



Three Steps for Social-Emotional and Behavioral MTSS & RTI

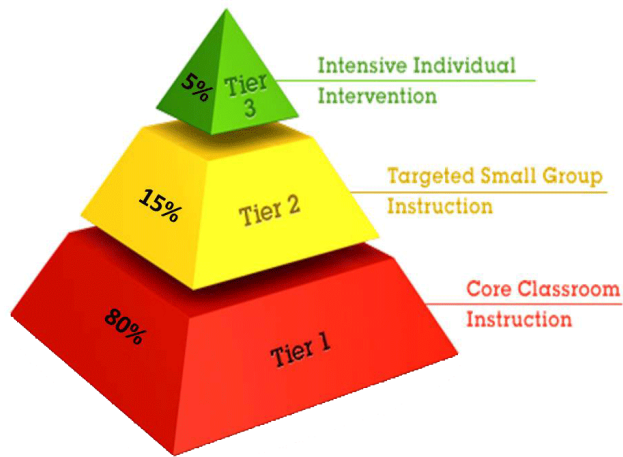
A Data-Driven Approach to PBIS and SEL

As districts and schools begin implementing multi-tiered systems of support (MTSS) and response to intervention (RTI), proactively identifying and addressing the varied needs of all students presents many challenges—from implementing targeted interventions with limited staff resources, to gathering timely data and monitoring progress towards identified

improvement goals. Districts and schools implementing social emotional learning (SEL) or positive behavioral interventions and supports (PBIS) face similar challenges as it becomes clear that a universal teaching approach is insufficient to support the social-emotional and behavioral learning needs of all students.

Rooted in best practices for PBIS and SEL, and informed by the experience of school leaders and educators across the country, this guide outlines three straightforward steps for effectively implementing MTSS and RTI for social-emotional and behavioral skill development.





About MTSS, RTI & PBIS

Multi-Tiered Systems of Supports (MTSS) and Response to Intervention (RTI) approaches such as Positive Behavioral Intervention and Supports (PBIS) define a tiered approach in which all students receive core instruction (Tier 1), some students require additional targeted instruction (Tier 2), and a small cohort of students receive the most intensive intervention and supports (Tier 3).

With a tiered approach, certain behavior can trigger schools to provide students with Tiers 2 or 3 supports. Moreover, effective assessment for students at risk for developing social-emotional and behavioral problems can guide targeted and intensive interventions and prevent problems from emerging.



About SEL

Social emotional learning (SEL) 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 decisions¹.

Research demonstrates that effective SEL delivers a multitude of benefits to students, including increases in social emotional skills; decreases in conduct problems, emotional distress, and drug use; and improvements in academics.

How can schools effectively address the social-emotional and behavioral needs of students requiring additional instruction and support?

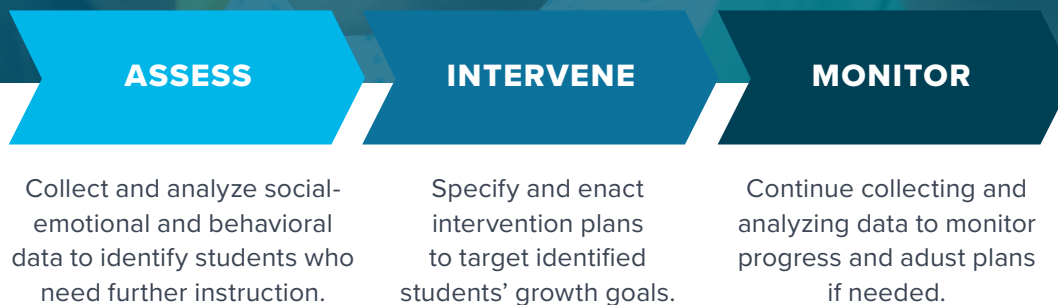


¹ "What is SEL?" Collaborative for Academic, Social and Emotional Learning. <https://casel.org/what-is-sel/>

Three Steps for Social-Emotional and Behavioral MTSS & RTI

We define a three-step process for schools implementing MTSS, RTI, PBIS, or tiered approach to SEL. First, collect and analyze social-emotional and behavioral data to identify students who need further instruction.

Second, specify and enact intervention plans to target identified students' growth goals. Third, continue collecting and analyzing data to measure progress and adjust plans if needed. The following diagram summarizes this process.



Assess

COLLECT AND ANALYZE SOCIAL-EMOTIONAL AND BEHAVIORAL DATA TO IDENTIFY STUDENTS WHO NEED FURTHER INSTRUCTION.

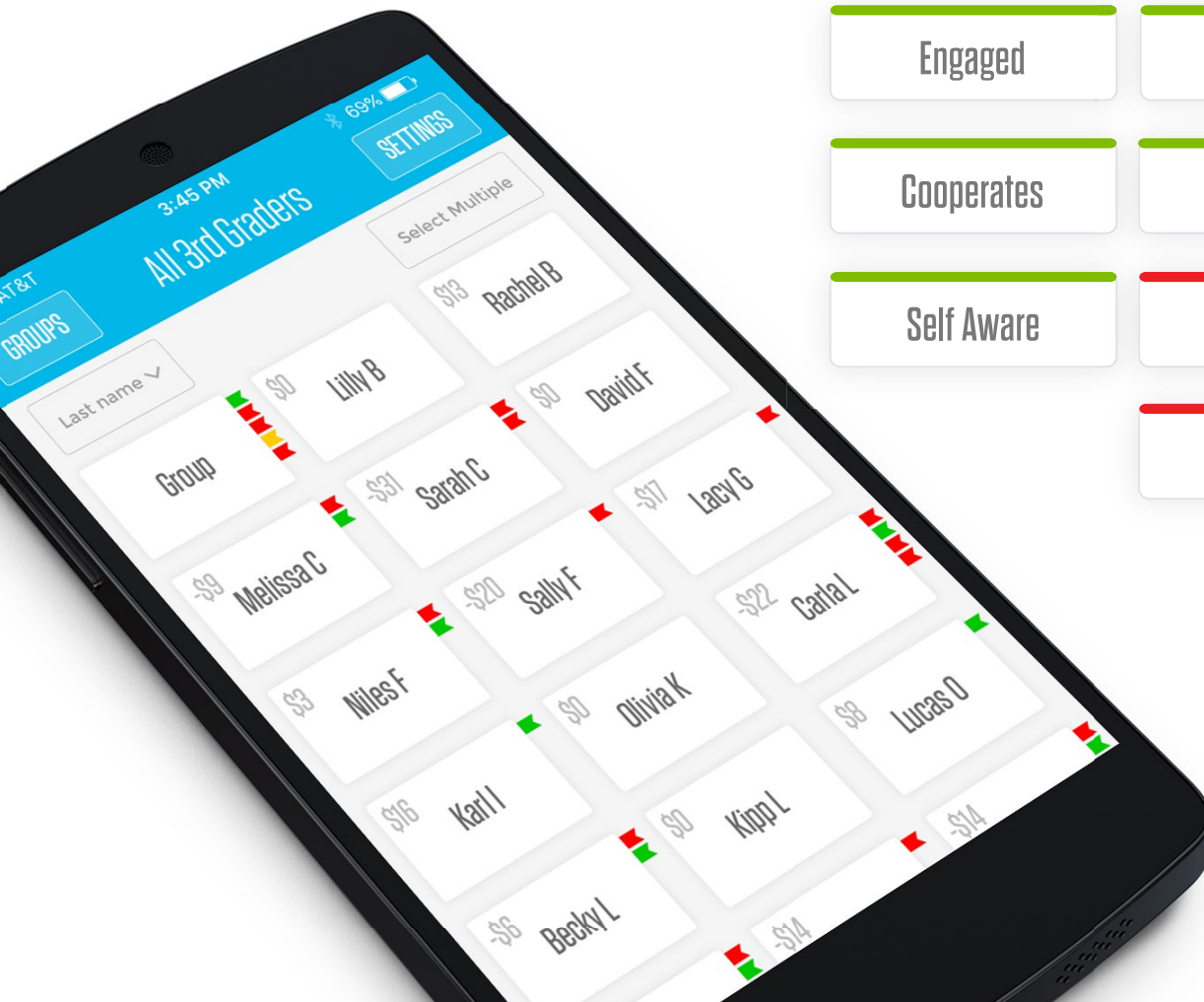
While you may already have a list of students in mind for targeted instruction and support, it's important to collect and analyze data in order to identify students before significant problems occur as well as those who may be at-risk for future challenges.

Tools for real-time recording of behaviors and social-emotional skills are one effective approach for data collection and analysis. Look for tools that make it easy to record student behaviors in real-time (e.g. with just a few taps on a mobile app), include configurable triggers to identify at-risk students, provide robust data analysis tools, and integrate functionality for defining and monitoring intervention plans with ongoing data collection. In addition, some real-time data tools provide portals, mobile apps, and text notifications so that students and families can also access collected data. This is a great way to engage students in data analysis and increase family engagement with information about their students' social-emotional and behavioral skill development.

Assessments of social-emotional skills and behavior are another effective source for data collection and analysis.

These may include teacher-report surveys, student self-report surveys, or direct assessments in which students demonstrate competence by solving challenging social and emotional tasks. Such assessments are typically administered only two or three times per year, so they are more effective for initial assessment than ongoing monitoring. Look for evidence-based assessments that can be completed with minimal staff and student time, are nationally-normed to identify students needing further instruction, and provide robust data analysis tools.

Finally, data that schools regularly collect on student absences, tardy arrivals, and discipline referrals can also inform assessment. However, while this data offers a snapshot of student indicators, it doesn't provide proactive insights into underlying social-emotional and behavioral strengths and needs. If you use this data, look for a tool that makes it easy to configure triggers (e.g. three tardy arrivals within two weeks) that can serve as early indicators and pair this data with other tools that offer more comprehensive information on students' social-emotional and behavioral skill development.



Engaged

Leadership

Cooperates

Perseveres

Self Aware

Dishonest

Off Task

Intervene

SPECIFY AND ENACT INTERVENTION PLANS THAT TARGET IDENTIFIED STUDENTS' GROWTH GOALS.

Once you have identified students requiring additional support, you can develop a data-based plan to build on their strengths and address their needs. Start by setting social emotional and behavioral growth goals and identifying measures to monitor growth.

As mentioned above, ideally your data collection tool includes functionality for defining and monitoring data-informed intervention plans. Look for a tool that tracks growth goals, notes planned intervention(s), records time spent with intervention(s), and integrates real-time assessment data to monitor progress toward goals.

A Note on Intervention Tools



Educators face growing responsibilities to meet new accountability and teaching and learning standards, while school counselors likewise face new mandates and growing caseloads. To effectively address the needs of students requiring additional instruction and support, educators and counselors need evidence-based interventions that engage their students without significantly adding to their already overburdened workloads.

Online intervention tools designed to meet individualized student growth needs are one effective solution.

Look for evidence-based tools that align to your school's social emotional learning goals, are culturally-responsive and developmentally-appropriate, individualize learning to each students' unique needs, provide a fun and engaging student experience, and gather data on intervention interactions for progress monitoring. Many tools also include direct assessments or student self-report surveys, adding data for the Assessment step, as described above. In addition, some tools include supplemental lessons and activities for teachers and counselors to use with students to reinforce learning.

Monitor

CONTINUE COLLECTING AND ANALYZING DATA TO MEASURE PROGRESS AND ADJUST PLANS IF NEEDED.

The success of any intervention plan depends on ongoing data collection to measure progress and inform adjustments. If a student is demonstrating progress towards growth goals, you can continue with the current intervention plan. If a student has reached or surpassed these goals, you can resolve the intervention plan and conclude the intervention. However, if a student isn't yet demonstrating progress, you may need to extend the intervention period or adjust the plan to try new strategies.



Without data to inform this process, you cannot effectively adjust intervention plans to best meet student needs or demonstrate when students are ready to conclude the intervention plan.

Your intervention plan tool should include functionality to automatically track and chart progress towards growth goals. In addition, it should enable teachers and counselors to record how much time a student spends with planned intervention(s), as this is a key element to progress monitoring. If growth is slow and a student has not fully engaged with the intervention(s) as planned, you can quickly identify this as an area for adjustment.

During the monitoring phase, collecting and analyzing real-time social-emotional and behavioral data is particularly effective because it can highlight patterns in student behaviors that may indicate a particular intervention strategy to best meet a student's needs.

Once students have successfully met intervention plan goals based on collected data, their intervention can be concluded and their plan can be resolved. Different students will complete this process in different time frames—in some cases a few weeks and in others spanning multiple years.

Following this three-step process and leveraging strong tools for data collection and analysis and intervention planning, implementation and monitoring will help schools effectively address the social-emotional and behavioral needs of all students.



At Kickboard, we have supported school culture transformations through effective implementations of MTSS, RTI, PBIS, and SEL.

We also have the tools and resources to support your school team as they begin to implement these programs as a way to promote positive school culture.

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