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Building Systemwide Capacity for SEL Initiatives

A guide to implementing social-emotional behavior supports within an MTSS framework

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WORKBOOK

INTRODUCTION

The importance of social-emotional and behavioral (SEB) functioning and its role in supporting strong academic achievement is widely known and understood by education administrators. More districts have implemented, or are in the process of implementing, social-emotional learning (SEL) programs. As with any new program or initiative, it takes a system-wide framework, plan, and support for implementation to be successful.

The purpose of this workbook is to provide school and district leaders with guidance, actionable information, and tools to help them build capacity and systems for the effective implementation of SEB supports across all tiers within a multi-tiered systems of support (MTSS) framework. Evidence-based SEB support practices are a crucial component of MTSS, rather than a distinct system or program.

This workbook is organized into six sections related to SEB program capacity building, with each section offering worksheets or other resources to support leaders' next steps with system development and expansion.

To discuss your team's strategies and questions about implementing SEB supports within MTSS, don't hesitate to **reach out**.

CONTENTS

Section One

Prioritizing SEB Supports in School Resource Allocation

Why?

The prevalence of mental health needs among students and the lack of availability of services and providers constitute a public health crisis (U.S. Department of Health and Human Services, 2020). This crisis has been exacerbated by the COVID-19 pandemic, which has disrupted students' education, treatment, socialization, and livelihoods to varying degrees at different times.

As a school/district leader, certainly you have heard from your educators and related service providers about the SEB needs that your students are demonstrating—perhaps you have even observed these needs yourself. Supporting students' SEB wellness is crucial to not only improving their quality of life but also reducing barriers to their learning and improving their academic achievement.

Schools are an ideal setting to provide SEB supports given their access to students and professionals with related training and experience. Schools are, in fact, *required* to provide SEB supports to facilitate equitable learning opportunities for all students (Every Student Succeeds Act, 2015). When delivered within an MTSS framework, SEB supports can produce high returns on investment (Belfield et al., 2015; Swain-Bradway et al., 2017).

How?

Investing the time and funds up front to build the systems and practices to facilitate high-quality social, emotional, and behavioral support implementation is critical to success. As a school/district leader, you are in a unique position to advocate for resources like personnel time, materials, training and technical assistance, and physical space to be allocated to initiatives to build, expand, and sustain SEB supports for students. Use the following talking points to make your case to your colleagues, supervisors, boards, and/or funding agencies.

⬚ **SAMPLE WORKSHEET**

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Talking Points

Advocating for Investments in Social, Emotional, and Behavioral Supports

Many of today's children and adolescents require additional social, emotional, and behavioral (SEB) supports.

☐ Prior to the COVID-19 pandemic, 13% of youth in the United States were estimated as having a psychological disorder, with an even greater percentage at risk for developing SEB-related concerns.[1]

☐ Youth have reported increases in psychological symptoms throughout the COVID-19 pandemic.[2]

☐ Few youth with psychological concerns receive specialty treatment and care.[3]

☐ To promote health and well-being as well as reduce barriers to functional, academic, and vocational learning, additional supports must be made available and delivered to children and adolescents.

Schools are well situated to provide SEB supports.

☐ In the United States, all students within state-specific age ranges are required to attend school.

☐ Students spend a large proportion of their waking hours attending school.

☐ Schools employ professionals with potential to serve as instructors, interventionists, and change agents.

☐ Schools can alter their environments, policies, and/or services to prevent and intervene early on SEB concerns.

SEB supports are a cost-effective way for schools to promote student outcomes.

☐ Schools can adopt multi-tiered systems of SEB supports that focus on prevention and match the intensity of intervention practices to students' needs.

☐ Positive behavioral interventions and supports (PBIS) practices and social-emotional learning (SEL) programs are two components of a universal SEB support system.

☐ For every $1 spent on PBIS implementation, the return on investment is $105 on long-term health, safety, and societal benefits.[4]

☐ For every $1 spent on evidence-based SEL programs, the return on investment is $11 on long-term health, safety, and societal benefits.[5]

Sources:
[1] Merikangas, K. R., He, J.-P., Brody, D., Fisher, P. W., Bourdon, K., & Koretz, D. S. (2010). Prevalence and treatment of mental disorders among U.S. children in the 2001–2004 NHANES. Pediatrics, 125, 75–81.

[2] De France, K., Hancock, G. R., Stack, D. M., Serbin, L. A., & Hollenstein, T. (2022). The mental health implications of COVID-19 for adolescents: Follow-up of a four-wave longitudinal study during the pandemic. American Psychologist, 77, 85–99. https://doi.org/10.1037/amp0000838

[3] Tyler, E. T., Hulkower, R. L., & Kaminski, J. W. (2017). Behavioral health integration in pediatric primary care: Considerations and opportunities for policymakers, planners, and providers [Executive summary]. Milbank Memorial Fund.

[4] Swain-Bradway, J., Lindstrom Johnson, S., Bradshaw, C., & McIntosh, K. (2017). What are the economic costs of implementing SWPBIS in comparison to the benefits from reducing suspension? [Research brief]. Center on Positive Behavioral Interventions and Supports.

[5] Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. Journal of Benefit–Cost Analysis, 6, 508–544.

Section Two

Implementing SEB Supports Within a Multi-Tiered Framework

MTSS frameworks are used to organize a continuum of evidence-based practices delivered according to students' demonstrated strengths and needs. MTSS is not a curriculum, a program, an intervention, or a process; it is a framework that guides support allocation and data-based decision-making across three tiers of prevention. Positive behavioral interventions and supports (PBIS) is one example of an MTSS framework.

WHAT IS PBIS?

PBIS is a **framework** that calls for actively teaching positive behaviors and implementing evidence-based preventative/responsive interventions to support student academic achievement and well-being.

In a PBIS framework, positive behaviors and behavior expectations are taught to students, much like math, reading, and other core subjects. Time is dedicated to teaching, modeling, and practicing these behaviors, and students are acknowledged and rewarded for exhibiting them. PBIS calls for data-driven decision-making, progress monitoring, and tiered evidence-based interventions when problem behaviors occur.
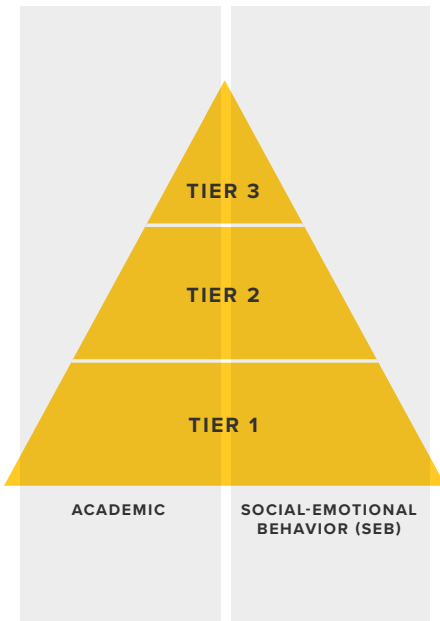
- At **Tier 1**, universal SEB supports for primary prevention are provided to *all* students in a school. Tier 1 practices establish the foundation of support within an MTSS. They should be selected and designed for each local context to enable approximately 80% of students to demonstrate SEB competencies and experience SEB wellness without additional layers of SEB supports.

- At **Tier 2**, targeted SEB supports for secondary prevention are provided to *some* students in a school, approximately 10–15% of a student population. These Tier 2 practices are layered on top of foundational supports at Tier 1. Tier 2 practices must allow timely enrollment of students and be highly efficient to implement. Generally, these practices follow standard treatment protocols and/or are implemented in a group-based format (e.g., skills training or counseling with small groups of students).

- At **Tier 3**, intensive SEB supports for tertiary prevention are provided to a *few* students in a school, approximately 1–5% of a student population. Tier 3 interventions are added to universal and targeted supports and provided to students with the most needs. They are typically individualized services that require the most resources to implement.

An important component of MTSS frameworks is the selection of evidence-based practices to deliver at each tier of support. To be considered "evidence-based," a practice must demonstrate:

- Research support documenting its effectiveness
- Evidence suggesting its appropriateness and fit for the intended population and context

The following table lists evidence-based practices that are commonly implemented at each tier of support. Note that practices should be assigned to tiers given the level and presentation of need within a school community. This means, for example, that what is a Tier 2 (targeted) support in one setting may be offered as a Tier 1 (universal) support in another setting with greater need.

Example SEB Supports Across the Tiers

TIER 1 Universal, Primary Prevention 100% of Students	TIER 2 Targeted, Secondary Prevention 10–15% of Students	TIER 3 Intensive, Tertiary Prevention 1–5% of Students
• Whole-school safety programming to promote physical and psychological safety • Implementation of social-emotional learning (SEL) programs and integration within content-area curricula • Explicit instruction on defined expectations for behavior in the classroom and throughout the school • Systems for monitoring and acknowledging prosocial behavior • Systems for preventing and responding to undesired behavior in instructional and restorative ways • Psychoeducation on common SEB-related challenges and strategies (such as integrated within health or SEL classes)	• Student mentoring and performance feedback programs (e.g., Check-In/Check-Out) • Self-management interventions (e.g., self-monitoring and self-evaluation) • Break interventions (e.g., Class Pass) • Group-based skills training (e.g., targeting communication, coping, problem-solving, relaxation, or social skills) • Small-group counseling (e.g., cognitive-behavioral intervention or solution-focused counseling)	• Function-based behavior intervention plans and safety plans • Individual counseling and other intensive therapeutic services • Wraparound services • Student-centered planning supports

To ensure the efficiency and effectiveness of your school system's MTSS, regularly:
- Take inventory of the supports being provided at each tier
- Assess the effectiveness of each support and tier in producing the desired student outcomes

Share the **SEB Intervention Plan Workbook** with your stakeholders to support them in further planning and evaluating interventions across the tiers.

Use the following tiered support map to list current practices, document identified needs, and consider opportunities for expanding intervention offerings.

Tiered Support Map

School/District Name	
School/District Enrollment	

Tier of Support	Percentage of Students Served	Number of Students at School/District Served	Practices Currently Implemented	Needs Identified	Practices to Consider Adopting
Tier 3	1–5%				
Tier 2	10–15%				
Tier 1	100%				

Focusing on the Foundations of Successful MTSS

The bicycle analogy is commonly used to describe the importance of and relationship among MTSS components.
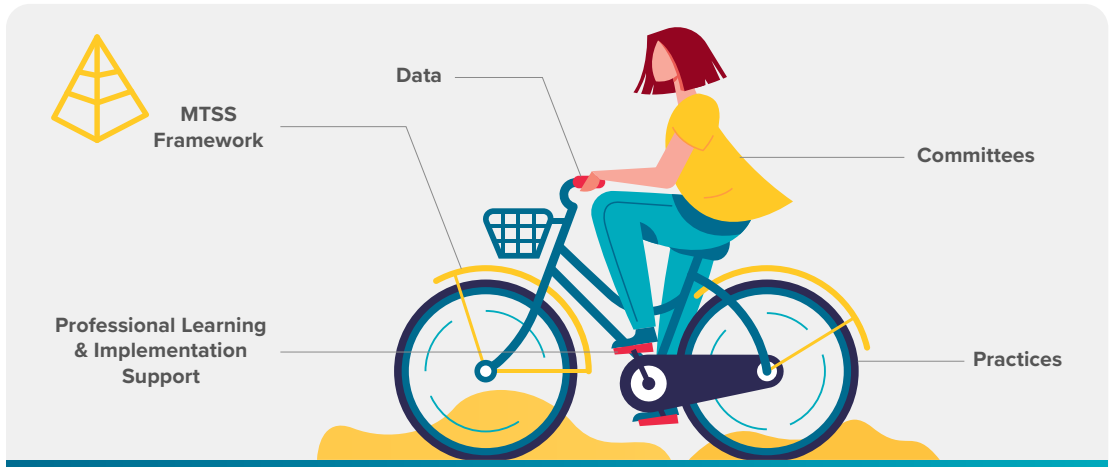
- The frame of the bicycle represents the **MTSS framework** itself: holding the different parts of the system together.
- Multidisciplinary **committees** of school-based personnel working together as a team represent the rider of the bicycle.
- Committees use **data** as the handlebars of the bicycle, steering toward their destination of district/school/committee goals.
- It is the **practices**, or wheels of the bicycle, that move committees toward their destination.
- But it is the **systems of professional learning and implementation support**, or pedals of the bicycle, that get practices implemented (wheels turning).

The sections that follow will guide you in considering these remaining MTSS components:
- Building capacity for effective teaming and planning procedures
- Evidence-based assessment and data-based decision-making
- Ongoing professional development and supports for implementation

Section Three

Developing Effective Committee Structures and Processes

In order to run an effective MTSS process, a strong committee/teaming structure should be put in place. Schools typically have several different committees to address various needs in their buildings. Prior to developing a new committee to address or oversee MTSS implementation at any tier, it is essential to consider all existing teams. The purpose of this review is to investigate whether there is any significant overlap in committee function or purpose. For example, some schools have a committee intended to support school climate. This team may determine areas of need, develop and implement school climate programming, and review outcome data. Before you consider developing a new committee dedicated to School-wide Positive Behavioral Interventions and Supports (SWPBIS), first determine if an existing school climate committee can serve a dual purpose. Use the School Committee Crosswalk to outline current committees; identify their missions, activities, and priorities; and evaluate team membership.

SAMPLE WORKSHEET

Template worksheets are intended for use by teacher teams at the school and classroom level. Illuminate Education is not responsible for their content or usage.

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School Committee Crosswalk

Committee						
Mission Statement						
Scope of Activities						
School Year Priorities	• • • •	• • • •	• • • •	• • • •	• • • •	• • • •
Meeting Schedule						
Lead						
Members	• • • • • •	• • • • • •	• • • • • •	• • • • • •	• • • • • •	• • • • • •

Core Elements of a Productive Committee

A school team or committee should contain several core elements. Prior to holding meetings, committees should first establish key features related to the team. First and foremost, all committees should have a clear purpose and mission to clarify the priorities and activities with which the committee is tasked. Additionally, a committee should assign roles to all team members. Core roles can include:

- Facilitator
- Minute-taker
- Timekeeper
- Data analyst
- Active participants

When committee members each have a clearly delineated role and function, meetings can be more effective and efficient (Newton et al., 2012).

Another helpful task for committee members is to formally establish group norms to clarify expected agreements. All team members should come to agreements about what behaviors are expected in meetings, and how committee members should interact. In addition, all committees should predetermine a yearly meeting schedule to ensure attendance of at least 80% of team members at all meetings.

Finally, preestablishing a communication plan that indicates a target audience, communication mechanism, and responsible party is helpful in streamlining committee functions and ensuring information is provided to all necessary parties in a timely manner. Annually, committees can complete a **Committee Information Form** to outline these core team elements.

ɪɪɪ Stay on Track with eduCLIMBER

Create and assign tasks within eduCLIMBER and monitor progress toward initiatives in real time. Professional Learning Communities (PLCs), Student Support Teams (SSTs), and other data teams who are assigned a task receive an automated email notification to keep communication and workflows moving.
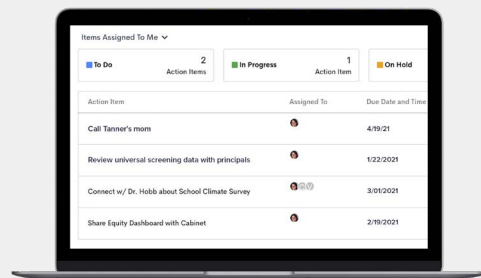
Items Assigned To Me ⌄		
■ To Do 2 Action Items	■ In Progress 1 Action Item	■ On Hold
Action Item	Assigned To	Due Date and Time
Call Tanner's mom		4/19/21
Review universal screening data with principals		1/22/2021
Connect w/ Dr. Hobb about School Climate Survey		3/01/2021
Share Equity Dashboard with Cabinet		2/19/2021

SAMPLE WORKSHEET

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Committee Information Form

Committee Name: _____

School Year: _____

Lead/Contact: _____

IMPORTANT LINKS

Committee Shared Drive: _____

Current Action Plan: _____

MISSION STATEMENT

AGREEMENTS/NORMS

MEETING SCHEDULE

Month	Date(s)	Time	Location
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

COMMITTEE MEMBERS

Committee Role	Name	Email Address

COMMUNICATION PLAN

Target Audience (To Whom)	Topic (About What)	Mechanism (How)	Person Responsible (Who)	Frequency (How Often)

Ensuring Productive Committee Meetings

Committees should continually evaluate their meetings to determine if they are running effectively and meeting foundations are in place. Some examples of meeting foundations include:

- Starting and ending meetings on time
- Using a shared agenda
- Having clearly defined committee roles
- Engaging in productive problem solving
- Determining and delineating a course of action to address identified problems
- Completing tasks as assigned.

Research on a problem-solving team meeting model called Team Initiated Problem Solving (TIPS) indicates that engaging in these core meeting foundations increases efficiency, leads to better outcomes, and saves time and money (Horner et al., 2018; Todd et al., 2011). A Meeting Evaluation Form can be a useful tool for committees to consider completing following their meetings. The evaluation form can be used to guide a brief discussion to ensure meeting foundations are in place and create an action plan to address areas of need.

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Meeting Evaluation Form

1	Did we start the meeting on time?	Yes No	
2	Did we have a committee member present to fulfill each needed meeting role?	Yes No	
3	Did at least 80% of committee members attend the meeting from start to finish?	Yes No	
4	Did we use a shared agenda to guide our meeting discussion and activities?	Yes No	
5	Did we complete the tasks we agreed on at previous meetings?	Yes No N/A	
6	Did we identify the task, person responsible, and deadline for each new to-do item?	Yes No N/A	
7	Did we document decisions and to-do items in the meeting minutes?	Yes No	
8	Did we take turns and show respect for other members' ideas and perspectives?	Yes No	
9	Did we use data to drive our decision-making?	Yes No N/A	
10	Are our committee initiatives having the desired effects on school and student outcomes?	Yes No N/A	

Establishing Committee Goals

Using the **Committee Information Form**, your committee will have considered their large, overarching purpose and general activities. Once these are established, committees can work together to engage in action planning to translate desired outcomes into discrete goals. It is recommended that committees work collaboratively to develop SMART goals—specific, measurable, achievable, relevant, and time-bound.

Goals should be *specific*; committees should ask themselves what exactly they are hoping to accomplish and consider all the relevant "wh" questions (who, what, where, when, where, why, and how). Goals should also be *measurable*, and committees should think about data sources. All developed goals should be *achievable* and realistic. When developing goals, ensure they are *relevant*; consider if the developed goal is aligned with the broader mission of the committee and its purpose. Finally, goals should be *time-bound*, and committees should consider an appropriate timeline for meeting goals.

Once SMART goals are developed, they should be documented in an action plan with aligned data sources and strategies. The **Goal-Setting and Action-Planning Form** includes task lists, which serve the function of providing an ongoing mechanism for recording action steps, assigning them to specific individuals, and setting deadlines. Committees are encouraged to revisit these task lists during every meeting.

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Goal-Setting and Action-Planning Form

Committee Name: _____

School Year: _____

Lead/Contact: _____

ANNUAL GOALS

SMART Goal	Data Source	Aligned Strategies

RECURRING TASK LIST

Task	Person(s) Responsible	Schedule	Status
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	
		Weekly Monthly	

CHRONOLOGICAL TASK LIST

Task	Person(s) Responsible	Deadline	Status

Section Four

Leveraging Data to Ensure Effective Implementation and Strong Outcomes

It is essential for teams to develop SMART and data-informed goals. As such, data analysis and data-based decision-making are key elements of the MTSS framework. Teams use universal screening, progress monitoring, and other whole child data to make decisions about instruction, intervention, and supports, as well as determine the effectiveness of curricula and programs and where educators may benefit from professional learning. As discussed in the previous section, defined roles, agendas, and common procedures can help your MTSS team remain focused on relevant data analysis and decision-making.

Foundations of Data-Informed Tier 1 Evaluation

Before evaluating the effectiveness of Tier 1 SEB programming, your team should first determine which universal practices are in place and which practices still need to be implemented (Fixsen et al., 2010). A number of tools have been developed to evaluate essential components of a MTSS. The Tiered Fidelity Inventory (TFI, Algozzine et al., 2014) is one, and several websites (e.g., **www.pbis.org**) include links to downloadable forms with instructions for use. The TFI helps teams determine the level of implementation across Tiers 1, 2, and 3. Data from these types of fidelity measures can help your team develop a plan of action, then monitor implementation progress (McIntosh et al., 2017).

Two Core Components of an Effective MTSS

1. Universal Practices

A strong Tier 1 foundation is created with the consistent use of universal practices. Universal practices are the procedures and policies used by the whole school, and reinforced by leadership teams, to achieve intended outcomes. These practices should be evidence-based and aligned to the mission and vision of the school. Important to the success of universal practices is the use of data-driven outcomes to determine progress and overall effectiveness of Tier 1 programming.

2. Data-driven Outcomes

Data-driven outcomes include the various types of information used to evaluate universal practices. These data should be specific, objective, and change sensitive to inform decision-making. They may consist of multiple types of information such as universal screening, attendance data, school climate measures, and other whole school outcomes.

After you've reviewed your current processes and practices, your team can then review outcome data. These data must directly be related to clearly defined and objective outcomes and the overall goals of Tier 1 programming. For example, a specific lesson within an SEL program focuses on increased student-teacher relationships. The outcome data might then include student and teacher perceptions of these relationships, in addition to more indirect measures such as school climate. Use the following worksheet to help select data that are aligned to your Tier 1 goals.
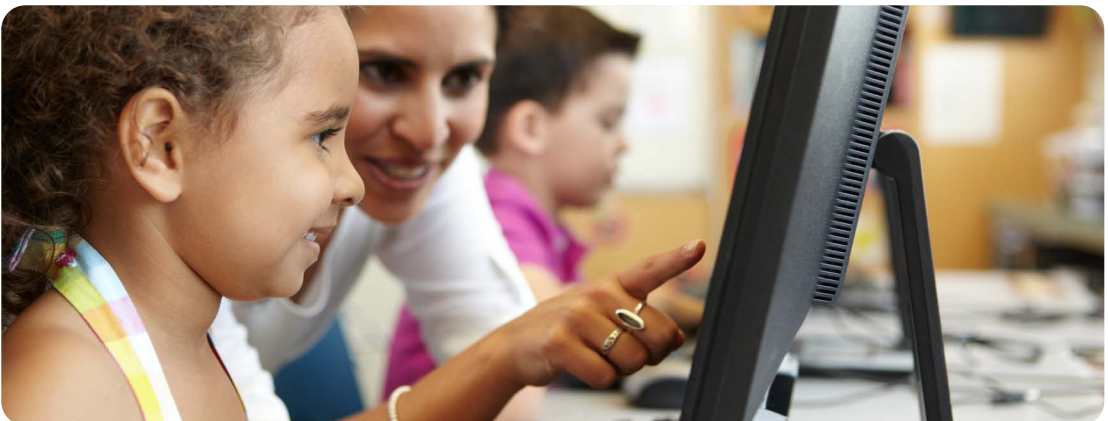
SAMPLE WORKSHEET

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Example Questions to Align Data with Tier 1 Goals

	Question	Rating	(If "No") Next Steps
1	Does our school have clearly defined, objective outcomes that directly align with the implementation of Tier 1 programming?	Yes No	
2	Does our school have a data-driven procedure that will help teams make decisions based on these data and related to our outcomes?	Yes No	
3	Does our school have access to different types of Tier 1 data (attendance, universal screening, behavioral reports) readily available?	Yes No	
4	Does our school have a set schedule (e.g., weekly, biweekly, monthly) to monitor and evaluate progress toward outcomes?	Yes No	
5	Does our school have specific decision points that will inform when increasing, decreasing, and/or modifying Tier 1 programming is necessary?	Yes No	

Evaluation and Modification of Tier 1 Services

Tier 1 is arguably the most important level in a MTSS. Without a strong Tier 1, evidence-based interventions at Tiers 2 and 3 are rarely maintained (McDaniel et al.,0215). Therefore, it's critical to determine when a Tier 1 service needs modification or even changing to a different program.

An essential step in the delivery of Tier 1 supports is ensuring that they effectively serve the majority of students. Starting with evidence-based programming is critical. As noted earlier, both PBIS and SEL have a strong evidence base with specific strategies to:

- Improve school climate and culture
- Enhance the timely response to student behavior needs
- Promote proactive classroom management strategies
- Use data to inform increasing intensity and specificity of additional supports

eduCLIMBER

Use eduCLIMBER to triangulate data from SEB assessments, attendance, behavior incidents, school climate, and SEL surveys alongside academics to identify areas of need at the school and district levels.
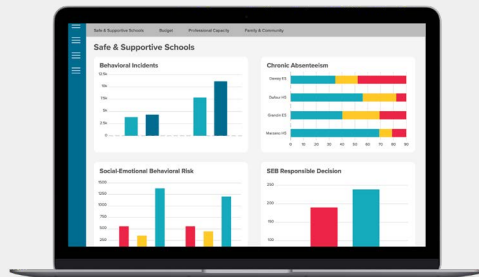
Curriculum Selection

Given the significant number of available SEL programs and curricula, an important consideration is to select a curriculum aligned to the specific needs of your school, taking into consideration proven effectiveness with populations like yours, development level, costs, and educator and school implementation support.

SIX CORE CHARACTERISTICS OF HIGH-QUALITY SEL PROGRAMS

1. Developmentally aligned
2. Comprehensive in nature
3. Equity focused and culturally responsive

4. Systemic across the school
5. Data-informed continuous improvement
6. Linked to a strong evidence base

(Brackett et al., 2019)

Review various approaches to universal social-emotional learning on page 8 in "Example SEB Supports Across the Tiers."

Durlak and colleagues (2011) identified four key factors in selecting and implementing a SEL program.

CONSENSUS BUILDING

to align school mission and vision with evidence-based programs suited to the local context

SCHOOL-WIDE PLANNING

for the selection, implementation, and evaluation of SEL programming

TRAINING AND COACHING

for teachers

ONGOING MONITORING AND EVALUATION
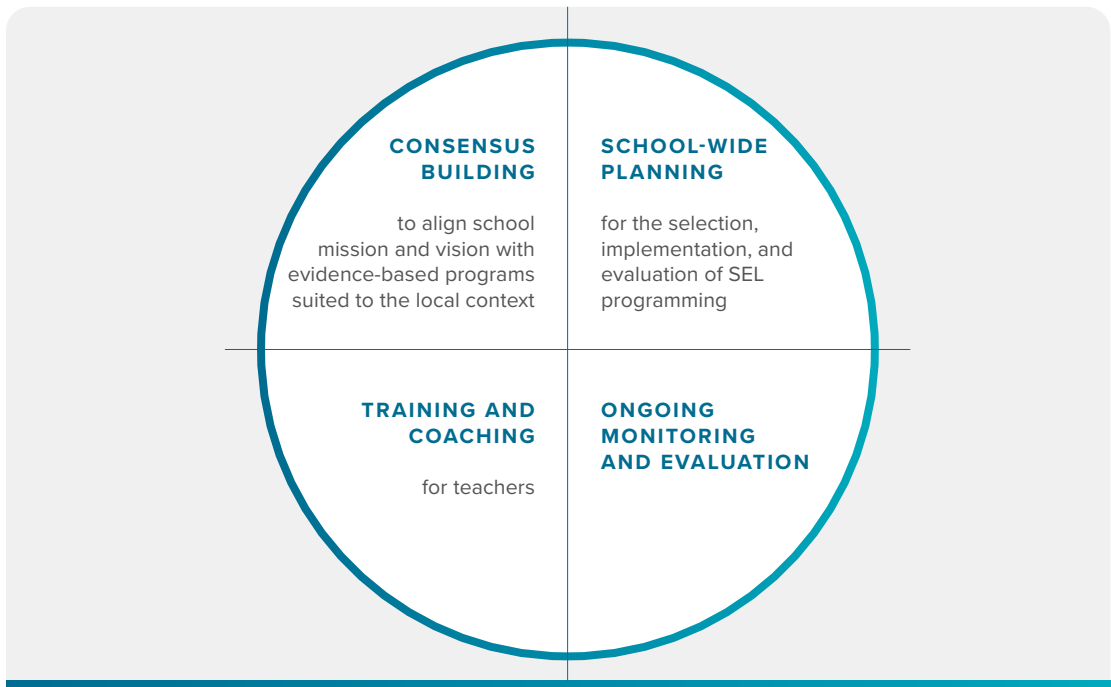
Research has consistently indicated that whole school approaches to SEL implementation, as opposed to only certain classrooms or small group, are most closely linked to significant and long-term student academic and behavioral success (Kasler et al., 2012).

Monitoring Fidelity of Implementation

Similar to the fidelity tools (e.g., TFI) to identify foundational school-wide practices, an SEL fidelity tool determines the key variables necessary for continued and successful implementation specific to a curriculum or intervention (Gueldner et al., 2020). A number of different approaches to SEL fidelity evaluation can be used such as self-assessment ratings from teachers (e.g., percentage of lessons implemented and core skills practiced) that may be indicative of needed dosage (e.g., number of sessions) and quality of instruction.

Structured classroom observations are another type of SEL fidelity evaluation, yet require substantial personnel resources. More informal evaluations can be conducted by having your team develop its own rubrics specific to your curricula or programs. These rubrics may include the extent to which SEL programming is aligned to your school mission and vision (e.g., developing leadership skills).

Based on your evaluation of program implementation, your team will be able to identify areas to modify.

Example Modifications

1. Empower educators to embed SEL conversations from the SEL intervention into daily instructional activities through provision of training and specific lesson plans.

2. Revise the school-wide mission to emphasize how SEL is aligned to, and not separate from, academic success and is provided for all students, regardless of whether they are struggling or thriving.

3. Move the morning meeting (i.e., SEL lesson of the day) to a different time in the school day that is more conducive to content delivery.

4. Create SEL-related resources that are visibly displayed throughout the school including the cafeteria, the main office, and the hallways to reinforce program goals.

Fidelity data of existing programming as well as contextual (interview) data from students and teachers are critical to inform Tier 1 programming, but additional data are necessary when determining the intervention supports for students at Tier 2 and beyond.

Universal Screening to Inform Decision-Making

Universal screening is an important tool that helps teams identify students with SEB concerns—and a powerful tool to inform school, classroom, and student-level decision-making. Social-emotional behavior screening measures, such as the **SAEBRS** from Illuminate Education, are brief with fewer than 25 items and take only about two or three minutes to complete.

> SAEBRS identifies K–12 students who are at-risk for academic, social, and/or emotional behaviors. It can also be used to determine which class, grade, or schools need support to be successful.
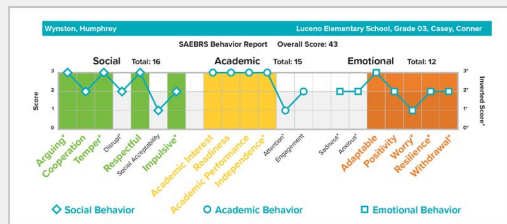
Universal screening tools should be reflective of both individual competencies (e.g., strengths, typical, need for instruction) and SEB needs. Screening data can help your team determine (1) if additional assessment is required, (2) what types of interventions can be used, and (3) the setting, such as classroom and small group, for supports. Moreover, teams can review screening data at the school level to evaluate the effectiveness of Tier 1 programming and/or curricula.

Readiness for Universal Screening

Before administering a single screener, make sure you have a clearly defined procedure for administering, scoring, and interpreting screening tools. Educators often need specific training on both the process (how to complete) and the content (calibrating perception of behavioral need) of a screening tool. You'll also need to consider how resources are allocated for a successful screening, including the cost to purchase the tool/scoring software and time for training and administration, as well as the opportunity cost of not screening. In other words, does your current data system effectively meet the needs of all students and staff? What is the cost of poor data for decision-making purposes?

After resources alignment, teams should specify when screening results will be available and decisions will be made, and most critically how these data will be used to support students as well as instruction. Additional factors when evaluating the cost and benefit of a universal screening tool include:

- The nature of the SEB concerns and alignment of these concerns to school mission and vision
- The psychometric evidence of the measure, including diagnostic accuracy
- The utility in informing classroom and small group intervention
- Educator and student availability to complete the tool as well as team availability to meet and interpret results
- Processes to guide intervention implementation and maintenance for identified students (Glover & Albers, 2007)

Additional considerations for screening readiness are included in the Screening Readiness Checklist.

SAMPLE WORKSHEET

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Screening Readiness Checklist

	Not in Place	Partially in Place	In Place	Action Item
Exploration: Please determine your school's level of exploration in social, emotional, or behavioral (SEB) screening.				
A specific set of questions we are looking to answer with universal screening for SEB has been identified.				
A shared understanding of the goal and purpose of universal screening has been established.				
Buy-in from key stakeholders, including parents, teachers, and school leaders, has been determined .				
Readiness: Please determine your school's level of readiness in social, emotional, or behavioral (SEB) screening.				
There is a school team, including members with SEB expertise.				
The team has reviewed available SEB interventions to be matched to screening.				
A data-based problem-solving process is in place, including decision rules.				
Adoption: Please determine your school's level of consideration of a social, emotional, or behavioral (SEB) screening instrument.				
The school has selected a screening instrument that has usability and feasibility and is contextually appropriate.				
The school has selected a screening instrument that has a scoring software or protocols.				
The timing and frequency of screening has been determined.				
Consent and/or opt-out procedures have been established.				
Informant (teacher, student self-report) has been determined.				
A plan to train staff to complete the screener and how to use data has been developed.				
Time to communicate results and begin the problem-solving process has been scheduled.				
Implementation: Please determine your school's level of implementation of social, emotional, or behavioral (SEB) screening.				
A plan to use screening results to evaluate and monitor the effectiveness of Tier 1 or universal supports has been developed.				
A plan to use screening results to evaluate and monitor the effectiveness of intervention at the grade, classroom, and/or student level has been developed.				
A plan to use screening results to evaluate and monitor the effectiveness of interventions within different subgroups (e.g., gender, ethnicity, IEP status, etc.) has been developed.				
A plan to use screening results with other data (e.g., teacher referrals, discipline referrals, etc.) to identify students who need interventions has been developed (e.g., What data to use? When to use data? How to use data?).				
Procedures for communicating concerns to families have been established.				

Universal Screening to Inform School- and Student-Level Decision-Making

Screening is an essential component to maximize the efficacy of a MTSS implementation. The Solution-focused Emotional and Behavior Assessment (SEBA) model is a decision-making framework that is designed to enhance the efficiency and efficacy of SEB decision-making within a MTSS. First, SEBA aligns existing school resources to students' needs through the use of screening data at Tiers 1 and 2, and progress monitoring at Tiers 2 and 3. For example, screening could help a school determine that the most efficient use of resources will be dedicated to Tier I given a large number of students identified as at risk. SEBA emphasizes the importance of resource mapping/matching and less if an intervention or practice is confined to different tiers of service. Assessment procedures, rather than scores, are essential to inform decision processes such as modifying curricula, identifying students for standard protocol Tier 2 intervention (e.g., CICO), and what additional assessment is necessary to adapt group interventions.
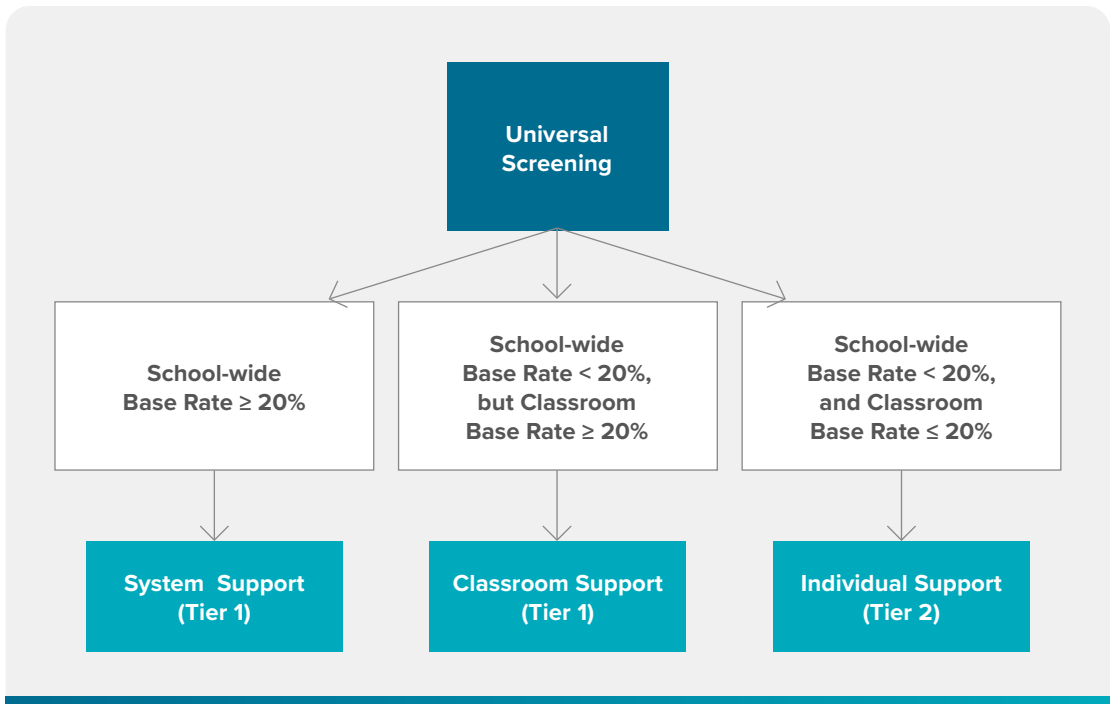
As reflected in the graphic above, the SEBA process allows school teams to first establish a "serviceable base rate" of what percentage (or number) of students could potentially be served at various decision points. For example, as shown in the graphic on page 31, a school team could review which teachers, support personnel, and administrators have available time for an intervention leading to a determination that up to 20% of students could be served [e.g., five students per classroom using a brief intervention such as Check-In/Check-Out (CICO)]. This number is highly localized and reflective of the resources, time, and skills available within each school. A school team may be more specific by identifying 180 available minutes per week of adapted Tier 1 intervention (e.g., defined as targeted curricula to a specific grade level, 10 minutes per day, three days a week by six teachers) and 240 available minutes of standard protocol Tier 2 (e.g., CICO, five minutes per day once a week, by six teachers at eight grade levels). Depending on the number of school personnel with available minutes, the team might determine a serviceable base rate of 25%.

Once the base rate is established, teams have a starting point for decision-making that follows. This includes knowing when to dedicate supports at Tier 1 such as curriculum modifications (e.g., risk greater than serviceable base rate of 25% at the school level), Tiers 1 and 2 such as classroom management supports (e.g., base rate less than 25% at school, greater than 25% at classroom). If below the base rate at both the school and classroom levels, then the team may identify students for a standard protocol Tier 2 or group intervention. Once selected for group intervention, progress monitoring tools (e.g., FastBridge DBR) are used to evaluate the efficacy of interventions.

SAMPLE WORKSHEET

ACCESS EDITABLE FORM

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Determining Base Rate of Risk

Use this worksheet to determine your school's capacity to support students with social, emotional, and academic concerns.

Domains	Tier 2 Supports	Number of Sufficiently Trained Staff Members	Time Available for Intervention Implementation (Weekly)	Location of Intervention
Social Behavior	1. Immediate			
	2. Additional			
	3. Supplemental			
Academic Behavior	1. Immediate			
	2. Additional			
	3. Supplemental			
Emotional Behavior	1. Immediate			
	2. Additional			
	3. Supplemental			

Section Five

Designing Professional Learning and Implementation Support Systems

Professional learning for leaders and teachers is necessary to ensure all stakeholders understand how to:

- Implement desired practices as intended
- Serve as effective team members
- Interpret and use data to identify need and inform decision-making

By developing comprehensive systems to support staff learning, you will invest in developing the SEB competencies of adults throughout your system as well as their capacity and skills to provide high-quality SEL instruction and intervention.

Effective professional learning experiences share several common features (Darling-Hammond et al., 2017):

	They are *content-focused* (i.e., target specific curricular or job-related competencies).
	They feature *active learning strategies* (i.e., opportunities to discuss content, practice strategies, or otherwise actively engage with content).
	They facilitate *collaboration* among professionals.
	They are of *sustained duration* (i.e., provide adequate time to acquire, practice, and reflect on content).
	They include opportunities for *feedback and reflection*.
	They provide *models* of product or practice.
	They include coaching or consultation as a *follow-up implementation support*.

When designing professional learning experiences and follow-up implementation supports, integrate the common features using the following steps.

Step 1: Define the professional learning/implementation objectives

With personnel and in-service time being precious, you must be selective and intentional in using this time. Plan for these types of learning opportunities just as you would with students in a classroom:

- Define what you would like your adult learners to be able to do following the learning opportunity.
- Develop learning/implementation objectives for each training and implementation support opportunity.
- Use the **Professional Development Annual Plan** to plan these initiatives in light of district, school, or committee goals and evaluation procedures.

📝 **SAMPLE WORKSHEET**

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Template worksheets are intended for use by teacher teams at the school and classroom level. Illuminate Education is not responsible for their content or usage.

Professional Development Annual Plan

Date	Time	Topic	Audience	Presenter(s)	Aligned Goals	Aligned Evaluation	Implementation Supports

Step 2: Identify barriers and solutions to learners using the desired practice/skill

Once you have defined your learning/implementation objective, consider whether your learners' current resources and environment are conducive to their using the desired practice or skill. For example, if you are expecting educators to begin implementing a new SEL curriculum, in addition to training them on how to use and evaluate this curriculum, ensure they have all the material components needed to teach their lessons and time allocated in their daily schedules for this instructional period. After identifying potential barriers to learning/implementation, craft a plan to address these barriers to ensure your learners can successfully achieve the learning/implementation objectives.

Step 3: Design and deliver a direct training on the practice/skill

Use your defined learning/implementation objectives to build an in-service training that is content-focused; is of sustained duration; and incorporates opportunities for active learning, collaboration, and reflection. When introducing the practice or skill of focus, use a direct training approach by:

- Introducing the steps to the practice/skill
- Demonstrating (modeling) the practice/skill
- Leading learners in practicing the practice/skill
- Providing feedback on learners' practice

Step 4: Conduct continual monitoring of the desired practice/skill

You must inspect what you expect.
Whatever gets inspected gets respected.

These adages ring true: To promote use of a practice/skill beyond the initial training, ongoing monitoring is needed to promote the salience of this expectation and hold staff accountable for this responsibility. Monitoring can be achieved in various ways and by different parties, such as supervisor evaluations or audits, peer reviews, or staff self-monitoring. The following fidelity checklists and performance feedback forms can be used to facilitate these processes.

SAMPLE WORKSHEET

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Fidelity Checklist Form

Instructions:

- If you are **observing another person's implementation**, mark each checkpoint (whether implemented or not) as you observe.
- If you are **evaluating your own implementation**, mark each checkpoint (whether implemented or not).

Step or Practice Component	Implemented?		Notes
	Yes	No	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
Total			
Percentage			

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Performance Feedback Form

Date: _____ Observer: _____ Start Time: _____ End Time: _____

Staff/Class: _____

Today's Observation Results	Goal Level	At Goal Level?
		Yes No

Celebrations:

-
-
-

Recommendations:

-
-
-

Step 5: Deliver ongoing implementation supports matched to implementers' needs

Throughout the monitoring process, review data to identify the need to further support groups or individual staff with meeting implementation expectations. Implementation supports can be categorized as *antecedent-based* (modifying environments and providing proactive support to promote implementation), *instructional* (building knowledge and skills to promote implementation), or *consequence-based* (reinforcing successful implementation or responding to unsuccessful implementation). Some staff may respond well to performance feedback (consequence-based) or booster trainings (instructional). Others might benefit from additional antecedent-based implementations supports, such as prompting or implementation planning (see the following form). Just as teams do when enrolling students in advanced-tier interventions, use data to identify staff to receive additional supports, select the type of implementation support, and evaluate the effectiveness of the implementation support provided.

SAMPLE WORKSHEET

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ACCESS EDITABLE FORM

Implementation Planning Form

Action Plan
What I will do:
Why am I doing it?
Steps to this action:
When I will do it: • How often? • For how long?
Where I will do it:
What resources/supports do I need to be successful?

Coping Plan	
Potential barrier to implementing this action plan	**Strategy for addressing this barrier**

Section Six

Putting the Pieces Together: Next Steps in MTSS Advancement

This workbook has offered guidance and resources to support school leaders in advancing SEB supports within MTSS—whether that be through adopting and tiering evidence-based practices, forming strong committee structures and processes, using data to make decisions and modifications, or designing effective systems of professional learning and implementation support.

In reviewing this workbook, you may have realized your school system has a long way to go. Alternatively, you may have celebrated how far your system has already come. A hallmark feature of MTSS is the ongoing use of data to establish improvement priorities and craft feasible action plans. As you move forward, we urge you to do just that: Prioritize activities that will produce high impact and choose next steps that will be achievable.

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