

Our Goals for Today

1. **Connection:**

That you leave today feeling more connected than when you got here.

2. **Reflection:**

That there is something that makes you say “wow, I hadn’t thought about that, or in that way...”.

3. **A Resource / Action Step:**

This work only works if we *do something with it*. I want you to be able to take something tangible from today and go do something with it.

Grounding

Let's BREATHE

together for

120 seconds...

and go wherever you

want/need





A **nod** to Brené Brown

6 min.

What do you have
(1-10)?

What do you
need?

What is something GOOD?
What is something DUMB?

Morning check-ins are something that **everyone** should be a part of.

Don't assume
that we are okay.

We need to ask!

**When I know
your story**

and you know
my story,

we are less likely
to hurt one another.

The Feeling Wheel



THE GUTTMAN INSTITUTE
Developed by Dr. Gloria Willcox



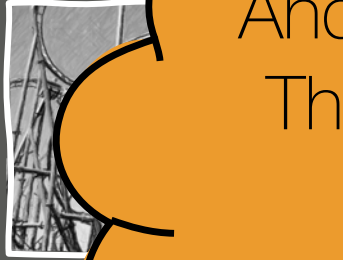
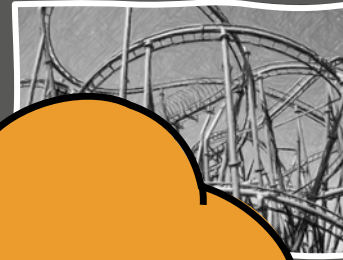
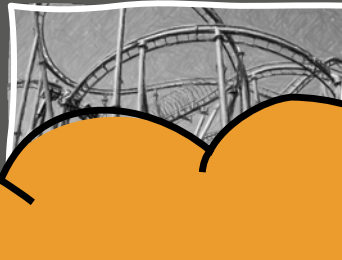
Monday

Tuesday

Wednesday

Thursday

Friday



And it wasn't just **me!**
This was happening
for

STABILITY

There was a realization early on that we are grieving

Denial	"This virus won't affect us." "There aren't that many people being impacted." "School will go back to being the exact same way it was."
Anger	"You are making me do _____ and it's ruining my life and the lives of those around me!"
Bargaining	"If I would have just ____ this wouldn't be happening." "If she would have just _____ this wouldn't be happening."
Depression	"I don't know when this will end." "Will it?" "The pain is deep." "I miss so many people." "I have lost so much."
Acceptance	"This is happening; I have to figure out how to proceed." "I have to take it one day at a time."

[Scott Berinato](#), senior editor at *Harvard Business Review*

That Discomfort You Are Feeling is Grief

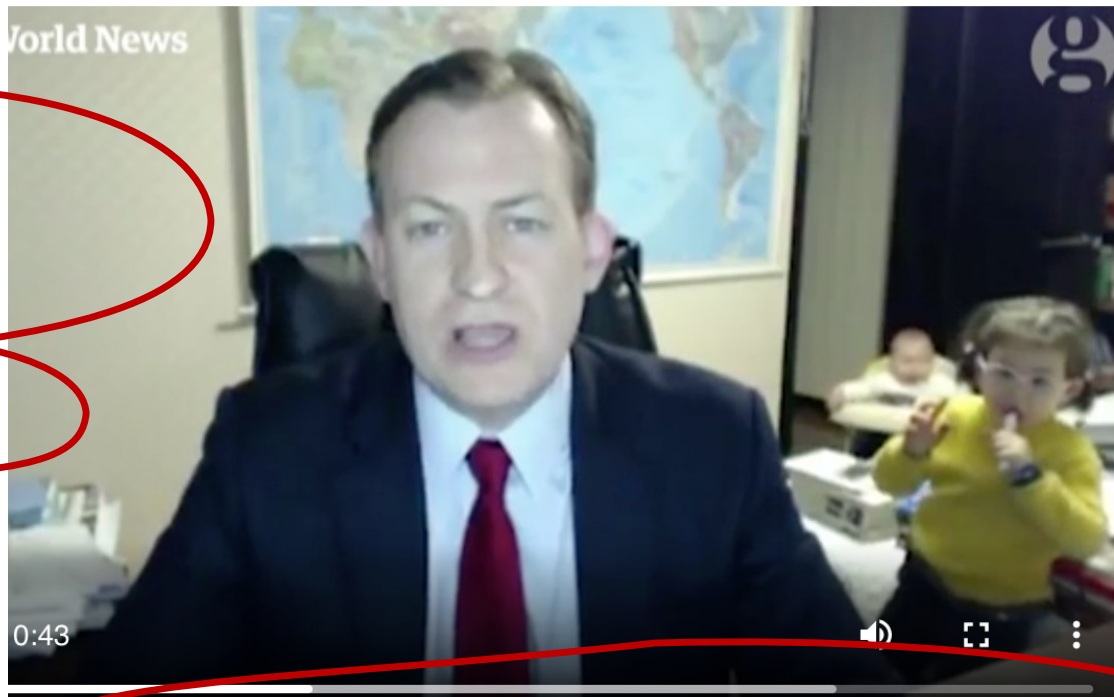
"If you can name it, you can tame it.' Labeling emotion is itself a form of regulation."

Marc Brackett- *Permission to Feel*

The world
has changed!

In the coming hours and days, calls and emails poured in from newsrooms and TV studios. Reporters doorstepped his parents in Cleveland, Ohio, as well as his current and former students. The Ellen Show wanted the family on. A lot of the interest fell on Marion, who had stolen the scene with her innocent swagger. As she became a meme in her own right, her kindergarten deployed a security guard. “They were worried some weirdos would show

While the clip was greeted with joy, the inevitable viral backlash loomed. A race row erupted when people assumed Jung-a Kim was a nanny. Then Kelly faced criticism for the way he had attempted - gently - to push Marion away from his desk. “People were reading stuff into our relationship and, oh my God, I didn’t want to get near any of that crap so we didn’t say anything,” he says. “It was a comedy of errors.”



The attention became so intense that, five days after the interview, Kelly had been unable to work and was largely confined to his apartment. So his university organised a press conference. The family also returned to the home office to talk to James Menendez, the BBC presenter who had conducted the first interview.

Zoom meeting,
audio only



Zoom meeting
with video



**NOT MUTING
YOUR MIC IS
THE NEW
REPLY ALL**

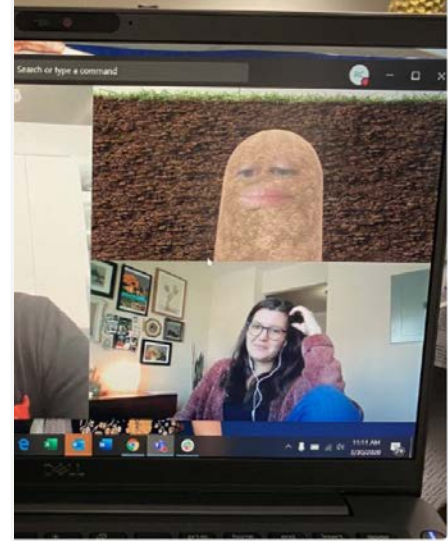
Rachele with an e but pronounced Rachel
@PettyClegg

my boss turned herself into a potato on our Microsoft teams meeting and can't figure out how to turn the setting off, so she was just stuck like this the entire meeting



Hindustan Times, New Delhi | By Trisha Sengupta
UPDATED ON APR 23, 2020 02:24 PM IST

Me and the boys ready for Zoom



zoom Mee

**With
Video**



**I HAVE A ZOOM IN AN HOUR
TIME TO CHANGE INTO MY
BUSINESS PAJAMAS**

We have been in the same storm...
and... **we are all in different boats**

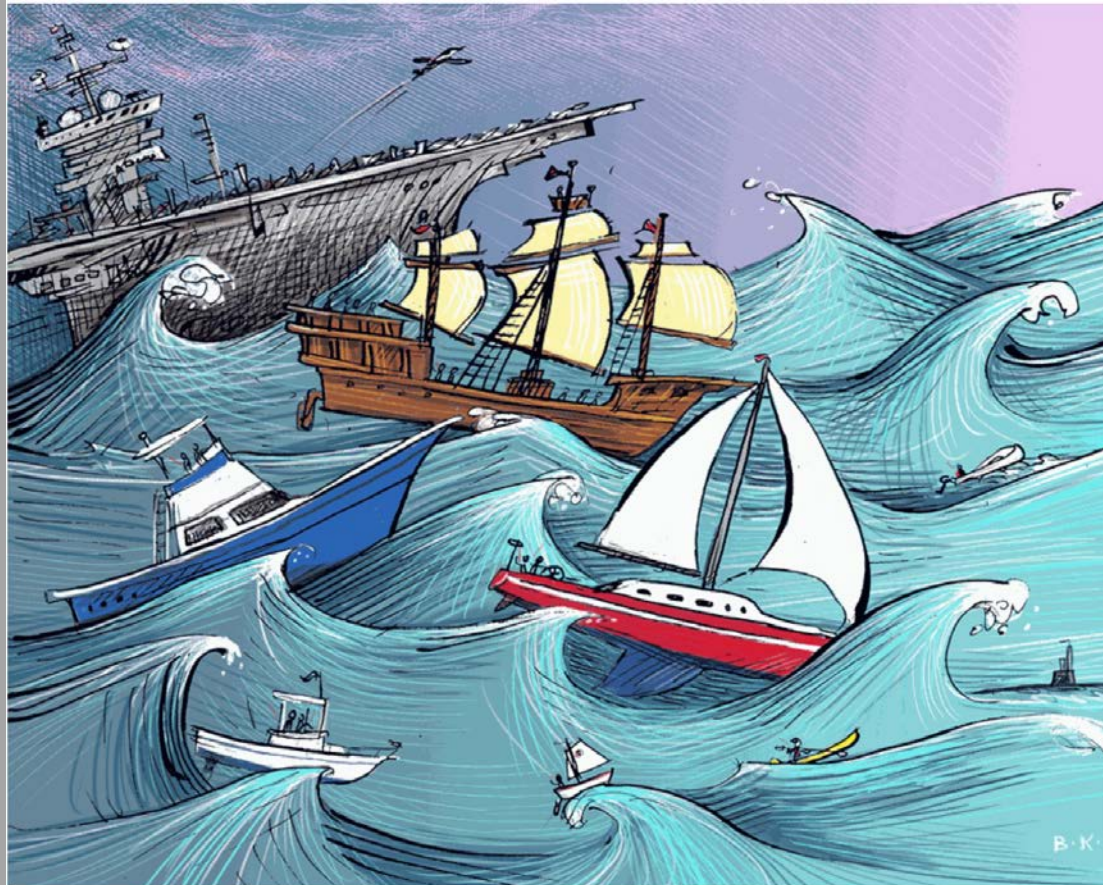


Image credit: Barbara Kelly

Our students/families have all been impacted **Differently**

In many places the **discrepancy between the learning environments** youth will be coming to us from in August/September has never been more extreme.

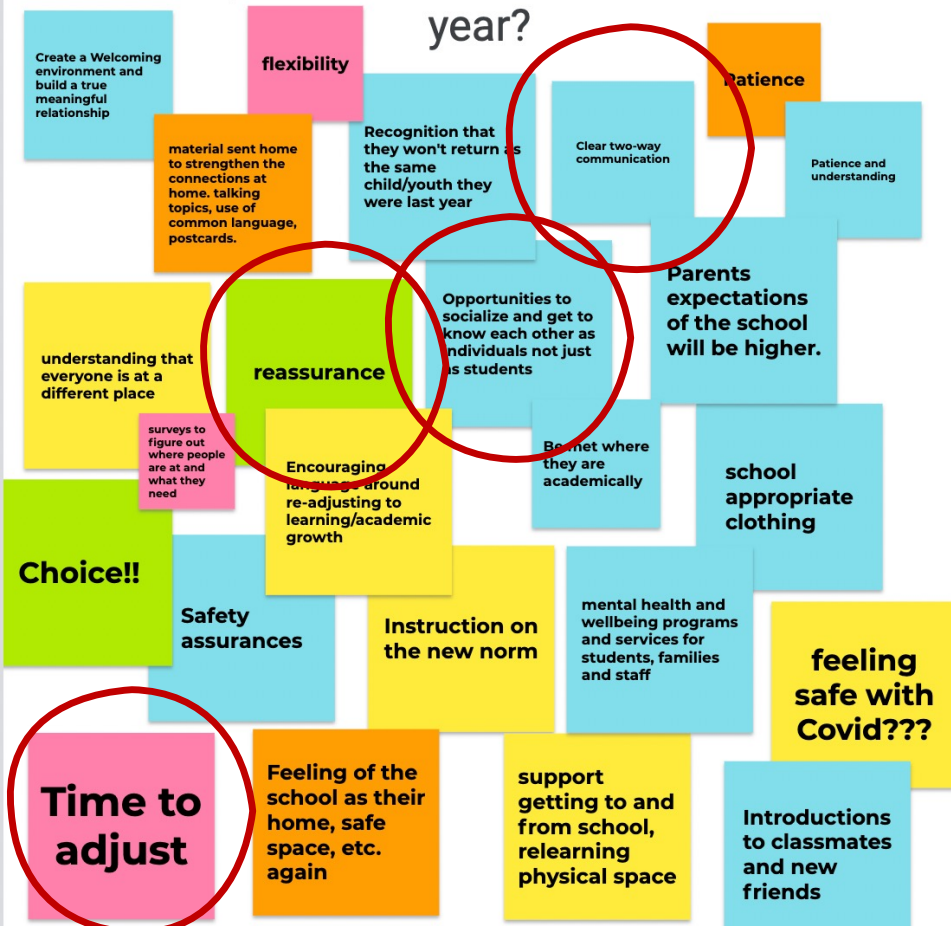
1. Students/families who have been **home** this entire time
2. Students/families who have been **in school** this entire time
3. Students/families who have been **hybrid** or in and out
4. Students/families who have been **home-schooled** and may not have been connected to the school at all



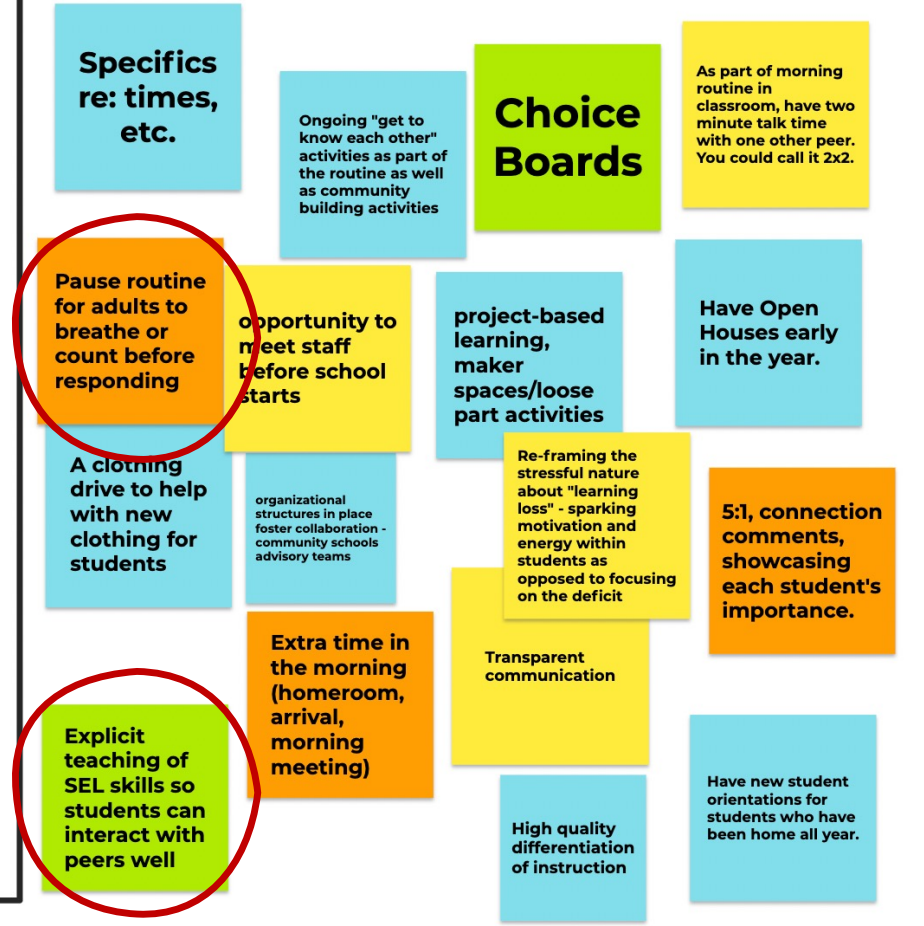
**How can we make
sure to meet people
where they are at,
when they will be at
such different
places?**

Let's Consider Needs

What will the needs be of youth (and families) who have been home this entire year?

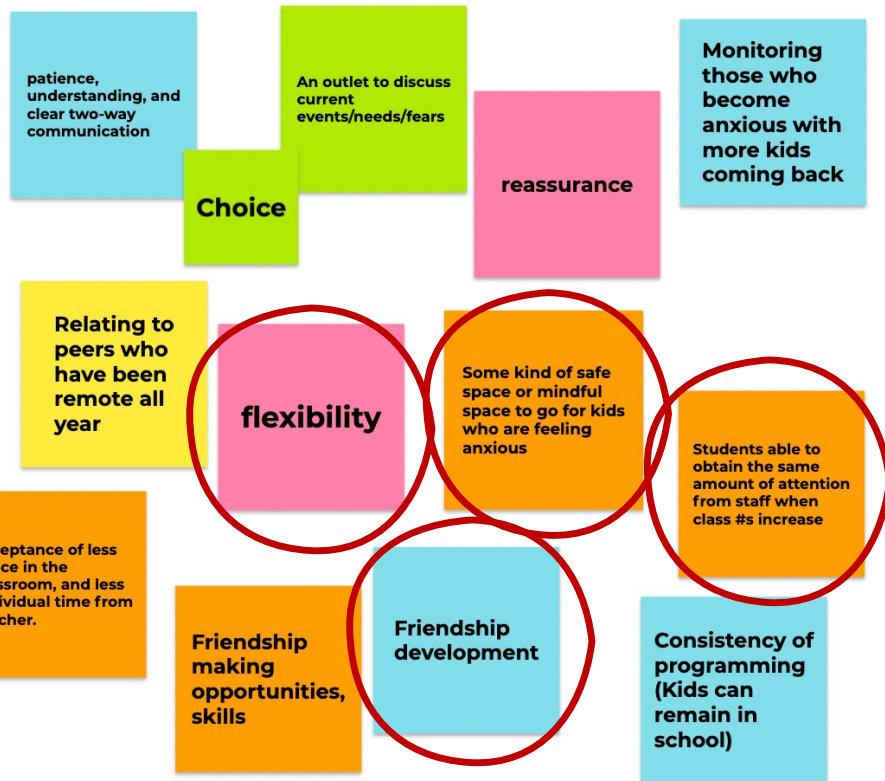


What specific behaviors can support meeting those needs?



Let's Consider Needs

What will the needs be of youth (and families) who have been in-person this entire year?



What specific behaviors can support meeting those needs?



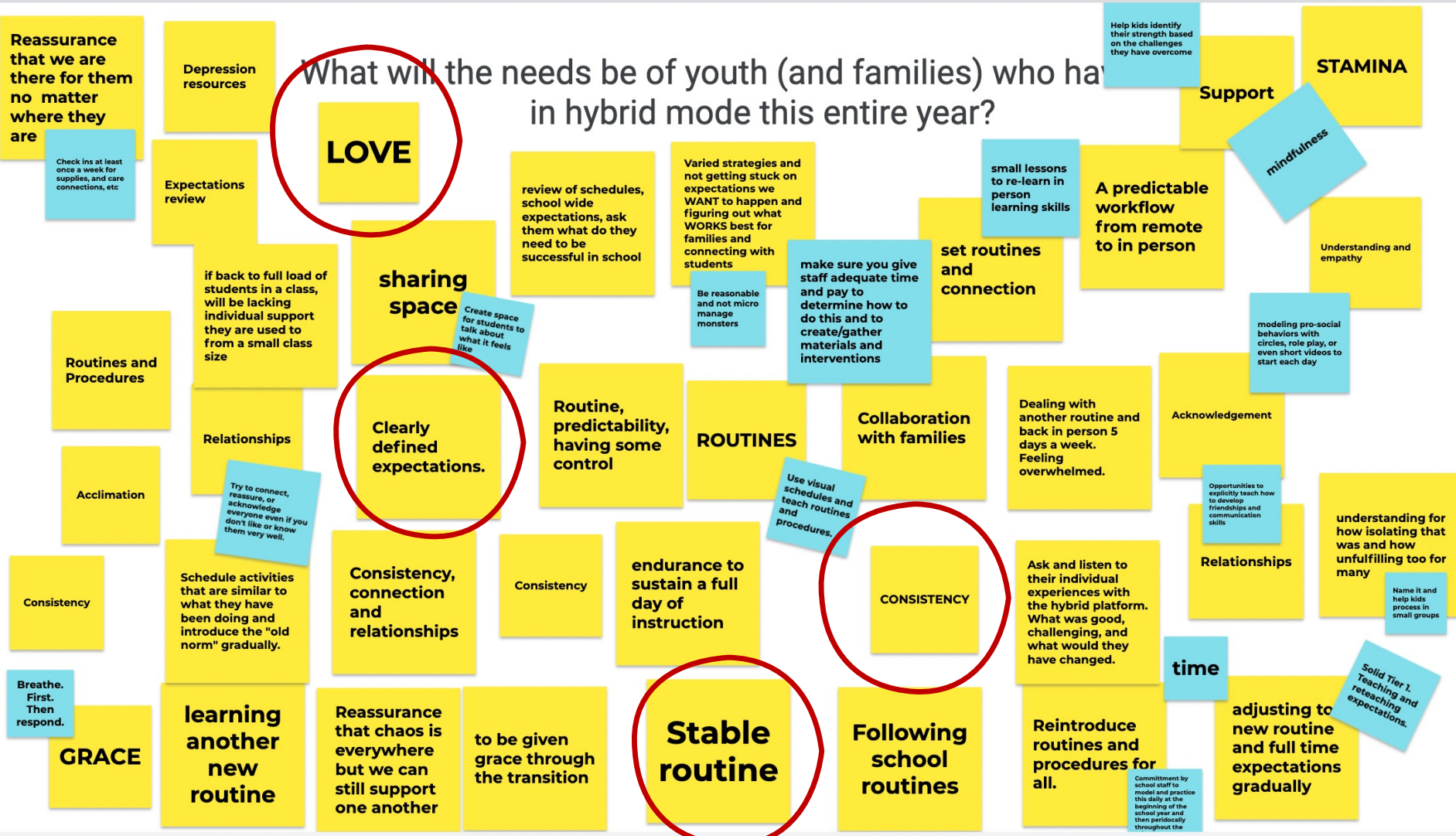
Let's Consider Needs

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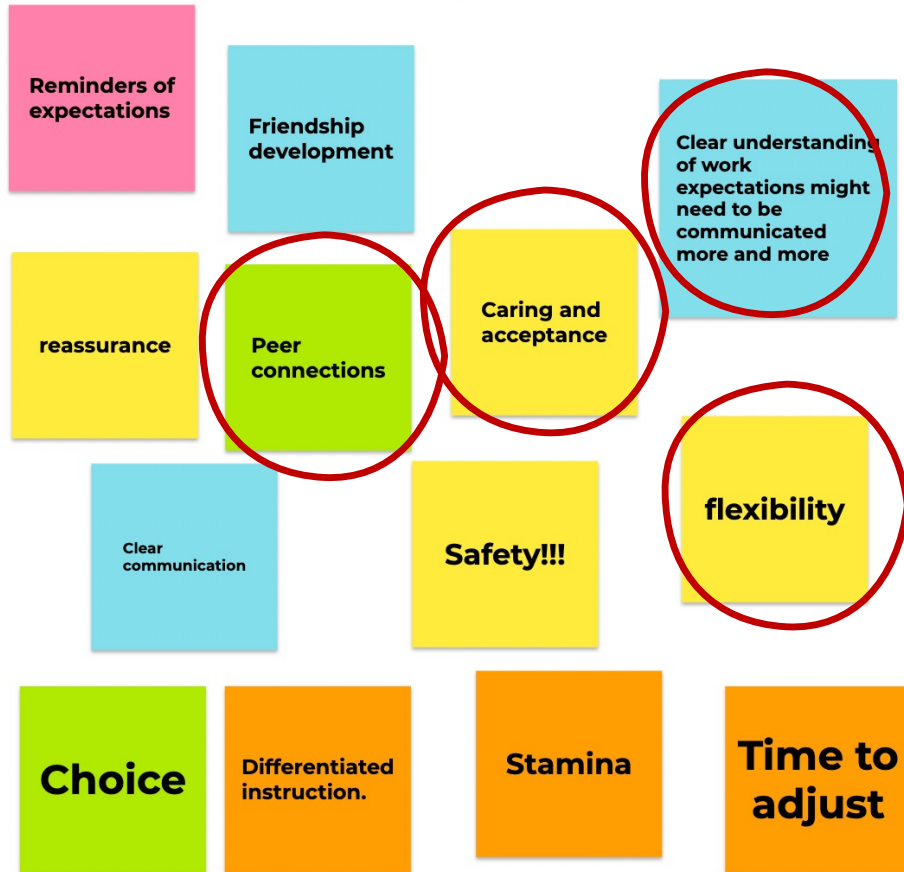
Let's Consider Needs

What will the needs be of youth (and families) who have in hybrid mode this entire year?

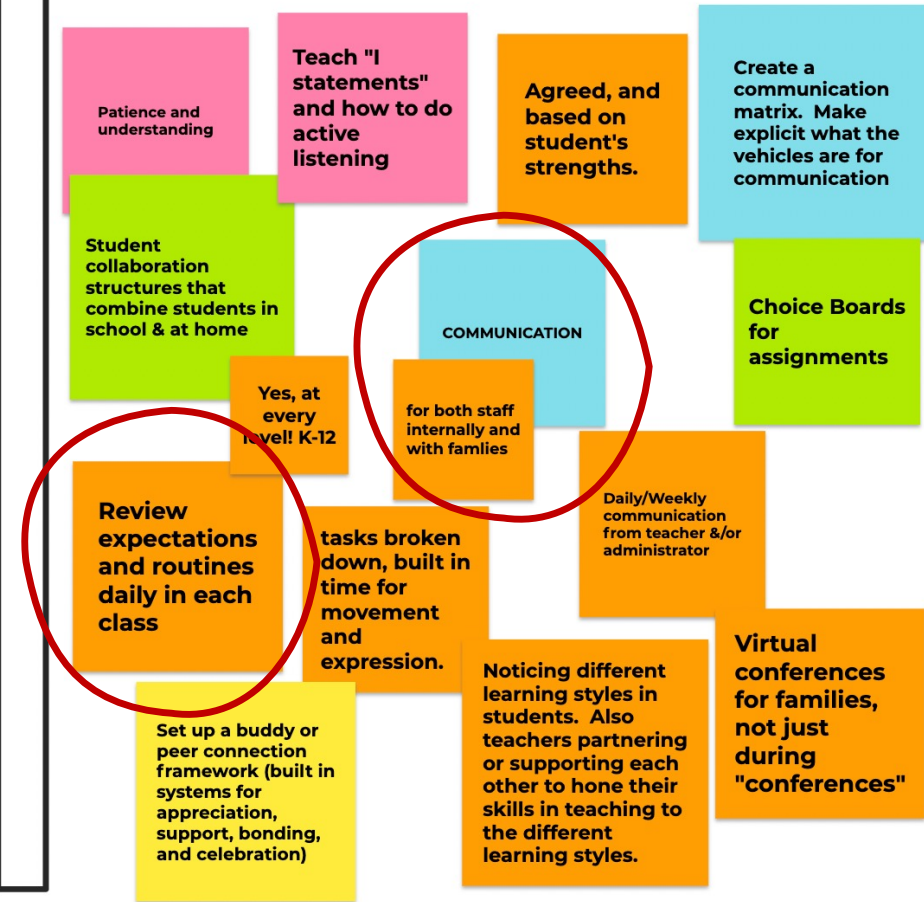


Let's Consider Needs

What will the needs be of youth (and families) who have been in a hybrid mode this year?



What specific behaviors can support meeting those needs?



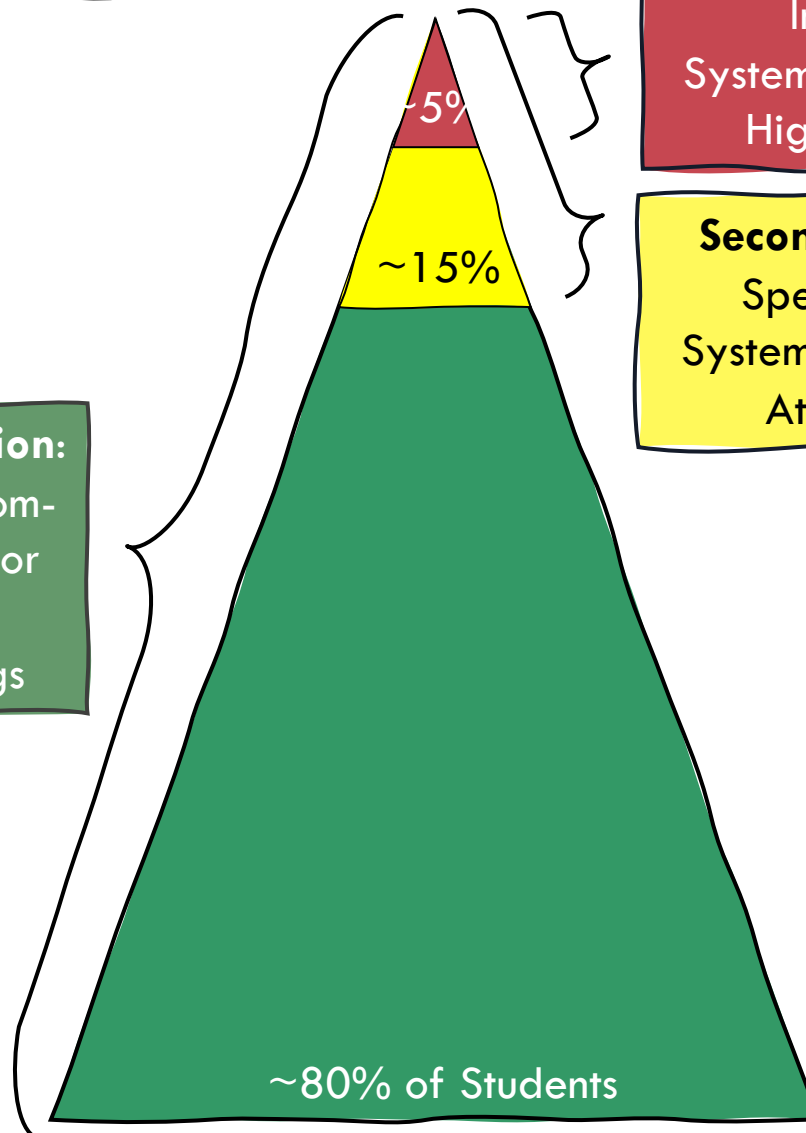
Themes observed in the Needs

- The needs are very **similar across the board** (that's good news)
- 99% of those needs are **outside of strictly academic concerns**. They are needs that fall under social/emotional/behavioral/mental health support
- Most of these **needs were there before COVID**, and may have been **amplified** during this time
 - Thus, we may (or may not) have been considering these needs prior to COVID
- For many of those needs, **we don't need money** to address them (not all, but many)
- Within the needs, we find our **values**. That is where we can find one another to do this work. So...we work to operationalize those.

At the core, you see our humanity. Let's lean into that!

A Multi-Tiered System of Supports Framework

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



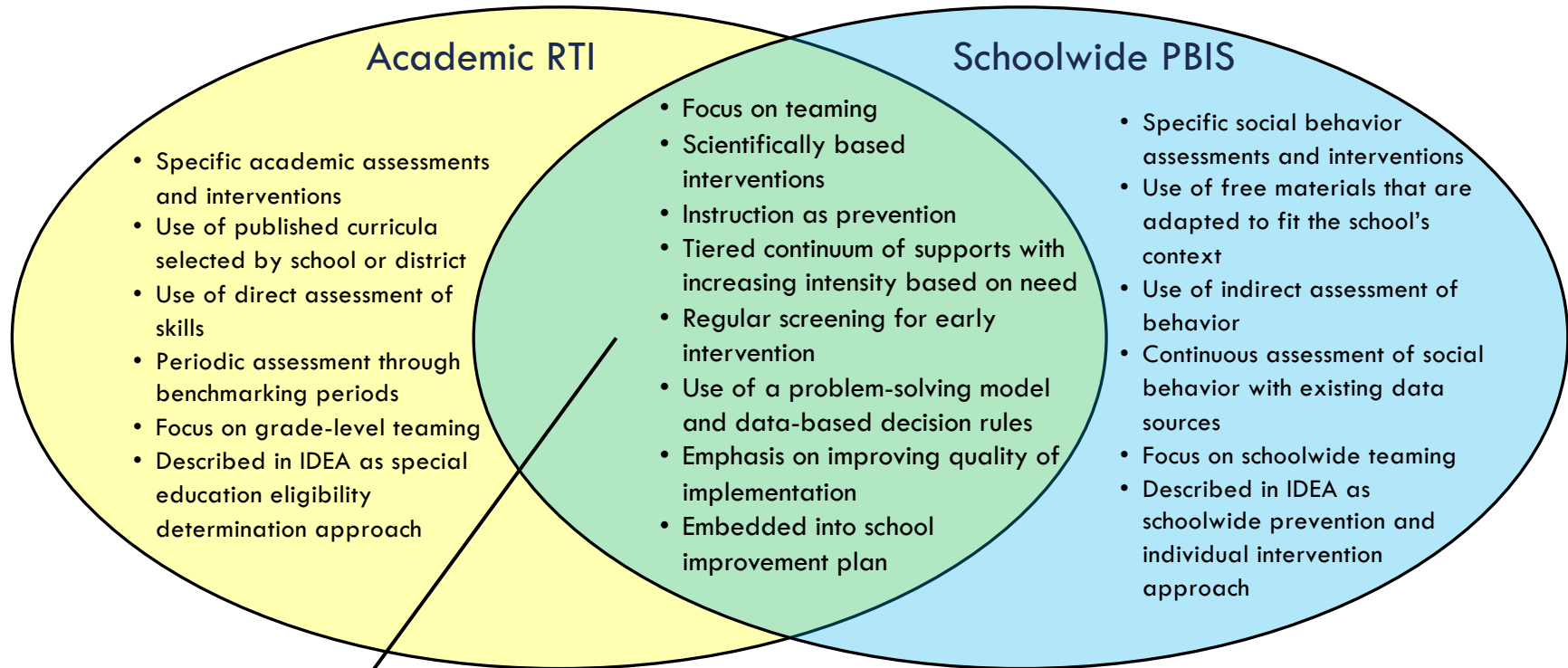
Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

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

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

MTSS Core Critical Features

McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.
Adapted by Midwest PBIS Network 2019



Core Features of MTSS

1. **Team based** leadership and coordination
2. Evaluation of **implementation fidelity**
3. **Three-Tiered Continuum** of evidence-based practices
4. Continuous **data-based** progress monitoring and decision-making
5. Comprehensive **universal screening** (for systemic and early access)
6. On-going **professional development** including coaching with local content expertise

Common Language

- **DATA**

- Data for decision-making vs. subjectivity
- Creating a culture of data

- **PRACTICES**

- Continuum of interventions
- Evidence-based
- Implemented with fidelity

- **SYSTEMS**

- Improving adult effectiveness and efficiency
 - More similar than different (safe, consistent, predictable, equitable environment)

**The needs of youth may shift,
but the critical systems/
structures/features that support
meeting those needs don't.**

We know what the **anchor** is, we need to hold on to it now.

How Strong is Your Foundation?

Has it held up during this storm?



Have you maintained the ability to meet the social/emotional/behavioral/mental health needs of ALL youth even during this challenging time?

How agile is your system?

- **DATA**

- Were you able to quickly **shift which data points** determine the criteria for entry into Tier 2 levels of support

- **PRACTICES**

- Were you able to **quickly shift what supports you provided at Tier 1 or Tier 2**
 - Were you able to **drop a support** from Tier 2 down to Tier 1 *if necessary*?
 - (Anything that impacts more than 20% of our student population should be addressed at the Universal level)

- **SYSTEMS**

- Did your system **shift professional development, discipline procedures, communication, etc.** (staff behaviors)
- Were you able to expand who sat on your teams (i.e. nurse)?

Now is the time for **Renovation**:

What to KEEP - What is the most important, impactful, and meaningful?

What to CHANGE/MODIFY- What has promise, is a good start, could be used in a different way, could be great with a touch-up, etc.?

What to GET RID OF- What is no longer meaningful, no longer serves the purpose, no longer matches the motif, now makes things worse, etc.?

Considerations for **Renovation**

Critical Features of MTSS

	Before COVID	During COVID	Future Considerations
Teaming Structures / Communication			
Expectations/Values			
Discipline Policies and Procedures (restorative approach)			
Teaching SEL Competencies			
Specific Feedback and Affective Language			
Relationships and Community			
Family Engagement			
Criteria for Entry into Tier 2			
Tier 2 Interventions / Supports			

Considerations for **Renovation**

	Data	Systems	Practices
Continue			
Cancel			
Change			
Create			

Considerations for **Renovation**

	Students	Staff	Families	Community
Continue				
Cancel				
Change				
Create				

Remember to Consider

	What Support Does EVERYONE Receive?	What Support do SOME People Receive?	What Support do FEW People Receive?
Students			
Staff			
Families			
Community			

If nothing else...**start HERE.**

1. What **supports** will we give to ALL youth?
2. What **data** will we use to determine who needs more?
3. What is the “*more **support***” that we will give?
4. Did we give what we said we were going to give?
5. Is it working?




The Name of Your School Here

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

ali hearn coaching + consulting, 2020

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

STEP 2	ESTABLISH CLEAR CRITERIA	Buckets of Data to Gather:
		
		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?)

Steps 4 & 5 can also be applied to Step 1.

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?)

**“Don’t get stuck.
Get started.”**
 -Ali Hearn

Watch Out for “SHOULDs”!

Let's change what that looks like...

Students

Have

Our

Unconditional

Love,

Definitively.

Let's End Where We Started

Most people are aware of the stages of grief

Elisabeth Kübler-Ross



Illustration by Emily Roberts, Verywell

There is a Sixth Stage

David Kessler



Finding Meaning

Can we allow this experience to change us and change how we make impact moving forward?

10 Things You Can Do

To refuse to go back to how things were

1. **Check ins!** (staff, students, families, and YOU)
2. **Use multiple data sources** to identify youth who need more
3. **Ask for help** (modeling, etc.) because this work is an **everyone thing**
4. Make sure all staff are clear about where **this work is prioritized**
5. **Listen with your eyes,** and **hear with your heart**
6. **Re-evaluate what supports exist for your staff**
7. Assess the current status of your system. **Get Started or Get Better** with the 5 duct tape questions
8. **Partner** with our **families** like we **can't do this job without them,** because we can't
9. Move desks, take tables out of the office where you hold IEPs (run them in a Circle format) **get closer to one another**
10. Over any subject matter you teach, **teach humans how to be better humans. Model it.**

We have to believe that things can change and **grow**



Thank **You.**

For everything you do. For everything you are.

Ali Hearn, LCSW

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