

## Social Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The implementation of SEL in schools has shown both immediate and long-term improvements in mental health, social skills, and academic achievement.

### Why is Social Emotional Learning (SEL) so important for students?

There are five core SEL competencies—broad, interrelated areas that support learning and development. Circling them are four key settings where students live and grow.

SEL is important in order for children to develop and maintain positive relationships, decision-making skills, develop perspective-taking skills, and building emotional intelligence.



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*“Educating the mind without educating the heart is no education at all.”*

—Aristotle.



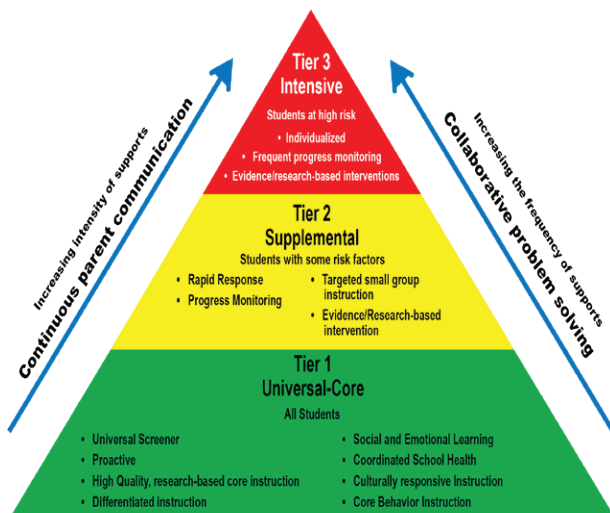
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## Office of Multi-Tiered System of Supports



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### Why do we need MTSS in Richland One?

Each of our student's has a unique set of educational needs, and the Multi-Tiered System of Supports (MTSS) is the framework focuses on meeting the academic, behavioral, and social/ emotional needs of each student.

### What is MTSS?

MTSS is a framework and not a separate program, class or intervention but rather a way of systematically organizing instruction and intervention to help all students.

The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.

This framework also helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need a higher level of support.

MTSS is a school-wide, data driven, proactive framework for improving both academic and behavioral outcomes.

Parents want the best for their children, including a successful and positive school experience. When a child is struggling in school, there is no time to waste. Working together, parents and teachers can keep the students on the road to school success and graduation.

Your child may be having difficulties in school if he or she exhibits any of the following:

- Lack of motivation, interest, or attention;
- Homework frustrations;
- Behavior problems;
- Slipping grades;
- Low self esteem.

### How does the school identify and support students?

Schools screen all students to see which students are meeting grade level standards and which students need additional support (s). For the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress (Tiers 2 and 3).

- Tier 2 small-group problem-solving teams may include principals, educators, school counselors, school psychologists, school social workers, instructional coaches, intervention specialists and parents.
- Tier 3 individual problem-solving teams should include parents and staff knowledgeable about the student, grade-level expectations, and the problem-solving process. At Tier 3, individual diagnostic assessments may be administered to help plan the intervention. Parents are expected to attend problem solving meetings, in order to maximize the effectiveness of the team's initiated problem solving process. Parents are most valuable in providing information regarding students during this process.

*NOTE: Student's are also encouraged to participate in team meetings (age appropriate).*

### Parents Frequently Asked Questions:

#### What can I expect from schools using a Multi-Tiered System of Supports?

- Information on my child's progress in meeting grade-level standards;
- Notice of academic or behavior concerns (early identification);
- Instruction and intervention that is matched to my child's needs;
- Feedback on how my child is responding and making progress;
- Involvement in individual, data-based problem solving for my child.

#### What are tiered supports?

- **Tier 1** - All students receive high-quality core instruction in academics and behavior as well differentiation and/or augmentation at this tier.
- **Tier 2** - In addition to Tier 1, students needing more support also receive small-group intervention and supports. The difference is increased instructional time, smaller groups of students or narrowed focus of instruction.
- **Tier 3** - In addition to Tiers 1 and 2, students receiving Tier 3 intervention receive the most intensive supports based on individual need (s). The difference is individual team-based problem-solving, increased instructional support time, and narrowed focus of instruction.

