provided to all students. We cannot intervene our way out of restoring lost learning.
- **Connection** is key: Students need to know they have someone to count on at school (remote or onsite)
- **Academic skills:** We need to change expectations about what students should be able to know and do.





Thank you!

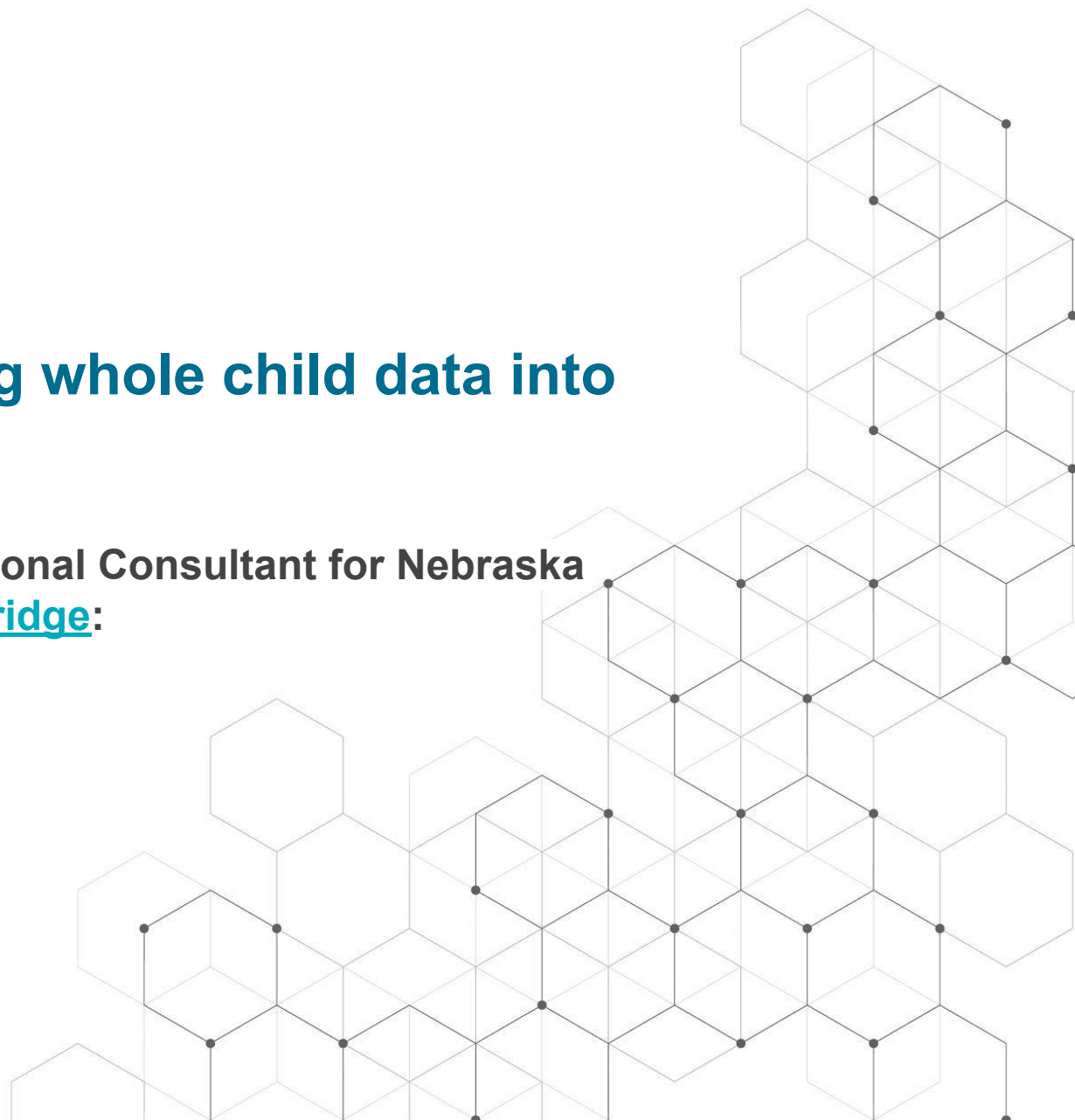
We want to be your partner in turning whole child data into actionable insights.

Please reach out to Adam Palmese, Senior Educational Consultant for Nebraska for more information about [eduCLIMBER](#) or [FastBridge](#):

Phone: 1-773-839-2883

Email: apalmese@illuminateed.net

Learn More



Questions?

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Thank you!

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- PLAN
1. w
 2. m
 3. n
 4. w

