MTSS-SEL School Model

SCHOOL-WIDE

The **Tier 1 MTSS-SEL School Team** (may be the same as School Climate, SEL, PBIS, ILT team, etc.) intentionally develops supportive and restorative school environment based on the <u>CPS School Climate Standards</u>. The team meets at least monthly to **progress**

monitor and use the <u>MTSS problem solving</u> process to make continual improvements.

CLASSROOM

For ALL students, **classroom teachers** build a sense of community, establish clear expectations, teach social and emotional competencies, and embed Illinois <u>SEL Learning</u> <u>Standards</u> into core instruction. Teachers may use SEL assessments to **monitor progress**, inform classroom instruction and identify skills to focus on classroom-wide.

When behavior concerns or issues arise, teachers or other involved staff first de-escalate the behavior in the moment, respond with restorative language, and look at the cause of the behavior to prevent the issue from arising in the future. Classroom-based strategies may include positive incentives, re-teaching behaviors, behavior contracts, parent contact, or logical consequences. For repeat behavior concerns, teacher/staff document frequency and types of behaviors observed.

FOR 10-15% of STUDENTS

TIER 2 INTERVENTION

FOR ALL STUDENTS

TIER 1 SUPPORTS

DISCIPLINARY ISSUES

Teachers follow clear schoolwide disciplinary referral procedures to refer higherlevel disciplinary incidents to the office.

Administrators and deans/disciplinarians follow the <u>Student Code of Conduct</u> and <u>Guidelines for Effective</u> <u>Discipline</u> to respond to referred behavior incidents by addressing root causes. Students are <u>re-integrated</u> back into school and classroom communities following disciplinary removals.

BEHAVIORAL HEALTH & ATTENDANCE

When concerns related to social & emotional skill development, behavioral health issues, or attendance arise, **school staff complete** a Request for Assistance (RFA) form_and follow the school's procedures for submitting to the Tier 2/3 MTSS Team/Behavioral Health Team.

The Tier 2/3 MTSS Team/Behavioral Health Team (if team is not established, this may be a designated counselor, social worker, psychologist, dean or administrator) reviews referrals during regularly scheduled weekly meetings. The team uses the <u>MTSS problem-solving process</u> to discuss the student's identified needs, conduct interviews, observations, and screening and assessment of each referred student, including a data review (behavior, attendance, grades). Based upon review, the team may recommend re-establishing Tier 1 supports, or identify and select appropriate Tier 2 interventions/providers.

CLASSROOM INTERVENTIONS

When appropriate, Tier 2 interventions may be delivered by classroom teachers and include early stage interventions that are the easy to implement within classrooms, such as restorative conversations, Evidence-Based Behavioral Strategies or Check In Check Out. INTERVENTIONS OUTSIDE OF CLASSROOM

Tier 2 interventions may include short-term small group interventions for social skill development, anger management or coping with the impact of chronic stress or exposure to trauma. Such interventions may be delivered by **school counselors**, **social workers**, **psychologists**; they may also be delivered by **community mental health partners**. Interventions are implemented with fidelity for an adequate amount of time (typically 4-6 weeks). **The Tier 2/3 MTSS Team/Behavioral Health Team** and **staff delivering interventions** monitor frequency of behaviors and/or student progress toward goals; and review or adjust interventions as needed. If students no longer require interventions, they continue to receive Tier 1 supports that are provided to all students.

Students for whom data reveals limited effectiveness within Tier 2 interventions may be referred back to the **Tier 2/3 MTSS Team/Behavioral Health Team.** Reviews follow the MTSS problem-solving process and include discussion of the student's identified needs, interview(s), observations, screening and assessment of each referred student, including a data review (behavior, attendance, grades).

Based upon review, the team may recommend revising Tier 2 interventions/providers or identify Tier 3 SEL or behavioral health supports.

Tier 3 supports are student-specific and may include wraparound supports and interventions identified from developing a **Tier 3 Behavior Support Plan (BSP)**. Tier 3 BSPs focus on identifying significant, student specific social, affective, cognitive, and/or environmental factors associated with the occurrence and nonoccurrence of specific behaviors. The broad perspective offers a better understanding of the purpose behind the student behavior.

Tier 3 supports may also include individual supports for students <u>re-entering the school</u> environment following suspension, psychiatric treatment, or incarceration.

Finally, Tier 3 supports include **crisis responses** to reduce the initial distress caused by traumatic events; these include but are not limited to student/staff fatality, suicidal ideation, suicide attempt or completion, homicidal ideation, homicide attempt or completion, child abuse or neglect.

Interventions are implemented with fidelity for an adequate amount of time (typically 4-6 weeks). **The Behavioral Health Team** and **staff delivering interventions** monitor frequency of behaviors and/or student progress toward goals; and reviews and adjusts interventions as needed.



For additional support:

Office of Social & Emotional Learning Find us on the Knowledge Center: cps.edu/SEL Find us on Learning Hub: Search "OSEL" Call us: 773-553-1830 Email us: <u>OSEL@cps.edu</u>.