

Critical Component #6: Building Capacity

Building Capacity

Social emotional learning (SEL) is not a new practice, yet the pandemic has placed a renewed importance on its use. Some district and schools may be familiar with SEL for all students, while others are newly acquainted. This infographic provides SEL practices and resources that point to an example of building capacity and infrastructure within an MTSS framework. In addition, the SEL & Crisis Response Guide has further recommendations about how to move forward in supporting all staff and students.

Who?

In order to implement an integrated framework that ensures success for ALL, we need ALL. Students, Families, Community, Teachers, Principals, SISP, Districts/Charters, NCDPI are all a part of an MTSS.

What?

Social emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. It is the belief that NC MTSS should be the framework for implementing integrated, systemic SEL, alongside academics and behavior.

How?

[Resource: SEL Crisis Response Guide](#)

Practice 1: Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Guiding question: In what ways are SEL strategies being implemented to engage and meet the needs of students and families?

Resource: [Listen and Learn from Families: Toolkit](#)

Practice 2: Design opportunities where adults can connect, heal, and build their capacity to support students.

Guiding Question: What have we learned about the opportunities and challenges of distance learning? How might these insights improve existing teaching and learning structures?

Resource: [Self-care Circle: Toolkit](#)

Practice 3: Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Guiding Question: How will we intentionally build and maintain connections with each student, having a personal regard for them as individuals?

Resource: [5-Minute Chat with Student](#)

Practice 4: Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Guiding Question: How can we foster a sense of trust so educators feel comfortable giving and receiving feedback, collaborating on data, and innovating on their practice?

Resource: [Teacher Self-Check Tool](#)

When the pandemic closed schools, educational leaders began searching for instructional supports within their MTSS framework. The IABS Division initiated a response by providing six weeks of research and best practices through infographics and social media outreach. Our expectation aimed to meet the needs of our school leaders and ease the burden during this difficult time.

If you need further support, contact your IABS Regional Consultant.



August 21st Twitter Chat Questions

Need help joining? Click here: [Twitter 101](#)

IABS DIVISION
MTSS RE-OPENING SUPPORT

TWITTER CHAT

Jumping into the School Year:
Planning for each possible scenario
Chat Series

TOPIC #6: BUILDING CAPACITY: SOCIAL EMOTIONAL LEARNING

#NCMTSSCHAT

Please join our discussion:

August 21st - Time: 10:00am-2:00pm