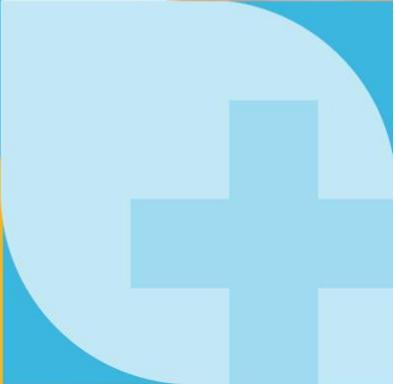**EDC** Education Development Center

Self-Assessment for School Teams Worksheet:

Multi-Tiered System of Supports for Social and Emotional Learning and Mental Health (MTSS for SEL/MH)
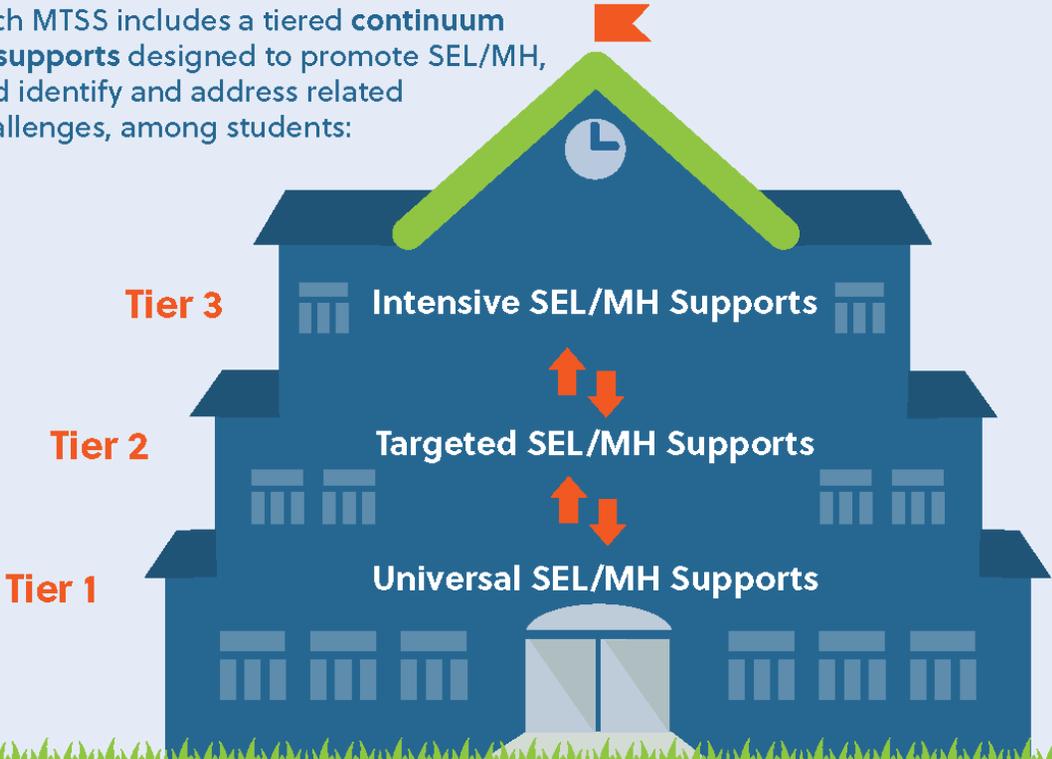
Multi-Tiered System of Supports (MTSS) for Social and Emotional Learning and Mental Health (SEL/MH)

Each MTSS includes a tiered **continuum of supports** designed to promote SEL/MH, and identify and address related challenges, among students:

All MTSS supports, structures, and systems should reflect an intentional commitment to **EQUITY**

Tier 3 — Intensive SEL/MH Supports

Tier 2 — Targeted SEL/MH Supports

Tier 1 — Universal SEL/MH Supports

For each support, there are **key considerations** in the areas of:

- Selection
- Implementation
- Continuous Improvement

In order to establish a comprehensive and effective MTSS for SEL/MH, each shool needs the following **foundational structures and systems**

Centralized Planning & Decision-Making

Ongoing Data Collection & Management

Schoolwide Communication & Coordination

Staff Development & Support

Table of Contents

Click on any text below to be brought directly to that section of the Self-Assessment.

This tool allows schools and districts to document the social-emotional learning (SEL) and mental health supports that are being implemented and categorizing them across the three ties of a Multi-Tiered System of Support (MTSS). Framework.

I. Instructions

1. Begin to brainstorm a. list of all the SEL and mental health programs, practices, and policies in your school designed to boost related strengths and/or address related needs among students. If your team represents an entire district, you may wish to complete this tool for each school within your district, or only include supports that are district-wide. Examples of these supports may include those that:
   - **Build SEL/mental health-related strengths and address needs directly among students** (e.g., classroom instruction/curricula, small group, skills-building sessions, and one-on-one counseling)
   - **Build SEL/mental health-related strengths and address needs directly among families** (e.g., school-family. Communication and family programming)
   - **Improve the classroom environment in ways that build students' SEL/mental health-related strengths and address their related. needs** (e.g., culturally responsive and restorative disciplinary policies and practices)
   - **Improve the whole school environment in ways that build students' SEL/mental health-related strengths and address their related. needs** (e.g., school safety and positive school climate policies and practices)
2. Add each support to the chart below, according to the tier at which the support is provided: Tier. 1 (universal supports for the entire student population), Tier. 2 (targeted supports for small groups of students), and Tier 3 (intensive, individualized supports). Indicate **the population served** (e.g., "3rd graders," "students needing support developing social skills"), the lead or contact person, and an initial status rating. On the implementation

What is the purpose of this tool?

- This Self-Assessment Tool is designed to help school-based teams rapidly consider, document, and reflect on the current status of their school's SEL and MH supports and identify priorities in their planning and development of a multi-tiered system of supports (MTSS). Teams who complete this tool will be better prepared to build on areas of success and prioritize gaps to address.
- The tool is intended to be completed by a team in 1-2 hours.
- For participants of the MA DESE MTSS SEL/MH Academy, note that this tool is best used in conjunction with the other tools/activities used by the Academy. Some of these resources include the Resource Map and the Systems Map.

How should I use this Self-Assessment about MTSS for SEL/MH?

- Orient yourself to the "at-a-glance" page, and the table of contents, to understand the various sections of this Self-Assessment.
- As a team, read the Self-Assessment one section at a time. Given your time constraints and intended use, you might choose to focus only on one section, or a subset of sections, for now.

- **Read the consideration in each row and assess your school according to the following scale:**
  - **TRUE:** This is true for us.
  - **SOMEWHAT TRUE:** This is somewhat true for us.
  - **NOT TRUE:** This is not true for us.
  - **UNSURE:** We're not sure and we need more information about this.

- Completing this Self-Assessment may prompt you to review data from additional sources to inform your answers. There may be some areas of MTSS for SEL/MH planning, implementation, and continuous improvement that your team has not yet completed-- for instance, a comprehensive needs assessment or inventory of tiered supports. If your team does not yet have this information, you'll want to select "unsure" on the rating scales and come back to those parts of the Self-Assessment when you have more information.

- Each section of the Self-Assessment ends with a brief summary section. Tally your ratings and consider your sources of information and your level of confidence in those ratings.

- At the end of the tool, follow the guiding prompts to engage in a reflection about your overall MTSS for SEL/MH, set priorities, and create a short action plan.

II. Glossary of Key Terms

Please note that the following definitions are working drafts and may be updated throughout the 2020-2021 school year.

Social-emotional learning:

- Social-emotional learning (SEL) is a process whereby young people and adults build strong, respectful, and lasting relationships that facilitate co-learning. In a school setting, students should be supported to develop their individual competencies, skills, and mindsets in a way that is personally meaningful and relevant. SEL requires and enables a critical examination of the root causes of inequity and encourages youth and adults to develop collaborative solutions that lead to personal, community, and societal well-being.[i]

Mental Health:

- Mental health (MH) is a state of emotional, psychological, and social well-being. Supports designed to foster mental health exist along a continuum—from promotion of positive mental health for all children and adults, to treatment for those with mental illness. In a school setting, universal mental health supports are rooted in evidence-based practice and focus on trauma-sensitive approaches, the development of social and emotional competencies, and a whole school culture that fosters mental wellness. Educators play a critical role in identifying, supporting, and/or referring students to mental health interventions. [ii]

Intersections of SEL and Mental Health:

- Social-emotional learning and mental health supports are intertwined. Social-emotional learning equips students with the mindsets, skills, and competencies needed to develop and enhance resilience, emotion and behavior regulation, relationships with others, and positive coping strategies—skills essential for mental health and mental well-being. Mental health supports are most often used to help students who are showing signs of challenges related to emotional and social well-being, trauma, stress, depression, or anxiety. Effective evidence-based social-emotional learning can help to foster emotional intelligence, strengthen conflict resolution skills, and prevent mental health problems.

Equity:

- Educational equity means that each child receives what they need to develop to their full academic and social potential. Equitable systems and policies within a school are those that enable all members of the school community to thrive; that recognize and address structural inequities; and that build upon the strengths and assets of students and others in the school community.[iii]

Multi-Tiered System of Supports (MTSS):

- Find more information about MTSS in the MA DESE blueprint here: goo.gl/kUX2ji
- Find more information about the SEL/MH Academy, visit our website here: https://selmhacademy.edc.org/

IV.b. Ongoing Data Collection and Management

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
Valuing Data				
▪ Our school community recognizes the value of SEL/MH-related data and data-informed decision-making.				
▪ Our school community understands that the school uses SEL/MH-related data to support MTSS planning.				
▪ Our school invests resources (e.g., funds, staff, time) in the careful planning, collection, storage, analysis, and use of SEL/MH-related data.				
Different Types and Sources of Data				
Our school routinely gathers SEL/MH-related data:				
▪ About all students, including students of different races or ethnicities, genders, sexual orientations, ages, religions, and socioeconomic groups.				
▪ About a range of topics related to SEL/MH among students, including social-emotional skills and wellbeing, ACEs, trauma, mental health, and behavioral and academic data.				
▪ In many different ways—for example, through surveys, interviews, focus groups, rubrics, and observations.				
▪ From many different audiences—for example, from students, staff, families, and community partners.				
Data Planning				
Our school routinely:				
▪ Gathers SEL/MH-related data with a specific purpose in mind—for example, to identify schoolwide needs, match individual students with appropriate supports, or monitor implementation of a specific support within the MTSS.				
▪ Makes sure that SEL/MH-related data drive key planning decisions—for example, decisions about participants, audiences, tools, methods, and frequency.				
▪ Balances the need for routine data collection with the need to avoid overburdening school community members, including those collecting or providing data.				

KEY CONSIDERATIONS	RATINGS			
	TRUE	SOMEWHAT TRUE	NOT TRUE	UNSURE
▪ Mobilizes to gather new SEL/MH-related data, beyond what are typically gathered, to inform urgent or unanticipated decision-making needs in a timely manner—for example, local, national, or global current events that impact the school community.				
▪ Involves a diverse set of stakeholders in the planning of SEL/MH-related data collection, analysis, and decision-making activities.				
▪ Gathers data using evidence-based and culturally appropriate tools and methods.				
Data Storage and Access Our school routinely:				
▪ Stores SEL/MH-related data in compliance with laws and regulations.				
▪ Stores SEL/MH-related data in ways that are readily accessible to the dedicated MTSS team.				
▪ Stores SEL/MH-related data in ways that are readily and appropriately accessible to stakeholders without violating any privacy considerations.				
▪ Makes sure all members of the school community who may want/need to use SEL/MH-related data know what data are available and how to access those data.				
Data Usage Our school routinely gathers and uses data on SEL/MH-related strengths and needs:				
▪ To guide MTSS planning—including which supports are the best fit for students.				
▪ To identify inequities among student groups through the use of disaggregated data related to race or ethnicity, gender, sexual orientation, age, religion, and socioeconomic status.				
▪ To guide the continuous improvement of supports within our MTSS.				
▪ To match individual students with appropriate supports, at the time needed, within and across each tier of our MTSS.				

SECTION SUMMARY	TOTAL PER COLUMN:				
Overall, what's your level of confidence in these ratings? _____ Confident _____ Somewhat Confident _____ Not Confident _____ Unsure What source(s) of information did you use to complete this section? When you are asked to identify overall priorities at the end of this self-assessment, what do you want to remember about this section? Are there any red flags or priorities that you want to jot down now? Write additional notes to yourself here:					

VI. Reflection and Prioritization

After completing this Self-Assessment of MTSS for SEL/MH, consider how you might reflect and act on what you've learned.

PART 1:

1. Start by going back to look at the section summaries. Re-read the summaries you wrote throughout this document and try to determine which parts feel like top priorities for you / your team.
2. Refer to the Guiding Questions and Suggested Next Steps below to support your thinking.

GUIDING QUESTIONS	SUGGESTED NEXT STEPS
In which areas did you mostly respond TRUE and feel CONFIDENT in your ratings?	Acknowledge and celebrate these successes!
In which areas did you mostly respond TRUE but LACK CONFIDENCE in your ratings?	What would you need to know/do to increase your confidence? Do you want to prioritize increasing your confidence in any of these areas?
In which areas did you mostly respond SOMEWHAT TRUE or NOT TRUE?	Consider/discuss why these areas received these ratings. Do you want to prioritize work in any of these areas?
In which areas did you mostly respond NOT SURE?	Consider what information you would need to be able to rate these areas. Do you want to prioritize gathering this additional information in any of these areas?

PART 2:

1. As a team, discuss your short- and long-term priorities. In the table below, add those to Column 1.
2. Once your priorities are written, make a plan for ensuring that those things happen. Complete Columns 2-5.
3. See the first row below for an example of what this might look like.

PRIORITY	NEXT STEP	LED BY	DEADLINE	ADDITIONAL NOTES
SAMPLE: Short-term Priority 1: Build staff capacity around SEL/MH	Connect with our TA provider and our team members to map existing professional learning opportunities and identify where there might be gaps in staff knowledge around SEL/MH.	Sarah	August 1	We anticipate a lot of anxiety in staff and students post-COVID and want to ensure that our staff feel knowledgeable about SEL/MH in order to provide the tiered supports we have in place.

[i] The SEL definition was modified from the following source: CASEL. (2020). "SEL As a Lever for Equity and Social Justice." Accessed August 2020 from https://casel.org/wp-content/uploads/2020/06/SEL-as-Lever-for-Equity-Slides.pdf

[ii] The Mental Health definition was modified from the following sources: U.S. Department of Health & Human Services, Accessed August 2020 from mentalhealth.gov/basics/what-is-mental-health and Innovating Minds, Accessed August 2020 from https://resources.innovatingmindscic.com/resources/definition-of-a-whole-school-approach-to-mental-health

[iii] The Equity definition was modified from the following sources: National Equity Project, Accessed August 2020 from https://www.nationalequityproject.org/education-equity-definition and MA DESE MTSS Blueprint, Accessed August 2020 from https://matoolsforschools.com/resources/mtss-blueprint

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