

The Evolving Role of Social Emotional Leaders in a MTSS Framework

Supporting clinicians so we can better support everyone else.

During **Our Time** Together

- Increase knowledge of the evolution of the Role of the Clinicians in schools
- Consider where a clinician could best fit into an MTSS Model
- Gain skills, tools and resources, empowering our Social Emotional Leaders to more effectively support all staff

Consider using the Collaboration ARCH to drive action planning

A: attachment

R: regulation

C: competency

H: health



Tier 1: Universal SWPBIS Features

Teams	2/27 /19	4/22 /20	4/21 /21
1. Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	1	1	2
2. Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2	2	2

Action Steps	Resources Needed	Who	When	Arch
1.				A: R: C: H:
2.				A: R: C: H:
3.				A: R: C: H:

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?
- 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)



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 grey color with several white line-art icons of microscopes and magnifying glasses scattered across it. A large microscope icon is on the left side, and several smaller magnifying glass icons are positioned throughout the upper and middle sections.

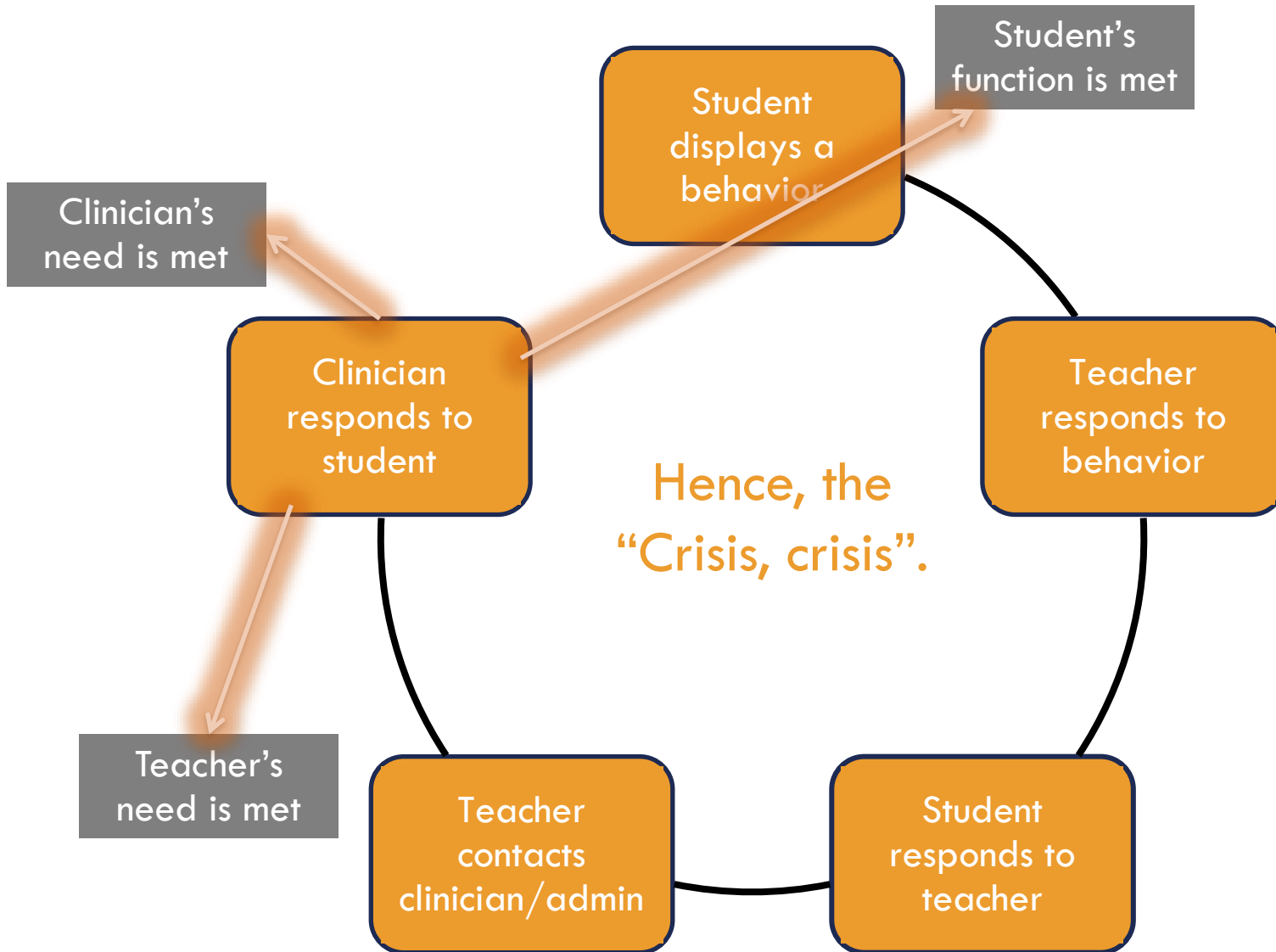
There have **always** been
challenges in our work...

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.

The “Crisis Cycle” in a school



**We can create systems to
make the work we do
more effective & efficient.**

Are we willing to disrupt the current systems?

What if we put a 3rd Column on our 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>

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

<p>Green Concern</p> <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)
<p>Yellow Concern (Behaviors become yellow after several attempts using different strategies to redirect behavior are unsuccessful) --</p> <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 	<p>Gain adult attention:</p> <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 <p>Gain Peer Attention:</p> <ul style="list-style-type: none"> Journal with a mentor (if assigned one) Walking break to the office with a peer <p>Avoid attention</p> <ul style="list-style-type: none"> "Office space" Work in hallway Ask to work in alternative setting (main office or clinician's office) <p>Avoid work:</p> <ul style="list-style-type: none"> Calming break (using Calm Down Kit) Movement break The Envelope <p>Gain Sensory Stimulation</p> <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

Considerations for **Renovation**

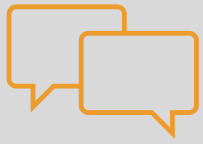
Specific to the Role of the Clinician

Systems Consideration

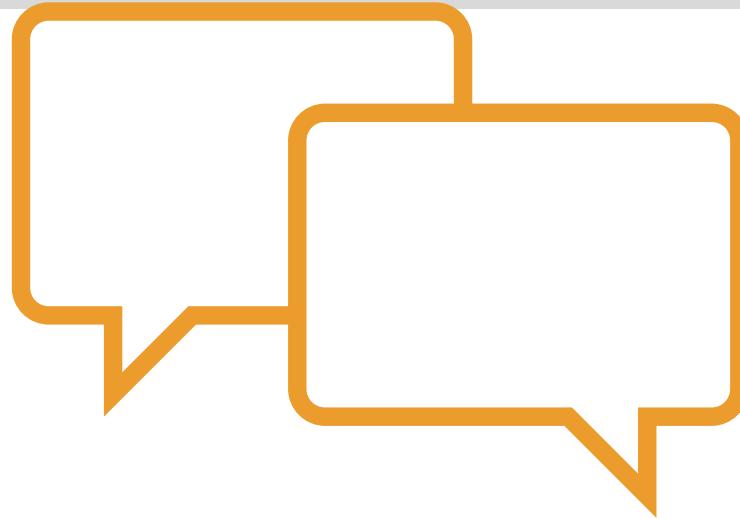
**What Barriers Might
Prevent this from
Happening?**

**What Support
Would you Need?**

**What is 1 Action
Step you can
Take?**



Let's Connect



- What does this bring up for you?
- What action steps does it inspire you to take?
- What can we talk through today to help?



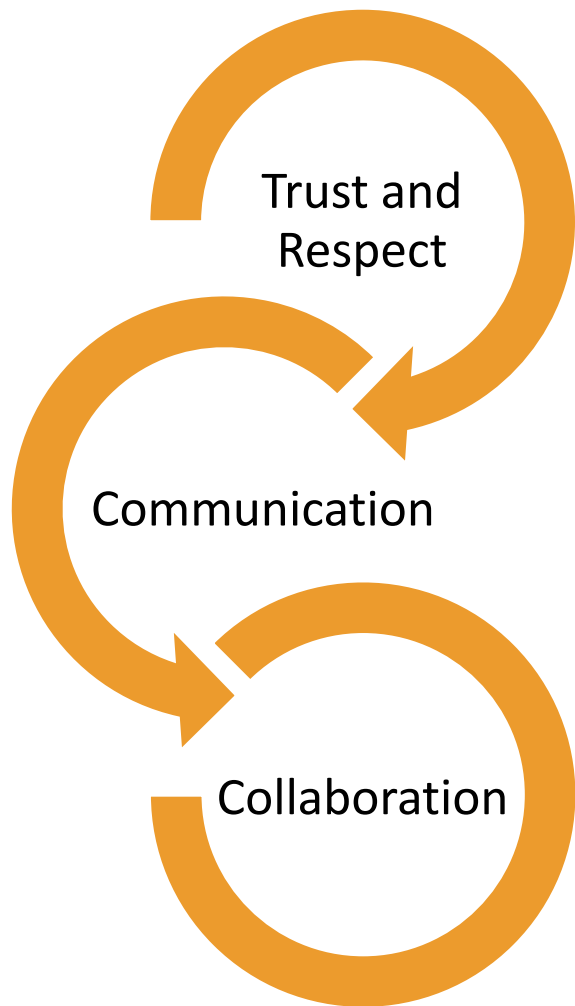
**We need to be willing to
disrupt the system(s)**

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

Admin and Clinical Staff are like...



Effective **relationship** between the Admin and Clinical Staff is



**essential when
improving
student
achievement**

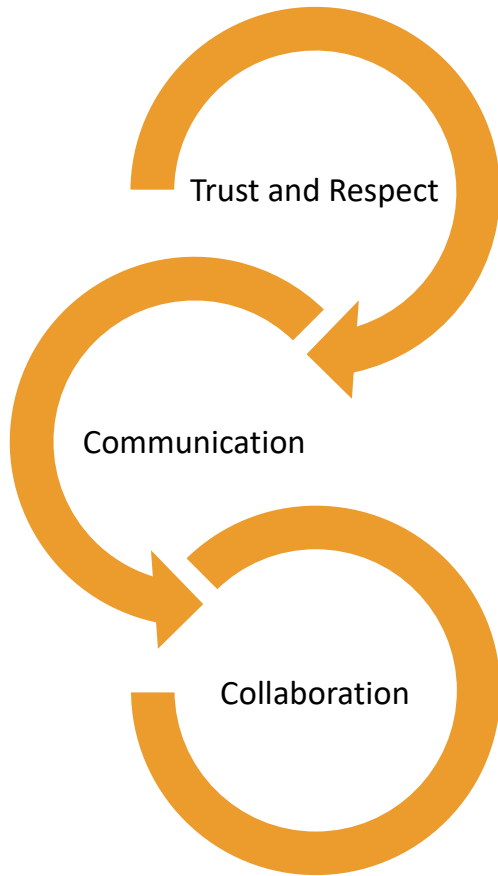
Core Values Activity

© Elena Aguilar, *The Art of Coaching: Effective Strategies for School Transformation*. Jossey-Bass, 2013.

Values *The following list of values applies to work and personal life. This is not an exhaustive list—you're welcome to add your own*

Connection	High Expectations	Personal Development	Trust
Contribution	Honesty	Pleasure	Truth
Cooperation	Hope	Positive Attitude	Unity
Creativity	Humility	Pride	Variety
Democracy	Humor	Productivity	Zest
Community	Happiness	Peace	Togetherness
Communication	Health	Personal Growth	Tradition
Compassion	Helping Others	Perseverance	Travel

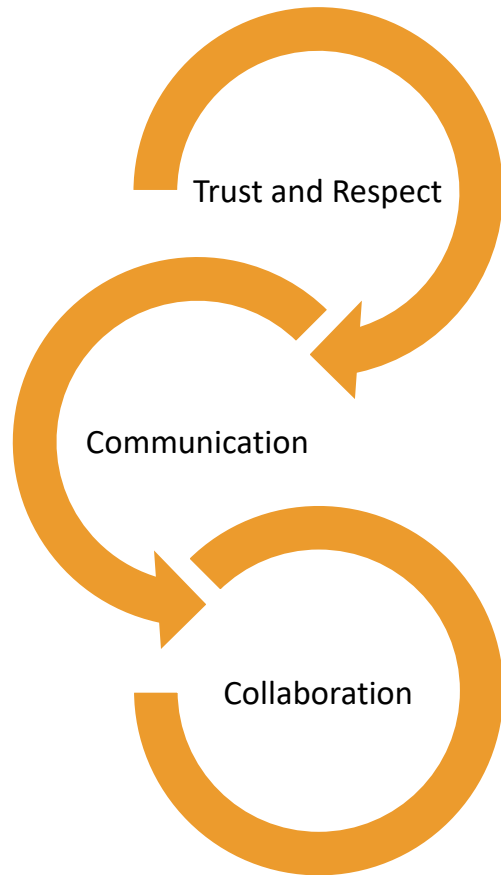
<https://brightmorningteam.com/wp-content/uploads/2017/09/Core-Values.pdf>



Communication

- Create a system
- Discuss program needs and accomplishments
- Share barriers

Collaboration



- Roles and Responsibilities
- Understanding and respecting roles
- Will positively impact student achievement and overall climate of the school

What the Admins Said...

If you aren't trained as a counselor, what do you need to help you to understand the skills inherent in school counseling practice?

Main Finding 1:

We need to know what counselors do, what is best practice, and what is best practice evaluating.

Main Finding 2:

We need a rubric based on research, but we need language we can clearly understand.

Main Finding 3:

We need training, we need to ensure fidelity between evaluators, and we need time.

Where do we fit in?

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

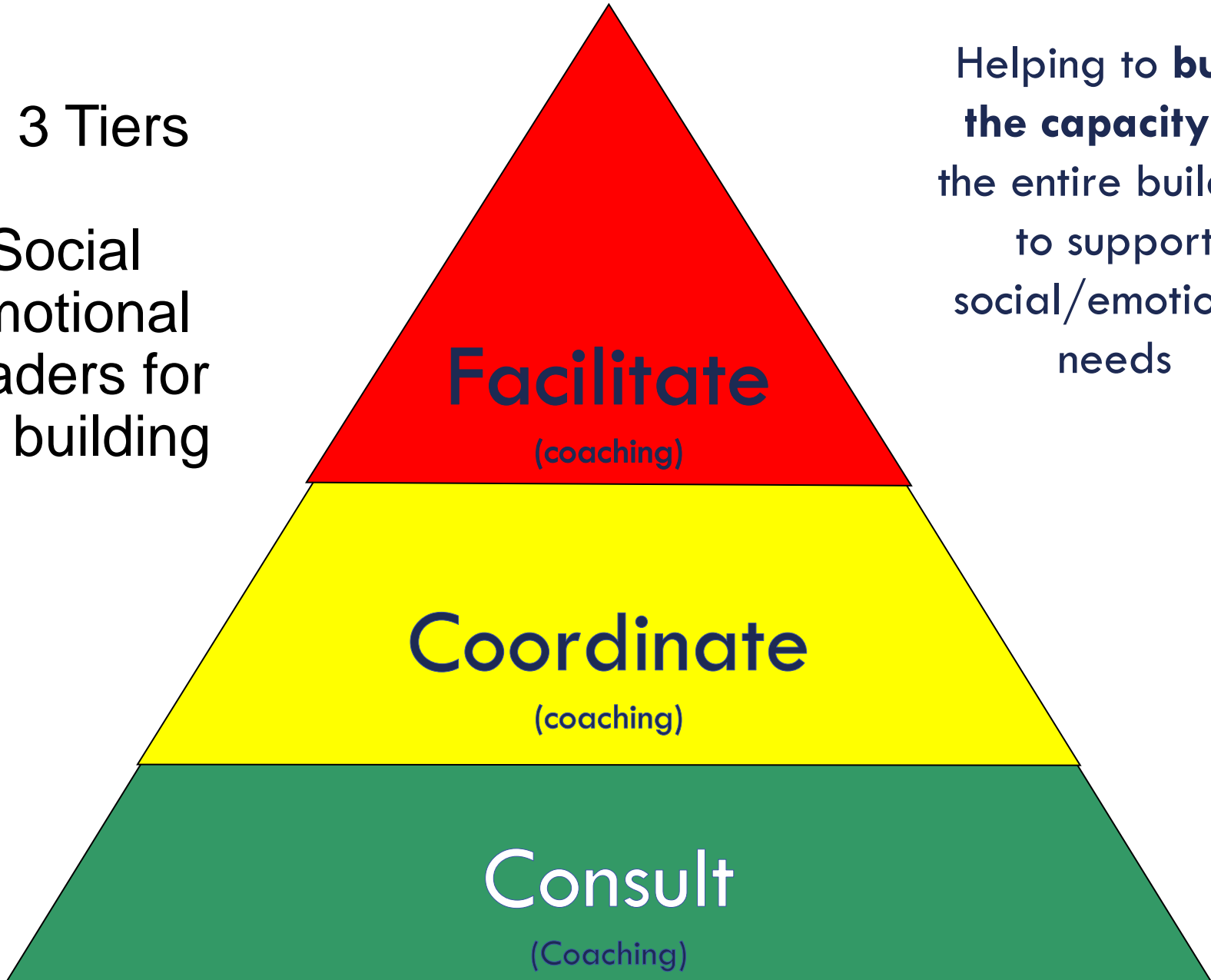
TO

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



All 3 Tiers

Social
Emotional
Leaders for
the building



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

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





Tier 1

MACRO – (systems)

Examples of Clinician Roles:

- Understanding the systems of the school to be able to help install structures that increase the effectiveness and efficiency of supports for all
- Providing Professional Development to the entire staff, student body, families, etc.
- Helping to install systems around communication that strengthen the processes of the staff
- Helping lead the strengthening and clarifying of the discipline system in partnership
- Creating systems that streamline the partnerships between the home, school and the community
- Advocating to School Board, on policies, social justice, etc.



Tier 2

MEZZO- (groups, teams, families)

Examples of Clinician Roles:

- Leading/Coaching Tier II / Tier III Teams
- Consulting with grade level teams (to teach skills and strengthen practices)
- Training Facilitators to do CICO, lead SAIGs, sit on a BIP Development Team, etc.
- Providing support to families in understanding about Tier II supports
- Training community partners in MTSS data, systems, and practices



Tier 3


MICRO

- Facilitating individualized teams developed by youth and families to meet self-identified goals and action steps
- Providing high doses of social skill development to individual youth
- Providing direct coaching/support to individual staff with high levels of need
- Bringing home, school, and community together to impact the lives of *individual youth* and families.
- Helping support individual youth/families in connecting to outside resources



Let's Connect



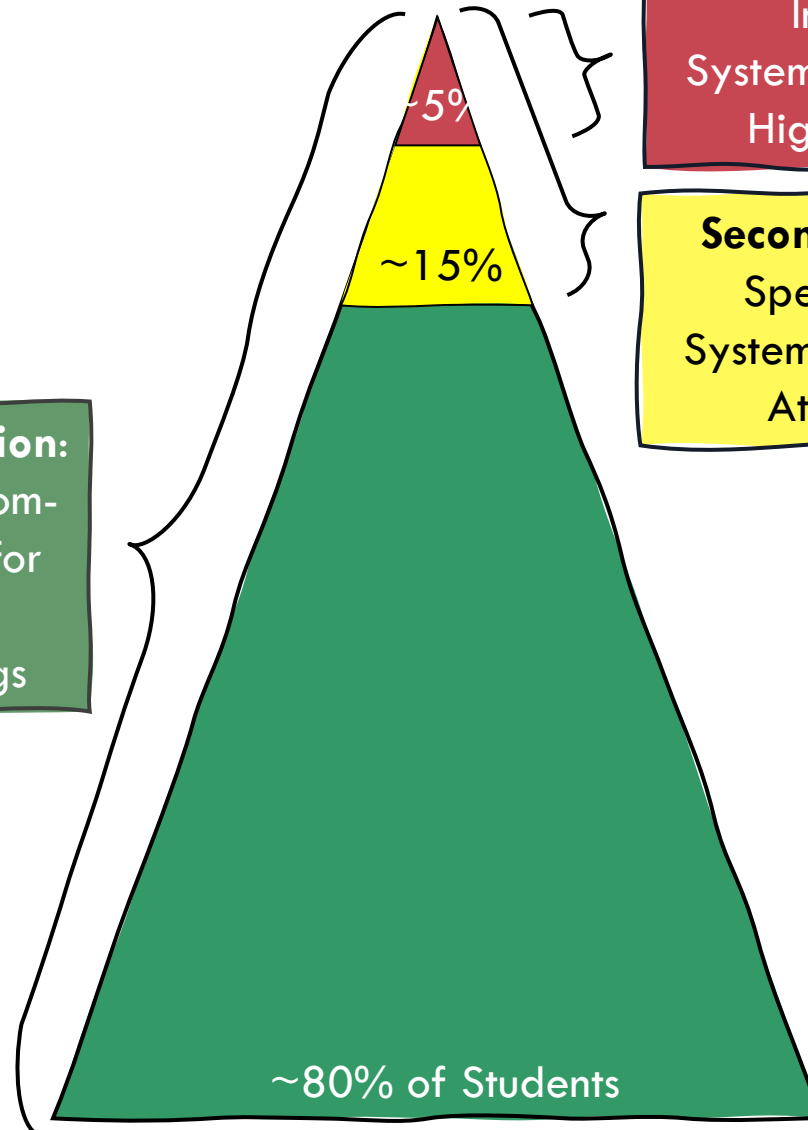
- This is a challenge for many clinicians.
 - How were you trained? More macro or more micro?
What does that mean for your work?
 - Are the clinicians and the administrators on the same page about these concepts?
- 

We **KNOW** what we **NEED**

- ❑ Create safe, consistent, predictable, equitable **environments** (and the systems necessary to support them)
- ❑ Create space, structures, and strategies that help strengthen **relationships and community**
- ❑ Help our students and our staffs be **emotionally skilled** (teach Social Emotional Learning (SEL) competencies) so that our students can stay open to learning

A Multi-Tiered System of Supports Framework

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

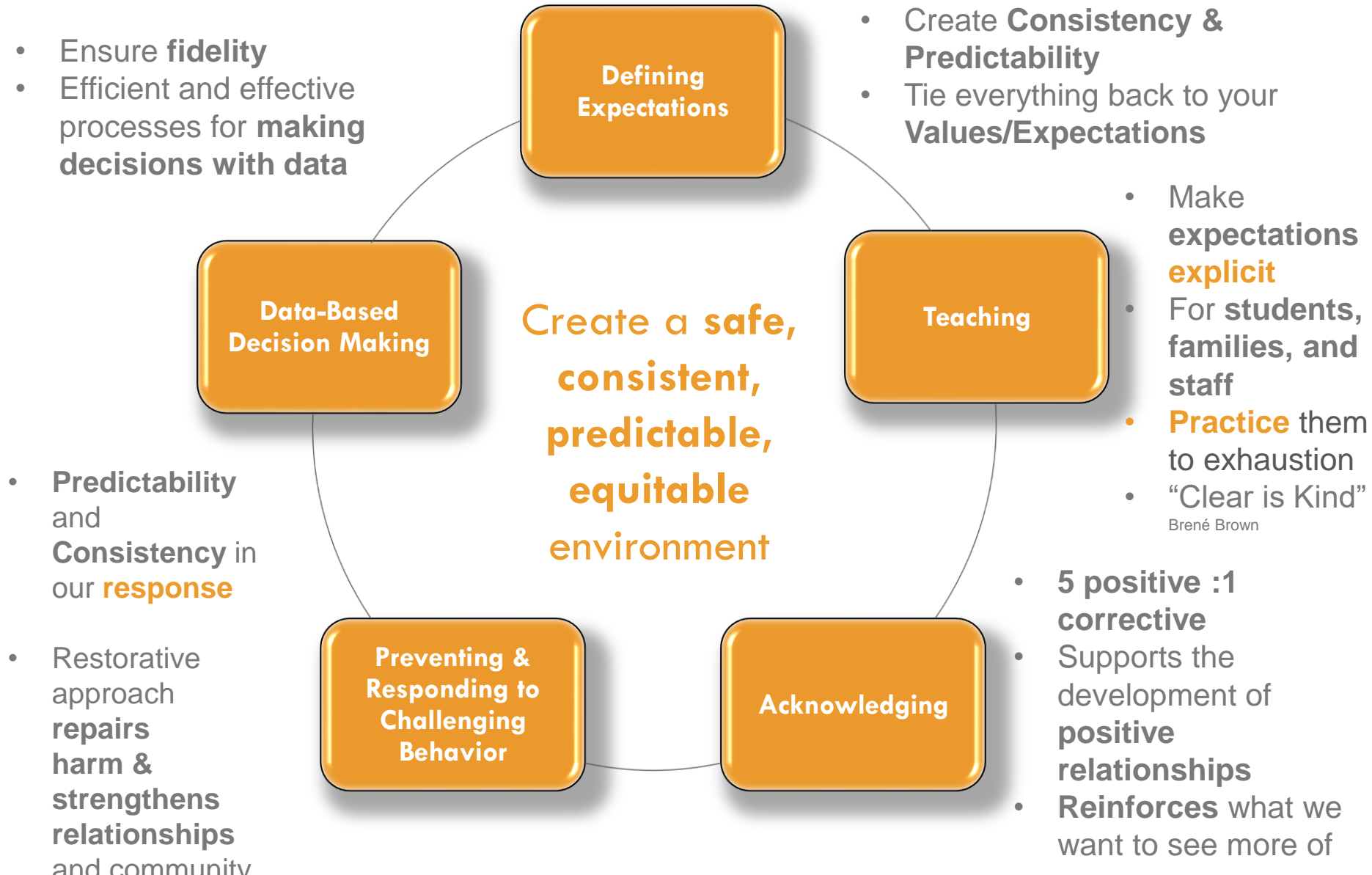


Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

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

- **Students**
- **Staff**
- **Families**

This is what we have been training for!

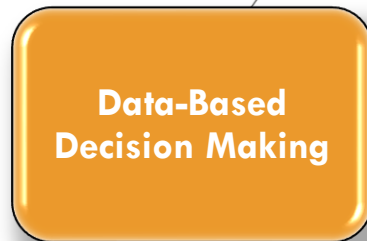


Acknowledgments following a behavior are important, but what happens *before* the behavior is even more so.

We need to spend the bulk of our energy building a Tier 1 that will be solid enough to support 80% of our youth, and 80% of our staff. Clarifying expectations and making them explicit will need to come before we can acknowledge the displayed behavior.

We need to slow down, take a deep breath, and remember what we know works

- Start gathering data for **effective decision making**



Defining Expectations

- Create **Consistency & Predictability**
- Tie everything back to your **Values/Expectations**

Data-Based Decision Making

Teaching

- Make **expectations explicit**
- For **students, families, and staff**
- **Practice** them to exhaustion
- “Clear is Kind”

Brené Brown

Start Here

General Education & Special Education



Tier 1 / Universal

School-Wide Assessment / School-Wide Prevention Systems



Check-In-Check-Out

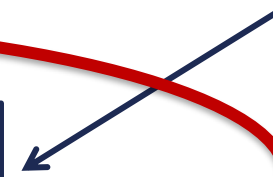
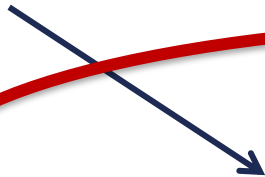
(provides explicit instruction, feedback, structure, reinforcing of tier 1 core)



Modified Check In Check Out

Continuum of Social Skill
Development Groups

Other

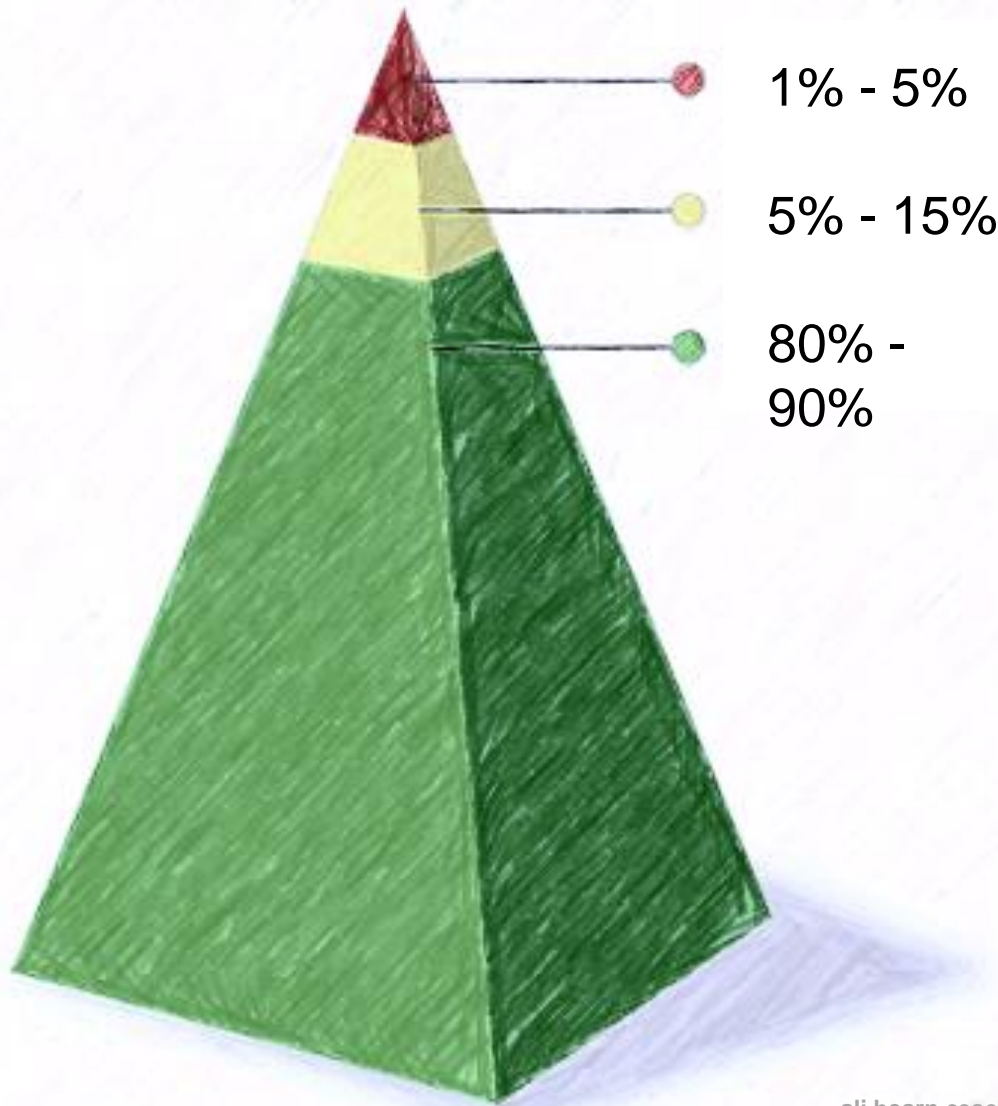


Brief Function-Based Problem
Solving



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

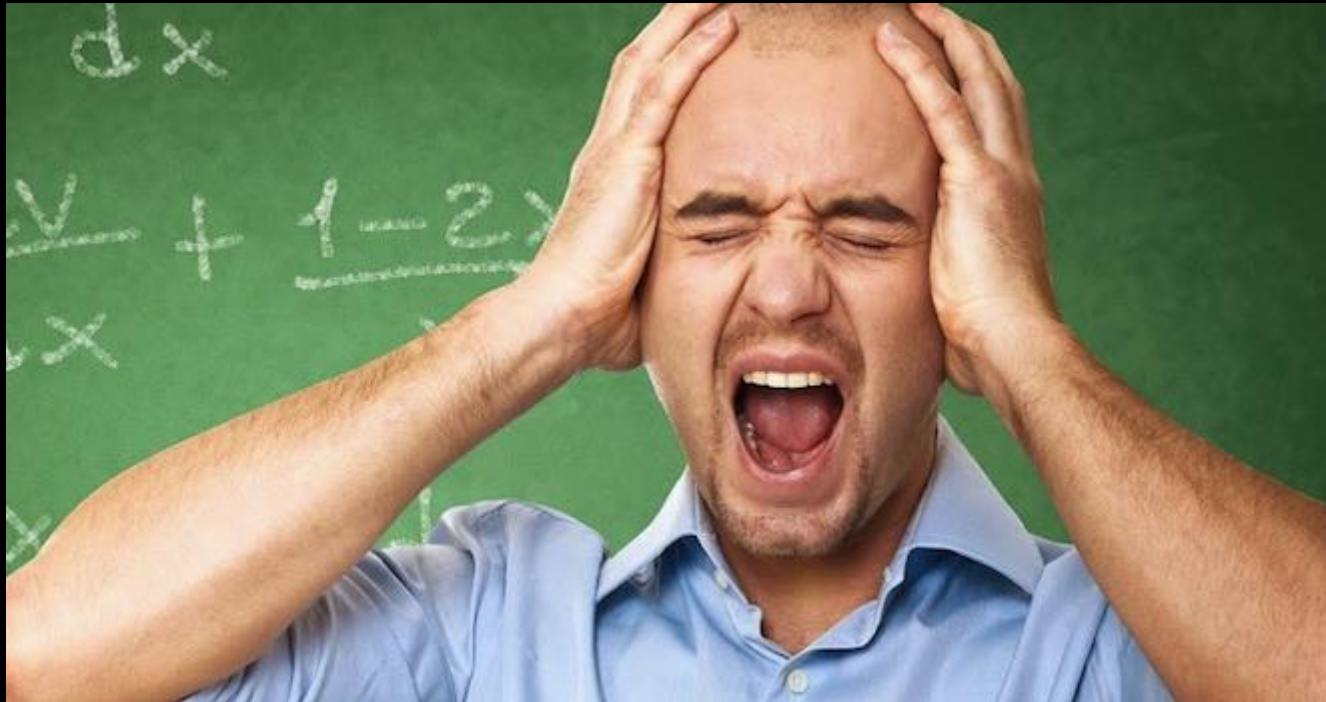
Be Ready to Think Differently



You may need to drop some Tier 2 down to Tier 1, and some Tier 3 down to Tier 2.

Just make sure that “*send to clinician*” does not come right after Tier 1!

An even bigger
shift... from
supporting kids



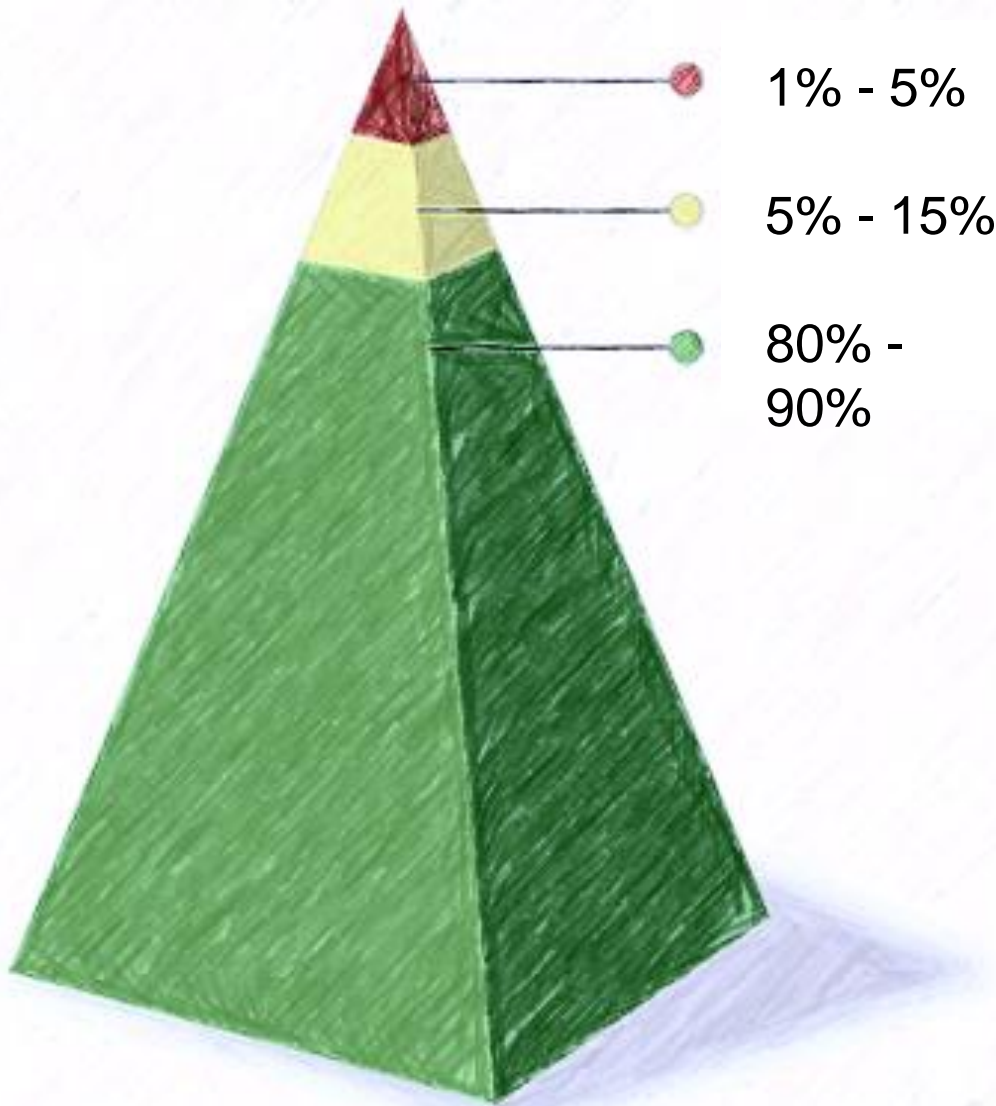
To
supporting
adults

“It is difficult, if not impossible, for adults to help students build skills that they themselves do not possess.

It is vital, then, for adults working in educational settings to have strong SEL skills themselves.”

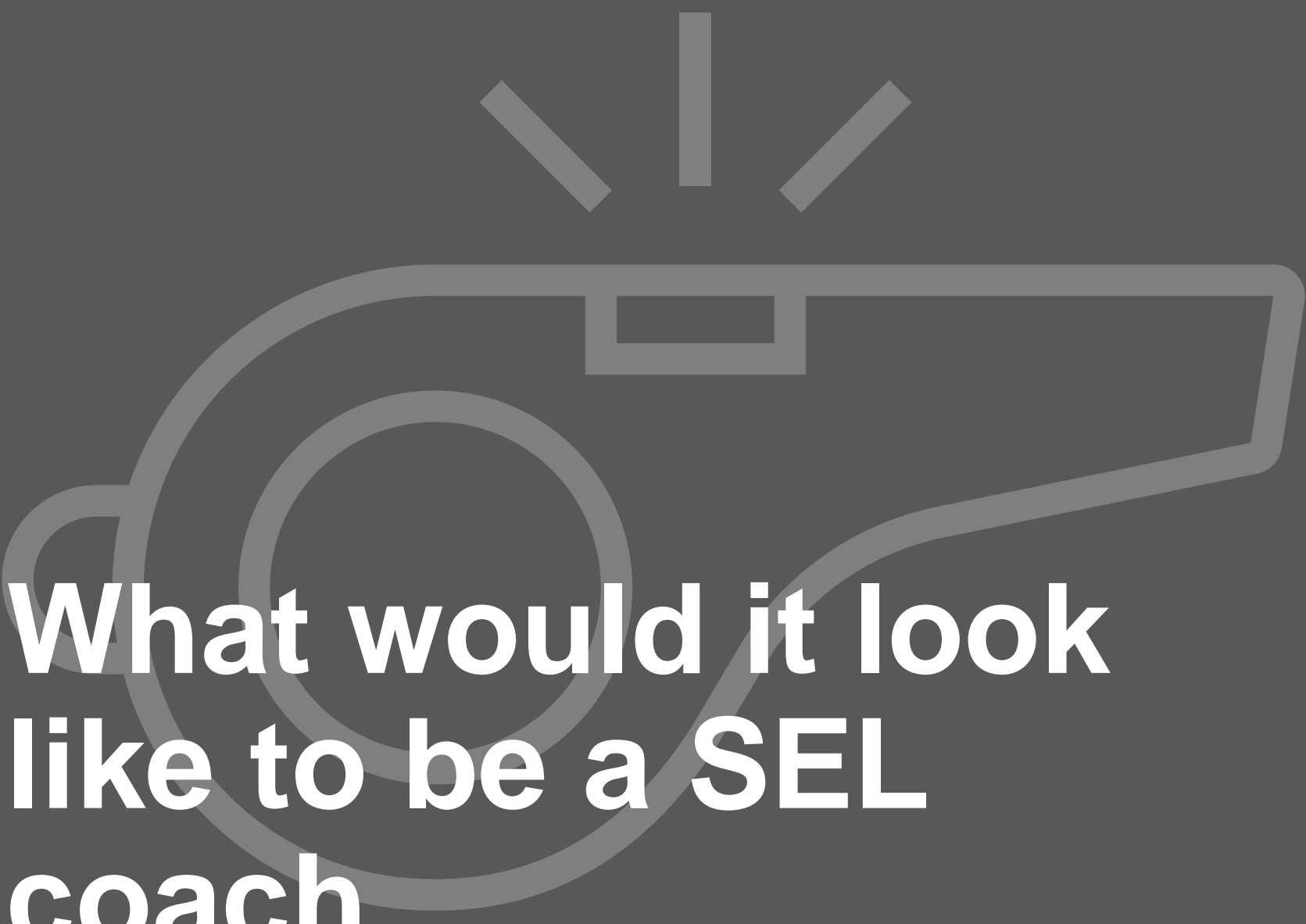
- Stephanie Jones
Harvard EASEL Lab

Multi-Tiered System of Supports



**Your staff also
fall into the
triangle!**

We need to create
a **Tier 1** that
ensures 80%
of our adult needs
are met?



**What would it look
like to be a SEL
coach**

To our staffs?

**We can be a part of
helping create safe
and brave spaces**
To hear the voices of our
students, staff, and
families.

AN INVITATION TO BRAVE SPACE



Together we will create *brave space*.

Because there is no such thing as a “safe space” —

We exist in the real world.

We all carry scars and we have all caused wounds.

In this space

We seek to turn down the volume of the outside world,

We amplify voices that fight to be heard elsewhere,

We call each other to more truth and love.

We have the right to start somewhere and continue to grow.

We have the responsibility to examine what we think we know.

We will not be perfect.

This space will not be perfect.

It will not always be what we wish it to be.

But

It will be *our brave space together*,

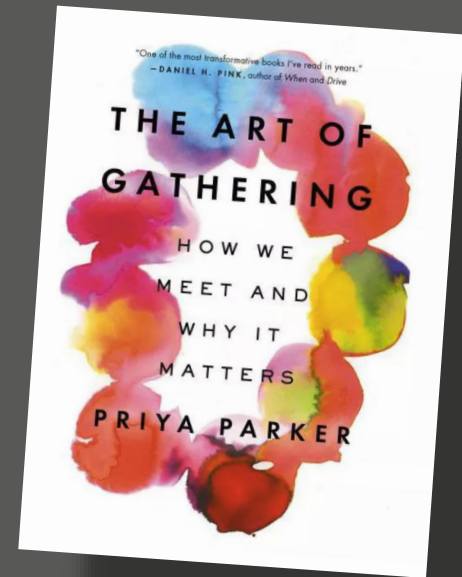
and

We will work on it side by side.

by Micky ScottBey Jones

www.thepeoplesupper.org

Make Space.



“Connection doesn’t
happen on its own.

You have to design your gatherings for the kinds of connections you want to create.”

When you come to the table be ready to:

"One of the most transformative books I've read in years."
— DANIEL H. PINK, author of *When and Drive*

THE ART OF GATHERING

HOW WE
MEET AND
WHY IT
MATTERS

PRIYA PARKER

- **Protect** your **students** guests
- **Equalize** your **students** guests
- **Connect** your **students**
- **Connect** your guests

Critical Features of Circle

Community Building- Connection- Talking Circles

1. Sitting all people in a **physical circle**
2. Establishing a **center of Circle***
(ideally, without any tables, etc. in the way)
3. Intentional **opening**
 - **Mindfulness moment***
 - Clarifying the **Purpose** of the Circle*
4. Creating **Agreements** (Norms)
5. Using a **Talking Piece**
6. Opportunity for each person to **speak**
7. Always an **option for passing**
8. Intentional **closing** to the Circle



What we are really talking about is

Changing the way that we gather in
schools.

Think of all the places that people “gather” in your school
and write them in the chat box

How can infusing **elements of Circle** strengthen the way we gather? Places We Gather in Schools

- ✓ Classrooms
- ✓ Hallways
- ✓ Staff meetings
- ✓ Parking lot
- ✓ Teacher's lounge
- ✓ Department/Grade level meetings
- ✓ Board meetings
- ✓ IEP meetings
- ✓ Guidance offices
- ✓ Dean's offices
- ✓ College and Career Centers
- ✓ Libraries
- ✓ Playgrounds
- ✓ Cafeterias
- ✓ Buses
- ✓ Extracurricular events
- ✓ Nurse's office
- ✓ OT/PT Rooms
- ✓ SW offices
- ✓ Etc.

Let's Connect

20
min.

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- 1) Pick 3 different "places we gather" from the list (or any others you come up with).
- 2) Brainstorm how infusing critical features of Circle could strengthen the time we spend together?



**Let's
JAM!**

Thank You.

Thank you for everything you do, and for everything you are.

Laurie Palmisano

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